

# 21st Century Schools Consultation Document 2021

PROVISION FOR CHILDREN AND YOUNG PEOPLE WITH  
ADDITIONAL LEARNING NEEDS

EMOTIONAL HEALTH AND WELLBEING PROVISION FOR  
LEARNERS AGED 11 - 19

14 DECEMBER 2021 – 01 FEBRUARY 2022



This document can be made available in Braille.  
A summary version of this document is available at [www.cardiff.gov.uk/ALNSchoolproposals](http://www.cardiff.gov.uk/ALNSchoolproposals)  
Information can also be made available in other community languages if needed.  
Please contact us on **029 2087 2720** to arrange this.



# Table of Contents

## Introduction

- What is this booklet about?
- What are we proposing to do?

## Consultation

- Who are we consulting with?
- Views of children on the proposed changes
- How can you find out more and let us know your views?
- Your views are important to us

## Explanation of terms used in this document

### Background

### Sufficiency in the Special Sector

### Geographical distribution of Specialist Provision

### Secondary Age Emotional Health and Wellbeing

### Provision (11 – 19)

- Current provision
- Demand for places
- Projected Emotional Health and Wellbeing Secondary Phase Demand
- Key Stage 3 and Key Stage 4 provision
- Post 16 provision

### Proposals for Specialist Resource Based Provision at Cardiff West Community High School

- Cardiff West Community High School
- The number of places at the school
- Demand for places at the school
- Condition and suitability of school buildings

### Quality and Standards

- Estyn
- Welsh Government Categorisation of Schools

### How would standards at the schools be affected by the changes

- Standards
- Teaching and Learning Experiences
- Care support and guidance
- Leadership and management

### Additional support for pupils

- Impact on pupils with Additional Learning Needs (ALN)
- How would support for pupils with English as an Additional Language be affected?
- How would pupils receiving Free School Meals be affected?
- How would Minority Ethnic pupils be affected?

### What are the benefits of the proposed changes?

### Potential disadvantages of the proposed changes

### Alternative options considered

### Human Resources Matters

### Transport Matters

### Have your say

### Proposals for Specialist Resource Base provision at Eastern High

- Eastern High
- The number of places at the school
- Demand for places at the school
- Condition and suitability of school buildings

### Quality and Standards

- Estyn
- Welsh Government Categorisation of Schools

### How would standards at the schools be affected by the changes?

- Standards
- Teaching and Learning Experiences
- Care support and guidance
- Leadership and management

### Additional support for pupils

- Impact on pupils with Additional Learning Needs (ALN)
- How would support for pupils with English as an Additional Language be affected?
- How would pupils receiving Free School Meals be affected?
- How would Minority Ethnic pupils be affected?

### What are the benefits of the proposed change?

### Potential disadvantages of the proposed change

### Alternative options considered

### Human Resources Matters

### Transport Matters

### Have your say

### Information relevant to both proposals

### How would the changes affect other schools?

### Admission arrangements

### Learner Travel Arrangements

### Financial Matters

### Health Provision

### Governance Arrangements

### Impact of the proposals on the Welsh Language

### Equalities

### Community Impact

### Wellbeing of Future Generations

### Potential Disruption to Pupils

### Next steps, how to make your views known and feedback form

- What happens next?
- Key Dates
- Consultation period
- Statutory Notice
- Objection Report
- Determination of the proposals
- Decision Notification

### Have your say

# 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 attending or expecting to attend special schools or Specialist Resource Bases and those that have or currently work with children and young people with Additional Learning Needs (ALN).

It sets out proposals to increase the number of secondary specialist resource places for learners aged 11-19 with Emotional Health and Wellbeing Needs, and the reasons for these proposed changes.

## What are we proposing to do?

To meet the demand for specialist resource base places for learners aged 11 – 19 with emotional and wellbeing needs it is proposed to:

- establish a 20 place Specialist Resource Base at Cardiff West Community High School from September 2022
- establish a 20 place Specialist Resource Base at Eastern High from September 2022

We are also consulting on separate proposals to increase provision for learners with Emotional Health and Wellbeing Needs aged 11 – 19 at Greenhill Special School and provision for learners with complex learning needs or autism spectrum conditions aged 3 – 19 at a range of schools across Cardiff.

You can find details of these proposals at [www.cardiff.gov.uk/ALNschoolproposals](http://www.cardiff.gov.uk/ALNschoolproposals)

# 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:**

Groups the Council is consulting with:	
Children and young people	Welsh Ministers
Parents/carers	Police & Crime Commissioner
School staff	Central South Consortium Joint Education Service (CSCJES)
School Governing Bodies	Welsh Language Commissioner
Local residents	Rhieni dros Addysg Gymraeg (RhAG)
Community Councils	Trade Unions
Local Members/Constituency and Regional Members of the Senedd (MS) /Members of Parliament (MPs)	Childcare providers
Diocesan Directors of Education	Mudiad Meithrin
Neighbouring Authorities	Wales Pre-School Providers Association
Neighbouring Primary and Secondary schools within Cardiff	Clybiau Plant Cymru Kids Club
Estyn	National Day Nurseries Association
Communities First Partnership	Welsh Education Forum
Cardiff and Vale Health Board	Voluntary Sector Organisations
Local businesses/organisations	Traffic Commissioner for Wales

## Views of children and young people on the proposed changes

Cardiff is a Child Friendly City, and the views of children and young people are key to the way education is delivered. It is important that when bringing forward proposals, suitable arrangements are made to consult with pupils. 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 can you find out more and let us know your views?

This consultation document and a consultation response form are available on the Council website at [www.cardiff.gov.uk/ALNSchoolproposals](http://www.cardiff.gov.uk/ALNSchoolproposals)

If you are unable to access the documents online, printed copies will be available by post on request. You may request a copy by e-mailing [schoolresponses@cardiff.gov.uk](mailto:schoolresponses@cardiff.gov.uk) or by telephoning **029 2087 2720**.

We will advise families with children at the associated schools on how they can access a copy of the document.

Information will also be provided to residents and businesses in close proximity to the school sites included in the proposals.

Online meetings will be held where the changes we are proposing will be explained. You will have the opportunity to ask questions as part of these sessions. If you would like to attend an online meeting, please contact us via e-mail to [schoolresponses@cardiff.gov.uk](mailto:schoolresponses@cardiff.gov.uk) confirming which meeting you would like to attend and we will provide a link and instructions on how you can access this meeting.

Council officers will meet with the Governing Bodies and staff of the associated schools.

You can also write to the Council to tell us what you think.

