

Appendix 1 – Consultation Documents

The following consultation documents were prepared setting out details of the proposed changes:

- Specialist Provision for Primary and Secondary Aged Learners with Emotional Health and Wellbeing Needs
- Specialist Provision for Primary Aged Learners with Complex Learning Needs and / or Autism

21st Century Schools Consultation Document 2023

SPECIALIST PROVISION FOR PRIMARY AND SECONDARY AGED LEARNERS WITH EMOTIONAL HEALTH AND WELLBEING NEEDS

20 NOVEMBER 2023 – 19 JANUARY 2024



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



Table of Contents

Introduction

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

Consultation

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

Explanation of terms used in this document

Background

The Approach to Supporting Additional Learning Needs in Cardiff

Sufficiency in the Special Sector

Specialist Resource Bases

Emotional Health and Wellbeing Needs provision (age 4 - 11)

Current provision

Emotional Health and Wellbeing Needs provision (age 11 – 19)

Current provision

Geographical distribution of Specialist Provision

Demand for places

- Demand for places
- Increasing Provision for learners with Emotional Health and Wellbeing Needs

BADEN POWELL PRIMARY SCHOOL

Proposal for Additional Specialist Resource Base places at Baden Powell Primary School

- The number of places at the school
- Demand for places at the school
- Condition and suitability of school buildings
- Proposed Specialist Resource Base accommodation

Quality and Standards

- How would standards at the school be affected by the proposed change?
- Teaching and learning experiences
- Care support and guidance
- Leadership and management

What are the benefits of the proposed change?

Potential disadvantages of the proposed change

Risks

Alternative options

Human Resources Matters

Transport Matters

Have your say

FAIRWATER PRIMARY SCHOOL

Proposal for Additional Specialist Resource Base places at Fairwater Primary School

- The number of places at the school
- Demand for places at the school
- Condition and suitability of school buildings
- Proposed Specialist Resource Base accommodation

Quality and Standards

- How would standards at the school be affected by the proposed change?
- Teaching and learning experiences
- Care support and guidance
- Leadership and management

What are the benefits of the proposed change?

Potential disadvantages of the proposed change

Risks

Alternative options

Human Resources Matters

Transport Matters

Have your say

HERBERT THOMPSON PRIMARY SCHOOL

Proposal for Additional Specialist Resource Base places at Herbert Thompson Primary School

- The number of places at the school
- Demand for places at the school
- Condition and suitability of school buildings
- Proposed Specialist Resource Base accommodation

Quality and Standards

- How would standards at the school be affected by the proposed change?
- Teaching and learning experiences
- Care support and guidance
- Leadership and management

What are the benefits of the proposed change?

Potential disadvantages of the proposed change

Risks

Alternative options

Human Resources Matters

Transport Matters

Have your say

LAKESIDE PRIMARY SCHOOL

Proposal for Additional Specialist Resource Base places at Lakeside Primary School

- The number of places at the school
- Demand for places at the school
- Condition and suitability of school buildings
- Proposed Specialist Resource Base accommodation

Quality and Standards

- How would standards at the school be affected by the proposed change?
- Teaching and learning experiences
- Care support and guidance
- Leadership and management

What are the benefits of the proposed change?

Potential disadvantages of the proposed change

Risks

Alternative options

Human Resources Matters

Transport Matters

Have your say

SPRINGWOOD PRIMARY SCHOOL

Proposal for Additional Specialist Resource Base places at Springwood Primary School

- The number of places at the school
- Demand for places at the school
- Condition and suitability of school buildings
- Proposed Specialist Resource Base accommodation

Quality and Standards

- How would standards at the school be affected by the proposed change?
- Teaching and learning experiences
- Care support and guidance
- Leadership and management

What are the benefits of the proposed change?

Potential disadvantages of the proposed change

Risks

Alternative options

Human Resources Matters

Transport Matters

Have your say

YSGOL GYMRAEG PWLL COCH

Proposal for Additional Specialist Resource Base places at Ysgol Gymraeg Pwll Coch

- The number of places at the school
- Demand for places at the school
- Condition and suitability of school buildings
- Proposed Specialist Resource Base accommodation

Quality and Standards

- How would standards at the school be affected by the proposed change?
- Teaching and learning experiences
- Care support and guidance
- Leadership and management

What are the benefits of the proposed change?

Potential disadvantages of the proposed change

Risks

Alternative options

Human Resources Matters

Transport Matters

Have your say

YSGOL GYFUN GYMRAEG PLASMAWR

Proposal for Additional Specialist Resource Base places at Ysgol Gyfun Gymraeg Plasmawr

- The number of places at the school
- Demand for places at the school
- Condition and suitability of school buildings
- Proposed Specialist Resource Base accommodation

Quality and Standards

- How would standards at the school be affected by the proposed change?
- Teaching and learning experiences
- Care support and guidance
- Leadership and management

What are the benefits of the proposed change?

Potential disadvantages of the proposed change

Risks

Alternative options

Human Resources Matters

Transport Matters

Have your say

Information relevant to all proposals

Additional support for pupils

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

How would the changes affect other schools?

Admission arrangements

Learner Travel Arrangements

Financial Matters

Health Provision

Governance Arrangements

Impact of the proposals on the Welsh Language

Equalities

Community Impact

Wellbeing of Future Generations

Potential Disruption to Pupils

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

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

Have your say

- Consultation response form

About You

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 specialist resource bases (SRBs) and those that have or currently work with children and young people with emotional health and wellbeing needs (EHW).

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 and the choices they make. Children and young people may display anxiety, low self-esteem, school phobia, or behavioural difficulties.

The Council wants to make changes to the provision for primary and secondary aged learners with emotional health and wellbeing needs.

This booklet sets out a range of proposals to increase the number of specialist resource base places for primary and secondary aged learners with emotional health and wellbeing needs and the reasons for these proposed changes.

What are we proposing to do?

To meet the demand for specialist provision for primary and secondary aged learners with emotional health and wellbeing needs it is proposed to:

- establish an 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 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, 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 learners with emotional health and wellbeing needs at Ysgol Gyfun Gymraeg Plasmawr from September 2024, within the existing buildings.

Please note that the development of these proposals is at an early stage. Any detailed school design or site layout changes, if necessary, would be considered at a later date. If such changes are necessary, there would be opportunities to comment on detailed plans at the pre-planning and planning application stages, should the proposals be progressed.

We are also consulting on separate proposals to increase provision for primary aged learners with complex learning needs (CLN) and/or autism at a range of schools across Cardiff.

You can find details of these proposals at www.cardiff.gov.uk/ALNSchoolproposals

Consultation

Who are we consulting with?

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

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

Table 1: Groups the Council is consulting:

Table 1: Groups the Council is consulting with	
Children and young people	Welsh Ministers
Parents/carers	Police & Crime Commissioner
School staff	Central South Consortium Joint Education Service (CSCJES)
School Governing Bodies	Welsh Language Commissioner
Local residents	Rhieni dros Addysg Gymraeg (RhAG)
Community Councils	Trade Unions
Local Members/Constituency and Regional Members of the Senedd (MS) /Members of Parliament (MPs)	Childcare providers
Diocesan Directors of Education	Mudiad Meithrin
Neighbouring Authorities	Wales Pre-School Providers Association
Neighbouring Primary and Secondary schools within Cardiff	Clybiau Plant Cymru Kids Club
Estyn	National Day Nurseries Association
Communities First Partnership	Welsh Education Forum
Cardiff and Vale Health Board	Voluntary Sector Organisations
Local businesses/organisations	Traffic Commissioner for Wales

Views of children and young people on the proposed changes

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

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

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

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

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

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

As part of the consultation, we will be holding a series of meetings where the proposed changes will be explained and there will be an opportunity to ask questions.

Public Meetings (in person / online)

We will hold public meetings for anybody to attend where the changes we are proposing will be explained. There will be a presentation setting out details of the proposed changes and you will have the opportunity to ask questions as part of these meetings. The date, time and venue of the in-person public meeting is in the table below.

We are offering an online meeting via Microsoft Teams. This will be similar to the in person public meeting with a presentation setting out details of the proposed changes and an opportunity to ask questions. If you would like to attend an in person/online public meeting, you will need to book this in advance. Please contact us via e-mail to schoolresponses@cardiff.gov.uk and we will provide details/a link and instructions on how you can attend.

Drop-in sessions (in person / online)

We will also hold in-person drop-in sessions at the times/venues detailed in the table below. The drop-in sessions are for anybody to attend and are an opportunity to talk with officers about the proposals and ask any questions you may have. There is no need to book for an in-person drop-in session, just attend the venue at some point during the time when officers will be available.

We are offering online drop-in sessions via Microsoft Teams. These are similar to the in-person drop-in sessions in that they are an informal opportunity to talk with officers about the proposals and ask any questions you may have. Slots for the on-line drop-in sessions would need to be booked in advance. If you would like to attend an online drop-in session, please contact us via e-mail to schoolresponses@cardiff.gov.uk indicating which session you would like to attend, and we will provide a link and instructions on how you can access this meeting.

Council officers will also 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
Drop-in session	Wed 29 Nov 2023 9am - 11am	Ely and Caerau Hub
Drop-in session	Tues 5 Dec 2023 9am - 11am	Llanedeyrn Powerhouse Hub
Drop-in session	Mon 8 Jan 2024 2pm - 4pm	Rumney Partnership Hub
On-line drop-in session	Tues 12 Dec 2023 10am - 12 noon	Microsoft Teams
On-line drop-in session	Fri 12 Jan 2024 2pm - 4pm	Microsoft Teams
Public meeting	Thurs 11 Jan 2024 5pm - 7pm	Central Library Hub (The Hayes)
On-line public meeting (through the medium of Welsh)	Mon 15 Jan 2024 5:30pm - 7pm	Microsoft Teams
On-line public meeting (through the medium of English)	Tues 16 Jan 2024 5:30pm - 7pm	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 86. The consultation form is available in English, Welsh and a range of community languages on our website. Once filled in, you can scan the form and email it to us at schoolresponses@cardiff.gov.uk. If you don't have access to a scanner, you can visit your local hub and ask them to scan the form and email it to us on your behalf.
- 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 463, County Hall, Cardiff, CF10 4UW. This can include requesting an officer call back if you have a specific question that you would like further information about.

The closing date for responses to this consultation is 19 January 2024.

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).

Autism - Autism is a lifelong developmental disability which affects how people communicate and interact with the world. Autism is a spectrum. This means everybody with autism is different. Some autistic people need little or no support. Others may need help from a parent or carer every day.

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

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

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

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

Emotional Literacy Support Assistant (ELSA) – the Emotional Literacy Support Assistant (ELSA) programme is an evidence-informed, nationally recognised approach to supporting children and young people (from primary through to secondary) with a range of social and emotional needs.

In-County Provision – Council maintained and funded places at schools or specialist resource bases within Cardiff.

Individual Development Plan (IDP) – all children and young people with an identified need that requires an additional learning provision will have a mandatory Individual Development Plan (IDP). The plan sets out a child's or young person's additional learning needs and actions needed to support them. IDPs replaced statements of SEN. Every child in a special school or a specialist resource base has an IDP. IDPs will be the responsibility of either schools or a local authority.

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 (NOR) data - the number of pupils at a school (not including nursery pupils).

Out of County provision – where the Council does not have suitable provision for pupils requiring a specialist place, places may have to be funded in a school or specialist resource base in another local authority or in provision run by an independent organisation.

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

Statement of SEN - a document that describes in detail the needs of children and young people with significant additional learning needs and specifies the provision being made to support them. These are now being replaced by Individual Development Plans (IDPs).

Thrive – a therapeutic approach to help support children with their emotional and social development. The Thrive approach offers practical strategies and techniques and is built around online assessments which identify children's emotional development and provides action plans for their individual needs.

Wellbeing Classes - Cardiff 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 up to one year. The pupils attending the Wellbeing Class are not placed on the roll of the school hosting the Wellbeing Class. The pupil 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](https://www.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:

- 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.

As in all Local Authorities, the medium to long-term impact on learners of the Covid-19 lockdown is uncertain. Cardiff's schools have reported concerns in respect of behavioural, emotional and social development of learners that are at present supported in mainstream provision and it is noted that there has been a further increase in the number of children presenting with emotional health and wellbeing needs which have required appropriate support/ more specialist placements. Permanent exclusion and anxiety-based non-attendance have increased significantly since 2019/20. Although this may be a short-term impact of the pandemic, this may be part of a new longer- term trend.

Specialist Resource Bases

A specialist resource base is a small class in a mainstream school, taught by specialist staff.

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

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. Where appropriate pupils can access lessons and activities alongside pupils who do not attend the specialist resource base.

Emotional Health and Wellbeing Needs provision (age 4 - 11)

Current provision

Cardiff currently maintains one special school and five wellbeing classes hosted by primary schools for learners with emotional health and wellbeing needs.

Special school places for 42 primary-age learners with emotional health and wellbeing needs are currently provided at The Court Special School.

The Council also provides 48 temporary placements for primary-age learners with emotional health and wellbeing needs at five wellbeing classes hosted within mainstream schools city-wide, at the following schools:

- Fairwater Primary School
- Fitzalan High School
- Lakeside Primary School
- Springwood Primary School
- Ysgol Gymraeg Pwll Coch

Learners attend wellbeing classes for a time-limited therapeutic intervention to support continued inclusion in their local mainstream school at the end of the period. Some learners whose needs cannot be met in their local mainstream school transfer to specialist provision such as The Court Special School.

The wellbeing class placements have historically been for a pre-determined period of 6 months or a year. An increasing number of children who require placement are presenting with needs that require a longer intervention, suggesting the Council should adopt a more flexible approach going forward, including the option for the time period in placement to be determined by individual children's progress.

The Council is committed to further developing and increasing provision for primary age learners with emotional health and wellbeing needs. This could be in temporary wellbeing provision supporting learners to continue in mainstream schools, and in specialist provision where permanent placements are appropriate.

Table 3 sets out emotional health and wellbeing needs provision for primary age learners currently available in Cardiff.

Table 3: Primary Emotional Health and Wellbeing Needs places in Cardiff 2023/24	
Establishment	Current primary Emotional Health and Wellbeing Needs capacity 2023/24
The Court Special School	42
Fitzalan High School (Wellbeing Class)	8
Fairwater Primary School (Wellbeing Class)	8
Springwood Primary School (Wellbeing Class)	8
Lakeside Primary School (Wellbeing Class)	16
Ysgol Pwll Coch (Wellbeing Class)	8
Total places	90

To address the need for additional places, the Council approved proposals in 2022 to expand The Court Special School from 42 places to 72 places across two sites, with effect from September 2025. This will add capacity to the primary phase, addressing the need for more places. The existing building will be replaced with two new purpose-built schools of 36 places each in the east and the west of the city.

As part of the development of the new provision, the school's name will be changing from The Court Special School to Ysgol Cynefin from September 2025.

There is no specialist resource base provision for primary aged pupils with emotional health and wellbeing needs in Cardiff at present.

Emotional Health and Wellbeing Needs provision (age 11 – 19)

Current provision

In September 2023 there was a total of 284 secondary age (11 – 19) specialist emotional health and wellbeing needs places in Cardiff maintained provision.

Table 4 sets out the secondary phase Emotional Health and Wellbeing provision currently available in Cardiff categorised by age range.

Establishment	Age 11-16	Age 11-19	Total
Greenhill School		64	64
Cardiff West Community High School (SRB)		20	20
Eastern High (SRB)	20		20
The Carnegie Centre		90	90
Bryn y Deryn		90	90
Total places	20	264	284

These establishments are all English-medium. They are mixed sex and provide for pupils with needs that cannot be met in mainstream provision.

Greenhill School caters for learners from age 11-19 with significant emotional health and wellbeing needs.

The Cardiff West Community High School Specialist Resource Base was established in 2022 and provides for learners from age 11-19 with significant emotional health and wellbeing needs.

The Eastern High Specialist Resource Base was established in 2023 and provides for learners from age 11 – 16 with significant emotional health and wellbeing needs.

The Carnegie Centre has provision for learners from age 11-19 with anxiety and mental health needs that prevent them from attending mainstream school.

Bryn y Deryn is a Pupil Referral Unit for learners from age 11-19. All the learners have significant emotional health and wellbeing needs.

At present, each of the three Welsh-medium secondary schools supports learners with emotional health and wellbeing needs within their existing mainstream provision.

The proposals in this document seek to establish new specialist resource base provision for primary and secondary aged pupils with emotional health and wellbeing needs, expanding provision for learners with these needs.

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 has increased in recent years and is projected to increase further 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 £8.9m in 2022/23. The budget for 2023/24 for these types of places is currently set at £10.3m.

Overall, an expansion of in-county provision would provide a more efficient and effective use of the Council's financial resources than reliance on places in independent schools.

The Council is therefore prioritising the development of proposals to expand the Council's maintained provision which would support a greater number of Cardiff's learners to access education in the city and in their local community and would have a positive impact on the Council's distribution of financial resources to schools city-wide.

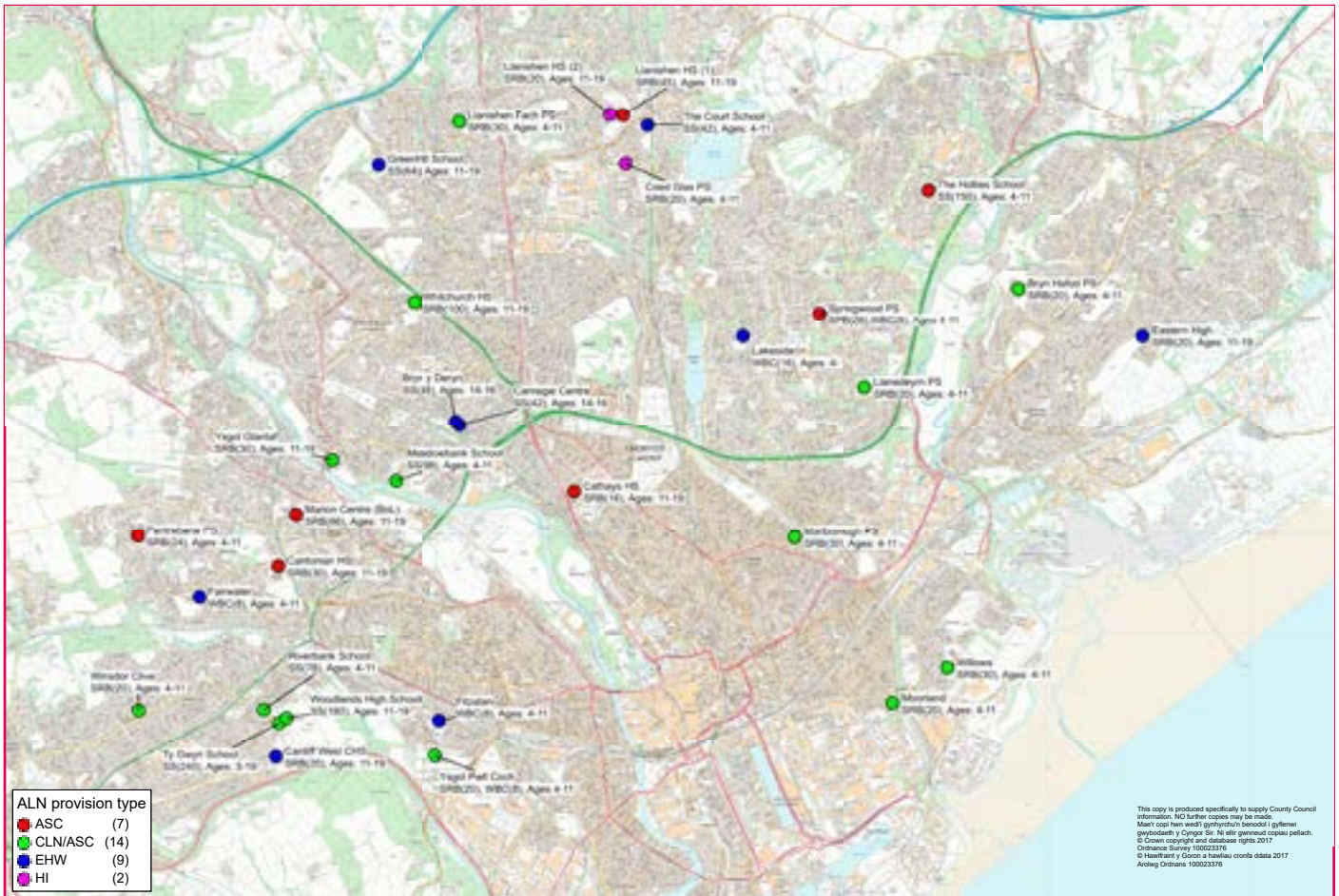
Geographical distribution of specialist provision

A map showing the location of existing specialist provision can be seen at page 17.

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

Although free home to school transport is available for such children, sending a young child to school in an unfamiliar area is a difficult decision for parents/ carers. A better distribution of specialist resource bases across the city would improve access for pupils. It would reduce travel times for many pupils, as well as increasing the number of places available.

