

BY SUBMITTING THIS REPORT TO THE CABINET OFFICE, I, (MELANIE GODFREY, DIRECTOR OF EDUCATION & LIFELONG LEARNING AM CONFIRMING THAT THE RELEVANT CABINET MEMBER(S) ARE BRIEFED ON THIS REPORT

**CARDIFF COUNCIL
CYNGOR CAERDYDD**

CABINET MEETING: 21 MARCH 2024

**PROVISION FOR CHILDREN AND YOUNG PEOPLE WITH
ADDITIONAL LEARNING NEEDS (ALN)**

EDUCATION (COUNCILLOR SARAH MERRY)

AGENDA ITEM:

Reason for this Report

1. The purpose of this report is to inform Cabinet of the responses received following public consultation on proposals to extend and realign additional learning needs provision.

Background

2. At its meeting on 13 July 2023 the Cabinet authorised officers to consult on proposals to increase the number of places for learners with emotional health and wellbeing needs as set out below:
 - establish a new 8 place Specialist Resource Base for Emotional Health and Wellbeing at Baden Powell Primary School from September 2024, within the existing buildings.
 - establish an 8 place Specialist Resource Base for Emotional Health and Wellbeing at Fairwater Primary School from September 2024, within the existing buildings. This would replace the existing Wellbeing Class.
 - establish a new 16 place Specialist Resource Base for Emotional Health and Wellbeing at Herbert Thompson Primary School from September 2024, within the existing buildings.
 - establish a 16 place Specialist Resource Base for Emotional Health and Wellbeing at Lakeside Primary School from September 2024,

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within the existing buildings. This would replace the existing Wellbeing Class.

- establish an 8 place Specialist Resource Base for Emotional Health and Wellbeing at Springwood Primary School from September 2024, within the existing buildings. This would replace the existing Wellbeing Class.
 - establish an 8 place Specialist Resource Base for Emotional Health and Wellbeing at Ysgol Gymraeg Pwll Coch from September 2024 within the existing buildings. This would replace the existing Wellbeing Class.
 - establish a 20-place Specialist Resource Base for Emotional Health and Wellbeing Needs at Ysgol Gyfun Gymraeg Plasmawr from September 2024, within the existing buildings.
3. The Cabinet also authorised officers to consult on proposals to increase the numbers of places for learners with Complex Learning Needs / Autism Spectrum Condition as set out below:
- establish a 20 place Specialist Resource Base for Complex Learning Needs/ Autism Spectrum Condition at Coed Glas Primary School from September 2024, within the existing buildings.
 - establish a 20 place Specialist Resource Base for Complex Learning Needs/ Autism Spectrum Condition at Greenway Primary School from September 2024, within the existing buildings.
 - establish a 20 place Specialist Resource Base for Complex Learning Needs/ Autism Spectrum Condition at Severn Primary School from September 2024, within the existing buildings.

Issues

4. The consultation period for proposals to increase the number of Emotional Health and Wellbeing Specialist Resource Base places and for proposals to increase the number of Complex Learning Needs/Autism Spectrum Condition Specialist Resource Base places ran from 20 November 2023 to 19 January 2024.
5. The consultation process for all proposals involved:
- publication of bilingual consultation documents outlining background, rationale and implications to parents, staff and governors of affected schools, Headteachers and Chairs of Governors city-wide, elected Members, local residents and other stakeholders (a copy of the consultation documents can be seen at Appendix 1);
 - publication of bilingual summary documents setting out the main points of the consultation documents. These were made available in Arabic, Polish and Bengali. (a copy of the summary documents can be seen at Appendix 2);
 - publication of information in further community languages upon request;
 - consultation meetings offered to all Governing Bodies via Microsoft Teams/in person. Meetings were held with full Governing Bodies or groups of governors at Baden Powell Primary School, Fairwater

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Primary School, Herbert Thompson Primary School, Lakeside Primary School, Springwood Primary School, Ysgol Gyfun Gymraeg Plasmawr, Coed Glas Primary School, Greenway Primary School and Severn Primary School (notes from the meetings can be seen at Appendix 3);

- consultation meetings offered via Microsoft Teams/in person with staff, where requested by the school. Meetings with staff were requested by Fairwater Primary School and Coed Glas Primary School (notes from the meetings can be seen at Appendix 4).
 - consultation meetings offered to all schools via Microsoft Teams/in person with pupil representatives at Baden Powell Primary School, Fairwater Primary School, Herbert Thompson Primary School, Lakeside Primary School, Springwood Primary School, Ysgol Gyfun Gymraeg Plasmawr, Coed Glas Primary School, Greenway Primary School and Severn Primary School (notes from these meetings can be seen at Appendix 5);
 - public consultation meetings were offered in person and via Microsoft Teams at which the proposals were explained and questions answered. Meetings took place where attendance had been pre-booked (notes from the meeting can be seen at Appendix 6);
 - drop-in sessions in person and via Microsoft Teams where officers were available to answer questions (records of sessions held can be seen at appendix 7);
 - letters setting out details of the proposals and where further information could be found were sent to local residents and businesses in the areas surrounding the school sites subject to the proposed changes;
 - a communication campaign via social media;
 - a consultation response slip for return by post or e-mail, attached to the consultation documents and summary documents;
 - online response forms at www.cardiff.gov.uk/ALNschoollproposals
The response form was also available in Arabic, Polish and Bengali.
6. For stakeholders who did not have access to digital platforms the opportunity to discuss the proposed changes via telephone was available.
 7. The views expressed at Council organised meetings, drop-in sessions, telephone calls, and on paper or electronically through the appropriate channels, have been recorded.
 8. Views were sought from interested stakeholders via an online survey and a hard copy version of the survey within the consultation documents.
 9. The details presented in this report represent the views expressed during the consultation process. These include the wider stakeholder surveys, formal responses, e-mail responses, views expressed at public meetings, drop-in sessions, telephone calls and pupil consultation meetings.
 10. The views expressed in the wider stakeholder surveys reflect those raised in the e-mail responses received.

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Responses received to the consultation on the proposals to increase the number of Emotional Health & Wellbeing Specialist Resource Base places

11. In total there were 20 responses including 9 online responses and 11 e-mail responses.
12. Formal responses were received from:
 - Estyn
 - Albany Primary School Governing Body
 - Baden Powell Primary School Governing Body
 - Baden Powell Primary School Headteacher
 - Fairwater Primary School Headteacher
 - Herbert Thompson Primary School Governing Body
 - Lakeside Primary School Governing Body
 - Springwood Primary School Governing Body
 - Ysgol Gymraeg Pwll Coch Governing Body
 - Ysgol Gyfun Gymraeg Plasmawr Governing Body
 - Ysgol Gyfun Gymraeg Plasmawr Headteacher
 - RhAG - Rhieni Dros Addysg Gymraeg (Parents for Welsh Medium Education)
13. The response from Estyn set out its view that the proposal is likely to at least maintain the standard of education provision in the area.
14. Full copies of the formal responses can be seen at Appendix 8.
15. Views were sought from interested stakeholders via an online survey and a hard copy version of the survey within the consultation documents.
16. Of the nine responses to the wider stakeholder survey, three were received from stakeholders who identified themselves as current parents/guardians, three were from members of staff and three from governors.
17. A summary of the responses received from all stakeholders, and an appraisal of views expressed, can be seen at Appendix 9.