The dates of the public consultation meetings are set out below:

**Table 2: Consultation Meeting Dates**

Nature of consultation	Date/Time	Venue
Online Public meeting	Wednesday 12 January 2022, 5:30pm	Online via Microsoft Teams
Drop-in sessions	On request by emailing <a href="mailto:schoolresponses@cardiff.gov.uk">schoolresponses@cardiff.gov.uk</a>	Online via Microsoft Teams

## 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 one of the meetings or drop-in sessions listed above.
- Completing the online response form at [www.cardiff.gov.uk/ALNSchoolproposals](http://www.cardiff.gov.uk/ALNSchoolproposals)
- Completing the consultation response form, which you can find on page 41.
- Contacting the School Organisation Planning Team by e-mail to [schoolresponses@cardiff.gov.uk](mailto:schoolresponses@cardiff.gov.uk), by telephone on (029) 2087 2720 or by post to Room 401, 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.

## The closing date for responses to this consultation is 1 February 2022

The Council is not able to 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. The admission number is the number of pupil places available in each year group.

**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).

**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 & 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, the choices they make. Sometimes this is 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 local authority and does not encompass elective home education.

**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 data** - the number of pupils at a school (not including nursery pupils).

**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, Special Educational Needs, first language and pupils who have Free School Meals.

**School Action** - when a class or subject teacher gives extra support to a pupil with additional learning needs.

**School Action Plus** - when outside specialists help the class or school staff to give extra support to a pupil with additional learning needs. This is different or additional to the support provided through School Action.

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

**Specialist Resource Base** - A small class in a mainstream school for pupils with significant additional learning needs. All pupils attending a specialist resource base have a statement of SEN and are taught by specialist teachers and learning support assistants, and have opportunities to learn, play or socialise with other mainstream pupils.

**Wellbeing Classes** - Cardiff also funds several wellbeing classes which provide short term intensive support for children and young people displaying emotional health and wellbeing needs, to support their continued placement in their local mainstream school. Placement in a Wellbeing Class is temporary for one year: the child remains on roll at their local school, and they are supported to return full time to their local school by the end of the programme.

# Background

Cardiff's 2030 vision for education and learning in Cardiff sets a goal of A Learning Entitlement, in which all children and young people are able to:

- access appropriate routes into education and learning opportunities
- thrive and fulfil their potential
- realise their individual dreams and ambitions

In order to improve outcomes for Cardiff's most vulnerable learners, many of whom face barriers to engagement in education and learning, addressing inequality is key.

Cardiff's 2030 vision is available to view at [cardiff.gov.uk/cardiff2030](http://cardiff.gov.uk/cardiff2030)

## The approach to Supporting Additional Learning Needs in Cardiff

An effective, inclusive approach to supporting ALN 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 over the last 5 years, and steps were taken in 2018 to increase the number of specialist places available.

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

## Sufficiency in the Special Sector

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, 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 because of:

- Pupil population changes, with larger cohorts of primary school age pupils now moving through to the secondary age phase.
- 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.

At present, both primary and secondary schools in Cardiff host specialist resource base provision. Some are designated to support children with complex learning needs who require a specialist curriculum taught in a small class environment; some are designated for learners with autism or hearing impairments who require specialist support to access mainstream learning, with access to a nurturing base for some learning and unstructured time.

The purpose of a Specialist Resource Base is to enable learners with learning difficulties to succeed in a mainstream school environment. Pupils are taught in a small class by specialist staff and benefit from a specialist curriculum, while benefiting from the full range of education opportunities available to all pupils at the school.

At the end of March 2021, there were 2,265 children in Cardiff with a statement of Special Education Needs. As the population grows, so will the number of children and young people with significant and complex Additional Learning Needs.



In 2020/21:

- a total of 1,116 places in Specialist Resource Bases or special schools were funded by Cardiff Council.
- 48 temporary places for learners were available at Wellbeing Classes and Speech and Language Classes
- 90 places were available in the Pupil Referral Unit (PRU)

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 is projected to increase over coming years.

As there are not enough special school 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 was £6.3m in 2020/21. The budget for 2021/22 for these types of places is currently set at £7.3m.

Spending on independent places and special school places in neighbouring Council areas has grown to c£3.8m in 2020/21. Of this, approximately £2.5m has funded specialist places for those learners with Emotional Health & Wellbeing Needs. Without investment in additional places, the cost of these places would be expected to grow significantly in future years.

The cost to the Council of school transport for learners with Emotional Health & Wellbeing Needs to these placements averaged c£6,000 per child in 2018/19 (the most recent year pre Covid-19 restrictions).

## Geographical distribution of specialist provision

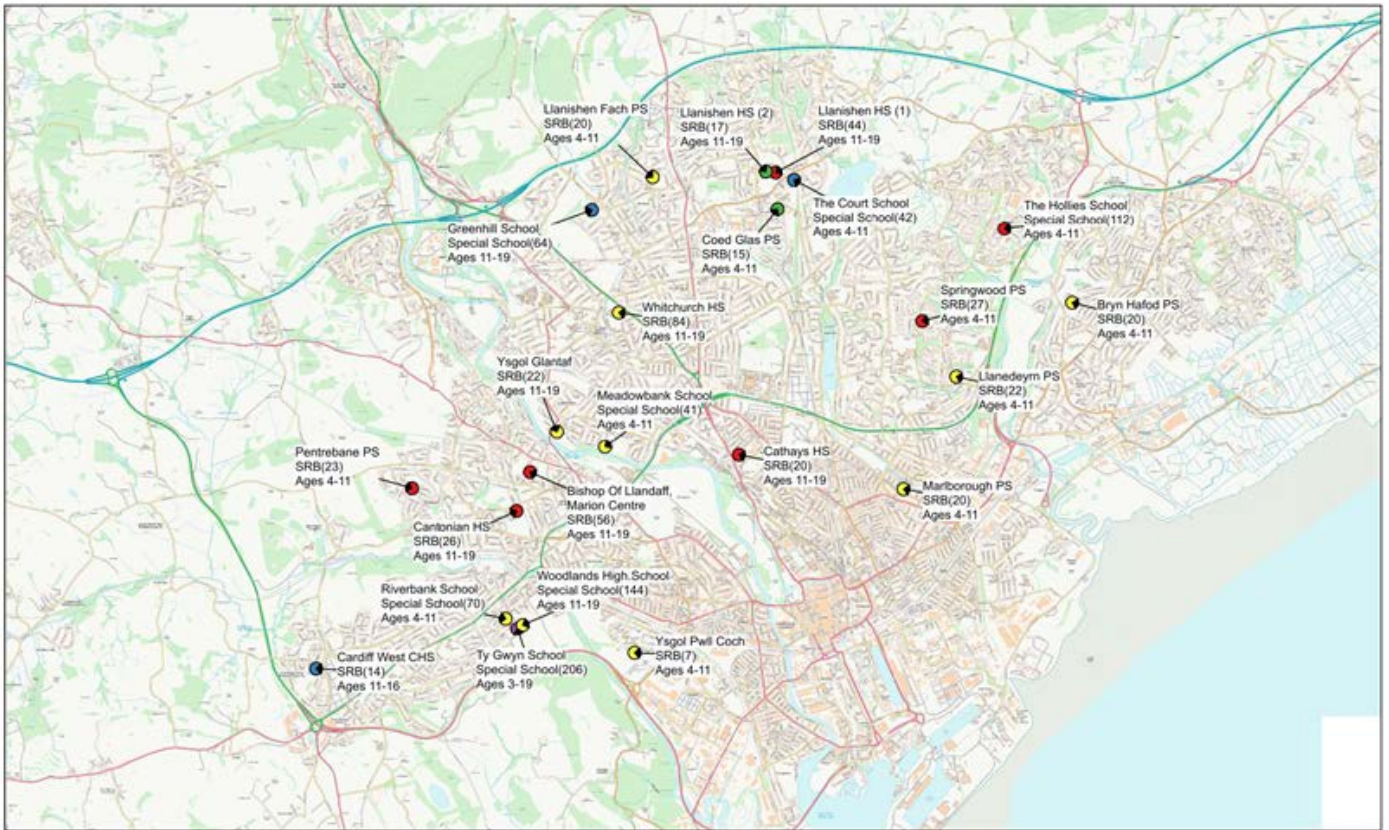
The location of Specialist Resource Bases and Wellbeing Classes is not well distributed across the city.