Map of existing special school and specialist resource base provision 2023-24



Demand for places

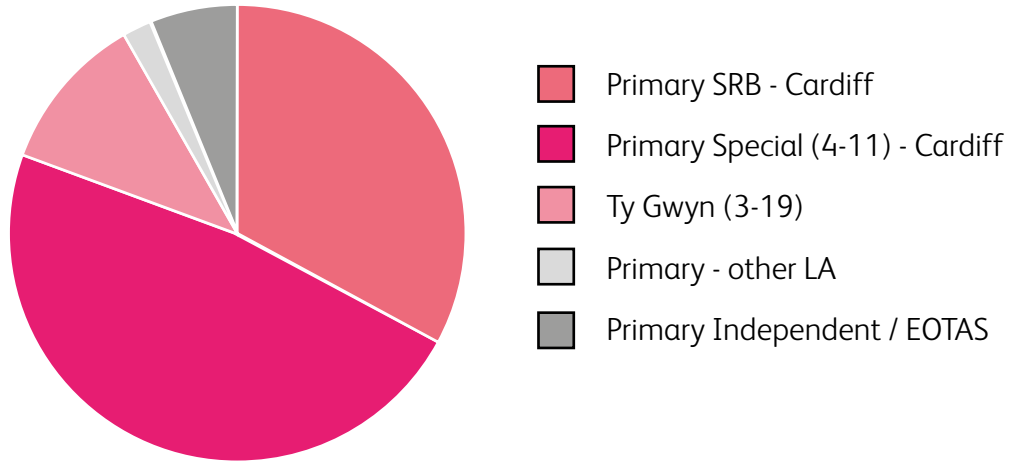
The Council's continuous monitoring of individual needs of learners, and how each learner's needs evolve, allows for data trends to be identified which inform the planning of places and learner support.

Table 5 below sets out the growth in the number of learners accessing specialist provision in recent years:

Table 5: Cardiff pupils accessing specialist placement, 2017/18 to 2022/2023

Cardiff maintained provision	17-18	18-19	19-20	20-21	21-22	22-23
Primary age Specialist Resource Base	174	192	192	192	213	204
Secondary age Specialist Resource Base	219	274	274	294	341	365
Primary Special (4-11)	204	216	240	254	282	299
Secondary Special (11-19)	186	196	205	208	210	227
Ty Gwyn Special School (3-19)	184	177	190	198	208	222
Pupil Referral Unit (single-registered to Pupil Referral Unit)	38	51	57	64	72	68
Sub-total - Cardiff special school, Specialist Resource Base & Pupil Referral Unit	1005	1106	1158	1210	1326	1385
Primary - placed in other Local Authority area	17	14	14	13	11	13
Secondary – placed in other Local Authority area	68	55	59	59	51	40
Primary Independent / Education Other Than at School	3	4	9	9	15	37
Secondary Independent / Education Other Than at School	312	279	267	228	257	272
Sub-total - other	400	352	349	309	334	362
Total Placements	1405	1458	1507	1519	1660	1747

PRIMARY AGE CARDIFF PUPILS ACCESSING SPECIALIST PLACEMENTS



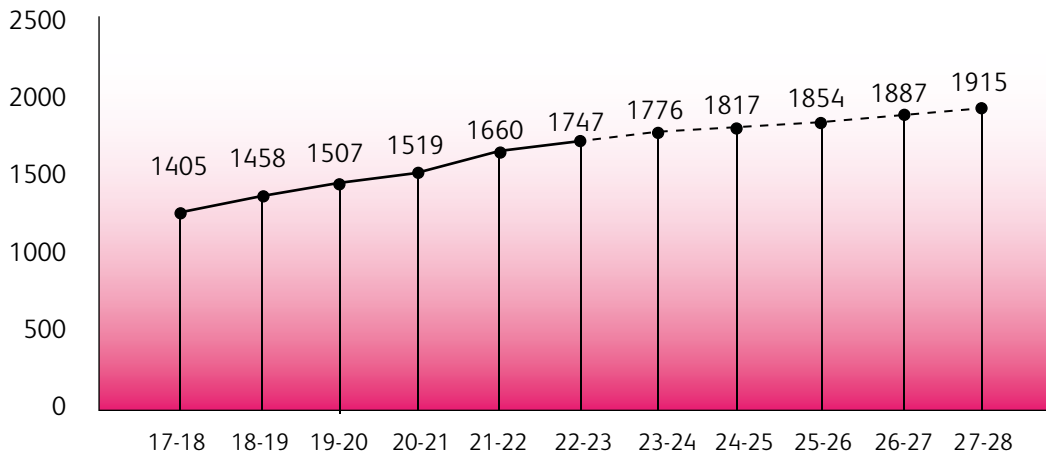
When comparing the number of learners accessing specialist provision to the overall school population in the past five years, a year-on-year increase in the proportion of the pupil population accessing specialist provision can be identified.

Table 6 represents a continuation of this trend projection in the requirement for specialist placements against the projected pupil populations in the primary, secondary and post-16 age phases.

Table 6: Continuation of recent trend in Cardiff pupils accessing specialist placement

	22-23	23-24	24-25	25-26	26-27	27-28
Continued growth projection	1747	1776	1817	1854	1887	1915
Continued growth projection - % of population	3.4%	3.4%	3.5%	3.6%	3.7%	3.8%

CARDIFF PUPILS ACCESSING SPECIALIST PLACEMENTS AND CONTINUATION OF TREND



The identified trend of growth from approximately 2.9% in 2017/18 to approximately 3.4% in 2022/23, if continued, would reach 3.8% (1,915 pupils) by 2027/28. However, whilst this consolidates the need for proposals to expand specialist provision to date, such growth trends cannot be modelled to continue indefinitely above 3.8% of the overall school population.

It is not anticipated that such a high proportion of learners should be placed in specialist provision, such as special schools, specialist resource bases and pupil referral units. Support in mainstream schools should, where appropriate, allow for learners to remain within their home school community. The Council is investigating opportunities to improve facilities for prevention and early intervention in primary and secondary schools, including flexible spaces to allow for smaller classes and for setting up in-house nurture arrangements and internal exclusion.

Increasing provision for learners with Emotional Health and Wellbeing Needs

The Council is committed to further developing and increasing provision for learners with emotional health and wellbeing needs in both temporary wellbeing provision supporting learners to continue in mainstream schools, and in specialist provision where permanent placements are appropriate.

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, increasing to 144 in September 2025 following expansion of The Court Special School.

Converting the existing wellbeing classes to specialist resource base status would bring the model into line with the new bases proposed at Baden Powell Primary School and Herbert Thompson Primary School. All wellbeing specialist resource bases would continue to provide time limited early intervention places, the scope for the duration of placement to vary according to the needs and progress of the child.

The wellbeing class provision at Fitzalan High School would be unchanged.

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.

The range of proposals focuses on supporting pupils in mainstream schools, where this is appropriate, and on sustainable growth of established and successful specialist provision. This would reduce the Council's reliance on out of county and independent places in coming years.

The overall increase in provision, to more closely match the projected need for places, would allow a greater number of learners to be placed in provision that is within or closer to their local community and would reduce travel time.



**Baden Powell
Primary School**

Proposal for Additional Specialist Resource Base places at Baden Powell Primary School

Baden Powell Primary School is an English-medium community primary school with nursery provision located at Muirton Road, Tremorfa, Cardiff, CF24 2SJ.

To meet the demand for primary age specialist provision the Council is proposing to:

- establish an 8 place specialist resource base for emotional health and wellbeing at Baden Powell Primary School from September 2024, within the existing buildings.



Information specific to this proposal is set out at pages 21-27.

The number of places at the school

Table 7 below sets out details of recent and projected numbers on roll at Baden Powell Primary School.

Name of school	Current Published Capacity (age 4 – 11)	Places per year group (age 4 – 11)	Nursery Places	Language medium and Category of School
Baden Powell Primary School	420	60	48	English-medium community primary school

The current capacity of Baden Powell Primary School is 403 places and the school had 288 pupils on roll in January 2023.

Demand for places at the school

Table 8 below sets out details of recent and projected numbers on roll at Baden Powell Primary School.

Table 8 : Recent and projected numbers on roll at Baden Powell Primary School										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2023/26	2026/27	2027/28
Baden Powell Primary School mainstream places	358	370	330	307	288	267	251	237	224	222

*Future school pupil demand based on population projections and/or ALN trend data capped to school capacity

Condition and Suitability of School Buildings

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

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

Table 9 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

Baden Powell Primary School was most recently rated C- for condition and B for suitability.

The site, and local infrastructure off-site, would support the development of special school provision.

Proposed Specialist Resource Base Accommodation

Baden Powell Primary School in Tremorfa extends to approximately 2.6 acres. No additional land is required to facilitate the establishment of an 8 place specialist resource base for emotional health and wellbeing at the school from September 2024.

The specialist resource base would require a classroom set up to provide a nurturing environment, including a withdrawal room for children to self-regulate and with access to a secure outside learning area and toilets.

It is proposed that the base would be accommodated within the existing buildings.

Quality and Standards

The following information has been provided by the Central South Consortium regarding quality and standards at Baden Powell Primary School.

- Self-evaluation processes are increasingly rigorous and accurate, enabling senior leaders to quickly identify the school's strengths and areas for improvement.
- In recent years, the school has developed a strong track record of acting successfully upon its areas for improvement.
- Distributed leadership has become a feature of the school, with an increasingly beneficial range of staff influencing the quality of the school's work.
- Work to adopt the requirements of curriculum for Wales has been proactive and bespoke to the needs of the whole school community.
- The school actively engages with all stakeholders and works collaboratively with a wide range of external providers, networks and organisations.
- The school's work in relation to the requirements of Additional Learning Needs reform is strong.
- Across the school, support and provision for pupils' wellbeing is robust and effective.

The most recent Estyn inspection of the school in July 2017 judged the school's standards, wellbeing and attitudes to learning, learning experiences and care support and guidance as good. It judged the school's teaching and leadership and management as adequate.

How would standards at the school be affected by the proposed change?

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

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

Standards at the school are good and it is not expected that the establishment of specialist resource base provision at the school will impact negatively on the school.

The proposal is not expected to have any negative impact on the quality of standards of education 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 school.

Special schools, wellbeing classes and specialist resource bases for learners experiencing emotional health and wellbeing needs are organised to provide a range of therapeutic and nurturing interventions and support. Many of the learners will experience a range of associated difficulties such as delayed literacy and numeracy, speech language and communication, sensory and emotional regulation. Schools ensure staff employed in the setting have appropriate skills and experience to plan and implement interventions including ELSA and THRIVE.

The settings provide small class learning tailored to the learning needs of the pupils, including interventions to support literacy and numeracy, speech language and communication. The wellbeing classes have a focus on supporting reintegration and a return to mainstream learning at an appropriate point: the process is planned to take account of the learner's progress and needs.

The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's capacity for inclusion and benefit all pupils in the school.

Care support and guidance

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

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 manages admissions to the special schools and specialist resource bases. Every learner will have an Individual Development Plan which is a statutory document identifying what is 'important to' and 'important for' the child or young person, the desired outcomes and the additional learning provision to be implemented in order to achieve the outcomes.

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 specialist resource bases are delegated to schools. Governing Bodies determine the most appropriate management model for the setting, in line with the whole school leadership and management approach and the goal of ensuring the base is a fully integrated part of the school. The local authority can provide advice and support in relation to specialist appointments.

New settings do not usually open to full capacity in the first year. As far as possible, admissions are staggered over 3-5 years, enabling the setting to establish practice in phases.

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

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

What are the benefits of the proposed change?

- The proposal would increase the number of specialist resource base places for primary aged learners with emotional health and wellbeing needs and would contribute towards meeting projected demand;
- The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school;
- The proposal would mean that pupils living in the south of the city who need a place at an emotional health and wellbeing specialist resource base could have suitable provision closer to home, and therefore travel shorter distances to access specialist 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 and well-established processes to plan and support such a transition.
- There is potential for increased traffic congestion around the school site at the start and end of the day. The Council would work with the Baden Powell Primary School Governing Body to develop a Travel Plan to minimise any potential disruption.

Risks

- Should the need for any building, adaptation and refurbishment works be necessary, the implementation of the proposed change could be impacted due to unforeseen difficulties in appointing appropriate contractors, delays in project delivery or securing sufficient funding. The Council does however have significant experience in the successful delivery of a range of school building projects as a result of progressing a large and growing school organisation programme and the lessons learnt through this would limit the impact of any unexpected matters that may arise. Based on the consultation outcome a range of options would be developed. A full financial evaluation would then take place. This would ensure affordability and limit budgetary pressures on the Council.

Alternative options

Alternative options to establishing a specialist resource base for children with emotional health and wellbeing needs at Baden Powell Primary School could include:

- Do nothing. There are not enough specialist places in Cardiff. An expansion of in-county provision would provide a more efficient and effective use of the Council's financial resources than reliance on places in independent schools.
- The establishment of new specialist provision on other school sites and/or a different number of places in the current or proposed bases.

However, there is a shortage of provision for learners with emotional health and wellbeing needs in this area of the city. Standards at Baden Powell Primary School are good and the school has a proven track record of high-quality support for learners with Additional Learning Needs. The location of the school also supports the distribution of primary emotional health and wellbeing needs places across the city and there is scope to develop the required accommodation within the existing buildings.

The establishment of additional learning needs provision at Baden Powell Primary School is therefore considered to be a preferred option.

Human Resources Matters

The proposal to establish a specialist resource base at Baden Powell Primary School would require the governing body to consider the workforce requirements in readiness for the expansion. The governing body would be encouraged to undertake this work in line with the School Organisation Planning HR Framework.

HR People Services will work with the governing body to address the HR implications arising from the establishment of a specialist resource base at the school and the resulting need for additional staffing.

Where the governing body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the establishment of the specialist resource base will provide opportunities for school-based staff on the school redeployment register.

Transport matters

The proposed specialist resource base on the site of Baden Powell Primary School would serve pupils in the south of Cardiff and could reduce the distance travelled to school for children in this area of the city who require placement in a specialist resource base and who currently travel to other areas of the city.

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to primary schools, including special schools and specialist resource base facilities. Pupils attending the specialist resource base at Baden Powell Primary School who live within two miles of the school would not qualify for free transport unless this is necessary to meet their individual learning needs and social issues.

The individual needs of pupils at special schools and specialist resource bases, together with the greater distances travelled, necessarily limit the scope for high rates of active travel compared with mainstream school pupils.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the Additional Learning Needs cohort, including Independent Travel Training for older pupils, cycle maintenance and cycle training.

Some pupils are able to travel independently or with parent/carers and if resident within the two-mile qualifying distance may not be eligible for Learner Transport.

Provision of recommended improvements for active travel would benefit these pupils as well as any mainstream pupils, staff and visitors to the sites. These could include appropriate road safety improvements such as crossings, cycling facilities, secure cycle parking, and improvements to bus waiting facilities.

As there would be a maximum of 8 children attending the specialist resource base, it is anticipated that there would be a small number of children arriving by free home to school transport in shared taxis. This Learner Transport will need appropriate facilities for drop-off and pick-up which will be considered as part of the proposals.

A drop-off and pick-up area for school transport for an anticipated 3 taxis would be needed. There is no space available on-site and further feasibility is required. The potential use of The STAR Hub car park opposite with staff to escort pupils is under consideration.

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

Have your say

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

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

- Complete 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 463, 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 19 January 2024.



Fairwater Primary School

Proposal for Additional Specialist Resource Base places at Fairwater Primary School

Fairwater Primary School is an English-medium community primary school located at Wellwright Road, Fairwater, Cardiff, CF5 3ED.

The school hosts a wellbeing class for pupils with emotional health and wellbeing needs.

To meet the demand for primary age specialist provision the Council is proposing to:

- 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.



Information specific to this proposal is set out at pages 29-35.

The number of places at the school

Table 10 below provides details of places available at Fairwater Primary School.

Table 10: Places at Fairwater Primary School

Name of school	Current Published Capacity (age 4 – 11)	Places per year group (age 4 – 11)	Nursery Places	Language medium and Category of School
Fairwater Primary School (mainstream places)	256	40	-	English-medium community primary school
Fairwater Primary School (wellbeing class places)	8	N/A	N/A	

The current capacity of Fairwater Primary School is 256 places and the school had 175 pupils on roll in January 2023.

Demand for places at the school

Table 11 below sets out details of recent and projected numbers on roll at Fairwater Primary School.

Table 11 : Recent and projected numbers on roll at Fairwater Primary School										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2023/26	2026/27	2027/28
Fairwater Primary School mainstream places	243	224	209	198	175	172	169	154	157	154

*Future school pupil demand based on population projections and/or ALN trend data capped to school capacity

Condition and Suitability of School Buildings

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

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

Table 12: Condition and suitability gradings

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

Fairwater Primary School was most recently rated B for condition and B for suitability.

The site, and local infrastructure off-site, would support the development of special school provision.

Proposed Specialist Resource Base Accommodation

Fairwater Primary School in Fairwater extends to approximately 12.1 acres. Part of the site is planned to be occupied by The Court Special School (Ysgol Cynefin) from September 2025.

No additional land is required to facilitate the establishment of an 8 place specialist resource base for emotional health and wellbeing at the school from September 2024.

The specialist resource base would require a classroom set up to provide a nurturing environment, including a withdrawal room for children to self-regulate and with access to a secure outside learning area and toilets. This is already in place for the existing Wellbeing Class provision.

It is proposed that the base would be accommodated within the existing buildings and would replace the existing wellbeing class.

Quality and Standards

The following information has been provided by the Central South Consortium regarding quality and standards at Fairwater Primary School.

- The school knows its strengths and areas for development. This knowledge is informed by a range of monitoring activities over the course of the academic year, many of which the improvement partner has been involved in.
- School improvement priorities are monitored closely and evaluated to secure a positive impact on pupils' wellbeing and standards of learning.
- The school is continuing to develop their curriculum in line with guidance and in collaboration with Central South Consortium lead practitioners.
- The school has responded to the requirements of the Additional Learning Needs reform and fulfils its statutory duties in this respect.
- Grant funding is utilised to provide intervention and support to identified pupils. Many of these interventions seek to meet the wellbeing and emotional needs of learners.
- The school continues to develop parental involvement and refers to Welsh Government's "Family and Community Engagement" document to further enhance this.
- The newly appointed headteacher and school leaders support all pupils, and their families, to reach their full potential.

The most recent Estyn inspection of the school in February 2020 judged the school's standards, wellbeing and attitudes to learning, teaching and learning experiences, care support and guidance and leadership and management as good.

How would standards at the school be affected by the proposed change?

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

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

Standards at the school are good and it is not expected that the establishment of specialist resource base provision at the school will impact negatively on the school.

The proposal is not expected to have any negative impact on the quality of standards of education 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 school.

Special schools, wellbeing classes and specialist resource bases for learners experiencing emotional health and wellbeing needs are organised to provide a range of therapeutic and nurturing interventions and support. Many of the learners will experience a range of associated difficulties such as delayed literacy and numeracy, speech language and communication, sensory and emotional regulation. Schools ensure staff employed in the setting have appropriate skills and experience to plan and implement interventions including ELSA and THRIVE.

The settings provide small class learning tailored to the learning needs of the pupils, including interventions to support literacy and numeracy, speech language and communication. The wellbeing classes have a focus on supporting reintegration and a return to mainstream learning at an appropriate point: the process is planned to take account of the learner's progress and needs.

The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's capacity for inclusion and benefit all pupils in the school.

Care support and guidance

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

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 manages admissions to the special schools and specialist resource bases. Every learner will have an Individual Development Plan which is a statutory document identifying what is 'important to' and 'important for' the child or young person, the desired outcomes and the additional learning provision to be implemented in order to achieve the outcomes.

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 specialist resource bases are delegated to schools. Governing Bodies determine the most appropriate management model for the setting, in line with the whole school leadership and management approach and the goal of ensuring the base is a fully integrated part of the school. The local authority can provide advice and support in relation to specialist appointments.

New settings do not usually open to full capacity in the first year. As far as possible, admissions are staggered over 3-5 years, enabling the setting to establish practice in phases.

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

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

What are the benefits of the proposed change?

- The proposal would increase the number of specialist resource base places for primary aged learners with emotional health and wellbeing needs and would contribute towards meeting projected demand;
- The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school;
- Co-locating the specialist resource base with the new Court School (Ysgol Cynefin) provision would allow staff to share best practice, strengthen relationships with special school provision, allow for professional

learning opportunities and for multi-agency working.

- The proposal would mean that pupils living in the western area of the city who need a place at an emotional health and wellbeing specialist resource base could have suitable provision closer to home and therefore travel shorter distances to access specialist 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 and well-established processes to plan and support such a transition.
- There is potential for increased traffic congestion around the school site at the start and end of the day. However, as the number of learners accessing the base would be unchanged from the number currently attending the Wellbeing Class there is likely to be no differential impact. The Council would work with the Fairwater Primary School Governing Body to develop a Travel Plan to minimise any potential disruption.

Risks

- Should the need for any building, adaptation and refurbishment works be necessary, the implementation of the proposed change could be impacted due to unforeseen difficulties in appointing appropriate contractors, delays in project delivery or securing sufficient funding. The Council does however have significant experience in the successful delivery of a range of school building projects as a result of progressing a large and growing school organisation programme and the lessons learnt through this would limit the impact of any unexpected matters that may arise. Based on the consultation outcome a range of options would be developed. A full financial evaluation would then take place. This would ensure affordability and limit budgetary pressures on the Council.

