

21st Century Schools Consultation Document 2021

PROVISION FOR CHILDREN AND YOUNG PEOPLE
WITH ADDITIONAL LEARNING NEEDS:
COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM
CONDITION PROVISION FOR LEARNERS AGED 11-19

14 DECEMBER 2021 – 1 FEBRUARY 2022



This document can be made available in Braille.
A summary version of this document is available at www.cardiff.gov.uk/ALNSchoolproposals
Information can also be made available in other community languages if needed.
Please contact us on 029 2087 2720 to arrange this.



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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 and young people attending or expecting to attend special schools or Specialist Resources Bases and those that have or currently work with children and young people with Additional Learning Needs (ALN).

It sets out a range of proposals to increase the number of specialist resource places for learners aged 11-19 with complex learning needs, and autism spectrum condition and the reasons for these proposed changes.

What are we proposing to do?

To meet the demand for secondary specialist resource places for learners with complex learning needs it is proposed to:

- **increase the designated number at the Whitchurch High School Specialist Resource Base from 70 to 100 from September 2022**
- **establish a 30 place Specialist Resource Base at Willows High School from September 2023**

To meet demand for secondary specialist resource provision for learners with Autism Spectrum Condition it is proposed to:

- **increase the designated number at the Llanishen High School Specialist Resource Base from 20 to 45 places from September 2022**
- **increase the designated number at The Marion Centre Specialist Resource Base from 42 to 66 places from September 2022**
- **establish a 30 place Resource Base at Ysgol Gyfun Gymraeg Glantaf alongside the existing 30 place Specialist Resource Base from September 2023**

Please note that the development of these proposals is at an early stage. Any detailed school design or site layouts would be considered at a later date. There would be opportunities to comment on detailed plans at the pre-planning and planning application stages, should the proposal be progressed.

We are also consulting on separate proposals to increase provision for learners with Emotional Health and Wellbeing Needs aged 11 – 19 and provision for learners with complex learning needs and autism spectrum condition aged 4 – 19 at a range of schools across Cardiff.

You can see more detail on these proposals at www.cardiff.gov.uk/ALNschoollproposals

Consultation

Who are we consulting with?

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

As part of this we are asking people what they think about the changes we are proposing. There are a number of ways people can tell us their views.

Table 1: Groups the Council is consulting with

Children and young people	Welsh Ministers
Parents/carers	Police & Crime Commissioner
School staff	Central South Consortium Joint Education Service (CSCJES)
School Governing Bodies	Welsh Language Commissioner
Local residents	Rhieni dros Addysg Gymraeg (RhAG)
Community Councils	Trade Unions
Local Members/Assembly Members (AMs)/ Regional Assembly Members/Member of Parliament (MPs)	Childcare providers
Diocesan Directors of Education	Mudiad Meithrin
Neighbouring Authorities	Wales Pre-School Providers Association
Neighbouring Primary and Secondary schools within Cardiff	Clybiau Plant Cymru Kids Club
Estyn	National Day Nurseries Association
Communities First Partnership	Welsh Education Forum
Cardiff and Vale Health Board	Traffic Commissioner for Wales
Local businesses/organisations	Voluntary Sector Organisations

Views of children and young people on the proposed changes

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

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

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

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

We will advise families with children at the associated schools on how they can access a copy of the document.

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

Online meetings will be held where the changes we are proposing will be explained. You will have the opportunity to ask questions as part of these sessions. If you would like to attend an online meeting, please contact us via e-mail to schoolresponses@cardiff.gov.uk confirming which meeting you would like to attend and we will provide a link and instructions on how you can access this meeting.

Council officers will meet with the Governing Bodies and staff of the associated schools.

You can also write to the Council to tell us what you think.

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

Table 2: Consultation Meeting Dates		
Nature of consultation	Date/Time	Venue
Public meeting	Wednesday 19 January 2022 5:30pm	Online via Microsoft Teams
Drop in sessions	On request by emailing schoolresponses@cardiff.gov.uk	Online via Microsoft Teams

Your views are important to us

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

You can do this by:

- Attending one of the meetings or drop-in sessions listed above.
- Completing the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Completing the consultation response form, which you can find on page 79.
- Contacting the School Organisation Planning Team by e-mail to schoolresponses@cardiff.gov.uk, by telephone on (029) 2087 2720 or by post to Room 401, County Hall, Cardiff, CF10 4UW. This can include requesting an officer call back if you have a specific question that you feel you would like further information about.

The closing date for responses to this consultation is 1 February 2022

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

Explanation of Terms used in this document

Please note the following terms used throughout this document:

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

ALN - Additional Learning Needs. A child or young person is considered to have Additional Learning Needs if they have difficulties that have a significant long-term impact on their learning. Difficulties may be related to learning; communication and interaction; a physical or sensory disability; or behavioural emotional and social development. (ALN is sometimes referred to as Special Educational Needs).

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

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

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

Education Other Than at School (EOTAS) - education provision to meet specific needs of pupils who, for various reasons, cannot attend a mainstream or special school. EOTAS refers to education provided by the local authority and does not encompass elective home education.

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

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

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

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

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

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

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

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

Background

Cardiff's 2030 vision for education and learning in Cardiff sets a goal of A Learning Entitlement, in which all children and young people are able to:

- access appropriate routes into education and learning opportunities
- thrive and fulfil their potential
- realise their individual dreams and ambitions

In order to improve outcomes for Cardiff's most vulnerable learners, many of whom face barriers to engagement in education and learning, addressing inequality is key.

Cardiff's 2030 vision is available to view at cardiff.gov.uk/cardiff2030

The Approach to Supporting Additional Learning Needs in Cardiff

An effective, inclusive approach to supporting additional learning needs in Cardiff includes the following principles:

- Schools and settings that deliver an innovative curriculum with effective whole school approaches to teaching and learning, emotional health and wellbeing.
- Excellent specialist services to enhance the capacity of schools and other settings to include children and young people with a range of additional learning needs.
- Effective early identification and research-based intervention to prevent the escalation of additional learning needs wherever possible.
- High levels of accessibility in every school building with sufficient flexible accommodation in every school appropriate to the age and stage of learning.

- Strong partnerships to ensure a holistic, collaborative response to a child or young person's additional learning needs (including health, children and adult services, early years and Further Education providers).
- Effective multi-agency transition planning at every stage, from early years through to primary, secondary, post 16 and adult destinations, to support admission without delay.

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

The proposals set out in this consultation document seek to improve access to education in line with the above principles of inclusion.

Sufficiency in the Special Sector

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

However, it is recognised that in order to thrive and fulfil their potential, children and young people with the most complex additional learning needs require access to the specialist environments and expertise of a special school or Specialist Resource Base

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

This is because of:

- Pupil population changes, with larger cohorts of primary school age pupils now moving through to the secondary age phase.
- Improved survival rates for children born with significant disabilities, resulting in a higher number of pupils with severe and complex disabilities.
- Increased complexity in needs, which has meant that the demand for specialist provision has continued to grow. The range of expertise, specialist support and facilities required in special schools and specialist resource bases has also increased.
- Increased incidence and identification of specific needs such as autism, ADHD, physical disabilities and sensory impairments.
- More children and young people with emotional health and wellbeing needs. This was a trend before COVID 19 but has been exacerbated by school closures and other measures to manage the pandemic.

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

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

At the end of March 2021, there were 2,265 children in Cardiff with a statement of Special Education Needs. As the population grows, so will the number of children and young people with significant and complex Additional Learning Needs.

In 2020/21:

- 1,116 places in Specialist Resource Bases or special schools were funded by Cardiff Council.
- 48 temporary places for learners were available in Wellbeing Classes and Speech and Language Classes
- 90 places were available in the Pupil Referral Unit (PRU)

Whilst there are a number of existing specialist settings across Cardiff, there are not enough places available. The number of children who would benefit from a place is projected to increase over coming years.

As there are not enough special school places in Cardiff, the Council has also funded some places at special schools in other Council areas or in independent schools. The total spend on these places was £6.3m in 2020/21. The budget for 2021/22 for these types of places is currently set at £7.3m.

Spending on independent places and special school places in neighbouring Council areas has grown to £3.8m in 2020/21. Without investment in additional places, the cost of these places would be expected to grow significantly in future years.

