

Meeting of:	<b>Learning and Culture Scrutiny Committee</b>
Date of Meeting:	<b>Thursday, 15 October 2020</b>
Relevant Scrutiny Committee:	Learning and Culture
Report Title:	Proposal to establish a new Centre for Learning and Wellbeing and a specialist resource base at Gladstone Primary School which would be managed by Ysgol Y Deri from September 2021.
Purpose of Report:	To ensure that the Learning and Culture Scrutiny Committee is consulted on the proposal.
Report Owner:	Director of Learning and Skills
Responsible Officer:	Paula Ham, Director of Learning and Skills
Elected Member and Officer Consultation:	<p>21st Century Schools Programme Manager</p> <p>Head of Digital Strategy, Community Learning &amp; Resources</p> <p>Head of Additional Learning Needs and Wellbeing</p> <p>Head of Standards and Provision</p> <p>Local Ward Members are consulted as part of the consultation process in accordance with the School Organisation Code 2018.</p>
Policy Framework:	This is a matter for Executive decision by Cabinet.
<p><b>Executive Summary:</b></p> <ul style="list-style-type: none"> <li>On Monday 7 September 2020, the Director of Learning and Skills launched the consultation on the proposal to establish a Centre for Learning and Wellbeing and a specialist resource base at Gladstone Primary School which would be managed by Ysgol Y Deri from September 2021.</li> <li>The consultation document explains the Council's proposal to transform specialist education by; <ul style="list-style-type: none"> <li>establishing a specialist resource base at Gladstone primary school as a satellite of Ysgol Y Deri from September 2021;</li> <li>discontinuing Y Daith and establishing a new Centre for Learning and Wellbeing under the management of Ysgol Y Deri from September 2021; and</li> <li>constructing a new building for the Centre for Learning and Wellbeing pupils on the Court Road Depot site in Barry from January 2023.</li> </ul> </li> </ul>	

- The consultation document was issued to prescribed consultees as outlined in the School Organisation Code 2018. The consultation document and appendices are attached at Appendix A.
- Any feedback received from the Learning and Culture Scrutiny Committee will form part of the consultation report which will be considered by Cabinet following the completion of the consultation exercise.

## **Recommendations**

1. That Learning and Culture Scrutiny Committee note the consultation document and the relevant appendices on the proposal to establish a Centre for Learning and Wellbeing and a specialist resource base at Gladstone Primary School which would be managed by Ysgol Y Deri from September 2021.
2. That Learning and Culture Scrutiny Committee endorse the proposal and provide any feedback to be considered by Cabinet as part of the consultation report which will be developed following the completion of the consultation exercise.

## **Reasons for Recommendations**

1. To ensure that the Learning and Culture Scrutiny Committee is consulted on the proposal.
2. To ensure feedback received from the Learning and Culture Scrutiny Committee is considered by Cabinet as part of the consultation report.

## **1. Background**

- 1.1 On 9 July 2020, the Council's Managing Director approved, under emergency powers, a strategy to transform special education in the Vale of Glamorgan to meet projected future demand and best meet the needs of our most vulnerable learners. The strategy identified three key areas:
  - Establish a new Centre for Learning and Wellbeing, which will replace Y Daith, the Council's pupil referral unit (PRU);
  - Establish specialist resource bases in mainstream schools to ensure learners have access mainstream education; and
  - Increase capacity of Ysgol Y Deri, the Council's special school, to meet projected demand for special education.
- 1.2 The Managing Director also authorised the Director of Learning & Skills to undertake a consultation from Monday 7 September 2020 to Sunday 18 October 2020 on a proposal to establish a new Centre for Learning and Wellbeing which will replace Y Daith, and to establish a specialist resource base at Gladstone primary school. It is proposed that both of those provisions are to be managed by the governing body of Ysgol Y Deri.

## **2. Key Issues for Consideration**

### **Consultation**

- 2.1 On Monday 7 September 2020, the Director of Learning and Skills launched the consultation on the proposal to establish a Centre for Learning and Wellbeing and a specialist resource base at Gladstone Primary School which would be managed by Ysgol Y Deri from September 2021.

- 2.2** The consultation was issued in accordance with the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code 2018.
- 2.3** The consultation document explains the Council's proposal to transform specialist education by;
- establishing a specialist resource base at Gladstone primary school as a satellite of Ysgol Y Deri from September 2021;
  - discontinuing Y Daith and establishing a new Centre for Learning and Wellbeing under the management of Ysgol Y Deri from September 2021; and
  - constructing a new building for the Centre for Learning and Wellbeing pupils on the Court Road Depot site in Barry from January 2023.
- 2.4** The consultation document was issued to prescribed consultees as outlined in the School Organisation Code 2018. The consultation document and appendices are attached at Appendix A.

### **Rationale for the Proposal**

- 2.5** Y Daith is the Council's PRU which provides suitable education for children and young people who, by reason of illness, exclusion or otherwise, may not receive such education in a mainstream school. This is a mixture of onsite teaching as well as external provision. Y Daith is currently based across two sites with key stage 3 at Amelia Trust Farm and key stage 4 in Cowbridge. As a PRU, Y Daith is not a school and therefore, does not have a governing body. The management committee plays a strategic and advisory role in setting out and maintaining the vision, aims and objectives of the PRU in conjunction with the Council.
- 2.6** The Council has been considering alternative options to best meet the needs of these pupils. It was originally proposed that the Council would establish a new Centre for Behavioural Excellence which would be constructed alongside Whitmore High School. However, when further work was undertaken regarding the provision, the site was considered unsuitable due to the limited external space. As a result, the Council has explored a range of options for the new school. As the provision has progressed, the Centre for Learning and Wellbeing was considered a more appropriate name.
- 2.7** When a child has experienced abuse, neglect or other significant trauma, the emotional injury can profoundly affect their behaviour, particularly when they're challenged themselves. They might become openly abusive or find more subtle ways to undermine the practitioner. Understandably distrustful of adults, they expect to be rejected and so feel that it's safer to reject those there to help. A trauma informed approach is an effective model to support these vulnerable learners in their education.
- 2.8** It is recognised that Ysgol Y Deri is the organisation with the experience and skills to implement the trauma informed approach most effectively across the Vale of Glamorgan. Consequently, Ysgol Y Deri coordinating the function of the Centre for Learning and Wellbeing would mean that our most vulnerable learners receive the most effective support and nurture provision as key components of their education. The approach outlined also aligns with the social, emotional and

mental health (SEMH) Action Plan developed by the Council and as such, is the logical next step in progressing the wider Council approach.

- 2.9** It envisaged that the Centre for Learning and Wellbeing would provide support and provision for pupils who have needs that are so significant that they presently cannot be met by Y Daith and alternative providers. The Council has no specialist provision for these learners at present, so they are often placed out of county for educational purposes at significant cost. It is envisaged that the Centre for Learning and Wellbeing would make provision for more of these complex SEMH learners than Y Daith can facilitate. Education Other Than at School (EOTAS) provision would be managed by the Council and the relevant resources would be retained.
- 2.10** £4.4m has been allocated as part of Band B of the Council's 21st Century Schools Programme to provide a new building for the Centre for Learning and Wellbeing. Court Road Depot has been identified as the preferred site for the new building. Court Road Depot is owned by the Council and is currently being used by the Directorate of Environment and Housing. Operations are in the process of being relocated and the site has been included within the Council's Local Development Plan as a housing site. However, it is proposed that the site is utilised for the Centre for Learning and Wellbeing instead.
- 2.11** It is proposed that the Centre for Learning and Wellbeing is established from September 2021 and Y Daith is discontinued. Subject to the approval of this proposal, the governing body of Ysgol Y Deri would work alongside the management committee of Y Daith to establish a transition plan which would include development of the staffing structure for the new Centre for Learning and Wellbeing ahead of September 2021. Y Daith staff would transfer to Ysgol Y Deri from September 2021.
- 2.12** Development of the new school building would begin from January 2021 with the appointment of a contractor to undertake design and procurement services. Construction would begin onsite from December 2021 and would be completed for January 2023 when staff and pupils would transfer to the new site. Between September 2021 and January 2023, the Centre for Learning and Wellbeing would be managed by Ysgol Y Deri, utilising the existing buildings at Amelia Trust Farm and Cowbridge.
- 2.13** The Loft and the Burrow at Gladstone Primary School provide periods of support within an educational setting for Key Stage 2 and Foundation Phase pupils displaying complex social, emotional and mental health difficulties. The team of trauma informed practitioners; including Specialist Teachers, Learning Support Assistants, and other specialist therapists work together with the pupils' parents to target difficulties related to the pupils' behaviours that are posing a barrier to further inclusion, educational achievement and/or wellbeing. The provision has been piloted over the last academic year and has been highly successful in meeting the needs of children with such complex needs. Prior to the development of this provision it would have been difficult to meet the needs of these pupils in the Vale, and many would have required placements in out of county specialist provision.

- 2.14** In order to ensure the ongoing success and future development of this provision it would be beneficial for this highly specialised provision to become a satellite under the umbrella of Ysgol y Deri. This would ensure that staff working in the provision can be part of a wider team of specialists. This would give greater access to professional support, training and development which would benefit staff and children alike.
- 2.15** It is proposed that the resource base is formally established from September 2021.

### **Benefits of the Proposal**

**2.16** The main benefits of this proposal are:

- Addresses the condition and suitability of existing buildings currently utilised by Y Daith.
- Reduction in transport costs as a result of the Centre for Learning and Wellbeing being located in a more central location within the Vale of Glamorgan.
- Provides innovative and creative learning environments which are adaptable to change and would challenge and support children to reach their full potential.
- Increases the level of community access and interaction through the use of the school's educational facilities whilst meeting the needs of the school.
- Provides suitable accommodation for pupils of all age groups, thereby removing the need to operate a split site provision.
- Makes provision within the Vale for larger numbers of our pupils with complex SEMH needs at both primary and secondary phases of education.
- It is recognised that Ysgol Y Deri is the organisation with the experience and skills to implement the trauma informed approach most effectively within and across the Vale. As such, Ysgol Y Deri coordinating the function of the Centre for Learning and Wellbeing and specialist resource base would mean that some of our most vulnerable learners receive the most effective support and nurture provision as key components of their education.
- Centre for Learning and Wellbeing and specialist resource base staff would benefit from the most up to date and effective continuing professional development experiences accessed by Ysgol Y Deri staff.
- Increased opportunities for continuous professional development with Centre for Learning and Wellbeing and specialist resource base staff forming part of Ysgol Y Deri.
- Improved resilience as a result of a coordinated approach managed by Ysgol Y Deri.
- At present Y Daith's staffing structure is small in scale and being part of a larger entity would provide greater resilience in terms of staffing.
- Access to Ysgol Y Deri's wider network of buildings would provide greater scope for provision to be made for those learners who suffer from acute anxiety and mental health issues. At present there is no such provision offered by Y Daith.

- Reduced reliance on costly out of county provision.

### **Statutory Process**

- 2.17** Welsh Government’s revised School Organisation Code 2018 came into effect on the 1st November 2018. The Council must “act in accordance with the Code” as determined by the School Standards and Organisation (Wales) Act 2013.
- 2.18** Section 48 of the School Standards and Organisation (Wales) Act 2013 Act requires that before school organisation proposals are published they must first be subject to consultation. A consultation document must be published and provided to prescribed consultees and Welsh Ministers.
- 2.19** Consultees must be advised by letter or email of the availability of the consultation document and that a hard copy can be obtained on request. Consultees must be given at least 42 days to respond to the document, with at least 20 of these being school days.
- 2.20** A consultation report must be published including a summary of comments received and the Council's response to these comments, at least two weeks prior to the publication of any statutory notice.
- 2.21** The Council must then decide whether or not to proceed with the proposal within 26 weeks of the end of the period allowed for consultation responses. If following the consultation process the Council decides that the proposal is to be progressed, a statutory notice would be published providing 28 days for objections. The notice must be published on a school day and must include 15 school days (in addition to the day on which it is published).
- 2.22** If objections are received, an objection report must be published with a summary of the objections and the Council's response before the end of 7 days beginning with the day of its determination.

### **3. How do proposals evidence the Five Ways of Working and contribute to our Well-being Objectives?**

- 3.1** The Well-being of Future Generations Act 2015 (“the 2015 Act”) requires the Council to think about the long-term impact of their decisions, to work better with people, communities and each other and to prevent persistent problems such as poverty, health inequalities and climate change.
- 3.2** The Council has committed as part of the Corporate Plan 2020-2025 to achieving a vision of ‘Working Together for a Brighter Future’. This plan is reflective of the Welsh Government’s Well-being of Future Generations Act and is comprised of four Well-being objectives to deliver this vision:
- Objective 1 - To work with and for our communities
  - Objective 2 - To support learning, employment and sustainable economic growth
  - Objective 3 - To support people at home and in their community

- Objective 4 - To respect, enhance and enjoy our environment

**3.3** To make sure we are all working towards the same purpose, the 2015 Act puts in place seven well-being goals on the Council. The 2015 Act makes it clear the listed public bodies must work to achieve all of the goals, not just one or two, these being:

- A prosperous Wales
- A resilient Wales
- A healthier Wales
- A more equal Wales
- A Wales of cohesive communities
- A Wales of vibrant culture and Welsh Language
- A globally responsible Wales

**3.4** The 21st Century Schools Programme contributes to achieving the wellbeing goals by:

- Improving sustainability of school buildings through the creation of BREEAM Excellent accommodation.
- Ensure an efficient supply and demand of school places across the Vale of Glamorgan through effective forecasting of future demand.
- Providing additional school places to meet increased demand as a result of recent and proposed housing developments.
- Providing facilities available for community use.

**3.5** The 2015 Act imposes a duty on all public bodies in Wales to carry out “sustainable development”, defined as being, "The process of improving the economic, social, environmental and cultural well-being of Wales by taking action, in accordance with the sustainable development principle, aimed at achieving the well-being goals." The action that a public body takes in carrying out sustainable development includes setting and publishing well-being objectives, and taking all reasonable steps in exercising its functions to meet those objectives.

**3.6** The 2015 Act sets out five ways of working needed for the Council to achieve the seven well-being goals, these being:

- The importance of balancing short-term needs with the needs to safeguard the ability to also meet long-term needs.
- Considering how the Council’s objectives impact upon each of the wellbeing goals listed above.
- 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 Council services.
- Acting in collaboration with other persons and organisations that could help the Council meet its wellbeing objectives.



- Acting to prevent problems occurring or getting worse.

**3.7** The 21st Century Schools Programme meets the five ways of working by:

- Responding to the need to ensure that there is a well-managed balance of supply and demand of school places as a result of recent and planned housing developments. It is recognised that the changing demographics in the Vale of Glamorgan will significantly affect the demand for our services. Short term and long term need and the assessment of demographic increases is an important aspect of the Council's strategic planning responsibilities.
- Developing schools that will have an environment reflective of the national mission for education in Wales and future curriculum.
- Working towards ensuring that all pupils within the Vale have every opportunity to attain the best possible outcomes. This ambition is achieved by ensuring that schools remain sustainable, reflects the needs of local communities and are equipped with the best possible learning environments.
- Contributing towards a healthier Wales by supporting sustainable transport strategies and providing additional sport facilities.
- Contributing towards a prosperous Wales by committing to working with Welsh Government on the 21st Century Schools Programme. The 21st Century Schools and Education Programme in the Vale of Glamorgan will drive greater social value while delivering on the Welsh Government's community benefits through its investment in education infrastructure and employment. Specifically, it will increase contributions to education, training and skills across the Vale and the region and provide opportunities for local tradespeople and to use local resources, wherever possible.
- Delivering rigorous consultation with open communication channels and numerous opportunities for stakeholders to engage throughout the process.
- Ensuring that schools are of the right size, in the right places and serving the educational needs of their local communities as part of the school organisation process.

## **4. Resources and Legal Considerations**

### **Financial**

- 4.1** Subject to the approval of this proposal, a significant capital investment would be made to construct a new Centre for Learning and Wellbeing on the Court Road Site. The Council would be responsible for managing the construction of the new building as part of the 21st Century Schools Programme.
- 4.2** It is estimated that the total capital funding required to build a new school would be £4.4million. The Council is expected to receive £3.3million in Welsh Government funding through the 21st Century Schools Programme, subject to the approval of a business case. The Council's contribution is included as part of the capital programme.

- 4.3** There are no capital implications for the establishment of the specialist resource base at Gladstone Primary School as existing school buildings would be utilised.
- 4.4** The revenue budget for the Centre for Learning and Wellbeing would be delegated to Ysgol Y Deri as part of the budget setting process and included within the special schools' formula.
- 4.5** The current revenue budget for Y Daith amounting to £898,000 is not delegated to schools and currently sits within the central Learning and Skills budget. The revenue requirement for the Centre for Learning and Wellbeing would be met via a transfer of the Y Daith budget from the central Learning and Skills budget to the delegated special school budget. The Ysgol Y Deri Governing Body would be responsible for the delegated budget of the Centre for Learning and Wellbeing. As outlined above, EOTAS provision would be managed by the Council and the relevant resources would be retained.
- 4.6** The revenue budget for the specialist resource base at Gladstone would be transferred from the delegated mainstream schools' budget to the delegated special school budget and included within the special schools' formula.
- 4.7** The 2020/21 full year budget requirement for the resource base is £598,000. The 2021/22 budget would be transferred to Ysgol Y Deri from September 2021 and managed by the Ysgol Y Deri governing body.

### **Employment**

- 4.8** The governing body of Ysgol Y Deri would be responsible for developing a staffing structure for the Centre for Learning and Wellbeing and the specialist resource base at Gladstone primary school. Any proposed changes to staffing would be subject to full consultation with staff and the relevant trade unions where necessary.
- 4.9** Subject to the approval of this proposal, the governing body of Ysgol Y Deri would work alongside the management committee of Y Daith and governing body of Gladstone Primary School to establish a transition plan which would include development of the staffing structure for the new Centre for Learning and Wellbeing and specialist resource base ahead of September 2021. Y Daith staff and those in the specialist resource base at Gladstone Primary School would transfer to Ysgol Y Deri from September 2021.

### **Legal (Including Equalities)**

- 4.10** Part 1 of the Education Act 1996 ("the 1996 Act") imposes a number of general duties on all local authorities in Wales. The general duty in section 13 of the 1996 Act is to contribute (so far as the Council's powers enable them to do so) towards the spiritual, moral, mental and physical development of the community by securing that efficient primary education and secondary education are available to meet the needs of the population of their area.

- 4.11** Section 13A(3) of the 1996 Act states that a local authority in Wales must ensure that their relevant education functions and their relevant training functions are exercised by the authority with a view to promoting high standards, and promoting the fulfilment of learning potential by every person to whom the subsection applies, including those who are of compulsory school age or are below school age and are registered as pupils at schools maintained by the authority.
- 4.12** Section 14 of the 1996 Act then provides that the Council shall secure that sufficient schools for providing primary education and secondary education are available in the Council's area. Schools available for an area shall not be regarded as sufficient unless they are sufficient in number, character and equipment to provide for all pupils the opportunity for appropriate education. Appropriate education means education which offers such variety of instruction and training as may be desirable in view of (a) the pupils' different ages, abilities and aptitudes; and (b) the different periods for which they may be expected to remain at school, including practical instruction and training appropriate to their different needs.
- 4.13** Powers for Councils to develop school organisation proposals are governed by the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code 2018. The Council is to comply with the relevant provisions in connection with the proposal.

#### **(1) School Standards and Organisation (Wales) Act 2013**

- 4.14** Part 3 of the School Standards and Organisation (Wales) Act 2013 ("the 2013 Act") is concerned with school organisation. The Welsh Ministers have issued the School Organisation Code ("the Code"). Local authorities must, when exercising functions under Part 3 of the 2013 Act, act in accordance with any relevant requirements contained in the Code, and must have regard to any relevant guidelines contained in it. A copy of the Code is found here: <https://gov.wales/sites/default/files/publications/2018-10/school-organisation-code-second-edition.pdf>
- 4.15** Chapter 2 of Part 3 of the 2013 Act deals with school organisation proposals.
- 4.16** Section 48(2) of the 2013 Act provides that before publishing such proposals, a proposer (in this case, the Council) must consult on its proposals in accordance with the Code. The consultation document must be issued during the term time of the schools affected and consultees must be given at least 42 days to respond to the document, with at least 20 of these being school days.
- 4.17** The proposer must publish a report on the consultation it has carried out in accordance with the Code. The consultation report must summarise each of the issues raised by consultees, responding to these by means of clarification, amendment to the proposal or rejection of the concerns, with supporting reasons; and setting out Estyn's view (as provided in its consultation response) of the overall merits of the proposal.
- 4.18** If a local authority decides to proceed with a proposal to make regulated alterations to a maintained school, it must publish proposals to that effect in

accordance with the Code (section 48(1)). The proposal must be published by way of statutory notice. Chapter 4 of the Code sets out specific requirements as to how statutory proposals must be published. Proposals must be published on a school day and the objection period must include 15 school days (in addition to the day on which it is published).