Alternative options

Alternative options to establishing a specialist resource base for children with emotional health and wellbeing needs at Fairwater Primary School Base could include:

- Do nothing. There are not enough specialist places in Cardiff. An expansion of in-county provision would provide a more efficient and effective use of the Council's financial resources than reliance on places in independent schools.
- The establishment of new specialist provision on other school sites and/or a different number of places in the current or proposed bases.

However, there is a shortage of provision for learners with emotional health and wellbeing needs in this area of the city. Standards at Fairwater Primary School are good and the school has a proven track record of high-quality support for learners with Additional Learning Needs. The location of the school also supports the distribution of primary emotional health and wellbeing needs places across the city and there is scope to develop the required accommodation within the existing buildings.

The establishment of a specialist resource base at Fairwater Primary School is therefore considered to be a preferred option.

Human Resources Matters

The proposal to establish a specialist resource base at Fairwater Primary School would require the governing body to consider the workforce requirements in readiness for the expansions. The governing body would be encouraged to undertake this work in line with the School Organisation Planning HR Framework.

HR People Services will work with the governing body to address the HR implications arising from the establishment of a specialist resource base at the school and the resulting need for additional staffing.

Where the governing body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the establishment of the specialist resource base will provide opportunities for school-based staff on the school redeployment register.

Transport matters

The proposed specialist resource base on the site of Fairwater Primary School would serve pupils in the west of Cardiff and could reduce the distance travelled to school for children in this area of the city who require placement in a specialist resource base and who currently travel to other areas of the city.

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to primary schools, including special schools and specialist resource base facilities. Pupils attending the specialist resource base at Fairwater Primary School who live within two miles of the school would not qualify for free transport unless this is necessary to meet their individual learning needs and social issues.

The individual needs of pupils at special schools and specialist resource bases, together with the greater distances travelled, necessarily limit the scope for high rates of active travel compared with mainstream school pupils.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the Additional Learning Needs cohort, including Independent Travel Training for older pupils, cycle maintenance and cycle training.

Some pupils are able to travel independently or with parent/carers and if resident within the two-mile qualifying distance may not be eligible for Learner Transport.

Provision of recommended improvements for active travel would benefit these pupils as well as any mainstream pupils, staff and visitors to the sites. These could include appropriate road safety improvements such as crossings, cycling facilities, secure cycle parking, and improvements to bus waiting facilities.

As there would be a maximum of 8 children attending the specialist resource base, it is anticipated that there would be a small number of children arriving by free home to school transport in shared taxis. This Learner Transport will need appropriate facilities for drop-off and pick-up which will be considered as part of the proposals.

A drop-off and pick-up area for school transport for an anticipated 3 taxis would be needed. The required space is available on site with reconfiguration of existing facilities.

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

Have your say

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

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

- Complete 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 463, 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 19 January 2024.



Herbert Thompson Primary School

Proposal for Additional Specialist Resource Base places at Herbert Thompson Primary School

Herbert Thompson Primary School is an English-medium community primary school with nursery provision located at Plymouth Wood Road, Ely, Cardiff, CF5 4XD.

To meet the demand for primary age specialist provision the Council is proposing to:

- establish a 16 place specialist resource base for emotional health and wellbeing at Herbert Thompson Primary School from September 2024, within the existing buildings.



Information specific to this proposal is set out at pages 37-43.

The number of places at the school

Table 13 below provides details of places available at Herbert Thompson Primary School.

Table 13: Places at Herbert Thompson Primary School

Name of school	Current Published Capacity (age 4 – 11)	Places per year group (age 4 – 11)	Nursery Places	Language medium and Category of School
Herbert Thompson School	420	60	80	English-medium community primary school

The current capacity of Herbert Thompson Primary School is 420 places and the school had 406 pupils on roll in January 2023.

Demand for places at the school

Table 14 below sets out details of recent and projected numbers on roll at Herbert Thompson Primary School.

Table 14 : Recent and projected numbers on roll at Herbert Thompson Primary School										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2023/26	2026/27	2027/28
Herbert Thompson Primary School mainstream places	440	443	431	423	406	400	387	389	384	378

*Future school pupil demand based on population projections and/or ALN trend data capped to school capacity

Condition and Suitability of School Buildings

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

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

Table 15 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

Herbert Thompson Primary School was most recently rated B for condition and C for suitability.

The site, and local infrastructure off-site, would support the development of special school provision.

Proposed Specialist Resource Base Accommodation

Herbert Thompson Primary School in Ely extends to approximately 3.0 acres. No additional land is required to facilitate the establishment of a 16 place Specialist Resource Base for emotional health and wellbeing at the school from September 2024.

The specialist resource base would require two classrooms set up to provide a nurturing environment, including a withdrawal room for children to self-regulate and with access to a secure outside learning area.

It is proposed that the base would be accommodated within the existing buildings.

Quality and Standards

The following information has been provided by the Central South Consortium regarding quality and standards at Herbert Thompson Primary School.

- The headteacher provides strong and effective leadership and is well supported by all senior staff.
- The school has a clear and bespoke vision which encompasses all of its provision, curriculum and community. As a result, most pupils develop well as they move through the school.
- There is a rigorous approach to self-evaluation which involves all members of staff. Using a wide range of first-hand evidence, the school is effective in identifying its strengths and areas for improvement.
- The school has a longstanding record of addressing its areas for improvement successfully.
- The school works constructively with outside agencies and has provided support to a range of schools. There is an outward looking culture which enables staff to share their practice and learn from others on a regular basis.
- The school has worked diligently to ensure that it is fully compliant with the ongoing Additional Learning Needs reform agenda.
- Provision for pupils' wellbeing is a strength of the school. The school deploys good range of programmes, which enables the needs of vulnerable pupils to be met well.

Following the school's most recent inspection in October 2022, the headteacher was asked to provide a best practice case study to share and exemplify the effectiveness of the school's leadership.

The most recent Estyn inspection of the school in October 2022 judged the school's standards, wellbeing and attitudes to learning, teaching and learning experiences, care support and guidance and leadership and management as good.

How would standards at the school be affected by the proposed change?

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

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

Standards at the school are good and it is not expected that the establishment of specialist resource base provision at the school will impact negatively on the school.

The proposal is not expected to have any negative impact on the quality of standards of education 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 school.

Special schools, wellbeing classes and specialist resource bases for learners experiencing emotional health and wellbeing needs are organised to provide a range of therapeutic and nurturing interventions and support. Many of the learners will experience a range of associated difficulties such as delayed literacy and numeracy, speech language and communication, sensory and emotional regulation. Schools ensure

staff employed in the setting have appropriate skills and experience to plan and implement interventions including ELSA and THRIVE.

The settings provide small class learning tailored to the learning needs of the pupils, including interventions to support literacy and numeracy, speech language and communication. The wellbeing classes have a focus on supporting reintegration and a return to mainstream learning at an appropriate point: the process is planned to take account of the learner's progress and needs.

The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's capacity for inclusion and benefit all pupils in the school.

Care support and guidance

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

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 manages admissions to the special schools and specialist resource bases. Every learner will have an Individual Development Plan which is a statutory document identifying what is 'important to' and 'important for' the child or young person, the desired outcomes and the additional learning provision to be implemented in order to achieve the outcomes.

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 specialist resource bases are delegated to schools. Governing Bodies determine the most appropriate management model for the setting, in line with the whole school leadership and management approach and the goal of ensuring the base is a fully integrated part of the school. The local authority can provide advice and support in relation to specialist appointments.

New settings do not usually open to full capacity in the first year. As far as possible, admissions are staggered over 3-5 years, enabling the setting to establish practice in phases.

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

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

What are the benefits of the proposed change?

- The proposal would increase the number of specialist resource base places for primary aged learners with emotional health and wellbeing needs and would contribute towards meeting projected demand;
- The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school;
- The proposal would mean that pupils living in the south west of the city who need a place at an emotional health and wellbeing specialist resource base could have suitable provision closer to home, and therefore travel shorter distances to access specialist 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 and well-established processes to plan and support such a transition.
- There is potential for increased traffic congestion around the school site at the start and end of the day. The Council would work with the Herbert Thompson Primary School Governing Body to develop a Travel Plan to minimise any potential disruption.

Risks

- Should the need for any building, adaptation and refurbishment works be necessary, the implementation of the proposed change could be impacted due to unforeseen difficulties in appointing appropriate contractors, delays in project delivery or securing sufficient funding. The Council does however have significant experience in the successful delivery of a range of school building projects as a result of progressing a large and growing school organisation programme and the lessons learnt through this would limit the impact of any unexpected matters that may arise. Based on the consultation outcome a range of options would be developed. A full financial evaluation would then take place. This would ensure affordability and limit budgetary pressures on the Council.

Alternative options

Alternative options to establishing a specialist resource base for children with emotional health and wellbeing needs at Herbert Thompson Primary School could include:

- Do nothing. There are not enough specialist places in Cardiff. An expansion of in-county provision would provide a more efficient and effective use of the Council's financial resources than reliance on places in independent schools.
- The establishment of new specialist provision on other school sites and/or a different number of places in the current or proposed bases.

However, there is a shortage of provision for learners with emotional health and wellbeing needs in this area of the city. Standards at Herbert Thompson Primary School are good and the school has a proven track record of high-quality support for learners with Additional Learning Needs. The location of the school also supports the distribution of primary emotional health and wellbeing needs places across the city and there is scope to develop the required accommodation within the existing buildings.

The establishment of a specialist resource base at Herbert Thompson Primary School is therefore considered to be a preferred option.

Human Resources Matters

The proposal to establish a specialist resource base at Herbert Thompson Primary School would require the governing body to consider the workforce requirements in readiness for the expansions. The governing body would be encouraged to undertake this work in line with the School Organisation Planning HR Framework.

HR People Services will work with the governing body to address the HR implications arising from the establishment of a specialist resource base at the school and the resulting need for additional staffing.

Where the governing body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the establishment of the specialist resource base will provide opportunities for school-based staff on the school redeployment register.

Transport matters

The proposed specialist resource base on the site of Herbert Thompson Primary School would serve pupils in the west of Cardiff and would reduce the distance travelled to school for children in this area of the city who require placement in a specialist resource base and who currently travel to other areas of the city.

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to primary schools, including special schools and specialist resource base facilities. Pupils attending the specialist resource base at Herbert Thompson Primary School who live within two miles of the school would not qualify for free transport unless this is necessary to meet their individual learning needs and social issues.

The individual needs of pupils at special schools and specialist resource bases, together with the greater distances travelled, necessarily limit the scope for high rates of active travel compared with mainstream school pupils.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the Additional Learning Needs cohort, including Independent Travel Training for older pupils, cycle maintenance and cycle training.

Some pupils are able to travel independently or with parent/carers and if resident within the two-mile qualifying distance may not be eligible for Learner Transport.

Provision of recommended improvements for active travel would benefit these pupils as well as any mainstream pupils, staff and visitors to the sites. These could include appropriate road safety improvements such as crossings, cycling facilities, secure cycle parking, and improvements to bus waiting facilities.

As there would be a maximum of 16 children attending the specialist resource base, it is anticipated that there would be a small number of children arriving by free home to school transport in shared taxis. This Learner Transport will need appropriate facilities for drop-off and pick-up which will be considered as part of the proposals.

A drop-off and pick-up area for school transport for an anticipated 6 taxis would be needed. The required space is available on site with reconfiguration of existing facilities.

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

Have your say

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

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

- Complete 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 463, 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 19 January 2024.



Lakeside Primary School

Proposal for Additional Specialist Resource Base places at Lakeside Primary School

Lakeside Primary School is an English-medium community primary school with nursery provision located at Ontario Way, Lakeside, Cardiff, CF23 6HB.

The school hosts a wellbeing class for pupils with emotional health and wellbeing needs.

To meet the demand for primary age specialist provision the Council is proposing to:

- 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.

Information specific to this proposal is set out at pages 45-51.



The number of places at the school

Table 16 below provides details of places available at Lakeside Primary School.

Table 16: Places at Lakeside Primary School

Name of school	Current Published Capacity (age 4 – 11)	Places per year group (age 4 – 11)	Nursery Places	Language medium and Category of School
Lakeside Primary School (mainstream places)	420	60	80	English-medium community primary school
Lakeside Primary School (wellbeing class places)	16	N/A	N/A	

The current capacity of Lakeside Primary School is 420 places and the school had 418 pupils on roll in January 2023.

Demand for places at the school

Table 17 below sets out details of recent and projected numbers on roll at Lakeside Primary School.

Table 17 : Recent and projected numbers on roll at Lakeside Primary School										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2023/26	2026/27	2027/28
Lakeside Primary School mainstream places	446	412	414	415	418	399	389	371	355	339

*Future school pupil demand based on population projections and/or ALN trend data capped to school capacity

Condition and Suitability of School Buildings

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

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

Table 18: 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

Lakeside Primary School was most recently rated C- for condition and B for suitability.

The site, and local infrastructure off-site, would support the development of special school provision.

Proposed Specialist Resource Base Accommodation

Lakeside Primary School in Lakeside extends to approximately 6.9 acres. No additional land is required to facilitate the establishment of a 16 place specialist resource base for emotional health and wellbeing at the school from September 2024.

The specialist resource base would require two classrooms set up to provide a nurturing environment, including a withdrawal room for children to self-regulate and with access to a secure outside learning area. This is already in place for the existing wellbeing class provision.

It is proposed that the base would be accommodated within the existing buildings and would replace the existing wellbeing class.

Quality and Standards

The following information has been provided by the Central South Consortium regarding quality and standards at Lakeside Primary School.

- Leadership in the school continues to be highly effective. An exciting learning culture permeates the school and pupil voice sits at the heart of a highly creative approach to curriculum design and pedagogy.
- There is a clear strategy for improvement, and this has resulted in sustained outcomes in nearly all areas of learning. All staff have clear roles and responsibilities and work together effectively. The Senior Leadership Team are effectively supporting the development of the strategic vision for the school.
- Improvement planning gives good attention to addressing national priorities concerning literacy, numeracy, and e-FSM pupils' achievement. As a result, the school improvement plan (SIP) provides an effective strategy which has brought about sustained improvement in outcomes for nearly all learners.
- The SIP identifies the outcomes the school expects to achieve, and senior leaders and governors use it effectively to monitor progress against targets, success criteria and milestones.
- The school has effective procedures for self-evaluation and the self-evaluation report (SER) provides an accurate picture of the school's strengths and areas for improvement.
- Assessment and tracking of pupils' progress and intervention to support improvement is strong and, as a result, nearly all pupils make at least good progress.
- The Additional Learning Needs Coordinator (ALNCO) attends training and cluster meetings and provides feedback to staff and governors. Detailed one-page profiles are developed for all pupils and staff to develop specific targets for learners who need additional support above what's available in universal provision.

The most recent Estyn inspection of the school in November 2014 judged the school's standards, and attitudes to learning, teaching and learning experiences, care support and guidance and leadership and management as good. It judged the school's wellbeing as adequate.

How would standards at the school be affected by the proposed change?

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

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

Standards at the school are good and it is not expected that the establishment of specialist resource base provision at the school will impact negatively on the school.

The proposal is not expected to have any negative impact on the quality of standards of education 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 school.

Special schools, wellbeing classes and specialist resource bases for learners experiencing emotional health and wellbeing needs are organised to provide a range of therapeutic and nurturing interventions and support. Many of the learners will experience a range of associated difficulties such as delayed literacy and numeracy, speech language and communication, sensory and emotional regulation. Schools ensure staff employed in the setting have appropriate skills and experience to plan and implement interventions including ELSA and THRIVE.

The settings provide small class learning tailored to the learning needs of the pupils, including interventions to support literacy and numeracy, speech language and communication. The wellbeing classes have a focus on supporting reintegration and a return to mainstream learning at an appropriate point: the process is planned to take account of the learner's progress and needs.

The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's capacity for inclusion and benefit all pupils in the school.

Care support and guidance

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

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 manages admissions to the special schools and specialist resource bases. Every learner will have an Individual Development Plan which is a statutory document identifying what is 'important to' and 'important for' the child or young person, the desired outcomes and the additional learning provision to be implemented in order to achieve the outcomes.

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 specialist resource bases are delegated to schools. Governing Bodies determine the most appropriate management model for the setting, in line with the whole school leadership and management approach and the goal of ensuring the base is a fully integrated part of the school. The local authority can provide advice and support in relation to specialist appointments.

New settings do not usually open to full capacity in the first year. As far as possible, admissions are staggered over 3-5 years, enabling the setting to establish practice in phases.

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

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

What are the benefits of the proposed change?

- The proposal would increase the number of specialist resource base places for primary aged learners with emotional health and wellbeing needs and would contribute towards meeting projected demand;
- The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school;
- The proposal would mean that pupils living in the north/central area of the city who need a place at an emotional health and wellbeing specialist resource base could have suitable provision closer to home, and therefore travel shorter distances to access specialist 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 and well-established processes to plan and support such a transition.
- There is potential for increased traffic congestion around the school site at the start and end of the day. However, as the number of learners accessing the base would be unchanged from the number currently attending the wellbeing class there is likely to be no differential impact. The Council would work with the Lakeside Primary School Governing Body to develop a Travel Plan to minimise any potential disruption

Risks

- Should the need for any building, adaptation and refurbishment works be necessary, the implementation of the proposed change could be impacted due to unforeseen difficulties in appointing appropriate contractors, delays in project delivery or securing sufficient funding. The Council does however have significant experience in the successful delivery of a range of school building projects as a result of progressing a large and growing school organisation programme and the lessons learnt through this would limit the impact of any unexpected matters that may arise. Based on the consultation outcome a range of options would be developed. A full financial evaluation would then take place. This would ensure affordability and limit budgetary pressures on the Council.

Alternative options

Alternative options to establishing a specialist resource base for children with emotional health and wellbeing needs at Lakeside Primary School could include:

- Do nothing. There are not enough specialist places in Cardiff. An expansion of in-county provision would provide a more efficient and effective use of the Council's financial resources than reliance on places in independent schools.
- The establishment of new specialist provision on other school sites and/or a different number of places in the current or proposed bases.

However, there is a shortage of provision for learners with emotional health and wellbeing needs in this area of the city. Standards at Lakeside Primary School are good and the school has a proven track record of high-quality support for learners with Additional Learning Needs. The location of the school also supports the distribution of primary emotional health and wellbeing needs places across the city and there is scope to develop the required accommodation within the existing buildings.

The establishment of a specialist resource base at Lakeside Primary School is therefore considered to be a preferred option.

Human Resources Matters

The proposal to establish a specialist resource base at Lakeside Primary School would require the governing body to consider the workforce requirements in readiness for the expansions. The governing body would be encouraged to undertake this work in line with the School Organisation Planning HR Framework.

HR People Services will work with the governing body to address the HR implications arising from the establishment of a specialist resource base at the school and the resulting need for additional staffing.

Where the governing body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the establishment of the specialist resource base will provide opportunities for school-based staff on the school redeployment register.

Transport matters

The proposed specialist resource base on the site of Lakeside Primary School would serve pupils in the north/central area of Cardiff and could reduce the distance travelled to school for children in this area of the city who require placement in a specialist resource base and who currently travel to other areas of the city.

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to primary schools, including special schools and specialist resource base facilities. Pupils attending the specialist resource base at Lakeside Primary School who live within two miles of the school would not qualify for free transport unless this is necessary to meet their individual learning needs and social issues.

The individual needs of pupils at special schools and specialist resource bases, together with the greater distances travelled, necessarily limit the scope for high rates of active travel compared with mainstream school pupils.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the Additional Learning Needs cohort, including Independent Travel Training for older pupils, cycle maintenance and cycle training.

Some pupils are able to travel independently or with parent/carers and if resident within the two-mile qualifying distance may not be eligible for Learner Transport.

Provision of recommended improvements for active travel would benefit these pupils as well as any mainstream pupils, staff and visitors to the sites. These could include appropriate road safety improvements such as crossings, cycling facilities, secure cycle parking, and improvements to bus waiting facilities

As there would be a maximum of 16 children attending the specialist resource base, it is anticipated that there would be a small number of children arriving by free home to school transport in shared taxis. This Learner Transport will need appropriate facilities for drop-off and pick-up which will be considered as part of the proposals .

A drop-off and pick-up area for school transport for an anticipated 6 taxis would be needed. The required space is available on site with reconfiguration of the existing facilities.

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

Have your say

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

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

- Complete 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 463, 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 19 January 2024.

A photograph of a classroom scene with a blue overlay. A teacher is standing on the right, smiling and looking at a student. The student is sitting at a desk, looking towards the teacher. There are other students in the background. A white text box is centered over the image.

Springwood Primary School

Proposal for Additional Specialist Resource Base places at Springwood Primary School

Springwood Primary School is an English-medium community primary school with nursery provision located at Pennsylvania, Llanedeyrn, Cardiff, CF23 9LS.

The school hosts a specialist resource base for children with autism. No changes are proposed to the school's specialist resource base for learners with autism.

The school hosts a wellbeing class for pupils with emotional health and wellbeing needs.

