

BRIDGEND COUNTY BOROUGH COUNCIL

CONSULTATION REPORT

19 FEBRUARY 2019

REPORT OF THE INTERIM DIRECTOR OF EDUCATION AND FAMILY SUPPORT

**PROVISION FOR PUPILS WITH ADDITIONAL LEARNING NEEDS (ALN) –  
ESTABLISHING A LEARNING RESOURCE CENTRE (LRC) FOR PUPILS WITH  
AUTISTIC SPECTRUM DISORDERS (ASD) AT YSGOL GYNRADD GYMRAEG  
CALON Y CYMOEDD (FORMALLY KNOWN AS YSGOL GYNRADD GYMRAEG  
CWM GARW)**

**1. Purpose of report**

- 1.1 The purpose of this report is to inform Cabinet of the outcome of the consultation on the proposal to establish a LRC for pupils with ASD at Ysgol Gynradd Gymraeg Calon Y Cymoedd (formally known as Ysgol Gynradd Gymraeg Cwm Garw)

**2. Connection to Corporate Improvement Plan/other corporate priorities**

2.1 The report links to the following improvement priorities in the Corporate Plan:

- **Supporting a successful economy** - we will take steps to make the county a good place to do business, for people to live, work, study and visit, and to ensure that our schools are focused on raising the skills, qualifications and ambitions of all people in the county.
- **Helping people to be more self-reliant** – we will take early steps to reduce or prevent people from becoming vulnerable or dependent on the Council and its services.
- **Smarter use of resources** – ensuring that all its resources (financial, physical, human and technological) are used as effectively and efficiently as possible and support the development of resources throughout the community that can help deliver the Council's priorities.

**3. Background**

- 3.1 In December 2011, Cabinet received an update on the review of support and provision for the inclusion of children and young people with ALN.
- 3.2 In conjunction with this proposal, an ASD LRC was opened at Ysgol Gyfun Gymraeg Llangynwyd in March 2018.

- 3.3 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 to open a further ASD LRC, at Ysgol Gynradd Gymraeg Calon Y Cymoedd would afford those children with ASD who are currently taught through the medium of Welsh to continue their education in their local area.

#### **4. Current situation/proposal**

- 4.1 In order to progress a proposal to establish a LRC for pupils with ASD, consultation exercises were carried out between 6 November to 17 December 2018 with staff, governors, parents and pupils of Ysgol Gynradd Gymraeg Calon Y Cymoedd and also the wider community in accordance with the Statutory School Organisation Code.

A copy of the consultation document was also made available during this time on the Council's website:

[www.bridgend.gov.uk/consultation](http://www.bridgend.gov.uk/consultation)

- 4.2 The consultation document invited views and opinions to be submitted in respect of the proposal.
- 4.3 Under the Statutory Code referred to above, the Council is required to publish a consultation report summarising any issues raised by consultees and the Council's response and setting out Estyn's view of the overall merit of the proposals.
- 4.4 If approved by Cabinet, the next stage of the process is to publish a statutory notice outlining the proposals which would need to be published for a period of 28 days and any formal written objections would be invited during this time.
- 4.5 If there are no objections during the Public Notice period, then the proposal can be implemented with Cabinet's approval.
- 4.6 If there are objections at this Public Notice stage, an objections report will be published summarising the objections and the authority's response to those objections. Cabinet will need to consider the proposal in light of objections. Cabinet could then accept, reject or modify the proposal.

#### **5. Summary of written presentations**

- 5.1 Key points from the consultation exercises were as follows, with full details appended at the end of this report.

#### **Pupil consultation**

- 5.2 Ysgol Gynradd Calon Y Cymoedd School Council met with Bridgend County Borough Council (BCBC) representatives on 15 November 2018 to discuss the proposal (full details can be found at Appendix i).

- 5.3 Pupils asked what the children's classroom would be like.
- 5.4 Pupils commented that it was a good thing to do and that the children could choose their own name for the class because the other classes were named after flowers.
- 5.5 Further questions were asked specifically about the teacher for the new class and how the children would get to school.
- 5.6 Pupils noted that it was really important to support their friends who were already in the school who need this kind of support.

**The local authority response is as follows:**

- 5.7 It was explained that the class would open in the new school building and that staff were preparing for what that class would be like.
- 5.8 The choosing of a name for the class was supported in order for the pupils to feel part of the school.
- 5.9 An explanation was given that there would be a teacher and two support staff in the new class.

**Parent consultation**

- 5.9 A consultation meeting was held for parents and interested parties to discuss the proposal with BCBC representatives at Ysgol Gynradd Calon Y Cymoedd on 15 November 2018 (full details can be found at Appendix ii).
- 5.10 Parents stated that it was a good thing that this class was opening for pupils and parents. They commented that it was the right thing to do.
- 5.11 Parents enquired about how the children would travel.
- 5.12 Parents raised the question of what would happen when the children left the primary school.

