

**SCHOOL ORGANISATION PROPOSALS: PROVISION FOR
CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL LEARNING
NEEDS (ALN)**

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM
CONDITION PROVISION FOR PRIMARY AND SECONDARY AGED
PUPILS**

Appendix 3 – Notes of meetings with Governing Bodies and School Staff



**Schools Programme
Record of Virtual Meeting
Moorland Primary School Governing Body
Additional Learning Needs - Moorland Primary
11 November 2021**



Present: Michele Duddridge-Friedl (SOP), Mian Saleem (SOP), Jenny Hughes (ALN), Hibah Iqbal (SOP), Moorland Primary School Governors

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

Michele Duddridge-Friedl opened the meeting, welcomed governors and outlined details of the proposed changes.

There was a presentation which set out the following:

- What is being proposed?
- Background
- Sufficiency of places
- Distribution of places
- Proposals for Moorland Primary School
- Condition Categories
- Suitability
- Proposed SRB accommodation
- Quality and Standards
- Transport Matters
- Benefits of the proposals
- Potential disadvantages and risks
- Alternative options discounted
- Admissions
- Finance
- Human Resources
- What happens next?

Questions and response

MDF invited questions/comments from staff

Q/C - at what point would we have definitive funding to start recruiting new staff?
JH - in discussions with the Headteacher over next few weeks regarding this, how many children we're looking to admit before the class opens and work on transitions. We'd clarify before end of term or beginning of next.

Q/C - Initially told that SRB would go in Foundation Phase (FP) but now saying FP going into main building; confusion as we thought FP would be in in new unit when built and KS2 in main building.



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JH - FP will be part of new build and KS2 will be in existing upstairs room which has been planned and agreed. In terms of FP building work, this won't be ready for September 2022, but hoping KS2 class will be. We want to start placing children from September 2022; there are always KS2 children who need to be placed, so it would be helpful to start a class even if it is only KS2 and not FP. If we do need to place FP kids, there may be another room, but not sure it's best option; respect schools view of what is appropriate and possible from September 2022.

Q/C – from a governing body point of view we want the provision to be inclusive; it can be scary to send children to somewhere new and doesn't seem fair on the children. If we start from KS2 and it's their permanent base, that would be more settling.

Q/C – with regards to funding, it is part of the delegated budget; you've clarified that funding for teaching resource will come earlier but with regard to the overall funding, when will that come in?

JH - before next financial year; clearly identified and sustained need and then grow as staffing grows.

Q/C – with regards to recruitment, is nobody else being made redundant from new base?

JH – there is no closure but if we have any staff on the redeployment register, we could look at that but this would depend on skillset and roles; we're looking to increase the staff here, however most likely to be open recruitment because it is specialised

Q/C – with regards to building works, there needs to be work done to main building to make it suitable. When will it start and how long will it take for September 22 intake? is there room for manoeuvre?

MS - current programme indicates we'll start construction in July next year and do the refurbishment of the upstairs KS2 area within the first for 4-6 weeks. That unit would be ready from September.

MDF advised governor of the ways in which responses to the consultation could be made.

There were no further questions, MDF thanked governors, and the meeting closed.



Present: Michele Duddridge-Friedl (SOP), Mian Saleem (SOP), Jenny Hughes (ALN), Hibah Iqbal (SOP), Members of staff

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Questions and response

MDF invited questions/comments from staff

Q/C - concerns about space while building work is being undertaken; how will the school operate with 400 children on site?

MS – aware that this is a challenging phased construction plan; two aspects, Flying Start and Early Years unit which will be phased to minimise impact. The existing Early Years building will remain operational, with children moving to the new accommodation once completed. The major challenge from the construction point of view is compliance with new drainage legislation with the need to build tanks underground. It will be a challenging six months however will look to use the school holiday period to progress works.



MDF – there will be an impact in the short term however the works will result in significantly improved facilities.

Q/C – a significant area of space is being taken up; the children use a lot of outdoor space.

MDF – how best to use the available space can be discussed with the Headteacher; phased playtimes have been used with other schools.

Q/C – with the new curriculum children are outdoors all the time.

MDF – free flow will be reduced during the building works however the long-term position will be far superior.

Q/C – it will be the younger children suffering, who have suffered through covid and through this.

MS – we will look to release areas as they are completed. We will have a clear view of what can be done once a contractor is appointed and will work with the school to see best to do things.

Q/C - I can see the Year 2 playground being taken up, main will go, is that true?

MDF - yes will have to reduce. This is something we can revisit with the Headteacher; it may be that the school can use other facilities within the local area. There are challenges on urban school sites like Moorland but there is a need to replace the Early Years building; children are not getting the standard of facilities they need.

Q/C – from the picture the whole of the playground is gone; children will have to stay inside while the others play.

Q/C – is it possible to build the Flying Start provision by the MUGA, knock down the Early Years unit while we go into the other building

MDF - we note your concerns with access to facilities and we will need to come back to your school outside this process

Q/C – could we use the small area next to the old Ysgol Glan Morfa building during the day?

MDF – this is the type of option we can look at with the school.

Q/C - could you clarify what you mean by complex needs and the types of pupils that would be accessing the SRB.

JH – children with significant long term learning difficulties; provision already at other schools e.g., Llanishen Fach Primary School. We fund a range of needs; the commonality is learning difficulties but also relates to communication issues, physical and medical, ASC and ADHD. Complex needs are not easy to summarise but covers children who need specialist teaching support/methods.

Q/C - Are the 20 places split?

JH – yes, 10 places for Foundation Phase and 10 places for KS2 however places are sometimes split by need rather than age and can be fluid in that respect.



Q/C - concerned about the complex needs' children in the other building e.g., the staircase. Concerns also with regards to the additional learning needs in school, the staffing and management structure, one classroom being upstairs, children having to go in lifts to go to the playground. Staffing structure will need to ensure needs are appropriately met; 20 additional children will require significantly more time.

JH - staff are employed by the school with staff and resources fully funded by the LA. Schools with SRB provision find that it brings additional expertise and opportunities into the school allowing over time for the development of a more fluid model that benefits a wider range of children. Opportunities to see how children in SRB can benefit from mainstream also. A teacher and 2 TAs in each class is standard but this will need to be worked through by governors in establishing the base.

Headteacher – there would be opportunities for transference of skills. Would hope it will provide flexible, opportunities for staff currently working in the school to apply to work there.

JH – whilst there are huge constraints at the moment, it would be worth visiting existing bases. Marlborough Primary School opening a third class which filled almost straight away; the unit there is going very well and provides a strong flexible model.

Q/C - What about fire assembly points? We usually meet in the playground

MDF - that would need to be revised, as standard.

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



**Schools Programme
Record of Virtual Governing Body Meeting
Willows High School
10 January 2022**



Present: Richard Portas (SOP), Michele Duddridge-Friedl (SOP), Brett Andrewartha (SOP), Jennie Hughes (Achievement & Inclusion), Rachel Burgess Willis (SOP), Willows High School governors

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

Michele Duddridge-Friedl (MDF) opened the meeting, welcomed governors and introduced officers.

MDF advised that notes of the meeting were being taken and would form part of the consultation feedback.

BA gave a PowerPoint presentation setting out details of the proposal based upon the contents of the consultation document for proposed changes in the Complex Learning Needs ages 11-19 sector and specifically the expansion of provision at Willows High School.