- 4.19** Section 49 of the 2013 Act makes provision for any person to object to proposals published under section 48 within the objection period of 28 days. The Council must then publish a summary of all objections made to the proposal and its response to those objections before the end of 7 days beginning with the day of the Council's determination.
- 4.20** The local authority proposer must then determine whether the proposals should be implemented. Where a local authority's proposals have received objections, and require determination, those objections will be carefully considered before a final determination is made. A further report to Cabinet will be prepared before any such determination is made. This determination must take place before the end of 16 weeks beginning with the end of the objection period.

## **(2) The Code**

**4.21** The Code contains the following elements:

- It imposes requirements in accordance with which relevant bodies (including all local authorities in Wales) must act. Where mandatory requirements are imposed by the Code or by the 2013 Act or another statute or statutory instrument, it is stated that the relevant bodies must comply with the particular provision. Where practices are prohibited, it is stated that the relevant bodies must not use this practice.
- It includes statutory guidance to which the Council must have due regard and sets out the policy context, general principles and factors that should be taken into account by those bringing forward proposals to reconfigure school provision and by those responsible for determining proposals. Where guidance is given by the Code, it is stated that relevant bodies should follow this guidance unless they can demonstrate that they are justified in not doing so.

**4.22** Paragraph 1.1 of the Code sets out the key background principles and policies, which should be taken into account by the Council in developing school organisation proposals. These include:

- United Nations Convention on the Rights of the Child
- The Well-being of Future Generations (Wales) Act 2015 (see below)
- Cymraeg 2050, A Million Welsh Speakers
- Action Plan, Cymraeg 2050
- One Wales: One planet, a new sustainable development scheme for Wales May 2009 or any successor strategy
- Child Poverty Strategy for Wales (issued February 2011 Information document number 95/2011), or any successor strategy
- Faith in Education

- Local plans for economic or housing development
- Welsh in Education Strategic Plans (made under part 4 of the School Standards and Organisation (Wales) Act 2013)
- Children and Young People’s Plans (or successor plans)
- 21st Century Schools – Capital Investment Programme and the relevant wave of investment
- Learner Travel Statutory Provision and Operational Guidance 2014:  
<https://beta.gov.wales/learner-travel-statutory-provision-and-operational-guidance>
- Measuring the capacity of schools in Wales, Circular No: 021/2011:  
<https://beta.gov.wales/measuring-capacity-schools-guidance>
- Children and Young People’s National Participation Standards

**4.23** Section 1.4 of the School Organisation Code 2018 outlines that Councils should consider the extent to which the proposal would support the targets in the approved Welsh in Education Strategic Plan (WESP).

### **(3) The Well-being of Future Generations (Wales) Act 2015**

**4.24** The Well-being of Future Generations (Wales) Act 2015 (‘the 2015 Act’) sets out new ways of working – of planning and making decisions – for local authorities and other public bodies it lists. The aim is that, by improving these things, the overall well-being of Wales will be better improved by the things public bodies collectively do. The Act and the statutory guidance makes it clear that local authorities must, in the course of their corporate planning and their delivery against those plans:

- balance short term needs against the ability to meet long term needs;
- think about the impact their objectives have on other organisations’ objectives, and on the well-being of Wales, in an integrated way;
- involve in those processes people who reflect the diversity of the population they serve;
- work together collaboratively with other organisations to better meet each other’s objectives; and
- deploy their resources to prevent problems from getting worse or from occurring in the first.

**4.25** The statutory guidance, for organisations subject to the Act, sets out the expectations for how the duties should be met:

<http://gov.wales/topics/people-and-communities/people/future-generations-act/?lang=en>

**4.26** The Act itself is available to view online:

<http://www.legislation.gov.uk/anaw/2015/2/contents/enacted>

**4.27** Current practice on the use of surplus school accommodation, Information document No 158/2014.

#### **(4) Equalities Act 2010**

- 4.28** The Council has to satisfy its public sector duties under the Equalities Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics.
- 4.29** A full Equality Impact Assessment will be developed as part of the consultation exercise and will be included within the consultation report.

#### **5. Background Papers**

- 5.1** 15 July 2019, 21st Century Schools Programme - Band B Update and Current Position. (Cabinet minute C39)
- 5.2** EP COVID-19 101, 21<sup>st</sup> Century Schools – Special Education in the Vale of Glamorgan. (Managing Director’s Emergency Powers)

## DIRECTORATE OF LEARNING AND SKILLS Consultation Document

**Consultation on the proposal to transform special education in the Vale by:**

- **establishing a specialist resource base at Gladstone primary school as a satellite of Ysgol Y Deri from September 2021;**
- **discontinuing Y Daith and establishing a new Centre for Learning and Wellbeing under the management of Ysgol Y Deri from September 2021; and**
- **constructing a new building for the Centre for Learning and Wellbeing pupils on the Court Road Depot site in Barry from January 2023.**



This document can be made available in Braille and in other community languages if needed. Please contact us on 01446 709828 or [21stcenturyschools@valeofglamorgan.gov.uk](mailto:21stcenturyschools@valeofglamorgan.gov.uk) to arrange this and/or to submit any queries.

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# Introduction

### Background

The Vale of Glamorgan Council is committed to ensuring that all pupils within the Vale have every opportunity to attain the best possible outcomes. In order to achieve this ambition, it is essential that we ensure schools remain sustainable, reflect the needs of our local communities, and are equipped with the best possible learning environments.

On 9 July 2020, the Council's Managing Director approved a strategy to transform special education in the Vale of Glamorgan to meet projected future demand and best meet the needs of our most vulnerable learners. The strategy identified three key areas:

1. Establish a new Centre for Learning and Wellbeing (CL&W), which will replace Y Daith, the Council's pupil referral unit (PRU);
2. Establish specialist resource bases (SRB) in mainstream schools to ensure learners have access mainstream education; and
3. Increase capacity of Ysgol Y Deri (YYD), the Council's special school, to meet projected demand for special education.

The Managing Director authorised the Director of Learning & Skills to undertake a **consultation from Monday 7 September 2020 to Sunday 18 October 2020** on a proposal to establish a new Centre for Learning and Wellbeing (CL&W) which will replace Y Daith, the Council's pupil referral unit (PRU), and to establish a specialist resource base at Gladstone primary school. It is proposed that both of those provisions are to be managed by the governing body of Ysgol Y Deri (YYD).

### The proposal

This document explains the **Council's proposal to transform specialist education by;**

- **establishing a SRB at Gladstone primary school as a satellite of YYD from September 2021;**
- **discontinuing Y Daith and establishing a new CL&W under the management of YYD from September 2021; and**
- **constructing a new building for the CL&W pupils on the Court Road Depot site in Barry from January 2023.**

This proposal is considered under section 2.3 of the School Organisation Code (2018) and the Education (Pupil Referral Units) (Management Committees etc.) (Wales) Regulations 2014. Section 2.3 of the School Organisation Code refers to Regulated Alterations of a school, which includes:

- increasing the capacity of a special school by at least 10% or 20 places;
- a change in the type of special education needs (SEN) for which a special school makes provision;
- the introduction or removal of SEN provision or any change in the type of such provision; and
- the transfer of any school to a new site or sites.

### Responding to the proposal

The Vale of Glamorgan Council is committed to ensuring that consultations are meaningful, relevant and appropriate for the communities that are involved, and the Council has a duty of care to ensure that proposals are clear, transparent, and reflective of those affected. This is a vision

that can only be realised by working in partnership with schools, governors, parents and the wider communities we all serve.

This consultation gives you the opportunity to ask questions and make comments that will be considered when the Council's Cabinet decides how to proceed.

Further information regarding planned stakeholder engagement sessions and how you can respond to the consultation is detailed in the "Involving stakeholders and responding to the consultation" section from page 34. This section links to the online survey and contains a response form if you would like to submit a response via post.

**Under the School Organisation Code (2018), it is vital that any feedback be received by Sunday 18 October 2020 in order to be considered as part of this consultation. Any items received after that date cannot be considered.**

## Explanation of terms used in this document

**'AN'** (Admission Number) - All maintained schools must admit pupils up to at least their published admission number. The admission number is the number of pupil places available in each year group.

**'ALN'** (Additional Learning Needs) - A pupil has additional learning needs if they have a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.

**'Capacity'** – The capacity of a school is the total number of statutory aged pupil places available, it excludes nursery places.

**'Catchment Area'** - The geographic area from which students are eligible to attend a local school. Catchment children will always take priority over applications from outside the catchment area however there is no guarantee that any child will be admitted to their chosen school.

**'Community'** - A type of state-funded school in which the local education authority employs the school's staff, is responsible for the school's admissions and owns the school's estate.

**'Denominational'** - Schools with a designated religious character e.g. Church in Wales.

**'Discontinuing'** – Ending a type of education provision. The establishment of a CL&W would result in the existing PRU being discontinued.

**'EA'** (Equality Act) - The Act covers all aspects of school life to do with how a school treats pupils and prospective pupils, parents and carers, employees, and members of the community. Everything a school does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage. In particular, a school must not discriminate, harass or victimise a pupil or potential pupil in relation to; admissions, the way it provides education for pupils, how it provides pupils access to any benefit, facility or service, and excluding a pupil or subjecting them to any other detriment.

**'EIA'** (An Equality Impact Assessment) - EIA is a process designed to ensure that a policy, project or scheme does not discriminate against any protected groups.

**'EM'** (English Medium) – A school where teaching and learning is primarily conducted through the medium of English.

**'LA'** (Local Authority) - The Local Authority referred to in this document means the Vale of Glamorgan Council unless otherwise stated.

**'MC'** (Managing Committee) - The management committee plays a strategic and advisory role in setting out and maintaining the vision, aims and objectives of the PRU in conjunction with the LA.

**'MUGA'** (Multi-Use Games Area) – A year-round sports area, usually containing a steel anti vandal outdoor fenced area with built in goal post units for various types of sports games, such as football, basketball or tennis. The outer fencing makes it easier to keep the ball in play.

**'NOR'** (Number on Roll) - The number of pupils attending a school. Nursery places are excluded.

**'PLASC'** (Pupil Level Annual School Census) - In January of every year, verified information is collected by schools for submission to the Welsh Government. This includes the number of pupils enrolled in each school, their age groups, home addresses, ethnicity and data on Welsh language, free school meals eligibility, special education needs and first language.

**'PRU'** (Pupil Referral Unit) - A PRU is a type of school established by a LA which has a duty to provide suitable education for children and young people who, by reason of illness, exclusion or otherwise, may not receive such education in a mainstream school.

**'SA'** (School Action) - When a class or subject teacher identifies that a pupil has ALN they provide interventions that are additional to or different from those provided as part of the school's usual curriculum.

**'SA+'** (School Action +) - When a class or subject teacher and the ALN Co-ordinator are provided with advice or support from outside specialists, so that alternative interventions additional or different to those provided for the pupil through SA can be put in place.

**'Section 106'** - The Section 106 contribution is sought from anyone who has an interest in the building of a housing development, towards the costs of providing community and social infrastructure, educational provision, open space / play equipment, transport or healthcare for those occupying the new homes.

**'SEMH'** (Social, Emotional and Mental Health) – SEMH needs are a type of special educational need where a child communicates through behaviour in response to unmet social, emotional or mental health needs.

**'SRB'** (Specialist Resource Base) - A facility within the school for children with special educational needs.

**'Statemented'** - A child has a Statement of Educational Need (SEN), otherwise known as ALN, if they have learning difficulties which require special educational provision to be made. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age or that the child has a disability that needs different educational facilities from those that the school generally provides.

**'WM'** (Welsh Medium) - A school where teaching and learning is primarily conducted through the medium of Welsh.

# The Proposal

### Summary

The proposal is to establish a new CL&W and a SRB at Gladstone primary school as part of a wider strategy to transform specialist educational provision within the Vale.

#### **The Council proposes to transform specialist education in the Vale by;**

- **establishing a SRB at Gladstone primary school as a satellite of YYD from September 2021;**
- **discontinuing Y Daith and establishing a new CL&W under the management of YYD from September 2021; and**
- **constructing a new building for the CL&W pupils on the Court Road Depot site in Barry for January 2023.**

This proposal is considered under section 2.3 of the School Organisation Code (2018) and the Education (Pupil Referral Units) (Management Committees etc.) (Wales) Regulations 2014.

Section 2.3 of the School Organisation Code refers to Regulated Alterations of a school; the elements within this section which are relevant to the proposal are;

- increasing the capacity of a special school by at least 10% or 20 places;
- a change in the type of special education needs for which a special school makes provision;
- the introduction or removal of SEN provision or any change in the type of such provision; and
- the transfer of any school to a new site or sites.

#### **What would this mean?**

The proposal would mean discontinuing the Council's current PRU, Y Daith, and establishing a new CL&W under the management of YYD. It would also establish a new SRB at Gladstone primary school which would operate as a satellite of YYD.

The SRB at Gladstone Primary School has been trialled over the past 12 months. The base utilises areas within the existing school buildings. It is proposed that this is formally established from September 2021, continuing to use the existing facilities at Gladstone Primary School.

Subject to the approval of this proposal, the governing body of YYD would work alongside the management committee of Y Daith to establish a transition plan which would include development of the staffing structure for the new CL&W ahead of September 2021.

In addition, a new school building would be constructed on the Court Road Depot site in Barry for January 2023. Pupils and staff of the proposed CL&W would operate out of the current Y Daith buildings in Cowbridge and at Amelia Trust Farm in the interim.

A description of the educational facilities the building and site would have as standard and some examples from previous schools built under the 21<sup>st</sup> Century Schools programme are set out in more detail in the "Land and Buildings" section (from page 21). However, it should be noted that feedback on the construction of a new building is not directly considered as part of this education proposal under the School Organisation Code (2018). **The building and related transport infrastructure would be subject to a full planning process at a later stage if the proposal were to go ahead.**

## Why are we proposing the changes?

The main driver for this proposal is to meet increased demand for specialist educational provision within the Vale to best meet the needs of our most vulnerable learners.

### **Centre for Learning and Wellbeing (CL&W)**

Y Daith is the Council's PRU which provides suitable education for children and young people who, by reason of illness, exclusion or otherwise, may not receive such education in a mainstream school. This is a mixture of onsite teaching, as well as external provision.

Y Daith is currently based across two sites with key stage 3 taught at Amelia Trust Farm and key stage 4 taught in Cowbridge.

As a PRU, Y Daith is not a school and does therefore not have a governing body. The management committee (MC) plays a strategic and advisory role in setting out and maintaining the vision, aims and objectives of the PRU in conjunction with the Council.

The Council has been considering alternative options to best meet the needs of these pupils. It was originally proposed that the Council would establish a new Centre for Behavioural Excellence which would be constructed as a standalone facility on the Whitmore High School site. This building would be in addition to the new 1100 place school building currently under construction. However, when further work was undertaken regarding the provision, the site was considered unsuitable due to the limited external space. As a result, the Council has explored a range of options for the new school. As the provision has progressed, the Centre for Learning and Wellbeing (CL&W) was considered a more appropriate name.

When a child has experienced abuse, neglect or other significant trauma, the emotional injury can profoundly affect their behaviour, particularly when they're challenged themselves. They might become openly abusive or find more subtle ways to undermine the practitioner. Understandably distrustful of adults, they expect to be rejected and so feel that it's safer to reject those there to help.

It is recognised that YYD is the organisation with the experience and skills to implement the trauma informed approach most effectively across the Vale of Glamorgan. Consequently, YYD coordinating the function of the CL&W will mean that some of our most vulnerable learners receive the most effective support and nurture provision as key components of their education. The approach outlined also aligns with the Social, Emotional and Mental Health (SEMH) Action Plan developed by the Council and as such, is the logical next step in progressing the wider Council approach.

It is envisaged that the CL&W would provide support and provision for pupils who have needs that are so significant that they presently cannot be met by Y Daith and alternative providers. The Council has no specialist provision for these learners at present so they are often placed out of county (OOC) for educational purposes at significant cost. It is envisaged that the CL&W will be able to make provision for more of these complex SEMH learners than Y Daith can facilitate.

£4.4m has been allocated as part of Band B of the Council's 21<sup>st</sup> Century Schools Programme to provide a new building for the CL&W. Court Road Depot has been identified as the preferred site for the new building. Court Road Depot is owned by the Council and is currently being used by the Directorate of Environment and Housing. Operations are in the process of being relocated and the site has been included within the Council's Local Development Plan as a housing site. However, it is proposed that the site is utilised for the CL&W instead.

It is proposed that the CL&W is established from September 2021 and Y Daith is discontinued. Subject to the approval of this proposal, the governing body of YYD would work alongside the management committee of Y Daith to establish a transition plan which would include development of the staffing structure for the new CL&W ahead of September 2021.

Development of the new school building would begin from February 2021 with the appointment of a contractor to undertake design and procurement services. Construction would begin onsite from December 2021 and would be completed for January 2023 when staff and pupils would transfer to the new site. Between September 2021 and January 2023, the CL&W would be managed by YYD, utilising the existing buildings at Amelia Trust Farm and Cowbridge.

### **Gladstone Primary School Resource Base**

The Loft and the Burrow at Gladstone Primary School provide periods of support within an educational setting for pupils who are affected by past and ongoing trauma. These children display extremely challenging behaviours. The team of trauma informed practitioners; including Specialist Teachers, Learning Support Assistants, and other specialist therapists work together with the pupils' parents to target difficulties related to the pupils' behaviours that are posing a barrier to further inclusion, educational achievement and/or wellbeing.

The provision has been piloted over the last academic year and has been highly successful in meeting the needs of children with such complex needs. Prior to the development of this provision it would have been difficult to meet the needs of these pupils in the Vale, and many would have required placements in out of county specialist provision.

The following extracts are from the Council's annual review (2019-2020) of performance against its Well-being Outcome, 'An Aspirational and Culturally Vibrant Vale'. The report highlights Gladstone primary as a positive case study of additional specialist provision:

The approach at Gladstone Primary school is predicated on the understanding that unless children are emotionally healthy and feel safe, secure and valued they will never achieve their potential and will be unable to develop a love of learning. The school values reflect the importance of this, and values assemblies promote this understanding. There is a values-based curriculum in place which provides feedback to children. A 'Values Council' enables children to contribute to this and children are involved in monitoring the learning. Central to the work of the school is that no child is left without help to process, talk through and make sense of major painful life events when they want to, with someone trained to provide empathic response and for as long as is needed.

Gladstone Primary School has a 'wrap around' nurture programme for all pupils, especially to support pupils from deprived backgrounds. There is a strong focus within the school on providing a safe and nurturing environment where all pupils and staff feel happy. Consequently, staff know their pupils and families very well and work openly, positively and productively with them in a non-judgmental way. All staff have received appropriate training (including PACE, WINE, ACES and Trauma relationship training) and understand the barriers facing pupils who have experienced trauma and harmful experiences and recognise the challenges these pupils need to overcome to become resilient, well and happy.

The school environment has been developed to support social engagement including outdoor spaces, small group spaces, and nurture environments such as breakfast clubs etc. A designated room, called 'The Cwtch', is the centre to the school's nurture



provision. The school describes this as 'very much a home from home' with soft furnishings, gentle lighting, a spiced apple scent, ornaments and a collection of teapots. Staff have tried to create 'Granny's house' for pupils. A safe place. The school have been developing this room since 2012 in recognition of pupils that struggle to learn because of their physical or emotional wellbeing.

The school works closely with families, the local authority and other agencies to ensure 'wrap around' support for each pupil. Motional is used to monitor the impact of the interventions and to plan new strategies and interventions as needed. There is a whole school approach to using PACE (play acceptance curiosity and empathy) in all interactions with distressed/ stressed parents, children and with colleagues so they feel calmed, heard, connected with and valued.

The standards of behaviour across the school have improved, with the school reporting a 4% increase so far this year in the number pupils feeling that other pupils behave well across the school. There has been a 7% increase in the number of pupils feeling that the school deals well with any bullying issues. The most recent Children's World in Wales survey indicated that 91% of children in the school believe their teachers care about them. Similarly, they feel extremely safe, and well supported by adults. This is considerably higher when compared to other schools in Wales. Other analysis notes that the school is significantly better than the average for schools in its local authority. In particular, pupils' self-esteem levels are very high and anger levels are very low. All pupils are very motivated and apply themselves well during lessons.