**The local authority response is as follows:**

- 5.13 An explanation was given that transport would be provided for the children attending this class.
- 5.14 It was highlighted that a LRC opened at Ysgol Gyfun Gymraeg Llangynwyd in 2018 and that children would transition from Ysgol Gynradd Gymraeg Calon Y Cymoedd to the Welsh-medium secondary school.

**School staff consultation**

- 5.15 A consultation meeting was held with Ysgol Gynradd Calon Y Cymoedd staff on 15 November 2018 (full details can be found at Appendix iii).
- 5.16 Staff raised questions with regards to how many children will be in the LRC and what will their ages be.
- 5.17 The staff members enquired about what staff will be in the LRC.
- 5.18 Staff asked if the ASD class would be a Welsh-medium class.
- 5.19 A further question was raised in relation to the timing of the opening of the LRC and the recruitment of Welsh speakers.

The local authority response is as follows:

- 5.20 It was highlighted that the LRC is for eight pupils at Key Stage 2.
- 5.21 An explanation was given with regards to the staffing in the LRC. There will be a teacher and two support staff.
- 5.22 It was emphasized that the opening date was a potential opening date and that timelines could change. Staff were reassured that the LRC would not open until there was appropriate staffing in place in line with the recruitment of Welsh speakers.
- 5.23 It was explained that the ASD LRC would be a Welsh LRC based at Ysgol Gynradd Gymraeg Calon Y Cymoedd.

### **Governing body consultation**

- 5.24 A consultation meeting was held with Ysgol Gynradd Calon Y Cymoedd Governors on 15 November 2018 (full details can be found at Appendix iv).
- 5.25 The governors raised the question regarding the difficulty of staffing of the LRC being a mid -year commencement date.
- 5.26 Governors enquired as to whether parents have been informed of this provision.
- 5.27 Further questions were raised in relation to criteria for the LRC, the age of the pupils in the LRC, how pupils will travel and the naming of the class

The local authority response is as follows:

- 5.28 An explanation was provided regarding the timing of the advertising of the posts which will need to occur after the council has agreed to the LRC opening. It was further highlighted that the date of opening in September 2019 is a potential date and timescales can move.

5.29 It was confirmed that all primary schools have been written to regarding the proposal.

5.30 It was explained there is criteria in place for the key stage 2 ASD LRC. Pupils will be eligible for transport and that it was thought to be positive that the school wanted to name the LRC in line with the other classes in the school.

### **Summary of written presentations**

5.31 There were two items of direct correspondence received during the consultation. Both these items of correspondence fully support the opening of the ASD LRC at Ysgol Gynradd Gymraeg Calon Y Cymoedd.

5.32 The one item of correspondence states the comfort that this will be for parents and also enabling pupils to continue their education through the medium of Welsh and commends officers for developing this plan.

5.33 The other item of correspondence is in full support of the opening of the ASD LRC and states it as being an excellent idea.

## **6. The view of Estyn, her Majesty's Inspectors of Education and Training in Wales**

6.1 Estyn has considered the educational aspects of the proposals (see Appendix v).

6.2 It is Estyn's opinion that the proposal is likely to at least maintain the current standard of education provision in the area.

6.1 Estyn states the proposer has given a clear rationale for the proposal. The proposer clearly states that the proposal has been brought forward in order to meet the demand and needs of children and young people with ASD.

6.2 Estyn acknowledges that the proposer clearly defines what the proposal means in practice and the expected benefits of the proposal.

6.3 Estyn comments that the proposer has considered the disadvantages to the proposal and deemed there are none.

6.4 Estyn notes that the proposer has provided appropriate evidence to show that it has considered other alternatives to this current proposal.

6.5 Estyn explains that the proposer has suitably considered the impact of the proposal on learner travel arrangements.

6.6 It is Estyn's opinion that the proposer has considered suitably the impact of the proposal on the quality of the outcomes, provision and leadership and management.

6.7 Estyn acknowledges that the proposer claims reasonably that the proposal should maintain the improved teaching, standards and outcomes

- 6.8 Estyn states that the proposer does not consider that there are any current risks associated with the proposal and has not, therefore, considered any measures to manage or mitigate risks should they arise.
- 6.9 The local authority's response to Estyn's comment is the risk would be by not opening the LRC then pupils with a diagnosis of ASD may not be able to continue their education through the medium of Welsh.
- 6.10 The proposer does not appear to have undertaken a Welsh language impact assessment.
- 6.11 It is considered that there would be no significant impact on the Welsh language provision currently experienced by pupils at the school as the new build has taken into account a classroom for the LRC. Welsh would continue to be taught through the curriculum and spoken throughout the school. This affords the opportunity for pupils with a diagnosis of ASD to be educated through the medium of Welsh. The local authority will comply with its Welsh language policy by making sure that all signage used within the school sites are bilingual.