The presentation set out the following:

- What is being proposed city wide?
- What is proposed for Willows High School?
- Distribution of places
- Current CLN/ASC provision 11-19
- Demand for CLN/ASC places 11 - 19
- Take up of places at Willows High School
- Condition Categories
- Suitability Categories
- Quality and Standards
- Transport Matters
- Benefits of the proposals
- Potential disadvantages
- Alternative options discounted
- Finance
- Human Resources
- What happens next?

Questions and Answers

MDF invited questions from governors

The questions asked by governors are set out in *italics* below with the officer response given directly below.



**Schools Programme
Record of Virtual Governing Body Meeting
Willows High School
10 January 2022**



Q – Has the Council thought about where the base will be? Will it be in existing classrooms?

A: Will be a specific space built for it, at this stage it hasn't been worked out in detail.

Q – Six miles is a long way for children to travel (some pupils have to travel long distances within the catchment) so bringing the school closer to more children is a good thing.

A- We welcome all comments and thoughts on the proposal and would encourage you to include any points you wish to raise in your formal response. We welcome as many responses as possible.

Q – How should we respond to the consultation?

A: We would expect to see a formal response from the Governing Body.

Q- We will respond as a GB and individually.

There were no further questions, MDF thanked governors and the meeting closed.



Schools Programme
Record of Virtual Staff Meeting
Willows High School
17 January 2022



Present: Richard Portas (SOP), Michele Duddridge-Friedl (SOP), Brett Andrewartha (SOP), Jennie Hughes (Achievement & Inclusion), Louise Flynn (HR), Rachel Burgess Willis (SOP)

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

Michele Duddridge-Friedl (MDF) opened the meeting, welcomed staff and introduced officers.

MDF advised that notes of the meeting were being taken and would form part of the consultation feedback.

MDF presented a PowerPoint setting out details of the proposal:

- What is proposed city wide?
- Background (21st Century Schools) Cardiff 2030 Vision
- Sufficiency of places
- Current provision 11-19
- Demand for Complex Learning Needs/ASC places 11-19
- Demand for places at Willows High School
- Condition Categories
- Suitability
- Quality and Standards
- Transport considerations
- Proposal benefits
- Human Resources
- What happens next

Louise Flynn (LF) advised that the proposal was positive. There would be regular dialogue with trade unions, staff, and governing bodies throughout the process.

Questions and Answers

MDF invited questions from staff

The questions asked by staff are set out in *italics* below with the officer response given directly below.

Q – Who will oversee safeguarding of pupils and staff?

A: Pupils will be part of the school, so will be up to the Senior Leadership team. All staff will be employed by the school.



Schools Programme
Record of Virtual Staff Meeting
Willows High School
17 January 2022



Q – What will the pupil/staff ratio be for the SRB?

A - For pupils with severe learning difficulties it will be 1 teacher per 10 pupils, plus a Teaching Assistant.

Q - What will the class sizes be?

A – No more than 10 pupils per class.

Q – Are any of our pupils allowed to go to Whitchurch SRB Post 16?

A – This is something that could be an option. Some may also want to go onto college but may want a school place first.

Q – Is there any scope for adding accommodation?

A – Willows currently has surplus space. However, we would consider any requests or concerns made in your collective response, if you felt it was needed for your delivery of provision.

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



Schools Programme
Llanishen High School Governing Body Virtual Meeting
Additional Learning Needs:
Complex Learning Needs/Autism (ages 11-19)
17 January 2022 at 5:00pm



Present: Richard Portas (SOP), Michele Duddridge-Friedl (SOP), Brett Andrewartha (SOP), Jenny Hughes (ALN), Louise Flynn (HR), Ian Warburton (SOP), 8 Llanishen High School Governors

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

Richard Portas (RP) opened the meeting and welcomed governors.

BA gave a presentation outlining details of the proposed changes in the CLN/ASC ages 11-19 sector and specifically the expansion of ASC provision at Llanishen High School.

The presentation set out the following:

- What is being proposed city wide?
- What is proposed for Llanishen High School?
- Background
- Sufficiency of places
- Distribution of places
- Current CLN/ASC provision 11-19
- Demand for CLN/ASC places 11 - 19
- Take up of places at Llanishen High School
- Condition Categories
- Suitability Categories
- Quality and Standards
- Transport Matters
- Benefits of the proposals
- Potential disadvantages
- Alternative options discounted
- Finance
- Human Resources
- What happens next?

Questions and response given

RP invited questions from governors

- Q Will the places be available from September 2022; what is the status of the building work required?**



Schools Programme
Llanishen High School Governing Body Virtual Meeting
Additional Learning Needs:
Complex Learning Needs/Autism (ages 11-19)
17 January 2022 at 5:00pm



- RP Temporary accommodation is being sourced such that it is in place in February; the permanent build is progressing well and should be in place by September 2022.
- JH The base is already accommodating 45 pupils and hence there is a need to put permanent provision in place.
- Q The scheme reduces parking, is there a plan to put additional parking in place? A mezzanine parking area would provide additional places on the same footprint.**
- RP I will check on the plans, but parking considerations should be part of the planning application. I will get back to you with any details available.
- Q The complexity of needs is increasing. Will the funding of the SRB reflect the resources required?**
- JH We recognise that the complexity of need has increased beyond that originally anticipated for the provision. We are intending to provide a good fit of placement to provision, allocating more pupils who can be accommodated in mainstream provision. As regards funding, a special school funding model will apply providing a good level of financial resourcing.
- Q The existing resource is currently accommodating 45 pupils, how sustainable will this number be going forward?**
- JH We currently have no plans to admit above 45 pupils.

There were no further questions.

RP invited the governing body to submit a response to the proposal and was happy for governors to share links to the proposal.

RP thanked governors and the meeting ended.



**Schools Programme
Ysgol Glantaf Governing Body Virtual Meeting
Additional Learning Needs:
Complex Learning Needs/Autism (ages 11-19)
18 January 2022**



Present: Richard Portas (SOP), Michele Duddridge-Friedl (SOP), Jennie Hughes (ALN), Louise Flynn (HR), Hibah Iqbal (SOP), James Eul (Translator), Ysgol Glantaf governors

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

Richard Portas (RP) opened the meeting and welcomed governors.

MDF advised that the meeting was taking place on Zoom to allow for simultaneous translation with contributions to the meeting in Welsh being translated into English.

MDF gave a presentation outlining details of the proposed changes to ALN provision.

The presentation set out the following:

- What is being proposed city wide
- What is proposed for Ysgol Glantaf
- Background
- Sufficiency of places
- Distribution of places
- Current CLN/ASC provision 11-19
- Demand for CLN/ASC places 11-19
- Demand for places at Ysgol Glantaf
- Condition Categories
- Suitability Categories
- Quality and Standards
- Transport Matters
- Benefits of the proposal
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- What happens next?

Questions and response given

RP invited questions from governors.



**Schools Programme
Ysgol Glantaf Governing Body Virtual Meeting
Additional Learning Needs:
Complex Learning Needs/Autism (ages 11-19)
18 January 2022**



Q - Wanted to clarify if the enlarged SRB will all be in one new structure?

RP- not necessarily, we are very early in the design process, we need to get to the right solution, it could be in one or there could be some non SRB provision in the same block. We would do that with school.

