

PROVISION FOR PUPILS WITH ADDITIONAL LEARNING NEEDS (ALN) - CHANGES TO BETWS PRIMARY SCHOOL

Consultation document

Date of issue: 20 November 2018

Action required: Responses by 31 December 2018

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Overview

The consultation is to invite your views on the proposal to cease the local authority (LA) nurture provision at Betws Primary School.

How to respond

This consultation period will begin on 20 November 2018 and close on 31 December 2018. You can respond or ask further questions in the following ways;

Tel: (01656) 815253

Email:

Anne.Whittome@bridgend.gov.uk

Online: visit

www.bridgend.gov.uk/consultation

Post: Education and Family Support Directorate, Bridgend County Borough Council, Angel Street, Bridgend, CF31 4WB.

Alternative formats are also available upon request.

Data protection

How we use the views and information you share with us.

All responses received by Bridgend County Borough Council will be seen in full by its staff members involved in the consultation process. The information may also be seen by other

departments within the Council or local service board members to help improve upon the services provided.

The Council may also use the information gathered to publish subsequent documents both directly and indirectly linked to this consultation, however the Council will never disclose any personal information such as names or addresses that could identify an individual.

If you do not wish for your opinions to be publicised, please state so in your response.

Related documents

For more information on consultations in Bridgend County Borough or how to join our Citizens' Panel.

Visit:

www.bridgend.gov.uk/CitizensPanel

Background and information

- In December 2011, Cabinet received an update on the review of support and provision for the inclusion of children and young people with ALN.
- Welsh Government have approved the introduction of foundation phase provision at The Bridge Alternative Provision (The Bridge).
- The Council supports the principles that, when possible, children should be educated in a mainstream school environment and as near to their home as possible

The proposal

- This is a proposal to cease the LA nurture provision at Betws Primary School from the 1 April 2019. The pupils who are currently in the LA nurture provision at Betws Primary School, following a period of assessment of need, will either reintegrate back into their mainstream school or transition to foundation phase at The Bridge.
- The consultation exercise will seek the views of staff, parents, pupils, interested parties and the governing body as the first step in the statutory process. If the proposals are supported they would come into effect on 1 April 2019.

Why has this proposal been brought forward?

- The proposal is being raised in order to meet the needs of children and young people. There is a need for additional resource to be opened in order to meet the needs of children and afford them the opportunity to reintegrate into mainstream school in a more timely way as appropriate and therefore continue their education as near to their home as is possible.

What the proposal means in practice

The proposal if approved would mean that:

- the LA nurture provision at Betws Primary School would cease from 1 April 2019
- following a period of assessment of need, there would be a graduated intake at foundation phase at The Bridge
- from the pupils' point of view, they would have access to individual, small-group and whole class experiences, as appropriate. They would also have access to a wide range of specialist provision and escalation space at The Bridge. Their progress would be closely monitored and individual plans regularly reviewed. The aim will be to reintegrate them into mainstream school where appropriate

- the Council supports the principles that, as far as possible, children should be educated within a mainstream school environment and as near to their home as possible

What are the advantages if the proposal goes ahead?

- The foundation phase at The Bridge affords the opportunity for pupils to reintegrate into their mainstream school at an early stage as appropriate.
- There is a wide range of specialist expertise at The Bridge.
- The foundation phase at The Bridge provides a continuum of specialist provision.
- The classrooms are spacious and there is deescalation space at The Bridge.
- Whilst reintegrating back into mainstream school, pupils would have support from staff at The Bridge in their home school setting which would underpin the six nurture principles.
- Re-integration rates and progress in literacy and numeracy are very strong at The Bridge.
- The nurture room at Betws Primary School can be utilised for the school's internal early intervention approaches.
- The line-management for the foundation phase department would come from senior staff within The Bridge.
- The number of pupils who would be able to access the foundation phase at The Bridge would be twelve as opposed to eight in the nurture provision at Betws.

What are the potential disadvantages if the proposal goes ahead?

- A foreseen disadvantage would be if a child moves to The Bridge from nurture at Betws and this provision would be new to that child and would incorporate travel.

Impact of the proposals

Estyn Inspection Report for Betws nurture is attached at Appendix A.

Quality and standards in education

- There will be no likely impact on the quality of outcomes, provision and leadership and management at Betws Primary School, regarding the proposal to cease the LA nurture provision.
- There will be no likely impact of the proposal on the ability of Betws Primary School to deliver the full curriculum at each key stage of education.

Other considerations

Quality and standards in education

- Most pupils enter the school with literacy, personal and social skills that are below that expected for their age. Over time, many make suitable progress and, by Year 6, achieve at least expected standards from their starting points. However, pupils with additional learning needs in mainstream classes and more able pupils do not always achieve as well as they could.

Outcomes (standards and wellbeing)

- Nearly all pupils behave well in class and have a positive attitude to learning and to school. They have a suitable level of commitment and support each other willingly when working together. Many pupils persevere for extended periods of time, consider different ways of working and demonstrate resilience when faced with a problem. They are beginning to be involved in making decisions about their own learning, which is influencing the teachers' termly planning successfully.

Provision (learning experiences, teaching, staffing, care support and guidance, and learning environment)

- The school arranges stimulating opportunities for pupils to visit local places of interest, such as visits to a local manufacturing company and a speed boat trip, to reinforce pupils' understanding of forces. The mountain schools course develops the pupils' team building skills and an appreciation of different environments. Teachers provide pupils in key stage 2 with purposeful opportunities to enrich pupils' knowledge of Wales through residential visits in Snowdonia and the Brecon Beacons. High quality planning of interesting activities for the development of pupils' oracy skills is successful. For example, most pupils' confidence develops well through playing different characters during the school's annual book week. Teachers are beginning to place a suitable emphasis on providing opportunities for pupils to use their literacy and numeracy skills across the curriculum. However, the planning and provision for pupils to develop their ICT skills in other areas of learning is more limited.

Leadership and management (leadership, improving quality, partnership working and resource management)

- The headteacher who oversees the school works conscientiously on leadership and management in the limited time that she is at the school each week. She receives effective support from the head of school and staff, who work well together as a team to ensure that the school runs efficiently on a day to day basis.

- The headteacher, senior leaders and governing body place equality of opportunity for pupils of all backgrounds at the heart of their vision for the school. They are firmly committed to ensuring the best interests of all pupils, and all staff support this well. Following a number of recent challenges, leaders now have a clear understanding of their roles and carry these out with dedication. However, it is too soon to measure the impact of these improvements.

Other considerations

Travel arrangements and accessibility impact

- The proposal would have no impact on the current travel arrangements as transport is available for those pupils who are placed at The Bridge.
- Consideration would be given to the appropriate mode of transport for those pupils who would be accessing foundation phase at The Bridge.

Land and buildings

- The proposal will not involve any potential transfer or disposal of land, nor is there any planned building associated with the proposal.

Impact Assessments

Community Impact Assessment

- There is no significant negative impact on the community. (see Appendix C).

Equality Impact Assessment

- The Council has a duty to consider the implications of this proposal on all members of the local community who may be affected unfairly as a result of the proposal being carried out.
- An initial impact screening assessment has been undertaken (see Appendix D). The outcomes and actions identified by this assessment will be included in a report to Cabinet on the consultation process and will help to create a full equality impact assessment (EIA).
- If you have any views on the potential of this proposal to affect any groups or individuals either positively or adversely, then we would welcome your comments as part of this consultation. Please see consultation proforma.