The school also notes that it has seen a 25% decrease in the number of letters sent home to parents as a consequence of its whole-school behaviour strategy. The rate of exclusions has reduced and the number of 'X strikes' for physical violence has also reduced.

Gladstone Primary school achieved the Trauma Informed School Award in 2019.

Key strengths of the school's practice as noted during inspection are:

- The ethos of the school is predicated upon a genuine care for the children and an understanding that without warm, caring relationships children cannot thrive. These relationships are evident at every level and all adults are able to talk eloquently about the way in which they contribute to them. Even the caretaker works with groups of children working on practical activities.
- Meet and greet takes place every day. Parents as well as children are made to feel welcome and have an opportunity to share how they are feeling as they come into school.
- Staff training is a strength of the school, all adults have been given considerable training in a range of models to support children they have an extensive knowledge of the best ways in which to engage with children in order to support their mental health and wellbeing.
- School leaders support staff very effectively. They provide feedback in the moment and make time to check in with staff following issues and tricky events.
- Practitioners model best practice at all times and are available to support staff as needed.
- Practice in year 3 has been adapted to meet the needs of the cohort and to provide the opportunities for children to continue to learn through play-based activities.
- The availability of emotionally available adults to children who are suffering from stress and anxiety helps to ensure that children do not remain in heightened states and are supported quickly.
- Staff wellbeing is important, and staff are well supported.

- There is an embedded and fully implemented understanding of the importance of positive relationships and the way in which PACE can be used to support children.
- There is a wide range and quality of interventions available to children.

In order to ensure the ongoing success and future development of this provision it would be beneficial for this highly specialised provision to become a satellite under the umbrella of YYD. This will ensure that staff working in the provision can be part of a wider team of specialists. This will give greater access to professional support, training and development which will benefit staff and children alike.

It is proposed that this SRB is formally established from September 2021 and utilises existing buildings upon the Gladstone primary school site.

# Implications of the proposal

## School information

The following section outlines the potential implications of the proposal, including educational outcomes, finance, human resources and transport.

The Council has collated information about the schools to help inform these potential implications. The School Information document includes the most recent Estyn inspection, National Categorisation of school report, and internal assessments of the buildings condition and suitability of each school.

The School Information document can be viewed via the following link:  
[www.valeofglamorgan.gov.uk/centreforlearningandwellbeing](http://www.valeofglamorgan.gov.uk/centreforlearningandwellbeing)

## Educational outcomes

### Standards and progress

#### **Centre for Learning & Wellbeing**

Learners would benefit from being part of a larger organisation with additional staff to provide targeted support to individuals. As outlined above, it is recognised that YYD is the organisation with the experience and skills to implement the trauma informed approach most effectively across the Vale of Glamorgan. Consequently, YYD coordinating the function of the CL&W will mean that some of our most vulnerable learners receive the most effective support and nurture provision as key components of their education. A trauma informed approach can help prevent challenging behaviour by creating a safe environment where learners are helped to manage their emotions and are taught about mental health. This approach would have a positive impact on learners which would improve individual progress and performance, ensuring learners reach their potential.

The new CL&W would be purpose built to meet the needs of pupils. This will ensure pupils have the facilities required to fulfil a varied curriculum. This would also reduce reliance on external provision which would ensure continuity for learners. The new CL&W would also provide the opportunity to provide full time provision for Key Stage 4 pupils, which is not currently available.

#### **Specialist Resource Base**

The SRB would ensure early interventions are available for primary aged learners. As outlined above, it is recognised that YYD is the organisation with the experience and skills to implement the trauma informed approach most effectively across the Vale of Glamorgan. Consequently, YYD coordinating the function of the CL&W will mean that some of our most vulnerable learners receive the most effective support and nurture provision as key components of their education. A trauma informed approach can help prevent challenging behaviour by creating a safe environment where learners are helped to manage their emotions and are taught about mental health. This approach would have a positive impact on learners which would improve individual progress and performance, ensuring learners reach their potential.

Evidence suggests that schools that best support pupils with adverse childhood experiences also build resilience and emotional strength in all their pupils, a good basis upon which they can progress to achieve their potential. The SRB has been trialled over the last 12 months which has positively impacted on pupils throughout Gladstone Primary School.

## Wellbeing and attitudes to learning

### **Centre for Learning & Wellbeing**

As a result of the proposal, the Centre would be transferred to a new building on a large, single site. The new building would be designed to meet the needs of learners and to provide a varied curriculum. The new building would enhance pupil wellbeing by providing break out areas as well as small rooms for interventions and therapy sessions.

The new building would also include specialist teaching facilities, such as science, art and technology. This would ensure pupils are offered a wide-ranging curriculum to best suit their needs. The school would also be equipped with an indoor fitness suite which would improve pupil wellbeing.

One of the main limitations with the existing sites is the limited external space. The new CL&W on the Court Road Site would include a multi-use games area (MUGA) and a mixture of hard and soft recreational areas. There are also existing workshops that could be retained to further enhance the curriculum through the provision of vocational learning.

The new site would also improve access to local facilities. The existing Amelia Trust Farm site has limited local amenities which require transport to access. Jenner Park Stadium is next to the proposed site of the CL&W. This facility includes a 400m running track and a 3G pitch. There are also allotments to the rear of the site which could be utilised by school, subject to availability.

As part of YYD, the CL&W would benefit from a wider network of support to target the individual needs of pupils.

### **Specialist Resource Base**

Gladstone Primary School has a 'wrap around' nurture programme for all pupils, especially to support pupils from deprived backgrounds. There is a strong focus within the school on providing a safe and nurturing environment where all pupils and staff feel happy. Consequently, staff know their pupils and families very well and work openly, positively and productively with them in a non-judgmental way. All staff have received appropriate training and understand the barriers facing pupils who have experienced trauma and harmful experiences and recognise the challenges these pupils need to overcome to become resilient, well and happy. The SRB would be accommodated across two designated areas of the school, the Loft and the Burrow.

As part of YYD, the SRB would benefit from a wider network of support to target the individual needs of pupils. This would also provide access to specialist facilities where appropriate.

## Teaching and learning experiences

### **Centre for Learning & Wellbeing**

Due to the split site and varied classroom size, it has not been possible to group KS3 and KS4 pupils of Y Daith to provide seamless continuity. The new building and site would ensure this is possible.

Estyn referenced a five day offer not being in place at Y Daith as a shortcoming during the most recent inspection. It is envisaged that the new building will enable a 5-day offer for particularly vulnerable pupils with complex SEMH needs.

The new CL&W building would provide 21<sup>st</sup> century learning environments, including improved

ICT infrastructure, collaborative breakout areas, and effective circulation. This would enable a teaching and learning environment to better meet the needs of learners.

Outdoor learning is an important consideration within 21<sup>st</sup> Century Schools, design and provision within the new site would include nature areas and sporting facilities. Schools delivered within Band A of the 21<sup>st</sup> Century Schools have created nature areas with ponds, bug hotels and planting as part of their outdoor learning spaces.

The proposed new building and site would allow for further development of a curriculum filled with rich experiences that challenges children, raises attainment and supports pupils' wellbeing.

The Council's 21<sup>st</sup> Century Schools Team would be responsible for managing the build process. A contractor would be appointed using the SEWSCAP framework. SEWSCAP is a construction framework used by 16 local authorities and provides pre-qualified and suitably experienced contractors to deliver the 21<sup>st</sup> Century Schools Programme, and other public buildings, relating to both new build and refurbishment projects over £1.5 million. Contractors on the SEWSCAP framework all have extensive experience delivering school buildings on live sites, meaning they understand and make arrangements for work schedules to fit around examinations and other important events in the school calendar. Demonstrating clear plans for logistics management is one of the areas considered in the tendering process. There would also be regular meetings between the Council, contractor and school to ensure the design and construction progress runs smoothly and any issues can be resolved efficiently.

There are potential educational benefits for pupils during the construction phase as appointed contractors would hold site visits and workshops with pupils. For example, on a previous project an English lesson was held on site and pupils wrote poems about their experiences. Workshops suitable for relevant key stages would be held with pupils. Additionally, the project would participate in the construction ambassadors programme, which enables pupils to gain confidence and skills by learning more about construction and updating their peers on site progress.

### **Specialist Resource Base**

As outlined above, it is recognised that YYD is the organisation with the experience and skills to implement the trauma informed approach most effectively across the Vale of Glamorgan. Consequently, YYD coordinating the function of the SRB would mean that our most vulnerable learners receive the most effective support and nurture provision as key components of their education. The approach outlined also aligns with the social, emotional and mental health (SEMH) Action Plan developed by the Council and as such, is the logical next step in progressing the wider Council approach. The SRB has been trialled over the past 12 months and has had a positive impact throughout the school.

As part of YYD, learners would have access to specialist facilities provided at YYD and the proposed CL&W.

## **Care, support and guidance**

### **Centre for Learning & Wellbeing**

The proposal would significantly improve the learning environment and increase facilities to support wellbeing, including break out spaces for pastoral care and purpose-built areas for additional learning needs support and interventions.

Security arrangements within the building would also be a key consideration and South Wales Police would be consulted as part of the design process and the 'Designing Out Crime' officer

would provide feedback on the proposed design. A lockdown strategy would also be developed to limit visitor access throughout the school building. The new building would provide an intercom and security lobby to enhance security arrangements.

### **Specialist Resource Base**

Gladstone Primary School's work in the area of trauma informed practice has increased expediently since the SRB was established last year. Five members of staff are already trauma-informed practitioners with further staff either training or about to begin training. This training has been disseminated well to the wider staff. The school now has a school welfare dog. The school is supporting other schools who are trying to increase their capacity in this area and the Headteacher has shared her expertise in a number of conferences. The school has very recently been accredited as a trauma and mental health informed school and are the first to be awarded this status in Wales. The proposal would enable this professional development to continue under the expertise of YYD to maximise positive outcomes for pupils' emotional well-being.

## **Leadership and management**

### **Centre for Learning & Wellbeing**

The CL&W would form part of YYD which would result in increased resilience. In October 2016, Estyn judged the YYD leadership to be 'Excellent'. The Estyn report also noted that the leadership worked skilfully and imaginatively during the amalgamation of three separate special schools to establish YYD.

The proposal would better facilitate distributed leadership and an increased workforce. This would support continued professional development, increase resilience and reduce the burden of staff responsibilities often linked to small PRUs.

It is recognised that YYD is the organisation with the experience and skills to implement the trauma informed approach most effectively across the Vale of Glamorgan. Consequently, YYD coordinating the function of the CL&W would mean that our most vulnerable learners receive the most effective support and nurture provision as key components of their education. The approach outlined also aligns with the social, emotional and mental health (SEMH) Action Plan developed by the Council and as such, is the logical next step in progressing the wider Council approach.

### **Specialist Resource Base**

The SRB would form part of YYD which would result in increased resilience. In October 2016, Estyn judged the YYD leadership to be 'Excellent'. Estyn also noted that the leadership worked skilfully and imaginatively during the amalgamation of three separate special schools to establish YYD.

YYD would work in partnership with the Headteacher and staff at Gladstone Primary School to meet the needs of learners.

It is recognised that YYD is the organisation with the experience and skills to implement the trauma informed approach most effectively across the Vale of Glamorgan. Consequently, YYD coordinating the function of the SRB would mean that our most vulnerable learners receive the most effective support and nurture provision as key components of their education. The approach outlined also aligns with the social, emotional and mental health (SEMH) Action Plan developed by the Council and as such, is the logical next step in progressing the wider Council approach.

## Welsh language provision

The Council's School Investment Programme reflects the Council's commitments in the Welsh in Education Strategic Plan (WESP), which aims to ensure that demand for Welsh medium education can be met in the long-term. It is in line with Welsh Government's National Cymraeg 2050 strategy and contributing to its ambitious target of 1 million Welsh speakers by 2050.

Whilst teaching and learning is predominately delivered through the medium of English at Y Daith, YYD and Gladstone Primary School, Welsh medium provision would be made available at the proposed CL&W and SRB when required. This would be delivered by bilingual LSAs employed by YYD. The CL&W and SRB would form part of YYD, which provides increased resilience and coordination to deliver Welsh-medium provision.

## Additional Learning Needs (ALN) provision

On 9 July 2020, the Council's Managing Director approved a strategy to transform special education in the Vale of Glamorgan to meet projected future demand and best meet the needs of our most vulnerable learners. The strategy identified three key areas:

1. Establish a new Centre for Learning and Wellbeing (CL&W), which will replace Y Daith, the Council's pupil referral unit (PRU);
2. Establish specialist resource bases (SRB) in mainstream schools to ensure learners have access to mainstream education; and
3. Increase capacity of Ysgol Y Deri (YYD), the Council's special school, to meet projected demand for special education.

YYD is the Council's special school and all pupils have statements of special educational needs for severe learning difficulties, profound and multiple learning difficulties, moderate learning difficulties or autistic spectrum disorders. The school is a key driver in Welsh Government's ALN transformation and has worked very successfully with partner schools, agencies and broader stakeholders.

The proposal to establish a CL&W and SRB under the overall management of YYD would provide a consistent approach across special education provision in the Vale of Glamorgan. The CL&W and SRB would benefit from the school's specialist skills, knowledge and facilities.

## Impacts upon other schools

### Local Schools

There are currently 8 schools in the area surrounding Court Road in Barry:

School name	Type	Language	Age range	Capacity*	Nursery places (part-time)	Distance from Court Road site (miles)
Jenner Park	Community	English	3 – 11	216	58	0.1
St Helen's	Catholic	English	3 – 11	308	N/A	0.4
Holton	Community	English	3 – 11	420	64	0.5
Cadoxton	Community	English	3 – 11	420	100	0.6



Oak Field	Community	English	3 – 11	210	52	0.7
Ysgol Gwaun Y Nant	Community	Welsh	3 – 11	420	82	0.7
Gladstone	Community	English	3 – 11	420	90	0.8
Ysgol Sant Curig	Community	Welsh	3 – 11	420	114	1

\*statutory school age – i.e. does not include nursery.

Normal admissions arrangements do not apply and so CL&W and SRB will not compete with local schools (please see “Admissions” section below for further details).

## Ysgol Y Deri

YYD already oversees the function of the Engagement Service (formally the Primary Behaviour Team hosted by the Local Authority (LA)), which provides support and guidance to primary schools regarding the strategies and approaches that best meet the requirements of pupils with SEMH needs.

The CL&W and SRB (at Gladstone primary school) being placed under the umbrella of YYD’s wider network of provisions and service functions will allow for coherence and alignment in terms of the promotion of the trauma informed approach to support all pupils with SEMH needs. It will ensure a core strand related to the trauma informed ethos and approach runs through both the primary and secondary sectors within Vale schools.

It is recognised that YYD is the organisation with the experience and skills to implement the trauma informed approach most effectively within and across the LA. As such, YYD coordinating the function of the CL&W and SRB will mean that some of our most vulnerable learners receive the most effective support and nurture provision as key components of their education. The approach outlined also aligns with the SEMH Action Plan developed by the LA, and as such, is the logical next step in progressing the wider LA approach.

## Admissions

### Previous numbers on roll

Table 2 – Previous NOR at Gladstone, Y Daith and YYD (data from PLASC and EOTAS*)							
School	Type	Language	Capacity	2017	2018	2019	2020
Gladstone	Community	EM	420	297	396	396	389
Y Daith	PRU	EM	56	52	60	71	70
YYD	Special	EM	205	245	240	259	277

\*Education otherwise than at school (EOTAS)

### Projected numbers on roll

Table 3 – Projected demand at Gladstone, Y Daith and YYD (data from PLASC)							
School	Type	Language	Capacity	2020	2021	2022	2023
Gladstone	Community	EM	420	389	390	387	377
Y Daith*	PRU	EM	56	70	NA	NA	NA
YYD*	Special	EM	205	277	NA	NA	NA

\*There is no recognised pupil projection formula usually applied to schools as places are determined upon a needs basis. Further details are set out below.

## Admissions arrangements

All admission to the CL&W and the SRB at Gladstone Primary School would be via the Council's SEMH Panel. All admissions must be endorsed by the Lead Officer for Social Inclusion and Wellbeing and/or the Head of Standards and Provision.

Pupils access to the provision will be via local authority panels, and placements will be determined in a partnership between the YYD leadership team and senior LA officers. The LA's link officer to the provision will be the Lead Officer for Social Inclusion and Wellbeing.

### **Centre for Learning & Wellbeing**

The CL&W would have responsibility for the portfolio of the Vale of Glamorgan's present secondary sector PRU, Y Daith, which currently provides education to approximately 80 pupils. This number fluctuates throughout the year and includes pupils accessing Education Other Than At School (EOTAS) provision organised by the LA. LA officers will retain responsibility for funding, organising and monitoring all LA brokered EOTAS placements. Learners who are placed with EOTAS providers on a full-time basis will not be on roll at the CL&W.

If a CL&W pupil placement becomes challenging to sustain for any reason, the LA must be given a term's notice (inclusive of holidays) formally in writing to say that the intention of YYD is to end the placement. The notice must stipulate that the placement is vulnerable, the reasons for this and the alternatives that have been considered. Receipt of the notice will trigger an emergency meeting between the CL&W's management and the LA link officer (Lead Officer for Social Inclusion and Wellbeing). All options must be exhausted prior to a CL&W placement being terminated. In the absence of a resolution, LA officers will then consider further options at a cross service meeting or equivalent forum. CL&W learners must not be taken off roll at YYD until an appropriate alternative placement is secured.

It is envisaged that the CL&W would make provision available at a suitable site for learners with school significant mental health issues and high levels of anxiety which preclude them from attending mainstream school. These learners should be able to access a hub provision and virtual online curriculum, managed by the CL&W staff as appropriate.

It is envisaged that the CL&W will be able to provide appropriate outreach support, guidance and strategies to mainstream secondary schools in relation to the pupils with SEMH needs, as required.

There would be regular half termly meetings with the designated LA link officer to discuss provision, vulnerable placements and key actions.

### **Specialist Resource Base**

The SRB would accommodate around 10 pupils.

If a pupil placement becomes challenging to sustain for any reason, the LA must be given a term's notice (inclusive of holidays) formally in writing to say that the intention of YYD is to end the placement. The notice must stipulate that the placement is vulnerable, the reasons for this and the alternatives that have been considered. Receipt of the notice will trigger an emergency meeting between the SRB management and the LA link officer. All options must be exhausted prior to a placement being terminated. In the absence of a resolution, LA officers will then consider further options at a cross service meeting or equivalent forum. SRB learners must not be taken off roll at YYD until an appropriate alternative placement is secured.

There would be regular half termly meetings with the designated LA link officer to discuss provision, vulnerable placements and key actions.

## Land and Buildings

### **Centre for Learning & Wellbeing**

There is insufficient space within the current YYD buildings and site to accommodate the proposed CL&W and SRB. Other ALN provision is being expanded at YYD under a separate proposal.

It is proposed a new building would be constructed on the Court Road Depot site in Barry to accommodate the CL&W. This building would be sufficient to accommodate around 60 full time pupils and would be compliant with Building Bulletin standards (the framework for school buildings). The leasing of facilities at Amelia Trust Farm for Y Daith would cease. No proposals have been formalised for the Y Daith building in Cowbridge.

The new school building for the CL&W on the Court Road Depot site in Barry would include suitably sized classrooms, a main hall for sport and dining, offices for senior staff and administration, a staffroom, and break out areas for pupil interventions. The school would be fenced to safeguard pupils with intercom access for visitors. Within the grounds, there would be external play areas, a multi-use games area (MUGA) and habitat areas to enhance pupil wellbeing.

The design team would work closely with the school to ensure nature-based skills are developed through tailored outdoor provision. If the proposal were to go ahead, suitable tree species and vegetation to enhance the Court Road Depot site would be identified through extensive ecology surveys. Schools delivered within Band A of the 21<sup>st</sup> Century Schools have also previously created nature areas with ponds, bug hotels, and planting as part of their outdoor learning spaces.

All options within the Court Road Depot site would be considered and subject to full planning application. The planning approval would also be subject to sustainable drainage requirements which involves extensive designs for surface water management; i.e. water flow rates must meet specific requirements and be achieved through natural solutions like swales and raingardens.

The proposed new school building would provide:

- A high-quality IT rich learning environment for pupils meeting the educational curriculum needs of the 21<sup>st</sup> Century
- Unobstructed access between all internal areas for children and staff
- Enhanced safeguarding and site security for pupils and staff
- Improved outdoor sports facilities for both pupil and community use
- Specialist provision to provide a curriculum that best meets the needs of learners
- Full access for the whole community with full disabled access to internal and external areas.