Q - With regard to funding, at what point do we understand the impact on the school budget as we want that to be minimal or neutral

RP- Needs to be worked through properly

JH- It is still early but we will have those conversations with you about the funding model and may move towards the special school funding model. We are aiming for it to be cost neutral and benefit the school.

Q - When would we understand that impact?

JH- this could begin with looking at what the staffing model looks like, recruiting staff and funding later this year as the SRB opens in 2023.

Q - The school condition has been described as band C- poor with major defects, what is the councils plan for that?

RP- We have not begun planning for Band C yet, in bringing forward that we need to do a significant consultation with other schools in same position. I oversee asset programme, we are and have been investing in the school over the last couple of years, we have significant needs across city. There has been historic underinvestment for 40-50 years.

MDF- Not just condition but on a wider strategic context it's about how we increase the number of Welsh places across Cardiff so there are appropriate Welsh medium places across city, and the main vehicle is the 21st Century school's programme. That will look at sufficiency and condition, sometimes they coincide.

Q - Have you underestimated the need in Welsh medium education as a whole in Cardiff given that the number of people accessing primary Welsh medium education in Cardiff has significantly increased?

RP- This is the initial proposal in a series of proposals. We're acutely aware of needs coming forward. We are trying to drive forward the agenda, we have a significant ALN agenda and expect more work coming through over coming years.

MDF- This was set out in the draft WESP recently. We can see we will need to increase temporarily, but long term would be with Band C investment. We're confident we have capacity in Welsh medium sector in year 7. Regarding numbers from Welsh medium, there are large cohorts coming through from primary schools, we expect them to be accommodated but that doesn't take into account those who move in mid-year and those who transfer from English to Welsh. If we promote Welsh immersion that could increase going forward, need to ensure we're able to offer a place for those who come. Need to speak to governing bodies in the short term, and long term we need something more substantive for the wider stimulation of growth. We want 25% going to reception by 2031, if surpassed it'll have a knock-on effect

Q - I mean specifically SRB provision. In the WESP it said there would be three SRB specialist provisions. Not just Ysgol Glantaf but the whole of Welsh



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medium education. If someone requires ALN support, they should have that support in the Welsh language. There's a significant increase and 60 is insufficient to cover that, has that been looked at in detail? How long are we looking at? Potential for ALN young people to slip through the net and go through the English sector instead.

MDF- We have included surplus for more than Ysgol Glantaf in the WESP. But not all children who are statemented need a specialist placement. We want to respond to them in a way whereby they don't need to leave Welsh medium education to access ALN provision. Not just for pupils in the system already but also for future pupils.

JH- The numbers for Ysgol Glantaf are right and ahead of demand over the next few years, but as a whole we do revisit that data regularly. We are looking at our projects, also looking at primary sector, scope to expand in Ysgol Pwll Coch and to open second SRB provision. Recognise need for more provision for those with EHW needs. It is a work in progress, we need to track projections and data all the time, so we get ahead and stay ahead. We need to have more places than needed so we can encourage families into the sector and meet their needs.

Q - Regarding 60 spaces, what are the reasons Ysgol Plasmawr and Ysgol Bro Edern were rejected?

MDF- Ysgol Plasmawr don't have a conventional base but do support pupils with higher level of EHW needs. Long term we need to see that model continue to be the best model or provide additional provision. Ysgol Bro Edern doesn't have much additional space, overall, the site is confined. Permanent provision would be more challenging. Ysgol Glantaf has more space, and the expertise is at Ysgol Glantaf and doing a good job, so you get to maximise and build on them. But this doesn't mean we don't think it shouldn't be in all three Welsh medium high schools. Long term we'd be looking at location, size, additional scope for SRBs.

Q - You mentioned increased traffic, this is a big concern for me as parent. We don't want more traffic and for the Future Generations Act, it doesn't feel right to have more traffic due to focus on one Welsh medium site.

RP- That is valid. We're working witing the confines of constraints. This is why we need to work through longer term strategic proposals with future capital plans, so we have the right holistic approach. Currently too many constraints on Welsh-medium secondary sites, so active travel is very important. Need to consider highway and parking issues as part of the scheme. This isn't a planning consultation. Our statutory consultations include highways. But we are not at that position yet.

Q - Curious about where pupils will come from for September 2023. Are they for those out of our local authority places? Is there a plan for numbers coming through?

JH- Pupils need specialist provision at different points in education. Some do very well in primary mainstream but need to transfer to SRB provision in year 7. Can happen in any year, we know some coming to secondary now that would benefit. We're putting things in place to support them now, there are some who are fine in mainstream



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primary, but we can predict they will need support in secondary. Same as in English medium.

RP- Obviously need to work with school and you to make sure the transition from 30 to 60 is managed successfully. We are in the early stages of design and would develop that further later.

Q - How many have moved to English medium from primary following diagnosis? But appreciate plans for more primary provision.

JH- We do track this. We had seen children move from Cylch Meithrin to English medium but have also seen them go to Ysgol Pwll Coch now. We used to see families thinking ahead but now we're seeing more in Welsh primary staying which is very positive. Families have more confidence in the mainstream sector to meet pupils needs.

Q - How confident are you it will be possible to achieve what you're suggesting? It seems ambitious. Welcome the potential to develop Ysgol Pwll Coch primary location, in the context of active travel wouldn't it be good to develop something in the north as well as south of city? Children in the north travelling to the south for the SRB.

RP- With documents we have to put a date in, we can shift dates in future, but can't bring them forward. There is significant need coming through and the site isn't ideal from a flooding perspective. We want to bring forward the right scheme not a rushed scheme, that's good for long term. That may or may not include the whole block for SRB in time for September 2023, we might need to push that forward for the permanent scheme. We're looking at options for primary. If as a governing body you can do a formal response for the proposal that would be good, we are looking for a good spread across city.

Head- Points of the governing body are interesting. With future parents making choice for Welsh medium. Lack of primary investment. If you're a parent of a child with ALN, I can see where the resources are and wanting to move children to 21st Century environments. It is very good news for Ysgol Glantaf to have that 21st Century environment. But there's a gap in primary provision here that we want to fill as soon as possible. If parents are deciding which school to go to, looking at the ALN investment across the city Welsh- medium education isn't in it except for Ysgol Glantaf. If you're in Tremorfa or Butetown it doesn't help that Ysgol Glantaf, has it. Also have concerns with capacity on site, 1500 but tight. Would ask you to look creatively so that pupils aren't being squeezed into corners. The C rating of building will not help with overcrowding. We're very happy for the SRB at Ysgol Glantaf but working together to fix overcrowding and the growth of Welsh-medium so message is seen that Welsh medium is inclusive, we welcome every pupil, no matter their age. Want the continuity of support. We will respond as a governing body to the consultation.

RP- Planning is going in right direction, we're trying to catch up and stay ahead. Strategic position has to come with Band C, points have been noted in the WESP. You



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can respond to the consultation. Is there anything else from the staff you wanted to raise?