A map showing the location of existing specialist provision can be seen at page 10.

The lack of Specialist Resource Bases in some localities can disadvantage learners living in those areas. Some families are unfamiliar with the areas where provision is located. Parents or carers may lack the means to travel easily to those areas.

A better distribution of specialist resource bases 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 Special Schools and Specialist Resources Bases 2021



## Special schools & SRBs: Type & Capacity

● Autism	(7)
● Behavioural, Emotional & Social Needs	(3)
● Hearing Impairment	(2)
● Profound & Multiple Learning Disabilities, Medical Needs, Autism	(1)
● Severe Learning Disabilities, Medical Needs, Speech and Language, Autism	(10)

This map is produced specifically to support Cardiff Council information. No further copies may be made. Map data from Esri, Garmin, GeoEye, AeroGRID, IGN, and the GIS User Community  
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# Emotional Health and Wellbeing Provision (11 – 19)

## Current provision

Cardiff currently has 180 places for pupils of secondary school age with Emotional Health and Wellbeing Needs

**Table 3 below sets out the Secondary phase emotional health and wellbeing provision currently available categorised by Key Stage.**

Age 11 – 19 Emotional Health and Wellbeing capacity (2021/22)			
Establishment	Age 11 – 14 (Key Stage 3)	Age 14 – 16 (Key Stage 4)	Post-16
Greenhill Special School	32	24	8
Carnegie Centre	-	28	-
Bryn y Deryn Pupil Referral Unit	-	48	-
ACT special	-	40	-
<b>Total provision</b>	<b>32</b>	<b>140</b>	<b>8</b>

These establishments are all English-medium. They are mixed sex and provide for pupils with needs that cannot be met in mainstream schools:

- Greenhill School caters for learners from age 11-19 with significant emotional health and wellbeing needs.
- The Carnegie Centre has provision for Key Stage 4 pupils with anxiety and mental health needs that prevents them from attending mainstream school.
- Bryn y Deryn is a Pupil Referral Unit for Key Stage 4 learners (age 14 – 16). All of the learners have significant emotional and wellbeing needs.
- ACT is partner provision commissioned by the Council for learners in Key Stage 3 and 4 (age 11 – 16).

## Demand for places

### Projected Emotional Health and Wellbeing Secondary Phase Demand

Table 4 below sets out the projected future demand for Emotional Health and Wellbeing places for young people aged 11 - 19

Secondary Emotional Health and Wellbeing Places	2021/22	2022/23	2023/24	2024/25	2025/26
Projected Key Stage 3 demand	122	125	127	129	129
Projected Key Stage 3 demand (+10%)	134	138	140	142	142
<b>Key Stage 3 Deficit</b>	<b>102</b>	<b>106</b>	<b>108</b>	<b>110</b>	<b>110</b>
Projected Key Stage 4 demand	200	210	217	218	219
Projected Key Stage 4 demand (+10%)	220	231	239	240	241
<b>Key Stage 4 Deficit</b>	<b>80</b>	<b>91</b>	<b>99</b>	<b>100</b>	<b>101</b>
Projected Post-16 demand	25	27	28	31	32
Projected Post-16 demand (+10%)	27	29	31	34	36
<b>Post-16 Deficit</b>	<b>19</b>	<b>21</b>	<b>23</b>	<b>26</b>	<b>28</b>
<b>Total Deficit</b>	<b>201</b>	<b>1218</b>	<b>2230</b>	<b>236</b>	<b>239</b>

### Key Stage 3 and Key Stage 4 provision

In 2021/22 there are a total of 172 Key Stage 3/4 specialist Emotional Health and Wellbeing places in Cardiff maintained schools (Including Education other than at school (EOTAS) commissioned places). Taking account of pupils out of county, and in mainstream awaiting specialist placement, the total demand for places is estimated to be circa 322 in 2021/22, projected to rise to 348 by 2025/26.

Allowing for a 10% surplus to support flexibility, sufficient capacity would be to provide 354 places in 2021/22, and 383 places by 2025/26.

In summary, there is an estimated shortfall of 182 places in 2021/22, rising to 211 by 2025/26.

### Post 16 provision

Until 2018, Cardiff did not maintain any post-16 places for Emotional Health and Wellbeing, although pupils funded in the independent sector often remain to Y14. Eight Post-16 places were established at Greenhill School following formal consultation in 2018. The number of pupils enrolled has already risen to 15 in 2021-22.

It is difficult to accurately predict demand for this age group, due to the lack of demand patterns to base projections on, but it is known that the majority of special school pupils are not able to sustain a successful transition to a Further Education Institution or employment at age 16.

Ideally, secondary special school provision should include post-16 provision with capacity for the majority of Key Stage 4 pupils to stay on until they are 18 or 19 i.e., a special school for 56 Key Stage 3/4 learners should include 24 post-16 places.



A photograph of a classroom scene, overlaid with a dark purple tint. In the foreground, a female teacher with curly hair is smiling and looking down at a tablet held by a student. Two other students are seated at the table, looking at their own tablets. The background shows other students and desks in a classroom setting. The text 'Cardiff West Community High School' is centered in a white box.

# Cardiff West Community High School



# Proposal to establish Specialist Resource Base provision at Cardiff West Community High School for learners with Emotional Health and Wellbeing Needs

Cardiff West Community High School is an English-medium community high school for pupils aged 11-18. The school is located at Penally Road, Caerau.

The school moved to new build accommodation in April 2019



To meet the increasing demand for Specialist Resource Base places for learners with emotional health and wellbeing needs aged 11 – 19 it is proposed to:

- establish a 20 place Specialist Resource Base at Cardiff West Community High School from September 2022.

