

CONSULTATION ON THE EXPANSION OF SPECIALIST RESOURCE BASE PROVISION AT WHITCHURCH HIGH SCHOOL

The Governing Body of Whitchurch High School in partnership with Cardiff County Council recently consulted on the proposal to increase the designated number at the Specialist Resource Base for learners with complex learning needs from 70 to 100 with effect from September, 2022.

The Governing Body agreed to hold a public consultation on the proposal to increase the designated number, and the Cabinet of Cardiff Council, at its meeting on 14th October 2021, noted that a statutory consultation on the proposal was to be undertaken and authorised officers to provide all reasonable assistance.

This consultation on the proposed increase of the Specialist Resource Base at Whitchurch High School, was undertaken as part of the Council's wider proposals for the establishment/expansion of secondary complex learning needs and specialist provision for autism spectrum disorder (including Specialist Resource Base).

In accordance with the requirements of the Welsh Government's School Organisation Code, the Governing Body is publishing a post-consultation report:

- summarising 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 response to the consultation in full, responding to this by means of clarification, amendment to the proposal or rejection of the concerns, with supporting reasons.

Copies of the post-consultation report, along with associated appendices are available in the document section below. The Full Governing Body will meet on 20th June, 2022, to decide whether or not to proceed to publishing a statutory notice. Following the publication of the statutory notice, the Full Governing Body will meet again to determine the proposal.

The Governing Body of Whitchurch High School

Consultation Report

Proposal for Additional Specialist Resource Base places at Whitchurch High School

Reason for this Report

1. The Governing Body of Whitchurch High School in partnership with Cardiff Council recently consulted on a proposal to:
 - Increase the designated number at Whitchurch High School Specialist Resource Base from 70 to 100 from September 2022.
2. In accordance with the requirements of the Welsh Government School Organisation Code the Governing Body must publish a consultation report
 - summarising 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 response to the consultation in full, responding to Estyn's response by means of clarification, amendment to the proposal or rejection of the concerns, with supporting reasons.

Consultation

3. At its meeting on 24th February, 2022, the Governing Body agreed to hold a public consultation on proposals to:
 - increase the designated number at Whitchurch High School Specialist Resource Base from 70 to 100 from September 2022.
4. At its meeting on 14 October 2021, Cardiff Council Cabinet noted that a statutory consultation on the proposal was to be undertaken and authorised officers to provide all reasonable assistance.
5. The consultation on the proposed expansion of the Specialist Resource Base was undertaken jointly with proposals for secondary complex learning needs and autism spectrum condition Specialist Resource Base provision.
6. The consultation ran from 14 December 2021 to 01 February 2022 and was supported by Cardiff Council.
7. Parents and others in the local community, together with staff and Governors of other affected schools were invited to respond to the consultation.
8. The consultation process for all proposals involved:

- Publication of a bilingual consultation document outlining background, rationale and implications to parents, Headteachers and Chairs of Governors of Cardiff schools, staff, Members and other stakeholders; (a copy of the consultation document can be seen at Appendix 1);
 - Publication of a bilingual summary document setting out the main points of the consultation document; (a copy of the consultation document can be seen at Appendix 2);
 - Publication of information in community languages upon request;
 - Consultation meetings in person with pupil representatives; (notes from the meetings can be seen at Appendix 3);
 - A public consultation meeting via Microsoft Teams at which the proposal was explained by Council officers and questions answered; (notes from the meetings can be seen at Appendix 4);
 - Drop-in sessions via Microsoft Teams where council officers and representatives from the school were available to answer questions; (there were no requests);
 - Letters setting out details of the proposals and where further information could be found were sent to local residents and businesses in the area surrounding the school sites subject to the proposed changes;
 - A communication campaign via social media;
 - A consultation response slip for return by post or e-mail, attached to the consultation document;
 - An online response form on the Council's website www.cardiff.gov.uk
9. For stakeholders who did not have access to digital platforms the opportunity to discuss the proposed changes via telephone was available.
10. The views expressed at Council organised meetings, drop-in sessions, telephone calls, and on paper or electronically through the appropriate channels, have been recorded.
11. Views were sought from interested stakeholders via an online survey and a hard copy version of the survey within the consultation document.
12. The details presented in this report, represent the views expressed during the consultation process. These include the wider stakeholder survey, formal responses, e-mail responses, views expressed at public meetings, drop-in sessions, telephone calls and the pupil consultation survey.
13. The views expressed in the wider stakeholder surveys reflect those raised in the e-mail responses received.

Responses received during the consultation period

14. As set out at paragraph 5 the consultation on the proposed expansion of the Specialist Resource Base was undertaken jointly with proposals for secondary complex learning needs and autism spectrum condition Specialist Resource Base provision. The consultation included proposals for the establishment/expansion of additional learning needs provision at five secondary schools across Cardiff.

15. In total 114 responses to the consultation on the proposals for secondary complex learning needs and autism spectrum condition Specialist Resource Base provision were received by the Council including 106 online responses and a further 8 e-mail responses regarding the specific proposals consulted on.
16. The Council received a number of formal responses to the strategic expansion of ALN provision which did not reference Whitchurch High School including a response from Estyn details of which can be found at [Cabinet 10 March 2022 SOP Complex learning needs App 6.pdf \(modern.gov.co.uk\)](#)
17. Of the 106 online responses received, 89 respondents replied to the proposal to increase the designated number at the Specialist Resource Base for learners with complex learning needs from 70 to 100 from September 2022. Twenty respondents identified as a parent of a child at the school.
18. Of the 89 online responses almost nine in ten (87.6%) of respondents agreed with the proposal. If 'Don't know' responses are removed from the analysis, then agreement rises to 94.9%.
19. A summary analysis of the responses received can be seen at Appendix 5.
20. The points raised during the consultation are set out in *italics* below and have been grouped according to the issues raised where appropriate.
21. The Governing Body's response to each point can be seen underneath, under the heading "Appraisal of Views Expressed".

Formal Responses

22. Formal responses to the consultation for secondary complex learning needs and autism spectrum condition Specialist Resource Base provision were received from:
 - Estyn.
23. The response from Estyn covered all of the secondary complex learning needs and autism spectrum condition proposals consulted on and was not specific to the expansion of the Specialist Resource Base at Whitchurch High School.
24. Estyn welcomed the proposals which sits alongside others and aims to achieve a more equitable provision to better match current and future learning needs of pupils, across the City.
25. The response from Estyn sets out its view that the proposals are likely to, at least, maintain the standard of education provision in the area.

26. Their response included the following points (for the full response, please see Appendix 6):

- *We welcome this proposal which sits alongside others and aim to achieve a more equitable provision to better meet the current and future additional learning needs of pupils, across the City.*
- *We consider that the proposal is likely to, at least, maintain the standard of education provision in the area.*
- *The proposals outline very clearly five broad principles that all schools and settings should aspire to and attain in effectively supporting pupils with additional learning needs... It is not clear however, if there is an overall framework that will help to ensure the realisation of the principles. An overall framework could be used also to guide and assist schools that are either establishing or developing specialist resource base provision. Neither is it clear what support or networks exist, or will be created, to support leaders and staff as they develop and embed effective practices in meeting the needs of pupils.*
- *The proposer states that a joint review of health and specialist provision in Cardiff special schools and the pupil referral units is being carried out. However, it is not clear if the scope and outcomes of the review will benefit pupils in specialist resource bases across the city. Neither is it clear if the review will look at Welsh medium provision alongside English medium provision.*
- *The proposal gives appropriate attention to the current capacity and how it is unable to meet the demands for places for pupils with complex learning needs and autism spectrum condition and the deficit of places currently available.*
- *The proposer defines specialist resource bases as “a small class in a mainstream school for pupils with significant additional learning needs. All pupils attending a specialist resource base have a statement of SEN and are taught by specialist teachers and learning support assistants, and have opportunities to learn, play or socialise with other mainstream pupils...” It is unclear from the definition whether pupils, where appropriate, can access, with appropriate support where necessary, lessons alongside pupils that do not attend the specialist resource base. To comply with the Additional Learning Needs and Education Tribunal [Wales] Act the proposer needs to consider the admission of pupils with individual development plans.*
- *The proposal appears to provide effective opportunities for stakeholders, organisations, and members of the public to respond. This includes opportunities to access online public meetings. The*

process is clearly set out with timescales and how the consultation will be used.

- *Statements made by the proposer for all schools about for example, teaching and learning experience and care, support and guidance are identical and do not provide a good enough account of how these are tailored to meet the specific additional learning needs of the pupils.*
- *The proposal considers suitable alternatives, for all schools, and outlines the possible benefits and disadvantages appropriately.*
- *The proposals consider appropriately the travel implications for pupils. All proposals foresee the likelihood of reducing travel time from home to school for some pupils. They also identify the need to further assess the suitability of drop-off and pick up point at each school site.*
- *The overall proposal considers the provision for the Welsh language but does not reflect the ambition laid out in the local authority's draft Welsh in Education Strategic Plan 2022-2032. The plan states that the authority aims to increase the number of secondary specialist places to be delivered in an SRB located at each Welsh-medium high school with different specialist needs in each base to achieve a level of specialist provision that is on a par with other sectors and responds appropriately to individual need. This proposal does not address this particular aim sufficiently well.*
- *The proposer states that there is an opportunity to employ specialist staff and to work more closely with specialist services in Cardiff. However, no further detail is provided and there is no guarantee that the opportunity will translate into a firm commitment or reality. The proposer further states that the pool of Welsh speaking ALN qualified and experienced teaching staff is limited in number, in comparison to the English sector. It goes on to state that any plan to develop Welsh medium specialist provision will need to be supported by an Additional Learning Needs Workforce Development Plan but lacks any detail or commitment about how this will come about.*
- *The proposer correctly asserts that pupils with additional learning needs may find change difficult. Other than recognising that change needs to be carefully planned, information on transition planning is very limited.*

Appraisal of views expressed

27. The Governing Body acknowledges the conclusions of Estyn on the overall merits of the proposals.

28. The broad principles outlined in the consultation document reflect the approach the Council takes when developing Additional Learning Needs provision.
29. The Council provides a range of support to specialist settings including specialist staff, CPD support for staff to development, ALNCO forums, cluster ALNCO meetings, termly additional learning needs updates for Headteachers and regular updates for governing bodies.
30. The Council is currently working with the Health Board to review services. This review will include consideration of specialist resource base provision in addition to special school provision
31. Pupils attending specialist resource base provision benefit from specialist curriculum which is tailored to meet their needs. However, where appropriate pupils access mainstream provision.
32. In line with the requirements of the Additional Learning Needs and Education Tribunal [Wales] Act, the transition to individual development plans is being progressed.
33. The planning of Welsh-medium specialist places city is not the responsibility of the Governing Body of Whitchurch High School.
34. The school continues to work with the Council to identify appropriate transition arrangements for pupils with additional learning needs. These arrangements are dependent on individual need and are progressed as required. This support includes the provision/timing of funding, support with the recruitment and training of staff, the identification of needs and ongoing reviews.

Pupil consultation

35. Council officers met with Student Voice (Mainstream) pupils and a group of Y13 Pupils who attend the SRB at Whitchurch High to discuss their views on the proposed changes.
36. Amongst the mainstream pupils some learners felt that it would be fine to expand, as it's only a small number of additional pupils, and if these pupils needed a space at an SRB they should be able to take a space up. However, more classrooms may be needed.
37. There was a concern expressed about accessibility for learners who use a wheelchair as some of the corridors are narrow.
38. Some learners felt that there wasn't enough room for further SRB pupils or any more classrooms. One learner said that the SRB pupils take up a lot of tables at lunchtime in the canteen which doesn't leave enough space for other pupils (staggered lunchtimes, SRB have lunch earlier).
39. It was felt by some pupils that there needed to be more staff for the SRB if there were more pupils, who would understand their needs. It was added that there can be some difficulties with mixing when mainstream pupils

don't realise that pupils are from the SRB and may not make allowances for their behaviour in shared spaces. It was suggested that a tutorial lesson could be given over for mainstream pupils to learn more about the type of needs the pupils in the SRB have, so that they can understand them better.

40. Some of the pupils expressed concern that if the designated number was 70 and there are 96 pupils at the SRB, what is to stop the number going higher than 100? Some of the pupils were in favour of admitting more pupils, and others felt the number should stay at 70.
41. There was concern that if additional classrooms were needed that there was not sufficient space for them on the Upper School site. There was a suggestion that some existing classroom space could be freed up by dropping some of the less popular GCSE subjects.
42. There was a suggestion to put the SRB all on one site.
43. The Specialist Resource Base pupils felt that there would be enough space in the base to admit 4 more pupils, as long as there are not large Y10 and Y11 classes, as then more classroom space would also be needed. They mentioned that if there are large numbers within a year group, the group is split into two, and changes in classes can be difficult for pupils who feel anxious about meeting new people, although some pupils don't mind.
44. In terms of staffing, the pupils were not concerned, unless there is a large increase in the number of pupils.
45. In relation to outside space, the Specialist Resource Base used to have access to an Astroturf to play football and a sensory garden, but they can no longer access either of these as the space has been taken up with a new building. They now only have a small outside place and pupils agreed that they would like more outside space.
46. They also said that they would like to use the gym but that there isn't sufficient space for them to use it.

Appraisal of views expressed

47. The Governing Body will work with the Council to improve and refurbish existing accommodation, creating additional classrooms and learning spaces. Some of this work has already been undertaken in order that the school, and Cardiff Council, can ensure sufficient places were available for children with complex learning needs.
48. The Governing Body will work with the Senior Leadership Team to consider how school facilities and outside spaces can be best used to meet the needs of all pupils.
49. The Governing Body will continue to work with the Council HR People Services to address the HR implications arising from the permanent increase in the designated number at Special Resource Base at the school and the resulting need for additional staffing.

50. The Governing Body will work with the Senior Leadership Team to bring forward activities to allow the development of a better understanding of the Specialist Resource Base provision across the wider school community.

Other responses received

51. Reasons for supporting the proposed changes included:
- *Recognition of the need for increased additional learning need provision*
52. Whilst there was support for the expansion of specialist resource base provision at the school there were a number of concerns related to:
- *The need for investment in facilities/learning environment*
 - *The need to train more specialist teacher and support staff*

Appraisal of views expressed

53. Issues related to facilities/learning environment are addressed at paragraphs 47 – 48.
54. Issues related to staffing are addressed at paragraph 49.

Quality and Standards in Education

55. The school continues to work closely with the Council to make sure that standards are high, that teaching is good, and that leadership and governance is strong.
56. Standards at the school are good. Increasing the Specialist Resource Base provision would provide appropriate high quality school places for young people with complex learning needs.
57. It is not expected that the proposal will impact on standards at the school. The proposal is not expected to have any negative impact on the quality of standards of education at the school as a result of the proposed changes.
58. The proposal is not expected to have any negative impact on teaching and learning experiences at the school. The school has an appropriate range of policies and provision in place to promote pupils' health and wellbeing. The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.
59. The school continues to work to make sure everyone understands their responsibility for helping to improve and sustain high performance. The school has good relationship with parents and other partners and pupils receive a high-quality education.

60. The proposed changes would be planned carefully so that leadership and governance is not disrupted, which could have a negative impact on educational standards.

Transport Matters

61. The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to specialist resource bases. Some specialist resource base learners who live within two miles of the school may be provided with free transport due to their individual learning needs and social issues. Other learners are able to travel independently or with parent/carers and if resident within the two-mile qualifying distance may not be eligible for Learner Transport. These pupils as well as staff and school visitors would benefit from any required improvements in facilities for active travel to school or public transport facilities.
62. The Council's current Corporate Plan includes a commitment to every school in Cardiff developing an Active Travel Plan. Such a plan will identify actions by the school to support and encourage active travel to school and also any improvements to on-site and off-site infrastructure required to facilitate active journeys.
63. Increasing travel to school by active modes (walking, cycling and scooting) by ensuring safe facilities are provided will have a positive impact on children's health and wellbeing. A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the Additional Learning Needs cohort, which would be offered to learners as appropriate, including Independent Travel Training for older pupils (to be reviewed each year), cycle maintenance and cycle training.
64. With the expected increased demand for Learner Transport suitable improved and / or expanded facilities for drop-off and pick-up may be required within the site to accommodate the appropriate numbers of vehicles. Other improvements may include modifications to the layout, signing and traffic control measures.

Community Impact

65. The Council has considered the impact on the wider community and has concluded that the proposal would have any wider impact.

Admission Arrangements

66. Admissions to specialist provision are managed by the Council, subject to a statement of Special Education Needs (SEN). Under the ALN Code, placement will be subject to an Individual Development Plan (IDP).
67. There are no planned changes to the Council's policy on the admission of children to schools as a result of this proposal.

68. Detailed information about admission arrangements is in the Council's Admission to School booklet. This information can be found on the Council's website at www.cardiff.gov.uk.
69. There are no planned changes to the school's policy on the admission of children to the school as a result of this proposal.

RECOMMENDATIONS

1. The Governing Body is recommended to publish proposals in accordance with section 48 of The School Standards and Organisation (Wales) Act 2013 on proposals to:
 - increase the designated number at Whitchurch High School Specialist Resource Base from 70 to 100 from September 2022.
2. Note that in the event of there being no objections to the published proposals a further report will be considered by the Governing Body prior to implementation of the proposal.
3. Note that in the event of objections to the published proposal being received, the proposal would be referred to the Local Authority (Cardiff Council) for determination within 35 days of the end of the objection period. The Local Authority has 16 weeks from the end of the objection period to determine the proposals.

The following appendices are attached:

Appendix 1 – Consultation Document
Appendix 2 – Summary Document
Appendix 3 – Notes of pupil meetings
Appendix 4 – Notes of public meetings
Appendix 5 – Summary analysis of responses
Appendix 6 – Estyn Response to the consultation

21st Century Schools Consultation Document 2021

PROVISION FOR CHILDREN AND YOUNG PEOPLE
WITH ADDITIONAL LEARNING NEEDS:
COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM
CONDITION PROVISION FOR LEARNERS AGED 11-19

14 DECEMBER 2021 – 1 FEBRUARY 2022



This document can be made available in Braille.
A summary version of this document is available at www.cardiff.gov.uk/ALNSchoolproposals
Information can also be made available in other community languages if needed.
Please contact us on 029 2087 2720 to arrange this.



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- How would Minority Ethnic pupils be affected?

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- Demand for places at the school
- Condition and suitability of school buildings

Quality and Standards

- Estyn
- Welsh Government Categorisation of Schools
- Willows High School

How would standards at the schools be affected by the changes?

- Standards
- Teaching and Learning Experiences
- Care support and guidance
- Leadership and management

Additional support for pupils

- Impact on pupils with Additional Learning Needs (ALN)
- How would support for pupils with English as an Additional Language be affected?
- How would pupils receiving Free School Meals be affected?
- How would Minority Ethnic pupils be affected?

What are the benefits of the proposed change?

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Alternative options considered

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Quality and Standards

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How would standards at the schools be affected by the changes?

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- Leadership and management

Additional support for pupils

- Impact on pupils with Additional Learning Needs (ALN)
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- How would pupils receiving Free School Meals be affected?
- How would Minority Ethnic pupils be affected?

What are the benefits of the proposed change?

Potential disadvantages of the proposed change

Alternative options considered

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Have your say

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- Demand for places at the school
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Quality and Standards

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How would standards at the schools be affected by the changes?

- Standards
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- Care support and guidance
- Leadership and management

Additional support for pupils

- Impact on pupils with Additional Learning Needs (ALN)
- How would support for pupils with English as an Additional Language be affected?
- How would pupils receiving Free School Meals be affected?
- How would Minority Ethnic pupils be affected?

What are the benefits of the proposed change?

Potential disadvantages of the proposed change

Alternative options considered

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Introduction

What is this booklet about?

This booklet is for parents/ carers, school staff, school governors and anyone who has an interest in education in Cardiff. It will be of particular interest to parents/ carers of children and young people attending or expecting to attend special schools or Specialist Resources Bases and those that have or currently work with children and young people with Additional Learning Needs (ALN).

It sets out a range of proposals to increase the number of specialist resource places for learners aged 11-19 with complex learning needs, and autism spectrum condition and the reasons for these proposed changes.

What are we proposing to do?

To meet the demand for secondary specialist resource places for learners with complex learning needs it is proposed to:

- **increase the designated number at the Whitchurch High School Specialist Resource Base from 70 to 100 from September 2022**
- **establish a 30 place Specialist Resource Base at Willows High School from September 2023**

To meet demand for secondary specialist resource provision for learners with Autism Spectrum Condition it is proposed to:

- **increase the designated number at the Llanishen High School Specialist Resource Base from 20 to 45 places from September 2022**
- **increase the designated number at The Marion Centre Specialist Resource Base from 42 to 66 places from September 2022**
- **establish a 30 place Resource Base at Ysgol Gyfun Gymraeg Glantaf alongside the existing 30 place Specialist Resource Base from September 2023**

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

We are also consulting on separate proposals to increase provision for learners with Emotional Health and Wellbeing Needs aged 11 – 19 and provision for learners with complex learning needs and autism spectrum condition aged 4 – 19 at a range of schools across Cardiff.

You can see more detail on these proposals at www.cardiff.gov.uk/ALNschoolproposals

Consultation

Who are we consulting with?

The consultation process must follow the Welsh Government guidelines as set out in the School Organisation Code 2018.

As part of this we are asking people what they think about the changes we are proposing. There are a number of ways people can tell us their views.

Table 1: Groups the Council is consulting with

Children and young people	Welsh Ministers
Parents/carers	Police & Crime Commissioner
School staff	Central South Consortium Joint Education Service (CSCJES)
School Governing Bodies	Welsh Language Commissioner
Local residents	Rhieni dros Addysg Gymraeg (RhAG)
Community Councils	Trade Unions
Local Members/Assembly Members (AMs)/ Regional Assembly Members/Member of Parliament (MPs)	Childcare providers
Diocesan Directors of Education	Mudiad Meithrin
Neighbouring Authorities	Wales Pre-School Providers Association
Neighbouring Primary and Secondary schools within Cardiff	Clybiau Plant Cymru Kids Club
Estyn	National Day Nurseries Association
Communities First Partnership	Welsh Education Forum
Cardiff and Vale Health Board	Traffic Commissioner for Wales
Local businesses/organisations	Voluntary Sector Organisations

Views of children and young people on the proposed changes

Cardiff is a Child Friendly City, and the views of children and young people are key to the way education is delivered. It is important that when bringing forward proposals, suitable arrangements are made to consult with pupils. The Council will consult with pupils in the schools included as part of these proposals and the information gathered in these sessions will be included in the final consultation report.

How you can find out more and let us know your views?

This consultation document and a consultation response form are available on the Council website at www.cardiff.gov.uk/ALNschoolproposals

If you are unable to access the documents online, printed copies will be available by post on request. You may request a copy by e-mailing schoolresponses@cardiff.gov.uk or by telephoning **029 2087 2720**.

We will advise families with children at the associated schools on how they can access a copy of the document.

Information will also be provided to residents and businesses in close proximity to the school sites included in the proposals.

Online meetings will be held where the changes we are proposing will be explained. You will have the opportunity to ask questions as part of these sessions. If you would like to attend an online meeting, please contact us via e-mail to schoolresponses@cardiff.gov.uk confirming which meeting you would like to attend and we will provide a link and instructions on how you can access this meeting.

Council officers will meet with the Governing Bodies and staff of the associated schools.

You can also write to the Council to tell us what you think.

The dates of the public consultation meetings are set out below:

Table 2: Consultation Meeting Dates		
Nature of consultation	Date/Time	Venue
Public meeting	Wednesday 19 January 2022 5:30pm	Online via Microsoft Teams
Drop in sessions	On request by emailing schoolresponses@cardiff.gov.uk	Online via Microsoft Teams

Your views are important to us

Your views matter and we want you to tell us what you think about the changes we have suggested in this document.

