

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION  
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –  
Formal responses received**

## **Estyn Responses**

### **Response from Estyn – The Court School / Moorland Primary School**

**Estyn response to the proposal to increase the capacity at the Court special school and transfer it to two sites, in new build accommodation on the site of Fairwater Primary School and to the current St Mellons, church in Wales primary school site in Llanrumney and to establish a specialist resource base (SRB) for primary aged children with Complex Learning Needs at Moorland Primary School**

These appear to be two proposals and so will be responded to as such although there are some aspects that are relevant to both proposals.

**Estyn response to the proposal to increase the capacity at the Court special school and transfer it to two sites, in new build accommodation on the site of Fairwater Primary School and to the current St Mellons, church in Wales primary school site in Llanrumney**

### **Introduction**

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore, as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

### **Summary/ Conclusion**

This proposal is by Cardiff council. The proposal is to Increase the capacity of The Court Special School from 42 to 72 places. The school would transfer to two sites, in new build accommodation on the site of Fairwater Primary School and to the current St Mellons, church in Wales primary school site in Llanrumney, with 36 pupils on each site from September 2025.

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It is Estyn's view that this proposal is likely to at least maintain the standard of education provision in the area. However, there are ways in which this proposal could be strengthened.

### **Description and benefits**

The council has provided a clear rationale for the proposal. It has provided a table that sets out the current primary age specialist provision available for children with emotional health and wellbeing needs and the projected future demand for school places for these pupils. The table shows a current deficit in the number of places available in relation to the number of places needed. The projections show an increase in these numbers over the next few years. The proposed increase in capacity would help to reduce this deficit in numbers.

In addition, the condition of the buildings at the Court special school is very poor, with 'unsuitable' learning environments, which seriously inhibit the school's capacity to deliver the curriculum. Under this proposal, the buildings currently occupied by the Court special school would be vacated.

The council has suitably demonstrated that there is sufficient space and capacity at the Fairwater primary school site to accommodate pupils and new purpose-built accommodation. The council asserts that the current St Mellons, Church in Wales primary school site in Llanrumney will be vacant in Autumn 2022 and will transfer to ownership of the council at this time. This site is located adjacent to Pen y Bryn primary school and the council intends to work closely with both Pen y Bryn primary school and the Court special school to ensure that the requirements of the building bulletin guidance for schools are met. We feel that this could be further strengthened with the addition of information about any adjustments which would need to take place to these buildings to ensure that they meet the individual needs of the pupils at the Court school. For example:

- specific considerations around acoustics or lighting and
- adequate separation from the primary school on the proposed sites.

The council has provided some detail as to how the proposal would be funded. However, it lacks any significant information that details whether any savings will be made as a result of the proposal. For example, through a reduction in numbers of pupils being placed out of county. The council has provided sufficiently detailed descriptions of the proposals and the projected timetable for statutory procedures. However, there is no indication of timescales for implementation of the proposal, and any proposed interim arrangements, which might be necessary for their implementation. Furthermore, the school currently funds a psychotherapist, we believe that it would be beneficial to explain how continuity of this provision will be secured when the school has higher pupil numbers and is split over different sites.

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The council has suitably outlined the benefits and potential disadvantages of the proposed changes. The benefits include increasing the number of special school places to contribute towards meeting projected demand and the establishment of a new school building. The potential disadvantages include the difficulties faced by some ALN pupils due to the changes and the potential for increased traffic congestion. We feel that this proposal could be strengthened with the addition of more detail illustrating how these changes will be managed to reduce the impact on learners currently at the school. For example, a description of the timescale of changes and whether they would take place simultaneously or consecutively. In addition to this, a plan which demonstrates if any current pupils would be subject to more than one school move. These potential changes could have a significant impact on the wellbeing and educational outcomes for this cohort and should be managed appropriately to reduce their negative impact. The council has outlined mitigation measures to address some potential disadvantages. These appear to be fair and reasonable. In addition, the council has identified some risks associated with the proposed changes and appear to be managing these appropriately.

The council references a feasibility study that explored possible alternative options and says that a few alternative sites were considered but were dismissed because of issues around access, site constraints, traffic and flood management. However, no further detail has been provided regarding this feasibility study.

The council has suitably considered learner travel arrangements as a result of this proposal. It states that it is committed to ensuring that every school in Cardiff has an 'active travel plan' which identifies actions by the school to support and encourage active travel where appropriate and identifies improvements needed on-site and off-site to facilitate active journeys. The council iterates that there are no planned changes to the council's policies on admission arrangements and learner travel arrangements.

The consultation paper makes no reference to the impact of this proposal on Welsh medium provision within the local authority or how this the proposal would support the targets in the local authority's Welsh in Education Strategic Plan (WESP). It talks generally about Welsh medium education in Cardiff and references some Welsh medium schools. It is unclear therefore how this proposal will impact on Welsh speaking pupils with ALN.

### **Educational aspects of the proposal**

The council has suitably considered the impact of the proposal on standards, teaching and learning experiences, care support and guidance and leadership and management. It has concluded that the proposal is not expected to have any negative impact on standards of education or teaching and learning experiences. In addition, it intends to work with the leadership of both schools to help improve and sustain support, care and guidance and ensure that changes are planned carefully

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so that leadership and governance are not disrupted. We feel that this proposal could be strengthened by:

- highlighting how leaders plan to secure the staffing levels needed for such a large increase in capacity
- showing how these staff will be appropriately trained to work with a complex cohort of young people
- showing how leadership capacity is not negatively impacted by these changes.

The council has included a summary of the last Estyn inspection report for the Court special school and Fairwater primary school. Estyn judged that The Court special school's performance and prospects for improvement were both good. Also, all inspection areas in Fairwater primary school's inspection report were judged to be good.

The council has suitably considered the impact of the proposal on vulnerable groups of pupils including those who have ALN, those who receive free school meals and those who have English as an additional language. It has stated that those who have ALN would be supported to enable them to adapt to the changes proposed and that there is no information available to suggest that the proposals would have a negative effect on the other vulnerable groups of pupils.

The council states that an initial equality impact assessment has been carried out and that it concluded that the proposed changes would not negatively affect a particular group in society. However, no details of this assessment have been provided.

The council states that a community impact assessment has been undertaken for these proposals and provides a link to this assessment. However, there is no such document at this link. Also, no comment is made as to the findings from this community impact assessment.

The council says that it does not anticipate any negative effect of the proposal on any local school. In fact, it believes that the proposal provides an opportunity for staff at Fairwater primary school and Pen y Bryn primary school to work more closely with specialist services in Cardiff and that this could enhance the schools' inclusive teaching and benefit all pupils in the school. This seems to be a reasonable and fair assertion.

The council has not provided any specific details relating to potential disruption to pupils as a result of this proposal, however it talks more generally about ensuring that the curriculum continues to be delivered and that high education and safety standards are maintained.

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## **Estyn response to the proposal to establish a specialist resource base (SRB) for primary aged children with Complex Learning Needs at Moorland Primary School**

### **Introduction**

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore, as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

### **Summary/ Conclusion**

This proposal is by Cardiff council. The proposal is to establish a 20 place Specialist Resource Base (SRB) for primary aged children with complex learning needs at Moorland primary school from September 2022.

It is Estyn's view that this proposal is likely to at least maintain the standard of education provision in the area.

### **Description and benefits**

The council has provided a clear rationale for the proposal. It refers to the fact that 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 in recent years. In addition, it asserts that the location of SRBs and wellbeing classes is not well distributed across the city.

The council usefully provides a table which shows the number of places currently available and the projected future demand for places to support children of primary school age with complex learning needs across Cardiff. At present, there are more pupils with significant needs who need a place in one of these settings than there are places available. The projections show that the number of pupils with complex learning needs will continue to grow over the next few years. In addition, the council has presented a table that shows that there is sufficient surplus capacity at Moorland primary school which is projected to increase over the next few years. The proposal is to help meet the demand for primary age specialist provision.

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The council intends to incorporate providing accommodation for the SRB as part of the planned redevelopment works at Moorland primary school. This appears to be a fair and appropriate approach.

The council has provided some detail as to how the proposal would be funded. However, it lacks any significant information that details whether any savings will be made as a result of the proposal. For example, through a reduction in numbers of pupils being placed out of county. The council has provided sufficiently detailed descriptions of the proposal and the projected timetable for statutory procedures. However, there is no indication of timescales for implementation of the proposal, and any proposed interim arrangements, which might be necessary for their implementation.

The council has suitably outlined the benefits and potential disadvantages of the proposed changes. The benefits include increasing the number of specialist resource places for primary aged learners with complex learning needs to contribute towards meeting projected demand and that some pupils would have shorter travel distances to access specialist provision. The potential disadvantages include the difficulties faced by some ALN pupils due to the changes and the potential for increased traffic congestion. The council has outlined mitigation measures to address the potential disadvantages. These appear to be fair and reasonable. In addition, the council has identified one risk related to development constraints associated with the proposed changes and appear to have sufficient mitigation to address this risk if needed.

The council maintains that there is no SRB provision in Adamsdown and Splott at present and that all children in these areas who require placement in an SRB currently travel to other areas of the city. It further states that the establishment of this provision on other school sites in Adamsdown and Splott was discounted owing to accommodation and site limitations. However, no further details have been provided to support this statement.

The council has sufficiently considered the impact of the proposal on travel arrangements. The proposed SRB on the site of Moorland Primary School would reduce the distance travelled to school for children in Adamsdown and Splott who require placement in an SRB and who currently travel to other areas of the city. As there would be a small number of children arriving by free home to school transport, the council intends that appropriate facilities for drop-off and pick-up will be provided as part of the proposals. The council iterates that there are no planned changes to the council's policies on admission arrangements and learner travel arrangements.

The council states that an initial equality impact assessment has been carried out and that it concluded that the proposed changes would not negatively affect a particular group in society. However, no details of this assessment have been provided.

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The council states that a community impact assessment has been undertaken for these proposals and provides a link to this assessment. However, there is no such document at this link. Also, no comment is made as to the findings from this community impact assessment.

The consultation paper makes no reference to the impact of this proposal on Welsh medium provision within the local authority or how this the proposal would support the targets in the local authority's Welsh in Education Strategic Plan (WESP). It talks generally about Welsh medium education in Cardiff and references some Welsh medium schools. It is unclear therefore how this proposal will impact on Welsh speaking pupils with ALN.

### **Educational aspects of the proposal**

The council has suitably considered the impact of the proposal on standards, teaching and learning experiences, care support and guidance and leadership and management. It has concluded that the proposal is not expected to have any negative impact on standards of education or teaching and learning experiences. In addition, it intends to work with the leadership of the school to help improve and sustain support, care and guidance and ensure that changes are planned carefully so that leadership and governance are not disrupted.

The council has included a summary of the last Estyn inspection report for Moorland primary school, which was in April 2018. At the time standards, wellbeing and attitudes to learning, teaching and learning experience, and leadership and management were all judged as good; care, support and guidance was judged as excellent.

The council states that the proposal is not expected to have any negative impact on the quality of standards of education or the delivery of the foundation phase and each key stage of education at the school as a result of the proposed changes. This seems to be fair and reasonable.

The council has suitably considered the impact of the proposal on vulnerable groups of pupils including those who have ALN, those who receive free school meals and those who have English as an additional language. It has stated that those who have ALN would be supported to enable them to adapt to the changes proposed and that there is no information available to suggest that the proposals would have a negative effect on the other vulnerable groups of pupils.

The council has not provided any specific details relating to potential disruption to pupils as a result of this proposal, however it talks more generally about ensuring that the curriculum continues to be delivered and that high education and safety standards are maintained.

# **COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

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## **Estyn's response to the consultation aiming to address the growing need for provision for learners with complex learning needs and autistic spectrum condition**

### **Introduction**

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales. Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore, as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals. Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

This consultation aims to address the growing need for provision for learners with complex learning needs and autistic spectrum condition.

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

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

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

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

### **Summary/Conclusion**

We welcome this proposal which sits alongside others and aim to achieve a more equitable provision to better meet the current and future additional learning needs of pupils, across the City.

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The proposals outline very clearly five broad principles that all schools and settings should aspire to and attain in effectively supporting pupils with additional learning needs. These principles include the need for an innovative curriculum and whole school approaches to teaching and learning, the need to identify pupils' needs early and to implement research informed interventions, school accommodation that is sufficiently flexible in its use to meet pupils' needs, strong partnerships including access to excellent specialist services and, effective multi-agency transition planning.

It is not clear however, if there is an overall framework that will help to ensure the realisation of the principles. An overall framework could be used also to guide and assist schools that are either establishing or developing specialist resource base provision. Neither is it clear what support or networks exist, or will be created, to support leaders and staff as they develop and embed effective practices in meeting the needs of pupils.

The proposer states that a joint review of health and specialist provision in Cardiff special schools and the pupil referral units is being carried out. However, it is not clear if the scope and outcomes of the review will benefit pupils in specialist resource bases across the city. Neither is it clear if the review will look at Welsh medium provision alongside English medium provision.

We consider that the proposal is likely to, at least, maintain the standard of education provision in the area.

### **Description and benefits**

The proposal states very clearly that the number of pupils with severe and complex needs, who need a place in a special school or specialist resource base has grown, and demand is predicted to increase further over the coming years. Whilst there are a number of existing specialist settings across Cardiff, there are not enough places available. To combat the shortfall, the local authority has funded some places at special schools in other council areas or in independent schools. The proposer wishes to increase the number of places available in special schools and specialist resource bases in mainstream schools in Cardiff, to address this predicted increase. The proposal gives appropriate attention to the current capacity and how it is unable to meet the demands for places for pupils with complex learning needs and autism spectrum condition and the deficit of places currently available.

The proposer defines specialist resource bases as "a small class in a mainstream school for pupils with significant additional learning needs. All pupils attending a specialist resource base have a statement of SEN and are taught by specialist teachers and learning support assistants, and have opportunities to learn, play or socialise with other mainstream pupils..." It is unclear from the definition whether pupils, where appropriate, can access, with appropriate support where necessary,

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lessons alongside pupils that do not attend the specialist resource base. To comply with the Additional Learning Needs and Education Tribunal [Wales] Act the proposer needs to consider the admission of pupils with individual development plans.

The proposal considers that the current provision available is not well distributed across the city and because of the lack of specialist resource bases in some localities this can be a disadvantage for these pupils due to travel and unfamiliarity in the area. The proposal implies that a better distribution of specialist resource bases across the city would improve access for these pupils.

The proposal appears to provide effective opportunities for stakeholders, organisations, and members of the public to respond. This includes opportunities to access online public meetings. The process is clearly set out with timescales and how the consultation will be used.

Statements made by the proposer for all schools about for example, teaching and learning experience and care, support and guidance are identical and do not provide a good enough account of how these are tailored to meet the specific additional learning needs of the pupils.

The proposal considers suitable alternatives, for all schools, and outlines the possible benefits and disadvantages appropriately.

The proposals consider appropriately the travel implications for pupils. All proposals foresee the likelihood of reducing travel time from home to school for some pupils. They also identify the need to further assess the suitability of drop-off and pick up point at each school site.

The overall proposal considers the provision for the Welsh language but does not reflect the ambition laid out in the local authority's draft Welsh in Education Strategic Plan 2022-2032. The plan states that the authority aims to increase the number of secondary specialist places to be delivered in an SRB located at each Welsh-medium high school with different specialist needs in each base to achieve a level of specialist provision that is on a par with other sectors and responds appropriately to individual need. This proposal does not address this particular aim sufficiently well.

### **Educational aspects of the proposal**

In considering the impact of the proposal on the quality of outcomes, provision and leadership and management, the Local Authority has listed the most recent Estyn inspection outcomes and the Welsh Government categorisation outcomes for all schools identified within the proposal.

Three of the five schools named in the proposal were put into the Estyn Monitoring category following their last inspections. All three have subsequently been judged to

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have made sufficient progress against the recommendations from their inspections and have been removed from that category. All five schools are categorised as green or yellow, indicating they are effective schools with strong leadership and know their priorities for improvement well.

The proposer states that there is an opportunity to employ specialist staff and to work more closely with specialist services in Cardiff. However, no further detail is provided and there is no guarantee that the opportunity will translate into a firm commitment or reality. The proposer further states that the pool of Welsh speaking ALN qualified and experienced teaching staff is limited in number, in comparison to the English sector. It goes on to state that any plan to develop Welsh medium specialist provision will need to be supported by an Additional Learning Needs Workforce Development Plan but lacks any detail or commitment about how this will come about.

The proposer correctly asserts that pupils with additional learning needs may find change difficult. Other than recognising that change needs to be carefully planned, information on transition planning is very limited.

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## **Estyn's response to the consultation aiming to address the growing need for provision for children and young people aged 3 – 19 with complex learning needs and autistic spectrum condition**

### **Introduction**

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales. Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore, as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals. Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

This consultation aims to address the growing need for provision for children and young people aged 3 – 19 with complex learning needs and autistic spectrum condition. It proposes to:

- increase the designated number of Ty Gwyn Special School from 198 to 240 places from September 2022
- increase the designated number of Meadowbank Special School from 40 to 98 places from September 2022
- increase the designated number of The Hollies Special School from 90 to 119 places from September 2022
- further increase the designated number of The Hollies Special School from 119 to 150 places from September 2023
- increase the designated place number of the Specialist Resource Base at Llanishen Fach Primary School for children with complex learning needs from 20 to 30 places from September 2023
- increase the designated number at Marlborough Primary School Specialist Resource Base for children with severe and complex learning needs from 20 to 30 places from September 2022
- increase the designated number at the Pentrebane Primary School Specialist Resource Base for children with autism from 20 to 24 places from September 2022
- increase the designated number at Springwood Primary School Specialist Resource Base for children with autism from 20 to 28 places from September 2022

### **Summary/Conclusion**

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We welcome this proposal which sits alongside others to try and achieve a more equitable provision to better meet the current and future additional learning needs of pupils, across the City.

The proposals outline very clearly five broad principles that all schools and settings should aspire to and attain in effectively supporting pupils with additional learning needs.

Estyn considers that the proposal is likely to, at least, maintain the standard of education provision in the area.

### **Description and benefits**

The proposal states that the number of pupils with severe and complex needs, who need a place in a special school or specialist resource base has grown, and demand is predicted to increase further over the coming years. Whilst there are a number of existing specialist settings across Cardiff, there are not enough places available. To combat the shortfall, the local authority has funded some places at special schools in other council areas or in independent schools. The proposer wishes to increase the number of places available in special schools and specialist resource bases in mainstream schools in Cardiff, to address this predicted increase. The proposal gives appropriate attention to the current capacity and how it is unable to meet the demands for places for pupils with complex learning needs and autism spectrum condition and the deficit of places currently available.

The proposer defines specialist resource bases as “a small class in a mainstream school for pupils with significant additional learning needs. All pupils attending a specialist resource base have a statement of SEN and are taught by specialist teachers and learning support assistants, and have opportunities to learn, play or socialise with other mainstream pupils...” It is unclear from the definition whether pupils, where appropriate, can access, with appropriate support where necessary, lessons alongside pupils that do not attend the specialist resource base. To comply with the Additional Learning Needs and Education Tribunal [Wales] Act the proposer needs to consider the admission of pupils with individual development plans.

The proposal considers that the current provision available is not well distributed across the city and because of the lack of specialist resource bases in some localities this can be a disadvantage for these pupils due to travel and unfamiliarity in the area. The proposal implies that a better distribution of specialist resource bases across the city would improve access for these pupils.

The proposal appears to provide effective opportunities for stakeholders, organisations, and members of the public to respond. This includes opportunities to access online public meetings. The process is clearly set out with timescales and how the consultation will be used.

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The proposal involves providing new accommodation, adapting existing accommodation or extending buildings in all schools apart from at Ty Gwyn Special School, where a former youth centre will be adapted. The proposer explains that the development of these proposals is at an early stage and any detailed school design or site layouts would be considered later should the proposals be progressed. However, they have not considered the risks or disadvantages associated with the construction process, should the proposals go ahead. For example, appointing appropriate contractors, delays in project delivery and securing sufficient funding.

Statements made by the proposer for all schools about for example, teaching and learning experience and care, support and guidance are identical and do not provide a good enough account of how these are tailored to meet the specific additional learning needs of the pupils.

The proposal considers suitable alternatives, for all schools, and outlines the possible benefits and disadvantages appropriately.

The proposals consider appropriately the travel implications for pupils. All proposals foresee the likelihood of reducing travel time from home to school for some pupils. They also identify the need to further assess the suitability of drop-off and pick up point at each school site.

The overall proposal considers the provision for the Welsh language but does not reflect the ambition laid out in the local authority's draft Welsh in Education Strategic Plan 2022-2032. The plan states that the authority aims to increase the "number of secondary specialist places to be delivered in an SRB located at each Welsh medium high school with different specialist needs in each base to achieve a level of specialist provision that is on a par with other sectors and responds appropriately to individual need". It also aims to increase the "number of primary specialist places to be delivered in an SRB located in at least three (Welsh medium) primary schools that promote to the relevant secondary schools along with early intervention/wellbeing classes/ nurture classes distributed across the city to achieve a level of provision that is on a par with other sectors". This proposal does not contribute to addressing this aim. The proposal also states that "there is growing demand for resource bases for pupils with autism, who are average to high achievers, and would need a more integrative model of support than that provided by the two existing bases. There are currently 15 primary aged learners in Welsh-medium schools who would benefit from placement in an Autism Spectrum Condition base". However, the proposal does not appear to address this need.

### **Educational aspects of the proposal**

In considering the impact of the proposal on the quality of outcomes, provision and leadership and management, the Local Authority has listed the most recent Estyn

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inspection outcomes and the Welsh Government categorisation outcomes for all schools identified within the proposal.