Head- Pleased to hear we will have building worthy of these pupils, the building we have is unsuitable for needs of pupils for 21st Century. Hopeful when we plan the building the teachers and head dealing with the pupils will have significant input and that people will listen to the needs, we know pupils have. The Ysgol Glantaf site is tight, limited. Ysgol Glantaf like Ysgol Bro Edern has been pushed into the corner. I remember the problem is nearer to the river than before. Something to do with water getting to that. Also feel you're being optimistic with timescale; important that staff have input. Hope SRB will be in one building, all in one place. Currently difficult for hygiene purposes for these pupils. Need to have good toilet and shower facilities, pupils have ALN and physical needs. A place for 60 sounds very small. You need to look at primary and Ysgol Glantaf provisions. Not sufficient in long run.

RP- Appreciate positive comments. Think we're starting to go in right direction. Not anticipating this is the only proposal that will come forward. There are significant constraints on site, you're correct. Have looked at lottery funding for sports hall. Do need to be creative. There will be further flood constraints that will come in 1.5 years' time. We will continue to work with head and team and specialist staff to make sure space is right moving forward. We already have design meetings underway and that is the same with new builds, we're being much more collaborative with schools. Not sure how it worked previously but that's how it is now. Will record your points and respond in cabinet paper. There has been decrease in birth rate, over 20% drop across the city, that's factored into the projections, so we are confident with those, but this is a steppingstone in the right direction, we need to continue on this route.

MDF- Main points made by staff were sufficiency of fluent Welsh speaking work force, plans for workforce development and also why Ysgol Glantaf and not other schools.

RP- Agree with toilet situation, not suitable as it stands. Have committed to resolve that.

Head- Thanks to everyone for attending.

There were no further questions/comments and the meeting closed.



Schools Programme
Ysgol Glantaf Staff Virtual Meeting
Additional Learning Needs:
Complex Learning Needs/Autism (ages 11-19)
18 January 2022



Present: Richard Portas (SOP), Michele Duddridge-Friedl (SOP), Jennie Hughes (ALN), Louise Flynn (HR), Ceri Tanti (SOP), Ysgol Glantaf 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

Richard Portas (RP) opened the meeting and welcomed staff members.

MDF advised that the meeting was taking place on Zoom to allow for simultaneous translation with contributions to the meeting in Welsh being translated into English.

MDF gave a presentation outlining details of the proposed changes to ALN provision.

The presentation set out the following:

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- Demand for places at Ysgol Glantaf
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- Suitability Categories
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- Benefits of the proposal
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- What happens next?

Questions and response given

RP invited questions from staff.



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Additional Learning Needs:
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Q - welcome the investment in ALN across the city. Question why ALN investment doesn't include Welsh Medium primary schools, and also growth in emotional wellbeing, as all the additional places in EHW are being put into English medium.

RP - when bringing forward any provision, need to balance area of demand versus capacity before putting in investment. The Council has been in the position where we are at a starting point and proposals for Welsh-medium set out in the WESP. Investment is overdue, hasn't been developed throughout the sector.

MDF – much more diverse population entering Welsh-medium. In the past lower percentage of children with significant ALN entering Welsh-medium but recently this position has changed. As set out in the WESP looking at increasing provision at Ysgol Plasmawr and also at primary level. Opportunities to establish greater number of provisions and disperse around the city. Need to make best use of provision across the city. Provision will need to grow over next 10 years.

Q - commends the aspiration, however, this is a large consultation, there is not enough provision in primary, and in this case, children will leave the sector at primary age and move to English medium.

JH – important point. This is the only Welsh-medium proposal in the current consultation, however, there are other ALN proposals being prepared to come forward soon. At primary age there are already children who need provision, and JH is in discussions with headteachers. There is a wellbeing class, but it doesn't have the right type of places; in discussion about what is needed and whether a different model is needed for Welsh-medium. Looking at urgently, with a view to progressing this term. JH underlined that this is being brought forward in the short-term rather than being something that won't be put in place for a long time. Need to identify a primary school which will have an autism base to feed the secondary base proposed for Ysgol Glantaf.

Q – are there any plans in place for workforce development, as Welsh speaking ALN staff are in short supply.

JH - conversations have been held with Ann Hodgson regarding developing autism specialism. Keen to provide opportunities for professional development of staff. Have also spoken with schools including Ysgol Glantaf about supporting staff looking to do postgraduate work.

Q – question about feasibility of timescale; consultation aims for September 2023. Current SRB extended some time ago up to 30. Asking when the work will happen and whether it's funded, as a new building is proposed. Current SRB pupils in demountable buildings.

RP agreed that these building are not ideal. The timescales could need to be extended; we can move a date back but not forward with these proposals so sometimes the date stated is sooner than is likely. As part of the design proposals would provide temporary accommodation by Sep 22; may be able to be flexible, look at phased operation; have initial schedule of accommodation. Also, some constraints on the site including flood issues, which mean that we should proceed quickly, bearing



**Schools Programme
Ysgol Glantaf Staff Virtual Meeting
Additional Learning Needs:
Complex Learning Needs/Autism (ages 11-19)
18 January 2022**



in mind planning constraints which are due to change. Have significant need coming through, so need to proceed as quickly as possible.

There were no further questions.

RP encouraged staff to submit their feedback, whether it be supportive or against.

MDF outlined that feedback to the consultation can be made online via the form or by email and that group responses are published in full but individual responses are anonymised and summarised.

RP thanked the staff for their time and the meeting came to a close.



Present: Richard Portas (SOP), Jenny Hughes (ALN), Louise Flynn (HR), Neil Hardee (LA), Ceri Tanti (SOP), Governors

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

Officers joined a meeting of the Western Learning Federation, which covers schools including Ty Gwyn.

The presentation was sent over in advance and governors confirmed that this was received.

RP went through the presentation which covered:

- What is being proposed city wide?
- Background
- Sufficiency of places
- Distribution of places
- Current provision – primary age phase
- Current provision – secondary age phase
- Demand for places
- What is being proposed for Ty Gwyn Special School
- Condition Categories
- Suitability
- Quality and Standards
- Transport Matters
- Benefit of the proposal
- Potential disadvantages
- Alternative Options discounted
- Finance
- Human Resources
- What happens next?

The Chair confirmed that the governing body's draft response would be circulated to the governing body next week in order for them to reply by the timescale.

Questions / Comments and response given

RP invited questions from governors



Q - Head of School for Ty Gwyn): Concerned at category C condition grading

RP – categorisations done at certain points in time, so not necessarily reflective of current state.

Q - Are learners likely to have the same type of complex needs as the current pupils or be less severe?

JH – the level of need could vary dependent on the children who come forward; expecting that remit for Ty Gwyn would remain broadly the same; very similar range and not planning for this to change. Complexity of needs has been rising and doesn't appear to have stopped yet.

Have had four new pupils, up to 207 with a pupil starting this week. Have found that some children with really profound autism required classes of three which does have an impact as difficult for staff.

Q – will this have an impact on the funding formula? How will this impact on the health provision currently operating? Support for out of term provision? The environment itself – how we are looking at spaces, how we structure school in light of complexity.

RP – working groups ongoing within the Council, also looking at budget within special schools. In terms of this specific proposals, would ordinarily be looking at doing these more in advance, this one is slightly retrospective.

JH mentioned that the adult provision has already begun. Discussions with Health have taken place. Has been progress in terms of planning and working relationships with Health. Out of term provision will work with the school regarding what provision can be put in place.

Q - is the school likely to have an increase in the funding formula?