You can do this by:

- Attending one of the meetings or drop-in sessions listed above.
- Completing the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Completing the consultation response form, which you can find on page 79.
- Contacting the School Organisation Planning Team by e-mail to schoolresponses@cardiff.gov.uk, by telephone on (029) 2087 2720 or by post to Room 401, County Hall, Cardiff, CF10 4UW. This can include requesting an officer call back if you have a specific question that you feel you would like further information about.

The closing date for responses to this consultation is 1 February 2022

The Council is not able to consider any consultation responses received after this date.

Explanation of Terms used in this document

Please note the following terms used throughout this document:

Admission Number - all maintained schools admit pupils up to at least their Published Admission Number. The admission number is the number of pupil places available in each year group.

ALN - Additional Learning Needs. A child or young person is considered to have Additional Learning Needs if they have difficulties that have a significant long-term impact on their learning. Difficulties may be related to learning; communication and interaction; a physical or sensory disability; or behavioural emotional and social development. (ALN is sometimes referred to as Special Educational Needs).

Community Schools – a primary or secondary school where the Council arranges school admissions.

Complex Learning Needs - children and young people with Complex Learning Needs have a range of issues & combination of layered needs. These could include needs related to learning, communication, physical or sensory disabilities.

Emotional Health and Wellbeing Needs – children and young people with Emotional Health and Wellbeing Needs have issues with thinking, feeling and behaving. This impacts on managing how life affects them, how they cope, how they engage with others, the choices they make. Sometimes this is as a result of trauma. Children and young people may display anxiety, low self-esteem, school phobia, or behavioural difficulties.

Education Other Than at School (EOTAS) - education provision to meet specific needs of pupils who, for various reasons, cannot attend a mainstream or special school. EOTAS refers to education provided by the local authority and does not encompass elective home education.

Mainstream - a mainstream school is a school run by the Council which is not a special school. Council maintained mainstream/special schools are not selective and do not require students to pay fees.

Number on Roll data - the number of pupils at a school (not including nursery pupils).

PLASC - Pupil Level Annual School Census. In January of every year, the Welsh Government collects information from schools. This includes the number of pupils at each school, their age groups, home addresses, ethnicity, and data on Welsh language, Special Educational Needs, first language and pupils who have Free School Meals.

School Action - when a class or subject teacher gives extra support to a pupil with additional learning needs.

School Action Plus - when outside specialists help the class or school staff to give extra support to a pupil with additional learning needs. This is different or additional to the support provided through School Action.

Special School – a school for children with an additional learning need or disability, whose needs cannot be met in a mainstream school. The pupils at a special school have a statement of SEN, or an Individual Development Plan (IDP).

Specialist Resource Base - A small class in a mainstream school for pupils with significant additional learning needs. All pupils attending a specialist resource base have a statement of SEN and are taught by specialist teachers and learning support assistants, and have opportunities to learn, play or socialise with other mainstream pupils.

Wellbeing Classes - Cardiff also funds several wellbeing classes which provide short term intensive support for children and young people displaying emotional health and wellbeing needs, to support their continued placement in their local mainstream school. Placement in a Wellbeing Class is temporary for one year: the child remains on roll at their local school, and they are supported to return full time to their local school by the end of the programme.

Background

Cardiff's 2030 vision for education and learning in Cardiff sets a goal of A Learning Entitlement, in which all children and young people are able to:

- access appropriate routes into education and learning opportunities
- thrive and fulfil their potential
- realise their individual dreams and ambitions

In order to improve outcomes for Cardiff's most vulnerable learners, many of whom face barriers to engagement in education and learning, addressing inequality is key.

Cardiff's 2030 vision is available to view at cardiff.gov.uk/cardiff2030

The Approach to Supporting Additional Learning Needs in Cardiff

An effective, inclusive approach to supporting additional learning needs in Cardiff includes the following principles:

- Schools and settings that deliver an innovative curriculum with effective whole school approaches to teaching and learning, emotional health and wellbeing.
- Excellent specialist services to enhance the capacity of schools and other settings to include children and young people with a range of additional learning needs.
- Effective early identification and research-based intervention to prevent the escalation of additional learning needs wherever possible.
- High levels of accessibility in every school building with sufficient flexible accommodation in every school appropriate to the age and stage of learning.

- Strong partnerships to ensure a holistic, collaborative response to a child or young person's additional learning needs (including health, children and adult services, early years and Further Education providers).
- Effective multi-agency transition planning at every stage, from early years through to primary, secondary, post 16 and adult destinations, to support admission without delay.

The number of children and young people requiring specialist placement as a result of their learning disabilities has been increasing in Cardiff over the last 5 years, and steps were taken in 2018 to increase the number of specialist places available.

The proposals set out in this consultation document seek to improve access to education in line with the above principles of inclusion.

Sufficiency in the Special Sector

Cardiff Council is committed to the principles of inclusion. The majority of learners with Additional Learning Needs (ALN) attend a local mainstream school, and benefit from effective Additional Learning Provision (ALP). These learners do not need to attend a special school or Specialist Resource Base.

However, it is recognised that in order to thrive and fulfil their potential, children and young people with the most complex additional learning needs require access to the specialist environments and expertise of a special school or Specialist Resource Base

The number of pupils with severe and complex needs, who need a place in a special school or specialist resource base has continued to grow.

This is because of:

- Pupil population changes, with larger cohorts of primary school age pupils now moving through to the secondary age phase.
- Improved survival rates for children born with significant disabilities, resulting in a higher number of pupils with severe and complex disabilities.
- Increased complexity in needs, which has meant that the demand for specialist provision has continued to grow. The range of expertise, specialist support and facilities required in special schools and specialist resource bases has also increased.
- Increased incidence and identification of specific needs such as autism, ADHD, physical disabilities and sensory impairments.
- More children and young people with emotional health and wellbeing needs. This was a trend before COVID 19 but has been exacerbated by school closures and other measures to manage the pandemic.

At present, both primary and secondary schools in Cardiff host specialist resource base provision. Some are designated to support children with complex learning needs who require a specialist curriculum taught in a small class environment; some are designated for learners with autism spectrum condition or hearing impairments who require specialist support to access mainstream learning, with access to a nurturing base for some learning and unstructured time.

The purpose of a Specialist Resource Base is to enable learners with learning difficulties to succeed in a mainstream school environment. Pupils are taught in a small class by specialist staff and benefit from a specialist curriculum, while benefiting from the full range of education opportunities available to all pupils at the school.

At the end of March 2021, there were 2,265 children in Cardiff with a statement of Special Education Needs. As the population grows, so will the number of children and young people with significant and complex Additional Learning Needs.

In 2020/21:

- 1,116 places in Specialist Resource Bases or special schools were funded by Cardiff Council.
- 48 temporary places for learners were available in Wellbeing Classes and Speech and Language Classes
- 90 places were available in the Pupil Referral Unit (PRU)

Whilst there are a number of existing specialist settings across Cardiff, there are not enough places available. The number of children who would benefit from a place is projected to increase over coming years.

As there are not enough special school places in Cardiff, the Council has also funded some places at special schools in other Council areas or in independent schools. The total spend on these places was £6.3m in 2020/21. The budget for 2021/22 for these types of places is currently set at £7.3m.

Spending on independent places and special school places in neighbouring Council areas has grown to £3.8m in 2020/21. Without investment in additional places, the cost of these places would be expected to grow significantly in future years.

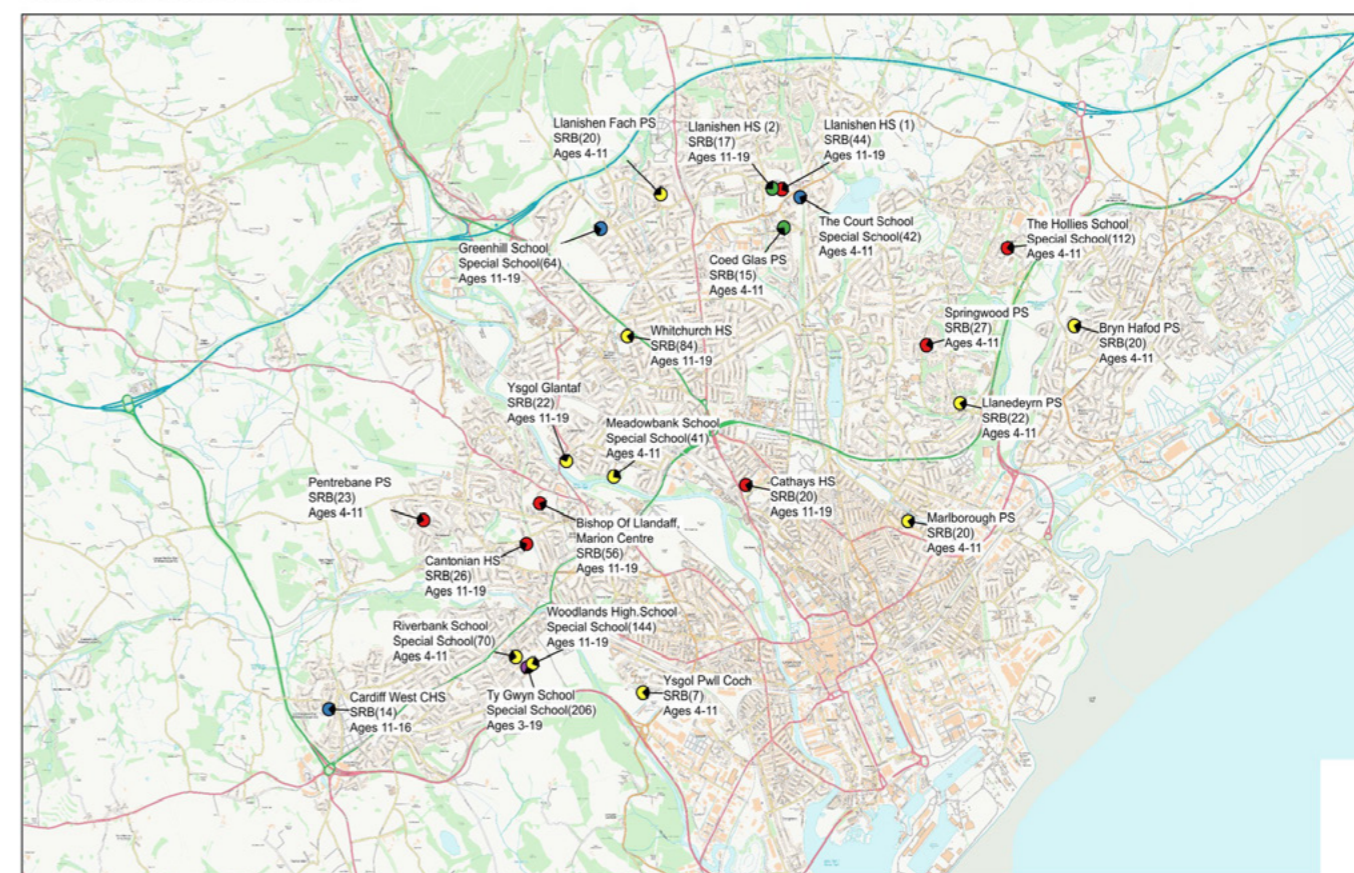
Geographical distribution of specialist provision

The location of Specialist Resource Bases and Wellbeing Classes is not well distributed across the city.

The lack of Specialist Resource Bases in some localities can disadvantage learners living in those areas. Some families are unfamiliar with the areas where provision is located. Parents or carers may lack the means to travel easily to those areas.

A better distribution of specialist resource bases across the city would improve access for pupils. It would reduce travel times for many pupils, as well as increasing the number of places available.

Cardiff Special Schools and SRBs 2021



Special schools & SRBs: Type & Capacity	
Autism	(7)
Behavioural, Emotional & Social Needs	(3)
Hearing Impairment	(2)
Profound & Multiple Learning Disabilities, Medical Needs, Autism	(1)
Severe Learning Disabilities, Medical Needs, Speech and Language, Autism	(10)

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Complex Learning Needs and Autism Spectrum Condition places for learners aged 11-19

Current provision

In 2020/21 there is a total of 461 specialist Complex Learning Needs and Autism Spectrum Condition places for learners aged 11-19 in Cardiff maintained schools. Proposals for Woodlands High School were approved by Welsh Government in September 2019 and will provide 100 additional places for young people with Complex Learning Needs.

Table 3: Secondary Complex Learning Needs and Autism Spectrum Condition provision currently available in Cardiff	
Secondary places	Age 11-19 Complex Learning Needs/ Autism Spectrum Condition capacity (2021/22)
Ty Gwyn School	123
Woodlands High School	140
Whitchurch High School Specialist Resource Base	70
The Marion Centre Specialist Resource Base	42
Cathays High School Specialist Resource Base	16
Cantonian High School Specialist Resource Base	20
Llanishen High School Specialist Resource Base	20
Ysgol Gyfun Gymraeg Glantaf Specialist Resource Base	30
Capacity	461

*Total capacity of Ty Gwyn School is 198 places aged 3-19, of which approximately 123 places serve pupils aged 11-19

Demand for places

Projected Complex Learning Needs/ Autism Spectrum Condition Secondary Phase Demand

Table 4: Projected future demand for Complex Learning Needs/ Autism Spectrum Condition places for young people aged 11-19

Secondary places	2021/22	2022/23	2023/24	2024/25	2025/26
Projected demand	580	600	617	623	629
Projected demand (+10%)	638	660	679	685	692

Taking account of all children needing places including those placed out of county and in mainstream awaiting a specialist placement, the demand for places is estimated to be circa 580 in 2021/22, rising to 629 by 2025/26.

Allowing for a 10% surplus to support flexibility, the ideal position would be 638 places in 2021/22 and 692 places by 2025/26.

In summary, there is an estimated deficit of 177 places in 2021/ 2022, reducing to 131 places by 2025/ 2026.

Proposal for Additional Specialist Resource Base places at Whitchurch High School

Proposal for Additional Specialist Resource Base places at Whitchurch High School

Whitchurch High School is an English-medium Foundation school for pupils aged 11-18. The school is located over two sites at Manor Way and Penlline Road in Whitchurch.

The school hosts a Specialist Resource Base designated for complex learning needs.

To meet the demand for Specialist Resource Base places for learners with complex learning needs aged 11-19 it is proposed to:

- increase the designated number at Whitchurch High School Specialist Resource Base from 70 to 100 from September 2022.

It is proposed that the current specialist resource base accommodation would be improved and refurbished, creating additional classrooms and learning spaces. Some of this work has already been undertaken in order that the school, and the Council, can ensure sufficient places were available for children with complex learning needs.

The number of places at the school

Table 5 below provides details of places available at Whitchurch High School

Name of school	Current Published Capacity (age 11 – 16)	Places per year group (age 11 – 16)	Sixth form places	Language medium and Category of School
Whitchurch High School (mainstream places)	1950	390	450	English-medium foundation secondary school
Whitchurch High School (Specialist Resource Base places)	70			

The current capacity of Whitchurch High School is 2,400 places and the school had 2416 pupils on roll in April 2021, including pupils in the Specialist Resource Base.

The current capacity of the Specialist Resource Base at Whitchurch High School is 70 places however the base had 96 learners on roll in October 2021.



Demand for places at the school

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

Table 6: Recent and projected numbers on roll at Whitchurch High School										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Whitchurch High School mainstream places	2206	2229	2270	2289	2335	2308	2308	2296	2289	2287
Whitchurch High School Specialist Resource Base places	49	56	69	84	81	90	91	100	100	100

* School pupil numbers based on local catchment population projections and historical patterns of demand

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended / operating efficiently) to D (life expired / risk of imminent failure)

Schools in Cardiff are also given a Suitability rating from A (good – facilities suitable for teaching, learning & wellbeing) to D (bad – building seriously inhibit the staff’s ability to deliver the curriculum).

Table 7: Condition and suitability gradings

Grading	Condition	Suitability
A	Good and operating efficiently	Good. Facilities suitable for teaching, learning and wellbeing in school
B	Satisfactory but with minor deterioration	Satisfactory. Performing as intended but does not effectively support the delivery of the curriculum in some areas
C	Poor with major defects	Poor. Teaching methods inhibited/adverse impact on school organisation
D	End of Life; life has expired or risk of imminent failure	Very poor. Buildings seriously inhibit the staff’s ability to deliver the curriculum

Whitchurch High School is rated C+ for condition and B for suitability. The site, and local infrastructure off-site, would support the expansion of the base.

Quality and Standards

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

Estyn is the office of Her Majesty’s Chief Inspector of Education and Training in Wales.

Estyn inspects quality and standards in schools and other education providers in Wales.

The Central South Consortium Joint Education Service (CSCJES) is the regional School Improvement Service for the five councils of Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taff and the Vale of Glamorgan. The Council works with the Consortium to support and challenge all schools in Cardiff.

Local Authorities, such as Cardiff Council, must consider Estyn reports and other evidence about school performance and effectiveness when suggesting changes to schools.

Local Authorities must also consider the likely impact of the proposed changes on:

- standards, wellbeing and attitudes to learning
- teaching and learning experiences
- care support and guidance
- leadership and management (leadership, improving quality, partnership working and resource management)

Estyn

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

The relevant Estyn Inspection reports provide grades against Key Questions and provide schools with recommendations for improvement.

You can find inspection reports on the Estyn website www.estyn.gov.uk

Welsh Government categorisation of schools

In 2014, the Welsh Government introduced a new categorisation system.

It looks at each school's standards and how much a school is able to improve. This identifies the level of support schools require.

Organisations such as the Central South Consortium (CSCJES) and the school improvement service then work with schools' leaders to identify, provide and/or broker any support required for further improvement.

The categorisation system is described in Table 8 below:

Table 8: Categorisation System	
Category of support	What the category means
Green	A highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement
Yellow	An effective school which is already doing well and knows the areas it needs to improve.
Amber	A school in need of improvement which needs help to identify the steps to improve or to make change happen more quickly.
Red	A school in need of greatest improvement and will receive immediate, intensive support.

A school's colour-coded category is decided by how it is rated for standards (1-4) and for how able it is to improve (A-D).

1 is the best rating for standards and A is the best for improvement.

Updated categorisations for each school are published every year in January.

More information about the categorisation scheme can be found in the Welsh Government's parents' guide to the National School Categorisation System here:

<http://gov.wales/docs/dcells/publications/150119-parents-guide-en.pdf>

Whitchurch High School

Whitchurch High School was last inspected by Estyn in January 2016.

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

Following a further monitoring visit in November 2017, the school was judged to have made sufficient progress and was removed from the list of schools requiring Estyn review.

In the most recent Welsh Government School Categorisation at January 2020, Whitchurch High School was categorised at Yellow (An effective school which is already doing well and knows the areas it needs to improve).

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

- The proportion of pupils making two or more levels of progress from Key Stage 2 (age 7 – 11) to Key Stage 3 (age 11 – 14), in comparison with local and regional averages, was greater for mathematics and science and was in line for English.
- The overall progress made by the school since the core inspection of January 2016 is strong. This progress has resulted from the successful and sustained ability to plan and implement change by school leaders and governors.

How would standards at the school be affected by the changes

Standards

The Council has made a clear commitment to continuing the investment in, and improvement of, Cardiff schools to make sure every child has the best possible start in life (www.cardiffcommitment.co.uk).

The Council works closely with the governing bodies of schools to make sure that standards in schools are high, that teaching is good, and that leadership and governance is strong.

Standards at Whitchurch High School are good. Increasing the Specialist Resource Base provision would provide appropriate high quality school places for young people with complex learning needs. It is not expected that the proposal will impact on standards at the school.

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

Teaching and learning experiences

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

Care support and guidance

All schools have an appropriate range of policies and provision in place to promote pupils' health and wellbeing.

The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

The Council would work with the leadership of the school to make sure everyone understands their responsibility for helping to improve and sustain care support and guidance.

Leadership and Management

The Council would continue to work with the leadership of the school to make sure everyone understands their responsibility for helping to improve and sustain high performance. It would support the school to have a good relationship with parents and other partners so that pupils receive a high-quality education.

The proposed changes would be planned carefully so that the school's leadership and governance is not disrupted, which could have a negative impact on educational standards.

Additional support for pupils

Table 9 below show the percentages of:

- Pupils with Additional Learning Needs
- Pupils receiving Free School Meals
- Pupils with English as an Additional Language
- Minority Ethnic pupils at at each of the schools.

Table 9: Whitchurch High School

All pupils	%
% of Pupils on School Action	1.1
% of Pupils on School Action Plus	3.5
% of Pupils with a statement of ALN	4.9
% of Free School Meals Pupils- 3 year average	14.8
% of Pupils with English as an Additional Language	3
% of Minority Ethnic Pupils	22.5

Impact on pupils with Additional Learning Needs (ALN)

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

The Council acknowledges that a change in environment can be unsettling and upsetting for children with additional learning needs. Pupils would be supported to enable them to adapt to the changes proposed.

How would support for pupils with English as an Additional Language be affected?

Pupils that receive support because they have English as an additional language can be supported in any school in Cardiff.

There is no information available that suggests that the proposal would have a negative effect on how children with English as an additional language are supported. The school would continue to provide support that is appropriate to the individual needs of each pupil.

How would pupils receiving Free School Meals be affected?

Some of the funding that a school receives is based on the number of pupils in the school who receive Free School Meals. All schools in Cardiff would receive funding for these pupils.

There is no information available that suggests that the proposal would have a negative effect on pupils at the school who receive Free School Meals.

How would Minority Ethnic Pupils be affected?

The needs of individual pupils are assessed and provided for as appropriate. There is also no information available that suggests that the proposal would have a negative effect on provision for any ethnic group.

What are the benefits of the proposed change?

- The proposal would increase the number of Specialist Resource Base places for secondary aged learners with complex learning needs and would contribute towards meeting projected demand.
- The opportunity to employ additional specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school.
- The proposal would ensure that pupils living in the northern areas of the city travel shorter distances to access specialist provision than to alternative provision.

Potential disadvantages of the proposed change

- Some pupils with additional learning needs can find change difficult. They may find changes to buildings unsettling. We know they will need carefully planned support to adapt to the changes. However, there would be sufficient time to plan and support such changes.
- There is potential for a small increase in traffic around the school site at the start and end of the day. The Council would work with the Governing Body of the school to develop a Travel Plan to minimise any potential disruption.

Alternative options considered

The Council is seeking to provide a better distribution of specialist resource base provision across the city. This would improve access for pupils, and reduce travel times for many pupils, as well as increasing the number of places available. A number of other expansions, and new provision at other schools city-wide, are also proposed.

Alternative options to the expansion of the Whitchurch High School Specialist Resource Base could include:

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

However, the standards at Whitchurch High School are good. Increasing the Specialist Resource Base provision provides an increased number of appropriate high quality school places. The expansion of the successful base at Whitchurch High School to 100 places is therefore considered to be a preferred option.

Human Resources Matters

HR People Services will work with the Governing Body to address the HR implications arising from the increase in the designated number of the Specialist Resource Base at the school and the resulting need for additional staffing.

Where the Governing Body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the increase in the designated number of the Specialist Resource Base will provide opportunities for school-based staff on the school redeployment register.

Transport matters

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to specialist resource bases. Some specialist resource base learners who live within two miles of the school may be provided with free transport due to their individual learning needs and social issues. Other learners are able to travel independently or with parent/carers and if resident within the two-mile qualifying distance may not be eligible for Learner Transport. These pupils as well as staff and school visitors would benefit from any required improvements in facilities for active travel to school or public transport facilities.

As the Council is seeking to provide a better distribution of specialist resource provision across the city, it is expected that the average travel distance to specialist resource bases for individual learners would reduce in future.

A school proposal to establish Additional Learning Needs facilities may require a Transport Statement which will identify measures to be included as part of the application to maximise travel by sustainable modes.