## **7. Impact assessments**

### **7.1 Community Impact Assessment**

There is no significant negative impact on the community.

### **7.2 Equality Impact Assessment.**

An initial EIA was undertaken. The full EIA can be found at Appendix (vi). The full EIA holistically evaluates the pupils affected by the introduction of the proposal.

## **8. Financial implications**

- 8.1 The funding for the LRC would be allocated through the mainstream school's delegated budget, via the school's formula allocation, and using a combination of a class allocation and the age-weighted pupil unit (AWPU) element.
- 8.2 Funding levels would be derived from notional current staffing needs and are based on the salary of a teacher and two support staff. One-off funding for the set-up costs would be £10,000.
- 8.3 As part of the Medium-Term Financial Strategy budget setting process for 2017-2018, a total of £263,000 was allocated under budget pressures to establish additional LRCs for pupils with ASD in both Welsh-medium and English-medium schools with effect from the academic year 2017-2018. This was further supplemented in the 2018-2019 budget-setting process by an additional £51,000 to meet the full year effect of the previous budget pressure application. These allocations will be used to fund the LRC, including the set up costs, at Ysgol Gynradd Gymraeg Calon y Cymoedd, should the proposal go ahead.

## 9. Statutory process in determining proposals

### 9.1 Provisional timetable:

19 February 2019	Report to Cabinet on the outcomes of the consultation.
27 February 2019	Publish Consultation Report on BCBC website, hard copies of the report will be available on request.
4 March 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.
27 March 2019	End of Public Notice period. Cabinet will consider any objections and make decision based on all the information available.
May 2019	Cabinet will consider any objections and make decision based on all the information available
1 September 2019	Potential Implementation

Hard copies of this report are available on request.

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**Consultation Meeting with  
 School Council  
 Re. To establish a LRC for pupils with  
 ASD at Ysgol Gynradd Gymraeg Calon  
 Y Cymoedd**

**15 November 2018 – 2.45pm**

**Present:** Michelle Hatcher - Group Manager, Inclusion and School Improvement  
 Headteacher- Ysgol Gynradd Gymraeg Calon y Cymoedd  
 Pupils

Michelle Hatcher introduced the consultation meeting and set out the purpose of the meeting, nature and process of the consultation and outlined the proposal.

**Questions/Issues**

**Answer/Comments**

Comment: This is a good thing to do.

Will the children have their own class?

Yes they will in the new school building but they will also be part of the school activities which is for the school to decide.

Who will be their teacher?

There will be a new teacher and two LSO's to support the pupils.

Comment: It is important that the children feel part of our school.

Yes it is.

How will the children get to school?

The children will have transport to school.

Can we choose a name for the class, the other classes have flower names?

Yes, that would be for the school to decide.

Comment: The children who will be in the class can choose a name themselves perhaps.

That is a good idea to make them feel part of the school.

Comment: This is a good thing, it is

Yes it is important.



important that we support our friends that  
are already in the school.

**Consultation Meeting with  
 Parents  
 Re. To establish a LRC for pupils with  
 ASD at Ysgol Gynradd Gymraeg Calon  
 Y Cymoedd  
 15 November 2018 - 5.30pm**

**Present:** Michelle Hatcher - Group Manager, Inclusion and School Improvement  
 Alison Gwyther – Principal Advisor Employee Relations – Schools  
 Headteacher -Ysgol Gynradd Gymraeg Calon Y Cymoedd  
 Chair of Governors Ysgol Gynradd Gymraeg Calon Y Cymoedd  
 Governor  
 Two parents

Michelle Hatcher introduced the consultation meeting and set out the purpose of the meeting, nature and process of the consultation and outlined the proposal.

**Questions/Issues**

**Answer/Comments**

Comment: This is welcomed, it is good for the parents and their children. It is right that children should be able to continue their education in Welsh.

How will the children travel?

Transport will be provided for children across the local authority to attend an ASD LRC through the medium of Welsh.

What happens when they leave this school?

That provision is already in place. An ASD LRC was opened at Ysgol Gyfun Gymraeg Llangynwyd in 2018. The children who would come to this school would transition with their friends to the secondary Welsh-medium school.

Comment: We have waited for something like this to happen, it is really good.

**Consultation Meeting with  
 Staff  
 Re. To establish a LRC for pupils with ASD  
 at Ysgol Gynradd Gymraeg Calon Y  
 Cymoedd  
 15 November 2018 - 3.40pm**

**Present:** Michelle Hatcher - Group Manager, Inclusion and School Improvement  
 Alison Gwyther – Principal Advisor Employee Relations – Schools  
 Headteacher- Ysgol Gynradd Gymraeg Calon Y Cymoedd  
 Chair of governors- Ysgol Gynradd Gymraeg Calon Y Cymoedd  
 Staff

Michelle Hatcher introduced the consultation meeting and set out the purpose of the meeting, nature and process of the consultation and outlined the proposal.

