

DIRECTORATE OF LEARNING AND SKILLS  
**Consultation Document**

**Consultation on the proposal to transform special education in the Vale by establishing a specialist resource base at Whitmore High School from September 2021.**



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# Contents

<b>Introduction .....</b>	<b>3</b>
Introduction .....	4
Explanation of terms used in this document .....	5
<b>The Proposal .....</b>	<b>7</b>
The proposal .....	8
Why are we proposing the changes? .....	8
<b>Implications of the proposal .....</b>	<b>9</b>
School information .....	10
Educational outcomes .....	10
Welsh language provision.....	11
Additional Learning Needs (ALN) provision .....	11
Impacts upon other schools .....	12
Admissions.....	12
Land and Buildings.....	13
Finance.....	14
Human Resources.....	15
Transport and learner travel arrangements.....	15
<b>Other considerations .....</b>	<b>16</b>
Potential benefits of this proposal compared to the status quo .....	17
Potential disadvantages of this proposal compared to the status quo.....	17
Potential risks of this proposal and measures to mitigate identified risks .....	17
Equality impact assessment.....	17
Community impact assessment .....	18
Contributions to the Wellbeing of Future Generations .....	18
Alternatives considered.....	18
<b>The Statutory Consultation process .....</b>	<b>20</b>
The Statutory Consultation process .....	21
Key dates .....	22
Frequently Asked Questions (FAQs) .....	22
<b>Involving stakeholders and responding to the consultation .....</b>	<b>24</b>
Involving school stakeholders in the consultation .....	25
Involving children in the consultation.....	25
How you can find out more and give your views.....	26
Consultation Response Form.....	27

# Introduction

### Background

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

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

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

The Managing Director authorised the Director of Learning & Skills to undertake a **consultation from Monday 5 October 2020 to Friday 20 November 2020** on a proposal to establish a specialist resource base at Whitmore High School.

### The proposal

This document explains the **Council's proposal to transform specialist education by establishing a specialist resource base at Whitmore High School from September 2021.**

This proposal is considered under section 2.3 of the School Organisation Code (2018). Section 2.3 of the School Organisation Code refers to Regulated Alterations of a school, which includes the introduction or removal of SEN provision or any change in the type of such provision.

### Responding to the proposal

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

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

Further information regarding planned stakeholder engagement sessions and how you can respond to the consultation is detailed in the "Involving stakeholders and responding to the consultation" section from page 25. This section links to the online survey and contains a response form if you would like to submit a response via post.

**Under the School Organisation Code (2018), it is vital that any feedback be received by Friday 20 November 2020 in order to be considered as part of this consultation. Any items received after that date cannot be considered.**

## Explanation of terms used in this document

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

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

**'ASD'** (Autism Spectrum Disorder) - Autistic Spectrum Disorder is a term used to describe a number of symptoms and behaviours which affect the way in which a group of people understand and react to the world around them. It's an umbrella term which includes autism, [Asperger syndrome](#) and pervasive developmental disorders.

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

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

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

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

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

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

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

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

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

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

**'PRU'** (Pupil Referral Unit) - A PRU is a type of school established by a LA which has a duty to provide suitable education for children and young people who, by reason of illness, exclusion or

otherwise, may not receive such education in a mainstream school.

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

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

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

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

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

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

# The Proposal

## The proposal

### Summary

The proposal is to establish a Specialist Resource Base (SRB) at Whitmore High School (WHS) as part of a wider strategy to transform specialist educational provision within the Vale.

**The Council proposes to transform specialist education in the Vale by establishing a SRB at WHS from September 2021.**

This proposal is considered under section 2.3 of the School Organisation Code (2018). Section 2.3 of the School Organisation Code refers to Regulated Alterations of a school.

The element within this section which is relevant to the proposal is the introduction or removal of SEN provision or any change in the type of such provision.

### What would this mean?

The proposal would mean specialist educational provision would be established at WHS.

A new build is currently being constructed for WHS on its existing site for September 2021. An area of the building has been allocated for a SRB. It is proposed that this would focus on pupils with ASD.

The base would be managed by the headteacher and governing body of WHS. The area has been designed to accommodate up to 20 learners. It is proposed that the base is established with the opening of the new school building from September 2021.

Feedback on the construction of a new building is not directly considered as part of this education proposal under the School Organisation Code (2018) and the new building has already been subject to a [full planning process](#).