The Council's current Corporate Plan includes a commitment to every school in Cardiff developing an Active Travel Plan. Such a plan will identify actions by the school to support and encourage active travel to school and also any improvements to on-site and off-site infrastructure required to facilitate active journeys.

Increasing travel to school by active modes (walking, cycling and scooting) by ensuring safe facilities are provided will have a positive impact on children's health and wellbeing.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the Additional Learning Needs cohort, which would be offered to learners as appropriate, including Independent Travel Training for older pupils (to be reviewed each year), cycle maintenance and cycle training.

With the expected increased demand for Learner Transport suitable improved and / or expanded facilities for drop-off and pick-up may be required within the site to accommodate the appropriate numbers of vehicles. Other improvements may include modifications to the layout, signing and traffic control measures.

Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposal. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively, you can send us your views in one of the following ways:

- Completing the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Email your views to schoolresponses@cardiff.gov.uk
- Write to us at the following address: School Organisation Planning, Room 401, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 1 February 2022.

**Proposal for the
establishment of a
Specialist Resource
Base at Willows
High School**

Proposal for the establishment of a Specialist Resource Base at Willows High School

Willows High School is an English-medium community high school for pupils aged 11 – 16.

The school is located at Willows Avenue, Tremorfa. Plans to transfer the school to new build accommodation at Lewis Road are currently being progressed. The new Willows High School will have a modern design and new facilities including state-of-the-art educational amenities in a brand-new building.

To meet the demand for secondary Specialist Resource Base places for learners with complex learning needs it is proposed to:

- establish a 30 place Specialist Resource Base at Willows High School from September 2023.

It is proposed that the new base would initially be accommodated within the existing buildings, with the necessary adaptations undertaken. Specialist accommodation would then be provided as part of the development of the new Willows High School.

The number of places at the school

Table 10 below provides details of places available at Willows High School

Name of school	Current Published Capacity (age 11 – 16)	Places per year group (age 11 – 16)	Sixth form places	Language medium and Category of School
Willows High School	1121	224	0	English-medium community secondary school

The current capacity of Willows High School is 1121 places and the school had 730 pupils on roll in April 2021. The school has sufficient classroom space to accommodate a greater number of pupils and has re-designated these rooms for other purposes. The school will be transferring to new build accommodation at Lewis Road from September 2025. Specialist accommodation will be provided as part of this.



Demand for places at the school

Table 11 below sets out details of recent and projected numbers on roll

School	Numbers on Roll (PLASC)					Pupil projections*				
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Willows High School mainstream places	554	581	619	665	730	734	744	748	731	778
Willows High School Specialist Resource Base places	N/A	N/A	N/A	N/A	N/A	N/A	5	10	15	20

* School pupil numbers based on local catchment population projections and historical patterns of demand

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended / operating efficiently) to D (life expired / risk of imminent failure)

Schools in Cardiff are also given a Suitability rating from A (good – facilities suitable for teaching, learning & wellbeing) to D (bad – building seriously inhibit the staff's ability to deliver the curriculum).

Grading	Condition	Suitability
A	Good and operating efficiently	Good. Facilities suitable for teaching, learning and wellbeing in school
B	Satisfactory but with minor deterioration	Satisfactory. Performing as intended but does not effectively support the delivery of the curriculum in some areas
C	Poor with major defects	Poor. Teaching methods inhibited/adverse impact on school organisation
D	End of Life; life has expired or risk of imminent failure	Very poor. Buildings seriously inhibit the staff's ability to deliver the curriculum

The current Willows High School buildings are rated D for condition and C for suitability. However, plans to transfer the school to new build accommodation at Lewis Road are currently being progressed.

The school is transferring to new build accommodation at Lewis Road from September 2025.

Quality and Standards

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Estyn inspects quality and standards in schools and other education providers in Wales.

The Central South Consortium Joint Education Service (CSCJES) is the regional School Improvement Service for the five councils of Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taff and the Vale of Glamorgan. The Council works with the Consortium to support and challenge all schools in Cardiff.

Local Authorities, such as Cardiff Council, must consider Estyn reports and other evidence about school performance and effectiveness when suggesting changes to schools.

Local Authorities must also consider the likely impact of the proposed changes on:

- standards, wellbeing and attitudes to learning
- teaching and learning experiences
- care support and guidance
- leadership and management (leadership, improving quality, partnership working and resource management)

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The relevant Estyn Inspection reports provide grades against Key Questions and provide schools with recommendations for improvement.

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Welsh Government categorisation of schools

In 2014, the Welsh Government introduced a new categorisation system.

It looks at each school's standards and how much a school is able to improve. This identifies the level of support schools require. Organisations such as the Central South Consortium (CSCJES) and the school improvement service then work with schools' leaders to identify, provide and/or broker any support required for further improvement.

The categorisation system is described in Table 13 below:

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

A school's colour-coded category is decided by how it is rated for standards (1-4) and for how able it is to improve (A-D).

1 is the best rating for standards and A is the best for improvement.

Updated categorisations for each school are published every year in January.

More information about the categorisation scheme can be found in the Welsh Government's parents' guide to the National School Categorisation System here:

<http://gov.wales/docs/dcells/publications/150119-parents-guide-en.pdf>

Willows High School

Willows High School was last inspected by Estyn in April 2018.

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

In the most recent Welsh Government School Categorisation at January 2020, Willows High School was categorised at Yellow (An effective school which is already doing well and knows the areas it needs to improve).

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

- The proportion of pupils making two or more levels of progress from Key Stage 2 (ages 7 – 11) to Key Stage 3 (ages 11-14), in comparison with local and regional averages, was much greater in English, though was much lower in mathematics and science.
- The school has made strong progress in supporting most teachers to develop consistent strategies to improve the learning experiences of most pupils.

How would standards at the school be affected by the changes

Standards

The Council has made a clear commitment to continuing the investment in, and improvement of, Cardiff schools to make sure every child has the best possible start in life (www.cardiffcommitment.co.uk).

The Council works closely with the governing bodies of schools to make sure that standards in schools are high, that teaching is good and that leadership and governance is strong.

Standards at Willows High School are good. Establishing specialist resource base provision at the school would provide appropriate high quality school places for young people with complex learning needs.

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

Teaching and learning experiences

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

Care support and guidance

All schools have an appropriate range of policies and provision in place to promote pupils' health and wellbeing.

The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

The Council would work with the leadership of the school to make sure everyone understands their responsibility for helping to improve and sustain care support and guidance.

Leadership and Management

The Council would continue to work with the leadership of the school to make sure everyone understands their responsibility for helping to improve and sustain high performance. It would support the school to have a good relationship with parents and other partners so that pupils receive a high-quality education.

The proposed changes would be planned carefully so that the school's leadership and governance is not disrupted, which could have a negative impact on educational standards.

Additional support for pupils

Table 14 below shows the percentages of:

- Pupils with Additional Learning Needs
- Pupils receiving Free School Meals
- Pupils with English as an Additional Language
- Minority Ethnic pupils at each of the schools.

Table 14: Willows High School	
All pupils	%
% of Pupils on School Action	7.5
% of Pupils on School Action Plus	11.4
% of Pupils with a statement of ALN	1.5
% of Free School Meals Pupils- 3 year average	48.5
% of Pupils with English as an Additional Language	22.5
% of Minority Ethnic Pupils	53.6

Impact on pupils with Additional Learning Needs (ALN)

The current expertise at the school would be maintained. The establishment of specialist resource base provision would provide opportunities for staff development and for enhancing pupils' learning in purpose-built facilities.

The Council acknowledges that a change in environment can be unsettling and upsetting for children with additional learning needs. Pupils would be supported to enable them to adapt to the changes proposed.

How would support for pupils with English as an Additional Language be affected?

Pupils that receive support because they have English as an additional language can be supported in any school in Cardiff.

There is no information available that suggests that the proposal would have a negative effect on how children with English as an additional language are supported. The school would continue to provide support that is appropriate to the individual needs of each pupil.

How would pupils receiving Free School Meals be affected?

Some of the funding that a school receives is based on the number of pupils in the school who receive Free School Meals. All schools in Cardiff would receive funding for these pupils.

There is no information available that suggests that the proposal would have a negative effect on pupils at the school who receive Free School Meals.

How would Minority Ethnic Pupils be affected?

The needs of individual pupils are assessed and provided for as appropriate. There is also no information available that suggests that the proposal would have a negative effect on provision for any ethnic group.

What are the benefits of the proposed change?

- The proposal would increase the number of specialist resource places for secondary aged learners with complex learning needs and would contribute towards meeting projected demand.
- The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school.
- The proposal would ensure that pupils living in the southern area of the city travel shorter distances to access specialist provision than to alternative provision.

Potential disadvantages of the proposed change

- Some pupils with additional learning needs can find change difficult. They may find moving to a new building on a new site unsettling. We know they will need carefully planned support to adapt to the new setting. However, there would be sufficient time to plan and support such a transition.
- There is potential for a small increase in traffic around the school site at the start and end of the day. The Council would work with the Governing Body of the school to develop a Travel Plan to minimise any potential disruption.

Alternative options considered

The Council is seeking to provide a better distribution of specialist resource provision across the city. This would improve access for pupils, and reduce travel times for many pupils, as well as increasing the number of places available. A number of other expansions, and new provision at other schools city-wide, are also proposed.

Alternative options to the establishment of a Specialist Resource Base at Willows High School could include:

- the establishment of new specialist provision on other school sites and/or
- the expansion of existing provision on other secondary school sites, and/ or a different number of places in the current or proposed bases.

There is no Specialist Resource Base provision in the area served by Willows High School at present. All children in this area who require placement in a specialist resource base currently travel to other areas. The nearest Specialist Resource Base for learners aged 11-16 with complex learning needs is at Whitchurch High School, approximately six miles from Willows High School. Establishing provision elsewhere, or expanding existing provision, would not improve access for children living in the area served by Willows High School.

The establishment of the Specialist Resource Base could be delayed until the new Willows High School building is complete. However, this would mean that children requiring the support of a resource base would need to take up a place elsewhere, and additional places may need to be provided in new accommodation at significant cost for an extended temporary period.

Establishing this provision at Willows High School ahead of transferring to new build accommodation is therefore considered to be the preferred option.

Human Resources Matters

HR People Services will work with the Governing Body to address the HR implications arising from the establishment of a Specialist Resource Base at the school and the resulting need for additional staffing.

Where the Governing Body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the establishment of the Specialist Resource Base will provide opportunities for school-based staff on the school redeployment register.

Transport matters

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to specialist resource bases. However, some learners who live within two miles of the school may be provided with free transport due to their individual learning needs and social issues.

Other learners are able to travel independently or with parent/carers and if resident within the two-mile qualifying distance may not be eligible for Learner Transport. These pupils as well as staff and school visitors would benefit from any required improvements in facilities for active travel to school or public transport facilities.

As this is a proposal for a new school which is also to establish new Additional Learning Needs facilities, it will require a Transport Assessment which will identify measures to be included as part of the application to maximise travel by sustainable modes.

The Council's current Corporate Plan includes a commitment to every school in Cardiff developing an Active Travel Plan. Such a plan will identify actions by the school to support and encourage active travel to school and also any improvements to on-site and off-site infrastructure required to facilitate active journeys.

Increasing travel to school by active modes (walking, cycling and scooting) by ensuring safe facilities are provided will have a positive impact on children's health and wellbeing.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the Additional Learning Needs cohort, which would be offered to learners as appropriate, including Independent Travel Training for older pupils, cycle maintenance and cycle training.

Suitable facilities for drop-off and pick-up by Learner Transport vehicles will be incorporated within the design of the new school site to accommodate the appropriate numbers of vehicles with a designated access.

Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposal. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively, you can send us your views in one of the following ways:

- Completing the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Email your views to schoolresponses@cardiff.gov.uk
- Write to us at the following address: School Organisation Planning, Room 401, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 1 February 2022.

Proposal for Additional Specialist Resource Base places at Llanishen High School

Proposal for Additional Specialist Resource Base places at Llanishen High School

Llanishen High School is an English-medium community high school for pupils aged 11-19. The school is located at Heol Hir in Llanishen.

The school hosts a Specialist Resource Base designated for Autism Spectrum Condition and a Specialist Resource Base for learners with a hearing impairment.

No changes are proposed to the school's Specialist Resource Base for learners with a hearing impairment.

To meet the demand for Specialist Resource Base places for learners with Autism Spectrum Condition aged 11 - 19 it is proposed to:

- increase the designated number at the Llanishen High School Specialist Resource Base from 20 to 45 from September 2022

Interim works have been undertaken and further works would be necessary to improve and extend the current Specialist Resource Base facilities and accommodation. Some of this work has already been undertaken in order that the school, and the Council, can ensure sufficient places were available for children requiring the support of the base.

The number of places at the school

Table 15 below provides details of places available at Llanishen High School

Name of school	Current Published Capacity (age 11 – 16)	Places per year group (age 11 – 16)	Sixth form places	Language medium and Category of School
Llanishen High School (Non-ASC places)	1500	300	300	English-medium community primary school
Llanishen High School (ASC Specialist Resource Base places)		20		



The current capacity of Llanishen High School is 1800 places and the school had 1632 pupils on roll in April 2021 including pupils in the Specialist Resource Base.

The current capacity of the Specialist Resource Base for learners with Autistic Spectrum Condition at Llanishen High School is 20 places however the base had 45 learners on roll in October 2021.

Demand for places at the school

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

Table 16: Recent and projected numbers on roll at Llanishen High School										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Llanishen High School mainstream places	1517	1530	1536	1568	1587	1608	1631	1640	1631	1607
Llanishen High School Specialist Resource Base Places (ASC)	25	27	27	33	45	45	45	45	45	45

* School pupil numbers based on local catchment population projections and historical patterns of demand

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended / operating efficiently) to D (life expired / risk of imminent failure)

Schools in Cardiff are also given a Suitability rating from A (good – facilities suitable for teaching, learning & wellbeing) to D (bad – building seriously inhibit the staff’s ability to deliver the curriculum).

Table 17: Condition and suitability gradings		
Grading	Condition	Suitability
A	Good and operating efficiently	Good. Facilities suitable for teaching, learning and wellbeing in school
B	Satisfactory but with minor deterioration	Satisfactory. Performing as intended but does not effectively support the delivery of the curriculum in some areas
C	Poor with major defects	Poor. Teaching methods inhibited/adverse impact on school organisation
D	End of Life; life has expired or risk of imminent failure	Very poor. Buildings seriously inhibit the staff’s ability to deliver the curriculum

Llanishen High School is rated C for condition and C for suitability.

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

Quality and Standards

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

Estyn is the office of Her Majesty’s Chief Inspector of Education and Training in Wales.

Estyn inspects quality and standards in schools and other education providers in Wales.

The Central South Consortium Joint Education Service (CSCJES) is the regional School Improvement Service for the five councils of Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taff and the Vale of Glamorgan. The Council works with the Consortium to support and challenge all schools in Cardiff.

Local Authorities, such as Cardiff Council, must consider Estyn reports and other evidence about school performance and effectiveness when suggesting changes to schools.

Local Authorities must also consider the likely impact of the proposed changes on:

- standards, wellbeing and attitudes to learning
- teaching and learning experiences
- care support and guidance
- leadership and management (leadership, improving quality, partnership working and resource management)

Estyn

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

The relevant Estyn Inspection reports provide grades against Key Questions and provide schools with recommendations for improvement.

You can find inspection reports on the Estyn website www.estyn.gov.uk

Welsh Government categorisation of schools

In 2014, the Welsh Government introduced a new categorisation system.

It looks at each school's standards and how much a school is able to improve. This identifies the level of support schools require. Organisations such as the Central South Consortium (CSCJES) and the school improvement service then work with schools' leaders to identify, provide and/or broker any support required for further improvement.

The categorisation system is described in Table 18 below:

Table 18: Categorisation System	
Category of support	What the category means
Green	A highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement
Yellow	An effective school which is already doing well and knows the areas it needs to improve.
Amber	A school in need of improvement which needs help to identify the steps to improve or to make change happen more quickly.
Red	A school in need of greatest improvement and will receive immediate, intensive support.

A school's colour-coded category is decided by how it is rated for standards (1-4) and for how able it is to improve (A-D).

1 is the best rating for standards and A is the best for improvement.

Updated categorisations for each school are published every year in January.

More information about the categorisation scheme can be found in the Welsh Government's parents' guide to the National School Categorisation System here:

<http://gov.wales/docs/dcells/publications/150119-parents-guide-en.pdf>

Llanishen High School

Llanishen High School was last inspected by Estyn in February 2016.

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

Following a further monitoring visit in November 2016, the school was judged to have made good progress and was removed from the school from the list of schools requiring Estyn review.

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

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

- Progress from Key Stage 2 (ages 7 – 11) to Key Stage 3 (ages 11 – 14) has continued to be very strong, with most pupils making expected progress or above in English, mathematics and science.
- The Pupil Development Grant (PDG) has been used effectively to improve outcomes for learners, an example being the performance of pupils eligible for Free School Meals across all core subjects at Key Stage 4 (ages 14 – 16).
- The school is very well led and managed by the headteacher and the senior leadership team. They have worked very effectively to raise the achievement of nearly all pupils and improve teaching and are well supported by the main body of staff who are keen for the school to improve further.

How would standards at the school be affected by the changes

Standards

The Council has made a clear commitment to continuing the investment in, and improvement of, Cardiff schools to make sure every child has the best possible start in life (www.cardiffcommitment.co.uk).

The Council works closely with the governing bodies of schools to make sure that standards in schools are high, that teaching is good and that leadership and governance is strong.

Standards at Llanishen High School are good. Increasing the Autism Spectrum Condition Specialist Resource Base provision would provide appropriate high quality school places for young people with autism. It is not expected that the proposal will impact on standards at the school.

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

Teaching and learning experiences

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

Care support and guidance

All schools have an appropriate range of policies and provision in place to promote pupils' health and wellbeing.

The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

The Council would work with the leadership of the school to make sure everyone understands their responsibility for helping to improve and sustain care support and guidance.

Leadership and Management

The Council would continue to work with the leadership of the school to make sure everyone understands their responsibility for helping to improve and sustain high performance. It would support the school to have a good relationship with parents and other partners so that pupils receive a high-quality education.

The proposed changes would be planned carefully so that the school's leadership and governance is not disrupted, which could have a negative impact on educational standards.

Additional support for pupils

Table 19 below shows the percentages of:

- Pupils with Additional Learning Needs
- Pupils receiving Free School Meals
- Pupils with English as an Additional Language
- Minority Ethnic pupils at each of the schools.

Table 19: Llanishen High School

All pupils	%
% of Pupils on School Action	7.1
% of Pupils on School Action Plus	3.4
% of Pupils with a statement of ALN	5.3
% of Free School Meals Pupils- 3 year average	21.9
% of Pupils with English as an Additional Language	3.8
% of Minority Ethnic Pupils	24.7

Impact on pupils with Additional Learning Needs (ALN)

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

The Council acknowledges that a change in environment can be unsettling and upsetting for children with additional learning needs. Pupils would be supported to enable them to adapt to the changes proposed.

How would support for pupils with English as an Additional Language be affected?

Pupils that receive support because they have English as an additional language can be supported in any school in Cardiff.

There is no information available that suggests that the proposal would have a negative effect on how children with English as an additional language are supported. The school would continue to provide support that is appropriate to the individual needs of each pupil.

How would pupils receiving Free School Meals be affected?

Some of the funding that a school receives is based on the number of pupils in the school who receive Free School Meals. All schools in Cardiff would receive funding for these pupils.

There is no information available that suggests that the proposal would have a negative effect on pupils at the school who receive Free School Meals.

How would Minority Ethnic Pupils be affected?

The needs of individual pupils are assessed and provided for as appropriate. There is also no information available that suggests that the proposal would have a negative effect on provision for any ethnic group.

What are the benefits of the proposed change?

- The proposal would increase the number of Specialist Resource Base places for secondary aged learners with autism spectrum condition and would contribute towards meeting projected demand.
- The opportunity to employ additional specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school.
- The proposal would ensure that pupils living in the north of the city travel shorter distances to access specialist provision than to alternative provision.

Potential disadvantages of the proposed change

- Some pupils with additional learning needs can find change difficult. They may find changes to buildings unsettling. We know they will need carefully planned support to adapt to the changes. However, there would be sufficient time to plan and support such a change.
- There is potential for a small increase in traffic around the school site at the start and end of the day. The Council would work with the Governing Body of the school to develop a Travel Plan to minimise any potential disruption.

Alternative options considered

The Council is seeking to provide a better distribution of specialist resource provision across the city. This would improve access for pupils, and reduce travel times for many pupils, as well as increasing the number of places available. A number of other expansions, and new provision at other schools city-wide, are also proposed.

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

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

However, the standards at Llanishen High School are good. Increasing the Specialist Resource Base provision provides an increased number of appropriate high quality school places. The permanent expansion of the successful base at Llanishen High School to 45 places is therefore considered to be a preferred option.

Human Resources Matters

HR People Services will work with the Governing Body to address the HR implications arising from the increase in the designated number of the Autism Spectrum Condition Specialist Resource Base at the school and the resulting need for additional staffing.

Where the Governing Body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the increase in the designated number of the Autism Spectrum Condition Specialist Resource Base will provide opportunities for school-based staff on the school redeployment.

Transport matters

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to specialist resource bases. Some specialist resource base learners who live within two miles of the school may be provided with free transport due to their individual learning needs and social issues.

Other learners are able to travel independently or with parent/carers and if resident within the two-mile qualifying distance may not be eligible for Learner Transport. These pupils as well as staff and school visitors would benefit from any required improvements in facilities for active travel to school or public transport facilities.

As the Council is seeking to provide a better distribution of specialist resource provision across the city, it is expected that the average travel distance to specialist resource bases for individual learners would reduce in future.

A school proposal to establish Additional Learning Needs facilities may require a Transport Statement which will identify measures to be included as part of the application to maximise travel by sustainable modes.

The Council's current Corporate Plan includes a commitment to every school in Cardiff developing an Active Travel Plan. Such a plan will identify actions by the school to support and encourage active travel to school and also any improvements to on-site and off-site infrastructure required to facilitate active journeys.

Increasing travel to school by active modes (walking, cycling and scooting) by ensuring safe facilities are provided will have a positive impact on children's health and wellbeing.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the Additional Learning Needs cohort, which would be offered to learners as appropriate, including Independent Travel Training for older pupils (to be reviewed each year), cycle maintenance and cycle training.

With the expected increased demand for Learner Transport the site would be reviewed to ensure suitable and sufficient facilities for drop-off and pick-up are provided within the site to accommodate the appropriate numbers of vehicles and improvements made if necessary. Modifications may be required to the school access.

Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposal. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively, you can send us your views in one of the following ways:

- Completing the online response form at www.cardiff.gov.uk/ALNschoollproposals
- Email your views to schoolresponses@cardiff.gov.uk
- Write to us at the following address: School Organisation Planning, Room 401, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 1 February 2022.

Proposal for Additional Specialist Resource Base places at The Marion Centre, The Bishop of Llandaff Church in Wales High School

Proposal for Additional Specialist Resource Base places at The Marion Centre, The Bishop of Llandaff Church in Wales High School

The Bishop of Llandaff Church in Wales High School is an English-medium voluntary aided secondary school for pupils aged 11-18. The school is located at Rookwood Close in Llandaff.

The school hosts a Specialist Resource Base, The Marion Centre, designated for pupils with Autism Spectrum Condition.

To meet the demand for Specialist Resource Base places for learners with Autism Spectrum Condition aged 11 – 19 it is proposed to:

- increase the designated number at The Marion Centre Specialist Resource Base from 42 to 66 from September 2022

It is proposed that the current Specialist Resource Base accommodation would be improved and refurbished, creating additional classrooms and learning spaces.