**Questions/Issues**

**Answer/Comments**

How many children will be in the LRC?

The LRC is for eight pupils. The LRC potentially will commence in April 2019. This is a proposed implementation date.

Is the ASD class a Welsh class?

Yes, funding was provided for two LRC classes in Welsh schools, one in YGG Llangynwyd and one in a primary school. We are consulting to open one in this school.

Comment. It is a positive step forward for children with ALN who speak Welsh.

What age will the children be in this class?

Key Stage 2. The LA is looking at the foundation phase provision across the local authority. An ALN group has been set up to look at provision.

What staff will be in the LRC?

There will be one teacher and two LSO's

Comment. Concern was raised to recruit the staff to the LRC, due to the difficulty finding Welsh speakers. There are short timescales from the agreement by Council and the 1<sup>st</sup> April

The pupils will not go into the LRC until it is staffed and there is flexibility around timescales. The children are currently in the Welsh-medium schools. The date is a potential implementation date.

**Consultation Meeting with  
 School Governors  
 Re: To establish a LRC for pupils with ASD  
 at Ysgol Gynradd Gymraeg Calon Y  
 Cymoedd  
 15 November 2018 - 4.30pm**

**Present:** Michelle Hatcher - Group Manager, Inclusion and School Improvement  
 Alison Gwyther – Principal Advisor Employee Relations – Schools  
 Headteacher- Ysgol Gynradd Gymraeg Calon Y Cymoedd  
 Chair of governors- Ysgol Gynradd Gymraeg Calon Y Cymoedd

Michelle Hatcher introduced the consultation meeting and set out the purpose of the meeting, nature and process of the consultation and outlined the proposal.

**Questions/Issues**

Comment. Positive feedback from governors unable to attend.

Comment. Staffing the LRC will be difficult and being mid -year commencement date.

Comment. The LRC classroom in the new build is a large classroom. The Educational Psychologists are collecting data on pupils requiring LRC placement. Although the LRC is not potentially opening until April 2019, there is a lot of work going on in the back ground to prepare and support the school whilst the formal process is completed.

**Answer/Comments**

The advertising of the posts will need to occur after the council has agreed to the LRC opening. There will be a set up lump sum given to the school of £10k for resources. There will be entry criteria and discussed at a panel before a pupil is placed in the LRC. The central Inclusion team will support the school and provide advice with resources, training of staff and support to ensure the LRC is a success. The date of opening in April 2019 is a potential date and timescales can move.

Have parents been informed of this provision?

Yes we have written to all the Welsh-medium primary school headteachers.

What is the criteria for the LRC?

You will be given the information on the threshold of the class. The Inclusion Service will work in partnership with the school.

How will the pupils arrive at the school?

They will mainly be in taxis.

What age of pupils will be in the class?

Key Stage 2, Year 3 to 6.

Can we choose a name for the class? As other classes are based on flowers.

Yes you can do that in the school. It is important that the children in this class feel that they belong to the whole school.

Estyn response to the proposal by Bridgend County Borough Council to establish a Learning Resource Centre (LRC) for a maximum of eight pupils with a diagnosis of autistic spectrum disorder (ASD) at Ysgol Gynradd Gymraeg Calon Y Cymoedd from 1 April 2019.

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer and other additional information such as data from Welsh Government and the views of the Regional Consortia which deliver school improvement services to the schools within the proposal.

### Introduction

The proposal is by Bridgend County Borough Council.

The proposal seeks to meet the needs of pupils with a diagnosis of autistic spectrum disorder (ASD), it is proposed to establish a LRC for a maximum of eight pupils from April 2019.

### **Summary/ Conclusion**

The proposal has been developed in line with the local authority's programme to improve its educational provision and meet the needs of children and young people with ASD, and try to ensure they are educated through the medium of Welsh as near to home as possible.

Funding will be added to the budget share that is allocated to Ysgol Gynradd Gymraeg Calon Y Cymoedd in accordance with the Bridgend County Borough Council's local funding formula for schools. There appears to be sufficient capacity to accommodate the additional places as the new ASD LRC was opened at Ysgol Gyfun Gymraeg Llangynwyd in March 2018.

It is Estyn's opinion that the proposal is likely to at least maintain the current standard of education provision in the area.

### Description and benefits

The proposer has given a clear rationale for the proposal. The proposer clearly states that the proposal has been brought forward in order to meet the demand and needs of children and young people with ASD. It gives a clear rationale as to why the additional places are needed and the importance of children being educated through the medium of Welsh and as near to home as possible.

The proposer clearly defines what the proposal means in practice and the expected benefits of the proposal. These appear to be reasonable and include a graduated intake of pupils from 1 April 2019. The LRC would be an integrated part of the mainstream school and be able to provide specialist learning facilities within the school. The proposer states that the Council supports the principals outlined in the proposal.

