

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.



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Introduction

What is this booklet about?

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

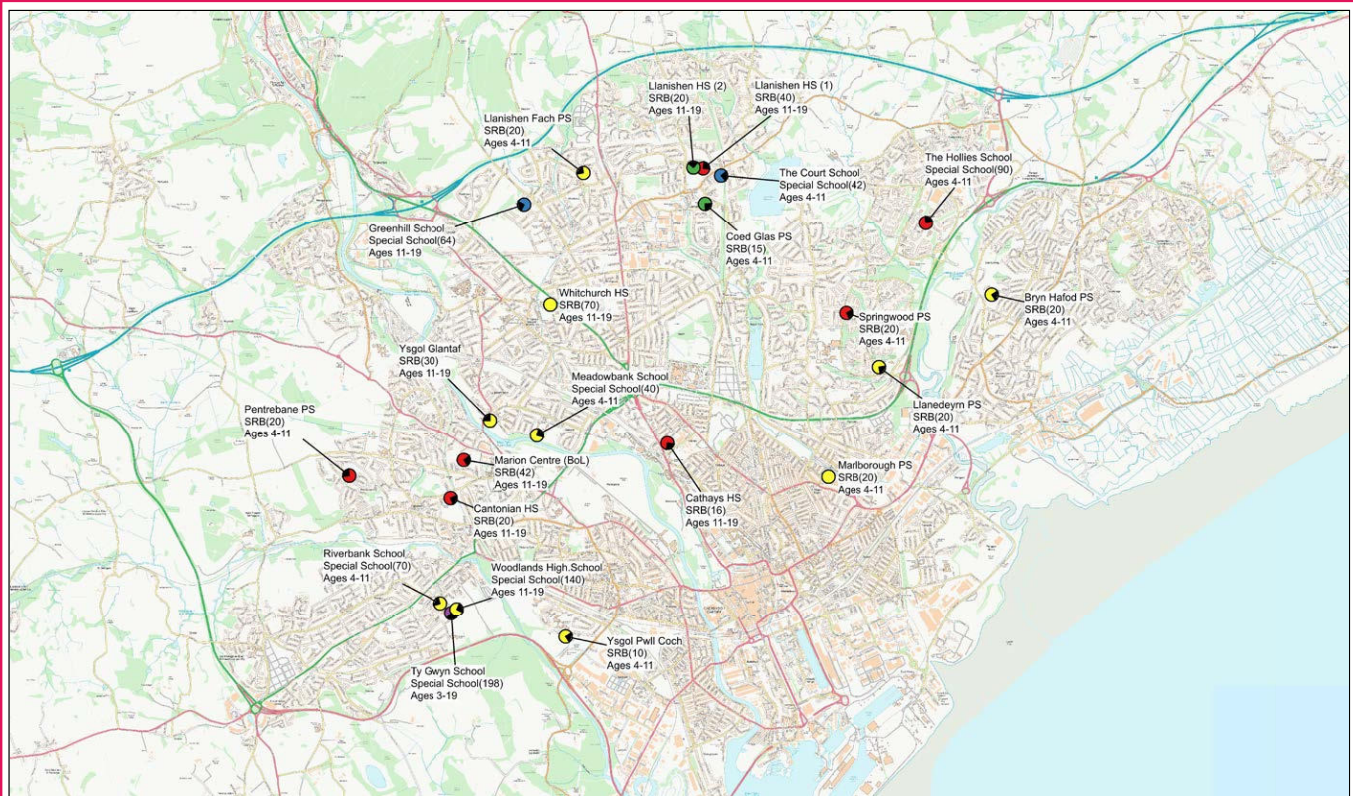
The location of Specialist Resource Bases and Wellbeing Classes is not well distributed across the city.

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.