Some example images of school buildings constructed during Band A of the 21<sup>st</sup> Century Schools programme are available below and more can be found on our main webpage:

[www.valeofglamorgan.gov.uk/21st-Century-Schools](http://www.valeofglamorgan.gov.uk/21st-Century-Schools)



**Double-height hall at Ysgol Dewi Sant**



**Flexible "heart" space at Ysgol Dewi Sant**



**Ysgol Y Deri secure reception area**



**Outside view of Oak Field Primary**

**Figure 1 – Images from previous schools built by the Vale's 21<sup>st</sup> Century Schools programme**

### **Specialist Resource Base**

The buildings and site at Gladstone primary school are a suitable size to accommodate the SRB. The SRB would utilise existing facilities currently used to support pupils with complex trauma needs.

## **Finance**

### **Capital Funding**

#### **Centre for Learning & Wellbeing**

Subject to the approval of this proposal, a significant capital investment would be made to establish the CL&W. The Council would manage the process and the governing body, staff, parents and pupils of the schools would be fully engaged in the development of the plans. The Council would also be responsible for managing the construction.

The establishment of the CL&W has been included as part of Band B of the Council's 21<sup>st</sup> Century Schools Programme. £4.4m has been allocated to this scheme which is part funded by Welsh Government. As a special school, 75% of the funding would be provided by Welsh Government and 25% would be funded by the Council. The Council's contribution of £1,100k is included within the capital programme.

The Council's capital funding breakdown is as follows:



<b>Table 4 – Breakdown of capital funding</b>	
	<b>Funding (£)</b>
Welsh Government Grant	3,300,000
Reserves	643,000
Section 106	284,000
Capital Receipts	100,000
General Capital Funding	73,000
<b>Total</b>	<b>4,400,000</b>

### **Specialist Resource Base**

The proposed SRB at Gladstone Primary School would utilise existing buildings and no capital funding is required.

## **Revenue Funding**

### **Centre for Learning & Wellbeing**

The revenue budget for the CL&W would be delegated to YYD as part of the budget setting process and included within the special schools' formula.

The current revenue budget for Y Daith amounting to £898,000 is not delegated to schools and currently sits within the central Learning and Skills budget. The revenue requirement for the CL&W will be met via a transfer of the Y Daith budget from the central Learning and Skills budget to the delegated special school budget. The YYD Governing Body will be responsible for the delegated budget of the CL&W.

### **Specialist Resource Base**

The revenue budget for the specialist Resource base at Gladstone would be transferred from the delegated mainstream schools' budget to the delegated special school budget and included within the special schools' formula.

The 2020/21 full year budget requirement for the resource base is £598,000. The 2021/22 budget would be transferred to YYD from September 2021 and managed by the YYD Governing body.

## **Human Resources**

The governing body of YYD would be responsible for developing a staffing structure for the CL&W and the SRB at Gladstone primary school. Any proposed changes to staffing would be subject to full consultation with staff and the relevant trade unions where necessary.

Subject to the approval of this proposal, the governing body of YYD would work alongside the management committee of Y Daith and governing body of Gladstone Primary School to establish a transition plan which would include development of the staffing structure for the new CL&W and SRB ahead of September 2021. All staff currently employed at Y Daith and in the SRB at Gladstone Primary School would transfer to YYD from September 2021.

## Transport and learner travel arrangements

### **Centre for Learning & Wellbeing**

The Council has a statutory duty to provide free school transport for pupils of statutory school age who reside beyond walking distance to the nearest appropriate school. In accordance with 'The Learner Travel (Wales) Measure 2008'.

Y Daith is currently served by 2 minibuses and 6 taxis. This proposal would result in an overall reduction in learner travel. This is due to the proposed location being in a more central location within the Vale of Glamorgan. 60% of the existing pupils being transported to the PRU currently reside in Barry. These journeys would be considerably reduced by the proposal.

Traffic and transport implications would be considered as part of the Transport Assessment that would be required in order to achieve planning consent for the building works should this proposal be implemented. A full transport assessment would be undertaken as part of the design process for the new school building. This would assess the impact on the local infrastructure and include a swept path analysis to ensure compliance with current legislation on accessibility for all emergency services. The transport assessment would be used as part of the design process to mitigate against any negative impacts identified.

If the proposal were to progress, active travel would be an important consideration within the site design to support the realisation of the Active Travel (Wales) Act 2013. Additional bike and scooter storage would be provided at the new school site to encourage active travel to school where possible. As part of the soft landings provision, the 21<sup>st</sup> Century Schools team and contractors would work with the school to develop an updated travel plan which would support measures to increase active travel to school.

### **Specialist Resource Base**

There are no transport implications as the SRB would remain on the Gladstone Primary School site. Pupils who are eligible for free learner transport are able to apply to the Council's School Transport Team.

# Other considerations

## Potential benefits of this proposal compared to the status quo

- Addresses the condition and suitability of existing buildings currently utilised by Y Daith.
- Reduction in transport costs as a result of the CL&W being located in a more central location within the Vale of Glamorgan.
- Provides innovative and creative learning environments which are adaptable to change and will challenge and support children to reach their full potential.
- Increase the level of community access and interaction through the use of the school's educational facilities whilst meeting the needs of the school.
- Provides suitable accommodation for pupils of all age groups, thereby removing the need to operate a split site provision.
- Makes provision within the Vale for larger numbers of our pupils with complex SEMH needs at both primary and secondary phases of education.
- It is recognised that YYD is the organisation with the experience and skills to implement the trauma informed approach most effectively within and across the LA. As such, YYD coordinating the function of the CL&W and SRB would mean that some of our most vulnerable learners receive the most effective support and nurture provision as key components of their education.
- CL&W and SRB staff would benefit from the most up to date and effective continuing professional development experiences accessed by YYD staff.
- Increased opportunities for continuous professional development with CL&W and SRB staff forming part of Ysgol Y Deri.
- Improved resilience as a result of a coordinated approach managed by Ysgol Y Deri.
- At present Y Daith's staffing structure is small in scale and being part of a larger entity will provide greater resilience in terms of staffing.
- Access to YYD's wider network of buildings will provide greater scope for provision to be made for those learners who suffer from acute anxiety and mental health issues. At present there is no such provision offered by Y Daith.
- Reduced reliance on costly out of county provision.

## Potential disadvantages of this proposal compared to the status quo

- Management of staff and resources may be disrupted during the implementation of the proposal.

## Potential risks of this proposal and measures to mitigate identified risks

**Table 5 – Potential risks and mitigation measures**

Risk	Mitigation
------	------------



<p>The numbers of SEMH pupils are increasing year on year. There is a risk that the provision is at capacity very early on in its lifespan and we will be looking for ways to expand in the short term.</p>	<p>The internal layout of the CL&amp;W will be flexible and adaptable to meet varying needs of pupils.</p> <p>Future expansion will be factored into the site masterplan should this be required in the future.</p>
<p>Traffic management around the Court Road site could be difficult to manage (safety and pollution concerns).</p>	<p>A full transport assessment would be undertaken as part of the design process for the new school building. This would assess the impact on the local infrastructure and include a swept path analysis to ensure compliance with current legislation on accessibility for all emergency services. This would also include assessment of safe walking routes. The transport assessment would be used as part of the design process to mitigate against any negative impacts identified.</p> <p>There is scope through the design and build process to improve connecting pathways to enhance the safety and enjoyment of the routes. Designs would be subject to the formal planning process which includes a statutory consultation with local residents.</p>

## Equality impact assessment

An Equality Impact Assessment will be carried out as part of the consultation process.

An Equality Impact Assessment (EIA) is a process that looks at a policy or scheme to make sure it does not discriminate against anyone based on the protected characteristics set out in the Equality Act 2010 (age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion/belief, sex, sexual orientation).

The assessment will be reviewed after the consultation and at key points if the proposal proceeds.

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

## Community impact assessment

A Community Impact Assessment has been undertaken to determine any impacts this proposal would have on the local community. The proposal was assessed across a number of measures.

The impact assessment identifies that the proposal would likely have a neutral impact on the local community across 1 of the 8 measures assessed. The proposal would likely have a positive impact on the local community across 7 of the 8 measures assessed. Overall, the proposal would likely have a positive impact on the local community.

The full Community Impact Assessment can be viewed via the following link:

## Contributions to the Wellbeing of Future Generations

The Wellbeing of Future Generations (Wales) Act 2015 requires the Council to think about the long-term impact of their decisions, to work better with people, communities and each other and to prevent persistent problems such as poverty, health inequalities and climate change.

To make sure we are all working towards the same purpose, the Act puts in place seven Wellbeing goals and five ways-of-working which must inform the decision-making processes of public bodies.

The proposal has been appraised in terms of how it contributes to delivering upon the aspirations of the Act, the Wellbeing goals, and the ways-of-working. This is does not form part of the statutory consultation process but was considered beneficial to meeting the spirit of the Act.

The full appraisal of this proposal's contributions to the Wellbeing of Future Generations can be viewed via the following link: [www.valeofglamorgan.gov.uk/centreforlearningandwellbeing](http://www.valeofglamorgan.gov.uk/centreforlearningandwellbeing)

## Alternatives considered

Table 6 – Alternatives considered	
Option	Why was this option discounted?
<p><b>Option 1:</b>  <b>Construct a new Centre for Behavioural Excellence on the Whitmore High School site</b></p>	<p>When further work was undertaken to determine the provision for a new Centre for Behavioural Excellence, the Whitmore High School site was deemed unsuitable due to limited external space. As referenced in the “Why are we proposing these changes” section above (from page 9), the proposal for a new Centre for Behavioural Excellence was revised and a CL&amp;W and SRBs were determined to be more suitable to meet the needs and aspirations for some of our most vulnerable learners.</p> <p>Following this investigation, Gladstone Primary School was identified as the preferred location for the SRB (SEMH) due to work undertaken to support learners with SEMH difficulties. For example, the school provides a nurture breakfast in the ‘Cwtch’ to ensure that vulnerable pupils feel happy and safe before joining class and this extends to any pupil who is unhappy at the start of the day. The ‘Cwtch’ is highly effective in reducing instances of inappropriate or aggressive behaviour in mainstream classes and around the school. Gladstone Primary School also has sufficient space to accommodate the SRB (SEMH) within the existing buildings.</p> <p>Whitmore High School has been identified as the preferred option for another SRB which would provide support for learners on the autistic spectrum. This proposal is subject to a separate consultation. The SRB (autism) would be accommodated within the new building being constructed on the Whitmore High School site.</p>
<p><b>Option 2: Establish the Centre for Learning and Wellbeing as a</b></p>	<p>It is recognised that YYD is the organisation with the experience and skills to implement the trauma informed approach most effectively within and across the LA. As such, YYD coordinating the function of the CL&amp;W will mean that some of our most vulnerable learners receive the most</p>

**standalone special school with its own governing body and headteacher.**

effective support and nurture provision as key components of their education. The approach outlined also aligns with the SEMH Action Plan developed by the LA, and as such, is the logical next step in progressing the wider LA approach.

# The Statutory Consultation process

## The Statutory Consultation process

**Table 7 - Outline of the statutory consultation process**

<b>Steps</b>	<b>Description</b>
<b>Step 1: Develop a proposal</b>	An initial proposal will be developed and considered by the Council's Cabinet. Section 2 of the School Organisation Code outlines when the statutory procedure is required.
<b>Step 2: Cabinet consideration</b>	The Council's Cabinet to consider the proposal and approval to consult.  Due to restrictions imposed as a result of COVID-19 the Council's Managing Director determined to consult on this proposal using the emergency powers procedure on 9 July 2020.
<b>Step 3: Consultation</b>	A consultation document must be published on the Council website. The consultation document must be published on a school day and consultees must be given at least 42 days to respond to the document, with at least 20 of these being school days. Stakeholders identified in section 3.4 of the School Organisation Code (2018) must be notified by letter/email.  <b>The consultation period for this proposal starts on Monday 7 September 2020 and ends on Sunday 18 October 2020.</b> See page 38 for further details of how to respond and make your views known.  Within 13 weeks of 18 October 2020 a consultation report will be published on the Council's and website. Hard copies of the report will also be available on request. The report will summarise the issues raised by consultees during the consultation period and responses to these issues. The report will also contain Estyn's view of the proposals.  In November 2020 Cabinet will consider the consultation report and decide whether or not to progress to the next stage. If the Council decides to continue with the proposals it must publish a statutory notice.
<b>Step 4: Consultation response report</b>	Feedback submitted during the consultation period will be considered and a response report will be developed and presented to Cabinet for consideration.
<b>Step 5: Cabinet consideration</b>	Cabinet will consider the consultation response report and determine whether to publish the report and to approve the publication of the proposal in the form of a statutory notice.
<b>Step 6: Statutory notice</b>	The statutory notice must be published on a school day and as outlined in section 4.1 of the School Organisation Code (2018).  The statutory notice would be published on the Vale of Glamorgan Council website and posted at or near the main entrance to the school. Copies of the notice would be distributed to pupils, parents, guardians, and staff members. The school may also distribute the notice by email. The notice would set out the details of the proposals and invite anyone who wishes to object to do so in writing within the specified period.
<b>Step 7: Objection period</b>	Anyone wishing to make objections to a proposal has the opportunity to do so. Objections must be made in writing or by email and sent to the proposer before the end of 28 days beginning with the day on which the notice was published.

<b>Step 8: Objection report</b>	Under section 49 of the School Standards and Organisation (Wales) Act 2013 when objections have been received proposers <b>must</b> publish a summary of the statutory objections and the proposer's response to those objections ("the Objection Report").
<b>Step 9: Cabinet consideration</b>	Cabinet consider the objection report for final determination on the proposal.  The Council would determine the proposal. Cabinet may decide to approve, reject or approve the proposals with modifications. In doing so, the Council would consider any statutory objections that it has received.
<b>Step 10: Decision letter</b>	Confirmation of the decision and objection report availability will be issued to stakeholders.  Following determination of proposals all interested parties would be informed of the decision which will be published electronically on the Vale of Glamorgan Council's website.

**If this proposal is accepted, multiple site surveys would then be completed as part of the design process for the new school building; including a full transport assessment.** The final design would be subject to planning permission. The planning process includes a statutory consultation with local residents.

## Key dates

Feedback from this education consultation will be collated and summarised and a report presented to Cabinet. The consultation report will be available for everybody to view on the Council's website. Copies can also be obtained on request by using the contact details within this document.

There are further stages that the Council will have to go through before a final decision is made. These stages are set out below:

<b>Table 8 – Key dates of the process</b>	
<b>Statutory Process</b>	<b>Timescale</b>
Issue consultation document	<b>7 September 2020</b>
Closing date for views on the proposals	<b>18 October 2020</b>
Consultation report considered by Cabinet and published on the school and Council's website	<b>November 2020</b>
Subject to Cabinet approval, Statutory notice issued during which time formal written objections will be invited	<b>November 2020</b>
End of Statutory Notice Period	<b>December 2020</b>
Determination by Cabinet with objection report.	<b>January 2021</b>
Decision notification	<b>January 2021</b>
Planning process (if proposal accepted)	<b>July – November 2021</b>
Construction period (if planning accepted)	<b>December 2021</b>
Proposal implemented	<b>September 2021 (CL&amp;W would subsequently transfer to new build January 2023)</b>

The proposed timetable may be subject to change.

## Frequently Asked Questions (FAQs)

### ***What is the intended timescale of development?***

It is intended that the proposal would be implemented by September 2021. Construction of the new school on the Court Road Depot site in Barry would commence by December 2021 and be completed by January 2023.

### ***How would potential transport implications be considered as part of this proposal?***

The Council's 21<sup>st</sup> Century Schools Team would be responsible for the build process. A contractor would be appointed and a full transport assessment would be undertaken as part of the design process. Any implications identified would be factored into the design of the new building. The contractor would submit a full planning application for the new building.

### ***Who would manage the construction of the new school building?***

The Council's 21<sup>st</sup> Century Schools Team would be responsible for managing the build process. A contractor would be appointed using the SEWSCAP framework. SEWSCAP is a construction framework used by 16 local authorities and provides pre-qualified and suitably experienced Contractors to deliver the 21<sup>st</sup> Century Schools Programme, and other public buildings, relating to both new build and refurbishment projects over £1.5 million. A programme of engagement would be devised to ensure all stakeholders are informed of progress and are able to feed into the design process. There would be regular meetings between the Council, contractor and school.

### ***How would we be involved throughout the design process?***

A programme of engagement would be devised to ensure all stakeholders are informed of progress and are able to feed into the design process. There would be regular meetings between the Council, contractor and school. Any feedback or thoughts can be sent to the 21<sup>st</sup> Century Schools Team on: [21stcenturyschools@valeofglamorgan.gov.uk](mailto:21stcenturyschools@valeofglamorgan.gov.uk)

Any further Frequently Asked Questions posed during the consultation will be added to the consultation webpage.



# **Involving stakeholders and responding to the consultation**



## Involving school stakeholders in the consultation

Our consultation process follows Welsh Government guidelines outlined in the School Organisation Code (2018). A range of individuals and groups are being asked for their views about these proposals.

Before any decisions are made, the Council needs to ensure that it offers a number of opportunities for individuals and interested groups to make their views and opinions on the proposals known to enable Cabinet to consider these views as part of the decision-making process.

The Council is consulting with the following groups:

Table 9 - List of groups to consult as part of the consultation process	
Staff (teaching and non-teaching) at YYD, Gladstone primary school and Y Daith	Governing Body of YYD and Gladstone primary school
Parents/Carers and Guardians of children YYD, Gladstone primary school and Y Daith	Management Committee of Y Daith
Town and Community Councils	Diocesan Directors of Education
Vale of Glamorgan Children and Young People's Programme Board	Vale of Glamorgan Early Years Development Partnership (EYDCP)
Assembly Members (AM's) / Members of Parliament (MP's) / Regional Assembly Members	Local Councillors
Rhieni dros Addysg Gymraeg (RHAG)	Welsh Language Commissioner
Estyn	Primary and Secondary schools in the Vale of Glamorgan
Welsh Government Ministers	Central South Consortium Joint Education Service
Local Police and Crime Commissioner	Trade Unions
Council's Transportation Department	Directors of Education – All Neighbouring Authorities

## Involving children in the consultation

It is important that when bringing forward proposals, Councils must make suitable arrangements to consult with pupils and, where possible, those pupils likely to attend the school. The Council firmly believes that the pupils of Y Daith, Gladstone primary school and YYD should be given the opportunity to make their views known about this proposal.

Consultation workshops are normally held with the school councils of all schools affected by the proposals. Due to the ongoing Covid-19 situation it may not be possible to hold consultation workshops, however the Council will endeavour to ensure the views of children are represented as part of the consultation. As always, pupils can submit a consultation response via the form or online survey linked below.

## How you can find out more and give your views

### Find out more

This document and further supporting information can be found on the Vale of Glamorgan website: [www.valeofglamorgan.gov.uk/centreforlearningandwellbeing](http://www.valeofglamorgan.gov.uk/centreforlearningandwellbeing)

Any updates can also be found on social media through the [Vale of Glamorgan Council Twitter feed](#) and via the [Vale of Glamorgan Council Facebook page](#).

You can also contact us on **01446 709828** or [21stcenturyschools@valeofglamorgan.gov.uk](mailto:21stcenturyschools@valeofglamorgan.gov.uk) for further information on the proposal.

Community and parent drop-in sessions would normally be held during the consultation. Due to the ongoing Covid-19 situation it is not feasible to hold these sessions. However, you can contact us at any time during the consultation with any queries using the contact details provided above. We will also update the webpage FAQs with frequent queries and responses.

### Give your views

The consultation period will run from **17 September to 18 October 2020**. You can respond to our proposals at any time during this period. Your views are important to us, and there are a number of ways that you can let us know.

You can:

- Complete the online response form at:  
<https://wh1.snapsurveys.com/s.asp?k=159913321643>
- or
- Complete the consultation response form at the end of this document and send to:

Freepost RTGU-JGBH-YYJZ  
Transforming Special Education Consultation  
The Vale of Glamorgan Council  
Civic Offices  
Holton Road  
Barry  
CF63 4RU

Please note that all comments submitted in writing should contain the full name and postcode of the person making the comments.

**The closing date for responses to this consultation is 18 October 2020. Unfortunately, responses received after this date will not be considered by the Council.**

All responses given to us will be considered by Cabinet before it decides whether or not to publish a statutory notice about the proposals.

