

EDUCATION INVESTMENT STRATEGY CAERDYDD 2024 - 2033 CONSULTATION DOCUMENT 2026

SPECIALIST PROVISION FOR PRIMARY AND SECONDARY AGE
LEARNERS WITH AUTISM/SOCIAL COMMUNICATIONS NEEDS

9 FEBRUARY - 26 MARCH 2026



This document can be made available in Braille.
A summary version of this document is available at
[Additional Learning Needs \(ALN\) provisions](#)

Information can also be made available in other community languages if needed.
Please contact us at [029 2087 2720](tel:02920872720) to arrange this.



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INTRODUCTION

What is this booklet about?

This booklet is for parents/ carers, school staff, school governors and anyone who has an interest in education in Cardiff.

It will be of particular interest to parents/ carers of children and young people attending or expecting to attend specialist resource bases (SRBs) and those that have or currently work with children and young people with Autism/Social Communication Needs.

Children and young people with Autism/Social Communication Needs may have a range of issues and a combination of layered needs. These could include needs relating to social interactions or their environment with the primary barrier of communication and interaction.

The Council wants to make changes to the provision for primary and secondary aged learners with Autism/Social Communication Needs.

This booklet sets out a range of proposals to increase the number of Specialist Resource Base places for both primary and secondary age learners with Autism/Social Communication Needs and the reasons for these proposed changes.

What are we proposing to do?

To meet the demand for specialist places for learners with Autism/Social Communication Needs it is proposed to:

- Establish a new 20 place English-medium Autism/Social Communication Needs Specialist Resource Base at Hywel Dda Primary School from January 2027 within the existing buildings. The base would provide 10 places in 2026/27 with scope to extend to 20 places from 2028/2029.
- Establish a new 30 place English-medium Autism/Social Communication Needs Specialist Resource Base at Radnor Primary School from January 2027 within the existing buildings. The base would provide 10 places in 2026/27 with scope to extend to 20 places in 2027/28 and 30 places in 2028/29.
- Establish a new 10 place Welsh-medium Autism/Social Communication Needs Specialist Resource Base at Ysgol Glan Morfa from January 2027 within the existing buildings.
- Establish a new 42 place English-medium Autism/Social Communication Needs Specialist Resource Base at Fitzalan High School from January 2027 within the existing buildings.
- Establish a new 10 place Welsh-medium Autism/Social Communication Needs Specialist Resource Base at Ysgol Gyfun Gymraeg Bro Eder from September 2027 within the existing buildings.

Information specific to each proposal can be found at pages 20 - 49.

The Council is also consulting on separate proposals to increase provision for learners with:

- Complex Learning Needs
- Emotional Health and Wellbeing Needs

You can find details of these proposals at [Additional Learning Needs \(ALN\) provisions](#)

Consultation

Who are we consulting with?

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

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

Table 1 below sets out who the Council is consulting:

Table 1: Groups the Council is consulting with	
Children and young people	Welsh Ministers
Parents/carers	Police & Crime Commissioner
School staff	Cardiff School Improvement Service
School Governing Bodies	Welsh Language Commissioner
Local residents	Rhieni dros Addysg Gymraeg (RhAG)
Community Councils	Trade Unions
Local Members/Members of the Senedd (MS)/ Regional Members of the Senedd/ Member of Parliament (MPs)	Childcare providers
Diocesan Directors of Education	Mudiad Meithrin
Neighbouring Authorities	Wales Pre-School Providers Association
All Cardiff schools	Clybiau Plant Cymru Kids Club
Estyn	National Day Nurseries Association
Communities First Partnership	Welsh Education Forum (WEF)
Cardiff and Vale University Health Board	Voluntary Sector organisations
Local businesses/organisations	Traffic Commissioner for Wales
Out of County/Non-maintained Additional Learning Needs providers	

Views of children and young people on the proposed changes

Cardiff is committed to being a child-friendly city where children are able to inform decisions that affect their lives and the services they access.

The Council will consult with pupils in the schools included as part of these proposals and the information gathered in these sessions will be included in the final consultation report.

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

- This consultation document is available on the Cardiff Council website at [Additional Learning Needs \(ALN\) provisions](#)
- If you are unable to access the information on-line, you can request that a printed copy of this consultation document is posted to you. You can request this by e-mailing schoolresponses@cardiff.gov.uk or by telephoning **029 2087 2720**.

- We will advise families with children at the schools included as part of these proposals on how they can access a copy of the document.
- We will hold public meetings and drop-in sessions for anybody to attend where the changes we are proposing will be explained. You will have an opportunity to ask questions as part of these sessions. Both in-person and online sessions will be offered.
- Council officers will meet with the Governing Bodies and staff (as required) of the schools included as part of these proposals.
- You can also write to the Council to tell us what you think.

The dates of the consultation meetings are set out below:

Table 2: Consultation Meeting Dates

Nature of consultation	Date/Time	Venue
Drop-in session	Thursday 19 February 2026 9:30am - 11:30am	Llanishen Hub
Drop-in session	Friday 27 February 2026 10:30am -12:30pm	Ely and Caerau Hub
Drop-in session	Friday 6 March 2026 11:30am - 1:30pm	Star Hub
Drop-in session	Monday 9 March 2026 12 noon - 2pm	Loudon Culture and Media Centre
Drop-in session	Wednesday 18 March 2026 11am - 1pm	St Mellons Hub
On-line drop-in session	Wednesday 18 February 2026 12 noon - 1pm	Teams
On-line drop-in session	Monday 23 February 2026 1pm - 2pm	Teams
On-line drop-in session	Tuesday 24 February 2026 2pm - 3pm	Teams
On-line drop-in session	Monday 2 March 2026 5pm - 6pm	Teams
On-line drop-in session	Friday 13 March 2026 12:30pm - 1:30pm	Teams
Public meeting (in person)	Thursday 19 March 2026 5:30pm - 6:30pm	Central Library

Your views are important to us

Your views matter and we want you to tell us what you think about the changes we have suggested in this document.

You can do this by:

- Attending an in-person drop-in session. You do not need to pre-book for these sessions. Just attend the venue at the date and time specified
- Attending an online drop-in session. Please contact us via e-mail to schoolresponses@cardiff.gov.uk confirming which session you would like to attend, and we will provide a link and instructions on how you can access the meeting
- Attending the in-person public meeting. Please contact us via e-mail to schoolresponses@cardiff.gov.uk stating which meeting you would like to attend, and we will reply to confirm arrangements.
- Completing the electronic response form which you can find at [Additional Learning Needs \(ALN\) provisions](#)

- Printing and completing the consultation response form, which you can find at [Additional Learning Needs \(ALN\) provisions](#) and returning the form by post to School Organisation Planning Team, Room 463, County Hall, Cardiff, CF10 4UW
- Writing to the School Organisation Planning Team by e-mail to schoolresponses@cardiff.gov.uk or by post to Room 463, County Hall, Cardiff, CF10 4UW. This can include requesting an officer call back if you have a specific question that you feel you would like further information about.

Please note that all comments sent in writing or by e-mail must contain the full name and postal address of the person making the comments.

The closing date for responses to this consultation is 26 March 2026.

Unfortunately, we will not be able consider any consultation responses received after this date.

Explanation of terms used in this document

Please note the following terms used throughout this document:

Admission Number - all maintained schools admit pupils up to at least their Published Admission Number (PAN). The admission number is the number of pupil places available in each year group between Reception Year and Year 11.

ALN (Additional Learning Needs) - a child or young person is considered to have Additional Learning Needs if they have difficulties that have a significant long-term impact on their learning. Difficulties may be related to learning; communication and interaction; a physical or sensory disability; or behavioural emotional and social development. (ALN is sometimes referred to as Special Educational Needs).

ALNCo (Additional Learning Needs Co-ordinator) - a staff member at a school who is responsible for managing support for students with ALN and promoting inclusion within the school. Their role includes liaising with pupils, parents, teachers, and external agencies, monitoring the effectiveness of support and interventions, maintaining IDPs and organising training for other school staff.

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

Collaborative Learning Partnership (CLIP) - structured partnerships between schools that have been established to support continuous improvement in schools and to raise outcomes for all learners.

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

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

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

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

Free School Meals (FSM) - all primary school children in Wales can now access universal primary free school meals. However, eligibility for Free School Meals (eFSM) is still recorded where possible, as it is a way to identify social deprivation and used to determine funding allocations and grants for both schools and families. A child may be eligible for Free School Meals if their parent receives certain types of income support or credits, or if they are supported under Part VI of the Immigration and Asylum Act.

In-County Provision - Council maintained and funded places at schools or Specialist Resource Bases within Cardiff.

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

Mainstream - a mainstream school is a school run by the Council which is not a special school. Council maintained mainstream/special schools are not selective and do not require students to pay fees.

Number on Roll (NOR) - the number of pupils at a school (not including nursery pupils).

Out of County provision - where the Council does not have suitable provision for pupils requiring a specialist place, places may have to be funded in a school or Specialist Resource Base in another Council area or in provision run by an independent organisation.

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

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

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

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

Statutory Notice - a statutory notice is the formal publication of a finalised proposal. This will only be undertaken if a decision is made by the Council Cabinet to proceed with a proposal following consideration of all responses from the consultation process. This is a legal requirement as outlined in the School Organisation Code (2018).

Welsh in Education Strategic Plan (WESP) - a statutory plan that each Council in Wales must prepare, stating how it will improve the planning of Welsh-medium education and improve standards in Welsh-medium education, with targets set and agreed by Welsh Ministers.

Why are we proposing these changes?

Stronger Fairer Greener

The Council's 'Stronger, Fairer, Greener' policy prioritises education as the key to reducing poverty and driving long-term prosperity, committing to make every Cardiff school a good school through investment, improved attainment, and support for vulnerable children from early years to higher education.

Stronger Fairer Greener is available to view at [Stronger Fairer Greener](#)

Cardiff 2030

Cardiff's 2030 aims to establish '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

A key focus is improving outcomes for Cardiff's most vulnerable learners, many of whom face barriers to engagement in education and learning

Addressing inequality is key.

Cardiff's 2030 vision is available to view at [Cardiff 2030](#)

Inclusion Strategy

The Inclusion Strategy aligns with Cardiff 2030 values and outlines actions for the Council and partners under five key areas:

- Deepening and embedding inclusive practice
- Strengthening the engagement of our learners
- The right provision and the best support for learners
- Meeting the needs of all learners
- Supporting and strengthening our workforce

To meet the needs of all learners, Cardiff wants an education system where the majority of learners with Additional Learning Needs can thrive and have their needs met in their local mainstream school.

When specialist provision is in the best interests of learners the ambition is that learners should be placed in a Cardiff maintained school. This would reduce the spend on more costly, independent provision which can also 'dislocate' learners from their wider community.

Cardiff's Inclusion Strategy is available to view at [Education Inclusion Strategy](#)

Education Investment Strategy Caerdydd 2024 – 2033

The Education Investment Strategy Caerdydd 2024–2033 is designed to strengthen Cardiff’s education system in line with the city’s priorities outlined in Stronger, Fairer, Greener.

It sets a long-term vision for the organisation of education aligning with national priorities and Cardiff’s commitment to equitable, aspirational, and sustainable education.

The Education Investment Strategy Caerdydd 2024 – 2033 is available to view at [Education Investment Strategy 2024 to 2033](#)

Cardiff’s Sustainable Communities for Learning Rolling Programme 2024-2033

The Sustainable Communities for Learning Programme is a long-term strategic investment in the educational estate throughout Wales.

It is a unique collaboration between Welsh Government, the Welsh Local Government Association (WLGA), Councils, colleges and diocesan authorities.

The Cardiff Sustainable Communities for Learning Rolling Programme 2024-2033 sets out the need for strategic investments that align with local and national goals to improve educational outcomes.

The investment principles within Cardiff’s Sustainable Communities for Learning Rolling Programme 2024-2033 are:

- (i) Alignment with local and national education policies agendas to improve education outcomes
- (ii) Targeting investment through maintenance or new build to improve the condition of the estate.
- (iii) Ensuring sustainable levels of surplus.
- (iv) Delivering an appropriate level of Additional Learning Needs (ALN) provision.
- (v) Meeting legislative requirements
- (vi) Maximising “invest to save” strategies to reduce reliance on borrowing.
- (vii) Follow a thorough options appraisal process to support decision making.

Cardiff’s Welsh in Education Strategic Plan (WESP)

In 2017 the Welsh Government published its ‘Cymraeg 2050: A million Welsh speakers’ strategy for the promotion and facilitation of the use of the Welsh language. This sets out the long-term approach to achieving a target of a million Welsh speakers by 2050.

Councils are required to publish a Welsh in Education Strategic Plan (WESP), setting out a ten-year target for increasing Year 1 learners educated in Welsh. Each Council must set its target in line with the range provided by the Welsh Government in order to contribute toward the overall national target.

The Cardiff Welsh in Education Strategic Plan includes targets to:

- Increase the number of 3 year olds and 5 year olds receiving their education through the medium of Welsh.
- Increase the number of learners who continue improving their Welsh language skills as they move from one stage of education to the next
- Increase the number of learners taking qualifications through the medium of Welsh
- Increase opportunities for learners to use Welsh in different contexts in school
- Increase Welsh-medium provision for learners with Additional Learning Needs
- Expand the Welsh-medium teaching workforce

Outcome 6 of the WESP sets out the Council's intention to increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) (in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018

The Cardiff Welsh in Education Strategic Plan is available to view at [Cardiff Welsh in education strategic plan.pdf](#)

The Approach to Supporting Additional Learning Needs in Cardiff

An effective, inclusive approach to supporting additional learning needs in Cardiff includes the following principles:

- Schools and settings that deliver an innovative curriculum with effective whole school approaches to teaching and learning, emotional health and wellbeing
- Excellent specialist services to enhance the capacity of schools and other settings to include children and young people with a range of additional learning needs
- Effective early identification and research-based intervention to prevent the escalation of additional learning needs wherever possible
- High levels of accessibility in every school building with sufficient flexible accommodation in every school appropriate to the age and stage of learning
- Strong partnerships to ensure a holistic, collaborative response to a child or young person's additional learning needs (including health, children and adult services, early years and Further Education providers)
- Effective multi-agency transition planning at every stage, from early years through to primary, secondary, post 16 and adult destinations, to support admission without delay

The number of children and young people requiring specialist placement as a result of their learning disabilities has been increasing in Cardiff.