Risks

- There are no current risks associated with this proposal. The pupils who are currently educated within the LA nurture provision, following a period of

assessment of need would either transition to foundation phase at The Bridge or reintegrate into their mainstream school.

- The full EIA will assess any potential impacts.

Alternative

- An alternative to ceasing the LA nurture provision at Betws Primary School would be to continue with the provision at the school.
- Another alternative would be to support the pupils in mainstream and for them not to have access to an appropriate small class environment.
- The likely consequence of both of these alternatives is that the pupils' needs would not be met in the most appropriate way.

Alternative Provision

- Foundation Phase provision is being introduced into The Bridge for twelve pupils. This will afford the opportunity for pupils to be reintegrated into their mainstream schools at an early stage as appropriate. Estyn Inspection Report for The Bridge is attached at Appendix B.

Details of the affected school(s)

Betws Primary School
Bettws Road
Bettws
Bridgend
CF32 8TB

The table below provides details of the January 2018 numbers on roll at Betws Primary and the figures recorded for the previous three annual censuses.

Betws Primary – Pupils on Roll			
(Age 3-11)			
Jan 15	Jan 16	Jan 17	Jan 18
237	245	228	238

The following table provides a five-year projection of pupil population for Betws Primary which is a English-medium primary school with an age range of 3 to 11 and a pupil capacity of 210 places (age 4 – 11) excluding nursery.

Blwyddyn /Year	N1	N2	R	1	2	3	4	5	6	Cyfanswm /Total	Cyfanswm /Total
	Oed / Age 2 - 3	Oed / Age 3 - 4	Oed / Age 4 - 5	Oed / Age 5 - 6	Oed / Age 6 - 7	Oed / Age 7 - 8	Oed / Age 8 - 9	Oed / Age 9 - 10	Oed / Age 10 - 11		
						100%	98%	104%	103%	2-11	4-11
2018	19	30	316	31	30	30	28	21	33	238	189
2019	12	28	23	17	31	30	29	27	21	218	178
2020	12	27	37	24	17	31	29	28	22	227	188
2021	12	27	25	38	24	17	30	28	28	229	190
2022	12	27	14	26	38	24	16	29	28	214	175
2023	12	27	27	15	26	26	23	29	29	214	175
2024	12	27	27	28	15	26	36	22	29	222	183

Betws Primary School is a new build completed in January 2018, therefore the condition would be graded as A. There is no suitability and sufficiency grading available for this school.

The Bridge has capacity for 95 pupils. There are 12 places at foundation phase, 24 primary places, 32 key stage 3 and 40 key stage 4 places.

Finance

- There are projected full year savings of £51,378 from the closure of the LA nurture provision at Betws Primary School. This would be re-allocated within the primary schools Individual Schools Budget (ISB).
- As a result of the closure the funding of the senior support officer (SSO) within the Education and Family Directorate at Betws nurture would be used to support the finance required for the introduction of foundation phase at The Bridge.

The consultation process

- The consultation process will be completed by 31 December 2018 and the outcomes (which will be incorporated into the proposal where possible) will be reported to Cabinet. If there is a decision not to proceed, that will be the end of this proposal for the future and an alternative proposal will need to be sought.
- If the decision is to go ahead, a statutory notice outlining the proposals would need to be published for a period of 28 days. If there are no objections to the proposal, then it will go ahead subject to final approval by Cabinet. If there are objections at the Public Notice stage, an objection report must be published. Cabinet could determine to accept, reject or modify the proposal.
- It is proposed to implement the proposal from 1 April 2019.

Activity	Date
Consultation period where we welcome your views on the proposal	20 November 2018 to 31 December 2018
Consultation Report to Cabinet on the outcomes of the consultation.	22 January 2019
Publish Consultation Report on BCBC website, hard copies available on request.	30 January 2019
If agreed by the Cabinet of Bridgend County Borough Council, a public notice will be published and there will be a period of 28 days in which to submit any objections to the proposal in writing.	31 January 2019
End of Public Notice period. If there are no objections Cabinet can immediately decide whether to proceed or not. If there are any objections, an Objections Report will be published and forwarded to Cabinet for their consideration and subsequent determination.	27 February 2019

Potential implementation.

1 April 2019

*Please note that responses to consultation will not be counted as objections to the proposal and that objections can only be registered following publication of the public notice.

What do you now have to consider?

You are invited to consider the proposal and submit your views as to whether or not you support the proposal to cease the LA nurture provision at Betws Primary School from 1 April 2019.

How to make your views known?

There will be consultation meetings held as detailed below for the different interested parties. You are invited to attend the relevant meetings where you can hear an explanation of the proposal, put questions and express any views or concerns you may have.

Venue: Betws Primary School	Date	Time
School Council of Betws Primary School	20 November 2018	2.00pm
Staff of Betws Primary School	20 November 2018	3.00pm
Governing body of Betws Primary School	20 November 2018	4.00pm
Parents of pupils at Betws Primary School and other interested parties	20 November 2018	5.00pm

If you have any further questions regarding this proposal, wish to put your views in writing, suggest alternative proposals or request a copy of the consultation report when published, please contact (using the pro forma):

Post: Director of Education and
Family Support
Education and Family Support
Directorate, Civic Offices
Angel Street
Bridgend
CF31 4WB

Please mark for the attention of Anne Whittome,
or **Email:** Anne.Whittome@bridgend.gov.uk

Tel: (01656) 815253

Alternative formats are also available upon request.

All views must be received by no later than 31 December 2019

Pro forma - Proposal to cease the LA nurture provision at Betws Primary School

Name:

Contact details:

Are you (please tick):

School governor

Parent/guardian

School pupil

School staff

Other interested party (please specify)

Comment/suggestions/requests/questions:

Appendix A

Estyn Report Betws Primary School

Appendix B

Estyn Report The Bridge Alternative Provision

Appendix C

Communities impact assessment (CIA) initial screening

Appendix D

Equalities impact assessment (EIA) initial screening

Appendix E

Well-being of Future Generations (Wales) Act 2015



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Betws Primary School
Bettws Road
Bridgend
CF32 8YD**

Date of inspection: November 2017

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

About Betws Primary School

Betws Primary School is in the village of Bettws, approximately six miles from Bridgend.

There are currently 228 pupils on roll between the ages of 3 and 11. There are six single-age classes and three mixed-age classes, including a nursery class with 29 full-time pupils. The school also has two learning resource base classes with 12 pupils from the foundation phase and key stage 2. Most of these pupils come from a

wide geographical area within the local authority. The three-year rolling average of pupils eligible for free school meals is 44%, which is significantly above the national average of 19%.

The school identifies around 42% of pupils as having additional learning needs. This is well above the national average of 21%. A very few pupils have a statement of special educational needs. A very few pupils are in the care of the local authority. None come from homes where Welsh is the first language.

Betws Primary School is in collaboration with another local school. The headteacher of the local school took responsibility for Betws Primary in April 2016 and spends the equivalent of two and a half days each week at the school. The school was last inspected in July 2011.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

The headteacher works conscientiously with the staff and has developed a strong team during the limited time she is at the school each week. Many pupils make suitable progress and achieve at least expected standards from their starting points by Year 6.

All pupils enjoy coming to school. Their behaviour is good and they have a positive attitude to learning. Teachers and teaching assistants work well together to support pupils' learning. However, teachers' planning across the school does not ensure enough challenge for pupils, and there are some areas for development in assessment and curriculum planning.