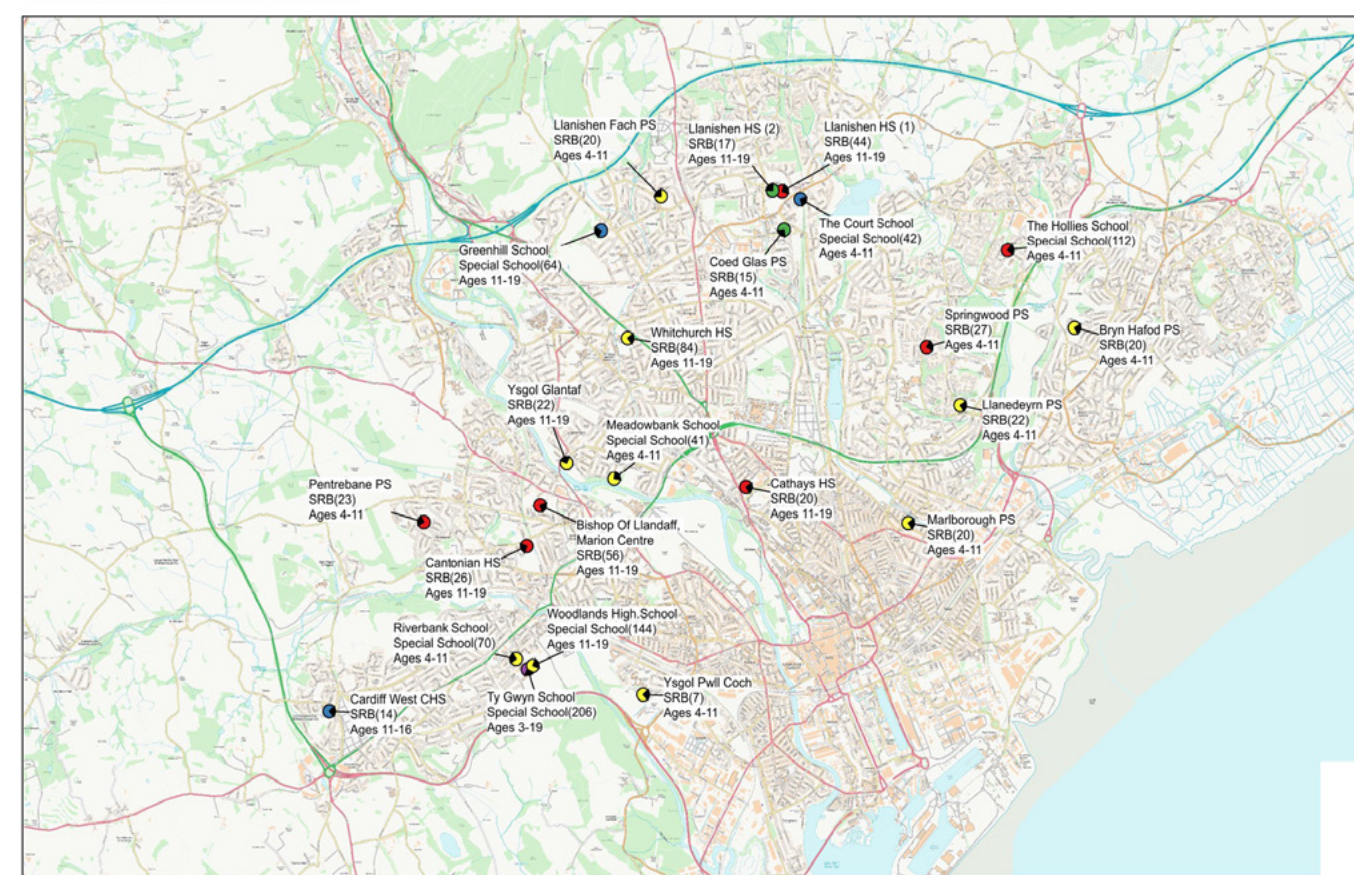
Geographical distribution of specialist provision

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

The lack of Specialist Resource Bases in some localities can disadvantage learners living in those areas. Some families are unfamiliar with the areas where provision is located. Parents or carers may lack the means to travel easily to those areas.

A better distribution of specialist resource bases across the city would improve access for pupils. It would reduce travel times for many pupils, as well as increasing the number of places available.

Cardiff Special Schools and SRBs 2021



Special schools & SRBs: Type & Capacity	
Autism	(7)
Behavioural, Emotional & Social Needs	(3)
Hearing Impairment	(2)
Profound & Multiple Learning Disabilities, Medical Needs, Autism	(1)
Severe Learning Disabilities, Medical Needs, Speech and Language, Autism	(10)

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Complex Learning Needs and Autism Spectrum Condition places for learners aged 11-19

Current provision

In 2020/21 there is a total of 461 specialist Complex Learning Needs and Autism Spectrum Condition places for learners aged 11-19 in Cardiff maintained schools. Proposals for Woodlands High School were approved by Welsh Government in September 2019 and will provide 100 additional places for young people with Complex Learning Needs.

Table 3: Secondary Complex Learning Needs and Autism Spectrum Condition provision currently available in Cardiff	
Secondary places	Age 11-19 Complex Learning Needs/ Autism Spectrum Condition capacity (2021/22)
Ty Gwyn School	123
Woodlands High School	140
Whitchurch High School Specialist Resource Base	70
The Marion Centre Specialist Resource Base	42
Cathays High School Specialist Resource Base	16
Cantonian High School Specialist Resource Base	20
Llanishen High School Specialist Resource Base	20
Ysgol Gyfun Gymraeg Glantaf Specialist Resource Base	30
Capacity	461

*Total capacity of Ty Gwyn School is 198 places aged 3-19, of which approximately 123 places serve pupils aged 11-19

Demand for places

Projected Complex Learning Needs/ Autism Spectrum Condition Secondary Phase Demand

Table 4: Projected future demand for Complex Learning Needs/ Autism Spectrum Condition places for young people aged 11-19

Secondary places	2021/22	2022/23	2023/24	2024/25	2025/26
Projected demand	580	600	617	623	629
Projected demand (+10%)	638	660	679	685	692

Taking account of all children needing places including those placed out of county and in mainstream awaiting a specialist placement, the demand for places is estimated to be circa 580 in 2021/22, rising to 629 by 2025/26.

Allowing for a 10% surplus to support flexibility, the ideal position would be 638 places in 2021/22 and 692 places by 2025/26.

In summary, there is an estimated deficit of 177 places in 2021/ 2022, reducing to 131 places by 2025/ 2026.

Proposal for Additional Specialist Resource Base places at Whitchurch High School

Proposal for Additional Specialist Resource Base places at Whitchurch High School

Whitchurch High School is an English-medium Foundation school for pupils aged 11-18. The school is located over two sites at Manor Way and Penlline Road in Whitchurch.

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

To meet the demand for Specialist Resource Base places for learners with complex learning needs aged 11-19 it is proposed to:

- increase the designated number at Whitchurch High School Specialist Resource Base from 70 to 100 from September 2022.

It is proposed that the current specialist resource base accommodation would be improved and refurbished, creating additional classrooms and learning spaces. Some of this work has already been undertaken in order that the school, and the Council, can ensure sufficient places were available for children with complex learning needs.

The number of places at the school

Table 5 below provides details of places available at Whitchurch High School

Name of school	Current Published Capacity (age 11 – 16)	Places per year group (age 11 – 16)	Sixth form places	Language medium and Category of School
Whitchurch High School (mainstream places)	1950	390	450	English-medium foundation secondary school
Whitchurch High School (Specialist Resource Base places)	70			

The current capacity of Whitchurch High School is 2,400 places and the school had 2416 pupils on roll in April 2021, including pupils in the Specialist Resource Base.

The current capacity of the Specialist Resource Base at Whitchurch High School is 70 places however the base had 96 learners on roll in October 2021.



Demand for places at the school

Table 6 below sets out details of recent and projected numbers on roll

Table 6: Recent and projected numbers on roll at Whitchurch High School										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Whitchurch High School mainstream places	2206	2229	2270	2289	2335	2308	2308	2296	2289	2287
Whitchurch High School Specialist Resource Base places	49	56	69	84	81	90	91	100	100	100

* School pupil numbers based on local catchment population projections and historical patterns of demand

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended / operating efficiently) to D (life expired / risk of imminent failure)

Schools in Cardiff are also given a Suitability rating from A (good – facilities suitable for teaching, learning & wellbeing) to D (bad – building seriously inhibit the staff’s ability to deliver the curriculum).

Table 7: Condition and suitability gradings

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

Whitchurch High School is rated C+ for condition and B for suitability. The site, and local infrastructure off-site, would support the expansion of the base.

Quality and Standards

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

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

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

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

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

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

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

Estyn

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

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

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

Welsh Government categorisation of schools

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

It looks at each school's standards and how much a school is able to improve. This identifies the level of support schools require.

Organisations such as the Central South Consortium (CSCJES) and the school improvement service then work with schools' leaders to identify, provide and/or broker any support required for further improvement.

The categorisation system is described in Table 8 below:

Table 8: Categorisation System	
Category of support	What the category means
Green	A highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement
Yellow	An effective school which is already doing well and knows the areas it needs to improve.
Amber	A school in need of improvement which needs help to identify the steps to improve or to make change happen more quickly.
Red	A school in need of greatest improvement and will receive immediate, intensive support.

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

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

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

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

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

Whitchurch High School

Whitchurch High School was last inspected by Estyn in January 2016.

At this time the school's performance and prospects for improvement were judged as adequate and needing improvement.

Following a further monitoring visit in November 2017, the school was judged to have made sufficient progress and was removed from the list of schools requiring Estyn review.

In the most recent Welsh Government School Categorisation at January 2020, Whitchurch High School was categorised at Yellow (An effective school which is already doing well and knows the areas it needs to improve).

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

- The proportion of pupils making two or more levels of progress from Key Stage 2 (age 7 – 11) to Key Stage 3 (age 11 – 14), in comparison with local and regional averages, was greater for mathematics and science and was in line for English.
- The overall progress made by the school since the core inspection of January 2016 is strong. This progress has resulted from the successful and sustained ability to plan and implement change by school leaders and governors.

How would standards at the school be affected by the changes

Standards

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

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

Standards at Whitchurch High School are good. Increasing the Specialist Resource Base provision would provide appropriate high quality school places for young people with complex learning needs. It is not expected that the proposal will impact on standards at the school.