The proposals set out in this consultation document seek to improve access to education in line with the above principles of inclusion.

Specialist Resource Bases

A Specialist Resource Base (SRB) is a facility within a mainstream school designed to support learners with Additional Learning Needs (ALN) while allowing them to integrate with their peers where appropriate and suitable.

The budget and responsibility for management of the bases is delegated to the Governing Body of the mainstream school, but admissions are managed by the Council. The Council's specialist services coordinate a range of training and professional learning for resource base staff and support Governing Bodies in the process of appointing and developing specialist teaching and support staff.

Key features of a Specialist Resource Base in Cardiff, in addition to provision within a mainstream classroom, include:

- **Dedicated Space:** The resource base typically has its own classrooms and facilities within the mainstream school, providing a safe and supportive environment for learners with ALN
- **Qualified, Experienced and Specialised Staff:** The base is staffed by teachers and teaching assistants who are trained to work with learners with various disabilities and learning difficulties
- **Therapeutic Services:** The resource base has access to services such as Educational Psychology, Specialist Teacher Teams, Speech and Language Therapy and Occupational Therapy to support learners' holistic development
- **Small Class Sizes and higher ratio of staff: learners:** Smaller class sizes and increased staffing allow for learners to receive tailored support and intervention based on their specific needs, which may include a balance of individualised, paired, small group or whole class work
- **Inclusion in mainstream learning:** the autism bases and hearing impairment bases focus on learners with mainstream learning needs. Staff to learner ratios remain high, but the focus is on supporting as much access to mainstream learning as possible

Details of Specialist Resource Base provision for learners with Autism/Social Communication Needs can be seen at Appendix 1.

Sufficiency in the Special Sector

Cardiff Council is committed to the principles of inclusion.

The majority of learners with Additional Learning Needs (ALN) attend a local mainstream school, and benefit from effective Additional Learning Provision (ALP).

These learners do not need to attend a special school or Specialist Resource Base.

However, it is recognised that in order to thrive and fulfil their potential, children and young people with the most complex additional learning needs require access to the specialist environments and expertise of a special school or Specialist Resource Base.

The number of pupils with severe and complex needs, who need a place in a special school or Specialist Resource Base has continued to grow.

This is due to:

- Improved survival rates for children born with significant disabilities, resulting in a higher number of pupils with severe and complex disabilities
- Increased complexity in needs, which has meant that the demand for specialist provision has continued to grow. The range of expertise, specialist support and facilities required in special schools and Specialist Resource Bases has also increased
- Increased incidence and identification of specific needs such as autism, ADHD, physical disabilities and sensory impairments
- More children and young people with emotional health and wellbeing needs. This was a trend before COVID 19 but has been exacerbated by school closures and other measures to manage the pandemic

Provision for learners with Autism/Social Communication Needs

Current provision

Cardiff currently maintains five secondary school, one primary special school and three primary school specialist resource bases for learners with autism / social communication needs.

Table 3 sets out provision currently available in Cardiff for pupils with Autism / Social Communication needs.

Table 3: Autism / social communication needs places for learners in Cardiff 2025/26		
School	Age Range	Designated Places
Cantonian High School	11-19	30
Cathays High School	11-19	50*
The Hollies Special School	4-11	150
Llanishen High School	11-19	45
The Bishop of Llandaff High School (Marion Centre)	11-18	66
Ysgol Gyfun Gymraeg Glantaf (Welsh Medium)	11-19	30
Coed Glas Primary School	4-11	20
Pentreban Primary School	4-11	24
Springwood Primary School	4-11	28
Ysgol Gyfun Gymraeg Glantaf (Welsh Medium) (Specialist Resource Base)	11-19	30
Ysgol Gynradd Pwll Coch (Welsh Medium) (Specialist Resource Base)	4-11	20

*Phased expansion to 50 places, temporarily capped at 20 places until new build Cathays High School completed.

Special school places for learners with Autism / Social Communication needs are also available at Meadowbank Special School, Riverbank Special School and Woodlands High School

Whilst there are a number of existing specialist settings across Cardiff, there are not enough places available. The number of children who would benefit from a place has increased in recent years and is projected to increase further over coming years.

As there are not enough special school and Specialist Resource Base places in Cardiff, the Council has also funded some places at special schools in other council areas or in independent schools.

The total spend on these places for learners of all ages was £15.4m in 2024/25. The budget for 2025/26 for these types of places is currently set at £16.9m.

Expanding Council maintained provision would be more cost-effective than continued reliance on places in independent schools.

Geographical distribution of specialist provision

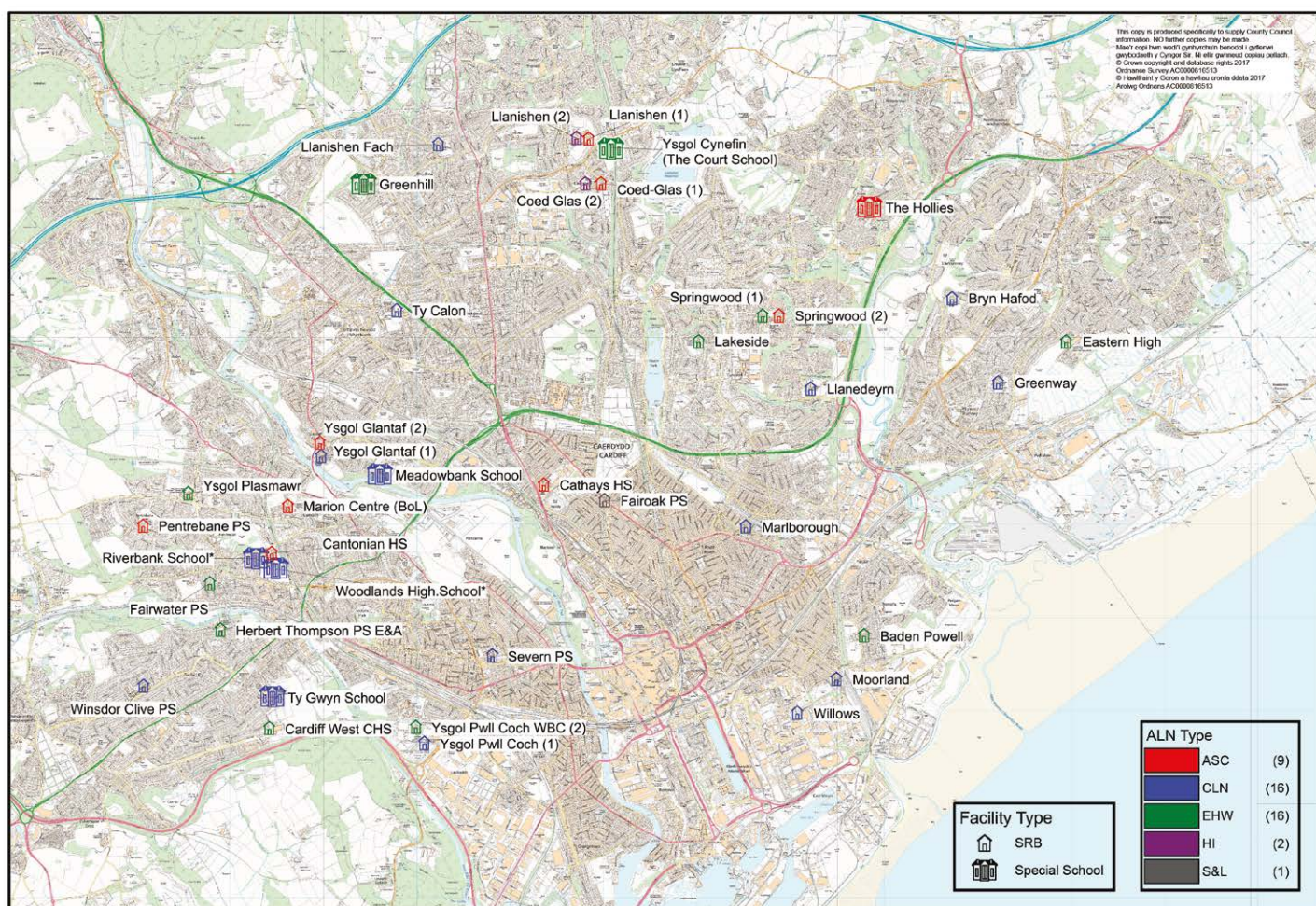
In some areas of Cardiff there are insufficient specialist places to support learners with Additional Learning Needs. This can disadvantage learners living in those areas.

Some families are unfamiliar with the areas where provision is located or may not be able to travel easily to those areas.

Although free home to school transport is available for such children, sending a young child to school in an unfamiliar area is a difficult decision for parents/ carers.

A better distribution of Additional Learning Needs places across the city would improve access for pupils. It would reduce travel times for many pupils, as well as increasing the number of places available.

Cardiff Specialist ALN provision 2025/26



Demand for places

In April 2025, the Council undertook an analysis of learners with Individual Development Plans (IDPs) that require placement in specialist provision.

This included both learners' resident in Cardiff and Children Looked After for whom the Council has corporate responsibility who may live outside the Council area and attend maintained or independent settings.

The analysis included:

- Learners with Individual Development Plans who were placed in maintained specialist provision, out of county or independent provision
- Learners of statutory school age for whom a specialist placement has not yet begun
- Learners registered as Education Other Than at School (EOTAS), but not placed in specialist provision
- Learners who are Electively Home Educated (EHE)

A survey was issued to schools in May and June 2025 to identify learners by age group who may require specialised placements within the next school year, and their primary additional learning need. This supplemented the data of learners for whom a formal assessment had already been progressed.

An annual comparison of the above data against the total pupil population can be plotted to identify trends, and to inform projected 'demand for places' in future years. However, the recent transition from the Special Education Needs categorisation to Additional Learning Needs categorisation means that there is not sufficiently consistent data to plot trends at this time.

Modelled scenarios can be plotted against the projected pupil population to identify the relative impact of further growth.

Using the NHS GP registration data, primary phase (ages 4–11) population data has been modelled up to 2027/28. Beyond this, modelling includes an extension of recent birth rates.

Summary analysis is presented by age phase rather than year group to account for small cohort sizes, placements in learning stages, and the tendency for greater fluctuation in smaller cohorts.

Demand for places in primary-age specialist provision

Table 4 sets out the formal capacity of Specialist Resource Base provision for primary age learners with Autism/ Social communication needs currently available in Cardiff and projected future demand.

This provision differs from Complex Needs provision as learners enrolled have:

- a diagnosis of autism, or are on the neurodevelopmental pathway with the primary barrier of communication and interaction
- a cognitive profile which falls within the moderate learning difficulties to above average range
- high potential to learn and succeed in mainstream but require significant support in social communication and understanding.

Table 4: Specialist Resource Base provision for primary age learners with Autism/ Social communication needs currently available in Cardiff and projected future demand.

Table 4: Specialist Resource Base provision for primary age learners with Autism/ Social communication needs currently available in Cardiff and projected future demand.								
	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32
Coed Glas ASC SRB	20	20	20	20	20	20	20	20
Springwood ASC SRB	28	28	28	28	28	28	28	28
Pentrebane ASC SRB	24	24	24	24	24	24	24	24
Total Designated Capacity	72	72	72	72	72	72	72	72
Temporary arrangements	0	6	10	0	0	0	0	0
Operational Capacity	72	78	82	72	72	72	72	72
NOR /Projections ASC Integrated	115	118	120	122	124	126	128	131
Surplus / deficit	-43	-40	-38	-50	-52	-54	-56	-59

Demand for places in secondary age specialist provision

Table 5 sets out the formal capacity of Specialist Resource Base provision for secondary age and post-16 learners with Autism currently available in Cardiff and projected future demand.

Table 5 : Specialist Resource Base provision for secondary age and post-16 learners with Autism currently available in Cardiff and projected future demand.								
	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32
Cantonian ASC SRB	30	30	30	30	30	30	30	30
Cathays ASC SRB*	50	50	50	50	50	50	50	50
Llanishen ASC SRB	45	45	45	45	45	45	45	45
Ysgol Glantaf ASC SRB	30	30	30	30	30	30	30	30
Total Designated Capacity	180	200	200	200	200	200	200	200
**Temporary arrangements	-30	-5	-30	-30	-30	-30	-30	-30
Operational Capacity	125	150	125	125	125	125	125	125
Total NOR /Projected demand	102	105	107	109	111	112	114	116
Surplus / deficit	23	45	18	16	14	13	11	9

**The proposed expansion of English-medium secondary Autism/Social Communication Needs provision would replace the current temporary arrangements

Increasing provision for learners with Autism/Social Communication Needs

The Council is committed to further developing and increasing provision for learners with Additional Learning Needs in specialist provision where permanent placements are appropriate.

The development of proposals has been prioritised to ensure there is an appropriate balance in the number and type of specialist places for Cardiff learners.

A range of potential proposals have been identified and will be rolled out on a phased basis to allow for the further development of proposals, the ongoing review of population data and demand for additional learning needs places, the necessary statutory processes and effective implementation.