## Why are we proposing the changes?

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

Demand for special education is increasing at a faster pace than originally predicted. In order to reduce demand for places at YYD, the Council is looking to establish SRBs attached to mainstream primary and secondary schools. These include:

- A new SRB at WHS which would be managed by the headteacher and governing body of WHS; and
- A new SRB at Gladstone Primary School focussing on primary aged SEMH provision.

Placing the specialist resource base within a mainstream secondary school, WHS, would provide additional support for pupils with ASD whilst ensuring they can access mainstream secondary education. This would reduce demand for places at YYD, whilst also ensuring there is provision for pupils who would not normally meet the criteria for placements at YYD.



# Implications of the proposal

## School information

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

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

The School Information document can be viewed via the following link:

[www.valeofglamorgan.gov.uk/whitmorespecialistresourcebase](http://www.valeofglamorgan.gov.uk/whitmorespecialistresourcebase)

## Educational outcomes

### Standards and progress

The SRB would ensure pupils with ASD have access to mainstream secondary education. Pupils within the SRB would be supported to access mainstream lessons through strategies such as pre-teaching of lessons. The base would also provide a safe environment for pupils to utilise during lunch and break times. Support would be targeted to meet the individual needs of pupils within the SRB.

The specialist work of the resource provision would influence practice throughout the wider school which would benefit all staff and pupils.

### Wellbeing and attitudes to learning

As outlined above, the SRB would provide a safe environment for pupils with ASD to access throughout the school day. The base would be accommodated within a self-contained area within the new school building. The base would consist of small classrooms, breakout spaces, a sensory room, accessible toilets and a work skills area which would include a kitchen. The base would also have direct access to outside.

### Teaching and learning experiences

The new building at WHS would provide 21<sup>st</sup> century learning environments, including improved ICT infrastructure, collaborative breakout areas, and effective circulation. This would enable a teaching and learning environment to better meet the needs of learners.

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

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

### Care, support and guidance

As noted in the most recent Estyn inspection, ‘Pupils with additional learning needs receive thorough and effective support. The special educational needs co-ordinator identifies clearly pupils’ needs through a comprehensive mapping of provision. Interventions have a positive impact on their learning. Multi-agency working and the involvement of specialist services contribute to the success of the provisions for additional learning needs.’ The proposal would further build on this support with a dedicated team overseeing the SRB.

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

Security arrangements within the building would also be a key consideration and South Wales Police would be consulted as part of the design process and the ‘Designing Out Crime’ officer would provide feedback on the proposed design. A lockdown strategy would also be developed to limit visitor access throughout the school building. The new building would provide an intercom and security lobby to enhance security arrangements.

### Leadership and management

The School is current management by an Executive Headteacher and a Head of School. The School would receive additional funding to recruit a member of staff to manage and oversee the SRB.

### Welsh language provision

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

Although WHS teaches predominantly through the medium of English, the high standards achieved in Welsh language contribute to the Council’s commitment to encouraging bilingual speakers.

### Additional Learning Needs (ALN) provision

The following table provides information about the needs of current pupils.

<b>Table 1 - Outline of ALN needs for pupils at WHS (PLASC January 2020) and comparison against regional (secondary) and national level</b>			
<b>Type</b>	<b>Whitmore High School</b>	<b>Vale of Glamorgan (secondary)</b>	<b>Wales (all)*</b>
School Action	10%	10%	12%
School Action Plus	6%	5%	7.4%
Statemented	1%	1%	2.8%

\*All Wales figures are for all schools, a breakdown into primary and secondary sectors for All Wales ALN figures is not currently available.

As the above table shows, SA, SA+ and STAT places at WHS are roughly in line with county and national demand.

There would be a positive impact regarding ALN as the proposal would result in additional

provision available for pupils with ASD. The proposal would support pupils to access mainstream education with additional support. This would particularly benefit those pupils who would not normally meet the criteria to attend YYD.

A key role of the SRB would be to support the implementation of school-wide policies and procedures to strengthen support available to all pupils at WHS.

## Impacts upon other schools

### Local Schools

There are currently 8 schools in the area surrounding WHS in Barry:

Table 2 – Information about local schools						
School name	Type	Language	Age range	Capacity*	Nursery places (part-time)	Distance from WHS (miles)
All Saints CIW Primary	Denominational	English	3 - 11	210	39	1.5
Colcot Primary	Community	English	3 - 11	315	54	0.8
Gladstone Primary	Community	English	3 - 11	420	90	1.7
Ysgol Gwaun Y Nant	Community	Welsh	3 - 11	420	82	1.8
Oak Field Primary	Community	English	3 - 11	210	52	1.8
Pencoedtre High School	Community	English	11 - 19	1100	NA	1.3
Ysgol St Curig	Community	Welsh	3 - 11	420	114	1.2
Ysgol Bro Morgannwg	Community	Welsh	3 - 19	1360	56	0.7**

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

\*\*site adjacent to WHS but not directly accessible via road.