To meet the demand for primary age specialist provision the Council is proposing to:

- 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.

Information specific to this proposal is set out at pages 53-59.



The number of places at the school

Table 19 below provides details of places available at Springwood Primary School.

Table 19: Places at Springwood Primary School

Name of school	Current Published Capacity (age 4 – 11)	Places per year group (age 4 – 11)	Nursery Places	Language medium and Category of School
Springwood Primary School (mainstream places)	420	60	48	English-medium community primary school
Springwood Primary School (Autism SRB)	28	N/A	N/A	
Springwood Primary School (wellbeing class places)	8	N/A	N/A	

The current capacity of Springwood Primary School is 420 places and the school had 234 pupils on roll in January 2023.

Demand for places at the school

Table 20 below sets out details of recent and projected numbers on roll at Springwood Primary School.

Table 20 : Recent and projected numbers on roll at Springwood Primary School										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2023/26	2026/27	2027/28
Springwood Primary School mainstream places	207	212	217	235	234	238	250	251	245	237

*Future school pupil demand based on population projections and/or ALN trend data capped to school capacity

Condition and Suitability of School Buildings

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

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

Table 21 Condition and suitability gradings

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

Springwood Primary School was most recently rated C for condition and B for suitability.

The site, and local infrastructure off-site, would support the development of special school provision.

Proposed Specialist Resource Base Accommodation

Springwood Primary School in Llanedeyrn extends to approximately 6.8 acres. No additional land is required to facilitate the establishment of an 8 place Specialist Resource Base for emotional health and wellbeing at the school from September 2024.

The specialist resource base would require a classroom set up to provide a nurturing environment, including a withdrawal room for children to self-regulate and with access to a secure outside learning area and toilets. This is already in place for the existing Wellbeing Class provision.

It is proposed that the base would be accommodated within the existing buildings and would replace the existing wellbeing class.

Quality and Standards

The following information has been provided by the Central South Consortium regarding quality and standards at Springwood Primary School.

- The school's self-evaluation practices are well-established, robust and effective. Senior leaders work collaboratively with colleagues from other local schools to support this work, ensuring that there is useful quality assurance.
- The school acts swiftly and successfully when areas for improvement are identified. Work to improve pupils' writing skills has been particularly effective in recent times.
- The headteacher is well supported by the deputy headteacher and the senior leadership team. Distributed leadership is effective, and all staff have the opportunity to influence the school's practice.
- Professional learning opportunities for all staff have ensured that the school's practice is constantly held under review and enabled to evolve, according to the needs of the pupils.
- The school has developed a creative approach to its new curriculum which focusses on the skills, knowledge and experiences that its pupils specifically need.
- Work to ensure that the school is compliant with Additional Learning Needs reform is well-established.
- The school has a strong track record of providing effective provision for pupils with a wide range of additional learning need.

The most recent Estyn inspection of the school in March 2018 judged the school's standards, wellbeing and attitudes to learning, teaching and learning experiences and leadership and management as good. It judged the school's care support and guidance as excellent.

How would standards at the school be affected by the proposed change?

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

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

Standards at the school are good and it is not expected that the establishment of specialist resource base provision at the school will impact negatively on the school.

The proposal is not expected to have any negative impact on the quality of standards of education 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 school.

Special schools, wellbeing classes and specialist resource bases for learners experiencing emotional health and wellbeing needs are organised to provide a range of therapeutic and nurturing interventions and support. Many of the learners will experience a range of associated difficulties such as delayed literacy and numeracy, speech language and communication, sensory and emotional regulation. Schools ensure staff employed in the setting have appropriate skills and experience to plan and implement interventions including ELSA and THRIVE.

The settings provide small class learning tailored to the learning needs of the pupils, including interventions to support literacy and numeracy, speech language and communication. The wellbeing classes have a focus on supporting reintegration and a return to mainstream learning at an appropriate point: the process is planned to take account of the learner's progress and needs.

The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's capacity for inclusion and benefit all pupils in the school.

Care support and guidance

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

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 manages admissions to the special schools and specialist resource bases. Every learner will have an Individual Development Plan which is a statutory document identifying what is 'important to' and 'important for' the child or young person, the desired outcomes and the additional learning provision to be implemented in order to achieve the outcomes.

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 specialist resource bases are delegated to schools. Governing Bodies determine the most appropriate management model for the setting, in line with the whole school leadership and management approach and the goal of ensuring the base is a fully integrated part of the school. The local authority can provide advice and support in relation to specialist appointments.

New settings do not usually open to full capacity in the first year. As far as possible, admissions are staggered over 3-5 years, enabling the setting to establish practice in phases.

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

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

What are the benefits of the proposed change?

- The proposal would increase the number of specialist resource base places for primary aged learners with emotional health and wellbeing needs and would contribute towards meeting projected demand;
- The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school;
- The proposal would mean that pupils living in the north east area of the city who need a place at an emotional health and wellbeing specialist resource base could have suitable provision closer to home, and therefore travel shorter distances to access specialist 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 and well-established processes to plan and support such a transition.
- There is potential for increased traffic congestion around the school site at the start and end of the day. However, as the number of learners accessing the base would be unchanged from the number currently attending the wellbeing class there is likely to be no differential impact. The Council would work with the Springwood Primary School Governing Body to develop a Travel Plan to minimise any potential disruption.

Risks

- Should the need for any building, adaptation and refurbishment works be necessary, the implementation of the proposed change could be impacted due to unforeseen difficulties in appointing appropriate contractors, delays in project delivery or securing sufficient funding. The Council does however have significant experience in the successful delivery of a range of school building projects as a result of progressing a large and growing school organisation programme and the lessons learnt through this would limit the impact of any unexpected matters that may arise. Based on the consultation outcome a range of options would be developed. A full financial evaluation would then take place. This would ensure affordability and limit budgetary pressures on the Council.

Alternative options

Alternative options to establishing a specialist resource base for children with emotional health and wellbeing needs at Springwood Primary School could include:

- Do nothing. There are not enough specialist places in Cardiff. An expansion of in-county provision would provide a more efficient and effective use of the Council's financial resources than reliance on places in independent schools.
- The establishment of new specialist provision on other school sites and/or a different number of places in the current or proposed bases.

However, there is a shortage of provision for learners with emotional health and wellbeing needs in this area of the city. Standards at Springwood Primary School are good and the school has a proven track record of high-quality support for learners with Additional Learning Needs. The location of the school also supports the distribution of primary emotional health and wellbeing needs places across the city and there is scope to develop the required accommodation within the existing buildings.

The establishment of a specialist resource base at Springwood Primary School is therefore considered to be a preferred option.

Human Resources Matters

The proposal to establish a specialist resource base at Springwood Primary School would require the governing body to consider the workforce requirements in readiness for the expansions. The governing body would be encouraged to undertake this work in line with the School Organisation Planning HR Framework.

HR People Services will work with the governing body to address the HR implications arising from the establishment of a specialist resource base at the school and the resulting need for additional staffing.

Where the governing body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the establishment of the specialist resource base will provide opportunities for school-based staff on the school redeployment register.

Transport matters

The proposed specialist resource base on the site of Springwood Primary School would serve pupils in the northeast of Cardiff and would reduce the distance travelled to school for children in this area of the city who require placement in a specialist resource base and who currently travel to other areas of the city.

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to primary schools, including special schools and specialist resource base facilities. Pupils attending the specialist resource base at Springwood Primary School who live within two miles of the school would not qualify for free transport unless this is necessary to meet their individual learning needs and social issues.

The individual needs of pupils at special schools and specialist resource bases, together with the greater distances travelled, necessarily limit the scope for high rates of active travel compared with mainstream school pupils.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the Additional Learning Needs cohort, including Independent Travel Training for older pupils, cycle maintenance and cycle training.

Some pupils are able to travel independently or with parent/carers and if resident within the two-mile qualifying distance may not be eligible for Learner Transport.

Provision of recommended improvements for active travel would benefit these pupils as well as any mainstream pupils, staff and visitors to the sites. These could include appropriate road safety improvements such as crossings, cycling facilities, secure cycle parking, and improvements to bus waiting facilities.

As there would be a maximum of 8 children attending the specialist resource base , it is anticipated that there would be a small number of children arriving by free home to school transport in shared taxis. This Learner Transport will need appropriate facilities for drop-off and pick-up which will be considered as part of the proposals.

A drop-off and pick-up area for school transport for an anticipated 3 taxis would be needed. The required space is available on site with reconfiguration of the existing facilities.

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

Have your say

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

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

- Complete 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 463, 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 19 January 2024.

A photograph of a classroom scene with a pink overlay. A teacher with curly hair is smiling and leaning over a table, interacting with two young girls. The girls are looking at educational cards on the table. The cards contain mathematical problems like '2x5 = ?' and '2x3 = ?'.

Ysgol Gymraeg Pwll Coch

Proposal for Additional Specialist Resource Base places at Ysgol Gymraeg Pwll Coch

Ysgol Gymraeg Pwll Coch is a Welsh-medium community primary school with nursery provision located at Lawrenny Avenue, Leckwith, Cardiff, CF11 8BR.

The school hosts a specialist resource base for children with complex learning needs. No changes are proposed to the school's specialist resource base for learners with complex learning needs.

The school hosts a wellbeing class for pupils with emotional health and wellbeing needs.

To meet the demand for primary age specialist provision the Council is proposing to:

- 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.



Information specific to this proposal is set out at pages 61-67.

The number of places at the school

Table 22 below provides details of places available at Ysgol Gymraeg Pwll Coch.

Table 22: Places at Ysgol Gymraeg Pwll Coch

Name of school	Current Published Capacity (age 4 - 11)	Places per year group (age 4 - 11)	Nursery Places	Language medium and Category of School
Ysgol Gymraeg Pwll Coch (mainstream places)	420	60	80	Welsh-medium community primary school
Ysgol Gymraeg Pwll Coch (CLN/ASC SRB)	20	N/A	N/A	
Ysgol Gymraeg Pwll Coch (wellbeing class places)	8	N/A	N/A	

The current capacity of Ysgol Gymraeg Pwll Coch is 420 places and the school had 272 pupils on roll in January 2023.

Demand for places at the school

Table 23 below sets out details of recent and projected numbers on roll at Ysgol Gymraeg Pwll Coch.

Table 23 : Recent and projected numbers on roll at Ysgol Gymraeg Pwll Coch										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2023/26	2026/27	2027/28
Ysgol Gymraeg Pwll Coch mainstream places	383	340	321	284	272	260	242	235	231	221

*Future school pupil demand based on population projections and/or ALN trend data capped to school capacity

Condition and Suitability of School Buildings

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

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

Table 24: 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 Gymraeg Pwll Coch was most recently rated B for condition and B for suitability.

The site, and local infrastructure off-site, would support the development of special school provision.

Proposed Specialist Resource Base Accommodation

Ysgol Gymraeg Pwll Coch in Leckwith extends to approximately 3.6 acres. No additional land is required to facilitate the establishment of an 8 place specialist resource base for emotional health and wellbeing at the school from September 2024.

The specialist resource base would require a classroom set up to provide a nurturing environment, including a withdrawal room for children to self-regulate and with access to a secure outside learning area and toilets. This is already in place for the existing Wellbeing Class provision.

It is proposed that the base would be accommodated within the existing buildings and would replace the existing wellbeing class.

Quality and Standards

The following information has been provided by the Central South Consortium regarding quality and standards at Ysgol Gymraeg Pwll Coch.

- The school is developing a range of self-evaluation activities, enabling accurate identification of strengths and areas for development. This information feeds into an appropriate school development plan with priorities accurately reflecting findings of self-evaluation.
- Curriculum planning and assessment is developing appropriately with positive momentum driving further development, working in collaboration with all stakeholders, the cluster, and other partners.
- The school has responded well to the requirements of Additional Learning Needs reform and fulfils its statutory duties in this respect.
- Grant funding is utilised appropriately providing intervention and support to identified pupils, focussed on improving literacy, numeracy, and wellbeing.
- The school has developed effective links with all stakeholders and wider community. This includes working closely with the LA during the development of two recent Specialist Resource Bases located on site.
- The Headteacher and senior leaders are working on developing a culture of distributed leadership, in effective partnership with the Governing Body, meeting the needs of all pupils, in a safe and nurturing environment.

The most recent Estyn inspection in February 2018 judged the school's standards, wellbeing and attitudes to learning, teaching and learning experiences, care support and guidance and leadership and management as good.

How would standards at the school be affected by the proposed change?

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

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

Standards at the school are good and it is not expected that the establishment of specialist resource base provision at the school will impact negatively on the school.

The proposal is not expected to have any negative impact on the quality of standards of education 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 school.

Special schools, wellbeing classes and specialist resource bases for learners experiencing emotional health and wellbeing needs are organised to provide a range of therapeutic and nurturing interventions and support. Many of the learners will experience a range of associated difficulties such as delayed literacy and numeracy, speech language and communication, sensory and emotional regulation. Schools ensure staff employed in the setting have appropriate skills and experience to plan and implement interventions including ELSA and THRIVE.

The settings provide small class learning tailored to the learning needs of the pupils, including interventions to support literacy and numeracy, speech language and communication. The wellbeing classes have a focus on supporting reintegration and a return to mainstream learning at an appropriate point: the process is planned to take account of the learner's progress and needs.

The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's capacity for inclusion and benefit all pupils in the school.

Care support and guidance

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

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 manages admissions to the special schools and specialist resource bases. Every learner will have an Individual Development Plan which is a statutory document identifying what is 'important to' and 'important for' the child or young person, the desired outcomes and the additional learning provision to be implemented in order to achieve the outcomes.

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 specialist resource bases are delegated to schools. Governing Bodies determine the most appropriate management model for the setting, in line with the whole school leadership and management approach and the goal of ensuring the base is a fully integrated part of the school. The local authority can provide advice and support in relation to specialist appointments.

New settings do not usually open to full capacity in the first year. As far as possible, admissions are staggered over 3-5 years, enabling the setting to establish practice in phases.

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

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

What are the benefits of the proposed change?

- The proposal would increase the number of specialist resource base places for primary aged learners with emotional health and wellbeing needs and would contribute towards meeting projected demand;
- The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school;
- The proposal would mean that pupils living in the south west of the city who need a place at an emotional health and wellbeing specialist resource base could have suitable provision closer to home, and therefore travel shorter distances to access specialist 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 and well-established processes to plan and support such a transition.
- There is potential for increased traffic congestion around the school site at the start and end of the day. However, as the number of learners accessing the base would be unchanged from the number currently attending the wellbeing class there is likely to be no differential impact. The Council would work with the Ysgol Gymraeg Pwll Coch Governing Body to develop a Travel Plan to minimise any potential disruption.

Risks

- Should the need for any building, adaptation and refurbishment works be necessary, the implementation of the proposed change could be impacted due to unforeseen difficulties in appointing appropriate contractors, delays in project delivery or securing sufficient funding. The Council does however have significant experience in the successful delivery of a range of school building projects as a result of progressing a large and growing school organisation programme and the lessons learnt through this would limit the impact of any unexpected matters that may arise. Based on the consultation outcome a range of options would be developed. A full financial evaluation would then take place. This would ensure affordability and limit budgetary pressures on the Council.

Alternative options

Alternative options to establishing a specialist resource base for children with emotional health and wellbeing needs at Ysgol Gymraeg Pwll Coch could include:

- Do nothing. There are not enough specialist places in Cardiff. An expansion of in-county provision would provide a more efficient and effective use of the Council's financial resources than reliance on places in independent schools.
- The establishment of new specialist provision on other school sites and/or a different number of places in the current or proposed bases.

However, there is no other provision for learners with emotional health and wellbeing needs in Welsh-medium primary education in the city. Standards at Ysgol Gymraeg Pwll Coch are good and the school has a proven track record of high-quality support for learners with Additional Learning Needs. The location of the school also supports the distribution of primary emotional health and wellbeing needs places across the city and there is scope to develop the required accommodation within the existing buildings.

The establishment of a specialist resource base at Ysgol Gymraeg Pwll Coch is therefore considered to be a preferred option.

Human Resources Matters

The proposal to establish a specialist resource base at Ysgol Gymraeg Pwll Coch would require the governing body to consider the workforce requirements in readiness for the expansions. The governing body would be encouraged to undertake this work in line with the School Organisation Planning HR Framework.

HR People Services will work with the governing body to address the HR implications arising from the establishment of a specialist resource base at the school and the resulting need for additional staffing.

Where the governing body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the establishment of the specialist resource base will provide opportunities for school-based staff on the school redeployment register.

Transport matters

The proposed specialist resource base on the site of Ysgol Gymraeg Pwll Coch would serve Welsh-medium pupils and would reduce the distance travelled to school for children in this area of the city who require placement in a specialist resource base and who may currently travel to other areas of the city.

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to primary schools, including special schools and specialist resource base facilities. Pupils attending the specialist resource base at Ysgol Gymraeg Pwll Coch who live within two miles of the school would not qualify for free transport unless this is necessary to meet their individual learning needs and social issues.

The individual needs of pupils at special schools and specialist resource bases, together with the greater distances travelled, necessarily limit the scope for high rates of active travel compared with mainstream school pupils.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the Additional Learning Needs cohort, including Independent Travel Training for older pupils, cycle maintenance and cycle training.

Some pupils are able to travel independently or with parent/carers and if resident within the two-mile qualifying distance may not be eligible for Learner Transport.

Provision of recommended improvements for active travel would benefit these pupils as well as any mainstream pupils, staff and visitors to the sites. These could include appropriate road safety improvements such as crossings, cycling facilities, secure cycle parking, and improvements to bus waiting facilities.

As there would be a maximum of 8 children attending the specialist resource base, it is anticipated that there would be a small number of children arriving by free home to school transport in shared taxis. This Learner Transport will need appropriate facilities for drop-off and pick-up which will be considered as part of the proposals.

A drop-off and pick up area for school transport for an anticipated 3 taxis would be needed. The required space is available on site with reconfiguration of existing facilities.

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

Have your say

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

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

- Complete 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 463, 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 19 January 2024.



Ysgol Gyfun Gymraeg Plasmawr

Proposal for Additional Specialist Resource Base places at Ysgol Gyfun Gymraeg Plasmawr

Ysgol Gyfun Gymraeg Plasmawr is a Welsh-medium community high school located at Pentrebane Road, Fairwater, Cardiff, CF5 3PZ.

To meet the demand for secondary age specialist provision the Council is proposing to:

- 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 school buildings.

Information specific to this proposal is set out at pages 69-75.



The number of places at the school

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

Table 25: Places at Ysgol Gyfun Gymraeg Plasmawr

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 Gymraeg Plasmawr	1050	210	195	Welsh-medium community secondary school

The current capacity of Ysgol Gyfun Gymraeg Plasmawr is 1050 places and the school had 963 pupils on roll in January 2023.

Demand for places at the school

Table 26 below sets out details of recent and projected numbers on roll at Ysgol Gyfun Gymraeg Plasmawr.

Table 26 : Recent and projected numbers on roll at Ysgol Gyfun Gymraeg Plasmawr										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2023/26	2026/27	2027/28
Ysgol Gyfun Gymraeg Plasmawr	1099	1136	1146	1155	1156	1232	1246	1262	1264	1245

*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 Plasmawr is rated C+ for condition and B for suitability.

The site, and local infrastructure off-site, would support the development of special school provision.

Proposed Specialist Resource Base Accommodation

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

Quality and Standards

The following information has been provided by the Central South Consortium regarding quality and standards at Ysgol Gyfun Gymraeg Plasmawr:

- Vulnerable learners are very well supported, and standards are monitored through a range of effective interventions. The provision for the well-being of such learners is a notable strength of the school and reinforces the senior leaders' knowledge of the local demographic and needs of individual pupils.
- There are a small number of learners who have behavioural needs, and the school is developing processes to deal with these additional needs effectively.
- The school continues to develop an inclusive curriculum and design learning activities that promote equitable access to experiences for all vulnerable pupils.
- Pupil progress is tracked effectively, and most make expected progress. There remains a difference in the attainment between some vulnerable groups and this remains highlighted since the pandemic. The school is adopting the RADY programme as one initiative to address this.
- The school identifies its strengths and areas for development through a wide range of self-evaluation processes.
- The school has responded to the ALN reform and fulfils its statutory obligations in this respect.
- The SLT have fostered positive working relationships with the cluster schools as they work collaboratively to further develop their curriculum to achieve a continuum of learning for all.

The most recent Estyn inspection in January 2023 noted the care and support the school offered all pupils was a notable strength. Leaders across the school offered high levels of support to staff in respect of ALN and well-being. Sixth form pupils were commended for demonstrating a very mature attitude and excellent leadership skills for their running of various school forums, all of which are impactful, and which address a number of issues affecting all young people in today's society e.g., Merched Mentrus (enterprising girls) Bechgyn Bonheddig (noble boys) Balch (pride) Digon (enough) and the Eco Council.

How would standards at the school be affected by the proposed change?

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 Plasmawr are good, and it is not expected that the establishment of specialist resource base provision at the school will impact negatively on the school.

The proposal is not expected to have any negative impact on the quality of standards of education 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 school.

