



County Hall
Cardiff
CF10 4UW
Tel: (029) 2087 2000

Neuadd y Sir
Caerdydd
CF10 4UW
Ffôn: (029) 2087 2000

SUPPLEMENTARY PAPERS

Committee	CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE
Date and Time of Meeting	TUESDAY, 8 MARCH 2022, 4.30 PM
Venue	REMOTE VIA MS TEAMS
Membership	Councillor Bridgeman (Chair) Councillors Cunnah, Hopkins, Joyce, Melbourne, Molik, Phillips, Mia Rees and Singh Patricia Arlotte (Roman Catholic representative), Carol Cobert (Church in Wales Representative) and Karen Dell'Armi (Parent Governor Representative)

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

- Item 4 School Organisation Planning: Admission Arrangements 2023/2024 (Pages 3 - 118)**
- Item 5 School Organisation Planning: Provision for children and young people with Complex Learning Needs and Autism Spectrum Condition (Pages 119 - 638)**
- Item 6 School Organisation Planning: Provision for children and young people with Emotional Health and Wellbeing Needs. (Pages 639 - 1032)**
- Item 6 School Organisation Planning: Expansion and redevelopment of Pentyrch Primary School (Pages 1033 - 1170)**

Davina Fiore

Director Governance & Legal Services

Date: Wednesday, 2 March 2022

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

This page is intentionally left blank

**CYNGOR CAERDYDD
CARDIFF COUNCIL**

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

8 MARCH 2022

SCHOOL ADMISSIONS ARRANGEMENTS 2023/24

Purpose of Report

1. To provide Members with the opportunity to carry out pre-decision scrutiny of the report to Cabinet, attached at **Appendix A**, prior to its consideration by the Cabinet at its meeting on the 10 March 2022.

Background

2. In order to comply with the Section 89 of the School Standards and Framework Act 1998 and the Education (Determination of Admission Arrangements) (Wales) Regulations 2006, School Admission arrangements for implementation in the 2023/2024 academic year (i.e., from September 2023) must be determined on or before 15th April 2022.
3. The Education (Determination of Admission Arrangements) (Wales) Regulations 2006 and the School Admissions Code set out the procedure which admission authorities should follow when determining their admission arrangements, including that proper consultation must be carried out and that the arrangements should be determined by 15th April in the school year beginning two years before the school year which the arrangements will be for.
4. Prior to the annual consultation, the Council works closely with the Cardiff Admissions Forum to consider how well existing and proposed admission arrangements serve the interests of children and parents city-wide. The

Cardiff Admissions Forum includes Diocesan representatives, representatives of community and voluntary controlled, foundation and voluntary aided schools, parent governors and local community representatives.

Structure of Papers

5. The draft Cabinet report (**Appendix A**) sets out the following issues:
 - Draft School Admission Arrangements 2023/24 – *Appendix 1 to the Cabinet report*
 - Summary of the Council's School Admission Arrangements 2023/2024 Consultation - *points 6-10 of the Cabinet report*
 - Co-ordinated Admission Arrangements – *points 11 – 24 of the Cabinet report; plus Appendix 2*
 - Responses received in respect of the draft policy during the consultation period – *points 25/26 of the Cabinet report*
 - Formal responses, including an appraisal of these responses – *points 27/28 of the Cabinet report; plus Appendix 3*
 - Responses received from online survey, including an appraisal of these responses – *points 30 – 34 of the Cabinet report; plus Appendices 4 and 5*
 - Responses regarding the implementation of co-ordinated primary school admissions, including an appraisal of these responses – *points 35 – 55 of the Cabinet report*
 - Responses regarding the inclusion of The Bishop of Llandaff Church in Wales High School within the co-ordinated secondary school admissions process, including an appraisal of these responses – *points 56 – 66 of the Cabinet report*
 - Responses regarding whether co-ordinated admissions should be extended to other schools, including an appraisal of these responses – *points 67 – 71 of the Cabinet report.*
 - Other responses received (offer day date; demand for school places; sibling criteria), including an appraisal of these responses – *points 72 – 84 of the Cabinet report*
 - Local Member consultation - *point 89 of the Cabinet report*

- Scrutiny Consideration – *point 90 of the Cabinet report*
6. The draft cabinet report also provides details on the following areas:
- Financial Implications – *point 92 of the Cabinet report*
 - Legal Implications – *points 93 – 100 of the Cabinet report*
 - HR Implications – *point 101 of the Cabinet report*
 - Transport Implications – *points 102 - 103 of the Cabinet report*
 - Property Implications – *point 104 of the Cabinet report*
 - Impact on the Welsh Language – *points 105 - 109 of the Cabinet report*
 - Well-being of Future Generations – *point 110 of the Cabinet report*
 - Equality Impact Assessment – *point 111 of the Cabinet report, plus Appendix 6*
7. The Cabinet report is also supported by the following Appendices:
- **Appendix 1** – Draft School Admissions Policy 2023/24
 - **Appendix 2** – Coordinated Admission Arrangements consultation document
 - **Appendix 3** – Formal response
 - **Appendix 4** – Notes of points raised at online drop-in sessions
 - **Appendix 5** – Summary analysis of consultation responses
 - **Appendix 6** – Equality Impact Assessment

Issues highlighted in the report to Cabinet

Changes proposed compared to 2022/23

8. The proposed changes to the arrangements for 2023/2024 compared to the arrangements for 2022/2023, relate to the following (*point 7 in the Cabinet report*):
- Reference to the ‘Fresh Start’ panel in place of the ‘Hard to Place’ panel.
 - Clarification of the Childcare Offer.
 - Expansion of co-ordinated arrangements.

- Increased Published Admission Numbers for Pentyrch Primary School, Ysgol Y Wern, Cantonian High School and Radyr Comprehensive School.

Consultation and Methodology

9. The Council's draft School Admission Arrangements 2023/2024 were issued for consultation on 22 November 2021 to all those the Council are required to consult with as set out in the Welsh Government's School Admissions Code (Headteachers, Governing Bodies, Diocesan Directors, neighbouring Local Education Authorities). As a significant change was proposed to the application process for entry to primary education, the Council also consulted directly with those parents whose children would enter primary education in 2023/2024.
10. The policy was published on the Council website with details of how responses could be submitted which provided an opportunity for any interested parties to comment. Responses were requested to be returned by the consultation closing date of 17 January 2022.
11. Details of the consultation were promoted via social media and schools.
12. A total of 58 responses were received during the consultation period. Of the 58 responses received to the consultation, there were 47 respondents who identified that they were responding as parents/guardians or grandparents, three who identified that they were responding as governors, two who identified that they were responding as a local residents, one who identified that they were responding both as a parent/guardian and a governor, one who identified that they were responding as both a parent/guardian and local resident, one who identified that they were responding as both a local resident and a member of staff and one who did not specify who they were responding as.

13. As part of the consultation on the School Admission Arrangements 2023/24, responses were sought on the proposals to:
- Implement a co-ordinated primary school admissions process for the Reception age group intake from September 2023.
 - Include The Bishop of Llandaff Church in Wales High School within the co-ordinated secondary school admissions process for the Year 7 age group intake from September 2023.

Summary

14. Arising from the consultation, the following conclusions were reached (*points 85 – 88 of the Cabinet report*):
- It is recommended that primary school co-ordinated admissions are implemented. The inclusion of other Admission Authorities will be subject to their own consultations on admission arrangements and approval of the arrangements by their Governing Bodies by 15 April 2022 in accordance with the determination period set in the Welsh Government Admissions Code.
 - It is recommended that The Bishop of Llandaff Church in Wales High School be included in the secondary school co-ordinated admission arrangements from September 2023 subject to the approval of the admission arrangements by the Governing Body of the school.
 - Should any Governing Bodies elect to remain outside of the coordinated process, the process for applying to these schools will remain unchanged and information regarding admissions to these schools will continue to be included in the Council's Admissions to Schools booklet available to view on the Council's website.

- The other changes are for clarification or to reflect changes to published numbers and received no comments. These are also recommended for implementation.

Reason for Recommendations

15. The Council is required to review its school admission arrangements annually and to agree the arrangements following appropriate consultation.
16. The Cabinet is recommended to:
 - Determine the attached Council's draft School Admission Arrangements 2023/2024 as set out in the Admission Policy 2023/2024. (*Appendix 1 to the Cabinet Report*).

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 10 March 2022.

Way Forward

18. 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 Brett Andrewartha (SOP Programme Manager) will be available to answer any questions Members may have.
19. 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

20. 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

21. 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:

- 1) Review and assess the information contained in the draft Cabinet Report, attached at **Appendix A**, together with any information provided at the meeting;

- 2) 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

03 March 2022

**SCHOOL ADMISSION ARRANGEMENTS AND CO-ORDINATED
PRIMARY SCHOOL ADMISSION ARRANGEMENTS 2023/2024**

EDUCATION, EMPLOYMENT & SKILLS

AGENDA ITEM: 10

Reason for this Report

1. In accordance with Section 89 of the School Standards and Framework Act 1998 and the Education (Determination of Admission Arrangements) (Wales) Regulations 2006, Admission Authorities are required to review their School Admission Arrangements annually.
2. This report is to inform the Cabinet of responses received following public consultation on the Council's School Admission Arrangements 2023/2024.

Background

3. In order to comply with the legislation above, School Admission arrangements for implementation in the 2023/2024 academic year (i.e., from September 2023) must be determined on or before 15th April 2022.
4. The Education (Determination of Admission Arrangements) (Wales) Regulations 2006 and the School Admissions Code set out the procedure which admission authorities should follow when determining their admission arrangements, including that proper consultation must be carried out and that the arrangements should be determined by 15th April in the school year beginning two years before the school year which the arrangements will be for.
5. Prior to the annual consultation, the Council works closely with the Cardiff Admissions Forum to consider how well existing and proposed admission arrangements serve the interests of children and parents city-wide. The Cardiff Admissions Forum includes Diocesan representatives, representatives of community and voluntary controlled, foundation and voluntary aided schools, parent governors and local community representatives.

Issues

Summary of the Council's School Admission Arrangements 2023/2024 Consultation

6. The Council's draft School Admission Arrangements 2023/2024 were issued for consultation on 22 November 2021 to all those the Council are required to consult with as set out in the Welsh Government's School Admissions Code (Headteachers, Governing Bodies, Diocesan Directors, neighbouring Local Education Authorities). As a significant change was proposed to the application process for entry to primary education, the Council also consulted directly with those parents whose children would enter primary education in 2023/2024.
7. The proposed changes to the arrangements for 2023/2024 compared to the arrangements for 2022/2023, relate to the following:
 - Reference to the 'Fresh Start' panel in place of the 'Hard to Place' panel.
 - Clarification of the Childcare Offer.
 - Expansion of co-ordinated arrangements.
 - Increased Published Admission Numbers for Pentyrch Primary School, Ysgol Y Wern, Cantonian High School and Radyr Comprehensive School.
8. The policy was published on the Council website with details of how responses could be submitted which provided an opportunity for any interested parties to comment. Responses were requested to be returned by the consultation closing date of 17 January 2022. The draft School Admission Arrangements 2023/2024 are attached as Appendix 1.
9. Details of the consultation were promoted via social media and schools.
10. Proposed oversubscription criteria for 2023/2024 are set out on pages 8, 11 and 13 of Appendix 1.

Co-ordinated Admission Arrangements

11. As part of the consultation on the School Admission Arrangements 2023/24, responses were sought on the proposals to:
 - Implement a co-ordinated primary school admissions process for the Reception age group intake from September 2023.
 - Include The Bishop of Llandaff Church in Wales High School within the co-ordinated secondary school admissions process for the Year 7 age group intake from September 2023.
12. A copy of the consultation document explaining the changes is attached at Appendix 2.
13. The introduction of co-ordinated arrangements does not constitute a change to admissions oversubscription criteria but proposes a revised

system for administering the admissions process in partnership with other admission authorities operating in Cardiff.

14. Cardiff Council has successfully entered into co-ordinated admissions with three partner secondary schools since the 2018/2019 intake year. A pilot ran as part of 2018-2020 school admission arrangements, with co-ordinated admissions between all community secondary schools, Whitchurch High School (foundation school), St Teilo's Church in Wales High School (voluntary aided) and Corpus Christi Catholic High School (voluntary aided).
15. Each of the above schools has decided to remain as a partner within the co-ordinated admission arrangements. Each of the schools retains the responsibility for consulting on and determining its admission arrangements.
16. The Council has also co-ordinated admission arrangements with St Mellons Church in Wales Primary School since September 2021. St Mellons Church in Wales Primary School is a Voluntary Controlled Primary School and admissions to the school are now administered by the Council.
17. The Council, the Catholic Archdiocese of Cardiff, the Church in Wales Diocese of Llandaff, the Church in Wales Diocese of Monmouth and a number of primary schools propose that the benefits of co-ordinated admission arrangements be extended to primary schools and to parents of children entering primary education.
18. At present, parents apply for primary education places by submitting a school admission form to the Admission Authority of their preferred school. Any request for admission to a voluntary aided (faith-based) primary school must be made directly to the Governing Body of that school. Requests for admission to any Community school must be made to the Council.
19. Whilst parents may apply for multiple schools and inform the Council of which community schools are their preferred option(s), they are not required to confirm whether they have made applications to other admission authorities, nor which non-community school is their higher or lower preference. As a result, parents could be offered more than one school place for their child with some parents choosing to 'hold' offers for more than one school, preventing other children being offered these places.
20. As a result of this, whilst some parents receive offers for their child at multiple schools, other parents have been unsuccessful in securing a place at any of their school preferences.
21. Consequently, there is uncertainty as to which pupils will start at which schools because the order of parental school preferences is unclear at the time of application and some pupils remain unallocated after the first round of allocations.

22. The Council is also seeking to expand the co-ordinated arrangements for secondary schools by including The Bishop of Llandaff Church in Wales High School in the process from September 2023.
23. The aim of this proposal is to have a fairer, more equitable system of allocating school places in Cardiff.
24. Each school Governing Body that is interested to participate would also need to undertake a consultation on changes to its arrangements, and determine its arrangements by 15 April 2022, to coordinate its admissions with the Council in the 2023/2024 school year.

Responses received in respect of the draft policy during the consultation period

25. The points of view raised in the responses received in relation to the issues consulted upon are set out in *italics* below. The Council's response to each point can be seen underneath, under the heading "Appraisal of views expressed".
26. A total of 58 responses were received during the consultation period.

Formal Responses

27. One formal response was received from The Rainbow Federation (Bryn Hafod Primary School and Glan Yr Afon Primary School). The formal response is attached as Appendix 3.
28. *As Chair of Governors and in discussion with the Executive Head we have agreed that the proposed changes will make for a more streamlined system. We are in favour of the proposals as it gives greater clarity to families and schools.*

Appraisal of views expressed

29. The Council acknowledges the view expressed and welcomes the support of The Rainbow Federation.

Responses received from online survey

30. Views were sought from interested stakeholders via an online survey and a hard copy version of the survey within the engagement document.
31. The majority view expressed at drop-in sessions and via the online survey was one of support for the proposed implementation of a co-ordinated primary school admissions process for the Reception age group intakes and expanding co-ordinated arrangements for secondary schools.
32. Contemporaneous notes of issues raised at the online drop-in sessions are attached as Appendix 4. A summary analysis of the responses received from all stakeholders is attached as Appendix 5.

33. Of the 58 responses received to the consultation, there were 47 respondents who identified that they were responding as parents/guardians or grandparents, three who identified that they were responding as governors, two who identified that they were responding as a local residents, one who identified that they were responding both as a parent/guardian and a governor, one who identified that they were responding as both a parent/guardian and local resident, one who identified that they were responding as both a local resident and a member of staff and one who did not specify who they were responding as.
34. Respondents stated an affiliation with the following schools:
- Bryn Deri Primary School
 - Danescourt Primary School
 - Llandaff Church in Wales Primary School
 - Llysfaen Primary School
 - Meadowlane Primary School
 - Pontprennau Primary School
 - Radyr Primary School
 - The Rainbow Federation (Bryn Hafod Primary School and Glan Yr Afon Primary School)
 - Rhiwbeina Primary School
 - Rhydypenau Primary School
 - St Bernadette's Catholic Primary School
 - St David's Church in Wales Primary School
 - St Fagans Church in Wales Primary School
 - St Joseph's Catholic Primary School
 - St Peter's Catholic Primary School
 - Thornhill Primary School
 - Ton Yr Ywen Primary School
 - Ysgol Gynradd Gwaelod Y Garth Primary School
 - Ysgol Gynradd Gymraeg Pen Y Groes
 - Ysgol Glan Ceubal
 - Ysgol Gymraeg Melin Gruffydd
 - Ysgol Mynydd Bychan
 - Ysgol Pencae
 - Ysgol Y Berllan Deg
 - Ysgol Y Wern
 - Corpus Christi Catholic High School
 - Fitzalan High School
 - Llanishen High School
 - Radyr Comprehensive School
 - St Teilo's Church in Wales High School
 - Whitchurch High School
 - The Bishop of Llandaff Church in Wales High School
 - Ysgol Gyfun Gymraeg Bro Edern

Responses regarding the implementation of co-ordinated primary school admissions

35. Of those who responded to the consultation in respect of the implementation of co-ordinated primary school admissions, 45 respondents supported the proposal, three did not support the proposal and three had no opinion.
36. Points raised in response to the consultation in support of the proposal are summarised below:
- *It streamlines the process and makes it easier and more straightforward for parents and pupils.*
 - *People holding multiple places is not fair. This is a much fairer system.*
 - *The only disadvantage is for people wishing to 'play the system'.*
 - *There is a better chance for pupils to secure a school place in the first round of admissions, which avoids unnecessary stress for the families that otherwise would not secure a place.*
 - *The secondary arrangements from previous years have been successful.*

Appraisal of views expressed

37. The Council acknowledges the views expressed.
38. Whilst there was support for the implementation of co-ordinated primary school admissions there were a number of concerns raised. Some of these concerns are not matters that the Council could address through its admissions arrangements and/ or through the admissions process.

Admissions policies

39. *The separate admissions policies cause confusion for parents and council officers.*
40. *[It is] misleading to have different criteria for different schools and system is open to abuse.*

Appraisal of views expressed

41. All faith-based schools in Cardiff are Voluntary Aided schools, with the exception of St Mellons Church in Wales Primary School, which is a Voluntary Controlled school.
42. The Governing Body of a Voluntary Aided school is the Admission Authority for the school and is therefore required to consult on and set the admission criteria for the school, independent of the Local Authority, in accordance with the requirements of the Welsh Government's Admissions Code.
43. The Council publishes a school admissions booklet every year to provide information and guidance for parents to help make an informed decision

about the schools they would like to apply for and make the application process as smooth as possible. The admissions oversubscription criteria for faith schools are included in this booklet, along with information about applying for a community school place.

Applying to multiple schools

44. *When applying for a faith school, I also had to apply for a non faith school. Total waste of time for me, and the non faith school that offered my daughter a place.*

Appraisal of views expressed

45. The Council strongly advises parents to use all preferences available to them when applying for a school place. However, parents do not have to apply for more than one school and it is possible to apply only for a faith school place.

Local schools

46. *Primary schools should be for local children.*

Appraisal of views expressed

47. Parents are entitled to state a preference for any school they wish their child to attend.
48. In the event of a school being oversubscribed, applications are assessed against the oversubscription criteria. The admissions criteria are predicated on a geographical basis, giving priority to those living within a school catchment area and also considering proximity of school to home address. This seeks to maintain, where possible, children attending a local school.
49. Whilst children who are resident in the catchment area of a school have priority for admission to that school over those who are not, children outside the catchment area cannot be denied a place if there are sufficient places available.
50. The Council is committed to ensuring that every school in Cardiff has an Active Travel Plan by 2022 to support and encourage active travel to school. Most journeys to education in Cardiff are within 3km of people's homes.

Changes to the process

51. *Everyone knows how the process works now. It's too complicated to change it.*

Appraisal of views expressed

52. The Council publishes a school admissions booklet every year to provide information and guidance for parents to help make an informed decision

about the schools they would like to apply for and make the application process as smooth as possible.

53. Guidance on how to apply for a place in the Reception year group for the 2023-24 school year would be included within the booklet for that year, as well as on the Council website.
54. Parents with children attending nursery at a school may also receive guidance on applying for a Reception year place from the nursery.
55. Submitting an application via the Common Application Form would simplify the application process, particularly for parents applying for both a community place and faith place, as only one application form would need to be completed if that is the preferred process of the relevant school Governing Body.

Responses regarding the inclusion of The Bishop of Llandaff Church in Wales High School within the co-ordinated secondary school admissions process

56. Of those who responded to the consultation in respect of the implementation of co-ordinated primary school admissions, 39 respondents supported the proposal, four did not support the proposal and eight had no opinion.
57. Points raised in response to the consultation in support of the proposal are summarised below.
 - *It simplifies the admission process, making it more straightforward.*
 - *All schools should be included in the process. The more schools included, the better the allocations process will work.*
 - *It's a fairer process.*
 - *There is no strong argument not to include The Bishop of Llandaff Church in Wales High School in the process.*
 - *It will be clearer for schools how many pupils allocated a place actually want a place at the school.*

Appraisal of views expressed

58. The Council acknowledges the views expressed.
59. Whilst there was support for the implementation of co-ordinated secondary school admissions there were a number of concerns raised.

Admissions policies

60. *Own Admission Authority Schools (Faith Schools) governing bodies can decide the application criteria at the moment. (E.g.: giving preference to students from certain faiths overruling catchment area criteria thus students in the catchment area will dropout)*
61. *Faith- based schools are not funded by the LEA so why on earth would the council even consider changing the application process for faith- based*

schools. If you add faith based schools in the application process how are pupils with genuine faith be granted a place. Will the council provide funding to faith based schools for offering additional places? If you do one faith school then have them all on the application form.

62. *The high school should have its own admission arrangements.*

63. *It's the only church school this side of Cardiff.*

Appraisal of views expressed

64. The proposal does not have any impact upon a school's admissions policy nor impose any change to its governance. The Governing Bodies of faith schools would retain the responsibility to consult on and determine their own admission arrangements and would still rank the order of applicants against their own oversubscription criteria.

65. Applicants for faith schools would have to submit a supplementary form directly to the school, as well as completing the Common Application Form on the Council website.

66. The points raised around separate admission policies are addressed at paragraphs 41 – 43.

Responses regarding whether co-ordinated admissions should be extended to other schools

67. Of those who responded to the consultation in respect of whether they wished for co-ordinated arrangements to be extended further to include schools that are not proposed for inclusion at this time, 28 respondents answered yes, three answered no and 20 had no opinion.

68. Nine respondents commented on which schools the co-ordinated arrangements should be extended to. Of these seven said that the arrangements should include all schools.

69. Other schools named in response to the question were Radyr Comprehensive School, Mary Immaculate Catholic High School, Corpus Christi Catholic High School and St Teilo's Church in Wales High School.

Appraisal of views expressed

70. Radyr Comprehensive School, Corpus Christi Catholic High School and St Teilo's Church in Wales High School are already included in the secondary co-ordinated admission arrangements.

71. The Council cannot instruct the Governing Bodies to co-ordinate their arrangements with the Council. Each Governing Body has been approached and had the opportunity to discuss how the arrangements work. Each must consider whether to co-ordinate their own admission arrangements. The Council and current partner schools have advised they would provide full support to any school wishing to opt into co-ordinate their admission arrangements.

Other responses received

Offer day date

72. *Waiting times for informing allocation of place within primary schools could be changed for dates to coincide with February half-term. This would then take the pressure off uniform shops in the six weeks holidays. Also, consider looking into additional 'logo/ emblem' shops to cater for the schools in Cardiff. Three specialist uniform shops cannot always cope with the demands on purchasing uniform.*

Appraisal of views expressed

73. The Welsh Government's School Admissions Code 2.24 states that "For primary school applications, admission authorities should ensure that all offers are made on the prescribed Primary Offer Day, 16 April or the next working day".
74. The supply of school uniform is a matter for the Governing Bodies of individual schools to consider. All have been made aware of the Statutory guidance for school governing bodies on school uniform and appearance policies Education, Wales (2019) which is intended to support families to enable purchasing of uniform from a range of outlets and to keep costs down by reducing the number of logo/emblem items or providing alternatives.

Demand for school places

75. *Even with this improved process there are issues. Housing is being built at a much greater rate than school places are increasing. North-East Cardiff needs a new secondary school.*

Appraisal of views expressed

76. There are sufficient school places within the secondary school sector in Cardiff.
77. As part of the process for the planning of school places, the Council continually reviews secondary school capacity and the evolving need for places. Proposals will be brought forward to ensure there is sufficient capacity to meet the demand for school places in each area of the city. However, the current demand for English-medium places can be met within existing school provision, as sufficient places are available.

Sibling criteria

78. *Sibling groups must be prioritised in admissions. Splitting up families is not something that should happen regardless of whether school is faith based or not. Once one child is in all family siblings should be accepted.*

Appraisal of views expressed

79. The Council has reviewed the inclusion of oversubscription criteria which gave priority to siblings of children enrolled in a school in previous consultations on school admission arrangements.
80. In the event of there being more applications than places available, allocations are prioritised according to the published over subscription criteria as set out in the agreed School Admissions Policy.
81. The highest priority for admission is given to Looked After Children and children with a statement of Special Education Need specifying a school or equivalent followed by catchment area applications.
82. Within the oversubscription criteria weight and prominence is given to qualifying sibling applications received within agreed deadlines. Priority is given to qualifying sibling applications from pupils already on roll at a school.
83. Whilst within-catchment applications have a higher priority than out of catchment applications, qualifying out of catchment sibling applications are also given higher priority than non siblings applications. Within-catchment applications having a higher priority for admission generally supports the Council's commitment to local schools serving local children, and to promoting active travel.
84. In circumstances where an older sibling is admitted as a within catchment pupil and there are subsequent changes to the catchment area, priority is also given to younger siblings as set out in the Admissions Policy.

Summary

85. It is recommended that primary school co-ordinated admissions are implemented. The inclusion of other Admission Authorities will be subject to their own consultations on admission arrangements and approval of the arrangements by their Governing Bodies by 15 April 2022 in accordance with the determination period set in the Welsh Government Admissions Code.
86. It is recommended that The Bishop of Llandaff Church in Wales High School be included in the secondary school co-ordinated admission arrangements from September 2023 subject to the approval of the admission arrangements by the Governing Body of the school.
87. Should any Governing Bodies elect to remain outside of the coordinated process, the process for applying to these schools will remain unchanged and information regarding admissions to these schools will continue to be included in the Council's Admissions to Schools booklet available to view on the Council's website.
88. The other changes are for clarification or to reflect changes to published numbers and received no comments. These are also recommended for implementation.

Local Member consultation

89. All members were consulted on the draft Admission Arrangements 2023/2024.

Scrutiny Consideration

90. The Children and Young People's Scrutiny Committee will consider these proposals on 8 March 2022.

Reason for Recommendations

91. The Council is required to review its school admission arrangements annually and to agree the arrangements following appropriate consultation.

Financial Implications

92. There are no direct financial implications arising from the recommendations of this report.

Legal Implications

93. The Council has a statutory obligation under the Education Act 1996 to promote high standards of education for primary and secondary schools in its local authority area. Section 89 of the School Standards and Framework Act 1998 determines that the Admission Authorities must carry out consultation before determining the admission arrangements which are to apply.
94. The Education (Determination of Admission Arrangements) (Wales) Regulations 2006 set out the procedure which the Admission Authorities should follow when determining their admission arrangements, including the consultation and notification process as well as timescales. In particular, the Admission Authority must determine arrangements in the school year beginning two years before the school year which the arrangements will be for, take all steps necessary to ensure that they will have completed the consultation required by section 89(2) before 1 March and determine the admission arrangements by 15 April. This report shows that the consultation was conducted before 1 March.
95. The Welsh Government has issued a guidance circular 'Measuring the Capacity of Schools in Wales', which sets out the methodology for Local Authorities to follow when determining their admission arrangements. There is also a requirement to consider the guidelines contained in the Welsh Government School Admissions Code. This report reflects these requirements.
96. The Council also has to satisfy its public sector duties and obligations under the Equality Act 2010 (including the 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 Council must also not directly or indirectly discriminate against any pupil in its admission arrangements, this means that no pupil or group of pupils may be treated less favourably based on a protected characteristic. 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

97. The Equality Impact Assessment (see Appendix 6) specifically considers how the proposals may affect pupils with protected characteristics. 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 must have due regard to these obligations when this decision is taken to determine the admission arrangements.
98. In accordance with the Welsh Language (Wales) Measure 2011 and the Welsh Language standards, the Council also has to consider the impact upon the Welsh language any decision that it makes and in accordance with the Welsh in Education Strategic Plan, the Council must consider how it can promote Welsh medium education. This report reflects those requirements.
99. The Council must also consider its legal obligations under the Wellbeing of Future Generations (Wales) Act 2015 to think more about the long term, work better with people and communities and each other, look to prevent problems and take a more joined-up approach.
100. There are also legal obligations under the Education Act 1996 which require pupils with statements of special educational needs to be admitted to the school named in the statement and the Education (Admission of Looked After Children) (Wales) Regulation 2009 which requires the Council to admit children who are currently looked after (in accordance with the definition in section 74 of the Social Services and Wellbeing Act (Wales) 2014. The report and proposed admission arrangements reflect these obligations.

HR Implications

101. There are no HR implications arising from the recommendations contained in this report.

Transport Implications

102. No significant transport implications are anticipated.

103. The within-catchment applications having a higher priority for admission generally supports the Council's commitment to local schools serving local children, and to promoting active travel.

Property Implications

104. There are no property implications arising from the recommendations contained in this report.

Impact on the Welsh Language

105. The Council is committed to developing a Bilingual Cardiff.
106. Cardiff's Welsh in Education Strategic Plan (WESP) 2022-2031 sets out a series of ambitious commitments to build on the progress achieved to date. These will ensure that every child in the city can receive an education in the language of Welsh, the number receiving their education in Welsh-medium schools will increase, and through the significant use of Welsh in English medium education all will have the opportunity to become confident in speaking Welsh.
107. At its meeting of 14 October 2021, the Cabinet considered the draft WESP 2022-2031 and authorised officers to proceed to undertake an eight-week public consultation on the content of the draft with the outcome to be presented to Cabinet prior to submission to the Welsh Government.
108. Following consultation, the Cabinet approved Cardiff's WESP 2022-2031 at its meeting of 24 February 2022, for submission to the Welsh Government Ministers.
109. The draft WESP sets out a number of measures to support and grow the Welsh language which include the publication of information to support parents and guardians through the admissions process. There are no changes required within the published 2023/2024 admissions arrangements to implement these measures.

Wellbeing of Future Generations

110. The Wellbeing of Future Generations (Wales) Act 2015 requires public bodies to make sure their decisions take into account the impact they could have on people living in Wales in the future. The Council has done so in relation to its proposed school admission arrangements. All Admission Authorities in Wales are legally bound to Section 84 of the Schools Standards and Framework Act (1998) (the Welsh Government's School Admission Code) and the Council has also complied with that legislation. Account is also taken of the Council's responsibility to provide and promote high standards of Education under the Education Act 1996.

Equality Impact Assessment

111. An Equality Impact Assessment on this proposal has been carried out. The assessment concluded that this proposal would not adversely affect a

particular group in society (details of the Equality Impact Assessment can be seen at Appendix 6).

RECOMMENDATIONS

Cabinet is recommended to determine the attached Council's draft School Admission Arrangements 2023/2024 as set out in the Admission Policy 2023/2024.

SENIOR RESPONSIBLE OFFICER	Melanie Godfrey Director of Education & Lifelong Learning
	4 March 2022

The following appendices are attached:

- Appendix 1 – Draft School Admissions Policy 2023/24
- Appendix 2 – Coordinated Admission Arrangements consultation document
- Appendix 3 – Formal response
- Appendix 4 – Notes of points raised at online drop-in sessions
- Appendix 5 – Summary analysis of consultation responses
- Appendix 6 – Equality Impact Assessment

This page is intentionally left blank

Mae'r ddogfen hon ar gael yn Gymraeg / This document is available in Welsh



**School
Admissions
Policy**
2023/2024

CARDIFF COUNCIL

**EDUCATION & LIFELONG
LEARNING**

Mae'r ddogfen hon ar gael yn Gymraeg / This document is available in Welsh

Contents

- 1. Introduction**
 - 1.1 School Admissions
 - 1.2 Relevant Area for Consultation
 - 1.3 Published Admission Number
 - 1.4 Community School Catchment Areas
 - 1.5 Children in receipt of a statement of Special Educational Needs (SEN)
 - 1.6 Children with ALN (additional learning needs) who have an IDP (Individual Development Plan) that names a school
 - 1.7 Out of Chronological Age Applications
 - 1.8 School Managed Transfers
 - 1.9 Fair Access Protocol
 - 1.10 Co-ordinated Secondary School Admission Arrangements
 - 1.11 Data Protection and the EU General Data Protection Regulation
- 2. Submitting an application**
 - 2.1 How to apply
 - 2.2 Prior to Application
 - 2.3 The Applicant
 - 2.4 On-time Applications (considered during the 'normal admissions round')
 - 2.5 Late Applications (considered outside the 'normal admissions round')
 - 2.6 Information the Council does not consider when allocating places
 - 2.7 Applications for Reception to Year 11
- 3. Admissions to community nursery schools and nursery classes**
 - 3.1 Oversubscription Criteria
 - 3.2 Late Applications
 - 3.3 No Right to Statutory Appeal
 - 3.4 Early Years Funding (EYF)
- 4. Admissions to community primary schools and voluntary controlled primary schools**
 - 4.1 Oversubscription Criteria
 - 4.2 Late Applications
 - 4.3 Statutory Appeals
 - 4.4 Deferred Entry
 - 4.5 St Mellons Church in Wales Voluntary Controlled Primary School
- 5. Admissions to community secondary schools**
 - 5.1 Oversubscription Criteria
 - 5.2 Late Applications
 - 5.3 Statutory Appeals
- 6. Admissions to sixth forms**
- 7. Explanation of oversubscription criteria**
 - 7.1 Child's Details – Address
 - 7.2 Change of Address
 - 7.3 Looked After Children (LAC)/previously Looked After Children (pLAC)
 - 7.4 Individual Development Plan (IDP)
 - 7.5 Residence in a defined catchment area
 - 7.6 Compelling Medical/Compelling Social Grounds
 - 7.7 Siblings
 - 7.8 Multiple Birth Siblings
 - 7.9 Proximity
- 8. Documentary evidence that may be required from applicants**
 - 8.1 Submission of documents relating to a child of UK Service Personnel or other Crown Servants
 - 8.2 Submission of documents relating to a Child's Home Address
 - 8.3 Submission of documents relating to Compelling Medical Grounds or Compelling Social Grounds
- 9. Offers process**
 - 9.1 School Offers
 - 9.2 No School Offers
 - 9.3 Changes of circumstances
 - 9.4 Withdrawal of School Offers
 - 9.5 Waiting Lists

1 Introduction

1.1 School Admissions

The Council is committed to providing local schools for local children where possible.

Parents (also referred to as ‘applicants’ in this policy document) have the right to express a preference for their preferred school(s) which will be considered individually and complied with wherever possible.

Cardiff Council is committed to equality of opportunity and to eliminating discrimination. In respect of admissions to schools, all pupils and prospective pupils are treated equitably, regardless of gender, race, ethnicity, culture, nationality, language, ability / disability or religious / non-religious belief. Steps are taken to ensure that admission procedures do not unfairly advantage or disadvantage any groups through the application of rules or conditions that cannot be complied with equally by all.

All admissions to community classes and community schools are approved by the Cardiff Council’s Director of Education & Lifelong Learning.

1.2 Relevant Area for Consultation

In accordance with the Education (Relevant Areas for Consultation on Admission Arrangements) Regulations 1999, the relevant area for community schools in Cardiff is the administrative area of the County Council for the City and County of Cardiff (the County Council).

1.3 Published Admission Number

In the normal admissions round, all maintained schools must admit pupils up to their Published Admission Number. An admission request may not be refused to any school until the Published Admission Number has been reached (with exception to twice excluded pupils [refer to 3.58 – 3.60 of the Welsh Government’s School Admissions Code document no. 005/2013]). The Published Admission Number has been calculated in accordance with the Welsh Government’s school capacity calculation methodology “Measuring the Capacity of Schools in Wales” circular no. 021/2011. As this number is based on the physical capacity of the school to accommodate pupils it should not be exceeded in normal circumstances.

1.4 Community School Catchment Areas

Catchment area information is available on the Council’s website. The majority of catchment areas of maintained community primary schools are grouped together to form the catchment areas of maintained community secondary schools in Cardiff.

Catchment areas are subject to change with any changes being consulted upon prior to implementation. There is no guarantee of an offer of a place at a child’s catchment area school.

1.5 Children in receipt of a statement of Special Educational Needs (SEN)

Where a community school is named in a statement of Special Educational Needs (SEN) the child must be admitted to that school.

1.6 Children with ALN who have an IDP (Individual Development Plan) that names a school

In most cases, children with ALN (Additional Learning Needs) will be able to receive the support they need in any maintained school.

The Council can decide to name a maintained school in the IDP for the purposes of securing admission of the child to a particular school.

The Council will not name a school in an IDP, for the purposes of securing admission, unless the needs and circumstances of the child is such that they ought to attend that particular school.

The Council will consider the following factors:

- Whether specific characteristics of the school make it especially good at making the required ALP (additional learning provision) compared to other maintained schools the child could attend- for example, the school's physical characteristics;
- Whether the school has members of staff with specialist expertise or training, or specialism in a low incidence need such as hearing or visual impairment (for example, if the school has a specialist resource base);
- It would be unreasonable for a more local school to provide the child's ALP (additional learning provision);
- Any other factors the local authority considers to be relevant to the particular case.

When a school is named in an IDP for the purpose of securing admission, the child must be admitted to the school.

1.7 Out of Chronological Age Applications

Cardiff Council operates a separate policy on Out of Chronological Age applications.

If a parent requests to place their child in a year group that is outside of their chronological age and the request is at the point of admissions, the Local Authority will review each request based on their individual circumstances. Contact: outofyeargroup@cardiff.gov.uk.

1.8 School Managed Transfers

Cardiff Council operates a separate policy on School Managed Moves.

Schools are able to undertake managed moves of pupils. These will be treated differently to regular admissions and the child will remain on roll at the school from which they are applying to transfer until the end of their managed move period.

At the end of the managed move period, if successful, the child will be added to the roll of the receiving school. If the managed move is not successful, the child will return to attend the school from which they were applying to transfer. All managed moves should be negotiated between the schools with a representative from the Council.

1.9 Fair Access Protocol

Cardiff Council maintains Fair Access Protocols for vulnerable children in accordance with the School Admissions Code Annex D Paragraph 5.

The role of the Fair Access Panel is to ensure that vulnerable and 'hard to place' children are able to access education and are placed fairly within the city. The Fair Access Panel will assess all pupils and schools according to their vulnerability and will, (in participation with all high schools via the subsequent Fresh Start panel), place these children in schools that can meet their needs in the most efficient manner that will have the least negative impact on the effectiveness of education within Cardiff.

The panel members will review outcomes annually to monitor compliance and will ensure that schools are adhering to the procedures.

1.10 Co-ordinated School Admission Arrangements

The Council is consulting on the co-ordination of primary school admission arrangements. These will apply to any Community Schools and Own Admission Authority Schools (Faith Schools) in Cardiff whose Governing Bodies consult on and agree to adopt the scheme for admission to primary education in September 2023.

The Council will continue to co-ordinate secondary school admission arrangements, which applies to all community secondary schools, Corpus Christi RC High School, St. Teilo's CW High School and Whitchurch High (Foundation) School. The Council is consulting on including The Bishop of Llandaff C.W. High School in the secondary school co-ordinated admission arrangements.

The Council will also continue to co-ordinate admissions arrangements with St Mellons Church in Wales Voluntary Controlled Primary School.

1.11 Data Protection and the EU General Data Protection Regulation

All personal data will be processed in accordance with the General Data Protection Regulations (GDPR) 2018 and the Data Protection Act 2018.

2. Submitting An Application

2.1 How to apply

An application must be submitted for a school that a parent wishes their child to attend. The Council accepts applications via the Council's Online Application Service or by a completed preference form emailed to schooladmissions@cardiff.gov.uk or posted to School Admissions, Room 401, County Hall, Atlantic Wharf, Cardiff, CF10 4UW. The Council takes no responsibility for any loss of data as a result of the method chosen by the applicant to deliver the information.

2.2 Prior to Application

There is a facility on the Cardiff Council website for parents to provide their child's details and receive information on how to apply for a school place at the appropriate time in accordance with the Council's admissions timetable.

Parents who have registered their pre-nursery-aged child's details with the Council, will be advised to apply for a community nursery place by using the Council's Online Application Service or by completing a preference form.

Parents who have registered their nursery-aged or younger child's details with the Council, will be advised to apply for a reception place in their preferred community primary school(s) during the Autumn Term prior to admission, by using the Council's Online Application Service or by completing a preference form.

In the Autumn Term prior to admission, parents of children in the Year 6 age group are invited to nominate their preferred secondary school(s) by using the Council's Online Application Service or by completing a preference form.

Any parent who has not pre-registered their child can still apply for a school place.

2.3 The Applicant

Only applications submitted by the 'parent' of the child (as defined by Section 576 of the Education Act 1996) will be considered by the Council. This includes any person who is not a parent of the child or young person but who has parental responsibility for them or who has care of them.

Separate legal guidance is available for parental disputes in respect of school admissions.

In advance of submitting an application, parents should discuss which school they wish their child to attend, and attempt to reach agreement, especially where more than one person has parental responsibility.

2.4 On-time Applications (considered during the 'normal admissions round') Admission to Nursery from the beginning of Term:

Parents who submit an application by the published closing date will be notified of the result of their application by the issue of an email or letter by the published notification date. See paragraphs 3.1.1, 3.1.2 and 3.1.3 for details on the published dates.

Admission to Reception from the beginning of the Academic Year:

Only applications received by the relevant published closing date of Monday, 09 January 2023 for receipt of preference forms will be considered in the initial round of allocation of places. Decisions will be issued by email or letter to notify applicants of the result of their application on Monday, 17 April 2023.

Transfer to Year 7 from the beginning of the Academic Year:

Only applications received by the relevant published closing date of Monday, 21 November 2022 for receipt of preference forms will be considered in the initial round of allocation of places. Decisions will be issued by email or letter to notify applicants of the result of their application on Wednesday, 1 March 2023.

2.5 Late Applications (considered outside the 'normal admissions round')

Following the first round of allocations, late applications will be considered in accordance with the Council's published admissions criteria.

After the initial round closing dates, the next are:

- Admission to Nursery Education – last day of each month
- Admission to Primary Education (Reception from September) – 02 May 2023
- Transfer to Secondary Education (Year 7 from September) – 15 March 2023 and 30 April 2023

The dates for subsequent rounds will be the last day of each month.

Refused applications from the first round of allocations and any subsequent late applications will be considered together for any subsequent available places that may arise.

2.6 Information the Council does not consider when allocating places

For the purposes of admission to a Community Nursery:

- The particular primary school the child is likely to attend;
- The length of time the nursery has been aware of the parental intention to apply for a place at the nursery;
- An invitation to or attendance by a child at a taster day.

For the purposes of admission to a Community Primary School or Voluntary Controlled School:

- The particular secondary school the child is likely to attend;
- The length of time the school has been aware of the parental intention to apply for a place at the school;
- Attendance at a Nursery Class which is at the same school – a separate application must be made for transfer from the nursery to the primary school;
- An invitation to or attendance by a child at a taster/transition day.

For the purposes of admission to a Community Secondary School:

- The particular sixth form the child is likely to attend;
- The length of time the school has been aware of the parental intention to apply for a place at the school;
- An invitation to or attendance by a child at a taster/transition day.

2.7 Applications for Reception to Year 11

Parents can express a preference for more than one school. The parent's highest available preference will be offered. Lower preferences are only offered if a parents' higher preference(s) are unavailable.

3. Admissions To Community Nursery Schools And Nursery Classes

Cardiff Council is the admissions authority for all maintained community nursery schools and nursery classes in community schools and voluntary controlled schools in the City and County of Cardiff. Cardiff Council is not the admissions authority for nursery classes in voluntary aided schools in Cardiff.

Children are entitled to a part-time nursery place from the start of the term following their third (3rd) birthday. Regulation 4 of the Wales Education Regulations (Nursery Education and Early Years Development and Childcare Plans) states that:

- Children born between April 1st and the end of the Summer term can take up a school place at the start of the Autumn term
- Children born between September 1st and the end of the Autumn term can take up a school place at the start of the Winter term
- Children born between January 1st and the end of the Spring term can take up a school place at the start of the Summer term

Though nursery education is non-statutory provision, children must attend for five half days if the offer of a community or voluntary controlled nursery place has been accepted.

Children can be admitted or transferred to a community or voluntary controlled nursery throughout the academic year subject to availability.

Where a community or voluntary controlled nursery school is undersubscribed, all applicants can be offered a nursery place.

3.1 Oversubscription Criteria

Where a community or voluntary controlled nursery is oversubscribed, applications received by the published closing date will be considered in accordance with the oversubscription criteria set by the Council in order of priority [1.(a) being the highest] up to the approved capacity:

1. For applications received by the published closing date of Monday 27 February 2023 for children born between 1 September 2018 and 31 August 2019 (inclusive):
 - (a) Children who are looked after by a Local Authority in England or Wales **or** children who were previously looked after by a Local Authority in England or Wales. *
 - (b) Children subject to an Individual Development Plan (IDP) in which a specific school is named *
 - (c) Children who have a sibling (in any age group between Reception to Year 6 inclusive) who will be on register at the school at which the nursery class is at the same school when they are admitted. *

(d) Children in respect of whom the Council judges there are compelling medical grounds or compelling social grounds for their admission to a particular nursery school/class. *

(e) Children living nearest the nursery school/class, as measured by the shortest safe available route.

*Where the number of preferences exceed the number of places available, see paragraph '7.9 Proximity'.

2. For applications received by the published closing date of Monday 03 July 2023 for children born between 01 September 2019 and 31 December 2019 (inclusive), criteria (a) to (e) [as above] are applied.
3. For applications received by the published closing date of Monday 03 July 2023 for children born between 01 January 2020 and 31 March 2020 (inclusive), criteria (a) to (e) [as above] are applied.
4. Where a community primary school is oversubscribed, and one (or more) of multiple birth siblings would be allocated a place but one (or more) of the multiple birth siblings would not be offered a place as the Published Admission Number has been met, the Council will admit the remaining multiple birth sibling(s).

3.2 Late applications

The Council will consider late applicants with unsuccessful 'on-time' applicants where vacancies arise in an oversubscribed community or voluntary controlled nursery and apply the oversubscription criteria set by the Council (as above).

3.3 No Right to Statutory Appeal

As nursery education is non-statutory provision, parents have no statutory right of appeal under the School Standards and Framework Act 1998 if unsuccessful in gaining a nursery place.

Attendance at a nursery class does not automatically entitle a child to a reception class place in the same school. A new application must be made for a reception class place.

3.4 Early Years Funding (EYF)

Where nursery education places are not available in local community or voluntary controlled nursery schools or nursery classes within two (2) miles of a child's home address, parents may apply for nursery education place funding (also referred to as 'EYF') with a recognised childcare provider designated by the Council. The two (2) mile radius is measured by the Council as the shortest safe available route.

The Council will only approve applications for EYF with a recognised childcare provider designated by the Cardiff Council. If a place is offered in a community or voluntary controlled nursery school and a parent refuses the offer, the Council will not approve applications for EYF. The Council will only approve funding if there are no places available within two (2) miles of the child's home and the application was submitted on time (see below for deadlines).

When to apply:

- EYF applications should be submitted in the term prior to your child starting nursery education
- If your child starts in nursery education with a recognised childcare provider at a later date, applications should be submitted in the term when the admission takes place

Eligibility Requirements:

Your child is eligible,

- If they are resident within Cardiff **and**,
- Residency can be proven, **and**,
- You have proof of parental responsibility **and**,
- There is no place available in a local community or voluntary controlled nursery school or nursery class within two (2) miles of your home **or**,
- There are compelling medical or compelling social grounds which prevent the child from attending the community or voluntary controlled nursery provision available

Making an application: To make an application,

- Parents need to complete an Early Years Funding Application
- Parents need to confirm proof of residency, as indicated through Cardiff Council Tax/other Council records
- Parents need to provide proof of parental responsibility, through providing a birth certificate, court order or passport that lists both the child and the parent.

Applying on compelling medical/social grounds:

- Parents need to provide documentary evidence from a professional. This may include but is not limited to:
 - Written recommendation from a social worker
 - Written recommendation from a medical consultant
- Written recommendations must be dated no more than three (3) months prior to the application submission
- Written recommendations must give detailed reasons explaining why the child cannot attend any of the available community or voluntary controlled nurseries.

The Childcare Offer

If eligible, parents may also be entitled to 30 hours of combined funded early education and childcare through the 'Childcare Offer'. During term time the 30 hours will consist of a combination of the existing Foundation Phase Nursery (FPN) provision available to all 3 and 4 year olds, (usually 12.5 hours per week) and the additional funded childcare (up to 17.5 hours per week). For 9 weeks of the year, outside of term time, parents will be able to access the full 30 hours of childcare funded through the Childcare Offer.

If a child does not access their FPN provision then they will still be entitled to the childcare element of the Offer during school term time (up to 17.5 hours per week for 39 weeks of the year) and up to 30 hours of government-funded childcare for the remaining 9 weeks.

Eligible children will be able to access the Offer from the beginning of the term after the term in which they turn 3 up until the September following their fourth birthday, when they will be offered a full time education place.

4. Admissions To Community Primary Schools And Voluntary Controlled Primary Schools

Cardiff Council is the admissions authority for all maintained community primary schools and the voluntary controlled primary school in the City and County of Cardiff. Cardiff Council is not the admissions authority for voluntary aided primary schools in Cardiff.

Children are admitted into Reception (also referred to as 'Year 0') in the September following their fourth (4th) birthday during the normal admissions round.

Children can be admitted or transferred to a community or voluntary controlled primary school outside the normal admissions round subject to availability (with exception to twice excluded pupils [refer to 3.58 – 3.60 of the Welsh Government's School Admissions Code document no. 005/2013]).

Where a community or voluntary controlled primary school is undersubscribed, all applicants (with exception to twice excluded pupils [refer to 3.58 – 3.60 of the Welsh Government's School Admissions Code document no. 005/2013]) can be offered a school place. Cardiff Council also maintains Fair Access Protocols for the placement of vulnerable children who are transferring outside of the normal admissions round. These protocols seek to ensure that vulnerable and hard to place children are able to access education and are placed fairly within the city.

4.1 Community Primary Schools Oversubscription Criteria

Where a community primary school is oversubscribed, preferences received by the published closing date will be considered in accordance with the oversubscription criteria set by the Council in order of priority [1. being the highest] up to the approved capacity and will not normally exceed the school's Published Admission Number or breach the limitations imposed by statutory maximum class size (30) where this applies:

1. Children who are looked after by a Local Authority in England or Wales **or** children who were previously looked after by a Local Authority in England or Wales. *
2. Children subject to an Individual Development Plan (IDP), in which a specific school is named. *
3. Pupils who are resident within the defined catchment area of the school **and** in respect of whom the Council judges there are compelling medical grounds or compelling social grounds for their admission to a particular school. *
4. Pupils who are resident within the defined catchment area of the school **and** have a sibling enrolled in Reception or Years 1 to 6 who will be on register at the school when they are admitted.*

5. Children who have a brother or sister attending the school, admitted before catchment area change
 - a) Where an older sibling was admitted to and continues to attend a school that was previously the catchment area school for the home address of the family at the time of the older sibling's admission, if the parent applies, the Council will give priority to younger siblings to the former catchment school.*
 - b) Where an older sibling was admitted to and continues to attend a community school, and a catchment area was not established at the time of the older sibling's admission, if the parent applies, the Council will give priority to younger siblings to this school.*
6. Pupils who are resident within the defined catchment area of the school. *
7. Pupils in respect of whom the Council judges there are compelling medical grounds or compelling social grounds for their admission to a particular school.*
8. Pupils who have a sibling enrolled in Reception or Years 1 to 6 who will be on register at the school when they are admitted. *
9. In determining applications for admission in respect of other pupils the Council gives priority to children living nearest the school as measured by the shortest safe available route.*
10. Where a community primary school is oversubscribed, and one (or more) of multiple birth siblings would be allocated a place but one (or more) of the multiple birth siblings would not be offered a place as the Published Admission Number has been met, the Council will admit the remaining multiple birth sibling(s).

*Where the number of preferences exceed the number of places available, see paragraph '7.9 Proximity'.

4.2 Late applications

The Council will consider late applicants with unsuccessful 'on-time' applicants where vacancies arise in an oversubscribed community or voluntary controlled primary school and apply the oversubscription criteria set by the Council (as above).

4.3 Statutory Appeals

If a child has been refused admission to a community or voluntary controlled primary school, an appeal may be submitted to the Independent Statutory School Admission Appeal Panel.

4.4 Deferred Entry

A child is not required to start primary school until the beginning of the term following their fifth (5th) birthday however, their start cannot be deferred beyond the beginning of the term after their fifth (5th) birthday. The deferred place is held for the child and not made available to another. It is recommended that any consideration to defer is discussed with the Headteacher of the allocated primary school.

4.5 St Mellons Church in Wales Voluntary Controlled Primary School

Applications for admission should be submitted to the Council.

In the event of oversubscription at the closing date for receipt of applications, the Council will consider all applications in accordance with the oversubscription criteria set by the Council. The Council will also consider all applications in accordance with the school's oversubscription criteria.

Where the school is oversubscribed, preferences received by the published closing date will be considered and 30 places allocated.

15 places will be allocated in accordance with the oversubscription criteria set by the Council in section 4.1.

15 places will be allocated in accordance with the oversubscription criteria set by the school.

Attendance at a nursery class does not automatically entitle a child to a reception class place in the same school. A new application must be made for a reception class place.

5. Admissions To Community Secondary Schools

Cardiff Council is the admissions authority for all maintained community secondary schools in the City and County of Cardiff. Cardiff Council is not the admissions authority for foundation or voluntary aided secondary schools in Cardiff.

Children transfer into Year 7 in the September following their eleventh (11th) birthday during the normal admissions round.

Children can be admitted or transferred to a community secondary school outside the normal admissions round subject to availability (with exception to twice excluded pupils [refer to 3.58 – 3.60 of the Welsh Government's School Admissions Code document no. 005/2013]).

Where a community secondary school is undersubscribed, all applicants (with exception to twice excluded pupils [refer to 3.48 – 3.60 of the Welsh Government's School Admissions Code document no. 005/2013]) can be offered a school place. Cardiff Council also maintains Fair Access Protocols for the placement of vulnerable children who are transferring outside of the normal admissions round. These protocols seek to ensure that vulnerable and hard to place children are able to access education and are placed fairly within the city.

5.1 Oversubscription Criteria

Where a community secondary school is oversubscribed, preferences received by the published closing date will be considered in accordance with the oversubscription criteria set by the Council in order of priority [1. being the highest] up to the approved capacity and will not normally exceed the school's Published Admission Number:

1. Children who are looked after by a Local Authority in England or Wales **or** children who were previously looked after by a Local Authority in England or Wales. *
2. Children subject to an Individual Development Plan (IDP), in which a specific school is named.
3. Pupils who are resident within the defined catchment area of the school **and** in respect of whom the Council judges there are compelling medical grounds or compelling social grounds for their admission to a particular school. *
4. Pupils who are resident within the defined catchment area of the school **and** have a sibling enrolled in Years 7 to 11 who will be on register at the school when they are admitted. *
5. Pupils who are resident within the defined catchment area of the school. *
6. Pupils in respect of whom the Council judges there are compelling medical grounds or compelling social grounds for their admission to a particular school.*
7. Pupils who have a sibling enrolled in Years 7 to 11 who will be on register at the school when they are admitted. *
8. In determining applications for admission in respect of other pupils the Council gives priority to children living nearest the school as measured by the shortest safe available route.
9. Where a community secondary school is oversubscribed, and one (or more) of multiple birth siblings would be allocated a place but one (or more) of the multiple birth siblings would not be offered a place as the Published Admission Number has been met, the Council will admit the remaining multiple birth sibling(s).

*Where the number of preferences exceed the number of places available, see paragraph '7.9 Proximity'.

5.2 Late applications

The Council will consider late applicants with unsuccessful 'on-time' applicants where vacancies arise in an oversubscribed community secondary school and apply the oversubscription criteria set by the Council (as above).

5.3 Statutory Appeals

If a child has been refused admission to a community secondary school, an appeal may be submitted to the Independent Statutory School Admission Appeal Panel.

Attendance at a community or voluntary controlled primary school located in the catchment area of a community secondary school does not automatically entitle a child to a place at the school. A new application must be made for transfer from the primary school to the secondary school.

6. Admissions To Sixth Forms

The Council has agreed to delegate to the Governing Body of Community Secondary Schools, the responsibility for the determination of admission arrangements for sixth forms. Applications for admission should be submitted to the school.

7. Explanation Of Oversubscription Criteria

7.1 Child's Details - Address

The child's home address must be used on the application, this is where the child lives for all or the majority of the school week. Please see 'Submission of documents relating to a Child's Home Address' (8.2). The Council may not accept an address given if there is no evidence that a parent for the child lives at the property.

In order to qualify as a 'child's home address,' for the purposes of admission, the child must be resident on the application submission date. If the child moves address after applying and before the date to which the child would start school, the parent must inform the Council in writing (e-mail or letter) stating the new address otherwise any school offer made will be withdrawn and a new application will be required.

7.2 Changes of Address

If an applicant moves address at any point between submission of an application and the pupil attending an offered school, any offer based on the original address will be subject to re-assessment.

Preferences will be assessed on the basis of the home address outlined in the application and which is valid at the time of the closing date for applications. Any changes of address after the closing date cannot be considered until the next round of admissions.

Places allocated on the basis of an address which is valid on the closing date, but is no longer the home address, will be reassessed on the basis of their new address in the next application round. This change of address will mean that the application will be considered as a new application in the next round.

Offers of places will be reassessed and:

- If the new address meets higher oversubscription criteria (or the same oversubscription criteria but in closer proximity) than in the initial or previous application then the offer will not be withdrawn
- If the new address meets lower oversubscription criteria (or the same oversubscription criteria but in further proximity) than in the initial or previous application round then the offer will be reassessed and would be offered to the applicant in that application round who meets the highest oversubscription criteria.

A change of address would be considered by the Council in the application round immediately following the occupancy of a property, where evidence has

been provided of this change of address and this evidence has been accepted and verified as sufficient by the Council.

7.3 Looked After Children (LAC) / previously Looked After Children (pLAC)

In the case of a child looked after by a Local Authority in England or Wales (as defined by Section 22 of the Children Act 1989 and Section 74 of the Social Services and Wellbeing [Wales] Act 2014), the relevant Local Authority (corporate parent) must apply and supporting evidence (a Care Order or Interim Care Order) must be provided with the application. Following consultation on the appropriateness of the named school in light of the child's background and needs, the Council has a **duty to admit** the child to the school and give highest priority in the oversubscription criteria.

In the case of a child previously looked after by a Local Authority in England or Wales (as defined by the Welsh Government School Admissions Code document no. 005/2013), supporting evidence (a letter from the relevant Local Authority [former corporate parent]) must be provided with the application. Following consultation on the appropriateness of the named school in light of the child's background and needs, the Council has a **duty to give highest priority** in the oversubscription criteria.

7.4 Individual Development Plan (IDP)

The local authority can decide to name a maintained school in the IDP for the purposes of securing admission of the child to a particular school.

The local authority will not name a school in an IDP, for the purposes of securing admission, unless the needs and circumstances of the child is such that they ought to attend that particular school.

The local authority will consider the following factors:

- Whether specific characteristics of the school make it especially good at making the required ALP (additional learning provision) compared to other maintained schools the child could attend- for example, the school's physical characteristics;
- Whether the school has members of staff with specialist expertise or training, or specialism in a low incidence need such as hearing or visual impairment (for example, if the school has a specialist resource base);
- It would be unreasonable for a more local school to provide the child's ALP (additional learning provision);
- Any other factors the local authority considers to be relevant to the particular case.

7.5 Residence within the defined catchment area of a school

The defined catchment areas of community primary and secondary schools can be viewed on the Council's website (www.cardiff.gov.uk).

7.6 Compelling medical/compelling social grounds

To qualify for compelling medical or compelling social grounds, a written recommendation from a medical consultant or a social worker dated no more than 6 (six) months prior to the application submission date, must give detailed reasons for the child's admission to a particular school.

7.7 Siblings

An application will be considered under the sibling criterion if the sibling, and the applicant at the time of enrolment, would be attending the same school at the same time.

The Council will only consider compulsory school-aged siblings (for nursery and primary school applications this refers to Reception to Year 6 and for secondary school applications this refers to Year 7 to Year 11):

- Clearly named on the application **and**
- Resident at the same address as the child subject to the application **and**
- Attending the preferred primary school (not nursery) **or**
- Attending the preferred secondary school (not sixth form).

Sibling, for the purposes of admission, is defined as: brother/sister; half-brother/half-sister (children who share one common parent); step brother/step sister (where children are related by virtue of their parents being married, co-habiting or in a civil partnership); adopted or fostered child.

7.8 Multiple Birth Siblings

Separate applications are required for each child. Each application will be considered on the basis of the oversubscription criteria met by the individual child.

7.9 Proximity

* This criterion is the last to be applied in all oversubscription criteria. Where the number of preferences exceed the number of places available in any higher criterion, proximity is used as a tie breaker to determine which pupils are admitted.

The Council has developed a Geographical Information System (GIS), referred to as an 'Integrated Transport Network' (ITN), configured in compliance with the Learner Travel (Wales) Measure 2008 and the Learner Travel Statutory Provision and Operational Guidance 2014 route determination criteria. The shortest safe available route (as defined by the Welsh Government's 'Learner Travel Statutory Provision and Operational Guidance June 2014') is calculated (to 4 decimal places) from the co-ordinates of an applicant's home address (determined using the Local Land and Property Gazetteer [LLPG] address point data), to the nearest open school gate using Ordnance Survey (OS) route data.

- a) Where there is no safe route available, the nearest point on the ITN to the applicant's home address will be used to calculate the shortest driving route to the nearest open school gate.
- b) Tie-breaker: Where flats use the same LLPG address point co-ordinates, the route assessment is determined from the front entrance to each flat.

For applications for pupils residing within mainland UK but outside of the area covered by the integrated transport network (ITN), residence to school distances are calculated as the shortest driving distance as evaluated using google maps.

Where applicants reside outside of mainland Britain, route distances are determined as the shortest route as determined using google maps utilising available transport types.

8. **Documentary Evidence That May Be Required From Applicants**

The Council may ask applicants to provide **clear** and **legible** documentation (e-mail: schooladmissions@cardiff.gov.uk) to prove their claim to qualify for one or more admission criteria. Where satisfactory documentary evidence is not received, a place at an oversubscribed school will not be offered based on the claimed admission grounds.

Subject to applicant's consent upon submission of the application, the evidence provided may be checked with other government agencies including (if appropriate) the child's current school.

8.1 **Submission of documents relating to a child of UK Service Personnel or other Crown Servants**

Children of UK service personnel (UK Armed Forces) or other Crown Servants will be treated as resident at a future address if their application is accompanied by an official Ministry of Defence (MOD) or Foreign and Commonwealth Office (FCO) letter declaring a definite address occupation date and confirmation of the new home or unit postal address.

Applications for children of former UK service personnel or other former Crown Servants will be treated as all other applications.

Where applications outside of the normal for Children of UK service personnel or other Crown Servants are unsuccessful, parents may appeal against this decision and any appeal hearing convened would be heard as a normal prejudice appeal.

8.2 **Submission of documents relating to a Child's Home Address**

Where an application is made for a place at a school or in a year group that is expected to be fully subscribed, and subject to the applicant's consent upon submission of the application, the Council will undertake checks of records held by Council Tax, Electoral Register, the child's school (if appropriate) and external organisations including credit reference agencies.

Where there is any concern regarding the consistency of information held, further evidence may be required.

To prove residency at a claimed 'Child's Home Address,' the following documentation may be requested.

Proof of Residency at Current Address

Tenancy Agreement:

- Tenancy Start Date must be on or before the application submission date **and** Tenancy End Date must be on or after the date to which the child would start school.

Mortgage Statement:

- Date of statement must be no more than 6 (six) months prior to the application submission date.

Council Tax Correspondence (bill/letter/statement):

- Referring to payments made in the current financial year for the property claimed as the child's home address.

Utility Supplier Correspondence (electricity/gas/water bill /letter / statement):

- Referring to payments made in the current financial year for the property claimed as the child's home address;
- Electricity and Gas (or Dual Fuel) bills must be dated no more than 6 (six) months prior to the application submission date.

Child Benefit Correspondence:

- Date of correspondence must be no more than 6 (six) months prior to the application submission date.

Proof of Residency at New Address

If a child will be moving to a new address after the application submission date and before the date to which the child would start school:

Leased Property:

- A new tenancy agreement will be required which must state an end date on or after the date to which the child would start school;

Owned Property:

- An exchange of contracts document will be required which must be dated no more than 6 (six) months prior to the application submission date.

If the Council is not satisfied with the evidence provided, the claimed 'child's home address' will not be accepted for the purposes of the admission request.

8.3 Submission of documents relating to Compelling Medical Grounds or Compelling Social Grounds

To qualify for compelling medical or compelling social grounds, a written recommendation from a medical consultant or a social worker dated no more than 6 (six) months prior to the application submission date, must give detailed reasons for the child's admission to a particular school.

Subject to applicant's consent upon submission of the application, the evidence provided may be checked with other government agencies including (if appropriate) the child's current school.

9. Offers Process

9.1 School Offers

If more than one place could be offered to a child, the applicant's highest available preference school will be offered. Any other school place that could be offered, will be offered to another child.

Decisions and responses will not be relayed over the telephone. Written confirmation (e-mail or letter) will be supplied.

Any offer not accepted by the date stated on the decision notice may be withdrawn and offered to another child.

If an offer to a higher community or voluntary controlled school preference is rejected by the applicant on the basis of the applicant declaring a former lower community or voluntary controlled school preference has become their preferred school, applicants must submit a new application for this community or voluntary controlled school preference to be re-considered.

9.2 No School Offers

Applicants that receive written confirmation (e-mail or letter) advising their child has not been offered any of their school preferences, will be provided with an alternative preference form, details of community and voluntary controlled schools with vacancies and (for requests for admission to an age group of compulsory school age) information regarding their right to appeal against the Council's decision.

9.3 Changes of circumstances

The Council will consider an applicant's circumstances to have changed, and that the application is considered as a new application, if:

- The applicant has changed address, or
- The applicant meets a higher oversubscription criteria than considered in their previous application.

This change of circumstances would be considered by the Council to have been from the date at which sufficient evidence of the change is received by the Council. Such evidence may be proof of residence at the new address, confirmation of the enrolment of a sibling at the school to which an applicant has stated the preference, or receipt of a letter meeting the 'compelling medical and/or compelling social grounds' criterion.

9.4 Withdrawal of School Offers

Prior to the date to which the child would start school, any place approved may be withdrawn if it is found that the child's circumstances no longer meet the grounds for admission to which they were offered the school place, if the application was found to have been made in fraudulent circumstances or if the school place offer was made in error. A new written decision (e-mail or letter) will be released.

Any offer of a place at entry to Reception Year in a community primary school will be withdrawn by the Council if the child does not attend the school within 20 school days after the start of the school term following the child's fifth birthday.

Any offer of a place at entry to Year 7 in a community secondary school will be withdrawn by the Council if the child does not attend the school within 20 school days after the start of the autumn term 2023.

The Council may withdraw the offer of a school place from a pupil transferring between schools within the school year if the child does not attend the school within 20 school days of the place being offered.

However, if no reason has been provided for the child's failure to start, the school must notify the council's Education Welfare Service immediately so that Children Missing Education (CME) enquires to establish the whereabouts of the child can be undertaken. Once these have been completed, the place will be re-allocated.

9.5 Waiting Lists

Where an applicant has been refused admission to a community or voluntary controlled nursery, primary or secondary school, the applicant will be placed on the waiting list for the preference school unless the applicant informs the Council to remove their child from the waiting list.

Unsuccessful applicants for admission into Nursery to start from the beginning of the term following their third (3rd) birthday, will remain on the waiting list until the end of the Summer Term 2024.

Unsuccessful 'on-time' applicants for admission into Reception or Year 7 to start from the beginning of the academic year (also referred to as 'normal admissions round'), will remain on the waiting list until 30th September 2023.

Unsuccessful applicants for admission into Reception to Year 11 (inclusive) whose application was received outside the normal admissions round (also referred to as an 'in-year application'), will remain on the waiting list until the end of the term to which the child would start school.

Places are not prioritised on the basis of how long a child has been on a waiting list. Priority is determined in accordance with the oversubscription criteria. Applications are considered in line with the criteria and any places that become available will be allocated on that basis. A child's position on the waiting list may change as applications may be received that have a higher degree of priority under the oversubscription criteria.

Should a child be allocated from the waiting list, the applicant will be contacted by the Council and requested to confirm if they accept the place. Acceptance of a place must be via the Admissions Online Portal, or in writing or by email. Upon acceptance, any other school place to which the child may already be allocated will be released and reallocated to another child.

Once the waiting list expiry date has been reached, should a parent wish their child to continue to be considered for admission a new application must be submitted.

There is no guarantee of an offer of a place at a child's catchment area school nor the school at which a sibling attends.

Appendix 1

School Admission Numbers 2023/24

Community Primary Schools	Admission Number
Adamsdown Primary School	60
Albany Primary School	60
Allensbank Primary School	30
Baden Powell Primary School	60
Birchgrove Primary School	58
Bryn Celyn Primary School	30
Bryn Deri Primary School	30
Bryn Hafod Primary School	60
Coed Glas Primary School	75
Coryton Primary School	30
Creigiau Primary School (English)	29
Danescourt Primary School	60
Fairwater Primary School	40
Gabalfa Primary School	30
Gladstone Primary School	30
Glan Yr Afon Primary School	30
Glyncoed Primary School	60
Grangetown Primary School	60
Greenway Primary School	30
Ysgol Gynradd Gwaelod Y Garth Primary School (English)	7
Hawthorn Primary School	30
Herbert Thompson Primary School	60
Howardian Primary School	60
Hywel Dda Primary School	60
Kitchener Primary School	60
Lakeside Primary School	60
Lansdowne Primary School	60
Llanedeyrn Primary School	55
Llanishen Fach Primary School	60
Llysfaen Primary School	60
Marlborough Primary School	60
Meadowlane Primary School	45
Millbank Primary School	30

**CARDIFF COUNCIL: EDUCATION & LIFELONG LEARNING
SCHOOL ADMISSIONS POLICY: 2023/2024**

Community Primary Schools	Admission Number
Moorland Primary School	60
Mount Stuart Primary School	60
Ninian Park Primary School	90
Oakfield Primary School	60
Pencaerau Primary School	30
Pentrebane Primary School	30
Pentyrch Primary School	30*
Pen-y-Bryn Primary School	30
Peter Lea Primary School	45
Pontprennau Primary School	60
Radnor Primary School	45
Radyr Primary School	60
Rhiwbeina Primary School	75
Rhydypenau Primary School	60
Roath Park Primary School	58
Rumney Primary School	60
Severn Primary School	60
Springwood Primary School	60
Stacey Primary School	30
Thornhill Primary School	60
Tongwynlais Primary School	28
Ton-yr-Ywen Primary School	60
Trelai Primary School	60
Trowbridge Primary School	30
Whitchurch Primary School	90
Willowbrook Primary School	60
Windsor Clive Primary School	60
Ysgol Bro Eirwg	60
Ysgol Gymraeg Coed-y-Gof	60
Creigiau Primary School (Welsh)	29
Ysgol Glan Ceubal	30
Ysgol Glan Morfa	60
Ysgol Gynradd Gwaelod Y Garth Primary School (Welsh)	26
Ysgol Hamadryad	60
Ysgol Gymraeg Melin Gruffydd	60
Ysgol Mynydd Bychan	30

CARDIFF COUNCIL: EDUCATION & LIFELONG LEARNING
SCHOOL ADMISSIONS POLICY: 2023/2024

Community Primary Schools	Admission Number
Ysgol Pencae	30
Ysgol Gynradd Gymraeg Pen-Y-Groes	30
Ysgol Gymraeg Pwll Coch	60
Ysgol Gymraeg Treganna	90
Ysgol y Berllan Deg	60
Ysgol Y Wern	90
Ysgol Gymraeg Nant Caerau	30
Ysgol Pen Y Pil	30
New Plasdwr Primary School (English)	30
New Plasdwr Primary School (Welsh)	30
Voluntary Controlled Primary Schools	Admission Number
St Mellons C.W. Primary School	30
Voluntary Aided Primary Schools	Admission Number
All Saints C.W. Primary School	30
Bishop Childs C.W. Primary School	30
Christ The King R.C. Primary School	30
Holy Family R.C. Primary School	35
Llandaff C.W. Primary School	60
St Alban's R.C. Primary School	30
St Bernadette's R.C. Primary School	30
St Cadoc's R.C. Primary School	45
St Cuthbert's R.C. Primary School	22
St David's C.W. Primary School	30
St Fagans C.W. Primary School	30
St Francis R.C. Primary School	55
St John Lloyd R.C. Primary School	45
St Joseph's R.C. Primary School	30
St Mary The Virgin C.W. Primary School	60
St Mary's R.C. Primary School	37
St Monica's C.W. Primary School	20
St Patrick's R.C. Primary School	45
St Paul's C.W. Primary School	30
St Peter's R.C. Primary School	60
St Philip Evans R.C. Primary School	52
Tredegaville C.W. Primary School	30

Community Secondary Schools	Admission Number
Cantonian High School	210**
Cardiff High School	240
Cardiff West Community High School	240
Cathays High School	240**
Eastern High	240
Fitzalan High School	300
Llanishen High School	300
Radyr Comprehensive School	240**
Willows High School	224
Ysgol Gyfun Gymraeg Glantaf	240
Ysgol Gyfun Gymraeg Plasmawr	210
Ysgol Gyfun Gymraeg Bro Eder	180
Foundation Secondary Schools	Admission Number
Whitchurch High School	390
Voluntary Aided Secondary Schools	Admission Number
Bishop of Llandaff C.W. High School	180
Corpus Christi R.C. High School	215
Mary Immaculate R.C. High School	159
St Illtyd's R.C. High School	176
St Teilo's C.W. High School	240

It should be noted that in progressing school reorganisation proposals, some admission numbers may need to change.

* Subject to approval by the Council's Cabinet of the proposal to increase the capacity of the school to 30 places

**Subject to planning consent for replacement and additional temporary accommodation on the school site

NB. It should be noted that some of the above proposed changes to Published Admission Numbers are subject to accommodation changes receiving the relevant planning consent.

Co-ordinated School Admission Arrangements 2023/2024

CONSULTATION DOCUMENT

CONSULTATION PERIOD:
22 NOVEMBER 2021 – 17 JANUARY 2022



This document can be made available in Braille.
Information can also be made available in other community languages if needed.
Please contact us on **029 2087 2720** to arrange this.



Background

Co-ordinated admission arrangements are a way of applying for a school place that allows parents to apply for voluntary aided (faith based) schools, foundation schools and community schools using one application form. Parents can state their order of preference when applying and, once applications have been processed in line with the relevant admissions criteria, would be offered only the highest preference school place that they are eligible for.

At present parents can receive multiple offers and can decide which school is their preference, after offers are made.

A co-ordinated admissions arrangement still allows parents to apply for admission to the same number of schools, but asks parents to nominate the order of their preference at the time of application.

Cardiff Council has successfully co-ordinated admissions with three partner secondary schools since the 2018/2019 intake year. A pilot ran as part of 2018-2020 school admission arrangements, with co-ordinated admissions between all community secondary schools, Whitchurch High School (foundation school), St Teilos Church in Wales High School (voluntary aided) and Corpus Christi Catholic High School (voluntary aided).

The pilot was successful with all of the Admissions Authorities who were involved reporting the process as being beneficial overall. Each of the above schools has decided to remain as a partner within the co-ordinated admission arrangements. Each of the schools retains the responsibility for consulting on and setting its admissions arrangements.

The Council has also co-ordinated admissions arrangements with St Mellons Church in Wales Primary School since September 2021.

Following the successful implementation of the existing co-ordinated arrangements, the Council has worked closely with the Catholic Archdiocese of Cardiff, the Church in Wales Diocese of Llandaff and the Church in Wales Diocese of Monmouth to develop proposals to expand the co-ordinated arrangements.

The Council is now seeking to co-ordinate admissions to all community primary schools, Church in Wales primary schools and Catholic primary schools.

The Council is also seeking to expand the co-ordinated arrangements for secondary schools by including The Bishop of Llandaff Church in Wales High School in the process from September 2023.

What are we proposing to do?

- Implement a co-ordinated primary school admissions process for the Reception age group intake from September 2023.
- Include The Bishop of Llandaff Church in Wales High School within the co-ordinated secondary school admissions process for the Year 7 age group intake from September 2023.

Where can I find more information?

This document sets out the proposals to co-ordinate admission arrangements with partner primary and secondary schools in Cardiff.

Further information in respect of school admissions arrangements can be found on the Council website: www.cardiff.gov.uk/admissionarrangements

If you are unable to access this document on-line, printed copies will be available by post on request. You may request a copy by e-mailing schoolresponses@cardiff.gov.uk or by telephoning 02920 872720.

We will also organise online drop-in sessions that you can attend if you would like us to explain the suggested changes to you. You can also ask us questions.

If you would like to attend an online session please contact us by e-mailing schoolresponses@cardiff.gov.uk and tell us when you would like to attend. We will then provide a link and instructions for attending the session.

How can I give my views?

- You can fill in the response form on page 18 of this booklet
- You can attend a drop-in session
- You can provide your views at www.cardiff.gov.uk/admissionarrangements

The closing date for responses to this consultation is **17 January 2022**.

Unfortunately responses received after this date will not be considered by the Council.

Explanation of Terms used in this document

Admission Authority – Responsible for setting and applying a school’s admission arrangements. For community schools and voluntary controlled schools the Admission Authority is Cardiff Council. For voluntary aided schools the Admission Authority is the school’s Governing Body.

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.

Admissions Forum – Made up of representatives of admission authorities and schools, the Catholic Archdiocese, the Church in Wales dioceses, the local community and parent governors. It promotes a fair admissions system that is easy and straightforward for parents to understand.

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).

Catholic Archdiocese – a church district, made up of local parishes, under the leadership of a Catholic Archbishop.

Church in Wales Diocese – a church district, made up of local parishes, under the leadership of a Church in Wales Bishop.

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

Governing Body – A group of people who are responsible for running a school. They set a strategic direction and aim to promote a high standard of educational achievement.

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

Maintained School – A school that is funded by the local education authority (LA).

Offer Day – A consistent date on which all Admissions Authorities inform families of the outcome of their school applications.

Voluntary Aided School – a maintained primary or secondary school where the school’s Governing Body administers school admissions.

Voluntary Controlled School – a maintained primary or secondary school where the Council has agreed to administer admissions to the school.

Co-ordinated Primary school admissions

Why are we proposing these changes?

The co-ordinated admissions arrangements for admission to secondary education have been beneficial for school, parents and pupils alike.

The Council, the Catholic Archdiocese of Cardiff, the Church in Wales Diocese of Llandaff and the Church in Wales Diocese of Monmouth are keen for the benefits of co-ordinated admissions arrangements to be extended to primary schools and to parents of children entering primary education.

A number of primary schools are also keen for co-ordinated arrangements to be implemented at the earliest opportunity.

Applying for a school place in Reception Year

At present, parents apply for a place for their child in Reception Year by submitting a school admission form to the Admission Authorities of their preferred schools.

Cardiff Council is the admissions authority for each of community schools in Cardiff, and also for St Mellons Church in Wales Primary School (a voluntary controlled school).

Each Governing Body of the 10 voluntary aided Church in Wales primary schools and 13 Catholic Primary Schools is the admissions authority for those schools. Parents apply directly to each school if they wish for their child to be admitted.

Parents applying for a community school can submit their application online. Parents applying to other schools can also submit a paper application form to each school. All the applications received are considered by the relevant Admission Authority. In cases where a school is oversubscribed (where there are more pupil applications than places in the school) pupils are ranked according to the school's admissions criteria. Priority is not given to first preferences. Admission Authorities aim to meet the highest preference possible for every applicant.

Parents will receive the result of their application from each Admissions Authority they have applied to, on a common date.

Parents inform the Council of which community schools are their preferred option(s) at the time of application. However, they do not need to confirm whether a voluntary aided school is their higher preference. As a result, some parents could be offered more than one school place for their child. This means that there is uncertainty as to which pupils will start at which schools as the order of parental school preferences is unclear at the time of application. While some pupils are allocated multiple places, others may receive no offer of a place at all in the initial round of admissions.

Allocation of school places and waiting lists

Voluntary Aided (faith-based) schools in Cardiff provide the Council with their admission decisions by a date agreed by the Cardiff Admissions Forum. However, the Council is unable to use this information to reallocate places at community schools before offer date as Admissions Authorities do not know the order of parents' preferences.

The Council cannot and Governing Bodies of Voluntary Aided schools are restricted in sharing admission allocation information due to the General Data Protection Regulation (GDPR). Additionally, allocation lists for every school would have to be sent, which is impractical.

Some parents applying for their child's admission to primary education are offered places at multiple schools, whilst other parents are unsuccessful in securing their child a place at any one of their school preferences. Therefore, some families either miss out on their higher preferences or receive no offer of a place at all on Offer Day.

Some parents choose to 'hold' offers for more than one school. This prevents other children being offered these places, which causes undue stress upon families. It is also difficult for primary schools planning their staffing, resources and budgets for the school year. A large proportion of schools' funding is based on the number of children on roll in the school.

Table 1 shows the number of pupils holding multiple school places for entry to Reception in September 2021. Each pupil either held one place at a community primary school after the first admission round plus at least one place at a voluntary aided school or at least two places at voluntary aided schools.

Table 1: Pupils holding multiple school places at entry to Reception in September 2021

Number of school places held	Number of pupils
2 school places	243
3 school places	34
More than 3 school places	5

In total 282 pupils held more than one primary school place after the first admissions round. Of these, 243 pupils held two school places, 34 pupils held three school places and 5 pupils held four or more school places. One pupil held a total of eight school places; one at a community school and seven at voluntary aided schools.

Offering only one primary school place to these pupils would have released over 300 places in the first admission round. This would potentially leave fewer children without a school place and more children being offered a higher preference school place on Offer Day.

Admission Authorities continue to administer waiting lists and arrange appeal hearings. Many of these are time consuming, costly, stressful and unnecessary for parents.

A co-ordinated primary school admission arrangements process would provide more parents with a single school place offer for their child. This would be a fairer, more equitable system of allocating school places in Cardiff.

If more children are offered a place at one of their school preferences, the number of children on waiting lists and the number of appeal hearings being held should be lower.

Planning and budget

Co-ordinated admission arrangements between community schools and voluntary aided schools would mean more certainty around the number of Reception pupils starting at a school. If a pupil accepted a place at one school they would not be able to also hold a place at another school within this partnership.

This would leave schools better able to plan ahead for the school year. For example, if the school knows how many pupils will enrol in Reception then it will know how many class teachers and teaching assistants are needed.

What are the Proposed Arrangements and how would they work?

Co-ordinated primary school admissions for the Reception age group would follow the timetable as outlined below (for the September 2023 intake):

14 November 2022 – 09 January 2023

Parents would complete a Common Application Form online. They would express up to five preferences for community and/or voluntary aided schools.

Parents applying for a voluntary aided school may also complete a supplementary application form for the individual school, if the school wishes to implement this form. This form would be returned directly to the school's Governing Body along with any required references, documentary evidence and any other information required.

Applications via the online Common Application Form would close on 09 January 2023.

January - February 2023

Voluntary aided schools would rank all applicants according to their school's admissions criteria. Having produced a list of applicants in order of priority, they would submit this list to Cardiff Council to enter into the Central Admissions Database.

The Central Admissions Database would then allocate the highest preference place to which a child qualifies for admission.

Monday, 17 April 2023

Children applying for a place at the schools within the co-ordinated process would be offered only the highest preference school place that they are eligible for. Applicants would be informed of their right to appeal, if any of their school applications were unsuccessful.

Decisions are sent by email (or a letter if you have asked for your offer to be sent by post). They can also be viewed online or be given over the phone after 12pm on the offer day.

Tuesday 02 May 2023

The deadline for parents to respond to the council, either accepting the offer of a school place or refusing all preferences.

Which primary schools are proposed to co-ordinate arrangements with the Council?

The Council is inviting the Governing Bodies of each Catholic primary school in Cardiff, and the Governing Bodies of each Church in Wales primary school in Cardiff, to co-ordinate their admission arrangements with the Council for the 2023/2024 school year.

Each Governing Body may consider whether to coordinate their admission arrangements.

The Council cannot instruct the Governing Bodies to coordinate their arrangements with the Council; however, the Council, the Catholic Archdiocese of Cardiff, the Church in Wales Diocese of Llandaff and the Church in Wales Diocese of Monmouth each support the implementation of co-ordinated admissions arrangements in Cardiff.

Should they propose to do so, each Governing Body would also need to consult on changes to their admissions arrangements. This consultation must be completed by 1 March 2022.

Details of the schools invited to coordinate their arrangements with the Council are set out below:

- All Saints Church in Wales Primary School
- Bishop Childs Church in Wales Primary School
- Christ The King Catholic Primary School
- Holy Family Catholic Primary School
- Llandaff Church in Wales Primary School
- St Alban's Catholic Primary School
- St Bernadette's Catholic Primary School
- St Cadoc's Catholic Primary School
- St Cuthbert's Catholic Primary School
- St David's Church in Wales Primary School
- St Fagan's Church in Wales Primary School
- St Francis Catholic Primary School
- St John Lloyd Catholic Primary School
- St Joseph's Catholic Primary School
- St Mary The Virgin Church in Wales Primary School
- St Mary's Catholic Primary School
- St Monica's Church in Wales Primary School
- St Patrick's Catholic Primary School
- St Paul's Church in Wales Primary School
- St Peter's Catholic Primary School
- St Phillip Evans Catholic Primary School
- Tredegarville Church in Wales Primary School

You may respond to the Council's consultation and you may also wish to respond to any consultation undertaken by the individual school Governing Bodies.

Co-ordinated Secondary School Admissions

Why are we proposing these changes?

The co-ordinated admissions arrangements for admission to secondary education have been beneficial for school, parents and pupils alike.

The Bishop of Llandaff Church in Wales High School has agreed to consult on being part of the co-ordinated admissions arrangements.

Transfer to secondary education

Co-ordinated admission arrangements were piloted in Cardiff secondary schools for the Year 7 intakes in 2018, 2019 and 2020 and retained for the 2021 and 2022 intakes. The co-ordinated arrangements apply to all community schools, Corpus Christi Catholic High School, St Teilo's Church in Wales High School and Whitchurch High School.

Under the current arrangements, pupils wishing to apply for these schools complete a Common Application Form online via the Council website. In addition, pupils applying for Corpus Christi Catholic High School or St Teilo's Church in Wales High School also have to submit a supplementary form directly to the school.

Under the proposals, The Bishop of Llandaff Church in Wales High School would also be part of the co-ordinated arrangements.

Pupils applying for a place at the schools within the co-ordinated process would be offered only the highest preference school place that they are eligible for.

Allocation of places

Applying through the Common Application Form means that the Council knows the order of parents' preferences. Therefore, when the voluntary aided and foundation schools send their ranked list of applicants to the Council, it is possible to allocate places according to the stated preference. This does not guarantee that a place will be allocated. In some cases a pupil could still be unsuccessful in gaining a place at any school after the oversubscription criteria have been applied.

Only allocating one school place to each child means that parents are unable to 'hold' offers for more than one school in the coordinated process. Therefore, more children can be offered places in the earlier admission rounds.

Table 2: Number of pupils holding multiple school places at entry to Year 7

Year	2016	2017	2018	2019	2020	2021
Number of pupils	310	324	167	138	230	259

Table 2 shows the number of pupils holding multiple school places for entry to Year 7 during past admission years. Each pupil either held one place at a community secondary school after the first admission round and at least one other school place (voluntary aided or foundation) or at least two places at voluntary aided or foundation schools.

The number of pupils holding multiple school places was higher in 2016 and 2017 before the co-ordinated admission arrangements were introduced. The number fell significantly in 2018 and 2019 when the pilot was implemented. The numbers increased again in 2020 and 2021 due to a larger number of pupils moving up from Year 6 to Year 7 and fewer surplus places in secondary schools. However, there were still fewer pupils holding multiple places than there were before the co-ordinated admission arrangements began.

In 2021, 117 children who were offered places at The Bishop of Llandaff Church in Wales High School were also offered at least one other school place. Offering only one school place to these pupils would have released at least 117 school places in the first admission round. This would potentially leave fewer children without a school place and more children being offered a higher preference school place on Offer Day.

What are the Proposed Arrangements and how would they work?

The existing co-ordinated arrangements with Corpus Christi Catholic High School, St Teilo's Church in Wales High School and Whitchurch High School would be unchanged. Pupils applying for The Bishop of Llandaff High School would also apply via the Common Application Form on the Council's website. They would also have to submit a supplementary form directly to the school.

Pupils applying for a place at Mary Immaculate High School and/or St Illtyd's Catholic High School would continue to submit applications directly to the schools.

Co-ordinated secondary school admissions for the Year 7 age group would follow the timetable as outlined below (for the September 2023 intake):

26 September 2022 – 21 November 2022

Parents would complete a Common Application Form online. They would express up to five preferences for community and/or voluntary aided schools.

Parents applying for a voluntary aided school would also complete a supplementary application form for the individual school. This form would be returned directly to the school's Governing Body along with any required references, documentary evidence and any other information required.

Applications via the online Common Application Form would close on 21 November 2022.

December 2022 - February 2023

Voluntary aided and foundation schools would rank all applicants according to their school's admissions criteria. Having produced a list of applicants in order of priority, they would submit this list to Cardiff Council to enter into the Central Admissions Database.

The Central Admissions Database would then allocate the highest preference place to which a child qualifies for admission.

Wednesday, 01 March 2023

Pupils applying for a place at the schools within the co-ordinated process would be offered only the highest preference school place that they are eligible for. Applicants would be informed of their right to appeal, if any of their school applications were unsuccessful.

Decisions are sent by email (or a letter if you have asked for your offer to be sent by post). They can also be viewed online or be given over the phone after 12pm on the offer day.

15 March 2023

Deadline for parents/carers to respond to the Council, either accepting or refusing the offer of a school place.

What are the benefits of co-ordinated admissions?

The following benefits would be expected to result from co-ordinated arrangements:

- More pupils would be offered a place in the initial round of applications, on offer day.
- More pupils would secure a higher school preference.
- More pupils would have peace of mind, having secured a school place.
- More parents/carers would be able to plan work and childcare commitments much earlier.
- Fewer families would need to submit another admission application in a later admission round.
- Fewer families would go through the appeal process.
- Schools will be better able to plan their budgets, class organisation and staffing arrangements as they will have a clearer idea of how many pupils they will be admitting.

What are the disadvantages of the co-ordinated arrangements?

The current system allows for parents to apply to multiple Admission Authorities with the potential for their child to be offered multiple school places. The current system provides those families that apply to and secure offers for more than one school, with a later decision stage at which they can choose which school offer to accept.

A minority of parents may feel disadvantaged as a result, albeit they still would retain the right to parental preference and the opportunity to rank order their school preferences. Each applicant's opportunity of being offered one of their higher preferences would be increased by the proposed arrangements.

Each of the partner schools within the current co-ordinated arrangements has confirmed that they wish to remain within the partnership.

Alternative options

The alternative option is doing nothing. The existing arrangements would be retained. The inefficiencies within the current pupil allocation system would remain. Many pupils would receive multiple offers of places, whilst others may receive offers for a lower preference or no offer at all. Continuing the existing system would mean Admission Authorities are unable to allocate more places to children in the initial allocation round.

How would schools be affected?

The proposal does not have any impact upon a school's admissions policy nor impose any change to its governance. The Governing Bodies of schools would still consult on and determine their own admissions arrangements, and would still rank the order of applicants against their own oversubscription criteria.

The Council would support schools by undertaking some of its administrative tasks including address verification and home to school distance measurements, if this is their preference.

It will not affect parents' ability to express their preference for a community school or voluntary aided school when submitting an application.

Therefore, it is anticipated that it would have little or no effect on the number of pupils that will be on roll at English-medium or Welsh-medium community schools or at voluntary aided schools in the city.

It is the Council's view that co-ordinated admissions help schools to plan their budgets, class organisation and staffing arrangements, as all schools will have a clearer idea of which pupils they will be admitting at an earlier stage.

The Catholic Archdiocese of Cardiff, the Church in Wales Diocese of Llandaff and the Church in Wales Diocese of Monmouth each support the implementation of co-ordinated admissions arrangements in Cardiff.

How would nursery provision be affected?

Children in Cardiff are entitled to a part-time nursery place from the start of the term following their third birthday and must attend for a minimum of five half days.

There are no plans to make any changes to nursery admissions.

How would standards in schools be affected by the 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 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 at any of the schools involved in the co-ordinated admissions process.

Teaching and learning experiences

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 this proposal to have any negative impact on the quality of standards of education or the delivery of the Foundation Phase or Key Stages 1-4.

Care, support and guidance

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

Schools are committed to fostering school communities 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 each of the schools to make sure everyone at the school understands their responsibility for helping to improve and sustain care, support and guidance.

Leadership and Management

Governing bodies are responsible for setting and applying the admission arrangements for voluntary aided schools. This would not change under the co-ordinated admission arrangements.

There is no information that suggests that the proposals would have a negative effect on schools' leadership and governance or impact on educational outcomes.

How would pupils with Additional Learning Needs be affected?

Schools in Cardiff receive delegated funding to enable them to provide extra support and focussed interventions for pupils who have ALN.

Pupils with ALN are offered school provision in a range of settings across Cardiff which support identified pupil needs. This includes supported placements in mainstream schools and places in Specialist Resource Bases (SRBs) and Special Schools.

Admissions to specialist provision are managed by the Council, subject to a statement of Special Education Needs (SEN) or Individual Development Plan (IDP).

There are no plans to make any changes to how children are admitted to ALN provision.

There is no information available that suggests that the proposals would have a negative effect on ALN provision. Schools would continue to provide ALN support for pupils appropriate to the level of need.

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.

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 pupils with English as an Additional Language be affected?

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. All schools in Cardiff would continue to provide support that is appropriate to the individual needs of each pupil.

How would Minority Ethnic pupils be affected?

There is also no information available that suggests that the proposals would have a negative effect on provision for any ethnic group.

Financial Matters

It is the Council's view that schools will be better able to plan their school budgets for

forthcoming academic years as they will have a clearer idea of which pupils they will be admitting. A large proportion of a school's budget is based on the number of children on roll.

Human Resources Matters

It is the Council's view that this proposal is unlikely to impact on school staffing. Working practises would change, but may not reduce.

Transport Matters

It is the Council's view that this proposal is unlikely to impact on traffic. It does not relate to any change with respect to supply of school places nor any change to school catchment areas.

Learner Travel Arrangements

Under these proposals there are no plans to change the Council's policy on the transport of children to and from schools. The Council's transport policy for school children can be viewed on the Council's website (www.cardiff.gov.uk).

Impact of the proposals on the Welsh Language

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

As some Welsh-medium schools have reported difficulties in planning budgets owing to parents being offered a school place but later taking a place at an alternative school, it is expected that the proposals would have a positive benefit overall.

Equality Matters

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. Where particular groups are identified as being impacted, mitigating actions have been identified.

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

The proposal will have a positive impact on children in Cardiff achieving their full potential by promoting and improving access to learning in the city, giving children the best start by providing a better experience for children starting school or going into Secondary School for the first time.

This will be as a result of school staff being able to maximise on the efficiencies of the admissions process to provide a more effective start for children to allow them to realise their maximum potential earlier than later.

The Council (Admissions Authority for Community Schools) and Governing Bodies (Admissions Authority for Voluntary Aided and Foundation Schools) will continue to strengthen their partnership in delivering positive outcomes for the city and its citizens; working collaboratively with a shared agenda to achieve significant cost and efficiency savings.

Community Impact

It is the Council's view that this proposal is unlikely to negatively impact on any community in Cardiff.

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

What happens next?

The Council will collect and summarise the feedback from this consultation. Council officers will then report this to the Council's Cabinet to inform elected members of stakeholders' views, as part of the proposed 2023/2024 School Admission Arrangements. Once the Cabinet have determined the Admission Arrangements, the Admission Policy 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.

Consultation period

The consultation period for these proposals **starts on 22 November 2021 and ends on 17 January 2022.**

See page 18 for further details of how to respond and make your views known.

The responses from the consultation will be considered as part of the proposed School Admission Arrangements for 2023-24.

Determination of the admission arrangements

The Council's Cabinet will determine the proposed Admission Arrangements for 2023/2024 in March 2022.

Decision Notification

After determination, Cardiff Council would inform stakeholders. The Admission Policy will also be published on the Council's website.

Frequently Asked Questions

Will all schools use the same oversubscription criteria?

Voluntary aided and foundation schools will continue to consult on, set and apply their own admission criteria. The Governing Bodies of voluntary aided and foundation schools will rank applicants for places at their schools based on their own criteria.

I want to apply for a faith-based nursery place. Do I have to use the common application form?

The Council is not consulting on co-ordinated arrangements for admissions to nursery classes. Applications for nursery places in voluntary aided (faith-based) schools are still submitted directly to the school.

Am I more likely to get a place at a school if I put it as my only preference?

Listing only one school as a preference does not make it more likely that you will get a place in the school. Applicants are ranked according to the school's oversubscription criteria. Parents are encouraged to use all of their preferences. If an applicant could be offered a place at more than one school, they will be given a single offer for the highest preference school.

How many schools can I apply for?

The Council's online application process will allow you to state up to five preferences. Applicants are encouraged to use all of their preferences. However, you can submit additional applications if you wish to do so.

Have Your Say!

CONSULTATION RESPONSE FORM

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

We are proposing to:

- Implement a co-ordinated primary school admissions process for the Reception age group intake from September 2023.
- Include The Bishop of Llandaff C.W. High School within the co-ordinated secondary school admissions process for the Year 7 age group intake from September 2023.

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

Parent or Guardian*

Grandparent*

Member of Staff*

Pupil*

Governor*

Local Resident

Other (please specify) _____

*Please confirm which schools you are affiliated with

1. Do you support the proposal to implement a co-ordinated primary school admissions process for the Reception age group

YES NO NO OPINION

Please explain why:

2. Do you support the proposal to include The Bishop of Llandaff C.W. High School within the co-ordinated secondary school admissions.

YES NO NO OPINION

Please explain why:

3. Would you wish for co-ordinated arrangements to be extended further to include schools that are not proposed for inclusion at this time?

YES NO NO OPINION

Please name schools and explain why:

4. Do you have any other comments?

Name _____

Address _____

Post Code _____

The closing date for responses to this consultation is 17 January 2022.

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 17 January 2022.

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 tasks 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

ABOUT YOU

Please provide your postcode below to allow us to more accurately pinpoint respondents' views and needs by area:-

What was your age on your last birthday?

- Under 16 25-34 45-54 65-74 Prefer not to say
 16-24 35-44 55-64 75+

Are you...?

- Female Male Other Prefer not to say

Do you identify as a disabled person?

- Yes No Prefer not to say

Please tick any of the following that apply to you:

- Deaf/ Deafened/ Hard of hearing Visual impairment Long-standing illness or health condition (e.g. cancer, diabetes, or asthma)
 Mental health difficulties Wheelchair user Prefer not to say
 Learning impairment / difficulties Mobility impairment Other

Please specify _____

What is your ethnic group?

Where the term 'British' is used, this refers to any of the four home nations of Wales, England, Northern Ireland and Scotland, or any combination of these.

- | | |
|---|--|
| <input type="checkbox"/> White - Welsh/English/Scottish/Northern Irish/British | <input type="checkbox"/> Asian/Asian Welsh/British - Bangladeshi |
| <input type="checkbox"/> White - Irish | <input type="checkbox"/> Asian/Asian Welsh/British - Indian |
| <input type="checkbox"/> White - Gypsy or Irish Traveller | <input type="checkbox"/> Asian/Asian Welsh/British - Any other |
| <input type="checkbox"/> White - Any other white background | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - African |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White & Asian | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Caribbean |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black Caribbean | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Any other |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black African | <input type="checkbox"/> Arab |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - Any other | <input type="checkbox"/> Any other ethnic group (please specify) |
| <input type="checkbox"/> Asian/Asian Welsh/British - Chinese | _____ |
| <input type="checkbox"/> Asian/Asian Welsh/British - Pakistani | Prefer not to say |

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

Formal response to the consultation:

The Rainbow Federation - Chair of Governors and Executive Headteacher

The Rainbow Federation (Bryn Hafod Primary School and Glan Yr Afon Primary School) Governing Body and Executive Headteacher gave their response via the online consultation form:

Do you support the proposal to implement a co-ordinated primary school admissions process for the reception age group?

As Chair of Governors and in discussion with the Executive Head we have agreed that the proposed changes will make for a more stream lined system. We are in favour of the proposals as it gives greater clarity to families and schools.

Do you support the proposal to include The Bishop of Llandaff C.W. High School within the co-ordinated secondary school admissions?

I can only see advantages in having faith schools as part of the mainstream system. In particular it should provide greater clarity to decision makers and learners.

This page is intentionally left blank

Records of virtual drop in sessions:

- 06 December 2021
- 09 December 2021
- 10 December 2021
- 13 December 2021



Present: Jo Phillips (JP), Ian Warburton (IW), One parent

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

Q – Agree with the principle that some pupils could, under the current arrangements, be monopolising multiple places to the detriment of other pupils, either unplaced or being offered a lower preference than necessary. The following concerns regarding the proposed change to co-ordinated admissions were expressed:

- **It was only at the school induction meeting that sufficient information was made available to parents for them to make an informed choice.**
- **Families coming into Cardiff from out of the country would be less aware of the school application process.**

JP – The concerns will be noted. Sufficient information should be made available by schools to parents before applications are made.

Q – Multiple applications could be allowed but withdrawing allocations within a set period if the respective admission authorities were not contacted and the place accepted.

IW – The School Admissions Code only allows the withdrawal of a place, once allocated, under exceptional circumstances. The Council does not consider a routine practice of withdrawing places, as a matter of procedure, an exceptional circumstance. Therefore, it is not in compliance with the School Admissions Code.

The parent was thanked for their input.

There were no further questions and the session ended.



**Schools Programme
Record of Virtual Drop in Session
Admissions consultation
06 December 2021 11:30**



Present: Jo Phillips (RP), Rosalie Phillips (RP), Two parents

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

Q – Have gone through the available information and want to query why, when Voluntary Aided (VA) schools would continue to make decisions regarding admissions, the change has been proposed?

JP – At the moment the system allows for people to make multiple applications and to hold multiple places, e.g., faith and community places. Under the new system there would be only one offer. VA schools would continue to set their own criteria for admissions.

Q – When would a decision be made?

JP – Admission arrangements for the 2023/24 academic year have to be agreed by 15 April 2022. The Council Cabinet will consider a report on this in March 2022.

Q – Would there be any impact on pre-school applications?

JP – No, these would continue to operate on the same basis as now.

There were no further questions and the session ended.



**Schools Programme
Record of Virtual Drop in Session
Admissions consultation
09 December 2021 09:30**



Present: Jo Phillips (RP), Rosalie Phillips (RP), One parent

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

Q – What are the proposed changes?

JP – Outlined details of the proposed changes. Looking to streamline places and allow for schools to know which children to expect.

Q – What is happening with the new Willows High School?

RP – Outlined details of the project.

There were no further questions and the session ended.



**Schools Programme
Record of Virtual Drop in Session
Admissions consultation
10 December 2021 11:00**



Present: Jo Phillips (RP), Ceri Tanti (RP), One parent

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

Q – Asked for overview of consultation.

JP – Outlined details of the proposed changes.

Q – Looking to apply for a faith school with the local community school as second choice. How would applications change?

JP – Explained that if the proposal goes ahead, and the faith school they want to apply for decides to be part of the arrangements, then they would apply for both schools on the same application form. They would then receive only one offer of a place if they are eligible for a place at one or more of the schools.

Q – Would you get a lower preference place if you applied for more schools, to fill up that school?

JP – Explained how allocations work. You would be offered your highest preference possible.

There were no further questions and the session ended.



**Schools Programme
Record of Virtual Drop in Session
Admissions consultation
13 December 2021 12:00**



Present: Jo Phillips (RP), Ceri Tanti (RP), One parent

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

Q – Daughter will be starting nursery in September 2022, would like more details about school admissions for September 2023.

JP – Explained that there are two types of schools - community schools, which you would apply to the council for, and faith schools, which are applied for directly to the school. A family would only be offered one community place, but could also be offered multiple faith school places.

Q - How do we find out the catchment area for our local community school?

JP - Offered to send through the link to iShare.

JP – Advised that the application for primary school can be made between November and January. It is important to make the application before the deadline in January to give you the best chance of getting your first choice.

Q - When do we apply for a nursery place?

JP - We can send you information on this.

Q - Is there an email address to contact if help needed?

JP - There is an email address for School Admissions.

There were no further questions and the session ended.

Co-ordinated School Admission Arrangements for Sept 2023

RESULTS REPORT



“Delivering effective research and consultation and first class research and information services”

Cardiff Research Centre delivers key research, information and multimedia services for Cardiff Council and other key organisations in Cardiff and Wales.

Core services include:

- Collection, analysis and interpretation of primary survey data.
- Analysis and interpretation of a wide range of secondary demographic and socio-economic statistical data.
- Specialised studies on a wide range of topics including social, economic and demographic subjects.
- Quantitative and qualitative research and consultation projects.
- Management Cardiff Citizens’ Panel.
- Focus Group and meeting facilitation.
- Advice and support on all aspects of research and consultation.
- GIS mapping services
- Professional multimedia support in relation to presentations, conferences, meetings, graphic design services and internet development.

For further information please contact

Cardiff Research Centre

✉ research@cardiff.gov.uk

✉ consultation@cardiff.gov.uk



#gweithiogydangilydd
#workingtogether

Table of Contents

Background	2
Proposals.....	2
Methodology.....	3
Responses	3
Results.....	5
Please tell us whether you are responding as:	5
Please confirm which school/s you are affiliated with:	5
Do you support the proposal to implement a co-ordinated primary school admissions process for the reception age group?	6
Please explain why.....	7
Do you support the proposal to include The Bishop of Llandaff C.W. High School within the co- ordinated secondary school admissions?	9
Please explain why.....	9
Would you wish for co-ordinated arrangements to be extended further to include schools that are not proposed for inclusion at this time?	11
Please name schools and explain why:.....	11
Do you have any other comments?.....	12
About You	14
Please provide your postcode below to allow us to more accurately pinpoint respondents' views and needs by area.....	14
What was your age on your last birthday?	14
Are you...?	14
Do you identify as a disabled person?	15
Please tick any of the following that apply to you:.....	15
What is your ethnic group? (<i>Where the term 'British' is used, this refers to any of the four home nations of Wales, England, Northern Ireland and Scotland, or any combination of these</i>).....	15

Background

Legislation requires admission authorities to review their School Admission Arrangements annually. The procedure which admission authorities should follow when determining their admission arrangements, includes a proper consultation being carried out and that the arrangements should be determined by 15th April in the school year beginning two years before the school year which the arrangements will be for.

Currently, parents applying for a primary school place in September submit an application to each separate admission authority. As a result of this, whilst some parents receive offers for their child at multiple schools, other parents have been unsuccessful in securing a place at any of their school preferences.

Cardiff Council has successfully co-ordinated admissions with three partner secondary schools since the 2018/2019 intake year and with St Mellons Church in Wales Primary School since September 2021.

The Council, the Catholic Archdiocese of Cardiff, the Church in Wales Diocese of Llandaff, the Church in Wales Diocese of Monmouth and a number of primary schools would like the benefits of co-ordinated admissions arrangements to be extended to primary schools and to parents of children entering primary education.

The Council is also seeking to expand the co-ordinated arrangements for secondary schools.

Proposals

- Implement a co-ordinated primary school admissions process for the reception age group intake from September 2023.
- Include The Bishop of Llandaff C.W. High School within the co-ordinated secondary school admissions process for the Year 7 age group intake from September 2023.

Methodology

- Publication of a Consultation Document on the Council website.
- Distribution of a letter to parents of all pupils due to start in the reception year in September 2023, outlining the proposal and giving details of how to access the Consultation Document online.
- A communication campaign via social media.
- Online drop in sessions where officers were available to answer questions.
- A consultation response slip for return by post or e-mail, attached to the consultation document.
- An online response form at www.cardiff.gov.uk/admissionarrangements.

Responses

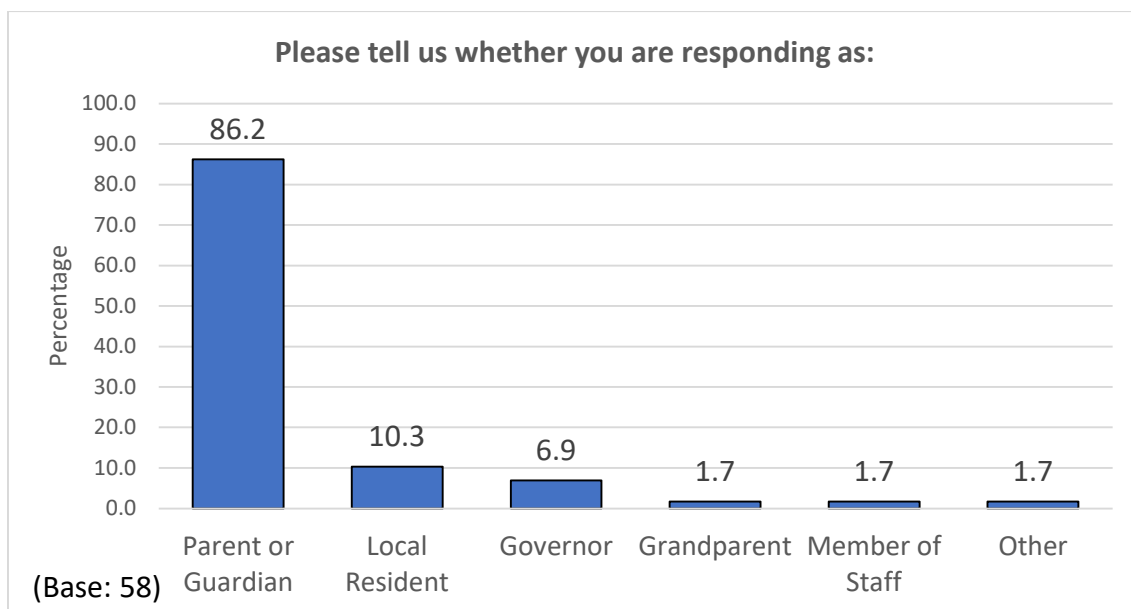
There were 58 responses received to the consultation

**CO-ORDINATED SCHOOL
ADMISSION ARRANGEMENTS
FOR SEPTEMBER 2023 -
RESEARCH FINDINGS**

Results

Please tell us whether you are responding as:

Over four fifths (86.2%) of responses to the survey were from parents or guardians, this was followed by one in ten (10.3%) that came from local residents.



N.B. Percentages do not sum to 100% as respondents could select more than one option

Please confirm which school/s you are affiliated with:

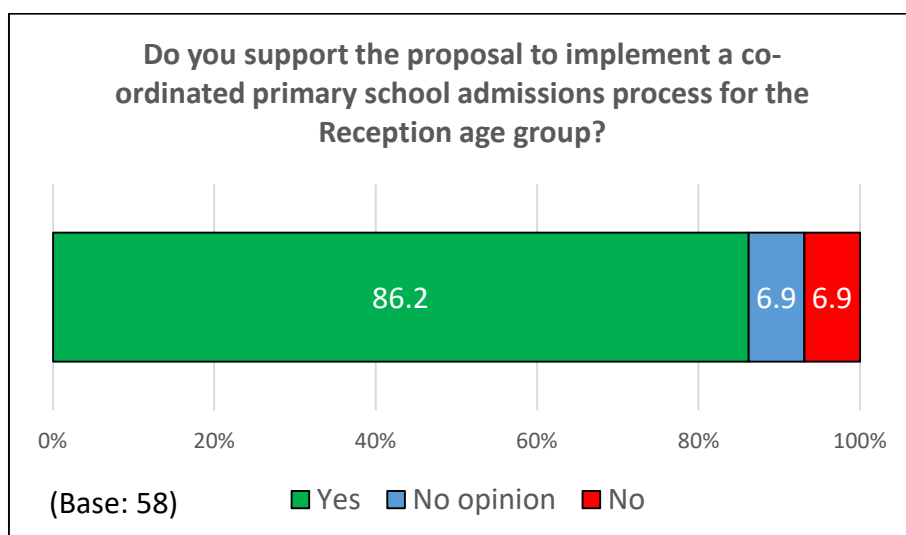
	No.	%
Bryn Deri Primary School	1	2.2
Corpus Christi Catholic High School	2	4.4
Danescourt Primary School	1	2.2
Christ the King RC Primary School	1	2.2
Fitzalan High School	1	2.2
Llandaff CW Primary School	2	4.4
Llanishen High School	1	2.2
Llysfaen Primary School	1	2.2
Meadowlane Primary School	1	2.2
Pontprennau Primary School	2	4.4
Radyr Comprehensive School	2	4.4
Radyr Primary School	1	2.2
Rainbow Federation	1	2.2
Rhiwbeina Primary School	2	4.4
Rhydypenau Primary School	2	4.4
St Bernadette's RC Primary School	4	8.9
St Fagan's CW Primary School	1	2.2
St Joseph's RC Primary school	1	2.2

St Peter's RC Primary School	1	2.2
St Teilo's Church In Wales High School	2	4.4
St Davids CW Primary School	1	2.2
St Davids Sixth Form College	1	2.2
The Bishop of Llandaff Church In Wales High School	2	4.4
Thornhill Primary School	1	2.2
Ton Yr Ywen Primary School	2	4.4
Whitchurch High School	3	6.7
Ysgol Glan Ceubal	1	2.2
Ysgol Gyfun Gymraeg Bro Edern	2	4.4
Ysgol Gymraeg Melin Gruffydd	1	2.2
Ysgol Gynradd Gwaelod y Garth Primary School	1	2.2
Ysgol Gynradd Gymraeg Pen-y-Groes	2	4.4
Ysgol Mynydd Bychan	1	2.2
Ysgol Pencae	1	2.2
Ysgol Y Berllan Deg	1	2.2
Ysgol Y Wern	1	2.2
Total Respondents	45	-

N.B. Percentages do not sum to 100% as respondents could identify more than one school

Do you support the proposal to implement a co-ordinated primary school admissions process for the reception age group?

Over four fifths (86.2%) of respondents support the proposal. However, if no opinion responses are removed from the analysis, then support rises to 92.6%.



A breakdown by respondent type can be viewed below:

	Parent / Guardian	Governor	Local Resident
Yes	88.0	100.0	83.3
No opinion	8.0	0.0	0.0
No	4.0	0.0	16.7
Base	50	4	6

Please explain why

Respondents were given the opportunity to explain their reasoning for supporting or not supporting the proposal. Twenty-seven respondents left feedback as to why they supported the proposal, whilst three respondents left feedback as to why they were against the proposals. A full breakdown can be viewed below / overleaf.

Support for the proposal

- It streamlines the application process and applicants will be treated fairly.
- Makes much more sense and unfair for people to be holding multiple places.
- It is not fair that people can hold more than one school offer when others receive a rejection on results day.
- The advantages all make sense, with no real disadvantages expect to those who wish to 'play' the system.
- The increased coordination and cooperation of all schools will make it a more straightforward process for parents and pupils.
- More likely that each child will be offered a place.
- Better use of council resources. No one needs to hold multiple school places.
- It could give parents more opportunities to secure a school place for their children. Also, having the same rules for more schools in terms of paperwork submitted and admissions criteria would make the process easier for all sides.
- Coordination of admissions processes for a greater number of schools makes the allocation of school places more efficient. The advantages proposed out way the disadvantages.
- It reduces "game playing" and increases efficiency for the application process.
- Easier process and avoid places being blocked.
- A fairer process.
- To avoid unnecessary stress for those who don't get a place initially because some families apply to multiple schools.
- As Chair of Governors and in discussion with the Executive Head we have agreed that the proposed changes will make for a more streamlined system. We are in favour of the proposals as it gives greater clarity to families and schools.
- To release hundreds of school places in the first round and to help ensure that all children get their preferred school so that their wellbeing is not negatively impacted.
- The separate admissions policies cause confusion for parents and council officers.
- I think it is much fairer and it will increase the chances that every child secures a place from the first round.

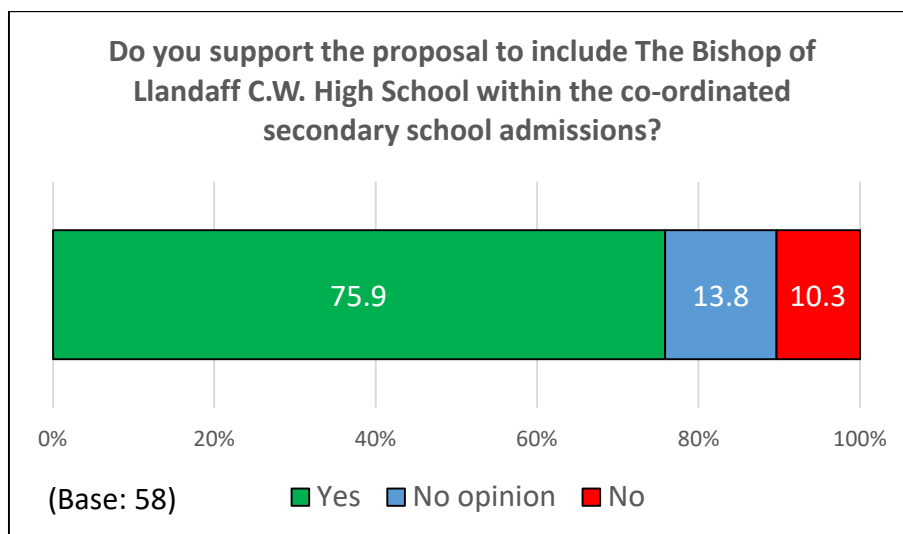
- Misleading to have different criteria for different schools and system is open to abuse.
- When applying for a faith school, I also had to apply for a non-faith school. Total waste of time for me, and the non-faith school that offered my daughter a place.
- It streamlines the process and standardises it for all applicants. Also, I didn't find out about my son's place until the afternoon when I'd had the other offers.
- It will significantly reduce inefficiencies and create a fairer system.
- The arrangements from the previous two years have been successful.
- It would make sense to co-ordinate allocations on school admissions for primary aged pupils as spaces are offered on location rather than parental choice. However, improvements to the waiting times for informing allocation of place within primary schools could be changed for dates to co-inside with February Half-term. This would then take the pressure off uniform shops in the six weeks holidays. Also, consider looking into additional 'logo/ emblem' shops to cater for the schools in Cardiff. Three specialist uniform shops cannot always cope with the demands on purchasing uniform.
- This school has a current problem with being over subscribed.
- Each year there has been a number of children unable to be offered places at Ysgol Pencae whilst parents decide whether to take up a place at the school or at Llandaff City. I hope this will help.
- There will be less children holding more than one school place, allowing other children to be given their first choice school earlier and allow families to plan in advance.
- For the reasons articulated in the consultation paper.

Against the proposal

- Everyone knows how the process works now, complicated to change it.
- Primary schools should be for local children.
- It is unnecessary.

Do you support the proposal to include The Bishop of Llandaff C.W. High School within the co-ordinated secondary school admissions?

Three in four (75.9%) respondents support the proposal. However, if no opinion responses are removed from the analysis, then support rises to 88.0%.



A breakdown by respondent type can be viewed below:

	Parent / Guardian	Governor	Local Resident
Yes	76.0	100.0	66.7
No opinion	16.0	0.0	16.7
No	8.0	0.0	16.7
Base	50	4	6

Please explain why

Respondents were given the opportunity to explain their reasoning for supporting or not supporting the proposal. Nineteen respondents left feedback as to why they supported the proposal, whilst four respondents left feedback as to why they were against the proposals. A full breakdown can be viewed below / overleaf.

Support for the proposal

- Own Admission Authority Schools (Faith Schools) governing bodies can decide the application criteria at the moment. (E.g. giving preference to students from certain faiths overruling catchment area criteria thus students in the catchment area will dropout).
- It is fairer for everyone to apply in the same way. In the current system the people who choose faith schools have a greater advantage.
- The advantages all make sense, with no real disadvantages expect to those who wish to 'play' the system.
- The more schools included in this process the better it will work.
- Better use of council resources. No one needs to hold multiple school places.

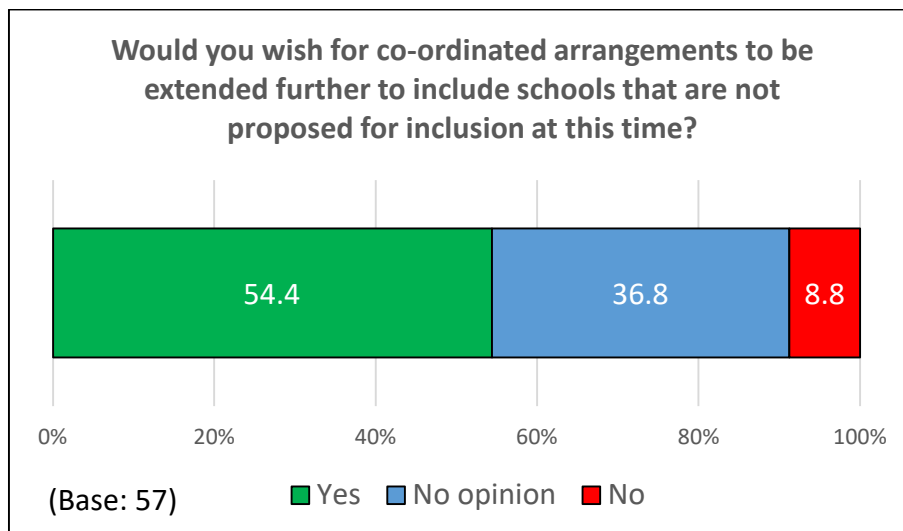
- It can help to make the admissions process more straightforward and transparent.
- Improved efficiency of place allocations.
- Fairer admissions
- I don't see why faith schools get to pick and choose pupils when others have guidelines.
- I can only see advantages in having faith schools as part of the mainstream system. In particular it should provide greater clarity to decision makers and learners.
- There is no strong argument not to.
- Schools will be clear if pupils are actually applying for them or just putting it as a backup for a faith school.
- Current system allows school to cherry pick students to suit school values.
- Simplifies the admission process.
- For same reasons as outlined previously. It seems unfair that some pupils have multiple admissions options, and are able to hold places, which could negatively impact on others who either didn't get allocated a place or not their preference.
- It will benefit all schools if every school takes part.
- It makes sense for all schools to be in it.
- There will be less children holding more than one school place, allowing other children to be given their first choice school earlier and allow families to plan in advance.
- If it is the wish of the school to be so involved.

Against the proposal

- This should be based on church attendance.
- A fairer process, parents choosing faith school should not have the advantage of 2 'first choice' schools when other families do not.
- It's the only church school this side of Cardiff.
- Faith-based schools are not funded by the LEA so why on earth would the council even consider changing the application process for faith-based schools. If you add faith-based schools in the application process how are pupils with genuine faith be granted a place. Will the council provide funding to faith-based schools for offering additional places? If you do one faith school then have them all on the application form.
- The high school should have its own admission arrangements.

Would you wish for co-ordinated arrangements to be extended further to include schools that are not proposed for inclusion at this time?

Over a half (54.4%) of respondents would like co-ordinated arrangements to be extended to include schools that are not proposed for inclusion at this time. However, if no opinion responses are removed from the analysis, then agreement rises to 86.1%.



A breakdown by respondent type can be viewed below:

	Parent / Guardian	Governor	Local Resident
Yes	51.0	75.0	66.7
No opinion	40.8	25.0	33.3
No	8.2	0.0	0.0
Base	49	4	6

Please name schools and explain why:

Twelve respondents left feedback to this question; these comments can be viewed below / overleaf:

- It should include all schools.
- All Cardiff Schools should be included to make it a streamlined process and remove unnecessary steps and associated costs into the process.
- All schools should be in a single application process to streamline for parents, admissions teams and school. It'll also offer greater transparency.
- Radyr comprehensive.
- All schools to make it fair across the city.

- If any school get government funding it should be included in the system.
- All faith schools should be included on one form. As a retired faith schoolteacher, I'm aware how complicated and disjointed the process can be.
- Unknown but I feel there should be one system for all schools.
- All primary and high schools within Cardiff, including faith schools should be coordinated admissions managed by the LA.
- What about Mary Immaculate or Corpus Christie and St Teilo's.
- All schools should be in it.
- No specific school in mind, but it would seem inherently fairer for each pupil to only have one offer rather than several.

Do you have any other comments?

Respondents were invited to leave any other comments they had in relation to the consultation. Nine respondents left feedback; these comments can be viewed below / overleaf:

- Even with this improved process there are issues. Housing is being built at a much greater rate than school places are increasing. North East Cardiff needs a new secondary school.
- All schools should be included in the process of ease.
- In order to be a strong and fair system, it needs to include all the schools.
- All schools in Cardiff should be included.
- Sibling groups must be prioritised in admissions. Splitting up families is not something that should happen regardless of whether school is faith based or not. Once one child is in all family siblings should be accepted.
- If it's not broken why try to fix it? Everyone is used to the separate application process for faith based schools as these are NOT funded by the LEA they are funded by the main relevant faith of the school. Instead of making a mess of the application process, why can't the council make improvements on the anti-social behaviour of secondary school aged pupils in Ely and Caerau? What about the replacement of the Zebra Crossing road safety person for the crossing at the bottom of Caerau Lane for the schools in the area? How about improving the standards of the delivery of education across all schools in Cardiff?

- The consultation information makes a clear rationale for the changes and if they are supported by the faith sector bodies then all schools should be included. Any schools that opt not to be involved should be held to account for the impact on other schools.
- It should be up to the school if they wish to be part of the council's policy.
- Schools should have their own arrangements - the local authority should have no say in these if they do not wish it.

About You

Please provide your postcode below to allow us to more accurately pinpoint respondents' views and needs by area

	No.	%
Llanishen	6	13.6
Pontprennau/Old St. Mellons	6	13.6
Radyr	4	9.1
Cyncoed	3	6.8
Heath	3	6.8
Whitchurch and Tongwynlais	3	6.8
Caerau	2	4.5
Fairwater	2	4.5
Llandaff	2	4.5
Pentwyn	2	4.5
Riverside	2	4.5
Trowbridge	2	4.5
Other Ward	7	15.9
Total Respondents	44	100.0

What was your age on your last birthday?

	No.	%
25-34	5	8.9
35-44	36	64.3
45-54	6	10.7
55-64	2	3.6
65-74	2	3.6
Other age group	2	3.6
Prefer not to say	3	5.4
Total Respondents	56	100.0

Are you...?

	No.	%
Female	38	69.1
Male	16	29.1
Prefer not to say	1	1.8
Total Respondents	55	100.0

Do you identify as a disabled person?

	No.	%
Yes	1	1.8
No	53	94.6
Prefer not to say	2	3.6
Total Respondents	56	100.0

Please tick any of the following that apply to you:

Four people identified a health condition that applied to themselves, these can be viewed below:

- Mental health difficulties
- Mobility impairment
- Long-standing illness or health condition (e.g. cancer, diabetes, or asthma)

What is your ethnic group?

(Where the term 'British' is used, this refers to any of the four home nations of Wales, England, Northern Ireland and Scotland, or any combination of these).

	No.	%
White - Welsh/English/Scottish/Northern Irish/British	45	80.4
White - Any other white background	4	7.1
Asian/Asian Welsh/British - Other	3	5.4
Arab	1	1.8
Any other ethnic group (please specify)	1	1.8
Prefer not to say	2	3.6
Total Respondents	56	100.0

This page is intentionally left blank

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**



Policy/Strategy/Project/Procedure/Service/Function Title: Cardiff Council's Schools Admissions Policy 2023-24
New/Existing/Updating/Amending

Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?	
Name: Richard Portas	Job Title: Programme Director
Service Team: School Organisation Programme	Service Area: Education & Lifelong Learning
Assessment Date: 19/11/2021	

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

To equitably administer the admission of eligible children to nursery, primary and secondary classes/schools based on parent/guardian preference in accordance with the admissions criteria detailed in Cardiff Council's School Admissions Policy 2023-24.

The Council has started consulting on the draft School Admission Arrangements 2022-2023. The consultation period is from 22 November 2021 until 17 January 2022.

The consultation is an opportunity for people to learn about proposed changes to the Cardiff Council School Admission Arrangements for the 2023/24 academic year.

The changes to the policy include:

- Reference to the 'Fresh Start' panel in place of the 'Hard to Place' panel.
- Clarification of the Childcare Offer.
- Increased Published Admission Numbers for Pentyrch Primary School, Ysgol Y Wern, Cantonian High School and Radyr Comprehensive School.

In conjunction with the consultation on the School Admission Arrangements 2023/24, a public consultation is taking place on the proposed introduction of co-ordinated admission arrangements for the Reception age group for intake in September 2023.

The Council is also consulting on expanding the co-ordinated arrangements for secondary schools to include The Bishop of Llandaff Church in Wales High School in the process from September 2023.

Details of the consultation are available to view on the Council website via the link below:

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

www.cardiff.gov.uk/admissionarrangements

- 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.]**

The City of Cardiff Council is committed to equality of opportunity and to eliminating unlawful discrimination. In respect of admissions to community schools, all pupils and prospective pupils are treated equitably, regardless of gender, race, ethnicity, culture, nationality, language, ability/disability, or religious belief.

The Council is the Admissions Authority for the following:

- Community Nursery Schools/Nursery Classes in Community Schools
- Community Primary Schools
- Community Secondary Schools

In order to facilitate the admissions process, the Local Authority has to consider:

- Children are entitled to a part-time nursery place from the start of the term following their third birthday and must attend for five half days.
- Children are admitted to reception classes in the September following their fourth birthday.
- Children transfer to secondary education in the September following their eleventh birthday.
- All maintained schools must admit pupils up to their published Admission Number.

Parents have the right to express a preference for their preferred schools; these will be considered individually and complied with wherever possible. Some schools have more requests for places than there are places available. Where a school is oversubscribed preferences will still be considered but the oversubscription criteria set by the Council will be applied. In deciding which children to admit to a school, the Council applies the criteria set out in its Schools Admissions Policy Document and examines the merits to support each case by considering any reasons put forward supporting any expressed preference.

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

If parents are dissatisfied with the result of an application for a particular School, an appeal may be submitted to the Independent Statutory Appeal Panel, any decision made by the Panel being binding on the Council, school and the appellant. If the appeal is not successful, further requests to appeal for a place at the same school will not be considered for the same academic year unless the Director of Education & Lifelong Learning determines there are significant and material changes in the circumstances of pupil/parents or school. There is no right of appeal for admission to a Community Nursery School/ Nursery Classes in Community Schools.

This proposal has been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government's School Admissions Code E.3 which states:

"An admission authority **must not** discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil."

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

3 Assess Impact on the Protected Characteristics

3.1 Age

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

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

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

The nature of the policy is such that it will inherently apply to the 3 - 16 years age group as it targets school and nursery aged children and young adults.

Whilst implementation of this policy would therefore have a differential impact, it would not be regarded as prejudicial to older age groups as they are not part of this educational place provision process.

The Equality Act states that the discrimination provisions on age do not extend to anything an LA does in relation to school admissions, so approaches in which admissions and transition between schools are determined by a child's age will not be open to challenge.

A co-ordinated primary school admission arrangements process would provide more parents with a single school place offer for their child, which would be a fairer, more equitable system of allocating school places in Cardiff, and therefore be unbiased across the protected characteristic groups to which it applies.

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

A clear communication strategy would be developed to ensure that parents fully understood the process and the need to use all available preferences.

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

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	✓		
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 Admissions Policy and the co-ordinated admissions arrangements proposal have been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government’s School Admissions Code E.3 which states:

“An admission authority **must not** discriminate on the grounds of **disability**; gender reassignment; pregnancy and maternity; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”

Differential impact could occur as the implementation of the School Admissions Policy would allow for priority to be given to applicants where the legislation and protection prescribe the inclusion of specific criteria in relation to Special Educational needs which support pupils with disabilities that are also learning difficulties.

Similarly differential impact could occur as the implementation of the School Admissions Policy would allow for priority to be given to applicants for whom compelling medical and/or compelling social grounds could be evidenced indicating particular needs. This would be a positive impact if the degree of need was such that preferential placement were to apply.

The LA are required under the Public Sector Requirements to make reasonable adjustments to try and ensure that disabled pupils can play as full a part as possible in school life.

No differential impact would occur as the implementation of co-ordinated primary school admissions arrangements would not affect this protected characteristic. The Education Act 1996 already gives preferential admission to pupils who have a statement of Special Educational Needs (SEN) and the Council’s admission

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

arrangements which give a priority within the oversubscription criteria for pupils with compelling medical grounds would remain unchanged by this proposal. All schools have a statutory duty under the Equality Act 2010 to make provisions for pupils with both physical, mental and learning disabilities within their SEN provision. The Council devolves funding to schools to enable them to comply with this obligation 11 and provides additional county-wide provision in other areas.

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

Make reasonable adjustments to try and ensure that disabled pupils can play as full a part as possible in school life.

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

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)			✓

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

The Admissions Policy and the co-ordinated admissions arrangements proposal have been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government’s School Admissions Code E.3 which states:

“An admission authority **must not** discriminate on the grounds of disability; **gender reassignment**; pregnancy and maternity; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”

No differential impact would occur as the implementation of the Schools Admissions Policy would not affect this protected characteristic.

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

N/A

CARDIFF COUNCIL

Equality Impact Assessment
Corporate Assessment Template

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			✓
Civil Partnership			✓

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

No differential impact would occur as the implementation of the Admissions Policy and the co-ordinated admissions arrangements proposal would not affect this protected characteristic.

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

N/A

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

3.5 Pregnancy and Maternity

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

	Yes	No	N/A
Pregnancy			✓
Maternity			✓

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

The Admissions Policy and the co-ordinated admissions arrangements proposal have been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government’s School Admissions Code E.3 which states:

“An admission authority **must not** discriminate on the grounds of disability; gender reassignment; **pregnancy and maternity**; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”

No differential impact would occur as the implementation of the Admissions Policy and the co-ordinated admissions arrangements proposal would not affect this protected characteristic.

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

N/A

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

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			✓
Mixed / Multiple Ethnic Groups			✓
Asian / Asian British			✓
Black / African / Caribbean / Black British			✓
Other Ethnic Groups			✓

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

The Admissions Policy and the co-ordinated admissions arrangements proposal have been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government’s School Admissions Code E.3 which states:

“An admission authority **must not** discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; **race**; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”

No differential impact would occur as the implementation of the Admissions Policy and the co-ordinated admissions arrangements proposal would not affect this protected characteristic.

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

N/A

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

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		✓	
Christian	✓		
Hindu		✓	
Humanist		✓	
Jewish		✓	
Muslim		✓	
Sikh		✓	
Other		✓	

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

The Admissions Policy and the co-ordinated admissions arrangements proposal have been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government’s School Admissions Code E.3 which states:

“An admission authority **must not** discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; race; **religion or belief**; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”

The Equality Act allows for exceptions in certain cases. Schools with a religious character may give priority in admissions to members of their own religion. The Admissions Code provides that this may only be done when a school is oversubscribed – schools subject to the Code are not permitted to refuse admission to pupils not of their faith if they have unfilled places

Faith Schools are their own admissions authority and will not be impacted by implementation of the Local Authority’s Schools Admission Policy.

The Schools Admission Policy does not differentiate between applicants of differing belief systems who apply to attend Community funded Schools and hence no differential impact would occur.

The current system allows for parents to apply to multiple Admission Authorities with the potential of their child to be offered multiple school places. Within the Cardiff County area there are nine primary school Admission Authorities which are Church in Wales Schools and thirteen primary school Admission Authorities which are Roman Catholic Schools, these are all Voluntary Aided Schools.

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

Applicants who meet the higher admissions criterion for Voluntary Aided Schools i.e., baptised and/or dedicated/contributor to the life and work of either the Church in Wales or Roman Catholic Church are allocated above other applicants within their oversubscription criteria in accordance with the School Admissions Code. Pupils of these faiths are therefore more likely to be currently offered a place at more than one school, only one of which they could take up from the beginning of term.

Where a child has received a multi school offer, consequently this means another child has not been allocated the school place. Where this multi school offer relates to a Voluntary Aided School, unsuccessful applicants for this school are disadvantaged and where this relates to a Community School, unsuccessful applicants for this school are also disadvantaged.

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

The Council will remain sensitive to the needs of religious communities seeking faith place provision.

The communication strategy would be emphasised in Church in Wales and Roman Catholic Nursery Schools to ensure that applicants to Church in Wales and Roman Catholic Primary Schools are not disadvantaged.

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

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			✓
Women			✓

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

The Admissions Policy and the co-ordinated admissions arrangements proposal have been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government’s School Admissions Code E.3 which states:

“An admission authority **must not** discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; race; religion or belief; **sex**; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”

All schools to which the Schools Admission Policy applies are non-gender specific in relation to their admissions criteria.

All schools to which their Admissions Authority is proposing to co-ordinate primary school admission arrangements are non-sex specific in relation to the admissions criteria.

No differential impact would occur as implementation of the Schools Admissions Policy or co-ordinated primary school admission arrangements would not affect this protected characteristic.

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

N/A

CARDIFF COUNCIL

Equality Impact Assessment
Corporate Assessment Template

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			✓
Gay Men			✓
Gay Women/Lesbians			✓
Heterosexual/Straight			✓

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

This proposal has been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government’s School Admissions Code E.3 which states:

“An admission authority **must not** discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; or **sexual orientation**, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”

No differential impact would occur as the implementation of the Schools Admission Policy or co-ordinated primary school admission arrangements would not affect this protected characteristic.

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

N/A

CARDIFF COUNCIL

Equality Impact Assessment Corporate Assessment Template

3.10 Socio-economic Duty

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

	Yes	No	N/A
	✓		

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

The proposed changes are expected to have a positive impact on the Socioeconomic Duty.

Where a child has received a multiple school offer, consequently this means another child has not been allocated the school place. A co-ordinated primary school admission arrangements process would provide more parents with a single school place offer for their child, which would be a fairer, more equitable system of allocating school places in Cardiff.

This would allow parental provision such as transport, wrap around care etc to be identified earlier than through a non-coordinated admissions system for some families. It is likely that families suffering financial deprivation would have less options available to them in making suitable arrangements and having more time to do so may be beneficial.

The admissions policy is predicated on endeavouring to make provision for pupils in their local community when possible, and hence preference is given to catchment applications over non-catchment applications. Schools which are more popular attract inward migration to their catchment areas which can affect housing costs. This can result in families who would choose a particular school, not being able to afford to move into the area and hence one can view this as a differential impact on choice between different socioeconomic groups. The Council feels that all school places inherently constitute a suitable offer and seeks to support all schools in providing an effective nurturing and learning environment.

The School Admissions Code states that Authorities must ensure oversubscription criteria are reasonable, clear, objective, procedurally fair, and comply with current legislation. Furthermore, The Code also states catchment based oversubscription criteria are a lawful means of place allocation differentiation, and that distance between home and school is a clear and objective oversubscription criterion and is useful as a tie-breaker.

The Council regards catchment and distance oversubscription criteria a legitimate and

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

the fairest practicable means of achieving the desired outcome of equitable place allocation in community schools

The Council does not expect the proposal to have any negative impact on the quality of standards of education for primary age pupils in Cardiff.

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 proposed changes 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

CARDIFF COUNCIL

Equality Impact Assessment Corporate Assessment Template

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
Welsh language		✓	

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

The Council will continue to implement its Welsh in Education Strategic Plan and will ensure that there are schools to meet the demand for Welsh medium education.

As all Voluntary Aided Schools operate through the medium of English, the impact of the proposal co-ordinated primary school admission arrangements is unlikely to have a substantial impact upon the Welsh-medium sector.

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

N/A

4. Consultation and Engagement

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

The consultation re: School Admission Policy includes engagement with the following stakeholders:

- All Community; Foundation; Voluntary Controlled and Voluntary Aided School Governing Bodies in Cardiff.
- Cardiff's Diocesan Directors of Education.
- Neighbouring Local Authorities.
- Cardiff Admissions Forum.
- Local Assembly Members.
- Local Members of Parliament.
- Any other interested parties who wish to respond

Consultation on the 2023/24 Cardiff Council's School Admission Policy is proposed from 22/12/21 to 17/01/2022. The Council welcomes all

4.C.400	Issue 1	Nov 11	Process Owner: Rachel Jones	Authorised: Rachel Jones	Page 17
---------	---------	--------	-----------------------------	--------------------------	---------

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

views.

Details of the Schools Admission Policy will be made available on the Council's website:

www.cardiff.gov.uk/admissionarrangements

The Co-ordinated Admission Arrangements consultation process will run from 22/11/2021 to 17/01/2022 and involves:

- Publication of a Consultation Document on the Council website (a copy of the consultation document can be seen at Appendix 2).
- Distribution of a letter to parents of all pupils due to start in the Reception year in September 2023, outlining the proposal and giving details of how to access the Consultation Document online. (a copy of the letter can be seen at Appendix 3).
- A communication campaign via social media.
- Online drop-in sessions where officers were available to answer questions.
- A consultation response slip for return by post or e-mail, attached to the consultation document.
- An online response form at www.cardiff.gov.uk/admissionarrangements.

The views expressed at Council organised drop-in sessions and on paper or electronically through the appropriate channels, will be recorded.

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

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

Groups	Actions
Age	A clear communication strategy.
Disability	Make reasonable adjustments.
Gender Reassignment	None
Marriage & Civil Partnership	None
Pregnancy & Maternity	None
Race	None
Religion/Belief	A clear communication strategy.
Sex	None
Sexual Orientation	None
Socio-economic Duty	None
Welsh Language	None
Generic Over-Arching [applicable to all the above groups]	None

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 : Joanna Phillips	Date: 19/11/2021
Designation: Project Officer	
Approved By: Brett Andrewartha	
Designation: School Organisation Programme Planning Manager	
Service Area: Education & Lifelong Learning	

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

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

This page is intentionally left blank

**CYNGOR CAERDYDD
CARDIFF COUNCIL****CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE****8 MARCH 2022**

SCHOOL ORGANISATION PROPOSALS: PROVISION FOR CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL LEARNING NEEDS (ALN) - COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGED PUPILS

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 10 March 2022.
2. The purpose of the Cabinet report is to inform Cabinet of the responses received following public consultation on proposals to extend and realign special school and Specialist Resource Bases (SRBs) for pupils across Cardiff with Complex Learning Needs and Autism Spectrum Conditions.
3. The proposals considered in this report relate to maintained community provision. The responses received following public consultation on proposed changes to additional learning needs provision at The Marion Centre at The Bishop of Llandaff High School and to the Specialist Resource Base at Whitchurch High School will be considered by the relevant Governing Body.

Background

4. At its meeting on 15 July 2021 the Cabinet authorised officers to consult on proposals for the establishment of Specialist Resource Base provision at Moorland Primary School for learners with complex learning needs from September 2022.

5. At its meeting on 14 October 2021 the Cabinet authorised officers to consult on proposals to:
- establish a 30 place Specialist Resource Base for learners with complex learning needs at Willows High School from September 2023;
 - increase the designated number at the Llanishen High School Specialist Resource Base for learners with Autism Spectrum Condition from 20 to 45 places from September 2022;
 - establish a 30 place Specialist Resource Base at Ysgol Gyfun Gymraeg Glantaf alongside the existing 30 place Specialist Resource Base for learners with Autism Spectrum Condition from September 2023;
 - increase the designated number of Ty Gwyn Special School from 198 to 240 from September 2022;
 - increase the designated number of Meadowbank Special School from 40 to 98 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;
 - increase the designated number at the Specialist Resource Base at Llanishen Fach Primary School for learners with complex learning needs from 20 to 30 places from September 2023;
 - increase the designated number at the Specialist Resource Base at Marlborough Primary School for learners with severe and complex learning needs from 20 to 30 from September 2022;
 - increase the designated number at the Specialist Resource Base at Pentreban Primary School for learners with Autism Spectrum Condition from 20 to 24 spaces from September 2022;
 - increase the designated number at the Specialist Resource Base at Springwood Primary School for learners with Autism Spectrum Condition from 20 to 28 from September 2022.

6. The Cabinet noted the proposal to increase 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 and instructed officers to provide all reasonable assistance to the Governing Body of the school who would be consulting on the proposal.
7. The Cabinet also noted that the proposal to increase the designated number at Whitchurch High School Specialist Resource Base from 70 to 100 from September 2022 and instructed officers to provide all reasonable assistance to the Governing Body of the school who would be consulting on the proposal.
8. This Scrutiny Committee considered the above proposals on the 13th July 2021 and 13th October 2021, and extracts from the Chair's letters arising from this issue, and corresponding responses from Councillor Merry is attached at **Appendix B**.

Structure of Papers

9. The following issues are highlighted in the Cabinet report, as at **Appendix A**:
 - **Responses received to the consultation on the proposed establishment of Specialist Resource Base provision at Moorland Primary School** (*points 16 - 24 in the Cabinet report, plus Appendices 6-8*)
 - Views Expressed (*points 25 - 26 in the Cabinet report*)
 - Moorland Primary School Pupil representation (*points 27 - 29 in the Cabinet report*)
 - Response to views expressed (*points 30 - 39 in the Cabinet report, plus Appendix 7*)
 - **Responses received to the consultation on the proposed expansion of Complex Learning Needs and Autism Spectrum Condition Specialist Resource Base provision for learners aged 11-19** (*points 40 - 49 in the Cabinet report, plus Appendices 6 - 8*)

- Willows High School, including pupil representation and response to views *(points 50 – 64 in the Cabinet report, plus Appendix 7)*
- Llanishen High School, including pupil representation and response to views *(points 65 - 77 in the Cabinet report, plus Appendix 7)*
- Ysgol Gyfun Gymraeg Glantaf, including pupil representation and response to views *(points 78 - 94 in the Cabinet report, plus Appendix 7)*
- **Responses received to the consultation on the expansion of Complex Learning Needs and Autism Spectrum Condition provision for learners in primary and all-through (age 3-19) provision** *(points 95 - 103 in the Cabinet report, plus Appendices 6 - 7)*
- Ty Gwyn Special School, including pupil representation and response to views *(points 104 - 115 in the Cabinet report, plus Appendix 7)*
- Meadowbank Special School, including pupil representation and response to views *(points 116 - 132 in the Cabinet report, plus Appendix 7)*
- The Hollies Special School including pupil representation and response to views *(points 133 – 146 in the Cabinet report, plus Appendix 7)*
- Llanishen Fach Primary School, including pupil representation and response to views *(points 147 - 158 in the Cabinet report, plus Appendix 7)*
- Marlborough Primary School, including pupil representation and response to views *(points 159 - 163 in the Cabinet report, plus Appendix 7)*
- Pentreban Primary School, including pupil representation and response to views *(points 164 – 173 in the Cabinet report, plus Appendix 7)*
- Springwood Primary School, including pupil representation and response to views *(points 174 - 179 in the Cabinet report, plus Appendix 7)*

- **Formal responses received during the consultation regarding Additional Learning Needs Provision** (*points 180 - 194 in the Cabinet report, plus Appendix 7*)
- Health provision (*points 195 - 196 in the Cabinet report*)
- Admissions arrangements (*point 197 in the Cabinet report*)
- Learner Traveller Arrangements (*points 198 - 201 in the Cabinet report*)
- Community Impact (*point 202 in the Cabinet report*)
- Local Member Consultation (*point 203 in the Cabinet report*)
- Scrutiny Consultation (*point 204 in the Cabinet report*)

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

- Financial Implications (*points 206 - 211 in the Cabinet report*)
- Legal Implications (*points 212 - 229 in the Cabinet report*)
- HR Implications (*points 230 - 238 in the Cabinet report*)
- Property Implications (*point 239 in the Cabinet report*)
- Traffic and Transport Implications (*points 240 - 253 in the Cabinet report*)
- Impact of the proposals on the Welsh Language (*points 254 - 266 in the Cabinet report*)
- Wellbeing of Future Generations (*points 267 – 269 in the Cabinet report*)
- EIA (*points 270 - 271 in the Cabinet report; plus Appendix 9*)

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

Appendix 1 – Consultation Documents

Appendix 2 – Summary Documents

Appendix 3 – Notes of meetings with Governing Bodies and School Staff

Appendix 4 – Notes of pupil engagement meetings

Appendix 5 – Notes of public meetings

Appendix 6 – Formal responses received

Appendix 7 – Summary of responses received and appraisal of views

Appendix 8 – Summary analysis of consultation responses

Appendix 9 – Equality Impact Assessment

Issues highlighted in the report to Cabinet

Consultation & Methodology

12. The consultation period for proposals to establish a Specialist Resource Base at Moorland Primary School ran from 11 October 2021 until 17 January 2022.
13. The consultation period for proposals to expand Complex Learning Needs and Autism Spectrum Condition Specialist Resource Base provision for learners aged 11-19 ran from 14 December 2021 until 01 February 2022.
14. The consultation period for proposals to expand Complex Learning Needs and Autism Spectrum Condition provision for learners in primary and all-through (age 3-19) provision also ran from 14 December 2021 until 01 February 2022.
15. The consultation process for all proposals involved:
 - Publication of bilingual consultation documents outlining background, rationale and implications to parents, staff and governors of affected schools, Headteachers and Chairs of Governors city-wide, elected Members, local residents and other stakeholders (a copy of the consultation documents can be seen at Appendix 1);
 - publication of bilingual summary documents setting out the main points of the consultation documents (a copy of the summary documents can be seen at Appendix 2);
 - publication of information in community languages upon request;
 - Consultation meetings via Microsoft Teams with governors and staff at Moorland Primary School, Willows High School, Llanishen High School, Ysgol Gyfun Gymraeg Glantaf, Ty Gwyn Special School, Meadowbank Special School, The Hollies Special School, Llanishen Fach Primary School, Pentrebanne Primary School and Springwood Primary School (notes from the meetings can be seen at Appendix 3);

- consultation meetings via Microsoft Teams/in person with pupil representatives at Moorland Primary School, Willows High School, Llanishen High School, Ysgol Gyfun Gymraeg Glantaf, Meadowbank Special School, Llanishen Fach Primary School and Springwood Primary School (notes from these meetings can be seen at Appendix 4);
- The Hollies Special School facilitated consultation with their pupils and provided details of the views gathered (details can be seen at Appendix 4);
- the pupil consultations that took place in person were conducted in line with the relevant Health and Safety guidance;
- Public consultation meetings via Microsoft Teams at which the proposals were explained and questions answered (notes from the meetings can be seen at Appendix 5);
- drop-in sessions were offered via Microsoft Teams where officers were available to answer questions (there were no requests for drop-in sessions);
- letters setting out details of the proposals and where further information could be found were sent to local residents and businesses in the areas surrounding the school sites subject to the proposed changes;
- a communication campaign via social media;
- a consultation response slip for return by post or e-mail, attached to the consultation documents and summary documents;
- an online response from at www.cardiff.gov.uk/ALNSchoolproposals

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

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

18. Views were sought from interested stakeholders via an online survey and a hard copy version of the survey within the consultation document.

19. 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.

20. The views expressed in the wider stakeholder surveys reflect those raised in the e-mail responses received.

Results

21. An overview of responses is set out below.

Issue	Total number of responses	Extract Summary of Responses
Specialist Resource Base provision at Moorland Primary School	38 3 formal responses	Of the 35 online responses received 74.3% supported the proposal to establish a Specialist Resource Base provision at Moorland Primary School.
Proposed expansion of Complex Learning Needs and Autism Spectrum Condition Specialist Resource Base provision for learners aged 11-19	114 4 formal responses	Of the 101 respondents to the online survey who answered the question, 96% supported the proposed changes.
Willows HS	86	Of the 84 online responses, 86.9% supported the proposal to establish a 30 place Specialist Resource Base at the school for learners with complex learning needs from September 2023
Llanishen HS	84	Of the 83 online responses, 88% supported the proposal to increase the designated number of the Specialist Resource Base at Llanishen High School for learners Autistic Spectrum Condition from 20 to 45 places from September 2022.
Ysgol Gyfun Gymraeg Glantaf	98	Of the 97 online responses received, 92.8% supported the proposal to establish a 30-place Specialist Resource Base for learners with Autistic Spectrum Condition alongside the existing 30 place Specialist Resource Base from September 2023
Complex Learning Needs and Autism Spectrum Condition provision for learners in primary and all-through (age 3-19) provision	109 11 formal responses	Of the 91 respondents to the online survey who answered the question, 90.1% supported the proposed changes.

Issue	Total number of responses	Extract Summary of Responses
Ty Gwyn Special school	85	Of the 80 online responses, 88.8% supported the proposal to increase the designated number of Ty Gwyn Special School from 198 to 240 places from September 2022.
Meadowbank Special School	85	Of the 82 online responses, 90.2% supported the proposal to increase the designated number of Meadowbank Special School from 40 to 98 places from September 2022.
The Hollies Special School	80	Of the 80 online responses, 91.1% supported the proposal to increase the designated number of The Hollies Special School from 98 to 150 (with a phased expansion to 119 places from September 2022 and a further expansion to 150 places from September 2023).
Llanishen Fach Primary School	79	Of the 78 online responses, 91% supported the proposal to increase the designated number of the Llanishen Fach Primary School Specialist Resource Base from 20 to 30 places from September 2023.
Marlborough Primary School	78	Of the 77 online responses, 90.9% supported the proposal to increase the designated number of the Marlborough Primary School Specialist Resource Base from 20 to 30 places from September 2022.
Pentrebane Primary School	77	Of the 77 online responses, 89.6% supported the proposal to increase the designated number of the of the Pentrebane Primary School Specialist Resource Base from 20 to 24 places from September 2022.
Springwood Primary School	77	Of the 76 online responses, 90.8% supported the proposal to increase the capacity of the Springwood Primary School Specialist Resource Base from 20 to 28 places from September 2022

Views Expressed

22. Further details of responses in relation to support and concerns for individual projects is set out in Appendix A and Appendix 7. This includes pupil views.

Recommendations set out in the Cabinet Proposals

23. The Cabinet is recommended to

- authorise officers to proceed on proceed to publish proposals in accordance with section 48 of The School Standards and Organisation (Wales) Act 2013 on proposals to:
 - establish a 20 place Specialist Resource Base for primary aged children with Complex Learning Needs at Moorland Primary School from September 2023
 - establish a 30 place Specialist Resource Base for learners with complex learning needs at Willows High School from September 2023
 - increase the designated number at the Llanishen High School Specialist Resource Base for learners with Autism Spectrum Condition from 20 to 45 places from September 2022
 - establish a 30 place Specialist Resource Base at Ysgol Gyfun Gymraeg Glantaf alongside the existing 30 place Specialist Resource Base for learners with Autism Spectrum Condition from September 2023
 - increase the designated number of Ty Gwyn Special School from 198 to 240 from September 2022
 - increase the designated number of Meadowbank Special School from 40 to 98 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
 - increase the designated number at the Specialist Resource Base at Llanishen Fach Primary School for learners with complex learning needs from 20 to 30 places from September 2023
 - increase the designated number at the Specialist Resource Base at Marlborough Primary School for learners with severe and complex learning needs from 20 to 30 from September 2022

- increase the designated number at the Specialist Resource Base at Pentreban Primary School for learners with Autism Spectrum Condition from 20 to 24 spaces from September 2022
 - increase the designated number at the Specialist Resource Base at Springwood Primary School for learners with Autism Spectrum Condition from 20 to 28 from September 2022
- Note that prior to implementation of the proposals a further report will be provided to Cabinet providing details of any objections received, the proposed responses to those objections and recommendations for implementation or otherwise of the proposals.

Scope of Scrutiny

24. 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 10 March 2021.

Way Forward

25. 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), Jennie Hughes (Senior Achievement Leader Inclusion), and Brett Andrewartha (SOP Programme Planning Manager) will present the report to the Committee and be available to answer any questions Members may have.

26. 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

27. 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

28. 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:

1. Review and assess the information contained in the draft Cabinet Report, attached at **Appendix A**, together with any information provided at the meeting;
2. 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

3 March 2022

SCHOOL ORGANISATION PROPOSALS: PROVISION FOR CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL LEARNING NEEDS (ALN) - COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGED PUPILS

EDUCATION, EMPLOYMENT & SKILLS (COUNCILLOR SARAH MERRY)

AGENDA ITEM: 7

Reason for this Report

1. The purpose of this report is to inform Cabinet of the responses received following public consultation on proposals to extend and realign special school and Specialist Resource Bases (SRBs) for pupils across Cardiff with Complex Learning Needs and Autism Spectrum Conditions.
2. The proposals considered in this report relate to maintained community provision. The responses received following public consultation on proposed changes to additional learning needs provision at The Marion Centre at The Bishop of Llandaff High School and to the Specialist Resource Base at Whitchurch High School will be considered by the relevant Governing Body.

Background

3. At its meeting on 15 July 2021 the Cabinet authorised officers to consult on proposals for the establishment of Specialist Resource Base provision at Moorland Primary School for learners with complex learning needs from September 2022.
4. At its meeting on 14 October 2021 the Cabinet authorised officers to consult on proposals to:
 - establish a 30 place Specialist Resource Base for learners with complex learning needs at Willows High School from September 2023;

- increase the designated number at the Llanishen High School Specialist Resource Base for learners with Autism Spectrum Condition from 20 to 45 places from September 2022;
 - establish a 30 place Specialist Resource Base at Ysgol Gyfun Gymraeg Glantaf alongside the existing 30 place Specialist Resource Base for learners with Autism Spectrum Condition from September 2023;
 - increase the designated number of Ty Gwyn Special School from 198 to 240 from September 2022;
 - increase the designated number of Meadowbank Special School from 40 to 98 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;
 - increase the designated number at the Specialist Resource Base at Llanishen Fach Primary School for learners with complex learning needs from 20 to 30 places from September 2023;
 - increase the designated number at the Specialist Resource Base at Marlborough Primary School for learners with severe and complex learning needs from 20 to 30 from September 2022;
 - increase the designated number at the Specialist Resource Base at Pentrebane Primary School for learners with Autism Spectrum Condition from 20 to 24 spaces from September 2022;
 - increase the designated number at the Specialist Resource Base at Springwood Primary School for learners with Autism Spectrum Condition from 20 to 28 from September 2022.
5. The Cabinet noted the proposal to increase 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 and instructed officers to provide all reasonable assistance to the Governing Body of the school who would be consulting on the proposal.
 6. The Cabinet also noted that the proposal to increase the designated number at Whitchurch High School Specialist Resource Base from 70 to 100 from September 2022 and instructed officers to provide all reasonable assistance to the Governing Body of the school who would be consulting on the proposal.

Issues

7. The consultation period for proposals to establish a Specialist Resource Base at Moorland Primary School ran from 11 October 2021 until 17 January 2022.
8. The consultation period for proposals to expand Complex Learning Needs and Autism Spectrum Condition Specialist Resource Base provision for learners aged 11-19 ran from 14 December 2021 until 01 February 2022.
9. The consultation period for proposals to expand Complex Learning Needs and Autism Spectrum Condition provision for learners in primary and all-through (age 3-19) provision also ran from 14 December 2021 until 01 February 2022.
10. The consultation process for all proposals involved:
 - Publication of bilingual consultation documents outlining background, rationale and implications to parents, staff and governors of affected schools, Headteachers and Chairs of Governors city-wide, elected Members, local residents and other stakeholders (a copy of the consultation documents can be seen at Appendix 1);
 - publication of bilingual summary documents setting out the main points of the consultation documents (a copy of the summary documents can be seen at Appendix 2);
 - publication of information in community languages upon request;
 - Consultation meetings via Microsoft Teams with governors and staff at Moorland Primary School, Willows High School, Llanishen High School, Ysgol Gyfun Gymraeg Glantaf, Ty Gwyn Special School, Meadowbank Special School, The Hollies Special School, Llanishen Fach Primary School, Pentreban Primary School and Springwood Primary School (notes from the meetings can be seen at Appendix 3);
 - consultation meetings via Microsoft Teams/in person with pupil representatives at Moorland Primary School, Willows High School, Llanishen High School, Ysgol Gyfun Gymraeg Glantaf, Meadowbank Special School, Llanishen Fach Primary School and Springwood Primary School (notes from these meetings can be seen at Appendix 4);
 - The Hollies Special School facilitated consultation with their pupils and provided details of the views gathered (details can be seen at Appendix 4);
 - the pupil consultations that took place in person were conducted in line with the relevant Health and Safety guidance;
 - Public consultation meetings via Microsoft Teams at which the proposals were explained and questions answered (notes from the meetings can be seen at Appendix 5);

- drop-in sessions were offered via Microsoft Teams where officers were available to answer questions (there were no requests for drop-in sessions);
 - letters setting out details of the proposals and where further information could be found were sent to local residents and businesses in the areas surrounding the school sites subject to the proposed changes;
 - a communication campaign via social media;
 - a consultation response slip for return by post or e-mail, attached to the consultation documents and summary documents;
 - an online response from at www.cardiff.gov.uk/ALNSchoolproposals
11. For stakeholders who did not have access to digital platforms the opportunity to discuss the proposed changes via telephone was available.
 12. The views expressed at Council organised meetings, drop-in sessions, telephone calls, and on paper or electronically through the appropriate channels, have been recorded.
 13. Views were sought from interested stakeholders via an online survey and a hard copy version of the survey within the consultation document.
 14. 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.
 15. The views expressed in the wider stakeholder surveys reflect those raised in the e-mail responses received.

Responses received to the consultation on the proposed establishment of Specialist Resource Base provision at Moorland Primary School

16. The consultation on the proposed establishment of a Specialist Resource Base at Moorland Primary School was undertaken jointly with a proposal for the proposed expansion and transfer of The Court Special School.
17. The responses received to the consultation included expressions of support and concerns relevant to both proposals.
18. In total there were 38 responses including 35 online responses and 3 e-mail responses to the Moorland Primary School proposal.
19. Formal responses were received from:
 - Estyn
 - Moorland Primary School Governing Body
 - Moorland Primary School Headteacher
20. The response from Estyn set out its view that the proposal is likely to at least maintain the standard of education provision in the area.

21. Of the 35 online responses received 74.3% supported the proposal to establish a Specialist Resource Base provision at Moorland Primary School.
22. Full copies of the formal responses can be seen at Appendix 6.
23. A summary of the responses received from all stakeholders, and an appraisal of views expressed, can be seen at Appendix 7.
24. A summary analysis of the responses received are included at Appendix 8.

Views expressed

25. Reasons for supporting the proposed changes included:
 - Recognition of the need to increase the number of additional learning needs places available.
 - The establishment of a Specialist Resource Base at the school would be a positive addition to this area of Cardiff.
 - The proposed change would help to reduce travel times for children.
26. Whilst there was support for the establishment of Specialist Resource Base provision at the school there were a number of concerns related to:
 - The completion of Key Stage 2 and Foundation Phase building works prior to children being admitted in order to avoid the need for children to have two learning environment moves.
 - The availability of funding in a timely manner to allow for staff recruitment.
 - Assurances that funding for the additional places at the resource base and other associated costs are 'ringfenced' in addition to the allocated school budget.
 - The need for improved pedestrian access to the school and traffic management measures.
 - The space available at the school for outdoor provision.

Moorland Primary School Pupil representation

27. Officers met virtually via Microsoft Teams with Years 5 pupils at Moorland Primary School to discuss the proposals and gather their opinions.
28. The points raised by the pupils included the following:
 - It would allow more children to come to Moorland.
 - More children will have access to a good education.
 - Children with additional needs can get the specialist help that they need.
 - Children will have the chance to mix and play with other children and have more learning opportunities.

- Children with additional learning needs should have the same opportunities that the children in Moorland have.
- Good to have the chance to meet more people and make more friends.
- Excited to see what the new yard will look like.
- Even though the yard might be getting smaller it is exciting to have more children coming to the school.
- Everybody in the class is kind and would like to meet the new children and make them feel welcome.
- Will give children an opportunity to learn more about children with additional needs.

29. The pupils had concerns relating to:

- Where the nursery children will go when their building is knocked down, and whether it will affect the rest of the school.
- If there are more children on the playground and the playground is getting smaller, could there be more injuries?
- Some younger children being with older children might not be a good idea.
- Worried that if there are more children there would be more cars coming to the site, traffic and parking issues.
- What will happen with breaktimes during the building work; will it affect pupil's playtimes?
- If there are lots more children coming to the school, will it make the school too busy when arriving and leaving?
- Construction noise might affect the pupils' learning.
- How long will the build take?

Response to views expressed

30. The Council welcomes the expressions of support for the establishment of Specialist Resource Base provision at Moorland Primary School.
31. It is however acknowledged that there are a number of concerns raised particularly in relation to the completion of building works, funding, staffing and traffic in and around the school site.
32. Following discussions with the school it has been agreed that, subject to the proposal to establish Specialist Resource Base provision at the school being determined to proceed, the proposed start date for the new provision would be deferred to September 2023. This would allow sufficient time for the necessary building works to be completed and for suitable staffing arrangements to be progressed.
33. Funding for Specialist Resource Base placements is provided separately from mainstream funding.
34. The Council has extensive experience of progressing construction work on occupied school sites and will work closely with the school to minimise

any impacts on teaching and learning and play during the construction phase to ensure that standards are maintained. The Council is also considering an opportunity to utilise the old Glan Morfa School site as potential outside space during construction works to help mitigate pressures.

35. The proposals will include measures already identified by a Transport Statement to maximise active and sustainable travel to improve conditions for pedestrians near the school.
36. Some pupils in the Specialist Resource Base would qualify for free home to school transport and facilities for drop-off would be provided for this small number of vehicles.
37. A review of parking and loading restrictions and the provision of a School Street on both of the adjacent streets would improve safety by discouraging access by other vehicles and reducing congestion, parking and safety issues.
38. Further measures to encourage pedestrian and other active travel access will be provided with improvements to footways, crossings and access through the park.
39. A full appraisal of the views expressed can be seen at Appendix 7.

Responses received to the consultation on the proposed expansion of Complex Learning Needs and Autism Spectrum Condition Specialist Resource Base provision for learners aged 11-19

40. In total 114 responses were received including 106 online response and a further 8 e-mail responses regarding the specific proposals consulted on.
41. Formal responses were received from:
 - Estyn
 - Willows High School Governing Body
 - Llanishen High School Governing Body
 - Ysgol Gyfun Gymraeg Glantaf Headteacher and Governing Body
42. In addition to these responses, a further 17 responses were received during the consultation period that did not comment directly on the proposals consulted on but commented on the need for an increase in additional learning needs provision overall, particularly in the Welsh-medium sector.
43. Estyn welcomed the proposals which sits alongside others and aims to achieve a more equitable provision to better match current and future learning needs of pupils, across the City.
44. The response from Estyn sets out its view that the proposals are likely to, at least, maintain the standard of education provision in the area.

45. Full copies of the formal responses can be seen at Appendix 6.
46. The responses received overall expressed support for the proposals put forward to improve provision for children and young people with additional learning needs. Of the 101 respondents to the online survey who answered the question, 96% supported the proposed changes.
47. A recognition of the need to increase additional learning needs provision was common response across all proposals. Concerns related to funding, accommodation, traffic and the need to develop Welsh-medium additional learning needs provision were also common across all proposals.
48. A summary of the responses received from all stakeholders, and appraisal of views expressed, can be seen at Appendix 7.
49. A summary analysis of the responses received can be seen at Appendix 8.

Willows High School

50. In total there were 86 responses including 84 online responses and two e-mail responses. Of the 84 online responses, 86.9% supported the proposal to establish a 30 place Specialist Resource Base at the school for learners with complex learning needs from September 2023.
51. Reasons for supporting the proposed changes included:
 - Recognition of the need for increased additional learning needs provision.
 - Provision needed more local to the area.
52. Whilst there was support for the establishment of Specialist Resource Base provision at the school there were a number of concerns related to:
 - Clarification on ring fenced funding for the Specialist Resource Base provision.
 - The provision would be best introduced as part of the new Willows buildings as, despite the published admission number, there is insufficient space in the school.

Willows High School Pupil representation

53. Officers met with pupils at Willows High School to discuss the proposals and gather their opinions.
54. The pupils supported the establishment of Specialist Resource Base provision at the school.
55. The points raised related to access to the building and that it would be a good idea for the resource base provision to be located on the ground

floor. The canteen was busy at lunchtime, and it was suggested that lunchtimes could be staggered to avoid crowds.

56. The pupils felt it would be useful for the wider school community to have some general information regarding the provision to help their understanding of needs which would support the integration of pupils from the resource base into the school.
57. It was suggested that children from the resource base should join smaller mainstream classes where appropriate as they felt larger classes may be overwhelming if not used to them.

Response to views expressed

58. The Council welcomes the expressions of support for the establishment of Specialist Resource Base provision at Willows High School.
59. It is however acknowledged that there are a number of concerns raised regarding funding, the available accommodation facilities and the need for a wider understanding of the resource base across the wider school community.
60. The Specialist Resource Base would be fully funded and separate from mainstream funding which would be protected.
61. The Council will work closely with the school to identify suitable accommodation for the Specialist Resource Base. Admissions to the base by the Council would be phased, and the school would not therefore require accommodation for 30 learners at the time of implementation.
62. If the proposal proceeds to implementation, the Council would work with the school to develop a better understanding of the Specialist Resource Base provision across the wider school community.
63. The proposed implementation date of September 2023 allows sufficient time to identify accommodation and to undertake any necessary adaptation. However, if the Council and Governing Body are unable to progress the Specialist Resource Base, the retention of the proposed implementation date of September 2023 would afford the Council the flexibility to defer admission of pupils to the base to a later date if this is considered necessary.
64. A full appraisal of the views expressed can be seen at Appendix 7.

Llanishen High School

65. In total there were 84 responses including 83 online responses and 1 e-mail response. Of the 83 online responses, 88% supported the proposal to increase the designated number of the Specialist Resource Base at Llanishen High School for learners Autistic Spectrum Condition from 20 to 45 places from September 2022.

66. Reasons for supporting the proposed changes included:
- Recognition of the need for increased additional learning needs provision.
67. Whilst there was support for the increase in the designated number at the Llanishen High School Specialist Resource Base for learners with Autism Spectrum Condition there were a number of concerns related to:
- The impact of increased traffic on the drop off and pick up area and the knock-on effect on on-site parking.
 - The need for the school transport and forecourt area to be redesigned.

Llanishen High School Pupil representation

68. Officers met virtually with pupils at Llanishen High School to discuss the proposals and gather their opinions.
69. The existing Specialist Resource Base provision was integrated into the wider school community and the pupils supported this provision being expanded.
70. The points raised related to the accommodation facilities and resources available for the Specialist Resource Base e.g., the size of classrooms and staffing levels. There is a need to ensure that these are appropriate and do not impede the provision offered and the quality of teaching and learning.
71. The pupils felt it would be useful for the wider school community to have greater knowledge of the resource base and the needs of the pupils who use it, as this would mean that they could be more supportive and maybe help them.

Response to views expressed

72. The Council welcomes the expressions of support for the expansion of Specialist Resource Base provision at Llanishen High School.
73. It is however acknowledged that there are of concerns raised in relation to traffic management in and around the school site, the resourcing of the specialist provision and the need for a wider understanding of the resource base across the wider school community.
74. Funding for specialist resource bases is provided separately from mainstream funding. The Council will work with the school to ensure that that the Specialist Resource Base is sufficiently resourced.
75. If the proposal proceeds to implementation the Council would work with the school to develop a better understanding of the Specialist Resource Base provision across the wider school community.

76. With the potential increased demand for Learner Transport for Specialist Resource Base pupils, the site would be reviewed to ensure suitable and sufficient facilities for drop-off and pick-up are provided within the site to accommodate the appropriate numbers of vehicles and improvements made if necessary. Modifications may also be needed to the school access.
77. A full appraisal of the views expressed can be seen at Appendix 7.

Ysgol Gyfun Gymraeg Glantaf

78. In total there were 98 responses including 97 online responses and 1 e-mail response. Of the 97 online responses received, 92.8% supported the proposal to establish a 30-place Specialist Resource Base for learners with Autistic Spectrum Condition alongside the existing 30 place Specialist Resource Base from September 2023.
79. Reasons for supporting the proposed changes included:
- Recognition of the need for increased Welsh-medium additional learning needs provision.
 - Promotes inclusion, care and ambition for pupils and families who face complex and practical challenges.
 - The base will be a great extension within the school community, provide a focus for staff training and be able to support pupils to continue to grow and feel welcome within the mainstream school.
80. Whilst there was support for the establishment of an additional Specialist Resource Base for learners with Autism Spectrum Condition alongside the existing Specialist Resource Base for learners with complex learning needs at the school, there were a number of concerns related to:
- The need to ensure appropriate accommodation (internal and external) is available for learners within the Specialist Resource Bases.
 - The capacity of existing school buildings and the need to minimise any negative impact on mainstream capacity.
 - The potential impact of increased traffic around the school site.
 - The need to address the lack of Welsh-medium provision at primary level which may result in learners leaving the Welsh-medium sector in the early years.
 - The need to address the lack of Welsh-medium provision for the wide range of additional learning needs including emotional health and wellbeing.

Ysgol Gyfun Gymraeg Glantaf Pupil representation

81. Officers met separately with mainstream pupils and pupils from the existing Specialist Resource Base at Ysgol Gyfun Gymraeg Glantaf to discuss the proposals and gather their opinions.

82. The mainstream pupils supported the establishment of an additional Specialist Resource Base at the school.
83. The points raised related to improved access to Welsh-medium education for children with additional learning needs, Specialist Resource Base pupils being able to benefit from access to school facilities e.g., the playing field, the opportunity for better facilities for pupils attending the existing Specialist Resource Base and pupils being able to be part of a mainstream school.
84. The pupils did not have concerns around increased traffic. The school was already busy, and they didn't think that an additional 30 pupils would make much difference but agreed that there could be some impact. Pupils were of the view that the existing Specialist Resource Base was in the wrong place meaning they lost access to some important school resources.
85. The current Specialist Resource Base pupils supported the establishment of an additional Resource Base at the school.
86. They felt positively about the opportunities and support they have at the school e.g., lessons, teachers and staff, work experience and agreed that this would be good to share with other pupils.
87. They would like to see new facilities for both Specialist Resource Bases including an outside area, a garden area, wildlife habitats, new classrooms to allow for more pupils, quiet areas/spaces, improved Wi-Fi and better IT to support extended pieces of work and a kitchen area. They would also like to see a welcome/café area like the one in the entrance of the main school, a sensory room and better toilet and changing facilities.
88. They said it would be good to have more pupils for sports teams e.g., rugby and more pupils to do activities with.

Response to the view expressed

89. The Council welcomes the expressions of support for the establishment of the additional Specialist Resource Base provision at Ysgol Gyfun Gymraeg Glantaf.
90. It is however acknowledged that there are a number of concerns raised particularly in relation to the accommodation facilities, the potential for increased traffic and the availability of Welsh-medium additional learning needs provision.
91. Discussions are ongoing with the school regarding the provision of new build accommodation for the existing Specialist Resource Base provision at the school and the proposed additional Specialist Resource Base provision.

92. With the expected increase in demand for Learner Transport, the existing facilities for drop-off and pick-up will be reviewed to confirm they are suitable to accommodate the appropriate numbers of vehicles.
93. The wider development of Welsh-medium additional learning needs provision is being considered and proposals will be brought forward as part of the implementation of the Council's Welsh in Education Strategic Plan following agreement of the strategy by the Welsh Government and formal adoption.
94. A full appraisal of the views expressed can be seen at Appendix 7.

Responses received to the consultation on the expansion of Complex Learning Needs and Autism Spectrum Condition provision for learners in primary and all-through (age 3-19) provision

95. In total, 109 responses were received including 92 responses to the online survey, and a further 17 e-mail responses regarding the specific proposals consulted on.
96. Formal responses were received from:
 - Estyn
 - Governing Body of the Western Learning Federation
 - Ty Gwyn Special School Headteacher
 - Meadowbank Special School Governing Body
 - Meadowbank Special School Chair of Governors
 - Meadowbank Special School Staff
 - The Hollies Governing Body
 - Llanishen Fach Primary School Staff
 - Marlborough Primary School
 - Springwood Primary School Governing Body and Staff
 - Pentreban Primary School (a response from the school is being sought)
97. In addition to these responses, a further 16 responses were received during the consultation period, that did not comment directly on the proposals consulted on but commented on the need for an increase in additional learning needs provision overall, particularly in the Welsh-medium sector.
98. The response from Estyn sets out its view that the proposals are likely to at least maintain the standard of education provision in the area.
99. Full copies of the formal responses can be seen at Appendix 6.
100. The responses received overall expressed support for the proposals put forward to improve provision for children and young people with additional learning needs. Of the 91 respondents to the online survey who answered the question, 90.1% supported the proposed changes.

101. A recognition of the need to increase additional learning needs provision was common across all proposals. Concerns related to funding, accommodation, staff recruitment, professional development and retention, traffic and the need to develop Welsh-medium additional learning needs provision were also common across all proposals.
102. A summary of the responses received from all stakeholders, and appraisal of views expressed, can be seen at Appendix 7.
103. A summary analysis of the responses received are included in Appendix 8

Ty Gwyn Special School

104. In total there were 85 responses including 80 online responses and 5 e-mail responses. Of the 80 online responses, 88.8% supported the proposal to increase the designated number of Ty Gwyn Special School from 198 to 240 places from September 2022.
105. Reasons for supporting the proposed change include:
 - Recognition of the need for increased additional learning needs provision.
 - Welcome the opportunity for more children to be able to access high quality provision at the school.
106. Whilst there was support for the proposal of increasing the number of places at Ty Gwyn Special School, there were a number of concerns related to:
 - The additional accommodation requirements arising out of proposed changes e.g., the need for sufficient breakout spaces to support behaviour management.
 - The requirement for a robust audit of current provision to provide clarity on demand and evidence for what support would be needed in the event of the increased pupil numbers.
 - Pupil funding and how the average pupil funding will be increased in order to meet the level of need.
 - The need to be able to invest in staff to ensure appropriate levels of training and support.
 - The need to ensure the level of Health provision is proportionate to the needs of pupils e.g., nursing, occupational therapist and physiotherapist provision.
 - The availability of out of term time play provision for pupils with a high level of need.
 - The need to maintain small class sizes to allow for staff to support pupils to develop and meet their full potential.
 - Traffic Management.

Ty Gwyn Special School Pupil representation

107. Officers offered the opportunity to Ty Gwyn School to meet with pupil representatives during the consultation period, to discuss the proposals and gather their opinions. The school agreed that its staff would facilitate a session appropriate to the needs of its learners using communication aids and symbols and reported a majority support for the changes described.

Response to the view expressed

108. The Council welcomes the expressions of support for the expansion of Ty Gwyn Special School.
109. It is however acknowledged that there are a number of concerns raised particularly in relation to the accommodation facilities, the requirement for an audit of existing provision, funding, staffing and health provision.
110. The Council continues to work with the Governing Body to ensure that suitable accommodation is provided for the increase in the number of pupils including the provision of additional classrooms, offices and Adult Services areas at the old Trelai Youth Centre.
111. An audit of current provision will be carried out with the school which will include consideration of class sizes. There are no plans to exceed the capacity beyond the current proposal. Admissions to the school by the Council would be phased, to support the sustainable growth of the school.
112. The Council will continue to monitor demand for additional learning needs and bring forward proposals as required.
113. The Council is continuing to work with the Governing Body and the Health Board to ensure there is an appropriate level of health provision available to meet the needs of pupils.
114. The availability of out of term time play provision is outside of the scope of the proposal consulted on and will be considered separately.
115. A full appraisal of the views expressed can be seen at Appendix 7.

Meadowbank Special School

116. In total there were 85 responses including 82 online responses and 3 e-mail responses. Of the 82 online responses, 90.2% supported the proposal to increase the designated number of Meadowbank Special School from 40 to 98 places from September 2022.
117. Reasons for supporting the proposed change include:
- Recognition of the need for increased additional learning needs provision.

118. Whilst there was support for the proposal to increase provision at Meadowbank Special School, there were a number of concerns related to:

- The need to phase the increase in pupil numbers to allow sufficient time for all the necessary planning around accommodation, staffing and maintaining the collaborative ethos of the school to be put in place.
- The need to ensure that there are sufficient resources available to support the proposed changes.
- The likelihood of additional places being needed beyond what is being proposed.
- Potential impact on existing class sizes; will the number of pupils in classes increase or will there be additional classes.
- Disappointment that the Early Years Outreach Provision had not been considered for expansion.
- The need for detailed projected planning and regular engagement with the school.
- The need to ensure the level of Health provision is proportionate to the needs of pupils e.g., onsite health professionals who can attend to the needs of pupils.

Meadowbank Special School Pupil representation

119. Officers met virtually via Microsoft Teams with Years 4, 5 and 6 and a number of teachers at Meadowbank Special School to discuss the proposals and gather their opinions.

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

- Very happy, proposal is a good idea.
- Looking forward to making new friends.
- Want more children to play with.
- Desire for playground space, scooters, bikes, more friends, spider swing, slide, pool, retain existing trees on site.

121. The pupils had concerns relating to:

- Whether teachers will be able to take care of additional pupils.
- About getting on with new teachers.
- Lack of space for new pupils.
- Running out of pupils after year six pupils leave.
- Are there going to be more toilets?
- Where would new pupils go?
- How would new building be connected to current?
- How will new children be fed?
- Concerned about noise.
- Where will new children have lunch if current lunch hall is too small?
- How long will it take?
- More teachers are needed.

- Lack of space for parking.
- How food will be transported from new building to dinner hall.

Response to the views expressed

122. The Council welcomes the expressions of support for the expansion of Meadowbank Special School.
123. It is however acknowledged that there are a number of concerns raised particularly in relation to the accommodation facilities, funding, health provision and transition arrangements.
124. If the proposal is agreed to proceed the Council would work with the Governing Body to ensure that suitable accommodation is provided for the increase in the number of pupils including detailed projected planning and regular engagement with the school.
125. The Council is continuing to work with the Governing Body and the Health Board to ensure there is an appropriate level of health provision available to meet the needs of pupils.
126. The Council is continuing to work with special schools to develop outreach provision with mainstream schools.
127. There are no plans to exceed the capacity of the school beyond the current proposal. Admissions to the school by the Council would be phased, to support the sustainable growth of the school. The Council will continue to monitor demand for additional learning needs and bring forward proposals as required.
128. The availability of out of term time play provision is outside of the scope of the proposal consulted on and will be considered separately.
129. With the expected increase in demand for Learner Transport, the site would be reviewed to ensure suitable and sufficient facilities for drop-off and pick-up are provided within the site to accommodate the appropriate numbers of vehicles and improvements made if necessary.
130. Options to be explored are likely to include modifications which may be require changes to the school access with additional parking restrictions opposite the entrance to provide unobstructed access.
131. The proposal may require a Transport Statement which would identify measures to be included to maximise travel by sustainable modes. The Active Travel Plan for the school would also identify actions by the school and also any improvements to on-site infrastructure required to support, encourage and facilitate active travel to school.
132. A full appraisal of the views expressed can be seen at Appendix 7.

The Hollies Special School

133. In total there were 80 responses including 78 online responses and 2 e-mail responses. Of the 80 online responses, 91.1% supported the proposal to increase the designated number of The Hollies Special School from 98 to 150 (with a phased expansion to 119 places from September 2022 and a further expansion to 150 places from September 2023).
134. Reasons for supporting the proposed changes include:
- Recognition of the need for increased additional learning needs provision.
 - The proposal would help to address demand for specialist provision across the Local Authority and would provide the opportunity for access to a suitable and fit for purpose environment for both pupils and staff.
 - Improvements to modernise the school building are welcome and long overdue.
135. Whilst there was support for the proposal to increase provision at The Hollies Special School, there were a number of concerns related to:
- The potential impact on existing pupils e.g., space, shared resources, staffing.
 - The school was set up for 80 pupils but currently has 117 children on roll and investment in the facilities is needed before any further pupils are admitted.
 - There is a need for a strategic and planned approach to the proposed increase in pupil numbers which would need to be phased to allow time for improvements to the building and the recruitment of staff.
 - Safeguarding issues relating to the increase in traffic on the school site would need to be addressed.

The Hollies Special School Pupil representation

136. The school facilitated the pupil consultation with several members of the School Council who discussed the proposed changes to the Hollies School regarding increasing the number of pupils to 150.
137. The pupils discussed the need for more and bigger classrooms as well as the need for more tables and chairs for the pupils. One pupil commented that the school would need more staff for the extra pupils.
138. They were asked if they had any questions about the changes. They asked if they could have more things to play with (share) outside for the extra pupils. They asked if it would mean more cars in the car park and whether the car park be larger.
139. Overall, they thought it was a good idea. They said that they would have more friends to play with but also said that this could mean that the school would be more noisy and busy with extra pupils.

Response to the views expressed

140. The Council welcomes the expressions of support for the expansion of The Hollies Special School.
141. It is however acknowledged that there are a number of concerns raised particularly in relation to the potential impact on existing pupils and staff, accommodation facilities, future capacity and traffic management.
142. If the proposal is agreed to proceed the Council would work with the Governing Body to ensure that suitable accommodation is provided for the increase in the number of pupils. The school would benefit from new and improved facilities which would offset any potential impacts on pupils and staff.
143. There are no plans to exceed the capacity beyond the current proposal. Admissions to the school by the Council would be phased, to support the sustainable growth of the school in the accommodation available. The Council will continue to monitor demand for additional learning needs and bring forward proposals as required.
144. With the expected increase in demand for Learner Transport, the site would be reviewed to ensure suitable and sufficient facilities for drop-off and pick-up are provided within the site to accommodate the appropriate numbers of vehicles and improvements made if necessary.
145. Options to be considered include modifications to the school access and a re-arranged layout to accommodate increasing numbers and also address any safeguarding concerns.
146. A full appraisal of the views expressed can be seen at Appendix 7.

Llanishen Fach Primary School

147. In total there were 79 responses including 78 online responses and one e-mail response. Of the 79 online responses, 91% supported the proposal to increase the designated number of the Llanishen Fach Primary School Specialist Resource Base from 20 to 30 places from September 2023.
148. Reasons for supporting the proposed changes include:
 - Recognition of the need for increased additional learning needs provision.
 - The specialist resource provision at the school benefits all learners and the school would welcome more children being able to access the provision.
 - Opportunity to build upon and improve existing provision and further develop the inclusive nature of the school.

149. Whilst there was support for the proposal to increase provision at Llanishen Fach Primary School, there were a number of concerns related to:
- The need for appropriate facilities to accommodate the resource base provision.
 - The need to minimise any disruption to education particularly within the context of the ongoing circumstances related to Covid-19.
 - The likelihood of additional places being needed beyond what is being proposed.
 - There needs to be more options available for additional learning needs education e.g., EOTAS, self-directed learning, forest school.

Llanishen Fach Primary School Pupil representation

150. Officers met virtually with pupil representatives from Llanishen Fach Primary School to discuss the proposals and gather their opinions.
151. The pupils were supportive of the Specialist Resource Base provision being expanded and thought it was a good idea for more children to have the opportunity to come to the school.
152. The points raised by the pupils related to the accommodation (internal and external) for the Specialist Resource Base, arrangement in the dinner hall, toilet provision and the impact on the school while building work is happening.

Response to the views expressed

153. The Council welcomes the expressions of support for the expansion of the Specialist Resource Base provision at Llanishen Fach Primary School.
154. It is however acknowledged that there are a number of concerns raised particularly in relation to accommodation facilities, potential disruption, and future capacity and the types of provision available.
155. If the proposal is agreed to proceed the Council would work with the Governing Body to ensure that suitable accommodation is provided for the increase in the number of pupils.
156. The Council has extensive experience of progressing construction work on occupied school sites and will work closely with the school to minimise any impacts during the construction phase.
157. There are currently no plans to exceed the capacity beyond the current proposal. The Council will continue to monitor demand for additional learning needs and bring forward proposals as required.
158. A full appraisal of the views expressed can be seen at Appendix 7.

Marlborough Primary School

159. In total there were 78 responses including 77 online responses and one e-mail response. Of the 77 online responses, 90.9% supported the proposal to increase the designated number of the Marlborough Primary School Specialist Resource Base from 20 to 30 places from September 2022.
160. The school declined the opportunity for officers to meet with the Governing Body, staff and pupils.
161. In the absence of the Headteacher, the Deputy Headteacher advised on behalf of the Governing Body and School that the school are very happy with the work that has already been completed at Marlborough and feel that there is no need for consultation as the building work is complete and the children are already able to attend.
162. There were no further comments made.

Response to the views expressed

163. The Council welcomes the Marlborough Primary School response.

Pentrebane Primary School

164. In total there were 77 responses including 77 online responses. Of the 77 online responses, 89.6% supported the proposal to increase the designated number of the of the Pentrebane Primary School Specialist Resource Base from 20 to 24 places from September 2022.
165. The school declined the opportunity for officers to meet with the Governing Body and staff.
166. Reasons for supporting the proposed changes include:
- Recognition of the need for increased additional learning needs provision.
167. Whilst there was support for the proposal to increase provision at Pentrebane Primary School, there were a number of concerns related to:
- Inadequate space for children already at the school and the Specialist Resource Base. The existing facilities need to be improved.
 - A need to develop further provision at other schools e.g., autism provision.

Pentrebane Primary School Pupil representation

168. Officers arranged with Pentrebane Primary School to meet with pupil representatives from the school during the consultation period to discuss

the proposals and gather their opinions. However, due to staffing issues arising from Covid-19, the school postponed the sessions arranged and was unable to facilitate a session in-person or online during the consultation period.

Response to the views expressed

169. The Council welcomes the expressions of support for the expansion of the Specialist Resource Base provision at Pentreban Primary School.
170. It is however acknowledged that there are a number of concerns raised particularly in relation to accommodation facilities for additional provision at the school.
171. If the proposal is agreed to proceed the Council would work with the Governing Body to ensure that suitable accommodation is provided for the increase in the number of pupils.
172. The Council will continue to monitor demand for additional learning needs and bring forward proposals as required.
173. A full appraisal of the views expressed can be seen at Appendix 7.

Springwood Primary School

174. In total there were 77 responses including 76 online responses and one e-mail response. Of the 76 online responses, 90.8% supported the proposal to increase the capacity of the Springwood Primary School Specialist Resource Base from 20 to 28 places from September 2022.
175. Reasons for supporting the proposed changes include:
 - Recognition of the need for increased additional learning needs provision and welcome the proposal.
 - The proposal fits with the school ethos of supporting all children.
 - Welcome further funding to improve the Specialist Resource Base accommodation (internal and external) which will allow the school to provide the best environment for the children to learn and thrive.

Springwood Primary School Pupil representation

176. Officers met virtually with a group of pupils at Springwood Primary School to discuss the proposals and gather their opinions.
177. The points raised by the pupils included querying where new pupils would be accommodated, whether more staff would be required, whether another classroom would be required and whether there will be enough places.

Response to views expressed

178. The Council welcomes the expressions of support for the expansion of the Specialist Resource Base provision at Springwood Primary School.
179. A full appraisal of the views expressed can be seen at Appendix 7.

Formal responses received during the consultation regarding Additional Learning Needs Provision

180. In addition to the responses received regarding the individual proposals consulted on, formal responses regarding the overall provision for children and young adults with additional learning needs were received from:
- Ysgol Glan Morfa Headteacher and Governing Body
 - Ysgol Melin Gruffydd Governing Body
 - Ysgol Glan Ceubal Governing Body
 - Ysgol Pencae Governing Body
 - Ysgol Pwll Coch Governing Body
 - Ysgol y Berllan Deg Governing Body
 - Ysgol Gwaeold y Garth Governing Body
 - Ysgol Nant Caerau Governing Body
 - Ysgol Pen y Gores Governing Body
 - Creigiau Primary School Governing Body
 - Ysgol Mynydd Bychan Governing Body
 - Ysgol Treganna Governing Body
 - Ysgol Coed y Gof Governing Body
 - Ysgol Gyfun Gymraeg Plasmawr School and Governing Body
 - Cardiff Governors Association
 - Merched y Wawr
181. The responses from the Welsh-medium schools contained largely consistent content and are summarised below.
182. Schools acknowledge and welcome the proposals to increase capacity for the English-medium sector and fully support the provision for the most vulnerable pupils in our communities. However, there was a strong feeling that there is a lack of additional learning needs provision within the Welsh-medium sector and a disappointment that more changes were not proposed as part of this consultation.
183. Furthermore, the view was expressed that this consultation contradicts the recent WESP consultation which noted the Council's ambition to open three specialist units in Welsh-medium schools in the Primary sector and a further three Specialist Resource Bases in the Secondary sector
184. Concerns were outlined that by limiting the investment to one sector it encourages families to transfer ALN pupils to leave the Welsh-medium sector and move to English-medium schools where the investment and resources are currently viewed as being superior and better able to meet more complex or higher levels of need.

185. Investment is needed within the Welsh-medium sector in order to ensure parity of provision and full inclusion within Welsh-medium schools.
186. The documentation recognises a clear growing need within the English-medium sector but not in the Welsh-medium with concerns expressed as to whether the research been sufficient to accurately reflect need presenting in Welsh-medium schools.
187. Concerns were also expressed that there is a lack of clear provision in terms of emotional health and well-being and behavior within the Welsh-medium sector for pupils at Stage 4-5 (who have needs beyond mainstream provision) along with a lack of space to establish nurture/wellbeing classes.
188. There was consistent view across the majority of the responses submitted by the Welsh-medium schools that there is a definite need for a greater number of Welsh-medium ALN places and that this is rising. In order to respond to this effectively there was a call for strategic and holistic planning which puts the children and families at the heart of all that we do consistent with our collective commitment to the UNCRC and FGWBA with other corporate goals such as One Planet Cardiff, Cardiff 2030 and Child Friendly City status.