NH – have done a lot of work in relation to funding across all sectors. The conclusions specific to special schools were that in terms of growth in budget hasn't been as great as it has been in mainstream in terms of growth per pupil. Comparison with other authorities is difficult as Cardiff has more special schools (7 of the 40 across Wales). First recommendation is more funding for special schools in next year's budget. In terms of timing, budget is set in March. Lot of work to be done including detailed discussion with exec headteacher in terms of learners coming to the school, sometimes in year who turn out to have higher needs that haven't been budgeted for. All groups agreed that special schools should be a priority.

Both RP and JH had to leave the meeting at this point to go to the public meeting but offered to meet with the Headteacher or other governor at a later date if required.

A governor expressed their discontent that the officers had to leave as they had questions to put to them that NH wouldn't be able to reply to; questions such as where the pupils will go and acknowledgement that staff need time to adjust to the children who are coming in, especially if taking children who higher need are, as the staff who need to deal with them are the more experienced staff.



Worried about the dilution of staff. It can be hard to recruit staff of the calibre required.

NH – important that questions are asked from both a governor and a parent perspective. Will request another meeting be set up with the Headteacher and relevant governors. The Clerk to the Governing had logged the questions to be raised. Be assured that the Council is behind the special schools and will meet with Headteacher to discuss staff proposals. Sometimes with the proposals to increase provision if done earlier as RP mentioned, staff can be recruited in advance of high need children starting to allow for upskilling.

Q - Star College post-19; Careers Wales said funding is changing, used to come from Welsh Assembly, but now coming via a Council decision; unable to get a clear answer on this, and know that other parents are in the same boat.

NH asked for question to be passed on to him, because there is an answer to this, and he will respond via email.

Q - started as a governor in 2015. Question has always been why special needs is so under-funded, right across the board. Wanted to comment on principles in the document – a lot of issues are caused by under-funding. Potentially no extra space, staff or resources by the time new pupils start, do not want staff to be under any more pressure than they are already under.

NH – the Council does listen; can only do so much with the resources we have, but be assured that we met with the Headteacher, listened to needs, and referred back to the School Budget Forum to look at the special school budgets with a view to improving situation.

Q – the consultation document states that addressing inequality is key, want the Council to back this statement up with action.

Headteacher - have the opportunity to put any questions into the consultation response.

Q - proposals show gradual increase; why is Ty Gwyn taking the hit in one go?

NH – his understanding is that it would have capacity for 240.

Headteacher - agree, based on capacity for 240, but looking at increasing more gradually.

The Chair thanked NH for attending and reiterated that they would like a further meeting with RP and JH.

Officers left the meeting.



**Schools Programme
Ty Gwyn School Staff Virtual Meeting
Additional Learning Needs:
Complex Learning Needs/Autism (ages 3-19)
25 January 2022 at 3:30pm**



Present: Richard Portas (SOP), Michele Duddridge-Friedl (SOP), Jennie Hughes (ALN), Louise Flynn (HR), Jo Phillips (SOP), 41 Ty Gwyn Staff Members

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

Richard Portas (RP) opened the meeting and welcomed staff members.

MDF gave a presentation outlining details of the proposed changes in the CLN/ASC ages 3-19 sector and specifically the expansion of provision at Ty Gwyn School.

The presentation set out the following:

- What is being proposed city wide?
- Background
- Sufficiency of places
- Distribution of places
- Current CLN/ASC provision 3-19
- Demand for CLN/ASC places 3-19
- What is proposed for Ty Gwyn School?
- Condition Categories
- Suitability Categories
- Quality and Standards
- Transport Matters
- Benefits of the proposals
- Potential disadvantages
- Alternative options discounted
- Finance
- Human Resources
- What happens next?

Questions and response given

RP invited questions from staff.

There were no questions.

RP invited the staff to submit a response to the proposal. Staff agreed to collaborate on producing one formal response.



**Schools Programme
Ty Gwyn School Staff Virtual Meeting
Additional Learning Needs:
Complex Learning Needs/Autism (ages 3-19)
25 January 2022 at 3:30pm**



MDH shared the link to the online survey.

RP thanked staff and the meeting ended.



**Schools Programme
Meadowbank Special School
Virtual Governing Body Meeting
Additional Learning Needs:
Emotional Health and Wellbeing (EHW) (ages 11-19)
11 January 2022**



Present: Richard Portas (SOP), Brett Andrewartha (SOP), Jennie Hughes (ALN), Louise Flynn (HR), Hibah Iqbal (SOP), school 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

Richard Portas (RP) opened the meeting and welcomed staff.

There was a presentation from Brett Andrewartha (BA) which set out details of the proposal:

- What is being proposed
- Background
- Sufficiency of places
- Distribution of places
- Current provision – primary age phase
- Demand for places - primary age phase
- Proposal for Meadowbank Special School
- Condition categories
- Suitability
- Quality and Standards
- Transports matters
- Benefits of the proposal
- Potential disadvantages
- Alternative options discounted
- Finance
- Human Resources
- What happens next?

RP invited questions from staff

Questions and response

Q - The document says leadership and governance wouldn't be disrupted and would work with school, how would that happen with the short time scale?

RP: Will speak to the Headteacher and leadership team and ensure support with recruitment of the additional support required to provide for the growth.



**Schools Programme
Meadowbank Special School
Virtual Governing Body Meeting
Additional Learning Needs:
Emotional Health and Wellbeing (EHW) (ages 11-19)
11 January 2022**



JH: Working closely with the Headteacher to identify early new and future admissions, the range of needs that will be in the school and the staffing that will be required so they have a voice in that process.

Head: Will be meeting to look at admissions and the options of standalone additional classes and we are looking at staffing and recruitment. Want to get the posts out so that people can apply before September. Have had some increase in numbers before the new build so are looking at temporary demountables.

Q - What's happening with provision of Early Years outreach?

JH: No plans to expand but will maintain early outreach service. Would be working with Meadowbank and others to develop outreach provision.

Q - Would the numbers be staggered depending on demand?

Head: Will be working that out as we go.

Q - How will travel be managed with the space available for taxi provision?

RP: If using the front area initially this could present some options.

Head: Locating minibuses in car park and any other cars in the taxi rank works well. Depending on where pupils live it can be easier to use minibuses but working with transport on that.

Q - What input does the health board have; what is the vision for speech therapy in the new plans? Originally the school was designated for speech and language therapy to move to mainstream provision. How does that fit in?

Q - The needs led provision of service has gotten lost over time; all about cost improvements and very little investment from Health. Need in Cardiff going up, and more ASC; Health provision hasn't kept up; the Council and the Health board hasn't worked well together. When you have nurses specialised in seeing change in kids, they're quicker to identify abuse. Meadowbank is expected to take a very wide range of kids; 40 to 98 is a huge jump, need far more Health provision; what is Council doing to engage with the Health Board given the high levels of ALN?

