

21st Century Schools Consultation Document 2021

PROVISION FOR CHILDREN AND YOUNG PEOPLE WITH
ADDITIONAL LEARNING NEEDS (ALN):
COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM
CONDITION PROVISION FOR LEARNERS AGED 3 - 19

CONSULTATION PERIOD: 14 DECEMBER 2021 – 1 FEBRUARY 2022



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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 special schools or Specialist Resource Bases (SRBs) and those that have or currently work with children and young people with Additional Learning Needs (ALN).

It sets out a range of proposals to increase the number of special school and specialist resource base places for learners aged 3 – 19 with complex learning needs and autism spectrum conditions and the reasons for these proposed changes.

What are we proposing to do?

To meet the demand for specialist provision for learners with complex learning needs and autism spectrum condition aged 3 - 19 it is proposed to:

- increase the designated number of Ty Gwyn Special School from 198 to 240 from September 2022
- increase the designated number of Meadowbank Special School from 40 to 98 from September 2022
- increase the designated number of The Hollies Special School from 90 to 119 from September 2022
- further increase the designated number of The Hollies Special School from 119 to 150 from September 2023
- increase the designated number at the Specialist Resource Base at Llanishen Fach Primary School from 20 to 30 places from September 2023
- increase the designated number at the Specialist Resource Base at Marlborough Primary School from 20 to 30 from September 2022
- increase the designated number at the Specialist Resource Base at Pentreban Primary School from 20 to 24 spaces from September 2022
- increase the designated number at the Specialist Resource Base at Springwood Primary School from 20 to 28 from September 2022

Please note that the development of these proposals is at an early stage. Any detailed school design or site layouts would be considered at a later date. There would be opportunities to comment on detailed plans at the pre-planning and planning application stages, should the proposals be progressed.

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

You can find details of these proposals at 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:

Table 1: 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 you can 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

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 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 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 19 January 2022 5:30pm	Online via Microsoft Teams
Drop-in sessions	On request by emailing schoolresponses@cardiff.gov.uk	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
- Completing the consultation response form, which you can find on page 84.
- Contacting the School Organisation Planning Team by e-mail to 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.

Catchment area – an area that a community school would normally serve. In Cardiff, children living within this area have higher priority for admission to the school than children outside of this area.

Complex Learning Needs - children and young people with 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 who 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 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 needs 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 (SRB) - A small class in a mainstream school for pupils with significant additional learning needs. All pupils attending an SRB 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

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 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

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 because of:

- Pupil population changes, with larger cohorts of primary school age pupils now moving through to secondary 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 (SRB) 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. Without investment in additional places, the cost of these places would be expected to grow significantly in future years.

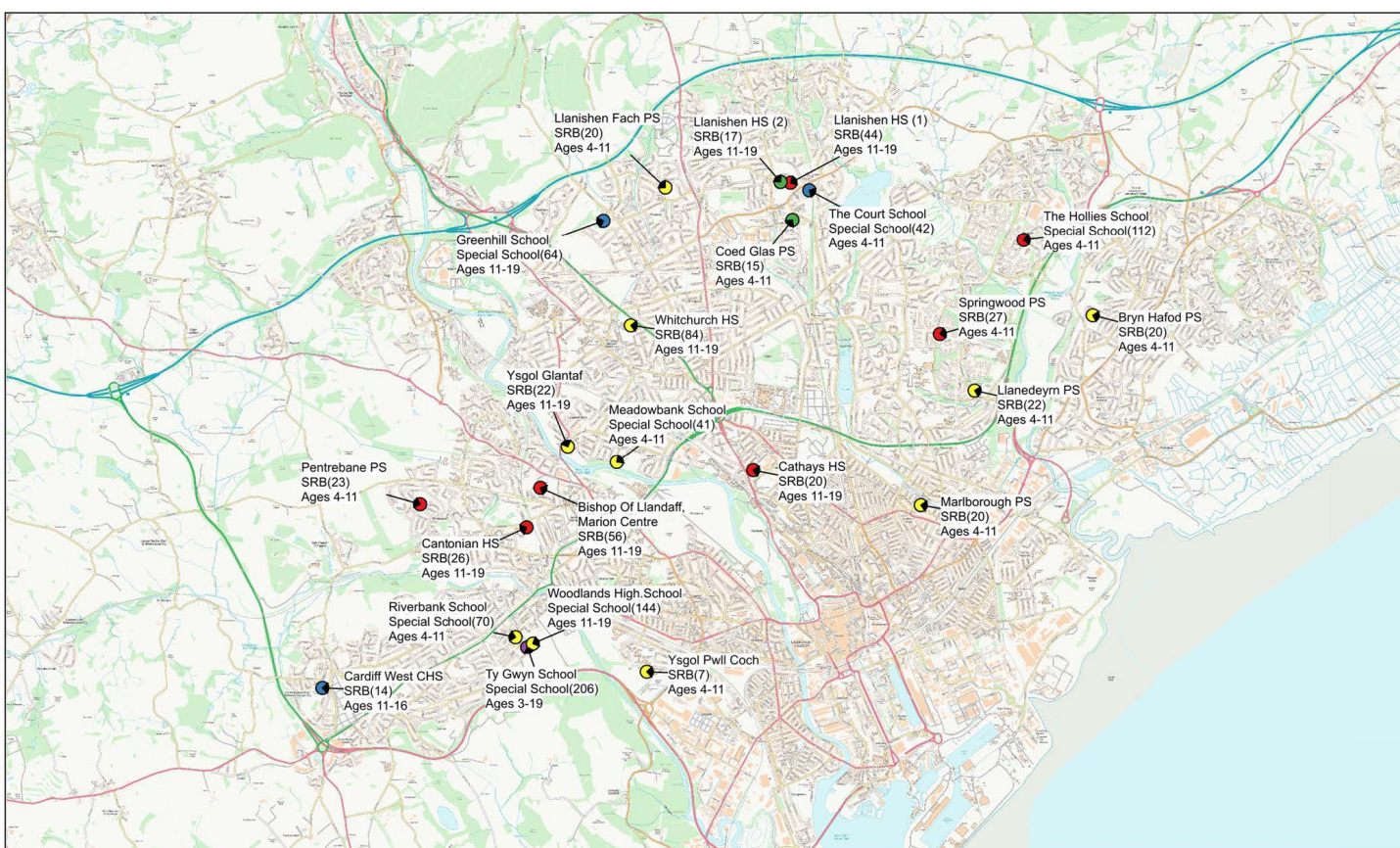
Geographical distribution of specialist provision