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

## The number of places at the schools

Table 5 below provides details of places available at Cardiff West Community High School

Name of school	Current Published Capacity (age 11 – 16)	Places per year group (age 11 – 16)	Sixth form places	Language medium and Category of School
Cardiff West Community High School	1200	240	300	English-medium community secondary school

The current capacity of Cardiff West Community High School is 1500 places and the school had 893 pupils on roll in April 2021.

## Demand for places at the school

Table 6 below sets out details of recent and projected numbers on roll at Cardiff West Community High School

Recent and projected numbers on roll at Cardiff West Community High School										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Cardiff West Community High School	0	663	676	773	882	1019	1190	1249	1266	1269
Cardiff West Community High School Specialist Resource Base places	0	0	6	6	11	20	20	20	20	20

\* Future school pupil demand based on local catchment population projections and historical demand patterns

## 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 7 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

Cardiff West Community High School is rated A for condition and A for suitability.

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

# Quality and Standards

The Council works closely with two organisations in order to monitor the performance of schools and to support school improvement.

Estyn is the office of Her Majesty's Chief Inspector of Education and Training in Wales.

Estyn inspects quality and standards in schools and other education providers in Wales.

The Central South Consortium Joint Education Service (CSCJES) is the regional School Improvement Service for the five councils of Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taff and the Vale of Glamorgan. The Council works with the Consortium to support and challenge all schools in Cardiff.

Local Authorities, such as Cardiff Council, must consider Estyn reports and other evidence about school performance and effectiveness when suggesting changes to schools.

Local Authorities must also consider the likely impact of the proposed changes on:

- standards, wellbeing and attitudes to learning
- teaching and learning experiences
- care support and guidance
- leadership and management (leadership, improving quality, partnership working and resource management)

## Estyn

Schools are inspected as part of a national programme of school inspection. The purpose of an inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise standards achieved by their pupils (Estyn).

The relevant Estyn Inspection reports provide grades against Key Questions and provide schools with recommendations for improvement.

You can find inspection reports on the Estyn website [www.estyn.gov.uk](http://www.estyn.gov.uk)

## Welsh Government categorisation of schools

In 2014, the Welsh Government introduced a new categorisation system.

It looks at each school's standards and how much a school is able to improve. This identifies the level of support schools require. Organisations such as the Central South Consortium (CSCJES) and the school improvement service then work with schools' leaders to identify, provide and/or broker any support required for further improvement.

The categorisation system is described in Table 8 below:

Category of support	What the category means
Green	A highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement
Yellow	An effective school which is already doing well and knows the areas it needs to improve.
Amber	A school in need of improvement which needs help to identify the steps to improve or to make change happen more quickly.
Red	A school in need of greatest improvement and will receive immediate, intensive support.

A school's colour-coded category is decided by how it is rated for standards (1-4) and for how able it is to improve (A-D).

1 is the best rating for standards and A is the best for improvement.

Updated categorisations for each school are published every year in January.

More information about the categorisation scheme can be found in the Welsh Government's parents' guide to the National School Categorisation System here:

<http://gov.wales/docs/dcells/publications/150119-parents-guide-en.pdf>

## Cardiff West Community High School

Cardiff West Community High School was last inspected by Estyn in November 2019.

At this time the standards, wellbeing and attitudes to learning, teaching and learning experience, care, support and guidance and leadership and management were all judged as adequate and needing improvement.

In the most recent Welsh Government School Categorisation at January 2020, Cardiff West Community High School was categorised as Red (A school in need of greatest improvement and will receive immediate, intensive support).

An assessment provided by the Central South Consortium in Autumn 2021 gave the following evaluation:

- The school is improving its track record in raising pupils' achievement including that of vulnerable learners over time.
- The proportion of pupils making two or more levels of progress from Key Stage 2 to Key Stage 3, in comparison with local and regional averages, was lower in each of mathematics and much lower in English and in science.
- There have been clear improvements in attitudes to learning.
- The deputy headteacher operates a robust system for tracking the progress of every pupil when compared against their targets.
- The school has constructive and well-planned use of PDG funds intended to improve outcomes for eFSM (Free School Meal) pupils whilst developing the core skills across the curriculum.

## How would standards at the schools be affected by the changes

### Standards

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 ([www.cardiffcommitment.co.uk](http://www.cardiffcommitment.co.uk)).

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 Cardiff West Community High School are improving. Establishing a Specialist Resource Base at the school would provide appropriate high quality school places for young people with emotional and wellbeing needs.

The proposal is not expected to have any negative impact on the quality of standards of education at the school.

### Teaching and learning experiences

The new school facilities support the delivery of the new 'Curriculum of Wales' for learners (aged 3 – 16) which is due to be implemented in Welsh schools from September 2022. The new curriculum will adopt an approach which is inclusive and designed to address the need to prepare children and young people in Wales to thrive and be successful in a rapidly changing world.

It is recognised that the new curriculum should provide breadth, enable greater depth of learning, ensure better progression, provide scope for more imaginative and creative use of time and place and a much greater emphasis on skills. The new and improved school facilities help support this vision.

The proposal is not expected to have any negative impact on teaching and learning experiences at Cardiff West Community High 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 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 would continue to work with the leadership of the school to make sure everyone understands their responsibility for helping to improve and sustain high performance. It would support the school to have a good relationship with parents and other partners so that pupils receive a high-quality education.

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

## Additional support for pupils

Table 9 below show the percentages of:

- Pupils with Additional Learning Needs
- Pupils receiving Free School Meals
- Pupils with English as an Additional Language
- Minority Ethnic pupils at each of the schools

at Cardiff West Community High School

School	% of Pupils on School Action	% of Pupils on School Action Plus	% of Pupils with a statement of ALN	% of Free School Meals Pupils- 3 year average	% of Pupils with English as an Additional Language	% of Minority Ethnic Pupils
Cardiff West Community High School	22.1	12.7	4.5	55	6.2	25.2

## Impact on pupils with Additional Learning Needs (ALN)

A 21st Century School allows for facilities to be tailored to the needs of the children who access it. Facilities are designed to fit their learning needs and provide calm and structured environments to support learning.

The current expertise at the school would be maintained. The establishment of specialist provision would provide opportunities for staff development 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. Pupils would be supported to enable them to adapt to the changes proposed.

## How would support for pupils 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.

There is no information available that suggests that the proposal would have a negative effect on how children with English as an additional language are supported. The school would continue to provide support that is appropriate to the individual needs of each pupil.

## How would pupils receiving Free School Meals be affected?

Some of the funding that a school receives is based on the number of pupils in the school who receive Free School Meals. All schools in Cardiff receive funding for these pupils.

There is no information available that suggests that the proposal would have a negative effect on pupils at the school who receive Free School Meals.

## How would Minority Ethnic Pupils be affected?

The needs of individual pupils are assessed and provided for as appropriate. There is also no information available that suggests that the proposal would have a negative effect on provision for any ethnic group.