All schools apart from one were judged to be good or excellent for all aspects during their last inspections. These schools are all categorised as green or yellow (indicating they are effective schools with strong leadership and know their priorities for improvement well). Meadowbank Special School was inspected by Estyn in November 2019 and four of the five inspection aspects were judged to be adequate and in need of improvement. As a result, the school was placed in the category of Estyn Review. Estyn reviewed the progress of the school in January 2022 and determined that the school had made sufficient progress in addressing the recommendations from the inspection and was removed from monitoring activity. The school has been categorised as amber, indicating it is a school in need of improvement and requires help to identify the steps to improve or to make change happen more quickly. Statements made by the proposer for all schools about leadership and management are identical and therefore do not reflect well enough how support will be tailored to individual school's needs.

The proposer states that there is an opportunity to employ specialist staff and to work more closely with specialist services in Cardiff. However, no further detail is provided and there is no guarantee that the opportunity will translate into a firm commitment or reality.

The proposer correctly asserts that pupils with additional learning needs may find change difficult. Other than recognising that change needs to be carefully planned, information on transition planning is very limited.

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## **Moorland Primary School**

### **Moorland Primary School Governing Body Response**

#### **Provision for children and young people with Additional Learning Needs (ALN) :Moorland Primary School Specialist Resource Base.**

Moorland Primary School Governing Body welcomes the opportunity to help improve and increase the availability of access to specialist environments to help meet the needs of children and young people with additional learning needs. Moorland prides itself in its inclusive ethos and understands providing an appropriate environment for children with additional learning needs will help them thrive and become the best that they can be. The addition of a Specialist Resource Base within Moorland Primary is welcomed by the Governing Body and would be a positive addition to this area of Cardiff where often children with additional learning needs have long travel times to get to school.

1. We feel strongly that in order to facilitate a smooth transition for children and families and to limit unnecessary disruption to all learners, KS2 learners within the planned allocation of SRB places, should begin their journey with Moorland once building work is complete in the main building. Foundation stage learners should join us once the new build early years unit is complete. Although we acknowledge there is a pressure for foundation stage ALN places we feel it will be very disruptive to the children and families to have two learning environment moves. We also feel strongly that all foundation phase children should have easy direct access to the outside environment and the new build will achieve this for all our foundation stage children. It is important to us that the families of our new children feel confident and the children can settle as quickly as possible and become part of the Moorland family.

2. As part of this we want to ensure we have as smooth a transition as possible and will require funding in a timely manner in order to recruit appropriate staff regardless of any potential delays in building completion. This would need to include funding for a teacher to begin at Moorland for the second half of the summer term if the initial SRB class is to begin in September 2022. As a Governing Body we would want assurances the funding for additional places for the SRB and any other associated costs are 'ring-fenced' and in addition to our allocated budget not through making savings within it.

3. There is reference to transport arrangements within the consultation.

**"Proposed school safety measures would include improvements to road crossings, and general improved facilities for pedestrians and cyclists, including along desire lines through Moorland Park."**

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As a school we are keen to promote active travel and improvements to active travel routes would benefit all our children and community. We look forward to working with the council to achieve these improvements and make journeys to school safer and greener for us all. Our particular concern lies with the lack of safe pedestrian crossing at the Moorland Road entrance to the school. All pupils are faced with crossing a wide road with no pedestrian crossing or crossing between closely parked cars, neither of which is desirable and would be an added concern for ALN children joining us, particularly as they may not necessarily be arriving in cars/taxis if they live locally. As the SRB is proposed to open in September 2022 we would be keen for these measures to be planned and implemented in a timely manner in order to facilitate a smooth transition for our new pupils, encourage active safe travel and in turn help make Cardiff a greener, safer child friendly city.

As a Governing Body we welcome this proposal but look forward to working with the relevant bodies to address the above points and help create a safe, appropriate environment to welcome children and young people with Additional Learning Needs who would benefit from a place in a Specialist Resource Base.

**Moorland Primary Governing Body.**

## **COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

### **Moorland Primary School Headteacher Response**

#### **Provision for children and young people with Additional Learning Needs (ALN): Moorland Primary School Specialist Resource Base.**

As Headteacher of Moorland Primary School I welcome the opportunity to develop a specialist resource base in the school and recognise the need for such provision in this part of the city. We will work to ensure the base will offer high quality provision for children with additional needs and to ensure that the base becomes fully included in the life of the school.

I have a number of concerns about the plans as they have currently been set out.

Firstly, I am concerned about the proposal to use the room planned for KS2 provision for children in the Foundation Phase initially. The room is unsuitable for younger learners given it is upstairs and some distance from the outdoor provision we will need to enable children to access the Foundation Phase curriculum. The room is situated along a corridor and upstairs and sits between the Years 5 and 6 classrooms. I am also concerned about Foundation Phase children starting in this room and then having to make a transition to the new building once it is complete, especially if this transition is mid-year. This will be disruptive and very difficult for children and their families.

Secondly, I am keen to ensure that the opening of the resource base is well planned and arranged in a timely fashion. It will be important for the school to have sufficient notice to employ staff. I feel the school also needs a guarantee on funding in the situation of a member of staff being employed in advance of the base opening and then being delayed. The school should not be liable for staffing costs in the case of delays.

Thirdly, it is important that the increase in funding given to the school to house the resource base recognizes the considerable additional work load of ensuring twenty children with complex needs are included effectively in the school. The expansion represents a considerable increase in workload for the ALNCO in school and for the senior leadership team.

Fourthly, I have concerns about the classroom chosen for the KS2 resource base. The current plan seems to involve blocking off a significant amount of light to create a wet room and resource room. This will leave the classroom with only one small window which will make this a very dark classroom.

Finally, I would like to be reassured that the transport arrangements are very thoroughly considered. There is already considerable concern about the number of cars, taxis and a school bus that drop off outside the school. There is at present no

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION  
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safe crossings near the school and with a proposed increase in vehicles this is something that needs to be carefully considered.

As Headteacher I am looking forward to helping to develop the resource base and to welcoming new children and families to our school. However, I do feel the points above need careful consideration.

Yours,

Emma Laing

22/11/21

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION  
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

**Willows High School**

**Willows High School – Governing Body**

Please see the below response to the ALN consultation from Willows Governors.

We welcome the Councils objective of bringing this provision close to the pupils who will access it and live locally.

We welcome commitment from the Council that the day to day management and resourcing of the facility will not impact on the rest of the school but would like further clarification on ring fenced funding for the provision.

Cardiff's objective of providing complex learning needs provision across the city and in specialist resource bases will have a really positive impact on the pupils involved and we welcome this.

This provision would be best introduced as part of the new Willows buildings as, despite the published PAN number there is insufficient space in the school.

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION  
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Formal responses received

**Llanishen High School**

**Llanishen High School – Governing Body**

Good afternoon,

Following our consultation meeting with officers on 17<sup>th</sup> January, as Chair of the Governing Body, I can confirm our support of the plans to formalise the extended provision offered currently within the Specialist Resource Base to 45 students at Llanishen High.

We are already ensuring appropriate staffing and have considered all health and safety aspects of integration into daily routines and school life at Llanishen. We have already considered our active travel plans and incorporated this provision. We do however, have some concerns over the drop off and pick up area as well as the knock on impact on on-site parking. Many of these pupils will require dropping off and picking up by designated transport, often on a 1:1 basis. As such, our overall school transport and forecourt area will require a redesign to be fit for purpose and safe for all users, especially the SRB students.

We have excellent provision and are open to opening up this resource city-wide for the benefit of all students, we just need to ensure health and safety is paramount as is the ease of transition – managing change can be difficult for these students and their families. As a fully inclusive local comprehensive school, we would want to serve the needs of the local community first and foremost.

We are happy to continue working with the Local Authority to deliver the expanded SRB as soon as is safely practical.

Kind regards

Karen Dell'Armi

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION  
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**  
Formal responses received

## **Ysgol Gyfun Gymraeg Glantaf**

### **Ysgol Gyfun Gymraeg Glantaf – Headteacher and Governing Body**

28 Ionawr 2022

#### **Ymateb Corff Llywodraethol Glantaf**

##### **Ymgynghoriad ADY Cyngor Dinas a Sir Caerdydd**

Rydym yn croesawu cyhoeddi dogfennaeth ymgynghoriad Cyngor Dinas a Sir Caerdydd ar gynlluniau i gynyddu a gwella adnoddau addysg arbenigol ar draws y ddinas. Dyma fuddsoddiad y gall y cyngor fod yn wirioneddol falch ohono ar gyfer dysgwyr bregus a'r rhai hynny sydd eisioes yn wynebu heriau sylweddol mewn bywyd. Yn ogystal, byddwn yn cytuno yn llwyr bod y galw am y ddarpariaeth arbenigol hyn i anghenion mwy cymleth, yn enwedig o fewn anghenion iechyd meddwl a lles emosiynol, wedi cynyddu yn amlwg iawn dros y blynyddoedd diwethaf.

Mae uchelgais a dyhead y Cyngor Sir i ymateb i'r angen a'r twf i'w groesawu'n llawn, a hynny drwy sicrhau y lleoedd a'r amgylchedd gorau posib mewn Ysgolion 21ain Ganrif. Drwy weithredu yn y dull hwn, mae'r Cyngor yn hybu cynhwysiant, gofal ac uchelgais i ddisgyblion a theuluoedd sy'n wynebu heriau ymarferol a chymleth. Byddem fel corff yn falch o weld y cynlluniau hyn yn lleddfu a chynorthwyo'r unigolion hynny yn sylweddol yn y blynyddoedd i ddod.

#### **Canolfan Arbenigol Glantaf**

Mae hyn yn arbennig o wir yng nghyd-destun Canolfan Glantaf sydd yn darparu ar gyfer amrediad llawn o anghenion cymleth ADY i'n disgyblion cyfrwng Cymraeg. Mae'r Ganolfan wedi'i chartrefu mewn cabanau dros dro a chlwstwr o ystafelloedd bach ynghanol Ysgol Glantaf. Nid oes chyfleusterau ymolchi a thai bach priodol ac mae'r adnoddau yn gyfyng a di-raen. Yn wir, dim ond drwy fuddsoddiad rhaglen deledu "Prosiect Pum Mil" yn Haf 2021, y cafodd ein dysgwyr fynediad at ardal ddysgu allanol aml-bwrpas, sydd wedi cyfoethogi a thrawsnewid eu profiadau dysgu. Rydym yn croesawu y buddsoddiad bychan ers Medi 2021 i ychwanegu ystafell ddosbarth ac adnewyddu tai bach arbenigol, ond yn sylfaenol mae'r Ganolfan mewn amgylchedd ddysgu anaddas, cyfyng ac anfoddhaol. Mae'n siom gwirioneddol i ni bod dysgwr wedi gorfod gadael Glantaf eleni er mwyn gallu parhau i dderbyn cynhaliaeth arbenigol a hynny mewn Canolfan cyfrwng Saesneg oedd â chyfleusterau mwy addas a phriodol i'w anghenion.

Croesawn y buddsoddiad hwn i'r Ganolfan, fydd yn sicrhau adnoddau a chanolfan bwrpasol i'n dysgwyr ar gyfer y dyfodol. Serch hynny, mae'r amserlen yn rhy uchelgeisiol, ac mae'n anhebygol iawn y bydd y Ganolfan newydd ar agor erbyn Medi 2023. Gofynnwn am gefnogaeth ymarferol i wella adnoddau ein Canolfan presennol i ddiwallu anghenion ein disgyblion hyd nes y bydd y Ganolfan newydd ar

## **COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

agor. Mae hyn yn arbennig o wir er mwyn sicrhau y byddwn yn gallu croesawu a darparu yn addas i ddysgwyr newydd ym Medi 2022 a 2023.

### **Canolfan Arbenigol Awstistiaeth**

Rydym yn croesawu sefydlu canolfan arbenigol ym maes awstistiaeth yng Nglantaf, er yn amheus o allu agor y ganolfan arbenigol erbyn Medi 2023. Mae'r cyngor yn hollol gywir wrth nodi'r twf amlwg yn y galw am gynhafiaeth yn maes awstistiaeth. Mae'r twf yn weladwy o fewn yr ysgol ac o fewn ysgolion cyfrwng Cymraeg yng Nghaerdydd. Bydd sefydlu'r Ganolfan yng Nglantaf yn estyniad gwych o fewn cymuned yr ysgol, yn darparu ffocws i hyfforddi staff ac yn gallu estyn cymorth i ddisgyblion i barhau i gynyddu a theimlo croeso o fewn dosbarthiadau ac addysg brif ffrwd. Mae'n holl bwysig bod y Ganolfan hon yn rhan ganolog o fywyd yr ysgol, yn darparu hafan rhwydd i unigolion ac yn cynnig cymorth di-rwystr i ddysgwyr sydd ar adegau yn teimlo rhwystredigaethau gwirioneddol mewn cymuned ysgol gyfun fawr.

Llawenhawn hefyd y bydd y Ganolfan hon hefyd yn gallu arloesi i roi cymorth i ddysgwyr awstistig trwy gyfrwng y Gymraeg. Bydd buddiannau sefydlu'r ganolfan arbenigol yn gymorth i ddysgwyr unigol ac wrth hyfforddi ac ymestyn arfer o dda o fewn y gweithlu. Bydd y ganolfan hefyd yn fodd o arloesi cefnogaeth i ysgolion eraill gan gefnogi gwaith y sector cyfrwng Gymraeg.

Er y bwriad i sefydlu'r Ganolfan hon fel cam cyntaf, rydym yn credu bod peidio â sefydlu canolfan debyg ar gyfer disgybion oedran cynradd drwy'r Gymraeg yn wendid sylfaenol. Mae'n debygol o wanhau ein gallu i sicrhau llwybr ddysgu gyson a gofalgwr i ddisgyblion awtistig o'r Cyfnod Sylfaen drwy CA2 ac i'r adran arbenigol uwchradd. Rydym yn ofni bydd nifer o ddisgyblion awtistig yn gadael y sector cyfrwng Cymraeg yn y blynyddoedd cynnar oherwydd y diffyg hwn. Dylid edrych ar sefydlu Canolfan arbenigol oedran cynradd i ddarparu'r gefnogaeth allweddol yma yn y blynyddoedd cynnar i gefnogi dysgwyr a'u teuluoedd yn fuan iawn. Byddai hyn yn debyg i'r gefnogaeth awtistig sydd eisioes yn bodoli o fewn y sector cynradd cyfrwng Saesneg yng Nghaerdydd.

### **Capasiti Glantaf**

Er ein bod fel Corff Llywodraethol yn croesawu'r buddsoddiad yn y ddwy Ganolfan mae angen sylw manwl i gapasiti ein campws a'n adeiladau presennol. Fel y nodir yn yr ymgynghoriad, mae addasrwydd adeiladau Glantaf yn disgyn yng Nghategori C (er byddai Canolfan Glantaf ar ei phen ei hun, yn debygol o fewn Categori D). Dengys hyn nad yw addasiadau i adeiladau presennol yn Glantaf yn debygol o fod yn fuddsoddiad gwerth am arian, nac ychwaith yn debygol o fod yn effeithiol wrth edrych ar boblogaeth bresennol a niferoedd darogan yr ysgol. Nodir yng nghynlluniau yr Awdurdod y bydd Glantaf o hyd o dan niferoedd capasiti yn y blynyddoedd nesaf, ond nid yw hyn yn debygol.

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION  
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Formal responses received

**Niferoedd Presennol a Darogan Glantaf 2021-27**

Niferoedd	BI 7	BI 8	BI 9	BI 10	BI 11	BI 12*	BI 13*	Cyfanswm
Medi 2021	241	230	238	214	218	111	118	<b>1370</b>
Medi 2022	240	241	230	238	214	142*	105**	<b>1410</b>
Medi 2023	270	240	241	230	238	139*	132**	<b>1490</b>
Medi 2024	240	270	240	241	230	155*	130**	<b>1506</b>
Medi 2025	240	240	270	240	241	150*	145**	<b>1526</b>
Medi 2026	240	240	240	270	240	157*	142**	<b>1529</b>
Medi 2027	240	240	240	240	270	157*	145**	<b>1532</b>

\* Cyfradd trosglwyddo 65%: mae'n anodd cadarnhau niferoedd sy'n trosglwyddo CA4 > CA5, ond mae'r ysgol wedi sicrhau cyfradd trosglwyddo cadarn o dros 65% dros y blynyddoedd diwethaf ac ar adegau dros 70%. Nod yr ysgol yw cryfhau'r gyfradd trosglwyddo hwn ymhellach mewn ymateb i CSGA Cyngor Caerdydd a thargedau Llywodraeth Cymru. \*\* Mae gostyngiad yn niferoedd BI 12 > 13 bob blwyddyn sydd eto yn anodd ei ddarogan yn fanwl gywir – ond rhoddir awgrym o niferoedd yma.

Mae'r niferoedd uchod yn dangos yn glir nad yw'n rhesymegol nac yn gost effeithiol trawsnewid ystafelloedd presennol yr ysgol ar gyfer ystafelloedd arbenigol neu ddarpariaeth brif ffrwd oherwydd bod twf ym mhoblogaeth yr ysgol yn mynd i olygu bod angen yr ystafelloedd hyn ar gyfer diwallu anghenion ein cwricwlwm a phoblogaeth yr ysgol.

Mae hyn yn arbennig o wir am ein darpariaeth ôl-16 ble mae'r ysgol yn targedu cynnal niferoedd trosglwyddo o dros 70% o CA4 i CA5 er mwyn ateb anghenion ein disgyblion. Mae hyn yn ogystal yn diwallu targedau CSGA Cyngor Dinas a Sir Caerdydd ac uchelgais blaenoriaeth Llywodraeth Cymru i annog mwy o ddysgwyr i barhau â'u haddysg drwy gyfrwng y Gymraeg ôl-16. Mae'n holl bwysig i lwyddiant uchelgeisiol y targedau hyn i'r ysgol gael y capasiti angenrheidiol i ymestyn a chyfoethogi ein darpariaeth gwricwlaidd presennol. Gallai hynny gynwys cyrsiau amgen, cyrsiau galwedigaethol L1/2 a chysiau arbenigol (dyweder mewn hyfforddi Cynorthwy-wyr Dysgu L1-3) o fewn ein Chweched Dosbarth.

Nodwn yn glir felly y dylai'r ymgynghoriad hwn sicrhau buddsoddiad digonol i beidio â lleihau capasiti adeiladau presennol yr ysgol, ond yn hytrach ymestyn ac ehangu ein cyfleusterau a'n hadnoddau.

Wrth groesawu'r buddsoddiad, rydym yn sylweddoli y bydd yr adeiladu yn golygu colli ardal chwarae / cae pêl-droed ac felly nodwn na ddylid cyfyngu yn ogystal ar ardaloedd dysgu presennol yr ysgol. Yn ogystal dylai'r buddsoddiad mewn addysg

## **COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

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arbenigol hefyd fod yn fodd o wella ac ehangu ar adnoddau i bob disgybl, a hynny drwy sicrhau bod mynediad rhwydd i rannu adnoddau a gweld buddiant y buddsoddiad i bob aelod o gymuned Glantaf.

### **ADY o fewn y sector cyfrwng Cymraeg yng Nghaerdydd**

Er bod yr ymgynghoriad yn datgan uchelgais didwyll i wella cyfleusterau ADY arbenigol i bob disgybl, mae'n eithriadol o siomedig felly nad oes yr un datganiad (ag eithrio buddsoddiad Glantaf) i ymestyn darpariaeth a chefnogaeth i ddisgyblion o fewn ysgolion cyfrwng Cymraeg.

Yn wir mae hwn yn rhyfedd o ystyried bod ymgynghoriad CSGA Caerdydd yn nodi bwriad i agor Canolfan Arbenigol ADY mewn tair ysgol gynradd Gymraeg ac ymhob un o'r tair ysgol gyfun. Mae cyhoeddi dogfennaeth strategol sydd ddim yn dangos cysondeb cyfeiriad yn maes datblygiad y Gymraeg yn creu dryswch ac yn tanseilio ymddiriedaeth rhanddeiliaid.

Nid yw'r ddogfen chwaith yn cydnabod y twf yn y galw o fewn anghenion dysgu o fewn y sector Gymraeg. Yn wir wrth beidio cydnabod bod yr un gofynion o fewn ysgolion Cymraeg (ag sydd yn digwydd o fewn ysgolion cyfrwng Saesneg), mae methiant i sicrhau cysondeb gweithredu a darpariaeth ar draws y ddwy sector. Hoffem gynnig i swyddogion sir wneud awdit buan i ysgol dechreuol pob disgybl o fewn unedau ac ysgolion arbenigol Caerdydd ar hyn o bryd. Byddai hyn yn canfod beth yw'r ganran o ddisgyblion a ddechreuodd eu taith ddysgu mewn cylch meithrin neu ysgol cyfrwng Cymraeg cyn i rieni ddewis neu orfod symud eu plentyn i addysg cyfrwng Saesneg neu addysg arbenigol. Rydym yn ofni bod nifer o rieni yn gorfod wynebu pwysau ymarferol i drosglwyddo eu plentyn o addysg cyfrwng Cymraeg oherwydd diffyg mewn adnoddau neu arbenigaeth, a bod hynny wedyn yn lleihau cyfleoedd a phrofiadau i'w mab/merch a hynny drwy gyfrwng yr iaith Gymraeg. Byddai dadansoddiad o'r fath yn ddangosydd gwerthfawr nid i fesur y galw/ddarpariaeth bresennol o fewn y sector, ond i'w ddeall yn nghyd-destun beth allai fod, petai'r ddarpariaeth ar gael, yn lleol ac yn addas i bob disgybl. Ein ofn pennaf yn sgil y buddsoddiad sylweddol hwn i (sy'n ffocysu bron yn llwyr ar addysg arbenigol cyfrwng Saesneg), yw y bydd hyn yn cryfhau'r pwysau ar rieni i symud eu plant ac i orfod dewis addysg cyfrwng Saesneg ar gyfer eu plentyn. Yn y dyfodol, gall rhieni wynebu penderfyniad eithriadol o anodd o ran cadw eu plentyn o fewn addysg cyfrwng Cymraeg prif ffrwd heb adnoddau arbenigol, neu ddewis ysgol hardd arbenigol 21in Ganrif, ond hynny mewn cyfrwng iaith nad oedd yn ddewis cyntaf nac ychwaith efallai o ran eu hawl ieithyddol.

