

APPENDIX A

BRIDGEND COUNTY BOROUGH COUNCIL

CONSULTATION REPORT

REPORT OF THE CORPORATE DIRECTOR - EDUCATION AND FAMILY SUPPORT

OUTCOME OF CONSULTATION TO OPEN PROVISION FOR PUPILS WITH ADDITIONAL LEARNING NEEDS (ALN) ESTABLISHING A LEARNING RESOURCE CENTRE (LRC) FOR PUPILS WITH MODERATE LEARNING DIFFICULTES (MLD) AT YSGOL CYNWYD SANT

1. Purpose of report

- 1.1 This public report is to inform of the outcome of the consultation to open provision for pupils with ALN establishing a LRC for pupils with MLD at Ysgol Cynwyd Sant.

2. Connection to corporate well-being objectives/other corporate priorities

- 2.1 This proposal assists in the achievement of the following corporate well-being objectives under the **Well-being of Future Generations (Wales) Act 2015**:

- **Supporting a successful sustainable economy** - taking steps to make the county borough a great 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 for all people in the county borough.
- **Smarter use of resources** – ensure that all resources (financial, physical, ecological, human and technological) are used as effectively and efficiently as possible and support the creation of resources throughout the community that can help deliver the Council's well-being objectives.

3. Background

- 3.1 In December 2021, Cabinet approval was given to commence a statutory consultation process to open provision for pupils with ALN establishing a LRC for pupils with MLD at Ysgol Cynwyd Sant.
- 3.2 This report outlines the responses to the consultation.

4. Consultation process

- 4.1 In order to progress the proposal, consultation exercises were carried out between 6 January 2022 and 17 February 2022 in accordance with the statutory School Organisation Code. A copy of the consultation document was made available during this time on the Council's website:

- 4.2 The consultation document invited views and opinions to be submitted in respect of the proposal. A list of stakeholders consulted can be seen at Appendix 11.

5. Summary of responses to consultation

- 5.1 Key points from the consultation exercise were as follows, with full details appended at the end of this report. The local authority held four stakeholder consultation meetings virtually with school council, staff, governors and parents at Ysgol Cynwyd Sant.

Learners consultation

- 5.2 Ysgol Cynwyd Sant's school council met virtually with BCBC Council representatives on 7 February 2022 to discuss the proposal. Full details of the meeting discussions and responses/clarifications given are detailed in Appendix 1 of this consultation report.
- 5.3 The main questions the children had related to the staffing for the class, where the location of the classroom would be, what facilities they would have and what the timings of the school day would be for the class. Questions were also asked about whether the children would stay in their class all day, what ages would be in the class and what transport would be available. Pupils thought it was a good idea.
- 5.4 Council representatives explained the staffing for the class, where they could possibly play, eat lunch, access toilets and what the timings of the school day would be for the class. In addition, Council representatives reassured children about what lessons the children could go out of the class, the ages in the class and what their transport arrangements would be.

Staff consultation

- 5.5 A 'virtual' consultation meeting was held with the Ysgol Cynwyd Sant staff on 7 February 2022. Full details of the meeting discussions and responses/clarifications given are detailed in Appendix 2 of this Consultation Report.
- 5.6 Questions were raised mainly concerning staffing for the LRC, individual development plans (IDPs), entry criteria. Staff also asked about covering for staff absence in the LRC, workload for the additional learning needs coordinator (ALNCo), the timetable for the class and how it would work within the school for children.
- 5.7 Council representatives explained the recruitment, staffing and the IDP process. The function of the LRC was also explained.

Governing body consultation

- 5.8 A 'virtual' consultation meeting was held with representatives from Ysgol Cynwyd Sant governors on 7 February 2022. Full details of the meeting discussions and responses/clarifications given are detailed in Appendix 3 of this Consultation Report. Questions were raised mainly concerning any building work planned for a new school and the LRC at Ysgol Gyfun Gymraeg Llangynwyd. Governors stated that having the LRC at the school would be a good thing for the community and that they were happy that Ysgol Cynwyd Sant had been selected.
- 5.9 Council representatives explained that Cabinet had given approval to consult on the proposal of opening a MLD LRC at the school and the current situation in Ysgol Gyfun Gymraeg Llangynwyd.

Parents consultation

- 5.10 A 'virtual' consultation meeting was held with parents at Ysgol Cynwyd Sant on 7 February 2022. Full details of the meeting discussions and responses/clarifications given are detailed in Appendix 4 of this Consultation Report.
- 5.11 Questions were raised mainly concerning staffing, pupil numbers, criteria, location of the LRC and integration with school.
- 5.12 Council representatives clarified the staffing, pupil numbers and criteria. The location was also explained and how reintegration into the main school would work.