The location of Special School and Specialist Resource Bases is not well distributed across the city.

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.

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 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 School 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)

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Complex Learning Needs and Autism Spectrum Condition places (3-19)

Current provision

Cardiff currently has 413 special school and specialist resource base places for learners 3 – 11 with complex learning needs and Autism Spectrum Condition.

Table 3 sets out Primary Complex Learning Needs and Autism Spectrum Condition provision currently available in Cardiff

Table 3	
Establishment	Current Primary Complex Learning Needs/ Autism Spectrum Condition capacity 2021/2022
Ty Gwyn Special School	75*
Riverbank Special School	70
Meadowbank Special School	40
The Hollies Special School	90
Bryn Hafod Primary School (Specialist Resource Base)	20
Llanedeyrn Primary School (Specialist Resource Base)	20
Llanishen Fach Primary School (Specialist Resource Base)	20
Marlborough Primary School (Specialist Resource Base)	20
Springwood Primary School (Specialist Resource Base)	20
Ysgol Pwll Coch (Specialist Resource Base)	10
Pentrebane Primary School (Specialist Resource Base)	20
Allensbank Primary School (Speech and Language class)	8
Total places	413

*The total capacity of Ty Gwyn School is 198 places, of which approximately 75 serve primary age learners and the remaining 123 places serves learners aged 11-19.

Proposals previously agreed to extend and rebuild Riverbank Special School and to establish a Specialist Resource Base at Ysgol Gymraeg Pwll Coch will increase the total to 465 places by 2025.

We are also consulting on separate proposals to increase provision for learners with complex learning needs and autism aged 11 – 19. You can find details of these proposals at www.cardiff.gov.uk/ALNschoolproposals

Demand for places

Projected Complex Learning Needs and Autism Spectrum Condition Primary Phase Demand

Future demand projections are based on the 2019 Additional Learning Needs data captured and normalised against the verified PLASC 2019 survey.

Table 4 sets out projected demand for Primary Complex Learning Needs and Autism Spectrum Condition provision

Primary places	2021/22	2022/23	2023/24	2024/25	2025/26
Projected demand	510	515	522	536	547
Projected Demand (+10%)	561	567	574	590	602

The table shows that the projected demand for places is due to increase from 510 (561 when taking 10% surplus into account) to 547 (602 with surplus).

The Provision Gap in Primary for Complex Learning Needs and Autism Spectrum Condition

Taking account of children out of county, and in mainstream awaiting specialist placement, the true demand for places is estimated to be circa 510 in 2021/22, rising to 547 by 2025/26. Allowing for a 10% surplus to support flexibility, the ideal position would be 561 places in 2021/22, and 602 places by 2025/26.

Agreed proposals to expand Riverbank Special School, and expand the Special Resource Base at Ysgol Pwll Coch would reduce the projected deficit in 2025/26 by a total of 52 places (42 places and 10 places respectively). In summary, there is an estimated deficit of 148 places in 2021/22. If there were no further growth beyond current plans in relation to Riverbank and Ysgol Pwll Coch, a deficit of approximately 137 places will remain in 2025/26.

The Council is also consulting separately on proposals to establish a Specialist Resource Base at Moorland Primary School, which would reduce the projected deficit in 2025/26 by a further 20 places.



Ty Gwyn Special School

Proposal to increase the number of places at Ty Gwyn Special School

Ty Gwyn is a special school located at Vincent Road in Caerau. The school admits pupils from across Cardiff.

The school is designated to provide 198 places for learners aged 3-19 with complex learning disabilities and Autism Spectrum Condition, including those with multiple or profound disabilities who require high levels of support.

The school has been federated with Riverbank Special School and Woodlands High School, as the Western Learning Campus Federation, since January 2018.



To meet demand for primary and secondary special school places for learners with complex learning needs and Autism Spectrum Condition it is proposed to:

- increase the designated number of Ty Gwyn Special School from 198 to 240 from September 2022.

It is proposed that the school would expand by adapting the former Trelai Youth Centre to provide additional accommodation and facilities.

The number of places at the school

Table 5 below provides details of places available at Ty Gwyn Special School

Name of school	Age Range	Language medium/category of school	Current Published Capacity
Ty Gwyn Special School	3 -19	English-medium special school	198

The current capacity of Ty Gwyn is 198 places and the school had 195 pupils on roll in October 2020.

Demand for places at the school

Table 6 below sets out details of recent and projected numbers on roll

Table 6 : Recent and projected numbers on roll at Ty Gwyn										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/2022	2022/2023	2023/2024	2024/2025	2025/26
Ty Gwyn	172	175	190	196	195	198	240	240	240	240

* 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 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

Ty Gwyn is rated C for condition and A for suitability.