The proposal is not expected to have any negative impact on the quality of standards of education at the school as a result of the proposed changes.

Teaching and learning experiences

The proposal is not expected to have any negative impact on teaching and learning experiences at Whitchurch High School.

Care support and guidance

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

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

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

Leadership and Management

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

The proposed changes would be planned carefully so that the school's leadership and governance is not disrupted, which could have a negative impact on educational standards.

Additional support for pupils

Table 9 below show the percentages of:

- Pupils with Additional Learning Needs
- Pupils receiving Free School Meals
- Pupils with English as an Additional Language
- Minority Ethnic pupils at at each of the schools.

Table 9: Whitchurch High School

All pupils	%
% of Pupils on School Action	1.1
% of Pupils on School Action Plus	3.5
% of Pupils with a statement of ALN	4.9
% of Free School Meals Pupils- 3 year average	14.8
% of Pupils with English as an Additional Language	3
% of Minority Ethnic Pupils	22.5

Impact on pupils with Additional Learning Needs (ALN)

The current expertise at the school would be maintained. The expansion of additional learning needs provision would provide opportunities for staff development and for enhancing pupils' learning.

The Council acknowledges that a change in environment can be unsettling and upsetting for children with additional learning needs. Pupils would be supported to enable them to adapt to the changes proposed.

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

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

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

How would pupils receiving Free School Meals be affected?

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

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

How would Minority Ethnic Pupils be affected?

The needs of individual pupils are assessed and provided for as appropriate. There is also no information available that suggests that the proposal would have a negative effect on provision for any ethnic group.

What are the benefits of the proposed change?

- The proposal would increase the number of Specialist Resource Base places for secondary aged learners with complex learning needs and would contribute towards meeting projected demand.
- The opportunity to employ additional specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school.
- The proposal would ensure that pupils living in the northern areas of the city travel shorter distances to access specialist provision than to alternative provision.

Potential disadvantages of the proposed change

- Some pupils with additional learning needs can find change difficult. They may find changes to buildings unsettling. We know they will need carefully planned support to adapt to the changes. However, there would be sufficient time to plan and support such changes.
- There is potential for a small increase in traffic around the school site at the start and end of the day. The Council would work with the Governing Body of the school to develop a Travel Plan to minimise any potential disruption.

Alternative options considered

The Council is seeking to provide a better distribution of specialist resource base provision across the city. This would improve access for pupils, and reduce travel times for many pupils, as well as increasing the number of places available. A number of other expansions, and new provision at other schools city-wide, are also proposed.

Alternative options to the expansion of the Whitchurch High School Specialist Resource Base could include:

- the expansion of similar provision on other secondary school sites
- the establishment of new specialist provision on other school sites and/or a different number of places in the current or proposed bases.

However, the standards at Whitchurch High School are good. Increasing the Specialist Resource Base provision provides an increased number of appropriate high quality school places. The expansion of the successful base at Whitchurch High School to 100 places is therefore considered to be a preferred option.

Human Resources Matters

HR People Services will work with the Governing Body to address the HR implications arising from the increase in the designated number of the Specialist Resource Base at the school and the resulting need for additional staffing.

Where the Governing Body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the increase in the designated number of the Specialist Resource Base will provide opportunities for school-based staff on the school redeployment register.

Transport matters

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to specialist resource bases. Some specialist resource base learners who live within two miles of the school may be provided with free transport due to their individual learning needs and social issues. Other learners are able to travel independently or with parent/carers and if resident within the two-mile qualifying distance may not be eligible for Learner Transport. These pupils as well as staff and school visitors would benefit from any required improvements in facilities for active travel to school or public transport facilities.

As the Council is seeking to provide a better distribution of specialist resource provision across the city, it is expected that the average travel distance to specialist resource bases for individual learners would reduce in future.

A school proposal to establish Additional Learning Needs facilities may require a Transport Statement which will identify measures to be included as part of the application to maximise travel by sustainable modes.

The Council's current Corporate Plan includes a commitment to every school in Cardiff developing an Active Travel Plan. Such a plan will identify actions by the school to support and encourage active travel to school and also any improvements to on-site and off-site infrastructure required to facilitate active journeys.

Increasing travel to school by active modes (walking, cycling and scooting) by ensuring safe facilities are provided will have a positive impact on children's health and wellbeing.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the Additional Learning Needs cohort, which would be offered to learners as appropriate, including Independent Travel Training for older pupils (to be reviewed each year), cycle maintenance and cycle training.

With the expected increased demand for Learner Transport suitable improved and / or expanded facilities for drop-off and pick-up may be required within the site to accommodate the appropriate numbers of vehicles. Other improvements may include modifications to the layout, signing and traffic control measures.

Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposal. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively, you can send us your views in one of the following ways:

- Completing the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Email your views to schoolresponses@cardiff.gov.uk
- Write to us at the following address: School Organisation Planning, Room 401, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 1 February 2022.

**Proposal for the
establishment of a
Specialist Resource
Base at Willows
High School**

Proposal for the establishment of a Specialist Resource Base at Willows High School

Willows High School is an English-medium community high school for pupils aged 11 – 16.

The school is located at Willows Avenue, Tremorfa. Plans to transfer the school to new build accommodation at Lewis Road are currently being progressed. The new Willows High School will have a modern design and new facilities including state-of-the-art educational amenities in a brand-new building.

To meet the demand for secondary Specialist Resource Base places for learners with complex learning needs it is proposed to:

- establish a 30 place Specialist Resource Base at Willows High School from September 2023.

It is proposed that the new base would initially be accommodated within the existing buildings, with the necessary adaptations undertaken. Specialist accommodation would then be provided as part of the development of the new Willows High School.

The number of places at the school

Table 10 below provides details of places available at Willows High School

Name of school	Current Published Capacity (age 11 – 16)	Places per year group (age 11 – 16)	Sixth form places	Language medium and Category of School
Willows High School	1121	224	0	English-medium community secondary school

The current capacity of Willows High School is 1121 places and the school had 730 pupils on roll in April 2021. The school has sufficient classroom space to accommodate a greater number of pupils and has re-designated these rooms for other purposes. The school will be transferring to new build accommodation at Lewis Road from September 2025. Specialist accommodation will be provided as part of this.



Demand for places at the school

Table 11 below sets out details of recent and projected numbers on roll

School	Numbers on Roll (PLASC)					Pupil projections*				
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Willows High School mainstream places	554	581	619	665	730	734	744	748	731	778
Willows High School Specialist Resource Base places	N/A	N/A	N/A	N/A	N/A	N/A	5	10	15	20

* School pupil numbers based on local catchment population projections and historical patterns of demand

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended / operating efficiently) to D (life expired / risk of imminent failure)

Schools in Cardiff are also given a Suitability rating from A (good – facilities suitable for teaching, learning & wellbeing) to D (bad – building seriously inhibit the staff's ability to deliver the curriculum).

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

The current Willows High School buildings are rated D for condition and C for suitability. However, plans to transfer the school to new build accommodation at Lewis Road are currently being progressed.

The school is transferring to new build accommodation at Lewis Road from September 2025.

Quality and Standards

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

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

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

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

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

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

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

Estyn

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

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

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

Welsh Government categorisation of schools

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

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

The categorisation system is described in Table 13 below:

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

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

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

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

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

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

Willows High School

Willows High School was last inspected by Estyn in April 2018.

At this time the standards, wellbeing and attitudes to learning, teaching and learning experience, and leadership and management were judged as adequate and needing improvement. The schools care, support and guidance was judged as good.

In the most recent Welsh Government School Categorisation at January 2020, Willows High School was categorised at Yellow (An effective school which is already doing well and knows the areas it needs to improve).

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

- The proportion of pupils making two or more levels of progress from Key Stage 2 (ages 7 – 11) to Key Stage 3 (ages 11-14), in comparison with local and regional averages, was much greater in English, though was much lower in mathematics and science.
- The school has made strong progress in supporting most teachers to develop consistent strategies to improve the learning experiences of most pupils.

How would standards at the school be affected by the changes

Standards

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

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

Standards at Willows High School are good. Establishing specialist resource base provision at the school would provide appropriate high quality school places for young people with complex learning needs.

The proposal is not expected to have any negative impact on the quality of standards of education at the school as a result of the proposed changes.

Teaching and learning experiences

The proposal is not expected to have any negative impact on teaching and learning experiences at Willows High School.

Care support and guidance

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

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

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

Leadership and Management

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

The proposed changes would be planned carefully so that the school's leadership and governance is not disrupted, which could have a negative impact on educational standards.

Additional support for pupils

Table 14 below shows the percentages of:

- Pupils with Additional Learning Needs
- Pupils receiving Free School Meals
- Pupils with English as an Additional Language
- Minority Ethnic pupils at each of the schools.

Table 14: Willows High School	
All pupils	%
% of Pupils on School Action	7.5
% of Pupils on School Action Plus	11.4
% of Pupils with a statement of ALN	1.5
% of Free School Meals Pupils- 3 year average	48.5
% of Pupils with English as an Additional Language	22.5
% of Minority Ethnic Pupils	53.6

Impact on pupils with Additional Learning Needs (ALN)

The current expertise at the school would be maintained. The establishment of specialist resource base provision would provide opportunities for staff development and for enhancing pupils' learning in purpose-built facilities.