Summary of written representations

- 5.13 One item of direct correspondence was received during the consultation period. See Appendix 5 of this Consultation Report for details and responses/clarifications.
- 5.14 A response was sent to the originator of the item of correspondence thanking them for their submissions and stating that their comments would be taken into consideration.

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

- 6.1 Estyn has considered the educational aspects of the proposal. See Appendix 6 of this Consultation Report for full details. Estyn has concluded as follows:

"Based on most recent intelligence Estyn has no reservations about BCBC establishing a new Welsh-medium learning resource class provision for learners with MLD at Ysgol Cynwyd Sant. Estyn considers that the proposal is likely to, at least, maintain the standard of education provision in the area."

7 Impact assessments

- 7.1 A Community Impact Assessment has been carried out as part of the consultation stage and was published as part of the consultation document. It is not considered likely that the proposal will impact disproportionately on any protected characteristics. There will be an additional member of staff required for the MLD LRC as with the other MLD LRCs in the local authority. Having reviewed responses to the consultation, the assessment has been updated and the conclusion remains

valid (see Appendix 7 of this Consultation Report).

- 7.2 A Welsh Impact Assessment has been carried out as part of the consultation stage (see Appendix 8 of this consultation report). It concluded that there would be no significant impact on the Welsh language provision currently experienced by learners at the school and that Welsh would continue to be taught through the curriculum as presently.
- 7.3 An Equality Impact Assessment has been carried out as part of the consultation stage (see Appendix 9 of this Consultation Report). The assessment concluded that the proposal is unlikely to impact disproportionately on any protected group. Having reviewed responses to the consultation, the conclusion remains valid.
- 7.4 The Well-being of Future Generations (Wales) Act 2015 has been considered in formulating the proposal (see Appendix 10).

8 Financial implications

- 8.1 The funding for the LRC would be allocated through the mainstream school's delegated budget, via the school's funding 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 £10k.
- 8.3 As part of the Medium-Term Financial Strategy (MTFS) 2021-2022, a budget pressure of £60k was approved for an additional primary school MLD LRC class to cater for Key Stage 2 children accessing education through the medium of Welsh. This budget will be used to fund the LRC, including the set-up costs, at Ysgol Cynwyd Sant should the proposal go ahead.

9. Statutory process in determining proposals

The following table sets out the provisional timetable:

Activity	Date
Consultation period where we welcome your views and observations on the proposal*.	6 January 2022- 17 February 2022
Draft Consultation Report to Cabinet on the outcomes of the consultation.	14 June 2022
Subject to Cabinet approval, publish the approved Consultation Report on the BCBC website, hard copies available on request ('subject to the call-in period as outlined in Part 4 Rules of Procedure of the Council's constitution' .	15 June 2022

Activity	Date
<p>If agreed by the Cabinet of Bridgend County Borough Council, a statutory notice will be published and there will be a period of 28 days in which to submit any objections to the proposal in writing.</p>	<p>June 2022</p>
<p>If there are no objections Cabinet can decide whether to proceed or not. If there are any objections, an Objections Report will be forwarded to Cabinet for their consideration and subsequent determination. The approved report will then be published on the BCBC website and hard copies of the report will be made available upon request.</p>	<p>September 2022</p>
<p>Publication of the decision letter . The decision letter has to be made available within 7 days from the date of the decision being taken. Therefore, the letter would be published ‘subject to the call-in period’.</p>	<p>September 2022</p>
<p>Implementation (that is, subject to the successful outcome of the activities detailed in this table).</p>	<p>Autumn Term 2022</p>

**Hard copies of this report are available on request.*

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APPENDIX 1



<p>Ysgol Cynwyd Sant Consultation Meeting – School Council 17 January 2022 14:45-15:15</p>

Present: BCBC Staff -2
 Head teacher-1
 Learners- 6

The Group Manager Learner Support introduced the consultation session and set out the purpose of the meeting, nature and process of the consultation and outlined the proposal

<u>Questions/Issues</u>	<u>Answer/Comments</u>
Who will the teacher be?	There will be an advertisement for a teacher who will have special skills for the class. The local authority will work with the school to appoint a member of staff to the class.
Where will they play?	It will depend on the construction work, there could possibly be a fence. Health and Safety is important.
Where will they eat their lunch?	Depends where that fits with the class. It will be worked out and for what's best for the children.
Would children be staying in the class all day?	The class will be part of the school timetable. They will come out for example for Physical Education (PE), use the planting area, woodland, library.
Would the children be able to see friends?	Yes we would encourage that.
Will they have their RE lesson in the classroom?	Yes but maybe mixed up. The children would be invited to the Dathlu assembly.
Will they have their own toilet?	Yes, they will have a kitchen and sink area also. Everything will be new. Doors will open up onto the yard.
What ages will be in the class?	Year 3 to 6.
Will they have their own transport?	Yes there will be transport.
Will they be the same time at school as us all?	Yes the children will be part of Ysgol Cynwyd Sant.
Will Years 1 and 2 have their support?	Support wouldn't change for those pupils.
How many staff?	One teacher, could have other adults depending on the needs of the children.