Views expressed

Wider Stakeholder Survey

18. Views were sought from stakeholders on the proposed changes set out at paragraph 2 and submitted to the online response form on the Council's website, consultation response forms and via e-mail.
19. Of the nine online responses received all supported the proposals put forward to improve the provision for Children and Young People with additional learning needs.
20. All of the nine on-line survey responses supported the proposed changes for each individual school or had no opinion either way.

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21. Reasons for supporting the proposed changes included:
- the need for additional emotional health and wellbeing provision to meet demand across the city.
 - the lack of emotional health and wellbeing provision impacts on how schools use space, staff welfare and retention and pupil wellbeing.
 - early intervention allows for the needs of these most vulnerable learners to be met before their challenges increase significantly.
22. Whilst there was overall support for the establishment of emotional health and wellbeing specialist resource base provision, concerns raised during the consultation included:
- consideration needs to be given to the detail in establishing and running a specialist provision within a mainstream school and the implications for all learners, staff and their parents.
 - how staff will be supported.
 - the proposed changes will not be sufficient to meet demand for places across the city.
 - there is a risk of a further increase in demand due to school budget pressures and the freeze on ALN funding, with schools being unable to apply for additional funding resulting in lower levels of staffing to manage complex needs.
 - provision must be fit for purpose and able to meet the needs of both boys and girls.
 - there needs to be a better understanding of the impact of emotional health and wellbeing needs on learning to ensure consistent positive practice across all schools.
 - insufficient staffing levels at the Fairwater wellbeing class which impacts on safeguarding, the ability of staff to deliver proactive interventions to support both emotional and academic development, issues at drop off and pick up times with children dysregulating, children joining the class when time is needed to establish trust and routines, the need for intensive support in all areas of the curriculum, the need to protect children who are dysregulating and the other children in the class at the same time, the time needed to liaise with external professionals, Children's Services, Medical Services and parents and the time needed to prepare/review Individual Development Plans (IDPs).
 - pupils should remain dual-registered throughout their time in specialist provision.
 - the number of children proposed to be admitted to the specialist resource base provision at Lakeside Primary School. At present the school hosts a wellbeing class with an admission number of 16, however the maximum number of children admitted to date has been 12. Any increase in the number of children over 12 will impact on staffing ratios, safeguarding, accommodation, logistics and wider school involvement.
 - the need for investment in the specialist resource base accommodation to ensure that the facilities are fit for purpose including access to secure outdoor space.

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- The view of the Governing Body of Ysgol Gymraeg Pwll Coch that it cannot support the formalising of, or continuation of, the existing wellbeing class at the school.
- how prepared schools are in practice or how schools are going to acquire the expertise to be able to meet the needs of learners.
- the need for specialist ongoing training for the Welsh language sector.
- Welsh language education must become a real choice with parents being able to see clearly what the offer is for their child whatever the need. Detailing the level of support available is essential.
- the impact on the Welsh-medium sector, e.g., children having to travel further to their nearest Welsh language school, the potential for children to be lost to English-medium education, potential lack of transport, potential lack of specialist training in the wide range of areas in Welsh to allow for provision to be effectively maintained.

Pupil representation

23. Officers met with pupils at Baden Powell Primary School, Fairwater Primary School, Herbert Thompson Primary School, Lakeside Primary School, Springwood Primary School, Ysgol Gyfun Gymraeg Plasmawr on-line/in person to seek their views on the proposed changes.
24. The sessions were run using an interactive programme 'Mentimeter' which allowed the pupils to provide their thoughts/views using live polls, word clouds, questions etc. Notes from the sessions can be seen at Appendix 5.

Baden Powell Primary School

25. Officers met with a group of 11 pupils from Baden Powell Primary School to discuss the proposal for their school and gather their views; not all pupils answered every question.
26. The points raised by the pupils included the following:
 - *The proposal was a good idea as it would provide areas for children with additional learning needs to learn in a calm environment.*
 - *The proposal will help children with additional learning needs.*
 - *There were some concerns that the pupils in the specialist resource base may have some conflict with each other.*
27. Overall, 10 pupils liked the proposal, and one did not.

Fairwater Primary School

28. Officers met with a group of 10 pupils from Fairwater Primary School to discuss the proposal for their school and gather their views; not all pupils answered every question.
29. The points raised by the pupils included the following:

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- *The proposal would be good as it would help children with additional learning needs.*
 - *It was good to support other children.*
 - *There were some concerns about there being more traffic in and around the school site. Other concerns related to the time it would take for the provision to develop.*
30. Overall, six pupils liked the proposal, two did not and two partly liked it.
31. Officers also met with a small group of pupils from the Fairwater Primary School Wellbeing Class and talked about things they like about their class.
32. The following points were noted:
- *The children liked everything about their class.*
 - *Being in the class allowed them to come to school every day.*
 - *They had friends.*
 - *They were doing well with their schoolwork.*
 - *They liked their teachers.*
 - *Watching movies was their favourite activity.*
 - *They liked coming to school now.*
 - *They liked their classroom but would like their own outdoor space.*
 - *Being in the class made in easier to do work.*
 - *They would like some more staff and a quiet space.*
 - *Their learning had improved since being in the class.*

Herbert Thompson Primary School

33. Officers met with a group of 27 pupils from Herbert Thompson Primary School to discuss the proposal for their school and gather their views; not all pupils answered every question.
34. The points raised by the pupils included the following:
- *The proposal was a good idea as it would help children with additional learning needs to get the help they needed.*

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- *For children living in the local area, they wouldn't have as far to travel and wouldn't be scared going far away.*
- *It would support children's learning.*
- *There were concerns about there being more traffic and that the work would need to be done to the boxing gym to allow for this to be used.*

35. Overall, 18 pupils liked the proposal, three had no opinion and four partly liked it.

Lakeside Primary School

36. Officers met with a group of 16 pupils from Lakeside Primary School to discuss the proposal for their school and gather their views; not all pupils answered every question.

37. The points raised included the following:

- *Pupils were in support, citing that it would make children with additional learning need feel safe and able to learn in an environment with tailored facilities.*
- *The pupils were incredibly proud of their existing wellbeing class.*
- *More provision across the city could help save carbon emissions.*
- *The proposals would reduce travel times for some children.*
- *There were concerns about there not being enough places, provision for older children, the difficulties some children may have with change and taxis accessing the school site.*

38. Overall, 13 pupils liked the proposal and three partly liked it.

Springwood Primary School

39. Officers met with a group of 14 pupils from Springwood Primary School to discuss the proposal for their school and gather their views; not all pupils answered every question.