Special schools, wellbeing classes and specialist resource bases for learners experiencing emotional health and wellbeing needs are organised to provide a range of therapeutic and nurturing interventions and support. Many of the learners will experience a range of associated difficulties such as delayed literacy and numeracy, speech language and communication, sensory and emotional regulation. Schools

ensure staff employed in the setting have appropriate skills and experience to plan and implement interventions including ELSA and THRIVE. The settings provide small class learning tailored to the learning needs of the pupils, including interventions to support literacy and numeracy, speech language and communication. The wellbeing classes have a focus on supporting reintegration and a return to mainstream learning at an appropriate point: the process is planned to take account of the learner's progress and needs.

The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's capacity for inclusion and benefit all pupils in the school.

Care support and guidance

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

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 manages admissions to the special schools and specialist resource bases. Every learner will have an Individual Development Plan which is a statutory document identifying what is 'important to' and 'important for' the child or young person, the desired outcomes and the additional learning provision to be implemented in order to achieve the outcomes.

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 specialist resource bases are delegated to schools. Governing Bodies determine the most appropriate management model for the setting, in line with the whole school leadership and management approach and the goal of ensuring the base is a fully integrated part of the school. The local authority can provide advice and support in relation to specialist appointments.

New settings do not usually open to full capacity in the first year. As far as possible, admissions are staggered over 3-5 years, enabling the setting to establish practice in phases.

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

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

What are the benefits of the proposed change?

- The proposal would increase the number of specialist resource base places for Welsh-medium secondary aged learners with emotional health and wellbeing needs and would contribute towards meeting projected demand;
- The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school;
- The proposal would mean that pupils resident in Cardiff who need a Welsh-medium secondary place at an emotional health and wellbeing specialist resource base are able to access this provision within Cardiff.

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 and well-established processes to plan and support such a transition.
- There is potential for increased traffic congestion around the school site at the start and end of the day. The Council would work with the Ysgol Gyfun Gymraeg Plasmawr Governing Body to develop a Travel Plan to minimise any potential disruption.

Risks

- Should the need for any building, adaptation and refurbishment works be necessary, the implementation of the proposed change could be impacted due to unforeseen difficulties in appointing appropriate contractors, delays in project delivery or securing sufficient funding. The Council does however have significant experience in the successful delivery of a range of school building projects as a result of progressing a large and growing school organisation programme and the lessons learnt through this would limit the impact of any unexpected matters that may arise. Based on the consultation outcome a range of options would be developed. A full financial evaluation would then take place. This would ensure affordability and limit budgetary pressures on the Council.

Alternative options

There is currently no specialist Welsh-medium secondary age city-wide provision.

At present, each of the three Welsh-medium secondary schools support learners with emotional health and wellbeing needs within their existing mainstream provision.

Alternative options to establishing a specialist resource base for children with emotional health and wellbeing needs at Ysgol Gyfun Gymraeg Plasmawr could include:

- Do nothing. There are not enough specialist places in Cardiff. Establishment of in-County provision would provide a more efficient and effective use of the Council's financial resources than reliance on places in independent schools.
- The establishment of new specialist provision on other school sites.

However, there is no other provision for learners with emotional health and wellbeing needs in Welsh-medium secondary education in the city. Standards at Ysgol Gyfun Gymraeg Plasmawr are good, and the school has a proven track record of high-quality support for learners with Additional Learning Needs. The location of the school also supports the distribution of secondary emotional health and wellbeing needs places across the city and there is scope to develop the required accommodation within the existing buildings.

The establishment of additional learning needs provision at Ysgol Gyfun Gymraeg Plasmawr is therefore considered to be a preferred option.

Human Resources Matters

The proposal to establish a specialist resource base at Ysgol Gyfun Gymraeg Plasmawr would require the Governing Body to consider the workforce requirements in readiness for the expansions. The Governing Body would be encouraged to undertake this work in line with the School Organisation Planning HR Framework.

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

Where the governing body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the establishment of the specialist resource base will provide opportunities for school-based staff on the school redeployment register.

Transport matters

The proposed specialist resource base on the site of Ysgol Gyfun Gymraeg Plasmawr could reduce the distance travelled to school for children in the western area of the city who require placement in a specialist resource base and who currently travel to other areas of the city.

The Council applies the three-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to secondary schools, including special schools and specialist resource base facilities. Pupils attending the specialist resource base at Ysgol Gyfun Gymraeg Plasmawr who live within three miles of the school would not qualify for free transport unless this is necessary to meet their individual learning needs and social issues.

The individual needs of pupils at special schools and specialist resource bases, together with the greater distances travelled, necessarily limit the scope for high rates of active travel compared with mainstream school pupils.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the Additional Learning Needs cohort, including Independent Travel Training for older pupils, cycle maintenance and cycle training.

Some pupils are able to travel independently or with parent/carers and if resident within the two-mile qualifying distance may not be eligible for Learner Transport.

Provision of recommended improvements for active travel would benefit these pupils as well as any mainstream pupils, staff and visitors to the sites. These could include appropriate road safety improvements such as crossings, cycling facilities, secure cycle parking, and improvements to bus waiting facilities.

As there would be a maximum of 20 children attending the specialist resource base, it is anticipated that there would be a small number of children arriving by free home to school transport in shared taxis. This Learner Transport will need appropriate facilities for drop-off and pick-up which will be provided as part of the proposals.

A drop-off and pick-up area for school transport for an anticipated 7 taxis would be needed. The required space is available on site with reconfiguration of existing facilities.

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

Have your say

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

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

- Complete 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 463, 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 19 January 2024.

A woman with curly hair is smiling and looking at a tablet. In the background, other people are visible, some looking at tablets. The scene appears to be a meeting or a presentation. The entire image has a red overlay.

Information Relevant to all Proposals

Additional Support for Pupils

Table 28 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

School	% of Pupils on School Action	% of Pupils on School Action Plus	% of Pupils with a statement of SEN	% of Pupils with school IDP	% of Pupils with LA IDP	% of Free School Meals Pupils- 3 year average	% of Pupils with English as an Additional Language	% of Minority Ethnic Pupils
Baden Powell Primary School	*	4.9%	4.5%	3.4%	*	50.5%	13.5%	33.1%
Fairwater Primary School	*	*	4.4%	*	*	41.7%	11.1%	25%
Herbert Thompson Primary School	8.8%	10.2%	2.2%	3.6%	*	60.6%	17.4%	36.9%
Lakeside Primary School	*	*	2%	*	*	8%	18.3%	52.4%
Springwood Primary School	5.4%	4.4%	14.6%	*	*	42.4%	18.5%	38%
Ysgol Gymraeg Pwll Coch	3.6%	*	2.4%	*	*	16.3%	2.4%	24.2%
Ysgol Gyfun Gymraeg Plasmawr	*	1.4%	2.5%	*	*	12.1%	*	10.7%

Source: mylocalschool.wales.gov.uk

*This data item is disclosive, not sufficiently robust for publication, not applicable or is otherwise unavailable.

Further information can be found on the website: mylocalschool.wales.gov.uk. My Local School is a website designed to open up access to school data for parents and all others with an interest in their local school.

Impact on pupils with Additional Learning Needs (ALN)

A child has special educational needs if they have a learning difficulty which requires special educational provision to be made for them. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age or that the child has a disability that needs different educational facilities from those that the school generally provides for children.

The Additional Learning Needs Code for Wales 2021 (the ALN Code) and regulations came into force on 1 September 2021 to ensure children and young people can access additional support to meet their needs that is properly planned for and protected, with learners at the heart of the process.

Children are moving from the special educational needs (SEN) system to the additional learning needs (ALN) system in groups over a 3-year period from September 2021, to ensure enough time for schools and local authorities to discuss the support needed and to prepare plans.

The current expertise at the schools would be maintained. The establishment of specialist resource base 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. Individual learners with additional learning needs would only be impacted by the proposed changes at the point they are admitted to a specialist setting. Cardiff schools have well-established processes for planning and supporting transition between settings. 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.

How would support for learners 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.

The standards at the schools included in the proposed changes are good.

There is no information available that suggests that the proposals would have a negative effect on how children with English as an additional language are supported.

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

How would learners receiving Free School Meals be affected?

Some of the funding that a school receives is based on the number of pupils in the school who receive free school meals. All schools in Cardiff receive funding for these pupils.

The standards at the schools where changes are proposed are good.

There is no information available that suggests that the proposals would have a negative effect on pupils who receive free school meals.

How would Minority Ethnic learners be affected?

The standards at the schools included in the proposed changes are good.

The needs of individual pupils are assessed and provided for as appropriate.

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

How would the changes affect other schools?

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

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

Admission arrangements

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

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 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.

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.

Any building/adaptation works required to accommodate increased pupil numbers will require full financial evaluation and an identified funding source. Should the Council be required to make a contribution towards these costs, these will need to be funded from within existing approved resources or factored into future iterations of the Council's Capital Programme.

These proposals do not form part of the Council's Sustainable Communities for Learning Programme and any costs would need to be identified from Council resources unless other funding sources are identified. Additional funding may be available from the Welsh Government for specific schemes or general capital Additional Learning Needs use but these are yet to be identified or confirmed.

The revenue costs for these additional places will need to be funded from the existing delegated schools budget.

It will be necessary to ensure that the annual budgets allocated to schools reflect each school's size and structure. School budgets are for the most part based on pupil numbers and, therefore, it will be necessary to increase the school budget in line with the Additional Learning Needs places.

Schools transport costs will also need to be considered for each proposal.

Health provision

Some of the pupils who attend Cardiff's schools have additional health needs which require schools to work with the health board.

There have been a broad range of collaborative projects undertaken by education and health services, to enhance the skill-base of education staff in special and mainstream school settings, increasing their capacity to implement advice from health services, to benefit individuals and groups. For example, as part of the Whole School Approach to emotional health and wellbeing, a single point of contact for advice and support regarding mental health has been established, and there are mental health teams working directly with schools to enhance early support and intervention.

The health board has recently appointed a project officer to lead on a local project: 'Special School Growth Project', which is looking at creating a model of multi-agency working in order to best support the health needs of children in Cardiff and Vale of Glamorgan schools. Officers will be working with health colleagues in order to help move this project forward. 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

The proposed establishment of specialist resource base provision at Baden Powell Primary School, Fairwater Primary School, Herbert Thompson Primary School, Lakeside Primary School, Springwood Primary School, Ysgol Gymraeg Pwll Coch and Ysgol Gyfun Gymraeg Plasmawr would not require any changes to the existing governance arrangements.

Impact of the proposals on the Welsh Language

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.

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.

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

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.

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.

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.

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. 189.

It is anticipated that there would be a positive impact on the Welsh Language as a result of these proposals.

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).

The Council works closely and constructively with partners on its Welsh Education Forum, which includes representatives of nursery, primary, secondary and further education, childcare, RhAG and the Welsh Government. The Forum actively informs the planning of Welsh-medium places, to continue to drive the Council's plan to sustainably increase the number of learners within Welsh-medium schools and those learning Welsh in English-medium schools.

The Council, and its partners on the Welsh Education Forum, are committed to driving the increase in number of pupils educated through the medium of Welsh, to meet the targets within Cardiff's WESP, and to meet the targets set out in the Welsh Government's Cymraeg 2050 strategy.

A 20-place specialist resource base for learners aged 4 – 11 with complex learning needs and autism spectrum conditions was established at Ysgol Gymraeg Pwll Coch in September 2018.

A specialist resource base for learners with Autism Spectrum Condition aged 11 – 19 was established at Ysgol Gyfun Gymraeg Glantaf in September 2023. The school also has a specialist resource base for learners with complex learning needs.

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.

Equalities

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

An initial combined Single Impact Assessment including an 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

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.

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 will be sought as part of the consultation and considered as part of the post consultation analysis process.

Wellbeing of Future Generations

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.

Each school project takes into account key transport issues when they are being designed and the firm need to provide safer routes to encourage walking, cycling and other active travel modes to schools.

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

Potential Disruption to Pupils

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

In the event of the proposed changes being progressed a project lead officer would be assigned to work with the relevant governing bodies to oversee the development of workstreams to support the project.

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.

Wherever possible any adaptations would be undertaken during the school holidays to minimise any potential impact on teaching and learning.

Cardiff schools have well-established processes for planning and supporting transition between settings. 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.

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 29 below:

Table 29: Future stages (This timetable may be subject to change)

Statutory Process	Timescale
Consultation Period	20 November – 19 January 2024
Consultation report considered by the Council Cabinet and published on the Council website	March 2024
Expected date for start of Objection Period, when statutory notice has been issued (when formal objections can be made)	April 2024
Expected date for end of Objection Period	May 2024
Final decision (determination) by the Council's Cabinet	July 2024
Objection report published on the Council website and notification of Cabinet's decision	July 2024

Consultation period

The consultation period for these proposals starts 20 November 2023 and ends on 19 January 2024.

See page 86 for further details of how to respond and make your views known.

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

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

The report will set out the issues raised during the consultation period and give the Council's response to these issues. The report will contain Estyn's view of the proposals and any formal responses received from elected members, school governing bodies, headteachers and any representative bodies. The points raised in individual responses will be summarised and considered but not published in full.

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

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

Statutory Notice

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

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

Determination of the proposals

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

Decision Notification

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

Have Your Say!

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

- Completing and returning the accompanying questionnaire to the address given at the bottom of the form.
- Completing the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Write to us at the following address: School Organisation Planning, Room 463, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.
- Or if you prefer you can e-mail your views to: schoolresponses@cardiff.gov.uk

The closing date for responses to this consultation is 19 January 2024.

Unfortunately, no responses received after that date can be considered.

Which of the following are you responding as?

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

*Please confirm which school(s) you are affiliated with

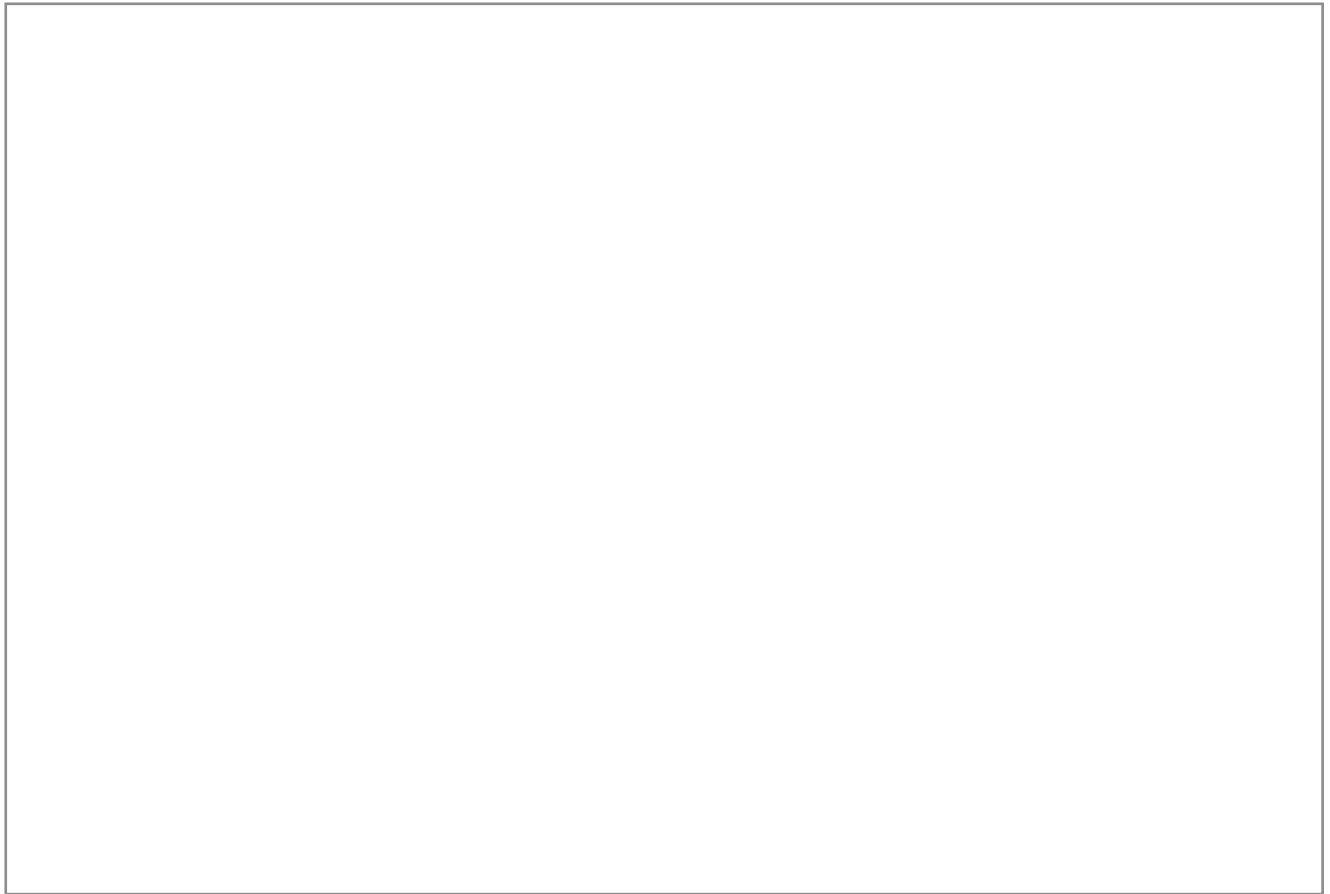
1. Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?

- Yes No Don't know

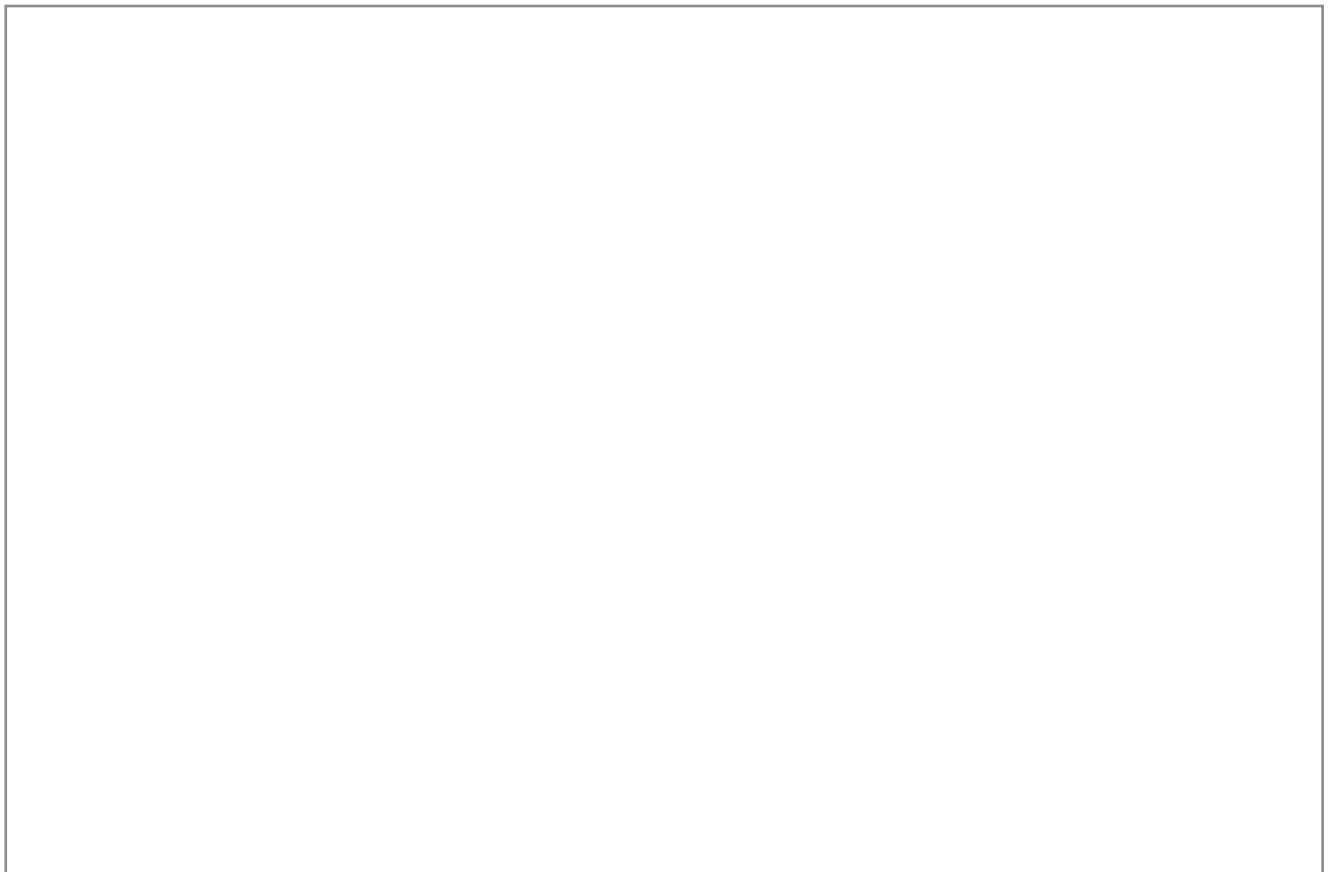
2. Do you support the proposal for each of the school sites?