The site, and local infrastructure off-site, would support the expansion 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

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>

Ty Gwyn Special School

Ty Gwyn was last inspected by Estyn in May 2012.

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

In the most recent Welsh Government School Categorisation at January 2020, Ty Gwyn was categorised at Green (A highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement).

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

- The rates of progress achieved are often in excess of national expectations. Progress across all areas in the school is excellent.
- The curriculum is highly innovative, inspirational and appropriate to each individual pupil. The engaging methodology used is highly focused on each pupil's interests, which in turn has resulted in very positive learning attitudes.
- Tracking, monitoring, assessment and analyse systems are all very robust and utilised by all staff successfully.

How would standards at the school 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).

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 Ty Gwyn are good. Increasing the number of places would provide appropriate high quality school places for young people with complex learning needs and Autism Spectrum Condition. It is not expected that the proposal will impact on standards at the school.

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 proposal is not expected to have any negative impact on teaching and learning experiences.

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 Ty Gwyn Special 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
Ty Gwyn	N/A	N/A	100%	44%	N/A	55%

Impact on pupils with Additional Learning Needs (ALN)

The current expertise at the school would be maintained. The expansion of provision would provide opportunities for staff development and for enhancing pupils' learning.

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 would 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 special school places for primary and secondary aged learners with complex learning needs and Autism Spectrum Condition and contribute towards meeting projected demand.
- The proposal would ensure that some pupils living in Cardiff would travel shorter distances to access specialist provision than to alternative provision which may otherwise be provided outside of Cardiff.

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 provision 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 being proposed.

Alternative options to the expansion of the Ty Gwyn Special School could include:

- the expansion of similar provision on other special 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, Ty Gwyn school provides a more highly specialised learning environment than other schools and resource bases in Cardiff. The proposed increase in places would not be sufficient for a new school. The standards at Ty Gwyn Special School are good. Increasing the number of places at the school provides an increased number of appropriate high quality school places. The expansion of Ty Gwyn Special School is therefore considered to be a preferred option.

Human Resources Matters

The proposed increase in pupil numbers for the school will require the Governing Body to plan for the workforce requirements in readiness for the expansion. The Governing Body will be encouraged to undertake this work in line with the School Organisation Planning HR Framework. HR People Services will provide advice, support and guidance to the Governing Body for the workforce planning and consequential recruitment processes.

Where the Governing Body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of an increase in the numbers on roll 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 special schools and Specialist Resource Bases. Additional Learning Needs 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. All Ty Gwyn learners qualify for free home to school transport, although some parents choose to make their own arrangements due to their child's special needs.

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. Staff and school visitors would benefit from any required improvements in facilities for active travel to school or public transport facilities.

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 health and wellbeing.

With the expected increased demand for Learner Transport the site would be reviewed to ensure suitable and sufficient facilities for drop-off and pick-up are provided within the site to accommodate the appropriate numbers of vehicles and improvements made if necessary. Modifications may be required to the arrangement of spaces with additional lighting within the drop-off and pick-up area to better accommodate increases in numbers of vehicles.

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/ALNschoollproposals

Email your views to 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.



Meadowbank Special School

Proposal to increase the number of places at Meadowbank Special School

Meadowbank is a special school located in Llandaff North. The school admits pupils from across the authority.

The school is designated for up to 40 places for pupils aged 4 -11 with speech and language and communication needs and complex learning needs.



To meet increasing demand for special school places for learners with complex needs it is proposed to:

- increase the designated number of Meadowbank Special School from 40 to 98 from September 2022.

It is proposed that works would be undertaken to provide new accommodation and facilities and adaptation of the existing accommodation, to facilitate the growth of the school.

The number of places at the school

Table 10 below provides details of places available at Meadowbank Special School

Table 10			
Name of school	Age Range	Language medium/category of school	Current Published Capacity
Meadowbank Special School	4 -11	English-medium special school	40

The current capacity of Meadowbank Special School is 40 places and the school had 40 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

Table 11: Recent and projected numbers on roll at Meadowbank Special 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
Meadowbank Special School	17	14	24	33	40	50	98	98	98	98

* 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 12 Condition and suitability gradings

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

Meadowbank Special School is rated B for condition and B for suitability.

The site, and local infrastructure off-site, would support the expansion 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

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>

Meadowbank Special School

Meadowbank Special School was last inspected by Estyn in November 2019.

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

In the most recent Welsh Government School Categorisation at January 2020, Meadowbank Special School was categorised at Amber (A school in need of improvement which needs help to identify the steps to improve or to make change happen more quickly).

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

- Pupil progress data for the last academic year is limited due to the ever-changing pupil role across the year. Of the pupils present at the start of the last academic year only 6 currently remain. These small pupil numbers make it very difficult to identify progress trends.
- Current pupil progress for all pupils is consistently good with many making excellent progress from their own baselines in a very short space of time. Due to much improved teaching and learning in line with changing pupils needs over the last academic year progress in developing pupils social, wellbeing and personal skills is good.
- Pupils' behaviour and attitudes to learning are excellent and incidents of fixed term exclusions are very rare now that provision has been developed to meet the social and emotional needs of a more complex pupil population.

How would standards at the school 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).

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 all schools are improving. Increasing the number of places would provide appropriate high quality school places for young people with complex learning needs. It is not expected that the proposal will impact on standards at the school.

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 proposal is not expected to have any negative impact on teaching and learning experiences.