The number of places at the school

Table 20 below provides details of places available

Name of school	Current Published Capacity (age 11 – 16)	Places per year group (age 11 – 16)	Sixth form places	Language medium and Category of School
Bishop of Llandaff Church in Wales High School (mainstream places)	900	180	185	English-medium community secondary school
The Marion Centre (Specialist Resource Base places)		42		



The current capacity of Bishop of Llandaff Church in Wales High School is 1085 places and the school had 1231 pupils on roll in April 2021, including pupils in the Specialist Resource Base.

Demand for places at the school

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

School	Numbers on Roll (PLASC)					Pupil projections*				
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Bishop of Llandaff Church in Wales High School mainstream places	1228	1252	1245	1240	1239	1257	1260	1258	1261	1260
The Marion Centre (Specialist Resource Base) places	52	49	51	51	56	65	66	66	66	66

* School pupil numbers based on local catchment population projections and historical patterns of demand

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended / operating efficiently) to D (life expired / risk of imminent failure)

Schools in Cardiff are also given a Suitability rating from A (good – facilities suitable for teaching, learning & wellbeing) to D (bad – building seriously inhibit the staff’s ability to deliver the curriculum).

Table 22: Condition and suitability gradings		
Grading	Condition	Suitability
A	Good and operating efficiently	Good. Facilities suitable for teaching, learning and wellbeing in school
B	Satisfactory but with minor deterioration	Satisfactory. Performing as intended but does not effectively support the delivery of the curriculum in some areas
C	Poor with major defects	Poor. Teaching methods inhibited/adverse impact on school organisation
D	End of Life; life has expired or risk of imminent failure	Very poor. Buildings seriously inhibit the staff’s ability to deliver the curriculum

The Bishop of Llandaff Church in Wales High School is rated C for condition and C for suitability.

The Marion Centre is accommodated in specialist accommodation which is of a high standard. It is proposed that the current specialist resource base accommodation would be improved and refurbished, creating additional classrooms and learning spaces.

The site, and local infrastructure off-site, would support the expansion of The Marion Centre.

Quality and Standards

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

Estyn is the office of Her Majesty’s Chief Inspector of Education and Training in Wales.

Estyn inspects quality and standards in schools and other education providers in Wales.

The Central South Consortium Joint Education Service (CSCJES) is the regional School Improvement Service for the five councils of Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taff and the Vale of Glamorgan. The Council works with the Consortium to support and challenge all schools in Cardiff.

Local Authorities, such as Cardiff Council, must consider Estyn reports and other evidence about school performance and effectiveness when suggesting changes to schools.

Local Authorities must also consider the likely impact of the proposed changes on:

- standards, wellbeing and attitudes to learning
- teaching and learning experiences
- care support and guidance
- leadership and management (leadership, improving quality, partnership working and resource management)

Estyn

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

The relevant Estyn Inspection reports provide grades against Key Questions and provide schools with recommendations for improvement.

You can find inspection reports on the Estyn website www.estyn.gov.uk

Welsh Government categorisation of schools

In 2014, the Welsh Government introduced a new categorisation system.

It looks at each school’s standards and how much a school is able to improve. This identifies the level of support schools require. Organisations such as the Central South Consortium (CSCJES) and the school improvement service then work with schools’ leaders to identify, provide and/or broker any support required for further improvement.

The categorisation system is described in Table 23 below:

Table 23: Categorisation System	
Category of support	What the category means
Green	A highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement
Yellow	An effective school which is already doing well and knows the areas it needs to improve.
Amber	A school in need of improvement which needs help to identify the steps to improve or to make change happen more quickly.
Red	A school in need of greatest improvement and will receive immediate, intensive support.

A school's colour-coded category is decided by how it is rated for standards (1-4) and for how able it is to improve (A-D).

1 is the best rating for standards and A is the best for improvement.

Updated categorisations for each school are published every year in January.

More information about the categorisation scheme can be found in the Welsh Government's parents' guide to the National School Categorisation System here:

<http://gov.wales/docs/dcells/publications/150119-parents-guide-en.pdf>

The Bishop of Llandaff Church in Wales High School

The Bishop of Llandaff Church in Wales High School was last inspected by Estyn in February 2018.

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

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

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

- The proportion of pupils making two or more levels of progress from Key Stage 2 (ages 7 – 11) to Key Stage 3 (ages 11 – 14), in comparison with local and regional averages, was much greater in English, mathematics and science.
- The school improvement plan (SIP) identifies key priorities clearly. It contains robust success criteria, challenging targets and clear milestones with which to measure progress.
- Processes to track pupils' progress are robust and highly effective at all levels, including within The Marion Centre, where nearly all pupils make very strong progress over time, from their starting points.

How would standards at the school be affected by the changes

Standards

The Council has made a clear commitment to continuing the investment in, and improvement of, Cardiff schools to make sure every child has the best possible start in life (www.cardiffcommitment.co.uk).

The Council works closely with the governing bodies of schools to make sure that standards in schools are high, that teaching is good and that leadership and governance is strong.

Standards at The Bishop of Llandaff Church in Wales High School are good. Increasing the Specialist Resource Base provision would provide appropriate high quality school places for young people with autism. It is not expected that the proposal will impact on standards at the school.

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

Teaching and learning experiences

The proposal is not expected to have any negative impact on teaching and learning experiences at The Bishop of Llandaff Church in Wales High School.

Care support and guidance

All schools have an appropriate range of policies and provision in place to promote pupils' health and wellbeing.

The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

The Council would work with the leadership of the school to make sure everyone understands their responsibility for helping to improve and sustain care support and guidance.

Leadership and Management

The Council would continue to work with the leadership of the school to make sure everyone understands their responsibility for helping to improve and sustain high performance. It would support the school to have a good relationship with parents and other partners so that pupils receive a high-quality education.

The proposed changes would be planned carefully so that the school's leadership and governance is not disrupted, which could have a negative impact on educational standards.

Additional support for pupils

Table 24 below shows the percentages of:

- Pupils with Additional Learning Needs
- Pupils receiving Free School Meals
- Pupils with English as an Additional Language
- Minority Ethnic pupils at each of the schools.

Table 24: Bishop of Llandaff Church in Wales High School	
All pupils	%
% of Pupils on School Action	7.8
% of Pupils on School Action Plus	0.8
% of Pupils with a statement of ALN	7.1
% of Free School Meals Pupils- 3 year average	8.6
% of Pupils with English as an Additional Language	3.3
% of Minority Ethnic Pupils	27.2

Impact on pupils with Additional Learning Needs (ALN)

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

The Council acknowledges that a change in environment can be unsettling and upsetting for children with additional learning needs. Pupils would be supported to enable them to adapt to the changes proposed.

How would support for pupils with English as an Additional Language be affected?

Pupils that receive support because they have English as an additional language can be supported in any school in Cardiff.

There is no information available that suggests that the proposal would have a negative effect on how children with English as an additional language are supported. The school would continue to provide support that is appropriate to the individual needs of each pupil.

How would pupils receiving Free School Meals be affected?

Some of the funding that a school receives is based on the number of pupils in the school who receive Free School Meals. All schools in Cardiff would receive funding for these pupils.

There is no information available that suggests that the proposal would have a negative effect on pupils at the school who receive Free School Meals.

How would Minority Ethnic Pupils be affected?

The needs of individual pupils are assessed and provided for as appropriate. There is also no information available that suggests that the proposal would have a negative effect on provision for any ethnic group.

What are the benefits of the proposed change?

- The proposal would increase the number of Specialist Resource Base places for secondary aged learners with Autism Spectrum Condition and would contribute towards meeting projected demand.
- The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school.
- The proposal would ensure that pupils living in the west of the city travel shorter distances to access specialist provision than to alternative provision.

Potential disadvantages of the proposed change

- Some pupils with additional learning needs can find change difficult. They may find changes to buildings unsettling. We know they will need carefully planned support to adapt to the changes. However, there would be sufficient time to plan and support such a change.
- There is potential for a small increase in traffic around the school site at the start and end of the day. The Council would work with the Governing Body of the school to develop a Travel Plan to minimise any potential disruption.

Alternative options considered

The Council is seeking to provide a better distribution of specialist resource provision across the city. This would improve access for pupils, and reduce travel times for many pupils, as well as increasing the number of places available. A number of other expansions, and new provision at other schools city-wide, are also proposed.

Alternative options to the expansion of The Marion Centre Specialist Resource Base could include:

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

However, the standards at The Bishop of Llandaff Church in Wales High School are good. Increasing the Specialist Resource Base provision provides an increased number of appropriate high quality school places. The expansion of the successful base at The Marion Centre to 66 places is therefore considered to be a preferred option.

Human Resources Matters

HR People Services will work with the Governing Body to address the HR implications arising from the increase in the designated number of the Autism Spectrum Condition Specialist Resource Base at the school and the resulting need for additional staffing.

Where the Governing Body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the establishment of the Specialist Resource Base will provide opportunities for school-based staff on the school redeployment register.

Transport matters

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to specialist resource bases. Some specialist resource base learners who live within two miles of the school may be provided with free transport due to their individual learning needs and social issues. Other learners are able to travel independently or with parent/carers and if resident within the two-mile qualifying distance may not be eligible for Learner Transport. These pupils as well as staff and school visitors would benefit from any required improvements in facilities for active travel to school or public transport facilities.

As the Council is seeking to provide a better distribution of specialist resource provision across the city, it is expected that the average travel distance to specialist resource bases for individual learners would reduce in future.

A school proposal to establish Additional Learning Needs facilities may require a Transport Statement which will identify measures to be included as part of the application to maximise travel by sustainable modes.

The Council's current Corporate Plan includes a commitment to every school in Cardiff developing an Active Travel Plan. Such a plan will identify actions by the school to support and encourage active travel to school and also any improvements to on-site and off-site infrastructure required to facilitate active journeys.

Increasing travel to school by active modes (walking, cycling and scooting) by ensuring safe facilities are provided will have a positive impact on children's health and wellbeing.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the Additional Learning Needs cohort, which would be offered to learners as appropriate, including Independent Travel Training for older pupils (to be reviewed each year), cycle maintenance and cycle training.

With the expected increased demand for Learner Transport suitable improved and / or expanded facilities for drop-off and pick-up may be required within the site to accommodate the appropriate numbers of vehicles. Other improvements may include modifications to the layout including widening the internal access road and providing traffic calming.

Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposal. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively, you can send us your views in one of the following ways:

- Completing the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Email your views to schoolresponses@cardiff.gov.uk
- Write to us at the following address: School Organisation Planning, Room 401, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 1 February 2022.

Proposal for the establishment of a Specialist Resource Base at Ysgol Gyfun Gymraeg Glantaf

Proposal for the establishment of a Specialist Resource Base at Ysgol Gyfun Gymraeg Glantaf

Ysgol Gyfun Gymraeg Glantaf is a Welsh-medium community high school located at Bridge Road in Llandaff North for pupils aged 11-18.

The school hosts a Specialist Resource Base designated for complex learning needs.

To meet demand for Specialist Resource Base places for learners with Autism Spectrum Condition aged 11 – 19 in the Welsh-medium sector it is proposed to:

- establish a 30 place Specialist Resource Base for learners with Autism Spectrum Condition at Ysgol Gyfun Gymraeg Glantaf alongside the existing 30 place Specialist Resource Base for learners with Complex Learning Needs from September 2023

It is proposed that new accommodation would be developed on site to provide purpose-built facilities for both resource bases.

No changes are proposed to the school's Specialist Resource Base for learners with complex learning needs.

The number of places at the school

Table 25 below provides details of places available at Ysgol Gyfun Gymraeg Glantaf

Table 25: Places available at Bishop of Ysgol Gyfun Gymraeg Glantaf				
Name of school	Current Published Capacity (age 11 – 16)	Places per year group (age 11 – 16)	Sixth form places	Language medium and Category of School
Ysgol Gyfun Gymraeg Glantaf (mainstream places)	1200	240	300	Welsh-medium community secondary school
Ysgol Gyfun Gymraeg Glantaf (Specialist Resource Base places)		30		



The current capacity of Ysgol Gyfun Gymraeg Glantaf 1500 places and the school had 1329 pupils on roll in April 2021, including pupils in the Specialist Resource Base.

Demand for places at the school

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

School	Numbers on Roll (PLASC)					Pupil projections*				
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Ysgol Gyfun Gymraeg Glantaf mainstream places	1121	1154	1195	1257	1308	1373	1404	1433	1427	1431
Ysgol Gyfun Gymraeg Glantaf specialist resource base places	11	12	14	15	21	19	21	23	25	27

* School pupil numbers based on local catchment population projections and historical patterns of demand

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended / operating efficiently) to D (life expired / risk of imminent failure)

Schools in Cardiff are also given a Suitability rating from A (good – facilities suitable for teaching, learning & wellbeing) to D (bad – building seriously inhibit the staff’s ability to deliver the curriculum).

Grading	Condition	Suitability
A	Good and operating efficiently	Good. Facilities suitable for teaching, learning and wellbeing in school
B	Satisfactory but with minor deterioration	Satisfactory. Performing as intended but does not effectively support the delivery of the curriculum in some areas
C	Poor with major defects	Poor. Teaching methods inhibited/adverse impact on school organisation
D	End of Life; life has expired or risk of imminent failure	Very poor. Buildings seriously inhibit the staff’s ability to deliver the curriculum

Ysgol Gyfun Gymraeg Glantaf is rated C for condition and B for suitability.

The site, and local infrastructure off-site, would support the establishment of an additional specialist resource base. New accommodation would benefit learners with Autism Spectrum Condition attending the new base and would also benefit those attending the base for learners with Complex Learning Needs.

Quality and Standards

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

Estyn is the office of Her Majesty’s Chief Inspector of Education and Training in Wales.

Estyn inspects quality and standards in schools and other education providers in Wales.

The Central South Consortium Joint Education Service (CSCJES) is the regional School Improvement Service for the five councils of Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taff and the Vale of Glamorgan. The Council works with the Consortium to support and challenge all schools in Cardiff.

Local Authorities, such as Cardiff Council, must consider Estyn reports and other evidence about school performance and effectiveness when suggesting changes to schools.

Local Authorities must also consider the likely impact of the proposed changes on:

- standards, wellbeing and attitudes to learning
- teaching and learning experiences
- care support and guidance
- leadership and management (leadership, improving quality, partnership working and resource management)

Estyn

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

The relevant Estyn Inspection reports provide grades against Key Questions and provide schools with recommendations for improvement.

You can find inspection reports on the Estyn website www.estyn.gov.uk

Welsh Government categorisation of schools

In 2014, the Welsh Government introduced a new categorisation system.

It looks at each school's standards and how much a school is able to improve. This identifies the level of support schools require. Organisations such as the Central South Consortium (CSCJES) and the school improvement service then work with schools' leaders to identify, provide and/or broker any support required for further improvement.

The categorisation system is described in Table 28 below:

Table 28: Categorisation System	
Category of support	What the category means
Green	A highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement
Yellow	An effective school which is already doing well and knows the areas it needs to improve.
Amber	A school in need of improvement which needs help to identify the steps to improve or to make change happen more quickly.
Red	A school in need of greatest improvement and will receive immediate, intensive support.

A school's colour-coded category is decided by how it is rated for standards (1-4) and for how able it is to improve (A-D).

1 is the best rating for standards and A is the best for improvement.

Updated categorisations for each school are published every year in January.

More information about the categorisation scheme can be found in the Welsh Government's parents' guide to the National School Categorisation System here:

<http://gov.wales/docs/dcells/publications/150119-parents-guide-en.pdf>

Ysgol Gyfun Gymraeg Glantaf

Ysgol Gyfun Gymraeg Glantaf was last inspected by Estyn in May 2017.

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

Following a further monitoring visit in November 2018, the school was judged to have made sufficient progress and was removed from the school from the list of schools requiring Estyn review.

In the most recent Welsh Government School Categorisation at January 2020, Ysgol Gyfun Gymraeg Glantaf was categorised at Yellow (An effective school which is already doing well and knows the areas it needs to improve).

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

- In key stage 3 (ages 11 – 14), most pupils are successful in achieving the core subject indicator (CSI) and outcomes over the last three years are higher than national averages across all core subjects at level 5+, 6+ and 7+. Most pupils have made 1 level of progress or more during the key stage.
- The school has appropriate systems to track progress which provides useful information for staff on the achievement of various groups of pupils.
- By collaborating with a number of external agencies, the school is doing very good work with vulnerable pupils to support the wellbeing, health and social development of these pupils to ensure a healthy attitude to learning.

How would standards at the school be affected by the changes

Standards

The Council has made a clear commitment to continuing the investment in, and improvement of, Cardiff schools to make sure every child has the best possible start in life (www.cardiffcommitment.co.uk).

The Council works closely with the governing bodies of schools to make sure that standards in schools are high, that teaching is good, and that leadership and governance is strong.

Standards at Ysgol Gyfun Gymraeg Glantaf are good. Establishing additional Specialist Resource Base provision at the school would provide appropriate high quality school places for young people with autism spectrum condition. It is not expected that the proposal will impact on standards at the school.

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

Teaching and learning experiences

The proposal is not expected to have any negative impact on teaching and learning experiences at Ysgol Gyfun Gymraeg Glantaf.

Care support and guidance

All schools have an appropriate range of policies and provision in place to promote pupils' health and wellbeing.

The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

The Council would work with the leadership of the school to make sure everyone understands their responsibility for helping to improve and sustain care support and guidance.

Leadership and Management

The Council would continue to work with the leadership of the school to make sure everyone understands their responsibility for helping to improve and sustain high performance. It would support the school to have a good relationship with parents and other partners so that pupils receive a high-quality education.

The proposed changes would be planned carefully so that the school's leadership and governance is not disrupted, which could have a negative impact on educational standards.

Additional support for pupils

Table 29 below shows the percentages of:

- Pupils with Additional Learning Needs
- Pupils receiving Free School Meals
- Pupils with English as an Additional Language
- Minority Ethnic pupils at each of the schools.

Table 29: Bishop of Llandaff Church in Wales High School

All pupils	%
% of Pupils on School Action	9.9
% of Pupils on School Action Plus	5.8
% of Pupils with a statement of ALN	2.1
% of Free School Meals Pupils- 3 year average	8.7
% of Pupils with English as an Additional Language	n/a
% of Minority Ethnic Pupils	11.1

Impact on pupils with Additional Learning Needs (ALN)

The current expertise at the school would be maintained. The establishment of additional learning needs provision for learners with autism spectrum condition would provide opportunities for staff development and for enhancing pupils' learning.

The Council acknowledges that a change in environment can be unsettling and upsetting for children with additional learning needs. Pupils would be supported to enable them to adapt to the changes proposed.

How would support for pupils with English as an Additional Language be affected?

Pupils that receive support because they have English as an additional language can be supported in any school in Cardiff.

There is no information available that suggests that the proposal would have a negative effect on how children with English as an additional language are supported. The school would continue to provide support that is appropriate to the individual needs of each pupil.

How would pupils receiving Free School Meals be affected?

Some of the funding that a school receives is based on the number of pupils in the school who receive Free School Meals. All schools in Cardiff would receive funding for these pupils.

There is no information available that suggests that the proposal would have a negative effect on pupils at the school who receive Free School Meals.

How would Minority Ethnic Pupils be affected?

The needs of individual pupils are assessed and provided for as appropriate. There is also no information available that suggests that the proposal would have a negative effect on provision for any ethnic group.

What are the benefits of the proposed change?

- The proposal would increase the number of Specialist Resource Base places for secondary aged learners with autism spectrum condition and would contribute towards meeting projected demand.
- The opportunity to employ additional specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school.

Further information in respect of the benefits of expanding specialist provision is set out on page 81 of this document.

Potential disadvantages of the proposed change

- Some pupils with additional learning needs can find change difficult. They may find changes to buildings unsettling. We know they will need carefully planned support to adapt to the changes. However, there would be sufficient time to plan and support such a change.
- There is potential for a small increase in traffic around the school site at the start and end of the day. The Council would work with the Governing Body of the school to develop a Travel Plan to minimise any potential disruption.

Alternative options considered

The Council is seeking to provide a better distribution of specialist resource provision across the city. This would improve access for pupils, and reduce travel times for many pupils, as well as increasing the number of places available. A number of other expansions, and new provision at other schools city-wide, are also proposed.

At present, there is no dedicated Welsh-medium Specialist Resource Base provision for learners aged 11 - 19 with Autism Spectrum Condition in Cardiff

Alternative options to the establishment of an additional Specialist Resource Base at Ysgol Gyfun Gymraeg Glantaf could include:

- the establishment of new specialist provision on other school sites and/or providing support in schools without the formal establishment of a base.

However, the standards at Ysgol Gyfun Gymraeg Glantaf are good. The school has experience of successfully operating a Specialist Resource Base. Establishing additional Specialist Resource Base provision at the school would provide an increased number of appropriate high quality school places in purpose-built facilities.

The establishment of additional Specialist Resource Base provision at Ysgol Gyfun Gymraeg Glantaf is therefore considered to be a preferred option.

Human Resources Matters

HR People Services will work with the Governing Body to address the HR implications arising from the establishment of an Autism Spectrum Condition Specialist Resource Base alongside the existing Specialist Resource Base at the school and the resulting need for additional staffing.

Where the Governing Body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the establishment of the Autism Spectrum Condition Specialist Resource Base will provide opportunities for school-based staff on the school redeployment register.

Transport matters

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to specialist resource bases. Some specialist resource base learners who live within two miles of the school may be provided with free transport due to their individual learning needs and social issues.

Other learners are able to travel independently or with parent/carers and if resident within the two-mile qualifying distance may not be eligible for Learner Transport. These pupils as well as staff and school visitors would benefit from any required improvements in facilities for active travel to school or public transport facilities.

As the Council is seeking to provide a better distribution of specialist resource provision across the city, it is expected that the average travel distance to specialist resource bases for individual learners would reduce in future.

A school proposal to establish Additional Learning Needs facilities may require a Transport Statement which will identify measures to be included as part of the application to maximise travel by sustainable modes.

The Council's current Corporate Plan includes a commitment to every school in Cardiff developing an Active Travel Plan. Such a plan will identify actions by the school to support and encourage active travel to school and also any improvements to on-site and off-site infrastructure required to facilitate active journeys.

Increasing travel to school by active modes (walking, cycling and scooting) by ensuring safe facilities are provided will have a positive impact on children's health and wellbeing.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the Additional Learning Needs cohort, which would be offered to learners as appropriate, including Independent Travel Training for older pupils (to be reviewed each year), cycle maintenance and cycle training.

With the expected increased demand for Learner Transport, the existing facilities for drop-off and pick-up will be reviewed to confirm they are suitable to accommodate the appropriate numbers of vehicles.

Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposal. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively, you can send us your views in one of the following ways:

- Completing the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Email your views to schoolresponses@cardiff.gov.uk
- Write to us at the following address: School Organisation Planning, Room 401, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 1 February 2022.

**Information Relevant
to all Proposals**

Information Relevant to all Proposals

How would the changes affect other schools?

Specialist Resource Bases in Cardiff provide specialist provision for the whole of the City and County of Cardiff. There are not enough places to meet demand in maintained provision. This has an impact on existing schools where in some cases there may be a greater number of pupils on roll than the Published Admission Number (PAN) or desired number in a specialist resource base.

Cardiff currently has to rely on purchasing some places in out of county provision and independent schools to fulfil its statutory duties. There could be a longer-term impact on out of county providers and on independent schools as there is likely to be a reduction in the number of places purchased by the Council.

Admission arrangements

There are no planned changes to the Council's policy on the admission of children to schools as a result of these proposals.

Detailed information about admission arrangements is in the Council's Admission to School booklet. You can find this information on the Council's website at www.cardiff.gov.uk.