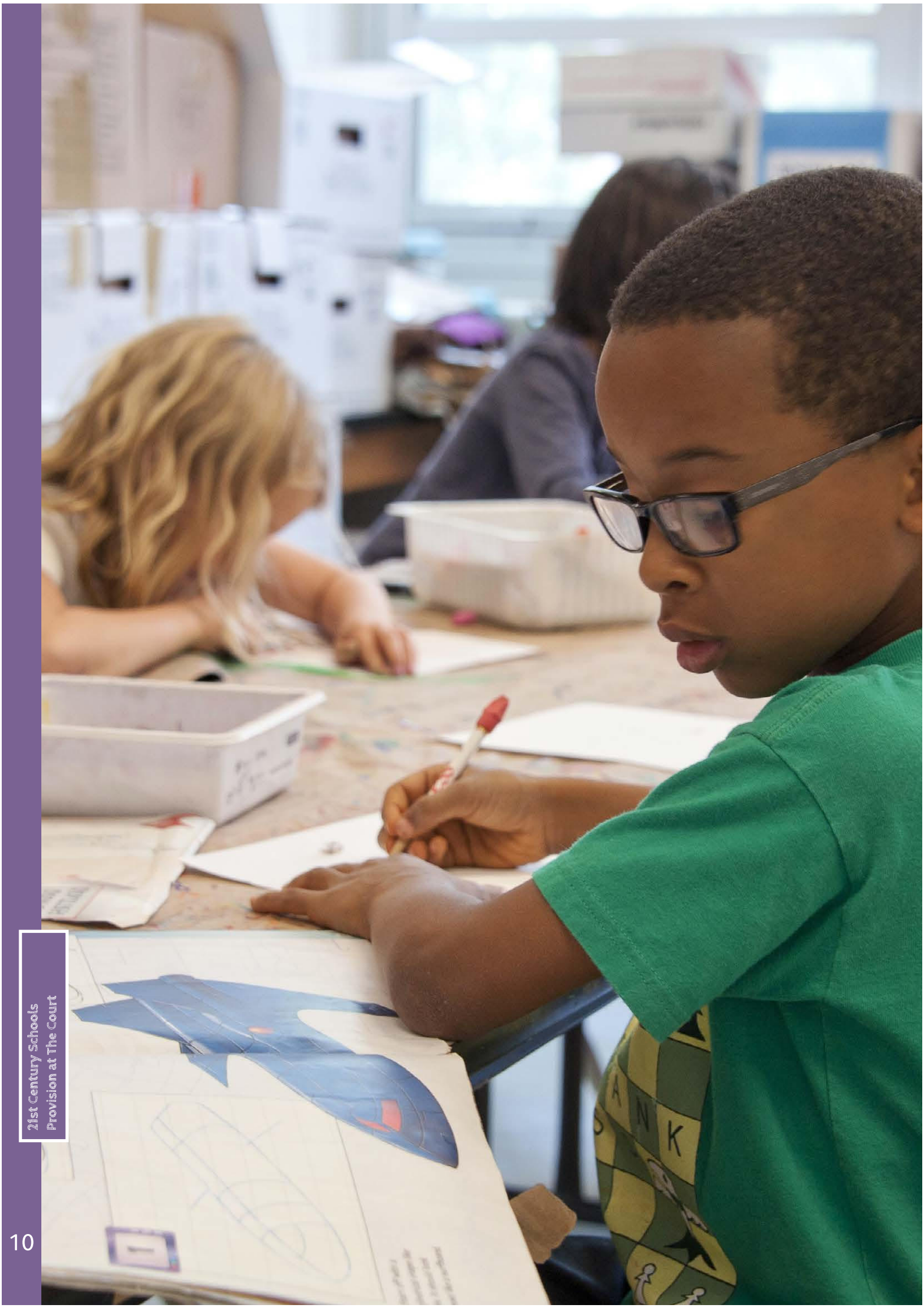
Cardiff Special Schools and SRBs 2021



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)

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A photograph of a classroom scene. A female teacher with curly hair is leaning over a table, smiling and looking at educational cards. Two young girls are seated at the table, looking at the cards. The background shows other students at desks in a classroom setting. The entire image has a purple tint.

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.



21st Century Schools
Provision at Moorland Primary

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 (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.



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Introduction

What is this booklet about?

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

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 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.

Table 3				
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.