Inspection area	Judgement
Standards	Adequate and needs improvement
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Adequate and needs improvement
Care, support and guidance	Good
Leadership and management	Adequate and needs improvement

Recommendations

- R1 Raise teachers' expectations to increase the challenge for all pupils
- R2 Improve pupils' reading skills
- R3 Improve standards in weaker areas of information and communication technology (ICT)
- R4 Plan purposeful opportunities for pupils in the foundation phase to develop their independent learning skills in the outdoor environment
- R5 Ensure that leaders' roles are distributed appropriately, and that they focus strategically on improving outcomes for all pupils

What happens next

The school will draw up an action plan to show how it is going to address the recommendations. Estyn will review the school's progress.

Main findings

Standards: Adequate and needs improvement

Most pupils enter the school with literacy, personal and social skills that are below that expected for their age. Over time, many make suitable progress and, by Year 6, achieve at least expected standards from their starting points. However, pupils with additional learning needs in mainstream classes and more able pupils do not always achieve as well as they could.

Many pupils in the learning resource bases achieve well in line with their needs and abilities. They recall prior learning well and make purposeful progress in developing their numeracy and literacy skills. Most pupils in the specialist hearing unit make good progress in developing communication skills and make their needs and feelings known through sign and sustained eye-contact.

Throughout the school, nearly all pupils listen well to adults and to peers, and follow instructions carefully, particularly at the beginning of each lesson. Many foundation

phase pupils talk purposefully to each other, for example when taking the role of the shop keeper in Pudding Lane bakery or when discussing their work in class. Most key stage 2 pupils show respect for one another's ideas during paired discussions and express themselves articulately in small groups when sharing the kind acts of the Good Samaritan. A few of the older pupils use a lively and extensive vocabulary when discussing their achievements.

In the foundation phase, many pupils develop suitable phonic reading strategies and use them confidently when reading unfamiliar words. By the end of the phase, a majority can re-tell stories such as 'The Owl that was afraid of the dark' correctly, but only a minority develop fluency and accuracy when reading aloud. Most key stage 2 pupils use their reading skills appropriately to access other areas of the curriculum. They extract information from texts, but do not always filter the information well enough. A majority of pupils read correctly and have a suitable understanding of the text, but many pupils do not enjoy reading and lack confidence when discussing their books.

Pupils' writing skills strengthen gradually as they move through the school. By the end of the foundation phase, many pupils use a range of relevant adjectives to create effect in extended pieces when writing Cinderella's diary. They write appropriately for a variety of purposes, for example when writing instructions on how to build a snowman. In key stage 2, many pupils give suitable consideration to the audience and are beginning to organise and present their ideas purposefully. A few more able pupils create vivid descriptions of a fantasy location, report on the major organs of the body and build convincing arguments for and against the impact of technology on their lives. Most pupils are beginning to gain confidence across a range of types of writing in other areas of the curriculum. However, the quality of pupils' handwriting and the presentation of them varies too much across the school.

Many pupils make appropriate progress in developing their mathematics skills. In the foundation phase, many pupils use numbers to a hundred confidently to carry out calculations, and use block graphs and pictograms to represent data. By the end of key stage 2, most pupils order decimal numbers confidently. They calculate fractions and percentages, and use an appropriate range of graphs and charts to organise data. More able pupils solve problems, and check whether their answers are reasonable and accurate. However, most pupils do not use their numeracy skills to the same level in other subjects as they do in mathematics.

Many pupils make satisfactory progress in developing their basic skills in Welsh. By Year 2, many use simple phrases and basic vocabulary often during the school day, but they lack confidence when reading simple texts. By Year 6, most pupils use basic vocabulary to respond to simple questions and more able pupils are beginning to form their own questions to ask others. However, most pupils in key stage 2 do not engage in Welsh conversation often enough outside formal lessons.

Most pupils demonstrate suitable skills in ICT. In the foundation phase, they are able to use appropriate range of applications to practise number skills and records their learning competently. In key stage 2, most pupils present their work creatively and create simple characters and add sounds confidently. They have developed data bases and presented their findings, but most pupils in key stage 2 have a limited understanding of this important area of ICT. For example, most of the older pupils do not understand spreadsheets well enough.

Wellbeing and attitudes to learning: Good

All pupils enjoy coming to school and are confident in the school environment. The warmth and strength of the working relationships between pupils and staff mean that pupils feel safe in school and know what to do if they are worried or anxious. Most pupils show respect to adults and to their peers when greeting people and by holding doors open for others. All pupils are considerate of their friends' needs, for example when signing during assembly for the pupils in the learning resource base.

Nearly all pupils behave well in class and have a positive attitude to learning and to school. They have a suitable level of commitment and support each other willingly when working together. Many pupils persevere for extended periods of time, consider different ways of working and demonstrate resilience when faced with a problem. They are beginning to be involved in making decisions about their own learning, which is influencing the teachers' termly planning successfully.

Most pupils take their responsibilities seriously and are very glad of the opportunities that they receive. In key stage 2, the eco-council and members of the eco club take an active part in school life and raise pupils' awareness of looking after their environment by organising recycling and energy saving activities. As well as the positive impact of the playground champions on pupils' behaviour, the girls' network has empowered many girls to resolve and improve any issues between friendship groups. Many of the older girls show empathy towards each other and listen to other pupils' views successfully.

Most pupils develop their social and life skills well through a range of events throughout the year. Year 6 pupils engage well in enterprise projects such as printing and selling baseball caps, and taking part in the formula one pro-racer challenge. Many pupils demonstrate empathy towards others within the school community and further afield. For example, the school council is involved in organising worthwhile fundraising activities, such as a coffee morning to support a national cancer charity, and contribute regularly towards 'Hunger lunch', a local food bank linked to the church.

Most pupils have positive attitudes towards healthy lifestyles and regular exercise. They understand the importance of eating healthily in school. For example, nursery pupils make appropriate choices when making sandwiches in a cooking activity and nearly all pupils bring fruit to eat during breaktimes. Most pupils take part regularly in

physical activities during the school day, participate in a range of after-school clubs and compete at local sports events. Many take part enthusiastically in the 'tip toe' and 'trotting Tuesday' walking to school initiative and are knowledgeable when discussing the importance of keeping fit. Most pupils understand how to stay safe when using the internet.

Pupils attendance rates place the school consistently above the average when compared with similar schools. Most pupils are punctual in the morning.

Teaching and learning experiences: Adequate and needs improvement

The curriculum provides a purposeful range of learning experiences for most pupils. It builds on their prior learning and meets the needs of most pupils successfully. Long and medium-term plans provide teachers with an appropriate overview; however, teachers do not always plan and deliver learning in all subjects successfully. Overall, there is a suitable degree of breadth and balance in the curriculum.

The school arranges stimulating opportunities for pupils to visit local places of interest, such as visits to a local manufacturing company and a speed boat trip, to reinforce pupils' understanding of forces. The mountain schools course develops the pupils' team building skills and an appreciation of different environments. Teachers provide pupils in key stage 2 with purposeful opportunities to enrich pupils' knowledge of Wales through residential visits in Snowdonia and the Brecon Beacons. High quality planning of interesting activities for the development of pupils' oracy skills is successful. For example, most pupils' confidence develops well through playing different characters during the school's annual book week. Teachers are beginning to place a suitable emphasis on providing opportunities for pupils to use their literacy and numeracy skills across the curriculum. However, the planning and provision for pupils to develop their ICT skills in other areas of learning is more limited.

In the foundation phase, staff provide focused and continuous activities that include purposeful opportunities for pupils to investigate, role play and practise their physical skills in the indoor environment. Most teachers plan enough activities for pupils to make their own choices and to contribute to their own learning. However, there are very few opportunities for pupils to enrich their experiences in the outdoor learning environment.