Response to views expressed

189. The Council welcomes the expressions of support for the expansion of additional learning needs provision for children and young people city wide.
190. Following engagement sessions with members of Cardiff's Welsh Education Forum in summer 2021, the Council formally consulted on its draft Welsh in Education Strategic Plan (WESP) 2022-2032 between 15 October 2021 and 13 December 2021.
191. Links to the plan (including the full draft WESP, the easy read summary version and the Trajectory for Growth) and survey webpage were circulated to statutory stakeholders including Cardiff schools and Cardiff's Welsh Education Forum member organisations.
192. The draft WESP sets out the strategy for the development of Welsh-medium additional learning needs provision and proposals would be brought forward as part of the implementation of the Council's Welsh in Education Strategic Plan following agreement of the strategy by the Welsh Government and formal adoption by the Council later in 2022.
193. The ongoing development of additional learning needs provision including new and existing provision will be kept under review to ensure proposals are brought forward in a strategic and holistic way that takes into account

the needs of all of our learners and provides parity in the Welsh-medium sector as new places are delivered throughout the proposed WESP.

194. A full appraisal of the views expressed can be seen at Appendix 7.

Health provision

195. 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 2021.
196. 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

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

Learner Travel Arrangements

198. There are no plans to change the Council's transport policy for school children.
199. 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.
200. The Council's transport policy for school children can be viewed on the Council's website www.cardiff.gov.uk/schooltransport.
201. Any increase in demand for Learner Transport will require funding. Whilst the per pupil cost of school transport is likely to decrease further modelling is required to establish whether the overall transport costs are likely to increase or decrease.

Community Impact

202. 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.

Local Member consultation

203. Additional learning needs provision is city-wide, and members were consulted as part of the public consultation.

Scrutiny Consideration

204. The Children and Young People's Scrutiny Committee will consider this report on 8 March 2022. Any comments received will be circulated at the Cabinet meeting.

Reasons for Recommendations

205. To meet increasing demand for special school places for primary, secondary and post-16 age learners with Complex Learning Needs and Autism Spectrum Condition.

Financial Implications

206. This report outlines the request to proceed to public consultation on changes to ALN provision and school's intake within the 11 schools identified. Publication of the recommended proposals 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.
207. Additional places will need to be funded from the existing delegated school's budget. Previous pre consultation reports have highlighted the high-cost provision currently being incurred for this population of pupils either through Out of County Placements or enhanced Complex Needs Enhancement (CNE) payments for 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 transport costs.
208. Regarding revenue, there will need to be a review of the budget for each SRB 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.

209. The proposal for a better spread of provision at special schools and SRBs across the city means that the transport cost per individual learner is likely to decrease. However, as noted in both the body of the report and the Transportation implications there is need for further work in order to establish the full impact on transport costs both in the short term and the medium term. The decision maker needs to consider the likelihood that savings on individual placements and a more effective management of Out of County Placements will be able to cover the additional cost of transporting the increased SRB places. The covering report sets out that the number of places will incrementally grow over the next four years and further work is required to establish the cost / saving for each financial year. For 2022/23, there is a risk that overall spend on home to school transport, Out of County provision and enhanced CNE payments for children and young people with ALN would increase in September 22, but this pressure can be managed within school delegated budgets. However, the need to ensure robust modelling is in place to ensure that any further pressures are identified and understood prior to implementation and are robustly modelled and factored into medium-term planning is of paramount importance.

210. 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 Voluntary Aided 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.

211. 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

212. 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).

213. 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.

214. 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.
215. 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 the 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.
216. The consultation report may also make recommendations to the Cabinet about how to proceed, i.e., to publish the proposals as consultation on with any appropriate modifications, to abandon the proposals and retain the status quo or to significantly recast the proposals and re-consult.
217. This Cabinet report, together with the appendices constitutes the required consultation report; and seeks the Cabinet's approval to proceed to publish all proposals relating to Autism Spectrum Disorders and/or Complex Learning Needs referenced in the July and October 2021 Cabinet reports. Some modifications are recommended to the implementation dates of proposals at Moorlands Primary School and Willows High School.
218. 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). The recommendations relating to the Marion Centre and the Specialise Resource Base at Whitchurch High School are not within Cabinet's remit to determine but should be noted as part of the wider proposals.

Land Matters

219. It is anticipated that if the proposals proceed, the Council will need to undertake due diligence on potential site constraints and subject to that, additional decisions may be required to deal with specific property, planning or procurement issues arising from this matter.

Statutory Determination Process and Other Considerations

220. 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.
221. 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.
222. 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.
223. 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.
224. 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.
225. 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.

226. Due regard and consideration should be given to the outcomes of the Equalities Impact Assessment.
227. 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.
228. The Well-being of Future Generations (Wales) Act 2015 requires the Council to consider how the proposals will contribute towards meeting its wellbeing objectives (set out in the Corporate Plan). Members must also be satisfied that the proposals comply with the sustainable development principle, which requires that the needs of the present are met without compromising the ability of future generations to meet their own needs.
229. The decision makers must be satisfied that the proposals fall within the Council's approved policy and budget framework.

HR Implications

HR implications relevant to the proposals for the establishment of Specialist Resource Base provision

230. The implications below apply to the proposals to establish Specialist Resource Base provision at Moorland Primary School, Willows High School and Ysgol Gyfun Gymraeg Glantaf.
231. 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.
232. Where the Governing Body has 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.

HR implications relevant to the proposals for the expansion of existing Specialist School Provision

233. The implications below apply to the proposals to increase the capacity of Ty Gwyn Special School, Meadowbank Special School and The Hollies Special School.
234. 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.

235. 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.

HR implications relevant to the proposals for the expansion of existing Specialist Resource Base provision

236. The implications below apply to the proposals to increase the capacity of the Specialist Resource Bases at Llanishen High School, Llanishen Fach Primary School, Marlborough Primary School, Pentrebane Primary School and Springwood Primary School.
237. 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 Spectrum Condition Specialist Resource Base at the school and the resulting need for additional staffing.
238. Where the Governing Body has 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 Spectrum Condition Specialist Resource Base will provide opportunities for school-based staff on the school redeployment.

Property Implications

239. Strategic Estates continue to work with and support Education colleagues through the asset management process and any property matters relating and arising from proposals. There are numerous options in this paper which will in time require input as and when the consultation period completes, and we move towards business cases.

Traffic and Transport Implications

240. 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.
241. The individual needs of pupils at special schools and SRBs, together with greater distances travelled, necessarily limit the scope for high rates of active travel compared with mainstream schools.
242. The Council applies the statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to special schools and SRBs. Additionally, some learners who live within two / three miles of the

school may be provided with free transport due to their individual learning needs and social issues.

243. The proposal for a better spread of provision at special schools and SRBs across the city means that the transport cost per individual learner is likely to decrease. However due to the increasing numbers of eligible learners there is still expected to be a risk of high transport costs. Further modelling is required to establish whether the demand on the school transport budget is likely to increase or decrease.
244. 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.
245. 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.
246. Responses to views expressed in the consultation have been set out above under the individual schools and SRBs to address specific concerns raised or to provide details of potential measures to be provided at specific sites.
247. 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.
248. 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.
249. 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.
250. 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.
251. Provision of recommended improvements for active travel would benefit these pupils as well as staff and visitors to the sites.

252. 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 SRBs. 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.
253. Car parking provision would be in line with the Council's parking standards. Allocations for special schools and SRBs 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.

Impact of the proposals on the Welsh Language

254. The Council is committed to developing a Bilingual Cardiff.
255. Cardiff's Welsh in Education Strategic Plan (WESP) 2022-2031 sets out a series of ambitious commitments to build on the progress achieved to date. These will ensure that every child in the city can receive an education in the language of Welsh, the number receiving their education in Welsh-medium schools will increase, and through the significant use of Welsh in English medium education all will have the opportunity to become confident in speaking Welsh.
256. 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 however been changing over the last 4-5 years, with schools reporting an increased incidence of additional learning needs, in all areas of need.
257. A review of additional learning needs 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.
258. 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.
259. 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.

260. 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.
261. 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.
262. Following engagement sessions with members of Cardiff's Welsh Education Forum in summer 2021, the Council formally consulted on its draft Welsh in Education Strategic Plan (WESP) 2022-2032 between 15 October 2021 and 13 December 2021.
263. Links to the plan (including the full draft WESP, the easy read summary version and the Trajectory for Growth) and survey webpage were circulated to statutory stakeholders including Cardiff schools and Cardiff's Welsh Education Forum member organisations.
264. The draft WESP sets out the strategy for the development of Welsh-medium additional learning needs provision and proposals would be brought forward as part of the implementation of the Council's Welsh in Education Strategic Plan following agreement of the strategy by the Welsh Government and formal adoption by the Council later in 2022.
265. The Cabinet approved Cardiff's WESP 2022-2031 at its meeting of 24 February 2022, for submission to the Welsh Government Ministers.
266. The ongoing development of additional learning needs provision including new and existing provision will be kept under review to ensure proposals are brought forward in a strategic and holistic way that takes into account the needs of all of our learners and reflects the additionality required to ensure parity in the Welsh-medium sector as new places are delivered throughout the proposed WESP.

Wellbeing of Future Generations

267. In line with the Well-being of Future Generations Act Cardiff's School Organisation 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.

268. 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.
269. 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.

Equality Impact Assessment

270. An Equality Impact Assessment has been carried out. It concluded that the proposed changes would not negatively affect a particular group in society.
271. The Equality Impact Assessment is attached at Appendix 9.

RECOMMENDATIONS

The Cabinet is recommended to

1. authorise officers to proceed to publish proposals in accordance with section 48 of The School Standards and Organisation (Wales) Act 2013 to:
 - establish a 20 place Specialist Resource Base for primary aged children with Complex Learning Needs at Moorland Primary School from September 2023
 - establish a 30 place Specialist Resource Base for learners with complex learning needs at Willows High School from September 2023
 - increase the designated number at the Llanishen High School Specialist Resource Base for learners with Autism Spectrum Condition from 20 to 45 places from September 2022
 - establish a 30 place Specialist Resource Base at Ysgol Gyfun Gymraeg Glantaf alongside the existing 30 place Specialist Resource Base for learners with Autism Spectrum Condition from September 2023
 - increase the designated number of Ty Gwyn Special School from 198 to 240 from September 2022

- increase the designated number of Meadowbank Special School from 40 to 98 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
 - increase the designated number at the Specialist Resource Base at Llanishen Fach Primary School for learners with complex learning needs from 20 to 30 places from September 2023
 - increase the designated number at the Specialist Resource Base at Marlborough Primary School for learners with severe and complex learning needs from 20 to 30 from September 2022
 - increase the designated number at the Specialist Resource Base at Pentreban Primary School for learners with Autism Spectrum Condition from 20 to 24 spaces from September 2022
 - increase the designated number at the Specialist Resource Base at Springwood Primary School for learners with Autism Spectrum Condition from 20 to 28 from September 2022
2. Note that prior to implementation of the proposals a further report will be provided to 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
	4 March 2022

The following appendices are attached:

- Appendix 1 – Consultation Documents
- Appendix 2 – Summary Documents
- Appendix 3 – Notes of meetings with Governing Bodies and School Staff
- Appendix 4 – Notes of pupil engagement meetings
- Appendix 5 – Notes of public meetings
- Appendix 6 – Formal responses received
- Appendix 7 – Summary of responses received and appraisal of views
- Appendix 8 – Summary analysis of consultation responses
- Appendix 9 – Equality Impact Assessment

1st Century Schools Consultation Document 2021

Appendix 1

Provision for children and young people with
Additional Learning Needs (ALN):

The Court Special School
Moorland Primary School Specialist Resource Base

11 OCTOBER – 22 NOVEMBER 2021



Mae'r ddogfen hon ar gael yn Gymraeg / This document is available in Welsh.
This document can be made available in Braille.
Information can also be made available in other community languages if needed.
Please contact us on **029 2087 2720** to arrange this.



Table of Contents

Introduction

- What is this booklet about?
- What are we proposing to do?

Consultation

- Who are we consulting with?
- Views of children on the proposed changes
- How can you find out more and let us know your views?
- Your views are important to us

Explanation of terms used in this document

- Sufficiency in the Special Sector
- Geographical distribution of Specialist Provision

Primary Age Emotional Health and Wellbeing Provision (age 4-11)

- Current provision
- Demand for places

Proposals for The Court Special School

- The Court Special School
- The number of places at the school
- Demand for places at the school
- Condition and suitability of school buildings
- Fairwater Primary School
- Site Map
- The number of places at the school
- Demand for places at the school
- Condition and suitability of school buildings
- The St Mellons Church in Wales Primary School site

Quality and Standards

- Estyn
- Welsh Government Categorisation of Schools
- The Court Special School
- Fairwater Primary School

How would standards at the schools be affected by the changes

- Standards
- Teaching and Learning Experiences
- Care support and guidance
- Leadership and management

Additional support for pupils

- Impact on pupils with Additional Learning Needs (ALN)
- How would support for pupils with English as an Additional Language be affected?
- How would pupils receiving Free School Meals be affected?
- How would Minority Ethnic pupils be affected?

How would nursery provision be affected?

What are the benefits of the proposed changes?

Potential disadvantages of the proposed changes

Risks associated with the proposed changes

Alternative options considered

What would happen to the existing Court Special School site?

Human Resources Matters

Transport Matters

- The Court at the Fairwater Primary School site
- The Court at the St Mellons CiW Primary School site

Have your say

Primary Complex/Autism Provision (age 4-11)

- Current provision
- Complex Learning Needs Specialist Resource Base
- Demand for places

Table of Contents

Proposal for Specialist Resource Base (SRB) provision at Moorland Primary School

- Moorland Primary School
- The number of places at the school
- Demand for places at the school
- Condition and suitability of school buildings
- Proposed SRB accommodation

Quality and Standards

- Estyn
- Welsh Government Categorisation of Schools
- Moorland Primary School

How would standards at the schools be affected by the changes?

- Standards
- Teaching and Learning Experiences
- Care support and guidance
- Leadership and management

Additional support for pupils

- Impact on pupils with Additional Learning Needs (ALN)
- How would support for pupils with English as an Additional Language be affected?
- How would pupils receiving Free School Meals be affected?
- How would Minority Ethnic pupils be affected?

How would nursery provision be affected?

Alternative options considered

What are the benefits of the proposed change?

Potential disadvantages of the proposed change

Risks associated with the proposed change

Human Resources Matters

Transport Matters

Have your say

Information relevant to both proposals

How would the changes affect other schools?

Admission arrangements

Learner Travel Arrangements

Financial Matters

Health Provision

Governance Arrangements

Impact of the proposals on the Welsh Language

Equalities

Community Impact

Wellbeing of Future Generations

Potential Disruption to Pupils

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

- What happens next?
- Key Dates
- Consultation period
- Statutory Notice
- Objection Report
- Determination of the proposals
- Decision Notification

Have your say!

- Consultation response form

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, The Court Special School and Moorland Primary School and those that have or currently work with children with Additional Learning Needs (ALN).

It sets out changes we are suggesting to provide high quality primary special school places for children with Emotional Health and Wellbeing Needs at The Court Special School and Specialist Resource Base (SRB) places for children with complex learning needs at Moorland Primary School, and the reasons for these proposed changes.

What are we proposing to do?

To meet the demand for primary age specialist provision it is proposed to:

- Increase the capacity of The Court Special School from 42 to 72 places. The school would transfer to two sites, in new build accommodation on the site of Fairwater Primary School and to the current St Mellons, CiW Primary School site in Llanrumney, with 36 pupils on each site from September 2025.
- Establish a 20 place Specialist Resource Base (SRB) for primary aged children with Complex Learning Needs at Moorland Primary School from September 2022.

Consultation

Who are we consulting with?

The 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.

There are a number of ways people can 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)
Community Councils	Trade Unions
Local Members/Constituency and Regional Members of the Senedd (MS) /Members of Parliament (MPs)	Childcare providers
Diocesan Directors of Education	Mudiad Meithrin
Neighbouring Authorities	Wales Pre-School Providers Association
Neighbouring Primary and Secondary schools within Cardiff	Clybiau Plant Cymru Kids Club
Estyn	National Day Nurseries Association
Communities First Partnership	Welsh Education Forum
Cardiff and Vale Health Board	Voluntary Sector Organisations

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 the schools included as part of these proposals and the information gathered in these sessions will be included in the final consultation report.

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

This consultation document and a consultation response form are available on the Council website at www.cardiff.gov.uk/ALNSchoolproposals

If you are unable to access the documents online, printed copies will be available by post on request. You may request a copy by e-mailing schoolresponses@cardiff.gov.uk or by telephoning **029 2087 2720**.

We will advise families with children at The Court Special School, Moorland Primary School, Fairwater Primary School, St Mellons Church in Wales Primary School and Pen y Bryn Primary School how they can access a copy of the document.

Information will also be provided to residents and businesses in close proximity to the school sites included in the proposals.

Online meetings will be held where the changes we are proposing will be explained. You will have the 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 this meeting.

Council officers will meet with the Governing Bodies and staff of The Court Special School, Fairwater Primary School and Moorland Primary School.

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	Venue
Online Public meeting	Tuesday 02 November 2021 5:30pm – 7pm	Online via Teams
Drop in sessions	On request by emailing schoolresponses@cardiff.gov.uk	Online via Teams

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 meetings listed above.
- Completing the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Completing the consultation response form, which you can find on page 46
- Contacting the School Organisation Planning Team by e-mail to schoolresponses@cardiff.gov.uk, by telephone on (029) 2087 2720 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 22 November 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. A child or young person is considered to have Additional Learning Needs if they have difficulties that have a significant long-term impact on their learning. Difficulties may be related to learning; communication and interaction; a physical or sensory disability; or behavioural emotional and social development. (ALN is sometimes referred to as Special Educational Needs).

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.

Complex Learning Needs - children and young people with a range of issues & combination of layered needs. These could include needs related to learning, communication, physical or sensory disabilities. ,

Emotional Health and Wellbeing Needs – children and young people who have issues with thinking, feeling and behaving. This impacts on managing how life affects them, how they cope, how they engage with others, the choices they make. Sometimes as a result of trauma. Children and young people may display anxiety, low self-esteem, school phobia, or behavioural difficulties.

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

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.

Special School – a school for children with an additional learning need or disability, whose needs cannot be met in a mainstream school. The pupils at a special school have a statement of SEN, or an Individual Development Plan (IDP).

Specialist Resource Base (SRB) - A small class in a mainstream school for pupils with significant ALN. All pupils attending an SRB have a statement of SEN and are taught by specialist teachers and learning support assistants, and have opportunities to learn, play or socialise with other mainstream pupils.

Wellbeing Classes - Cardiff also funds several wellbeing classes which provide short term intensive support for children and young people displaying emotional health and wellbeing needs, to support their continued placement in their local mainstream school. Placement in a Wellbeing Class is temporary for one year: the child remains on roll at their local school and they are supported to return full time to their local school by the end of the programme.

Sufficiency in the Special Sector

Cardiff Council is committed to the principles of inclusion. The majority of learners with Additional Learning Needs (ALN) attend a local mainstream school, and benefit from effective Additional Learning Provision (ALP). These learners do not need to attend a special school or Specialist Resource Base.

However, the number of pupils with severe and complex needs, who need a place in a special school or specialist resource base has continued to grow.

This is because of:

- Pupil population changes, with larger cohorts of primary school age pupils now moving through to secondary phase.
- Improved survival rates for children born with significant disabilities, resulting in a higher number of pupils with severe and complex disabilities.
- Increased complexity in needs, which has meant that the demand for specialist provision has continued to grow. 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.
- More children and young people with emotional health and wellbeing needs. This was a trend before COVID 19, but has been exacerbated by school closures and other measures to manage the pandemic.

At the end of March 2021, there were 2,265 children in Cardiff with a statement of Special Education Needs. As the population grows, so will the number of children and young people with significant and complex Additional Learning Needs.

In 2020/21, a total of 1,116 places in Specialist Resource Bases or special schools were funded by Cardiff Council. Wellbeing Classes and Speech and Language Classes had capacity for up to 48 learners on temporary placements. There were also 90 places available in the Pupil Referral Unit (PRU). Whilst there are a number of existing specialist settings across Cardiff, there are not enough places available. The number of children who would benefit from a place is projected to increase over coming years.

As there are not enough special school places in Cardiff, the Council has also funded some places at special schools in other Council areas or in independent schools. The total spend on these places was £6.3m in 2020/21. The budget for 2021/22 for these types of places is currently set at £7.3m.

Spending on independent places and special school places in neighbouring Council areas has grown to c£3.8m in 2020/21. Of this, approximately £2.5m has funded specialist places for those learners with Emotional Health & Wellbeing Needs. Some of these learners may have been able to be placed at The Court Special School if more places were available. Without investment in additional places, the cost of these places would be expected to grow significantly in future years.

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-19 restrictions). It is anticipated that the replacement and expansion of the existing Court Special School would mean that the average journey lengths would reduce. This would significantly reduce average transport costs per learner.

Geographical distribution of specialist provision

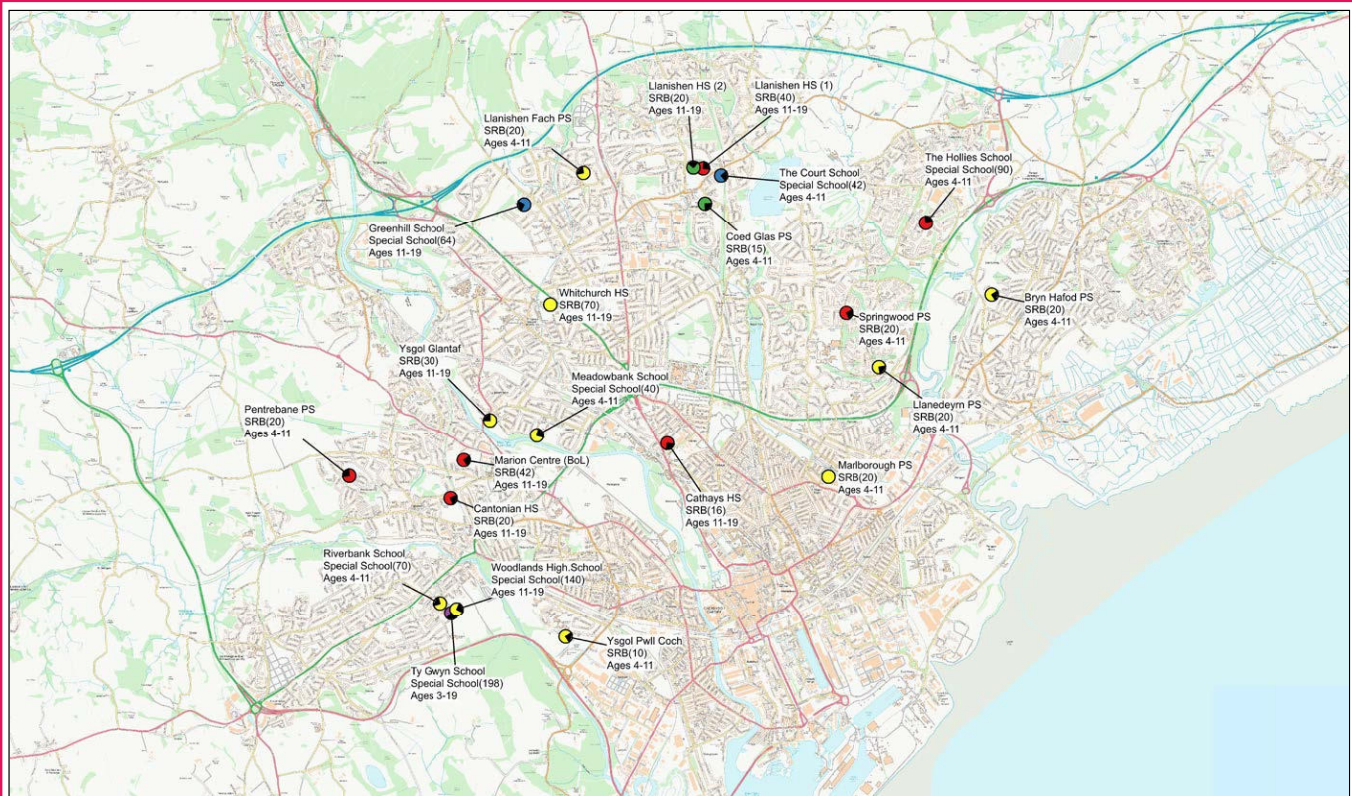
The location of Specialist Resource Bases and Wellbeing Classes is not well distributed across the city.

A map showing location of existing specialist provision can be seen at page 9.

The lack of Specialist Resource Bases in some localities can disadvantage learners living in those areas. Some families are unfamiliar with the areas where provision is located. Parents or carers may lack the means to travel easily to those areas.

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. It would reduce travel times for many pupils, as well as increasing the number of places available.

Cardiff Special Schools and SRBs 2021



Current special schools & SRBs: Type & Capacity

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

This copy is produced specifically to supply County Council information. No further copies may be made.
Mae'r copi hon wedi'i gynyddu'n benodol i gyflwyno gwybodaeth i Gyngor Sir. Nid ydych chi gyswgu'r copi hon.
© Crown copyright and database rights 2017
Deddfau a hysbysu a gwybodaeth a hysbysu 2017
Welsh Ordnance Survey 100023376





The Court Special School

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

To meet demand for primary age specialist provision for children with emotional health and wellbeing needs the Council is proposing to:

- Increase the capacity of The Court Special School from 42 to 72 places. The school would transfer to two sites, in new build accommodation on the site of Fairwater Primary School and to the current St Mellons, CiW Primary School site in Llanrumney, with 36 pupils on each site from September 2025.

Information specific to this proposal is set out at pages 12 - 25.

Current provision

Cardiff currently has 90 places for children of primary school age with Emotional Health and Wellbeing (EHW) needs.

Wellbeing Classes in primary schools provide a temporary specialist placement for children who are at risk of exclusion or are experiencing significant emotional difficulties. Children who attend Wellbeing Classes are dual registered. This means they remain on the roll of their 'home' school, and are supported to reintegrate to that school at the end of their Wellbeing Class placement. This early intervention approach can help to prevent the escalation of needs. It can also reduce the risk that children will need placement in a special school. The Wellbeing Classes have reported good learning and wellbeing outcomes for their pupils.

The Court Special School provides 42 special school places. A further 48 places are provided in Wellbeing classes in primary schools. Children who attend The Court Special School are on the roll of the school.

Demand for places

Table 3 below sets out EHW Primary provision currently available in Cardiff, and projected future demand for places.

The projections include all children requiring such a placement, including those placed out of county. The projections also include children in mainstream schools awaiting a specialist placement; a 10% surplus is indicated in the table, to support flexibility.

Table 3						
Primary places	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
The Court	42	42	42	42	42	42
Fitzalan WBC	8	8	8	8	8	8
Fairwater Primary WBC	8	8	8	8	8	8
Springwood Primary WBC	8	8	8	8	8	8
Lakeside WBC	8	16	16	16	16	16
Pen y Groes WBC	8	8	8	8	8	8
Total capacity	82	90	90	90	90	90
Projected demand	103	107	110	112	116	119
Projected demand (+10%)	113	118	121	123	128	131
Surplus / deficit	-31	-28	-31	-33	-38	-41

These projections were based on data captured in 2019, compared with school census data (PLASC 2019).

The table shows that the projected demand for places over and above existing provision is 31 places in 20/21, rising to 41 places in 2025/2026. The proposed expansion of The Court would provide 30 additional places, reducing the deficit to 11 places.

Proposals for The Court Special School

Replacing and significantly expanding The Court Special School from 42 to 72 places is essential if the Council is to fulfil its statutory responsibility to provide appropriate education for children with Additional Learning Needs.

In order to achieve this, the Council has identified the existing sites of Fairwater Primary School and St Mellons Church in Wales (CiW) Primary School as the preferred sites for The Court.

The Council would provide 36 places in new purpose-built accommodation on the Fairwater Primary School site.

The Council would provide 36 places by adapting the existing school buildings on the St Mellons CiW Primary School site. The site is currently occupied by St Mellons CiW Primary School but is due to be vacated in September 2022. The building would be adapted to ensure that it would be appropriate to meet the needs of pupils.

These sites, and local infrastructure off-site, would support the development of special school provision.

The buildings currently occupied by The Court Special School would be vacated.

The Court Special School

The Court Special School is located at Station Road, Llanishen.

The school provides 42 places for learners aged 4-11 from across Cardiff. 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.

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.

The purpose of The Court Special School is to provide a specialist learning environment and curriculum, where learners can fulfil their potential.



The number of places at the school

The capacity of The Court Special School is the number of places available in all age groups for children aged four to eleven.

The capacity of the school is based on how classrooms and other spaces are used for teaching and learning.

Table 4 below provides details of places available at The Court Special School

Table 4				
Name of school	Age range	Language medium/ category of school	Current Published Capacity	Nursery places
The Court Special School	4-11	English Medium Special School	42	0

Demand for places at the school

Table 5 below sets out details of recent and projected numbers on roll at The Court Special School

School	January 2017 (NOR)	January 2018 (NOR)	January 2019 (NOR)	January 2020 (NOR)	January 2021 (NOR)	2021/2022 Projection	2022/2023 Projection	2023/2024 Projection	2024/2025 Projection	2025/2026 Projection
The Court Special School	42	42	42	42	42	42	42	42	42	42

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended / operating efficiently) to D (life expired / risk of imminent failure)

Schools in Cardiff are also given a Suitability rating from A (good – facilities suitable for teaching, learning & wellbeing) to D (bad – building seriously inhibit the staff’s ability to deliver the curriculum).

Table 6 Condition and suitability gradings

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

The Court Special School is rated D for condition (End of Life; life has expired or risk of imminent failure) and D for suitability, with ‘unsuitable’ learning environments, which seriously inhibit the school’s capacity to deliver the curriculum.

Fairwater Primary School

Fairwater Primary School is an English-medium 4 – 11 primary school located at Wellright Road, Cardiff, CF5 3ED.

The school has a generous site of approximately 4.8Ha and has been identified as of sufficient size to be shared with a new-build special school.

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. Fairwater Primary School would still retain a site which exceeds the site size requirements of a large community primary school.

Site map



The number of places at the school

Table 7 below provides details of places available at Fairwater Primary School

Table 7				
Name of school	Current Published Capacity (age 4 - 11)	Places per year group (age 4 - 11)	Nursery Places	Language medium and Category of School
Fairwater Primary School	239	40	0	English-medium community primary school

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. The school also accommodates a Wellbeing Class.

Demand for places at the school

Table 8 below sets out details of recent and projected numbers on roll at Fairwater Primary School

Table 8: Recent and projected numbers on roll at Fairwater Primary School										
School	January 2017 (NOR)	January 2018 (NOR)	January 2019 (NOR)	January 2020 (NOR)	January 2021 (NOR)	2021/2022 Projection	2022/2023 Projection	2023/2024 Projection	2024/2025 Projection	2025/2026 Projection
Fairwater Primary School	238	244	243	224	207	190	175	154	151	136

* Future school pupil demand based on local catchment population projections

Condition and Suitability of School Buildings

Fairwater Primary School is rated C for condition and B for suitability

The site, and local infrastructure off-site, would support the development of special school provision.

The St Mellons Church in Wales Primary School site

St Mellons Church in Wales Primary School is transferring from its current site at Dunster Road, Llanrumney, in September 2022 to a new site on the St Edeyrn's development.

The Dunster Road site will be vacant in autumn 2022, allowing for redevelopment. The vacated site will transfer to the ownership of the Council at this time.

The existing site accommodates 115 pupils aged 4-11. The site is located adjacent to the site of Pen Y Bryn Primary School.

Both the Pen y Bryn Primary School and proposed Court Special School sites must meet the area requirements set out in the Building Bulletin guidance for schools.

In order to ensure that each site has sufficient space for its learners it would be necessary to adjust the existing boundary between the two sites.

The Council would work closely with Pen Y Bryn Primary School and The Court Special School to ensure that the requirements of the guidance are met. This would ensure there are outdoor play and learning areas and social spaces that benefit each school. The Council will also ensure there is sufficient staff parking and the required drop-off areas for home to school transport. The Council is keen to ensure that Pen Y Bryn Primary School benefits from the investment and changes needed to locate The Court on the adjacent site.

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.

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>

The Court Special School

The Court Special School was last inspected by Estyn in June 2014.

At this time the school's performance and prospects for improvement were both judged as 'Good'.

An assessment by the Central South Consortium prior to the pandemic gave the following evaluation:

- *Achievement across the school is very good.*
- *The school data shows that pupils make at least two sub levels of progress in all areas with KS3 pupils making even more progress in Maths and Science.*
- *Pupils make excellent progress in their social and personal development, and this comes through in pupils' attitudes to learning and the marked reduced in behavioural issues.*
- *The school progress information is robust and the Senior Leadership Team continue to develop these systems further. Analysis shows that there are no significant differences between the achievements of the various key groups in the school. E-FSM pupils for example, make at least good progress in line with their peers.*

Fairwater Primary School

Fairwater Primary School was last inspected by Estyn in February 2020.

At this time the standards, wellbeing and attitudes to learning, teaching and learning experience, care, support and guidance and leadership and management were all judged as good.

In the most recent Welsh Government School Categorisation at January 2020, Fairwater Primary School was categorised at Yellow (an effective school which is already doing well and knows the areas it needs to improve).

How would standards at the schools be affected by the 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.

Standards at The Court School are already good. Transferring the school to new accommodation would provide appropriate high quality school places for young people with emotional and wellbeing needs.

Standards at Fairwater Primary School are good. It is not expected that the proposal will impact on standards at the school. The co- location of The Court would allow staff to share best practice, professional learning opportunities and for multi-agency working.

The proposal is not expected to have any negative impact on the quality of standards of education or the delivery of the Foundation Phase and each Key Stage of education at any of the schools as a result of the proposed changes.

Teaching and learning experiences

The new school facilities will support the delivery of the new 'Curriculum of Wales' for learners (aged 3 – 16) which is due to be implemented in Welsh schools from September 2022. The new curriculum will adopt an approach which is inclusive and designed to address the need to prepare children and young people in Wales to thrive and be successful in a rapidly changing world.

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. New and improved school facilities will help support this vision.

The proposal is not expected to have any negative impact on teaching and learning experiences at Fairwater Primary School.

Care support and guidance

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

Both schools are committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

The Council would work with the leadership of both schools to make sure everyone 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 both schools to make sure everyone understands their responsibility for helping to improve and sustain high performance. It would support both schools to have a good relationship 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 standards.

Additional support for pupils

Table 10 below show the percentages of:

- Pupils with Additional Learning Needs
- Pupils receiving Free School Meals
- Pupils with English as an Additional Language
- Minority Ethnic pupils at each of the schools.

School	% of Pupils on School Action	% of Pupils on School Action Plus	% of Pupils with a statement of ALN	% of Free School Meals Pupils- 3 year average	% of Pupils with English as an Additional Language	% of Minority Ethnic Pupils
The Court Special School	-	-	100%	66.7	-	7.1%
Fairwater Primary School	3.4	8.8	4.9	31.1	9.3	22.5

Impact on pupils with Additional Learning Needs (ALN)

A 21st Century School building will allow for facilities to be tailored to the needs of the children who access it. Facilities can be designed to fit their learning needs and provide calm and structured environments to support learning.

The current expertise at the schools included in these proposals 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 a change in environment can be unsettling and upsetting for children with additional learning needs. Pupils would be supported to enable them to adapt to the changes proposed.

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.

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. The schools included in these proposals would continue to provide support that is appropriate to the individual need 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.

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

How would Minority Ethnic Pupils be affected?

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.

How would nursery provision be affected?

Children in Cardiff can attend a part-time nursery place in school from the start of the term after their third birthday. They must attend the nursery class for at least five half days a week. There are no catchment areas for nursery.

The Court Special School and Fairwater Primary Schools do not have nursery provision.

Children of nursery age in Cardiff attend mainstream provision. There are sufficient places available to meet the demand for places and there is no proposal to establish nursery provision as part of the changes being put forward.

What are the benefits of the proposed changes?

- The proposals would increase the number of special school places for primary aged learners with emotional health and wellbeing needs and contribute towards meeting projected demand;
- New school buildings would address the substandard condition of the existing Court buildings and would reduce the maintenance backlog;
- New build facilities provide high quality learning environments, 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;
- A dual site would offer flexibility for managing pupils, allowing them to be educated 'closer to home'. The proposals would provide a better distribution of Special provision across the city;
- A dual site would allow for a wider range of resources for the school – they will have more space to develop the curriculum offer, offering a wider range of experiences for pupils;
- The co-location with mainstream Primary Schools would provide reintegration opportunities, and allow for more effective transitions;
- The Court Special School would be fit for purpose 21st Century buildings, which could more easily support a range of evidence-based initiatives – a Therapy focus, early intervention opportunities, and support nurture and wellbeing;
- The co-location with mainstream Primary sites would allow staff to share best practice, strengthen relationships with mainstream schools, allow for professional learning opportunities and for multi-agency working;
- The new buildings would be fully accessible and compliant with the Equality Act 2010.

Potential disadvantages of the proposed changes

- Some pupils with ALN can find change difficult. They may find moving to a new building on a new site unsettling. We know they would need carefully planned support to adapt to the new setting. However, there would be sufficient time to plan and support such a transition.
- There is potential for increased traffic congestion around the school sites at the start and end of the day. The Council would work with the Governing Bodies of all schools included in the proposals to develop a Travel Plan to minimise any potential disruption.

Risks associated with the proposed changes

- There may be development constraints that have not yet been identified. If any become apparent, there could be implications for cost and delay. Site surveys and geo-technical reports would take place. These would provide further information 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 considered

A feasibility study was undertaken by the Council to explore possible alternative options to the ones being consulted on within this document.

A number of alternative sites were considered but were dismissed on the basis of issues around access, site constraints, traffic and flood management.

What would happen to the existing Court Special School site?

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

Human Resources Matters

The proposed increase in pupil numbers for The Court Special School would require the Governing Body to plan for the workforce requirements in readiness for the expansions. The Governing Body would 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 would provide opportunities for school based staff on the school redeployment register.

The proposal includes the relocation of the Court School with the school proposed to operate dual site arrangements. This would require high levels of staff and trade union consultation, clear communication plans regarding the arrangements for the transition from one school site to another and staff involvement in the development of building specifications or designs.

Transport Matters

The Council applies the two mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to primary schools, including to The Court Special School. In addition, some children who live closer may also be provided with transport due to their individual learning needs.

Currently, approximately 80-90% of pupils are transported to The Court with two or three pupils per taxi with a driver and escort to support them.

Any proposed increase in the number of pupils at the school would require resources and transport facilities at the sites to also be increased accordingly.

The Court at the Fairwater Primary School site

It is expected most pupils attending the Court at the Fairwater site would continue to qualify for free home to school transport either on distance grounds or due to their individual learning needs.

With a similar proportion of pupils still requiring school transport, this may mean between 10 and 16 taxis with appropriate facilities for drop off and pick up to be provided at the site.

Some pupils who live within two miles of this new school site would not qualify for free home to school transport. A proportion of pupils may be able to travel to school independently, with parent/carers. 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.

There are already very good public transport links in Fairwater, with several bus services only a short walk from the school. Waungron Park railway station is approximately 0.75 miles (1.2km) from the school.

There is good walking route access to the school site and good existing cycling links. The Ely Trail runs along Bwlch Road immediately to the south of the site and continues to Cardiff Bay with different sections either traffic-free or on-road. Further cycle route improvements are planned in the short term, through the Ely Mill development with links via a new Cycleway 5 to the city centre. Sign-posted on-road routes already go through Canton to the city centre with medium term improvements due for cycle tracks separated from traffic.

Further various facilities are proposed to improve walking and cycling access through Fairwater, Llandaff and the wider area by 2023.

The development proposals for the Fairwater Primary School site may also require a revised Transport Assessment. This would confirm road safety and other measures to support and encourage travel by sustainable modes. It would identify any further travel-related provision relating specifically to a proposal for The Court on this site.

The Council is committed to ensuring that every school in Cardiff has an Active Travel Plan which identifies actions by the school to support and encourage active travel where appropriate and identifies improvements needed on-site and off-site to facilitate active journeys. This plan is developed with full involvement of the school supported by the Council's Active Travel Plan officers with other support available from the Road Safety Team which delivers cycle training.

The Court at the St Mellons CiW Primary School site

It is expected that the majority of pupils attending the Court at the Dunster Road site would continue to qualify for free home to school transport either on distance grounds or due to their individual learning needs.

With a similar proportion of pupils still requiring school transport, this may mean between 10 and 16 taxis with appropriate facilities for drop off and pick up to be provided at the site.

Some pupils who live within two miles of this new school site would not qualify for free home to school transport. A proportion of pupils may be able to travel to school independently, with parent/carers. 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.

There are already good public transport links via Llanrumney & Countisbury Avenue and also from Newport Road which are within short walking distance. There is good walking route accessibility for local pupils and staff.

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.

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 for the Court would be considered as part of that process.

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. It would identify any travel-related provision relating specifically to a proposal for The Court on this site.

The Council is committed to ensuring that every school in Cardiff has an Active Travel Plan which identifies actions by the school to support and encourage active travel where appropriate and identifies improvements needed on-site and off-site to facilitate active journeys. This plan is developed with full involvement of the school supported by the Council's Active Travel Plan officers with other support available from the Road Safety Team which delivers cycle training.

Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposals. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively you can send us your views in one of the following ways:

- Completing the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Email your views to schoolresponses@cardiff.gov.uk
- Write to us at the following address: School Organisation Planning, Room 401, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 22 November 2021.



Moorland Primary School

Primary complex learning provision (age 4-11)

To meet the demand for primary age specialist provision the Council is proposing to:

- Establish a Specialist Resource Base (SRB) for up to 20 primary aged children with Complex Learning Needs at Moorland Primary School from September 2022.

Information specific to this proposal is set out at pages 28-38.

Current Provision

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

Complex Learning Needs Specialist Resource Base

A Specialist Resource Base (SRB) is a small class in a mainstream school, taught by specialist staff.

There are five Cardiff primary schools currently hosting Specialist Resource Bases for complex learning needs at present. These are hosted by:

- Bryn Hafod Primary School
- Llanedeyrn Primary School
- Llanishen Fach Primary School
- Marlborough Primary School, and
- Ysgol Pwll Coch.

All Specialist Resource Bases are open to admission from across Cardiff, although as far as possible, pupils are offered places in the Specialist Resource Base closest to their home.

In addition to complex learning needs bases, there are:

- Lakeside Primary School (primary specialist autism resource base)
- Springwood Primary School (primary specialist autism resource base)
- Allensbank Primary School (speech and language class)
- Fairwater Primary School (primary Wellbeing Class)
- Lakeside Primary School (primary Wellbeing Class)
- Springwood Primary School (primary Wellbeing Class)
- Ysgol Gymraeg Pen y Groes (primary Wellbeing Class)
- Fitzalan High School (primary Wellbeing Class)

The Specialist Resource Bases designated for complex learning in primary schools each 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.

Demand for places

Table 11 sets out places currently available in Cardiff to support children of primary school age with Complex Learning Needs and projected future demand.

The numbers account for all children requiring such a placement, including those placed out of county and in mainstream awaiting a specialist placement. A 10% surplus is allowed to support flexibility.

Table 11						
Primary places	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Ty Gwyn*	75	90	90	90	90	90
Riverbank	70	70	70	70	70	112
Meadowbank	41	50	50	50	50	50
Hollies	112	112	112	112	112	112
Bryn Hafod	20	20	20	20	20	20
Llanederyn	20	20	20	20	20	20
Llanishen Fach	20	20	20	20	20	20
Marlborough	20	20	20	20	20	20
Springwood	28	28	28	28	28	28
Ysgol Pwll Coch	7	10	15	20	20	20
Pentrebane	24	24	24	24	24	24
Allensbank SLCN	8	8	8	8	8	8
Total places	445	472	477	482	482	524
Projected demand	500	510	515	522	536	547
Projected Demand (+10%)	550	561	567	574	590	602
Surplus / deficit	-105	-89	-90	-92	-108	-78

The table shows that the projected demand for places over and above existing provision is 89 places in 21/22, rising to 108 places in 2024/2025. If there were no further growth beyond current plans in relation to Riverbank Special School and Ysgol Gymraeg Pwll Coch, a deficit of 78 places will remain in 25/26.

At present, there are more pupils with significant needs who need a place in one of these settings than there are places available.

Current projections show the number of pupils will continue to grow over the next 5 to 10 years.

Proposal for Specialist Resource Base (SRB) provision at Moorland Primary School

To meet the demand for primary age specialist provision it is proposed to establish a Specialist Resource Base (SRB) for up to 20 primary aged children with Complex Learning Needs at Moorland Primary School from September 2022.

Moorland Primary School

Moorland Primary School is an English-medium community primary school with nursery provision located at 48 Singleton Road, Cardiff, CF24 2ET.



The number of places at the school

Table 12 below provides details of places available at Moorland Primary School

Name of school	Current Published Capacity (age 4 – 11)	Places per year group (age 4 – 11)	Nursery Places	Language medium and Category of School
Moorland Primary School	420	60	64	English-medium community primary school

Demand for places at the school

Table 13 below sets out details of recent and projected numbers on roll at Moorland Primary School

School	January 2017 (NOR)	January 2018 (NOR)	January 2019 (NOR)	January 2020 (NOR)	January 2021 (NOR)	2021/2022 Projection	2022/2023 Projection	2023/2024 Projection	2024/2025 Projection	2025/2026 Projection
Moorland Primary School	399	410	464	402	392	394	389	376	370	362

* Future school pupil demand based on local catchment population projections

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended / operating efficiently) to D (life expired / risk of imminent failure).

Schools in Cardiff are also given a Suitability rating from A (good – facilities suitable for teaching, learning & wellbeing) to D (bad – building seriously inhibit the staff’s ability to deliver the curriculum).

Table 14 Condition and suitability gradings

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

Moorland Primary School is rated B for condition and B for suitability.

Proposed SRB Accommodation

The Council is progressing works to replace Early Years accommodation at Moorland Primary School and to locate Flying Start provision on the site.

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 (Poor with major defects). It currently accommodates 64 part-time Nursery places and 60 Reception class places.

Following completion of the new building, this unit would be removed along with the caretaker's house. The new building would accommodate the existing number of nursery class and Reception places.

Accommodation for the Specialist Resource Base would be provided as part of this planned work.

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 would increase the outdoor space available to learners.

The Council's housing department is investigating the possibility of providing housing on the former Ysgol Glan Morfa site. The proposals would seek to include a replacement boxing club facility on site. This could free up the land currently occupied by the boxing club for use by Moorland Primary School.

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

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.

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 15 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>

Moorland Primary School

Moorland Primary School was last inspected in April 2018.

At this time the standards, wellbeing and attitudes to learning, teaching and learning experience, and leadership and management were all judged as good; care, support and guidance was judged as excellent.

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

How would standards at the schools be affected by the 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 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.

Standards at Moorland Primary School are good and it is not expected that the establishment of SRB provision at the school will impact negatively on the school.

The proposal is not expected to have any negative impact on the quality of standards of education or the delivery of the Foundation Phase and each Key Stage of education at the school as a result of the proposed changes.

Teaching and learning experiences

The proposal is not expected to have any negative impact on teaching and learning experiences at Moorland Primary School.

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.

Care support and guidance

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

Moorland Primary School is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

The Council would work with the leadership of the school to make sure everyone 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 understands their responsibility for helping to improve and sustain high performance. It would support the school to have a good relationship 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 standards.

Additional support for pupils

Table 16 below show the percentages of:

- Pupils with Additional Learning Needs
- Pupils receiving Free School Meals
- Pupils with English as an Additional Language
- Minority Ethnic pupils at each of the schools.

School	% of Pupils on School Action	% of Pupils on School Action Plus	% of Pupils with a statement of ALN	% of Free School Meals Pupils - 3 year average	% of Pupils with English as an Additional Language	% of Minority Ethnic Pupils
Moorland Primary School	20.2	12.3	1.8	41.9	25.4	53.2

Impact on pupils with Additional Learning Needs (ALN)

New build SRB provision would allow for facilities to be tailored to the needs of the children who access it. Facilities can be designed to fit their learning needs and provide calm and structured environments to support learning.

The Council acknowledges that a change in environment can be unsettling and upsetting for children with additional learning needs. Pupils would be supported to enable them to adapt to the changes proposed.

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.

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. The schools included in these proposals would continue to provide support that is appropriate to the individual need 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 receive funding for these pupils.

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

How would Minority Ethnic Pupils be affected?

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.

How would nursery provision be affected?

Children in Cardiff can attend a part-time nursery place in school from the start of the term after their third birthday. They must attend the nursery class for at least five half days a week. There are no catchment areas for nursery.

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 (poor with major defects). It currently accommodates 64 part-time Nursery places and 60 Reception class places.

This unit is being removed and a new building provided, accommodating the existing number of nursery class and Reception places.

The provision of new build accommodation will better support the delivery of high quality education for nursery aged pupils.

Children of nursery age in Cardiff attend mainstream provision. There are sufficient places available to meet the demand for places and it is not expected that the proposed change would impact on nursery provision elsewhere.

Alternative options considered

The Council is seeking to provide a better distribution of specialist resource bases across the city. This would improve access for pupils, and reduce travel times for many pupils, as well as increasing the number of places available. There is no SRB provision in Adamsdown and Splott at present. All children in these areas who require placement in an SRB currently travel to other areas of the city.

The establishment of this provision on other school sites in Adamsdown and Splott was discounted owing to accommodation and site limitations.

What are the benefits of the proposed changes?

- The proposals would increase the number of specialist resource places for primary aged learners with complex learning needs and would contribute towards meeting projected demand;
- The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school;
- The proposals would ensure that pupils living in the south central area of the city travel shorter distances to access specialist provision;
- New build facilities provide high quality learning environments, which improve learning choices and opportunities for pupils and have a strong impact on improving pupil outcomes. The Cardiff 2030 vision sets out the need to provide high quality school places;
- The new buildings will be fully accessible and compliant with the Equality Act 2010.

Potential disadvantages of the proposed change

- 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.
- There is potential for increased traffic congestion around the school sites at the start and end of the day. The Council would work with the Governing Bodies of all schools included in the proposals to develop a Travel Plan to minimise any potential disruption.

Risks associated with the proposed change

- There may be development constraints that have not yet been identified. If any become apparent, there could be implications for cost and delay. Site surveys and geo-technical reports would take place which would provide further information and inform management strategies.

Human Resources Matters

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

The proposed SRB on the site of Moorland Primary School would serve pupils in the south central area of Cardiff and would reduce the distance travelled to school for children in Adamsdown and Splott who require placement in an SRB and who currently travel to other areas of the city.

The Council applies the two mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to primary schools, including special schools and SRB facilities. Pupils attending the SRB at Moorland Primary School who live within two miles of the school would not qualify for free transport unless this is necessary to meet their individual learning needs.

As there would be a maximum of 20 children attending the SRB, it is anticipated that there would be a small number of children arriving by free home to school transport in shared taxis. This Learner Transport will need appropriate facilities for drop-off and pick-up which will be provided as part of the proposals.

The development proposals require a Transport Statement. This has already identified measures to be included as part of the application to maximise travel by sustainable modes to the Moorland Primary School site.

It is well-placed given its relatively central location, proximity to public transport routes and facilities, and potential for active travel connections.

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.

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.

The Council is committed to ensuring that every school in Cardiff has an Active Travel Plan which identifies actions by the school to support and encourage active travel where appropriate and identifies improvements needed on-site and off-site to facilitate active journeys. This plan is developed with full involvement of the school supported by the Council's Active Travel Plan officers with other support available from the Road Safety Team which delivers cycle training.

Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposals. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively you can send us your views in one of the following ways:

- Completing the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Email your views to schoolresponses@cardiff.gov.uk
- Write to us at the following address: School Organisation Planning, Room 401, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 22 November 2021.

Information Relevant to both Proposals

How would the changes affect other schools?

Special schools in Cardiff provide specialist provision for the whole of the City and County of Cardiff. There are not enough places to meet demand in maintained provision. This has an impact on existing schools where in some cases there may be a greater number of pupils on roll than the Published Admission Number (PAN) or desired number in an SRB.

Cardiff currently has to rely on purchasing some places in out of county provision and independent schools to fulfil its statutory duties. There could be a longer term impact on out of county providers and on independent schools as there is likely to be a reduction in the number of places purchased by the Council.

It is not anticipated that the proposed expansion and transfer of The Court Special School to the Fairwater Primary School site would have a negative impact on Fairwater Primary School or any local school.

Fairwater Primary School would continue to operate as a separate school under the management of its governing body and Headteacher. The school site is of a sufficient size to allow for the proposed Court Special School provision to be accommodated without negatively impacting on the school.

The proposed co-location of The Court with Fairwater Primary School could provide the opportunity for staff at Fairwater Primary School to work more closely with specialist services in Cardiff. This could enhance the school's inclusive teaching and benefit all pupils in the school.

The maintenance of a large school site presents a range of financial and operational challenges for Fairwater Primary School. The proposed site sharing arrangement with The Court Special School is expected to optimise the area available to benefit each school.

It is not anticipated that the proposed expansion and transfer of The Court Special School to the vacated St Mellons Church in Wales Primary School site would have a negative impact on any local school.

The proposed location of The Court Special School at the vacated St Mellons Church in Wales Primary School site, adjacent to the Pen Y Bryn Primary School could provide the opportunity for staff at Pen Y Bryn Primary School to work more closely with specialist services in Cardiff. This could enhance the school's inclusive teaching and benefit all pupils in the school.

There may also be opportunities for the shared use of some facilities if this is considered to be beneficial to each of the schools.

The establishment of SRB provision at Moorland Primary School is not anticipated to impact negatively on the school.

The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff could enhance the school's inclusive teaching and benefit all pupils in the school.

Admission arrangements

There are no planned changes to 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 at www.cardiff.gov.uk.

Admissions to specialist provision 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.

Learner Travel Arrangements

Under these proposals there are no plans to change the Council's policy on the transport of children to and from schools.

Any pupils affected by this proposal would be offered the same support with transport as is provided throughout Cardiff and in accordance with the same criteria that apply across Cardiff. The Council's transport policy can be viewed on the Council's website (www.cardiff.gov.uk).

There is a statutory legal obligation on the Council to provide free home to school transport to primary school pupils who live 2 miles or more from the nearest suitable school, as measured by the shortest available walking route.

When deciding which is the nearest suitable school, the Council must consider any disability a child has and any special educational needs (SEN).

Financial Matters

The outline 21st Century Schools Band B Programme was approved by Cabinet in December 2017, including The Court Special School project. Welsh Government (WG) have not formally approved the individual project budget, but have given their in principle support to each project within Cardiff Council's Band B programme.

The overall projected costs for the project are included in the current Band B cash-flow forecast, to be funded through Welsh Government Grant (75%) and the Council's 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 Council's SOP Revenue Reserve.

These proposals include creation of additional school places which would need to be funded from the existing delegated schools budget. Further work is ongoing to identify the extent to which the additional costs can be covered by savings without adding significant pressure to overall school budgets.

The Moorland Early Years Unit is to be partly funded by a Welsh Government Flying Start grant, 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 capital budget for schools.

Health provision

The proposals to expand specialist provision at the schools included in these proposals will have implications for health and other specialist services. These services work 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.

In order to address these challenges together, the Council 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.

Governance Arrangements

There are no proposed changes to governance arrangements arising out of these proposals.

Impact of the proposals on the Welsh Language

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, through concern that their child may need 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 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.

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 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.

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 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.

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 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.

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.

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 20 (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 provision. 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.

Community Impact

The following are taken into account when considering a proposal: Public Open Space, parkland, noise and traffic congestion. The schools included in these proposals and the Council will work with any community groups to make sure the proposals avoid any negative impacts if possible.

A community impact assessment has been undertaken for these proposals and is available to view at www.cardiff.gov.uk/ALNSchoolproposals.

Wellbeing of Future Generations

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.

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.

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 population's 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.

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.

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

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 stakeholder 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 17 below:

Table 17: Future stages (This timetable may be subject to change)

Table 17: Future stages	
Statutory Process	Timescale
Consultation Period	11 October - 22 November 2021
Consultation report considered by the Council Cabinet and published on the Council website	January 2022
Expected date for start of Objection Period, when statutory notice has been issued (when formal objections can be made)	May 2022
Expected date for end of Objection Period	June 2022
Final decision (determination) by the Council's Cabinet	July 2022
Objection report published on the Council website and notification of Cabinet's decision	September 2022

Consultation period

The consultation period for these proposals starts on 11 October 2021 and ends on 22 November 2021.

See page 46 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.

Have Your Say!

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

We are proposing 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 20 place Specialist Resource Base (SRB) for primary aged children with Complex Learning Needs at Moorland Primary School from September 2022.

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

Parent or Guardian*

Grandparent*

Member of Staff*

Pupil*

Governor*

Local Resident

Other (please specify) _____

*Please confirm which schools you are affiliated with

1. Do you support the proposal to increase the capacity of The Court Special School from 42 to 72 places?

YES

NO

NO OPINION

Please explain why:

2. Do you support the proposal to transfer The Court Special School to new build accommodation across two sites at Fairwater Primary School and the current St Mellons CiW Primary School site in Llanrumney?

YES NO NO OPINION

Please explain why:

3. Do you support the proposal to establish a Specialist Resource Base (SRB) for primary aged children with Complex Learning Needs at Moorland Primary School from September 2022?

YES NO NO OPINION

Please explain why:

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

Empty response box for question 4.

5. Are there any alternative options you would like to suggest?

Empty response box for question 5.

6. Do you have any other comments?

Empty response box for question 6.

Name _____

Address _____

Post Code _____

The closing date for responses to this consultation is **22 November 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 22 November 2021.

ABOUT YOU

Please provide your postcode below to allow us to more accurately pinpoint respondents' views and needs by area:-

What was your age on your last birthday?

- | | | | | |
|-----------------------------------|--------------------------------|--------------------------------|--------------------------------|--|
| <input type="checkbox"/> Under 16 | <input type="checkbox"/> 25-34 | <input type="checkbox"/> 45-54 | <input type="checkbox"/> 65-74 | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> 16-24 | <input type="checkbox"/> 35-44 | <input type="checkbox"/> 55-64 | <input type="checkbox"/> 75+ | |

Are you...?

- | | | | |
|---------------------------------|-------------------------------|--------------------------------|--|
| <input type="checkbox"/> Female | <input type="checkbox"/> Male | <input type="checkbox"/> Other | <input type="checkbox"/> Prefer not to say |
|---------------------------------|-------------------------------|--------------------------------|--|

Do you identify as a disabled person?

- | | | |
|------------------------------|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Prefer not to say |
|------------------------------|-----------------------------|--|

Please tick any of the following that apply to you:

- | | | |
|---|--|---|
| <input type="checkbox"/> Deaf/ Deafened/ Hard of hearing | <input type="checkbox"/> Visual impairment | <input type="checkbox"/> Long-standing illness or health condition (e.g. cancer, diabetes, or asthma) |
| <input type="checkbox"/> Mental health difficulties | <input type="checkbox"/> Wheelchair user | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> Learning impairment / difficulties | <input type="checkbox"/> Mobility impairment | <input type="checkbox"/> Other |

Please specify _____

What is your ethnic group?

Where the term 'British' is used, this refers to any of the four home nations of Wales, England, Northern Ireland and Scotland, or any combination of these.

- | | |
|---|--|
| <input type="checkbox"/> White - Welsh/English/Scottish/Northern Irish/British | <input type="checkbox"/> Asian/Asian Welsh/British - Bangladeshi |
| <input type="checkbox"/> White - Irish | <input type="checkbox"/> Asian/Asian Welsh/British - Indian |
| <input type="checkbox"/> White - Gypsy or Irish Traveller | <input type="checkbox"/> Asian/Asian Welsh/British - Any other |
| <input type="checkbox"/> White - Any other white background | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - African |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White & Asian | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Caribbean |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black Caribbean | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Any other |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black African | <input type="checkbox"/> Arab |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - Any other | <input type="checkbox"/> Any other ethnic group (please specify) |
| <input type="checkbox"/> Asian/Asian Welsh/British - Chinese | _____ |
| <input type="checkbox"/> Asian/Asian Welsh/British - Pakistani | <input type="checkbox"/> Prefer not to say |

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

21st Century Schools Consultation Document 2021

PROVISION FOR CHILDREN AND YOUNG PEOPLE
WITH ADDITIONAL LEARNING NEEDS:
COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM
CONDITION PROVISION FOR LEARNERS AGED 11-19

14 DECEMBER 2021 – 1 FEBRUARY 2022



This document can be made available in Braille.
A summary version of this document is available at www.cardiff.gov.uk/ALNSchoolproposals
Information can also be made available in other community languages if needed.
Please contact us on **029 2087 2720** to arrange this.



Table of Contents

Introduction

- What is this booklet about?
- What are we proposing to do?

Consultation

- Who are we consulting with?
- Views of children and young people on the proposed changes
- How can you find out more and let us know your views?
- Your views are important to us

Explanation of terms used in this document

Background

The Approach to Supporting ALN in Cardiff

Sufficiency in the Special Sector

Geographical distribution of Specialist Provision

Complex Learning Needs and Autism Spectrum Condition places for learners aged 11 - 19

- Current provision
- Demand for places
- Projected Complex Learning Need/Autism Spectrum Condition Secondary Phase Demand

Proposal for Additional Specialist Resource Based places at Whitchurch School

- The number of places at the school
- Demand for places at the school
- Condition and suitability of school buildings

Quality and Standards

- Estyn
- Welsh Government Categorisation of Schools
- Whitchurch High School

How would standards at the schools be affected by the changes?

- Standards
- Teaching and Learning Experiences
- Care support and guidance
- Leadership and management

Additional support for pupils

- Impact on pupils with Additional Learning Needs (ALN)
- How would support for pupils with English as an Additional Language be affected?
- How would pupils receiving Free School Meals be affected?
- How would Minority Ethnic pupils be affected?

What are the benefits of the proposed change?

Potential disadvantages of the proposed change

Alternative options considered

Human Resources Matters

Transport Matters

Have your say

Proposal for the establishment of a Specialist Resource Base at Willows High School

- The number of places at the school
- Demand for places at the school
- Condition and suitability of school buildings

Quality and Standards

- Estyn
- Welsh Government Categorisation of Schools
- Willows High School

How would standards at the schools be affected by the changes?

- Standards
- Teaching and Learning Experiences
- Care support and guidance
- Leadership and management

Additional support for pupils

- Impact on pupils with Additional Learning Needs (ALN)
- How would support for pupils with English as an Additional Language be affected?
- How would pupils receiving Free School Meals be affected?
- How would Minority Ethnic pupils be affected?

What are the benefits of the proposed change?

Potential disadvantages of the proposed change

Alternative options considered

Human Resources Matters

Transport Matters

Have your say

Proposal for Additional Specialist Resource Base places at Llanishen High School

- The number of places at the school
- Demand for places at the school
- Condition and suitability of school buildings

Quality and Standards

- Estyn
- Welsh Government Categorisation of Schools
- Llanishen High School

How would standards at the schools be affected by the changes?

- Standards
- Teaching and Learning Experiences
- Care support and guidance
- Leadership and management

Additional support for pupils

- Impact on pupils with Additional Learning Needs (ALN)
- How would support for pupils with English as an Additional Language be affected?
- How would pupils receiving Free School Meals be affected?
- How would Minority Ethnic pupils be affected?

What are the benefits of the proposed change?

Potential disadvantages of the proposed change

Alternative options considered

Human Resources Matters

Transport Matters

Have your say

Proposal for Additional Specialist Resource Base places at The Marion Centre, The Bishop of Llandaff Church in Wales High School

- The number of places at the school
- Demand for places at the school
- Condition and suitability of school buildings

Quality and Standards

- Estyn
- Welsh Government Categorisation of Schools
- The Bishop of Llandaff Church in Wales High School

How would standards at the schools be affected by the changes?

- Standards
- Teaching and Learning Experiences
- Care support and guidance
- Leadership and management

Additional support for pupils

- Impact on pupils with Additional Learning Needs (ALN)
- How would support for pupils with English as an Additional Language be affected?
- How would pupils receiving Free School Meals be affected?
- How would Minority Ethnic pupils be affected?

What are the benefits of the proposed change?

Potential disadvantages of the proposed change

Alternative options considered

Human Resources Matters

Transport Matters

Have your say

Proposal for the establishment of a Specialist Resource Base at Ysgol Gyfun Gymraeg

- The number of places at the school
- Demand for places at the school
- Condition and suitability of school buildings

Quality and Standards

- Estyn
- Welsh Government Categorisation of Schools
- Ysgol Gyfun Gymraeg Glantaf

How would standards at the schools be affected by the changes?

- Standards
- Teaching and Learning Experiences
- Care support and guidance
- Leadership and management

Additional support for pupils

- Impact on pupils with Additional Learning Needs (ALN)
- How would support for pupils with English as an Additional Language be affected?
- How would pupils receiving Free School Meals be affected?
- How would Minority Ethnic pupils be affected?

What are the benefits of the proposed change?

Potential disadvantages of the proposed change

Alternative options considered

Human Resources Matters

Transport Matters

Have your say

Information relevant to all proposals

How would the changes affect other schools?

Admission arrangements

Learner Travel Arrangements

Financial Matters

Health Provision

Governance Arrangements

Impact of the proposals on the Welsh Language

Equalities

Community Impact

Wellbeing of Future Generations

Potential Disruption to Pupils

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

- What happens next?
- Key Dates
- Consultation period
- Statutory Notice
- Objection Report
- Determination of the proposals
- Decision Notification

Have your say

- Consultation response form

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 and young people attending or expecting to attend special schools or Specialist Resources Bases and those that have or currently work with children and young people with Additional Learning Needs (ALN).

It sets out a range of proposals to increase the number of specialist resource places for learners aged 11-19 with complex learning needs, and autism spectrum condition and the reasons for these proposed changes.

What are we proposing to do?

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 Whitchurch High School Specialist Resource Base from 70 to 100 from September 2022**
- **establish a 30 place Specialist Resource Base at Willows High School from September 2023**

To meet demand for secondary specialist resource provision for learners with Autism Spectrum Condition it is proposed to:

- **increase the designated number at the Llanishen High School 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**
- **establish a 30 place Resource Base at Ysgol Gyfun Gymraeg Glantaf alongside the existing 30 place Specialist Resource Base from September 2023**

Please note that the development of these proposals is at an early stage. Any detailed school design or site layouts would be considered at a later date. There would be opportunities to comment on detailed plans at the pre-planning and planning application stages, should the proposal be progressed.

We are also consulting on separate proposals to increase provision for learners with Emotional Health and Wellbeing Needs aged 11 – 19 and provision for learners with complex learning needs and autism spectrum condition aged 4 – 19 at a range of schools across Cardiff.

You can see more detail on these proposals at www.cardiff.gov.uk/ALNschoolproposals

Consultation

Who are we consulting with?

The 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. There are a number of ways people can tell us their views.

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)
Community Councils	Trade Unions
Local Members/Assembly Members (AMs)/ Regional Assembly Members/Member of Parliament (MPs)	Childcare providers
Diocesan Directors of Education	Mudiad Meithrin
Neighbouring Authorities	Wales Pre-School Providers Association
Neighbouring Primary and Secondary schools within Cardiff	Clybiau Plant Cymru Kids Club
Estyn	National Day Nurseries Association
Communities First Partnership	Welsh Education Forum
Cardiff and Vale Health Board	Traffic Commissioner for Wales
Local businesses/organisations	Voluntary Sector Organisations

Views of children and young people 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 the schools included as part of these proposals and the information gathered in these sessions will be included in the final consultation report.

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

This consultation document and a consultation response form are available on the Council website at www.cardiff.gov.uk/ALNschoolproposals

If you are unable to access the documents online, printed copies will be available by post on request. You may request a copy by e-mailing schoolresponses@cardiff.gov.uk or by telephoning 029 2087 2720.

We will advise families with children at the associated schools on how they can access a copy of the document.

Information will also be provided to residents and businesses in close proximity to the school sites included in the proposals.

Online meetings will be held where the changes we are proposing will be explained. You will have the 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 this meeting.

Council officers will meet with the Governing Bodies and staff of the associated schools.

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	Venue
Public meeting	Wednesday 19 January 2022 5:30pm	Online via Microsoft Teams
Drop in sessions	On request by emailing schoolresponses@cardiff.gov.uk	Online via Microsoft Teams

Page 220

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 meetings or drop-in sessions listed above.
- Completing the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Completing the consultation response form, which you can find on page 79.
- Contacting the School Organisation Planning Team by e-mail to schoolresponses@cardiff.gov.uk, by telephone on (029) 2087 2720 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 1 February 2022

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. A child or young person is considered to have Additional Learning Needs if they have difficulties that have a significant long-term impact on their learning. Difficulties may be related to learning; communication and interaction; a physical or sensory disability; or behavioural emotional and social development. (ALN is sometimes referred to as Special Educational Needs).

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

Complex Learning Needs - children and young people with Complex Learning Needs have a range of issues & combination of layered needs. These could include needs related to learning, communication, physical or sensory disabilities.

Emotional Health and Wellbeing Needs – children and young people with Emotional Health and Wellbeing Needs have issues with thinking, feeling and behaving. This impacts on managing how life affects them, how they cope, how they engage with others, the choices they make. Sometimes this is as a result of trauma. Children and young people may display anxiety, low self-esteem, school phobia, or behavioural difficulties.

Education Other Than at School (EOTAS) - education provision to meet specific needs of pupils who, for various reasons, cannot attend a mainstream or special school. EOTAS refers to education provided by the local authority and does not encompass elective home education.

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

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 additional learning needs.

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

Special School – a school for children with an additional learning need or disability, whose needs cannot be met in a mainstream school. The pupils at a special school have a statement of SEN, or an Individual Development Plan (IDP).

Specialist Resource Base - A small class in a mainstream school for pupils with significant additional learning needs. All pupils attending a specialist resource base have a statement of SEN and are taught by specialist teachers and learning support assistants, and have opportunities to learn, play or socialise with other mainstream pupils.

Wellbeing Classes - Cardiff also funds several wellbeing classes which provide short term intensive support for children and young people displaying emotional health and wellbeing needs, to support their continued placement in their local mainstream school. Placement in a Wellbeing Class is temporary for one year: the child remains on roll at their local school, and they are supported to return full time to their local school by the end of the programme.

Background

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
- thrive and fulfil their potential
- 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.

Cardiff's 2030 vision is available to view at cardiff.gov.uk/cardiff2030

The Approach to Supporting Additional Learning Needs in Cardiff

An effective, inclusive approach to supporting additional learning needs 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 additional learning needs.
- Effective early identification and research-based intervention to prevent the escalation of additional learning needs 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 additional learning needs (including health, children and adult services, early years and Further Education 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.

The number of children and young people 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.

The proposals set out in this consultation document seek to improve access to education in line with the above principles of inclusion.

Sufficiency in the Special Sector

Cardiff Council is committed to the principles of inclusion. The majority of learners with Additional Learning Needs (ALN) attend a local mainstream school, and benefit from effective Additional Learning Provision (ALP). These learners do not need to attend a special school or Specialist Resource Base.

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

The number of pupils with severe and complex needs, who need a place in a special school or specialist resource base has continued to grow.

This is because of:

- Pupil population changes, with larger cohorts of primary school age pupils now moving through to the secondary age phase.
- Improved survival rates for children born with significant disabilities, resulting in a higher number of pupils with severe and complex disabilities.
- Increased complexity in needs, which has meant that the demand for specialist provision has continued to grow. The range of expertise, specialist support and facilities required in special schools and specialist resource bases has also increased.
- Increased incidence and identification of specific needs such as autism, ADHD, physical disabilities and sensory impairments.
- More children and young people with emotional health and wellbeing needs. This was a trend before COVID 19 but has been exacerbated by school closures and other measures to manage the pandemic.

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 spectrum condition or hearing impairments who require specialist support to access mainstream learning, with access to a nurturing base for some learning and unstructured time.

The purpose of a Specialist Resource Base 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.

At the end of March 2021, there were 2,265 children in Cardiff with a statement of Special Education Needs. As the population grows, so will the number of children and young people with significant and complex Additional Learning Needs.

In 2020/21:

- 1,116 places in Specialist Resource Bases or special schools were funded by Cardiff Council.
- 48 temporary places for learners were available in Wellbeing Classes and Speech and Language Classes
- 90 places were available in the Pupil Referral Unit (PRU)

Page 222

Whilst there are a number of existing specialist settings across Cardiff, there are not enough places available. The number of children who would benefit from a place is projected to increase over coming years.

As there are not enough special school places in Cardiff, the Council has also funded some places at special schools in other Council areas or in independent schools. The total spend on these places was £6.3m in 2020/21. The budget for 2021/22 for these types of places is currently set at £7.3m.

Spending on independent places and special school places in neighbouring Council areas has grown to £3.8m in 2020/21. Without investment in additional places, the cost of these places would be expected to grow significantly in future years.

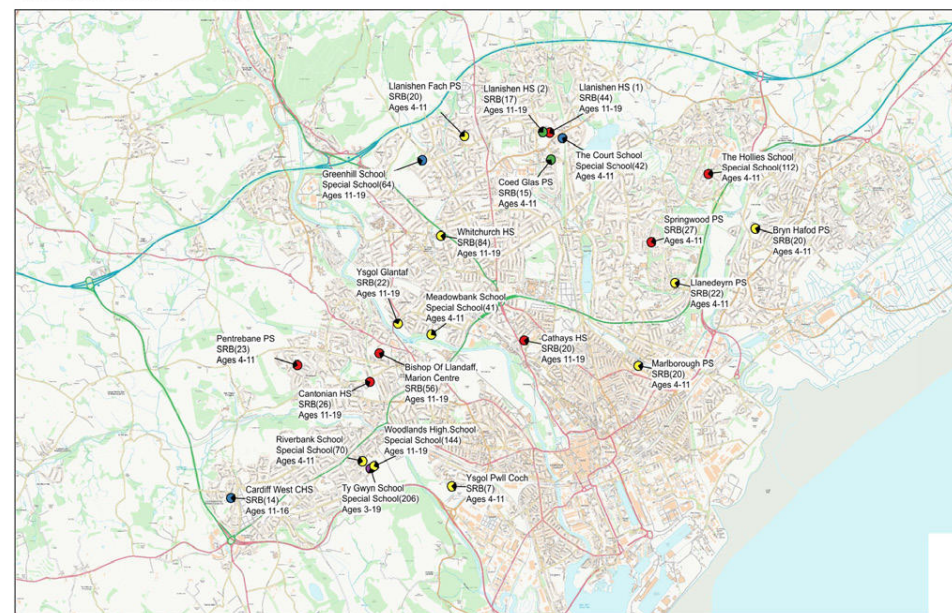
Geographical distribution of specialist provision

The location of Specialist Resource Bases and Wellbeing Classes is not well distributed across the city.

The lack of Specialist Resource Bases in some localities can disadvantage learners living in those areas. Some families are unfamiliar with the areas where provision is located. Parents or carers may lack the means to travel easily to those areas.

A better distribution of specialist resource bases across the city would improve access for pupils. It would reduce travel times for many pupils, as well as increasing the number of places available.

Cardiff Special Schools and SRBs 2021



Special schools & SRBs: Type & Capacity

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

This map is produced specifically to supply Cardiff Council information. It is not intended for public use. Map data has been geographically referenced to the Ordnance Survey data. © Crown copyright and database right 2017. Ordnance Survey 10002378. © National Trust. Ordnance Survey 10002378. © National Trust 10002378.

Complex Learning Needs and Autism Spectrum Condition places for learners aged 11-19

Current provision

In 2020/21 there is a total of 461 specialist Complex Learning Needs and Autism Spectrum Condition places for learners aged 11-19 in Cardiff maintained schools. Proposals for Woodlands High School were approved by Welsh Government in September 2019 and will provide 100 additional places for young people with Complex Learning Needs.

Table 3: Secondary Complex Learning Needs and Autism Spectrum Condition provision currently available in Cardiff

Secondary places	Age 11-19 Complex Learning Needs/ Autism Spectrum Condition capacity (2021/22)
Ty Gwyn School	123
Woodlands High School	140
Whitchurch High School Specialist Resource Base	70
The Marion Centre Specialist Resource Base	42
Cathays High School Specialist Resource Base	16
Cantonian High School Specialist Resource Base	20
Llanishen High School Specialist Resource Base	20
Ysgol Gyfun Gymraeg Glantaf Specialist Resource Base	30
Capacity	461

*Total capacity of Ty Gwyn School is 198 places aged 3-19, of which approximately 123 places serve pupils aged 11-19

Demand for places

Projected Complex Learning Needs/ Autism Spectrum Condition Secondary Phase Demand

Table 4: Projected future demand for Complex Learning Needs/ Autism Spectrum Condition places for young people aged 11-19

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

Taking account of all children needing places including those placed out of county and in mainstream awaiting a specialist placement, the demand for places is estimated to be circa 580 in 2021/22, rising to 629 by 2025/26.

Allowing for a 10% surplus to support flexibility, the ideal position would be 638 places in 2021/22 and 692 places by 2025/26.

In summary, there is an estimated deficit of 177 places in 2021/ 2022, reducing to 131 places by 2025/ 2026.

Proposal for Additional Specialist Resource Base places at Whitchurch High School

Proposal for Additional Specialist Resource Base places at Whitchurch High School

Whitchurch High School is an English-medium Foundation school for pupils aged 11-18. The school is located over two sites at Manor Way and Penlline Road in Whitchurch.

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

To meet the demand for Specialist Resource Base places for learners with complex learning needs aged 11-19 it is proposed to:

- increase the designated number at Whitchurch High School Specialist Resource Base from 70 to 100 from September 2022.

It is proposed that the current specialist resource base accommodation would be improved and refurbished, creating additional classrooms and learning spaces. Some of this work has already been undertaken in order that the school, and the Council, can ensure sufficient places were available for children with complex learning needs.

The number of places at the school

Table 5 below provides details of places available at Whitchurch High School

Name of school	Current Published Capacity (age 11 – 16)	Places per year group (age 11 – 16)	Sixth form places	Language medium and Category of School
Whitchurch High School (mainstream places)	1950	390	450	English-medium foundation secondary school
Whitchurch High School (Specialist Resource Base places)		70		

The current capacity of Whitchurch High School is 2,400 places and the school had 2416 pupils on roll in April 2021, including pupils in the Specialist Resource Base.

The current capacity of the Specialist Resource Base at Whitchurch High School is 70 places however the base had 96 learners on roll in October 2021.



Demand for places at the school

Table 6 below sets out details of recent and projected numbers on roll

Table 6: Recent and projected numbers on roll at Whitchurch High School

School	Numbers on Roll (PLASC)					Pupil projections*				
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Whitchurch High School mainstream places	2206	2229	2270	2289	2335	2308	2308	2296	2289	2287
Whitchurch High School Specialist Resource Base places	49	56	69	84	81	90	91	100	100	100

* School pupil numbers based on local catchment population projections and historical patterns of demand

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended / operating efficiently) to D (life expired / risk of imminent failure)

Schools in Cardiff are also given a Suitability rating from A (good – facilities suitable for teaching, learning & wellbeing) to D (bad – building seriously inhibit the staff’s ability to deliver the curriculum).

Table 7: Condition and suitability gradings

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

Whitchurch High School is rated C+ for condition and B for suitability. The site, and local infrastructure off-site, would support the expansion of the base.

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.

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 8 below:

Page 226

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>

Whitchurch High School

Whitchurch High School was last inspected by Estyn in January 2016.

At this time the school's performance and prospects for improvement were judged as adequate and needing improvement.

Following a further monitoring visit in November 2017, the school was judged to have made sufficient progress and was removed from the list of schools requiring Estyn review.

In the most recent Welsh Government School Categorisation at January 2020, Whitchurch High School was categorised at Yellow (An effective school which is already doing well and knows the areas it needs to improve).

An assessment provided by the Central South Consortium in Autumn 2021 gave the following evaluation:

- The proportion of pupils making two or more levels of progress from Key Stage 2 (age 7 – 11) to Key Stage 3 (age 11 – 14), in comparison with local and regional averages, was greater for mathematics and science and was in line for English.
- The overall progress made by the school since the core inspection of January 2016 is strong. This progress has resulted from the successful and sustained ability to plan and implement change by school leaders and governors.

How would standards at the school be affected by the 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 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.

Standards at Whitchurch High School are good. Increasing the Specialist Resource Base provision would provide appropriate high quality school places for young people with complex learning needs. It is not expected that the proposal will impact on standards at the school.

The proposal is not expected to have any negative impact on the quality of standards of education at the school as a result of the proposed changes.

Teaching and learning experiences

The proposal is not expected to have any negative impact on teaching and learning experiences at Whitchurch High School.

Care support and guidance

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

The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

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

The proposed changes would be planned carefully so that the school's leadership and governance is not disrupted, which could have a negative impact on educational standards.

Additional support for pupils

Table 9 below show the percentages of:

- Pupils with Additional Learning Needs
- Pupils receiving Free School Meals
- Pupils with English as an Additional Language
- Minority Ethnic pupils at at each of the schools.

Table 9: Whitchurch High School

All pupils	%
% of Pupils on School Action	1.1
% of Pupils on School Action Plus	3.5
% of Pupils with a statement of ALN	4.9
% of Free School Meals Pupils- 3 year average	14.8
% of Pupils with English as an Additional Language	3
% of Minority Ethnic Pupils	22.5

Impact on pupils with Additional Learning Needs (ALN)

The current expertise at the school would be maintained. The expansion of additional learning needs provision would provide opportunities for staff development and for enhancing pupils' learning.

The Council acknowledges that a change in environment can be unsettling and upsetting for children with additional learning needs. Pupils would be supported to enable them to adapt to the changes proposed.

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.

There is no information available that suggests that the proposal would have a negative effect on how children with English as an additional language are supported. The 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.

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

How would Minority Ethnic Pupils be affected?

The needs of individual pupils are assessed and provided for as appropriate. There is also no information available that suggests that the proposal would have a negative effect on provision for any ethnic group.

What are the benefits of the proposed change?

- The proposal would increase the number of Specialist Resource Base places for secondary aged learners with complex learning needs and would contribute towards meeting projected demand.
- The opportunity to employ additional specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school.
- The proposal would ensure that pupils living in the northern areas of the city travel shorter distances to access specialist provision than to alternative provision.

Potential disadvantages of the proposed change

- Some pupils with additional learning needs can find change difficult. They may find changes to buildings unsettling. We know they will need carefully planned support to adapt to the changes. However, there would be sufficient time to plan and support such changes.
- There is potential for a small increase in traffic around the school site at the start and end of the day. The Council would work with the Governing Body of the school to develop a Travel Plan to minimise any potential disruption.

Alternative options considered

The Council is seeking to provide a better distribution of specialist resource base provision across the city. This would improve access for pupils, and reduce travel times for many pupils, as well as increasing the number of places available. A number of other expansions, and new provision at other schools city-wide, are also proposed.

Alternative options to the expansion of the Whitchurch High School Specialist Resource Base could include:

- the expansion of similar provision on other secondary school sites
- the establishment of new specialist provision on other school sites and/or a different number of places in the current or proposed bases.

However, the standards at Whitchurch High School are good. Increasing the Specialist Resource Base provision provides an increased number of appropriate high quality school places. The expansion of the successful base at Whitchurch High School to 100 places is therefore considered to be a preferred option.

Human Resources Matters

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

Transport matters

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to specialist resource bases. Some specialist resource base learners who live within two miles of the school may be provided with free transport due to their individual learning needs and social issues. Other learners 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. 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.

As the Council is seeking to provide a better distribution of specialist resource provision across the city, it is expected that the average travel distance to specialist resource bases for individual learners would reduce in future.

A school proposal to establish Additional Learning Needs facilities may require a Transport Statement which will identify measures to be included as part of the application to maximise travel by sustainable modes.

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.

Increasing travel to school by active modes (walking, cycling and scooting) by ensuring safe facilities are provided will have a positive impact on children's health and wellbeing.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the Additional Learning Needs cohort, which would be offered to learners as appropriate, including Independent Travel Training for older pupils (to be reviewed each year), cycle maintenance and cycle training.

With the expected increased demand for Learner Transport suitable improved and / or expanded facilities for drop-off and pick-up may be required within the site to accommodate the appropriate numbers of vehicles. Other improvements may include modifications to the layout, signing and traffic control measures.

Have your say

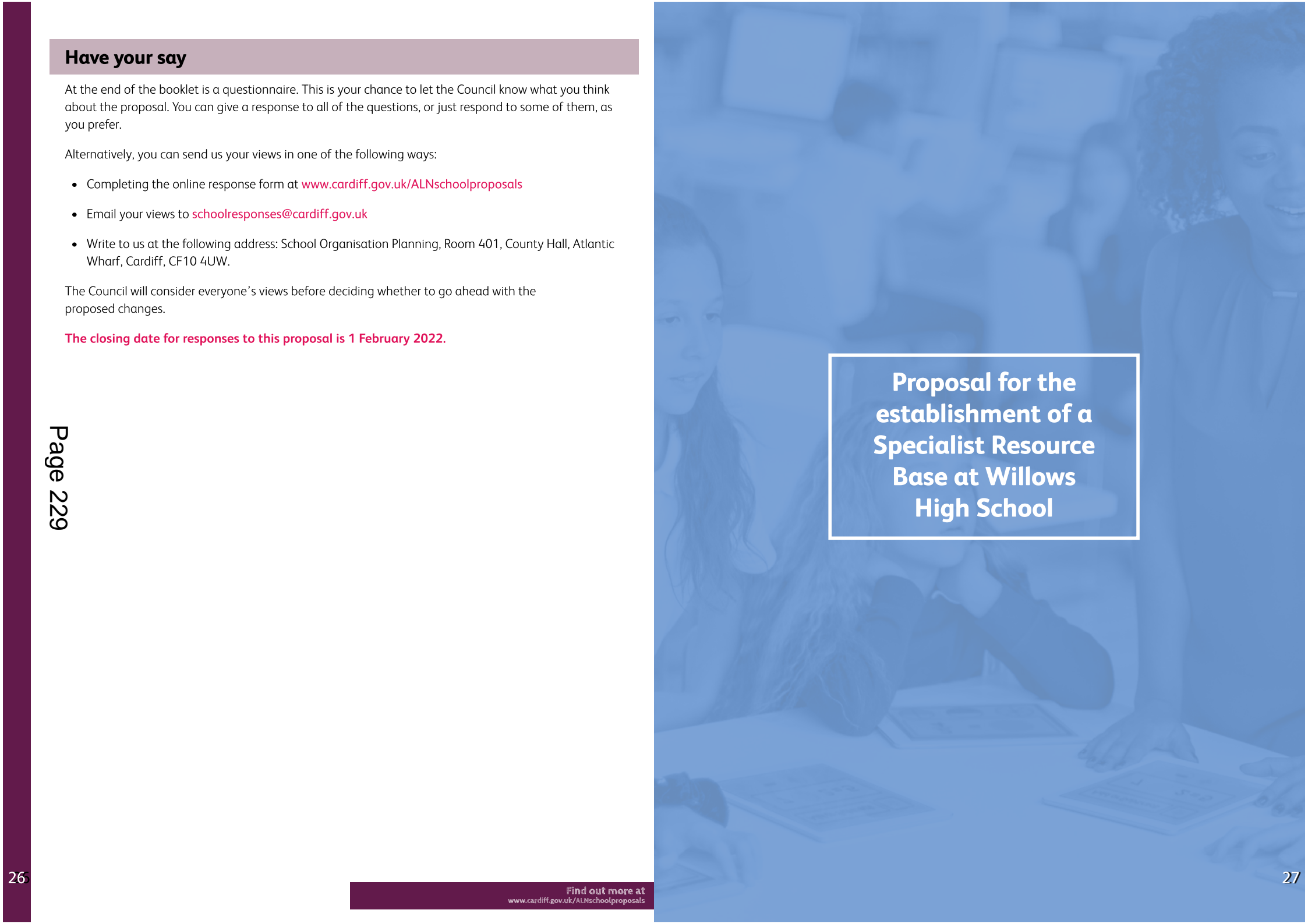
At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposal. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively, you can send us your views in one of the following ways:

- Completing the online response form at www.cardiff.gov.uk/ALNschoollproposals
- Email your views to schoolresponses@cardiff.gov.uk
- Write to us at the following address: School Organisation Planning, Room 401, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 1 February 2022.



Proposal for the establishment of a Specialist Resource Base at Willows High School

Proposal for the establishment of a Specialist Resource Base at Willows High School

Willows High School is an English-medium community high school for pupils aged 11 – 16.

The school is located at Willows Avenue, Tremorfa. Plans to transfer the school to new build accommodation at Lewis Road are currently being progressed. The new Willows High School will have a modern design and new facilities including state-of-the-art educational amenities in a brand-new building.

To meet the 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.

It is proposed that the new base would initially be accommodated within the existing buildings, with the necessary adaptations undertaken. Specialist accommodation would then be provided as part of the development of the new Willows High School.



Demand for places at the school

Table 11 below sets out details of recent and projected numbers on roll

Table 11: Recent and projected numbers on roll at Willows High School										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Willows High School mainstream places	554	581	619	665	730	734	744	748	731	778
Willows High School Specialist Resource Base places	N/A	N/A	N/A	N/A	N/A	N/A	5	10	15	20

* School pupil numbers based on local catchment population projections and historical patterns of demand

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended / operating efficiently) to D (life expired / risk of imminent failure)

Schools in Cardiff are also given a Suitability rating from A (good – facilities suitable for teaching, learning & wellbeing) to D (bad – building seriously inhibit the staff's ability to deliver the curriculum).

The number of places at the school

Table 10 below provides details of places available at Willows High School

Table 10: Places available at Willows High School				
Name of school	Current Published Capacity (age 11 – 16)	Places per year group (age 11 – 16)	Sixth form places	Language medium and Category of School
Willows High School	1121	224	0	English-medium community secondary school

The current capacity of Willows High School is 1121 places and the school had 730 pupils on roll in April 2021. The school has sufficient classroom space to accommodate a greater number of pupils and has re-designated these rooms for other purposes. The school will be transferring to new build accommodation at Lewis Road from September 2025. Specialist accommodation will be provided as part of this.

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

The current Willows High School buildings are rated D for condition and C for suitability. However, plans to transfer the school to new build accommodation at Lewis Road are currently being progressed.

The school is transferring to new build accommodation at Lewis Road from September 2025.

Quality and Standards

Page 231

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.

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 13 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>

Willows High School

Willows High School was last inspected by Estyn in April 2018.

At this time the standards, wellbeing and attitudes to learning, teaching and learning experience, and leadership and management were judged as adequate and needing improvement. The schools care, support and guidance was judged as good.

In the most recent Welsh Government School Categorisation at January 2020, Willows High School was categorised at Yellow (An effective school which is already doing well and knows the areas it needs to improve).

An assessment provided by the Central South Consortium in Autumn 2021 gave the following evaluation:

- The proportion of pupils making two or more levels of progress from Key Stage 2 (ages 7 – 11) to Key Stage 3 (ages 11-14), in comparison with local and regional averages, was much greater in English, though was much lower in mathematics and science.
- The school has made strong progress in supporting most teachers to develop consistent strategies to improve the learning experiences of most pupils.

How would standards at the school be affected by the 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 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.

Standards at Willows High School are good. Establishing specialist resource base provision at the school would provide appropriate high quality school places for young people with complex learning needs.

The proposal is not expected to have any negative impact on the quality of standards of education at the school as a result of the proposed changes.

Teaching and learning experiences

The proposal is not expected to have any negative impact on teaching and learning experiences at Willows High School.

Care support and guidance

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

The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

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

The proposed changes would be planned carefully so that the school's leadership and governance is not disrupted, which could have a negative impact on educational standards.

Additional support for pupils

Table 14 below shows the percentages of:

- Pupils with Additional Learning Needs
- Pupils receiving Free School Meals
- Pupils with English as an Additional Language
- Minority Ethnic pupils at each of the schools.

All pupils	%
% of Pupils on School Action	7.5
% of Pupils on School Action Plus	11.4
% of Pupils with a statement of ALN	1.5
% of Free School Meals Pupils- 3 year average	48.5
% of Pupils with English as an Additional Language	22.5
% of Minority Ethnic Pupils	53.6

Impact on pupils with Additional Learning Needs (ALN)

The current expertise at the school would be maintained. The establishment of specialist resource base provision would provide opportunities for staff development and for enhancing pupils' learning in purpose-built facilities.

The Council acknowledges that a change in environment can be unsettling and upsetting for children with additional learning needs. Pupils would be supported to enable them to adapt to the changes proposed.

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.

There is no information available that suggests that the proposal would have a negative effect on how children with English as an additional language are supported. The 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.

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

How would Minority Ethnic Pupils be affected?

The needs of individual pupils are assessed and provided for as appropriate. There is also no information available that suggests that the proposal would have a negative effect on provision for any ethnic group.

What are the benefits of the proposed change?

- The proposal would increase the number of specialist resource places for secondary aged learners with complex learning needs and would contribute towards meeting projected demand.
- The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school.
- The proposal would ensure that pupils living in the southern area of the city travel shorter distances to access specialist provision than to alternative provision.

Potential disadvantages of the proposed change

- Some pupils with additional learning needs 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.
- There is potential for a small increase in traffic around the school site at the start and end of the day. The Council would work with the Governing Body of the school to develop a Travel Plan to minimise any potential disruption.

Alternative options considered

The Council is seeking to provide a better distribution of specialist resource provision across the city. This would improve access for pupils, and reduce travel times for many pupils, as well as increasing the number of places available. A number of other expansions, and new provision at other schools city-wide, are also proposed.

Alternative options to the establishment of a Specialist Resource Base at Willows High School could include:

- the establishment of new specialist provision on other school sites and/or
- the expansion of existing provision on other secondary school sites, and/ or a different number of places in the current or proposed bases.

There is no Specialist Resource Base provision in the area served by Willows High School at present. All children in this area who require placement in a specialist resource base currently travel to other areas. The nearest Specialist Resource Base for learners aged 11-16 with complex learning needs is at Whitchurch High School, approximately six miles from Willows High School. Establishing provision elsewhere, or expanding existing provision, would not improve access for children living in the area served by Willows High School.

The establishment of the Specialist Resource Base could be delayed until the new Willows High School building is complete. However, this would mean that children requiring the support of a resource base would need to take up a place elsewhere, and additional places may need to be provided in new accommodation at significant cost for an extended temporary period.

Establishing this provision at Willows High School ahead of transferring to new build accommodation is therefore considered to be the preferred option.

Human Resources Matters

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

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to specialist resource bases. However, some learners who live within two miles of the school may be provided with free transport due to their individual learning needs and social issues.

Other learners 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. 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.

As this is a proposal for a new school which is also to establish new Additional Learning Needs facilities, it will require a Transport Assessment which will identify measures to be included as part of the application to maximise travel by sustainable modes.

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.

Increasing travel to school by active modes (walking, cycling and scooting) by ensuring safe facilities are provided will have a positive impact on children's health and wellbeing.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the Additional Learning Needs cohort, which would be offered to learners as appropriate, including Independent Travel Training for older pupils, cycle maintenance and cycle training.

Suitable facilities for drop-off and pick-up by Learner Transport vehicles will be incorporated within the design of the new school site to accommodate the appropriate numbers of vehicles with a designated access.

Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposal. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively, you can send us your views in one of the following ways:

- Completing the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Email your views to schoolresponses@cardiff.gov.uk
- Write to us at the following address: School Organisation Planning, Room 401, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 1 February 2022.

Proposal for Additional Specialist Resource Base places at Llanishen High School

Proposal for Additional Specialist Resource Base places at Llanishen High School

Llanishen High School is an English-medium community high school for pupils aged 11-19. The school is located at Heol Hir in Llanishen.

The school hosts a Specialist Resource Base designated for Autism Spectrum Condition and a Specialist Resource Base for learners with a hearing impairment.

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

To meet the demand for Specialist Resource Base places for learners with Autism Spectrum Condition aged 11 - 19 it is proposed to:

- increase the designated number at the Llanishen High School Specialist Resource Base from 20 to 45 from September 2022

Interim works have been undertaken and further works would be necessary to improve and extend the current Specialist Resource Base facilities and accommodation. Some of this work has already been undertaken in order that the school, and the Council, can ensure sufficient places were available for children requiring the support of the base.

The number of places at the school

Table 15 below provides details of places available at Llanishen High School

Table 15: Places available at Llanishen High School				
Name of school	Current Published Capacity (age 11 – 16)	Places per year group (age 11 – 16)	Sixth form places	Language medium and Category of School
Llanishen High School (Non-ASC places)	1500	300	300	English-medium community primary school
Llanishen High School (ASC Specialist Resource Base places)		20		



The current capacity of Llanishen High School is 1800 places and the school had 1632 pupils on roll in April 2021 including pupils in the Specialist Resource Base.

The current capacity of the Specialist Resource Base for learners with Autistic Spectrum Condition at Llanishen High School is 20 places however the base had 45 learners on roll in October 2021.

Demand for places at the school

Table 16 below sets out details of recent and projected numbers on roll

Table 16: Recent and projected numbers on roll at Llanishen High School

School	Numbers on Roll (PLASC)					Pupil projections*				
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Llanishen High School mainstream places	1517	1530	1536	1568	1587	1608	1631	1640	1631	1607
Llanishen High School Specialist Resource Base Places (ASC)	25	27	27	33	45	45	45	45	45	45

* School pupil numbers based on local catchment population projections and historical patterns of demand

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended / operating efficiently) to D (life expired / risk of imminent failure)

Schools in Cardiff are also given a Suitability rating from A (good – facilities suitable for teaching, learning & wellbeing) to D (bad – building seriously inhibit the staff’s ability to deliver the curriculum).

Table 17: Condition and suitability gradings

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

Llanishen High School is rated C for condition and C for suitability.

The site, and local infrastructure off-site, would support the expansion of the base.

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.

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 18 below:

Table 18: Categorisation System	
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>

Llanishen High School

Llanishen High School was last inspected by Estyn in February 2016.

At this time the school's performance and prospects for improvement were judged as adequate and needing improvement.

Following a further monitoring visit in November 2016, the school was judged to have made good progress and was removed from the school from the list of schools requiring Estyn review.

In the most recent Welsh Government School Categorisation at January 2020, Llanishen High School was categorised at Green (A highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement).

An assessment provided by the Central South Consortium in Autumn 2021 gave the following evaluation:

- Progress from Key Stage 2 (ages 7 – 11) to Key Stage 3 (ages 11 – 14) has continued to be very strong, with most pupils making expected progress or above in English, mathematics and science.
- The Pupil Development Grant (PDG) has been used effectively to improve outcomes for learners, an example being the performance of pupils eligible for Free School Meals across all core subjects at Key Stage 4 (ages 14 – 16).
- The school is very well led and managed by the headteacher and the senior leadership team. They have worked very effectively to raise the achievement of nearly all pupils and improve teaching and are well supported by the main body of staff who are keen for the school to improve further.

How would standards at the school be affected by the 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 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.

Standards at Llanishen High School are good. Increasing the Autism Spectrum Condition Specialist Resource Base provision would provide appropriate high quality school places for young people with autism. It is not expected that the proposal will impact on standards at the school.

The proposal is not expected to have any negative impact on the quality of standards of education at the school as a result of the proposed changes.

Teaching and learning experiences

The proposal is not expected to have any negative impact on teaching and learning experiences at Llanishen High School.

Care support and guidance

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

The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

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

The proposed changes would be planned carefully so that the school's leadership and governance is not disrupted, which could have a negative impact on educational standards.

Additional support for pupils

Table 19 below shows the percentages of:

- Pupils with Additional Learning Needs
- Pupils receiving Free School Meals
- Pupils with English as an Additional Language
- Minority Ethnic pupils at each of the schools.

Table 19: Llanishen High School

All pupils	%
% of Pupils on School Action	7.1
% of Pupils on School Action Plus	3.4
% of Pupils with a statement of ALN	5.3
% of Free School Meals Pupils- 3 year average	21.9
% of Pupils with English as an Additional Language	3.8
% of Minority Ethnic Pupils	24.7

Impact on pupils with Additional Learning Needs (ALN)

The current expertise at the school would be maintained. The expansion of additional learning needs provision would provide opportunities for staff development and for enhancing pupils' learning.

The Council acknowledges that a change in environment can be unsettling and upsetting for children with additional learning needs. Pupils would be supported to enable them to adapt to the changes proposed.

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.

There is no information available that suggests that the proposal would have a negative effect on how children with English as an additional language are supported. The 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.

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

How would Minority Ethnic Pupils be affected?

The needs of individual pupils are assessed and provided for as appropriate. There is also no information available that suggests that the proposal would have a negative effect on provision for any ethnic group.

What are the benefits of the proposed change?

- The proposal would increase the number of Specialist Resource Base places for secondary aged learners with autism spectrum condition and would contribute towards meeting projected demand.
- The opportunity to employ additional specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school.
- The proposal would ensure that pupils living in the north of the city travel shorter distances to access specialist provision than to alternative provision.

Potential disadvantages of the proposed change

- Some pupils with additional learning needs can find change difficult. They may find changes to buildings unsettling. We know they will need carefully planned support to adapt to the changes. However, there would be sufficient time to plan and support such a change.
- There is potential for a small increase in traffic around the school site at the start and end of the day. The Council would work with the Governing Body of the school to develop a Travel Plan to minimise any potential disruption.

Alternative options considered

The Council is seeking to provide a better distribution of specialist resource provision across the city. This would improve access for pupils, and reduce travel times for many pupils, as well as increasing the number of places available. A number of other expansions, and new provision at other schools city-wide, are also proposed.

Alternative options to the expansion of the Llanishen High School Specialist Resource Base could include:

- the expansion of similar provision on other secondary school sites
- the establishment of new specialist provision on other school sites and/or a different number of places in the current or proposed bases.

However, the standards at Llanishen High School are good. Increasing the Specialist Resource Base provision provides an increased number of appropriate high quality school places. The permanent expansion of the successful base at Llanishen High School to 45 places is therefore considered to be a preferred option.

Human Resources Matters

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 Spectrum Condition 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 increase in the designated number of the Autism Spectrum Condition Specialist Resource Base will provide opportunities for school-based staff on the school redeployment.

Transport matters

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to specialist resource bases. Some specialist resource base learners who live within two miles of the school may be provided with free transport due to their individual learning needs and social issues.

Other learners 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. 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.

As the Council is seeking to provide a better distribution of specialist resource provision across the city, it is expected that the average travel distance to specialist resource bases for individual learners would reduce in future.

A school proposal to establish Additional Learning Needs facilities may require a Transport Statement which will identify measures to be included as part of the application to maximise travel by sustainable modes.

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.

Increasing travel to school by active modes (walking, cycling and scooting) by ensuring safe facilities are provided will have a positive impact on children's health and wellbeing.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the Additional Learning Needs cohort, which would be offered to learners as appropriate, including Independent Travel Training for older pupils (to be reviewed each year), cycle maintenance and cycle training.

With the expected increased demand for Learner Transport the site would be reviewed to ensure suitable and sufficient facilities for drop-off and pick-up are provided within the site to accommodate the appropriate numbers of vehicles and improvements made if necessary. Modifications may be required to the school access.

Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposal. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively, you can send us your views in one of the following ways:

- Completing the online response form at www.cardiff.gov.uk/ALNsSchoolProposals
- Email your views to schoolresponses@cardiff.gov.uk
- Write to us at the following address: School Organisation Planning, Room 401, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 1 February 2022.

Proposal for Additional Specialist Resource Base places at The Marion Centre, The Bishop of Llandaff Church in Wales High School

Proposal for Additional Specialist Resource Base places at The Marion Centre, The Bishop of Llandaff Church in Wales High School

The Bishop of Llandaff Church in Wales High School is an English-medium voluntary aided secondary school for pupils aged 11-18. The school is located at Rookwood Close in Llandaff.

The school hosts a Specialist Resource Base, The Marion Centre, designated for pupils with Autism Spectrum Condition.

To meet the demand for Specialist Resource Base places for learners with Autism Spectrum Condition aged 11 – 19 it is proposed to:

- increase the designated number at The Marion Centre Specialist Resource Base from 42 to 66 from September 2022

It is proposed that the current Specialist Resource Base accommodation would be improved and refurbished, creating additional classrooms and learning spaces.

The number of places at the school

Table 20 below provides details of places available

Name of school	Current Published Capacity (age 11 – 16)	Places per year group (age 11 – 16)	Sixth form places	Language medium and Category of School
Bishop of Llandaff Church in Wales High School (mainstream places)	900	180	185	English-medium community secondary school
The Marion Centre (Specialist Resource Base places)		42		



The current capacity of Bishop of Llandaff Church in Wales High School is 1085 places and the school had 1231 pupils on roll in April 2021, including pupils in the Specialist Resource Base.

Demand for places at the school

Table 21 below sets out details of recent and projected numbers on roll

School	Numbers on Roll (PLASC)					Pupil projections*				
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Bishop of Llandaff Church in Wales High School mainstream places	1228	1252	1245	1240	1239	1257	1260	1258	1261	1260
The Marion Centre (Specialist Resource Base) places	52	49	51	51	56	65	66	66	66	66

* School pupil numbers based on local catchment population projections and historical patterns of demand

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended / operating efficiently) to D (life expired / risk of imminent failure)

Schools in Cardiff are also given a Suitability rating from A (good – facilities suitable for teaching, learning & wellbeing) to D (bad – building seriously inhibit the staff’s ability to deliver the curriculum).

Table 22: Condition and suitability gradings

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

The Bishop of Llandaff Church in Wales High School is rated C for condition and C for suitability.

The Marion Centre is accommodated in specialist accommodation which is of a high standard. It is proposed that the current specialist resource base accommodation would be improved and refurbished, creating additional classrooms and learning spaces.

The site, and local infrastructure off-site, would support the expansion of The Marion Centre.

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.

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 23 below:

Table 23: Categorisation System	
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>

The Bishop of Llandaff Church in Wales High School

The Bishop of Llandaff Church in Wales High School was last inspected by Estyn in February 2018.

At this time the standards, wellbeing and attitudes to learning, teaching and learning experience, care, support and guidance and leadership and management were all judged as excellent.

In the most recent Welsh Government School Categorisation at January 2020, Bishop of Llandaff Church in Wales High School was categorised at Green (A highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement).

An assessment provided by the Central South Consortium in Autumn 2021 gave the following evaluation:

- The proportion of pupils making two or more levels of progress from Key Stage 2 (ages 7 – 11) to Key Stage 3 (ages 11 – 14), in comparison with local and regional averages, was much greater in English, mathematics and science.
- The school improvement plan (SIP) identifies key priorities clearly. It contains robust success criteria, challenging targets and clear milestones with which to measure progress.
- Processes to track pupils' progress are robust and highly effective at all levels, including within The Marion Centre, where nearly all pupils make very strong progress over time, from their starting points.

How would standards at the school be affected by the 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 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.

Standards at The Bishop of Llandaff Church in Wales High School are good. Increasing the Specialist Resource Base provision would provide appropriate high quality school places for young people with autism. It is not expected that the proposal will impact on standards at the school.

The proposal is not expected to have any negative impact on the quality of standards of education at the school as a result of the proposed changes.

Teaching and learning experiences

The proposal is not expected to have any negative impact on teaching and learning experiences at The Bishop of Llandaff Church in Wales High School.

Care support and guidance

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

The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

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

The proposed changes would be planned carefully so that the school's leadership and governance is not disrupted, which could have a negative impact on educational standards.

Additional support for pupils

Table 24 below shows the percentages of:

- Pupils with Additional Learning Needs
- Pupils receiving Free School Meals
- Pupils with English as an Additional Language
- Minority Ethnic pupils at each of the schools.

Table 24: Bishop of Llandaff Church in Wales High School

All pupils	%
% of Pupils on School Action	7.8
% of Pupils on School Action Plus	0.8
% of Pupils with a statement of ALN	7.1
% of Free School Meals Pupils- 3 year average	8.6
% of Pupils with English as an Additional Language	3.3
% of Minority Ethnic Pupils	27.2

Page 244

Impact on pupils with Additional Learning Needs (ALN)

The current expertise at the school would be maintained. The expansion of additional learning needs provision would provide opportunities for staff development and for enhancing pupils' learning in purpose-built facilities.

The Council acknowledges that a change in environment can be unsettling and upsetting for children with additional learning needs. Pupils would be supported to enable them to adapt to the changes proposed.

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.

There is no information available that suggests that the proposal would have a negative effect on how children with English as an additional language are supported. The 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.

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

How would Minority Ethnic Pupils be affected?

The needs of individual pupils are assessed and provided for as appropriate. There is also no information available that suggests that the proposal would have a negative effect on provision for any ethnic group.

What are the benefits of the proposed change?

- The proposal would increase the number of Specialist Resource Base places for secondary aged learners with Autism Spectrum Condition and would contribute towards meeting projected demand.
- The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school.
- The proposal would ensure that pupils living in the west of the city travel shorter distances to access specialist provision than to alternative provision.

Potential disadvantages of the proposed change

- Some pupils with additional learning needs can find change difficult. They may find changes to buildings unsettling. We know they will need carefully planned support to adapt to the changes. However, there would be sufficient time to plan and support such a change.
- There is potential for a small increase in traffic around the school site at the start and end of the day. The Council would work with the Governing Body of the school to develop a Travel Plan to minimise any potential disruption.

Alternative options considered

The Council is seeking to provide a better distribution of specialist resource provision across the city. This would improve access for pupils, and reduce travel times for many pupils, as well as increasing the number of places available. A number of other expansions, and new provision at other schools city-wide, are also proposed.

Alternative options to the expansion of The Marion Centre Specialist Resource Base could include:

- the expansion of similar provision on other secondary school sites
- the establishment of new specialist provision on other school sites and/or a different number of places in the current or proposed bases

However, the standards at The Bishop of Llandaff Church in Wales High School are good. Increasing the Specialist Resource Base provision provides an increased number of appropriate high quality school places. The expansion of the successful base at The Marion Centre to 66 places is therefore considered to be a preferred option.

Human Resources Matters

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 Spectrum Condition 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

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to specialist resource bases. Some specialist resource base learners who live within two miles of the school may be provided with free transport due to their individual learning needs and social issues. Other learners 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. 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.

As the Council is seeking to provide a better distribution of specialist resource provision across the city, it is expected that the average travel distance to specialist resource bases for individual learners would reduce in future.

A school proposal to establish Additional Learning Needs facilities may require a Transport Statement which will identify measures to be included as part of the application to maximise travel by sustainable modes.

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.

Increasing travel to school by active modes (walking, cycling and scooting) by ensuring safe facilities are provided will have a positive impact on children's health and wellbeing.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the Additional Learning Needs cohort, which would be offered to learners as appropriate, including Independent Travel Training for older pupils (to be reviewed each year), cycle maintenance and cycle training.

With the expected increased demand for Learner Transport suitable improved and / or expanded facilities for drop-off and pick-up may be required within the site to accommodate the appropriate numbers of vehicles. Other improvements may include modifications to the layout including widening the internal access road and providing traffic calming.

Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposal. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively, you can send us your views in one of the following ways:

- Completing the online response form at www.cardiff.gov.uk/ALNschoollproposals
- Email your views to schoolresponses@cardiff.gov.uk
- Write to us at the following address: School Organisation Planning, Room 401, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 1 February 2022.

Proposal for the establishment of a Specialist Resource Base at Ysgol Gyfun Gymraeg Glantaf

Proposal for the establishment of a Specialist Resource Base at Ysgol Gyfun Gymraeg Glantaf

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 needs.

To meet demand for Specialist Resource Base places for learners with Autism Spectrum Condition aged 11 – 19 in the Welsh-medium sector it is proposed to:

- establish a 30 place Specialist Resource Base for learners with Autism Spectrum Condition at Ysgol Gyfun Gymraeg Glantaf alongside the existing 30 place Specialist Resource Base for learners with Complex Learning Needs from September 2023

It is proposed that new accommodation would be developed on site to provide purpose-built facilities for both resource bases.

No changes are proposed to the school's Specialist Resource Base for learners with complex learning needs.

The number of places at the school

Table 25 below provides details of places available at Ysgol Gyfun Gymraeg Glantaf

Name of school	Current Published Capacity (age 11 – 16)	Places per year group (age 11 – 16)	Sixth form places	Language medium and Category of School
Ysgol Gyfun Gymraeg Glantaf (mainstream places)	1200	240	300	Welsh-medium community secondary school
Ysgol Gyfun Gymraeg Glantaf (Specialist Resource Base places)		30		



The current capacity of Ysgol Gyfun Gymraeg Glantaf 1500 places and the school had 1329 pupils on roll in April 2021, including pupils in the Specialist Resource Base.

Demand for places at the school

Table 26 below sets out details of recent and projected numbers on roll

Table 26: Recent and projected numbers on roll

School	Numbers on Roll (PLASC)					Pupil projections*				
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Ysgol Gyfun Gymraeg Glantaf mainstream places	1121	1154	1195	1257	1308	1373	1404	1433	1427	1431
Ysgol Gyfun Gymraeg Glantaf specialist resource base places	11	12	14	15	21	19	21	23	25	27

* School pupil numbers based on local catchment population projections and historical patterns of demand

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended / operating efficiently) to D (life expired / risk of imminent failure)

Schools in Cardiff are also given a Suitability rating from A (good – facilities suitable for teaching, learning & wellbeing) to D (bad – building seriously inhibit the staff’s ability to deliver the curriculum).

Table 27: Condition and suitability gradings

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

Ysgol Gyfun Gymraeg Glantaf is rated C for condition and B for suitability.

The site, and local infrastructure off-site, would support the establishment of an additional specialist resource base. New accommodation would benefit learners with Autism Spectrum Condition attending the new base and would also benefit those attending the base for learners with Complex Learning Needs.

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.

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 28 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>

Ysgol Gyfun Gymraeg Glantaf

Ysgol Gyfun Gymraeg Glantaf was last inspected by Estyn in May 2017.

At this time the school's performance was judged as good and prospects for improvement were judged as adequate.

Following a further monitoring visit in November 2018, the school was judged to have made sufficient progress and was removed from the school from the list of schools requiring Estyn review.

In the most recent Welsh Government School Categorisation at January 2020, Ysgol Gyfun Gymraeg Glantaf was categorised at Yellow (An effective school which is already doing well and knows the areas it needs to improve).

An assessment provided by the Central South Consortium in Autumn 2021 gave the following evaluation:

- In key stage 3 (ages 11 – 14), most pupils are successful in achieving the core subject indicator (CSI) and outcomes over the last three years are higher than national averages across all core subjects at level 5+, 6+ and 7+. Most pupils have made 1 level of progress or more during the key stage.
- The school has appropriate systems to track progress which provides useful information for staff on the achievement of various groups of pupils.
- By collaborating with a number of external agencies, the school is doing very good work with vulnerable pupils to support the wellbeing, health and social development of these pupils to ensure a healthy attitude to learning.

How would standards at the school be affected by the 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 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.

Standards at Ysgol Gyfun Gymraeg Glantaf are good. Establishing additional Specialist Resource Base provision at the school would provide appropriate high quality school places for young people with autism spectrum condition. It is not expected that the proposal will impact on standards at the school.

The proposal is not expected to have any negative impact on the quality of standards of education at the school as a result of the proposed changes.

Teaching and learning experiences

The proposal is not expected to have any negative impact on teaching and learning experiences at Ysgol Gyfun Gymraeg Glantaf.

Care support and guidance

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

The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

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

The proposed changes would be planned carefully so that the school's leadership and governance is not disrupted, which could have a negative impact on educational standards.

Additional support for pupils

Table 29 below shows the percentages of:

- Pupils with Additional Learning Needs
- Pupils receiving Free School Meals
- Pupils with English as an Additional Language
- Minority Ethnic pupils at each of the schools.

Table 29: Bishop of Llandaff Church in Wales High School

All pupils	%
% of Pupils on School Action	9.9
% of Pupils on School Action Plus	5.8
% of Pupils with a statement of ALN	2.1
% of Free School Meals Pupils- 3 year average	8.7
% of Pupils with English as an Additional Language	n/a
% of Minority Ethnic Pupils	11.1

Impact on pupils with Additional Learning Needs (ALN)

The current expertise at the school would be maintained. The establishment of additional learning needs provision for learners with autism spectrum condition would provide opportunities for staff development and for enhancing pupils' learning.

The Council acknowledges that a change in environment can be unsettling and upsetting for children with additional learning needs. Pupils would be supported to enable them to adapt to the changes proposed.

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.

There is no information available that suggests that the proposal would have a negative effect on how children with English as an additional language are supported. The 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.

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

How would Minority Ethnic Pupils be affected?

The needs of individual pupils are assessed and provided for as appropriate. There is also no information available that suggests that the proposal would have a negative effect on provision for any ethnic group.

What are the benefits of the proposed change?

- The proposal would increase the number of Specialist Resource Base places for secondary aged learners with autism spectrum condition and would contribute towards meeting projected demand.
- The opportunity to employ additional specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school.

Further information in respect of the benefits of expanding specialist provision is set out on page 81 of this document.

Potential disadvantages of the proposed change

- Some pupils with additional learning needs can find change difficult. They may find changes to buildings unsettling. We know they will need carefully planned support to adapt to the changes. However, there would be sufficient time to plan and support such a change.
- There is potential for a small increase in traffic around the school site at the start and end of the day. The Council would work with the Governing Body of the school to develop a Travel Plan to minimise any potential disruption.

Alternative options considered

The Council is seeking to provide a better distribution of specialist resource provision across the city. This would improve access for pupils, and reduce travel times for many pupils, as well as increasing the number of places available. A number of other expansions, and new provision at other schools city-wide, are also proposed.

At present, there is no dedicated Welsh-medium Specialist Resource Base provision for learners aged 11 - 19 with Autism Spectrum Condition in Cardiff

Alternative options to the establishment of an additional Specialist Resource Base at Ysgol Gyfun Gymraeg Glantaf could include:

- the establishment of new specialist provision on other school sites and/or providing support in schools without the formal establishment of a base.

However, the standards at Ysgol Gyfun Gymraeg Glantaf are good. The school has experience of successfully operating a Specialist Resource Base. Establishing additional Specialist Resource Base provision at the school would provide an increased number of appropriate high quality school places in purpose-built facilities.

The establishment of additional Specialist Resource Base provision at Ysgol Gyfun Gymraeg Glantaf is therefore considered to be a preferred option.

Human Resources Matters

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

Transport matters

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to specialist resource bases. Some specialist resource base learners who live within two miles of the school may be provided with free transport due to their individual learning needs and social issues.

Other learners 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. 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.

As the Council is seeking to provide a better distribution of specialist resource provision across the city, it is expected that the average travel distance to specialist resource bases for individual learners would reduce in future.

A school proposal to establish Additional Learning Needs facilities may require a Transport Statement which will identify measures to be included as part of the application to maximise travel by sustainable modes.

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.

Increasing travel to school by active modes (walking, cycling and scooting) by ensuring safe facilities are provided will have a positive impact on children's health and wellbeing.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the Additional Learning Needs cohort, which would be offered to learners as appropriate, including Independent Travel Training for older pupils (to be reviewed each year), cycle maintenance and cycle training.

With the expected increased demand for Learner Transport, the existing facilities for drop-off and pick-up will be reviewed to confirm they are suitable to accommodate the appropriate numbers of vehicles.

Page 251 Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposal. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively, you can send us your views in one of the following ways:

- Completing the online response form at www.cardiff.gov.uk/ALNschoollproposals
- Email your views to schoolresponses@cardiff.gov.uk
- Write to us at the following address: School Organisation Planning, Room 401, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 1 February 2022.

**Information Relevant
to all Proposals**

Information Relevant to all Proposals

How would the changes affect other schools?

Specialist Resource Bases in Cardiff provide specialist provision for the whole of the City and County of Cardiff. There are not enough places to meet demand in maintained provision. This has an impact on existing schools where in some cases there may be a greater number of pupils on roll than the Published Admission Number (PAN) or desired number in a specialist resource base.

Cardiff currently has to rely on purchasing some places in out of county provision and independent schools to fulfil its statutory duties. There could be a longer-term impact on out of county providers and on independent schools as there is likely to be a reduction in the number of places purchased by the Council.

Admission arrangements

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

Detailed information about admission arrangements is in the Council's Admission to School booklet.

You can find this information on the Council's website at www.cardiff.gov.uk.

Admissions to specialist provision 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).

Learner Travel Arrangements

Under these proposals there are no plans to change the Council's policy on the transport of children to and from schools.

Any pupils affected by this proposal would be offered the same support with transport as is provided throughout Cardiff and in accordance with the same criteria that apply across Cardiff. The Council's transport policy can be viewed on the Council's website (www.cardiff.gov.uk).

There is a statutory legal obligation on the Council to provide free home to school transport to primary school pupils who live 2 miles or more from the nearest suitable school, as measured by the shortest available walking route.

When deciding which is the nearest suitable school, the Council must consider any disability a child has and any special educational needs (SEN).

Financial Matters

Some of the proposed changes set out in this document would incur capital costs for the Council, for building works and / or adaptation of buildings. They would also incur revenue costs for the Council, in employing staff.

At this stage of the consultation there are no financial commitments. Based on the consultation outcome a range of options will be developed. A full financial evaluation will then take place. This will ensure affordability and limit budgetary pressures on the Council.

The additional places would need to be funded from the existing delegated schools budget. Currently high-cost provision for some pupils is delivered either in a number of ways. Some learners are placed in schools outside of Cardiff, or in independent school. Some learners remain in mainstream schools, with "Complex Needs Enhancement" payments made to the school to provide appropriate support.

Further work will be undertaken to establish whether or not the savings on these placements, or on enhanced payments to schools, will cover the additional costs of proposed additional places.

This work will also consider how the Council's home to school transport costs would change. The increased number of specialist places proposed may increase number of children transported from home to school by the Council. The increased number of places available in special schools and bases may reduce the average travel distance and average journey cost.

Health provision

The proposals to expand specialist provision at the schools included in these proposals will have implications for health and other specialist services. These services work 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.

In order to address these challenges together, the Council 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.

Governance Arrangements

There are no proposed changes to governance arrangements arising out of these proposals.

Impact of the proposals on the Welsh Language

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.

A review of additional Learning Needs 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 Additional Learning Needs, through concern that their child may need 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 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.

Page 253
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 in Welsh-medium schools 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.

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. This consultation outlines proposals to establish a 30 place Autism Spectrum Condition Specialist Resource base at Ysgol Gyfun Gymraeg Glantaf in addition to the existing 30 place Specialist Resource base at the school.

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.

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.

As the Welsh-medium 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.

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 Additional Learning Needs 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

A separate consultation on the draft WESP 2022 – 2032 is underway and seeks 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. This consultation can be found at www.cardiff.gov.uk/WelshStrategyConsultations.

Following consultation, it is expected the plan will be 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.

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 20 (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 provision. 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.

Community Impact

The following are taken into account when considering a proposal: Public Open Space, parkland, noise and traffic congestion. The schools included in these proposals and the Council will work with any community groups to make sure the proposals avoid any negative impacts if possible.

A community impact assessment has been undertaken for these proposals and is available to view at www.cardiff.gov.uk/ALNSchoolproposals.

Wellbeing of Future Generations

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.

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.

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.

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.

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

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 stakeholder 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 30 below:

Statutory Process	Timescale
Consultation Period	14 December 2021 – 01 February 2022
Consultation report considered by the Council Cabinet and published on the Council website	March 2022
Expected date for start of Objection Period, when statutory notice has been issued (when formal objections can be made)	May 2022
Expected date for end of Objection Period	June 2022
Final decision (determination) by the Council's Cabinet	July 2022
Objection report published on the Council website and notification of Cabinet's decision	July 2022

Consultation period

The consultation period for these proposals starts on 14 December 2021 and 01 February 2022.

The Council and the Governing Bodies of Whitchurch High School and The Bishop of Llandaff Church in Wales High School will publish a consultation report on their websites. The report must be published at least two weeks prior to the publication of any statutory notices.

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 / Governing Bodies 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 to Llanishen High School, Willows High School and Ysgol Gyfun Gymraeg Glantaf.

The Governing Bodies of Whitchurch High School and The Bishop of Llandaff Church in Wales High School will consider the consultation report and decide whether or not to go ahead with the proposed changes relevant to their school.

If the Cabinet decides to continue with the changes to Llanishen High School, Willows High School and Ysgol Gyfun Gymraeg Glantaf, the Council must publish a document called a 'statutory notice'. This is an official statement saying that the changes will go ahead.

If the Governing Bodies of Whitchurch High School and The Bishop of Llandaff Church in Wales High School decide to continue with the changes, they must also publish a 'statutory notice'.

Have Your Say!

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/ Governing Body. This would only be considered after the Cabinet / Governing Body 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(s) on its website. The Governing Bodies would publish the notice(s) on the school and Cardiff Council website. Copies of the notice(s) would also be put up 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 schools 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 / relevant Governing Body within the dates given on the notice.

Determination of the proposals

Cardiff Council Cabinet would determine the proposals for Llanishen High School, Willows High School and Ysgol Gyfun Gymraeg Glantaf. 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.

If there are no objections to the proposals for Whitchurch High School and The Bishop of Llandaff Church in Wales High School, the Governing Bodies would determine the proposals. The Governing Bodies may decide to approve, reject or approve the proposals with modifications. The Governing Bodies will take any objection received in the Objection Period into account when making this decision.

If there were objections to the proposals for Whitchurch High School or The Bishop of Llandaff Church in Wales High School, the proposals would be referred to the Local Authority (Cardiff Council) for determination within 35 days of the end of the objection period. The Local Authority has 16 weeks from the end of the objection period to determine the proposals.

Decision Notification

After determination of the proposals all interest parties will be informed of the decisions. Decisions will also be published on the Council and school websites.

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

We are proposing to:

- increase the designated number at the Whitchurch High School Specialist Resource Base for learners with complex needs from 70 to 100 from September 2022
- establish a 30 place Specialist Resource Base for learners with complex learning needs at Willows High School from September 2023
- increase the designated number at the Llanishen High School Specialist Resource Base for learners with Autistic Spectrum Condition from 20 to 45 places from September 2022
- increase the designated number at The Marion Centre Specialist Resource Base for learners with Autistic Spectrum Condition from 42 to 66 places from September 2022
- establish a 30 place Resource Base at Ysgol Gyfun Gymraeg Glantaf for learners with Autistic Spectrum Condition alongside the existing 30 place Specialist Resource Base from September 2023

Your views matter, please tell us what you think about the proposal by:

- Completing and returning the accompanying questionnaire to the address given at the bottom of the form.
- Completing the online response form at www.cardiff.gov.uk/ALNschoollproposals
- Or if you prefer you can e-mail your views to: schoolresponses@cardiff.gov.uk

The closing date for responses to this consultation is 1 February 2022. Unfortunately, no responses received after that date can be considered.

1. Which of the following are you responding as?

- Parent
- Teacher – please specify your school:
- School governor – please specify your school:
- Other – please specify:

2. Do you have a child/children enrolled at the following schools? (tick all that apply)

<input type="checkbox"/> Whitchurch High School	<input type="checkbox"/> Willows High School
<input type="checkbox"/> Llanishen High School	<input type="checkbox"/> Bishop of Llandaff
<input type="checkbox"/> Ysgol Gyfun Gymraeg Glantaf	<input type="checkbox"/> N/A
<input type="checkbox"/> Other please specify:	<input type="text"/>

3. Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?

Yes
 No
 Don't know

4. Do you support the proposal for each of the school sites?

School and proposal in brief	Yes	No	No opinion
Whitchurch High School - increase the designated number at the Whitchurch High School Specialist Resource Base for learners with complex learning needs from 70 to 100 from September 2022			
Willows High School - establish a 30 place Specialist Resource Base at Willows High School for learners with complex learning needs from September 2023			
Llanishen High School - increase the designated number at the Llanishen High School Specialist Resource Base for learners with Autistic Spectrum Condition from 20 to 45 places from September 2022			

School and proposal in brief	Yes	No	No opinion
The Marion Centre at The Bishop of Llandaff - increase the designated number at The Marion Centre Specialist Resource Base for learners with Autistic Spectrum Condition from 42 to 66 places from September 2022			
Ysgol Gyfun Gymraeg Glantaf - establish a 30 place Specialist Resource Base for learners with Autistic Spectrum Condition at Ysgol Gyfun Gymraeg Glantaf alongside the existing 30 place Specialist Resource Base from September 2023			

5. If you do or do not support the proposed changes than please explain why?

6. Would you like to suggest any changes or alternatives?

7. Additional comments

Name: Postcode:

Address:

The closing date for responses to this consultation is 1 February 2022.

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.

Email:

Please return this form to the School Organisation Planning Team, Room 401, County Hall, CF10 4UW or by email to schoolresponses@cardiff.gov.uk by no later than 1 February 2022.

THANK YOU FOR YOUR COMMENTS

About You

Please provide your postcode below to allow us to more accurately pinpoint respondents' views and needs by area:-

What was your age on your last birthday?

- Under 16 25-34 45-54 65-74
 16-24 35-44 55-64 75+ Prefer not to say

Are you...?

- Female Male Other Prefer not to say

Do you identify as a disabled person?

- Yes No Prefer not to say

Please tick any of the following that apply to you:

- Deaf/ Deafened/ Hard of hearing Visual impairment Long-standing illness or health condition (e.g. cancer, diabetes, or asthma)
 Mental health difficulties Wheelchair user Prefer not to say
 Learning impairment / difficulties Mobility impairment Other

Please specify

What is your ethnic group?

Where the term 'British' is used, this refers to any of the four home nations of Wales, England, Northern Ireland and Scotland, or any combination of these.

- | | |
|---|--|
| <input type="checkbox"/> White - Welsh/English/Scottish/Northern Irish/British | <input type="checkbox"/> Asian/Asian Welsh/British - Bangladeshi |
| <input type="checkbox"/> White - Irish | <input type="checkbox"/> Asian/Asian Welsh/British - Indian |
| <input type="checkbox"/> White - Gypsy or Irish Traveller | <input type="checkbox"/> Asian/Asian Welsh/British - Any other |
| <input type="checkbox"/> White - Any other white background | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - African |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White & Asian | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Caribbean |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black Caribbean | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Any other |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black African | <input type="checkbox"/> Arab |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - Any other | <input type="checkbox"/> Any other ethnic group (please specify) |
| <input type="checkbox"/> Asian/Asian Welsh/British - Chinese | <input type="text"/> |
| <input type="checkbox"/> Asian/Asian Welsh/British - Pakistani | <input type="checkbox"/> Prefer not to say |

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

21st Century Schools Consultation Document 2021

PROVISION FOR CHILDREN AND YOUNG PEOPLE WITH
ADDITIONAL LEARNING NEEDS (ALN):
COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM
CONDITION PROVISION FOR LEARNERS AGED 3 - 19

CONSULTATION PERIOD: 14 DECEMBER 2021 – 1 FEBRUARY 2022



This document can be made available in Braille.
A summary version of this document is available at www.cardiff.gov.uk/ALNSchoolproposals
Information can also be made available in other community languages if needed.
Please contact us on **029 2087 2720** to arrange this.



Table of Contents

Introduction

- What is this booklet about?
- What are we proposing to do?

Consultation

- Who are we consulting with?
- Views of children and young people on the proposed changes
- How can you find out more and let us know your views?
- Your views are important to us

Explanation of terms used in this document

Background

The Approach to Supporting Additional Learning Needs in Cardiff

Sufficiency in the Special Sector

Geographical distribution of Specialist Provision

Complex Learning Needs and Autism Spectrum Condition places (3 – 19)

Current provision

Demand for places

Projected Complex Learning Need/Autism Spectrum Condition Primary Phase Demand

The Provision Gap in Primary for Complex Learning Needs and Autism Spectrum Condition

TY GWYN SPECIAL SCHOOL

Proposal to increase the number of places at Ty Gwyn Special School

The number of places at the school

Demand for places at the school

Condition and suitability of school buildings

Quality and Standards

Estyn

Welsh Government Categorisation of Schools

Ty Gwyn Special School

How would standards at the school be affected by the changes?

Standards

Teaching and Learning Experiences

Care support and guidance

Leadership and management

Additional support for pupils

Impact on pupils with Additional Learning Needs (ALN)

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

How would pupils receiving Free School Meals be affected?

How would Minority Ethnic pupils be affected?

What are the benefits of the proposed change?
Potential disadvantages of the proposed change
Alternative options considered
Human Resources Matters
Transport Matters
Have your say

MEADOWBANK SPECIAL SCHOOL

Proposal to increase the number of places at Meadowbank Special School

The number of places at the school
Demand for places at the school
Condition and suitability of school buildings

Quality and Standards

Estyn
Welsh Government Categorisation of Schools
Meadowbank Special School

How would standards at the school be affected by the changes?

Standards
Teaching and Learning Experiences
Care support and guidance
Leadership and management

Additional support for pupils

Impact on pupils with Additional Learning Needs (ALN)
How would support for pupils with English as an Additional Language be affected?
How would pupils receiving Free School Meals be affected?
How would Minority Ethnic pupils be affected?

What are the benefits of the proposed change?
Potential disadvantages of the proposed change
Alternative options considered
Human Resources Matters
Transport Matters
Have your say

THE HOLLIES SPECIAL SCHOOL

Proposal to increase the number of places at The Hollies Special School

The number of places at the school
Demand for places at the school
Condition and suitability of school buildings

Quality and Standards

Estyn

Welsh Government Categorisation of Schools

The Hollies Special School

How would standards at the schools be affected by the changes?

Standards

Teaching and Learning Experiences

Care support and guidance

Leadership and management

Additional support for pupils

Impact on pupils with Additional Learning Needs (ALN)

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

How would pupils receiving Free School Meals be affected?

How would Minority Ethnic pupils be affected?

What are the benefits of the proposed change?

Potential disadvantages of the proposed change

Alternative options considered

Human Resources Matters

Transport Matters

Have your say

LLANISHEN FACH PRIMARY SCHOOL

Proposal for Additional Specialist Resource Base places at Llanishen Fach Primary School

The number of places at the school

Demand for places at the school

Condition and suitability of school buildings

Quality and Standards

Estyn

Welsh Government Categorisation of Schools

Llanishen Fach Primary School

How would standards at the school be affected by the changes?

Standards

Teaching and Learning Experiences

Care support and guidance

Leadership and management

Additional support for pupils

Impact on pupils with Additional Learning Needs (ALN)

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

How would pupils receiving Free School Meals be affected?

How would Minority Ethnic pupils be affected?

What are the benefits of the proposed change?

Potential disadvantages of the proposed change

Alternative options considered

Human Resources Matters

Transport Matters

Have your say

MARLBOROUGH PRIMARY SCHOOL

Proposal for Additional Specialist Resource Base places at Marlborough Primary School

The number of places at the school

Demand for places at the school

Condition and suitability of school buildings

Quality and Standards

Estyn

Welsh Government Categorisation of Schools

Marlborough Primary School

How would standards at the schools be affected by the changes?

Standards

Teaching and Learning Experiences

Care support and guidance

Leadership and management

Additional support for pupils

Impact on pupils with Additional Learning Needs (ALN)

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

How would pupils receiving Free School Meals be affected?

How would Minority Ethnic pupils be affected?

What are the benefits of the proposed change?

Potential disadvantages of the proposed change

Alternative options considered

Human Resources Matters

Transport Matters

Have your say

PENTREBANE PRIMARY SCHOOL

Proposal for Additional Specialist Resource Base places at Pentrebane Primary School

The number of places at the school

Demand for places at the school

Condition and suitability of school buildings

Quality and Standards

Estyn

Welsh Government Categorisation of Schools

Pentrebane Primary School

How would standards at the schools be affected by the changes?

Standards

Teaching and Learning Experiences

Care support and guidance

Leadership and management

Additional support for pupils

Impact on pupils with Additional Learning Needs (ALN)

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

How would pupils receiving Free School Meals be affected?

How would Minority Ethnic pupils be affected?

What are the benefits of the proposed change?

Potential disadvantages of the proposed change

Alternative options considered

Human Resources Matters

Transport Matters

Have your say

SPRINGWOOD PRIMARY SCHOOL

Proposal for Additional Specialist Resource Base places at Springwood Primary School

The number of places at the school

Demand for places at the school

Condition and suitability of school buildings

Quality and Standards

Estyn

Welsh Government Categorisation of Schools

Springwood Primary School

How would standards at the schools be affected by the changes?

Standards

Teaching and Learning Experiences

Care support and guidance

Leadership and management

Additional support for pupils

Impact on pupils with Additional Learning Needs (ALN)

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

How would pupils receiving Free School Meals be affected?

How would Minority Ethnic pupils be affected?

What are the benefits of the proposed change?

Potential disadvantages of the proposed change

Alternative options considered

Human Resources Matters

Transport Matters

Have your say

INFORMATION RELEVANT TO ALL PROPOSALS

How would the changes affect other schools?

Admission arrangements

Learner Travel Arrangements

Financial Matters

Health Provision

Governance Arrangements

Impact of the proposals on the Welsh Language

Equalities

Community Impact

Wellbeing of Future Generations

Potential Disruption to Pupils

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

What happens next?

Key Dates

Consultation period

Statutory Notice

Objection Report

Determination of the proposals

Decision Notification

Have your say

Consultation response form

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 and young people attending or expecting to attend special schools or Specialist Resource Bases (SRBs) and those that have or currently work with children and young people with Additional Learning Needs (ALN).

It sets out a range of proposals to increase the number of special school and specialist resource base places for learners aged 3 – 19 with complex learning needs and autism spectrum conditions and the reasons for these proposed changes.

What are we proposing to do?

To meet the demand for specialist provision for learners with complex learning needs and autism spectrum condition aged 3 - 19 it is proposed to:

- increase the designated number of Ty Gwyn Special School from 198 to 240 from September 2022
- increase the designated number of Meadowbank Special School from 40 to 98 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
- increase the designated number at the Specialist Resource Base at Llanishen Fach Primary School from 20 to 30 places from September 2023
- increase the designated number at the Specialist Resource Base at Marlborough Primary School from 20 to 30 from September 2022
- increase the designated number at the Specialist Resource Base at Pentrebane Primary School from 20 to 24 spaces from September 2022
- increase the designated number at the Specialist Resource Base at Springwood Primary School from 20 to 28 from September 2022

Please note that the development of these proposals is at an early stage. Any detailed school design or site layouts would be considered at a later date. There would be opportunities to comment on detailed plans at the pre-planning and planning application stages, should the proposals be progressed.

We are also consulting on separate proposals to increase provision for learners with complex learning needs and autism aged 11 – 19 and provision for learners with Emotional Health and Wellbeing Needs aged 11 – 19 at a range of schools across Cardiff.

You can find details of these proposals at www.cardiff.gov.uk/ALNschoolproposals

Consultation

Who are we consulting with?

The 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. There are a number of ways people can 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)
Community Councils	Trade Unions
Local Members/Constituency and Regional Members of the Senedd (MS) /Members of Parliament (MPs)	Childcare providers
Diocesan Directors of Education	Mudiad Meithrin
Neighbouring Authorities	Wales Pre-School Providers Association
Neighbouring Primary and Secondary schools within Cardiff	Clybiau Plant Cymru Kids Club
Estyn	National Day Nurseries Association
Communities First Partnership	Welsh Education Forum
Cardiff and Vale Health Board	Voluntary Sector Organisations
Local businesses/organisations	Traffic Commissioner for Wales

Views of children and young people 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 the schools included as part of these proposals and the information gathered in these sessions will be included in the final consultation report.

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

This consultation document and a consultation response form are available on the Council website at www.cardiff.gov.uk/ALNSchoolproposals

If you are unable to access the documents online, printed copies will be available by post on request. You may request a copy by e-mailing schoolresponses@cardiff.gov.uk or by telephoning **029 2087 2720**.

We will advise families with children at the associated schools on how they can access a copy of the document.

Information will also be provided to residents and businesses in close proximity to the school sites included in the proposals.

Online meetings will be held where the changes we are proposing will be explained. You will have the 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 this meeting.

Council officers will meet with the Governing Bodies and staff of the associated schools.

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	Venue
Online Public meeting	Wednesday 19 January 2022 5:30pm	Online via Microsoft Teams
Drop-in sessions	On request by emailing schoolresponses@cardiff.gov.uk	Online via Microsoft Teams

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 meetings or drop-in sessions listed above.
- Completing the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Completing the consultation response form, which you can find on page 84.
- Contacting the School Organisation Planning Team by e-mail to schoolresponses@cardiff.gov.uk, by telephone on (029) 2087 2720 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 1 February 2022.

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. A child or young person is considered to have Additional Learning Needs if they have difficulties that have a significant long-term impact on their learning. Difficulties may be related to learning; communication and interaction; a physical or sensory disability; or behavioural emotional and social development. (ALN is sometimes referred to as Special Educational Needs).

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.

Complex Learning Needs - children and young people with a range of issues & combination of layered needs. These could include needs related to learning, communication, physical or sensory disabilities.

Emotional Health and Wellbeing Needs – children and young people who have issues with thinking, feeling and behaving. This impacts on managing how life affects them, how they cope, how they engage with others, the choices they make. Sometimes as a result of trauma. Children and young people may display anxiety, low self-esteem, school phobia, or behavioural difficulties.

Education Other Than at School (EOTAS) - education provision to meet specific needs of pupils who, for various reasons, cannot attend a mainstream or special school. EOTAS refers to education provided by the local authority and does not encompass elective home education.

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

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 additional learning needs.

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

Special School – a school for children with an additional learning needs or disability, whose needs cannot be met in a mainstream school. The pupils at a special school have a statement of SEN, or an Individual Development Plan (IDP).

Specialist Resource Base (SRB) - A small class in a mainstream school for pupils with significant additional learning needs. All pupils attending an SRB have a statement of SEN and are taught by specialist teachers and learning support assistants, and have opportunities to learn, play or socialise with other mainstream pupils.

Wellbeing Classes - Cardiff also funds several wellbeing classes which provide short term intensive support for children and young people displaying emotional health and wellbeing needs, to support their continued placement in their local mainstream school. Placement in a Wellbeing Class is temporary for one year: the child remains on roll at their local school, and they are supported to return full time to their local school by the end of the programme.

Background

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
- thrive and fulfil their potential
- 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.

Cardiff's 2030 vision is available to view at cardiff.gov.uk/cardiff2030

The Approach to Supporting Additional Learning Needs in Cardiff

An effective, inclusive approach to supporting additional learning needs 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 additional learning needs.
- Effective early identification and research-based intervention to prevent the escalation of additional learning needs 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 additional learning needs (including health, children and adult services, early years and Further Education 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.

The number of children and young people 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.

The proposals set out in this consultation document seek to improve access to education in line with the above principles of inclusion.

Sufficiency in the Special Sector

Cardiff Council is committed to the principles of inclusion. The majority of learners with Additional Learning Needs (ALN) attend a local mainstream school, and benefit from effective Additional Learning Provision (ALP). These learners do not need to attend a special school or Specialist Resource Base.

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

The number of pupils with severe and complex needs, who need a place in a special school or specialist resource base has continued to grow.

This is because of:

- Pupil population changes, with larger cohorts of primary school age pupils now moving through to secondary phase.
- Improved survival rates for children born with significant disabilities, resulting in a higher number of pupils with severe and complex disabilities.
- Increased complexity in needs, which has meant that the demand for specialist provision has continued to grow. The range of expertise, specialist support and facilities required in special schools and Specialist Resource Bases has also increased.
- Increased incidence and identification of specific needs such as autism, ADHD, physical disabilities and sensory impairments.
- More children and young people with emotional health and wellbeing needs. This was a trend before COVID 19 but has been exacerbated by school closures and other measures to manage the pandemic.

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

The purpose of a 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.

At the end of March 2021, there were 2,265 children in Cardiff with a statement of Special Education Needs. As the population grows, so will the number of children and young people with significant and complex additional learning needs.

In 2020/21:

- a total of 1,116 places in Specialist Resource Bases or special schools were funded by Cardiff Council
- 48 temporary places for learners were available at Wellbeing Classes and Speech and Language Classes
- 90 places were available in the Pupil Referral Unit (PRU)

Whilst there are a number of existing specialist settings across Cardiff, there are not enough places available. The number of children who would benefit from a place is projected to increase over coming years.

As there are not enough special school places in Cardiff, the Council has also funded some places at special schools in other Council areas or in independent schools. The total spend on these places was £6.3m in 2020/21. The budget for 2021/22 for these types of places is currently set at £7.3m.

Spending on independent places and special school places in neighbouring Council areas has grown to c£3.8m in 2020/21. Without investment in additional places, the cost of these places would be expected to grow significantly in future years.

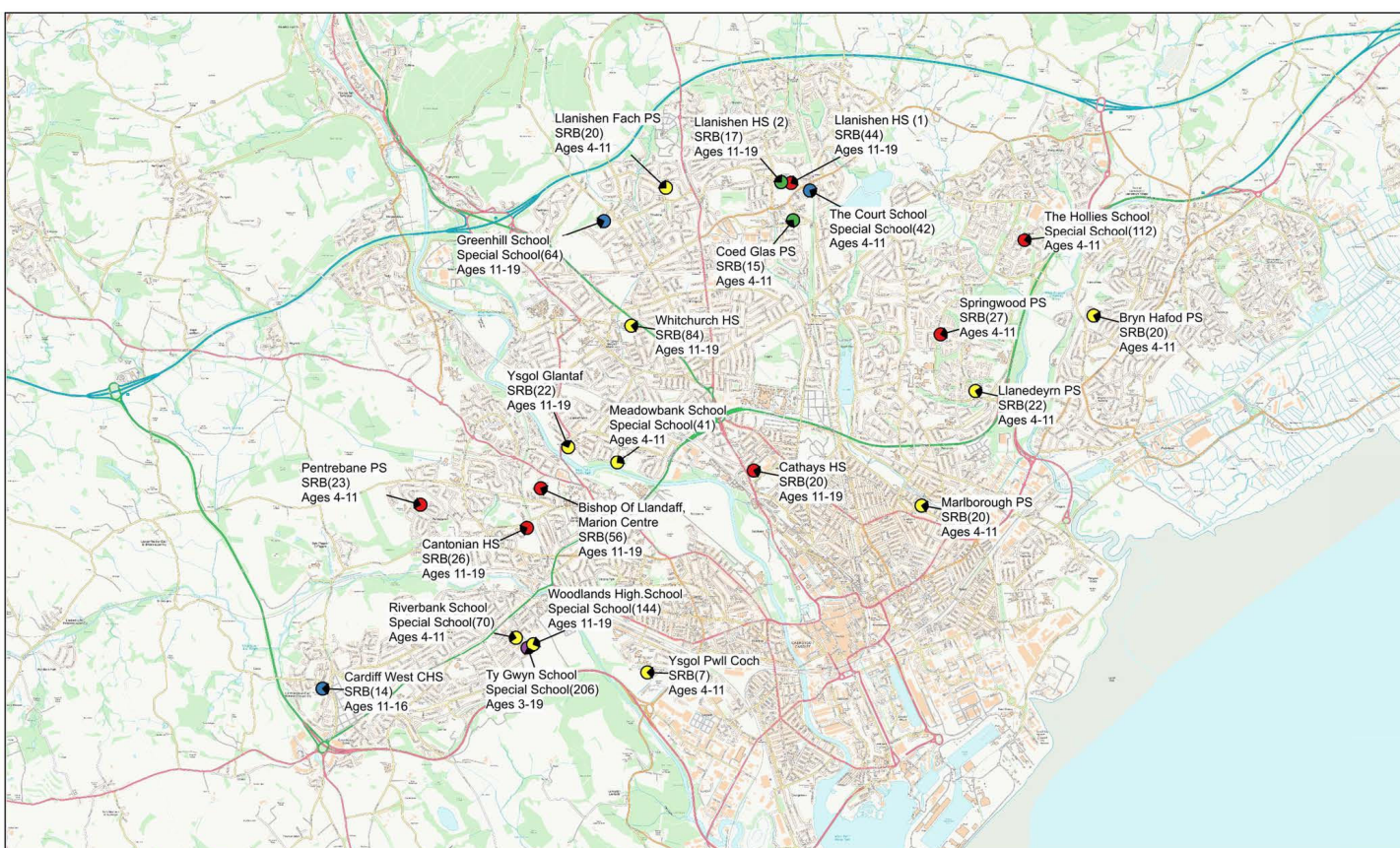
Geographical distribution of specialist provision

The location of Special School and Specialist Resource Bases is not well distributed across the city.

The lack of Specialist Resource Bases in some localities can disadvantage learners living in those areas. Some families are unfamiliar with the areas where provision is located. Parents or carers may lack the means to travel easily to those areas.

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. It would reduce travel times for many pupils, as well as increasing the number of places available.

Cardiff Special School and Specialist Resources Bases 2021



Special schools & SRBs: Type & Capacity

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

This copy is produced specifically to supply County Council information. NO further copies may be made. Maf'n copi i'nn wedi'i gyhoeddi'n basodol i'ghlenniad gwybodaeth y Cytgor Sir. Ni allir garmuod copiau pellach. © Crown copyright and database rights 2017. Ordnance Survey 100023376. © Hereford's & Geon a hawku orffa ddata 2017. Arlog Ordnans 100023376

Complex Learning Needs and Autism Spectrum Condition places (3-19)

Current provision

Cardiff currently has 413 special school and specialist resource base places for learners 3 – 11 with complex learning needs and Autism Spectrum Condition.

Table 3 sets out Primary Complex Learning Needs and Autism Spectrum Condition provision currently available in Cardiff

Table 3	
Establishment	Current Primary Complex Learning Needs/ Autism Spectrum Condition capacity 2021/2022
Ty Gwyn Special School	75*
Riverbank Special School	70
Meadowbank Special School	40
The Hollies Special School	90
Bryn Hafod Primary School (Specialist Resource Base)	20
Llanedeyrn Primary School (Specialist Resource Base)	20
Llanishen Fach Primary School (Specialist Resource Base)	20
Marlborough Primary School (Specialist Resource Base)	20
Springwood Primary School (Specialist Resource Base)	20
Ysgol Pwll Coch (Specialist Resource Base)	10
Pentrebane Primary School (Specialist Resource Base)	20
Allensbank Primary School (Speech and Language class)	8
Total places	413

*The total capacity of Ty Gwyn School is 198 places, of which approximately 75 serve primary age learners and the remaining 123 places serves learners aged 11-19.

Proposals previously agreed 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.

We are also consulting on separate proposals to increase provision for learners with complex learning needs and autism aged 11 – 19. You can find details of these proposals at www.cardiff.gov.uk/ALNSchoolproposals

Demand for places

Projected Complex Learning Needs and Autism Spectrum Condition Primary Phase Demand

Future demand projections are based on the 2019 Additional Learning Needs data captured and normalised against the verified PLASC 2019 survey.

Table 4 sets out projected demand for Primary Complex Learning Needs and Autism Spectrum Condition 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 table shows that the projected demand for places is due to increase from 510 (561 when taking 10% surplus into account) to 547 (602 with surplus).

The Provision Gap in Primary for Complex Learning Needs and Autism Spectrum Condition

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. Allowing for a 10% surplus to support flexibility, the ideal position would be 561 places in 2021/22, and 602 places by 2025/26.

Agreed proposals to expand Riverbank Special School, and expand the Special Resource Base at Ysgol Pwll Coch 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 deficit of 148 places in 2021/22. If there were no further growth beyond current plans in relation to Riverbank and Ysgol Pwll Coch, a deficit of approximately 137 places will remain in 2025/26.

The Council is also consulting separately 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.



Ty Gwyn Special School

Proposal to increase the number of places at Ty Gwyn Special School

Ty Gwyn is a special school located at Vincent Road in Caerau. The school admits pupils from across Cardiff.

The school is designated to provide 198 places for learners aged 3-19 with complex learning disabilities and Autism Spectrum Condition, including those with multiple or profound disabilities who require high levels of support.

The school has been federated with Riverbank Special School and Woodlands High School, as the Western Learning Campus Federation, since January 2018.



To meet demand for primary and secondary special school places for learners with complex learning needs and Autism Spectrum Condition it is proposed to:

- increase the designated number of Ty Gwyn Special School from 198 to 240 from September 2022.

It is proposed that the school would expand by adapting the former Trelai Youth Centre to provide additional accommodation and facilities.

The number of places at the school

Table 5 below provides details of places available at Ty Gwyn Special School

Name of school	Age Range	Language medium/category of school	Current Published Capacity
Ty Gwyn Special School	3 -19	English-medium special school	198

The current capacity of Ty Gwyn is 198 places and the school had 195 pupils on roll in October 2020.

Demand for places at the school

Table 6 below sets out details of recent and projected numbers on roll

Table 6 : Recent and projected numbers on roll at Ty Gwyn										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/2022	2022/2023	2023/2024	2024/2025	2025/26
Ty Gwyn	172	175	190	196	195	198	240	240	240	240

* Future school pupil demand based on population projections and/or ALN trend data, capped to school capacity

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended / operating efficiently) to D (life expired / risk of imminent failure)

Schools in Cardiff are also given a Suitability rating from A (good – facilities suitable for teaching, learning & wellbeing) to D (bad – building seriously inhibit the staff’s ability to deliver the curriculum).

Table 7 Condition and suitability gradings

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

Ty Gwyn is rated C for condition and A for suitability.

The site, and local infrastructure off-site, would support the expansion of special school provision.

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.

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 8 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>

Ty Gwyn Special School

Ty Gwyn was last inspected by Estyn in May 2012.

At this time the school's performance and prospects for improvement were judged as excellent.

In the most recent Welsh Government School Categorisation at January 2020, Ty Gwyn was categorised at Green (A highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement).

An assessment provided by the Central South Consortium in Autumn 2021 gave the following evaluation:

- The rates of progress achieved are often in excess of national expectations. Progress across all areas in the school is excellent.
- The curriculum is highly innovative, inspirational and appropriate to each individual pupil. The engaging methodology used is highly focused on each pupil's interests, which in turn has resulted in very positive learning attitudes.
- Tracking, monitoring, assessment and analyse systems are all very robust and utilised by all staff successfully.

How would standards at the school be affected by the 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 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.

Standards at Ty Gwyn are good. Increasing the number of places would provide appropriate high quality school places for young people with complex learning needs and Autism Spectrum Condition. It is not expected that the proposal will impact on standards at the school.

The proposal is not expected to have any negative impact on the quality of standards of education at the school.

Teaching and learning experiences

The proposal is not expected to have any negative impact on teaching and learning experiences.

Care support and guidance

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

The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

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

The proposed changes would be planned carefully so that the school's leadership and governance is not disrupted, which could have a negative impact on educational standards.

Additional support for pupils

Table 9 below show the percentages of:

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

at Ty Gwyn Special School

School	% of Pupils on School Action	% of Pupils on School Action Plus	% of Pupils with a statement of ALN	% of Free School Meals Pupils- 3 year average	% of Pupils with English as an Additional Language	% of Minority Ethnic Pupils
Ty Gwyn	N/A	N/A	100%	44%	N/A	55%

Impact on pupils with Additional Learning Needs (ALN)

The current expertise at the school would be maintained. The expansion of provision would provide opportunities for staff development and for enhancing pupils' learning.

The Council acknowledges that a change in environment can be unsettling and upsetting for children with additional learning needs. Pupils would be supported to enable them to adapt to the changes proposed.

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.

There is no information available that suggests that the proposal would have a negative effect on how children with English as an additional language are supported. The 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.

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

How would Minority Ethnic Pupils be affected?

The needs of individual pupils are assessed and provided for as appropriate. There is also no information available that suggests that the proposal would have a negative effect on provision for any ethnic group.

What are the benefits of the proposed change?

- The proposal would increase the number of special school places for primary and secondary aged learners with complex learning needs and Autism Spectrum Condition and contribute towards meeting projected demand.
- The proposal would ensure that some pupils living in Cardiff would travel shorter distances to access specialist provision than to alternative provision which may otherwise be provided outside of Cardiff.

Potential disadvantages of the proposed change

- Some pupils with additional learning needs can find change difficult. They may find changes to buildings unsettling. We know they will need carefully planned support to adapt to the changes. However, there would be sufficient time to plan and support such a change.
- There is potential for a small increase in traffic around the school site at the start and end of the day. The Council would work with the Governing Body of the school to develop a Travel Plan to minimise any potential disruption.

Alternative options considered

The Council is seeking to provide a better distribution of specialist provision across the city. This would improve access for pupils, and reduce travel times for many pupils, as well as increasing the number of places available. A number of other expansions, and new provision at other schools city-wide are being proposed.

Alternative options to the expansion of the Ty Gwyn Special School could include:

- the expansion of similar provision on other special school sites
- the establishment of new specialist provision on other school sites and/or a different number of places in the current or proposed bases.

However, Ty Gwyn school provides a more highly specialised learning environment than other schools and resource bases in Cardiff. The proposed increase in places would not be sufficient for a new school. The standards at Ty Gwyn Special School are good. Increasing the number of places at the school provides an increased number of appropriate high quality school places. The expansion of Ty Gwyn Special School is therefore considered to be a preferred option.

Human Resources Matters

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.

Transport matters

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to special schools and Specialist Resource Bases. Additional Learning Needs learners who live within two miles of the school may also be provided with free transport due to their individual learning needs and social issues. All Ty Gwyn learners qualify for free home to school transport, although some parents choose to make their own arrangements due to their child's special needs.

A school proposal to establish additional learning needs facilities may require a Transport Statement which will identify measures to be included as part of the application to maximise travel by sustainable modes. Staff and school visitors would benefit from any required improvements in facilities for active travel to school or public transport facilities.

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.

Increasing travel to school by active modes (walking, cycling and scooting) by ensuring safe facilities are provided will have a positive impact on health and wellbeing.

With the expected increased demand for Learner Transport the site would be reviewed to ensure suitable and sufficient facilities for drop-off and pick-up are provided within the site to accommodate the appropriate numbers of vehicles and improvements made if necessary. Modifications may be required to the arrangement of spaces with additional lighting within the drop-off and pick-up area to better accommodate increases in numbers of vehicles.

Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposal. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively, you can send us your views in one of the following ways:

Completing the online response form at www.cardiff.gov.uk/ALNschoollproposals

Email your views to schoolresponses@cardiff.gov.uk

Write to us at the following address: School Organisation Planning, Room 401, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 1 February 2022.



Meadowbank Special School

Proposal to increase the number of places at Meadowbank Special School

Meadowbank is a special school located in Llandaff North. The school admits pupils from across the authority.

The school is designated for up to 40 places for pupils aged 4 -11 with speech and language and communication needs and complex learning needs.



To meet increasing demand for special school places for learners with complex needs it is proposed to:

- increase the designated number of Meadowbank Special School from 40 to 98 from September 2022.

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.

The number of places at the school

Table 10 below provides details of places available at Meadowbank Special School

Table 10			
Name of school	Age Range	Language medium/category of school	Current Published Capacity
Meadowbank Special School	4 -11	English-medium special school	40

The current capacity of Meadowbank Special School is 40 places and the school had 40 pupils on roll in April 2021.

Demand for places at the school

Table 11 below sets out details of recent and projected numbers on roll

Table 11: Recent and projected numbers on roll at Meadowbank Special School										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Meadowbank Special School	17	14	24	33	40	50	98	98	98	98

* Future school pupil demand based on population projections and/or ALN trend data capped to school capacity.

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended / operating efficiently) to D (life expired / risk of imminent failure)

Schools in Cardiff are also given a Suitability rating from A (good – facilities suitable for teaching, learning & wellbeing) to D (bad – building seriously inhibit the staff’s ability to deliver the curriculum).

Table 12 Condition and suitability gradings

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

Meadowbank Special School is rated B for condition and B for suitability.

The site, and local infrastructure off-site, would support the expansion of special school provision.

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.

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 13 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>

Meadowbank Special School

Meadowbank Special School was last inspected by Estyn in November 2019.

At this time the standards, teaching and learning experience, care, support and guidance and leadership and management were judged as adequate and needing improvement. The school's wellbeing and attitudes to learning were judged as good.

In the most recent Welsh Government School Categorisation at January 2020, Meadowbank Special School was categorised at Amber (A school in need of improvement which needs help to identify the steps to improve or to make change happen more quickly).

An assessment provided by the Central South Consortium in Autumn 2021 gave the following evaluation:

- Pupil progress data for the last academic year is limited due to the ever-changing pupil role across the year. Of the pupils present at the start of the last academic year only 6 currently remain. These small pupil numbers make it very difficult to identify progress trends.
- Current pupil progress for all pupils is consistently good with many making excellent progress from their own baselines in a very short space of time. Due to much improved teaching and learning in line with changing pupils needs over the last academic year progress in developing pupils social, wellbeing and personal skills is good.
- Pupils' behaviour and attitudes to learning are excellent and incidents of fixed term exclusions are very rare now that provision has been developed to meet the social and emotional needs of a more complex pupil population.

How would standards at the school be affected by the 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 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.

Standards at all schools are improving. Increasing the number of places would provide appropriate high quality school places for young people with complex learning needs. It is not expected that the proposal will impact on standards at the school.

The proposal is not expected to have any negative impact on the quality of standards of education at the school.

Teaching and learning experiences

The proposal is not expected to have any negative impact on teaching and learning experiences.

Care support and guidance

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

The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

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

The proposed changes would be planned carefully so that the school's leadership and governance is not disrupted, which could have a negative impact on educational standards.

Additional support for pupils

Table 14 below show the percentages of:

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

at Meadowbank Special School

School	% of Pupils on School Action	% of Pupils on School Action Plus	% of Pupils with a statement of ALN	% of Free School Meals Pupils- 3 year average	% of Pupils with English as an Additional Language	% of Minority Ethnic Pupils
Meadowbank Special School	N/A	N/A	100%	59%	N/A	45%

Impact on pupils with Additional Learning Needs (ALN)

The current expertise at the school would be maintained. The expansion of provision would provide opportunities for staff development and for enhancing pupils' learning.

The Council acknowledges that a change in environment can be unsettling and upsetting for children with additional learning needs. Pupils would be supported to enable them to adapt to the changes proposed.

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.

There is no information available that suggests that the proposal would have a negative effect on how

children with English as an additional language are supported. The 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.

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

How would Minority Ethnic Pupils be affected?

The needs of individual pupils are assessed and provided for as appropriate. There is also no information available that suggests that the proposal would have a negative effect on provision for any ethnic group.

What are the benefits of the proposed change?

- The proposal would increase the number of special school places for primary aged learners with complex learning needs and contribute towards meeting projected demand.
- The proposal would ensure that pupils living in the central area of the city travel shorter distances to access specialist provision than to alternative provision.

Potential disadvantages of the proposed change

- Some pupils with additional learning needs can find change difficult. They may find changes to buildings unsettling. We know they will need carefully planned support to adapt to the changes. However, there would be sufficient time to plan and support such a change.
- There is potential for a small increase in traffic around the school site at the start and end of the day. The Council would work with the Governing Body of the school to develop a Travel Plan to minimise any potential disruption.

Alternative options considered

The Council is seeking to provide a better distribution of specialist provision across the city. This would improve access for pupils, and reduce travel times for many pupils, as well as increasing the number of places available. A number of other expansions, and new provision at other schools city-wide are being proposed.

Alternative options to the expansion of the Meadowbank Special School could include:

- the expansion of similar provision on other special school sites
- the establishment of new specialist provision on other school sites and/or a different number of places in the current or proposed bases.

However, the standards at Meadowbank Special School are improving. Increasing the number of places at the school provides an increased number of appropriate high quality school places. The expansion of Meadowbank Special School is therefore considered to be a preferred option.

Human Resources Matters

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.

Transport matters

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to special schools and Specialist Resource Bases. Some learners who live within two miles of the school may be provided with free transport due to their individual learning needs and social issues. Other learners 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. 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.

As the Council is seeking to provide a better distribution of special school places across the city, it is expected that the average travel distance to specialist resource bases for individual learners would reduce in future.

A school proposal to establish additional learning needs facilities may require a Transport Statement which will identify measures to be included as part of the application to maximise travel by sustainable modes.

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.

Increasing travel to school by active modes (walking, cycling and scooting) by ensuring safe facilities are provided will have a positive impact on children's health and wellbeing.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the additional learning needs cohort, which would be offered to learners as appropriate, including cycle training.

With the expected increased demand for Learner Transport the site would be reviewed to ensure suitable and sufficient facilities for drop-off and pick-up are provided within the site to accommodate the appropriate numbers of vehicles and improvements made if necessary. Options to be explored are likely to include modifications which may be required to the school access with additional parking restrictions opposite the entrance to provide unobstructed access.

Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposal. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively, you can send us your views in one of the following ways:

Completing the online response form at www.cardiff.gov.uk/ALNSchoolproposals

Email your views to schoolresponses@cardiff.gov.uk

Write to us at the following address: School Organisation Planning, Room 401, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 1 February 2022.



The Hollies Special School

Proposal to increase the number of places at The Hollies Special School

The Hollies is a special school located at Bryn Heulog in Pentwyn. The school admits pupils from across the authority.



The school is designated to provide 90 places for learners aged 4-11 with autism.

To meet demand for special school places for learners with Autism Spectrum Condition it is proposed to:

- 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

It is proposed that the school buildings would be extended to provide additional classrooms, in addition to works that are currently underway to improve current facilities and to establish additional classrooms in the existing accommodation.

The number of places at the school

Table 15 below provides details of places available at The Hollies Special School

Table 15			
Name of school	Age Range	Language medium/category of school	Current Published Capacity
The Hollies Special School	4 -11	English-medium special school	90

The current capacity of The Hollies Special School is 90 places and the school had 107 pupils on roll in October 2020.

Demand for places at the school

Table 16 below sets out details of recent and projected numbers on roll

Table 16: Recent and projected numbers on roll at The Hollies Special School										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
The Hollies	90	90	98	102	109	107	119	150	150	150

*Future school pupil demand based on population projections and/or ALN trend data capped to school capacity

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended / operating efficiently) to D (life expired / risk of imminent failure)

Schools in Cardiff are also given a Suitability rating from A (good – facilities suitable for teaching, learning & wellbeing) to D (bad – building seriously inhibit the staff’s ability to deliver the curriculum).

Table 17 Condition and suitability gradings

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

The Hollies Special School is rated C for condition and B for suitability.

The site, and local infrastructure off-site, would support the expansion of special school provision.

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.

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 18 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>

The Hollies Special School

The Hollies Special School was last inspected by Estyn in October 2019.

At this time the standards, wellbeing and attitudes to learning, teaching and learning experience, care, support and guidance and leadership and management were all judged as good.

In the most recent Welsh Government School Categorisation at January 2020, The Hollies Special School was categorised at Green (A highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement).

An assessment provided by the Central South Consortium in Autumn 2021 gave the following evaluation:

- There is a clear emphasis on raising standards. Through its targets the school has high expectations for the achievement of its pupils.
- The school has a very good track record in raising the achievement of all groups of pupils.
- Most pupils make at least expected progress in mathematical development (MD) and personal and social development (PSD).
- In key stage 2, a majority of pupils make at least expected progress in English by the time they leave year 6.
- In key stage 2, a majority of Free School Meals pupils make higher than expected progress in English, with many doing so in mathematics. In 2019, no Free School Meal pupils made higher than expected progress in either subject.

How would standards at the school be affected by the 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 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.

Standards at The Hollies are good. Increasing the number of places would provide appropriate high quality school places for learners with Autism Spectrum Condition. It is not expected that the proposal will impact on standards at the school.

The proposal is not expected to have any negative impact on the quality of standards of education at the school.

Teaching and learning experiences

The proposal is not expected to have any negative impact on teaching and learning experiences.

Care support and guidance

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

The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

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

The proposed changes would be planned carefully so that the school's leadership and governance is not disrupted, which could have a negative impact on educational standards.

Additional support for pupils

Table 19 below show the percentages of:

- Pupils with Additional Learning Needs
- Pupils receiving Free School Meals
- Pupils with English as an Additional Language
- Minority Ethnic pupils at each of the schools

at The Hollies Special School

School	% of Pupils on School Action	% of Pupils on School Action Plus	% of Pupils with a statement of ALN	% of Free School Meals Pupils- 3 year average	% of Pupils with English as an Additional Language	% of Minority Ethnic Pupils
The Hollies Special School	N/A	N/A	100%	42%	N/A	45%

Impact on pupils with Additional Learning Needs (ALN)

The current expertise at the school would be maintained. The expansion and new facilities would provide opportunities for staff development and for enhancing pupils' learning.

The Council acknowledges that a change in environment can be unsettling and upsetting for children with additional learning needs. Pupils would be supported to enable them to adapt to the changes proposed.

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.

There is no information available that suggests that the proposal would have a negative effect on how children with English as an additional language are supported. The 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.

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

How would Minority Ethnic Pupils be affected?

The needs of individual pupils are assessed and provided for as appropriate. There is also no information available that suggests that the proposal would have a negative effect on provision for any ethnic group.

What are the benefits of the proposed change?

- The proposal would increase the number of special school places for primary aged learners with Autism Spectrum Condition and contribute towards meeting projected demand.
- The proposal would ensure that pupils living in the north/eastern areas of the city travel shorter distances to access specialist provision than to alternative provision.

Potential disadvantages of the proposed change

- Some pupils with additional learning needs can find change difficult. They may find changes to buildings unsettling. We know they will need carefully planned support to adapt to the changes. However, there would be sufficient time to plan and support such a change.
- There is potential for a small increase in traffic around the school site at the start and end of the day. The Council would work with the Governing Body of the school to develop a Travel Plan to minimise any potential disruption.

Alternative options considered

The Council is seeking to provide a better distribution of specialist provision across the city. This would improve access for pupils, and reduce travel times for many pupils, as well as increasing the number of places available. A number of other expansions, and new provision at other schools city-wide are being proposed.

Alternative options to the expansion of The Hollies Special School could include:

- the expansion of similar provision on other special school sites
- the establishment of new specialist provision on other school sites and/or a different number of places in the current or proposed bases.

However, the standards at The Hollies Special School are good. Increasing the number of places at the school provides an increased number of appropriate high quality school places. The expansion of The Hollies Special School is therefore considered to be a preferred option.

Human Resources Matters

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.

Transport matters

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to special schools and Specialist Resource Bases. Some Additional Learning Needs learners who live within two miles of the school may be provided with free transport due to their individual learning needs and social issues. Other learners 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. 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.

As the Council is seeking to provide a better distribution of special school places across the city, it is expected that the average travel distance to specialist resource bases for individual learners would reduce in future.

A school proposal to establish additional learning needs facilities may require a Transport Statement which will identify measures to be included as part of the application to maximise travel by sustainable modes.

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.

Increasing travel to school by active modes (walking, cycling and scooting) by ensuring safe facilities are provided will have a positive impact on children's health and wellbeing.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the additional learning needs cohort, which would be offered to learners as appropriate, including cycle training.

With the expected increased demand for Learner Transport the site would be reviewed to ensure suitable and sufficient facilities for drop-off and pick-up are provided within the site to accommodate the appropriate numbers of vehicles and improvements made if necessary. Options to be considered include modifications to the school access and a rearranged layout to accommodate increasing numbers.

Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposal. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively, you can send us your views in one of the following ways:

Completing the online response form at www.cardiff.gov.uk/ALNSchoolproposals

Email your views to schoolresponses@cardiff.gov.uk

Write to us at the following address: School Organisation Planning, Room 401, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 1 February 2022.



Llanishen Fach Primary School

Proposal for Additional Specialist Resource Base places at Llanishen Fach Primary School

Llanishen Fach Primary School is an English-medium community primary school for pupils aged 3 – 11. The school is located at Heol Uchaf, Rhiwbina

The school hosts a 20 place Specialist Resource Base for children with complex learning needs.



To meet demand for Specialist Resource Base places for learners aged 4 – 11 with complex learning needs it is proposed to:

- increase the designated number of the Specialist Resource Base at Llanishen Fach Primary School from 20 to 30 places from September 2023

It is proposed that works would be undertaken to provide new accommodation and facilities, to facilitate the growth of the resource base.

The number of places at the school

Table 20 below provides details of places available at Llanishen Fach Primary School

Name of school	Current Published Capacity (age 4-11)	Places per year group (age 4 - 11)	Nursery Places	Language medium and Category of School
Llanishen Fach Primary School (mainstream places)	420	60	80	English-medium community primary school
Llanishen Fach Primary School (Specialist Resource Base places)	20	N/A	N/A	

The current capacity of Llanishen Fach Primary School is 420 places and the school had 432 pupils on roll in October 2020.

The current capacity of the Specialist Resource Base at Llanishen Fach Primary School is 20 and there were 19 pupils on roll in October 2021.

Demand for places at the school

Table 21 below sets out details of recent and projected numbers on roll

Table 21: Recent and projected numbers on roll at Llanishen Fach Primary School										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Llanishen Fach Primary School mainstream places	416	417	413	415	418	393	381	358	341	326
Llanishen Fach Primary School Specialist Resource Base places	18	17	15	15	17	20	20	30	30	30

* Future school pupil demand based on population projections and/or ALN trend data capped to school capacity

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended / operating efficiently) to D (life expired / risk of imminent failure)

Schools in Cardiff are also given a Suitability rating from A (good – facilities suitable for teaching, learning & wellbeing) to D (bad – building seriously inhibit the staff's ability to deliver the curriculum).

Table 22 Condition and suitability gradings

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

Llanishen Fach Primary School is rated C for condition and B for suitability.

The site, and local infrastructure off-site, would support the development of special school provision.

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.

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 23 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>

Llanishen Fach Primary School

Llanishen Fach Primary School was last inspected by Estyn in April 2014.

At this time the school's performance was judged as good and prospects for improvement were judged as excellent.

In the most recent Welsh Government School Categorisation at January 2020, Llanishen Fach was categorised at Green (A highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement).

An assessment provided by the Central South Consortium in Autumn 2021 gave the following evaluation:

- Leaders and staff have a relentless focus on raising standards. Targets reflect high expectations for the achievement of all pupils, and these are met consistently.
- The school has a very good track record in raising the achievement of nearly all pupils, including vulnerable learners.
- Nearly all pupils in the Foundation Phase make at least expected progress from baseline. Most pupils in Key Stage 2 make expected progress from the end of Y2. A few pupils make higher than expected progress.
- Most Free School Meal pupils (9) made expected progress in all key indicators in both Foundation Phase and Key Stage 2.
- There are robust and effective processes to track pupils' progress.

How would standards at the school be affected by the 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 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.

Standards at Llanishen Fach Primary School are good. Increasing the number of places would provide appropriate high quality school places for young people with complex learning needs. It is not expected that the proposal will impact on standards at the school.

The proposal is not expected to have any negative impact on the quality of standards of education at the school.

Teaching and learning experiences

The proposal is not expected to have any negative impact on teaching and learning experiences.

Care support and guidance

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

The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

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

The proposed changes would be planned carefully so that the school's leadership and governance is not disrupted, which could have a negative impact on educational standards.

Additional support for pupils

Table 24 below show the percentages of:

- Pupils with Additional Learning Needs
- Pupils receiving Free School Meals
- Pupils with English as an Additional Language
- Minority Ethnic pupils at each of the schools

at Llanishen Fach Primary School.

School	% of Pupils on School Action	% of Pupils on School Action Plus	% of Pupils with a statement of ALN	% of Free School Meals Pupils- 3 year average	% of Pupils with English as an Additional Language	% of Minority Ethnic Pupils
Llanishen Fach Primary School (all pupils)	5.1 %	1.6 %	5.9 %	7 %	3.2 %	12.9 %

Impact on pupils with Additional Learning Needs (ALN)

The current expertise at the school would be maintained. The expansion of additional learning needs provision would provide opportunities for staff development and for enhancing pupils' learning.

The Council acknowledges that a change in environment can be unsettling and upsetting for children with additional learning needs. Pupils would be supported to enable them to adapt to the changes proposed.

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.

There is no information available that suggests that the proposal would have a negative effect on how children with English as an additional language are supported. The 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.

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

How would Minority Ethnic Pupils be affected?

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.

What are the benefits of the proposed change?

The proposal would increase the number of Specialist Resource Base places for primary aged learners with complex learning needs and contribute towards meeting projected demand.

The opportunity to employ additional specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school.

The proposal would ensure that pupils living in the northern area of the city travel shorter distances to access specialist provision than to alternative provision.

Potential disadvantages of the proposed change

Some pupils with additional learning needs can find change difficult. They may find changes to buildings unsettling. We know they will need carefully planned support to adapt to the changes. However, there would be sufficient time to plan and support such a change.

There is potential for a small increase in traffic around the school site at the start and end of the day. The Council would work with the Governing Body of the school to develop a Travel Plan to minimise any potential disruption.

Alternative options considered

The Council is seeking to provide a better distribution of specialist provision across the city. This would improve access for pupils, and reduce travel times for many pupils, as well as increasing the number of places available. A number of other expansions, and new provision at other schools city-wide, are also proposed.

Alternative options to the expansion of the Llanishen Fach Primary School Specialist Resource Base could include:

- the expansion of similar provision on other primary school sites
- the establishment of new specialist provision on other school sites and/or a different number of places in the current or proposed bases.

However, the standards at Llanishen Fach Primary School are good. Increasing the number of places at the school provides an increased number of appropriate high quality school places. The expansion of additional learning needs provision at Llanishen Fach Primary School is therefore considered to be a preferred option.

Human Resources Matters

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

Transport matters

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to Specialist Resource Bases and primary schools. Some Specialist Resource Base learners who live within two miles of the school may be provided with free transport due to their individual learning needs and social issues. Other Specialist Resource Base learners 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. 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.

As the Council is seeking to provide a better distribution of Specialist Resource Base provision across the city, it is expected that the average travel distance to specialist resource bases for individual learners would reduce in future.

A school proposal to establish additional learning needs facilities may require a Transport Statement which will identify measures to be included as part of the application to maximise travel by sustainable modes.

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.

Increasing travel to school by active modes (walking, cycling and scooting) by ensuring safe facilities are provided will have a positive impact on children's health and wellbeing.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the additional learning needs cohort, which would be offered to learners as appropriate, including cycle training.

With the expected increased demand for Learner Transport the site would be reviewed to ensure suitable convenient and sufficient facilities for drop-off and pick-up are available to accommodate the appropriate numbers of vehicles and improvements made if necessary. Modifications being explored include changing the bus bay on Heol Uchaf to a permit only taxi bay with additional parking restrictions for unauthorised vehicles. Road safety measures including traffic calming and a zebra crossing would also be considered.

Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposal. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively, you can send us your views in one of the following ways:

Completing the online response form at www.cardiff.gov.uk/ALNSchoolproposals

Email your views to schoolresponses@cardiff.gov.uk

Write to us at the following address: School Organisation Planning, Room 401, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 1 February 2022.



Marlborough Primary School

Proposal for Additional Specialist Resource Base places at Marlborough Primary School

Marlborough Primary School is an English-medium community primary school for pupils aged 3-11. The school is located at Blenheim Road, Penylan.

The school hosts a Specialist Resource Base, for pupils with severe and complex learning needs.



To meet demand for Specialist Resource Base places for learners aged 4 – 11 with severe and complex learning difficulties it is proposed to:

- increase the designated number at Marlborough Primary School Specialist Resource Base from 20 to 30 from September 2022

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.

The number of places at the school

Table 25 below provides details of places available at Marlborough Primary School

Name of school	Current Published Capacity (age 3 - 11)	Places per year group (age 4 - 11)	Nursery Places	Language medium and Category of School
Marlborough Primary School (mainstream places)	420	60	64	English-medium community primary school
Marlborough Primary School (Specialist Resource Base places)	20	N/A	N/A	

The current capacity of Marlborough Primary School is 420 places and the school had 461 pupils on roll in October 2020.

The current capacity the Specialist Resource Base at Marlborough Primary School is 20 places and the school had 28 pupils on roll in October 2020.

Demand for places at the school

Table 26 below sets out details of recent and projected numbers on roll

Table 26 :Recent and projected numbers on roll at Marlborough Primary School										
School	Numbers on Roll (PLASC) projections*					Pupil				
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Marlborough Primary School mainstream places	447	441	439	441	448	420	420	420	420	420
Marlborough Primary School Specialist Resource Base places	18	19	19	17	18	20	30	30	30	30

* Future school pupil demand based on population projections and/or ALN trend data capped to school capacity

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended / operating efficiently) to D (life expired / risk of imminent failure)

Schools in Cardiff are also given a Suitability rating from A (good – facilities suitable for teaching, learning & wellbeing) to D (bad – building seriously inhibit the staff’s ability to deliver the curriculum).

Table 27 Condition and suitability gradings

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

Marlborough Primary School is rated C+ for condition and B for suitability.

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.

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 28 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>

Marlborough Primary School

Marlborough Primary School was last inspected by Estyn in November 2018.

At this time the standards, wellbeing and attitudes to learning, teaching and learning experience, care, support and guidance and leadership and management were all judged as good.

In the most recent Welsh Government School Categorisation at January 2020, Marlborough Primary School was categorised at Green (A highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement).

An assessment provided by the Central South Consortium in Autumn 2021 gave the following evaluation:

- Overall standards of achievement have been generally consistently high over time with good levels of progress for nearly all pupils.
- Pupils' behaviour and attitudes to learning are exemplary.
- By the end of key stage 2, progress data show a majority of Free School Meal pupils make at least expected progress in both subjects, however the differences that exist between progress outcomes for Free School Meal and non-Free School Meal pupils are impacted by pupils in the Specialist Resource Base.
- Tracking systems are robust and ensure that all pupils receive appropriate support when needed.

How would standards at the school be affected by the 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 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.

Standards at the school are good. Increasing the number of places would provide appropriate high quality school places for young people with moderate, severe and complex learning needs. It is not expected that the proposal will impact on standards at the school.

The proposal is not expected to have any negative impact on the quality of standards of education at the school.

Teaching and learning experiences

The proposal is not expected to have any negative impact on teaching and learning experiences.

Care support and guidance

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

The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

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

The proposed changes would be planned carefully so that the school's leadership and governance is not disrupted, which could have a negative impact on educational standards.

Additional support for pupils

Table 29 below show the percentages of:

- Pupils with Additional Learning Needs
- Pupils receiving Free School Meals
- Pupils with English as an Additional Language
- Minority Ethnic pupils at each of the schools

at Marlborough Primary School

School	% of Pupils on School Action	% of Pupils on School Action Plus	% of Pupils with a statement of ALN	% of Free School Meals Pupils- 3 year average	% of Pupils with English as an Additional Language	% of Minority Ethnic Pupils
Marlborough Primary School (all pupils)	7%	3.7%	5.4%	9.5%	12.1%	32.2%

Impact on pupils with Additional Learning Needs (ALN)

The current expertise at the school would be maintained. The expansion of additional learning needs provision would provide opportunities for staff development and for enhancing pupils' learning.

The Council acknowledges that a change in environment can be unsettling and upsetting for children with additional learning needs. Pupils would be supported to enable them to adapt to the changes proposed.

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.

There is no information available that suggests that the proposal would have a negative effect on how children with English as an additional language are supported. The 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.

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

How would Minority Ethnic Pupils be affected?

The needs of individual pupils are assessed and provided for as appropriate. There is also no information available that suggests that the proposal would have a negative effect on provision for any ethnic group.

What are the benefits of the proposed change?

- The proposal would increase the number of Specialist Resource Base places for primary aged learners with moderate, severe and complex learning needs and contribute towards meeting projected demand.
- The opportunity to employ additional specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school.
- The proposal would ensure that pupils living in the northern area of the city travel shorter distances to access specialist provision than to alternative provision.

Potential disadvantages of the proposed change

- Some pupils with additional learning needs can find change difficult. They may find changes to buildings unsettling. We know they will need carefully planned support to adapt to the changes. However, there would be sufficient time to plan and support such a change.
- There is potential for a small increase in traffic around the school site at the start and end of the day. The Council would work with the Governing Body of the school to develop a Travel Plan to minimise any potential disruption.

Alternative options considered

The Council is seeking to provide a better distribution of specialist provision across the city. This would improve access for pupils, and reduce travel times for many pupils, as well as increasing the number of places available. A number of other expansions, and new provision at other schools city-wide, are also proposed.

Alternative options to the expansion of the Marlborough Primary School Specialist Resource Base could include:

- the expansion of similar provision on other primary school sites
- the establishment of new specialist provision on other school sites and/or different number of places in the current or proposed bases.

However, the standards at Marlborough Primary School are good. Increasing the number of places at the school provides an increased number of appropriate high quality school places. The expansion of additional learning needs provision at Marlborough Primary School is therefore considered to be a preferred option.

Human Resources Matters

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

Transport matters

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to Specialist Resource Bases and primary schools. Some Specialist Resource Base learners who live within two miles of the school may be provided with free transport due to their individual learning needs and social issues. Other Specialist Resource Base learners 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. 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.

As the Council is seeking to provide a better distribution of specialist resource provision across the city, it is expected that the average travel distance to specialist resource bases for individual learners would reduce in future.

A school proposal to establish additional learning needs facilities may require a Transport Statement which will identify measures to be included as part of the application to maximise travel by sustainable modes.

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.

Increasing travel to school by active modes (walking, cycling and scooting) by ensuring safe facilities are provided will have a positive impact on children's health and wellbeing.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the additional learning needs cohort, which would be offered to learners as appropriate, including cycle training.

With the expected increased demand for Learner Transport the site would be reviewed to ensure suitable convenient and sufficient facilities for drop-off and pick-up are available to accommodate the appropriate numbers of vehicles and improvements made if necessary. Consideration would be given to the introduction of a School Street to restrict unauthorised access along Agincourt Road at peak school journey times. Taxi permit bays may also be required on Agincourt Road.

Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposal. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively, you can send us your views in one of the following ways:

Completing the online response form at www.cardiff.gov.uk/ALNSchoolproposals

Email your views to schoolresponses@cardiff.gov.uk

Write to us at the following address: School Organisation Planning, Room 401, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 1 February 2022.



Pentrebane Primary School

Proposal for Additional Specialist Resource Base places at Pentrebane Primary School

Pentrebane Primary School is an English-medium community primary school for pupils aged 3 - 11. The school is located at Beechley Drive, Pentrebane.

The school hosts a primary Specialist Resource Base for children with Autism Spectrum Condition.



To meet the demand for Specialist Resource Base places for learners age 4 -11 with Autism Spectrum Condition it is proposed to:

- increase the designated number at the Pentrebane Primary School Specialist Resource Base from 20 to 24 spaces from September 2022

It is proposed that works would be undertaken to improve and extend facilities and accommodation.

The number of places at the school

Table 30 below provides details of places available at Pentrebane Primary School

Name of school	Current Published Capacity (age 4 - 11)	Places per year group (age 4 - 11)	Nursery	Language medium and Category of School
Pentrebane Primary School (mainstream places)	210	N/A	48	English-medium community primary school
Pentrebane Primary School (Specialist Resource Base places)	20	N/A	N/A	

The current capacity of Pentrebane Primary School is 210 places and the school had 182 pupils on roll in April 2021.

The current capacity of the Specialist Resource base at Pentrebane Primary School is 20 and the school had 24 pupils on roll in October 2020.

Demand for places at the school

Table 31 below sets out details of recent and projected numbers on roll

Table 31: Recent and projected numbers on roll at Pentrebane Primary School										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Pentrebane Primary School mainstream places	186	208	196	191	182	170	160	157	148	139
Pentrebane Primary School Specialist Resource Base places	17	21	23	23	23	20	24	24	24	24

* Future school pupil demand based on population projections and/or ALN trend data capped to school capacity

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended / operating efficiently) to D (life expired / risk of imminent failure)

Schools in Cardiff are also given a Suitability rating from A (good – facilities suitable for teaching, learning & wellbeing) to D (bad – building seriously inhibit the staff’s ability to deliver the curriculum).

Table 32 Condition and suitability gradings

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

Pentrebane Primary School is rated C+ for condition and B for suitability.

The site, and local infrastructure off-site, would support the development of special school provision.

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.

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 33 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>

Pentrebane Primary School

Pentrebane Primary School was last inspected by Estyn in March 2015.

At this time the school's performance and prospects for improvement were judged as good.

In the most recent Welsh Government School Categorisation at January 2020, Pentrebane Primary School was categorised at Yellow (An effective school which is already doing well and knows the areas it needs to improve).

An assessment provided by the Central South Consortium in Autumn 2021 gave the following evaluation:

- The school's progress data for 2019 shows that nearly all pupils make at least expected progress from their starting point to the end of the Foundation Phase.
- All pupils who are eligible for free school meals (eFSM) make at least expected progress by the time they leave Year 2. Many Free School Meal pupils make at least expected progress from the end of Year 2 to the end of Year 6, with a few making higher than expected progress.
- Leaders and staff have a clear understanding of the need to improve outcomes. However, targets and expectations for pupils' future achievement are not always challenging enough. Processes to track pupils' progress, identify needs and provide support are robust and effective in nearly all cases.

How would standards at the school be affected by the 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 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.

Standards at the school are good. Increasing the number of places would provide appropriate high quality school places for young people with Autism Spectrum Condition. It is not expected that the proposal will impact on standards at the school.

The proposal is not expected to have any negative impact on the quality of standards of education at the school.

Teaching and learning experiences

The proposal is not expected to have any negative impact on teaching and learning experiences.

Care support and guidance

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

The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

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

The proposed changes would be planned carefully so that the school's leadership and governance is not disrupted, which could have a negative impact on educational standards.

Additional support for pupils

Table 34 below show the percentages of:

- Pupils with Additional Learning Needs
- Pupils receiving Free School Meals
- Pupils with English as an Additional Language
- Minority Ethnic pupils at each of the schools

at Pentrebane Primary School.

Table 34						
School	% of Pupils on School Action	% of Pupils on School Action Plus	% of Pupils with a statement of ALN	% of Free School Meals Pupils- 3 year average	% of Pupils with English as an Additional Language	% of Minority Ethnic Pupils
Pentrebane Primary School (all pupils)	13.4	7.3	15.2	51.3	19.5	26.4

Impact on pupils with Additional Learning Needs (ALN)

The current expertise at the school would be maintained. The expansion of additional learning needs provision would provide opportunities for staff development and for enhancing pupils' learning in purpose-built facilities.

The Council acknowledges that a change in environment can be unsettling and upsetting for children with additional learning needs. Pupils would be supported to enable them to adapt to the changes proposed.

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.

There is no information available that suggests that the proposal would have a negative effect on how children with English as an additional language are supported. The 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.

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

How would Minority Ethnic Pupils be affected?

The needs of individual pupils are assessed and provided for as appropriate. There is also no information available that suggests that the proposal would have a negative effect on provision for any ethnic group.

What are the benefits of the proposed change?

- The proposal would increase the number of Specialist School Base places for primary aged learners with Autism Spectrum Condition and contribute towards meeting projected demand.
- The opportunity to employ additional specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school.
- The proposal would ensure that pupils living in the west of the city travel shorter distances to access specialist provision than to alternative provision.

Potential disadvantages of the proposed change

- Some pupils with additional learning needs can find change difficult. They may find changes to buildings unsettling. We know they will need carefully planned support to adapt to the changes. However, there would be sufficient time to plan and support such a change.
- There is potential for a small increase in traffic around the school site at the start and end of the day. The Council would work with the Governing Body of the school to develop a Travel Plan to minimise any potential disruption.

Alternative options considered

The Council is seeking to provide a better distribution of specialist provision across the city. This would improve access for pupils, and reduce travel times for many pupils, as well as increasing the number of places available. A number of other expansions, and new provision at other schools city-wide, are also proposed.

Alternative options to the expansion of the Pentreban Primary School Specialist Resource Base could include:

- the expansion of similar provision on other primary school sites
- the establishment of new specialist provision on other school sites and/or a different number of places in the current or proposed bases.

However, the standards at Pentreban Primary School are good. Increasing the number of places at the school provides an increased number of appropriate high quality school places. The expansion of additional learning needs provision at Pentreban Primary School is therefore considered to be a preferred option.

Human Resources Matters

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

Transport matters

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to Specialist Resource Bases and primary schools. Some Specialist Resource Base learners who live within two miles of the school may be provided with free transport due to their individual learning needs and social issues. Other Specialist Resource Base learners 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. 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.

As the Council is seeking to provide a better distribution of specialist resource provision across the city, it is expected that the average travel distance to specialist resource bases for individual learners would reduce in future.

A school proposal to establish additional learning needs facilities may require a Transport Statement which will identify measures to be included as part of the application to maximise travel by sustainable modes.

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.

Increasing travel to school by active modes (walking, cycling and scooting) by ensuring safe facilities are provided will have a positive impact on children's health and wellbeing.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the additional learning needs cohort, which would be offered to learners as appropriate, including cycle training.

With the expected increased demand for Learner Transport, drop-off and pick-up arrangements would need to be reviewed to ensure suitable convenient and sufficient facilities are available to accommodate the appropriate numbers of vehicles and the provision of suitable facilities is being explored. Potential for a School Street may also need to be explored to address current issues of traffic congestion and improve pedestrian safety by restricting access for unauthorised vehicles at peak school times.

Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposal. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively, you can send us your views in one of the following ways:

Completing the online response form at www.cardiff.gov.uk/ALNSchoolproposals

Email your views to schoolresponses@cardiff.gov.uk

Write to us at the following address: School Organisation Planning, Room 401, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 1 February 2022.



Springwood Primary School

Proposal for Additional Specialist Resource Base places at Springwood Primary School

Springwood Primary School is an English-medium community primary school for pupils aged 3-11. The school is located at Circle Way, Llanedeyrn.

The school hosts a specialist resource base for children with Autism Spectrum Condition.



To meet the increasing demand for Specialist Resource Base places for learners aged 4 – 11 with Autism Spectrum Condition it is proposed to:

- increase the designated number at Springwood Primary School Specialist Resource Base from 20 to 28 from September 2022

Works have been undertaken to improve and adapt existing accommodation within the school.

The number of places at the school

Table 35 below provides details of places available at Springwood Primary School

Name of school	Current Published Capacity (age 4 -11)	Places per year group (age 4 - 11)	Nursery Places	Language medium and Category of School
Springwood Primary School (mainstream places)	420	60	48	English-medium community primary school
Springwood Primary School (Specialist Resource places)	20	N/A	N/A	

The current capacity of Springwood Primary School is 420 places and the school had 205 pupils on roll in October 2020.

The current capacity of the Specialist Resource Base at Springwood Primary School is 20 places and the school had 28 places on roll.

Demand for places at the school

Table 36 below sets out details of recent and projected numbers on roll

Table 36: Recent and projected numbers on roll at Springwood Primary School										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Springwood Primary School mainstream places	184	185	187	191	181	197	183	180	182	175
Springwood Primary School Specialist Resource Base places	17	21	20	21	26	20	28	28	28	28

* Future school pupil demand based on population projections and/or ALN trend data capped to school capacity

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended / operating efficiently) to D (life expired / risk of imminent failure)

Schools in Cardiff are also given a Suitability rating from A (good – facilities suitable for teaching, learning & wellbeing) to D (bad – building seriously inhibit the staff’s ability to deliver the curriculum).