40. The points raised included the following:

- *It was a good idea to have more spaces for pupils with additional learning needs as all pupils should have an equal education.*
- *Some children have a hard time managing their emotions and sometimes they just need a quiet place.*
- *It was a good idea that some children could come and have more fun in school and feel safe.*

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- *There were concerns that there might not be enough space at lunchtime to play, it would cost a lot of money and could cause some pupils extra anxiety by having to travel further for this provision.*

41. Overall, 11 pupils liked the proposal, two had no opinion and one partly liked it.

Ysgol Gyfun Gymraeg Plasmawr

42. Officers met with a group of 22 pupils from Ysgol Gyfun Gymraeg Plasmawr to discuss the proposal for their school and gather their views; not all pupils answered every question.

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

- *The proposal proves equal opportunity for education for people with additional learning needs.*
- *It allows for everyone to learn without feeling uncomfortable.*
- *Everyone receives an education in the best way for them.*
- *It is good for the health of young people in Cardiff and helps people to get a full education.*
- *It provides more opportunities for people who need extra support to be educated through the medium of Welsh.*
- *Will 20 places be enough?*
- *The school site is already busy.*
- *There will be additional traffic.*
- *It will continue to separate pupils with additional learning needs from other pupils.*

44. Overall, 13 pupils liked the proposal, three had no opinion and six partly liked it.

Responses to views expressed during the consultation

45. The Council welcomes the expressions of support for the establishment of Emotional Health and Wellbeing Specialist Resource Base provision.

46. The Council's Inclusion Service works closely with schools hosting specialist provision, supporting and advising on appointments, the learning environment and the management of the learning day.

47. Schools new to hosting provision are encouraged and supported to visit existing provision, and to join professional learning forums with specialist staff working in other schools.

48. The consensus from schools currently hosting resource bases is that the experience enhances learning for all pupils, and further strengthens the inclusive ethos of the school and the community.

49. The Council provides a range of specialist support to schools including specialist staff, CPD support for staff development, ALNCO forums, cluster

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ALNCO meetings, termly additional learning needs updates for Headteachers and regular updates for governing bodies. The proposed changes would be planned carefully so that the school's leadership and governance are not disrupted, which could have a negative impact on educational standards.

50. The 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.
51. 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.
52. 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.
53. There is a need for more locally based specialist provision to ensure children can access the support they need in their local area. The proposals have been brought forward in order to increase the number and distribution of specialist resource base places across the city.
54. The proposed changes in the primary age phase would increase the overall number of placements for emotional health and wellbeing from 90 places to 114 places from September 2024.
55. The proposed change in the secondary age phase would increase the number of placements for emotional health and wellbeing places by 20 from September 2024.
56. Demand for places continues to be kept under review and further proposals will be brought forward as required.
57. The proposals have been brought forward to address the need for increased specialist provision, both to meet the needs of children and to reduce the pressures on schools.
58. Cardiff schools are highly inclusive, with excellent practice to meet the needs of the vast majority of children, but it is essential to increase capacity to cater for the small but growing number of children who require access to a more specialist setting.
59. Every school has an indicative Additional Learning Needs support budget to meet the needs of children in the mainstream school. There is a statutory duty on schools to ensure every learner with an additional learning need is identified, and to identify and provide the additional learning provision required in order for them to learn and thrive.

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60. Each of the proposed Specialist Resource Bases will cater for both boys and girls. The development of new and expanded primary special school provision will ensure appropriate facilities to allow for equitable provision for boys and girls.
61. There is a wide range of excellent practice established or developing in Cardiff schools as part of the Welsh Government initiative to promote 'a whole school approach to emotional health and wellbeing'.
62. Staff ratios, skills and experience are kept under review in all settings and a range of specialist services work closely with schools to ensure all learners' needs can be effectively met.
63. The proposals allow for dual registration where this is considered to be the most appropriate option. There will also be the option for pupils to be placed on the roll of the school hosting the specialist resource base provision.
64. The accommodation requirements to allow for the establishment of specialist resource base provision have been agreed in principle with the relevant governing bodies. The Council has developed a specification for resource bases that can be adapted for various settings and will work with schools to identify appropriate locations within the existing buildings with appropriate investment to ensure that facilities are fit for purpose.
65. The proposed Specialist Resource Base on the Herbert Thompson Primary School site may be accommodated within the building formerly used as a boxing club, following investment to convert the building. Alternatively, pending the outcome of feasibility works currently underway, the base may be accommodated within a new build facility replacing this building. It is acknowledged that significant work would be required to develop or replace this accommodation, and in recognition of this it is proposed that the start date for the Specialist Resource Base provision at Herbert Thompson Primary School should be from September 2025.
66. The concerns raised by the Lakeside Governing Body are noted. It is acknowledged that admitting no greater than 12 learners to the class at this time is appropriate in recognition of the age, needs of children and the level of support required. The school hosts a two-class base of Foundation Phase learners, including learners who may otherwise be eligible for placement at the Ysgol Cynefin (formerly known as The Court Special School).
67. The Council is progressing the proposed expansion of Ysgol Cynefin which will support some of Cardiff's most vulnerable learners when expansion is complete. It is anticipated that this expansion will reduce the pressure on Cardiff's Wellbeing Classes and Specialist Resource Bases, allowing Lakeside Primary School to admit to its planned 8 learners per class, consistent with the established model city-wide.
68. The Council will continue to work closely with the Headteacher and Governing Body of Lakeside Primary School to ensure the high standard

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of provision is maintained including consideration of the needs of learners places, funding, staffing and resources.

69. The support of the Headteacher and Governing Body of Ysgol Gymraeg Pwll Coch in setting up and hosting a Wellbeing Class for primary-age learners in Welsh-medium is welcomed. The provision has supported several children to continue in Welsh medium education whose needs required this specific provision.
70. It is however acknowledged that a number of issues have been raised in relation to the proposed establishment, including concerns around the establishment of a single class for learners in Foundation Phase and Key Stage 2.
71. The Council acknowledges the issues that have arisen and will continue to work with the school to resolve and address any ongoing issues to support the learners already enrolled at the school and placed within its Wellbeing Class.
72. The points raised by the Ysgol Gymraeg Pwll Coch Governing Body during the consultation will be further appraised prior to bringing forward revised proposals for the provision of Welsh-medium emotional health and wellbeing primary school places.
73. The development of a specialist workforce is embedded in the development of additional learning needs knowledge and skills for the whole Welsh-medium workforce in schools, and opportunities for further development for staff working in additional learning needs support roles. The Council provides a wide range of professional learning opportunities in relation to additional learning needs, ensuring this is accessible to staff from both English and Welsh medium sectors. Educational Psychologist and specialist teachers work closely with classroom and staff in schools, advising, coaching and supporting. They provide a range of courses that can be delivered to the whole school, to groups of staff and to individuals.
74. Details of how the Council proposes to increase the number of teaching/support staff able to teach Welsh (as a subject) and teach through the medium of Welsh are outlined in the adopted Welsh in Education Strategic Plan (WESP) (Outcome 7). The Council has established a sub-committee of its Welsh Education Forum to ensure progress is made against Outcome 7 action plans and targets. A copy of the Welsh in Education Strategic Plan can be viewed at www.cardiff.gov.uk
75. The Council's Inclusion Team continue to work alongside school Admissions Team officers and families to ensure parents and carers are aware of the provision and support through the medium of Welsh. This includes regular review of the information provided in the admissions booklet, options for support set out on the Council's website and through the establishment of Individual Development Plans. The Council has established Welsh Education Forum sub-committees focusing on Promotion and Marketing of Welsh-medium education, and on retention