Overall, the quality of teaching is adequate and needs improvement. Most teachers plan learning activities that have appropriate objectives and staff communicate these clearly to pupils. Planned activities stimulate and engage many pupils well, build on pupils' prior learning and ensure that lessons proceed at a suitable pace. A majority of teachers ask a wide range of open questions that help to extend most pupils'

learning. They prompt pupils to explain their initial thinking well. All staff manage pupils' behaviour in classes and around the school successfully. However, the activities that teachers provide do not always challenge pupils well enough, particularly the more able. As a result, these pupils do not achieve as well as they could. Many of the teachers and support assistants tend to lead too many activities. This means that pupils do not have enough regular opportunities to make decisions and choices about what and how they learn during class activities. Most teacher expectations of what the pupils can achieve are too low.

Opportunities for pupils to develop their Welsh language skills in designated lessons is appropriate. However, the school does not ensure that pupils practise the Welsh they have learnt often enough in informal situations around the school.

The quality of teachers' questioning and verbal feedback to pupils as they carry out tasks in formal and informal situations is purposeful. This helps pupils to know how well they are doing and encourages them to think about what they can do to improve their work. Most teachers provide regular opportunities for pupils to self-assess their own work. They are beginning use assessment outcomes effectively to identify individuals and groups of pupils who require support purposefully.

Care, support and guidance: Good

The school has a comprehensive system for identifying and tracking pupil progress on their journey through the school. Teachers use this information appropriately in order to identify pupils who need additional support in literacy, numeracy and emotionally. All pupils with additional learning needs have effective learning plans, which staff, pupils and parents review regularly. They meet the needs of individual pupils successfully. These help most targeted pupils to make suitable progress. Learning support officers provide effective in-class support to improve pupils' literacy and numeracy skills successfully.

The learning resource provision provides a nurturing environment that benefits its pupils. The staff plan carefully to meet a wide range of educational and social needs. The school works well with a wide range of specialist services which support the pupils and parents very effectively.

Staff know their pupils' needs well. There is a highly effective programme to support vulnerable pupils and adults. For example, most pupils attend regular sessions with the wellbeing officer to develop their social and emotional skills. This has a positive impact on raising pupils' self-esteem and most pupils demonstrate improved levels of confidence and engagement in school life. The involvement in a young people's project has been successful in developing girls' resilience strategies and increased their aspirations.

The school gives parents useful information about events and projects and this helps parents to understand and support the work their children are doing effectively.

Identified parents attend workshop activities during a termly open day to celebrate their children's work and partake in a four-week family learning programme where they work alongside their children on projects such as shelter building and play development. Staff communicate with the parents regularly and inform them about their child's progress. However, the annual report to parents is too brief and does not focus well enough on pupils' progress.

Pupils have worthwhile opportunities in the curriculum to discuss the importance of eating healthily and taking regular exercise. Pupils in the early years plan healthy food and snacks and grow vegetables in large wooden containers. Regular opportunities for physical education lessons and a broad range of after school sports clubs, for example, football and hockey, benefit pupils' fitness levels. The school provides a purposeful range of extra-curricular clubs and activities that enrich pupils' learning successfully and contribute well to pupils' standard of wellbeing.

The school ensures that pupils know how to keep themselves safe, for instance on the internet. Meetings with the police liaison officer make pupils aware of how to look after themselves, including dealing with anti-social behaviour and peer pressure. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

The school council is well-established and members take their role seriously. They are currently working on a programme to develop pupils' rights and this is beginning to strengthen the older pupils' understanding that pupils have a voice in the school. However, they make limited contributions to the decision making in the school. Pupils of all ages participate in making decisions about the content of their topics and classroom activities on a regular basis.

The school is caring, inclusive and nurtures pupils' personal and social skills well. All staff and pupils use sign language during hymn singing and storytelling to include all members of the school community. Staff make good use of the project mountain schools, where pupils learn about trust, resolving conflicts and team work while taking part in outdoor activities. The school promotes respect and tolerance well through classroom activities, whole school assemblies and charity events. These provide suitable opportunities for pupils to reflect on how they should treat others and to understand the diversity of the wider world.

Provision to develop pupils' creative and physical skills is successful. Leaders offer good opportunities for pupils to engage in trips and visits, for example to the SWALEC cricket ground. Education in theatre companies motivate and engage pupils by performing at the school. Through a range of planned activities, pupils develop a broad understanding of world religions. However, there are only a few activities to develop the pupils' cultural development.

Leadership and management: Adequate and needs improvement

The headteacher who oversees the school works conscientiously on leadership and management in the limited time that she is at the school each week. She receives effective support from the head of school and staff, who work well together as a team to ensure that the school runs efficiently on a day to day basis.

The headteacher, senior leaders and governing body place equality of opportunity for pupils of all backgrounds at the heart of their vision for the school. They are firmly committed to ensuring the best interests of all pupils, and all staff support this well. Following a number of recent challenges, leaders now have a clear understanding of their roles and carry these out with dedication. However, it is too soon to measure the impact of these improvements.

The school is developing effective systems to monitor the progress of agreed actions through regular staff and phase meetings, but they are at an early stage of development. The school is improving steadily and senior leaders are developing suitable procedures to address shortcomings in teaching or learning experiences in order to improve pupils' standards and wellbeing. For example, they have changed the deployment of teaching assistants in order to address the persistent trend of underachievement of boys across the school over time.

Members of the governing body have a sound knowledge of their responsibilities and carry these out purposefully. They meet regularly and work diligently to direct the work of the school, monitor finances and agree relevant policies. The governing body is beginning to challenge the school regarding pupil progress and they have a purposeful understanding of pupil outcomes. Despite this, governors do not always review the whole provision regularly enough in order to evaluate the effect on standards.

Senior leaders undertake an extensive range of monitoring activities that help them evaluate the quality of the school's work purposefully. Recently, they have identified more accurately important areas for improvement, such as raising teachers' expectations of what the pupils can achieve and the lack of opportunities for foundation phase pupils to develop their independent learning in the outdoor provision.

There is a close link between the self-evaluation report's outcomes and priorities in the development plan. The quality of improvement planning is sound and the current plan has relevant and measurable actions for improvement. However, the school has a variable track record of the success of previous targets on making improvements for all groups of pupils.

The head of school manages teachers' performance suitably to develop staff expertise that link appropriately to school and national priorities. The effective

partnership with the headteacher's other school has resulted in improving the quality of leadership at all levels and training opportunities for all staff. For example, the introduction of the pupil progress meetings has improved teachers' accuracy in assessment.

The headteacher manages the school's finances and resources purposefully, with the support of the governing body. Spending decisions link suitably to strategic priorities and improvement planning. The headteacher deploys staff efficiently. For example, a learning support officer undertakes emotional literacy sessions with pupils every day, and this promotes strong levels of pupil wellbeing. The school plans the use of the pupil development grant suitably to ensure that pupils of all backgrounds achieve at an appropriate level. However, it does not target the grant specifically enough to meet the needs of all pupils eligible for free school meals.

Resources are generally appropriate to meet pupils' needs and the targets in the improvement plan. The indoor environment supports teaching and learning effectively and planned opportunities develop pupils' social and creative skills well. However, provision in the outdoor environment is less effective.

