

# **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

## **The Court Special School 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.

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.

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### **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.

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

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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 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

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- 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.

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### **The Court School Governing Body Response – December 2021**

*I am writing as Chair of the Court School Governing Body to provide the Governing Body's response to the Council's proposals for the school in the SCHOOL ORGANISATION PROPOSALS: PROVISION FOR CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL LEARNING NEEDS (ALN).*

In a meeting on 10 November 2021, the Court School Governing Body strongly agreed with the proposal to increase the capacity of the school and considered this to constitute the best method of taking ahead the education of the children concerned.

Given the condition of the Court School site in Llanishen, we also strongly agreed with the transfer to new build accommodation on the two sites in Fairwater and Llanrumney.

We felt it important to state at this stage that the principle of a maximum number six pupils per class should be adopted in the formulation and construction of the school buildings with all classes fully and properly resourced.

We would hope that the experience of management and staff at The Court School would be utilized in both the physical planning of the two school sites, i.e. space standards, outside areas and in the ethos and management of the schools. We would also hope that the experience and abilities of the Governing Body will be fully utilized as well.

Garry Hunt – Chair of Court School Governing Body

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### **The Court School - HEADTEACHER RESPONSE TO CONSULTATION REGARDING THE COURT SCHOOL – Deadline date 17<sup>th</sup> January 2022**

I believe that the proposals regarding the Court School are incredibly positive. First and foremost, there is clearly a pressing demand for additional Court School places and at present we are unable to meet this demand due to the significant accommodation issues. The idea of increasing our capacity to 72 is aspirational and it makes sense to operate this on the basis of two sites across the city. This way, pupils are likely to have stronger links with their communities and may be able to consider active travel solutions or spend less time in taxis. I am also very supportive of the principle of co-location. Being situated within close proximity to mainstream schools will give us opportunities to develop close working relationships with colleagues with whom we can share expertise and facilities. We are also really excited about the idea of developing strong links with local communities.

This is an exciting opportunity for us to develop into a centre of excellence and support schools throughout the city in relation to mental health and trauma informed pedagogical approaches. We are very conscious however that class sizes need careful consideration and also strongly believe that both sites should be new and purpose built.

The views of; pupils, staff, parents/carers, Governing Body and visiting professionals need to be carefully considered as they have a huge amount of experience and knowledge to impart. In addition, we would like officers to plan and implement alongside stakeholders. Staffing structures need careful consideration at this early stage and there needs to be a significant period of 'overlap' where new staff have the opportunity to refine their skills alongside more experienced colleagues. In addition, all staff need to have opportunities to grow and develop within the school and need access to good quality, sector specific and evidence-based professional development. The wellbeing of staff also needs to be prioritised, e.g. excellent staff 'rest and restore' spaces and access to showers, as our sector can be incredibly demanding both emotionally and physically. Therefore, we need to be in a position where we can attract high quality new staff and retain our skilled and talented workforce.

We work with fabulous and incredibly complex/vulnerable children and work relentlessly to maximise their potential. From my perspective we need our unique and very special provision to grow and develop and I look forward to working with LA staff/project managers to make this ambition a reality.

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## **The Court School - Staff Response to Consultation**

### **Positive**

- Class sizes – please stick to 6 per class
- An opportunity to build a better future for some of the most vulnerable and forgotten about children
- New infrastructure
- Building 'fit for purpose' therapeutic spaces
- Purpose built building
- New build/ new ideas / new vision
- Environment fit for the learners (deserve better than what is here at the moment)

### **Concerns**

- Boundaries between the schools
- Staff recruitment – ideal to have an overlap where new staff can learn from current staff
- We feel like we'll be given what we're given and our voices aren't really going to be listened to
- Kids in their local communities' school vandalised, kids running home
- What staff are going to what site? Staff need to be able to plan for things such as traffic, child care etc.
- With the boundaries, will the other school be ok to deal with what they might hear?
- How do we maintain 'one school' feel across two sites?
- We have good links with the village, able to practise 'life skills' Will this continue?