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within the sector, which seek to ensure parents are aware of opportunities and support for all needs.

76. It is acknowledged that some children accessing Welsh-medium provision may have to travel further to a Welsh-medium school than to an English-medium school as there are currently fewer Welsh-medium schools than English-medium schools.
77. Cymraeg 2050: A million Welsh speakers' is the Welsh Government's strategy for the increasing the use of the Welsh language. It sets out the long-term approach to reaching a target of a million Welsh speakers by 2050.
78. All Local Authorities in Wales are required to publish a Welsh in Education Strategic Plan. Within their plan, they must set a ten-year target for the expected increase in Year 1 children who are taught in Welsh. The target set for Cardiff by the Welsh Government is between 25% and 29% of Year 1 learners are educated in Welsh by 2031. At present, this figure is around 18%.
79. Cardiff is committed to achieving a scale of growth in line with the 25 – 29% target as provided by the Welsh Government; however, the local target must balance ambition with an understanding of the prevailing trends, which includes falling birth rates and heightened uncertainty relating to school admission choices due to the pandemic.
80. The number of places currently available through the medium of Welsh would not be sufficient to support an increase in take up that would meet the targets set out by the Welsh Government.
81. Cardiff's Welsh in Education Strategic Plan (WESP) sets out a series of ambitious commitments to build on the progress achieved to date. These will ensure that every child in the city can receive an education in the language of Welsh, the number receiving their education in Welsh-medium schools will increase, and through the significant use of Welsh in English-medium education all will have the opportunity to become confident in speaking Welsh.
82. The approved WESP commits to ensuring city wide capacity in the primary Welsh-medium sector at 10% over and above the projected intake at Reception to support growth and allow for in-year admissions and flexibility for transition.
83. Outcome 6 of the WESP commits to an increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) (in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018).
84. The proposals directly respond to the following WESP Outcome 6 - An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN).

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85. The Council Inclusion Service works closing with parents/carers regarding appropriate provision for their child. The child's school and specialists working with the school will explain the options to parents, support them to visit the settings, so they can offer an informed opinion as to the best next step for their child.
86. It is acknowledged that children accessing Welsh-medium provision may have to travel further as there are currently fewer Welsh-medium schools than English-medium schools.
87. As set out in the WESP, the Council is committed to increasing the number and distribution of additional leaning needs places across the sector, monitoring requests for transfer from Welsh-medium into the English and developing an improved understanding of concerns, appropriate reassurance and support with a view to reconsideration to remain.
88. The Council acknowledges that a change in environment can be unsettling and upsetting for children with additional learning needs. Individual learners with additional learning needs would only be impacted by the proposed changes at the point they are admitted to a specialist setting.
89. Cardiff schools have well-established processes for planning and supporting transition between settings. The Council continues to work with schools to identify appropriate transition arrangements for pupils with additional learning needs. The arrangements are dependent on individual need and are progressed as required. The pupil's current and proposed schools work with the learner and their family, and any other specialists who may be involved, to ensure the child or young person is well-prepared and experiences success. This process will be the same, whether the learner is admitted to an existing specialist setting or a newly opened setting.
90. Under these proposals there are no plans to change the Council's policy on the transport of children to and from schools.
91. 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
92. The Council provides free home to school transport to primary school pupils who live 2 miles or more from the nearest suitable school and secondary school pupils who live 3 miles or more from the nearest suitable school, as measured by the shortest available walking route.
93. The Council provides home to school transport to qualifying pupils enrolled at specialist resource bases. Each school location with new or increased demand for Learner Transport vehicles will require changes to facilities for drop-off and pick-up within the site. The areas required would need to accommodate appropriate numbers of vehicles which may approximate to one taxi for a typical average of 3 pupils. For these proposals, this would approximate to between three and seven car spaces although minibuses

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may be suitable dependent on individual pupil needs, home locations and co-ordination of routes.

Responses received to the consultation on the proposals to increase the number of Complex Learning Needs and/or Autism Specialist Resource Base places

94. In total, there were 63 responses to the consultation. Six formal responses were received, including five by email and one via the Council's online Wider Stakeholder Survey. The Council received 56 further Wider Stakeholder Survey responses, and one further email response.
95. Formal responses were received from:
- Estyn
 - Albany Primary School Governing Body
 - Coed Glas Primary School Governing Body
 - Coed Glas Primary School Headteacher
 - Greenway Primary School Governing Body and Headteacher
 - Joint response from Severn Primary School Governing Body, Headteacher, Deputy Headteacher and Additional Learning Needs Coordinator
96. The response from Estyn set out its view that the proposal is likely to at least maintain the standard of education provision in the area.
97. Full copies of the formal responses can be seen at Appendix 8.
98. Views were sought from interest stakeholders via an online survey and a hard copy version of the survey within the consultation documents.
99. The majority of responses received to the wider stakeholder survey were from stakeholders who identified as current parents/guardians (27) and members of staff (21). Of the six responses received by email, five were formal responses and one was from a stakeholder who identified as a parent.
100. A summary of the responses received from all stakeholders, and an appraisal of views expressed, can be seen at Appendix 9.
101. A summary analysis of the responses received is included at Appendix 10.

Views expressed

Wider Stakeholder Survey

102. Views were sought from stakeholders on the proposed changes set out at paragraph 3 and submitted to the online response form on the Council's website, consultation response forms and e-mail.
103. Of the 57 responses who responded via the Wider Stakeholder Survey, 49 were in support of the plans put forward to improve the provision for

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Children and Young People with additional learning needs, six were not in favour and two had no opinion either way.