The proposer has considered the disadvantages to the proposal and deemed there are none.

The proposer has provided appropriate evidence to show that it has considered other alternatives to this current proposal. These include opening another ASD LRC at one of the other three Welsh medium primary school in Bridgend County Borough Council and supporting pupils with ASD in mainstream education. The proposer concludes that neither of these alternatives would be suitable.

The proposer does not consider that there are any current risks associated with the proposal and has not, therefore, considered any measures to manage or mitigate risks should they arise.

The proposer has suitably considered the impact of the proposal on learner travel arrangements. It states there should not be any impact on current travel arrangements.

The proposer has provided information about school capacities within the county. The proposer has analysed the catchment area appropriately.

The proposer does not appear to have undertaken a Welsh language impact assessment.

The proposer explains that the proposal will not involve any potential transfer or disposal of land and that there are no planned building works.

The proposal includes suitable arrangements for consultation. It explains appropriately that objections can only be registered following publication of the statutory notice.

#### Educational aspects of the proposal

The proposer has considered suitably the impact of the proposal on the quality of the outcomes, provision and leadership and management. It also makes reference to a number of Estyn inspection and national categorisation reports for other schools in 2016/17.

The proposer claims reasonably that the proposal should maintain the improved teaching, standards and outcomes. It also notes the standard of behaviour of many pupils is good. The proposer states that leadership and management are strong and sustained over time.

The proposer has carried out an impact assessment on the community and community services. It has suitably concluded that there will be minimal change to the community as pupils with ASD will be able to attend a Welsh-medium primary school, therefore no significant negative impact on the community.

The proposer has carried out an appropriate equality impact assessment.



## Full Equality Impact Assessment

<b>Name of project, policy, function, service or proposal being assessed:</b>	Proposal to change the provision for pupils with additional learning needs (ALN) at Ysgol Gynradd Gymraeg Calon Y Cymoedd
<b>Date assessment completed</b>	02 January 2019

At this stage you will need to re-visit your initial screening template to inform your discussions on consultation and refer to [guidance notes on completing a full EIA](#)

An Initial Equality Impact Assessment Screening was undertaken on this proposal on 28 September 2018. The recommendation from the EIA Screening was that a Full Equality Impact Assessment would be required.

The consultation is to invite your views on the proposal to establish a learning resource centre for a maximum of 8 pupils with ASD at Ysgol Gynradd Calon Y Cymoedd.

A consultation exercise from 6 November 2018 to 17 December 2018 sought 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.

### 1. Consultation

		<b>Action Points</b>
<b>Who do you need to consult with (which equality groups)?</b>	Within each of the protected characteristic groups the council will need to consult with: Headteacher, teachers, governing body, parents, carers and guardians of children and the general public.	The consultation tools and mechanisms to be used should include: Focused Meetings, Public Meetings, a consultation document and associated questionnaire, publication of all information on the council's website and school websites, press releases, information on the council's customer service screens, all partners, social media, Bridge members, schools texting service, Local Service Board, citizens panel

<p><b>How will you ensure your consultation is inclusive?</b></p>	<p>The council is mindful that as wide a range of consultation and engagement activities and tools need to be deployed in order to reach as wide an audience of consultees as possible. Consultation and engagement must be maximised in order that public views and concerns are “heard and considered” by the council to identify better ways of working and influence difficult decision making from a representative group.</p> <p>Methods of consultation will include (where appropriate) bilingual (Welsh / English) materials, information produced in languages other than English and Welsh, large print documents, easy read versions of information, provision of audio information and will include a mix of hard copy documents and provision of online forms and information. The council recognises that, key to the council’s consultation and engagement strategy is the commitment to visiting the public and other consultees in their own locations / communities at times that are convenient to them. Another key element is liaising with pupils of the school through engagement with the school council.</p>	
<p><b>What consultation was carried out? Consider any consultation activity already carried out, which may not have been specifically about equality</b></p>	<p>Interested / impacted parties were invited to consider the proposal and submit views as to whether or not they supported the proposal to establish a learning resource</p>	

<b>but may have information you can use</b>	centre for pupils with ASD at Ysgol Gynradd Gymraeg Calon Y Cymoedd via consultation meetings held on 15 November 2018 for the different interested parties. Interested and impacted parties were invited to attend meetings to hear an explanation of the proposal, put questions and express any views or concerns.	
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**Record of consultation with people from equality groups**