An initial phase of proposals to address immediate demand for Autism/Social Communication Needs are set out in this consultation document.

An initial phase of proposals to address demand for Complex Learning Needs and Emotional Health and Wellbeing Needs are also being consulted on with details available at [Additional Learning Needs \(ALN\) provisions](#).

The proposals seek to strike an appropriate balance between removing surplus mainstream places in existing buildings and adding to school sites and buildings citywide, whilst increasing the number of specialist places available within a reasonable timescale.

This set of proposals would provide 112 additional permanent Autism/Social Communication Needs places including 60 for primary age learners and 52 for secondary age and post-16 learners.

The range of proposals focuses on supporting pupils in mainstream schools, where this is appropriate, and on sustainable growth of established and successful specialist provision.

This would reduce the Council's reliance on out of county and independent places in coming years.

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

Further proposals to expand provision for primary and secondary age learners, focused on utilising existing school sites and buildings will be brought forward later in 2026 and would form part of a separate consultation.



Hywel Dda Primary School

Proposal to establish an Autism/Social Communication Needs Specialist Resource Base at Hywel Dda Primary School

Hywel Dda Primary School is an English-medium community primary school with nursery provision located at Cambria Road, Ely, CF5 4PD.



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

- establish a 20-place Specialist Resource Base for Autism/Social Communication Needs at Hywel Dda Primary School. The base would provide 10 places in 2026/27 with scope to extend to 20 places from 2028/29.

It is proposed that the base would be accommodated within the existing school buildings in January 2027 and transfer to new build accommodation from September 2028.

The number of places at the school

Table 6 below provides details of mainstream places available at Hywel Dda Primary School.

School	Current Published Capacity (age 4 – 11)	Places per year group (age 4 – 11)	Nursery Places	Language medium and Category of School
Hywel Dda Primary School	420	60	64	English-medium community primary school

The current capacity of Hywel Dda Primary School is 420 places, and the school had 359 primary-age learners on roll in January 2025.

Demand for mainstream places at the school

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

Table 7: Recent and projected numbers on roll at Hywel Dda Primary School- primary age pupils										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
Hywel Dda Primary School	399	395	396	365	359	349	331	315	303	292

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

Condition and Suitability of School Buildings

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

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

Table 8: Condition and suitability gradings

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

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

The site, and local infrastructure off-site, would support the development of Specialist Resource Base provision.

Specialist Resource Base Accommodation

It is proposed that the base would initially be accommodated within the existing school buildings in January 2027 and transfer to new build accommodation from September 2028.

The majority of schools city-wide have had falling intakes in recent years relating to the low birth rate. This allows the Council and schools to work together in partnership to consider how best to use available accommodation to best meet pupils’ needs.

The Council has developed a specification for resource bases that can be adapted for various settings. The Council works with schools to identify appropriate locations within the existing buildings, with appropriate investment provided to ensure that the facilities are fit for purpose.

The Specialist Resource Base would initially require one classroom set up to provide a nurturing environment, including a withdrawal room for children to self-regulate and with access to a secure outside learning area and toilets.

The Council is working with the Governing Body of Hywel Dda Primary School to agree and progress the development of a refurbishment scheme that re-purposes surplus classroom space.

There would still be sufficient places retained at the school and in neighbouring schools to accommodate the local demand for mainstream places.

Quality and Standards

The following information has been provided by the Cardiff School Improvement Team regarding quality and standards at Hywel Dda Primary School.

The school's effective self-evaluation process guides its improvement priorities with involvement from all staff, fostering shared responsibility. The leadership team is increasingly effective, and outcomes are transparently shared with governors and local authorities to maintain accountability.

Teaching and learning are prioritised, with regular monitoring, targeted professional development, and close staff-leadership collaboration addressing challenges. Most pupils are engaged and articulate about their learning, showing increased ownership. While some challenging behaviour occurs, staff and leadership work together to implement positive strategies. The learning environment is continually enhanced to provide engaging, skill-based experiences.

The school is strongly committed to supporting all learners, including a high proportion with additional needs. The dedicated well-being class is effective in supporting pupils with more complex needs, ensuring they receive appropriate interventions that promote emotional and learning development, and staff work closely with families to overcome barriers to learning. This collaborative approach is strengthening relationships and enhancing pupil well-being. The school maintains a caring atmosphere, with robust safeguarding practices ensuring a secure environment.

Leadership is vision-driven and collaborative, with distributed roles empowering staff and expanding opportunities for pupils. Leadership capacity and governor engagement are growing, supporting ongoing strategic development.

The most recent Estyn inspection of the school in February 2024 gave an overview of the school as follows:

Staff at the school create a caring and supportive school. School leaders ensure that pupils' well-being is a priority and, as a result, nearly all pupils thrive. They are enthusiastic and develop positive attitudes to learning. Throughout the school, most pupils behave well in lessons. They consider others' views and support one another well. Most pupils develop respectful relationships with staff and peers.

The school has created a broad and inclusive curriculum, with beneficial opportunities for pupils to immerse themselves in learning experiences that develop their understanding of Wales and our diverse world. The strong Welsh ethos enables many pupils to develop as confident and enthusiastic Welsh speakers.

A notable strength is the positive reading culture and the progress that pupils make with their reading skills.

Inspection findings in relation to progress of and provision for pupils with ALN at the school was positive:

- Most pupils with additional learning needs (ALN) make strong progress over time against their individual targets.
- The ALNCo (additional learning needs co-ordinator) has developed valuable relationships with a wide range of agencies and professionals, including specialist teachers for Autism and an Emotional Health Team.
- Senior leaders monitor the progress of pupils with additional learning needs rigorously and review the impact of interventions on their learning and well-being thoroughly to ensure the support that pupils receive is meeting their needs.

The full report can be found at [Inspection report Hywel Dda Primary School 2024](#)

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

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

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

Standards at the school are good and it is not expected that the establishment of Specialist Resource Base provision at the school would impact negatively on the quality and standard of education at the school.

Teaching and learning experiences

The proposal is not expected to have any negative impact on teaching and learning experiences at the school.

The setting would provide small class learning tailored to the learning needs of the pupils, including interventions to support literacy and numeracy, speech, language and communication.

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

Care support and guidance

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

The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

The Council manages admissions to the special schools and Specialist Resource Bases. Every learner placed in the proposed Specialist Resource Base would have an Individual Development Plan which is a statutory document identifying what is 'important to' and 'important for' the child or young person, the desired outcomes and the additional learning provision to be implemented in order to achieve the outcomes.

The Council would work with the leadership of the school to make sure everyone understands their responsibility for helping to improve and sustain care support and guidance.

Leadership and Management

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

The Council provides a range of specialist support to schools including specialist staff, support for staff development, ALNCo forums, cluster ALNCo meetings, termly additional learning needs updates for Headteachers and regular updates for Governing Bodies.

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

Human Resources Matters

The proposal to establish a Specialist Resource Base at Hywel Dda Primary School would require the Governing Body to consider the workforce requirements in readiness for the expansion. The Governing Body would be encouraged to undertake this work in line with the School Organisation Planning HR Framework.

A summary overview of staffing and resourcing requirement for a Specialist Resource Base is as follows:

- 10 pupils per class
- One teacher, one HLTA, Three Grade 4 Teaching Assistants, one Midday Supervisor per class
- One teacher will also be funded as a lead teacher role, with a TLR allowance
- All posts are fully funded and include an ALN allowance
- Specific funding for each pupil's learning resources
- Staff are employed by the school's Governing Body, and are subject to the school's policies
- The Council's Inclusion Service play an advisory role on appointment of teachers
- The Council provides a range of professional learning opportunities
- Education Psychology time allocation
- The mutual supply fund provides first day cover for SRB staff

The Council's HR People Services department would work with the school's Governing Body to address the HR implications arising from the establishment of a Specialist Resource Base at the school and the resulting need for additional staffing.

Where the Governing Body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the establishment of the Specialist Resource Base would provide opportunities for school-based staff on the school redeployment register.

Have your say

This is your chance to let the Council know what you think about the proposals.

You can send us your views in one of the following ways:

- Complete the online response form at [Additional Learning Needs \(ALN\) provisions](#)
- Email your views to schoolresponses@cardiff.gov.uk
- Write to us at the following address: School Organisation Planning, Room 463, County Hall, Atlantic Wharf, Cardiff, CF10 4UW

Alternatively, you can attend a public meeting or a drop-in session. Details of these are at page 8.

The closing date for responses to this proposal is 26 March 2026.



Radnor Primary School

Proposal to establish an Autism/Social Communication Needs Specialist Resource Base at Radnor Primary School

Radnor Primary School is an English-medium community primary school located at Radnor Road, Canton, CF5 1RB.



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

- establish a 30-place Specialist Resource Base for Autism/Social Communication Needs at Radnor Primary School. The base would provide 10 places in 2026/27 with scope to extend to 20 places in 2027/28 and 30 places in 2028/29.

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

The number of places at the school

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

School	Current Published Capacity (age 4 – 11)	Places per year group (age 4 – 11)	Nursery Places	Language medium and Category of School
Radnor Primary School	365	45	0	English-medium community primary school

The current capacity of Radnor Primary School is 365 places, and the school had 223 primary-age learners on roll in January 2025.

Demand for mainstream places at the school

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

Table 10: Recent and projected numbers on roll at Pencaerau Primary School – primary age pupils										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
Radnor Primary School	279	263	267	250	223	213	203	195	197	191

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

Condition and Suitability of School Buildings

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

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

Table 11 Condition and suitability gradings

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

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

The site, and local infrastructure off-site, would support the development of Special Resource Base provision.

Specialist Resource Base Accommodation

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

The majority of schools city-wide have had falling intakes in recent years relating to the low birth rate. This allows the Council and schools to work together in partnership to consider how best to use available accommodation to best meet pupils’ needs.

The Council has developed a specification for resource bases that can be adapted for various settings. The Council works with schools to identify appropriate locations within the existing buildings, with appropriate investment provided to ensure that the facilities are fit for purpose.

The Specialist Resource Base would require one classroom initially set up to provide a nurturing environment, including a withdrawal room for children to self-regulate and with access to a secure outside learning area and toilets.

The Council is working with the Governing Body of Radnor Primary School to agree and progress the development of a refurbishment scheme that re-purposes surplus classroom space.

There would still be sufficient places retained at the school and in neighbouring schools to accommodate the local demand for mainstream places.

Quality and Standards

The following information has been provided by the School Improvement Team regarding quality and standards at Radnor Primary School.

The senior leadership team at Radnor Primary School has enhanced systems to ensure that school priorities are informed by thorough self-evaluation, using a variety of methods such as book looks, learning walks, learner conversations, and staff surveys to gain a comprehensive understanding of performance. Professional learning is carefully planned, and its impact is closely monitored as part of the ongoing self-evaluation cycle, with a growing emphasis on involving the wider leadership team in these processes. Governors are actively engaged in the self-evaluation process and have a deep understanding of the school's priorities.

The school's curriculum is continually refined to meet the needs of its community, with senior leaders guiding its design and teachers collaborating to create relevant and meaningful learning experiences. Current priorities include ensuring a broad and balanced curriculum, supporting clear progression, and providing sufficient challenge for all learners. In areas of strong teaching, effective assessment for learning is emphasised, and efforts are ongoing to ensure this approach is consistent across the school. Pupils demonstrate positive attitudes toward learning, and support for those with additional emotional needs has improved. New approaches to pupil wellbeing are being evaluated, and there is a robust plan to improve spoken Welsh, with impact assessments planned for later in the year.

Safeguarding processes are secure, and the school prioritises emotional support, resulting in pupils feeling safe and well cared for. Pupils behave respectfully, attendance is strong at 95.2%, and the school is working towards the Schools of Sanctuary award while adopting inclusive and anti-racist practices. Pupil groups have an active leadership voice, and enrichment opportunities support their development.

Senior leaders take a strategic, collaborative approach to school improvement, with a strong focus on supporting vulnerable groups. The provision for Additional Learning Needs has been rapidly improved, and provision is well considered and relevant to the needs of the pupils. Progress for these groups of children is monitored closely and informs adaptations to provision. Leadership development opportunities are provided for all staff, and professional learning is aligned with the improvement plan and regularly evaluated for impact. The Governors' Challenge Committee works closely with senior leaders, deepening their understanding of the school's strengths and areas for development.

The most recent Estyn inspection of the school in June 2023 gave an overview of the school as follows:

Radnor Primary School is a caring and inclusive community where pupils and families feel respected and valued.

The school provides beneficial opportunities for pupils to reflect on important values, such as equity and diversity.

Pupils behave well and are respectful to teachers, their peers, and visitors. Relationships between staff, pupils, governors and parents are strong. This creates a thoughtful and supportive environment for all pupils and their families.

Inspection findings in relation to progress of and provision for pupils with ALN at the school were positive:

- As they move through the school, most pupils, including those with additional learning needs (ALN) and those eligible for free school meals, make appropriate progress from their individual starting points.
- The newly appointed Additional Learning Needs Co-ordinator (ALNCo) is highly effective. She monitors the progress made by pupils with ALN robustly, ensuring that provision is adapted suitably to meet the needs of pupils.
- She provides appropriate training to all staff to ensure that they understand their roles and responsibilities when supporting pupils with ALN.

- The school has positive relationships with parents and uses person-centred approaches effectively with families who have children with additional needs. As a result, the school is clear about these pupils' strengths, their barriers to learning and the approaches that best work to help them learn.
- The ALNCo liaises with cluster schools and outside agencies effectively to further her own skills and knowledge related to supporting pupils with ALN.

The full report can be found at [Inspection report Radnor Primary School 2023](#)

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

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

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

Standards at the school are good and it is not expected that the establishment of Specialist Resource Base provision at the school would impact negatively on the quality and standard of education at the school.