Table 37 Condition and suitability gradings

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

Springwood Primary School is rated C for condition and B for suitability.

The site, and local infrastructure off-site, would support the development of special school provision.

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.

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 38 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>

Springwood Primary School

Springwood Primary School was last inspected by Estyn in March 2018.

At this time the standards, wellbeing and attitudes to learning, teaching and learning experience, and leadership and management were all judged as good. The school's care, support and guidance was judged as excellent.

In the most recent Welsh Government School Categorisation at January 2020, Springwood Primary School was categorised at Green (A highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement).

An assessment provided by the Central South Consortium in Autumn 2021 gave the following evaluation:

- There is a clear emphasis on raising standards. Through its targets the school has high expectations for the achievement of its pupils.
- The school has a very good track record in raising the achievement of all groups of pupils.
- Most pupils make at least expected progress in mathematical development (MD) and personal and social development (PSD).
- In Key Stage 2, a majority of pupils make at least expected progress in English by the time they leave year 6.
- In Key Stage 2, a majority of Free School Meal pupils make higher than expected progress in English, with many doing so in mathematics. In 2019, no Free School Meal pupils made higher than expected progress in either subject.

How would standards at the school be affected by the 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 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.

Standards at the school are good. Increasing the number of places would provide appropriate high quality school places for young people with Autism Spectrum Condition. It is not expected that the proposal will impact on standards at the school.

The proposal is not expected to have any negative impact on the quality of standards of education at the school as a result of the proposed changes.

Teaching and learning experiences

The proposal is not expected to have any negative impact on teaching and learning experiences.

Care support and guidance

All schools have an appropriate range of policies and provision in place to promote pupils’ health and wellbeing.

The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

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

The proposed changes would be planned carefully so that the school’s leadership and governance is not disrupted, which could have a negative impact on educational standards.

Additional support for pupils

Table 39 below show the percentages of:

- Pupils with Additional Learning Needs
- Pupils receiving Free School Meals
- Pupils with English as an Additional Language
- Minority Ethnic pupils at each of the schools

at Springwood Primary School .

Table 39						
School	% of Pupils on School Action	% of Pupils on School Action Plus	% of Pupils with a statement of ALN	% of Free School Meals Pupils- 3 year average	% of Pupils with English as an Additional Language	% of Minority Ethnic Pupils
Springwood Primary School	6.3 %	5.8 %	18.8 %	40.3 %	14.7 %	32.5 %

Impact on pupils with Additional Learning Needs (ALN)

The current expertise at the school would be maintained. The expansion of additional learning needs provision would provide opportunities for staff development and for enhancing pupils' learning.

The Council acknowledges that a change in environment can be unsettling and upsetting for children with additional learning needs. Pupils would be supported to enable them to adapt to the changes proposed.

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.

There is no information available that suggests that the proposal would have a negative effect on how children with English as an additional language are supported. The 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.

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

How would Minority Ethnic Pupils be affected?

The needs of individual pupils are assessed and provided for as appropriate. There is also no information available that suggests that the proposal would have a negative effect on provision for any ethnic group.

What are the benefits of the proposed change?

- The proposal would increase the number of Specialist Resource Base places for primary aged learners with Autism Spectrum Conditions and contribute towards meeting projected demand.
- The opportunity to employ additional specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school.
- The proposal would ensure that pupils living in the north/east of the city travel shorter distances to access specialist provision than to alternative provision.

Potential disadvantages of the proposed change

- Some pupils with additional learning needs can find change difficult. They may find changes to buildings unsettling. We know they will need carefully planned support to adapt to the changes. However, there would be sufficient time to plan and support such a change.

- There is potential for a small increase in traffic around the school site at the start and end of the day. The Council would work with the Governing Body of the school to develop a Travel Plan to minimise any potential disruption.

Alternative options considered

The Council is seeking to provide a better distribution of specialist provision across the city. This would improve access for pupils, and reduce travel times for many pupils, as well as increasing the number of places available. A number of other expansions, and new provision at other schools city-wide, are also proposed.

Alternative options to the expansion of the Springwood Primary School Specialist Resource Base could include:

- the expansion of similar provision on other primary school sites
- the establishment of new specialist provision on other school sites and/or a different number of places in the current or proposed bases.

However, the standards at Springwood Primary School are good. Increasing the number of places at the school provides an increased number of appropriate high quality school places. The expansion of additional learning needs provision at Springwood Primary School is therefore considered to be a preferred option.

Human Resources Matters

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

Transport matters

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to Specialist Resource Bases and primary schools. Some Specialist Resource Base learners who live within two miles of the school may be provided with free transport due to their individual learning needs and social issues. Other Specialist Resource Base learners 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. 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.

As the Council is seeking to provide a better distribution of specialist resource provision across the city, it is expected that the average travel distance to specialist resource bases for individual learners would reduce in future.

A school proposal to establish additional learning needs facilities may require a Transport Statement which will identify measures to be included as part of the application to maximise travel by sustainable modes.

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.

Increasing travel to school by active modes (walking, cycling and scooting) by ensuring safe facilities are provided will have a positive impact on children's health and wellbeing.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the additional learning needs cohort, which would be offered to learners as appropriate, including cycle training.

With the expected increased demand for Learner Transport the site would be reviewed with a view to improve the drop-off and pick-up facilities to provide suitable and sufficient facilities within the site to accommodate the appropriate numbers of vehicles and improvements made if necessary.

Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposal. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively, you can send us your views in one of the following ways:

Completing the online response form at www.cardiff.gov.uk/ALNSchoolproposals

Email your views to schoolresponses@cardiff.gov.uk

Write to us at the following address: School Organisation Planning, Room 401, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 1 February 2022.



Information Relevant to all Proposals

How would the changes affect other schools?

Special Schools / Specialist Resources Bases in Cardiff provide specialist provision for the whole of the City and County of Cardiff. There are not enough places to meet demand in maintained provision. This has an impact on existing schools where in some cases there may be a greater number of pupils on roll than the Published Admission Number (PAN) or desired number in a Specialist Resource Base.

Cardiff currently has to rely on purchasing some places in out of county provision and independent schools to fulfil its statutory duties. There could be a longer-term impact on out of county providers and on independent schools as there is likely to be a reduction in the number of places purchased by the Council.

Admission arrangements

There are no planned changes to 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 School booklet. You can find this information on the Council's website at www.cardiff.gov.uk

Admissions to specialist provision 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).

Learner Travel Arrangements

Under these proposals there are no plans to change the Council's policy on the transport of children to and from schools.

Any pupils affected by this proposal would be offered the same support with transport as is provided throughout Cardiff and in accordance with the same criteria that apply across Cardiff. The Council's transport policy can be viewed on the Council's website at www.cardiff.gov.uk

There is a statutory legal obligation on the Council to provide free home to school transport to primary school pupils who live 2 miles or more from the nearest suitable school, as measured by the shortest available walking route.

When deciding which is the nearest suitable school, the Council must consider any disability a child has and any special educational needs (SEN).

Financial Matters

Some of the proposed changes set out in this document would incur capital costs for the Council, for building works and / or adaptation of buildings. They would also incur revenue costs for the Council, in employing staff.

At this stage of the consultation there are no financial commitments. Based on the consultation outcome a range of options will be developed. A full financial evaluation will then take place. This will ensure affordability and limit budgetary pressures on the Council.

The additional places would need to be funded from the existing delegated school's budget. Currently high-cost provision for some pupils is delivered either in a number of ways. Some learners are placed in schools outside of Cardiff, or in independent school. Some learners remain in mainstream schools, with "Complex Needs Enhancement" payments made to the school to provide appropriate support.

Further work will be undertaken to establish whether or not the savings on these placements, or on enhanced payments to schools, will cover the additional costs of proposed additional places.

This work will also consider how the Council's home to school transport costs would change. The increased number of specialist places proposed may increase number of children transported from home to school by the Council. The increased number of places available in special schools and bases may reduce the average travel distance and average journey cost.

Health provision

The proposals to expand specialist provision at the schools included in these proposals will have implications for health and other specialist services. These services work 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.

In order to address these challenges together, the Council 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.

Governance Arrangements

There are no proposed changes to governance arrangements arising out of these proposals.

Impact of the proposals on the Welsh Language

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.

A review of additional Learning Needs 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 Additional Learning Needs, through concern that their child may need 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 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.

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 in Welsh-medium schools 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.

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. This consultation outlines proposals to establish a 30 place Autism Spectrum Condition Specialist Resource base at Ysgol Gyfun Gymraeg Glantaf in addition to the existing 30 place Specialist Resource base at the school.

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.

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.

As the Welsh-medium 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.

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 Additional Learning Needs 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

A separate consultation on the draft WESP 2022 – 2032 is underway and seeks 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. This consultation can be found at

www.cardiff.gov.uk/WelshStrategyConsultations

Following consultation, it is expected the plan will be 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.

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 provision. 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.

Community Impact

The following are taken into account when considering a proposal: Public Open Space, parkland, noise and traffic congestion. The schools included in these proposals and the Council will work with any community groups to make sure the proposals avoid any negative impacts if possible.

A community impact assessment has been undertaken for these proposals and is available to view at www.cardiff.gov.uk/ALNSchoolproposals

Wellbeing of Future Generations

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.

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.

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.

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.

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

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 stakeholder 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 40 below:

Table 40: Future stages (This timetable may be subject to change)

Statutory Process	Timescale
Consultation Period	14 December 2021 – 1 February 2022
Consultation report considered by the Council Cabinet and published on the Council website	March 2022
Expected date for start of Objection Period, when statutory notice has been issued (when formal objections can be made)	May 2022
Expected date for end of Objection Period	June 2022
Final decision (determination) by the Council's Cabinet	July 2022
Objection report published on the Council website and notification of Cabinet's decision	July 2022

Consultation period

The consultation period for these proposals starts 14 December 2021 and ends on 1 February 2022.

See page 84 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(s) on its website. It would also put copies of the notice(s) 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.

Have Your Say!

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

We are proposing to:

- increase the designated number of Ty Gwyn Special School from 198 to 240 from September 2022
- increase the designated number of Meadowbank Special School from 40 to 98 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
- 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 number at the Pentreban Primary School Specialist Resource Base from 20 to 24 spaces from September 2022
- increase the designated number at Springwood Primary School Specialist Resource Base from 20 to 28 from September 2022

Your views matter, please tell us what you think about the proposal by:

- Completing and returning the accompanying questionnaire to the address given at the bottom of the form.
- Completing the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Or if you prefer you can e-mail your views to: schoolresponses@cardiff.gov.uk

The closing date for responses to this consultation is Tuesday 1 February 2022.

Unfortunately, no responses received after that date can be considered.

1. Which of the following are you responding as?

- Parent or Guardian*
- Teacher – please specify your school _____
- School governor – please specify your school _____
- Other – please specify _____

2. Do you have a child/children enrolled at the following schools? (tick all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Ty Gwyn Special School | <input type="checkbox"/> Pentreban Primary School |
| <input type="checkbox"/> Meadowbank Special School | <input type="checkbox"/> Springwood Primary School |
| <input type="checkbox"/> The Hollies Special School | <input type="checkbox"/> Other please specify _____ |
| <input type="checkbox"/> Llanishen Fach Primary School | <input type="checkbox"/> N/A |
| <input type="checkbox"/> Marlborough Primary School | |

3. Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?

YES

NO

DON'T KNOW

4. Do you support the proposal for each of the school sites?

School and proposal in brief	Yes	No	Don't know
<p>Ty Gwyn Special School</p> <ul style="list-style-type: none"> increase the designated number of Ty Gwyn Special School from 198 to 240 from September 2022 			
<p>Meadowbank Special School</p> <ul style="list-style-type: none"> increase the designated number of Meadowbank Special School from 40 to 98 from September 2022 			
<p>The Hollies Special School</p> <ul style="list-style-type: none"> 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 			
<p>Llanishen Fach Primary School</p> <ul style="list-style-type: none"> increase the designated number at the Specialist Resource Base at Llanishen Fach Primary School from 20 to 30 places from September 2023 			
<p>Marlborough Primary School</p> <ul style="list-style-type: none"> increase the designated number at Marlborough Primary School Specialist Resource Base from 20 to 30 from September 2022 			
<p>Pentrebane Primary School</p> <ul style="list-style-type: none"> increase the designated number at the Pentrebane Primary School Specialist Resource Base from 20 to 24 spaces from September 2022 			
<p>Springwood Primary School</p> <ul style="list-style-type: none"> increase the designated number at Springwood Primary School Specialist Resource Base from 20 to 28 from September 2022 			

5. If you do or not support the proposed changes than please explain why

6. Would you like to suggest any changes or alternatives?

7. Additional comments

Name _____

Address _____

Post Code _____

The closing date for responses to this consultation is 1 February 2022.

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 or by email to schoolresponses@cardiff.gov.uk by no later than 1 February 2022.

ABOUT YOU

Please provide your postcode below to allow us to more accurately pinpoint respondents' views and needs by area:-

What was your age on your last birthday?

- | | | | | |
|-----------------------------------|--------------------------------|--------------------------------|--------------------------------|--|
| <input type="checkbox"/> Under 16 | <input type="checkbox"/> 25-34 | <input type="checkbox"/> 45-54 | <input type="checkbox"/> 65-74 | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> 16-24 | <input type="checkbox"/> 35-44 | <input type="checkbox"/> 55-64 | <input type="checkbox"/> 75+ | |

Are you...?

- | | | | |
|---------------------------------|-------------------------------|--------------------------------|--|
| <input type="checkbox"/> Female | <input type="checkbox"/> Male | <input type="checkbox"/> Other | <input type="checkbox"/> Prefer not to say |
|---------------------------------|-------------------------------|--------------------------------|--|

Do you identify as a disabled person?

- | | | |
|------------------------------|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Prefer not to say |
|------------------------------|-----------------------------|--|

Please tick any of the following that apply to you:

- | | | |
|---|--|---|
| <input type="checkbox"/> Deaf/ Deafened/ Hard of hearing | <input type="checkbox"/> Visual impairment | <input type="checkbox"/> Long-standing illness or health condition (e.g. cancer, diabetes, or asthma) |
| <input type="checkbox"/> Mental health difficulties | <input type="checkbox"/> Wheelchair user | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> Learning impairment / difficulties | <input type="checkbox"/> Mobility impairment | <input type="checkbox"/> Other |

Please specify _____

What is your ethnic group?

Where the term 'British' is used, this refers to any of the four home nations of Wales, England, Northern Ireland and Scotland, or any combination of these.

- | | |
|---|--|
| <input type="checkbox"/> White - Welsh/English/Scottish/Northern Irish/British | <input type="checkbox"/> Asian/Asian Welsh/British - Bangladeshi |
| <input type="checkbox"/> White - Irish | <input type="checkbox"/> Asian/Asian Welsh/British - Indian |
| <input type="checkbox"/> White - Gypsy or Irish Traveller | <input type="checkbox"/> Asian/Asian Welsh/British - Any other |
| <input type="checkbox"/> White - Any other white background | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - African |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White & Asian | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Caribbean |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black Caribbean | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Any other |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black African | <input type="checkbox"/> Arab |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - Any other | <input type="checkbox"/> Any other ethnic group (please specify) |
| <input type="checkbox"/> Asian/Asian Welsh/British - Chinese | _____ |
| <input type="checkbox"/> Asian/Asian Welsh/British - Pakistani | Prefer not to say |

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

This page is intentionally left blank

1st Century Schools Consultation Document 021

PROVISION FOR CHILDREN AND YOUNG PEOPLE
WITH ADDITIONAL LEARNING NEEDS (ALN):
COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM
CONDITION PROVISION FOR LEARNERS AGED 11 - 19
14 DECEMBER 2021 – 1 FEBRUARY 2022



This document can be made available in Braille.
A summary version of this document is available at www.cardiff.gov.uk/ALNschoollproposals
Information can also be made available in other community languages if needed.
Please contact us on **029 2087 2720** to arrange this.



Background

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
- thrive and fulfil their potential
- realise their individual dreams and ambitions

This booklet contains summarised information about proposals to improve access to education in line with the above principles of inclusion.

This is your chance to ask questions and make comments. We want to know your views because this helps us to make sure any proposal that goes forward really works for children, young people and the community local to the schools involved.

What are we proposing to do?

We are proposing to:

- increase the designated number at Whitchurch High School Specialist Resource Base for learners with complex learning needs from 70 to 100, from September 2022
- establish a 30 place Specialist Resource Base for learners with complex learning needs at Willows High School, from September 2023
- increase the designated number at the Llanishen High School Specialist Resource Base for learners with Autism Spectrum Condition from 20 to 45 places, from September 2022
- increase the designated number at The Marion Centre Specialist Resource Base at The Bishop of Llandaff Church in Wales High School for learners with autism from 42 to 66 places from September 2022
- establish a 30 place Specialist Resource Base at Ysgol Gyfun Gymraeg Glantaf for learners with autism, alongside the existing 30 place Specialist Resource Base, from September 2023

Where can I find more information?

- Full details can be found in the Consultation Document on the Council website at www.cardiff.gov.uk/ALNSchoolproposals
- If you are unable to access the document on-line, printed copies of this consultation document will be available by post on request. You may request a copy by telephoning 02920 872720.

- We have organised an online meeting and drop-in sessions that you can attend if you would like us to explain the suggested changes to you. You can also ask us questions. If you would like to attend an online meeting, please contact us by e-mailing schoolresponses@cardiff.gov.uk and tell us which meeting you would like to attend. We will then provide a link and instructions for attending the meeting.

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

Nature of consultation	Date/Time	Venue
Public meeting	Wednesday 19 January 2022 5:30pm	Online via Microsoft Teams
Drop in sessions	On request by emailing schoolresponses@cardiff.gov.uk	Online via Microsoft Teams

Separate meetings have been arranged for staff and governors.

The views of children and young people are key to the way education is delivered. We will consult with pupils in each school and include their feedback in the final consultation report.

How can I give my views?

- You can attend the public meeting or a drop-in session
- You can provide your views at www.cardiff.gov.uk/ALNSchoolproposals
- You can fill in the response form at the back of this booklet.

The closing date for responses to this consultation is 1 February 2022.

Why are we proposing these changes?

School places

All councils in Wales must 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.

Why are more places needed?

Sufficiency in the Special Sector

Most learners with Additional Learning Needs (ALN) attend a local mainstream school and have extra support there. Learners who have more severe or complex needs attend a special school or Specialist Resource Base. The number of pupils who need a place in a special school or specialist resource base has continued to grow.

A Specialist Resource Base enables learners with learning difficulties to succeed in a mainstream school environment. This can include pupils with Complex Learning Needs and/ or with Autism Spectrum Condition.

Pupils in a Specialist Resource Base are taught in a small class by specialist staff and benefit from a specialist curriculum. They also benefit from the full range of education opportunities available to all pupils at the school.

At the end of March 2021, there were 2,265 children in Cardiff with a statement of Special Education Needs. As the population grows, so will the number of children and young people with significant and complex Additional Learning Needs.

In 2020/21

- a total of 1,116 places in specialist resource bases or special schools were funded by Cardiff Council
- 48 temporary places for learners were available at Wellbeing Class and Speech and Language Classes
- 90 places were available in the Pupil Referral Unit (PRU)

Whilst there are a number of existing specialist settings across Cardiff, there are not enough places available. The number of children who would benefit from a specialist place is projected to increase over coming years.

Demand for places

In 2021/22 there are a total of 461 specialist places for pupils of secondary school age with Complex Learning Needs and Autism Spectrum Condition funded by Cardiff Council. These were in maintained schools in Cardiff and in other establishments commissioned by the Council.

The Welsh Government has approved a proposal to expand Woodlands High School, which would increase the capacity in Cardiff to 561 specialist places by 2025/26.

Allowing for some surplus to support flexibility, sufficient capacity would be to provide 638 places in 2021/22, and 692 places by 2025/26.

In summary, there is an estimated shortfall of 177 places for learners aged 11-18 in 2021/22, reducing to 131 by 2025/26.

Condition and Suitability of School Buildings

All school properties in Cardiff have been assessed for the condition of their buildings. All have been rated from A to D, with schools rated D in the poorest condition. This process helps us to prioritise which schools need improvements to their buildings and which need investment.

Details on the ratings for each school can be found in the consultation document at:

www.cardiff.gov.uk/ALNSchoolproposals

Geographical distribution of specialist provision

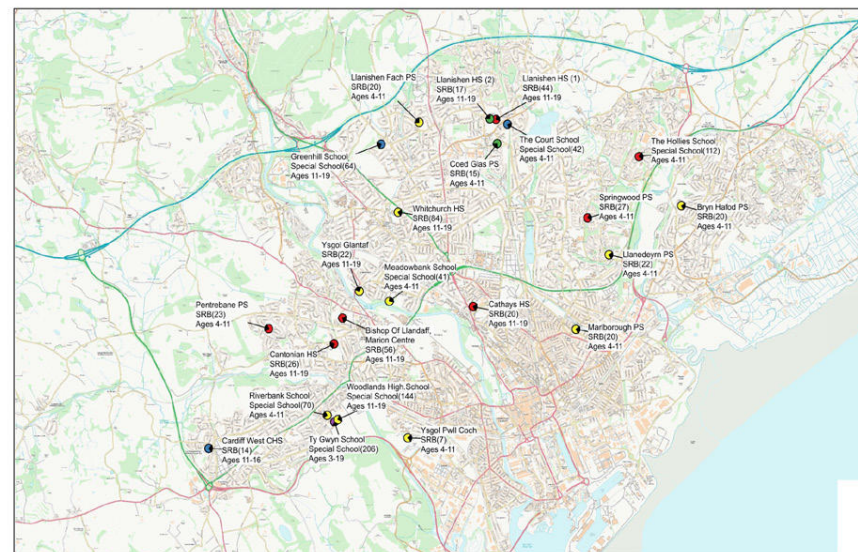
The location of specialist resource bases and Wellbeing Classes is not well distributed across the city.

A map showing location of existing specialist provision can be seen below.

The lack of specialist resource bases in some localities can disadvantage learners living in those areas. Some families are unfamiliar with the areas where provision is located. Parents or carers may lack the means to travel easily to those areas.

A better distribution of specialist resource bases across the city would improve access for pupils. It would reduce travel times for many pupils, as well as increasing the number of places available.

Cardiff Special Schools and SRBs 2021



Transport matters

The Council applies the three-mile statutory qualifying walking distance criteria for secondary age pupils to qualify for free home to school transport to special schools and specialist resource bases. Some learners who live within three miles of the school may be provided with free transport due to their individual learning needs and social issues.

The proposals are expected to increase the demand for Learner Transport at a number of schools. Suitable improved and / or expanded facilities for drop-off and pick-up may be required within the sites to accommodate the appropriate numbers of vehicles.

The Council's current Corporate Plan includes a commitment to every school in Cardiff developing an Active Travel Plan.

Further information in respect of transport matters can be found in the consultation document at www.cardiff.gov.uk/ALNschoollproposals

Expansion of Specialist Resource Base provision at Whitchurch High School for pupils with Complex Learning Needs

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.

To meet the demand for secondary specialist resource places for learners with complex learning needs it is proposed to:

- increase the designated number at Whitchurch High School Special Resource Base from 70 to 100 from September 2022.

It is proposed that the current specialist resource base accommodation would be improved and refurbished, creating additional classrooms and learning spaces.

Establishment of Specialist Resource Base provision at Willows High School for pupils with Complex Learning Needs

Willows High School is an English-medium community high school for pupils aged 11 – 16. The school is currently located at Willows Avenue, Tremorfa.

To meet the demand for secondary specialist resource places for learners with complex learning needs it is proposed to:

- establish a 30-place specialist resource base at Willows High School Special Resource Base from September 2025.

It is proposed that the new base would initially be accommodated within the existing buildings, with the necessary adaptations undertaken. Specialist accommodation would then be provided as part of the development of the new Willows High School.

Expansion of Specialist Resource Base provision at Llanishen High School for pupils with Autism Spectrum Condition

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.

To meet the demand for secondary age specialist provision 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.

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

Expansion of Specialist Resource Base provision at The Marion Centre, The Bishop of Llandaff Church in Wales High School for pupils with Autism Spectrum Condition

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.

To meet the demand for secondary specialist resource places for learners with autism spectrum condition it is proposed to:

- increase the designated number at The Marion Centre Special Resource Base from 42 to 66 places from September 2022.

It is proposed that the current specialist resource base accommodation would be improved and refurbished, creating additional classrooms and learning spaces.

Establishment of Specialist Resource Base provision at Ysgol Gyfun Gymraeg Glantaf for pupils with Complex Learning Needs

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.

To meet the demand for secondary specialist resource places for learners with autism spectrum condition it is proposed to:

- establish a 30 place Resource Base at Ysgol Gyfun Gymraeg Glantaf for learners with autism, alongside the existing 30 place Specialist Resource Base, from September 2023.

It is proposed that new accommodation would be developed on site to provide purpose-built facilities for both resource bases.

Quality and Standards

Every school in Wales is inspected by Estyn.

Estyn ensures that schools are providing a good quality of education to their pupils and that all children, are supported to learn by excellent teaching and learning staff.

Schools are also placed in one of the four colour-coded support categories (green, yellow, amber and red) as part of the Welsh Government's National School Categorisation System. Amber and Red schools are those that require the most support.

Details of standards at each school, as set out their most recent Estyn report are outlined in the table below.

The colours used show the most recent categorisation using the Welsh Government's Categorisation in January 2020.

School	Inspection Date	Standards	Progress
Whitchurch High School	January 2016	Adequate – monitoring required	Removed from monitoring Nov 2017
Willows High School	April 2018	Adequate / good	
Llanishen High School	February 2016	Adequate – monitoring required	Removed from monitoring Nov 2016
The Bishop of Llandaff CiW High School	February 2018	Excellent	
Ysgol Gyfun Gymraeg Glantaf	May 2017	Good / adequate	Removed from monitoring Nov 2018

Further details on quality and standards can be found in the consultation document on the Council website at www.cardiff.gov.uk/ALNSchoolproposals

What are the benefits of the proposed changes?

- Each of the proposals would increase the number of specialist places for secondary aged learners with Complex Learning Needs and / or Autism Spectrum Condition and would contribute towards meeting projected demand
- The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance inclusive teaching in schools. This would benefit all pupils in each school
- The proposed expansion of places would allow pupils to travel shorter distances to access local specialist provision.

Potential disadvantages of the proposed changes

- 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.
- There is potential for increased traffic congestion around the school sites at the start and end of the day. The Council would work with the Governing Body of the school to develop a Travel Plan to minimise any potential disruption.

How would staff be affected?

The Council will work with the Governing Bodies of each school to address the HR implications arising from the expansion / establishment of a Specialist Resource Base at the school. There may be a need for additional staffing.

Where the Governing Body has adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the expansion / establishment of the Specialist Resource Base will provide opportunities for school-based staff on the school redeployment register.

What happens next?

The Council will collect and summarise the feedback from this consultation. Council officers will then report this to the Council's Cabinet in a consultation report. This will help the elected members understand stakeholders' views and will give them information to help make their decision.

The Council and the Governing Bodies of Whitchurch High School and The Bishop of Llandaff Church in Wales High School will each publish a consultation report on their websites. The report will go over the issues raised during the consultation period and give the Council's / Governing Bodies response to these issues. The report will also contain Estyn's view of the proposals.

We expect to report on the outcome of the consultation in March 2021.

If the Cabinet decides to continue with the changes to Llanishen High School, Willows High School and Ysgol Gyfun Gymraeg Glantaf, the Council must publish a document called a 'statutory notice'. This is an official statement saying that the changes will go ahead. If the Governing Bodies of Whitchurch High School and The Bishop of Llandaff Church in Wales High School decide to continue with the changes, they must also publish a 'statutory notice'.

The statutory 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 / relevant Governing Body within the dates given on the notice.

Cardiff Council Cabinet would determine the proposals for Llanishen High School, Willows High School and Ysgol Gyfun Gymraeg Glantaf.

The Cabinet may decide to approve or reject the proposal, or they may approve the proposal with some changes (modifications). The Cabinet would take any objections received in the Objection Period into account when making their decision.

If there are no objections to the proposals for Whitchurch High School and The Bishop of Llandaff Church in Wales High School, the Governing Bodies would determine the proposals. The Governing Bodies may decide to approve, reject or approve the proposals with modifications. The Governing Bodies will take any objection received in the Objection Period into account when making this decision.

If there were objections to the proposals for Whitchurch High School or The Bishop of Llandaff Church in Wales High School, the proposals would be referred to the Council for determination within 35 days of the end of the objection period.

Once a decision is made, we will let everyone affected by the proposal know. The decision will also be published on the Council's website.

Have Your Say!

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

We are proposing to:

- increase the designated number at the Whitchurch High School Specialist Resource Base for learners with complex needs from 70 to 100 from September 2022
- establish a 30 place Specialist Resource Base for learners with complex learning needs at Willows High School from September 2023
- increase the designated number at the Llanishen High School Specialist Resource Base for learners with Autistic Spectrum Condition from 20 to 45 places from September 2022
- increase the designated number at The Marion Centre Specialist Resource Base for learners with Autistic Spectrum Condition from 42 to 66 places from September 2022
- establish a 30 place Resource Base at Ysgol Gyfun Gymraeg Glantaf for learners with Autistic Spectrum Condition alongside the existing 30 place Specialist Resource Base from September 2023

Your views matter, please tell us what you think about the proposal by:

- Completing and returning the accompanying questionnaire to the address given at the bottom of the form.
- Completing the online response form at www.cardiff.gov.uk/ALNschoollproposals
- Or if you prefer you can e-mail your views to: schoolresponses@cardiff.gov.uk

**The closing date for responses to this consultation is 1 February 2022.
Unfortunately, no responses received after that date can be considered.**

1. Which of the following are you responding as?

- Parent
- Teacher – please specify your school:
- School governor – please specify your school:
- Other – please specify:

2. Do you have a child/children enrolled at the following schools? (tick all that apply)

<input type="checkbox"/> Whitchurch High School	<input type="checkbox"/> Willows High School
<input type="checkbox"/> Llanishen High School	<input type="checkbox"/> Bishop of Llandaff
<input type="checkbox"/> Ysgol Gyfun Gymraeg Glantaf	<input type="checkbox"/> N/A
<input type="checkbox"/> Other please specify:	<input type="text"/>

3. Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?

Yes No Don't know

4. Do you support the proposal for each of the school sites?

Page 353

School and proposal in brief	Yes	No	No Opinion
Whitchurch High School - increase the designated number at the Whitchurch High School Specialist Resource Base for learners with complex learning needs from 70 to 100 from September 2022			
Willows High School - establish a 30 place Specialist Resource Base at Willows High School for learners with complex learning needs from September 2023			
Llanishen High School - increase the designated number at the Llanishen High School Specialist Resource Base for learners with Autistic Spectrum Condition from 20 to 45 places from September 2022			

School and proposal in brief	Yes	No	No Opinion
The Marion Centre at The Bishop of Llandaff - increase the designated number at The Marion Centre Specialist Resource Base for learners with Autistic Spectrum Condition from 42 to 66 places from September 2022			
Ysgol Gyfun Gymraeg Glantaf - establish a 30 place Specialist Resource Base for learners with Autistic Spectrum Condition at Ysgol Gyfun Gymraeg Glantaf alongside the existing 30 place Specialist Resource Base from September 2023			

5. If you do or not support the proposed changes than please explain why

6. Would you like to suggest any changes or alternatives?

7. Additional comments

Name: Postcode:

Address:

The closing date for responses to this consultation is 1 February 2022.

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.

Email:

Please return this form to the School Organisation Planning Team, Room 401, County Hall, CF10 4UW or by email to schoolresponses@cardiff.gov.uk by no later than 1 February 2022.

THANK YOU FOR YOUR COMMENTS

About You

Please provide your postcode below to allow us to more accurately pinpoint respondents' views and needs by area:-

What was your age on your last birthday?

- Under 16 25-34 45-54 65-74
 16-24 35-44 55-64 75+ Prefer not to say

Are you...?

- Female Male Other Prefer not to say

Do you identify as a disabled person?

- Yes No Prefer not to say

Please tick any of the following that apply to you:

- Deaf/ Deafened/ Hard of hearing Visual impairment Long-standing illness or health condition (e.g. cancer, diabetes, or asthma)
 Mental health difficulties Wheelchair user Prefer not to say
 Learning impairment / difficulties Mobility impairment Other

Please specify

What is your ethnic group?

Where the term 'British' is used, this refers to any of the four home nations of Wales, England, Northern Ireland and Scotland, or any combination of these.

- | | |
|---|--|
| <input type="checkbox"/> White - Welsh/English/Scottish/Northern Irish/British | <input type="checkbox"/> Asian/Asian Welsh/British - Bangladeshi |
| <input type="checkbox"/> White - Irish | <input type="checkbox"/> Asian/Asian Welsh/British - Indian |
| <input type="checkbox"/> White - Gypsy or Irish Traveller | <input type="checkbox"/> Asian/Asian Welsh/British - Any other |
| <input type="checkbox"/> White - Any other white background | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - African |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White & Asian | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Caribbean |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black Caribbean | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Any other |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black African | <input type="checkbox"/> Arab |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - Any other | <input type="checkbox"/> Any other ethnic group (please specify) |
| <input type="checkbox"/> Asian/Asian Welsh/British - Chinese | <input type="text"/> |
| <input type="checkbox"/> Asian/Asian Welsh/British - Pakistani | <input type="checkbox"/> Prefer not to say |

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

21st Century Schools Summary Document 2021

PROVISION FOR CHILDREN AND YOUNG PEOPLE WITH
ADDITIONAL LEARNING NEEDS (ALN):
COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM
CONDITION PROVISION FOR LEARNERS AGED 3 - 19

CONSULTATION PERIOD: 14 DECEMBER 2021 – 1 FEBRUARY 2022



This document can be made available in Braille.
A full version of the consultation document is available at:

www.cardiff.gov.uk/ALNSchoolproposals

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

Please contact us on **029 2087 2720** to arrange this.



Background

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
- thrive and fulfil their potential
- realise their individual dreams and ambitions

This booklet contains summarised information about proposals to improve access to education in line with the above principles of inclusion.

This is your chance to ask questions and make comments. We want to know your views because this helps us to make sure any proposal that goes forward really works for children, young people and the community local to the schools involved.

What are we proposing to do?

We are proposing to:

- increase the designated number of Ty Gwyn Special School from 198 to 240 places from September 2022
- increase the designated place number of Meadowbank Special School from 40 to 98 places from September 2022
- 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 2022
- increase the designated place number of the Specialist Resource Base at Llanishen Fach Primary School for children with complex learning needs from 20 to 30 places from September 2023
- increase the designated number at Marlborough Primary School Specialist Resource Base for children with moderate, severe and complex learning needs from 20 to 30 places from September 2022
- increase the designated number at the Pentreban Primary School Specialist Resource Base for children with autism from 20 to 24 places from September 2022
- increase the designated number at Springwood Primary School Specialist Resource Base for children with autism from 20 to 28 places from September 2022

Where can I find more information?

- Full details can be found in the Consultation Document on the Council website at www.cardiff.gov.uk/ALNSchoolproposals
- If you are unable to access the document on-line, printed copies of this consultation document will be available by post on request. You may request a copy by telephoning **02920 872720**.
- We have organised an online meeting and drop-in sessions that you can attend if you would like us to explain the suggested changes to you. You can also ask us questions. If you would like to attend an online meeting, please contact us by e-mailing schoolresponses@cardiff.gov.uk and tell us which meeting you would like to attend. We will then provide a link and instructions for attending the meeting.

The dates of the public consultation meeting and drop-in sessions are set out below:

Table 1: Consultation Meeting Dates

Nature of consultation	Date/Time	Venue
Online Public meeting	Wednesday 19 January 2022 5:30pm	Online via Microsoft Teams
Drop-in sessions	On request by emailing schoolresponses@cardiff.gov.uk	Online via Microsoft Teams

Separate meetings have been arranged for staff and governors.

The views of children and young people are key to the way education is delivered. We will consult with pupils in each school and include their feedback in the final consultation report.

How can I give my views?

- You can attend the public meeting or a drop-in session
- You can provide your views at www.cardiff.gov.uk/ALNSchoolproposals
- You can fill in the response form on pages 11-14 of this booklet.

The closing date for responses to this consultation is 1 Chwefror 2022.

Why are we proposing these changes?

School places - All councils in Wales must 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.

Why are more places needed?

Sufficiency in the Special Sector

Most learners with Additional Learning Needs (ALN) attend a local mainstream school and have extra support there. Learners who have more severe or complex needs attend a special school or Specialist Resource Base. The number of pupils who need a place in a special school or specialist resource base has continued to grow.

A Specialist Resource Base enables learners with learning difficulties to succeed in a mainstream school environment. This can include pupils with Complex Learning Needs and/ or with Autism Spectrum Condition.

Pupils in a Specialist Resource Base are taught in a small class by specialist staff and benefit from a specialist curriculum. They also benefit from the full range of education opportunities available to all pupils at the school.

Pupils with more complex or severe needs may be taught in a special school.

At the end of March 2021, there were 2,265 children in Cardiff with a statement of Special Education Needs. As the population grows, so will the number of children and young people with significant and complex Additional Learning Needs.

In 2020/21

- a total of 1,116 places in specialist resource bases or special schools were funded by Cardiff Council
- 48 temporary places for learners were available at Wellbeing Class and Speech and Language Classes
- 90 places were available in the Pupil Referral Unit (PRU)

Whilst there are a number of existing specialist settings across Cardiff, there are not enough places available. The number of children who would benefit from a specialist place is projected to increase over coming years.

Demand for places – primary age

In 2021/22 there are a total of 413 specialist places for pupils of primary school age with Complex Learning Needs and Autism Spectrum Condition funded by Cardiff Council. These were in maintained schools in Cardiff and in other establishments commissioned by the Council.

Approved proposals to expand Riverbank Special School and the Specialist Resource Base at Ysgol Gymraeg Pwll Coch will increase the capacity in Cardiff to 465 specialist places by 2025/26.

Allowing for some surplus to support flexibility, sufficient capacity would be to provide 561 places in 2021/22, and 602 places by 2025/26.

In summary, there is an estimated shortfall of 148 places for learners of primary school age in 2021/22, reducing to 137 by 2025/26.

Demand for places – secondary age

In 2021/22 there are a total of 461 specialist places for pupils of secondary school age with Complex Learning Needs and Autism Spectrum Condition funded by Cardiff Council. These were in maintained schools in Cardiff and in other establishments commissioned by the Council.

The Welsh Government has approved a proposal to expand Woodlands High School, which would increase the capacity in Cardiff to 561 specialist places by 2025/26.

Allowing for some surplus to support flexibility, sufficient capacity would be to provide 638 places in 2021/22, and 692 places by 2025/26.

In summary, there is an estimated shortfall of 177 places for learners aged 11-18 in 2021/22, reducing to 131 by 2025/26.

Condition and Suitability of School Buildings

All school properties in Cardiff have been assessed for the condition of their buildings. All have been rated from A to D, with schools rated D in the poorest condition. This process helps us to prioritise which schools need improvements to their buildings and which need investment.

Details on the ratings for each can be found in the consultation document at:

www.cardiff.gov.uk/ALNSchoolproposals

Geographical distribution of specialist provision

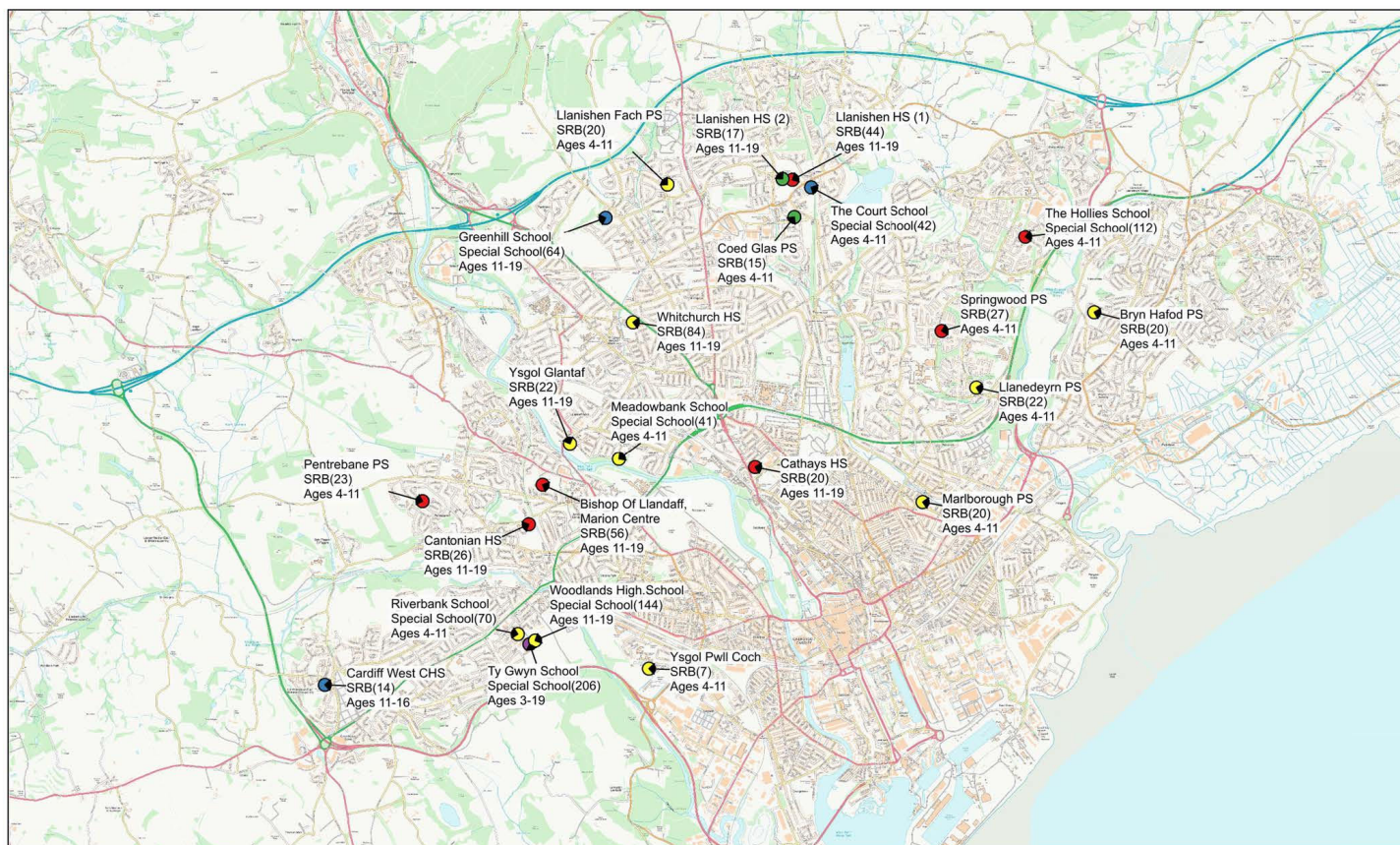
The location of special schools, specialist resource bases and Wellbeing Classes is not well distributed across the city.

A map showing location of existing specialist provision can be seen at page 6.

The lack of specialist resource bases in some localities can disadvantage learners living in those areas. Some families are unfamiliar with the areas where provision is located. Parents or carers may lack the means to travel easily to those areas.

A better distribution of specialist resource bases across the city would improve access for pupils. It would reduce travel times for many pupils, as well as increasing the number of places available.

Cardiff Special School and Specialist Resources Bases 2021



Special schools & SRBs: Type & Capacity

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

This copy is produced specifically to supply County Council information. NO further copies may be made. Mewn copi hysus wedi grynhyrchu basoddi i gyfnewid gwybodaeth y Cyngor Sir. Ni allir garmodau copïau pellach. © Crown copyright and database rights 2017. Ordnance Survey 100023376. © Hysusfari y Geiriau a hysusfari orionta ddata 2017. Awdio Ordnans 100023376

Proposal to increase the number of places at Ty Gwyn Special School for pupils with complex learning needs or autism

Ty Gwyn is a special school located at Vincent Road in Caerau. The school admits pupils from across the authority. The school has been federated with Riverbank Special School and Woodlands High School, as the Western Learning Campus Federation, since January 2018.

The school is designated to provide 198 places for learners aged 3-19 with complex learning disabilities or autism.

To meet the increasing demand for places it is proposed to:

- increase the designated number of Ty Gwyn Special School from 198 to 240 places from September 2022.

It is proposed that the school would expand by adapting the former Trelai Youth Centre to provide additional accommodation and facilities.

Proposal to increase the number of places at Meadowbank Special School for pupils with complex learning needs

Meadowbank is a special school located in Llandaff North. The school admits pupils from across the authority.

The school is designated for up to 40 places for pupils aged 4 -11 with speech and language and communication needs and complex learning needs.

To meet the increasing demand for places it is proposed to:

- increase the designated place number of Meadowbank Special School from 40 to 98 from September 2022.

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.

Proposal to increase the number of places at The Hollies Special School for pupils with autism

The Hollies is a special school located at Bryn Heulog in Pentwyn. The school admits pupils from across the authority.

The school is designated to provide 90 places for learners aged 4-11 with autism.

To meet the increasing demand for places it is proposed to:

- 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

It is proposed that the school buildings would be extended to provide additional classrooms, in addition to works that are currently underway to improve current facilities and to establish additional classrooms in the existing accommodation.

Proposal to increase the number of places at Llanishen Fach Primary School Specialist Resource Base (SRB) for pupils with complex learning needs

Llanishen Fach Primary School is an English-medium community primary school for pupils aged 3 – 11. The school is located at Heol Uchaf, Rhiwbina.

The school hosts a 20 place Special Resource Base for children with complex learning needs.

To meet the increasing demand for places it is proposed to:

- increase the designated place number of the Special Resource Base at Llanishen Fach Primary School for children with complex learning needs from 20 to 30 places from September 2023

It is proposed that works would be undertaken to provide new accommodation and facilities, to facilitate the growth of the resource base.

Proposal to increase the number of places at Marlborough Primary School Specialist Resource Base (SRB) for pupils with severe and complex learning needs

Marlborough Primary School is an English-medium community primary school for pupils aged 3-11. The school is located at Blenheim Road, Penylan.

The school hosts a Special Resource Base, for pupils with severe and complex learning needs.

To meet the increasing demand for places it is proposed to:

- increase the designated number at Marlborough Primary School Special Resource Base for children with severe and complex learning needs from 20 to 30 from September 2022

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.

Proposal to increase the number of places at Pentrebane Primary School Specialist Resource Base (SRB) for pupils with autism

Pentrebane Primary School is an English-medium community primary school for pupils aged 3-11. The school is located at Beechley Drive, Pentrebane.

The school hosts a primary special resource base for children with autism.

To meet the increasing demand for places it is proposed to:

- increase the designated number at the Pentrebane Primary School Special Resource Base for children with autism from 20 to 24 spaces from September 2022

It is proposed that works would be undertaken to improve and extend facilities and accommodation.

Proposal to increase the number of places at Springwood Primary School Specialist Resource Base (SRB) for pupils with autism

Springwood Primary School is an English-medium community primary school for pupils aged 3-11. The school is located at Circle Way, Llanedeyrn.

The school hosts a specialist resource base for children with autism.

To meet the increasing demand for places it is proposed to:

- increase the designated number at Springwood Primary School Special Resource Base for children with autism from 20 to 28 from September 2022

Works have been undertaken to improve and adapt existing accommodation within the school.

Transport matters

The Council applies the two-mile statutory qualifying walking distance criteria for primary age pupils to qualify for free home to school transport to special schools and specialist resource bases. At secondary school age, this distance is three miles. Some learners who live within these distances may be provided with free transport due to their individual learning needs and social issues.

The proposals are expected to increase the demand for Learner Transport at a number of schools. Suitable improved and / or expanded facilities for drop-off and pick-up may be required within the sites to accommodate the appropriate numbers of vehicles.

The Council's current Corporate Plan includes a commitment to every school in Cardiff developing an Active Travel Plan.

Further information in respect of transport matters can be found in the consultation document at www.cardiff.gov.uk/ALNSchoolproposals

Quality and Standards

Every school in Wales is inspected by Estyn.

Estyn ensures that schools are providing a good quality of education to their pupils and that all children, are supported to learn by excellent teaching and learning staff.

Schools are also placed in one of the four colour-coded support categories (green, yellow, amber and red) as part of the Welsh Government's National School Categorisation System. Amber and Red schools are those that require the most support.

Details of standards at each school, as set out their most recent Estyn report are outlined in the table below.

The colours used show the most recent categorisation using the Welsh Government's Categorisation in January 2020.

School	Inspection Date	Standards	Progress
Ty Gwyn Special School	May 2012	Excellent	N/a
Meadowbank Special School	November 2019	Adequate	N/a
The Hollies Special School	October 2019	Good	N/a
Llanishen Fach Primary School	April 2014	Good	N/a
Marlborough Primary School	November 2018	Good	N/a
Pentrebane Primary School	March 2015	Good	N/a
Springwood Primary School	March 2018	Good	N/a

Further details on quality and standards can be found in the consultation document on the Council website at www.cardiff.gov.uk/ALNSchoolproposals

What are the benefits of the proposed changes?

- Each of the proposals would increase the number of specialist places for primary aged learners with Complex Learning Needs and/ or Autism Spectrum Condition and would contribute towards meeting projected demand.
- The proposed expansion of Ty Gwyn Special School would also increase the number of specialist places for learners aged 3-19 with the most complex / severe Complex Learning Needs and/ or Autism Spectrum Condition.
- The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance inclusive teaching in schools. This would benefit all pupils in each school.
- The proposed expansion of places would allow pupils to travel shorter distances to access local specialist provision.

Potential disadvantages of the proposed changes

- 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.
- There is potential for increased traffic congestion around the school sites at the start and end of the day. The Council would work with the Governing Body of the school to develop a Travel Plan to minimise any potential disruption.

How would staff be affected?

The Council will work with the Governing Bodies of each school to address the HR implications arising from the establishment of a Specialist Resource Base at the school. There may be a need for additional staffing.

Where the Governing Body has 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.

What happens next?

The Council will collect and summarise the feedback from this consultation. Council officers will then report this to the Council's Cabinet. This will help the elected members understand stakeholders' views and will give them information to help make their decision.

If the Cabinet decides to continue with the proposals, it must publish a document called a 'statutory notice'. The statutory 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.

The Cabinet may decide to approve or reject the proposal, or they may approve the proposal with some changes (modifications). The Cabinet would take any objections received in the Objection Period into account when making their decision.

Once a decision is made, we will let everyone affected by the proposal know. The decision will also be published on the Council's website.

Have Your Say!

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

We are proposing to:

- increase the designated number of Ty Gwyn Special School from 198 to 240 places from September 2022
- increase the designated place number of Meadowbank Special School from 40 to 98 places from September 2022
- 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
- increase the designated place number of the Specialist Resource Base at Llanishen Fach Primary School for children with complex learning needs from 20 to 30 places from September 2023
- increase the designated number at Marlborough Primary School Specialist Resource Base for children with moderate, severe and complex learning needs from 20 to 30 places from September 2022
- increase the designated number at the Pentreban Primary School Specialist Resource Base for children with autism from 20 to 24 places from September 2022
- increase the designated number at Springwood Primary School Specialist Resource Base for children with autism from 20 to 28 places from September 2022

Your views matter, please tell us what you think about the proposal by:

- Completing and returning the accompanying questionnaire to the address given at the bottom of the form.
- Completing the online response form at www.cardiff.gov.uk/ALNschoollproposals
- Or if you prefer you can e-mail your views to: schoolresponses@cardiff.gov.uk

The closing date for responses to this consultation is Tuesday 1 February 2022.

1. Which of the following are you responding as?

- Parent or Guardian*
- Teacher – please specify your school _____
- School governor – please specify your school _____
- Other – please specify _____

2. Do you have a child/children enrolled at the following schools? (tick all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Ty Gwyn Special School | <input type="checkbox"/> Pentreban Primary School |
| <input type="checkbox"/> Meadowbank Special School | <input type="checkbox"/> Springwood Primary School |
| <input type="checkbox"/> The Hollies Special School | <input type="checkbox"/> Other please specify _____ |
| <input type="checkbox"/> Llanishen Fach Primary School | <input type="checkbox"/> N/A |
| <input type="checkbox"/> Marlborough Primary School | |

3. Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?

YES NO DON'T KNOW

4. Do you support the proposal for each of the school sites?

School and proposal in brief	Yes	No	Don't know
<p>Ty Gwyn Special School</p> <ul style="list-style-type: none"> increase the designated number of Ty Gwyn Special School from 198 to 240 from September 2022 			
<p>Meadowbank Special School</p> <ul style="list-style-type: none"> increase the designated number of Meadowbank Special School from 40 to 98 from September 2022 			
<p>The Hollies Special School</p> <ul style="list-style-type: none"> 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 			
<p>Llanishen Fach Primary School</p> <ul style="list-style-type: none"> increase the designated place number of the Specialist Resource Base at Llanishen Fach Primary School for children with complex learning needs from 20 to 30 places from September 2023 			
<p>Marlborough Primary School</p> <ul style="list-style-type: none"> increase the designated number at Marlborough Primary School Specialist Resource Base for children with moderate, severe and complex learning needs from 20 to 30 places from September 2022 			
<p>Pentrebane Primary School</p> <ul style="list-style-type: none"> increase the designated number at the Pentrebane Primary School Specialist Resource Base for children with autism from 20 to 24 places from September 2022 			
<p>Springwood Primary School</p> <ul style="list-style-type: none"> increase the designated number at Springwood Primary School Specialist Resource Base for children with autism from 20 to 28 places from September 2022 			

5. If you do or not support the proposed changes than please explain why

6. Would you like to suggest any changes or alternatives?

7. Additional comments

Name _____

Address _____

Post Code _____

The closing date for responses to this consultation is 1 February 2022.

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 or by email to schoolresponses@cardiff.gov.uk by no later than 1 February 2022.

ABOUT YOU

Please provide your postcode below to allow us to more accurately pinpoint respondents' views and needs by area:-

What was your age on your last birthday?

- | | | | | |
|-----------------------------------|--------------------------------|--------------------------------|--------------------------------|--|
| <input type="checkbox"/> Under 16 | <input type="checkbox"/> 25-34 | <input type="checkbox"/> 45-54 | <input type="checkbox"/> 65-74 | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> 16-24 | <input type="checkbox"/> 35-44 | <input type="checkbox"/> 55-64 | <input type="checkbox"/> 75+ | |

Are you...?

- | | | | |
|---------------------------------|-------------------------------|--------------------------------|--|
| <input type="checkbox"/> Female | <input type="checkbox"/> Male | <input type="checkbox"/> Other | <input type="checkbox"/> Prefer not to say |
|---------------------------------|-------------------------------|--------------------------------|--|

Do you identify as a disabled person?

- | | | |
|------------------------------|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Prefer not to say |
|------------------------------|-----------------------------|--|

Please tick any of the following that apply to you:

- | | | |
|---|--|---|
| <input type="checkbox"/> Deaf/ Deafened/ Hard of hearing | <input type="checkbox"/> Visual impairment | <input type="checkbox"/> Long-standing illness or health condition (e.g. cancer, diabetes, or asthma) |
| <input type="checkbox"/> Mental health difficulties | <input type="checkbox"/> Wheelchair user | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> Learning impairment / difficulties | <input type="checkbox"/> Mobility impairment | <input type="checkbox"/> Other |

Please specify _____

What is your ethnic group?

Where the term 'British' is used, this refers to any of the four home nations of Wales, England, Northern Ireland and Scotland, or any combination of these.

- | | |
|---|--|
| <input type="checkbox"/> White - Welsh/English/Scottish/Northern Irish/British | <input type="checkbox"/> Asian/Asian Welsh/British - Bangladeshi |
| <input type="checkbox"/> White - Irish | <input type="checkbox"/> Asian/Asian Welsh/British - Indian |
| <input type="checkbox"/> White - Gypsy or Irish Traveller | <input type="checkbox"/> Asian/Asian Welsh/British - Any other |
| <input type="checkbox"/> White - Any other white background | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - African |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White & Asian | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Caribbean |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black Caribbean | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Any other |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black African | <input type="checkbox"/> Arab |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - Any other | <input type="checkbox"/> Any other ethnic group (please specify) |
| <input type="checkbox"/> Asian/Asian Welsh/British - Chinese | _____ |
| <input type="checkbox"/> Asian/Asian Welsh/British - Pakistani | Prefer not to say |

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

This page is intentionally left blank

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

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM
CONDITION PROVISION FOR PRIMARY AND SECONDARY AGED
PUPILS**

**Appendix 3 – Notes of meetings with Governing Bodies and School
Staff**



**Schools Programme
Record of Virtual Meeting
Moorland Primary School Governing Body
Additional Learning Needs - Moorland Primary
11 November 2021**



Present: Michele Duddridge-Friedl (SOP), Mian Saleem (SOP), Jenny Hughes (ALN), Hibah Iqbal (SOP), Moorland Primary School Governors

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

The meeting was held via Microsoft Teams

Welcome and Introductions

Michele Duddridge-Friedl opened the meeting, welcomed governors and outlined details of the proposed changes.

There was a presentation which set out the following:

- What is being proposed?
- Background
- Sufficiency of places
- Distribution of places
- Proposals for Moorland Primary School
- Condition Categories
- Suitability
- Proposed SRB accommodation
- Quality and Standards
- Transport Matters
- Benefits of the proposals
- Potential disadvantages and risks
- Alternative options discounted
- Admissions
- Finance
- Human Resources
- What happens next?

Questions and response

MDF invited questions/comments from staff

Q/C - at what point would we have definitive funding to start recruiting new staff?

JH - in discussions with the Headteacher over next few weeks regarding this, how many children we're looking to admit before the class opens and work on transitions. We'd clarify before end of term or beginning of next.

Q/C - Initially told that SRB would go in Foundation Phase (FP) but now saying FP going into main building; confusion as we thought FP would be in in new unit when built and KS2 in main building.



**Schools Programme
Record of Virtual Meeting
Moorland Primary School Governing Body
Additional Learning Needs - Moorland Primary
11 November 2021**



JH - FP will be part of new build and KS2 will be in existing upstairs room which has been planned and agreed. In terms of FP building work, this won't be ready for September 2022, but hoping KS2 class will be. We want to start placing children from September 2022; there are always KS2 children who need to be placed, so it would be helpful to start a class even if it is only KS2 and not FP. If we do need to place FP kids, there may be another room, but not sure it's best option; respect schools view of what is appropriate and possible from September 2022.

Q/C – from a governing body point of view we want the provision to be inclusive; it can be scary to send children to somewhere new and doesn't seem fair on the children. If we start from KS2 and it's their permanent base, that would be more settling.

Q/C – with regards to funding, it is part of the delegated budget; you've clarified that funding for teaching resource will come earlier but with regard to the overall funding, when will that come in?

JH - before next financial year; clearly identified and sustained need and then grow as staffing grows.

Q/C – with regards to recruitment, is nobody else being made redundant from new base?

JH – there is no closure but if we have any staff on the redeployment register, we could look at that but this would depend on skillset and roles; we're looking to increase the staff here, however most likely to be open recruitment because it is specialised

Q/C – with regards to building works, there needs to be work done to main building to make it suitable. When will it start and how long will it take for September 22 intake? is there room for manoeuvre?

MS - current programme indicates we'll start construction in July next year and do the refurbishment of the upstairs KS2 area within the first for 4-6 weeks. That unit would be ready from September.

MDF advised governor of the ways in which responses to the consultation could be made.

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



Present: Michele Duddridge-Friedl (SOP), Mian Saleem (SOP), Jenny Hughes (ALN), Hibah Iqbal (SOP), Members of staff

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

The meeting was held via Microsoft Teams

Welcome and Introductions

Michele Duddridge-Friedl opened the meeting, welcomed staff and outlined details of the proposed changes.

There was a presentation which set out the following:

- What is being proposed?
- Background
- Sufficiency of places
- Distribution of places
- Proposals for Moorland Primary School
- Condition Categories
- Suitability
- Proposed SRB accommodation
- Quality and Standards
- Transport Matters
- Benefits of the proposals
- Potential disadvantages and risks
- Alternative options discounted
- Admissions
- Finance
- Human Resources
- What happens next?

Questions and response

MDF invited questions/comments from staff

Q/C - concerns about space while building work is being undertaken; how will the school operate with 400 children on site?

MS – aware that this is a challenging phased construction plan; two aspects, Flying Start and Early Years unit which will be phased to minimise impact. The existing Early Years building will remain operational, with children moving to the new accommodation once completed. The major challenge from the construction point of view is compliance with new drainage legislation with the need to build tanks underground. It will be a challenging six months however will look to use the school holiday period to progress works.



MDF – there will be an impact in the short term however the works will result in significantly improved facilities.

Q/C – a significant area of space is being taken up; the children use a lot of outdoor space.

MDF – how best to use the available space can be discussed with the Headteacher; phased playtimes have been used with other schools.

Q/C – with the new curriculum children are outdoors all the time.

MDF – free flow will be reduced during the building works however the long-term position will be far superior.

Q/C – it will be the younger children suffering, who have suffered through covid and through this.

MS – we will look to release areas as they are completed. We will have a clear view of what can be done once a contractor is appointed and will work with the school to see best to do things.

Q/C - I can see the Year 2 playground being taken up, main will go, is that true?

MDF - yes will have to reduce. This is something we can revisit with the Headteacher; it may be that the school can use other facilities within the local area. There are challenges on urban school sites like Moorland but there is a need to replace the Early Years building; children are not getting the standard of facilities they need.

Q/C – from the picture the whole of the playground is gone; children will have to stay inside while the others play.

Q/C – is it possible to build the Flying Start provision by the MUGA, knock down the Early Years unit while we go into the other building

MDF - we note your concerns with access to facilities and we will need to come back to your school outside this process

Q/C – could we use the small area next to the old Ysgol Glan Morfa building during the day?

MDF – this is the type of option we can look at with the school.

Q/C - could you clarify what you mean by complex needs and the types of pupils that would be accessing the SRB.

JH – children with significant long term learning difficulties; provision already at other schools e.g., Llanishen Fach Primary School. We fund a range of needs; the commonality is learning difficulties but also relates to communication issues, physical and medical, ASC and ADHD. Complex needs are not easy to summarise but covers children who need specialist teaching support/methods.

Q/C - Are the 20 places split?

JH – yes, 10 places for Foundation Phase and 10 places for KS2 however places are sometimes split by need rather than age and can be fluid in that respect.



Q/C - concerned about the complex needs' children in the other building e.g., the staircase. Concerns also with regards to the additional learning needs in school, the staffing and management structure, one classroom being upstairs, children having to go in lifts to go to the playground. Staffing structure will need to ensure needs are appropriately met; 20 additional children will require significantly more time.

JH - staff are employed by the school with staff and resources fully funded by the LA. Schools with SRB provision find that it brings additional expertise and opportunities into the school allowing over time for the development of a more fluid model that benefits a wider range of children. Opportunities to see how children in SRB can benefit from mainstream also. A teacher and 2 TAs in each class is standard but this will need to be worked through by governors in establishing the base.

Headteacher – there would be opportunities for transference of skills. Would hope it will provide flexible, opportunities for staff currently working in the school to apply to work there.

JH – whilst there are huge constraints at the moment, it would be worth visiting existing bases. Marlborough Primary School opening a third class which filled almost straight away; the unit there is going very well and provides a strong flexible model.

Q/C - What about fire assembly points? We usually meet in the playground

MDF - that would need to be revised, as standard.

There were no further questions, MDF thanked staff, and the meeting closed.



Present: Richard Portas (SOP), Michele Duddridge-Friedl (SOP), Brett Andrewartha (SOP), Jennie Hughes (Achievement & Inclusion), Rachel Burgess Willis (SOP), Willows High School governors

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

The meeting was held via Microsoft Teams

Welcome and Introductions

Michele Duddridge-Friedl (MDF) opened the meeting, welcomed governors and introduced officers.

MDF advised that notes of the meeting were being taken and would form part of the consultation feedback.

BA gave a PowerPoint presentation setting out details of the proposal based upon the contents of the consultation document for proposed changes in the Complex Learning Needs ages 11-19 sector and specifically the expansion of provision at Willows High School.

The presentation set out the following:

- What is being proposed city wide?
- What is proposed for Willows High School?
- Distribution of places
- Current CLN/ASC provision 11-19
- Demand for CLN/ASC places 11 - 19
- Take up of places at Willows High School
- Condition Categories
- Suitability Categories
- Quality and Standards
- Transport Matters
- Benefits of the proposals
- Potential disadvantages
- Alternative options discounted
- Finance
- Human Resources
- What happens next?

Questions and Answers

MDF invited questions from governors

The questions asked by governors are set out in *italics* below with the officer response given directly below.



Q – Has the Council thought about where the base will be? Will it be in existing classrooms?

A: Will be a specific space built for it, at this stage it hasn't been worked out in detail.

Q – Six miles is a long way for children to travel (some pupils have to travel long distances within the catchment) so bringing the school closer to more children is a good thing.

A- We welcome all comments and thoughts on the proposal and would encourage you to include any points you wish to raise in your formal response. We welcome as many responses as possible.

Q – How should we respond to the consultation?

A: We would expect to see a formal response from the Governing Body.

Q- We will respond as a GB and individually.

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



Present: Richard Portas (SOP), Michele Duddridge-Friedl (SOP), Brett Andrewartha (SOP), Jennie Hughes (Achievement & Inclusion), Louise Flynn (HR), Rachel Burgess Willis (SOP)

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

The meeting was held via Microsoft Teams

Welcome and Introductions

Michele Duddridge-Friedl (MDF) opened the meeting, welcomed staff and introduced officers.

MDF advised that notes of the meeting were being taken and would form part of the consultation feedback.

MDF presented a PowerPoint setting out details of the proposal:

- What is proposed city wide?
- Background (21st Century Schools) Cardiff 2030 Vision
- Sufficiency of places
- Current provision 11-19
- Demand for Complex Learning Needs/ASC places 11-19
- Demand for places at Willows High School
- Condition Categories
- Suitability
- Quality and Standards
- Transport considerations
- Proposal benefits
- Human Resources
- What happens next

Louise Flynn (LF) advised that the proposal was positive. There would be regular dialogue with trade unions, staff, and governing bodies throughout the process.

Questions and Answers

MDF invited questions from staff

The questions asked by staff are set out in *italics* below with the officer response given directly below.

Q – Who will oversee safeguarding of pupils and staff?

A: Pupils will be part of the school, so will be up to the Senior Leadership team. All staff will be employed by the school.



Q – What will the pupil/staff ratio be for the SRB?

A - For pupils with severe learning difficulties it will be 1 teacher per 10 pupils, plus a Teaching Assistant.

Q - What will the class sizes be?

A – No more than 10 pupils per class.

Q – Are any of our pupils allowed to go to Whitchurch SRB Post 16?

A – This is something that could be an option. Some may also want to go onto college but may want a school place first.

Q – Is there any scope for adding accommodation?

A – Willows currently has surplus space. However, we would consider any requests or concerns made in your collective response, if you felt it was needed for your delivery of provision.

There were no further questions, MDF thanked staff and the meeting closed.



Schools Programme
Llanishen High School Governing Body Virtual Meeting
Additional Learning Needs:
Complex Learning Needs/Autism (ages 11-19)
17 January 2022 at 5:00pm



Present: Richard Portas (SOP)), Michele Duddridge-Friedl (SOP), Brett Andrewartha (SOP), Jenny Hughes (ALN), Louise Flynn (HR), Ian Warburton (SOP), 8 Llanishen High School Governors

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

The meeting was held via Microsoft Teams

Welcome and Introductions

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

BA gave a presentation outlining details of the proposed changes in the CLN/ASC ages 11-19 sector and specifically the expansion of ASC provision at Llanishen High School.

The presentation set out the following:

- What is being proposed city wide?
- What is proposed for Llanishen High School?
- Background
- Sufficiency of places
- Distribution of places
- Current CLN/ASC provision 11-19
- Demand for CLN/ASC places 11 - 19
- Take up of places at Llanishen High School
- Condition Categories
- Suitability Categories
- Quality and Standards
- Transport Matters
- Benefits of the proposals
- Potential disadvantages
- Alternative options discounted
- Finance
- Human Resources
- What happens next?

Questions and response given

RP invited questions from governors

Q Will the places be available from September 2022; what is the status of the building work required?



Schools Programme
Llanishen High School Governing Body Virtual Meeting
Additional Learning Needs:
Complex Learning Needs/Autism (ages 11-19)
17 January 2022 at 5:00pm



- RP Temporary accommodation is being sourced such that it is in place in February; the permanent build is progressing well and should be in place by September 2022.
- JH The base is already accommodating 45 pupils and hence there is a need to put permanent provision in place.
- Q The scheme reduces parking, is there a plan to put additional parking in place? A mezzanine parking area would provide additional places on the same footprint.**
- RP I will check on the plans, but parking considerations should be part of the planning application. I will get back to you with any details available.
- Q The complexity of needs is increasing. Will the funding of the SRB reflect the resources required?**
- JH We recognise that the complexity of need has increased beyond that originally anticipated for the provision. We are intending to provide a good fit of placement to provision, allocating more pupils who can be accommodated in mainstream provision. As regards funding, a special school funding model will apply providing a good level of financial resourcing.
- Q The existing resource is currently accommodating 45 pupils, how sustainable will this number be going forward?**
- JH We currently have no plans to admit above 45 pupils.

There were no further questions.

RP invited the governing body to submit a response to the proposal and was happy for governors to share links to the proposal.

RP thanked governors and the meeting ended.



Schools Programme
Ysgol Glantaf Governing Body Virtual Meeting
Additional Learning Needs:
Complex Learning Needs/Autism (ages 11-19)
18 January 2022



Present: Richard Portas (SOP), Michele Duddridge-Friedl (SOP), Jennie Hughes (ALN), Louise Flynn (HR), Hibah Iqbal (SOP), James Eul (Translator), Ysgol Glantaf governors

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

The meeting was held via Microsoft Teams

Welcome and Introductions

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

MDF advised that the meeting was taking place on Zoom to allow for simultaneous translation with contributions to the meeting in Welsh being translated into English.

MDF gave a presentation outlining details of the proposed changes to ALN provision.

The presentation set out the following:

- What is being proposed city wide
- What is proposed for Ysgol Glantaf
- Background
- Sufficiency of places
- Distribution of places
- Current CLN/ASC provision 11-19
- Demand for CLN/ASC places 11-19
- Demand for places at Ysgol Glantaf
- Condition Categories
- Suitability Categories
- Quality and Standards
- Transport Matters
- Benefits of the proposal
- Potential disadvantages
- Alternative options discounted
- Finance
- Human Resources
- What happens next?

Questions and response given

RP invited questions from governors.



Schools Programme
Ysgol Glantaf Governing Body Virtual Meeting
Additional Learning Needs:
Complex Learning Needs/Autism (ages 11-19)
18 January 2022



Q - Wanted to clarify if the enlarged SRB will all be in one new structure?

RP- not necessarily, we are very early in the design process, we need to get to the right solution, it could be in one or there could be some non SRB provision in the same block. We would do that with school.

Q - With regard to funding, at what point do we understand the impact on the school budget as we want that to be minimal or neutral

RP- Needs to be worked through properly

JH- It is still early but we will have those conversations with you about the funding model and may move towards the special school funding model. We are aiming for it to be cost neutral and benefit the school.

Q - When would we understand that impact?

JH- this could begin with looking at what the staffing model looks like, recruiting staff and funding later this year as the SRB opens in 2023.

Q - The school condition has been described as band C- poor with major defects, what is the councils plan for that?

RP- We have not begun planning for Band C yet, in bringing forward that we need to do a significant consultation with other schools in same position. I oversee asset programme, we are and have been investing in the school over the last couple of years, we have significant needs across city. There has been historic underinvestment for 40-50 years.

MDF- Not just condition but on a wider strategic context it's about how we increase the number of Welsh places across Cardiff so there are appropriate Welsh medium places across city, and the main vehicle is the 21st Century school's programme. That will look at sufficiency and condition, sometimes they coincide.

Q - Have you underestimated the need in Welsh medium education as a whole in Cardiff given that the number of people accessing primary Welsh medium education in Cardiff has significantly increased?

RP- This is the initial proposal in a series of proposals. We're acutely aware of needs coming forward. We are trying to drive forward the agenda, we have a significant ALN agenda and expect more work coming through over coming years.

MDF- This was set out in the draft WESP recently. We can see we will need to increase temporarily, but long term would be with Band C investment. We're confident we have capacity in Welsh medium sector in year 7. Regarding numbers from Welsh medium, there are large cohorts coming through from primary schools, we expect them to be accommodated but that doesn't take into account those who move in mid-year and those who transfer from English to Welsh. If we promote Welsh immersion that could increase going forward, need to ensure we're able to offer a place for those who come. Need to speak to governing bodies in the short term, and long term we need something more substantive for the wider stimulation of growth. We want 25% going to reception by 2031, if surpassed it'll have a knock-on effect

Q - I mean specifically SRB provision. In the WESP it said there would be three SRB specialist provisions. Not just Ysgol Glantaf but the whole of Welsh



Schools Programme
Ysgol Glantaf Governing Body Virtual Meeting
Additional Learning Needs:
Complex Learning Needs/Autism (ages 11-19)
18 January 2022



medium education. If someone requires ALN support, they should have that support in the Welsh language. There's a significant increase and 60 is insufficient to cover that, has that been looked at in detail? How long are we looking at? Potential for ALN young people to slip through the net and go through the English sector instead.

MDF- We have included surplus for more than Ysgol Glantaf in the WESP. But not all children who are stated need a specialist placement. We want to respond to them in a way whereby they don't need to leave Welsh medium education to access ALN provision. Not just for pupils in the system already but also for future pupils.

JH- The numbers for Ysgol Glantaf are right and ahead of demand over the next few years, but as a whole we do revisit that data regularly. We are looking at our projects, also looking at primary sector, scope to expand in Ysgol Pwll Coch and to open second SRB provision. Recognise need for more provision for those with EHW needs. It is a work in progress, we need to track projections and data all the time, so we get ahead and stay ahead. We need to have more places than needed so we can encourage families into the sector and meet their needs.

Q - Regarding 60 spaces, what are the reasons Ysgol Plasmawr and Ysgol Bro Eder were rejected?

MDF- Ysgol Plasmawr don't have a conventional base but do support pupils with higher level of EHW needs. Long term we need to see that model continue to be the best model or provide additional provision. Ysgol Bro Eder doesn't have much additional space, overall, the site is confined. Permanent provision would be more challenging. Ysgol Glantaf has more space, and the expertise is at Ysgol Glantaf and doing a good job, so you get to maximise and build on them. But this doesn't mean we don't think it shouldn't be in all three Welsh medium high schools. Long term we'd be looking at location, size, additional scope for SRBs.

Q - You mentioned increased traffic, this is a big concern for me as parent. We don't want more traffic and for the Future Generations Act, it doesn't feel right to have more traffic due to focus on one Welsh medium site.

RP- That is valid. We're working within the confines of constraints. This is why we need to work through longer term strategic proposals with future capital plans, so we have the right holistic approach. Currently too many constraints on Welsh-medium secondary sites, so active travel is very important. Need to consider highway and parking issues as part of the scheme. This isn't a planning consultation. Our statutory consultations include highways. But we are not at that position yet.

Q - Curious about where pupils will come from for September 2023. Are they for those out of our local authority places? Is there a plan for numbers coming through?

JH- Pupils need specialist provision at different points in education. Some do very well in primary mainstream but need to transfer to SRB provision in year 7. Can happen in any year, we know some coming to secondary now that would benefit. We're putting things in place to support them now, there are some who are fine in mainstream



Schools Programme
Ysgol Glantaf Governing Body Virtual Meeting
Additional Learning Needs:
Complex Learning Needs/Autism (ages 11-19)
18 January 2022



primary, but we can predict they will need support in secondary. Same as in English medium.

RP- Obviously need to work with school and you to make sure the transition from 30 to 60 is managed successfully. We are in the early stages of design and would develop that further later.

Q - How many have moved to English medium from primary following diagnosis? But appreciate plans for more primary provision.

JH- We do track this. We had seen children move from Cylch Meithrin to English medium but have also seen them go to Ysgol Pwll Coch now. We used to see families thinking ahead but now we're seeing more in Welsh primary staying which is very positive. Families have more confidence in the mainstream sector to meet pupils needs.

Q - How confident are you it will be possible to achieve what you're suggesting? It seems ambitious. Welcome the potential to develop Ysgol Pwll Coch primary location, in the context of active travel wouldn't it be good to develop something in the north as well as south of city? Children in the north travelling to the south for the SRB.

RP- With documents we have to put a date in, we can shift dates in future, but can't bring them forward. There is significant need coming through and the site isn't ideal from a flooding perspective. We want to bring forward the right scheme not a rushed scheme, that's good for long term. That may or may not include the whole block for SRB in time for September 2023, we might need to push that forward for the permanent scheme. We're looking at options for primary. If as a governing body you can do a formal response for the proposal that would be good, we are looking for a good spread across city.

Head- Points of the governing body are interesting. With future parents making choice for Welsh medium. Lack of primary investment. If you're a parent of a child with ALN, I can see where the resources are and wanting to move children to 21st Century environments. It is very good news for Ysgol Glantaf to have that 21st Century environment. But there's a gap in primary provision here that we want to fill as soon as possible. If parents are deciding which school to go to, looking at the ALN investment across the city Welsh- medium education isn't in it except for Ysgol Glantaf. If you're in Tremorfa or Butetown it doesn't help that Ysgol Glantaf, has it. Also have concerns with capacity on site, 1500 but tight. Would ask you to look creatively so that pupils aren't being squeezed into corners. The C rating of building will not help with overcrowding. We're very happy for the SRB at Ysgol Glantaf but working together to fix overcrowding and the growth of Welsh-medium so message is seen that Welsh medium is inclusive, we welcome every pupil, no matter their age. Want the continuity of support. We will respond as a governing body to the consultation.

RP- Planning is going in right direction, we're trying to catch up and stay ahead. Strategic position has to come with Band C, points have been noted in the WESP. You



Schools Programme
Ysgol Glantaf Governing Body Virtual Meeting
Additional Learning Needs:
Complex Learning Needs/Autism (ages 11-19)
18 January 2022



can respond to the consultation. Is there anything else from the staff you wanted to raise?

Head- Pleased to hear we will have building worthy of these pupils, the building we have is unsuitable for needs of pupils for 21st Century. Hopeful when we plan the building the teachers and head dealing with the pupils will have significant input and that people will listen to the needs, we know pupils have. The Ysgol Glantaf site is tight, limited. Ysgol Glantaf like Ysgol Bro Eder has been pushed into the corner. I remember the problem is nearer to the river that before. Something to do with water getting to that. Also feel you're being optimistic with timescale; important that staff have input. Hope SRB will be in one building, all in one place. Currently difficult for hygiene purposes for these pupils. Need to have good toilet and shower facilities, pupils have ALN and physical needs. A place for 60 sounds very small. You need to look at primary and Ysgol Glantaf provisions. Not sufficient in long run.

RP- Appreciate positive comments. Think we're starting to go in right direction. Not anticipating this is the only proposal that will come forward. There are significant constraints on site, you're correct. Have looked at lottery funding for sports hall. Do need to be creative. There will be further flood constraints that will come in 1.5 years' time. We will continue to work with head and team and specialist staff to make sure space is right moving forward. We already have design meetings underway and that is the same with new builds, we're being much more collaborative with schools. Not sure how it worked previously but that's how it is now. Will record your points and respond in cabinet paper. There has been decrease in birth rate, over 20% drop across the city, that's factored into the projections, so we are confident with those, but this is a steppingstone in the right direction, we need to continue on this route.

MDF- Main points made by staff were sufficiency of fluent Welsh speaking work force, plans for workforce development and also why Ysgol Glantaf and not other schools.

RP- Agree with toilet situation, not suitable as it stands. Have committed to resolve that.

Head- Thanks to everyone for attending.

There were no further questions/comments and the meeting closed.



Schools Programme
Ysgol Glantaf Staff Virtual Meeting
Additional Learning Needs:
Complex Learning Needs/Autism (ages 11-19)
18 January 2022



Present: Richard Portas (SOP), Michele Duddridge-Friedl (SOP), Jennie Hughes (ALN), Louise Flynn (HR), Ceri Tanti (SOP), Ysgol Glantaf staff

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

The meeting was held via Microsoft Teams

Welcome and Introductions

Richard Portas (RP) opened the meeting and welcomed staff members.

MDF advised that the meeting was taking place on Zoom to allow for simultaneous translation with contributions to the meeting in Welsh being translated into English.

MDF gave a presentation outlining details of the proposed changes to ALN provision.

The presentation set out the following:

- What is being proposed city wide
- What is proposed for Ysgol Glantaf
- Background
- Sufficiency of places
- Distribution of places
- Current CLN/ASC provision 11-19
- Demand for CLN/ASC places 11-19
- Demand for places at Ysgol Glantaf
- Condition Categories
- Suitability Categories
- Quality and Standards
- Transport Matters
- Benefits of the proposal
- Potential disadvantages
- Alternative options discounted
- Finance
- Human Resources
- What happens next?

Questions and response given

RP invited questions from staff.



Schools Programme
Ysgol Glantaf Staff Virtual Meeting
Additional Learning Needs:
Complex Learning Needs/Autism (ages 11-19)
18 January 2022



Q - welcome the investment in ALN across the city. Question why ALN investment doesn't include Welsh Medium primary schools, and also growth in emotional wellbeing, as all the additional places in EHW are being put into English medium.

RP - when bringing forward any provision, need to balance area of demand versus capacity before putting in investment. The Council has been in the position where we are at a starting point and proposals for Welsh-medium set out in the WESP. Investment is overdue, hasn't been developed throughout the sector.

MDF – much more diverse population entering Welsh-medium. In the past lower percentage of children with significant ALN entering Welsh-medium but recently this position has changed. As set out in the WESP looking at increasing provision at Ysgol Plasmawr and also at primary level. Opportunities to establish greater number of provisions and disperse around the city. Need to make best use of provision across the city. Provision will need to grow over next 10 years.

Q - commends the aspiration, however, this is a large consultation, there is not enough provision in primary, and in this case, children will leave the sector at primary age and move to English medium.

JH – important point. This is the only Welsh-medium proposal in the current consultation, however, there are other ALN proposals being prepared to come forward soon. At primary age there are already children who need provision, and JH is in discussions with headteachers. There is a wellbeing class, but it doesn't have the right type of places; in discussion about what is needed and whether a different model is needed for Welsh-medium. Looking at urgently, with a view to progressing this term. JH underlined that this is being brought forward in the short-term rather than being something that won't be put in place for a long time. Need to identify a primary school which will have an autism base to feed the secondary base proposed for Ysgol Glantaf.

Q – are there are any plans in place for workforce development, as Welsh speaking ALN staff are in short supply.

JH - conversations have been held with Ann Hodgson regarding developing autism specialism. Keen to provide opportunities for professional development of staff. Have also spoken with schools including Ysgol Glantaf about supporting staff looking to do postgraduate work.

Q – question about feasibility of timescale; consultation aims for September 2023. Current SRB extended some time ago up to 30. Asking when the work will happen and whether it's funded, as a new building is proposed. Current SRB pupils in demountable buildings.

RP agreed that these building are not ideal. The timescales could need to be extended; we can move a date back but not forward with these proposals so sometimes the date stated is sooner than is likely. As part of the design proposals would provide temporary accommodation by Sep 22; may be able to be flexible, look at phased operation; have initial schedule of accommodation. Also, some constraints on the site including flood issues, which mean that we should proceed quickly, bearing



**Schools Programme
Ysgol Glantaf Staff Virtual Meeting
Additional Learning Needs:
Complex Learning Needs/Autism (ages 11-19)
18 January 2022**



in mind planning constraints which are due to change. Have significant need coming through, so need to proceed as quickly as possible.

There were no further questions.

RP encouraged staff to submit their feedback, whether it be supportive or against.

MDF outlined that feedback to the consultation can be made online via the form or by email and that group responses are published in full but individual responses are anonymised and summarised.

RP thanked the staff for their time and the meeting came to a close.



Present: Richard Portas (SOP)), Jenny Hughes (ALN), Louise Flynn (HR), Neil Hardee (LA), Ceri Tanti (SOP), Governors

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

The meeting was held via Microsoft Teams

Welcome and Introductions

Officers joined a meeting of the Western Learning Federation, which covers schools including Ty Gwyn.

The presentation was sent over in advance and governors confirmed that this was received.

RP went through the presentation which covered:

- What is being proposed city wide?
- Background
- Sufficiency of places
- Distribution of places
- Current provision – primary age phase
- Current provision – secondary age phase
- Demand for places
- What is being proposed for Ty Gwyn Special School
- Condition Categories
- Suitability
- Quality and Standards
- Transport Matters
- Benefit of the proposal
- Potential disadvantages
- Alternative Options discounted
- Finance
- Human Resources
- What happens next?

The Chair confirmed that the governing body's draft response would be circulated to the governing body next week in order for them to reply by the timescale.

Questions / Comments and response given

RP invited questions from governors



Q - Head of School for Ty Gwyn): Concerned at category C condition grading

RP – categorisations done at certain points in time, so not necessarily reflective of current state.

Q - Are learners likely to have the same type of complex needs as the current pupils or be less severe?

JH – the level of need could vary dependent on the children who come forward; expecting that remit for Ty Gwyn would remain broadly the same; very similar range and not planning for this to change. Complexity of needs has been rising and doesn't appear to have stopped yet.

Have had four new pupils, up to 207 with a pupil starting this week. Have found that some children with really profound autism required classes of three which does have an impact as difficult for staff.

Q – will this have an impact on the funding formula? How will this impact on the health provision currently operating? Support for out of term provision? The environment itself – how we are looking at spaces, how we structure school in light of complexity.

RP – working groups ongoing within the Council, also looking at budget within special schools. In terms of this specific proposals, would ordinarily be looking at doing these more in advance, this one is slightly retrospective.

JH mentioned that the adult provision has already begun. Discussions with Health have taken place. Has been progress in terms of planning and working relationships with Health. Out of term provision will work with the school regarding what provision can be put in place.

Q - is the school likely to have an increase in the funding formula?

NH – have done a lot of work in relation to funding across all sectors. The conclusions specific to special schools were that in terms of growth in budget hasn't been as great as it has been in mainstream in terms of growth per pupil. Comparison with other authorities is difficult as Cardiff has more special schools (7 of the 40 across Wales). First recommendation is more funding for special schools in next year's budget. In terms of timing, budget is set in March. Lot of work to be done including detailed discussion with exec headteacher in terms of learners coming to the school, sometimes in year who turn out to have higher needs that haven't been budgeted for. All groups agreed that special schools should be a priority.

Both RP and JH had to leave the meeting at this point to go to the public meeting but offered to meet with the Headteacher or other governor at a later date if required.

A governor expressed their discontent that the officers had to leave as they had questions to put to them that NH wouldn't be able to reply to; questions such as where the pupils will go and acknowledgement that staff need time to adjust to the children who are coming in, especially if taking children who higher need are, as the staff who need to deal with them are the more experienced staff.



Worried about the dilution of staff. It can be hard to recruit staff of the calibre required.

NH – important that questions are asked from both a governor and a parent perspective. Will request another meeting be set up with the Headteacher and relevant governors. The Clerk to the Governing had logged the questions to be raised. Be assured that the Council is behind the special schools and will meet with Headteacher to discuss staff proposals. Sometimes with the proposals to increase provision if done earlier as RP mentioned, staff can be recruited in advance of high need children starting to allow for upskilling.

Q - Star College post-19; Careers Wales said funding is changing, used to come from Welsh Assembly, but now coming via a Council decision; unable to get a clear answer on this, and know that other parents are in the same boat.

NH asked for question to be passed on to him, because there is an answer to this, and he will respond via email.

Q - started as a governor in 2015. Question has always been why special needs is so under-funded, right across the board. Wanted to comment on principles in the document – a lot of issues are caused by under-funding. Potentially no extra space, staff or resources by the time new pupils start, do not want staff to be under any more pressure than they are already under.

NH – the Council does listen; can only do so much with the resources we have, but be assured that we met with the Headteacher, listened to needs, and referred back to the School Budget Forum to look at the special school budgets with a view to improving situation.

Q – the consultation document states that addressing inequality is key, want the Council to back this statement up with action.

Headteacher - have the opportunity to put any questions into the consultation response.

Q - proposals show gradual increase; why is Ty Gwyn taking the hit in one go?

NH – his understanding is that it would have capacity for 240.

Headteacher - agree, based on capacity for 240, but looking at increasing more gradually.

The Chair thanked NH for attending and reiterated that they would like a further meeting with RP and JH.

Officers left the meeting.



Schools Programme
Ty Gwyn School Staff Virtual Meeting
Additional Learning Needs:
Complex Learning Needs/Autism (ages 3-19)
25 January 2022 at 3:30pm



Present: Richard Portas (SOP), Michele Duddridge-Friedl (SOP), Jennie Hughes (ALN), Louise Flynn (HR), Jo Phillips (SOP), 41 Ty Gwyn Staff Members

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

The meeting was held via Microsoft Teams

Welcome and Introductions

Richard Portas (RP) opened the meeting and welcomed staff members.

MDF gave a presentation outlining details of the proposed changes in the CLN/ASC ages 3-19 sector and specifically the expansion of provision at Ty Gwyn School.

The presentation set out the following:

- What is being proposed city wide?
- Background
- Sufficiency of places
- Distribution of places
- Current CLN/ASC provision 3-19
- Demand for CLN/ASC places 3-19
- What is proposed for Ty Gwyn School?
- Condition Categories
- Suitability Categories
- Quality and Standards
- Transport Matters
- Benefits of the proposals
- Potential disadvantages
- Alternative options discounted
- Finance
- Human Resources
- What happens next?

Questions and response given

RP invited questions from staff.

There were no questions.

RP invited the staff to submit a response to the proposal. Staff agreed to collaborate on producing one formal response.



**Schools Programme
Ty Gwyn School Staff Virtual Meeting
Additional Learning Needs:
Complex Learning Needs/Autism (ages 3-19)
25 January 2022 at 3:30pm**



MDH shared the link to the online survey.

RP thanked staff and the meeting ended.



**Schools Programme
Meadowbank Special School
Virtual Governing Body Meeting
Additional Learning Needs:
Emotional Health and Wellbeing (EHW) (ages 11-19)
11 January 2022**



Present: Richard Portas (SOP), Brett Andrewartha (SOP), Jennie Hughes (ALN), Louise Flynn (HR), Hibah Iqbal (SOP), school staff

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

The meeting was held via Microsoft Teams

Welcome and Introductions

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

There was a presentation from Brett Andrewartha (BA) which set out details of the proposal:

- What is being proposed
- Background
- Sufficiency of places
- Distribution of places
- Current provision – primary age phase
- Demand for places - primary age phase
- Proposal for Meadowbank Special School
- Condition categories
- Suitability
- Quality and Standards
- Transports matters
- Benefits of the proposal
- Potential disadvantages
- Alternative options discounted
- Finance
- Human Resources
- What happens next?

RP invited questions from staff

Questions and response

Q - The document says leadership and governance wouldn't be disrupted and would work with school, how would that happen with the short time scale?

RP: Will speak to the Headteacher and leadership team and ensure support with recruitment of the additional support required to provide for the growth.



**Schools Programme
Meadowbank Special School
Virtual Governing Body Meeting
Additional Learning Needs:
Emotional Health and Wellbeing (EHW) (ages 11-19)
11 January 2022**



JH: Working closely with the Headteacher to identify early new and future admissions, the range of needs that will be in the school and the staffing that will be required so they have a voice in that process.

Head: Will be meeting to look at admissions and the options of standalone additional classes and we are looking at staffing and recruitment. Want to get the posts out so that people can apply before September. Have had some increase in numbers before the new build so are looking at temporary demountables.

Q - What's happening with provision of Early Years outreach?

JH: No plans to expand but will maintain early outreach service. Would be working with Meadowbank and others to develop outreach provision.

Q - Would the numbers be staggered depending on demand?

Head: Will be working that out as we go.

Q - How will travel be managed with the space available for taxi provision?

RP: If using the front area initially this could present some options.

Head: Locating minibuses in car park and any other cars in the taxi rank works well. Depending on where pupils live it can be easier to use minibuses but working with transport on that.

Q - What input does the health board have; what is the vision for speech therapy in the new plans? Originally the school was designated for speech and language therapy to move to mainstream provision. How does that fit in?

Q - The needs led provision of service has gotten lost over time; all about cost improvements and very little investment from Health. Need in Cardiff going up, and more ASC; Health provision hasn't kept up; the Council and the Health board hasn't worked well together. When you have nurses specialised in seeing change in kids, they're quicker to identify abuse. Meadowbank is expected to take a very wide range of kids; 40 to 98 is a huge jump, need far more Health provision; what is Council doing to engage with the Health Board given the high levels of ALN?

JH: Historically Meadowbank focused on speech language difficulties. We've continued to see the move to meet those needs in a mainstream from parent. We've worked closely with speech and language, addressing those needs early. There has been increase in pupils in general and increase in ALN. Whilst there is a falloff in the number of younger year groups, there is no drop in ALN, so we are seeing a real increase. The overall complexity of needs is increasing; same is happening in



**Schools Programme
Meadowbank Special School
Virtual Governing Body Meeting
Additional Learning Needs:
Emotional Health and Wellbeing (EHW) (ages 11-19)
11 January 2022**



Meadowbank and all our provisions. Can't say we have higher incidence in Cardiff than other cities but do have higher PMLD. Could be related to children's hospital for Wales being in Cardiff, that attracts families moving here for that. In terms of work with the Health Board, there are issues, the health provision has reduced, and the population has grown, and complexity grown. We are having those conversations. There are new responsibilities for Health in the new code. And we have seen benefits from that. We continue to have good relationships with Health to build capacity and skills and knowledge. Agree we'd like to see higher Health presence.

Q - Critique of the Health Board as disabled children are low priority.

JH: Part of the new code is that the DECLO has to be part of the Health Board. This has been statutory since last January and we have seen that making a difference.

Head: Currently looking at a model of having school nurse on site and sharing with another school. We are making sure we are taking the whole group of special schools on that journey, not just ours. Financially it should be viable.

JH: having early discussions with Health, they know they need to do an audit of need, but we can't just wait, we need to put something in place now.

Head: enthused by having DECLO in that position that listens to challenges facing schools and proactively thinking how we can problem solve.

Q - Is there a cut off time for the consultation on February 1st?

BA: no cut off time, welcome all responses, as a governing body, staff, parents, any response appreciated.

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



**Schools Programme
Meadowbank Special School
Virtual Staff Meeting
Additional Learning Needs:
Emotional Health and Wellbeing (EHW) (ages 11-19)
26 January 2022**



Present: Richard Portas (SOP), Brett Andrewartha (SOP), Jennie Hughes (ALN), Louise Flynn (HR), Hibah Iqbal (SOP), school staff

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

The meeting was held via Microsoft Teams

Welcome and Introductions

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

There was a presentation from Brett Andrewartha (BA) which set out details of the proposal:

- What is being proposed
- Background
- Sufficiency of places
- Distribution of places
- Current provision – primary age phase
- Demand for places - primary age phase
- Proposal for Meadowbank Special School
- Condition categories
- Suitability
- Quality and Standards
- Transports matters
- Benefits of the proposal
- Potential disadvantages
- Alternative options discounted
- Finance
- Human Resources
- What happens next?

RP invited questions from staff

Questions and response

Head- Have been liaising with HR, JH and RP. Many meetings with architects re accommodation for expanding numbers. Did a SWAT analysis to mark journey of Estyn inspection ending; staff were worried about school being too big too soon and connection between the two buildings. Don't want to lose the family feel. No current plans to connect the buildings, concerns about what that needs to look like to put staff fears at rest.



Schools Programme
Meadowbank Special School
Virtual Staff Meeting
Additional Learning Needs:
Emotional Health and Wellbeing (EHW) (ages 11-19)
26 January 2022



RP- Important to work with school leadership team to make sure it's sensible. Significant need coming through system and want to support the HR side and whole range of different areas. I can look at building linkage with design team. Need to make sure there are suitable paths that apply.

Head- We talked about demountables, but the building has had to be adapted significantly to make room for extra pupils. We are struggling with outdoor space. The children we have need access to outdoor space. Would need to be able to move them into those spaces but the space they are leaving is not appropriate to backfill.

RP- We can look at that with the architects.

Q - Been talking about the sensory room and soft playroom all the classes are using, and impact that will have, lot of children need that. If we have extra pupils coming that will have huge impact to the timetabling of those rooms. How quickly will the new provision be available to us?

RP- We have a transition period of September to March. We can look at mobile sensory equipment, they use this at the Hollies. Can also have a look at the soft play. Thanks for mentioning.

Head- we want to create multifunctional spaces, like at Ty Gwyn where they have resources to make it into anything. Hope we will be provided with a building but also the resources; moving pupils is also challenging. Need right facilities to create multifunctional places.

RP- We will help staff decanting and moving equipment across the school.

Q - We have huge concerns for children who really need that provision. Is how we will provide those experiences being considered?

Q - What about provisions for parking for staff and the taxis? Currently struggling.

RP- Looking at that in detail.

Head- We all have a space, isn't the case in other schools. Need to consider sustainable drainage solutions or we will get overflow from tarmac. Looking into eco-friendly options, one method would provide 22 car parking spaces, so higher number of pupils can enter site more easily. Maybe Council can support that.

RP- Need to check with planning and sustainable team.



**Schools Programme
Meadowbank Special School
Virtual Staff Meeting
Additional Learning Needs:
Emotional Health and Wellbeing (EHW) (ages 11-19)
26 January 2022**



Q - Regarding top end of school, is it possible to work with school to have a project so the pupils know what is happening, giving them some control over it so they're part of the process.

RP- Very good idea, often do that.

Q - Is the provision for outdoor learning covered? To have a proper outdoor classroom.

RP- Would be a good idea.

Head- [shows map of school] Central court with six classrooms on outside. Breakout spaces to be used as wanted. Suite of offices, central service room. Aim to have a connecting pathway and canopies.

RP- We use Building Bulletin which is national guidance for schools. Each of the spaces has been designed with that in mind. Those standards have been tested. Ty Gwyn has a similar type of build.

Q - Quite a walk for pupils when coming in, could that be covered if they are refusing to come in? Particularly in bad weather.

Head- Did raise this and suggestion of canopies. The canopies do not stop wind and rain unless they have walls. Unable to find a solution to join the buildings. Can be challenging getting a four-year-old with autism in and sometimes needs two adults. Ty Gwyn is closer to the buildings they had so less issue with distance.

RP- Understandable. Reality is not a very good solution. If it was completely covered it would cut straight through the site and not be sensible. Once we have made planning application, we can still make minor amendments, covered walkways are difficult over extended distance.

Head- Happy for staff to suggest ideas.

Q - Will there be two staffrooms? Currently cannot fit all staff at same time. Previous staffroom was turned into classroom and meeting room became staffroom.

RP- If we need to grow ancillary facilities as school grows, that's fine.

Head- Each classroom has changed almost every year in terms of how it is used. We can be creative.



**Schools Programme
Meadowbank Special School
Virtual Staff Meeting
Additional Learning Needs:
Emotional Health and Wellbeing (EHW) (ages 11-19)
26 January 2022**



Q - Increased pupils means an increase in staff across the city. Recruitment is hard for specialist staff. Who would manage that and where from?

RP- Very aware of that. Want to support schools.

JH- Will work to grow school gradually, so you can build the staffing. We will work with you on that. Part will be planning the budget well ahead.

LF- Meeting head next week regarding workforce requirements. We can support with requirement processes.

Q - About finding those people with quality skills.

Head- Regarding redeployment, movement from other sectors of schools, staff are very specialist and role is demanding. We have a great team of professionals. Spend time making sure right people are working in school. Will we be tied to those on register?

LF- It depends on who is on the list at the time, their skills and experience, what is required for the role to see if they are suitable.

Q - Lack of training in universities and colleges for ALN settings. Finding people who are passionate is difficult.

Head- There is rigidity around capacity to train. We need people coming in to see what the setting is like.

JH- Yes need to work with universities on that; it is a policy issue; also, what is built into initial teacher training programme. Would appreciate ALN training in those programmes for all teachers. More immediately, special schools need be part of the training. Should consider getting high quality staff who have real wish to move to the sector then providing the training for them.

RP- If staff want to put formal response as a group send it in, can also do it individually. Will collectively look at themes and respond back.

Head- Anything brought to the table has to legally be discussed. Need to make sure the school grows in measured way, not too rapidly.

There were no further questions, RP thanked staff and the meeting ended.



Schools Programme
The Hollies Governing Body Virtual Meeting
Additional Learning Needs:
Complex Learning Needs/Autism (ages 3-19)
18 January 2022 at 5pm



Present: Rachel Smith (SOP), Brett Andrewartha (SOP), Jennie Hughes (ALN), Louise Flynn (HR), Rosalie Phillips (SOP), The Hollies Special School Governors

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

The meeting was held via Microsoft Teams

Welcome and Introductions

Members of the SOP team joined a scheduled governing body meeting. Brett Andrewartha thanked governors for the opportunity to meet with them.

BA gave a presentation outlining details of the proposed changes in the CLN/ASC ages 3-19 sector and specifically the expansion of provision at The Hollies.

The presentation set out the following:

- What is being proposed city wide?
- Background
- Sufficiency of places
- Distribution of places
- Current CLN/ASC provision – primary age phase
- Demand for CLN/ASC places – primary age phase
- What is proposed for The Hollies Special School?
- Condition Categories
- Suitability Categories
- Quality and Standards
- Transport Matters
- Benefits of the proposals
- Potential disadvantages
- Alternative options discounted
- Finance
- Human Resources
- What happens next?

Questions and responses given

BA invited questions/comments from governors.

Q/C Would work be undertaken while children are at school?

RS We have been working with the school to make adaptations as taking 117 pupils. Larger works for 2023 and have been looking at plans for this with funding allocated; large refurbishment and looking at requirements and



Schools Programme
The Hollies Governing Body Virtual Meeting
Additional Learning Needs:
Complex Learning Needs/Autism (ages 3-19)
18 January 2022 at 5pm



programme of work. It may be necessary to undertake works with children on site but will work with the Headteacher to support this. The school will benefit from major refurbishment and will discuss at each phase.

Q/C The concern is disruption to the school community.

RS Working on plans and will be sharing with school; issue with parking would also be addressed. Progressing planning works but not able to enter any contracts.

Q/C Would welcome sight of any plans and collaborative approach.

BA Going through a formal process at present; 117 pupils on roll and won't be jumping to 150 in one go.

Q/C How can development of outside areas be progressed in line with this work?

RS Would want this work to be able to continue and will be included as part of planning.

Q/C Already at 117 with 150 from 2023. The schools must have the infrastructure to support the growth in pupil numbers e.g., staff room, dining.

RS We will be looking at this as part of planning.

Q/C Will other areas of the school be looked at also?

RS We will be looking at other areas as part of the overall project.

Q/C There will be an impact on pupils and staff whilst works are being undertaken. How will this be managed?

RS Logistics would have to be carefully managed and would set up good communication channels; experience of managing projects on live sites and will ensure issues are addressed.

Q/C Additional therapy spaces will also be needed. Mentioned support for SLT in managing, how will this work?

RS A project manager will be appointed and agreed protocols set up. Will be looking at Building Bulletin in terms of what needs to be provided and discussing with the school.

Q/C Working towards 150 pupils, is this realistic or will there be more children?

JH Looking to address city wide issues and there are other projects also underway e.g., Riverbank and Meadowbank. Looking at future demand and need to consider new provision; the birth rate is falling and expecting to see an impact on ALN numbers; tracking and keeping under review.

Q/C There are ongoing discussion with the architects regarding the upstairs space. The school will need to be cohesive and flow with outdoor learning



**Schools Programme
The Hollies Governing Body Virtual Meeting
Additional Learning Needs:
Complex Learning Needs/Autism (ages 3-19)
18 January 2022 at 5pm**



areas available during the building programme; clarification is needed regarding what outdoor works can be progressed. Also, numbers have increased gradually with 16 leaving and more coming in; limit on numbers that can be admitted without completion of works.

Q/C Concerns around delays/timeframes; what potential is there for things to change post elections.

BA Proposals have been brought forward in line with election guidance/school organisation regulations; can go to the Cabinet in September if required.

Q/C What would happen in the event of there being a different Cabinet and priorities change?

BA Unable to speak on behalf of any new administration, solid case for expansion investment in The Hollies.

Q/C if progress with works falterers, what contingency plans will be in place?

RS Will look at contingency plans as part of planning.

There were no further questions.

The Chair thanked the SOP Team members. Governors will be considering the proposed changes and submitting a response by 01 February 2022.



**Schools Programme
The Hollies Staff Virtual Meeting
Additional Learning Needs:
Complex Learning Needs/Autism (ages 3-19)
27 January 2022**



Present: Richard Portas (SOP), Brett Andrewartha (SOP), Jennie Hughes (ALN), Louise Flynn (HR), Hibah Iqbal (SOP), The Hollies Special School Staff

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

The meeting was held via Microsoft Teams

Welcome and Introductions

RP opened the meeting and welcomed staff.

BA gave a presentation outlining details of the proposed changes in the CLN/ASC ages 3-19 sector and specifically the expansion of provision at The Hollies.

The presentation set out the following:

- What is being proposed city wide?
- Background
- Sufficiency of places
- Distribution of places
- Current CLN/ASC provision – primary age phase
- Demand for CLN/ASC places – primary age phase
- What is proposed for The Hollies Special School?
- Condition Categories
- Suitability Categories
- Quality and Standards
- Transport Matters
- Benefits of the proposals
- Potential disadvantages
- Alternative options discounted
- Finance
- Human Resources
- What happens next?

Questions and responses given

FP invited questions/comments from staff

Head- Think staff are happy, would appreciate a nice new building. Families less concerned about how the school looks but we do need a revamp and paint and the proposed changes allow for more children to come here. Glad the need for the building to be improved has been highlighted. Wanted to ask about every child that goes over this number.



Schools Programme
The Hollies Staff Virtual Meeting
Additional Learning Needs:
Complex Learning Needs/Autism (ages 3-19)
27 January 2022



RP- Needs to be done in a sustainable sensible way, would be done with leadership team. Will be a tricky period.

Q - We're already almost at the new number, just wanted to confirm that is being considered, not adding even more within the confined accommodation?

JH- Yes this is part of the count, we recognise Hollies is already over and then planning to extend further. The 150 figure has been set for September 2023. That will be when you can take care of them.

Q - Great that we are having the school refurbished and extended. It is great for the pupils; we already have huge staff here. What about the parking side of things? We are in a residential area, so we couldn't park outside if that happened, and we're already at capacity.

RP- Currently looking to sort parking out as part of the build. Will look to revamp that too. There is some external works happening in advance of that, but main works will happen with new build.

Would we be expected to take on more numbers in class before the new build or could it happen before?

RP- need to be sensible. The refurbishment will begin soon. Do not have solid answer but will work to make sure it is appropriate.

RP- If you want to come together as a group, we can attach that formally and respond in the cabinet paper, but we also have the school responses email. Good or bad, then we can report your views back.

There were no further questions

RP thanked staff and the meeting closed.



Schools Programme
Llanishen Fach Governing Body Virtual Meeting
Additional Learning Needs:
Complex Learning Needs/Autism (ages 3-19)
25 January 2022



Present: Michele Duddridge Hossain (SOP), Brett Andrewartha (SOP), Jennie Hughes (ALN), Louise Flynn (HR), Hibah Iqbal (SOP), Llanishen Fach Primary School governors

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

The meeting was held via Microsoft Teams

Welcome and Introductions

RP opened the meeting and welcomed staff.

BA gave a presentation outlining details of the proposed changes in the CLN/ASC ages 3-19 sector and specifically the expansion of provision at The Hollies.

The presentation set out the following:

- What is being proposed city wide?
- Background
- Sufficiency of places
- Distribution of places
- Current CLN/ASC provision – primary age phase
- Demand for CLN/ASC places – primary age phase
- What is proposed for Llanishen Fach Primary School?
- Condition Categories
- Suitability Categories
- Quality and Standards
- Transport Matters
- Benefits of the proposals
- Potential disadvantages
- Alternative options discounted
- Finance
- Human Resources
- What happens next?

Questions and responses given

Q - The building feels like a large conservatory, freezing and too hot when it shouldn't be. Better to knock down and have new, new builds are better. The condition report was pre covid.

MDF- This is specific to ALN expansion, but you may want to comment on general issues and challenges such as greater numbers on permanent basis, concerns



Schools Programme
Llanishen Fach Governing Body Virtual Meeting
Additional Learning Needs:
Complex Learning Needs/Autism (ages 3-19)
25 January 2022



regarding on condition and suitability. This proposal is about ALN but not separate from the rest of the school.

Q - Regarding projected demand, and criteria used, you said numbers are falling off in primary and increasing in secondary. Is the 10 place increase sufficient and will we need more in 10 in a year's time? Are the criteria used for projected demand sufficiently accurate? With the 10% margin in numbers, that is a significant amount across the city.

MDF- We are not projecting decreased demand for ALN. There is increase across ALN in Cardiff. Existing data is showing a drop due to less children being born. But ALN CLN is projected to grow, the 10% is to ensure we have enough places in primary phase and going into secondary.

BA- The peak birth rates in Cardiff were in 2011/12, resulting in high intakes in 2016/17. In recent years it's been falling, overall downward trend; we're expecting a 25% citywide drop but due to changing complexity of need, some schools are catering above. We get to the point of 600 places through the consultations but cannot guarantee we won't have a need for more places in future but will be working across the city.

JH- There is still a gap, schools are seeing continuing pressure for ALN. We are increasing numbers at Llanishen Fach which is very good, but we want this to be across the city so it's more local. We have less than we would like but looking to expand in future. Projections always have an error margin. They are based on numbers falling, drop in pre-school population but no fall in numbers of CLN pupils. Range and complexity of need increasing over time; those who were in SRBs previously have now gone to mainstream due to the support available. Consequently, hard to project forward; 30 places are a good number for a primary school, if more is required it will be provided at other primary schools.

Q – Regarding the proposed expansion coming out of LDP, people may come from Valleys. Assume these numbers have been put into the projection model, taking into account the LDP will deliver what it planned to deliver.

JH- We will be thinking about the new schools and what they can deliver and the demand in those areas.

MDF- With any new school we will look at whether it's an appropriate location for an SRB, childcare provision, other community aspects etc. as city grows, we want to have as many local places as possible.

Q - Regarding budget and money, it said the ongoing cost would be from existing budget, is this part of the proposal to save money from the £7.3m? Is the plan to move that from the budget for these places?

Q - Have you thought about logistics and where this is going? Or you haven't identified where on the site?



Schools Programme
Llanishen Fach Governing Body Virtual Meeting
Additional Learning Needs:
Complex Learning Needs/Autism (ages 3-19)
25 January 2022



MDF- We can achieve both, pupils won't have to travel further and instead of accessing independent provision they can stay at our good schools. The issues we are facing is larger populations and identification of special needs; will also need those places as well but have a restricted number we're able to purchase.

Head- Have been hoping for SRB accommodation for long time. Thinking about where it could go, we have done activities, what kids would need, where it would go, the school is an integration base, focus on integration into society and with mainstream pupils. Have been able to give this thinking to planning team and they have drawn up some outline plans that staff have had time to pull apart. Worked with estates manager and design team to look at accessibility.

Q - Disruption of works coming after the most disruptive time for children, the children in the unit and mainstream kids. Want the disruptions to be minimised, considering how difficult it is for children to adapt.

MDF- Want to minimise disruption. We have experience delivering buildings across Cardiff and try to do it through school breaks. There may be some disruption.

Head - I was at another school five years ago where school continued to work. I'll work to ensure it happens seamlessly, so its minimal disruption. This will be my sole purpose to do.

Q - What is the planned timescale?

Head - It is early in the process but have met with Project Manager; it could take 4 - 8 months depending on complexity of build; there is a survey tomorrow, from that they will decide what they need to design and review so then we'll have a better idea.

Q - Are there guarantees that the inevitable disruption won't affect the pupils already in the base?

Head- the location of the proposed design is on the end of the school building, right hand side of the entrance. That has been chosen to minimise disruption and two SRB classes are currently located there; we have other entrances we can use. After Covid it will be easy.

Head - Exciting that the SRB can be improved and extended, notice the difference it makes, to be accepting of difference, to be curious in a positive way. The interaction has been less due to Covid, and it would be good to see that come back. Accessibility is very important, to have movement both ways. For mainstream it's easy to dip in and out, for ALN pupils its important they can also move both ways to integrate.

MDF- This is what we would ask the governing body to represent in the response, ensuring the positive is captured there. You have the experience of the SRB but also



**Schools Programme
Llanishen Fach Governing Body Virtual Meeting
Additional Learning Needs:
Complex Learning Needs/Autism (ages 3-19)
25 January 2022**



mainstream, you're ensuring pupils are able to be integrated in mainstream lessons. Ensure your desire to be able to access the facilities is represented.

Chair - Would like to thank Council and colleagues for the presentation and answering questions and are sure people will reply to the proposal.

MDF- we request a response from the governing body, same as staff but if you want to reply individually, your own perspective. The individual response would not be attributed to you. We're glad you feel largely positive, closing date is 1st February.

There were no further questions and the meeting closed.



Present: Brett Andrewartha (SOP), Jennie Hughes (ALN), Louise Flynn (HR), Jo Phillips (SOP), Springwood Primary School Governors

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

The meeting was held via Microsoft Teams

Welcome and Introductions

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

BA gave a presentation outlining details of the proposed changes in the CLN/ASC ages 3-19 sector and specifically the expansion of the Specialist Resource Base at Springwood Primary School.

The presentation set out the following:

- What is being proposed city wide?
- Background
- Sufficiency of places
- Distribution of places
- Current CLN/ASC provision 3-19
- Demand for CLN/ASC places 3-19
- What is proposed for Springwood Primary School?
- Condition Categories
- Suitability Categories
- Quality and Standards
- Transport Matters
- Benefits of the proposals
- Potential disadvantages
- Alternative options discounted
- Finance
- Human Resources
- What happens next?

Questions and responses given

BA invited questions from governors.

Q It is good to see the proposals; the governors are proud of the Specialist Resource Base and Wellbeing Class. Could we look at the information on condition and suitability of the buildings again?



Schools Programme
Springwood Primary School Governing Body Virtual Meeting
Additional Learning Needs:
Complex Learning Needs/Autism (ages 3-19)
20 January 2022 at 4:00pm



BA Springwood Primary School is rated C for condition and B for suitability. School buildings rated D for condition are within the Band B funding. The suitability rating is for how well the building supports the school.

Q The SRB is on the ground floor and the outside area is not very good. Where are we with the SOP bid for more funding?

JH The money will come from the Asset budget. We can revisit it and see where we are in the process. It would be an advantage to open up the outside area.

Q Thank you for getting a second teacher for the SRB.

JH Thank you to the governors for being positive and ready to work with the Council. It's a pleasure to work with the school.

Q Will there be any impact on the Wellbeing Class?

JH The Wellbeing Class is not covered by the consultation, as the children in the class are dual registered. However, we welcome comments about the Wellbeing Class.

Q The school has had staffing issues with Covid-19 and teachers are getting the opportunity to go into the SRB and experience that, which has been positive.

JH There will be individual conversations about staffing.

There were no further questions.

BA invited the governing body to submit a response to the proposal.

BA thanked governors and the meeting ended.

This page is intentionally left blank

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

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM
CONDITION PROVISION FOR PRIMARY AND SECONDARY AGED
PUPILS**

Appendix 4 – Notes of Pupil Engagement



**Schools Programme
Record of Virtual Meeting
Moorland Primary School Pupil Engagement
Additional Learning Needs - Moorland Primary
15 November 2021**



Present: Rosalie Phillips (SOP), Hibah Iqbal (SOP), Ceri Tanti (SOP), Rachel Burgess Willis (SOP), Moorland Primary Y5 pupils

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

The meeting was held via Microsoft Teams

Welcome and Introductions

SOP officers met with a Year 5 class at Moorland Primary School to talk with pupils regarding the consultation to provide additional places for ALN.

Officers gave a presentation, explaining proposals as they relate to Moorland Primary School. The proposal is for an SRB for children with complex learning needs to be added. It is also proposed that the nursery building be replaced.

The pupils had a number of suggestions and comments to make:

Good things about the proposal

The pupils identified the following:

- It would allow more children to come to Moorland.
- More children would have access to a good education.
- Children with additional needs can get the specialist help that they need.
- Will have the chance to mix and play with other children and have more learning opportunities.
- Children with additional learning needs should have the same opportunities that the children in Moorland have.
- Good to have the chance to meet more people and make more friends.
- Excited to see what the new yard will look like.
- Even though the yard might be getting smaller it is exciting to have more children coming to the school.
- Everybody in the class is kind and would like to meet the new children and make them feel welcome.
- Will give children an opportunity to learn more about children with additional needs.

Things which could be better / Any concerns

The following points were raised

Concerned about where the nursery children will go when their building is knocked down, and whether it will affect the rest of the school.

RBW - this would be carefully planned with the school.



Schools Programme
Record of Virtual Meeting
Moorland Primary School Pupil Engagement
Additional Learning Needs - Moorland Primary
15 November 2021



If there are more children on the playground and the playground is getting smaller, could there be more injuries?

RBW - this is something the Council and the school need to think about, however the school site is large enough and don't think that this will be an issue.

Some younger children being with older children might not be a good idea.

RBW - there was the option to look at staggered playtimes.

Worried that if there are more children there would be more cars coming to the site, traffic and parking issues.

RBW - there would be more journeys however families are encouraged to walk, and everyone will be kept safe.

Concerned about what will happen with breaktimes during the building work; will it affect pupil's playtimes?

RBW - the Council has lots of experience of working on school sites; a full safety assessment would be in place to ensure that pupils can still play during breaktimes.

If there are lots more children coming to the school, will it make the school too busy when arriving and leaving the school?

RBW - the school site was large enough and the Council will work with the school to make sure everything works.

Construction noise might affect the pupils' learning.

RBW - there would be some noise, but every effort will be made to minimise disruption as much as possible.

How long will the build take?

RBW - we needed to check this and will let your teacher know

There were no further questions, RBW thanked the Year 5 pupils and the meeting closed.



Present: Rosalie Phillips (SOP), Ceri Tanti (SOP), Willows High School pupil representatives

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

Welcome and Introductions

Officers explained that there is a need for further ALN places across the city, and as part of the proposals, it was proposed to establish a 30 place SRB at Willows High School in 2023. The base would be established at the current school site, before the school moves to its new buildings. The places will be for pupils with complex needs such as learning, communication, sensory or physical disability. The pupils may spend all or part of their time in the SRB; this will depend on their level of need and what is appropriate for them individually.

The pupils were asked whether they had any queries, concerns or questions.

Questions and answers

Comment - the walkways are flat but there are a lot of stairs at Willows. There is a lift but only a limited number of people have the access card for this. It would be a good idea for the SRB to use a downstairs classroom as it would be easier for them to access.

The group were asked whether they were concerned at a further 30 pupils joining the school.

They agreed that there was sufficient space in terms of classrooms, but that the canteen was crowded at lunchtime. There was a suggestion that the SRB pupils could go to lunch at a different time so that they could avoid the crowds.

Officers asked whether it would help for the mainstream pupils to have more information on the type of needs the SRB pupils may have?

There were concerns that this may compromise the SRB pupils' privacy, but the group also felt that it might be useful to have general information to help give them an understanding of the needs that pupils in the SRB might have, as it would help to integrate the SRB pupils into the school if mainstream pupils understood their needs.

The group mentioned that some of the hallways are narrow and often get crowded.

There was a discussion about SRB pupils joining mainstream classes. One pupil commented that the learners from the SRB may feel more comfortable in their own class rather than attending mainstream lessons as the mainstream pupils may not understand their needs.



**Schools Programme
Record of Pupil Engagement
Willows High School
28 January 2022**



Another pupil said that the SRB pupils might not like always being separated, as they may already feel different from other pupils, and they might feel more part of the school if they joined in with mainstream.

There was a suggestion that if SRB pupils attended mainstream classes that these should be smaller classes so that it's not too overwhelming for them.

There were no further questions or comments.

Officers thanked the group for their time and input and said that the feedback would be fed into the consultation report that will proceed to the Council's Cabinet in due course.

The meeting came to a close.



Present: Llanishen High School pupils (school council), Andrew Mee (teacher), Rosalie Phillips (SOP), Shirley Karseras (SOP)

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

Welcome and Introductions

Rosalie Phillips (RP) opened the meeting, introduced Council officers and explained the role of school planning. She told the pupils that there were proposed changes to ALN provision across the city and what this would mean for their school. She explained that the purpose of the meeting was to gather their views on these changes and to record them as part of the consultation summary report that would go to Cabinet.

She explained that there was an increase in ALN provision needed due to:

- An increase in the need for ALN as more children were identified in the current population
- There is population growth and therefore a greater number of ALN within this population
- Cardiff has a wide range of ALN provision which can attract families to move here to access these facilities

Questions and Answers

Question/Comment 1

Believe that both the ASC and hearing impairment units within the SRB are very well integrated into the wider school community. The position of the SRB is central to the school which is important. From experience, in A-level class, where there are students from the ASC and hearing impairment unit, there is no academic difference.

Question/Comment 2

There are pupils from the SRB in my form class. I have noticed that the physical size of the classrooms can become a challenge when they have their individual teaching assistants (TA's) with them. The SRB is very good as long as the classrooms used can accommodate the TAs that are needed to support the learning needs of those pupils.

Question/Comment 3

Sibling accesses the SRB at Llanishen High School. The provision here is much better than at primary school. I think it is good that pupils integrate with the rest of the school and that sibling has their TA with them as they know their needs. I think all pupils in the school should have more education about the SRB and the needs of the students who use it. This would mean that they could be more supportive towards them and maybe help more.



RP – it is clear to see that you are very supportive of the SRB. Do you think 45 students is/would be too many?

Question/Comment 4

I am aware of comments that were made by a TA who worked in the ASC unit, stating that they were overstretched. It is therefore important that the SRB is sufficiently resourced to cope with the increase to 45 students.

Question/Comment 5

It is imperative that any increase in student numbers at the SRB should not have a negative impact on the students accessing it. If there were to be strains put upon the staff and resources in the SRB, such as less 1:1 time or less space for learning, then this could have a negative impact. Any increase in ALN pupils should not impede the provision offered and quality of teaching and learning.

There were no further questions or comments.

RP thanked the pupils for their feedback and brought the session to a close.



Present: Ysgol Glantaf pupil representatives, Rosalie Phillips (SOP), Cerys Richardson (Admissions)

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

The session was held in Welsh at the request of the school

Welcome and Introductions

Officers met with mainstream pupil representatives from Ysgol Glantaf. Cerys Richardson opened the meeting and welcomed pupils. She outlined details of the proposed establishment of additional Specialist Resource Base provision at the school for pupils with autism and advised that we were seeking their views on behalf of Cardiff Council as part of the public consultation.

Discussion Points

The following points were raised:

Q – how many pupils would be attending the resource base

A – 30

Q – where would the new resource base be built?

A – this hasn't been decided yet; this will be agreed with the Headteacher and Governing Body

Q – when would it be built?

A – the new base would open in September 2023.

Q – what age would the pupils be?

A – pupils would be from Y7 up to sixth form

Q – would they all start at once; would there be 30 pupils starting straight away?

A – the resource base would be able to accommodate up to 30 children but likely to start with fewer pupils initially.

Q – would pupils in the Autism base have the same teachers as the existing resource base?

A – there would be additional funding for teaching and support staff to work within the new base but likely that they would link with the existing base and access resources in the main school.

Things the pupils' thought would be beneficial

The pupils identified the following:

- The specialist resource base pupils being able to access school resources e.g., the playing field
- The specialist resource base pupils being able to access Welsh-medium education
- The opportunities it would give the pupils in the existing specialist resource base e.g., better facilities
- The specialist resource base pupils being able to be part of a mainstream school, study and make friends

Things that were a cause for concern

The pupils weren't worried about any potential in traffic however they did identify the following:

- The school was already busy, and they didn't think it would make much difference for there to be an additional 30 pupils, however there could be some impact
- The location of the specialist resource base provision; if it was put in the wrong place, they could lose access to some important school resources

There were no further questions. The pupils asked where they could find further details of the proposed changes and were directed to the Council website.

The session closed and officers went to meet with pupils from the existing specialist resource base at the school.

Present: Ysgol Glantaf pupil representatives, Rosalie Phillips (SOP), Cerys Richardson (Admissions)

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

The session was held in English at the request of pupils

Welcome and Introductions

Officers met with pupils from the existing specialist resource base at Ysgol Glantaf.

The session was held in English at the request of the pupils.

RP opened the meeting and welcomed pupils. She explained the proposal for another additional Specialist Resource Base at the school which would be for pupils with autism and told the pupils that we wanted to know what they thought of this.

Discussion Points

The following points were raised:

The pupils liked the idea of having an additional resource base at the school and would be happy to share. They benefited from their lessons, the support of their teachers and staff and had lots of opportunities which would be good for other children and young people also.

They said it would be good to have more people for sport teams e.g., rugby and to do activities.

They liked the idea of new accommodation as there needs to be more space for the number of children.

They thought that the new accommodation should include the following:

- An outside area
- A garden area
- A wildlife habitat
- Better wi-fi
- Access to PC's/laptops to be able to do longer pieces of work
- Quiet spaces for when they needed some space
- Kitchen area
- A welcoming area/coffee shop in the welcome area like the one in the main school
- A sensory room
- More toilets/changing areas (one is not enough)
- Exercise/trampoline area (could this be in the floor)
- Different type of classroom spaces e.g., 1:1 and groups learning



They asked how the building would work, would the two specialist resource bases be separate or together

RP advised that the design of the new accommodation was being discussed with the Headteacher and staff and no decision had been made on this.

There were no further questions/comments.

RP explained what would happen next, thanked the pupils and the session ended.



Present: Rachel Burgess Willis (SOP), Hibah Iqbal, Meadowbank Special School pupils, Meadowbank Headteacher, Meadowbank teaching and support staff

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

The meeting was held via Microsoft Teams

Welcome and Introductions

The school had done work with the pupils prior to the session to explain the proposals and to discuss their thoughts/feeling on the proposed changes.

The children understood the proposed changes and had come up with the following points:

Good idea

When you go high school, we might run out of children
There will be more friends
More Children in school to play with
Share the scooters a good thing

Bad Idea

The children will be strangers
No more room in the school

Where would they go?

In the dining hall
Build a new class and have more teachers
In the car park
Build a second and third floor
In the courtyard and build a tunnel
On the grass
The orchard

Where would they play?

Other side of black fence. Too muddy

There are going to be new classrooms built. Do you have any questions?

What are we going to name the classes?
Where do we go for taxis?
Where are they going to eat?
How do we buy a new taxi?
Will there be more toilets?
Will there be lots of noise?
Can you make it safe?

Questions and answers on the day



Headteacher - lots of pupils think it is a good idea, very happy

Q- Worried teachers cannot take care of all the pupils

RBW- will look to see how many teachers are needed, may need new ones.

Comment - More friends

Comment - Worried about running out of children after year 6 pupils leave.

RBW- Lots of children want to come to Meadowbank, if we make more places they will come.

Head- they are worried about strangers, having new staff can be worrying, they like current staff

Head- Children are worried there will be no room for more pupils. We have spent time making classrooms bigger, breaking down walls.

RBW- Will make sure there is enough room.

Head- New pupils learn in different ways, particularly young children, they want more scooters, play equipment and bikes.

Are there going to be more toilets?

RBW- Will plan with builders to ensure there are enough.

Comment - Want more children to play with.

Head- Lack of space in school, was built for 40, now have 50. Where would pupils have lessons? New building or do we build upstairs?

RBW- The Council will work with the school on this.

Head- they were worried about joining buildings together, one child suggested a tunnel to connect new building. We have had a new kitchen. Pupils are worried we will not have another, how will we feed new children? Worried it will be too noisy, some pupils don't like noise.

RBW- this will be carefully considered so noise and disruption is minimised.

Head- Children asking where new pupils will have lunch if the current lunch hall is too small?

RBW- We will find out and get back. Very important that you are questioning. Will be worked out with Headteacher and staff.

Head- How long will it take?

RBW- It is for September this year.

Head- We are having two temporary classrooms, so the new build is ready by March. Important that we build up gradually.

RBW- Glad you have been talking to planners while building work is going on.



Head- Hoping to have six more classrooms, making school twice as big. We have thought about class sizes. Will provide outdoor area, there is no foundation phase provision for Foxglove class. This will help new pupils in September. Outdoor areas will be linked together so children can play together.

Comment - We need more teachers and names for the new classes.

Head- We're going to have double, concerned about space for taxis. We have three big minibuses, lots of taxis and parents' cars. If we have twice as many pupils, where will cars go? Will also need to find special teachers. How will we get food from dinner hall to new building, food would get cold, and some pupils struggle to walk sensibly and with hot food.

RBW- We will take these questions back to Council, perhaps look at another kitchen. What would you like at the school?

The children would like the following:

- Playground space
- More scooters
- More bikes
- More friends
- A spider swing
- A slide
- A pool
- don't damage the school trees

There were no further comments/questions and the sessions ended



Introduction

Given the needs of pupils attending The Hollies and the ongoing Covid restrictions it was agreed with the school that the views of pupils on the proposed changes to the would best be gathered by their teachers and support staff.

The school provided the following information on 28 January 2022

The Hollies Pupils Voice

Several members of the School Council met this week to discuss the proposed changes to the Hollies School – increasing the number of pupils to 150.

The pupils discussed the need for more and bigger classrooms as well as the need for more tables and chairs for the pupils.

One pupil commented that the school would need more staff for the extra pupils.

They were asked if they had any questions about the changes. They asked if they could have more things to play with (share) outside for the extra pupils.

They asked if it would mean more cars in the car park, and would the car park be bigger?

Overall, they thought it was a good idea. They said that they would have more friends to play with but also said that this could mean that school would be noisier and busier with extra pupils.



Present: Rosalie Phillips (SOP), Ceri Tanti (SOP), Llanishen Fach pupil representatives, ALN class teacher, Headteacher

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

The meeting was held via Microsoft Teams

Welcome and Introductions

Officers opened the meeting by explaining that at the school there is a ALN class called Dosbarth Enfys. There are more children across Cardiff who need a space in an ALN class, and the Council is consulting on making more places available across the city. The Council is proposing to increase the size of the class at the school from 20 pupils to 30 and want to talk to the pupils about whether they thought this was a good idea and if they had any concerns, questions or comments.

Questions and answers

Q: Will the size of the playground change?

A: Not sure. Officers would need to come out and look to see what new accommodation is required but would prioritise keeping playground size as big as possible.

Comment: Would need extra seats in the dinner hall.

A: Yes, would need more spaces, or the school may decide to manage dinner time by having different times for different age groups.

Q: The teacher from Dosbarth Enfys said that integration is a key part of what we do; how we can support integration with more pupils? How would school be supported?

A: Colleagues in Additional Learning Needs team would be providing support and will pass on query to them.

Comment: Would need more toilets too.

A: Yes, we would need make sure there's enough space, staff and facilities for everybody at the school.

Pupils agreed that it's a good idea to give more children the opportunity to come to the school.

Teacher: children in Dosbarth Enfys buddy up with mainstream pupils and join classes. Having more space and more pupils is positive, part of the life of the school. The pupils agreed with this.

Q: Would there be more children coming into classes?

A: Yes, there might be one or two more per year.

Q: Will Dosbarth Enfys have enough space outside on the playground?



A: The Council has to follow guidance for schools which sets out how much space, classroom size, toilets, and outside space there must be. Will plan to ensure there is enough space in all areas.

Q: One pupil commented that younger pupils in Dosbarth Enfys would have a long way to walk to join the mainstream classes as the class is at one end of the building and the youngest classes are at the other end.

A: The Dosbarth Enfys teacher explained that the plan is for some of the younger classes to move into new area. Council will work with headteacher and school to work these details out.

Q: Y5/Y6 had lots of questions about configuration, whether they will be one floor or two, if the building becomes longer could current routes around the building to entrances be cut off etc.

A: We cannot answer detailed questions on layout, but we can ask officers in the team for their input and reply to teachers with what is currently planned.

Q: What impact will there be on the school while building work is happening and how will pupils be kept safe?

A: The Council has lots of experience of building work on existing schools. Health and Safety officers will ensure there is fencing, and the builders will be trained in health and safety in order to keep everyone safe.

Q: Will we need extra radiators?

A: The headteacher said that Quantity Surveyors who help plan building works are currently on site looking at what extra radiators etc will be needed.

There were no further questions. Officers said that the comments from the pupils would be put into the report to be sent to Cabinet and that we would inform the headteacher when this is done.

The group was told that if they had any further questions that they thought of after the meeting they can let their teacher know so that the questions can be emailed to officers, and we will reply via the headteacher.

Officers thanked the group for their questions and input and the meeting came to a close.



Present: Rosalie Phillips (SOP), Hibah Iqbal (SOP), Springwood Primary School pupil representatives, TA

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

The meeting was held via Microsoft Teams

Welcome and Introductions

Rosalie Phillips (RP) opened the meeting, introduced Council officers and explained the role of school planning. She told the pupils that there were proposed changes to ALN provision across the city and what this would mean for their school. She explained that the purpose of the meeting was to gather their views on these changes and to record them as part of the consultation summary report that would go to Cabinet.

Questions and answers

So you want more pupils to learn in the school?

RP- Yes, more pupils your age who need extra support.

Where will the pupils go?

RP- You already have a base in your school, for 25/ 26 children with autism. Children from the base use that space but they may also use some other areas of the school e.g., library, outdoor space, canteen.

Are you trying to make the base bigger?

RP- Yes

Do you have to employ more staff?

RP - There will need to more staff in line with the number of pupils. Your headteacher will look at the number of pupils and then work out how many staff are needed.

Do you have to make another classroom?

RP- some other people from our team will visit the school and plan for what is needed.

When are you going to make a special school in Cardiff?

RP- We are doing that as well. There are two other special schools in Cardiff, the Hollies, and Ty Gwyn, which we are also making changes to, making those schools bigger too; also going to look again to see if we need more spaces in the future.

TA- When do staff have a voice on this?

RP- There was a governing body meeting yesterday, there is a response form on the council site, or you can email us separately.



**Schools Programme
Record of Virtual Pupil Engagement
Springwood Primary School
21 January 2022**



TA- When you hit the 28 capacity, what happens then? This is an area that's rapidly growing.

RP- There will be discussions with the school about the number of children, how best to accommodate pupils and what facilities are needed etc.

There were no further questions, RP thanked the pupils and the session ended.

This page is intentionally left blank

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

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM
CONDITION PROVISION FOR PRIMARY AND SECONDARY AGED
PUPILS**

Appendix 5 – Notes of Public Meetings



Present: Richard Portas (SOP)), Michele Duddridge-Friedl (SOP), Jenny Hughes (ALN), Jamyn Beesley (The Court Headteacher), Sarah Pritchard (SOP, Cath Keegan Smith (ALN), Kassia Morris (ALN) Rosalie Phillips (SOP), Members of the public

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

The meeting was held via Microsoft Teams

Welcome and Introductions

Richard Portas (RP) opened the meeting, welcomed attendees and outlined details of the proposed changes.

There was a presentation from MDF which set out the following:

- What is being proposed?
- Background
- Sufficiency of places
- Distribution of places
- Proposals for The Court School
- Fairwater Primary School site
- St Mellons CiW Primary School site
- Proposal for Moorland Primary School
- Condition Categories
- Suitability
- Quality and Standards
- Transport Matters Fairwater Primary
- Transport Matters St Mellons CiW Primary
- Transport Matters Moorland Primary
- Benefits of the proposals
- Potential disadvantages and risks
- Alternative options discounted
- Finance
- What happens next?

Questions and response

RP invited questions/comments from those attending

Q/C – Parent of a child at Moorland Primary School. Where will be early years accommodations be on site?

RP – looking at two building with a nursery block next to Reception and another block next to the caretaker's house.



Q/C – traffic around the school site is already busy; how much will traffic increase by?

RP – looking to make changes to parking and looking at the impact of traffic as part of the planning application for the proposed works.

Q/C – what would be the impact on school resources/staffing?

JH – there would be two SRB classes with funding provided in order for the school to employ additional teaching staff and TA's. Looking to provide opportunities for both sets of pupils.

Q/C – welcome inclusive approach.

Q/C – will The Court still be run as one school if across two sites?

RP – looking at one school across two sites (split site arrangement). There is a range of expertise within the existing school and building on this.

JB – there would be one headteacher with senior managers on each site supporting values and vision.

JH – more places are needed; however, children benefit from smaller nurturing environments. Split sites allow for shorter travelling times. Both proposed sites are adjacent to mainstream schools which will provide opportunities for staff and pupils at both schools.

JB – will allow for development of relationship with communities.

Q/C – will the Wellbeing Class at Fairwater Primary School remain?

JH – yes, the Wellbeing Class will remain. Provision is kept under review but locating The Court at Fairwater will provide benefits e.g., shared training.

MDF outlined the ways in which response to the consultation can be made, via e-mail, hard copy response or online survey on the Council website

There were no further questions, RP thanked all those who attended, and the meeting closed.



Present: Richard Portas (SOP)), Michele Duddridge-Friedl (SOP), Brett Andrewartha (SOP), Jenny Hughes (ALN), Shirley Karseras, Rosalie Phillips (SOP), Members of the public

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

The meeting was held via Microsoft Teams

Welcome and Introductions

Richard Portas (RP) opened the meeting, welcomed attendees and outlined details of the proposed changes.

There was a presentation from BA which set out the following:

- What is being proposed?
- Background
- Sufficiency of places
- Distribution of places
- Proposals for The Court School
- Fairwater Primary School site
- St Mellons CiW Primary School site
- Proposal for Moorland Primary School
- Condition Categories
- Suitability
- Quality and Standards
- Transport Matters Fairwater Primary
- Transport Matters St Mellons CiW Primary
- Transport Matters Moorland Primary
- Benefits of the proposals
- Potential disadvantages and risks
- Alternative options discounted
- Finance
- What happens next?

Questions and response

RP invited questions/comments from those attending

Q/C – How will this affect the Pen y Bryn Primary School site?

BA – there had been discussion with Pen y Bryn Primary School who were supportive of the need to increase the supply of EHW places. St Mellon's CiW Primary School were moving to a new site and the current site would return to the Council. There would need to be a marginal adjustment of the boundary between the two sites with



**Schools Programme
Record of Virtual Public Meeting
Additional Learning Needs – The Court/Moorland Primary
09 December 2020 at 5pm**



improvements made to the outdoor area at Pen y Bryn. There could be an impact from additional traffic however initial work showed that there was likely to be reduced traffic overall.

There were no further questions, RP thanked all those who attended, and the meeting closed.



Present: Richard Portas (SOP)), Michele Duddridge-Friedl (SOP), Brett Andrewartha (SOP), Jenny Hughes (ALN), Rosalie Phillips (SOP), Members of the public

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

The meeting was held via Microsoft Teams

Welcome and Introductions

Richard Portas (RP) opened the meeting, welcomed attendees and outlined details of the proposed changes.

There was a presentation from BA which set out the following:

- What is being proposed?
- Background
- Sufficiency of places
- Distribution of places
- Current provision 11 -19
- Demand for CLN/ASC places 11 - 19
- Current provision 3 – 11
- Demand for CLN/ASC places 3 - 11
- Condition Categories
- Suitability
- Quality and Standards
- Transport Matters
- Benefits of the proposals
- Potential disadvantages
- Alternative options discounted
- Finance
- Human Resources
- What happens next?

Questions and response

RP invited questions/comments from those attending

Q/C – what are the plans to enable the number of places at Whitchurch High School, Llanishen High School and Bishop of Llandaff to expand.

RP – the numbers are already at capacity and looking to consolidate; not anticipating any additional capital spend but there may be some staffing changes.

Q/C – Llanishen High School is using demountable accommodation and accessing space at the rugby club.



RP – yes, that is the case. Providing temporary accommodation with permanent build ready for September; staffing and finance in place.

Q/C – are the presentation slides available to view publicly; parent home schooling at present and interested in capacity for this year and next.

MDF – all of the information can be found in the consultation document on the Council website.

RP – contact details are listed on the website and please get back to us with any questions.

MDF – drop-in sessions (on-line/telephone) available if that would be helpful.

Q/C – where do high functioning children with Autism Spectrum Condition (ASC) fit into proposals?

RP – looking at additional capacity city wide in order to meet a range of needs; mix of SRB, special schools and mainstream provision.

JH – lots of pupils who need additional support but do not require a specialist setting and looking to improve support on an ongoing basis.

Q/C - people count not just buildings and need to ensure human resources are available and that those who need support in mainstream have their needs met.

Q/C - parent of a child with additional learning needs who will be going up to high school in September; disappointing experience and do not feel that there is anywhere for them to go. Currently in mainstream primary and will require a high level of support with literacy and numeracy. Have looked at all options including Welsh immersion in order to attend Ysgol Glantaf. Specialist Resource Bases (SRB's) are offered on the basis of diagnosis and the only one suitable would be Whitchurch with no option for access to mainstream provision. The preference would be for Bishop of Llandaff but because child does not have an ASC diagnosis this is not suitable. There is no general provision available in the west of the city. There are benefits for children in being able to walk to school and do not want to put child in a taxi each day; want them to be able to access provision suitable to their needs in the local area.

There is an SRB in Catonian for ASC also. Welsh-medium immersion at this stage would be a challenge however more provision like the provision at Ysgol Glantaf is needed. Concerned that this is a done deal and going through the process when more options are needed.

RP – formalising some arrangements and also proposing new provision. Looking to increase scale of provision; recognise that balance is not yet there and working to bring further proposals forward.

JH offered to meet to discuss individual circumstances if this would be helpful.

Q/C – feelings are shared regarding SRB's. Welsh language pupils are in a better position and disappointing that there is differentiation. There is a need to recognise that there is a range of additional learning needs to be addressed.



JH – recognise concerns. SRB at Ysgol Glantaf for Complex Learning Needs and expect the same practice at other mainstream schools. It would be helpful to understand individual concerns and circumstances.

Q/C – there will be parents who will not be in a position to have their voice heard. A wide range of views is needed and consideration also has to be given to the green agenda and health and wellbeing.

RP – steps in the right direction and looking to build on this. Appreciate points being made and looking to engage as widely as possible; would normally be holding in person sessions in local areas; able to offer on-line drop-in sessions and very much want feedback from as wide a range of stakeholders as possible.

Q/C – Llanishen High School model runs along the same lines as Ysgol Glantaf, but this is dependent on staff numbers.

RP – staffing is considered as part of funding model. Recognise need to follow up and consider how things are running.

Q/C – two children who went through Llanishen High School with both moving from mainstream to the SRB. The Learning Support Department acts as an SRB and works well within school. Provision for children at school level and these discussions are needed with other schools also.

Q/C – concerned that proposals are formalising existing provision e.g., Llanishen has 44 pupils at present and going up to 45, with the same position at Bishop of Llandaff. There will continue to be a provision gap. Cardiff Additional Learning Needs Department has a problematic image amongst parents and better communication would help.

JH – lots of changes are being made in the way things work. Parent Reference Groups are being developed and recognise the need to look at further changes that could be made to improve things. Acknowledge that some of the growth in provision is retrospective but this is a starting point and will keep looking at this. Consideration also being given to how to support pupils more widely; where are the gaps in provision and what is the best way of addressing this.

RP – looking to address Complex Learning Needs provision though Band B with significant investment with a focus on current and future provision.

Q/C – SRB provision on the west of the city and the range of needs, has to be considered. Provision for additional learning needs can lead to segregation throughout life; children need opportunities to develop social and communication skills; need to be truly inclusive and integrate pupils allowing them to be the best they can be.

JH – SRB and special school provision is for children with very complex needs for whom mainstream is not suitable. The provision for children in mainstream seems to be the issue.

Q/C – the Ysgol Glantaf approach seems inclusive and is appealing as a parent.

Q/C - details should be shared with all schools and learners.



**Schools Programme
Record of Virtual Public Meeting
Additional Learning Needs – CLN/ASC
19 January 2022 at 5:30pm**



MDF provided details of how responses to the consultations could be made (e-mail, online survey, letters), with all responses welcome. Notes of the meeting were also being made. Pupils being consulted at all of the schools included in the proposals; lings provided to all schools and will check that these have been shared.

Q/C – run SRB at Ysgol Glantaf; the school has an official SRB for Complex Learning Needs and has also set up a wellbeing class similar to provision at other schools; the Welsh sector is also learning from the English sector.

There were no further questions, RP thanked all those who attended, and the meeting closed.

This page is intentionally left blank

Estyn Responses

Response from Estyn – The Court School / Moorland Primary School

Estyn response to the proposal to increase the capacity at the Court special school and transfer it to two sites, in new build accommodation on the site of Fairwater Primary School and to the current St Mellons, church in Wales primary school site in Llanrumney and to establish a specialist resource base (SRB) for primary aged children with Complex Learning Needs at Moorland Primary School

These appear to be two proposals and so will be responded to as such although there are some aspects that are relevant to both proposals.

Estyn response to the proposal to increase the capacity at the Court special school and transfer it to two sites, in new build accommodation on the site of Fairwater Primary School and to the current St Mellons, church in Wales primary school site in Llanrumney

Introduction

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore, as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

Summary/ Conclusion

This proposal is by Cardiff council. The proposal is to Increase the capacity of The Court Special School from 42 to 72 places. The school would transfer to two sites, in new build accommodation on the site of Fairwater Primary School and to the current St Mellons, church in Wales primary school site in Llanrumney, with 36 pupils on each site from September 2025.

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

It is Estyn's view that this proposal is likely to at least maintain the standard of education provision in the area. However, there are ways in which this proposal could be strengthened.

Description and benefits

The council has provided a clear rationale for the proposal. It has provided a table that sets out the current primary age specialist provision available for children with emotional health and wellbeing needs and the projected future demand for school places for these pupils. The table shows a current deficit in the number of places available in relation to the number of places needed. The projections show an increase in these numbers over the next few years. The proposed increase in capacity would help to reduce this deficit in numbers.

In addition, the condition of the buildings at the Court special school is very poor, with 'unsuitable' learning environments, which seriously inhibit the school's capacity to deliver the curriculum. Under this proposal, the buildings currently occupied by the Court special school would be vacated.

The council has suitably demonstrated that there is sufficient space and capacity at the Fairwater primary school site to accommodate pupils and new purpose-built accommodation. The council asserts that the current St Mellons, Church in Wales primary school site in Llanrumney will be vacant in Autumn 2022 and will transfer to ownership of the council at this time. This site is located adjacent to Pen y Bryn primary school and the council intends to work closely with both Pen y Bryn primary school and the Court special school to ensure that the requirements of the building bulletin guidance for schools are met. We feel that this could be further strengthened with the addition of information about any adjustments which would need to take place to these buildings to ensure that they meet the individual needs of the pupils at the Court school. For example:

- specific considerations around acoustics or lighting and
- adequate separation from the primary school on the proposed sites.

The council has provided some detail as to how the proposal would be funded. However, it lacks any significant information that details whether any savings will be made as a result of the proposal. For example, through a reduction in numbers of pupils being placed out of county. The council has provided sufficiently detailed descriptions of the proposals and the projected timetable for statutory procedures. However, there is no indication of timescales for implementation of the proposal, and any proposed interim arrangements, which might be necessary for their implementation. Furthermore, the school currently funds a psychotherapist, we believe that it would be beneficial to explain how continuity of this provision will be secured when the school has higher pupil numbers and is split over different sites.

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

The council has suitably outlined the benefits and potential disadvantages of the proposed changes. The benefits include increasing the number of special school places to contribute towards meeting projected demand and the establishment of a new school building. The potential disadvantages include the difficulties faced by some ALN pupils due to the changes and the potential for increased traffic congestion. We feel that this proposal could be strengthened with the addition of more detail illustrating how these changes will be managed to reduce the impact on learners currently at the school. For example, a description of the timescale of changes and whether they would take place simultaneously or consecutively. In addition to this, a plan which demonstrates if any current pupils would be subject to more than one school move. These potential changes could have a significant impact on the wellbeing and educational outcomes for this cohort and should be managed appropriately to reduce their negative impact. The council has outlined mitigation measures to address some potential disadvantages. These appear to be fair and reasonable. In addition, the council has identified some risks associated with the proposed changes and appear to be managing these appropriately.

The council references a feasibility study that explored possible alternative options and says that a few alternative sites were considered but were dismissed because of issues around access, site constraints, traffic and flood management. However, no further detail has been provided regarding this feasibility study.

The council has suitably considered learner travel arrangements as a result of this proposal. It states that it is committed to ensuring that every school in Cardiff has an 'active travel plan' which identifies actions by the school to support and encourage active travel where appropriate and identifies improvements needed on-site and off-site to facilitate active journeys. The council iterates that there are no planned changes to the council's policies on admission arrangements and learner travel arrangements.

The consultation paper makes no reference to the impact of this proposal on Welsh medium provision within the local authority or how this the proposal would support the targets in the local authority's Welsh in Education Strategic Plan (WESP). It talks generally about Welsh medium education in Cardiff and references some Welsh medium schools. It is unclear therefore how this proposal will impact on Welsh speaking pupils with ALN.

Educational aspects of the proposal

The council has suitably considered the impact of the proposal on standards, teaching and learning experiences, care support and guidance and leadership and management. It has concluded that the proposal is not expected to have any negative impact on standards of education or teaching and learning experiences. In addition, it intends to work with the leadership of both schools to help improve and sustain support, care and guidance and ensure that changes are planned carefully

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

so that leadership and governance are not disrupted. We feel that this proposal could be strengthened by:

- highlighting how leaders plan to secure the staffing levels needed for such a large increase in capacity
- showing how these staff will be appropriately trained to work with a complex cohort of young people
- showing how leadership capacity is not negatively impacted by these changes.

The council has included a summary of the last Estyn inspection report for the Court special school and Fairwater primary school. Estyn judged that The Court special school's performance and prospects for improvement were both good. Also, all inspection areas in Fairwater primary school's inspection report were judged to be good.

The council has suitably considered the impact of the proposal on vulnerable groups of pupils including those who have ALN, those who receive free school meals and those who have English as an additional language. It has stated that those who have ALN would be supported to enable them to adapt to the changes proposed and that there is no information available to suggest that the proposals would have a negative effect on the other vulnerable groups of pupils.

The council states that an initial equality impact assessment has been carried out and that it concluded that the proposed changes would not negatively affect a particular group in society. However, no details of this assessment have been provided.

The council states that a community impact assessment has been undertaken for these proposals and provides a link to this assessment. However, there is no such document at this link. Also, no comment is made as to the findings from this community impact assessment.

The council says that it does not anticipate any negative effect of the proposal on any local school. In fact, it believes that the proposal provides an opportunity for staff at Fairwater primary school and Pen y Bryn primary school to work more closely with specialist services in Cardiff and that this could enhance the schools' inclusive teaching and benefit all pupils in the school. This seems to be a reasonable and fair assertion.

The council has not provided any specific details relating to potential disruption to pupils as a result of this proposal, however it talks more generally about ensuring that the curriculum continues to be delivered and that high education and safety standards are maintained.

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

Estyn response to the proposal to establish a specialist resource base (SRB) for primary aged children with Complex Learning Needs at Moorland Primary School

Introduction

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore, as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

Summary/ Conclusion

This proposal is by Cardiff council. The proposal is to establish a 20 place Specialist Resource Base (SRB) for primary aged children with complex learning needs at Moorland primary school from September 2022.

It is Estyn's view that this proposal is likely to at least maintain the standard of education provision in the area.

Description and benefits

The council has provided a clear rationale for the proposal. It refers to the fact that the number of pupils with severe and complex needs, who need a place in a special school or specialist resource base has continued to grow in recent years. In addition, it asserts that the location of SRBs and wellbeing classes is not well distributed across the city.

The council usefully provides a table which shows the number of places currently available and the projected future demand for places to support children of primary school age with complex learning needs across Cardiff. At present, there are more pupils with significant needs who need a place in one of these settings than there are places available. The projections show that the number of pupils with complex learning needs will continue to grow over the next few years. In addition, the council has presented a table that shows that there is sufficient surplus capacity at Moorland primary school which is projected to increase over the next few years. The proposal is to help meet the demand for primary age specialist provision.

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

The council intends to incorporate providing accommodation for the SRB as part of the planned redevelopment works at Moorland primary school. This appears to be a fair and appropriate approach.

The council has provided some detail as to how the proposal would be funded. However, it lacks any significant information that details whether any savings will be made as a result of the proposal. For example, through a reduction in numbers of pupils being placed out of county. The council has provided sufficiently detailed descriptions of the proposal and the projected timetable for statutory procedures. However, there is no indication of timescales for implementation of the proposal, and any proposed interim arrangements, which might be necessary for their implementation.

The council has suitably outlined the benefits and potential disadvantages of the proposed changes. The benefits include increasing the number of specialist resource places for primary aged learners with complex learning needs to contribute towards meeting projected demand and that some pupils would have shorter travel distances to access specialist provision. The potential disadvantages include the difficulties faced by some ALN pupils due to the changes and the potential for increased traffic congestion. The council has outlined mitigation measures to address the potential disadvantages. These appear to be fair and reasonable. In addition, the council has identified one risk related to development constraints associated with the proposed changes and appear to have sufficient mitigation to address this risk if needed.

The council maintains that there is no SRB provision in Adamsdown and Splott at present and that all children in these areas who require placement in an SRB currently travel to other areas of the city. It further states that the establishment of this provision on other school sites in Adamsdown and Splott was discounted owing to accommodation and site limitations. However, no further details have been provided to support this statement.

The council has sufficiently considered the impact of the proposal on travel arrangements. The proposed SRB on the site of Moorland Primary School would reduce the distance travelled to school for children in Adamsdown and Splott who require placement in an SRB and who currently travel to other areas of the city. As there would be a small number of children arriving by free home to school transport, the council intends that appropriate facilities for drop-off and pick-up will be provided as part of the proposals. The council iterates that there are no planned changes to the council's policies on admission arrangements and learner travel arrangements.

The council states that an initial equality impact assessment has been carried out and that it concluded that the proposed changes would not negatively affect a particular group in society. However, no details of this assessment have been provided.

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

The council states that a community impact assessment has been undertaken for these proposals and provides a link to this assessment. However, there is no such document at this link. Also, no comment is made as to the findings from this community impact assessment.

The consultation paper makes no reference to the impact of this proposal on Welsh medium provision within the local authority or how this the proposal would support the targets in the local authority's Welsh in Education Strategic Plan (WESP). It talks generally about Welsh medium education in Cardiff and references some Welsh medium schools. It is unclear therefore how this proposal will impact on Welsh speaking pupils with ALN.

Educational aspects of the proposal

The council has suitably considered the impact of the proposal on standards, teaching and learning experiences, care support and guidance and leadership and management. It has concluded that the proposal is not expected to have any negative impact on standards of education or teaching and learning experiences. In addition, it intends to work with the leadership of the school to help improve and sustain support, care and guidance and ensure that changes are planned carefully so that leadership and governance are not disrupted.

The council has included a summary of the last Estyn inspection report for Moorland primary school, which was in April 2018. At the time standards, wellbeing and attitudes to learning, teaching and learning experience, and leadership and management were all judged as good; care, support and guidance was judged as excellent.

The council states that the proposal is not expected to have any negative impact on the quality of standards of education or the delivery of the foundation phase and each key stage of education at the school as a result of the proposed changes. This seems to be fair and reasonable.

The council has suitably considered the impact of the proposal on vulnerable groups of pupils including those who have ALN, those who receive free school meals and those who have English as an additional language. It has stated that those who have ALN would be supported to enable them to adapt to the changes proposed and that there is no information available to suggest that the proposals would have a negative effect on the other vulnerable groups of pupils.

The council has not provided any specific details relating to potential disruption to pupils as a result of this proposal, however it talks more generally about ensuring that the curriculum continues to be delivered and that high education and safety standards are maintained.

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

Estyn's response to the consultation aiming to address the growing need for provision for learners with complex learning needs and autistic spectrum condition

Introduction

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales. Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore, as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals. Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

This consultation aims to address the growing need for provision for learners with complex learning needs and autistic spectrum condition.

To meet the demand for secondary specialist resource places for learners with complex learning needs it proposes to:

- increase the designated number at the Whitchurch High School Specialist Resource Base from 70 to 100 from September 2022
- establish a 30 place Specialist Resource Base at Willows High School from September 2023

To meet demand for secondary specialist resource provision for learners with Autism Spectrum Condition it proposes to:

- increase the designated number at the Llanishen High School 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
- establish a 30 place Resource Base at Ysgol Gyfun Gymraeg Glantaf alongside the existing 30 place Specialist Resource Base from September 2023

Summary/Conclusion

We welcome this proposal which sits alongside others and aim to achieve a more equitable provision to better meet the current and future additional learning needs of pupils, across the City.

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

The proposals outline very clearly five broad principles that all schools and settings should aspire to and attain in effectively supporting pupils with additional learning needs. These principles include the need for an innovative curriculum and whole school approaches to teaching and learning, the need to identify pupils' needs early and to implement research informed interventions, school accommodation that is sufficiently flexible in its use to meet pupils' needs, strong partnerships including access to excellent specialist services and, effective multi-agency transition planning.

It is not clear however, if there is an overall framework that will help to ensure the realisation of the principles. An overall framework could be used also to guide and assist schools that are either establishing or developing specialist resource base provision. Neither is it clear what support or networks exist, or will be created, to support leaders and staff as they develop and embed effective practices in meeting the needs of pupils.

The proposer states that a joint review of health and specialist provision in Cardiff special schools and the pupil referral units is being carried out. However, it is not clear if the scope and outcomes of the review will benefit pupils in specialist resource bases across the city. Neither is it clear if the review will look at Welsh medium provision alongside English medium provision.

We consider that the proposal is likely to, at least, maintain the standard of education provision in the area.

Description and benefits

The proposal states very clearly that the number of pupils with severe and complex needs, who need a place in a special school or specialist resource base has grown, and demand is predicted to increase further over the coming years. Whilst there are a number of existing specialist settings across Cardiff, there are not enough places available. To combat the shortfall, the local authority has funded some places at special schools in other council areas or in independent schools. The proposer wishes to increase the number of places available in special schools and specialist resource bases in mainstream schools in Cardiff, to address this predicted increase. The proposal gives appropriate attention to the current capacity and how it is unable to meet the demands for places for pupils with complex learning needs and autism spectrum condition and the deficit of places currently available.

The proposer defines specialist resource bases as “a small class in a mainstream school for pupils with significant additional learning needs. All pupils attending a specialist resource base have a statement of SEN and are taught by specialist teachers and learning support assistants, and have opportunities to learn, play or socialise with other mainstream pupils...” It is unclear from the definition whether pupils, where appropriate, can access, with appropriate support where necessary,

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

lessons alongside pupils that do not attend the specialist resource base. To comply with the Additional Learning Needs and Education Tribunal [Wales] Act the proposer needs to consider the admission of pupils with individual development plans.

The proposal considers that the current provision available is not well distributed across the city and because of the lack of specialist resource bases in some localities this can be a disadvantage for these pupils due to travel and unfamiliarity in the area. The proposal implies that a better distribution of specialist resource bases across the city would improve access for these pupils.

The proposal appears to provide effective opportunities for stakeholders, organisations, and members of the public to respond. This includes opportunities to access online public meetings. The process is clearly set out with timescales and how the consultation will be used.

Statements made by the proposer for all schools about for example, teaching and learning experience and care, support and guidance are identical and do not provide a good enough account of how these are tailored to meet the specific additional learning needs of the pupils.

The proposal considers suitable alternatives, for all schools, and outlines the possible benefits and disadvantages appropriately.

The proposals consider appropriately the travel implications for pupils. All proposals foresee the likelihood of reducing travel time from home to school for some pupils. They also identify the need to further assess the suitability of drop-off and pick up point at each school site.

The overall proposal considers the provision for the Welsh language but does not reflect the ambition laid out in the local authority's draft Welsh in Education Strategic Plan 2022-2032. The plan states that the authority aims to increase the number of secondary specialist places to be delivered in an SRB located at each Welsh-medium high school with different specialist needs in each base to achieve a level of specialist provision that is on a par with other sectors and responds appropriately to individual need. This proposal does not address this particular aim sufficiently well.

Educational aspects of the proposal

In considering the impact of the proposal on the quality of outcomes, provision and leadership and management, the Local Authority has listed the most recent Estyn inspection outcomes and the Welsh Government categorisation outcomes for all schools identified within the proposal.

Three of the five schools named in the proposal were put into the Estyn Monitoring category following their last inspections. All three have subsequently been judged to

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

have made sufficient progress against the recommendations from their inspections and have been removed from that category. All five schools are categorised as green or yellow, indicating they are effective schools with strong leadership and know their priorities for improvement well.

The proposer states that there is an opportunity to employ specialist staff and to work more closely with specialist services in Cardiff. However, no further detail is provided and there is no guarantee that the opportunity will translate into a firm commitment or reality. The proposer further states that the pool of Welsh speaking ALN qualified and experienced teaching staff is limited in number, in comparison to the English sector. It goes on to state that any plan to develop Welsh medium specialist provision will need to be supported by an Additional Learning Needs Workforce Development Plan but lacks any detail or commitment about how this will come about.

The proposer correctly asserts that pupils with additional learning needs may find change difficult. Other than recognising that change needs to be carefully planned, information on transition planning is very limited.

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

Estyn's response to the consultation aiming to address the growing need for provision for children and young people aged 3 – 19 with complex learning needs and autistic spectrum condition

Introduction

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales. Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore, as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals. Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

This consultation aims to address the growing need for provision for children and young people aged 3 – 19 with complex learning needs and autistic spectrum condition. It proposes to:

- increase the designated number of Ty Gwyn Special School from 198 to 240 places from September 2022
- increase the designated number of Meadowbank Special School from 40 to 98 places from September 2022
- 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
- increase the designated place number of the Specialist Resource Base at Llanishen Fach Primary School for children with complex learning needs from 20 to 30 places from September 2023
- increase the designated number at Marlborough Primary School Specialist Resource Base for children with severe and complex learning needs from 20 to 30 places from September 2022
- increase the designated number at the Pentrebane Primary School Specialist Resource Base for children with autism from 20 to 24 places from September 2022
- increase the designated number at Springwood Primary School Specialist Resource Base for children with autism from 20 to 28 places from September 2022

Summary/Conclusion

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

We welcome this proposal which sits alongside others to try and achieve a more equitable provision to better meet the current and future additional learning needs of pupils, across the City.

The proposals outline very clearly five broad principles that all schools and settings should aspire to and attain in effectively supporting pupils with additional learning needs.

Estyn considers that the proposal is likely to, at least, maintain the standard of education provision in the area.

Description and benefits

The proposal states that the number of pupils with severe and complex needs, who need a place in a special school or specialist resource base has grown, and demand is predicted to increase further over the coming years. Whilst there are a number of existing specialist settings across Cardiff, there are not enough places available. To combat the shortfall, the local authority has funded some places at special schools in other council areas or in independent schools. The proposer wishes to increase the number of places available in special schools and specialist resource bases in mainstream schools in Cardiff, to address this predicted increase. The proposal gives appropriate attention to the current capacity and how it is unable to meet the demands for places for pupils with complex learning needs and autism spectrum condition and the deficit of places currently available.

The proposer defines specialist resource bases as “a small class in a mainstream school for pupils with significant additional learning needs. All pupils attending a specialist resource base have a statement of SEN and are taught by specialist teachers and learning support assistants, and have opportunities to learn, play or socialise with other mainstream pupils...” It is unclear from the definition whether pupils, where appropriate, can access, with appropriate support where necessary, lessons alongside pupils that do not attend the specialist resource base. To comply with the Additional Learning Needs and Education Tribunal [Wales] Act the proposer needs to consider the admission of pupils with individual development plans.

The proposal considers that the current provision available is not well distributed across the city and because of the lack of specialist resource bases in some localities this can be a disadvantage for these pupils due to travel and unfamiliarity in the area. The proposal implies that a better distribution of specialist resource bases across the city would improve access for these pupils.

The proposal appears to provide effective opportunities for stakeholders, organisations, and members of the public to respond. This includes opportunities to access online public meetings. The process is clearly set out with timescales and how the consultation will be used.

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

The proposal involves providing new accommodation, adapting existing accommodation or extending buildings in all schools apart from at Ty Gwyn Special School, where a former youth centre will be adapted. The proposer explains that the development of these proposals is at an early stage and any detailed school design or site layouts would be considered later should the proposals be progressed. However, they have not considered the risks or disadvantages associated with the construction process, should the proposals go ahead. For example, appointing appropriate contractors, delays in project delivery and securing sufficient funding.

Statements made by the proposer for all schools about for example, teaching and learning experience and care, support and guidance are identical and do not provide a good enough account of how these are tailored to meet the specific additional learning needs of the pupils.

The proposal considers suitable alternatives, for all schools, and outlines the possible benefits and disadvantages appropriately.

The proposals consider appropriately the travel implications for pupils. All proposals foresee the likelihood of reducing travel time from home to school for some pupils. They also identify the need to further assess the suitability of drop-off and pick up point at each school site.

The overall proposal considers the provision for the Welsh language but does not reflect the ambition laid out in the local authority's draft Welsh in Education Strategic Plan 2022-2032. The plan states that the authority aims to increase the "number of secondary specialist places to be delivered in an SRB located at each Welsh medium high school with different specialist needs in each base to achieve a level of specialist provision that is on a par with other sectors and responds appropriately to individual need". It also aims to increase the "number of primary specialist places to be delivered in an SRB located in at least three (Welsh medium) primary schools that promote to the relevant secondary schools along with early intervention/wellbeing classes/ nurture classes distributed across the city to achieve a level of provision that is on a par with other sectors". This proposal does not contribute to addressing this aim. The proposal also states that "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 15 primary aged learners in Welsh-medium schools who would benefit from placement in an Autism Spectrum Condition base". However, the proposal does not appear to address this need.

Educational aspects of the proposal

In considering the impact of the proposal on the quality of outcomes, provision and leadership and management, the Local Authority has listed the most recent Estyn

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

inspection outcomes and the Welsh Government categorisation outcomes for all schools identified within the proposal.

All schools apart from one were judged to be good or excellent for all aspects during their last inspections. These schools are all categorised as green or yellow (indicating they are effective schools with strong leadership and know their priorities for improvement well). Meadowbank Special School was inspected by Estyn in November 2019 and four of the five inspection aspects were judged to be adequate and in need of improvement. As a result, the school was placed in the category of Estyn Review. Estyn reviewed the progress of the school in January 2022 and determined that the school had made sufficient progress in addressing the recommendations from the inspection and was removed from monitoring activity. The school has been categorised as amber, indicating it is a school in need of improvement and requires help to identify the steps to improve or to make change happen more quickly. Statements made by the proposer for all schools about leadership and management are identical and therefore do not reflect well enough how support will be tailored to individual school's needs.

The proposer states that there is an opportunity to employ specialist staff and to work more closely with specialist services in Cardiff. However, no further detail is provided and there is no guarantee that the opportunity will translate into a firm commitment or reality.

The proposer correctly asserts that pupils with additional learning needs may find change difficult. Other than recognising that change needs to be carefully planned, information on transition planning is very limited.

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

Moorland Primary School

Moorland Primary School Governing Body Response

Provision for children and young people with Additional Learning Needs (ALN) :Moorland Primary School Specialist Resource Base.

Moorland Primary School Governing Body welcomes the opportunity to help improve and increase the availability of access to specialist environments to help meet the needs of children and young people with additional learning needs. Moorland prides itself in its inclusive ethos and understands providing an appropriate environment for children with additional learning needs will help them thrive and become the best that they can be. The addition of a Specialist Resource Base within Moorland Primary is welcomed by the Governing Body and would be a positive addition to this area of Cardiff where often children with additional learning needs have long travel times to get to school.

1. We feel strongly that in order to facilitate a smooth transition for children and families and to limit unnecessary disruption to all learners, KS2 learners within the planned allocation of SRB places, should begin their journey with Moorland once building work is complete in the main building. Foundation stage learners should join us once the new build early years unit is complete. Although we acknowledge there is a pressure for foundation stage ALN places we feel it will be very disruptive to the children and families to have two learning environment moves. We also feel strongly that all foundation phase children should have easy direct access to the outside environment and the new build will achieve this for all our foundation stage children. It is important to us that the families of our new children feel confident and the children can settle as quickly as possible and become part of the Moorland family.

2. As part of this we want to ensure we have as smooth a transition as possible and will require funding in a timely manner in order to recruit appropriate staff regardless of any potential delays in building completion. This would need to include funding for a teacher to begin at Moorland for the second half of the summer term if the initial SRB class is to begin in September 2022. As a Governing Body we would want assurances the funding for additional places for the SRB and any other associated costs are 'ring-fenced' and in addition to our allocated budget not through making savings within it.

3. There is reference to transport arrangements within the consultation.

"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."

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

As a school we are keen to promote active travel and improvements to active travel routes would benefit all our children and community. We look forward to working with the council to achieve these improvements and make journeys to school safer and greener for us all. Our particular concern lies with the lack of safe pedestrian crossing at the Moorland Road entrance to the school. All pupils are faced with crossing a wide road with no pedestrian crossing or crossing between closely parked cars, neither of which is desirable and would be an added concern for ALN children joining us, particularly as they may not necessarily be arriving in cars/taxis if they live locally. As the SRB is proposed to open in September 2022 we would be keen for these measures to be planned and implemented in a timely manner in order to facilitate a smooth transition for our new pupils, encourage active safe travel and in turn help make Cardiff a greener, safer child friendly city.

As a Governing Body we welcome this proposal but look forward to working with the relevant bodies to address the above points and help create a safe, appropriate environment to welcome children and young people with Additional Learning Needs who would benefit from a place in a Specialist Resource Base.

Moorland Primary Governing Body.

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

Moorland Primary School Headteacher Response

Provision for children and young people with Additional Learning Needs (ALN): Moorland Primary School Specialist Resource Base.

As Headteacher of Moorland Primary School I welcome the opportunity to develop a specialist resource base in the school and recognise the need for such provision in this part of the city. We will work to ensure the base will offer high quality provision for children with additional needs and to ensure that the base becomes fully included in the life of the school.

I have a number of concerns about the plans as they have currently been set out.

Firstly, I am concerned about the proposal to use the room planned for KS2 provision for children in the Foundation Phase initially. The room is unsuitable for younger learners given it is upstairs and some distance from the outdoor provision we will need to enable children to access the Foundation Phase curriculum. The room is situated along a corridor and upstairs and sits between the Years 5 and 6 classrooms. I am also concerned about Foundation Phase children starting in this room and then having to make a transition to the new building once it is complete, especially if this transition is mid-year. This will be disruptive and very difficult for children and their families.

Secondly, I am keen to ensure that the opening of the resource base is well planned and arranged in a timely fashion. It will be important for the school to have sufficient notice to employ staff. I feel the school also needs a guarantee on funding in the situation of a member of staff being employed in advance of the base opening and then being delayed. The school should not be liable for staffing costs in the case of delays.

Thirdly, it is important that the increase in funding given to the school to house the resource base recognizes the considerable additional work load of ensuring twenty children with complex needs are included effectively in the school. The expansion represents a considerable increase in workload for the ALNCO in school and for the senior leadership team.

Fourthly, I have concerns about the classroom chosen for the KS2 resource base. The current plan seems to involve blocking off a significant amount of light to create a wet room and resource room. This will leave the classroom with only one small window which will make this a very dark classroom.

Finally, I would like to be reassured that the transport arrangements are very thoroughly considered. There is already considerable concern about the number of cars, taxis and a school bus that drop off outside the school. There is at present no

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

safe crossings near the school and with a proposed increase in vehicles this is something that needs to be carefully considered.

As Headteacher I am looking forward to helping to develop the resource base and to welcoming new children and families to our school. However, I do feel the points above need careful consideration.

Yours,

Emma Laing
22/11/21

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**
Formal responses received

Willows High School

Willows High School – Governing Body

Please see the below response to the ALN consultation from Willows Governors.

We welcome the Councils objective of bringing this provision close to the pupils who will access it and live locally.

We welcome commitment from the Council that the day to day management and resourcing of the facility will not impact on the rest of the school but would like further clarification on ring fenced funding for the provision.

Cardiff's objective of providing complex learning needs provision across the city and in specialist resource bases will have a really positive impact on the pupils involved and we welcome this.

This provision would be best introduced as part of the new Willows buildings as, despite the published PAN number there is insufficient space in the school.

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**
Formal responses received

Llanishen High School

Llanishen High School – Governing Body

Good afternoon,

Following our consultation meeting with officers on 17th January, as Chair of the Governing Body, I can confirm our support of the plans to formalise the extended provision offered currently within the Specialist Resource Base to 45 students at Llanishen High.

We are already ensuring appropriate staffing and have considered all health and safety aspects of integration into daily routines and school life at Llanishen. We have already considered our active travel plans and incorporated this provision. We do however, have some concerns over the drop off and pick up area as well as the knock on impact on on-site parking. Many of these pupils will require dropping off and picking up by designated transport, often on a 1:1 basis. As such, our overall school transport and forecourt area will require a redesign to be fit for purpose and safe for all users, especially the SRB students.

We have excellent provision and are open to opening up this resource city-wide for the benefit of all students, we just need to ensure health and safety is paramount as is the ease of transition – managing change can be difficult for these students and their families. As a fully inclusive local comprehensive school, we would want to serve the needs of the local community first and foremost.

We are happy to continue working with the Local Authority to deliver the expanded SRB as soon as is safely practical.

Kind regards

Karen Dell'Armi

Ysgol Gyfun Gymraeg Glantaf

Ysgol Gyfun Gymraeg Glantaf – Headteacher and Governing Body

28 Ionawr 2022

Ymateb Corff Llywodraethol Glantaf

Ymgynghoriad ADY Cyngor Dinas a Sir Caerdydd

Rydym yn croesawu cyhoeddi dogfennaeth ymgynghoriad Cyngor Dinas a Sir Caerdydd ar gynlluniau i gynyddu a gwella adnoddau addysg arbenigol ar draws y ddinas. Dyma fuddsoddiad y gall y cyngor fod yn wirioneddol falch ohono ar gyfer dysgwyr bregus a'r rhai hynny sydd eisioes yn wynebu heriau sylweddol mewn bywyd. Yn ogystal, byddwn yn cytuno yn llwyr bod y galw am y ddarpariaeth arbenigol hyn i anghenion mwy cymleth, yn enwedig o fewn anghenion iechyd meddwl a lles emosiynol, wedi cynyddu yn amlwg iawn dros y blynyddoedd diwethaf.

Mae uchelgais a dyhead y Cyngor Sir i ymateb i'r angen a'r twf i'w groesawu'n llawn, a hynny drwy sicrhau y lleoedd a'r amgylchedd gorau posib mewn Ysgolion 21ain Ganrif. Drwy weithredu yn y dull hwn, mae'r Cyngor yn hybu cynhwysiant, gofal ac uchelgais i ddisgyblion a theuluoedd sy'n wynebu heriau ymarferol a chymleth. Byddem fel corff yn falch o weld y cynlluniau hyn yn lleddfu a chynorthwyo'r unigolion hynny yn sylweddol yn y blynyddoedd i ddod.

Canolfan Arbenigol Glantaf

Mae hyn yn arbennig o wir yng nghyd-destun Canolfan Glantaf sydd yn darparu ar gyfer amrediad llawn o anghenion cymleth ADY i'n disgyblion cyfrwng Cymraeg. Mae'r Ganolfan wedi'i chartrefu mewn cabanau dros dro a chlwstwr o ystafelloedd bach ynghanol Ysgol Glantaf. Nid oes chyfleusterau ymolchi a thai bach priodol ac mae'r adnoddau yn gyfyng a di-raen. Yn wir, dim ond drwy fuddsoddiad rhaglen deledu "Prosiect Pum Mil" yn Haf 2021, y cafodd ein dysgwyr fynediad at ardal ddysgu allanol aml-bwrpas, sydd wedi cyfoethogi a thrawsnewid eu profiadau dysgu. Rydym yn croesawu y buddsoddiad bychan ers Medi 2021 i ychwanegu ystafell ddosbarth ac adnewyddu tai bach arbenigol, ond yn sylfaenol mae'r Ganolfan mewn amgylchedd ddysgu anaddas, cyfyng ac anfodhaol. Mae'n siom gwirioneddol i ni bod dysgwr wedi gorfod gadael Glantaf eleni er mwyn gallu parhau i dderbyn cynhaliath arbenigol a hynny mewn Canolfan cyfrwng Saesneg oedd â chyfleusterau mwy addas a phriodol i'w anghenion.

Croesawn y buddsoddiad hwn i'r Ganolfan, fydd yn sicrhau adnoddau a chanolfan bwrpasol i'n dysgwyr ar gyfer y dyfodol. Serch hynny, mae'r amserlen yn rhy uchelgeisiol, ac mae'n anhebygol iawn y bydd y Ganolfan newydd ar agor erbyn Medi 2023. Gofynnwn am gefnogaeth ymarferol i wella adnoddau ein Canolfan presennol i ddiwallu anghenion ein disgyblion hyd nes y bydd y Ganolfan newydd ar

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

agor. Mae hyn yn arbennig o wir er mwyn sicrhau y byddwn yn gallu croesawu a darparu yn addas i ddysgwyr newydd ym Medi 2022 a 2023.

Canolfan Arbenigol Awstistiaeth

Rydym yn croesawu sefydlu canolfan arbenigol ym maes awstistiaeth yng Nglantaf, er yn amheus o allu agor y ganolfan arbenigol erbyn Medi 2023. Mae'r cyngor yn hollol gywir wrth nodi'r twf amlwg yn y galw am gynhafiaeth yn maes awstistiaeth. Mae'r twf yn weladwy o fewn yr ysgol ac o fewn ysgolion cyfrwng Cymraeg yng Nghaerdydd. Bydd sefydlu'r Ganolfan yng Nglantaf yn estyniad gwych o fewn cymuned yr ysgol, yn darparu ffocws i hyfforddi staff ac yn gallu estyn cymorth i ddisgyblion i barhau i gynyddu a theimlo croeso o fewn dosbarthiadau ac addysg brif ffrwd. Mae'n holl bwysig bod y Ganolfan hon yn rhan ganolog o fywyd yr ysgol, yn darparu hafan rhwydd i unigolion ac yn cynnig cymorth di-rwystr i ddysgwyr sydd ar adegau yn teimlo rhwystredigaethau gwirioneddol mewn cymuned ysgol gyfun fawr.

Llawenhawn hefyd y bydd y Ganolfan hon hefyd yn gallu arloesi i roi cymorth i ddysgwyr awstistig trwy gyfrwng y Gymraeg. Bydd buddiannau sefydlu'r ganolfan arbenigol yn gymorth i ddysgwyr unigol ac wrth hyfforddi ac ymestyn arfer o dda o fewn y gweithlu. Bydd y ganolfan hefyd yn fodd o arloesi cefnogaeth i ysgolion eraill gan gefnogi gwaith y sector cyfrwng Gymraeg.

Er y bwriad i sefydlu'r Ganolfan hon fel cam cyntaf, rydym yn credu bod peidio â sefydlu canolfan debyg ar gyfer disgybion oedran cynradd drwy'r Gymraeg yn wendid sylfaenol. Mae'n debygol o wanhau ein gallu i sicrhau llwybr ddysgu gyson a gofalgwr i ddisgyblion awtistig o'r Cyfnod Sylfaen drwy CA2 ac i'r adran arbenigol uwchradd. Rydym yn ofni bydd nifer o ddisgyblion awtistig yn gadael y sector cyfrwng Cymraeg yn y blynyddoedd cynnar oherwydd y diffyg hwn. Dylid edrych ar sefydlu Canolfan arbenigol oedran cynradd i ddarparu'r gefnogaeth allweddol yma yn y blynyddoedd cynnar i gefnogi dysgwyr a'u teuluoedd yn fuan iawn. Byddai hyn yn debyg i'r gefnogaeth awtistig sydd eisioes yn bodoli o fewn y sector cynradd cyfrwng Saesneg yng Nghaerdydd.

Capasiti Glantaf

Er ein bod fel Corff Llywodraethol yn croesawu'r buddsoddiad yn y ddwy Ganolfan mae angen sylw manwl i gapasiti ein campws a'n adeiladau presennol. Fel y nodir yn yr ymgynghoriad, mae addasrwydd adeiladau Glantaf yn disgyn yng Nghategori C (er byddai Canolfan Glantaf ar ei phen ei hun, yn debygol o fewn Categori D). Dengys hyn nad yw addasiadau i adeiladau presennol yn Glantaf yn debygol o fod yn fuddsoddiad gwerth am arian, nac ychwaith yn debygol o fod yn effeithiol wrth edrych ar boblogaeth bresennol a niferoedd darogan yr ysgol. Nodir yng nghynlluniau yr Awdurdod y bydd Glantaf o hyd o dan niferoedd capasiti yn y blynyddoedd nesaf, ond nid yw hyn yn debygol.

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

Niferoedd Presennol a Darogan Glantaf 2021-27

Niferoedd	BI 7	BI 8	BI 9	BI 10	BI 11	BI 12*	BI 13*	Cyfanswm
Medi 2021	241	230	238	214	218	111	118	1370
Medi 2022	240	241	230	238	214	142*	105**	1410
Medi 2023	270	240	241	230	238	139*	132**	1490
Medi 2024	240	270	240	241	230	155*	130**	1506
Medi 2025	240	240	270	240	241	150*	145**	1526
Medi 2026	240	240	240	270	240	157*	142**	1529
Medi 2027	240	240	240	240	270	157*	145**	1532

* Cyfradd trosglwyddo 65%: mae'n anodd cadarnhau niferoedd sy'n trosglwyddo CA4 > CA5, ond mae'r ysgol wedi sicrhau cyfradd trosglwyddo cadarn o dros 65% dros y blynyddoedd diwethaf ac ar adegau dros 70%. Nod yr ysgol yw cryfhau'r gyfradd trosglwyddo hwn ymhellach mewn ymateb i CSGA Cyngor Caerdydd a thargedau Llywodraeth Cymru. ** Mae gostyngiad yn niferoedd BI 12 > 13 bob blwyddyn sydd eto yn anodd ei ddarogan yn fanwl gywir – ond rhoddir awgrym o niferoedd yma.

Mae'r niferoedd uchod yn dangos yn glir nad yw'n rhesymegol nac yn gost effeithiol trawsnewid ystafelloedd presennol yr ysgol ar gyfer ystafelloedd arbenigol neu ddarpariaeth brif ffrwd oherwydd bod twf ym mhoblogaeth yr ysgol yn mynd i olygu bod angen yr ystafelloedd hyn ar gyfer diwallu anghenion ein cwricwlwm a phoblogaeth yr ysgol.

Mae hyn yn arbennig o wir am ein darpariaeth ôl-16 ble mae'r ysgol yn targedu cynnal niferoedd trosglwyddo o dros 70% o CA4 i CA5 er mwyn ateb anghenion ein disgyblion. Mae hyn yn ogystal yn diwallu targedau CSGA Cyngor Dinas a Sir Caerdydd ac uchelgais blaenoriaeth Llywodraeth Cymru i annog mwy o ddysgwyr i barhau â'u haddysg drwy gyfrwng y Gymraeg ôl-16. Mae'n holl bwysig i lwyddiant uchelgeisiol y targedau hyn i'r ysgol gael y capasiti angenrheidiol i ymestyn a chyfoethogi ein darpariaeth gwricwlaidd presennol. Gallai hynny gynwys cyrsiau amgen, cyrsiau galwedigaethol L1/2 a chysiau arbenigol (dyweder mewn hyfforddi Cynorthwy-wyr Dysgu L1-3) o fewn ein Chweched Dosbarth.

Nodwn yn glir felly y dylai'r ymgynghoriad hwn sicrhau buddsoddiad digonol i beidio â lleihau capasiti adeiladau presennol yr ysgol, ond yn hytrach ymestyn ac ehangu ein cyfleusterau a'n hadnoddau.

Wrth groesawu'r buddsoddiad, rydym yn sylweddoli y bydd yr adeiladu yn golygu colli ardal chwarae / cae pêl-droed ac felly nodwn na ddylid cyfyngu yn ogystal ar ardaloedd dysgu presennol yr ysgol. Yn ogystal dylai'r buddsoddiad mewn addysg

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

arbenigol hefyd fod yn fodd o wella ac ehangu ar adnoddau i bob disgybl, a hynny drwy sicrhau bod mynediad rhwydd i rannu adnoddau a gweld buddiant y buddsoddiad i bob aelod o gymuned Glantaf.

ADY o fewn y sector cyfrwng Cymraeg yng Nghaerdydd

Er bod yr ymgynghoriad yn datgan uchelgais didwyll i wella cyfleusterau ADY arbenigol i bob disgybl, mae'n eithriadol o siomedig felly nad oes yr un datganiad (ag eithrio buddsoddiad Glantaf) i ymestyn darpariaeth a chefnogaeth i ddisgyblion o fewn ysgolion cyfrwng Cymraeg.

Yn wir mae hwn yn rhyfedd o ystyried bod ymgynghoriad CSGA Caerdydd yn nodi bwriad i agor Canolfan Arbenigol ADY mewn tair ysgol gynradd Gymraeg ac ymhob un o'r tair ysgol gyfun. Mae cyhoeddi dogfennaeth strategol sydd ddim yn dangos cysondeb cyfeiriad yn maes datblygiad y Gymraeg yn creu dryswch ac yn tanseilio ymddiriedaeth rhanddeiliaid.

Nid yw'r ddogfen chwaith yn cydnabod y twf yn y galw o fewn anghenion dysgu o fewn y sector Gymraeg. Yn wir wrth beidio cydnabod bod yr un gofynion o fewn ysgolion Cymraeg (ag sydd yn digwydd o fewn ysgolion cyfrwng Saesneg), mae methiant i sicrhau cysondeb gweithredu a darpariaeth ar draws y ddwy sector. Hoffem gynnig i swyddogion sir wneud awdit buan i ysgol dechreuol pob disgybl o fewn unedau ac ysgolion arbenigol Caerdydd ar hyn o bryd. Byddai hyn yn canfod beth yw'r ganran o ddisgyblion a ddechreuodd eu taith ddysgu mewn cylch meithrin neu ysgol cyfrwng Cymraeg cyn i rieni ddewis neu orfod symud eu plentyn i addysg cyfrwng Saesneg neu addysg arbenigol. Rydym yn ofni bod nifer o rieni yn gorfod wynebu pwysau ymarferol i drosglwyddo eu plentyn o addysg cyfrwng Cymraeg oherwydd diffyg mewn adnoddau neu arbenigaeth, a bod hynny wedyn yn lleihau cyfleoedd a phrofiadau i'w mab/merch a hynny drwy gyfrwng yr iaith Gymraeg. Byddai dadansoddiad o'r fath yn ddangosydd gwerthfawr nid i fesur y galw/ddarpariaeth bresennol o fewn y sector, ond i'w ddeall yn nghyd-destun beth allai fod, petai'r ddarpariaeth ar gael, yn lleol ac yn addas i bob disgybl. Ein ofn pennaf yn sgil y buddsoddiad sylweddol hwn i (sy'n ffocysu bron yn llwyr ar addysg arbenigol cyfrwng Saesneg), yw y bydd hyn yn cryfhau'r pwysau ar rieni i symud eu plant ac i orfod dewis addysg cyfrwng Saesneg ar gyfer eu plentyn. Yn y dyfodol, gall rhieni wynebu penderfyniad eithriadol o anodd o ran cadw eu plentyn o fewn addysg cyfrwng Cymraeg prif ffrwd heb adnoddau arbenigol, neu ddewis ysgol hardd arbenigol 21in Ganrif, ond hynny mewn cyfrwng iaith nad oedd yn ddewis cyntaf nac ychwaith efallai o ran eu hawl ieithyddol.

Rydym yn croesawu'r datganiad gan swyddogion y sir yn ein cyfarfod ymgynghori, y bydd cynigion pellach yn fuan iawn ynglyn ag ehangu darpariaeth ADY o ran y sector cyfrwng Cymraeg mewn ysgolion cynradd, ond mae'n siomedig na chynhwysir hynny yn yr argymellion hyn. Edrychwn ymlaen at weld datblygu'r argymhellion hyn o fewn y sector Gymraeg, a hynny heb oedi ymhellach.

Mae'r ymgynghoriad yn nodi'r twf amlwg yn anghenion cymorth arbenigol yn maes iechedd meddwl a lles emosiynol disgyblion. Er hyn, nid oes cydnabyddiaeth bod

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

union yr un twf / pwysau yn digwydd mewn ysgolion cyfrwng Cymraeg yn ogystal ag ysgolion cyfrwng Saesneg. Nid oes dim cynllun na bwriad i sefydlu dim darpariaeth cyfrwng Cymraeg yn y maes hwn o fewn addysg cynradd nac uwchradd. Mae angen ymateb ar frys i'r galw hwn o fewn ysgolion Cymraeg, sydd ar adegau yn methu darparu yn ddigonol i anghenion lles mwy cymleth ein disgyblion mwyaf bregus.

I gloi, hoffem bwysleisio bod uchelgais y cynigion i'w canmol ac edrychwn ymlaen at weld buddsoddiad sicr i wella addysg ein disgyblion mwyaf bregus. Yn y gorffennol, mae Caerdydd wedi bod yn eithriadol o lwyddiannus drwy dyfu darpariaeth cyfrwng Cymraeg. Y cam nesaf yw'r angen i gynyddu darpariaeth ADY Cymraeg er mwyn sicrhau bod y sector yn gynhwysol ac yn medru croesawu pob disgybl, beth bynnag fo'i allu. Mae'n anffodus mewn gwirionedd na fu'n bosib cynyddu capasiti addysg arbenigol wrth agor ysgolion cynradd newydd o fewn y sector dros y blynyddoedd diwethaf, ac awgrymwn y dylai pob buddsoddiad newydd o hyn allan gynnwys cynlluniau i ateb y galw yn maes ADY. Edrychwn ymlaen i weld cyhoeddi y CSGA diwygiedig er mwyn gweld yn glir sut gellir ateb y galw yn gynaliadwy a phendant ar gyfer y ddegawd hon.

Edrychwn ymlaen at ddiwygiadau a thrafodaethau agored a chadarnhaol i ymestyn, cryfhau a gwella'r cynlluniau hyn ar y cyd ac mewn partneriaeth yn y misoedd a'r blynyddoedd i ddod.

Yn gywir,

E Patchell
Cadeirydd
Corff Llywodraethu
Ysgol Gyfun Gymraeg Glantaf

Matthew H T Evans
Pennaeth

28 January 2022

Glantaf Governing Body Response

Cardiff City and County Council ALN Consultation

We welcome the publication of the documentation of Cardiff City and County Council's consultation on plans to increase and improve specialist education resources across the city. This is an investment for vulnerable learners and those who already face significant challenges in life that the council can be truly proud of. In addition, I would agree entirely that the demand for these specialist provision to more complex needs, particularly within mental health and emotional well-being needs, has increased very noticeably in recent years.

The County Council's ambition and aspiration to respond to need and growth are to be fully embraced by ensuring the best possible places and environment in 21st

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

Century Schools. By taking this approach, the Council promotes inclusion, care and ambition for pupils and families facing practical and complex challenges. We as a body would be pleased to see these schemes significantly alleviate and support those individuals in the coming years.

Glantaf Specialist Centre

This is particularly the case in the context of the Glantaf Centre which caters for a full range of complex ALN needs for our Welsh-medium pupils. The Centre is housed in demountables and a cluster of small rooms in the middle of Ysgol Glantaf. There are no appropriate washing facilities and toilets and the resources are limited and substandard. Indeed, our learners only gained access to a multi-purpose external learning area through the investment of the "Project Pum Mil" tv programme in Summer 2021, which has enriched and transformed their learning experiences. We welcome the small investment since September 2021 to add a classroom and refurbish specialist toilets, but the Centre is basically located in an unsuitable, cramped and unsatisfactory learning environment. We are truly disappointed that a learner has had to leave Glantaf this year in order to continue to receive specialist support in an English-medium Centre that had more suitable and appropriate facilities for their needs.

We welcome this investment in the Centre, which will secure resources and a dedicated centre for our learners for the future. However, the timetable is too ambitious, and it is highly unlikely that the new Centre will be open by September 2023. We ask for practical support to improve the resources of our existing Centre to meet the needs of our pupils until the new Centre is open. This is particularly the case for ensuring that we will be able to welcome and deliver appropriate provision for new learners in September 2022 and 2023.

Autistic Specialist Centre

We welcome the establishment of a specialist centre in the field of autism at Glantaf, although we are sceptical of being able to open the specialist centre by September 2023. The council is absolutely right to note the marked growth in demand for support in autism. The growth is visible within the school and within Welsh-medium schools in Cardiff. The establishment of the Centre in Glantaf will be an excellent extension within the school community, providing a focus to train staff and enabling support to be extended to pupils to continue to make progress and feel welcome within mainstream classes and education. It is vital that this Centre is a central part of school life, provides an easy haven for individuals and offers unrestricted support to learners who at times feel really frustrated in a large comprehensive school community.

We are also delighted too that this Centre will be able to innovate in providing support for autistic learners through the medium of Welsh. The benefits of establishing the specialist centre will be support for individual learners and in training

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

and extending good practice within the workforce. The centre will also be a means of pioneering support for other schools supporting the work of the Welsh-medium sector.

Despite the intention to establish this Centre as a first step, we believe that failing to establish a similar centre for primary age pupils through the medium of Welsh is a fundamental weakness. It is likely to weaken our ability to ensure a consistent and caring learning pathway for autistic pupils from the Foundation Phase through KS2 and to the secondary specialist department. We fear that many autistic pupils will leave the Welsh-medium sector in the early years because of this deficiency. The establishment of a specialist primary age Centre to provide this key support in the early years in order support learners and their families should be looked at very soon. This would be similar to the autistic support that already exists within the English-medium primary sector in Cardiff.

Glantaf Capacity

Whilst as a Governing Body we welcome the investment in both Centres, the capacity of our existing campus and buildings needs close attention. As noted in the consultation, the suitability of the Glantaf buildings falls within Category C (although the Glantaf Centre on its own would likely fall within Category D). This shows that adaptations to existing buildings at Glantaf are unlikely to be a value for money investment, nor are they likely to be effective considering the school's current population and predicted numbers. The Authority's plans note that the numbers at Glantaf will still be under capacity in the coming years, but this is unlikely.