JH: Historically Meadowbank focused on speech language difficulties. We've continued to see the move to meet those needs in a mainstream from parent. We've worked closely with speech and language, addressing those needs early. There has been increase in pupils in general and increase in ALN. Whilst there is a falloff in the number of younger year groups, there is no drop in ALN, so we are seeing a real increase. The overall complexity of needs is increasing; same is happening in



**Schools Programme
Meadowbank Special School
Virtual Governing Body Meeting
Additional Learning Needs:
Emotional Health and Wellbeing (EHW) (ages 11-19)
11 January 2022**



Meadowbank and all our provisions. Can't say we have higher incidence in Cardiff than other cities but do have higher PMLD. Could be related to children's hospital for Wales being in Cardiff, that attracts families moving here for that. In terms of work with the Health Board, there are issues, the health provision has reduced, and the population has grown, and complexity grown. We are having those conversations. There are new responsibilities for Health in the new code. And we have seen benefits from that. We continue to have good relationships with Health to build capacity and skills and knowledge. Agree we'd like to see higher Health presence.

Q - Critique of the Health Board as disabled children are low priority.

JH: Part of the new code is that the DECLO has to be part of the Health Board. This has been statutory since last January and we have seen that making a difference.

Head: Currently looking at a model of having school nurse on site and sharing with another school. We are making sure we are taking the whole group of special schools on that journey, not just ours. Financially it should be viable.

JH: having early discussions with Health, they know they need to do an audit of need, but we can't just wait, we need to put something in place now.

Head: enthused by having DECLO in that position that listens to challenges facing schools and proactively thinking how we can problem solve.

Q - Is there a cut off time for the consultation on February 1st?

BA: no cut off time, welcome all responses, as a governing body, staff, parents, any response appreciated.

There were no further questions. RP thanked governors and the meeting closed.



Schools Programme
Meadowbank Special School
Virtual Staff Meeting
Additional Learning Needs:
Emotional Health and Wellbeing (EHW) (ages 11-19)
26 January 2022



Present: Richard Portas (SOP), Brett Andrewartha (SOP), Jennie Hughes (ALN), Louise Flynn (HR), Hibah Iqbal (SOP), school 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

Richard Portas (RP) opened the meeting and welcomed staff.

There was a presentation from Brett Andrewartha (BA) which set out details of the proposal:

- What is being proposed
- Background
- Sufficiency of places
- Distribution of places
- Current provision – primary age phase
- Demand for places - primary age phase
- Proposal for Meadowbank Special School
- Condition categories
- Suitability
- Quality and Standards
- Transports matters
- Benefits of the proposal
- Potential disadvantages
- Alternative options discounted
- Finance
- Human Resources
- What happens next?

RP invited questions from staff

Questions and response

Head- Have been liaising with HR, JH and RP. Many meetings with architects re accommodation for expanding numbers. Did a SWAT analysis to mark journey of Estyn inspection ending; staff were worried about school being too big too soon and connection between the two buildings. Don't want to lose the family feel. No current plans to connect the buildings, concerns about what that needs to look like to put staff fears at rest.



**Schools Programme
Meadowbank Special School
Virtual Staff Meeting
Additional Learning Needs:
Emotional Health and Wellbeing (EHW) (ages 11-19)
26 January 2022**



RP- Important to work with school leadership team to make sure it's sensible. Significant need coming through system and want to support the HR side and whole range of different areas. I can look at building linkage with design team. Need to make sure there are suitable paths that apply.

Head- We talked about demountables, but the building has had to be adapted significantly to make room for extra pupils. We are struggling with outdoor space. The children we have need access to outdoor space. Would need to be able to move them into those spaces but the space they are leaving is not appropriate to backfill.

RP- We can look at that with the architects.

Q - Been talking about the sensory room and soft playroom all the classes are using, and impact that will have, lot of children need that. If we have extra pupils coming that will have huge impact to the timetabling of those rooms. How quickly will the new provision be available to us?

RP- We have a transition period of September to March. We can look at mobile sensory equipment, they use this at the Hollies. Can also have a look at the soft play. Thanks for mentioning.

Head- we want to create multifunctional spaces, like at Ty Gwyn where they have resources to make it into anything. Hope we will be provided with a building but also the resources; moving pupils is also challenging. Need right facilities to create multifunctional places.

RP- We will help staff decanting and moving equipment across the school.

Q - We have huge concerns for children who really need that provision. Is how we will provide those experiences being considered?

Q - What about provisions for parking for staff and the taxis? Currently struggling.

RP- Looking at that in detail.

Head- We all have a space, isn't the case in other schools. Need to consider sustainable drainage solutions or we will get overflow from tarmac. Looking into eco-friendly options, one method would provide 22 car parking spaces, so higher number of pupils can enter site more easily. Maybe Council can support that.

RP- Need to check with planning and sustainable team.



**Schools Programme
Meadowbank Special School
Virtual Staff Meeting
Additional Learning Needs:
Emotional Health and Wellbeing (EHW) (ages 11-19)
26 January 2022**



Q - Regarding top end of school, is it possible to work with school to have a project so the pupils know what is happening, giving them some control over it so they're part of the process.

RP- Very good idea, often do that.

Q - Is the provision for outdoor learning covered? To have a proper outdoor classroom.

RP- Would be a good idea.

Head- [shows map of school] Central court with six classrooms on outside. Breakout spaces to be used as wanted. Suite of offices, central service room. Aim to have a connecting pathway and canopies.

RP- We use Building Bulletin which is national guidance for schools. Each of the spaces has been designed with that in mind. Those standards have been tested. Ty Gwyn has a similar type of build.

Q - Quite a walk for pupils when coming in, could that be covered if they are refusing to come in? Particularly in bad weather.

Head- Did raise this and suggestion of canopies. The canopies do not stop wind and rain unless they have walls. Unable to find a solution to join the buildings. Can be challenging getting a four-year-old with autism in and sometimes needs two adults. Ty Gwyn is closer to the buildings they had so less issue with distance.

RP- Understandable. Reality is not a very good solution. If it was completely covered it would cut straight through the site and not be sensible. Once we have made planning application, we can still make minor amendments, covered walkways are difficult over extended distance.

Head- Happy for staff to suggest ideas.

Q - Will there be two staffrooms? Currently cannot fit all staff at same time. Previous staffroom was turned into classroom and meeting room became staffroom.

RP- If we need to grow ancillary facilities as school grows, that's fine.

Head- Each classroom has changed almost every year in terms of how it is used. We can be creative.



**Schools Programme
Meadowbank Special School
Virtual Staff Meeting
Additional Learning Needs:
Emotional Health and Wellbeing (EHW) (ages 11-19)
26 January 2022**



Q - Increased pupils means an increase in staff across the city. Recruitment is hard for specialist staff. Who would manage that and where from?

RP- Very aware of that. Want to support schools.

JH- Will work to grow school gradually, so you can build the staffing. We will work with you on that. Part will be planning the budget well ahead.

LF- Meeting head next week regarding workforce requirements. We can support with requirement processes.

Q - About finding those people with quality skills.

Head- Regarding redeployment, movement from other sectors of schools, staff are very specialist and role is demanding. We have a great team of professionals. Spend time making sure right people are working in school. Will we be tied to those on register?

LF- It depends on who is on the list at the time, their skills and experience, what is required for the role to see if they are suitable.

Q - Lack of training in universities and colleges for ALN settings. Finding people who are passionate is difficult.

Head- There is rigidity around capacity to train. We need people coming in to see what the setting is like.

JH- Yes need to work with universities on that; it is a policy issue; also, what is built into initial teacher training programme. Would appreciate ALN training in those programmes for all teachers. More immediately, special schools need be part of the training. Should consider getting high quality staff who have real wish to move to the sector then providing the training for them.