<b>Group or persons consulted</b>	<b>Date, venue and number of people</b>	<b>Feedback, areas of concern raised</b>	<b>Action Points</b>
Members of School Council of Ysgol Gynradd Gymraeg Calon Y Cymoedd	15 November 2018. Further details are included in this EIA	Feedback documents were circulated to all attendees at the event for individual considered views to be shared with the council	Please see tables within this Full EIA.
Ysgol Gynradd Gymraeg Calon Y Cymoedd school staff	15 November 2018. Further details are included in this EIA	Feedback documents were circulated to all attendees at the event for individual considered views to be shared with the council.	Please see tables within this Full EIA.
Governing Body of Ysgol Gynradd Gymraeg Calon Y Cymoedd	15 November 2018. Further details are included in this EIA	Feedback documents were circulated to all attendees at the event for individual considered views to be shared with the council.	Please see tables within this Full EIA.
Parents of pupils at Ysgol Gynradd Gymraeg Calon Y Cymoedd	15 November 2018. Further details are included in this EIA	Feedback documents were circulated to all attendees at the event for individual considered views to be shared with the council.	Please see tables within this Full EIA.

## 2. Assessment of Impact

Based on the data you have analysed, and the results of consultation or research, consider what the potential impact will be upon people with protected characteristics (negative or positive). If you do identify any adverse impact you **must**:

- a) Liaise with the Engagement Team who may seek legal advice as to whether, based on the evidence provided, an adverse impact is or is potentially discriminatory, and
- b) Identify steps to mitigate any adverse impact – these actions will need to be included in your action plan. Include any examples of how the policy helps to promote equality.

The attached Cabinet Report provides a summary of Consultation responses, data and feedback.

<b>Gender</b>	<b>Impact or potential impact</b>	<b>Actions to mitigate</b>
Identify the impact/potential impact on women and men.	None	Neither men nor women will be disproportionately negatively affected by this proposal.
<b>Disability</b>	<b>Impact or potential impact</b>	<b>Actions to mitigate</b>
Identify the impact/potential impact on disabled people (ensure consideration of a range of impairments, e.g. physical, sensory impairments, learning disabilities, long-term illness).	None	Disabled people will not be negatively impacted by this proposal.
<b>Race</b>	<b>Impact or potential impact</b>	<b>Actions to mitigate</b>
Identify the impact/potential impact of the service on Black and minority ethnic (BME) people.	Black and minority ethnic people will not be disproportionately negatively affected by this proposal.	None
<b>Religion and belief</b>	<b>Impact or potential impact</b>	<b>Actions to mitigate</b>
Identify the impact/potential impact of the	There will be no impact on Religion and	None

service on people of different religious and faith groups.	Belief as a result of this proposal if it is approved.	
<b>Sexual Orientation</b>	<b>Impact or potential impact</b>	<b>Actions to mitigate</b>
Identify the impact/potential impact of the service on gay, lesbian and bisexual people.	There will be no impact on Sexual orientation as a result of this proposal if it is approved.	None
<b>Age</b>	<b>Impact or potential impact</b>	<b>Actions to mitigate</b>
Identify the impact/potential impact of the service on older people and younger people.	There will be no impact on Age as a result of this proposal if it is approved.	None
<b>Pregnancy &amp; Maternity</b>	<b>Impact or potential impact</b>	<b>Actions to mitigate</b>
	There will be no impact on Pregnancy and Maternity as a result of this proposal if it is approved.	None
<b>Transgender</b>	<b>Impact or potential impact</b>	<b>Actions to mitigate</b>
	There will be no impact on Transgender people as a result of this proposal if it is approved.	None
<b>Marriage and Civil Partnership</b>	<b>Impact or potential impact</b>	<b>Actions to mitigate</b>
	There will be no impact on Marriage and Civil Partnership as a result of this proposal if it is approved.	None

**United Nations Convention on the Rights of the Child (UNCRC)**

The UNCRC is an agreement between countries which sets out the basic rights all children should have. The United Kingdom signed the agreement in 1991. The UNCRC includes 42 rights given to all children and young people under the age of 18. The 4 principles are:

1. Non-discrimination
2. Survival and development
3. Best interests
4. Participation

This section of the Full EIA contains a summary of all 42 articles and some will be more relevant than others, depending on the policy being considered however, there is no expectation that the entire convention and its relevance to the policy under review is fully understood. The Engagement Team will review the relevant data included as part of its monitoring process. The EIA process already addresses two of the principle articles which are non-discrimination and participation. This section covers “Best interests” and “Survival and development”.

Some policies will have **no direct impact** on children such as a day centre for older people.

Some policies will **have a direct impact** on children where the policy refers to a children’s service such as a new playground or a school.

Some policies will **have an indirect impact** on children such as the closure of a library or a cultural venue, major road / infrastructure projects, a new building for community use or change of use and most planning decisions outside individual home applications.

### **What do we mean by “best interests”?**

The “Best interest” principle does not mean that any negative decision would automatically be overridden but it does require BCBC to examine how a decision has been justified and how the Council would mitigate against the impact (in the same way as any other protected group such as disabled people).