Current and Predicted Numbers at Glantaf 2021-27

Numbers	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12*	Yr 13*	Total
September 2021	241	230	238	214	218	111	118	1370
September 2022	240	241	230	238	214	142*	105**	1410
September 2023	270	240	241	230	238	139*	132**	1490
September 2024	240	270	240	241	230	155*	130**	1506
September 2025	240	240	270	240	241	150*	145**	1526
September 2026	240	240	240	270	240	157*	142**	1529
September 2027	240	240	240	240	270	157*	145**	1532

* 65% transfer rate: it is difficult to confirm KS4 > KS5 transfer numbers, but the school has achieved a robust transfer rate of over 65% in recent years and at times over 70%. The school aims to further strengthen this transfer rate in response to Cardiff Council's WESP and Welsh Government targets. ** There is a reduction in

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

Yr 12 > Yr 13 numbers each year which is again difficult to predict accurately – but an indication of numbers is given here.

The above numbers clearly show that it is not logical or cost-effective to convert existing school rooms into specialist rooms or mainstream provision because growth in the school population is going to mean that these rooms will be required to meet the needs of our curriculum and the school population.

This is particularly true of our post-16 provision where the school targets the maintenance of transition numbers of over 70% from KS4 to KS5 to meet the needs of our pupils. This also meets the City and County of Cardiff Council's WESP targets and the Welsh Government's priority ambition to encourage more learners to continue their education through the medium of Welsh post-16. It is vital that the success of these ambitious school targets has the necessary capacity to extend and enrich our existing curricular provision. This could include alternative courses, L1/2 vocational courses and specialist courses (such as L1-3 Teaching Assistant training) within our Sixth Form.

We therefore make it clear that this consultation should ensure sufficient investment not to reduce the capacity of existing school buildings, but rather to extend and expand our facilities and resources.

In welcoming the investment, we appreciate that the construction will mean the loss of a play area/football pitch and therefore note that the existing learning areas of the school should not be restricted as well. In addition the investment in specialist education should also be a means of improving and expanding resources for all pupils, by ensuring that there is easy access to share resources and ensure the benefit of the investment to all members of the Glantaf community.

ALN within the Welsh-medium sector in Cardiff

The consultation states a genuine ambition to improve specialist ALN facilities for all pupils. It is therefore extremely disappointing that there is no statement (with the exception of Glantaf's investment) to extend provision and support to pupils within Welsh-medium schools.

Indeed this is strange given that the Cardiff WESP consultation indicates an intention to open an ALN Specialist Centre in three Welsh-medium primary schools and in all three comprehensive schools. The publication of strategic documentation that does not show consistency of direction in the area of Welsh language development creates confusion and undermines the trust of stakeholders.

Neither does the document recognise the growth in demand in learning needs within the Welsh language sector. Indeed, in not recognising that there are the same requirements within Welsh-medium schools (as is the case within English-medium schools), there is a failure to ensure consistency of implementation and provision across both sectors. We would like to propose that county officers conduct an early audit of every pupil's initial school within Cardiff's specialist units and schools at this time. This would ascertain the percentage of pupils who started their learning

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

journey in a Welsh-medium nursery or school before parents chose or had to move their child to English-medium or specialist education. We fear that many parents have to face practical pressures to transfer their child from Welsh-medium education because of a shortfall in resources or expertise, which then reduces opportunities and experiences for their son/daughter through the medium of Welsh. Such an analysis would be a valuable indicator not to measure current demand/provision within the sector, but to understand it in the context of what could be if the provision were available, local and suitable for all pupils. Our overriding fear from this significant investment (which focuses almost exclusively on English-medium specialist education), is that this will increase the pressure on parents to move their children and to have to choose English-medium education for their child. In future, parents may face an extremely difficult decision in terms of keeping their child within mainstream Welsh-medium education without specialist resources, or choosing a beautiful 21st Century specialist school, but in a language medium that was not a first choice or perhaps in terms of their linguistic right.

We welcome the statement by county officials at our consultation meeting, that there will be further proposals very soon on expanding ALN provision in terms of the Welsh-medium sector in primary schools, but it is disappointing that that is not included in these recommendations. We look forward to seeing these recommendations developed within the Welsh language sector, without further delay.

The consultation identifies the marked growth in specialist support needs in pupils' mental health and emotional well-being. However, there is no recognition that exactly the same growth/pressure is taking place in Welsh-medium schools as well as English-medium schools. There is no plan or intention to establish any Welsh-medium provision in this area within primary or secondary education. There is an urgent need to respond to this demand within Welsh-medium schools, which at times fail to provide adequately to the more complex welfare needs of our most vulnerable pupils.

In conclusion, we would like to emphasise that the ambition of the proposals is to be commended and we look forward to seeing secure investment to improve the education of our most vulnerable pupils. In the past, Cardiff has been extremely successful in growing Welsh-medium provision. The next step is the need to increase Welsh-medium ALN provision to ensure that the sector is inclusive and able to welcome all pupils, whatever their ability. It is really unfortunate that it has not been possible to increase specialist education capacity with the opening of new primary schools within the sector over recent years, and we suggest that all new investments from now on should include plans to meet demand in ALN. We look forward to seeing the publication of the revised WESP to see clearly how demand can be met sustainably and decisively for this decade.

We look forward to open and positive reforms and negotiations to extend, strengthen and improve these plans jointly and in partnership in the months and years ahead.

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

Yours sincerely,

E Patchell
Chairman
Governing Body
Ysgol Gyfun Gymraeg Glantaf

Matthew H T Evans
Headteacher

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

Ty Gwyn Special School

Western Learning Federation – Governing Body

Dear Cardiff Council Schools Response Team,

The Western Learning Federation Governing Body have considered the proposals set out in the Local Authority document entitled '*21st Century Schools Consultation Document 2021. Provision for children and young people with additional learning needs: complex learning needs and autism spectrum condition provision for learners aged 3-19*'.

The process undertaken by the Western Learning Federation Governing Body

The process that we have followed which has enabled Governors to consider the Additional Learning Needs (ALN) provisions and the expansion of the number of pupils at Ty Gwyn School to 240 is as follows:

- A copy of the consultation document was sent to all members of the Western Learning Federation Governing Body in preparation for discussions.
- Discussions on the initial proposals was held between Executive Headteacher and the Chair of Governors.
- Consideration and discussions about the consultation document was held between the Executive Headteacher and Head of School at Ty Gwyn School.
- On the 19th January 2022, a presentation using Microsoft Teams was made to the Full Governing Body where representatives from the Education Directorate presenting the background information to the consultation document and this was followed by a question and answer session for all Governors to be able to voice their opinion and ask questions.
- In a closed confidential session, the Governors discussed the points in the consultation document.
- At the time of writing this response, it is intended that we hold a follow up discussion with Local Authority officials to clarify any points that the Governors may have

Context of the Western Learning Federation

Riverbank school, Ty Gwyn School and Woodlands school are part of the Western Learning Federation, this federation is unique as it is the only special school federation in Wales. The federation brings together three schools - all unique in their own right all working together with shared values and a determination to provide outstanding education to pupils with additional learning needs. Whilst Riverbank, Ty Gwyn and Woodlands will have their own school visions and identities, there will be a direct link to those of the Western Learning Federation and as such, these school

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

visions must and are considered a part of the vision of the Western Learning Federation.

This consultation document focuses on Ty Gwyn School, the previous two years has demonstrated the uniqueness of the setting in meeting a range of complex health and behavioural needs. Questions within this response outline challenges but also opportunities of how we can move forward and continue to provide outstanding provision and experiences for our learners to meet the demands of increased capacity.

Context of Ty Gwyn School

Ty Gwyn school is a very special place, it is a place where a community comes together to enjoy life in a fun, happy, inclusive and compassionate way. All experiences at Ty Gwyn are pupil centred and tailored to individual needs. This setting and approach leads to an environment which is saturated with smiles and excitement. The school is a key organisation within the wider federation that is Western Learning Federation and therefore, many of the values run in synergy with those of the Federation. The school is an organisation which is very proud of everything that they do and as a result there is an immense sense of excellence emanated through every interaction in the school. The concept of achievement could not be more appropriately defined than through the expectations that are set in this school. Every single individual within the organisation, be it pupil or adult is committed to being the best that they can for the learners of Ty Gwyn. This is translated through the aspirations for outstanding achievement. The needs of learners at Ty Gwyn are wide and complex, however, regardless of individual challenges, everyone is committed to achieving success albeit from a range of different starting points.

Comments from the Governing Body

The Governing Body recognises the need across the city for extra provision to support complex pupils, within the context of an additional ALN strategy. Governors are proud of the provision Ty Gwyn school currently provides, and welcomes the opportunity for that provision to be extended to more pupils, within the context of the development of the Western Learning Federation. However, the Governing Body are clear that the proposed additional capacity must be properly planned and funded, to ensure that existing and new pupils continue to be experience excellent provision that enables them to meet their full potential.

The Western Learning Federation has been working with the Local Authority for the last eighteen months to overcome challenges in addressing the average pupil funding allocated to Ty Gwyn School. After a number of extensive conversations, presentations and designated special school task groups conducting reviews via

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

the special school budget forum. There is a clear mutual understanding that this need to be addressed.

In order to successfully accommodate the proposed additional pupils into the school who are complex and at times require a high level of intensive support, the Governing Body and Western Learning Federation leadership team are clear that we need a level of average pupil funding that is a true reflection of challenges of need at the school.

The current pupil banding descriptors and placement categories urgently require review so that the average pupil funding for the school can be maintained and sustained, in order to fully meet the needs of pupils and enable them to thrive and flourish.

The current average pupil funding will **NOT** support the additional pupils that have been indicated as part of the consultation document. The Governing Body are very clear if average pupil funding **MUST** reflect the needs and challenges of the pupils and allow the school to develop the following:

- Appropriate and fit for purpose school organisation and leadership in the context of the Western Learning Federation.
- A robust professional learning offer that caters for a wide variety of need. This will support a skilled workforce that is needed to meet demands of the complex learners intended to attend the setting.
- Appropriate and sustained investment in specialist equipment needed to support the needs of learners.
- A sustainable programme of improvements to the current environment.
- Improvements to the school infrastructure.

Questions from the Governing Body

1. Please can you outline how the Federation and the average pupil funding for Ty Gwyn School will be increased to achieve the following?
 - Appropriate and fit for purpose school organisation and leadership in the context of the Western Learning Federation.
 - A robust professional learning offer that caters for a wide variety of need. This will support a skilled workforce that is needed to meet demands of the complex learners intended to attend the setting.
 - Appropriate and sustained investment in specialist equipment needed to support the needs of learners.
 - A sustainable programme of improvements to the current environment.
 - Improvements to the school infrastructure.
2. In order to address workforce development across the setting an allocation of funding is required to meet the specialist requirements/training needs to ensure

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

statements and Individual Development Plans (IDP's) and statutory requirements are met.

3. The current grant allocation the school does not reflect the specialist investment needed in our Teaching Assistants to carry out critical work with our pupils. Currently, this is being allocated via our core budget and is not in line with our mainstream settings.
4. Please can you outline health and other specialist provision will be enhanced to ensure the needs of all pupils continue to be fully met within the setting?

As pupil numbers increase and given the complexity of pupils based on health and behavioural need, health and other specialist provision needs to be increased to match the increased capacity intended as part of the consultation document. The Governing Body would like a robust audit of current provision to both provide clarity on the demand and evidence what support would be needed in the event of the increased pupil numbers.

With the recommendations outline as part of the consultation document, how will the school be supported to develop its infrastructure around the complexity of on-site traffic management plans that will include a substantial number of vehicles on site as part of the school day and exit at the end of the day. The current facility for drop off and pick up was designed to meet the need of 120 pupils.

5. What support will be in place to address this in light of a proposal for 240 pupils?
6. The proposals to take an additional 42 pupils would mean an additional six or seven classes, given the complex needs of our pupils. To achieve this, we would require additional classrooms and capacity the appointment of teaching support staff in place some months before the numbers of pupils increase. This is to allow detailed training of staff and the preparation of rooms for these additional pupils.
7. The complexity of our needs means that transitional space, the provision of intensive support and interim classes will be necessary to facilitate the re-modelling of the existing school provision.
8. Additional classes also require additional outdoor spaces and learning facilities to enable us to fully embrace into the new curriculum for Wales and excellent outdoor education to be provided. How will this be supported and achieved within the proposals?
9. The Governing Body is committed to ensuring that school facilities are available to support pupils and facilities during school holidays, including provision from

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

external providers. What is the strategy by the Local Authority to support out of term time play provision for our pupils with a high level of complexity?

Specific questions and comments from parent Governors

10. If come September 2022, we are asked to increase our pupil numbers, where are they supposed to go, knowing the current portacabins are not fit for our children? We have currently lost a coffee shop room facility and cookery room (to accommodate extra numbers of pupils allocated to the school in 2018).
11. I think Ty Gwyn needs a period of stability to take stock on the current pupils and staff. I personally feel staff need time to adjust to our current school numbers .
12. Funding, I have recently found out about the massive short fall that our children receive compared to a similar school in the vale. Can I ask why this has not been looked at?
13. If we as a Governing Body are asked to increase our numbers, I would want a definite answer on how many nurses, Occupational Therapists and Physios we would require as a minimum?
14. Before any agreed extra children are allocated to the school, all funding and staff should be in place before the children start. The school and more importantly staff should be put under more pressure dealing with increasing challenging children.
15. I have a question as to why the jump to 240 additional pupils is for September 2022 and not gradual along with the projected increase in demand across Cardiff? I refer particularly to table 6 on page 19 of the consultation document.
16. I was surprised as anyone about the C rating for the condition of Ty Gwyn, this seemed a little unfair it was only taking into account the refurbishment area of the Annex and not the rest of the school.
17. Standards – page 21 of the document states that ‘the proposal is not expected to have any negative standards on the quality of standards of education at the school’. How has this been quantified? A 20% increase in numbers will mean a measurable decrease in the access of current pupils to facilities, such as the hydrotherapy pool, which is already limited by COVID-19 pandemic. There were also plans to reopen the coffee shop which I understand may not be possible if the increase in pupil numbers goes ahead, which is important to older children’s transition and for developing transferable skills to life outside school

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

18. Transport – page 23 of document include two ‘benefits’ of the proposed change, one of them being ‘would ensure that some pupils living in Cardiff would travel shorter distances to access specialist provision. Surely there is a flip side to this in that if only some are travelling a shorter distance, then more are travelling a longer distance- which hasn’t been listed as a potential disadvantage?
19. Transport- I disagree with the potential for a small increase in traffic around the school at the start and end of the day. It’s not a potential increase – it’s a definite increase and should be considered alongside the same on the whole Federation site, not just Ty Gwyn.
20. Please can you confirm if the expectation that pupil numbers on roll will be at 240 from September 2022?
21. Please can you outline the strategy for the improvements to the main car park at Ty Gwyn for entry and exit of pupils and also how the Council proposes to improve the service of drivers and escorts to meet the complex need?

Conclusion

As a Governing Body, we are broadly supportive of the proposals within the consultation document but have significant concerns that we would like to be addressed:

- The average pupil funding for Ty Gwyn School and across the Federation
- The need for appropriate increase in budgets across the Federation, that are consistent, sustained and maintained to allow planning to take place over three to five years. (workforce development and school organisation)
- The need for appropriate health and other specialist provision to be increased and maintained across the Federation
- Ensuring that our learning environment is able to appropriately meet the needs of all pupils
- The increased number on roll will not have a detrimental impact to the current pupils at the school and therefore needs to be planned and financed in ways that enable smooth transitions, with appropriate and sustained increases in staff and facilities
- The Governing Body are concerned that the consultation document came to us in mid to late December 2021 without response required by the 1st February 2022. We believe that learning can be taken that more time could be allocated to work with Local Authority to achieve a right outcome for this consultation.

Please can all questions, concerns and comments be addressed to the Governing Body through the appropriate channels.

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**
Formal responses received

Yours faithfully

David Saunders

David Saunders, Chair of Governors on behalf of the Western Learning Federation
Governing Body.

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

Meadowbank Special School

Meadowbank Special School – Governing Body

**Re: Response to the Proposal to increase the number of places at
Meadowbank Special School**

Thank you for presenting the LEA's proposal for Meadowbank Special School under the Consultation for enhanced Additional Learning Needs provision across the city. Please pass on our thanks of the Governing Body to your colleagues who also attended the meeting on Tuesday 11th January 2022.

The Governing Body had a full discussion after your team left and we are pleased to inform you that the Governing Body **broadly** endorses the proposals. Our consultation response appears below:

- (i) The Governing Body 'broadly supports' the proposal to increase the NOR of pupils from 40 to 98 places from September 2022. Given the short indicative timeline's proposed, it is important that the increase of new classes is phased gradually. This will help the Governing Body and Senior Leadership Team to work strategically on any future staffing recruitment requirements.
- (ii) The Governing Body welcomes the proposal for works to be undertaken to provide new accommodation and facilities, and adaptations of the existing accommodation.
- (iii) The Governing Body seeks assurances from the Local Authority that the work to realise these ambitions of higher admission numbers and new accommodation are properly resourced and project managed. The Governing Body would like to see detailed project plans, including milestones, communication plans and risk registers associated with the project. We would welcome regular updates on progress and swift notification of any problems being encountered particularly anything which could lead to disruption to staff or the pupil's learning experiences.
- (iv) The Governing Body acknowledges that the Local Authority will need to work closely with the school to identify the type of needs for the pupils. We feel this will help support the school with recruiting future teaching staff who will have the appropriate expertise, as well as provide training for existing teaching staff.
- (v) The Governing Body acknowledges that the Local Authority has no direct control over the Local Health Board. Notwithstanding that, the Governors wish to reiterate our view that there should be closer links with the Cardiff

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

and Vale University Health Board and given the nature of the cohort of children attending Meadowbank we would like to see on-site health professionals who can attend to the specific needs of pupils and support them on their education journey with us.

- (vi) The Governing Body also recognises the increased volume of traffic which will accompany an increase in pupil numbers. We would like further reassurances on the planning around how the higher number of vehicles will access, drop off/pick up and exit the site in an orderly and safe way. We will also want to ensure that we retain the goodwill of the local community and that the Local Authority plans this in a manner that is sympathetic to local residents and is planned in a sustainable and environmentally friendly way as far as that is possible.

It has been a difficult and unsettling time for all in the school community, particularly during a Pandemic. As a Governing Body, we will work closely with the Local Authority to ensure the proposals are carefully managed, providing we are given assurances to the concerns raised above.

We acknowledge that the proposals will provide the school further opportunities to thrive and flourish. It is an opportunity we welcome.

Yours sincerely,

**The Governing Body
Meadowbank Special School**

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

Meadowbank Special School – Chair of Governing Body

**Re: Response to the Proposal to increase the number of places at
Meadowbank Special School**

I would like to thank you and your colleagues for presenting the LEA's proposal for Meadowbank Special School under the Consultation for enhanced Additional Learning Needs provision across the city.

After giving the proposal careful consideration, I am pleased to inform you of my support in endorsing the proposals. Please note below of my consultation response:

- (i) I am pleased that the proposal provides an exciting opportunity for a brand-new accommodation and facilities, and extensive adaptations of the existing accommodation.
- (ii) I am pleased that the increase of NOR from 40 to 98 places, will allow the school to further enhance and grow its staffing team to support this. It is critical that the Local Authority continues to work closely with the school to identify the type of needs for the pupils. From a strategic perspective, this will help us ensure new classes are carefully organised by age and type of needs. This will also help us ensure that the school is recruiting teaching staff who will have the expertise to support the type of needs for the pupils, as well as provide further training to existing staff.
- (iii) It is disappointing that the Early Years Outreach is not being considered for further expansion at this moment in time. Given that the increase of children with additional learning needs will further expand in all specialist and mainstream settings in the future, I feel this ought to be looked at again. In this way, it will help further strengthen relationship links between all specialist and mainstream settings.
- (iv) I am concerned about the indicative timelines that have been proposed in readiness for the increase of NOR and modular accommodation. Whilst I am sure interim arrangements will be provided to accommodate the new cohort of children in September 2022, I would like **assurance** from the Local Authority that the programme of works will be properly resourced, and project managed. In this way, the project management team will be able to identify and resolve any complications without the need to disrupt the Headteacher's busy work schedule. I feel further progress updates from the Local Authority to Governors on a regular basis would be a great benefit.
- (v) I would like some clarity on once the increase of 98 reaches capacity. Is it likely that there may be a further consultation exercise to further increase

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

NOR, if the demand for additional learning needs provision continues to increase further? If so, how will this be managed carefully by the Local Authority?

I trust the above responses are of satisfactory and would welcome your response to them in due course.

I am sure you can appreciate it has been a most challenging and unsettling time for Meadowbank, particularly continuing to support pupils during a Pandemic. Having served on the Governing Body for many years (including 3 of them as Chair), I have been most impressed to see how Meadowbank has been able to develop further as a school community, through its transition of increased numbers, widened criteria of additional learning needs and the staff that have helped to continue to make Meadowbank School the 'Centre of Excellence' it has always been established as.

I am delighted to see how Meadowbank will continue to thrive and develop it's school ethos and environment. As Chair, I look forward to becoming a small part of that.

Yours sincerely,

Mike Borley
Chair of Governors

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

Meadowbank Special School – Staff Response

Re: Response to the proposal to increase the number of places at Meadowbank Special School January 2022

Thank you for presenting the Local Authority proposal for Meadowbank Special School under the Consultation for improved Additional Learning Needs provision across the city of Cardiff. Please pass on the thanks of the staff to your colleagues who also attended the meeting on Wednesday 26th January 2022 where these proposals were discussed.

The Staff had a full discussion after your team left and I am pleased to inform you that they broadly endorse the proposals.

Our consultation response appears below:

1. The staff welcome the proposal to increase the NOR of pupils from 40 to 98 places from September 2022. It is also acknowledged that this would help to address the demand for specialist provision across Cardiff Local Authority. Although the proposal is to increase NOR to 98 pupils it should be noted that the school has already taken on extra pupils in 2021 with numbers currently sitting at 50 places. This increase in NOR has taken place within the current school building (albeit following some internal adaptations) which was only designed for an upper limit of 40 pupils.
2. In the past 4 years the school has grown 5-fold from 11 pupils to 50. This has had a significant impact on the workload of senior leaders due to the project management of building work to modify classroom environments, increased demand for recruitment, management and appropriate resourcing of classrooms, curriculum re-design and increased transition arrangements for new pupils.

Senior leaders must be re-assured that the new build project will be appropriately planned (in consultation with the Governing Body and Headteacher) and sustainably project managed (especially during holiday periods). The new building infrastructure should be fit for purpose providing a safe & stimulating multi-purpose environment to support the increase in ASD / complex learning need pupil numbers.

3. The school has worked hard to develop a strong supportive ethos where staff feel valued and part of a team. Growing 'too big too quickly' is a real concern. It has taken time to embed a collaborative culture and ethos. With an ever-increasing number of staff to manage and upskill it could be easy for staff to feel disparate.

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

Staff should be commended by the way that they have had to cope with significant physical change to the existing building whilst accommodating a much wider range of complex pupils. The staff seek assurance from the Local Authority that the proposed adaptations and additions (to realise the ambition of higher admission numbers) are strategically & systematically planned, properly resourced and project managed. Staff would like to see detailed project plans (including proposed timescales), and risk assessments associated with the project. They would welcome regular updates on progress and swift notification of any problems being encountered particularly with regard to anything which could lead to disruption in the pupil's learning experiences.

4. Given the short timeline proposed it is important that the increase of new classes be phased in gradually. This will help the Governing Body and Senior Leadership Team to work strategically on future recruitment of staffing. Recruitment of specialist staff is becoming increasingly difficult with a limited pool of expertise to draw on. This is a huge concern as the school is dependent on skilled practitioners who can support pupils effectively and deliver a curriculum appropriate to our complex pupils needs.
5. The Local Authority will need to work closely with the school to identify whether the school can meet the needs of any further proposed pupils during this 'transition' time into the new build facilities as the school is currently stretched to full capacity. Whilst the building work is being completed the Local Authority has expressed a desire to continue to increase pupil numbers at Meadowbank. Further adjustment and modification of the current building will need to take place by August 2022 to accommodate any additional pupils prior to the new build. 3 current classrooms still have no outdoor provision at all meaning that the school is restricted in the pupils it can take during this period. Providing temporary accommodation will not be sufficient to meet all pupils needs and the Governing Body should not feel obliged to take them if leaders deem the provision is unsuitable.
6. The staff acknowledge that the Local Authority has no direct control over the Local Health Board. However, the staff wish to reiterate the view that there should be closer links with the Cardiff and Vale University Health Board given the nature of the cohort of children attending Meadowbank. We would like to request on-site health professionals that can support & attend to the specific needs of our more complex pupils.
7. Staff recognise that an increased volume of traffic on site will accompany an increase in pupil numbers due to the need for additional staff. The current staff car park is already beyond full capacity. Staff would like further reassurance as to how a higher numbers of transport vehicles (car's taxi's and minibuses) will access, drop off/pick up and exit the site in an orderly and safe way. They

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

also want to ensure that the school retains the goodwill of the local community and that the Local Authority plans this in a manner that is sympathetic to local residents and sustainable and environmentally friendly as far as is possible.

8. Staff are fearful that the new building will be too 'detached' from the current school making it challenging to keep a whole school ethos. Staff worry about feeling isolated when working in a completely separate building, especially with a separate staffroom and remote playground areas. Staff request a physical linkage between the sites, making sure there are suitable covered pathways between the two buildings. This would also support the transport of hot food from the kitchen and the movement of pupils across the site to other well used spaces such as the soft play room, sensory room and regulation space. It is requested that these areas are covered to provide some shelter from the elements when moving around the site.
9. Increasing numbers of pupils require sensory regulation. At present this provision (soft play room / sensory space) is shared (via timetabling) across classes. With increased numbers of pupils requiring these spaces can some mobile sensory equipment be provided as a 'stop gap' option? New classrooms will have to have the capacity to turn into multi-purpose sensory spaces to allow for this provision to be offered.
10. All Meadowbank pupils require a Foundation Phase approach of 'learning through play' which is fundamentally supported by enhanced outdoor learning. Staff request that all outdoor areas be fully adapted & resourced (as directed by those practitioners that work with the pupils) to provide the best learning opportunities for pupils.
11. Finally, many pupils are starting to become aware of the re-generation of the new site as preliminary works start to be undertaken. Can contractors work with the school to help the pupils understand what is happening at the back of the school?

Yours sincerely,

The staff of Meadowbank Special School

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

The Hollies Special School

The Hollies Special School – Governing Body

Consultation Response from FGB Hollies School

On Tuesday 18 January the Governors of The Hollies School attended a full governing body meeting.

There were 10 governors in attendance and the meeting was quorate

In attendance there were the following guests, Richard Portas -programme director school organisation program, Rachel Smith-school organisation programme commissioning manager, Brett Andrewartha school organisation planning team manager, Jenny Hughes – senior achievement leader inclusion, Louise Flynn -SOP HR manager.

Within the agenda it received a virtual presentation from SOP on the School Organisation Proposal and thereafter there was a discussion and the questions and queries were answered by the members of SOP.

A number of points came to light and the Governors wish them to be taken into consideration as part of the consultation process.

Although school is set up for 80 pupils it has crept to 117 to date and is all most at breaking point.

Therefore the governors do not wish this number to be further increased until the infrastructure is fit for purpose and safe to support the increase in pupil numbers. It noted and acknowledged credit to staff for maintaining the status to date.

* The FGB would welcome a strategic and planned approach to the proposed development which would need to be phased to support the expansion including

- adjustment and modification of the building
- the recruitment of teachers, TAs over a period of time allowing them to embed into the culture and ethos of the school
- the phased admission of additional pupils

* In the current environment there are pressures on the school buildings and taking extra pupils during a time of significant change would, by its nature, cause further additional stress on staff and pupils. It would respectfully request that this is managed for all stakeholders

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

* The Hollies Estyn report 2019 recommendation stated that the car park was unsafe as traffic on the school grounds at start and end of school day presented a risk to the safety of pupils, staff and visitors.

Mindful of this concern, and with the anticipated further increase to the vehicles required to transport 150 pupils on the school grounds assurances that this safeguarding issue would be addressed is needed

* Although the first stage of the proposal stage is to increase to 118 pupils it should be noted that the school has taken on extra pupils in 2021 pupils and the numbers have currently 'crept' to 117. In the background of this the school would not accept any more children until the school is fit for purpose. The Hollies is not a mainstream school and the pupils who attend have a wide range of sensory difficulties. Additionally if there are delays with the project for example new classrooms not being completed on time for new pupils there must not be any pressure on the school to admit these pupils in temporary accommodation or increase already established classes.

In response to the Consultation the overall feeling of the FBG was that it supported the project. It recognised that it would allow The Hollies to provide a suitable and fit for purpose environment for both pupils and staff alike. The improvements to modernise the school building is welcomed and long overdue. Additionally, it would help to address the demand for specialist provision across the authority.

Lisa Gerson
Chair of Governors

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**
Formal responses received

Llanishen Fach Primary School

Llanishen Fach Primary School – Staff

Please accept the following as the staff response to the consultation to expand the SRB at Llanishen Fach.

As a staff, both teaching and support, we have had a number of formal and informal opportunities to input our thoughts and observations with regards to the proposed expansion of the SRB. In addition, following the Cardiff City Council presentation to our governors the teaching and non-teaching representatives shared the details presented and reported on their response.

At all times the school staff have been very much of the opinion that any expansion is not only a benefit to current and future SRB pupils but to the wider school community. In recent years, under the headship of Mrs Sarah Coombes, the SRB has developed into a valued and highly cherished part of the school community. The integral role 'the base' plays in providing a caring and rounded start for all our pupils, from integration into mainstream to fostering caring and supportive relationships within and between the SRB and mainstream classes, cannot be underestimated. Unsurprisingly then, the staff are wholeheartedly in favour of this development and look forward to welcoming new SRB pupils to our school in September 2023.

Kind regards

Annie James

Deputy Executive Headteacher
Llanishen Fach and Pentyrch Primary Schools

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**
Formal responses received

Marlborough Primary School

Marlborough Primary School – Response from School

Having spoken to the head and in line with the response from our Governing body, we as a school are very happy with the work that has already been completed at Marlborough and feel that there is no need for consultation as the building work is done and the children are already in attendance

Thanks so much for the offer

Leah Crew
Assistant Head

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**
Formal responses received

Springwood Primary School

Springwood Primary School – Governing Body and Staff

**RE: response in relation to ALN consultation meeting from Springwood
Governing body**

On behalf of the governing body at Springwood Primary school, I would like to respond following the virtual consultation meeting held online on Thursday 20th January 2022.

The governing body feel they should support the proposals and welcome the additional provision as set out in the documentation. Springwood welcomes the opportunity to support up to 28 pupils with additional learning needs as this very much fits with the schools ethos of supporting all children and providing them with every opportunity to develop and make the best of their talents.

Through working closely with the local authority, the staff at Springwood are very aware of the growing and increasing need for specialist places across Cardiff and beyond.

As an older school we would welcome further funding, as discussed at the meeting, to improve the fabric of our base classrooms and surrounding areas, so we can provide the best environment for these children to learn and thrive, especially to undertake outdoor learning, wherever possible.

Thanks again for the support from the LEA in funding an additional teacher post for our ALN provision, it has made a stark difference to the staff and our wonderful children.

Kind regards

Emma Turner on behalf of the staff and the governing body at Springwood Primary school

Responses Received in Relation to the ALN Proposals

Ysgol Glan Morfa – Headteacher and Chair of Governors

Dear Sir / Madam,

I am writing to you in response to Cardiff Council's ALN consultation to increase the number of special school and specialist resource base places for learners aged 3-19.

Firstly, I would like to say that we welcome the investment in the city's ALN provision to our most vulnerable learners. Cardiff Council should accept high praise for prioritising excellent resources and growing staff specialism in areas of most need. Securing investment at this level creates specialist resource and workforce capacity to respond to the growing demand for provision in this area.

We are also pleased that more Welsh speakers are part of the council's ALN team and we would like to thank all the staff that have worked closely with us. Their work and support is greatly appreciated and valued by us all.

However, we do have some concerns about the consultation. The consultation is not consistent with the recent Welsh in Education Strategic Plan which noted the council's ambition to open three specialist units in Welsh Medium Schools in the primary sector and a further three SRB in the secondary sector.

It is also important to note that investment in one sector only (English Medium) encourages parents and families to transfer ALN pupils to the English sector where the investment and resources are superior.

Investment is needed in the Welsh Medium Sector in order to ensure parity of provision and full inclusion within Welsh Medium Schools. An urgent audit is also required in the primary sector in order to ascertain the correct numbers. It is not clear how the conclusion reached that the English Medium Sector has a growing need but the Welsh Medium Sector does not. Was the Welsh Medium Sector consulted in this research? There are specific cases involving ALN children from Glan Morfa having no choice but to access English medium provision. This has caused real concern to parents, and to the school, about whether this is the best outcome for the children in question. We would be happy to discuss details of these cases in confidence if that would be helpful.

We also feel that there is a lost opportunity when establishing and building new Welsh Medium Primary schools that due consideration hasn't taken place for an inclusion of an ALN provision. Newly established SRB (Schools Resource Base) seems to be an afterthought and are put into existing buildings rather than a purpose-built setting. We encourage Cardiff Council when looking at future plans to

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**
Formal responses received

build new school buildings for Ysgol Pen-y-Pil and Ysgol Nant Caerau to look into establishing a fit for purpose permanent home to these SRB's.

We look forward to your response.

Yours sincerely,

Mr M Tomos & Mr A Regan
Headteacher and Chair of Governors.

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

Ysgol Gymraeg Melin Gruffydd – Governing Body

27 January 2022

Dear Colleague

Re: Cardiff City and County Council ALN Consultation

I am writing on behalf of the Governing Board of Ysgol Gymraeg Melin Gruffydd to state our dissatisfaction with the lack of provision within the Welsh-medium sector in the above consultation.

Firstly, I would like to point out that we acknowledge and welcome the recommendations and the increase in capacity for the English-medium sector and fully support the provision for the most vulnerable pupils in our communities but there is a lack of clear provision in terms of emotional health and wellbeing and behaviour within the Welsh-medium sector.

This consultation contradicts the recommendations of the Cardiff WESP consultation where the opening of three primary specialist centres and three secondary specialist centres is mentioned.

We are concerned that investment in mainly one sector (English) can encourage families/parents to move ALN children to an English medium sector where provision and investment is best. Investment in the Welsh-medium sector is needed to ensure equal provision and full inclusion within the sector's schools.

There needs to be a current and immediate audit to the needs of pupils in the primary Welsh-medium sector. The documentation shows an increasing need within the English-medium sector, but NOT in the Welsh-medium sector. How was this outcome reached?

Opportunities to expand ALN provision were missed by the establishment of specialist classes or units when new Welsh-medium schools were built in the city. As a result, it is unfair to say that the lack of suitable space / placements within the Welsh-medium schools is a reason not to increase the specialist provision for the Welsh-medium sector.

We wish to make a request under the Freedom of Information Act to access the data used for the proposed Scheme.

Yours sincerely

Rhodri Elis Jones

Chair

Board of Governors of Ysgol Gymraeg Melin Gruffydd

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –
Formal responses received**

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

Ysgol Gymraeg Glan Ceubal – Governing Body

ALN Consultation Document 2021/2022

Thursday 27th January 2022

With reference to the ALN Proposals Consultation Document this is the response from the governing body of Ysgol Gymraeg Glan Ceubal.

The Consultation Process Undertaken by the Governing Body

- The ALN Proposals Consultation Document was made available to all the governors on our governing body to review and consider.
- A presentation was made by Mrs Lisa Mead, Headteacher of Ysgol Gymraeg Glan Ceubal, to the governing body meeting held on Thursday 20th January 2022. This presentation was a summary of the discussions of the heads of Welsh Medium schools within Cardiff.
- The governing body discussed the points raised in this presentation.

The Key Points discussed. Cardiff local authority proposes to increase the number of special school and specialist resource base places for learners aged 3 – 19 with complex learning needs and autism spectrum conditions and the reasons for these proposed changes.

1. These proposals include:

- Ysgol Arbennig Ty Gwyn o 198 i 240 o Fedi 2022
- Ysgol Arbennig Meadowbank o 40 i 98 o Fedi 2022
- Ysgol Arbennig Hollies o 90 i 119 o Fedi 2022
- Ysgol Arbennig Hollies o 119 i 150 o Fedi 2023
- CAA (Canolfan Adnoddau Srbennigol) yn Llanishen Fach Primary School o 20 i 30 lle o Fedi 2023
- CAA yn Marlborough Primary School o 20 i 30 o Fedi 2022
- CAA yn Pentrebane Primary School o 20 i 24 lle o Fedi 2022
- CAA yn Springwood Primary School o 20 i 28 o Fedi 2022

Cynyddu niferoedd: (anghenion dwys Uwchradd)

- ❖ CAA Ysgol Uwchradd yr Eglwys Newydd o 70 i 100 o Fedi 2022
 - ❖ Sefydlu CAA gyda lle i 30 yn Ysgol Uwchradd Willows o Fedi 2023
- Cynyddu lleoliadau ar gyfer cyflwr awtistiaeth:
- ❖ CAA Ysgol Uwchradd Llanishen o 20 i 45 o Fedi 2022
 - ❖ CAA Canolfan Marion o 42 i 66 o Fedi 2022
 - ❖ Sefydlu CAA (30 lle) yn Ysgol Gyfun Gymraeg Glantaf ochr yn ochr a Canolfan Arbenigol presennol (30 lle) o Fedi 2023

To Increase the designated number of places to :

- ❖ Ty Gwyn Special School from 198 to 240 from Sept 2022
- ❖ Meadowbank Special School from 40 to 98 from Sept 2022

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

- ❖ The Hollies Special School from 90 to 119 from Sept 2022
- ❖ The Hollies Special School from 119 to 150 from Sept 2023
- ❖ SRB at Llanishen Fach Primary School from 20 to 30 places from Sept 2023
- ❖ SRB at Marlborough Primary School from 20 to 30 from Sept 2022
- ❖ SRB at Pentreban Primary School from 20 to 24 spaces from Sept 2022
- ❖ SRB at Springwood Primary School from 20 to 28 from Sept 2022
- ❖
- ❖ Increase the designated number: (complex needs Secondary)
- ❖ SRB at Whitchurch High School from 70 to 100 from Sept 2022
- ❖ Establish a 30 place SRB at Willows High School from Sept 2023
- ❖ Increase number of Autism Spectrum Condition:
- ❖ SRB at Llanishen High School from 20 to 45 from Sept 2022
- ❖ SRB at The Marion Centre from 42 to 66 from Sept 2022
- ❖ Establish a 30 place Specialist Resource Base at Ysgol Gyfun Gymraeg Glantaf alongside the existing 30 place SRB from Sept 2023

Er fod 2 ysgol cyfrwng Cymraeg (Nant Caerau a Pen y Pil) ar restr ysgolion buddsoddiad Band B yr AALI mae hefyd nifer o ysgolion / unedau ADY cyfrwng Saesneg ar y rhestr fuddsoddiad. Sef:

Ysgol Y Llys (ysgol ymddygiadol)

Ysgol Riverbank (ysgol gynradd darpariaeth cymysg ADY / anghenion cymhleth)

Ysgol Woodlands (ysgol uwchradd ADY cymhleth / ASD)

Ysgol Greenhill (ysgol uwchradd ymddygiadol)

Felly mae buddsoddiad dwbl yn y ddarpariaeth ADY cyfrwng Saesneg e.e. y cynigion newydd + buddsoddiad Band B.

Although there are 2 Welsh-medium schools (Nant Caerau a Pen y Pil) on the LEA's Band B investment schools list, there are also several English-medium ALN schools / units on the investment list. They are:

The Court School (emotional / behavioural school)

Riverbank Special School (primary school with mixture of complex needs / ASD)

Woodlands (secondary school complex learning needs / ASD)

Greenhill (secondary behavioural)

There is therefore double investment in English medium ALN provision e.g., these new proposals + Band B investment

YGCC Comments. Whilst the governing body of Ysgol Gymraeg Glan Ceubal recognise and support the need for an increase of ALN provision throughout the city, we are concerned that the opportunity to provide additional provision for pupils in Welsh Medium school has not been taken in these proposals. We would therefore ask that this be addressed in the consultation discussions prior to a formal decision is made by the council.

- We therefore agree with the headteachers of the city's Welsh Medium Schools when they state in their response document.

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

Cefnogaeth llwyr i fuddsoddi yn y ddarpariaeth i ddisgyblion mwyaf bregus ein cymunedau. Canmoliaeth uchel i'r Cyngor Sir i fuddsoddi yn y gynhaliaeth orau ac yn gritigol i dyfu arbenigaeth staff a chanolfannau arbenigol mewn meysydd o alw clir. Mae sicrhau buddsoddiad ar y lefel hwn yn creu capasiti arbenigol o ran adnoddau a'r gweithlu i ymateb i'r galw cynyddol am ddarpariaeth yn y maes hwn.

- Warm support to invest in resources for some of our most vulnerable learners. High praise for the County Council for prioritizing excellent resources and critically to grow staff specialism in areas of most need. Securing investment at this level creates specialist resource and workforce capacity to respond to the growing demand for provision in this area.

However, these are the concerns made by the Welsh Medium headteachers that we, as governors of Ysgol Gymraeg Glan Ceubal, agree with:

- Mae'r ymgynghoriad hwn yn gwrthddweud argymhellion ymgynghoriad CSGA Caerdydd lle sonir am agor tair canolfan arbenigol cynradd a thair canolfan arbenigol uwchradd.
- Mae buddsoddi mewn un sector yn unig (Saesneg) yn annog teuluoedd / rhieni i symud plant ADY i gyfrwng sector Saesneg ble mae'r ddarpariaeth a'r buddsoddiad orau.
- This consultation contradicts the recent WESP consultation which noted the Council's ambition to open three specialist units in WM schools in the Primary sector and a further three SRB in the Secondary sector
- Investment in one sector only (English Medium) encourages parents / families to transfer ALN pupils to the EM sector where the investment and resources are superior.

- Mae angen buddsoddi yn y sector Cyfrwng Cymraeg er mwyn sicrhau darpariaeth gyfartal a chynhwysiant llawn o fewn ysgolion y sector.
- Mae angen awdit cyfoes a buan i anghenion disgyblion yn y sector cyfrwng Cymraeg cynradd. Mae'r ddogfennaeth yn dangos angen cynyddol o fewn y sector cyfrwng Saesneg, ond NID yn y sector cyfrwng Cymraeg – sut daethpwyd i'r canlyniad hwn a sut cafodd y sector cyfrwng Cymraeg ei gynnwys yn yr ymchwil?
- Investment is needed within the Welsh Medium sector in order to ensure parity of provision and full inclusion within WM schools.
- A recent and urgent audit is necessary to ascertain ALN within the WM sector (especially in the Primary sector). The documentation demonstrates a growing need within the EM sector but not in the WM sector. How was this conclusion reached and how was the WM sector included in this research?

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

- Diffyg darpariaeth clir o ran iechyd a lles emosiynol ac ymddygiad o fewn y sector cyfrwng Cymraeg ar gyfer disgyblion Cam 4-5 (sydd ag anghenion y tu hwnt i ddarpariaeth prif ffrwd)
- Diffyg lle / ystafelloedd ar gyfer dosbarthiadau lles / maeth mewn sawl ysgol oherwydd poblogrwydd addysg cyfrwng Cymraeg a diffyg lleoliadau addas
- Lack of clear provision in terms of emotional health and well-being and behaviour within the Welsh-medium sector for pupils at Stage 4-5 (who have needs beyond mainstream provision)
- Lack of space / classes in schools to establish nurture / wellbeing classes within most settings due to lack of spaces within WM schools

- Collwyd cyfleoedd i ehangu darpariaeth ac adnoddau ADY mewn ysgolion newydd cyfrwng Cymraeg yn y ddinas.
- Angen buddsoddi mewn canolfannau arbenigol er mwyn creu capasiti ADY cyfrwng Cymraeg o fewn y gweithlu (Fel sy'n digwydd o fewn canolfannau cyfrwng Saesneg ar draws y ddinas).
- Lost opportunities of establishing new WM primary schools without due consideration and inclusion of ALN provision.
- Clear need to invest in specialist bases to grow specialist ALN support within the workforce. (As happens in EM sectors across the city).

- Angen rhaglen hyfforddi gyfoethog i sbarduno hyfforddiant ADY arbenigol o fewn y gweithlu cyfrwng Cymraeg ar bob lefel.
- Mae diffyg clir o ran ystyried anghenion awtistiaeth o fewn y sector cynradd, yn enwedig wrth sefydlu canolfan arbenigol awtistiaeth o fewn yr uwchradd.
- A rich programme of specialist training opportunities is needed within the WM sector.
- The lack of consideration of autism support within the WM primary sector is apparent especially in relation to establishing an autism support base in the secondary sector.

In Conclusion.

Our school is within a community that has a strong and developing Welsh language and Welsh culture base. We have a diverse population within the community with pupils speaking Welsh within school and English at home, whilst other families speak as their first language. Cardiff local authority plans for the development of education within the city acknowledge this and the need for additional places for children needing Additional Learning Needs provision

However, we believe that the council, the education authority, and their officers must be far more aware of the need for pupils to receive ALN education and support through the medium of the Welsh language. These pupils and their parents have

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

chosen to receive their education through Welsh, but these proposals do not seem to provide adequate ALN places and support for those pupils who are Welsh speaking and who have additional learning needs.

We as a governing body hope that this can be addressed before the provisions in the consultation document is implemented.

David Saunders

Chair of the Governors: Ysgol Gymraeg Glan Ceubal.

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

Ysgol Pencae – Chair of Governing Body

Fel Cadeirydd Corff Llywodraethu Ysgol Pencae, hoffwn gefnogi eich ymrwymiad i fuddsoddi mewn adnoddau ar gyfer rhai o'n dysgwyr mwyaf bregus ar draws y Ddinas. Mae sicrhau buddsoddiad ar y lefel hon yn creu adnoddau arbenigol a gallu gweithlu i ymateb i'r galw cynyddol am ddarpariaeth yn y meysydd hyn. Gyda hyn mewn golwg felly, mae hi'n siom anferthol fy mod yn gorfod mynegi fy mhryder dwys ynghylch y diffyg darpariaeth ar gyfer ADY mewn ysgolion cyfrwng Cymraeg ar draws y Ddinas. Mewn gwirionedd efallai mai'r sioc fwyaf yw nad yw'r ddogfen hon yn adlewyrchu bwriadau CSGA Caerdydd. Yr wyf yn digwydd bod yn aelod o'r pwyllgor hwn ac mae'n syfrdanol bod diffyg croesgyfeirio a chyfathrebu wedi arwain at y sefyllfa hon.

Mae'r Cynllun Strategol Cymraeg mewn Addysg yn nodi'n glir yr uchelgais i greu tair uned arbenigol yn y sector Cynradd a thair arall yn y sector Uwchradd. Gan fod Caerdydd yn gweithio tuag at gefnogi uchelgais Llywodraeth Cymru o filiwn o siaradwyr, mae'r cymorth hwn yn hollbwysig er mwyn darparu'r sylfeini angenrheidiol i ganiatáu'r cyfle hwn i bob disgybl heb ragfarn. I fynd â hyn gam ymhellach, mae'r ddarpariaeth Gymraeg yn y Ddeddf ADY yn anelu at fod yn system ddwyieithog o gefnogi ac amddiffyn plant sydd angen darpariaeth ddysgu ychwanegol yn y Gymraeg ac mae'n nodi'n glir y dylid cymryd pob cam rhesymol i sicrhau bod yr hawl hon ar gael i blant. Gan symud hyn gam ymhellach, mae Caerdydd yn rhagweithiol iawn o ran cefnogi hawliau'r plentyn ac yn unol â'r hawliau hyn, mae Erthyglau 28, 29 a 30 yn ei gwneud yn berffaith glir bod darpariaeth ADY yn iaith y plentyn ei hun yn hawl gyffredinol fel y'i cydnabyddir gan y Cenhedloedd Unedig.

Yn syml iawn, mae'r anghydbwysedd mewn buddsoddiad rhwng y sector Cymraeg a'r sector Saesneg yn gwthio rhieni/teuluoedd i drosglwyddo eu plant i'r sector Saesneg er mae derbyn y gefnogaeth angenrheidiol. Mae'n rhaid felly buddsoddiad o fewn y sector cyfrwng Cymraeg er mwyn sicrhau cydraddoldeb ar sail darpariaeth a chynhwysiant llawn o fewn ysgolion cyfrwng Cymraeg.

Nid yw'n ymddangos bod y niferoedd ar gyfer anghenion cyfrwng Cymraeg ar gyfer ADY wedi'u pennu ar y wybodaeth ddiweddaraf a byddai'n ddefnyddiol cynnal awdit o angen at y diben hwn. O'r hyn yr wyf wedi canfod o'r ddogfen ymgynghori, mae'n ymddangos nad oes digon o ddarpariaeth o ran iechyd emosiynol a lles ac ymddygiad o fewn y sector cyfrwng Cymraeg ar gyfer disgyblion ar gam 4-5 (sydd ag anghenion y tu hwnt i ddarpariaeth prif ffrwd). Rwy'n meddwl, pan adeiladwyd yr ysgolion cynradd Cymraeg newydd, y dylai cydnabyddiaeth o ofynion ADY fod wedi bod yn rhan o'r broses gynllunio. Yn hytrach na cholli rhagor o gyfleoedd, mae'n amlwg bod angen i Gaerdydd i fuddsoddi mewn canolfannau arbenigol er mwyn cynyddu cymorth ADY arbenigol o fewn y gweithlu, fel sy'n digwydd yn y sector cyfrwng Saesneg ar draws y ddinas.

Rwyf hefyd yn credu yn gryf bod angen i ASD gael sylw mwy penodol ar gyfer ysgolion cyfrwng Cymraeg yn seiliedig ar ein profiadau ein hunain yn Ysgol Pencae. Byddwn

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

yn dadlau bod diffyg ystyriaeth i gymorth awtistiaeth o fewn y sector cynradd cyfrwng Cymraeg yn amlwg, yn enwedig mewn perthynas â sefydlu sylfaen cymorth awtistiaeth yn y sector uwchradd.

Ysgrifennwyd y llythyr hwn yn rhannol oherwydd rhwystredigaeth bod yn rhaid i ysgolion Cymraeg frwydro unwaith eto dros gydraddoldeb o fewn eu Prifddinas eu hunain. Gallaf ddweud yn hyderus ein bod bob amser yn awyddus i sefydlu partneriaeth agos gyda'r awdurdod lleol ac yn eiddgar cefnogi Fforwm o ysgolion cyfrwng Cymraeg i sefydlu partneriaeth waith agos rhwng y sector ac arweinyddiaeth yr awdurdod lleol.

Credaf, heb ymateb boddhaol i'r pryderon hyn, bydd rhaid codi hyn gyda Gweinidog y Gymraeg ac Addysg Llywodraeth Cymru er mwyn ei fod yn gwbl ymwybodol o'r gwahaniaeth sy'n bodoli rhwng y sector Cymraeg a Saesneg yng Nghaerdydd. Mae pob plentyn yn gyfartal, mae gan bob plentyn hawliau a dylai'r hawl i ddarparu cymorth dysgu ychwanegol yn iaith y plentyn fod yn gasgliad rhagdybiedig ond yn anffodus mae hyn ymhell o fod yn wir.

Edrychaf ymlaen at gael ateb wrthoch chi y bydd yn lleddfu rhai, os nad y cyfan o'm pryderon.

As Chair of the Governing Body of Ysgol Pencae I would like to express our support for your commitment to invest in resources for some of our most vulnerable learners across the City. Securing investment at this level creates specialist resource and workforce capacity to respond to the growing demand for provision in these areas. With this in mind it is therefore with great disappointment that I have to express my concern at the lack of provision for ALN in Welsh-medium schools across the City. In fact, perhaps the greatest shock is that this document doesn't reflect the intentions of Cardiff's WESP. I happen to be a member of this committee and it is astounding that a lack of cross-referencing and poor communication has led to this position.

The WESP clearly indicates the ambition to create three specialist units in the Primary sector and a further three in the Secondary sector. As Cardiff is working towards supporting the Welsh Government ambition of a million speakers, this support is crucial in providing the necessary foundations to allow all pupils without bias this opportunity. To take this a step further, the Welsh language provision in the ALN Act aims to be a bilingual system of support and protects children who need additional learning provision in Welsh and it states clearly that all reasonable steps should be taken to ensure that this right is provided. Moving this a step further, Cardiff is very proactive in support of the rights of the child and in accordance with these rights, Article 28, 29 and 30 make it perfectly clear that ALN provision in a child's own language is a universal right as recognised by the United Nations.

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

Quite simply, the imbalance in Investment in one sector (English Medium) encourages parents / families to transfer ALN pupils to that sector where the investment and resources are more readily available thus decreasing the numbers of pupils in Welsh-medium schools. Investment is therefore crucial within the Welsh-medium sector in order to ensure parity of provision and full inclusion within Welsh-medium schools.

The numbers for Welsh-medium needs for ALN don't seem to be based on up-to-date information and it would be helpful to hold an audit of need for this purpose. From what I have ascertained from the consultation document, there seems to be a lack of clear provision in terms of emotional health and well-being and behaviour within the Welsh-medium sector for pupils at Stage 4-5 (who have needs beyond mainstream provision). I think when the new Welsh primaries were built, a recognition of ALN requirements should have been part of the planning process. Rather than miss any more opportunities, it is apparent that Cardiff has a clear need to invest in specialist bases in order to grow specialist ALN support within the workforce, as happens in the English-medium sector across the city.

I also strongly believe that ASD needs more specific attention for Welsh-medium schools based on our own experiences in Ysgol Pencae. I would argue the lack of consideration of autism support within the Welsh-medium primary sector is apparent, especially in relation to establishing an autism support base in the secondary sector.

This letter is written in part out of frustration that once again Welsh-medium schools have to fight for equality within their own Capital City. I can say with confidence that we are always eager to establish a close partnership with the local authority and eagerly support the Forum of Welsh-medium schools. It is key to establish a close working partnership between the sector and LA leadership to scope and realise creative and practical solutions to these challenges, which could become a blueprint of outstanding practice for the future.

I believe that without a satisfactory resolution, the Welsh Government Minister for Education and Welsh Language will need to be made aware of the disparity that exists between the Welsh and English sector within Cardiff. All children are equal, all children have rights and the right to provide additional learning support in the language of the child and this be a matter of course, but unfortunately as things stand, this is far from being true.

I look forward to receiving a reply in the hope that it will ease some if not all my concerns.

Yn gywir,

Daniel Tiplady

(Daniel Tiplady – Cadeirydd y Llywodraethwyr Ysgol Pencae)

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –
Formal responses received**

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

Ysgol Gymraeg Pwll Coch – Headteacher and Chair of Governors

Ymgynghoriad ADY Cyngor Dinas a Sir Caerdydd

Ymateb gan Bennaeth a Chadeirydd Llywodraethwyr Ysgol Gymraeg Pwll Coch

25 Ionawr 2022

Rydym yn croesawu cyhoeddi dogfennaeth sy'n benodol yn targedu gwelliannau i'r ddarpariaeth ADY ar draws y ddinas. Rydym yn gwbl gefnogol gan gytuno bod angen buddsoddiad yn y ddarpariaeth i rai o'r disgyblion sy'n wynebu heriau sylweddol yn ein cymunedau yng Nghaerdydd.

Cytunwn hefyd bod angen darparu ar gyfer anghenion mwy cymhleth, yn enwedig anghenion iechyd meddwl a lles emosiynol, sydd wedi cynyddu yn sgîl y pandemig.

Rydym yn croesawu'r uchelgais o sicrhau twf ar draws y ddinas o ran lleoedd pwrpasol arbenigol a sicrhau'r amgylchedd gorau i ddisgyblion sydd ag anghenion dysgu ychwanegol yn yr 21ain Ganrif. Fel ysgol sydd â Chanolfan Adnoddau Arbenigol, rydym yn sylweddoli mor bwysig yw darparu'r adnoddau a'r gefnogaeth orau posibl i ddisgyblion, beth bynnag yw eu hanghenion.

Hoffem nodi hefyd mewn ymateb:

- Os yw'r Sir yn ystyried cynyddu niferoedd canolfan arbenigol Ysgol Gymraeg Pwll Coch edrychwn ymlaen at glywed gan y Sir yn uniongyrchol am y cynlluniau hynny a chael mewnbwn iddynt fel Ysgol.
- Mae'r ddogfen yn sôn am welliannau hirdymor o ran adnoddau a thwf lleoedd yn y sector cynradd cyfrwng Saesneg yn unig. Mae buddsoddi mewn un sector yn unig (cyfrwng Saesneg) yn ffafrio un sector. Mae angen buddsoddi yn y sector Cymraeg yn ogystal â'r Saesneg er mwyn sicrhau darpariaeth gyfartal a sicrhau cynhwysiant llawn.
- Gallai buddsoddi mewn un sector annog rhieni i symud eu plant i ble mae'r adnoddau, y ddarpariaeth a'r buddsoddiad gorau, ac felly bydd disgyblion yn cael eu colli o'r sector Cymraeg.
- Mae'r ymgynghoriad yn gwrth-ddweud argymhellion ymgynghoriad CSGA/WESP Caerdydd sy'n sôn am agor tair canolfan arbenigol cynradd cyfrwng Cymraeg a thair canolfan arbenigol uwchradd cyfrwng Cymraeg.

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

- Mae'r ddogfennaeth yn dangos angen cynyddol o fewn y sector cyfrwng Saesneg, ond nid yn y sector Cymraeg – sut y daethpwyd i'r casgliad hwn? A gafodd y sector

Cymraeg ei gynnwys yn yr ymchwil?

- Mae angen awdit ar frys i anghenion disgyblion yn y sector cyfrwng Cymraeg cynradd ar draws y ddinas er mwyn deall yr anghenion a'r twf posibl.
- Mae diffyg yn y ddarpariaeth o ran iechyd a lles emosiynol ac ymddygiad o fewn y sector cyfrwng Cymraeg ar gyfer disgyblion Cam 4-5 (sydd ag anghenion y tu hwnt i ddarpariaeth brif ffrwd). Mae angen cynllunio ar gyfer darpariaeth cyfrwng Cymraeg yn y maes hwn.
- Cynigir canolfan arbenigol awtistiaeth cyfrwng Cymraeg uwchradd ond nid ar gyfer y sector cynradd. Os yw'r sir yn rhagweld yr angen am fwy o leoedd arbenigol dylid ystyried ehangu darpariaeth awtistiaeth arbenigol yn y cynradd yn ogystal.
- Mae angen buddsoddi mewn canolfannau arbenigol er mwyn creu capasiti ADY cyfrwng Cymraeg o fewn y gweithlu (fel sy'n digwydd o fewn canolfannau cyfrwng

Saesneg ar draws y ddinas). Mae angen rhaglen hyfforddi i sbarduno hyfforddiant ADY arbenigol o fewn y gweithlu cyfrwng Cymraeg.

Gofynnwn i chi ystyried y pwyntiau uchod wrth ehangu eich darpariaeth ADY ar draws y ddinas, gan roi ystyriaeth lawn i ddatblygu addysg arbenigol cyfrwng Cymraeg, yn gyfartal â'r Saesneg. Edrychwn ymlaen at gydweithio gyda chi yn y ystod y blynyddoedd nesaf i ganfod datrysiadau ar draws y sir a fydd yn rhoi'r cyfleoedd gorau posibl ar gyfer plant a phobl ifanc Caerdydd sy'n dymuno addysg Gymraeg.

Yn gywir,

Mr Dewi Rees
Pennaeth
Ysgol Gymraeg Pwll Coch

Nona Gruffudd-Evans
Cadeirydd y Corff Llywodraethu

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**
Formal responses received

**Cardiff City and County Council ALN Consultation
Response from the Headteacher and Chair of Governors of Ysgol Gymraeg
Pwll Coch**

25 January 2022

We welcome the publication of documentation specifically targeting improvements to ALN provision across the city. We are fully supportive and agree that investment in provision is needed for some of the pupils facing significant challenges in our communities in Cardiff.

We also agree that there is a need to cater for more complex needs, particularly mental health and emotional well-being needs, which have increased in the wake of the pandemic.

We welcome the ambition of achieving growth across the city in terms of specialist purpose places and ensuring the best environment for pupils with additional learning needs in the 21st Century. As a school with a Specialist Resource Centre, we recognise the importance of providing pupils with the best possible resources and support, whatever their needs.

We would also like to note in response that:

- If the County is considering increasing the numbers in the specialist centre at Ysgol Gymraeg Pwll Coch we look forward to hearing from the County directly about those plans and having input into them as a School.
- The document mentions long-term improvements in resources and the growth of places in the English-medium primary sector only. Investment in only one sector (English medium) favours one sector. Investment in the Welsh as well as English language sector is needed to ensure equality of provision and ensure full inclusion.
- Investment in one sector could encourage parents to move their children to where the best resources, provision and investment are, and so pupils will be lost from the Welsh language sector.
- The consultation contradicts the recommendations of the Cardiff CSGA/WESP consultation which mentions the opening of three Welsh-medium primary specialist centres and three Welsh-medium secondary specialist centres.
- The documentation shows an increasing need within the English-medium sector, but not in the Welsh-medium sector – how has this conclusion been reached? Was the Welsh sector

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

included in the research?

- The needs of pupils in the primary Welsh-medium sector across the city need an urgent audit to understand the needs and potential growth.
- There is a shortfall in provision in terms of emotional health and well-being and behaviour within the Welsh-medium sector for Stage 4-5 pupils (who have needs beyond mainstream provision). There is a need to plan for Welsh-medium provision in this area.
- A secondary Welsh-medium autism specialist centre is offered but not for the primary sector. If the county anticipates the need for more specialist places consideration should also be given to expanding specialist autism provision in the primary sector.
- Investment in specialist centres is needed to create Welsh-medium ALN capacity within the workforce (as is the case within

English medium centres across the city). A training programme is needed to drive specialist ALN training within the Welsh-medium workforce.

We ask you to consider the above points when expanding your ALN provision across the city, taking full account of the development of Welsh-medium specialist education, on a par with English. We look forward to working with you over the next few years to find solutions across the county that will provide the best possible opportunities for the children and young people of Cardiff who wish to receive Welsh-medium education.

Yours sincerely,

Mr Dewi Rees
Headteacher
Ysgol Gymraeg Pwll Coch

Nona Gruffudd-Evans
Chair of the Governing Body

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

Ysgol y Berllan Deg – Governing Body

Ymateb Corff Llywodraethol Ysgol Y Berllan Deg i Ymgynghoriad ADY Cyngor Caerdydd

Bu cyfarfod o gorff llywodraethu llawn Ysgol Y Berllan Deg ar Ionawr 12fed 2022 lle buom yn trafod Ymgynghoriad ADY Cyngor Caerdydd. Teimlwn ei bod yn bwysig ymateb gyda'n barn am yr ymgynghoriad.

Yn gyntaf, hoffem ganmol y cyngor am flaenoriaethu buddsoddiad mewn adnoddau ar gyfer rhai o'n dysgwyr mwyaf agored i niwed, drwy flaenoriaethu adnoddau rhagorol ac i dyfu arbenigedd staff yn y meysydd mwyaf anghenus. Mae sicrhau buddsoddiad ar y lefel hon yn creu adnoddau arbenigol a gallu gweithlu i ymateb i'r galw cynyddol am ddarpariaeth yn y maes hwn.

Fodd bynnag, mae gennym bryderon ynglŷn â diffyg darpariaeth drwy gyfrwng y Gymraeg

Mae'r ymgynghoriad hwn yn gwrth-ddweud ymgynghoriad diweddar y Cynllun Strategol Cymraeg mewn Addysg a nododd uchelgais y Cyngor i agor tair uned arbenigol mewn ysgolion cyfrwng Cymraeg yn y sector cynradd a thair SRB arall yn y sector uwchradd. Rydym yn poeni y bydd buddsoddi yn bennaf yn y Saesneg yn annog rhieni i drosglwyddo disgyblion ADY i'r sector cyfrwng Saesneg lle mae'r buddsoddiad a'r adnoddau yn well.

Yn wir, mae angen buddsoddiad o fewn y sector cyfrwng Cymraeg er mwyn sicrhau cydraddoldeb darpariaeth a chynhwysiant llawn o fewn ysgolion cyfrwng Cymraeg. Mae'r ddogfennaeth yn dangos angen cynyddol o fewn y sector cyfrwng Saesneg ond nid yn y sector cyfrwng Cymraeg. Buom hefyd yn trafod bod angen gwell darpariaeth o ran:-

- iechyd a lles emosiynol ac ymddygiad o fewn y sector cyfrwng Cymraeg ar gyfer disgyblion yng Nghyfnod 4-5 (sydd ag anghenion y tu hwnt i ddarpariaeth prif ffrwd)
- gwell cefnogaeth i sefydlu dosbarthiadau anogaeth / lles o fewn ysgolion - diffyg gofod mewn ysgolion o fewn ysgolion cyfrwng Cymraeg yn gwneud hyn yn anodd
- buddsoddi mewn canolfannau arbenigol er mwyn cynyddu cefnogaeth ADY arbenigol o fewn y gweithlu (fel sy'n digwydd mewn sectorau cyfrwng Saesneg ar draws y ddinas).
- lleoliadau sydd yn arbenigo mewn awtistiaeth o fewn y sector cynradd ac uwchradd cyfrwng Cymraeg
- hyfforddiant ADY arbenigol cyfrwng Cymraeg

Collwyd cyfleoedd i roi ystyriaeth briodol i gynnwys darpariaeth ADY yn yr awdurdod wrth sefydlu ysgolion cynradd cyfrwng Cymraeg yn ystod y blynddoedd diwethaf.

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

Dyma gyfle nawr i sefydlu partneriaeth waith agos rhwng y sector cyfrwng Cymraeg ac arweinwyr yr Awdurdod Lleol i gwmpasu a gwireddu datrysiadau creadigol ac ymarferol i'r heriau hyn, a allai ddod yn enghraifft o arfer rhagorol ar gyfer y dyfodol.

Yr eiddoch yn gywir

Chris Gibbs (cadeirydd y llywodraethwyr) ar ran corff llywodraethu llawn Ysgol Y Berllan Deg

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

Ysgol Y Berllan Deg Governing Body's response to Cardiff Council's ALN Consultation

The full governing body of Ysgol Y Berllan Deg discussed Cardiff Council's ALN Consultation in our meeting on January 12th and felt that it was important to respond with our collective views.

First of all we wish to praise the council for prioritising investment in resources for some of our most vulnerable learners, by prioritising excellent resources and to grow staff specialism in areas of most need. Securing investment at this level creates specialist resource and workforce capacity to respond to the growing demand for provision in this area.

However, we have concerns regarding the lack of provision through the medium of Welsh

This consultation contradicts the recent WESP consultation which noted the Council's ambition to open three specialist units in Welsh medium schools in the primary sector and a further three SRB in the secondary sector. We are worried that investment mainly in the English language will encourage parents to transfer ALN pupils to the English medium sector where the investment and resources are superior.

Indeed, investment is needed within the Welsh Medium sector in order to ensure parity of provision and full inclusion within Welsh medium schools. The documentation demonstrates a growing need within the English medium sector but not in the Welsh medium sector. We also discussed that there needs to be better provision in:-

- emotional health and well-being and behaviour within the Welsh-medium sector for pupils at Stage 4-5 (who have needs beyond mainstream provision)
- establishing nurture / wellbeing classes within schools- lack of spaces in schools within WM schools makes this difficult
- investing in specialist bases in order to grow specialist ALN support within the workforce. (As happens in English medium sectors across the city).
- autism support within the Welsh medium primary and secondary sector
- Welsh medium specialist ALN training

There have been lost opportunities of establishing new Welsh medium primary schools without due consideration and inclusion of ALN provision. This is now an opportunity to establish a close working partnership between the Welsh medium sector and Local Authority leadership to scope and realise creative and practical solutions to these challenges, which could become a blueprint of outstanding practice for the future.

Yours sincerely

Chris Gibbs (chair of governors) on behalf of the full governing body of Ysgol Y Berllan Deg

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**
Formal responses received

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

Ysgol Gwaelod y Garth – Governing Body

Good afternoon,

Following our Governors meeting last week we would like to voice our concerns as a school regarding the Cardiff City and Cardiff Council ALN consultation. We have a number of concerns regarding the proposals proposed by Cardiff City and Cardiff Council to increase the number of special school and specialist resources base places for learners aged 3 – 19 in Cardiff who have complex learning needs and autism spectrum conditions. As a school we support this investment in resources for some of our most vulnerable learners and obviously securing investment at this level does create specialist resource and workforce capacity to respond to the growing demand for provision in this area. But there are concerns regarding ALN provision within the Welsh Medium sector and the lack of investment. Investing in the English medium sector will encourage parents to transfer ALN pupils to the English Medium sector where the investment and resources are superior. Investment is needed within the Welsh Medium sector in order to ensure the same level of provision and full inclusion within WM schools. There have been opportunities when establishing new WM primary schools, but we feel consideration was not given to the inclusion of ALN provision. The lack of consideration of autism support in the WM primary sector is also apparent and of concern. We as a school fully support the Forum of Welsh Medium schools who want to establish a close working partnership between the sector and LA leadership to find creative and practical solutions to these challenges.

Yours sincerely,

Catrin Evans and the Governors of Ysgol Gwaelod y Garth

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

Ysgol Gymraeg Nant Caerau – Governing Body

Hoffai Corff Llywodraethol Ysgol Gymraeg Nant Caerau ymateb i ymgynghoriad yr AALI am ei ddarpariaeth arbennigol ar gyfer disgyblion gydag Anghenion Dysgu Ychwanegol.

Er ein bod yn cytuno â'r angen i ehangu'r ddarpariaeth Anghenion Dysgu Ychwanegol bresennol fel yr amlinellir yn y ddogfen ymgynghori, rydym yn bryderus am yr hyn a ystyriwn yn ddarpariaeth annigonol ar gyfer addysg cyfrwng Cymraeg o fewn y cynlluniau. Nid yw'r sefyllfa bresennol o Ganolfan Adnoddau Arbenigol yn Ysgol Gyfun Glantaf, Canolfan Adnoddau Arbenigol cynradd yn Ysgol Gymraeg Pwll Coch a'r ddarpariaeth ar gyfer disgyblion ag anghenion emosiynol ac ymddygiadol sydd wedi'u lleoli yn Ysgol Pen y Groes yn darparu cydraddoldeb gyda'r ddarpariaeth cyfrwng Saesneg. Mae angen buddsoddiad o fewn y sector Cyfrwng Cymraeg i sicrhau'r cydraddoldeb hwn yn y ddarpariaeth. O ganlyniad, galwn am archwiliad ar unwaith i ganfod lefelau Anghenion Dysgu Ychwanegol o fewn y sector Cyfrwng Cymraeg - yn enwedig yn y sector Cynradd.

Rydym yn croesawu sefydlu Canolfan Adnoddau ar gyfer 30 disgybl yn Ysgol Gyfun Gymraeg Glantaf ym mis Medi 2023 a fu ochr yn ochr â'r Ganolfan Adnoddau Arbenigol presennol, ond teimlwn fod y cynlluniau'n groes i'r ymgynghoriad WESP diweddar a nododd uchelgais y Cyngor i agor tair uned arbenigol yn Ysgolion cyfrwng Cymraeg yn y sector cynradd a thair Canolfan Adnoddau Arbenigol arall yn y sector uwchradd.

A allwn dynnu eich sylw at adolygiad yr AALI o'i ddarpariaeth Anghenion Dysgu Ychwanegol cyfrwng Cymraeg yn 2009-10, a gynhaliwyd gan Meinir Rees AEM, a fu chyn hynny yn Gydlynedd AAA yn Ysgol Gyfun Gymraeg Plasmawr? Roedd yr adolygiad hwn yn nodi wrth i'r AALI sefydlu ysgolion cyfrwng Cymraeg newydd yn ystod y cyfnod hynny, yn gyfle euraidd i ddatblygu darpariaeth Anghenion Dysgu Ychwanegol arbenigol. Yn anffodus, mae amser wedi profi bod hwn wedi bod yn gyfle a gollwyd. Mae 5 ysgol gynradd cyfrwng Cymraeg newydd ac ysgol uwchradd wedi agor ers hynny, heb unrhyw ddarpariaeth arbenigol Anghenion Dysgu Ychwanegol. Ymhellach, ehangwyd 4 ysgol cyfrwng Cymraeg a darparwyd adeiladau newydd - eto heb unrhyw ddarpariaeth ADY arbenigol. Gyda Chanolfan Adnoddau Arbenigol Ysgol Coed y Gof yn cau i gael ei disodli gan Ganolfan Adnoddau Arbenigol fwy penodol yn Ysgol Gymraeg Pwll Coch, yr unig ddarpariaeth newydd ar gyfer ysgolion cyfrwng Cymraeg ers yr adolygiad 2009-10 hwn yw'r ddarpariaeth lles yn Ysgol Pen y Groes. Mae'r diffyg darpariaeth cyfrwng Cymraeg arbenigol hwn wedi arwain at rieni yn symud eu plant i gyfrwng Saesneg i fodloni anghenion dysgu ychwanegol eu plant.

Anogwn yr AALI i werthfawrogi anghenion ysgolion cyfrwng Cymraeg, fel Ysgol Gymraeg Nant Caerau, sy'n gwasanaethu ardal o amddifadedd cymdeithasol ac economaidd uchel. Mae'r ysgol yn wynebu heriau cymhleth sydd wedi dwysáu gan y

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

pandemig. Yn ogystal â'r anhawsterau cymdeithasol /economaidd, mae heriau ieithyddol hefyd – does dim un o'n disgyblion yn dod o gartrefi lle mae iaith eu haddysg yn cael ei siarad adref. Rhaid nodi yma ein bod fel corff yn hynod falch gyda'r ffordd mae'r ysgol yn datblygu'r sgiliau ieithyddol angenrheidiol i greu dinasyddion dwyieithog.

Gwelwn ddiffyg amlwg o ran lles, ymddygiad, a chefnogaeth emosiynol yn y sector cyfrwng Cymraeg yn benodol ar gyfer disgyblion ar Gam 4-5 ble mae darpariaeth prif ffrwd yn anaddas iddynt. Oherwydd y diffyg lle o fewn ysgolion cyfrwng Cymraeg, mae'n profi'n anodd os nad yn amhosib, darparu dosbarthiadau lles neu maeth o fewn y rhan fwyaf o leoliadau. Byddwch yn ymwybodol bod Ysgol Gymraeg Nant Caerau wedi ariannu dosbarth maeth uchel ei ganmoliaeth allan o'n cyllideb (GAD yn bennaf) i ddiwallu'r angen hwn. Mae'r dosbarth maeth hwn wedi'i leoli mewn adeilad dros dro sy'n erbyn heddiw yn anaddas i'r pwrpas! Teimlwn fod yr AALI yn colli cyfle i ddarparu canolfannau arbenigol ar gyfer y disgyblion hyn.

Rydym hefyd yn pryderu bod cyfraddau ein gwaharddiadau cyfnod penodol yn cynyddu. Mae'r Uwch Dîm Rheoli yn ymdrechu'n galed i fynd i'r afael â'r mater hwn. Mae'r ysgol yn derbyn cefnogaeth allgymorth a gall gyfeirio disgyblion i ddosbarth Lles Ysgol Pen y Groes, fodd bynnag ar hyn o bryd nid oes cefnogaeth arbenigol ar gyfer rhai o'n disgyblion sydd ag anghenion rhy dwys i'w diwallu gan y dosbarth lles.

Cefnogir Ysgol Gymraeg Nant Caerau yn dda gan athrawon arbenigol Cymraeg eu hiaith ym maes Anhwysterau Sbectrwm Awtistig, ac anghenion emosiynol ac ymddygiadol, fodd bynnag, mae gennym bryderon nad oes darpariaeth arbenigol gydnabyddedig ar gyfer disgyblion ag Anhwysterau Sbectrwm Awtistig trwy gyfrwng y Gymraeg. Nodwn hefyd y diffyg ystyriaeth i gymorth awtistiaeth o fewn y sector cynradd cyfrwng Cymraeg.

Galwn am raglen o gyfleoedd hyfforddi arbenigol o fewn y sector cyfrwng Cymraeg. Rydym hefyd yn croesawu penderfyniad y Fforwm Ysgolion Cyfrwng Cymraeg i sefydlu partneriaeth waith agos rhwng y sector ac arweinwyr yr ALL i gwmpasu a gwireddu datrysiadau creadigol ac ymarferol i'r heriau hyn, a allai ddod yn enghraifft o arfer rhagorol i'r dyfodol.

Anogwn yr Awdurdod i gymryd camau i weithredu rhaglen o gydraddoldeb rhwng darpariaeth Anghenion Dysgu Ychwanegol cyfrwng Cymraeg a chyfrwng Saesneg.

Yr eiddoch yn gywir
Corff Llywodraethol Ysgol Gymraeg Nant Caerau

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

The Governing Body of Ysgol Gymraeg Nant Caerau would like to respond to the current LEA consultation of its specialist Additional Learning Needs provision.

Whilst we agree with the need to expand the current Additional Learning Need provision as outlined in the consultation document, we are concerned about what we consider to be an inadequate provision for Welsh medium education within the plans. The current situation of Specialist Resource Base in Ysgol Gyfun Glantaf, a primary Specialist Resource Base in Ysgol Gymraeg Pwll Coch and the revolving door provision for pupils with emotional and behavioural needs based in Ysgol Pen y Groes doesn't provide parity with English medium provision. Investment is needed within the Welsh Medium sector to ensure this parity of provision. Consequently, we call for an immediate audit to ascertain the levels of Additional Learning Need within the Welsh Medium sector - especially in the Primary sector.

We welcome the establishment a 30 place Resource Base at Ysgol Gyfun Gymraeg Glantaf alongside the existing 30 place Specialist Resource Base from Sept 2023, however we feel that the plans are at odds the recent WESP consultation which noted the Council's ambition to open three specialist units in Welsh Medium schools in the primary sector and a further three Specialist Resource Bases in the secondary sector

Can we draw your attention to the LEA's review of its Welsh medium Additional Learning Needs provision in 2009-10, conducted by Meinir Rees HMI, and previously a SENCO at Ysgol Gyfun Gymraeg Plasmawr? This review noted the establishing of new Welsh medium schools as an opportunity to develop specialist Additional Learning Needs provision. Sadly, time has proved that this has been an opportunity missed. 5 new Welsh medium primary schools and a secondary school have since opened, with no Additional Learning Needs specialist provision. Furthermore, 4 Welsh medium schools have been expanded and provided with new buildings - again with no specialist ALN provision. With Specialist Resource Base at Ysgol Coed y Gof closing to be replaced by a more specific Specialist Resource Base at Ysgol Gymraeg Pwll Coch, the only new provision for Welsh medium schools since this 2009-10 review is the revolving door provision at Ysgol Pen y Groes. This lack of specialist Welsh medium provision has led to parents moving their children to English medium to satisfy their children's additional learning needs.

We urge the LEA to appreciate the needs of Welsh medium schools such as Ysgol Gymraeg Nant Caerau that serves an area of high social and economic deprivation. The school faces complex challenges which have heightened by the recent pandemic. As well as the socio-economic consequences, there are also linguistic challenges - none of our pupils come from homes where the language of their education is spoken. It must be noted here that as a body we are extremely proud of the school's record in developing the linguistic skills necessary to create bilingual citizens.

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

We see a clear deficiency as regards wellbeing, behaviour, and emotional support in the Welsh Medium sector specifically for pupils on Stage 4-5 who struggle with mainstream provision. Due to the lack of space within Welsh Medium schools, it is proving difficult if not impossible to provide nurture / wellbeing classes within most settings. You will be aware that Ysgol Gymraeg Nant Caerau, has funded a highly praised nurture class out of our budget (mainly PDG) to meet this need. This nurture class is housed within a demountable building that is becoming unfit for purpose! We feel the LEA is losing an opportunity to provide specialist bases for these pupils.

We are also concerned that the number of fixed term exclusions are increasing at the school. The Senior Management Team are trying hard to tackle this issue. The school receives outreach support and can refer pupils to the Wellbeing class in Ysgol Pen y Groes, however there is currently no specialist support for some of our pupils whose needs are too great to be met by the wellbeing centre.

Ysgol Gymraeg Nant Caerau are well supported by Welsh speaking specialist teachers in the field of Autistic Spectrum Disorders, emotional and behavioural needs, however, we have concerns that there is no recognised specialist provision for pupils with Autistic Spectrum Disorders through the medium of Welsh. We also note the lack of consideration of autism support within the Welsh Medium primary sector

We call for a programme of specialist training opportunities within the Welsh Medium sector. We also welcome the Forum of Welsh Medium schools' decision to establish a close working partnership between the sector and LA leadership to scope and realise creative and practical solutions to these challenges, which could become a blueprint of outstanding practice for the future.

We urge the Authority to take steps to implement a programme of parity between Welsh and English medium Additional Learning Needs provision.

Yours Sincerely
Governing Body of Ysgol Gymraeg Nant Caerau

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

Ysgol Gymraeg Pen-y-Groes – Headteacher and Chair of Governors

Annwyl Syr/Madam,

Rydym ysgrifennu ar ran Corff Llywodraethol Ysgol Gymraeg Pen-y-Groes mewn ymateb i'r ymgynghoriad presennol ar Ddarpariaeth Anghenion Dysgu Ychwanegol yng Nghaerdydd. Yn benodol, yr ymgynghoriad ar newidiadau i gynnig lleoedd o ansawdd uchel i ddysgwyr 3-19 oed ag anghenion dysgu cymhleth a Chyflwr ar y Sbectwm Awtistig.

Rydym fel Corff Llywodraethol yn llwyr gefnogi buddsoddi yn y ddarpariaeth ar gyfer disgyblion ADY y ddinas ac rydym yn cefnogi'r Cyngor i fuddsoddi mewn darpariaeth fwy arbenigol. Rydym hefyd yn cefnogi nod y Cyngor i fuddsoddi a chynyddu arbenigedd staff yn y meysydd priodol.

Fodd bynnag, yr ydym yn pryderu am ddiffyg blaenoriaeth y ddarpariaeth ar gyfer disgyblion yn ysgolion cyfrwng Cymraeg y ddinas. Mae diffyg yn y ddarpariaeth o fewn y sector cyfrwng Cymraeg ac wrth edrych ar y ddarpariaeth sydd eisoes ar gael, dim ond llai na 5% o'r ddarpariaeth sydd ar gael yn y ddinas sydd ar gyfer disgyblion cyfrwng Cymraeg y ddinas o gymharu â dros 95% o'r ddarpariaeth arbenigol sydd ar gael ar gyfer disgyblion cyfrwng Saesneg. Mae hyn yn bryder i ysgolion cyfrwng Cymraeg y ddinas a rhieni lle mae'r angen yn aml wedi codi i deuluoedd / rhieni symud eu plant ADY i gyfrwng Saesneg lle mae'r ddarpariaeth a'r buddsoddiad orau.

Mae angen buddsoddi yn y sector Cyfrwng Cymraeg er mwyn sicrhau darpariaeth gyfartal a chynhwysiad llawn o fewn ysgolion y sector ac angen clir i fuddsoddi mewn canolfannau arbenigol er mwyn tyfu cefnogaeth ADY arbenigol o fewn y gweithlu. (Fel sy'n digwydd mewn sectorau Saesneg ar draws y ddinas).

Ein pryder fel Llywodraethwyr hefyd yw'r diffyg darpariaeth glir o iechyd a lles emosiynol ac ymddygiadol o fewn y sector cyfrwng Cymraeg ar gyfer disgyblion Cyfnod 4-5 (sydd ag anghenion y tu hwnt i ddarpariaeth prif ffrwd).

Diolchwn i chi am ystyried ein barn.

Dear Sir/Madam,

We are writing on behalf of the Governing Body of Ysgol Gymraeg Pen-y-Groes in response to the current consultation on Additional Learning Needs Provision in Cardiff. Specifically, the consultation on changes to offer high quality places for learners aged 3-19 with complex learning needs and an Autistic Spectrum Condition.

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

We as a Governing Body fully support investing in the provision for ALN pupils in the city and we support the Council in investing in more specialist provision. We also support the Council's aim to invest in and grow staff expertise in the appropriate areas.

However, we are concerned about the lack of priority of provision for pupils in the city's Welsh medium schools. There is a shortfall in the provision within the Welsh-medium sector and when looking at the provision already available, only under 5% of the provision available in the city is for Welsh-medium pupils city compared with over 95% of the specialist provision available for English medium pupils. This is a concern for the city's Welsh medium schools and parents where the need has often arisen for families / parents to move their ALN children to English medium where provision and investment is best. There is a need to invest in the Welsh Medium sector in order to ensure equal provision and full inclusion within the sector's schools and a clear need to invest in specialist bases in order to grow specialist ALN support within the workforce. (As happens in EM sectors across the city).

Our concern as Governors is also the lack of clear provision of emotional and behavioral health and well-being within the Welsh-medium sector for Stage 4-5 pupils (who have needs beyond mainstream provision). We thank you for taking our views into consideration.

Yr eiddoch yn gywir / Yours faithfully,

Mrs A Fenner
Pennaeth
Headteacher

Mr M Landers
Cadeirydd y Llywodraethwyr
Chair of Governors

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

Ysgol Gynradd Creigiau Primary School - Governing Body

Ymateb i Ymgynghoriad ADY Cyngor Caerdydd

Annwyl Syr/Madam,

Rydym ni, aelodau o Gorff Llywodraethu Ysgol Gynradd Creigiau, yn dymuno mynegi ein pryderon ynghylch eich cynigion i gynyddu'r ddarpariaeth ar gyfer dysgwyr ag anghenion dysgu cymhleth a chyflyrau sbectrwm awtistiaeth, fel y nodir yn yr Ymgynghoriad ADY.

Er ein bod yn llwyr gefnogi'r buddsoddiad mewn adnoddau ar gyfer rhai o'n dysgwyr mwyaf bregus yng Nghaerdydd, cawsom ein synnu a'n siomi i nodi mai ychydig iawn o ddarpariaeth oedd ar gael i ddisgyblion mewn addysg Cyfrwng Cymraeg.

Rydym yn canmol ymrwymiad Cyngor Sir Caerdydd i flaenoriaethu adnoddau rhagorol a sicrhau buddsoddiad mewn ADY gan greu gweithlu arbenigol i ymateb i'r galw cynyddol am ddarpariaeth yn y maes hwn.

Fodd bynnag, mae'r diffyg buddsoddiad mewn darpariaeth ac adnoddau ADY yn y sector Cyfrwng Cymraeg yn glir yn y cynigion.

Mae'r ymgynghoriad hwn yn gwrth-ddweud ymgynghoriad diweddar y CSGA (WESP) sy'n nodi uchelgais y Cyngor i agor tair uned arbenigol mewn ysgolion Cyfrwng Cymraeg yn y sector Cynradd a thair CAA arall yn y sector Uwchradd.

Rydym yn pryderu y bydd buddsoddi mewn un adran yn unig yn annog rhieni/teuluoedd i drosglwyddo disgyblion ADY i'r sector Cyfrwng Saesneg lle mae'r dewis a'r cyfleusterau sydd ar gael yn well.

Credwn yn gryf fod y Cyngor yn colli cyfleoedd i ymestyn darpariaeth ac adnoddau ADY mewn Ysgolion Cynradd Cyfrwng Cymraeg sydd newydd eu sefydlu yn y ddinas. Mae'n amlwg bod angen buddsoddi mewn canolfannau arbenigol o fewn addysg Cyfrwng Cymraeg er mwyn cynyddu cymorth ADY arbenigol o fewn y gweithlu. Mae hyn eisoes yn digwydd yn y sector Cyfrwng Saesneg ar draws y ddinas.

Mae'n peri pryder arbennig i ni fod diffyg cymorth Awtistiaeth yn y sector Cynradd Cyfrwng Cymraeg, yn enwedig mewn perthynas â sefydlu canolfan arbenigol Awtistiaeth yn y sector uwchradd.

Er ein bod yn deall nad yw'r Gymraeg yn nodwedd warchoddedig o dan y Ddeddf Cydraddoldeb, mae nifer o Awdurdodau Lleol yn ystyried y Gymraeg fel rhan o'r broses honno. Mae'n siomedig, felly, er nad yw'n ofyniad statudol o dan y Ddeddf Cydraddoldeb, nad yw'r crynodeb o'r Asesiad Effaith ar Gydraddoldeb (EIA) ar gyfer

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

yr ymgynghoriad hwn (tudalen 81) yn sôn am y Gymraeg. O ganlyniad, rydym yn cwestiynu sut mae'r cynigion hyn yn mynd i'r afael â'r gofynion statudol clir fel y'u nodir yn Safonau Iaith Gymraeg y Llywodraeth. Fel Llywodraethwyr ysgol ddwy ffrwd credwn yn gryf fod ein disgyblion sy'n derbyn eu haddysg drwy gyfrwng y Gymraeg yn haeddu'r un cyfleoedd yn union â'r rhai sy'n derbyn eu haddysg drwy gyfrwng y Saesneg. Mae'r cynigion yr ydych wedi'u nodi yn yr Ymgynghoriad yn dangos yn glir nad oes cydraddoldeb rhwng y sectorau.

Rydym yn ymwybodol bod Fforwm Penaethiaid Cyfrwng Cymraeg Caerdydd yn awyddus i sefydlu partneriaeth waith agos gyda'r Awdurdod Lleol i gwmpasu a gwireddu atebion creadigol ac ymarferol i'r heriau hyn a byddem yn eich annog yn gryf i agor y ddeialog hon heb oedi pellach.

Diolch am ystyried ein pryderon.

Yn gywir,

Aelodau Corff Llywodraethol Ysgol Gynradd Creigiau

Response to Cardiff Council's ALN Consultation

Dear Sir/Madam,

We, members of Ysgol Gynradd Creigiau Primary School's Governing Body, wish to express our deep concerns regarding your proposals to increase provision for learners with complex learning needs and autism spectrum conditions, as set out in the ALN Consultation.

Whilst we fully support the investment in resources for some of our most vulnerable learners in Cardiff we were surprised and disappointed to note that there was very little provision for pupils in Welsh Medium education.

We praise Cardiff County Council's commitment for prioritising excellent resources and securing investment in ALN thus creating a specialist workforce capacity to respond to the growing demand for provision in this area.

However, the lack of investment in ALN provision and resources within the Welsh Medium sector is clear in the proposals.

This consultation contradicts the recent WESP consultation which noted the Council's ambition to open three specialist units in Welsh Medium schools in the Primary sector and a further three SRBs in the Secondary sector.

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

We are concerned that investment in one section only will encourage parents/families to transfer ALN pupils to the English Medium sector where the choice and availability of facilities and resources are both superior.

We strongly believe that the Council has and is missing opportunities to extend ALN provision and resources in newly established Welsh Medium Primary Schools in the city. There is a clear need to invest in specialist bases within WM education in order to grow specialist ALN support within the workforce. This is already happening in the English Medium sector across the city.

It particularly concerns us that there is a lack of Autism support within the Welsh Medium Primary sector especially in relation to the establishing of an Autism support base in the secondary sector.

Whilst we understand that Welsh is not a protected characteristic under the Equality Act, a number of Local Authority's consider Welsh as part of that process. It is, therefore, disappointing to note that, while not a statutory requirement under the Equality Act, the summary of the Equality Impact Assessment (EIA) for this consultation (page 81) makes no mention of Welsh. We consequently query how these proposals are addressing the clear statutory requirements as set out in the Government's Welsh Language Standards. As Governors of a Dual Language school we strongly believe that our pupils who receive their education through the medium of Welsh deserve exactly the same opportunities as those who receive their education through the medium of English. The proposals you have set out in the Consultation clearly show that there is no parity between the sectors.

We are aware that the Forum of Welsh Medium Head Teachers is eager to establish a close working partnership with the Local Authority to scope and realise creative and practical solutions to these challenges and would strongly encourage you to open this dialogue without further delay.

Thank you for considering our concerns.

Yours sincerely,

Governing Body members of Ysgol Gynradd Creigiau Primary School

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

Ysgol Mynydd Bychan - Governing Body and Staff

26/01/22

Ymgynghoriad ar ddarpariaeth Anghenion Dysgu Ychwanegol Cyngor Sir Caerdydd

Mae Ysgol Mynydd Bychan yn gwbl gefnogol i nod Cyngor Sir Caerdydd i gynyddu niferoedd lleoedd o fewn ysgolion arbennig ac Unedau Anghenion Arbenigol i ddysgwyr 3-19 gyda anhawsterau dysgu cymhleth a chyflyrau awstistiaeth. Mae Ysgol Mynydd Bychan hefyd yn falch o weld bod gan y Cyngor dargedau cadarn i fuddsoddi yn y ddarpariaeth i ddisgyblion mwyaf bregus ein cymunedau a'r gynhaliaeth orau. Mae'n flaenoriaeth i dyfu arbenigaeth staff a chanolfannau arbenigol mewn meysydd o alw clir. Fe fydd sicrhau buddsoddiad ar y lefel hwn yn creu capasiti arbenigol o ran adnoddau a'r gweithlu i ymateb i'r galw cynyddol am ddarpariaeth yn y maes hwn.

Croesawn weledigaeth Caerdydd ar gyfer addysgu a dysgu yng Nghaerdydd yn 2030 sy'n gosod 'nod Hawl Dysgu, lle gall pob plentyn a pherson ifanc:

- gael mynediad at lwybrau priodol i gyfleoedd addysgu a dysgu
- ffynnu a chyflawni eu potensial
- gwireddu eu breuddwydion a'u huchelgeisiau unigol

Er mwyn gwella deilliannau dysgwyr mwyaf agored i niwed Caerdydd, â llawer ohonynt yn wynebu rhwystrau i ymgysylltu ag addysgu a dysgu, mae mynd i'r afael ag anghydraddoldeb yn allweddol.'

Ymfalchiwn bod Sir Caerdydd yn cydnabod, 'er mwyn ffynnu a chyflawni eu potensial, fod angen i blant a phobl ifanc sydd â'r anghenion dysgu ychwanegol cymhlethaf gael mynediad i amgylcheddau arbenigol ac arbenigedd ysgol arbennig neu Ganolfan Adnoddau Arbenigol.'

Nodir yn y ddogfen bod asesiad o'r effaith ar gydraddoldeb cychwynnol wedi'i wneud ac fe ddaeth i'r casgliad na fyddai'r newidiadau a gynigir yn effeithio'n negyddol ar unrhyw grŵp penodol mewn cymdeithas. Rhaid gofyn y cwestiwn ble mae'r ddarpariaeth Cymraeg? Noder bod adolygiad o'r asesiad yma yn mynd i ddigwydd ar adegau allweddol os aiff y cynnig yn ei flaen. Mae angen buddsoddi yn y sector cyfrwng Cymraeg er mwyn sicrhau darpariaeth gyfartal a chynhwysiant llawn o fewn ysgolion y sector.

Mae'r ymgynghoriad hwn yn gwrthddweud argymhellion ymgynghoriad CSGA Caerdydd lle sonir am agor tair ganolfan arbenigol gynradd a thair ganolfan arbenigol uwchradd.

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

Mae buddsoddi mewn un sector yn unig (Saesneg) yn annog teuluoedd / rhieni i symud plant ADY i gyfrwng sector Saesneg ble mae'r ddarpariaeth a'r buddsoddiad orau.

Mae angen awdit cyfoes a buan i anghenion disgyblion yn y sector cyfrwng Cymraeg cynradd. Mae'r ddogfennaeth yn dangos angen cynyddol o fewn y sector cyfrwng Saesneg, ond NID yn y sector cyfrwng Cymraeg – sut daethpwyd i'r canlyniad hwn a sut cafodd y sector cyfrwng Cymraeg ei gynnwys yn yr ymchwil?

Rydym yn pryderu am ddiffyg darpariaeth clir o ran iechyd a lles emosiynol ac ymddygiad o fewn y sector cyfrwng Cymraeg ar gyfer disgyblion Cam 4-5 (sydd ag anghenion y tu hwnt i ddarpariaeth prif ffrwd) yn ogystal â diffyg lle / ystafelloedd ar gyfer dosbarthiadau lles / maeth mewn sawl ysgol oherwydd poblogrwydd addysg cyfrwng Cymraeg a diffyg lleoliadau addas.

Mae diffyg clir o ran ystyried anghenion awtistiaeth o fewn y sector cynradd, yn enwedig wrth sefydlu canolfan arbenigol awtistiaeth o fewn yr uwchradd.

Mae angen:

- buddsoddi mewn canolfannau arbenigol er mwyn creu capasiti Anghenion Dysgu Ychwanegol cyfrwng Cymraeg o fewn y gweithlu fel sy'n digwydd o fewn canolfannau cyfrwng Saesneg ar draws y ddinas.
- rhaglen hyfforddi gyfoethog i sbarduno hyfforddiant ADY arbenigol o fewn y gweithlu cyfrwng Cymraeg ar bob lefel.

Nodwyd bod nifer y plant a'r bobl ifanc sydd angen lleoliad arbenigol o ganlyniad i'w hanableddau dysgu wedi bod yn cynyddu yng Nghaerdydd dros y 5 mlynedd ddiwethaf, mae hyn yn cynnwys plant sydd yn derbyn eu haddysg yn ysgolion cyfrwng Gymraeg. Mae'r cynigion a nodir yn y ddogfen ymgynghori yn ceisio gwella mynediad i addysg yn unol â'r egwyddorion cynhwysiant, rhaid sicrhau bod hyn yn cynnwys disgyblion ysgolion cyfrwng Cymraeg.

Collwyd cyfle euraidd i ehangu darpariaeth ac adnoddau ADY pan adeiladwyd tair ysgol gyfrwng Gymraeg newydd yn y ddinas sef Ysgol Glan Morfa, Ysgol Hamadryad ac Ysgol Glan Ceubal.

Gwelwyd twf yn y galw am addysg Gymraeg yng Nghaerdydd dros y ddeng mlynedd ddiwethaf, rhaid diolch i Gyngor Caerdydd am gynllunio a darparu ar gyfer y twf yma drwy agor ac adeiladu ysgolion newydd gyda rhai mewn cymunedau newydd. Gofynnwn nawr am gynlluniau tebyg ar gyfer y twf yn y nifer o balnt sydd yn ein hysgolion cyfrwng Cymraeg sydd angen y ddarpariaeth ADY orau mewn canolfannau sy'n cwrdd â'u hanghenion.

Edrychwn ymlaen yn eiddgar i gydweithio gyda Chyngor Caerdydd ar unrhyw gynlluniau a thargedau pendant sydd ganddynt.

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

Yn gywir,
Siân Evans
Pennaeth
Ysgol Mynydd Bychan
(ar ran aelodau'r Corff Llywodraethol a staff Ysgol Mynydd Bychan)

26/01/22

Cardiff County Council's consultation document on the provision for pupils with Additional Learning Needs

Ysgol Mynydd Bychan fully supports Cardiff County Council's aim to increase the number of places in special schools and special needs units for 3-19 learners with complex learning difficulties and autism conditions. Ysgol Mynydd Bychan is also pleased to see that the Council has firm targets to invest in the provision and support of the most vulnerable pupils in our communities. It is a priority to grow the expertise of specialist staff and centres in areas of clear demand. Securing investment at this level will create specialist resource and workforce capacity to respond to the growing demand for provision in this area.

We welcome Cardiff's 2030 vision for education and learning in Cardiff that 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
- thrive and fulfil their potential
- 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."

We are pleased that the Cardiff CC recognizes that, 'in order to thrive and fulfil their potential, children and young people with the most complex additional learning needs need to have access to the specialist environments and expertise of a special school or specialist resource centre.'

The document states that an initial equality impact assessment has been undertaken and concluded that the proposed changes would not negatively affect any particular group in society. The question has to be asked where is Welsh language provision?

It is noted that a review of this assessment is to take place at key points if the proposal goes ahead. Investment is needed within the Welsh Medium sector in order to ensure parity and equality of provision and full inclusion within WM schools.

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

This consultation contradicts the recent WESP consultation which noted the Council's ambition to open three specialist units in WM schools in the Primary sector and a further three SRB in the Secondary sector

Investment in one sector only (English Medium) encourages parents / families to transfer ALN pupils to the EM sector where the investment and resources are superior.

A recent and urgent audit is necessary in order to ascertain ALN within the WM sector (especially in the Primary sector). The documentation demonstrates a growing need within the EM sector but not in the WM sector. How was this conclusion reached and how was the WM sector included in this research?

There is a lack of clear provision in terms of emotional health and well-being and behaviour within the Welsh-medium sector for pupils at Stage 4-5 (who have needs beyond mainstream provision).

The lack of consideration of autism support within the WM primary sector is apparent especially in relation to establishing an autism support base in the secondary sector.

There is a clear need:

- to invest in specialist bases in order to grow specialist ALN support within the workforce. (As happens in EM sectors across the city).
- for a rich programme of specialist training opportunities within the WM sector.

It was noted in the consultation document that 'the number of children and young people requiring a specialist placement as a result of their learning disabilities has been increasing in Cardiff over the last 5 years', this surely includes children receiving their education in Welsh medium schools. The proposals set out in the consultation document seek to improve access to education in accordance with the principles of inclusion, it must be ensured that this includes pupils in Welsh-medium schools.

A golden opportunity to expand ALN provision and resources was lost when three new Welsh-medium schools were built in the city, namely Ysgol Glan Morfa, Ysgol Hamadryad and Ysgol Glan Ceubal.

The demand for Welsh-medium education has grown in Cardiff over the last ten years, Ysgol Mynydd Bychan wants to thank Cardiff Council for planning and accommodating this growth by opening and building new schools with some in new communities. We now ask for similar plans for the growth in the number of children in our Welsh-medium schools who need the best ALN provision in centres that will meet their needs.

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

We very much look forward to working with Cardiff County Council on any specific plans and targets that they have to develop ALN provision for pupils in Welsh medium schools.

Yours sincerely,

Siân Evans

Headteacher

Ysgol Mynydd Bychan

(on behalf of the Governing Body and staff at Ysgol Mynydd Bychan)

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

Ysgol Treganna – Governing Body

Annwyl Gyfaill,

I am writing on behalf of the governing body of Ysgol Treganna in response to the consultation on ALN. The governing body welcomes this investment in resources for some of our most vulnerable learners. There remain, however, some areas of concern :

- This consultation contradicts the recent WESP consultation which noted the Council's ambition to open three specialist units in WM schools in the Primary sector and a further three SRB in the Secondary sector
- Investment in one sector only (English Medium) encourages parents / families to transfer ALN pupils to the EM sector where the investment and resources are superior.
- Investment is needed within the Welsh Medium sector in order to ensure parity of provision and full inclusion within WM schools. Limiting the investment to one sector will encourage families to transfer ALN pupils to the EM sector where the investment and resources are superior.
- The documentation recognizes a clear growing need within the EM sector but not in the WM. Has the research been sufficiently thorough?
- There is a lack of clear provision in terms of emotional health and well-being and behaviour within the Welsh-medium sector for pupils at Stage 4-5 (who have needs beyond mainstream provision)
- Lack of space / classes in schools to establish nurture / wellbeing classes within most settings due to lack of spaces within WM schools

The consultation does not recognise :

- The lost opportunities of establishing new WM primary schools without due consideration and inclusion of ALN provision.
- Clear need to invest in specialist bases in order to grow specialist ALN support within the workforce. (As happens in EM sectors across the city).
- The comprehensive programme of specialist training opportunities needed within the WM sector.
- The lack of autism support within the WM primary sector.

Yn gywir,

Denise Williams
Chair of Governors
Ysgol Treganna

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

Ysgol Gymraeg Coed y Gof - Governing Body

31.01.22

Parthed: Ymgynghoriad ADY

Rydym eisiau cofnodi ein hymateb fel Corff Llywodraethol Ysgol Gymraeg Coed-y-Gof.

Rydym, fel Corff Llywodraethu Ysgol Gymraeg Coed-y-Gof, yn cefnogi llwyr y buddsoddiad yn y ddarpariaeth i ddisgyblion mwyaf bregus ein cymunedau. Hoffem ganmol bwriad y Cyngor Sir i fuddsoddi yn y gynhafiaeth orau ac yn gritigol i dyfu arbenigaeth staff a chanolfannau arbenigol mewn meysydd o alw clir. Mae sicrhau buddsoddiad ar y lefel hwn yn creu capasiti arbenigol o ran adnoddau a'r gweithlu i ymateb i'r galw cynyddol am ddarpariaeth yn y maes hwn.

Er hyn, hoffwn mynegi ein consyrn dwys am y diffyg darpariaeth arfaethedig Cymraeg ar gyfer ein disgyblion mwyaf bregus ac angehnus.

Credwn bod yr ymgynghoriad hwn yn gwrthddweud argymhellion ymgynghoriad CSGA Caerdydd lle sonir am agor tair canolfan arbenigol cynradd a thair canolfan arbenigol uwchradd. Mae buddsoddi mewn un sector yn unig (Saesneg) yn annog teuluoedd / rhieni i symud plant ADY i gyfrwng sector Saesneg ble mae'r ddarpariaeth a'r buddsoddiad orau. Mae angen buddsoddi yn y sector cyfrwng Cymraeg er mwyn sicrhau darpariaeth gyfartal a chynhwysiant llawn o fewn ysgolion y sector.

Mae angen awdit cyfoes a buan i anghenion disgyblion yn y sector cyfrwng Cymraeg cynradd. Mae'r ddogfennaeth yn dangos angen cynyddol o fewn y sector cyfrwng Saesneg, ond NID yn y sector cyfrwng Cymraeg, sydd ddim yn adlewyrchiad cywir o'r sefyllfa o fewn ein hysgolion.

Mae diffyg darpariaeth glir o ran iechyd a lles emosiynol ac ymddygiad o fewn y sector cyfrwng Cymraeg ar gyfer disgyblion Cam 4-5 (sydd ag anghenion y tu hwnt i ddarpariaeth prif ffrwd). Nid yw'r argymhellion yn mynd i'r afael a'r angen yma o gwbl.

Yn ogystal, mae diffyg lle / ystafelloedd ar gyfer dosbarthiadau lles / maeth mewn sawl ysgol oherwydd poblogrwydd addysg cyfrwng Cymraeg a diffyg lleoliadau addas.

Collwyd cyfleoedd i ehangu darpariaeth ac adnoddau ADY mewn ysgolion newydd cyfrwng Cymraeg yn y ddinas, ac mae angen buddsoddi mewn canolfannau arbenigol er mwyn creu capasiti ADY cyfrwng Cymraeg o fewn y gweithlu. Mae

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

angen rhaglen hyfforddi gyfoethog i sbarduno hyfforddiant ADY arbenigol o fewn y gweithlu cyfrwng Cymraeg ar bob lefel.

Mae diffyg clir o ran ystyried anghenion awtistiaeth o fewn y sector cynradd, yn enwedig wrth sefydlu canolfan arbenigol awtistiaeth o fewn yr uwchradd, yn yr argymhellion, ac mae angen cynllun mewn lle i sicrhau ein bod yn darparu addysg briodol ar gyfer pob unigolyn, a bod y ddarpariaeth ar gael yn y Gymraeg.

Nid yw'r Corff yn teimlo bod yr Awdurdod Lleol yn cyd-ymffurfio a gofynion y Ddeddf Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg (Cymru) o ran darpariaeth ADY sydd yn datgan: *"Bydd yn ddyletswydd ar awdurdodau lleol i gymryd pob cam rhesymol i sicrhau darpariaeth Gymraeg lle mae'n ofynnol ac, wrth adolygu CDUau, i ystyried digonolrwydd y ddarpariaeth ddysgu ychwanegol Gymraeg"*. O ganlynnu, gall hwn arwain at gynnydd yn anghydfod rhwng yr Awdurdod a rhieni, a chynnydd yn y nifer o achosion tribiwnlys oherwydd diffyg darpariaeth yn y Gymraeg.

Mae Fforwm ysgolion cyfrwng Cymraeg Caerdydd yn awyddus iawn i sefydlu partneriaeth agos rhwng y sector ac arweinyddiaeth yr ALL i ganfod datrysiadau creadigol ac ymarferol i'r heriau hyn. Gallai'r datrysiadau rhain esblygu'n arfer rhagorol ar gyfer y dyfodol.

Hoffwn i'r Cyngor Sir ail-ystyried yr argymhellion ac i gymryd ymlaen argymhellion yr adroddiad CSGA, yn ogystal â'r pwyntiau uchod, i sicrhau darpariaeth addas a theg i ddysgwyr Cymraeg y ddinas.

Yn gywir

Corff Llywodraethu Ysgol Gymraeg Coed-y-Gof

31.01.22

Re: ALN Consultation

As the governing body of Ysgol Gymraeg Coed-y-Gof, we would like to record our response proposed ALN provision in Cardiff.

As the Governing Body of Ysgol Gymraeg Coed-y-Gof we fully support the investment in provision for the most vulnerable pupils in our communities. We would like to commend the County Council's intention to invest in the best support and, critically, to grow the expertise of specialist staff and centres in areas of clear demand. Securing investment at this level creates specialist resource and workforce capacity to respond to the growing demand for provision in this area.

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

Nevertheless, we wish to express our deep concern at the proposed lack of Welsh language provision for our most vulnerable and needy pupils.

We believe that this consultation contradicts the recommendations of the Cardiff WESP consultation, which recommends the opening of three primary specialist centres and three secondary specialist centres. Investing in one sector only (English) encourages families / parents to move ALN children to an English medium sector where provision and investment is superior. There is a need to invest in the Welsh-medium sector in order to ensure equal provision and full inclusion within the sector's schools.

The ALN needs of pupils in the primary Welsh-medium sector need an up-to-date and timely audit. The documentation indicates an increasing need within the English-medium sector, but NOT in the Welsh-medium sector, which is not an accurate reflection of the situation within our schools.

There is a lack of clear provision for emotional health and wellbeing and behaviour within the Welsh-medium sector for Stage 4-5 pupils (who have needs beyond mainstream provision). The recommendations do not address this need at all.

In addition, many schools lack the space / rooms for welfare / nurture classes due to the popularity of Welsh-medium education and the lack of suitable placements.

Opportunities to expand ALN provision and resources in new-build Welsh-medium schools in the city have been missed, and investment is needed in specialist centres to create Welsh-medium ALN capacity within the workforce. A rich training program is needed to drive specialist ALN training within the Welsh-medium workforce at all levels.

There is a clear lack of consideration of needs of children with autism within the primary sector, and for the establishment of a secondary autism specialist centre, in the recommendations. The plan needs to ensure that we provide appropriate education for each individual, and that provision is available in Welsh.

The Governing Body does not feel that the Local Authority complies with the requirements of the Additional Learning Needs and Education Tribunal (Wales) Act with regard to ALN provision which states: *"Local authorities will have a duty to take all reasonable steps to ensure Welsh language provision where required and, in reviewing IDPs, to consider the adequacy of Welsh additional learning provision"*. As a result, this may lead to an increase in disputes between the Authority and parents, and an increase in the number of tribunal cases due to a lack of Welsh language provision.

The Cardiff Welsh-medium Schools Forum is very keen to establish a close partnership between the sector and LA leadership to find creative and practical

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

solutions to these challenges. These solutions could evolve into excellent practice for the future.

We would like the County Council to reconsider the recommendations and take forward the recommendations of the WESP report, in addition to the above points, to ensure suitable and equitable provision for the city's Welsh learners.

Sincerely

The Governing Body of Ysgol Gymraeg Coed-y-Gof

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**
Formal responses received

Ysgol Gyfun Gymraeg Plasmawr – School and Governing Body

21st January 2022

To whom it may concern

As a school we would like to respond to the ALN Consultation regarding provision across the city. We are delighted to see the increase in capacity and the significant funding which will hugely benefit our most vulnerable learners in Cardiff. It is welcomed and to be celebrated that there is such an increase in the number of special school and specialist resource base places for learners aged 3 – 19 with complex learning needs and autism spectrum conditions.

Whilst we welcome wholeheartedly the plans to establish a 30 place Specialist Resource Base at Ysgol Gyfun Gymraeg Glantaf alongside the existing 30 place SRB from Sept 2023 for Autistic Spectrum Disorder, we have concerns that the consultation contradicts the recent WESP consultation which noted the Council's ambition to open three specialist units in WM schools in the Primary sector and a further three SRB's in the Secondary sector.

As a Welsh medium setting we feel that the consultation gives the impression that there is considerably more investment in the English Medium Sector which potentially deters families with children with Additional Needs from considering Welsh Medium provision. We have had incidents in Plasmawr where parents or families decide to transfer ALN pupils to the EM sector where the investment and resources are superior. We feel as a board of governors that considerable investment is needed within the Welsh Medium sector in order to ensure parity of provision and full inclusion within WM schools.

As a school we would welcome working with the local Authority in ensuring that we have an accurate picture of needs in our Welsh Medium schools and ensure that appropriate provision is available for all learners.

As a priority we would be particularly interested in working with the LEA to look at how children with Emotional Health and Wellbeing difficulties are supported within the WM sector and are interested in looking at a structure within the Welsh-medium sector for pupils at Stage 4-5 who, potentially, may have needs that cannot be met in a mainstream setting. As a school we benefited hugely from working with the LEA in 2016 in establishing out Nurture provision within the school. This was supported by the LEA but we have also invested significantly in staffing the provision appropriately as a school. Moving forward we firmly believe that all Welsh Medium school should be supported in creating a similar provision to meet the needs of the majority of stage 4 –5 pupils. We are acutely aware that the greatest hurdle in ensuring this provision is physical space and funding within the Welsh Medium sector. However, we feel that in building new sites for the Court School and Greenhill, it is absolutely

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

crucial that an element of Welsh Medium provision is within the school enabling pupils who can no longer access WM education in the mainstream to have their education partly through the medium of Welsh.

As a school we firmly believe that there is a lack of specialist training opportunities within the WM sector due to the absence of more SRB provisions. Despite celebrating the new ASD SRB in Glantaf, we are concerned that the increasing need in the Primary sector has not been fully explored. A clear need to invest in specialist bases in order to grow specialist ALN support within the workforce seems crucial at the moment. A rich programme of specialist training opportunities is needed within the WM sector.

As a school we continue to be eager to continue with our collaborative work with the LEA leadership to scope and realise creative and practical solutions to these challenges, which could become a blueprint of outstanding practice for the future.

Yours sincerely

JOHN HAYES
Headteacher

CATRIN PALLOT
Deputy Headteacher

BOARD OF GOVERNORS

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

Cardiff Governors Association

Good afternoon,

As Chair of Cardiff Governors Association, I write to offer my full support for the current SOP plans for extending ALN provision within the city. Obviously, each individual Chair of Governors involved will represent the views of their own governing body.

There is a clear and defined need for more ALN provision across all areas of the city. This will only rise over time. My main concern going forward is meeting this increased need in a strategic and holistic way. Patently the closer to home appropriate and best provision on an individual basis is, the better for all stakeholders, especially the children and young people at the heart of all we do. It is vital the LA align the replacement Local Development Plan with SOP proposals to ensure that the correct, user-friendly, infrastructure is in place before we are expecting the implementation of new school places. Habits, once formed, are very hard to change. We need to balance meeting the rights of all our children and young people, in line with UNCRC and FGWBA with other corporate goals such as One Planet Cardiff, Cardiff 2030 and Child Friendly City status.

Cardiff Governors Association works hard with governor colleagues across the city to raise issues and concerns for us all to consider and urges colleagues to participate in discussion and consultation exercises and consider the broader city-wide and Wales-wide landscape within education. We will continue to collaborate with the LA to be a critical friend.

Kind regards

Karen Dell'Armi

COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

Formal responses received

Merched y Wawr

Annwyl Swyddog,

Ymgynghoriad Cyngor Caerdydd ar ADY

Diolch yn fawr am yr ymgynghoriad ar y cynllun ADY a diolch am y cyfle i ymateb.

Rydym yn falch o weld y sylw i wella y ddarpariaeth ac rydym yn cefnogi yn llwyr eich ymrwymiad i gynyddu'r buddsoddiad ar gyfer disgyblion mwyaf bregus ein cymunedau. Rhaid hefyd canmol yr ymrwymiad i dyfu arbenigedd staff a chael cyfuniad gwell o ganolfannau arbenigol ac hefyd unedau o fewn ysgolion prif-ffrwd ledled y ddinas. Mae hyn yn bwysig.

Yr hyn sydd fodd bynnag yn destun pryder, wrth ddarllen y ddogfen ymgynghoriad, yw'r diffyg sylw digonol i gynyddu y ddarpariaeth cyfrwng Cymraeg. Mae hyn yn fater o ofid mawr i rieni a theuluoedd sydd yn dymuno i'w plant gael addysg cyfrwng Cymraeg.

Mae'r ddogfen yn cyflwyno model ble mae buddsoddiad cynyddol yn y sector cyfrwng Saesneg ond heb yr un cynnydd yn y ddarpariaeth cyfrwng Cymraeg. Mae hynny yn creu sefyllfa sydd yn gorfodi teuluoedd i symud plant gydag anghenion dysgu ychwanegol i ysgolion cyfrwng Saesneg ble mae darpariaeth gwell, gan achosi straen ac anghyfartaledd ychwanegol ar deuluoedd cyfrwng Cymraeg. Mae hyn yn groes i amcanion y Llywodraeth ac hefyd yn groes i argymhellion ymgynghoriad CSGA/WESP Caerdydd.

Rhaid buddsoddi yn y sector cyfrwng Cymraeg hefyd er mwyn sicrhau darpariaeth gyfartal a di-rwystr sydd wir yn dangos tystiolaeth o bolisi cynhwysol.

Mater o syndod oedd gweld mai data am yr ysgolion cyfrwng Saesneg yn unig a gafwyd yn y ddogfen ac nad oedd unrhyw gyfeiriad at ddata y sector cyfrwng Cymraeg. Argymhellir, felly, bod gwaith yn cael ei wneud ar unwaith i gasglu data ynglŷn ag anghenion a phrofiadau plant yn y sector cyfrwng Cymraeg cynradd a bod hyn yn cael ei gyflwyno a'i drin fel rhan o'r gwaith ymgynghori a chynllunio. Ar hyn o bryd nid yw'r profiadau yma yn cael eu hadlewyrchu yn y ddogfen ac eto mae anghyfartaledd dybryd yn wynebu plant ag anghenion addysg ychwanegol sy'n dewis addysg cyfrwng Cymraeg – diffyg lle, diffyg adnoddau, diffyg darpariaeth arbenigol. Collwyd cyfleoedd enfawr gan Gaerdydd i beidio cryfhau y cyfleoedd a'r ddarpariaeth yn yr ysgolion cynradd newydd cyfrwng Cymraeg a sicrhau cyfleoedd hafal ar draws y ddinas. Wrth sefydlu canolfannau awtistiaeth ar gyfer y sector uwchradd rhaid hefyd cynllunio ar gyfer gwell darpariaeth ar gyfer awtistiaeth yn y sector cynradd cyfrwng Cymraeg.

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

Mae'n bwysig sicrhau rhaglen hyfforddi gyfoethog cyfrwng Cymraeg i'r staff cyfredol ac i ddenu athrawon a gweithwyr arbenigol cyfrwng Cymraeg, gan gynnwys sicrhau mwy o ddarpariaeth ar y cyrsiau seicoleg proffesiynol.

Gobeithiwn yn fawr y byddwch yn ystyried o ddifrif y sylwadau hyn wrth i chi fireinio y dystiolaeth ac wrth gynllunio ar gyfer darpariaeth addysg anghenion ychwanegol sy'n rhan o'ch ymrwymiad i Gaerdydd ble mae'r Gymraeg yn fyw ac yn rhan o bob elfen o bolisi.

Yn ddiffuant

Dr Rosina Davies (Cadeirydd Cangen Caerdydd Merched y Wawr)

Dear Officer,

Cardiff Council's consultation on ALN

Thank you very much for the consultation on the ALN scheme and thank you for the opportunity to respond.

We are pleased to see the attention to improving provision and fully support your commitment to increasing investment for the most vulnerable pupils in our communities. The commitment to growing staff expertise and having a better combination of specialist centres and also units within mainstream schools across the city is also to be commended. This is important.

What is worrying however, when reading the consultation document, is the lack of adequate attention to increase Welsh-medium provision. This is a matter of great distress to parents and families who wish their children to receive Welsh-medium education.

The document presents a model where there is increased investment in the English-medium sector but without the same increase in Welsh-medium provision. That creates a situation that forces families to move children with additional learning needs to English-medium schools where there is better provision, causing additional stress and inequality on Welsh-medium families. This is contrary to the Government's objectives and also contrary to the recommendations of the Cardiff's WESP consultation.

Investment must also be made in the Welsh-medium sector to ensure equal and barrier-free provision that truly shows evidence of inclusive policy.

It was surprising to see that the document contained only data on the English-medium schools and that there was no reference to Welsh-medium sector data. It is

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

recommended, therefore, that work is undertaken immediately to collect data on the needs and experiences of children in the primary Welsh-medium sector and that this is introduced and treated as part of the consultation and planning work. At present these experiences are not reflected in the document and yet there is a serious disparity facing children with additional education needs who choose Welsh-medium education – lack of space, lack of resources, lack of specialist provision. Cardiff missed huge opportunities to strengthen the opportunities and provision in the new Welsh-medium primary schools and to ensure equal opportunities across the city. In establishing autism centres for the secondary sector there must also be planning for better provision for autism in the Welsh-medium primary sector.

It is important to ensure a rich Welsh-medium training programme for current staff and to attract Welsh-medium teachers and specialist workers, including securing more provision on the professional psychology courses.

We very much hope that you will take these comments seriously as you refine the evidence and when planning for additional needs education provision that is part of your commitment to Cardiff where the Welsh language is alive and part of all elements of policy.

Sincerely

Dr Rosina Davies (Chair of Merched y Wawr's Cardiff Branch)

This page is intentionally left blank

Summary of the responses received an appraisal of views expressed

1. The points of view received as part of the consultation are set out in *italics* below and have been grouped according to the points raised where appropriate.
2. The Council's response to each point can be seen underneath, under the heading "Appraisal of views expressed."

Responses received for Moorland Primary School Specialist Resource Base provision

3. Formal responses were received from:
 - Estyn
 - Moorland Primary School Governing Body
 - Moorland Primary School Headteacher

Estyn

4. A response from Estyn included the following points: (a copy of the full response can be seen at Appendix 6)
 - *The council has provided a clear rationale for the proposal. It refers to the fact that the number of pupils with severe and complex needs, who need a place in a special school or specialist resource base has continued to grow in recent years. In addition, it asserts that the location of SRBs and wellbeing classes is not well distributed across the city.*
 - *It is Estyn's view that this proposal is likely to at least maintain the standard of education provision in the area. However, there are ways in which this proposal could be strengthened.*
 - *The council intends to incorporate providing accommodation for the SRB as part of the planned redevelopment works at Moorland primary school. This appears to be a fair and appropriate approach.*
 - *The council has provided some detail as to how the proposal would be funded. However, it lacks any significant information that details whether any savings will be made as a result of the proposal. For example, through a reduction in numbers of pupils being placed out of county. The council has provided sufficiently detailed descriptions of the proposal and the projected timetable for statutory procedures. However, there is no indication of*

timescales for implementation of the proposal, and any proposed interim arrangements, which might be necessary for their implementation

- The council has suitably outlined the benefits and potential disadvantages of the proposed changes. The benefits include increasing the number of specialist resource places for primary aged learners with complex learning needs to contribute towards meeting projected demand and that some pupils would have shorter travel distances to access specialist provision. The potential disadvantages include the difficulties faced by some ALN pupils due to the changes and the potential for increased traffic congestion. The council has outlined mitigation measures to address the potential disadvantages. These appear to be fair and reasonable. In addition, the council has identified one risk related to development constraints associated with the proposed changes and appear to have sufficient mitigation to address this risk if needed.*
- The council has sufficiently considered the impact of the proposal on travel arrangements. The proposed SRB on the site of Moorland Primary School would reduce the distance travelled to school for children in Adamsdown and Splott who require placement in an SRB and who currently travel to other areas of the city. As there would be a small number of children arriving by free home to school transport, the council intends that appropriate facilities for drop-off and pick-up will be provided as part of the proposals. The council iterates that there are no planned changes to the council's policies on admission arrangements and learner travel arrangements.*
- The council states that an initial equality impact assessment has been carried out and that it concluded that the proposed changes would not negatively affect a particular group in society. However, no details of this assessment have been provided.*
- The council states that a community impact assessment has been undertaken for these proposals and provides a link to this assessment. However, there is no such document at this link. Also, no comment is made as to the findings from this community impact assessment.*
- The consultation paper makes no reference to the impact of this proposal on Welsh medium provision within the local authority or how this the proposal would support the targets in the local authority's Welsh in Education Strategic Plan (WESP). It talks generally about Welsh medium education in Cardiff and references some Welsh medium schools. It is unclear therefore how this proposal will impact on Welsh speaking pupils with ALN.*
- The council has suitably considered the impact of the proposal on standards, teaching and learning experiences, care support and guidance and leadership and management. It has concluded that the proposal is not*

expected to have any negative impact on standards of education or teaching and learning experiences. In addition, it intends to work with the leadership of the school to help improve and sustain support, care and guidance and ensure that changes are planned carefully so that leadership and governance are not disrupted.

- *The council states that the proposal is not expected to have any negative impact on the quality of standards of education or the delivery of the foundation phase and each key stage of education at the school as a result of the proposed changes. This seems to be fair and reasonable.*
- *The council has suitably considered the impact of the proposal on vulnerable groups of pupils including those who have ALN, those who receive free school meals and those who have English as an additional language. It has stated that those who have ALN would be supported to enable them to adapt to the changes proposed and that there is no information available to suggest that the proposals would have a negative effect on the other vulnerable groups of pupils.*
- *The council has not provided any specific details relating to potential disruption to pupils as a result of this proposal, however it talks more generally about ensuring that the curriculum continues to be delivered and that high education and safety standards are maintained.*

Appraisal of views expressed

5. The Council acknowledges the conclusions of Estyn on the overall merits of the proposals.
6. The Moorland Early Years Unit is to be partly funded by a Welsh Government Flying Start grant, with the remainder to be funded from the Education Asset Renewal budget with additional funding to be made available through the Invest to Save allocation of the capital budget for schools.
7. Whilst there are a number of existing specialist settings across Cardiff, there are not enough places available. The number of children who would benefit from a place is projected to increase over coming years. As there are not enough special school places in Cardiff, the Council has also funded some places at special schools in other Council areas or in independent schools. The total spend on these places was £6.3m in 2020/21. The budget for 2021/22 for these types of places is currently set at £7.3m.
8. The establishment of additional provision within Cardiff will allow for children to be educated closer to home and to maintain links with their local communities.

The proposals consulted on represent a significant capital and revenue investment which will be partly funded by a reduction in out of county costs.

9. Following discussions with the school it has been agreed that subject to the proposals being determined to proceed, the proposed start date for the new provision would be put back to September 2023. This would allow sufficient time for the necessary building works to be completed and for staffing arrangements to be progressed.
10. 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 however been changing over the last 4-5 years, with schools reporting an increased incidence of additional learning needs, in all areas of need.
11. A review of additional learning needs 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.
12. 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.
13. 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.
14. 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.
15. 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.
16. Following engagement sessions with members of Cardiff's Welsh Education Forum in summer 2021, the Council formally consulted on its draft Welsh in Education Strategic Plan (WESP) 2022-2032 between 15 October 2021 and 13 December 2021.
17. Links to the plan (including the full draft WESP, the easy read summary version and the Trajectory for Growth) and survey webpage were circulated to statutory

stakeholders including Cardiff schools and Cardiff's Welsh Education Forum member organisations.

18. The draft WESP sets out the strategy for the development of Welsh-medium additional learning needs provision and proposals would be brought forward as part of the implementation of the Council's Welsh in Education Strategic Plan following agreement of the strategy by the Welsh Government and formal adoption by the Council later in 2022.
19. The ongoing development of additional learning needs provision including new and existing provision will be kept under review to ensure proposals are brought forward in a strategic and holistic way that takes into account the needs of all of our learners and reflects the additionality required to ensure parity in the Welsh-medium sector as new places are delivered throughout the proposed WESP.
20. 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.
21. Any building work carried out would be managed effectively in consultation with the school to ensure that the curriculum continues to be delivered and that high education standards and safety standards are maintained.

Governing Body of Moorland Primary School

22. The Moorland Primary School Governing Body submitted their response via email. (A copy of the full response can be seen at Appendix 6)
 - *Moorland Primary School Governing Body welcomes the opportunity to help improve and increase the availability of access to specialist environments to help meet the needs of children and young people with additional learning needs. Moorland prides itself in its inclusive ethos and understands providing an appropriate environment for children with additional learning needs will help them thrive and become the best that they can be. The addition of a Specialist Resource Base within Moorland Primary is welcomed by the Governing Body and would be a positive addition to this area of Cardiff where often children with additional learning needs have long travel times to get to school.*
 - *We feel strongly that in order to facilitate a smooth transition for children and families and to limit unnecessary disruption to all learners, KS2 learners within the planned allocation of SRB places, should begin their journey with Moorland once building work is complete in the main building. Foundation stage learners should join us once the new build early years unit is complete. Although we acknowledge there is a pressure for foundation stage ALN places we feel it will be very disruptive to the children and families to have two learning environment moves. We also feel strongly that all foundation phase children should have easy direct access to the outside*

environment and the new build will achieve this for all our foundation stage children. It is important to us that the families of our new children feel confident and the children can settle as quickly as possible and become part of the Moorland family.

- As part of this we want to ensure we have as smooth a transition as possible and will require funding in a timely manner in order to recruit appropriate staff regardless of any potential delays in building completion. This would need to include funding for a teacher to begin at Moorland for the second half of the summer term if the initial SRB class is to begin in September 2022. As a Governing Body we would want assurances the funding for additional places for the SRB and any other associated costs are 'ring-fenced' and in addition to our allocated budget not through making savings within it.*
- As a school we are keen to promote active travel and improvements to active travel routes would benefit all our children and community. We look forward to working with the council to achieve these improvements and make journeys to school safer and greener for us all. Our particular concern lies with the lack of safe pedestrian crossing at the Moorland Road entrance to the school. All pupils are faced with crossing a wide road with no pedestrian crossing or crossing between closely parked cars, neither of which is desirable and would be an added concern for ALN children joining us, particularly as they may not necessarily be arriving in cars/taxis if they live locally. As the SRB is proposed to open in September 2022 we would be keen for these measures to be planned and implemented in a timely manner in order to facilitate a smooth transition for our new pupils, encourage active safe travel and in turn help make Cardiff a greener, safer child friendly city.*

Appraisal of views expressed

23. The Council welcomes the Governing Body's support for the proposal.
24. Issues related to disruption are addressed at paragraph(s) 19 - 21.
25. The Council will support the school with transition planning. The specialist resource base would be fully funded and separate from mainstream funding which would be protected. This would ensure the school is able to employ suitably qualified and experienced staff at the appropriate time.
26. Some pupils in the Specialist Resource Base would qualify for free school transport and facilities for drop-off would be provided for this small number of vehicles.
27. The Council commends the school's desire to promote active travel and make the school safer. The proposals will include measures already identified by a

Transport Statement to maximise active and sustainable travel to improve conditions for pedestrians near the school.

28. A review of parking and loading restrictions and the provision of a School Street on both the adjacent streets would improve safety by discouraging access by other vehicles and reducing congestion, parking and safety issues.
29. Further measures to encourage pedestrian and other active travel access will be provided with improvements to footways, crossings and access through the park.

Moorland Primary School Headteacher

30. The Moorland Primary School Headteacher submitted their response via email. (A copy of the full response can be seen at Appendix 6)
 - *As Headteacher of Moorland Primary School I welcome the opportunity to develop a specialist resource base in the school and recognise the need for such provision in this part of the city. We will work to ensure the base will offer high quality provision for children with additional needs and to ensure that the base becomes fully included in the life of the school.*
 - *Firstly, I am concerned about the proposal to use the room planned for KS2 provision for children in the Foundation Phase initially. The room is unsuitable for younger learners given it is upstairs and some distance from the outdoor provision we will need to enable children to access the Foundation Phase curriculum. The room is situated along a corridor and upstairs and sits between the Years 5 and 6 classrooms. I am also concerned about Foundation Phase children starting in this room and then having to make a transition to the new building once it is complete, especially if this transition is mid-year. This will be disruptive and very difficult for children and their families.*
 - *Secondly, I am keen to ensure that the opening of the resource base is well planned and arranged in a timely fashion. It will be important for the school to have sufficient notice to employ staff. I feel the school also needs a guarantee on funding in the situation of a member of staff being employed in advance of the base opening and then being delayed. The school should not be liable for staffing costs in the case of delays.*
 - *Thirdly, it is important that the increase in funding given to the school to house the resource base recognizes the considerable additional work load of ensuring twenty children with complex needs are included effectively in the school. The expansion represents a considerable increase in workload for the ALNCO in school and for the senior leadership team.*
 - *Fourthly, I have concerns about the classroom chosen for the KS2 resource base. The current plan seems to involve blocking off a significant amount of*

light to create a wet room and resource room. This will leave the classroom with only one small window which will make this a very dark classroom.

- *Finally, I would like to be reassured that the transport arrangements are very thoroughly considered. There is already considerable concern about the number of cars, taxis and a school bus that drop off outside the school. There is at present no safe crossings near the school and with a proposed increase in vehicles this is something that needs to be carefully considered.*

Appraisal of views expressed

31. The Council welcomes the Headteacher's support for the proposal.
32. Issues related to planning and transition are addressed at paragraphs 19 – 21 and 25.
33. Issues related to funding are addressed at paragraph 25.
34. Issues related to Moorland Primary School transport arrangements are addressed at paragraph(s) 27 – 29.

Responses received regarding the establishment of 11-19 Complex Learning Needs and Autism Spectrum Condition Specialist Resource Base provision during the consultation period

35. Formal responses were received from:
 - Estyn
 - Willows High School Governing Body
 - Llanishen High School Governing Body
 - Llanishen High School Headteacher
 - Ysgol Gyfun Gymraeg Glantaf Governing Body and Headteacher

Estyn

36. A response from Estyn included the following points: (a copy of the full response can be seen at Appendix 6)
 - *We welcome this proposal which sits alongside others and aim to achieve a more equitable provision to better meet the current and future additional learning needs of pupils, across the City.*
 - *We consider that the proposal is likely to, at least, maintain the standard of education provision in the area.*
 - *The proposals outline very clearly five broad principles that all schools and settings should aspire to and attain in effectively supporting pupils with additional learning needs... It is not clear however, if there is an overall*

framework that will help to ensure the realisation of the principles. An overall framework could be used also to guide and assist schools that are either establishing or developing specialist resource base provision. Neither is it clear what support or networks exist, or will be created, to support leaders and staff as they develop and embed effective practices in meeting the needs of pupils.

- *The proposer states that a joint review of health and specialist provision in Cardiff special schools and the pupil referral units is being carried out. However, it is not clear if the scope and outcomes of the review will benefit pupils in specialist resource bases across the city. Neither is it clear if the review will look at Welsh medium provision alongside English medium provision.*
- *The proposal gives appropriate attention to the current capacity and how it is unable to meet the demands for places for pupils with complex learning needs and autism spectrum condition and the deficit of places currently available.*
- *The proposer defines specialist resource bases as “a small class in a mainstream school for pupils with significant additional learning needs. All pupils attending a specialist resource base have a statement of SEN and are taught by specialist teachers and learning support assistants, and have opportunities to learn, play or socialise with other mainstream pupils...” It is unclear from the definition whether pupils, where appropriate, can access, with appropriate support where necessary, lessons alongside pupils that do not attend the specialist resource base. To comply with the Additional Learning Needs and Education Tribunal [Wales] Act the proposer needs to consider the admission of pupils with individual development plans.*
- *The proposal appears to provide effective opportunities for stakeholders, organisations, and members of the public to respond. This includes opportunities to access online public meetings. The process is clearly set out with timescales and how the consultation will be used.*
- *Statements made by the proposer for all schools about for example, teaching and learning experience and care, support and guidance are identical and do not provide a good enough account of how these are tailored to meet the specific additional learning needs of the pupils.*
- *The proposal considers suitable alternatives, for all schools, and outlines the possible benefits and disadvantages appropriately.*
- *The proposals consider appropriately the travel implications for pupils. All proposals foresee the likelihood of reducing travel time from home to school for some pupils. They also identify the need to further assess the suitability of drop-off and pick up point at each school site.*

- *The overall proposal considers the provision for the Welsh language but does not reflect the ambition laid out in the local authority's draft Welsh in Education Strategic Plan 2022-2032. The plan states that the authority aims to increase the number of secondary specialist places to be delivered in an SRB located at each Welsh-medium high school with different specialist needs in each base to achieve a level of specialist provision that is on a par with other sectors and responds appropriately to individual need. This proposal does not address this particular aim sufficiently well.*
- *The proposer states that there is an opportunity to employ specialist staff and to work more closely with specialist services in Cardiff. However, no further detail is provided and there is no guarantee that the opportunity will translate into a firm commitment or reality. The proposer further states that the pool of Welsh speaking ALN qualified and experienced teaching staff is limited in number, in comparison to the English sector. It goes on to state that any plan to develop Welsh medium specialist provision will need to be supported by an Additional Learning Needs Workforce Development Plan but lacks any detail or commitment about how this will come about.*
- *The proposer correctly asserts that pupils with additional learning needs may find change difficult. Other than recognising that change needs to be carefully planned, information on transition planning is very limited.*

Appraisal of views expressed

37. The Council acknowledges the conclusions of Estyn on the overall merits of the proposals.
38. The broad principles outlined in the consultation document reflect the approach the Council takes when developing ALN provision.
39. The Council provides a range of support to specialist settings including specialist staff, CPD support for staff to development, ALNCO forums, cluster ALNCO meetings, termly additional learning needs updates for Headteachers and regular updates for governing bodies.
40. The Council is currently working with the Health board to review services. This review will include consideration of specialist resource base provision in addition to special school provision
41. Pupils attending specialist resource base provision benefit from specialist curriculum which is tailored to meet their needs. However, where appropriate pupils access mainstream provision.
42. In line with the requirements of the Additional Learning Needs and Education Tribunal [Wales] Act, the transition to individual development plans is being progressed.

43. Issues related to Welsh-medium provision are addressed at paragraphs 10 – 19.
44. The Council continues to work with schools to identify appropriate transition arrangements for pupils with additional learning needs. These arrangements are dependent on individual need and are progressed as required. This support includes the provision/timing of funding, support with the recruitment and training of staff, the identification of needs and ongoing reviews.

Governing Body of Willows High School

45. The Willows High School Governing Body submitted their response via email. (A copy of the full response can be seen at Appendix 6)
- *We welcome the Councils objective of bringing this provision close to the pupils who will access it and live locally.*
 - *We welcome commitment from the Council that the day to day management and resourcing of the facility will not impact on the rest of the school but would like further clarification on ring fenced funding for the provision.*
 - *Cardiff's objective of providing complex learning needs provision across the city and in specialist resource bases will have a really positive impact on the pupils involved and we welcome this.*
 - *This provision would be best introduced as part of the new Willows buildings as, despite the published PAN number there is insufficient space in the school.*

Appraisal of views expressed

46. The Council acknowledges the Governing Body's support for the proposal.
47. The specialist resource base would be fully funded and separate from mainstream funding which would be protected.
48. The Council is working with the school to identify suitable accommodation for the specialist resource base. Admissions to the base by the Council would be phased, and the school would not therefore require accommodation for 30 learners at the time of implementation.
49. If the proposal proceeds to implementation, the Council would work with the school to develop a better understanding of the specialist resource base provision across the wider school community.

Governing Body of Llanishen High School

50. The Llanishen High School Governing Body submitted their response via email. (A copy of the full response can be seen at Appendix 6)

- *Following our consultation meeting with officers on 17th January, as Chair of the Governing Body, I can confirm our support of the plans to formalise the extended provision offered currently within the Specialist Resource Base to 45 students at Llanishen High.*
- *We are already ensuring appropriate staffing and have considered all health and safety aspects of integration into daily routines and school life at Llanishen. We have already considered our active travel plans and incorporated this provision. We do however, have some concerns over the drop off and pick up area as well as the knock on impact on on-site parking. Many of these pupils will require dropping off and picking up by designated transport, often on a 1:1 basis. As such, our overall school transport and forecourt area will require a redesign to be fit for purpose and safe for all users, especially the SRB students.*
- *We have excellent provision and are open to opening up this resource city-wide for the benefit of all students, we just need to ensure health and safety is paramount as is the ease of transition – managing change can be difficult for these students and their families. As a fully inclusive local comprehensive school, we would want to serve the needs of the local community first and foremost.*

Appraisal of views expressed

51. The Council welcomes the Governing Body's support for the proposal.
52. With the potential increased demand for Learner Transport for Specialist Resource Base pupils, the site would be reviewed to ensure suitable and sufficient facilities for drop-off and pick-up are provided within the site to accommodate the appropriate numbers of vehicles and improvements made if necessary. Modifications may also be needed to the school access.

Governing Body and Headteacher of Ysgol Gyfun Gymraeg Glantaf

53. The Ysgol Gyfun Gymraeg Glantaf Governing Body and Headteacher submitted their response via email. (A copy of the full response can be seen at Appendix 6)
 - *We welcome the publication of the documentation of Cardiff City and County Council's consultation on plans to increase and improve specialist education resources across the city. This is an investment for vulnerable learners and those who already face significant challenges in life that the council can be truly proud of. In addition, I would agree entirely that the demand for these specialist provision to more complex needs, particularly within mental health and emotional well-being needs, has increased very noticeably in recent years.*
 - *The County Council's ambition and aspiration to respond to need and growth are to be fully embraced by ensuring the best possible places and*

environment in 21st Century Schools. By taking this approach, the Council promotes inclusion, care and ambition for pupils and families facing practical and complex challenges. We as a body would be pleased to see these schemes significantly alleviate and support those individuals in the coming years.

- We welcome this investment in the Centre, which will secure resources and a dedicated centre for our learners for the future. However, the timetable is too ambitious, and it is highly unlikely that the new Centre will be open by September 2023. We ask for practical support to improve the resources of our existing Centre to meet the needs of our pupils until the new Centre is open. This is particularly the case for ensuring that we will be able to welcome and deliver appropriate provision for new learners in September 2022 and 2023.*
- Despite the intention to establish this Centre as a first step, we believe that failing to establish a similar centre for primary age pupils through the medium of Welsh is a fundamental weakness. It is likely to weaken our ability to ensure a consistent and caring learning pathway for autistic pupils from the Foundation Phase through KS2 and to the secondary specialist department. We fear that many autistic pupils will leave the Welsh-medium sector in the early years because of this deficiency. The establishment of a specialist primary age Centre to provide this key support in the early years in order support learners and their families should be looked at very soon. This would be similar to the autistic support that already exists within the English-medium primary sector in Cardiff.*
- Whilst as a Governing Body we welcome the investment in both Centres, the capacity of our existing campus and buildings needs close attention. As noted in the consultation, the suitability of the Glantaf buildings falls within Category C (although the Glantaf Centre on its own would likely fall within Category D). This shows that adaptations to existing buildings at Glantaf are unlikely to be a value for money investment, nor are they likely to be effective considering the school's current population and predicted numbers. The Authority's plans note that the numbers at Glantaf will still be under capacity in the coming years, but this is unlikely.*
- We therefore make it clear that this consultation should ensure sufficient investment not to reduce the capacity of existing school buildings, but rather to extend and expand our facilities and resources.*
- In welcoming the investment, we appreciate that the construction will mean the loss of a play area/football pitch and therefore note that the existing learning areas of the school should not be restricted as well. In addition the investment in specialist education should also be a means of improving and expanding resources for all pupils, by ensuring that there is easy access to share resources and ensure the benefit of the investment to all members of the Glantaf community.*

- *The consultation states a genuine ambition to improve specialist ALN facilities for all pupils. It is therefore extremely disappointing that there is no statement (with the exception of Glantaf's investment) to extend provision and support to pupils within Welsh-medium schools.*
- *Indeed this is strange given that the Cardiff WESP consultation indicates an intention to open an ALN Specialist Centre in three Welsh-medium primary schools and in all three comprehensive schools. The publication of strategic documentation that does not show consistency of direction in the area of Welsh language development creates confusion and undermines the trust of stakeholders.*
- *We would like to propose that county officers conduct an early audit of every pupil's initial school within Cardiff's specialist units and schools at this time. This would ascertain the percentage of pupils who started their learning journey in a Welsh-medium nursery or school before parents chose or had to move their child to English-medium or specialist education. We fear that many parents have to face practical pressures to transfer their child from Welsh-medium education because of a shortfall in resources or expertise, which then reduces opportunities and experiences for their son/daughter through the medium of Welsh. Such an analysis would be a valuable indicator not to measure current demand/provision within the sector, but to understand it in the context of what could be if the provision were available, local and suitable for all pupils. Our overriding fear from this significant investment (which focuses almost exclusively on English-medium specialist education), is that this will increase the pressure on parents to move their children and to have to choose English-medium education for their child.*
- *The consultation identifies the marked growth in specialist support needs in pupils' mental health and emotional well-being. However, there is no recognition that exactly the same growth/pressure is taking place in Welsh-medium schools as well as English-medium schools. There is no plan or intention to establish any Welsh-medium provision in this area within primary or secondary education. There is an urgent need to respond to this demand within Welsh-medium schools, which at times fail to provide adequately to the more complex welfare needs of our most vulnerable pupils.*
- *The next step is the need to increase Welsh-medium ALN provision to ensure that the sector is inclusive and able to welcome all pupils, whatever their ability. It is really unfortunate that it has not been possible to increase specialist education capacity with the opening of new primary schools within the sector over recent years, and we suggest that all new investments from now on should include plans to meet demand in ALN.*

Appraisal of views expressed

54. The Council welcomes the Governing Body's support for the proposal.

55. The Council will continue to work with the school in order to support them practically to improve the resources of the existing Centre to meet the needs of pupils until the new Centre is open. Cardiff runs extensive networking forums with regular ALNco meetings, IDP champions and cluster leads with a wide range of training. The Council also runs termly ALN updates for headteachers and provides regular updates to governing bodies.
56. Issues related to Welsh language provision are addressed at paragraph(s) 10 – 19.
57. As set out in the draft Welsh in Education Strategic Plan Welsh in Education Strategic Plan (WESP) 2022-2032 (Outcome 6), the Council with Monitor requests for transfer from Welsh-medium schools into the English-medium sector in the city and undertake further research where those that opt out of this sector have ALN IDPs in place to ensure an improved understanding of concerns appropriate reassurance and support is provided with a view to reconsideration to remain.
58. Discussions are ongoing with the school regarding the provision of new build accommodation for the existing specialist resource provision at the school and the proposed additional specialist resource base provision. The Council is committed to ensuring the provision suitable accommodation to support learning opportunities and the continued development of high quality additional learning needs provision at the school.

Responses received regarding the establishment of 3-19 Complex Learning Needs and Autism Spectrum Condition Specialist Resource Base provision during the consultation period

59. Formal responses were received from
 - Estyn
 - The Western Learning Federation Governing Body
 - Meadowbank Special School Governing Body
 - Meadowbank Special School Chair of Governors
 - Meadowbank Special School Staff
 - The Hollies Special School Governing Body
 - Springwood Primary School Staff and Governing Body

Estyn

60. A response from Estyn included the following points: (a copy of the full response can be seen at Appendix 6)
 - *We welcome this proposal which sits alongside others to try and achieve a more equitable provision to better meet the current and future additional learning needs of pupils, across the City.*

- *Estyn considers that the proposal is likely to, at least, maintain the standard of education provision in the area.*
- *The proposer defines specialist resource bases as “a small class in a mainstream school for pupils with significant additional learning needs. All pupils attending a specialist resource base have a statement of SEN and are taught by specialist teachers and learning support assistants, and have opportunities to learn, play or socialise with other mainstream pupils...” It is unclear from the definition whether pupils, where appropriate, can access, with appropriate support where necessary, lessons alongside pupils that do not attend the specialist resource base. To comply with the Additional Learning Needs and Education Tribunal [Wales] Act the proposer needs to consider the admission of pupils with individual development plans.*
- *The proposal appears to provide effective opportunities for stakeholders, organisations, and members of the public to respond. This includes opportunities to access online public meetings. The process is clearly set out with timescales and how the consultation will be used.*
- *The proposal involves providing new accommodation, adapting existing accommodation or extending buildings in all schools apart from at Ty Gwyn Special School, where a former youth centre will be adapted. The proposer explains that the development of these proposals is at an early stage and any detailed school design or site layouts would be considered later should the proposals be progressed. However, they have not considered the risks or disadvantages associated with the construction process, should the proposals go ahead. For example, appointing appropriate contractors, delays in project delivery and securing sufficient funding.*
- *Statements made by the proposer for all schools about for example, teaching and learning experience and care, support and guidance are identical and do not provide a good enough account of how these are tailored to meet the specific additional learning needs of the pupils.*
- *The overall proposal considers the provision for the Welsh language but does not reflect the ambition laid out in the local authority’s draft Welsh in Education Strategic Plan 2022-2032. The plan states that the authority aims to increase the “number of secondary specialist places to be delivered in an SRB located at each Welsh medium high school with different specialist needs in each base to achieve a level of specialist provision that is on a par with other sectors and responds appropriately to individual need”. It also aims to increase the “number of primary specialist places to be delivered in an SRB located in at least three (Welsh medium) primary schools that promote to the relevant secondary schools along with early intervention/wellbeing classes/ nurture classes distributed across the city to achieve a level of provision that is on a par with other sectors”. This proposal does not contribute to addressing this aim. The proposal also states that “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 15 primary aged learners in Welsh-medium schools who would benefit from placement in an Autism Spectrum Condition base". However, the proposal does not appear to address this need.

- The proposer states that there is an opportunity to employ specialist staff and to work more closely with specialist services in Cardiff. However, no further detail is provided and there is no guarantee that the opportunity will translate into a firm commitment or reality.*
- The proposer correctly asserts that pupils with additional learning needs may find change difficult. Other than recognising that change needs to be carefully planned, information on transition planning is very limited.*

Appraisal of views expressed

61. The Council acknowledges the conclusions of Estyn on the overall merits of the proposals.
62. Where appropriate pupils with additional Learning Needs will be able to access mainstream provision, particularly within autism provision bases. However, some pupils present with very complex needs and benefit more from a specific curriculum that meets their needs.
63. In line with the requirements of the Additional Learning Needs and Education Tribunal [Wales] Act, the transition to individual development plans is being progressed.
64. Issues related to Welsh-language provision are addressed at paragraph(s) 10 – 19.
65. HR People Services will work with the Governing Body to address the HR implications arising from the establishment/expansion of specialist provision 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 proposed changes will provide opportunities for school-based staff on the school redeployment register.
66. Additional Learning Needs provision in schools is tailored to meet specific needs. This differentiated specialist provision is planned and delivered by staff who are experienced and qualified to deliver good quality teaching and learning.
67. The Council continues to work with schools to identify appropriate transition arrangements for pupils with additional learning needs. These arrangements are dependent on individual need and are progressed as required. This support includes the provision/timing of funding, support with the recruitment and training of staff, the identification of needs and ongoing reviews.

The Western Learning Federation Governing Body

68. The Governing Body of the Western Learning Federation submitted their response via email. (A copy of the full response can be seen at Appendix 6)
- *The Governing Body recognises the need across the city for extra provision to support complex pupils, within the context of an additional ALN strategy. Governors are proud of the provision Ty Gwyn school currently provides and welcomes the opportunity for that provision to be extended to more pupils, within the context of the development of the Western Learning Federation. However, the Governing Body are clear that the proposed additional capacity must be properly planned and funded, to ensure that existing and new pupils continue to be experience excellent provision that enables them to meet their full potential.*
 - *In order to successfully accommodate the proposed additional pupils into the school who are complex and at times require a high level of intensive support, the Governing Body and Western Learning Federation leadership team are clear that we need a level of average pupil funding that is a true reflection of challenges of need at the school.*
 - *The current pupil banding descriptors and placement categories urgently require review so that the average pupil funding for the school can be maintained and sustained, in order to fully meet the needs of pupils and enable them to thrive and flourish.*
 - *Please can you outline how the Federation and the average pupil funding for Ty Gwyn School will be increased to achieve the following?*
 - *Appropriate and fit for purpose school organisation and leadership in the context of the Western Learning Federation.*
 - *A robust professional learning offer that caters for a wide variety of need. This will support a skilled workforce that is needed to meet demands of the complex learners intended to attend the setting.*
 - *Appropriate and sustained investment in specialist equipment needed to support the needs of learners.*
 - *A sustainable programme of improvements to the current environment.*
 - *Improvements to the school infrastructure.*
 - *In order to address workforce development across the setting an allocation of funding is required to meet the specialist requirements/training needs to ensure statements and Individual Development Plans (IDP's) and statutory requirements are met.*
 - *The current grant allocation the school does not reflect the specialist investment needed in our Teaching Assistants to carry out critical work with*

our pupils. Currently, this is being allocated via our core budget and is not in line with our mainstream settings.

- Please can you outline health and other specialist provision will be enhanced to ensure the needs of all pupils continue to be fully met within the setting?*
- As pupil numbers increase and given the complexity of pupils based on health and behavioural need, health and other specialist provision needs to be increased to match the increased capacity intended as part of the consultation document. The Governing Body would like a robust audit of current provision to both provide clarity on the demand and evidence what support would be needed in the event of the increased pupil numbers.*
- With the recommendations outline as part of the consultation document, how will the school be supported to develop its infrastructure around the complexity of on-site traffic management plans that will include a substantial number of vehicles on site as part of the school day and exit at the end of the day. The current facility for drop off and pick up was designed to meet the need of 120 pupils. What support will be in place to address this in light of a proposal for 240 pupils?*
- The proposals to take an additional 42 pupils would mean an additional six or seven classes, given the complex needs of our pupils. To achieve this, we would require additional classrooms and capacity the appointment of teaching support staff in place some months before the numbers of pupils increase. This is to allow detailed training of staff and the preparation of rooms for these additional pupils.*
- The complexity of our needs means that transitional space, the provision of intensive support and interim classes will be necessary to facilitate the re-modelling of the existing school provision.*
- Additional classes also require additional outdoor spaces and learning facilities to enable us to fully embrace into the new curriculum for Wales and excellent outdoor education to be provided. How will this be supported and achieved within the proposals?*
- The Governing Body is committed to ensuring that school facilities are available to support pupils and facilities during school holidays, including provision from external providers. What is the strategy by the Local Authority to support out of term time play provision for our pupils with a high level of complexity?*
- If come September 2022, we are asked to increase our pupil numbers, where are they supposed to go, knowing the current portacabins are not fit for our children? We have currently lost a coffee shop room facility and cookery room (to accommodate extra numbers of pupils allocated to the school in 2018).*

- *I think Ty Gwyn needs a period of stability to take stock on the current pupils and staff. I personally feel staff need time to adjust to our current school numbers.*
- *Funding, I have recently found out about the massive, short fall that our children receive compared to a similar school in the vale. Can I ask why this has not been looked at?*
- *If we as a Governing Body are asked to increase our numbers, I would want a definite answer on how many nurses, Occupational Therapists and Physios we would require as a minimum?*
- *I have a question as to why the jump to 240 additional pupils is for September 2022 and not gradual along with the projected increase in demand across Cardiff? I refer particularly to table 6 on page 19 of the consultation document.*
- *I was surprised as anyone about the C rating for the condition of Ty Gwyn, this seemed a little unfair it was only taking into account the refurbishment area of the Annex and not the rest of the school.*
- *Standards – page 21 of the document states that ‘the proposal is not expected to have any negative standards on the quality of standards of education at the school’. How has this been quantified? A 20% increase in numbers will mean a measurable decrease in the access of current pupils to facilities, such as the hydrotherapy pool, which is already limited by COVID-19 pandemic. There were also plans to re-open the coffee shop which I understand may not be possible if the increase in pupil numbers goes ahead, which is important to older children’s transition and for developing transferable skills to life outside school*
- *Transport – page 23 of document include two ‘benefits’ of the proposed change, one of them being ‘would ensure that some pupils living in Cardiff would travel shorter distances to access specialist provision. Surely there is a flip side to this in that if only some are travelling a shorter distance, then more are travelling a longer distance- which hasn’t been listed as a potential disadvantage?*
- *Transport- I disagree with the potential for a small increase in traffic around the school at the start and end of the day. It’s not a potential increase – it’s a definite increase and should be considered alongside the same on the whole Federation site, not just Ty Gwyn.*
- *Please can you confirm if the expectation that pupil numbers on roll will be at 240 from September 2022?*
- *Please can you outline the strategy for the improvements to the main car park at Ty Gwyn for entry and exit of pupils and also how the Council*

proposes to improve the service of drivers and escorts to meet the complex need?

Appraisal of views expressed

69. The Council welcomes the Governing Body's support for the proposal.
70. 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.
71. The Council continues to work with the Governing Body to ensure that suitable accommodation is provided for the increase in the number of pupils including the provision of additional classrooms, Hi/lv offices and Adult Services areas at the old Trelai Youth Centre..
72. An audit of current provision will be carried out with the school which will include consideration of class sizes. There are no plans to increase capacity beyond the current proposal. Admissions to the school by the Council would be phased, to support the sustainable growth of the school.
73. The Council will continue to monitor demand for additional learning needs and bring forward proposals as required.
74. The Council will continue to work with the Governing Body and the Health Board to ensure there is an appropriate level of health provision available to meet the needs of pupils.
75. With the expected increase in demand for Learner Transport, the site would be reviewed to ensure suitable and sufficient facilities for drop-off and pick-up are provided within the site to accommodate the appropriate numbers of vehicles and improvements made if necessary. Modifications may be required to the arrangement of spaces with additional lighting within the drop-off and pick-up area to better accommodate increases in numbers of vehicles.
76. The availability of out of term time play provision is outside of the scope of the proposal consulted on and will be considered separately.

77. The Governing Body of the Meadowbank Special School submitted their response via email. (A copy of the full response can be seen at Appendix 6)
- *The Governing Body 'broadly supports' the proposal to increase the NOR of pupils from 40 to 98 places from September 2022. Given the short indicative timeline's proposed, it is important that the increase of new classes is phased gradually. This will help the Governing Body and Senior Leadership Team to work strategically on any future staffing recruitment requirements.*
 - *The Governing Body welcomes the proposal for works to be undertaken to provide new accommodation and facilities, and adaptations of the existing accommodation.*
 - *The Governing Body seeks assurances from the Local Authority that the work to realise these ambitions of higher admission numbers and new accommodation are properly resourced and project managed. The Governing Body would like to see detailed project plans, including milestones, communication plans and risk registers associated with the project. We would welcome regular updates on progress and swift notification of any problems being encountered particularly anything which could lead to disruption to staff or the pupil's learning experiences.*
 - *The Governing Body acknowledges that the Local Authority will need to work closely with the school to identify the type of needs for the pupils. We feel this will help support the school with recruiting future teaching staff who will have the appropriate expertise, as well as provide training for existing teaching staff.*
 - *The Governing Body acknowledges that the Local Authority has no direct control over the Local Health Board. Notwithstanding that, the Governors wish to reiterate our view that there should be closer links with the Cardiff and Vale University Health Board and given the nature of the cohort of children attending Meadowbank we would like to see on-site health professionals who can attend to the specific needs of pupils and support them on their education journey with us.*
 - *The Governing Body also recognises the increased volume of traffic which will accompany an increase in pupil numbers. We would like further reassurances on the planning around how the higher number of vehicles will access, drop off/pick up and exit the site in an orderly and safe way. We will also want to ensure that we retain the goodwill of the local community and that the Local Authority plans this in a manner that is sympathetic to local residents and is planned in a sustainable and environmentally friendly way as far as that is possible.*

Appraisal of views expressed

78. The Council welcomes the Governing Body's support for the proposal.
79. If the proposal is agreed to proceed the Council would work with the Governing Body to ensure that suitable accommodation is provided for the increase in the number of pupils including detailed projected planning and regular engagement with the school.
80. The Council is continuing to work with the Governing Body and the Health Board to ensure there is an appropriate level of health provision available to meet the needs of pupils.
81. There are no plans to exceed the capacity beyond the current proposal. Admissions to the school by the Council would be phased, to support the sustainable growth of the school. The Council will continue to monitor demand for additional learning needs and bring forward proposals as required.
82. With the expected increase in demand for Learner Transport, the site would be reviewed to ensure suitable and sufficient facilities for drop-off and pick-up are provided within the site to accommodate the appropriate numbers of vehicles and improvements made if necessary.
83. Options to be explored are likely to include modifications which may be required to the school access with additional parking restrictions opposite the entrance to provide unobstructed access.
84. The proposal may require a Transport Statement which would identify measures to be included to maximise travel by sustainable modes. The Active Travel Plan for the school would also identify actions by the school and also any improvements to on-site infrastructure required to support, encourage and facilitate active travel to school.

Meadowbank Special School Chair of Governors

85. The Chair of Governors for Meadowbank Special School submitted their response via email. (A copy of the full response can be seen at Appendix 6)
 - *I am pleased that the proposal provides an exciting opportunity for a brand-new accommodation and facilities, and extensive adaptations of the existing accommodation.*
 - *I am pleased that the increase of NOR from 40 to 98 places, will allow the school to further enhance and grow its staffing team to support this. It is critical that the Local Authority continues to work closely with the school to identify the type of needs for the pupils. From a strategic perspective, this will help us ensure new classes are carefully organised by age and type of needs. This will also help us ensure that the school is recruiting teaching staff who will have the expertise to support the type of needs for the pupils, as well as provide further training to existing staff.*

- *It is disappointing that the Early Years Outreach is not being considered for further expansion at this moment in time. Given that the increase of children with additional learning needs will further expand in all specialist and mainstream settings in the future, I feel this ought to be looked at again. In this way, it will help further strengthen relationship links between all specialist and mainstream settings.*
- *I am concerned about the indicative timelines that have been proposed in readiness for the increase of NOR and modular accommodation. Whilst I am sure interim arrangements will be provided to accommodate the new cohort of children in September 2022, I would like assurance from the Local Authority that the programme of works will be properly resourced, and project managed. In this way, the project management team will be able to identify and resolve any complications without the need to disrupt the Headteacher's busy work schedule. I feel further progress updates from the Local Authority to Governors on a regular basis would be a great benefit.*
- *I would like some clarity on once the increase of 98 reaches capacity. Is it likely that there may be a further consultation exercise to further increase NOR, if the demand for additional learning needs provision continues to increase further? If so, how will this be managed carefully by the Local Authority?*

Appraisal of views expressed

86. The Council welcomes the Chair's support for the proposal.
87. 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.
88. The Early Years Outreach will continue to be funded by the Council and the Council will work with the school to ensure it is appropriate for the need.
89. Issues related to project management are addressed at paragraph 19 – 21 and 25.
90. Issues regarding future capacity are addressed at paragraph 81.

Meadowbank Special School Staff

91. The staff at Meadowbank Special School submitted their response via email. (A copy of the full response can be seen at Appendix 6)
- *The staff welcome the proposal to increase the NOR of pupils from 40 to 98 places from September 2022. It is also acknowledged that this would help to address the demand for specialist provision across Cardiff Local Authority. Although the proposal is to increase NOR to 98 pupils it should be noted that the school has already taken on extra pupils in 2021 with numbers currently sitting at 50 places. This increase in NOR has taken place within the current school building (albeit following some internal adaptations) which was only designed for an upper limit of 40 pupils.*
 - *Senior leaders must be re-assured that the new build project will be appropriately planned (in consultation with the Governing Body and Headteacher) and sustainably project managed (especially during holiday periods). The new building infrastructure should be fit for purpose providing a safe & stimulating multi-purpose environment to support the increase in ASD / complex learning need pupil numbers.*
 - *Staff should be commended by the way that they have had to cope with significant physical change to the existing building whilst accommodating a much wider range of complex pupils. The staff seek assurance from the Local Authority that the proposed adaptations and additions (to realise the ambition of higher admission numbers) are strategically & systematically planned, properly resourced and project managed. Staff would like to see detailed project plans (including proposed timescales), and risk assessments associated with the project. They would welcome regular updates on progress and swift notification of any problems being encountered particularly with regard to anything which could lead to disruption in the pupil's learning experiences.*
 - *Given the short timeline proposed it is important that the increase of new classes be phased in gradually. This will help the Governing Body and Senior Leadership Team to work strategically on future recruitment of staffing. Recruitment of specialist staff is becoming increasingly difficult with a limited pool of expertise to draw on. This is a huge concern as the school is dependent on skilled practitioners who can support pupils effectively and deliver a curriculum appropriate to our complex pupils needs.*
 - *The Local Authority will need to work closely with the school to identify whether the school can meet the needs of any further proposed pupils during this 'transition' time into the new build facilities as the school is currently stretched to full capacity. Whilst the building work is being completed the Local Authority has expressed a desire to continue to increase pupil numbers at Meadowbank. Further adjustment and modification of the current building will need to take place by August 2022 to accommodate any additional pupils prior to the new build. 3 current classrooms still have no outdoor provision at all meaning that the school is restricted in the pupils it can take during this period. Providing temporary accommodation will not be sufficient to meet all pupils needs and the*

Governing Body should not feel obliged to take them if leaders deem the provision is unsuitable.

- *The staff acknowledge that the Local Authority has no direct control over the Local Health Board. However, the staff wish to reiterate the view that there should be closer links with the Cardiff and Vale University Health Board given the nature of the cohort of children attending Meadowbank. We would like to request on-site health professionals that can support & attend to the specific needs of our more complex pupils.*
- *Staff recognise that an increased volume of traffic on site will accompany an increase in pupil numbers due to the need for additional staff. The current staff car park is already beyond full capacity. Staff would like further reassurance as to how a higher numbers of transport vehicles (car's taxi's and minibuses) will access, drop off/pick up and exit the site in an orderly and safe way. They also want to ensure that the school retains the goodwill of the local community and that the Local Authority plans this in a manner that is sympathetic to local residents and sustainable and environmentally friendly as far as is possible.*
- *Staff are fearful that the new building will be too 'detached' from the current school making it challenging to keep a whole school ethos. Staff worry about feeling isolated when working in a completely separate building, especially with a separate staffroom and remote playground areas. Staff request a physical linkage between the sites, making sure there are suitable covered pathways between the two buildings. This would also support the transport of hot food from the kitchen and the movement of pupils across the site to other well used spaces such as the soft play room, sensory room and regulation space. It is requested that these areas are covered to provide some shelter from the elements when moving around the site.*
- *Increasing numbers of pupils require sensory regulation. At present this provision (soft play room / sensory space) is shared (via timetabling) across classes. With increased numbers of pupils requiring these spaces can some mobile sensory equipment be provided as a 'stop gap' option? New classrooms will have to have the capacity to turn into multi-purpose sensory spaces to allow for this provision to be offered.*
- *All Meadowbank pupils require a Foundation Phase approach of 'learning through play' which is fundamentally supported by enhanced outdoor learning. Staff request that all outdoor areas be fully adapted & resourced (as directed by those practitioners that work with the pupils) to provide the best learning opportunities for pupils.*
- *Finally, many pupils are starting to become aware of the re-generation of the new site as preliminary works start to be undertaken. Can contractors work with the school to help the pupils understand what is happening at the back of the school?*

Appraisal of views expressed

92. The Council welcomes the staff's support for the proposal.
93. Issues related to project management are addressed at paragraph 19 – 21 and 25.
94. Issues regarding future capacity are addressed at paragraph 81.
95. The Council is continuing to work with the Governing Body and the Health Board to ensure there is an appropriate level of health provision available at the school.
96. Issues related to Meadowbank Special School transport can be seen at paragraphs 82 - 84.
97. The new build will be separate from the main building. The Council will continue to work with the school regarding logistics.
98. Any changes to the outdoor areas will be considered as part of the development of the proposal.
99. With any large project, the Council will ensure that pupils are able to input to the look and feel of the school as appropriate. As part of this there would be engagement sessions with the pupils and their teachers, along with safely managed visits to the construction site. The contract will have a significant element of social value that the contractor will be required to provide so this will involve the pupils with various activities. The exact nature of this will be determined once the contract has been awarded and will be planned in conjunction with the school.

The Hollies Special School Governing Body

100. The Governing Body at The Hollies Special School submitted their response via email. (A copy of the full response can be seen at Appendix 6)
 - *Although school is set up for 80 pupils it has crept to 117 to date and is all most at breaking point. Therefore the governors do not wish this number to be further increased until the infrastructure is fit for purpose and safe to support the increase in pupil numbers. It noted and acknowledged credit to staff for maintaining the status to date.*
 - *The FGB would welcome a strategic and planned approach to the proposed development which would need to be phased to support the expansion including*
 - *adjustment and modification of the building*
 - *the recruitment of teachers, TAs over a period of time allowing them to embed into the culture and ethos of the school*

- *the phased admission of additional pupils*
- *The Hollies Estyn report 2019 recommendation stated that the car park was unsafe as traffic on the school grounds at start and end of school day presented a risk to the safety of pupils, staff and visitors. Mindful of this concern, and with the anticipated further increase to the vehicles required to transport 150 pupils on the school grounds assurances that this safeguarding issue would be addressed is needed.*
- *Additionally if there are delays with the project for example new classrooms not being completed on time for new pupils there must not be any pressure on the school to admit these pupils in temporary accommodation or increase already established classes.*
- *In response to the Consultation the overall feeling of the FBG was that it supported the project. It recognised that it would allow The Hollies to provide a suitable and fit for purpose environment for both pupils and staff alike. The improvements to modernise the school building is welcomed and long overdue. Additionally, it would help to address the demand for specialist provision across the authority.*

Appraisal of views expressed

101. The Council welcomes the Governing Body's overall support for the proposal.
102. If the proposal is agreed to proceed the Council would work with the Governing Body to ensure that suitable accommodation is provided for the increase in the number of pupils. The school would benefit from new and improved facilities which would offset any potential impacts on pupils and staff.
103. Issues regarding future capacity are addressed at paragraph 81.
104. With the expected increase in demand for Learner Transport, the site would be reviewed to ensure suitable and sufficient facilities for drop-off and pick-up are provided within the site to accommodate the appropriate numbers of vehicles and improvements made if necessary.
105. Options to be considered include modifications to the school access and a re-arranged layout to accommodate increasing numbers and also address any safeguarding concerns.

Llanishen Fach Primary School

106. The staff at Llanishen Fach Primary School submitted their response via email. (A copy of the full response can be seen at Appendix 6)
- *At all times the school staff have been very much of the opinion that any expansion is not only a benefit to current and future SRB pupils but to the wider school community. In recent years, under the headship of Mrs Sarah*

Coombes, the SRB has developed into a valued and highly cherished part of the school community. The integral role 'the base' plays in providing a caring and rounded start for all our pupils, from integration into mainstream to fostering caring and supportive relationships within and between the SRB and mainstream classes, cannot be underestimated. Unsurprisingly then, the staff are wholeheartedly in favour of this development and look forward to welcoming new SRB pupils to our school in September 2023.

Appraisal of views expressed

107. The Council welcomes the support for the proposal.

Marlborough Primary School

108. A response from Marlborough Primary School included the following: (A copy of the full response can be seen at Appendix 6)

- *Having spoken to the head and in line with the response from our Governing body, we as a school are very happy with the work that has already been completed at Marlborough and feel that there is no need for consultation as the building work is done and the children are already in attendance.*

Appraisal of views expressed

109. The Council welcomes the school's support for the proposal.

Springwood Primary School Staff and Governing Body

110. The Governing Body and staff at Springwood Primary School submitted their response via email. (A copy of the full response can be seen at Appendix 6)

- *The governing body feel they should support the proposals and welcome the additional provision as set out in the documentation. Springwood welcomes the opportunity to support up to 28 pupils with additional learning needs as this very much fits with the schools ethos of supporting all children and providing them with every opportunity to develop and make the best of their talents.*
- *Through working closely with the local authority, the staff at Springwood are very aware of the growing and increasing need for specialist places across Cardiff and beyond.*
- *As an older school we would welcome further funding, as discussed at the meeting, to improve the fabric of our base classrooms and surrounding areas, so we can provide the best environment for these children to learn and thrive, especially to undertake outdoor learning, wherever possible.*

Appraisal of views expressed

111. The Council welcomes the Governing Body's support for the proposal.

112. Issues related to funding are addressed at paragraph 25.

Formal responses received during the consultation regarding Additional Learning Needs Provision

113. Formal responses regarding the overall provision for children and young adults with additional learning needs were received from:

- Ysgol Glan Morfa Headteacher and Governing Body
- Ysgol Melin Gruffydd Governing Body
- Ysgol Glan Ceubal Governing Body
- Ysgol Pencae Governing Body
- Ysgol Pwll Coch Governing Body
- Ysgol y Berllan Deg Governing Body
- Ysgol Gwaelod y Garth Governing Body
- Ysgol Nant Caerau Governing Body
- Ysgol Pen y Gores Governing Body
- Creigiau Primary School Governing Body
- Ysgol Mynydd Bychan Governing Body
- Ysgol Treganna Governing Body
- Ysgol Coed y Gof Governing Body
- Ysgol Plasmawr School and Governing Body
- Ysgol Glantaf Governing Body
- Cardiff Governors Association
- Merched y Wawr

114. Copies of the full response can be seen at Appendix 6.

115. *The responses from the Welsh-medium schools contained largely consistent content and outlined the following:*

- *acknowledge and welcome the proposals to increase capacity for the English-medium sector and fully support the provision for the most vulnerable pupils in our communities. However, there was a strong feeling that there is a lack of additional learning needs provision within the Welsh-medium sector and a disappointment that more changes were not proposed as part of this consultation.*
- *Furthermore, the view was expressed that this consultation contradicts the recent WESP consultation which noted the Council's ambition to open three specialist units in Welsh-medium schools in the Primary sector and a further three SRB in the Secondary sector.*
- *Concerns were outlined that by limiting the investment to one sector it encourages families to transfer ALN pupils to leave the Welsh-medium sector and move to English-medium schools where the investment and*

resources are currently viewed as being superior and better able to meet more complex or higher levels of need.

- *Investment is needed within the Welsh-medium sector in order to ensure parity of provision and full inclusion within Welsh-medium schools.*
- *The documentation recognises a clear growing need within the English-medium sector but not in the Welsh-medium with concerns expressed as to whether the research been sufficient to accurately reflect need presenting in Welsh-medium schools.*
- *Concerns were also expressed that there is a lack of clear provision in terms of emotional health and well-being and behavior within the Welsh-medium sector for pupils at Stage 4-5 (who have needs beyond mainstream provision) along with a lack of space to establish nurture/wellbeing classes.*
- *There was consistent view across the majority of the responses submitted by the Welsh-medium schools that there is a definite need for a greater number of Welsh-medium ALN places and that this is rising. In order to respond to this effectively there was a call for strategic and holistic planning which puts the children and families at the heart of all that we do consistent with our collective commitment to the UNCRC and FGWBA with other corporate goals such as One Planet Cardiff, Cardiff 2030 and Child Friendly City status.*

Response to the view expressed

116. The Council welcomes the expressions of support for the expansion of additional learning needs provision for children and young people city wide.
117. 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 however been changing over the last 4-5 years, with schools reporting an increased incidence of additional learning needs, in all areas of need.
118. A review of additional learning needs 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.
119. 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.
120. 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.

121. 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.
122. 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.
123. Following engagement sessions with members of Cardiff's Welsh Education Forum in summer 2021, the Council formally consulted on its draft Welsh in Education Strategic Plan (WESP) 2022-2032 between 15 October 2021 and 13 December 2021.
124. Links to the plan (including the full draft WESP, the easy read summary version and the Trajectory for Growth) and survey webpage were circulated to statutory stakeholders including Cardiff schools and Cardiff's Welsh Education Forum member organisations.
125. The draft WESP sets out the strategy for the development of Welsh-medium additional learning needs provision and proposals would be brought forward as part of the implementation of the Council's Welsh in Education Strategic Plan following agreement of the strategy by the Welsh Government and formal adoption by the Council later in 2022.
126. The ongoing development of additional learning needs provision including new and existing provision will be kept under review to ensure proposals are brought forward in a strategic and holistic way that takes into account the needs of all of our learners and reflects the additionality required to ensure parity in the Welsh-medium sector as new places are delivered throughout the proposed WESP.

**Provision for Children and Young People
with Additional Learning Needs (ALN):
Moorland Primary School Specialist
Resource Base and The Court Special
School – Research Findings**

Background

Cardiff Council is committed to inclusion.

The majority of learners with Additional Learning Needs (ALN) attend a local mainstream school, and benefit from effective Additional Learning Provision (ALP). These learners do not need to attend a special school or Specialist Resource Base.

However, the number of pupils with severe and complex needs, who need a place in a special school or specialist resource base has continued to grow.

Proposals

In order to respond to demand for additional learning needs places the Council consulted on proposals to

- Increase the capacity of The Court Special School from 42 to 72 places. The school would transfer to two sites, in new build accommodation on the site of Fairwater Primary School and to the current St Mellons, CiW Primary School site in Llanrumney, with 36 pupils on each site from September 2025.
- Establish a 20 place Specialist Resource Base (SRB) for primary aged children with Complex Learning Needs at Moorland Primary School from September 2022.

Methodology

- The survey was from 11 October 2021 – 17 January 2022, covering two proposals.
- A letter was sent to all parents of pupils in the schools affected, providing them with information explaining how to take part in the consultation.
- An e-mail was sent to a range of stakeholders, providing them with information explaining how to take part in the consultation.
- A communication campaign was conducted via social media

Responses

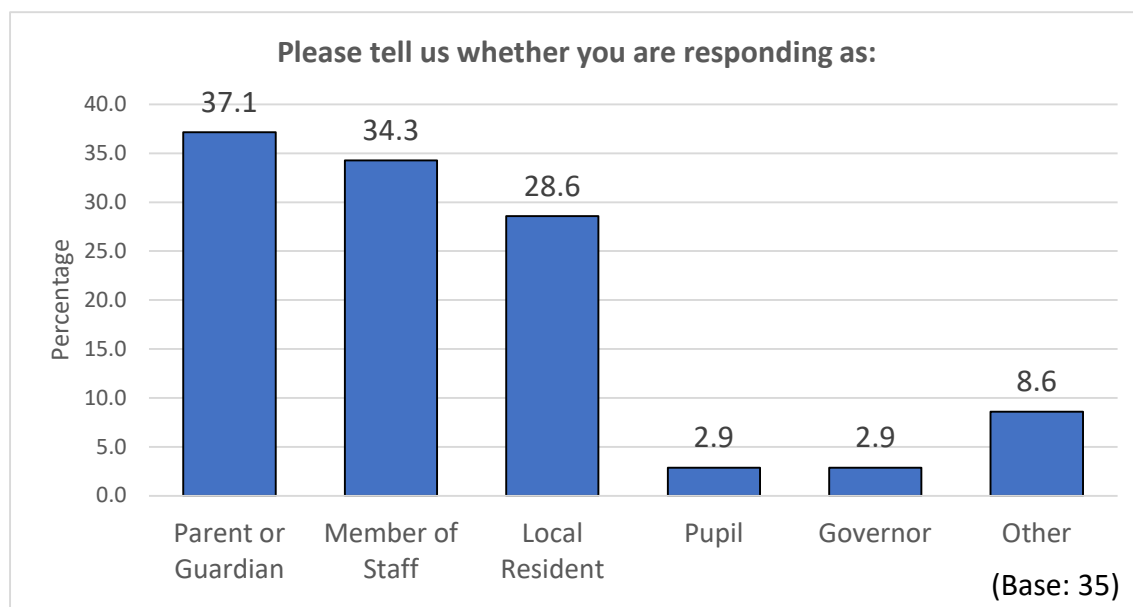
There were 35 responses received to the consultation. A total of 12 emails / letters were received in relation to the consultation, these can be viewed in Appendix A.

Complex Learning Needs and Autism Spectrum Condition Provision

Results

Please tell us whether you are responding as:

Parents or guardians (37.1%) made up the main cohort of responses to the survey. This was followed by a member of staff (34.3%) and local residents (28.6%).

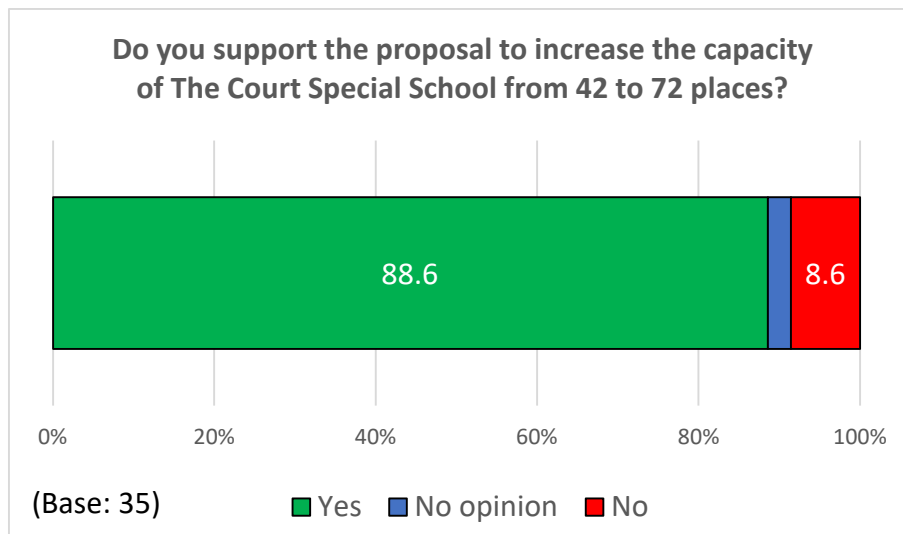


Please confirm which school/s you are affiliated with:

	No.	%
Moorland Primary School	7	31.8
Fairwater Primary School	4	18.2
The Court Special School	4	18.2
Other	6	27.3
None	1	4.5
Total Respondents	22	100.0

Do you support the proposal to increase the capacity of The Court Special School from 42 to 72 places?

Around nine in ten (88.6%) respondents support the proposal.



Please explain why:

Respondents were given the opportunity to explain their reasoning for supporting or not supporting the proposal. Sixteen respondents left feedback as to why they supported the proposal, whilst two respondents left feedback as to why they were against the proposals. A full breakdown can be viewed below:

Support for the proposal

- It is very important for specialist provision to continue being increased to support those children who may not be able to cope within a mainstream environment.
- Yes, but I foresee traffic issues on the road as pupils have a taxi to school. Furthermore it means that parents from Llanrumney can no longer access at Mellon's primary due to travel. This means even more driving across the city.
- More children get a space and the help they need.
- To meet the increased need for some of our most vulnerable learners to access specialist, nurturing provision.
- There are not enough places for the many children needing places in Cardiff. The wait for places is too long.
- Extra spaces is always positive.
- I actually would support not just the numbers but increasing the age limit of the school to 19.
- To support pupils who need the specialist support.
- There seem to be many more children needing special school places that are currently being educated in mainstream schools.
- Understand that there are more children with needs.
- To increase provision for children who need specialist care and intervention.
- Extra spaces are needed.
- There are not enough specialist places for children who desperately need them.
- The provision is needed - the expertise is needed.

Complex Learning Needs and Autism Spectrum Condition Provision

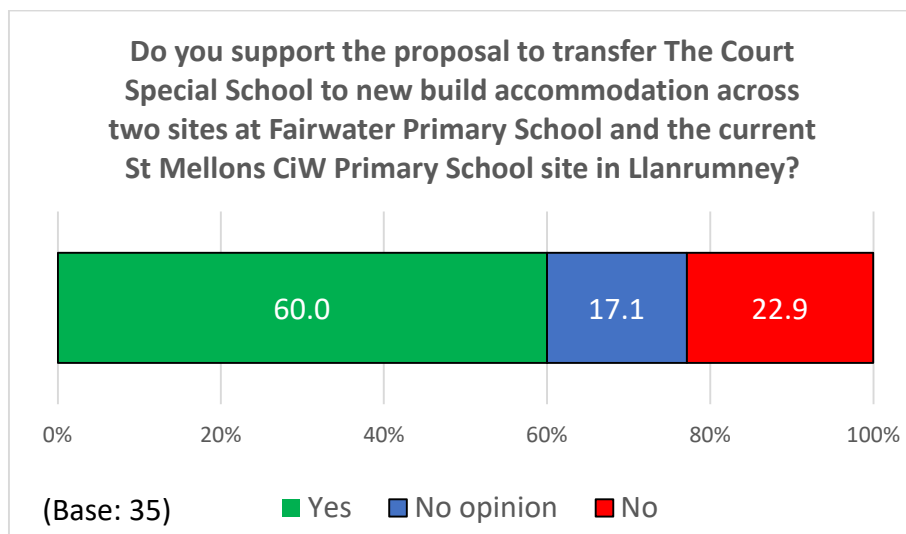
- Cardiff has too few spaces for primary pupils with behavioural challenges, so an increase is needed.
- The number of children with emotional needs causing extreme behavioural issues and requiring the specialist and more focussed support that can be provided by The Court School is rising annually and putting great strain on mainstream schools.

Against the proposal

- Although I understand there needs to be extra provision for ALN Fairwater site is not the correct place. This will affect the children when out playing and is very likely to cause disruption through unwanted behaviour so close to school premises.
- The court school is better off being a more specialised school with the current pupil numbers.

Do you support the proposal to transfer The Court Special School to new build accommodation across two sites at Fairwater Primary School and the current St Mellons CiW Primary School site in Llanrumney?

Three in five (60.0%) respondents support the proposal. However, if no opinion responses are removed from the analysis, then support rises to 72.4%.



Please explain why:

Respondents were given the opportunity to explain their reasoning for supporting or not supporting the proposal. Seven respondents left feedback as to why they supported the proposal, whilst a further seven respondents left feedback as to why they were against the proposals. A full breakdown can be viewed below / overleaf:

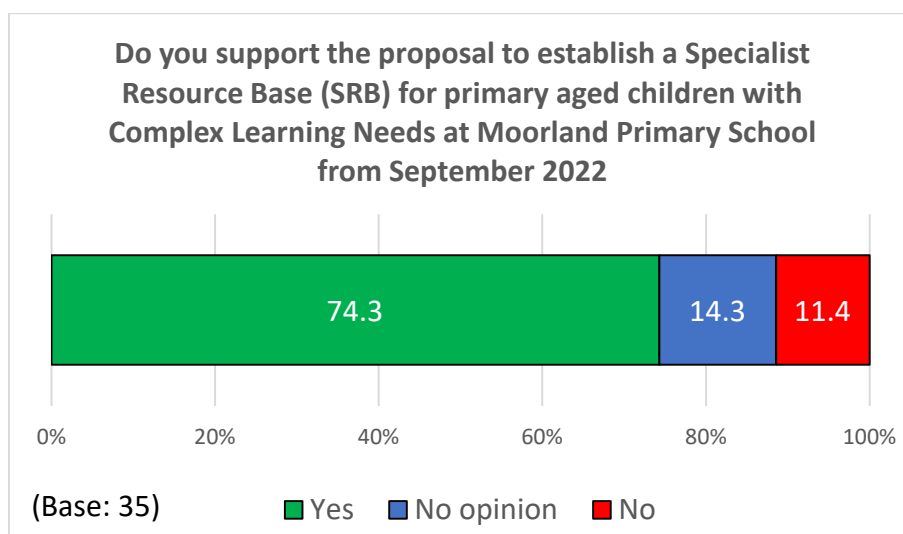
Support for the proposal

- It's a lot closer for some children.
- Having two sites on different sides of the city will reduce travel distances for lots of children. Being next door to mainstream schools will open up new opportunities for The Court pupils to have inclusion opportunities, and for special school and mainstream staff to share practice and professional learning.
- The school having new site would be great for all the children to access newer facilities, it worked for eastern high.
- A chance for new and modern facilities for children and staff.
- If better facilities can be provided.
- Two smaller units would be better than one large base.
- There seem to be many more children needing special school places that are currently being educated in mainstream schools.

Against the proposal

- Although I understand there needs to be extra provision for ALN Fairwater site is not the correct place. This will affect the children when out playing and is very likely to cause disruption through unwanted behaviour so close to school premises.
- To have 1 school operate on 2 separate sites is a very serious risk to the wellbeing of Staff, Pupils and the Senior Leadership Team who would have to come up with a split team. To split the school's team to different sides of Cardiff would be very difficult to manage. As the proposal is to increase the NOR to 72 pupils, it would make much more sense to transport the Court School to 1 location. The current site at St Mellons Primary School accommodates 115 pupils. With 72 under consideration, it would make much more sense to set up base there, as the school could then have the capacity to increase further in the future. This would reduce costs on operating the school onto a split site and would prevent confusion to other schools if they are needing to feed into the Court for further advice or support from a Mainstream perspective. Please seriously consider keeping The Court onto 1 dedicated site.
- Traffic and yet again parents in Llanrumney penalised as they have been with EHS being built in Trowbridge.
- Fairwater is a suitable site.
- I feel the school needs to be on one site, preferably rural and on the outskirts to provide the children with the kinds of outdoor experiences they require. I feel that urban settings would be detrimental to their development. Llanishen is a lovely setting, however if the school must move it should be more rural to the North of Cardiff, surrounded by greenery.
- Should be on one site.
- Hard to maintain the ethos and Vision across two sites.

Do you support the proposal to establish a Specialist Resource Base (SRB) for primary aged children with Complex Learning Needs at Moorland Primary School from September 2022? Three in four (74.3%) respondents support the proposal. However, if no opinion responses are removed from the analysis, then support rises to 86.7%.



Please explain why:

Respondents were given the opportunity to explain their reasoning for supporting or not supporting the proposal. Thirteen respondents left feedback as to why they supported the proposal, whilst three respondents left feedback as to why they were against the proposals. A full breakdown can be viewed below:

Support for the proposal

- Cardiff is slow in recognising and addressing pupils with such needs.
- Spaces are needed to support more children in the area.
- There is a shortage of SRB places in the south of the city. A base at Moorlands will increase the opportunities for children with complex needs in Splott and surrounding areas to access a specialist base.
- There is a need in Cardiff for it.
- It is needed in the community.
- A new base is needed for children to access for their well-being that Accessible to them that don't quite need a school like the courts school.
- To support pupils who need the support.
- There seem to be many more children needing special school places that are currently being educated in mainstream schools.
- Education should be available for everyone, by having more special needs school we offer more chances for people to be educated.
- Once a school has decided they can no longer effectively manage a child with complex ALN it is in everyone's best interest for the child to find alternative provision.
- There are not enough specialist places for these children in Cardiff.
- Any increase in SRB spaces across the city is a good thing as currently there are not enough spaces to meet demand.
- If all the staff, governors and parents are in favour, I would support this.

Against the proposal

- It is challenging now to park a car outside the school on a rainy day. I am not convinced that the proposed planning now (planning ref 21/02271/MNR) will improve traffic if additional taxis are needed to ferry students. It would deteriorate the current adverse situation and discourage parents from sending their children to school on a rainy day. As a disabled person, I support improving the accessibility of mainstream schools for people with ALN, but without risking current students' ability to attend school.
- There needs to be more places but more evenly spread across Cardiff.
- Grounds aren't big enough to provide outdoor provision.

Are there any changes you think could improve these proposals?

Respondents were given the opportunity to leave any comments they had around changes that could improve the proposals. Seventeen respondents decided to leave feedback; these comments can be viewed below:

- Please reconsider splitting The Court onto 2 sites. Relocating the Court to a soon-to-be vacant site would be more cost effective and would provide 1 dedicated base, whilst still becoming a neighbouring school with Pen-Y-Bryn. Fairwater Primary would not be a suitable idea if the facility is already in full use and if the space would be considered too small to put a Special School in place and if too small to expand in the future.
- To allow for more children.
- For it to happen sooner!
- More spaces for the court school
- I would like to have access to proposed plans. I also think the increased traffic will affect residents and hasn't been fully addressed.
- I don't like the thought of new housing on same site as school.
- Change of location to more rural North Cardiff for The Court School, increasing not only the numbers but also the age range to 19.
- Consideration to school transport needs of these pupils, due to the already congested and dangerous entrances to the school due to parents parking badly.
- Keep all the trees on the site!! Essential for wellbeing in an industrial area.
- Fairwater primary is run down and needs a lot of repair.
- Can the council consider taking and utilising some space from Moorland Park to improve the parking and flow of traffic?
- Consider the needs of BAME community in Cardiff in terms of complex needs.
- Use land beside school old Glam Morgan site.
- To increase pay for teachers.

Complex Learning Needs and Autism Spectrum Condition Provision

- The FP classroom must be easily accessible, on the ground floor and with access to continuous outdoor provision. Suitable provision must be made for toilets and changing area.
- Use of the abandoned Ysgol Glan Morfa building next to Moorland Primary to house the SRB.
- I fully support the proposals, but there is no indication of how the proposals are going to serve pupils receiving Welsh-medium education.

Are there any alternative options you would like to suggest?

Respondents were invited to leave any comments they had around alternative options to the proposals. Twelve respondents decided to leave feedback; these comments can be viewed below:

- Relocate to 1 dedicated site. St Mellons Site would be more suitable.
- Specialist resource bases in other schools too.
- The old glan Morfa used either for nursery or additional learning needs.
- Change of location to more rural North Cardiff for The Court School, increasing not only the numbers but also the age range to 19.
- If more school had well-being units like the one in springwood it would take the pressure off specialist school.
- Introduce specialist resource based in faith schools for those who would normally go to a faith school.
- Make a large working garden for students to learn and grow with nature.
- As cantonian high school is having new build , it makes sense that fairwater primary does and enlarge its well-being class in addition.
- Can the council consider taking and utilising some space from Moorland Park to improve the parking and flow of traffic?
- Have a 20 place resource base for complex needs within the Fitzalan cluster.
- Keeping the court school as one site will be much more cohesive and give the kids a sense of belonging/family which is what our school thrives on.
- These proposals should include Welsh-medium provision as well as the English-medium proposals.

Do you have any other comments?

Respondents were given a final opportunity to leave any comments they had in relation to the consultation. Twelve respondents decided to leave feedback; these comments can be viewed below / overleaf:

- It's great to see Cardiff taking positive steps to increase specialist provision in Cardiff.
- Please don't put housing on same site.
- The Court School is the most amazing, caring school and I would not wish for that sense of belonging and family to be lost in these changes. Mr Beesley and Dr Alyson Richards really do wonderful work.