Rydym yn croesawu'r datganiad gan swyddogion y sir yn ein cyfarfod ymgynghori, y bydd cynigion pellach yn fuan iawn ynglyn ag ehangu darpariaeth ADY o ran y sector cyfrwng Cymraeg mewn ysgolion cynradd, ond mae'n siomedig na chynhwysir hynny yn yr argymellion hyn. Edrychwn ymlaen at weld datblygu'r argymhellion hyn o fewn y sector Gymraeg, a hynny heb oedi ymhellach.

Mae'r ymgynghoriad yn nodi'r twf amlwg yn anghenion cymorth arbenigol yn maes iechedd meddwl a lles emosiynol disgyblion. Er hyn, nid oes cydnabyddiaeth bod

## **COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

union yr un twf / pwysau yn digwydd mewn ysgolion cyfrwng Cymraeg yn ogystal ag ysgolion cyfrwng Saesneg. Nid oes dim cynllun na bwriad i sefydlu dim darpariaeth cyfrwng Cymraeg yn y maes hwn o fewn addysg cynradd nac uwchradd. Mae angen ymateb ar frys i'r galw hwn o fewn ysgolion Cymraeg, sydd ar adegau yn methu darparu yn ddigonol i anghenion lles mwy cymleth ein disgyblion mwyaf bregus.

I gloi, hoffem bwysleisio bod uchelgais y cynigion i'w canmol ac edrychwn ymlaen at weld buddsoddiad sicr i wella addysg ein disgyblion mwyaf bregus. Yn y gorffennol, mae Caerdydd wedi bod yn eithriadol o lwyddiannus drwy dyfu darpariaeth cyfrwng Cymraeg. Y cam nesaf yw'r angen i gynyddu darpariaeth ADY Cymraeg er mwyn sicrhau bod y sector yn gynhwysol ac yn medru croesawu pob disgybl, beth bynnag fo'i allu. Mae'n anffodus mewn gwirionedd na fu'n bosib cynyddu capasiti addysg arbenigol wrth agor ysgolion cynradd newydd o fewn y sector dros y blynyddoedd diwethaf, ac awgrymwn y dylai pob buddsoddiad newydd o hyn allan gynnwys cynlluniau i ateb y galw yn maes ADY. Edrychwn ymlaen i weld cyhoeddi y CSGA diwygiedig er mwyn gweld yn glir sut gellir ateb y galw yn gynaliadwy a phendant ar gyfer y ddegawd hon.

Edrychwn ymlaen at ddiwygiadau a thrafodaethau agored a chadarnhaol i ymestyn, cryfhau a gwella'r cynlluniau hyn ar y cyd ac mewn partneriaeth yn y misoedd a'r blynyddoedd i ddod.

Yn gywir,

E Patchell  
Cadeirydd  
Corff Llywodraethu  
Ysgol Gyfun Gymraeg Glantaf

Matthew H T Evans  
Pennaeth

28 January 2022

### **Glantaf Governing Body Response**

#### **Cardiff City and County Council ALN Consultation**

We welcome the publication of the documentation of Cardiff City and County Council's consultation on plans to increase and improve specialist education resources across the city. This is an investment for vulnerable learners and those who already face significant challenges in life that the council can be truly proud of. In addition, I would agree entirely that the demand for these specialist provision to more complex needs, particularly within mental health and emotional well-being needs, has increased very noticeably in recent years.

The County Council's ambition and aspiration to respond to need and growth are to be fully embraced by ensuring the best possible places and environment in 21st

## **COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

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Century Schools. By taking this approach, the Council promotes inclusion, care and ambition for pupils and families facing practical and complex challenges. We as a body would be pleased to see these schemes significantly alleviate and support those individuals in the coming years.

### **Glantaf Specialist Centre**

This is particularly the case in the context of the Glantaf Centre which caters for a full range of complex ALN needs for our Welsh-medium pupils. The Centre is housed in demountables and a cluster of small rooms in the middle of Ysgol Glantaf. There are no appropriate washing facilities and toilets and the resources are limited and substandard. Indeed, our learners only gained access to a multi-purpose external learning area through the investment of the "Project Pum Mil" tv programme in Summer 2021, which has enriched and transformed their learning experiences. We welcome the small investment since September 2021 to add a classroom and refurbish specialist toilets, but the Centre is basically located in an unsuitable, cramped and unsatisfactory learning environment. We are truly disappointed that a learner has had to leave Glantaf this year in order to continue to receive specialist support in an English-medium Centre that had more suitable and appropriate facilities for their needs.

We welcome this investment in the Centre, which will secure resources and a dedicated centre for our learners for the future. However, the timetable is too ambitious, and it is highly unlikely that the new Centre will be open by September 2023. We ask for practical support to improve the resources of our existing Centre to meet the needs of our pupils until the new Centre is open. This is particularly the case for ensuring that we will be able to welcome and deliver appropriate provision for new learners in September 2022 and 2023.

### **Autistic Specialist Centre**

We welcome the establishment of a specialist centre in the field of autism at Glantaf, although we are sceptical of being able to open the specialist centre by September 2023. The council is absolutely right to note the marked growth in demand for support in autism. The growth is visible within the school and within Welsh-medium schools in Cardiff. The establishment of the Centre in Glantaf will be an excellent extension within the school community, providing a focus to train staff and enabling support to be extended to pupils to continue to make progress and feel welcome within mainstream classes and education. It is vital that this Centre is a central part of school life, provides an easy haven for individuals and offers unrestricted support to learners who at times feel really frustrated in a large comprehensive school community.

We are also delighted too that this Centre will be able to innovate in providing support for autistic learners through the medium of Welsh. The benefits of establishing the specialist centre will be support for individual learners and in training

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and extending good practice within the workforce. The centre will also be a means of pioneering support for other schools supporting the work of the Welsh-medium sector.

Despite the intention to establish this Centre as a first step, we believe that failing to establish a similar centre for primary age pupils through the medium of Welsh is a fundamental weakness. It is likely to weaken our ability to ensure a consistent and caring learning pathway for autistic pupils from the Foundation Phase through KS2 and to the secondary specialist department. We fear that many autistic pupils will leave the Welsh-medium sector in the early years because of this deficiency. The establishment of a specialist primary age Centre to provide this key support in the early years in order support learners and their families should be looked at very soon. This would be similar to the autistic support that already exists within the English-medium primary sector in Cardiff.

### Glantaf Capacity

Whilst as a Governing Body we welcome the investment in both Centres, the capacity of our existing campus and buildings needs close attention. As noted in the consultation, the suitability of the Glantaf buildings falls within Category C (although the Glantaf Centre on its own would likely fall within Category D). This shows that adaptations to existing buildings at Glantaf are unlikely to be a value for money investment, nor are they likely to be effective considering the school's current population and predicted numbers. The Authority's plans note that the numbers at Glantaf will still be under capacity in the coming years, but this is unlikely.

### Current and Predicted Numbers at Glantaf 2021-27

Numbers	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12*	Yr 13*	Total
September 2021	241	230	238	214	218	111	118	<b>1370</b>
September 2022	240	241	230	238	214	142*	105**	<b>1410</b>
September 2023	270	240	241	230	238	139*	132**	<b>1490</b>
September 2024	240	270	240	241	230	155*	130**	<b>1506</b>
September 2025	240	240	270	240	241	150*	145**	<b>1526</b>
September 2026	240	240	240	270	240	157*	142**	<b>1529</b>
September 2027	240	240	240	240	270	157*	145**	<b>1532</b>

\* 65% transfer rate: it is difficult to confirm KS4 > KS5 transfer numbers, but the school has achieved a robust transfer rate of over 65% in recent years and at times over 70%. The school aims to further strengthen this transfer rate in response to Cardiff Council's WESP and Welsh Government targets. \*\* There is a reduction in

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Yr 12 > Yr 13 numbers each year which is again difficult to predict accurately – but an indication of numbers is given here.

The above numbers clearly show that it is not logical or cost-effective to convert existing school rooms into specialist rooms or mainstream provision because growth in the school population is going to mean that these rooms will be required to meet the needs of our curriculum and the school population.

This is particularly true of our post-16 provision where the school targets the maintenance of transition numbers of over 70% from KS4 to KS5 to meet the needs of our pupils. This also meets the City and County of Cardiff Council's WESP targets and the Welsh Government's priority ambition to encourage more learners to continue their education through the medium of Welsh post-16. It is vital that the success of these ambitious school targets has the necessary capacity to extend and enrich our existing curricular provision. This could include alternative courses, L1/2 vocational courses and specialist courses (such as L1-3 Teaching Assistant training) within our Sixth Form.

We therefore make it clear that this consultation should ensure sufficient investment not to reduce the capacity of existing school buildings, but rather to extend and expand our facilities and resources.

In welcoming the investment, we appreciate that the construction will mean the loss of a play area/football pitch and therefore note that the existing learning areas of the school should not be restricted as well. In addition the investment in specialist education should also be a means of improving and expanding resources for all pupils, by ensuring that there is easy access to share resources and ensure the benefit of the investment to all members of the Glantaf community.

### **ALN within the Welsh-medium sector in Cardiff**

The consultation states a genuine ambition to improve specialist ALN facilities for all pupils. It is therefore extremely disappointing that there is no statement (with the exception of Glantaf's investment) to extend provision and support to pupils within Welsh-medium schools.

Indeed this is strange given that the Cardiff WESP consultation indicates an intention to open an ALN Specialist Centre in three Welsh-medium primary schools and in all three comprehensive schools. The publication of strategic documentation that does not show consistency of direction in the area of Welsh language development creates confusion and undermines the trust of stakeholders.

Neither does the document recognise the growth in demand in learning needs within the Welsh language sector. Indeed, in not recognising that there are the same requirements within Welsh-medium schools (as is the case within English-medium schools), there is a failure to ensure consistency of implementation and provision across both sectors. We would like to propose that county officers conduct an early audit of every pupil's initial school within Cardiff's specialist units and schools at this time. This would ascertain the percentage of pupils who started their learning

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journey in a Welsh-medium nursery or school before parents chose or had to move their child to English-medium or specialist education. We fear that many parents have to face practical pressures to transfer their child from Welsh-medium education because of a shortfall in resources or expertise, which then reduces opportunities and experiences for their son/daughter through the medium of Welsh. Such an analysis would be a valuable indicator not to measure current demand/provision within the sector, but to understand it in the context of what could be if the provision were available, local and suitable for all pupils. Our overriding fear from this significant investment (which focuses almost exclusively on English-medium specialist education), is that this will increase the pressure on parents to move their children and to have to choose English-medium education for their child. In future, parents may face an extremely difficult decision in terms of keeping their child within mainstream Welsh-medium education without specialist resources, or choosing a beautiful 21st Century specialist school, but in a language medium that was not a first choice or perhaps in terms of their linguistic right.

We welcome the statement by county officials at our consultation meeting, that there will be further proposals very soon on expanding ALN provision in terms of the Welsh-medium sector in primary schools, but it is disappointing that that is not included in these recommendations. We look forward to seeing these recommendations developed within the Welsh language sector, without further delay.

The consultation identifies the marked growth in specialist support needs in pupils' mental health and emotional well-being. However, there is no recognition that exactly the same growth/pressure is taking place in Welsh-medium schools as well as English-medium schools. There is no plan or intention to establish any Welsh-medium provision in this area within primary or secondary education. There is an urgent need to respond to this demand within Welsh-medium schools, which at times fail to provide adequately to the more complex welfare needs of our most vulnerable pupils.

In conclusion, we would like to emphasise that the ambition of the proposals is to be commended and we look forward to seeing secure investment to improve the education of our most vulnerable pupils. In the past, Cardiff has been extremely successful in growing Welsh-medium provision. The next step is the need to increase Welsh-medium ALN provision to ensure that the sector is inclusive and able to welcome all pupils, whatever their ability. It is really unfortunate that it has not been possible to increase specialist education capacity with the opening of new primary schools within the sector over recent years, and we suggest that all new investments from now on should include plans to meet demand in ALN. We look forward to seeing the publication of the revised WESP to see clearly how demand can be met sustainably and decisively for this decade.

We look forward to open and positive reforms and negotiations to extend, strengthen and improve these plans jointly and in partnership in the months and years ahead.

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Yours sincerely,

E Patchell  
Chairman  
Governing Body  
Ysgol Gyfun Gymraeg Glantaf

Matthew H T Evans  
Headteacher

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**Ty Gwyn Special School**

**Western Learning Federation – Governing Body**

Dear Cardiff Council Schools Response Team,

The Western Learning Federation Governing Body have considered the proposals set out in the Local Authority document entitled '*21st Century Schools Consultation Document 2021. Provision for children and young people with additional learning needs: complex learning needs and autism spectrum condition provision for learners aged 3-19*'.

**The process undertaken by the Western Learning Federation Governing Body**

The process that we have followed which has enabled Governors to consider the Additional Learning Needs (ALN) provisions and the expansion of the number of pupils at Ty Gwyn School to 240 is as follows:

- A copy of the consultation document was sent to all members of the Western Learning Federation Governing Body in preparation for discussions.
- Discussions on the initial proposals was held between Executive Headteacher and the Chair of Governors.
- Consideration and discussions about the consultation document was held between the Executive Headteacher and Head of School at Ty Gwyn School.
- On the 19th January 2022, a presentation using Microsoft Teams was made to the Full Governing Body where representatives from the Education Directorate presenting the background information to the consultation document and this was followed by a question and answer session for all Governors to be able to voice their opinion and ask questions.
- In a closed confidential session, the Governors discussed the points in the consultation document.
- At the time of writing this response, it is intended that we hold a follow up discussion with Local Authority officials to clarify any points that the Governors may have

**Context of the Western Learning Federation**

Riverbank school, Ty Gwyn School and Woodlands school are part of the Western Learning Federation, this federation is unique as it is the only special school federation in Wales. The federation brings together three schools - all unique in their own right all working together with shared values and a determination to provide outstanding education to pupils with additional learning needs. Whilst Riverbank, Ty Gwyn and Woodlands will have their own school visions and identities, there will be a direct link to those of the Western Learning Federation and as such, these school

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visions must and are considered a part of the vision of the Western Learning Federation.

This consultation document focuses on Ty Gwyn School, the previous two years has demonstrated the uniqueness of the setting in meeting a range of complex health and behavioural needs. Questions within this response outline challenges but also opportunities of how we can move forward and continue to provide outstanding provision and experiences for our learners to meet the demands of increased capacity.

### **Context of Ty Gwyn School**

Ty Gwyn school is a very special place, it is a place where a community comes together to enjoy life in a fun, happy, inclusive and compassionate way. All experiences at Ty Gwyn are pupil centred and tailored to individual needs. This setting and approach leads to an environment which is saturated with smiles and excitement. The school is a key organisation within the wider federation that is Western Learning Federation and therefore, many of the values run in synergy with those of the Federation. The school is an organisation which is very proud of everything that they do and as a result there is an immense sense of excellence emanated through every interaction in the school. The concept of achievement could not be more appropriately defined than through the expectations that are set in this school. Every single individual within the organisation, be it pupil or adult is committed to being the best that they can for the learners of Ty Gwyn. This is translated through the aspirations for outstanding achievement. The needs of learners at Ty Gwyn are wide and complex, however, regardless of individual challenges, everyone is committed to achieving success albeit from a range of different starting points.

### **Comments from the Governing Body**

The Governing Body recognises the need across the city for extra provision to support complex pupils, within the context of an additional ALN strategy. Governors are proud of the provision Ty Gwyn school currently provides, and welcomes the opportunity for that provision to be extended to more pupils, within the context of the development of the Western Learning Federation. However, the Governing Body are clear that the proposed additional capacity must be properly planned and funded, to ensure that existing and new pupils continue to be experience excellent provision that enables them to meet their full potential.

The Western Learning Federation has been working with the Local Authority for the last eighteen months to overcome challenges in addressing the average pupil funding allocated to Ty Gwyn School. After a number of extensive conversations, presentations and designated special school task groups conducting reviews via

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the special school budget forum. There is a clear mutual understanding that this need to be addressed.

In order to successfully accommodate the proposed additional pupils into the school who are complex and at times require a high level of intensive support, the Governing Body and Western Learning Federation leadership team are clear that we need a level of average pupil funding that is a true reflection of challenges of need at the school.

The current pupil banding descriptors and placement categories urgently require review so that the average pupil funding for the school can be maintained and sustained, in order to fully meet the needs of pupils and enable them to thrive and flourish.

The current average pupil funding will **NOT** support the additional pupils that have been indicated as part of the consultation document. The Governing Body are very clear if average pupil funding **MUST** reflect the needs and challenges of the pupils and allow the school to develop the following:

- Appropriate and fit for purpose school organisation and leadership in the context of the Western Learning Federation.
- A robust professional learning offer that caters for a wide variety of need. This will support a skilled workforce that is needed to meet demands of the complex learners intended to attend the setting.
- Appropriate and sustained investment in specialist equipment needed to support the needs of learners.
- A sustainable programme of improvements to the current environment.
- Improvements to the school infrastructure.

### **Questions from the Governing Body**

1. Please can you outline how the Federation and the average pupil funding for Ty Gwyn School will be increased to achieve the following?
  - Appropriate and fit for purpose school organisation and leadership in the context of the Western Learning Federation.
  - A robust professional learning offer that caters for a wide variety of need. This will support a skilled workforce that is needed to meet demands of the complex learners intended to attend the setting.
  - Appropriate and sustained investment in specialist equipment needed to support the needs of learners.
  - A sustainable programme of improvements to the current environment.
  - Improvements to the school infrastructure.
2. In order to address workforce development across the setting an allocation of funding is required to meet the specialist requirements/training needs to ensure

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statements and Individual Development Plans (IDP's) and statutory requirements are met.

3. The current grant allocation the school does not reflect the specialist investment needed in our Teaching Assistants to carry out critical work with our pupils. Currently, this is being allocated via our core budget and is not in line with our mainstream settings.
4. Please can you outline health and other specialist provision will be enhanced to ensure the needs of all pupils continue to be fully met within the setting?

As pupil numbers increase and given the complexity of pupils based on health and behavioural need, health and other specialist provision needs to be increased to match the increased capacity intended as part of the consultation document. The Governing Body would like a robust audit of current provision to both provide clarity on the demand and evidence what support would be needed in the event of the increased pupil numbers.

With the recommendations outline as part of the consultation document, how will the school be supported to develop its infrastructure around the complexity of on-site traffic management plans that will include a substantial number of vehicles on site as part of the school day and exit at the end of the day. The current facility for drop off and pick up was designed to meet the need of 120 pupils.

5. What support will be in place to address this in light of a proposal for 240 pupils?
6. The proposals to take an additional 42 pupils would mean an additional six or seven classes, given the complex needs of our pupils. To achieve this, we would require additional classrooms and capacity the appointment of teaching support staff in place some months before the numbers of pupils increase. This is to allow detailed training of staff and the preparation of rooms for these additional pupils.
7. The complexity of our needs means that transitional space, the provision of intensive support and interim classes will be necessary to facilitate the re-modelling of the existing school provision.
8. Additional classes also require additional outdoor spaces and learning facilities to enable us to fully embrace into the new curriculum for Wales and excellent outdoor education to be provided. How will this be supported and achieved within the proposals?
9. The Governing Body is committed to ensuring that school facilities are available to support pupils and facilities during school holidays, including provision from

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external providers. What is the strategy by the Local Authority to support out of term time play provision for our pupils with a high level of complexity?

### **Specific questions and comments from parent Governors**

10. If come September 2022, we are asked to increase our pupil numbers, where are they supposed to go, knowing the current portacabins are not fit for our children? We have currently lost a coffee shop room facility and cookery room (to accommodate extra numbers of pupils allocated to the school in 2018).
11. I think Ty Gwyn needs a period of stability to take stock on the current pupils and staff. I personally feel staff need time to adjust to our current school numbers .
12. Funding, I have recently found out about the massive short fall that our children receive compared to a similar school in the vale. Can I ask why this has not been looked at?
13. If we as a Governing Body are asked to increase our numbers, I would want a definite answer on how many nurses, Occupational Therapists and Physios we would require as a minimum?
14. Before any agreed extra children are allocated to the school, all funding and staff should be in place before the children start. The school and more importantly staff should be put under more pressure dealing with increasing challenging children.
15. I have a question as to why the jump to 240 additional pupils is for September 2022 and not gradual along with the projected increase in demand across Cardiff? I refer particularly to table 6 on page 19 of the consultation document.
16. I was surprised as anyone about the C rating for the condition of Ty Gwyn, this seemed a little unfair it was only taking into account the refurbishment area of the Annex and not the rest of the school.
17. Standards – page 21 of the document states that ‘the proposal is not expected to have any negative standards on the quality of standards of education at the school’. How has this been quantified? A 20% increase in numbers will mean a measurable decrease in the access of current pupils to facilities, such as the hydrotherapy pool, which is already limited by COVID-19 pandemic. There were also plans to reopen the coffee shop which I understand may not be possible if the increase in pupil numbers goes ahead, which is important to older children’s transition and for developing transferable skills to life outside school

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18. Transport – page 23 of document include two ‘benefits’ of the proposed change, one of them being ‘would ensure that some pupils living in Cardiff would travel shorter distances to access specialist provision. Surely there is a flip side to this in that if only some are travelling a shorter distance, then more are travelling a longer distance- which hasn’t been listed as a potential disadvantage?
19. Transport- I disagree with the potential for a small increase in traffic around the school at the start and end of the day. It’s not a potential increase – it’s a definite increase and should be considered alongside the same on the whole Federation site, not just Ty Gwyn.
20. Please can you confirm if the expectation that pupil numbers on roll will be at 240 from September 2022?
21. Please can you outline the strategy for the improvements to the main car park at Ty Gwyn for entry and exit of pupils and also how the Council proposes to improve the service of drivers and escorts to meet the complex need?