**Article 14:** Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.

**Article 15:** Children have the right to meet together and to join groups/ organisations, as long as this does not stop other people from enjoying their rights.

**Article 16:** Children have a right to privacy. The law should protect them from attacks against their way of life, their families and their homes.

**Article 17:** Children have the right to reliable information from the mass media.

**Article 18:** Both parents share responsibility for bringing up their children. We should help parents by providing services to support them.

**Article 19:** We should ensure that children are cared for, and protect them from violence, abuse and neglect by anyone who looks after them.

**Article 20:** Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language

**Article 21:** When children are adopted the first concern must be what is best for them.

**Article 22:** Children who come into a country as refugees should have the same rights as children born in that country.

**Article 23:** Children who have any kind of disability should have special care and support so that they can lead full and independent lives.

**Article 24:** Children have the right to good quality health care and to clean water, nutritious food and a clean environment so that they will stay healthy.

**Article 25:** Children who are looked after by their local authority rather than their parents should have their situation reviewed regularly.

**Article 26:** We should provide extra money for the children of families in need.

**Article 27:** Children have a right to a standard of living that meets their physical and mental needs. We should help families who cannot afford this.

**Article 28:** Children have a right to an education. Discipline in schools should respect children's human dignity.

**Article 29:** Education should develop each child's personality and talents to the full.

**Article 30:** Children have a right to learn and use the language and customs of their families.

**Article 31:** All children have a right to relax and play, and to join in a wide range of activities.

**Article 32:** We should protect children from work that is dangerous or might harm their health or their education.

**Article 33:** We should provide ways of protecting children from dangerous drugs.

**Article 34:** We should protect children from sexual abuse.

**Article 35:** We should make sure that children are not abducted or sold.

**Article 36:** Children should be protected from any activities that could harm their development.



**Article 37:** Children who break the law should not be treated cruelly.

**Article 38:** Governments should not allow children under 15 to join the army.

**Article 39:** Children who have been neglected or abused should receive special help to restore their self - respect.

**Article 40:** Children who are accused of breaking the law should receive legal help. Prison sentences should only be used for the most serious offences.

**Article 41:** If the laws of a particular country protect children better than the articles of the Convention, then those laws should stay.

**Article 42:** We should make the Convention known to all parents and children.

<b>Impact or potential impact on children aged 0 – 18</b>	<b>Actions to mitigate</b>
<p>In terms of this policy, the relevant articles to be considered are articles 3, 12, 28 and 30.</p> <p><b>Article 3:</b> The council works towards what is best for each child. There is no impact of this policy on article 3.</p> <p><b>Article 12:</b> Children have been given the opportunity to say what they think as they have been included in the consultation and engagement programme. Their views and opinions have been taken into account. There is, therefore, no impact on article 12.</p> <p><b>Article 28:</b> Children in Bridgend County Borough Council have a right to an education. The methods of discipline in our schools respect children’s human rights and dignity. There is, therefore, no impact on article 28.</p> <p><b>Article 30:</b> Children in Bridgend are supported and encouraged to learn and use the language and customs of their families. There is, therefore, no impact on article 30.</p>	<p>The Corporate Improvement Plan.</p> <p>These proposals are related to the Corporate Plan (2016-2020) and, in particular, in the Corporate Plan Improvement priority one</p> <ul style="list-style-type: none"><li>• Supporting a successful economy.</li></ul> <p>2.2 In order to achieve this improvement priority, it is important to work with our partners to support pupils with additional learning needs (ALN). The focus needs to be upon raising their skills, ambition and qualifications, and support them to take advantage of opportunities to succeed. This will improve the future prospects for our children and young people. We have already contributed to this priority by improving the provision in mainstream schools for pupils with ALN.</p>

The council is mindful that a further period of time is required to enable a full and meaningful assessment of the impact of this proposal to be made. The council will need to address a number of questions:

- a clearer understanding (based on further evaluation and assessment) of the realignment of the council’s provision for pupils with additional learning needs.

The council has already carried out an Initial Screening Equality Impact Assessment and this identified a number of potential risks which have been addressed in this Full Equality Impact Assessment. These risks include the impact of the closure on future service need and the possible impact of increased class sizes. It recognises appropriately that a full assessment of the impact on attainment levels needs to be included together with more information on ages and levels of disability of the pupils in receipt of the service.

This Full Equality Impact Assessment is considered to be a live document and its fluidity will be reflected in the ongoing assessment of the impact on Children with Additional Learning Needs of the policy.

**The full EIA holistically evaluates the pupils affected by the introduction of the proposal.**

**Please outline how and when this EIA will be monitored in future and when a review will take place:**

### 3. Action Plan

Action	Lead Person	Target for completion	Resources needed	Service Development plan for this action
Monitoring of the EIA	Group Manager Inclusion and School Improvement	January 2020	Time	Inclusion- establishing ASD LRCs

**Please outline the name of the independent person (someone other the person undertaking the EIA) countersigning this EIA below:**

Emma Blandon, Communication, Marketing and Engagement Manager

**Signed: Michelle Hatcher      Date: 02 January 2019**

#### 4. Publication of your results and feedback to consultation groups

It is important that the results of this impact assessment are published in a user friendly accessible format.