Normal admissions arrangements do not apply and so ALN provision at WHS will not compete with local schools (please see “Admissions” section below for further details).

## Admissions

### Previous numbers on roll

Table 3 – Previous NOR at WHS (data from PLASC)							
School	Type	Language	Capacity	2017	2018	2019	2020
WHS	Community	EM	1,100	872	849	891	922

### Projected numbers on roll

Table 4 – Projected demand at WHS (data from PLASC)							
School	Type	Language	Capacity	2020	2021	2022	2023
WHS	Community	EM	1,100*	922	996	1,053	1,084

WHS SRB	Special	EM	20	10	20	20	20
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\*The 20 places within the SRB are in addition to the capacity at WHS.

## Admissions arrangements

All admission to the SRB at WHS would be via the Local Authority Panel, in consultation with the Engagement Service and WHS.

## Land and Buildings

A new build is currently being constructed for WHS on its existing site for September 2021 (see figure 1 – architect drawing). An area of the building has been allocated for a SRB.



**Figure 1 – Architect drawing of WHS building (outside view)**

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

The SRB would be accommodated within a self-contained area within the new school building. The base would consist of small classrooms, breakout spaces, a sensory room, accessible toilets and a work skills area which would include a kitchen. The base would also have direct access to outside.

The proposed new school building would provide:

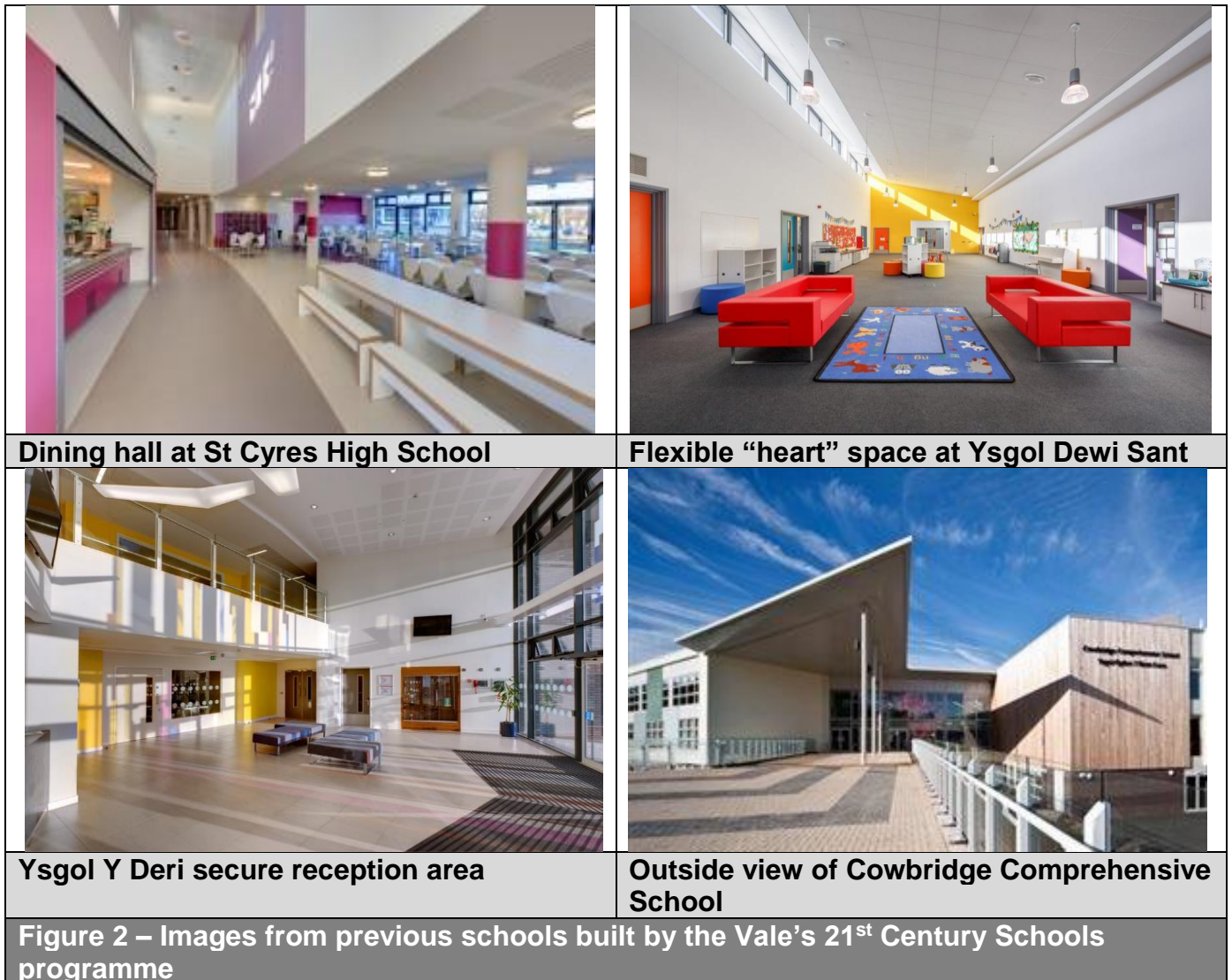
- A high-quality IT rich learning environment for pupils meeting the educational curriculum needs of the 21st Century
- Unobstructed access between all internal areas for children and staff
- Enhanced safeguarding and site security for pupils and staff
- Improved outdoor sports facilities for both pupil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