### **Conclusion**

As a Governing Body, we are broadly supportive of the proposals within the consultation document but have significant concerns that we would like to be addressed:

- The average pupil funding for Ty Gwyn School and across the Federation
- The need for appropriate increase in budgets across the Federation, that are consistent, sustained and maintained to allow planning to take place over three to five years. (workforce development and school organisation)
- The need for appropriate health and other specialist provision to be increased and maintained across the Federation
- Ensuring that our learning environment is able to appropriately meet the needs of all pupils
- The increased number on roll will not have a detrimental impact to the current pupils at the school and therefore needs to be planned and financed in ways that enable smooth transitions, with appropriate and sustained increases in staff and facilities
- The Governing Body are concerned that the consultation document came to us in mid to late December 2021 without response required by the 1st February 2022. We believe that learning can be taken that more time could be allocated to work with Local Authority to achieve a right outcome for this consultation.

Please can all questions, concerns and comments be addressed to the Governing Body through the appropriate channels.

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Yours faithfully

*David Saunders*

David Saunders, Chair of Governors on behalf of the Western Learning Federation  
Governing Body.

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**Meadowbank Special School**

**Meadowbank Special School – Governing Body**

**Re: Response to the Proposal to increase the number of places at  
Meadowbank Special School**

Thank you for presenting the LEA's proposal for Meadowbank Special School under the Consultation for enhanced Additional Learning Needs provision across the city. Please pass on our thanks of the Governing Body to your colleagues who also attended the meeting on Tuesday 11th January 2022.

The Governing Body had a full discussion after your team left and we are pleased to inform you that the Governing Body **broadly** endorses the proposals. Our consultation response appears below:

- (i) The Governing Body 'broadly supports' the proposal to increase the NOR of pupils from 40 to 98 places from September 2022. Given the short indicative timeline's proposed, it is important that the increase of new classes is phased gradually. This will help the Governing Body and Senior Leadership Team to work strategically on any future staffing recruitment requirements.
- (ii) The Governing Body welcomes the proposal for works to be undertaken to provide new accommodation and facilities, and adaptations of the existing accommodation.
- (iii) The Governing Body seeks assurances from the Local Authority that the work to realise these ambitions of higher admission numbers and new accommodation are properly resourced and project managed. The Governing Body would like to see detailed project plans, including milestones, communication plans and risk registers associated with the project. We would welcome regular updates on progress and swift notification of any problems being encountered particularly anything which could lead to disruption to staff or the pupil's learning experiences.
- (iv) The Governing Body acknowledges that the Local Authority will need to work closely with the school to identify the type of needs for the pupils. We feel this will help support the school with recruiting future teaching staff who will have the appropriate expertise, as well as provide training for existing teaching staff.
- (v) The Governing Body acknowledges that the Local Authority has no direct control over the Local Health Board. Notwithstanding that, the Governors wish to reiterate our view that there should be closer links with the Cardiff

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and Vale University Health Board and given the nature of the cohort of children attending Meadowbank we would like to see on-site health professionals who can attend to the specific needs of pupils and support them on their education journey with us.

- (vi) The Governing Body also recognises the increased volume of traffic which will accompany an increase in pupil numbers. We would like further reassurances on the planning around how the higher number of vehicles will access, drop off/pick up and exit the site in an orderly and safe way. We will also want to ensure that we retain the goodwill of the local community and that the Local Authority plans this in a manner that is sympathetic to local residents and is planned in a sustainable and environmentally friendly way as far as that is possible.

It has been a difficult and unsettling time for all in the school community, particularly during a Pandemic. As a Governing Body, we will work closely with the Local Authority to ensure the proposals are carefully managed, providing we are given assurances to the concerns raised above.

We acknowledge that the proposals will provide the school further opportunities to thrive and flourish. It is an opportunity we welcome.

Yours sincerely,

**The Governing Body  
Meadowbank Special School**

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### Meadowbank Special School – Chair of Governing Body

#### Re: Response to the Proposal to increase the number of places at Meadowbank Special School

I would like to thank you and your colleagues for presenting the LEA's proposal for Meadowbank Special School under the Consultation for enhanced Additional Learning Needs provision across the city.

After giving the proposal careful consideration, I am pleased to inform you of my support in endorsing the proposals. Please note below of my consultation response:

- (i) I am pleased that the proposal provides an exciting opportunity for a brand-new accommodation and facilities, and extensive adaptations of the existing accommodation.
- (ii) I am pleased that the increase of NOR from 40 to 98 places, will allow the school to further enhance and grow its staffing team to support this. It is critical that the Local Authority continues to work closely with the school to identify the type of needs for the pupils. From a strategic perspective, this will help us ensure new classes are carefully organised by age and type of needs. This will also help us ensure that the school is recruiting teaching staff who will have the expertise to support the type of needs for the pupils, as well as provide further training to existing staff.
- (iii) It is disappointing that the Early Years Outreach is not being considered for further expansion at this moment in time. Given that the increase of children with additional learning needs will further expand in all specialist and mainstream settings in the future, I feel this ought to be looked at again. In this way, it will help further strengthen relationship links between all specialist and mainstream settings.
- (iv) I am concerned about the indicative timelines that have been proposed in readiness for the increase of NOR and modular accommodation. Whilst I am sure interim arrangements will be provided to accommodate the new cohort of children in September 2022, I would like **assurance** from the Local Authority that the programme of works will be properly resourced, and project managed. In this way, the project management team will be able to identify and resolve any complications without the need to disrupt the Headteacher's busy work schedule. I feel further progress updates from the Local Authority to Governors on a regular basis would be a great benefit.
- (v) I would like some clarity on once the increase of 98 reaches capacity. Is it likely that there may be a further consultation exercise to further increase

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NOR, if the demand for additional learning needs provision continues to increase further? If so, how will this be managed carefully by the Local Authority?

I trust the above responses are of satisfactory and would welcome your response to them in due course.

I am sure you can appreciate it has been a most challenging and unsettling time for Meadowbank, particularly continuing to support pupils during a Pandemic. Having served on the Governing Body for many years (including 3 of them as Chair), I have been most impressed to see how Meadowbank has been able to develop further as a school community, through its transition of increased numbers, widened criteria of additional learning needs and the staff that have helped to continue to make Meadowbank School the 'Centre of Excellence' it has always been established as.

I am delighted to see how Meadowbank will continue to thrive and develop it's school ethos and environment. As Chair, I look forward to becoming a small part of that.

Yours sincerely,

**Mike Borley**  
**Chair of Governors**

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## **Meadowbank Special School – Staff Response**

### **Re: Response to the proposal to increase the number of places at Meadowbank Special School January 2022**

Thank you for presenting the Local Authority proposal for Meadowbank Special School under the Consultation for improved Additional Learning Needs provision across the city of Cardiff. Please pass on the thanks of the staff to your colleagues who also attended the meeting on Wednesday 26th January 2022 where these proposals were discussed.

The Staff had a full discussion after your team left and I am pleased to inform you that they broadly endorse the proposals.

Our consultation response appears below:

1. The staff welcome the proposal to increase the NOR of pupils from 40 to 98 places from September 2022. It is also acknowledged that this would help to address the demand for specialist provision across Cardiff Local Authority. Although the proposal is to increase NOR to 98 pupils it should be noted that the school has already taken on extra pupils in 2021 with numbers currently sitting at 50 places. This increase in NOR has taken place within the current school building (albeit following some internal adaptations) which was only designed for an upper limit of 40 pupils.
2. In the past 4 years the school has grown 5-fold from 11 pupils to 50. This has had a significant impact on the workload of senior leaders due to the project management of building work to modify classroom environments, increased demand for recruitment, management and appropriate resourcing of classrooms, curriculum re-design and increased transition arrangements for new pupils.

Senior leaders must be re-assured that the new build project will be appropriately planned (in consultation with the Governing Body and Headteacher) and sustainably project managed (especially during holiday periods). The new building infrastructure should be fit for purpose providing a safe & stimulating multi-purpose environment to support the increase in ASD / complex learning need pupil numbers.

3. The school has worked hard to develop a strong supportive ethos where staff feel valued and part of a team. Growing 'too big too quickly' is a real concern. It has taken time to embed a collaborative culture and ethos. With an ever-increasing number of staff to manage and upskill it could be easy for staff to feel disparate.

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Staff should be commended by the way that they have had to cope with significant physical change to the existing building whilst accommodating a much wider range of complex pupils. The staff seek assurance from the Local Authority that the proposed adaptations and additions (to realise the ambition of higher admission numbers) are strategically & systematically planned, properly resourced and project managed. Staff would like to see detailed project plans (including proposed timescales), and risk assessments associated with the project. They would welcome regular updates on progress and swift notification of any problems being encountered particularly with regard to anything which could lead to disruption in the pupil's learning experiences.

4. Given the short timeline proposed it is important that the increase of new classes be phased in gradually. This will help the Governing Body and Senior Leadership Team to work strategically on future recruitment of staffing. Recruitment of specialist staff is becoming increasingly difficult with a limited pool of expertise to draw on. This is a huge concern as the school is dependent on skilled practitioners who can support pupils effectively and deliver a curriculum appropriate to our complex pupils needs.
5. The Local Authority will need to work closely with the school to identify whether the school can meet the needs of any further proposed pupils during this 'transition' time into the new build facilities as the school is currently stretched to full capacity. Whilst the building work is being completed the Local Authority has expressed a desire to continue to increase pupil numbers at Meadowbank. Further adjustment and modification of the current building will need to take place by August 2022 to accommodate any additional pupils prior to the new build. 3 current classrooms still have no outdoor provision at all meaning that the school is restricted in the pupils it can take during this period. Providing temporary accommodation will not be sufficient to meet all pupils needs and the Governing Body should not feel obliged to take them if leaders deem the provision is unsuitable.
6. The staff acknowledge that the Local Authority has no direct control over the Local Health Board. However, the staff wish to reiterate the view that there should be closer links with the Cardiff and Vale University Health Board given the nature of the cohort of children attending Meadowbank. We would like to request on-site health professionals that can support & attend to the specific needs of our more complex pupils.
7. Staff recognise that an increased volume of traffic on site will accompany an increase in pupil numbers due to the need for additional staff. The current staff car park is already beyond full capacity. Staff would like further reassurance as to how a higher numbers of transport vehicles (car's taxi's and minibuses) will access, drop off/pick up and exit the site in an orderly and safe way. They

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also want to ensure that the school retains the goodwill of the local community and that the Local Authority plans this in a manner that is sympathetic to local residents and sustainable and environmentally friendly as far as is possible.

8. Staff are fearful that the new building will be too 'detached' from the current school making it challenging to keep a whole school ethos. Staff worry about feeling isolated when working in a completely separate building, especially with a separate staffroom and remote playground areas. Staff request a physical linkage between the sites, making sure there are suitable covered pathways between the two buildings. This would also support the transport of hot food from the kitchen and the movement of pupils across the site to other well used spaces such as the soft play room, sensory room and regulation space. It is requested that these areas are covered to provide some shelter from the elements when moving around the site.
9. Increasing numbers of pupils require sensory regulation. At present this provision (soft play room / sensory space) is shared (via timetabling) across classes. With increased numbers of pupils requiring these spaces can some mobile sensory equipment be provided as a 'stop gap' option? New classrooms will have to have the capacity to turn into multi-purpose sensory spaces to allow for this provision to be offered.
10. All Meadowbank pupils require a Foundation Phase approach of 'learning through play' which is fundamentally supported by enhanced outdoor learning. Staff request that all outdoor areas be fully adapted & resourced (as directed by those practitioners that work with the pupils) to provide the best learning opportunities for pupils.
11. Finally, many pupils are starting to become aware of the re-generation of the new site as preliminary works start to be undertaken. Can contractors work with the school to help the pupils understand what is happening at the back of the school?

Yours sincerely,

**The staff of Meadowbank Special School**

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## **The Hollies Special School**

### **The Hollies Special School – Governing Body**

Consultation Response from FGB Hollies School

On Tuesday 18 January the Governors of The Hollies School attended a full governing body meeting.

There were 10 governors in attendance and the meeting was quorate

In attendance there were the following guests, Richard Portas -programme director school organisation program, Rachel Smith-school organisation programme commissioning manager, Brett Andrewartha school organisation planning team manager, Jenny Hughes – senior achievement leader inclusion, Louise Flynn -SOP HR manager.

Within the agenda it received a virtual presentation from SOP on the School Organisation Proposal and thereafter there was a discussion and the questions and queries were answered by the members of SOP.

A number of points came to light and the Governors wish them to be taken into consideration as part of the consultation process.

Although school is set up for 80 pupils it has crept to 117 to date and is all most at breaking point.

Therefore the governors do not wish this number to be further increased until the infrastructure is fit for purpose and safe to support the increase in pupil numbers. It noted and acknowledged credit to staff for maintaining the status to date.

\* The FGB would welcome a strategic and planned approach to the proposed development which would need to be phased to support the expansion including

- adjustment and modification of the building
- the recruitment of teachers, TAs over a period of time allowing them to embed into the culture and ethos of the school
- the phased admission of additional pupils

\* In the current environment there are pressures on the school buildings and taking extra pupils during a time of significant change would, by its nature, cause further additional stress on staff and pupils. It would respectfully request that this is managed for all stakeholders

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\* The Hollies Estyn report 2019 recommendation stated that the car park was unsafe as traffic on the school grounds at start and end of school day presented a risk to the safety of pupils, staff and visitors.

Mindful of this concern, and with the anticipated further increase to the vehicles required to transport 150 pupils on the school grounds assurances that this safeguarding issue would be addressed is needed

\* Although the first stage of the proposal stage is to increase to 118 pupils it should be noted that the school has taken on extra pupils in 2021 pupils and the numbers have currently 'crept' to 117. In the background of this the school would not accept any more children until the school is fit for purpose. The Hollies is not a mainstream school and the pupils who attend have a wide range of sensory difficulties. Additionally if there are delays with the project for example new classrooms not being completed on time for new pupils there must not be any pressure on the school to admit these pupils in temporary accommodation or increase already established classes.

In response to the Consultation the overall feeling of the FBG was that it supported the project. It recognised that it would allow The Hollies to provide a suitable and fit for purpose environment for both pupils and staff alike. The improvements to modernise the school building is welcomed and long overdue. Additionally, it would help to address the demand for specialist provision across the authority.

Lisa Gerson  
Chair of Governors

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**Llanishen Fach Primary School**

**Llanishen Fach Primary School – Staff**

Please accept the following as the staff response to the consultation to expand the SRB at Llanishen Fach.

As a staff, both teaching and support, we have had a number of formal and informal opportunities to input our thoughts and observations with regards to the proposed expansion of the SRB. In addition, following the Cardiff City Council presentation to our governors the teaching and non-teaching representatives shared the details presented and reported on their response.

At all times the school staff have been very much of the opinion that any expansion is not only a benefit to current and future SRB pupils but to the wider school community. In recent years, under the headship of Mrs Sarah Coombes, the SRB has developed into a valued and highly cherished part of the school community. The integral role 'the base' plays in providing a caring and rounded start for all our pupils, from integration into mainstream to fostering caring and supportive relationships within and between the SRB and mainstream classes, cannot be underestimated. Unsurprisingly then, the staff are wholeheartedly in favour of this development and look forward to welcoming new SRB pupils to our school in September 2023.

Kind regards

*Annie James*

Deputy Executive Headteacher  
Llanishen Fach and Pentyrch Primary Schools

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**Marlborough Primary School**

**Marlborough Primary School – Response from School**

Having spoken to the head and in line with the response from our Governing body, we as a school are very happy with the work that has already been completed at Marlborough and feel that there is no need for consultation as the building work is done and the children are already in attendance

Thanks so much for the offer

Leah Crew  
Assistant Head

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**Springwood Primary School**

**Springwood Primary School – Governing Body and Staff**

**RE: response in relation to ALN consultation meeting from Springwood  
Governing body**

On behalf of the governing body at Springwood Primary school, I would like to respond following the virtual consultation meeting held online on Thursday 20th January 2022.

The governing body feel they should support the proposals and welcome the additional provision as set out in the documentation. Springwood welcomes the opportunity to support up to 28 pupils with additional learning needs as this very much fits with the schools ethos of supporting all children and providing them with every opportunity to develop and make the best of their talents.

Through working closely with the local authority, the staff at Springwood are very aware of the growing and increasing need for specialist places across Cardiff and beyond.

As an older school we would welcome further funding, as discussed at the meeting, to improve the fabric of our base classrooms and surrounding areas, so we can provide the best environment for these children to learn and thrive, especially to undertake outdoor learning, wherever possible.

Thanks again for the support from the LEA in funding an additional teacher post for our ALN provision, it has made a stark difference to the staff and our wonderful children.

Kind regards

Emma Turner on behalf of the staff and the governing body at Springwood Primary school

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**Responses Received in Relation to the ALN Proposals**

**Ysgol Glan Morfa – Headteacher and Chair of Governors**

Dear Sir / Madam,

I am writing to you in response to Cardiff Council's ALN consultation to increase the number of special school and specialist resource base places for learners aged 3-19.

Firstly, I would like to say that we welcome the investment in the city's ALN provision to our most vulnerable learners. Cardiff Council should accept high praise for prioritising excellent resources and growing staff specialism in areas of most need. Securing investment at this level creates specialist resource and workforce capacity to respond to the growing demand for provision in this area.

We are also pleased that more Welsh speakers are part of the council's ALN team and we would like to thank all the staff that have worked closely with us. Their work and support is greatly appreciated and valued by us all.

However, we do have some concerns about the consultation. The consultation is not consistent with the recent Welsh in Education Strategic Plan which noted the council's ambition to open three specialist units in Welsh Medium Schools in the primary sector and a further three SRB in the secondary sector.

It is also important to note that investment in one sector only (English Medium) encourages parents and families to transfer ALN pupils to the English sector where the investment and resources are superior.

Investment is needed in the Welsh Medium Sector in order to ensure parity of provision and full inclusion within Welsh Medium Schools. An urgent audit is also required in the primary sector in order to ascertain the correct numbers. It is not clear how the conclusion reached that the English Medium Sector has a growing need but the Welsh Medium Sector does not. Was the Welsh Medium Sector consulted in this research? There are specific cases involving ALN children from Glan Morfa having no choice but to access English medium provision. This has caused real concern to parents, and to the school, about whether this is the best outcome for the children in question. We would be happy to discuss details of these cases in confidence if that would be helpful.

We also feel that there is a lost opportunity when establishing and building new Welsh Medium Primary schools that due consideration hasn't taken place for an inclusion of an ALN provision. Newly established SRB (Schools Resource Base) seems to be an afterthought and are put into existing buildings rather than a purpose-built setting. We encourage Cardiff Council when looking at future plans to

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build new school buildings for Ysgol Pen-y-Pil and Ysgol Nant Caerau to look into establishing a fit for purpose permanent home to these SRB's.

We look forward to your response.

Yours sincerely,

Mr M Tomos & Mr A Regan  
Headteacher and Chair of Governors.

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**Ysgol Gymraeg Melin Gruffydd – Governing Body**

27 January 2022

Dear Colleague

Re: Cardiff City and County Council ALN Consultation

I am writing on behalf of the Governing Board of Ysgol Gymraeg Melin Gruffydd to state our dissatisfaction with the lack of provision within the Welsh-medium sector in the above consultation.

Firstly, I would like to point out that we acknowledge and welcome the recommendations and the increase in capacity for the English-medium sector and fully support the provision for the most vulnerable pupils in our communities but there is a lack of clear provision in terms of emotional health and wellbeing and behaviour within the Welsh-medium sector.

This consultation contradicts the recommendations of the Cardiff WESP consultation where the opening of three primary specialist centres and three secondary specialist centres is mentioned.

We are concerned that investment in mainly one sector (English) can encourage families/parents to move ALN children to an English medium sector where provision and investment is best. Investment in the Welsh-medium sector is needed to ensure equal provision and full inclusion within the sector's schools.

There needs to be a current and immediate audit to the needs of pupils in the primary Welsh-medium sector. The documentation shows an increasing need within the English-medium sector, but NOT in the Welsh-medium sector. How was this outcome reached?

Opportunities to expand ALN provision were missed by the establishment of specialist classes or units when new Welsh-medium schools were built in the city. As a result, it is unfair to say that the lack of suitable space / placements within the Welsh-medium schools is a reason not to increase the specialist provision for the Welsh-medium sector.

We wish to make a request under the Freedom of Information Act to access the data used for the proposed Scheme.

Yours sincerely

Rhodri Elis Jones

Chair

Board of Governors of Ysgol Gymraeg Melin Gruffydd

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## Ysgol Gymraeg Glan Ceubal – Governing Body

ALN Consultation Document 2021/2022

Thursday 27<sup>th</sup> January 2022

With reference to the ALN Proposals Consultation Document this is the response from the governing body of Ysgol Gymraeg Glan Ceubal.

### The Consultation Process Undertaken by the Governing Body

- The ALN Proposals Consultation Document was made available to all the governors on our governing body to review and consider.
- A presentation was made by Mrs Lisa Mead, Headteacher of Ysgol Gymraeg Glan Ceubal, to the governing body meeting held on Thursday 20<sup>th</sup> January 2022. This presentation was a summary of the discussions of the heads of Welsh Medium schools within Cardiff.
- The governing body discussed the points raised in this presentation.