It is also important that you feedback to your consultation groups with the actions that you are taking to address their concerns and to mitigate against any potential adverse impact.

Please send completed EIA form to [Emma Blandon, Communication, Marketing and Engagement Manager](#)

#### Appendix (vii)

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

<b>Project Description (key aims):</b>	
Proposal to establish a learning resource class (LRC) for a maximum of eight pupils with autistic spectrum disorders (ASD) at Ysgol Gynradd Gymraeg Calon Y Cymoedd	
<b>Section 1 Complete the table below to assess how well you have applied the 5 ways of working.</b>	
<b>Long-term</b>  (The importance of balancing short term needs with the need to safeguard the ability to also meet long term needs)	<b>1. How does your project / activity balance short-term need with the long-term and planning for the future?</b>  There is a need for an ASD LRC through the medium of Welsh which will then afford the pupils the opportunity to move to the newly opened Welsh-medium secondary LRC if required. There will be a graduated intake into the LRC to ensure that there is provision in BCBC through the medium of Welsh. Additional places are required in order to meet the demand of the increase in the diagnosis of pupils with ASD.
<b>Prevention</b>  (How acting to prevent problems occurring or getting worse may help public bodies meet their objectives)	<b>2. How does your project / activity put resources into preventing problems occurring or getting worse?</b>  The opening of the ASD LRC will result in increased resource at primary level as part of the graduated response as stated in the ALN Code of Practice. Ultimately pupils will be prevented from being placed out-of-authority.
<b>Integration</b>	<b>3. How does your project / activity deliver economic, social, environmental &amp; cultural outcomes together?</b>

<p>(Considering how the public body's well-being objectives may impact upon each of the wellbeing goals, on their objectives, or on the objectives of other public bodies)</p>	<p>An ASD LRC is key in ensuring that pupils with a diagnosis of having access to mainstream education experiences with their peers and also have an opportunity to integrate into mainstream where possible.</p>
<p><b>Collaboration</b></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><b>4. How does your project / activity involve working together with partners (internal and external) to deliver well-being objectives?</b></p> <p>Excellent collaboration between the LA with schools that have LRCs. The Inclusion Service provides on-going support; advice and guidance to all schools.</p>
<p><b>Involvement</b></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><b>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?</b></p> <p>A range of stakeholders are involved with a pupil placed in an ASD LRC ensuring that the individual needs of the pupil are met</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><b>A prosperous Wales</b></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 ASD LRC affords the opportunity for pupils with a diagnosis of ASD to gain necessary skills at an early stage.</p>	<p>The impact on local communities will be monitored</p>
<p><b>A resilient Wales</b></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 ASD LRC is proposed to open in a newly built school.</p>	<p>The impact on local communities will be monitored</p>
<p><b>A healthier Wales</b></p> <p>A society in which people's</p>	<p>The individual needs of the pupils are met within the ASD LRC.</p>	<p>The impact on local communities will be monitored</p>

<p>physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</p>		
<p><b>A more equal Wales</b></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 are met within the ASD LRC</p>	<p>The impact on local communities will be monitored</p>
<p><b>A Wales of cohesive communities</b></p> <p>Attractive, viable, safe and well-connected communities.</p>	<p>The opening of the ASD LRC through the medium of Welsh affords the Welsh community to be better connected.</p>	<p>The impact on local communities will be monitored</p>
<p><b>A Wales of vibrant culture and thriving Welsh language</b></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 ASD LRC through the medium of Welsh affords pupils to be educated through their chosen language</p>	<p>The impact on local communities will be monitored</p>
<p><b>A globally responsible Wales</b></p> <p>A nation which, when doing anything to improve the economic, social,</p>	<p>The ASD LRC affords the opportunity for pupils to thrive locally and beyond</p>	<p>The impact on local communities will be monitored</p>

environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a 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 LRC will be monitored
Gender reassignment:	No	No	The development of the LRC will be monitored
Marriage or civil partnership:	No	No	The development of the LRC will be monitored
Pregnancy or maternity:	No	No	The development of the LRC will be monitored
Race:	No	No	The development of the LRC will be monitored
Religion or Belief:	No	No	The development of the LRC will be monitored
Race:	No	No	The development of the LRC will be monitored
Sex:	No	No	The development of the LRC will be monitored
Welsh Language:	Yes	No	The development of the LRC 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**

Cabinet

**Compiling Officers Name:**

Michelle Hatcher

**Compiling Officers Job Title:**

Group Manager Inclusion and School Improvement

**Date completed:**

02 January 2019