The Council acknowledges that a change in environment can be unsettling and upsetting for children with additional learning needs. Pupils would be supported to enable them to adapt to the changes proposed.

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

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

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

How would pupils receiving Free School Meals be affected?

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

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

How would Minority Ethnic Pupils be affected?

The needs of individual pupils are assessed and provided for as appropriate. There is also no information available that suggests that the proposal would have a negative effect on provision for any ethnic group.

What are the benefits of the proposed change?

- The proposal would increase the number of specialist resource places for secondary aged learners with complex learning needs and would contribute towards meeting projected demand.
- The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school.
- The proposal would ensure that pupils living in the southern area of the city travel shorter distances to access specialist provision than to alternative provision.

Potential disadvantages of the proposed change

- Some pupils with additional learning needs can find change difficult. They may find moving to a new building on a new site unsettling. We know they will need carefully planned support to adapt to the new setting. However, there would be sufficient time to plan and support such a transition.
- There is potential for a small increase in traffic around the school site at the start and end of the day. The Council would work with the Governing Body of the school to develop a Travel Plan to minimise any potential disruption.

Alternative options considered

The Council is seeking to provide a better distribution of specialist resource provision across the city. This would improve access for pupils, and reduce travel times for many pupils, as well as increasing the number of places available. A number of other expansions, and new provision at other schools city-wide, are also proposed.

Alternative options to the establishment of a Specialist Resource Base at Willows High School could include:

- the establishment of new specialist provision on other school sites and/or
- the expansion of existing provision on other secondary school sites, and/ or a different number of places in the current or proposed bases.

There is no Specialist Resource Base provision in the area served by Willows High School at present. All children in this area who require placement in a specialist resource base currently travel to other areas. The nearest Specialist Resource Base for learners aged 11-16 with complex learning needs is at Whitchurch High School, approximately six miles from Willows High School. Establishing provision elsewhere, or expanding existing provision, would not improve access for children living in the area served by Willows High School.

The establishment of the Specialist Resource Base could be delayed until the new Willows High School building is complete. However, this would mean that children requiring the support of a resource base would need to take up a place elsewhere, and additional places may need to be provided in new accommodation at significant cost for an extended temporary period.

Establishing this provision at Willows High School ahead of transferring to new build accommodation is therefore considered to be the preferred option.

Human Resources Matters

HR People Services will work with the Governing Body to address the HR implications arising from the establishment of a Specialist Resource Base at the school and the resulting need for additional staffing.

Where the Governing Body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the establishment of the Specialist Resource Base will provide opportunities for school-based staff on the school redeployment register.

Transport matters

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to specialist resource bases. However, some learners who live within two miles of the school may be provided with free transport due to their individual learning needs and social issues.

Other learners are able to travel independently or with parent/carers and if resident within the two-mile qualifying distance may not be eligible for Learner Transport. These pupils as well as staff and school visitors would benefit from any required improvements in facilities for active travel to school or public transport facilities.

As this is a proposal for a new school which is also to establish new Additional Learning Needs facilities, it will require a Transport Assessment which will identify measures to be included as part of the application to maximise travel by sustainable modes.

The Council's current Corporate Plan includes a commitment to every school in Cardiff developing an Active Travel Plan. Such a plan will identify actions by the school to support and encourage active travel to school and also any improvements to on-site and off-site infrastructure required to facilitate active journeys.

Increasing travel to school by active modes (walking, cycling and scooting) by ensuring safe facilities are provided will have a positive impact on children's health and wellbeing.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the Additional Learning Needs cohort, which would be offered to learners as appropriate, including Independent Travel Training for older pupils, cycle maintenance and cycle training.

Suitable facilities for drop-off and pick-up by Learner Transport vehicles will be incorporated within the design of the new school site to accommodate the appropriate numbers of vehicles with a designated access.

Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposal. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively, you can send us your views in one of the following ways:

- Completing the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Email your views to schoolresponses@cardiff.gov.uk
- Write to us at the following address: School Organisation Planning, Room 401, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 1 February 2022.

Proposal for Additional Specialist Resource Base places at Llanishen High School

Proposal for Additional Specialist Resource Base places at Llanishen High School

Llanishen High School is an English-medium community high school for pupils aged 11-19. The school is located at Heol Hir in Llanishen.

The school hosts a Specialist Resource Base designated for Autism Spectrum Condition and a Specialist Resource Base for learners with a hearing impairment.

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

To meet the demand for Specialist Resource Base places for learners with Autism Spectrum Condition aged 11 - 19 it is proposed to:

- increase the designated number at the Llanishen High School Specialist Resource Base from 20 to 45 from September 2022

Interim works have been undertaken and further works would be necessary to improve and extend the current Specialist Resource Base facilities and accommodation. Some of this work has already been undertaken in order that the school, and the Council, can ensure sufficient places were available for children requiring the support of the base.

The number of places at the school

Table 15 below provides details of places available at Llanishen High School

Name of school	Current Published Capacity (age 11 – 16)	Places per year group (age 11 – 16)	Sixth form places	Language medium and Category of School
Llanishen High School (Non-ASC places)	1500	300	300	English-medium community primary school
Llanishen High School (ASC Specialist Resource Base places)		20		



The current capacity of Llanishen High School is 1800 places and the school had 1632 pupils on roll in April 2021 including pupils in the Specialist Resource Base.

The current capacity of the Specialist Resource Base for learners with Autistic Spectrum Condition at Llanishen High School is 20 places however the base had 45 learners on roll in October 2021.

Demand for places at the school

Table 16 below sets out details of recent and projected numbers on roll

Table 16: Recent and projected numbers on roll at Llanishen High School										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Llanishen High School mainstream places	1517	1530	1536	1568	1587	1608	1631	1640	1631	1607
Llanishen High School Specialist Resource Base Places (ASC)	25	27	27	33	45	45	45	45	45	45

* School pupil numbers based on local catchment population projections and historical patterns of demand

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended / operating efficiently) to D (life expired / risk of imminent failure)

Schools in Cardiff are also given a Suitability rating from A (good – facilities suitable for teaching, learning & wellbeing) to D (bad – building seriously inhibit the staff’s ability to deliver the curriculum).

Table 17: Condition and suitability gradings		
Grading	Condition	Suitability
A	Good and operating efficiently	Good. Facilities suitable for teaching, learning and wellbeing in school
B	Satisfactory but with minor deterioration	Satisfactory. Performing as intended but does not effectively support the delivery of the curriculum in some areas
C	Poor with major defects	Poor. Teaching methods inhibited/adverse impact on school organisation
D	End of Life; life has expired or risk of imminent failure	Very poor. Buildings seriously inhibit the staff’s ability to deliver the curriculum

Llanishen High School is rated C for condition and C for suitability.

The site, and local infrastructure off-site, would support the expansion of the base.

Quality and Standards

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

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

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

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

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

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

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

Estyn

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

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

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

Welsh Government categorisation of schools

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

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

The categorisation system is described in Table 18 below:

Table 18: Categorisation System	
Category of support	What the category means
Green	A highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement
Yellow	An effective school which is already doing well and knows the areas it needs to improve.
Amber	A school in need of improvement which needs help to identify the steps to improve or to make change happen more quickly.
Red	A school in need of greatest improvement and will receive immediate, intensive support.

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

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

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

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

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

Llanishen High School

Llanishen High School was last inspected by Estyn in February 2016.

At this time the school's performance and prospects for improvement were judged as adequate and needing improvement.

Following a further monitoring visit in November 2016, the school was judged to have made good progress and was removed from the school from the list of schools requiring Estyn review.

In the most recent Welsh Government School Categorisation at January 2020, Llanishen High School was categorised at Green (A highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement).

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

- Progress from Key Stage 2 (ages 7 – 11) to Key Stage 3 (ages 11 – 14) has continued to be very strong, with most pupils making expected progress or above in English, mathematics and science.
- The Pupil Development Grant (PDG) has been used effectively to improve outcomes for learners, an example being the performance of pupils eligible for Free School Meals across all core subjects at Key Stage 4 (ages 14 – 16).
- The school is very well led and managed by the headteacher and the senior leadership team. They have worked very effectively to raise the achievement of nearly all pupils and improve teaching and are well supported by the main body of staff who are keen for the school to improve further.

How would standards at the school be affected by the changes

Standards

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

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

Standards at Llanishen High School are good. Increasing the Autism Spectrum Condition Specialist Resource Base provision would provide appropriate high quality school places for young people with autism. It is not expected that the proposal will impact on standards at the school.

The proposal is not expected to have any negative impact on the quality of standards of education at the school as a result of the proposed changes.

Teaching and learning experiences

The proposal is not expected to have any negative impact on teaching and learning experiences at Llanishen High School.

Care support and guidance

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

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

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

Leadership and Management

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

The proposed changes would be planned carefully so that the school's leadership and governance is not disrupted, which could have a negative impact on educational standards.

Additional support for pupils

Table 19 below shows the percentages of:

- Pupils with Additional Learning Needs
- Pupils receiving Free School Meals
- Pupils with English as an Additional Language
- Minority Ethnic pupils at each of the schools.