**The Key Points discussed.** Cardiff local authority proposes to increase the number of special school and specialist resource base places for learners aged 3 – 19 with complex learning needs and autism spectrum conditions and the reasons for these proposed changes.

1. These proposals include:

Ysgol Arbennig Ty Gwyn o 198 i 240 o Fedi 2022

Ysgol Arbennig Meadowbank o 40 i 98 o Fedi 2022

Ysgol Arbennig Hollies o 90 i 119 o Fedi 2022

Ysgol Arbennig Hollies o 119 i 150 o Fedi 2023

CAA (Canolfan Adnoddau Srbennigol) yn Llanishen Fach Primary School o 20 i 30 lle o Fedi 2023

CAA yn Marlborough Primary School o 20 i 30 o Fedi 2022

CAA yn Pentrebane Primary School o 20 i 24 lle o Fedi 2022

CAA yn Springwood Primary School o 20 i 28 o Fedi 2022

Cynyddu niferoedd: (anghenion dwys Uwchradd)

❖ CAA Ysgol Uwchradd yr Eglwys Newydd o 70 i 100 o Fedi 2022

❖ Sefydlu CAA gyda lle i 30 yn Ysgol Uwchradd Willows o Fedi 2023

Cynyddu lleoliadau ar gyfer cyflwr awtistiaeth:

❖ CAA Ysgol Uwchradd Llanishen o 20 i 45 o Fedi 2022

❖ CAA Canolfan Marion o 42 i 66 o Fedi 2022

❖ Sefydlu CAA (30 lle) yn Ysgol Gyfun Gymraeg Glantaf ochr yn ochr a Canolfan Arbenigol presennol (30 lle) o Fedi 2023

To Increase the designated number of places to :

❖ Ty Gwyn Special School from 198 to 240 from Sept 2022

❖ Meadowbank Special School from 40 to 98 from Sept 2022

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- ❖ The Hollies Special School from 90 to 119 from Sept 2022
- ❖ The Hollies Special School from 119 to 150 from Sept 2023
- ❖ SRB at Llanishen Fach Primary School from 20 to 30 places from Sept 2023
- ❖ SRB at Marlborough Primary School from 20 to 30 from Sept 2022
- ❖ SRB at Pentrebane Primary School from 20 to 24 spaces from Sept 2022
- ❖ SRB at Springwood Primary School from 20 to 28 from Sept 2022
- ❖
- Increase the designated number: (complex needs Secondary )
- ❖ SRB at Whitchurch High School from 70 to 100 from Sept 2022
- ❖ Establish a 30 place SRB at Willows High School from Sept 2023
- Increase number of Autism Spectrum Condition:
- ❖ SRB at Llanishen High School from 20 to 45 from Sept 2022
- ❖ SRB at The Marion Centre from 42 to 66 from Sept 2022
- ❖ Establish a 30 place Specialist Resource Base at Ysgol Gyfun Gymraeg Glantaf alongside the existing 30 place SRB from Sept 2023

Er fod 2 ysgol cyfrwng Cymraeg (Nant Caerau a Pen y Pil) ar restr ysgolion buddsoddiad Band B yr AALI mae hefyd nifer o ysgolion / unedau ADY cyfrwng Saesneg ar y rhestr fuddsoddiad. Sef:

Ysgol Y Llys (ysgol ymddygiadol)

Ysgol Riverbank (ysgol gynradd darpariaeth cymysg ADY / anghenion cymhleth)

Ysgol Woodlands (ysgol uwchradd ADY cymhleth / ASD)

Ysgol Greenhill (ysgol uwchradd ymddygiadol)

Felly mae buddsoddiad dwbl yn y ddarpariaeth ADY cyfrwng Saesneg e.e. y cynigion newydd + buddsoddiad Band B.

Although there are 2 Welsh-medium schools (Nant Caerau a Pen y Pil) on the LEA's Band B investment schools list, there are also several English-medium ALN schools / units on the investment list. They are:

The Court School (emotional / behavioural school)

Riverbank Special School (primary school with mixture of complex needs / ASD)

Woodlands (secondary school complex learning needs / ASD)

Greenhill (secondary behavioural)

There is therefore double investment in English medium ALN provision e.g., these new proposals + Band B investment

**YGCC Comments.** Whilst the governing body of Ysgol Gymraeg Glan Ceubal recognise and support the need for an increase of ALN provision throughout the city, we are concerned that the opportunity to provide additional provision for pupils in Welsh Medium school has not been taken in these proposals. We would therefore ask that this be addressed in the consultation discussions prior to a formal decision is made by the council.

- We therefore agree with the headteachers of the city's Welsh Medium Schools when they state in their response document.

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Cefnogaeth llwyr i fuddsoddi yn y ddarpariaeth i ddisgyblion mwyaf bregus ein cymunedau. Canmoliaeth uchel i'r Cyngor Sir i fuddsoddi yn y gynhaliath orau ac yn gritigol i dyfu arbenigaeth staff a chanolfannau arbenigol mewn meysydd o alw clir. Mae sicrhau buddsoddiad ar y lefel hwn yn creu capasiti arbenigol o ran adnoddau a'r gweithlu i ymateb i'r galw cynyddol am ddarpariaeth yn y maes hwn.

- Warm support to invest in resources for some of our most vulnerable learners. High praise for the County Council for prioritizing excellent resources and critically to grow staff specialism in areas of most need. Securing investment at this level creates specialist resource and workforce capacity to respond to the growing demand for provision in this area.

**However, these are the concerns** made by the Welsh Medium headteachers that we, as governors of Ysgol Gymraeg Glan Ceubal, agree with:

- Mae'r ymgynghoriad hwn yn gwrthddweud argymhellion ymgynghoriad CSGA Caerdydd lle sonir am agor tair canolfan arbenigol cynradd a thair canolfan arbenigol uwchradd.
- Mae buddsoddi mewn un sector yn unig (Saesneg) yn annog teuluoedd / rhieni i symud plant ADY i gyfrwng sector Saesneg ble mae'r ddarpariaeth a'r buddsoddiad orau.
- This consultation contradicts the recent WESP consultation which noted the Council's ambition to open three specialist units in WM schools in the Primary sector and a further three SRB in the Secondary sector
- Investment in one sector only (English Medium) encourages parents / families to transfer ALN pupils to the EM sector where the investment and resources are superior.
  
- Mae angen buddsoddi yn y sector Cyfrwng Cymraeg er mwyn sicrhau darpariaeth gyfartal a chynhwysiant llawn o fewn ysgolion y sector.
- Mae angen awdit cyfoes a buan i anghenion disgyblion yn y sector cyfrwng Cymraeg cynradd. Mae'r ddogfennaeth yn dangos angen cynyddol o fewn y sector cyfrwng Saesneg, ond NID yn y sector cyfrwng Cymraeg – sut daethpwyd i'r canlyniad hwn a sut cafodd y sector cyfrwng Cymraeg ei gynnwys yn yr ymchwil?
- Investment is needed within the Welsh Medium sector in order to ensure parity of provision and full inclusion within WM schools.
- A recent and urgent audit is necessary to ascertain ALN within the WM sector (especially in the Primary sector). The documentation demonstrates a growing need within the EM sector but not in the WM sector. How was this conclusion reached and how was the WM sector included in this research?

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- Diffyg darpariaeth clir o ran iechyd a lles emosiynol ac ymddygiad o fewn y sector cyfrwng Cymraeg ar gyfer disgyblion Cam 4-5 (sydd ag anghenion y tu hwnt i ddarpariaeth prif ffrwd)
- Diffyg lle / ystafelloedd ar gyfer dosbarthiadau lles / maeth mewn sawl ysgol oherwydd poblogrwydd addysg cyfrwng Cymraeg a diffyg lleoliadau addas
- Lack of clear provision in terms of emotional health and well-being and behaviour within the Welsh-medium sector for pupils at Stage 4-5 (who have needs beyond mainstream provision)
- Lack of space / classes in schools to establish nurture / wellbeing classes within most settings due to lack of spaces within WM schools
  
- Collwyd cyfleoedd i ehangu darpariaeth ac adnoddau ADY mewn ysgolion newydd cyfrwng Cymraeg yn y ddinas.
- Angen buddsoddi mewn canolfannau arbenigol er mwyn creu capasiti ADY cyfrwng Cymraeg o fewn y gweithlu (Fel sy'n digwydd o fewn canolfannau cyfrwng Saesneg ar draws y ddinas).
- Lost opportunities of establishing new WM primary schools without due consideration and inclusion of ALN provision.
- Clear need to invest in specialist bases to grow specialist ALN support within the workforce. (As happens in EM sectors across the city).
  
- Angen rhaglen hyfforddi gyfoethog i sbarduno hyfforddiant ADY arbenigol o fewn y gweithlu cyfrwng Cymraeg ar bob lefel.
- Mae diffyg clir o ran ystyried anghenion awtistiaeth o fewn y sector cynradd, yn enwedig wrth sefydlu canolfan arbenigol awtistiaeth o fewn yr uwchradd.
- A rich programme of specialist training opportunities is needed within the WM sector.
- The lack of consideration of autism support within the WM primary sector is apparent especially in relation to establishing an autism support base in the secondary sector.

### **In Conclusion.**

Our school is within a community that has a strong and developing Welsh language and Welsh culture base. We have a diverse population within the community with pupils speaking Welsh within school and English at home, whilst other families speak as their first language. Cardiff local authority plans for the development of education within the city acknowledge this and the need for additional places for children needing Additional Learning Needs provision

However, we believe that the council, the education authority, and their officers must be far more aware of the need for pupils to receive ALN education and support through the medium of the Welsh language. These pupils and their parents have

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chosen to receive their education through Welsh, but these proposals do not seem to provide adequate ALN places and support for those pupils who are Welsh speaking and who have additional learning needs.

We as a governing body hope that this can be addressed before the provisions in the consultation document is implemented.

*David Saunders*

Chair of the Governors: Ysgol Gymraeg Glan Ceubal.

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### **Ysgol Pencae – Chair of Governing Body**

Fel Cadeirydd Corff Llywodraethu Ysgol Pencae, hoffwn gefnogi eich ymrwymiad i fuddsoddi mewn adnoddau ar gyfer rhai o'n dysgwyr mwyaf bregus ar draws y Ddinas. Mae sicrhau buddsoddiad ar y lefel hon yn creu adnoddau arbenigol a gallu gweithlu i ymateb i'r galw cynyddol am ddarpariaeth yn y meysydd hyn. Gyda hyn mewn golwg felly, mae hi'n siom anferthol fy mod yn gorfod mynegi fy mhryder dwys ynghylch y diffyg darpariaeth ar gyfer ADY mewn ysgolion cyfrwng Cymraeg ar draws y Ddinas. Mewn gwirionedd efallai mai'r sioc fwyaf yw nad yw'r ddogfen hon yn adlewyrchu bwriadau CSGA Caerdydd. Yr wyf yn digwydd bod yn aelod o'r pwyllgor hwn ac mae'n syfrdanol bod diffyg croesgyfeirio a chyfathrebu wedi arwain at y sefyllfa hon.

Mae'r Cynllun Strategol Cymraeg mewn Addysg yn nodi'n glir yr uchelgais i greu tair uned arbenigol yn y sector Cynradd a thair arall yn y sector Uwchradd. Gan fod Caerdydd yn gweithio tuag at gefnogi uchelgais Llywodraeth Cymru o filiwn o siaradwyr, mae'r cymorth hwn yn hollbwysig er mwyn darparu'r sylfeini angenrheidiol i ganiatáu'r cyfle hwn i bob disgybl heb ragfarn. I fynd â hyn gam ymhellach, mae'r ddarpariaeth Gymraeg yn y Ddeddf ADY yn anelu at fod yn system ddwyieithog o gefnogi ac amddiffyn plant sydd angen darpariaeth ddysgu ychwanegol yn y Gymraeg ac mae'n nodi'n glir y dylid cymryd pob cam rhesymol i sicrhau bod yr hawl hon ar gael i blant. Gan symud hyn gam ymhellach, mae Caerdydd yn rhagweithiol iawn o ran cefnogi hawliau'r plentyn ac yn unol â'r hawliau hyn, mae Erthyglau 28, 29 a 30 yn ei gwneud yn berffaith glir bod darpariaeth ADY yn iaith y plentyn ei hun yn hawl gyffredinol fel y'i cydnabyddir gan y Cenhedloedd Unedig.

Yn syml iawn, mae'r anghydbwysedd mewn buddsoddiad rhwng y sector Cymraeg a'r sector Saesneg yn gwthio rhieni/teuluoedd i drosglwyddo eu plant i'r sector Saesneg er mae derbyn y gefnogaeth angenrheidiol. Mae'n rhaid felly buddsoddiad o fewn y sector cyfrwng Cymraeg er mwyn sicrhau cydraddoldeb ar sail darpariaeth a chynhwysiant llawn o fewn ysgolion cyfrwng Cymraeg.

Nid yw'n ymddangos bod y niferoedd ar gyfer anghenion cyfrwng Cymraeg ar gyfer ADY wedi'u pennu ar y wybodaeth ddiweddaraf a byddai'n ddefnyddiol cynnal awdit o angen at y diben hwn. O'r hyn yr wyf wedi canfod o'r ddogfen ymgynghori, mae'n ymddangos nad oes digon o ddarpariaeth o ran iechyd emosiynol a lles ac ymddygiad o fewn y sector cyfrwng Cymraeg ar gyfer disgyblion ar gam 4-5 (sydd ag anghenion y tu hwnt i ddarpariaeth prif ffrwd ). Rwy'n meddwl, pan adeiladwyd yr ysgolion cynradd Cymraeg newydd, y dylai cydnabyddiaeth o ofynion ADY fod wedi bod yn rhan o'r broses gynllunio. Yn hytrach na cholli rhagor o gyfleoedd, mae'n amlwg bod angen i Gaerdydd i fuddsoddi mewn canolfannau arbenigol er mwyn cynyddu cymorth ADY arbenigol o fewn y gweithlu, fel sy'n digwydd yn y sector cyfrwng Saesneg ar draws y ddinas.

Rwyf hefyd yn credu yn gryf bod angen i ASD gael sylw mwy penodol ar gyfer ysgolion cyfrwng Cymraeg yn seiliedig ar ein profiadau ein hunain yn Ysgol Pencae. Byddwn

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yn dadlau bod diffyg ystyriaeth i gymorth awtistiaeth o fewn y sector cynradd cyfrwng Cymraeg yn amlwg, yn enwedig mewn perthynas â sefydlu sylfaen cymorth awtistiaeth yn y sector uwchradd.

Ysgrifennwyd y llythyr hwn yn rhannol oherwydd rhwystredigaeth bod yn rhaid i ysgolion Cymraeg frwydro unwaith eto dros gydraddoldeb o fewn eu Prifddinas eu hunain. Gallaf ddweud yn hyderus ein bod bob amser yn awyddus i sefydlu partneriaeth agos gyda'r awdurdod lleol ac yn eiddgar cefnogi Fforwm o ysgolion cyfrwng Cymraeg i sefydlu partneriaeth waith agos rhwng y sector ac arweinyddiaeth yr awdurdod lleol.

Credaf, heb ymateb boddhaol i'r pryderon hyn, bydd rhaid codi hyn gyda Gweinidog y Gymraeg ac Addysg Llywodraeth Cymru er mwyn ei fod yn gwbl ymwybodol o'r gwahaniaeth sy'n bodoli rhwng y sector Cymraeg a Saesneg yng Nghaerdydd. Mae pob plentyn yn gyfartal, mae gan bob plentyn hawliau a dylai'r hawl i ddarparu cymorth dysgu ychwanegol yn iaith y plentyn fod yn gasgliad rhagdybiedig ond yn anffodus mae hyn ymhell o fod yn wir.

Edrychaf ymlaen at gael ateb wrthoch chi y bydd yn lleddfu rhai, os nad y cyfan o'm pryderon.

As Chair of the Governing Body of Ysgol Pencae I would like to express our support for your commitment to invest in resources for some of our most vulnerable learners across the City. Securing investment at this level creates specialist resource and workforce capacity to respond to the growing demand for provision in these areas. With this in mind it is therefore with great disappointment that I have to express my concern at the lack of provision for ALN in Welsh-medium schools across the City. In fact, perhaps the greatest shock is that this document doesn't reflect the intentions of Cardiff's WESP. I happen to be a member of this committee and it is astounding that a lack of cross-referencing and poor communication has led to this position.

The WESP clearly indicates the ambition to create three specialist units in the Primary sector and a further three in the Secondary sector. As Cardiff is working towards supporting the Welsh Government ambition of a million speakers, this support is crucial in providing the necessary foundations to allow all pupils without bias this opportunity. To take this a step further, the Welsh language provision in the ALN Act aims to be a bilingual system of support and protects children who need additional learning provision in Welsh and it states clearly that all reasonable steps should be taken to ensure that this right is provided. Moving this a step further, Cardiff is very proactive in support of the rights of the child and in accordance with these rights, Article 28, 29 and 30 make it perfectly clear that ALN provision in a child's own language is a universal right as recognised by the United Nations.

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Quite simply, the imbalance in Investment in one sector (English Medium) encourages parents / families to transfer ALN pupils to that sector where the investment and resources are more readily available thus decreasing the numbers of pupils in Welsh-medium schools. Investment is therefore crucial within the Welsh-medium sector in order to ensure parity of provision and full inclusion within Welsh-medium schools.

The numbers for Welsh-medium needs for ALN don't seem to be based on up-to-date information and it would be helpful to hold an audit of need for this purpose. From what I have ascertained from the consultation document, there seems to be a lack of clear provision in terms of emotional health and well-being and behaviour within the Welsh-medium sector for pupils at Stage 4-5 (who have needs beyond mainstream provision). I think when the new Welsh primaries were built, a recognition of ALN requirements should have been part of the planning process. Rather than miss any more opportunities, it is apparent that Cardiff has a clear need to invest in specialist bases in order to grow specialist ALN support within the workforce, as happens in the English-medium sector across the city.

I also strongly believe that ASD needs more specific attention for Welsh-medium schools based on our own experiences in Ysgol Pencae. I would argue the lack of consideration of autism support within the Welsh-medium primary sector is apparent, especially in relation to establishing an autism support base in the secondary sector.

This letter is written in part out of frustration that once again Welsh-medium schools have to fight for equality within their own Capital City. I can say with confidence that we are always eager to establish a close partnership with the local authority and eagerly support the Forum of Welsh-medium schools. It is key to establish a close working partnership between the sector and LA leadership to scope and realise creative and practical solutions to these challenges, which could become a blueprint of outstanding practice for the future.

I believe that without a satisfactory resolution, the Welsh Government Minister for Education and Welsh Language will need to be made aware of the disparity that exists between the Welsh and English sector within Cardiff. All children are equal, all children have rights and the right to provide additional learning support in the language of the child and this be a matter of course, but unfortunately as things stand, this is far from being true.

I look forward to receiving a reply in the hope that it will ease some if not all my concerns.

Yn gywir,

*Daniel Tiplady*

(Daniel Tiplady – Cadeirydd y Llywodraethwyr Ysgol Pencae)

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**Ysgol Gymraeg Pwll Coch – Headteacher and Chair of Governors**

**Ymgynghoriad ADY Cyngor Dinas a Sir Caerdydd**

**Ymateb gan Bennaeth a Chadeirydd Llywodraethwyr Ysgol Gymraeg Pwll Coch**

**25 Ionawr 2022**

Rydym yn croesawu cyhoeddi dogfennaeth sy'n benodol yn targedu gwelliannau i'r ddarpariaeth ADY ar draws y ddinas. Rydym yn gwbl gefnogol gan gytuno bod angen buddsoddiad yn y ddarpariaeth i rai o'r disgyblion sy'n wynebu heriau sylweddol yn ein cymunedau yng Nghaerdydd.

Cytunwn hefyd bod angen darparu ar gyfer anghenion mwy cymhleth, yn enwedig anghenion iechyd meddwl a lles emosiynol, sydd wedi cynyddu yn sgîl y pandemig.

Rydym yn croesawu'r uchelgais o sicrhau twf ar draws y ddinas o ran lleoedd pwrpasol arbenigol a sicrhau'r amgylchedd gorau i ddisgyblion sydd ag anghenion dysgu ychwanegol yn yr 21ain Ganrif. Fel ysgol sydd â Chanolfan Adnoddau Arbenigol, rydym yn sylweddoli mor bwysig yw darparu'r adnoddau a'r gefnogaeth orau posibl i ddisgyblion, beth bynnag yw eu hanghenion.

Hoffem nodi hefyd mewn ymateb:

- Os yw'r Sir yn ystyried cynyddu niferoedd canolfan arbenigol Ysgol Gymraeg Pwll Coch edrychwn ymlaen at glywed gan y Sir yn uniongyrchol am y cynlluniau hynny a chael mewnbwn iddynt fel Ysgol.
- Mae'r ddogfen yn sôn am welliannau hirdymor o ran adnoddau a thwf lleoedd yn y sector cynradd cyfrwng Saesneg yn unig. Mae buddsoddi mewn un sector yn unig (cyfrwng Saesneg) yn ffafrio un sector. Mae angen buddsoddi yn y sector Cymraeg yn ogystal â'r Saesneg er mwyn sicrhau darpariaeth gyfartal a sicrhau cynhwysiant llawn.
- Gallai buddsoddi mewn un sector annog rhieni i symud eu plant i ble mae'r adnoddau, y ddarpariaeth a'r buddsoddiad gorau, ac felly bydd disgyblion yn cael eu colli o'r sector Cymraeg.
- Mae'r ymgynghoriad yn gwrth-ddweud argymhellion ymgynghoriad CSGA/WESP Caerdydd sy'n sôn am agor tair canolfan arbenigol cynradd cyfrwng Cymraeg a thair canolfan arbenigol uwchradd cyfrwng Cymraeg.