School and proposal	Yes	No	Don't know
<p>Baden Powell Primary School</p> <ul style="list-style-type: none"> establish an 8 place specialist resource base for emotional health and wellbeing at Baden Powell Primary School from September 2024, within the existing buildings. 			
<p>Fairwater Primary School</p> <ul style="list-style-type: none"> 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. 			
<p>Herbert Thompson Primary School</p> <ul style="list-style-type: none"> establish a 16 place specialist resource base for emotional health and wellbeing at Herbert Thompson Primary School from September 2024, within the existing buildings 			
<p>Lakeside Primary School</p> <ul style="list-style-type: none"> 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. 			
<p>Springwood Primary School</p> <ul style="list-style-type: none"> 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. 			
<p>Ysgol Gymraeg Pwll Coch</p> <ul style="list-style-type: none"> 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. 			
<p>Ysgol Gyfun Gymraeg Plasmawr</p> <ul style="list-style-type: none"> 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 school buildings. 			

3. If you do or not support the proposed changes, please explain



4. Would you like to suggest any changes or alternatives to the proposed changes?



5. Do you wish to make any additional comments?

Name _____

Address _____

Post Code _____

The closing date for responses to this consultation is 19 January 2024

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

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

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

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

Thank you for your comments.

Please return this form to the School Organisation Planning Team, Room 463, County Hall, CF10 4UW or by email to schoolresponses@cardiff.gov.uk by no later than 19 January 2024.

The information that you provide in completing this form will be treated as confidential, in line with the requirements of the Data Protection Act 2018 and the General Data Protection Principles.

Any data supplied by you on this form will be processed in accordance with Data Protection Act requirements and in supplying it you consent to the Council processing the data for the purpose for which it is supplied. All personal information provided will be treated in the strictest confidence and will only be used by the Council or disclosed to others for a purpose permitted by law.

If you wish to withdraw consent at any time, please email consultation@cardiff.gov.uk

For further information on how we process your personal data please refer to our Privacy Policy - or contact the Data Protection Officer, Room 357, County Hall, CF10 4UW, email: dataprotection@cardiff.gov.uk

ABOUT YOU

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

What was your age on your last birthday?

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

Are you...?

- Female Male Other Prefer not to say

Do you identify as a disabled person?

- Yes No Prefer not to say

Please tick any of the following that apply to you:

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

Please specify _____

What is your ethnic group?

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

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

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

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

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

21st Century Schools Consultation Document 2023

SPECIALIST PROVISION FOR PRIMARY AGED LEARNERS
WITH COMPLEX LEARNING NEEDS AND / OR AUTISM

20 NOVEMBER 2023 – 19 JANUARY 2024



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



Table of Contents

Introduction

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

Consultation

- Who are we consulting with?
- Views of children on the proposed changes
- How can you find out more and let us know your views?
- Public meetings (in person /online)
- Drop-in sessions (in person /online)
- Your views are important to us

Explanation of terms used in this document

Background

The Approach to Supporting Additional Learning Needs in Cardiff

Sufficiency in the Special Sector

Complex Learning Needs / Autism Specialist Resource Bases

Complex Learning Needs / Autism Places

- Current provision
- Geographical distribution of Specialist Provision

Demand for places

- Demand for places
- Increasing provision for primary age learners with Complex Learning Needs and / or Autism

COED GLAS PRIMARY SCHOOL

Proposal for Additional Specialist Resource Base places at Coed Glas Primary School

- The number of places at the school
- Demand for places at the school
- Condition and suitability of school buildings
- Proposed Specialist Resource Base accommodation

Quality and Standards

- How would standards at the school be affected by the proposed change?
- Teaching and learning experiences
- Care support and guidance
- Leadership and management

What are the benefits of the proposed change?

Potential disadvantages of the proposed change

Risks

Alternative options

Human Resources Matters

Transport Matters

Have your say

GREENWAY PRIMARY SCHOOL

Proposal for Additional Specialist Resource Base places at Greenway Primary School

- The number of places at the school
- Demand for places at the school
- Condition and suitability of school buildings
- Proposed Specialist Resource Base accommodation

Quality and Standards

- How would standards at the school be affected by the proposed change?
- Teaching and learning experiences
- Care support and guidance
- Leadership and management

What are the benefits of the proposed change?

Potential disadvantages of the proposed change

Risks

Alternative options

Human Resources Matters

Transport Matters

Have your say

SEVERN PRIMARY SCHOOL

Proposal for Additional Specialist Resource Base places at Severn Primary School

- The number of places at the school
- Demand for places at the school
- Condition and suitability of school buildings
- Proposed Specialist Resource Base accommodation

Quality and Standards

- How would standards at the school be affected by the proposed change?
- Teaching and learning experiences
- Care support and guidance
- Leadership and management

What are the benefits of the proposed change?

Potential disadvantages of the proposed change

Risks

Alternative options

Human Resources Matters

Transport Matters

Have your say

Information relevant to all proposals

Additional support for pupils

- How would support for learners with additional learning needs be affected?
- How would support for learners with English as an Additional Language be affected?
- How would learners receiving Free School Meals be affected?
- How would Minority Ethnic learners be affected?

How would the changes affect other schools?

Admission arrangements

Learner Travel Arrangements

Financial Matters

Health Provision

Governance Arrangements

Impact of the proposals on the Welsh Language

Equalities

Community Impact

Wellbeing of Future Generations

Potential Disruption to Pupils

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

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

Have your say

- Consultation response form

About You

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 specialist resource bases (SRBs) and those that have or currently work with children and young people with complex learning needs (CLN) and/or Autism.

Children and young people with complex learning needs have a range of issues and a combination of layered needs. These could include needs related to learning, communication, physical or sensory disabilities.

The Council wants to make changes to the provision for primary aged learners with complex learning needs.

This booklet sets out a range of proposals to increase the number of specialist resource base places for primary aged learners with complex learning needs and/or autism and the reasons for these proposed changes.

What are we proposing to do?

To meet the demand for specialist provision for primary aged learners with complex learning needs and/or autism it is proposed to:

- establish a 20 place specialist resource base for Complex Learning Needs and/or Autism at Coed Glas Primary School from September 2024, within the existing buildings.
- 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.

Please note that the development of these proposals is at an early stage. Any detailed school design or site layout changes, if necessary, would be considered at a later date. If such changes are necessary, there would be opportunities to comment on detailed plans at the pre-planning and planning application stages, should the proposals be progressed.

We are also consulting on separate proposals to increase provision for primary and secondary aged learners with emotional health and wellbeing needs at a range of schools across Cardiff.

You can find details of these proposals at www.cardiff.gov.uk/ALNSchoolproposals

Consultation

Who are we consulting with?

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

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

Table 1 below sets out who the Council is consulting:

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

Views of children and young people on the proposed changes

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

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

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

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

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

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

As part of the consultation, we will be holding a series of meetings where the proposed changes will be explained and there will be an opportunity to ask questions.

Public Meetings (in person / online)

We will hold public meetings for anybody to attend where the changes we are proposing will be explained. There will be a presentation setting out details of the proposed changes and you will have the opportunity to ask questions as part of these meetings. The date, time and venue of the in-person public meeting is in the table below.

We are offering an online meeting via Microsoft Teams. This will be similar to the in person public meeting with a presentation setting out details of the proposed changes and an opportunity to ask questions. If you would like to attend an in person/online public meeting, you will need to book this in advance. Please contact us via e-mail to schoolresponses@cardiff.gov.uk, and we will provide details/a link and instructions on how you can attend.

Drop-in sessions (in person / online)

We will also hold in-person drop-in sessions at the times/venues detailed in the table below. The drop-in sessions are for anybody to attend and are an opportunity to talk with officers about the proposals and ask any questions you may have. There is no need to book for an in-person drop-in session, just attend the venue at some point during the time when officers will be available.

We are offering online drop-in sessions via Microsoft Teams. These are similar to the in-person drop-in sessions in that they are an informal opportunity to talk with officers about the proposals and ask any questions you may have. Slots for the on-line drop-in sessions would need to be booked in advance. If you would like to attend an online drop-in session, please contact us via e-mail to schoolresponses@cardiff.gov.uk indicating which session you would like to attend, and we will provide a link and instructions on how you can access this meeting.

Council officers will also 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
Drop-in session	Wed 29 Nov 2023 9am - 11am	Ely and Caerau Hub
Drop-in session	Tues 5 Dec 2023 9am - 11am	Llanedeyrn Powerhouse Hub
Drop-in session	Mon 8 Jan 2024 2pm - 4pm	Rumney Partnership Hub
On-line drop-in session	Tues 12 Dec 2023 10am - 12 noon	Microsoft Teams
On-line drop-in session	Fri 12 Jan 2024 2pm - 4pm	Microsoft Teams
Public meeting	Thurs 11 Jan 2024 5pm - 7pm	Central Library Hub (The Hayes)
On-line public meeting (through the medium of Welsh)	Mon 15 Jan 2024 5:30pm - 7pm	Microsoft Teams
On-line public meeting (through the medium of English)	Tues 16 Jan 2024 5:30pm - 7pm	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 50. The consultation form is available in English, Welsh and a range of community languages on our website. Once filled in, you can scan the form and email it to us at schoolresponses@cardiff.gov.uk. If you don't have access to a scanner, you can visit your local hub and ask them to scan the form and email it to us on your behalf.
- 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 463, County Hall, Cardiff, CF10 4UW. This can include requesting an officer call back if you have a specific question that you would like further information about.

The closing date for responses to this consultation is 19 January 2024.

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).

Autism - Autism is a lifelong developmental disability which affects how people communicate and interact with the world. Autism is a spectrum. This means everybody with autism is different. Some autistic people need little or no support. Others may need help from a parent or carer every day.

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

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

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

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

In-County Provision – Council maintained and funded places at schools or specialist resource bases within Cardiff.

Individual Development Plan (IDP) – all children and young people with an identified need that requires an additional learning provision will have a mandatory Individual Development Plan (IDP). The plan sets out a child's or young person's additional learning needs and actions needed to support them. IDPs replaced statements of SEN. Every child in a special school or a specialist resource base has an IDP. IDPs will be the responsibility of either schools or a local authority.

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 (NOR) data - the number of pupils at a school (not including nursery pupils).

Out of County provision – where the Council does not have suitable provision for pupils requiring a specialist place, places may have to be funded in a school or specialist resource base in another local authority or in provision run by an independent organisation.

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

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

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

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

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

Statement of SEN - a document that describes in detail the needs of children and young people with significant additional learning needs and specifies the provision being made to support them. These are now being replaced by Individual Development Plans (IDPs).

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](https://www.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:

- 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.

Complex Learning Needs and/or Autism Specialist Resource Bases

A specialist resource base is a small class in a mainstream school, taught by specialist staff.

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

The purpose of a specialist resource base is to enable learners with learning difficulties to succeed in a mainstream school environment. Pupils are taught in a small class by specialist staff and benefit from a specialist curriculum, while benefiting from the full range of education opportunities available to all pupils at the school. Where appropriate pupils can access lessons and activities alongside pupils who do not attend the specialist resource base.

Complex Learning Needs / Autism Places

Current provision

Cardiff currently maintains four special schools and nine specialist resource bases for primary age children with complex learning needs and/or autism.

Table 3 sets out primary complex learning needs and/or autism provision currently available in Cardiff.

Table 3: Complex Learning Needs and / or Autism places for primary age learners in Cardiff 2023/24	
Establishment	Current Primary Complex Learning Needs/ Autism capacity 2023/2024
Meadowbank Special School	98
Riverbank Special School	78
The Hollies Special School	150
Ty Gwyn Special School	80**
Bryn Hafod Primary School (Specialist Resource Base)	20
Llanedeyrn Primary School (Specialist Resource Base)	20
Llanishen Fach Primary School (Specialist Resource Base)	30
Marlborough Primary School (Specialist Resource Base)	30
Moorland Primary School (Specialist Resource Base)	20
Pentrebane Primary School (Specialist Resource Base)	24
Springwood Primary School (Specialist Resource Base)	28
Windsor Clive Primary School (Specialist Resource Base)	20
Ysgol Pwll Coch (Specialist Resource Base)	20
Subtotal Special School	406
Subtotal Specialist Resource Base	212
Total places	618

*The total capacity of Ty Gwyn School is 240 places, of which approximately 80 serve primary age learners and the remaining 160 places serves learners aged 11-19.

Proposals previously agreed to extend and rebuild Riverbank Special School, will increase the total to 652 places from 2026.

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 has increased in recent years and is projected to increase further 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 Council has incurred increasing costs of placements in independent schools to meet the shortfall of in-county provision and to ensure learners' need are fully met.

The total spend on these places for learners of all ages was £8.9m in 2022/23. The budget for 2023/24 for these types of places is currently set at £10.3m.

Overall, an expansion of in-county provision would provide a more efficient and effective use of the Council’s financial resources than reliance on places in independent schools.

The Council is therefore prioritising the development of proposals to expand the Council’s maintained provision which would support a greater number of Cardiff’s learners to access education in the city and in their local community and would have a positive impact on the Council’s distribution of financial resources to schools city-wide.

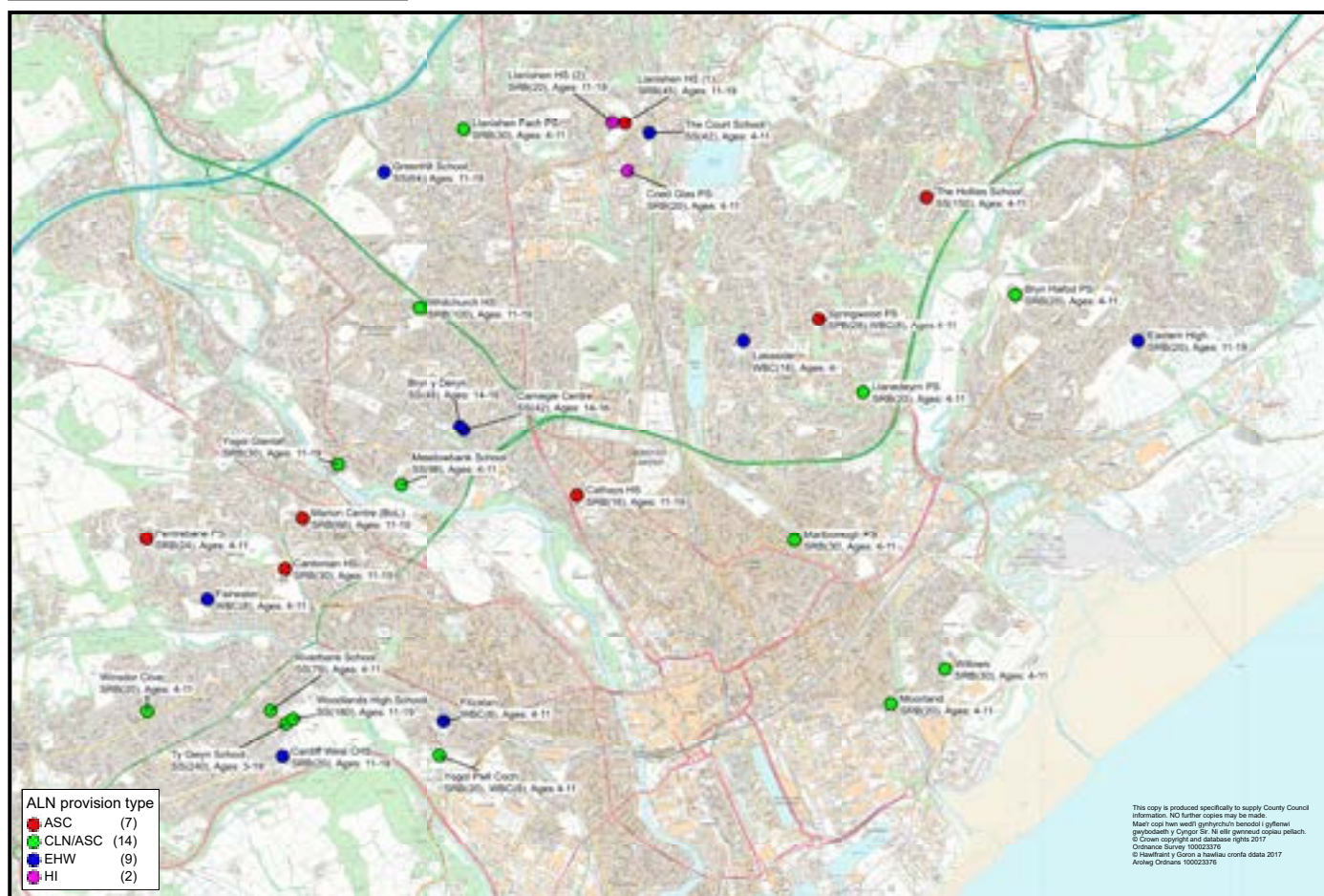
Geographical distribution of specialist provision

The location of specialist resource bases is not well distributed across the city.

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

Although free home to school transport is available for such children, sending a young child to school in an unfamiliar area is a difficult decision for parents/ carers. A better distribution of specialist resource bases across the city would improve access for pupils. It would reduce travel times for many pupils, as well as increasing the number of places available.

Cardiff specialist ALN provision 2022/23



Demand for places

Demand for places

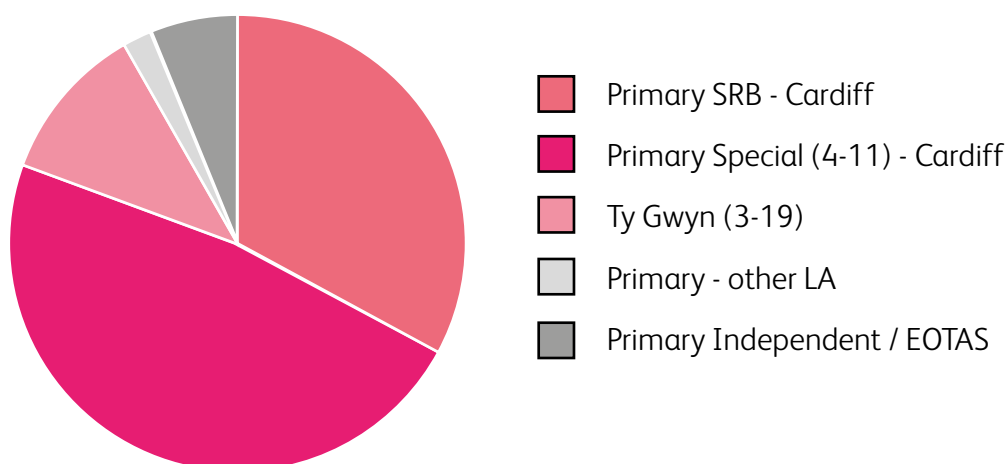
The Council's continuous monitoring of individual needs of learners, and how each learner's needs evolve, allows for data trends to be identified which inform the planning of places and learner support.

Table 4 below sets out the growth in the number of learners accessing specialist provision in recent years.

Table 4: Cardiff pupils accessing specialist placement, 2017/18 to 2022/2023

Cardiff maintained provision	17-18	18-19	19-20	20-21	21-22	22-23
Primary age Specialist Resource Base	174	192	192	192	213	204
Secondary age Specialist Resource Base	219	274	274	294	341	365
Primary Special (4-11)	204	216	240	254	282	299
Secondary Special (11-19)	186	196	205	208	210	227
Ty Gwyn Special School (3-19)	184	177	190	198	208	222
Pupil Referral Unit (single-registered to Pupil Referral Unit)	38	51	57	64	72	68
Sub-total - Cardiff special school, Specialist Resource Base & Pupil Referral Unit	1005	1106	1158	1210	1326	1385
Primary - placed in other Local Authority area	17	14	14	13	11	13
Secondary – placed in other Local Authority area	68	55	59	59	51	40
Primary Independent / Education Other Than at School	3	4	9	9	15	37
Secondary Independent / Education Other Than at School	312	279	267	228	257	272
Sub-total - other	400	352	349	309	334	362
Total Placements	1405	1458	1507	1519	1660	1747

PRIMARY AGE CARDIFF PUPILS ACCESSING SPECIALIST PLACEMENTS



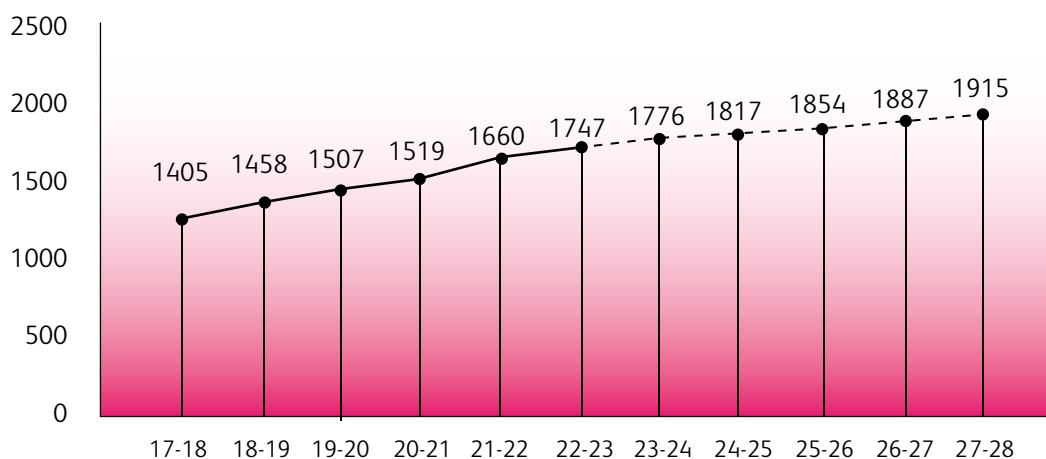
When comparing the number of learners accessing specialist provision to the overall school population in the past five years, a year-on-year increase in the proportion of the pupil population accessing specialist provision can be identified.