104. The proposal to establish a 20 place Specialist Resource Base for Complex Learning Needs/ Autism Spectrum Condition at Coed Glas Primary School from September 2024, within the existing buildings was supported by 47 respondents, four were not in favour and six had no opinion either way.
105. The proposal to establish a 20 place Specialist Resource Base for Complex Learning Needs/ Autism Spectrum Condition at Greenway Primary School from September 2024, within the existing buildings was supported by 44 respondents, two were not in favour and 11 had no opinion either way.
106. The proposal to establish a 20 place Specialist Resource Base for Complex Learning Needs/ Autism Spectrum Condition at Severn Primary School from September 2024, within the existing buildings was supported by 49 respondents and eight had no opinion either way.
107. Reasons for supporting the proposed changes included:
 - The need for additional Complex Learning Needs an/or Autism provision to meet demand across the city.
 - Locating provision closer to where children live will help to reduce travel distances for learners with additional learning needs.
 - A more even distribution of places will allow for children to be educated within their own community/area which is important for families who are less comfortable engaging with specialist services in an unfamiliar area.
 - It is important for neurodivergent children to have appropriate education places to support growth and development.
108. Whilst there was overall support for the establishment of Complex Learning Needs and/or Autism Specialist Resource Base provision, concerns raised during the consultation included:
 - consideration needs to be given to the detail in establishing and running a specialist provision within a mainstream school and the implications for all learners, staff and their parents.
 - proposed staffing arrangements and how staff will be supported.
 - curriculum arrangements.
 - the proposed changes will not be sufficient to meet demand for places across the city.
 - all schools need additional resources for additional learning needs.
 - concerns over the funding of additional learning needs provision for children in mainstream.
 - how additional resources would be allocated.
 - the provision of suitable accommodation including quiet spaces and appropriate outdoor space.

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- appropriate staffing levels and suitably experienced/trained staff who understand and are able to support children with complex learning needs and/or autism.
 - sufficiency of pupil/staff ratios to meet the needs of pupils.
 - the need to ensure there are sufficient places at secondary places in line with increasing demand at primary level.
 - Coed Glas Primary School should host an Autism base as the school did not have the facilities to meet the needs of children with complex learning needs.
 - a reduction in the Coed Glas Primary School Published Admission Number (PAN) from 75 to 60 is crucial to the success of the new base at the school and the school community as a whole.
 - the need to expand staff parking provision at Coed Glas Primary School.
 - the need to ensure sufficient funding for resources for any new specialist resource base provision.
 - ongoing school buildings and maintenance issues.
 - the need for appropriate provision to meet a range of neurodivergent needs.
 - the need for additional provision within Welsh-medium schools.
 - how will the learning opportunities for current pupils be safeguarded.
109. A number of alternative suggestions for the provision of additional learning needs places for learners with complex learning needs and/or autism were put forward.
110. These included:
- St Paul's Church in Wales Primary School would be suitable to host provision.
 - consideration should be given to establishing provision at Ton yr Ywen Primary School.
 - build a school for children with autism on the east side of the city, similar to Ysgol y Deri.
 - consideration should be given to establishing provision within faith schools.

Pupil representation

111. Officers met with pupils at Coed Glas Primary School, Greenway Primary School and Seven Primary School on-line/in person to seek their views on the proposed changes.
112. The sessions were facilitated using an interactive programme 'Mentimeter' which allowed the pupils to provide their thoughts and views using live polls, word clouds and questions. Notes from the sessions can be seen at Appendix 5.

Coed Glas Primary School

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113. Officers met with a group of 9 pupils from Coed Glas Primary School to discuss the proposal for their school and gather their views; not all pupils answered every question.

114. The points raised included the following:

- *It was a good idea so that children who have additional learning needs can get the help they need.*
- *More children people with additional learning needs will have a better way to learn.*
- *It would be nice to see new children at school and make more friends.*
- *There would be more adults to help everyone.*
- *It is good that we are thinking of other people; it is a nice thing to do and that is what our school does.*
- *There were concerns about how the pupils would cope with change; they may be scared and take some time to settle, they may feel different and find it hard to make friends, they might be nervous and not know anyone.*

115. Overall, eight pupils liked the proposal, and one partly liked it.

Greenway Primary School

116. Officers met with a group of 22 pupils from Greenway Primary School to discuss the proposal for their school and gather their views; not all pupils answered every question.

117. The points raised included the following:

- *It was good that children with additional learning needs would get the support the need to learn.*
- *There would be opportunities to make new friends.*
- *Without suitable places, children with additional learning needs would have a hard time.*
- *Want to welcome as many children as possible; It may be a bit more crowded in school, but this was not a big problem.*
- *There were concerns around increased traffic and a busier school.*

118. Overall, 14 pupils liked the proposal, one did not like it, four had no opinion and three partly liked it.

Severn Primary School

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119. Officers met with a group of 13 pupils from Severn Primary School to discuss the proposal for their school and gather their views; not all pupils answered every question.
120. The points raised included the following:
- *It was good that pupils with additional learning needs have a calm space to learn in if they had anger issues or felt if they felt they weren't doing well enough in class.*
 - *It will be helpful because there will be places for children to learn, it will also give them their right to an of education and if it is closer it will let them get fresh air.*
 - *Children can be educated while they are comfortable in the school. They can share their feeling when they want to without having to hesitate. They can make friends with children who are like them.*
 - *Living further away may mean that children are late for school.*
 - *There were concerns that some pupils may find change difficult, lack of specialist teaching staff and more traffic.*
121. Overall, eight pupils liked the proposal, one had not opinion and two partly liked it.

Response to the views expressed during the consultation

122. The Council welcomes the expressions of support for the establishment of Complex Learning Needs and/or Autism Specialist Resource Base provision.
123. The Council's Inclusion Service works closely with schools hosting specialist provision, supporting and advising on appointments, the learning environment and the management of the learning day.
124. Schools new to hosting provision are encouraged and supported to visit existing provision, and to join professional learning forums with specialist staff working in other schools.
125. The consensus from schools currently hosting resource bases is that the experience enhances learning for all pupils, and further strengthens the inclusive ethos of the school and the community.
126. Staff ratios, skills and experience are kept under review in all settings and a range of specialist services work closely with schools to ensure all learners' needs can be effectively met.
127. The Council provides a range of specialist support to schools including specialist staff, CPD support for staff development, ALNCO forums, cluster ALNCO meetings, termly additional learning needs updates for Headteachers and regular updates for governing bodies. The proposed