Admissions to specialist provision are managed by the Council, subject to a statement of Special Education Needs (SEN). Under the ALN Code, placement will be subject to an Individual Development Plan (IDP).

Learner Travel Arrangements

Under these proposals there are no plans to change the Council's policy on the transport of children to and from schools.

Any pupils affected by this proposal would be offered the same support with transport as is provided throughout Cardiff and in accordance with the same criteria that apply across Cardiff. The Council's transport policy can be viewed on the Council's website (www.cardiff.gov.uk).

There is a statutory legal obligation on the Council to provide free home to school transport to primary school pupils who live 2 miles or more from the nearest suitable school, as measured by the shortest available walking route.

When deciding which is the nearest suitable school, the Council must consider any disability a child has and any special educational needs (SEN).

Financial Matters

Some of the proposed changes set out in this document would incur capital costs for the Council, for building works and / or adaptation of buildings. They would also incur revenue costs for the Council, in employing staff.

At this stage of the consultation there are no financial commitments. Based on the consultation outcome a range of options will be developed. A full financial evaluation will then take place. This will ensure affordability and limit budgetary pressures on the Council.

The additional places would need to be funded from the existing delegated schools budget. Currently high-cost provision for some pupils is delivered either in a number of ways. Some learners are placed in schools outside of Cardiff, or in independent school. Some learners remain in mainstream schools, with "Complex Needs Enhancement" payments made to the school to provide appropriate support.

Further work will be undertaken to establish whether or not the savings on these placements, or on enhanced payments to schools, will cover the additional costs of proposed additional places.

This work will also consider how the Council's home to school transport costs would change. The increased number of specialist places proposed may increase number of children transported from home to school by the Council. The increased number of places available in special schools and bases may reduce the average travel distance and average journey cost.

Health provision

The proposals to expand specialist provision at the schools included in these proposals will have implications for health and other specialist services. These services work in partnership with schools to meet Additional Learning Needs. An additional factor is the ALN Reform Act 2018, which will introduce new responsibilities for health, education and social care to work together to coordinate assessment and provision. The Act 2018 will be implemented over a three-year period, beginning in September 2020.

In order to address these challenges together, the Council and Cardiff and the Vale University Health Board are undertaking a joint review of health and specialist provision in Cardiff special schools and pupil referral units. The findings of the review, overseen by a project group of representatives from health, education, social services, schools, and parents, will inform the design of the specialist provision.

Governance Arrangements

There are no proposed changes to governance arrangements arising out of these proposals.

Impact of the proposals on the Welsh Language

The level of special educational needs/ additional learning needs in the Welsh-medium sector has historically been lower than in the English medium sector. This has been changing over the last 4-5 years, with schools reporting an increased incidence of Additional Learning Needs, in all areas of need.

A review of additional Learning Needs in the Welsh-medium sector was undertaken with Welsh medium schools in 2016 to inform the Welsh in Education Strategic Plan (WESP). Schools reported a small but significant number of examples of pupils with ALN leaving the Welsh-medium sector in order to access specialist resource bases or special schools.

There was also some anecdotal evidence to suggest that some families who would otherwise choose Welsh-medium education opt instead for English medium if their child has Additional Learning Needs, through concern that their child may need to transfer to the specialist sector at a later date.

Through the WESP, Cardiff has invested in specialist provision in the sector, including some capacity to respond to growing demand and to generate more confidence in the availability of specialist provision in the sector.

A new primary base was established at Ysgol Gymraeg Pwll Coch, within the catchment area of Ysgol Gyfun Gymraeg Glantaf, where the secondary base is established. The two bases cater for learners with severe learning difficulties, providing a specialist curriculum and supporting a range of secondary needs including physical and medical needs, speech and language difficulties and autism.

In 2021 there is growing demand for resource bases for pupils with autism, who are average to high achievers, and would need a more integrative model of support than that provided by the two existing bases. There are currently 8 secondary aged learners, and 15 primary aged learners in Welsh-medium schools who would benefit from placement in an Autism Spectrum Condition base. This is a short-term priority, given the risk that if current placements fail, the only option would be to offer a transfer to an English medium setting.

A primary wellbeing class has been established, hosted at Ysgol Gynradd Pen y Groes. The wellbeing class works flexibly to address needs in different age phases, or to provide an outreach model, depending on current need. This consultation outlines proposals to establish a 30 place Autism Spectrum Condition Specialist Resource base at Ysgol Gyfun Gymraeg Glantaf in addition to the existing 30 place Specialist Resource base at the school.

To support emotional health and wellbeing needs in secondary phase, a 'virtual' base/ Pupil Referral Unit has been piloted across the three secondary schools, starting in 2018. The pilot is due for further review in 2021.

The priority is to ensure the three schools have adequate facilities and accommodation to provide effective Step 3 and 4 provision, complemented by the virtual base/ PRU. Medium term, the virtual base/ PRU will eventually need a fixed location at one of the schools, with designated accommodation, to reduce the risk that young people with the most complex needs may need to leave the Welsh sector to access more specialist provision.

As the Welsh-medium sector continues to grow it will be important to develop additional provision in anticipation of the need, to ensure Welsh-medium education is a genuine choice for learners with complex Additional Learning Needs.

The pool of ALN qualified and experienced teaching staff is limited in number, in comparison to the English sector. Any plan to develop Welsh medium specialist provision will need to be supported by an Additional Learning Needs Workforce Development Plan.

In accordance with the timetable set by Welsh Government, the Council is working closely with its partners on the Cardiff Welsh Education Forum to develop the new ten year WESP for the city

A separate consultation on the draft WESP 2022 – 2032 is underway and seeks views on how best to grow Welsh-medium education and on how to meet the local targets set by Welsh Government, in order to inform future proposals. The WESP will set out how the Council will increase the provision of Welsh-medium education for pupils with additional learning needs. This consultation can be found at www.cardiff.gov.uk/WelshStrategyConsultations.

Following consultation, it is expected the plan will be submitted for approval to the Welsh Government in early 2022. The first ten-year Plan will commence on 1 September 2022 and expire on 31 August 2032.

Equalities

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

An initial Equality Impact Assessment has been carried out. It concluded that the proposed changes would not negatively affect a particular group in society.

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

Community Impact

The following are taken into account when considering a proposal: Public Open Space, parkland, noise and traffic congestion. The schools included in these proposals and the Council will work with any community groups to make sure the proposals avoid any negative impacts if possible.

A community impact assessment has been undertaken for these proposals and is available to view at www.cardiff.gov.uk/ALNschoollproposals.

Wellbeing of Future Generations

In line with the Well-being of Future Generations Act Cardiff's Band B programme is committed to providing Local Schools for Local Children, together with encouraging use of sustainable modes to travel to schools, such as walking and cycling. Each School project takes into account key transport issues when they are being designed and the firm need to provide safer routes to encourage walking, cycling and other active travel modes to schools.

With the current investments in ICT across the city, student movements may be further reduced as mobile technology develops further allowing for flexible teaching methods. These have the potential to result in a more efficient Travel Plan and further contribute to the Council's targets to reduce its carbon emissions.

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

Potential Disruption to Pupils

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

Any building work carried out would be managed effectively in consultation with the schools included in these proposals to ensure that the curriculum continues to be delivered and that high education standards and safety standards are maintained.

Next steps, how to make your views known and feedback form

What happens next?

Key Dates

The Council will collect and summarise the feedback from this consultation. Council officers will then report this to the Council's Cabinet to report stakeholder views to elected members and to inform decision making. This consultation report will be available for anyone to view/download on the Council website. You can also get a copy by using the contact details in this document.

If the proposals are agreed to proceed following consultation, there are a number of further stages that the Council would have to go through before a final decision is made.

These stages are set out in Table 30 below:

Table 30: Future stages (This timetable may be subject to change)	
Statutory Process	Timescale
Consultation Period	14 December 2021 – 01 February 2022
Consultation report considered by the Council Cabinet and published on the Council website	March 2022
Expected date for start of Objection Period, when statutory notice has been issued (when formal objections can be made)	May 2022
Expected date for end of Objection Period	June 2022
Final decision (determination) by the Council's Cabinet	July 2022
Objection report published on the Council website and notification of Cabinet's decision	July 2022

Consultation period

The consultation period for these proposals starts on 14 December 2021 and 01 February 2022.

The Council and the Governing Bodies of Whitchurch High School and The Bishop of Llandaff Church in Wales High School will publish a consultation report on their websites. The report must be published at least two weeks prior to the publication of any statutory notices.

You can also ask for a hard copy of the report.

The report will go over the issues raised during the consultation period and give the Council's / Governing Bodies response to these issues. The report will also contain Estyn's view of the proposals.

The Council's Cabinet will consider the consultation report and decide whether or not to go ahead with the proposed changes to Llanishen High School, Willows High School and Ysgol Gyfun Gymraeg Glantaf.

The Governing Bodies of Whitchurch High School and The Bishop of Llandaff Church in Wales High School will consider the consultation report and decide whether or not to go ahead with the proposed changes relevant to their school.

If the Cabinet decides to continue with the changes to Llanishen High School, Willows High School and Ysgol Gyfun Gymraeg Glantaf, the Council must publish a document called a 'statutory notice'. This is an official statement saying that the changes will go ahead.

If the Governing Bodies of Whitchurch High School and The Bishop of Llandaff Church in Wales High School decide to continue with the changes, they must also publish a 'statutory notice'.

Statutory Notice

A statutory notice is the formal publication of a finalised proposal. The approval to publish a statutory notice must be given by the Council's Cabinet/ Governing Body. This would only be considered after the Cabinet / Governing Body have received a report on all the consultation responses. This is a legal requirement as outlined in the School Organisation Code 2018.

The Council would publish the statutory notice(s) on its website. The Governing Bodies would publish the notice(s) on the school and Cardiff Council website. Copies of the notice(s) would also be put up at or near the main entrance to the school(s)/site(s) affected by the notice.

Schools that are affected would also be given copies of the notice to give out to pupils, parents, guardians, and staff members (the schools may also distribute the notice by email). The notice sets out the details of the proposals and asks anyone who wants to object to do so. Objections must be written. They must be sent to the Council / relevant Governing Body within the dates given on the notice.

Determination of the proposals

Cardiff Council Cabinet would determine the proposals for Llanishen High School, Willows High School and Ysgol Gyfun Gymraeg Glantaf. This means they will make a final decision on whether the changes go ahead. The Cabinet may decide to approve or reject the proposal, or they may approve the proposal with some changes (modifications). The Cabinet will take any objections received in the Objection Period into account when making this decision.

If there are no objections to the proposals for Whitchurch High School and The Bishop of Llandaff Church in Wales High School, the Governing Bodies would determine the proposals. The Governing Bodies may decide to approve, reject or approve the proposals with modifications. The Governing Bodies will take any objection received in the Objection Period into account when making this decision.

If there were objections to the proposals for Whitchurch High School or The Bishop of Llandaff Church in Wales High School, the proposals would be referred to the Local Authority (Cardiff Council) for determination within 35 days of the end of the objection period. The Local Authority has 16 weeks from the end of the objection period to determine the proposals.

Decision Notification

After determination of the proposals all interest parties will be informed of the decisions. Decisions will also be published on the Council and school websites.

Have Your Say!

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

We are proposing to:

- increase the designated number at the Whitchurch High School Specialist Resource Base for learners with complex needs from 70 to 100 from September 2022
- establish a 30 place Specialist Resource Base for learners with complex learning needs at Willows High School from September 2023
- increase the designated number at the Llanishen High School Specialist Resource Base for learners with Autistic Spectrum Condition from 20 to 45 places from September 2022
- increase the designated number at The Marion Centre Specialist Resource Base for learners with Autistic Spectrum Condition from 42 to 66 places from September 2022
- establish a 30 place Resource Base at Ysgol Gyfun Gymraeg Glantaf for learners with Autistic Spectrum Condition alongside the existing 30 place Specialist Resource Base from September 2023

Your views matter, please tell us what you think about the proposal by:

- Completing and returning the accompanying questionnaire to the address given at the bottom of the form.
- Completing the online response form at www.cardiff.gov.uk/ALNschoollproposals
- Or if you prefer you can e-mail your views to: schoolresponses@cardiff.gov.uk

The closing date for responses to this consultation is 1 February 2022. Unfortunately, no responses received after that date can be considered.

1. Which of the following are you responding as?

- Parent
- Teacher – please specify your school:
- School governor – please specify your school:
- Other – please specify:

2. Do you have a child/children enrolled at the following schools? (tick all that apply)

<input type="checkbox"/> Whitchurch High School	<input type="checkbox"/> Willows High School
<input type="checkbox"/> Llanishen High School	<input type="checkbox"/> Bishop of Llandaff
<input type="checkbox"/> Ysgol Gyfun Gymraeg Glantaf	<input type="checkbox"/> N/A
<input type="checkbox"/> Other please specify:	<input type="text"/>

3. Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?

Yes No Don't know

4. Do you support the proposal for each of the school sites?

School and proposal in brief	Yes	No	No opinion
Whitchurch High School - increase the designated number at the Whitchurch High School Specialist Resource Base for learners with complex learning needs from 70 to 100 from September 2022			
Willows High School - establish a 30 place Specialist Resource Base at Willows High School for learners with complex learning needs from September 2023			
Llanishen High School - increase the designated number at the Llanishen High School Specialist Resource Base for learners with Autistic Spectrum Condition from 20 to 45 places from September 2022			

School and proposal in brief	Yes	No	No opinion
The Marion Centre at The Bishop of Llandaff - increase the designated number at The Marion Centre Specialist Resource Base for learners with Autistic Spectrum Condition from 42 to 66 places from September 2022			
Ysgol Gyfun Gymraeg Glantaf - establish a 30 place Specialist Resource Base for learners with Autistic Spectrum Condition at Ysgol Gyfun Gymraeg Glantaf alongside the existing 30 place Specialist Resource Base from September 2023			

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

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

7. Additional comments

Name: Postcode:

Address:

The closing date for responses to this consultation is 1 February 2022.

The Council is not able to consider any consultation responses received after this date.

Consultation responses will not be counted as objections to the proposal.

Objections can only be registered following publication of a statutory notice.

If you wish to be notified of publication of the Consultation report please provide an email address. If you do not provide an email address we cannot keep you up to date.

Email:

Please return this form to the School Organisation Planning Team, Room 401, County Hall, CF10 4UW or by email to schoolresponses@cardiff.gov.uk by no later than 1 February 2022.

THANK YOU FOR YOUR COMMENTS

About You

Please provide your postcode below to allow us to more accurately pinpoint respondents' views and needs by area:-

What was your age on your last birthday?

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

Are you...?

- Female Male Other Prefer not to say

Do you identify as a disabled person?

- Yes No Prefer not to say

Please tick any of the following that apply to you:

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

Please specify

What is your ethnic group?

Where the term 'British' is used, this refers to any of the four home nations of Wales, England, Northern Ireland and Scotland, or any combination of these.

- | | |
|---|--|
| <input type="checkbox"/> White - Welsh/English/Scottish/Northern Irish/British | <input type="checkbox"/> Asian/Asian Welsh/British - Bangladeshi |
| <input type="checkbox"/> White - Irish | <input type="checkbox"/> Asian/Asian Welsh/British - Indian |
| <input type="checkbox"/> White - Gypsy or Irish Traveller | <input type="checkbox"/> Asian/Asian Welsh/British - Any other |
| <input type="checkbox"/> White - Any other white background | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - African |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White & Asian | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Caribbean |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black Caribbean | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Any other |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black African | <input type="checkbox"/> Arab |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - Any other | <input type="checkbox"/> Any other ethnic group (please specify) |
| <input type="checkbox"/> Asian/Asian Welsh/British - Chinese | <input style="width: 150px;" type="text"/> |
| <input type="checkbox"/> Asian/Asian Welsh/British - Pakistani | <input type="checkbox"/> Prefer not to say |

The information you have provided above will be processed by Cardiff Council in line with the Data Protection Act 2018 and General Data Protection Regulation. The information provided to us in relation to this consultation will be treated as confidential but it may be used by the Council or disclosed to others when required by law. The purpose of processing the personal data is required to perform a specific task in the public interest. Any responses received can be requested under the Freedom of Information Act and may have to be made public, however any information that would identify an individual such as name and address would be removed.

For further information on how Cardiff Council manages personal information, see our full Privacy Policy on the Council's website

https://www.cardiff.gov.uk/ENG/Home/New_Disclaimer/Pages/default.aspx

21st Century Schools Consultation Document 2021

PROVISION FOR CHILDREN AND YOUNG PEOPLE
WITH ADDITIONAL LEARNING NEEDS (ALN);
COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM
CONDITION PROVISION FOR LEARNERS AGED 11 - 19
14 DECEMBER 2021 – 1 FEBRUARY 2022



This document can be made available in Braille.
A full version of the consultation document is available at www.cardiff.gov.uk/ALNsSchoolProposals
Information can also be made available in other community languages if needed.
Please contact us on 029 2087 2720 to arrange this.



Background

Cardiff's 2030 vision for education and learning in Cardiff sets a goal of A Learning Entitlement, in which all children and young people are able to:

- access appropriate routes into education and learning opportunities
- thrive and fulfil their potential
- realise their individual dreams and ambitions

This booklet contains summarised information about proposals to improve access to education in line with the above principles of inclusion.

This is your chance to ask questions and make comments. We want to know your views because this helps us to make sure any proposal that goes forward really works for children, young people and the community local to the schools involved.

What are we proposing to do?

We are proposing to:

- increase the designated number at Whitchurch High School Specialist Resource Base for learners with complex learning needs from 70 to 100, from September 2022
- establish a 30 place Specialist Resource Base for learners with complex learning needs at Willows High School, from September 2023
- increase the designated number at the Llanishen High School Specialist Resource Base for learners with Autism Spectrum Condition from 20 to 45 places, from September 2022
- increase the designated number at The Marion Centre Specialist Resource Base at The Bishop of Llandaff Church in Wales High School for learners with autism from 42 to 66 places from September 2022
- establish a 30 place Specialist Resource Base at Ysgol Gyfun Gymraeg Glantaf for learners with autism, alongside the existing 30 place Specialist Resource Base, from September 2023

Where can I find more information?

- Full details can be found in the Consultation Document on the Council website at www.cardiff.gov.uk/ALNschoollproposals
- If you are unable to access the document on-line, printed copies of this consultation document will be available by post on request. You may request a copy by telephoning 02920 872720.

- We have organised an online meeting and drop-in sessions that you can attend if you would like us to explain the suggested changes to you. You can also ask us questions. If you would like to attend an online meeting, please contact us by e-mailing schoolresponses@cardiff.gov.uk and tell us which meeting you would like to attend. We will then provide a link and instructions for attending the meeting.

The dates of the public consultation meetings are set out below:

Table 1: Consultation Meeting Dates		
Nature of consultation	Date/Time	Venue
Public meeting	Wednesday 19 January 2022 5:30pm	Online via Microsoft Teams
Drop in sessions	On request by emailing schoolresponses@cardiff.gov.uk	Online via Microsoft Teams

Separate meetings have been arranged for staff and governors.

The views of children and young people are key to the way education is delivered. We will consult with pupils in each school and include their feedback in the final consultation report.

How can I give my views?

- You can attend the public meeting or a drop-in session
- You can provide your views at www.cardiff.gov.uk/ALNschoollproposals
- You can fill in the response form at the back of this booklet.

The closing date for responses to this consultation is 1 February 2022.

Why are we proposing these changes?

School places

All councils in Wales must provide enough school places for pupils of all ages. School places must meet the needs of all pupils and must be suitable for any additional learning needs.

Why are more places needed?

Sufficiency in the Special Sector

Most learners with Additional Learning Needs (ALN) attend a local mainstream school and have extra support there. Learners who have more severe or complex needs attend a special school or Specialist Resource Base. The number of pupils who need a place in a special school or specialist resource base has continued to grow.

A Specialist Resource Base enables learners with learning difficulties to succeed in a mainstream school environment. This can include pupils with Complex Learning Needs and/ or with Autism Spectrum Condition.

Pupils in a Specialist Resource Base are taught in a small class by specialist staff and benefit from a specialist curriculum. They also benefit from the full range of education opportunities available to all pupils at the school.

At the end of March 2021, there were 2,265 children in Cardiff with a statement of Special Education Needs. As the population grows, so will the number of children and young people with significant and complex Additional Learning Needs.

In 2020/21

- a total of 1,116 places in specialist resource bases or special schools were funded by Cardiff Council
- 48 temporary places for learners were available at Wellbeing Class and Speech and Language Classes
- 90 places were available in the Pupil Referral Unit (PRU)

Whilst there are a number of existing specialist settings across Cardiff, there are not enough places available. The number of children who would benefit from a specialist place is projected to increase over coming years.

Demand for places

In 2021/22 there are a total of 461 specialist places for pupils of secondary school age with Complex Learning Needs and Autism Spectrum Condition funded by Cardiff Council. These were in maintained schools in Cardiff and in other establishments commissioned by the Council.

The Welsh Government has approved a proposal to expand Woodlands High School, which would increase the capacity in Cardiff to 561 specialist places by 2025/26.

Allowing for some surplus to support flexibility, sufficient capacity would be to provide 638 places in 2021/22, and 692 places by 2025/26.

In summary, there is an estimated shortfall of 177 places for learners aged 11-18 in 2021/22, reducing to 131 by 2025/26.

Condition and Suitability of School Buildings

All school properties in Cardiff have been assessed for the condition of their buildings. All have been rated from A to D, with schools rated D in the poorest condition. This process helps us to prioritise which schools need improvements to their buildings and which need investment.

Details on the ratings for each school can be found in the consultation document at: www.cardiff.gov.uk/ALNschoollproposals

Geographical distribution of specialist provision

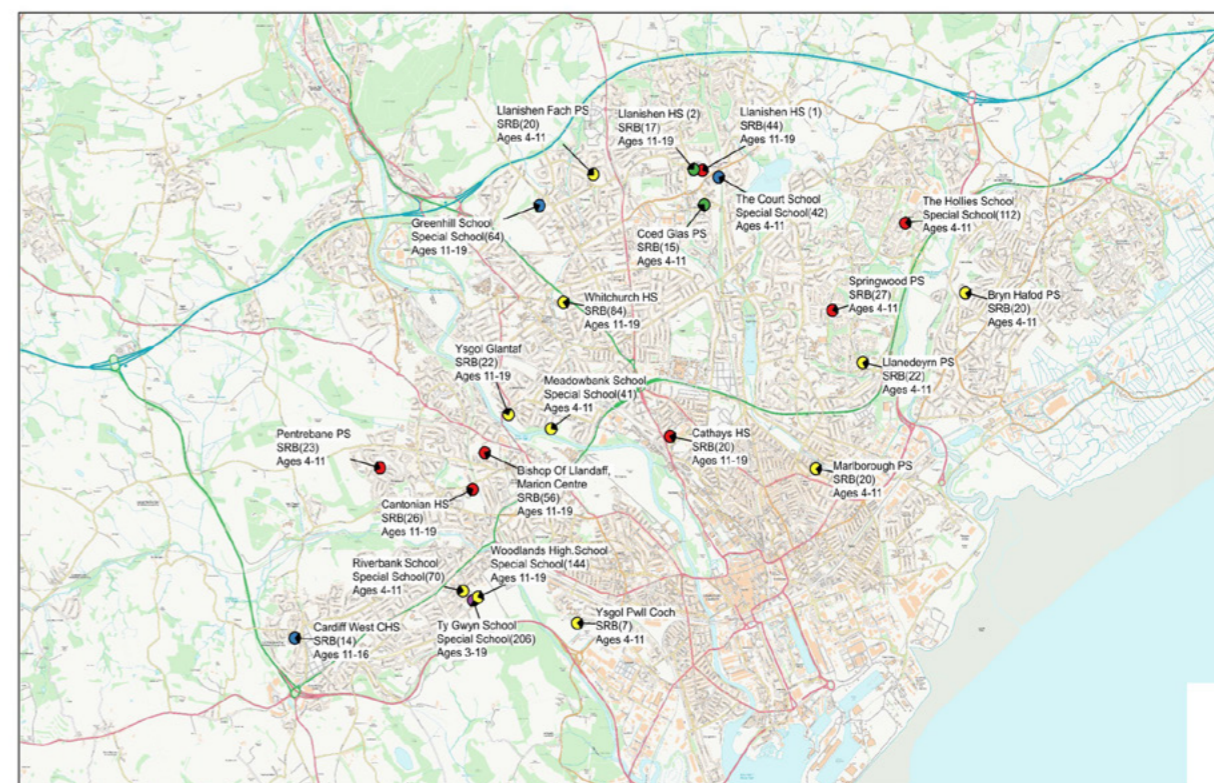
The location of specialist resource bases and Wellbeing Classes is not well distributed across the city.