### **Opportunities**

- Staff development
- Becoming a centre of excellence
- Facilities on-site that could really benefit our pupils – outdoor gym for example
- TA progression
- Chance to work with other agencies in a positive way
- Opportunities for the learners to benefit from 'proper' facilities and services
- Staff to develop/learn new skills
- Staff team to grow
- Training opportunities

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### **Fairwater Primary School Governing Body - Initial Consultation Response**

The Governing Body fully understand and support the need to increase the capacity of The Court Special School, along with the need to relocate the school to a more suitable premises. We have met as a Governing Body to discuss the impact the proposals on our school. Our collective response is that at this time we are not in a position to support the proposals directly involving our school pending clarification of the following issues:

#### **1) Driveway/Access**

- a. Access to the site is already an issue and we have concerns that utilising only the current entrance will not offer a satisfactory solution. Would it be possible to utilise access from V21 (Bwlch Road) to make a one way in, one way out entrance/exit or separate entrance for each school?
- b. There are concerns around segregation and safeguarding. How will parents and children access the two schools independently to ensure safeguarding and ensure there are no behavioural issues to protect our children.
- c. Wellwright Road is already very busy, increased traffic from Taxi's/Buses and parents parking would add to this. The residents are already complaining to the School and Council regarding the current issues.
- d. There was a mention of 10-15 extra taxis/minibuses per day, we currently have 4-5 per day and they (mainly) come before and after pupils start and end their day to minimise disruption. How would this be managed with the new school?
- e. Will you be creating a better entrance for construction traffic and the school to segregate the two prior to works starting?
- f. If construction traffic moves through that entrance will it be outside of core school hours (e.g. drop off and pick up)?

#### **2) Perimeter Fence**

- a. Would the fence be erected before construction works to ensure the security of the site and protection of our children from workers/contractors?
- b. If there needs to be a gap between the new fence and the existing properties, what safeguarding put in place to stop residents communicating/talking to the children through the fence?
- c. As above, how would we stop rubbish and grass etc. accumulating, is the school responsible for this or the general council landscapers?
- d. Once the fence is erected, would this define the school boundary in terms of responsibility for maintaining the grounds?

#### **3) Buildings**

- a. We would like clarification of the proposed building location on site so that we can understand how much space we would have left (e.g. would we retain the sports field) and to ensure enough separation so that the children do not come into contact with each other.

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- b. Many repairs and improvements have been put off at Fairwater due to the possible expansion, will the schools current state be re-evaluated and works completed where possible now that the expansion is off the table?

### **4) School Organisation**

- a. We support the schools being separated in terms of having individual heads and Governing Bodies. We would like more information on how the schools could work together to benefit each other although have concerns about the impact on our staff (e.g. staff migrating to the other school, jobs etc.)
- b. Can we speak to another other school that shares a site with a special school currently, this may help us understand how they can work together effectively?
- c. We would like more clarity on what is meant by 'bringing the Court School into mainstream' - will our school need to support/be responsible for these children?
- d. Can you help us understand the range of issues that children at Court school have?
- e. What impact will it have on our current wellbeing unit children, who don't currently mix with mainstream?
- f. What impact will it have on our current mainstream children?
- g. We recognise that collaborating on ALN practices and expertise etc. between schools would be of benefit.

### **5) Nursery Provision**

- a. We have been looking at providing a Nursery provision at Fairwater for a number of years. This again was put on hold due to possible expansion plans.
- b. We believe that a Nursery provision will boost numbers into reception (parents are currently driven to other school with nurseries)
- c. This will give us an early indication of ALN issues (better to intervene early)
- d. We can build communication with parents and start a community prior to joining reception
- e. Currently there is no benefit to the residents of Wellwright road in the proposals you have provided, by adding the benefit of a nursery we believe this will make the proposals more palatable to them
- f. We have a demountable building that is very close to the end of its life, we were due to spend £11,000 on repairs to the building out of our own money. This would provide an opportunity for the Council to help us achieve a Nursery provision whilst we can contribute to a replacement demountable building for both the Nursery and our developing Community Hub.