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

128. Complex Learning Needs bases cater for children with severe learning difficulties and provide a specialist curriculum. Autism specific bases cater for children whose learning is low, average to high ability, and the aim is to enable learners to access the mainstream curriculum as far as possible, complemented by more specialist interventions and support as required. The Council facilitates school to school sharing of practice to inform the development of appropriate curricula.
129. There is a need for more locally based specialist provision to ensure children can access the support they need in their local area. The proposals have been brought forward in order to increase the number and distribution of specialist resource base places across the city.
130. The proposed changes would provide 60 additional permanent primary age complex learning needs and/or autism specialist places from September 2024.
131. Demand for places continues to be kept under review and further proposals will be brought forward as required.
132. Demand for additional needs places are kept under review and there are ongoing discussions with schools regarding the needs of pupils and how these can best be met.
133. Every school has an indicative Additional Learning Needs support budget to meet the needs of children in the mainstream school. There is a statutory duty on schools to ensure every learner with an additional learning need is identified, and to identify and provide the additional learning provision required in order for them to learn and thrive.
134. The Council will continue to work with schools in relation to the current pressures on school budgets, in relation to additional learning needs and the wider budget.
135. The accommodation requirements to allow for the establishment of specialist resource base provision have been agreed in principle with the relevant governing bodies. The Council has developed a specification for resource bases that can be adapted for various settings and will work with schools to identify appropriate locations within the existing buildings with appropriate investment to ensure that the facilities are fit for purpose.
136. Staff ratios, skills and experience are kept under review in all settings and a range of specialist services work closely with schools to ensure all learners' needs can be effectively met.
137. Due consideration is given to the required balance between primary and secondary provision and proposals for additional places at secondary level will be brought forward as required.

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138. The view of the Coed Glas Governing Body and Headteacher, that the establishment of an Autism base would be the preferred option for the school, is acknowledged.
139. A school's Published Admission Number is calculated in accordance with the Measuring Capacity of Schools in Wales guidance and is directly related to the accommodation available and the way in which this is being used. In the event of the proposal for the establishment of a second specialist resource base at the school being progressed an updated capacity assessment would be undertaken. This would include consideration of the accommodation requirements of the new base and the future use of the available accommodation for mainstream school activities. This would allow for discussions with the school regarding an appropriate admission number.
140. Many neurodivergent children are successfully included in their local school and are able to learn and thrive in this environment. However, the Council acknowledges the importance of ensuring there are sufficient places to meet the needs of the small number of neurodivergent learners with more complex needs, who may require a more specialist placement in order to learn and thrive.
141. Cymraeg 2050: A million Welsh speakers' is the Welsh Government's strategy for increasing the use of the Welsh language. It sets out the long-term approach to reaching a target of a million Welsh speakers by 2050.
142. All Local Authorities in Wales are required to publish a Welsh in Education Strategic Plan. Within their plan, they must set a ten-year target for the expected increase in Year 1 children who are taught in Welsh. The target set for Cardiff by the Welsh Government is between 25% and 29% of Year 1 learners are educated in Welsh by 2031. At present, this figure is around 18%.
143. Cardiff is committed to achieving a scale of growth in line with the 25 – 29% target as provided by the Welsh Government; however, the local target must balance ambition with an understanding of the prevailing trends, which includes falling birth rates and heightened uncertainty relating to school admission choices due to the pandemic.
144. The number of places currently available through the medium of Welsh would not be sufficient to support an increase in take up that would meet the targets set out by the Welsh Government.
145. Cardiff's Welsh in Education Strategic Plan (WESP) sets out a series of ambitious commitments to build on the progress achieved to date. These will ensure that every child in the city can receive an education in the language of Welsh, the number receiving their education in Welsh-medium schools will increase, and through the significant use of Welsh in English-medium education all will have the opportunity to become confident in speaking Welsh.

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146. The approved WESP commits to ensuring city wide capacity in the primary Welsh-medium sector at 10% over and above the projected intake at Reception to support growth and allow for in-year admissions and flexibility for transition.
147. Outcome 6 of the WESP commits to an increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) (in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018).
148. The proposals directly respond to the following WESP Outcome 6 - An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN).
149. The Council and all Cardiff schools are committed to ensuring that learning opportunities for all learners are a priority consideration.
150. The Council works closely with governing bodies and Headteachers to make sure that standards in schools are high, that teaching is good, and that leadership and governance is strong.
151. Standards at the schools included in the proposals are good and it is not expected that the establishment of specialist resource base provision will impact negatively on the schools.
152. The Council would continue to work with the leadership of the schools to make sure everyone understands their responsibility for helping to improve and sustain high performance. It would support the schools to have a good relationship with parents and other partners so that pupils receive a high-quality education.
153. The proposed changes would be planned carefully so that the school's leadership and governance are not disrupted, which could have a negative impact on educational standards.
154. The Council will continue to keep Additional Learning Needs provision under review and to consider all options for developing new settings as required.
155. The Council acknowledges that a change in environment can be unsettling and upsetting for children with additional learning needs. Individual learners with additional learning needs would only be impacted by the proposed changes at the point they are admitted to a specialist setting.
156. Cardiff schools have well-established processes for planning and supporting transition between settings. The Council continues to work with schools to identify appropriate transition arrangements for pupils with additional learning needs. The arrangements are dependent on individual need and are progressed as required. The pupil's current and proposed schools work with the learner and their family, and any other specialists who may be involved, to ensure the child or young person is well-prepared

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and experiences success. This process will be the same, whether the learner is admitted to an existing specialist setting or a newly opened setting.

157. As outlined in paragraph 93, each school location with new or increased demand for Learner Transport vehicles will require changes to facilities for drop-off and pick-up within the site. The areas required would need to accommodate appropriate numbers of vehicles which may approximate to one taxi for a typical average of 3 pupils. For these proposals, this would approximate to between three and seven car spaces although minibuses may be suitable dependent on individual pupil needs, home locations and co-ordination of routes
158. At Coed Glas Primary School, a drop-off and pick-up area for school transport to accommodate an anticipated 7 taxis would be needed at a convenient and safe location close to the building entrance. The required space is available on site with reconfiguration of existing facilities.
159. Selected traffic restrictions would be required on adjacent roads to Coed Glas Primary School to improve the current road safety issues including inappropriate parking. Pedestrian safety measures including new crossing provision would further improve the situation. Staff parking would also be reviewed and the Council's Active Travel Plan officers would work with the school to incorporate this into a revised Travel Plan for the school.

Admission Arrangements

160. There are no planned changes to the Council's policy on the admission of children to schools as a result of these proposals.
161. The Governing Body of Coed Glas Primary School has requested that consideration be given to a reduction in its Published Admission Number from 75 to 60 places. A reassessment of the capacity of the school, and the calculated Published Admission Number, would be undertaken when the changes to accommodation used by mainstream learners are confirmed. Any change to this number would be subject to further consultation.
162. Detailed information about admission arrangements is published in the Council's Admission to School booklet on the Council's website at www.cardiff.gov.uk
163. Admissions to specialist provision are managed by the Council, in accordance with the ALN Code. Placements are decided by a specialist provision placement panel. The panel aim to place children as close to their home address as possible, however each provision offers places to pupils from across the city to ensure maximum flexibility.

Learner Travel Arrangements

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

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165. 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
166. 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 and secondary school pupils who live 3 miles or more from the nearest suitable school, as measured as measured by the shortest available walking route.
167. When deciding which is the nearest suitable school, the Council must consider any disability a child has and any special educational needs (SEN).