Complex Learning Needs and Autism Spectrum Condition Provision

- Please keep all the trees on the proposed site!! They are all we have here...amongst the Steelworks and Industrial parks, the biggest trees on the site are over 100 years old!!.
- Please ensure that there is appropriate and safe drop off points for parents bringing the children to school. Previously there have been damage caused to cars as drop offs did u turns on Moorland Road.
- ALN provision is centred in 'white' areas of Cardiff. The needs of the BAME community in Cardiff are being ignored.
- Worried about detriment to the children's learning during the build. They'll be no room for outdoor learning to take place which is part of curriculum. Also so many delays and every always put back. Staff/ visitor parking during and after build. Safe drop off points for children in SRB classes. Lack of staff adult toilets with increased staff.
- It's great to have more schools that aim to help special need children.
- The table on page 29 of the consultation document shows Marlborough School has a 20 place SRB. As of September 2021 this is now 30 spaces. The new FP classroom there does not have easy access to the outdoor area and toilets/changing facilities are not ideal.
- It seems that the sites have been selected for financial reasons over the well-being needs of the kids.
- Consideration needs to be given to the additional traffic and parking issues, as Moorland already has serious issues with parking near to the school.
- There is no similar provision to the Court School available to pupils receiving their education through the medium of Welsh. The same provision should be offered to the Welsh-medium sector as is offered to the English-medium sector.

Complex Learning Needs and Autism Spectrum Condition Provision

About You

Please provide your postcode below to allow us to more accurately pinpoint respondents' views and needs by area: -

	No.	%
Splott	7	31.8
Cyncoed	3	13.6
Fairwater	3	13.6
Llandaff	2	9.1
Llanishen	2	9.1
Llanrumney	2	9.1
Trowbridge	2	9.1
Other Electoral Ward	1	4.5
Total Respondents	22	100.0

What was your age on your last birthday?

	No.	%
25-34	5	14.3
35-44	11	31.4
45-54	10	28.6
55-64	5	14.3
Other age group	1	2.9
Prefer not to say	3	8.6
Total Respondents	35	100.0

Are you...?

	No.	%
Female	27	77.1
Male	6	17.1
Prefer not to say	2	5.7
Total Respondents	35	100.0

Complex Learning Needs and Autism Spectrum Condition Provision

Do you identify as a disabled person?

	No.	%
Yes	5	14.7
No	25	73.5
Prefer not to say	4	11.8
Total Respondents	34	100.0

Please tick any of the following that apply to you:

Nine people identified a health condition that applied to themselves, these can be viewed below:

- Mental health difficulties
- Mobility impairment
- Long-standing illness or health condition (e.g. cancer, diabetes, or asthma)
- Deaf/ Deafened/ Hard of hearing
- Learning impairment / difficulties

What is your ethnic group?

Where the term 'British' is used, this refers to any of the four home nations of Wales, England, Northern Ireland and Scotland, or any combination of these.

	No.	%
White - Welsh/English/Scottish/Northern Irish/British	28	80.0
Other Ethnic Group	4	11.4
Prefer not to say	3	8.6
Total Respondents	35	100.0

**Complex Learning Needs & Autism
Spectrum Condition Provision for Learners
Aged 11-19 - Research Findings**

Background

Cardiff Council is committed to inclusion.

The majority of learners with Additional Learning Needs (ALN) attend a local mainstream school, and benefit from effective Additional Learning Provision (ALP). These learners do not need to attend a special school or Specialist Resource Base.

However, the number of pupils with severe and complex needs, who need a place in a special school or specialist resource base has continued to grow.

Proposals

In order to respond to demand for additional learning needs places the Council consulted on proposals to:

- Increase the designated number at the Whitchurch High School Specialist Resource Base for learners with complex needs from 70 to 100 from September 2022.
- Establish a 30 place Specialist Resource Base for learners with complex learning needs at Willows High School from September 2023.
- Increase the designated number at the Llanishen High School Specialist Resource Base for learners with Autistic Spectrum Condition from 20 to 45 places from September 2022.
- Increase the designated number at The Marion Centre Specialist Resource Base for learners with Autistic Spectrum Condition from 42 to 66 places from September 2022.
- Establish a 30 place Resource Base at Ysgol Gyfun Gymraeg Glantaf for learners with Autistic Spectrum Condition alongside the existing 30 place Specialist Resource Base from September 2023.

Methodology

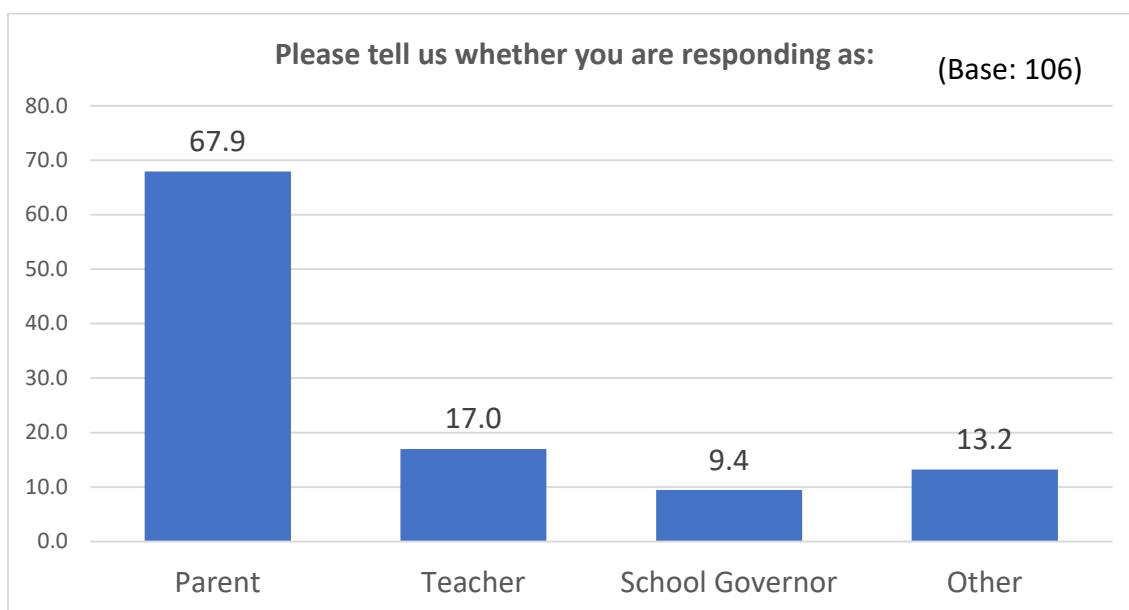
- The survey was open from 14 December 2021 – 01 February 2022.
- A letter was sent to all parents of pupils in the schools affected, providing them with information explaining how to take part in the consultation.
- An e-mail was sent to a range of stakeholders, providing them with information explaining how to take part in the consultation.
- A communication campaign was conducted via social media.

Responses

There were 106 responses received to the consultation. There was also a number of letters / emails received in relation to the consultation, these can be viewed in Appendix A.

Please tell us whether you are responding as:

Parents made up two thirds (67.9%) of responses to the survey, with around one in six (17.0%) coming from a teacher.



Teacher – please specify your school:

	No.
Willows High School	5
Willows	2
Ysgol Gyfun Gymraeg Glantaf	2
Bro Eder	1
Hamadryad	1
Llanishen High School	1
Windsor Clive Primary	1
Ysgol Gyfun Gymraeg Glantaf SRB	1
Ysgol y Berllan Deg	1
Total Respondents	15

Complex Learning Needs and Autism Spectrum Condition Provision

School governor – please specify your school:

	No.
Whitchurch High School	4
Llanishen High School	1
YGG Nant Caerau	1
Ysgol GG Glantaf	1
Ysgol y Berllan Deg	1
Ysgol y wern	1
Total Respondents	9

Other (Please specify)

	No.
Family member	3
HLTA	3
On behalf of The Governing Body of The Bishop of Llandaff CiW High School	1
Person	1
Psychologist	1
Primary School Staff	1
Teaching assistant high school	1
Total Respondents	11

Do you have a child/children enrolled at the following schools?

Around one in four (26.7%) respondents has a child enrolled at Ysgol Gyfun Gymraeg Glantaf, whilst a further one in four had a child enrolled at Whitchurch High School.

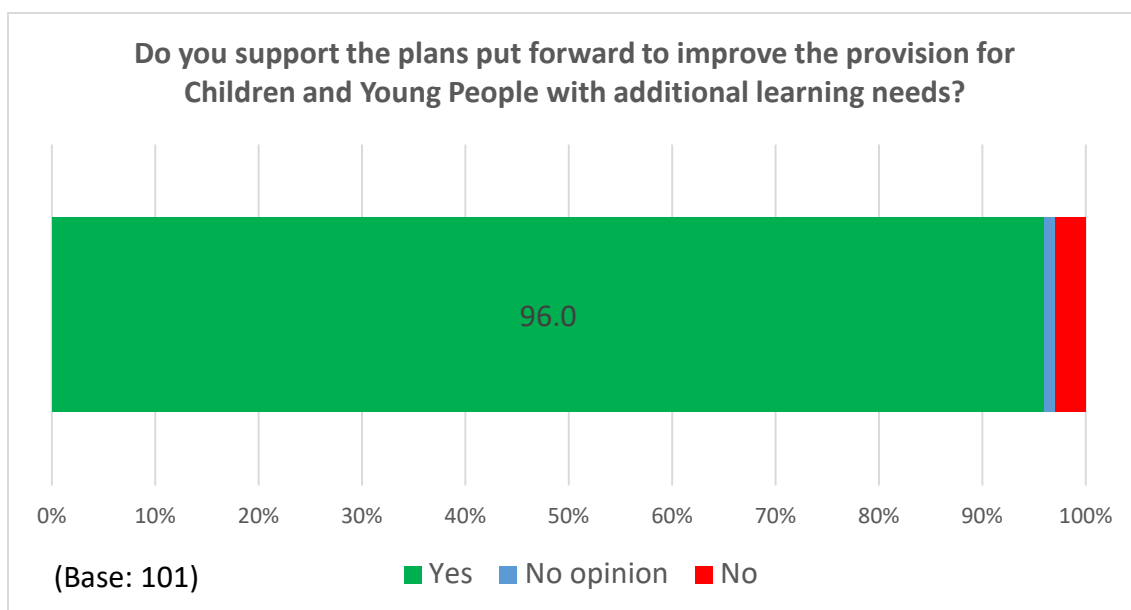
However, three in ten (30.5%) respondents to the survey had no children enrolled in any of the schools covered in this survey.

	No.	%
Ysgol Gyfun Gymraeg Glantaf	28	26.7
Whitchurch High School	20	19.0
Willows High School	2	1.9
The Bishop of Llandaff Church in Wales High School	2	1.9
Llanishen High School	1	1.0
Other	22	21.0
N/A	32	30.5
Total Respondents	105	-

Complex Learning Needs and Autism Spectrum Condition Provision

Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?

The overwhelming majority (96.0%) of respondents agreed with the proposal.



Please explain why:

Theme	No.	%	Example comments
Proposals will provide adequate provision / Concerns around current provision	35	50.7	<ul style="list-style-type: none"> • Inadequate provision currently. • I teach nursery and therefore have an intake of children in the Autism Spectrum and who have other complex needs. The journey for the parents and children through the main-stream and Specialist Education system is hard and not adequate and needs to be improved. • I believe an increase in the provision will benefit the CYP with additional learning needs. Adding additional locations around the city will also ensure that CYP are more likely to be able to attend a provision in their local area. • I can imagine that for parents of children with additional needs, the availability of good local schooling would be a huge concern. I have seen the poor provision within primary school, and I can imagine the impact this must have on parents and children affected. • There is increased need for more places for children with learning difficulties.

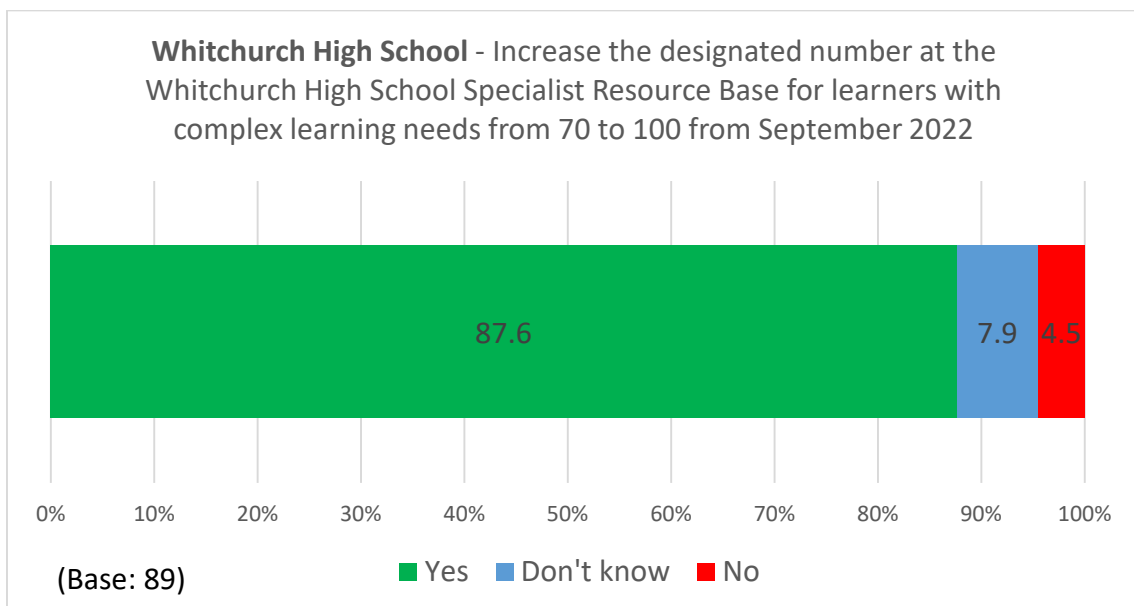
Complex Learning Needs and Autism Spectrum Condition Provision

Personally affected by the proposal	13	18.8	<ul style="list-style-type: none"> • My child has an ASD diagnosis and receives little support. • I would like my child to be able to attend Whitchurch. • My daughter who attends Ysgol y Wern is autistic. She hopes to go to Glantaf in 2025 and we will welcome the establishment of a special unit for children with autism.
Inclusiveness	9	13.0	<ul style="list-style-type: none"> • I feel that there should be inclusion for all. • More inclusive approach and will further support children with additional learning needs. Allows pupils to access their learning and flourish.
General agreement with the proposal	14	20.3	<ul style="list-style-type: none"> • There is a need for specialist support. • Complex / ASC provision is required in this locality. • It will enable them to lead successful lives.
Total Respondents	69	-	

Do you support the proposal for each of the school sites?

Whitchurch High School - Increase the designated number at the Whitchurch High School Specialist Resource Base for learners with complex learning needs from 70 to 100 from September 2022

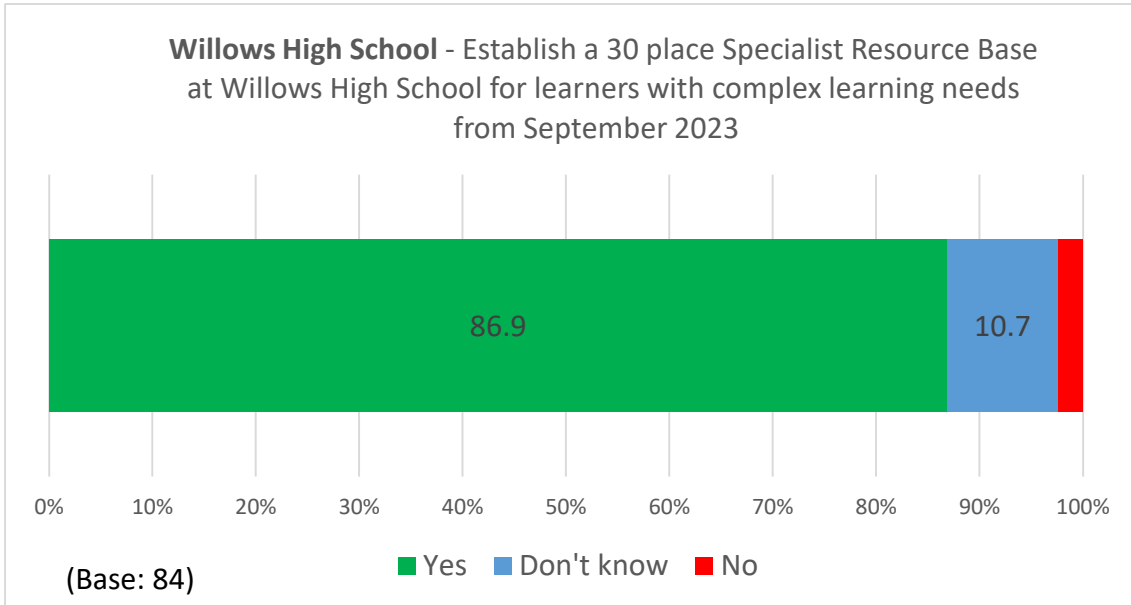
Almost nine in ten (87.6%) respondents agreed with the proposal. If 'Don't know' responses are removed from the analysis, then agreement rises to 94.9%.



Complex Learning Needs and Autism Spectrum Condition Provision

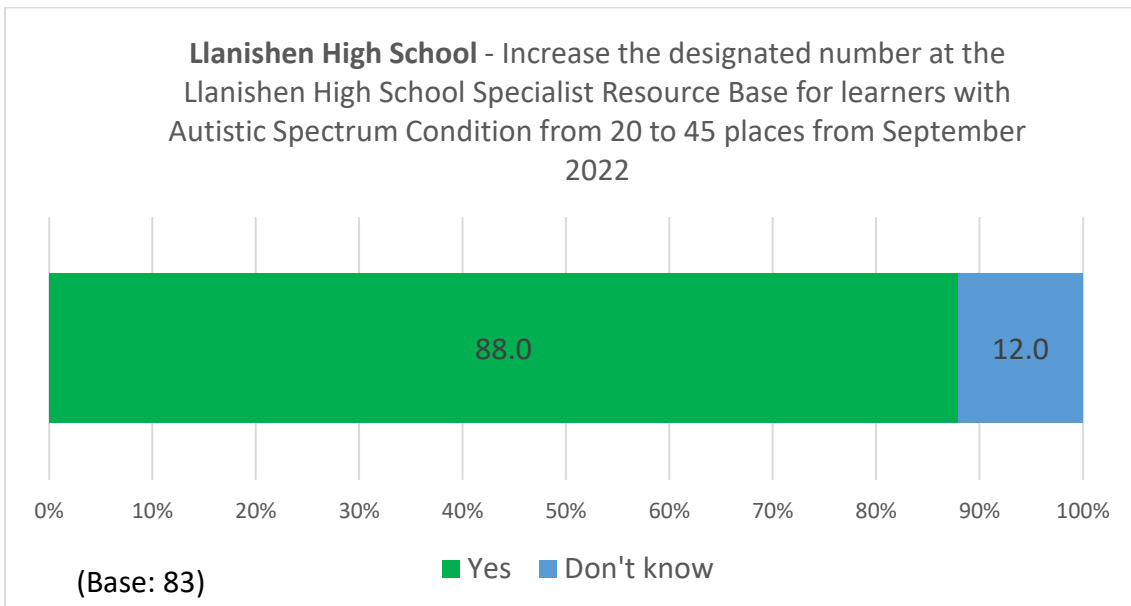
Willows High School - Establish a 30 place Specialist Resource Base at Willows High School for learners with complex learning needs from September 2023

Over four fifths (86.9%) of respondents agreed with the proposal. If 'Don't know' responses are removed from the analysis, then agreement rises to 97.3%.



Llanishen High School - Increase the designated number at the Llanishen High School Specialist Resource Base for learners with Autistic Spectrum Condition from 20 to 45 places from September 2022

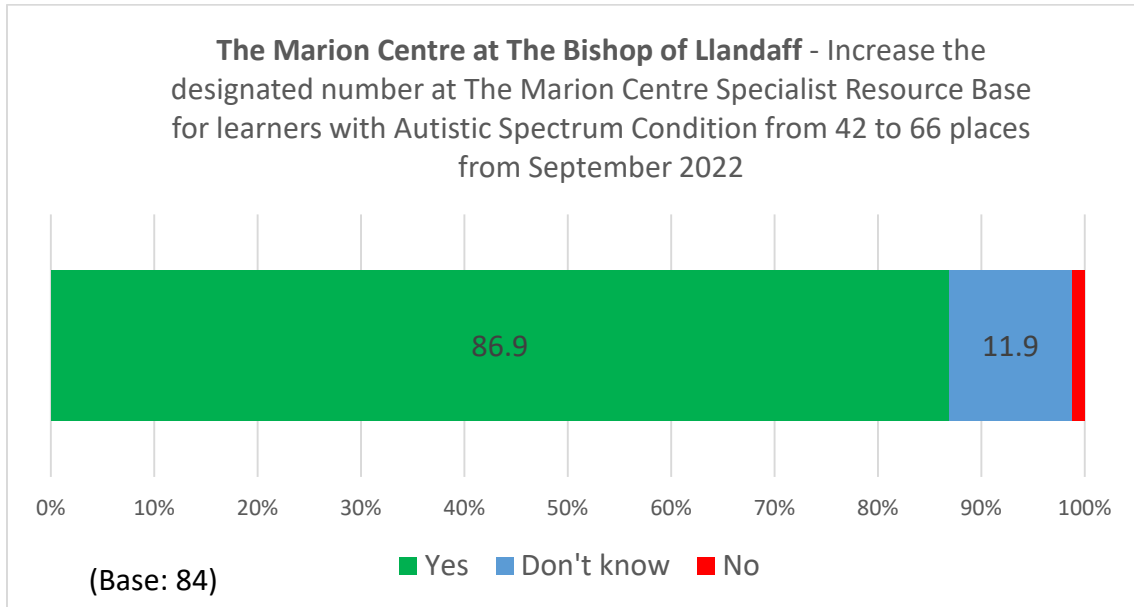
Just under nine tenths (88.0%) of respondents agreed with the proposal. There were no respondents that disagreed.



Complex Learning Needs and Autism Spectrum Condition Provision

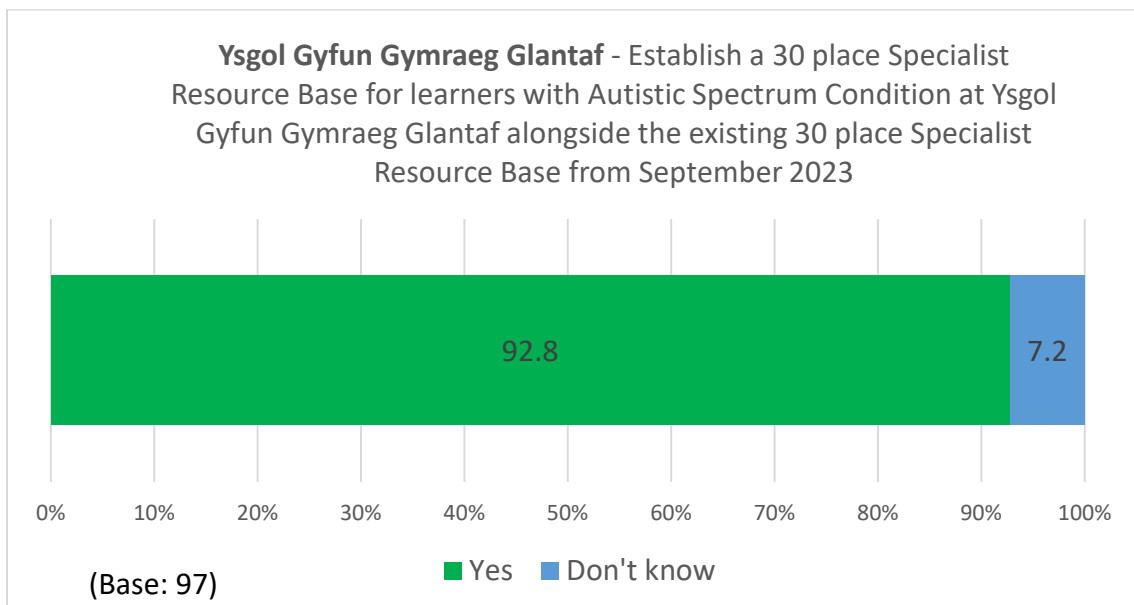
The Marion Centre at The Bishop of Llandaff - Increase the designated number at The Marion Centre Specialist Resource Base for learners with Autistic Spectrum Condition from 42 to 66 places from September 2022

Over four fifths (86.9%) of respondents agreed with the proposal. If 'Don't know' responses are removed from the analysis, then agreement rises to 98.6%.



Ysgol Gyfun Gymraeg Glantaf - Establish a 30 place Specialist Resource Base for learners with Autistic Spectrum Condition at Ysgol Gyfun Gymraeg Glantaf alongside the existing 30 place Specialist Resource Base from September 2023

Over nine tenths (92.8%) of respondents agreed with the proposal. There were no respondents that disagreed.



Complex Learning Needs and Autism Spectrum Condition Provision

If you do or do not support the proposed changes than please explain why

Theme	No.	%	Example comments
General agreement with the proposals	32	69.6	<ul style="list-style-type: none"> Having increased spaces across all sites will provide greater choice for families looking for specialist provision. I support these changes as I feel very it's very important to meet the needs of ever child. The need for suitable provision for ALN pupils is essential, especially within the Welsh language sector. Severely inadequate provision for children with additional educational needs. These facilities are invaluable for young to have an education in an appropriate setting with appropriate support. I fully support the recommendations. Yes, there needs to be more spaces for children with additional needs.
Concerns around lack of Welsh medium investment	2	4.3	<ul style="list-style-type: none"> Again, there needs to be an additional Welsh-medium school provision (specialist resource base) for 5–11-year-olds!
Proposals should include Faith Schools	1	2.2	<ul style="list-style-type: none"> Yes, mainstream schools cannot cope with the complex needs that we are seeing, we are failing students as a result of this! The numbers need to be quadrupled; also you need to be offering these services to Faith based schools right across the consortium!
Specific school comments	15	32.6	<ul style="list-style-type: none"> The closest provision of this type to Willows is Whitchurch HS. This area of Cardiff does not have the equivalent provision. I support the proposal at Willows and think it would be good to establish the base before moving into a new school. My concerns are around accommodation and that although it appears on paper that we have space, we use all our rooms for current provision. We would need to expand the old Willows site in order to accommodate pupils with complex needs appropriately. It's vital that there is a far

Complex Learning Needs and Autism Spectrum Condition Provision

			<p>reaching and robust recruitment drive in order to staff the base appropriately too.</p> <ul style="list-style-type: none"> I support the plans to add to and increase specialist resources for children in Ysgol Glantaf as there are so few Welsh-medium opportunities such as this.
Total Respondents	46	-	

Would you like to suggest any changes or alternatives?

Respondents were given the opportunity to suggest any changes or alternatives they had to the proposals. Nineteen respondents took the opportunity to do so, and these comments can be viewed below / overleaf:

- More SRBs in other schools.
- Look at both sides of the city.
- More primary age provision through the medium of Welsh, especially in the Bro Edern catchment.
- More places are needed for children on the asd spectrum.
- Open the specialist resource for children with ALN (meeting a certain entry criteria) and not ASD alone.
- Compulsory staff and pupil training to increase ASD awareness.
- A separate area or bigger area to accommodate so as not to disrupt.
- More allocation towards WM schools.
- I would have liked the local authority to give greater thought to the space that the SRB needed for the future. Decisions around classroom space and additional space for meetings, counselling, therapy, etc had not been firmed up. It would have been good to see the local authority plan strategically to ensure SRBs share the same type of facilities and resources in place in Special schools. This would ensure that some of the most vulnerable learners have the opportunity to benefit from a range of specialist rooms (break out spaces, meeting and therapy rooms) as well as outdoor facilities for covered classroom/play areas and specific areas to improve opportunities for exercise and PE such as an astro-turf if one doesn't already.
- Take staffs wellbeing as a top priority.
- More provision/funding to train more specialist ALN teachers and support staff to meet the future demands. Consider home ALN learning pathways and establish networks for families.
- Yes. Within the consultation, there is reference to adjustments. The school's local authority health and safety officer has made recommendations about adjustments to the site to increase safety. We would expect these adjustments to be made to the site as part of this permanent change.
- To the Glantaf SRB -We need purpose-built facilities that can support our pupils needs better. Classrooms with enough space for the group size, including breakout rooms/areas for dis-regulated behaviours. Facilities that meet our pupils sensory needs - sensory light rooms, quiet space, space both indoor and outdoor for physical movement, sensory indoor and outdoor provision for messy sensory play/input. We

need adapted toilets and changing facilities for all pupils, including pupils with physical disabilities. We require facilities for pupils who require medical and personal care. Technology that allows us to keep up with modern world, and teaching expectations. Facilities to offer practical life-skills to our pupils - including house set up to learn independent living skills and a adapted kitchen for cooking lessons.

- The current SRB for learners with complex additional needs has to be made a bigger part of these proposals. We don't just need new accommodation; we need a purpose-built building that enables us to offer a fully enriched curriculum for all our learners.
- Investing more in the Welsh-medium sector would be preferable, as currently, only 1 Welsh-medium school benefits from investment compared to 4 English-medium school. 30 places compared with >100.
- A resource where KS4/5 pupils would have the opportunity to develop vocational skills e.g. a small café, would be valuable. An opportunity to handle money, simple cooking and engaging with customers are experiences that would increase their chances of getting paid employment.
- See above - a clear priority for non-Welsh speaking children in the Scheme.
- Autistic spectrum ALN group/class in more than one Welsh-medium school-Ysgol Plasmawr.
- I have not been in any of the centres.

Do you have any other comments?

Respondents were invited to leave any other comments they had in relation to the consultation. Twelve respondents left feedback; these comments can be viewed below / overleaf:

- More support and provisions.
- Mainstream schools are failing students with complexed needs.
- Whitchurch HS provides excellent provision these extra children can also benefit.
- Fully support the proposal for Whitchurch High School. The SRB is a much valued and respected resource in the school.
- I supported all the schools as it would improve access to more children and make it more accessible to them close to where they live.
- My only concern is space. Willows is already acting at close to capacity despite what the official figures say. The facilities such as toilets and the canteen are at capacity, even if there is more classroom space. If the new SRB is built without addressing this issue, then it will be inefficient as these problems will negate any perceived benefits.
- To note the investment requirement. This is not something that can or should be done "on the cheap."
- Governors wish to support the permanent size of the centre. It is an important part of the school's life. However, the restrictions of the current school site do present genuine problems with regard to student/staff safety. Measures to address this, we believe are a priority, and would significantly reduce the risk of serious injury and/or fatality owing to oncoming traffic owing to the centre itself.
- Best of luck with the developments. I hope that my child will benefit from a new building for the Centre in Glantaf.

Complex Learning Needs and Autism Spectrum Condition Provision

- I will be disappointed if the Welsh-medium sector loses out again in this area.
- I am disappointed that there is no Welsh-language provision for young children. Feb is Language Day. Parents of Welsh-medium school children do not have enough choice where to send their children if they have profound needs.

Complex Learning Needs and Autism Spectrum Condition Provision

About You

Please provide your postcode below to allow us to more accurately pinpoint respondents' views and needs by area: -

	No.	%
Llandaff	11	14.7
Rhiwbina	10	13.3
Whitchurch and Tongwynlais	10	13.3
Llanishen	9	12.0
Heath	8	10.7
Fairwater	3	4.0
Llandaff North	3	4.0
Penylan	3	4.0
Riverside	3	4.0
Splott	3	4.0
Canton	2	2.7
Creigiau/St. Fagans	2	2.7
Lisvane	2	2.7
Other Electoral Ward	6	8.0
Total Respondents	75	100.0

What was your age on your last birthday?

	No.	%
16-24	2	1.9
25-34	10	9.7
35-44	41	39.8
45-54	39	37.9
55-64	3	2.9
65-74	6	5.8
Other age group	1	1.0
Prefer not to say	1	1.0
Total Respondents	103	100.0

Are you...?

	No.	%
Female	85	82.5
Male	17	16.5
Prefer not to say	1	1.0

Complex Learning Needs and Autism Spectrum Condition Provision

Total Respondents	103	100.0
--------------------------	------------	--------------

Do you identify as a disabled person?

	No.	%
Yes	1	1.0
No	98	96.1
Prefer not to say	3	2.9
Total Respondents	102	100.0

Please tick any of the following that apply to you:

Nine people identified a health condition that applied to themselves, these can be viewed below:

- Deaf/ Deafened/ Hard of hearing
- Mental health difficulties
- Mobility impairment
- Long-standing illness or health condition (e.g. cancer, diabetes, or asthma)

What is your ethnic group?

(Where the term 'British' is used, this refers to any of the four home nations of Wales, England, Northern Ireland and Scotland, or any combination of these)

	No.	%
White - Welsh/English/Scottish/Northern Irish/British	93	90.3
Asian/Asian Welsh/British - Indian	2	1.9
White - Irish	2	1.9
Other Ethnic Group	3	2.9
Prefer not to say	3	2.9
Total Respondents	103	100.0

Provision for Children and Young People
with Additional Learning Needs (ALN):
Complex Learning Needs and Autism
Spectrum Condition Provision for Learners
Aged 3-19 - Research Findings

Background

Cardiff Council is committed to inclusion.

The majority of learners with Additional Learning Needs (ALN) attend a local mainstream school, and benefit from effective Additional Learning Provision (ALP). These learners do not need to attend a special school or Specialist Resource Base.

However, the number of pupils with severe and complex needs, who need a place in a special school or specialist resource base has continued to grow.

Proposals

In order to respond to demand for additional learning needs places the Council consulted on proposals to:

- Increase the designated number of Ty Gwyn Special School from 198 to 240 from September 2022.
- Increase the designated number of Meadowbank Special School from 40 to 98 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.
- 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 number at the Pentrebane Primary School Specialist Resource Base from 20 to 24 spaces from September 2022.
- Increase the designated number at Springwood Primary School Specialist Resource Base from 20 to 28 from September 2022

Methodology

- The survey was open from 14 December 2021 – 01 February 2022
- A letter was sent to all parents of pupils in the schools affected, providing them with information explaining how to take part in the consultation
- An e-mail was sent to a range of stakeholders, providing them with information explaining how to take part in the consultation
- A communication campaign was conducted via social media

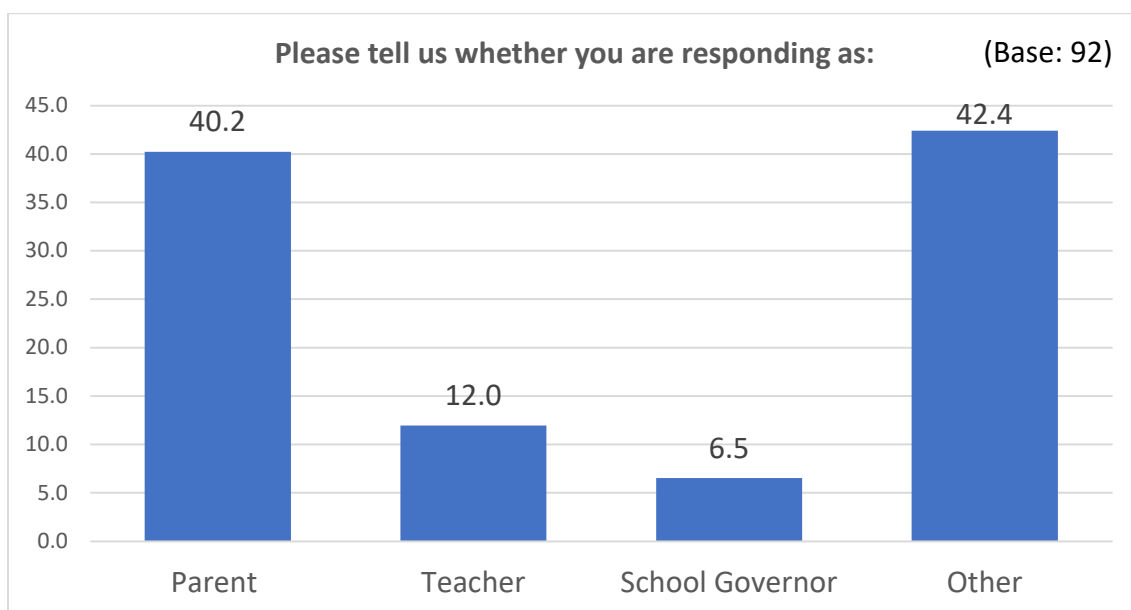
Responses

There were 92 responses received to the consultation. There was a number of emails / letters received in relation to the consultation, these can be viewed in Appendix A.

Results

Please tell us whether you are responding as:

Two in five (40.2%) respondents to the survey were parents, whilst around one in eight (12.0%) came from a teacher. A further two in five selected 'other', these can be viewed below.



N.B. Percentages do not sum to 100% as respondents could select more than one option

Other - (Please specify)

	No.
Teaching assistant	5
Nursery Nurse	3
A friend of someone who has daughter with autism	1
Carer	1
Child practitioner	1
Childcare practitioner	1
Citizen	1
Former Teacher	1
Friend	1
Friend of a parent	1
Grandad	1
Grandmother	1
HLTA	1
I am a parent of an ALN child and work as a TA in one of the named schools	1
Inclusion Service employee	1
Interested Council Tax payer	1

Complex Learning Needs and Autism Spectrum Condition Provision

Member of the public	1
Headteacher	1
Relatives	1
Resident	1
Resident and educator	1
Retired teacher	1
Special guardian	1
Support Staff	1
Total Respondents	30

Teacher – please specify your school:

Respondents that indicated that they were responding as a teacher were asked to specify their school, these can be viewed below:

	No.
Meadowbank School	4
The Hollies	3
Trinity Fields School and Resource Centre	1
Windsor Clive Primary	1
Ysgol Gynradd Creigiau	1
Total Respondents	10

School governor – please specify your school:

Respondents that indicated that they were responding as a school governor were asked to specify their school, these can be viewed below:

	No.
Ysgol Y Wern	2
Llanishen Fach Primary School	1
Ysgol Gymraeg Coed-y-Gof	1
Ysgol Gynradd Creigiau Primary School	1
Total Respondents	5

Complex Learning Needs and Autism Spectrum Condition Provision

Do you have a child/children enrolled at the following schools?

Three in five (61.6%) respondents to the survey had no children enrolled in any of the schools covered in this survey.

	No.	%
Meadowbank Special School	5	5.8
Llanishen Fach Primary School	4	4.7
The Hollies Special School	3	3.5
Pentrebane Primary School	2	2.3
Ty Gwyn Special School	1	1.2
Other	18	20.9
N/A	53	61.6
Total Respondents	86	100

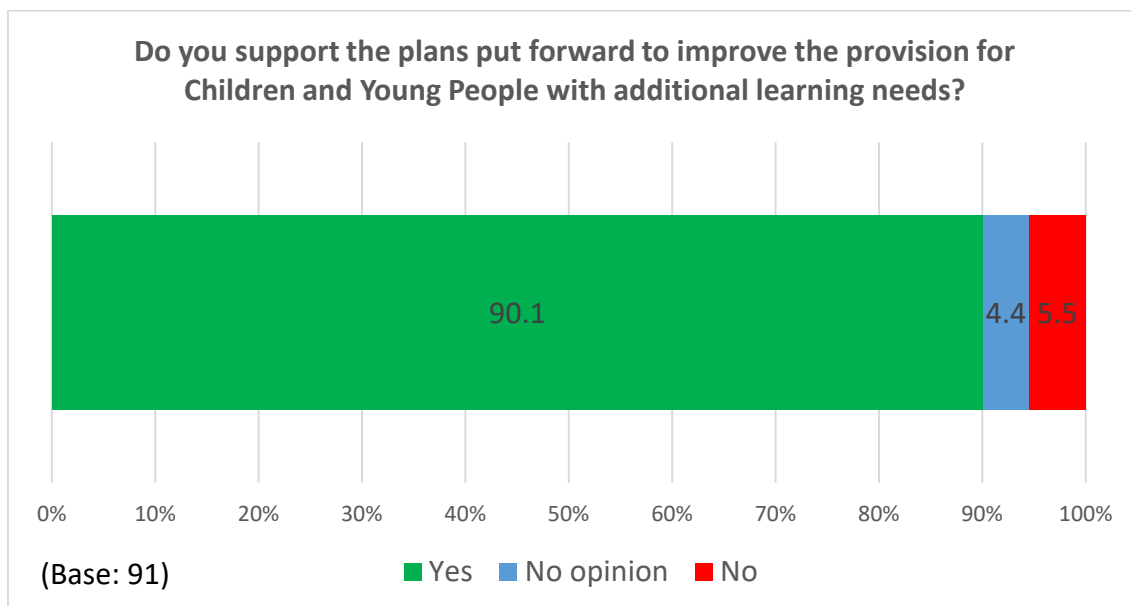
Other - (Please specify)

	No.
Seven road	2
Cardiff Montessori school	1
Bluebell	1
Cogan primary school	1
Cwmbach Community primary school	1
Lisvane	1
My son has autism and attends Nant caerau	1
On roll at Whitchurch High School and Kings Monkton	1
Severn Road but looking at SEN schools	1
St Mary's primary / St teilos high	1
Whitchurch primary but hoping to have a place in Whitchurch high SRB in September 2022	1
Ysgol y wern	1
Ysgol y Wern and ysgol gymraeg Pwllcoch	1
Total Respondents	14

Complex Learning Needs and Autism Spectrum Condition Provision

Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?

Nine In ten (90.1%) respondents agreed with the proposal.



Please explain why:

Respondents were given the opportunity to explain their reasoning for supporting or not supporting the proposal - fifty-five respondents left feedback. These comments were then grouped into themes. These themes along with example comments can be viewed below / overleaf:

Theme	No.	%	Example comments
Proposals will provide adequate provision / Concerns around current provision	37	67.3	<ul style="list-style-type: none"> • More and more children have additional needs and there needs to be spaces with specialist provisions to cater for them. • Because there is a need for more expert provision for these young people. • Too little support currently available. • There is insufficient provision compared with the need. • My child crashed out of the system because there was nowhere for him to go this needs stop.
General agreement with the proposals	15	27.3	<ul style="list-style-type: none"> • Every child deserves to have a place in the right school, for their specific needs.

Complex Learning Needs and Autism Spectrum Condition Provision

			<ul style="list-style-type: none"> Because it enables children with special needs get places in these schools
No opinion	1	1.8	<ul style="list-style-type: none"> What this survey doesn't tell us - does this number of additional spaces meet the current and future need of our children.
Against the proposals	4	7.3	<ul style="list-style-type: none"> Lack of investment and ALN provision for Welsh Medium schools again by the council. The plans do not make adequate provision for Welsh medium education. They do not treat the languages equally and will, therefore, be open to challenge should the be implemented as proposed. As a Governor of a Welsh medium school I have experienced the problems caused by a lack of consideration of Welsh language needs at the planning stages of provision. Inevitably it leads to a need to try to 'retro fit' the plans for an expanded Welsh language capacity, creating greater work, pragmatic solutions and tests the resilience of the teaching and Council staff. The lack of adequate provision for Welsh medium education is not just an issue of language, it is a failure to plan for Future Generations adequately.
Total Respondents	55	-	

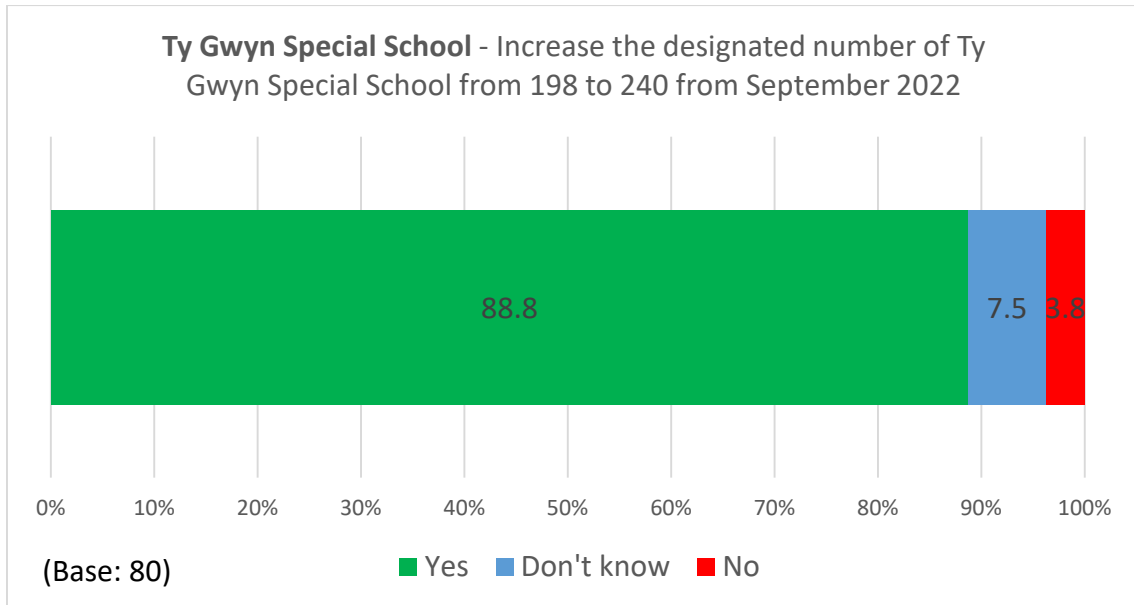
N.B. Percentages do not total 100% as respondents' comments could fall into multiple themes.

Complex Learning Needs and Autism Spectrum Condition Provision

Do you support the proposal for each of the school sites?

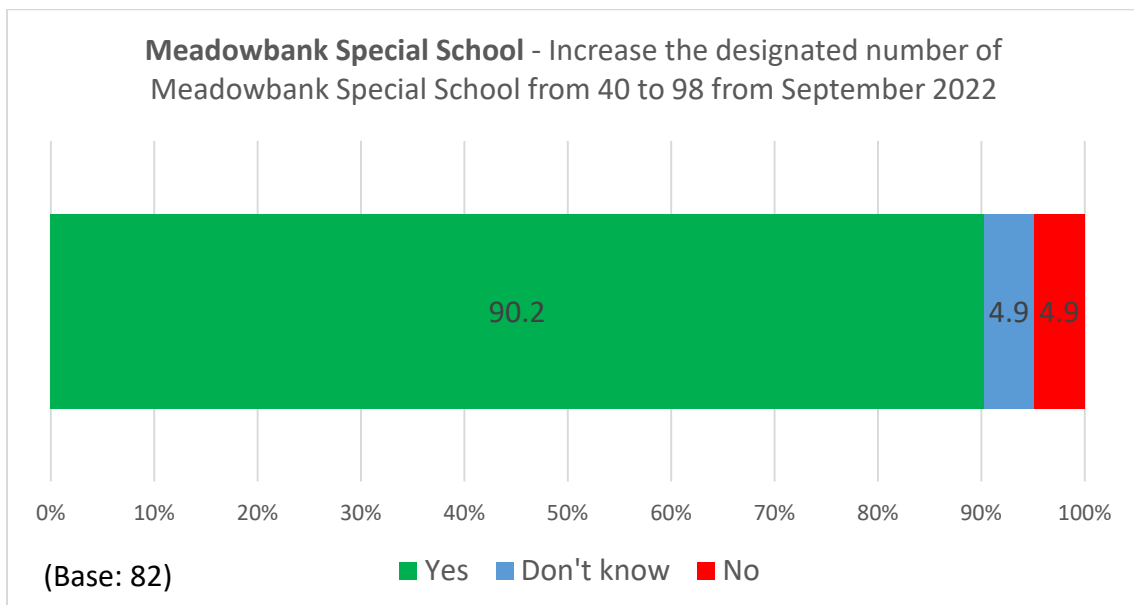
Ty Gwyn Special School - Increase the designated number of Ty Gwyn Special School from 198 to 240 from September 2022.

Nine in ten (88.8%) respondents agreed with the proposal.



Meadowbank Special School - Increase the designated number of Meadowbank Special School from 40 to 98 from September 2022

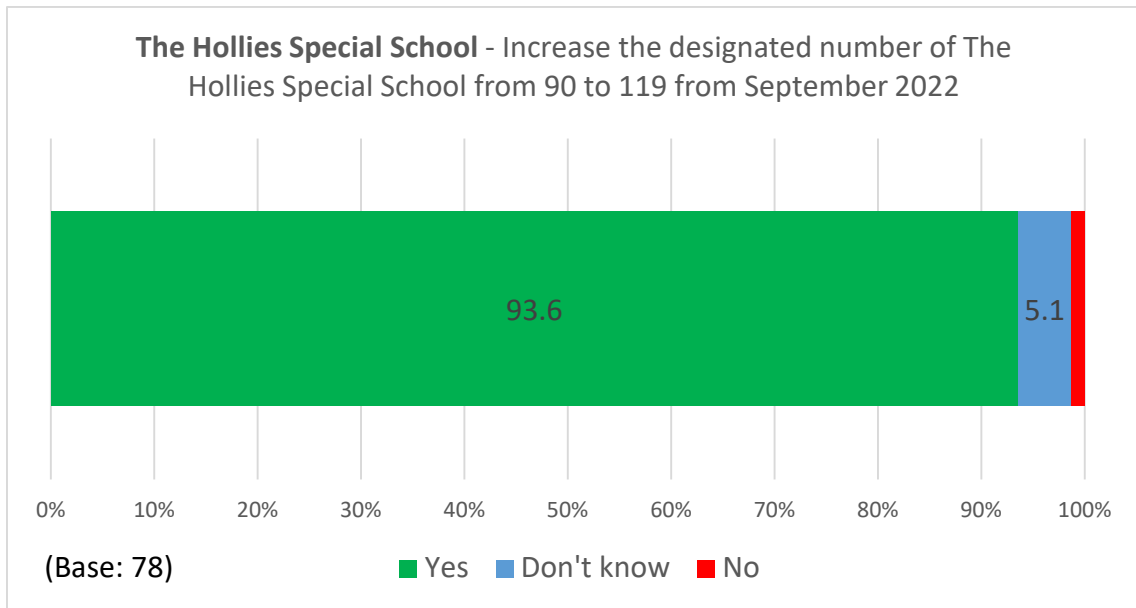
Nine in ten (90.2%) respondents agreed with the proposal.



Complex Learning Needs and Autism Spectrum Condition Provision

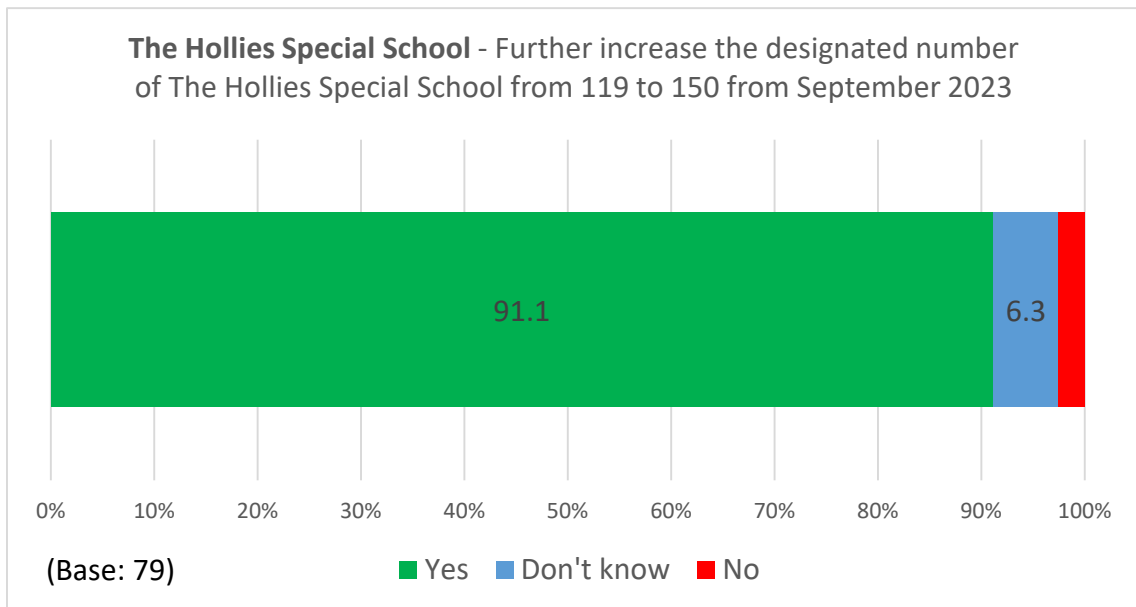
The Hollies Special School - Increase the designated number of The Hollies Special School from 90 to 119 from September 2022

Over nine tenths (93.6%) of respondents agreed with the proposal.



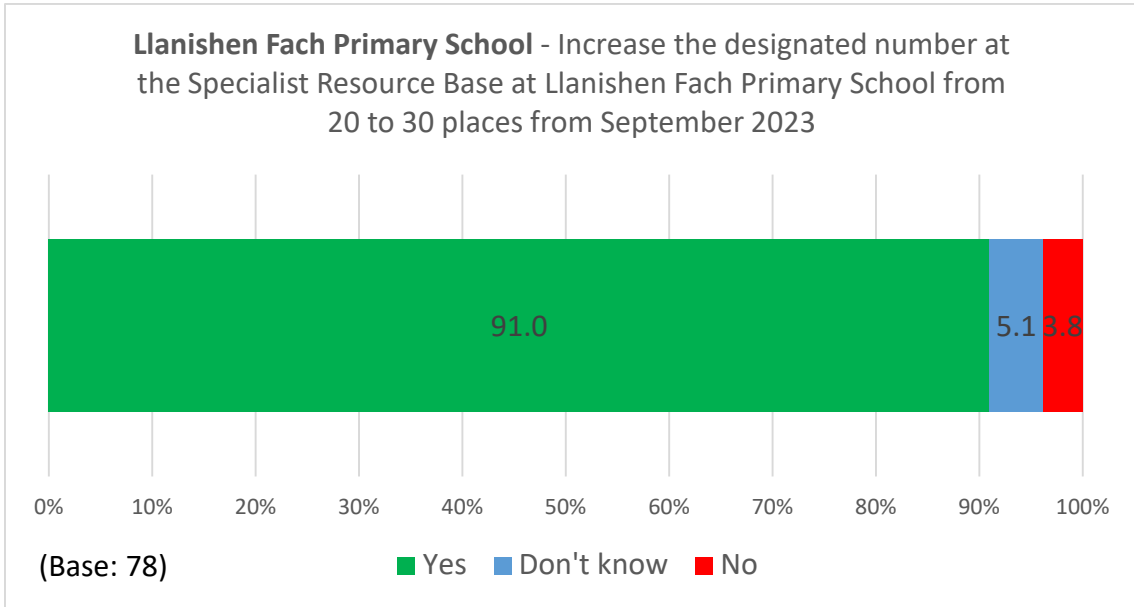
The Hollies Special School - Further increase the designated number of The Hollies Special School from 119 to 150 from September 2023

Nine in ten (91.1%) respondents agreed with the proposal.

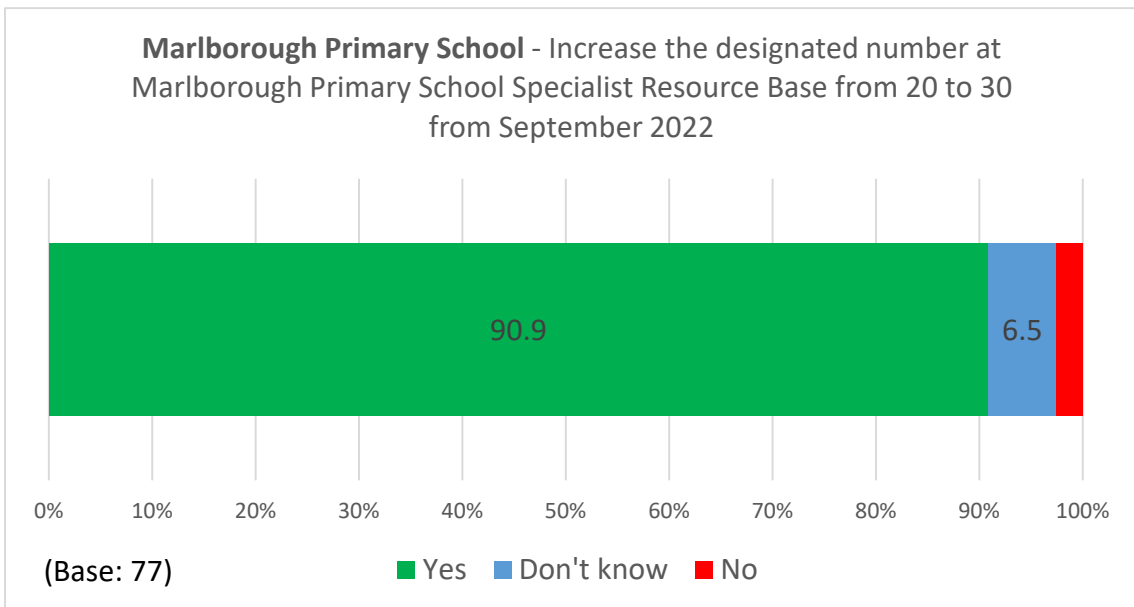


Complex Learning Needs and Autism Spectrum Condition Provision

Llanishen Fach Primary School - Increase the designated number at the Specialist Resource Base at Llanishen Fach Primary School from 20 to 30 places from September 2023
Nine in ten (91.0%) respondents agreed with the proposal.



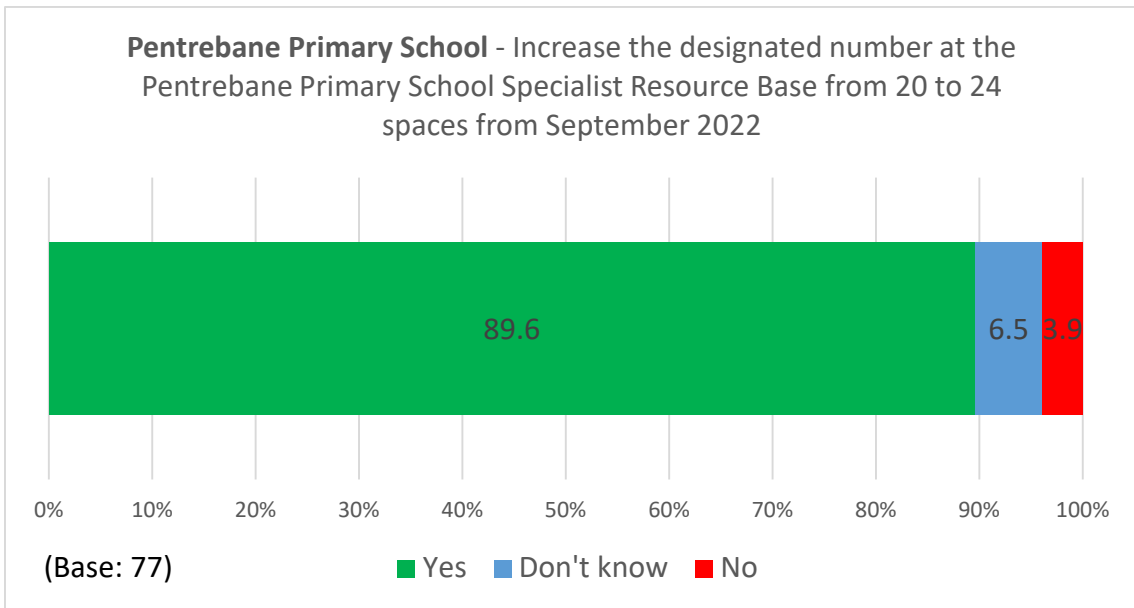
Marlborough Primary School - Increase the designated number at Marlborough Primary School Specialist Resource Base from 20 to 30 from September 2022
Nine in ten (90.9%) respondents agreed with the proposal.



Complex Learning Needs and Autism Spectrum Condition Provision

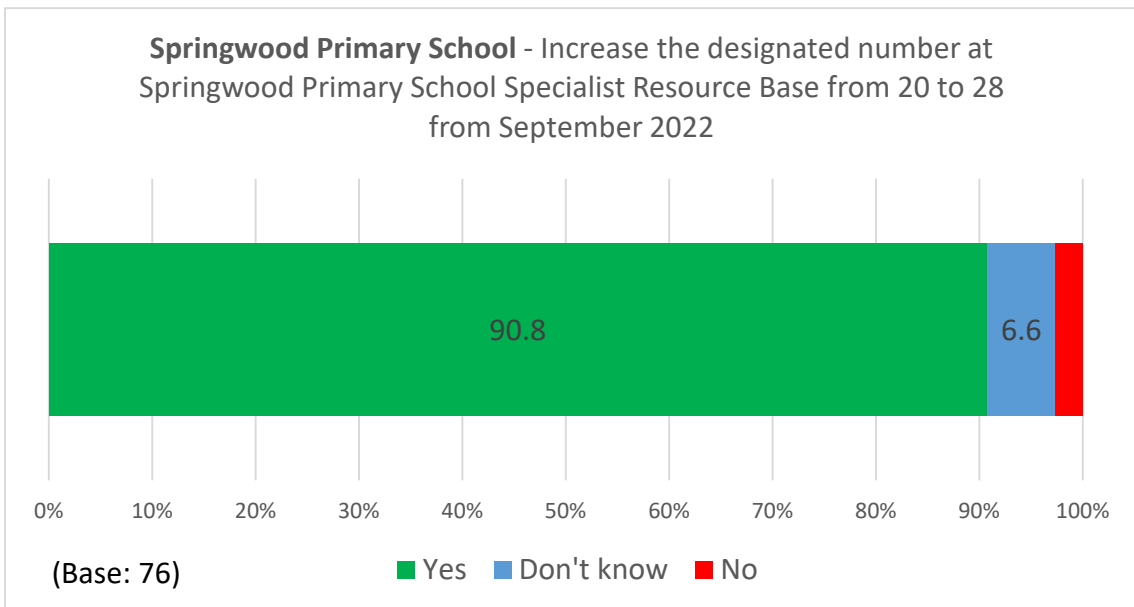
Pentrebane Primary School - Increase the designated number at the Pentrebane Primary School Specialist Resource Base from 20 to 24 spaces from September 2022

Nine in ten (89.6%) respondents agreed with the proposal.



Springwood Primary School - Increase the designated number at Springwood Primary School Specialist Resource Base from 20 to 28 from September 2022

Nine in ten (90.8%) respondents agreed with the proposal.



If you do or not support the proposed changes than please explain why:

General agreement with the proposals

- I have a daughter with autism and am currently looking at these schools for here. She would be due to start reception in September 2022. The increase in numbers at these schools may help her get a place in a school that will support her needs. The increase in numbers will give more children like my daughter a place at a school they deserve in order to fulfil their full potential.
- I do support the changes because every child deserves a place in a school where their needs are met. I have friends and family with children in special schools and I have had to see them fight and challenge rulings regarding their child qualifying for those schools. It isn't fair for children with needs to have to go mainstream schools if they will not thrive in that environment.
- I would love to see the capacity of each of these schools increased at a rate that includes training more specialist staff and building extensions to the schools to accommodate more classrooms. I hope that the designated numbers can be increased without diminishing the support given to the children already enrolled.
- More children are coming into mainstream with complex needs which cannot be met in a mainstream class. For the benefit of the children and to give them the best start in life they need specialist support.
- All schools need more support for the children who are supposed to manage without access to these units. I thought my son had learning difficulties till I moved him to a small independent school. Where his sensory and hearing needs were met. He's actually bright, but we would never have known if hadn't moved him.
- My child has ASD and therefore has additional learning needs. Currently he is doing well in his mainstream primary school, but it may be that in the future he would be better placed in a designated school. If there are more places available there would be more chance of my child getting a place in school that better suits his needs.
- This will help a lot of children like my daughter find the right school for their needs. We are hoping that my daughter can attend one of these schools in September 2022 as she has autism.
- I support the increased numbers of places across Cardiff's special needs provision.
- I believe it's important that every child get the care they need.
- More places are needed to support the growing number of children that are being diagnosed.
- I have seen Parents struggle to get additional support for their Children for years. This support should be readily available to them.
- Yes, however more and more children are presenting in Mainstream schools, who cannot be supported in the budgets they have. They need to further increase the number further at all of these schools!
- Clearly not enough provision in Cardiff currently. These are very much needed.
- There is increasing need for specialist ALN provision. The approach of raising this provision across the range of schools, as opposed to focusing on a few schools, increases the opportunity for pupils to be in the most beneficial specialist environment. Whilst having access to ALN provision, due to limited school places,

some pupils across Cardiff are not in the most appropriate school environment for their individual needs.

- These particular schools have seen a high demand for places in recent years but struggle to accommodate due to the numbers of places and facilities needed. It is lovely to see sensory rooms and other facilities being incorporated into the plans.
- You need to make further improvements in the high school sector.
- As a Governing Body, we welcome the proposal to invest in resources for some of our most vulnerable learners and are grateful to Cardiff Council for prioritising excellent resources and critically to grow staff specialism in areas of most need. We are fully aware that there is a need to meet the increasing demand for ALN provision and believe that the council is taking significant steps towards developing that provision. However, we have a high level of concern relating to the lack of parity in current provision in the Welsh Medium sector in Cardiff. We are very disappointed that these proposals do not in any way address that lack of parity and go some way towards increasing the current gap in provision between English and Welsh-medium provision. This consultation contradicts the recent WESP consultation which noted the Council's ambition to open three specialist units in WM schools in the Primary sector and a further three SRB in the Secondary sector. We believe that investment in one sector only (English Medium) will encourage parents / families to transfer ALN pupils to the EM sector where the investment and resources are superior. Investment is needed within the Welsh Medium sector in order to ensure parity of provision and full inclusion within WM schools. We feel that an urgent audit is necessary in order to ascertain ALN within the WM sector (especially in the Primary sector). The documentation demonstrates a growing need within the EM sector but not in the WM sector. We believe that an audit would clarify the current position and would welcome clarity on the current numbers of pupils who would benefit from specialist placements in the Welsh-medium. We believe that the current proposals do not take steps to develop specialist WM support in the primary sector in particular and feel that there is a lack of strategic planning for provision across primary and secondary. It would be expected that, to address needs, the number of places available in specialist provisions would be more equal in the primary and secondary sectors. This would aid early intervention. It seems that primary schools are (just about) coping with children with high level needs. We believe that the development of provision in the WM sector needs to consider the different needs of the sector, namely a growing incidence of high-tariff, low-incident need. To achieve parity, the provision does not necessarily have to mirror the provision seen in EM but rather needs to be thoughtful and bespoke, with creative solutions. Such a solution should place at its heart the need to develop the workforce. We believe that increasing and developing specialist provision will, in itself, also serve to develop the workforce. The limited provision to date has not enabled this. The WM sector as a whole is eager to establish a close working partnership between the sector and LA leadership to scope and realise creative and practical solutions to these challenges, which could become a blueprint of outstanding practice for the future.
- I do not know enough about the position of each individual school in the list, but I am very supportive of children with special needs having every opportunity possible like any other child in a school within their community.

- We support the above changes to the English-language sector, in response to the growth in need, but the same investment must be seen in the Welsh-medium sector to ensure equal opportunities for all pupils. The LEA is missing an opportunity here to promote the Welsh language and seems to go against the Welsh Government's aspirations in terms of the Welsh language. We, as the Governing Body of Ysgol Gymraeg Coed-y-Gof, fully support the investment in provision for the most vulnerable pupils in our communities. We would like to commend the County Council's intention to invest in the best and critical support to grow staff expertise and specialist centres in areas of clear demand. Securing investment at this level creates a specialist resource and workforce capacity to respond to the increasing demand for provision in this area. However, I would like to express our deep concern about the lack of proposed Welsh-medium provision for our most vulnerable and needy pupils. We believe that this consultation contradicts the recommendations of Cardiff's WESP consultation where the opening of three primary specialist centres and three secondary specialist centres is mentioned. Investing in only one sector (English) encourages families / parents to move ALN children to an English-medium sector where provision and investment is best. Investment in the Welsh-medium sector is needed to ensure equal provision and full inclusion within the sector's schools.

Opinion split / Don't know across the proposals

- Large number increases may affect existing pupils and that impact needs to be taken into account - space, staff (properly trained and experienced), shared resources e.g. trampoline, pools etc. The ones I put I don't know is because I don't know enough about them to give an opinion. Yes, was for small increases. No for huge increases likely to have impact on existing pupils.
- I have put don't know for most as it depends on the reasons and what sort of places are needed. As stated above I do not believe that just because you are Autistic a base is the right place. Llanishen Fach I have put no as in my opinion it is an SRB on a mainstream site which would need expanding taking away from the rest of the school. It is big enough. The parking/drop off facilities are not good enough. The SRB is used to segregate difficult learners. There seems to have been a real rise in severe medical needs.
- I have indicated 'don't know' to each of the questions as the premise of the question is fundamentally wrong - it is not that I don't support an increase in provision, I just don't think this plan provides it at a strategic level.
- The number of increases seems quite low. I think more is needed than you are proposing.

General disagreement with the proposals

- The Mainstream primaries with additional needs units will end up putting children who have ALN in the base rather than supporting them with their needs inclusively within a classroom as it will suit them better. It does not always suit the child better.
- I'm not too sure on what exactly you mean when you say the numbers will be increased in each of these schools? Does this mean that each class will now become bigger? Or that there will just be more classrooms to accommodate the extra children whilst at the same time not interfering with the current classes? If you are looking to making the classes bigger then unfortunately, I don't feel confident in the staff being able to manage that due to personal experience. My 4-year-old son is in a class with just 6 other kids and 4 staff members, yet there have been a few accidents already in only this first term. So I fear to think what would the outcome be if the numbers in his class were to be increased.

Concerns around lack of Welsh medium investment

- Whilst I am supportive of the proposals to increase ALN provision across the city, it is hugely disappointing that there no intention outlined here to increase ALN provision for those choosing Welsh Medium Education. Your draft WESP indicates you will deliver 'An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018. How will you achieve this vision with no investment in Welsh medium ALN?
- WM schools should get more investment and more provision.
- Can we draw your attention to the LEA's review of its Welsh medium Additional Learning Needs provision in 2009-10, conducted by Meinir Rees HMI, and previously a SENCO at Ysgol Gyfun Gymraeg Plasmawr? This review noted the establishing of new Welsh medium schools as an opportunity to develop specialist Additional Learning Needs provision. Sadly, time has proved that this has been an opportunity missed. 5 new Welsh medium primary schools and a secondary school have since opened, with no Additional Learning Needs specialist provision. Furthermore, 4 Welsh medium schools have been expanded and provided with new buildings - again with no specialist ALN provision. With Specialist Resource Base at Ysgol Coed y Gof closing to be replaced by a more specific Specialist Resource Base at Ysgol Gymraeg Pwll Coch, the only new provision for Welsh medium schools since this 2009-10 review is the revolving door provision at Ysgol Pen y Groes. This lack of specialist Welsh medium provision has led to parents moving their children to English medium to satisfy their children's additional learning needs.

Specific school comments

Pentrebane

- Very small and congested school. Inadequate space and provision for children already present in school or base.
- To increase spaces at Pentrebane Primary school, a lot more needs to be done to improve the state of the existing facilities, provision and space in school, as it is a very small school and space already inadequate for the number of children present.

Ty Gwyn

- Concerns - Staffing - i.e. numbers of quality suitable staff to deal with pmlid and children so that quality education/ healthcare is delivered. Transport issues - increasing vehicle numbers exacerbating an already difficult to manage situation. Resources being further overstretched leading to timetabling / fairness issues. School community relationships being lost due to ever expanding buildings/workforce. Will there be ongoing council support/ funding?
- It's too much of a jump in numbers, the reason these schools are fantastic is because they can provide what is needed and have smaller classes. The increase would be amazing, if everything was increased e.g. The space, the staff, the resources, physical resources. I'm not sure this would be the case.

Meadowbank

- I support the expansion of Meadowbank school if the facilities proposed are fully tailored to meet the needs of the more complex children who will attend
- It's too much of a jump in numbers, the reason these schools are fantastic is because they can provide what is needed and have smaller classes. The increase would be amazing, if everything was increased e.g. The space, the staff, the resources, physical resources. I'm not sure this would be the case.

The Hollies

- It's too much of a jump in numbers, the reason these schools are fantastic is because they can provide what is needed and have smaller classes. The increase would be amazing, if everything was increased e.g. The space, the staff, the resources, physical resources. I'm not sure this would be the case.
- Improvement to the school building is very much needed in order to improve the provision for pupils with autism- increasing places will enable more children to access specialist provision across the city.

Would you like to suggest any changes or alternatives?

Respondents were given the opportunity to suggest any changes or alternatives they had to the proposals. Twenty-five respondents took the opportunity to do so, and these comments can be viewed below / overleaf:

- More SRB's in other schools.
- More SRBs in other schools, more facilities and space to be created for the provision at Pentreban Primary School.
- I would like to see more permanent one-to-one staff in 'mainstream' schools too.
- Look at local grass root groups and charities that may be able to help with supporting and creating a sense of community, identity and accessible activities outside of the school environment.
- Small units in all schools.
- Better ASD and neurodiversity training for all school staff and better choice of provision including self-directed learning support.
- Another new school.
- The hollies, school for autism, seems to need a new build. Check feasibility of sites for large increases in numbers proposed.
- It is paramount that the Local Education Authorities improve the access to pupils with any ALN. Further training is required in non-specialist schools to support unstatemented pupils and especially around Individual Educational Learning Plans for pupils. More Educational psychologists are needed, and schools should stop covering up their mistakes on paper to "appear as being supportive and inclusive".
- Extra classrooms and don't interfere with the current ones.
- I suggest all school staff are taught about autism so all children who go to mainstream get the best they can put of their school life.
- Look at Faith based schools to offer this support as well! These numbers needed to be doubled if not quadrupled.
- Additional spaces in Welsh language secondary.
- Offer more options for education, EOTAS options, self directed learning, forest school.
- I would like to see an impact study that demonstrates how this plan takes into account a) increased demand for Welsh language provision, b) the Welsh Government plans to increase the numbers of Welsh speakers even further and c) how Future Generations have been considered in this plan.
- Consideration for Welsh Medium ALN Provision.
- Allocation towards WM schools.
- Increased provision for ALN who do not have a statement/IDP - the current secondary school provision for this category of learners is non-existent in Cardiff. Hence we have had to go out of borough.
- Regarding the Meadowbank new build, there are some major flaws in the proposed design including the lack of an enclosed walkway for the children to safely reach their classroom, some 200 metres, not acceptable for children with mobility and anxiety issues, also the lack of bespoke sensory areas in the new build is also a major flaw, there is a huge need for these to meet the children's complex medical and sensory needs.

- More specialists provision. Add units to primary schools if they have the space and the need.
- A full review of existing provision in order to provide parity between Welsh and English medium.
- The consultation document in the section Demand for Places on Page 16 outlines the projected demand (plus 10%) as 602 by 25/26 across the city. It states this is taking into account returning the out of county placements as well as the projections from population data analysis. Concern is raised whether there is sufficient future capacity proposed to meet not only known demand but also unknown demand leading to issues in years to come. A question is raised why the capacity proposed isn't further increased, particularly as savings in the region of £3.8m would be realised with the return of the out of county placements. The Local Development Plan proposed a large increase in housing across the city in the coming years with the subsequent need of increased infrastructure including new school provision. It is hoped that any new school building proposals would include the need for additional ALN provision on top of what is currently proposed. The proposals outline increasing capacity to meet this increased demand in both special schools as well as in Special Resource Bases situated in mainstream schools. Further analysis would be needed to ensure a 'fit' for each pupil was attained to ensure pupils accessed the correct provision based on their assessed need not on availability of placement.
- The consultation contradicts the recent Welsh in Education Strategic Plan which noted the council's ambition to open three specialist units in Welsh Medium Schools in the primary sector and a further three SRB in the secondary sector. Investment is needed in the Welsh Medium Sector in order to ensure parity of provision and full inclusion within Welsh Medium Schools. An urgent audit is also required in the primary sector in order to ascertain the correct numbers. How was the conclusion reached that the English Medium Sector has a growing need but not in the Welsh Medium Sector? Was the Welsh Medium Sector included in this research?
- A current audit into the needs of pupils in the primary Welsh-medium sector is needed soon. The documentation shows an increasing need within the English-medium sector, but NOT in the Welsh-medium sector, which is not an accurate reflection of the situation within our schools. There is a clear lack of provision in terms of emotional health and well-being and behaviour within the Welsh-medium sector for Stage 4-5 pupils (who have needs beyond mainstream provision). The recommendations do not address this need at all. In addition, there is a lack of space / rooms for wellbeing/ nutrition classes in many schools due to the popularity of Welsh-medium education and the lack of suitable placements. Opportunities to expand ALN provision and resources have been missed in new Welsh-medium schools in the city, and investment in specialist centres is needed to create Welsh-medium ALN capacity within the workforce. A rich training programme is needed to drive specialist ALN training within the Welsh-medium workforce at all levels. There is a clear lack of consideration of autism needs within the primary sector, particularly in establishing an autism specialist centre within the secondary sector, in the recommendations, and a plan needs to be put in place to ensure that we provide appropriate education for all individuals, and that provision is available in Welsh. The Body does not feel that the Local Authority is complying with the requirements of Additional Learning Needs and Education Tribunal (Wales) Act in relation to ALN

provision which states: "Local authorities will have a duty to take all reasonable steps to secure Welsh language provision where required and, when reviewing UDPs, to consider the adequacy of Welsh-medium additional learning provision". As a result, this can lead to an increase in dispute between the Authority and parents, and an increase in the number of tribunal cases due to a lack of provision in Welsh.

- Provision will be required for children with ASD. Dedicated units for children with ALN will be required in Welsh very quickly.

Do you have any other comments?

Respondents were invited to leave any other comments they had in relation to the consultation. Twenty-four respondents left feedback; these comments can be viewed below / overleaf

- Autism SRB provision at St. Mary the Virgin Primary School, for residents of Cardiff City Centre area.
- SRB provision for residents in and around city centre at St. Mary the Virgin primary school.
- Done cautiously with grants and all the children's needs in mind this would be wonderful.
- Better assessment and support before children fail.
- Listen to all experts including parents who really do understand their child. Educational professionals within county need to fully understand the picture.
- Hope you are having extra teachers in to cover the extra kids in the class.
- The staffing ratio needs to increase as well as the ratio of places. Expanding class sizes is not an option but expanding number of classes is.
- Whilst I really support the increase in places. My concern is that sufficient resources, space and staff are also provided to do this safely, and to maintain the standards needed.
- Every child deserves an education.
- Mainstream schools need further training in identifying and supporting all pupils with ALN and especially schools in Caerau and Ely as these schools especially Pencaerau.
- Yea train all staff on what autism is and how to deal as not one size fits all approach oral.
- I am concerned that safeguards are put in place to ensure that pupil numbers at Meadowbank do not increase without the necessary changes to the school facilities being implemented first. An increase in pupil intake, especially with increasingly complex needs, requires changes to the building's current capabilities. Primary concerns are the current suitability of outdoor areas, sensory regulation spaces and changing facilities.
- The school at this present moment would be too small and would need to be bigger to accommodate more individuals.
- Meadowbank School is situated within a residential area, located alongside two other primary schools and a community centre. Parking is at capacity for the site and surrounding areas. If the plan is to double the capacity of places for pupils,

staffing levels will also increase. Are there plans to provide additional parking spaces as there is already a clear need which will be exasperated by additional staff?

- Could you please share the EIA that has been completed for this proposal.
- This is all very positive!
- I fully support the changes to The Hollies School providing that Cardiff follow through with their promises to improve the provision for both new and existing pupils. The current capacity is 90 however there are already 117 pupils on roll. The school has already been promised updated facilities including new classrooms which have not been done so there is already greater pressure on staffing due to increased numbers in classes that are not designed for this purpose. In addition, consideration needs to be given to updating the communal areas that pupils with ASD need access to e.g. sensory rooms. Without this being improved, an increase in numbers to 150 would mean that the school would not be able to provide the individual provision that pupils with ALN will need. None of this information is given in the consultation document and therefore would like to request that more consideration is given to the information that is published in the consultation document. Not only are the numbers on roll not correct but there is no detail in changes the council proposes to enable the school to accommodate the higher number of pupils. I am sure that this information is shared during consultation meetings but for those who are unable to attend, there is simply not enough detail. For example, the document says that there will be no negative impact on teaching and learning as a result of these changes, however without the additional information on what provision the existing and new pupils will have access to, I am unable to see how this conclusion could be made.
- Increased provision for ALN who do not have a statement/IDP - the current secondary school provision for this category of learners is non-existent in Cardiff. Hence we have had to go out of borough.
- Architects and decision makers need to listen more closely concerning the Meadowbank new build, staff are the experts on how the children can be best supported, not building designers or finance officers. If the council is going to spend on a new build, please make it fit for purpose for the long term, for the increasingly complex children to be accommodated there.
- We see a clear deficiency as regards wellbeing, behaviour, and emotional support in the Welsh Medium sector specifically for pupils on Stage 4-5 who struggle with mainstream provision. Due to the lack of space within Welsh Medium schools, it is proving difficult if not impossible to provide nurture / wellbeing classes within most settings. You will be aware that Ysgol Gymraeg Nant Caerau, has funded a highly praised nurture class out of our budget (mainly PDG) to meet this need. This nurture class is housed within a demountable building that is becoming unfit for purpose! We feel the LEA is losing an opportunity to provide specialist bases for these pupils.
- As a Governing Body, we welcome the proposal to invest in resources for some of our most vulnerable learners and are grateful to Cardiff Council for prioritising excellent resources and critically to grow staff specialism in areas of most need. We are fully aware that there is a need to meet the increasing demand for ALN provision and believe that the council is taking significant steps towards developing that provision. However, we have a high level of concern relating to the lack of parity in current provision in the Welsh Medium sector in Cardiff. We are very disappointed

that these proposals do not in any way address that lack of parity, and go some way towards increasing the current gap in provision between English and Welsh-medium provision. This consultation contradicts the recent WESP consultation which noted the Council's ambition to open three specialist units in WM schools in the Primary sector and a further three SRB in the Secondary sector. We believe that investment in one sector only (English Medium) will encourage parents / families to transfer ALN pupils to the EM sector where the investment and resources are superior. Investment is needed within the Welsh Medium sector in order to ensure parity of provision and full inclusion within WM schools. We feel that an urgent audit is necessary in order to ascertain ALN within the WM sector (especially in the Primary sector). The documentation demonstrates a growing need within the EM sector but not in the WM sector. We believe that an audit would clarify the current position and would welcome clarity on the current numbers of pupils who would benefit from specialist placements in the Welsh-medium. We believe that the current proposals do not take steps to develop specialist WM support in the primary sector in particular and feel that there is a lack of strategic planning for provision across primary and secondary. It would be expected that, to address needs, the number of places available in specialist provisions would be more equal in the primary and secondary sectors. This would aid early intervention. It seems that primary schools are (just about) coping with children with high level needs. We believe that the development of provision in the WM sector needs to consider the different needs of the sector, namely a growing incidence of high-tariff, low-incident need. To achieve parity, the provision does not necessarily have to mirror the provision seen in EM but rather needs to be thoughtful and bespoke, with creative solutions. Such a solution should place at its heart the need to develop the workforce. We believe that increasing and developing specialist provision will, in itself, also serve to develop the workforce. The limited provision to date has not enabled this. The WM sector as a whole is eager to establish a close working partnership between the sector and LA leadership to scope and realise creative and practical solutions to these challenges, which could become a blueprint of outstanding practice for the future.

- The building works programme must take into consideration the needs of the children and how they find change and disruption a challenge so delays in completing works must be avoided.
- We also feel that there is a lost opportunity when establishing and building new Welsh Medium Primary schools that due consideration hasn't taken place for an inclusion of an ALN provision. Newly established SRB (Schools Resource Base) seems to be an afterthought and are put into existing buildings rather than building a purpose built building. We encourage Cardiff Council when looking at future plans to build new school buildings for Ysgol Pen-y-Pil and Ysgol Nant Caerau to look into establishing a fit for purpose permanent home to these SRB's.
- It would be an idea to gather views from Welsh and Dual Stream schools before proceeding with these plans.

About You

Please provide your postcode below to allow us to more accurately pinpoint respondents' views and needs by area

	No.	%
Riverside	9	13.4
Rhiwbina	8	11.9
Llanishen	6	9.0
Caerau	5	7.5
Ely	4	6.0
Whitchurch and Tongwynlais	4	6.0
Canton	3	4.5
Creigiau/St. Fagans	3	4.5
Heath	3	4.5
Llandaff North	3	4.5
Splott	3	4.5
Adamsdown	2	3.0
Cathays	2	3.0
Cyncoed	2	3.0
Fairwater	2	3.0
Pentwyn	2	3.0
Other Electoral Ward	6	9.0
Total Respondents	67	100.0

What was your age on your last birthday?

	No.	%
16-24	4	4.4
25-34	15	16.5
35-44	28	30.8
45-54	24	26.4
55-64	13	14.3
75+	2	2.2
Other age group	1	1.1
Prefer not to say	4	4.4
Total Respondents	91	100.0

Are you...?

	No.	%
Female	72	80.0
Male	14	15.6
Prefer not to say	4	4.4
Total Respondents	90	100.0

Do you identify as a disabled person?

	No.	%
Yes	9	10.0
No	71	78.9
Prefer not to say	10	11.1
Total Respondents	90	100.0

Please tick any of the following that apply to you:

Seventeen people identified a health condition that applied to themselves, these can be viewed below:

- Deaf/ Deafened/ Hard of hearing
- Mental health difficulties
- Wheelchair user
- Mobility impairment
- Long-standing illness or health condition (e.g. cancer, diabetes, or asthma)

What is your ethnic group?

(Where the term 'British' is used, this refers to any of the four home nations of Wales, England, Northern Ireland and Scotland, or any combination of these).

	No.	%
White - Welsh/English/Scottish/Northern Irish/British	67	74.4
Asian/Asian Welsh/British - Indian	4	4.4
Mixed/Multiple Ethnic Groups - White and Black Caribbean	3	3.3
White - Any other white background	3	3.3
Arab	2	2.2
Other Ethnic Group	5	5.6
Prefer not to say	6	6.7
Total Respondents	90	100.0

Equality Impact Assessment
Corporate Assessment Template



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: Post 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: February 2022	

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

<p>1. To inform Cabinet of the responses received following public consultation held from 11 October 2021 to 17 January 2022 on the following proposal regarding the establishment of additional learning needs provision at Moorland Primary School:</p> <ul style="list-style-type: none"> Establish a 20 place Specialist Resource Base (SRB) for primary aged children with Complex Learning Needs at Moorland Primary School from September 2022. <p>2. To inform Cabinet of the responses received following public consultation held from 14 December 2021 – 01 February 2022 on the following proposals regarding the expansion of additional learning needs provision:</p> <ul style="list-style-type: none"> establish a 30 place Specialist Resource Base for learners with complex learning needs at Willows High School from September 2023 increase the designated number at the Llanishen High School Specialist Resource Base for learners with Autism Spectrum Condition from 20 to 45 places from September 2022 establish a 30 place Resource Base at Ysgol Gyfun Gymraeg Glantaf alongside the existing 30 place Specialist Resource Base for learners with Autism Spectrum Condition from September 2023 increase the designated number of Ty Gwyn Special School from 198 to 240 from September 2022 increase the designated number of Meadowbank Special School from 40 to 98 from September 2022
--

CARDIFF COUNCIL

Equality Impact Assessment Corporate Assessment Template

- 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
- increase the designated number at the Specialist Resource Base at Llanishen Fach Primary School for learners with complex learning needs from 20 to 30 places from September 2023
- increase the designated number at the Specialist Resource Base at Marlborough Primary School for learners with severe and complex learning needs from 20 to 30 from September 2022
- increase the designated number at the Specialist Resource Base at Pentrebane Primary School for learners with Autism Spectrum Condition from 20 to 24 spaces from September 2022
- increase the designated number at the Specialist Resource Base at Springwood Primary School for learners with Autism Spectrum Condition from 20 to 28 from September 2022

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.

The consultation process involved:

- publication of bilingual consultation documents outlining background, rationale and implications to parents, Headteachers and Chairs of Governors, all Members of local wards, local residents and other stakeholders (a copy of the consultation documents can be seen at Appendix 1);
- publication of bilingual summary documents setting out the main points of the consultation documents (a copy of the summary documents can be

CARDIFF COUNCIL

Equality Impact Assessment Corporate Assessment Template

seen at Appendix 2);

- publication of information in community languages upon request;
- Consultation meetings via Microsoft Teams with Governors and staff at Moorland Primary School, Whitchurch High School, Willows High School, Llanishen High School, The Bishop of Llandaff Church in Wales High School, Ysgol Gyfun Gymraeg Glantaf, Ty Gwyn Special School, Meadowbank Special School, The Hollies Special School, Llanishen Fach Primary School, Pentreban Primary School, Springwood Primary School (notes from the meetings can be seen at Appendix 3);
- consultation meetings via Microsoft Teams/in person with pupil representatives at Moorland Primary School, Willows High School, Llanishen High School, Ysgol Gyfun Gymraeg Glantaf, Meadowbank Special School, Llanishen Fach Primary School, Pentreban Primary School, Springwood Primary School (notes from these meetings can be seen at Appendix 4);
- Ty Gwyn Special School and The Hollies Special School facilitated consultation with their pupils and provided details of the views gathered (details can be seen at Appendix 4);
- the pupil consultations that took place in person were conducted in line with the relevant Health and Safety guidance.
- public consultation meetings via Microsoft Teams at which the proposal was explained and questions answered (notes from the meetings can be seen at Appendix 5);
- drop-in sessions were offered via Microsoft Teams where officers were available to answer questions (there were no requests for drop-in sessions);
- letters setting out details of the proposals and where further information could be found were sent to local residents and businesses in the area surrounding the school sites subject to the proposed changes;
- a communication campaign via social media;
- a consultation response slip for return by post or e-mail, attached to the consultation documents and summary documents;
- an online response from at www.cardiff.gov.uk/ALNsSchoolproposals

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 received were regarding the proposal during the consultation period.

Views were sought from interested stakeholders via an online survey and a hard copy version of the survey within the consultation document.

CARDIFF COUNCIL

Equality Impact Assessment Corporate Assessment Template

The details presented in the 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.

The views expressed in the wider stakeholder surveys reflect those raised in the e-mail responses received.

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?

If the proposals were to proceed, an equality impact assessment would be carried out to identify the accessibility of any new accommodation. 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.

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

--

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 proposals were to proceed, an equality impact assessment would be carried out to identify the accessibility of any new accommodation 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		X	

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)			
--	--	--	--

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

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

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

	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.

3.7 Religion, Belief or Non-Belief

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

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.

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?

CARDIFF COUNCIL

Equality Impact Assessment Corporate Assessment Template

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

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

3.9 Sexual Orientation

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

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

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

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?

	Yes	No	N/A

CARDIFF COUNCIL

Equality Impact Assessment
Corporate Assessment Template

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

The proposed changes are 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 meet the 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

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

Equality Impact Assessment
Corporate Assessment Template

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 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

CARDIFF COUNCIL

Equality Impact Assessment Corporate Assessment Template

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	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	
Religion/Belief	

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

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 any 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 : Rosalie Phillips	Date: February 2022
Designation: School Organisation Project Officer	
Approved By:	
Designation:	
Service Area: Education	

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

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

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

**CYNGOR CAERDYDD
CARDIFF COUNCIL**

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

8 MARCH 2022

**SCHOOL ORGANISATION PROPOSALS: PROVISION FOR CHILDREN
AND YOUNG PEOPLE WITH ADDITIONAL LEARNING NEEDS (ALN) -
EMOTIONAL HEALTH AND WELLBEING PROVISION FOR PRIMARY AND
SECONDARY AGED PUPILS**

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 10 March 2022.
2. The purpose of the Cabinet report is to inform Cabinet of the responses received following public consultation on proposals to extend and realign special school and Specialist Resource Bases (SRBs) for pupils across Cardiff with emotional, health and wellbeing needs.

Background

3. At its meeting on 15 July 2021 the Cabinet authorised 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 with 36 pupils on each site from September 2025.
4. At its meeting on 14 October 2021 the Cabinet authorised officers to consult on proposals to:
 - increase the capacity of Greenhill 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.

5. This Scrutiny Committee considered the above proposals on the 13th July 2021 and 13th October 2021, and extracts from the Chair's letters arising from this issue, and corresponding responses from Councillor Merry is attached at **Appendix B**.

Structure of Papers

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

- **Responses received regarding the proposal The Court Special School** (*points 7 – 18 in the Cabinet report*)
 - Views Expressed (*points 21 - 26 in the Cabinet report*)
 - The Court Special School Pupil Representation (*points 27 - 29 in the Cabinet report*)
 - Fairwater Primary School Pupil representation (points 30 – 33 in the Cabinet report, plus Appendix 4)
 - Response to views expressed (*points 34 - 44 in the Cabinet report, plus Appendix 7*)
- **Responses received regarding the proposal for Greenhill School during the consultation period** (*points 45 - 53 in the Cabinet report, plus Appendices 6 - 8*)
 - Greenhill School Pupil representation (*points 56 - 63 in the Cabinet report, plus Appendix 4*)
 - Response to the view expressed (*points 64 - 70 in the Cabinet report, plus Appendix 7*)

- **Responses received regarding the establishment of emotional health and wellbeing Specialist Resource Base provision for learners aged 11-19 (Cardiff West Community High School and Eastern High) during the consultation period** (*points 71 - 80 in the Cabinet report, plus Appendices 6 & 7*)
 - Cardiff West Community High School Pupil representation (*points 81 - 84 in the Cabinet report, plus Appendix 6*)
 - Eastern High Pupil representation (*point 85 in the Cabinet report*)
 - Response to the views expressed (*points 86 - 96 in the Cabinet report, plus Appendix 7*)
- **Formal responses received during the consultation regarding Additional Learning Needs Provision** (*points 97 – 105 in the Cabinet report*)
 - Response to the view expressed (*points 106 - 111 in the Cabinet report, plus Appendix 7*)
- Health provision (*points 112 - 113 in the Cabinet report*)
- Admissions arrangements (*point 114 in the Cabinet report*)
- Learner Traveller Arrangements (*points 115 - 118 in the Cabinet report*)
- Community Impact (*point 119 in the Cabinet report*)
- Local Member Consultation (*point 120 in the Cabinet report, plus Appendix 6*)
- Scrutiny Consultation (*point 121 in the Cabinet report*)

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

- Financial Implications (*points 123 - 129 in the Cabinet report*)
- Legal Implications (*points 130 - 146 in the Cabinet report*)
- HR Implications (*points 147 - 153 in the Cabinet report*)
- Property Implications (*point 154 in the Cabinet report*)
- Traffic and Transport Implications (*points 155 - 178 in the Cabinet report*)
- Impact of the proposals on the Welsh Language (*points 179 - 191 in the Cabinet report*)

- Wellbeing of Future Generations (*points 192 - 194 in the Cabinet report*)
- EIA (*points 195 - 196 in the Cabinet report; plus Appendix 9*)

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

- **Appendix 1:** Consultation documents
- **Appendix 2:** Summary documents
- **Appendix 3:** Notes of meetings with Governing Bodies and Staff
- **Appendix 4:** Notes from pupil engagement meetings
- **Appendix 5:** Notes from public meetings
- **Appendix 6:** Formal responses received
- **Appendix 7:** Summary of responses received, and appraisal of views expressed
- **Appendix 8:** Summary analysis of responses received
- **Appendix 9:** Equality Impact Assessment

Issues highlighted in the report to Cabinet

Consultation Methodology

9. The consultation period for The Court Special School proposals ran from 11 October 2021 until 17 January 2022.

10. The consultation period for the Greenhill School proposals and the secondary Specialist Resource Base provision for learners with emotional health and wellbeing needs ran from 14 December 2021 until 01 February 2022.

11. The consultation process for each set of proposals involved:

- Publication of bilingual consultation documents outlining background, rationale and implications to parents, staff and governors of affected schools, Headteachers and Chairs of Governors city-wide, elected Members, local residents and other stakeholders (a copy of the consultation documents can be seen at Appendix 1);

- Publication of bilingual summary documents setting out the main points of the consultation documents (a copy of the summary documents can be seen at Appendix 2);
- Publication of information in community languages upon request;
- Consultation meetings via Microsoft Teams with school governors and staff at The Court Special School, Greenhill School, Fairwater Primary School and Cardiff West Community High School. The Governing Body and staff of Eastern High declined the offer of meetings as a number of meetings had been held ahead of the consultation and they had sufficient information available to them (notes from the meetings can be seen at Appendix 3);
- Consultation meetings with pupil representatives at The Court Special School, Fairwater Primary School, Greenhill School and Cardiff West Community High School (notes from these meetings can be seen at Appendix 4);
- Two public consultation meetings via Microsoft Teams at which the proposals were 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 (there were no requests for drop-in sessions);
- Letters setting out details of the proposals and where further information could be found were sent to local residents and businesses in the area surrounding the school sites subject to the proposed changes;
- A communication campaign via social media;
- A consultation response slip for return by post or e-mail, attached to the consultation documents and summary documents;
- An online response from at www.cardiff.gov.uk/ALNschoollproposals

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

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

14. Views were sought from interested stakeholders via online surveys and hard copy versions of the surveys within the consultation documents.
15. The details presented in this report, represent the views expressed during the consultation process. These include the wider stakeholder surveys, formal responses, e-mail responses, views expressed at public meetings, drop-in sessions, telephone calls and pupil consultation meetings.
16. The views expressed in the wider stakeholder surveys reflect those raised in the e-mail responses received.

Results

17. In total there were 44 responses received, including 35 online responses and 9 e-mail responses.
18. Formal responses were received from:
- Estyn
 - The Court Special School Governing Body
 - The Court Special School Headteacher
 - The Court Special School Staff
 - Fairwater Primary School Governing Body
 - Pen y Bryn Primary School Governing Body

19. Of the 35 online responses received, 88.6% supported the proposal to increase the capacity of The Court Special School from 42 to 72 places, with 60% of responses supporting the proposed transfer of the school to new build accommodation across two sites at Fairwater Primary School and the current St Mellons CiW Primary School site in Llanrumney.

Views Expressed

20. Reasons for supporting the proposed changes included:
- The need to respond to the growing demand for additional learning needs provision.

- A dual site arrangement could allow for pupils to have stronger links with their local communities.
- The potential for active travel/children to spend less time in taxis commuting to school.
- The potential benefits arising out of co-location with mainstream provision.
- The opportunities to develop stronger links with local communities.
- The provision of purpose-built facilities would provide an improved learning environment.
- The opportunity for enhanced development opportunities for children and staff.

21. Whilst there was support for the expansion and redevelopment of The Court Special School there were a number of concerns related to:

- The ability to maintain one school ethos across two sites.
- The current lack of Welsh-medium additional learning needs provision.
- The need to maintain small class sizes in order to be able to provide appropriate levels of support.
- The need for both school sites to be new and purpose built.
- Potential safeguarding concerns around co-location with mainstream provision.
- Access arrangements to both proposed sites and the potential for increased traffic around the sites.
- Staffing arrangements and the need to ensure sufficient time is allowed for upskilling of new staff.
- The safety of children on school sites during the construction phase.
- The design/layout of any new build needs to allow for suitable distance and security with the integrity of both mainstream and special school provision maintained.
- The future of existing Wellbeing provision at Fairwater Primary School.

22. The Governing Body of Fairwater Primary School expressed a wish for greater detail on the proposed changes, including detail on site matters

such as access, boundaries, buildings and organisation of the two schools on the shared site.

23. Separate to the proposed changes, Fairwater Governing Body asked for consideration to be given to the establishment of nursery provision at the school.

24. A number of alternative suggestions were put forward. These included the use of land at Fitzalan High School, the former Michaelston Community College site and at the school playing fields in Cardiff West Community High School.

25. It was also suggested that a more rural location would be better for the school, that single site provision should be developed, and that the age range of the school be extended to age 19.

Recommendations set out in the Cabinet Proposals

26. The Cabinet is recommended to

- 1) authorise officers to proceed on proceed to publish proposals in accordance with section 48 of The School Standards and Organisation (Wales) Act 2013 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 with 36 pupils 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 2023.
- 2) Not progress the proposal to increase the capacity of Greenhill School.

- 3) Note that officers will bring a further report to Cabinet for consideration, setting out details of revised proposals for the provision of secondary English-medium and Welsh-medium education health and wellbeing special school places.

Scope of Scrutiny

27. 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 10 March 2021.

Way Forward

28. 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 Brett Andrewartha (SOP Programme Manager) will present the report to the Committee, and be available to answer any questions Members may have.
29. 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

30. 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

31. 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

3 March 2022

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

**EMOTIONAL HEALTH AND WELLBEING PROVISION FOR
PRIMARY AND SECONDARY AGED PUPILS**

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

AGENDA ITEM: 8

Reason for this Report

1. The purpose of this report is to inform Cabinet of the responses received following public consultation on proposals to extend and realign special school and Specialist Resource Bases (SRBs) for pupils across Cardiff with emotional, health and wellbeing needs.

Background

2. At its meeting on 15 July 2021 the Cabinet authorised 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 with 36 pupils on each site from September 2025.
3. At its meeting on 14 October 2021 the Cabinet authorised officers to consult on proposals to:
 - increase the capacity of Greenhill 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.

Issues

4. The consultation period for The Court Special School proposals ran from 11 October 2021 until 17 January 2022.
5. The consultation period for the Greenhill School proposals and the secondary Specialist Resource Base provision for learners with emotional health and wellbeing needs ran from 14 December 2021 until 01 February 2022.
6. The consultation process for each set of proposals involved:
 - Publication of bilingual consultation documents outlining background, rationale and implications to parents, staff and governors of affected schools, Headteachers and Chairs of Governors city-wide, elected Members, local residents and other stakeholders (a copy of the consultation documents can be seen at Appendix 1);
 - Publication of bilingual summary documents setting out the main points of the consultation documents (a copy of the summary documents can be seen at Appendix 2);
 - Publication of information in community languages upon request;
 - Consultation meetings via Microsoft Teams with school governors and staff at The Court Special School, Greenhill School, Fairwater Primary School and Cardiff West Community High School. The Governing Body and staff of Eastern High declined the offer of meetings as a number of meetings had been held ahead of the consultation and they had sufficient information available to them (notes from the meetings can be seen at Appendix 3);
 - Consultation meetings with pupil representatives at The Court Special School, Fairwater Primary School, Greenhill School and Cardiff West Community High School (notes from these meetings can be seen at Appendix 4);
 - Two public consultation meetings via Microsoft Teams at which the proposals were 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 (there were no requests for drop-in sessions);
 - Letters setting out details of the proposals and where further information could be found were sent to local residents and businesses in the area surrounding the school sites subject to the proposed changes;
 - A communication campaign via social media;

- A consultation response slip for return by post or e-mail, attached to the consultation documents and summary documents;
 - An online response from at www.cardiff.gov.uk/ALNSchoolproposals
7. For stakeholders who did not have access to digital platforms the opportunity to discuss the proposed changes via telephone was available.
 8. The views expressed at Council organised meetings, drop-in sessions, telephone calls, and on paper or electronically through the appropriate channels, have been recorded.
 9. Views were sought from interested stakeholders via online surveys and hard copy versions of the surveys within the consultation documents.
 10. The details presented in this report, represent the views expressed during the consultation process. These include the wider stakeholder surveys, formal responses, e-mail responses, views expressed at public meetings, drop-in sessions, telephone calls and pupil consultation meetings.
 11. The views expressed in the wider stakeholder surveys reflect those raised in the e-mail responses received.

Responses received regarding the proposal The Court Special School

12. The consultation on the proposed expansion and transfer of The Court Special School was undertaken jointly with a proposal for the establishment of a Specialist Resource Base for learners with Complex Learning Needs at Moorland Primary School.
13. The responses received to the consultation included expressions of support and concerns relevant to both proposals.
14. In total there were 44 responses received, including 35 online responses and 9 e-mail responses.
15. Formal responses were received from:
 - Estyn
 - The Court Special School Governing Body
 - The Court Special School Headteacher
 - The Court Special School Staff
 - Fairwater Primary School Governing Body
 - Pen y Bryn Primary School Governing Body
16. The response from Estyn set out its view that the proposal is likely to at least maintain the standard of education provision in the area. However, there are ways in which the proposal could be strengthened.
17. Full copies of the formal responses can be seen at Appendix 6.

18. Of the 35 online responses received, 88.6% supported the proposal to increase the capacity of The Court Special School from 42 to 72 places, with 60% of responses supporting the proposed transfer of the school to new build accommodation across two sites at Fairwater Primary School and the current St Mellons CiW Primary School site in Llanrumney.
19. A summary of the responses received from all stakeholders, and appraisal of views expressed, can be seen at Appendix 7.
20. A summary analysis of the responses received are included in Appendix 8.

Views expressed

21. Reasons for supporting the proposed changes included:
 - The need to respond to the growing demand for additional learning needs provision.
 - A dual site arrangement could allow for pupils to have stronger links with their local communities.
 - The potential for active travel/children to spend less time in taxis commuting to school.
 - The potential benefits arising out of co-location with mainstream provision.
 - The opportunities to develop stronger links with local communities.
 - The provision of purpose-built facilities would provide an improved learning environment.
 - The opportunity for enhanced development opportunities for children and staff.
22. Whilst there was support for the expansion and redevelopment of The Court Special School there were a number of concerns related to:
 - The ability to maintain one school ethos across two sites.
 - The current lack of Welsh-medium additional learning needs provision.
 - The need to maintain small class sizes in order to be able to provide appropriate levels of support.
 - The need for both school sites to be new and purpose built.
 - Potential safeguarding concerns around co-location with mainstream provision.
 - Access arrangements to both proposed sites and the potential for increased traffic around the sites.
 - Staffing arrangements and the need to ensure sufficient time is allowed for upskilling of new staff.
 - The safety of children on school sites during the construction phase.
 - The design/layout of any new build needs to allow for suitable distance and security with the integrity of both mainstream and special school provision maintained.
 - The future of existing Wellbeing provision at Fairwater Primary School.

23. The Governing Body of Fairwater Primary School expressed a wish for greater detail on the proposed changes, including detail on site matters such as access, boundaries, buildings and organisation of the two schools on the shared site.
24. Separate to the proposed changes, Fairwater Governing Body asked for consideration to be given to the establishment of nursery provision at the school.
25. A number of alternative suggestions were put forward. These included the use of land at Fitzalan High School, the former Michaelston Community College site and at the school playing fields in Cardiff West Community High School.
26. It was also suggested that a more rural location would be better for the school, that single site provision should be developed, and that the age range of the school be extended to age 19.

The Court Special School Pupil Representation

27. Officers met with pupils from The Court Special School to discuss the proposals and gather their opinions.
28. The pupils liked the idea of a new school buildings and facilities; the school currently had issues with heating and windows. They would like better facilities with more suitable rooms/spaces to do things. They provided a range of ideas for what they would like to be provided including improved sports facilities (internal and external), quiet areas, outside space and equipment, an outdoor classroom, craft and music rooms.
29. They also wanted established practices, such as earning tokens throughout the week to spend on Fridays, to be maintained.

Fairwater Primary School Pupil representation

30. Officers met virtually with pupil representatives from Fairwater Primary School to discuss the proposal and gather their opinions.
31. Overall, the children were happy with the idea of having another school on their site.
32. The points raised related to any loss of playground space, whether there would be opportunities to play with the children from the other school, the age range of the new school, access arrangements and the location of the new school on the site.
33. Notes of the meetings can be seen at Appendix 4.

Response to views expressed

34. The Council welcomes the expressions of support for the expansion and redevelopment of The Court Special School.

35. It is however acknowledged that there are a number of concerns raised particularly around transition arrangements, site layouts/access, the co-location of special and mainstream provision, the potential for increased traffic and the status of existing Wellbeing provision.
36. The development of the proposal would be progressed in partnership with the relevant Headteachers and Governing Bodies and would consider fully the concerns raised and appropriate ways in which these could be mitigated including phased implementation, accommodation requirements, site layout options, traffic management, transition planning and Outreach support.
37. The Council will work closely with each school to consider the design, layout, access and buildings arrangements as the proposals are developed. Whilst initial development appraisals have been undertaken, these detailed matters would be considered at a later stage taking account of the initial feedback during this consultation stage on organisational changes.
38. The co-location of specialist and mainstream provision provides the opportunity to build partnerships and develop collaborative working practices which would benefit all of the schools.
39. The majority of The Court pupils would be eligible for Learner Transport in shared taxis or minibuses. The site access would be designed for efficient access by this small number of vehicles.
40. An appropriately sized drop-off and pick-up area would be incorporated in a safe, secure area within the site.
41. The existing Wellbeing class at Fairwater Primary School continues to be an important part of citywide emotional health and wellbeing support for primary aged pupils and this is intended to continue.
42. The establishment of nursery provision at Fairwater Primary School is out outside of the scope of the proposal consulted on and will be considered separately.
43. The development of Welsh-medium additional learning needs provision is being considered and proposals will be brought forward as part of the implementation of the Council's Welsh in Education Strategic Plan 2022-2031, following consideration of the strategy by the Welsh Government and formal adoption later in 2022.
44. A full appraisal of the views expressed can be seen at Appendix 7.

Responses received regarding the proposal for Greenhill School during the consultation period

45. In total 28 responses were received including 22 online survey responses and 6 e-mail responses.

46. Formal responses in respect of the Greenhill School proposals were received from:
- Local Members - Rhiwbina
 - Estyn
 - Greenhill School Governing Body
 - Greenhill School Senior Leadership Team
47. In addition to these, a further 17 responses were received during the consultation period that did not comment directly on the Greenhill School proposals but commented on the need for an increase in additional learning needs provision overall, particularly in the Welsh-medium sector.
48. The response from Estyn sets out its view that the proposal is likely at least to maintain the standard of education provision in the area.
49. Full copies of the formal responses can be seen at Appendix 6.
50. Of the 22 online survey responses received, 64% supported the proposal to increase the capacity of the school from 64 to 160 places.
51. However, of the 20 online responses which answered the question regarding the transfer of the school to new build accommodation across two sites at the Dutch Garden Centre site and Ty Glas Road only 32% were in favour.
52. A summary of the responses received from all stakeholders, and appraisal of views expressed, can be seen at Appendix 7.
53. A summary analysis of the responses received are included in Appendix 8.
54. Reasons for supporting the proposed changes included:
- The need to respond to the growing demand for emotional health and wellbeing provision.
 - The provision of new accommodation and facilities would support education and wellbeing.
 - More children would benefit from being able to access specialist provision, particularly those for whom mainstream provision is not suitable.
 - A dual site arrangement would allow for an increase in the range of activities and opportunities available for learners, would support pupil management and provide the focused attention pupils need.
 - The Ty Glas site is centrally located with good transport links.
 - The nature of the Dutch Garden Centre site would provide opportunities to develop a range of learning options.

55. Whilst there was support overall for the expansion of the school there were a number of concerns and queries summarised as follows:

- The appropriateness of the sites needs to be carefully considered for the needs of the children.
- The proximity of the Dutch Garden Centre site to the M4 motorway / junction and the potential health and safety implications arising out of this.
- The lack of public transport to the Dutch Garden Centre site at present.
- The size of the Ty Glas site that is likely to be available for Greenhill School.
- The potential for difficulties arising out of Greenhill School sharing a site with a mainstream school at the Ty Glas site.
- The challenges around retaining the ethos of Greenhill School across two sites; a single site potentially offers a cohesive identity, security and continuity for pupils.
- The dilution of resources across two sites could result in decreased effectiveness overall.
- Additional pupil numbers could require larger class sizes leading to increased pressure on staff.
- Increased pupil numbers could lead to reduced opportunities for 1:1 support in both educational aspects and wellbeing.
- Whilst the integration of girls at the school is welcome, careful consideration would need to be given to how this would be managed.
- The current lack of Welsh-medium emotional health and wellbeing provision is limiting the opportunities for children to continue their education through the medium of Welsh.
- The need to ensure that any new accommodation is comparable in size with the existing school facilities e.g., classrooms.
- The future use of the existing Greenhill School site.
- The Council's original proposal for the Dutch Garden Centre at J30 of the M4 was for a Park and Ride facility. Is that proposal no longer considered and replaced by the school development?
- When do you intend to demolish the Inland Revenue Buildings?
- Will the Council ensure local residents are provided with full planning details of the proposed developments in Rhiwbina, Llanishen and the J30 at the M4 site?

56. A number of alternative suggestions were put forward. These included:

- Maintaining Greenhill School provision on the existing site; the current school site provides a perfect base for a safe and successful school. The school is well supported by the local community and the current school site should therefore be developed to provide quality accommodation.
- The Ty Glas site should be used exclusively for Greenhill.
- Having an expanded Greenhill on one site in new purpose-built accommodation.
- There should be separate sites for boys and girls in recognition of welfare and safeguarding risks.

- Consideration should be given to the wider independent/private education offer.

Greenhill School Pupil representation

57. Officers met with pupils at Greenhill School to discuss the proposals and gather their opinions.
58. The pupils supported an increase in the capacity of the school as this would allow for a greater number of young people to benefit from the opportunities provided by the school.
59. They liked the idea of a new school buildings/facilities and provided a range of ideas for what they would like to be provided including improved sports facilities (internal and external), cooking facilities, quiet areas, outside space that could be developed as a garden/small animal area, separate sixth form provision and a community/parent space.
60. They were however concerned about the location of the Dutch Garden Centre site close to the M4 motorway/ junction, and the potential risks around this.
61. The co-location of a mainstream secondary school site was also a concern and the potential difficulties in the schools' pupil relationships associated with this.
62. At present all of the Greenhill School pupils are boys, many of whom have not been in a mixed school with girls. Some of the pupils attended primary schools with girls, but they felt it was different as the pupils become older, as there is the possibility of relationships between the pupils which could cause difficulties.
63. Notes of the pupil meetings can be seen at Appendix 4.

Response to the view expressed

64. The Council welcomes the expressions of support for the expansion of Greenhill School.
65. It is however acknowledged that a number of issues have been raised in relation to the proposed sites, including concerns around safety, the need to maintain a supportive single school ethos and the provision of Welsh-medium additional learning needs provision.
66. It is therefore proposed that further feasibility work is undertaken to consider the appropriateness of the sites for the accommodation of emotional health and wellbeing provision for learners aged 11 – 19.
67. This will include consideration of:

- the proximity of the Dutch Garden Centre site to the M4/motorway junction and the management of risks associated with this e.g., site mitigations, pupil management and supervision.
 - public transport access to the Dutch Garden Centre site.
 - the extent of land available at the Ty Glas site for Greenhill School and site layout options.
68. The demolition of the vacant buildings on the Ty Glas site is to be progressed in 2022/23. This would allow for redevelopment of the site for education purposes at the earliest opportunity. This will also support the Council in managing the ongoing security and maintenance costs related to the vacant site.
69. The points raised during the consultation will be further appraised prior to bringing forward revised proposals for the provision of English-medium and Welsh-medium education health and wellbeing special school places for learners aged 11-19.
70. A full appraisal of the views expressed can be seen at Appendix 7.

Responses received regarding the establishment of emotional health and wellbeing Specialist Resource Base provision for learners aged 11-19 (Cardiff West Community High School and Eastern High) during the consultation period

71. In total, six responses were received including two online survey responses and four email responses.
72. Formal responses were received from:
- Estyn
 - Cardiff West Community High School Governing Body
 - Cardiff West Community High School Headteacher
 - Eastern High Headteacher and Governing Body
73. In addition to these a further 17 responses were received during the consultation period, that did not comment directly on the proposals for Cardiff West Community High School and Eastern High but commented on the need for an increase in additional learning needs provision overall, particularly in the Welsh-medium sector.
74. On the basis of the latest information, Estyn have expressed reservations about increasing the capacity of any current provision or establishing a new specialist provision at Cardiff West Community High School.
75. With regards to Eastern High, Estyn consider that the proposals are likely to, at least, maintain the standard of education provision in the area.
76. Full copies of the formal responses can be seen at Appendix 6.
77. The responses received supported the expansion of emotional health and wellbeing secondary provision.

78. A summary of the responses received from all stakeholders, and appraisal of views expressed, can be seen at Appendix 7.
79. Reasons for supporting the proposed changes included:
- The need to improve access to Additional Learning Needs provision.
 - The need to provide locally for children living within the Cardiff West Community High School and Eastern High catchment areas.
 - The expertise and support of the specialist additional learning needs staff can be shared with staff in the mainstream schools.
80. Whilst there was support for the proposals, a number of concerns raised related to:
- The potential for increased traffic around the school sites.
 - The accommodation needed in order to facilitate the provision at both schools.
 - The proposed implementation date for the Eastern High provision.
 - The safety and wellbeing of all pupils.

Cardiff West Community High School Pupil representation

81. Officers met virtually with pupil representatives from Cardiff West Community High School to discuss the proposals and gather their opinions.
82. The pupils supported the establishment of the Specialist Resource Base provision at the school. The building and facilities at the school are good and would support this type of provision.
83. The pupils suggested that start/finish times could be staggered to offset any increase in traffic as a result of the proposal.
84. Notes of the meetings can be seen at Appendix 6.

Eastern High Pupil representation

85. Officers arranged with Eastern High to meet with pupil representatives from the school during the consultation period to discuss the proposals and gather their opinions. However, due to staffing issues arising from Covid-19, the school postponed the sessions arranged and was unable to facilitate a session in-person or online during the consultation period.

Response to the views expressed

86. The Council welcomes the expressions of support for establishment of emotional health and wellbeing Specialist Resource Base provision at Cardiff West Community High School and Eastern High.

87. It is however acknowledged that there are a number of concerns raised particularly around increasing the capacity of any current provision or establishing a new specialist provision in Cardiff West Community High School, accommodation requirements, the proposed implementation date at Eastern High and a potential increase in traffic.
88. Specialist provision has been available at Cardiff West Community High School for pupils enrolled at the school who require additional emotional health and wellbeing support. The proposal consulted on seeks to formalise this provision and does not propose to increase the capacity of any current provision or establish any new specialist provision. The school will continue to be supported in providing for existing pupils and any future pupils accessing the provision who are largely expected to be from the area local to the school.
89. Accommodation requirements have been assessed and discussed with each school. Further work is being undertaken to review existing accommodation and identify any additional capacity required.
90. Following discussions with Eastern High, it has been agreed that the implementation date for the establishment of Specialist Resource Base provision at the school would be put back to September 2023 to allow for accommodation, staffing and training arrangements to be finalised.
91. Only a small number of additional vehicles would be anticipated to be required for those pupils who are eligible for Learner Transport, in shared taxis or by minibus.
92. At Cardiff West Community High School suitable improved and/or expanded facilities for drop-off and pick-up may be required within the site to accommodate the appropriate numbers of vehicles.
93. Additional parking restrictions along Penally Road around school start and finish times would reduce congestion and parking issues and improve safety for pupils.
94. At Eastern High the site would be assessed to ensure there is suitable facilities for drop-off and pick-up to accommodate the appropriate numbers of vehicles.
95. Measures to improve traffic issues outside the school may include additional parking restrictions or consideration of a School Street around school start and finish times to reduce congestion and parking issues and improve safety for pupils.
96. A full appraisal of the views expressed can be seen at Appendix 7.

Formal responses received during the consultation regarding Additional Learning Needs Provision

97. In addition to the responses received regarding the individual proposals consulted on, formal responses regarding the overall provision for children and young adults with additional learning needs were received from:
- Ysgol Glan Morfa Headteacher and Governing Body
 - Ysgol Melin Gruffydd Governing Body
 - Ysgol Glan Ceubal Governing Body
 - Ysgol Pencae Governing Body
 - Ysgol Pwll Coch Governing Body
 - Ysgol y Berllan Deg Governing Body
 - Ysgol Gwaelod y Garth Governing Body
 - Ysgol Nant Caerau Governing Body
 - Ysgol Pen y Gores Governing Body
 - Creigiau Primary School Governing Body
 - Ysgol Mynydd Bychan Governing Body
 - Ysgol Treganna Governing Body
 - Ysgol Coed y Gof Governing Body
 - Ysgol Gyfun Gymraeg Plasmawr School and Governing Body
 - Ysgol Gyfun Gymraeg Glantaf Governing Body
 - Cardiff Governors Association
 - Merched y Wawr
98. The responses from the Welsh-medium schools contained largely consistent content and are summarised below.
99. Schools acknowledge and welcome the proposals to increase capacity for the English-medium sector and fully support the provision for the most vulnerable pupils in our communities. However, there was a strong feeling that there is a lack of additional learning needs provision within the Welsh-medium sector and a disappointment that more changes were not proposed as part of this consultation.
100. Furthermore, the view was expressed that this consultation contradicts the recent Welsh in Education Strategic Plan (WESP) consultation which noted the Council's ambition to open three specialist units in Welsh-medium schools in the Primary sector and a further three in the Secondary sector.
101. Concerns were outlined that by limiting the investment to one sector it encourages families to transfer ALN pupils to leave the Welsh-medium sector and move to English-medium schools where the investment and resources are currently viewed as being superior and better able to meet more complex or higher levels of need.
102. Investment is needed within the Welsh-medium sector in order to ensure parity of provision and full inclusion within Welsh-medium schools.

103. The documentation recognises a clear growing need within the English-medium sector but not in the Welsh-medium with concerns expressed as to whether the research been sufficient to accurately reflect need presenting in Welsh-medium schools.
104. Concerns were also expressed that there is a lack of clear provision in terms of emotional health and well-being and behavior within the Welsh-medium sector for pupils at Stage 4-5 (who have needs beyond mainstream provision) along with a lack of space to establish nurture/wellbeing classes.
105. There was a consistent view across the majority of the responses submitted by the Welsh-medium schools that there is a definite need for a greater number of Welsh-medium ALN places and that this need is increasing. In order to respond to this effectively there was a call for strategic and holistic planning which puts the children and families at the heart of all that we do consistent with our collective commitment to the UNCRC and FGWBA with other corporate goals such as One Planet Cardiff, Cardiff 2030 and Child Friendly City status.

Response to the view expressed

106. The Council welcomes the expressions of support for the expansion of additional learning needs provision for children and young people city wide.
107. Following engagement sessions with members of Cardiff's Welsh Education Forum in summer 2021, the Council formally consulted on its draft Welsh in Education Strategic Plan (WESP) 2022-2032 between 15 October 2021 and 13 December 2021.
108. Links to the plan (including the full draft WESP, the easy read summary version and the Trajectory for Growth) and survey webpage were circulated to statutory stakeholders including all of Cardiff's schools and Cardiff's Welsh Education Forum member organisations.
109. The draft WESP sets out the strategy for the development of Welsh-medium additional learning needs provision and it is intended that proposals would be brought forward as part of the implementation of the Council's Welsh in Education Strategic Plan following agreement of the strategy by the Welsh Government and formal adoption by the Council later in 2022.
110. The ongoing development of additional learning needs provision including new and existing provision will be kept under review to ensure proposals are brought forward in a strategic and holistic way that takes into account the needs of all of our learners and provides parity in the Welsh-medium sector as new places are delivered throughout the proposed WESP.
111. A full appraisal of the views expressed can be seen at Appendix 7.

Health provision

112. 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 2021.
113. 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

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

Learner Travel Arrangements

115. There are no plans to change the Council's transport policy for school children.
116. 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.
117. The Council's transport policy for school children can be viewed on the Council's website www.cardiff.gov.uk/schooltransport.
118. Any increase in demand for Learner Transport will require funding. Whilst the per pupil cost of school transport is likely to decrease further modelling is required to establish whether the overall transport costs are likely to increase or decrease.

Community Impact

119. 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.

Local Member consultation

120. Additional learning needs provision is city-wide, and all local members were consulted as part of the public consultation. The response to the consultation received from the Rhiwbina Members can be seen at Appendix 6.

Scrutiny Consideration

121. The Children and Young People's Scrutiny Committee will consider this report on 8 March 2022. Any comments received will be circulated at the Cabinet meeting.

Reasons for Recommendations

122. To meet increasing demand for special school places for primary, secondary and post-16 age learners with emotional health and wellbeing needs.

Finance Implications

123. This report outlines the responses to public consultation on changes to ALN provision and school's intake within The Court Special School. There are no capital financial implications directly arising from this report. However, once a final solution has been agreed for each site 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.
124. 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.
125. 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 School Organisation Programme Revenue Reserve.
126. 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.
127. This report sets out proposals and recommends additional SRB provision at Cardiff West Community High and Eastern High Schools that will need

to be funded from the existing delegated schools' budgets. This is an area of high-cost provision through Out of County Placements or enhanced Complex Needs Enhancement payments for mainstream pupils.

128. There will need to be a review of the budget for each SRB 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.

The proposal for a better spread of provision at special schools and SRBs across the city means that the transport cost per individual learner is likely to decrease. However, as noted in both the body of the report and the Transportation implications there is need for further work in order to establish the full impact on transport costs both in the short term and the medium term. The decision maker needs to consider the likelihood that savings on individual placements and a more effective management of Out of County Placements will be able to cover the additional cost of transporting the increased SRB places. The covering report sets out that the number of places will incrementally grow over the next four years and further work is required to establish the cost / saving for each financial year. For 2022/23, there is a risk that overall spend on home to school transport, Out of County provision and enhanced CNE payments for children and young people with ALN would increase in September 22, but this pressure can be managed within school delegated budgets. However, the need to ensure robust modelling is in place to ensure that any further pressures are identified and understood prior to implementation and are robustly modelled and factored into medium-term planning is of paramount importance.

Legal Implications

129. 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).
130. 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.

131. 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.
132. 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 the 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.
133. The consultation report may also make recommendations to the Cabinet about how to proceed, i.e. to publish the proposals as consultation on with any appropriate modifications, to abandon the proposals and retain the status quo or to significantly recast the proposals and re-consult.
134. This Cabinet report, together with the appendices constitutes the required consultation report; and seeks the Cabinet's approval to proceed to publish all proposals except those relating to Greenhill Special School. The only modification is in relation to the commencement date of the SRB at Eastern High School. 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

135. It is anticipated that if The Court proposal proceeds, the Council would need to undertake due diligence on potential site constraints and subject to that, additional decisions may be required to deal with specific property, planning or procurement issues arising from this matter.

Statutory Determination Process and Other Considerations

136. 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.

137. 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.
138. 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.
139. 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.
140. In considering the proposals, the Council must have regard to its public sector equality duties under the Equality Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties, Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. The Protected characteristics are: age, gender reassignment, sex, race – including ethnic or national origin, colour or nationality, disability, pregnancy and maternity, marriage and civil partnership, sexual orientation, religion or belief – including lack of belief.
141. 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.
142. Due regard and consideration should be given to the outcomes of the Equalities Impact Assessment.
143. 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.
144. The Well-being of Future Generations (Wales) Act 2015 requires the Council to consider how the proposals will contribute towards meeting its wellbeing objectives (set out in the Corporate Plan). Members must also be satisfied that the proposals comply with the sustainable development principle, which requires that the needs of the present are met without compromising the ability of future generations to meet their own needs.

145. The decision makers must be satisfied that the proposals fall within the Council's approved policy and budget framework.

HR Implications

The Court Special School

146. The proposed increase in pupil numbers for The Court Special School would require the Governing Body to plan for the workforce requirements in readiness for the expansion and proposal to operate across two sites. The Governing Body will be encouraged to undertake this work in line with the School Organisation Planning HR Framework.
147. 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 would provide opportunities for school-based staff on the school redeployment register.
148. The proposal to relocate the school and to operate across two sites 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 and staff involvement in the development of building specifications or designs.

Cardiff West Community High School

149. HR People Services will work with the Governing Body to address any HR implications arising from the establishment of a Specialist Resource Base at the school and whether there is a need for staff resources.
150. Where the Governing Body has 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.

Eastern High

151. 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.
152. Where the Governing Body has 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.

Property Implications

153. Strategic Estates continue to work with and support Education colleagues through the asset management process and any property matters relating and arising from the proposals. There are numerous options in this paper which will in time require further input as and when the consultation period completes, and we move towards business cases.

Traffic and Transport Implications

154. 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.
155. The individual needs of pupils at special schools and SRBs, together with the greater distances travelled, necessarily limit the scope for high rates of active travel compared with mainstream school pupils.
156. The Council applies the statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to special schools and SRBs. Additionally, some learners who live within two / three miles of the school may be provided with free transport due to their individual learning needs and social issues.
157. The proposal for a better spread of provision at special schools and SRBs across the city means that the transport cost per individual learner is likely to decrease. However due to the increasing numbers of eligible learners there is still expected to be a risk of high transport costs. Further modelling is required to establish whether the demand on the school transport budget is likely to increase or decrease.
158. The existing high numbers of special school pupils eligible for Learner Transport are not generally expected to change significantly, however a proportion of Greenhill and secondary age SRB pupils 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.
159. Transport Assessments would be required for the new school proposals, and Transport Statements may be required for proposals to establish SRBs. These will identify measures to be included as part of the applications to maximise travel by sustainable modes.
160. The Council's current Corporate Plan includes a commitment to every school in Cardiff developing an Active Travel Plan. Each such 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.

161. 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.
162. 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.
163. 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.
164. Provision of recommended improvements for active travel would benefit these pupils as well as any mainstream pupils, staff and visitors to the sites.
165. 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 SRBs. Each school location with new or increased demand for Learner Transport vehicles will require suitable new, 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.
166. Car parking provision at new schools would be in line with the Council's parking standards. Allocations for special schools and SRBs 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 The Court at the proposed Fairwater Primary School site

167. 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.
168. 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.

169. A recent Transport Assessment for this site identified acceptable traffic impact due to a comparable (but larger) development.
170. 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 railway line and river Ely and north east through Fairwater, Llandaff and the wider network.
171. The proposed location at the Fairwater Primary School site would give potential for a separate second access from the existing primary school access.
172. 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.

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

173. 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.
174. 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.
175. 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.

Transport matters relating to Cardiff West Community High School

176. With the expected increased demand for Learner Transport at Cardiff West Community High School suitable improved and / or expanded facilities for drop-off and pick-up may be required within the site to accommodate the appropriate numbers of vehicles. Additional parking restrictions along Penally Road around school start and finish times would reduce congestion and parking issues and improve safety for pupils.

Transport matters relating to Eastern High

177. With the expected increased demand for Learner Transport at Eastern High School the site would be assessed to ensure there is suitable facilities

for drop-off and pick-up to accommodate the appropriate numbers of vehicles. Measures to improve traffic issues outside the school may include additional parking restrictions or consideration of a School Street around school start and finish times to reduce congestion and parking issues and improve safety for pupils.

Impact of the proposals on the Welsh Language

178. The Council is committed to developing a Bilingual Cardiff.
179. Cardiff's Welsh in Education Strategic Plan (WESP) 2022-2031 sets out a series of ambitious commitments to build on the progress achieved to date. These will ensure that every child in the city can receive an education in the language of Welsh, the number receiving their education in Welsh-medium schools will increase, and through the significant use of Welsh in English medium education all will have the opportunity to become confident in speaking Welsh.
180. 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 however been changing over the last 4-5 years, with schools reporting an increased incidence of additional learning needs, in all areas of need.
181. A review of additional learning needs 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.
182. 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.
183. 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.
184. 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.

185. 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.
186. Following engagement sessions with members of Cardiff's Welsh Education Forum in summer 2021, the Council formally consulted on its draft Welsh in Education Strategic Plan (WESP) 2022-2032 between 15 October 2021 and 13 December 2021.
187. Links to the plan (including the full draft WESP, the easy read summary version and the Trajectory for Growth) and survey webpage were circulated to statutory stakeholders including Cardiff schools and Cardiff's Welsh Education Forum member organisations.
188. The draft WESP sets out the strategy for the development of Welsh-medium additional learning needs provision and proposals would be brought forward as part of the implementation of the Council's Welsh in Education Strategic Plan following agreement of the strategy by the Welsh Government and formal adoption by the Council later in 2022.
189. The Cabinet approved Cardiff's WESP 2022-2031 at its meeting of 24 February 2022, for submission to the Welsh Government Ministers.
190. The ongoing development of additional learning needs provision including new and existing provision will be kept under review to ensure proposals are brought forward in a strategic and holistic way that takes into account the needs of all of our learners and reflects the additionality required to ensure parity in the Welsh-medium sector as new places are delivered throughout the proposed WESP.

Wellbeing of Future Generations

191. 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.
192. 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.

193. 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.

Equality Impact Assessment

194. An Equality Impact Assessment has been carried out. It concluded that the proposed changes would not negatively affect a particular group in society.
195. The Equality Impact Assessment is attached as Appendix 9.

RECOMMENDATIONS

The Cabinet is recommended to

1. authorise officers to proceed to publish proposals in accordance with section 48 of The School Standards and Organisation (Wales) Act 2013 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 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 2023.
2. Note progress the proposal to increase the capacity of Greenhill School.
3. Note that officers will bring a further report to Cabinet for consideration, setting out details of revised proposals for the provision of secondary English-medium and Welsh-medium education health and wellbeing special school places.

SENIOR RESPONSIBLE OFFICER	Melanie Godfrey Director of Education & Lifelong Learning
-----------------------------------	---

The following appendices are attached:

Appendix 1: Consultation documents

Appendix 2: Summary documents

Appendix 3: Notes of meetings with Governing Bodies and Staff

Appendix 4: Notes from pupil engagement meetings

Appendix 5: Notes from public meetings

Appendix 6: Formal responses received

Appendix 7: Summary of responses received, and appraisal of views expressed

Appendix 8: Summary analysis of responses received

Appendix 9: Equality Impact Assessment

This page is intentionally left blank

1st Century Schools Consultation Document 2021

Appendix 1

Provision for children and young people with
Additional Learning Needs (ALN):

The Court Special School
Moorland Primary School Specialist Resource Base

11 OCTOBER – 22 NOVEMBER 2021



Mae'r ddogfen hon ar gael yn Gymraeg / This document is available in Welsh.
This document can be made available in Braille.
Information can also be made available in other community languages if needed.
Please contact us on **029 2087 2720** to arrange this.



Table of Contents

Introduction

- What is this booklet about?
- What are we proposing to do?

Consultation

- Who are we consulting with?
- Views of children on the proposed changes
- How can you find out more and let us know your views?
- Your views are important to us

Explanation of terms used in this document

- Sufficiency in the Special Sector
- Geographical distribution of Specialist Provision

Primary Age Emotional Health and Wellbeing Provision (age 4-11)

- Current provision
- Demand for places

Proposals for The Court Special School

- The Court Special School
- The number of places at the school
- Demand for places at the school
- Condition and suitability of school buildings
- Fairwater Primary School
- Site Map
- The number of places at the school
- Demand for places at the school
- Condition and suitability of school buildings
- The St Mellons Church in Wales Primary School site

Quality and Standards

- Estyn
- Welsh Government Categorisation of Schools
- The Court Special School
- Fairwater Primary School

How would standards at the schools be affected by the changes

- Standards
- Teaching and Learning Experiences
- Care support and guidance
- Leadership and management

Additional support for pupils

- Impact on pupils with Additional Learning Needs (ALN)
- How would support for pupils with English as an Additional Language be affected?
- How would pupils receiving Free School Meals be affected?
- How would Minority Ethnic pupils be affected?

How would nursery provision be affected?

What are the benefits of the proposed changes?

Potential disadvantages of the proposed changes

Risks associated with the proposed changes

Alternative options considered

What would happen to the existing Court Special School site?

Human Resources Matters

Transport Matters

- The Court at the Fairwater Primary School site
- The Court at the St Mellons CiW Primary School site

Have your say

Primary Complex/Autism Provision (age 4-11)

- Current provision
- Complex Learning Needs Specialist Resource Base
- Demand for places

Table of Contents

Proposal for Specialist Resource Base (SRB) provision at Moorland Primary School

- Moorland Primary School
- The number of places at the school
- Demand for places at the school
- Condition and suitability of school buildings
- Proposed SRB accommodation

Quality and Standards

- Estyn
- Welsh Government Categorisation of Schools
- Moorland Primary School

How would standards at the schools be affected by the changes?

- Standards
- Teaching and Learning Experiences
- Care support and guidance
- Leadership and management

Additional support for pupils

- Impact on pupils with Additional Learning Needs (ALN)
- How would support for pupils with English as an Additional Language be affected?
- How would pupils receiving Free School Meals be affected?
- How would Minority Ethnic pupils be affected?

How would nursery provision be affected?

Alternative options considered

What are the benefits of the proposed change?

Potential disadvantages of the proposed change

Risks associated with the proposed change

Human Resources Matters

Transport Matters

Have your say

Information relevant to both proposals

How would the changes affect other schools?

Admission arrangements

Learner Travel Arrangements

Financial Matters

Health Provision

Governance Arrangements

Impact of the proposals on the Welsh Language

Equalities

Community Impact

Wellbeing of Future Generations

Potential Disruption to Pupils

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

- What happens next?
- Key Dates
- Consultation period
- Statutory Notice
- Objection Report
- Determination of the proposals
- Decision Notification

Have your say!

- Consultation response form

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, The Court Special School and Moorland Primary School and those that have or currently work with children with Additional Learning Needs (ALN).

It sets out changes we are suggesting to provide high quality primary special school places for children with Emotional Health and Wellbeing Needs at The Court Special School and Specialist Resource Base (SRB) places for children with complex learning needs at Moorland Primary School, and the reasons for these proposed changes.

What are we proposing to do?

To meet the demand for primary age specialist provision it is proposed to:

- Increase the capacity of The Court Special School from 42 to 72 places. The school would transfer to two sites, in new build accommodation on the site of Fairwater Primary School and to the current St Mellons, CiW Primary School site in Llanrumney, with 36 pupils on each site from September 2025.
- Establish a 20 place Specialist Resource Base (SRB) for primary aged children with Complex Learning Needs at Moorland Primary School from September 2022.

Consultation

Who are we consulting with?

The 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.

There are a number of ways people can 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)
Community Councils	Trade Unions
Local Members/Constituency and Regional Members of the Senedd (MS) /Members of Parliament (MPs)	Childcare providers
Diocesan Directors of Education	Mudiad Meithrin
Neighbouring Authorities	Wales Pre-School Providers Association
Neighbouring Primary and Secondary schools within Cardiff	Clybiau Plant Cymru Kids Club
Estyn	National Day Nurseries Association
Communities First Partnership	Welsh Education Forum
Cardiff and Vale Health Board	Voluntary Sector Organisations

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 the schools included as part of these proposals and the information gathered in these sessions will be included in the final consultation report.

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

This consultation document and a consultation response form are available on the Council website at www.cardiff.gov.uk/ALNSchoolproposals

If you are unable to access the documents online, printed copies will be available by post on request. You may request a copy by e-mailing schoolresponses@cardiff.gov.uk or by telephoning **029 2087 2720**.

We will advise families with children at The Court Special School, Moorland Primary School, Fairwater Primary School, St Mellons Church in Wales Primary School and Pen y Bryn Primary School how they can access a copy of the document.

Information will also be provided to residents and businesses in close proximity to the school sites included in the proposals.

Online meetings will be held where the changes we are proposing will be explained. You will have the 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 this meeting.

Council officers will meet with the Governing Bodies and staff of The Court Special School, Fairwater Primary School and Moorland Primary School.

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	Venue
Online Public meeting	Tuesday 02 November 2021 5:30pm – 7pm	Online via Teams
Drop in sessions	On request by emailing schoolresponses@cardiff.gov.uk	Online via Teams

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 meetings listed above.
- Completing the online response form at www.cardiff.gov.uk/ALNschoollproposals
- Completing the consultation response form, which you can find on page 46
- Contacting the School Organisation Planning Team by e-mail to schoolresponses@cardiff.gov.uk, by telephone on (029) 2087 2720 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 22 November 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. A child or young person is considered to have Additional Learning Needs if they have difficulties that have a significant long-term impact on their learning. Difficulties may be related to learning; communication and interaction; a physical or sensory disability; or behavioural emotional and social development. (ALN is sometimes referred to as Special Educational Needs).

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.

Complex Learning Needs - children and young people with a range of issues & combination of layered needs. These could include needs related to learning, communication, physical or sensory disabilities. ,

Emotional Health and Wellbeing Needs – children and young people who have issues with thinking, feeling and behaving. This impacts on managing how life affects them, how they cope, how they engage with others, the choices they make. Sometimes as a result of trauma. Children and young people may display anxiety, low self-esteem, school phobia, or behavioural difficulties.

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

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.

Special School – a school for children with an additional learning need or disability, whose needs cannot be met in a mainstream school. The pupils at a special school have a statement of SEN, or an Individual Development Plan (IDP).

Specialist Resource Base (SRB) - A small class in a mainstream school for pupils with significant ALN. All pupils attending an SRB have a statement of SEN and are taught by specialist teachers and learning support assistants, and have opportunities to learn, play or socialise with other mainstream pupils.

Wellbeing Classes - Cardiff also funds several wellbeing classes which provide short term intensive support for children and young people displaying emotional health and wellbeing needs, to support their continued placement in their local mainstream school. Placement in a Wellbeing Class is temporary for one year: the child remains on roll at their local school and they are supported to return full time to their local school by the end of the programme.

Sufficiency in the Special Sector

Cardiff Council is committed to the principles of inclusion. The majority of learners with Additional Learning Needs (ALN) attend a local mainstream school, and benefit from effective Additional Learning Provision (ALP). These learners do not need to attend a special school or Specialist Resource Base.

However, the number of pupils with severe and complex needs, who need a place in a special school or specialist resource base has continued to grow.

This is because of:

- Pupil population changes, with larger cohorts of primary school age pupils now moving through to secondary phase.
- Improved survival rates for children born with significant disabilities, resulting in a higher number of pupils with severe and complex disabilities.
- Increased complexity in needs, which has meant that the demand for specialist provision has continued to grow. 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.
- More children and young people with emotional health and wellbeing needs. This was a trend before COVID 19, but has been exacerbated by school closures and other measures to manage the pandemic.

At the end of March 2021, there were 2,265 children in Cardiff with a statement of Special Education Needs. As the population grows, so will the number of children and young people with significant and complex Additional Learning Needs.

In 2020/21, a total of 1,116 places in Specialist Resource Bases or special schools were funded by Cardiff Council. Wellbeing Classes and Speech and Language Classes had capacity for up to 48 learners on temporary placements. There were also 90 places available in the Pupil Referral Unit (PRU). Whilst there are a number of existing specialist settings across Cardiff, there are not enough places available. The number of children who would benefit from a place is projected to increase over coming years.

As there are not enough special school places in Cardiff, the Council has also funded some places at special schools in other Council areas or in independent schools. The total spend on these places was £6.3m in 2020/21. The budget for 2021/22 for these types of places is currently set at £7.3m.

Spending on independent places and special school places in neighbouring Council areas has grown to c£3.8m in 2020/21. Of this, approximately £2.5m has funded specialist places for those learners with Emotional Health & Wellbeing Needs. Some of these learners may have been able to be placed at The Court Special School if more places were available. Without investment in additional places, the cost of these places would be expected to grow significantly in future years.

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-19 restrictions). It is anticipated that the replacement and expansion of the existing Court Special School would mean that the average journey lengths would reduce. This would significantly reduce average transport costs per learner.

Geographical distribution of specialist provision

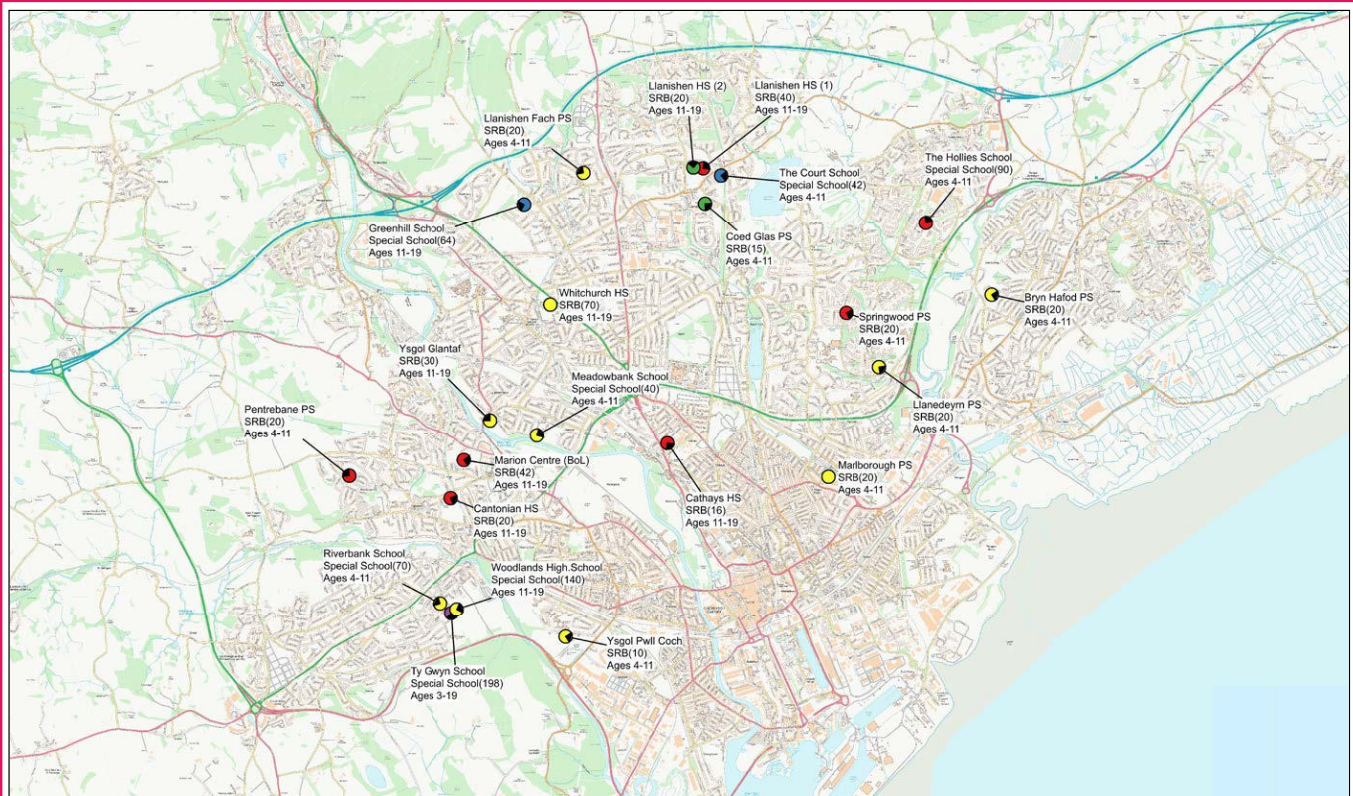
The location of Specialist Resource Bases and Wellbeing Classes is not well distributed across the city.

A map showing location of existing specialist provision can be seen at page 9.

The lack of Specialist Resource Bases in some localities can disadvantage learners living in those areas. Some families are unfamiliar with the areas where provision is located. Parents or carers may lack the means to travel easily to those areas.

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. It would reduce travel times for many pupils, as well as increasing the number of places available.

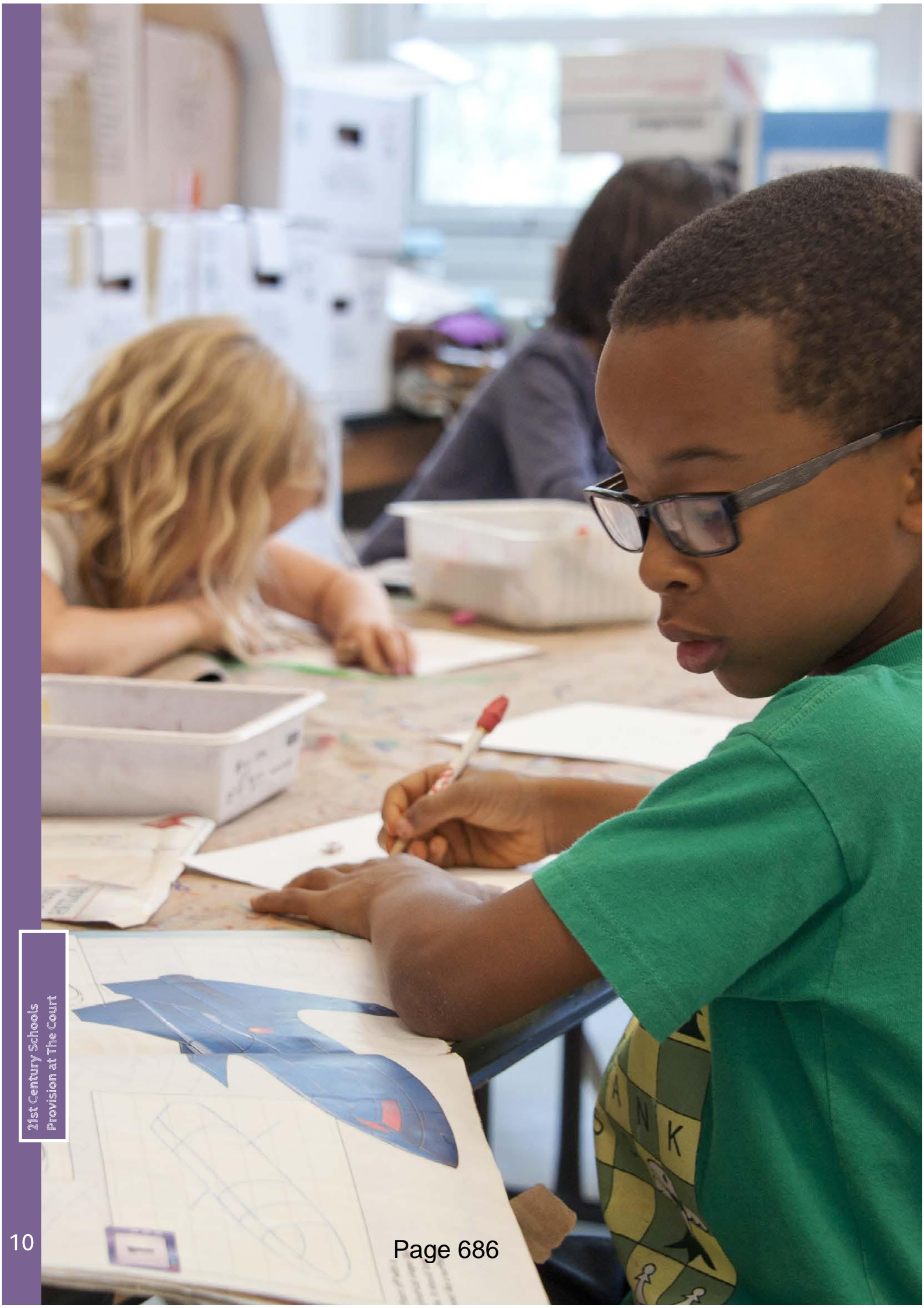
Cardiff Special Schools and SRBs 2021



Current special schools & SRBs: Type & Capacity

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

This copy is produced specifically to supply County Council information. No further copies may be made.
 Nid ydych chi gopïo hysbysu'r wybodaeth hon i unrwyddwr eraill heb ganiatâd ysgrifenedig ymddiriedolaeth y Cymdeithas. Nid ydych chi gopïo hysbysu'r wybodaeth hon i unrwyddwr eraill heb ganiatâd ysgrifenedig ymddiriedolaeth y Cymdeithas.
 © Crown copyright and database rights 2017
 Ordnance Survey 100023376
 © Hantref a ysgolau a hysbysu'r wybodaeth hon i unrwyddwr eraill heb ganiatâd ysgrifenedig ymddiriedolaeth y Cymdeithas.
 Awdurdod y Cymdeithas 100023376





The Court Special School

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

To meet demand for primary age specialist provision for children with emotional health and wellbeing needs the Council is proposing to:

- Increase the capacity of The Court Special School from 42 to 72 places. The school would transfer to two sites, in new build accommodation on the site of Fairwater Primary School and to the current St Mellons, CiW Primary School site in Llanrumney, with 36 pupils on each site from September 2025.

Information specific to this proposal is set out at pages 12 - 25.

Current provision

Cardiff currently has 90 places for children of primary school age with Emotional Health and Wellbeing (EHW) needs.

Wellbeing Classes in primary schools provide a temporary specialist placement for children who are at risk of exclusion or are experiencing significant emotional difficulties. Children who attend Wellbeing Classes are dual registered. This means they remain on the roll of their 'home' school, and are supported to reintegrate to that school at the end of their Wellbeing Class placement. This early intervention approach can help to prevent the escalation of needs. It can also reduce the risk that children will need placement in a special school. The Wellbeing Classes have reported good learning and wellbeing outcomes for their pupils.

The Court Special School provides 42 special school places. A further 48 places are provided in Wellbeing classes in primary schools. Children who attend The Court Special School are on the roll of the school.

Demand for places

Table 3 below sets out EHW Primary provision currently available in Cardiff, and projected future demand for places.

The projections include all children requiring such a placement, including those placed out of county. The projections also include children in mainstream schools awaiting a specialist placement; a 10% surplus is indicated in the table, to support flexibility.

Table 3						
Primary places	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
The Court	42	42	42	42	42	42
Fitzalan WBC	8	8	8	8	8	8
Fairwater Primary WBC	8	8	8	8	8	8
Springwood Primary WBC	8	8	8	8	8	8
Lakeside WBC	8	16	16	16	16	16
Pen y Groes WBC	8	8	8	8	8	8
Total capacity	82	90	90	90	90	90
Projected demand	103	107	110	112	116	119
Projected demand (+10%)	113	118	121	123	128	131
Surplus / deficit	-31	-28	-31	-33	-38	-41

These projections were based on data captured in 2019, compared with school census data (PLASC 2019).

The table shows that the projected demand for places over and above existing provision is 31 places in 20/21, rising to 41 places in 2025/2026. The proposed expansion of The Court would provide 30 additional places, reducing the deficit to 11 places.

Proposals for The Court Special School

Replacing and significantly expanding The Court Special School from 42 to 72 places is essential if the Council is to fulfil its statutory responsibility to provide appropriate education for children with Additional Learning Needs.

In order to achieve this, the Council has identified the existing sites of Fairwater Primary School and St Mellons Church in Wales (CiW) Primary School as the preferred sites for The Court.

The Council would provide 36 places in new purpose-built accommodation on the Fairwater Primary School site.

The Council would provide 36 places by adapting the existing school buildings on the St Mellons CiW Primary School site. The site is currently occupied by St Mellons CiW Primary School but is due to be vacated in September 2022. The building would be adapted to ensure that it would be appropriate to meet the needs of pupils.

These sites, and local infrastructure off-site, would support the development of special school provision.

The buildings currently occupied by The Court Special School would be vacated.

The Court Special School

The Court Special School is located at Station Road, Llanishen.

The school provides 42 places for learners aged 4-11 from across Cardiff. 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.

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.

The purpose of The Court Special School is to provide a specialist learning environment and curriculum, where learners can fulfil their potential.



The number of places at the school

The capacity of The Court Special School is the number of places available in all age groups for children aged four to eleven.

The capacity of the school is based on how classrooms and other spaces are used for teaching and learning.

Table 4 below provides details of places available at The Court Special School

Table 4				
Name of school	Age range	Language medium/ category of school	Current Published Capacity	Nursery places
The Court Special School	4-11	English Medium Special School	42	0

Demand for places at the school

Table 5 below sets out details of recent and projected numbers on roll at The Court Special School

School	January 2017 (NOR)	January 2018 (NOR)	January 2019 (NOR)	January 2020 (NOR)	January 2021 (NOR)	2021/2022 Projection	2022/2023 Projection	2023/2024 Projection	2024/2025 Projection	2025/2026 Projection
The Court Special School	42	42	42	42	42	42	42	42	42	42

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended / operating efficiently) to D (life expired / risk of imminent failure)

Schools in Cardiff are also given a Suitability rating from A (good – facilities suitable for teaching, learning & wellbeing) to D (bad – building seriously inhibit the staff’s ability to deliver the curriculum).

Table 6 Condition and suitability gradings

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

The Court Special School is rated D for condition (End of Life; life has expired or risk of imminent failure) and D for suitability, with ‘unsuitable’ learning environments, which seriously inhibit the school’s capacity to deliver the curriculum.

Fairwater Primary School

Fairwater Primary School is an English-medium 4 – 11 primary school located at Wellright Road, Cardiff, CF5 3ED.

The school has a generous site of approximately 4.8Ha and has been identified as of sufficient size to be shared with a new-build special school.

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. Fairwater Primary School would still retain a site which exceeds the site size requirements of a large community primary school.

Site map



The number of places at the school

Table 7 below provides details of places available at Fairwater Primary School

Table 7				
Name of school	Current Published Capacity (age 4 - 11)	Places per year group (age 4 - 11)	Nursery Places	Language medium and Category of School
Fairwater Primary School	239	40	0	English-medium community primary school

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. The school also accommodates a Wellbeing Class.

Demand for places at the school

Table 8 below sets out details of recent and projected numbers on roll at Fairwater Primary School

Table 8: Recent and projected numbers on roll at Fairwater Primary School										
School	January 2017 (NOR)	January 2018 (NOR)	January 2019 (NOR)	January 2020 (NOR)	January 2021 (NOR)	2021/2022 Projection	2022/2023 Projection	2023/2024 Projection	2024/2025 Projection	2025/2026 Projection
Fairwater Primary School	238	244	243	224	207	190	175	154	151	136

* Future school pupil demand based on local catchment population projections

Condition and Suitability of School Buildings

Fairwater Primary School is rated C for condition and B for suitability

The site, and local infrastructure off-site, would support the development of special school provision.

The St Mellons Church in Wales Primary School site

St Mellons Church in Wales Primary School is transferring from its current site at Dunster Road, Llanrumney, in September 2022 to a new site on the St Edeyrn's development.

The Dunster Road site will be vacant in autumn 2022, allowing for redevelopment. The vacated site will transfer to the ownership of the Council at this time.

The existing site accommodates 115 pupils aged 4-11. The site is located adjacent to the site of Pen Y Bryn Primary School.

Both the Pen y Bryn Primary School and proposed Court Special School sites must meet the area requirements set out in the Building Bulletin guidance for schools.

In order to ensure that each site has sufficient space for its learners it would be necessary to adjust the existing boundary between the two sites.

The Council would work closely with Pen Y Bryn Primary School and The Court Special School to ensure that the requirements of the guidance are met. This would ensure there are outdoor play and learning areas and social spaces that benefit each school. The Council will also ensure there is sufficient staff parking and the required drop-off areas for home to school transport. The Council is keen to ensure that Pen Y Bryn Primary School benefits from the investment and changes needed to locate The Court on the adjacent site.

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.

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>

The Court Special School

The Court Special School was last inspected by Estyn in June 2014.

At this time the school's performance and prospects for improvement were both judged as 'Good'.

An assessment by the Central South Consortium prior to the pandemic gave the following evaluation:

- *Achievement across the school is very good.*
- *The school data shows that pupils make at least two sub levels of progress in all areas with KS3 pupils making even more progress in Maths and Science.*
- *Pupils make excellent progress in their social and personal development, and this comes through in pupils' attitudes to learning and the marked reduced in behavioural issues.*
- *The school progress information is robust and the Senior Leadership Team continue to develop these systems further. Analysis shows that there are no significant differences between the achievements of the various key groups in the school. E-FSM pupils for example, make at least good progress in line with their peers.*

Fairwater Primary School

Fairwater Primary School was last inspected by Estyn in February 2020.

At this time the standards, wellbeing and attitudes to learning, teaching and learning experience, care, support and guidance and leadership and management were all judged as good.

In the most recent Welsh Government School Categorisation at January 2020, Fairwater Primary School was categorised at Yellow (an effective school which is already doing well and knows the areas it needs to improve).

How would standards at the schools be affected by the 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.

Standards at The Court School are already good. Transferring the school to new accommodation would provide appropriate high quality school places for young people with emotional and wellbeing needs.

Standards at Fairwater Primary School are good. It is not expected that the proposal will impact on standards at the school. The co- location of The Court would allow staff to share best practice, professional learning opportunities and for multi-agency working.

The proposal is not expected to have any negative impact on the quality of standards of education or the delivery of the Foundation Phase and each Key Stage of education at any of the schools as a result of the proposed changes.

Teaching and learning experiences

The new school facilities will support the delivery of the new 'Curriculum of Wales' for learners (aged 3 – 16) which is due to be implemented in Welsh schools from September 2022. The new curriculum will adopt an approach which is inclusive and designed to address the need to prepare children and young people in Wales to thrive and be successful in a rapidly changing world.

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. New and improved school facilities will help support this vision.

The proposal is not expected to have any negative impact on teaching and learning experiences at Fairwater Primary School.

Care support and guidance

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

Both schools are committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

The Council would work with the leadership of both schools to make sure everyone 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 both schools to make sure everyone understands their responsibility for helping to improve and sustain high performance. It would support both schools to have a good relationship 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 standards.

Additional support for pupils

Table 10 below show the percentages of:

- Pupils with Additional Learning Needs
- Pupils receiving Free School Meals
- Pupils with English as an Additional Language
- Minority Ethnic pupils at each of the schools.

School	% of Pupils on School Action	% of Pupils on School Action Plus	% of Pupils with a statement of ALN	% of Free School Meals Pupils- 3 year average	% of Pupils with English as an Additional Language	% of Minority Ethnic Pupils
The Court Special School	-	-	100%	66.7	-	7.1%
Fairwater Primary School	3.4	8.8	4.9	31.1	9.3	22.5

Impact on pupils with Additional Learning Needs (ALN)

A 21st Century School building will allow for facilities to be tailored to the needs of the children who access it. Facilities can be designed to fit their learning needs and provide calm and structured environments to support learning.

The current expertise at the schools included in these proposals 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 a change in environment can be unsettling and upsetting for children with additional learning needs. Pupils would be supported to enable them to adapt to the changes proposed.

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.

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. The schools included in these proposals would continue to provide support that is appropriate to the individual need 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.

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

How would Minority Ethnic Pupils be affected?

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.

How would nursery provision be affected?

Children in Cardiff can attend a part-time nursery place in school from the start of the term after their third birthday. They must attend the nursery class for at least five half days a week. There are no catchment areas for nursery.

The Court Special School and Fairwater Primary Schools do not have nursery provision.

Children of nursery age in Cardiff attend mainstream provision. There are sufficient places available to meet the demand for places and there is no proposal to establish nursery provision as part of the changes being put forward.

What are the benefits of the proposed changes?

- The proposals would increase the number of special school places for primary aged learners with emotional health and wellbeing needs and contribute towards meeting projected demand;
- New school buildings would address the substandard condition of the existing Court buildings and would reduce the maintenance backlog;
- New build facilities provide high quality learning environments, 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;
- A dual site would offer flexibility for managing pupils, allowing them to be educated 'closer to home'. The proposals would provide a better distribution of Special provision across the city;
- A dual site would allow for a wider range of resources for the school – they will have more space to develop the curriculum offer, offering a wider range of experiences for pupils;
- The co-location with mainstream Primary Schools would provide reintegration opportunities, and allow for more effective transitions;
- The Court Special School would be fit for purpose 21st Century buildings, which could more easily support a range of evidence-based initiatives – a Therapy focus, early intervention opportunities, and support nurture and wellbeing;
- The co-location with mainstream Primary sites would allow staff to share best practice, strengthen relationships with mainstream schools, allow for professional learning opportunities and for multi-agency working;
- The new buildings would be fully accessible and compliant with the Equality Act 2010.

Potential disadvantages of the proposed changes

- Some pupils with ALN can find change difficult. They may find moving to a new building on a new site unsettling. We know they would need carefully planned support to adapt to the new setting. However, there would be sufficient time to plan and support such a transition.
- There is potential for increased traffic congestion around the school sites at the start and end of the day. The Council would work with the Governing Bodies of all schools included in the proposals to develop a Travel Plan to minimise any potential disruption.

Risks associated with the proposed changes

- There may be development constraints that have not yet been identified. If any become apparent, there could be implications for cost and delay. Site surveys and geo-technical reports would take place. These would provide further information 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 considered

A feasibility study was undertaken by the Council to explore possible alternative options to the ones being consulted on within this document.

A number of alternative sites were considered but were dismissed on the basis of issues around access, site constraints, traffic and flood management.

What would happen to the existing Court Special School site?

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

Human Resources Matters

The proposed increase in pupil numbers for The Court Special School would require the Governing Body to plan for the workforce requirements in readiness for the expansions. The Governing Body would 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 would provide opportunities for school based staff on the school redeployment register.

The proposal includes the relocation of the Court School with the school proposed to operate dual site arrangements. This would require high levels of staff and trade union consultation, clear communication plans regarding the arrangements for the transition from one school site to another and staff involvement in the development of building specifications or designs.

Transport Matters

The Council applies the two mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to primary schools, including to The Court Special School. In addition, some children who live closer may also be provided with transport due to their individual learning needs.

Currently, approximately 80-90% of pupils are transported to The Court with two or three pupils per taxi with a driver and escort to support them.

Any proposed increase in the number of pupils at the school would require resources and transport facilities at the sites to also be increased accordingly.

The Court at the Fairwater Primary School site

It is expected most pupils attending the Court at the Fairwater site would continue to qualify for free home to school transport either on distance grounds or due to their individual learning needs.

With a similar proportion of pupils still requiring school transport, this may mean between 10 and 16 taxis with appropriate facilities for drop off and pick up to be provided at the site.

Some pupils who live within two miles of this new school site would not qualify for free home to school transport. A proportion of pupils may be able to travel to school independently, with parent/carers. 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.

There are already very good public transport links in Fairwater, with several bus services only a short walk from the school. Waungron Park railway station is approximately 0.75 miles (1.2km) from the school.

There is good walking route access to the school site and good existing cycling links. The Ely Trail runs along Bwlch Road immediately to the south of the site and continues to Cardiff Bay with different sections either traffic-free or on-road. Further cycle route improvements are planned in the short term, through the Ely Mill development with links via a new Cycleway 5 to the city centre. Sign-posted on-road routes already go through Canton to the city centre with medium term improvements due for cycle tracks separated from traffic.

Further various facilities are proposed to improve walking and cycling access through Fairwater, Llandaff and the wider area by 2023.

The development proposals for the Fairwater Primary School site may also require a revised Transport Assessment. This would confirm road safety and other measures to support and encourage travel by sustainable modes. It would identify any further travel-related provision relating specifically to a proposal for The Court on this site.

The Council is committed to ensuring that every school in Cardiff has an Active Travel Plan which identifies actions by the school to support and encourage active travel where appropriate and identifies improvements needed on-site and off-site to facilitate active journeys. This plan is developed with full involvement of the school supported by the Council's Active Travel Plan officers with other support available from the Road Safety Team which delivers cycle training.

The Court at the St Mellons CiW Primary School site

It is expected that the majority of pupils attending the Court at the Dunster Road site would continue to qualify for free home to school transport either on distance grounds or due to their individual learning needs.

With a similar proportion of pupils still requiring school transport, this may mean between 10 and 16 taxis with appropriate facilities for drop off and pick up to be provided at the site.

Some pupils who live within two miles of this new school site would not qualify for free home to school transport. A proportion of pupils may be able to travel to school independently, with parent/carers. 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.

There are already good public transport links via Llanrumney & Countisbury Avenue and also from Newport Road which are within short walking distance. There is good walking route accessibility for local pupils and staff.

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.

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 for the Court would be considered as part of that process.

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. It would identify any travel-related provision relating specifically to a proposal for The Court on this site.

The Council is committed to ensuring that every school in Cardiff has an Active Travel Plan which identifies actions by the school to support and encourage active travel where appropriate and identifies improvements needed on-site and off-site to facilitate active journeys. This plan is developed with full involvement of the school supported by the Council's Active Travel Plan officers with other support available from the Road Safety Team which delivers cycle training.

Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposals. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively you can send us your views in one of the following ways:

- Completing the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Email your views to schoolresponses@cardiff.gov.uk
- Write to us at the following address: School Organisation Planning, Room 401, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 22 November 2021.



Moorland Primary School

Primary complex learning provision (age 4-11)

To meet the demand for primary age specialist provision the Council is proposing to:

- Establish a Specialist Resource Base (SRB) for up to 20 primary aged children with Complex Learning Needs at Moorland Primary School from September 2022.

Information specific to this proposal is set out at pages 28-38.

Current Provision

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

Complex Learning Needs Specialist Resource Base

A Specialist Resource Base (SRB) is a small class in a mainstream school, taught by specialist staff.

There are five Cardiff primary schools currently hosting Specialist Resource Bases for complex learning needs at present. These are hosted by:

- Bryn Hafod Primary School
- Llanedeyrn Primary School
- Llanishen Fach Primary School
- Marlborough Primary School, and
- Ysgol Pwll Coch.

All Specialist Resource Bases are open to admission from across Cardiff, although as far as possible, pupils are offered places in the Specialist Resource Base closest to their home.

In addition to complex learning needs bases, there are:

- Lakeside Primary School (primary specialist autism resource base)
- Springwood Primary School (primary specialist autism resource base)
- Allensbank Primary School (speech and language class)
- Fairwater Primary School (primary Wellbeing Class)
- Lakeside Primary School (primary Wellbeing Class)
- Springwood Primary School (primary Wellbeing Class)
- Ysgol Gymraeg Pen y Groes (primary Wellbeing Class)
- Fitzalan High School (primary Wellbeing Class)

The Specialist Resource Bases designated for complex learning in primary schools each 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.

Demand for places

Table 11 sets out places currently available in Cardiff to support children of primary school age with Complex Learning Needs and projected future demand.

The numbers account for all children requiring such a placement, including those placed out of county and in mainstream awaiting a specialist placement. A 10% surplus is allowed to support flexibility.

Table 11						
Primary places	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Ty Gwyn*	75	90	90	90	90	90
Riverbank	70	70	70	70	70	112
Meadowbank	41	50	50	50	50	50
Hollies	112	112	112	112	112	112
Bryn Hafod	20	20	20	20	20	20
Llanederyn	20	20	20	20	20	20
Llanishen Fach	20	20	20	20	20	20
Marlborough	20	20	20	20	20	20
Springwood	28	28	28	28	28	28
Ysgol Pwll Coch	7	10	15	20	20	20
Pentrebane	24	24	24	24	24	24
Allensbank SLCN	8	8	8	8	8	8
Total places	445	472	477	482	482	524
Projected demand	500	510	515	522	536	547
Projected Demand (+10%)	550	561	567	574	590	602
Surplus / deficit	-105	-89	-90	-92	-108	-78

The table shows that the projected demand for places over and above existing provision is 89 places in 21/22, rising to 108 places in 2024/2025. If there were no further growth beyond current plans in relation to Riverbank Special School and Ysgol Gymraeg Pwll Coch, a deficit of 78 places will remain in 25/26.

At present, there are more pupils with significant needs who need a place in one of these settings than there are places available.

Current projections show the number of pupils will continue to grow over the next 5 to 10 years.

Proposal for Specialist Resource Base (SRB) provision at Moorland Primary School

To meet the demand for primary age specialist provision it is proposed to establish a Specialist Resource Base (SRB) for up to 20 primary aged children with Complex Learning Needs at Moorland Primary School from September 2022.

Moorland Primary School

Moorland Primary School is an English-medium community primary school with nursery provision located at 48 Singleton Road, Cardiff, CF24 2ET.



The number of places at the school

Table 12 below provides details of places available at Moorland Primary School

Name of school	Current Published Capacity (age 4 – 11)	Places per year group (age 4 – 11)	Nursery Places	Language medium and Category of School
Moorland Primary School	420	60	64	English-medium community primary school

Demand for places at the school

Table 13 below sets out details of recent and projected numbers on roll at Moorland Primary School

School	January 2017 (NOR)	January 2018 (NOR)	January 2019 (NOR)	January 2020 (NOR)	January 2021 (NOR)	2021/2022 Projection	2022/2023 Projection	2023/2024 Projection	2024/2025 Projection	2025/2026 Projection
Moorland Primary School	399	410	464	402	392	394	389	376	370	362

* Future school pupil demand based on local catchment population projections

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended / operating efficiently) to D (life expired / risk of imminent failure).

Schools in Cardiff are also given a Suitability rating from A (good – facilities suitable for teaching, learning & wellbeing) to D (bad – building seriously inhibit the staff’s ability to deliver the curriculum).

Table 14 Condition and suitability gradings

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

Moorland Primary School is rated B for condition and B for suitability.

Proposed SRB Accommodation

The Council is progressing works to replace Early Years accommodation at Moorland Primary School and to locate Flying Start provision on the site.

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 (Poor with major defects). It currently accommodates 64 part-time Nursery places and 60 Reception class places.

Following completion of the new building, this unit would be removed along with the caretaker's house. The new building would accommodate the existing number of nursery class and Reception places.

Accommodation for the Specialist Resource Base would be provided as part of this planned work.

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 would increase the outdoor space available to learners.

The Council's housing department is investigating the possibility of providing housing on the former Ysgol Glan Morfa site. The proposals would seek to include a replacement boxing club facility on site. This could free up the land currently occupied by the boxing club for use by Moorland Primary School.

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

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.

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 15 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>

Moorland Primary School

Moorland Primary School was last inspected in April 2018.

At this time the standards, wellbeing and attitudes to learning, teaching and learning experience, and leadership and management were all judged as good; care, support and guidance was judged as excellent.

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

How would standards at the schools be affected by the 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 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.

Standards at Moorland Primary School are good and it is not expected that the establishment of SRB provision at the school will impact negatively on the school.

The proposal is not expected to have any negative impact on the quality of standards of education or the delivery of the Foundation Phase and each Key Stage of education at the school as a result of the proposed changes.

Teaching and learning experiences

The proposal is not expected to have any negative impact on teaching and learning experiences at Moorland Primary School.

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.

Care support and guidance

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

Moorland Primary School is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

The Council would work with the leadership of the school to make sure everyone 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 understands their responsibility for helping to improve and sustain high performance. It would support the school to have a good relationship 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 standards.

Additional support for pupils

Table 16 below show the percentages of:

- Pupils with Additional Learning Needs
- Pupils receiving Free School Meals
- Pupils with English as an Additional Language
- Minority Ethnic pupils at each of the schools.

School	% of Pupils on School Action	% of Pupils on School Action Plus	% of Pupils with a statement of ALN	% of Free School Meals Pupils - 3 year average	% of Pupils with English as an Additional Language	% of Minority Ethnic Pupils
Moorland Primary School	20.2	12.3	1.8	41.9	25.4	53.2

Impact on pupils with Additional Learning Needs (ALN)

New build SRB provision would allow for facilities to be tailored to the needs of the children who access it. Facilities can be designed to fit their learning needs and provide calm and structured environments to support learning.

The Council acknowledges that a change in environment can be unsettling and upsetting for children with additional learning needs. Pupils would be supported to enable them to adapt to the changes proposed.

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.

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. The schools included in these proposals would continue to provide support that is appropriate to the individual need 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 receive funding for these pupils.

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

How would Minority Ethnic Pupils be affected?

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.

How would nursery provision be affected?

Children in Cardiff can attend a part-time nursery place in school from the start of the term after their third birthday. They must attend the nursery class for at least five half days a week. There are no catchment areas for nursery.

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 (poor with major defects). It currently accommodates 64 part-time Nursery places and 60 Reception class places.

This unit is being removed and a new building provided, accommodating the existing number of nursery class and Reception places.

The provision of new build accommodation will better support the delivery of high quality education for nursery aged pupils.

Children of nursery age in Cardiff attend mainstream provision. There are sufficient places available to meet the demand for places and it is not expected that the proposed change would impact on nursery provision elsewhere.

Alternative options considered

The Council is seeking to provide a better distribution of specialist resource bases across the city. This would improve access for pupils, and reduce travel times for many pupils, as well as increasing the number of places available. There is no SRB provision in Adamsdown and Splott at present. All children in these areas who require placement in an SRB currently travel to other areas of the city.

The establishment of this provision on other school sites in Adamsdown and Splott was discounted owing to accommodation and site limitations.

What are the benefits of the proposed changes?

- The proposals would increase the number of specialist resource places for primary aged learners with complex learning needs and would contribute towards meeting projected demand;
- The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school;
- The proposals would ensure that pupils living in the south central area of the city travel shorter distances to access specialist provision;
- New build facilities provide high quality learning environments, which improve learning choices and opportunities for pupils and have a strong impact on improving pupil outcomes. The Cardiff 2030 vision sets out the need to provide high quality school places;
- The new buildings will be fully accessible and compliant with the Equality Act 2010.

Potential disadvantages of the proposed change

- 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.
- There is potential for increased traffic congestion around the school sites at the start and end of the day. The Council would work with the Governing Bodies of all schools included in the proposals to develop a Travel Plan to minimise any potential disruption.

Risks associated with the proposed change

- There may be development constraints that have not yet been identified. If any become apparent, there could be implications for cost and delay. Site surveys and geo-technical reports would take place which would provide further information and inform management strategies.

Human Resources Matters

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

The proposed SRB on the site of Moorland Primary School would serve pupils in the south central area of Cardiff and would reduce the distance travelled to school for children in Adamsdown and Splott who require placement in an SRB and who currently travel to other areas of the city.

The Council applies the two mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to primary schools, including special schools and SRB facilities. Pupils attending the SRB at Moorland Primary School who live within two miles of the school would not qualify for free transport unless this is necessary to meet their individual learning needs.

As there would be a maximum of 20 children attending the SRB, it is anticipated that there would be a small number of children arriving by free home to school transport in shared taxis. This Learner Transport will need appropriate facilities for drop-off and pick-up which will be provided as part of the proposals.

The development proposals require a Transport Statement. This has already identified measures to be included as part of the application to maximise travel by sustainable modes to the Moorland Primary School site.

It is well-placed given its relatively central location, proximity to public transport routes and facilities, and potential for active travel connections.

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.

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.

The Council is committed to ensuring that every school in Cardiff has an Active Travel Plan which identifies actions by the school to support and encourage active travel where appropriate and identifies improvements needed on-site and off-site to facilitate active journeys. This plan is developed with full involvement of the school supported by the Council's Active Travel Plan officers with other support available from the Road Safety Team which delivers cycle training.

Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposals. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively you can send us your views in one of the following ways:

- Completing the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Email your views to schoolresponses@cardiff.gov.uk
- Write to us at the following address: School Organisation Planning, Room 401, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 22 November 2021.

Information Relevant to both Proposals

How would the changes affect other schools?

Special schools in Cardiff provide specialist provision for the whole of the City and County of Cardiff. There are not enough places to meet demand in maintained provision. This has an impact on existing schools where in some cases there may be a greater number of pupils on roll than the Published Admission Number (PAN) or desired number in an SRB.

Cardiff currently has to rely on purchasing some places in out of county provision and independent schools to fulfil its statutory duties. There could be a longer term impact on out of county providers and on independent schools as there is likely to be a reduction in the number of places purchased by the Council.

It is not anticipated that the proposed expansion and transfer of The Court Special School to the Fairwater Primary School site would have a negative impact on Fairwater Primary School or any local school.

Fairwater Primary School would continue to operate as a separate school under the management of its governing body and Headteacher. The school site is of a sufficient size to allow for the proposed Court Special School provision to be accommodated without negatively impacting on the school.

The proposed co-location of The Court with Fairwater Primary School could provide the opportunity for staff at Fairwater Primary School to work more closely with specialist services in Cardiff. This could enhance the school's inclusive teaching and benefit all pupils in the school.

The maintenance of a large school site presents a range of financial and operational challenges for Fairwater Primary School. The proposed site sharing arrangement with The Court Special School is expected to optimise the area available to benefit each school.

It is not anticipated that the proposed expansion and transfer of The Court Special School to the vacated St Mellons Church in Wales Primary School site would have a negative impact on any local school.

The proposed location of The Court Special School at the vacated St Mellons Church in Wales Primary School site, adjacent to the Pen Y Bryn Primary School could provide the opportunity for staff at Pen Y Bryn Primary School to work more closely with specialist services in Cardiff. This could enhance the school's inclusive teaching and benefit all pupils in the school.

There may also be opportunities for the shared use of some facilities if this is considered to be beneficial to each of the schools.

The establishment of SRB provision at Moorland Primary School is not anticipated to impact negatively on the school.

The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff could enhance the school's inclusive teaching and benefit all pupils in the school.

Admission arrangements

There are no planned changes to 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 at www.cardiff.gov.uk.

Admissions to specialist provision 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.

Learner Travel Arrangements

Under these proposals there are no plans to change the Council's policy on the transport of children to and from schools.

Any pupils affected by this proposal would be offered the same support with transport as is provided throughout Cardiff and in accordance with the same criteria that apply across Cardiff. The Council's transport policy can be viewed on the Council's website (www.cardiff.gov.uk).

There is a statutory legal obligation on the Council to provide free home to school transport to primary school pupils who live 2 miles or more from the nearest suitable school, as measured by the shortest available walking route.

When deciding which is the nearest suitable school, the Council must consider any disability a child has and any special educational needs (SEN).

Financial Matters

The outline 21st Century Schools Band B Programme was approved by Cabinet in December 2017, including The Court Special School project. Welsh Government (WG) have not formally approved the individual project budget, but have given their in principle support to each project within Cardiff Council's Band B programme.

The overall projected costs for the project are included in the current Band B cash-flow forecast, to be funded through Welsh Government Grant (75%) and the Council's 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 Council's SOP Revenue Reserve.

These proposals include creation of additional school places which would need to be funded from the existing delegated schools budget. Further work is ongoing to identify the extent to which the additional costs can be covered by savings without adding significant pressure to overall school budgets.

The Moorland Early Years Unit is to be partly funded by a Welsh Government Flying Start grant, 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 capital budget for schools.

Health provision

The proposals to expand specialist provision at the schools included in these proposals will have implications for health and other specialist services. These services work 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.

In order to address these challenges together, the Council 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.

Governance Arrangements

There are no proposed changes to governance arrangements arising out of these proposals.

Impact of the proposals on the Welsh Language

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, through concern that their child may need 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 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.

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 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.

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 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.

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 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.

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.

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 20 (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 provision. 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.

Community Impact

The following are taken into account when considering a proposal: Public Open Space, parkland, noise and traffic congestion. The schools included in these proposals and the Council will work with any community groups to make sure the proposals avoid any negative impacts if possible.

A community impact assessment has been undertaken for these proposals and is available to view at www.cardiff.gov.uk/ALNSchoolproposals.

Wellbeing of Future Generations

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.

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.

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 population's 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.

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.

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

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 stakeholder 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 17 below:

Table 17: Future stages (This timetable may be subject to change)

Table 17: Future stages	
Statutory Process	Timescale
Consultation Period	11 October - 22 November 2021
Consultation report considered by the Council Cabinet and published on the Council website	January 2022
Expected date for start of Objection Period, when statutory notice has been issued (when formal objections can be made)	May 2022
Expected date for end of Objection Period	June 2022
Final decision (determination) by the Council's Cabinet	July 2022
Objection report published on the Council website and notification of Cabinet's decision	September 2022

Consultation period

The consultation period for these proposals starts on 11 October 2021 and ends on 22 November 2021.

See page 46 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.

Have Your Say!

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

We are proposing 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 20 place Specialist Resource Base (SRB) for primary aged children with Complex Learning Needs at Moorland Primary School from September 2022.

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

Parent or Guardian*

Grandparent*

Member of Staff*

Pupil*

Governor*

Local Resident

Other (please specify) _____

*Please confirm which schools you are affiliated with

1. Do you support the proposal to increase the capacity of The Court Special School from 42 to 72 places?

YES

NO

NO OPINION

Please explain why:

2. Do you support the proposal to transfer The Court Special School to new build accommodation across two sites at Fairwater Primary School and the current St Mellons CiW Primary School site in Llanrumney?

YES NO NO OPINION

Please explain why:

3. Do you support the proposal to establish a Specialist Resource Base (SRB) for primary aged children with Complex Learning Needs at Moorland Primary School from September 2022?

YES NO NO OPINION

Please explain why:

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

5. Are there any alternative options you would like to suggest?

6. Do you have any other comments?

Name _____

Address _____

Post Code _____

The closing date for responses to this consultation is **22 November 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 22 November 2021.

ABOUT YOU

Please provide your postcode below to allow us to more accurately pinpoint respondents' views and needs by area:-

What was your age on your last birthday?

- | | | | | |
|-----------------------------------|--------------------------------|--------------------------------|--------------------------------|--|
| <input type="checkbox"/> Under 16 | <input type="checkbox"/> 25-34 | <input type="checkbox"/> 45-54 | <input type="checkbox"/> 65-74 | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> 16-24 | <input type="checkbox"/> 35-44 | <input type="checkbox"/> 55-64 | <input type="checkbox"/> 75+ | |

Are you...?

- | | | | |
|---------------------------------|-------------------------------|--------------------------------|--|
| <input type="checkbox"/> Female | <input type="checkbox"/> Male | <input type="checkbox"/> Other | <input type="checkbox"/> Prefer not to say |
|---------------------------------|-------------------------------|--------------------------------|--|

Do you identify as a disabled person?

- | | | |
|------------------------------|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Prefer not to say |
|------------------------------|-----------------------------|--|

Please tick any of the following that apply to you:

- | | | |
|---|--|---|
| <input type="checkbox"/> Deaf/ Deafened/ Hard of hearing | <input type="checkbox"/> Visual impairment | <input type="checkbox"/> Long-standing illness or health condition (e.g. cancer, diabetes, or asthma) |
| <input type="checkbox"/> Mental health difficulties | <input type="checkbox"/> Wheelchair user | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> Learning impairment / difficulties | <input type="checkbox"/> Mobility impairment | <input type="checkbox"/> Other |

Please specify _____

What is your ethnic group?

Where the term 'British' is used, this refers to any of the four home nations of Wales, England, Northern Ireland and Scotland, or any combination of these.

- | | |
|---|--|
| <input type="checkbox"/> White - Welsh/English/Scottish/Northern Irish/British | <input type="checkbox"/> Asian/Asian Welsh/British - Bangladeshi |
| <input type="checkbox"/> White - Irish | <input type="checkbox"/> Asian/Asian Welsh/British - Indian |
| <input type="checkbox"/> White - Gypsy or Irish Traveller | <input type="checkbox"/> Asian/Asian Welsh/British - Any other |
| <input type="checkbox"/> White - Any other white background | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - African |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White & Asian | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Caribbean |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black Caribbean | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Any other |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black African | <input type="checkbox"/> Arab |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - Any other | <input type="checkbox"/> Any other ethnic group (please specify) |
| <input type="checkbox"/> Asian/Asian Welsh/British - Chinese | _____ |
| <input type="checkbox"/> Asian/Asian Welsh/British - Pakistani | <input type="checkbox"/> Prefer not to say |

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

21st Century Schools Consultation Document 2021

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

CONSULTATION PERIOD: 14 DECEMBER 2021 – 01 FEBRUARY 2022



This document can be made available in Braille.
A summary version of this document is available at www.cardiff.gov.uk/ALNSchoolproposals
Information can also be made available in other community languages if needed.
Please contact us on **029 2087 2720** to arrange this.



Table of Contents

Introduction

- What is this booklet about?
- What are we proposing to do?

Consultation

- Who are we consulting with?
- Views of children on the proposed changes
- How can you find out more and let us know your views?
- Your views are important to us

Explanation of terms used in this document

What is the Band B 21st Century Schools Programme?

- The provision of school places
- Condition & Suitability

Background

- Approach to Supporting ALN in Cardiff
- Sufficiency in the Special Sector

Secondary and Post-16 Emotional Health and Wellbeing Needs Provision (age 11-19)

- Current Provision
- Projected Demand for Emotional Health and Wellbeing Places - Secondary Age Phase 11-16
- Projected Demand for Emotional Health and Wellbeing Places – Post-16
- Post-16 Emotional Health and Wellbeing Needs

Proposals for Greenhill School

- Greenhill School
- The number of places at the school
- Demand for places at the school
- Condition and suitability of school buildings
- Dutch Garden Centre Site
- Ty Glas, Llanishen Site
- Site Map

Quality and Standards

- Estyn
- Welsh Government Categorisation of Schools
- Quality and Standards at Greenhill School

How would standards at the schools be affected by the changes?

- Standards
- Teaching and Learning Experiences
- Care support and guidance
- Leadership and management

Additional support for pupils

- Impact on pupils with Additional Learning Needs (ALN)
- How would support for pupils with English as an Additional Language be affected?
- How would pupils receiving Free School Meals be affected?
- How would Minority Ethnic pupils be affected?

What are the benefits of the proposed changes?

Potential disadvantages of the proposed changes

Risks associated with the proposed changes

Alternative options considered

What would happen to the existing Greenhill School site?

Human Resources Matters

Learner Travel Arrangements

- Transport to Greenhill School at the Proposed Site at the Dutch Garden Centre
- Transport to Greenhill School at the Proposed Site at the Ty Glas, Llanishen

Financial Matters

Health Provision

Admission Arrangements

Governance Arrangements

Impact of the proposals on the Welsh Language

Equalities

Community Impact

Wellbeing of Future Generations

Potential Disruption to Pupils

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

- What happens next?
- Key Dates
- Consultation period
- Statutory Notice
- Objection Report
- Determination of the proposals
- Decision Notification

Have your say!

- Consultation response form

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, Greenhill School and those that have or currently work with children with Additional Learning Needs (ALN).

It sets out changes we are suggesting to provide high quality special school places for children aged 11-19 with Emotional Health and Wellbeing Needs at Greenhill School, and the reasons for these proposed changes.

What are we proposing to do?

To meet the increasing demand for special school places for learners with emotional health and wellbeing needs it is proposed to:

- **increase the capacity of Greenhill School from 64 to 160 places.**
- **transfer Greenhill school 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.**

Please note that the development of this proposal is at an early stage. Any detailed school design or site layouts would be considered at a later date. There would be opportunities to comment on detailed plans at the pre-planning and planning application stages, should the proposal be progressed.

We are also consulting on separate proposals to increase additional learning needs provision for children with Emotional Health and Wellbeing Needs within mainstream schools. The Council is proposing to establish two Specialist Resource Bases for emotional health and wellbeing at both Cardiff West Community High School and Eastern High School. Each of these bases would provide 20 places. You can see more detail on these proposals at www.cardiff.gov.uk/ALNschoolproposals

Consultation

Who are we consulting with?

The 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. There are a number of ways people can 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 businesses & organisations	Trade Unions
Community Councils	Childcare providers
Local Members/Constituency and Regional Members of the Senedd (MS) /Members of Parliament (MPs)	Mudiad Meithrin
Diocesan Directors of Education	Wales Pre-School Providers Association
Neighbouring Authorities	Clybiau Plant Cymru Kids Club
Neighbouring Primary and Secondary schools within Cardiff	National Day Nurseries Association
Estyn	Welsh Education Forum
Communities First Partnership	Voluntary Sector Organisations
Cardiff and Vale Health Board	Traffic Commissioner for Wales

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 to make suitable arrangements to consult with pupils when we are bringing forward proposals. The Council will consult with pupils in Greenhill School and the information gathered will be included in the final consultation report.

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

This consultation document and a consultation response form are available on the Council website at www.cardiff.gov.uk/ALNSchoolproposals

If you are unable to access the documents online, printed copies will be available by post on request. You may request a copy by e-mailing schoolresponses@cardiff.gov.uk or by telephoning **029 2087 2720**.

We will advise families with children at Greenhill School how they can access a copy of the document.

Information will also be provided to residents and businesses in close proximity to the sites included in the proposals.

Online meetings will be held where the changes we are proposing will be explained. You will have the 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 this meeting.

Council officers will meet with the Governing Body and staff of Greenhill School.

You can also write to the Council to tell us what you think.

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

Nature of consultation	Date/Time	Venue
Online Public meeting	Wednesday 12 January 2022 5:30pm	Online via Microsoft Teams
Drop in sessions	On request by emailing schoolresponses@cardiff.gov.uk	Online via Microsoft Teams

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 meetings or drop-in sessions listed above.
- Completing the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Completing the consultation response form, which you can find on page 35.
- Contacting the School Organisation Planning Team by e-mail to schoolresponses@cardiff.gov.uk, by telephone on (029) 2087 2720, 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 1 February 2022.

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:

ALN - Additional Learning Needs. A child or young person is considered to have Additional Learning Needs if they have difficulties that have a significant long-term impact on their learning. Difficulties may be related to learning; communication and interaction; a physical or sensory disability; or behavioural emotional and social development. (ALN is sometimes referred to as Special Educational Needs).

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.

Complex Learning Needs - children and young people with Complex Learning Needs have a range of issues & combination of layered needs. These could include needs related to learning, communication, physical or sensory disabilities.

Education Other Than at School (EOTAS) - education provision to meet specific needs of pupils who, for various reasons, cannot attend a mainstream or special school. EOTAS refers to education provided by the local authority and does not encompass elective home education.

Emotional Health and Wellbeing Needs - children and young people with Emotional Health and Wellbeing Needs have issues with thinking, feeling and behaving. This impacts on managing how life affects them, how they cope, how they engage with others, the choices they make. Sometimes this is as a result of trauma. Children and young people may display anxiety, low self-esteem, school phobia, or behavioural difficulties.

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

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 additional learning needs. This is different or additional to the support provided through School Action.

Special School - a school for children with an additional learning need or disability, whose needs cannot be met in a mainstream school. The pupils at a special school have a statement of SEN, or an Individual Development Plan (IDP).

Specialist Resource Base (SRB) - A small class in a mainstream school for pupils with significant additional learning needs. All pupils attending an SRB have a statement of SEN and are taught by specialist teachers and learning support assistants, and have opportunities to learn, play or socialise with other mainstream pupils.

Wellbeing Classes - Cardiff also funds several wellbeing classes which provide short term intensive support for children and young people displaying emotional health and wellbeing needs, to support their continued placement in their local mainstream school. Placement in a Wellbeing Class is temporary for one year: the child remains on roll at their local school, and they are supported to return full time to their local school by the end of the programme.

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.

Why expand Special School places?

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
- thrive and achieve
- 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.

Cardiff's 2030 vision is available to view on the Council's website at www.cardiff.gov.uk/cardiff2030

Background

The Approach to Supporting Additional Learning Needs in Cardiff

An effective, inclusive approach to supporting additional learning needs 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 additional learning needs.
- Effective early identification and research-based intervention to prevent the escalation of additional learning needs 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 additional learning needs (including health, children and adult services, early years and Further Education 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.

Sufficiency in the Special Sector

The majority of learners with Additional Learning Needs (ALN) attend a local mainstream school, and benefit from effective Additional Learning Provision (ALP). These learners do not need to attend a special school or Specialist Resource Base.

However, the number of pupils with severe and complex needs, who need a place in a special school or specialist resource base has continued to grow.

This is because of:

- Pupil population changes, with larger cohorts of primary school age pupils now moving through to the secondary age phase.
- Improved survival rates for children born with significant disabilities, resulting in a higher number of pupils with severe and complex disabilities.
- Increased complexity in needs, which has meant that the demand for specialist provision has continued to grow. The range of expertise, specialist support and facilities required in special schools and Specialist Resource Bases has also increased.
- Increased incidence and identification of specific needs such as autism, ADHD, physical disabilities and sensory impairments.
- More children and young people with emotional health and wellbeing needs. This was a trend before COVID 19, but has been exacerbated by school closures and other measures to manage the pandemic.