We look forward to working with you to explore the various options that we believe can benefit both the Court School and Fairwater Primary School.

Regards,

Scott Osborne

Chair of Governors

On behalf of the Fairwater Primary School Governing Body

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### **Pen y Bryn Governing Body**

Please see below response from the Pen y Bryn Governing Body.

Whilst the Governing Body of Pen y Bryn Primary School are in general terms supportive of the proposals there are the following concerns which the Governing Body would like to highlight.

- The Head teacher and Chair of Governors have been approached to discuss the redesignation of a slice of land on the Pen y Bryn site to accommodate the Court School proposal. The slice of land adjacent to the early years area of the school has been developed over recent years and now includes a forest school area, orchard and planters. The Governing Body would like to seek reassurance that the school would be compensated and those features replaced elsewhere on the school site.
- The removal of this slice of land also prohibits planned projects which was to install playground equipment on an area of land, and it also cuts through the school's football pitch. Again the Governing Body would like to seek reassurance that the school will be appropriately compensated to ensure the development is not to the detriment to the children of Pen Y Bryn.
- Given the close proximity between the early years area of Pen Y Bryn and the boundary of the proposed Court School, the Governing Body would like to seek clarity on the design of the Court School to ensure the layout allows for suitable distance and security between the two schools' playing areas.
- The Governing Body would also be keen to understand the traffic management implications of the site given it fronts onto a narrow road which is often fully parked along one side.
- The Governing Body would also like to seek reassurance as to how the safety of children in Pen Y Bryn will be ensured during the construction phase of the site.

Thanks

Claire Deguara,

Chair of Governors on behalf of the Governing Body

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### **Greenhill School Responses**

#### **Response from Local Ward Councillors, Cllr Jayne Cowan, Cllr Adrian Robson and Cllr Oliver Owen**

Dear Sir/Madam

I am writing on behalf of my colleagues Adrian Robson, Oliver Owen and I.

We are opposed to the proposals for Greenhill Special School. The school continues to receive Green Status with Good Improvements and that is in no small part to the exceptional teaching at the site, and the positioning of the school and Sixth Form. Rhiwbina is a wonderful community and one which supports the school.

We cautiously welcome the additional number of pupils, and look forward to receiving the risk assessment relating to the Ty Glas proposals, including which other school/businesses etc. will join the school on the site.

We are vehemently opposed to the school being totally removed from Rhiwbina. It works well here. It could be rebuilt here. We are also vehemently opposed to part of the school being moved to the Garden Centre on a roundabout/junction which is exceptionally busy and not suitable. The pupils from the school have considerable additional needs and if they left the site, would be in unfamiliar surroundings with obvious dangers.

We sincerely hope that the Cabinet will not support this move as it will be highly detrimental to the pupils.

Best wishes,

Jayne

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## **Estyn Response - Greenhill School**

### **Introduction**

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This consultation is to consider increasing the capacity of Greenhill School for pupils with emotional health and wellbeing needs and the transfer of Greenhill School to new build accommodation across two sites at the Dutch Garden Centre site, Maes Y Bryn Road (near to M4 J30) and Ty Glas Road in Llanishen, with 80 pupils on each site from September 2025.

### **Summary/Consultation**

This proposal sits alongside others that seek to achieve a more equitable provision to better meet the current and future additional learning needs of pupils, across the City and is broadly welcomed.

The proposal would result in a 150% increase in the number of pupils on roll. It is not clear which year groups are likely to be most affected by the increase, whether or how this increase will be managed over time, or the resultant impact on pupil transition or staffing including leadership.

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

### **Description and benefits**

The proposer has provided a clear rationale for extending the capacity of Greenhill School. It articulates clearly how the local authority is unable to meet the demands for school places for pupils with emotional and wellbeing needs. However, the proposal does not provide clear rationale for developing the school on two separate sites, albeit 4 miles apart.