A map showing location of existing specialist provision can be seen below.

The lack of specialist resource bases in some localities can disadvantage learners living in those areas. Some families are unfamiliar with the areas where provision is located. Parents or carers may lack the means to travel easily to those areas.

A better distribution of specialist resource bases across the city would improve access for pupils. It would reduce travel times for many pupils, as well as increasing the number of places available.

Cardiff Special Schools and SRBs 2021



Special schools & SRBs: Type & Capacity	
Autism	(7)
Behavioural, Emotional & Social Needs	(3)
Hearing Impairment	(2)
Profound & Multiple Learning Disabilities, Medical Needs, Autism	(1)
Severe Learning Disabilities, Medical Needs, Speech and Language, Autism	(10)

This map is produced specifically to help Cardiff Council information. No further copies may be made. Users may not use this map for any other purpose. It is based on data from the 2021 Census. Distance Survey 100002019. © Cardiff Council & Ordnance Survey 2021. All rights reserved. 100002019.

Transport matters

The Council applies the three-mile statutory qualifying walking distance criteria for secondary age pupils to qualify for free home to school transport to special schools and specialist resource bases. Some learners who live within three miles of the school may be provided with free transport due to their individual learning needs and social issues.

The proposals are expected to increase the demand for Learner Transport at a number of schools. Suitable improved and / or expanded facilities for drop-off and pick-up may be required within the sites to accommodate the appropriate numbers of vehicles.

The Council's current Corporate Plan includes a commitment to every school in Cardiff developing an Active Travel Plan.

Further information in respect of transport matters can be found in the consultation document at www.cardiff.gov.uk/ALNSchoolproposals

Expansion of Specialist Resource Base provision at Whitchurch High School for pupils with Complex Learning Needs

Whitchurch High School is an English-medium Foundation school for pupils aged 11-18. The school hosts a specialist resource base designated for complex learning needs. The school is located over two sites at Manor Way and Penline Road in Whitchurch.

To meet the demand for secondary specialist resource places for learners with complex learning needs it is proposed to:

- increase the designated number at Whitchurch High School Special Resource Base from 70 to 100 from September 2022.

It is proposed that the current specialist resource base accommodation would be improved and refurbished, creating additional classrooms and learning spaces.

Establishment of Specialist Resource Base provision at Willows High School for pupils with Complex Learning Needs

Willows High School is an English-medium community high school for pupils aged 11 – 16. The school is currently located at Willows Avenue, Tremorfa.

To meet the demand for secondary specialist resource places for learners with complex learning needs it is proposed to:

- establish a 30-place specialist resource base at Willows High School Special Resource Base from September 2023.

It is proposed that the new base would initially be accommodated within the existing buildings, with the necessary adaptations undertaken. Specialist accommodation would then be provided as part of the development of the new Willows High School.

Expansion of Specialist Resource Base provision at Llanishen High School for pupils with Autism Spectrum Condition

Llanishen High School is an English-medium community high school for pupils aged 11-19. The school hosts an Autism Spectrum Condition base and a base for hearing impaired learners. The school is located at Heol Hir in Llanishen.

To meet the demand for secondary age specialist provision it is proposed to:

- increase the designated number of the Llanishen High School Autism Spectrum Condition specialist resource base from 20 to 45 places from September 2022.

Interim works have been undertaken and further works would be necessary to improve and extend the current Specialist Resource Base facilities and accommodation.

Expansion of Specialist Resource Base provision at The Marion Centre, The Bishop of Llandaff Church in Wales High School for pupils with Autism Spectrum Condition

The Bishop of Llandaff is an English-medium Church in Wales High School for pupils aged 11-18. The school hosts a specialist resource base, named The Marion Centre, designated for pupils with autism. The school is located at Rookwood Close in Llandaff.

To meet the demand for secondary specialist resource places for learners with autism spectrum condition it is proposed to:

- increase the designated number at The Marion Centre Special Resource Base from 42 to 66 places from September 2022.

It is proposed that the current specialist resource base accommodation would be improved and refurbished, creating additional classrooms and learning spaces.

Establishment of Specialist Resource Base provision at Ysgol Gyfun Gymraeg Glantaf for pupils with Autism Spectrum Condition

Ysgol Gyfun Gymraeg Glantaf is a Welsh-medium community high school located at Bridge Road in Llandaff North for pupils aged 11-18. The school hosts a Specialist Resource Base designated for complex learning disabilities.

To meet the demand for secondary specialist resource places for learners with autism spectrum condition it is proposed to:

- establish a 30 place Resource Base at Ysgol Gyfun Gymraeg Glantaf for learners with autism, alongside the existing 30 place Specialist Resource Base, from September 2023.

It is proposed that new accommodation would be developed on site to provide purpose-built facilities for both resource bases.

Quality and Standards

Every school in Wales is inspected by Estyn.

Estyn ensures that schools are providing a good quality of education to their pupils and that all children, are supported to learn by excellent teaching and learning staff.

Schools are also placed in one of the four colour-coded support categories (green, yellow, amber and red) as part of the Welsh Government's National School Categorisation System. Amber and Red schools are those that require the most support.

Details of standards at each school, as set out their most recent Estyn report are outlined in the table below.

The colours used show the most recent categorisation using the Welsh Government's Categorisation in January 2020.

School	Inspection Date	Standards	Progress
Whitchurch High School	January 2016	Adequate – monitoring required	Removed from monitoring Nov 2017
Willows High School	April 2018	Adequate / good	
Llanishen High School	February 2016	Adequate – monitoring required	Removed from monitoring Nov 2016
The Bishop of Llandaff CiW High School	February 2018	Excellent	
Ysgol Gyfun Gymraeg Glantaf	May 2017	Good / adequate	Removed from monitoring Nov 2018

Further details on quality and standards can be found in the consultation document on the Council website at www.cardiff.gov.uk/ALNschoollproposals

What are the benefits of the proposed changes?

- Each of the proposals would increase the number of specialist places for secondary aged learners with Complex Learning Needs and / or Autism Spectrum Condition and would contribute towards meeting projected demand
- The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance inclusive teaching in schools. This would benefit all pupils in each school
- The proposed expansion of places would allow pupils to travel shorter distances to access local specialist provision.

Potential disadvantages of the proposed changes

- Some pupils with ALN can find change difficult. They may find moving to a new building on a new site unsettling. We know they will need carefully planned support to adapt to the new setting. However, there would be sufficient time to plan and support such a transition.
- There is potential for increased traffic congestion around the school sites at the start and end of the day. The Council would work with the Governing Body of the school to develop a Travel Plan to minimise any potential disruption.

How would staff be affected?

The Council will work with the Governing Bodies of each school to address the HR implications arising from the expansion / establishment of a Specialist Resource Base at the school. There may be a need for additional staffing.

Where the Governing Body has adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the expansion / establishment of the Specialist Resource Base will provide opportunities for school-based staff on the school redeployment register.

What happens next?

The Council will collect and summarise the feedback from this consultation. Council officers will then report this to the Council's Cabinet in a consultation report. This will help the elected members understand stakeholders' views and will give them information to help make their decision.

The Council and the Governing Bodies of Whitchurch High School and The Bishop of Llandaff Church in Wales High School will each publish a consultation report on their websites. The report will go over the issues raised during the consultation period and give the Council's / Governing Bodies response to these issues. The report will also contain Estyn's view of the proposals.

We expect to report on the outcome of the consultation in March 2021.

If the Cabinet decides to continue with the changes to Llanishen High School, Willows High School and Ysgol Gyfun Gymraeg Glantaf, the Council must publish a document called a 'statutory notice'. This is an official statement saying that the changes will go ahead. If the Governing Bodies of Whitchurch High School and The Bishop of Llandaff Church in Wales High School decide to continue with the changes, they must also publish a 'statutory notice'.

The statutory notice sets out the details of the proposals and asks anyone who wants to object to do so. Objections must be written. They must be sent to the Council / relevant Governing Body within the dates given on the notice.

Cardiff Council Cabinet would determine the proposals for Llanishen High School, Willows High School and Ysgol Gyfun Gymraeg Glantaf.

The Cabinet may decide to approve or reject the proposal, or they may approve the proposal with some changes (modifications). The Cabinet would take any objections received in the Objection Period into account when making their decision.

If there are no objections to the proposals for Whitchurch High School and The Bishop of Llandaff Church in Wales High School, the Governing Bodies would determine the proposals. The Governing Bodies may decide to approve, reject or approve the proposals with modifications. The Governing Bodies will take any objection received in the Objection Period into account when making this decision.

If there were objections to the proposals for Whitchurch High School or The Bishop of Llandaff Church in Wales High School, the proposals would be referred to the Council for determination within 35 days of the end of the objection period.

Once a decision is made, we will let everyone affected by the proposal know. The decision will also be published on the Council's website.

Have Your Say!

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

We are proposing to:

- increase the designated number at the Whitchurch High School Specialist Resource Base for learners with complex needs from 70 to 100 from September 2022
- establish a 30 place Specialist Resource Base for learners with complex learning needs at Willows High School from September 2023
- increase the designated number at the Llanishen High School Specialist Resource Base for learners with Autistic Spectrum Condition from 20 to 45 places from September 2022
- increase the designated number at The Marion Centre Specialist Resource Base for learners with Autistic Spectrum Condition from 42 to 66 places from September 2022
- establish a 30 place Resource Base at Ysgol Gyfun Gymraeg Glantaf for learners with Autistic Spectrum Condition alongside the existing 30 place Specialist Resource Base from September 2023

Your views matter, please tell us what you think about the proposal by:

- Completing and returning the accompanying questionnaire to the address given at the bottom of the form.
- Completing the online response form at www.cardiff.gov.uk/ALNschoollproposals
- Or if you prefer you can e-mail your views to: schoolresponses@cardiff.gov.uk

**The closing date for responses to this consultation is 1 February 2022.
Unfortunately, no responses received after that date can be considered.**

1. Which of the following are you responding as?

- Parent
- Teacher – please specify your school:
- School governor – please specify your school:
- Other – please specify:

2. Do you have a child/children enrolled at the following schools? (tick all that apply)

<input type="checkbox"/> Whitchurch High School	<input type="checkbox"/> Willows High School
<input type="checkbox"/> Llanishen High School	<input type="checkbox"/> Bishop of Llandaff
<input type="checkbox"/> Ysgol Gyfun Gymraeg Glantaf	<input type="checkbox"/> N/A
<input type="checkbox"/> Other please specify:	<input type="text"/>

3. Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?

Yes No Don't know

4. Do you support the proposal for each of the school sites?

School and proposal in brief	Yes	No	No Opinion
Whitchurch High School - increase the designated number at the Whitchurch High School Specialist Resource Base for learners with complex learning needs from 70 to 100 from September 2022			
Willows High School - establish a 30 place Specialist Resource Base at Willows High School for learners with complex learning needs from September 2023			
Llanishen High School - increase the designated number at the Llanishen High School Specialist Resource Base for learners with Autistic Spectrum Condition from 20 to 45 places from September 2022			

School and proposal in brief	Yes	No	No Opinion
The Marion Centre at The Bishop of Llandaff - increase the designated number at The Marion Centre Specialist Resource Base for learners with Autistic Spectrum Condition from 42 to 66 places from September 2022			
Ysgol Gyfun Gymraeg Glantaf - establish a 30 place Specialist Resource Base for learners with Autistic Spectrum Condition at Ysgol Gyfun Gymraeg Glantaf alongside the existing 30 place Specialist Resource Base from September 2023			

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

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

7. Additional comments

Name: Postcode:

Address:

The closing date for responses to this consultation is 1 February 2022.

The Council is not able to consider any consultation responses received after this date.

Consultation responses will not be counted as objections to the proposal.

Objections can only be registered following publication of a statutory notice.

If you wish to be notified of publication of the Consultation report please provide an email address. If you do not provide an email address we cannot keep you up to date.

Email:

Please return this form to the School Organisation Planning Team, Room 401, County Hall, CF10 4UW or by email to schoolresponses@cardiff.gov.uk by no later than 1 February 2022.

THANK YOU FOR YOUR COMMENTS

About You

Please provide your postcode below to allow us to more accurately pinpoint respondents' views and needs by area:-

What was your age on your last birthday?

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

Are you...?

Female Male Other Prefer not to say

Do you identify as a disabled person?

Yes No Prefer not to say

Please tick any of the following that apply to you:

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

Please specify

What is your ethnic group?

Where the term 'British' is used, this refers to any of the four home nations of Wales, England, Northern Ireland and Scotland, or any combination of these.

<input type="checkbox"/> White - Welsh/English/Scottish/Northern Irish/British	<input type="checkbox"/> Asian/Asian Welsh/British - Bangladeshi
<input type="checkbox"/> White - Irish	<input type="checkbox"/> Asian/Asian Welsh/British - Indian
<input type="checkbox"/> White - Gypsy or Irish Traveller	<input type="checkbox"/> Asian/Asian Welsh/British - Any other
<input type="checkbox"/> White - Any other white background	<input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - African
<input type="checkbox"/> Mixed/Multiple Ethnic Groups - White & Asian	<input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Caribbean
<input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black Caribbean	<input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Any other
<input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black African	<input type="checkbox"/> Arab
<input type="checkbox"/> Mixed/Multiple Ethnic Groups - Any other	<input type="checkbox"/> Any other ethnic group (please specify)
<input type="checkbox"/> Asian/Asian Welsh/British - Chinese	<input type="checkbox"/> <input type="text"/>
<input type="checkbox"/> Asian/Asian Welsh/British - Pakistani	<input type="checkbox"/> Prefer not to say

The information you have provided above will be processed by Cardiff Council in line with the Data Protection Act 2018 and General Data Protection Regulation. The information provided to us in relation to this consultation will be treated as confidential but it may be used by the Council or disclosed to others when required by law. The purpose of processing the personal data is required to perform a specific task in the public interest. Any responses received can be requested under the Freedom of Information Act and may have to be made public, however any information that would identify an individual such as name and address would be removed.

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Meeting with Whitchurch High School Pupils / Council Officers, 24 January 2022 on-site at Upper School, Whitchurch High

Officers present: Rosalie Phillips, Ceri Tanti

Meeting to consult with Student Voice (Mainstream) and a group of Y13 Pupils who attend the SRB at Whitchurch High regarding ALN Proposals to provide high quality places for learners with complex learning needs and autism spectrum condition

What is being proposed

To meet the increasing demand for special school places and specialist resource base places for learners aged 3 – 19 with complex learning needs and Autism Spectrum Condition, the Council is proposing to increase the number of Additional Learning Needs places at a range of special schools, primary schools and secondary schools from September 2022

Whitchurch High School hosts a Specialist Resource Base designated for complex learning needs.

To meet the demand for Specialist Resource Base places for learners with complex learning needs aged 11-19 it is proposed to:

- increase the designated number at Whitchurch High School Specialist Resource Base from 70 to 100

from September 2022.

Further information can be found in the consultation document: [21st Century Schools - Provision for children and young people with Additional Learning Needs \(ALN\): Provision for children and young people with additional learning needs: Complex learning needs and autism spectrum condition provision for learners aged 11-19 \(cardiff.gov.uk\)](#)

Student Voice (Mainstream Y11)

Officers explained the role of school planning, and the need to provide additional places across the city for learners with additional learning needs. A number of proposals have been put forward to create additional places across the city.

The SRB at Whitchurch High School currently has a designated number of 70 pupils but as at October 2021, 96 pupils were on roll. The current proposal would see the designated number increase to 100. Pupils were asked for their views on this and split into groups to discuss their thoughts.

Some learners felt that it would be fine to expand, as it's only a small number of additional pupils, and if these pupils needed a space at an SRB they should be able to take a space up. However, more classrooms may be needed.

There was a concern expressed about accessibility for learners who use a wheelchair as some of the corridors are narrow.

Some learners felt that there wasn't enough room for further SRB pupils or any more classrooms. One learner said that the SRB pupils take up a lot of tables at lunchtime

Meeting with Whitchurch High School Pupils / Council Officers, 24 January 2022 on-site at Upper School, Whitchurch High

in the canteen which doesn't leave enough space for other pupils (staggered lunchtimes, SRB have lunch earlier).

It was felt by some pupils that there needed to be more staff for the SRB if there were more pupils, who would understand their needs. It was added that there can be some difficulties with mixing when mainstream pupils don't realise that pupils are from the SRB and may not make allowances for their behaviour in shared spaces. It was suggested that a tutorial lesson could be given over for mainstream pupils to learn more about the type of needs the pupils in the SRB have, so that they can understand them better.

Some of the pupils expressed concern that if the designated number was 70 and there are 96 pupils at the SRB, what is to stop the number going higher than 100? Some of the pupils were in favour of admitting more pupils, and others felt the number should stay at 70.

Questions were asked about how the places are funded. It was explained that the funding for ALN pupils comes from the Council.

Some pupils felt that the proportion of ALN pupils would be increasing in comparison with mainstream pupils and would prefer to keep proportions as they are.

There was concern that if additional classrooms were needed that there was not sufficient space for them on the Upper School site. There was a suggestion that some existing classroom space could be freed up by dropping some of the less popular GCSE subjects.

There was a suggestion to put the SRB all on one site.

Officers thanked the pupils for their time and comments and outlined that the comments would be drawn up into a report which would be considered as part of the consultation.

Year 13 SRB Pupils

Officers explained the role of school planning, and the need to provide additional places across the city for learners with additional learning needs. A number of proposals have been put forward to create additional places across the city.

The SRB at Whitchurch High School currently has a designated number of 70 pupils but as at October 2021, 96 pupils were on roll. The current proposals would see the designated number increase to 100. Pupils were asked for their views on this.

The SRB pupils felt that there would be enough space in the SRB to admit 4 more pupils, as long as there are not large Y10 and Y11 classes, as then more classroom space would also be needed. They mentioned that if there are large numbers within a year group, the group is split into two, and changes in classes can be difficult for pupils who feel anxious about meeting new people, although some pupils don't mind.

In terms of staffing, the pupils were not concerned, unless there is a large increase in the number of pupils.

Meeting with Whitchurch High School Pupils / Council Officers, 24 January 2022 on-site at Upper School, Whitchurch High

In relation to outside space, the SRB used to have access to an Astroturf to play football and a sensory garden, but they can no longer access either of these as the space has been taken up with a new building. They now only have a small outside place and pupils agreed that they would like more outside space.

They also said that they would like to use the gym but that there isn't sufficient space for them to use it.

There were no further questions or comments.

Officers thanked the pupils for their time and comments and outlined that the comments would be drawn up into a report which would be considered as part of the consultation.

**SCHOOL ORGANISATION PROPOSALS: PROVISION FOR
CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL LEARNING
NEEDS (ALN)**

**COMPLEX LEARNING NEEDS AND AUTISM SPECTRUM
CONDITION PROVISION FOR PRIMARY AND SECONDARY AGED
PUPILS**

Appendix 4 – Notes of Public Meetings



**Schools Programme
Record of Virtual Public Meeting
Additional Learning Needs – CLN/ASC
19 January 2022 at 5:30pm**



Present: Richard Portas (SOP)), Michele Duddridge-Friedl (SOP), Brett Andrewartha (SOP), Jenny Hughes (ALN), Rosalie Phillips (SOP), Members of the public

Please note: The following is not a transcript but a contemporaneous note of the meeting

The meeting was held via Microsoft Teams

Welcome and Introductions

Richard Portas (RP) opened the meeting, welcomed attendees and outlined details of the proposed changes.

There was a presentation from BA which set out the following:

- What is being proposed?
- Background
- Sufficiency of places
- Distribution of places
- Current provision 11 -19
- Demand for CLN/ASC places 11 - 19
- Current provision 3 – 11
- Demand for CLN/ASC places 3 - 11
- Condition Categories
- Suitability
- Quality and Standards
- Transport Matters
- Benefits of the proposals
- Potential disadvantages
- Alternative options discounted
- Finance
- Human Resources
- What happens next?

Questions and response

RP invited questions/comments from those attending

Q/C – what are the plans to enable the number of places at Whitchurch High School, Llanishen High School and Bishop of Llandaff to expand.

RP – the numbers are already at capacity and looking to consolidate; not anticipating any additional capital spend but there may be some staffing changes.

Q/C – Llanishen High School is using demountable accommodation and accessing space at the rugby club.



**Schools Programme
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RP – yes, that is the case. Providing temporary accommodation with permanent build ready for September; staffing and finance in place.

Q/C – are the presentation slides available to view publicly; parent home schooling at present and interested in capacity for this year and next.

MDF – all of the information can be found in the consultation document on the Council website.

RP – contact details are listed on the website and please get back to us with any questions.

MDF – drop-in sessions (on-line/telephone) available if that would be helpful.

Q/C – where do high functioning children with Autism Spectrum Condition (ASC) fit into proposals?

RP – looking at additional capacity city wide in order to meet a range of needs; mix of SRB, special schools and mainstream provision.

JH – lots of pupils who need additional support but do not require a specialist setting and looking to improve support on an ongoing basis.

Q/C - people count not just buildings and need to ensure human resources are available and that those who need support in mainstream have their needs met.

Q/C - parent of a child with additional learning needs who will be going up to high school in September; disappointing experience and do not feel that there is anywhere for then to go. Currently in mainstream primary and will require a high level of support with literacy and numeracy. Have looked at all options including Welsh immersion in order to attend Ysgol Glantaf. Specialist Resource Bases (SRB's) are offered on the basis of diagnosis and the only one suitable would be Whitchurch with no option for access to mainstream provision. The preference would be for Bishop of Llandaff but because child does not have an ASC diagnosis this is not suitable. There is no general provision available in the west of the city. There are benefits for children in being able to walk to school and do not want to put child in a taxi each day; want them to be able to access provision suitable to their needs in the local area.

There is an SRB in Catonian for ASC also. Welsh-medium immersion at this stage would be a challenge however more provision like the provision at Ysgol Glantaf is needed. Concerned that this is a done deal and going through the process when more options are needed.

RP – formalising some arrangements and also proposing new provision. Looking to increase scale of provision; recognise that balance is not yet there and working to bring further proposals forward.

JH offered to meet to discuss individual circumstances if this would be helpful.

Q/C – feelings are shared regarding SRB's. Welsh language pupils are in a better position and disappointing that there is differentiation. There is a need to recognise that there is a range of additional learning needs to be addressed.



Schools Programme
Record of Virtual Public Meeting
Additional Learning Needs – CLN/ASC
19 January 2022 at 5:30pm



JH – recognise concerns. SRB at Ysgol Glantaf for Complex Learning Needs and expect the same practice at other mainstream schools. It would be helpful to understand individual concerns and circumstances.

Q/C – there will be parents who will not be in a position to have their voice heard. A wide range of views is needed and consideration also has to be given to the green agenda and health and wellbeing.