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 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 Meadowbank Special 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
Meadowbank Special School	N/A	N/A	100%	59%	N/A	45%

Impact on pupils with Additional Learning Needs (ALN)

The current expertise at the school would be maintained. The expansion of provision would provide opportunities for staff development and for enhancing pupils' learning.

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 would 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 special school places for primary aged learners with complex learning needs and contribute towards meeting projected demand.
- The proposal would ensure that pupils living in the central area of the city travel shorter distances to access specialist provision than to alternative provision.

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 provision 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 being proposed.

Alternative options to the expansion of the Meadowbank Special School could include:

- the expansion of similar provision on other special 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 Meadowbank Special School are improving. Increasing the number of places at the school provides an increased number of appropriate high quality school places. The expansion of Meadowbank Special School is therefore considered to be a preferred option.

Human Resources Matters

The proposed increase in pupil numbers for the school will require the Governing Body to plan for the workforce requirements in readiness for the expansion. The Governing Body will be encouraged to undertake this work in line with the School Organisation Planning HR Framework. HR People Services will provide advice, support and guidance to the Governing Body for the workforce planning and consequential recruitment processes.

Where the Governing Body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of an increase in the numbers on roll 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 special schools and Specialist Resource Bases. 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 special school places 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, which would be offered to learners as appropriate, including cycle training.

With the expected increased demand for Learner Transport the site would be reviewed to ensure suitable and sufficient facilities for drop-off and pick-up are provided within the site to accommodate the appropriate numbers of vehicles and improvements made if necessary. Options to be explored are likely to include modifications which may be required to the school access with additional parking restrictions opposite the entrance to provide unobstructed access.

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/ALNschoollproposals

Email your views to 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.



The Hollies Special School

Proposal to increase the number of places at The Hollies Special School

The Hollies is a special school located at Bryn Heulog in Pentwyn. The school admits pupils from across the authority.



The school is designated to provide 90 places for learners aged 4-11 with autism.

To meet demand for special school places for learners with Autism Spectrum Condition it is proposed to:

- increase the designated number of The Hollies Special School from 90 to 119 from September 2022
- further increase the designated number of The Hollies Special School from 119 to 150 from September 2023

It is proposed that the school buildings would be extended to provide additional classrooms, in addition to works that are currently underway to improve current facilities and to establish additional classrooms in the existing accommodation.

The number of places at the school

Table 15 below provides details of places available at The Hollies Special School

Table 15			
Name of school	Age Range	Language medium/category of school	Current Published Capacity
The Hollies Special School	4 -11	English-medium special school	90

The current capacity of The Hollies Special School is 90 places and the school had 107 pupils on roll in October 2020.

Demand for places at the school

Table 16 below sets out details of recent and projected numbers on roll

Table 16: Recent and projected numbers on roll at The Hollies Special 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
The Hollies	90	90	98	102	109	107	119	150	150	150

*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

The Hollies Special School is rated C for condition and B for suitability.

The site, and local infrastructure off-site, would support the expansion 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

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 18 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>

The Hollies Special School

The Hollies Special School was last inspected by Estyn in October 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 good.

In the most recent Welsh Government School Categorisation at January 2020, The Hollies Special School was categorised at Green (A highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement).

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

- There is a clear emphasis on raising standards. Through its targets the school has high expectations for the achievement of its pupils.
- The school has a very good track record in raising the achievement of all groups of pupils.
- Most pupils make at least expected progress in mathematical development (MD) and personal and social development (PSD).
- In key stage 2, a majority of pupils make at least expected progress in English by the time they leave year 6.
- In key stage 2, a majority of Free School Meals pupils make higher than expected progress in English, with many doing so in mathematics. In 2019, no Free School Meal pupils made higher than expected progress in either subject.

How would standards at the school 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).

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 Hollies are good. Increasing the number of places would provide appropriate high quality school places for learners with Autism Spectrum Condition. It is not expected that the proposal will impact on standards at the school.

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 proposal is not expected to have any negative impact on teaching and learning experiences.

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 19 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 The Hollies Special 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
The Hollies Special School	N/A	N/A	100%	42%	N/A	45%

Impact on pupils with Additional Learning Needs (ALN)

The current expertise at the school would be maintained. The expansion and new facilities would provide opportunities for staff development and for enhancing pupils' learning.

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 would 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 special school places for primary aged learners with Autism Spectrum Condition and contribute towards meeting projected demand.
- The proposal would ensure that pupils living in the north/eastern areas of the city travel shorter distances to access specialist provision than to alternative provision.

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 provision 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 being proposed.

Alternative options to the expansion of The Hollies Special School could include:

- the expansion of similar provision on other special 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 The Hollies Special School are good. Increasing the number of places at the school provides an increased number of appropriate high quality school places. The expansion of The Hollies Special School is therefore considered to be a preferred option.

Human Resources Matters

The proposed increase in pupil numbers for the school will require the Governing Body to plan for the workforce requirements in readiness for the expansion. The Governing Body will be encouraged to undertake this work in line with the School Organisation Planning HR Framework. HR People Services will provide advice, support and guidance to the Governing Body for the workforce planning and consequential recruitment processes.

Where the Governing Body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of an increase in the numbers on roll 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 special schools and Specialist Resource Bases. Some Additional Learning Needs 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 special school places 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, which would be offered to learners as appropriate, including cycle training.

With the expected increased demand for Learner Transport the site would be reviewed to ensure suitable and sufficient facilities for drop-off and pick-up are provided within the site to accommodate the appropriate numbers of vehicles and improvements made if necessary. Options to be considered include modifications to the school access and a rearranged layout to accommodate increasing numbers.