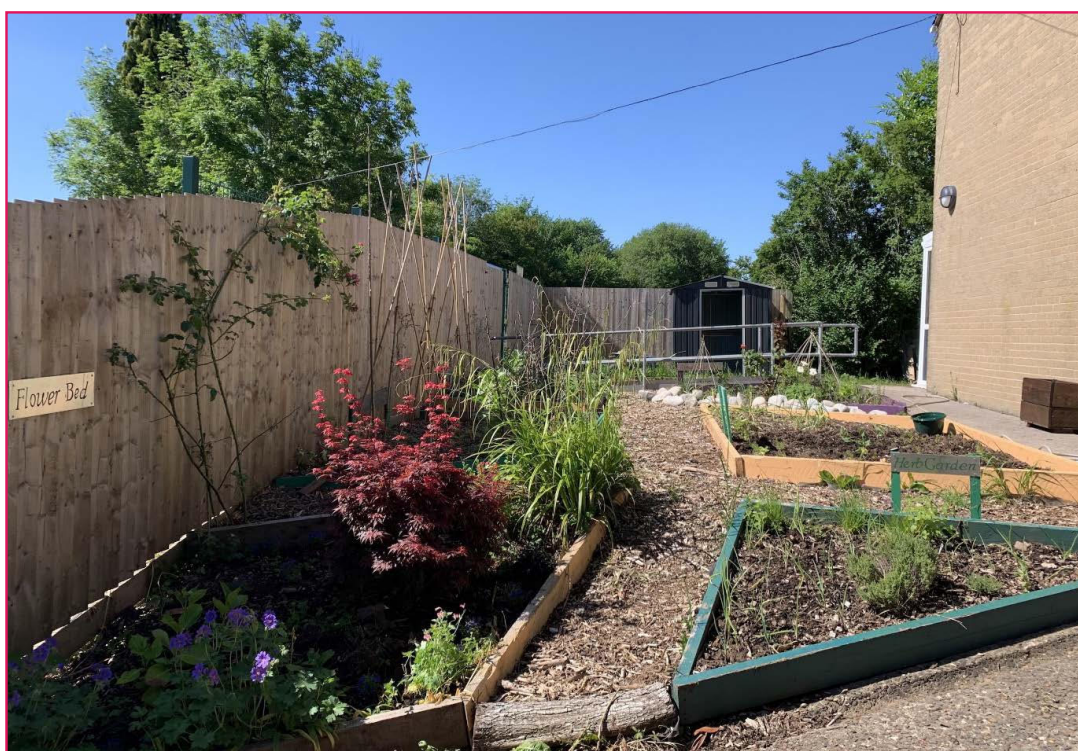
Demand for places at the school

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'.

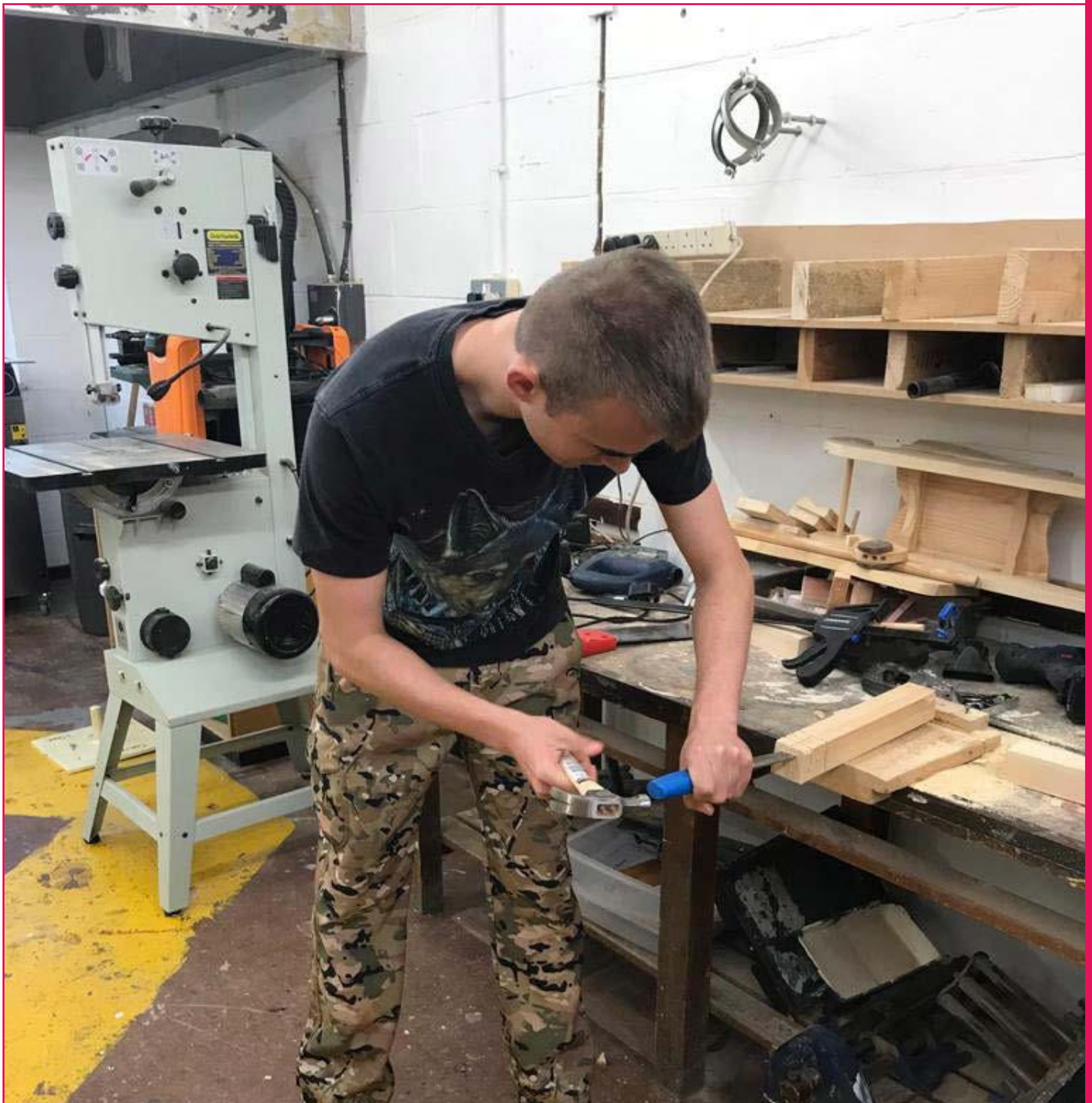
An assessment provided by the Central South Consortium in Autumn 2021 gave the following evaluation:

- 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.