Where will they eat their packed lunch/dinner?	Possibly in the classroom but all children will be part of Ysgol Cynwyd Sant.
What about the provision in Ysgol Gyfun Gymraeg Llangynwyd?	This is still being worked out, some are trialing mainstream and some come out of class for specific help.

APPENDIX 2



<p>Ysgol Cynwyd Sant Consultation Meeting – staff 7 February 2022 15:40-16:25</p>
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Present: BCBC Staff-2
 Teachers-3

The Group Manager Learner Support introduced the consultation session and set out the purpose of the meeting, nature and process of the consultation and outlined the proposal.

<u>Questions/Issues</u>	<u>Answer/Comments</u>
<p>What will the staffing be?</p> <p>The location of the building is a concern for support.</p>	<p>One teacher, this is equitable with the other MLD LRCs in Bridgend. Support will be looked at with the children individually. We are reviewing the MLD LRCs as part of the ALN Strategic Provision Planning Review.</p>
<p>What about individual development plans (IDPs)?</p>	<p>Any new child should come into the LRC with an IDP. It will be the mandated years first. A person centred planning (PCP) meeting will be part of the transition. Local authority staff will support.</p>
<p>How many pupils?</p>	<p>There will be a maximum of 15. The panel will be held in March 2022 and the data will be clearer, will look at the situation as a whole. If children have behavioural needs, the graduated response from the communication and relationships team (CART) should be followed.</p>
<p>Will the class be separate?</p>	<p>There will be a timetable but children will join whole school for things such as assemblies and PE. As the children settle the integration will depend upon the children's individual needs.</p>
<p>Will the class be used in the school's data?</p>	<p>B squared is used in the LRCs, this will be looked at with school management.</p>
<p>Will the LRC have an impact upon the workload of the ALNCo?</p>	<p>The class teacher will have an important role to play in her own right.</p>
<p>Will there be reverse integration?</p>	<p>The school will draw on the expertise of having the LRC in the school.</p>

APPENDIX 3



**Ysgol Cynwyd Sant Consultation Meeting
with
School Governing Body
7 February 2022
16:30-17:00**

Present: BCBC Staff -2
Staff- 2
School Governors -2

The Group Manager Learner Support introduced the consultation session and set out the purpose of the meeting and explained the nature and process of the consultation and outlined the proposal.

<u>Questions/Issues</u>	<u>Answer/Comments</u>
What about the building work and any new plans for Ysgol Cynwyd Sant?	Cabinet has given approval to consult on opening a LRC at Ysgol Cynwyd Sant, as a local authority we need to address current needs.
What about the LRC in Llangynwyd?	There is an ASD LRC in Ysgol Gyfun Gymraeg Llangynwyd. The plan for what the secondary model for MLD will look like is yet to be decided. Support is currently in place.

APPENDIX 4



Ysgol Cynwyd Sant Consultation Meeting with Parents 7 February 2022 17:00-17:30

Present: BCBC staff -2
Staff-2
Chair of governors-1
Parents- 1

The Group Manager Learner Support introduced the consultation session and set out the purpose of the meeting and explained the nature and process of the consultation and outlined the proposal.

Questions/Issues	Answer/Comments
How many children will be in the LRC?	A maximum of 15 pupils from across the local authority.
Will this be based on need?	Yes.
Is there a panel?	Yes. The next panel will be held in March 2022. Numbers will be looked at, it will be needs led, possibility to reverse into mainstream.
Will the provision be full-time?	Yes but could access mainstream for some things based on individual need.
Will there be recruitment for teaching?	Yes this will be advertised, good opportunity.
Where will the classroom be based? Where the meithrin is?	Yes.
Is the building work on track?	Yes, it is currently out to tender, it is anticipated to be completed on time.
Will there be integration with the school?	The class is part of the school, part of Ysgol Cynwyd Sant. The children will join the Dathlu assemblies for example. It is important that the children feel part of the school.

APPENDIX 5

Direct correspondence received:

I'm all for the proposal. I think keep the children in their schools where they can receive additional help and remain with their friends. My only question is, does a child have to be diagnosed with a learning disability, or do the school put forward children who they see are struggling? My child is currently having speech and language in the school, which I'm more than happy with the results, but I see him lacking skills in other areas.

Local Authority Response:

Thank you for your email, your views will be included in our report to Cabinet.

APPENDIX 6

Estyn's response to Bridgend County Borough Council's (BCBC) review of additional learning needs (ALN) provision in 2020

Introduction

This report has been prepared by Her Majesty's Inspectorate 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.