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

Email your views to 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.

A photograph of a classroom scene. A teacher with curly hair is leaning over a desk, smiling and looking at a student. The student is looking at a worksheet. Other students are visible in the background, some looking towards the camera. The entire image has a dark red overlay. A white rectangular box is centered over the image, containing the school's name in white text.

Llanishen Fach Primary School

Proposal for Additional Specialist Resource Base places at Llanishen Fach Primary School

Llanishen Fach Primary School is an English-medium community primary school for pupils aged 3 – 11. The school is located at Heol Uchaf, Rhiwbina

The school hosts a 20 place Specialist Resource Base for children with complex learning needs.



To meet demand for Specialist Resource Base places for learners aged 4 – 11 with complex learning needs it is proposed to:

- increase the designated number of the Specialist Resource Base at Llanishen Fach Primary School from 20 to 30 places from September 2023

It is proposed that works would be undertaken to provide new accommodation and facilities, to facilitate the growth of the resource base.

The number of places at the school

Table 20 below provides details of places available at Llanishen Fach Primary School

Table 20				
Name of school	Current Published Capacity (age 4-11)	Places per year group (age 4 - 11)	Nursery Places	Language medium and Category of School
Llanishen Fach Primary School (mainstream places)	420	60	80	English-medium community primary school
Llanishen Fach Primary School (Specialist Resource Base places)	20	N/A	N/A	

The current capacity of Llanishen Fach Primary School is 420 places and the school had 432 pupils on roll in October 2020.

The current capacity of the Specialist Resource Base at Llanishen Fach Primary School is 20 and there were 19 pupils on roll in October 2021.

Demand for places at the school

Table 21 below sets out details of recent and projected numbers on roll

Table 21: Recent and projected numbers on roll at Llanishen Fach Primary 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
Llanishen Fach Primary School mainstream places	416	417	413	415	418	393	381	358	341	326
Llanishen Fach Primary School Specialist Resource Base places	18	17	15	15	17	20	20	30	30	30

* 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 22 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

Llanishen Fach Primary School is rated C for condition and B 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

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 23 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>

Llanishen Fach Primary School

Llanishen Fach Primary School was last inspected by Estyn in April 2014.

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

In the most recent Welsh Government School Categorisation at January 2020, Llanishen Fach was categorised at Green (A highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement).

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

- Leaders and staff have a relentless focus on raising standards. Targets reflect high expectations for the achievement of all pupils, and these are met consistently.
- The school has a very good track record in raising the achievement of nearly all pupils, including vulnerable learners.
- Nearly all pupils in the Foundation Phase make at least expected progress from baseline. Most pupils in Key Stage 2 make expected progress from the end of Y2. A few pupils make higher than expected progress.
- Most Free School Meal pupils (9) made expected progress in all key indicators in both Foundation Phase and Key Stage 2.
- There are robust and effective processes to track pupils' progress.

How would standards at the school 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).

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 Llanishen Fach Primary School are good. Increasing the number of places would provide appropriate high quality school places for young people with complex learning needs. It is not expected that the proposal will impact on standards at the school.

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 proposal is not expected to have any negative impact on teaching and learning experiences.

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 24 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 Llanishen Fach Primary 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
Llanishen Fach Primary School (all pupils)	5.1 %	1.6 %	5.9 %	7 %	3.2 %	12.9 %

Impact on pupils with Additional Learning Needs (ALN)

The current expertise at the school would be maintained. The expansion of additional learning needs provision would provide opportunities for staff development and for enhancing pupils' learning.

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 would 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 proposals 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 primary aged learners with complex learning needs and contribute towards meeting projected demand.

The opportunity to employ additional 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 northern area of the city travel shorter distances to access specialist provision than to alternative provision.

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 provision 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.

Alternative options to the expansion of the Llanishen Fach Primary School Specialist Resource Base could include:

- the expansion of similar provision on other primary 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 Llanishen Fach Primary School are good. Increasing the number of places at the school provides an increased number of appropriate high quality school places. The expansion of additional learning needs provision at Llanishen Fach Primary 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 increase in the designated number of the 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 increase in the designated number 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 and primary schools. Some Specialist Resource Base 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 Specialist Resource Base 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 Base 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, which would be offered to learners as appropriate, including cycle training.

With the expected increased demand for Learner Transport the site would be reviewed to ensure suitable convenient and sufficient facilities for drop-off and pick-up are available to accommodate the appropriate numbers of vehicles and improvements made if necessary. Modifications being explored include changing the bus bay on Heol Uchaf to a permit only taxi bay with additional parking restrictions for unauthorised vehicles. Road safety measures including traffic calming and a zebra crossing would also be considered.

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

Email your views to 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.



Marlborough Primary School

Proposal for Additional Specialist Resource Base places at Marlborough Primary School

Marlborough Primary School is an English-medium community primary school for pupils aged 3-11. The school is located at Blenheim Road, Penylan.

The school hosts a Specialist Resource Base, for pupils with severe and complex learning needs.



To meet demand for Specialist Resource Base places for learners aged 4 – 11 with severe and complex learning difficulties it is proposed to:

- increase the designated number at Marlborough Primary School Specialist Resource Base from 20 to 30 from September 2022

Works have been undertaken to adapt existing accommodation within the school to increase the capacity of the resource base and to provide a sensory room.