The consultation document states that Greenhill is currently, and will in the future continue to be, a mixed sex school and that there are 'no planned changes' to the admissions policy. The consultation document notes that the pupils currently on roll

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are boys. Estyn's inspection of the school in 2013 noted that all the pupils on roll were boys. The consultation does not provide a clear enough account of both existing and future provision for girls and whether the needs of girls with emotional health and wellbeing needs are being met appropriately.

The proposer states that pupils admitted to Greenhill have a statement of special education needs. 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 also.

The proposal includes information on how the local authority categorises their school buildings and how the current Greenhill site is not fit for redevelopment as it is rated C for condition (Poor with major defects) and D (Very poor) for suitability, with 'unsuitable' learning environments, which seriously inhibit the school's capacity to deliver the curriculum.

The proposal provides sufficient evidence on the projected timescales and how this is subject to planning permissions of the two sites and the relevant funding being secured. However, less clear is what arrangements will be in place to meet expected demand if the proposal does not progress.

The proposal explains well how The Dutch Garden Centre site could be developed. The Council's Cabinet have given permission to acquire the land, the area is designated as Green Wedge meaning that the status of the area can be reviewed in line with the Local Development Plan. The local authority has already undertaken feasibility work and relevant feasibility assessments. The findings of these indicate that the design of the school and its landscaping would need to be taken into consideration to be consistent with its location.

The Council's Cabinet has also agreed the acquisition of the Ty Glas site formally occupied by HMRC. The proposal sets out well how this provision could appropriately support the provision at The Dutch Garden Centre site as well as possible mainstream provision.

The proposal explains adequately how any new building would comply with Welsh Government funding conditions, such as BREEAM certification. The design process however has yet to commence but it does describe how detailed designs would be agreed with the headteacher and governing body. The input of children and young people into developing plans would be integral to project implementation at all stages. There would also be opportunities for stakeholders to comment on detailed plans at the pre-planning and planning application stages, should the proposal be progressed.

The proposal considers suitable alternatives and outlines the possible benefits, disadvantages, and risks, appropriately. Nearly all pupils currently travel to Greenhill site by pupil transport provided by the local authority. It is proposed that this would

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still be the case for pupils who would attend the Dutch Garden Centre site. However, pupils attending the Ty Glas site would have a greater potential to use active travel connections, this being of a potential benefit to the pupils. The proposal does acknowledge the travel risks of the Dutch Garden Centre site and proposes a transport assessment takes place if the consultation is successful.

The proposal lays out well how the cost of the builds would be met and how further work will be undertaken to establish whether there would be further savings for those pupils who are placed out of county for their education due to the lack of specialised school spaces.

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

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

The proposal outlines the intention to increase the number of post-16 places further. We welcome this development. It states that the majority of pupils from special schools are not able to sustain successful transitions to further education, training or employment. However, there are no specific references to the curriculum to be offered or any partnership approach to be adopted in meeting the needs of this group of learners.

The proposal recognises that for this group of pupils that change, and disruption needs to be carefully managed and that plans would need to be implemented to support this. It is proposed that the current staff employed at Greenhill School would remain which would support this change. The proposal includes how the local authority would work with the school, its governing body and parents to ensure that the proposed changes would be carefully planned so that governance, leadership and pupil welfare and their education would not be disrupted.

The proposal outlines the possibility of Greenhill being used as an alternative to placing pupils in out of county provision. However, beyond the statement, no further information is provided. Neither is it clear what impact increasing the provision at Greenhill will have on other settings that currently make provision for secondary aged pupils with emotional health and wellbeing needs.

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 Greenhill School.

The proposal recognises the need for 21st learning environments for its pupils that are appropriate and of a high standard to reflect the needs of the 'Curriculum for Wales' due to be implemented in Welsh Schools in 2022. The new curriculum should

## **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

provide breadth, enable greater depth of learning, ensure better progression, provide scope for more imaginative and creative use of time and place and a much greater emphasis on skills. New and improved school facilities will help support this vision. Overall, there is very little detail on the proposed curriculum. Examples have been provided on how the Dutch barn site could provide vocational and work-related experiences such as horticulture and animal care. However, it is not clear how the curriculum will relate to local market information, the role of local providers such as further education and training organisations. Also unclear is whether pupils from either of the two proposed sites would benefit from the provision that each site could offer. The proposal explains well how the current building limits these opportunities as well as limiting the number of pupils that can attend.