Teaching and learning experiences

The proposal is not expected to have any negative impact on teaching and learning experiences at the school.

The setting would provide small class learning tailored to the learning needs of the pupils, including interventions to support literacy and numeracy, speech language and communication.

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

Care support and guidance

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

The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

The Council manages admissions to the special schools and Specialist Resource Bases. Every learner placed in the proposed Specialist Resource Base would have an Individual Development Plan which is a statutory document identifying what is 'important to' and 'important for' the child or young person, the desired outcomes and the additional learning provision to be implemented in order to achieve the outcomes.

The Council would work with the leadership of the school to make sure everyone understands their responsibility for helping to improve and sustain care support and guidance.

Leadership and Management

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

The Council provides a range of specialist support to schools including specialist staff, support for staff development, ALNCo forums, cluster ALNCo meetings, termly additional learning needs updates for Headteachers and regular updates for Governing Bodies.

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

Human Resources Matters

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

A summary overview of staffing and resourcing requirement for a Specialist Resource Base is as follows:

- 10 pupils per class
- One teacher, one HLTA, Three Grade 4 Teaching Assistants, one Midday Supervisor per class
- One teacher will also be funded as a lead teacher role, with a TLR allowance
- All posts are fully funded and include an ALN allowance
- Specific funding for each pupil's learning resources
- Staff are employed by the school's Governing Body, and are subject to the school's policies
- The Council's Inclusion Service play an advisory role on appointment of teachers
- The Council provides a range of professional learning opportunities
- Education Psychology time allocation
- The mutual supply fund provides first day cover for SRB staff

The Council's HR People Services department would work with the Governing Body to address the HR implications arising from the establishment of a Specialist Resource Base at the school and the resulting need for additional staffing.

Where the Governing Body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the establishment of the Specialist Resource Base would provide opportunities for school-based staff on the school redeployment register.

Have your say

This is your chance to let the Council know what you think about the proposals.

You can send us your views in one of the following ways:

- Complete the online response form at [Additional Learning Needs \(ALN\) provisions](#)
- Email your views to schoolresponses@cardiff.gov.uk
- Write to us at the following address: School Organisation Planning, Room 463, County Hall, Atlantic Wharf, Cardiff, CF10 4UW

Alternatively, you can attend a public meeting or a drop-in session. Details of these are at page 8.

The closing date for responses to this proposal is 26 March 2026.



Ysgol Glan Morfa

Proposal to establish an Autism/Social Communication Needs Specialist Resource Base at Ysgol Glan Morfa

Ysgol Glan Morfa is a Welsh-medium community primary school with nursery provision located at Lewis Road, Splott, CF24 2LZ.



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

- establish a 10-place Specialist Resource Base for pupils with Autism/Social Communication Needs at Ysgol Glan Morfa from January 2027.

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

The number of places at the school

Table 12 below provides details of mainstream places available at Ysgol Glan Morfa

School	Current Published Capacity (age 4 - 11)	Places per year group (age 4 - 11)	Nursery Places	Language medium and Category of School
Ysgol Glan Morfa	420	60	64	English-medium community primary school

The current capacity of Ysgol Glan Morfa is 420 places and the school had 201 primary-age learners on roll in January 2025.

Demand for mainstream places at the school

Table 13 below sets out details of recent and projected numbers on roll at Ysgol Glan Morfa.

Table 13: Recent and projected numbers on roll at Ysgol Glan Morfa – primary age pupils										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
Ysgol Glan Morfa	221	215	212	207	201	205	206	202	211	216

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

Condition and Suitability of School Buildings

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

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

Table 14 Condition and suitability gradings

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

Ysgol Glan Morfa is rated A for condition and A for suitability.

The site, and local infrastructure off-site, would support the development of Specialist Resource Base provision.

Specialist Resource Base Accommodation

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

The majority of schools city-wide have had falling intakes in recent years relating to the low birth rate. This allows the Council and schools to work together in partnership to consider how best to use available accommodation to best meet pupils’ needs.

The Council has developed a specification for resource bases that can be adapted for various settings. The Council works with schools to identify appropriate locations within the existing buildings, with appropriate investment provided to ensure that the facilities are fit for purpose.

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

The Council is working with the Governing Body of Ysgol Glan Morfa to agree and progress the development of a refurbishment scheme that re-purposes surplus classroom space.

There would still be sufficient places retained at the school and in neighbouring schools to accommodate the local demand for mainstream places.

Quality and Standards

The following information has been provided by the School Improvement Team regarding quality and standards at Ysgol Glan Morfa.

The school uses robust systematic self-appraisal procedures to assess progress against the School Development Plan priorities, with Senior Leaders identifying strengths and development areas through effective use of data analysis. All staff and a wide range of stakeholders, including pupils and Governors actively participate in these evaluating processes.

The school delivers a broad, balanced curriculum that effectively meets the need of their pupils and community. Estyn's recent survey highlights systematic progression in knowledge, skills, and understanding, with strong emphasis on digital, creative, language, and maths skills leading to good pupil progress. High expectations and well-organised classes ensure pupils understand requirements and engage purposefully with staff and pupils demonstrating positive, respectful relationships.

Book scrutiny shows high standards and respect for work, with most books providing opportunities for feedback, re-drafting, and meeting challenges. Year 2 is piloting a 'Hitting the Target' strategy, promoting clear goal-setting and self-assessment, while upper years peer assess. Differentiation in most books supports pupil progress, and reading skills are consistently developed. Nearly all reviewed books show pupils advancing from their starting points.

Planning, provision, and assessment are evaluated seasonally for impact and refinement. Robust assessment aligns with the school's curriculum and is regularly reviewed for effectiveness.

Experienced strategic leadership provides a clear vision focused on ensuring students achieve their full potential. The senior leaders collaborate effectively, fostering distributed leadership and increasing accountability. The Governing Body supports and challenges the school through consistent, evidence-based evaluation. The SDP priorities are well-founded based on a range of beneficial self-appraisal activities. There is a clear focus on reducing the impact of poverty which is highlighted through the dedicated and effective use of the pupil development grant. Professional development aligns with the SDP priorities offering training, best practice sharing, and collaboration to strengthen the school's learning culture.

Robust tracking procedures allow early identification of underachieving pupils, leading to prompt, targeted support. Progress is closely monitored to ensure interventions are effective and pupils advance according to their ability.

The school effectively fosters leadership by offering meaningful opportunities for pupils to take responsibility, as highlighted in a recent Estyn survey. Pupils contribute to the school's ethos and strategy through projects such as creating a welcoming environment for asylum seekers.

The most recent Estyn inspection of Ysgol Glan Morfa in June 2025 gave an overview of the school as follows.

Ysgol Glan Morfa provides a caring and inclusive environment and plays a central part in its local community. Leaders set high standards and have established a comprehensive vision that prioritises pupils' progress and well-being. They work closely with governors, parents and the local community to provide stimulating and interesting experiences for pupils.

The headteacher seeks the views of parents and responds to the findings in a proactive and timely manner. As a result, a strong sense of trust, pride and respect permeates the school's close-knit community.

One of the school's notable strengths is the emphasis on pupils' personal, social and moral development. Through a variety of activities and the school's curriculum, pupils are encouraged to reflect on ethical and social issues and show respect for cultural diversity and a range of beliefs.

Inspection findings in relation to progress of and provision for pupil with ALN at the school were positive:

- Arrangements for identifying and responding to the needs of pupils with additional learning needs (ALN) are innovative.

- Staff provide comprehensive support to help pupils with ALN, including to promote well-being and manage emotions.
- They include pupils, parents and the views of external agencies effectively to plan support and evaluate its effect.
- Over time, most pupils with ALN and those on whom poverty and disadvantage have a detrimental effect make successful progress from their starting point

The full report can be found at [Inspection report Ysgol Glan Morfa 2025](#)

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

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

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

Standards at the school are good and it is not expected that the establishment of Specialist Resource Base provision at the school would impact negatively on the quality and standard of education at the school.

Teaching and learning experiences

The proposal is not expected to have any negative impact on teaching and learning experiences at the school.

The setting would provide small class learning tailored to the learning needs of the pupils, including interventions to support literacy and numeracy, speech, language and communication.

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

Care support and guidance

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

The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

The Council manages admissions to the special schools and Specialist Resource Bases. Every learner placed in the proposed Specialist Resource Base would have an Individual Development Plan which is a statutory document identifying what is 'important to' and 'important for' the child or young person, the desired outcomes and the additional learning provision to be implemented in order to achieve the outcomes.

The Council would work with the leadership of the school to make sure everyone understands their responsibility for helping to improve and sustain care support and guidance.

Leadership and Management

The leadership and management of Specialist Resource Bases is delegated to schools. Governing Bodies of schools determine the most appropriate management model for the setting, in line with the whole school leadership and management approach and the goal of ensuring the base is a fully integrated part of the

school. The Council can provide advice and support in relation to specialist appointments.

The Council provides a range of specialist support to schools including specialist staff, support for staff development, ALNCo forums, cluster ALNCo meetings, termly additional learning needs updates for Headteachers and regular updates for Governing Bodies.

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

Human Resources Matters

The proposal to establish a Specialist Resource Base at Ysgol Glan Morfa would require the Governing Body to consider the workforce requirements in readiness for the expansion. The Governing Body would be encouraged to undertake this work in line with the School Organisation Planning HR Framework.

A summary overview of staffing and resourcing requirement for a Specialist Resource Base is as follows:

- 10 pupils per class
- One teacher, one HLTA, Three Grade 4 Teaching Assistants, one Midday Supervisor per class
- One teacher will also be funded as a lead teacher role, with a TLR allowance
- All posts are fully funded and include an ALN allowance
- Specific funding for each pupil's learning resources
- Staff are employed by the school's Governing Body, and are subject to the school's policies
- The Council's Inclusion Service play an advisory role on appointment of teachers
- The Council provides a range of professional learning opportunities
- Education Psychology time allocation
- The mutual supply fund provides first day cover for SRB staff

The Council's HR People Services department would work with the Governing Body to address the HR implications arising from the establishment of a Specialist Resource Base at the school and the resulting need for additional staffing.

Where the Governing Body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the establishment of the Specialist Resource Base would provide opportunities for school-based staff on the school redeployment register.

Have your say

This is your chance to let the Council know what you think about the proposals.

You can send us your views in one of the following ways:

- Complete the online response form at [Additional Learning Needs \(ALN\) provisions](#)
- Email your views to schoolresponses@cardiff.gov.uk
- Write to us at the following address: School Organisation Planning, Room 463, County Hall, Atlantic Wharf, Cardiff, CF10 4UW

Alternatively, you can attend a public meeting or a drop-in session. Details of these are at page 8.

The closing date for responses to this proposal is 26 March 2026.



Fitzalan High School

Proposal to establish an Autism/Social Communication Specialist Resource Base at Fitzalan High School

Fitzalan High School is an English-medium community high school with sixth form provision located at Leckwith Road, Canton, CF11 8XB.



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

- establish a 42-place Specialist Resource Base for Autism/Social Communication Needs at Fitzalan High School from January 2027.

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

The number of places at the school

Table 15 below provides details of mainstream places available at Fitzalan High School.

School	Current Published Capacity (age 11-18)	Places per year group (age 11-16)	6th Form Places	Language medium and Category of School
Fitzalan High School	1850	300	350	English-medium community secondary school

The current capacity of Fitzalan High School is 1850 places, and the school had 1833 pupils on roll in January 2025.

Demand for mainstream places at the school

Table 16 below sets out details of recent and projected numbers on roll at Fitzalan High School.

School	Numbers on Roll (PLASC)					Pupil projections*				
	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
Fitzalan High School	1790	1818	1813	1830	1807	1813	1821	1817	1817	1817

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

Condition and Suitability of School Buildings

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

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

Table 17 Condition and suitability gradings

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

Fitzalan High School was rated A for condition and A for suitability.

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

Specialist Resource Base Accommodation

Works have been undertaken to provide new accommodation and facilities and adaptation of the existing accommodation, to facilitate the growth of the school.

There is sufficient accommodation available to allow for the proposed increase in numbers at the school.

Quality and Standards

The following information has been provided by the School Improvement Team regarding quality and standards at Fitzalan High School.

Leaders have refined self-evaluation processes to better assess pupil knowledge, skills, and progress, with senior and middle leaders collaborating effectively to identify improvement areas and distinguish between provision and progress which has improved how they evaluate the impact teaching has on pupil progress.

The way in which the school adapts its curriculum to meet the individual needs of its pupils is a significant strength. Leaders carefully assess and adjust the curriculum based on extensive evidence, positively affecting pupils' engagement, well-being, and achievement.

Careful planning and effective teaching have a positive impact on the achievement and progress of pupils, with some making particularly strong progress. However, where lessons lack sufficient challenge, pupil progress is limited.

Rigorous safeguarding policies and supportive pastoral systems ensure pupils feel safe, valued, and fairly treated. Staff, governors, and volunteers actively safeguard pupil welfare at Fitzalan.

The school works with families and outside agencies to monitor attendance and intervene early for disengaged pupils through the use of strong pastoral systems. Diversity is celebrated, equity promoted, and staff maintain high expectations. A strong ethos of inclusion ensures barriers such as poverty or Additional Learning Needs do not limit opportunities.

Pupils are encouraged to take on leadership roles, mentoring, and community engagement which develops confidence, teamwork, and responsibility, preparing them for active citizenship. Careers advice and transition planning are integral, ensuring students are ready for further education, training, or work.

The headteacher provides effective, compassionate leadership focused on the well-being of the school community. With a clear vision supporting the school's goals, he works with staff to remove learning barriers and promote inclusion. Senior leaders have well-defined roles based on school context and experience, fostering strong teamwork and thoughtful change management. Staff can pursue wider responsibilities, and governors offer committed support and constructive challenge, demonstrating good awareness of the school's strengths and needs.