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- Mae'r ddogfennaeth yn dangos angen cynyddol o fewn y sector cyfrwng Saesneg, ond nid yn y sector Cymraeg – sut y daethpwyd i'r casgliad hwn? A gafodd y sector

Cymraeg ei gynnwys yn yr ymchwil?

- Mae angen awdit ar frys i anghenion disgyblion yn y sector cyfrwng Cymraeg cynradd ar draws y ddinas er mwyn deall yr anghenion a'r twf posibl.
- Mae diffyg yn y ddarpariaeth o ran iechyd a lles emosiynol ac ymddygiad o fewn y sector cyfrwng Cymraeg ar gyfer disgyblion Cam 4-5 (sydd ag anghenion y tu hwnt i ddarpariaeth brif ffrwd). Mae angen cynllunio ar gyfer darpariaeth cyfrwng Cymraeg yn y maes hwn.
- Cynigir canolfan arbenigol awtistiaeth cyfrwng Cymraeg uwchradd ond nid ar gyfer y sector cynradd. Os yw'r sir yn rhagweld yr angen am fwy o leoedd arbenigol dylid ystyried ehangu darpariaeth awtistiaeth arbenigol yn y cynradd yn ogystal.
- Mae angen buddsoddi mewn canolfannau arbenigol er mwyn creu capasiti ADY cyfrwng Cymraeg o fewn y gweithlu (fel sy'n digwydd o fewn canolfannau cyfrwng

Saesneg ar draws y ddinas). Mae angen rhaglen hyfforddi i sbarduno hyfforddiant ADY arbenigol o fewn y gweithlu cyfrwng Cymraeg.

Gofynnwn i chi ystyried y pwyntiau uchod wrth ehangu eich darpariaeth ADY ar draws y ddinas, gan roi ystyriaeth lawn i ddatblygu addysg arbenigol cyfrwng Cymraeg, yn gyfartal â'r Saesneg. Edrychwn ymlaen at gydweithio gyda chi yn y ystod y blynyddoedd nesaf i ganfod datrysiadau ar draws y sir a fydd yn rhoi'r cyfleoedd gorau posibl ar gyfer plant a phobl ifanc Caerdydd sy'n dymuno addysg Gymraeg.

Yn gywir,

Mr Dewi Rees  
Pennaeth  
Ysgol Gymraeg Pwll Coch

Nona Gruffudd-Evans  
Cadeirydd y Corff Llywodraethu

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**Cardiff City and County Council ALN Consultation  
Response from the Headteacher and Chair of Governors of Ysgol Gymraeg  
Pwll Coch**

**25 January 2022**

We welcome the publication of documentation specifically targeting improvements to ALN provision across the city. We are fully supportive and agree that investment in provision is needed for some of the pupils facing significant challenges in our communities in Cardiff.

We also agree that there is a need to cater for more complex needs, particularly mental health and emotional well-being needs, which have increased in the wake of the pandemic.

We welcome the ambition of achieving growth across the city in terms of specialist purpose places and ensuring the best environment for pupils with additional learning needs in the 21st Century. As a school with a Specialist Resource Centre, we recognise the importance of providing pupils with the best possible resources and support, whatever their needs.

We would also like to note in response that:

- If the County is considering increasing the numbers in the specialist centre at Ysgol Gymraeg Pwll Coch we look forward to hearing from the County directly about those plans and having input into them as a School.
- The document mentions long-term improvements in resources and the growth of places in the English-medium primary sector only. Investment in only one sector (English medium) favours one sector. Investment in the Welsh as well as English language sector is needed to ensure equality of provision and ensure full inclusion.
- Investment in one sector could encourage parents to move their children to where the best resources, provision and investment are, and so pupils will be lost from the Welsh language sector.
- The consultation contradicts the recommendations of the Cardiff CSGA/WESP consultation which mentions the opening of three Welsh-medium primary specialist centres and three Welsh-medium secondary specialist centres.
- The documentation shows an increasing need within the English-medium sector, but not in the Welsh-medium sector – how has this conclusion been reached? Was the Welsh sector

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included in the research?

- The needs of pupils in the primary Welsh-medium sector across the city need an urgent audit to understand the needs and potential growth.
- There is a shortfall in provision in terms of emotional health and well-being and behaviour within the Welsh-medium sector for Stage 4-5 pupils (who have needs beyond mainstream provision). There is a need to plan for Welsh-medium provision in this area.
- A secondary Welsh-medium autism specialist centre is offered but not for the primary sector. If the county anticipates the need for more specialist places consideration should also be given to expanding specialist autism provision in the primary sector.
- Investment in specialist centres is needed to create Welsh-medium ALN capacity within the workforce (as is the case within

English medium centres across the city). A training programme is needed to drive specialist ALN training within the Welsh-medium workforce.

We ask you to consider the above points when expanding your ALN provision across the city, taking full account of the development of Welsh-medium specialist education, on a par with English. We look forward to working with you over the next few years to find solutions across the county that will provide the best possible opportunities for the children and young people of Cardiff who wish to receive Welsh-medium education.

Yours sincerely,

Mr Dewi Rees  
Headteacher  
Ysgol Gymraeg Pwll Coch

Nona Gruffudd-Evans  
Chair of the Governing Body

# COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –

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## Ysgol y Berllan Deg – Governing Body

### Ymateb Corff Llywodraethol Ysgol Y Berllan Deg i Ymgynghoriad ADY Cyngor Caerdydd

Bu cyfarfod o gorff llywodraethu llawn Ysgol Y Berllan Deg ar Ionawr 12fed 2022 lle buom yn trafod Ymgynghoriad ADY Cyngor Caerdydd. Teimlwn ei bod yn bwysig ymateb gyda'n barn am yr ymgynghoriad.

Yn gyntaf, hoffem ganmol y cyngor am flaenoriaethu buddsoddiad mewn adnoddau ar gyfer rhai o'n dysgwyr mwyaf agored i niwed, drwy flaenoriaethu adnoddau rhagorol ac i dyfu arbenigedd staff yn y meysydd mwyaf anghenus. Mae sicrhau buddsoddiad ar y lefel hon yn creu adnoddau arbenigol a gallu gweithlu i ymateb i'r galw cynyddol am ddarpariaeth yn y maes hwn.

Fodd bynnag, mae gennym bryderon ynglŷn â diffyg darpariaeth drwy gyfrwng y Gymraeg

Mae'r ymgynghoriad hwn yn gwrth-ddweud ymgynghoriad diweddar y Cynllun Strategol Cymraeg mewn Addysg a nododd uchelgais y Cyngor i agor tair uned arbenigol mewn ysgolion cyfrwng Cymraeg yn y sector cynradd a thair SRB arall yn y sector uwchradd. Rydym yn poeni y bydd buddsoddi yn bennaf yn y Saesneg yn annog rhieni i drosglwyddo disgyblion ADY i'r sector cyfrwng Saesneg lle mae'r buddsoddiad a'r adnoddau yn well.

Yn wir, mae angen buddsoddiad o fewn y sector cyfrwng Cymraeg er mwyn sicrhau cydraddoldeb darpariaeth a chynhwysiant llawn o fewn ysgolion cyfrwng Cymraeg. Mae'r ddogfennaeth yn dangos angen cynyddol o fewn y sector cyfrwng Saesneg ond nid yn y sector cyfrwng Cymraeg. Buom hefyd yn trafod bod angen gwell darpariaeth o ran:-

- iechyd a lles emosiynol ac ymddygiad o fewn y sector cyfrwng Cymraeg ar gyfer disgyblion yng Nghyfnod 4-5 (sydd ag anghenion y tu hwnt i ddarpariaeth prif ffrwd)
- gwell cefnogaeth i sefydlu dosbarthiadau anogaeth / lles o fewn ysgolion - diffyg gofod mewn ysgolion o fewn ysgolion cyfrwng Cymraeg yn gwneud hyn yn anodd
- buddsoddi mewn canolfannau arbenigol er mwyn cynyddu cefnogaeth ADY arbenigol o fewn y gweithlu (fel sy'n digwydd mewn sectorau cyfrwng Saesneg ar draws y ddinas).
- lleoliadau sydd yn arbenigo mewn awtistiaeth o fewn y sector cynradd ac uwchradd cyfrwng Cymraeg
- hyfforddiant ADY arbenigol cyfrwng Cymraeg

Collwyd cyfleoedd i roi ystyriaeth briodol i gynnwys darpariaeth ADY yn yr awdurdod wrth sefydlu ysgolion cynradd cyfrwng Cymraeg yn ystod y blynddoedd diwethaf.

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Dyma gyfle nawr i sefydlu partneriaeth waith agos rhwng y sector cyfrwng Cymraeg ac arweinwyr yr Awdurdod Lleol i gwmpasu a gwireddu datrysiadau creadigol ac ymarferol i'r heriau hyn, a allai ddod yn enghraifft o arfer rhagorol ar gyfer y dyfodol.

Yr eiddoch yn gywir

Chris Gibbs (cadeirydd y llywodraethwyr) ar ran corff llywodraethu llawn Ysgol Y Berllan Deg

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**Ysgol Y Berllan Deg Governing Body's response to Cardiff Council's ALN Consultation**

The full governing body of Ysgol Y Berllan Deg discussed Cardiff Council's ALN Consultation in our meeting on January 12<sup>th</sup> and felt that it was important to respond with our collective views.

First of all we wish to praise the council for prioritising investment in resources for some of our most vulnerable learners, by prioritising excellent resources and to grow staff specialism in areas of most need. Securing investment at this level creates specialist resource and workforce capacity to respond to the growing demand for provision in this area.

However, we have concerns regarding the lack of provision through the medium of Welsh

This consultation contradicts the recent WESP consultation which noted the Council's ambition to open three specialist units in Welsh medium schools in the primary sector and a further three SRB in the secondary sector. We are worried that investment mainly in the English language will encourage parents to transfer ALN pupils to the English medium sector where the investment and resources are superior.

Indeed, investment is needed within the Welsh Medium sector in order to ensure parity of provision and full inclusion within Welsh medium schools. The documentation demonstrates a growing need within the English medium sector but not in the Welsh medium sector. We also discussed that there needs to be better provision in:-

- emotional health and well-being and behaviour within the Welsh-medium sector for pupils at Stage 4-5 (who have needs beyond mainstream provision)
- establishing nurture / wellbeing classes within schools- lack of spaces in schools within WM schools makes this difficult
- investing in specialist bases in order to grow specialist ALN support within the workforce. (As happens in English medium sectors across the city).
- autism support within the Welsh medium primary and secondary sector
- Welsh medium specialist ALN training

There have been lost opportunities of establishing new Welsh medium primary schools without due consideration and inclusion of ALN provision. This is now an opportunity to establish a close working partnership between the Welsh medium sector and Local Authority leadership to scope and realise creative and practical solutions to these challenges, which could become a blueprint of outstanding practice for the future.

Yours sincerely

Chris Gibbs (chair of governors) on behalf of the full governing body of Ysgol Y Berllan Deg

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**Ysgol Gwaelod y Garth – Governing Body**

Good afternoon,

Following our Governors meeting last week we would like to voice our concerns as a school regarding the Cardiff City and Cardiff Council ALN consultation. We have a number of concerns regarding the proposals proposed by Cardiff City and Cardiff Council to increase the number of special school and specialist resources base places for learners aged 3 – 19 in Cardiff who have complex learning needs and autism spectrum conditions. As a school we support this investment in resources for some of our most vulnerable learners and obviously securing investment at this level does create specialist resource and workforce capacity to respond to the growing demand for provision in this area. But there are concerns regarding ALN provision within the Welsh Medium sector and the lack of investment. Investing in the English medium sector will encourage parents to transfer ALN pupils to the English Medium sector where the investment and resources are superior. Investment is needed within the Welsh Medium sector in order to ensure the same level of provision and full inclusion within WM schools. There have been opportunities when establishing new WM primary schools, but we feel consideration was not given to the inclusion of ALN provision. The lack of consideration of autism support in the WM primary sector is also apparent and of concern. We as a school fully support the Forum of Welsh Medium schools who want to establish a close working partnership between the sector and LA leadership to find creative and practical solutions to these challenges.

Yours sincerely,

Catrin Evans and the Governors of Ysgol Gwaelod y Garth

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### **Ysgol Gymraeg Nant Caerau – Governing Body**

Hoffai Corff Llywodraethol Ysgol Gymraeg Nant Caerau ymateb i ymgynghoriad yr AALI am ei ddarpariaeth arbennigol ar gyfer disgyblion gydag Anghenion Dysgu Ychwanegol.

Er ein bod yn cytuno â'r angen i ehangu'r ddarpariaeth Anghenion Dysgu Ychwanegol bresennol fel yr amlinellir yn y ddogfen ymgynghori, rydym yn bryderus am yr hyn a ystyriwn yn ddarpariaeth annigonol ar gyfer addysg cyfrwng Cymraeg o fewn y cynlluniau. Nid yw'r sefyllfa bresennol o Ganolfan Adnoddau Arbenigol yn Ysgol Gyfun Glantaf, Canolfan Adnoddau Arbenigol cynradd yn Ysgol Gymraeg Pwll Coch a'r ddarpariaeth ar gyfer disgyblion ag anghenion emosiynol ac ymddygiadol sydd wedi'u lleoli yn Ysgol Pen y Groes yn darparu cydraddoldeb gyda'r ddarpariaeth cyfrwng Saesneg. Mae angen buddsoddiad o fewn y sector Cyfrwng Cymraeg i sicrhau'r cydraddoldeb hwn yn y ddarpariaeth. O ganlyniad, galwn am archwiliad ar unwaith i ganfod lefelau Anghenion Dysgu Ychwanegol o fewn y sector Cyfrwng Cymraeg - yn enwedig yn y sector Cynradd.

Rydym yn croesawu sefydlu Canolfan Adnoddau ar gyfer 30 disgybl yn Ysgol Gyfun Gymraeg Glantaf ym mis Medi 2023 a fu ochr yn ochr â'r Ganolfan Adnoddau Arbenigol presennol, ond teimlwn fod y cynlluniau'n groes i'r ymgynghoriad WESP diweddar a nododd uchelgais y Cyngor i agor tair uned arbenigol yn Ysgolion cyfrwng Cymraeg yn y sector cynradd a thair Canolfan Adnoddau Arbenigol arall yn y sector uwchradd.

A allwn dynnu eich sylw at adolygiad yr AALI o'i ddarpariaeth Anghenion Dysgu Ychwanegol cyfrwng Cymraeg yn 2009-10, a gynhaliwyd gan Meinir Rees AEM, a fu chyn hynny yn Gydlynedd AAA yn Ysgol Gyfun Gymraeg Plasmawr? Roedd yr adolygiad hwn yn nodi wrth i'r AALI sefydlu ysgolion cyfrwng Cymraeg newydd yn ystod y cyfnod hynny, yn gyfle euraidd i ddatblygu darpariaeth Anghenion Dysgu Ychwanegol arbenigol. Yn anffodus, mae amser wedi profi bod hwn wedi bod yn gyfle a gollwyd. Mae 5 ysgol gynradd cyfrwng Cymraeg newydd ac ysgol uwchradd wedi agor ers hynny, heb unrhyw ddarpariaeth arbenigol Anghenion Dysgu Ychwanegol. Ymhellach, ehangwyd 4 ysgol cyfrwng Cymraeg a darparwyd adeiladau newydd - eto heb unrhyw ddarpariaeth ADY arbenigol. Gyda Chanolfan Adnoddau Arbenigol Ysgol Coed y Gof yn cau i gael ei disodli gan Ganolfan Adnoddau Arbenigol fwy penodol yn Ysgol Gymraeg Pwll Coch, yr unig ddarpariaeth newydd ar gyfer ysgolion cyfrwng Cymraeg ers yr adolygiad 2009-10 hwn yw'r ddarpariaeth lles yn Ysgol Pen y Groes. Mae'r diffyg darpariaeth cyfrwng Cymraeg arbenigol hwn wedi arwain at rieni yn symud eu plant i gyfrwng Saesneg i fodloni anghenion dysgu ychwanegol eu plant.

Anogwn yr AALI i werthfawrogi anghenion ysgolion cyfrwng Cymraeg, fel Ysgol Gymraeg Nant Caerau, sy'n gwasanaethu ardal o amddifadedd cymdeithasol ac economaidd uchel. Mae'r ysgol yn wynebu heriau cymhleth sydd wedi dwysáu gan y

## **COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

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pandemig. Yn ogystal â'r anhawsterau cymdeithasol /economaidd, mae heriau ieithyddol hefyd – does dim un o'n disgyblion yn dod o gartrefi lle mae iaith eu haddysg yn cael ei siarad adref. Rhaid nodi yma ein bod fel corff yn hynod falch gyda'r ffordd mae'r ysgol yn datblygu'r sgiliau ieithyddol angenrheidiol i greu dinasyddion dwyieithog.

Gwelwn ddiffyg amlwg o ran lles, ymddygiad, a chefnogaeth emosiynol yn y sector cyfrwng Cymraeg yn benodol ar gyfer disgyblion ar Gam 4-5 ble mae darpariaeth prif ffrwd yn anaddas iddynt. Oherwydd y diffyg lle o fewn ysgolion cyfrwng Cymraeg, mae'n profi'n anodd os nad yn amhosib, darparu dosbarthiadau lles neu maeth o fewn y rhan fwyaf o leoliadau. Byddwch yn ymwybodol bod Ysgol Gymraeg Nant Caerau wedi ariannu dosbarth maeth uchel ei ganmoliaeth allan o'n cyllideb (GAD yn bennaf) i ddiwallu'r angen hwn. Mae'r dosbarth maeth hwn wedi'i leoli mewn adeilad dros dro sy'n erbyn heddiw yn anaddas i'r pwrpas! Teimlwn fod yr AALI yn colli cyfle i ddarparu canolfannau arbenigol ar gyfer y disgyblion hyn.

Rydym hefyd yn pryderu bod cyfraddau ein gwaharddiadau cyfnod penodol yn cynyddu. Mae'r Uwch Dîm Rheoli yn ymdrechu'n galed i fynd i'r afael â'r mater hwn. Mae'r ysgol yn derbyn cefnogaeth allgymorth a gall gyfeirio disgyblion i ddosbarth Lles Ysgol Pen y Groes, fodd bynnag ar hyn o bryd nid oes cefnogaeth arbenigol ar gyfer rhai o'n disgyblion sydd ag anghenion rhy dwys i'w diwallu gan y dosbarth lles.

Cefnogir Ysgol Gymraeg Nant Caerau yn dda gan athrawon arbenigol Cymraeg eu hiaith ym maes Anhwysterau Sbectwm Awtistig, ac anghenion emosiynol ac ymddygiadol, fodd bynnag, mae gennym bryderon nad oes darpariaeth arbenigol gydnabyddedig ar gyfer disgyblion ag Anhwysterau Sbectwm Awtistig trwy gyfrwng y Gymraeg. Nodwn hefyd y diffyg ystyriaeth i gymorth awtistiaeth o fewn y sector cynradd cyfrwng Cymraeg.

Galwn am raglen o gyfleoedd hyfforddi arbenigol o fewn y sector cyfrwng Cymraeg. Rydym hefyd yn croesawu penderfyniad y Fforwm Ysgolion Cyfrwng Cymraeg i sefydlu partneriaeth waith agos rhwng y sector ac arweinwyr yr ALI i gwmpasu a gwireddu datrysiadau creadigol ac ymarferol i'r heriau hyn, a allai ddod yn enghraifft o arfer rhagorol i'r dyfodol.

Anogwn yr Awdurdod i gymryd camau i weithredu rhaglen o gydraddoldeb rhwng darpariaeth Anghenion Dysgu Ychwanegol cyfrwng Cymraeg a chyfrwng Saesneg.

Yr eiddoch yn gywir  
Corff Llywodraethol Ysgol Gymraeg Nant Caerau

## **COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

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The Governing Body of Ysgol Gymraeg Nant Caerau would like to respond to the current LEA consultation of its specialist Additional Learning Needs provision.

Whilst we agree with the need to expand the current Additional Learning Need provision as outlined in the consultation document, we are concerned about what we consider to be an inadequate provision for Welsh medium education within the plans. The current situation of Specialist Resource Base in Ysgol Gyfun Glantaf, a primary Specialist Resource Base in Ysgol Gymraeg Pwll Coch and the revolving door provision for pupils with emotional and behavioural needs based in Ysgol Pen y Groes doesn't provide parity with English medium provision. Investment is needed within the Welsh Medium sector to ensure this parity of provision. Consequently, we call for an immediate audit to ascertain the levels of Additional Learning Need within the Welsh Medium sector - especially in the Primary sector.

We welcome the establishment a 30 place Resource Base at Ysgol Gyfun Gymraeg Glantaf alongside the existing 30 place Specialist Resource Base from Sept 2023, however we feel that the plans are at odds the recent WESP consultation which noted the Council's ambition to open three specialist units in Welsh Medium schools in the primary sector and a further three Specialist Resource Bases in the secondary sector

Can we draw your attention to the LEA's review of its Welsh medium Additional Learning Needs provision in 2009-10, conducted by Meinir Rees HMI, and previously a SENCO at Ysgol Gyfun Gymraeg Plasmawr? This review noted the establishing of new Welsh medium schools as an opportunity to develop specialist Additional Learning Needs provision. Sadly, time has proved that this has been an opportunity missed. 5 new Welsh medium primary schools and a secondary school have since opened, with no Additional Learning Needs specialist provision. Furthermore, 4 Welsh medium schools have been expanded and provided with new buildings - again with no specialist ALN provision. With Specialist Resource Base at Ysgol Coed y Gof closing to be replaced by a more specific Specialist Resource Base at Ysgol Gymraeg Pwll Coch, the only new provision for Welsh medium schools since this 2009-10 review is the revolving door provision at Ysgol Pen y Groes. This lack of specialist Welsh medium provision has led to parents moving their children to English medium to satisfy their children's additional learning needs.