RP- If staff want to put formal response as a group send it in, can also do it individually. Will collectively look at themes and respond back.

Head- Anything brought to the table has to legally be discussed. Need to make sure the school grows in measured way, not too rapidly.

There were no further questions, RP thanked staff and the meeting ended.



**Schools Programme
The Hollies Governing Body Virtual Meeting
Additional Learning Needs:
Complex Learning Needs/Autism (ages 3-19)
18 January 2022 at 5pm**



Present: Rachel Smith (SOP), Brett Andrewartha (SOP), Jennie Hughes (ALN), Louise Flynn (HR), Rosalie Phillips (SOP), The Hollies Special School Governors

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

Members of the SOP team joined a scheduled governing body meeting. Brett Andrewartha thanked governors for the opportunity to meet with them.

BA gave a presentation outlining details of the proposed changes in the CLN/ASC ages 3-19 sector and specifically the expansion of provision at The Hollies.

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 phase
- Demand for CLN/ASC places – primary age phase
- What is proposed for The Hollies Special School?
- Condition Categories
- Suitability Categories
- Quality and Standards
- Transport Matters
- Benefits of the proposals
- Potential disadvantages
- Alternative options discounted
- Finance
- Human Resources
- What happens next?

Questions and responses given

BA invited questions/comments from governors.

Q/C Would work be undertaken while children are at school?

RS We have been working with the school to make adaptations as taking 117 pupils. Larger works for 2023 and have been looking at plans for this with funding allocated; large refurbishment and looking at requirements and



**Schools Programme
The Hollies Governing Body Virtual Meeting
Additional Learning Needs:
Complex Learning Needs/Autism (ages 3-19)
18 January 2022 at 5pm**



programme of work. It may be necessary to undertake works with children on site but will work with the Headteacher to support this. The school will benefit from major refurbishment and will discuss at each phase.

- Q/C The concern is disruption to the school community.**
RS Working on plans and will be sharing with school; issue with parking would also be addressed. Progressing planning works but not able to enter any contracts.
- Q/C Would welcome sight of any plans and collaborative approach.**
BA Going through a formal process at present; 117 pupils on roll and won't be jumping to 150 in one go.
- Q/C How can development of outside areas be progressed in line with this work?**
RS Would want this work to be able to continue and will be included as part of planning.
- Q/C Already at 117 with 150 from 2023. The schools must have the infrastructure to support the growth in pupil numbers e.g., staff room, dining.**
RS We will be looking at this as part of planning.
- Q/C Will other areas of the school be looked at also?**
RS We will be looking at other areas as part of the overall project.
- Q/C There will be an impact on pupils and staff whilst works are being undertaken. How will this be managed?**
RS Logistics would have to be carefully managed and would set up good communication channels; experience of managing projects on live sites and will ensure issues are addressed.
- Q/C Additional therapy spaces will also be needed. Mentioned support for SLT in managing, how will this work?**
RS A project manager will be appointed and agreed protocols set up. Will be looking at Building Bulletin in terms of what needs to be provided and discussing with the school.
- Q/C Working towards 150 pupils, is this realistic or will there be more children?**
JH Looking to address city wide issues and there are other projects also underway e.g., Riverbank and Meadowbank. Looking at future demand and need to consider new provision; the birth rate is falling and expecting to see an impact on ALN numbers; tracking and keeping under review.
- Q/C There are ongoing discussion with the architects regarding the upstairs space. The school will need to be cohesive and flow with outdoor learning**



**Schools Programme
The Hollies Governing Body Virtual Meeting
Additional Learning Needs:
Complex Learning Needs/Autism (ages 3-19)
18 January 2022 at 5pm**



areas available during the building programme; clarification is needed regarding what outdoor works can be progressed. Also, numbers have increased gradually with 16 leaving and more coming in; limit on numbers that can be admitted without completion of works.

- Q/C Concerns around delays/timeframes; what potential is there for things to change post elections.**
BA Proposals have been brought forward in line with election guidance/school organisation regulations; can go to the Cabinet in September if required.
- Q/C What would happen in the event of there being a different Cabinet and priorities change?**
BA Unable to speak on behalf of any new administration, solid case for expansion investment in The Hollies.
- Q/C if progress with works falterers, what contingency plans will be in place?**
RS Will look at contingency plans as part of planning.

There were no further questions.

The Chair thanked the SOP Team members. Governors will be considering the proposed changes and submitting a response by 01 February 2022.



**Schools Programme
The Hollies Staff Virtual Meeting
Additional Learning Needs:
Complex Learning Needs/Autism (ages 3-19)
27 January 2022**



Present: Richard Portas (SOP), Brett Andrewartha (SOP), Jennie Hughes (ALN), Louise Flynn (HR), Hibah Iqbal (SOP), The Hollies Special School 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

RP opened the meeting and welcomed staff.

BA gave a presentation outlining details of the proposed changes in the CLN/ASC ages 3-19 sector and specifically the expansion of provision at The Hollies.

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 phase
- Demand for CLN/ASC places – primary age phase
- What is proposed for The Hollies Special School?
- Condition Categories
- Suitability Categories
- Quality and Standards
- Transport Matters
- Benefits of the proposals
- Potential disadvantages
- Alternative options discounted
- Finance
- Human Resources
- What happens next?

Questions and responses given

FP invited questions/comments from staff

Head- Think staff are happy, would appreciate a nice new building. Families less concerned about how the school looks but we do need a revamp and paint and the proposed changes allow for more children to come here. Glad the need for the building to be improved has been highlighted. Wanted to ask about every child that goes over this number.



**Schools Programme
The Hollies Staff Virtual Meeting
Additional Learning Needs:
Complex Learning Needs/Autism (ages 3-19)
27 January 2022**



RP- Needs to be done in a sustainable sensible way, would be done with leadership team. Will be a tricky period.

Q - We're already almost at the new number, just wanted to confirm that is being considered, not adding even more within the confined accommodation?

JH- Yes this is part of the count, we recognise Hollies is already over and then planning to extend further. The 150 figure has been set for September 2023. That will be when you can take care of them.

Q - Great that we are having the school refurbished and extended. It is great for the pupils; we already have huge staff here. What about the parking side of things? We are in a residential area, so we couldn't park outside if that happened, and we're already at capacity.

RP- Currently looking to sort parking out as part of the build. Will look to revamp that too. There is some external works happening in advance of that, but main works will happen with new build.

Would we be expected to take on more numbers in class before the new build or could it happen before?

RP- need to be sensible. The refurbishment will begin soon. Do not have solid answer but will work to make sure it is appropriate.

RP- If you want to come together as a group, we can attach that formally and respond in the cabinet paper, but we also have the school responses email. Good or bad, then we can report your views back.

There were no further questions

RP thanked staff and the meeting closed.



Schools Programme
Llanishen Fach Governing Body Virtual Meeting
Additional Learning Needs:
Complex Learning Needs/Autism (ages 3-19)
25 January 2022



Present: Michele Duddridge Hossain (SOP), Brett Andrewartha (SOP), Jennie Hughes (ALN), Louise Flynn (HR), Hibah Iqbal (SOP), Llanishen Fach Primary School governors

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

RP opened the meeting and welcomed staff.

BA gave a presentation outlining details of the proposed changes in the CLN/ASC ages 3-19 sector and specifically the expansion of provision at The Hollies.