The most recent Estyn inspection of the school in November 2024 gave an overview of the school as follows:

Fitzalan High School provides its pupils with a highly caring, nurturing and inclusive environment. It is particularly effective in establishing a culture that celebrates its notably diverse community. This helps to foster positive attitudes towards diversity, equity and the understanding of different cultures and backgrounds. As a result, most pupils feel safe, valued and respected.

The school's work is characterised by high expectations, strong leadership, reflective self-evaluation, and close links with its local community. Staff work diligently and collaboratively to secure the best possible outcomes for all pupils. The school is particularly effective in tailoring its provision to meet individual needs, including those of its most vulnerable pupils. This has a notably strong impact on pupils' well-being and achievement.

- The ALN team provide a sympathetic and nurturing environment to develop all the pupils in their care.
- There is a wide range of beneficial support for learners with additional needs, for example the 'Nurture' provision for vulnerable pupils.

- The school is making good progress in meeting the requirements of the Additional Learning Needs and Education Tribunal (Wales) Act. Individual Development Plans and one-page profiles help staff to understand clearly the challenges that pupils face and how best they can be supported

The full report can be found at [Inspection report Fitzalan High School 2025](#)

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

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

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

Standards at the school are good and it is not expected that the establishment of Specialist Resource Base provision at the school would impact negatively on the quality and standard of education at the school.

Teaching and learning experiences

The proposal is not expected to have any negative impact on teaching and learning experiences at the school.

The setting would provide small class learning tailored to the learning needs of the pupils, including interventions to support literacy and numeracy, speech, language and communication.

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

Care support and guidance

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

The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

The Council manages admissions to the special schools and Specialist Resource Bases. Every learner placed in the proposed Specialist Resource Base would have an Individual Development Plan which is a statutory document identifying what is 'important to' and 'important for' the child or young person, the desired outcomes and the additional learning provision to be implemented in order to achieve the outcomes.

The Council would work with the leadership of the school to make sure everyone understands their responsibility for helping to improve and sustain care support and guidance.

Leadership and Management

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

The Council provides a range of specialist support to schools including specialist staff, support for staff development, ALNCo forums, cluster ALNCo meetings, termly additional learning needs updates for Headteachers and regular updates for Governing Bodies.

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

Human Resources Matters

The proposal to establish a Specialist Resource Base at Fitzalan High School would require the Governing Body to consider the workforce requirements in readiness for the expansion. The Governing Body would be encouraged to undertake this work in line with the School Organisation Planning HR Framework.

A summary overview of staffing and resourcing requirement for a Specialist Resource Base is as follows:

- 10 pupils per class
- One teacher, one HLTA, Three Grade 4 Teaching Assistants, one Midday Supervisor per class
- One teacher will also be funded as a lead teacher role, with a TLR allowance
- All posts are fully funded and include an ALN allowance
- Specific funding for each pupil's learning resources
- Staff are employed by the school's Governing Body, and are subject to the school's policies
- The Council's Inclusion Service play an advisory role on appointment of teachers
- The Council provides a range of professional learning opportunities
- Education Psychology time allocation
- The mutual supply fund provides first day cover for SRB staff

The Council's HR People Services department would work with the Governing Body to address the HR implications arising from the establishment of a Specialist Resource Base at the school and the resulting need for additional staffing.

Where the Governing Body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the establishment of the Specialist Resource Base will provide opportunities for school-based staff on the school redeployment register.

Have your say

This is your chance to let the Council know what you think about the proposals.

You can send us your views in one of the following ways:

- Complete the online response form at [Additional Learning Needs \(ALN\) provisions](#)
- Email your views to schoolresponses@cardiff.gov.uk
- Write to us at the following address: School Organisation Planning, Room 463, County Hall, Atlantic Wharf, Cardiff, CF10 4UW

Alternatively, you can attend a public meeting or a drop-in session. Details of these are at page 8.

The closing date for responses to this proposal is 26 March 2026.

A photograph of a classroom scene with a teacher and students. The teacher, a woman with curly hair, is standing and smiling as she looks at a tablet held by a student. Two other students are seated at a table, also looking at tablets. The background shows other students and desks in a classroom setting. The entire image has a red tint.

Ysgol Gyfun Gymraeg Bro Edern

Proposal to establish an Autism/Social Communication Specialist Resource Base at Ysgol Gyfun Gymraeg Bro Eder

Ysgol Gyfun Gymraeg Bro Eder is a Welsh-medium community high school with sixth form provision located at Llanedeyrn Road, Penylan, CF23 9DT.



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

- establish a new 10-place Welsh-medium Specialist Resource Base for Autism/Social Communication Needs at Ysgol Gyfun Gymraeg Bro Eder from September 2027.

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

The number of places at the school

Table 18 below provides details of mainstream places available at Ysgol Gyfun Gymraeg Bro Eder.

School	Current Published Capacity (age 11-18)	Places per year group (age 11-16)	6th Form Places	Language medium and Category of School
Ysgol Gyfun Gymraeg Bro Eder	1114	180	214	Welsh-medium community secondary school

The current capacity of Ysgol Gyfun Gymraeg Bro Eder is 1114 places, and the school had 917 pupils on roll in January 2025.

Demand for mainstream places at the school

Table 19 below sets out details of recent and projected numbers on roll at Ysgol Gyfun Gymraeg Bro Edern.

Table 19: Recent and projected numbers on roll at Ysgol Gyfun Gymraeg Bro Edern										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
Ysgol Bro Edern	881	907	908	936	917	941	960	996	993	993

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

Condition and Suitability of School Buildings

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

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

Table 20 Condition and suitability gradings

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

Ysgol Gyfun Gymraeg Bro Edern was most recently rated B for condition and B for suitability.

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

Specialist Resource Base Accommodation

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

The Council has developed a specification for resource bases that can be adapted for various setting and works with schools to identify appropriate locations within the existing buildings with appropriate investment to ensure that the facilities are fit for purpose.

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

The Council is working with the Governing Body of Ysgol Gyfun Gymraeg Bro Edern to agree and progress the development of suitable accommodation for the base.

Quality and Standards

The following information has been provided by the School Improvement Team regarding quality and standards at Ysgol Gyfun Gymraeg Bro Edern.

Progress has been made on strategic leadership and accountability, including improved self-evaluation and planning. Executive and Head of School secondments are in place and new self-evaluation monitoring and training systems have been implemented. Early signs of strategic planning and stronger accountability are evident. The Executive Head is collaborating with LA officials and governors to strengthen leadership capacity, and a staff audit is in progress.

Progress has been made towards Recommendation 3, with staff training on pedagogy, learning trips, peer reviews, and positive engagement in professional development. While teaching consistency is improving, effects on pupil standards are not yet evident.

A whole-school focus on oracy and “Our Voice” has boosted students’ spoken Welsh and language promotion but gains in extended reading and writing are not yet measurable.

Progress has been made in improving attendance and punctuality. The “Ready to Learn” strategy, new attendance officers, and Class Charts system have reduced tardiness and improved lesson starts. However, overall attendance is still below target due to continued absences.

Progress has been made in meeting the success criteria - Ensuring that the governors offer an appropriate challenge to leaders. This has been achieved through completion of governors’ skills audit, formation of sub-committees, initiation of associate governor visits, and induction of new governors is underway. Governors’ understanding and engagement have improved, though consistency in challenge is still lacking.

The most recent Estyn inspection of the school took place in March 2025 with the school currently in special measures. Comments included that the school fosters a strong sense of belonging and provides a close-knit family environment for its pupils. Provision for pupils’ well-being is generally sound and there is a host of engaging extra-curricular activities available to them.

In a majority of cases, pupils make suitable progress in their subject understanding, with strong progress in a few lessons. However, in a minority of cases, shortcomings in teaching hinder pupils’ progress. Overall, pupils do not make enough progress in their oracy, reading and writing skills.

In a minority of cases, teachers promote pupils’ use of the Welsh language effectively. However, a majority of teachers do not promote pupils’ use of the Welsh language effectively enough. As a result, many pupils do not make enough progress in their ability or willingness to communicate in Welsh.

Inspection findings in relation to progress of and provision for pupils with ALN at the school were positive:

- A successful feature of the school’s work is the provision to support pupils with additional learning needs (ALN).
- Leaders have established robust arrangements for monitoring and tracking pupils’ well-being and progress. As a result, they identify pupils who need further support at an early stage and provide purposeful support programmes that meet their needs well. The school works appropriately with external agencies, such as the educational psychology service and specialist teachers, as necessary.
- The school has established a close working relationship with the parents of these pupils. Parents and pupils are an important part of the arrangements for reviewing progress and agreeing on the next steps in learning.
- Over time, many pupils with ALN make appropriate progress from their starting points in their literacy and numeracy skills, with most making sound progress in their well-being.

The full report can be found at [Inspection report Ysgol Gyfun Bro Edern 2025](#)

The school has drawn up an action plan to show how it is going to address the recommendations included in the report.

Estyn is monitoring the school's progress on a termly basis.

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

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

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

Standards at the school are improving and it is not expected that the establishment of Specialist Resource Base provision at the school would impact negatively on the quality and standard of education at the school.

Teaching and learning experiences

The proposal is not expected to have any negative impact on teaching and learning experiences at the school.

The setting would provide small class learning tailored to the learning needs of the pupils, including interventions to support literacy and numeracy, speech, language and communication.

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

Care support and guidance

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

The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

The Council manages admissions to the special schools and Specialist Resource Bases. Every learner placed in the proposed Specialist Resource Base would have an Individual Development Plan which is a statutory document identifying what is 'important to' and 'important for' the child or young person, the desired outcomes and the additional learning provision to be implemented in order to achieve the outcomes.

The Council would work with the leadership of the school to make sure everyone understands their responsibility for helping to improve and sustain care support and guidance.

Leadership and Management

The Council has facilitated a new collaborative working arrangement between the school and Ysgol Gyfun Gymraeg Glantaf which shares and strengthens leadership responsibilities within both schools.

The two-year collaboration sees the current Ysgol Gyfun Gymraeg Glantaf Headteacher seconded to the role of Executive Headteacher over both schools from September 2025 combined with the appointment of Heads of School for Ysgol Gyfun Gymraeg Bro Eder and Ysgol Gyfun Gymraeg Glantaf.

Under the new structure, senior leadership is being developed and nurtured ensuring both schools increase capacity within a progressive and supportive environment.

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

The Council provides a range of specialist support to schools including specialist staff, support for staff development, ALNCo forums, cluster ALNCo meetings, termly additional learning needs updates for Headteachers and regular updates for Governing Bodies.

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

Human Resources Matters

The proposal to establish a Specialist Resource Base at Ysgol Gyfun Gymraeg Bro Eder School would require the Governing Body to consider the workforce requirements in readiness for the expansion. The Governing Body would be encouraged to undertake this work in line with the School Organisation Planning HR Framework.

A summary overview of staffing and resourcing requirement for a Specialist Resource Base is as follows:

- 10 pupils per class
- One teacher, one HLTA, Three Grade 4 Teaching Assistants, one Midday Supervisor per class
- One teacher will also be funded as a lead teacher role, with a TLR allowance
- All posts are fully funded and include an ALN allowance
- Specific funding for each pupil's learning resources
- Staff are employed by the school's Governing Body, and are subject to the school's policies
- The Council's Inclusion Service play an advisory role on appointment of teachers
- The Council provides a range of professional learning opportunities
- Education Psychology time allocation
- The mutual supply fund provides first day cover for SRB staff

The Council's HR People Services department would work with the Governing Body to address the HR implications arising from the establishment of a Specialist Resource Base at the school and the resulting need for additional staffing.

Where the Governing Body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the establishment of the Specialist Resource Base would provide opportunities for school-based staff on the school redeployment register.

Have your say

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Alternatively, you can attend a public meeting or a drop-in session. Details of these are at page 8.

The closing date for responses to this proposal is 26 March 2026.



**Information Relevant
to all Proposals**

Information Relevant to all Proposals

Benefits of the proposed changes

The proposals utilise existing school accommodation, consolidating mainstream provision and reducing surplus places to support the expansion of specialist provision.

They would:

- Increase the number of Additional Learning Needs places for learners with autism /social communication needs and would contribute towards meeting projected demand.
- Maximise the use of the existing school estate preventing underused spaces from becoming liabilities and supports long-term asset management strategies.
- Provide opportunities to meet local demand for specialist provision and reduce out of county placements.
- Provide a better distribution of Additional Learning Needs places closer to home allowing learners to stay within their communities, reducing travel time and improving family engagement.
- Support inclusion for learners with additional learning needs, promoting integration and social interaction, while still providing targeted support.
- Improve wellbeing, with additional learning needs learners benefiting from environments designed for accessibility and inclusion, which can be achieved through thoughtful retrofitting of existing spaces.
- Allow for phased development, starting small and expanding as demand grows, without committing to large-scale capital projects upfront.
- Minimise the impact on local communities of large-scale building projects.
- Avoid demolition waste and the embodied carbon of new builds, aligning with net-zero and sustainability goals.
- Allow for adapted spaces to be reconfigured again if demographic trends change, offering resilience against fluctuating pupil numbers.

Potential disadvantages of the proposed changes

- Some pupils with additional learning needs can find change difficult. They may find moving to a new building on a new site unsettling. We know they will need carefully planned support to adapt to the new setting. However, there would be sufficient time and well-established processes to plan and support such a transition.
- There is potential for increased traffic congestion around the school sites at the start and end of the day. The Council would work with Governing Bodies to develop a Travel Plan to minimise any potential disruption.