Summary/Conclusion

This consultation is as a result of Bridgend County Borough Council (BCBC) review of additional learning needs (ALN) provision in 2020. This identified the need to develop provision for learners with moderate learning difficulties (MLD) at key stage 2 in a Welsh-medium primary school. It is proposed to establish provision for a maximum of 15 pupils at Ysgol Cynwyd Sant to meet the needs of learners with a diagnosis of MLD from September 2022. This proposal, however, contains several errors or contradictions which require amending for clarity.

This proposal seeks to achieve a more equitable provision to better meet the current and future additional learning needs of pupils, across the council and is welcomed. As a result of opening a learning resource class (LRC) for MLD pupils through the medium of Welsh in BCBC, the proposers believe that pupils will be able to continue their education through their chosen language as near to their home as is possible. The proposers also believe that this provision will support learners to transition to the newly opened Welsh-medium secondary LRC if required. Estyn is aware of similar proposals across the county relating to ALN, and we feel it would be of benefit to include a framework to support the implementation and ongoing quality assurance support. Based on most recent intelligence Estyn has no reservations about BCBC establishing a new Welsh-medium learning resource class provision for learners with MLD at Ysgol Cynwyd Sant. Estyn considers that the proposal is likely to, at least, maintain the standard of education provision in the area.

Description and benefits

The proposal states very clearly that the number of children and young people requiring support for their additional learning needs has been increasing and demand is predicted to increase further over the coming years. BCBC has commissioned an additional learning needs review in 2020. They have established an Additional Learning Needs Strategic Planning Provision Review Board and have identified the needs to open key stage 2, Welsh-medium provision for MLD. The proposal gives appropriate attention to the current capacity at the school and how the local authority is unable to meet the future demands for school places for pupils with MLD through the medium of Welsh.

The proposer does not define a learning resource class, however, refers to “specialist learning facilities within the school”. They also refer to the LRC being key to ensuring that pupils with MLD have access to mainstream education experiences with their peers and, where possible, an opportunity to integrate into mainstream. It is unclear from the definition the extent to which pupils, where appropriate, can access, with appropriate support where necessary, lessons alongside pupils that do not attend the learning resource class. The proposal would be strengthened by including a definition of an LRC and more references to inclusion and how this differs from integration.

The proposal implies that the opening of an MLD LRC would prevent pupils being placed out of authority. The proposal would be further strengthened by inclusion of more data relating to out of authority provision and the impact of the new MLD LRC on this.

The proposal appears to provide effective opportunities for stakeholders, organisations, and members of the public to respond.

The proposal outlines that Ysgol Cynwyd Sant is rated C for condition. This means that the school is operational, but major repair or replacement is needed in the short to medium term (generally three years). The proposal does not identify clearly what the impact of the condition of the building will have on the school’s ability to provide an appropriate space for the provision.

The LRC would support the development of specialist teaching provision within the mainstream school. It is unclear what BCBC are referring to by the term specialist teaching provision. Also, the proposal does not provide more specific detail and how the provision is suitable for the needs of the identified group of pupils.

An Equality Impact Assessment (EIA) has not been carried out on his proposal, however the screening form in Appendix states that a full assessment will be undertaken. Page 41 incorrectly states that an EIA has been carried out. Page 43 states that capacity would be created within the provision for a maximum of eight pupils which is different to that in the proposal. The EIA screening does not expect the proposal to lead to discrimination of adverse effects against any group of people. The proposal states that it will enable those with learning difficulties (disability being a protected characteristic) to be taught in a Welsh-medium mainstream school facility. The proposers believe that this could potentially create relationships between pupils that are categorised as having ALN and pupils from mainstream teaching at Ysgol Cynwyd Sant thereby removing divisions between pupils .

The proposal is for Ysgol Cynwyd Sant to establish a 15-place provision for pupils with moderate learning difficulties through the medium of Welsh. The proposal indicates that the provision is to be accommodated within the existing school and there is no planned building associated with the proposal. The proposal doesn’t provide any further information on the facilities and merely states that they will be ‘appropriate’. The proposal would be strengthened if the location of the LRC and how it is proposed to be adapted to provide specialist learning facilities within the school. In addition, Appendix G (Well-being of Future Generations (Wales) Act 2015 assessment) incorrectly states that the LRC is proposed to be in a newly built school, which Ysgol Cynwyd Sant is not.

Appendix E of the proposal provides a clear indication of the five-year projection of pupil population for Ysgol Cynwyd Sant. This projection shows overall pupil numbers decreasing over this five-year period. The proposal is that LRC admissions would be decided upon

through an Admissions panel which would assess the needs of the pupil. The proposal would benefit from more information around the current demand within BCBC for Welsh-medium MLD places.

The proposal considers suitable alternatives including using alternative schools for the LRC or supporting the pupils in mainstream education. The proposal outlines the possible benefits, disadvantages, and risks, appropriately. The proposers state that the likely consequence of these alternatives would be that the pupils' needs with MLD would not be met in the most appropriate way.