Responses received from consultees who are opposed to these proposals, although considered as part of the consultation report, will not be treated as statutory objections. A statutory objection would form part of the statutory notice period, if it is approved at the next stage by the Council's

Cabinet. If you wish to object to the notice at the next stage of the process, should it proceed, you will need to do so in writing during the statutory objection period. These key dates are outlined on page 32.

## Consultation Response Form

Your views matter. Please tell us what you think about the proposal by:

- **completing the online response** form at <https://wh1.snapsurveys.com/s.asp?k=159913321643>

or

- answering the consultation questions and **adding your points of view on this form**

Please return the form to the postal address:

Freepost RTGU-JGBH-YYJZ  
 Transforming Special Education Consultation  
 Corporate and Customer Services  
 The Vale of Glamorgan Council  
 Civic Offices,  
 Holton Road  
 Barry CF63 4RU

**The closing date for responses to this consultation is 18 October 2020. Unfortunately, no responses received after this date can be considered.**

Consultation responses will not be counted as objections to the proposals, although considered by the Council when making its decision. Objections can only be registered following publication of a statutory notice.

Please note that all comments should contain the full name and postcode of the person making the comments.

Any responses received can be requested under the Freedom of Information Act and may have to be made public. However, any information that would identify an individual such as name, email address and postal address would be removed.

<b>Your Full Name:</b>	
<b>Postcode:</b>	

<b>Please tell us whether you are responding as</b> (tick all which apply):					
Parent or Guardian*	<input type="checkbox"/>	Grandparent*	<input type="checkbox"/>	Pupil*	<input type="checkbox"/>
Member of Staff*	<input type="checkbox"/>	Governor*	<input type="checkbox"/>	Local Resident	<input type="checkbox"/>
Other (please specify)					

<b>*Please confirm which school/s you are affiliated with:</b>	
--	--

**1. Do you support the proposal to transform specialist education?** (Please indicate your response to each part below)

**A) By establishing a new resource base at Gladstone primary school as a satellite of Ysgol Y Deri from September 2021**

Yes

No

No opinion either way

**Please explain why:**

**B) By discontinuing Y Daith and establishing a new Centre for Learning & Wellbeing under the management of Ysgol Y Deri from September 2021**

Yes

No

No opinion either way

**Please explain why:**

**C) By constructing a new building for the Centre for Learning & Wellbeing pupils on the Court Road Depot site in Barry from January 2023.**

Yes

No

No opinion either way

**Please explain why:**

**2. If you would like to suggest any changes or alternatives to the proposals, please detail these below.**

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**3. Any other comments?**

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Thank you for your comments.

Please return this form to the Vale of Glamorgan Council by no later than **18 October 2020**.

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**If you wish to be notified of publication of the consultation report via email or post, please provide the relevant details below:**

<b>I wish to be notified via:</b> (please delete as appropriate)	Email / Post
<b>Email address:</b>	
<b>Postal address:</b>	



## Vale of Glamorgan Equality Monitoring Form

<b>Gender and Gender Identity</b>				
What is your gender?	<input type="checkbox"/> Female <input type="checkbox"/> Male			
At birth were you described as?	<input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Intersex <input type="checkbox"/> Prefer not to say			
<b>Disability</b>				
Are your day-to-day activities limited because of a physical or mental health condition, illness or disability which has lasted, or is expected to last, 12 months or more?	<input type="checkbox"/> Yes – limited a lot <input type="checkbox"/> Yes – limited a little <input type="checkbox"/> No <input type="checkbox"/> Prefer not to say			
<b>Age</b>				
What is your date of birth?				
<b>National Identity</b>				
<b>National Identity – how would you describe your national identity?</b>				
<input type="checkbox"/> Welsh	<input type="checkbox"/> English	<input type="checkbox"/> Scottish	<input type="checkbox"/> Northern Irish	<input type="checkbox"/> British
<input type="checkbox"/> Other (please specify)		<input type="checkbox"/> Prefer not to say		
<b>Ethnic Group</b>				
<b>Ethnicity – how would you describe your ethnic group?</b>				
<b>White</b>				
<input type="checkbox"/> Welsh/English/Scottish/Northern Irish/British		<input type="checkbox"/> Irish		
<input type="checkbox"/> Gypsy or Irish Traveller	<input type="checkbox"/> Any other white background (please specify):			
<b>Mixed/multiple ethnic groups</b>				
<input type="checkbox"/> White and Black Caribbean	<input type="checkbox"/> White and Black African	<input type="checkbox"/> White and Asian		
<input type="checkbox"/> Any other mixed/multiple ethnic background (please specify):				
<b>Asian/Asian British</b>				
<input type="checkbox"/> Indian	<input type="checkbox"/> Pakistani	<input type="checkbox"/> Bangladeshi	<input type="checkbox"/> Chinese	
<input type="checkbox"/> Any other Asian background (please specify):				
<b>Black/African/Caribbean/Black British</b>				
<input type="checkbox"/> African		<input type="checkbox"/> Caribbean		
<input type="checkbox"/> Any other Black/African/Caribbean background (please specify):				
<b>Other ethnic group</b>				
<input type="checkbox"/> Arab				
<input type="checkbox"/> Any other ethnic group (please specify):				
<input type="checkbox"/> Prefer not to say				



**Welsh Language**

Please describe your Welsh language ability by ticking the relevant box(es) below.

	Understand	Speak	Read	Write
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fluent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Sexual Identity**

Which of the following options best describes how you think of yourself?

<input type="checkbox"/> Heterosexual / straight	<input type="checkbox"/> Gay or lesbian	<input type="checkbox"/> Bisexual
<input type="checkbox"/> Other	<input type="checkbox"/> Prefer not to say	

**Religion**

What is your religion?

<input type="checkbox"/> No religion	<input type="checkbox"/> Christian (all denominations)	<input type="checkbox"/> Buddhist
<input type="checkbox"/> Hindu	<input type="checkbox"/> Jewish	<input type="checkbox"/> Muslim
<input type="checkbox"/> Sikh	<input type="checkbox"/> Prefer not to say	
<input type="checkbox"/> Any other religion (please specify):		<input type="checkbox"/> Prefer not to say

**Pregnancy and Maternity**

Are you currently pregnant or have you been pregnant within the last year?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Prefer not to say
Have you taken maternity leave within the past year?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Prefer not to say

**Marriage and Civil Partnership**

What is your legal marital or same sex civil partnership status?	<input type="checkbox"/> Single, that is never married and never registered in a same sex civil partnership <input type="checkbox"/> Married and living with husband/wife <input type="checkbox"/> Separated but still legally married <input type="checkbox"/> Divorced <input type="checkbox"/> Widowed <input type="checkbox"/> In a registered same-sex civil partnership and living with your partner <input type="checkbox"/> Separated, but still legally in a same-sex civil partnership <input type="checkbox"/> Formerly in a same-sex civil partnership which is now legally dissolved <input type="checkbox"/> Surviving partner from a same-sex civil partnership <input type="checkbox"/> Prefer not to say
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## DIRECTORATE OF LEARNING AND SKILLS

# Consultation Document

## – School Information

Consultation on the proposal to transform special education in the Vale by:

- establishing a specialist resource base at Gladstone primary school as a satellite of Ysgol Y Deri from September 2021;
- discontinuing Y Daith and establishing a new Centre for Learning and Wellbeing under the management of Ysgol Y Deri from September 2021; and
- constructing a new building for the Centre for Learning and Wellbeing pupils on the Court Road Depot site in Barry from January 2023.



This document can be made available in Braille and in other community languages if needed. Please contact us on 01446 709828 or [21stcenturyschools@valeofglamorgan.gov.uk](mailto:21stcenturyschools@valeofglamorgan.gov.uk) to arrange this and/or to submit any queries.

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# Introduction

## Background

The Vale of Glamorgan Council is committed to ensuring that all pupils within the Vale have every opportunity to attain the best possible outcomes. In order to achieve this ambition it is essential that we ensure schools remain sustainable, reflect the needs of our local communities, and are equipped with the best possible learning environments.

The Council is committed to ensuring that consultations are meaningful, relevant and appropriate for the communities that are involved, and the Council has a duty of care to ensure that proposals are clear, transparent, and reflective of those affected. This is a vision that can only be realised by working in partnership with schools, governors, parents and the wider communities we all serve.

The proposal is to transform specialist education by;

- establishing a specialist resource base at Gladstone primary school as a satellite of Ysgol Y Deri (YYD) from September 2021;
- discontinuing Y Daith and establishing a new Centre for Learning and Wellbeing (CL&W) under the management of Ysgol Y Deri (YYD) from September 2021; and
- constructing a new building for the Centre for Learning and Wellbeing (CL&W) pupils on the Court Road Depot site in Barry from January 2023.

This proposal is considered under section 2.3 of the School Organisation Code (2018) and the Education (Pupil Referral Units) (Management Committees etc.) (Wales) Regulations 2014.

## Purpose of this document

To provide an overview of the schools affected by this proposal, including:

- background information about the schools;
- the most recent assessments of the schools' buildings and facilities; and
- the most recent assessments of the schools' educational performance.

The information is divided by school and has been used to inform the "Implications of the proposal" section of the consultation document (from page 13).

## School buildings and facilities assessment

The Vale of Glamorgan Council has a vision to provide the best possible facilities for children and young people in the Vale to support their learning. One of the methods used to judge school buildings and facilities is a condition survey. A condition survey involves a visual assessment of all exposed parts of the buildings to identify significant defects and items of disrepair.

The Council surveys and categorises its school buildings on a 4-point scale from good to bad.

<b>Table 1 – Condition Grading System</b>	
<b>Grade</b>	<b>Description</b>
Good	Performing as intended and operating efficiently.
Satisfactory	Performing as intended but exhibiting minor deterioration.
Poor	Exhibiting major defects and/ or not operating as intended.
Bad	Life expired and/or serious risk of imminent failure.

The Council also regularly monitors accrued backlog maintenance noting recommendations from the latest condition survey and accounting for building works which have subsequently been carried out.

## Educational performance assessment

The Vale of Glamorgan Council works closely with the governing bodies of schools to ensure that standards are robust, that teaching and learning is of a high quality, and that leadership and governance is strong. Performance is monitored using two systems; the Estyn report from inspections and Welsh Government’s categorisation of schools.

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

- Estyn is the office of Her Majesty’s Chief Inspector of Education and Training in Wales. It is a Crown body, established under the Education Act 1992. Estyn is independent of the National Assembly for Wales but receives its funding from the Welsh Government under section 104 of the Government Wales Act 1998. Estyn inspects quality and standards in education and training providers in Wales.
- The Central South Consortium Joint Education Service (CSCJES) was established in September 2012. The Local Authority works with the Consortium to support and challenge all schools in the Vale of Glamorgan.

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

### **Estyn Report**

In September 2017 a new Estyn School Common Inspection Framework was introduced for all schools across Wales. Estyn evaluates a provider’s effectiveness using the following four-point judgement scale:

<b>Table 2 – Estyn Inspection Criteria</b>		
<b>Judgement</b>	<b>What the judgement means prior to September 2017</b>	<b>What the judgement means post-September 2017</b>
Excellent	<ul style="list-style-type: none"> <li>• Very strong, sustained performance and practice</li> <li>• Many strengths, including significant examples of sector-leading practice</li> </ul>	<ul style="list-style-type: none"> <li>• Very strong, sustained performance and practice</li> </ul>
Good	<ul style="list-style-type: none"> <li>• Strong features, although minor aspects may require improvement</li> <li>• Many strengths and no important areas requiring significant improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Strong features, although minor aspects may require improvement</li> </ul>
Adequate	<ul style="list-style-type: none"> <li>• Strengths outweigh weaknesses, but important aspects require improvement</li> <li>• Strengths outweigh areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Strengths outweigh weaknesses, but important aspects require improvement</li> </ul>
Unsatisfactory	<ul style="list-style-type: none"> <li>• Important weaknesses outweigh strengths</li> <li>• Important areas for improvement outweigh strengths</li> </ul>	<ul style="list-style-type: none"> <li>• Important weaknesses outweigh strengths</li> </ul>

### **Welsh Government categorisation of schools**

In 2014, Welsh Government introduced a new categorisation system for schools; this was revised in September 2017. Categorisation considers each school's standards alongside the school's capacity to improve in order to determine the level of support required. Organisations such as the CSCJES and the school improvement service then work with schools' leaders to identify provide and/or broker any support required for further improvement.

The categorisation system is described below:

<b>Table 3 – Welsh Government Criteria</b>	
<b>Category</b>	<b>What the category means</b>
Green	A highly effective school which is well run has strong leadership and is clear about its priorities for improvement.
Yellow	An effective school which is already doing well and knows the areas it needs to improve.
Amber	A school in need of improvement which needs help to identify the steps to improve or to make change happen more quickly.
Red	A school in need of greatest improvement and will receive immediate, intensive support.

To determine the support category as explained in the table above, schools are placed in one of four groups for ability to bring about improvement (A-D) with A being the highest for improvement capacity. The revised categorisation system introduced in September 2017 does not use a standards grade.

Of the 45 primary schools in the Vale of Glamorgan, 31 are categorised as green, 20 as yellow, 4 amber and 1 red.

Of the 8 secondary schools in the Vale of Glamorgan, 3 are categorised as green, 4 as yellow, and 1 amber.

**PRUs do not form part of the statutory categorisation process.**

For further information about the categorisation scheme, please see Welsh Government's parents' guide to the National School Categorisation System:  
<http://gov.wales/docs/dcells/publications/150119-parents-guide-en.pdf>





# Gladstone Primary School

## Background information

Gladstone primary school is located in the town of Barry and opened in 1890.

Table 4 – Gladstone primary school information				
School name	Type	Language	Age range	Capacity
Gladstone primary school	Community	English	3 – 11	420

The 2020/21 Gladstone primary school delegated budget is £4,544 per pupil which is the fifth highest out of the 44 primary schools within the Vale. This delegated budget includes a temporary budget uplift to fund the temporary special resource place situated at Gladstone school.

## School buildings and facilities

Gladstone primary school is located in Barry. The buildings were identified by the Council's condition survey undertaken in 2019 as "Poor" in condition and "Satisfactory" in suitability. The cost of identified repairs is £872,000.

Provision for pupils who are affected by past and ongoing trauma is currently provided at the school in self-contained areas known as "The Loft and the Burrow".

## Educational performance

### Estyn Report (March 2019)

The inspection report for Gladstone Primary School can be found at:

<https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Gladstone%20Primary%20School.pdf>

## Summary

Table 5 – Summary Estyn Inspection Results for Gladstone Primary School	
Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

The headteacher and senior leadership team know the school well. They lead by example and ensure a strong team ethos among staff. Most pupils progress well as they move through the school. They develop as happy and confident learners who apply their literacy and numeracy skills effectively in their work. Nearly all pupils show interest and enjoyment of learning and they behave well, showing care and concern for others. Most teachers challenge pupils appropriately and deliver an engaging curriculum that helps many pupils to develop useful independent learning skills. All staff provide high quality care, support and guidance that enables nearly all pupils to take a full part in school life.

### Recommendations:

- R1 Ensure greater consistency in the quality of teaching across the school
- R2 Improve standards and pupils' enjoyment of reading
- R3 Raise pupil attendance
- R4 Ensure that individual education plans have clear and specific measurable targets

Table 6 - Estyn areas of inspection results for Gladstone Primary School		
Estyn Area of Inspection	Grade	Key Points
Standards	Good	<ul style="list-style-type: none"> <li>• Overall most pupils make good progress as they move through the school and a few more able pupils make excellent progress. Most pupils develop a useful range of literacy and numeracy skills that they apply well in work across the curriculum.</li> <li>• As pupils move through the foundation phase, most speak with growing confidence and enthusiasm.</li> </ul>

		<ul style="list-style-type: none"> <li>• Pupils receiving support for their wellbeing speak eloquently about issues that are troubling them and they listen carefully and with empathy when others are speaking.</li> <li>• Most pupils apply their numeracy skills well during mathematical investigations in and around the class, such as when finding different shapes in the school grounds.</li> <li>• In the foundation phase, many pupils use a range of information and communication technology (ICT) devices appropriately to support their learning... Older pupils input data into spreadsheets, for example in a science experiment about the effects of dropping a ball from different heights, and then create and interpret a line graph of the results. Many pupils use simple coding to create games or to move objects successfully around a screen.</li> </ul>
Wellbeing and attitudes to learning	Good	<ul style="list-style-type: none"> <li>• Nearly all pupils feel safe and know how to remain so in a good range of contexts.</li> <li>• Throughout the school, most pupils understand the importance of a healthy lifestyle.</li> <li>• The eco committee promotes good attitudes towards sustainability. For example, its 'eco spies' report that a few teachers leave electronic equipment on after use and the eco committee has produced bright red stop signs around the school, which is pricking a few consciences.</li> <li>• Older pupils are keen to shoulder responsibilities and they carry these out diligently, such as ensuring the smooth running of the playground zones.</li> <li>• Many key stage 2 pupils respond well to the opportunities to have their say in the life of the school.</li> <li>• A few pupil groups are beginning to improve life in the school and the wider community. For instance, members of the 'Values Council' have approached parents and others to contribute food to support those in need and the school now hosts a food bank, the first school in the area to do this.</li> <li>• Pupils' attendance rates are consistently lower than those in similar schools over recent years. However, most pupils are responding well to a range of recent changes, such as rewards, earlier morning start times and immediate phone calls to parents, to improve punctuality and attendance.</li> </ul>
Teaching and learning experiences	Good	<ul style="list-style-type: none"> <li>• The school provides a broad and engaging curriculum for all its pupils. In the foundation phase, most learning experiences are of a very high quality.</li> <li>• Staff give careful thought to how pupils can access both indoor and outdoor learning independently and enable them, consequently, to give full reign to their imaginations.</li> <li>• Staff supplement the curriculum well with a wide range of visits and visitors that link closely to current topics and enhance pupils' experiences effectively.</li> <li>• Provision to develop pupils' understanding of Welsh language, heritage and culture is effective.</li> <li>• In both key stages, teachers plan well to develop pupils' literacy and ICT skills systematically through interesting applications in a wide range of work across the curriculum. Planning for numeracy skills is</li> </ul>

		less consistent.
Care, support and guidance	Good	<ul style="list-style-type: none"> <li>• Staff know pupils very well and employ a wide range of very effective strategies to meet their needs.</li> <li>• The school provides a nurture breakfast in the 'Cwtch' to ensure that vulnerable pupils feel happy and safe before joining class and this extends to any pupil who is unhappy at the start of the day... The 'Cwtch' is highly effective in reducing instances of inappropriate or aggressive behaviour in mainstream classes and around the school.</li> <li>• There is a wide range of effective interventions to support improving pupils' basic skills. These enable targeted pupils to make good progress in improving their skills in literacy. Leaders forge strong links with specialist support agencies, which are highly effective in supporting pupils with complex additional learning needs, such as visual impairment.</li> <li>• There are appropriate arrangements to promote healthy eating and drinking and for pupils to participate in a wide range of physical activities. For instance, many extracurricular sporting and dance clubs are available to pupils across the school.</li> <li>• There is a worthwhile partnership with a local residential home, where younger pupils and their parents enjoy reading regularly with residents. This helps to strengthen links with parents and the partnership with the local community.</li> </ul>
Leadership and management	Good	<ul style="list-style-type: none"> <li>• The headteacher's vision for the school focuses firmly on achieving the best possible outcomes for each individual pupil.</li> <li>• The school self-evaluation document is an honest and accurate appraisal of the provision and pupil outcomes.</li> <li>• Leaders address any underperformance robustly through well-focused support and helpful feedback and challenge. As a result, the quality of teaching has improved and there are pockets of highly effective practice.</li> <li>• There are worthwhile opportunities for all staff to participate in a wealth of professional learning activities to improve aspects of pupils' wellbeing.</li> <li>• The governors understand and discharge their responsibilities well and fulfil their role as critical friends effectively.</li> <li>• All staff share leaders' passion to maintain high standards of pupils' wellbeing, in particular. They provide plentiful opportunities to ensure effective support for any pupils who may be vulnerable to underachievement. For example, the school uses the pupil development grant very effectively to provide the valuable 'cwtch' nurture provision.</li> </ul>

## Welsh Government categorisation of schools

The categorisation for Gladstone Primary School can be found at:

<https://mylocalschool.gov.wales/School/6732118?lang=en>

Table 7 – Welsh Government Standards and Improvement Categories Gladstone Primary School			
Publication Date	Standards Grade	Improvement Capacity	Overall Category
January 2020	N/A	B	Yellow
January 2019	N/A	B	Yellow
January 2018	N/A	B	Yellow
January 2017	N/A	B	Yellow