At the end of March 2021, there were 2,265 children in Cardiff with a statement of Special Education Needs. As the population grows, so will the number of children and young people with significant and complex Additional Learning Needs.

In 2020/21:

- 1,116 places in Specialist Resource Bases or special schools were funded by Cardiff Council
- 48 temporary places for learners were available in Wellbeing Classes and Speech and Language Classes
- 90 places were available in the Pupil Referral Unit (PRU).

Whilst there are a number of existing specialist settings across Cardiff, there are not enough places available. The number of children who would benefit from a place is projected to increase over coming years.

As there are not enough special school places in Cardiff, the Council has also funded some places at special schools in other Council areas or in independent schools. 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.

Spending on independent places and special school places in neighbouring Council areas has grown to c£3.8m in 2020/21. Of this, approximately £2.5m has funded specialist places for those learners with Emotional Health & Wellbeing Needs. Some of these learners may have been able to be placed at Greenhill School if more places were available. Without investment in additional places, the cost of these places would be expected to grow significantly in future years.

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-19 restrictions).

Secondary and Post 16 Emotional Health and Wellbeing Needs provision (age 11-19)

Current Provision

In 2020/21 there are a total of 172 secondary age (age 11-16) specialist emotional health and wellbeing needs places in Cardiff maintained schools (Including Education Other Than at School commissioned places).

Table 3 sets out the Secondary phase Emotional Health and Wellbeing provision currently available in Cardiff categorised by age range.

Establishment	Age 11-14 (Key Stage 3)	Age 14-16 (Key Stage 4)	Post-16 (Key Stage 5)	Total
Greenhill School	32	24	8	64
The Carnegie Centre	-	28	-	28
Bryn y Deryn	-	48	-	48
ACT special	-	40	-	40
Total provision	32	140	8	180

These establishments are all English medium. They are mixed sex and provide for pupils with needs that cannot be met in mainstream schools:

- Greenhill School caters for learners from age 11-19 with significant emotional health and wellbeing needs.
- The Carnegie Centre has provision for Key Stage 4 pupils with anxiety and mental health needs that prevents them from attending mainstream school.
- Bryn y Deryn is a Pupil Referral Unit for Key Stage 4 learners (age 14 – 16). All of the learners have significant emotional and wellbeing needs.
- ACT is partner provision commissioned by the Council for learners in Key Stage 3 and 4 (age 11 – 16).

Projected demand for Emotional Health and Wellbeing places - Secondary age Phase (11-16)

In 2021/22 there are a total of 172 Key Stage 3/4 specialist Emotional Health and Wellbeing places in Cardiff maintained schools (Including Education Other Than at School commissioned places).

Taking account of pupils who have been placed in schools outside of Cardiff, and those in mainstream awaiting specialist placement, the total demand for places is estimated to be approximately 322 in 2021/22. This is projected to rise to 348 by 2025/26.

Allowing for a 10% surplus to support flexibility, it is expected that 354 places in 2021/22, and 383 places by 2025/26, would provide sufficient capacity for the projected demand. In summary, there is an estimated shortfall of 182 places in 2021/22, rising to 211 by 2025/26.

Table 4: Projected Future demand for Key Stage 3 & 4 Emotional Health and Wellbeing Needs Places

Table 4					
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

Projected demand for Emotional Health and Wellbeing Places – Post-16

Until 2018, Cardiff did not maintain any post-16 places for learners with Emotional Health and Wellbeing needs, although places funded in the independent sector often allow for learners to continue their studies to the age of 19. 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 the demand for places in this age group, due to the lack of demand patterns on which to base projections. It is known that the majority of special school pupils are not able to sustain a successful transition to further education or employment at age 16. The projected demand set out in table 4, above, is based on the known provision deficit, i.e., those pupils who are aged 16-19 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. This would mean that a special school for 56 KS3/4 learners should include 24 post-16 places.

Greenhill School

Greenhill School is an English-medium 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).



Greenhill School is a mixed sex school although all learners on roll at present are boys. The school would continue to be a mixed sex school in future,

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. The proposals were determined by the Welsh Government in November 2018. The school now has a permanent capacity of 64 places.

All pupils enrolled at Greenhill 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.

The purpose of Greenhill School is to provide a specialist learning environment and curriculum, where learners can fulfil their potential.



Proposals for Greenhill School

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 School from 64 to 160 places.
- Transfer Greenhill school 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.

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.

It is anticipated that the existing site of Greenhill School would be disposed of for a capital receipt at the end of the build programme.

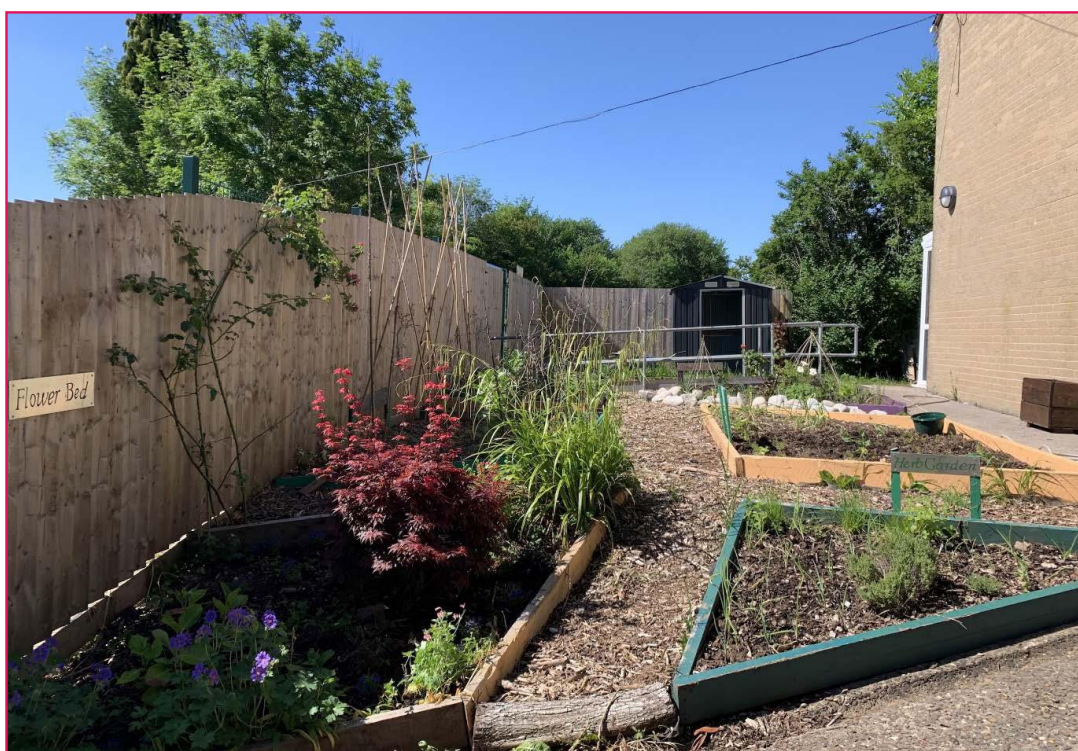
Demand for places at the school

Table 5 sets out details of recent and projected numbers on roll at Greenhill School

Table 5 - : Recent and projected numbers on roll at Greenhill School (aged 11-19)											
School	January 2016 (NOR)	January 2017 (NOR)	January 2018 (NOR)	January 2019 (NOR)	January 2020 (NOR)	April 2021 (NOR)	2021/2022 Projection	2022/2023 Projection	2023/2024 Projection	2024/2025 Projection	2025/2026 Projection
Greenhill School	47	56	53	56	61	64	64*	64*	64*	64*	80

* capped to the current capacity of the school.

See table 4, p12 for a full projection of future demand for in Emotional Health & Wellbeing specialist places in Key Stage 3 (ages 11-14), Key Stage 4 (ages 14-16) and Key Stage 5 (ages 16-19).



Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended/ operating efficiently) to D (life expired/ risk of imminent failure).

Schools in Cardiff are also given a Suitability rating from A (good - facilities suitable for teaching, learning & wellbeing) to D (bad - buildings seriously inhibit the staff's ability to deliver the curriculum).

Table 9: Condition and suitability grading

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

Greenhill School is rated C for condition (Poor with major defects) and D (Very poor) for suitability, with 'unsuitable' learning environments, which seriously inhibit the school's capacity to deliver the curriculum.

Dutch Garden Centre Site

In February 2018, the Council's Cabinet agreed the acquisition of land adjacent to Junction 30 of the M4. The total site area measures c2.84Ha and is currently occupied by the Dutch Garden Centre.

The Cabinet Report outlined that subject to planning permission, the site had a number of potential uses including 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 possibility of provision of out-of-county placements. The area is designated as Green Wedge meaning that the status of the area can be reviewed in line with the Local Development Plan.

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.

Dutch Garden Centre Site



The site's size and semi-rural location would:

- allow for the site to be suitably configured to create a 21st Century School
- support outdoor learning, horticulture and small animal care as part of the curriculum
- complement the urban location of the Ty Glas site where students can access the city's opportunities e.g., travel training, work experience and local businesses
- allow potential opportunities for out of county placements (subject to availability)
- allow the site to serve a wide area with reasonable home to school travel times

Ty Glas site, Llanishen

In September 2021, the Council's Cabinet agreed the acquisition of land adjacent to on Ty Glas Road formerly occupied by HMRC. The entire site extends to c7.2Ha.

It is considered that with appropriate investigation and mitigation this site would be an excellent location for both mainstream secondary school provision and Additional Learning Needs education provision.

The location of the site would:

- complement the semi-rural location of the Dutch Garden site where students can access outdoor learning, horticulture and small animal care learning opportunities as part of the curriculum
- Provide access the city's opportunities e.g., travel training, work experience and local businesses
- Provide good potential for active travel connections



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/Additional Learning Needs working

The design process for the new school has not yet commenced. Detailed designs would be agreed with the Headteacher and governing body if the proposals are progressed to implementation. The input of children and young people into developing plans would be integral to project implementation at all stages.

There would be opportunities for stakeholders to comment on detailed plans at the pre-planning and planning application stages, should the proposal be progressed.

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.

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 7 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>

Greenhill School

Greenhill School was last inspected by Estyn in March 2013.

At this time the school's performance and prospects for improvement were both judged as 'Good'.

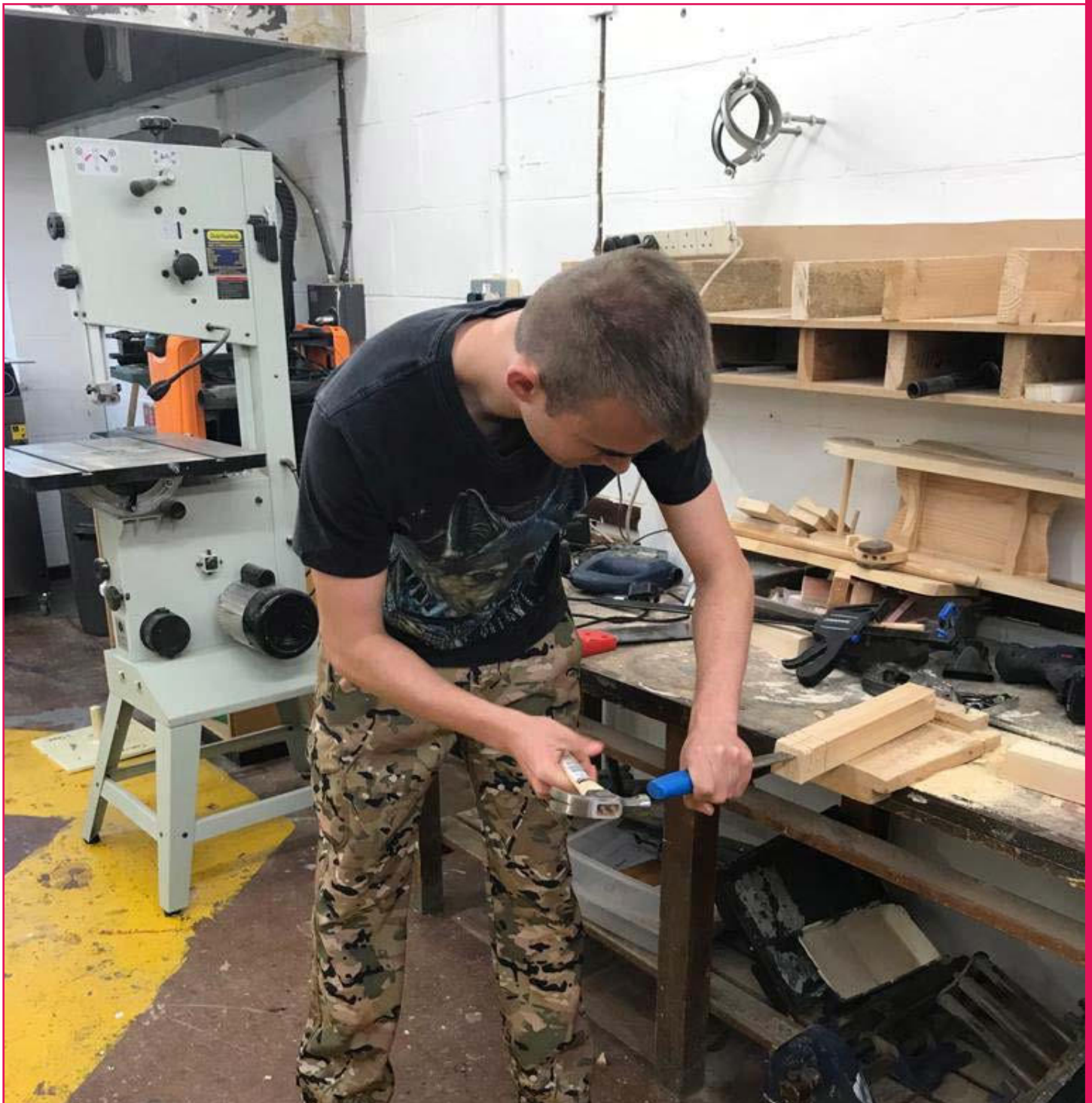
An assessment provided by the Central South Consortium in Autumn 2021 gave the following evaluation:

- Pupils leave the school with appropriate recognised qualifications and the number they gain continue to rise. All pupils move on to further education and/or training or achieve successful work placements.
- Although progress varies year on year due to cohort changes and a number of pupils entering the school throughout the year, rates of progress are again accelerated. Many pupils make increasingly rapid progress across the whole curriculum. School pupil information clearly indicates that progress rates are successfully improving year on year. Last year 100% of Key Stage 3 pupils (those aged 11-14) made progress in literacy and numeracy.

- There are no significant gaps between pupils entitled to free school meals, disadvantaged pupils and their peers in school.
- Attendance is carefully monitored and the school works very effectively with parents, social workers and the Local Authority welfare officer to ensure attendance continues to rise.
- Behaviour continues to rapidly improve and physical and behavioural incidents continue to fall.

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

This means that Greenhill School is a highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement.



How would standards at the school be affected by the 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.

Standards at Greenhill School are already good; however, the suitability of the building limits the opportunities for its learners. The shortfall of places of a similar type in Cardiff also limits the opportunities for other learners to benefit from the tailored provision offered at Greenhill. Transferring the school to new accommodation would provide appropriate high quality school places for an increased number of young people with emotional and wellbeing needs.

The proposal is not expected to have any negative impact on the quality of standards of education or the delivery of each Key Stage of education at the school as a result of the proposed changes.

Teaching and learning experiences

The new school facilities would support the delivery of the new 'Curriculum of Wales' for learners (aged 3 – 16) which is due to be implemented in Welsh schools from September 2022. The new curriculum will adopt an approach which is inclusive and designed to address the need to prepare children and young people in Wales to thrive and be successful in a rapidly changing world.

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. New and improved school facilities will help support this vision.

Care support and guidance

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

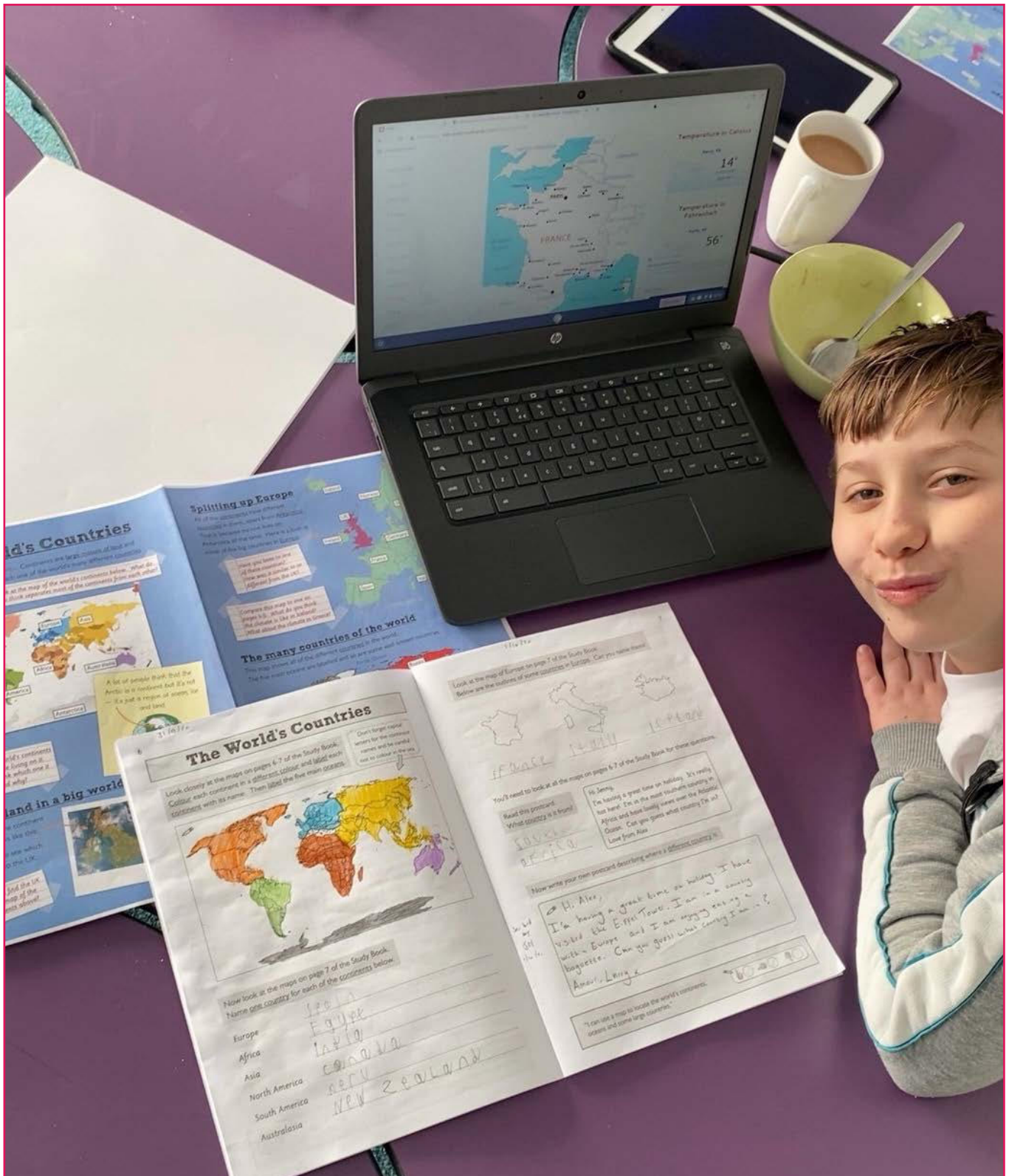
The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

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

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



Additional support for pupils

Table 8 below shows the percentages of:

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

at the school.

School	% of Pupils with a statement of ALN	% of Free School Meals Pupils	% of Pupils with English as an Additional Language	% of Minority Ethnic Pupils
Greenhill School	100%	75%	-	12.5%

*Information from 2021 PLASC

Impact on pupils with Additional Learning Needs (ALN)

A 21st Century Greenhill School would allow for facilities to be tailored to the needs of the young people who access it. Facilities can be designed to fit their learning needs and provide calm and structured environments to support learning.

The current expertise at Greenhill 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 a change in environment can be unsettling and upsetting for children with additional learning needs. Pupils would be supported to enable them to adapt to the changes proposed.

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.

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. Greenhill 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.

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

How would Minority Ethnic Pupils be affected?

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.

What are the benefits of the proposal?

- The proposals would increase the number of special school places for secondary aged learners with emotional health and wellbeing needs and contribute towards meeting projected demand.
- A dual site would offer flexibility for managing pupils, allowing them to be educated closer to home and provide a better spread of specialist provision across the city.
- A dual site would allow for a wider range of resources for the school – they will have more space to develop the curriculum offer, offering a wider range of experiences for pupils including outdoor learning and vocational aspects. The sites have been selected to comprise a more rural site that could offer outdoor learning experiences, horticulture, animal care, while the more urban site could offer vocational experiences and travel training.
- The proposals would remove the substandard condition existing Greenhill School buildings and would reduce the maintenance backlog.
- New build facilities provide high quality learning environments, 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 schools would be fit for purpose 21st Century buildings, which can more easily support a range of evidence-based initiatives to support learners with Emotional Health and Wellbeing needs, trauma informed practice, early intervention opportunities, and a therapeutic approach.
- The new buildings would be fully accessible and compliant with the Equality Act 2010.
- The close proximity of the Dutch Garden Centre site to major road routes would allow the site to serve a wide area with reasonable home to school travel times.
- The Ty Glas site is close to public transport routes and has good potential for active travel connections.

Potential disadvantages of the proposal

- Some pupils with additional learning needs can find change difficult. They may find moving to a new building on a new site unsettling. We know they would need carefully planned support to adapt to the new setting. However, there would be sufficient time to plan and support such a transition.
- There is potential for increased traffic congestion around the school sites at the start and end of the day. The Council would work with the Governing Body of the school to develop a Travel Plan to minimise any potential disruption.
- The Dutch Garden Centre site is not easily accessible by public transport and does not currently have active travel routes for walking and cycling to the site; however, 72% of learners at Greenhill School travel to school by taxi. The greater spread of places across the city may reduce the average journey length.
- The proximity of part of the Dutch Garden Centre site to the M4 means that there would need to be appropriate site design and continued behaviour management of pupils to alleviate any concerns of learners accessing the road.
- Part of the Dutch Garden Centre site is in close proximity to M4 and there may be some traffic noise concerns. However, there are few other roads nearby and for most of the site the traffic noise may be less than at many urban schools in Cardiff. Traffic noise would be mitigated as far as possible by measures such as location of the school on the site, landscaping and noise barriers.
- There is potential for part of the site at Ty Glas to be used for another school which may have different student profiles and behaviour. This would be mitigated by effective behaviour management; site design including separate entrances and exits for each school and the possibility of different start and finish times.

Risks associated with the proposed changes

- Consultation on new schools should be undertaken at the formative stage of developing proposals, ahead of extensive design and feasibility studies. Whilst this limits the risk of the Council using its funds, ahead of consultation and determination, some survey and planning information is not yet available.
- There may be development constraints that have not yet been identified. If any become apparent, there could be implications for cost and delay. Site surveys and geo-technical reports would take place. These would provide further information 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.

Projections will be kept under review and the timing of proposals for school provision in the area will therefore take account of the population changes.

Alternative options considered

The Council looked at a number of sites city-wide that would most suitably accommodate the replacement and expansion of Greenhill School.

The size of site required to deliver a school which is able to meet the requirements for learners with Special Educational Needs and Disabilities meant that the search was expanded to land not currently within the ownership of the Council.

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.

Construction of a new school on the existing Greenhill site, or redevelopment of the existing school buildings, 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.

The redevelopment of the Greenhill site for a replacement school has therefore been discounted.

What would happen to the existing Greenhill School site?

It is anticipated that all pupils and staff would vacate the existing Greenhill School site in 2025.

It is anticipated that the existing site of Greenhill School would be disposed of for capital receipt at the end of the build programme.

Human Resources Matters

The proposed increase in pupil numbers for Greenhill School would require the Governing Body to plan for the workforce requirements in readiness for the expansions. The Governing Body would be encouraged to undertake this work in line with the School Organisation Planning HR Framework.

The Council's 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 would provide opportunities for school based staff on the school redeployment register.

The proposal includes the relocation of Greenhill School with the school proposed to operate dual site arrangements. This would require high levels of staff and trade union consultation, clear communication plans regarding the arrangements for the transition from one school site to another and staff involvement in the development of building specifications or designs.

Learner Travel Arrangements

Under these proposals there are no plans to change the Council's policy on the transport of children to and from schools.

Any pupils affected by this proposal would be offered the same support with transport as is provided throughout Cardiff and in accordance with the same criteria that apply across Cardiff. The Council's transport policy can be viewed on the Council's website (www.cardiff.gov.uk).

The Council applies the statutory qualifying walking distance criteria of three miles for pupils to qualify for free home to school transport to secondary schools, including to Greenhill School. However, some learners who live within three miles of the school may be provided with free transport due to their individual needs.

Learner Transport is currently provided by a number of taxis for the majority of Greenhill pupils. 72% of learners travelled to the school by taxi in September 2019, rising to 92% in September 2020 due to the Covid-19 pandemic. The proposed increase in number of pupils proposed at the new sites would require the school transport budget to be increased accordingly.

Transport to Greenhill School at the Proposed Site at the Dutch Garden Centre

The location of the Dutch Garden Centre site presents challenges in terms of transport sustainability. Although a high proportion of pupils travel to school using Learner Transport, the development proposals would require a Transport Assessment which will identify measures to be included as part of the application to maximise travel by sustainable modes. Junction 30 of the M4 is a grade separated junction, where the local roads connect to a roundabout which is carried across the motorway on two bridges. The site is close to the junction on the northern side of the M4 while the nearest residential area (Pontprennau) is on the southern side of the M4. The location of the site would require provision of additional measures to accommodate access by any means other than vehicle.

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 would need to be provided, with safe pedestrian access to bus stops convenient to the school, ideally adjacent to or inside the proposed site.

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 would be required for a pedestrian route across the grade separated junction roundabout and slip roads and links each side.

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). Secure cycle storage would be required at the site in line with the Council's parking standards.

Learner Transport would need appropriate facilities for drop-off and pick-up on the new site.

Transport to Greenhill School at the Proposed Site at Ty Glas

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. Although a high proportion of pupils travel to school using Learner Transport, the development proposals would 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.

In September 2019, 72% of learners travelled to the school by taxi, rising to 92% in September 2020 due to the Covid-19 pandemic. There is scope to reduce this proportion, particularly at the Ty Glas site. 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.

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.

Greenhill School forms part of the Cardiff Schools Bike Fleet project where bikes (and scooters) are being placed in schools to allow everyone access to cycling, using them for cycle training and for school or extra-curricular activities. Greenhill School has embraced the project enthusiastically with the aim of encouraging their pupils to cycle to school. Secure cycle storage would be required at the site in line with the Council's parking standards.

The site is located close to Ty Glas rail station and bus routes. Appropriate provision would be made for safe bus waiting facilities for pupils and staff using scheduled and additional bus services. Existing crossings will be assessed and improved as appropriate to ensure safe and convenient access to public transport facilities.

The Learner Transport would need appropriate facilities for drop-off and pick-up.

Financial Matters

The proposed expansion of Greenhill School forms part of the Council's £284 million 21st Century Schools Band B Programme.

The cost of the scheme will be met jointly by the Council and the Welsh Government, with the Welsh Government funding approximately 75% of the total costs of the new school, via a specific grant. The Council's share of the 21st Century Schools programme will be funded by a combination of external borrowing, which will need to be repaid over a number of years, and capital receipts generated by the sale of Council assets.

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

The additional revenue costs of the increased pupil numbers will be met through the school funding formula, which allocates the majority of funding for schools on the basis of pupil numbers.

Further work will be undertaken to establish whether the savings on Out of County Placements will cover the costs of additional places. It is expected that the average journey of learners to Greenhill school would be reduced when compared to alternative provision outside of Cardiff, and that this would in turn reduce the average costs for each learner accessing such a provision.

Health provision

The proposals to expand specialist provision at the schools included in these proposals will have implications for health and other specialist services. These services work 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.

In order to address these challenges together, the Council 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.

Admission Arrangements

There are no planned changes to 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 School booklet. You can find this information on the Council's website at www.cardiff.gov.uk

Admissions to specialist provision are managed by the Council in accordance with the ALN Code, subject to a statement of Special Education Needs (SEN).

Governance Arrangements

There are no required changes to governance arrangements arising out of these proposals.

Impact of the proposals on the Welsh Language

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.

A review of additional learning needs in the Welsh-medium sector was undertaken with Welsh-medium schools in 2016 to inform the Welsh 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 additional learning needs, through concern that their child may need 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 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.

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 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. The Council is currently consulting on establishing a 30 place Autism Special Resource base at Ysgol Gyfun Gymraeg Glantaf in addition to the existing 30 place Specialist Resource base at the school.

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 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.

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.

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.

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.

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 provision. 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.

Community Impact

The following are taken into account when considering a proposal: Public Open Space, parkland, noise and traffic congestion. The schools included in these proposals and the Council will work with any community groups to make sure the proposals avoid any negative impacts if possible.

A community impact assessment has been undertaken for this proposal and is available to view at www.cardiff.gov.uk/ALNSchoolproposals

Wellbeing of Future Generations

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.

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.

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.

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.

Pupils enrolled at Greenhill School would remain at the current site until the new build school facilities are ready, meaning that there would be no disruption to education from building work on site.

How would the changes affect other schools?

Special schools in Cardiff provide specialist provision for the whole of the City and County of Cardiff. There are not enough places to meet demand in maintained provision. This has an impact on existing schools where in some cases there may be a greater number of pupils on roll than the Published Admission Number (PAN) or desired number in an SRB. This may be placing additional strain on schools.

Cardiff currently has to rely on purchasing some places in out of county provision and independent schools to fulfil its statutory duties. There could be a longer term impact on out of county providers and on independent schools as there is likely to be a reduction in the number of places purchased by the Council. However, it is known that the demand for places in other Local Authorities is also at high levels.

It is not anticipated that the proposed expansion and transfer of Greenhill School to the Ty Glas and Dutch Garden Centre sites would have a negative impact on any local school.

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 stakeholder 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 9 below:

Statutory Process	Timescale
Consultation Period	14 December 2021 – 1 February 2022
Consultation report considered by the Council Cabinet and published on the Council website	March 2022
Expected date for start of Objection Period, when statutory notice has been issued (when formal objections can be made)	May 2022
Expected date for end of Objection Period	June 2022
Final decision (determination) by the Council's Cabinet	September 2022
Objection report published on the Council website and notification of Cabinet's decision	September 2022

Consultation period

The consultation period for these proposals starts on 14 December 2021 and ends on February 2022.

See page 35 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.

Have Your Say!

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

We are proposing to:

- increase the capacity of Greenhill School from 64 to 160 places.
- Transfer the school to new build accommodation across two sites at the Dutch Garden Centre, Maes Y Bryn Road (near to M4 J30) and Ty Glas Road in Llanishen, with 80 pupils on each site from September 2025.

Please note that the development of this proposal is at an early stage. Any detailed school design or site layouts would be considered at a later date. There would be opportunities to comment on detailed plans at the pre-planning and planning application stages, should the proposal be progressed.

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

1. Do you support the proposal to increase the capacity of Greenhill School from 64 to 160 places?

- YES NO NO OPINION

Please explain why:

2. Do you support the proposal to transfer Greenhill School to new build accommodation across two sites at the Dutch Garden Centre, Maes Y Bryn Road and Ty Glas Road, Llanishen?

YES

NO

NO OPINION

Please explain why:

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

4. Are there any alternative options you would like to suggest?

5. Do you have any other comments?

Name _____

Address _____

Post Code _____

The closing date for responses to this consultation is **1 February 2022**.

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 or by email to schoolresponses@cardiff.gov.uk by no later than 1 February 2022.

ABOUT YOU

Please provide your postcode below to allow us to more accurately pinpoint respondents' views and needs by area:-

What was your age on your last birthday?

- | | | | | |
|-----------------------------------|--------------------------------|--------------------------------|--------------------------------|--|
| <input type="checkbox"/> Under 16 | <input type="checkbox"/> 25-34 | <input type="checkbox"/> 45-54 | <input type="checkbox"/> 65-74 | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> 16-24 | <input type="checkbox"/> 35-44 | <input type="checkbox"/> 55-64 | <input type="checkbox"/> 75+ | |

Are you...?

- | | | | |
|---------------------------------|-------------------------------|--------------------------------|--|
| <input type="checkbox"/> Female | <input type="checkbox"/> Male | <input type="checkbox"/> Other | <input type="checkbox"/> Prefer not to say |
|---------------------------------|-------------------------------|--------------------------------|--|

Do you identify as a disabled person?

- | | | |
|------------------------------|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Prefer not to say |
|------------------------------|-----------------------------|--|

Please tick any of the following that apply to you:

- | | | |
|---|--|---|
| <input type="checkbox"/> Deaf/ Deafened/ Hard of hearing | <input type="checkbox"/> Visual impairment | <input type="checkbox"/> Long-standing illness or health condition (e.g. cancer, diabetes, or asthma) |
| <input type="checkbox"/> Mental health difficulties | <input type="checkbox"/> Wheelchair user | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> Learning impairment / difficulties | <input type="checkbox"/> Mobility impairment | <input type="checkbox"/> Other |

Please specify _____

What is your ethnic group?

Where the term 'British' is used, this refers to any of the four home nations of Wales, England, Northern Ireland and Scotland, or any combination of these.

- | | |
|---|--|
| <input type="checkbox"/> White - Welsh/English/Scottish/Northern Irish/British | <input type="checkbox"/> Asian/Asian Welsh/British - Bangladeshi |
| <input type="checkbox"/> White - Irish | <input type="checkbox"/> Asian/Asian Welsh/British - Indian |
| <input type="checkbox"/> White - Gypsy or Irish Traveller | <input type="checkbox"/> Asian/Asian Welsh/British - Any other |
| <input type="checkbox"/> White - Any other white background | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - African |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White & Asian | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Caribbean |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black Caribbean | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Any other |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black African | <input type="checkbox"/> Arab |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - Any other | <input type="checkbox"/> Any other ethnic group (please specify) |
| <input type="checkbox"/> Asian/Asian Welsh/British - Chinese | _____ |
| <input type="checkbox"/> Asian/Asian Welsh/British - Pakistani | Prefer not to say |

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

21st Century Schools Consultation Document 2021

PROVISION FOR CHILDREN AND YOUNG PEOPLE WITH
ADDITIONAL LEARNING NEEDS

EMOTIONAL HEALTH AND WELLBEING PROVISION FOR
LEARNERS AGED 11 - 19

14 DECEMBER 2021 – 01 FEBRUARY 2022



This document can be made available in Braille.
A summary version of this document is available at www.cardiff.gov.uk/ALNSchoolproposals
Information can also be made available in other community languages if needed.
Please contact us on **029 2087 2720** to arrange this.



Table of Contents

Introduction

- What is this booklet about?
- What are we proposing to do?

Consultation

- Who are we consulting with?
- Views of children on the proposed changes
- How can you find out more and let us know your views?
- Your views are important to us

Explanation of terms used in this document

Background

Sufficiency in the Special Sector

Geographical distribution of Specialist Provision

Secondary Age Emotional Health and Wellbeing Provision (11 – 19)

- Current provision
- Demand for places
- Projected Emotional Health and Wellbeing Secondary Phase Demand
- Key Stage 3 and Key Stage 4 provision
- Post 16 provision

Proposals for Specialist Resource Based Provision at Cardiff West Community High School

- Cardiff West Community High School
- The number of places at the school
- Demand for places at the school
- Condition and suitability of school buildings

Quality and Standards

- Estyn
- Welsh Government Categorisation of Schools

How would standards at the schools be affected by the changes

- Standards
- Teaching and Learning Experiences
- Care support and guidance
- Leadership and management

Additional support for pupils

- Impact on pupils with Additional Learning Needs (ALN)
- How would support for pupils with English as an Additional Language be affected?
- How would pupils receiving Free School Meals be affected?
- How would Minority Ethnic pupils be affected?

What are the benefits of the proposed changes?

Potential disadvantages of the proposed changes

Alternative options considered

Human Resources Matters

Transport Matters

Have your say

Proposals for Specialist Resource Base provision at Eastern High

- Eastern High
- The number of places at the school
- Demand for places at the school
- Condition and suitability of school buildings

Quality and Standards

- Estyn
- Welsh Government Categorisation of Schools

How would standards at the schools be affected by the changes?

- Standards
- Teaching and Learning Experiences
- Care support and guidance
- Leadership and management

Additional support for pupils

- Impact on pupils with Additional Learning Needs (ALN)
- How would support for pupils with English as an Additional Language be affected?
- How would pupils receiving Free School Meals be affected?
- How would Minority Ethnic pupils be affected?

What are the benefits of the proposed change?

Potential disadvantages of the proposed change

Alternative options considered

Human Resources Matters

Transport Matters

Have your say

Information relevant to both proposals

How would the changes affect other schools?

Admission arrangements

Learner Travel Arrangements

Financial Matters

Health Provision

Governance Arrangements

Impact of the proposals on the Welsh Language

Equalities

Community Impact

Wellbeing of Future Generations

Potential Disruption to Pupils

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

- What happens next?
- Key Dates
- Consultation period
- Statutory Notice
- Objection Report
- Determination of the proposals
- Decision Notification

Have your say

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 special schools or Specialist Resource Bases and those that have or currently work with children and young people with Additional Learning Needs (ALN).

It sets out proposals to increase the number of secondary specialist resource places for learners aged 11-19 with Emotional Health and Wellbeing Needs, and the reasons for these proposed changes.

What are we proposing to do?

To meet the demand for specialist resource base places for learners aged 11 – 19 with emotional and wellbeing needs it is proposed to:

- establish a 20 place Specialist Resource Base at Cardiff West Community High School from September 2022
- establish a 20 place Specialist Resource Base at Eastern High from September 2022

We are also consulting on separate proposals to increase provision for learners with Emotional Health and Wellbeing Needs aged 11 – 19 at Greenhill Special School and provision for learners with complex learning needs or autism spectrum conditions aged 3 – 19 at a range of schools across Cardiff.

You can find details of these proposals at www.cardiff.gov.uk/ALNschoolproposals

Consultation

Who are we consulting with?

The 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. There are a number of ways people can tell us their views.

Table 1 below sets out who the Council is consulting:

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)
Community Councils	Trade Unions
Local Members/Constituency and Regional Members of the Senedd (MS) /Members of Parliament (MPs)	Childcare providers
Diocesan Directors of Education	Mudiad Meithrin
Neighbouring Authorities	Wales Pre-School Providers Association
Neighbouring Primary and Secondary schools within Cardiff	Clybiau Plant Cymru Kids Club
Estyn	National Day Nurseries Association
Communities First Partnership	Welsh Education Forum
Cardiff and Vale Health Board	Voluntary Sector Organisations
Local businesses/organisations	Traffic Commissioner for Wales

Views of children and young people 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 the schools included as part of these proposals 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?

This consultation document and a consultation response form are available on the Council website at www.cardiff.gov.uk/ALNSchoolproposals

If you are unable to access the documents online, printed copies will be available by post on request. You may request a copy by e-mailing schoolresponses@cardiff.gov.uk or by telephoning **029 2087 2720**.

We will advise families with children at the associated schools on how they can access a copy of the document.

Information will also be provided to residents and businesses in close proximity to the school sites included in the proposals.

Online meetings will be held where the changes we are proposing will be explained. You will have the 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 this meeting.

Council officers will meet with the Governing Bodies and staff of the associated schools.

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	Venue
Online Public meeting	Wednesday 12 January 2022, 5:30pm	Online via Microsoft Teams
Drop-in sessions	On request by emailing schoolresponses@cardiff.gov.uk	Online via Microsoft Teams

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 meetings or drop-in sessions listed above.
- Completing the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Completing the consultation response form, which you can find on page 41.
- Contacting the School Organisation Planning Team by e-mail to schoolresponses@cardiff.gov.uk, by telephone on (029) 2087 2720 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 1 February 2022

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. A child or young person is considered to have Additional Learning Needs if they have difficulties that have a significant long-term impact on their learning. Difficulties may be related to learning; communication and interaction; a physical or sensory disability; or behavioural emotional and social development. (ALN is sometimes referred to as Special Educational Needs).

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

Complex Learning Needs - children and young people with Complex Learning Needs have a range of issues & combination of layered needs. These could include needs related to learning, communication, physical or sensory disabilities.

Emotional Health and Wellbeing Needs - children and young people with Emotional Health and Wellbeing Needs have issues with thinking, feeling and behaving. This impacts on managing how life affects them, how they cope, how they engage with others, the choices they make. Sometimes this is as a result of trauma. Children and young people may display anxiety, low self-esteem, school phobia, or behavioural difficulties.

Education Other Than at School (EOTAS) - education provision to meet specific needs of pupils who, for various reasons, cannot attend a mainstream or special school. EOTAS refers to education provided by the local authority and does not encompass elective home education.

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

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 additional learning needs.

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

Special School - a school for children with an additional learning need or disability, whose needs cannot be met in a mainstream school. The pupils at a special school have a statement of SEN, or an Individual Development Plan (IDP).

Specialist Resource Base - A small class in a mainstream school for pupils with significant additional learning needs. All pupils attending a specialist resource base have a statement of SEN and are taught by specialist teachers and learning support assistants, and have opportunities to learn, play or socialise with other mainstream pupils.

Wellbeing Classes - Cardiff also funds several wellbeing classes which provide short term intensive support for children and young people displaying emotional health and wellbeing needs, to support their continued placement in their local mainstream school. Placement in a Wellbeing Class is temporary for one year: the child remains on roll at their local school, and they are supported to return full time to their local school by the end of the programme.

Background

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
- thrive and fulfil their potential
- 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.

Cardiff's 2030 vision is available to view at cardiff.gov.uk/cardiff2030

The approach to Supporting Additional Learning Needs in Cardiff

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 additional learning needs.
- Effective early identification and research-based intervention to prevent the escalation of additional learning needs 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 additional learning needs (including health, children and adult services, early years and Further Education 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.

The number of children and young people 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.

The proposals set out in this consultation document seek to improve access to education in line with the above principles of inclusion.

Sufficiency in the Special Sector

The majority of learners with Additional Learning Needs (ALN) attend a local mainstream school, and benefit from effective Additional Learning Provision (ALP). These learners do not need to attend a special school or Specialist Resource Base.

However, the number of pupils with severe and complex needs, who need a place in a special school or specialist resource base has continued to grow.

This is because of:

- Pupil population changes, with larger cohorts of primary school age pupils now moving through to the secondary age phase.
- Improved survival rates for children born with significant disabilities, resulting in a higher number of pupils with severe and complex disabilities.
- Increased complexity in needs, which has meant that the demand for specialist provision has continued to grow. The range of expertise, specialist support and facilities required in special schools and specialist resource bases has also increased.
- Increased incidence and identification of specific needs such as autism, ADHD, physical disabilities and sensory impairments.
- More children and young people with emotional health and wellbeing needs. This was a trend before COVID 19 but has been exacerbated by school closures and other measures to manage the pandemic.

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

The purpose of a Specialist Resource Base 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.

At the end of March 2021, there were 2,265 children in Cardiff with a statement of Special Education Needs. As the population grows, so will the number of children and young people with significant and complex Additional Learning Needs.

In 2020/21:

- a total of 1,116 places in Specialist Resource Bases or special schools were funded by Cardiff Council.
- 48 temporary places for learners were available at Wellbeing Classes and Speech and Language Classes
- 90 places were available in the Pupil Referral Unit (PRU)

Whilst there are a number of existing specialist settings across Cardiff, there are not enough places available. The number of children who would benefit from a place is projected to increase over coming years.

As there are not enough special school places in Cardiff, the Council has also funded some places at special schools in other Council areas or in independent schools. The total spend on these places was £6.3m in 2020/21. The budget for 2021/22 for these types of places is currently set at £7.3m.

Spending on independent places and special school places in neighbouring Council areas has grown to c£3.8m in 2020/21. Of this, approximately £2.5m has funded specialist places for those learners with Emotional Health & Wellbeing Needs. Without investment in additional places, the cost of these places would be expected to grow significantly in future years.

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-19 restrictions).

Geographical distribution of specialist provision

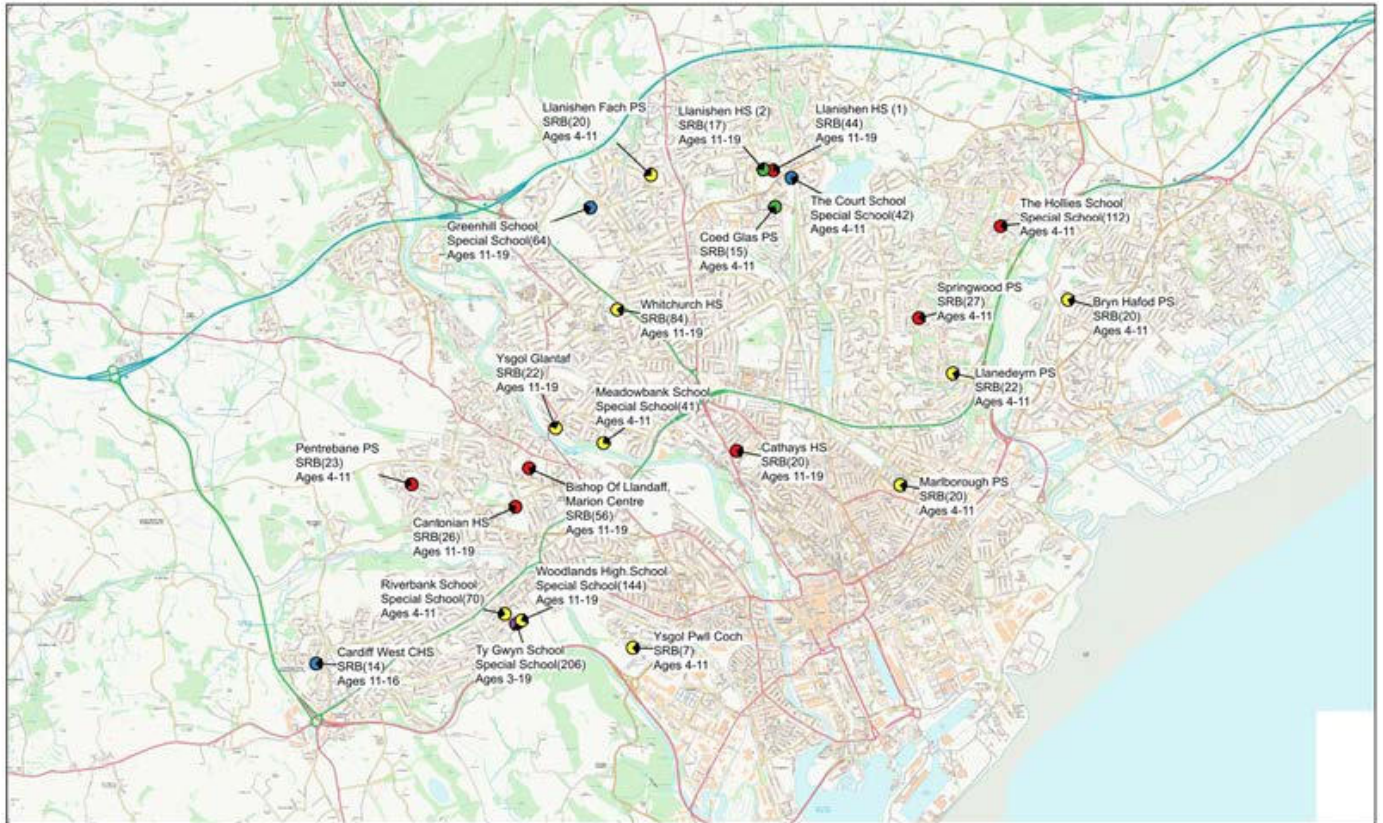
The location of Specialist Resource Bases and Wellbeing Classes is not well distributed across the city.

A map showing the location of existing specialist provision can be seen at page 10.

The lack of Specialist Resource Bases in some localities can disadvantage learners living in those areas. Some families are unfamiliar with the areas where provision is located. Parents or carers may lack the means to travel easily to those areas.

A better distribution of specialist resource bases across the city would improve access for pupils. It would reduce travel times for many pupils, as well as increasing the number of places available.

Cardiff Special Schools and Specialist Resources Bases 2021



Special schools & SRBs: Type & Capacity

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

This map is produced specifically to meet Cardiff Council information. No further copies may be made. Map data from OpenStreetMap contributors, GeoNames, and TomTom. © Crown copyright and database rights 2017. Ordnance Survey 100020179. © Mapbox & Open a Mapbox client 2017. Any other names 100020179.

21st Century Schools
provision for children and young people
with additional learning needs

Emotional Health and Wellbeing Provision (11 – 19)

Current provision

Cardiff currently has 180 places for pupils of secondary school age with Emotional Health and Wellbeing Needs

Table 3 below sets out the Secondary phase emotional health and wellbeing provision currently available categorised by Key Stage.

Age 11 – 19 Emotional Health and Wellbeing capacity (2021/22)			
Establishment	Age 11 – 14 (Key Stage 3)	Age 14 – 16 (Key Stage 4)	Post-16
Greenhill Special School	32	24	8
Carnegie Centre	-	28	-
Bryn y Deryn Pupil Referral Unit	-	48	-
ACT special	-	40	-
Total provision	32	140	8

These establishments are all English-medium. They are mixed sex and provide for pupils with needs that cannot be met in mainstream schools:

- Greenhill School caters for learners from age 11-19 with significant emotional health and wellbeing needs.
- The Carnegie Centre has provision for Key Stage 4 pupils with anxiety and mental health needs that prevents them from attending mainstream school.
- Bryn y Deryn is a Pupil Referral Unit for Key Stage 4 learners (age 14 – 16). All of the learners have significant emotional and wellbeing needs.
- ACT is partner provision commissioned by the Council for learners in Key Stage 3 and 4 (age 11 – 16).

Demand for places

Projected Emotional Health and Wellbeing Secondary Phase Demand

Table 4 below sets out the projected future demand for Emotional Health and Wellbeing places for young people aged 11 - 19

Secondary Emotional Health and Wellbeing Places	2021/22	2022/23	2023/24	2024/25	2025/26
Projected Key Stage 3 demand	122	125	127	129	129
Projected Key Stage 3 demand (+10%)	134	138	140	142	142
Key Stage 3 Deficit	102	106	108	110	110
Projected Key Stage 4 demand	200	210	217	218	219
Projected Key Stage 4 demand (+10%)	220	231	239	240	241
Key Stage 4 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	1218	2230	236	239

Key Stage 3 and Key Stage 4 provision

In 2021/22 there are a total of 172 Key Stage 3/4 specialist Emotional Health and Wellbeing places in Cardiff maintained schools (Including Education other than at school (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.

Allowing for a 10% surplus to support flexibility, sufficient capacity would be to provide 354 places in 2021/22, and 383 places by 2025/26.

In summary, there is an estimated shortfall of 182 places in 2021/22, rising to 211 by 2025/26.

Post 16 provision

Until 2018, Cardiff did not maintain any post-16 places for Emotional Health and Wellbeing, although pupils funded in the independent sector often remain to Y14. Eight Post-16 places were established at Greenhill School 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 a Further Education Institution or employment at age 16.

Ideally, 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 18 or 19 i.e., a special school for 56 Key Stage 3/4 learners should include 24 post-16 places.



Cardiff West Community High School

Proposal to establish Specialist Resource Base provision at Cardiff West Community High School for learners with Emotional Health and Wellbeing Needs

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.

The school moved to new build accommodation in April 2019



To meet the increasing demand for Specialist Resource Base places for learners with emotional health and wellbeing needs aged 11 – 19 it is proposed to:

- establish a 20 place Specialist Resource Base at Cardiff West Community High School from September 2022.

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

The number of places at the schools

Table 5 below provides details of places available at Cardiff West Community High School

Name of school	Current Published Capacity (age 11 – 16)	Places per year group (age 11 – 16)	Sixth form places	Language medium and Category of School
Cardiff West Community High School	1200	240	300	English-medium community secondary school

The current capacity of Cardiff West Community High School is 1500 places and the school had 893 pupils on roll in April 2021.

Demand for places at the school

Table 6 below sets out details of recent and projected numbers on roll at Cardiff West Community High School

Recent and projected numbers on roll at Cardiff West Community High School										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Cardiff West Community High School	0	663	676	773	882	1019	1190	1249	1266	1269
Cardiff West Community High School Specialist Resource Base places	0	0	6	6	11	20	20	20	20	20

* Future school pupil demand based on local catchment population projections and historical demand patterns

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended / operating efficiently) to D (life expired / risk of imminent failure)

Schools in Cardiff are also given a Suitability rating from A (good – facilities suitable for teaching, learning & wellbeing) to D (bad – building seriously inhibit the staff’s ability to deliver the curriculum).

Table 7 Condition and suitability gradings

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

Cardiff West Community High School is rated A for condition and A for suitability.

The site, and local infrastructure off-site, would support the development of special school provision.

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.

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 8 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>

Cardiff West Community High School

Cardiff West Community High School was last inspected by Estyn in November 2019.

At this time the standards, wellbeing and attitudes to learning, teaching and learning experience, care, support and guidance and leadership and management were all judged as adequate and needing improvement.

In the most recent Welsh Government School Categorisation at January 2020, Cardiff West Community High School was categorised as Red (A school in need of greatest improvement and will receive immediate, intensive support).

An assessment provided by the Central South Consortium in Autumn 2021 gave the following evaluation:

- The school is improving its track record in raising pupils' achievement including that of vulnerable learners over time.
- The proportion of pupils making two or more levels of progress from Key Stage 2 to Key Stage 3, in comparison with local and regional averages, was lower in each of mathematics and much lower in English and in science.
- There have been clear improvements in attitudes to learning.
- The deputy headteacher operates a robust system for tracking the progress of every pupil when compared against their targets.
- The school has constructive and well-planned use of PDG funds intended to improve outcomes for eFSM (Free School Meal) pupils whilst developing the core skills across the curriculum.

How would standards at the schools be affected by the 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 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.

Standards at Cardiff West Community High School are improving. Establishing a Specialist Resource Base at the school would provide appropriate high quality school places for young people with emotional and wellbeing needs.

The proposal is not expected to have any negative impact on the quality of standards of education at the school.

Teaching and learning experiences

The new school facilities support the delivery of the new 'Curriculum of Wales' for learners (aged 3 – 16) which is due to be implemented in Welsh schools from September 2022. The new curriculum will adopt an approach which is inclusive and designed to address the need to prepare children and young people in Wales to thrive and be successful in a rapidly changing world.

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 new and improved school facilities help support this vision.

The proposal is not expected to have any negative impact on teaching and learning experiences at Cardiff West Community High School.

Care support and guidance

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

The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

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

The proposed changes would be planned carefully so that the school's leadership and governance is not disrupted, which could have a negative impact on educational standards.

Additional support for pupils

Table 9 below show the percentages of:

- Pupils with Additional Learning Needs
- Pupils receiving Free School Meals
- Pupils with English as an Additional Language
- Minority Ethnic pupils at each of the schools

at Cardiff West Community High School

School	% of Pupils on School Action	% of Pupils on School Action Plus	% of Pupils with a statement of ALN	% of Free School Meals Pupils- 3 year average	% of Pupils with English as an Additional Language	% of Minority Ethnic Pupils
Cardiff West Community High School	22.1	12.7	4.5	55	6.2	25.2

Impact on pupils with Additional Learning Needs (ALN)

A 21st Century School allows for facilities to be tailored to the needs of the children who access it. Facilities are designed to fit their learning needs and provide calm and structured environments to support learning.

The current expertise at the school would be maintained. The establishment of specialist provision would provide opportunities for staff development and for enhancing pupils' learning in purpose-built facilities.

The Council acknowledges that a change in environment can be unsettling and upsetting for children with additional learning needs. Pupils would be supported to enable them to adapt to the changes proposed.

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.

There is no information available that suggests that the proposal would have a negative effect on how children with English as an additional language are supported. The 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 receive funding for these pupils.

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

How would Minority Ethnic Pupils be affected?

The needs of individual pupils are assessed and provided for as appropriate. There is also no information available that suggests that the proposal would have a negative effect on provision for any ethnic group.

What are the benefits of the proposed change?

- The proposal would increase the number of specialist resource places for secondary aged learners with emotional health and wellbeing needs and would contribute towards meeting projected demand.
- The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school.
- The proposal would ensure that pupils living in the west of the city travel shorter distances to access specialist provision than to alternative provision.
- The new building is fully accessible and compliant with the Equality Act 2010.

Potential disadvantages of the proposed change

- Some pupils with additional learning needs can find change difficult. They may find changes to buildings unsettling. We know they will need carefully planned support to adapt to the changes. However, there would be sufficient time to plan and support such a change.
- There is potential for a small increase in traffic around the school site at the start and end of the day. The Council would work with the Governing Body of the school to develop a Travel Plan to minimise any potential disruption.

Alternative options considered

The Council is seeking to provide a better distribution of specialist resource bases across the city. This would improve access for pupils, and reduce travel times for many pupils, as well as increasing the number of places available. A number of other expansions and new provision at other schools city-wide, are also proposed.

There is no specialist resource base provision in this area at present. All children in this area who require placement in a specialist resource base currently travel to other areas.

Alternative options to the establishment of provision at Cardiff West Community High School could include:

- the expansion of similar provision on other secondary school sites
- the establishment of new specialist provision on other school sites and/or a different number of places in the current or proposed bases.

However, the standards at Cardiff West Community High School are improving. Establishing the Specialist Resource Base provision at the school provides an increased number of appropriate high quality school places. The establishment of provision at Cardiff West Community High School is therefore considered to be a preferred option.

Human Resources Matters

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

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to specialist resource bases. However, some learners who live within two miles of the school may be provided with free transport due to their individual learning needs and social issues. Other learners 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. 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.

As the Council is seeking to provide a better distribution of specialist resource provision across the city, it is expected that the average travel distance to specialist resource bases for individual learners would reduce in future.

A school proposal to establish additional learning needs facilities may require a Transport Statement which will identify measures to be included as part of the application to maximise travel by sustainable modes.

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.

Increasing travel to school by active modes (walking, cycling and scooting) by ensuring safe facilities are provided will have a positive impact on children's health and wellbeing.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the additional learning needs cohort, including Independent Travel Training for older pupils, cycle maintenance and cycle training.

With the expected increased demand for Learner Transport at Cardiff West Community High School suitable improved and / or expanded facilities for drop-off and pick-up may be required within the site to accommodate the appropriate numbers of vehicles. Additional parking restrictions along Penally Road around school start and finish times would reduce congestion and parking issues and improve safety for pupils.

Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposal. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively, you can send us your views in one of the following ways:

- Completing the online response form at www.cardiff.gov.uk/ALNschoollproposals
- Email your views to schoolresponses@cardiff.gov.uk
- Write to us at the following address: School Organisation Planning, Room 401, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 1 February 2022.

A photograph of a classroom scene with a teacher and students at a table, overlaid with a red tint. The teacher, a woman with curly hair, is standing and smiling as she looks at a document on the table. Two students, a girl with long dark hair and a girl with long blonde hair, are sitting at the table looking at the document. There are several other documents on the table. The background shows other students in a classroom setting.

Eastern High

Proposal to establish Specialist Resource Base provision at Eastern High for learners with Emotional Health and Wellbeing Needs

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 in new build accommodation at Trowbridge Road, Trowbridge.



To meet the increasing demand for Specialist Resource Base places for learners with emotional health and wellbeing needs aged 11 – 19 it is proposed to:

- establish a 20 place Specialist Resource Base at Eastern High from September 2022

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.

The number of places at the schools

Table 10 below provides details of places available at Eastern High

Name of school	Current Published Capacity (age 11 – 16)	Places per year group (age 11 – 16)	Sixth form places	Language medium and Category of School
Eastern High	1200	240	--	English-medium community secondary school

The current capacity of Eastern High is 1200 places and the school had 1095 pupils on roll in April 2021.

Demand for places at the school

Table 11 below sets out details of recent and projected numbers on roll at Eastern High

Recent and projected numbers on roll Eastern High										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Eastern High	700	730	864	968	1095	1190	1283	1334	1359	1357
Eastern High Specialist Resource Base	0	0	0	0	0	0	5	10	15	20

* Future school pupil demand based on local catchment population projections and historical demand patterns

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended / operating efficiently) to D (life expired / risk of imminent failure)

Schools in Cardiff are also given a Suitability rating from A (good – facilities suitable for teaching, learning & wellbeing) to D (bad – building seriously inhibit the staff’s ability to deliver the curriculum).

Table 12 Condition and suitability gradings

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

Eastern High is rated A for condition and A for suitability.

The site, and local infrastructure off-site, would support the development of special school provision.

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.

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 13 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>

Eastern High

Eastern High was last inspected by Estyn in December 2014.

At this time the school's performance and prospects for improvement were judged as unsatisfactory.

Following a further monitoring visit in November 2017, the school was judged to have made sufficient progress and was removed from the list of schools requiring special measures.

In the most recent Welsh Government School Categorisation at January 2020, Eastern High was categorised at Yellow (An effective school which is already doing well and knows the areas it needs to improve).

An assessment provided by the Central South Consortium in Autumn 2021 gave the following evaluation:

- The school has a very good track record in raising the achievement of nearly all pupils, including vulnerable learners over the previous three-year period.
- The proportion of pupils making two or more levels of progress from Key Stage 2 to Key Stage 3, in comparison with local and regional averages, was much lower in each of English, mathematics and science.
- Leaders throughout the school plan and implement change and sustain improvement successfully in most respects. The senior leadership team is setting the direction for the work of the staff team and this work is having a positive impact upon the learning experiences of all pupils.

How would standards at the schools be affected by the 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 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.

Standards at Eastern High are good. Establishing a Specialist Resource Base at the school would provide appropriate high quality school places for young people with emotional and wellbeing needs.

The proposal is not expected to have any negative impact on the quality of standards of education at the school.

Teaching and learning experiences

The new school facilities support the delivery of the new 'Curriculum of Wales' for learners (aged 3 – 16) which is due to be implemented in Welsh schools from September 2022. The new curriculum will adopt an approach which is inclusive and designed to address the need to prepare children and young people in Wales to thrive and be successful in a rapidly changing world.

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. New and improved school facilities help support this vision.

The proposal is not expected to have any negative impact on teaching and learning experiences at Eastern High.

Care support and guidance

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

The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

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

The proposed changes would be planned carefully so that the school's leadership and governance is not disrupted, which could have a negative impact on educational standards.

Additional support for pupils

Table 14 below show the percentages of:

- Pupils with Additional Learning Needs
- Pupils receiving Free School Meals
- Pupils with English as an Additional Language
- Minority Ethnic pupils at each of the schools

at Eastern High

School	% of Pupils on School Action	% of Pupils on School Action Plus	% of Pupils with a statement of ALN	% of Free School Meals Pupils- 3 year average	% of Pupils with English as an Additional Language	% of Minority Ethnic Pupils
Eastern High	16.6	11.3	2.7	46.6	2.5	22.1

Impact on pupils with Additional Learning Needs (ALN)

A 21st Century School building allows for facilities to be tailored to the needs of the children who access it. Facilities are designed to fit their learning needs and provide calm and structured environments to support learning.

The current expertise at the school would be maintained. The establishment of specialist provision would provide opportunities for staff development and for enhancing pupils' learning in purpose-built facilities.

The Council acknowledges that a change in environment can be unsettling and upsetting for children with additional learning needs. Pupils would be supported to enable them to adapt to the changes proposed.

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.

There is no information available that suggests that the proposal would have a negative effect on how children with English as an additional language are supported. The 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 receive funding for these pupils.

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

How would Minority Ethnic Pupils be affected?

The needs of individual pupils are assessed and provided for as appropriate. There is also no information available that suggests that the proposal would have a negative effect on provision for any ethnic group.

What are the benefits of the proposed change?

- The proposal would increase the number of Specialist Resource Base places for secondary aged learners with emotional health and wellbeing needs and would contribute towards meeting projected demand.
- The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school.
- The proposal would ensure that pupils living in the east of the city travel shorter distances to access specialist provision than to alternative provision.
- The new buildings are fully accessible and compliant with the Equality Act 2010.

Potential disadvantages of the proposed change

- Some pupils with additional learning needs can find change difficult. They may find changes to buildings unsettling. We know they will need carefully planned support to adapt to the changes. However, there would be sufficient time to plan and support such a change.
- There is potential for a small increase in traffic around the school site at the start and end of the day. The Council would work with the Governing Body of the school to develop a Travel Plan to minimise any potential disruption.

Alternative options considered

The Council is seeking to provide a better distribution of specialist resource bases across the city. This would improve access for pupils, and reduce travel times for many pupils, as well as increasing the number of places available.

There is no specialist resource base provision in this area at present. All children in this area who require placement in a specialist resource base currently travel to other areas.

Alternative options to the establishment of provision at Eastern High could include:

- the expansion of similar provision on other secondary school sites
- the establishment of new specialist provision on other school sites and/or a different number of places in the current or proposed bases.

However, the standards at Eastern High are good. Establishing the Specialist Resource Base provision at the school provides an increased number of appropriate high quality school places. The establishment of provision at Eastern High is therefore considered to be a preferred option.

Human Resources Matters

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 has 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

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to specialist resource bases. However, some learners who live within two miles of the school may also be provided with free transport due to their individual learning needs and social issues. Other learners 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. 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.

As the Council is seeking to provide a better distribution of specialist resource provision across the city, it is expected that the average travel distance to specialist resource bases for individual learners would reduce in future.

A school proposal to establish additional learning need facilities may require a Transport Statement which will identify measures to be included as part of the application to maximise travel by sustainable modes.

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.

Increasing travel to school by active modes (walking, cycling and scooting) by ensuring safe facilities are provided will have a positive impact on children's health and wellbeing.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the additional learning need cohort, which would be proposed for specialist resource base learners at Eastern High including Independent Travel Training for older pupils, cycle maintenance and cycle training.

With the expected increased demand for Learner Transport at Eastern High the site would be assessed to ensure there is suitable facilities for drop-off and pick-up to accommodate the appropriate numbers of vehicles. Measures to improve traffic issues outside the school may include additional parking restrictions or consideration of a School Street around school start and finish times to reduce congestion and parking issues and improve safety for pupils.

Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposal. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively, you can send us your views in one of the following ways:

- Completing the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Email your views to schoolresponses@cardiff.gov.uk
- Write to us at the following address: School Organisation Planning, Room 401, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 1 February 2022.

Information Relevant to both Proposals

How would the changes affect other schools?

Special Resource Bases in Cardiff provide specialist provision for the whole of the City and County of Cardiff. There are not enough places to meet demand in maintained provision. This has an impact on existing schools where in some cases there may be a greater number of pupils on roll than the Published Admission Number or desired number in a specialist resource base.

Cardiff currently has to rely on purchasing some places in out of county provision and independent schools to fulfil its statutory duties. There could be a longer-term impact on out of county providers and on independent schools as there is likely to be a reduction in the number of places purchased by the Council.

Admission arrangements

There are no planned changes to the Council's policy on the admission of children to schools as a result of these proposals. There are no plans to reduce the number of mainstream places as a result of these proposals.

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

Admissions to specialist provision 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 specialist resource places in each school would be in addition to the capacity of mainstream places at the schools included in these proposals.

Learner Travel Arrangements

Under these proposals there are no plans to change the Council's policy on the transport of children to and from schools.

Any pupils affected by this proposal would be offered the same support with transport as is provided throughout Cardiff and in accordance with the same criteria that apply across Cardiff. The Council's transport policy can be viewed on the Council's website (www.cardiff.gov.uk).

There is a statutory legal obligation on the Council to provide free home to school transport to primary school pupils who live two miles or more from the nearest suitable school, as measured by the shortest available walking route.

When deciding which is the nearest suitable school, the Council must consider any disability a child has and any special educational needs (SEN).

Financial Matters

Some of the proposed changes set out in this document would incur capital costs for the Council, for building works and / or adaptation of buildings. They would also incur revenue costs for the Council, in employing staff.

At this stage of the consultation there are no financial commitments. Based on the consultation outcome a range of options will be developed. A full financial evaluation will then take place. This will ensure affordability and limit budgetary pressures on the Council.

The additional places would need to be funded from the existing delegated schools' budget. Currently high-cost provision for some pupils is delivered either in a number of ways. Some learners are placed in schools outside of Cardiff, or in independent school. Some learners remain in mainstream schools, with "Complex Needs Enhancement" payments made to the school to provide appropriate support.

Further work will be undertaken to establish whether or not the savings on these placements, or on enhanced payments to schools, will cover the additional costs of proposed additional places.

This work will also consider how the Council's home to school transport costs would change. The increased number of specialist places proposed may increase number of children transported from home to school by the Council. The increased number of places available in special schools and bases may reduce the average travel distance and average journey cost.

Health provision

The proposals to expand specialist provision at the schools included in these proposals will have implications for health and other specialist services. These services work 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.

In order to address these challenges together, the Council 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.

Governance Arrangements

There are no proposed changes to governance arrangements arising out of these proposals.

Impact of the proposals on the Welsh Language

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, through concern that their child may need 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 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.

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 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. The Council is currently consulting on establishing a 30 place Autism Special Resource base at Ysgol Gyfun Gymraeg Glantaf in addition to the existing 30 place Specialist Resource base at the school.

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 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.

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 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.

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.

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.

Community Impact

The following are taken into account when considering a proposal: Public Open Space, parkland, noise and traffic congestion. The schools included in these proposals and the Council will work with any community groups to make sure the proposals avoid any negative impacts if possible.

A community impact assessment has been undertaken for these proposals and is available to view at www.cardiff.gov.uk/ALNSchoolproposals.

Wellbeing of Future Generations

In line with the Well-being of Future Generations Act Cardiff Council is committed to providing Local Schools for Local Children, together with encouraging use of sustainable modes to travel to schools, such as walking and cycling. Each School project takes into account key transport issues when they are being designed and the firm need to provide safer routes to encourage walking, cycling and other active travel modes to schools.

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.

Potential Disruption to Pupils

The Council has significant experience in the successful delivery of building projects and adaptations on the sites of occupied schools as a result of progressing a large and growing school organisation programme.

Any building work or adaptation of existing facilities would be managed effectively in consultation with the schools included in these proposals to ensure that the curriculum continues to be delivered and that high education standards and safety standards are maintained.

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 stakeholder 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 15 below:

Table 15: Future stages (This timetable may be subject to change)

Statutory Process	Timescale
Consultation Period	14 December 2021 – 1 February 2022
Consultation report considered by the Council Cabinet and published on the Council website	March 2022
Expected date for start of Objection Period, when statutory notice has been issued (when formal objections can be made)	May 2022
Expected date for end of Objection Period	June 2022
Final decision (determination) by the Council’s Cabinet	July 2022
Objection report published on the Council website and notification of Cabinet’s decision	July 2022

Consultation period

The consultation period for these proposals starts on 14 December 2021 and ends on 1 February 2022.

See page 41 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 proposals. 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.

Have your say!

CONSULTATION RESPONSE FORM

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

To meet demand for specialist resource base places for learners with emotional health and wellbeing needs aged 11 – 19, we are proposing to:

- establish a 20 place Specialist Resource Base at Cardiff West Community High School from September 2022
- establish a 20 place Specialist Resource Base at Eastern High from September 2022

Your views matter, please tell us what you think about the proposal by:

- Completing and returning the accompanying questionnaire to the address given at the bottom of the form.
- Completing the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Or if you prefer you can e-mail your views to: schoolresponses@cardiff.gov.uk

The closing date for responses to this consultation is Tuesday 1 February 2022. Unfortunately, no responses received after that date can be considered

1. Which of the following are you responding as?

- Parent
- Teacher – please specify your school
- School governor – please specify your school
- Other – please specify

2. Do you have a child/children enrolled at the following schools? (tick all that apply)

- Cardiff West Community High School
- Eastern High
- Other please specify
- N/A

3. Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?

- Yes
- No
- Don't Know

4. Do you support the proposal for each of the school sites?

School and proposal	Yes	No	Don't know
Cardiff West Community High School <ul style="list-style-type: none">establish a 20 place Specialist Resource Base at Cardiff West Community High School from September 2022			
Eastern High <ul style="list-style-type: none">establish a 20 place Specialist Resource Base at Eastern High School from September 2022			

5. Please explain why you do or do not support the proposal(s) below. Please make reference to the school involved

6. Would you like to suggest any changes or alternatives?

7. Additional comments

Name:

Address:

Postcode:

The closing date for responses to this consultation is 1 February 2022.

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
or by email to schoolresponses@cardiff.gov.uk by no later than 1 February 2022.

ABOUT YOU

Please provide your postcode below to allow us to more accurately pinpoint respondents' views and needs by area:-

What was your age on your last birthday?

- | | | | | |
|-----------------------------------|--------------------------------|--------------------------------|--------------------------------|--|
| <input type="checkbox"/> Under 16 | <input type="checkbox"/> 25-34 | <input type="checkbox"/> 45-54 | <input type="checkbox"/> 65-74 | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> 16-24 | <input type="checkbox"/> 35-44 | <input type="checkbox"/> 55-64 | <input type="checkbox"/> 75+ | |

Are you...?

- | | | | |
|---------------------------------|-------------------------------|--------------------------------|--|
| <input type="checkbox"/> Female | <input type="checkbox"/> Male | <input type="checkbox"/> Other | <input type="checkbox"/> Prefer not to say |
|---------------------------------|-------------------------------|--------------------------------|--|

Do you identify as a disabled person?

- | | | |
|------------------------------|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Prefer not to say |
|------------------------------|-----------------------------|--|

Please tick any of the following that apply to you:

- | | | |
|---|--|---|
| <input type="checkbox"/> Deaf/ Deafened/ Hard of hearing | <input type="checkbox"/> Visual impairment | <input type="checkbox"/> Long-standing illness or health condition (e.g. cancer, diabetes, or asthma) |
| <input type="checkbox"/> Mental health difficulties | <input type="checkbox"/> Wheelchair user | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> Learning impairment / difficulties | <input type="checkbox"/> Mobility impairment | <input type="checkbox"/> Other |

Please specify _____

What is your ethnic group?

Where the term 'British' is used, this refers to any of the four home nations of Wales, England, Northern Ireland and Scotland, or any combination of these.

- | | |
|---|--|
| <input type="checkbox"/> White - Welsh/English/Scottish/Northern Irish/British | <input type="checkbox"/> Asian/Asian Welsh/British - Bangladeshi |
| <input type="checkbox"/> White - Irish | <input type="checkbox"/> Asian/Asian Welsh/British - Indian |
| <input type="checkbox"/> White - Gypsy or Irish Traveller | <input type="checkbox"/> Asian/Asian Welsh/British - Any other |
| <input type="checkbox"/> White - Any other white background | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - African |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White & Asian | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Caribbean |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black Caribbean | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Any other |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black African | <input type="checkbox"/> Arab |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - Any other | <input type="checkbox"/> Any other ethnic group (please specify) |
| <input type="checkbox"/> Asian/Asian Welsh/British - Chinese | _____ |
| <input type="checkbox"/> Asian/Asian Welsh/British - Pakistani | Prefer not to say |

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

1st Century Schools Summary Document 2021

Appendix 2

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

CONSULTATION PERIOD: 14 DECEMBER 2021 – 01 FEBRUARY 2022



This document can be made available in Braille.
A full version of the consultation document is available at: www.cardiff.gov.uk/ALNSchoolproposals
Information can also be made available in other community languages if needed.
Please contact us on **029 2087 2720** to arrange this.



Background

In 2017, we identified a need to increase the number of secondary school places and the need to improve school buildings as part of the Council's 21st Century, Band B Schools Programme.

This booklet contains summarised information about proposals to provide more secondary age special school places for children with Emotional Health and Wellbeing Needs at Greenhill School. The existing Greenhill School buildings would be replaced.

This is your chance to ask questions and make comments. We want to know your views because this will help us to make sure any proposal that goes forward really works for young people, their families and the communities local to the school.

What are we proposing to do?

To meet the increasing demand for special school places for learners with emotional health and wellbeing needs it is proposed to:

- **increase the capacity of Greenhill School from 64 to 160 places.**
- **transfer Greenhill school 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.**

The development of this proposal is at an early stage. Any detailed school design or site layout would be considered later if the proposal progresses.

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

- Full details can be found in the Consultation Document on the Council website at www.cardiff.gov.uk/ALNSchoolproposals
- If you are unable to access the document on-line, printed copies of this consultation document will be available by post on request. You may request a copy by telephoning **02920 872720**.
- We have organised an online meeting and drop-in sessions that you can attend if you would like us to explain the suggested changes to you. You can also ask us questions. If you would like to attend an online meeting, please contact us by e-mailing schoolresponses@cardiff.gov.uk and tell us which meeting you would like to attend. We will then provide a link and instructions for attending the meeting.

The dates of the public consultation meeting and drop in sessions are set out below:

Nature of consultation	Date/Time	Venue
Online Public meeting	Wednesday 12 January 2022 5:30pm	Online via Microsoft Teams
Drop in sessions	On request by emailing schoolresponses@cardiff.gov.uk	Online via Microsoft Teams

Separate meetings have been arranged for staff and governors.

The views of children and young people are key to the way education is delivered. We will consult with pupils in Greenhill School and include their feedback in the final consultation report.

How can I give my views?

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:

- You can attend the public meeting or a drop-in session
- You can provide your views at www.cardiff.gov.uk/ALNSchoolproposals
- You can fill in the response form on pages 12 and 13 of this booklet.

The closing date for responses to this consultation is 1 February 2022.

Why are we proposing these changes?

School places - All councils in Wales must 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.

Condition & Suitability - School facilities must be fit for purpose. Schools must support the delivery of high-quality learning.

What is the Band B 21st Century Schools Programme?

The 21st Century Schools Programme is a major, long-term investment programme. It is jointly funded by the Welsh Government and Local Authorities. The aim is to provide high quality educational facilities that will meet the diverse requirements of the 21st Century.

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 an investment programme of around £284million.

Why are more places needed?

Most learners with Additional Learning Needs (ALN) attend a local mainstream school and have extra support there. Learners who have more severe or complex needs attend a special school or Specialist Resource Base. This can include pupils with Emotional Health & Wellbeing Needs.

The number of pupils in Cardiff who need a place in a special school or specialist resource base is increasing.

In 2021/22 there are a total of 172 specialist Emotional Health and Wellbeing places for learners aged 11-16 funded by Cardiff Council. These were in maintained schools including Greenhill School, and in other establishments commissioned by the Council.

The total demand for places in Cardiff is estimated to be approximately 322 in 2021/22, projected to rise to 348 by 2025/26.

Allowing for some surplus to support flexibility, sufficient capacity would be to provide 354 places in 2021/22, and 383 places by 2025/26.

In summary, there is an estimated shortfall of 182 places for learners aged 11-16 in 2021/22, rising to 211 by 2025/26.

Post 16 provision

Ideally, specialist provision should include support for the majority of learners to stay on until they are 18 or 19.

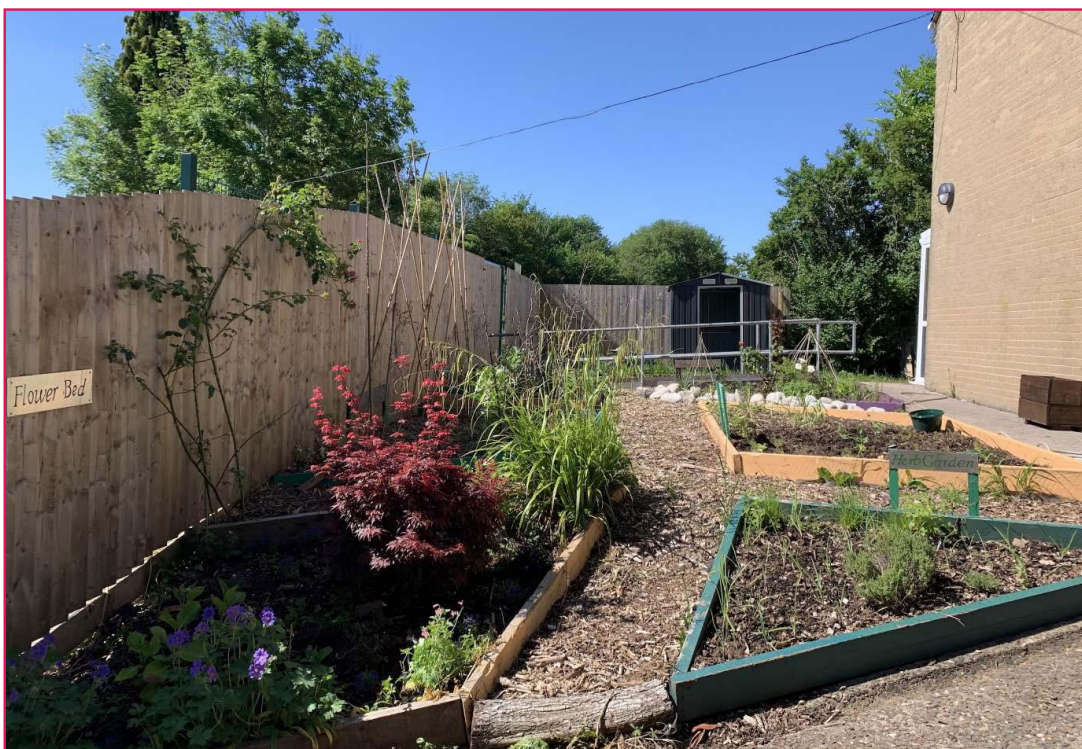
Why expand and replace Greenhill School?



Greenhill School is a 64-place special school for learners from across the city with significant emotional health and wellbeing needs aged 11 – 19.

An expansion of Greenhill over two sites, each of 80 places, would:

- support the school to develop its curriculum further
- enable the school to provide more of Cardiff's most vulnerable learners the opportunity to learn in a purpose-built specialist learning environment.



Dutch Garden Centre Site

Cardiff Council owns a 2.84-hectare site next to Junction 30 of the M4. The site is currently occupied by the Dutch Garden Centre. The site has been identified as having a number of potential uses including additional learning needs school facilities, subject to planning approvals.

The site's size and semi-rural location would:

- allow for the site to be suitably designed to create a 21st Century School
- support outdoor learning, horticulture and small animal care as part of the curriculum
- complement the urban location of the Ty Glas site where students can access the city's opportunities e.g., travel training, work experience and local businesses
- allow potential opportunities for out of county placements (subject to availability)
- allow the site to serve a wide area with reasonable home to school travel times



Ty Glas site, Llanishen

The Council has purchased a site in north Cardiff on Ty Glas Road of around 7.2 hectares. This site would be an excellent location for both mainstream secondary school provision and Additional Learning Needs education provision.

The location of the site would:

- Provide access to the city's opportunities e.g., travel training, work experience and local businesses
- Provide good potential for active travel connections
- complement the semi-rural location of the Dutch Garden site where students can access outdoor learning, horticulture and small animal care learning opportunities as part of the curriculum



Condition and Suitability of School Buildings

All school properties in Cardiff have been assessed for the condition of their buildings. All have been rated from A to D, with schools rated D in the poorest condition. This process helps us to prioritise which schools need improvements to their buildings and which need investment.

Greenhill School is rated as a “C” category for condition. This means the buildings are in poor condition with major defects. The poor state of the buildings makes it hard for staff to deliver the curriculum. The school buildings have been rated as D (Very poor) for their suitability for teaching and learning.

Further details on the ratings can be found in the consultation document at:

www.cardiff.gov.uk/ALNSchoolproposals

Quality and Standards

Every school in Wales is inspected by Estyn.

Estyn ensures that schools are providing a good quality of education to their pupils and that all children are supported to learn by excellent teaching and learning staff.

Schools are also placed in one of the four colour-coded support categories (green, yellow, amber and red) as part of the Welsh Government’s National School Categorisation System. Amber and Red schools are those that require the most support.

Details of standards at Greenhill School as set out in the school’s most recent Estyn report are outlined in the table below:

School	Inspection Date	Standards	Prospects for Improvement
Greenhill School	March 2013	Good	Good

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

This means that Greenhill 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

Further details on quality and standards can be found in the consultation document on at

www.cardiff.gov.uk/ALNSchoolproposals

How would support for pupils be affected?

The school would continue to provide support that is appropriate to the individual needs of each pupil.

There is no information to suggest that the needs of any of the below groups would be negatively affected by the proposed changes:

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

What are the benefits of the proposed changes?

- The proposals would increase the number of special school places for secondary aged learners with emotional health and wellbeing needs.
- A dual site would offer flexibility for managing pupils.
- Two sites could allow pupils to be educated closer to home and provide a better spread of specialist provision across the city.
- A dual site would allow for a wider range of resources for the school. The sites have been selected to comprise a rural site that could offer outdoor learning experiences, horticulture, animal care, while the urban site could offer vocational experiences and travel training.
- The proposals would remove the poor condition existing Greenhill School buildings.
- New build facilities provide high quality learning environments, which improve learning choices and opportunities for pupils.
- The new buildings would be fully accessible and compliant with the Equality Act 2010.
- The close proximity of the Dutch Garden Centre site to major road routes would allow the site to serve a wide area with reasonable home to school travel times.
- The Ty Glas site is close to public transport routes and has good potential for active travel connections.

Potential Disadvantages of the Proposal

- Some pupils with Additional Learning Needs can find change difficult. The Council would therefore need to plan and support this change carefully.
- There could be increased traffic congestion around the school sites. The Council would work with the Governing Body of Greenhill school to develop its Travel Plan. This would seek to minimise any potential disruption.
- The Dutch Garden Centre site is not easily accessible by public transport. It does not currently have active travel routes for walking and cycling to the site. However, 72% of learners at Greenhill School travel to school by taxi. The greater spread of places across the city may reduce the average journey length.
- Part of the Dutch Garden Centre site lies close to the M4 motorway. The site would need to be carefully designed and the behaviour of pupils safely managed.
- As part of the Dutch Garden Centre site lies close to the M4 motorway there may be some traffic noise. However, there are few other roads nearby and for most of the site the traffic noise may be less than at many urban schools in Cardiff. The location of the school on the site, landscaping and noise barriers such as trees would reduce noise on the site.
- Part of the site at Ty Glas could be used for another school. The site would need to be carefully designed and the behaviour of pupils safely managed. Separate entrances and exits for each school and the possibility of different start and finish times would need to be considered.

Risks Associated with the Proposal

- Consultation on new schools is undertaken at an early stage of developing proposals. The extensive design and feasibility studies are undertaken later. Whilst this limits the risk of the Council using its funds, some survey and planning information is not yet available. Site surveys and geo-technical reports would also be undertaken at a later stage.
- The proposed changes require funding from the Welsh Government. The Council would need to secure funding in a business case to the Welsh Government.
- If the Council did not get funding from the Welsh Government, the Council would be fully responsible for all costs relating to the proposal. In this case, the Council would need to consider how best to provide the additional school places.

Transport to Greenhill School at the Proposed Site at the Dutch Garden Centre

The development would require a Transport Assessment which would identify ways in which we can maximise travel by sustainable modes. The Dutch Garden Centre site can only be accessed by vehicles at present. Changes would need to be made in order to access the site in other ways.

There are currently no pedestrian links, cycling facilities or public transport to the site. Bus access and safe waiting facilities for staff and any pupils travelling independently and using scheduled and additional school bus services would need to be provided, with safe pedestrian access to bus stops convenient to the school.

Transport to Greenhill School at the Proposed Site at Ty Glas

The Ty Glas site has a relatively central location and is close to both Ty Glas railway station and bus routes so it can be travelled to using public transport. There is good potential for learners 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.

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.

Greenhill School also forms part of the Cardiff Schools Bike Fleet project where bikes (and scooters) are being placed in schools to allow everyone access to cycling, using them for cycle training and for school or extra-curricular activities.

How would staff be affected?

The proposed increase in pupil numbers for Greenhill School would mean that the Governing Body would need to plan for additional staff ahead the expansion. The Governing Body would be encouraged to undertake this work in line with the School Organisation Planning HR Framework.

The Council would provide advice, support and guidance to the Governing Body for the workforce planning and recruitment processes. Where Governing Bodies have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising from an increase in the numbers on roll would provide opportunities for school-based staff on the school redeployment register.

The proposal includes the relocation of Greenhill School and dual site arrangements. Staff and trade union consultation would be undertaken. Clear communication plans for the arrangements of transferring sites would be required. Staff would be involved in the development of building specifications and designs.

What happens next?

The Council will collect and summarise the feedback from this consultation. Council officers will then report this to the Council's Cabinet. This will help the elected members understand stakeholders' views and will give them information to help make their decision.

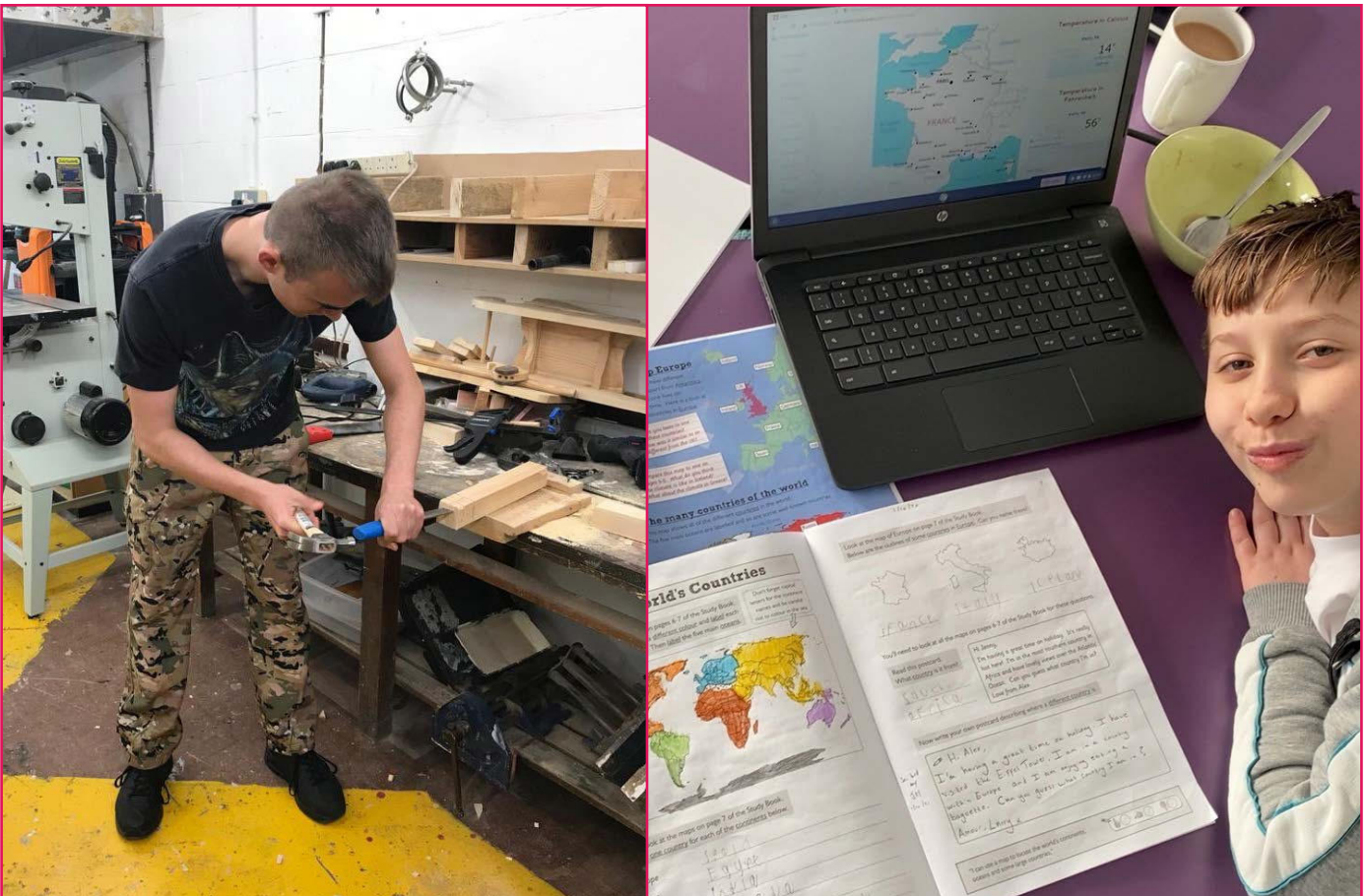
If the Cabinet decides to continue with the proposals, it must publish a document called a 'statutory notice'. The statutory notice sets out the details of the proposals and asks anyone who wants to object to do so. Objections must be written. They must be sent to the Council within the dates given on the notice.

The Cabinet may decide to approve or reject the proposal, or they may approve the proposal with some changes (modifications). The Cabinet would take any objections received in the Objection Period into account when making their decision.

Once a decision is made, we will let everyone affected by the proposal know. The decision will also be published on the Council's website.

If these proposals were agreed, when would the new school buildings open?

It is intended that building work would start in the 2023/24 school year and be completed for pupils to use all new facilities in the 2025/26 school year.



Have Your Say!

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

We are proposing to:

- increase the capacity of Greenhill School from 64 to 160 places.
- Transfer the school to new build accommodation across two sites at the Dutch Garden Centre, Maes Y Bryn Road (near to M4 J30) and Ty Glas Road in Llanishen, with 80 pupils on each site from September 2025.

Please note that the development of this proposal is at an early stage. Any detailed school design or site layouts would be considered at a later date. There would be opportunities to comment on detailed plans at the pre-planning and planning application stages, should the proposal be progressed.

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

1. Do you support the proposal to increase the capacity of Greenhill School from 64 to 160 places?

- YES NO NO OPINION

Please explain why:

2. Do you support the proposal to transfer Greenhill School to new build accommodation across two sites at the Dutch Garden Centre, Maes Y Bryn Road and Ty Glas Road, Llanishen?

YES NO NO OPINION

Please explain why:

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

4. Are there any alternative options you would like to suggest?

5. Do you have any other comments?

Name _____

Address _____

Post Code _____

The closing date for responses to this consultation is **1 February 2022**.

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 or by email to schoolresponses@cardiff.gov.uk by no later than 1 February 2022.

ABOUT YOU

Please provide your postcode below to allow us to more accurately pinpoint respondents' views and needs by area:-

What was your age on your last birthday?

- | | | | | |
|-----------------------------------|--------------------------------|--------------------------------|--------------------------------|--|
| <input type="checkbox"/> Under 16 | <input type="checkbox"/> 25-34 | <input type="checkbox"/> 45-54 | <input type="checkbox"/> 65-74 | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> 16-24 | <input type="checkbox"/> 35-44 | <input type="checkbox"/> 55-64 | <input type="checkbox"/> 75+ | |

Are you...?

- | | | | |
|---------------------------------|-------------------------------|--------------------------------|--|
| <input type="checkbox"/> Female | <input type="checkbox"/> Male | <input type="checkbox"/> Other | <input type="checkbox"/> Prefer not to say |
|---------------------------------|-------------------------------|--------------------------------|--|

Do you identify as a disabled person?

- | | | |
|------------------------------|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Prefer not to say |
|------------------------------|-----------------------------|--|

Please tick any of the following that apply to you:

- | | | |
|---|--|---|
| <input type="checkbox"/> Deaf/ Deafened/ Hard of hearing | <input type="checkbox"/> Visual impairment | <input type="checkbox"/> Long-standing illness or health condition (e.g. cancer, diabetes, or asthma) |
| <input type="checkbox"/> Mental health difficulties | <input type="checkbox"/> Wheelchair user | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> Learning impairment / difficulties | <input type="checkbox"/> Mobility impairment | <input type="checkbox"/> Other |

Please specify _____

What is your ethnic group?

Where the term 'British' is used, this refers to any of the four home nations of Wales, England, Northern Ireland and Scotland, or any combination of these.

- | | |
|---|--|
| <input type="checkbox"/> White - Welsh/English/Scottish/Northern Irish/British | <input type="checkbox"/> Asian/Asian Welsh/British - Bangladeshi |
| <input type="checkbox"/> White - Irish | <input type="checkbox"/> Asian/Asian Welsh/British - Indian |
| <input type="checkbox"/> White - Gypsy or Irish Traveller | <input type="checkbox"/> Asian/Asian Welsh/British - Any other |
| <input type="checkbox"/> White - Any other white background | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - African |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White & Asian | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Caribbean |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black Caribbean | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Any other |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black African | <input type="checkbox"/> Arab |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - Any other | <input type="checkbox"/> Any other ethnic group (please specify) |
| <input type="checkbox"/> Asian/Asian Welsh/British - Chinese | _____ |
| <input type="checkbox"/> Asian/Asian Welsh/British - Pakistani | Prefer not to say |

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

21st Century Schools Summary Document 2021

PROVISION FOR CHILDREN AND YOUNG PEOPLE WITH
ADDITIONAL LEARNING NEEDS

EMOTIONAL HEALTH AND WELLBEING PROVISION FOR
LEARNERS AGED 11 - 19

14 DECEMBER 2021 – 01 FEBRUARY 2022



This document can be made available in Braille.
A full version of the consultation document is available at www.cardiff.gov.uk/ALNSchoolproposals
Information can also be made available in other community languages if needed.
Please contact us on **029 2087 2720** to arrange this.



Background

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
- thrive and fulfil their potential
- realise their individual dreams and ambitions

This booklet contains summarised information about proposals to improve access to education in line with the above principles of inclusion.

This is your chance to ask questions and make comments. We want to know your views because this helps us to make sure any proposal that goes forward really works for children, young people and the community local to Cardiff West Community High School and Eastern High.

What are we proposing to do?

To meet the demand for specialist resource base places for learners aged 11 – 19 with emotional and wellbeing needs we are proposing to:

- establish a 20-place Specialist Resource Base at Cardiff West Community High School from September 2022
- establish a 20-place Specialist Resource Base at Eastern High from September 2022

Where can I find more information?

- Full details can be found in the Consultation Document on the Council website at www.cardiff.gov.uk/ALNschoolproposals
- If you are unable to access the document on-line, printed copies of this consultation document will be available by post on request. You may request a copy by telephoning 02920 872720.
- We have organised an online meeting and drop-in sessions that you can attend if you would like us to explain the suggested changes to you. You can also ask us questions. If you would like to attend an online meeting, please contact us by e-mailing schoolresponses@cardiff.gov.uk and tell us which meeting you would like to attend. We will then provide a link and instructions for attending the meeting.

The dates of the public consultation meeting and drop-in sessions are set out below:

Table 1: Consultation Meeting Dates

Nature of consultation	Date/Time	Venue
Online Public meeting	Wednesday 12 January 2022, 5:30pm	Online via Microsoft Teams
Drop-in sessions	On request by emailing schoolresponses@cardiff.gov.uk	Online via Microsoft Teams

Separate meetings have been arranged for staff and governors.

The views of children and young people are key to the way education is delivered. We will consult with pupils in both schools and include their feedback in the final consultation report.

How can I give my views?

- You can attend the public meeting or a drop-in session
- You can provide your views at www.cardiff.gov.uk/ALNSchoolproposals
- You can fill in the response form on pages 11-14 of this booklet.

The closing date for responses to this consultation is 1 February 2022.

Why are we proposing these changes?

School places - All councils in Wales must 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.

Why are more places needed?

Sufficiency in the Special Sector

A Specialist Resource Base enables learners with learning difficulties to succeed in a mainstream school environment. This can include pupils with Emotional Health & Wellbeing Needs.

Pupils in a Specialist Resource Base are taught in a small class by specialist staff and benefit from a specialist curriculum. They also benefit from the full range of education opportunities available to all pupils at the school.

The number of pupils who need a place in a special school or specialist resource base has continued to grow.

At the end of March 2021, there were 2,265 children in Cardiff with a statement of Special Education Needs. As the population grows, so will the number of children and young people with significant and complex Additional Learning Needs.

In 2020/21

- a total of 1,116 places in specialist resource bases or special schools were funded by Cardiff Council
- 48 temporary places for learners were available at Wellbeing Class and Speech and Language Classes
- 90 places were available in the Pupil Referral Unit (PRU)

Whilst there are a number of existing specialist settings across Cardiff, there are not enough places available. The number of children who would benefit from a specialist place is projected to increase over coming years.

Demand for places

In 2021/22 there are a total of 172 (11 – 16) specialist Emotional Health and Wellbeing places for learners aged 11-16 funded by Cardiff Council. These were in maintained schools in Cardiff and in other establishments commissioned by the Council. The total demand for places is estimated to be approximately 322 in 2021/22, projected to rise to 348 by 2025/26.

Allowing for some surplus to support flexibility, sufficient capacity would be to provide 354 places in 2021/22, and 383 places by 2025/26.

In summary, there is an estimated shortfall of 182 places for learners aged 11-16 in 2021/22, rising to 211 by 2025/26.

Ideally, specialist provision should support the majority of learners to stay on until they are 18 or 19. Cardiff West Community High School and Eastern High each have provision for learners to study on-site after the age of 16.

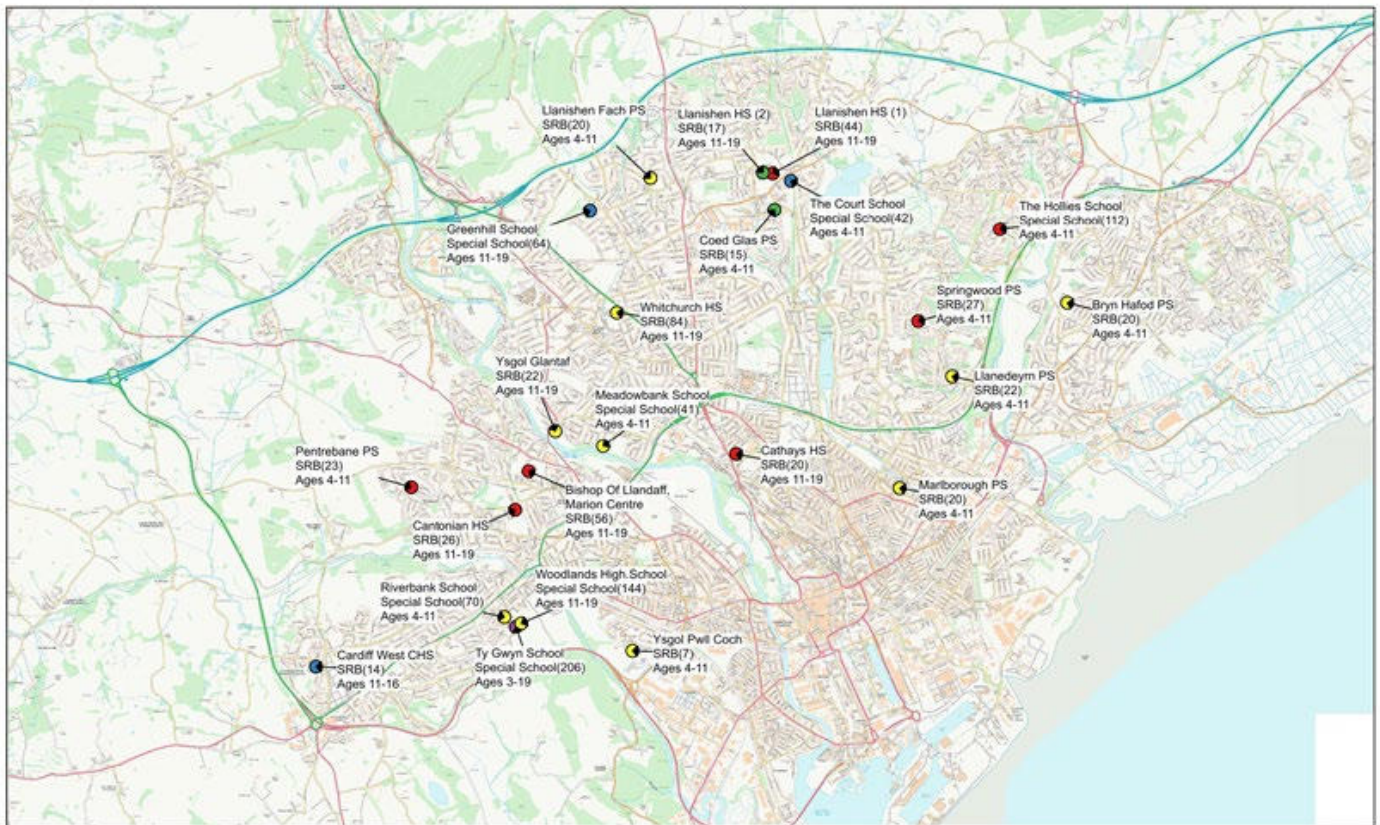
Geographical distribution of specialist provision

The location of specialist resource bases and Wellbeing Classes is not well distributed across the city.

A map showing location of existing specialist provision can be seen below.

The lack of specialist resource bases in some localities can disadvantage learners living in those areas. Some families are unfamiliar with the areas where provision is located. Parents or carers may lack the means to travel easily to those areas.

A better distribution of specialist resource bases across the city would improve access for pupils. It would reduce travel times for many pupils, as well as increasing the number of places available.



Special schools & SRBs: Type & Capacity

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

This map is produced specifically to supply County Council information. No further copies may be made. User's copy has word boundaries between special schools and SRBs. For all general public use, please contact the County Council. © Cardiff Council 2017. Ordnance Survey 100022018. © Esri/DeLorme & Navteq 2017. All rights reserved. 100022018.

21st Century Schools
provision for children and young people
with additional learning needs

Proposals for Cardiff West Community High School

Cardiff West Community High School is an English medium 11-18 high school located at Penally Road, Caerau.

The school moved to new build accommodation in April 2019.

The current capacity of Cardiff West Community High School is 1500 places and the school had 893 pupils on roll in April 2021.



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 Special Resource Base at Cardiff West Community High School from September 2022.

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

Proposals for Specialist Resource Base provision at Eastern High

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 in new build accommodation at Trowbridge Road, Trowbridge.

The current capacity of Cardiff West Community High School is 1200 places and the school had 1095 pupils on roll in April 2021.



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 Eastern High from September 2022.

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. Later works would be undertaken to provide additional accommodation and facilities.

Information Relevant to both Proposals

Condition and Suitability of School Buildings

All school properties in Cardiff have been assessed for the condition of their buildings. All have been rated from A to D, with schools rated D in the poorest condition. This process helps us to prioritise which schools need improvements to their buildings and which need investment.

Cardiff West Community High School is rated as a A category for condition. This means the buildings are Good and operating efficiently. The school buildings have also been rated as A (good) for their suitability.

Eastern High is rated as a A category for condition. This means the buildings are Good and operating efficiently. The school buildings have also been rated as A (good) for their suitability for teaching and learning.

Further details on the ratings can be found in the consultation document at:
www.cardiff.gov.uk/ALNSchoolproposals

Quality and Standards

Every school in Wales is inspected by Estyn.

Estyn ensures that schools are providing a good quality of education to their pupils and that all children, are supported to learn by excellent teaching and learning staff.

Schools are also placed in one of the four colour-coded support categories (green, yellow, amber and red) as part of the Welsh Government's National School Categorisation System. Amber and Red schools are those that require the most support.

Details of standards at Cardiff West High School and Eastern High as set out in each school's most recent Estyn report are outlined in the table below.

The colours used show the most recent categorisation using the Welsh Government's Categorisation in January 2020

When deciding which is the nearest suitable school, the Council must consider any disability a child has and any special educational needs (SEN).

School	Inspection Date	Standards	Progress
Cardiff West Community High School	November 2018	Adequate and needs improvement	
Eastern High	December 2014	Unsatisfactory – required monitory	Removed from monitoring November 2017

Further details on quality and standards can be found in the consultation document on the Council website at www.cardiff.gov.uk/ALNproposals

How would support for pupils be affected?

Both schools would continue to provide support that is appropriate to the individual needs of each pupil.

There is no information to suggest that the needs of any of the below groups would be negatively affected by the proposed changes:

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

What are the benefits of the proposed changes?

- The proposals would increase the number of specialist resource places for secondary aged learners with emotional health and wellbeing needs and would contribute towards meeting projected demand
- The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the schools' inclusive teaching. This would benefit all pupils in the schools
- The proposal would allow pupils living in the west / east of the city to travel shorter distances to access specialist provision
- The new buildings are fully accessible and compliant with the Equality Act 2010

Potential disadvantages of the proposed changes

- Some pupils with additional learning needs can find change difficult. They may find changes to buildings unsettling. We know they will need carefully planned support to adapt to the changes. However, there would be sufficient time to plan and support such a transition
- There is potential for increased traffic congestion around both school sites at the start and end of the day. The Council would work with the Governing Bodies of the schools to develop a Travel Plan to minimise any potential disruption

How would staff be affected?

The Council will work with the Governing Bodies of each school to address the HR implications arising from the establishment of a Specialist Resource Base at the school. There would be a need for additional staffing.

Where the Governing Body has 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

The proposals are expected to increase the demand for Learner Transport at Cardiff West Community High School. Suitable improved and / or expanded facilities for drop-off and pick-up may be required within the site to accommodate the appropriate numbers of vehicles. Additional parking restrictions along Penally Road around school start and finish times would reduce congestion and parking issues and improve safety for pupils.

The proposals are expected to increase the demand for Learner Transport at Eastern High. The site would be assessed to ensure there is suitable facilities for drop-off and pick-up to accommodate the appropriate numbers of vehicles. Measures to improve traffic issues outside the school may include additional parking restrictions. Consideration could be given to a School Street around school start and finish times to reduce congestion and parking issues and improve safety for pupils.

What happens next?

The Council will collect and summarise the feedback from this consultation. Council officers will then report this to the Council's Cabinet. This will help the elected members understand stakeholders' views and will give them information to help make their decision. We expect to report on the outcome of the consultation in March 2021.

If the Cabinet decides to continue with the changes, it must publish a document called a 'statutory notice'. The statutory 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.

The Cabinet may decide to approve or reject the proposal, or they may approve the proposal with some changes (modifications). The Cabinet would take any objections received in the Objection Period into account when making their decision.

Once a decision is made, we will let everyone affected by the proposal know. The decision will also be published on the Council's website.

Have Your Say!

CONSULTATION RESPONSE FORM

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

To meet demand for specialist resource base places for learners with emotional health and wellbeing needs aged 11 – 19, we are proposing to:

- establish a 20 place Specialist Resource Base at Cardiff West Community High School from September 2022
- establish a 20 place Specialist Resource Base at Eastern High from September 2022

Your views matter, please tell us what you think about the proposal by:

- Completing and returning the accompanying questionnaire to the address given at the bottom of the form.
- Completing the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Or if you prefer you can e-mail your views to: schoolresponses@cardiff.gov.uk

The closing date for responses to this consultation is Tuesday 1 February 2022.
Unfortunately, no responses received after that date can be considered

1. Which of the following are you responding as?

- Parent
- Teacher – please specify your school
- School governor – please specify your school
- Other – please specify

2. Do you have a child/children enrolled at the following schools? (tick all that apply)

- Cardiff West Community High School
- Eastern High
- Other please specify
- N/A

3. Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?

- Yes
- No
- Don't Know

4. Do you support the proposal for each of the school sites?

School and proposal	Yes	No	Don't know
Cardiff West Community High School <ul style="list-style-type: none">establish a 20 place Specialist Resource Base at Cardiff West Community High School from September 2022			
Eastern High <ul style="list-style-type: none">establish a 20 place Specialist Resource Base at Eastern High School from September 2022			

5. Please explain why you do or do not support the proposal(s) below. Please make reference to the school involved

6. Would you like to suggest any changes or alternatives?

7. Additional comments

Name:

Address:

Postcode:

The closing date for responses to this consultation is 1 February 2022.

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
or by email to schoolresponses@cardiff.gov.uk by no later than 1 February 2022.

ABOUT YOU

Please provide your postcode below to allow us to more accurately pinpoint respondents' views and needs by area:-

What was your age on your last birthday?

- | | | | | |
|-----------------------------------|--------------------------------|--------------------------------|--------------------------------|--|
| <input type="checkbox"/> Under 16 | <input type="checkbox"/> 25-34 | <input type="checkbox"/> 45-54 | <input type="checkbox"/> 65-74 | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> 16-24 | <input type="checkbox"/> 35-44 | <input type="checkbox"/> 55-64 | <input type="checkbox"/> 75+ | |

Are you...?

- | | | | |
|---------------------------------|-------------------------------|--------------------------------|--|
| <input type="checkbox"/> Female | <input type="checkbox"/> Male | <input type="checkbox"/> Other | <input type="checkbox"/> Prefer not to say |
|---------------------------------|-------------------------------|--------------------------------|--|

Do you identify as a disabled person?

- | | | |
|------------------------------|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Prefer not to say |
|------------------------------|-----------------------------|--|

Please tick any of the following that apply to you:

- | | | |
|---|--|---|
| <input type="checkbox"/> Deaf/ Deafened/ Hard of hearing | <input type="checkbox"/> Visual impairment | <input type="checkbox"/> Long-standing illness or health condition (e.g. cancer, diabetes, or asthma) |
| <input type="checkbox"/> Mental health difficulties | <input type="checkbox"/> Wheelchair user | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> Learning impairment / difficulties | <input type="checkbox"/> Mobility impairment | <input type="checkbox"/> Other |

Please specify _____

What is your ethnic group?

Where the term 'British' is used, this refers to any of the four home nations of Wales, England, Northern Ireland and Scotland, or any combination of these.

- | | |
|---|--|
| <input type="checkbox"/> White - Welsh/English/Scottish/Northern Irish/British | <input type="checkbox"/> Asian/Asian Welsh/British - Bangladeshi |
| <input type="checkbox"/> White - Irish | <input type="checkbox"/> Asian/Asian Welsh/British - Indian |
| <input type="checkbox"/> White - Gypsy or Irish Traveller | <input type="checkbox"/> Asian/Asian Welsh/British - Any other |
| <input type="checkbox"/> White - Any other white background | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - African |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White & Asian | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Caribbean |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black Caribbean | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Any other |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black African | <input type="checkbox"/> Arab |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - Any other | <input type="checkbox"/> Any other ethnic group (please specify) |
| <input type="checkbox"/> Asian/Asian Welsh/British - Chinese | _____ |
| <input type="checkbox"/> Asian/Asian Welsh/British - Pakistani | Prefer not to say |

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

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

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGED PUPILS

Appendix 3: Notes of meetings with Governing Bodies and Staff

Present: Richard Portas (SOP), Jennie Hughes (ALN), Sarah Pritchard (SOP), Brett Andrewartha (BA), Ceri Tanti (SOP), Louise Flynn (HR), The Court School governors

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

The meeting was held via Microsoft Teams

Welcome and Introductions

RP opened the meeting and welcomed governors and outlined details of the proposed changes.

There was a presentation from BA which set out the following:

- What is being proposed?
- Background
- Sufficiency of places
- Distribution of places
- Proposals for The Court School
- Fairwater Primary School site
- St Mellons CiW Primary School site
- Condition Categories
- Suitability
- Proposed SRB accommodation
- Quality and Standards
- Transport Matters – Fairwater Primary School site
- Transport Matters – St Mellons CiW Primary School site
- Benefits of the proposals
- Potential disadvantages and risks
- Alternative options discounted
- Finance
- Human Resources
- What happens next?

Questions and responses

G - governors will discuss the proposal at the end of the meeting once the local authority officers had left but asked whether any governors had questions to ask of the officers before they left the meeting.

G - the consultation document refers to a 'new build' on the Fairwater site, but to redevelopment of the current accommodation on the St Mellons CiW site, which was a concern, as The Court had been promised new, custom-built buildings. The Court already has to work around the constraints of an old building and the need for frequent repairs.

RP confirmed that although the consultation document refers to taking over the current buildings at the St Mellons CiW site, the building would be demolished and a new build building put in for The Court, as it would not be feasible to convert the existing building; this will be confirmed in the next cabinet report. The business case will need to set out the best option, and the reasons for this, and in this case demolition and re-building would be the best way forward due to the constraints of converting an older building.

G - hope that the school would get a chance to input on the design as they have a lot of ideas and experience to offer and have made useful developments at the current Court building.

RP confirmed that the staff and leadership team would be consulted as part of the design process; it gives them the opportunity to think outside the box and come up with new ideas for the spaces. RP cautioned that although it is positive for the school to have the opportunity to be involved in the design the downside is that it can prove time-consuming.

G - governors would also like to have input.

RP confirmed that governors had input at other schools however in practice it was usually better to nominate one or two governors to take part in planning meetings.

G - what is planned for the site at Ty Glas, as there was mention of special school provision potentially moving there.

RP - a report was discussed at the October Cabinet setting out proposals for Greenhill School to be relocated to Ty Glas site. RP agreed there is a link between the Court and Greenhill and will look to bring together while working through the projects. The proposal for Greenhill School to move to Ty Glas will be out for consultation soon and RP welcomed feedback on this.

Headteacher - the leadership team are already finding the project resource intensive; don't have lots of additional capacity, as a small school. Would like it to be borne in mind, happy to help as much as possible, but are already spread thin.

RP - conversations need to take place early on in the process regarding what we can do to support process, as needs senior management input to be successful. Staffing and financial model critical; one of the challenges but also an opportunity.

Headteacher – question from a governor not on call, why two sites and not one big site?

RP said that two sites would provide a spread across the city. Also felt that having the full cohort on one site may be hard to manage. Allows for potential to grow in future.

G - an important factor is preserving what the Court has developed over the years, a nurturing, warm environment that parents trust in. Need a bigger school as high demand but see benefits in having two sites so can keep more nurturing environment rather than go bigger and compromise the provision. Also provides opportunity to reduce travel distances for pupils, particularly for younger ones.



G – is there any danger of rivalry between the sites?

JH - this is why it's beneficial to have the sites under one governing body, rather than as two separate schools.

Headteacher - support two sites, but feel it is vital to have senior management presence on both sites to ensure ethos of school is consistent and that it behaves and feels like one school, not two.

G (teacher at the Court) – recent situation where the Headteacher and Deputy Headteacher were off at same time. Staff worked really well, and school carried on but really felt the absence. Feel that there is a need for assistant head and deputy at both sites, and a psychotherapist on both sites would be helpful.

G – some members of staff have mentioned that they would like to invite officers from the Council in to see the spaces currently in use to give a better idea of how the spaces are used throughout the day, pinch points etc. A short visit doesn't give a full flavour and would like officers to spend a day at the school.

G - asked for a commitment on thinking regarding class sizes? would like assurances that class sizes are not intended to increase.

RP - the consultation is on the scope of the school, class sizes not part of it. The size of class spaces would be in accordance with planning guidance. RP wasn't sure of the figure and said he would need to check.

G - concerned on this point. Six learners per class would be ideal, currently working at 7, 8 per class which would be too much.

SP confirmed that in initial planning meetings we have been working on basis of 36 learners per site, 6 classes, 6 learners per class. The Headteacher would be happy with this class size, feels very strongly on this issue.

G - asked about the amount of outside space that will be available for the children; concerned whether there would be sufficient outdoor space, particularly at the St Mellons site. Although there are not a large number of children the outdoor space is vital, and at the current Court building there are outside spaces for each classroom.

RP- we have to follow building bulletin guidance which sets out the amounts of space needed, including outdoor space.

SP advised that a multi-disciplinary meeting will be held at The Court on 19 January at 3.45pm – 5.45pm, with Senior Leadership Team/staff, Council Officers, the Project Managers (Aecom) & the Architects (HLM) to discuss/manage expectation about the new school buildings. This will be a 2-hour workshop to discuss adjacencies, what spaces work best, planning outdoor areas. SP said that governors would be welcome to attend.



Headteacher - would like to take the opportunity of the changes to rename the school, if possible, the name has negative connotations of being connected to the legal system.

SP is looking into this.

There were no further questions.

BA - it would be useful if the important points raised today could be covered in the response from the governors to the consultation, e.g., need for small classes, nurturing environment etc.

The Chair thanked officers and governors. Council officers left the meeting to allow the Governors to discuss the consultation further.



Present: Richard Portas (SOP), Michele Duddridge-Friedl (SOP), Brett Andrewartha (SOP), Jennie Hughes (Achievement & Inclusion), Sarah Pritchard (SOP), Anita Batten (HR), Rachel Burgess Willis (SOP)

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

The meeting was held via Microsoft Teams

Welcome and Introductions

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

MDF advised that notes of the meeting were being taken and would form part of the consultation feedback.

BA gave a PowerPoint presentation setting out details of the proposal based upon the contents of the consultation document.

The presentation covered:

- What is being proposed
- Background
- Sufficiency of places
- Distribution of places
- Proposals for The Court School
- Fairwater Primary School site
- St Mellons CiW Primary School site
- Condition categories
- Suitability
- Quality and Standards
- Transport Matters – Fairwater Primary site
- Transport Matters – St Mellons CiW Primary site
- Benefit of the proposal
- Potential disadvantages and risks
- Alternative options discounted
- Finance
- Human Resources
- What happens next?

Questions and Answers

MDF invited questions from staff

The questions asked by staff are set out in *italics* below with the officer response given directly below.

Q – What will the boundaries be with a new build site?

A: Subject to Building Bulletin guidance and discussion with schools. Boundaries will be down to size of buildings and needs of school site. Part of the design process. We are looking at utilising the existing footprint.

Q – How many classes/class sizes?

A: Six classes of six pupils.

Q – Why was the school never to be residential? Residential would-be life changing for the children.

A: Residential places are through Social Services. The idea of combining residential with a day special school is currently not aspirational in Cardiff. Social Care and education are separate. Estyn likes to keep Education and residency separate. We can consider respite and enhancing facilities for children before and after school.

Q – What will the boundary between the schools look like?

A: We will consider as part of the visioning process.

Q – the process needs to be done hand in hand with us, as opposed to done to us?

A: This will be a collaborative process.

Q – Will we become a Federation with the schools we are co-located with?

A: No. Not intended to be a Federation, although benefits for both schools around partnership and collaboration.

Q – Will people have to re-apply for their positions?

A: No. Only if it were a school closure. It will be up to the school to decide which staff to move to which site.

Q – Is it planned that both sites will open at the same time?

A: Unlikely, although a possibility. We envisage a gradual process. It will be planned as we move forwards.

Q – Are the schools going to be geographically based, or based on need?

A: Ideally would want pupils to be as close to home as possible. Aim is for specialist provision to be more localised and spread out across the city. We think this is the strongest model. We do recognise the challenges of working across two sites. We do not want to create two separate schools. We envisage one school across two schools.

Q – A lot of consideration needs to be given to the boundary. The physical divide between the sites needs to be right. As Court school pupils may try to cause issues on the other school site. Also issues with The Court School name as people think it's something to do with the legal system.

There were no further questions, MDF thanked staff and the meeting closed.

Present: Richard Portas (SOP), Michele Duddridge-Friedl (SOP), Brett Andrewartha (SOP), Jenny Hughes (ALN), Members of staff

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

The meeting was held via Microsoft Teams

Welcome and Introductions

Richard Portas opened the meeting and welcomed governors. The Chair of Governors advised that the invite for the meeting had not been received by all governors, however the meeting would go ahead.

RP outlined details of the proposed changes.

There was a presentation from BA which set out the following:

- What is being proposed?
- Background
- Sufficiency of places
- Distribution of places
- Proposals for The Court School
- Fairwater Primary School site
- St Mellons CiW Primary School site
- Proposal for Moorland Primary School
- Condition Categories
- Suitability
- Quality and Standards
- Transport Matters Fairwater Primary
- Transport Matters St Mellons CiW Primary
- Transport Matters Moorland Primary
- Benefits of the proposals
- Potential disadvantages and risks
- Alternative options discounted
- Finance
- What happens next?

Questions and response

RP invited questions/comments

Chair of Governors – issues around school entrance, traffic management and fencing to secure the school perimeter.



RP – looking to bring forward fencing; recognise that access arrangements are important; will also be looking at social value as part of project with potential for investment.

RP – any questions can be sent over with all feedback welcome. A formal response from the Governing Body is expected however individual comments also welcome.

JH – would be looking to develop scope for mutual benefits; develop the relationship to benefit both schools.

RP thanked governors and the meeting closed.



Present: Michele Duddridge-Friedl (SOP), Brett Andrewartha (SOP), Jenny Hughes (ALN), Members of staff

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

The meeting was held via Microsoft Teams

Welcome and Introductions

Michele Duddridge-Friedl opened the meeting, welcomed staff and outlined details of the proposed changes.

There was a presentation from BA which set out the following:

- What is being proposed?
- Background
- Sufficiency of places
- Distribution of places
- Proposals for The Court School
- Fairwater Primary School site
- St Mellons CiW Primary School site
- Proposal for Moorland Primary School
- Condition Categories
- Suitability
- Quality and Standards
- Transport Matters Fairwater Primary
- Transport Matters St Mellons CiW Primary
- Transport Matters Moorland Primary
- Benefits of the proposals
- Potential disadvantages and risks
- Alternative options discounted
- Finance
- What happens next?

Questions and response

MDF invited questions/comments from staff

Q/C – presentation answered questions but would like to know what would happen regarding site access.

BA – detailed design and access/site layout not considered at this stage of the process but will be if progressed. Opportunity to consider best options for a shared site arrangement.

MDF – if there are any further queries information can be provided as required; can also arrange follow up drop-in sessions if needed.



There were no further questions, MDF thanked staff, and the meeting closed.



Present: Richard Portas (SOP), Michele Duddridge-Friedl (SOP), Brett Andrewartha (SOP), Jennie Hughes (Achievement & Inclusion), Anita Batten (HR), Rachel Burgess Willis (SOP)

Cllr Jayne Cowan (Chair of Governors), Maria John (Parent Governor), Mark Thomas, Roger Stone.

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

The meeting was held via Microsoft Teams

Welcome and Introductions

Michele Duddridge-Friedl (MDF) opened the meeting, welcomed governors and introduced officers.

MDF advised that notes of the meeting were being taken and would form part of the consultation feedback.

BA gave a PowerPoint presentation setting out details of the proposal based upon the contents of the consultation document.

The presentation covered:

- What is being proposed?
- Background
- Sufficiency of places
- Distribution of places
- Current EHW provision 11 – 19
- Demand for EHW places 11 – 19
- Take up of places at Greenhill
- Dutch Garden Centre site
- Ty Glas site
- Condition Categories
- Suitability
- Quality and Standards
- Transport Matters
- Benefits of the proposals
- Potential disadvantages and risks
- Alternative Options discounted
- Finance
- Human Resources
- What happens next?

Discussion points

MDF invited questions from governors

The questions asked by governors are set out in *italics* below with the officer response given directly below.

Q – Why were the timescales in the Consultation Documents and the presentation not given at the Cabinet meeting?

A: The timescales given are part of the statutory consultation process.

Q – Are you looking to make Greenhill a residential school?

A – No. Not part of the proposal. Looking to double the size of Greenhill.

Q – We cautiously welcome the Ty Glas site, but vehemently oppose the Dutch Garden site as it is too dangerous being next to a motorway and a junction with fast food shops. Would not work for the pupils. We would like to use the existing Greenhill site to build a new school.

A – The Council isn't in ownership of the land outside the entrance to the school. Site access issues. Would not be able to develop the site with pupils on site. Significant commercial costs and would impact upon the pupils.

Q – Where is the Risk Assessment for the Dutch Garden site?

A – We are still at a very early stage and any risk assessments would follow as part of the planning application.

Q – There is a risk that the pupils will be vulnerable to easy drug deals and County Lines activities if the school is situated so closely to a motorway. Also, the pupils would not be able to practice life skills, such as using local shops, catching buses, being part of the local community.

A – Would be a fully secured site with safeguarding procedures in place. Access controls, CCTV, fencing solutions to reduce risks. There are benefits to the Dutch Garden Centre site – opportunities for animal care, horticulture, a good rural feeling site that can be landscaped to provide opportunities so that all pupils could spend time at both sites.

Q – The junction is a problem – really concerned about the close proximity to fast food outlets. Pupils will go there, climbing fences. Could be tragic. The roundabout is also dangerous.

A – We take these concerns on board and will consider all the points raised during the consultation.

Q – What about access to the Dutch Garden site for parents? taking part in coffee mornings or attending meetings at the school site will be difficult for parents as well as pupils getting to the school. Safety concerns due to the proximity to a busy junction.

A – General access to the site would be considered as part of the planning process. We are looking at the site as an overall package with the Llanishen site.

Q – What about Green Wedge. Mainstream school planned at Ty Glas site?

A – Green Wedge would be considered in detail at the planning stage. A secondary school has been proposed, but no more details are known at this stage. The



acquisition of the site is 100% funded by WG. The Greenhill proposal is moving ahead of the proposal that you have mentioned.

Q – We have amazing staff at Greenhill School. If the school is split across two sites, would the current Headteacher have to fight for his role?

A – Inappropriate to talk about individuals in this meeting. Would sit down and discuss your staffing needs and leadership team, considering different specialisms. If proposals go ahead, we will discuss with Governing Body.

Q – Will all staff retain their grades and jobs?

A – It's not a school closure. You would have to revise your structure to deliver.

Q – Are all jobs safe?

A – This proposal is not affecting the permanency of staff but would need to consider staffing needs to inform staff base.

Q – When the new school is developed, what happens if we need new staff at different levels?

A – Can't answer at this stage. But this proposal is about expansion, development. It's not a school closure.

Q – Our current site at 7-8 acres is about the right size. We are concerned that the Ty Glas site may be too small.

A – Sizes are in line with Building Bulletin Guidance. Carefully assessed by Technical Advisors.

Q – The D rating in the consultation document is at odds with Estyn's view of the school.

A – The D rating is in relation to Building, Condition and Suitability. Not a reflection of the teaching and learning at the school.

Q – We are not opposed to the inclusion of girls at Greenhill School.

A – Please include in your written response, along with any requests that you would like considered.

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



Present: Richard Portas (SOP), Michele Duddridge-Friedl (SOP), Brett Andrewartha (SOP), Jennie Hughes (Achievement & Inclusion), Sarah Pritchard (SOP), Anita Batten (HR), Louise Flynn (HR), Ceri Tanti (SOP), Rosalie Phillips (SOP), school staff

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

The meeting was held via Microsoft Teams

Welcome and Introductions

Michele Duddridge-Friedl (MDF) opened the meeting, welcomed governors and introduced officers.

MDF advised that notes of the meeting were being taken and would form part of the consultation feedback.

BA gave a PowerPoint presentation setting out details of the proposal based upon the contents of the consultation document.

The presentation covered:

- What is being proposed?
- Background
- Sufficiency of places
- Distribution of places
- Current EHW provision 11 – 19
- Demand for EHW places 11 – 19
- Take up of places at Greenhill
- Dutch Garden Centre site
- Ty Glas site
- Condition Categories
- Suitability
- Quality and Standards
- Transport Matters
- Benefits of the proposals
- Potential disadvantages and risks
- Alternative Options discounted
- Finance
- Human Resources
- What happens next?

HR advised that they would be available to support with the HR activities that would result if the proposals went ahead, such as additional recruitment and support in moving to two sites.



Discussion points

MDF invited questions/comments from staff

Staff had put together a document detailing comments and concerns. In general, the staff feel very positive – new sites good size, looking forward to new buildings, specialist provision at each site (mechanics, outdoor learning etc), being able to provide better depth of provision. Will be issue initially with Dutch Garden Centre site not being on a public transport route, Llanishen site ideally situated in terms of public transport and accessibility.

Opening up provision for female students is very positive, to be able to meet their needs.

Looking at doubling workforce, which is very exciting and opens up opportunities for progression and development for existing staff.

Concerns

The following points were raised:

- room size – concerned at what formula used for determining sizes – need some larger rooms including kitchen facilities. Concerned at having to share user areas between classes, as this could be problematic for learners.
- Dutch Garden Centre location – very close to motorway and learners are vulnerable and sometimes erratic, sometimes leave site, would need to cross bridge, where there is a service station with fast food outlets, which would be a draw for students.
- County lines – vulnerable learners – ease of access for county lines issues as so close to M4.
- Learners may drop things off bridge onto motorway or even jump onto the carriageway, very serious concerns.
- Llanishen site – question re. sharing site with another school – if so, could be very difficult, as volatile learners, could be issues with having another school close by.
- Safeguarding concern with having female pupils, would it be 50/50 split? How that would work for the school. Eighty learners are a lot to have on both sites. Staff feel that working with more learners would dilute the offer.
- Would need to invest a lot of time in getting new staff ready. Wouldn't be able to hit the ground running as have taken years in getting to this position, getting staff



skilled and getting to know the learners – would need a big investment early on to upskill staff.

- Would need to look at vehicles – currently have 4 vehicles in school – would need more.
- Transport issues – some learners doing travel training in sixth form – how would public transport access be to the Dutch Garden Centre site.
- Transition of staff and learners to new school, would new learners in Y7 start at new site or whole school move?
- Toilet areas – unisex or single sex? Would expect issues with learners if they were mixed.
- Need to allow for kitchen areas etc as shared areas don't work for EHW students.

Officer response/further questions

Don't yet have design, are at formative stages, as the consultation more on the principle of whether growing the school is a good idea and the sites work. Would be looking at having Education vision to set out teaching and learning perspective – from this would do design brief which inform the design, before it's finalised. School would have opportunities to input at each stage.

Sarah Pritchard would be working with the school to understand the school, understand its strengths and find out what is needed in the site to make the school work. We want to provide the most suitable buildings for your school. Details such as shared spaces, toilets etc will be part of this work. Also transition, staffing etc all considered there.

With regard to site-specific issues as we don't have design in place, we don't have detailed answers to these questions. Would also need to test out plans with statutory consultees such as highways regarding the plans as part of planning process.

With regard to the Dutch Garden Centre site, recognise proximity to the motorway as a concern; number of design solutions and would look to locate building as far as possible from motorway, about 150m at nearest point. Can look at orientation of the building, which can itself be a barrier, multiple layers of security and CCTV. Fencing of suitable height and robustness, not easy to climb, incorporated into design. Secure perimeter. Would think that County Lines risk could be mitigated entirely by design.

With regard to transport, currently having discussions with transport providers regarding possibility of bus links to Dutch Garden Centre site.

JH added that we are aware that it needs to be very secure, but also feel welcoming, and be nicely landscaped etc.



Good to hear that the school is welcoming of the idea of accepting female pupils. EHW needs are very wide ranging and need to consider how we can meet the needs of all these pupils. Need to factor in to thinking, and how building and grounds need to be designed to facilitate that. Girls' needs can present differently and could be a wider range of needs – accept that we need to plan for this at early stage. Not likely to be 50/50 mix as more boys statistically need more provision; would estimate 25% girls but would obviously be on basis of need. Would also need to plan the introduction, as would need a reasonable cohort of girls in order for them to have peers. Suggestion to look at other EHW schools to see how other schools support their pupils; the girls who are placed at independent settings are in mixed sex provision.

Eighty pupils on both sites bigger, as currently school of 64; thinking around going to 80 is to provide enhanced opportunity for learners to stay on for post 16 pathways while still preserving 56 places for younger learners. Not anticipated that all learners would mix.

With regard to the Llanishen/Ty Glas site, looking to put a secondary school on other part of site; design is not planned to be a campus, but two separate schools; would look at design solutions including appropriate secure lines between schools. Also bearing in mind proximity of city centre and many of the same site security solutions being thought of for Dutch Garden Centre site.

With regard to transport between sites, as the school grows so will the budget and can be considered in due course.

With regard to transition of staff and learners into new site, significant need coming through, hence proposal for expansion; will need to do close planning with the senior leadership team to determine best path. Looking at four years to plan for this. Opportunity to plan and make the right provision to get to the best possible place.

Question from staff: excited, and see as a real opportunity, but extremely concerned about proximity of the Dutch Garden Centre site to the motorway; currently have risk assessments but the motorway is something we have no control over, and the school cannot be moved once in place. Some pupils thrive on challenge and being faced with multiple fences will be more determined to escape. There is also a real risk of suicide attempts or throwing something onto the motorway and causing potentially serious accidents. Very concerned about magnitude of risk.

Potential for a whole range of design solutions, doesn't just have to be fencing, however, RP said that the concerns have been noted.

Another staff member noted that the main issue is that it's on a junction, not just that it's next to the motorway, as there are services and access.

Question regarding whether the access could come from the other direction instead. Concern with taxis coming in from the roundabout, potential of congestion on the roads to the school if there is an accident on the motorway. If taxi stuck in traffic,



possibility of learners choosing to get out of the taxi and try and walk to the school.

RP said that we will speak with transport for solutions to these issues. Looking at putting the entrance to the school as far away from M4 as possible.

Currently have neighbours close to the school who are very supportive to them. There is a large, gated community close to the Dutch Garden Centre site and interested in knowing if there's been any feedback from potential new neighbours to the school.

RP advised that so far, no feedback had been received.

Question re. whether site is to be shared with St Mellons CiW Primary School; rumour going around.

RP confirmed that this is not the case. The whole of the Dutch Garden Centre site is put forward for Greenhill; St Mellons CiW Primary School is going to relocate to the St Edeyrns redevelopment; consultation on proposal for the vacated St Mellons CiW site in Llanrumney to be used for The Court School is currently open.

Can vehicles go through from St Mellons to St Edeyrns site?

Definitely pedestrian access, but not currently vehicle access – and no plans for this.

Ty Glas site question regarding whether there are any concerns that people may have with a secondary school being next to an EHW school site. In the past some schools have objected to having Greenhill nearby.

Officers replied that if there are objections they will need to be managed as the secondary school idea proceeds. Currently no objections on this issue.

Officers outlined details of where the proposals are posted on the Council's website, and how responses can be made. Individuals and group responses are welcomed. Please note that group responses are treated as formal and would be published but individual ones are grouped and would be anonymised.

There were no further questions and the meeting closed.



Schools Programme
Cardiff West Community High School Virtual Meeting
Governing Body
Additional Learning Needs:
Emotional Health and Wellbeing (EHW) (ages 11-19)
26 January 2022



Present: Richard Portas (SOP), Brett Andrewartha (SOP), Jennie Hughes (ALN), Louise Flynn (HR), Shirley Karseras (SOP), Martin Hulland (Headteacher), members of the Governing Body

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

The meeting was held via Microsoft Teams

Welcome and Introductions

Richard Portas (RP) opened the meeting and welcomed attendees

At the request of the Chair of Board of Governors, no presentation was given due to time constraints, and they requested we went directly to Q & A.

Brett Andrewartha (BA) stated that this proposal was to formalise the provision that is currently in place.

Questions and response

The questions asked by / comments made by governors are set out in *italics* below with the officer response given directly below.

Q *What level of need will the children attending the SRB have compared to the children already utilising the facility?*

RP There is no expansion to what is already in place being proposed. This process will formalise the arrangement that was piloted a few years ago ensuring the longevity of the provision. We also welcome any comments on how the SRB currently operates and seek to address any issues there may be.

Q *Does the proposal involve providing provision for a greater number of pupils and therefore require extra staffing?*

RP No. We are looking to formalise the specialist provision for 20 places which is the number of students currently accessing the SRB.

Q *Will the provision be filled with pupils from outside Cardiff West Community School or outside the Cardiff West community?*

JH The provision provided is specialist provision and therefore offered to pupils with this level of need across the city. However, there is no plan to increase the number of places above 20 places which is what you are operating with currently.



Schools Programme
Cardiff West Community High School Virtual Meeting
Governing Body
Additional Learning Needs:
Emotional Health and Wellbeing (EHW) (ages 11-19)
26 January 2022



RP There are citywide proposals for ALN currently being consulted on. The aim is to have provision on both sides of the city so that people can access local provision.

This would be our preference too to help promote our Active Travel Plan. The 20 places we provide are to pupils mostly from our community.

Q ***How will the funding be affected if the provision is formalised through this proposal?***

JH We will continue to fund in the same way. There will be no difference and unfortunately no extra resources provided. It will be regularly reviewed with the headteacher to ensure that we have the correct resources in place.

Q ***Will there be a requirement for extra staff?***

JH There shouldn't be as the number of places is not changing. If, however there is a specific need for it in terms of pupil needs, then the Governing Body would be involved with that appointment.

Q ***Will there be any physical changes to the school site?***

RP There will be a site visit soon as we are also changing the number of Y7's entering the school. It would be useful to have a sense check of how all of the provision could work best within the school site. It may be that it is of benefit to relocate the SRB. There are currently lower numbers in post 16 so it may be better to utilise this space, or maybe not? There has also been a request to use partitions to reduce some of the larger spaces. We are happy to work with the school on what is the optimal arrangement.

The Accelerate programme has been a great success which uses smaller spaces for years 7 and 8 and we would be keen that this is not compromised. With regard to physical changes to the school site, a site visit would be welcomed to have a walk through and reflect on how vulnerable learners interact with the building and identify any pinch points.

RP There are spare spaces in the school, and these could be used to maximise the effectiveness of school operations.

I understand the short-term benefits of this but in a longer-term level, we are hoping to grow our 6th form, so this would need to be carefully balanced.

RP Not quite relevant to this proposal, but we are committed to making the 6th form a success so it would hopefully be a short-term option.



**Schools Programme
Cardiff West Community High School Virtual Meeting
Governing Body
Additional Learning Needs:
Emotional Health and Wellbeing (EHW) (ages 11-19)
26 January 2022**



We will submit comments but there are no concerns for us as things won't really change, it's just formalising the arrangement.

(MH) Aware of the process and that it's confirming what we already have. Our main concern is only how we manage that resource within the building, but it is a good exercise to review this anyway.

The Chair of the Governing body thanked everyone for their attendance and brought the meeting to a close.



Schools Programme
Cardiff West Community High School Virtual Meeting
Staff Meeting
Additional Learning Needs:
Emotional Health and Wellbeing (EHW) (ages 11-19)
17 January 2022



Present: Richard Portas (SOP), Brett Andrewartha (SOP), Jennie Hughes (ALN), Louise Flynn (HR), Hibah Iqbal (SOP), school staff

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

The meeting was held via Microsoft Teams

Welcome and Introductions

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

There was a presentation from Brett Andrewartha (BA) which set out details of the proposal:

- What is being proposed
- Background
- Sufficiency of places
- Distribution of places
- Current EHW provision 11 – 19
- Demand for EHW places 11 -19
- Proposal for Cardiff West Community High School
- Condition categories
- Suitability
- Quality and Standards
- Transports matters
- Benefits of the proposal
- Potential disadvantages
- Alternative options discounted
- Finance
- Human Resources
- What happens next?

Brett Andrewartha (BA) stated that this proposal was to formalise the provision that is currently in place.

Questions and response

Q - The school has been working well over last few years, only issue is space, it wasn't in our initial design, if you put that alongside the rapid growth of the school, there are competing pressures and meeting soon to discuss this. Working relationship with Local Authority, with just the practical and space issues to sort.



Schools Programme
Cardiff West Community High School Virtual Meeting
Staff Meeting
Additional Learning Needs:
Emotional Health and Wellbeing (EHW) (ages 11-19)
17 January 2022



RP- Will be doing a site visit. There are some areas in the school that are underutilised, want to make best use of space; also, birth rate is dropping off; we need to know the operation works well for you. Will look at initial space requirement in short term and then long term.

Q - Funding currently only for the base staff. Is there any progress on additional funding to enhance the curriculum for the pupils? The finance does for example pay for additional utilities costs or the speech language therapy staff.

JH- Happy to discuss vocational opportunities for the pupils further. In addition to that funding there is other special educational needs funding. Utilities is covered as part of whole school funding, not specifically SRB. Happy to discuss further anything else we need to consider

RP- Wanted to make sure we were following due process and formalising what exists already. You know more about this than us, you have access to the form.

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

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

**EMOTIONAL HEALTH AND WELL BEING PROVISION FOR
PRIMARY AND SECONDARY AGED PUPILS**

Appendix 4: Notes from Pupil Engagement Meetings



Present: Rosalie Phillips (SOP), Ceri Tanti (SOP), Rachel Burgess Willis (SOP), Sarah Pritchard (SOP), The Court School pupils

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

Welcome and Introductions

SOP officers visited The Court Special School to talk with pupils regarding the consultation in relation to providing additional places for ALN. The class met with had a mix of Year 4, 5 and 6 pupils.

Officers explained the proposals as they relate to The Court, saying that it is proposed to have the school on two sites, to allow for more children to be able to attend the school, where the schools were proposed to be and explained to the class that the buildings will take some time to build.

Officers asked for their views on what is good at The Court, any concerns they may have and what they'd like to see at a new school.

The pupils had a number of suggestions and comments to make:

Good things about The Court to continue at the new school:

Staff award tokens to pupils for good work, which the children can spend on things like fidget toys. The pupils were concerned that this might change if the school was across two sites.

Concerns pupils would have:

A concern was raised regarding whether the children would have the same classmates or have to be in a class with children they don't know when the new building opens?

How would the school be split when the new schools open? Will changes be made to existing classes so that children go to the closest school to their home?

What pupils would like to see at a new school:

- A bigger area to play football, with bigger goals and high fences to keep the football in. The current space used isn't flat, which means the ball rolls away.
- Some of the outside space at The Court floods when there is rain, the pupils would like to be able to use the space outside.
- Shelters outside for rainy weather.
- A vegetable garden and chickens.
- More opportunities to have animals.
- A heated swimming pool.
- A large trampoline and bouncy castle.
- Climbing frames suitable for older children, up to Year 6.
- More space outside, as currently have to travel off site for football.
- Bigger classrooms, with windows that can be opened.

- More comfortable chairs.
- Chairs and tables that are light and easy to move when doing activities.
- More chill out rooms for when pupils need a space away from the classroom – currently there is only one and lots of children need to use it.
- A space to do arts and crafts – currently a tarpaulin has to be put down to protect the flooring in the classroom.
- A music room – if the headteacher is having a meeting the children can't play the piano at the same time as the school doesn't have a separate space.
- A room where the children can do cooking, as currently use a small kitchen.
- A bigger library, with more books.
- A bigger hall, as the one at The Court is small and doesn't have PE equipment.
- Pupils would like to learn other languages.
- Pupils would like the School Council to have a say in the new school.
- The pupils thought it was good that travel times might be less to get to and from school.
- Currently the children eat lunch in their classroom, and some of them would like the option of being able to eat in a cafeteria.
- Need more security camera and gates to keep pupils in and safe.
- More ICT lessons.

Feedback from Class Teacher

The teacher said that Wi-Fi in The Court isn't reliable, and this is needed if a child isn't able to stay in class and has to join lessons remotely from another part of the building.

Officers thanked the children for listening so well and giving their input. Officers then explained what happens next, saying that all the comments from the consultation will be put together in a report to be considered by the Council's Cabinet.

If the proposal goes ahead, we will write to everybody who replied to the consultation to let them know that the proposal is moving on to the next stage.

There were no further questions, officers thanked the pupils and the meeting closed.



**Schools Programme
Record of Virtual Meeting
Fairwater Primary School Pupil Engagement
Additional Learning Needs – The Court School
22 November 2021**



Present: Rosalie Phillips (SOP), Hibah Iqbal (SOP), Ceri Tanti (SOP), Rachel Burgess Willis (SOP), Fairwater Primary Student Council

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

The meeting was held via Microsoft Teams

Welcome and Introductions

SOP officers met with the Student Council of Fairwater Primary School to talk with pupils regarding the consultation in relation to providing additional places for ALN.

A presentation was given, and officers explained the proposal for a new build school to accommodate The Court Special School on two sites, allowing more children to be able to have a school place at The Court. It is proposed that one of these new school buildings is built on the field of Fairwater Primary School.

The children had the following questions and comments:

Will we lose any of the playground?

The playground will stay the same. The new building would go on the field, where there is lots of space.

Would we be able to play with the children from the other school?

This would depend on what the schools agree between themselves.

Would the schools have the same entrance?

Current plans are that children attending the new Court school arrive down the same lane but would leave from a different entrance, but this has not been decided yet. Council Officers will be working with Fairwater Primary School to decide best place for entrance/exit if the project goes ahead.

The children were all happy with the idea of another school on their site.

What age are the children?

Primary school age.

Will the other school be separate?

Yes, they have their own building and their own teachers.

How far would the school be from Fairwater Primary School?

Not sure exactly how far, or exactly where it will go on site, but it's planned to go on the field.

The children all agreed that the field is big enough to share with another school.



**Schools Programme
Record of Virtual Meeting
Fairwater Primary School Pupil Engagement
Additional Learning Needs – The Court School
22 November 2021**



The children had some discussion regarding where on the field another building could best go and suggested the entrance to the site could be by the community centre.

Officers thanked the children for listening so well and giving their input. Officers then explained what happens next, saying that all the comments from the consultation will be put together in a report to be considered by the Council's Cabinet.

If the proposal goes ahead we will write to everybody who replied to the consultation to let them know that the proposal is moving on to the next stage.

There were no further questions, officers thanked the pupils and the meeting closed.



Present: Headteacher & Staff (Greenhill School), Year 8 Greenhill School pupil representatives, Rosalie Phillips (SOP), Rachel Burgess Willis (SOP)

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

SOP officers met with a group of Year 8 Greenhill School pupil representatives regarding the proposed changes to school:

- Increase Greenhill School from 64 to 160 places
- Transfer Greenhill School to new build accommodation across 2 sites at the Dutch Garden Centre site and Ty Glas Road (Llanishen)

Welcome and Introductions

Rachel Burgess Willis (RBW) opened the meeting and welcomed pupils. The Headteacher outlined details of the proposed changes to the pupils. RBW & RP advised pupils that we were seeking their views on behalf of Cardiff Council as part of the public consultation.

Discussion Points

The pupils were aware of the proposed changes and the following points were raised:

- Some of the boys said that they did not welcome the proposal to offer places at Greenhill School to girls in future
- Of the 8 pupils that contributed, 6 said that they didn't mind, and 2 said that they didn't want to mix with girls.
- They all liked the idea of a new building
- They enjoy playing Four Squares (ball games played in the hall)
- All pupils enjoy Cooking
- Many enjoy working out at the Gym and using the Punchbags
- They did not like the proposed Dutch Garden Centre site due to it being next to a motorway; they had safety concerns if pupils run away into oncoming traffic and noise concerns for those with sensory issues.

The pupils were asked to think of things that they would like at a new school. The pupils and the Headteacher listed the following:

- An outdoor climbing area – Trees with rope slides, zip wires, climbing frames & treehouse
- Dog grooming facilities/Animal Care (with opportunities to gain a vocational qualification)
- Football pitches
- Bigger hall
- Gym areas on both sites



- Boxing facilities
- Trampolines indoor and outdoor
- Swimming Pool
- Emergency dorms to sleep in for any pupils experiencing homelessness
- Music Production Studio
- School radio rooms
- Better toilets/washrooms
- Sinks in all the classrooms
- A chef on both sites
- BMX/scooter/skate park with ramps
- Basketball Court
- A sensory pool (like the one at Bryn Y Deri School, VOG)
- A sensory/chill out room(quiet space)
- Cinema room
- Horse riding facilities
- Good Wi-Fi connection in all rooms
- Laser tag rooms
- Paintballing in the forest
- Play stations /X Boxes/ Gaming consoles
- MUGA's
- Parkour
- Hair Salon to learn hair styling/cutting skills
- Building/Construction area to learn a trade
- Café to practice making things
- Mechanics workshop
- Covered area outside
- Art Room
- Chickens and Cows
- Aquarium/ Fish Tanks
- School Minibuses
- Science labs for experiments

Concerns/worries:

- Will there be new teachers?
- Worried there might be too many pupils
- Want large classrooms, don't want to feel claustrophobic
- Will there be separate classes for boys and girls?

The pupils would like to be involved in the development of any plans taken forward. RBW & RP set out what would happen next, thanked the pupils for their input and the session ended.



Present: Headteacher & Staff (Greenhill School), Year 10 Greenhill School pupil representatives, Rosalie Phillips (SOP), Rachel Burgess Willis (SOP), Sarah Pritchard (SOP)

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

SOP officers met with a group of Year 10 Greenhill School pupil representatives regarding the proposed changes to school:

- Increase Greenhill School from 64 to 160 places
- Transfer Greenhill School to new build accommodation across 2 sites at the Dutch Garden Centre site and Ty Glas Road (Llanishen)

Welcome and Introductions

Rachel Burgess Willis (RBW) opened the meeting and welcomed pupils. The Headteacher outlined details of the proposed changes to the pupils. RBW & RP advised pupils that we were seeking their views on behalf of Cardiff Council as part of the public consultation.

Discussion Points

The pupils were aware of the proposed changes and the following points were raised:

- Some of the boys said that they hadn't been to school with girls before and were unsure about how this would work but thought that it would help with inclusion for all genders e.g., non-binary.
- All of the pupils liked the idea of a new building
- They enjoy playing Four Squares (ball games played in the hall)
- All pupils enjoy Cooking
- Many enjoy working out at the Gym and using the Punchbags
- They did not like the proposed Dutch Garden Centre site due to it being next to a motorway; they had safety concerns if pupils run away into oncoming traffic and noise concerns for those with sensory issues.
- They thought that nurture provision should be on a 1:1 basis
- The pupils wanted post-16 options at the school

The pupils were asked to think of things that they would like at a new school. The pupils and school listed the following:

- Hair salon facilities with 2 chairs/2 sinks
- Self care facilities
- Nurture provision with easy access to toilet facilities
- 4G pitch for football – full size with half size markings
- Full size basketball court with school logo

- Three walled court for squash
- Four Square space in the school hall
- Classrooms with different seating areas/kitchen and washing up area. This would allow for breakfast/morning nurture (shared areas won't work for those with anxiety)
- Quiet areas
- Gym including boxing facilities and free weights
- Changing facilities / shower facilities
- Area to develop IT skills e.g., VR
- Music room including instruments and IT equipment
- Cooking facilities – a large kitchen area and a number of small cooking areas
- Temperature controlled rooms
- Vending machines for drinks in the sports area
- A home for the horses
- Construction/mechanical spaces
- Garden/vegetable area
- Dog grooming area/animal care
- Outside space including a wooded area and nature walk
- Rope swings/zipline/treehouse
- Skateboard/scooter/parkour area
- Social area outside with a firepit / outside cooking area
- Medical/Welfare/Wellbeing/prayer room
- School respite area where pupils could stay over if needed
- Mobile classroom for Coed – van with awning/motorhome
- Covered outdoor area
- Door to the outside for each classroom with outside breakout areas
- Family/visiting professional's room
- Area for learning life skills/grown up learning

The pupils would like to be involved in the development of any plans taken forward. RBW & RP set out what would happen next, thanked the pupils for their input and the session ended.



Present: Rosalie Phillips (SOP), Ceri Tanti (SOP), Greenhill School Y12/13 pupils

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

SOP officers met with a group of Year 12 and Year 13 Greenhill School pupil representatives regarding the proposed changes to school:

- Increase Greenhill School from 64 to 160 places
- Transfer Greenhill School to new build accommodation across 2 sites at the Dutch Garden Centre site and Ty Glas Road (Llanishen)

Welcome and Introductions

Officers explained the requirement for additional ALN spaces across the city. The proposals being discussed for Greenhill School were to establish two 80-place settings in new build accommodation. One on part of a site the Council owns at Ty Glas Road in Llanishen, and the other on the site of the Dutch Garden Centre, Maes y Bryn Road. Seeking their views on behalf of Cardiff Council as part of the public consultation.

Discussion Points

The learners said that they were sorry to hear that it was proposed that the school move from the current site as they wouldn't like to see the school change. The learners agreed that they had all made progress due to attending Greenhill School and wouldn't have made the same progress elsewhere. They also felt that it was a benefit that the school now offered a sixth form.

The pupils agreed that Greenhill has a lot of good facilities, such as a gym, basketball hall, Four Square, football facilities etc which they would like to see at any new site.

The learners said that the outside space at Greenhill is very important, both for learners to have space to themselves when they need it, but also the space allows for games.

There is a garden which the learners said would be needed at a new school, plus a shed for tools etc.

Greenhill School has 'safe' areas in the classrooms in the main school where pupils can withdraw to calm down if they need to, either by themselves or with the school dogs. The learners felt these would be needed in any new school, as the spaces are particularly important for the younger pupils.

Currently Greenhill School has a separate area for the sixth form in the former caretaker's house where the sixth form have the opportunity to learn useful life skills. The learners all agreed that it was important to have a separate space for the sixth form away from the younger pupils to give the sixth form time away from them, and to



allow the sixth form pupils an opportunity to do activities that may not be suitable for the younger pupils whose behaviours can be less controlled.

Some former learners come back and visit the school and one former pupil now works at the school as a teaching assistant. The students said they would still come back to visit the staff if they moved to a new site, but it wouldn't be the same as a new site wouldn't have the same memories or connection with them.

The learners said they would like the current staff all in one school and new staff in the other location. The learners supported the idea of increasing the number of spaces available, with one learner adding that he'd struggled to get a space and had to wait for a space to become available in Greenhill.

There was concern expressed about the school providing spaces for girls. Currently all the Greenhill School pupils are boys, many of whom have not been in school with girls. Some of the pupils attended primary schools with girls, but they felt it was different as the pupils become older, as there is the possibility of relationships between the pupils which could cause difficulties.

The Llanishen site was discussed. The learners didn't mind the location in terms of travel - currently the sixth formers travel to Greenhill independently, to help ready them for moving on to college or work and to build confidence. The current location allows them to travel either by bus or other active means (walk, cycle etc) and it was considered that travel to the site would be much the same in terms of needing to take two buses or bus and walk.

There is a possibility that the other part of the site be used in the future for a secondary school. The learners didn't consider the idea of having a Greenhill site close to another school to be a good idea, saying that Greenhill doesn't mix well with other schools, and there could be fighting and disruption.

The learners liked the idea of having a more rural site for a Greenhill replacement, especially if there would be a lot of outside space, however they felt that the proposed Dutch Garden Centre site was not suitable given its proximity to the motorway. The pupils agreed that there was a high risk of pupils accessing the motorway or trying to throw stones onto the cars. The learners also agreed that there being no safe walking route was an issue due to the site being close to the motorway.

The group agreed that it was likely that learners would try to cross the motorway if they left the site, with younger pupils not seeing the danger of trying to cross the road, and that even the older pupils, who ordinarily would have a better understanding of risks, may decide to try to walk across, particularly if they were angry or upset, and there is a chance they could get hit by a car.

There were no further questions, officers explained what will happen next, thanked the pupils for their time and comments and the session ended.



Present: Rosalie Phillips (SOP), Year 9 Greenhill pupil representatives, Staff (Greenhill School)

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

SOP officers met with a group of Year 8 Greenhill School pupil representatives regarding the proposed changes to school:

- Increase Greenhill School from 64 to 160 places
- Transfer Greenhill School to new build accommodation across 2 sites at the Dutch Garden Centre site and Ty Glas Road (Llanishen)

Welcome and Introductions

Rosalie Phillips (RP) opened the meeting and welcomed pupils. RP explained the requirement for additional ALN spaces across the city. The proposals being discussed for Greenhill School are to establish two 80-place settings in new build accommodation. One on part of a site the Council owns at Ty Glas Road in Llanishen, and the other on the site of the Dutch Garden Centre, Maes y Bryn Road.

Discussion Points

The pupils thought it would be good idea to expand the school to allow for more pupils to attend and benefit from the support the school provides.

They had mixed feeling about having girls at the school. Currently all the Greenhill School pupils are boys, many of whom have not been in school with girls. Some of the pupils attended primary schools with girls, but they felt it was different as the pupils become older, as there is the possibility of relationships between the pupils which could cause difficulties.

They were in favour of new school provision in Llanishen but did not support the use of The Dutch Garden site. They thought that the location of the site close to the motorway was too noisy and that some of the pupils were likely to run onto the motorway if they were angry or upset.

The outdoor space available on the current site was very important to them and they suggested that the site in Llanishen be developed alongside the existing school site.

Access to cookery spaces was also important.

The pupils agreed that Greenhill has a lot of good facilities, such as a gym, basketball hall, Four Square, football facilities etc which they would like to see at any new site.

They would like to see the following facilities at any new school:



**Schools Programme
Record of Year 9 Pupil Engagement Meeting
Greenhill School
27 January 2022**



- Bigger hall
- 3G football pitch
- Better gym
- Cookery room
- Better IT
- Quiet spaces available to withdraw to when necessary
- Kitchen area and sink in each classroom
- Upgraded toilets (these should be single sex only)
- Good sports facilities
- Conference room for when parents/support workers visit
- Outside gym
- Outside space

There were no further questions. RP explained what would happen next, thanked the pupils for their time and comments and the session ended.



Present: Rosalie Phillips (SOP), Ceri Tanti (SOP), Cardiff West Community High School pupil representatives

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

The meeting was held via Microsoft Teams

Welcome and Introductions

Officers welcomed pupils and set out details of the proposed changes. There was a requirement for additional ALN spaces across the city. The proposals being discussed for Cardiff West Community High School are to establish a 20-place specialist resource base within existing accommodation. Other options for additional places have been put forward across the city.

The pupils were asked whether they had any queries, concerns or questions.

Questions and answers

Q - when would this decision be finalised?

A – consultation report to be considered by Council Cabinet in March 2022; if proceeding to statutory notice this would be in May 2022, with a final decision between June and September 2022.

Q - Would the SRB be open for the whole school day?

A - Yes, would run all day. Main difference would be that currently the children that attend live locally, whereas children from outside the area may attend in future

Comment - Good idea for children who need more help, worry about increased traffic. Think it's a good idea as know some pupils who are struggling and need extra help. When the students come in, feel that the times should be scheduled so it doesn't affect CWCHS students.

Suggestion that start/finish times staggered to prevent there being more traffic arriving or leaving site at the same time.

Learners confirmed that they understood what emotional health and wellbeing meant.

The learners said that the building and facilities at Cardiff West are good, and that the features will be put to good use by this sort of base.

Q - Will this provision be open to children already attending Cardiff West?

A - Children who get a place at the SRB would be assessed as needing to attend an SRB and those children may currently be attending Cardiff West or may be attending another school. An additional benefit to the school would be that the proposal would



**Schools Programme
Record of Virtual Pupil Engagement
Cardiff West Community High School
21 January 2022**



allow for recruitment of staff with specialist skills, meaning that there would be an opportunity for those staff to share their skills with other CWCHS staff.

There were no further questions.

RP thanked the learners and teacher for their time, comments and attention, and said that if any of them thought of any questions after the end of the meeting or would like further information, please let the teacher know and they would be able to contact SOP with these queries.

The meeting came to a close.

This page is intentionally left blank

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

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGED PUPILS

Appendix 5: Notes from Virtual Public Meetings

Present: Richard Portas (SOP)), Michele Duddridge-Friedl (SOP), Jenny Hughes (ALN), Jamyn Beesley (The Court Headteacher), Sarah Pritchard (SOP, Cath Keegan Smith (ALN), Kassia Morris (ALN) Rosalie Phillips (SOP), Members of the public

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

The meeting was held via Microsoft Teams

Welcome and Introductions

Richard Portas (RP) opened the meeting, welcomed attendees and outlined details of the proposed changes.

There was a presentation from MDF which set out the following:

- What is being proposed?
- Background
- Sufficiency of places
- Distribution of places
- Proposals for The Court School
- Fairwater Primary School site
- St Mellons CiW Primary School site
- Proposal for Moorland Primary School
- Condition Categories
- Suitability
- Quality and Standards
- Transport Matters Fairwater Primary
- Transport Matters St Mellons CiW Primary
- Transport Matters Moorland Primary
- Benefits of the proposals
- Potential disadvantages and risks
- Alternative options discounted
- Finance
- What happens next?

Questions and response

RP invited questions/comments from those attending

Q/C – Parent of a child at Moorland Primary School. Where will be early years accommodations be on site?

RP – looking at two building with a nursery block next to Reception and another block next to the caretaker's house.



Q/C – traffic around the school site is already busy; how much will traffic increase by?

RP – looking to make changes to parking and looking at the impact of traffic as part of the planning application for the proposed works.

Q/C – what would be the impact on school resources/staffing?

JH – there would be two SRB classes with funding provided in order for the school to employ additional teaching staff and TA's. Looking to provide opportunities for both sets of pupils.

Q/C – welcome inclusive approach.

Q/C – will The Court still be run as one school if across two sites?

RP – looking at one school across two sites (split site arrangement). There is a range of expertise within the existing school and building on this.

JB – there would be one headteacher with senior managers on each site supporting values and vision.

JH – more places are needed; however, children benefit from smaller nurturing environments. Split sites allow for shorter travelling times. Both proposed sites are adjacent to mainstream schools which will provide opportunities for staff and pupils at both schools.

JB – will allow for development of relationship with communities.

Q/C – will the Wellbeing Class at Fairwater Primary School remain?

JH – yes, the Wellbeing Class will remain. Provision is kept under review but locating The Court at Fairwater will provide benefits e.g., shared training.

MDF outlined the ways in which response to the consultation can be made, via e-mail, hard copy response or online survey on the Council website

There were no further questions, RP thanked all those who attended, and the meeting closed.



Present: Richard Portas (SOP)), Michele Duddridge-Friedl (SOP), Brett Andrewartha (SOP), Jenny Hughes (ALN), Shirley Karseras, Rosalie Phillips (SOP), Members of the public

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

The meeting was held via Microsoft Teams

Welcome and Introductions

Richard Portas (RP) opened the meeting, welcomed attendees and outlined details of the proposed changes.

There was a presentation from BA which set out the following:

- What is being proposed?
- Background
- Sufficiency of places
- Distribution of places
- Proposals for The Court School
- Fairwater Primary School site
- St Mellons CiW Primary School site
- Proposal for Moorland Primary School
- Condition Categories
- Suitability
- Quality and Standards
- Transport Matters Fairwater Primary
- Transport Matters St Mellons CiW Primary
- Transport Matters Moorland Primary
- Benefits of the proposals
- Potential disadvantages and risks
- Alternative options discounted
- Finance
- What happens next?

Questions and response

RP invited questions/comments from those attending

Q/C – How will this affect the Pen y Bryn Primary School site?

BA – there had been discussion with Pen y Bryn Primary School who were supportive of the need to increase the supply of EHW places. St Mellon's CiW Primary School were moving to a new site and the current site would return to the Council. There would need to be a marginal adjustment of the boundary between the two sites with



**Schools Programme
Record of Virtual Public Meeting
Additional Learning Needs – The Court/Moorland Primary
09 December 2020 at 5pm**



improvements made to the outdoor area at Pen y Bryn. There could be an impact from additional traffic however initial work showed that there was likely to be reduced traffic overall.

There were no further questions, RP thanked all those who attended, and the meeting closed.

Present: Richard Portas (SOP), Michele Duddridge Friedl (SOP), Brett Andrewartha (SOP), Jenny Hughes (ALN), Shirley Karseras (SOP), Martin Hulland (HT CWCHS), Rosalie Phillips (SOP) Members of the public (2)

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

The meeting was held via Microsoft Teams

Welcome and Introductions

Richard Portas (RP) opened the meeting, welcomed attendees and outlined details of the proposed changes.

There was a presentation from BA which set out the following:

- What is being proposed?
- Background
- Sufficiency of places
- Distribution of places
- Current EHW provision aged 11-19
- Demand for places
- Proposals for Greenhill School
- Dutch Garden Centre Site
- Ty Glas Site, Llanishen
- Proposal for Cardiff West Community High School
- Proposal for Eastern High
- Condition Categories
- Suitability Categories
- Quality and Standards
- Transport Matters
- Benefits of the proposals
- Potential disadvantages
- Alternative options discounted
- Finance
- Human Resources
- What happens next?

Questions and response

RP invited questions from those attending

Q – the timing of the public meeting makes it difficult for parents of children with additional learning needs to attend. Being able to attend a consultation meeting during school hours would be more appropriate.



BA – as part of the consultation there are opportunities for on-line drop-in sessions. We are looking to be as flexible as possible and would very much welcome the opportunity to speak to parents.

Q – has the option of expanding Greenhill on its existing site been considered?

RP – this was looked at. The school is on a constrained site which limits construction options, and any development would result in considerable impacts on pupils. There is a need to expand provision and a range of options have been considered with the proposals put forward allowing for a greater spread of provision across the city.

Q – EHW is a catch all phrase. Will provision be available for children and young people with severe anxiety?

JH – recognise that there are a range of needs that need to be addressed and looking to develop and broaden practice at Greenhill. The design of the school will consider the range of needs and consideration will also be given to developing a range of provisions.

Q – parent of two boys with autism and member of ALN support and advocacy network. We are receiving lots of requests for information around anxiety.

JH – there has been an increase in the number of children with anxiety with some children and young people being placed in the independent sector. Recognise that there are a range of needs and looking to meet these.

RP – there has been an increase in needs across the city with provision being reviewed on an ongoing basis.

BA – welcome all responses; responses can be made via e-mail to schoolresponses@cardiff.gov.uk, on-line via survey on the Council website (not limited to standards questions). The closing date for responses is 01 February 2022.

MDF queried whether there were any links that would be helpful and agreed to share social media links.

Q – how did the Council decide who to write to?

MDF – there are a range of statutory consultees and consideration is given to other stakeholders for whom proposals may be relevant.

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

This page is intentionally left blank

The Court Special School Responses

Response from Estyn – The Court School / Moorland Primary School

Estyn response to the proposal to increase the capacity at the Court special school and transfer it to two sites, in new build accommodation on the site of Fairwater Primary School and to the current St Mellons, church in Wales primary school site in Llanrumney and to establish a specialist resource base (SRB) for primary aged children with Complex Learning Needs at Moorland Primary School

These appear to be two proposals and so will be responded to as such although there are some aspects that are relevant to both proposals.

Estyn response to the proposal to increase the capacity at the Court special school and transfer it to two sites, in new build accommodation on the site of Fairwater Primary School and to the current St Mellons, church in Wales primary school site in Llanrumney

Introduction

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore, as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

Summary/ Conclusion

This proposal is by Cardiff council. The proposal is to Increase the capacity of The Court Special School from 42 to 72 places. The school would transfer to two sites, in new build accommodation on the site of Fairwater Primary School and to the current St Mellons, church in Wales primary school site in Llanrumney, with 36 pupils on each site from September 2025.

It is Estyn's view that this proposal is likely to at least maintain the standard of education provision in the area. However, there are ways in which this proposal could be strengthened.

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Description and benefits

The council has provided a clear rationale for the proposal. It has provided a table that sets out the current primary age specialist provision available for children with emotional health and wellbeing needs and the projected future demand for school places for these pupils. The table shows a current deficit in the number of places available in relation to the number of places needed. The projections show an increase in these numbers over the next few years. The proposed increase in capacity would help to reduce this deficit in numbers.

In addition, the condition of the buildings at the Court special school is very poor, with 'unsuitable' learning environments, which seriously inhibit the school's capacity to deliver the curriculum. Under this proposal, the buildings currently occupied by the Court special school would be vacated.

The council has suitably demonstrated that there is sufficient space and capacity at the Fairwater primary school site to accommodate pupils and new purpose-built accommodation. The council asserts that the current St Mellons, Church in Wales primary school site in Llanrumney will be vacant in Autumn 2022 and will transfer to ownership of the council at this time. This site is located adjacent to Pen y Bryn primary school and the council intends to work closely with both Pen y Bryn primary school and the Court special school to ensure that the requirements of the building bulletin guidance for schools are met. We feel that this could be further strengthened with the addition of information about any adjustments which would need to take place to these buildings to ensure that they meet the individual needs of the pupils at the Court school. For example:

- specific considerations around acoustics or lighting and
- adequate separation from the primary school on the proposed sites.

The council has provided some detail as to how the proposal would be funded. However, it lacks any significant information that details whether any savings will be made as a result of the proposal. For example, through a reduction in numbers of pupils being placed out of county. The council has provided sufficiently detailed descriptions of the proposals and the projected timetable for statutory procedures. However, there is no indication of timescales for implementation of the proposal, and any proposed interim arrangements, which might be necessary for their implementation. Furthermore, the school currently funds a psychotherapist, we believe that it would be beneficial to explain how continuity of this provision will be secured when the school has higher pupil numbers and is split over different sites.

The council has suitably outlined the benefits and potential disadvantages of the proposed changes. The benefits include increasing the number of special school places to contribute towards meeting projected demand and the establishment of a new school building. The potential disadvantages include the difficulties faced by some ALN pupils due to the changes and the potential for increased traffic

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

congestion. We feel that this proposal could be strengthened with the addition of more detail illustrating how these changes will be managed to reduce the impact on learners currently at the school. For example, a description of the timescale of changes and whether they would take place simultaneously or consecutively. In addition to this, a plan which demonstrates if any current pupils would be subject to more than one school move. These potential changes could have a significant impact on the wellbeing and educational outcomes for this cohort and should be managed appropriately to reduce their negative impact. The council has outlined mitigation measures to address some potential disadvantages. These appear to be fair and reasonable. In addition, the council has identified some risks associated with the proposed changes and appear to be managing these appropriately.

The council references a feasibility study that explored possible alternative options and says that a few alternative sites were considered but were dismissed because of issues around access, site constraints, traffic and flood management. However, no further detail has been provided regarding this feasibility study.

The council has suitably considered learner travel arrangements as a result of this proposal. It states that it is committed to ensuring that every school in Cardiff has an 'active travel plan' which identifies actions by the school to support and encourage active travel where appropriate and identifies improvements needed on-site and off-site to facilitate active journeys. The council iterates that there are no planned changes to the council's policies on admission arrangements and learner travel arrangements.

The consultation paper makes no reference to the impact of this proposal on Welsh medium provision within the local authority or how this the proposal would support the targets in the local authority's Welsh in Education Strategic Plan (WESP). It talks generally about Welsh medium education in Cardiff and references some Welsh medium schools. It is unclear therefore how this proposal will impact on Welsh speaking pupils with ALN.

Educational aspects of the proposal

The council has suitably considered the impact of the proposal on standards, teaching and learning experiences, care support and guidance and leadership and management. It has concluded that the proposal is not expected to have any negative impact on standards of education or teaching and learning experiences. In addition, it intends to work with the leadership of both schools to help improve and sustain support, care and guidance and ensure that changes are planned carefully so that leadership and governance are not disrupted. We feel that this proposal could be strengthened by:

- highlighting how leaders plan to secure the staffing levels needed for such a large increase in capacity
- showing how these staff will be appropriately trained to work with a complex cohort of young people

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

- showing how leadership capacity is not negatively impacted by these changes.

The council has included a summary of the last Estyn inspection report for the Court special school and Fairwater primary school. Estyn judged that The Court special school's performance and prospects for improvement were both good. Also, all inspection areas in Fairwater primary school's inspection report were judged to be good.

The council has suitably considered the impact of the proposal on vulnerable groups of pupils including those who have ALN, those who receive free school meals and those who have English as an additional language. It has stated that those who have ALN would be supported to enable them to adapt to the changes proposed and that there is no information available to suggest that the proposals would have a negative effect on the other vulnerable groups of pupils.

The council states that an initial equality impact assessment has been carried out and that it concluded that the proposed changes would not negatively affect a particular group in society. However, no details of this assessment have been provided.

The council states that a community impact assessment has been undertaken for these proposals and provides a link to this assessment. However, there is no such document at this link. Also, no comment is made as to the findings from this community impact assessment.

The council says that it does not anticipate any negative effect of the proposal on any local school. In fact, it believes that the proposal provides an opportunity for staff at Fairwater primary school and Pen y Bryn primary school to work more closely with specialist services in Cardiff and that this could enhance the schools' inclusive teaching and benefit all pupils in the school. This seems to be a reasonable and fair assertion.

The council has not provided any specific details relating to potential disruption to pupils as a result of this proposal, however it talks more generally about ensuring that the curriculum continues to be delivered and that high education and safety standards are maintained.

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Estyn response to the proposal to establish a specialist resource base (SRB) for primary aged children with Complex Learning Needs at Moorland Primary School

Introduction

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore, as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

Summary/ Conclusion

This proposal is by Cardiff council. The proposal is to establish a 20 place Specialist Resource Base (SRB) for primary aged children with complex learning needs at Moorland primary school from September 2022.

It is Estyn's view that this proposal is likely to at least maintain the standard of education provision in the area.

Description and benefits

The council has provided a clear rationale for the proposal. It refers to the fact that the number of pupils with severe and complex needs, who need a place in a special school or specialist resource base has continued to grow in recent years. In addition, it asserts that the location of SRBs and wellbeing classes is not well distributed across the city.

The council usefully provides a table which shows the number of places currently available and the projected future demand for places to support children of primary school age with complex learning needs across Cardiff. At present, there are more pupils with significant needs who need a place in one of these settings than there are places available. The projections show that the number of pupils with complex learning needs will continue to grow over the next few years. In addition, the council has presented a table that shows that there is sufficient surplus capacity at Moorland primary school which is projected to increase over the next few years. The proposal is to help meet the demand for primary age specialist provision.

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

The council intends to incorporate providing accommodation for the SRB as part of the planned redevelopment works at Moorland primary school. This appears to be a fair and appropriate approach.

The council has provided some detail as to how the proposal would be funded. However, it lacks any significant information that details whether any savings will be made as a result of the proposal. For example, through a reduction in numbers of pupils being placed out of county. The council has provided sufficiently detailed descriptions of the proposal and the projected timetable for statutory procedures. However, there is no indication of timescales for implementation of the proposal, and any proposed interim arrangements, which might be necessary for their implementation.

The council has suitably outlined the benefits and potential disadvantages of the proposed changes. The benefits include increasing the number of specialist resource places for primary aged learners with complex learning needs to contribute towards meeting projected demand and that some pupils would have shorter travel distances to access specialist provision. The potential disadvantages include the difficulties faced by some ALN pupils due to the changes and the potential for increased traffic congestion. The council has outlined mitigation measures to address the potential disadvantages. These appear to be fair and reasonable. In addition, the council has identified one risk related to development constraints associated with the proposed changes and appear to have sufficient mitigation to address this risk if needed.

The council maintains that there is no SRB provision in Adamsdown and Splott at present and that all children in these areas who require placement in an SRB currently travel to other areas of the city. It further states that the establishment of this provision on other school sites in Adamsdown and Splott was discounted owing to accommodation and site limitations. However, no further details have been provided to support this statement.

The council has sufficiently considered the impact of the proposal on travel arrangements. The proposed SRB on the site of Moorland Primary School would reduce the distance travelled to school for children in Adamsdown and Splott who require placement in an SRB and who currently travel to other areas of the city. As there would be a small number of children arriving by free home to school transport, the council intends that appropriate facilities for drop-off and pick-up will be provided as part of the proposals. The council iterates that there are no planned changes to the council's policies on admission arrangements and learner travel arrangements.

The council states that an initial equality impact assessment has been carried out and that it concluded that the proposed changes would not negatively affect a particular group in society. However, no details of this assessment have been provided.

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

The council states that a community impact assessment has been undertaken for these proposals and provides a link to this assessment. However, there is no such document at this link. Also, no comment is made as to the findings from this community impact assessment.

The consultation paper makes no reference to the impact of this proposal on Welsh medium provision within the local authority or how this the proposal would support the targets in the local authority's Welsh in Education Strategic Plan (WESP). It talks generally about Welsh medium education in Cardiff and references some Welsh medium schools. It is unclear therefore how this proposal will impact on Welsh speaking pupils with ALN.

Educational aspects of the proposal

The council has suitably considered the impact of the proposal on standards, teaching and learning experiences, care support and guidance and leadership and management. It has concluded that the proposal is not expected to have any negative impact on standards of education or teaching and learning experiences. In addition, it intends to work with the leadership of the school to help improve and sustain support, care and guidance and ensure that changes are planned carefully so that leadership and governance are not disrupted.

The council has included a summary of the last Estyn inspection report for Moorland primary school, which was in April 2018. At the time standards, wellbeing and attitudes to learning, teaching and learning experience, and leadership and management were all judged as good; care, support and guidance was judged as excellent.

The council states that the proposal is not expected to have any negative impact on the quality of standards of education or the delivery of the foundation phase and each key stage of education at the school as a result of the proposed changes. This seems to be fair and reasonable.

The council has suitably considered the impact of the proposal on vulnerable groups of pupils including those who have ALN, those who receive free school meals and those who have English as an additional language. It has stated that those who have ALN would be supported to enable them to adapt to the changes proposed and that there is no information available to suggest that the proposals would have a negative effect on the other vulnerable groups of pupils.

The council has not provided any specific details relating to potential disruption to pupils as a result of this proposal, however it talks more generally about ensuring that the curriculum continues to be delivered and that high education and safety standards are maintained.

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

The Court School Governing Body Response – December 2021

I am writing as Chair of the Court School Governing Body to provide the Governing Body's response to the Council's proposals for the school in the SCHOOL ORGANISATION PROPOSALS: PROVISION FOR CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL LEARNING NEEDS (ALN).

In a meeting on 10 November 2021, the Court School Governing Body strongly agreed with the proposal to increase the capacity of the school and considered this to constitute the best method of taking ahead the education of the children concerned.

Given the condition of the Court School site in Llanishen, we also strongly agreed with the transfer to new build accommodation on the two sites in Fairwater and Llanrumney.

We felt it important to state at this stage that the principle of a maximum number six pupils per class should be adopted in the formulation and construction of the school buildings with all classes fully and properly resourced.

We would hope that the experience of management and staff at The Court School would be utilized in both the physical planning of the two school sites, i.e. space standards, outside areas and in the ethos and management of the schools. We would also hope that the experience and abilities of the Governing Body will be fully utilized as well.

Garry Hunt – Chair of Court School Governing Body

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

The Court School - HEADTEACHER RESPONSE TO CONSULTATION REGARDING THE COURT SCHOOL – Deadline date 17th January 2022

I believe that the proposals regarding the Court School are incredibly positive. First and foremost, there is clearly a pressing demand for additional Court School places and at present we are unable to meet this demand due to the significant accommodation issues. The idea of increasing our capacity to 72 is aspirational and it makes sense to operate this on the basis of two sites across the city. This way, pupils are likely to have stronger links with their communities and may be able to consider active travel solutions or spend less time in taxis. I am also very supportive of the principle of co-location. Being situated within close proximity to mainstream schools will give us opportunities to develop close working relationships with colleagues with whom we can share expertise and facilities. We are also really excited about the idea of developing strong links with local communities.

This is an exciting opportunity for us to develop into a centre of excellence and support schools throughout the city in relation to mental health and trauma informed pedagogical approaches. We are very conscious however that class sizes need careful consideration and also strongly believe that both sites should be new and purpose built.

The views of; pupils, staff, parents/carers, Governing Body and visiting professionals need to be carefully considered as they have a huge amount of experience and knowledge to impart. In addition, we would like officers to plan and implement alongside stakeholders. Staffing structures need careful consideration at this early stage and there needs to be a significant period of 'overlap' where new staff have the opportunity to refine their skills alongside more experienced colleagues. In addition, all staff need to have opportunities to grow and develop within the school and need access to good quality, sector specific and evidence-based professional development. The wellbeing of staff also needs to be prioritised, e.g. excellent staff 'rest and restore' spaces and access to showers, as our sector can be incredibly demanding both emotionally and physically. Therefore, we need to be in a position where we can attract high quality new staff and retain our skilled and talented workforce.

We work with fabulous and incredibly complex/vulnerable children and work relentlessly to maximise their potential. From my perspective we need our unique and very special provision to grow and develop and I look forward to working with LA staff/project managers to make this ambition a reality.

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

The Court School - Staff Response to Consultation

Positive

- Class sizes – please stick to 6 per class
- An opportunity to build a better future for some of the most vulnerable and forgotten about children
- New infrastructure
- Building 'fit for purpose' therapeutic spaces
- Purpose built building
- New build/ new ideas / new vision
- Environment fit for the learners (deserve better than what is here at the moment)

Concerns

- Boundaries between the schools
- Staff recruitment – ideal to have an overlap where new staff can learn from current staff
- We feel like we'll be given what we're given and our voices aren't really going to be listened to
- Kids in their local communities' school vandalised, kids running home
- What staff are going to what site? Staff need to be able to plan for things such as traffic, child care etc.
- With the boundaries, will the other school be ok to deal with what they might hear?
- How do we maintain 'one school' feel across two sites?
- We have good links with the village, able to practise 'life skills' Will this continue?

Opportunities

- Staff development
- Becoming a centre of excellence
- Facilities on-site that could really benefit our pupils – outdoor gym for example
- TA progression
- Chance to work with other agencies in a positive way
- Opportunities for the learners to benefit from 'proper' facilities and services
- Staff to develop/learn new skills
- Staff team to grow
- Training opportunities

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Fairwater Primary School Governing Body - Initial Consultation Response

The Governing Body fully understand and support the need to increase the capacity of The Court Special School, along with the need to relocate the school to a more suitable premises. We have met as a Governing Body to discuss the impact the proposals on our school. Our collective response is that at this time we are not in a position to support the proposals directly involving our school pending clarification of the following issues:

1) Driveway/Access

- a. Access to the site is already an issue and we have concerns that utilising only the current entrance will not offer a satisfactory solution. Would it be possible to utilise access from V21 (Bwlch Road) to make a one way in, one way out entrance/exit or separate entrance for each school?
- b. There are concerns around segregation and safeguarding. How will parents and children access the two schools independently to ensure safeguarding and ensure there are no behavioural issues to protect our children.
- c. Wellwright Road is already very busy, increased traffic from Taxi's/Buses and parents parking would add to this. The residents are already complaining to the School and Council regarding the current issues.
- d. There was a mention of 10-15 extra taxis/minibuses per day, we currently have 4-5 per day and they (mainly) come before and after pupils start and end their day to minimise disruption. How would this be managed with the new school?
- e. Will you be creating a better entrance for construction traffic and the school to segregate the two prior to works starting?
- f. If construction traffic moves through that entrance will it be outside of core school hours (e.g. drop off and pick up)?

2) Perimeter Fence

- a. Would the fence be erected before construction works to ensure the security of the site and protection of our children from workers/contractors?
- b. If there needs to be a gap between the new fence and the existing properties, what safeguarding put in place to stop residents communicating/talking to the children through the fence?
- c. As above, how would we stop rubbish and grass etc. accumulating, is the school responsible for this or the general council landscapers?
- d. Once the fence is erected, would this define the school boundary in terms of responsibility for maintaining the grounds?

3) Buildings

- a. We would like clarification of the proposed building location on site so that we can understand how much space we would have left (e.g. would we retain the sports field) and to ensure enough separation so that the children do not come into contact with each other.

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

- b. Many repairs and improvements have been put off at Fairwater due to the possible expansion, will the schools current state be re-evaluated and works completed where possible now that the expansion is off the table?

4) School Organisation

- a. We support the schools being separated in terms of having individual heads and Governing Bodies. We would like more information on how the schools could work together to benefit each other although have concerns about the impact on our staff (e.g. staff migrating to the other school, jobs etc.)
- b. Can we speak to another other school that shares a site with a special school currently, this may help us understand how they can work together effectively?
- c. We would like more clarity on what is meant by 'bringing the Court School into mainstream' - will our school need to support/be responsible for these children?
- d. Can you help us understand the range of issues that children at Court school have?
- e. What impact will it have on our current wellbeing unit children, who don't currently mix with mainstream?
- f. What impact will it have on our current mainstream children?
- g. We recognise that collaborating on ALN practices and expertise etc. between schools would be of benefit.

5) Nursery Provision

- a. We have been looking at providing a Nursery provision at Fairwater for a number of years. This again was put on hold due to possible expansion plans.
- b. We believe that a Nursery provision will boost numbers into reception (parents are currently driven to other school with nurseries)
- c. This will give us an early indication of ALN issues (better to intervene early)
- d. We can build communication with parents and start a community prior to joining reception
- e. Currently there is no benefit to the residents of Wellwright road in the proposals you have provided, by adding the benefit of a nursery we believe this will make the proposals more palatable to them
- f. We have a demountable building that is very close to the end of its life, we were due to spend £11,000 on repairs to the building out of our own money. This would provide an opportunity for the Council to help us achieve a Nursery provision whilst we can contribute to a replacement demountable building for both the Nursery and our developing Community Hub.

We look forward to working with you to explore the various options that we believe can benefit both the Court School and Fairwater Primary School.

Regards,

Scott Osborne

Chair of Governors

On behalf of the Fairwater Primary School Governing Body

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Pen y Bryn Governing Body

Please see below response from the Pen y Bryn Governing Body.

Whilst the Governing Body of Pen y Bryn Primary School are in general terms supportive of the proposals there are the following concerns which the Governing Body would like to highlight.

- The Head teacher and Chair of Governors have been approached to discuss the redesignation of a slice of land on the Pen y Bryn site to accommodate the Court School proposal. The slice of land adjacent to the early years area of the school has been developed over recent years and now includes a forest school area, orchard and planters. The Governing Body would like to seek reassurance that the school would be compensated and those features replaced elsewhere on the school site.
- The removal of this slice of land also prohibits planned projects which was to install playground equipment on an area of land, and it also cuts through the school's football pitch. Again the Governing Body would like to seek reassurance that the school will be appropriately compensated to ensure the development is not to the detriment to the children of Pen Y Bryn.
- Given the close proximity between the early years area of Pen Y Bryn and the boundary of the proposed Court School, the Governing Body would like to seek clarity on the design of the Court School to ensure the layout allows for suitable distance and security between the two schools' playing areas.
- The Governing Body would also be keen to understand the traffic management implications of the site given it fronts onto a narrow road which is often fully parked along one side.
- The Governing Body would also like to seek reassurance as to how the safety of children in Pen Y Bryn will be ensured during the construction phase of the site.

Thanks

Claire Deguara,

Chair of Governors on behalf of the Governing Body

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Greenhill School Responses

Response from Local Ward Councillors, Cllr Jayne Cowan, Cllr Adrian Robson and Cllr Oliver Owen

Dear Sir/Madam

I am writing on behalf of my colleagues Adrian Robson, Oliver Owen and I.

We are opposed to the proposals for Greenhill Special School. The school continues to receive Green Status with Good Improvements and that is in no small part to the exceptional teaching at the site, and the positioning of the school and Sixth Form. Rhiwbina is a wonderful community and one which supports the school.

We cautiously welcome the additional number of pupils, and look forward to receiving the risk assessment relating to the Ty Glas proposals, including which other school/businesses etc. will join the school on the site.

We are vehemently opposed to the school being totally removed from Rhiwbina. It works well here. It could be rebuilt here. We are also vehemently opposed to part of the school being moved to the Garden Centre on a roundabout/junction which is exceptionally busy and not suitable. The pupils from the school have considerable additional needs and if they left the site, would be in unfamiliar surroundings with obvious dangers.

We sincerely hope that the Cabinet will not support this move as it will be highly detrimental to the pupils.

Best wishes,

Jayne

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Estyn Response - Greenhill School

Introduction

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales. Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore, as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals. Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

This consultation is to consider increasing the capacity of Greenhill School for pupils with emotional health and wellbeing needs and the transfer of Greenhill School 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.

Summary/Consultation

This proposal sits alongside others that seek to achieve a more equitable provision to better meet the current and future additional learning needs of pupils, across the City and is broadly welcomed.

The proposal would result in a 150% increase in the number of pupils on roll. It is not clear which year groups are likely to be most affected by the increase, whether or how this increase will be managed over time, or the resultant impact on pupil transition or staffing including leadership.

Estyn considers that the proposal is likely to, at least, maintain the standard of education provision in the area.

Description and benefits

The proposer has provided a clear rationale for extending the capacity of Greenhill School. It articulates clearly how the local authority is unable to meet the demands for school places for pupils with emotional and wellbeing needs. However, the proposal does not provide clear rationale for developing the school on two separate sites, albeit 4 miles apart.

The consultation document states that Greenhill is currently, and will in the future continue to be, a mixed sex school and that there are 'no planned changes' to the admissions policy. The consultation document notes that the pupils currently on roll

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

are boys. Estyn's inspection of the school in 2013 noted that all the pupils on roll were boys. The consultation does not provide a clear enough account of both existing and future provision for girls and whether the needs of girls with emotional health and wellbeing needs are being met appropriately.

The proposer states that pupils admitted to Greenhill have a statement of special education needs. To comply with the Additional Learning Needs and Education Tribunal [Wales] Act the proposer needs to consider the admission of pupils with individual development plans also.

The proposal includes information on how the local authority categorises their school buildings and how the current Greenhill site is not fit for redevelopment as it is rated C for condition (Poor with major defects) and D (Very poor) for suitability, with 'unsuitable' learning environments, which seriously inhibit the school's capacity to deliver the curriculum.

The proposal provides sufficient evidence on the projected timescales and how this is subject to planning permissions of the two sites and the relevant funding being secured. However, less clear is what arrangements will be in place to meet expected demand if the proposal does not progress.

The proposal explains well how The Dutch Garden Centre site could be developed. The Council's Cabinet have given permission to acquire the land, the area is designated as Green Wedge meaning that the status of the area can be reviewed in line with the Local Development Plan. The local authority has already undertaken feasibility work and relevant feasibility assessments. The findings of these indicate that the design of the school and its landscaping would need to be taken into consideration to be consistent with its location.

The Council's Cabinet has also agreed the acquisition of the Ty Glas site formally occupied by HMRC. The proposal sets out well how this provision could appropriately support the provision at The Dutch Garden Centre site as well as possible mainstream provision.

The proposal explains adequately how any new building would comply with Welsh Government funding conditions, such as BREEAM certification. The design process however has yet to commence but it does describe how detailed designs would be agreed with the headteacher and governing body. The input of children and young people into developing plans would be integral to project implementation at all stages. There would also be opportunities for stakeholders to comment on detailed plans at the pre-planning and planning application stages, should the proposal be progressed.

The proposal considers suitable alternatives and outlines the possible benefits, disadvantages, and risks, appropriately. Nearly all pupils currently travel to Greenhill site by pupil transport provided by the local authority. It is proposed that this would

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

still be the case for pupils who would attend the Dutch Garden Centre site. However, pupils attending the Ty Glas site would have a greater potential to use active travel connections, this being of a potential benefit to the pupils. The proposal does acknowledge the travel risks of the Dutch Garden Centre site and proposes a transport assessment takes place if the consultation is successful.

The proposal lays out well how the cost of the builds would be met and how further work will be undertaken to establish whether there would be further savings for those pupils who are placed out of county for their education due to the lack of specialised school spaces.

The proposal appears to provide effective opportunities for stakeholders, organisations, and members of the public to respond. The process is clearly set out with timescales and how the consultation will be used.

Educational aspects of the proposal

The proposal outlines the intention to increase the number of post-16 places further. We welcome this development. It states that the majority of pupils from special schools are not able to sustain successful transitions to further education, training or employment. However, there are no specific references to the curriculum to be offered or any partnership approach to be adopted in meeting the needs of this group of learners.