Table 19: Llanishen High School	
All pupils	%
% of Pupils on School Action	7.1
% of Pupils on School Action Plus	3.4
% of Pupils with a statement of ALN	5.3
% of Free School Meals Pupils- 3 year average	21.9
% of Pupils with English as an Additional Language	3.8
% of Minority Ethnic Pupils	24.7

Impact on pupils with Additional Learning Needs (ALN)

The current expertise at the school would be maintained. The expansion of additional learning needs provision would provide opportunities for staff development and for enhancing pupils' learning.

The Council acknowledges that a change in environment can be unsettling and upsetting for children with additional learning needs. Pupils would be supported to enable them to adapt to the changes proposed.

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

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

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

How would pupils receiving Free School Meals be affected?

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

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

How would Minority Ethnic Pupils be affected?

The needs of individual pupils are assessed and provided for as appropriate. There is also no information available that suggests that the proposal would have a negative effect on provision for any ethnic group.

What are the benefits of the proposed change?

- The proposal would increase the number of Specialist Resource Base places for secondary aged learners with autism spectrum condition and would contribute towards meeting projected demand.
- The opportunity to employ additional specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school.
- The proposal would ensure that pupils living in the north of the city travel shorter distances to access specialist provision than to alternative provision.

Potential disadvantages of the proposed change

- Some pupils with additional learning needs can find change difficult. They may find changes to buildings unsettling. We know they will need carefully planned support to adapt to the changes. However, there would be sufficient time to plan and support such a change.
- There is potential for a small increase in traffic around the school site at the start and end of the day. The Council would work with the Governing Body of the school to develop a Travel Plan to minimise any potential disruption.

Alternative options considered

The Council is seeking to provide a better distribution of specialist resource provision across the city. This would improve access for pupils, and reduce travel times for many pupils, as well as increasing the number of places available. A number of other expansions, and new provision at other schools city-wide, are also proposed.

Alternative options to the expansion of the Llanishen High School Specialist Resource Base could include:

- the expansion of similar provision on other secondary school sites
- the establishment of new specialist provision on other school sites and/or a different number of places in the current or proposed bases.

However, the standards at Llanishen High School are good. Increasing the Specialist Resource Base provision provides an increased number of appropriate high quality school places. The permanent expansion of the successful base at Llanishen High School to 45 places is therefore considered to be a preferred option.

Human Resources Matters

HR People Services will work with the Governing Body to address the HR implications arising from the increase in the designated number of the Autism Spectrum Condition Specialist Resource Base at the school and the resulting need for additional staffing.

Where the Governing Body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the increase in the designated number of the Autism Spectrum Condition Specialist Resource Base will provide opportunities for school-based staff on the school redeployment.

Transport matters

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to specialist resource bases. Some specialist resource base learners who live within two miles of the school may be provided with free transport due to their individual learning needs and social issues.

Other learners are able to travel independently or with parent/carers and if resident within the two-mile qualifying distance may not be eligible for Learner Transport. These pupils as well as staff and school visitors would benefit from any required improvements in facilities for active travel to school or public transport facilities.

As the Council is seeking to provide a better distribution of specialist resource provision across the city, it is expected that the average travel distance to specialist resource bases for individual learners would reduce in future.

A school proposal to establish Additional Learning Needs facilities may require a Transport Statement which will identify measures to be included as part of the application to maximise travel by sustainable modes.

The Council's current Corporate Plan includes a commitment to every school in Cardiff developing an Active Travel Plan. Such a plan will identify actions by the school to support and encourage active travel to school and also any improvements to on-site and off-site infrastructure required to facilitate active journeys.

Increasing travel to school by active modes (walking, cycling and scooting) by ensuring safe facilities are provided will have a positive impact on children's health and wellbeing.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the Additional Learning Needs cohort, which would be offered to learners as appropriate, including Independent Travel Training for older pupils (to be reviewed each year), cycle maintenance and cycle training.

With the expected increased demand for Learner Transport the site would be reviewed to ensure suitable and sufficient facilities for drop-off and pick-up are provided within the site to accommodate the appropriate numbers of vehicles and improvements made if necessary. Modifications may be required to the school access.

Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposal. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively, you can send us your views in one of the following ways:

- Completing the online response form at www.cardiff.gov.uk/ALNschoollproposals
- Email your views to schoolresponses@cardiff.gov.uk
- Write to us at the following address: School Organisation Planning, Room 401, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 1 February 2022.

Proposal for Additional Specialist Resource Base places at The Marion Centre, The Bishop of Llandaff Church in Wales High School

Proposal for Additional Specialist Resource Base places at The Marion Centre, The Bishop of Llandaff Church in Wales High School

The Bishop of Llandaff Church in Wales High School is an English-medium voluntary aided secondary school for pupils aged 11-18. The school is located at Rookwood Close in Llandaff.

The school hosts a Specialist Resource Base, The Marion Centre, designated for pupils with Autism Spectrum Condition.

To meet the demand for Specialist Resource Base places for learners with Autism Spectrum Condition aged 11 – 19 it is proposed to:

- increase the designated number at The Marion Centre Specialist Resource Base from 42 to 66 from September 2022

It is proposed that the current Specialist Resource Base accommodation would be improved and refurbished, creating additional classrooms and learning spaces.

The number of places at the school

Table 20 below provides details of places available

Name of school	Current Published Capacity (age 11 – 16)	Places per year group (age 11 – 16)	Sixth form places	Language medium and Category of School
Bishop of Llandaff Church in Wales High School (mainstream places)	900	180	185	English-medium community secondary school
The Marion Centre (Specialist Resource Base places)		42		



The current capacity of Bishop of Llandaff Church in Wales High School is 1085 places and the school had 1231 pupils on roll in April 2021, including pupils in the Specialist Resource Base.

Demand for places at the school

Table 21 below sets out details of recent and projected numbers on roll

School	Numbers on Roll (PLASC)					Pupil projections*				
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Bishop of Llandaff Church in Wales High School mainstream places	1228	1252	1245	1240	1239	1257	1260	1258	1261	1260
The Marion Centre (Specialist Resource Base) places	52	49	51	51	56	65	66	66	66	66

* School pupil numbers based on local catchment population projections and historical patterns of demand

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended / operating efficiently) to D (life expired / risk of imminent failure)

Schools in Cardiff are also given a Suitability rating from A (good – facilities suitable for teaching, learning & wellbeing) to D (bad – building seriously inhibit the staff’s ability to deliver the curriculum).

Table 22: Condition and suitability gradings		
Grading	Condition	Suitability
A	Good and operating efficiently	Good. Facilities suitable for teaching, learning and wellbeing in school
B	Satisfactory but with minor deterioration	Satisfactory. Performing as intended but does not effectively support the delivery of the curriculum in some areas
C	Poor with major defects	Poor. Teaching methods inhibited/adverse impact on school organisation
D	End of Life; life has expired or risk of imminent failure	Very poor. Buildings seriously inhibit the staff’s ability to deliver the curriculum

The Bishop of Llandaff Church in Wales High School is rated C for condition and C for suitability.

The Marion Centre is accommodated in specialist accommodation which is of a high standard. It is proposed that the current specialist resource base accommodation would be improved and refurbished, creating additional classrooms and learning spaces.

The site, and local infrastructure off-site, would support the expansion of The Marion Centre.

Quality and Standards

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

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

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

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

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

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

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

Estyn

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

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

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

Welsh Government categorisation of schools

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

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

The categorisation system is described in Table 23 below:

Table 23: Categorisation System	
Category of support	What the category means
Green	A highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement
Yellow	An effective school which is already doing well and knows the areas it needs to improve.
Amber	A school in need of improvement which needs help to identify the steps to improve or to make change happen more quickly.
Red	A school in need of greatest improvement and will receive immediate, intensive support.

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

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

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

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

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

The Bishop of Llandaff Church in Wales High School

The Bishop of Llandaff Church in Wales High School was last inspected by Estyn in February 2018.

At this time the standards, wellbeing and attitudes to learning, teaching and learning experience, care, support and guidance and leadership and management were all judged as excellent.

In the most recent Welsh Government School Categorisation at January 2020, Bishop of Llandaff Church in Wales High School was categorised at Green (A highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement).

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

- The proportion of pupils making two or more levels of progress from Key Stage 2 (ages 7 – 11) to Key Stage 3 (ages 11 – 14), in comparison with local and regional averages, was much greater in English, mathematics and science.
- The school improvement plan (SIP) identifies key priorities clearly. It contains robust success criteria, challenging targets and clear milestones with which to measure progress.
- Processes to track pupils' progress are robust and highly effective at all levels, including within The Marion Centre, where nearly all pupils make very strong progress over time, from their starting points.

How would standards at the school be affected by the changes

Standards

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

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

Standards at The Bishop of Llandaff Church in Wales High School are good. Increasing the Specialist Resource Base provision would provide appropriate high quality school places for young people with autism. It is not expected that the proposal will impact on standards at the school.

The proposal is not expected to have any negative impact on the quality of standards of education at the school as a result of the proposed changes.

Teaching and learning experiences

The proposal is not expected to have any negative impact on teaching and learning experiences at The Bishop of Llandaff Church in Wales High School.

Care support and guidance

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

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

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

Leadership and Management

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

The proposed changes would be planned carefully so that the school's leadership and governance is not disrupted, which could have a negative impact on educational standards.

Additional support for pupils

Table 24 below shows the percentages of:

- Pupils with Additional Learning Needs
- Pupils receiving Free School Meals
- Pupils with English as an Additional Language
- Minority Ethnic pupils at each of the schools.