## What are the benefits of the proposed change?

- The proposal would increase the number of specialist resource places for secondary aged learners with emotional health and wellbeing needs and would contribute towards meeting projected demand.
- The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school.
- The proposal would ensure that pupils living in the west of the city travel shorter distances to access specialist provision than to alternative provision.
- The new building is fully accessible and compliant with the Equality Act 2010.

## Potential disadvantages of the proposed change

- Some pupils with additional learning needs can find change difficult. They may find changes to buildings unsettling. We know they will need carefully planned support to adapt to the changes. However, there would be sufficient time to plan and support such a change.
- There is potential for a small increase in traffic around the school site at the start and end of the day. The Council would work with the Governing Body of the school to develop a Travel Plan to minimise any potential disruption.

## Alternative options considered

The Council is seeking to provide a better distribution of specialist resource bases across the city. This would improve access for pupils, and reduce travel times for many pupils, as well as increasing the number of places available. A number of other expansions and new provision at other schools city-wide, are also proposed.

There is no specialist resource base provision in this area at present. All children in this area who require placement in a specialist resource base currently travel to other areas.

Alternative options to the establishment of provision at Cardiff West Community High School could include:

- the expansion of similar provision on other secondary school sites
- the establishment of new specialist provision on other school sites and/or a different number of places in the current or proposed bases.

However, the standards at Cardiff West Community High School are improving. Establishing the Specialist Resource Base provision at the school provides an increased number of appropriate high quality school places. The establishment of provision at Cardiff West Community High School is therefore considered to be a preferred option.

## Human Resources Matters

HR People Services will 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.

## Transport matters

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to specialist resource bases. However, some learners who live within two miles of the school may be provided with free transport due to their individual learning needs and social issues. Other learners are able to travel independently or with parent/carers and if resident within the two-mile qualifying distance may not be eligible for Learner Transport. These pupils as well as staff and school visitors would benefit from any required improvements in facilities for active travel to school or public transport facilities.

As the Council is seeking to provide a better distribution of specialist resource provision across the city, it is expected that the average travel distance to specialist resource bases for individual learners would reduce in future.

A school proposal to establish additional learning needs facilities may require a Transport Statement which will identify measures to be included as part of the application to maximise travel by sustainable modes.

The Council's current Corporate Plan includes a commitment to every school in Cardiff developing an Active Travel Plan. Such a plan will identify actions by the school to support and encourage active travel to school and also any improvements to on-site and off-site infrastructure required to facilitate active journeys.

Increasing travel to school by active modes (walking, cycling and scooting) by ensuring safe facilities are provided will have a positive impact on children's health and wellbeing.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the additional learning needs cohort, including Independent Travel Training for older pupils, cycle maintenance and cycle training.

With the expected increased demand for Learner Transport at Cardiff West Community High School suitable improved and / or expanded facilities for drop-off and pick-up may be required within the site to accommodate the appropriate numbers of vehicles. Additional parking restrictions along Penally Road around school start and finish times would reduce congestion and parking issues and improve safety for pupils.

## Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposal. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively, you can send us your views in one of the following ways:

- Completing the online response form at [www.cardiff.gov.uk/ALNSchoolproposals](http://www.cardiff.gov.uk/ALNSchoolproposals)
- Email your views to [schoolresponses@cardiff.gov.uk](mailto:schoolresponses@cardiff.gov.uk)
- Write to us at the following address: School Organisation Planning, Room 401, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 1 February 2022.



# Eastern High



# Proposal to establish Specialist Resource Base provision at Eastern High for learners with Emotional Health and Wellbeing Needs

Eastern High is an English-medium community high school for pupils aged 11-16. The school is co-located with Cardiff & Vale College post-16 provision in new build accommodation at Trowbridge Road, Trowbridge.



To meet the increasing demand for Specialist Resource Base places for learners with emotional health and wellbeing needs aged 11 – 19 it is proposed to:

- establish a 20 place Specialist Resource Base at Eastern High from September 2022

It is proposed that the newly established base would initially be accommodated within the existing buildings shared by Eastern High and Cardiff and Vale College, with later works to be undertaken to provide additional accommodation and facilities.

## The number of places at the schools

Table 10 below provides details of places available at Eastern High

Name of school	Current Published Capacity (age 11 – 16)	Places per year group (age 11 – 16)	Sixth form places	Language medium and Category of School
Eastern High	1200	240	--	English-medium community secondary school

The current capacity of Eastern High is 1200 places and the school had 1095 pupils on roll in April 2021.

## Demand for places at the school

Table 11 below sets out details of recent and projected numbers on roll at Eastern High

Recent and projected numbers on roll Eastern High										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Eastern High	700	730	864	968	1095	1190	1283	1334	1359	1357
Eastern High Specialist Resource Base	0	0	0	0	0	0	5	10	15	20

\* Future school pupil demand based on local catchment population projections and historical demand patterns

## 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 12 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

Eastern High is rated A for condition and A for suitability.

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

## Quality and Standards

The Council works closely with two organisations in order to monitor the performance of schools and to support school improvement.

Estyn is the office of Her Majesty's Chief Inspector of Education and Training in Wales.

Estyn inspects quality and standards in schools and other education providers in Wales.

The Central South Consortium Joint Education Service (CSCJES) is the regional School Improvement Service for the five councils of Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taff and the Vale of Glamorgan. The Council works with the Consortium to support and challenge all schools in Cardiff.

Local Authorities, such as Cardiff Council, must consider Estyn reports and other evidence about school performance and effectiveness when suggesting changes to schools.

Local Authorities must also consider the likely impact of the proposed changes on:

- standards, wellbeing and attitudes to learning
- teaching and learning experiences
- care support and guidance
- leadership and management (leadership, improving quality, partnership working and resource management)

### Estyn

Schools are inspected as part of a national programme of school inspection. The purpose of an inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise standards achieved by their pupils (Estyn).

The relevant Estyn Inspection reports provide grades against Key Questions and provide schools with recommendations for improvement.

You can find inspection reports on the Estyn website [www.estyn.gov.uk](http://www.estyn.gov.uk)

### Welsh Government categorisation of schools

In 2014, the Welsh Government introduced a new categorisation system.

It looks at each school's standards and how much a school is able to improve. This identifies the level of support schools require. Organisations such as the Central South Consortium (CSCJES) and the school improvement service then work with schools' leaders to identify, provide and/or broker any support required for further improvement.

The categorisation system is described in Table 13 below:

Category of support	What the category means
Green	A highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement
Yellow	An effective school which is already doing well and knows the areas it needs to improve.
Amber	A school in need of improvement which needs help to identify the steps to improve or to make change happen more quickly.
Red	A school in need of greatest improvement and will receive immediate, intensive support.

A school's colour-coded category is decided by how it is rated for standards (1-4) and for how able it is to improve (A-D).

1 is the best rating for standards and A is the best for improvement.

Updated categorisations for each school are published every year in January.