The proposals consider the travel implications for pupils, but only state that the proposal would have no impact on the current travel arrangements as transport would be available for pupils eligible for a place in the LRC. The proposer states that consideration would be given to the 'appropriate' mode of transport for those MLD pupils accessing the LRC, but no details are given. The proposal does not address the additional travelling time that pupils from outside the normal school catchment may have.

The overall proposal considers well the need for MLD learners to be educated in the Welsh language. It considers appropriately the implementation of the Welsh Language (Wales) Measure 2011 which would support the targets in the local authority's Welsh in Education Strategic Plan (WESP). It appears that there would be a positive impact on the Welsh language provision for these pupils. The proposers reference the lack of Welsh Language provision for pupils with additional learning needs and this proposal would make steps to address this shortfall. The proposal also highlights that there is a strong Welsh ethos and identity within Ysgol Cynwyd Sant.

The proposal appropriately considers the financial costs of the learning resource class and states that funding would be allocated through the mainstream's school's delegated budget. A budget pressure of £60k has been approved for the provision of an MLD class to cater for Key Stage 2 children accessing education through the medium of Welsh. This budget will be used to fund the LRC, including the set-up costs. There is no further breakdown of expected costs, but we assume that the cost of a full-time specialist teacher will be a significant proportion of this allocation. It would be beneficial to know more information about future funding of this resource. For example, whether the budget allocation for pupils admitted to the LRC will be greater than those in the mainstream school due to their additional learning needs and the need for additional support and resources.

Educational aspects of the proposal

In considering the impact of the proposal on the quality of outcomes, provision and leadership and management, the Local Authority provided a summary of relevant observations from the most recent Estyn inspection and the regional consortium's categorisation outcome for the school.

Estyn inspected Ysgol Cynwyd Sant in 2016 and judged overall that the school's current performance was good and prospects for improvement were excellent. In our 2016 report we noted that nearly all teachers make effective use of a variety of rich teaching methods which ensured that most pupils achieved well and developed their independent learning skills successfully. The quality of teaching was effective across the school, with teachers having a sound understanding of the next steps for improving pupils' skills successfully.

We noted that the leadership of the school was excellent, with leaders and staff having a clear vision, high standards and expectations, and a strong emphasis on pupil voice.

Ysgol Cynwyd Sant were also mentioned in the Estyn thematic report, "Improving Teaching" in 2018. The report commented that the school is a pioneer school and is working with the Welsh Government and other schools on developments relating to the curriculum and professional learning. Ysgol Cynwyd Sant was reported to be supporting other schools in the consortium by providing training and opportunities to observe and share good practice.

In the most recent school categorisation in January 2020, Ysgol Cynwyd Sant was categorised as a green school (a highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement).

The proposer asserts that establishing a LRC in the school would provide appropriate high quality school places for learners who with a diagnosis of MLD. This would afford pupils with MLD the opportunity to continue their education through the medium of Welsh in a specialist provision within BCBC. The proposal is not expected to have any negative impact on the quality of standards of education at the school.

The proposer states that there will be an additional member of specialist staff employed to work within the provision and to provide MLD specialist expertise to mainstream classes . However, no detail is provided on the level or type of qualifications required and there is no explanation of how a full-time teacher in the LRC will also be able to support the mainstream school. The proposal would be further strengthened by more information relating to the staffing of the resource. It is unclear whether the specialist teacher would have the support of a teaching assistant and what training would be provided for the staff who may be teaching learners in the mainstream classes. Consideration is needed on how teacher absence and planning, preparation and assessment (PPA) time will be effectively supported within the class to ensure vital consistency for the learners. The proposal also states that The LRC will increase the expertise amongst the staff of Ysgol Cynwyd Sant to accommodate the needs of other children who are known to demonstrate MLD traits in the absence of a formal diagnosis. It should be noted that the local authority has statutory duties around these learners under the Equality Act (2010). An absence of a formal diagnosis does not remove the statutory duty to make appropriate provision. The proposal would be further strengthened by discussing these traits and how the school will meet the needs of the learners within the mainstream provision.

Local authority responses/clarifications to summary issues raised:

In response to the questions raised by Estyn about providing clarity with regards to the LRC and the link with placing it in a mainstream school. The Consultation Report has been strengthened by providing clarity and the purpose of establishing a LRC within a mainstream school.

With reference to establishing local provision and preventing out-of-authority placements. Where possible, the local authority is committed to providing a range of local provision in order to prevent possibly placing children and young people to be educated out-of-authority and future proofing provision as far as is possible.

Estyn raised the question of the impact of the condition of the building will have on the school's ability to provide an appropriate space for the provision and also sought clarity

about what the building would be. In response the local authority is able to clarify that adaptations to an existing building is being undertaken which previously housed the meithrin at Ysgol Cynwyd Sant.