Local Member consultation

168. Additional Learning Needs provision is city-wide and members were consulted as part of the public consultation.

Scrutiny Consideration

169. The Children and Young People's Scrutiny Committee will consider these proposals on 12 March 2024.

Reason for Recommendations

170. To meet increasing demand for specialist resource base places for learners with Emotional Health and Wellbeing Needs and Complex Learning Needs and/Autism.

Impact of the proposals on the Welsh Language

171. In 2017, the Welsh Government published its Welsh language strategy Cymraeg 2050: A Million Welsh Speakers in accordance with Section 78 of the Government of Wales Act 2006. The strategy supports 'the promotion and facilitation of the use of the Welsh language'. Its long-term aim is for Wales to have one million Welsh speakers by 2050.
172. The strategy names Welsh-medium immersion education as the 'principal method for ensuring that children can develop their Welsh language skills, and for creating new speakers' (Cymraeg 2050: A Million Welsh Speakers, pg21). Therefore, the availability of Welsh-medium education will be key to meeting the target of one million Welsh speakers.
173. The national target is to:
- increase the proportion of each school year group receiving Welsh-medium education from 22 per cent (based on 7,700 seven-year-old learners in 2015/16) to 30 per cent (about 10,500 in each year group)

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by 2031, and then 40 per cent (about 14,000 in each year group) by 2050.

174. There is recognition within the strategy that planning will be different for different regions within Wales depending on the characteristics of their populations. It identifies areas with a high population density but lower percentage of Welsh speakers as areas with particular potential for growth.
175. The Council is committed to a 'truly bilingual Cardiff' including the growth of the Welsh-medium education sector across each phase in order to increase the number of people of all ages becoming fluent in both Welsh and English with the confidence and desire to use all their languages in every aspect of their lives.
176. Underpinning this vision are the following principles:
- applying the principles of the '15-minute neighbourhoods' to ensure that all learners have access to Welsh-medium education within a reasonable distance of their homes.
 - every child in the city can choose to be educated in Welsh or English with the benefits of a bilingual education actively promoted to all parents from their child's birth.
 - learners with additional learning needs (ALN) will receive equal linguistic opportunity.
177. To achieve this vision the Council will deliver:
- more nursery children/ three-year olds receiving their education through the medium of Welsh.
 - more reception class children/ five-year olds receiving their education through the medium of Welsh.
 - an increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018.
178. It is anticipated that there would be a positive impact on the Welsh Language as a result of these proposals.
179. The proposals directly respond to the following WESP Outcome 6 - An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN).
180. The Council works closely and constructively with partners on its Welsh Education Forum, which includes representatives of nursery, primary, secondary and further education, childcare, RhAG and the Welsh Government. The Forum actively informs the planning of Welsh-medium places, to continue to drive the Council's plan to sustainably increase the number of learners within Welsh-medium schools and those learning Welsh in English-medium schools. The Council, and its partners on the Welsh Education Forum, are committed to driving the increase in number of pupils educated through the medium of Welsh, to meet the targets within

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Cardiff's WESP, and to meet the targets set out in the Welsh Government's Cymraeg 2050 strategy.

181. The Council monitors demand for additional learning needs provision and the patterns of take-up in Welsh medium provision at primary and secondary age, with a view to bringing forward appropriate plans to meet any increased demand.

Wellbeing of Future Generations

182. In line with the Well-being of Future Generations Act, the Council is committed to providing local schools for local children, together with encouraging use of sustainable modes to travel to schools, such as walking and cycling.
183. 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.
184. 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.

Financial Implications

185. This report outlines the consultation responses on a wide range of changes to, and realignment of ALN provision across Cardiff and does not, in itself commit the Authority to future expenditure so there are no capital financial implications directly arising from this report. However, once a final options paper is provided it will be necessary for a full financial evaluation to be undertaken.
186. During a period of prioritising future schemes, the schemes identified in this paper need to remain within strategic scope, be affordable within the greater school investment context and ensure there is an identifiable funding source to fund the programme. Against a backdrop of increasing needs and demands all decisions need to be made with an understanding that this is the best use of a finite resource to ensure maximum impact on educational outcomes.

Legal Implications (including Equality Impact Assessment where appropriate)

187. Under the Education Act 1996, the Council has a statutory obligation to promote high standards of education and to provide sufficient school places for pupils of compulsory school age, including appropriate provision for pupils with special education needs (or additional learning needs).
188. A local authority can make school organisation proposals, including making "regulated alterations" to a community school or a community

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special school, under sections 42-44 of the School Standards and Organisation (Wales) Act 2013. The proposals set out in the report constitute “regulated alterations” and must be considered having regard to the provisions of the 2013 Act and the School Organisation Code 2018, which sets out the factors to be considered in respect of different proposals, the statutory procedures, legal requirements and guidance.

189. Where an increase in a school’s capacity is proposed, the council must have regard to the evidence of current or future need/demand in that area for additional places, with reference to the school’s language category (and religious character/gender intake if applicable). Cabinet will need to be satisfied that all relevant factors are properly considered in relation to the proposals.
190. The Council is required, prior to publishing its proposals, to undertake a consultation on its proposals in accordance with section 48 of the Act and the School Organisation Code 2018. Following the public consultation, the Council is required to publish and circulate to all interested parties (listed in the code) a consultation report:
 - Summarising each of the issues raised by the consultees;
 - Responding to these by means of clarification, amendment to the proposal or rejection of the concerns with supporting reasons;
 - Setting out Estyn’s response to the consultation in full; and
 - Responding to Estyn’s response by means of clarification, amendment to the proposal, or rejection of the concerns, with supporting reasons.
191. The consultation report may also make recommendations to the Cabinet about how to proceed, i.e. to publish the proposals as consultation on with any appropriate modifications, to abandon the proposals and retain the status quo or to significantly recase the proposal and re-consult.
192. In considering this matter, the Council must have regard to its public sector equality duties under the Equality Act 2010 (including specific Welsh public sector duties). This means the Council must give due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. The protected characteristics are: age, gender reassignment, sex, race – including ethnic or national origin, colour or nationality, disability, pregnancy and maternity, marriage and civil partnership, sexual orientation, religion or belief – including lack of religion or belief.
193. The Welsh Language (Wales) Measure 2011 and the Welsh Language Standards and consider the impact of its decision upon the Welsh Language
194. When taking strategic decisions, the Council also has a statutory duty to have due regard to the need to reduce inequalities of outcome resulting from socio-economic disadvantage (‘the Socio-Economic Duty’ imposed under section 1 of the Equality Act 2010). In considering this, the Council must take into account the statutory guidance issued by the Welsh Ministers (WG42004 A More Equal Wales The Socio-economic Duty

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Equality Act 2010 (gov.wales) and must be able to demonstrate how it has discharged its duty.