The proposal states that the new buildings would be fully accessible and compliant with the Equality Act 2010. However, the consultation does not outline how the council will specifically cater for the needs of children and young people with emotional health and wellbeing needs in the design and build of the proposed sites. In addition to the facilities included [page 18] the design process should consider appropriately how the accommodation, on both sites, will meet the sensory needs of pupils. We note that a joint review of health and specialist provision in Cardiff special schools and the pupil referral unit will inform the design of specialist provision.

Greenhill School was last inspected by Estyn in March 2013. At this time the school's performance and prospects for improvement were both judged as 'Good'. An assessment provided by the Central South Consortium in autumn 2021 stated that many pupils make increasingly rapid progress across the whole curriculum and school pupil information clearly indicates that progress rates are successfully improving year on year. In the most recent Welsh Government school categorisation in January 2020, Greenhill School was categorised as Green. This means that Greenhill School is a highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement.

The proposal considers the provision for the Welsh language, appropriately. It references the implementation of the LA Welsh Language policy. It appears that there would be no negative impact on the Welsh language provision for these pupils. It does reference the lack of Welsh Language provision for pupils with additional learning needs, however this proposal does not address this shortfall.

## **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

### **Greenhill School Governing Body Response**

Dear Sir/Madam,

As Chairman of Governors at Greenhill Special School, we have undertaken a meeting with the Council to discuss the issues relating to the consultation and have expressed our concerns.

For completeness :-

1 We are not opposed to the increase in size of the school.

2 We cautiously welcome the Ty Glas Site, but wish to see further details such as detailed risk assessments relating to the site, and what else is proposed before passing a firm judgement.

3 We are vehemently opposed to the old Garden Centre Site - it's location is on a motorway junction/roundabout and is not suitable for a school with the needs of our pupils.

4 We have built a wonderful new 6th form on the site of the existing school, and we wish to see this site developed to host most of the pupils.

Thanks

Jayne Cowan

## **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

### **Greenhill School Response**

This is the school's response to the new build proposals for Greenhill Special School.

When we consider the sites we would like to make the following comments. The two sites, one with a rural situation which is perfect for all aspects of forest schools' education and the other with an urban situation within the same post code of the current school, is perfect for travel training, visiting shops and providing services for the community.

We do, however, have a few concerns which we would like to voice at this juncture. The Garden Centre site which is eight acres, is a perfect size and has great potential for the students of Greenhill but the proximity of the motor way raises concerns that we hope to overcome working together with Local Authority as there are access issues. We would also hope that the local Authority would be able to re-direct some of the bus routes as currently the bus route does not extend to the site. This would help to make the site more accessible to parents and some of the students who are able to travel independently.

Travel between the two schools would also need careful consideration. If staff were required to teach in both venues there are the issues of timings and traffic delays to consider which would impact the school day. I realise this is largely a timetabling and management issue for the school but is something we should consider from the outset.

On the whole however, the garden centre site with its rural aspect, overall size of eight acres, gang neutral postcode will provide a good site for a 21<sup>st</sup> century specialist provision for students with severe and complex social emotional and mental health issues.

The CF14 venue is a good site for a specialist provision for SMEH students. However, we are aware that there will be a mainstream secondary school on the same site and this may cause issues. The shared boundary needs careful thought and planning, as does the positioning of the school buildings.

The proposed size of the site (of five acres) is considered to be a little tight but again with careful planning and thought will be workable. Perhaps the size of the site is something that could be discussed at a later date. Furthermore, we would also like to stress that it is not appropriate for Greenhill School to share facilities with a mainstream school and will be pleased to receive further reassurances that Greenhill Special School will not share any facilities with the mainstream school.