In response to Estyn's questions raised in relation to the Equality Impact Assessment (EIA) and the Well-being of Future Generations (Wales) Act 2015 assessment, both of these documents have been amended following consultation.

If the proposal is accepted the MLD LRC would be almost fully populated within its first year of opening. Transport and support for the children will be discussed on an individual basis as part of a person centred planning (PCP) meeting.

In respect of financing the MLD LRC, a full explanation is contained within the finance section of the report.

A recruitment process will be followed, with a job description and person specification written as has been done for other staffing in the English-medium MLD LRCs. This will be done in partnership with the school.

The local authority agrees that it has statutory duties around these learners under the Equality Act 2010. Following consultation the report has been updated.

APPENDIX 7

Community Impact Assessment

This has been updated following the consultation.

Name of proposal:

Proposal to establish a LRC at Ysgol Cynwyd Sant for a maximum of fifteen pupils with MLD in autumn term 2022.

Who will make the decision?

Cabinet

Who has been involved in developing the proposal?

Corporate Director of Education and Family Support

Group Manager Learner Support

Aims and objectives: The MLD provision at Ysgol Cynwyd Sant.

Key actions: Statutory procedure to establish a LRC at Ysgol Cynwyd Sant for a maximum of fifteen pupils with MLD in autumn term 2022.

Expected outcomes: To establish a LRC for pupils with MLD with proposed implementation autumn term 2022.

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 will be an additional member of staff, namely a specialist teacher.

Expected date of decision: September 2022.

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 Ysgol Cynwyd Sant which is a Welsh-medium primary school with an age range of 4 to 11.

• Blwyd dyn /Year	N1	N2	R	1	2	3	4	5	6	Cyfa nsw m/ Total	Cyfansw m/ 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		
				95%	96%	96%	100%	99%	99%	2-11	4-11
2021	0	31	44	32	22	37	37	41	41	285	254
2022	1	34	43	42	31	21	37	37	41	287	252
2023	1	34	38	41	40	29	21	37	36	277	242
2024	1	34	41	36	39	39	29	21	36	276	241
2025	1	34	41	39	35	38	39	29	21	277	242
2026	1	34	41	39	35	38	39	29	21	277	242

- Bridgend County Borough Council (BCBC) has taken a proactive approach to this by commissioning an additional learning needs strategic planning provision review in 2020.
- An Additional Learning Needs Strategic Planning Provision Review Board has been established. One of the areas which has been identified for additional provision is at Key Stage 2 in a Welsh-medium Primary School for children with MLD.

Findings:

- The projected level of enrolment 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 additional learning needs and educational tribunal Act (Wales) 2018.

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 this will provide additional resource for pupils with additional leaning needs through the medium of Welsh.

How will the decision affect people with different protected characteristics?

- The ratio is one teacher to fifteen pupils for a MLD LRC. All other MLD LRC's work to this ratio. Those pupils in Welsh-medium primary education with a diagnosis of MLD will be able to transition to the Welsh-medium secondary school.

Consultation

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

Consultation was undertaken between 6 January 2022 and 17 February 2022.

What were the results of the consultation?

The impact of this proposal has been considered and updated.

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

The assessment concluded that the proposal is unlikely to impact disproportionately on any protected group.

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

It is not considered likely that the proposal will impact disproportionately on any protected characteristics.

Assessment of impact on staff

There is no impact upon the reduction of staffing. Additional staffing will be required, an additional specialist teacher will be required.

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:

It is not considered likely that the proposal will impact disproportionately on any protected characteristics.

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:

No negative impact has been identified.

- There are no current risks associated with this proposal.
- The LRC will increase the expertise amongst the staff of Ysgol Cynwyd Sant.

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

The assessment concluded that the proposal is unlikely to impact disproportionately on any protected group.

Signed:

M Hatcher

Date:08.05.22

APPENDIX 8

Welsh Language Impact Assessment

Ysgol Cynwyd Sant

The Welsh in Education Strategic Plan (WESP) is the local authority's strategy which sets out the way in which it aims to facilitate an increase in the number of people of all ages able to use the Welsh language within the county borough.

The local authority is committed to taking forward plans to strategically grow the Welsh language and with effective strategic planning and significant investment, aims to significantly contribute to achieving Welsh Government's 'Cymraeg 2050' vision of one million Welsh speakers across Wales.

The local authority's current WESP can be viewed via the following link:

<https://democratic.bridgend.gov.uk/documents/s14163/171219%2010%20WESP%20Appendix.pdf?LLL=0>

A statutory consultation on the new ten-year WESP for the period from 2022 to 2032 has recently concluded and the plan has been submitted to Welsh Government for consideration.