The proposal recognises that for this group of pupils that change, and disruption needs to be carefully managed and that plans would need to be implemented to support this. It is proposed that the current staff employed at Greenhill School would remain which would support this change. The proposal includes how the local authority would work with the school, its governing body and parents to ensure that the proposed changes would be carefully planned so that governance, leadership and pupil welfare and their education would not be disrupted.

The proposal outlines the possibility of Greenhill being used as an alternative to placing pupils in out of county provision. However, beyond the statement, no further information is provided. Neither is it clear what impact increasing the provision at Greenhill will have on other settings that currently make provision for secondary aged pupils with emotional health and wellbeing needs.

In considering the impact of the proposal on the quality of outcomes, provision and leadership and management, the local authority has listed the most recent Estyn inspection outcomes and the Welsh Government categorisation outcomes for Greenhill School.

The proposal recognises the need for 21st learning environments for its pupils that are appropriate and of a high standard to reflect the needs of the 'Curriculum for Wales' due to be implemented in Welsh Schools in 2022. The new curriculum should

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

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. New and improved school facilities will help support this vision. Overall, there is very little detail on the proposed curriculum. Examples have been provided on how the Dutch barn site could provide vocational and work-related experiences such as horticulture and animal care. However, it is not clear how the curriculum will relate to local market information, the role of local providers such as further education and training organisations. Also unclear is whether pupils from either of the two proposed sites would benefit from the provision that each site could offer. The proposal explains well how the current building limits these opportunities as well as limiting the number of pupils that can attend.

The proposal states that the new buildings would be fully accessible and compliant with the Equality Act 2010. However, the consultation does not outline how the council will specifically cater for the needs of children and young people with emotional health and wellbeing needs in the design and build of the proposed sites. In addition to the facilities included [page 18] the design process should consider appropriately how the accommodation, on both sites, will meet the sensory needs of pupils. We note that a joint review of health and specialist provision in Cardiff special schools and the pupil referral unit will inform the design of specialist provision.

Greenhill School was last inspected by Estyn in March 2013. At this time the school's performance and prospects for improvement were both judged as 'Good'. An assessment provided by the Central South Consortium in autumn 2021 stated that many pupils make increasingly rapid progress across the whole curriculum and school pupil information clearly indicates that progress rates are successfully improving year on year. In the most recent Welsh Government school categorisation in January 2020, Greenhill School was categorised as Green. This means that Greenhill School is a highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement.

The proposal considers the provision for the Welsh language, appropriately. It references the implementation of the LA Welsh Language policy. It appears that there would be no negative impact on the Welsh language provision for these pupils. It does reference the lack of Welsh Language provision for pupils with additional learning needs, however this proposal does not address this shortfall.

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Greenhill School Governing Body Response

Dear Sir/Madam,

As Chairman of Governors at Greenhill Special School, we have undertaken a meeting with the Council to discuss the issues relating to the consultation and have expressed our concerns.

For completeness :-

1 We are not opposed to the increase in size of the school.

2 We cautiously welcome the Ty Glas Site, but wish to see further details such as detailed risk assessments relating to the site, and what else is proposed before passing a firm judgement.

3 We are vehemently opposed to the old Garden Centre Site - it's location is on a motorway junction/roundabout and is not suitable for a school with the needs of our pupils.

4 We have built a wonderful new 6th form on the site of the existing school, and we wish to see this site developed to host most of the pupils.

Thanks

Jayne Cowan

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Greenhill School Response

This is the school's response to the new build proposals for Greenhill Special School.

When we consider the sites we would like to make the following comments. The two sites, one with a rural situation which is perfect for all aspects of forest schools' education and the other with an urban situation within the same post code of the current school, is perfect for travel training, visiting shops and providing services for the community.

We do, however, have a few concerns which we would like to voice at this juncture. The Garden Centre site which is eight acres, is a perfect size and has great potential for the students of Greenhill but the proximity of the motor way raises concerns that we hope to overcome working together with Local Authority as there are access issues. We would also hope that the local Authority would be able to re-direct some of the bus routes as currently the bus route does not extend to the site. This would help to make the site more accessible to parents and some of the students who are able to travel independently.

Travel between the two schools would also need careful consideration. If staff were required to teach in both venues there are the issues of timings and traffic delays to consider which would impact the school day. I realise this is largely a timetabling and management issue for the school but is something we should consider from the outset.

On the whole however, the garden centre site with its rural aspect, overall size of eight acres, gang neutral postcode will provide a good site for a 21st century specialist provision for students with severe and complex social emotional and mental health issues.

The CF14 venue is a good site for a specialist provision for SMEH students. However, we are aware that there will be a mainstream secondary school on the same site and this may cause issues. The shared boundary needs careful thought and planning, as does the positioning of the school buildings.

The proposed size of the site (of five acres) is considered to be a little tight but again with careful planning and thought will be workable. Perhaps the size of the site is something that could be discussed at a later date. Furthermore, we would also like to stress that it is not appropriate for Greenhill School to share facilities with a mainstream school and will be pleased to receive further reassurances that Greenhill Special School will not share any facilities with the mainstream school.

Lastly,

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

The opportunity to expand the provision on two purpose built sites is unquestionably a once in a life time opportunity. The new sites with bespoke facilities for vocational education, specialist resource rooms for the new Welsh curriculum, therapy and conference facilities, opportunities for forest schools' experiences and travel training will help to future proof education for this very vulnerable section of society. As senior staff we look forward to working with the build team to help design the new school and the facilities of the campuses. We hope that we will see the school's vision materialised as we seek to provide a therapeutic approach to education.

We hope that you find the above comments to be constructive and helpful. We realise that some of these issues may be considered to be 'school management' issues but we thought it would be best to raise these concerns at the outset so that we can seek your advice and work together on a positive way forward.

We are grateful to have the opportunity to be part of this exciting new chapter for Greenhill Special School and appreciate the efforts being made by the Local Authority and New Build Team to consult with us at these initial steps.

Yours faithfully

Shane Mock
Headteacher

Phillip Haynes
Deputy Headteacher

Donna Jones
Assistant Headteacher

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Cardiff West Community High School and Eastern High School Responses

Estyn Response – Cardiff West Community High School and Eastern High School

Introduction

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales. Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore, as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals. Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

This consultation is to consider the demand for specialist resource base places for pupils aged 11 – 19 with emotional and wellbeing needs it is proposed to:

- establish a 20 place specialist resource base at Cardiff West Community High School from September 2022
- establish a 20 place specialist resource base at Eastern High from September 2022

Summary/Conclusion

This proposal sits alongside others that seek to achieve a more equitable provision to better meet the current and future additional learning needs of pupils across the City.

The proposals outline very clearly five broad principles that all schools and settings should aspire to and attain in effectively supporting pupils with additional learning needs. These principles include the need for an innovative curriculum and whole school approaches to teaching and learning, the need to identify pupils' needs early and to implement research informed interventions, school accommodation that is sufficiently flexible in its use to meet pupils' needs, strong partnerships including access to excellent specialist services and, effective multi-agency transition planning.

It is not clear however, if there is an overall framework that will help to ensure the realisation of the principles. An overall framework could be used also to guide and assist schools that are either establishing or developing specialist resource base provision. Neither is it clear what support or networks exist, or will be created, to support leaders and staff as they develop and embed effective practices in meeting

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

the needs of pupils. The proposer doesn't provide sufficient information on the accommodation, facilities or resources that will be available for the specialist resource base provision in either school.

We note [from the proposal for Greenhill School] that a joint review of health and specialist provision in Cardiff special schools and the pupil referral unit is being carried out. However, it is not clear if the scope and outcomes of the review will benefit pupils in specialist resource bases across the city.

On the basis of the latest information, we have reservations about increasing the capacity of any current provision or establishing a new specialist provision in Western High School. With regards to Eastern High School, we consider that the proposals are likely to, at least, maintain the standard of education provision in the area.

Description and benefits

The proposal states very clearly that the number of children and young people requiring specialist placement because of their learning disabilities has been increasing in Cardiff over the last 5 years and demand is predicted to increase further over the coming years. The local authority wishes to increase the number of places available in specialist resource bases, in mainstream schools, to address this planned increase. The proposal gives appropriate attention to the current capacity and how it is unable to meet the demands for school places for pupils with emotional health and wellbeing needs and the deficit of places currently available.

The proposer defines specialist resource bases as "a small class in a mainstream school for pupils with significant additional learning needs. All pupils attending a specialist resource base have a statement of SEN and are taught by specialist teachers and learning support assistants, and have opportunities to learn, play or socialise with other mainstream pupils..." The recognition with pupils will be able to access learning and lessons, where appropriate, alongside their mainstream peers is welcome. To comply with the Additional Learning Needs and Education Tribunal [Wales] Act the proposer needs to consider the admission of pupils with individual development plans.

The proposal considers that the current available provision is not well distributed across the city and because of the lack of specialist resource bases in some localities this can be a disadvantage for these pupils due to travel and unfamiliarity in the area. The proposal implies that a better distribution of specialist resource bases across the city would improve access for these pupils.

The proposal appears to provide effective opportunities for stakeholders, organisations, and members of the public to respond. This includes opportunities to access online public meetings. The process is clearly set out with timescales and how the consultation will be used.

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

The proposal for Cardiff West High School is to establish a specialist resource base for up to 20 pupils with emotional health and wellbeing needs. However, according to table 6 of the consultation document, the authority has, since 2018, made provision for pupils and increased the number accessing the provision in 2021-2022. It appears that the authority is seeking therefore, to increase capacity further to the stated 20 funded places.

The proposal outlines that Cardiff West is rated A for condition and A for suitability which means the condition of the school is good and operating efficiently and there are good facilities suitable for teaching, learning and wellbeing in school. The proposal identifies clearly how there is capacity within the school to accommodate the specialist resource provision. The site, and local infrastructure off-site, would support the development of specialist provision. However, the proposal does not provide more specific detail and how the provision is suitable for the needs of the identified group of pupils. The new building is fully accessible and compliant with the Equality Act 2010. The proposal goes on to state that the site would support the development of “special school” provision. We assume this to mean specialist resource base provision as opposed to special school provision.

The proposal for Eastern High is also to establish a 20-place provision for pupils with emotional health and wellbeing needs aged 11-19. The proposal indicates that the provision is to be accommodated initially in buildings shared by Eastern High and Cardiff and the Vale college, with later work to be undertaken to provide additional accommodation and facilities. The proposal doesn't provide any further information on the additional accommodation or facilities or the detrimental impact on not having them for those pupils initially accepted into the provision.

Table 11 of the proposal provides for Eastern High provides a clear indication of the phased nature of the provision. Initially five places will be allocated in 2022 increasing to 20 by 2025.

Statements made by the proposer, for both schools about for example, teaching and learning experience, and care, support and guidance are generic and do not provide a good enough account of how these are/will be tailored to meet the specific additional learning needs of the pupils.

The proportion of pupils with additional learning needs in both schools is considerably higher than the national average.

The proposal considers suitable alternatives, for both schools, and outlines the possible benefits, disadvantages, and risks, appropriately.

The proposals consider appropriately the travel implications for pupils. There is a general statement around the likelihood of reducing travel time from home to school. The proposal implies that pupils at the specialist resource bases will be individually

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

assessed to determine whether school transport is provided. The proposal also identifies the need further assess the suitability of drop-off and pick up point at each school site.

The overall proposal considers the provision for the Welsh language, appropriately. It references the implementation of the LA Welsh Language policy. It appears that there would be no negative impact on the Welsh language provision for these pupils. It does reference the lack of Welsh Language provision for pupils with additional learning needs, however this proposal does not address this shortfall.

Educational aspects of the proposal

In considering the impact of the proposal on the quality of outcomes, provision and leadership and management, the Local Authority has listed the most recent Estyn inspection outcomes and the Welsh Government categorisation outcomes for schools.

Estyn inspected Cardiff West in 2019 and judged that, for all five inspection areas, the school was adequate and needs improvement. As a result, the school was placed in the category of Estyn review. The inspection did note that "...the school supports pupils with additional learning needs appropriately and that leaders identify and plan effective support to enable these pupils to attend school regularly and access suitable learning pathways..." the inspection report also noted that "...the school supports pupils with emotional and social needs well..." We reviewed the progress of the school in December 2021 and determined that the school had not made sufficient progress to be removed from the follow up category. We noted that, according to the most up-to-date published data that attendance of pupils with special educational needs had worsened, that the rate of exclusion is significantly higher than in other Cardiff secondary schools. We will be reviewing the school again in the summer term 2022.

In the most recent Welsh Government school categorisation in January 2020, Cardiff West Community High School was categorised as Red (A school in need of greatest improvement and will receive immediate, intensive support). The proposal does acknowledge that this is a concern, however an assessment carried out by Central South Consortium in autumn 2021 claims that the school is making progress and has an improving track record in raising pupil outcomes including those of vulnerable pupils. There have also been clear improvements in attitudes to learning. The proposal claims that standards at Cardiff West Community High School are improving.

We inspected Eastern High in 2014 and judged overall that the school's current performance and prospects for improvement to be unsatisfactory. The school was placed in special measures. We have continued to monitor the progress of the school and in 2017 it was removed from special measures. In our 2017 report we noted that a coherent and systematic approach to pupils' wellbeing has resulted in

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

improvements in pupils' behaviour, attendance and attitudes to learning. We also noted that in many lessons learning activities are matched well to pupils' ability and that pupils are challenged successfully. By 2017, the school had made strong progress in raising standards and improving pupils' literacy and numeracy skills.

In the most recent school categorisation in January 2020, Eastern High was categorised as a yellow school [an effective school which is already doing well and knows the areas it needs to improve].

The proposer asserts that establishing a specialist resource base in both schools would provide appropriate high quality school places for young people with emotional health and wellbeing needs. The proposal is not expected to have any negative impact on the quality of standards of education at the school.

The proposer states that there is an opportunity to employ specialist staff and to work more closely with specialist services in Cardiff. However, no further detail is provided and there is no guarantee that the opportunity will translate into a firm commitment or reality.

The proposer correctly asserts that pupils with additional learning needs may find change difficult. Other than recognising that change needs to be carefully planned, information on transition planning is very limited.

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Cardiff West Community High School Governing Body

Good afternoon

I am responding formally to the consultation on Cardiff West ALN increased capacity as Chair of the Governing Body following our consultation meeting with officers on 26th January 2022.

The governing body support the formalisation of the 20 additional ALN places at Cardiff West CHS for our students with emotional health and wellbeing needs. We discussed our concerns with you in detail at this meeting and agreed a site visit by Richard Portas after our imminent ESTYN visit would be the best way forward. Whilst of course we are very fortunate with our new build and the facilities that offers, we do have concerns about balancing the needs of all our students and how we can protect our most vulnerable students whilst ensuring we're as inclusive as possible. We wish to give further thought to where these students are physically located on site for their own health, safety and wellbeing. We would also want to consider break times and other aspects of the school day routine to ensure the best possible experience for all our students. We understand that currently these places are taken by students within our own catchment area and would want to see this continue as far as possible. Should this extend throughout the city, we would have concerns around additional traffic on site and undermining our active travel plans. We have worked hard to embed the school in the local community and will continue with this important work. We also have to balance the needs of these students with other groups and growth plans.

As this is a formalisation of the current situation, we don't have any concerns regarding appropriate staffing and associated costs.

Kind regards

Karen Dell'Armi

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Cardiff West Community High School – Headteacher Response

Good Morning,

I welcome the ideas in the consultation and we have worked well with the LA to establish an effective SRC after a challenging start. My main concerns centre around space in the building. The SRC was never in the original build design and uses 3 rooms in the ALN area. The school has grown rapidly and we are short of space. Inevitably, the original capacity and what we need now as needs have changed are a real sticking point. Given our context, the notion of rooms with 30 pupils in does not work in many cases. For example, our post 16 area houses our internal PRU – this takes up 4 rooms. Without this, we would not meet pupil needs. In addition, we would like to look at some financial resource to link a member of the LT to the base to ensure that we can continue to grow the SRC and work even more effectively with the LA. In addition, it would support the development of inclusion in the school.

Thanks

Martin

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Responses Received in Relation to the ALN Proposals

Ysgol Glan Morfa – Headteacher and Chair of Governors

Dear Sir / Madam,

I am writing to you in response to Cardiff Council's ALN consultation to increase the number of special school and specialist resource base places for learners aged 3-19.

Firstly, I would like to say that we welcome the investment in the city's ALN provision to our most vulnerable learners. Cardiff Council should accept high praise for prioritising excellent resources and growing staff specialism in areas of most need. Securing investment at this level creates specialist resource and workforce capacity to respond to the growing demand for provision in this area.

We are also pleased that more Welsh speakers are part of the council's ALN team and we would like to thank all the staff that have worked closely with us. Their work and support is greatly appreciated and valued by us all.

However, we do have some concerns about the consultation. The consultation is not consistent with the recent Welsh in Education Strategic Plan which noted the council's ambition to open three specialist units in Welsh Medium Schools in the primary sector and a further three SRB in the secondary sector.

It is also important to note that investment in one sector only (English Medium) encourages parents and families to transfer ALN pupils to the English sector where the investment and resources are superior.

Investment is needed in the Welsh Medium Sector in order to ensure parity of provision and full inclusion within Welsh Medium Schools. An urgent audit is also required in the primary sector in order to ascertain the correct numbers. It is not clear how the conclusion reached that the English Medium Sector has a growing need but the Welsh Medium Sector does not. Was the Welsh Medium Sector consulted in this research? There are specific cases involving ALN children from Glan Morfa having no choice but to access English medium provision. This has caused real concern to parents, and to the school, about whether this is the best outcome for the children in question. We would be happy to discuss details of these cases in confidence if that would be helpful.

We also feel that there is a lost opportunity when establishing and building new Welsh Medium Primary schools that due consideration hasn't taken place for an inclusion of an ALN provision. Newly established SRB (Schools Resource Base) seems to be an afterthought and are put into existing buildings rather than a purpose-built setting. We encourage Cardiff Council when looking at future plans to build new school buildings for Ysgol Pen-y-Pil and Ysgol Nant Caerau to look into establishing a fit for purpose permanent home to these SRB's.

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

We look forward to your response.

Yours sincerely,

Mr M Tomos & Mr A Regan
Headteacher and Chair of Governors.

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Ysgol Gymraeg Melin Gruffydd – Governing Body

27 January 2022

Dear Colleague

Re: Cardiff City and County Council ALN Consultation

I am writing on behalf of the Governing Board of Ysgol Gymraeg Melin Gruffydd to state our dissatisfaction with the lack of provision within the Welsh-medium sector in the above consultation.

Firstly, I would like to point out that we acknowledge and welcome the recommendations and the increase in capacity for the English-medium sector and fully support the provision for the most vulnerable pupils in our communities but there is a lack of clear provision in terms of emotional health and wellbeing and behaviour within the Welsh-medium sector.

This consultation contradicts the recommendations of the Cardiff WESP consultation where the opening of three primary specialist centres and three secondary specialist centres is mentioned.

We are concerned that investment in mainly one sector (English) can encourage families/parents to move ALN children to an English medium sector where provision and investment is best. Investment in the Welsh-medium sector is needed to ensure equal provision and full inclusion within the sector's schools.

There needs to be a current and immediate audit to the needs of pupils in the primary Welsh-medium sector. The documentation shows an increasing need within the English-medium sector, but NOT in the Welsh-medium sector. How was this outcome reached?

Opportunities to expand ALN provision were missed by the establishment of specialist classes or units when new Welsh-medium schools were built in the city. As a result, it is unfair to say that the lack of suitable space / placements within the Welsh-medium schools is a reason not to increase the specialist provision for the Welsh-medium sector.

We wish to make a request under the Freedom of Information Act to access the data used for the proposed Scheme.

Yours sincerely

Rhodri Elis Jones

Chair

Board of Governors of Ysgol Gymraeg Melin Gruffydd

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Ysgol Gymraeg Glan Ceubal – Governing Body

ALN Consultation Document 2021/2022

Thursday 27th January 2022

With reference to the ALN Proposals Consultation Document this is the response from the governing body of Ysgol Gymraeg Glan Ceubal.

The Consultation Process Undertaken by the Governing Body

- The ALN Proposals Consultation Document was made available to all the governors on our governing body to review and consider.
- A presentation was made by Mrs Lisa Mead, Headteacher of Ysgol Gymraeg Glan Ceubal, to the governing body meeting held on Thursday 20th January 2022. This presentation was a summary of the discussions of the heads of Welsh Medium schools within Cardiff.
- The governing body discussed the points raised in this presentation.

The Key Points discussed. Cardiff local authority proposes to increase the number of special school and specialist resource base places for learners aged 3 – 19 with complex learning needs and autism spectrum conditions and the reasons for these proposed changes.

1. These proposals include:

Ysgol Arbennig Ty Gwyn o 198 i 240 o Fedi 2022

Ysgol Arbennig Meadowbank o 40 i 98 o Fedi 2022

Ysgol Arbennig Hollies o 90 i 119 o Fedi 2022

Ysgol Arbennig Hollies o 119 i 150 o Fedi 2023

CAA (Canolfan Adnoddau Srbennigol) yn Llanishen Fach Primary School o 20 i 30 lle o Fedi 2023

CAA yn Marlborough Primary School o 20 i 30 o Fedi 2022

CAA yn Pentreban Primary School o 20 i 24 lle o Fedi 2022

CAA yn Springwood Primary School o 20 i 28 o Fedi 2022

Cynyddu niferoedd: (anghenion dwys Uwchradd)

- ❖ CAA Ysgol Uwchradd yr Eglwys Newydd o 70 i 100 o Fedi 2022
 - ❖ Sefydlu CAA gyda lle i 30 yn Ysgol Uwchradd Willows o Fedi 2023
- Cynyddu lleoliadau ar gyfer cyflwr awtistiaeth:
- ❖ CAA Ysgol Uwchradd Llanishen o 20 i 45 o Fedi 2022
 - ❖ CAA Canolfan Marion o 42 i 66 o Fedi 2022
 - ❖ Sefydlu CAA (30 lle) yn Ysgol Gyfun Gymraeg Glantaf ochr yn ochr a Canolfan Arbenigol presennol (30 lle) o Fedi 2023

To Increase the designated number of places to :

- ❖ Ty Gwyn Special School from 198 to 240 from Sept 2022
- ❖ Meadowbank Special School from 40 to 98 from Sept 2022
- ❖ The Hollies Special School from 90 to 119 from Sept 2022

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

- ❖ The Hollies Special School from 119 to 150 from Sept 2023
- ❖ SRB at Llanishen Fach Primary School from 20 to 30 places from Sept 2023
- ❖ SRB at Marlborough Primary School from 20 to 30 from Sept 2022
- ❖ SRB at Pentreban Primary School from 20 to 24 spaces from Sept 2022
- ❖ SRB at Springwood Primary School from 20 to 28 from Sept 2022
- ❖
- ❖ Increase the designated number: (complex needs Secondary)
- ❖ SRB at Whitchurch High School from 70 to 100 from Sept 2022
- ❖ Establish a 30 place SRB at Willows High School from Sept 2023
- ❖ Increase number of Autism Spectrum Condition:
- ❖ SRB at Llanishen High School from 20 to 45 from Sept 2022
- ❖ SRB at The Marion Centre from 42 to 66 from Sept 2022
- ❖ Establish a 30 place Specialist Resource Base at Ysgol Gyfun Gymraeg Glantaf alongside the existing 30 place SRB from Sept 2023

Er fod 2 ysgol cyfrwng Cymraeg (Nant Caerau a Pen y Pil) ar restr ysgolion buddsoddiad Band B yr AALI mae hefyd nifer o ysgolion / unedau ADY cyfrwng Saesneg ar y rhestr fuddsoddiad. Sef:

Ysgol Y Llys (ysgol ymddygiadol)

Ysgol Riverbank (ysgol gynradd darpariaeth cymysg ADY / anghenion cymhleth)

Ysgol Woodlands (ysgol uwchradd ADY cymhleth / ASD)

Ysgol Greenhill (ysgol uwchradd ymddygiadol)

Felly mae buddsoddiad dwbl yn y ddarpariaeth ADY cyfrwng Saesneg e.e. y cynigion newydd + buddsoddiad Band B.

Although there are 2 Welsh-medium schools (Nant Caerau a Pen y Pil) on the LEA's Band B investment schools list, there are also several English-medium ALN schools / units on the investment list. They are:

The Court School (emotional / behavioural school)

Riverbank Special School (primary school with mixture of complex needs / ASD)

Woodlands (secondary school complex learning needs / ASD)

Greenhill (secondary behavioural)

There is therefore double investment in English medium ALN provision e.g., these new proposals + Band B investment

YGCC Comments. Whilst the governing body of Ysgol Gymraeg Glan Ceubal recognise and support the need for an increase of ALN provision throughout the city, we are concerned that the opportunity to provide additional provision for pupils in Welsh Medium school has not been taken in these proposals. We would therefore ask that this be addressed in the consultation discussions prior to a formal decision is made by the council.

- We therefore agree with the headteachers of the city's Welsh Medium Schools when they state in their response document.

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Cefnogaeth llwyr i fuddsoddi yn y ddarpariaeth i ddisgyblion mwyaf bregus ein cymunedau. Canmoliaeth uchel i'r Cyngor Sir i fuddsoddi yn y gynhaliath orau ac yn gritigol i dyfu arbenigaeth staff a chanolfannau arbenigol mewn meysydd o alw clir. Mae sicrhau buddsoddiad ar y lefel hwn yn creu capasiti arbenigol o ran adnoddau a'r gweithlu i ymateb i'r galw cynyddol am ddarpariaeth yn y maes hwn.

- Warm support to invest in resources for some of our most vulnerable learners. High praise for the County Council for prioritizing excellent resources and critically to grow staff specialism in areas of most need. Securing investment at this level creates specialist resource and workforce capacity to respond to the growing demand for provision in this area.

However, these are the concerns made by the Welsh Medium headteachers that we, as governors of Ysgol Gymraeg Glan Ceubal, agree with:

- Mae'r ymgynghoriad hwn yn gwrthddweud argymhellion ymgynghoriad CSGA Caerdydd lle sonir am agor tair canolfan arbenigol cynradd a thair canolfan arbenigol uwchradd.
- Mae buddsoddi mewn un sector yn unig (Saesneg) yn annog teuluoedd / rhieni i symud plant ADY i gyfrwng sector Saesneg ble mae'r ddarpariaeth a'r buddsoddiad orau.
- This consultation contradicts the recent WESP consultation which noted the Council's ambition to open three specialist units in WM schools in the Primary sector and a further three SRB in the Secondary sector
- Investment in one sector only (English Medium) encourages parents / families to transfer ALN pupils to the EM sector where the investment and resources are superior.

- Mae angen buddsoddi yn y sector Cyfrwng Cymraeg er mwyn sicrhau darpariaeth gyfartal a chynhwysiant llawn o fewn ysgolion y sector.
- Mae angen awdit cyfoes a buan i anghenion disgyblion yn y sector cyfrwng Cymraeg cynradd. Mae'r ddogfennaeth yn dangos angen cynyddol o fewn y sector cyfrwng Saesneg, ond NID yn y sector cyfrwng Cymraeg – sut daethpwyd i'r canlyniad hwn a sut cafodd y sector cyfrwng Cymraeg ei gynnwys yn yr ymchwil?
- Investment is needed within the Welsh Medium sector in order to ensure parity of provision and full inclusion within WM schools.
- A recent and urgent audit is necessary to ascertain ALN within the WM sector (especially in the Primary sector). The documentation demonstrates a growing need within the EM sector but not in the WM sector. How was this conclusion reached and how was the WM sector included in this research?

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

- Diffyg darpariaeth clir o ran iechyd a lles emosiynol ac ymddygiad o fewn y sector cyfrwng Cymraeg ar gyfer disgyblion Cam 4-5 (sydd ag anghenion y tu hwnt i ddarpariaeth prif ffrwd)
- Diffyg lle / ystafelloedd ar gyfer dosbarthiadau lles / maeth mewn sawl ysgol oherwydd poblogrwydd addysg cyfrwng Cymraeg a diffyg lleoliadau addas
- Lack of clear provision in terms of emotional health and well-being and behaviour within the Welsh-medium sector for pupils at Stage 4-5 (who have needs beyond mainstream provision)
- Lack of space / classes in schools to establish nurture / wellbeing classes within most settings due to lack of spaces within WM schools

- Collwyd cyfleoedd i ehangu darpariaeth ac adnoddau ADY mewn ysgolion newydd cyfrwng Cymraeg yn y ddinas.
- Angen buddsoddi mewn canolfannau arbenigol er mwyn creu capasiti ADY cyfrwng Cymraeg o fewn y gweithlu (Fel sy'n digwydd o fewn canolfannau cyfrwng Saesneg ar draws y ddinas).
- Lost opportunities of establishing new WM primary schools without due consideration and inclusion of ALN provision.
- Clear need to invest in specialist bases to grow specialist ALN support within the workforce. (As happens in EM sectors across the city).

- Angen rhaglen hyfforddi gyfoethog i sbarduno hyfforddiant ADY arbenigol o fewn y gweithlu cyfrwng Cymraeg ar bob lefel.
- Mae diffyg clir o ran ystyried anghenion awtistiaeth o fewn y sector cynradd, yn enwedig wrth sefydlu canolfan arbenigol awtistiaeth o fewn yr uwchradd.
- A rich programme of specialist training opportunities is needed within the WM sector.
- The lack of consideration of autism support within the WM primary sector is apparent especially in relation to establishing an autism support base in the secondary sector.

In Conclusion.

Our school is within a community that has a strong and developing Welsh language and Welsh culture base. We have a diverse population within the community with pupils speaking Welsh within school and English at home, whilst other families speak as their first language. Cardiff local authority plans for the development of education within the city acknowledge this and the need for additional places for children needing Additional Learning Needs provision

However, we believe that the council, the education authority, and their officers must be far more aware of the need for pupils to receive ALN education and support through the medium of the Welsh language. These pupils and their parents have chosen to receive their education through Welsh, but these proposals do not seem to

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

provide adequate ALN places and support for those pupils who are Welsh speaking and who have additional learning needs.

We as a governing body hope that this can be addressed before the provisions in the consultation document is implemented.

David Saunders

Chair of the Governors: Ysgol Gymraeg Glan Ceubal.

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Ysgol Pencae – Chair of Governing Body

Fel Cadeirydd Corff Llywodraethu Ysgol Pencae, hoffwn gefnogi eich ymrwymiad i fuddsoddi mewn adnoddau ar gyfer rhai o'n dysgwyr mwyaf bregus ar draws y Ddinas. Mae sicrhau buddsoddiad ar y lefel hon yn creu adnoddau arbenigol a gallu gweithlu i ymateb i'r galw cynyddol am ddarpariaeth yn y meysydd hyn. Gyda hyn mewn golwg felly, mae hi'n siom anferthol fy mod yn gorfod mynegi fy mhryder dwys ynghylch y diffyg darpariaeth ar gyfer ADY mewn ysgolion cyfrwng Cymraeg ar draws y Ddinas. Mewn gwirionedd efallai mai'r sioc fwyaf yw nad yw'r ddogfen hon yn adlewyrchu bwriadau CSGA Caerdydd. Yr wyf yn digwydd bod yn aelod o'r pwyllgor hwn ac mae'n syfrdanol bod diffyg croesgyfeirio a chyfathrebu wedi arwain at y sefyllfa hon.

Mae'r Cynllun Strategol Cymraeg mewn Addysg yn nodi'n glir yr uchelgais i greu tair uned arbenigol yn y sector Cynradd a thair arall yn y sector Uwchradd. Gan fod Caerdydd yn gweithio tuag at gefnogi uchelgais Llywodraeth Cymru o filiwn o siaradwyr, mae'r cymorth hwn yn hollbwysig er mwyn darparu'r sylfeini angenrheidiol i ganiatáu'r cyfle hwn i bob disgybl heb ragfarn. I fynd â hyn gam ymhellach, mae'r ddarpariaeth Gymraeg yn y Ddeddf ADY yn anelu at fod yn system ddwyieithog o gefnogi ac amddiffyn plant sydd angen darpariaeth ddysgu ychwanegol yn y Gymraeg ac mae'n nodi'n glir y dylid cymryd pob cam rhesymol i sicrhau bod yr hawl hon ar gael i blant. Gan symud hyn gam ymhellach, mae Caerdydd yn rhagweithiol iawn o ran cefnogi hawliau'r plentyn ac yn unol â'r hawliau hyn, mae Erthyglau 28, 29 a 30 yn ei gwneud yn berffaith glir bod darpariaeth ADY yn iaith y plentyn ei hun yn hawl gyffredinol fel y'i cydnabyddir gan y Cenhedloedd Unedig.

Yn syml iawn, mae'r anghydbwysedd mewn buddsoddiad rhwng y sector Cymraeg a'r sector Saesneg yn gwrthio rhieni/teuluoedd i drosglwyddo eu plant i'r sector Saesneg er mae derbyn y gefnogaeth angenrheidiol. Mae'n rhaid felly buddsoddiad o fewn y sector cyfrwng Cymraeg er mwyn sicrhau cydraddoldeb ar sail darpariaeth a chynhwysiant llawn o fewn ysgolion cyfrwng Cymraeg.

Nid yw'n ymddangos bod y niferoedd ar gyfer anghenion cyfrwng Cymraeg ar gyfer ADY wedi'u pennu ar y wybodaeth ddiweddaraf a byddai'n ddefnyddiol cynnal awdit o angen at y diben hwn. O'r hyn yr wyf wedi canfod o'r ddogfen ymgynghori, mae'n ymddangos nad oes digon o ddarpariaeth o ran iechyd emosiynol a lles ac ymddygiad o fewn y sector cyfrwng Cymraeg ar gyfer disgyblion ar gam 4-5 (sydd ag anghenion y tu hwnt i ddarpariaeth prif ffrwd). Rwy'n meddwl, pan adeiladwyd yr ysgolion cynradd Cymraeg newydd, y dylai cydnabyddiaeth o ofynion ADY fod wedi bod yn rhan o'r broses gynllunio. Yn hytrach na cholli rhagor o gyfleoedd, mae'n amlwg bod angen i Gaerdydd i fuddsoddi mewn canolfannau arbenigol er mwyn cynyddu cymorth ADY arbenigol o fewn y gweithlu, fel sy'n digwydd yn y sector cyfrwng Saesneg ar draws y ddinas.

Rwyf hefyd yn credu yn gryf bod angen i ASD gael sylw mwy penodol ar gyfer ysgolion cyfrwng Cymraeg yn seiliedig ar ein profiadau ein hunain yn Ysgol Pencae. Byddwn yn dadlau bod diffyg ystyriaeth i gymorth awtistiaeth o fewn y sector cynradd cyfrwng

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Cymraeg yn amlwg, yn enwedig mewn perthynas â sefydlu sylfaen cymorth awtistiaeth yn y sector uwchradd.

Ysgrifennwyd y llythyr hwn yn rhannol oherwydd rhwystredigaeth bod yn rhaid i ysgolion Cymraeg frwydro unwaith eto dros gydraddoldeb o fewn eu Prifddinas eu hunain. Gallaf ddweud yn hyderus ein bod bob amser yn awyddus i sefydlu partneriaeth agos gyda'r awdurdod lleol ac yn eiddgar cefnogi Fforwm o ysgolion cyfrwng Cymraeg i sefydlu partneriaeth waith agos rhwng y sector ac arweinyddiaeth yr awdurdod lleol.

Credaf, heb ymateb boddhaol i'r pryderon hyn, bydd rhaid codi hyn gyda Gweinidog y Gymraeg ac Addysg Llywodraeth Cymru er mwyn ei fod yn gwbl ymwybodol o'r gwahaniaeth sy'n bodoli rhwng y sector Cymraeg a Saesneg yng Nghaerdydd. Mae pob plentyn yn gyfartal, mae gan bob plentyn hawliau a dylai'r hawl i ddarparu cymorth dysgu ychwanegol yn iaith y plentyn fod yn gasgliad rhagdybiedig ond yn anffodus mae hyn ymhell o fod yn wir.

Edrychaf ymlaen at gael ateb wrthoch chi y bydd yn lleddfu rhai, os nad y cyfan o'm pryderon.

As Chair of the Governing Body of Ysgol Pencae I would like to express our support for your commitment to invest in resources for some of our most vulnerable learners across the City. Securing investment at this level creates specialist resource and workforce capacity to respond to the growing demand for provision in these areas. With this in mind it is therefore with great disappointment that I have to express my concern at the lack of provision for ALN in Welsh-medium schools across the City. In fact, perhaps the greatest shock is that this document doesn't reflect the intentions of Cardiff's WESP. I happen to be a member of this committee and it is astounding that a lack of cross-referencing and poor communication has led to this position.

The WESP clearly indicates the ambition to create three specialist units in the Primary sector and a further three in the Secondary sector. As Cardiff is working towards supporting the Welsh Government ambition of a million speakers, this support is crucial in providing the necessary foundations to allow all pupils without bias this opportunity. To take this a step further, the Welsh language provision in the ALN Act aims to be a bilingual system of support and protects children who need additional learning provision in Welsh and it states clearly that all reasonable steps should be taken to ensure that this right is provided. Moving this a step further, Cardiff is very proactive in support of the rights of the child and in accordance with these rights, Article 28, 29 and 30 make it perfectly clear that ALN provision in a child's own language is a universal right as recognised by the United Nations.

Quite simply, the imbalance in Investment in one sector (English Medium) encourages parents / families to transfer ALN pupils to that sector where the investment and resources are more readily available thus decreasing the numbers of pupils in Welsh-

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

medium schools. Investment is therefore crucial within the Welsh-medium sector in order to ensure parity of provision and full inclusion within Welsh-medium schools.

The numbers for Welsh-medium needs for ALN don't seem to be based on up-to-date information and it would be helpful to hold an audit of need for this purpose. From what I have ascertained from the consultation document, there seems to be a lack of clear provision in terms of emotional health and well-being and behaviour within the Welsh-medium sector for pupils at Stage 4-5 (who have needs beyond mainstream provision). I think when the new Welsh primaries were built, a recognition of ALN requirements should have been part of the planning process. Rather than miss any more opportunities, it is apparent that Cardiff has a clear need to invest in specialist bases in order to grow specialist ALN support within the workforce, as happens in the English-medium sector across the city.

I also strongly believe that ASD needs more specific attention for Welsh-medium schools based on our own experiences in Ysgol Pencae. I would argue the lack of consideration of autism support within the Welsh-medium primary sector is apparent, especially in relation to establishing an autism support base in the secondary sector.

This letter is written in part out of frustration that once again Welsh-medium schools have to fight for equality within their own Capital City. I can say with confidence that we are always eager to establish a close partnership with the local authority and eagerly support the Forum of Welsh-medium schools. It is key to establish a close working partnership between the sector and LA leadership to scope and realise creative and practical solutions to these challenges, which could become a blueprint of outstanding practice for the future.

I believe that without a satisfactory resolution, the Welsh Government Minister for Education and Welsh Language will need to be made aware of the disparity that exists between the Welsh and English sector within Cardiff. All children are equal, all children have rights and the right to provide additional learning support in the language of the child and this be a matter of course, but unfortunately as things stand, this is far from being true.

I look forward to receiving a reply in the hope that it will ease some if not all my concerns.

Yn gywir,

Daniel Tiplady

(Daniel Tiplady – Cadeirydd y Llywodraethwyr Ysgol Pencae)

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Ysgol Gymraeg Pwll Coch – Headteacher and Chair of Governors

**Ymgynghoriad ADY Cyngor Dinas a Sir Caerdydd
Ymateb gan Bennaeth a Chadeirydd Llywodraethwyr Ysgol Gymraeg Pwll Coch**

25 Ionawr 2022

Rydym yn croesawu cyhoeddi dogfennaeth sy'n benodol yn targedu gwelliannau i'r ddarpariaeth ADY ar draws y ddinas. Rydym yn gwbl gefnogol gan gytuno bod angen buddsoddiad yn y ddarpariaeth i rai o'r disgyblion sy'n wynebu heriau sylweddol yn ein cymunedau yng Nghaerdydd.

Cytunwn hefyd bod angen darparu ar gyfer anghenion mwy cymhleth, yn enwedig anghenion iechyd meddwl a lles emosiynol, sydd wedi cynyddu yn sgîl y pandemig.

Rydym yn croesawu'r uchelgais o sicrhau twf ar draws y ddinas o ran lleoedd pwrpasol arbenigol a sicrhau'r amgylchedd gorau i ddisgyblion sydd ag anghenion dysgu ychwanegol yn yr 21ain Ganrif. Fel ysgol sydd â Chanolfan Adnoddau Arbenigol, rydym yn sylweddoli mor bwysig yw darparu'r adnoddau a'r gefnogaeth orau posibl i ddisgyblion, beth bynnag yw eu hanghenion.

Hoffem nodi hefyd mewn ymateb:

- Os yw'r Sir yn ystyried cynyddu niferoedd canolfan arbenigol Ysgol Gymraeg Pwll Coch edrychwn ymlaen at glywed gan y Sir yn uniongyrchol am y cynlluniau hynny a chael mewnbwn iddynt fel Ysgol.
- Mae'r ddogfen yn sôn am welliannau hirdymor o ran adnoddau a thwf lleoedd yn y sector cynradd cyfrwng Saesneg yn unig. Mae buddsoddi mewn un sector yn unig (cyfrwng Saesneg) yn ffafrio un sector. Mae angen buddsoddi yn y sector Cymraeg yn ogystal â'r Saesneg er mwyn sicrhau darpariaeth gyfartal a sicrhau cynhwysiant llawn.
- Gallai buddsoddi mewn un sector annog rhieni i symud eu plant i ble mae'r adnoddau, y ddarpariaeth a'r buddsoddiad gorau, ac felly bydd disgyblion yn cael eu colli o'r sector Cymraeg.
- Mae'r ymgynghoriad yn gwrth-ddweud argymhellion ymgynghoriad CSGA/WESP Caerdydd sy'n sôn am agor tair canolfan arbenigol cynradd cyfrwng Cymraeg a thair canolfan arbenigol uwchradd cyfrwng Cymraeg.
- Mae'r ddogfennaeth yn dangos angen cynyddol o fewn y sector cyfrwng Saesneg, ond nid yn y sector Cymraeg – sut y daethpwyd i'r casgliad hwn? A gafodd y sector

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Cymraeg ei gynnwys yn yr ymchwil?

- Mae angen awdit ar frys i anghenion disgyblion yn y sector cyfrwng Cymraeg cynradd ar draws y ddinas er mwyn deall yr anghenion a'r twf posibl.
- Mae diffyg yn y ddarpariaeth o ran iechyd a lles emosiynol ac ymddygiad o fewn y sector cyfrwng Cymraeg ar gyfer disgyblion Cam 4-5 (sydd ag anghenion y tu hwnt i ddarpariaeth brif ffrwd). Mae angen cynllunio ar gyfer darpariaeth cyfrwng Cymraeg yn y maes hwn.
- Cynigir canolfan arbenigol awtistiaeth cyfrwng Cymraeg uwchradd ond nid ar gyfer y sector cynradd. Os yw'r sir yn rhagweld yr angen am fwy o leoedd arbenigol dylid ystyried ehangu darpariaeth awtistiaeth arbenigol yn y cynradd yn ogystal.
- Mae angen buddsoddi mewn canolfannau arbenigol er mwyn creu capasiti ADY cyfrwng Cymraeg o fewn y gweithlu (fel sy'n digwydd o fewn canolfannau cyfrwng

Saesneg ar draws y ddinas). Mae angen rhaglen hyfforddi i sbarduno hyfforddiant ADY arbenigol o fewn y gweithlu cyfrwng Cymraeg.

Gofynnwn i chi ystyried y pwyntiau uchod wrth ehangu eich darpariaeth ADY ar draws y ddinas, gan roi ystyriaeth lawn i ddatblygu addysg arbenigol cyfrwng Cymraeg, yn gyfartal â'r Saesneg. Edrychwn ymlaen at gydweithio gyda chi yn y ystod y blynyddoedd nesaf i ganfod datrysiadau ar draws y sir a fydd yn rhoi'r cyfleoedd gorau posibl ar gyfer plant a phobl ifanc Caerdydd sy'n dymuno addysg Gymraeg.

Yn gywir,

Mr Dewi Rees
Pennaeth
Ysgol Gymraeg Pwll Coch

Nona Gruffudd-Evans
Cadeirydd y Corff Llywodraethu

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Cardiff City and County Council ALN Consultation Response from the Headteacher and Chair of Governors of Ysgol Gymraeg Pwll Coch

25 January 2022

We welcome the publication of documentation specifically targeting improvements to ALN provision across the city. We are fully supportive and agree that investment in provision is needed for some of the pupils facing significant challenges in our communities in Cardiff.

We also agree that there is a need to cater for more complex needs, particularly mental health and emotional well-being needs, which have increased in the wake of the pandemic.

We welcome the ambition of achieving growth across the city in terms of specialist purpose places and ensuring the best environment for pupils with additional learning needs in the 21st Century. As a school with a Specialist Resource Centre, we recognise the importance of providing pupils with the best possible resources and support, whatever their needs.

We would also like to note in response that:

- If the County is considering increasing the numbers in the specialist centre at Ysgol Gymraeg Pwll Coch we look forward to hearing from the County directly about those plans and having input into them as a School.
- The document mentions long-term improvements in resources and the growth of places in the English-medium primary sector only. Investment in only one sector (English medium) favours one sector. Investment in the Welsh as well as English language sector is needed to ensure equality of provision and ensure full inclusion.
- Investment in one sector could encourage parents to move their children to where the best resources, provision and investment are, and so pupils will be lost from the Welsh language sector.
- The consultation contradicts the recommendations of the Cardiff CSGA/WESP consultation which mentions the opening of three Welsh-medium primary specialist centres and three Welsh-medium secondary specialist centres.
- The documentation shows an increasing need within the English-medium sector, but not in the Welsh-medium sector – how has this conclusion been reached? Was the Welsh sector

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

included in the research?

- The needs of pupils in the primary Welsh-medium sector across the city need an urgent audit to understand the needs and potential growth.
- There is a shortfall in provision in terms of emotional health and well-being and behaviour within the Welsh-medium sector for Stage 4-5 pupils (who have needs beyond mainstream provision). There is a need to plan for Welsh-medium provision in this area.
- A secondary Welsh-medium autism specialist centre is offered but not for the primary sector. If the county anticipates the need for more specialist places consideration should also be given to expanding specialist autism provision in the primary sector.
- Investment in specialist centres is needed to create Welsh-medium ALN capacity within the workforce (as is the case within

English medium centres across the city). A training programme is needed to drive specialist ALN training within the Welsh-medium workforce.

We ask you to consider the above points when expanding your ALN provision across the city, taking full account of the development of Welsh-medium specialist education, on a par with English. We look forward to working with you over the next few years to find solutions across the county that will provide the best possible opportunities for the children and young people of Cardiff who wish to receive Welsh-medium education.

Yours sincerely,

Mr Dewi Rees
Headteacher
Ysgol Gymraeg Pwll Coch

Nona Gruffudd-Evans
Chair of the Governing Body

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Ysgol y Berllan Deg – Governing Body

Ymateb Corff Llywodraethol Ysgol Y Berllan Deg i Ymgynghoriad ADY Cyngor Caerdydd

Bu cyfarfod o gorff llywodraethu llawn Ysgol Y Berllan Deg ar Ionawr 12fed 2022 lle buom yn trafod Ymgynghoriad ADY Cyngor Caerdydd. Teimlwn ei bod yn bwysig ymateb gyda'n barn am yr ymgynghoriad.

Yn gyntaf, hoffem ganmol y cyngor am flaenoriaethu buddsoddiad mewn adnoddau ar gyfer rhai o'n dysgwyr mwyaf agored i niwed, drwy flaenoriaethu adnoddau rhagorol ac i dyfu arbenigedd staff yn y meysydd mwyaf anghenus. Mae sicrhau buddsoddiad ar y lefel hon yn creu adnoddau arbenigol a gallu gweithlu i ymateb i'r galw cynyddol am ddarpariaeth yn y maes hwn.

Fodd bynnag, mae gennym bryderon ynglŷn â diffyg darpariaeth drwy gyfrwng y Gymraeg

Mae'r ymgynghoriad hwn yn gwrth-ddweud ymgynghoriad diweddar y Cynllun Strategol Cymraeg mewn Addysg a nododd uchelgais y Cyngor i agor tair uned arbenigol mewn ysgolion cyfrwng Cymraeg yn y sector cynradd a thair SRB arall yn y sector uwchradd. Rydym yn poeni y bydd buddsoddi yn bennaf yn y Saesneg yn annog rhieni i drosglwyddo disgyblion ADY i'r sector cyfrwng Saesneg lle mae'r buddsoddiad a'r adnoddau yn well.

Yn wir, mae angen buddsoddiad o fewn y sector cyfrwng Cymraeg er mwyn sicrhau cydraddoldeb darpariaeth a chynhwysiant llawn o fewn ysgolion cyfrwng Cymraeg. Mae'r ddogfennaeth yn dangos angen cynyddol o fewn y sector cyfrwng Saesneg ond nid yn y sector cyfrwng Cymraeg. Buom hefyd yn trafod bod angen gwell darpariaeth o ran:-

- iechyd a lles emosiynol ac ymddygiad o fewn y sector cyfrwng Cymraeg ar gyfer disgyblion yng Nghyfnod 4-5 (sydd ag anghenion y tu hwnt i ddarpariaeth prif ffrwd)
- gwell cefnogaeth i sefydlu dosbarthiadau anogaeth / lles o fewn ysgolion - diffyg gofod mewn ysgolion o fewn ysgolion cyfrwng Cymraeg yn gwneud hyn yn anodd
- buddsoddi mewn canolfannau arbenigol er mwyn cynyddu cefnogaeth ADY arbenigol o fewn y gweithlu (fel sy'n digwydd mewn sectorau cyfrwng Saesneg ar draws y ddinas).
- lleoliadau sydd yn arbenigo mewn awtistiaeth o fewn y sector cynradd ac uwchradd cyfrwng Cymraeg
- hyfforddiant ADY arbenigol cyfrwng Cymraeg

Collwyd cyfleoedd i roi ystyriaeth briodol i gynnwys darpariaeth ADY yn yr awdurdod wrth sefydlu ysgolion cynradd cyfrwng Cymraeg yn ystod y blynddoedd diwethaf. Dyma gyfle nawr i sefydlu partneriaeth waith agos rhwng y sector cyfrwng Cymraeg

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

ac arweinwyr yr Awdurdod Lleol i gwmpasu a gwireddu datrysiadau creadigol ac ymarferol i'r heriau hyn, a allai ddod yn enghraifft o arfer rhagorol ar gyfer y dyfodol.

Yr eiddoch yn gywir

Chris Gibbs (cadeirydd y llywodraethwyr) ar ran corff llywodraethu llawn Ysgol Y Berllan Deg

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Ysgol Y Berllan Deg Governing Body's response to Cardiff Council's ALN Consultation

The full governing body of Ysgol Y Berllan Deg discussed Cardiff Council's ALN Consultation in our meeting on January 12th and felt that it was important to respond with our collective views.

First of all we wish to praise the council for prioritising investment in resources for some of our most vulnerable learners, by prioritising excellent resources and to grow staff specialism in areas of most need. Securing investment at this level creates specialist resource and workforce capacity to respond to the growing demand for provision in this area.

However, we have concerns regarding the lack of provision through the medium of Welsh

This consultation contradicts the recent WESP consultation which noted the Council's ambition to open three specialist units in Welsh medium schools in the primary sector and a further three SRB in the secondary sector. We are worried that investment mainly in the English language will encourage parents to transfer ALN pupils to the English medium sector where the investment and resources are superior.

Indeed, investment is needed within the Welsh Medium sector in order to ensure parity of provision and full inclusion within Welsh medium schools. The documentation demonstrates a growing need within the English medium sector but not in the Welsh medium sector. We also discussed that there needs to be better provision in:-

- emotional health and well-being and behaviour within the Welsh-medium sector for pupils at Stage 4-5 (who have needs beyond mainstream provision)
- establishing nurture / wellbeing classes within schools- lack of spaces in schools within WM schools makes this difficult
- investing in specialist bases in order to grow specialist ALN support within the workforce. (As happens in English medium sectors across the city).
- autism support within the Welsh medium primary and secondary sector
- Welsh medium specialist ALN training

There have been lost opportunities of establishing new Welsh medium primary schools without due consideration and inclusion of ALN provision. This is now an opportunity to establish a close working partnership between the Welsh medium sector and Local Authority leadership to scope and realise creative and practical solutions to these challenges, which could become a blueprint of outstanding practice for the future.

Yours sincerely

Chris Gibbs (chair of governors) on behalf of the full governing body of Ysgol Y Berllan Deg

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Ysgol Gwaelod y Garth – Governing Body

Good afternoon,

Following our Governors meeting last week we would like to voice our concerns as a school regarding the Cardiff City and Cardiff Council ALN consultation. We have a number of concerns regarding the proposals proposed by Cardiff City and Cardiff Council to increase the number of special school and specialist resources base places for learners aged 3 – 19 in Cardiff who have complex learning needs and autism spectrum conditions. As a school we support this investment in resources for some of our most vulnerable learners and obviously securing investment at this level does create specialist resource and workforce capacity to respond to the growing demand for provision in this area. But there are concerns regarding ALN provision within the Welsh Medium sector and the lack of investment. Investing in the English medium sector will encourage parents to transfer ALN pupils to the English Medium sector where the investment and resources are superior. Investment is needed within the Welsh Medium sector in order to ensure the same level of provision and full inclusion within WM schools. There have been opportunities when establishing new WM primary schools, but we feel consideration was not given to the inclusion of ALN provision. The lack of consideration of autism support in the WM primary sector is also apparent and of concern. We as a school fully support the Forum of Welsh Medium schools who want to establish a close working partnership between the sector and LA leadership to find creative and practical solutions to these challenges.

Yours sincerely,

Catrin Evans and the Governors of Ysgol Gwaelod y Garth

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Ysgol Gymraeg Nant Caerau – Governing Body

Hoffai Corff Llywodraethol Ysgol Gymraeg Nant Caerau ymateb i ymgynghoriad yr AALI am ei ddarpariaeth arbennigol ar gyfer disgyblion gydag Anghenion Dysgu Ychwanegol.

Er ein bod yn cytuno â'r angen i ehangu'r ddarpariaeth Anghenion Dysgu Ychwanegol bresennol fel yr amlinellir yn y ddogfen ymgynghori, rydym yn bryderus am yr hyn a ystyriwn yn ddarpariaeth annigonol ar gyfer addysg cyfrwng Cymraeg o fewn y cynlluniau. Nid yw'r sefyllfa bresennol o Ganolfan Adnoddau Arbenigol yn Ysgol Gyfun Glantaf, Canolfan Adnoddau Arbenigol cynradd yn Ysgol Gymraeg Pwll Coch a'r ddarpariaeth ar gyfer disgyblion ag anghenion emosiynol ac ymddygiadol sydd wedi'u lleoli yn Ysgol Pen y Groes yn darparu cydraddoldeb gyda'r ddarpariaeth cyfrwng Saesneg. Mae angen buddsoddiad o fewn y sector Cyfrwng Cymraeg i sicrhau'r cydraddoldeb hwn yn y ddarpariaeth. O ganlyniad, galwn am archwiliad ar unwaith i ganfod lefelau Anghenion Dysgu Ychwanegol o fewn y sector Cyfrwng Cymraeg - yn enwedig yn y sector Cynradd.

Rydym yn croesawu sefydlu Canolfan Adnoddau ar gyfer 30 disgybl yn Ysgol Gyfun Gymraeg Glantaf ym mis Medi 2023 a fu ochr yn ochr â'r Ganolfan Adnoddau Arbenigol presennol, ond teimlwn fod y cynlluniau'n groes i'r ymgynghoriad WESP diweddar a nododd uchelgais y Cyngor i agor tair uned arbenigol yn Ysgolion cyfrwng Cymraeg yn y sector cynradd a thair Canolfan Adnoddau Arbenigol arall yn y sector uwchradd.

A allwn dynnu eich sylw at adolygiad yr AALI o'i ddarpariaeth Anghenion Dysgu Ychwanegol cyfrwng Cymraeg yn 2009-10, a gynhaliwyd gan Meinir Rees AEM, a fu chyn hynny yn Gydlynnydd AAA yn Ysgol Gyfun Gymraeg Plasmawr? Roedd yr adolygiad hwn yn nodi wrth i'r AALI sefydlu ysgolion cyfrwng Cymraeg newydd yn ystod y cyfnod hynny, yn gyfle euraidd i ddatblygu darpariaeth Anghenion Dysgu Ychwanegol arbenigol. Yn anffodus, mae amser wedi profi bod hwn wedi bod yn gyfle a gollwyd. Mae 5 ysgol gynradd cyfrwng Cymraeg newydd ac ysgol uwchradd wedi agor ers hynny, heb unrhyw ddarpariaeth arbenigol Anghenion Dysgu Ychwanegol. Ymhellach, ehangwyd 4 ysgol cyfrwng Cymraeg a darparwyd adeiladau newydd - eto heb unrhyw ddarpariaeth ADY arbenigol. Gyda Chanolfan Adnoddau Arbenigol Ysgol Coed y Gof yn cau i gael ei disodli gan Ganolfan Adnoddau Arbenigol fwy penodol yn Ysgol Gymraeg Pwll Coch, yr unig ddarpariaeth newydd ar gyfer ysgolion cyfrwng Cymraeg ers yr adolygiad 2009-10 hwn yw'r ddarpariaeth lles yn Ysgol Pen y Groes. Mae'r diffyg darpariaeth cyfrwng Cymraeg arbenigol hwn wedi arwain at rieni yn symud eu plant i gyfrwng Saesneg i fodloni anghenion dysgu ychwanegol eu plant.

Anogwn yr AALI i werthfawrogi anghenion ysgolion cyfrwng Cymraeg, fel Ysgol Gymraeg Nant Caerau, sy'n gwasanaethu ardal o amddifadedd cymdeithasol ac economaidd uchel. Mae'r ysgol yn wynebu heriau cymhleth sydd wedi dwysáu gan y pandemig. Yn ogystal â'r anhawsterau cymdeithasol /economaidd, mae heriau

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

ieithyddol hefyd – does dim un o'n disgyblion yn dod o gartrefi lle mae iaith eu haddysg yn cael ei siarad adref. Rhaid nodi yma ein bod fel corff yn hynod falch gyda'r ffordd mae'r ysgol yn datblygu'r sgiliau ieithyddol angenrheidiol i greu dinasyddion dwyieithog.

Gwelwn ddiffyg amlwg o ran lles, ymddygiad, a chefnogaeth emosiynol yn y sector cyfrwng Cymraeg yn benodol ar gyfer disgyblion ar Gam 4-5 ble mae darpariaeth prif ffrwd yn anaddas iddynt. Oherwydd y diffyg lle o fewn ysgolion cyfrwng Cymraeg, mae'n profi'n anodd os nad yn amhosib, darparu dosbarthiadau lles neu maeth o fewn y rhan fwyaf o leoliadau. Byddwch yn ymwybodol bod Ysgol Gymraeg Nant Caerau wedi ariannu dosbarth maeth uchel ei ganmoliaeth allan o'n cyllideb (GAD yn bennaf) i ddiwallu'r angen hwn. Mae'r dosbarth maeth hwn wedi'i leoli mewn adeilad dros dro sy'n erbyn heddiw yn anaddas i'r pwrpas! Teimlwn fod yr AALI yn colli cyfle i ddarparu canolfannau arbenigol ar gyfer y disgyblion hyn.

Rydym hefyd yn pryderu bod cyfraddau ein gwaharddiadau cyfnod penodol yn cynyddu. Mae'r Uwch Dîm Rheoli yn ymdrechu'n galed i fynd i'r afael â'r mater hwn. Mae'r ysgol yn derbyn cefnogaeth allgymorth a gall gyfeirio disgyblion i ddosbarth Lles Ysgol Pen y Groes, fodd bynnag ar hyn o bryd nid oes cefnogaeth arbenigol ar gyfer rhai o'n disgyblion sydd ag anghenion rhy dwys i'w diwallu gan y dosbarth lles.

Cefnogir Ysgol Gymraeg Nant Caerau yn dda gan athrawon arbenigol Cymraeg eu hiaith ym maes Anhwysterau Sbectrwm Awtistig, ac anghenion emosiynol ac ymddygiadol, fodd bynnag, mae gennym bryderon nad oes darpariaeth arbenigol gydnabyddedig ar gyfer disgyblion ag Anhwysterau Sbectrwm Awtistig trwy gyfrwng y Gymraeg. Nodwn hefyd y diffyg ystyriaeth i gymorth awtistiaeth o fewn y sector cynradd cyfrwng Cymraeg.

Galwn am raglen o gyfleoedd hyfforddi arbenigol o fewn y sector cyfrwng Cymraeg. Rydym hefyd yn croesawu penderfyniad y Fforwm Ysgolion Cyfrwng Cymraeg i sefydlu partneriaeth waith agos rhwng y sector ac arweinwyr yr ALI i gwmpasu a gwireddu datrysiadau creadigol ac ymarferol i'r heriau hyn, a allai ddod yn enghraifft o arfer rhagorol i'r dyfodol.

Anogwn yr Awdurdod i gymryd camau i weithredu rhaglen o gydraddoldeb rhwng darpariaeth Anghenion Dysgu Ychwanegol cyfrwng Cymraeg a chyfrwng Saesneg.

Yr eiddoch yn gywir
Corff Llywodraethol Ysgol Gymraeg Nant Caerau

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

The Governing Body of Ysgol Gymraeg Nant Caerau would like to respond to the current LEA consultation of its specialist Additional Learning Needs provision.

Whilst we agree with the need to expand the current Additional Learning Need provision as outlined in the consultation document, we are concerned about what we consider to be an inadequate provision for Welsh medium education within the plans. The current situation of Specialist Resource Base in Ysgol Gyfun Glantaf, a primary Specialist Resource Base in Ysgol Gymraeg Pwll Coch and the revolving door provision for pupils with emotional and behavioural needs based in Ysgol Pen y Groes doesn't provide parity with English medium provision. Investment is needed within the Welsh Medium sector to ensure this parity of provision. Consequently, we call for an immediate audit to ascertain the levels of Additional Learning Need within the Welsh Medium sector - especially in the Primary sector.

We welcome the establishment a 30 place Resource Base at Ysgol Gyfun Gymraeg Glantaf alongside the existing 30 place Specialist Resource Base from Sept 2023, however we feel that the plans are at odds the recent WESP consultation which noted the Council's ambition to open three specialist units in Welsh Medium schools in the primary sector and a further three Specialist Resource Bases in the secondary sector

Can we draw your attention to the LEA's review of its Welsh medium Additional Learning Needs provision in 2009-10, conducted by Meinir Rees HMI, and previously a SENCO at Ysgol Gyfun Gymraeg Plasmawr? This review noted the establishing of new Welsh medium schools as an opportunity to develop specialist Additional Learning Needs provision. Sadly, time has proved that this has been an opportunity missed. 5 new Welsh medium primary schools and a secondary school have since opened, with no Additional Learning Needs specialist provision. Furthermore, 4 Welsh medium schools have been expanded and provided with new buildings - again with no specialist ALN provision. With Specialist Resource Base at Ysgol Coed y Gof closing to be replaced by a more specific Specialist Resource Base at Ysgol Gymraeg Pwll Coch, the only new provision for Welsh medium schools since this 2009-10 review is the revolving door provision at Ysgol Pen y Groes. This lack of specialist Welsh medium provision has led to parents moving their children to English medium to satisfy their children's additional learning needs.

We urge the LEA to appreciate the needs of Welsh medium schools such as Ysgol Gymraeg Nant Caerau that serves an area of high social and economic deprivation. The school faces complex challenges which have heightened by the recent pandemic. As well as the socio-economic consequences, there are also linguistic challenges - none of our pupils come from homes where the language of their education is spoken. It must be noted here that as a body we are extremely proud of the school's record in developing the linguistic skills necessary to create bilingual citizens.

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

We see a clear deficiency as regards wellbeing, behaviour, and emotional support in the Welsh Medium sector specifically for pupils on Stage 4-5 who struggle with mainstream provision. Due to the lack of space within Welsh Medium schools, it is proving difficult if not impossible to provide nurture / wellbeing classes within most settings. You will be aware that Ysgol Gymraeg Nant Caerau, has funded a highly praised nurture class out of our budget (mainly PDG) to meet this need. This nurture class is housed within a demountable building that is becoming unfit for purpose! We feel the LEA is losing an opportunity to provide specialist bases for these pupils.

We are also concerned that the number of fixed term exclusions are increasing at the school. The Senior Management Team are trying hard to tackle this issue. The school receives outreach support and can refer pupils to the Wellbeing class in Ysgol Pen y Groes, however there is currently no specialist support for some of our pupils whose needs are too great to be met by the wellbeing centre.

Ysgol Gymraeg Nant Caerau are well supported by Welsh speaking specialist teachers in the field of Autistic Spectrum Disorders, emotional and behavioural needs, however, we have concerns that there is no recognised specialist provision for pupils with Autistic Spectrum Disorders through the medium of Welsh. We also note the lack of consideration of autism support within the Welsh Medium primary sector

We call for a programme of specialist training opportunities within the Welsh Medium sector. We also welcome the Forum of Welsh Medium schools' decision to establish a close working partnership between the sector and LA leadership to scope and realise creative and practical solutions to these challenges, which could become a blueprint of outstanding practice for the future.

We urge the Authority to take steps to implement a programme of parity between Welsh and English medium Additional Learning Needs provision.

Yours Sincerely
Governing Body of Ysgol Gymraeg Nant Caerau

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Ysgol Gymraeg Pen-y-Groes – Headteacher and Chair of Governors

Annwyl Syr/Madam,

Rydym ysgrifennu ar ran Corff Llywodraethol Ysgol Gymraeg Pen-y-Groes mewn ymateb i'r ymgynghoriad presennol ar Ddarpariaeth Anghenion Dysgu Ychwanegol yng Nghaerdydd. Yn benodol, yr ymgynghoriad ar newidiadau i gynnis lleoedd o ansawdd uchel i ddysgwyr 3-19 oed ag anghenion dysgu cymhleth a Chyflwr ar y Sbectrwm Awtistig.

Rydym fel Corff Llywodraethol yn llwyr gefnogi buddsoddi yn y ddarpariaeth ar gyfer disgyblion ADY y ddinas ac rydym yn cefnogi'r Cyngor i fuddsoddi mewn darpariaeth fwy arbenigol. Rydym hefyd yn cefnogi nod y Cyngor i fuddsoddi a chynyddu arbenigedd staff yn y meysydd priodol.

Fodd bynnag, yr ydym yn pryderu am ddiffyg blaenoriaeth y ddarpariaeth ar gyfer disgyblion yn ysgolion cyfrwng Cymraeg y ddinas. Mae diffyg yn y ddarpariaeth o fewn y sector cyfrwng Cymraeg ac wrth edrych ar y ddarpariaeth sydd eisoes ar gael, dim ond llai na 5% o'r ddarpariaeth sydd ar gael yn y ddinas sydd ar gyfer disgyblion cyfrwng Cymraeg y ddinas o gymharu â dros 95% o'r ddarpariaeth arbenigol sydd ar gael ar gyfer disgyblion cyfrwng Saesneg. Mae hyn yn bryder i ysgolion cyfrwng Cymraeg y ddinas a rhieni lle mae'r angen yn aml wedi codi i deuluoedd / rhieni symud eu plant ADY i gyfrwng Saesneg lle mae'r ddarpariaeth a'r buddsoddiad orau.

Mae angen buddsoddi yn y sector Cyfrwng Cymraeg er mwyn sicrhau darpariaeth gyfartal a chynhwysiad llawn o fewn ysgolion y sector ac angen clir i fuddsoddi mewn canolfannau arbenigol er mwyn tyfu cefnogaeth ADY arbenigol o fewn y gweithlu. (Fel sy'n digwydd mewn sectorau Saesneg ar draws y ddinas).

Ein pryder fel Llywodraethwyr hefyd yw'r diffyg darpariaeth glir o iechyd a lles emosiynol ac ymddygiadol o fewn y sector cyfrwng Cymraeg ar gyfer disgyblion Cyfnod 4-5 (sydd ag anghenion y tu hwnt i ddarpariaeth prif ffrwd).

Diolchwn i chi am ystyried ein barn.

Dear Sir/Madam,

We are writing on behalf of the Governing Body of Ysgol Gymraeg Pen-y-Groes in response to the current consultation on Additional Learning Needs Provision in Cardiff. Specifically, the consultation on changes to offer high quality places for learners aged 3-19 with complex learning needs and an Autistic Spectrum Condition.

We as a Governing Body fully support investing in the provision for ALN pupils in the city and we support the Council in investing in more specialist provision. We also

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

support the Council's aim to invest in and grow staff expertise in the appropriate areas.

However, we are concerned about the lack of priority of provision for pupils in the city's Welsh medium schools. There is a shortfall in the provision within the Welsh-medium sector and when looking at the provision already available, only under 5% of the provision available in the city is for Welsh-medium pupils city compared with over 95% of the specialist provision available for English medium pupils. This is a concern for the city's Welsh medium schools and parents where the need has often arisen for families / parents to move their ALN children to English medium where provision and investment is best. There is a need to invest in the Welsh Medium sector in order to ensure equal provision and full inclusion within the sector's schools and a clear need to invest in specialist bases in order to grow specialist ALN support within the workforce. (As happens in EM sectors across the city).

Our concern as Governors is also the lack of clear provision of emotional and behavioral health and well-being within the Welsh-medium sector for Stage 4-5 pupils (who have needs beyond mainstream provision). We thank you for taking our views into consideration.

Yr eiddoch yn gywir / Yours faithfully,

Mrs A Fenner
Pennaeth
Headteacher

Mr M Landers
Cadeirydd y Llywodraethwyr
Chair of Governors

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Ysgol Gynradd Creigiau Primary School - Governing Body

Ymateb i Ymgynghoriad ADY Cyngor Caerdydd

Annwyl Syr/Madam,

Rydym ni, aelodau o Gorff Llywodraethu Ysgol Gynradd Creigiau, yn dymuno mynegi ein pryderon ynghylch eich cynigion i gynyddu'r ddarpariaeth ar gyfer dysgwyr ag anghenion dysgu cymhleth a chyflyrau sbectrwm awtistiaeth, fel y nodir yn yr Ymgynghoriad ADY.

Er ein bod yn llwyr gefnogi'r buddsoddiad mewn adnoddau ar gyfer rhai o'n dysgwyr mwyaf bregus yng Nghaerdydd, cawsom ein synnu a'n siomi i nodi mai ychydig iawn o ddarpariaeth oedd ar gael i ddisgyblion mewn addysg Cyfrwng Cymraeg.

Rydym yn canmol ymrwymiad Cyngor Sir Caerdydd i flaenoriaethu adnoddau rhagorol a sicrhau buddsoddiad mewn ADY gan greu gweithlu arbenigol i ymateb i'r galw cynyddol am ddarpariaeth yn y maes hwn.

Fodd bynnag, mae'r diffyg buddsoddiad mewn darpariaeth ac adnoddau ADY yn y sector Cyfrwng Cymraeg yn glir yn y cynigion.

Mae'r ymgynghoriad hwn yn gwrth-ddweud ymgynghoriad diweddar y CSGA (WESP) sy'n nodi uchelgais y Cyngor i agor tair uned arbenigol mewn ysgolion Cyfrwng Cymraeg yn y sector Cynradd a thair CAA arall yn y sector Uwchradd.

Rydym yn pryderu y bydd buddsoddi mewn un adran yn unig yn annog rhieni/teuluoedd i drosglwyddo disgyblion ADY i'r sector Cyfrwng Saesneg lle mae'r dewis a'r cyfleusterau sydd ar gael yn well.

Credwn yn gryf fod y Cyngor yn colli cyfleoedd i ymestyn darpariaeth ac adnoddau ADY mewn Ysgolion Cynradd Cyfrwng Cymraeg sydd newydd eu sefydlu yn y ddinas. Mae'n amlwg bod angen buddsoddi mewn canolfannau arbenigol o fewn addysg Cyfrwng Cymraeg er mwyn cynyddu cymorth ADY arbenigol o fewn y gweithlu. Mae hyn eisoes yn digwydd yn y sector Cyfrwng Saesneg ar draws y ddinas.

Mae'n peri pryder arbennig i ni fod diffyg cymorth Awtistiaeth yn y sector Cynradd Cyfrwng Cymraeg, yn enwedig mewn perthynas â sefydlu canolfan arbenigol Awtistiaeth yn y sector uwchradd.

Er ein bod yn deall nad yw'r Gymraeg yn nodwedd warchoddedig o dan y Ddeddf Cydraddoldeb, mae nifer o Awdurdodau Lleol yn ystyried y Gymraeg fel rhan o'r broses honno. Mae'n siomedig, felly, er nad yw'n ofyniad statudol o dan y Ddeddf Cydraddoldeb, nad yw'r crynodeb o'r Asesiad Effaith ar Gydraddoldeb (EIA) ar gyfer yr ymgynghoriad hwn (tudalen 81) yn sôn am y Gymraeg. O ganlyniad, rydym yn

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

cwestiynu sut mae'r cynigion hyn yn mynd i'r afael â'r gofynion statudol clir fel y'u nodir yn Safonau Iaith Gymraeg y Llywodraeth. Fel Llywodraethwyr ysgol ddwy ffrwd credwn yn gryf fod ein disgyblion sy'n derbyn eu haddysg drwy gyfrwng y Gymraeg yn haeddu'r un cyfleoedd yn union â'r rhai sy'n derbyn eu haddysg drwy gyfrwng y Saesneg. Mae'r cynigion yr ydych wedi'u nodi yn yr Ymgynghoriad yn dangos yn glir nad oes cydraddoldeb rhwng y sectorau.

Rydym yn ymwybodol bod Fforwm Penaethiaid Cyfrwng Cymraeg Caerdydd yn awyddus i sefydlu partneriaeth waith agos gyda'r Awdurdod Lleol i gwmpasu a gwireddu atebion creadigol ac ymarferol i'r heriau hyn a byddem yn eich annog yn gryf i agor y ddeialog hon heb oedi pellach.

Diolch am ystyried ein pryderon.

Yn gywir,

Aelodau Corff Llywodraethol Ysgol Gynradd Creigiau

Response to Cardiff Council's ALN Consultation

Dear Sir/Madam,

We, members of Ysgol Gynradd Creigiau Primary School's Governing Body, wish to express our deep concerns regarding your proposals to increase provision for learners with complex learning needs and autism spectrum conditions, as set out in the ALN Consultation.

Whilst we fully support the investment in resources for some of our most vulnerable learners in Cardiff we were surprised and disappointed to note that there was very little provision for pupils in Welsh Medium education.

We praise Cardiff County Council's commitment for prioritising excellent resources and securing investment in ALN thus creating a specialist workforce capacity to respond to the growing demand for provision in this area.

However, the lack of investment in ALN provision and resources within the Welsh Medium sector is clear in the proposals.

This consultation contradicts the recent WESP consultation which noted the Council's ambition to open three specialist units in Welsh Medium schools in the Primary sector and a further three SRBs in the Secondary sector.

We are concerned that investment in one section only will encourage parents/families to transfer ALN pupils to the English Medium sector where the choice and availability of facilities and resources are both superior.

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

We strongly believe that the Council has and is missing opportunities to extend ALN provision and resources in newly established Welsh Medium Primary Schools in the city. There is a clear need to invest in specialist bases within WM education in order to grow specialist ALN support within the workforce. This is already happening in the English Medium sector across the city.

It particularly concerns us that there is a lack of Autism support within the Welsh Medium Primary sector especially in relation to the establishing of an Autism support base in the secondary sector.

Whilst we understand that Welsh is not a protected characteristic under the Equality Act, a number of Local Authority's consider Welsh as part of that process. It is, therefore, disappointing to note that, while not a statutory requirement under the Equality Act, the summary of the Equality Impact Assessment (EIA) for this consultation (page 81) makes no mention of Welsh. We consequently query how these proposals are addressing the clear statutory requirements as set out in the Government's Welsh Language Standards. As Governors of a Dual Language school we strongly believe that our pupils who receive their education through the medium of Welsh deserve exactly the same opportunities as those who receive their education through the medium of English. The proposals you have set out in the Consultation clearly show that there is no parity between the sectors.

We are aware that the Forum of Welsh Medium Head Teachers is eager to establish a close working partnership with the Local Authority to scope and realise creative and practical solutions to these challenges and would strongly encourage you to open this dialogue without further delay.

Thank you for considering our concerns.

Yours sincerely,
Governing Body members of Ysgol Gynradd Creigiau Primary School

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Ysgol Mynydd Bychan - Governing Body and Staff

26/01/22

Ymgynghoriad ar ddarpariaeth Anghenion Dysgu Ychwanegol Cyngor Sir Caerdydd

Mae Ysgol Mynydd Bychan yn gwbl gefnogol i nod Cyngor Sir Caerdydd i gynyddu niferoedd lleoedd o fewn ysgolion arbennig ac Unedau Anghenion Arbenigol i ddysgwyr 3-19 gyda anhawsterau dysgu cymhleth a chyflyrau awstistiaeth. Mae Ysgol Mynydd Bychan hefyd yn falch o weld bod gan y Cyngor dargedau cadarn i fuddsoddi yn y ddarpariaeth i ddisgyblion mwyaf bregus ein cymunedau a'r gynhaliaeth orau. Mae'n flaenoriaeth i dyfu arbenigaeth staff a chanolfannau arbenigol mewn meysydd o alw clir. Fe fydd sicrhau buddsoddiad ar y lefel hwn yn creu capasiti arbenigol o ran adnoddau a'r gweithlu i ymateb i'r galw cynyddol am ddarpariaeth yn y maes hwn.

Croesawn weledigaeth Caerdydd ar gyfer addysgu a dysgu yng Nghaerdydd yn 2030 sy'n gosod 'nod Hawl Dysgu, lle gall pob plentyn a pherson ifanc:

- gael mynediad at lwybrau priodol i gyfleoedd addysgu a dysgu
- ffynnu a chyflawni eu potensial
- gwireddu eu breuddwydion a'u huchelgeisiau unigol

Er mwyn gwella deilliannau dysgwyr mwyaf agored i niwed Caerdydd, â llawer ohonynt yn wynebu rhwystrau i ymgysylltu ag addysgu a dysgu, mae mynd i'r afael ag anghydraddoldeb yn allweddol.'

Ymfalchiwn bod Sir Caerdydd yn cydnabod, 'er mwyn ffynnu a chyflawni eu potensial, fod angen i blant a phobl ifanc sydd â'r anghenion dysgu ychwanegol cymhlethaf gael mynediad i amgylcheddau arbenigol ac arbenigedd ysgol arbennig neu Ganolfan Adnoddau Arbenigol.'

Nodir yn y ddogfen bod asesiad o'r effaith ar gydraddoldeb cychwynnol wedi'i wneud ac fe ddaeth i'r casgliad na fyddai'r newidiadau a gynigir yn effeithio'n negyddol ar unrhyw grŵp penodol mewn cymdeithas. Rhaid gofyn y cwestiwn ble mae'r ddarpariaeth Cymraeg? Noder bod adolygiad o'r asesiad yma yn mynd i ddigwydd ar adegau allweddol os aiff y cynnig yn ei flaen. Mae angen buddsoddi yn y sector cyfrwng Cymraeg er mwyn sicrhau darpariaeth gyfartal a chynhwysiant llawn o fewn ysgolion y sector.

Mae'r ymgynghoriad hwn yn gwrthddweud argymhellion ymgynghoriad CSGA Caerdydd lle sonir am agor tair ganolfan arbenigol gynradd a thair ganolfan arbenigol uwchradd.

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Mae buddsoddi mewn un sector yn unig (Saesneg) yn annog teuluoedd / rhieni i symud plant ADY i gyfrwng sector Saesneg ble mae'r ddarpariaeth a'r buddsoddiad orau.

Mae angen awdit cyfoes a buan i anghenion disgyblion yn y sector cyfrwng Cymraeg cynradd. Mae'r ddogfennaeth yn dangos angen cynyddol o fewn y sector cyfrwng Saesneg, ond NID yn y sector cyfrwng Cymraeg – sut daethpwyd i'r canlyniad hwn a sut cafodd y sector cyfrwng Cymraeg ei gynnwys yn yr ymchwil?

Rydym yn pryderu am ddiffyg darpariaeth clir o ran iechyd a lles emosiynol ac ymddygiad o fewn y sector cyfrwng Cymraeg ar gyfer disgyblion Cam 4-5 (sydd ag anghenion y tu hwnt i ddarpariaeth prif ffrwd) yn ogystal â diffyg lle / ystafelloedd ar gyfer dosbarthiadau lles / maeth mewn sawl ysgol oherwydd poblogrwydd addysg cyfrwng Cymraeg a diffyg lleoliadau addas.

Mae diffyg clir o ran ystyried anghenion awtistiaeth o fewn y sector cynradd, yn enwedig wrth sefydlu canolfan arbenigol awtistiaeth o fewn yr uwchradd.

Mae angen:

- buddsoddi mewn canolfannau arbenigol er mwyn creu capasiti Anghenion Dysgu Ychwanegol cyfrwng Cymraeg o fewn y gweithlu fel sy'n digwydd o fewn canolfannau cyfrwng Saesneg ar draws y ddinas.
- rhaglen hyfforddi gyfoethog i sbarduno hyfforddiant ADY arbenigol o fewn y gweithlu cyfrwng Cymraeg ar bob lefel.

Nodwyd bod nifer y plant a'r bobl ifanc sydd angen lleoliad arbenigol o ganlyniad i'w hanableddau dysgu wedi bod yn cynyddu yng Nghaerdydd dros y 5 mlynedd ddiwethaf, mae hyn yn cynnwys plant sydd yn derbyn eu haddysg yn ysgolion cyfrwng Gymraeg. Mae'r cynigion a nodir yn y ddogfen ymgynghori yn ceisio gwella mynediad i addysg yn unol â'r egwyddorion cynhwysiant, rhaid sicrhau bod hyn yn cynnwys disgyblion ysgolion cyfrwng Cymraeg.

Collwyd cyfle euraidd i ehangu darpariaeth ac adnoddau ADY pan adeiladwyd tair ysgol gyfrwng Gymraeg newydd yn y ddinas sef Ysgol Glan Morfa, Ysgol Hamadryad ac Ysgol Glan Ceubal.

Gwelwyd twf yn y galw am addysg Gymraeg yng Nghaerdydd dros y ddeng mlynedd ddiwethaf, rhaid diolch i Gyngor Caerdydd am gynllunio a darparu ar gyfer y twf yma drwy agor ac adeiladu ysgolion newydd gyda rhai mewn cymunedau newydd. Gofynnwn nawr am gynlluniau tebyg ar gyfer y twf yn y nifer o balnt sydd yn ein hysgolion cyfrwng Cymraeg sydd angen y ddarpariaeth ADY orau mewn canolfannau sy'n cwrdd â'u hanghenion.

Edrychwn ymlaen yn eiddgar i gydweithio gyda Chyngor Caerdydd ar unrhyw gynlluniau a thargedau pendant sydd ganddynt.

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Yn gywir,
Siân Evans
Pennaeth
Ysgol Mynydd Bychan
(ar ran aelodau'r Corff Llywodraethol a staff Ysgol Mynydd Bychan)

26/01/22

Cardiff County Council's consultation document on the provision for pupils with Additional Learning Needs

Ysgol Mynydd Bychan fully supports Cardiff County Council's aim to increase the number of places in special schools and special needs units for 3-19 learners with complex learning difficulties and autism conditions. Ysgol Mynydd Bychan is also pleased to see that the Council has firm targets to invest in the provision and support of the most vulnerable pupils in our communities. It is a priority to grow the expertise of specialist staff and centres in areas of clear demand. Securing investment at this level will create specialist resource and workforce capacity to respond to the growing demand for provision in this area.

We welcome Cardiff's 2030 vision for education and learning in Cardiff that 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
- thrive and fulfil their potential
- 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."

We are pleased that the Cardiff CC recognizes that, 'in order to thrive and fulfil their potential, children and young people with the most complex additional learning needs need to have access to the specialist environments and expertise of a special school or specialist resource centre.'

The document states that an initial equality impact assessment has been undertaken and concluded that the proposed changes would not negatively affect any particular group in society. The question has to be asked where is Welsh language provision?

It is noted that a review of this assessment is to take place at key points if the proposal goes ahead. Investment is needed within the Welsh Medium sector in order to ensure parity and equality of provision and full inclusion within WM schools.

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

This consultation contradicts the recent WESP consultation which noted the Council's ambition to open three specialist units in WM schools in the Primary sector and a further three SRB in the Secondary sector

Investment in one sector only (English Medium) encourages parents / families to transfer ALN pupils to the EM sector where the investment and resources are superior.

A recent and urgent audit is necessary in order to ascertain ALN within the WM sector (especially in the Primary sector). The documentation demonstrates a growing need within the EM sector but not in the WM sector. How was this conclusion reached and how was the WM sector included in this research?

There is a lack of clear provision in terms of emotional health and well-being and behaviour within the Welsh-medium sector for pupils at Stage 4-5 (who have needs beyond mainstream provision).

The lack of consideration of autism support within the WM primary sector is apparent especially in relation to establishing an autism support base in the secondary sector.

There is a clear need:

- to invest in specialist bases in order to grow specialist ALN support within the workforce. (As happens in EM sectors across the city).
- for a rich programme of specialist training opportunities within the WM sector.

It was noted in the consultation document that 'the number of children and young people requiring a specialist placement as a result of their learning disabilities has been increasing in Cardiff over the last 5 years', this surely includes children receiving their education in Welsh medium schools. The proposals set out in the consultation document seek to improve access to education in accordance with the principles of inclusion, it must be ensured that this includes pupils in Welsh-medium schools.

A golden opportunity to expand ALN provision and resources was lost when three new Welsh-medium schools were built in the city, namely Ysgol Glan Morfa, Ysgol Hamadryad and Ysgol Glan Ceubal.

The demand for Welsh-medium education has grown in Cardiff over the last ten years, Ysgol Mynydd Bychan wants to thank Cardiff Council for planning and accommodating this growth by opening and building new schools with some in new communities. We now ask for similar plans for the growth in the number of children in our Welsh-medium schools who need the best ALN provision in centres that will meet their needs.

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

We very much look forward to working with Cardiff County Council on any specific plans and targets that they have to develop ALN provision for pupils in Welsh medium schools.

Yours sincerely,

Siân Evans

Headteacher

Ysgol Mynydd Bychan

(on behalf of the Governing Body and staff at Ysgol Mynydd Bychan)

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Ysgol Treganna – Governing Body

Annwyl Gyfaill,

I am writing on behalf of the governing body of Ysgol Treganna in response to the consultation on ALN. The governing body welcomes this investment in resources for some of our most vulnerable learners. There remain, however, some areas of concern :

- This consultation contradicts the recent WESP consultation which noted the Council's ambition to open three specialist units in WM schools in the Primary sector and a further three SRB in the Secondary sector
- Investment in one sector only (English Medium) encourages parents / families to transfer ALN pupils to the EM sector where the investment and resources are superior.
- Investment is needed within the Welsh Medium sector in order to ensure parity of provision and full inclusion within WM schools. Limiting the investment to one sector will encourages families to transfer ALN pupils to the EM sector where the investment and resources are superior.
- The documentation recognizes a clear growing need within the EM sector but not in the WM. Has the research been sufficiently thorough?
- There is a lack of clear provision in terms of emotional health and well-being and behaviour within the Welsh-medium sector for pupils at Stage 4-5 (who have needs beyond mainstream provision)
- Lack of space / classes in schools to establish nurture / wellbeing classes within most settings due to lack of spaces within WM schools

The consultation does not recognise :

- The lost opportunities of establishing new WM primary schools without due consideration and inclusion of ALN provision.
- Clear need to invest in specialist bases in order to grow specialist ALN support within the workforce. (As happens in EM sectors across the city).
- The comprehensive programme of specialist training opportunities needed within the WM sector.
- The lack of autism support within the WM primary sector.

Yn gywir,

Denise Williams
Chair of Governors
Ysgol Treganna

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Ysgol Gymraeg Coed y Gof - Governing Body

31.01.22

Parthed: Ymgynghoriad ADY

Rydym eisiau cofnodi ein hymateb fel Corff Llywodraethol Ysgol Gymraeg Coed-y-Gof.

Rydym, fel Corff Llywodraethu Ysgol Gymraeg Coed-y-Gof, yn cefnogi llwyr y buddsoddiad yn y ddarpariaeth i ddisgyblion mwyaf bregus ein cymunedau. Hoffem ganmol bwriad y Cyngor Sir i fuddsoddi yn y gynhaliath orau ac yn gritigol i dyfu arbenigaeth staff a chanolfannau arbenigol mewn meysydd o alw clir. Mae sicrhau buddsoddiad ar y lefel hwn yn creu capasiti arbenigol o ran adnoddau a'r gweithlu i ymateb i'r galw cynyddol am ddarpariaeth yn y maes hwn.

Er hyn, hoffwn mynegi ein consyrn dwys am y diffyg darpariaeth arfaethedig Cymraeg ar gyfer ein disgyblion mwyaf bregus ac angehnus.

Credwn bod yr ymgynghoriad hwn yn gwrthddweud argymhellion ymgynghoriad CSGA Caerdydd lle sonir am agor tair canolfan arbenigol cynradd a thair canolfan arbenigol uwchradd. Mae buddsoddi mewn un sector yn unig (Saesneg) yn annog teuluoedd / rhieni i symud plant ADY i gyfrwng sector Saesneg ble mae'r ddarpariaeth a'r buddsoddiad orau. Mae angen buddsoddi yn y sector cyfrwng Cymraeg er mwyn sicrhau darpariaeth gyfartal a chynhwysiant llawn o fewn ysgolion y sector.

Mae angen awdit cyfoes a buan i anghenion disgyblion yn y sector cyfrwng Cymraeg cynradd. Mae'r ddogfennaeth yn dangos angen cynyddol o fewn y sector cyfrwng Saesneg, ond NID yn y sector cyfrwng Cymraeg, sydd ddim yn adlewyrchiad cywir o'r sefyllfa o fewn ein hysgolion.

Mae diffyg darpariaeth glir o ran iechyd a lles emosiynol ac ymddygiad o fewn y sector cyfrwng Cymraeg ar gyfer disgyblion Cam 4-5 (sydd ag anghenion y tu hwnt i ddarpariaeth prif ffrwd). Nid yw'r argymhellion yn mynd i'r afael a'r angen yma o gwbl.

Yn ogystal, mae diffyg lle / ystafelloedd ar gyfer dosbarthiadau lles / maeth mewn sawl ysgol oherwydd poblogrwydd addysg cyfrwng Cymraeg a diffyg lleoliadau addas.

Collwyd cyfleoedd i ehangu darpariaeth ac adnoddau ADY mewn ysgolion newydd cyfrwng Cymraeg yn y ddinas, ac mae angen buddsoddi mewn canolfannau arbenigol er mwyn creu capasiti ADY cyfrwng Cymraeg o fewn y gweithlu. Mae angen rhaglen hyfforddi gyfoethog i sbarduno hyfforddiant ADY arbenigol o fewn y gweithlu cyfrwng Cymraeg ar bob lefel.

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Mae diffyg clir o ran ystyried anghenion awtistiaeth o fewn y sector cynradd, yn enwedig wrth sefydlu canolfan arbenigol awtistiaeth o fewn yr uwchradd, yn yr argymhellion, ac mae angen cynllun mewn lle i sicrhau ein bod yn darparu addysg briodol ar gyfer pob unigolyn, a bod y ddarpariaeth ar gael yn y Gymraeg.

Nid yw'r Corff yn teimlo bod yr Awdurdod Lleol yn cyd-ymffurfio a gofynion y Ddeddf Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg (Cymru) o ran darpariaeth ADY sydd yn datgan: *"Bydd yn ddyletswydd ar awdurdodau lleol i gymryd pob cam rhesymol i sicrhau darpariaeth Gymraeg lle mae'n ofynnol ac, wrth adolygu CDUau, i ystyried digonolrwydd y ddarpariaeth ddysgu ychwanegol Gymraeg"*. O ganlyn, gall hwn arwain at gynydd yn anghydfod rhwng yr Awdurdod a rhieni, a chynnydd yn y nifer o achosion tribiwnlys oherwydd diffyg darpariaeth yn y Gymraeg.

Mae Fforwm ysgolion cyfrwng Cymraeg Caerdydd yn awyddus iawn i sefydlu partneriaeth agos rhwng y sector ac arweinyddiaeth yr ALI i ganfod datrysiadau creadigol ac ymarferol i'r heriau hyn. Gallai'r datrysiadau rhain esblygu'n arfer rhagorol ar gyfer y dyfodol.

Hoffwn i'r Cyngor Sir ail-ystyried yr argymhellion ac i gymryd ymlaen argymhellion yr adroddiad CSGA, yn ogystal â'r pwyntiau uchod, i sicrhau darpariaeth addas a theg i ddysgwyr Cymraeg y ddinas.

Yn gywir

Corff Llywodraethu Ysgol Gymraeg Coed-y-Gof

31.01.22

Re: ALN Consultation

As the governing body of Ysgol Gymraeg Coed-y-Gof, we would like to record our response proposed ALN provision in Cardiff.

As the Governing Body of Ysgol Gymraeg Coed-y-Gof we fully support the investment in provision for the most vulnerable pupils in our communities. We would like to commend the County Council's intention to invest in the best support and, critically, to grow the expertise of specialist staff and centres in areas of clear demand. Securing investment at this level creates specialist resource and workforce capacity to respond to the growing demand for provision in this area.

Nevertheless, we wish to express our deep concern at the proposed lack of Welsh language provision for our most vulnerable and needy pupils.

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

We believe that this consultation contradicts the recommendations of the Cardiff WESP consultation, which recommends the opening of three primary specialist centres and three secondary specialist centres. Investing in one sector only (English) encourages families / parents to move ALN children to an English medium sector where provision and investment is superior. There is a need to invest in the Welsh-medium sector in order to ensure equal provision and full inclusion within the sector's schools.

The ALN needs of pupils in the primary Welsh-medium sector need an up-to-date and timely audit. The documentation indicates an increasing need within the English-medium sector, but NOT in the Welsh-medium sector, which is not an accurate reflection of the situation within our schools.

There is a lack of clear provision for emotional health and wellbeing and behaviour within the Welsh-medium sector for Stage 4-5 pupils (who have needs beyond mainstream provision). The recommendations do not address this need at all.

In addition, many schools lack the space / rooms for welfare / nurture classes due to the popularity of Welsh-medium education and the lack of suitable placements.

Opportunities to expand ALN provision and resources in new-build Welsh-medium schools in the city have been missed, and investment is needed in specialist centres to create Welsh-medium ALN capacity within the workforce. A rich training program is needed to drive specialist ALN training within the Welsh-medium workforce at all levels.

There is a clear lack of consideration of needs of children with autism within the primary sector, and for the establishment of a secondary autism specialist centre, in the recommendations. The plan needs to ensure that we provide appropriate education for each individual, and that provision is available in Welsh.

The Governing Body does not feel that the Local Authority complies with the requirements of the Additional Learning Needs and Education Tribunal (Wales) Act with regard to ALN provision which states: *"Local authorities will have a duty to take all reasonable steps to ensure Welsh language provision where required and, in reviewing IDPs, to consider the adequacy of Welsh additional learning provision"*. As a result, this may lead to an increase in disputes between the Authority and parents, and an increase in the number of tribunal cases due to a lack of Welsh language provision.

The Cardiff Welsh-medium Schools Forum is very keen to establish a close partnership between the sector and LA leadership to find creative and practical solutions to these challenges. These solutions could evolve into excellent practice for the future.

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

We would like the County Council to reconsider the recommendations and take forward the recommendations of the WESP report, in addition to the above points, to ensure suitable and equitable provision for the city's Welsh learners.

Sincerely

The Governing Body of Ysgol Gymraeg Coed-y-Gof

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Ysgol Gyfun Gymraeg Plasmawr – School and Governing Body

21st January 2022

To whom it may concern

As a school we would like to respond to the ALN Consultation regarding provision across the city. We are delighted to see the increase in capacity and the significant funding which will hugely benefit our most vulnerable learners in Cardiff. It is welcomed and to be celebrated that there is such an increase in the number of special school and specialist resource base places for learners aged 3 – 19 with complex learning needs and autism spectrum conditions.

Whilst we welcome wholeheartedly the plans to establish a 30 place Specialist Resource Base at Ysgol Gyfun Gymraeg Glantaf alongside the existing 30 place SRB from Sept 2023 for Autistic Spectrum Disorder, we have concerns that the consultation contradicts the recent WESP consultation which noted the Council's ambition to open three specialist units in WM schools in the Primary sector and a further three SRB's in the Secondary sector.

As a Welsh medium setting we feel that the consultation gives the impression that there is considerably more investment in the English Medium Sector which potentially deters families with children with Additional Needs from considering Welsh Medium provision. We have had incidents in Plasmawr where parents or families decide to transfer ALN pupils to the EM sector where the investment and resources are superior. We feel as a board of governors that considerable investment is needed within the Welsh Medium sector in order to ensure parity of provision and full inclusion within WM schools.

As a school we would welcome working with the local Authority in ensuring that we have an accurate picture of needs in our Welsh Medium schools and ensure that appropriate provision is available for all learners.

As a priority we would be particularly interested in working with the LEA to look at how children with Emotional Health and Wellbeing difficulties are supported within the WM sector and are interested in looking at a structure within the Welsh-medium sector for pupils at Stage 4-5 who, potentially, may have needs that cannot be met in a mainstream setting. As a school we benefited hugely from working with the LEA in 2016 in establishing out Nurture provision within the school. This was supported by the LEA but we have also invested significantly in staffing the provision appropriately as a school. Moving forward we firmly believe that all Welsh Medium school should be supported in creating a similar provision to meet the needs of the majority of stage 4 –5 pupils. We are acutely aware that the greatest hurdle in ensuring this provision is physical space and funding within the Welsh Medium sector. However, we feel that in building new sites for the Court School and Greenhill, it is absolutely crucial that an element of Welsh Medium provision is within the school enabling

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

pupils who can no longer access WM education in the mainstream to have their education partly through the medium of Welsh.

As a school we firmly believe that there is a lack of specialist training opportunities within the WM sector due to the absence of more SRB provisions. Despite celebrating the new ASD SRB in Glantaf, we are concerned that the increasing need in the Primary sector has not been fully explored. A clear need to invest in specialist bases in order to grow specialist ALN support within the workforce seems crucial at the moment. A rich programme of specialist training opportunities is needed within the WM sector.

As a school we continue to be eager to continue with our collaborative work with the LEA leadership to scope and realise creative and practical solutions to these challenges, which could become a blueprint of outstanding practice for the future.

Yours sincerely

JOHN HAYES
Headteacher

CATRIN PALLOT
Deputy Headteacher

BOARD OF GOVERNORS

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Ysgol Gyfun Gymraeg Glantaf – Headteacher and Governing Body

28 Ionawr 2022

Ymateb Corff Llywodraethol Glantaf

Ymgynghoriad ADY Cyngor Dinas a Sir Caerdydd

Rydym yn croesawu cyhoeddi dogfennaeth ymgynghoriad Cyngor Dinas a Sir Caerdydd ar gynlluniau i gynyddu a gwella adnoddau addysg arbenigol ar draws y ddinas. Dyma fuddsoddiad y gall y cyngor fod yn wirioneddol falch ohono ar gyfer dysgwyr bregus a'r rhai hynny sydd eisioes yn wynebu heriau sylweddol mewn bywyd. Yn ogystal, byddwn yn cytuno yn llwyr bod y galw am y ddarpariaeth arbenigol hyn i anghenion mwy cymleth, yn enwedig o fewn anghenion iechyd meddwl a lles emosiynol, wedi cynyddu yn amlwg iawn dros y blynyddoedd diwethaf.

Mae uchelgais a dyhead y Cyngor Sir i ymateb i'r angen a'r twf i'w groesawu'n llawn, a hynny drwy sicrhau y lleoedd a'r amgylchedd gorau posib mewn Ysgolion 21ain Ganrif. Drwy weithredu yn y dull hwn, mae'r Cyngor yn hybu cynhwysiant, gofal ac uchelgais i ddisgyblion a theuluoedd sy'n wynebu heriau ymarferol a chymleth. Byddem fel corff yn falch o weld y cynlluniau hyn yn lleddfu a chynorthwyo'r unigolion hynny yn sylweddol yn y blynyddoedd i ddod.

Canolfan Arbenigol Glantaf

Mae hyn yn arbennig o wir yng nghyd-destun Canolfan Glantaf sydd yn darparu ar gyfer amrediad llawn o anghenion cymleth ADY i'n disgyblion cyfrwng Cymraeg. Mae'r Ganolfan wedi'i chartrefu mewn cabanau dros dro a chlwstwr o ystafelloedd bach ynghanol Ysgol Glantaf. Nid oes chyfleusterau ymolchi a thai bach priodol ac mae'r adnoddau yn gyfyng a di-raen. Yn wir, dim ond drwy fuddsoddiad rhaglen deledu "Prosiect Pum Mil" yn Haf 2021, y cafodd ein dysgwyr fynediad at ardal ddysgu allanol aml-bwrpas, sydd wedi cyfoethogi a thrawsnewid eu profiadau dysgu. Rydym yn croesawu y buddsoddiad bychan ers Medi 2021 i ychwanegu ystafell ddogarth ac adnewyddu tai bach arbenigol, ond yn sylfaenol mae'r Ganolfan mewn amgylchedd ddysgu anaddas, cyfyng ac anfodhaol. Mae'n siom gwirioneddol i ni bod dysgwr wedi gorfod gadael Glantaf eleni er mwyn gallu parhau i dderbyn cynhaliaeth arbenigol a hynny mewn Canolfan cyfrwng Saesneg oedd â chyfleusterau mwy addas a phriodol i'w anghenion.

Croesawn y buddsoddiad hwn i'r Ganolfan, fydd yn sicrhau adnoddau a chanolfan bwrpasol i'n dysgwyr ar gyfer y dyfodol. Serch hynny, mae'r amserlen yn rhy uchelgeisiol, ac mae'n anhebygol iawn y bydd y Ganolfan newydd ar agor erbyn Medi 2023. Gofynnwn am gefnogaeth ymarferol i wella adnoddau ein Canolfan presennol i ddiwallu anghenion ein disgyblion hyd nes y bydd y Ganolfan newydd ar agor. Mae hyn yn arbennig o wir er mwyn sicrhau y byddwn yn gallu croesawu a darparu yn addas i ddysgwyr newydd ym Medi 2022 a 2023.

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Canolfan Arbenigol Awstistiaeth

Rydym yn croesawu sefydlu canolfan arbenigol ym maes awstistiaeth yng Nglantaf, er yn amheus o allu agor y ganolfan arbenigol erbyn Medi 2023. Mae'r cyngor yn hollol gywir wrth nodi'r twf amlwg yn y galw am gynhafiaeth yn maes awtistiaeth. Mae'r twf yn weladwy o fewn yr ysgol ac o fewn ysgolion cyfrwng Cymraeg yng Nghaerdydd. Bydd sefydlu'r Ganolfan yng Nglantaf yn estyniad gwych o fewn cymuned yr ysgol, yn darparu ffocws i hyfforddi staff ac yn gallu estyn cymorth i ddisgyblion i barhau i gynyddu a theimlo croeso o fewn dosbarthiadau ac addysg brif ffrwd. Mae'n holl bwysig bod y Ganolfan hon yn rhan ganolog o fywyd yr ysgol, yn darparu hafan rhwydd i unigolion ac yn cynnig cymorth di-rwystr i ddysgwyr sydd ar adegau yn teimlo rhwystredigaethau gwirioneddol mewn cymuned ysgol gyfun fawr.

Llawenhawn hefyd y bydd y Ganolfan hon hefyd yn gallu arloesi i roi cymorth i ddysgwyr awtistig trwy gyfrwng y Gymraeg. Bydd buddiannau sefydlu'r ganolfan arbenigol yn gymorth i ddysgwyr unigol ac wrth hyfforddi ac ymestyn arfer o dda o fewn y gweithlu. Bydd y ganolfan hefyd yn fodd o arloesi cefnogaeth i ysgolion eraill gan gefnogi gwaith y sector cyfrwng Gymraeg.

Er y bwriad i sefydlu'r Ganolfan hon fel cam cyntaf, rydym yn credu bod peidio â sefydlu canolfan debyg ar gyfer disgyblion oedran cynradd drwy'r Gymraeg yn wendid sylfaenol. Mae'n debygol o wanhau ein gallu i sicrhau llwybr ddysgu gyson a gofalgwr i ddisgyblion awtistig o'r Cyfnod Sylfaen drwy CA2 ac i'r adran arbenigol uwchradd. Rydym yn ofni bydd nifer o ddisgyblion awtistig yn gadael y sector cyfrwng Cymraeg yn y blynyddoedd cynnar oherwydd y diffyg hwn. Dylid edrych ar sefydlu Canolfan arbenigol oedran cynradd i ddarparu'r gefnogaeth allweddol yma yn y blynyddoedd cynnar i gefnogi dysgwyr a'u teuluoedd yn fuan iawn. Byddai hyn yn debyg i'r gefnogaeth awtistig sydd eisioes yn bodoli o fewn y sector cynradd cyfrwng Saesneg yng Nghaerdydd.

Capasiti Glantaf

Er ein bod fel Corff Llywodraethol yn croesawu'r buddsoddiad yn y ddwy Ganolfan mae angen sylw manwl i gapasiti ein campws a'n adeiladau presennol. Fel y nodir yn yr ymgynghoriad, mae addasrwydd adeiladau Glantaf yn disgyn yng Nghategori C (er byddai Canolfan Glantaf ar ei phen ei hun, yn debygol o fewn Categori D). Dengys hyn nad yw addasiadau i adeiladau presennol yn Glantaf yn debygol o fod yn fuddsoddiad gwerth am arian, nac ychwaith yn debygol o fod yn effeithiol wrth edrych ar boblogaeth bresennol a niferoedd darogan yr ysgol. Nodir yng nghynlluniau yr Awdurdod y bydd Glantaf o hyd o dan niferoedd capasiti yn y blynyddoedd nesaf, ond nid yw hyn yn debygol.

Niferoedd Presennol a Darogan Glantaf 2021-27

Niferoedd	BI 7	BI 8	BI 9	BI 10	BI 11	BI 12*	BI 13*	Cyfanswm
Medi 2021	241	230	238	214	218	111	118	1370

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Medi 2022	240	241	230	238	214	142*	105**	1410
Medi 2023	270	240	241	230	238	139*	132**	1490
Medi 2024	240	270	240	241	230	155*	130**	1506
Medi 2025	240	240	270	240	241	150*	145**	1526
Medi 2026	240	240	240	270	240	157*	142**	1529
Medi 2027	240	240	240	240	270	157*	145**	1532

* Cyfradd trosglwyddo 65%: mae'n anodd cadarnhau niferoedd sy'n trosglwyddo CA4 > CA5, ond mae'r ysgol wedi sicrhau cyfradd trosglwyddo cadarn o dros 65% dros y blynyddoedd diwethaf ac ar adegau dros 70%. Nod yr ysgol yw cryfhau'r gyfradd trosglwyddo hwn ymhellach mewn ymateb i CSGA Cyngor Caerdydd a thargedau Llywodraeth Cymru. ** Mae gostyngiad yn niferoedd BI 12 > 13 bob blwyddyn sydd eto yn anodd ei ddarogan yn fanwl gywir – ond rhoddir awgrym o niferoedd yma.

Mae'r niferoedd uchod yn dangos yn glir nad yw'n rhesymegol nac yn gost effeithiol trawsnewid ystafelloedd presennol yr ysgol ar gyfer ystafelloedd arbenigol neu ddarpariaeth brif ffrwd oherwydd bod twf ym mhoblogaeth yr ysgol yn mynd i olygu bod angen yr ystafelloedd hyn ar gyfer diwallu anghenion ein cwricwlwm a phoblogaeth yr ysgol.

Mae hyn yn arbennig o wir am ein darpariaeth ôl-16 ble mae'r ysgol yn targedu cynnal niferoedd trosglwyddo o dros 70% o CA4 i CA5 er mwyn ateb anghenion ein disgyblion. Mae hyn yn ogystal yn diwallu targedau CSGA Cyngor Dinas a Sir Caerdydd ac uchelgais blaenoriaeth Llywodraeth Cymru i annog mwy o ddysgwyr i barhau â'u haddysg drwy gyfrwng y Gymraeg ôl-16. Mae'n holl bwysig i lwyddiant uchelgeisiol y targedau hyn i'r ysgol gael y capasiti angenrheidiol i ymestyn a chyfoethogi ein darpariaeth gwricwlaidd presennol. Gallai hynny gynwys cyrsiau amgen, cyrsiau galwedigaethol L1/2 a chysiau arbenigol (dyweder mewn hyfforddi Cynorthwy-wyr Dysgu L1-3) o fewn ein Chweched Dosbarth.

Nodwn yn glir felly y dylai'r ymgynghoriad hwn sicrhau buddsoddiad digonol i beidio â lleihau capasiti adeiladau presennol yr ysgol, ond yn hytrach ymestyn ac ehangu ein cyfleusterau a'n hadnoddau.

Wrth groesawu'r buddsoddiad, rydym yn sylweddoli y bydd yr adeiladu yn golygu colli ardal chwarae / cae pêl-droed ac felly nodwn na ddylid cyfyngu yn ogystal ar ardaloedd dysgu presennol yr ysgol. Yn ogystal dylai'r buddsoddiad mewn addysg arbenigol hefyd fod yn fodd o wella ac ehangu ar adnoddau i bob disgybl, a hynny drwy sicrhau bod mynediad rhwydd i rannu adnoddau a gweld buddiant y buddsoddiad i bob aelod o gymuned Glantaf.

ADY o fewn y sector cyfrwng Cymraeg yng Nghaerdydd

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Er bod yr ymgynghoriad yn datgan uchelgais didwyll i wella cyfleusterau ADY arbenigol i bob disgybl, mae'n eithriadol o siomedig felly nad oes yr un datganiad (ag eithrio buddsoddiad Glantaf) i ymestyn darpariaeth a chefnogaeth i ddisgyblion o fewn ysgolion cyfrwng Cymraeg.

Yn wir mae hwn yn rhyfedd o ystyried bod ymgynghoriad CSGA Caerdydd yn nodi bwriad i agor Canolfan Arbenigol ADY mewn tair ysgol gynradd Gymraeg ac ymhob un o'r tair ysgol gyfun. Mae cyhoeddi dogfennaeth strategol sydd ddim yn dangos cysondeb cyfeiriad yn maes datblygiad y Gymraeg yn creu dryswch ac yn tanseilio ymddiriedaeth rhanddeiliaid.

Nid yw'r ddogfen chwaith yn cydnabod y twf yn y galw o fewn anghenion dysgu o fewn y sector Gymraeg. Yn wir wrth beidio cydnabod bod yr un gofynion o fewn ysgolion Cymraeg (ag sydd yn digwydd o fewn ysgolion cyfrwng Saesneg), mae methiant i sicrhau cysondeb gweithredu a darpariaeth ar draws y ddwy sector. Hoffem gynnig i swyddogion sir wneud awdit buan i ysgol dechreuol pob disgybl o fewn unedau ac ysgolion arbenigol Caerdydd ar hyn o bryd. Byddai hyn yn canfod beth yw'r ganran o ddisgyblion a ddechreuodd eu taith ddysgu mewn cylch meithrin neu ysgol cyfrwng Cymraeg cyn i rieni ddewis neu orfod symud eu plentyn i addysg cyfrwng Saesneg neu addysg arbenigol. Rydym yn ofni bod nifer o rieni yn gorfod wynebu pwysau ymarferol i drosglwyddo eu plentyn o addysg cyfrwng Cymraeg oherwydd diffyg mewn adnoddau neu arbenigaeth, a bod hynny wedyn yn lleihau cyfleoedd a phrofiadau i'w mab/merch a hynny drwy gyfrwng yr iaith Gymraeg. Byddai dadansoddiad o'r fath yn ddangosydd gwerthfawr nid i fesur y galw/ddarpariaeth bresennol o fewn y sector, ond i'w ddeall yn nghyd-destun beth allai fod, petai'r ddarpariaeth ar gael, yn lleol ac yn addas i bob disgybl. Ein ofn pennaf yn sgil y buddsoddiad sylweddol hwn i (sy'n ffocysu bron yn llwyr ar addysg arbenigol cyfrwng Saesneg), yw y bydd hyn yn cryfhau'r pwysau ar rieni i symud eu plant ac i orfod dewis addysg cyfrwng Saesneg ar gyfer eu plentyn. Yn y dyfodol, gall rhieni wynebu penderfyniad eithriadol o anodd o ran cadw eu plentyn o fewn addysg cyfrwng Cymraeg prif ffrwd heb adnoddau arbenigol, neu ddewis ysgol hardd arbenigol 21in Ganrif, ond hynny mewn cyfrwng iaith nad oedd yn ddewis cyntaf nac ychwaith efallai o ran eu hawl ieithyddol.

Rydym yn croesawu'r datganiad gan swyddogion y sir yn ein cyfarfod ymgynghori, y bydd cynigion pellach yn fuan iawn ynglyn ag ehangu darpariaeth ADY o ran y sector cyfrwng Cymraeg mewn ysgolion cynradd, ond mae'n siomedig na chynhwysir hynny yn yr argymhellion hyn. Edrychwn ymlaen at weld datblygu'r argymhellion hyn o fewn y sector Gymraeg, a hynny heb oedi ymhellach.

Mae'r ymgynghoriad yn nodi'r twf amlwg yn anghenion cymorth arbenigol yn maes iechyd meddwl a lles emosiynol disgyblion. Er hyn, nid oes cydnabyddiaeth bod union yr un twf / pwysau yn digwydd mewn ysgolion cyfrwng Cymraeg yn ogystal ag ysgolion cyfrwng Saesneg. Nid oes dim cynllun na bwriad i sefydlu dim darpariaeth cyfrwng Cymraeg yn y maes hwn o fewn addysg cynradd nac uwchradd. Mae angen ymateb ar frys i'r galw hwn o fewn ysgolion Cymraeg, sydd ar adegau yn methu darparu yn ddigonol i anghenion lles mwy cymleth ein disgyblion mwyaf bregus.

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

I gloi, hoffem bwysleisio bod uchelgais y cynigion i'w canmol ac edrychwn ymlaen at weld buddsoddiad sicr i wella addysg ein disgyblion mwyaf bregus. Yn y gorffennol, mae Caerdydd wedi bod yn eithriadol o lwyddiannus drwy dyfu darpariaeth cyfrwng Cymraeg. Y cam nesaf yw'r angen i gynyddu darpariaeth ADY Cymraeg er mwyn sicrhau bod y sector yn gynhwysol ac yn medru croesawu pob disgybl, beth bynnag fo'i allu. Mae'n anffodus mewn gwirionedd na fu'n bosib cynyddu capasiti addysg arbenigol wrth agor ysgolion cynradd newydd o fewn y sector dros y blynyddoedd diwethaf, ac awgrymwn y dylai pob buddsoddiad newydd o hyn allan gynnwys cynlluniau i ateb y galw yn maes ADY. Edrychwn ymlaen i weld cyhoeddi y CSGA diwygiedig er mwyn gweld yn glir sut gellir ateb y galw yn gynnaliadwy a phendant ar gyfer y ddegawd hon.

Edrychwn ymlaen at ddiwygiadau a thrafodaethau agored a chadarnhaol i ymestyn, cryfhau a gwella'r cynlluniau hyn ar y cyd ac mewn partneriaeth yn y misoedd a'r blynyddoedd i ddod.

Yn gywir,

E Patchell
Cadeirydd
Corff Llywodraethu
Ysgol Gyfun Gymraeg Glantaf

Matthew H T Evans
Pennaeth

28 January 2022

Glantaf Governing Body Response

Cardiff City and County Council ALN Consultation

We welcome the publication of the documentation of Cardiff City and County Council's consultation on plans to increase and improve specialist education resources across the city. This is an investment for vulnerable learners and those who already face significant challenges in life that the council can be truly proud of. In addition, I would agree entirely that the demand for these specialist provision to more complex needs, particularly within mental health and emotional well-being needs, has increased very noticeably in recent years.

The County Council's ambition and aspiration to respond to need and growth are to be fully embraced by ensuring the best possible places and environment in 21st Century Schools. By taking this approach, the Council promotes inclusion, care and ambition for pupils and families facing practical and complex challenges. We as a body would be pleased to see these schemes significantly alleviate and support those individuals in the coming years.

Glantaf Specialist Centre

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

This is particularly the case in the context of the Glantaf Centre which caters for a full range of complex ALN needs for our Welsh-medium pupils. The Centre is housed in demountables and a cluster of small rooms in the middle of Ysgol Glantaf. There are no appropriate washing facilities and toilets and the resources are limited and substandard. Indeed, our learners only gained access to a multi-purpose external learning area through the investment of the "Project Pum Mil" tv programme in Summer 2021, which has enriched and transformed their learning experiences. We welcome the small investment since September 2021 to add a classroom and refurbish specialist toilets, but the Centre is basically located in an unsuitable, cramped and unsatisfactory learning environment. We are truly disappointed that a learner has had to leave Glantaf this year in order to continue to receive specialist support in an English-medium Centre that had more suitable and appropriate facilities for their needs.

We welcome this investment in the Centre, which will secure resources and a dedicated centre for our learners for the future. However, the timetable is too ambitious, and it is highly unlikely that the new Centre will be open by September 2023. We ask for practical support to improve the resources of our existing Centre to meet the needs of our pupils until the new Centre is open. This is particularly the case for ensuring that we will be able to welcome and deliver appropriate provision for new learners in September 2022 and 2023.

Autistic Specialist Centre

We welcome the establishment of a specialist centre in the field of autism at Glantaf, although we are sceptical of being able to open the specialist centre by September 2023. The council is absolutely right to note the marked growth in demand for support in autism. The growth is visible within the school and within Welsh-medium schools in Cardiff. The establishment of the Centre in Glantaf will be an excellent extension within the school community, providing a focus to train staff and enabling support to be extended to pupils to continue to make progress and feel welcome within mainstream classes and education. It is vital that this Centre is a central part of school life, provides an easy haven for individuals and offers unrestricted support to learners who at times feel really frustrated in a large comprehensive school community.

We are also delighted too that this Centre will be able to innovate in providing support for autistic learners through the medium of Welsh. The benefits of establishing the specialist centre will be support for individual learners and in training and extending good practice within the workforce. The centre will also be a means of pioneering support for other schools supporting the work of the Welsh-medium sector.

Despite the intention to establish this Centre as a first step, we believe that failing to establish a similar centre for primary age pupils through the medium of Welsh is a fundamental weakness. It is likely to weaken our ability to ensure a consistent and caring learning pathway for autistic pupils from the Foundation Phase through KS2

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

and to the secondary specialist department. We fear that many autistic pupils will leave the Welsh-medium sector in the early years because of this deficiency. The establishment of a specialist primary age Centre to provide this key support in the early years in order support learners and their families should be looked at very soon. This would be similar to the autistic support that already exists within the English-medium primary sector in Cardiff.

Glantaf Capacity

Whilst as a Governing Body we welcome the investment in both Centres, the capacity of our existing campus and buildings needs close attention. As noted in the consultation, the suitability of the Glantaf buildings falls within Category C (although the Glantaf Centre on its own would likely fall within Category D). This shows that adaptations to existing buildings at Glantaf are unlikely to be a value for money investment, nor are they likely to be effective considering the school's current population and predicted numbers. The Authority's plans note that the numbers at Glantaf will still be under capacity in the coming years, but this is unlikely.

Current and Predicted Numbers at Glantaf 2021-27

Numbers	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12*	Yr 13*	Total
September 2021	241	230	238	214	218	111	118	1370
September 2022	240	241	230	238	214	142*	105**	1410
September 2023	270	240	241	230	238	139*	132**	1490
September 2024	240	270	240	241	230	155*	130**	1506
September 2025	240	240	270	240	241	150*	145**	1526
September 2026	240	240	240	270	240	157*	142**	1529
September 2027	240	240	240	240	270	157*	145**	1532

* 65% transfer rate: it is difficult to confirm KS4 > KS5 transfer numbers, but the school has achieved a robust transfer rate of over 65% in recent years and at times over 70%. The school aims to further strengthen this transfer rate in response to Cardiff Council's WESP and Welsh Government targets. ** There is a reduction in Yr 12 > Yr 13 numbers each year which is again difficult to predict accurately – but an indication of numbers is given here.

The above numbers clearly show that it is not logical or cost-effective to convert existing school rooms into specialist rooms or mainstream provision because growth in the school population is going to mean that these rooms will be required to meet the needs of our curriculum and the school population.

This is particularly true of our post-16 provision where the school targets the maintenance of transition numbers of over 70% from KS4 to KS5 to meet the needs of our pupils. This also meets the City and County of Cardiff Council's WESP targets

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

and the Welsh Government's priority ambition to encourage more learners to continue their education through the medium of Welsh post-16. It is vital that the success of these ambitious school targets has the necessary capacity to extend and enrich our existing curricular provision. This could include alternative courses, L1/2 vocational courses and specialist courses (such as L1-3 Teaching Assistant training) within our Sixth Form.

We therefore make it clear that this consultation should ensure sufficient investment not to reduce the capacity of existing school buildings, but rather to extend and expand our facilities and resources.

In welcoming the investment, we appreciate that the construction will mean the loss of a play area/football pitch and therefore note that the existing learning areas of the school should not be restricted as well. In addition the investment in specialist education should also be a means of improving and expanding resources for all pupils, by ensuring that there is easy access to share resources and ensure the benefit of the investment to all members of the Glantaf community.

ALN within the Welsh-medium sector in Cardiff

The consultation states a genuine ambition to improve specialist ALN facilities for all pupils. It is therefore extremely disappointing that there is no statement (with the exception of Glantaf's investment) to extend provision and support to pupils within Welsh-medium schools.

Indeed this is strange given that the Cardiff WESP consultation indicates an intention to open an ALN Specialist Centre in three Welsh-medium primary schools and in all three comprehensive schools. The publication of strategic documentation that does not show consistency of direction in the area of Welsh language development creates confusion and undermines the trust of stakeholders.

Neither does the document recognise the growth in demand in learning needs within the Welsh language sector. Indeed, in not recognising that there are the same requirements within Welsh-medium schools (as is the case within English-medium schools), there is a failure to ensure consistency of implementation and provision across both sectors. We would like to propose that county officers conduct an early audit of every pupil's initial school within Cardiff's specialist units and schools at this time. This would ascertain the percentage of pupils who started their learning journey in a Welsh-medium nursery or school before parents chose or had to move their child to English-medium or specialist education. We fear that many parents have to face practical pressures to transfer their child from Welsh-medium education because of a shortfall in resources or expertise, which then reduces opportunities and experiences for their son/daughter through the medium of Welsh. Such an analysis would be a valuable indicator not to measure current demand/provision within the sector, but to understand it in the context of what could be if the provision were available, local and suitable for all pupils. Our overriding fear from this significant investment (which focuses almost exclusively on English-medium specialist education), is that this will increase the pressure on parents to move their children and to have to choose English-medium education for their child. In future,

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

parents may face an extremely difficult decision in terms of keeping their child within mainstream Welsh-medium education without specialist resources, or choosing a beautiful 21st Century specialist school, but in a language medium that was not a first choice or perhaps in terms of their linguistic right.

We welcome the statement by county officials at our consultation meeting, that there will be further proposals very soon on expanding ALN provision in terms of the Welsh-medium sector in primary schools, but it is disappointing that that is not included in these recommendations. We look forward to seeing these recommendations developed within the Welsh language sector, without further delay.

The consultation identifies the marked growth in specialist support needs in pupils' mental health and emotional well-being. However, there is no recognition that exactly the same growth/pressure is taking place in Welsh-medium schools as well as English-medium schools. There is no plan or intention to establish any Welsh-medium provision in this area within primary or secondary education. There is an urgent need to respond to this demand within Welsh-medium schools, which at times fail to provide adequately to the more complex welfare needs of our most vulnerable pupils.

In conclusion, we would like to emphasise that the ambition of the proposals is to be commended and we look forward to seeing secure investment to improve the education of our most vulnerable pupils. In the past, Cardiff has been extremely successful in growing Welsh-medium provision. The next step is the need to increase Welsh-medium ALN provision to ensure that the sector is inclusive and able to welcome all pupils, whatever their ability. It is really unfortunate that it has not been possible to increase specialist education capacity with the opening of new primary schools within the sector over recent years, and we suggest that all new investments from now on should include plans to meet demand in ALN. We look forward to seeing the publication of the revised WESP to see clearly how demand can be met sustainably and decisively for this decade.

We look forward to open and positive reforms and negotiations to extend, strengthen and improve these plans jointly and in partnership in the months and years ahead.

Yours sincerely,

E Patchell
Chairman
Governing Body
Ysgol Gyfun Gymraeg Glantaf

Matthew H T Evans
Headteacher

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Cardiff Governors Association

Good afternoon,

As Chair of Cardiff Governors Association, I write to offer my full support for the current SOP plans for extending ALN provision within the city. Obviously, each individual Chair of Governors involved will represent the views of their own governing body.

There is a clear and defined need for more ALN provision across all areas of the city. This will only rise over time. My main concern going forward is meeting this increased need in a strategic and holistic way. Patently the closer to home appropriate and best provision on an individual basis is, the better for all stakeholders, especially the children and young people at the heart of all we do. It is vital the LA align the replacement Local Development Plan with SOP proposals to ensure that the correct, user-friendly, infrastructure is in place before we are expecting the implementation of new school places. Habits, once formed, are very hard to change. We need to balance meeting the rights of all our children and young people, in line with UNCRC and FGWBA with other corporate goals such as One Planet Cardiff, Cardiff 2030 and Child Friendly City status.

Cardiff Governors Association works hard with governor colleagues across the city to raise issues and concerns for us all to consider and urges colleagues to participate in discussion and consultation exercises and consider the broader city-wide and Wales-wide landscape within education. We will continue to collaborate with the LA to be a critical friend.

Kind regards

Karen Dell'Armi

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Merched y Wawr

Annwyl Swyddog,

Ymgynghoriad Cyngor Caerdydd ar ADY

Diolch yn fawr am yr ymgynghoriad ar y cynllun ADY a diolch am y cyfle i ymateb.

Rydym yn falch o weld y sylw i wella y ddarpariaeth ac rydym yn cefnogi yn llwyr eich ymrwymiad i gynyddu'r buddsoddiad ar gyfer disgyblion mwyaf bregus ein cymunedau. Rhaid hefyd canmol yr ymrwymiad i dyfu arbenigedd staff a chael cyfuniad gwell o ganolfannau arbenigol ac hefyd unedau o fewn ysgolion prif-ffrwd ledled y ddinas. Mae hyn yn bwysig.

Yr hyn sydd fodd bynnag yn destun pryder, wrth ddarllen y ddogfen ymgynghoriad, yw'r diffyg sylw digonol i gynyddu y ddarpariaeth cyfrwng Cymraeg. Mae hyn yn fater o ofid mawr i rieni a theuluoedd sydd yn dymuno i'w plant gael addysg cyfrwng Cymraeg.

Mae'r ddogfen yn cyflwyno model ble mae buddsoddiad cynyddol yn y sector cyfrwng Saesneg ond heb yr un cynnydd yn y ddarpariaeth cyfrwng Cymraeg. Mae hynny yn creu sefyllfa sydd yn gorfodi teuluoedd i symud plant gydag anghenion dysgu ychwanegol i ysgolion cyfrwng Saesneg ble mae darpariaeth gwell, gan achosi straen ac anghyfartaledd ychwanegol ar deuluoedd cyfrwng Cymraeg. Mae hyn yn groes i amcanion y Llywodraeth ac hefyd yn groes i argymhellion ymgynghoriad CSGA/WESP Caerdydd.

Rhaid buddsoddi yn y sector cyfrwng Cymraeg hefyd er mwyn sicrhau darpariaeth gyfartal a di-rwystr sydd wir yn dangos tystiolaeth o bolisi cynhwysol.

Mater o syndod oedd gweld mai data am yr ysgolion cyfrwng Saesneg yn unig a gafwyd yn y ddogfen ac nad oedd unrhyw gyfeiriad at ddata y sector cyfrwng Cymraeg. Argymhellir, felly, bod gwaith yn cael ei wneud ar unwaith i gasglu data ynglŷn ag anghenion a phrofiadau plant yn y sector cyfrwng Cymraeg cynradd a bod hyn yn cael ei gyflwyno a'i drin fel rhan o'r gwaith ymgynghori a chynllunio. Ar hyn o bryd nid yw'r profiadau yma yn cael eu hadlewyrchu yn y ddogfen ac eto mae anghyfartaledd dybryd yn wynebu plant ag anghenion addysg ychwanegol sy'n dewis addysg cyfrwng Cymraeg – diffyg lle, diffyg adnoddau, diffyg darpariaeth arbenigol. Collwyd cyfleoedd enfawr gan Gaerdydd i beidio cryfhau y cyfleoedd a'r ddarpariaeth yn yr ysgolion cynradd newydd cyfrwng Cymraeg a sicrhau cyfleoedd hafal ar draws y ddinas. Wrth sefydlu canolfannau awtistiaeth ar gyfer y sector uwchradd rhaid hefyd cynllunio ar gyfer gwell darpariaeth ar gyfer awtistiaeth yn y sector cynradd cyfrwng Cymraeg.

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Mae'n bwysig sicrhau rhaglen hyfforddi gyfoethog cyfrwng Cymraeg i'r staff cyfredol ac i ddenu athrawon a gweithwyr arbenigol cyfrwng Cymraeg, gan gynnwys sicrhau mwy o ddarpariaeth ar y cyrsiau seicoleg proffesiynol.

Gobeithiwn yn fawr y byddwch yn ystyried o ddifrif y sylwadau hyn wrth i chi fireinio y dystiolaeth ac wrth gynllunio ar gyfer darpariaeth addysg anghenion ychwanegol sy'n rhan o'ch ymrwymiad i Gaerdydd ble mae'r Gymraeg yn fyw ac yn rhan o bob elfen o bolisi.

Yn ddiffuant

Dr Rosina Davies (Cadeirydd Cangen Caerdydd Merched y Wawr)

Dear Officer,

Cardiff Council's consultation on ALN

Thank you very much for the consultation on the ALN scheme and thank you for the opportunity to respond.

We are pleased to see the attention to improving provision and fully support your commitment to increasing investment for the most vulnerable pupils in our communities. The commitment to growing staff expertise and having a better combination of specialist centres and also units within mainstream schools across the city is also to be commended. This is important.

What is worrying however, when reading the consultation document, is the lack of adequate attention to increase Welsh-medium provision. This is a matter of great distress to parents and families who wish their children to receive Welsh-medium education.

The document presents a model where there is increased investment in the English-medium sector but without the same increase in Welsh-medium provision. That creates a situation that forces families to move children with additional learning needs to English-medium schools where there is better provision, causing additional stress and inequality on Welsh-medium families. This is contrary to the Government's objectives and also contrary to the recommendations of the Cardiff's WESP consultation.

Investment must also be made in the Welsh-medium sector to ensure equal and barrier-free provision that truly shows evidence of inclusive policy.

It was surprising to see that the document contained only data on the English-medium schools and that there was no reference to Welsh-medium sector data. It is recommended, therefore, that work is undertaken immediately to collect data on the

EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

needs and experiences of children in the primary Welsh-medium sector and that this is introduced and treated as part of the consultation and planning work. At present these experiences are not reflected in the document and yet there is a serious disparity facing children with additional education needs who choose Welsh-medium education – lack of space, lack of resources, lack of specialist provision. Cardiff missed huge opportunities to strengthen the opportunities and provision in the new Welsh-medium primary schools and to ensure equal opportunities across the city. In establishing autism centres for the secondary sector there must also be planning for better provision for autism in the Welsh-medium primary sector.

It is important to ensure a rich Welsh-medium training programme for current staff and to attract Welsh-medium teachers and specialist workers, including securing more provision on the professional psychology courses.

We very much hope that you will take these comments seriously as you refine the evidence and when planning for additional needs education provision that is part of your commitment to Cardiff where the Welsh language is alive and part of all elements of policy.

Sincerely

Dr Rosina Davies (Chair of Merched y Wawr's Cardiff Branch)

This page is intentionally left blank

Summary of the responses received and appraisal of views expressed

Responses received regarding The Court Special School proposal

1. The points of view received as part of the consultation are set out in *italics* below and have been grouped according to the points raised where appropriate.
2. The Council's response to each point can be seen underneath, under the heading "Appraisal of views expressed."
3. Formal responses were received from:
 - Estyn
 - The Court Special School Governing Body
 - The Court Special School Headteacher
 - The Court Special School Staff
 - Fairwater Primary School Governing Body
 - Pen y Bryn Primary School Governing Body

Estyn

4. *It is Estyn's view that this proposal is likely to at least maintain the standard of education provision in the area. However, there are ways in which this proposal could be strengthened.*
5. The response from Estyn included the following points: (a copy of the full response can be seen at Appendix 6)
 - *The Council has provided a clear rationale for the proposal. It has provided a table that sets out the current primary age specialist provision available for children with emotional health and wellbeing needs and the projected future demand for school places for these pupils. The table shows a current deficit in the number of places available in relation to the number of places needed. The projections show an increase in these numbers over the next few years. The proposed increase in capacity would help to reduce this deficit in numbers. In addition, the condition of the buildings at the Court special school is very poor, with 'unsuitable' learning environments, which seriously inhibit the school's capacity to deliver the curriculum. Under this proposal, the buildings currently occupied by the Court special school would be vacated. The Council has suitably demonstrated that there is sufficient space and capacity at the Fairwater primary school site to accommodate pupils and new purpose-built accommodation. The council asserts that the*

current St Mellons, Church in Wales primary school site in Llanrumney will be vacant in Autumn 2022 and will transfer to ownership of the council at this time. This site is located adjacent to Pen y Bryn primary school and the Council intends to work closely with both Pen y Bryn primary school and the Court Special School to ensure that the requirements of the building bulletin guidance for schools are met. We feel that this could be further strengthened with the addition of information about any adjustments which would need to take place to these buildings to ensure that they meet the individual needs of the pupils at the Court school. For example, specific considerations around acoustics or lighting and adequate separation from the primary school on the proposed sites.

- *The council has provided some detail as to how the proposal would be funded. However, it lacks any significant information that details whether any savings will be made as a result of the proposal. For example, through a reduction in numbers of pupils being placed out of county. The council has provided sufficiently detailed descriptions of the proposals and the projected timetable for statutory procedures. However, there is no indication of timescales for implementation of the proposal, and any proposed interim arrangements, which might be necessary for their implementation. Furthermore, the school currently funds a psychotherapist, we believe that it would be beneficial to explain how continuity of this provision will be secured when the school has higher pupil numbers and is split over different sites.*
- *The Council has suitably outlined the benefits and potential disadvantages of the proposed changes. The benefits include increasing the number of special school places to contribute towards meeting projected demand and the establishment of a new school building. The potential disadvantages include the difficulties faced by some ALN pupils due to the changes and the potential for increased traffic congestion. We feel that this proposal could be strengthened with the addition of more detail illustrating how these changes will be managed to reduce the impact on learners currently at the school. For example, a description of the timescale of changes and whether they would take place simultaneously or consecutively. In addition to this, a plan which demonstrates if any current pupils would be subject to more than one school move. These potential changes could have a significant impact on the wellbeing and educational outcomes for this cohort and should be managed appropriately to reduce their negative impact. The council has outlined mitigation measures to address some potential disadvantages. These appear to be fair and reasonable. In addition, the council has identified some risks associated with the proposed changes and appear to be managing these appropriately.*
- *The council references a feasibility study that explored possible alternative options and says that a few alternative sites were considered but were dismissed because of issues around access, site constraints, traffic and*

flood management. However, no further detail has been provided regarding this feasibility study.

- The council has suitably considered learner travel arrangements as a result of this proposal. It states that it is committed to ensuring that every school in Cardiff has an 'active travel plan' which identifies actions by the school to support and encourage active travel where appropriate and identifies improvements needed on-site and off-site to facilitate active journeys.*
- The council iterates that there are no planned changes to the council's policies on admission arrangements and learner travel arrangements.*
- The consultation paper makes no reference to the impact of this proposal on Welsh medium provision within the local authority or how this the proposal would support the targets in the local authority's Welsh in Education Strategic Plan (WESP). It talks generally about Welsh medium education in Cardiff and references some Welsh medium schools. It is unclear therefore how this proposal will impact on Welsh speaking pupils with ALN.*

Educational aspects of the proposal

- The council has suitably considered the impact of the proposal on standards, teaching and learning experiences, care support and guidance and leadership and management. It has concluded that the proposal is not expected to have any negative impact on standards of education or teaching and learning experiences. In addition, it intends to work with the leadership of both schools to help improve and sustain support, care and guidance and ensure that changes are planned carefully so that leadership and governance are not disrupted. We feel that this proposal could be strengthened by: highlighting how leaders plan to secure the staffing levels needed for such a large increase in capacity, showing how these staff will be appropriately trained to work with a complex cohort of young people, showing how leadership capacity is not negatively impacted by these changes.*
- The council has included a summary of the last Estyn inspection report for the Court special school and Fairwater primary school. Estyn judged that The Court special school's performance and prospects for improvement were both good. Also, all inspection areas in Fairwater primary school's inspection report were judged to be good. The council has suitably considered the impact of the proposal on vulnerable groups of pupils including those who have ALN, those who receive free school meals and those who have English as an additional language. It has stated that those who have ALN would be supported to enable them to adapt to the changes proposed and that there is no information available to suggest that the proposals would have a negative effect on the other vulnerable groups of pupils.*

- *The council states that an initial equality impact assessment has been carried out and that it concluded that the proposed changes would not negatively affect a particular group in society. However, no details of this assessment have been provided. The council states that a community impact assessment has been undertaken for these proposals and provides a link to this assessment. However, there is no such document at this link. Also, no comment is made as to the findings from this community impact assessment. The council says that it does not anticipate any negative effect of the proposal on any local school. In fact, it believes that the proposal provides an opportunity for staff at Fairwater primary school and Pen y Bryn primary school to work more closely with specialist services in Cardiff and that this could enhance the schools' inclusive teaching and benefit all pupils in the school. This seems to be a reasonable and fair assertion.*
- *The council has not provided any specific details relating to potential disruption to pupils as a result of this proposal, however it talks more generally about ensuring that the curriculum continues to be delivered and that high education and safety standards are maintained.*

Appraisal of views expressed

6. The Council acknowledges the conclusions of Estyn on the overall merits of the proposals. The Council will work closely with the Governing Bodies of The Court Special School, Fairwater Primary School and Pen y Bryn Primary School to consider the design, site layout, access and buildings arrangements as the proposals are developed. Whilst initial development appraisal has been undertaken, detailed matters such as acoustics and lighting would be considered as part of this process.
7. Whilst there are a number of existing specialist settings across Cardiff, there are not enough places available. The number of children who would benefit from a place is projected to increase over coming years. As there are not enough special school places in Cardiff, the Council has also funded some places at special schools in other Council areas or in independent schools. The total spend on these places was £6.3m in 2020/21. Of this, approximately £2.5m has funded specialist places for those learners with Emotional Health & Wellbeing Needs. The budget for 2021/22 for these types of places is currently set at £7.3m.
8. The expansion of additional learning needs provision within Cardiff will allow for children to be educated closer to home and to maintain links with their local communities. The proposals consulted on represent a significant capital and revenue investment which will be partly funded by a reduction in out of county costs.

9. The Court Special School currently funds a psychotherapist; if the proposals go ahead the Council would support the Governing Body to review the staffing models across the two sites to ensure that appropriate support for pupils is maintained. The Council continues to work with schools to identify appropriate transition arrangements for pupils with additional learning needs. These arrangements are dependent on individual need and are progressed as required. This support includes the provision/timing of funding, support with the recruitment and training of staff, the identification of needs and ongoing reviews.
10. The proposed progression of the new accommodation for The Court Special School would be phased with work on the Fairwater site being brought forward ahead of the St Mellons site with the current school site remaining operational. Pupils would not be subject to more than one school move.
11. The Council has considerable experience in the successful delivery of building projects as a result of progressing a large and growing school organisation programme. Any building works carried out would be managed effectively in consultation with the schools to ensure that the full curriculum continues to be delivered and that high education standards and safety standards are maintained.
12. The Council provides a range of support to specialist support to schools including specialist staff, CPD support for staff development, ALNCO forums, cluster ALNCO meetings, termly additional learning needs updates for Headteachers and regular updates for governing bodies. The proposed changes would be planned carefully so that the school's leadership and governance are not disrupted, which could have a negative impact on educational standards.

The Court Special School Governing Body

13. The response from The Court Special School Governing Body included the following points: (a copy of the full response can be seen at Appendix 6)
 - *The Court School Governing Body strongly agree with the proposal to increase the capacity of the school and considered this to constitute the best method of taking ahead the education of the children concerned.*
 - *Given the condition of the Court School site in Llanishen, we also strongly agreed with the transfer to new build accommodation on the two sites in Fairwater and Llanrumney.*
 - *We felt it important to state at this stage that the principle of a maximum number six pupils per class should be adopted in the formulation and construction of the school buildings with all classes fully and properly resourced.*

- *We would hope that the experience of management and staff at The Court School would be utilized in both the physical planning of the two school sites, i.e., space standards, outside areas and in the ethos and management of the schools. We would also hope that the experience and abilities of the Governing Body will be fully utilized as well.*

Appraisal of views expressed

14. The Council welcomes the support of The Court Special School Governing Body.
15. The Council supports the principle of a maximum number of six pupils per class in planning for the new school facilities.
16. The Council continues to work closely with the Governing Body, management and staff of The Court Special School including planning for the new school build, staff recruitment and development and supporting the development of the school ethos and management.

The Court School – Headteacher

17. The response from The Court Special School Headteacher included the following points: (a copy of the full response can be seen at Appendix 6)
 - *The proposals regarding the Court School are incredibly positive. There is clearly a pressing demand for additional Court School places and at present we are unable to meet this demand due to the significant accommodation issues. The idea of increasing our capacity to 72 is aspirational and it makes sense to operate this on the basis of two sites across the city. This way, pupils are likely to have stronger links with their communities and may be able to consider active travel solutions or spend less time in taxis.*
 - *I am also very supportive of the principle of co-location. Being situated within close proximity to mainstream schools will give us opportunities to develop close working relationships with colleagues with whom we can share expertise and facilities. We are also really excited about the idea of developing strong links with local communities.*
 - *This is an exciting opportunity for us to develop into a centre of excellence and support schools throughout the city in relation to mental health and trauma informed pedagogical approaches. We are very conscious however that class sizes need careful consideration and also strongly believe that both sites should be new and purpose built.*
 - *The views of; pupils, staff, parents/carers, Governing Body and visiting professionals need to be carefully considered as they have a huge amount of experience and knowledge to impart. In addition, we would like officers to plan and implement alongside stakeholders.*

- *Staffing structures need careful consideration at this early stage and there needs to be a significant period of 'overlap' where new staff have the opportunity to refine their skills alongside more experienced colleagues. In addition, all staff need to have opportunities to grow and develop within the school and need access to good quality, sector specific and evidence-based professional development. The wellbeing of staff also needs to be prioritised, e.g. excellent staff 'rest and restore' spaces and access to showers, as our sector can be incredibly demanding both emotionally and physically. Therefore, we need to be in a position where we can attract high quality new staff and retain our skilled and talented workforce.*
- *We work with fabulous and incredibly complex/vulnerable children and work relentlessly to maximise their potential. From my perspective we need our unique and very special provision to grow and develop and I look forward to working with LA staff/project managers to make this ambition a reality.*

Appraisal of views expressed

18. The Council welcomes the support of The Court Special School Headteacher.
19. Issues related to class size at The Court Special School are addressed at paragraph 15.
20. Issues related to school engagement as part of the build process are addressed at paragraph 16.
21. HR People Services will work with the Governing Body and Headteacher to address the HR implications arising from the expansion of the school and the resulting need for additional staffing.
22. Additionally, support will be provided around the sharing of best practice, staff continuing professional development, transition and reintegration and curriculum development.

The Court Special School Staff

23. A response from the staff at The Court Special School included the following points: (a copy of the full response can be seen at Appendix 6)

Positive

- *Class sizes – please stick to 6 per class*
- *An opportunity to build a better future for some of the most vulnerable and forgotten about children*
- *New infrastructure*
- *Building 'fit for purpose' therapeutic spaces*
- *Purpose built building*

- *New build/ new ideas / new vision*
- *Environment fit for the learners (deserve better than what is here at the moment)*

Concerns

- *Boundaries between the schools*
- *Staff recruitment – ideal to have an overlap where new staff can learn from current staff*
- *We feel like we'll be given what we're given and our voices aren't really going to be listened to*
- *Kids in their local communities' school vandalised, kids running home*
- *What staff are going to what site? Staff need to be able to plan for things such as traffic, childcare etc.*
- *With the boundaries, will the other school be ok to deal with what they might hear?*
- *How do we maintain 'one school' feel across two sites?*
- *We have good links with the village, able to practise 'life skills' Will this continue?*

Opportunities

- *Staff development*
- *Becoming a centre of excellence*
- *Facilities on-site that could really benefit our pupils – outdoor gym for example*
- *TA progression*
- *Chance to work with other agencies in a positive way*
- *Opportunities for the learners to benefit from 'proper' facilities and services*
- *Staff to develop/learn new skills*
- *Staff team to grow*
- *Training opportunities*

Appraisal of views expressed

24. The Council welcomes the support of the staff at The Court Special School.
25. Issues related to school engagement as part of the build process are addressed at paragraph 16.
26. Issues related to staff opportunities are addressed at paragraphs 16 and 22.

Fairwater Primary School Governing Body

27. A response from Fairwater Primary School Governing Body included the following points: (a copy of the full response can be seen at Appendix 6)

- *The Governing Body fully understand and support the need to increase the capacity of The Court Special School, along with the need to relocate the school to a more suitable premises. We have met as a Governing Body to discuss the impact the proposals on our school. Our collective response is that at this time we are not in a position to support the proposals directly involving our school pending clarification of the following issues:*

Driveway/Access

- *Access to the site is already an issue and we have concerns that utilising only the current entrance will not offer a satisfactory solution. Would it be possible to utilise access from V21 (Bwlch Road) to make a one way in, one way out entrance/exit or separate entrance for each school?*
- *There are concerns around segregation and safeguarding. How will parents and children access the two schools independently to ensure safeguarding and ensure there are no behavioural issues to protect our children.*
- *Wellwright Road is already very busy, increased traffic from Taxi's/Buses and parents parking would add to this. The residents are already complaining to the School and Council regarding the current issues.*
- *There was a mention of 10-15 extra taxis/minibuses per day, we currently have 4-5 per day and they (mainly) come before and after pupils start and end their day to minimise disruption. How would this be managed with the new school?*
- *Will you be creating a better entrance for construction traffic and the school to segregate the two prior to works starting?*
- *If construction traffic moves through that entrance will it be outside of core school hours (e.g. drop off and pick up)?*

Perimeter Fence

- *Would the fence be erected before construction works to ensure the security of the site and protection of our children from workers/contractors?*
- *If there needs to be a gap between the new fence and the existing properties, what safeguarding put in place to stop residents communicating/talking to the children through the fence?*
- *As above, how would we stop rubbish and grass etc. accumulating, is the school responsible for this or the general council landscapers?*
- *Once the fence is erected, would this define the school boundary in terms of responsibility for maintaining the grounds?*

Buildings

- *We would like clarification of the proposed building location on site so that we can understand how much space we would have left (e.g. would we retain the sports field) and to ensure enough separation so that the children do not come into contact with each other.*
- *Many repairs and improvements have been put off at Fairwater due to the possible expansion, will the schools current state be re-evaluated and works completed where possible now that the expansion is off the table?*

School Organisation

- *We support the schools being separated in terms of having individual heads and Governing Bodies. We would like more information on how the schools could work together to benefit each other although have concerns about the impact on our staff (e.g. staff migrating to the other school, jobs etc.)*
- *Can we speak to another other school that shares a site with a special school currently, this may help us understand how they can work together effectively?*
- *We would like more clarity on what is meant by 'bringing the Court School into mainstream' - will our school need to support/be responsible for these children?*
- *Can you help us understand the range of issues that children at Court school have?*
- *What impact will it have on our current wellbeing unit children, who don't currently mix with mainstream?*
- *What impact will it have on our current mainstream children?*
- *We recognise that collaborating on ALN practices and expertise etc. between schools would be of benefit.*

Nursery Provision

- *We have been looking at providing a Nursery provision at Fairwater for a number of years. This again was put on hold due to possible expansion plans.*
- *We believe that a Nursery provision will boost numbers into reception (parents are currently driven to other school with nurseries)*
- *This will give us an early indication of ALN issues (better to intervene early)*
- *We can build communication with parents and start a community prior to joining reception*
- *Currently there is no benefit to the residents of Wellwright road in the proposals you have provided, by adding the benefit of a nursery we believe this will make the proposals more palatable to them*
- *We have a demountable building that is very close to the end of its life, we were due to spend £11,000 on repairs to the building out of our own money. This would provide an opportunity for the Council to help us achieve a Nursery provision whilst we can contribute to a replacement demountable building for both the Nursery and our developing Community Hub.*
- *We look forward to working with you to explore the various options that we believe can benefit both the Court School and Fairwater Primary School.*

Appraisal of views expressed

28. The Council acknowledges the concerns expressed by Fairwater Primary School Governing Body.
29. The school has a generous site of approximately 4.8Ha and has been identified as of sufficient size to be shared with a new-build special school. 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. Fairwater Primary School would still retain a site which exceeds the site size requirements of a large community primary school.

30. The development of the proposal would be progressed in partnership with the Headteachers and Governing Bodies and would consider fully the concerns raised and appropriate ways in which these could be mitigated including phased implementation, accommodation requirements, site layout options, access and egress arrangements, traffic management, transition planning and Outreach support.
31. The Council would work closely with each school to consider the design, layout, access and buildings arrangements as the proposals are developed. Whilst initial development appraisal has been undertaken, these detailed matters would be considered at a later stage with the design/layout of any new build allowing for suitable distance and security with the integrity of both mainstream and special school provision maintained.
32. The majority of The Court pupils would be eligible for Learner Transport in shared taxis or by minibus. The site access would be designed for efficient access by this small number of vehicles.
33. An appropriately sized drop-off and pick-up area would be incorporated in a safe, secured area within the site.
34. The existing Wellbeing class at Fairwater Primary School continues to be an important part of citywide emotional health and wellbeing support for primary aged pupils and this is intended to continue.
35. The co-location of specialist and mainstream provision provides the opportunity to build partnerships and develop collaborative working practices which would benefit both schools.
36. The establishment of nursery provision at Fairwater Primary School is out outside of the scope of the proposal consulted on and would be considered separately.

Pen y Bryn Primary School Governing Body

37. A response from Pen y Bryn Primary School included the following points: (a copy of the full response can be seen at Appendix 6)
 - *Whilst the Governing Body of Pen y Bryn Primary School are in general terms supportive of the proposals there are the following concerns which the Governing Body would like to highlight.*
 - *The Head teacher and Chair of Governors have been approached to discuss the redesignation of a slice of land on the Pen y Bryn site to accommodate the Court School proposal. The slice of land adjacent to the early years area of the school has been developed over recent years and*

now includes a forest school area, orchard and planters. The Governing Body would like to seek reassurance that the school would be compensated and those features replaced elsewhere on the school site.

- The removal of this slice of land also prohibits planned projects which was to install playground equipment on an area of land, and it also cuts through the school's football pitch. Again the Governing Body would like to seek reassurance that the school will be appropriately compensated to ensure the development is not to the detriment to the children of Pen Y Bryn.*
- Given the close proximity between the early years area of Pen Y Bryn and the boundary of the proposed Court School, the Governing Body would like to seek clarity on the design of the Court School to ensure the layout allows for suitable distance and security between the two schools' playing areas.*
- The Governing Body would also be keen to understand the traffic management implications of the site given it fronts onto a narrow road which is often fully parked along one side.*
- The Governing Body would also like to seek reassurance as to how the safety of children in Pen Y Bryn will be ensured during the construction phase of the site.*

Appraisal of views expressed

38. The Council welcomes the support of Pen y Bryn Primary School. The proposed transfer of The Court Special School to the vacated St Mellons CiW Primary School site adjacent to Pen y Bryn Primary School has been discussed with the school. The Council will continue to work closely with the school to agree a revised boundary and ensure that the relocation of existing facilities meets the requirements of Pen y Bryn Primary School.
39. Whilst initial development appraisal has been undertaken, these detailed matters would be considered at a later stage with the design/layout of any new build allowing for suitable distance and security with the integrity of both Pen y Bryn Primary School and The Court Special School maintained.
40. 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.
41. 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.
42. 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.

43. The Council has significant experience in the successful delivery of building projects as a result of progressing a large and growing school organisation programme.
44. Any building work carried out would be managed effectively in consultation with the schools included in these proposals to ensure that the curriculum continues to be delivered and that high education standards and safety standards are maintained, with minimal disruption to pupils and staff.

Engagement with The Court Special School pupils

45. *The pupils liked the idea of a new school buildings/facilities; the school currently had broken heating and the windows could not be opened. They would like better facilities with more suitable rooms/spaces to do things. They provided a range of ideas for what they would like to be provided including improved sports facilities (internal and external), quiet areas, outside space and equipment, an outdoor classroom, craft and music rooms.*
46. *They also wanted practices such as earning tokens throughout the week to spend on Fridays to be maintained.*

Fairwater Primary School Pupil representation

47. *The children were happy with the idea of having another school on their site overall.*
48. *The points raised included related to any loss of playground space, whether there would be opportunities to play with the children from the other school, the age range of the new school, access arrangements and the location of the new school on the site.*
49. *Notes of the meetings can be seen at Appendix 4.*

Appraisal of views expressed

50. The Council welcomes the support for the proposed expansion of The Court Special School.
51. The development of the proposal would be progressed in partnership with the Headteacher and Governing Body and would consider fully the concerns raised and appropriate ways in which these could be mitigated including, phased

implementation, accommodation requirements, site layout options, traffic management, transition planning and Outreach support.

Other responses received

Potential for increased traffic around the Fairwater Primary School site

52. Responses from local residents included general concerns about increased traffic.
53. *The location is in a residential area that does not have the road access infrastructure to cope with the extra vehicular traffic that the proposal would cause. There are significant parking and road safety issues associated with Fairwater Primary School already. A second school on the same site would exacerbate these issues.*

Appraisal of views expressed

54. The location of a special school with 36 places would have a relatively low number of journeys to the site, compared to other schools.
55. Few parents would commute to the school site as a high proportion of learners would travel by free home to school transport in shared vehicles, which would collect and drop off learners within the school site.
56. For parents who travel to the shared site, 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.
57. There is good walking route access to the school and good existing and proposed cycling links. Short term improvements are 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 city centre with medium term improvements due for on-road light segregation cycle tracks.
58. A recent Transport Assessment for this site identified acceptable traffic impact due to a comparable (but larger) development.
59. 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 railway line and river Ely and north east through Fairwater, Llandaff and the wider network.

60. The proposed location at the Fairwater Primary School site would give potential for a separate second access from the existing primary school access.
61. 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.
62. The consultation sought views at the formative stage on school organisation proposals to expand and transfer The Court Special School.
63. Whilst initial development appraisal has been undertaken, detailed matters such as where any new school build would be located would be considered at a later stage. Any design taken forward would be developed in partnership with the school and the appointed contractor would be subject to statutory planning processes which allow for all interested parties to comment on and inform what is delivered.

Dissatisfaction with the Band B 21st Century Schools Programme expansion of Fairwater Primary School not being progressed

- *Approximately three years ago, the LEA advised that Fairwater Primary was to be developed and expanded to a 2 class per year facility, with nursery provision. In 2020, the LEA "pulled the rug" on the expansion plan citing falling local birth rates as grounds. It was only approximately 6 months ago that the LEA revealed its true intention for the Fairwater Primary site. As a Governor, I feel sandbagged, bitter and betrayed by the LEA's handling of this issue.*
- *There are other sites, in Cardiff West, that the LEA could use for ALN Provision. For example, LEA land at Fitzalan and Michaelston High Schools could be utilised. There are also various greenfield opportunities at school playing fields in Cardiff West. I can only hope that the LEA reconsiders its position on this matter.*

Appraisal of views expressed

64. The Council acknowledges the concerns raised.
65. In accordance with the required timescales for the submission of Band B 21st Century Programme funding bids by Local Authorities, the Council submitted its list of prioritised schemes to Welsh Government in 2017. This included a proposal to expand Fairwater Primary School.
66. The Council's 2017 bid outlined sufficiency issues in some parts of the city owing to low levels of surplus places in some schools, planned housing developments including the Ely Mill development in Canton, and birth rates

remaining at high levels following a peak in 2011/ 2012. Data available to the Council in 2017, sourced from the NHS in 2016, informed the Council's Band B priority schemes.

67. In September 2016, 4,339 children entered Reception year. There was a 5% surplus of places at reception and a 6.4% surplus in the other year groups of the mainstream primary sector (ages 4-11).
68. However, since 2017, birth rates have reduced significantly. Intakes to primary schools city-wide fell to 3,824 in 2021 and are projected to fall further in the next three years. Intakes to Fairwater Primary School also fell to 17 pupils in Autumn 2021.
69. Projections taking account of data supplied by the NHS indicates that intakes to schools will fall further in coming years and that there is no need to increase the number of primary school places in many parts of the city.
70. The Council has identified the Fairwater Primary School site as suitable for redevelopment taking account of its size of c 4.8Ha. The Building Bulletin guidelines for primary schools indicate that the site would be sufficient to accommodate the proposed special school in addition retaining a generous site for a 2 form entry primary school previously proposed.

Responses received regarding the proposal for Greenhill School

71. The points of view received as part of the consultation are set out in *italics* below and have been grouped according to the points raised where appropriate.
72. The Council's response to each point can be seen underneath, under the heading "Appraisal of views expressed."
73. Formal responses were received from:
 - Local Members – Cllr Jayne Cowan, Cllr Adrian Robson, Cllr Oliver Owen (Rhiwbina Ward)
 - Estyn
 - The Greenhill School Governing Body
 - The Greenhill School Senior Leadership Team

Local Member responses

74. Councillors submitted a joint response. The response included the following points: (a copy of the full response can be seen at Appendix 6)
 - *We are opposed to the proposals for Greenhill Special School. The school continues to receive Green Status with Good Improvements and that is in no small part to the exceptional teaching at the site, and the positioning of the school and Sixth Form. Rhiwbina is a wonderful community and one which supports the school.*
 - *We cautiously welcome the additional number of pupils and look forward to receiving the risk assessment relating to the Ty Glas proposals, including which other school/businesses etc. will join the school on the site.*
 - *We are vehemently opposed to the school being totally removed from Rhiwbina. It works well here. It could be rebuilt here. We are also vehemently opposed to part of the school being moved to the Garden Centre on a roundabout/junction which is exceptionally busy and not suitable. The pupils from the school have considerable additional needs and if they left the site, would be in unfamiliar surroundings with obvious dangers.*
 - *We sincerely hope that the Cabinet will not support this move as it will be highly detrimental to the pupils.*

Estyn

75. A response from Estyn included the following points: (a copy of the full response can be seen at Appendix 7)

- *This proposal sits alongside others that seek to achieve a more equitable provision to better meet the current and future additional learning needs of pupils, across the City and is broadly welcomed. The proposal would result in a 150% increase in the number of pupils on roll. It is not clear which year groups are likely to be most affected by the increase, whether or how this increase will be managed over time, or the resultant impact on pupil transition or staffing including leadership. Estyn considers that the proposal is likely to, at least, maintain the standard of education provision in the area.*
- *The proposer has provided a clear rationale for extending the capacity of Greenhill School. It articulates clearly how the local authority is unable to meet the demands for school places for pupils with emotional and wellbeing needs. However, the proposal does not provide clear rationale for developing the school on two separate sites, albeit 4 miles apart. The consultation document states that Greenhill is currently, and will in the future continue to be, a mixed sex school and that there are 'no planned changes' to the admissions policy. The consultation document notes that the pupils currently on roll are boys. Estyn's inspection of the school in 2013 noted that all the pupils on roll were boys. The consultation does not provide a clear enough account of both existing and future provision for girls and whether the needs of girls with emotional health and wellbeing needs are being met appropriately.*
- *The proposer states that pupils admitted to Greenhill have a statement of special education needs. To comply with the Additional Learning Needs and Education Tribunal [Wales] Act the proposer needs to consider the admission of pupils with individual development plans also. The proposal includes information on how the local authority categorises their school buildings and how the current Greenhill site is not fit for redevelopment as it is rated C for condition (Poor with major defects) and D (Very poor) for suitability, with 'unsuitable' learning environments, which seriously inhibit the school's capacity to deliver the curriculum.*
- *The proposal provides sufficient evidence on the projected timescales and how this is subject to planning permissions of the two sites and the relevant funding being secured. However, less clear is what arrangements will be in place to meet expected demand if the proposal does not progress. The proposal explains well how The Dutch Garden Centre site could be developed. The Council's Cabinet have given permission to acquire the land, the area is designated as Green Wedge meaning that the status of the area can be reviewed in line with the Local Development Plan. The local authority has already undertaken feasibility work and relevant feasibility assessments. The findings of these indicate that the design of the school and its landscaping would need to be taken into consideration to be consistent with its location. The Council's Cabinet has also agreed the acquisition of the Ty Glas site formally occupied by HMRC.*
- *The proposal sets out well how this provision could appropriately support the provision at The Dutch Garden Centre site as well as possible*

mainstream provision. The proposal explains adequately how any new building would comply with Welsh Government funding conditions, such as BREEAM certification. The design process however has yet to commence but it does describe how detailed designs would be agreed with the headteacher and governing body. The input of children and young people into developing plans would be integral to project implementation at all stages. There would also be opportunities for stakeholders to comment on detailed plans at the pre-planning and planning application stages, should the proposal be progressed.

- *The proposal considers suitable alternatives and outlines the possible benefits, disadvantages, and risks, appropriately. Nearly all pupils currently travel to Greenhill site by pupil transport provided by the local authority. It is proposed that this would still be the case for pupils who would attend the Dutch Garden Centre site. However, pupils attending the Ty Glas site would have a greater potential to use active travel connections, this being of a potential benefit to the pupils. The proposal does acknowledge the travel risks of the Dutch Garden Centre site and proposes a transport assessment takes place if the consultation is successful.*
- *The proposal lays out well how the cost of the builds would be met and how further work will be undertaken to establish whether there would be further savings for those pupils who are placed out of county for their education due to the lack of specialised school spaces. The proposal appears to provide effective opportunities for stakeholders, organisations, and members of the public to respond. The process is clearly set out with timescales and how the consultation will be used.*
- *The proposal outlines the intention to increase the number of post-16 places further. We welcome this development. It states that the majority of pupils from special schools are not able to sustain successful transitions to further education, training or employment. However, there are no specific references to the curriculum to be offered or any partnership approach to be adopted in meeting the needs of this group of learners. The proposal recognises that for this group of pupils that change, and disruption needs to be carefully managed and that plans would need to be implemented to support this. It is proposed that the current staff employed at Greenhill School would remain which would support this change. The proposal includes how the local authority would work with the school, its governing body and parents to ensure that the proposed changes would be carefully planned so that governance, leadership and pupil welfare and their education would not be disrupted.*
- *The proposal outlines the possibility of Greenhill being used as an alternative to placing pupils in out of county provision. However, beyond the statement, no further information is provided. Neither is it clear what impact increasing the provision at Greenhill will have on other settings that currently make provision for secondary aged pupils with emotional health and wellbeing needs. In considering the impact of the proposal on the quality of outcomes, provision and leadership and management, the local authority*

has listed the most recent Estyn inspection outcomes and the Welsh Government categorisation outcomes for Greenhill School.

- The proposal recognises the need for 21st learning environments for its pupils that are appropriate and of a high standard to reflect the needs of the 'Curriculum for Wales' due to be implemented in Welsh Schools in 2022. 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. New and improved school facilities will help support this vision. Overall, there is very little detail on the proposed curriculum. Examples have been provided on how the Dutch barn site could provide vocational and work-related experiences such as horticulture and animal care. However, it is not clear how the curriculum will relate to local market information, the role of local providers such as further education and training organisations. Also unclear is whether pupils from either of the two proposed sites would benefit from the provision that each site could offer.*
- The proposal explains well how the current building limits these opportunities as well as limiting the number of pupils that can attend. The proposal states that the new buildings would be fully accessible and compliant with the Equality Act 2010. However, the consultation does not outline how the council will specifically cater for the needs of children and young people with emotional health and wellbeing needs in the design and build of the proposed sites. In addition to the facilities included [page 18] the design process should consider appropriately how the accommodation, on both sites, will meet the sensory needs of pupils. We note that a joint review of health and specialist provision in Cardiff special schools and the pupil referral unit will inform the design of specialist provision.*
- Greenhill School was last inspected by Estyn in March 2013. At this time the school's performance and prospects for improvement were both judged as 'Good'. An assessment provided by the Central South Consortium in autumn 2021 stated that many pupils make increasingly rapid progress across the whole curriculum and school pupil information clearly indicates that progress rates are successfully improving year on year. In the most recent Welsh Government school categorisation in January 2020, Greenhill School was categorised as Green. This means that Greenhill School is a highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement. The proposal considers the provision for the Welsh language, appropriately. It references the implementation of the LA Welsh Language policy. It appears that there would be no negative impact on the Welsh language provision for these pupils. It does reference the lack of Welsh Language provision for pupils with additional learning needs, however this proposal does not address this shortfall.*

The Greenhill School Senior Leadership Team

76. A response from the Headteacher, Deputy Headteacher and Assistant Headteacher included the following points: (a copy of the full response can be seen at Appendix 6)

- *When we consider the sites, we would like to make the following comments. The two sites, one with a rural situation which is perfect for all aspects of forest schools' education and the other with an urban situation within the same post code of the current school, is perfect for travel training, visiting shops and providing services for the community.*
- *We do, however, have a few concerns which we would like to voice at this juncture. The Garden Centre site which is eight acres, is a perfect size and has great potential for the students of Greenhill but the proximity of the motor way raises concerns that we hope to overcome working together with the Local Authority as there are access issues. We would also hope that the local Authority would be able to redirect some of the bus routes as currently the bus route does not extend to the site. This would help to make the site more accessible to parents and some of the students who are able to travel independently.*
- *Travel between the two schools would also need careful consideration. If staff were required to teach in both venues, there are the issues of timings and traffic delays to consider which would impact the school day. I realise that this is largely a timetabling and management issue for the school but is something we should consider from the outset.*
- *On the whole however, the garden centre site with its rural aspect, overall size of eight acres, gang neutral postcode will provide a good site for a 21st century specialist provision for students with severe and complex social emotional and mental health issues.*
- *The CF14 venue is a good site for a specialist provision for SMEH students. However, we are aware that there will be a mainstream secondary school on the same site, and this may cause issues. The shared boundary needs careful thought and planning, as does the positioning of the school buildings.*
- *The proposed size of the site (of five acres) is considered to be a little tight but again with careful planning and thought will be workable. Perhaps the size of the site is something that could be discussed at a later date. Furthermore, we would also like to stress that it is not appropriate for Greenhill School to share facilities with a mainstream school and will be pleased to receive further reassurances that Greenhill Special School will not share any facilities with the mainstream school.*

- *The opportunity to expand the provision on two purpose-built sites is unquestionably a once in a lifetime opportunity. The new sites with bespoke facilities for vocational education, specialist resource rooms for the new Welsh curriculum, therapy and conference facilities, opportunities for forest schools' experiences and travel training will help to future proof education for this very vulnerable section of society. As senior staff we look forward to working with the build team to help design the new schools and the facilities of the campuses. We hope that we will see the school's vision materialised as we seek to provide a therapeutic approach to education.*

Greenhill Special School Pupil representation

77. *The pupils supported an increase in the capacity of the school as this would allow for a greater number of young people to benefit from the opportunities provided by the school.*
78. *They liked the idea of a new school buildings/facilities and provided a range of ideas for what they would like to be provided including improved sports facilities (internal and external), cooking facilities, quiet areas, outside space that could be developed as a garden/small animal area, separate sixth form provision and a community/parent space.*
79. *They were however concerned about the location of the Dutch Garden Centre site close to the M4 motorway / junction and the potential risks around this.*
80. *The co-location of a mainstream secondary school site was also a concern and the potential difficulties associated with this.*
81. *At present all of the Greenhill School pupils are boys, many of whom have not been in a mixed school with girls. Some of the pupils attended primary schools with girls, but they felt it was different as the pupils become older, as there is the possibility of relationships between the pupils which could cause difficulties.*
82. Notes of the pupil meetings can be seen at Appendix 4.

Appraisal of views expressed

83. The Council welcomes the expressions of support for the expansion of Greenhill School.
84. It is however acknowledged that a number of issues have been raised in relation to the proposed sites, concerns around safety, the need to maintain a supportive one school ethos and the provision of Welsh-medium additional learning needs provision.

85. It is therefore proposed that further feasibility work is undertaken around the appropriateness of the sites for the accommodation of emotional health and wellbeing provision for learners aged 11 – 19.
86. This will include consideration of:
- the proximity of the Dutch Garden Centre site to the M4/motorway junction and the management of risks associated with this e.g., site mitigations, pupil management and supervision.
 - public transport access to the Dutch Garden Centre site.
 - the area of land in m² available at the Ty Glas site for Greenhill school and site layout options.
87. The demolition of the vacant buildings on the Ty Glas site is to be progressed in 2022/23. This would allow for redevelopment of the site for education purposes at the earliest opportunity. This will also support the Council in managing the ongoing security and maintenance costs related to the vacant site.
88. The points raised during the consultation will be further appraised prior to bringing forward revised proposals for the provision of secondary English-medium and Welsh-medium education health and wellbeing special school places.

Responses received regarding Cardiff West Community High School and Eastern High School

89. The points of view received as part of the consultation are set out in *italics* below and have been grouped according to the points raised where appropriate.
90. The Council's response to each point can be seen underneath, under the heading "Appraisal of views expressed."
91. Formal responses were received from:
- Estyn
 - Cardiff West Community High School Governing Body
 - Cardiff West Community High School Headteacher
 - Eastern High School Governing Body and Headteacher

Cardiff West Community High School Governing Body response

92. A response from the Cardiff West Community High School Governing Body included the following points: (a copy of the full response can be seen at Appendix 6)
- *The governing body support the formalisation of the 20 additional ALN places at Cardiff West CHS for our students with emotional health and wellbeing needs. We discussed our concerns with you in detail at this meeting and agreed a site visit by Richard Portas after our imminent ESTYN visit would be the best way forward.*
 - *Whilst of course we are very fortunate with our new build and the facilities that offers, we do have concerns about balancing the needs of all our students and how we can protect our most vulnerable students whilst ensuring we're as inclusive as possible. We wish to give further thought to where these students are physically located on site for their own health, safety and wellbeing.*
 - *We would also want to consider break times and other aspects of the school day routine to ensure the best possible experience for all our students.*
 - *We understand that currently these places are taken by students within our own catchment area and would want to see this continue as far as possible. Should this extend throughout the city, we would have concerns around additional traffic on site and undermining our active travel plans. We have worked hard to embed the school in the local community and will continue with this important work. We also have to balance the needs of these students with other groups and growth plans.*

- *As this is a formalisation of the current situation, we don't have any concerns regarding appropriate staffing and associated costs.*

Cardiff West Community High School Headteacher

93. A response from the Headteacher of Cardiff West Community High School included the following points: (a copy of the full response can be seen at Appendix 6).

- *I welcome the ideas in the consultation, and we have worked well with the LA to establish an effective SRC after a challenging start.*
- *My main concerns centre around space in the building. The SRC was never in the original build design and uses 3 rooms in the ALN area. The school has grown rapidly, and we are short of space. Inevitably, the original capacity and what we need now as needs have changed are a real sticking point.*
- *Given our context, the notion of rooms with 30 pupils in does not work in many cases. For example, our post 16 area houses our internal PRU – this takes up 4 rooms. Without this, we would not meet pupil needs.*
- *In addition, we would like to look at some financial resource to link a member of the LT to the base to ensure that we can continue to grow the SRC and work even more effectively with the LA. In addition, it would support the development of inclusion in the school.*

Eastern High School Headteacher

94. A response from the Governing Body and Headteacher of Eastern High included the following points: (a copy of the full response can be seen at Appendix 6).

- *The Headteacher and Governors of Eastern High welcome the addition of a special needs resource base to the Campus as it meets a clear need for the community. However, the base cannot open until September 2023 and then only in suitable accommodation.*

Appraisal of views expressed

95. The Council welcomes the expressions of support for establishment of emotional health and wellbeing specialist resource base provision at Cardiff West Community High School.

96. It is however acknowledged that there are a number of concerns raised particularly around increasing the capacity of any current provision or establishing a new specialist provision in Cardiff West Community High School,

accommodation requirements and the proposed implementation date at Eastern High and a potential increase in traffic.

97. Provision has been established for pupils enrolled at Cardiff West Community High School who require additional emotional health and wellbeing support. The proposal consulted on seeks to formalise this provision. The school will continue to be supported in providing for existing pupils and any additional pupils accessing the provision who are largely from the local area.
98. Accommodation requirements have been assessed and discussed with both schools. Further work is being undertaken to review existing accommodation and identify any additional requirements. Following discussions with the school, it has been agreed that the implementation date for the establishment of specialist resource base provision at Eastern High would be put back to September 2023 to allow for accommodation and staffing arrangements to be finalised.
99. Only a small number of additional vehicles would be anticipated for those pupils who are eligible for the Learner Transport which would be in shared taxis or by minibus.
100. At Cardiff West Community High School suitable improved and / or expanded facilities for drop-off and pick-up may be required within the site to accommodate the appropriate numbers of vehicles.
101. Additional parking restrictions along Penally Road around school start and finish times would reduce congestion and parking issues and improve safety for pupils.
102. At Eastern High the site would be assessed to ensure there is suitable facilities for drop-off and pick-up to accommodate the appropriate numbers of vehicles.
103. Measures to improve traffic issues outside the school may include additional parking restrictions or consideration of a School Street around school start and finish times to reduce congestion and parking issues and improve safety for pupils.

Formal responses received during the consultation regarding Additional Learning Needs Provision

104. Formal responses regarding the overall provision for children and young adults with additional learning needs were received from:
- Ysgol Glan Morfa Headteacher and Governing Body
 - Ysgol Melin Gruffydd Governing Body
 - Ysgol Glan Ceubal Governing Body
 - Ysgol Pencae Governing Body
 - Ysgol Pwll Coch Governing Body
 - Ysgol y Berllan Deg Governing Body
 - Ysgol Gwaelod y Garth Governing Body
 - Ysgol Nant Caerau Governing Body
 - Ysgol Pen y Gores Governing Body
 - Creigiau Primary School Governing Body
 - Ysgol Mynydd Bychan Governing Body
 - Ysgol Treganna Governing Body
 - Ysgol Coed y Gof Governing Body
 - Ysgol Plasmawr School and Governing Body
 - Ysgol Glantaf Governing Body
 - Cardiff Governors Association
 - Merched y Wawr
105. Copies of the full response can be seen at Appendix 6.
106. *The responses from the Welsh-medium schools contained largely consistent content and outlined the following:*
- *acknowledge and welcome the proposals to increase capacity for the English-medium sector and fully support the provision for the most vulnerable pupils in our communities. However, there was a strong feeling that there is a lack of additional learning needs provision within the Welsh-medium sector and a disappointment that more changes were not proposed as part of this consultation.*
 - *Furthermore, the view was expressed that this consultation contradicts the recent WESP consultation which noted the Council's ambition to open three specialist units in Welsh-medium schools in the Primary sector and a further three SRB in the Secondary sector.*
 - *Concerns were outlined that by limiting the investment to one sector it encourages families to transfer ALN pupils to leave the Welsh-medium sector and move to English-medium schools where the investment and resources are currently viewed as being superior and better able to meet more complex or higher levels of need.*

- *Investment is needed within the Welsh-medium sector in order to ensure parity of provision and full inclusion within Welsh-medium schools.*
- *The documentation recognises a clear growing need within the English-medium sector but not in the Welsh-medium with concerns expressed as to whether the research been sufficient to accurately reflect need presenting in Welsh-medium schools.*
- *Concerns were also expressed that there is a lack of clear provision in terms of emotional health and well-being and behavior within the Welsh-medium sector for pupils at Stage 4-5 (who have needs beyond mainstream provision) along with a lack of space to establish nurture/wellbeing classes.*
- *There was consistent view across the majority of the responses submitted by the Welsh-medium schools that there is a definite need for a greater number of Welsh-medium ALN places and that this is rising. In order to respond to this effectively there was a call for strategic and holistic planning which puts the children and families at the heart of all that we do consistent with our collective commitment to the UNCRC and FGWBA with other corporate goals such as One Planet Cardiff, Cardiff 2030 and Child Friendly City status.*

Response to the view expressed

107. The Council welcomes the expressions of support for the expansion of additional learning needs provision for children and young people city wide.
108. 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 however been changing over the last 4-5 years, with schools reporting an increased incidence of additional learning needs, in all areas of need.
109. A review of additional learning needs 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.
110. 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.
111. 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.
112. 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.

113. 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.
114. Following engagement sessions with members of Cardiff's Welsh Education Forum in summer 2021, the Council formally consulted on its draft Welsh in Education Strategic Plan (WESP) 2022-2032 between 15 October 2021 and 13 December 2021.
115. Links to the plan (including the full draft WESP, the easy read summary version and the Trajectory for Growth) and survey webpage were circulated to statutory stakeholders including Cardiff schools and Cardiff's Welsh Education Forum member organisations.
116. The draft WESP sets out the strategy for the development of Welsh-medium additional learning needs provision and proposals would be brought forward as part of the implementation of the Council's Welsh in Education Strategic Plan following agreement of the strategy by the Welsh Government and formal adoption by the Council later in 2022.
117. The ongoing development of additional learning needs provision including new and existing provision will be kept under review to ensure proposals are brought forward in a strategic and holistic way that takes into account the needs of all of our learners and reflects the additionality required to ensure parity in the Welsh-medium sector as new places are delivered throughout the proposed WESP.

This page is intentionally left blank

Provision for children and young people with Additional Learning Needs (ALN): The Court
Special School / Moorland Primary School Specialist Resource Base

Table of Contents

Background.....	2
Proposals.....	2
Methodology.....	2
Responses.....	2
Results.....	3
Please tell us whether you are responding as:	3
Please confirm which school/s you are affiliated with:	3
Do you support the proposal to increase the capacity of The Court Special School from 42 to 72 places?	4
Please explain why:	4
Do you support the proposal to transfer The Court Special School to new build accommodation across two sites at Fairwater Primary School and the current St Mellons CiW Primary School site in Llanrumney?	5
Please explain why:	6
Do you support the proposal to establish a Specialist Resource Base (SRB) for primary aged children with Complex Learning Needs at Moorland Primary School from September 2022?	7
Please explain why:	7
Are there any changes you think could improve these proposals?	8
Are there any alternative options you would like to suggest?	9
Do you have any other comments?.....	9
About You	11
Please provide your postcode below to allow us to more accurately pinpoint respondents' views and needs by area: -	11
What was your age on your last birthday?.....	11
Are you...?	11
Do you identify as a disabled person?.....	12
Please tick any of the following that apply to you:.....	12
What is your ethnic group? <i>Where the term 'British' is used, this refers to any of the four home nations of Wales, England, Northern Ireland and Scotland, or any combination of these.</i>	12
APPENDIX A – RECEIVED LETTERS / EMAILS	Error! Bookmark not defined.

Provision for children and young people with Additional Learning Needs (ALN): The Court Special School / Moorland Primary School Specialist Resource Base

Background

Cardiff Council is committed to inclusion.

The majority of learners with Additional Learning Needs (ALN) attend a local mainstream school, and benefit from effective Additional Learning Provision (ALP). These learners do not need to attend a special school or Specialist Resource Base.

However, the number of pupils with severe and complex needs, who need a place in a special school or specialist resource base has continued to grow.

Proposals

In order to respond to demand for additional learning needs places the Council consulted on proposals to

- Increase the capacity of The Court Special School from 42 to 72 places. The school would transfer to two sites, in new build accommodation on the site of Fairwater Primary School and to the current St Mellons, CiW Primary School site in Llanrumney, with 36 pupils on each site from September 2025.
- Establish a 20 place Specialist Resource Base (SRB) for primary aged children with Complex Learning Needs at Moorland Primary School from September 2022.

Methodology

- The survey was from 11 October 2021 – 17 January 2022.
- A letter was sent to all parents of pupils in the schools affected, providing them with information explaining how to take part in the consultation.
- An e-mail was sent to a range of stakeholders, providing them with information explaining how to take part in the consultation.
- A communication campaign was conducted via social media

Responses

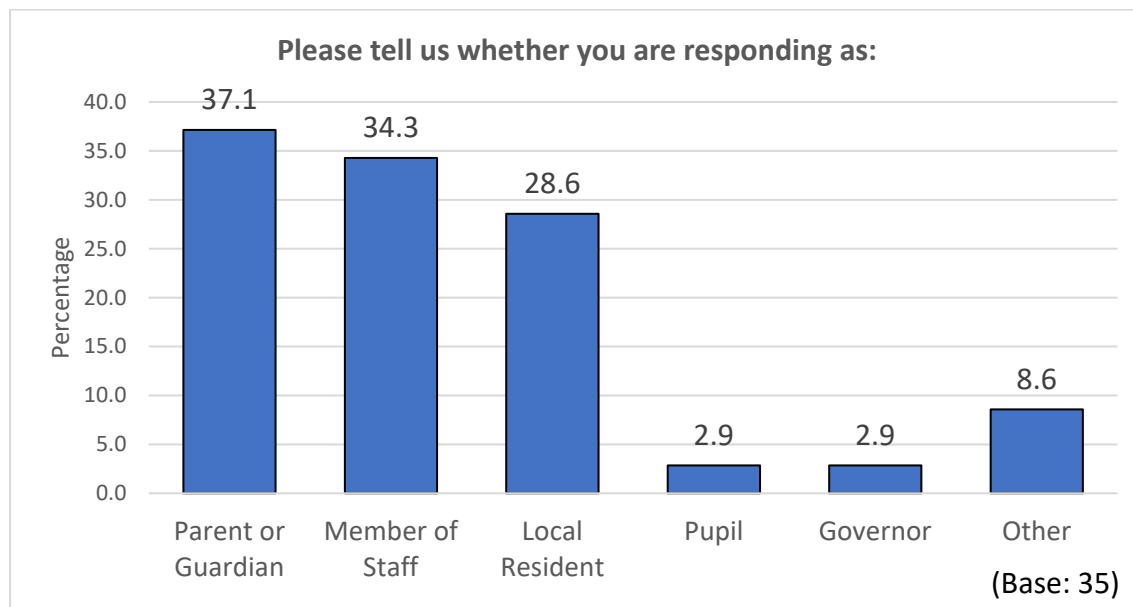
There were 35 responses received to the consultation. A total of 12 emails / letters were received in relation to the consultation.

Provision for children and young people with Additional Learning Needs (ALN): The Court Special School / Moorland Primary School Specialist Resource Base

Results

Please tell us whether you are responding as:

Parents or guardians (37.1%) made up the main cohort of responses to the survey. This was followed by a member of staff (34.3%) and local residents (28.6%).



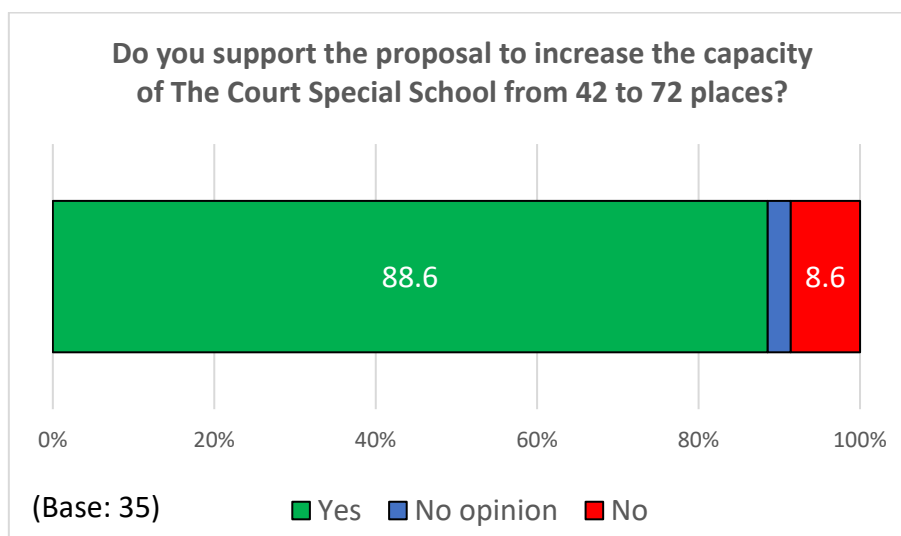
Please confirm which school/s you are affiliated with:

	No.	%
Moorland Primary School	7	31.8
Fairwater Primary School	4	18.2
The Court Special School	4	18.2
Other	6	27.3
None	1	4.5
Total Respondents	22	100.0

Provision for children and young people with Additional Learning Needs (ALN): The Court Special School / Moorland Primary School Specialist Resource Base

Do you support the proposal to increase the capacity of The Court Special School from 42 to 72 places?

Around nine in ten (88.6%) respondents support the proposal.



Please explain why:

Respondents were given the opportunity to explain their reasoning for supporting or not supporting the proposal. Sixteen respondents left feedback as to why they supported the proposal, whilst two respondents left feedback as to why they were against the proposals. A full breakdown can be viewed below:

Support for the proposal

- It is very important for specialist provision to continue being increased to support those children who may not be able to cope within a mainstream environment.
- Yes, but I foresee traffic issues on the road as pupils have a taxi to school. Furthermore it means that parents from Llanrumney can no longer access at Mellon's primary due to travel. This means even more driving across the city.
- More children get a space and the help they need.
- To meet the increased need for some of our most vulnerable learners to access specialist, nurturing provision.
- There are not enough places for the many children needing places in Cardiff. The wait for places is too long.
- Extra spaces is always positive.
- I actually would support not just the numbers but increasing the age limit of the school to 19.
- To support pupils who need the specialist support.
- There seem to be many more children needing special school places that are currently being educated in mainstream schools.
- Understand that there are more children with needs.
- To increase provision for children who need specialist care and intervention.
- Extra spaces are needed.
- There are not enough specialist places for children who desperately need them.
- The provision is needed - the expertise is needed.

Provision for children and young people with Additional Learning Needs (ALN): The Court Special School / Moorland Primary School Specialist Resource Base

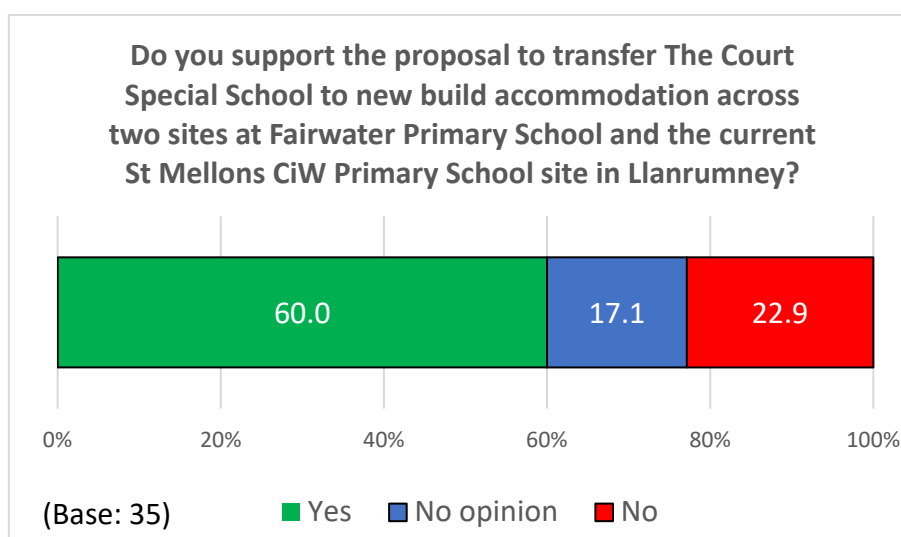
- Cardiff has too few spaces for primary pupils with behavioural challenges, so an increase is needed.
- The number of children with emotional needs causing extreme behavioural issues and requiring the specialist and more focussed support that can be provided by The Court School is rising annually and putting great strain on mainstream schools.

Against the proposal

- Although I understand there needs to be extra provision for ALN Fairwater site is not the correct place. This will affect the children when out playing and is very likely to cause disruption through unwanted behaviour so close to school premises.
- The court school is better off being a more specialised school with the current pupil numbers.

Do you support the proposal to transfer The Court Special School to new build accommodation across two sites at Fairwater Primary School and the current St Mellons CiW Primary School site in Llanrumney?

Three in five (60.0%) respondents support the proposal. However, if no opinion responses are removed from the analysis, then support rises to 72.4%.



Provision for children and young people with Additional Learning Needs (ALN): The Court Special School / Moorland Primary School Specialist Resource Base

Please explain why:

Respondents were given the opportunity to explain their reasoning for supporting or not supporting the proposal. Seven respondents left feedback as to why they supported the proposal, whilst a further seven respondents left feedback as to why they were against the proposals. A full breakdown can be viewed below / overleaf:

Support for the proposal

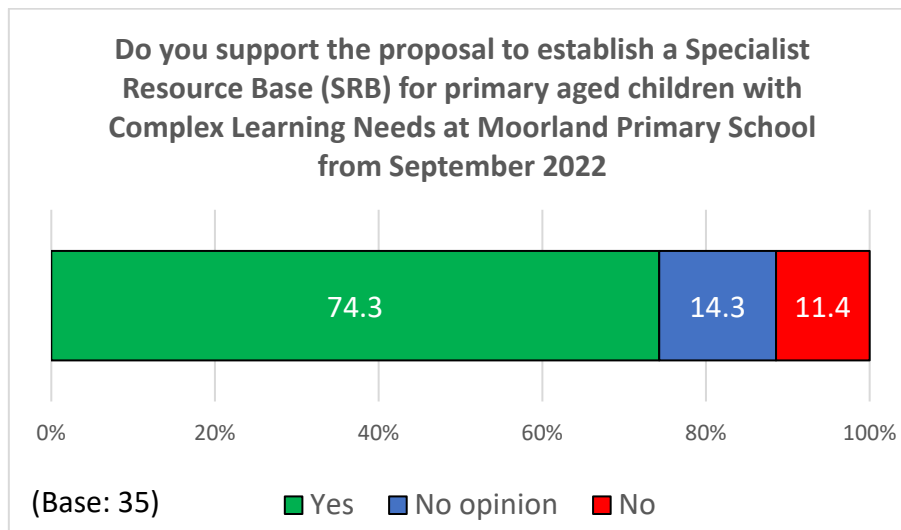
- It's a lot closer for some children.
- Having two sites on different sides of the city will reduce travel distances for lots of children. Being next door to mainstream schools will open up new opportunities for The Court pupils to have inclusion opportunities, and for special school and mainstream staff to share practice and professional learning.
- The school having new site would be great for all the children to access newer facilities, it worked for eastern high.
- A chance for new and modern facilities for children and staff.
- If better facilities can be provided.
- Two smaller units would be better than one large base.
- There seem to be many more children needing special school places that are currently being educated in mainstream schools.

Against the proposal

- Although I understand there needs to be extra provision for ALN Fairwater site is not the correct place. This will affect the children when out playing and is very likely to cause disruption through unwanted behaviour so close to school premises.
- To have 1 school operate on 2 separate sites is a very serious risk to the wellbeing of Staff, Pupils and the Senior Leadership Team who would have to come up with a split team. To split the school's team to different sides of Cardiff would be very difficult to manage. As the proposal is to increase the NOR to 72 pupils, it would make much more sense to transport the Court School to 1 location. The current site at St Mellons Primary School accommodates 115 pupils. With 72 under consideration, it would make much more sense to set up base there, as the school could then have the capacity to increase further in the future. This would reduce costs on operating the school onto a split site and would prevent confusion to other schools if they are needing to feed into the Court for further advice or support from a Mainstream perspective. Please seriously consider keeping The Court onto 1 dedicated site.
- Traffic and yet again parents in Llanrumney penalised as they have been with EHS being built in Trowbridge.
- Fairwater is a suitable site.
- I feel the school needs to be on one site, preferably rural and on the outskirts to provide the children with the kinds of outdoor experiences they require. I feel that urban settings would be detrimental to their development. Llanishen is a lovely setting, however if the school must move it should be more rural to the North of Cardiff, surrounded by greenery.
- Should be on one site.
- Hard to maintain the ethos and Vision across two sites.

Provision for children and young people with Additional Learning Needs (ALN): The Court Special School / Moorland Primary School Specialist Resource Base

Do you support the proposal to establish a Specialist Resource Base (SRB) for primary aged children with Complex Learning Needs at Moorland Primary School from September 2022? Three in four (74.3%) respondents support the proposal. However, if no opinion responses are removed from the analysis, then support rises to 86.7%.



Please explain why:

Respondents were given the opportunity to explain their reasoning for supporting or not supporting the proposal. Thirteen respondents left feedback as to why they supported the proposal, whilst three respondents left feedback as to why they were against the proposals. A full breakdown can be viewed below:

Support for the proposal

- Cardiff is slow in recognising and addressing pupils with such needs.
- Spaces are needed to support more children in the area.
- There is a shortage of SRB places in the south of the city. A base at Moorlands will increase the opportunities for children with complex needs in Splott and surrounding areas to access a specialist base.
- There is a need in Cardiff for it.
- It is needed in the community.
- A new base is needed for children to access for their well-being that Accessible to them that don't quite need a school like the courts school.
- To support pupils who need the support.
- There seem to be many more children needing special school places that are currently being educated in mainstream schools.
- Education should be available for everyone, by having more special needs school we offer more chances for people to be educated.
- Once a school has decided they can no longer effectively manage a child with complex ALN it is in everyone's best interest for the child to find alternative provision.
- There are not enough specialist places for these children in Cardiff.
- Any increase in SRB spaces across the city is a good thing as currently there are not enough spaces to meet demand.

- If all the staff, governors and parents are in favour, I would support this.

Against the proposal

- It is challenging now to park a car outside the school on a rainy day. I am not convinced that the proposed planning now (planning ref 21/02271/MNR) will improve traffic if additional taxis are needed to ferry students. It would deteriorate the current adverse situation and discourage parents from sending their children to school on a rainy day. As a disabled person, I support improving the accessibility of mainstream schools for people with ALN, but without risking current students' ability to attend school.
- There needs to be more places but more evenly spread across Cardiff.
- Grounds aren't big enough to provide outdoor provision.