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

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Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on
The Bridge Alternative Provision Portfolio PRU
Bryncethin Campus
Abergarw Road
Brynmenyn
Bridgend
CF32 9NZ

Date of inspection: March 2017

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

Summary

Pupils respond positively to the supportive, positive and nurturing environment provided by the PRU and, over time, nearly all pupils make valuable progress in their learning, confidence and wellbeing. The majority of pupils in Year 11 achieve a suitable range of GCSE qualifications or equivalent and a minority achieve level 2 qualifications in vocational courses. However, outcomes for pupils that access alternative education provision organised by the local authority are generally poorer than those achieved by pupils that attend the PRU. Nearly all pupils are polite and courteous and learn to show respect to each other, staff and visitors. The quality of teaching is good. The caring, supportive ethos created by the joint work of learning and therapeutic staff provides a safe and generally calm environment. The teacher-in-charge provides strong, clear and purposeful leadership and has been instrumental in providing staff and pupils with an appropriate direction. She has been a stabilising influence through a difficult period of transition. Although, a senior leadership team is in place, too many responsibilities remain with the teacher-in-charge.

The PRU will draw up an action plan, which shows how it is going to address the recommendations. Estyn will review the PRU's progress.

Recommendations

- R1 Improve outcomes, especially for more able pupils at key stage 4
- R2 Ensure that qualifications offered are at an appropriate level for the ability of the pupils
- R3 Ensure that pupils from Welsh medium schools can continue their learning through the medium of Welsh
- R4 Improve the distribution of leadership responsibilities

Main findings

1: Standards

Adequate, needs improvement

Pupils who attend the PRU have a range of social, emotional and behavioural difficulties, including complex mental health needs. Most pupils have a history of poor attendance and a minority have difficulty managing their behaviour in their

mainstream schools. Many pupils have missed out on a considerable amount of education prior to starting at the PRU. Pupils respond positively to the supportive, positive and nurturing environment provided by the PRU. Over time, nearly all pupils make valuable progress in their learning, confidence and wellbeing in relation to their needs and abilities. Most pupils make worthwhile progress towards achieving their learning and behaviour targets set in their individual daily trackers.

It is not appropriate to compare the standards that pupils achieve at the PRU with national averages or to analyse the performance trends of groups over time because of the nature of the pupils' learning and complex health needs.

In 2015-2016, there were 34 Year 11 pupils on roll at the PRU. Nearly all pupils achieved at least one recognised qualification. The majority of pupils achieved a suitable range of GCSE qualifications or equivalent and a minority achieved level 2 qualifications in vocational courses. However, performance in mathematics, English and science at key stage 4 is inconsistent. As a result, older, more able pupils do not consistently reach their full potential.

Around half of the pupils on roll at the PRU for 2015-2016 accessed alternative education provision organised by the local authority. Outcomes for these pupils are generally poor.

There is no significant difference between the achievements of boys and girls, pupils who receive free school meals and those who are in the care of their local authority.

Most pupils move on to suitable further education or training placements and a very few continue their education in sixth-form provision in local schools. Many younger pupils attending the PRU reintegrate successfully back into mainstream education. A few move on to appropriate specialist placements in the local authority.

Nearly all pupils listen well to staff and to each other and learn to take turns and wait patiently. Over time, most pupils develop their confidence and communication skills and interact with peers and staff appropriately. Most pupils talk about their work and their achievements with pride.

Many pupils throughout the PRU make strong progress in their literacy skills in relation to their needs and abilities. Most pupils in key stage 4 produce written work of a high quality. Many write with accuracy in spelling and grammar and structure their work well. A few more able pupils produce extended pieces of writing for a variety of purposes such as report writing and recounting events. Most older pupils redraft their work successfully. Younger pupils take care in presenting their work such as formal letters and descriptive stories about giants. However, across the

PRU, a very few pupils do not respond well enough to suggested improvements to their work.

Many pupils throughout the PRU make suitable progress in their numeracy skills. Many older pupils apply their numeracy skills effectively in subjects across the curriculum to solve problems. In food technology lessons, they estimate the appropriate oven temperature for a new dish successfully and in PE calculate the amount of exercise needed to burn off calories in different foods. Most younger pupils make sound progress in developing their mathematical skills. For example, they present data about the population of counties in Wales successfully using bar graphs.

Pupils throughout the PRU are beginning to develop their ICT skills appropriately. Many pupils use ICT to record and re-draft their work with confidence. A few older pupils use coding programmes effectively to design their own games.

Very few pupils make suitable progress in their Welsh language skills. A very few use basic Welsh phrases to greet staff at the beginning of the day. However, progress in Welsh first language, for a very few pupils where it is appropriate, is insufficient.

2: Wellbeing and attitudes to learning	Good
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Many pupils attending the PRU feel safe and consider that staff deal promptly with any incidents of bullying. Pupils enjoy coming to the PRU and nearly all know whom to talk to if they have a problem. Nearly all pupils are polite and courteous and learn to show respect to each other, staff and visitors. Many pupils have a thorough understanding of the importance of healthy living and eating. They participate well in PE lessons and choose to take part in healthy lunchtime activities such as dance, football and basketball.

Overall attendance at the PRU is improving steadily. Many older pupils have shown significant improvement in their attendance since starting at the PRU. Where they do not, this is mainly due to their complex health needs. Generally, pupils are punctual in the morning and to lessons throughout the day.

Pupils' behaviour is consistently good and most have very positive attitudes to learning. Over time, many pupils learn to understand their own and other pupils' emotions, manage their behaviour well and develop their social skills successfully. Many pupils make strong progress towards achieving their targets set in their weekly tracker, 'STARS'. Nearly all pupils build positive working relationships with

teachers and support staff. As a result, when behaviour issues arise, pupils generally respond well to the support and encouragement offered by staff and return to their learning in a timely manner.

Overall, the number of fixed term exclusions from the PRU has reduced over time. However, for a very few pupils the number of days lost due to fixed term exclusions remains too high.

Over time, many pupils enjoy their lessons. They participate well in their learning and therapy and a minority stay on task with very little prompting. Over time, they begin to reflect on their own progress maturely and understand what they need to do to achieve their set targets. Many pupils work together well in small groups and support each other sensitively in lessons. A majority of pupils show increasing independence and resilience when facing new challenges. Many, especially older, pupils attend new environments successfully, such as college courses and fresh start schools.

3: Teaching and learning experiences	Adequate, needs improvement
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Overall, the quality of teaching is good.

Nearly all teachers plan lessons effectively with a clear structure and suitable learning objectives. Teachers have secure subject knowledge and form positive professional relationships with their pupils.

Most teachers use a wide range of teaching strategies to motivate and engage pupils in their lessons. They set an appropriate pace to the learning and have high expectations of all pupils. They use a variety of activities and tailor these to meet the needs of individual pupils effectively. This provides all pupils with a suitable level of challenge that is matched well to their ability.

Many teachers make effective use of questions to assess and extend pupils' learning, knowledge and understanding of concepts. A few teachers use extended and probing questions well to encourage pupils to express their opinions and to develop their thinking skills. Many teachers provide pupils with timely, positive feedback. They suggest areas for improvement in a sensitive way to make sure pupils do not lose confidence.

In a very few lessons teachers do not plan securely enough for the next steps of learning.

The PRU groups pupils well to place them in classes where they can flourish and achieve. A broad curriculum offers pupils an appropriate range of subjects including science, art and food technology. The PRU plans well for pupils to attend a suitable balance of academic and therapeutic sessions. However, on a few occasions withdrawal from lessons to attend intervention sessions disrupts the progress of pupils in their learning.

The PRU offers pupils a wide range of learning experiences including drama projects and outdoor activities such as walk the mile and a beach survey. Older pupils have useful weekly opportunities to attend a course at a local college. This allows them to gain experience of learning with another provider and prepares them effectively for a future beyond the PRU.