Lastly,

## **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

The opportunity to expand the provision on two purpose built sites is unquestionably a once in a life time opportunity. The new sites with bespoke facilities for vocational education, specialist resource rooms for the new Welsh curriculum, therapy and conference facilities, opportunities for forest schools' experiences and travel training will help to future proof education for this very vulnerable section of society. As senior staff we look forward to working with the build team to help design the new school and the facilities of the campuses. We hope that we will see the school's vision materialised as we seek to provide a therapeutic approach to education.

We hope that you find the above comments to be constructive and helpful. We realise that some of these issues may be considered to be 'school management' issues but we thought it would be best to raise these concerns at the outset so that we can seek your advice and work together on a positive way forward.

We are grateful to have the opportunity to be part of this exciting new chapter for Greenhill Special School and appreciate the efforts being made by the Local Authority and New Build Team to consult with us at these initial steps.

Yours faithfully

Shane Mock  
Headteacher

Phillip Haynes  
Deputy Headteacher

Donna Jones  
Assistant Headteacher

# **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

## **Cardiff West Community High School and Eastern High School Responses**

### **Estyn Response – Cardiff West Community High School and Eastern High 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.

This consultation is to consider the demand for specialist resource base places for pupils aged 11 – 19 with emotional and wellbeing needs it is proposed to:

- establish a 20 place specialist resource base at Cardiff West Community High School from September 2022
- establish a 20 place specialist resource base at Eastern High from September 2022

#### **Summary/Conclusion**

This proposal sits alongside others that seek to 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. 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

## **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

the needs of pupils. The proposer doesn't provide sufficient information on the accommodation, facilities or resources that will be available for the specialist resource base provision in either school.

We note [from the proposal for Greenhill School] that a joint review of health and specialist provision in Cardiff special schools and the pupil referral unit 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.

On the basis of the latest information, we have reservations about increasing the capacity of any current provision or establishing a new specialist provision in Western High School. With regards to Eastern High School, we consider that the proposals are 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 children and young people requiring specialist placement because of their learning disabilities has been increasing in Cardiff over the last 5 years and demand is predicted to increase further over the coming years. The local authority wishes to increase the number of places available in specialist resource bases, in mainstream schools, to address this planned increase. The proposal gives appropriate attention to the current capacity and how it is unable to meet the demands for school places for pupils with emotional health and wellbeing needs 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..." The recognition with pupils will be able to access learning and lessons, where appropriate, alongside their mainstream peers is welcome. 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 available provision 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.

## **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

The proposal for Cardiff West High School is to establish a specialist resource base for up to 20 pupils with emotional health and wellbeing needs. However, according to table 6 of the consultation document, the authority has, since 2018, made provision for pupils and increased the number accessing the provision in 2021-2022. It appears that the authority is seeking therefore, to increase capacity further to the stated 20 funded places.

The proposal outlines that Cardiff West is rated A for condition and A for suitability which means the condition of the school is good and operating efficiently and there are good facilities suitable for teaching, learning and wellbeing in school. The proposal identifies clearly how there is capacity within the school to accommodate the specialist resource provision. The site, and local infrastructure off-site, would support the development of specialist provision. However, the proposal does not provide more specific detail and how the provision is suitable for the needs of the identified group of pupils. The new building is fully accessible and compliant with the Equality Act 2010. The proposal goes on to state that the site would support the development of "special school" provision. We assume this to mean specialist resource base provision as opposed to special school provision.

The proposal for Eastern High is also to establish a 20-place provision for pupils with emotional health and wellbeing needs aged 11-19. The proposal indicates that the provision is to be accommodated initially in buildings shared by Eastern High and Cardiff and the Vale college, with later work to be undertaken to provide additional accommodation and facilities. The proposal doesn't provide any further information on the additional accommodation or facilities or the detrimental impact on not having them for those pupils initially accepted into the provision.

Table 11 of the proposal provides for Eastern High provides a clear indication of the phased nature of the provision. Initially five places will be allocated in 2022 increasing to 20 by 2025.