Table 5 represents a continuation of this trend projection in the requirement for specialist placements, against the projected pupil populations in the primary, secondary and post-16 age phases.

Table 5: Continuation of recent trend in Cardiff pupils accessing specialist placement

	22-23	23-24	24-25	25-26	26-27	27-28
Continued growth projection	1747	1776	1817	1854	1887	1915
Continued growth projection - % of population	3.4%	3.4%	3.5%	3.6%	3.7%	3.8%

CARDIFF PUPILS ACCESSING SPECIALIST PLACEMENTS AND CONTINUATION OF TREND



The identified trend of growth from approximately 2.9% in 2017/18 to approximately 3.4% in 2022/23, if continued, would reach 3.8% (1,915 pupils) by 2027/28. However, whilst this consolidates the need for proposals to expand specialist provision to date, such growth trends cannot be modelled to continue indefinitely above 3.8% of the overall school population.

It is not anticipated that such a high proportion of learners should be placed in specialist provision, such as special schools, specialist resource bases and pupil referral units. Support in mainstream schools should, where appropriate, allow for learners to remain within their home school community. The Council is investigating opportunities to improve facilities for prevention and early intervention in primary and secondary schools, including flexible spaces to allow for smaller classes and for setting up in-house nurture arrangements and internal exclusion.

Increasing provision for primary age learners with Complex Learning Needs and/or Autism

The Council is committed to further developing and increasing provision for primary age learners with complex learning needs and/or autism in specialist provision where permanent placements are appropriate.

These proposals would provide 60 additional permanent primary age complex learning needs and/or autism specialist places.

The range of proposals focuses on supporting pupils in mainstream schools, where this is appropriate, and on sustainable growth of established and successful specialist provision. This would reduce the Council's reliance on out of county and independent places in coming years.

The overall increase in provision, to more closely match the projected need for places, would enable a greater number of learners to be placed in provision that is within or closer to their local community and would reduce travel times.



Coed Glas Primary School

Proposal for Additional Specialist Resource Base places at Coed Glas Primary School

Coed Glas Primary School is an English-medium community primary school with nursery provision located at Ty Glas Avenue, Llanishen, Cardiff, CF14 5DW.

The school hosts a specialist resource base for children 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 primary age specialist provision the Council is proposing to:

- establish a 20 place specialist resource base for complex learning needs and/or autism at Coed Glas Primary School from September 2024.

Information specific to this proposal is set out at pages 17-23.

The number of places at the school

Table 6 below provides details of places available at Coed Glas Primary School.

Name of school	Current Published Capacity (age 4 – 11)	Places per year group (age 4 – 11)	Nursery Places	Language medium and Category of School
Coed Glas Primary School (mainstream places)	525	75	112	English-medium community primary school
Coed Glas Primary School (HI Specialist Resource Base places)	15	N/A	N/A	

The current capacity of Coed Glas Primary School is 525 places and the school had 471 pupils on roll in January 2023.

The school has sufficient accommodation for up to 112 learners to access nursery education and is currently funded for up to 80 learners to attend.

Demand for places at the school

Table 7 below sets out details of recent and projected numbers on roll at Coed Glas Primary School.

Table 7 : Recent and projected numbers on roll at Ty Gwyn										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2017/18	2018/19	2019/20	2020/21	2021/22	2023/24	2024/25	2023/26	2026/27	2027/28
Coed Glas Primary School mainstream places	484	474	478	475	471	444	436	427	412	412

*Future school pupil demand based on population projections and/or ALN trend data capped to school capacity

Condition and Suitability of School Buildings

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

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



Table 8 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

Coed Glas Primary School was most recently rated C for condition and B for suitability.

The site, and local infrastructure off-site, would support the development of specialist resource base provision.

Proposed Specialist Resource Base Accommodation

Coed Glas Primary School in Llanishen extends to approximately 6 acres. No additional land is required to facilitate the establishment of a 20 place specialist resource base for complex learning needs and/or autism at Coed Glas Primary School from September 2024.

The specialist resource base would require two classrooms set up to provide a nurturing environment, including a small group room and with access to a secure outside learning area and accessible toilets.

It is proposed that the base would be accommodated within the existing buildings.

Quality and Standards

The following information has been provided by the Central South Consortium regarding quality and standards at Coed Glas Primary School.

- The school knows its strengths and areas for development, and these are reflected in the school improvement plan. Recent priorities have included planning for the implementation of the new curriculum, ensuring authentic and purposeful experiences for early years' pupils and ensuring learners with additional needs receive effective support and make progress.
- Leaders have developed a clear vision for learning and well-being. They have high aspirations for pupils and their families and as a result, the school is an integral part of its diverse community.
- Leaders have created a caring and inclusive environment where everyone feels a sense of belonging. The inclusion of learners from the Hearing-Impaired Resource Base in school life is a strong feature. The school community is proud of its Rights Respecting Schools Gold status.
- A strong focus on developing pupils' physical, mental, and emotional health and wellbeing reflects the needs of many learners. Effective and bespoke nurture support is provided within the 'The Nest' provision.
- Many pupils help shape key areas of school life and take on a variety of responsibilities enthusiastically. For example, they organise activities for their peers as part of a mental health week and promote sign language. These worthwhile activities ensure that pupils' views and ideas make a positive difference to school practice and make a notable contribution to pupils' social and life skills.
- The school builds strong relationships with parents and families. Communication between home and school is very good and as a result, parents keep abreast with current initiatives and about the progress their children are making.

The most recent Estyn inspection of the school in January 2023 judged the school's standards, wellbeing and attitudes to learning, teaching and learning experiences, care support and guidance and leadership and management as good.

How would standards at the school be affected by the proposed change?

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

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

Standards at the school are good and it is not expected that the establishment of specialist resource base provision at the school will impact negatively on the school.

The proposal is not expected to have any negative impact on the quality of standards of education 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 school.

Complex learning needs (including autism) settings provide a specialist curriculum in a small class setting suitable for learners with severe general learning disabilities. Some pupils may also have associated difficulties including autism, physical or medical needs, speech and language difficulties. Schools ensure that staff employed in the setting have appropriate skills and experience to plan and deliver a specialist curriculum, and to plan and implement appropriate strategies to support language and communication development, social communication and interaction, sensory and emotional regulation.

The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's capacity for inclusion and benefit all pupils in the school.

Care support and guidance

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

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 manages admissions to the special schools and specialist resource bases. Every learner will have an Individual Development Plan which is a statutory document identifying what is 'important to' and 'important for' the child or young person, the desired outcomes and the additional learning provision to be implemented in order to achieve the outcomes.

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 specialist resource bases are delegated to schools. Governing Bodies determine the most appropriate management model for the setting, in line with the whole school leadership and management approach and the goal of ensuring the base is a fully integrated part of the school. The local authority can provide advice and support in relation to specialist appointments.

New settings do not usually open to full capacity in the first year. As far as possible, admissions are staggered over 3-5 years, enabling the setting to establish practice in phases.

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

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

What are the benefits of the proposed change?

- The proposal would increase the number of specialist resource base places for primary aged learners with complex learning needs and/or autism 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 mean that pupils living in the north of the city who need a place at a complex learning needs and/or autism specialist resource base could have suitable provision closer to home, and therefore travel shorter distances to access specialist 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 and well-established processes to plan and support such a transition.
- There is potential for increased traffic congestion around the school site at the start and end of the day. The Council would work with the Coed Glas Primary School Governing Body to develop a Travel Plan to minimise any potential disruption.

Risks

- Should the need for any building, adaptation and refurbishment works be necessary, the implementation of the proposed change could be impacted due to unforeseen difficulties in appointing appropriate contractors, delays in project delivery or securing sufficient funding. The Council does however have significant experience in the successful delivery of a range of school building projects as a result of progressing a large and growing school organisation programme and the lessons learnt through this would limit the impact of any unexpected matters that may arise. Based on the consultation outcome a range of options would be developed. A full financial evaluation would then take place. This would ensure affordability and limit budgetary pressures on the Council.

Alternative options

Alternative options to establishing a specialist resource base for children with complex learning needs and/or autism at Coed Glas Primary School could include:

- Do nothing. There are not enough specialist places in Cardiff. An expansion of in-county provision would provide a more efficient and effective use of the Council's financial resources than reliance on places in independent schools.
- The establishment of new specialist provision on other school sites and/or a different number of places in the current or proposed bases.

However, there is a shortage of complex learning needs provision in this area of the city. Standards at Coed Glas Primary School are good and the school has a proven track record of high-quality support for learners with Additional Learning Needs. The location of the school also supports the distribution of primary complex learning needs and/or autism places across the city and there is scope to develop the required accommodation within the existing buildings.

The establishment of a specialist resource base at Coed Glas Primary School is therefore considered to be a preferred option.

Human Resources Matters

The proposal to establish a specialist resource base at Coed Glas Primary School would require the Governing Body to consider the workforce requirements in readiness for the expansion. The Governing Body would be encouraged to undertake this work in line with the School Organisation Planning HR Framework.

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

Where the governing body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the establishment of the specialist resource base will provide opportunities for school-based staff on the school redeployment register.

Transport matters

The proposed specialist resource base on the site of Coed Glas Primary School would serve pupils in the north of Cardiff and could reduce the distance travelled to school for children in this area of the city who require placement in a specialist resource base and who currently travel to other areas of the city.

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to primary schools, including special schools and specialist resource base facilities. Pupils attending the specialist resource base at Coed Glas Primary School who live within two miles of the school would not qualify for free transport unless this is necessary to meet their individual learning needs.

The individual needs of pupils at special schools and specialist resource bases, together with the greater distances travelled, necessarily limit the scope for high rates of active travel compared with mainstream school pupils.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the Additional Learning Needs cohort, including Independent Travel Training for older pupils, cycle maintenance and cycle training.

Some pupils are able to travel independently or with parent/carers and if resident within the two-mile qualifying distance may not be eligible for Learner Transport.

Provision of recommended improvements for active travel would benefit these pupils as well as any mainstream pupils, staff and visitors to the sites. These could include appropriate road safety improvements such as crossings, cycling facilities, secure cycle parking, and improvements to bus waiting facilities.

As there would be a maximum of 20 children attending the specialist resource base, it is anticipated that there would be a small number of children arriving by free home to school transport in shared taxis. This Learner Transport will need appropriate facilities for drop-off and pick-up which will be considered as part of the proposals.

A drop-off and pick-up area for school transport for an anticipated 7 taxis would be needed. The required space is available on site with reconfiguration of existing 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.

Have your say

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

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

- Complete 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 463, 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 19 January 2024.



Greenway Primary School

Proposal for Additional Specialist Resource Base places at Greenway Primary School

Greenway Primary School is an English-medium community primary school with nursery provision located at Llanstephan Road, Rumney, CF3 3JG.

To meet the demand for primary age specialist provision the Council is proposing to:

- establish a 20 place specialist resource base for complex learning needs and/or autism at Greenway Primary School from September 2024.

Information specific to this proposal is set out at pages 25-31.

The number of places at the school

Table 9 below provides details of places available at Greenway Primary School.

Table 9: Places at Greenway Primary School

Name of school	Current Published Capacity (age 4 – 11)	Places per year group (age 4 – 11)	Nursery Places	Language medium and Category of School
Greenway Primary School	210	30	48	English-medium community primary school

The current capacity of Greenway Primary School is 210 places and the school had 209 pupils on roll in January 2023.

Demand for places at the school

Table 10 below sets out details of recent and projected numbers on roll at Greenway Primary School.

Table 10 : Recent and projected numbers on roll at Greenway Primary School										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2017/18	2018/19	2019/20	2020/21	2021/22	2023/24	2024/25	2023/26	2026/27	2027/28
Greenway Primary School mainstream places	191	203	201	205	204	209	200	194	190	190

*Future school pupil demand based on population projections and/or ALN trend data capped to school capacity

Condition and Suitability of School Buildings

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

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



Table 11 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

Greenway Primary School is most recently rated B for condition and B for suitability.

The site, and local infrastructure off-site, would support the development of specialist resource base provision.

Proposed Specialist Resource Base Accommodation

Greenway Primary School in Rumney extends to approximately 8 acres. No additional land is required to facilitate the establishment of a 20 place specialist resource base for complex learning needs and/or autism at Greenway Primary School from September 2024.

The specialist resource base would require two classrooms set up to provide a nurturing environment, including a small group room and with access to a secure outside learning area and accessible toilets.

It is proposed that the base would be accommodated within the existing buildings.

Quality and Standards

The following information has been provided by the Central South Consortium regarding quality and standards at Greenway Primary School.

- The school knows its strengths and areas for developments as it has a detailed calendar of monitoring activities, which take place over the course of the academic year. The information gathered from these activities is used to inform the school improvement plan, which accurately reflects the needs of the school.
- As part of the Federation's work, the school has engaged effectively with curriculum design and continues to develop a curriculum to reflect the school's community. Developments are based on informed decisions through visits to other schools, personal professional reading and action research. Considerable work has taken place at a cluster level to map progression over time.
- The school has worked effectively to develop a new system for tracking the progress of pupils over time that reflects the new curriculum it has developed.
- The school has engaged highly effectively in Additional Learning Needs reform and has responded to the statutory requirements.
- School leaders work hard to meet the needs of its community and have established a positive supportive ethos in the school. An investment in ELSA has helped to provide emotional support for pupils and their families. The school has achieved its Silver Rights Respecting award.
- The headteacher, supported by a highly effective senior leadership team, works tirelessly to support all pupils and their families to ensure that no pupil is left behind either academically or pastorally.
- As the school is part of the Oaks Federation, it works closely with Trowbridge Primary School. The school is also an active member of the Eastern High Cluster group.

The most recent Estyn inspection of Greenway Primary school in October 2022 judged the school's learning, wellbeing and attitudes to learning, teaching and learning experiences, care support and guidance and leadership and management as good as well as recognising the progress made by pupils over time, especially those in key groups.

How would standards at the school be affected by the proposed change?

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

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

Standards at the school are good and it is not expected that the establishment of specialist resource base provision at the school will impact negatively on the school.

The proposal is not expected to have any negative impact on the quality of standards of education 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 school.

Complex learning needs (including autism) settings provide a specialist curriculum in a small class setting suitable for learners with severe general learning disabilities. Some pupils may also have associated difficulties including autism, physical or medical needs, speech and language difficulties. Schools ensure that staff employed in the setting have appropriate skills and experience to plan and deliver a specialist curriculum, and to plan and implement appropriate strategies to support language and communication development, social communication and interaction, sensory and emotional regulation.

The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's capacity for inclusion and benefit all pupils in the school.

Care support and guidance

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

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 manages admissions to the special schools and specialist resource bases. Every learner will have an Individual Development Plan which is a statutory document identifying what is 'important to' and 'important for' the child or young person, the desired outcomes and the additional learning provision to be implemented in order to achieve the outcomes.

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 specialist resource bases are delegated to schools. Governing Bodies determine the most appropriate management model for the setting, in line with the whole school leadership and management approach and the goal of ensuring the base is a fully integrated part of the school. The local authority can provide advice and support in relation to specialist appointments.

New settings do not usually open to full capacity in the first year. As far as possible, admissions are staggered over 3-5 years, enabling the setting to establish practice in phases.

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

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

What are the benefits of the proposed change?

- The proposal would increase the number of specialist resource base places for primary aged learners with complex learning needs and/or autism 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 mean that pupils living in the east of the city who need a place at a complex learning needs and/or autism specialist resource base could have suitable provision closer to home, and therefore travel shorter distances to access specialist 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 and well-established processes to plan and support such a transition.
- There is potential for increased traffic congestion around the school site at the start and end of the day. The Council would work with the Greenway Primary School Governing Body to develop a Travel Plan to minimise any potential disruption.

Risks

- Should the need for any building, adaptation and refurbishment works be necessary, the implementation of the proposed change could be impacted due to unforeseen difficulties in appointing appropriate contractors, delays in project delivery or securing sufficient funding. The Council does however have significant experience in the successful delivery of a range of school building projects as a result of progressing a large and growing school organisation programme and the lessons learnt through this would limit the impact of any unexpected matters that may arise. Based on the consultation outcome a range of options would be developed. A full financial evaluation would then take place. This would ensure affordability and limit budgetary pressures on the Council.

Alternative options

Alternative options to establishing a specialist resource base for children with complex learning needs and/or autism at Greenway Primary School Base could include:

- Do nothing. There are not enough specialist places in Cardiff. An expansion of in-county provision would provide a more efficient and effective use of the Council's financial resources than reliance on places in independent schools.
- The establishment of new specialist provision on other school sites and/or a different number of places in the current or proposed bases.

However, there is a shortage of complex learning needs provision in this area of the city. Standards at Greenway Primary School are good and the school has a proven track record of high-quality support for learners with Additional Learning Needs. The location of the school also supports the distribution of primary complex needs places across the city and there is scope to develop the required accommodation within the existing buildings.

The establishment of a specialist resource base at Greenway Primary School is therefore considered to be a preferred option.

Human Resources Matters

The proposal to establish a specialist resource base at Greenway Primary School would require the Governing Body to consider the workforce requirements in readiness for the expansion. The Governing Body would be encouraged to undertake this work in line with the School Organisation Planning HR Framework.

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

Where the governing body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the establishment of the specialist resource base will provide opportunities for school-based staff on the school redeployment register.

Transport matters

The proposed specialist resource base on the site of Greenway Primary School would serve pupils in the east of Cardiff and would reduce the distance travelled to school for children in this area of the city who require placement in a specialist resource base and who currently travel to other areas of the city.

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to primary schools, including special schools and specialist resource base facilities. Pupils attending the specialist resource base at Greenway Primary School who live within two miles of the school would not qualify for free transport unless this is necessary to meet their individual learning needs.

The individual needs of pupils at special schools and specialist resource bases, together with the greater distances travelled, necessarily limit the scope for high rates of active travel compared with mainstream school pupils.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the Additional Learning Needs cohort, including Independent Travel Training for older pupils, cycle maintenance and cycle training.

Some pupils are able to travel independently or with parent/carers and if resident within the two-mile qualifying distance may not be eligible for Learner Transport.

Provision of recommended improvements for active travel would benefit these pupils as well as any mainstream pupils, staff and visitors to the sites. These could include appropriate road safety improvements such as crossings, cycling facilities, secure cycle parking, and improvements to bus waiting facilities.

As there would be a maximum of 20 children attending the specialist resource base, it is anticipated that there would be a small number of children arriving by free home to school transport in shared taxis. This Learner Transport will need appropriate facilities for drop-off and pick-up which will be considered as part of the proposals.

A drop-off and pick-up area for school transport for an anticipated 7 taxis would be needed. The required space is available on site with reconfiguration of existing facilities.

The existing vehicle access is currently congested so this would need improvement.

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.

Have your say

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

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

- Complete 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 463, 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 19 January 2024.

A photograph of a classroom scene, overlaid with a semi-transparent orange filter. In the foreground, a young girl with long, wavy blonde hair sits at a table, looking towards the right. To her right, a teacher with dark curly hair stands, smiling and looking down at the table. Several other students are visible in the background, some sitting at desks. On the table in the foreground, there are several sheets of paper or cards with text and diagrams. The overall atmosphere is warm and educational.

Severn Primary School

Proposal for Additional Specialist Resource Base places at Severn Primary School

Severn Primary School is an English-medium community primary school with nursery provision located at Severn Road, Canton, Cardiff, CF11 9DZ.

To meet the demand for primary age specialist provision the Council is proposing to:

- establish a 20 place specialist resource base for complex learning needs and/or autism at Severn Primary School from September 2024.

Information specific to this proposal is set out at pages 33-39.

The number of places at the school

Table 12 below provides details of places available at Severn Primary School.

Table 12: Places at Severn Primary School

Name of school	Current Published Capacity (age 4 – 11)	Places per year group (age 4 – 11)	Nursery Places	Language medium and Category of School
Severn Primary School (mainstream places)	420	60	128	English-medium community primary school

The current capacity of Severn Primary School is 420 places and the school had 377 pupils on roll in January 2023.

In addition to this, the school’s site hosts the Community Teaching provision which provides for young people who have learning needs related to health or exceptional circumstances and for whom mainstream, specialist or even group Education Other Than at School provision is unsuitable.

The school has sufficient accommodation for up to 144 learners to access nursery education and is currently funded for up to 128 learners to attend.

Demand for places at the school

Table 13 below sets out details of recent and projected numbers on roll at Severn Primary School.