Table 24: Bishop of Llandaff Church in Wales High School	
All pupils	%
% of Pupils on School Action	7.8
% of Pupils on School Action Plus	0.8
% of Pupils with a statement of ALN	7.1
% of Free School Meals Pupils- 3 year average	8.6
% of Pupils with English as an Additional Language	3.3
% of Minority Ethnic Pupils	27.2

Impact on pupils with Additional Learning Needs (ALN)

The current expertise at the school would be maintained. The expansion of additional learning needs provision would provide opportunities for staff development and for enhancing pupils' learning in purpose-built facilities.

The Council acknowledges that a change in environment can be unsettling and upsetting for children with additional learning needs. Pupils would be supported to enable them to adapt to the changes proposed.

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

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

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

How would pupils receiving Free School Meals be affected?

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

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

How would Minority Ethnic Pupils be affected?

The needs of individual pupils are assessed and provided for as appropriate. There is also no information available that suggests that the proposal would have a negative effect on provision for any ethnic group.

What are the benefits of the proposed change?

- The proposal would increase the number of Specialist Resource Base places for secondary aged learners with Autism Spectrum Condition and would contribute towards meeting projected demand.
- The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school.
- The proposal would ensure that pupils living in the west of the city travel shorter distances to access specialist provision than to alternative provision.

Potential disadvantages of the proposed change

- Some pupils with additional learning needs can find change difficult. They may find changes to buildings unsettling. We know they will need carefully planned support to adapt to the changes. However, there would be sufficient time to plan and support such a change.
- There is potential for a small increase in traffic around the school site at the start and end of the day. The Council would work with the Governing Body of the school to develop a Travel Plan to minimise any potential disruption.

Alternative options considered

The Council is seeking to provide a better distribution of specialist resource provision across the city. This would improve access for pupils, and reduce travel times for many pupils, as well as increasing the number of places available. A number of other expansions, and new provision at other schools city-wide, are also proposed.

Alternative options to the expansion of The Marion Centre Specialist Resource Base could include:

- the expansion of similar provision on other secondary school sites
- the establishment of new specialist provision on other school sites and/or a different number of places in the current or proposed bases

However, the standards at The Bishop of Llandaff Church in Wales High School are good. Increasing the Specialist Resource Base provision provides an increased number of appropriate high quality school places. The expansion of the successful base at The Marion Centre to 66 places is therefore considered to be a preferred option.

Human Resources Matters

HR People Services will work with the Governing Body to address the HR implications arising from the increase in the designated number of the Autism Spectrum Condition Specialist Resource Base at the school and the resulting need for additional staffing.

Where the Governing Body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the establishment of the Specialist Resource Base will provide opportunities for school-based staff on the school redeployment register.

Transport matters

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to specialist resource bases. Some specialist resource base learners who live within two miles of the school may be provided with free transport due to their individual learning needs and social issues. Other learners are able to travel independently or with parent/carers and if resident within the two-mile qualifying distance may not be eligible for Learner Transport. These pupils as well as staff and school visitors would benefit from any required improvements in facilities for active travel to school or public transport facilities.

As the Council is seeking to provide a better distribution of specialist resource provision across the city, it is expected that the average travel distance to specialist resource bases for individual learners would reduce in future.

A school proposal to establish Additional Learning Needs facilities may require a Transport Statement which will identify measures to be included as part of the application to maximise travel by sustainable modes.

The Council's current Corporate Plan includes a commitment to every school in Cardiff developing an Active Travel Plan. Such a plan will identify actions by the school to support and encourage active travel to school and also any improvements to on-site and off-site infrastructure required to facilitate active journeys.

Increasing travel to school by active modes (walking, cycling and scooting) by ensuring safe facilities are provided will have a positive impact on children's health and wellbeing.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the Additional Learning Needs cohort, which would be offered to learners as appropriate, including Independent Travel Training for older pupils (to be reviewed each year), cycle maintenance and cycle training.

With the expected increased demand for Learner Transport suitable improved and / or expanded facilities for drop-off and pick-up may be required within the site to accommodate the appropriate numbers of vehicles. Other improvements may include modifications to the layout including widening the internal access road and providing traffic calming.

Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposal. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively, you can send us your views in one of the following ways:

- Completing the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Email your views to schoolresponses@cardiff.gov.uk
- Write to us at the following address: School Organisation Planning, Room 401, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 1 February 2022.

Proposal for the establishment of a Specialist Resource Base at Ysgol Gyfun Gymraeg Glantaf

Proposal for the establishment of a Specialist Resource Base at Ysgol Gyfun Gymraeg Glantaf

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

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

To meet demand for Specialist Resource Base places for learners with Autism Spectrum Condition aged 11 – 19 in the Welsh-medium sector it is proposed to:

- establish a 30 place Specialist Resource Base for learners with Autism Spectrum Condition at Ysgol Gyfun Gymraeg Glantaf alongside the existing 30 place Specialist Resource Base for learners with Complex Learning Needs from September 2023

It is proposed that new accommodation would be developed on site to provide purpose-built facilities for both resource bases.

No changes are proposed to the school's Specialist Resource Base for learners with complex learning needs.

The number of places at the school

Table 25 below provides details of places available at Ysgol Gyfun Gymraeg Glantaf

Name of school	Current Published Capacity (age 11 – 16)	Places per year group (age 11 – 16)	Sixth form places	Language medium and Category of School
Ysgol Gyfun Gymraeg Glantaf (mainstream places)	1200	240	300	Welsh-medium community secondary school
Ysgol Gyfun Gymraeg Glantaf (Specialist Resource Base places)		30		



The current capacity of Ysgol Gyfun Gymraeg Glantaf 1500 places and the school had 1329 pupils on roll in April 2021, including pupils in the Specialist Resource Base.

Demand for places at the school

Table 26 below sets out details of recent and projected numbers on roll

School	Numbers on Roll (PLASC)					Pupil projections*				
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Ysgol Gyfun Gymraeg Glantaf mainstream places	1121	1154	1195	1257	1308	1373	1404	1433	1427	1431
Ysgol Gyfun Gymraeg Glantaf specialist resource base places	11	12	14	15	21	19	21	23	25	27

* School pupil numbers based on local catchment population projections and historical patterns of demand

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended / operating efficiently) to D (life expired / risk of imminent failure)

Schools in Cardiff are also given a Suitability rating from A (good – facilities suitable for teaching, learning & wellbeing) to D (bad – building seriously inhibit the staff’s ability to deliver the curriculum).

Table 27: Condition and suitability gradings

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

Ysgol Gyfun Gymraeg Glantaf is rated C for condition and B for suitability.

The site, and local infrastructure off-site, would support the establishment of an additional specialist resource base. New accommodation would benefit learners with Autism Spectrum Condition attending the new base and would also benefit those attending the base for learners with Complex Learning Needs.

Quality and Standards

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

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

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

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

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

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

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

Estyn

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

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

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

Welsh Government categorisation of schools

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

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

The categorisation system is described in Table 28 below:

Table 28: Categorisation System	
Category of support	What the category means
Green	A highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement
Yellow	An effective school which is already doing well and knows the areas it needs to improve.
Amber	A school in need of improvement which needs help to identify the steps to improve or to make change happen more quickly.
Red	A school in need of greatest improvement and will receive immediate, intensive support.

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

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

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

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

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

Ysgol Gyfun Gymraeg Glantaf

Ysgol Gyfun Gymraeg Glantaf was last inspected by Estyn in May 2017.

At this time the school's performance was judged as good and prospects for improvement were judged as adequate.

Following a further monitoring visit in November 2018, the school was judged to have made sufficient progress and was removed from the school from the list of schools requiring Estyn review.

In the most recent Welsh Government School Categorisation at January 2020, Ysgol Gyfun Gymraeg Glantaf was categorised at Yellow (An effective school which is already doing well and knows the areas it needs to improve).

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

- In key stage 3 (ages 11 – 14), most pupils are successful in achieving the core subject indicator (CSI) and outcomes over the last three years are higher than national averages across all core subjects at level 5+, 6+ and 7+. Most pupils have made 1 level of progress or more during the key stage.
- The school has appropriate systems to track progress which provides useful information for staff on the achievement of various groups of pupils.
- By collaborating with a number of external agencies, the school is doing very good work with vulnerable pupils to support the wellbeing, health and social development of these pupils to ensure a healthy attitude to learning.

How would standards at the school be affected by the changes

Standards

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

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

Standards at Ysgol Gyfun Gymraeg Glantaf are good. Establishing additional Specialist Resource Base provision at the school would provide appropriate high quality school places for young people with autism spectrum condition. It is not expected that the proposal will impact on standards at the school.

The proposal is not expected to have any negative impact on the quality of standards of education at the school as a result of the proposed changes.

Teaching and learning experiences

The proposal is not expected to have any negative impact on teaching and learning experiences at Ysgol Gyfun Gymraeg Glantaf.

Care support and guidance

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

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

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

Leadership and Management

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

The proposed changes would be planned carefully so that the school's leadership and governance is not disrupted, which could have a negative impact on educational standards.

Additional support for pupils

Table 29 below shows the percentages of:

- Pupils with Additional Learning Needs
- Pupils receiving Free School Meals
- Pupils with English as an Additional Language
- Minority Ethnic pupils at each of the schools.