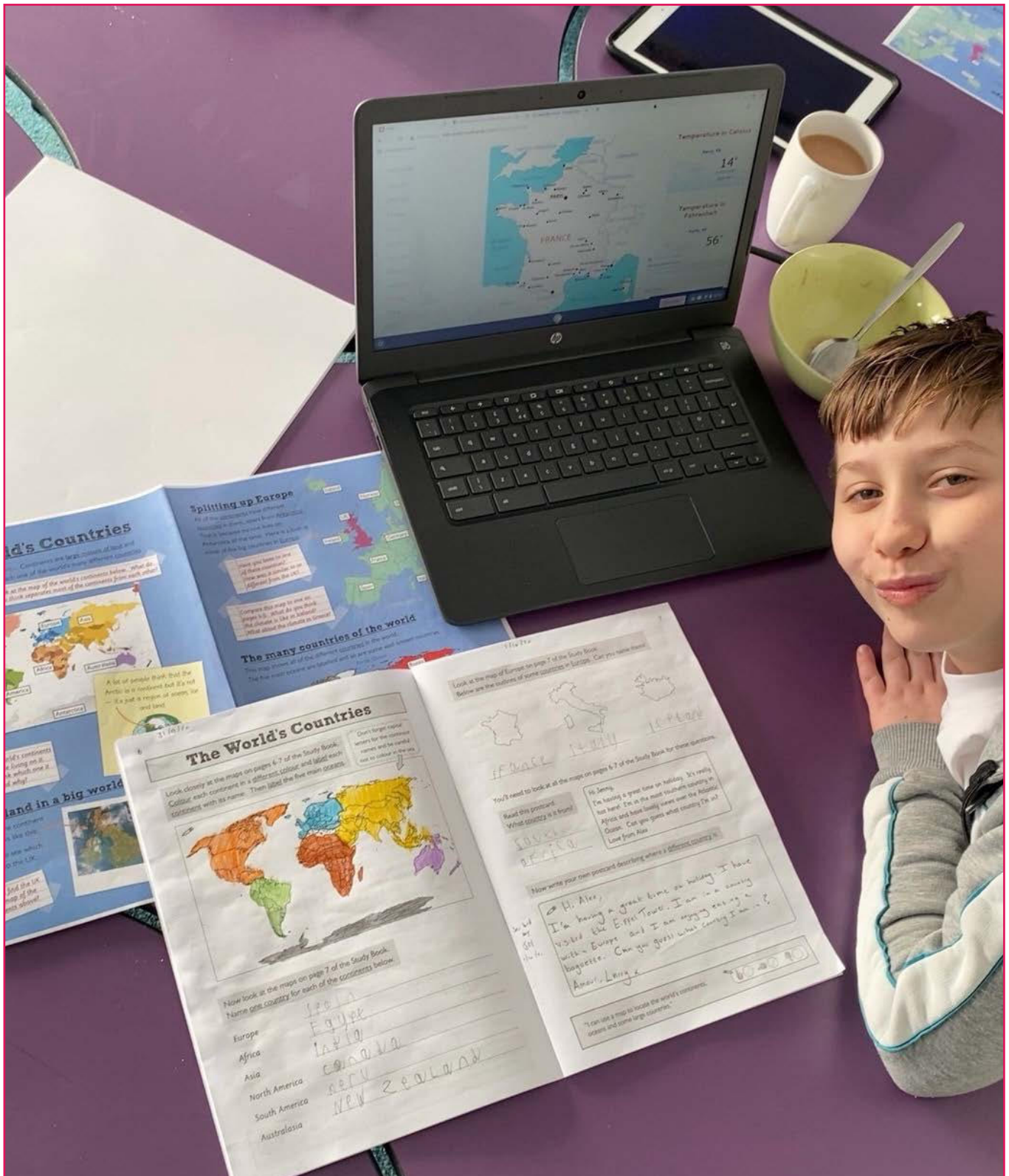
The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

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.



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Quality and Standards

- Estyn
- Welsh Government Categorisation of Schools

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

- Standards
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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?

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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.

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, overlaid with a semi-transparent red filter. In the foreground, a female teacher with curly hair stands on the right, smiling and looking down at a table. Two female students are seated at the table; one is looking towards the teacher, and the other is looking slightly away. Several papers or worksheets are spread out on the table. The background shows other students seated at desks 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 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