The number of places at the school

Table 25 below provides details of places available at Marlborough Primary School

Name of school	Current Published Capacity (age 3 - 11)	Places per year group (age 4 - 11)	Nursery Places	Language medium and Category of School
Marlborough Primary School (mainstream places)	420	60	64	English-medium community primary school
Marlborough Primary School (Specialist Resource Base places)	20	N/A	N/A	

The current capacity of Marlborough Primary School is 420 places and the school had 461 pupils on roll in October 2020.

The current capacity the Specialist Resource Base at Marlborough Primary School is 20 places and the school had 28 pupils on roll in October 2020.

Demand for places at the school

Table 26 below sets out details of recent and projected numbers on roll

Table 26 :Recent and projected numbers on roll at Marlborough Primary School										
School	Numbers on Roll (PLASC) projections*					Pupil				
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Marlborough Primary School mainstream places	447	441	439	441	448	420	420	420	420	420
Marlborough Primary School Specialist Resource Base places	18	19	19	17	18	20	30	30	30	30

* 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 27 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

Marlborough Primary School is rated C+ for condition and B for suitability.

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

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 28 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>

Marlborough Primary School

Marlborough Primary School was last inspected by Estyn in November 2018.

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 good.

In the most recent Welsh Government School Categorisation at January 2020, Marlborough Primary School was categorised at Green (A highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement).

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

- Overall standards of achievement have been generally consistently high over time with good levels of progress for nearly all pupils.
- Pupils' behaviour and attitudes to learning are exemplary.
- By the end of key stage 2, progress data show a majority of Free School Meal pupils make at least expected progress in both subjects, however the differences that exist between progress outcomes for Free School Meal and non-Free School Meal pupils are impacted by pupils in the Specialist Resource Base.
- Tracking systems are robust and ensure that all pupils receive appropriate support when needed.

How would standards at the school 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).

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. Increasing the number of places would provide appropriate high quality school places for young people with moderate, severe and complex learning needs. It is not expected that the proposal will impact on standards at the school.

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 proposal is not expected to have any negative impact on teaching and learning experiences.

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 29 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 Marlborough Primary 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
Marlborough Primary School (all pupils)	7%	3.7%	5.4%	9.5%	12.1%	32.2%

Impact on pupils with Additional Learning Needs (ALN)

The current expertise at the school would be maintained. The expansion of additional learning needs provision would provide opportunities for staff development and for enhancing pupils' learning.

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 would 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 primary aged learners with moderate, severe and complex learning needs and contribute towards meeting projected demand.
- The opportunity to employ additional 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 northern area of the city travel shorter distances to access specialist provision than to alternative provision.

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 provision 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.

Alternative options to the expansion of the Marlborough Primary School Specialist Resource Base could include:

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

However, the standards at Marlborough Primary School are good. Increasing the number of places at the school provides an increased number of appropriate high quality school places. The expansion of additional learning needs provision at Marlborough Primary 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 increase in the designated number of the 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 increase in the designated number 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 and primary schools. Some Specialist Resource Base 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 Specialist Resource Base 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, which would be offered to learners as appropriate, including cycle training.

With the expected increased demand for Learner Transport the site would be reviewed to ensure suitable convenient and sufficient facilities for drop-off and pick-up are available to accommodate the appropriate numbers of vehicles and improvements made if necessary. Consideration would be given to the introduction of a School Street to restrict unauthorised access along Agincourt Road at peak school journey times. Taxi permit bays may also be required on Agincourt Road.

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

Email your views to 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.



Pentrebane Primary School

Proposal for Additional Specialist Resource Base places at Pentrebane Primary School

Pentrebane Primary School is an English-medium community primary school for pupils aged 3 - 11. The school is located at Beechley Drive, Pentrebane.

The school hosts a primary Specialist Resource Base for children with Autism Spectrum Condition.



To meet the demand for Specialist Resource Base places for learners age 4 -11 with Autism Spectrum Condition it is proposed to:

- increase the designated number at the Pentrebane Primary School Specialist Resource Base from 20 to 24 spaces from September 2022

It is proposed that works would be undertaken to improve and extend facilities and accommodation.

The number of places at the school

Table 30 below provides details of places available at Pentrebane Primary School

Name of school	Current Published Capacity (age 4 - 11)	Places per year group (age 4 - 11)	Nursery	Language medium and Category of School
Pentrebane Primary School (mainstream places)	210	N/A	48	English-medium community primary school
Pentrebane Primary School (Specialist Resource Base places)	20	N/A	N/A	

The current capacity of Pentrebane Primary School is 210 places and the school had 182 pupils on roll in April 2021.

The current capacity of the Specialist Resource base at Pentrebane Primary School is 20 and the school had 24 pupils on roll in October 2020.

Demand for places at the school

Table 31 below sets out details of recent and projected numbers on roll

Table 31: Recent and projected numbers on roll at Pentrebane Primary 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
Pentrebane Primary School mainstream places	186	208	196	191	182	170	160	157	148	139
Pentrebane Primary School Specialist Resource Base places	17	21	23	23	23	20	24	24	24	24

* 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 32 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

Pentrebane Primary School is rated C+ for condition and B 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

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 33 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>

Pentrebane Primary School

Pentrebane Primary School was last inspected by Estyn in March 2015.

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

In the most recent Welsh Government School Categorisation at January 2020, Pentrebane Primary School 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's progress data for 2019 shows that nearly all pupils make at least expected progress from their starting point to the end of the Foundation Phase.
- All pupils who are eligible for free school meals (eFSM) make at least expected progress by the time they leave Year 2. Many Free School Meal pupils make at least expected progress from the end of Year 2 to the end of Year 6, with a few making higher than expected progress.
- Leaders and staff have a clear understanding of the need to improve outcomes. However, targets and expectations for pupils' future achievement are not always challenging enough. Processes to track pupils' progress, identify needs and provide support are robust and effective in nearly all cases.