## January 2020 National Categorisation Report

Summary of key points raised in the national categorisation report

Table 8 – National Categorisation School Report for Gladstone Primary School (2019-2020)	
Area of Inspection	Key Points
Standards	<ul style="list-style-type: none"> <li>Attainment at the end of foundation phase (FP) in 2019 in all three indicators at outcome 5+ was in line with or just below national averages. At the higher than expected outcome 6, 60% achieved this outcome in personal and social development, wellbeing and cultural diversity (PSDWBCD) which is just above national averages. However, in mathematical development (MDT) the percentage of pupils achieving outcome 6 was somewhat short of the national average (21.67% as opposed to 32.27%). When teacher assessment for pupils in the Learning Resource Base (LRB) are disaggregated at the end of FP it makes no difference to outcomes. Girls outperformed boys significantly in all indicators at outcome 5+ and 6. Pupil progress in 2019 was very good with 45.6% of Year 2 pupils making much higher than expected progress, 37.3% in MDT and 55.9% in PSDWBCD. All of these figures compare very favourably with national averages.</li> <li>At Key Stage 2, attainment at level 4+ in all three indicators is above the national average and more so in all three indicators when the teacher assessments for pupils in the SRB are disaggregated. At Level 5+ the school has maintained its performance. Pupil progress is good: with nearly all pupils making expected progress in both English and mathematics.</li> </ul>

	<ul style="list-style-type: none"> <li>• In 2019, the percentage of eFSM pupils making levels of progress or more across FP and KS2 compared favourably with nFSM pupils and national averages. Performance at the expected outcome 5+ was maintained. However, nFSM pupils outperformed eFSM pupils significantly at outcome 6 in all indicators and level 5 for mathematics and science in key stage 2. Girls outperformed boys at all indicators at outcome 5 and outcome 6 however at Year 2, girls outnumbered boys and there were a larger number of boys with ALN. The picture is similar at key stage two with girls outperforming boys at level 5+ for English (particularly writing) and science and significantly at level 4 for English.</li> <li>• Attendance figures improved in 2018 moving the school to the third percentile group. Provisional figures for 2019 have dipped to 92.7% which reflects the establishment of two SRBs within the school.</li> </ul>
Improvement Capacity	<ul style="list-style-type: none"> <li>• Leadership in the school is good. Leaders and staff have developed a shared vision and there is a very clear strategy that has improved outcomes for nearly all learners. Leaders, including governors, plan and implement change and sustain improvement successfully in most respects: the changes made to reading provision across the school and have had a positive effect on the attitudes and engagement of most pupils. The headteacher enables all staff and other partners to participate well in the change process.</li> <li>• The headteacher has built effective leadership capability within the school. The headteacher has recently redistributed responsibilities to take account of the extra leadership responsibilities of the two newly established SRB for pupils with Social Emotional and Mental Health difficulties (SEMH) on site. Roles, responsibilities and arrangements for line management and accountability are defined clearly and staff are effective in supporting school improvement priorities and delivering professional learning as part of the school's development programme and monitoring and evaluation cycle.</li> <li>• The school's self-evaluation is regular and thorough and gives an honest and accurate view of the school's strengths and areas for improvement. A range of stakeholders are actively involved in the self-evaluation processes. Improvement planning at all levels is effective in addressing the areas in need of most improvement. Action, including the use of resources, has led to sustained improvement in outcomes in key indicators for nearly all pupils, including those eligible for free school meals and other vulnerable groups. The school's nurture provision is very strong and has a positive impact on the outcomes for vulnerable learners. The school's leaderships have been tenacious in maintaining resourcing levels showing flexibility and responsiveness to pupil need. For example, the Year 3 classes were relocated to the previous staffroom so that pupils could enjoy free flow to outside learning areas enabling a foundation phase approach to the curriculum to be carried into lower key stage 2. Following a consultation period, the school day was shortened in response to concerns about lunch behaviour.</li> <li>• The school's leaders and governors give a high priority to developing the workforce. Performance management and professional development makes a strong contribution to improving practice and raising standards. This was</li> </ul>

	<p>recognised in a recent accreditation report by an outside agency. The school's leaders and governors continue to challenge underperformance effectively.</p> <ul style="list-style-type: none"> <li>• Good progress has been made with preparations for Curriculum Wales 2022. Classes have experimented with the collapsed curriculum and planning for the four purposes. There has been a termly focus on each of the AOLEs allowing staff to become familiar with the What Matters Statements.</li> <li>• Leaders and staff make effective use of performance data, evidence about the quality of learning and teaching and pupils' work to identify strengths and set improvement priorities.</li> <li>• All staff have a shared understanding of the characteristics of excellent and good teaching and regularly demonstrate these in classroom practice. The school's evaluation of teaching is as at least good.</li> <li>• Leaders and staff use performance data at whole-school level and in both key stages is good and the school uses data to set targets for all learners; these targets reflect high expectations for the future achievement and attainment of nearly all pupils and are met consistently. Processes to lead, identify, validate and share effective practice have resulted in continuous improvement in the quality of learning and teaching across the school as a whole.</li> <li>• Governors have a good understanding of the school's strengths and areas for improvement. Their work to support and challenge the school's performance is strong and this is evident in the minutes of governing body meetings as well as sub-committee meetings.</li> <li>• The school work in the area of trauma informed practice has increased expediently this year. Not only is the school now housing two SRBs but has increased its own nurture capacity. Five members of staff are already trauma- informed practitioners with further staff either training or about to begin training. This training has been disseminated well to the wider staff. The school now has a school welfare dog. The school is supporting other schools who are trying to increase their capacity in this area and the Headteacher has shared her expertise in a number of conferences. The school has very recently been accredited as a trauma and mental health informed school and are the first to be awarded this status in Wales.</li> </ul>
Recommendations	<ul style="list-style-type: none"> <li>• To improve the number of pupils achieving outcome 6 in mathematics in FP.</li> <li>• Improve the standard of boys writing across the school.</li> <li>• To reduce the gender attainment gap across the school with a focus on the current Year 3.</li> <li>• To continue to develop the implementation of the Wales Curriculum 2022.</li> <li>• To successfully integrate the two SRB into the school and establish clear entrance and exit criteria.</li> </ul>



# Y Daith

## Background information

Y Daith is the Council's PRU which provides suitable education for children and young people who, by reason of illness, exclusion or otherwise, may not receive such education in a mainstream school. This is a mixture of onsite teaching, as well as external provision.

Y Daith is currently based across two sites with key stage 3 taught at Amelia Trust Farm and key stage 4 taught in Cowbridge.

Table 9 – Y Daith information				
School name	Type	Language	Age range	Capacity
Y Daith	PRU	English	11 - 16	56

As Y Daith is are PRU it is not funded under the schools funding formula.

## School buildings and facilities

Y Daith is split across two sites in the Western Vale, one in Cowbridge and one at Amelia Trust Farm.

There is no condition survey for Amelia Trust Farm as site is not owned by the Council and is subject to a lease. This lease results in a revenue cost to the Council of £44,000. Internal and external facilities suitable for pupils are limited.

The Council's latest condition survey of the Y Daith building in Cowbridge was undertaken in 2019. The building has been identified by the Council's condition survey as "Poor" in both condition and suitability. The cost of identified repairs is £56,200.

## Educational performance

**Estyn Report (March 2019)**

The inspection report for Y Daith can be found at:

<https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Y%20Daith.pdf>

## Summary

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

Y Daith is a caring and supportive environment where staff and pupils build positive and productive working relationships. Staff have a strong understanding of pupils' individual needs and plan carefully to address these through the curriculum and through beneficial partnerships with external agencies. As a result, nearly all pupils feel safe and valued, and many make effective progress in their wellbeing and their attitudes to learning.

Many pupils make secure progress in their learning during their time at the PRU and nearly all move on to suitable destinations at the end of key stage 4. They make particularly strong progress in lessons where the quality of teachers' planning and assessment is high. However, in a minority of lessons, teaching does not meet the needs of pupils well enough and as a result, a few pupils across the PRU do not make the progress they are capable of.

Senior leaders provide stable and reflective leadership. Leaders and staff share a clear vision for the school based on providing a caring and inclusive environment where all can succeed. However, leaders do not use the outcomes of quality assurance activities well enough to inform self-evaluation and improvement planning. Further, the PRU's model of part-time provision at key stage 4 does not meet the needs of a minority of pupils well enough.

### **Recommendations:**

- R1 Ensure that timetabled provision and resources at key stage 4 meet the needs of all pupils
- R2 Improve the quality of teaching

- R3 Ensure that tracking systems provide a clear picture of the progress pupils make over time
- R4 Strengthen self-evaluation and improvement planning processes

<b>Table 11 - Estyn areas of inspection results for Y Daith</b>		
<b>Estyn Area of Inspection</b>	<b>Grade</b>	<b>Key Points</b>
Standards	Adequate and needs improvement	<ul style="list-style-type: none"> <li>• Many pupils make appropriate progress in engaging successfully with education during the time they spend at the PRU.</li> <li>• Many pupils improve their communication skills well during their time at the PRU.</li> <li>• Many pupils make secure progress in improving their reading skills.</li> <li>• The majority of pupils improve the accuracy and organisation of their written work appropriately over time.</li> <li>• Across the PRU, the majority of pupils improve their numeracy skills suitably.</li> <li>• In many lessons, pupils make effective use of information and communication technology (ICT) to research topics to inform their project work.</li> <li>• Over the last three years, all pupils achieve at least one recognised qualification at level 1 in courses that are generally well matched to their needs and abilities.</li> <li>• Over the last three years, nearly all pupils who leave the PRU at the end of key stage 4 move on to further education, training or employment.</li> </ul>
Wellbeing and attitudes to learning	Good	<ul style="list-style-type: none"> <li>• The productive working relationships between staff and pupils are a notable feature of the PRU's work. The strength and quality of these relationships promote a positive atmosphere of trust and respect that is particularly conducive to pupils' wellbeing and learning.</li> <li>• Across the PRU, many pupils attend regularly and arrive punctually to lessons.</li> <li>• Many pupils learn to manage their own behaviour in lessons by responding suitably to reward systems.</li> <li>• Many pupils are polite and respectful to visitors, and a minority of pupils in both key stage 3 and key stage 4 demonstrate the confidence to engage maturely in discussions about their experiences in the PRU.</li> <li>• Many pupils participate enthusiastically in forums such as school council meetings and the 'my ideas' initiative to express their opinions and views. These suggestions have resulted in constructive changes to the building, rewards system and off-site activities.</li> <li>• Most pupils feel safe in the PRU and there are very few incidents of bullying.</li> </ul>

		<ul style="list-style-type: none"> <li>• Pupils across key stage 3 and key stage 4 engage successfully with programmes to support their wellbeing through nurture-based interventions and multi-agency support such as the school nurse.</li> </ul>
Teaching and learning experiences	Adequate and needs improvement	<ul style="list-style-type: none"> <li>• The PRU provides the majority of pupils with a relevant curriculum, which generally supports their academic development successfully and includes an appropriate range of suitably engaging learning experiences.</li> <li>• At key stage 4, in addition to the on-site core curriculum, all pupils choose from a suite of over 35 different accredited vocational courses with external providers... However, more able pupils have limited opportunities to follow higher level qualifications. Further, there is no opportunity for key stage 4 pupils to attend the on-site provision full-time. This means that the needs of a minority of pupils are not always met, particularly those who would benefit from a more nurturing environment.</li> <li>• Staff build strong working relationships with pupils during their time at the PRU.</li> <li>• Teachers and learning support staff provide encouraging verbal feedback that many pupils respond to positively. The majority of teachers provide useful written feedback to help pupils to improve.</li> <li>• Across the PRU, the planning for the progressive development of pupils' ICT skills is underdeveloped and there are insufficient opportunities to develop pupils' Welsh language skills.</li> </ul>
Care, support and guidance	Good	<ul style="list-style-type: none"> <li>• The PRU provides a safe and supportive environment that promotes successfully the development of pupils' confidence, self-esteem and progress in learning.</li> <li>• Staff across the PRU plan carefully to develop pupils' understanding of important issues relevant to their present and future wellbeing. They work closely with a wide range of agencies that contribute effectively to developing pupils' understanding of contemporary social issues, such as knife crime, county lines and substance misuse.</li> <li>• The PRU has effective arrangements for pupils to contribute to decision-making and improve the life of the school. Senior leaders meet regularly with the school council and take good account of their views when shaping action plans at both key stages.</li> <li>• Provision includes the development of a nurture group in key stage 4 and the introduction of individual pathway plans to improve pupils' involvement in setting and monitoring their progress against their long-term goals.</li> </ul>

		<ul style="list-style-type: none"> <li>• Pupils have beneficial opportunities to engage with a wide range of external training providers to access valuable vocational training, which support the majority of pupils well.</li> <li>• The school's arrangements for safeguarding meet requirements and give no cause for concern.</li> </ul>
Leadership and management	Adequate and needs improvement	<ul style="list-style-type: none"> <li>• The teacher-in-charge, senior leaders and management committee have been successful in establishing a clear vision for the PRU.</li> <li>• The teacher-in-charge and senior management team provide reflective and stable leadership. Through the coherent structure of team meetings, they set high expectations for staff and their pupils.</li> <li>• Through the management committee's useful structure of sub-committees, members gain a clear insight into the PRU's strengths and areas for development.</li> <li>• Staff at the PRU are generally suitably qualified and experienced to meet the needs of the pupils. The teacher-in-charge and management committee work closely with the local authority to ensure that financial planning takes account of the PRU's priorities.</li> <li>• The learning environment for pupils is confined to a relatively small space within both sites of the PRU, and there is almost no outside play area. This means that pupils do not have the opportunity to benefit from having an outside open environment during lessons and play.</li> <li>• On the key stage 4 site, the arrangement of two cohorts of pupils using the site at different times means that it is difficult for pupils to receive their education at the site full-time, even though it may suit their needs better.</li> </ul>

### Welsh Government categorisation of schools

While PRUs do not form part of the statutory categorisation process, within the CSCJES, the categorisation of PRUs is undertaken in the same way as maintained schools. Y Daith is categorised as amber.

# Ysgol Y Deri

## Background information

Ysgol Y Deri is located in Penarth and opened in 2014 following the amalgamation of Ysgol Erw'r Delyn, Ysgol Maes Dyfan and Ashgrove School. The school forms part of Penarth Learning Community with St Cyres Comprehensive School, which is a mainstream secondary school.

All pupils have statements of special educational needs for severe learning difficulties, profound and multiple learning difficulties, moderate learning difficulties or autistic spectrum disorders. Pupils are drawn from the Vale of Glamorgan as well as from the neighbouring local authorities of Cardiff, Newport, Bridgend, Caerphilly, Rhondda Cynon Taf and Swansea.

**Table 12 – Ysgol Y Deri information**

School name	Type	Language	Age range	Capacity
Ysgol Y Deri	Special	English	3 – 19	N/A

The 20/21 delegated special school budget is £32,921 per pupil, which is the highest for any school within the Vale due to the complex needs of pupils.

## School buildings and facilities

Ysgol Y Deri (YYD) is located on a site in Penarth which it shares with a mainstream school, St Cyres. The site is referred to as “Penarth Learning Community”.

The building was identified by the Council’s condition survey undertaken in 2019 as “Good” in both condition and suitability.

## Educational performance

**Estyn Report (October 2016)**



The inspection report for Ysgol Y Deri can be found at:

<https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Ysgol%20y%20Deri.pdf>

## Summary

Inspection area	Judgement
Standards	Good
Wellbeing	Good
Learning experiences	Good
Teaching	Good
Care, support and guidance	Good
Learning environment	Excellent
Leadership	Excellent
Improving quality	Good
Partnership working	Excellent
Resource management	Good

Ysgol Y Deri is a residential special school maintained by the Vale of Glamorgan local authority. The school opened in November 2014 following the amalgamation of Ysgol Erw'r Delyn, Ysgol Maes Dyfan and Ashgrove School. The school shares a site and facilities with a mainstream secondary school.

All pupils have statements of special educational needs for severe learning difficulties, profound and multiple learning difficulties, moderate learning difficulties or autistic spectrum disorders.

Pupils are drawn from the Vale of Glamorgan as well as from the neighbouring local authorities of Cardiff, Newport, Bridgend, Caerphilly, Rhondda Cynon Taf and Swansea. Nearly all pupils have English as their home language. Thirty-five per cent of the pupils are eligible for free school meals.

The headteacher has been in place since the school opened.

The school's current performance is **good** because:

- Nearly all pupils make strong progress in developing their learning, social and life skills
- Pupils access a broad range of relevant learning experiences that are well matched to their needs, interests and abilities
- There are highly effective arrangements to support pupils' health and wellbeing
- Staff have high expectations of pupils' work and behaviour
- Teaching is good

The school's prospects for improvement are **good** because:

- Leaders and managers have a strong commitment to school improvement
- There is a suitable management structure and clear lines of accountability
- The school has highly effective partnerships, which impact positively on pupils' wellbeing and outcomes
- All staff access high quality professional development opportunities that link well to school priorities

**Recommendations:**

- R1 Ensure that teaching across the school is consistently good or better
- R2 Improve the quality of individual education plans to match targets more closely to the needs of pupils identified in statements of special educational needs

Table 14 - Estyn areas of inspection results for Ysgol Y Deri		
Estyn Area of Inspection	Grade	Key Points
Standards	Good	<ul style="list-style-type: none"> <li>• Pupils who attend Ysgol Y Deri have a wide range of needs, which include autism, severe learning difficulties and profound and multiple learning difficulties. Nearly all pupils make strong progress in their learning in relation to their needs and abilities.</li> <li>• Pupils with complex physical and medical needs make strong progress across the school. They use assistive technology skilfully to communicate their needs and personal choices.</li> <li>• Nearly all pupils with autistic spectrum disorder, severe and moderate learning difficulties make valuable progress in their learning, social and life skills.</li> <li>• Pupils that are more able gain a range of level 1 and 2 qualifications in courses that match well with their needs and interests. Over the last two years, nearly all pupils moved on to further education, employment or adult service provision.</li> <li>• It is not appropriate to compare standards that pupils achieve at the school with national averages or to analyse trends in overall performance over time because of the wide range of pupils' special</li> </ul>

		educational needs.
Wellbeing	Good	<ul style="list-style-type: none"> <li>• Many pupils develop a suitable understanding of healthy eating and the benefits of exercise. Nearly all pupils, including those with complex needs, participate regularly in physical activities including dance, surfing and cycling. They develop their team skills effectively through sports such as boccia and tag rugby.</li> <li>• Pupils with restricted movement engage well in a valuable range of activities to improve their co-ordination and physical responses. These include hydrotherapy, physiotherapy and rebound therapy programmes.</li> <li>• Many pupils feel safe and know whom to talk to if they have concerns. Many pupils attend school regularly.</li> <li>• Most pupils behave very well around the school and in class.</li> <li>• Most pupils engage well in lessons. They concentrate well on their tasks and demonstrate positive attitudes to learning.</li> </ul>
Learning experiences	Good	<ul style="list-style-type: none"> <li>• The school provides a broad and balanced range of relevant learning experiences that meets requirements and the needs of nearly all pupils well. Curriculum options in the 14-19 age range are extensive. These include valuable opportunities for pupils to gain relevant qualifications and work-based skills that prepare them well for future life.</li> <li>• Provision to develop pupils' communication skills is effective. For example, assistive technology and the integrative approach to therapies are very successful in providing pupils with the skills they need to access learning. This is a particular strength of the school.</li> <li>• Arrangements to support pupils at risk of disengaging are highly effective.</li> <li>• The school places a high priority on improving pupils' skills progressively... Provision for ICT is a particular strength.</li> <li>• The school makes appropriate provision for pupils to learn about sustainable development.</li> </ul>
Teaching	Good	<ul style="list-style-type: none"> <li>• All staff at Ysgol Y Deri establish nurturing relationships with pupils. Staff know their pupils well and have a comprehensive understanding of their individual needs and abilities.</li> <li>• In nearly all lessons, teachers have good up-to-date subject knowledge and high expectations of all pupils.</li> <li>• In many lessons, teachers make sure that tasks are suitably challenging.</li> <li>• Across the school, a minority of teachers use the Welsh language sufficiently during morning registration and in lessons.</li> </ul>