We urge the LEA to appreciate the needs of Welsh medium schools such as Ysgol Gymraeg Nant Caerau that serves an area of high social and economic deprivation. The school faces complex challenges which have heightened by the recent pandemic. As well as the socio-economic consequences, there are also linguistic challenges - none of our pupils come from homes where the language of their education is spoken. It must be noted here that as a body we are extremely proud of the school's record in developing the linguistic skills necessary to create bilingual citizens.

## **COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

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We see a clear deficiency as regards wellbeing, behaviour, and emotional support in the Welsh Medium sector specifically for pupils on Stage 4-5 who struggle with mainstream provision. Due to the lack of space within Welsh Medium schools, it is proving difficult if not impossible to provide nurture / wellbeing classes within most settings. You will be aware that Ysgol Gymraeg Nant Caerau, has funded a highly praised nurture class out of our budget (mainly PDG) to meet this need. This nurture class is housed within a demountable building that is becoming unfit for purpose! We feel the LEA is losing an opportunity to provide specialist bases for these pupils.

We are also concerned that the number of fixed term exclusions are increasing at the school. The Senior Management Team are trying hard to tackle this issue. The school receives outreach support and can refer pupils to the Wellbeing class in Ysgol Pen y Groes, however there is currently no specialist support for some of our pupils whose needs are too great to be met by the wellbeing centre.

Ysgol Gymraeg Nant Caerau are well supported by Welsh speaking specialist teachers in the field of Autistic Spectrum Disorders, emotional and behavioural needs, however, we have concerns that there is no recognised specialist provision for pupils with Autistic Spectrum Disorders through the medium of Welsh. We also note the lack of consideration of autism support within the Welsh Medium primary sector

We call for a programme of specialist training opportunities within the Welsh Medium sector. We also welcome the Forum of Welsh Medium schools' decision to establish a close working partnership between the sector and LA leadership to scope and realise creative and practical solutions to these challenges, which could become a blueprint of outstanding practice for the future.

We urge the Authority to take steps to implement a programme of parity between Welsh and English medium Additional Learning Needs provision.

Yours Sincerely  
Governing Body of Ysgol Gymraeg Nant Caerau

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Formal responses received

**Ysgol Gymraeg Pen-y-Groes – Headteacher and Chair of Governors**

Annwyl Syr/Madam,

Rydym ysgrifennu ar ran Corff Llywodraethol Ysgol Gymraeg Pen-y-Groes mewn ymateb i'r ymgynghoriad presennol ar Ddarpariaeth Anghenion Dysgu Ychwanegol yng Nghaerdydd. Yn benodol, yr ymgynghoriad ar newidiadau i gynnig lleoedd o ansawdd uchel i ddysgwyr 3-19 oed ag anghenion dysgu cymhleth a Chyflwr ar y Sbectwm Awtistig.

Rydym fel Corff Llywodraethol yn llwyr gefnogi buddsoddi yn y ddarpariaeth ar gyfer disgyblion ADY y ddinas ac rydym yn cefnogi'r Cyngor i fuddsoddi mewn darpariaeth fwy arbenigol. Rydym hefyd yn cefnogi nod y Cyngor i fuddsoddi a chynyddu arbenigedd staff yn y meysydd priodol.

Fodd bynnag, yr ydym yn pryderu am ddiffyg blaenoriaeth y ddarpariaeth ar gyfer disgyblion yn ysgolion cyfrwng Cymraeg y ddinas. Mae diffyg yn y ddarpariaeth o fewn y sector cyfrwng Cymraeg ac wrth edrych ar y ddarpariaeth sydd eisoes ar gael, dim ond llai na 5% o'r ddarpariaeth sydd ar gael yn y ddinas sydd ar gyfer disgyblion cyfrwng Cymraeg y ddinas o gymharu â dros 95% o'r ddarpariaeth arbenigol sydd ar gael ar gyfer disgyblion cyfrwng Saesneg. Mae hyn yn bryder i ysgolion cyfrwng Cymraeg y ddinas a rhieni lle mae'r angen yn aml wedi codi i deuluoedd / rhieni symud eu plant ADY i gyfrwng Saesneg lle mae'r ddarpariaeth a'r buddsoddiad orau.

Mae angen buddsoddi yn y sector Cyfrwng Cymraeg er mwyn sicrhau darpariaeth gyfartal a chynhwysiad llawn o fewn ysgolion y sector ac angen clir i fuddsoddi mewn canolfannau arbenigol er mwyn tyfu cefnogaeth ADY arbenigol o fewn y gweithlu. (Fel sy'n digwydd mewn sectorau Saesneg ar draws y ddinas).

Ein pryder fel Llywodraethwyr hefyd yw'r diffyg darpariaeth glir o iechyd a lles emosiynol ac ymddygiadol o fewn y sector cyfrwng Cymraeg ar gyfer disgyblion Cyfnod 4-5 (sydd ag anghenion y tu hwnt i ddarpariaeth prif ffrwd).

Diolchwn i chi am ystyried ein barn.

Dear Sir/Madam,

We are writing on behalf of the Governing Body of Ysgol Gymraeg Pen-y-Groes in response to the current consultation on Additional Learning Needs Provision in Cardiff. Specifically, the consultation on changes to offer high quality places for learners aged 3-19 with complex learning needs and an Autistic Spectrum Condition.

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PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

We as a Governing Body fully support investing in the provision for ALN pupils in the city and we support the Council in investing in more specialist provision. We also support the Council's aim to invest in and grow staff expertise in the appropriate areas.

However, we are concerned about the lack of priority of provision for pupils in the city's Welsh medium schools. There is a shortfall in the provision within the Welsh-medium sector and when looking at the provision already available, only under 5% of the provision available in the city is for Welsh-medium pupils city compared with over 95% of the specialist provision available for English medium pupils. This is a concern for the city's Welsh medium schools and parents where the need has often arisen for families / parents to move their ALN children to English medium where provision and investment is best. There is a need to invest in the Welsh Medium sector in order to ensure equal provision and full inclusion within the sector's schools and a clear need to invest in specialist bases in order to grow specialist ALN support within the workforce. (As happens in EM sectors across the city).

Our concern as Governors is also the lack of clear provision of emotional and behavioral health and well-being within the Welsh-medium sector for Stage 4-5 pupils (who have needs beyond mainstream provision). We thank you for taking our views into consideration.

Yr eiddoch yn gywir / Yours faithfully,

Mrs A Fenner  
Pennaeth  
Headteacher

Mr M Landers  
Cadeirydd y Llywodraethwyr  
Chair of Governors

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Formal responses received

**Ysgol Gynradd Creigiau Primary School - Governing Body**

**Ymateb i Ymgynghoriad ADY Cyngor Caerdydd**

Annwyl Syr/Madam,

Rydym ni, aelodau o Gorff Llywodraethu Ysgol Gynradd Creigiau, yn dymuno mynegi ein pryderon ynghylch eich cynigion i gynyddu'r ddarpariaeth ar gyfer dysgwyr ag anghenion dysgu cymhleth a chyflyrau sbectwm awtistiaeth, fel y nodir yn yr Ymgynghoriad ADY.

Er ein bod yn llwyr gefnogi'r buddsoddiad mewn adnoddau ar gyfer rhai o'n dysgwyr mwyaf bregus yng Nghaerdydd, cawsom ein synnu a'n siomi i nodi mai ychydig iawn o ddarpariaeth oedd ar gael i ddisgyblion mewn addysg Cyfrwng Cymraeg.

Rydym yn canmol ymrwymiad Cyngor Sir Caerdydd i flaenoriaethu adnoddau rhagorol a sicrhau buddsoddiad mewn ADY gan greu gweithlu arbenigol i ymateb i'r galw cynyddol am ddarpariaeth yn y maes hwn.

Fodd bynnag, mae'r diffyg buddsoddiad mewn darpariaeth ac adnoddau ADY yn y sector Cyfrwng Cymraeg yn glir yn y cynigion.

Mae'r ymgynghoriad hwn yn gwrth-ddweud ymgynghoriad diweddar y CSGA (WESP) sy'n nodi uchelgais y Cyngor i agor tair uned arbenigol mewn ysgolion Cyfrwng Cymraeg yn y sector Cynradd a thair CAA arall yn y sector Uwchradd.

Rydym yn pryderu y bydd buddsoddi mewn un adran yn unig yn annog rhieni/teuluoedd i drosglwyddo disgyblion ADY i'r sector Cyfrwng Saesneg lle mae'r dewis a'r cyfleusterau sydd ar gael yn well.

Credwn yn gryf fod y Cyngor yn colli cyfleoedd i ymestyn darpariaeth ac adnoddau ADY mewn Ysgolion Cynradd Cyfrwng Cymraeg sydd newydd eu sefydlu yn y ddinas. Mae'n amlwg bod angen buddsoddi mewn canolfannau arbenigol o fewn addysg Cyfrwng Cymraeg er mwyn cynyddu cymorth ADY arbenigol o fewn y gweithlu. Mae hyn eisoes yn digwydd yn y sector Cyfrwng Saesneg ar draws y ddinas.

Mae'n peri pryder arbennig i ni fod diffyg cymorth Awtistiaeth yn y sector Cynradd Cyfrwng Cymraeg, yn enwedig mewn perthynas â sefydlu canolfan arbenigol Awtistiaeth yn y sector uwchradd.

Er ein bod yn deall nad yw'r Gymraeg yn nodwedd warchodedig o dan y Ddeddf Cydraddoldeb, mae nifer o Awdurdodau Lleol yn ystyried y Gymraeg fel rhan o'r broses honno. Mae'n siomedig, felly, er nad yw'n ofyniad statudol o dan y Ddeddf Cydraddoldeb, nad yw'r crynodeb o'r Asesiad Effaith ar Gydraddoldeb (EIA) ar gyfer

## **COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

yr ymgynghoriad hwn (tudalen 81) yn sôn am y Gymraeg. O ganlyniad, rydym yn cwestiynu sut mae'r cynigion hyn yn mynd i'r afael â'r gofynion statudol clir fel y'u nodir yn Safonau Iaith Gymraeg y Llywodraeth. Fel Llywodraethwyr ysgol ddwy ffrwd credwn yn gryf fod ein disgyblion sy'n derbyn eu haddysg drwy gyfrwng y Gymraeg yn haeddu'r un cyfleoedd yn union â'r rhai sy'n derbyn eu haddysg drwy gyfrwng y Saesneg. Mae'r cynigion yr ydych wedi'u nodi yn yr Ymgynghoriad yn dangos yn glir nad oes cydraddoldeb rhwng y sectorau.

Rydym yn ymwybodol bod Fforwm Penaethiaid Cyfrwng Cymraeg Caerdydd yn awyddus i sefydlu partneriaeth waith agos gyda'r Awdurdod Lleol i gwmpasu a gwireddu atebion creadigol ac ymarferol i'r heriau hyn a byddem yn eich annog yn gryf i agor y ddeialog hon heb oedi pellach.

Diolch am ystyried ein pryderon.

Yn gywir,

Aelodau Corff Llywodraethol Ysgol Gynradd Creigiau

### **Response to Cardiff Council's ALN Consultation**

Dear Sir/Madam,

We, members of Ysgol Gynradd Creigiau Primary School's Governing Body, wish to express our deep concerns regarding your proposals to increase provision for learners with complex learning needs and autism spectrum conditions, as set out in the ALN Consultation.

Whilst we fully support the investment in resources for some of our most vulnerable learners in Cardiff we were surprised and disappointed to note that there was very little provision for pupils in Welsh Medium education.

We praise Cardiff County Council's commitment for prioritising excellent resources and securing investment in ALN thus creating a specialist workforce capacity to respond to the growing demand for provision in this area.

However, the lack of investment in ALN provision and resources within the Welsh Medium sector is clear in the proposals.

This consultation contradicts the recent WESP consultation which noted the Council's ambition to open three specialist units in Welsh Medium schools in the Primary sector and a further three SRBs in the Secondary sector.

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Formal responses received

We are concerned that investment in one section only will encourage parents/families to transfer ALN pupils to the English Medium sector where the choice and availability of facilities and resources are both superior.

We strongly believe that the Council has and is missing opportunities to extend ALN provision and resources in newly established Welsh Medium Primary Schools in the city. There is a clear need to invest in specialist bases within WM education in order to grow specialist ALN support within the workforce. This is already happening in the English Medium sector across the city.

It particularly concerns us that there is a lack of Autism support within the Welsh Medium Primary sector especially in relation to the establishing of an Autism support base in the secondary sector.

Whilst we understand that Welsh is not a protected characteristic under the Equality Act, a number of Local Authority's consider Welsh as part of that process. It is, therefore, disappointing to note that, while not a statutory requirement under the Equality Act, the summary of the Equality Impact Assessment (EIA) for this consultation (page 81) makes no mention of Welsh. We consequently query how these proposals are addressing the clear statutory requirements as set out in the Government's Welsh Language Standards. As Governors of a Dual Language school we strongly believe that our pupils who receive their education through the medium of Welsh deserve exactly the same opportunities as those who receive their education through the medium of English. The proposals you have set out in the Consultation clearly show that there is no parity between the sectors.

We are aware that the Forum of Welsh Medium Head Teachers is eager to establish a close working partnership with the Local Authority to scope and realise creative and practical solutions to these challenges and would strongly encourage you to open this dialogue without further delay.

Thank you for considering our concerns.

Yours sincerely,

Governing Body members of Ysgol Gynradd Creigiau Primary School

# **COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

## **Ysgol Mynydd Bychan - Governing Body and Staff**

26/01/22

### **Ymgynghoriad ar ddarpariaeth Anghenion Dysgu Ychwanegol Cyngor Sir Caerdydd**

Mae Ysgol Mynydd Bychan yn gwbl gefnogol i nod Cyngor Sir Caerdydd i gynyddu niferoedd lleoedd o fewn ysgolion arbennig ac Unedau Anghenion Arbenigol i ddysgwyr 3-19 gyda anhawsterau dysgu cymhleth a chyflyrau awstistiaeth. Mae Ysgol Mynydd Bychan hefyd yn falch o weld bod gan y Cyngor dargedau cadarn i fuddsoddi yn y ddarpariaeth i ddisgyblion mwyaf bregus ein cymunedau a'r gynhaliaeth orau. Mae'n flaenoriaeth i dyfu arbenigaeth staff a chanolfannau arbenigol mewn meysydd o alw clir. Fe fydd sicrhau buddsoddiad ar y lefel hwn yn creu capasiti arbenigol o ran adnoddau a'r gweithlu i ymateb i'r galw cynyddol am ddarpariaeth yn y maes hwn.

Croesawn weledigaeth Caerdydd ar gyfer addysgu a dysgu yng Nghaerdydd yn 2030 sy'n gosod 'nod Hawl Dysgu, lle gall pob plentyn a pherson ifanc:

- gael mynediad at lwybrau priodol i gyfleoedd addysgu a dysgu
- ffynnu a chyflawni eu potensial
- gwireddu eu breuddwydion a'u huchelgeisiau unigol

Er mwyn gwella deilliannau dysgwyr mwyaf agored i niwed Caerdydd, â llawer ohonynt yn wynebu rhwystrau i ymgysylltu ag addysgu a dysgu, mae mynd i'r afael ag anghydraddoldeb yn allweddol.'

Ymfalchiwn bod Sir Caerdydd yn cydnabod, 'er mwyn ffynnu a chyflawni eu potensial, fod angen i blant a phobl ifanc sydd â'r anghenion dysgu ychwanegol cymhlethaf gael mynediad i amgylcheddau arbenigol ac arbenigedd ysgol arbennig neu Ganolfan Adnoddau Arbenigol.'

Nodir yn y ddogfen bod asesiad o'r effaith ar gydraddoldeb cychwynnol wedi'i wneud ac fe ddaeth i'r casgliad na fyddai'r newidiadau a gynigir yn effeithio'n negyddol ar unrhyw grŵp penodol mewn cymdeithas. Rhaid gofyn y cwestiwn ble mae'r ddarpariaeth Cymraeg? Noder bod adolygiad o'r asesiad yma yn mynd i ddigwydd ar adegau allweddol os aiff y cynnig yn ei flaen. Mae angen buddsoddi yn y sector cyfrwng Cymraeg er mwyn sicrhau darpariaeth gyfartal a chynhwysiant llawn o fewn ysgolion y sector.

Mae'r ymgynghoriad hwn yn gwrthddweud argymhellion ymgynghoriad CSGA Caerdydd lle sonir am agor tair ganolfan arbenigol gynradd a thair ganolfan arbenigol uwchradd.

## **COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

Mae buddsoddi mewn un sector yn unig (Saesneg) yn annog teuluoedd / rhieni i symud plant ADY i gyfrwng sector Saesneg ble mae'r ddarpariaeth a'r buddsoddiad orau.

Mae angen awdit cyfoes a buan i anghenion disgyblion yn y sector cyfrwng Cymraeg cynradd. Mae'r ddogfennaeth yn dangos angen cynyddol o fewn y sector cyfrwng Saesneg, ond NID yn y sector cyfrwng Cymraeg – sut daethpwyd i'r canlyniad hwn a sut cafodd y sector cyfrwng Cymraeg ei gynnwys yn yr ymchwil?

Rydym yn pryderu am ddiffyg darpariaeth clir o ran iechyd a lles emosiynol ac ymddygiad o fewn y sector cyfrwng Cymraeg ar gyfer disgyblion Cam 4-5 (sydd ag anghenion y tu hwnt i ddarpariaeth prif ffrwd) yn ogystal â diffyg lle / ystafelloedd ar gyfer dosbarthiadau lles / maeth mewn sawl ysgol oherwydd poblogrwydd addysg cyfrwng Cymraeg a diffyg lleoliadau addas.

Mae diffyg clir o ran ystyried anghenion awtistiaeth o fewn y sector cynradd, yn enwedig wrth sefydlu canolfan arbenigol awtistiaeth o fewn yr uwchradd.

Mae angen:

- buddsoddi mewn canolfannau arbenigol er mwyn creu capasiti Anghenion Dysgu Ychwanegol cyfrwng Cymraeg o fewn y gweithlu fel sy'n digwydd o fewn canolfannau cyfrwng Saesneg ar draws y ddinas.
- rhaglen hyfforddi gyfoethog i sbarduno hyfforddiant ADY arbenigol o fewn y gweithlu cyfrwng Cymraeg ar bob lefel.

Nodwyd bod nifer y plant a'r bobl ifanc sydd angen lleoliad arbenigol o ganlyniad i'w hanableddau dysgu wedi bod yn cynyddu yng Nghaerdydd dros y 5 mlynedd ddiwethaf, mae hyn yn cynnwys plant sydd yn derbyn eu haddysg yn ysgolion cyfrwng Gymraeg. Mae'r cynigion a nodir yn y ddogfen ymgynghori yn ceisio gwella mynediad i addysg yn unol â'r egwyddorion cynhwysiant, rhaid sicrhau bod hyn yn cynnwys disgyblion ysgolion cyfrwng Cymraeg.

Collwyd cyfle euraidd i ehangu darpariaeth ac adnoddau ADY pan adeiladwyd tair ysgol gyfrwng Gymraeg newydd yn y ddinas sef Ysgol Glan Morfa, Ysgol Hamadryad ac Ysgol Glan Ceubal.

Gwelwyd twf yn y galw am addysg Gymraeg yng Nghaerdydd dros y ddeng mlynedd ddiwethaf, rhaid diolch i Gyngor Caerdydd am gynllunio a darparu ar gyfer y twf yma drwy agor ac adeiladu ysgolion newydd gyda rhai mewn cymunedau newydd. Gofynnwn nawr am gynlluniau tebyg ar gyfer y twf yn y nifer o balnt sydd yn ein hysgolion cyfrwng Cymraeg sydd angen y ddarpariaeth ADY orau mewn canolfannau sy'n cwrdd â'u hanghenion.

Edrychwn ymlaen yn eiddgar i gydweithio gyda Chyngor Caerdydd ar unrhyw gynlluniau a thargedau pendant sydd ganddynt.

# **COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

Yn gywir,  
Siân Evans  
Pennaeth  
Ysgol Mynydd Bychan  
(ar ran aelodau'r Corff Llywodraethol a staff Ysgol Mynydd Bychan)

26/01/22

## **Cardiff County Council's consultation document on the provision for pupils with Additional Learning Needs**

Ysgol Mynydd Bychan fully supports Cardiff County Council's aim to increase the number of places in special schools and special needs units for 3-19 learners with complex learning difficulties and autism conditions. Ysgol Mynydd Bychan is also pleased to see that the Council has firm targets to invest in the provision and support of the most vulnerable pupils in our communities. It is a priority to grow the expertise of specialist staff and centres in areas of clear demand. Securing investment at this level will create specialist resource and workforce capacity to respond to the growing demand for provision in this area.

We welcome Cardiff's 2030 vision for education and learning in Cardiff that 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."

We are pleased that the Cardiff CC recognizes that, 'in order to thrive and fulfil their potential, children and young people with the most complex additional learning needs need to have access to the specialist environments and expertise of a special school or specialist resource centre.'

The document states that an initial equality impact assessment has been undertaken and concluded that the proposed changes would not negatively affect any particular group in society. The question has to be asked where is Welsh language provision?

It is noted that a review of this assessment is to take place at key points if the proposal goes ahead. Investment is needed within the Welsh Medium sector in order to ensure parity and equality of provision and full inclusion within WM schools.

## **COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

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This consultation contradicts the recent WESP consultation which noted the Council's ambition to open three specialist units in WM schools in the Primary sector and a further three SRB in the Secondary sector

Investment in one sector only (English Medium) encourages parents / families to transfer ALN pupils to the EM sector where the investment and resources are superior.

A recent and urgent audit is necessary in order to ascertain ALN within the WM sector (especially in the Primary sector). The documentation demonstrates a growing need within the EM sector but not in the WM sector. How was this conclusion reached and how was the WM sector included in this research?