How would standards at the school 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).

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. Increasing the number of places would provide appropriate high quality school places for young people with Autism Spectrum Condition. It is not expected that the proposal will impact on standards at the school.

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 proposal is not expected to have any negative impact on teaching and learning experiences.

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 34 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 Pentrebane Primary School.

Table 34						
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
Pentrebane Primary School (all pupils)	13.4	7.3	15.2	51.3	19.5	26.4

Impact on pupils with Additional Learning Needs (ALN)

The current expertise at the school would be maintained. The expansion of additional learning needs 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 would 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 School Base places for primary aged learners with Autism Spectrum Condition and contribute towards meeting projected demand.
- The opportunity to employ additional 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.

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 provision 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.

Alternative options to the expansion of the Pentreban Primary School Specialist Resource Base could include:

- the expansion of similar provision on other primary 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 Pentreban Primary School are good. Increasing the number of places at the school provides an increased number of appropriate high quality school places. The expansion of additional learning needs provision at Pentreban Primary 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 increase in the designated number of the 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 increase in the designated number 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 and primary schools. Some Specialist Resource Base 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 Specialist Resource Base 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, which would be offered to learners as appropriate, including cycle training.

With the expected increased demand for Learner Transport, drop-off and pick-up arrangements would need to be reviewed to ensure suitable convenient and sufficient facilities are available to accommodate the appropriate numbers of vehicles and the provision of suitable facilities is being explored. Potential for a School Street may also need to be explored to address current issues of traffic congestion and improve pedestrian safety by restricting access for unauthorised vehicles at peak school times.

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

Email your views to 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.



Springwood Primary School

Proposal for Additional Specialist Resource Base places at Springwood Primary School

Springwood Primary School is an English-medium community primary school for pupils aged 3-11. The school is located at Circle Way, Llanedeyrn.

The school hosts a specialist resource base for children with Autism Spectrum Condition.



To meet the increasing demand for Specialist Resource Base places for learners aged 4 – 11 with Autism Spectrum Condition it is proposed to:

- increase the designated number at Springwood Primary School Specialist Resource Base from 20 to 28 from September 2022

Works have been undertaken to improve and adapt existing accommodation within the school.

The number of places at the school

Table 35 below provides details of places available at Springwood Primary School

Name of school	Current Published Capacity (age 4 -11)	Places per year group (age 4 - 11)	Nursery Places	Language medium and Category of School
Springwood Primary School (mainstream places)	420	60	48	English-medium community primary school
Springwood Primary School (Specialist Resource places)	20	N/A	N/A	

The current capacity of Springwood Primary School is 420 places and the school had 205 pupils on roll in October 2020.

The current capacity of the Specialist Resource Base at Springwood Primary School is 20 places and the school had 28 places on roll.

Demand for places at the school

Table 36 below sets out details of recent and projected numbers on roll

Table 36: Recent and projected numbers on roll at Springwood Primary 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
Springwood Primary School mainstream places	184	185	187	191	181	197	183	180	182	175
Springwood Primary School Specialist Resource Base places	17	21	20	21	26	20	28	28	28	28

* 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 37 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

Springwood Primary School is rated C for condition and B 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

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 38 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>

Springwood Primary School

Springwood Primary School was last inspected by Estyn in March 2018.

At this time the standards, wellbeing and attitudes to learning, teaching and learning experience, and leadership and management were all judged as good. The school's care, support and guidance was judged as excellent.

In the most recent Welsh Government School Categorisation at January 2020, Springwood Primary School was categorised at Green (A highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement).

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

- There is a clear emphasis on raising standards. Through its targets the school has high expectations for the achievement of its pupils.
- The school has a very good track record in raising the achievement of all groups of pupils.
- Most pupils make at least expected progress in mathematical development (MD) and personal and social development (PSD).
- In Key Stage 2, a majority of pupils make at least expected progress in English by the time they leave year 6.
- In Key Stage 2, a majority of Free School Meal pupils make higher than expected progress in English, with many doing so in mathematics. In 2019, no Free School Meal pupils made higher than expected progress in either subject.

How would standards at the school 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).

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. Increasing the number of places would provide appropriate high quality school places for young people with Autism Spectrum Condition. It is not expected that the proposal will impact on standards at the school.

The proposal is not expected to have any negative impact on the quality of standards of education at the school as a result of the proposed changes.

Teaching and learning experiences

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

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 39 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 Springwood Primary 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
Springwood Primary School	6.3 %	5.8 %	18.8 %	40.3 %	14.7 %	32.5 %

Impact on pupils with Additional Learning Needs (ALN)

The current expertise at the school would be maintained. The expansion of additional learning needs provision would provide opportunities for staff development and for enhancing pupils' learning.

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 would 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 primary aged learners with Autism Spectrum Conditions and contribute towards meeting projected demand.
- The opportunity to employ additional 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 north/east of the city travel shorter distances to access specialist provision than to alternative provision.

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 provision 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.

Alternative options to the expansion of the Springwood Primary School Specialist Resource Base could include:

- the expansion of similar provision on other primary 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 Springwood Primary School are good. Increasing the number of places at the school provides an increased number of appropriate high quality school places. The expansion of additional learning needs provision at Springwood Primary 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 increase in the designated number of the 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 increase in the designated number 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 and primary schools. Some Specialist Resource Base 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 Specialist Resource Base 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, which would be offered to learners as appropriate, including cycle training.