The PRU offers a range of qualifications and units of credit. However, the PRU does not offer an appropriate range of qualifications at a high enough level for the ability of the pupils.

The PRU has formed a useful internal learning community that allows teachers from different key stages to consider and develop approaches to teaching literacy, numeracy and digital competency. Teachers have completed a thorough audit of pupils' skills within different subjects and across all stages of learning.

The PRU promotes basic Welsh language skills and understanding of the culture of Wales well across the provision. However, there are currently no opportunities for pupils from Welsh-medium schools to continue their learning through the medium of Welsh or for these pupils to take Welsh language qualifications.

4: Care, support and guidance	Good
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The caring, supportive ethos created by the joint work of learning and therapeutic staff provides a safe and generally calm environment. Highly skilled staff work effectively to help pupils develop the skills and confidence over time to engage well in learning and therapy.

Staff provide appropriate support to pupils. Where appropriate this includes the use of therapeutic interventions. These help pupils get the best from their time at the PRU. As a result, pupils develop their emotional resilience and learn tolerance of others, and to manage their anxiety and improve their self-esteem.

The PRU has recently developed a comprehensive provision map. This tracking system allows the PRU to record and monitor pupils' progress in learning and therapy. It is used well to identify needs and plan interventions and support for

individual pupils. Senior leaders are beginning to use this data well to plan improvements in teaching and learning.

All pupils have individual plans with targets agreed by pupils, parents and staff. Progress in meeting targets is carefully monitored. Pupils make good progress in meeting their targets.

Comprehensive assessments on entry to the PRU allow staff to identify and plan well for the individual needs of many pupils. When pupils return to mainstream education, their school receives very helpful updated assessment information to support a smooth transfer.

The PRU has a number of dedicated areas used for therapeutic interventions with both pupils and families. Pupils benefit from the consistent approach of this close work. For example, staff at the PRU support parents in developing consistent approaches to managing behaviour. Staff keep in close contact with parents and provide them with very useful reports. The PRU's work with parents is a particular strength.

The PRU has an active school council and this has supported pupils in developing a better understanding of the importance taking responsibility and decision-making. Their views are taken seriously by senior leaders and have an impact on provision.

A range of interesting activities provide pupils with opportunities to develop their skills, knowledge and understanding about keeping safe and making choices that impact positively on their mental and physical health. These activities include time to use their imagination and explore creative arts, learn about and prepare healthy foods and write and perform in an innovative drama initiative. Good work with other agencies supports this. The PRU also helps pupils get involved in and make a difference in their community. For example, as part of the national beach survey initiative, pupils have adopted Pink Bay in Porthcawl.

The PRU's arrangements for safeguarding pupils meet requirements and give no cause for concern.

5: Leadership and management	Adequate, needs improvement
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The PRU was established in 2014. Since then there have been two restructures and considerable staff turnover.

The current teacher-in-charge took up post in January 2016 and has been a stabilising influence through a difficult period of transition. She has been very effective in building a senior leadership team and bringing different aspects of provision together. The teacher-in-charge provides strong, clear and purposeful leadership and has been instrumental in providing staff and pupils with an appropriate direction.

The PRU's vision and motto is 'step-by-step, always forward'. Staff and pupils contributed to this vision and the motto is reflected very well in all aspects of the PRU's work.

The PRU benefits from the skills and expertise of members of the management committee. The management committee are strong supporters of the work of the PRU. The teacher-in-charge provides detailed reports to the management committee, which focus appropriately on standards and provision. The management committee is developing its role to critically review information presented and help the PRU to identify further ways to improve.

Senior leaders at the PRU are beginning to implement whole school responsibilities. For example, the responsibility to ensure that pupils' additional learning needs are identified and provided for has been appropriately delegated to a member of the senior leadership team and this is working well. However, the teacher-in-charge still holds too many responsibilities compared to other members of the senior leadership team. In addition, senior leaders do very little direct teaching, which means that their valuable expertise is underused. This hinders the ability of the PRU to improve at an appropriate pace.

Overall, the PRU has a good and honest understanding of its strengths and areas for development. The senior leadership team has recently introduced a number of systems and procedures to capture first-hand evidence to support the self-evaluation process. However, the self-evaluation report does not always evaluate standards and provision precisely enough and this is inhibited by the lack of robust data and analysis. Leaders have not identified important areas for improvement including the progress that pupils make in Welsh and the provision for Welsh.

Generally, there are clear links between the PRU's analysis of its strengths and areas for development and the objectives in the improvement plan. The PRU identifies suitable strategies to achieve its improvement objectives. The PRU assigns staff to objectives, with appropriate timescales for completion and costings

The PRU has benefited from leadership, teaching and curriculum support provided by the regional consortia, chair and vice chair of the management committee, and from other leaders in the PRUs school improvement group.

Overall, the PRU has a good understanding of the costs of specific interventions. It uses the pupil deprivation grant, for example, to provide an after-school club in mathematics and English.

The PRU has a good range of teaching facilities and benefits from being part of the Bryncethin Campus through the use of shared outdoor spaces and the sports hall. The PRU employs a wide range of subject specialists and therapeutic practitioners well to enhance the opportunities and support for pupils.

About the provider

The Bridge Alternative Provision Portfolio PRU was registered in 2014 and is the result of an amalgamation of four separate provisions. The PRU moved to its current location in 2015.

The PRU educates pupils from the age of 7-18 with a wide range of social, emotional and behavioural needs. Most pupils enter the PRU at a time of significant personal crisis. The provision includes part-time, short-term provision for pupils at key stages 2 and 3 with behavioural needs where the focus is on reintegrating pupils to mainstream school. In addition, pupils with mental health or medical needs attend on either a part-time or full-time basis and, where appropriate, are also reintegrated to mainstream school.

The PRU also provides education for children and young people with acute mental health needs at Tŷ Llidiard, based at the Princess of Wales hospital. This is one of two hospital-based provisions in Wales.

In 2016-2017, there are no pupils at key stage 4 with behavioural difficulties placed by the local authority at the PRU.

Currently there are 59 pupils on roll. Many pupils come from the Bridgend area. Pupils that attend Tŷ Llidiard come from authorities across South Wales. Thirty-six per cent of pupils are eligible to free schools meals. A very few pupils are looked-after by the local authority.

The teacher-in-charge took up post in January 2016.

Appendix 1: Summary table of inspection areas

Standards	Adequate, needs improvement
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Adequate, needs improvement
Care, support and guidance	Good
Leadership and management	Adequate, needs improvement

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate, needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory, needs urgent improvement	Important weaknesses outweigh strengths

Copies of the report

Copies of this report are available from the provider and from the Estyn website (www.estyn.gov.wales)

We used this inspection to pilot developments to the common inspection framework, the inspection process and the inspection report format. We will review these arrangements and make any changes required before introducing them nationally in September 2017.

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Publication date: 26/05/2017

Community Impact Assessment

Draft – to be updated following consultation

Name of proposal:

Proposal to cease the LA nurture provision at Betws Primary School from 1 April 2019.

Who will make the decision? :

Cabinet

Who has been involved in developing the proposal? :

Director of Education and Family Support

Group Manager Inclusion and School Improvement

Aims and objectives: The nurture provision at Betws Primary School

Key actions: Statutory procedure to cease the LA nurture provision at Betws Primary School from 1 April 2019.

Expected outcomes: To cease LA nurture provision at Betws Primary School with proposed implementation 1 April 2019.