There is a lack of clear provision in terms of emotional health and well-being and behaviour within the Welsh-medium sector for pupils at Stage 4-5 (who have needs beyond mainstream provision).

The lack of consideration of autism support within the WM primary sector is apparent especially in relation to establishing an autism support base in the secondary sector.

There is a clear need:

- to invest in specialist bases in order to grow specialist ALN support within the workforce. (As happens in EM sectors across the city).
- for a rich programme of specialist training opportunities within the WM sector.

It was noted in the consultation document that 'the number of children and young people requiring a specialist placement as a result of their learning disabilities has been increasing in Cardiff over the last 5 years', this surely includes children receiving their education in Welsh medium schools. The proposals set out in the consultation document seek to improve access to education in accordance with the principles of inclusion, it must be ensured that this includes pupils in Welsh-medium schools.

A golden opportunity to expand ALN provision and resources was lost when three new Welsh-medium schools were built in the city, namely Ysgol Glan Morfa, Ysgol Hamadryad and Ysgol Glan Ceubal.

The demand for Welsh-medium education has grown in Cardiff over the last ten years, Ysgol Mynydd Bychan wants to thank Cardiff Council for planning and accommodating this growth by opening and building new schools with some in new communities. We now ask for similar plans for the growth in the number of children in our Welsh-medium schools who need the best ALN provision in centres that will meet their needs.

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION  
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Formal responses received

We very much look forward to working with Cardiff County Council on any specific plans and targets that they have to develop ALN provision for pupils in Welsh medium schools.

Yours sincerely,

Siân Evans

Headteacher

Ysgol Mynydd Bychan

(on behalf of the Governing Body and staff at Ysgol Mynydd Bychan)

## **COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

Ysgol Treganna – Governing Body

Annwyl Gyfaill,

I am writing on behalf of the governing body of Ysgol Treganna in response to the consultation on ALN. The governing body welcomes this investment in resources for some of our most vulnerable learners. There remain, however, some areas of concern :

- This consultation contradicts the recent WESP consultation which noted the Council's ambition to open three specialist units in WM schools in the Primary sector and a further three SRB in the Secondary sector
- Investment in one sector only (English Medium) encourages parents / families to transfer ALN pupils to the EM sector where the investment and resources are superior.
- Investment is needed within the Welsh Medium sector in order to ensure parity of provision and full inclusion within WM schools. Limiting the investment to one sector will encourage families to transfer ALN pupils to the EM sector where the investment and resources are superior.
- The documentation recognizes a clear growing need within the EM sector but not in the WM. Has the research been sufficiently thorough?
- There is a lack of clear provision in terms of emotional health and well-being and behaviour within the Welsh-medium sector for pupils at Stage 4-5 (who have needs beyond mainstream provision)
- Lack of space / classes in schools to establish nurture / wellbeing classes within most settings due to lack of spaces within WM schools

The consultation does not recognise :

- The lost opportunities of establishing new WM primary schools without due consideration and inclusion of ALN provision.
- Clear need to invest in specialist bases in order to grow specialist ALN support within the workforce. (As happens in EM sectors across the city).
- The comprehensive programme of specialist training opportunities needed within the WM sector.
- The lack of autism support within the WM primary sector.

Yn gywir,

Denise Williams  
Chair of Governors  
Ysgol Treganna

# **COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

Formal responses received

## **Ysgol Gymraeg Coed y Gof - Governing Body**

31.01.22

### **Parthed: Ymgynghoriad ADY**

Rydym eisiau cofnodi ein hymateb fel Corff Llywodraethol Ysgol Gymraeg Coed-y-Gof.

Rydym, fel Corff Llywodraethu Ysgol Gymraeg Coed-y-Gof, yn cefnogi llwyr y buddsoddiad yn y ddarpariaeth i ddisgyblion mwyaf bregus ein cymunedau. Hoffem ganmol bwriad y Cyngor Sir i fuddsoddi yn y gynhaliath orau ac yn gritigol i dyfu arbenigaeth staff a chanolfannau arbenigol mewn meysydd o alw clir. Mae sicrhau buddsoddiad ar y lefel hwn yn creu capasiti arbenigol o ran adnoddau a'r gweithlu i ymateb i'r galw cynyddol am ddarpariaeth yn y maes hwn.

Er hyn, hoffwn mynegi ein consyrn dwys am y diffyg darpariaeth arfaethedig Cymraeg ar gyfer ein disgyblion mwyaf bregus ac angehnus.

Credwn bod yr ymgynghoriad hwn yn gwrthddweud argymhellion ymgynghoriad CSGA Caerdydd lle sonir am agor tair canolfan arbenigol cynradd a thair canolfan arbenigol uwchradd. Mae buddsoddi mewn un sector yn unig (Saesneg) yn annog teuluoedd / rhieni i symud plant ADY i gyfrwng sector Saesneg ble mae'r ddarpariaeth a'r buddsoddiad orau. Mae angen buddsoddi yn y sector cyfrwng Cymraeg er mwyn sicrhau darpariaeth gyfartal a chynhwysiant llawn o fewn ysgolion y sector.

Mae angen awdit cyfoes a buan i anghenion disgyblion yn y sector cyfrwng Cymraeg cynradd. Mae'r ddogfennaeth yn dangos angen cynyddol o fewn y sector cyfrwng Saesneg, ond NID yn y sector cyfrwng Cymraeg, sydd ddim yn adlewyrchiad cywir o'r sefyllfa o fewn ein hysgolion.

Mae diffyg darpariaeth glir o ran iechyd a lles emosiynol ac ymddygiad o fewn y sector cyfrwng Cymraeg ar gyfer disgyblion Cam 4-5 (sydd ag anghenion y tu hwnt i ddarpariaeth prif ffrwd). Nid yw'r argymhellion yn mynd i'r afael a'r angen yma o gwbl.

Yn ogystal, mae diffyg lle / ystafelloedd ar gyfer dosbarthiadau lles / maeth mewn sawl ysgol oherwydd poblogrwydd addysg cyfrwng Cymraeg a diffyg lleoliadau addas.

Collwyd cyfleoedd i ehangu darpariaeth ac adnoddau ADY mewn ysgolion newydd cyfrwng Cymraeg yn y ddinas, ac mae angen buddsoddi mewn canolfannau arbenigol er mwyn creu capasiti ADY cyfrwng Cymraeg o fewn y gweithlu. Mae

## **COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

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angen rhaglen hyfforddi gyfoethog i sbarduno hyfforddiant ADY arbenigol o fewn y gweithlu cyfrwng Cymraeg ar bob lefel.

Mae diffyg clir o ran ystyried anghenion awtistiaeth o fewn y sector cynradd, yn enwedig wrth sefydlu canolfan arbenigol awtistiaeth o fewn yr uwchradd, yn yr argymhellion, ac mae angen cynllun mewn lle i sicrhau ein bod yn darparu addysg briodol ar gyfer pob unigolyn, a bod y ddarpariaeth ar gael yn y Gymraeg.

Nid yw'r Corff yn teimlo bod yr Awdurdod Lleol yn cyd-ymffurfio a gofynion y Ddeddf Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg (Cymru) o ran darpariaeth ADY sydd yn datgan: *"Bydd yn ddyletswydd ar awdurdodau lleol i gymryd pob cam rhesymol i sicrhau darpariaeth Gymraeg lle mae'n ofynnol ac, wrth adolygu CDUau, i ystyried digonolrwydd y ddarpariaeth ddysgu ychwanegol Gymraeg"*. O ganlyn, gall hwn arwain at gynnydd yn anghydfod rhwng yr Awdurdod a rhieni, a chynnydd yn y nifer o achosion tribiwnlys oherwydd diffyg darpariaeth yn y Gymraeg.

Mae Fforwm ysgolion cyfrwng Cymraeg Caerdydd yn awyddus iawn i sefydlu partneriaeth agos rhwng y sector ac arweinyddiaeth yr ALL i ganfod datrysiadau creadigol ac ymarferol i'r heriau hyn. Gallai'r datrysiadau rhain esblygu'n arfer rhagorol ar gyfer y dyfodol.

Hoffwn i'r Cyngor Sir ail-ystyried yr argymhellion ac i gymryd ymlaen argymhellion yr adroddiad CSGA, yn ogystal â'r pwyntiau uchod, i sicrhau darpariaeth addas a theg i ddysgwyr Cymraeg y ddinas.

Yn gywir

Corff Llywodraethu Ysgol Gymraeg Coed-y-Gof

31.01.22

### **Re: ALN Consultation**

As the governing body of Ysgol Gymraeg Coed-y-Gof, we would like to record our response proposed ALN provision in Cardiff.

As the Governing Body of Ysgol Gymraeg Coed-y-Gof we fully support the investment in provision for the most vulnerable pupils in our communities. We would like to commend the County Council's intention to invest in the best support and, critically, to grow the expertise of specialist staff and centres in areas of clear demand. Securing investment at this level creates specialist resource and workforce capacity to respond to the growing demand for provision in this area.

## **COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

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Nevertheless, we wish to express our deep concern at the proposed lack of Welsh language provision for our most vulnerable and needy pupils.

We believe that this consultation contradicts the recommendations of the Cardiff WESP consultation, which recommends the opening of three primary specialist centres and three secondary specialist centres. Investing in one sector only (English) encourages families / parents to move ALN children to an English medium sector where provision and investment is superior. There is a need to invest in the Welsh-medium sector in order to ensure equal provision and full inclusion within the sector's schools.

The ALN needs of pupils in the primary Welsh-medium sector need an up-to-date and timely audit. The documentation indicates an increasing need within the English-medium sector, but NOT in the Welsh-medium sector, which is not an accurate reflection of the situation within our schools.

There is a lack of clear provision for emotional health and wellbeing and behaviour within the Welsh-medium sector for Stage 4-5 pupils (who have needs beyond mainstream provision). The recommendations do not address this need at all.

In addition, many schools lack the space / rooms for welfare / nurture classes due to the popularity of Welsh-medium education and the lack of suitable placements.

Opportunities to expand ALN provision and resources in new-build Welsh-medium schools in the city have been missed, and investment is needed in specialist centres to create Welsh-medium ALN capacity within the workforce. A rich training program is needed to drive specialist ALN training within the Welsh-medium workforce at all levels.

There is a clear lack of consideration of needs of children with autism within the primary sector, and for the establishment of a secondary autism specialist centre, in the recommendations. The plan needs to ensure that we provide appropriate education for each individual, and that provision is available in Welsh.

The Governing Body does not feel that the Local Authority complies with the requirements of the Additional Learning Needs and Education Tribunal (Wales) Act with regard to ALN provision which states: *"Local authorities will have a duty to take all reasonable steps to ensure Welsh language provision where required and, in reviewing IDPs, to consider the adequacy of Welsh additional learning provision"*. As a result, this may lead to an increase in disputes between the Authority and parents, and an increase in the number of tribunal cases due to a lack of Welsh language provision.

The Cardiff Welsh-medium Schools Forum is very keen to establish a close partnership between the sector and LA leadership to find creative and practical

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solutions to these challenges. These solutions could evolve into excellent practice for the future.

We would like the County Council to reconsider the recommendations and take forward the recommendations of the WESP report, in addition to the above points, to ensure suitable and equitable provision for the city's Welsh learners.

Sincerely

The Governing Body of Ysgol Gymraeg Coed-y-Gof

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**Ysgol Gyfun Gymraeg Plasmawr – School and Governing Body**

21st January 2022

To whom it may concern

As a school we would like to respond to the ALN Consultation regarding provision across the city. We are delighted to see the increase in capacity and the significant funding which will hugely benefit our most vulnerable learners in Cardiff. It is welcomed and to be celebrated that there is such an increase in the number of special school and specialist resource base places for learners aged 3 – 19 with complex learning needs and autism spectrum conditions.

Whilst we welcome wholeheartedly the plans to establish a 30 place Specialist Resource Base at Ysgol Gyfun Gymraeg Glantaf alongside the existing 30 place SRB from Sept 2023 for Autistic Spectrum Disorder, we have concerns that the consultation contradicts the recent WESP consultation which noted the Council's ambition to open three specialist units in WM schools in the Primary sector and a further three SRB's in the Secondary sector.

As a Welsh medium setting we feel that the consultation gives the impression that there is considerably more investment in the English Medium Sector which potentially deters families with children with Additional Needs from considering Welsh Medium provision. We have had incidents in Plasmawr where parents or families decide to transfer ALN pupils to the EM sector where the investment and resources are superior. We feel as a board of governors that considerable investment is needed within the Welsh Medium sector in order to ensure parity of provision and full inclusion within WM schools.

As a school we would welcome working with the local Authority in ensuring that we have an accurate picture of needs in our Welsh Medium schools and ensure that appropriate provision is available for all learners.

As a priority we would be particularly interested in working with the LEA to look at how children with Emotional Health and Wellbeing difficulties are supported within the WM sector and are interested in looking at a structure within the Welsh-medium sector for pupils at Stage 4-5 who, potentially, may have needs that cannot be met in a mainstream setting. As a school we benefited hugely from working with the LEA in 2016 in establishing out Nurture provision within the school. This was supported by the LEA but we have also invested significantly in staffing the provision appropriately as a school. Moving forward we firmly believe that all Welsh Medium school should be supported in creating a similar provision to meet the needs of the majority of stage 4 –5 pupils. We are acutely aware that the greatest hurdle in ensuring this provision is physical space and funding within the Welsh Medium sector. However, we feel that in building new sites for the Court School and Greenhill, it is absolutely

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crucial that an element of Welsh Medium provision is within the school enabling pupils who can no longer access WM education in the mainstream to have their education partly through the medium of Welsh.

As a school we firmly believe that there is a lack of specialist training opportunities within the WM sector due to the absence of more SRB provisions. Despite celebrating the new ASD SRB in Glantaf, we are concerned that the increasing need in the Primary sector has not been fully explored. A clear need to invest in specialist bases in order to grow specialist ALN support within the workforce seems crucial at the moment. A rich programme of specialist training opportunities is needed within the WM sector.

As a school we continue to be eager to continue with our collaborative work with the LEA leadership to scope and realise creative and practical solutions to these challenges, which could become a blueprint of outstanding practice for the future.

Yours sincerely

JOHN HAYES  
Headteacher

CATRIN PALLOT  
Deputy Headteacher

BOARD OF GOVERNORS

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**Cardiff Governors Association**

Good afternoon,

As Chair of Cardiff Governors Association, I write to offer my full support for the current SOP plans for extending ALN provision within the city. Obviously, each individual Chair of Governors involved will represent the views of their own governing body.

There is a clear and defined need for more ALN provision across all areas of the city. This will only rise over time. My main concern going forward is meeting this increased need in a strategic and holistic way. Patently the closer to home appropriate and best provision on an individual basis is, the better for all stakeholders, especially the children and young people at the heart of all we do. It is vital the LA align the replacement Local Development Plan with SOP proposals to ensure that the correct, user-friendly, infrastructure is in place before we are expecting the implementation of new school places. Habits, once formed, are very hard to change. We need to balance meeting the rights of all our children and young people, in line with UNCRC and FGWBA with other corporate goals such as One Planet Cardiff, Cardiff 2030 and Child Friendly City status.

Cardiff Governors Association works hard with governor colleagues across the city to raise issues and concerns for us all to consider and urges colleagues to participate in discussion and consultation exercises and consider the broader city-wide and Wales-wide landscape within education. We will continue to collaborate with the LA to be a critical friend.

Kind regards

Karen Dell'Armi

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## **Merched y Wawr**

Annwyl Swyddog,

## **Ymgynghoriad Cyngor Caerdydd ar ADY**

Diolch yn fawr am yr ymgynghoriad ar y cynllun ADY a diolch am y cyfle i ymateb.

Rydym yn falch o weld y sylw i wella y ddarpariaeth ac rydym yn cefnogi yn llwyr eich ymrwymiad i gynyddu'r buddsoddiad ar gyfer disgyblion mwyaf bregus ein cymunedau. Rhaid hefyd canmol yr ymrwymiad i dyfu arbenigedd staff a chael cyfuniad gwell o ganolfannau arbenigol ac hefyd unedau o fewn ysgolion prif-ffrwd ledled y ddinas. Mae hyn yn bwysig.

Yr hyn sydd fodd bynnag yn destun pryder, wrth ddarllen y ddogfen ymgynghoriad, yw'r diffyg sylw digonol i gynyddu y ddarpariaeth cyfrwng Cymraeg. Mae hyn yn fater o ofid mawr i rieni a theuluoedd sydd yn dymuno i'w plant gael addysg cyfrwng Cymraeg.

Mae'r ddogfen yn cyflwyno model ble mae buddsoddiad cynyddol yn y sector cyfrwng Saesneg ond heb yr un cynnydd yn y ddarpariaeth cyfrwng Cymraeg. Mae hynny yn creu sefyllfa sydd yn gorfodi teuluoedd i symud plant gydag anghenion dysgu ychwanegol i ysgolion cyfrwng Saesneg ble mae darpariaeth gwell, gan achosi straen ac anghyfartaledd ychwanegol ar deuluoedd cyfrwng Cymraeg. Mae hyn yn groes i amcanion y Llywodraeth ac hefyd yn groes i argymhellion ymgynghoriad CSGA/WESP Caerdydd.

Rhaid buddsoddi yn y sector cyfrwng Cymraeg hefyd er mwyn sicrhau darpariaeth gyfartal a di-rwystr sydd wir yn dangos tystiolaeth o bolisi cynhwysol.

Mater o syndod oedd gweld mai data am yr ysgolion cyfrwng Saesneg yn unig a gafwyd yn y ddogfen ac nad oedd unrhyw gyfeiriad at ddata y sector cyfrwng Cymraeg. Argymhellir, felly, bod gwaith yn cael ei wneud ar unwaith i gasglu data ynglŷn ag anghenion a phrofiadau plant yn y sector cyfrwng Cymraeg cynradd a bod hyn yn cael ei gyflwyno a'i drin fel rhan o'r gwaith ymgynghori a chynllunio. Ar hyn o bryd nid yw'r profiadau yma yn cael eu hadlewyrchu yn y ddogfen ac eto mae anghyfartaledd dybryd yn wynebu plant ag anghenion addysg ychwanegol sy'n dewis addysg cyfrwng Cymraeg – diffyg lle, diffyg adnoddau, diffyg darpariaeth arbenigol. Collwyd cyfleoedd enfawr gan Gaerdydd i beidio cryfhau y cyfleoedd a'r ddarpariaeth yn yr ysgolion cynradd newydd cyfrwng Cymraeg a sicrhau cyfleoedd hafal ar draws y ddinas. Wrth sefydlu canolfannau awtistiaeth ar gyfer y sector uwchradd rhaid hefyd cynllunio ar gyfer gwell darpariaeth ar gyfer awtistiaeth yn y sector cynradd cyfrwng Cymraeg.

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Mae'n bwysig sicrhau rhaglen hyfforddi gyfoethog cyfrwng Cymraeg i'r staff cyfredol ac i ddenu athrawon a gweithwyr arbenigol cyfrwng Cymraeg, gan gynnwys sicrhau mwy o ddarpariaeth ar y cyrsiau seicoleg proffesiynol.

Gobeithiwn yn fawr y byddwch yn ystyried o ddifrif y sylwadau hyn wrth i chi fireinio y dystiolaeth ac wrth gynllunio ar gyfer darpariaeth addysg anghenion ychwanegol sy'n rhan o'ch ymrwymiad i Gaerdydd ble mae'r Gymraeg yn fyw ac yn rhan o bob elfen o bolisi.

Yn ddiffuant

Dr Rosina Davies (Cadeirydd Cangen Caerdydd Merched y Wawr)

Dear Officer,

### **Cardiff Council's consultation on ALN**

Thank you very much for the consultation on the ALN scheme and thank you for the opportunity to respond.

We are pleased to see the attention to improving provision and fully support your commitment to increasing investment for the most vulnerable pupils in our communities. The commitment to growing staff expertise and having a better combination of specialist centres and also units within mainstream schools across the city is also to be commended. This is important.

What is worrying however, when reading the consultation document, is the lack of adequate attention to increase Welsh-medium provision. This is a matter of great distress to parents and families who wish their children to receive Welsh-medium education.

The document presents a model where there is increased investment in the English-medium sector but without the same increase in Welsh-medium provision. That creates a situation that forces families to move children with additional learning needs to English-medium schools where there is better provision, causing additional stress and inequality on Welsh-medium families. This is contrary to the Government's objectives and also contrary to the recommendations of the Cardiff's WESP consultation.

Investment must also be made in the Welsh-medium sector to ensure equal and barrier-free provision that truly shows evidence of inclusive policy.

It was surprising to see that the document contained only data on the English-medium schools and that there was no reference to Welsh-medium sector data. It is

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM CONDITION  
PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6 –**

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recommended, therefore, that work is undertaken immediately to collect data on the needs and experiences of children in the primary Welsh-medium sector and that this is introduced and treated as part of the consultation and planning work. At present these experiences are not reflected in the document and yet there is a serious disparity facing children with additional education needs who choose Welsh-medium education – lack of space, lack of resources, lack of specialist provision. Cardiff missed huge opportunities to strengthen the opportunities and provision in the new Welsh-medium primary schools and to ensure equal opportunities across the city. In establishing autism centres for the secondary sector there must also be planning for better provision for autism in the Welsh-medium primary sector.

It is important to ensure a rich Welsh-medium training programme for current staff and to attract Welsh-medium teachers and specialist workers, including securing more provision on the professional psychology courses.

We very much hope that you will take these comments seriously as you refine the evidence and when planning for additional needs education provision that is part of your commitment to Cardiff where the Welsh language is alive and part of all elements of policy.

Sincerely

Dr Rosina Davies (Chair of Merched y Wawr's Cardiff Branch)