

Appendix 4 – Record of Consultation Meetings with School Staff

Meetings were held with school staff at the request of individual schools.

Specialist Provision for Primary and Secondary Aged Learners with Emotional Health and Wellbeing Needs

- Fairwater Primary School Staff (16 January 2024)

Specialist Provision for Primary Aged Learners with Complex Learning Needs and / or Autism

- Coed Glas Primary School Staff (30 November 2023)



Schools Programme
Fairwater Primary School Staff Meeting
Additional Learning Needs
Emotional Health and Wellbeing needs - Primary
16 January 2024 at 5pm



Present: Brett Andrewartha (SOP), Louise Flynn (HR), Kassia Morris (ALN), Rosalie Phillips (SOP), Fairwater Primary Staff.

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

The meeting was held via Microsoft Teams

Welcome and Introductions

BA opened the meeting and welcomed staff. There had been presentations at the Governing Body meeting, the public meeting and there was information in the consultation document. The Council was looking for formalise the existing Wellbeing Class which was already part of the school.

The proposed changes would formalise the status of the wellbeing class allowing for placements to be extended as required. There were eight places in the Wellbeing Class and there would be no increase in the number of children.

HT – looking at scope to transform the learning environment e.g., second room, sensory room development, soft room development and outdoor provision; looking at the opportunities for development.

Q – what is the reason for the change and what does this mean for staff?

BA – there are a number of Wellbeing Classes across the city and looking to formalise these arrangements alongside establishing new provision at other schools. Current placements are time limited, and the classes don't have the certainty of formally established provision; SRB provision would allow for placements to be extended as required. Staff would be employed by the school.

Q – can children be dual/single registered?

BA – Yes, can operate on either basis but would consult with school prior to placement.

BA – the consultation runs until 19 January 2024 with a report to Cabinet on the outcome of the consultation in March 2024 when a decision will be made whether to progress to the next stage. If a decision is made to move to statutory notice, the notice would be published in April and allow a period of 28 days for objections.

BA – would ask as a school for confirmation of support for the proposed change; option to submit collective formal response or individual responses; any formal responses received are published in full, with any non-formal responses summarised and anonymised.

There were no further questions, BA thanked staff and the meeting closed.



Schools Programme
Coed Glas Primary School Staff Meeting
Additional Learning Needs:
Complex Learning Needs/Autism - Primary
30 November 2023 at 3:30pm



Present: Michele Duddridge-Friedl (SOP), Brett Andrewartha (SOP), Cath Keegan-Smith (ALN), Louise Flynn (HR), Shirley Karseras (SOP), circa 35 Coed Glas Primary School Staff Members.

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

The meeting was held at Coed Glas Primary School

Welcome and Introductions

Michele Duddridge-Friedl (MDF) opened the meeting and welcomed staff members.

BA and CKS gave a presentation outlining details of the proposal for the CLN / Autism SRB at Coed Glas Primary School.

The presentation set out the following:

- What is being proposed city wide?
- Background
- Sufficiency of places
- Distribution of places
- Current CLN/ASC provision primary age
- Recent growth
- Projected demand
- What is a Specialist Resource Base (SRB)?
- How does a CLN base operate?
- How does an Autism base operate?
- What is proposed for Coed Glas Primary School?
- Criteria for CLN SRB placement
- Staffing and Resourcing of CLN SRB
- Curriculum, Admission and Inclusion
- Criteria for Autism SRB placement
- Staffing and Resourcing of Autism SRB
- Curriculum, Admission and Inclusion
- Quality and Standards
- Benefits of the proposals
- Appraisal of options
- Other Considerations
- HR Considerations
- What happens next?



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Questions and response given.

MDF invited questions from staff.

Q – Is the proposal for CLN and Autism?

CKS – The SRB proposed would be for one model or the other, not a mixture. Depending on an individual diagnosis, it is possible that a pupil may have CLN and autism, but the provision would be for their primary need.

Q – Would the TA from the SRB support the pupil in the mainstream for the Autism model?

CKS – Yes, they could. The model for this type of provision is typically 2:1 (pupils: staff) and would therefore be able to facilitate this level of support when required.

Q – What would happen if there were ten Y1 pupils in the Autism base who needed to access Y1 provision?

CKS – This wouldn't happen. Allocation of pupils would ideally be from the local area, but pupils are also placed so there is a balance of age, gender, and specific needs. The school and parents are always involved with allocation decisions.

MDF – CLN would be known from Reception whereas an Autism diagnosis could be at a later age and so would need places for different year groups.

CKS – Pupils would access provision based on their need and ability. It may be that a Y3 student attends Y4 mainstream classes.

Q – How would the extracurricular activities for pupils with CLN be organised and would there be extra funding for them?

CKS – No, this would be facilitating pupils with CLN to access the existing extracurricular activities that occur in school already.

Q – What are the logistics of having such an SRB with the day-to-day operation of school life?

CKS stated that they already have the Hearing Impairment Resource Base (HIRB) running successfully at their school so it would be similar to the way in which that runs. She advised visiting a school that has a CLN or Autism Resource Base already established to see how it works.

Q – How would the funding work for pupils within the SRB as there is no funding for the HIRB to have acoustic tiles and blinds fitted and the ALN provision for mainstream pupils has been frozen?



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MDF - Funding would be allocated for the new SRB provision. Will find out about funding for the HIRB but as that is an existing base, think that would come from the existing school budget. **Action – MDF to confirm this position.**

Q – Where would the specialist staff come from if there were staff absences in the SRB through illness? Would existing school staff be expected to assist?