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

The proportion of pupils with additional learning needs in both schools is considerably higher than the national average.

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

The proposals consider appropriately the travel implications for pupils. There is a general statement around the likelihood of reducing travel time from home to school. The proposal implies that pupils at the specialist resource bases will be individually

## **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

assessed to determine whether school transport is provided. The proposal also identifies the need 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, appropriately. It references the implementation of the LA Welsh Language policy. It appears that there would be no negative impact on the Welsh language provision for these pupils. It does reference the lack of Welsh Language provision for pupils with additional learning needs, however this proposal does not address this shortfall.

### **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 schools.

Estyn inspected Cardiff West in 2019 and judged that, for all five inspection areas, the school was adequate and needs improvement. As a result, the school was placed in the category of Estyn review. The inspection did note that "...the school supports pupils with additional learning needs appropriately and that leaders identify and plan effective support to enable these pupils to attend school regularly and access suitable learning pathways..." the inspection report also noted that "...the school supports pupils with emotional and social needs well..." We reviewed the progress of the school in December 2021 and determined that the school had not made sufficient progress to be removed from the follow up category. We noted that, according to the most up-to-date published data that attendance of pupils with special educational needs had worsened, that the rate of exclusion is significantly higher than in other Cardiff secondary schools. We will be reviewing the school again in the summer term 2022.

In the most recent Welsh Government school categorisation in January 2020, Cardiff West Community High School was categorised as Red (A school in need of greatest improvement and will receive immediate, intensive support). The proposal does acknowledge that this is a concern, however an assessment carried out by Central South Consortium in autumn 2021 claims that the school is making progress and has an improving track record in raising pupil outcomes including those of vulnerable pupils. There have also been clear improvements in attitudes to learning. The proposal claims that standards at Cardiff West Community High School are improving.

We inspected Eastern High in 2014 and judged overall that the school's current performance and prospects for improvement to be unsatisfactory. The school was placed in special measures. We have continued to monitor the progress of the school and in 2017 it was removed from special measures. In our 2017 report we noted that a coherent and systematic approach to pupils' wellbeing has resulted in

## **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

improvements in pupils' behaviour, attendance and attitudes to learning. We also noted that in many lessons learning activities are matched well to pupils' ability and that pupils are challenged successfully. By 2017, the school had made strong progress in raising standards and improving pupils' literacy and numeracy skills.

In the most recent school categorisation in January 2020, Eastern High was categorised as a yellow school [an effective school which is already doing well and knows the areas it needs to improve].

The proposer asserts that establishing a specialist resource base in both schools would provide appropriate high quality school places for young people with emotional health and wellbeing needs. The proposal is not expected to have any negative impact on the quality of standards of education at the school.

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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### **Cardiff West Community High School Governing Body**

Good afternoon

I am responding formally to the consultation on Cardiff West ALN increased capacity as Chair of the Governing Body following our consultation meeting with officers on 26<sup>th</sup> January 2022.

The governing body support the formalisation of the 20 additional ALN places at Cardiff West CHS for our students with emotional health and wellbeing needs. We discussed our concerns with you in detail at this meeting and agreed a site visit by Richard Portas after our imminent ESTYN visit would be the best way forward. Whilst of course we are very fortunate with our new build and the facilities that offers, we do have concerns about balancing the needs of all our students and how we can protect our most vulnerable students whilst ensuring we're as inclusive as possible. We wish to give further thought to where these students are physically located on site for their own health, safety and wellbeing. We would also want to consider break times and other aspects of the school day routine to ensure the best possible experience for all our students. We understand that currently these places are taken by students within our own catchment area and would want to see this continue as far as possible. Should this extend throughout the city, we would have concerns around additional traffic on site and undermining our active travel plans. We have worked hard to embed the school in the local community and will continue with this important work. We also have to balance the needs of these students with other groups and growth plans.

As this is a formalisation of the current situation, we don't have any concerns regarding appropriate staffing and associated costs.