HR Implications

195. Any proposed increases in pupil numbers will require Governing Bodies to plan for the workforce requirements in readiness for the expansions. The Governing Bodies will be encouraged to undertake this work in line with the School Organisation Planning HR Framework.
196. HR People Services will provide advice, support and guidance to the Governing Bodies for the workforce planning and consequential recruitment processes, where these are required.
197. Where the Governing Bodies have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of an increase in the numbers on roll will provide opportunities for school-based staff on the school redeployment register.
198. HR People Services will work with the Governing Bodies to address any HR implications arising from the establishment of Specialist Resource Bases for emotional health and wellbeing and complex needs/autism and whether there is a need for staff resources.

Property Implications

199. Each of the school sites subject to the proposed changes are owned by the Council and no additional land purchases are required to facilitate the establishment of Specialist Resource Bases for learners with Emotional Health and Wellbeing Needs, nor for the Specialist Resource Base for Complex Learning Needs and/or Autism from September 2024. These are planned to be provided within the existing buildings.
200. Where there are any relevant property management matters, property transactions or valuations required to be undertaken by the Council to deliver any proposals, they should be done so in accordance with the Council's Asset Management process and in consultation with Strategic Estates and relevant service areas.

Traffic and Transport Implications

201. The individual needs of pupils at special schools and SRBs, together with the greater distances travelled, necessarily limit the scope for high rates of active travel compared with mainstream school pupils.
202. The Council applies the statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to special schools and SRBs. Additionally, some learners who live within two / three miles of the school may be provided with free transport due to their individual learning needs and social issues.

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203. The increased provision of places at special schools and SRBs across the city means out-of-county transport spending is not expected to increase, and the transport cost per individual learner is likely to decrease. However due to the increasing numbers of eligible learners there is still expected to be a risk of high transport costs.
204. Numbers of pupils who continue to use Learner Transport for their journey to school will be likely to increase in line with the trend for increasing numbers of pupils requiring places at specialist resource bases.
205. Each school location with new or increased demand for Learner Transport vehicles will require suitable new, improved and / or expanded facilities for drop-off and pick-up within the site. The areas required would need to accommodate appropriate numbers of vehicles which may approximate to one taxi for a typical average of 3 pupils. For these proposals, this would approximate to between three and seven car spaces to be available at school drop-off and pick-up times. In some cases, minibuses may be suitable but this is also dependent on individual pupil needs, home locations and co-ordination of routes.
206. At Lakeside Primary School, assessment of the existing car park facilities and current arrangements would enable feasibility and identification of potential options for suitable drop-off and pick-up facilities for the dedicated school transport (an anticipated 6 taxis) and for any authorised parent/carer vehicles, at an appropriate, convenient and safe location.
207. At Coed Glas Primary School, a drop-off and pick-up area for school transport for an anticipated 7 taxis would be needed at a convenient and safe location close to the building entrance. The required space is available on site with reconfiguration of existing facilities.
208. Selected traffic restrictions would be required on adjacent roads to improve current road safety issues including inappropriate parking. Pedestrian safety measures including new crossing provision would further improve the situation. Staff parking would also be reviewed and the Council's Active Travel Plan officers would work with the school to incorporate this into a revised Travel Plan for the school.
209. At Severn Primary School, facilities are required for an anticipated 7 taxis which could be provided either on site with reallocation of existing staff car parking provision or utilising off-street parking in close proximity if appropriate viable for the safe provision of the necessary school transport. A feasibility exercise is underway to appraise potential options.

Impact Assessments

210. An initial Single Impact Assessment was carried out. This has been updated following the consultation and is attached as Appendix 11. This includes an Equality Impact Assessment, Child's Rights Impact Assessment and Welsh Language Impact Assessment.

Community Impact

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211. When considering the potential for impact on the wider community as a result of the proposed changes, the following are taken into account: Public Open space, parkland, the current use of the school facilities by the community, noise and traffic congestion.
212. The schools that might be affected by the proposals are existing schools. They offer a range of school activities, and some have community organisations offering services from the school. The views of the schools and the wider community on any potential impacts were sought as part of the consultation and any issues raised have been considered as part of the post consultation analysis process.

RECOMMENDATIONS

Cabinet is recommended to:

1. Authorise officers to proceed to publish proposals in accordance with the section 48 of The Schools Standards and Organisation (Wales) Act 2013 to:
 - establish a new 8 place Specialist Resource Base for emotional health and wellbeing at Baden Powell Primary School from September 2024, within the existing buildings.
 - establish an 8 place Specialist Resource Base for emotional health and wellbeing at Fairwater Primary School from September 2024, within the existing buildings. This would replace the existing Wellbeing Class.
 - establish a new 16 place Specialist Resource Base for emotional health and wellbeing at Herbert Thompson Primary School from September 2025, within existing buildings or new building.
 - establish a 16 place Specialist Resource Base for emotional health and wellbeing at Lakeside Primary School from September 2024, within the existing buildings. This would replace the existing Wellbeing Class.
 - establish an 8 place Specialist Resource Base for emotional health and wellbeing at Springwood Primary School from September 2024, within the existing buildings. This would replace the existing Wellbeing Class.
 - establish a 20-place Specialist Resource Base for learners with Emotional Health and Wellbeing Needs at Ysgol Gyfun Gymraeg Plasmawr from September 2024, within the existing buildings.
 - establish a 20 place Specialist Resource Base for Autism at Coed Glas Primary School from September 2024, within the existing buildings.

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- establish a 20 place Specialist Resource Base for Complex Learning Needs and /or Autism at Greenway Primary School from September 2024, within the existing buildings.
 - establish a 20 place Specialist Resource Base for Complex Learning Needs and/or Autism at Severn Primary School from September 2024, within the existing buildings.
2. Not progress the proposal to establish an 8 place Specialist Resource Base for emotional health and wellbeing at Ysgol Gymraeg Pwll Coch.
 3. Note that prior to implementation of the proposals a further report will be provided to Cabinet providing details of any objections received, the response to those objections and recommendations for implementation or otherwise of the proposals.

SENIOR RESPONSIBLE OFFICER	Melanie Godfrey
	Date submitted to Cabinet office

Background papers:

School Organisation Code 2013

The following appendices are attached:

- Appendix 1 – Consultation Documents
- Appendix 2 – Summary Consultation Documents
- Appendix 3 – Record of Consultation Meetings with School Governing Bodies
- Appendix 4 – Record of Consultation Meetings held with School Staff
- Appendix 5 – Record of Consultation Meetings held with Pupil Representatives
- Appendix 6 – Record of Public Meetings
- Appendix 7 – Record of in person and online Drop-in Sessions
- Appendix 8 – Formal Consultation Responses
- Appendix 9 - Summary of responses received and appraisal of views expressed
- Appendix 10 – Summary Analysis of responses received
- Appendix 11 – Single Impact Assessment