Are there any changes you think could improve these proposals?

Respondents were given the opportunity to leave any comments they had around changes that could improve the proposals. Seventeen respondents decided to leave feedback; these comments can be viewed below:

- Please reconsider splitting The Court onto 2 sites. Relocating the Court to a soon-to-be vacant site would be more cost effective and would provide 1 dedicated base, whilst still becoming a neighbouring school with Pen-Y-Bryn. Fairwater Primary would not be a suitable idea if the facility is already in full use and if the space would be considered too small to put a Special School in place and if too small to expand in the future.
- To allow for more children.
- For it to happen sooner!
- More spaces for the court school
- I would like to have access to proposed plans. I also think the increased traffic will affect residents and hasn't been fully addressed.
- I don't like the thought of new housing on same site as school.
- Change of location to more rural North Cardiff for The Court School, increasing not only the numbers but also the age range to 19.
- Consideration to school transport needs of these pupils, due to the already congested and dangerous entrances to the school due to parents parking badly.
- Keep all the trees on the site!! Essential for wellbeing in a industrial area.
- Fairwater primary is run down and needs a lot of repair.
- Can the council consider taking and utilising some space from Moorland Park to improve the parking and flow of traffic?
- Consider the needs of BAME community in Cardiff in terms of complex needs.
- Use land beside school old Glam Morgan site.
- To increase pay for teachers.

Provision for children and young people with Additional Learning Needs (ALN): The Court Special School / Moorland Primary School Specialist Resource Base

- The FP classroom must be easily accessible, on the ground floor and with access to continuous outdoor provision. Suitable provision must be made for toilets and changing area.
- Use of the abandoned Ysgol Glan Morfa building next to Moorland Primary to house the SRB.
- I fully support the proposals, but there is no indication of how the proposals are going to serve pupils receiving Welsh-medium education.

Are there any alternative options you would like to suggest?

Respondents were invited to leave any comments they had around alternative options to the proposals. Twelve respondents decided to leave feedback; these comments can be viewed below:

- Relocate to 1 dedicated site. St Mellons Site would be more suitable.
- Specialist resource bases in other schools too.
- The old glan Morfa used either for nursery or additional learning needs.
- Change of location to more rural North Cardiff for The Court School, increasing not only the numbers but also the age range to 19.
- If more school had well-being units like the one in springwood it would take the pressure off specialist school.
- Introduce specialist resource based in faith schools for those who would normally go to a faith school.
- Make a large working garden for students to learn and grow with nature.
- As cantonian high school is having new build , it makes sense that fairwater primary does and enlarge its well-being class in addition.
- Can the council consider taking and utilising some space from Moorland Park to improve the parking and flow of traffic?
- Have a 20 place resource base for complex needs within the Fitzalan cluster.
- Keeping the court school as one site will be much more cohesive and give the kids a sense of belonging/family which is what our school thrives on.
- These proposals should include Welsh-medium provision as well as the English-medium proposals.

Do you have any other comments?

Respondents were given a final opportunity to leave any comments they had in relation to the consultation. Twelve respondents decided to leave feedback; these comments can be viewed below / overleaf:

- It's great to see Cardiff taking positive steps to increase specialist provision in Cardiff.
- Please don't put housing on same site.
- The Court School is the most amazing, caring school and I would not wish for that sense of belonging and family to be lost in these changes. Mr Beesley and Dr Alyson Richards really do wonderful work.

Provision for children and young people with Additional Learning Needs (ALN): The Court Special School / Moorland Primary School Specialist Resource Base

- Please keep all the trees on the proposed site!! They are all we have here...amongst the Steelworks and Industrial parks, the biggest trees on the site are over 100 years old!!.
- Please ensure that there is appropriate and safe drop off points for parents bringing the children to school. Previously there have been damage caused to cars as drop offs did u turns on Moorland Road.
- ALN provision is centred in 'white' areas of Cardiff. The needs of the BAME community in Cardiff are being ignored.
- Worried about detriment to the children's learning during the build. They'll be no room for outdoor learning to take place which is part of curriculum. Also so many delays and every always put back. Staff/ visitor parking during and after build. Safe drop off points for children in SRB classes. Lack of staff adult toilets with increased staff.
- It's great to have more schools that aim to help special need children.
- The table on page 29 of the consultation document shows Marlborough School has a 20 place SRB. As of September 2021 this is now 30 spaces. The new FP classroom there does not have easy access to the outdoor area and toilets/changing facilities are not ideal.
- It seems that the sites have been selected for financial reasons over the well-being needs of the kids.
- Consideration needs to be given to the additional traffic and parking issues, as Moorland already has serious issues with parking near to the school.
- There is no similar provision to the Court School available to pupils receiving their education through the medium of Welsh. The same provision should be offered to the Welsh-medium sector as is offered to the English-medium sector.

Provision for children and young people with Additional Learning Needs (ALN): The Court
Special School / Moorland Primary School Specialist Resource Base

About You

Please provide your postcode below to allow us to more accurately pinpoint respondents' views and needs by area: -

	No.	%
Splott	7	31.8
Cyncoed	3	13.6
Fairwater	3	13.6
Llandaff	2	9.1
Llanishen	2	9.1
Llanrumney	2	9.1
Trowbridge	2	9.1
Other Electoral Ward	1	4.5
Total Respondents	22	100.0

What was your age on your last birthday?

	No.	%
25-34	5	14.3
35-44	11	31.4
45-54	10	28.6
55-64	5	14.3
Other age group	1	2.9
Prefer not to say	3	8.6
Total Respondents	35	100.0

Are you...?

	No.	%
Female	27	77.1
Male	6	17.1
Prefer not to say	2	5.7
Total Respondents	35	100.0

Provision for children and young people with Additional Learning Needs (ALN): The Court
Special School / Moorland Primary School Specialist Resource Base

Do you identify as a disabled person?

	No.	%
Yes	5	14.7
No	25	73.5
Prefer not to say	4	11.8
Total Respondents	34	100.0

Please tick any of the following that apply to you:

Nine people identified a health condition that applied to themselves, these can be viewed below:

- Mental health difficulties
- Mobility impairment
- Long-standing illness or health condition (e.g. cancer, diabetes, or asthma)
- Deaf/ Deafened/ Hard of hearing
- Learning impairment / difficulties

What is your ethnic group?

Where the term 'British' is used, this refers to any of the four home nations of Wales, England, Northern Ireland and Scotland, or any combination of these.

	No.	%
White - Welsh/English/Scottish/Northern Irish/British	28	80.0
Other Ethnic Group	4	11.4
Prefer not to say	3	8.6
Total Respondents	35	100.0

Table of Contents

Background	14
Proposals	14
Methodology	14
Responses	14
Results	15
Please tell us whether you are responding as:	15
Please confirm which school/s you are affiliated with	15
Do you support the proposal to increase the capacity of Greenhill School from 64 to 160 places?	15
Please explain why:	16
Do you support the proposal to transfer Greenhill School to new build accommodation across two sites at the Dutch Garden Centre, Maes Y Bryn Road and Ty Glas Road, Llanishen?	17
Please explain why:	17
Are there any changes you think could improve these proposals?	18
Are there any alternative options you would like to suggest?	20
Do you have any other comments?	21
About You	23
Please provide your postcode below to allow us to more accurately pinpoint respondents' views and needs by area: -	23
What was your age on your last birthday?	23
Are you...?	23
Do you identify as a disabled person?	23
Please tick any of the following that apply to you:	24
What is your ethnic group? Where the term 'British' is used, this refers to any of the four home nations of Wales, England, Northern Ireland and Scotland, or any combination of these.	24
APPENDIX A – RECEIVED LETTERS / EMAILS	Error! Bookmark not defined.

Provision for children and young people with Additional Learning Needs (ALN): Greenhill School

Background

Cardiff Council is committed to inclusion.

The majority of learners with Additional Learning Needs (ALN) attend a local mainstream school, and benefit from effective Additional Learning Provision (ALP). These learners do not need to attend a special school or Specialist Resource Base.

However, the number of pupils with severe and complex needs, who need a place in a special school or specialist resource base has continued to grow.

Proposals

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 School from 64 to 160 places.
- Transfer Greenhill school 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.

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.

It is anticipated that the existing site of Greenhill School would be disposed of for a capital receipt at the end of the build programme.

Methodology

- The survey was open from 14 December 2021 – 01 February 2022
- A letter was sent to all parents of pupils in the schools affected, providing them with information explaining how to take part in the consultation
- An e-mail was sent to a range of stakeholders, providing them with information explaining how to take part in the consultation
- A communication campaign was conducted via social media

Responses

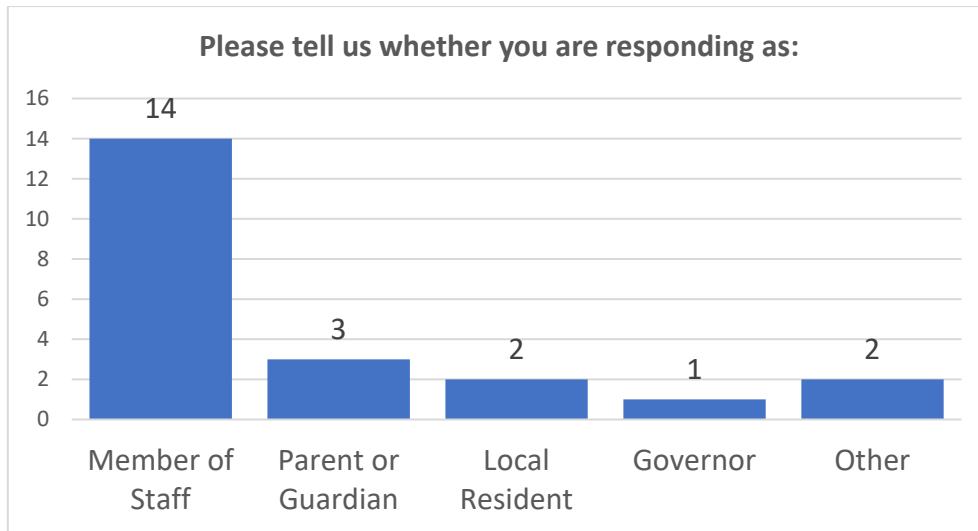
There were 22 responses received to the consultation. There was a number of letters / emails received in relation to the consultation, these can be viewed in Appendix A.

Provision for children and young people with Additional Learning Needs (ALN): Greenhill School

Results

Please tell us whether you are responding as:

Of the twenty two responses to the survey, fourteen came from a member of staff.

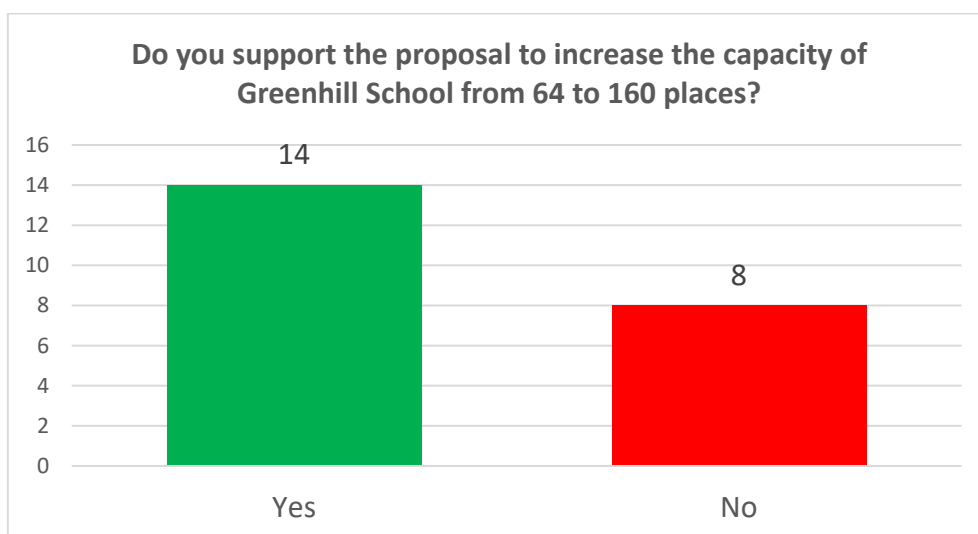


Please confirm which school/s you are affiliated with

Fifteen respondents left feedback for this question. Fourteen of the fifteen responses were affiliated to Greenhill School.

Do you support the proposal to increase the capacity of Greenhill School from 64 to 160 places?

Fourteen respondents agreed with the proposals.



Please explain why:

Respondents were given the opportunity to explain their reasoning for supporting or not supporting the proposal. Ten respondents left feedback as to why they supported the proposal, whilst three respondents left feedback as to why they were against the proposals. A full breakdown can be viewed below / overleaf.

Support for the proposal

- There is a growing need for additional support to provide opportunities for those not able to access mainstream education.
- Greater need for SEMH provision across the authority.
- More children will benefit.
- More and greater opportunities for young people who may need additional support.
- There is a need for the provision.

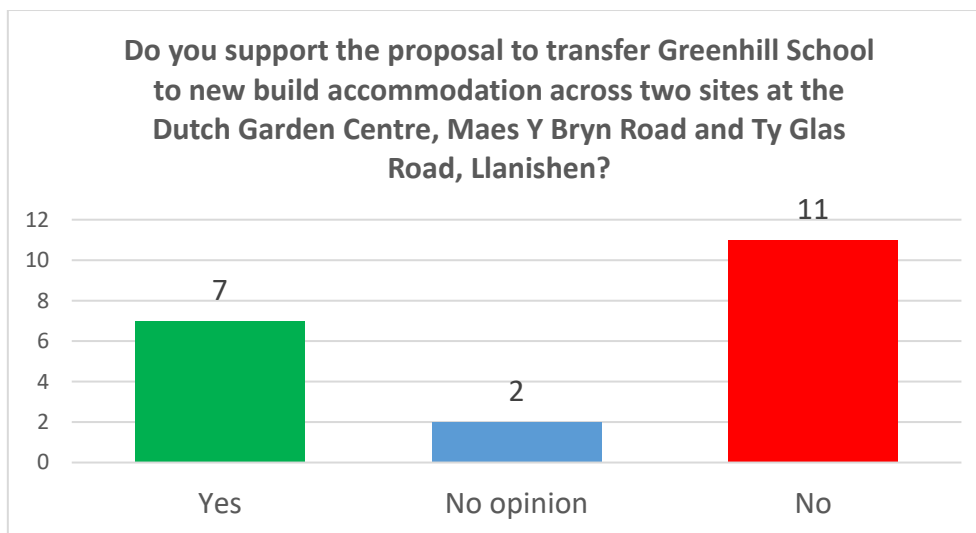
Against the proposal

- The school as it stands has an amazing success rate due to the small size. The pupils can't attend mainstream due to high numbers so nearly triple the pupils means bigger classes, it will also mean staff being put under a higher pressure due to the volatile behaviour some pupils pose.
- Too many pupils will reduce the chances of 1-2-1 support in both educational aspects and wellbeing
- The existing land is an ideal therapeutic location for children with SEMH.
- Diluting resources decreases effectiveness. Greenhill is successful because the small number of learners can be Provided with support bespoke to their needs.
- The purpose of Greenhill is to provide a safe environment for children who struggle with their SEMH and this would be compromised by increasing the capacity by 30% on each site. When you dilute resources, productivity decreases.

Provision for children and young people with Additional Learning Needs (ALN): Greenhill School

Do you support the proposal to transfer Greenhill School to new build accommodation across two sites at the Dutch Garden Centre, Maes Y Bryn Road and Ty Glas Road, Llanishen?

Seven of the twenty respondents to this questions agreed with the proposal.



Please explain why:

Respondents were given the opportunity to explain their reasoning for supporting or not supporting the proposal. Eighteen respondents left feedback as to why they supported the proposal, whilst three respondents left feedback as to why they were against the proposals. A full breakdown can be viewed below / overleaf:

Support for the proposal

- This is a good choice of location for pupils across the city to have new ALN facilities.
- Dividing occupancy across sites in beneficial to ensure numbers remain manageable and that learners have the focussed attention they require. I have no preference over locations however I would like to mention that ACT Schools have a number of site in the authority are and are always interested in joint developments both on the new builds and the potential repurposing of the current Greenhill site in order to continue to grow the provision of support available to young people in Cardiff.
- Two sites will enable pupils to be evenly distributed.
- Having personally visited both sites recently. Think both sites offer great potential. Would like to know more about plans details to reduce risk of exposure to M4.
- Fully support new school. Very Poor location for Dutch garden centre
- Greenhill needs updating and it's exciting to have new modern facilities.

Against the proposal

- While the Llanishen site has good public transport access for pupils, parents and staff the Maes Y Bryn Road site has no public transport access for anybody who doesn't drive. Also a big concern regarding the fact that it's close to the m4 and pupils could potentially be at risk of they abscond from school.
- Cohort of greenhill often thrive on consistency and struggle with change. It would be important for the school to have its own identity where pupils feel a sense of belonging. Not where they are segregated across 2 sites.
- The school should be retained on its current site in some capacity i.e., in full or in part, and the current site should be retained for education use.
- I am very concerned about the thought of Greenhill sharing a site with another mainstream school in Llanishen and I am very worried about the proximity of the motorway junction and heavy, fast traffic that could impact of the safety of the children that attend.
- Schools on two sites prove awkward.
- While the old building is no longer suitable, the grounds with their open spaces and woods are of great importance to the pupils. The location is safe and away from the areas our pupils come from. There are no busy roads near the present site.
- The Dutch Garden site poses massive risks to learners. No amount of safeguarding could completely guarantee that learners wouldn't leave the site and attempt to cross the very busy motorway near to the site. This could lead to tragedy for a student or road users. This is an unsafe site for a school that accommodates students with mental health, social and/or social difficulties.
- Dutch garden centre dangerous location.
- The land at the Dutch Garden Centre is impractical due to transport links & dangers posed by the close proximity of the M4.
- Spreading a setting such as greenhill other two sites would prove detrimental for the social and emotion progress of the learners. Creating a family like setting in one safe place is vastly beneficial.
- While upgrading the school is a positive move, the sites chosen for the purpose are not risk-assessed well enough. The proximity of one of the sites to the motorway junction is of serious concern to both staff and parents of vulnerable children.

Are there any changes you think could improve these proposals?

Fifteen respondents left feedback to this question; these comments can be viewed below / overleaf:

- Apart from lowering the pupils rate to 100 at most and not using a site so near to the m4.

Provision for children and young people with Additional Learning Needs (ALN): Greenhill School

- We would like to initiate a conversation with the authority regarding supporting the proposed developments. This would include establishing our offer in relation to the spectrum of provision approach as well as looking at ways in which ACT can support the needs of these young people by offering to establish a vocational skills centre. We would support the vocational needs of the school, offering a number of routes such as construction, animal care and automotive to name but a few. This way the school can focus staffing and resources on the core curriculum components whilst working in conjunction with ACT to enrich the learner journey.
- One site school. Very careful consideration would need to be given placing part of the school on a site close to or shared with another school given the vulnerable and sometime volatile nature of some of the Greenhill school population.
- Retain the school on its current site in some capacity and protect the current site for future education use.
- To give exclusive use of the Ilanishen site to Greenhill, and to find an alternative green space to the Dutch Garden Centre.
- Not place the school at the Dutch garden centre.
- Keep boys and girls separated.
- Site entrance as far away from M4 shipboard as possible. Manned safety/security at entrance. Secure boundary.
- A different site.
- Male and female I know is the intended purpose for the new school, however this will severely increase the safeguarding risk of both pupils and staff.
- I would like to see more information details on the Dutch garden site on the security arrangements before being fully supportive of that site.
- Site security.
- Location of Dutch garden centre is issue.
- One school site that is purpose built.
- Concerns around staff cohort, busy roads, proximity to motor way, room sizes, amount of pupils to staff.

Are there any alternative options you would like to suggest?

Fourteen respondents left feedback to this question; these comments can be viewed below / overleaf:

- Possibility of a safer second site for second build or just one build being better.
- We would like to initiate a conversation with the authority regarding supporting the proposed developments. This would include establishing our offer in relation to the spectrum of provision approach as well as looking at ways in which ACT can support the needs of these young people by offering to establish a vocational skills centre. We would support the vocational needs of the school, offering a number of routes such as construction, animal care and automotive to name but a few. This way the school can focus staffing and resources on the core curriculum components whilst working in conjunction with ACT to enrich the learner journey.
- One site school that offers cohesive identity, security & continuity for pupils.
- Retain the school on its current site in some capacity and protect the current site for future education use.
- To allow greenhill to stay in its current location for the green site.
- I think the current school site could be developed and brought up to date to offer the children quality accommodation.
- Have the school on one site.
- Rebuild on present site.
- Different site.
- Having a site for girls and a separate site for boys. We are that can cause problems but we are able to deal with this as the problems as they arise rather than risk the welfare and safeguarding issues of staff and pupils.
- To build on existing land.
- Investment in improving current resources and yes growing the number of learners but remaining on one site.
- Improving the school resources and building is necessary, however this could be achieved more safely and efficiently by keeping the current site where the safety of

Provision for children and young people with Additional Learning Needs (ALN): Greenhill School

the pupils has been established.

- There is only one specialist site through the medium of Welsh, namely the Glantaf Centre, with a very wide catchment area at that. The result is that parents are forced into choosing to take their children to English medium education in order to have specialist care more locally, and this is wrong. Therefore, I recommend provision in more settings. It seems like language discrimination, that only English medium is considered here.

Do you have any other comments?

Respondents were invited to leave any other comments they had in relation to the consultation. Ten respondents left feedback; these comments can be viewed below / overleaf:

- How do you propose children who use busses get to the site.
- There are an increasing number of SRB's, special school, PRU's and similar provision in the Cardiff area. Above this, there are a number of independent schools who currently support the needs of some of the areas most vulnerable. It would be pertinent to include the wider independent/ private offer when looking at readdressing the landscape so that the full offer in the capital region compliments.
- Greenhill School should be retained on its current site in part or in full and the current site should be protected for future education or other community use. The current site must not be sold for residential or commercial use.
- I trust that the "old" Greenhill site will not be for housing as one reason we were given for not expanding the current Greenhill site was that the access was not suitable for large vehicles - i.e. those that would be needed when re-building a school.
- It is of absolute paramount importance that the new classrooms are of a comparable size with the existing classrooms at Greenhill. If the standard pupil to area is applied it will have a profound and constant negative effect on very vulnerable children. Small classrooms for this type of pupil will fail badly.
- I am completely for a new school but urge the council to take note of what current staffs concerns are. We are working to improve wellbeing and the quality of education that is being delivered. We do it day in day out and we aren't trying to be difficult but realistic and trying to prevent what could be potential setbacks or serious issues in the future. The last thing that we want as dedicated members of staff is for the good work we do and the standards we set to be diminished as a result of our voices not being heard in the first instance. We are all fully aware that things will need to change and will change but the pupils outcomes must come

Provision for children and young people with Additional Learning Needs (ALN): Greenhill School

before anything else.

- I'm excited to see the future plans of this development.
- There is much history steeped in the current Greenhill site. Vulnerable pupils have been supported over many years & continue to return to the site as a place of familiarity & safety.
- The appropriateness of the sites needs to be carefully considered for the needs of the children.
- The current location of Greenhill provides a perfect base for a safe and successful school to exist!

Provision for children and young people with Additional Learning Needs (ALN): Greenhill School

About You

Please provide your postcode below to allow us to more accurately pinpoint respondents' views and needs by area: -

	No.
Rhiwbina	4
Cyncoed	2
Whitchurch and Tongwynlais	2
Other	3
Total Respondents	11

What was your age on your last birthday?

	No.
25-34	5
35-44	4
45-54	10
Other age group	1
Prefer not to say	2
Total Respondents	22

Are you...?

	No.
Female	12
Male	7
Prefer not to say	3
Total Respondents	22

Do you identify as a disabled person?

No.

Provision for children and young people with Additional Learning Needs (ALN): Greenhill School

Yes	0
No	19
Prefer not to say	3
Total Respondents	22

Please tick any of the following that apply to you:

Three people identified a health condition that applied to themselves, these can be viewed below:

- Deaf/ Deafened/ Hard of hearing
- Mental health difficulties
- Long-standing illness or health condition (e.g. cancer, diabetes, or asthma)

What is your ethnic group?

Where the term 'British' is used, this refers to any of the four home nations of Wales, England, Northern Ireland and Scotland, or any combination of these.

	No.
White - Welsh/English/Scottish/Northern Irish/British	17
Other	1
Prefer not to say	4
Total Respondents	22

Equality Impact Assessment
Corporate Assessment Template



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: Post 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: February 2022	

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

<p>1. To inform Cabinet of the responses received following public consultation held from 11 October 2021 to 17 January 2022 on the following proposal regarding the expansion and transfer of The Court Special School:</p> <ul style="list-style-type: none"> 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. <p>2. To inform Cabinet of the responses received following public consultation held from 14 December 2021 – 01 February 2022 on the following proposals regarding the expansion of additional learning needs provision:</p> <ul style="list-style-type: none"> increase the capacity of Greenhill 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.

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

--

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.

The consultation process involved:

- publication of bilingual consultation documents outlining background, rationale and implications to parents, Headteachers and Chairs of Governors, all Members of local wards, local residents and other stakeholders (a copy of the consultation documents can be seen at Appendix 1);
- publication of bilingual summary documents setting out the main points of the consultation documents (a copy of the summary documents can be seen at Appendix 2);
- publication of information in community languages upon request;
- Consultation meetings via Microsoft Teams with Governors and staff at The Court Special School, Greenhill School and Cardiff West Community High School. Eastern High declined the opportunity to meet (notes from the meetings can be seen at Appendix 3);
- consultation meetings via Microsoft Teams/in person with pupil representatives at The Court Special School, Greenhill School, Cardiff West Community High School and Eastern High (notes from these meetings can be seen at Appendix 4);
- the pupil consultations that took place in person were conducted in line with the relevant Health and Safety guidance.
- public consultation meetings via Microsoft Teams at which the proposal was explained and questions answered (notes from the meetings can be seen at Appendix 5);
- drop-in sessions were offered via Microsoft Teams where officers were available to answer questions (there were no requests for drop-in sessions);
- letters setting out details of the proposals and where further information could be found were sent to local residents and businesses in the area surrounding the school sites subject to the proposed changes;
- a communication campaign via social media;
- a consultation response slip for return by post or e-mail, attached to the consultation documents and summary documents;

CARDIFF COUNCIL

Equality Impact Assessment Corporate Assessment Template

- an online response from at www.cardiff.gov.uk/ALNSchoolproposals

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 received were regarding the proposal during the consultation period.

Views were sought from interested stakeholders via an online survey and a hard copy version of the survey within the consultation document.

The details presented in the 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.

The views expressed in the wider stakeholder surveys reflect those raised in the e-mail responses received.

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?

4.C.400	Issue 1	Nov 11	Process Owner: Rachel Jones	Authorised: Rachel Jones	Page 3
---------	---------	--------	-----------------------------	--------------------------	--------

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

If the proposals were to proceed, an equality impact assessment would be carried out to identify the accessibility of any new accommodation. 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.

3.2 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 proposals were to proceed, an equality impact assessment would be carried out to identify the accessibility of any new accommodation 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

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

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 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.

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

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

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

3.5 Pregnancy and Maternity

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

	Yes	No	N/A
Pregnancy			X
Maternity			X

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

The proposed changes would not have a differential impact as the schools 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.

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

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.

3.7 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	

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

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.

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

CARDIFF COUNCIL

Equality Impact Assessment Corporate Assessment Template

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

3.10 Socio-economic Duty

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

	Yes	No	N/A

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

The proposed changes are 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 meet the 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

4.C.400	Issue 1	Nov 11	Process Owner: Rachel Jones	Authorised: Rachel Jones	Page 9
---------	---------	--------	-----------------------------	--------------------------	--------

CARDIFF COUNCIL

Equality Impact Assessment Corporate Assessment Template

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

	Yes	No	N/A

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

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

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

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

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

A new primary base was established at Ysgol Pwll Coch; 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.

4.C.400	Issue 1	Nov 11	Process Owner: Rachel Jones	Authorised: Rachel Jones	Page 10
---------	---------	--------	-----------------------------	--------------------------	---------

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

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

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

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

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

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

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

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

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

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.

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

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

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

6. Further Action

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 : Rosalie Phillips	Date: February 2022
Designation: School Organisation Project Officer	

CARDIFF COUNCIL

Equality Impact Assessment
Corporate Assessment Template

Approved By:	
Designation:	
Service Area: Education	

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

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

This page is intentionally left blank

**CYNGOR CAERDYDD
CARDIFF COUNCIL**

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

8 MARCH 2022

**THE EXPANSION OF PENTYRCH PRIMARY SCHOOL AND
ESTABLISHMENT OF NURSERY PROVISION AT THE 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 10 March 2022.

2. The purpose of the Cabinet report is to inform Cabinet of the responses received following consultation on proposal regarding the expansion of Pentyrch Primary School and the establishment of nursery provision at the school. The Service Area seeks authorisation to proceed and where appropriate to publish proposals in accordance with section 48 of The Schools Standards and Organisation (Wales) Act 2013.

Background

3. At its meeting on 15 July 2021, the Council's Cabinet agreed a recommendation to hold public consultation on the proposals to:
 - Increase the number of primary school places at Pentyrch Primary School from 140 places to 210 places
 - Extend the age range of the school from 4 to 11, from 3 to 11 by establishing nursery provision at the school to allow for 48 part-time places

4. This Scrutiny Committee considered the above proposals on the 13th July 2021, and extracts from the Chair’s letter arising from this issue, and corresponding response from Councillor Merry is attached at **Appendix B.**

Structure of Papers

5. The following issues are highlighted in the Cabinet report, as at **Appendix A:**
- Responses received regarding the proposal during the consultation period (*points 7 – 18 in the Cabinet report*)
 - Views Expressed (*points 19 – 23 in the Cabinet report*)
 - Engagement with pupils at Pentyrch Primary School (*points 24 – 26 in the Cabinet report, plus Appendix 4*)
 - Response to views expressed (*points 27 – 43 in the Cabinet report*)
 - Admission to Reception classes – September 2022 (*points 44 – 47 in the Cabinet report*)
 - Admissions arrangements (*points 48 – 49 in the Cabinet report*)
 - School Governance (*points 50 – 51 in the Cabinet report*)
 - Community Impact (*points 52 – 59 in the Cabinet report*)
 - Wellbeing of Future Generations (*points 60 – 63 in the Cabinet report*)
 - Local Member Consultation (*point 64 in the Cabinet report*)
 - Scrutiny Consultation (*point 65 in the Cabinet report*)
6. The draft Cabinet report also provides details on the following areas:
- Financial Implications (*points 67 – 69 in the Cabinet report*)
 - Legal Implications (*points 70 - 84 in the Cabinet report*)
 - HR Implications (*points 85 – 87 in the Cabinet report*)
 - Property Implications (*points 88 - 89 in the Cabinet report*)
 - Traffic and Transport Implications (*points 90 - 99 in the Cabinet report*)
 - EIA (*point 100 in the Cabinet report; plus Appendix 8*)

7. The report is supported by a number of appendices covering:
 - **Appendix 1** – Consultation Document
 - **Appendix 2** – Notes of meetings with Pentyrch Primary School Staff and Governing Body
 - **Appendix 3** – Notes of public consultation meeting
 - **Appendix 4** – Notes of pupil meeting
 - **Appendix 5** – Formal responses received
 - **Appendix 6** – Summary of consultation responses
 - **Appendix 7** – Summary analysis of consultation responses
 - **Appendix 8** – Equality Impact Assessment

Issues highlighted in the report to Cabinet

Consultation Methodology

8. The consultation period ran from 14 December 2021 until 25 January 2022.
9. 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 document can be found in Appendix 1.
 - Publication of information in community languages upon request.
 - Consultation meetings via Microsoft Teams with Staff at Pentyrch Primary School. Notes from the meeting can be found in Appendix 2.
 - Consultation meetings via Microsoft Teams with Governing Body at Pentyrch Primary School. Notes from the meeting can be found in Appendix 2.
 - Public consultation meeting via Microsoft Teams at which the proposal was explained and questions answered. Notes from this meeting can be found in Appendix 3.

- Consultation meeting via Microsoft Teams with pupil representatives at Pentyrch Primary School. Notes from this meeting can be found in Appendix 4.
 - An online survey.
 - Drop-in sessions via Microsoft Teams where officers were available to answer questions. No requests made for these.
 - 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/pentyrchschoolproposals
10. In line with national Coronavirus restrictions that were in place during the consultation period all meetings took place virtually via Microsoft Teams.
11. For stakeholders who did not have access to digital platforms the opportunity to discuss the proposed changes via telephone was available

Results

12. The Council received 82 responses submitted through the online consultation form.
13. In addition, four formal responses were also submitted from:
- Estyn
 - Pentyrch Primary School Governing Body
 - Pentyrch Community Council
 - Proprietor, Pentyrch Nursery
14. Of the 82 responses received, over half (53.7%) were from local residents, followed by around two in five (42.7%) from a parent or guardian.

15. Of those who provided their postcode when responding, the vast majority (89.9%) of respondents live within Pentyrch. A small proportion (3.4%) reside in the Creigiau/ St Fagans area and the remainder (6.8%) live in other electoral wards.
16. Just over half (53.7%) of all the respondents supported the proposal to increase the capacity of Pentyrch Primary School from 140 to 210 places. About two out of five respondents did not agree with this part of the proposal.
17. However, when considering the 24 responses submitted by those identifying themselves as affiliated to Pentyrch Primary School, agreement with the proposal rises to 87.5%.
18. Around two in five (41.5%) of all respondents supported the proposal to establish nursery provision at the school, whilst over half (51.2%) stated they did not. When considering the 24 responses submitted by those identifying themselves as affiliated to Pentyrch Primary School, agreement with the proposal rises to 54.2%.

Views Expressed

19. Reasons for supporting the proposed changes included:
 - Expansion of the school would help retain a school within Pentyrch to serve the local community.
 - Nursery provision would support the growing needs of the community.
 - There is insufficient nursery provision for local residents.
 - The proposal allows children to enter the school environment earlier, which supports transition.
 - Continuity of provision in a school.
 - Concerns around standards of current private nursery provision.
 - More convenient for parents wishing to attend a local nursery class.

- Nursery place with wraparound care perceived as a positive for working families who currently need to travel outside Pentyrch to access this type of offer.
20. Whilst there was support for the development of the school there were a number of concerns raised related to the proposed increase in the capacity of the school from 140 to 210 school places:
- Traffic issues around the school site, including potential to exacerbate congestion, parking, pollution and danger to pedestrians
 - Lack of demand for additional primary school places
 - Disruption of construction period
21. A number of concerns were raised related to the proposal to establish nursery provision at the school:
- Traffic issues around the school site, including congestion, parking, pollution and danger to pedestrians
 - Lack of demand for nursery places
 - Stating support for the existing nursery provision in the village and the negative impact the proposal could have on this business
 - Potential job losses at private nursery
 - Part-time nursery places don't suit parents

Engagement with pupils at Pentyrch Primary School

22. Officers met virtually with pupils from years 3,4,5 and 6 from Pentyrch Primary School to discuss the proposals and gather their opinions.
23. The points raised by the pupils included the following:
- A school library would be of benefit to pupils as part of any changes to the school.
 - Would like a new hall for lunchtimes.
 - Where would the extension be built?
 - How would the build affect the play area/school yard; would not want to lose any of the playground or green space.

- When would the building works be done; would this be while pupils were in school?
- Would the old part of the school stay the same?
- Would part of the school be knocked down?
- What would happen to the existing nursery provision in the village?
- What would happen to clubs if the village hall closed?
- How many extra pupils would come to the school?
- It would be good to have more children at the school.
- A bigger school and new friends would be a good thing.
- If there are more children, there will be more friends
- Would older children be able to mix the younger ones?
- The school is too small.

Recommendations set out in the Cabinet Proposals

24. The Cabinet is recommended to:

- Authorise officers to issue a statutory notice to:
 - Increase the number of primary school places at Pentyrch Primary School from 140 places to 210 places
 - Extend the age range of the school from 4 to 11, from 3 to 11 by establishing nursery provision at the school to allow for 32 part-time places
- 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.

Scope of Scrutiny

25. 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 10 March 2021.

Way Forward

26. 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 Brett Andrewartha (SOP Programme Manager) will present the report to the Committee, and be available to answer any questions Members may have.
27. 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

28. 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

29. 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

3 March 2022

This page is intentionally left blank

**THE EXPANSION OF PENTYRCH PRIMARY SCHOOL AND
ESTABLISHMENT OF NURSERY PROVISION AT THE SCHOOL**

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

AGENDA ITEM: 9

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 of Pentyrch Primary School and the establishment of nursery provision at the school. We would seek authorisation to proceed and 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 15 July 2021, the Council's Cabinet agreed a recommendation to hold public consultation on the proposals to:
 - Increase the number of primary school places at Pentyrch Primary School from 140 places to 210 places
 - Extend the age range of the school from 4 to 11, from 3 to 11 by establishing nursery provision at the school to allow for 48 part-time places

Issues

3. The consultation period ran from 14 December 2021 until 25 January 2022.
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 document can be found in Appendix 1.
 - Publication of information in community languages upon request.
 - Consultation meetings via Microsoft Teams with Staff at Pentyrch Primary School. Notes from the meeting can be found in Appendix 2.

- Consultation meetings via Microsoft Teams with Governing Body at Pentyrch Primary School. Notes from the meeting can be found in Appendix 2.
 - Public consultation meeting via Microsoft Teams at which the proposal was explained and questions answered. Notes from this meeting can be found in Appendix 3.
 - Consultation meeting via Microsoft Teams with pupil representatives at Pentyrch Primary School. Notes from this meeting can be found in Appendix 4.
 - An online survey.
 - Drop-in sessions via Microsoft Teams where officers were available to answer questions. No requests made for these.
 - 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/pentyrchschoolproposals
5. In line with national Coronavirus restrictions that were in place during the consultation period all meetings took place virtually via Microsoft Teams.
6. For stakeholders who did not have access to digital platforms the opportunity to discuss the proposed changes via telephone was available.

Responses received regarding the proposal during the consultation period

7. The Council received 82 responses submitted through the online consultation form.
8. In addition, four formal responses were also submitted from:
- Estyn
 - Pentyrch Primary School Governing Body
 - Pentyrch Community Council
 - Proprietor, Pentyrch Nursery
9. The response from Estyn sets out its view that:
- the Council has considered the likely effect of local developments on school places carefully, and has considered the capacity, admission number, surplus capacity and projected demand for schools affected by the proposal. They predict the need to expand capacity at Pentyrch Primary School, despite the creation of new schools to address the increase in housing stock in the area.
 - the proposer sees the establishment of a nursery as a means of enhancing the opportunity to appropriately address individual developmental and cultural needs as well as establishing strong and effective parental links from the earliest opportunity.

- the Council considered other alternatives to the preferred proposal fairly.
10. The response from Estyn sets out its view that the proposal is likely to maintain the current standards in terms of education, provision, and leadership and management.
 11. Full copies of the formal responses can be seen at Appendix 5.
 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 82 responses received, over half (53.7%) were from local residents, followed by around two in five (42.7%) from a parent or guardian.
 14. Of those who provided their postcode when responding, the vast majority (89.9%) of respondents live within Pentyrch. A small proportion (3.4%) reside in the Creigiau/ St Fagans area and the remainder (6.8%) live in other electoral wards.
 15. Just over half (53.7%) of all the respondents supported the proposal to increase the capacity of Pentyrch Primary School from 140 to 210 places. About two out of five respondents did not agree with this part of the proposal.
 16. However, when considering the 24 responses submitted by those identifying themselves as affiliated to Pentyrch Primary School, agreement with the proposal rises to 87.5%.
 17. Around two in five (41.5%) of all respondents supported the proposal to establish nursery provision at the school, whilst over half (51.2%) stated they did not. When considering the 24 responses submitted by those identifying themselves as affiliated to Pentyrch Primary School, agreement with the proposal rises to 54.2%.
 18. The details presented in this report, represent the views expressed during the consultation process. These include the wider stakeholder survey, formal responses, views expressed at public meetings, drop-in sessions and pupil consultation meetings.

Views Expressed

19. Reasons for supporting the proposed changes included:
 - Expansion of the school would help retain a school within Pentyrch to serve the local community.
 - Nursery provision would support the growing needs of the community.
 - There is insufficient nursery provision for local residents.
 - The proposal allows children to enter the school environment earlier, which supports transition.
 - Continuity of provision in a school.

- Concerns around standards of current private nursery provision.
 - More convenient for parents wishing to attend a local nursery class.
 - Nursery place with wraparound care perceived as a positive for working families who currently need to travel outside Pentyrch to access this type of offer.
20. Whilst there was support for the development of the school there were a number of concerns raised related to the proposed increase in the capacity of the school from 140 to 210 school places:
- Traffic issues around the school site, including potential to exacerbate congestion, parking, pollution and danger to pedestrians
 - Lack of demand for additional primary school places
 - Disruption of construction period
21. A number of concerns were raised related to the proposal to establish nursery provision at the school:
- Traffic issues around the school site, including congestion, parking, pollution and danger to pedestrians
 - Lack of demand for nursery places
 - Stating support for the existing nursery provision in the village and the negative impact the proposal could have on this business
 - Potential job losses at private nursery
 - Part-time nursery places don't suit parents
22. A summary of the responses received from all stakeholders, and appraisal of views expressed, are attached at Appendix 6.
23. A summary analysis of the responses received are attached at Appendix 7.

Engagement with pupils at Pentyrch Primary School

24. Officers met virtually with pupils from years 3,4,5 and 6 from Pentyrch Primary School to discuss the proposals and gather their opinions.
25. The points raised by the pupils included the following:
- A school library would be of benefit to pupils as part of any changes to the school.
 - Would like a new hall for lunchtimes.
 - Where would the extension be built?
 - How would the build affect the play area/school yard; would not want to lose any of the playground or green space.
 - When would the building works be done; would this be while pupils were in school?
 - Would the old part of the school stay the same?
 - Would part of the school be knocked down?
 - What would happen to the existing nursery provision in the village?
 - What would happen to clubs if the village hall closed?

- How many extra pupils would come to the school?
- It would be good to have more children at the school.
- A bigger school and new friends would be a good thing.
- If there are more children, there will be more friends
- Would older children be able to mix the younger ones?
- The school is too small.

26. Notes of the meeting are attached at Appendix 4.

Response to views expressed

27. The Council sought to engage with local stakeholders and with the school community on changes at the formative stage of their development to ensure that any such changes are developed with their input, and any concerns identified could shape the proposals taken forward.
28. Responses to the proposed changes expressed support for the school and highlighted the importance of primary school and nursery provision to the community of Pentyrch.
29. The concerns expressed in respect of the proposals mainly related to the potential impact of increased traffic, the potential impact on the long-established private nursery in the village of Pentyrch of any changes, the wider impact on the village of Pentyrch and general concerns that any changes to available provision are unnecessary.
30. Responses from the school community highlighted the risk to the sustainability of the primary school should the outflow of pupils to other areas continue. Many other responses gave greater prominence to the risk to the local private nursery which would be affected by the proposed changes. However, it is notable that responses were not received from the high proportion of parents who have already taken the decision to commute to nursery and primary school provision outside of Pentyrch.
31. For children in the village of Pentyrch, the nearest nursery class facilities in a primary school setting are at Creigiau Primary School, Radyr Primary School and Danescourt Primary School. Whilst parents have been able to apply to, and gain admission to, those schools in recent years, the development of housing in North-West Cardiff is expected to impact the opportunity for families to take up of places at those schools in future.
32. The proposed changes would enable learners within the catchment area of Pentyrch Primary School to access English-medium education in a community school environment from the age of 3-11 and would reduce the number of families commuting to provision elsewhere.
33. An expansion of places at the school, and the establishment of nursery provision would increase the number of journeys taken to the school by families resident within the village. However, families within the village of Pentyrch are already commuting to the school or are commuting to schools elsewhere. These proposals would therefore provide the opportunity to

bring forward provision to better enable local pupils to walk, scoot and cycle to their local school with reduced reasons to drive.

34. The Council is currently funding a small number of children for non-maintained nursery education at the private nursery operating from the Pentyrch Village Hall. This funding stream would cease in the event that maintained places were offered in the village through establishment of a nursery class at the primary school. The private nursery also provides childcare to children who are not eligible for a funded place at the nursery. The places funded by the Council provide a source of income for the nursery.
35. The potential financial impact on the local private nursery of establishing nursery provision at Pentyrch Primary School is acknowledged by the Council and this was highlighted in the consultation information published by the Council.
36. The impact on the private nursery may be mitigated through a number of measures which have been discussed at length with the owner during the consultation period. These may include each setting offering alternate sessions (e.g. school nursery class sessions in morning or afternoon only) which would allow the nursery to operate as a wrap-around childcare setting, and potentially the sharing of the proposed nursery class accommodation on the school site. Such arrangements have operated successfully on other school sites, and the arrangements have allowed families to access the nursery education offer and wrap-around childcare.
37. 'The childcare offer for Wales' provides working parents with a mixture of childcare and early education for children aged three or four. This would allow parents to access a nursery class place in a school of up to 12.5 hours and to receive funding for wrap-around childcare for up to 17.5 hours.
38. It is clear from school census data, and from school admissions preference data, that many families in the catchment area of Pentyrch Primary School commute to other areas for English-medium nursery education in a community school. These families often proceed to apply for admission to primary education on the same school site where the relationship with the school, children and other families has been established. At present, a high number of families commute from the Pentyrch Primary School catchment area to access provision elsewhere by polluting modes of transport.
39. In the context of increasing demands on the wider road network in North-West Cardiff, it is beneficial that communities are able to access local school and childcare provision and that the length of journeys to access provision are reduced.
40. Taking the above information into account, it is recommended that the proposed expansion of Pentyrch Primary School from 140 places to 210 places is progressed. It is also recommended that the proposed increase in the age range of the school, to incorporate nursery provision, is

progressed. However, it is proposed that the number places offered is reduced from 48, as initially proposed, to 32 places.

41. Several discussions with the private nursery have been held during the consultation period. As reflected in the response received from the owner of the setting the first preference would be for the current model to be retained without implementation of the proposed changes. However, the response also sets out suggestions as to how if the proposal were to proceed, there is a willingness to further explore how to best deliver services for the benefit of the community in a way that would allow for both a maintained nursery and the childcare setting to operate from the Pentyrch Primary site.
42. The school has also been active in discussions with the private nursery regarding opportunities to expand their offer to provide for other groups should they be interested to do so to cater for the wider primary age group operating from the Pentyrch Primary School site in order to enhance the current offer available to families in the village and wider community.
43. Further work will be undertaken with Pentyrch Primary School and with Pentyrch Nursery to address the issues that informed the original proposal, to take account of the concerns raised during the consultation, and to enable a greater number of children in the community to benefit from nursery provision and childcare within Pentyrch.

Admission to Reception classes – September 2022

44. The cohort of applicants¹ for admission to Reception Year in September 2022 who are resident in the catchment area of Pentyrch Primary School totals 34 children.
45. Of this group of 34 applicants for Reception places who are resident in the Pentyrch Primary School catchment area:
 - Eight children in the catchment area have stated a first preference for admission Pentyrch Primary School.
 - Eight in the Pentyrch Primary School catchment have stated a first preference for admission to the Welsh-medium stream at Creigiau Primary School, which is the catchment area Welsh-medium provision for their address.
46. The remaining 18 applicants have expressed first preferences for other schools.
47. This group of 18 applicants includes those who have commuted to nursery provision in those schools and wish to continue with that provision for a number of stated reasons including proximity (although further away than Pentyrch Primary School), to maintain friendships established attending from nursery class together and establish childcare arrangements where they are able to benefit from wrap around care options aligned to these

¹ Source: Capita ONE live database, 28 January 2022.

schools. This indicates a correlation between the take up nursery places and the reasons stated by parents for Reception places at the time of application and affirms the reasons for proposing the establishment of nursery provision at Pentyrch Primary School.

Admissions arrangements

48. In accordance with the requirements of the Welsh Government's Admissions Code, the Council has consulted on Admissions arrangements for the 2023/2024 school year which include an increase in Published Admission Number, from 20 places to 30 places, subject to the proposed changes being implemented. This would apply to all year groups from Reception to Year 6 for admissions from September 2023.
49. The outcome of the consultation on Admission arrangements will be considered by the Cabinet at its meeting on 10 March 2022.

School Governance

50. Pentyrch Primary School entered a formal collaboration with Llanishen Fach Primary School in 2017, with a leadership team working across both schools. Pentyrch Primary School has made great progress on its continuous improvement journey, working closely with Llanishen Fach Primary School on joint school improvement priorities.
51. The Council has supported the two schools and Governing Bodies in developing the collaboration model. Shared governance arrangements are in place to monitor and evaluate the development and success of the collaboration, and to advise on/consider issues that are relevant to both schools.

Community Impact

52. In a semi-rural area such as Pentyrch, the School Organisational Code recognises that schools may also be the main focal point for community activity, and any changes to provision could have implications beyond the issue of the provision of education.
53. The Cabinet Report of 15 July 2021 noted that there may be an increase in traffic for short periods of the school days, however this would be mitigated where possible by working with the school to promote the Council's Active Travel Plan.
54. A number of concerns have been raised during consultation in respect of the impact on the local community. These include increased traffic, the potential impact on a local business, and the potential reduced income for the village hall.
55. Should the proposals proceed to implementation, measures would be identified by a Transport Assessment to maximise active travel. Expected improvements would be in the provision for walking, scooting and cycling with appropriate road crossings in Pentyrch. These changes would be

expected to reduce the proportion travelling by car from within the village and mitigate the impact on the Pentyrch community.

56. The introduction of nursery provision and more primary school places in this area would be a benefit to many in the local community and would support the 21st Century Schools Programme vision for Cardiff which aims to have schools of the right size and in the right place. It seeks to place schools at the heart of their communities with a shared responsibility for all children and young people in the area. The addition of wrap around childcare will also benefit those families that need additional provision beyond the statutory school day meaning there is a comprehensive offer local to their home.
57. The Council has identified that existing local nursery provision could be impacted by the introduction of nursery provision on the school site. Options to involve the provider to enhance the current offer and thereby mitigate the impact have been offered and are supported by the school.
58. The Council must also take into consideration any detrimental impact that could be caused to the community if the proposals did not proceed. The proposals seek to establish nursery provision which would retain a greater number of learners in the school and would support the school's budget. If the proposals were not to proceed, Pentyrch Primary School would be the smallest primary school in Cardiff. Small schools can face greater challenges in balancing their budget and in turn attracting and maintaining high quality staff and leadership. This proposal would be expected to reduce outflow from the Pentyrch community to access neighbouring areas as they could benefit from a more comprehensive education and childcare offer locally.
59. The Council has, through the consultation process, engaged with the leadership of the school and with the local private nursery in order to consider mutually beneficial measures. The impact on the private nursery and village hall may be mitigated by the establishment of a nursery class of 32 places which would enable the private nursery to continue to operate a wrap-around model of childcare provision and potentially expand this provision.

Wellbeing of Future Generations

60. 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.
61. 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.

62. 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.
63. 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

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

Scrutiny Consideration

65. The Children and Young People's Scrutiny Committee will consider this report on 8 March 2022. Any comments received will be circulated at the Cabinet meeting.

Reason for Recommendations

66. To provide English-medium community primary school and nursery places to serve parts of Creigiau and St Fagans, Pentyrch, Radyr and Morganstown.

Financial Implications

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

69. In terms of revenue implications, the resources required to fund the additional places at Pentyrch Primary will need to be met from within the existing delegated schools budget, with additional consideration required for the new nursery provision and transport implications, once a final course has been determined.

Legal Implications

70. 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. Section 89 of the School Standards and Framework Act 1998 determines that the Admission Authorities must carry out consultation before determining the admission arrangements which are to apply. These consultations have taken place and the responses have been analysed.
71. A local authority can make school organisation proposals, including making 'regulated alterations' to a community school under sections 42-44 of the Schools Standards and Organisation (Wales) Act 2013. The proposals set out in the report constitute 'regulated alterations' and must be considered having regard to the provisions of the 2013 Act and the School Organisation Code 2018, which sets out factors to be considered in respect of different proposals, the statutory procedures, legal requirements and guidance. Where an increase in a school's capacity is proposed, the Council must have regard to evidence of current or future need/demand in the area for additional places, with reference to the school's language category (and religious character / gender intake if applicable). The Code includes specific factors to be considered in relation to proposals to add nursery classes. Cabinet will need to be satisfied that all relevant factors are properly considered in relation to the proposals.
72. Taking into account the formal responses, the recommendation in the report is to proceed as per consultation although with a smaller nursery of 32 places, instead of 48.
73. The Council has complied with its requirements to publish its proposals, to undertake a consultation on its proposals in accordance with section 48 of that Act and the School Organisation Code 2018 set out below.
74. 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.

75. Formal responses were received and reviewed which led to a change of recommendation demonstrates compliance with (i) – (iv) above.
76. The School Organisation Code sets out further detailed requirements and guidance in relation to the statutory consultation, including the requirement for publication of a consultation document (and the contents of that document), a minimum 42 days consultation period including at least 20 school days, and a list of statutory consultees, including parents, pupils, governing bodies, religious bodies, the Welsh Ministers and Estyn.
77. This has been fully complied with in the consultation.
78. The Council has secured financial contributions under a section 106 agreement for Education purposes. The agreement permits the spending of the contribution in improving provision of school places at Pentyrch Primary school and/or within three miles of the school.
79. 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.
80. The Council also has to satisfy its public sector duties and obligations under the Equality Act 2010 (including the 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 Page 34 of 36 discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. The Council must also not directly or indirectly discriminate against any pupil in its admission arrangements, this means that no pupil or group of pupils may be treated less favourably based on a protected characteristic. 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.
81. The Equality Impact Assessment (see Appendix 8) specifically considers how the proposals may affect pupils with protected characteristics. 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 must have due regard to these obligations when this decision is taken to determine the admission arrangements.

82. In accordance with the Welsh Language (Wales) Measure 2011 and the Welsh Language standards, the Council also has to consider the impact upon the Welsh language any decision that it makes and in accordance with the Welsh in Education Strategic Plan, the Council must consider how it can promote Welsh medium education. This report reflects those requirements.
83. The Council must also consider its legal obligations under the Wellbeing of Future Generations (Wales) Act 2015 to think more about the long term, work better with people and communities and each other, look to prevent problems and take a more joined-up approach.
84. There are also legal obligations under the Education Act 1996 which require pupils with statements of special educational needs to be admitted to the school named in the statement and the Education (Admission of Looked After Children) (Wales) Regulation 2009 which requires the Council to admit children who are currently looked after (in accordance with the definition in section 74 of the Social Services and Wellbeing Act (Wales) 2014. The report and proposed admission arrangements reflect these obligations.

HR Implications

85. The proposed increase in pupil numbers at Pentyrch Primary School would require the Governing Body and Senior Leadership Team to plan for workforce requirements of additional staffing arising from the school expansion and introduction of a nursery.
86. The Council's HR People Services would provide advice, support and guidance to the Governing Body for this in line with the framework set out for any Schools Organisation and Planning proposal. HR People Services encourages the school to undertake a review of their current staff structure to consider how the recruitment of additional staff fits into this structure.
87. Further HR implications of the proposal would need to be determined as the project develops, particularly in relation to the potential sharing of the nursery accommodation with a local private nursery.

Property Implications

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

Traffic and Transport Implications

90. The Council's Local Development Plan (2006-2026) includes a target of 50% of all journeys to be made by sustainable transport. Minimising the proportion of school journeys made by car and maximising opportunities for travel to school by active and sustainable modes can make an important contribution to achieving this target and reducing pressures on the transport network at peak times. Increasing travel to school by active modes will have a positive impact on children's health and wellbeing and will support the delivery of key actions and outcomes under Goal 5 the Council's Child Friendly City Strategy (2018), which relates to ensuring access to safe outdoor environments for formal and informal play, walking, cycling and scooting and active travel to school.
91. The Council's current Corporate Plan includes a commitment to every school in Cardiff developing an Active Travel Plan by 2022. Such a plan will identify actions by the school to support and encourage active travel to school and also inform any improvements to on-site and off-site infrastructure required to facilitate active journeys.
92. It is also anticipated that with the introduction of a nursery, take up of school places by those that reside in areas close to the school will increase. This should provide more scope for increased numbers of people to benefit from an appropriate Active Travel Plan. Additionally, the need to travel outside the village to reach available nursery provision would also decrease, further reducing vehicle trips.
93. The development proposals will also require a Transport Assessment which will identify measures to be included as part of the application to maximise travel by sustainable modes. These would be expected to include appropriate improved facilities for walking, scooting and cycling, for example, road crossings. On-site parking would be in line with the council's Parking Standards to encourage use of sustainable and active modes of travel.
94. As it has been identified that there is no safe walking route between the Goitre Fach Farm development and any school, nor any plans for one ahead of 2023/24, children residing on the development would be eligible for free home to school transport to their nearest appropriate school with places available at the time of applying.
95. Suitable provision for the Learner Transport drop-off and pick-up may be required at Pentyrch Primary School to accommodate this. If so, this would be likely to be a designated area immediately outside the school to create clear space for the required numbers of minibuses and /or taxis. We anticipate this would be only one or two vehicles. Parking restrictions would be required to enforce such a space at the school, situated on the main through route between Creigiau and Gwaelod y Garth.
96. Other parking restrictions would also be likely to be required to discourage short distance car travel by those within walking distance and to maximise levels of active travel to school.

97. A Hands Up Survey undertaken last school year (2020/21) shows that of the five classes (146 pupils) that took part, modes of travel were walk 43%, car 48%, car share 1%, park and stride 7% and taxi 1%.
98. Where it is identified that there is a need to manage parking for those who need to drive from further afield, consideration would be given to identify a suitable provision for a Park and Stride facility.
99. These proposals will provide the opportunity to bring forward provision to better enable local pupils to walk, scoot and cycle to their local school with reduced reasons to drive.

Equality Impact Assessment

100. An Equality Impact Assessment on this proposal has been carried out. The assessment concluded that this proposal would not adversely affect a particular group in society (details of the Equality Impact Assessment can be seen at Appendix 8).

RECOMMENDATIONS

The Cabinet is recommended to:

1. Authorise officers to issue a statutory notice to:
 - Increase the number of primary school places at Pentyrch Primary School from 140 places to 210 places
 - Extend the age range of the school from 4 to 11, from 3 to 11 by establishing nursery provision at the school to allow for 32 part-time places
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
	4 March 2022

The following appendices are attached:

Appendix 1 – Consultation Document

Appendix 2 – Notes of meetings with Pentyrch Primary School Staff and Governing Body

Appendix 3 – Notes of public consultation meeting

Appendix 4 – Notes of pupil meeting

Appendix 5 – Formal responses received

Appendix 6 – Summary of consultation responses

Appendix 7 – Summary analysis of consultation responses

Appendix 8 – Equality Impact Assessment

This page is intentionally left blank

21st Century Schools Consultation Document 2021

THE PROPOSED EXPANSION OF PENTYRCH
PRIMARY SCHOOL AND ESTABLISHMENT OF
NURSERY PROVISION AT THE SCHOOL

CONSULTATION PERIOD: 14 DECEMBER 2021 – 25 JANUARY 2022



This document can be made available in Braille.
Information can also be made available in other community languages if needed.
Please contact us on [029 2087 2720](tel:02920872720) to arrange this.



Table of Contents

Introduction

- What is this booklet about?
- What are we proposing to do?

Consultation

- Who are we consulting with?
- Views of children on the proposed changes
- How can you find out more and let us know your views?
- Your views are important to us

Explanation of terms used in this document

Background to the proposal

Local Developments

Why are we proposing these changes?

Schools serving the area at present

How many places will be needed in the future?

Projected yield of pupils from significant housing developments within the Creigiau, Pentyrch and Radyr /

Morganstown areas

Nursery Provision

How would other schools be affected?

Implications for secondary school provision

Changes to admission arrangements

School Buildings and Expansion

Condition and Suitability of School Buildings

Proposed changes to the school buildings

Quality and Standards

- Estyn
- Welsh Government Categorisation of Schools
- Pentyrch Primary School

How would standards at the schools be affected by the changes?

- Standards
- Teaching and Learning Experiences
- Care support and guidance
- Leadership and management

Additional support for pupils

- How would support for pupils with Additional Learning Need be affected?
- How would support for pupils with English as an Additional Language be affected?
- How would pupils receiving Free School Meals be affected?
- How would Minority Ethnic pupils be affected?

What are the benefits of the proposal?

Potential disadvantages of the proposed changes

Risks associated with the proposed changes

Alternative options

Financial Matters

Human Resources Matters

Transport

Impact of the proposal on the Welsh Language

Equalities

Community Impact

Wellbeing of Future Generations

Governance Arrangements

What happens next?

- Key Dates
- Consultation period
- Statutory Notice
- Determination of the proposal
- Decision Notification

Have your say!

- Consultation response form

Introduction

What is this booklet about?

Cardiff Council is proposing to increase the number of places available at Pentyrch Primary School and to establish nursery provision for children aged 3 – 4 years at the school.

This booklet is for parents/carers, school staff, school governors and anyone who has an interest in education in Cardiff. It sets out details of the proposed changes we would like to make. We want everyone to understand the information so you can tell us what you think.

It will be of particular interest to parents/carers of children attending, or expecting to attend, Pentyrch Primary School.

The consultation is your chance to ask questions and make comments that will be considered when the Council decides how to proceed.

What are we proposing to do?

We are proposing to:

- **Increase the number of primary school places at Pentyrch Primary School from 140 places to 210 places**
- **Extend the age range of the school from 4 - 11 to 3 - 11 by establishing nursery provision at the school to allow for 48 part-time places.**

The proposed changes would take effect from September 2023.

Following consultation on these changes, the Council will consider whether these proposals should be implemented.

Please note that the development of these proposals is at an early stage. Any detailed school design or site layout would be considered at a later date. There would be opportunities to comment on detailed plans at the pre-planning and planning application stages, should the proposal be progressed.



Consultation

Who are we consulting with?

The 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. There are 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 Body	Welsh Language Commissioner
Local residents	Rhieni dros Addysg Gymraeg (RhAG)
Community Councils	Trade Unions
Local Members/ Constituency and Regional Members of the Senedd (MS)/Member of Parliament (MPs)	Childcare providers
Diocesan Directors of Education	Mudiad Meithrin
Neighbouring Authorities	Wales Pre-School Providers Association
Neighbouring Primary and Secondary schools within Cardiff	Clybiau Plant Cymru Kids Club
Estyn	National Day Nurseries Association
Communities First Partnership	Welsh Education Forum
Cardiff and Vale Health Board	Traffic Commissioner for Wales

Views of children on the proposal

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 and, where possible, those pupils likely to attend the school. The Council and the Governing Body of Pentyrch Primary School firmly believe that the pupils of the school should be given the opportunity to make their views known about this proposal.

Consultation workshops will be held with the pupils of Pentyrch Primary School to gather their views about the proposal. The information gathered at this session will be included in the final consultation report. The full report will be considered by the Council following the consultation period.

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

This consultation document and a consultation response form are available on the Cardiff Council website www.cardiff.gov.uk/pentyrchschoolproposals

If you are unable to access the document on-line, printed copies of this consultation document will be available by post on request. You may request a copy by emailing schoolresponses@cardiff.gov.uk or by telephoning (029) 2087 2720.

An online meeting will be held where the changes we are proposing will be explained. You will have the opportunity to ask questions as part of this meeting. If you would like to attend, please contact us via e-mail to schoolresponses@cardiff.gov.uk and we will provide a link and instructions on how you can access this meeting.

Council officers will meet with the Pentyrch Primary School Governing Body and staff. Given the ongoing pandemic and the public health restrictions arising out of this 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	Venue
Public meeting	Thursday 13 January 2022 6pm	Microsoft Teams Meeting
Drop in sessions	On request by emailing schoolresponses@cardiff.gov.uk	Microsoft Teams Meeting

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 the public meeting or drop-in sessions above.
- Completing the online response form at www.cardiff.gov.uk/pentyrchschoolproposals
- Completing the consultation response form, which you can find on page 30.
- Contacting the School Organisation Planning Team 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.

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

The closing date for responses to this consultation is 25 January 2022.

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. A child or young person is considered to have Additional Learning Needs if they have difficulties that have a significant long-term impact on their learning. Difficulties may be related to learning; communication and interaction; a physical or sensory disability; or behavioural emotional and social development. (ALN is sometimes referred to as Special Educational Needs).

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

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

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

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

Local Development Plan (LDP) – A document that the Council is required to prepare that sets out its proposals and policies for the development and use of land in its area. When adopted, the LDP will be the primary document for use in the determination of planning applications and appeals.

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 Additional Learning Needs (ALN).

School Action Plus - when outside specialists help the class or school staff to give extra support to a pupil with Additional Learning Needs. This is different or in addition to the support provided through School Action.

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.

Section 106 (S106) – a legal agreement between an applicant seeking planning permission and the local planning authority (Cardiff Council), which is used to mitigate the impact of any new homes on the local community and infrastructure.

Surplus places – empty places in a school.

WESP – Welsh in Education Strategic Plan.

Background to the proposal

As part of Cardiff's Local Development Plan (LDP) 2006-2026, a number of key strategic sites to deliver 41,100 new dwellings in Cardiff were agreed. Several of these sites are situated in Northwest Cardiff.

The Council's Education Infrastructure Plan, included in the Deposit LDP in 2013, highlights planned investment / development proposals and identifies future infrastructure requirements based on Cardiff's projected level and distribution of growth. This includes several new primary and secondary schools.

In addition, there are other smaller developments in the vicinity that are subject to the Council's Supplementary Planning Guidance which sets out the circumstances in which the Council could seek s106 contributions from developers towards school facilities.

In order to achieve contributions from developers, the Council would be required to evidence that any obligation meets the following criteria:

- Necessary to make the development acceptable in planning terms
- Directly related to the development; and
- Fairly and reasonably related in case and kind to the development

S106 contributions may only be sought when schools local to a development will be fully subscribed, and there is a need to expand provision either by expanding existing schools or building new schools. Land, building or financial contributions must be directly proportionate to the needs arising from a development. S106 contributions do not allow the Council to invest in schools to resolve existing needs that have been identified.

Local Developments

Outline planning consent for the construction of up to 630 dwellings on Land North and South of Llantrisant Road site, the first phase of the Plasdŵr development on Strategic site C, was granted by the Council's Planning Committee in February 2016.

The Goitre Fach Farm development of up to 260 dwellings also forms part of Strategic Site C. Outline consent for Goitre Fach Farm, adjacent to Llantrisant Road, was given in April 2017. As at June 2021, 179 dwellings on the Goitre Fach Farm development were occupied.

Information supplied by the developers of Goitre Fach Farm, and by the lead developer of the first phase of the Plasdŵr development suggests that c1,000 dwellings will be occupied by Summer 2023.

The development North of Junction 33 is also underway, and the developer has indicated that 250 dwellings will be complete by early 2023.

These developments will increase the number of children in the area seeking school places, which will have an impact on the availability of places in existing schools.

New school places may either be provided through the expansion of existing schools (where a site is capable of accommodating additional pupil places), or through the provision of new build schools.

Following a public consultation in September 2019, the Council's Cabinet approved the establishment of a new two form entry dual stream primary school to serve the initial phases of the Plasdŵr development at its meeting on 24 June 2020. This school will provide one form entry Welsh-medium and one form entry English-medium with a significant use of Welsh places and will also provide 96 part-time nursery places. This new school will open in September 2023.

Why are we proposing these changes?

Pentyrch Primary School is an English-medium community school in the village of Pentyrch in Northwest Cardiff.

The published capacity of the school is 140 places (Reception-Year 6), enabling up to 20 children to enrol at entry to Reception year. There is currently no nursery provision at the school. Children taking up nursery places do so at a local private provider or commute to provision outside of Pentyrch.

There were 143 children on roll in April 2021 (the most recent school census data).

Whilst there is new school provision planned for the Plasdŵr development, the proposed increase in the capacity of Pentyrch Primary School would provide sufficient places for children resident in existing housing within the school's catchment area, and children resident in the new housing development at Goitre Fach Farm.

The expansion would also provide some surplus places in the short term to meet the needs of the wider Northwest Cardiff LDP sites prior to the completion of four proposed new schools at Plasdŵr between Junction 33 and Creigiau.

Increasing the number of children able to attend the school would allow for a stronger budget position, greater opportunities for pupils and staff, and would support the school in maintaining standards.

Schools serving the area at present

The communities of Creigiau and St Fagans, Pentyrch, and Radyr and Morganstown are served by a number of English-medium, Welsh-medium and dual stream primary schools.

English-medium

- Bryn Deri Primary School
- Danescourt Primary School
- Pentyrch Primary School
- Radyr Primary School
- Tongwynlais Primary School

Welsh-medium

- Ysgol Gymraeg Coed-y-Gof

Dual stream (each having an English-medium stream and Welsh-medium stream)

- Ysgol Gynradd Gwaelod y Garth Primary School
- Creigiau Primary School

The Goitre Fach Farm development falls within the catchment areas of Pentyrch Primary School and Ysgol Gymraeg Coed-y-Gof, in Pentrebanne.

The number of places in each school

The capacity of a primary school is the number of places available in all age groups from Reception to Year 6, for children aged four to eleven. Many schools also have places in nursery classes.

The Published Admission Number (PAN) of a school is the number of pupils that can be admitted in each year in a school.

The capacity and admission number of a school are based on how classrooms and other spaces in the school are used for teaching and learning.

Table 3 below shows details of places available at the community schools serving parts of Creigiau & St Fagans, Pentyrch and Radyr and Morgantown

Table 3 – Capacity, Published Admission Numbers and Language medium of schools in the area

Table 3: Capacity, Published Admission Numbers and Language medium of schools in the area				
Name of school	Current Pupil Capacity (age 4 – 11)	Places per year group (age 4 – 11)	Nursery Places	Language medium and category of school
Bryn Deri Primary School	184	30	64	English medium community primary school
Creigiau Primary School	378	29 (English-medium) 29 (Welsh-medium)	32 (English-medium) 32 (Welsh-medium)	Dual stream community primary school
Danescourt Primary School	420	60	64	English medium community primary school
New Plasdwr Primary School (From September 2023)	420	30 (English-medium) 30 (Welsh-medium)	48 (English-medium) 48 (Welsh-medium)	Dual stream community primary school
Ysgol Gwaelod y Garth	237	7 (English-medium) 26 (Welsh-medium)	32 (Welsh-medium)	Dual stream community primary school
Pentyrch Primary School	140	20	0	English medium community primary school
Radyr Primary School	420	60	48	English medium community primary school
Tongwynlais Primary School	191	28	48	English medium community primary school
Ysgol Gymraeg Coed Y Gof	389	60	0	Welsh medium primary school

The total number of children attending English-medium and dual stream schools in the area

Table 4 below shows:

- the number of pupils on roll (NOR) in the English-medium classes of primary schools serving the Creigiau & St Fagans, Pentyrch and Radyr and Morganstown areas
- Which schools those children attend
- The number of surplus (empty) places at each school at April 2021 (most recent PLASC data)

Table 4 – Number on Roll and total surplus capacity – Reception to Year 6 (April 2021) for English-medium streams

Table 4												
Primary school	PAN	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total	Total Capacity	Surplus	% Surplus
Bryn Deri	30	30	29	30	31	30	30	30	210	184	-26	-14.1%
Creigiau (EM stream only)	29	28	26	24	25	29	30	26	188	189	1	0.5%
Danescourt	60	52	61	60	59	60	60	59	411	420	9	2.1%
Gwaelod y Garth (EM stream only)	7	5	10	4	5	7	8	5	44	56	12	21.4%
Pentyrch	20	14	20	22	23	22	20	22	143	140	-3	-2.1%
Radyr	60	60	59	59	58	60	60	61	417	420	3	0.7%
Tongwynlais	28	22	25	26	23	28	24	27	175	191	16	8.4%
Total	234	211	230	225	224	236	232		1588	1600	12	0.7%

Whilst there are 41 surplus places available in five primary schools, the net surplus is only 12 places (less than 1%). This low surplus overall is partly as a consequence of children from neighbouring areas taking up places at these schools.

Based on the most recent published data for pupils and school capacities in this area, there are few surplus English-medium primary school places.

Table 5 – Number on Roll and total surplus capacity – Reception to Year 6 (April 2021) for Welsh-medium streams

Table 5												
Primary school	PAN	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total	Total Capacity	Surplus	% Surplus
Creigiau (WM)	29	23	26	27	24	28	26	23	177	189*	12	6.3%
Gwaelod y Garth (WM)	26	29	28	27	28	28	26	29	195	181	-14	-7.7%
Ysgol Gymraeg Coed y Gof	60	30	45	35	41	40	53	34	278	389	111	28.5%
Total	115	82	99	89	93	96	105	86	650	759	709	14.4%

Based on the most recent published data for pupils and school capacities in this area, there are surplus Welsh-medium primary school places in each year group and a reasonable level of surplus overall.

The Welsh Government's School Organisation Code states that some spare places (around 10%) are necessary to enable schools to cope with fluctuations in numbers of pupils and provide effective operations for the school.

The proposed changes therefore seek to provide additional English-medium primary school places, to meet the projected local demand.

Where do children attending English-medium primary schools live?

Table 6 shows:

- compares the number of pupils who were resident within the catchment areas serving the English-medium and dual stream primary schools, in April 2021, and
- the school attended by those pupils

Table 6: Current take-up of places at English-medium and dual stream primary schools in the Creigiau, Pentyrch and Radyr and Morganstown areas.

Table 6 - Take up of places at English-medium and dual stream primary schools, by English-medium catchment area - Reception to Year 6									
Catchment Area									
School Attended	Bryn Deri Primary School	Creigiau Primary School (EM catchment)	Danescourt Primary School	Gwaelod y Garth Primary School (EM catchment)	Pentyrch Primary School	Radyr Primary School	Tongwynlais Primary School	Resident elsewhere	Total enrolled
Bryn Deri Primary School	157	1	5	4	3	27	0	13	210
Creigiau Primary School	1	104	2	2	25	2	0	52	188
Danescourt Primary School	3	2	193	0	6	26	0	181	411
Gwaelod y Garth Primary School	5	0	0	24	1	1	1	12	44
Pentyrch Primary School	1	2	0	0	118	5	2	15	143
Radyr Primary School	28	1	6	0	15	341	3	23	417
Tongwynlais Primary School	1	1	1	6	6	3	135	22	175
Pupils in catchment attending schools listed	196	111	207	36	174	405	141	318	1588
Number from catchment attending other EM schools	2	3	7	2	10	19	10	-	53
Total pupils resident in catchment attending EM primary schools	198	114	214	38	184	424	151	-	1323

The number of primary age pupils resident in the catchment areas of the above schools, attending any English-medium primary schools in Cardiff, totalled 1,323 in April 2021. This compared with the combined capacity of English-medium schools and streams in this locality of 1,600 places. If children took up places at their catchment area schools, there would be a collective surplus for this area of approximately 17.3%. However, as many of these places have been taken up by children from neighbouring areas in Cardiff there are few surplus places at present.

The number of children resident in the catchment area of Pentyrch Primary School, enrolled in an English-medium primary school, exceeds the capacity of the school.

How many places will be needed in the future?

In order to calculate the likely demand for places, the Council considers historic trends specific to the established school catchment area and the potential take up of places by children in future housing developments.

Table 7 below sets out the recent and projected demand for English-medium places at entry to Reception year in the community primary school catchment areas in the Creigiau, Pentyrch and Radyr and Morganstown areas from existing housing only. This data does not include any potential growth from the planned housing developments.

This data considers the most recent information supplied by the NHS in August 2021, and recent patterns of migration and take up of places.

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

Table 7 - Recent and projected Demand at entry to Reception year for English-medium (EM) places within each school catchment area, from existing housing											
		Recent School Census data (PLASC) Data					Projected demand for places from existing housing				
Catchment area	Published Admission Number	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Bryn Deri	30	31	36	20	24	30	15	20	22	15	18
Creigiau (EM stream only)	29	17	13	14	17	13	15	15	13	13	14
Danescourt	60	23	26	31	37	27	26	25	17	21	22
Gwaelod y Garth (EM stream only)	7	4	3	6	6	6	4	7	4	6	5
Pentyrch	20	24	29	23	27	19	24	25	27	22	25
New Plasdwr school (EM stream)	30	-	-	-	-	-	-	-	30	30	30
Radyr	60	57	51	55	56	57	49	53	46	41	47
Tongwynlais	28	24	23	24	23	21	29	17	29	16	23
Total	234 / 264	180	181	173	190	173	163	161	189	164	184
Surplus / Projected Surplus	-	54 23%	53 23%	61 26%	44 19%	61 26%	71 31%	73 31%	75 28%	100 38%	80 30%

Overall, there is an increasing level of surplus English medium primary school places projected in the wider area, compared to the population currently resident in these areas. However:

- there are few surplus English-medium places projected in the catchment area of Pentyrch Primary School.
- places projected at the next nearest schools are expected to be highly subscribed in the next five years as new housing is developed.
- surplus places at other schools are a significant distance from Pentyrch Primary School and from the new housing at Goitre Fach Farm.

As set out in tables 6 and 7, a significant proportion of pupils take up places in these schools who are not resident within the catchment areas of these schools. This trend may also continue. Pupils resident outside of Cardiff are also able to take up places at Cardiff schools, subject to sufficient places being available, and may meet higher oversubscription criteria such as residing in closer proximity than some Cardiff applicants who may also be out of the catchment area of that school.

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

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

Several housing developments have been approved as part of the Local Development Plan for Cardiff in 2016 within the geographical area that is incorporated by these school catchment areas. Separate S106 agreements are in place to ensure that sufficient school provision is available to serve each development.

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

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

A new dual-stream school to serve the early phases of the Plasdŵr development was approved by the Council's Cabinet in June 2020 and will be provided by developers as part of a planning agreement to meet the needs of the new development and future housing planned.

The development at Goitre Fach Farm, within the catchment area of Pentyrch Primary School, has a projected yield of 10 pupils for each year group of which 8 pupils would take up places in English-medium schools taking account of the most recent city-wide take up. A range of 6-10 pupils requiring places is assumed to take account of fluctuation.

The expansion of Pentyrch Primary School is proposed in order to provide additional English-medium places to serve children from the new housing developments in Northwest Cardiff, including those children on the Goitre Fach Farm development, from September 2023.

Further proposals will be brought forward at the appropriate time to provide sufficient places of each type from the planned housing.

Nursery Provision

Children in Cardiff can attend a part-time nursery place in school from the start of the term after their third birthday. They must attend the nursery class for at least five half days a week. There are no catchment areas for nursery classes.

Currently Pentyrch Primary School only has places for children aged 4-11 years. Families living in Pentyrch seeking nursery places take up places in a private nursery setting or travel out of Pentyrch.

It is proposed that 48 part time nursery places are provided at the school.

The establishment of nursery provision at the school would provide a consistent approach to teaching and planning, develop continuity and progression in children's learning from the age of three, and contribute to raising standards across the school.

Admissions to the proposed nursery provision at the school would be administered by the Council in accordance with the admissions policy applicable to community schools in Cardiff.

The following benefits would be expected to result from the establishment of nursery provision at the school:

- Additional English-medium nursery places serving local families
- Continuity of provision to support and embed the ethos and culture of the school
- The development of strong and effective parental links from the earliest possible opportunity can be supported
- Ease of transition for a nursery-aged child when promoting to Reception class (where Reception admission application has been successful)
- Early identification of vulnerable groups, so the needs of children can be identified as early as possible

- It would provide an opportunity for children to attend nursery at the same site as their older siblings. This should impact positively on parents' time and reduce the logistical difficulties that seeking an alternative childcare provider may cause
- By having an early years unit within the school, pupils' well-being and learning will be advantaged. Continuity and progression between Early Years and Foundation Phase will be secured, enhancing the opportunity to appropriately address individual developmental and cultural needs.

An offer of a nursery place at the school does not mean that a child will also be offered a place in Reception. A separate application form must be completed for admission to Reception.



How would other schools be affected?

Proposals brought forward must ensure that the growth of schools is sustainable, whilst the potential negative impact on other schools is minimised. Whilst the expansion of Pentyrch Primary School and the establishment of nursery provision at the school would provide additional places, this may have a differential impact on other local schools.

The expansion of Pentyrch Primary School provides 10 additional places in each year group, to serve the equivalent number of children expected to require places who are resident on the Goitre Fach Farm development.

The schools potentially at risk of reduced intakes as a direct result of the new school provision may be those in closest proximity to the new school provision. In the case of Pentyrch Primary School, a number of children from the catchment area of the school take up places at the nearest alternative schools. The English-medium primary provision within closest proximity to Pentyrch Primary School are the English-medium stream at Creigiau Primary School, Bryn Deri Primary School, Danescourt Primary School and Radyr Primary School.

Whilst these schools could be affected by proposals for an expansion at Pentyrch Primary School, the effect on pupil intakes at these school as a result of the expansion of Pentyrch Primary School may be mitigated by other pupils from neighbouring communities taking up places at those schools, and by children resident on the new housing developments at Plasdŵr and north of Junction 33.

School preference data will therefore be monitored closely to enable the review of school capacities and admission arrangements and to ensure that other schools in neighbouring communities are supported appropriately.

Table 8 sets out the recent and forecast Number on Roll at each of the primary schools serving the area.

Table 8 - The number of pupils on roll for primary schools serving parts of Creigiau & St Fagans, Pentyrch and Radyr / Morganstown and the expected number of pupils on roll in future years											
Catchment area	Published Capacity	Recent School Census data (PLASC) Data					Forecast Number on roll*				
		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Bryn Deri	184	195	207	209	205	210	196	189	184	182	178
Creigiau (dual stream)	378	370	366	365	358	365	370	369	361	370	374
Danescourt	420	360	384	410	417	411	403	392	376	363	350
Gwaelod y Garth (dual stream)	237	239	249	245	249	239	231	222	217	208	204
Pentyrch	140	136	134	133	146	143	141	140	151	157	166
New Plasdwr school (dual stream)*	420*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100	160	200
Radyr	420	386	402	411	414	417	407	402	391	385	378
Tongwynlais	191	193	182	179	178	175	174	169	169	164	161
Ysgol Coed Y Gof	389	341	336	327	309	278	263	233	216	203	200
Total	2,779	2220	2260	2279	2276	2238	2185	2116	2165	2192	2211

* Phased establishment from September 2023

Implications for secondary school provision

The catchment English-medium and Welsh-medium secondary schools for this area are Radyr Comprehensive School and Ysgol Gyfun Gymraeg Plasmawr respectively.

Whilst Radyr Comprehensive School is almost fully subscribed, the demand from within the catchment area for English-medium places at entry to secondary education is below the Published Admission Number of 210 places.

Almost a fifth of pupils that attend Radyr Comprehensive School commute from the adjacent catchment area of Cantonian High School. Demand from within the existing catchment area for English-medium places at entry to secondary education at Cantonian High School is also below the current Published Admission Number of 181 places.

Proposals to expand Cantonian High School from six to eight forms of entry (a Published Admission Number of 240 places) were approved by the Welsh Government in 2020. This would provide sufficient capacity to accommodate all pupils in existing housing within its catchment area whilst also providing additional capacity to manage excess demand in other areas.

The Council is also progressing works to replace existing accommodation at Radyr Comprehensive School with new facilities that would support increased intakes to the school of up to 240 pupils (8 Forms of Entry). The additional demand for English-medium secondary school places from within the early phases of the Plasdŵr development or increased numbers progressing from Pentyrch Primary School can therefore be accommodated within the existing secondary school provision.

Projections indicate that demand from existing housing within the catchment areas of both Radyr Comprehensive School and Cantonian High School will not exceed the number of places available.

Whilst Ysgol Gyfun Gymraeg Plasmawr is also highly subscribed, the demand from within its existing catchment area for Welsh-medium places at entry to secondary education is below the Published Admission Number of 210 places.

Additional secondary school provision is identified in the Outline Planning Application for the Plasdŵr development and is proposed in later phases of the Plasdŵr development.

Changes to admission arrangements

The Published Admission Number for Pentyrch Primary School is set at 20 places, based on the accommodation currently available. If the proposals were to go ahead, the Published Admission Number would increase to 30 places in all year groups from September 2023.

The Admission Number for the new Nursery provision would be set at 48 part time places from September 2023.

In accordance with the requirements of the Welsh Government's Admissions Code, Admissions arrangements for the 2023/2024 school year in which revised arrangement would take effect, are subject to consultation in the period between 1 September 2021 and 1 March 2022 and must be determined by 15 April 2022. You can find out further information in respect of school admissions arrangements for the 2023/2024 school year at: www.cardiff.gov.uk/admissionsarrangements

School Buildings and Proposed Expansion

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended/ operating efficiently) to D (life expired/ risk of imminent failure).

Schools in Cardiff are also given a Suitability rating from A (good - facilities suitable for teaching, learning & wellbeing) to D (bad - buildings seriously inhibit the staff's ability to deliver the curriculum).

Table 9: Condition and suitability grading

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

The Pentyrch Primary School buildings are considered to be generally in satisfactory condition although areas warrant attention. The overall classification in October 2018 was assessed as C for condition and B for suitability.

Proposed changes to the school buildings

The development of these proposals is at an early stage. Any detailed school design or site layouts would be considered at a later date. There would be opportunities for to comment on detailed plans at the pre-planning and planning application stages, should the proposal be progressed.

Quality and Standards

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

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

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.

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

Local Authorities must also show how the proposed changes might affect:

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

Estyn

Schools are inspected by Estyn 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.

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 which schools are most in need of support from Local Authorities or organisations like The Central South Consortium.

Table 10: The categorisation system is described 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 usually published every year in January, however the most recent data available was published in January 2020.

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

[National school categorisation system: guidance for parents and carers | GOV.WALES](#)

Pentyrch Primary School

An Estyn inspection in July 2017 judged the school's performance as adequate and their prospects for improvement as unsatisfactory and the school was then placed into special measures.

A temporary Executive Headteacher arrangement has been in place at the school since 2017.

A follow up monitoring report in October 2018 assessed that sufficient progress in relation to the recommendations highlighted in the core inspection had been accomplished and withdrew its special measure status.

Since 2017 the school has been in a formal collaboration with Llanishen Fach Primary School, with a leadership team working across both schools. Pentyrch Primary school has made great progress on its continuous improvement journey, working closely with Llanishen Fach Primary School on joint school improvement priorities.

An assessment provided by the Central South Consortium in Autumn 2021 highlighted a strong collaboration between Pentyrch Primary School and Llanishen Fach Primary School with shared improvement priorities identified. The schools share systems and processes, including monitoring, evaluation and review activities and joint INSET training.

In respect of Pentyrch Primary School:

- Standards of achievement are strong and outcomes at the expected outcome at Foundation Phase and Key Stage 2 are good with nearly all pupils attaining.
- Performance of children eligible for FSM pupils in Year 2 is similar to non-FSM pupils. There are no pupils in year 6 eligible for FSM.
- Pupils with English as an additional language are a very small percentage of the cohorts and overall perform well.
- Boys and girls perform well and there is very little or no difference at the expected outcome in the foundation phase and at Key Stage 2.
- Overall, more able pupils achieve high standards and either meet or are close to their targets.

How would standards at the school be affected by the 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 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.

Standards at Pentyrch Primary School are good. It is not expected that the proposal would negatively impact on standards at the school.

The proposal supports continuity and progression in children's learning from age 3 and facilitates transition between the nursery and primary sector providing a high-quality learning environment for children and supporting improved outcomes.

The proposal is not expected to have any negative impact on the quality of standards of education or the delivery of the Foundation Phase and each Key Stage of education at any of the schools as a result of the proposed changes. The likely impact of the proposal on the ability of the school to deliver the full curriculum at the Foundation Phase and each key stage of education would be positive.

Care support and guidance

Pentyrch Primary school has an appropriate range of policies and provision in place to promote pupils' health and wellbeing.

The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

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

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

Additional support for pupils

Table 11 below shows the percentages of:

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

Table 11: The percentage of pupils at Pentyrch Primary School with Additional Learning Needs, receiving Free School Meals, with English as an Additional Language and identified as Minority Ethnic pupils in 2020

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
Pentyrch Primary	2.7%	0.7%	1.4%	8.6%	0.7%	4%
Cardiff average	10.4%	6.4%	2.3%	22%	17.3%	35.9%
Wales average	12.3%	7.8%	1.9%	19.3%	6.1%	12.7%

Further information can be found on the website: [My Local School \(mylocalschool.gov.wales\)](https://mylocalschool.gov.wales)

How would support for pupils with Additional Learning Needs be affected?

A child has Additional Learning Needs if he or she has a learning difficulty which requires special educational provision.

Some of the funding that a school receives is based on the learning needs of pupils in the school. This helps the school provide extra support for pupils with needs that are at ‘School Action’ or ‘School Action Plus’.

Schools may also receive ‘Complex Needs Enhancement’ funds to support individuals with more complex needs.

Pupils with this level of need usually have a Statement of Additional Learning Needs or an Individual Development Plan for Early Years. This plan sets out the child’s strengths and difficulties and provides clear information about how the school will support the child’s learning.

Schools would continue to provide support for pupils with Additional Learning Needs as required. There is no information available that suggests that the proposals would have a negative effect on how pupils with Additional Learning Needs would be supported.

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

Pupils that receive this support can be supported in any school in Cardiff.

There is also no information available that suggests that the proposals would have a negative effect on how children with English as an additional language are supported. All schools in Cardiff 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.

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

How would Minority Ethnic pupils be affected?

There is also no information available that suggests that the proposals would have a negative effect on provision for any ethnic group.

What are the benefits of the proposal?

- The proposal would contribute towards a better match between the supply of and demand for English-medium school places within the local area.
- Provision would be in place to meet demand for English-medium primary places from the new housing developments, provided by a successful school which is in a good position to expand.
- The expansion of existing school provision is a financially sustainable way of providing additional places in each age group in the primary age phase.
- The proposal would at least maintain the current standards of education and in the longer term would be to the benefit of all pupils in the area.
- An expanded school would allow for greater flexibility and opportunities for pupils due to an extended, more enhanced and secure financial resource base.
- An expanded school would offer increased opportunities for social interaction with children of the same age, compared to small classes in small schools.
- Larger schools can provide a greater degree of stability at all levels of leadership including maintaining a full and stable complement of school governors.
- Larger schools are more able to share the workload in delivery of the National Curriculum subjects.
- The ability to employ more teaching and support staff would allow the school to cover a wider range of curriculum expertise.
- The establishment of a nursery would be a further benefit of the proposal. By having an early years unit within the school, pupils' well-being and learning will be advantaged. Continuity and progression between Early Years and Foundation Phase will be secured, enhancing the opportunity to appropriately address individual developmental and cultural needs as well as establishing strong and effective parental links from the earliest opportunity.

Potential disadvantages of the proposal

- Local private nursery providers could be impacted as parents may opt to send their children to the early years provision at Pentyrch Primary School instead of the private provision. However, there would however be potential opportunities for providers to develop wraparound provision in partnership with the school.
- The proposal could result in an increased traffic in and around the school site. The Council is committed to increasing the number of children that travel to school by active means and will work with the school to develop a suitable travel plan.

Risks associated with the proposal

- Whilst there are some surplus places available at other schools, families from the new housing developments may take up places elsewhere. The recent birth rates, and projected intakes to schools city-wide in the period 2021 to 2024, are at lower levels than in recent years which could reduce the take up of places at Pentyrch Primary School. However, in Northwest Cardiff these demographic changes are expected to be mitigated by increased housing on new developments.

Projections will be kept under review and the timing of proposals for school provision in the area will therefore take account of the population changes.

Alternative options

The proposed expansion responds to planned housing in the local area.

Alternative options to the expansion of the Pentyrch Primary School to meet the demand for places from the new housing could include:

- the establishment of new school provision elsewhere or
- the expansion of other existing primary schools and/or changes to school catchment areas.

The expansion of Pentyrch Primary School provides 10 additional places in each year group, to serve the equivalent number of children expected to require places who are resident on the Goitre Fach Farm development. This could not be easily achieved at any nearby school.

The Radyr Primary School site is a confined site that does not support expansion. The Creigiau Primary School site may be able to accommodate some children from the new development in the short to medium term; however, this school is in closer proximity to new housing at the Junction 33 housing development and would provide capacity for that development ahead of new school provision.

All schools within reasonable proximity of the Goitre Fach Farm development are less suitable for expansion in each age group and have therefore been discounted.

A new school is planned on the Plasdwr housing development, and the number of places planned in that schools will form part of the yield from the early phases of development. Other planned schools will be brought forward at a later date.

Another option may be to retain Pentyrch Primary School at its existing capacity and Admission Number, and to retain existing nursery class arrangements. However, the benefits outlined in this document would not be realised. Some children resident on the Goitre Fach Farm development may fail to gain admission to nearby schools as they would be further from those schools than other applicants. The Council may also incur greater costs in transporting children to other schools.

Financial Matters

This proposal recommends that the published admission number for Pentyrch Primary School be increased to a full form of entry (from 140 to 210 pupil places). As schools' revenue budgets are predominantly predicated on the basis of pupil numbers, any increase in pupil numbers would need to be reflected in the delegated budget and would create additional pressure across delegated schools' budgets.

Current information indicates that any impact on surrounding primary and secondary schools would be limited. It is important that this is continued to be monitored closely as pupil numbers could reduce at other schools as a consequence of this expansion.

Any building works or adaptations required will need to consider a range of financial aspects, including S106 funding already secured alongside the affordability and prioritisation of this project against ongoing Education capital schemes.

Any additional costs required to fund the additional places at Pentyrch Primary School will need to be met from within the existing delegated schools budget, with additional consideration required for the new nursery provision and transport implications.

Human Resources Matters

The proposed increase in pupil numbers at Pentyrch Primary School would require the Governing Body and Senior Leadership Team to plan for workforce requirements of additional staffing arising from the school expansion and introduction of a nursery.

The Council's HR People Services would provide advice, support and guidance to the Governing Body for this in line with the framework set out for any Schools Organisation and Planning proposal. HR People Services encourages the school to undertake a review of their current staff structure to consider how the recruitment of additional staff fits into this structure.

Transport

In line with the Wellbeing of Future Generations Act, the Council is committed to providing 'Local Schools for Local Children', together with encouraging use of sustainable modes to travel to schools, such as walking, cycling and scooting. Each school project takes into account key transport issues and considers the need to provide safer routes to encourage walking, cycling and other active travel modes to school.

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

The Council's current Corporate Plan includes a commitment to every school in Cardiff developing an Active Travel Plan by 2022. Such a plan will identify actions by the school to support and encourage active travel to school and also inform any improvements to on-site and off-site infrastructure required to facilitate active journeys. This plan is developed with full involvement of the school supported by the Council's Active Travel Plan officers.

The development proposals will also require a Transport Assessment which will identify measures to be included as part of the application to maximise travel by sustainable modes. These would be expected to include appropriate improved facilities for walking, scooting and cycling, for example, road crossings. On-site parking would be in line with the council's Parking Standards to encourage use of sustainable and active modes of travel.

As it has been identified that there is no safe walking route between the Goitre Fach Farm development and Pentyrch Primary School, nor any plans for one ahead of 2023/2024, children residing there would be eligible for free home to school transport to the nearest appropriate school that has places available at the time of applying.

Suitable provision for the Learner Transport drop-off and pick-up may be required at Pentyrch Primary School to accommodate this. If so, this would be likely to be a designated area immediately outside the school to create clear space for the required numbers of buses and taxis. Parking restrictions would be required to enforce such a space at the school, situated on the main through route between Creigiau and Gwaelod y Garth.

Other parking restrictions would also be likely to be required to discourage short distance car travel by those within walking distance and to maximise levels of active travel to school.

A Hands Up Survey undertaken this school year shows that of the five classes (146 pupils) that took part, modes of travel were walk 43%, car 48%, car share 1%, park and stride 7% and taxi 1%.

It is also anticipated that with the introduction of a nursery, take up of school places by those that reside in areas close to the school will increase. This should provide more scope for increased numbers of people to benefit from an appropriate Active Travel Plan.

Impact of the proposal on the Welsh Language

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

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

The teaching of the Welsh language in an English-medium setting is subject to the requirements of the National Curriculum.

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 Welsh in Education Strategic Plan, and to meet the targets set out in the Welsh Government's Cymraeg 2050 strategy.

The proposal does not seek to change the number of Welsh-medium primary places available in this area. The Pentyrch Primary School catchment area will continue to be served by Ysgol Gynradd Creigiau and Ysgol Gymraeg Coed Y Gof. There are currently sufficient places at Ysgol Gynradd Creigiau and Ysgol Coed Y Gof to accommodate children from within each catchment area in coming years.

The Council also determined a proposal in 2020 for a new dual stream 2FE primary school, 1 FE as Welsh-medium and 1 FE as English-medium with a significant use of Welsh. It is anticipated that this school will serve children from the Plasdŵr housing development and will also increase the take up of places from the surrounding area.

The Council's aspirations for increasing the number of Welsh speakers, and the Welsh Government's Cymraeg 2050, propose a significant change. Cymraeg 2050 sets national targets of educating 40% of learners in Welsh-medium schools, and a further 30% of learners being educated in English-medium schools being fluent in Welsh. The latest data shows that c18% of Cardiff children entering primary education are educated in Welsh-medium schools or classes.

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.

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 Welsh in Education Strategic Plan for the city. Consultation on Cardiff's draft Welsh in Education Strategic Plan began on 15 October 2021 and closes on 13 December 2021. The consultation seeks 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.

Equalities

An Equality Impact Assessment (EIA) is a process that looks at a policy 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 Equality Impact Assessment has been carried out. It concluded that the proposed changes would not negatively affect a particular group in society.

The assessment will be reviewed after the consultation and at key points if the proposal proceeds.

If the proposal goes ahead, another equality impact assessment would be carried out.

Any alterations of the school would identify accessibility to the new building works. 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.

Community Impact

The following are taken into account when considering a proposal: Public Open Space, parkland, noise and traffic congestion. Officers will work with schools and any community group to make sure that the proposal avoids negative impacts if possible.

In a semi-rural area such as Pentyrch, the School Organisational Code recognises that schools may also be the main focal point for community activity, and any changes to provision could have implications beyond the issue of the provision of education.

Currently, no groups use the facilities beyond the normal day to day operations of the school.

The introduction of nursery provision and more primary school places in this area would be a benefit to many in the community and would support the 21st Century Schools Programme Vision for Cardiff which aims to have schools of the right size and in the right place. It seeks to place schools at the heart of their communities with a shared responsibility for all children and young people in the area.

It is expected that the introduction of nursery provision would allow children of nursery age to attend the same school as older siblings which could in turn support a greater number of parents to walk or cycle to school rather than travel by car in order to commute to and from multiple schools.

Existing local private nursery provision could be disadvantaged with the introduction of nursery provision on the school site. However as this would only be for children aged 3 years and upwards, who have a statutory right to attend a part time nursery from the start of the term following their third birthday, this impact could be limited.

Wellbeing of Future Generations

The proposed expansion of Pentyrch Primary School would provide local school provision for children residing in the village of Pentyrch and the Goitre Fach Farm development.

The Council is committed to providing Local Schools for Local Children, together with encouraging use of sustainable modes to travel to schools, such as walking and cycling where it can.

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.

In light of the pandemic and with the current investments in ICT across the city, student movements may be further reduced as mobile technology develops further allowing for flexible teaching methods. These have the potential to result in a more efficient Travel Plan and further contribute to the Council's targets to reduce its carbon emissions.

In order to maximise the long-term impact of this significant investment, any design taken forward would be developed to ensure the delivery of high-quality modern facilities that are able to respond to the current pupil population needs and support the delivery of effecting teaching and learning methods. This 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.

Governance Arrangements

There are no proposed changes to governance arrangements arising from this proposal. However, should the school increase in size the governing body may wish to review its composition and structures in line with The Government of Maintained Schools (Wales) Regulations 2005.

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. 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 were 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 12 below:

Stage	Timescale
Consultation Period	14 December 2021 – 25 January 2022
Consultation report considered by the Council Cabinet and published on the Council website	March 2022
Expected date for start of Objection Period, when statutory notice has been issued (when formal objections can be made)	May 2022
Expected date for end of Objection Period	June 2022
Final decision (determination) by the Council's Cabinet	July or September 2022
Objection report published on the Council website and notification of Cabinet's decision	July or September 2022

The proposed timetable may be subject to change.

Consultation period

The consultation period for these proposals starts on 14 December 2021 and ends on 25 January 2022.

See page 30 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's 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.

Have Your Say!

CONSULTATION RESPONSE FORM

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

We are proposing to:

- Increase the number of primary school places at Pentyrch Primary School from 140 places to 210 places
- Extend the age range of the school from 4-11 to 3-11 by establishing nursery provision at the school to allow for 48 part-time places.

The proposed changes would take effect from September 2023.

Please note that the development of this proposal is at an early stage. Any detailed school design or site layouts would be considered at a later date. There would be opportunities to comment on detailed plans at the pre-planning and planning application stages, should the proposal be progressed.

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

1. Do you support the proposal to increase the capacity of Pentyrch Primary School from 140 to 210 places?

- YES NO NO OPINION

Please explain why:

2. Do you support the proposal to establish nursery provision at Pentyrch Primary School of 48 part-time places?

YES

NO

NO OPINION

Please explain why:

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

4. Are there any alternative options you would like to suggest?

5. Do you have any other comments?

Name _____

Address _____

Post Code _____

The closing date for responses to this consultation is **25 January 2022**.

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 25 January 2022.

ABOUT YOU

Please provide your postcode below to allow us to more accurately pinpoint respondents' views and needs by area:

What was your age on your last birthday?

- | | | | | |
|-----------------------------------|--------------------------------|--------------------------------|--------------------------------|--|
| <input type="checkbox"/> Under 16 | <input type="checkbox"/> 25-34 | <input type="checkbox"/> 45-54 | <input type="checkbox"/> 65-74 | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> 16-24 | <input type="checkbox"/> 35-44 | <input type="checkbox"/> 55-64 | <input type="checkbox"/> 75+ | |

Are you...?

- | | | | |
|---------------------------------|-------------------------------|--------------------------------|--|
| <input type="checkbox"/> Female | <input type="checkbox"/> Male | <input type="checkbox"/> Other | <input type="checkbox"/> Prefer not to say |
|---------------------------------|-------------------------------|--------------------------------|--|

Do you identify as a disabled person?

- | | | |
|------------------------------|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Prefer not to say |
|------------------------------|-----------------------------|--|

Please tick any of the following that apply to you:

- | | | |
|---|--|---|
| <input type="checkbox"/> Deaf/ Deafened/ Hard of hearing | <input type="checkbox"/> Visual impairment | <input type="checkbox"/> Long-standing illness or health condition (e.g. cancer, diabetes, or asthma) |
| <input type="checkbox"/> Mental health difficulties | <input type="checkbox"/> Wheelchair user | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> Learning impairment / difficulties | <input type="checkbox"/> Mobility impairment | <input type="checkbox"/> Other |

Please specify _____

What is your ethnic group?

Where the term 'British' is used, this refers to any of the four home nations of Wales, England, Northern Ireland and Scotland, or any combination of these.

- | | |
|---|--|
| <input type="checkbox"/> White - Welsh/English/Scottish/Northern Irish/British | <input type="checkbox"/> Asian/Asian Welsh/British - Bangladeshi |
| <input type="checkbox"/> White - Irish | <input type="checkbox"/> Asian/Asian Welsh/British - Indian |
| <input type="checkbox"/> White - Gypsy or Irish Traveller | <input type="checkbox"/> Asian/Asian Welsh/British - Any other |
| <input type="checkbox"/> White - Any other white background | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - African |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White & Asian | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Caribbean |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black Caribbean | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Any other |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black African | <input type="checkbox"/> Arab |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - Any other | <input type="checkbox"/> Any other ethnic group (please specify) |
| <input type="checkbox"/> Asian/Asian Welsh/British - Chinese | _____ |
| <input type="checkbox"/> Asian/Asian Welsh/British - Pakistani | Prefer not to say |

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 tasks 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

Notes of Pentyrch Primary School Staff and Governing Body Meetings



Staff Meeting – 12 January 2022

Present: Michele Duddridge Friedl (SOP), Brett Andrewartha (SOP), Anita Batten (HR), Louise Flynn (HR), Sarah Coombes (Pentyrch Primary School Executive Head), School Staff, Rosalie Phillips (SOP), Shirley Karseras (SOP)

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

The Meeting was held via Microsoft Teams Live Event

Welcome and Introductions

Brett Andrewartha (BA) opened the meeting, welcomed staff and explained the process of consultation including timeframes.

He then presented a PowerPoint slide show which set out the following:

- What is being proposed
- Background
- Why we are proposing to increase the capacity of Pentyrch Primary School
- EM pupil projections at Pentyrch Primary School and surrounding area
- Forecasts and sufficiency of places
- Nursery provision
- Condition and suitability
- Proposed changes to school buildings
- Quality and standards
- Benefits of the proposal
- Potential disadvantages and risks
- Alternative options
- Financial matters
- Other considerations
- Human resources matters
- What happens next

Anita Batten (AB) advised that HR would support the school with workforce planning requirements

Questions and Answers

BA invited questions from staff

The questions submitted by staff are set out in *italics* below/over with the officer response given directly below.



Q – Sarah Coombes (SC) wanted to know if purdah could affect the proposal.

A – BA stated that the consultation has been planned so that it can be submitted to Cabinet in March 2022, before the start of purdah.

Michele Duddridge-Friedl (MDF) explained the importance of submitting responses, no matter the opinion towards the proposal. She stated that the consultation process is where people's views can shape the outcome and encouraged all staff to respond in some form.

There were no further questions, MDF thanked the staff and the meeting closed.



Governing Body Meeting – 13 January 2022

Present: Michele Duddridge Friedl (SOP), Brett Andrewartha (SOP), Louise Flynn (HR), Sarah Coombes (Pentyrch Primary School Executive Head), Governing Body, Shirley Karseras (SOP)

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

The Meeting was held via Microsoft Teams Live Event

Welcome and Introductions

Michele Duddridge-Friedl (MDF) opened the meeting and welcomed the Governing Body. Brett Andrewartha (BA) then explained the process of the consultation including timeframes and presented a PowerPoint slide show which set out the following:

- What is being proposed
- Background
- Why we are proposing to increase the capacity of Pentyrch Primary School
- EM pupil projections at Pentyrch Primary School and surrounding area
- Forecasts and sufficiency of places
- Nursery provision
- Condition and suitability
- Proposed changes to school buildings
- Quality and standards
- Benefits of the proposal
- Potential disadvantages and risks
- Alternative options
- Financial matters
- Other considerations
- Human resources matters
- What happens next

Louise Flynn (LF) advised that HR would support the school with workforce planning requirements

Questions and Answers

MDF invited questions from the Governing Body

The questions and comments submitted by the Governing Body are set out in *italics* below/over with the officer response given directly below.

Q – I wear several hats as a parent, past pupil and now governor. There have been conversations within the community about how this proposal will affect the local nursery.

Cardiff Council are now able to offer 30 hours of childcare which is unfortunate timing as the proposed school nursery could only offer 2½ hours. It is unlikely that the current nursery provider will be able to provide wraparound care as the village hall, from where it is run, has a commitment to other institutions. This could impact parents' decisions whether to use Pentyrch School nursery.

I know that in the past there was additional work that needed to be carried out with children coming into Reception to Pentyrch Primary School due to a difference in educational standards from the local nursery compared to those that might have been coming from a more private nursery setting. The continuity of children coming from a school nursery would be a benefit of this proposal. Pentyrch Primary is in the minority across Cardiff in not having its own nursery, and whilst it is emotional as the local nursery has been in existence for over 40 years, it will be positive to have a nursery in the school.

Traffic and parking will be an issue. Even people who live locally use the car as they may be heading off to work after drop-off. Staff parking on site would be helpful to alleviate the congestion around the school.

A - MDF – aware that there is support for the well-loved nursery in the village. The local nursery offers 3 hours in the morning, Cardiff Council would be offering 2½ hours. Often this allows for wraparound provision by a private provider such as lunch clubs or a walking bus facility. It has worked in the past with maintained nursery operating in the morning and then non-maintained in the afternoon, utilising the same space and staff. There are various permutations that can be looked at. This will depend on what the views are of the community in this area.

We are at a formative stage and need to hear the good, the bad and the ugly. It is important to also suggest what would work best for the families and community of Pentyrch and Goitre Fach.

We can change small parts of proposals or re-consult on substantial changes. It may be possible to reduce the number of maintained nursery places to lessen any conflict with the private provider in the village. This would still allow for continuity in education particularly with the rising 4's. Often a nursery can open with a reduced number of places to see take-up in the area. It can identify a latent demand that haven't been able to take up local provision.

Wraparound care would allow for a greater use of the 30 hour offer and facilitate a longer period of childcare for working parents.

It is often the case that children's readiness for school at Reception differs depending on what nursery provision they have attended. There are other schools that don't have nursery provision on site, but it is Cardiff Council's policy to prioritise the funding of maintained nurseries. Maintained nursery also has the benefit of having a qualified teacher lead and can influence the level of the provision.

Traffic and parking is a perennial issue. We have to work with traffic and transport colleagues to mitigations can be put in place to ease any existing pressures. In the case of Pentyrch which is one road in and one road out, consolidating the primary at 1 form of entry should have minimal impact as some year groups may have the numbers already there and the classrooms are just not the appropriate size. Also with the nursery, it is likely that the families will be consistent with older siblings already at the school.

It is critical though that we look at safe routes and try to encourage as many people as possible walk to school. There is a revisit with Governing Bodies and schools on their active travel plans with this kind of investment to ensure that the maximum is being done to support families so they can access school without using their cars.

Staff parking would depend on the scale of land that there is on site. There are also planning restrictions on this.

Public transport would be difficult in this location but there are other options such as lift shares and cycle to work schemes that could be utilised.

Q – I am a community governor with 2 children at the school, in years 1 and 3 and am really excited that hopefully my children will benefit from these proposals. I am aware that there is a public meeting, but I reached out to the parents of my children’s year classes to see if I could bring any issues to this meeting.

The main points identified were the safe walking routes to school and an issue with the parking in front of the school. Pedestrian crossings would be a welcome addition. There is also a lot of community discussion taking place in regards to the impact on the local nursery. If they could be brought in on the changes then that would be fantastic. I agree that my children weren’t at the level as other children who had been at a maintained nursery when starting Pentyrch Primary School in Reception which adds pressure on the teaching staff. As a parent and Pentyrch resident I think a maintained nursery will enhance Pentyrch as a community.

A - MDF – The main purpose of non-maintained nurseries is to provide childcare. In many cases they also provide excellent early years education opportunities as well. However, many parents do seek maintained nursery provision as they feel it provides the education opportunities which are more in line of what they want for their children and like that there is a shared ethos of what the school offers right from the beginning. Cardiff Council fund the vast majority of nursery places from maintained nurseries.

Q – With regards to the funding, I know it is for both the expansion and the introduction of a nursery, but what does this include? Is it just for the physical build or does it include the resources that are needed when delivering nursery education?



A - MDF – The money will fund any new resources that are needed that you didn't have before. So yes, the buildings and resources for the nursery would be funded as this does not exist at present. Other requirements would be from the per pupil funding which operates in the primary phase. Unfortunately, it is not a full refurbishment.

The school might find that there is funding for children in the nursery who may not appear initially which would possibly allow for some extra money to fund the incidental type purchases you would wish to make.

Q – Very impressed with the presentation and quality of answers given. I feel that the challenges within the community will be emotive rather than logical but there are logical solutions to these issues. Hopefully this will ease the concerns of the community.

A - MDF – Proposals aren't referendums and changed by the number of people who suggest something, but rather the level and nature of the suggestions. As an education proposal it is about not negatively impacting on the educational opportunities that exist currently. Our proposals must show that things would stay at least the same if not better.

We have to take into account each person's views and the merits of them. Working together as a Governing Body with the local provider could be very positive for the whole community of Pentyrch.

Q – Sarah Coombes (SC) – At what point will we discuss what would happen if these proposals don't get approved? What are the alternatives? When will we highlight the issues of the sustainability of financing a village school?

A - MDF – From the responses we have received so far, I think there are people who are cognitive of the issues if the school is not consolidated at 1 form of entry and able to attract the pupils from its local area. As a rural area on the edge of an urban area, when building work occurs, it can attract pupils elsewhere.

SC – That's why Pentyrch is collaborating with Llanishen Fach: to ensure the financial viability of the school.

MDF – The data from the consultation document shows that local schools are attracting some of Pentyrch's pupils. This could be because that relationship started at nursery or based on historic perceptions.

SC – There is evidence from Llanishen Fach that when children come into nursery at the school they stay.



**Schools Programme
Record of Virtual Staff and Governing Body Meetings
Pentyrch Primary School
12 and 13 January 2022**



There were no further questions, MDF thanked the Governing Body and the meeting closed.



Present: Michele Duddridge Friedl (SOP), Brett Andrewartha (SOP), Sarah Coombes (Pentyrch Primary School Executive Head), Shirley Karseras (SOP), members of the public.

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

The Meeting was held via Microsoft Teams Live Event

Welcome and Introductions

Brett Andrewartha (BA) opened the meeting by welcoming everyone in attendance. He explained the process of consultation including timeframes and reiterated that this proposal is at a formative stage.

He then presented a PowerPoint slide show which set out the following:

- What is being proposed
- Background
- Why we are proposing to increase the capacity of Pentyrch Primary School
- EM pupil projections at Pentyrch Primary School and surrounding area
- Forecasts and sufficiency of places
- Nursery provision
- Condition and suitability
- Proposed changes to school buildings
- Quality and standards
- Benefits of the proposal
- Potential disadvantages and risks
- Alternative options
- Financial matters
- Other considerations
- Human resources matters
- What happens next

Questions and Answers

BA invited questions from the public

The questions submitted by staff are set out in *italics* below/over with the officer response given directly below.

Q1 – In the presentation there was reference to having considered the community impact. On behalf of the village hall, that runs the nursery 5 days a



week, the management committee had not heard anything about the proposal. How can they be involved at all stages going forward?

A - Michele Duddridge-Friedl (MDF) We are governed by the School Organisation Code when undertaking proposals like this. It sets out which stakeholders we need to engage with. We also reach out using social media which we know then spreads through word of mouth. If there are issues that we did not reach some people, then we need to know this. We still have plenty of time within the consultation period to engage with people. As an authority, we want to know all points of views, concerns as well as positive aspects. Also, any suggestions you may have to alleviate any of the concerns. You know your local community, so if there are any groups or organisations that you think we need to engage with, then let us know and we will get the information to them.

(BA) Just to confirm that we did send mail to the village hall. If they did not receive it, then apologies, we will get the information out straight away. The link to the proposal has also been shared within this meeting on the comments function.

When we carry out a proposal, we do recognise that the local community is impacted and we did make every effort to contact them for this proposal so apologies if it did not reach you.

(MDF) We will check that we have the correct details for the village hall and can send information out to your email address too.

Q2 – I live a few doors down from the school and am very concerned about the impact of increased traffic. There has been bedlam on Bronllwyn since Radyr Comprehensive School has finished their school day earlier and the buses come through the village at exactly the same time as Pentyrch Primary School finishes. I have spoken to the PCSO, but they say they can't do anything. Is there a possibility of marking the road with yellow lines to alleviate the chaos?

A – (MDF) I can see that this is causing you stress and the increase of more pupils accessing the school is naturally going to cause you more concern. When we have capital investment on a school's proposal, we have to work in conjunction with our traffic and transport colleagues as part of the planning permission. They will look to see what pre-existing issues there may be in the area as well as working to mitigate any issues that could arise due to the proposal.

We appreciate that Pentyrch is a rural area and that people will access the provision by car, but there are other people who could use active travel to get to school. We will work with the school to review their active travel plan, and if we can identify safer walking routes, then we hope people will use these more.

Radyr Comprehensive School set their own school hours, it is not something the council governs, however they do have to consult on it and we can certainly engage with them to see if they know the impact that it is causing in Pentyrch. It may be just

something as simple as the order the buses leave rather than the time the school finishes. Pentyrch Primary could also look at the access and egress points around the school to see if this can help. We know schools are very active alongside their families in promoting safe walking routes and reducing car journeys. This is something we have to look at but also something we want to look at as we don't want people to suffer.

(BA) – In this process, we are the conduit to the council's cabinet and the cabinet will determine what goes forward in the end. At the planning stage, it is right to identify that there could be traffic issues and lever in monies at this point to try and rectify it. If we consistently hear this view from the community then our traffic colleagues have to respond to, appraise and notify the cabinet on what steps they will take. We encourage that you also make this point though the online survey.

Q3 – There are lots and lots of issues with this proposal. The idea of investing in education is obviously going to be welcomed but the impacts are going to be significant. The increase in traffic is not limited to the school day, there has been major housing development in the Northwest of Cardiff that will also cause increased traffic through the village.

We need to look at the next 10 years and put into context the current traffic issues.

The current nursery provision allows for very safe access when dropping children off. If these children end up at the school, then the process at the minute is not safe for very small children and needs to be considered.

Also where are the staff going to park? There will be more of them and they should not park on Bronllwyn.

Some children will be coming from the development on Llantrisant Road and will need to be driven to the school. How will this work? Will they be eligible for travel supplied by the council? They should not be getting dropped off on Bronllwyn. We can use as many nice words about consultation and impacts, this is the reality.

A – (MDF) I recognise that there is a collective impact and it's not just this proposal causing you concern. The cabinet can make a decision about the proposal, but it will depend on planning permission secured. The planning decisions will have to consider traffic and transport implications. There are solutions. An example of a tightly congested area where a ride and stride initiative has worked is at Ysgol Hamadryad which is located in a tightly packed urban area on a one-way street. Planning considered the locality to see how school provision could work there, with local councillors recognising that parking was a critical issue for their constituents.

The team making these planning decisions are also involved in the LDP. This committee, who are elected members will be aware of the issues being presented to them.

There are obviously a lot of factors affecting Pentyrch and this will challenge how things have been in the past which will cause concern.



In terms of accessing nursery provision on site, the proposal can be changed by suggestions made during the consultation. These suggestions and opinions will be considered by the cabinet. For example, 2.5 hours might not work very well for your families and so maybe wraparound care will be something they would prefer which could be provided by the private provider. The local authority recognises the benefit that the established nursery has provided to the community over the years and has supported it. We do not want to see it going anywhere but there are families who would prefer to access nursery at the school. Relationships are formed at this stage and it can harm the number of children attending Pentyrch Primary at reception as families have made these relationships with other schools. So, we need to consider the range of benefits a school can have by providing nursery provision and balance that with the private provider to add value to the community.

Q4 - I am president of the village hall, and the nursery provides 40% pre pandemic for the lettings income of the hall. If this ceased, then it could be catastrophic. I am pleased to hear that there could be options for wraparound service if this was something the current provider could offer. I would also like to state that children should never walk-up Church Road or for it ever to be considered as a walking route as it is far too dangerous.

MDF - acknowledge that due to your location, there will be some families who have to access school provision by car.

Q5 - Chair of Board of Governors for Creigiau Primary School. Want to echo some of the comments about how this meeting was publicised as didn't receive information via Creigiau PS even though it has been referenced several times within this document.

I have concerns about the council's long term aims over education in the Northwest of Cardiff. On behalf of Creigiau PS want to raise the point that we have 8 of our 14 classes in demountables. Want to question why Pentyrch for investment over Creigiau? There is nothing in the document about Welsh provision in this area of Cardiff. There are children leaving Pentyrch daily to access Welsh language provision at Creigiau. What is the council's strategic direction for education in Northwest Cardiff?

MDF - Pentyrch is a 1 FE school and there are a significant number of people who chose English-medium provision there. Creigiau is 2 FE with 1 FE English-medium and 1FE Welsh-medium. Gwaelod y Garth nearby offers predominantly Welsh-medium provision. With rural areas around an urban area like Cardiff, planning provision can be more difficult. It may be based around preferences that have been demonstrated over a period of time and also where children access that provision from. For example, some children who do not reside in Cardiff local authority area may attend these rural schools.

The 106 monies from the Goitre Fach development have been secured to make Pentyrch a sustainable and viable village school. Budgets are challenging below 1 FE and even at 1FE, the school can benefit by forming a partnership with another primary school.



Other large-scale developments in the area include Plasdŵr and that south of Junction 33. The council has stated a strong commitment to Welsh-medium education in this area through the Welsh Education Strategic Plan (WESP). Also LDP sites will have at least 50% Welsh-medium school places provided, and as there is a large amount of development in the Northwest of Cardiff, this will have an impact on the number of Welsh-medium school places on a strategic level in this area.

It is not surprising that you would also like investment in your school and we are aware of the challenges that Creigiau faces with the large-scale development in the area.

BA – There is outline planning consent for two of the developments which form part of the LDP strategic sites: Plasdŵr and Junction 33. 106 monies have already been secured from the Plasdŵr site to bring forward new school provision as has the development on Junction 33 which has a projected yield of 420 pupils.

At the time of planning for Goitre Fach it was identified that there wasn't sufficient spare capacity to serve this development. Money was secured to provide 70 extra places and so it made sense to expand Pentyrch to a 1FE.

However, the development planned for the south of Creigiau has a yield of around 1 FE and it is hoped that Creigiau Primary may benefit from some investment at this point to help serve this development. We expect to meet with the governors of Creigiau Primary in the next few months to discuss the impact of the LDP and their needs.

Brian Weir – welcome further conversations in the coming months.

Q6 – Is there any transport going to be provided for residents of Goitre Fach to Pentyrch Primary?

BA – Transport colleagues were asked to comment on transport provision when planning was first submitted for this development. There is no safe walking route from that site, so the schools transport policy means that the council would supply free home to school transport for those residents. This will be to the nearest school that has room and the type of provision they seek. The closest English-medium primary schools are actually Radyr Primary and Danescourt Primary but quite often these schools are full from within its catchment. What we are concerned with though is that there is a net flow of children out of Pentyrch to other schools because there aren't sufficient spaces for children who live in the village.

This will be either a bus or taxi depending on numbers coming from the development who qualify for free transport.

Q7 – Community engagement officer for Pentyrch community council. It would be useful to share the presentation on their Facebook page. Can you confirm that the deadline is 25th January?



A – MDF – all the information from tonight’s presentation is from the consultation document that is accessible online. The link has been shared on the chat function in this meeting.

Also welcome to email or write to us with your comments.

Q8 – Do notes from this meeting form part of the consultation?

A – MDF – Yes. We make contemporaneous notes for the meetings which will form part of the cabinet report. The cabinet report is a summary document of all the feedback we have had throughout the consultation. Based on this, we then make a recommendation of how to proceed such as go to Statutory Notice on what we’ve proposed or with a slight adaptation. The cabinet then make a decision.

Responses are summarised unless you are responding formally, e.g. as a Chair of Board of Governors on behalf of a school, which would then be published in full within the report.

Q9 – Very concerned for the nursery and the safety of the children with the extra traffic from the increase in the school and the local developments. Also, as the owner of the business, I’m concerned whether we can still provide the high-quality care that we do currently. Not all parents want to have childcare all day and so might not utilise the wraparound care. After school clubs and supplying provision for 2 year olds would not be financially viable for us.

Can you clarify the figures within the document as we are going to have 4 primary schools eventually and the projections show the figures are coming down?

A - MDF – We have already had discussions about how we can work together to make your nursery viable alongside maintained nursery provision. We will schedule more meetings to achieve this.

BA – Whilst this proposal has been brought forward due to the development of Goitre Fach, the numbers from within the catchment area of Pentyrch Primary show that there is a need for extra places locally and this proposal is about providing those extra places. Birth-rates are falling in the short term; this is generally a cyclical pattern. There may be a dip in pupil numbers in most schools, but this will be offset by new housing. It is acknowledged that across the wider area there will be some destabilising of existing schools by the establishment of the new LDP schools. We are therefore committed to leveraging in funds to these existing schools to put them in the best position possible to retain pupils in their local area. There are numbers in the village and catchment area to support a larger Pentyrch Primary school. We can provide summary data that the NHS has provided for each area that may further help understanding the planning decisions made.



**Schools Programme
Record of Virtual Public Meeting
Pentyrch Primary School
13 January 2022**



There were no further questions. MDF reiterated that we can offer further information via drop-in sessions if required. She thanked those in attendance and closed the meeting.



Present: Pentyrch Primary School pupils (Y3/Y4/Y5/Y6) and staff, Shirley Karseras (SOP), Ian Warburton, Rachel Burgess Willis (SOP), Hibah Iqbal (SOP), Rosalie Phillips (SOP)

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

Welcome and Introductions

Shirley Karseras (SK) opened the meeting, introduced Council officers and explained the role of school planning. She told the pupils that there were proposed changes to their school and the meeting was for these changes to be explained and their views recorded.

SK then presented the pupil presentation which covered the following

The presentation covered:

- Background
- What is being proposed?
- Pupil projections
- Nursery provision
- School buildings at Pentyrch
- Benefits of the proposal
- Potential disadvantages, risks and alternative options
- What happens next?

Questions and Answers

The questions asked/comments made by pupils are set out in *italics* below with the officer response given directly below.

Question/Comment 1

It would be good to have a school library.

Question/Comment 2

What will happen to Pentyrch Nursery?

SK – we know that this is a concern. We will be talking to the nursery and looking at options such as wraparound care.

Question/Comment 3

Where would the extension go?

SK – we are looking at how this would work and will be talking to your Headteacher and Governing Body about this.



Question/Comment 4

Will it affect the play area/school yard; don't want to lose any of the playground

SK – at the moment nothing has been agreed and any changes to the building will be discussed with your school.

Question/Comment 5

It will be good because there will be more children

Question/Comment 6

If there has to be a building on the yard, some of the grass could be taken away to build on.

Question/Comment 7

Will older children be able to play with the little ones?

Day to day running will still be done by the school. At the moment schools are working in bubbles but hopefully this won't be for much longer.

Question/Comment 8

When would the building works be done; would this be while we are in school; will we still be able to go to school?

SK – where possible building works would be done during the school holidays, however some works may need to be carried out while the school is open, but you will be able to carry on going to school.

Question/Comment 9

What will happen to clubs if we don't have the village hall?

T – the village hall will still be there.

Question/Comment 10

Will the old part of the school stay the same?

SK – need to make the best use of money. The school has been assessed as being at a good standard but there may be some improvements.

Question/Comment 11

Will part of the school be knocked down?

SK – don't believe so.

Question/Comment 12

How many pupils do you think will come to the school?

SK – there will be 10 extra places in primary year groups and 48 part-time places in nursery.

Question/Comment 13

It would be good to have more children at the school and would like to be able to welcome them to the school.



**Schools Programme
Record of Virtual Pupil Engagement Meeting
Pentyrch Primary School
17 January 2022**



Question/Comment 14

Will we go to the same school building during the works?

SK – yes

During the session the following comments were posted in the chat bar:

- Would like a bigger school and new friends
- If there are more children, there will be more friends
- The school is too small
- Would like a library
- Would like a new hall for lunchtimes

There were no further questions or comments. SK thanked the pupils and staff and the session ended.

Formal responses to consultation:

- Estyn
- Pentyrch Community Council
- Pentyrch Primary School Governing Body
- Pentyrch Nursery

A. Estyn

Estyn's response to the proposal by Cardiff Council to increase the number of places at Pentyrch Primary School and to establish nursery provision for children aged 3 – 4 years at the school.

Introduction

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales. Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore, as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

Summary/ Conclusion

Cardiff Council has provided proposals which clearly explain the reasoning behind the need to:

- increase the number of primary school places at Pentyrch Primary School from 140 places to 210 places
- extend the age range of the school from 4-11 to 3-11 by establishing nursery provision at the school to allow for 48 part-time places.

Estyn is of the opinion that the proposal is likely to maintain the current standards in terms of education, provision, and leadership and management.

Description and benefits

The proposer has provided a clear rationale for the proposals. It has considered the likely effect of local developments on school places carefully, and has considered the capacity, admission number, surplus capacity and projected demand for schools affected by the proposal. Cardiff Council predicts the need to expand capacity at Pentyrch Primary School, despite the creation of new schools to address the increase in housing stock in the area. At present, the school does not provide education for nursery aged pupils and the proposal seeks to address this and identifies many benefits of establishing nursery provision at the school. Currently families living in Pentyrch seeking nursery places attend private nursery settings or travel out of the vicinity.

The proposer has set out the potential benefits of expanding the school and of establishing a nursery clearly. For example, Cardiff Council believes that expanding the school would contribute towards a better match between the supply of and demand for English-medium school places within the local area. The

proposer sees the establishment of a nursery as a means of enhancing the opportunity to appropriately address individual developmental and cultural needs as well as establishing strong and effective parental links from the earliest opportunity.

Cardiff Council has identified a couple of possible disadvantages to the proposal that includes the impact on local private nursery providers as parents may opt to send their children to the early years provision at the school instead. There is also a real probability that the proposal will result in the increase of traffic in and around the school site.

The Council has identified a couple of possible risks associated with the proposal, such as the possibility that families from the new housing developments may take up places elsewhere. Also, they have identified that the recent birth rates, and projected intakes to schools city-wide in the period 2021 to 2024, are at lower levels than in recent years which could reduce the take up of places at Pentyrch Primary School. They aim to keep projections under review and take account of the population changes when timing the proposals for school provision in the area.

The proposer has not considered the risks or disadvantages associated with the construction process, should the proposals go ahead. For example, appointing appropriate contractors, delays in project delivery and securing sufficient funding. Neither have they outlined the potential impact on the disruption to learners during the construction phase.

The Council considered other alternatives to the preferred proposal fairly. As the proposal is a response to planned housing developments in the surrounding area, it looked at the possibility of establishing new school provision elsewhere and expanding other existing primary schools. It concluded that all schools within reasonable distance to the development were less suitable for expansion and they therefore discounted these alternatives. The Council believes that the expansion of Pentyrch Primary School is necessary, as the planned building of new primary schools on the housing developments may not guarantee admission for all pupils on the developments as they may be further from those schools than other applicants. They also foresee greater costs in transporting pupils to other schools.

The proposer has considered the impact of the changes on learner travel arrangements. There is no safe walking route between the new housing development and Pentyrch Primary School, and no plans to provide one in the near future. This means that pupils living in the new development would need to be transported to the school. Cardiff Council would offer these pupils free home to school transport to the nearest appropriate school that has places available at the time of applying. It is likely that suitable drop-off and pick-up provision would be needed at Pentyrch Primary School to accommodate the required buses and taxis. It is also likely that parking restrictions would be required to discourage short distance car travel by those within walking distance and to maximise levels of active travel to school.

Cardiff Council refers to its ambition and actions towards increasing the number of pupils educated through the medium of Welsh. It also outlines its commitment

towards fulfilling its targets within the Welsh in Education Strategic Plan, and to meet the targets set out in the Welsh Government's Cymraeg 2050 Strategy. This proposal will not contribute directly to fulfilling the targets outlined in the Council's Welsh in Education Strategic Plan.

Educational aspects of the proposal

The Council has considered the impact of the proposals on the quality and standards in education suitably. They note that since the school has been in a formal collaboration with Llanishen Fach Primary School, with a leadership team working across both schools, that Pentyrch Primary School have made positive progress. With continued support, it is reasonable to expect that the quality of education within the school would not be negatively affected.

The proposal considers the information from the most recent Estyn report and the view of the regional consortium well, for Pentyrch Primary School.

It is reasonable to assume that the provision for pupils with Additional Learning Needs would continue as present. The addition of a nursery class could aid with the early identification of vulnerable pupils and support a coordinated approach to planning for their needs across the foundation phase.

The consultation lacks consideration about how the disruption to learners would be minimised if the proposals to go ahead.

(By email) – 24/01/2022

B. Pentyrch Clerk clerk@pentyrch.cc
School Responses / Ymatebion Ysgolion SchoolResponses@cardiff.gov.uk
Hill-John, Gavin (Cllr) Gavin.Hill-John@cardiff.gov.uk
CC - Phased email retention (3 years)

PCC supports improved facilities in its communities and understands the need for Pentyrch Primary School to remain sustainable.

PCC does have concerns arising from the proposed expansion of PPS:

1. The proposed 50% increase in pupil numbers will greatly increase the traffic and parking on Bronllwyn whether the extra pupils arrive by school bus or private car.
2. Bronllwyn traffic flow is already significantly affected at school drop-off and pick-up time. It is a bus route.
3. Safety for all users is a major concern for PCC and asks that robust plans be drawn up to minimise risk for more pupils, parents and school staff
4. The existing nursery based in Pentyrch Village Hall has been an important part of the community for some 40 years. PCC is pleased to see that support for this nursery is part of the consultation plan. We note that the new nursery may not be in the final plan.
5. PCC considers the sustainability of Pentyrch as a community an important element of this consultation. The school is clearly a key part of the community and the existing nursery plays its own key role.
6. Pentyrch Village Hall is another vital part of the local community and the existing nursery contributes a significant proportion of its income.
7. It is essential that any new nursery's effect on the wider community's sustainability be properly considered.

Helena Fox

**Clerc i Cyngor Cymuned Pentyrch
Clerk to Pentyrch Community Council**

(By email) – 25/01/2022

**C. G John-Hill (Pentyrch Primary School) <John-HillG5@Hwbcymru.net>
School Responses / Ymatebion Ysgolion SchoolResponses@cardiff.gov.uk
CC - Phased email retention (3 years)**

Hi,

Please find below a response from the PPS governing body

After careful review of the consultation document, the public meeting, and subsequent briefings the governing body is delighted to support the proposals.

The expansion of the school will provide security for the future and ensure that we are able to continue delivering an excellent standard of education in the local community. The nursery provision means that children will get the best possible start to their life in education and the school community will continue to grow.

The current pupils are excited about the plans and can't wait to make more friends.

At this stage we would like to raise a few items for consideration based on feedback from the local community, teachers and the children.

1. The impact of the increased number of pupils on local traffic and parking will need to be carefully managed.
2. The impact on the existing nursery will need to be considered and managed.
3. The KS2 classrooms need to be fit for purpose.
4. There needs to be enough classrooms for single year groups.
5. The hall needs to be big enough to accommodate the new pupil numbers.
6. The staff facilities also need to be adequate.
7. The impact on current pupils caused by the building works will need to be minimised.

We look forward to working with the development team to deliver this project.

**Gavin Hill-John
Chair**

(By email) – 24/01/2022

**D. Tor L <v.lewis@hotmail.co.uk>
Duddridge-Friedl, Michele <Michele.Duddridge-Friedl@cardiff.gov.uk>; School
Responses / Ymatebion Ysgolion <SchoolResponses@cardiff.gov.uk>
CC - Phased email retention (3 years)**

Hi Michelle,

Thank you for your time today.

Please find attached my responses to the survey.

Kind regards

**Victoria Lawrence
Pentyrch Nursery**

[Proposed expansion of Pentyrch primary school response](#)

1. Do you support the proposal to increase the capacity of Pentyrch Primary School from 140 to 210 places?

NO

Please explain why

As a nursery we always advocate for any measures that we believe will benefit the children of Pentyrch but feel this proposal would be detrimental to the village as a whole and as such we will be objecting to the plans.

After reading the proposal thoroughly we have reached the following conclusions.

- The provision is not being added for residents of the village but with the hope of attracting pupils from the new developments on Llantrisant road.

- There are 4 new primary schools being built through the various phases of the Plasdwr scheme to meet the education needs of the new development and its residents, the first of which opens on the same date as this proposed expansion.

- This will undoubtedly lead to a large increase in traffic at pickup and drop off times as there will be an additional 118 places at the school targeted at parents from outside the village. There will be a significant impact to air quality and pollution around the school during pickup and drop off times which seems to have not been considered.

- Parking will become a major issue as this will lead to around 100 extra vehicles needing to park at pickup and drop off times and with the added nursery provision this will be 3/4 times per day.

- This will have a knock-on effect on road safety and will create additional risks for the local children walking to school. There isn't sufficient parking to accommodate this proposal and people will undoubtedly park irresponsibly as a consequence.
- The proposed relocation of the surgery will also have an impact as it will result in the residents of the village attempting to access the proposed surgery in Rhydrafar competing with parents from out of the village attempting to get their children to Pentyrch primary school creating traffic misery for all through the lanes.
- There is no safe walking or cycling routes from these new developments to Pentyrch so all access will have to be by vehicle.
- The new dual medium 420 place Groeswen primary school and a 48-place nursery in the Plasdwr development are opening on the same date as this proposed expansion. Parents will be faced with a choice of battling the lanes to attend Pentyrch or alternatively sending their children to a new state of the art primary school and nursery with much better access.

2. Do you support the proposal to establish nursery provision at Pentyrch Primary School of 48 part-time places?

NO

Please explain why

If this proposal is successful, it will dramatically change how nursery provision is provided to the children of Pentyrch and not necessarily for the better. These are the changes parents would see if this proposal is approved.

- The existing nursery which has been in the village for over 40 years will cease to exist as it would not be financially viable to continue operation once a nursery for over 3-year-olds was available within the school as there is currently a mix of 2,3 and 4-year-olds who attend. Pentyrch Nursery has consistently provided high quality early years education as demonstrated by its numerous positive inspection reports from both ESTYN and CIW.
- All children over 3 years old who want a nursery place would have to attend 5 days per week as there is no flexibility for a school-based nursery to offer less days. This removes a parent's ability to select less days if they feel it isn't right for their child and their development or to suit other childcare commitments.
- There would be no provision for 2-year-olds to attend nursery within the village as the school provision will only take children from 3 meaning an average of 8 children aged 2 will miss out on the benefits of attending nursery and socialising with other children every year.
- An entirely new nursery will need to be built at the school as there is no current provision. This will require it to be fully equipped with equipment, resources and staff as well as the cost of the building itself. Nowhere in the document is there a cost benefit analysis comparing the cost to the council to fund the current nursery provision which

is relatively low compared against the huge cost of creating and staffing a brand-new nursery along with its ongoing costs.

- Replacing the existing high quality private nursery provision with an unproven nursery that only accepts over 3's within the school that lacks flexibility is a backward step and will lead to another loss of amenities to the village.

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

Separate the two elements of the proposal to be considered independently to allow for flexibility of alternative options.

4. Are there any alternative options you would like to suggest?

With regard to nursery provision only.

The existing private nursery could be relocated to the newly built nursery on the school site to continue to provide sessional childcare in the morning session. This would allow the school to provide the education element of the childcare offer in the afternoons.

- This would provide potentially all-day nursery for 3-year-olds and would maintain provision for 2-year-olds in the village. This would also have the benefit of introducing children to the school setting at the earliest possible opportunity. It would maintain the quality of provision from the current private provider with the newly established school nursery.
- This would provide a stronger link between the private nursery and the school and will also foster greater links with the wider community.
- A combination of private and school provision on one site would mean greater flexibility for parents in regards to their childcare needs.
- Relocating and accommodating the private nursery would mean no redundancies for the private provider.
- The public perception of the school cooperating with the current nursery to improve facilities available to the children of Pentyrch can only help the school's public image within the village.

This is a departure from the original proposal but would best meet the needs of Pentyrch. However, for this to be possible any new nursery building would have to meet the following criteria.

- Security of lease to the private provider.
- 2.8m² per child for capacity as per CIW guidelines
- 1 toilet and wash basin per 10 children capacity aged 2 and above
- Separate staff toilet facilities
- Access requirements are met
- Nappy changing facilities
- Separate consumable storage.

- Kitchen area with hatch access to main area.
- Space for a separate fridge
- The school holding sufficient insurance for 2-year-olds on the main premises separate to the private providers own insurance.
- Possibility of overflow room if capacity is met.
- Secure office / administration area.
- Dedicated wall space for nursery artwork.

Obviously, this suggestion would require detailed discussion and agreement from all parties to include some of the following issues.

- Legal agreements between the school / council and private provider.
- Decisions on any shared costs
- Handover process from the private nursery to the school for children attending all day.
- Alignment of strategy between private nursery and school to provide complimentary learning outcomes and themes.

Summary of the Responses Received, and Appraisal of Views Expressed

1. The points of view received as part of the consultation are set out in italics and have been grouped according to the points raised where appropriate.
2. The Council's response to each point can be seen underneath, under the heading "Appraisal of views expressed."

Estyn

3. A response from Estyn included the following points: (a copy of the full response can be seen at Appendix 5)
 - *the Council has considered the likely effect of local developments on school places carefully, and has considered the capacity, admission number, surplus capacity and projected demand for schools affected by the proposal. They predict the need to expand capacity at Pentyrch Primary School, despite the creation of new schools to address the increase in housing stock in the area.*
 - *the proposer sees the establishment of a nursery as a means of enhancing the opportunity to appropriately address individual developmental and cultural needs as well as establishing strong and effective parental links from the earliest opportunity.*
 - *the council considered other alternatives to the preferred proposal fairly.*
 - *Estyn is of the opinion that the proposal is likely to maintain the current standards in terms of education, provision, and leadership and management.*

Appraisal of views expressed

4. The Council acknowledges the conclusions of Estyn on the overall merits of the proposal and notes the risks they identified in relation to the construction period.
5. 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 generated by the 21st Century Programme.
6. Any building work carried out on the Pentyrch Primary School site would be managed effectively in consultation with the school to ensure that sufficient accommodation is available, the full curriculum continues to be delivered and that high education, safety and safeguarding standards are maintained.

7. Any building works would be kept separate from the parts of the site being used by the school, DBS checks would be undertaken, and on-site security measures implemented to ensure complete separation.
8. Construction disruption concerns would be addressed within the planning conditions which would be expected to restrict construction traffic access outside school journey times.

Pentyrch Primary School Governing Body

9. The Governing Body of Pentyrch Primary School stated they were supportive of the proposals. Their response included the following points: (a copy of the full response can be seen at Appendix 5)
 - *the expansion of the school will provide security for the future and ensure that we are able to continue delivering an excellent standard of education in the local community.*
 - *the nursery provision means that children will get the best possible start to their life in education and the school community will continue to grow.*
 - *the consultation has also highlighted some items for consideration: increase of traffic and parking within the area; impact on existing nursery; adequate rooms and school hall to accommodate the extra pupils; adequate staff facilities; building works do not impact on existing pupils.*

Appraisal of views expressed

10. The Council welcomes the Governing Body's support for the proposal.
11. The Council recognises that the proposal could increase issues with traffic and transport in the vicinity of the school.
12. 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.
13. 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, and active travel to school.
14. The proposals will include measures identified by a Transport Assessment to maximise active travel. Expected improvements would be in the provision for walking, scooting and cycling with appropriate road crossings in Pentyrch.

These would be expected to reduce the proportion travelling by car from within the village.

15. 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.
16. The proposals will include measures identified by a Transport Assessment to maximise this active travel. Expected improvements would be in the provision for walking, scooting and cycling with appropriate road crossings in Pentyrch. These would be expected to reduce the proportion travelling by car from within the village.
17. Parking restrictions are likely to be put in place to discourage short distance car travel and maximise active travel to school. Consideration would be given to identify a suitable Park and Stride facility for any who need to drive from further afield.
18. Potential provision of wrap-around nursery care would be expected to reduce overall trips as it would enable some families to combine trips accompanying siblings of nursery and school age.
19. Officers from the Council's Transport Vision Policy & Strategy team will work closely with colleagues within the planning and education teams and the Governing Body and Senior Leadership Team of the school to further develop the Active Travel Plan and to mitigate problems were possible.
20. The potential financial impact on the local private nursery of establishing nursery provision at Pentyrch Primary School is acknowledged by the Council and this was highlighted in the consultation information published by the Council.
21. The introduction of nursery provision in this area would be a benefit to many in the local community and would support the 21st Century Schools Programme Vision for Cardiff which aims to have schools of the right size and in the right place. It seeks to place schools at the heart of their communities with a shared responsibility for all children and young people in the area.
22. The potential financial impact on the local private nursery of establishing nursery provision at Pentyrch Primary School is acknowledged by the Council and this was highlighted in the consultation information published by the Council.
23. The impact on the private nursery may be mitigated through a number of measures which have been discussed at length with the owner during the consultation period. These may include each setting offering alternate sessions (e.g. school nursery class sessions in morning or afternoon only) which would allow the nursery to operate as a wrap-around childcare setting, and potentially

the sharing of the proposed nursery class accommodation on the school site. Such arrangements have operated successfully on other school sites, and the arrangements have allowed families to access the nursery education offer and wrap-around childcare.

24. 'The childcare offer for Wales' provides working parents with a mixture of childcare and early education for children aged three or four. This would allow parents to access a nursery class place in a school of up to 12.5 hours and to receive funding for wrap-around childcare for up to 17.5 hours.
25. Several discussions with the private nursery have been held during the consultation period. The school has also been active in discussions with the private nursery regarding opportunities to expand their offer to provide for other groups should they be interested to do so to cater for the wider primary age group operating from the Pentyrch Primary School site in order to enhance the current offer available to families in the village and wider community.
26. Detailed designs for any new building works or adaptations would be agreed with the Headteacher and Governing Body, 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.
27. Concerns around the impact of the construction phase on pupils' learning are addressed in paragraphs 5-8.

Pentyrch Community Council

28. The Community Council responded to the consultation stating that they were in support of the proposal and understood the need for Pentyrch Primary School to remain sustainable. (A copy of the full response can be seen at Appendix 5)
29. They did however raise the following concerns:
 - *the proposed increase in pupil numbers will greatly increase the traffic and parking.*
 - *Bronllwyn traffic flow is already significantly affected at school drop-off and pick-up time and safety for all users is a major concern.*
 - *the Community Council is pleased to see that support for the existing nursery is part of the consultation plan; it has been an important part of the community for 40 years, contributes a significant proportion towards the income of the village hall and plays a key role in the community.*

Appraisal of views expressed

30. The Council welcomes the support of Pentyrch Community Council for the proposal.

31. Concerns around traffic and transport implications are addressed at paragraphs 12-19.
32. Concerns around any detrimental effect on the existing nursery provider are addressed at paragraphs 20-25.

Pentyrch Nursery

33. The proprietor of Pentyrch Nursery submitted a response to state they did not support either part of the proposal: to expand the school, nor establish nursery provision at the school (A copy of the full response can be seen at Appendix 5)
34. The following points were expressed highlighting their concerns with the proposal:
 - *the increase in provision is not for the benefit of the residents of the village but with the hope of attracting pupils from the new developments.*
 - *this will undoubtedly lead to a large increase in traffic at pickup and drop off times, leading to a significant impact to air quality and pollution around the school at these times.*
 - *parking will become a major issue as there will be extra vehicles at pickup and drop off times; nursery provision on site means this would occur 3-4 times per day. This will have a knock-on effect on road safety and will create additional risks for the local children walking to school. There isn't sufficient parking to accommodate this proposal and people will undoubtedly park irresponsibly as a consequence.*
 - *the proposed relocation of the surgery will have an impact; village residents attempting to access the surgery will be competing with school parents from outside the village through the lanes, creating traffic misery.*
 - *Groeswen Primary School is due to open on the same date as the proposal at Pentyrch Primary School. Parents will be faced with battling the lanes to attend Pentyrch or alternatively sending their children to a new state of the art primary school and nursery with much better access.*
 - *if the proposal was successful and a nursery was established at the school, then the existing nursery which has been in the village for over 40 years will cease to exist as it would not be financially viable to continue operation.*
 - *Pentyrch Nursery has consistently provided high quality early years education as demonstrated by its numerous positive inspection reports from both ESTYN and CIW.*
 - *all children over 3 years old who want a nursery place would have to attend 5 days per week as there is no flexibility for a school-based nursery to offer less days. This removes a parent's ability to select less days if they feel it*

isn't right for their child and their development or to suit other childcare commitments.

- *there would be no provision for 2-year-olds to attend nursery within the village meaning children will miss out on the benefits of attending nursery and socialising with other children every year.*
- *Nowhere in the document is there a cost benefit analysis. An entirely new nursery will need to be built at the school as there is no current provision. This will require it to be fully equipped with equipment, resources and staff as well as the cost of the building itself.*
- *Replacing the existing high quality private nursery provision with an unproven nursery that only accepts over 3's within the school that lacks flexibility is a backward step and will lead to another loss of amenities to the village.*
- *The existing private nursery could be relocated to the newly built nursery on the school site to continue to provide sessional childcare in the morning session. This would allow the school to provide the education element of the childcare offer in the afternoons.*
- *This would provide potentially all-day nursery for 3-year-olds and would maintain provision for 2-year-olds in the village which would mean greater flexibility for parents in regards to their childcare needs. This would also have the benefit of introducing children to the school setting at the earliest opportunity.*

Appraisal of views expressed

35. Projection figures of pupil numbers from several catchments were published in the consultation document. This data is based on the most recent information supplied by the NHS in August 2021, and recent patterns of migration and take up of places.
36. The data which is based on existing housing, shows that whilst there is an increasing level of surplus English-medium primary school places projected in the wider area, there are few surplus places in the catchment area of Pentyrch Primary School. The projected numbers are greater than the existing Published Admission Number of 20.
37. It is anticipated that in the short term, the new housing developments will impact the take up of places at the next nearest schools with many being highly subscribed.
38. Pentyrch Primary School may also attract some pupils from the Goitre Fach development, which lies within the catchment area of the school. As there is no safe walking route from the development at present, learners would be entitled to free home to school transport to the nearest available school place.

Should learners access a place at Pentyrch Primary School, it is anticipated that this would be accommodated with only one or two vehicles.

39. Concerns around traffic and transport implications are addressed at paragraphs 12-19.
40. The Council acknowledges that current nursery provision within the village is well respected by many and recognises the positive inspections that it has received. However, only a small proportion of children in the catchment area of the school take up places at this private nursery.
41. Children aged three to four years are entitled to a part-time nursery place from the start of the term after they have turned three. They must attend nursery class for at least five half days a week.
42. The establishment of nursery provision at the school would provide a consistent approach to teaching and planning, to develop continuity and progression in children's learning from the age of three, and to contribute to raising standards across the school.
43. The following benefits would be expected to result from the establishment of nursery provision at the school:
 - Continuity of provision which reflects the ethos and culture of the school.
 - The development of strong and effective parental links from the earliest possible opportunity can be supported.
 - Ease of transition for a nursery-aged child when promoting to Reception class (where Reception admission application has been successful).
 - Early identification of vulnerable groups. This will mean that the needs of children can be identified as early as possible.
 - It would provide an opportunity for children to attend nursery at the same site as their older siblings. This should impact positively on parents' time and reduce the logistical difficulties that seeking an alternative childcare provider may cause.
 - By having an early years unit within our school, our pupils' well-being and learning will be advantaged. Continuity and progression between Early Years and Foundation Phase will be secured, enhancing the opportunity to appropriately address individual developmental and cultural needs.
44. Funding to expand Pentyrch Primary School has been secured through S106 contributions. Any building works or adaptations required will need design/cost development and will need to consider a range of financial aspects, including this s106 funding available alongside the affordability and prioritisation of this project against ongoing Education capital schemes.
45. The Council welcomes the opportunity to engage further with the owner of Pentyrch Nursery to discuss options to provide a range of childcare solutions for the entire community of Pentyrch.

Other Responses Received

Traffic Implications

- *There is no adequate parking on Bronllwyn for cars dropping off children but there are dedicated parking/disabled bays at Pentyrch Village Hall for the parents of nursery children.*
- *Parking outside school is already a hazard, making it impossible for cars to pass through the main road through the village.*
- *The roads from the new housing developments are very poor – all are unlit and without pavements for large parts of the journey. There have been two fatalities on Heol Pant Y Gored – one in 2010 and another in 2013.*
- *The extra traffic and pollution the new nursery will bring into our small village is a huge safety concern for all the children who actually live in Pentyrch.*
- *The added traffic for the new nursery and the proposed new location of Pentyrch surgery will potentially cause a huge traffic conflict between the two, in itself causing huge health and safety issues.*
- *The school pickup already causes chaos due to traffic and encouraging people to send their children here from further afield will exasperate that.*
- *The site is not big enough as a start. The village is used as a cut through - this will generate extra traffic. The main road cannot cope with this or buses parking in the road.*
- *This proposal is not for the benefit of the village and will lead to disruptive traffic and parking in the village.*

Appraisal of views expressed

46. Concerns around traffic and transport implications are addressed at paragraphs 12-19.

Impact on Pentyrch Nursery

- *I'd be sad to see the closure of the current Pentyrch Nursery*
- *I hugely object to the plans for the new Pentyrch nursery in its current form, there is lack of consultation and huge implications for the existing incredible nursery and its staff as well as the village itself.*
- *The existing Nursery has been going for over 40 years and is an established, well achieving and very special educational setting that allows children from 2*

years old to experience independence, creativity, friendship and to also learn the importance of the values of village life.

- *The expansion of the school will mean the closure of Pentyrch Nursery, which will mean there will be no flexible childcare within the area for my children. Pentyrch Nursery allows you to choose what days your child attends in relation to what suits them, their ability and your work commitments.*
- *There is a nursery in the village which you will put out of business.*
- *A nursery based at the Village Hall has provided educational services for over forty years. The present owner has been established for well over ten years and has built up a good working relationship with the school.*
- *A private nursery has been established in the village hall for over 40 years. The current nursery is consistently inspected at a very high level, and it offers more provision than the proposed school based one. There is a very close working relationship with primary and nursery and they are less than 200 yards apart.*
- *Existing nursery provision at P. V. H. is flexible. Parents can pick and choose the amount of daily provision they want. Pentyrch Nursery has created a good relationship with the school as most children feed into reception class. Why destroy that relationship?*

Appraisal of views expressed

47. Concerns around any detrimental effect on the existing nursery provider are addressed at paragraphs 20-25 and 45.

Impact on Village Hall

- *There would be a huge impact on the viability of the village hall, pre-covid the income from nursery was about 40% of total lettings.*
- *Pentyrch Village Hall is a registered Charitable Trust owned by the residents of the Village – (the Trustees being Pentyrch Community Council). Reduction in income of the hall may lead to its demise unless adequate income can be sourced from elsewhere.*

Appraisal of views expressed

48. The Council acknowledges concerns expressed about the village hall.
49. Concerns around any detrimental effect on the existing nursery provider are addressed at paragraphs 20-25 and 45.

Pupil Numbers

- *There are definite advantages of improving the school buildings and capacity of staffing but I am worried about class sizes increasing.*
- *What about the proposed new schools to be built on the Llantrisant Road? Pentyrch school would then be left with surplus space and staff.*
- *Once nursery provision has been fully supplied in the new housing development parents will not enrol children in Pentyrch. The majority of parents enrol children in the nursery that feeds a school that has a good Care Inspectorate Report. Until Pentyrch School improves further it will face difficulties maintaining, never mind increasing, its attraction for parents.*
- *The village hasn't expanded so no need.*
- *There is absolutely no need at the current time. The NOR in primaries are at the lowest level for years.*
- *Why would parents travelling from the new developments bring children to Pentyrch when they will drive past nursery provision at The Laurels or Little Haven?*
- *Do not expend capital on the creation of a nursery when there is adequate provision for nurseries at Pentyrch Nursery*
- *The new estates have been promised their own schools which will then leave Pentyrch searching for pupils. This doesn't feel necessary and I feel the money could be better spent in other ways to improve the education provision in the area.*

Appraisal of views expressed

50. There is a collective surplus of primary school English-medium places across the wider area of Pentyrch, Creigiau and Radyr and Morganstown. However, the number of children resident in the catchment area of Pentyrch Primary School, enrolled in an English-medium primary school, exceeds the capacity of the school.
51. Additional school places will be required in the short term as new housing is developed.
52. The Goitre Fach development, within the catchment area of Pentyrch Primary School is projected to produce a yield of circa 10 pupils for each year group of which an average of 8 pupils would take up places in English-medium schools taking account of the most recent city-wide take up. A range of 6-10 pupils requiring places is assumed to take account of fluctuation.
53. The primary school that will serve the Plasdwr development, Groeswen Primary School, is due to open in September 2023. The 2 form entry school will open with a phased approach, initially offering 30 English-medium and 30 Welsh-

medium places in Reception and 15 English-medium and 15 Welsh-medium places in Years 1 and 2.

54. This phased approach will limit the impact to other schools in the wider area, such as Pentyrch Primary School.
55. Previous trends for take up of places in this locality shows that a significant proportion of pupils take up places in a school that is not their catchment school. Pupils' resident outside of Cardiff are also able to take up places at Cardiff schools, subject to sufficient places being available, and may meet higher oversubscription criteria such as residing in closer proximity than some Cardiff applicants who may also be out of the catchment area of that school.
56. Small schools such as Pentyrch Primary School face significant financial challenges in balancing their budget. The annual revenue funding allocation for each individual school comprises a combination of fixed lump sum elements and per pupil funding amounts based on the number of pupils within the school.
57. The proposed expansion would provide a sustainable balance in the supply of and demand for places in the village of Pentyrch and the Goitre Fach development.
58. Expanding the school to a one form entry primary school permits greater flexibility and opportunity for pupils owing to an extended, more enhanced and secure financial resource base.
59. A one form entry school would also provide a greater degree of stability at all levels of leadership, including maintaining a full and stable complement of school governors.
60. The ability to employ more teaching and support staff for a slightly larger school, would also allow the school to provide a wider range of curriculum expertise.
61. Concerns around nursery provision are addressed at paragraphs 47-50.
62. Concerns around costs are addressed at paragraph 51.

Active Travel Issues

- *The school currently meets the needs of the village population. Any pupils attending from the new developments on Llantrisant Road would need to be travel by car as there is no safe walking route into or out of the village for anyone and in any case, it would be too far to expect young children to walk.*
- *Traffic and parking are already a hazard a school pickup and drop off times and the roads into the village are narrow country lanes which are unsuitable for the larger volumes of traffic this proposal would create. This development also conflicts with the Authority's transport policies to encourage people out of their cars and also encouraging pupils to walk or cycle to school. New schools are*

already built into the Plasdwr development, and it is more appropriate for residents to attend these than put more cars onto narrow country lanes.

Appraisal of views expressed

63. Concerns around traffic and transport implications are addressed at paragraphs 12-19.
64. The Council appreciates that not all journeys to the school in a rural area like Pentyrch can be made via active means.
65. There is no safe walking route from the Goitre Fach development. So, the schools transport policy means that the council would supply free home to school transport for those residents. This will be to the nearest school that has room and the type of provision they seek.
66. It is anticipated that those children arriving at Pentyrch Primary School from the development would require one or two vehicles. A designated area immediately outside the school to would be created to allow for these drop offs and pick-ups.

Wish to retain village identity

- *The local children who attend Pentyrch nursery are the ones that the village will one day expect to respect, maintain and look after the village and to maintain its core values and future and to keep it as a village rather than a small town outside of Cardiff that has lost its identity, as so many 'villages' around Cardiff already have. As parents we want our children to have a village to be proud of and to want to raise their own children there, however if we as a village aren't careful, we will be engulfed by decisions that have been made for profit reasons only and will lose all the parts that make Pentyrch special.*

Appraisal of views expressed

67. The proposal would support the 21st Century Schools Programme Vision for Cardiff which aims to have schools of the right size and in the right place. It seeks to place schools at the heart of their communities with a shared responsibility for all children and young people.
68. With 140 pupil places, Pentyrch Primary School would be the smallest school in Cardiff. Balancing the budget for a small school is especially difficult. An increased number of pupils attending the school would also allow for a stronger budget position, greater opportunities for pupils and staff and would support the school to maintain and continue to build on its excellent standards.

Current school buildings

- *Need to see a proposal for the building. In Council's own estimate the building is not adequate, are the plans to build a new school?*
- *A new building on the current site would be amazing. Demountables are still in use which were in use during the 80's.*

Appraisal of views expressed

69. New school places funded through S106 contributions will either be provided through the expansion of existing schools (where a site is capable of accommodating additional pupil places), or through the provision of new build schools.

70. The s106 funding already secured for Pentyrch Primary School will allow the expansion of the school through additional building works and/ or adaptations to the existing school building. This will be considered in more detail at the design stage if the proposal is progressed.

71. Any detailed school design or site layout would be considered at the pre-planning and planning application stages, should the proposal be progressed. There would be opportunities to comment on detailed plans at this stage.

72. Any design taken forward for this proposal would be developed to ensure the delivery of high-quality modern facilities. Detailed designs would be agreed with the Headteacher and Governing Body.

This page is intentionally left blank

Table of Contents

Background	2
Proposals.....	2
Methodology.....	2
Responses	3
Please tell us whether you are responding as:	5
Please confirm which school/s you are affiliated with:	5
Do you support the proposal to increase the capacity of Pentyrch Primary School from 140 to 210 places?.....	6
Please explain why:.....	7
Do you support the proposal to establish nursery provision at Pentyrch Primary School of 48 part-time places?	8
Please explain why:.....	9
Are there any changes you think could improve these proposals?.....	11
Are there any alternative options you would like to suggest?	13
Do you have any other comments?	14
About You	15
Please provide your postcode below to allow us to more accurately pinpoint respondents' views and needs by area:-.....	15
What was your age on your last birthday?	16
Are you...?	16
Do you identify as a disabled person?	16
Please tick any of the following that apply to you:.....	16
What is your ethnic group? <i>Where the term 'British' is used, this refers to any of the four home nations of Wales, England, Northern Ireland and Scotland, or any combination of these.</i>	17
APPENDIX A – EMAILS RECEIVED	18

Background

As part of Cardiff's Local Development Plan (LDP) 2006-2026, a number of key strategic sites to deliver 41,100 new dwellings in Cardiff were agreed. The Council's Education Infrastructure Plan, included in the Deposit LDP in 2013, highlights planned investment / development proposals and identifies future infrastructure requirements based on Cardiff's projected level and distribution of growth. In addition S106 monies can be sought from developers for education if obligations meet the following criteria:

- Necessary to make the development acceptable in planning terms
- Directly related to the development; and
- Fairly and reasonably related in case and kind to the development

Proposals

- Increase the number of primary school places at Pentyrch Primary School from 140 places to 210 places.
- Extend the age range of the school from 4-11 to 3-11 by establishing nursery provision at the school to allow for 48 part-time places.

Methodology

- Publication of a Consultation Document on the Council website.
- Distribution of a letter to parents of all pupils due to start in the reception year in September 2023, outlining the proposal and giving details of how to access the Consultation Document online.
- A communication campaign via social media.
- Offer of Online drop in sessions where officers were available to answer questions.
- A consultation response slip for return by post or e-mail, attached to the consultation document.
- An online response form at www.cardiff.gov.uk/admissionarrangements.
- Online public consultation meeting for people to learn more and share their views.

Responses

There were 82 responses received to the consultation

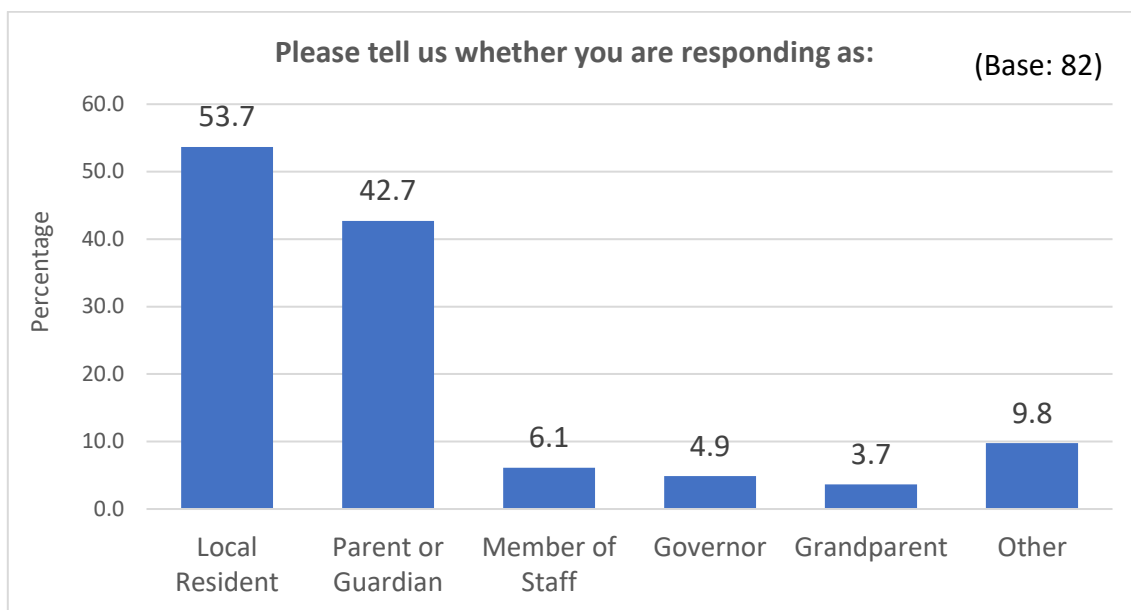
There were 3 emails received in relation to the consultation, these can be viewed in Appendix A.

THE PROPOSED EXPANSION OF PENTYRCH PRIMARY SCHOOL & ESTABLISHMENT OF NURSERY PROVISION AT THE SCHOOL - RESEARCH FINDINGS

Appendix 7 - Summary analysis of responses:
Proposed Expansion of Pentyrch Primary School & Establishment of Nursery Provision

Please tell us whether you are responding as:

Over a half (53.7%) of responses to the survey were from Local Residents, this was followed by around two in five (42.7%) that came from a Parent or Guardian.



N.B. Percentages do not sum to 100% as respondents could select more than one option

Please confirm which school/s you are affiliated with:

From the table below it's evident that around three in five (58.5%) respondents to the survey had no affiliation with the school/s in Pentyrch.

	No.	%
School Affiliation	34	41.5
No School Affiliation	48	58.5
Total Respondents	82	100.0

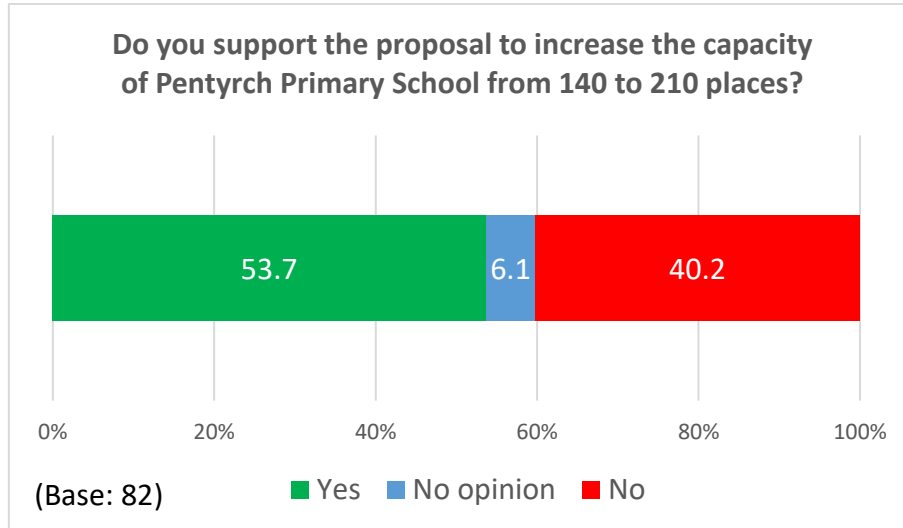
	No.	%
Pentyrch	4	11.8
Pentyrch Nursery	6	17.6
Pentyrch Primary School	24	70.6
Other	2	5.9
Total Respondents	34	-

N.B. Percentages do not sum to 100% as respondents could identify more than one school

Appendix 7 - Summary analysis of responses:
Proposed Expansion of Pentyrch Primary School & Establishment of Nursery Provision

Do you support the proposal to increase the capacity of Pentyrch Primary School from 140 to 210 places?

Just over a half (53.7%) of respondents support the proposal, whilst two in five (40.2%) were against the proposal.



When viewed by respondents that are affiliated to a school in Pentyrch, agreement with the proposal rises to over two in three (67.6%) responses. A half (50.0%) of respondents that are not affiliated to a school did not support the proposal, this is 9.8 percentage points higher than that of the overall findings and 23.5 percentage points higher than that of the findings from the respondents that are affiliated to a school.

	School Affiliation	No School Affiliation
Yes	67.6	43.8
No opinion	5.9	6.3
No	26.5	50.0
Base	34	48

When viewed by the 24 respondents that were directly affiliated with Pentyrch Primary School, agreement with the proposal rises to 87.5%.

Appendix 7 - Summary analysis of responses:
Proposed Expansion of Pentyrch Primary School & Establishment of Nursery Provision

Please explain why:

Respondents were given the opportunity to explain their reasoning for supporting / not supporting the proposal, all valid comments were then grouped into themes. These themes along with example comments can be viewed below / overleaf:

Theme	No.	%	Example Comments
Will support the needs of the community	26	41.9	<ul style="list-style-type: none"> • A clear need to provide nursery provision in support the growing needs of the community. Original school places were 210, so again to support the needs of a growing, yet established community. • I support the expansion of Pentyrch Primary as this would retain a school within Pentyrch to serve the local community. This is important to my family as we are looking to send our new baby to Pentyrch Primary when they reach admittance age. • Good for local community & families, allows for children to get into school nursery earlier than they currently do. • To provide the best possible facility and resources for the children in Pentyrch, the teachers at the school and support the long-term sustainability and success of the school.
General agreement with the proposal	5	8.1	<ul style="list-style-type: none"> • Provided the council is supporting the finance of all single form entry schools.
Convenience	3	4.8	<ul style="list-style-type: none"> • Because it would be more convenient for my children to attend a nursery locally.
No Opinion	2	3.2	<ul style="list-style-type: none"> • Need to see a proposal for the building. In Council's own estimate the building is not adequate, are the plans to build a new school? What about the proposed new schools to be built on the Llantrisant Rd? Pentyrch school would then be left with surplus space and staff.

Appendix 7 - Summary analysis of responses:
Proposed Expansion of Pentyrch Primary School & Establishment of Nursery Provision

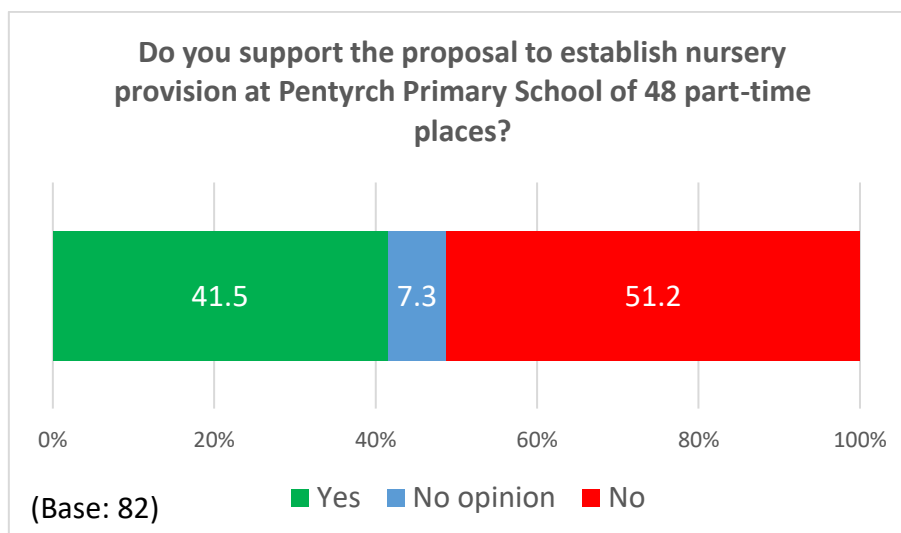
Concerns around traffic / parking	16	25.8	<ul style="list-style-type: none"> I'm concerned about the increase in traffic and the safety of the children with so many more vehicles in the village. So much traffic on Bronllwyn, it is total chaos and very dangerous at drop off and pick-ups. Parking outside school is already a hazard, making it impossible for cars to pass through the main road through the village.
Generally against the proposal	7	11.3	<ul style="list-style-type: none"> There is absolutely no need at the current time. The NOR in primaries are at the lowest level for years. Why would you? I don't think it's fair getting rid of 8entyrch nursery
Already exists / waste of money	6	9.7	<ul style="list-style-type: none"> Pentyrch already has a very accomplished nursery in which children can start from a younger age, 8entyrch nursery has been a massive part of village for over 40 years, there is no need to spend money building a new nursery when then money would we best spent elsewhere in the community. Yes, but not the nursery. Why waste money making something that already exists and provides a better service than you plan to offer.
Total Respondents	62	-	

N.B. Percentages do not sum 100% because respondents' opinions could fall into multiple themes

Do you support the proposal to establish nursery provision at Pentyrch Primary School of 48 part-time places?

Around two in five (41.5%) respondents support the proposal, whilst over a half (51.2%) were against the proposal.

Appendix 7 - Summary analysis of responses:
Proposed Expansion of Pentyrch Primary School & Establishment of Nursery Provision



Disagreement with the proposal varied by 12.2 percentage points when viewed by respondents that are / are not affiliated with a school in Pentyrch (44.1% and 56.3% respectively)

	School Affiliation	No School Affiliation
Yes	44.1	39.6
No opinion	11.8	4.2
No	44.1	56.3
Base	34	48

When viewed by the 24 respondents that were directly affiliated with Pentyrch Primary School, agreement with the proposal rises to 54.2%.

Please explain why:

Respondents were given the opportunity to explain their reasoning for supporting / not supporting the proposal, all valid comments were then grouped into themes. These themes along with example comments can be viewed below / overleaf:

Theme	No.	%	Example Comments
Will support the needs of the community	16	26.2	<ul style="list-style-type: none"> The nurseries that feed to pentyrch primary school aren't built on-site meaning that we never know how well certain children have been getting on. It will be easier for parents who have children in both school and nursery. Minimal provision currently for local residents.

Appendix 7 - Summary analysis of responses:
Proposed Expansion of Pentyrch Primary School & Establishment of Nursery Provision

			<ul style="list-style-type: none"> The current nursery provision is not up to the stand of other local nurseries attached to other primary schools. It would be good for continuity and settling in of new pupils with formally qualified staff.
General agreement with the proposal	5	8.2	<ul style="list-style-type: none"> We might make use of the proposed nursery.
No Opinion	2	3.3	<ul style="list-style-type: none"> Again on what basis and what so the proposal in regard to interface with current nursery provision and then staffing (TUPE apply etc).
Already exists / waste of money / Job losses	28	45.9	<ul style="list-style-type: none"> Pentyrch Nursery has been part of our village for over 40 years, providing excellent care. Why is this much-loved business not being supported instead of spending thousands on a new nursery? Pentyrch Nursery is also a vital income for our village hall which I fear may be lost without it, robbing our village of yet another vital amenity. I object strongly to the new nursery. Current provision supply this to a high standard. A nursery provision within the school would take away the brilliant nursery that Pentyrch already have. It would be detrimental to the village to lose this nursery as they cater for children from 2 years and on a part time basis. Because it compromises the existing nursery in the village leading to job losses.
Generally against the proposal	9	14.8	<ul style="list-style-type: none"> Nursery places at nearby schools have been reduced, creating budgetary pressures. There is no demand for additional places, and when there is, those places should be reallocated to existing provisions. Part time don't suit most parents and they need consistency.

Appendix 7 - Summary analysis of responses:
Proposed Expansion of Pentyrch Primary School & Establishment of Nursery Provision

Concerns around traffic / parking	6	9.8	<ul style="list-style-type: none"> Concerned about parking. Nursery already in place, increased traffic, pollution.
Total Respondents	61	-	

N.B. Percentages do not sum 100% because respondents' opinions could fall into multiple themes

Are there any changes you think could improve these proposals?

Respondents were invited to highlight any changes they feel could improve the proposals. All valid comments were then grouped into themes, these themes along with example comments can be viewed below / overleaf:

Theme	No.	%	Example Comments
Traffic / parking concerns	14	29.8	<ul style="list-style-type: none"> Infrastructure needs to be properly considered. Parking and traffic outside the school is already a problem. Parking and traffic need serious consideration. The village is already bursting at the seams and suffers with speeding traffic, lack of safe parking and too many cars when school is in session. This will only get worse when new places are given and start a new issue at lunchtimes for nursery end/start session. Parking and congestion is an issue around the school which would be heightened with more children and nursery places. With the amount of space on site, providing parking for staff as a minimum would be beneficial. Sort out parking issues.

Appendix 7 - Summary analysis of responses:
Proposed Expansion of Pentyrch Primary School & Establishment of Nursery Provision

Generally against the proposals	13	27.7	<ul style="list-style-type: none"> • Not allowing the proposals to continue. • No this proposal offers no benefit for the residents of Pentyrch. • Yes. Scrap them. Pentyrch doesn't even need a primary school, let alone 210 places and a nursery. The whole idea is contrary to the LDP anyway.
Support for current nursery	7	14.9	<ul style="list-style-type: none"> • Keep the nursery in the village hall as it has been for 40 years. • Invest in the current nursery.
No Nursery Provision	5	10.6	<ul style="list-style-type: none"> • No Nursery at the school. • Removing the proposal for nursery provision.
General agreement with the proposals	2	4.3	<ul style="list-style-type: none"> • A new building on the current site would be amazing. Demountable are still in use which were in use during the 80's.
More / Improved Active Travel Infrastructure	2	4.3	<ul style="list-style-type: none"> • Separate cycle lanes and a way to walk safely between the new housing developments and the school.
Welsh Language provision	2	4.3	<ul style="list-style-type: none"> • Improve parking provision and Welsh language provision.
Misc.	7	14.9	<ul style="list-style-type: none"> • Mandatory use of public transport to access the school from outside the village but no such route exists currently. • Increased wrap around care particularly after school. It's an area of weakness that needs to be addressed if you want to attract more children to the school.
Total Respondents	47	-	

Appendix 7 - Summary analysis of responses:
Proposed Expansion of Pentyrch Primary School & Establishment of Nursery Provision

N.B. Percentages do not sum 100% because respondents' opinions could fall into multiple themes

Are there any alternative options you would like to suggest?

Respondents were then given the opportunity to suggest any alternative options they had in relation to the proposals. All valid comments were then grouped into themes. These themes along with example comments can be viewed below / overleaf:

Theme	No.	%	Example Comments
Already exists	16	41.0	<ul style="list-style-type: none"> • Help support the established nursery already in place that offers more flexibility to parents and is rich in experience. • Yes, leave the school and nursery provision alone as it is perfectly adequate for the needs of the village. • I'm not sure why a nursery is required as it will put the existing nursery out of business. • Invest in modernising the existing school buildings, and continue supporting the school in improving their performance to ensure this can be carried forward and sustained. To cater for pupils coming from new housing developments, ensure they have their own purpose-built provision that will not swamp our village with even more cars.
Generally against the proposals	5	12.8	<ul style="list-style-type: none"> • Don't add a nursery.
Location suggestions	5	12.8	<ul style="list-style-type: none"> • Build the school on Llantrisant road development as detailed in plans.
Traffic / parking	5	12.8	<ul style="list-style-type: none"> • Staff/visitor parking.
Use the money to support local businesses	2	5.1	<ul style="list-style-type: none"> • Support the existing business in the village before wasting thousands on a new facility.

Appendix 7 - Summary analysis of responses:
Proposed Expansion of Pentyrch Primary School & Establishment of Nursery Provision

Misc.	8	20.5	<ul style="list-style-type: none"> • Welsh speaking staff. • No alternatives just consideration given to points already mentioned.
Total Respondents	39	-	

N.B. Percentages do not sum 100% because respondents' opinions could fall into multiple themes

Do you have any other comments?

Respondents had the chance to leave any other comments they had in relation to the proposals. All valid comments were then grouped into themes. These themes along with example comments can be viewed below / overleaf:

Theme	No.	%	Example Comments
Negative impact on the village	9	28.1	<ul style="list-style-type: none"> • Our village life needs to be preserved and the council need to look outside the box when considering new provisions. • Consider the wider impact of withdrawing a good nursery form a building built to serve the community. • I feel to take away the nursery from the village Hall will have a huge impact on the community as a whole, as the hall relies heavily on the rental income from the nursery. The hall provides a very safe environment for the children, with easy access and large car park.
Traffic / Parking concerns	8	25.0	<ul style="list-style-type: none"> • I have real concerns for the impact on traffic in the area. Bronllwyn cannot currently cope with the level of traffic at peak times, and I would query where the additional cars bringing the extra children will park. In addition, there absolutely needs to be a traffic light crossing on the corner of Bronllwyn and the road with the village shops. • Too much traffic. Dangerous. • Put the nursery next to the school but provide education for 2 year olds as well.

Appendix 7 - Summary analysis of responses:
Proposed Expansion of Pentyrch Primary School & Establishment of Nursery Provision

			Make it a council run nursery. 3-4 year olds could split there time between the school and nursery. The village can't take anymore cars the proposal needs to look at parking before anything is agreed.
General support with the proposals	4	12.5	<ul style="list-style-type: none"> I strongly support the proposal and any concerns raised in the community regarding traffic, current Nursery provision in the village are all workable to ensure the best possible outcome for all parties.
Generally against the proposals	4	12.5	<ul style="list-style-type: none"> Plasdwr should not have been built without the relevant infrastructure in place.
More information required	3	9.4	<ul style="list-style-type: none"> It would be good to know how the capacity will be achieved - type of building the additional classrooms will be housed. Will it be dual intake? Will it be dual classes immediately or from reception class onwards and therefore increasing capacity over 6 or so years. Why is the nursery proposal only part time? More details of the nursery plans would be greatly received.
Misc.	5	15.6	<ul style="list-style-type: none"> I hope that the school will employ an experienced nursery teacher to run in with supportive teaching assistants.
Total Respondents	32	-	

N.B. Percentages do not sum 100% because respondents' opinions could fall into multiple themes

About You

Please provide your postcode below to allow us to more accurately pinpoint respondents' views and needs by area:-

Appendix 7 - Summary analysis of responses:
Proposed Expansion of Pentyrch Primary School & Establishment of Nursery Provision

	No.	%
Pentyrch	53	89.8
Creigiau / St. Fagans	2	3.4
Other Electoral Ward	4	6.8
Total Respondents	59	100.0

What was your age on your last birthday?

	No.	%
25-34	11	13.6
35-44	39	48.1
45-54	16	19.8
55-64	7	8.6
65-74	5	6.2
Other age group	1	1.2
Prefer not to say	2	2.5
Total Respondents	81	100.0

Are you...?

	No.	%
Female	62	77.5
Male	16	20.0
Prefer not to say	2	2.5
Total Respondents	80	100.0

Do you identify as a disabled person?

	No.	%
Yes	4	5.0
No	73	91.3
Prefer not to say	3	3.8
Total Respondents	80	100.0

Please tick any of the following that apply to you:

Eight people identified a health condition that applied to themselves, these can be viewed below:

- Mental health difficulties

Appendix 7 - Summary analysis of responses:
Proposed Expansion of Pentyrch Primary School & Establishment of Nursery Provision

- Deaf/ Deafened/ Hard of hearing
- Learning impairment / difficulties
- Mobility impairment
- Long-standing illness or health condition (e.g. cancer, diabetes, or asthma)

What is your ethnic group?

Where the term 'British' is used, this refers to any of the four home nations of Wales, England, Northern Ireland and Scotland, or any combination of these.

	No.	%
White - Welsh/English/Scottish/Northern Irish/British	76	93.8
Other	1	1.2
Prefer not to say	4	4.9
Total Respondents	81	100.0

APPENDIX A – EMAILS RECEIVED

Pentyrch Primary School Governing Body

After careful review of the consultation document, the public meeting, and subsequent briefings the governing body is delighted to support the proposals.

Appendix 7 - Summary analysis of responses:
Proposed Expansion of Pentyrch Primary School & Establishment of Nursery Provision

The expansion of the school will provide security for the future and ensure that we are able to continue delivering an excellent standard of education in the local community. The nursery provision means that children will get the best possible start to their life in education and the school community will continue to grow.

The current pupils are excited about the plans and can't wait to make more friends.

At this stage we would like to raise a few items for consideration based on feedback from the local community, teachers and the children.

1. The impact of the increased number of pupils on local traffic and parking will need to be carefully managed.
2. The impact on the existing nursery will need to be considered and managed.
3. The KS2 classrooms need to be fit for purpose.
4. There needs to be enough classrooms for single year groups.
5. The hall needs to be big enough to accommodate the new pupil numbers.
6. The staff facilities also need to be adequate.
7. The impact on current pupils caused by the building works will need to be minimised.

We look forward to working with the development team to deliver this project.

Pentyrch Community Council

PCC supports improved facilities in its communities and understands the need for Pentyrch Primary School to remain sustainable.

Appendix 7 - Summary analysis of responses:
Proposed Expansion of Pentyrch Primary School & Establishment of Nursery Provision

PCC does have concerns arising from the proposed expansion of PPS:

1. The proposed 50% increase in pupil numbers will greatly increase the traffic and parking on Bronllwyn whether the extra pupils arrive by school bus or private car.
2. Bronllwyn traffic flow is already significantly affected at school drop-off and pick-up time. It is a bus route.
3. Safety for all users is a major concern for PCC and asks that robust plans be drawn up to minimise risk for more pupils, parents and school staff
4. The existing nursery based in Pentyrch Village Hall has been an important part of the community for some 40 years. PCC is pleased to see that support for this nursery is part of the consultation plan. We note that the new nursery may not be in the final plan.
5. PCC considers the sustainability of Pentyrch as a community an important element of this consultation. The school is clearly a key part of the community and the existing nursery plays its own key role.
6. Pentyrch Village Hall is another vital part of the local community and the existing nursery contributes a significant proportion of its income.
7. It is essential that any new nursery's effect on the wider community's sustainability be properly considered.

Pentyrch Nursery School

1. Do you support the proposal to increase the capacity of Pentyrch Primary School from 140 to 210 places?

NO

Please explain why

As a nursery we always advocate for any measures that we believe will benefit the children of Pentyrch but feel this proposal would be detrimental to the village as a whole and as such we will be objecting to the plans.

After reading the proposal thoroughly we have reached the following conclusions.

- The provision is not being added for residents of the village but with the hope of attracting pupils from the new developments on Llantrisant road.
- There are 4 new primary schools being built through the various phases of the Plasdwr scheme to meet the education needs of the new development and its residents, the first of which opens on the same date as this proposed expansion.
- This will undoubtedly lead to a large increase in traffic at pickup and drop off times as there will be an additional 118 places at the school targeted at parents from outside the village. There will be a significant impact to air quality and pollution around the school during pickup and drop off times which seems to have not been considered.
- Parking will become a major issue as this will lead to around 100 extra vehicles needing to park at pickup and drop off times and with the added nursery provision this will be 3/4 times per day.
- This will have a knock-on effect on road safety and will create additional risks for the local children walking to school. There isn't sufficient parking to accommodate this proposal and people will undoubtedly park irresponsibly as a consequence.
- The proposed relocation of the surgery will also have an impact as it will result in the residents of the village attempting to access the proposed surgery in Rhydlafar competing with parents from out of the village attempting to get their children to Pentyrch primary school creating traffic misery for all through the lanes.
- There is no safe walking or cycling routes from these new developments to Pentyrch so all access will have to be by vehicle.
- The new dual medium 420 place Groeswen primary school and a 48-place nursery in the Plasdwr development are opening on the same date as this proposed expansion. Parents will be faced with a choice of battling the lanes to attend Pentyrch or alternatively sending their children to a new state of the art primary school and nursery with much better access.

2. Do you support the proposal to establish nursery provision at Pentyrch Primary School of 48 part-time places?

NO

Please explain why

If this proposal is successful, it will dramatically change how nursery provision is provided to the children of Pentyrch and not necessarily for the better. These are the changes parents would see if this proposal is approved.

- The existing nursery which has been in the village for over 40 years will cease to exist as it would not be financially viable to continue operation once a nursery for over 3-year-olds was available within the school as there is currently a mix of 2,3 and 4-year-olds who attend. Pentyrch Nursery has consistently provided high quality early years education as demonstrated by its numerous positive inspection reports from both ESTYN and CIW.
- All children over 3 years old who want a nursery place would have to attend 5 days per week as there is no flexibility for a school-based nursery to offer less days. This removes a parent's ability to select less days if they feel it isn't right for their child and their development or to suit other childcare commitments.
- There would be no provision for 2-year-olds to attend nursery within the village as the school provision will only take children from 3 meaning an average of 8 children aged 2 will miss out on the benefits of attending nursery and socialising with other children every year.
- An entirely new nursery will need to be built at the school as there is no current provision. This will require it to be fully equipped with equipment, resources and staff as well as the cost of the building itself. Nowhere in the document is there a cost benefit analysis comparing the cost to the council to fund the current nursery provision which is relatively low compared against the huge cost of creating and staffing a brand-new nursery along with its ongoing costs.
- Replacing the existing high quality private nursery provision with an unproven nursery that only accepts over 3's within the school that lacks flexibility is a backward step and will lead to another loss of amenities to the village.

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

Separate the two elements of the proposal to be considered independently to allow for flexibility of alternative options.

4. Are there any alternative options you would like to suggest?

With regard to nursery provision only.

The existing private nursery could be relocated to the newly built nursery on the school site to continue to provide sessional childcare in the morning session. This would allow the school to provide the education element of the childcare offer in the afternoons.

- This would provide potentially all-day nursery for 3-year-olds and would maintain provision for 2-year-olds in the village. This would also have the benefit of introducing children to the school setting at the earliest possible opportunity. It would maintain the quality of provision from the current private provider with the newly established school nursery.
- This would provide a stronger link between the private nursery and the school and will also foster greater links with the wider community.
- A combination of private and school provision on one site would mean greater flexibility for parents in regards to their childcare needs.

Appendix 7 - Summary analysis of responses:
Proposed Expansion of Pentyrch Primary School & Establishment of Nursery Provision

- Relocating and accommodating the private nursery would mean no redundancies for the private provider.
- The public perception of the school cooperating with the current nursery to improve facilities available to the children of Pentyrch can only help the school's public image within the village.

This is a departure from the original proposal but would best meet the needs of Pentyrch. However, for this to be possible any new nursery building would have to meet the following criteria.

- Security of lease to the private provider.
- 2.8m² per child for capacity as per CIW guidelines
- 1 toilet and wash basin per 10 children capacity aged 2 and above
- Separate staff toilet facilities
- Access requirements are met
- Nappy changing facilities
- Separate consumable storage.
- Kitchen area with hatch access to main area.
- Space for a separate fridge
- The school holding sufficient insurance for 2-year-olds on the main premises separate to the private providers own insurance.
- Possibility of overflow room if capacity is met.
- Secure office / administration area.
- Dedicated wall space for nursery artwork.

Obviously, this suggestion would require detailed discussion and agreement from all parties to include some of the following issues.

- Legal agreements between the school / council and private provider.
- Decisions on any shared costs
- Handover process from the private nursery to the school for children attending all day
- Alignment of strategy between private nursery and school to provide complimentary learning outcomes and themes.

This page is intentionally left blank



**Equality Impact Assessment
Corporate Assessment Template**

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

Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?	
Name: Richard Portas	Job Title: Assistant Director
Service Team: School Organisation Programme	Service Area: Education
Assessment Date: June 2021 Reviewed February 2022	

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

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

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

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

CARDIFF COUNCIL

Equality Impact Assessment Corporate Assessment Template

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

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

3 Assess Impact on the Protected Characteristics

3.1 Age

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

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

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

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

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

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

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

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

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

CARDIFF COUNCIL

Equality Impact Assessment Corporate Assessment Template

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

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

3.2 Disability

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

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

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

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

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

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

As above

3.3 Gender Reassignment

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

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

	Yes	No	N/A
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?

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

3.4. Marriage and Civil Partnership

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

	Yes	No	N/A
Marriage			x
Civil Partnership			x

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

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

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

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

3.5 Pregnancy and Maternity

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

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

	Yes	No	N/A
Pregnancy		x	
Maternity		x	

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

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

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

As above

3.6 Race

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

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

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

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

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

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

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

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

3.7 Religion, Belief or Non-Belief

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

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

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

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

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

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

3.8 Sex

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

	Yes	No	N/A
Men		X	
Women		X	

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

None

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

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

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

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

3.9 Sexual Orientation

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

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

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

None

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

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

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

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

3.10 Socio-economic Duty

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

	Yes	No	N/A
		x	

CARDIFF COUNCIL

Equality Impact Assessment Corporate Assessment Template

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

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

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

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

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

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

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

3.11 Welsh Language

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

	Yes	No	N/A
		X	

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

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

CARDIFF COUNCIL

Equality Impact Assessment Corporate Assessment Template

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

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

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

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

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

4. Consultation and Engagement

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

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

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

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

CARDIFF COUNCIL

Equality Impact Assessment Corporate Assessment Template

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

6. Further Action

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

7. Authorisation

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

Completed By: S Karseras	Date: 09/02/22
Designation: Project Officer	
Approved By: Brett Andrewartha	
Designation: School Organisation Programme Planning Manager	
Service Area: Schools and Lifelong Learning	

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

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

Extract from the Chair's letter – 14th July 2021¹

Pentyrch Primary School

Members asked questions around the demand for places and the wider issue of primary school population, noting that by 2023/24 there is projected to be a 48% surplus for primary places in that part of the city. Members acknowledge increasing demand arising from the housing developments in the area was likely to result in changes to this figure.

Linking with previous discussions we have had with you regarding demand for school places (and in this case, the wider issue regarding the decline in primary school population), we would welcome a commitment to regular updates coming back to the Committee on this issue to enable us to monitor school population numbers.

Members asked questions about leadership and governance on the proposal, particularly with regards to the Federation that is currently operating for Pentyrch and Llanishen Fach schools. Members noted that current arrangements appear to be well developed, but it is still not clear whether the proposal is for one governing body or two. Members stated that they were concerned that demand and pressures on Governors will be significant, and therefore we feel that this issue needs to be clarified early on in this proposal. Therefore we would welcome further updates on this issue.

Response from Cllr Merry – 26 July 2021

Currently it is anticipated that Pentyrch Primary School will need to federate in order to support both effective management of the school along with the opportunity to allow for greater staff development opportunities and effective financial allocation. However this is not a decision that has been finalised and is very much for the respective partners to consider and agree whether this is the most appropriate way forward based on the full range of information available to them in their particular context.

In the event a federation were to be pursued and deemed the most appropriate solution for the school and any respective federation partner, the governors would receive the appropriate support. This would be put in place in order to ensure that there was not an undue time commitment required over and above that of a single school and that they were fully confident in fulfilling the wider remit to enable the full range of perspectives to be respected and integrated into planning for the two schools effectively.

¹ Link to papers - [Agenda for Children and Young People Scrutiny Committee on Tuesday, 13th July, 2021, 4.30 pm : City of Cardiff Council \(moderngov.co.uk\)](#)

This page is intentionally left blank