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 phase
- Demand for CLN/ASC places – primary age phase
- What is proposed for Llanishen Fach Primary School?
- Condition Categories
- Suitability Categories
- Quality and Standards
- Transport Matters
- Benefits of the proposals
- Potential disadvantages
- Alternative options discounted
- Finance
- Human Resources
- What happens next?

Questions and responses given

Q - The building feels like a large conservatory, freezing and too hot when it shouldn't be. Better to knock down and have new, new builds are better. The condition report was pre covid.

MDF- This is specific to ALN expansion, but you may want to comment on general issues and challenges such as greater numbers on permanent basis, concerns



Schools Programme
Llanishen Fach Governing Body Virtual Meeting
Additional Learning Needs:
Complex Learning Needs/Autism (ages 3-19)
25 January 2022



regarding on condition and suitability. This proposal is about ALN but not separate from the rest of the school.

Q - Regarding projected demand, and criteria used, you said numbers are falling off in primary and increasing in secondary. Is the 10 place increase sufficient and will we need more in 10 in a year's time? Are the criteria used for projected demand sufficiently accurate? With the 10% margin in numbers, that is a significant amount across the city.

MDF- We are not projecting decreased demand for ALN. There is increase across ALN in Cardiff. Existing data is showing a drop due to less children being born. But ALN CLN is projected to grow, the 10% is to ensure we have enough places in primary phase and going into secondary.

BA- The peak birth rates in Cardiff were in 2011/12, resulting in high intakes in 2016/17. In recent years it's been falling, overall downward trend; we're expecting a 25% citywide drop but due to changing complexity of need, some schools are catering above. We get to the point of 600 places through the consultations but cannot guarantee we won't have a need for more places in future but will be working across the city.

JH- There is still a gap, schools are seeing continuing pressure for ALN. We are increasing numbers at Llanishen Fach which is very good, but we want this to be across the city so it's more local. We have less than we would like but looking to expand in future. Projections always have an error margin. They are based on numbers falling, drop in pre-school population but no fall in numbers of CLN pupils. Range and complexity of need increasing over time; those who were in SRBs previously have now gone to mainstream due to the support available. Consequently, hard to project forward; 30 places are a good number for a primary school, if more is required it will be provided at other primary schools.

Q – Regarding the proposed expansion coming out of LDP, people may come from Valleys. Assume these numbers have been put into the projection model, taking into account the LDP will deliver what it planned to deliver.

JH- We will be thinking about the new schools and what they can deliver and the demand in those areas.

MDF- With any new school we will look at whether it's an appropriate location for an SRB, childcare provision, other community aspects etc. as city grows, we want to have as many local places as possible.

Q - Regarding budget and money, it said the ongoing cost would be from existing budget, is this part of the proposal to save money from the £7.3m? Is the plan to move that from the budget for these places?

Q - Have you thought about logistics and where this is going? Or you haven't identified where on the site?



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MDF- We can achieve both, pupils won't have to travel further and instead of accessing independent provision they can stay at our good schools. The issues we are facing is larger populations and identification of special needs; will also need those places as well but have a restricted number we're able to purchase.

Head- Have been hoping for SRB accommodation for long time. Thinking about where it could go, we have done activities, what kids would need, where it would go, the school is an integration base, focus on integration into society and with mainstream pupils. Have been able to give this thinking to planning team and they have drawn up some outline plans that staff have had time to pull apart. Worked with estates manager and design team to look at accessibility.

Q - Disruption of works coming after the most disruptive time for children, the children in the unit and mainstream kids. Want the disruptions to be minimised, considering how difficult it is for children to adapt.

MDF- Want to minimise disruption. We have experience delivering buildings across Cardiff and try to do it through school breaks. There may be some disruption.

Head - I was at another school five years ago where school continued to work. I'll work to ensure it happens seamlessly, so its minimal disruption. This will be my sole purpose to do.

Q - What is the planned timescale?

Head - It is early in the process but have met with Project Manager; it could take 4 - 8 months depending on complexity of build; there is a survey tomorrow, from that they will decide what they need to design and review so then we'll have a better idea.

Q - Are there guarantees that the inevitable disruption won't affect the pupils already in the base?

Head- the location of the proposed design is on the end of the school building, right hand side of the entrance. That has been chosen to minimise disruption and two SRB classes are currently located there; we have other entrances we can use. After Covid it will be easy.

Head - Exciting that the SRB can be improved and extended, notice the difference it makes, to be accepting of difference, to be curious in a positive way. The interaction has been less due to Covid, and it would be good to see that come back. Accessibility is very important, to have movement both ways. For mainstream it's easy to dip in and out, for ALN pupils its important they can also move both ways to integrate.

MDF- This is what we would ask the governing body to represent in the response, ensuring the positive is captured there. You have the experience of the SRB but also



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mainstream, you're ensuring pupils are able to be integrated in mainstream lessons. Ensure your desire to be able to access the facilities is represented.

Chair - Would like to thank Council and colleagues for the presentation and answering questions and are sure people will reply to the proposal.

MDF- we request a response from the governing body, same as staff but if you want to reply individually, your own perspective. The individual response would not be attributed to you. We're glad you feel largely positive, closing date is 1st February.

There were no further questions and the meeting closed.



Schools Programme
Springwood Primary School Governing Body Virtual Meeting
Additional Learning Needs:
Complex Learning Needs/Autism (ages 3-19)
20 January 2022 at 4:00pm



Present: Brett Andrewartha (SOP), Jennie Hughes (ALN), Louise Flynn (HR), Jo Phillips (SOP), Springwood Primary School Governors

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

Brett Andrewartha (BA) opened the meeting and welcomed governors.

BA gave a presentation outlining details of the proposed changes in the CLN/ASC ages 3-19 sector and specifically the expansion of the Specialist Resource Base at Springwood 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 3-19
- Demand for CLN/ASC places 3-19
- What is proposed for Springwood Primary School?
- Condition Categories
- Suitability Categories
- Quality and Standards
- Transport Matters
- Benefits of the proposals
- Potential disadvantages
- Alternative options discounted
- Finance
- Human Resources
- What happens next?

Questions and responses given

BA invited questions from governors.

Q It is good to see the proposals; the governors are proud of the Specialist Resource Base and Wellbeing Class. Could we look at the information on condition and suitability of the buildings again?



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BA Springwood Primary School is rated C for condition and B for suitability. School buildings rated D for condition are within the Band B funding. The suitability rating is for how well the building supports the school.

Q The SRB is on the ground floor and the outside area is not very good. Where are we with the SOP bid for more funding?

JH The money will come from the Asset budget. We can revisit it and see where we are in the process. It would be an advantage to open up the outside area.

Q Thank you for getting a second teacher for the SRB.

JH Thank you to the governors for being positive and ready to work with the Council. It's a pleasure to work with the school.

Q Will there be any impact on the Wellbeing Class?

JH The Wellbeing Class is not covered by the consultation, as the children in the class are dual registered. However, we welcome comments about the Wellbeing Class.

Q The school has had staffing issues with Covid-19 and teachers are getting the opportunity to go into the SRB and experience that, which has been positive.

JH There will be individual conversations about staffing.

There were no further questions.

BA invited the governing body to submit a response to the proposal.

BA thanked governors and the meeting ended.