Who will be affected: Staff, governors, pupils, parents and the community.

Approximately how many people will be affected: There are minimal people affected by this proposal. There are two members of staff currently in post at the LA nurture provision at Betws Primary School. This will require a consultation process with staff affected.

Expected date of decision: March 2019

Scope/focus of the assessment: Consideration given to:

- Current quality and standards in education
- School priority targets (in the statement of action)
- Current provision of additional learning needs (ALN)
- Relationship of school with stakeholders.

- Potential impact of introducing the proposal on pupils and staff.
- Potential impact on the community.
- Potential impact on protected characteristics (outlined in the EIA).

Relevant data and/or research:

The following table provides a five-year projection of pupil population for Betws Primary which is a English-medium primary school with an age range of 3 to 11 and a pupil capacity of 210 places (age 4 – 11) excluding nursery.

Blwyddyn /Year	N1	N2	R	1	2	3	4	5	6	Cyfanswm /Total 2-11	Cyfanswm /Total 4-11
	Oed / Age 2 - 3	Oed / Age 3 - 4	Oed / Age 4 - 5	Oed / Age 5 - 6	Oed / Age 6 - 7	Oed / Age 7 - 8 100%	Oed / Age 8 - 9 98%	Oed / Age 9 - 10 104%	Oed / Age 10 - 11 103%		
2018	19	30	316	31	30	30	28	21	33	238	189
2019	12	28	23	17	31	30	29	27	21	218	178
2020	12	27	37	24	17	31	29	28	22	227	188
2021	12	27	25	38	24	17	30	28	28	229	190
2022	12	27	14	26	38	24	16	29	28	214	175
2023	12	27	27	15	26	26	23	29	29	214	175
2024	12	27	27	28	15	26	36	22	29	222	183

In December 2011, Cabinet received an update on the review of support and provision for the inclusion of children and young people with additional learning needs (ALN).

Findings:

- The projected level of enrolment between 2016–2020 has no expected level of significant fluctuation that would impact the proposal (table regarding future projected level of enrolment provided in ‘relevant data’ section above).

Inclusion of children and young people:

- This proposal follows the ‘inclusion of young people with additional learning needs’ policy.

Impact on extended community

- There is no significant negative impact on the community.

Impact on other schools

- There is no impact upon other schools as pupils would be able to be referred to foundation phase provision at The Bridge.

How will the decision affect people with different protected characteristics? :

There will provision at The Bridge at foundation phase for twelve pupils.

Consultation

Has there been specific consultation on this decision (if not, state why not and/or when this may happen):

Consultation will commence November 2018.

What were the results of the consultation? :

The impact of this proposal has been considered and further responses have been requested as part of this consultation, the outcome of which will be recorded and reported to Cabinet in the Consultation Report.

Across the protected characteristics, what difference in views did analysis of the consultation reveal?

To be completed upon completion of consultation.

What conclusions have been drawn from the analysis on how the decision will affect people with different protected characteristics?

To be completed upon completion of consultation.

Assessment of impact on staff

There is potential impact for one teacher and a senior support officer (SSO), this will be consulted upon.

Assessment of impact on wider community

There is no significant negative impact on the wider community.

Analysis of impact by protected characteristics

Please summarise the results of the analysis:

To be completed upon completion of consultation.

Assess the relevance and impact of the decision to people with different characteristics Relevance = High/Low/None Impact = High/Low/Neutral.

Characteristic	Relevance	Impact
Age	High	Low
Disability	High	Low
Gender reassignment	None	Neutral
Marriage and civil partnership	None	Neutral
Pregnancy and maternity	None	Neutral
Race	None	Neutral

Religion or belief	None	Neutral
Sex	None	Neutral
Sexual orientation	None	Neutral
Other socially excluded groups (include health inequalities)	None	Neutral

Where any negative impact has been identified, please outline the measures taken to mitigate against it:

Subject to the outcome of consultation on this proposal:

- There are no current risks associated with this proposal. There will be provision for twelve pupils at foundation phase at The Bridge.

Please advise on the overall equality implications that should be taken into account in the final decision, considering relevance and impact:

An EIA has been conducted taking into account protected characteristics and any other potential impacts on minority groups. Once the consultation is complete and the results comprehensively considered, a full community impact assessment and equalities impact assessment will be provided along with the final report on the outcomes of the consultation.

Signed:

M Hatcher

Date:28:09:18

Equality impact assessment (EIA) screening form

Please refer to the [guidance notes](#) when completing this form.

Proposal being screened

Proposal to establish cease LA nurture provision at Betws Primary School from 1 April 2019.

Brief description of the proposal

This is a proposal to cease the LA nurture provision at Betws Primary School from the 1 April 2019. The pupils who are currently in the LA nurture provision at Betws Primary School, following a period of assessment of need, will either reintegrate back into their mainstream school or transition to foundation phase at The Bridge.

Does this policy relate to any other policies?

In December 2011, Cabinet received an update on the review of support and provision for the inclusion of children and young people with additional learning needs (ALN).

What is the aim or purpose of the policy?

The Council supports the principles that, when possible, children should be educated within a mainstream school environment and as near to their home as possible.

Who is affected by this policy (e.g. staff, residents, disabled people, women only?)

Pupils with special educational needs, parents, existing staff members at Betws Primary School and at The Bridge.

Who is responsible for delivery of the policy?

Corporate Director Education and Family Support.

Is this a review of an existing policy?

No.

If this is a review or amendment of an existing policy, has anything changed since it was last reviewed?

No.

Has an EIA previously been carried out on this policy?

No.

Screening questions

1. Is this policy an important or 'large scale' function, and/or is it likely the policy will impact upon a large number of staff, residents and/or contractors

Yes.

2. Is it possible that any aspect of the policy will impact on people from different groups in different ways? (See guidance for list of 'protected characteristics' to consider) No for the following reasons:-

- There would be new provision for foundation phase pupils at The Bridge.
- Capacity would be created for a maximum of 12 pupils.

Characteristic	Yes	No	Unknown	Explanation of impact
Age		X		There will be growth for pupils at foundation phase at The Bridge.
Disability		X		There will be growth for pupils at foundation phase at The Bridge.
Gender reassignment		X		Gender Reassignment is not expected to be impacted by this proposal.
Pregnancy and maternity		X		Pregnancy and Maternity is not expected to be impacted by this proposal.
Race		X		Race is not expected to be impacted by this proposal.
Religion/belief		X		Religion and Belief is not expected to be impacted by this proposal.
Sex		X		Sex is not expected to be impacted by this proposal.
Sexual orientation		X		Sexual Orientation is not expected to be impacted by this proposal.
Civil Partnerships and Marriage		x		Civil Partnerships and Marriage is not expected to be impacted by this proposal.

3. What is the risk that any aspect of the policy could in fact lead to discrimination or adverse effects against any group of people? (See guidance for list of protected characteristics?)

There is no risk for pupils as foundation phase provision is being established at The Bridge.

What action has been taken to mitigate this risk? [Guidance](#)

Please expand on your answer:

4. Could any aspect of the policy help BCBC to meet the main public sector duties? Bear in mind that the duty covers 9 [protected characteristics](#). [Guidance](#)

Duty	YES	NO	Unknown
Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act		X	
Advance equality of opportunity between persons who a relevant protected characteristic and persons who do not share it	X		
Foster good relations between persons who share a relevant protected characteristic and persons who do not share it	X		

Please set out fully your reasoning for the answers given to question 4 including an awareness of how your decisions are justified.