Risks

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

Alternative options

Alternative options to establishing/expanding Autism/Social Communication Needs provision at the schools identified, and set out for each proposal within the consultation document, could include:

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

The Council has undertaken an assessment of all mainstream and special school sites in Cardiff.

A range of potential proposals have been identified and will be rolled out on a phased basis to allow for the further development of proposals, the ongoing review of population data and demand for additional learning needs places, the necessary statutory processes and effective implementation.

The proposals included in this document are the initial phase to address immediate demand for Autism/Social Communication Needs places.

Standards at the schools subject to proposals are improving and the schools have a proven track record of high-quality support for learners with Additional Learning Needs. The location of the schools also supports the distribution of Autism / Social Communication needs across the city and there is scope to develop the required accommodation within the existing buildings.

The proposals put forward are therefore considered to be the preferred options.

Additional Support for Pupils

Table 21 below shows the percentages of

- Pupils with Additional Learning Needs
- Pupils eligible to receive Free School Meals
- Pupils with English as an Additional Language
- Minority Ethnic pupils

at the schools included in this consultation.

Table 21: The percentage of pupils with Additional Learning Needs, known to be eligible for Free School Meals; with English as an Additional Language and identified as Minority Ethnic pupils					
School	% of pupils with a statement of ALN	% of pupils with an IDP	% of Free School Meal Pupils – 3 Year Average	% of Pupils with English as an additional language	% of Minority Ethnic Pupils
Hywel Dda Primary School	*	9.4%	60.6%	8.1%	31.0%
Radnor Primary School	*	5.5%	19.9%	15.6%	40.3%
Ysgol Glan Morfa	*	4.6%	30.9%	4.6%	18.9%
Cardiff average (primary)	*	6.0%	26.9%	20.5%	40.3%
Wales average (primary)	0.4%	5.2%	21.7%	7.4%	16.0%
Fitzalan High School	*	3.9%	34.9%	30.3%	84.9%
Ysgol Gyfun Gymraeg Bro Eder	*	2.4%	19.2%	*	13.2%
Cardiff average (secondary)	*	5.8%	27.2%	8.2%	38.8%
Wales average (secondary)	0.4%	4.9%	20.1%	3.7%	14.4%

Source: mylocalschool.wales.gov.uk

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

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

How would support for learners with additional learning needs be affected?

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

The current expertise at the schools would be maintained. The establishment of Specialist Resource Base provision would provide opportunities for staff development in mainstream schools and for enhancing pupils' learning in purpose-built facilities.

The Council acknowledges that a change in environment can be unsettling and upsetting for children with additional learning needs. Individual learners with additional learning needs would only be impacted by the proposed changes at the point they are admitted to a specialist setting. Cardiff schools have well-established processes for planning and supporting transition between settings. The pupil's current and proposed schools work with the learner and their family, and any other specialists who may be involved, to ensure the child or young person is well-prepared and experiences success. This process will be the same, whether the learner is admitted to an existing specialist setting or a newly opened setting.

How would support for learners with English as an Additional Language be affected?

Pupils that receive support because they have English as an additional language can be supported in any school in Cardiff. The standards at the schools included in the proposed changes are good. There is no information available that suggests that the proposals would have a negative effect on how children with English as an additional language are supported. All schools would continue to provide support that is appropriate to the individual need of each pupil.

How would learners known to be eligible for Free School Meals be affected?

Some of the funding that a school receives is based on the number of pupils in the school known to be eligible to receive free school meals. All schools in Cardiff receive funding for these pupils. The standards at the schools where changes are proposed are good or improving. There is no information available that suggests that the proposals would have a negative effect on pupils who receive free school meals.

How would Minority Ethnic learners be affected?

The standards at the schools included in the proposed changes are good or improving. The needs of individual pupils are assessed and provided for as appropriate. There is no information available that suggests that the proposals would have a negative effect on provision for any ethnic group.

How would the changes affect other schools?

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

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

Admissions Arrangements

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

The Council has recently consulted on its Admissions Arrangements 2027/28. These arrangements will be determined by the Council's Cabinet at its meeting on Thursday 19 March 2026.

Detailed information about admission arrangements is in the Council's Admission to School booklet. You can find this information on the Council's website at www.cardiff.gov.uk

Admissions to specialist provision are managed by the Council, in accordance with the ALN Code. Placements are decided by a specialist provision placement panel. The panel aim to place children as close to their home address as possible, however each provision offers places to pupils from across the city to ensure maximum flexibility.

Decisions regarding which pupils would be proposed to attend the newly established/expanded provisions would be made on an individual basis. It is not anticipated that learners will transfer from existing specialist settings unless this is requested by their parents.

The majority of learners begin in a mainstream class and transfer at an appropriate point to specialist education. High quality planning and support for transition is well established in Cardiff and is tailored where necessary to the specific needs of parents and learners.

Cardiff schools have well-established processes for planning and supporting transition between settings. The Council continues to work with schools to identify appropriate transition arrangements for pupils with additional learning needs. The arrangements are dependent on individual need and are progressed as required. The pupil's current and proposed schools work with the learner and their family, and any other specialists who may be involved, to ensure the child or young person is well-prepared and experiences success. This process will be the same, whether the learner is admitted to an existing specialist setting or a newly opened setting.

Learner Travel Arrangements and Traffic and Transport

Under these proposals there are no plans to change the Council's policy on the transport of children to and from schools.

Any pupils affected by these proposals would be offered the same support with transport as is provided throughout Cardiff and in accordance with the same criteria that apply across Cardiff.

The Council's transport policy can be viewed on the Council's website www.cardiff.gov.uk

There is a statutory legal obligation on the Council to provide free home to school transport to primary school pupils who live 2 miles or more from the nearest suitable school and secondary school pupils who live 3 miles or more from the nearest suitable school, as measured by the shortest available walking route.

The Council provides free home-to-school transport for special school and Specialist Resource Base pupils based on statutory walking distance criteria. Some pupils living within 2–3 miles of the school may also get free transport due to individual needs or social issues.

Pupils who can travel independently or with parents living within the two-mile or three-mile qualifying distance may not qualify for free home to school transport.

When deciding which is the nearest suitable school, the Council must consider any disability a child has and any Additional Learning Needs (ALN).

There is a separate individual needs-based assessment for school transport in addition to the distance-based criteria.

Should the proposals to expand provision by implemented most special school pupils would still be eligible for free home to school transport. However, shorter travel distances, due to more local specialist provision, may allow some to travel independently with initiatives like Independent Travel Training, cycle training, and simpler public transport routes supporting active and sustainable travel.

New or expanded school sites must ensure safe transport access and may require Transport Assessments (for large projects) or Transport Statements (for smaller projects).

In some cases, improvements to support safe transport access including active travel will be required off-site.

Where a school relocates, a full re-scheduling of all the school transport logistics would be required by the School Transport team.

Each school location whether on a new or existing site, with new or increased demand for Learner Transport vehicles, will require suitable new, improved and / or expanded facilities for drop-off and pick-up within the site.

The areas required would need to accommodate appropriate numbers of vehicles which may approximate to one taxi for up to 3 pupils. In some cases, minibuses may be suitable, but this is also dependent on individual pupil needs, home locations and co-ordination of routes.

The reorganisation and reallocation of existing parking and vehicle circulation space would be considered.

Car parking provision at new schools would be in line with the Council's parking standards, although allocations for special schools and specialist resource bases are agreed on a case-by-case basis.

Some of the proposed changes set out in this document would incur capital costs for the Council, for building works and / or adaptation of buildings. All proposals would also incur revenue costs for the Council, in employing staff.

Capital funding of proposed changes

The Welsh Government's Sustainable Communities for Learning Programme is a long term plan to improve school buildings across Wales. This supports the Council to invest in building new schools or upgrading current schools so that all children can learn in modern, high quality environments.

For eligible special schools and specialist resource base projects, the Welsh Government funds 75 % of the building costs. The remaining costs would be funded by the Council.

The Welsh Government also provide a separate Additional Learning Needs (ALN) capital grant, which helps schools create better, more inclusive spaces for pupils with ALN. This may be used for smaller projects which require relatively minor adaptation works.

Some of the projects planned are in schools classed as "Condition C", which would greatly benefit from investment.

For larger projects, Welsh Government match funding through the Sustainable Communities for Learning Programme depends on approval of a business case from Government Ministers.

However, some smaller projects - including temporary adaptations at the former The Court Special School, Woodlands High School, and Riverbank Special School - are not expected to qualify for match funding. These would be paid for by the Council, partly using ALN capital Grant funding.

To make sure there are enough specialist places for children who need them, and to prevent delays in getting the right support, the Council is proposing to start work on refurbishing buildings now, rather than waiting for all decisions to be finalised. Acting early would help children access the right specialist placement sooner, reduce the number of expensive independent placements, and ease pressure on mainstream schools.

If, after consultation, a proposal does not go ahead, the newly refurbished spaces would still be used by schools - for example for nurture provision, wellbeing support, or other adaptations to meet pupils' needs.

Some projects involve building entirely new facilities. These larger projects would need match funding from Welsh Government and Ministerial approval.

The Council is also planning to start the design work on these proposals now. This means the new provision could be ready around a year earlier than if the design work were delayed.

Revenue funding of school placements

Funding for mainstream schools is based mainly on the number of pupils they have, along with several fixed lump sum payments for each school.

Placements in special schools and Specialist Resource Bases (SRBs) cost the Council more than placements in mainstream schools. This is largely because there are fewer pupils in a specialist class and a higher ratio of staff to pupils.

When a pupil needs a specialist placement but the Council's own special schools and SRBs are full, the Council

relies on independent education providers until a place becomes available. This ensures that a pupil is able to access appropriate provision. However, these independent placements are usually more expensive than places in special schools or Specialist Resource Bases.

Expanding the number of places in maintained special schools and SRBs would help reduce the Council's dependence on costly independent placements. It would also ensure that specialist places are available across the city where they are needed.

When a pupil with Additional Learning Needs (ALN) moves from mainstream education to specialist provision, the mainstream school no longer receives per pupil funding for that pupil. However, the cost to mainstream schools of employing the extra support staff required for some pupils with ALN is much higher than the funding they receive for those pupils. A number of Cardiff schools are already in budget deficit because they have had to employ additional staff to provide appropriate support for pupils with ALN.

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

Increasing specialist provision would shift a larger share of total funding towards specialist settings and it would reduce the budget share to mainstream schools. However, it would ultimately make the overall system more efficient. It would help reduce the financial strain on mainstream schools caused by supporting pupils with significant ALN needs.

The establishment of, or expansion of, a Specialist Resource Base at a school would not be expected to have a negative impact on a school's budget. The funding for staff and resources for the Specialist Resource Base meets or exceeds the cost to the school of hosting the Base.

The Council will also have to fund schools transport costs for each proposal. The overall cost to the Council of transporting a greater number of pupils to specialist provision may increase. The improved spread of places would, in time, mean that many pupils are able to access a specialist placement closer to their home. This would limit the increase in home to school transport costs.

Health Provision

Some of the pupils who attend Cardiff's schools have additional health or medical needs which require schools to work with NHS Services and positive senior level discussions are taking place in relation to the ALN proposals.

There have been a broad range of collaborative projects undertaken by Education and NHS services, to enhance the skill-base of education staff in special and mainstream school settings, increasing their capacity to implement advice from health services, to benefit individuals and groups.

For example, Education has a Service Level Agreement (SLA) with the Speech and Language Therapy and Occupational Therapy Services to ensure capacity for a range of training and preventive services in mainstream schools and resource bases. There is an SLA with the Joint Equipment Store, for provision of mobility aids, and the Disability Inclusion Specialist Teacher Team provides support and advice in relation to Manual Handling and Healthcare Plans, signposting to nursing services for training in relation to various conditions including Diabetes and Epilepsy.

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

Developing the education workforce

The planned expansion of specialist educational provision will impact school workforce requirements over time. As more learners move from mainstream to specialist settings, fewer staff will be required in mainstream schools, while additional roles will be created in newly established or expanded specialist provision. Whilst increasing Council maintained specialist places will reduce reliance on independent providers, this will provide opportunities to create new specialist teaching and support roles and for existing staff to be retained, including teachers, Higher Level Teaching Assistants, Teaching Assistants, Mid-Day Supervisors and other support staff.

Intakes to primary schools have fallen, with future numbers on roll expected to be c20% lower than in 2020, meaning fewer mainstream teaching and support roles will be needed whilst there will a need to expand the workforce in specialist provision. This will impact the secondary sector similarly, with a seven-year delay.

Cardiff's Inclusion Strategy emphasises the need for a workforce strategy to support inclusion goals. This includes diversifying staff at senior levels and Governing Bodies, and ensuring sufficient skilled staff for expanded specialist provision, including Welsh-medium provision.

The Council has established a Workforce Development Group with stakeholders including school representatives, working with the Higher and Further Education sectors and other partners, to support the recruitment, training, ongoing development and retention of school staff and to consider how best to implement staffing models appropriate for all learners in each specialist provision.

Governance Arrangements

The proposed changes relate to the establishment of new provisions at maintained schools and the expansion of existing additional learning needs provisions.

There would be no change to existing governance arrangements with the Headteacher and Governing Body of each school responsible for the management and governance of the additional learning needs provisions.

Impact of the proposals on the Welsh Language

Specialist Resource Base provision for learners with additional learning needs is available through the medium of English or Welsh. Special school provision for learners with additional learning needs is currently provided through the medium of English only.

The planned changes would increase the number of primary and secondary English-medium and Welsh-medium Specialist Resource Base places for learners with Autism/Social Communication Needs to address the current deficit of places.

Welsh-medium Specialist Resource Base provision for secondary age learners with Autism/Social Communication Needs is available at Ysgol Gyfun Gymraeg Glantaf.