This proposal is to open a MLD LRC for a maximum of fifteen pupils at Ysgol Cynwyd Sant which would come into effect autumn term 2022.

As the proposed school would continue to provide education through the medium of Welsh, Welsh would continue to be taught, as presently, through the curriculum. There are many aspects to Ysgol Cynwyd Sant which helps create a positive attitude and increases the ability of learners in using the language. Using the Welsh language across key stages offers learners the opportunity to become fully bilingual and aligns with the Curriculum for Wales – 2022. It is therefore considered unlikely that this proposal would have a significant impact on the Welsh language provision currently experienced by learners of the school.

Welsh language courses are offered by Learn Welsh Glamorgan who delivers courses online and locally in Bridgend, Merthyr Tydfil and Rhondda Cynon Taf on behalf of the National Centre for Learning Welsh. They also offer a range of online taster courses that anyone can access and offer Sadwrn Siarad sessions periodically. Activities through the medium of Welsh are primarily offered by Menter Bro Ogwr although Bridgend Learning Partnership also aims to offer learning activities where they are able to and where activities prove viable in terms of numbers.

It is important to recognise that the increase in places for a MLD LRC at Ysgol Cynwyd Sant is to ensure that those children who have MLD are able to continue their education through the medium of Welsh. Consequently, negative effects on Welsh-medium education in the area is not anticipated should the proposal be taken forward.

Current linguistic profile

The 2011 Census indicated that of the 134,545 residents living in the County Borough of Bridgend, 9.7% (13,103) were able to speak Welsh, whilst the remaining 90.3% (121,442) were not able to speak Welsh. This can be compared to the all-Wales figures that showed of the 2,955,841 residents living Wales, 19.0% (562,016) were able to speak Welsh, whilst the remaining 81.0% (2,393,825) were not able to speak Welsh.

<https://statswales.gov.wales/Catalogue/Welsh-Language/Census-Welsh-Language/welshspeakers-by-localauthority-gender-detailedagegroups-2011census>

The Annual Population Survey for the year ending June 2021, reported that 17.8% of respondents living in the County Borough of Bridgend said they could speak Welsh, compared to the all Wales percentage of 29.2% of respondents. This can be further broken down to the data contained in the table that follows.

Welsh Language Skills of Residents (%)		
	Bridgend County Borough	Wales
Can read Welsh	16.9%	25.9%
Can write Welsh	15.9%	23.8%
Can understand spoken Welsh	21.2%	33.7%

Welsh Language Skills of Residents (%)		
	Bridgend County Borough	Wales
Speak Welsh daily	6.3%	15.2%
Speak Welsh weekly	3.1%	5.2%
Use it less often or never	6.9%	7.3%

The data shows that there is a gap in the Welsh language skills of residents of Bridgend when compared to the whole of Wales. Proposals such as this significantly improve the learning environment and the opportunities available for our learners.

The Council recognises the importance of immersion in the Welsh language for learners who wish to transition from English to Welsh-medium education, to further encourage the uptake of Welsh-medium education. There is an intention from the local authority of developing immersion provision which has been identified in the draft WESP 2022-2032.

Other relevant data or research

Bridgend County Borough Council has four Welsh-medium primary schools for learners age 3-11 and one secondary provision for learners age 11 to 18.

Demand and projections are regularly monitored across all schools as part of the school organisation planning process. This ensures that all schools have sufficient accommodation to meet demand. The process also identifies opportunities to promote and grow the Welsh language. This data has been used to inform the local authority's WESP.

Group Manager Learner Support

9 May 2022

APPENDIX 9

Equality impact assessment (EIA) screening form

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

Proposal being screened

Proposal to establish a LRC at Ysgol Cynwyd Sant for a maximum of fifteen pupils with MLD in autumn term 2022.

Brief description of the proposal

The proposal is for a maximum of fifteen pupils with MLD to access the LRC in autumn term 2022. Consultees will include staff, governors, pupils and parents of the school, members of the local community and any other interested parties.

Does this policy relate to any other policies?

Additional Learning Needs and Educational Tribunal Act 2018.

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 ALN, parents, existing staff members in Ysgol Cynwyd Sant.

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 growth for pupils with a diagnosis of MLD through the medium of Welsh.
- Capacity would be created for a maximum of fifteen pupils.

Characteristic	Yes	No	Unknown	Explanation of impact
Age	X			The impact is positive. There will be growth for pupils with MLD to access support.
Disability	X			This impact is positive. There will be growth for pupils with MLD.
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 are 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 are not expected to be impacted by this proposal.
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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 diagnosed with MLD and who are educated through the medium of Welsh as there would be a MLD LRC in the proposed school.

What action has been taken to mitigate this risk?

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.