CKS – There is currently no shortage across the city for applicants to work in the ALN sector but could obviously not guarantee that there would not be an issue at some point. There would be training for existing school staff to help if they wished to. CKS explained that the ALN Team would work with the school on the job descriptions.

Q – Would the funding be the same as the HIRB?

CKS – All SRB's have a consistent funding model. Staffing and resourcing of the SRB is provided as a lump sum in the school's budget. The presence of an SRB would not put additional strain on a school's budget.

Q - There is already an issue with a lack of support for mainstream pupils with ALN. How would experienced staff be recruited?

CKS – There are staff within the Inclusion service and specialist teachers who are applying to work in SRB's as well as teachers who transfer from mainstream and do not feel recruitment is problematic. There are also Out of County applicants who want to work in Cardiff. It is ultimately up to the Governing Body to decide what they would require from candidates in relation to experience.

Q – Would there be enough time to go through the recruitment process?

BA – If the proposal was agreed, then it only means that there is a formal establishment in place from September 2024. There would not necessarily be pupils on role at this date.

MDF – Encouraged staff to include these types of specific concerns in their response. For example, would a delay in the date or particular skills included as part of the recruitment process alleviate these concerns?

Q – Is the projected £10.3 million on places at independent or Out of County schools value for money and what do mainstream pupils gain by having an SRB on site? How do you ensure that mainstream pupils are not impacted negatively with this arrangement?

CKS – No this is absolutely not value for money and that is why the Local Authority are proposing to increase specialist places within Cardiff.



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Mainstream pupils will gain lots from having children with ALN attend their school site as it will increase their knowledge and awareness of a range of needs and prepare them better for social integration beyond school.

MDF – Cardiff Council supports inclusion and whilst some behaviours can be challenging for staff, the level of ALN is increasing and there needs to be adequate provision across the city to meet these needs.

Headteacher – Coed Glas already operates a unit that supports social inclusion and is proud that all the mainstream pupils can sign.

Q – Staff at Coed Glas are passionate about inclusion, but already have an ALN Resource Base with the Deaf and Hearing Impairment unit, could another school in the area not adopt this new proposed base?

MDF – Possibly. Other schools across the city are also part of these SRB proposals.

Q – Would there be a mandate on which pupils attend the SRB? I have concerns around the logistics of how a pupil in a particular year group, which is already overstretched, would be catered for.

CKS – The Inclusion Services would always liaise with the school to agree class lists and cohorts.

Q – Would a class of 30 pupils be expected to provide provision for additional pupils from the Autism model, bringing the total beyond the PAN?

CKS – Pupils with CLN are in addition to the PAN as they would spend their normal school day in the SRB, however, pupils with Autism and who would attend mainstream lessons at times, are included in the PAN.

Q – Have parents been consulted? Would perspective parents be put off applying for a place at Coed Glas if the SRB were approved?

MDF – There are numerous consultation methods planned throughout the consultation period including public meetings, drop-in sessions, and email correspondence where parents will be able to find out more and express their views.

Q – Are there enough specialist teachers to staff these new bases?

CKS – There are staff within the Inclusion service and specialist teachers who are applying to work in SRB's as well as teachers who transfer from mainstream and do not feel recruitment is problematic. There is also interest from Out of County applicants who want to work in Cardiff. It is ultimately up to the Governing Body to decide what they would require from candidates in relation to experience.



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Q – If the staff communicate that they are not in favour, does the Headteacher have the final decision?

MDF – No. All stakeholder views are considered as part of the consultation process. The findings are recorded and presented to the Cabinet who will then decide whether to approve the proposal or not. If the staff are against it, they should express *why* they believe it would not work as the Cabinet will consider this as part of the consultation process.

Q – Will there be funding available to release staff so they can visit existing SRB's?

Headteacher – The school would find a way to support this.

Q – Why are Coed Glas being asked to have this provision? Is it because of the reduced pupil numbers and having a large site? I don't think we have adequate space.

MDF – Yes partly, there is capacity in terms of lower pupil numbers compared to the PAN, but also because the school has a proven track record for inclusion and is geographically in a good location.

Q – Would the SRB be positioned in the portacabin?

MDF – That has not been decided yet, but the provision would be within the school's existing buildings.

Q – Would the pupils transition into the SRB at Llanishen High School?

CKS – Yes if the needs could be met and there was room then that transition would be seen as an incredibly positive outcome for pupils with ALN living in this part of Cardiff.

Q – Would pupils be admitted to the SRB as a priority if they had siblings already enrolled at Coed Glas?

MDF – Pupils would be admitted to the SRB based on their level of need and in consultation with the school.

Q – Could this change trigger an Estyn inspection?

MDF - School Organisation proposals do not automatically initiate inspections.

Q – Who would plan the work for the children in the Autism SRB?

MDF – There is collaboration between staff.



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Q – Does any other school have two SRB's?

MDF/CKS – Yes, Springwood Primary School. Recommended that staff visit this school or Llanishen Fach to see how operational implications are managed.

Q – Would there be more parking available on site for staff as it is already difficult to secure a space?

MDF – This may be a reasonable and could be reviewed by Cabinet and officers.

MDF invited the staff to submit responses to the proposal as a joint formal response as well as individually. She shared the link to the online survey.

MDF thanked staff and the meeting ended.