Establishing Autism/Social Communication Needs Specialist Resource Bases at Ysgol Gymraeg Glan Morfa and Ysgol Gyfun Gymraeg Bro Edern which are within the same secondary school cluster would support close partnership working and transition for pupils.

Welsh-medium Specialist Resource Base provision for primary age learners with Complex Learning Needs is available at Ysgol Gymraeg Pwll Coch and for secondary age learners at Ysgol Gyfun Gymraeg Glantaf.

Welsh-medium Specialist Resource Base provision for secondary age learners with Emotional Health and Wellbeing Needs is available at Ysgol Gyfun Gymraeg Plasmawr.

The Council expects the impact on the Welsh Language arising from the planned changes to be positive.

The Council is also consulting on proposals to increase the number of primary Welsh-medium Emotional Health and Wellbeing Needs Specialist Resource Base places.

You can find details of these proposals at [Additional Learning Needs \(ALN\) provisions](#)

Feedback from surveys issued to schools in May and June 2025 indicated that there is a need to increase Welsh-medium specialist provision. However, this survey information does not indicate the proportion of learners who may be eligible for a special school place or a Specialist Resource Base place.

The Council has considered in conjunction with Cardiff Special School Headteachers how best to provide for Welsh-medium learners requiring a special school place.

Community special schools in Wales do not have a designated language category by default, according to the Welsh Language and Education (Wales) Act 2025. They may voluntarily designate a language category if their provision aligns with one of the standard categories (e.g., Primarily Welsh or Dual Language).

This is because:

- Community special schools often cater for pupils with complex or diverse additional learning needs, which may require highly individualised educational approaches
- Flexibility in language provision allows special schools to tailor their curriculum to the specific needs of their pupils without being constrained by a fixed category
- The voluntary designation option ensures that schools with strong Welsh language provision can still be recognised for it

Community special schools must prepare a Welsh language education delivery plan, which outlines:

- The amount of Welsh language education provided.
- Proposals to promote Welsh language ethos and culture.
- Support for parents who may not be confident in Welsh.

The Council will work with special schools, Welsh-medium primary and secondary schools and other relevant stakeholders to develop provision for learners identified as being eligible for a special school place for whom Welsh-medium or dual-language education is required or preferred.

Wellbeing of Future Generations

In line with the Wellbeing of Future Generations Act the Council is committed to providing Local Schools for Local Children, together with encouraging use of sustainable modes to travel to schools, such as walking and cycling.

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

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

Equalities

The Equality Act 2010 places a duty on public services to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.

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

An initial Equality Impact Assessment has been carried out and is available to view at [Additional Learning Needs \(ALN\) provisions](#)

This assessment will be reviewed and updated after the consultation and at key points if the proposals were to proceed.

Community Impact

A Community Impact Assessment assesses the potential impact that proposed changes could have on the local community. When considering the potential for impact on the wider community as a result of a proposal the following are taken into account: Public Open Space, parkland, the current use of the school facilities by the school, noise and traffic congestion. Officers will work with schools and any community group to make sure that the proposal avoids negative impacts if possible.

An initial Community Impact Assessment has been carried out and is available to view at [Additional Learning Needs \(ALN\) provisions](#)

This assessment will be reviewed and updated after the consultation and at key points if the proposals were to proceed.

Potential Disruption to Pupils

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

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

Any works carried out would be managed effectively in consultation with the schools included in these proposals to ensure that the curriculum continues to be delivered and that high education standards and safety standards are maintained.

Wherever possible any adaptations would be undertaken during the school holidays to minimise any potential impact on teaching and learning. Cardiff schools have well-established processes for planning and supporting transition between settings.

The pupil’s current and proposed schools work with the learner and their family, and any other specialists who may be involved, to ensure the child or young person is well-prepared and experiences success. This process will be the same, whether the learner is admitted to an existing specialist setting or a newly opened setting.

What happens next?

Key Dates

The Council will collect and summarise the feedback from this consultation. Council officers will then report this to the Council’s Cabinet to report stakeholder views to elected members and to inform decision making. This consultation report will be available for anyone to view/download on the Council website. You can also get a copy by using the contact details in this document.

If the proposals are agreed to proceed following consultation, there are a number of further stages that the Council would have to go through before a final decision is made.

These stages are set out in Table 22 below.

Table 22: Future stages (This timetable may be subject to change)

Statutory Process	Timescale
Consultation Period	9 February - 26 March 2026
Consultation report considered by the Council Cabinet and published on the Council website	May 2026
Expected date for start of Objection Period, when statutory notice has been issued (when formal objections can be made)	June/July 2026
Expected date for end of Objection Period	July 2026
Final decision (determination) by the Council’s Cabinet	September 2026
Objection report published on the Council website and notification of Cabinet’s decision	September 2026

Consultation period

The consultation period for these proposals starts on 09 February and ends on 26 March 2026.

See page 7 for further details of how to respond and make your views known.

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

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

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

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

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

Statutory Notice

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

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

Determination of the proposals

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

Decision Notification

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



Appendix 1

Additional Learning Provision in Cardiff

Additional Learning Provision (ALP) is the support given to a child or young person with Additional Learning Needs (ALN) that is additional to, or different from, what is generally available to others of the same age. The provision must be included in a learner's Individual Development Plan (IDP). In Wales, ALP maintained by a Local Authority may be within:

- Mainstream schools
- Specialist Resource Bases, or
- Special schools

Provision for learners in mainstream schools

Inclusive education in mainstream schools focuses on creating an environment where all learners, regardless of their abilities, additional learning needs or disabilities, can learn together.

Good quality teaching and learning for learners with Additional Learning Needs (ALN) involves several key principles and practices that ensure all learners can access the curriculum and achieve their full potential.

Important aspects of this provision include:

- Inclusive Environment:** Creating a welcoming and supportive classroom atmosphere where all learners feel valued and included. This involves promoting positive relationships and respect among learners and staff.
- Differentiation:** Adapting teaching methods and materials to meet the diverse needs of learners. This might include using visual aids, hands-on activities, and varying the pace of instruction to accommodate different learning styles.
- Targeted Support:** Providing tailored support and interventions based on each learner's specific needs. This could involve a balance of individualised, paired, small group work, or additional resources to help learners succeed.
- Support Services:** Schools can offer specialists to work with the staff to ensure that the needs of the learners are met and provided for with the most appropriate additional learning provision provide; these include Educational Psychology, Specialist Teacher Teams, Special School Outreach and School Based Counselling
- Positive Behaviour Support:** Implementing strategies to promote positive behaviour and emotional, health and wellbeing, creating a supportive and inclusive classroom/ school environment.
- Use of Assistive Technology:** Incorporating technology and tools that aid learning and communication, such as adaptive software, communication devices, and specialised equipment where appropriate

- (vii) **Delegated funding:** every school receives an ALN Support budget as part of their delegated school budget, to cover staff and resource costs of Early Intervention and Additional learning Provision
- (viii) **Partnerships with health:** a range of collaborative and joint arrangements with the NHS to support early identification and intervention
- (ix) **Professional learning:** all schools have access to a range of professional learning and development opportunities provide by the Education Psychology Service, specialist teaching teams and the ALN Statutory Team, often in collaboration with health services.

Provision for learners in Specialist Resource Bases

A Specialist Resource Base (SRB) is a facility within a mainstream school designed to support learners with Additional Learning Needs (ALN) while allowing them to integrate with their peers where appropriate and suitable.

The budget and responsibility for management of the bases is delegated to the governing body of the mainstream school, but admissions are managed by the local authority. Local authority specialist services coordinate a range of training and professional learning for resource base staff and support governing bodies in the process of appointing and developing specialist teaching and support staff.

Key features of a specialist resource base in Cardiff, in addition to provision within a mainstream classroom, include:

- (i) **Dedicated Space:** The resource base typically has its own classrooms and facilities within the mainstream school, providing a safe and supportive environment for learners with ALN.
- (ii) **Qualified, Experience and Specialised Staff:** The base is staffed by teachers and teaching assistants who are trained to work with learners with various disabilities and learning difficulties.
- (iii) **Therapeutic Services:** The resource base have access to services such as Educational Psychology, Specialist Teacher Teams, Speech and Language Therapy and Occupational therapy to support learners' holistic development.
- (iv) **Small Class Sizes and higher ratio of staff: learners:** Smaller class sizes and increased staffing allow for learners to receive tailored support and intervention based on their specific needs, which may include a balance of individualised, paired, small group or whole class work.
- (v) **Inclusion in mainstream learning:** the autism bases and hearing impairment bases focus on learners with mainstream learning needs. staff: learner ratios remain high, but the focus is on supporting as much access to mainstream learning as possible

Specialist Resource Bases in Cardiff

The current Specialist Resource Bases are set out below, with a clarification of the criteria for admission, the range of provision provided.

Complex Learning Needs Specialist Resource Bases	
Pupil needs	Type of provision needed
<ul style="list-style-type: none"> • Have assessed and identified needs which relates to learning difficulties • A history of achieving progress at a slower rate than their peers • Sustained and long-term difficulties in the acquisition of language, literacy, and numeracy skills, affecting access to the curriculum • Difficulties with independent learning skills that are barrier to learning, such as listening and speaking, completing work in their own and asking for help <p>In addition, learners may have one or more needs in the following areas:</p> <ul style="list-style-type: none"> • Speech language and communication • specific learning difficulty • physical, medical or sensory needs • autism 	<ul style="list-style-type: none"> • A calm, small class environment with a higher adult to learner ratio which provides a nurturing approach to personalised learning • Teaching and support staff have specialist expertise, training and experience in meeting the needs of learners with learning difficulties or disabilities • Tailored support and intervention based on their specific needs, which may include a balance of individualised, paired, small group or whole class work • A multi-sensory approach with a highly differentiated curriculum based on the pupil's strengths and interest • Teaching and support staff have specialist expertise, training and experience in meeting the needs of learners with learning difficulties or disabilities • Targeted support and interventions for learners identified with specific learning difficulties, such as dyslexia, dyscalculia and dyspraxia • Access to expert advice from an Educational Psychologist (EP) Specialist Teachers, Speech and Language and Occupation Therapist from the Local Authority.

Schools with Complex Learning Needs Specialist Resource Bases	Age Range	Designated Places
Bryn Hafod Primary School	4-11	20
Greenway Primary School	4-11	20
Llanederyn Primary School	4-11	20
Llanishen Fach Primary School	4-11	30
Marlborough Primary School	4-11	30
Moorland Primary School	4-11	20
Severn Primary School	4-11	20
Ty Calon, Whitchurch High School	11-19	100
Willows High School	11-19	30
Windsor Clive Primary School	4-11	20
Ysgol Gyfun Gymraeg Glantaf (Welsh Medium)	11-19	30
Ysgol Gynradd Pwll Coch (Welsh Medium)	4-11	20

Autism/Social Communication Specialist Resource Bases

Pupil needs	Type of provision needed
<ul style="list-style-type: none"> • A diagnosis of autism or on the neurodevelopmental pathway with the primary barrier of communication and interaction. • Cognitive profile which falls within the moderate learning difficulties to above average range • High potential to learn and succeed in mainstream but require significant support in social communication and understanding • Barriers to learning due to significant sensory/ social communication/ emotional regulation difficulties • Ability to participate in some aspects of school life/ classroom learning <p>In addition, some or all maybe present:</p> <ul style="list-style-type: none"> • Social communication and social interaction challenges • Repetitive and restrictive behaviour • Being over or under sensitive to the school environment • Highly focused interests or hobbies • Extreme anxiety 	<ul style="list-style-type: none"> • A small class environment with a higher adult to learner ratio • Teaching and support staff have specialist expertise, training and experience for supporting learners with autism/ social communication difficulties • Tailored support and intervention based on their specific needs, which may include a balance of individualised, paired, small group or whole class work • A low arousal space with a highly structured, predictable environment where visual support strategies are used consistency and tailored to the learner's needs • An individualised curriculum, based on each learner's strengths, needs, and interests, but remains broadly aligned with the mainstream curriculum with opportunities for integration • SCERTS assessments used to monitor progress and set targets for social communication and emotional regulation skills • Use of PECS and visual symbols to help develop communication skills • Use of TEACCH strategies such as structured workstations • Learners are supported to build relationships, manage anxiety, and cope with changes using strategies tailored to their individual profiles • Access to mainstream lessons and a peer group for lessons, assemblies, break times, or extracurricular activities, based on their readiness and needs. • Integration is carefully planned and supported, with regular communication between staff teams and parents • Access to expert advice from an Educational Psychologist (EP) Specialist Teachers, Speech and Language and Occupation Therapist from the Local Authority.

Schools with Autism/Social Communication Specialist Resource Bases	Age Range	Designated Places
Cantonian High School	11-19	30
Cathays High School	11-19	50*
Coed Glas Primary School	4-11	20
Llanishen High School	11-19	45
Pentrebane Primary School	4-11	24
Springwood Primary School	4-11	28
The Bishop of Llandaff High School (Marion Centre)	11-18	66
Ysgol Gyfun Gymraeg Glantaf (Welsh Medium)	11-19	30

*Phased expansion to 50 places, temporarily capped at 20 places until new build Cathays High School completed.