More information about the categorisation scheme can be found in the Welsh Government's parents' guide to the National School Categorisation System here:

<http://gov.wales/docs/dcells/publications/150119-parents-guide-en.pdf>

## Eastern High

Eastern High was last inspected by Estyn in December 2014.

At this time the school's performance and prospects for improvement were judged as unsatisfactory.

Following a further monitoring visit in November 2017, the school was judged to have made sufficient progress and was removed from the list of schools requiring special measures.

In the most recent Welsh Government School Categorisation at January 2020, Eastern High was categorised at Yellow (An effective school which is already doing well and knows the areas it needs to improve).

An assessment provided by the Central South Consortium in Autumn 2021 gave the following evaluation:

- The school has a very good track record in raising the achievement of nearly all pupils, including vulnerable learners over the previous three-year period.
- The proportion of pupils making two or more levels of progress from Key Stage 2 to Key Stage 3, in comparison with local and regional averages, was much lower in each of English, mathematics and science.
- Leaders throughout the school plan and implement change and sustain improvement successfully in most respects. The senior leadership team is setting the direction for the work of the staff team and this work is having a positive impact upon the learning experiences of all pupils.

# How would standards at the schools be affected by the changes

## Standards

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 ([www.cardiffcommitment.co.uk](http://www.cardiffcommitment.co.uk)).

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 Eastern High are good. Establishing a Specialist Resource Base at the school would provide appropriate high quality school places for young people with emotional and wellbeing needs.

The proposal is not expected to have any negative impact on the quality of standards of education at the school.

## Teaching and learning experiences

The new school facilities support the delivery of the new 'Curriculum of Wales' for learners (aged 3 – 16) which is due to be implemented in Welsh schools from September 2022. The new curriculum will adopt an approach which is inclusive and designed to address the need to prepare children and young people in Wales to thrive and be successful in a rapidly changing world.

It is recognised that the new curriculum should provide breadth, enable greater depth of learning, ensure better progression, provide scope for more imaginative and creative use of time and place and a much greater emphasis on skills. New and improved school facilities help support this vision.

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

## 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 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 would continue to work with the leadership of the school to make sure everyone understands their responsibility for helping to improve and sustain high performance. It would support the school to have a good relationship with parents and other partners so that pupils receive a high-quality education.

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

## Additional support for pupils

Table 14 below show the percentages of:

- Pupils with Additional Learning Needs
- Pupils receiving Free School Meals
- Pupils with English as an Additional Language
- Minority Ethnic pupils at each of the schools

at Eastern High

School	% of Pupils on School Action	% of Pupils on School Action Plus	% of Pupils with a statement of ALN	% of Free School Meals Pupils- 3 year average	% of Pupils with English as an Additional Language	% of Minority Ethnic Pupils
Eastern High	16.6	11.3	2.7	46.6	2.5	22.1

## Impact on pupils with Additional Learning Needs (ALN)

A 21st Century School building allows for facilities to be tailored to the needs of the children who access it. Facilities are designed to fit their learning needs and provide calm and structured environments to support learning.

The current expertise at the school would be maintained. The establishment of specialist provision would provide opportunities for staff development 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. Pupils would be supported to enable them to adapt to the changes proposed.

## How would support for pupils 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.

There is no information available that suggests that the proposal would have a negative effect on how children with English as an additional language are supported. The school would continue to provide support that is appropriate to the individual needs of each pupil.

## How would pupils receiving Free School Meals be affected?

Some of the funding that a school receives is based on the number of pupils in the school who receive Free School Meals. All schools in Cardiff receive funding for these pupils.

There is no information available that suggests that the proposal would have a negative effect on pupils at the school who receive Free School Meals.

## How would Minority Ethnic Pupils be affected?

The needs of individual pupils are assessed and provided for as appropriate. There is also no information available that suggests that the proposal would have a negative effect on provision for any ethnic group.

## What are the benefits of the proposed change?

- The proposal would increase the number of Specialist Resource Base places for secondary aged learners with emotional health and wellbeing needs and would contribute towards meeting projected demand.
- The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school.
- The proposal would ensure that pupils living in the east of the city travel shorter distances to access specialist provision than to alternative provision.
- The new buildings are fully accessible and compliant with the Equality Act 2010.

## Potential disadvantages of the proposed change

- Some pupils with additional learning needs can find change difficult. They may find changes to buildings unsettling. We know they will need carefully planned support to adapt to the changes. However, there would be sufficient time to plan and support such a change.
- There is potential for a small increase in traffic around the school site at the start and end of the day. The Council would work with the Governing Body of the school to develop a Travel Plan to minimise any potential disruption.

## Alternative options considered

The Council is seeking to provide a better distribution of specialist resource bases across the city. This would improve access for pupils, and reduce travel times for many pupils, as well as increasing the number of places available.

There is no specialist resource base provision in this area at present. All children in this area who require placement in a specialist resource base currently travel to other areas.

Alternative options to the establishment of provision at Eastern High could include:

- the expansion of similar provision on other secondary school sites
- the establishment of new specialist provision on other school sites and/or a different number of places in the current or proposed bases.

However, the standards at Eastern High are good. Establishing the Specialist Resource Base provision at the school provides an increased number of appropriate high quality school places. The establishment of provision at Eastern High is therefore considered to be a preferred option.

## Human Resources Matters

HR People Services will 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 has 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.

## Transport matters

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to specialist resource bases. However, some learners who live within two miles of the school may also be provided with free transport due to their individual learning needs and social issues. Other learners are able to travel independently or with parent/carers and if resident within the two-mile qualifying distance may not be eligible for Learner Transport. These pupils as well as staff and school visitors would benefit from any required improvements in facilities for active travel to school or public transport facilities.

As the Council is seeking to provide a better distribution of specialist resource provision across the city, it is expected that the average travel distance to specialist resource bases for individual learners would reduce in future.

A school proposal to establish additional learning need facilities may require a Transport Statement which will identify measures to be included as part of the application to maximise travel by sustainable modes.

The Council's current Corporate Plan includes a commitment to every school in Cardiff developing an Active Travel Plan. Such a plan will identify actions by the school to support and encourage active travel to school and also any improvements to on-site and off-site infrastructure required to facilitate active journeys.

Increasing travel to school by active modes (walking, cycling and scooting) by ensuring safe facilities are provided will have a positive impact on children's health and wellbeing.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the additional learning need cohort, which would be proposed for specialist resource base learners at Eastern High including Independent Travel Training for older pupils, cycle maintenance and cycle training.

With the expected increased demand for Learner Transport at Eastern High the site would be assessed to ensure there is suitable facilities for drop-off and pick-up to accommodate the appropriate numbers of vehicles. Measures to improve traffic issues outside the school may include additional parking restrictions or consideration of a School Street around school start and finish times to reduce congestion and parking issues and improve safety for pupils.

## Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposal. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively, you can send us your views in one of the following ways:

- Completing the online response form at [www.cardiff.gov.uk/ALNSchoolproposals](http://www.cardiff.gov.uk/ALNSchoolproposals)
- Email your views to [schoolresponses@cardiff.gov.uk](mailto:schoolresponses@cardiff.gov.uk)
- Write to us at the following address: School Organisation Planning, Room 401, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 1 February 2022.



## Information Relevant to both Proposals

### How would the changes affect other schools?

Special Resource 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 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.

### Admission arrangements

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

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](http://www.cardiff.gov.uk).

Admissions to specialist provision are managed by the Council, subject to a statement of Special Education Needs (SEN). Under the ALN Code, placement will be subject to an Individual Development Plan (IDP).

The proposed capacity for 20 specialist resource places in each school would be in addition to the capacity of mainstream places at the schools included in these proposals.

### Learner Travel Arrangements

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 this proposal 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](http://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 two miles or more from the nearest suitable school, as measured by the shortest available walking route.

When deciding which is the nearest suitable school, the Council must consider any disability a child has and any special educational needs (SEN).

## Financial Matters

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. They would also incur revenue costs for the Council, in employing staff.

At this stage of the consultation there are no financial commitments. Based on the consultation outcome a range of options will be developed. A full financial evaluation will then take place. This will ensure affordability and limit budgetary pressures on the Council.

The additional places would need to be funded from the existing delegated schools' budget. Currently high-cost provision for some pupils is delivered either in a number of ways. Some learners are placed in schools outside of Cardiff, or in independent school. Some learners remain in mainstream schools, with "Complex Needs Enhancement" payments made to the school to provide appropriate support.

Further work will be undertaken to establish whether or not the savings on these placements, or on enhanced payments to schools, will cover the additional costs of proposed additional places.

This work will also consider how the Council's home to school transport costs would change. The increased number of specialist places proposed may increase number of children transported from home to school by the Council. The increased number of places available in special schools and bases may reduce the average travel distance and average journey cost.

## Health provision

The proposals to expand specialist provision at the schools included in these proposals will have implications for health and other specialist services. These services work in partnership with schools to meet Additional Learning Needs. An additional factor is the ALN Reform Act 2018, which will introduce new responsibilities for health, education and social care to work together to coordinate assessment and provision. The Act 2018 will be implemented over a three-year period, beginning in September 2020.

In order to address these challenges together, the Council and Cardiff and the Vale University Health Board are undertaking a joint review of health and specialist provision in Cardiff special schools and pupil referral units. The findings of the review, overseen by a project group of representatives from health, education, social services, schools, and parents, will inform the design of the specialist provision.

## Governance Arrangements

There are no proposed changes to governance arrangements arising out of these proposals.

## Impact of the proposals on the Welsh Language

The level of special educational needs/ additional learning needs in the Welsh-medium sector has historically been lower than in the English medium sector. This has been changing over the last 4-5 years, with schools reporting an increased incidence of ALN, in all areas of need.

A review of ALN in the Welsh-medium sector was undertaken with Welsh medium schools in 2016 to inform the Welsh in Education Strategic Plan (WESP). Schools reported a small but significant number of examples of pupils with ALN leaving the Welsh-medium sector in order to access specialist resource bases or special schools.

There was also some anecdotal evidence to suggest that some families who would otherwise choose Welsh-medium education opt instead for English medium if their child has ALN, through concern that their child may need to transfer to the specialist sector at a later date.

Through the WESP, Cardiff has invested in specialist provision in the sector, including some capacity to respond to growing demand and to generate more confidence in the availability of specialist provision in the sector.

A new primary base was established at Ysgol Gymraeg Pwll Coch, within the catchment area of Ysgol Gyfun Gymraeg Glantaf, where the secondary base is established. The two bases cater for learners with severe learning difficulties, providing a specialist curriculum and supporting a range of secondary needs including physical and medical needs, speech and language difficulties and autism.

In 2021 there is growing demand for resource bases for pupils with autism, who are average to high achievers, and would need a more integrative model of support than that provided by the two existing bases. There are currently 8 secondary aged learners, and 15 primary aged learners who would benefit from placement in an ASD base. This is a short-term priority, given the risk that if current placements fail, the only option would be to offer a transfer to an English medium setting.

A primary wellbeing class has been established, hosted at Ysgol Gynradd Pen y Groes. The wellbeing class works flexibly to address needs in different age phases, or to provide an outreach model, depending on current need. The Council is currently consulting on establishing a 30 place Autism Special Resource base at Ysgol Gyfun Gymraeg Glantaf in addition to the existing 30 place Specialist Resource base at the school.

To support emotional health and wellbeing needs in secondary phase, a 'virtual' base/ PRU has been piloted across the three secondary schools, starting in 2018. The pilot is due for further review in 2021.

The priority is to ensure the three schools have adequate facilities and accommodation to provide effective Step 3 and 4 provision, complemented by the virtual base/ PRU. Medium term, the virtual base/ PRU will eventually need a fixed location at one of the schools, with designated accommodation, to reduce the risk that young people with the most complex needs may need to leave the Welsh sector to access more specialist provision.

As the Welsh sector continues to grow it will be important to develop additional provision in anticipation of the need, to ensure Welsh-medium education is a genuine choice for learners with complex ALN.

The pool of ALN qualified and experienced teaching staff is limited in number, in comparison to the English sector. Any plan to develop Welsh medium specialist provision will need to be supported by an ALN Workforce Development Plan.

In accordance with the timetable set by Welsh Government, the Council is working closely with its partners on the Cardiff Welsh Education Forum to develop the new ten year WESP for the city. It is expected the plan will be available for public consultation in autumn 2021 before being submitted for approval to the Welsh Government in early 2022. The first ten year Plan will commence on 1 September 2022 and expire on 31 August 2032.

Consultation on the draft WESP will seek views on how best to grow Welsh-medium education and on how to meet the local targets set by Welsh Government, in order to inform future proposals. The WESP will set out how the Council will increase the provision of Welsh-medium education for pupils with additional learning needs.

## Equalities

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. It concluded that the proposed changes would not negatively affect a particular group in society.

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

## Community Impact

The following are taken into account when considering a proposal: Public Open Space, parkland, noise and traffic congestion. The schools included in these proposals and the Council will work with any community groups to make sure the proposals avoid any negative impacts if possible.

A community impact assessment has been undertaken for these proposals and is available to view at [www.cardiff.gov.uk/ALNSchoolproposals](http://www.cardiff.gov.uk/ALNSchoolproposals).

## Wellbeing of Future Generations

In line with the Well-being of Future Generations Act Cardiff 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.

## Potential Disruption to Pupils

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

Any building work or adaptation of existing facilities 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.