The policy enables those with learning difficulties (disability being a protected characteristic) to be taught in an English-medium mainstream school facility which could potentially create relationships between pupils that are categorised as having ‘special education needs’ and pupils from ‘mainstream’ teaching staff at The Bridge thereby removing divisions between pupils.

5. Could any aspect of this “policy” assist Bridgend County Borough Council with its compliance with the Welsh Language Standards and the Welsh Language (Wales) Measure 2011 which are to consider:-

- The proposal is to cease nurture provision through the medium of English.
- The proposal offers pupils to be educated as near to their home as is possible.

6. Are you aware of any evidence that different groups have different needs, experiences, issues and/or priorities in relation to this policy?

Yes No Unknown [\(Guidance\)](#)

No.

If 'yes', please expand:

7. Is this policy likely to impact on Community Cohesion?

No – there will be minimal change to the community.

Conclusions

8. What level of EIA priority would you give to this policy? [\(Guidance\)](#)

HIGH - full EIA within is to be undertaken.

Please explain fully the reasons for this judgement including an awareness of how your decisions are justified.

High – to ensure the policy is correctly implemented.

9. Will the timescale for EIA be affected by any other influence e.g. Committee deadline, external deadline, part of a wider review process?

[\(Guidance\)](#)

Activity	Date
Consultation period where we welcome your views and observations on the proposal*.	20 November 2018- 31 December 2018
Report to Cabinet on the outcomes of the consultation.	22 January 2019
Publish Consultation Report on BCBC website, hard copies available on request.	30 January 2019
If agreed by the Cabinet of Bridgend County Borough Council, a Public Notice will be published and there will be a period of 28 days in which to submit any objections to the proposal in writing.	31 January 2019
End of Public Notice period. If there are no objections Cabinet can immediately decide whether to proceed or not. If there are any objections, an Objections Report will be published and forwarded to Cabinet for their consideration and subsequent	27 February 2019

determination.	
Potential implementation.	1 April 2019

10. Who will carry out the full EIA?

Education and Family Support Directorate – Group Manager and / or Corporate Director.

EIA screening completed by: Michelle Hatcher

Date: 28:09:18

WELL-BEING OF FUTURE GENERATIONS (WALES) ACT 2015 ASSESSMENT

<ul style="list-style-type: none"> • Project Description (key aims): To cease the local authority (LA) nurture provision at Betws Primary School 	
Section 1 Complete the table below to assess how well you have applied the 5 ways of working.	
Long-term	1. How does your project / activity balance short-term need with the long-term and planning for the future?
(The importance of balancing short term needs with the need to safeguard the ability to also meet long term needs)	Affords pupils an opportunity to attend foundation phase provision and an opportunity to reintegrate into their mainstream school with support from The Bridge staff as near to their home as possible.
Prevention	2. How does your project / activity put resources into preventing problems occurring or getting worse?
(How acting to prevent problems occurring or getting worse may help public bodies meet their objectives)	Enables pupils to be educated as part of the graduated response as stipulated in the ALN Code of Practice and ultimately preventing being placed out-of-authority.
Integration	3. How does your project / activity deliver economic, social, environmental & cultural outcomes together?
(Considering how the public body's well-being objectives	The introduction of foundation phase at The Bridge is key in ensuring that pupils are able to access alternative, specialist provision at an early stage in order to reintegrate successfully

<p>may impact upon each of the wellbeing goals, on their objectives, or on the objectives of other public bodies)</p>	<p>back into their mainstream school where appropriate. There are also efficiencies related to this proposal as the cost of an out-of-authority place far outweighs the cost of establishing foundation phase provision locally in an alternative setting.</p>
<p>Collaboration</p> <p>(Acting in collaboration with any other person (or different parts of the body itself) that could help the body meet its well-being objectives)</p>	<p>4. How does your project / activity involve working together with partners (internal and external) to deliver well-being objectives?</p> <p>There is excellent collaboration between The Bridge and mainstream schools. The Bridge and the pupils' mainstream schools work closely to ensure that the individual needs of the pupils are met and progress is monitored.</p>
<p>Involvement</p> <p>(The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves)</p>	<p>5. How does your project / activity involve stakeholders with an interest in achieving the well-being goals? How do those stakeholders reflect the diversity of the area?</p> <p>A range of key stakeholders are involved in a pupil's placement at The Bridge in order to ensure that individual progress is made.</p>

Section 2 Assess how well your project / activity will result in multiple benefits for our communities and contribute to the national well-being goals (use Appendix 1 to help you).

Description of the Well-being goals	How will your project / activity deliver benefits to our communities under the national well-being goals?	Is there any way to maximise the benefits or minimise any negative impacts to our communities (and the contribution to the national well-being goals)?
<p>A prosperous Wales</p> <p>An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.</p>	<p>The foundation phase at The Bridge affords the opportunity for pupils to gain necessary skills at an early stage. Progress in literacy and numeracy is very strong at key stage 2.</p>	<p>The impact on local communities will be monitored</p>
<p>A resilient Wales</p> <p>A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).</p>	<p>The foundation phase at The Bridge will be an extension of the specialist provision.</p>	<p>The impact on local communities will be monitored</p>

<p>A healthier Wales</p> <p>A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</p>	<p>The individual needs of the pupils will be met in the foundation phase at The Bridge.</p>	<p>The impact on local communities will be monitored</p>
<p>A more equal Wales</p> <p>A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).</p>	<p>The individual needs of the pupils will be met at The Bridge.</p>	<p>The impact on local communities will be monitored</p>
<p>A Wales of cohesive communities</p> <p>Attractive, viable, safe and well-connected communities.</p>	<p>The pupils will be integrated into The Bridge community or reintegrated back into their local communities.</p>	<p>The impact on local communities will be monitored</p>
<p>A Wales of vibrant culture and thriving Welsh language</p> <p>A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.</p>	<p>The foundation phase at The Bridge will afford the pupils the experience of heritage and culture.</p>	<p>The impact on local communities will be monitored</p>
<p>A globally responsible Wales</p> <p>A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a</p>	<p>The foundation phase at The Bridge affords the opportunity for pupils to thrive locally and beyond.</p>	<p>The impact on local communities will be monitored</p>

positive contribution to global well-being.		
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Section 3 Will your project / activity affect people or groups of people with protected characteristics? Explain what will be done to maximise any positive impacts or minimise any negative impacts

Protected characteristics	Will your project / activity have any positive impacts on those with a protected characteristic?	Will your project / activity have any negative impacts on those with a protected characteristic?	Is there any way to maximise any positive impacts or minimise any negative impacts?
Age:	Yes	No	The development of the foundation phase provision at The Bridge will be monitored
Gender reassignment:	No	No	The development of the foundation phase provision at The Bridge will be monitored
Marriage or civil partnership:	No	No	The development of the foundation phase provision at The Bridge will be monitored
Pregnancy or maternity:	No	No	The development of the foundation phase provision at The Bridge will be monitored
Race:	No	No	The development of the foundation phase provision at The Bridge will be monitored
Religion or Belief:	No	No	The development of the foundation

			phase provision at The Bridge will be monitored
Sex:	No	No	The development of the foundation phase provision at The Bridge will be monitored
Welsh Language:	Yes	No	The development of the foundation phase provision at The Bridge will be monitored

Section 4 Identify decision meeting for Project/activity e.g. Cabinet, Council or delegated decision taken by Executive Members and/or Chief Officers

Compiling Officers Name:	Michelle Hatcher
Compiling Officers Job Title:	Group Manager Inclusion and School Improvement
Date completed:	28 September 2018