Kind regards

Karen Dell'Armi

## **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

### **Cardiff West Community High School – Headteacher Response**

Good Morning,

I welcome the ideas in the consultation and we have worked well with the LA to establish an effective SRC after a challenging start. My main concerns centre around space in the building. The SRC was never in the original build design and uses 3 rooms in the ALN area. The school has grown rapidly and we are short of space. Inevitably, the original capacity and what we need now as needs have changed are a real sticking point. Given our context, the notion of rooms with 30 pupils in does not work in many cases. For example, our post 16 area houses our internal PRU – this takes up 4 rooms. Without this, we would not meet pupil needs. In addition, we would like to look at some financial resource to link a member of the LT to the base to ensure that we can continue to grow the SRC and work even more effectively with the LA. In addition, it would support the development of inclusion in the school.

Thanks

Martin

## **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

### **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 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.

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We look forward to your response.

Yours sincerely,

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

## **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

### **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

# EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

## 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 Pentreban 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
- ❖ The Hollies Special School from 90 to 119 from Sept 2022

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- ❖ 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 Pentreban 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.

## EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

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?

## **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

- 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 chosen to receive their education through Welsh, but these proposals do not seem to

## **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

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.

## **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

### **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 gwrthio 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 yn dadlau bod diffyg ystyriaeth i gymorth awtistiaeth o fewn y sector cynradd cyfrwng

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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.

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-

## **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

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)

# EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

**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.
- 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

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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

## **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

### **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

## **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

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

# EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

## 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. Dyma gyfle nawr i sefydlu partneriaeth waith agos rhwng y sector cyfrwng Cymraeg

## **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

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

## **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

### **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

## **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

### **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

## **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

### **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 Gydlynnydd 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 pandemig. Yn ogystal â'r anhawsterau cymdeithasol /economaidd, mae heriau

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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 Sbectrwm Awtistig, ac anghenion emosiynol ac ymddygiadol, fodd bynnag, mae gennym bryderon nad oes darpariaeth arbenigol gydnabyddedig ar gyfer disgyblion ag Anhwysterau Sbectrwm 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

## **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

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.

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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

## **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

### **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 gynnis lleoedd o ansawdd uchel i ddysgwyr 3-19 oed ag anghenion dysgu cymhleth a Chyflwr ar y Sbectrwm 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.

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

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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

# **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

## **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 sbectrwm 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 warchoddedig 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 yr ymgynghoriad hwn (tudalen 81) yn sôn am y Gymraeg. O ganlyniad, rydym yn

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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.

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.

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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

# EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

## 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.

## **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

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.

## **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

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.

## **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

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.

**EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

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)

## **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

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 encourages 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

# EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

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

## **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

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 ALI 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.

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

## **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

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

**EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

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

# **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

## **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 crucial that an element of Welsh Medium provision is within the school enabling

## **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

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**

# EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

## 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 anfodhaol. 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 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.

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### 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 awtistiaeth. 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.

### 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>

## EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses

Medi 2022	240	241	230	238	214	142*	105**	1410
Medi 2023	270	240	241	230	238	139*	132**	1490
Medi 2024	240	270	240	241	230	155*	130**	1506
Medi 2025	240	240	270	240	241	150*	145**	1526
Medi 2026	240	240	240	270	240	157*	142**	1529
Medi 2027	240	240	240	240	270	157*	145**	1532

\* 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 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**

## **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

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 argymhellion 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 iechyd meddwl a lles emosiynol disgyblion. Er hyn, nid oes cydnabyddiaeth bod 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.

## **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

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 gynnaliadwy 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 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**

## **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

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 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

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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 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

## **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

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 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,

## **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

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.

Yours sincerely,

E Patchell  
Chairman  
Governing Body  
Ysgol Gyfun Gymraeg Glantaf

Matthew H T Evans  
Headteacher

## **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

### **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

# **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

## **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 recommended, therefore, that work is undertaken immediately to collect data on the

## **EMOTIONAL HEALTH AND WELL BEING PROVISION FOR PRIMARY AND SECONDARY AGE PUPILS - Appendix 6: Formal responses**

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)