RP – steps in the right direction and looking to build on this. Appreciate points being made and looking to engage as widely as possible; would normally be holding in person sessions in local areas; able to offer on-line drop-in sessions and very much want feedback from as wide a range of stakeholders as possible.

Q/C – Llanishen High School model runs along the same lines as Ysgol Glantaf, but this is dependent on staff numbers.

RP – staffing is considered as part of funding model. Recognise need to follow up and consider how things are running.

Q/C – two children who went through Llanishen High School with both moving from mainstream to the SRB. The Learning Support Department acts as an SRB and works well within school. Provision for children at school level and these discussions are needed with other schools also.

Q/C – concerned that proposals are formalising existing provision e.g., Llanishen has 44 pupils at present and going up to 45, with the same position at Bishop of Llandaff. There will continue to be a provision gap. Cardiff Additional Learning Needs Department has a problematic image amongst parents and better communication would help.

JH – lots of changes are being made in the way things work. Parent Reference Groups are being developed and recognise the need to look at further changes that could be made to improve things. Acknowledge that some of the growth in provision is retrospective but this is a starting point and will keep looking at this. Consideration also being given to how to support pupils more widely; where are the gaps in provision and what is the best way of addressing this.

RP – looking to address Complex Learning Needs provision though Band B with significant investment with a focus on current and future provision.

Q/C – SRB provision on the west of the city and the range of needs, has to be considered. Provision for additional learning needs can lead to segregation throughout life; children need opportunities to develop social and communication skills; need to be truly inclusive and integrate pupils allowing them to be the best they can be.

JH – SRB and special school provision is for children with very complex needs for whom mainstream is not suitable. The provision for children in mainstream seems to be the issue.

Q/C – the Ysgol Glantaf approach seems inclusive and is appealing as a parent.

Q/C - details should be shared with all schools and learners.



**Schools Programme
Record of Virtual Public Meeting
Additional Learning Needs – CLN/ASC
19 January 2022 at 5:30pm**



MDF provided details of how responses to the consultations could be made (e-mail, online survey, letters), with all responses welcome. Notes of the meeting were also being made. Pupils being consulted at all of the schools included in the proposals; links provided to all schools and will check that these have been shared.

Q/C – run SRB at Ysgol Glantaf; the school has an official SRB for Complex Learning Needs and has also set up a wellbeing class similar to provision at other schools; the Welsh sector is also learning from the English sector.

There were no further questions, RP thanked all those who attended, and the meeting closed.

**Complex Learning Needs & Autism
Spectrum Condition Provision for Learners
Aged 11-19 - Research Findings**

Background

Cardiff Council is committed to inclusion.

The majority of learners with Additional Learning Needs (ALN) attend a local mainstream school, and benefit from effective Additional Learning Provision (ALP). These learners do not need to attend a special school or Specialist Resource Base.

However, the number of pupils with severe and complex needs, who need a place in a special school or specialist resource base has continued to grow.

Proposals

In order to respond to demand for additional learning needs places the Council consulted on proposals to:

- Increase the designated number at the Whitchurch High School Specialist Resource Base for learners with complex needs from 70 to 100 from September 2022.
- Establish a 30 place Specialist Resource Base for learners with complex learning needs at Willows High School from September 2023.
- Increase the designated number at the Llanishen High School Specialist Resource Base for learners with Autistic Spectrum Condition from 20 to 45 places from September 2022.
- Increase the designated number at The Marion Centre Specialist Resource Base for learners with Autistic Spectrum Condition from 42 to 66 places from September 2022.
- Establish a 30 place Resource Base at Ysgol Gyfun Gymraeg Glantaf for learners with Autistic Spectrum Condition alongside the existing 30 place Specialist Resource Base from September 2023.

Methodology

- The survey was open from 14 December 2021 – 01 February 2022.
- A letter was sent to all parents of pupils in the schools affected, providing them with information explaining how to take part in the consultation.
- An e-mail was sent to a range of stakeholders, providing them with information explaining how to take part in the consultation.
- A communication campaign was conducted via social media.

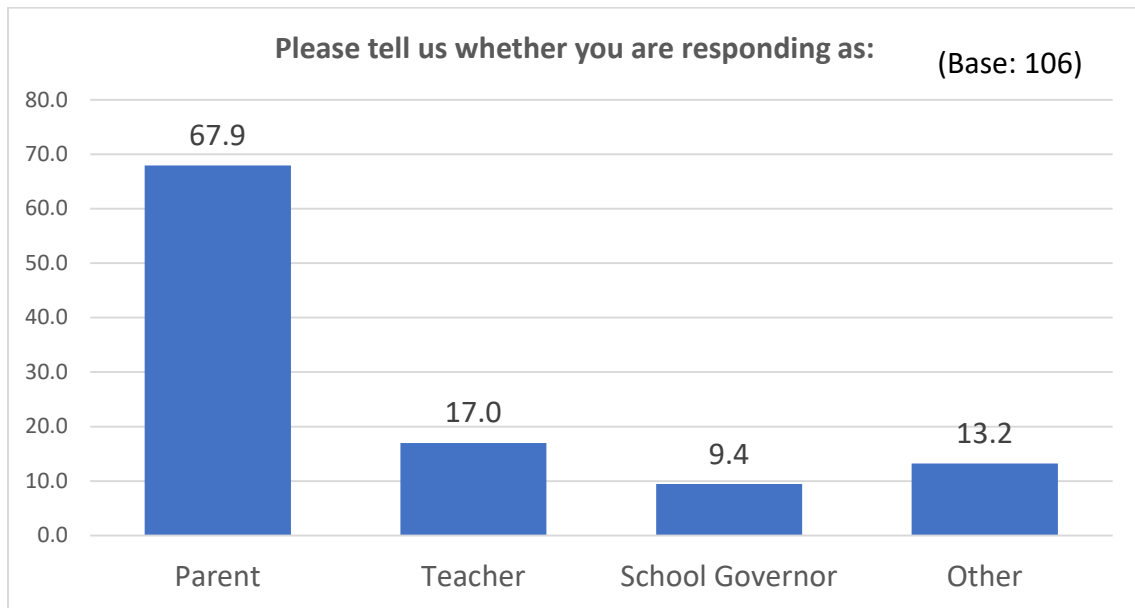
Complex Learning Needs and Autism Spectrum Condition Provision

Responses

There were 106 responses received to the consultation. There was also a number of letters / emails received in relation to the consultation, these can be viewed in Appendix A.

Please tell us whether you are responding as:

Parents made up two thirds (67.9%) of responses to the survey, with around one in six (17.0%) coming from a teacher.



Teacher – please specify your school:

	No.
Willows High School	5
Willows	2
Ysgol Gyfun Gymraeg Glantaf	2
Bro Edern	1
Hamadryad	1
Llanishen High School	1
Windsor Clive Primary	1
Ysgol Gyfun Gymraeg Glantaf SRB	1
Ysgol y Berllan Deg	1
Total Respondents	15

Complex Learning Needs and Autism Spectrum Condition Provision

School governor – please specify your school:

	No.
Whitchurch High School	4
Llanishen High School	1
YGG Nant Caerau	1
Ysgol GG Glantaf	1
Ysgol y Berllan Deg	1
Ysgol y wern	1
Total Respondents	9

Other (Please specify)

	No.
Family member	3
HLTA	3
On behalf of The Governing Body of The Bishop of Llandaff CiW High School	1
Person	1
Psychologist	1
Primary School Staff	1
Teaching assistant high school	1
Total Respondents	11

Do you have a child/children enrolled at the following schools?

Around one in four (26.7%) respondents has a child enrolled at Ysgol Gyfun Gymraeg Glantaf, whilst a further one in four had a child enrolled at Whitchurch High School.

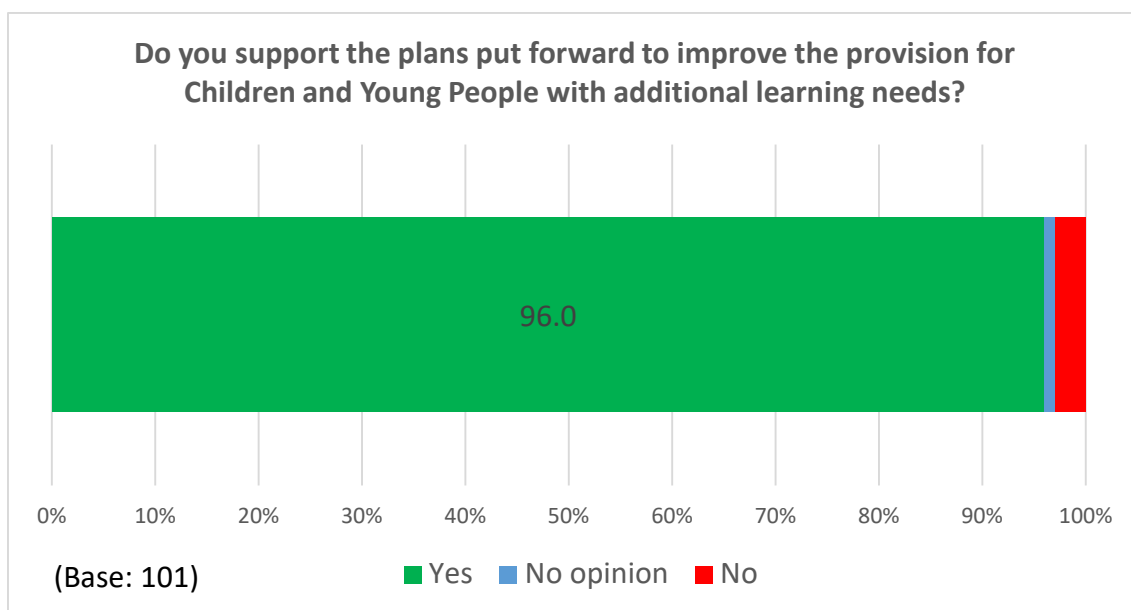
However, three in ten (30.5%) respondents to the survey had no children enrolled in any of the schools covered in this survey.

	No.	%
Ysgol Gyfun Gymraeg Glantaf	28	26.7
Whitchurch High School	20	19.0
Willows High School	2	1.9
The Bishop of Llandaff Church in Wales High School	2	1.9
Llanishen High School	1	1.0
Other	22	21.0
N/A	32	30.5
Total Respondents	105	-

Complex Learning Needs and Autism Spectrum Condition Provision

Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?

The overwhelming majority (96.0%) of respondents agreed with the proposal.



Please explain why:

Theme	No.	%	Example comments
Proposals will provide adequate provision / Concerns around current provision	35	50.7	<ul style="list-style-type: none"> • Inadequate provision currently. • I teach nursery and therefore have an intake of children in the Autism Spectrum and who have other complex needs. The journey for the parents and children through the main-stream and Specialist Education system is hard and not adequate and needs to be improved. • I believe an increase in the provision will benefit the CYP with additional learning needs. Adding additional locations around the city will also ensure that CYP are more likely to be able to attend a provision in their local area. • I can imagine that for parents of children with additional needs, the availability of good local schooling would be a huge concern. I have seen the poor provision within primary school, and I can imagine the impact this must have on parents and children affected. • There is increased need for more places for children with learning difficulties.

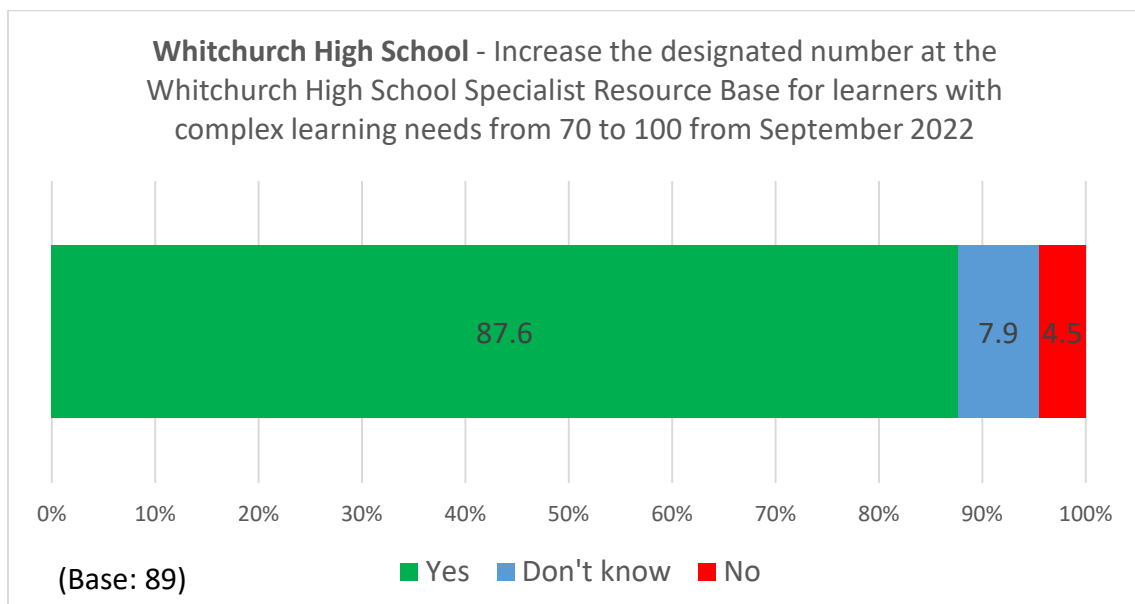
Complex Learning Needs and Autism Spectrum Condition Provision

Personally affected by the proposal	13	18.8	<ul style="list-style-type: none"> My child has an ASD diagnosis and receives little support. I would like my child to be able to attend Whitchurch. My daughter who attends Ysgol y Wern is autistic. She hopes to go to Glantaf in 2025 and we will welcome the establishment of a special unit for children with autism.
Inclusiveness	9	13.0	<ul style="list-style-type: none"> I feel that there should be inclusion for all. More inclusive approach and will further support children with additional learning needs. Allows pupils to access their learning and flourish.
General agreement with the proposal	14	20.3	<ul style="list-style-type: none"> There is a need for specialist support. Complex / ASC provision is required in this locality. It will enable them to lead successful lives.
Total Respondents	69	-	

Do you support the proposal for each of the school sites?

Whitchurch High School - Increase the designated number at the Whitchurch High School Specialist Resource Base for learners with complex learning needs from 70 to 100 from September 2022

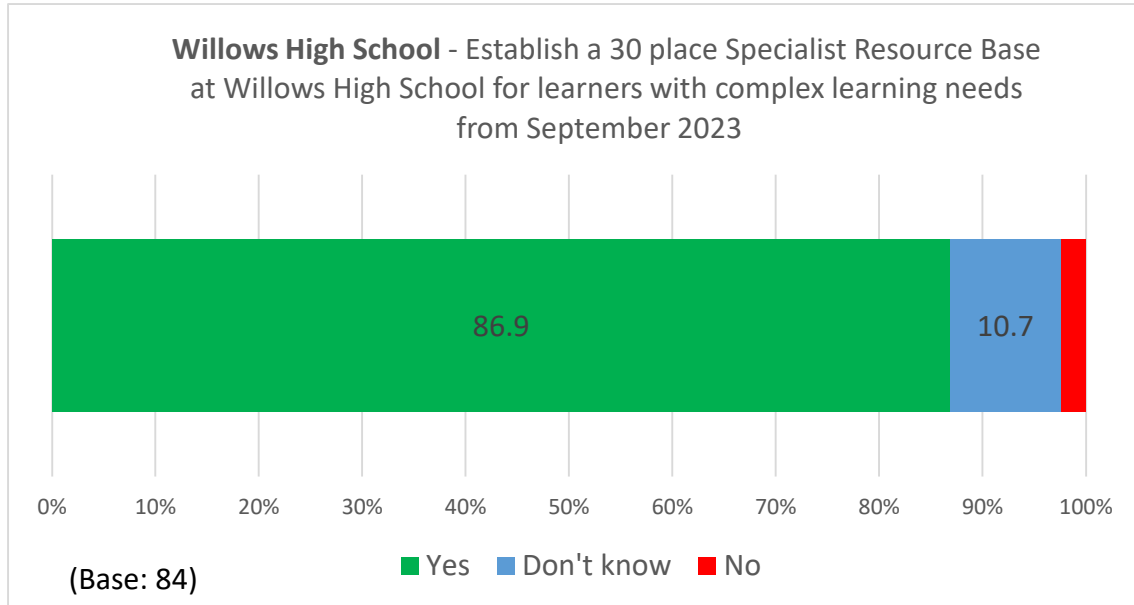
Almost nine in ten (87.6%) respondents agreed with the proposal. If 'Don't know' responses are removed from the analysis, then agreement rises to 94.9%.



Complex Learning Needs and Autism Spectrum Condition Provision

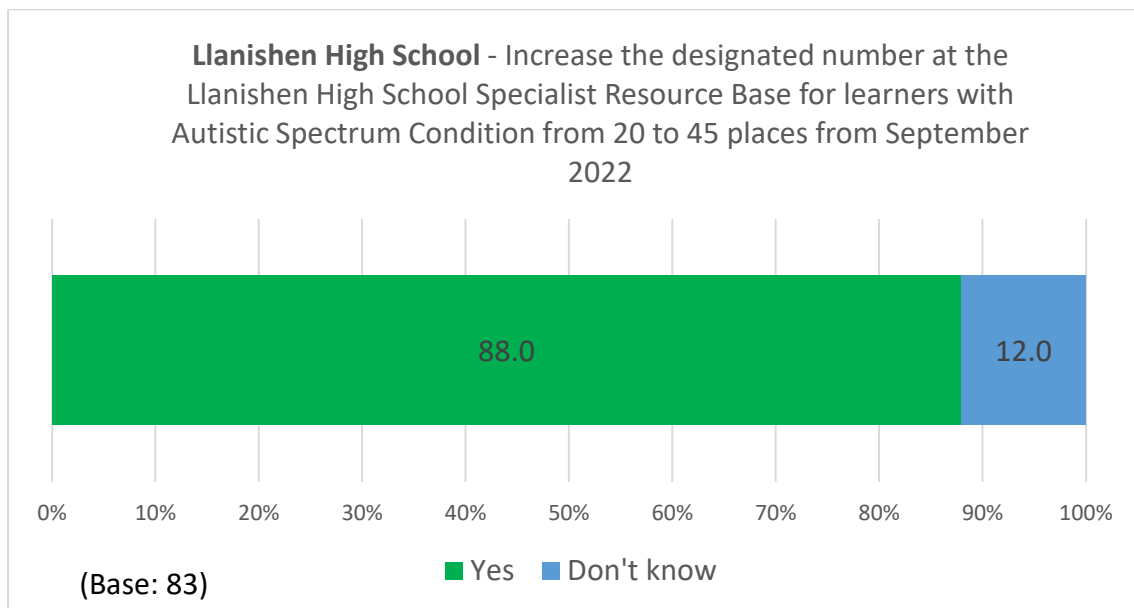
Willows High School - Establish a 30 place Specialist Resource Base at Willows High School for learners with complex learning needs from September 2023

Over four fifths (86.9%) of respondents agreed with the proposal. If 'Don't know' responses are removed from the analysis, then agreement rises to 97.3%.



Llanishen High School - Increase the designated number at the Llanishen High School Specialist Resource Base for learners with Autistic Spectrum Condition from 20 to 45 places from September 2022

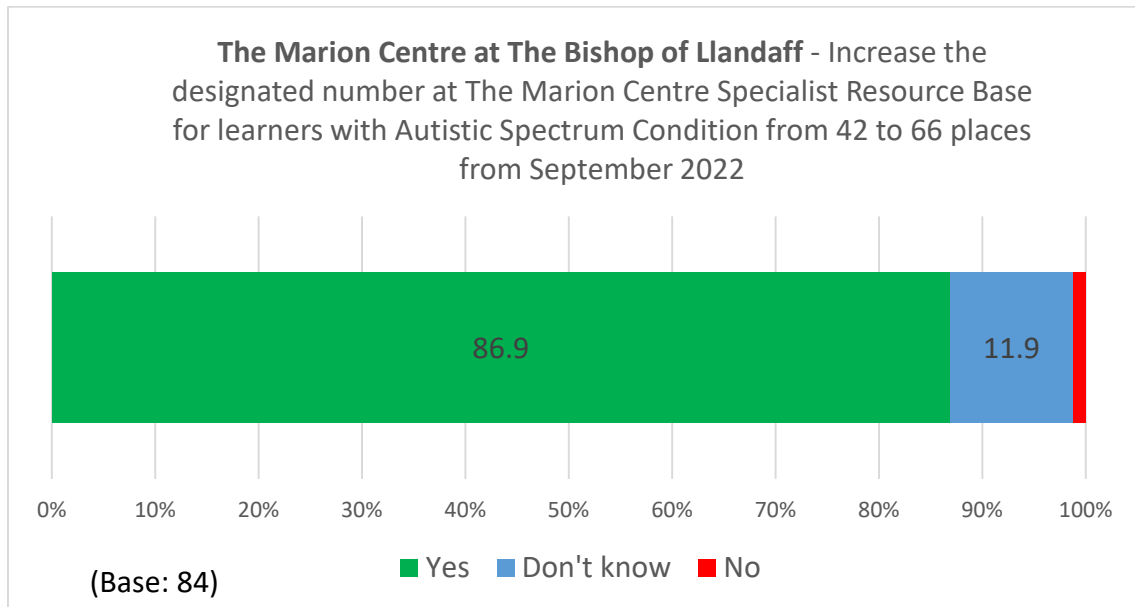
Just under nine tenths (88.0%) of respondents agreed with the proposal. There were no respondents that disagreed.



Complex Learning Needs and Autism Spectrum Condition Provision

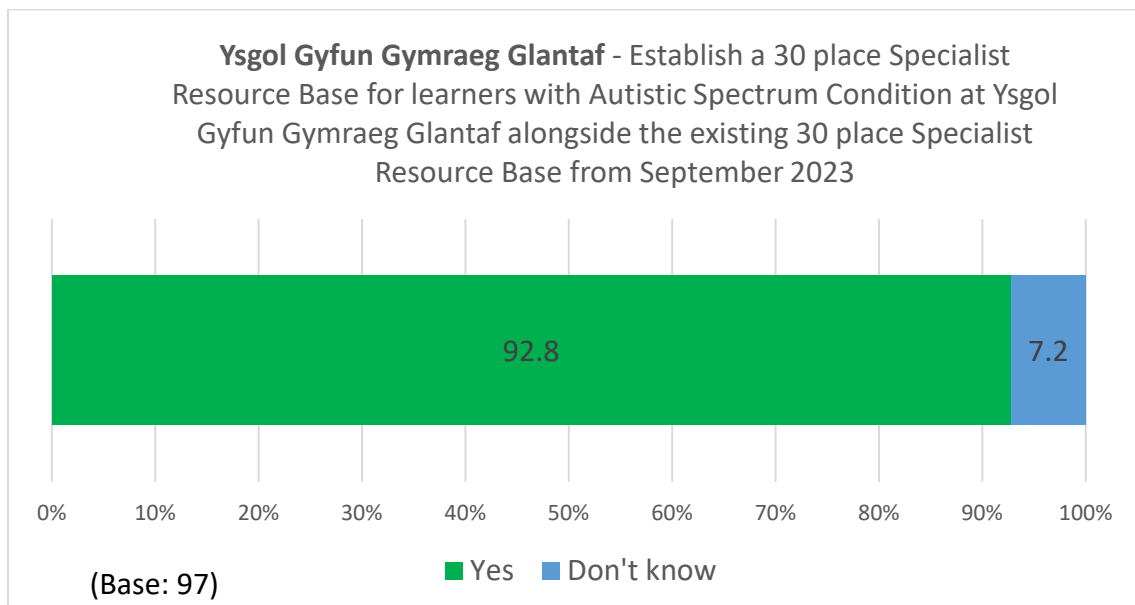
The Marion Centre at The Bishop of Llandaff - Increase the designated number at The Marion Centre Specialist Resource Base for learners with Autistic Spectrum Condition from 42 to 66 places from September 2022

Over four fifths (86.9%) of respondents agreed with the proposal. If 'Don't know' responses are removed from the analysis, then agreement rises to 98.6%.