		<ul style="list-style-type: none"> <li>The school uses a wide range of assessment data to monitor and track pupils' progress in learning and wellbeing.</li> </ul>
Care, support and guidance	Good	<ul style="list-style-type: none"> <li>The school has an appropriate range of policies and procedures to promote pupils' health and wellbeing effectively. These include suitable arrangements to develop pupils' understanding of healthy eating and regular exercise through a wide range of activities that link well to pupils' abilities and interests.</li> <li>The school promotes pupils' social, moral, spiritual and cultural development well through the curriculum, assemblies and other activities.</li> <li>The school provides helpful guidance and support to older pupils and their parents about careers, further education options and other services.</li> <li>The school has developed strong relationships with external agencies, such as social services, health professionals and local charities, which provide useful support and advice to staff about individual pupils' needs.</li> <li>The school has appropriate arrangements for identifying and monitoring pupils' additional needs. These include specialist intervention programmes to develop pupils' self-esteem and improve pupils' communication and behaviour.</li> <li>All pupils have an individual education plan. Generally, these identify suitable long-term goals.</li> </ul>
Learning environment	Excellent	<ul style="list-style-type: none"> <li>The school has a highly positive and inclusive ethos, which helps pupils to develop self-esteem and grow in confidence. Pupils have the opportunity to participate in all aspects of school life regardless of the complexity of their varying needs, abilities and backgrounds.</li> <li>The modern, purpose-built school provides an exceptional learning environment that meets the needs of learners extremely well. For example, it has a therapy pool, a wide range of sensory rooms and a well-equipped gymnasium to meet the therapeutic needs of pupils. Provision is further enhanced through the availability of a multimedia room, television-recording studio, a life skills flat and professional kitchen. These resources are highly effective in developing pupils' social and life skills.</li> <li>The school shares the site with a mainstream secondary school and there are effective arrangements in place for pupils of all needs and abilities to access extensive outdoor sports facilities including an all-weather pitch and climbing wall. The school makes effective use of its own grounds to enrich pupils' learning experiences and support their wellbeing. For example, there are play areas accessible from ground floor classrooms with fully accessible play equipment, a small animals area where pupils care for guinea pigs and chickens and raised beds for growing vegetables.</li> </ul>

		<ul style="list-style-type: none"> <li>Teaching areas have an extensive range of high quality digital resources that provide stimulating interactive learning experiences for pupils of all abilities.</li> </ul>
Leadership	Excellent	<ul style="list-style-type: none"> <li>The headteacher and senior leadership team have worked skilfully and imaginatively to bring three very different schools together through a process of amalgamation.</li> <li>Senior leaders demonstrate the capacity to implement and manage change effectively.</li> <li>Systems to analyse pupil performance information are sophisticated and highly effective.</li> <li>There are effective arrangements to distribute leadership opportunities to staff at all levels. For example, 'Micro' and 'Speed' training sessions enable staff to share effective practice with colleagues in sharp and focused professional development sessions.</li> <li>Governors fulfil their statutory responsibilities successfully.</li> </ul>
Improving quality	Good	<ul style="list-style-type: none"> <li>The school has well-established systems for self-evaluation that involve the beneficial use of first-hand evidence. These arrangements ensure that the school analyses nearly all aspects of its work and has a very good understanding of its strengths and areas that require further improvement.</li> <li>There are many opportunities for staff to contribute to self-evaluation work, for example to improve the schools' provision for personal and social education. The school considers the views of pupils and acts upon these appropriately.</li> <li>School improvement processes are highly effective and involve all staff successfully.</li> </ul>
Partnership working	Excellent	<ul style="list-style-type: none"> <li>Leaders have established high quality strategic partnerships with other schools, the health board and the local community that have an important impact on pupils' outcomes and wellbeing.</li> <li>The exceptional joint working arrangements with the health board ensures that pupils access a wide range of specialist services that are highly effective in meeting the health, communication and physical needs of pupils.</li> <li>The use of shared resources with the adjoining mainstream school ensures pupils' access to a wider range of facilities. For example, a few older pupils who are more able, access specialist teaching and facilities at the mainstream school. This has improved their outcomes in subjects delivered across both settings. Teachers benefit from jointly moderating work with mainstream colleagues.</li> <li>Staff at Ysgol Y Deri provide valuable specialist advice and training for colleagues in other schools.</li> <li>There are strong links with a wide range of local businesses. These provide pupils aged 14-19 with stimulating off-site learning experiences and help to develop pupils' social skills and understanding of the world of work.</li> </ul>

Resource management	Good	<ul style="list-style-type: none"> <li>The school has a very good range of experienced, specialist teachers and support staff, who are deployed effectively.</li> <li>All staff access an extensive range of well-planned continuing professional development opportunities, to enhance their skills and knowledge. As a result, they support the individual needs of pupils well.</li> <li>Teachers have appropriate planning, preparation and assessment time. This enables them to be fully effective in providing pupils with a wide variety of stimulating and interesting learning experiences.</li> <li>The school has a good range of high quality resources that staff use skilfully to support and improve the learning and wellbeing of all pupils.</li> </ul>
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### Welsh Government categorisation of schools

The categorisation for Ysgol Y Deri can be found at:

<http://mylocalschool.wales.gov.uk/School/>

Publication Date	Standards Grade	Improvement Capacity	Overall Category
January 2020	N/A	A	Green
January 2019	N/A	A	Green
January 2018	N/A	A	Green
January 2017	N/A	A	Green

### January 2020 National Categorisation Report

Summary of key points raised in the national categorisation report

Area of Inspection	Key Points
Standards	<ul style="list-style-type: none"> <li>Standards in the school are very good and most pupils make good or excellent progress relative of their low starting points and additional learning needs.</li> <li>In primary classes, 82% of pupils either achieve or exceed their target. In numeracy, 84% of pupils either achieve or exceed their target. In ICT, performance against targets is slightly lower with 70% achieving or exceeding their</li> </ul>

targets. In PSE, most pupils perform very well with 85% achieving or exceeding their targets. These results are the strongest over the last three years.

- In KS3, over 80% of pupils achieve or exceed their target in literacy. In numeracy, pupils' performance is not as strong with 70% achieving or exceeding their target. 81% of pupils achieve or exceed their target in ICT whilst in PSE, just under 70% achieve their target.
- In KS4, progress is reported to be significantly weaker than the previous year. In literacy, under 40% achieve or exceed their target. In numeracy, less than 10% are reported to achieve or exceed their target. Approximately 40% achieve or exceed their target in ICT and in PSE, 60% achieve or exceed. The school has fully reviewed this information and triangulated data with other quality assurance measures such as lesson observations, work scrutiny and IRIS Connect. The anomaly is explained as a recording error which the school has targeted for further scrutiny throughout the 2019-2020 academic year.
- Performance in Key Stage 5 is very strong, with most pupils (90%+) achieving or exceeding their targets in literacy, numeracy, ICT and PSE.
- Pupil's wellbeing is assessed twice a year using the very effective Leuven Scale or adapted NBar. Using these scales, most pupils record average to very good levels of wellbeing. Data from these assessments is used effectively for pupils to access a broad range of interventions. These interventions are very high in quality and meet pupil's needs well. As a result, 8.3% more pupils are assessed to have very good levels of wellbeing and no pupils have poor wellbeing.
- All pupils leave the school with a range of appropriate qualifications. This individualised and tailored approach to accreditation is a strength of the school and the school's ethos of aspiration ensures that all pupils who are able are entered into a challenging qualification e.g. GCSE.
- The school coordinates annual effective 'options' and 'leavers' events which ensures most pupils and parents have up to date information. As a result, all pupils secure appropriate destinations and from the 25 leavers – one went to mainstream, 17 entered onto employability and life skills training, five went to specialist residential college and two into day services.
- There are no differences between the performances of learners in any vulnerable group. There is no difference between the performance of boys and girls.
- Attendance levels are good at 89.45% which is marginally above the national average for special schools.
- There have been eight fixed term exclusions; five of them relate to one pupil and the other three relate to two pupils. A large range of therapeutic interventions have been put in place. The school's provision for dealing with trauma related difficulties is developing at an outstanding rate.
- With the exception of the three pupils above, there have been few incidents of Restrictive Physical Intervention (RPI).

	<ul style="list-style-type: none"> <li>• Behaviour is consistently good. There is an effective behaviour team which assist staff in the management of severely challenging behaviour. There is a range of therapeutic interventions which give proactive advice for behaviour. As a result, the environment is calm and orderly.</li> </ul>
Improvement Capacity	<ul style="list-style-type: none"> <li>• The quality of leadership and management is judged as excellent. There is a large leadership team in the school which operates very effectively. They enjoy the freedom given to them but fully understand the accountability structures which underpin their leadership.</li> <li>• There is a clear vision which is shared by the majority of school stakeholders and permeates the life of the school. This vision is encapsulated by the strap line 'Diversity in Harmony' and the school is clearly committed to celebrating pupils who are differently able. As a result, the school is aspirational and strives for the very best outcomes for pupils. For example, the school arranges a number of fully inclusive educational visits for example skiing and Calvert Trust.</li> <li>• The school vision clearly focusses on the wellbeing needs of pupils as its top priority. The school is leading the way with its provision for ACEs and becoming trauma informed. The school is supporting local mainstream schools with this agenda. From September 2019, the local authority behaviour service and the Autism Outreach services (staff based at Ysgol Y Deri) have amalgamated to create an Engagement Service. This developing service offers mainstream schools advice and guidance on supporting pupils with a range of challenges from autism to trauma related difficulties.</li> <li>• The senior leadership team (SLT) was judged as excellent for strategic leadership by Estyn who were also very impressed by the work undertaken to bring three schools together so effectively.</li> <li>• There is a clear strategic plan to support progress towards the school vision. Although the SIP wasn't available at the categorisation meeting, it is due for governor ratification before half term. However, the headteacher and senior leaders are very clear on the improvement priorities which are very aspirational and clearly focus on improving outcomes for pupils.</li> <li>• Leaders demonstrate a very strong capacity to plan and implement change and sustain improvement successfully in nearly all respects. The school is a key driver in Welsh Government's ALN transformation and has worked very successfully with partner schools, agencies and broader stakeholders. For example, the school's provision for therapies such as Occupational Therapy is outstanding.</li> <li>• The SLT have all been involved in the development and implementation of national and local initiatives. .This places the school at the forefront of developments in the special school sector.</li> <li>• Self-evaluation is timetabled, efficient, strategic, accurate, systematic and well established. Data in a variety of forms is used well by the senior leaders to evaluate strengths and areas for improvement. The monitoring, evaluation and review cycle is triangulated, well understood and includes robust systems for quality assurance including formal lesson observations, peer and self-evaluations, work scrutiny and use of video tracking. Information from these processes is used well to target support and ensure high impact.</li> </ul>



- Processes to track pupils' progress, identify needs and provide support are robust and effective in all cases. This information informs professional discussions with the SLT and the whole staff so as to improve practice, alter targets and provision in order to improve the outcomes of pupils. The school is currently reviewing these processes to ensure it focusses on 'what matters' for its learners.
- Moderation is firmly embedded internally and the school participates in all the external moderation exercises.
- There are a range of highly effective interventions in place across the school. These include 'The Launch Pad', sensory processing interventions and positive behaviour/wellbeing groups. The impact of these interventions are well monitored and evaluated. The school is slightly concerned that budget constraints may limit the scope of these interventions in the future
- Performance management arrangements are robust, reliable and efficiently implemented by SLT. Most staff are fully engaged in identifying the aims and priorities for their own Professional learning. This ensures they stay up to date with information and that their teaching continually improves. Systems such as IRIS Connect and Continua are used well to encourage self-reflection. The school is engaging well with other special schools to broaden the network and influence of these systems across the sector.
- Staff absenteeism has been reduced and staff are learning how to work collaboratively following the merger of three special schools.
- There are good structures for regular dialogue and sharing knowledge across the school. For example, 'speed dating' style professional learning sessions are held regularly for staff to drop into. The uptake is high and the impact evaluated as successful.
- There is a well-coordinated approach to professional learning which uses a range of sources (including ICT) well. Professional learning is focussed appropriately on the learners' wellbeing and academic needs. This approach, coupled with a strong ethos of challenge and support within the school generates a culture where staff are beginning to challenge their views and practices in order to continually improve. As a result, the school is highly aspirational for its pupils.
- The headteacher and senior staff are committed to developing the school using Schools as Learning Organisations (SLO) methodology. There is a strong culture of enquiry where many members of staff feel safe to take calculated risks in teaching and learning. The school supports new initiatives well and senior leaders are encouraging staff to think aspirationally. For example, the school's provision for assistive technology is exceptional.
- The school has an appropriate and sustained emphasis on improving the quality of teaching. Senior leaders use a range of performance measures to understand strengths and areas for improvement in relation to teaching. For example, the school understands that the retirement of several highly skilled ASD practitioners needs a robust succession plan.
- SLT regularly meet with staff to discuss performance data and set meaningful improvement targets. Staff regularly discuss with SLT whether actions have had the desired outcomes and if not, they change course as necessary. The school judges teaching to be at least good with many examples of excellent practice.

	<ul style="list-style-type: none"> <li>• Leaders and staff have a relentless focus on raising standards. Targets reflect high expectations for the future achievement of all pupils and these are met consistently. The improvement priorities are clearly based on accurate and continuous self-evaluation/assessments.</li> <li>• School leaders endeavour to ensure that the organisations actions are consistent with its values. For example, many members of SLT arranged and attended a recent residential educational visit.</li> <li>• Leadership is distributed well and potential is nurtured through a coaching and mentoring philosophy. As a result, leadership within the school is highly effective and is well placed to manage the significant change facing schools presently.</li> <li>• The school is well equipped to manage change and has a clear track record in this area. There are robust plans to ensure ALN readiness with all necessary toolkits are being implemented well. The school has piloted the new IDP and given feedback to Welsh Government. There is also a clear curriculum realignment strategy although the school has been working thematically for some time. The school is focussing on ensuring the curriculum teaches the things ‘that matter’. For example, members of SLT are currently developing an innovative life skills framework. However, the school would benefit from working with staff to exemplify the four purposes and ensure these areas sit at the heart of all school operations.</li> <li>• There is a comprehensive curriculum policy that has ensured that that staff are supported as they develop their teaching skills. Nearly all staff have a shared understanding of the characteristics of excellent and good teaching.</li> <li>• The school has worked very successfully with other schools and other partners to enhance significantly their own and others capacity to bring about improvement. Most recently the school has supported a primary resource base and moved it from failing to good which was confirmed by an Estyn inspection. The school also shares its ICT expertise to support other schools in their improvement journey.</li> <li>• Governors have a very good understanding of the school’s strengths and areas for improvement and are highly effective in supporting and challenging the school’s performance. The school has effective plans in place to develop the sophistication that governors need to support the school more robustly through such activities as learning walks. This work should be recorded securely, analysed and acted upon over the next year.</li> </ul>
Recommendations	<ul style="list-style-type: none"> <li>• Continue to refine the curriculum offer in response to Curriculum for Wales</li> <li>• Scrutinise the performance of pupils and quality of teaching in KS4 classes</li> <li>• Continue with the roll out of trauma informed schools training – gain accreditation and disseminate knowledge</li> <li>• Continue to relentlessly focus on pedagogy by linking with schools across the sector</li> <li>• Complete review of MER activities – full review of the effectiveness on standards and against a changing landscape.</li> <li>• Engage formally with SLO methodology for change and continue to drive a culture of enquiry.</li> </ul>

DIRECTORATE OF LEARNING AND SKILLS  
**Community Impact Assessment**

**Consultation on the proposal to transform special education in the Vale by:**

- **establishing a specialist resource base at Gladstone primary school as a satellite of Ysgol Y Deri from September 2021;**
- **discontinuing Y Daith and establishing a new Centre for Learning and Wellbeing under the management of Ysgol Y Deri from September 2021; and**
- **constructing a new building for the Centre for Learning and Wellbeing pupils on the Court Road Depot site in Barry from January 2023.**



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## Introduction

The Vale of Glamorgan Council is committed to ensuring that all pupils within the Vale have every opportunity to attain the best possible outcomes. In order to achieve this ambition it is essential that we ensure schools remain sustainable, reflect the needs of our local communities, and are equipped with the best possible learning environments.

The Council is committed to ensuring that consultations are meaningful, relevant and appropriate for the communities that are involved, and the Council has a duty of care to ensure that proposals are clear, transparent, and reflective of those affected. This is a vision that can only be realised by working in partnership with schools, governors, parents and the wider communities we all serve.

The proposal is to transform specialist education by;

- establishing a specialist resource base at Gladstone primary school as a satellite of Ysgol Y Deri (YYD) from September 2021;
- discontinuing Y Daith and establishing a new Centre for Learning and Wellbeing (CL&W) under the management of Ysgol Y Deri (YYD) from September 2021; and
- constructing a new building for the Centre for Learning and Wellbeing (CL&W) pupils on the Court Road Depot site in Barry from January 2023.

This proposal is considered under section 2.3 of the School Organisation Code (2018) and the Education (Pupil Referral Units) (Management Committees etc.) (Wales) Regulations 2014.

## National Context

The key statutory guidance for local authorities in developing statutory proposals for changes for school organisation is in accordance with section 42 of the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code 2018. When considering proposals the Council must consider the impact on the local community, particularly in rural areas and in areas designated for communities' first programmes or successor programmes.

## Local Policy Context

Echoing national policy outlined in the Well-Being of Future Generations (Wales) Act 2015, the Council has committed as part of the Corporate Plan 2020-25 to achieving a vision of – **'Working together for a brighter future'**.

The Vale of Glamorgan is committed to achieving the objective of 'supporting learning, employment and sustainable economic growth' raising overall standards of achievement by modernising education in the Vale to ensure children and young people receive a first class education.

We believe that in order to achieve this it is important that we support teaching and learning outcomes by providing modern and fit for purpose buildings that meet the needs of modern day education. Schools need to be able to provide the best possible learning experience to make sure that children and young people have the best opportunities available to them and that they are able to reach their full potential.

## Current Challenges

The proposal would address a number of challenges and would:

- Addresses the condition and suitability of existing buildings currently utilised by Y Daith.
- Reduce transport costs as a result of the CLW being located in a more central location within the Vale of Glamorgan.
- Provide innovative and creative learning environments which are adaptable to change and will challenge and support children to reach their full potential.
- Increase the level of community access and interaction through the use of the school's educational facilities whilst meeting the needs of the school.
- Provides suitable accommodation for pupils of all age groups, thereby removing the need to operate a split site provision.
- Makes provision within the Vale for larger numbers of our pupils with complex SEMH needs at both primary and secondary phases of education.
- It is recognised that YYD is the organisation with the experience and skills to implement the trauma informed approach most effectively within and across the LA. As such, YYD coordinating the function of the CL&W and SRB would mean that some of our most vulnerable learners receive the most effective support and nurture provision as key components of their education.
- CL&W and SRB staff would benefit from the most up to date and effective continuing professional development experiences accessed by YYD staff.

- Increased opportunities for continuous professional development with CLW and SRB staff forming part of Ysgol Y Deri.
- Improved resilience as a result of a coordinated approach managed by Ysgol Y Deri.
- At present Y Daith’s staffing structure is small in scale and being part of a larger entity will provide greater resilience in terms of staffing.
- Access to YYD’s wider network of buildings will provide greater scope for provision to be made for those learners who suffer from acute anxiety and mental health issues. At present there is no such provision offered by Y Daith.
- Reduced reliance on costly out of county provision.

## Community Profile

There are currently 8 schools in the area surrounding Court Road in Barry:

School name	Type	Language	Age range	Capacity*	Distance from Court Road site (miles)
Jenner Park	Community	English	3 – 11	216	0.1
St Helen’s	Catholic	English	3 – 11	308	0.4
Holton	Community	English	3 – 11	420	0.5
Cadoxton	Community	English	3 – 11	420	0.6
Oak Field	Community	English	3 – 11	420	0.7
Ysgol Gwaun Y Nant	Community	Welsh	3 – 11	420	0.7
Gladstone	Community	English	3 – 11	420	0.8
Ysgol Sant Curig	Community	Welsh	3 – 11	420	1

\*statutory school age – i.e. does not include nursery.

Court Road is located within the Buttrills Ward of Barry in Vale of Glamorgan. Before the mid-19th century, Buttrills was a rural area, consisting of several farms. The area was urbanized following the rise of the coal industry. The Buttrills playing fields (known as The Butts) in the upper part of the district are extensive and used for football matches. To the south are Gladstone Park tennis courts, a bowling centre and Barry Memorial Hall.

The Buttrills Ward has a population of 6,357 (Office of National Statistics, 2019). According to the 2019 Welsh Index of Multiple Deprivation (WIMD) Buttrills 2 is ranked 186 out of 1909 Lower Super Output Areas (LSOAs) in

Wales, placing it amongst the 10% most deprived. It is ranked amongst the 10-20% most deprived in areas of income, employment, health and education. It is ranked amongst the 30-50% most deprived in areas of access to services, community safety and physical environment. It is ranked amongst the 50% least deprived in housing.