Table 29: Bishop of Llandaff Church in Wales High School

All pupils	%
% of Pupils on School Action	9.9
% of Pupils on School Action Plus	5.8
% of Pupils with a statement of ALN	2.1
% of Free School Meals Pupils- 3 year average	8.7
% of Pupils with English as an Additional Language	n/a
% of Minority Ethnic Pupils	11.1

Impact on pupils with Additional Learning Needs (ALN)

The current expertise at the school would be maintained. The establishment of additional learning needs provision for learners with autism spectrum condition would provide opportunities for staff development and for enhancing pupils' learning.

The Council acknowledges that a change in environment can be unsettling and upsetting for children with additional learning needs. Pupils would be supported to enable them to adapt to the changes proposed.

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

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

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

How would pupils receiving Free School Meals be affected?

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

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

How would Minority Ethnic Pupils be affected?

The needs of individual pupils are assessed and provided for as appropriate. There is also no information available that suggests that the proposal would have a negative effect on provision for any ethnic group.

What are the benefits of the proposed change?

- The proposal would increase the number of Specialist Resource Base places for secondary aged learners with autism spectrum condition and would contribute towards meeting projected demand.
- The opportunity to employ additional specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school.

Further information in respect of the benefits of expanding specialist provision is set out on page 81 of this document.

Potential disadvantages of the proposed change

- Some pupils with additional learning needs can find change difficult. They may find changes to buildings unsettling. We know they will need carefully planned support to adapt to the changes. However, there would be sufficient time to plan and support such a change.
- There is potential for a small increase in traffic around the school site at the start and end of the day. The Council would work with the Governing Body of the school to develop a Travel Plan to minimise any potential disruption.

Alternative options considered

The Council is seeking to provide a better distribution of specialist resource provision across the city. This would improve access for pupils, and reduce travel times for many pupils, as well as increasing the number of places available. A number of other expansions, and new provision at other schools city-wide, are also proposed.

At present, there is no dedicated Welsh-medium Specialist Resource Base provision for learners aged 11 - 19 with Autism Spectrum Condition in Cardiff

Alternative options to the establishment of an additional Specialist Resource Base at Ysgol Gyfun Gymraeg Glantaf could include:

- the establishment of new specialist provision on other school sites and/or providing support in schools without the formal establishment of a base.

However, the standards at Ysgol Gyfun Gymraeg Glantaf are good. The school has experience of successfully operating a Specialist Resource Base. Establishing additional Specialist Resource Base provision at the school would provide an increased number of appropriate high quality school places in purpose-built facilities.

The establishment of additional Specialist Resource Base provision at Ysgol Gyfun Gymraeg Glantaf is therefore considered to be a preferred option.

Human Resources Matters

HR People Services will work with the Governing Body to address the HR implications arising from the establishment of an Autism Spectrum Condition Specialist Resource Base alongside the existing Specialist Resource Base at the school and the resulting need for additional staffing.

Where the Governing Body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the establishment of the Autism Spectrum Condition Specialist Resource Base will provide opportunities for school-based staff on the school redeployment register.

Transport matters

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to specialist resource bases. Some specialist resource base learners who live within two miles of the school may be provided with free transport due to their individual learning needs and social issues.

Other learners are able to travel independently or with parent/carers and if resident within the two-mile qualifying distance may not be eligible for Learner Transport. These pupils as well as staff and school visitors would benefit from any required improvements in facilities for active travel to school or public transport facilities.

As the Council is seeking to provide a better distribution of specialist resource provision across the city, it is expected that the average travel distance to specialist resource bases for individual learners would reduce in future.

A school proposal to establish Additional Learning Needs facilities may require a Transport Statement which will identify measures to be included as part of the application to maximise travel by sustainable modes.

The Council's current Corporate Plan includes a commitment to every school in Cardiff developing an Active Travel Plan. Such a plan will identify actions by the school to support and encourage active travel to school and also any improvements to on-site and off-site infrastructure required to facilitate active journeys.

Increasing travel to school by active modes (walking, cycling and scooting) by ensuring safe facilities are provided will have a positive impact on children's health and wellbeing.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the Additional Learning Needs cohort, which would be offered to learners as appropriate, including Independent Travel Training for older pupils (to be reviewed each year), cycle maintenance and cycle training.

With the expected increased demand for Learner Transport, the existing facilities for drop-off and pick-up will be reviewed to confirm they are suitable to accommodate the appropriate numbers of vehicles.

Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposal. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively, you can send us your views in one of the following ways:

- Completing the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Email your views to schoolresponses@cardiff.gov.uk
- Write to us at the following address: School Organisation Planning, Room 401, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 1 February 2022.

**Information Relevant
to all Proposals**

Information Relevant to all Proposals

How would the changes affect other schools?

Specialist Resource Bases in Cardiff provide specialist provision for the whole of the City and County of Cardiff. There are not enough places to meet demand in maintained provision. This has an impact on existing schools where in some cases there may be a greater number of pupils on roll than the Published Admission Number (PAN) or desired number in a specialist resource base.

Cardiff currently has to rely on purchasing some places in out of county provision and independent schools to fulfil its statutory duties. There could be a longer-term impact on out of county providers and on independent schools as there is likely to be a reduction in the number of places purchased by the Council.

Admission arrangements

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

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

Admissions to specialist provision are managed by the Council, subject to a statement of Special Education Needs (SEN). Under the ALN Code, placement will be subject to an Individual Development Plan (IDP).

Learner Travel Arrangements

Under these proposals there are no plans to change the Council's policy on the transport of children to and from schools.

Any pupils affected by this proposal would be offered the same support with transport as is provided throughout Cardiff and in accordance with the same criteria that apply across Cardiff. The Council's transport policy can be viewed on the Council's website (www.cardiff.gov.uk).

There is a statutory legal obligation on the Council to provide free home to school transport to primary school pupils who live 2 miles or more from the nearest suitable school, as measured by the shortest available walking route.

When deciding which is the nearest suitable school, the Council must consider any disability a child has and any special educational needs (SEN).

Financial Matters

Some of the proposed changes set out in this document would incur capital costs for the Council, for building works and / or adaptation of buildings. They would also incur revenue costs for the Council, in employing staff.

At this stage of the consultation there are no financial commitments. Based on the consultation outcome a range of options will be developed. A full financial evaluation will then take place. This will ensure affordability and limit budgetary pressures on the Council.

The additional places would need to be funded from the existing delegated schools budget. Currently high-cost provision for some pupils is delivered either in a number of ways. Some learners are placed in schools outside of Cardiff, or in independent school. Some learners remain in mainstream schools, with "Complex Needs Enhancement" payments made to the school to provide appropriate support.

Further work will be undertaken to establish whether or not the savings on these placements, or on enhanced payments to schools, will cover the additional costs of proposed additional places.

This work will also consider how the Council's home to school transport costs would change. The increased number of specialist places proposed may increase number of children transported from home to school by the Council. The increased number of places available in special schools and bases may reduce the average travel distance and average journey cost.

Health provision

The proposals to expand specialist provision at the schools included in these proposals will have implications for health and other specialist services. These services work in partnership with schools to meet Additional Learning Needs. An additional factor is the ALN Reform Act 2018, which will introduce new responsibilities for health, education and social care to work together to coordinate assessment and provision. The Act 2018 will be implemented over a three-year period, beginning in September 2020.

In order to address these challenges together, the Council and Cardiff and the Vale University Health Board are undertaking a joint review of health and specialist provision in Cardiff special schools and pupil referral units. The findings of the review, overseen by a project group of representatives from health, education, social services, schools, and parents, will inform the design of the specialist provision.

Governance Arrangements

There are no proposed changes to governance arrangements arising out of these proposals.

Impact of the proposals on the Welsh Language

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

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

There was also some anecdotal evidence to suggest that some families who would otherwise choose Welsh-medium education opt instead for English medium if their child has Additional Learning Needs, through concern that their child may need to transfer to the specialist sector at a later date.

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

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

In 2021 there is growing demand for resource bases for pupils with autism, who are average to high achievers, and would need a more integrative model of support than that provided by the two existing bases. There are currently 8 secondary aged learners, and 15 primary aged learners in Welsh-medium schools who would benefit from placement in an Autism Spectrum Condition base. This is a short-term priority, given the risk that if current placements fail, the only option would be to offer a transfer to an English medium setting.

A primary wellbeing class has been established, hosted at Ysgol Gynradd Pen y Groes. The wellbeing class works flexibly to address needs in different age phases, or to provide an outreach model, depending on current need. This consultation outlines proposals to establish a 30 place Autism Spectrum Condition Specialist Resource base at Ysgol Gyfun Gymraeg Glantaf in addition to the existing 30 place Specialist Resource base at the school.

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

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

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

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

In accordance with the timetable set by Welsh Government, the Council is working closely with its partners on the Cardiff Welsh Education Forum to develop the new ten year WESP for the city

A separate consultation on the draft WESP 2022 – 2032 is underway and seeks views on how best to grow Welsh-medium education and on how to meet the local targets set by Welsh Government, in order to inform future proposals. The WESP will set out how the Council will increase the provision of Welsh-medium education for pupils with additional learning needs. This consultation can be found at www.cardiff.gov.uk/WelshStrategyConsultations.

Following consultation, it is expected the plan will be submitted for approval to the Welsh Government in early 2022. The first ten-year Plan will commence on 1 September 2022 and expire on 31 August 2032.