Ysgol Gyfun Gymraeg Glantaf - Establish a 30 place Specialist Resource Base for learners with Autistic Spectrum Condition at Ysgol Gyfun Gymraeg Glantaf alongside the existing 30 place Specialist Resource Base from September 2023

Over nine tenths (92.8%) of respondents agreed with the proposal. There were no respondents that disagreed.



Complex Learning Needs and Autism Spectrum Condition Provision

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

Theme	No.	%	Example comments
General agreement with the proposals	32	69.6	<ul style="list-style-type: none"> Having increased spaces across all sites will provide greater choice for families looking for specialist provision. I support these changes as I feel very it's very important to meet the needs of ever child. The need for suitable provision for ALN pupils is essential, especially within the Welsh language sector. Severely inadequate provision for children with additional educational needs. These facilities are invaluable for young to have an education in an appropriate setting with appropriate support. I fully support the recommendations. Yes, there needs to be more spaces for children with additional needs.
Concerns around lack of Welsh medium investment	2	4.3	<ul style="list-style-type: none"> Again, there needs to be an additional Welsh-medium school provision (specialist resource base) for 5–11-year-olds!
Proposals should include Faith Schools	1	2.2	<ul style="list-style-type: none"> Yes, mainstream schools cannot cope with the complex needs that we are seeing, we are failing students as a result of this! The numbers need to be quadrupled; also you need to be offering these services to Faith based schools right across the consortium!
Specific school comments	15	32.6	<ul style="list-style-type: none"> The closest provision of this type to Willows is Whitchurch HS. This area of Cardiff does not have the equivalent provision. I support the proposal at Willows and think it would be good to establish the base before moving into a new school. My concerns are around accommodation and that although it appears on paper that we have space, we use all our rooms for current provision. We would need to expand the old Willows site in order to accommodate pupils with complex needs appropriately. It's vital that there is a far

Complex Learning Needs and Autism Spectrum Condition Provision

			<p>reaching and robust recruitment drive in order to staff the base appropriately too.</p> <ul style="list-style-type: none"> I support the plans to add to and increase specialist resources for children in Ysgol Glantaf as there are so few Welsh-medium opportunities such as this.
Total Respondents	46	-	

Would you like to suggest any changes or alternatives?

Respondents were given the opportunity to suggest any changes or alternatives they had to the proposals. Nineteen respondents took the opportunity to do so, and these comments can be viewed below / overleaf:

- More SRBs in other schools.
- Look at both sides of the city.
- More primary age provision through the medium of Welsh, especially in the Bro Edern catchment.
- More places are needed for children on the asd spectrum.
- Open the specialist resource for children with ALN (meeting a certain entry criteria) and not ASD alone.
- Compulsory staff and pupil training to increase ASD awareness.
- A separate area or bigger area to accommodate so as not to disrupt.
- More allocation towards WM schools.
- I would have liked the local authority to give greater thought to the space that the SRB needed for the future. Decisions around classroom space and additional space for meetings, counselling, therapy, etc had not been firmed up. It would have been good to see the local authority plan strategically to ensure SRBs share the same type of facilities and resources in place in Special schools. This would ensure that some of the most vulnerable learners have the opportunity to benefit from a range of specialist rooms (break out spaces, meeting and therapy rooms) as well as outdoor facilities for covered classroom/play areas and specific areas to improve opportunities for exercise and PE such as an astro-turf if one doesn't already.
- Take staffs wellbeing as a top priority.
- More provision/funding to train more specialist ALN teachers and support staff to meet the future demands. Consider home ALN learning pathways and establish networks for families.
- Yes. Within the consultation, there is reference to adjustments. The school's local authority health and safety officer has made recommendations about adjustments to the site to increase safety. We would expect these adjustments to be made to the site as part of this permanent change.
- To the Glantaf SRB -We need purpose-built facilities that can support our pupils needs better. Classrooms with enough space for the group size, including breakout rooms/areas for dis-regulated behaviours. Facilities that meet our pupils sensory needs - sensory light rooms, quiet space, space both indoor and outdoor for physical movement, sensory indoor and outdoor provision for messy sensory play/input. We

Complex Learning Needs and Autism Spectrum Condition Provision

need adapted toilets and changing facilities for all pupils, including pupils with physical disabilities. We require facilities for pupils who require medical and personal care. Technology that allows us to keep up with modern world, and teaching expectations. Facilities to offer practical life-skills to our pupils - including house set up to learn independent living skills and a adapted kitchen for cooking lessons.

- The current SRB for learners with complex additional needs has to be made a bigger part of these proposals. We don't just need new accommodation; we need a purpose-built building that enables us to offer a fully enriched curriculum for all our learners.
- Investing more in the Welsh-medium sector would be preferable, as currently, only 1 Welsh-medium school benefits from investment compared to 4 English-medium school. 30 places compared with >100.
- A resource where KS4/5 pupils would have the opportunity to develop vocational skills e.g. a small café, would be valuable. An opportunity to handle money, simple cooking and engaging with customers are experiences that would increase their chances of getting paid employment.
- See above - a clear priority for non-Welsh speaking children in the Scheme.
- Autistic spectrum ALN group/class in more than one Welsh-medium school-Ysgol Plasmawr.
- I have not been in any of the centres.

Do you have any other comments?

Respondents were invited to leave any other comments they had in relation to the consultation. Twelve respondents left feedback; these comments can be viewed below / overleaf:

- More support and provisions.
- Mainstream schools are failing students with complexed needs.
- Whitchurch HS provides excellent provision these extra children can also benefit.
- Fully support the proposal for Whitchurch High School. The SRB is a much valued and respected resource in the school.
- I supported all the schools as it would improve access to more children and make it more accessible to them close to where they live.
- My only concern is space. Willows is already acting at close to capacity despite what the official figures say. The facilities such as toilets and the canteen are at capacity, even if there is more classroom space. If the new SRB is built without addressing this issue, then it will be inefficient as these problems will negate any perceived benefits.
- To note the investment requirement. This is not something that can or should be done "on the cheap."
- Governors wish to support the permanent size of the centre. It is an important part of the school's life. However, the restrictions of the current school site do present genuine problems with regard to student/staff safety. Measures to address this, we believe are a priority, and would significantly reduce the risk of serious injury and/or fatality owing to oncoming traffic owing to the centre itself.
- Best of luck with the developments. I hope that my child will benefit from a new building for the Centre in Glantaf.

Complex Learning Needs and Autism Spectrum Condition Provision

- I will be disappointed if the Welsh-medium sector loses out again in this area.
- I am disappointed that there is no Welsh-language provision for young children. Feb is Language Day. Parents of Welsh-medium school children do not have enough choice where to send their children if they have profound needs.

Complex Learning Needs and Autism Spectrum Condition Provision

About You

Please provide your postcode below to allow us to more accurately pinpoint respondents' views and needs by area: -

	No.	%
Llandaff	11	14.7
Rhiwbina	10	13.3
Whitchurch and Tongwynlais	10	13.3
Llanishen	9	12.0
Heath	8	10.7
Fairwater	3	4.0
Llandaff North	3	4.0
Penylan	3	4.0
Riverside	3	4.0
Splott	3	4.0
Canton	2	2.7
Creigiau/St. Fagans	2	2.7
Lisvane	2	2.7
Other Electoral Ward	6	8.0
Total Respondents	75	100.0

What was your age on your last birthday?

	No.	%
16-24	2	1.9
25-34	10	9.7
35-44	41	39.8
45-54	39	37.9
55-64	3	2.9
65-74	6	5.8
Other age group	1	1.0
Prefer not to say	1	1.0
Total Respondents	103	100.0

Are you...?

	No.	%
Female	85	82.5
Male	17	16.5
Prefer not to say	1	1.0

Complex Learning Needs and Autism Spectrum Condition Provision

Total Respondents	103	100.0
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Do you identify as a disabled person?

	No.	%
Yes	1	1.0
No	98	96.1
Prefer not to say	3	2.9
Total Respondents	102	100.0

Please tick any of the following that apply to you:

Nine people identified a health condition that applied to themselves, these can be viewed below:

- Deaf/ Deafened/ Hard of hearing
- Mental health difficulties
- Mobility impairment
- Long-standing illness or health condition (e.g. cancer, diabetes, or asthma)

What is your ethnic group?

(Where the term 'British' is used, this refers to any of the four home nations of Wales, England, Northern Ireland and Scotland, or any combination of these)

	No.	%
White - Welsh/English/Scottish/Northern Irish/British	93	90.3
Asian/Asian Welsh/British - Indian	2	1.9
White - Irish	2	1.9
Other Ethnic Group	3	2.9
Prefer not to say	3	2.9
Total Respondents	103	100.0

Estyn's response to the consultation aiming to address the growing need for provision for learners with complex learning needs and autistic spectrum condition

Introduction

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales. Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore, as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals. Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

This consultation aims to address the growing need for provision for learners with complex learning needs and autistic spectrum condition.

To meet the demand for secondary specialist resource places for learners with complex learning needs it proposes to:

- increase the designated number at the Whitchurch High School Specialist Resource Base from 70 to 100 from September 2022
- establish a 30 place Specialist Resource Base at Willows High School from September 2023

To meet demand for secondary specialist resource provision for learners with Autism Spectrum Condition it proposes to:

- increase the designated number at the Llanishen High School Specialist Resource Base from 20 to 45 places from September 2022
- increase the designated number at The Marion Centre Specialist Resource Base from 42 to 66 places from September 2022
- establish a 30 place Resource Base at Ysgol Gyfun Gymraeg Glantaf alongside the existing 30 place Specialist Resource Base from September 2023

Summary/Conclusion

We welcome this proposal which sits alongside others and aim to achieve a more equitable provision to better meet the current and future additional learning needs of pupils, across the City.

The proposals outline very clearly five broad principles that all schools and settings should aspire to and attain in effectively supporting pupils with additional learning

needs. These principles include the need for an innovative curriculum and whole school approaches to teaching and learning, the need to identify pupils' needs early and to implement research informed interventions, school accommodation that is sufficiently flexible in its use to meet pupils' needs, strong partnerships including access to excellent specialist services and, effective multi-agency transition planning.

It is not clear however, if there is an overall framework that will help to ensure the realisation of the principles. An overall framework could be used also to guide and assist schools that are either establishing or developing specialist resource base provision. Neither is it clear what support or networks exist, or will be created, to support leaders and staff as they develop and embed effective practices in meeting the needs of pupils.

The proposer states that a joint review of health and specialist provision in Cardiff special schools and the pupil referral units is being carried out. However, it is not clear if the scope and outcomes of the review will benefit pupils in specialist resource bases across the city. Neither is it clear if the review will look at Welsh medium provision alongside English medium provision.

We consider that the proposal is likely to, at least, maintain the standard of education provision in the area.

Description and benefits

The proposal states very clearly that the number of pupils with severe and complex needs, who need a place in a special school or specialist resource base has grown, and demand is predicted to increase further over the coming years. Whilst there are a number of existing specialist settings across Cardiff, there are not enough places available. To combat the shortfall, the local authority has funded some places at special schools in other council areas or in independent schools. The proposer wishes to increase the number of places available in special schools and specialist resource bases in mainstream schools in Cardiff, to address this predicted increase. The proposal gives appropriate attention to the current capacity and how it is unable to meet the demands for places for pupils with complex learning needs and autism spectrum condition and the deficit of places currently available.

The proposer defines specialist resource bases as "a small class in a mainstream school for pupils with significant additional learning needs. All pupils attending a specialist resource base have a statement of SEN and are taught by specialist teachers and learning support assistants, and have opportunities to learn, play or socialise with other mainstream pupils..." It is unclear from the definition whether pupils, where appropriate, can access, with appropriate support where necessary, lessons alongside pupils that do not attend the specialist resource base. To comply with the Additional Learning Needs and Education Tribunal [Wales] Act the proposer needs to consider the admission of pupils with individual development plans.

The proposal considers that the current provision available is not well distributed across the city and because of the lack of specialist resource bases in some

localities this can be a disadvantage for these pupils due to travel and unfamiliarity in the area. The proposal implies that a better distribution of specialist resource bases across the city would improve access for these pupils.

The proposal appears to provide effective opportunities for stakeholders, organisations, and members of the public to respond. This includes opportunities to access online public meetings. The process is clearly set out with timescales and how the consultation will be used.

Statements made by the proposer for all schools about for example, teaching and learning experience and care, support and guidance are identical and do not provide a good enough account of how these are tailored to meet the specific additional learning needs of the pupils.

The proposal considers suitable alternatives, for all schools, and outlines the possible benefits and disadvantages appropriately.

The proposals consider appropriately the travel implications for pupils. All proposals foresee the likelihood of reducing travel time from home to school for some pupils. They also identify the need to further assess the suitability of drop-off and pick up point at each school site.

The overall proposal considers the provision for the Welsh language but does not reflect the ambition laid out in the local authority's draft Welsh in Education Strategic Plan 2022-2032. The plan states that the authority aims to increase the number of secondary specialist places to be delivered in an SRB located at each Welsh-medium high school with different specialist needs in each base to achieve a level of specialist provision that is on a par with other sectors and responds appropriately to individual need. This proposal does not address this particular aim sufficiently well.

Educational aspects of the proposal

In considering the impact of the proposal on the quality of outcomes, provision and leadership and management, the Local Authority has listed the most recent Estyn inspection outcomes and the Welsh Government categorisation outcomes for all schools identified within the proposal.

Three of the five schools named in the proposal were put into the Estyn Monitoring category following their last inspections. All three have subsequently been judged to have made sufficient progress against the recommendations from their inspections and have been removed from that category. All five schools are categorised as green or yellow, indicating they are effective schools with strong leadership and know their priorities for improvement well.

The proposer states that there is an opportunity to employ specialist staff and to work more closely with specialist services in Cardiff. However, no further detail is provided and there is no guarantee that the opportunity will translate into a firm commitment or reality. The proposer further states that the pool of Welsh speaking ALN qualified and experienced teaching staff is limited in number, in comparison to

the English sector. It goes on to state that any plan to develop Welsh medium specialist provision will need to be supported by an Additional Learning Needs Workforce Development Plan but lacks any detail or commitment about how this will come about.

The proposer correctly asserts that pupils with additional learning needs may find change difficult. Other than recognising that change needs to be carefully planned, information on transition planning is very limited.

WHITCHURCH HIGH SCHOOL

SCHOOL STANDARDS AND ORGANISATION (WALES) ACT 2013

ADDITIONAL LEARNING NEEDS PROVISION

NOTICE IS HEREBY GIVEN in accordance with Section 42 of the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code, that the Governing Body of Whitchurch High School (herein after “the Governing Body”), having consulted such persons as appeared to them to be appropriate, propose to alter Whitchurch High School, Penlline Road, Whitchurch, Cardiff, CF14 2XJ to:

- Increase the designated number at the Specialist Resource Base for learners with complex learning needs from 70 to 100 places.

It is proposed to implement the proposal from September 2022.

The school is a Foundation school and is currently maintained by Cardiff Council.

A public consultation was undertaken on behalf of the Governing Body before deciding to publish this proposal. A consultation report containing a summary of the issues raised by consultees and the Governing Body’s responses and the views of Estyn on the proposed changes is available to view at:

www.whitchurchhs.wales

The current school capacity is 2400 places including sixth form. The current number of pupils at the school is 1984 (11 - 16) and 427 (Sixth form).

There are currently 70 places at the Specialist Resource Base. The current number of pupils at the resource base is 95.

There are no plans to change the school policy on the admission of children to school as a result of these proposals.

Admissions to the Specialist Resource Base are managed by the local authority and subject to a statement of Special Educational Needs (SEN) or Individual Development Plan (IDP) as appropriate.

Admissions to the Specialist Resource Base will continue to be separate to admission to the main school and shall be in addition to the Published Admission Number (PAN).

Any arrangements for the transport of pupils will be made in accordance with the Local Authority’s existing policies on school transport.

Within a period of 28 days of the date of publication of these proposals, that is to say by 27th July 2022, any person may object to these proposals.

Objections should be sent to the Chair of Governors, Whitchurch High School, Penlline Road, Whitchurch, Cardiff, CF14 2XJ.

Objections may also be sent to the Chair of Governors using the following e-mail address: SchoolResponses@cardiff.gov.uk

Please note that any such objection should contain the full name and postal address of the objector.

The Governing Body will publish a summary of any such objections made within the objection period (and not withdrawn in writing), together with its response, within the period of 28 days after the end of the objection period.

Dated this 30th day of June 2022

Signed: Sian Hopkins
Chair of Governors

EXPLANATORY NOTE

(This does not form part of the Notice but is intended to explain its general meanings)

Whitchurch High School is an English-medium Foundation school located in Whitchurch.

The school hosts a specialist resource base, designated for Complex Learning Needs.

To meet the demand for Specialist Resource Base places for learners aged 11 - 19 with Complex Learning Needs it is proposed to increase the designated number at the Specialist Resource Base from 70 to 100 places from September 2022.

The number of pupils at the base is 95.

It is proposed that the current specialist resource base accommodation would be improved and refurbished, creating additional classrooms and learning spaces. Some of this work has already been undertaken in order that the school, and the Council, can ensure sufficient places were available for children with complex learning needs.

In addition to the proposed increase in designated places at the specialist resource base, further places for pupils with complex learning needs and autism spectrum condition have been proposed for a number of schools within the local authority.

Details of these proposals and copies of the statutory notices can be seen at [Additional Learning Needs \(ALN\) provision \(cardiff.gov.uk\)](#)

YSGOL UWCHRADD YR EGLWYS NEWYDD

DEDDF SAFONAU A THREFNIADAETH YSGOLION (CYMRU) 2013

DARPARIAETH ANGHENION DYSGU YCHWANEGOL

HYSBYSIR DRWY HYN, yn unol ag Adran 42 Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013 a'r Cod Trefniadaeth Ysgolion, fod Corff Llywodraethu Ysgol Uwchradd yr Eglwys Newydd ("y Corff Llywodraethu" o hyn ymlaen), ar ôl ymgynghori â'r bobl a ymddangosai'n briodol yn eu tyb hyw, yn cynnig newid Ysgol Uwchradd yr Eglwys Newydd, Heol Pen-llin, Yr Eglwys Newydd, Caerdydd, CF14 2XJ i:

- Gynyddu'r nifer dynodedig yn y Ganolfan Adnoddau Arbenigol ar gyfer dysgwyr ag anghenion dysgu cymhleth o 70 i 100 o lefydd

Cynigir gweithredu'r cynnig o fis Medi 2022.

Mae'r ysgol yn ysgol Sefydledig ac mae'n cael ei chynnal gan Gyngor Caerdydd ar hyn o bryd.

Cynhaliwyd ymgynghoriad cyhoeddus ar ran y Corff Llywodraethu cyn penderfynu cyhoeddi'r cynnig hwn. Mae'r adroddiad ar yr ymgynghoriad sy'n cynnwys crynodeb o'r materion a godwyd gan ymgynghoreion ac ymatebion y Corff Llywodraethu a barn Estyn ar y newidiadau arfaethedig ar gael i'w weld yma:

www.whitchurchhs.wales

Capasiti presennol yr ysgol yw 2400 o leoedd gan gynnwys y chweched dosbarth. Nifer presennol y disgyblion yn yr ysgol yw 1984 (11 - 16) a 427 (Chweched Dosbarth).

Mae 70 o leoedd yn y Ganolfan Adnoddau Arbenigol ar hyn o bryd. Nifer y disgyblion yn y ganolfan adnoddau arbenigol ar hyn o bryd yw 95 .

Nid oes unrhyw gynlluniau i newid polisi'r ysgol ar dderbyn plant i'r ysgol o ganlyniad i'r cynigion hyn.

Rheolir derbyniadau i'r Ganolfan Adnoddau Arbenigol gan yr awdurdod lleol ac maent yn amodol ar ddatganiad o Anghenion Addysgol Arbennig (AAA) neu Gynllun Datblygu Unigol (CDU) fel y bo'n briodol.

Bydd derbyniadau i'r Ganolfan Adnoddau Arbenigol yn parhau ar wahân i'r derbyniadau i'r brif ysgol a byddant yn ychwanegol at y Nifer Derbyn Cyhoeddedig (NDC).

Gwneir unrhyw drefniadau ar gyfer cludo disgyblion yn unol â pholisïau presennol yr Awdurdod Lleol ar drafnidiaeth ysgol.

O fewn 28 diwrnod o ddyddiad cyhoeddi'r cynigion hyn, sef hyd at 27 Gorffennaf 2022, caiff unrhyw berson wrthwynebu'r cynigion hyn.

Gellir anfon gwrthwynebiadau at Gadeirydd y Llywodraethwyr, Ysgol Uwchradd yr Eglwys Newydd, Heol Pen-llin, Yr Eglwys Newydd, Caerdydd, CF14 2XJ.

Gellir hefyd anfon gwrthwynebiadau at Gadeirydd y Llywodraethwyr drwy ddefnyddio'r cyfeiriad e-bost canlynol: ymatebionysgolion@caerdydd.gov.uk

Dylai unrhyw wrthwynebiadau o'r fath gynnwys enw llawn a chyfeiriad post yr un sy'n gwrthwynebu.

Bydd y Corff Llywodraethu'n cyhoeddi crynodeb o unrhyw wrthwynebiadau a ddaeth i law o fewn y cyfnod gwrthwynebu (a sydd heb eu tynnu'n ôl yn ysgrifenedig), ynghyd ag ymateb y corff, ymhen 28 diwrnod ar ôl diwedd y cyfnod gwrthwynebu.

Dyddiedig 30 Mehefin 2022

Llofnod:

Sian Hopkins
Cadeirydd y Llywodraethwyr

NODYN ESBONIADOL

(Nid yw hwn yn rhan o'r Hysbysiad ond ei nod yw egluro'i ystyron cyffredinol)

Mae Ysgol Uwchradd yr Eglwys Newydd yn ysgol Sefydledig cyfrwng Saesneg sydd wedi'i lleoli yn Yr Eglwys Newydd.

Mae'r ysgol yn cynnal Canolfan Adnoddau Arbenigol sydd wedi'i dynodi ar gyfer anghenion dysgu cymhleth.

Er mwyn ateb y galw am leoedd yn y Ganolfan Adnoddau Arbenigol ar gyfer dysgwyr 11 - 19 oed sydd ag Anghenion Dysgu Cymhleth, cynigir cynyddu'r nifer dynodedig yn y Ganolfan Adnoddau Arbenigol o 70 i 100 o leoedd o fis Medi 2022.

Nifer y disgyblion yn y ganolfan yw 95

Cynigir y byddai adeilad presennol y ganolfan adnoddau arbenigol yn cael ei wella a'i adnewyddu, gan greu ystafelloedd dosbarth a manau dysgu ychwanegol. Mae rhywfaint o'r gwaith hwn eisoes wedi'i wneud er mwyn i'r ysgol, a'r Cyngor, allu sicrhau y byddai digon o leoedd ar gael i blant ag anghenion dysgu cymhleth.

Yn ogystal â'r cynnydd arfaethedig mewn lleoedd dynodedig yn y ganolfan adnoddau arbenigol, mae lleoedd ychwanegol ar gyfer disgyblion sydd ag anghenion dysgu cymhleth a chyflwr sbectrwm awtistig wedi eu cynnig ar gyfer nifer o ysgolion o fewn yr awdurdod lleol.

Gellir gweld manylion y cynigion hyn a chopïau o'r hysbysiadau statudol [yma \(caerdydd.gov.uk\)](http://yma.caerdydd.gov.uk)