Table 13 : Recent and projected numbers on roll at Severn Primary School										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2017/18	2018/19	2019/20	2020/21	2021/22	2023/24	2024/25	2023/26	2026/27	2027/28
Severn Primary School mainstream places	396	386	379	381	377	370	362	364	358	358

*Future school pupil demand based on population projections and/or ALN trend data capped to school capacity



Condition and Suitability of School Buildings

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

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

Table 14 Condition and suitability gradings

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

Severn Primary School was most recently rated C for condition and B for suitability.

The site, and local infrastructure off-site, would support the development of specialist resource base provision.

Proposed Specialist Resource Base Accommodation

Severn Primary School in Canton extends to circa 2.3 acres. No additional land is required to facilitate the establishment of a 20 place specialist resource base for complex learning needs and/or autism at Severn Primary School from September 2024.

The specialist resource base would require two classrooms set up to provide a nurturing environment, including a small group room and with access to a secure outside learning area and accessible toilets.

It is proposed that the base would be accommodated within the existing buildings.

Quality and Standards

The following information has been provided by the Central South Consortium regarding quality and standards at Severn Primary School.

- The school knows its strengths and areas for developments as it has a detailed calendar of monitoring activities, which take place over the course of the academic year. The information gathered from these activities is used to inform the school improvement plan, which accurately reflects the needs of the school.
- The school has engaged effectively with curriculum design and continues to develop a curriculum to reflect the school's diverse community. Two senior leaders have taken the lead with this work and ensured developments are based on informed decisions through visits to other schools: personal professional reading and action research. The school has engaged with the local cluster to map progression in all AOEs as well as developing a bespoke RSE curriculum.
- The school has worked effectively to develop a new system for tracking the progress of pupils over time that reflects the new curriculum it has developed.
- The school has engaged highly effectively in Additional Learning Needs reform and has responded to the statutory requirements. The needs of pupils with additional learning needs are well catered for with provision and progress carefully monitored over time.
- School leaders work hard to meet the needs of its diverse community and have established a positive supportive ethos in the school. There has been considerable work linked to promoting equity and equality with investment in a range of emotional support for pupils and their families. The school has achieved its Silver Rights Respecting award.
- The headteacher, supported by a highly effective senior leadership team, works tirelessly to support all pupils and their families to ensure that no pupil is left behind either academically or pastorally.
- The school is an active member of the Fitzalan High Cluster group, benefitting from working with schools with similar needs and challenges.

The most recent Estyn inspection of the school in May 2016 judged the school's standards, wellbeing and attitudes to learning, teaching and learning experiences, care support and guidance and leadership and management as excellent.

How would standards at the school be affected by the proposed change?

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

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

Standards at the school are good and it is not expected that the establishment of specialist resource base provision at the school will impact negatively on the school.

The proposal is not expected to have any negative impact on the quality of standards of education 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 school.

Complex learning needs (including autism) settings provide a specialist curriculum in a small class setting suitable for learners with severe general learning disabilities. Some pupils may also have associated difficulties including autism, physical or medical needs, speech and language difficulties. Schools ensure that staff employed in the setting have appropriate skills and experience to plan and deliver a specialist curriculum, and to plan and implement appropriate strategies to support language and communication development, social communication and interaction, sensory and emotional regulation.

The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's capacity for inclusion and benefit all pupils in the school.

Care support and guidance

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

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 manages admissions to the special schools and specialist resource bases. Every learner will have an Individual Development Plan which is a statutory document identifying what is 'important to' and 'important for' the child or young person, the desired outcomes and the additional learning provision to be implemented in order to achieve the outcomes.

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 specialist resource bases are delegated to schools. Governing Bodies determine the most appropriate management model for the setting, in line with the whole school leadership and management approach and the goal of ensuring the base is a fully integrated part of the school. The local authority can provide advice and support in relation to specialist appointments.

New settings do not usually open to full capacity in the first year. As far as possible, admissions are staggered over 3-5 years, enabling the setting to establish practice in phases.

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

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

What are the benefits of the proposed change?

- The proposal would increase the number of specialist resource base places for primary aged learners with complex learning needs and/or autism 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 mean that pupils living in the south of the city who need a place at a complex learning needs and/or autism specialist resource base could have suitable provision closer to home, and therefore travel shorter distances to access specialist 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 and well-established processes to plan and support such a transition.
- There is potential for increased traffic congestion around the school site at the start and end of the day. The Council would work with the Severn Primary Governing Body to develop a Travel Plan to minimise any potential disruption.

Risks

- Should the need for any building, adaptation and refurbishment works be necessary, the implementation of the proposed change could be impacted due to unforeseen difficulties in appointing appropriate contractors, delays in project delivery or securing sufficient funding. The Council does however have significant experience in the successful delivery of a range of school building projects as a result of progressing a large and growing school organisation programme and the lessons learnt through this would limit the impact of any unexpected matters that may arise. Based on the consultation outcome a range of options would be developed. A full financial evaluation would then take place. This would ensure affordability and limit budgetary pressures on the Council.

Alternative options

Alternative options to establishing a specialist resource base for children with complex learning needs and/or autism at Severn Primary School could include:

- Do nothing. There are not enough specialist places in Cardiff. An expansion of in-county provision would provide a more efficient and effective use of the Council's financial resources than reliance on places in independent schools.
- The establishment of new specialist provision on other school sites and/or a different number of places in the current or proposed bases.

However, there is a shortage of complex learning needs provision in this area of the city. Standards at Severn Primary School are good and the school has a proven track record of high-quality support for learners with Additional Learning Needs. The location of the school also supports the distribution of primary complex needs places across the city and there is scope to develop the required accommodation within the existing buildings.

The establishment of a specialist resource base at Severn Primary School is therefore considered to be a preferred option.

Human Resources Matters

The proposal to establish a specialist resource base at Severn Primary School would require the Governing Body to consider the workforce requirements in readiness for the expansion. The Governing Body would be encouraged to undertake this work in line with the School Organisation Planning HR Framework.

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

Where the governing body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the establishment of the specialist resource base will provide opportunities for school-based staff on the school redeployment register.

Transport matters

The proposed specialist resource base on the site of Severn Primary School would serve pupils in the south of Cardiff and would reduce the distance travelled to school for children in this area of the city who require placement in a specialist resource base and who currently travel to other areas of the city.

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to primary schools, including special schools and specialist resource base facilities. Pupils attending the specialist resource base at Severn Primary School who live within two miles of the school would not qualify for free transport unless this is necessary to meet their individual learning needs.

The individual needs of pupils at special schools and specialist resource bases, together with the greater distances travelled, necessarily limit the scope for high rates of active travel compared with mainstream school pupils.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the Additional Learning Needs cohort, including Independent Travel Training for older pupils, cycle maintenance and cycle training.

Some pupils are able to travel independently or with parent/carers and if resident within the two-mile qualifying distance may not be eligible for Learner Transport.

Provision of recommended improvements for active travel would benefit these pupils as well as any mainstream pupils, staff and visitors to the sites. These could include appropriate road safety improvements such as crossings, cycling facilities, secure cycle parking, and improvements to bus waiting facilities.

As there would be a maximum of 20 children attending the specialist resource base, it is anticipated that there would be a small number of children arriving by free home to school transport in shared taxis. This Learner Transport will need appropriate facilities for drop-off and pick-up which will be considered as part of the proposals.

A drop-off and pick-up area for school transport for an anticipated 7 taxis would be needed for the specialist resource base. There is limited space available on-site and further feasibility work would be required.

The site is centrally located with good public transport links.

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.

Have your say

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

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

- Complete 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 463, 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 19 January 2024.

A woman with curly hair is smiling and looking at a tablet. In the background, other people are visible, some looking at tablets. The scene appears to be a meeting or a presentation. The entire image has a red overlay.

Information Relevant to all Proposals

Additional Support for Pupils

Table 15 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

School	% of Pupils on School Action	% of Pupils on School Action Plus	% of Pupils with a statement of ALN	% of Pupils with school IDP	% of Pupils with LA IDP	% of Free School Meals Pupils- 3 year average	% of Pupils with English as an Additional Language	% of Minority Ethnic Pupils
Coed Glas Primary School	2.8 %	*	5.5 %	2.8 %	*	28.7 %	23.7 %	37.7 %
Greenway Primary School	*	*	3.4 %	*	*	63.2 %	8.5 %	47.2 %
Severn Primary School	*	6.7 %	3.4 %	*	*	28.3 %	53.2 %	84.9 %

Source: mylocalschool.wales.gov.uk

*This data item is disclosive, not sufficiently robust for publication, not applicable or is otherwise unavailable.

Further information can be found on the website: mylocalschool.wales.gov.uk. My Local School is a website designed to open up access to school data for parents and all others with an interest in their local school.

How would support for learners with additional learning needs be affected?

A child has special educational needs if they have a learning difficulty which requires special educational provision to be made for them. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age or that the child has a disability that needs different educational facilities from those that the school generally provides for children.

The Additional Learning Needs Code for Wales 2021 (the ALN Code) and regulations came into force on 1 September 2021 to ensure children and young people can access additional support to meet their needs that is properly planned for and protected, with learners at the heart of the process.

Children are moving from the special educational needs (SEN) system to the additional learning needs (ALN) system in groups over a 3-year period from September 2021, to ensure enough time for schools and local authorities to discuss the support needed and to prepare plans.

The current expertise at the schools would be maintained. The establishment of specialist resource base 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. Individual learners with additional learning needs would only be impacted by the proposed changes at the point they are admitted to a specialist setting. Cardiff schools have well-established processes for planning and supporting transition between settings. 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.

How would support for learners 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.

The standards at the three schools included in the proposed changes are good.

There is no information available that suggests that the proposals would have a negative effect on how children with English as an additional language are supported.

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

How would learners receiving Free School Meals be affected?

Some of the funding that a school receives is based on the number of pupils in the school who receive free school meals. All schools in Cardiff receive funding for these pupils.

The standards at the three schools where changes are proposed are good.

There is no information available that suggests that the proposals would have a negative effect on pupils who receive free school meals.

How would Minority Ethnic learners be affected?

The standards at the three schools included in the proposed changes are good.

The needs of individual pupils are assessed and provided for as appropriate.

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

How would the changes affect other schools?

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

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

Admission arrangements

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

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 these proposals 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.

Any building/ adaptation works required to accommodate increased pupil numbers will require full financial evaluation and an identified funding source. Should the Council be required to make a contribution towards these costs, these will need to be funded from within existing approved resources or factored into future iterations of the Council's Capital Programme.

These proposals do not form part of Council's Sustainable Communities for Learning Programme and any costs would need to be identified from Council resources unless other funding sources are identified. Additional funding may be available from the Welsh Government for specific schemes or general capital Additional Learning Needs use but these are yet to be identified or confirmed.

The revenue costs for these additional places will need to be funded from the existing delegated schools budget.

It will be necessary to ensure that the annual budgets allocated to schools reflect each school's size and structure. School budgets are for the most part based on pupil numbers and, therefore, it will be necessary to increase the school budget in line with the Additional Learning Needs places.

Schools transport costs will also need to be considered for each proposal.

Health provision

Some of the pupils who attend Cardiff's schools have additional health needs which require schools to work with the health board.

There have been a broad range of collaborative projects undertaken by Education and health services, to enhance the skill-base of education staff in special and mainstream school settings, increasing their capacity to implement advice from health services, to benefit individuals and groups. For example, as part of the Whole School Approach to emotional health and wellbeing, a single point of contact for advice and support regarding mental health has been established, and there are mental health teams working directly with schools to enhance early support and intervention.

The health board has recently appointed a project officer to lead on a local project: 'Special School Growth Project', which is looking at creating a model of multi-agency working in order to best support the health needs of children in Cardiff and Vale of Glamorgan schools. Officers will be working with health colleagues in order to help move this project forward. 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

The proposed establishment of specialist resource base provision at Coed Glas Primary School, Greenway Primary School and Severn Primary School would not require any changes to the existing governance arrangements.

Impact of the proposals on the Welsh Language

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.

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.

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

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.

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.

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.

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. 189.

The Council works closely and constructively with partners on its Welsh Education Forum, which includes representatives of nursery, primary, secondary and further education, childcare, RhAG and the Welsh Government. The Forum actively informs the planning of Welsh-medium places, to continue to drive the Council's plan to sustainably increase the number of learners within Welsh-medium schools and those learning Welsh in English-medium schools.

The Council, and its partners on the Welsh Education Forum, are committed to driving the increase in number of pupils educated through the medium of Welsh, to meet the targets within Cardiff's WESP, and to meet the targets set out in the Welsh Government's Cymraeg 2050 strategy.

A 20-place specialist resource base for learners aged 4 – 11 with complex learning needs and/or autism was established at Ysgol Gymraeg Pwll Coch in September 2018.

A specialist resource base for learners with Autism aged 11 – 19 was established at Ysgol Gyfun Gymraeg Glantaf in September 2023. The school also has a specialist resource based for learners with complex learning needs.

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.

Equalities

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

An initial combined Single Impact Assessment including an 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

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.

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 will be sought as part of the consultation and considered as part of the post consultation analysis process.

Wellbeing of Future Generations

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.

Each school project takes into account key transport issues when they are being designed and the firm need to provide safer routes to encourage walking, cycling and other active travel modes to schools.

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

Potential Disruption to Pupils

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

In the event of the proposed changes being progressed a project lead officer would be assigned to work with the relevant governing bodies to oversee the development of workstreams to support the project.

Any works 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.

Wherever possible any adaptations would be undertaken during the school holidays to minimise any potential impact on teaching and learning.

Cardiff schools have well-established processes for planning and supporting transition between settings. 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.

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 16 below:

Table 16: Future stages (This timetable may be subject to change)

Statutory Process	Timescale
Consultation Period	20 November – 19 January 2024
Consultation report considered by the Council Cabinet and published on the Council website	March 2024
Expected date for start of Objection Period, when statutory notice has been issued (when formal objections can be made)	April 2024
Expected date for end of Objection Period	May 2024
Final decision (determination) by the Council's Cabinet	July 2024
Objection report published on the Council website and notification of Cabinet's decision	July 2024

Consultation period

The consultation period for these proposals starts 20 November 2023 and ends on 19 January 2024.

See page 50 for further details of how to respond and make your views known.

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

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

The report will set out the issues raised during the consultation period and give the Council's response to these issues. The report will contain Estyn's view of the proposals and any formal responses received from elected members, school governing bodies, headteachers and any representative bodies. The points raised in individual responses will be summarised and considered but not published in full.

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

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

Statutory Notice

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

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

Determination of the proposals

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

Decision Notification

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

Have Your Say!

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

- Completing and returning the accompanying questionnaire to the address given at the bottom of the form.
- Completing the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Write to us at the following address: School Organisation Planning, Room 463, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.
- Or if you prefer you can e-mail your views to: schoolresponses@cardiff.gov.uk

The closing date for responses to this consultation is 19 January 2024.

Unfortunately, no responses received after that date can be considered.

Which of the following are you responding as?

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

*Please confirm which school(s) you are affiliated with

1. 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

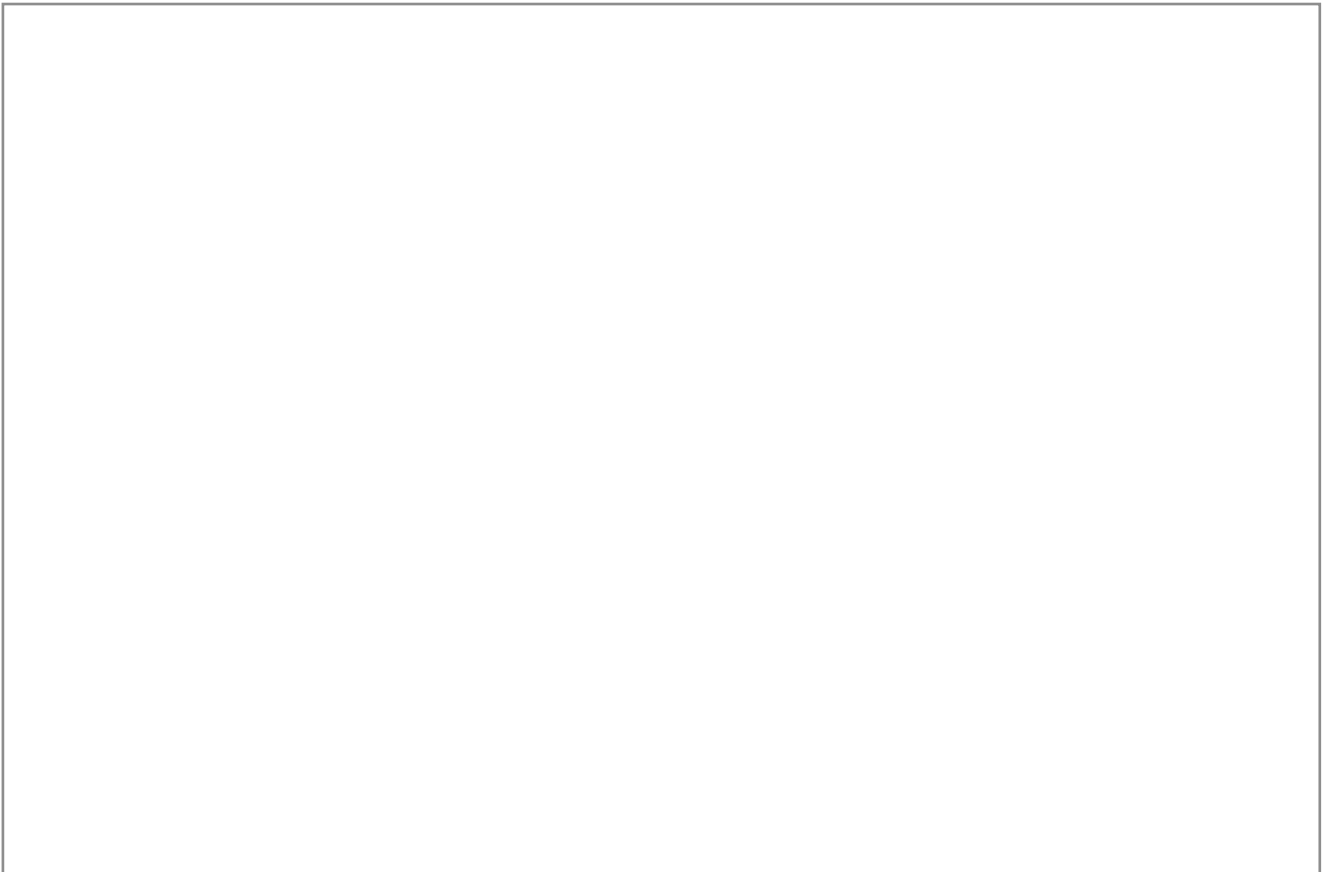
2. Do you support the proposal for each of the school sites?

School and proposal	Yes	No	Don't know
Coed Glas Primary School <ul style="list-style-type: none"> • establish a 20 place specialist resource base for complex learning needs and/or autism at Coed Glas Primary School from September 2024, within the existing buildings. 			
Greenway Primary School <ul style="list-style-type: none"> • 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. 			
Severn Primary School <ul style="list-style-type: none"> • 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. 			

3. If you do or not support the proposed changes, please explain



4. Would you like to suggest any changes or alternatives to the proposed changes?



5. Do you wish to make any additional comments?

Name _____

Address _____

Post Code _____

The closing date for responses to this consultation is **19 January 2024**

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

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

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

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

Thank you for your comments.

Please return this form to the School Organisation Planning Team, Room 463, County Hall, CF10 4UW or by email to schoolresponses@cardiff.gov.uk by no later than 19 January 2024.

The information that you provide in completing this form will be treated as confidential, in line with the requirements of the Data Protection Act 2018 and the General Data Protection Principles.

Any data supplied by you on this form will be processed in accordance with Data Protection Act requirements and in supplying it you consent to the Council processing the data for the purpose for which it is supplied. All personal information provided will be treated in the strictest confidence and will only be used by the Council or disclosed to others for a purpose permitted by law.

If you wish to withdraw consent at any time, please email consultation@cardiff.gov.uk

For further information on how we process your personal data please refer to our Privacy Policy - or contact the Data Protection Officer, Room 357, County Hall, CF10 4UW, email: dataprotection@cardiff.gov.uk

ABOUT YOU

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

What was your age on your last birthday?

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

Are you...?

- Female Male Other Prefer not to say

Do you identify as a disabled person?

- Yes No Prefer not to say

Please tick any of the following that apply to you:

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

Please specify _____

What is your ethnic group?

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

- | | |
|---|--|
| <input type="checkbox"/> White - Welsh/English/Scottish/Northern Irish/British | <input type="checkbox"/> Asian/Asian Welsh/British - Bangladeshi |
| <input type="checkbox"/> White - Irish | <input type="checkbox"/> Asian/Asian Welsh/British - Indian |
| <input type="checkbox"/> White - Gypsy or Irish Traveller | <input type="checkbox"/> Asian/Asian Welsh/British - Any other |
| <input type="checkbox"/> White - Any other white background | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - African |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White & Asian | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Caribbean |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black Caribbean | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Any other |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black African | <input type="checkbox"/> Arab |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - Any other | <input type="checkbox"/> Any other ethnic group (please specify) |
| <input type="checkbox"/> Asian/Asian Welsh/British - Chinese | _____ |
| <input type="checkbox"/> Asian/Asian Welsh/British - Pakistani | <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