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 children with a diagnosis of MLD to be taught in a Welsh-medium mainstream ALN school facility. This could potentially create relationships between the children in mainstream teaching with the children in the MLD LRC with them joining for example, PE classes and Dathlu assemblies 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 grow ALN provision in Welsh-medium primary education.

Activity	Date
Consultation period where we welcome your views and observations on the proposal*.	6 January 2022- 17 February 2022
Report to Cabinet on the outcomes of the consultation.	14 June 2022
Publish Consultation Report on BCBC website, hard copies available on request.	15 June 2022
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.	June 2022
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.	September 2022
Potential implementation.	Autumn Term 2022

10. Who will carry out the full EIA?

N/A

EIA screening completed by: Michelle Hatcher

Date: 08.05.22

APPENDIX 10

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

<ul style="list-style-type: none"> Project Description (key aims): <p>Proposal to establish a LRC for a maximum of fifteen pupils with MLD at Ysgol Cynwyd Sant.</p>	
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?
<p>(The importance of balancing short term needs with the need to safeguard the ability to also meet long term needs)</p>	<p>There is a need for a MLD LRC which will then afford the pupils the opportunity to be educated in a mainstream school.</p> <p>There will be a graduated intake into the LRC to ensure that there is provision in BCBC. Additional places are required to meet the demand of the increase in the diagnosis of pupils with MLD through the medium of Welsh.</p>
Prevention	2. How does your project / activity put resources into preventing problems occurring or getting worse?
<p>(How acting to prevent problems occurring or getting worse may help public bodies meet their objectives)</p>	<p>The opening of the MLD LRC will result in increased resource at primary level as part of the graduated response as stated in the ALN Code of Practice.</p> <p>Ultimately pupils will be prevented from being placed out-of-authority.</p>
Integration	3. How does your project / activity deliver economic, social, environmental & cultural outcomes together?
<p>(Considering how the public body's well-</p>	<p>A MLD LRC is key in ensuring that pupils with a diagnosis of MLD have access to mainstream education experiences with</p>

<p>being objectives may impact upon each of the wellbeing goals, on their objectives, or on the objectives of other public bodies)</p>	<p>their peers and also have an opportunity to integrate into mainstream where possible.</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>Excellent collaboration between the local authority with schools who have LRCs. The Learner Support Service provides on-going support; advice and guidance to all schools.</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 stakeholders are involved with a pupil placed in a MLD 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>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 MLD LRC affords the opportunity for pupils with a diagnosis of MLD to gain necessary skills at an early stage.</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 MLD LRC is proposed to open in an adapted building on a current school site.</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 are met within the MLD LRC.</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 are met within the MLD LRC</p>	<p>The impact on local communities will be monitored</p>
<p>A Wales of cohesive communities Attractive, viable, safe and well-connected communities.</p>	<p>The opening of the MLD LRC in a mainstream school affords the community to be better connected.</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 MLD LRC in a mainstream school affords the pupils to be part of the community experiencing these things.</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</p>	<p>The MLD LRC affords the opportunity for pupils to thrive locally and beyond.</p>	<p>The impact on local communities will be monitored</p>

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
Sex:	No	No	The development of the LRC will be monitored

Welsh Language:	Yes	No	The development of the LRC will be monitored
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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 Learner Support
Date completed:	08 May 2022

APPENDIX 11

List of stakeholders

- ▶ The Governing Body, parents, staff, carers, guardians and learners of Ysgol Cynwyd Sant
- ▶ Other primary schools within Bridgend County Borough Council
- ▶ Secondary Schools, Special Schools and The Pupil Referral Unit (PRU) in Bridgend County Borough Council
- ▶ Neighbouring authorities
- ▶ The Church in Wales and Roman Catholic Diocesan Authorities
- ▶ Welsh Ministers
- ▶ Welsh Government
- ▶ Constituency and Regional Members of the Senedd (MS) and Members of Parliament (MPs) representing the area served by any school which is subject to the proposals
- ▶ Estyn
- ▶ Welsh Language Commissioner
- ▶ Teaching and staff trade unions representing teachers and other staff at any school which is subject of the proposals
- ▶ Central South Consortium Joint Education Service
- ▶ South Wales Police and Crime Commissioner
- ▶ National Secular Society
- ▶ Town and Community Councils representing the area served by any school which is subject to the proposals
- ▶ Regional Transport Consortium (SEWTA)
- ▶ Communities First Partnership
- ▶ National Health Service (NHS)
- ▶ Independent or voluntary nursery providers serving the area

- ▶ BCBC Childcare team/Children and Young People's Partnership and/or Early Years Development and Childcare Partnerships where present
- ▶ Cabinet Members
- ▶ Children and Young People's Overview and Scrutiny Committee
- ▶ Bridgend Youth Council
- ▶ Corporate Management Board
- ▶ Ward Members
- ▶ BCBC Group Manager Learner Support
- ▶ ALN Managers Learner Support