Emotional Health and Wellbeing Specialist Resource Bases	
Pupil needs	Type of provision needed
<ul style="list-style-type: none"> • Significant emotional and behavioural needs; functionally 2 -3 years behind their peers in this area which is identified as a barrier to their learning • Cognitive profile which falls within the moderate learning difficulties to above average range • High potential to learn and succeed in mainstream but require significant support with their emotional health and wellbeing • Potential to return to their local mainstream school within 1-2 years • Attachment difficulties with learners have not learned to make a trusting relationship with adults or to relate appropriately to other children • The type of behaviour can range from socially withdrawn/passive replicating autistic like presentation, to overtly compliant to hostile, aggressive and openly defiant <p>In addition to this, they may also:</p> <ul style="list-style-type: none"> • Have difficulties in forming relationships • Need support to regulate their emotions • Need support with interactions with peers • Have significant difficulties with school routines and expectations • Demonstrate behaviours that negatively impact their and/or others' progress 	<ul style="list-style-type: none"> • A small, calm and structured class environment with a higher adult to learner ratio • Teaching and support staff have specialist expertise, training, and experience of a trauma informed approach to supporting learners with emotional health and wellbeing needs. • Tailored support and intervention based on their specific needs, which may include a balance of individualised, paired, small group or whole class work • Access to mainstream lessons and social interaction with mainstream peers • Reintegration package to support the child's planned return to their home school on a full time basis • Access to expert advice from an Educational Psychologist (EP) Specialist Teachers, Speech and Language and Occupation Therapist from the Local Authority.

School with Emotional Health and Wellbeing Resource Bases	Age Range	Designated Places
Baden Powell Primary School	7-11	8
Cardiff West Community High School	11-18	20
Fairwater Primary School	7-11	8
Lakeside Primary School	4-7	16
Springwood Primary School	4-7	8
Ysgol Gyfun Gymraeg Plasmawr (Welsh Medium)	11-18	20

Speech and Language Specialist Resource Base	
Pupil needs	Type of provision needed
<ul style="list-style-type: none"> • Significant and specific speech and language difficulty • Cognitive profile which falls within the moderate learning difficulties to above average range • Potential to return to their local mainstream school within 1 year 	<ul style="list-style-type: none"> • A small, calm, and structured class environment with a higher adult to learner ratio • Teaching and support staff have specialist expertise, training and experience of supporting learners with speech and language difficulties • A flexible placement between 2 – 9 terms • A differentiated mainstream curriculum tailored to each individual • Specific speech and/or language interventions based on the child’s individual needs and embedded into their daily routine • A range of individual and group strategies and interventions to develop receptive and expressive language skills and facilitate the development of speech sounds and linguistic skills • Other strategies can be used such as Makaton, Cued Articulation, POPAT (programme of Phonological Awareness Training) and the consistent use of visuals to support targeted speech sounds and/or understanding of language • Access to expert advice from an Educational Psychologist (EP) Specialist Teachers, Speech and Language Therapist from the Local Authority • Liaison, advice and guidance between the Early Intervention Class and the home school

Schools with Speech and Language Specialist Resource Base	Age Range	Designated Places
Fairoak Primary School	5-7	8**

**Places are not formally ‘designated’; learners attend temporarily and remain on the register of a home school.

Hearing Impairment Specialist Resource Base	
Pupil needs	Type of provision needed
<ul style="list-style-type: none"> • A medical diagnosis of moderate/severe or profound hearing-loss, which is identified as their primary Additional Learning Need • Not reaching their potential within a mainstream school/early year setting or there is evidence that the attainment gap is widening with their peers • Require access to a Sign language environment to develop their communication skills and access the curriculum e.g. BSL / SSE • Would benefit from access to a Deaf signing peer group and Deaf culture <p>This may include one or more as a result</p> <ul style="list-style-type: none"> • Significant delay in language development • Significant difficulty with accessing the curriculum within a mainstream setting, despite training, support, specialist equipment and reasonable adjustments <p>In addition, some learners may present with secondary or additional learning need such as a learning, emotional or physical need.</p>	<ul style="list-style-type: none"> • A small class environment with a higher adult to learner ratio • Teaching and support staff have specialist expertise, training and experience for supporting deaf children and young people • A structured approach to language delivery and development • Techniques and approaches designed for deaf children ie. Visual phonics, auditory training, listening programmes • An acoustic environment with appropriate listening devices e.g. cochlea implant, hearing aids, radio hearing aids, sound field systems • Different approaches to develop language and communication skills. For example, some will use listening, speaking and lip reading • Provision is flexible dependent on pupil needs and can include individual, small group and mainstream teaching. • The curriculum includes the Deaf studies curriculum and learning about deaf role models. • Deaf children and young people have access to a Deaf peer group and daily access to qualified specialist staff.

Schools with Hearing Impairment Resource Bases	Age Range	Designated Places
Coed Glas Primary	4-11	20
Llanishen High	11-18	20

Provision for learners in special schools or centres

Special schools provide tailored education and support to help learner with a range of learning difficulties or disabilities achieve their full potential.

Key features of a special school or centre in Cardiff, in addition to a mainstream school, include:

- (i) **Additional Learning Provision** Special schools create customised learning plans for each learner, addressing their unique needs and goals.
- (ii) **Qualified, Experienced and Specialised Staff:** These schools employ teachers, therapists, and support staff who are trained to work with learners with various disabilities.
- (iii) **Adaptive Curriculum:** The curriculum is modified to accommodate different learning styles and abilities, ensuring that all learners can access the Curriculum for Wales.

(iv) Assistive Technology: Special schools utilise technology and tools to aid learning, such as communication devices, adaptive software, and specialised equipment.

(v) Small Class Sizes and higher ratio of staff: learners: Smaller class sizes and increased staffing allows for more individualised, paired and small group work tailored to support for each learner’s specific need

(vi) Therapeutic Services: The special schools have access to (often onsite) services such as Educational Psychology, Speech and Language Therapy and Occupational therapy to support learners’ holistic development.

Special Schools in Cardiff

NB Three of the special schools- Woodlands, Riverbank and Meadowbank, offer placement to meet more than one area of need: both autism/ social communication needs and learning needs. For clarity in relation to criteria and range of provision, these schools are listed twice.

A special school or centre for learners with Autism/Social Communication Needs	
Pupil needs	Type of provision needed
<ul style="list-style-type: none"> • Severe developmental delays of 50-75 % or more, impacting life skills such as toileting, eating, and drinking • On the Neurodevelopmental Pathway or a diagnosis of Autism • Attention levels- fleeting- readiness to learn impacted • Significantly impaired social development • Rigidity of behaviour thought and communication, severely impeding learning and everyday functioning. • Behaviour/ dysregulation- Endanger to self/ others- needed to be kept safe (eating of inedible objects, climbing and risk-taking behaviours, no sense of danger • Significant sensory processing • High levels of anxiety highly likely to be present • Transitions and the challenges of change 	<ul style="list-style-type: none"> • A small class environment with a high adult to learner ratio which provides a nurturing environment with personalised learning, therapy support, life skills development, and accredited courses to prepare learners for adulthood and independence • All teaching and support staff have specialist expertise, training and experience of working with learners with autism or social communication difficulties • Tailored support and intervention based on their specific needs, which may include a balance of individualised, paired, small group or whole class work • A calm, safe environment which removed the barriers of the busy, socially demanding context of a mainstream school • Systematic direct teaching, modelling and prompting required for development of expressive language/ communication skills (Augmentative and alternative communication systems/Total Communication approach) • A systematic programme to support understanding of verbal and non-verbal communication. • Highly structured activities to promote skills for interacting with adults or peers. • SCERTS assessments used to monitor progress and set targets for social communication and emotional regulation skills • Use of PECS and visual symbols to help develop communication skills • Use of TEACCH strategies such as structured workstations • Collaboration with various professionals, including educational psychologists, health professionals, and social workers, to provide a holistic approach

Appropriate schools/centres	Age Range	Designated Places
Meadowbank School	4-11	98
Riverbank Special School	4-11	78***
The Hollies School	4-11	150
Woodlands Special High School	11-19	180***
The Marion Centre	11-19	66

***Designated places at Riverbank Special School and Woodlands High School will increase to 112 places and 240 places respectively, following transfer to the Fairwater Campus site in 2026.

A special school for learners with Complex Learning Needs	
Pupil needs	Type of provision needed
<ul style="list-style-type: none"> • Severe developmental delays of 50-75 %, leading to attainments which are well below that of age equivalent peers • A track record of achieving progress at a slower rate than their peers • Sustained and long-term difficulties in the acquisition of language, literacy and numeracy skills, affecting access to the curriculum • A range of associated difficulties, notably in speech and language development and in social/ emotional development, sensory dysregulation and limited emotional literacy. • Significant difficulty following classroom routines and expectations • Cannot access a mainstream curriculum or environment <p>Some or all the following factors may be present: ·</p> <ul style="list-style-type: none"> • Medical or physical difficulties • Delayed social communication / play skills (turn taking / sharing) • Unpredictable / rigid behaviours that can result in significant disruption / aggressive / oppositional/ risk taking behaviours • High levels of anxiety 	<ul style="list-style-type: none"> • A calm, safe, small class environment with a high adult to learner ratio which provides a nurturing environment with life skills development, and accredited courses to prepare learners for adulthood and independence for post 16 • All teaching and support staff have specialist expertise, training and experience of supporting learners with learning difficulties and disabilities • Tailored support and intervention based on their specific needs, which may include a balance of individualised, paired, small group or whole class work • Highly bespoke and differentiated curriculum tailored to personalised learning that inspires learners to achieve • A systematic programme to support understanding of verbal and non-verbal communication • Targeted support and interventions for specific learning difficulties, such as dyslexia, dyscalculia and dyspraxia, which can impact learning • Collaboration with various professionals, including educational psychologists, health professionals, and social workers, to provide a holistic approach

Appropriate schools	Age Range	Designated Places
Meadowbank School	4-11	98
Riverbank School	4-11	78***
Woodlands School	11-19	180***

***Designated places at Riverbank Special School and Woodlands High School will increase to 112 places and 240 places respectively, following transfer to the Fairwater Campus site in 2026

A special school for learners with Profound and Multiple Learning Needs or Autism/Social Communication Needs

Pupil needs	Type of provision needed
<ul style="list-style-type: none"> • Severe, profound, and multiple learning disabilities, including medical, autism and sensory needs • Profound developmental delay of 75%+ with severe cognition and learning needs • Significant sensory, communication, or mental health difficulties • Non-verbal and limited ability to communicate need • Behaviour/ dysregulation- Endanger to self/ others- needed to be kept safe (eating of inedible objects, climbing and risk-taking behaviours, no sense of danger) • Reliant on others for all or most basic care needs such as feeding, drinking, changing position. • Transitions and the challenges of change <p>In addition, some learners may have</p> <ul style="list-style-type: none"> • Complex healthcare needs requiring therapy and nursing care throughout the school day 	<ul style="list-style-type: none"> • A small class environment with a high adult to learner ratio which provides a nurturing environment with personalised learning, therapy support, life skills development, and accredited courses to prepare learners for adulthood and independence • All teaching and support staff have specialist expertise, training and experience • Tailored support and intervention based on their specific needs, which may include a balance of individualised, paired, small group or whole class work • A holistic approach to children and young people's development supporting the social and emotional development and the functional skills young people need to support independence in daily living • Personalised learning programmes built on strengths and developing lifelong skills; many are not yet able to access subject specific learning. • A calm, safe environment suitable for learners who cannot cope with the busy, socially demanding context of a mainstream school • A systematic programme to support understanding of verbal and non-verbal communication. • Teaching is multi-sensory with alternative and augmentative forms of communication used routinely throughout the day. • Highly structured activities to promote skills for interacting with adults or peers. • Intensive tactile and sensory stimulation • Collaboration with various professionals, including educational psychologists, health professionals, and social workers, to provide a holistic approach <p>In addition, some learners may require the following provision:</p> <ul style="list-style-type: none"> • Therapies and nursing care throughout the school day. • Extensive mobility equipment such as wheelchair, standing frames, hoisting etc. • Specialist equipment such as augmentative communication systems, sensory environments, hydrotherapy pool

Appropriate schools	Age Range	Designated Places
Ty Gwyn School	3-19	240

A special school for learners with Emotional Health and Wellbeing Needs	
Pupil needs	Type of provision needed
<ul style="list-style-type: none"> • Severe and persistent social emotional or mental health needs, frequently expressed through challenging or risk-taking behaviours that impede learning and restrict academic progress. • Unable to access learning in a mainstream environment, without risk of harm to self or others, despite sustained and appropriate support. • Dangerous risk-taking behaviours including county lines, drug abuse, persistent absconding, self-harm, use of weapons etc 	<ul style="list-style-type: none"> • A small class environment with a high adult to learner ratio which provides a nurturing environment with personalised learning • A safe and structured environment tailored to the needs of a learner's profile and ALP specified in their IDP • Tailored support and intervention based on their specific needs, which may include a balance of individualised, paired, small group or whole class work • Targeted strategies, interventions, and a nurturing environment to foster resilience and academic progress • An approach focusing on understanding the reasons behind challenging behaviours and teaching new skills to replace them • Social skills, such as communication, cooperation, and conflict resolution, through modelling, role-playing, and feedback • Self-regulation strategies and interventions • Restorative Practices focusing on repairing harm and restoring relationships • Collaboration with various professionals, including educational psychologists, counsellors, and social workers, to provide a holistic approach

Appropriate schools	Age Range	Designated Places
Ysgol Cynefin	7-11	42****
Greenhill School	11-19	64

****Designated places at Ysgol Cynefin will increase to 72 places, following transfer to the Fairwater and Llanrumney sites in 2026.

All provision in Cardiff includes:

- (i) **Ongoing Assessment:** Regularly assessing learners' progress and adjusting instruction as needed. This helps to identify areas where learners may need additional support and ensures that teaching strategies are effective.
- (ii) **Professional Development:** Providing ongoing training and support for teachers and staff to ensure they have the skills and knowledge to effectively support learners with ALN.
- (iii) **Parental Involvement:** Encouraging active participation from parents and caregivers in their child's education. This collaboration helps to create a consistent and supportive learning environment both at school and at home.