Equalities

An Equality Impact Assessment (EIA) is a process that looks at a policy, project or scheme to make sure it does not discriminate against anyone based on the protected characteristics set out in the Equality Act 20 (age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion/ belief, sex, sexual orientation).

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

This assessment will be reviewed after the consultation and at key points if the proposals were to proceed. If the proposal goes ahead, another equality impact assessment would be carried out at the design stage. This would identify accessibility to the new provision. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as BS8300, Part M and relevant Building Bulletins.

Community Impact

The following are taken into account when considering a proposal: Public Open Space, parkland, noise and traffic congestion. The schools included in these proposals and the Council will work with any community groups to make sure the proposals avoid any negative impacts if possible.

A community impact assessment has been undertaken for these proposals and is available to view at www.cardiff.gov.uk/ALNschoollproposals.

Wellbeing of Future Generations

In line with the Well-being of Future Generations Act Cardiff's Band B programme is committed to providing Local Schools for Local Children, together with encouraging use of sustainable modes to travel to schools, such as walking and cycling. Each School project takes into account key transport issues when they are being designed and the firm need to provide safer routes to encourage walking, cycling and other active travel modes to schools.

With the current investments in ICT across the city, student movements may be further reduced as mobile technology develops further allowing for flexible teaching methods. These have the potential to result in a more efficient Travel Plan and further contribute to the Council's targets to reduce its carbon emissions.

In order to maximise the long-term impact of this significant investment, any design taken forward for each school included in this proposal would be developed to ensure the delivery of high-quality modern facilities that are able to respond to the current pupil populations needs and support the delivery of effective teaching and learning methods. They would also incorporate the flexibility to take account of changes depending on need as time progresses, such as changing demographics and pupil numbers, changing curriculum and changing types of pupil needs.

Potential Disruption to Pupils

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

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

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

What happens next?

Key Dates

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

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

These stages are set out in Table 30 below:

Table 30: Future stages (This timetable may be subject to change)	
Statutory Process	Timescale
Consultation Period	14 December 2021 – 01 February 2022
Consultation report considered by the Council Cabinet and published on the Council website	March 2022
Expected date for start of Objection Period, when statutory notice has been issued (when formal objections can be made)	May 2022
Expected date for end of Objection Period	June 2022
Final decision (determination) by the Council's Cabinet	July 2022
Objection report published on the Council website and notification of Cabinet's decision	July 2022

Consultation period

The consultation period for these proposals starts on 14 December 2021 and 01 February 2022.

The Council and the Governing Bodies of Whitchurch High School and The Bishop of Llandaff Church in Wales High School will publish a consultation report on their websites. The report must be published at least two weeks prior to the publication of any statutory notices.

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

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

The Council's Cabinet will consider the consultation report and decide whether or not to go ahead with the proposed changes to Llanishen High School, Willows High School and Ysgol Gyfun Gymraeg Glantaf.

The Governing Bodies of Whitchurch High School and The Bishop of Llandaff Church in Wales High School will consider the consultation report and decide whether or not to go ahead with the proposed changes relevant to their school.

If the Cabinet decides to continue with the changes to Llanishen High School, Willows High School and Ysgol Gyfun Gymraeg Glantaf, the Council must publish a document called a 'statutory notice'. This is an official statement saying that the changes will go ahead.

If the Governing Bodies of Whitchurch High School and The Bishop of Llandaff Church in Wales High School decide to continue with the changes, they must also publish a 'statutory notice'.

Statutory Notice

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

The Council would publish the statutory notice(s) on its website. The Governing Bodies would publish the notice(s) on the school and Cardiff Council website. Copies of the notice(s) would also be put up at or near the main entrance to the school(s)/site(s) affected by the notice.

Schools that are affected would also be given copies of the notice to give out to pupils, parents, guardians, and staff members (the schools may also distribute the notice by email). The notice sets out the details of the proposals and asks anyone who wants to object to do so. Objections must be written. They must be sent to the Council / relevant Governing Body within the dates given on the notice.

Determination of the proposals

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

If there are no objections to the proposals for Whitchurch High School and The Bishop of Llandaff Church in Wales High School, the Governing Bodies would determine the proposals. The Governing Bodies may decide to approve, reject or approve the proposals with modifications. The Governing Bodies will take any objection received in the Objection Period into account when making this decision.

If there were objections to the proposals for Whitchurch High School or The Bishop of Llandaff Church in Wales High School, the proposals would be referred to the Local Authority (Cardiff Council) for determination within 35 days of the end of the objection period. The Local Authority has 16 weeks from the end of the objection period to determine the proposals.

Decision Notification

After determination of the proposals all interest parties will be informed of the decisions. Decisions will also be published on the Council and school websites.

Have Your Say!

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

We are proposing to:

- increase the designated number at the Whitchurch High School Specialist Resource Base for learners with complex needs from 70 to 100 from September 2022
- establish a 30 place Specialist Resource Base for learners with complex learning needs at Willows High School from September 2023
- increase the designated number at the Llanishen High School Specialist Resource Base for learners with Autistic Spectrum Condition from 20 to 45 places from September 2022
- increase the designated number at The Marion Centre Specialist Resource Base for learners with Autistic Spectrum Condition from 42 to 66 places from September 2022
- establish a 30 place Resource Base at Ysgol Gyfun Gymraeg Glantaf for learners with Autistic Spectrum Condition alongside the existing 30 place Specialist Resource Base from September 2023

Your views matter, please tell us what you think about the proposal by:

- Completing and returning the accompanying questionnaire to the address given at the bottom of the form.
- Completing the online response form at www.cardiff.gov.uk/ALNschoollproposals
- Or if you prefer you can e-mail your views to: schoolresponses@cardiff.gov.uk

The closing date for responses to this consultation is 1 February 2022. Unfortunately, no responses received after that date can be considered.

1. Which of the following are you responding as?

- Parent
- Teacher – please specify your school:
- School governor – please specify your school:
- Other – please specify:

2. Do you have a child/children enrolled at the following schools? (tick all that apply)

<input type="checkbox"/> Whitchurch High School	<input type="checkbox"/> Willows High School
<input type="checkbox"/> Llanishen High School	<input type="checkbox"/> Bishop of Llandaff
<input type="checkbox"/> Ysgol Gyfun Gymraeg Glantaf	<input type="checkbox"/> N/A
<input type="checkbox"/> Other please specify:	<input type="text"/>

3. Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?

Yes No Don't know

4. Do you support the proposal for each of the school sites?

School and proposal in brief	Yes	No	No opinion
Whitchurch High School - increase the designated number at the Whitchurch High School Specialist Resource Base for learners with complex learning needs from 70 to 100 from September 2022			
Willows High School - establish a 30 place Specialist Resource Base at Willows High School for learners with complex learning needs from September 2023			
Llanishen High School - increase the designated number at the Llanishen High School Specialist Resource Base for learners with Autistic Spectrum Condition from 20 to 45 places from September 2022			

School and proposal in brief	Yes	No	No opinion
The Marion Centre at The Bishop of Llandaff - increase the designated number at The Marion Centre Specialist Resource Base for learners with Autistic Spectrum Condition from 42 to 66 places from September 2022			
Ysgol Gyfun Gymraeg Glantaf - establish a 30 place Specialist Resource Base for learners with Autistic Spectrum Condition at Ysgol Gyfun Gymraeg Glantaf alongside the existing 30 place Specialist Resource Base from September 2023			

5. If you do or do not support the proposed changes than please explain why?

6. Would you like to suggest any changes or alternatives?

7. Additional comments

Name: Postcode:

Address:

The closing date for responses to this consultation is 1 February 2022.

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

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

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

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

Email:

Please return this form to the School Organisation Planning Team, Room 401, County Hall, CF10 4UW or by email to schoolresponses@cardiff.gov.uk by no later than 1 February 2022.

THANK YOU FOR YOUR COMMENTS

About You

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

What was your age on your last birthday?

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

Are you...?

- Female Male Other Prefer not to say

Do you identify as a disabled person?

- Yes No Prefer not to say

Please tick any of the following that apply to you:

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

Please specify

What is your ethnic group?

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

- | | |
|---|--|
| <input type="checkbox"/> White - Welsh/English/Scottish/Northern Irish/British | <input type="checkbox"/> Asian/Asian Welsh/British - Bangladeshi |
| <input type="checkbox"/> White - Irish | <input type="checkbox"/> Asian/Asian Welsh/British - Indian |
| <input type="checkbox"/> White - Gypsy or Irish Traveller | <input type="checkbox"/> Asian/Asian Welsh/British - Any other |
| <input type="checkbox"/> White - Any other white background | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - African |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White & Asian | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Caribbean |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black Caribbean | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Any other |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black African | <input type="checkbox"/> Arab |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - Any other | <input type="checkbox"/> Any other ethnic group (please specify) |
| <input type="checkbox"/> Asian/Asian Welsh/British - Chinese | <input style="width: 150px;" type="text"/> |
| <input type="checkbox"/> Asian/Asian Welsh/British - Pakistani | <input type="checkbox"/> Prefer not to say |

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

For further information on how Cardiff Council manages personal information, see our full Privacy Policy on the Council's website

https://www.cardiff.gov.uk/ENG/Home/New_Disclaimer/Pages/default.aspx