### **Additional Learning Needs**

YYD oversees the function of the Engagement Service (formally the Primary Behaviour Team hosted by the Local Authority (LA)), which provides support and guidance to primary schools regarding the strategies and approaches that best meet the requirements of pupils with SEMH needs.

The Loft and the Burrow at Gladstone Primary School provide periods of support within an educational setting for pupils who are affected by past and ongoing trauma. Prior to the development of this provision it would have been difficult to meet the needs of these pupils in the Vale, and many would have required placements in out of county specialist provision.

In order to ensure the ongoing success and future development of this provision it would be beneficial for this highly specialised provision to become a satellite under the umbrella of YYD. This will ensure that staff working in the provision can be part of a wider team of specialists. This will give greater access to professional support, training and development which will benefit staff and children alike.

Y Daith currently provides education to approximately 80 pupils. This number fluctuates throughout the year and includes pupils accessing Education Other Than At School (EOTAS) provision organised by the LA.

This proposal would mean larger numbers of pupils with SEMH-related ALN needs will be able to be educated within the Vale in a specialist environment. This bespoke school system will be better placed to meet their needs than the present provision. Being part of YYD will ensure that those Y Daith learners with complex SEMH needs are supported by a wider network of professionals who are skilled and experienced in meeting the needs of such learners.

## **Impact Assessment**

This section of the Community Impact Assessment assesses the potential impact this proposal could have on the local community. The information analysed in this process represents a snapshot of the current situation. The impact assessment is an evolving document that will continue to be developed throughout the statutory process. Feedback received during the consultation period will be used to further inform the Community Impact Assessment, which will be presented to Cabinet as part of the Consultation Report.

Eight key measures have been identified:



Ref.	Measure
CI1	Children living in the catchment are attending their local school
CI2	Services provided by the school for the local community, including extra-curricular activities
CI3	Community facilities used regularly by the school
CI4	Community facilities provided by and activity undertaken within the school premises
CI5	Impact on local businesses
CI6	Impact on local employment
CI7	Impact on local infrastructure
CI8	Transport arrangements

The eight measures were assessed to identify any negative or positive impacts on the local community, and a score was applied ranging from -3 to +3 based on the balance of the evidence available.

Measure Score	Measure Assessment
-3	Large deterioration
-2	Moderate deterioration
-1	Slight deterioration
0	No overall change
1	Slight Improvement
2	Moderate Improvement
3	Large Improvement

## Impacts upon the Local Community

Ref.	Measure	Score	Impact of Proposal
CI1	Children living in the catchment are attending their local school	3	<p>Due to the split site and varied classroom size, it has not been possible to group KS3 and KS4 pupils of Y Daith to provide seamless continuity. The new build would ensure this is possible.</p> <p>Estyn referenced a five day offer not being in place at Y Daith as a shortcoming during the most recent inspection. It is envisaged that the new building will enable a 5-day offer for particularly vulnerable pupils with complex SEMH needs.</p> <p>By proposing to relocate to a more central location in Barry a greater number of pupils would be able to access provision locally at the CL&amp;W. For example, 60% of the existing pupils being transported by minibuses and taxis to the PRU currently reside in Barry.</p> <p>In order to ensure the ongoing success and future development of SEMH provision at Gladstone primary school, it would be beneficial for this highly specialised provision to become a satellite under the umbrella of YYD. This will ensure provision is able to be met within the county.</p> <p>Therefore, this proposal would result in a more efficient supply and demand for ALN school places within the Vale.</p>
CI2	Services provided by the school for the local community,	2	<p>It is proposed that any community services currently provided by Y Daith would continue. However, provision is limited by its current sites and so it is likely the number and types of activities on offer would be expanded in moving to the proposed new site. The proposed new build would also include specialised facilities to establish a more varied curriculum. This again could enhance the services provided by the school for the local community.</p>

	including extra-curricular activities		There would be no loss of community provision at Gladstone primary school as a result of this proposal.
CI3	Community facilities used regularly by the school	1	<p>There are numerous facilities surrounding the Y Daith site in Cowbridge, including churches, gardens and historical buildings, however due to the complex needs of pupils these are not regularly accessed by the school.</p> <p>The other Y Daith site is shared with Amelia Trust Farm. Pupils at Y Daith have participated in the “Grow” project at Amelia Trust Farm, but this participation has decreased over recent years and so the potential impact of this loss of provision is minimal.</p> <p>There is a potential positive impact on accessing community facilities from this proposal as Barry has a wider range of facilities on offer, including more leisure and sporting facilities, it would be up to YYD management to determine how these facilities are accessed. The proposed new build would be next to Jenner Park Stadium which provides excellent sporting facilities that could be utilised by the school. There is also an allotment on the proposed site.</p> <p>There would be no loss of access for Gladstone primary school to community facilities as a result of this proposal.</p>
CI4	Community facilities provided by and activity undertaken within the school premises	1	<p>A key element of the 21<sup>st</sup> Century Schools Programme is the provision of community facilities. The proposal would include the creation of new state of art facilities which could be hired out by the community; such as sports pitches and meeting rooms.</p> <p>There is a potential for community access to facilities to be increased, such as meeting rooms and specialist areas. This would be up to the school to manage with safeguarding</p>

			requirements.
CI5	Impact on local businesses	-1	<p>There may be a negative impact on Amelia Trust Farm from the proposed move of Y Daith to Barry. This is due to the loss of rental income as the existing buildings are leased by the Council.</p> <p>There may be a positive impact upon businesses in Barry, but this will depend upon the arrangements of pupils leaving the site (e.g. to get food at lunchtime) and relationships built with local businesses in Barry. YYD has previously built relationships with local businesses in Penarth, for example by helping to link students with work experience placements, so it is likely this approach would be extended by the management team in Barry.</p> <p>There would be no impacts upon local businesses as a result of this proposal concerning Gladstone primary school.</p> <p>Therefore, overall, the Council has determined that there would be a slight negative impact on local businesses as a result of the loss of income at Amelia Trust Farm.</p>
CI6	Impact on local employment	1	<p>This proposal may lead to an increase in specialist employment opportunities at the CL&amp;W and SRB.</p> <p>There would be professional development opportunities for staff currently working in the PRU and Gladstone primary school as a result of forming part of Ysgol Y Deri.</p>
CI7	Impact on local infrastructure	1	<p>The route surrounding the Court Road depot is in frequent use, but this is partly due to the traffic related to the depot works. Therefore, this proposal may help traffic management around the site as the number of vehicles travelling in and out would be similar or slightly reduced.</p>

			<p>A full transport assessment would be undertaken as part of the design process for the new school building. This would assess the impact on the local infrastructure and include a swept path analysis to ensure compliance with current legislation on accessibility for all emergency services. This would also include assessment of safe walking routes. The transport assessment would be used as part of the design process to mitigate against any negative impacts identified.</p> <p>There is scope through the design and build process to improve connecting pathways to enhance the safety and enjoyment of the routes. Designs would be subject to the formal planning process which includes a statutory consultation with local residents.</p> <p>There are no local infrastructure implications concerning Gladstone primary school as a result of this proposal.</p>
CI8	Transport arrangements	2	<p>The Council has a statutory duty to provide free school transport for pupils of statutory school age who reside beyond walking distance to the nearest appropriate school. In accordance with 'The Learner Travel (Wales) Measure 2008'.</p> <p><i>"This is defined as more than 2 miles to the nearest suitable school for Primary Pupils and more than 3 miles for Secondary School Pupils. Distances are measured by the nearest available walking route."</i></p> <p>Y Daith is currently served by 2 minibuses and 6 taxis. This proposal would result in an overall reduction in learner travel. This is due to the proposed location being in a more central location within the Vale of Glamorgan. 60% of the existing pupils being transported to the PRU currently reside in Barry. These journeys would be considerably reduced by the proposal.</p> <p>There are no transport arrangement implications concerning Gladstone primary school as a result of this proposal.</p>

## Scoring Summary

Ref.	Local Community
CI1	3
CI2	2
CI3	1
CI4	1
CI5	-1
CI6	1
CI7	1
CI8	2
Average Score	1.25

## Conclusions

The impact assessment identifies that the proposal would likely have a positive impact on the local community across 7 of the 8 measures assessed. The proposal would likely have a negative impact on the local community across 1 of the 8 measures assessed. Overall, the proposal would likely have a positive impact on the local community.

Whilst it is noted that Amelia Trust Farm would be negatively impacted through the loss of income, the existing buildings are not suitable to best meet the needs of learners.

The proposal would enable the new Centre for Learning & Wellbeing and Specialist Resource Base (Gladstone) to provide innovative and creative learning environments which are adaptable to change and would challenge and support children to reach their full potential. The proposal would increase the level of community access and interaction through the school's educational facilities whilst meeting the complex needs of pupils.

Transport implications would need to be carefully considered during the design of the new school to limit the impact the school would have on the local infrastructure. However, by locating the Centre for Learning and Wellbeing in a central location within the Vale of Glamorgan would result in a significant reduction in school transport.

It is concluded from the Community Impact Assessment that the proposal would better meet the needs of the community to ensure the sustainable balance between supply and demand for school places.

DIRECTORATE OF LEARNING AND SKILLS  
**Contributions to the Well-being of  
Future Generations Appraisal**

Consultation on the proposal to transform special education in  
the Vale by:

- establishing a specialist resource base at Gladstone primary school as a satellite of Ysgol Y Deri from September 2021;
- discontinuing Y Daith and establishing a new Centre for Learning and Wellbeing under the management of Ysgol Y Deri from September 2021; and
- constructing a new building for the Centre for Learning and Wellbeing pupils on the Court Road Depot site in Barry from January 2023.



This document can be made available in Braille and in other community languages if needed.  
Please contact us on 01446 709828 or [21stcenturyschools@valeofglamorgan.gov.uk](mailto:21stcenturyschools@valeofglamorgan.gov.uk) to arrange this  
and/or to submit any queries.

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## Introduction to The Well-being of Future Generations (Wales) Act 2015

The Well-being of Future Generations (Wales) Act 2015 (“the Act”) requires the Council and other public bodies in Wales to think about the long-term impact of their decisions, to work better with people, communities and each other and to prevent persistent problems such as poverty, health inequalities and climate change.

The Act imposes a duty on all public bodies in Wales to carry out “sustainable development”, defined as being, *‘The process of improving the economic, social, environmental and cultural well-being of Wales by taking action, in accordance with the sustainable development principle, aimed at achieving the well-being goals.’*

The sustainable development principle means that public bodies must act, *‘in a manner which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.’*

The following sections provide information about elements set out by the Act to help achieve sustainable development, these being;

- the seven well-being goals;
- the five ways of working;
- the Council’s well-being outcomes and objectives; and
- the Public Service Board’s well-being objectives

Further information about the Act can be found from the following resources:

- [The Well-being of Future Generations \(Wales\) Act 2015 – the essentials guide](#)
- [The future generations commissioner’s office](#)

## The Seven Well-being Goals

The Act puts in place seven well-being goals on public bodies to ensure we are all working towards the same purpose, these being:

Goal	Description of the goal
<b>A prosperous Wales</b>	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.
<b>A resilient Wales</b>	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).
<b>A healthier Wales</b>	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.
<b>A more equal Wales</b>	A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).
<b>A Wales of cohesive communities</b>	Attractive, viable, safe and well-connected communities.
<b>A Wales of vibrant culture and thriving Welsh language</b>	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.
<b>A globally responsible Wales</b>	A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.

## **The Five Ways of Working**

The 2015 Act also sets out five ways of working needed to achieve the seven well-being goals, these being:



### **Long term**

The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs.



### **Prevention**

How acting to prevent problems occurring or getting worse may help public bodies meet their objectives.



### **Integration**

Considering how the public body's well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies.



### **Collaboration**

Acting in collaboration with any other person (or different parts of the body itself) that could help the body to meet its well-being objectives.



### **Involvement**

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.

## The Council's Well-being Objectives

The action that a public body must take in carrying out sustainable development includes setting and publishing well-being objectives and taking all reasonable steps in exercising its functions to meet those objectives. The Vale of Glamorgan Council has set out its well-being objectives within its [Corporate Plan 2020-25](#).

The Council's well-being objectives as set out in the Corporate Plan (2020-25):

	To work with and for our communities
	To support learning, employment and sustainable economic growth
	To support people at home and in their community
	To respect, enhance and enjoy our environment

## The Public Service Board's Well-being Objectives

The Act also establishes Public Services Boards (PSBs) for each local authority area in Wales, these are comprised of several public bodies who deliver local services including health, policing, and natural resources.

Each PSB must improve the economic, social, environmental and cultural well-being of its area by working to achieve the well-being goals. Each PSB must prepare and publish a Local Well-being plan setting out its objectives and the steps it will take to meet them. The well-being objectives of the Vale of Glamorgan's PSB are set out in their Local Well-being Plan (2018-2023), ['Our Vale - Our Future'](#).

The PSB's well-being objectives as set out in the Local Well-being Plan (2018-2023):



## Method of appraising the contributions of this proposal and the wider 21<sup>st</sup> Century Schools programme towards the Act

The proposal, along with the wider 21st Century Schools programme, has been appraised in terms of how it contributes to delivering upon the Well-being Goals and the Five Ways-of-Working.

This appraisal holistically considers how the proposal may positively contribute towards achieving sustainable development in line with these elements. There are many areas within and between these elements which cross-over in their aspirations or in how they will impact upon service delivery.

**This appraisal of contributions does not form part of the statutory consultation process but was considered beneficial to meeting the spirit of the Act.**

In addition to this document, the Vale of Glamorgan Council's 21<sup>st</sup> Century Schools team has developed a directory in collaboration with Constructing Excellence in Wales and the Future Generations Commissioner's Office to monitor each project's contributions towards the Act. The directory maps activities undertaken at each RIBA stage against the well-being goals. It is designed to catalogue work already taking place, for instance BREEAM and Community Benefits requirements, which support the aspirations of the Act. When reporting against the Act the directory can be used as the assessment framework by using robust metrics to supplement wider appraisal. If the proposal progresses, the directory would be applied to the scheme and would be made available for independent audit.

All projects within the 21<sup>st</sup> Century Schools programme will also align with the aspirations of the well-being outcomes and objectives of the Council's Corporate Plan (2016-20) and to the well-being objectives of the Public Service Board's (PSB) Local Well-being Plan (2018-2023), both of which are based upon the well-being goals and ways of working and set out how these elements will be delivered within the context of local needs and assets.

**How does our proposal and the wider 21<sup>st</sup> Century Schools programme contribute towards the seven Well-being Goals?**

Goal	How will the proposal and the wider 21st Century Schools programme contribute?
<p><b>A Prosperous Wales</b></p>	<ul style="list-style-type: none"> <li>• Ensure an efficient supply and demand of SEMH places across the Vale of Glamorgan as part of a wider ALN strategy to help pupils achieve their potential.</li> <li>• Invest in renewable energy generation.</li> <li>• Resource local tradespeople and materials wherever possible and providing training for local skills shortages through contractual community benefits requirements.</li> <li>• Provide 21<sup>st</sup> Century learning environments to enable pupils to achieve their potential.</li> <li>• Enable YYD to continue to provide high quality education and extend this provision to SEMH pupils.</li> </ul>
<p><b>A Resilient Wales</b></p>	<ul style="list-style-type: none"> <li>• Improve the sustainability of school buildings and facilities through the creation of BREEAM Excellent accommodation.</li> <li>• Increase renewable energy generation.</li> <li>• Create efficient water and waste management; including through utilising natural drainage solutions like swales and raingardens.</li> </ul>



	<ul style="list-style-type: none"> <li>• Create and enhance ecologically resilient habitat areas; e.g. restore hedgerow along the edge of Court Road depot to create a wildlife corridor.</li> <li>• Improve opportunities for pupils to learn about and engage with nature through habitat provisions; including during the construction phase by helping with tree planting.</li> </ul>
<p><b>A Healthier Wales</b></p>	<ul style="list-style-type: none"> <li>• Support sustainable transport through infrastructure and behaviour change strategies; including the development of a transport management strategy.</li> <li>• Provide additional sport facilities (including a Multi-use Games Area) for healthy exercise.</li> <li>• Increase pupil knowledge of and connection to healthy food through allotment areas which can be integrated into the curriculum.</li> <li>• Provide break-out spaces and provision for Additional Learning Needs to help pupil well-being.</li> </ul>
<p><b>A More Equal Wales</b></p>	<ul style="list-style-type: none"> <li>• Provide high quality teaching spaces to enable pupils to achieve their potential.</li> <li>• Support individuals from socio-economically disadvantaged backgrounds to gain meaningful employment and training in construction through contractually required community benefits.</li> <li>• Support small local businesses and help them to upskill their workforce and operations.</li> <li>• Create an accessible building and site.</li> </ul>



## **A Wales of Cohesive Communities**

- Create greater community access to facilities in which to meet, engage in sports, and provide adult learning.
- Embed ALN provision within the heart of Barry, enabling SEMH pupils to feel better connected to the wider community.
- Drive social value through ambitious community benefits. Specifically increasing contributions to education, training and skills across the Vale, supporting local community projects, and committing to resourcing local tradespeople and resources wherever possible.
- Provide meaningful engagement throughout the educational consultation, planning and build processes to help communities feel connected to the new and existing educational facilities.

## **A Wales of Vibrant Culture and Thriving Welsh Language**

- Take a “place-based” approach to design, involving school stakeholders and reflecting the history of the local area through materials, colour choices and/or art installations within the building.
- Ensure documents are bilingual and Welsh language provision is available at engagement sessions.
- Provide educational opportunities through the build process to support local culture; for example, through pupil created art installations on the site hoarding (the boards which wrap around the construction site).
- Create further sporting facilities on the Court Road depot site, enabling more pupils and the community to participate in healthy activities.

	<ul style="list-style-type: none"> <li>• Welsh-medium school places will be increased across Band B of the 21<sup>st</sup> Century Schools programme. This includes the refurbishment and expansion of the secondary school phase of Ysgol Gymraeg Bro Morgannwg and new build and expansion of the primary Ysgol Sant Baruc, both of which are located in Barry. Welsh-medium provision was increased in the Western Vale in Band A of the 21<sup>st</sup> Century Schools programme with the opening of Ysgol Dewi Sant.</li> </ul>
<p><b>A Globally Responsible Wales</b></p>	<ul style="list-style-type: none"> <li>• Consider the global impact of material choices, aiming to reduce carbon and environmental impacts.</li> <li>• Ensure fair trading construction practices are followed in accordance with the Modern Slavery Act 2015.</li> </ul>

## How does our proposal and the wider 21<sup>st</sup> Century Schools programme contribute towards the five Ways of Working?

Way of Working	How will the proposal and the wider 21st Century Schools programme contribute?
<b>Long term</b>	<ul style="list-style-type: none"> <li>Respond to the need to ensure that there is a well-managed balance of supply and demand of SEMH places as part of a wider ALN strategy.</li> <li>The phased project recognises the increasingly specialised provision needed to enable ALN pupils to achieve their potential. As the phases are implemented (starting with CL&amp;W and SRB at Gladstone) more pupils will be able to access provision within county tailored to their needs.</li> </ul>
<b>Prevention</b>	<ul style="list-style-type: none"> <li>Work towards ensuring that all pupils within the Vale have every opportunity to attain the best possible outcomes through access to high quality educational facilities and thus prevent vulnerable young people from otherwise potentially adverse outcomes.</li> </ul>
<b>Integration</b>	<ul style="list-style-type: none"> <li>Develop schools that will have an environment reflective of national mission and evolving curriculum. The modern learning environments will integrate with the aims of other Vale of Glamorgan Council</li> </ul>

	<p>departments and Welsh Government priorities in terms of health, equalities, digital competency, resilient ecosystems, active travel, and access to high quality green spaces.</p>
<p><b>Collaboration</b></p>	<ul style="list-style-type: none"> <li>• Continue to develop the holistic approach to projects developed within the Barry Secondary Learning Communities scheme by ensuring collaboration between the appointed contractors, other Vale of Glamorgan Council departments, and the wider community in areas such as community benefits.</li> <li>• At a programme level, act in collaboration with other persons and organisations that could help the Council meet its well-being objectives.</li> </ul>
<p><b>Involvement</b></p>	<ul style="list-style-type: none"> <li>• Deliver open communication channels and numerous opportunities for stakeholders to be involved in and engaged with the process and outcomes of the entire project. Specifically, through rigorous consultations, design engagement meetings, digital communications, and site visits.</li> <li>• Involve stakeholders with an interest in achieving the well-being goals and ensure that those people reflect the diversity of the area which the Council services.</li> </ul>