With the expected increased demand for Learner Transport the site would be reviewed with a view to improve the drop-off and pick-up facilities to provide suitable and sufficient facilities within the site to accommodate the appropriate numbers of vehicles and improvements made if necessary.

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

Email your views to 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 all Proposals

How would the changes affect other schools?

Special Schools / 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.

Admission arrangements

There are no planned changes to the Council's policy on the admission of children to schools as a result of this proposal

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, subject to a statement of Special Education Needs (SEN). Under the ALN Code, placement will be subject to an Individual Development Plan (IDP).

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 at 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, 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 school's 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 Additional Learning Needs, in all areas of need.

A review of additional Learning Needs 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 Additional Learning Needs, 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 in Welsh-medium schools who would benefit from placement in an Autism Spectrum Condition 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. This consultation outlines proposals to establish a 30 place Autism Spectrum Condition Specialist 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/ Pupil Referral Unit 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-medium 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 Additional Learning Needs.

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 Additional Learning Needs 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

A separate consultation on the draft WESP 2022 – 2032 is underway and seeks 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. This consultation can be found at www.cardiff.gov.uk/WelshStrategyConsultations

Following consultation, it is expected the plan will be 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.

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. If the proposal goes ahead, another equality impact assessment would be carried out at the design stage. This would identify accessibility to the new provision. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as BS8300, Part M and relevant Building Bulletins.

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

Wellbeing of Future Generations

In line with the Well-being of Future Generations Act Cardiff's Band B programme 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.

In order to maximise the long-term impact of this significant investment, any design taken forward for each school included in this proposal would be developed to ensure the delivery of high-quality modern facilities that are able to respond to the current pupil populations needs and support the delivery of effective teaching and learning methods. They would also incorporate the flexibility to take account of changes depending on need as time progresses, such as changing demographics and pupil numbers, changing curriculum and changing types of pupil needs.

Potential Disruption to Pupils

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

Any building work 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.

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 40 below:

Table 40: Future stages (This timetable may be subject to change)

Statutory Process	Timescale
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 14 December 2021 and ends on 1 February 2022.

See page 84 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(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 proposal. 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!

You can complete this response form online at www.cardiff.gov.uk/ALNSchoolproposals

We are proposing to:

- increase the designated number of Ty Gwyn Special School from 198 to 240 from September 2022
- increase the designated number of Meadowbank Special School from 40 to 98 from September 2022
- increase the designated number of The Hollies Special School from 90 to 119 from September 2022
- further increase the designated number of The Hollies Special School from 119 to 150 from September 2023
- increase the designated place number of the Specialist Resource Base at Llanishen Fach Primary School from 20 to 30 places from September 2023
- increase the designated number at Marlborough Primary School Specialist Resource Base from 20 to 30 from September 2022
- increase the designated number at the Pentrebane Primary School Specialist Resource Base from 20 to 24 spaces from September 2022
- increase the designated number at Springwood Primary School Specialist Resource Base from 20 to 28 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
- Or if you prefer you can e-mail your views to: 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 or Guardian*
- 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)

- | | |
|--|---|
| <input type="checkbox"/> Ty Gwyn Special School | <input type="checkbox"/> Pentrebane Primary School |
| <input type="checkbox"/> Meadowbank Special School | <input type="checkbox"/> Springwood Primary School |
| <input type="checkbox"/> The Hollies Special School | <input type="checkbox"/> Other please specify _____ |
| <input type="checkbox"/> Llanishen Fach Primary School | |
| <input type="checkbox"/> Marlborough Primary School | <input type="checkbox"/> 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 in brief	Yes	No	Don't know
<p>Ty Gwyn Special School</p> <ul style="list-style-type: none"> increase the designated number of Ty Gwyn Special School from 198 to 240 from September 2022 			
<p>Meadowbank Special School</p> <ul style="list-style-type: none"> increase the designated number of Meadowbank Special School from 40 to 98 from September 2022 			
<p>The Hollies Special School</p> <ul style="list-style-type: none"> increase the designated number of The Hollies Special School from 90 to 119 from September 2022 further increase the designated number of The Hollies Special School from 119 to 150 from September 2023 			
<p>Llanishen Fach Primary School</p> <ul style="list-style-type: none"> increase the designated number at the Specialist Resource Base at Llanishen Fach Primary School from 20 to 30 places from September 2023 			
<p>Marlborough Primary School</p> <ul style="list-style-type: none"> increase the designated number at Marlborough Primary School Specialist Resource Base from 20 to 30 from September 2022 			
<p>Pentrebane Primary School</p> <ul style="list-style-type: none"> increase the designated number at the Pentrebane Primary School Specialist Resource Base from 20 to 24 spaces from September 2022 			
<p>Springwood Primary School</p> <ul style="list-style-type: none"> increase the designated number at Springwood Primary School Specialist Resource Base from 20 to 28 from September 2022 			

5. If you do or not support the proposed changes than please explain why

Empty response box for question 5.

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

Empty response box for question 6.

7. Additional comments

Name _____

Address _____

Post Code _____

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 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?

- Under 16 25-34 45-54 65-74 Prefer not to say
 16-24 35-44 55-64 75+

Are you...?

- Female Male Other Prefer not to say

Do you identify as a disabled person?

- Yes No Prefer not to say

Please tick any of the following that apply to you:

- Deaf/ Deafened/ Hard of hearing Visual impairment Long-standing illness or health condition (e.g. cancer, diabetes, or asthma)
 Mental health difficulties Wheelchair user Prefer not to say
 Learning impairment / difficulties Mobility impairment 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