## Next steps, how to make your views known and feedback form

### 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 15 below:

**Table 15: Future stages (This timetable may be subject to change)**

<b>Statutory Process</b>	<b>Timescale</b>
Consultation Period	14 December 2021 – 1 February 2022
Consultation report considered by the Council Cabinet and published on the Council website	March 2022
Expected date for start of Objection Period, when statutory notice has been issued (when formal objections can be made)	May 2022
Expected date for end of Objection Period	June 2022
Final decision (determination) by the Council's Cabinet	July 2022
Objection report published on the Council website and notification of Cabinet's decision	July 2022

## Consultation period

The consultation period for these proposals starts on 14 December 2021 and ends on 1 February 2022.

See page 41 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 go over the issues raised during the consultation period and give the Council's response to these issues. The report will also contain Estyn's view of the proposals.

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 on its website. It would also put copies of the notice 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 proposal, or they may approve the proposal 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.

# Have your say!

## CONSULTATION RESPONSE FORM

You can complete this response form online at [www.cardiff.gov.uk/ALNSchoolproposals](http://www.cardiff.gov.uk/ALNSchoolproposals)

To meet demand for specialist resource base places for learners with emotional health and wellbeing needs aged 11 – 19, we are proposing to:

- establish a 20 place Specialist Resource Base at Cardiff West Community High School from September 2022
- establish a 20 place Specialist Resource Base at Eastern High from September 2022

Your views matter, please tell us what you think about the proposal by:

- Completing and returning the accompanying questionnaire to the address given at the bottom of the form.
- Completing the online response form at [www.cardiff.gov.uk/ALNSchoolproposals](http://www.cardiff.gov.uk/ALNSchoolproposals)
- Or if you prefer you can e-mail your views to: [schoolresponses@cardiff.gov.uk](mailto:schoolresponses@cardiff.gov.uk)

The closing date for responses to this consultation is Tuesday 1 February 2022. Unfortunately, no responses received after that date can be considered

### 1. Which of the following are you responding as?

- Parent
- Teacher – please specify your school .....
- School governor – please specify your school .....
- Other – please specify .....

### 2. Do you have a child/children enrolled at the following schools? (tick all that apply)

- Cardiff West Community High School
- Eastern High
- Other please specify .....
- N/A

### 3. Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?

- Yes
- No
- Don't Know

#### 4. Do you support the proposal for each of the school sites?

School and proposal	Yes	No	Don't know
<b>Cardiff West Community High School</b> <ul style="list-style-type: none"><li>• establish a 20 place Specialist Resource Base at Cardiff West Community High School from September 2022</li></ul>			
<b>Eastern High</b> <ul style="list-style-type: none"><li>• establish a 20 place Specialist Resource Base at Eastern High School from September 2022</li></ul>			

#### 5. Please explain why you do or do not support the proposal(s) below. Please make reference to the school involved

#### 6. Would you like to suggest any changes or alternatives?

## 7. Additional comments

Name: .....

Address: .....

Postcode: .....

**The closing date for responses to this consultation is 1 February 2022.**

The Council is not able to consider any consultation responses received after this date.

Consultation responses will not be counted as objections to the proposal.

Objections can only be registered following publication of a statutory notice.

If you wish to be notified of publication of the Consultation report, please provide an email address.  
If you do not provide an email address, we cannot keep you up to date

.....

### Thank you for your comments

Please return this form to the School Organisation Planning Team, Room 401, County Hall, CF10 4UW  
or by email to [schoolresponses@cardiff.gov.uk](mailto:schoolresponses@cardiff.gov.uk) by no later than 1 February 2022.

## ABOUT YOU

Please provide your postcode below to allow us to more accurately pinpoint respondents' views and needs by area:-

What was your age on your last birthday?

- |                                   |                                |                                |                                |  |
|-----------------------------------|--------------------------------|--------------------------------|--------------------------------|--|
| <input type="checkbox"/> Under 16 | <input type="checkbox"/> 25-34 | <input type="checkbox"/> 45-54 | <input type="checkbox"/> 65-74 | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> 16-24    | <input type="checkbox"/> 35-44 | <input type="checkbox"/> 55-64 | <input type="checkbox"/> 75+   |  |

Are you...?

- |                                 |                               |                                |  |
|---------------------------------|-------------------------------|--------------------------------|--|
| <input type="checkbox"/> Female | <input type="checkbox"/> Male | <input type="checkbox"/> Other | <input type="checkbox"/> Prefer not to say |
|---------------------------------|-------------------------------|--------------------------------|--|

Do you identify as a disabled person?

- |                              |                             |  |
|------------------------------|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Prefer not to say |
|------------------------------|-----------------------------|--|

Please tick any of the following that apply to you:

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Deaf/ Deafened/ Hard of hearing    | <input type="checkbox"/> Visual impairment   | <input type="checkbox"/> Long-standing illness or health condition (e.g. cancer, diabetes, or asthma) |
| <input type="checkbox"/> Mental health difficulties         | <input type="checkbox"/> Wheelchair user     | <input type="checkbox"/> Prefer not to say  |
| <input type="checkbox"/> Learning impairment / difficulties | <input type="checkbox"/> Mobility impairment | <input type="checkbox"/> Other  |

Please specify \_\_\_\_\_

What is your ethnic group?

Where the term 'British' is used, this refers to any of the four home nations of Wales, England, Northern Ireland and Scotland, or any combination of these.

- |   |  |
|---|--|
| <input type="checkbox"/> White - Welsh/English/Scottish/Northern Irish/British    | <input type="checkbox"/> Asian/Asian Welsh/British - Bangladeshi                 |
| <input type="checkbox"/> White - Irish  | <input type="checkbox"/> Asian/Asian Welsh/British - Indian                      |
| <input type="checkbox"/> White - Gypsy or Irish Traveller                         | <input type="checkbox"/> Asian/Asian Welsh/British - Any other                   |
| <input type="checkbox"/> White - Any other white background                       | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - African   |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White & Asian             | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Caribbean |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black Caribbean | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Any other |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black African   | <input type="checkbox"/> Arab  |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - Any other                 | <input type="checkbox"/> Any other ethnic group (please specify)                 |
| <input type="checkbox"/> Asian/Asian Welsh/British - Chinese                      | _____  |
| <input type="checkbox"/> Asian/Asian Welsh/British - Pakistani                    | Prefer not to say  |

The information you have provided above will be processed by Cardiff Council in line with the Data Protection Act 2018 and General Data Protection Regulation. The information provided to us in relation to this consultation will be treated as confidential but it may be used by the Council or disclosed to others when required by law. The purpose of processing the personal data is required to perform a specific task in the public interest. Any responses received can be requested under the Freedom of Information Act and may have to be made public, however any information that would identify an individual such as name and address would be removed. For further information on how Cardiff Council manages personal information, see our full Privacy Policy on the Council's website [https://www.cardiff.gov.uk/ENG/Home/New\\_Disclaimer/Pages/default.aspx](https://www.cardiff.gov.uk/ENG/Home/New_Disclaimer/Pages/default.aspx)