- Full access for the whole community with full disabled access to internal and external areas.

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

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



## Finance

### Capital Funding

The capital works for the establishment of the SRB at WHS is included as part of the new build currently under construction.

### Revenue Funding

WHS would receive additional funding via the mainstream funding formula for the SRB. This would cover the cost of additional staff required to support the pupils attending the SRB.

The Council would provide additional transition funding as part of the 2021/22 budget to appoint the leader of the provision ahead of opening.

## Human Resources

The new SRB would be managed by the headteacher and governing body of WHS. The area has been designed to accommodate up to 20 learners. It is proposed that the base is established with the opening of the new school building from September 2021. Additional staff would be recruited by the school to support learners within the SRB.

Any proposed changes to staffing would be subject to full consultation with staff and the relevant trade unions where necessary.

## Transport and learner travel arrangements

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

Mainstream secondary aged pupils are provided with free school transport if they live 3 miles or further from their nearest suitable school. (At the discretion of the council this criteria also applies to those pupils in Year 12 and 13 attending their nearest suitable school).

ALN pupils with specific travel requirements which cannot be met with reasonable adjustment on mainstream transport will have their eligibility determined by the ALN Team.

ALN pupils will be eligible for free transport if they are assessed as having severe and/ or complex difficulties and are attending a special school or specialist resource base as directed by the Complex Needs Team or a class in a mainstream school which is 2 miles or further (primary aged pupils) and 3 miles or further (secondary aged pupils) from the parental home address as measured by the shortest available walking route.

Consideration will be given for free school transport for ALN pupils living within the 2 and 3 mile limits on an individual basis, complying with Section 9 of the Learner Travel (Wales) Measure 2008, ensuring fairness and compliance with relevant equality legislation to ensure no unlawful discrimination between learners. This decision will be made in consultation with all relevant parties. If a pupil cannot walk to school (either with the support of an appropriate adult or independently depending on their age/ability) because of the nature of their additional learning needs or disability, the council will provide free home to school transport even if the distance is less than the statutory limit. The decision on this will be made by the Passenger Transport Team in conjunction with schools and the Complex Needs Team. If possible and in conjunction with the agreement of the learner, parent/carer, the school and School Improvement and Inclusion Service, escort provision may be provided, instead of transport, to enable the pupil to get to school independently. This promotes sustainable modes of travel and encourages independent living as well as health and well-being.

# Other considerations



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

- Provide targeted support for pupils with ASD within a mainstream secondary school environment to ensure pupils reach their full potential.
- Provide innovative and creative learning environments which are adaptable to change and will challenge and support children to reach their full potential.
- Increase the level of community access and interaction through the use of the school's educational facilities whilst meeting the needs of the school.
- Makes provision within the Vale for larger numbers of our pupils with ASD.
- Provide opportunities for professional development throughout WHS.
- Reduced reliance on costly out of county provision.

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

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

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

Table 5 – Potential risks and mitigation measures

Risk	Mitigation
The numbers of ALN pupils are increasing year on year. There is a risk that the provision is at capacity very early on in its lifespan and we will be looking for ways to expand in the short term.	The SRB would have a capacity of 20 pupils. However, the capacity would depend on the needs of pupils. As outlined above, the aim of the SRB is to support learners to access mainstream secondary education. Therefore, the capacity would be monitored and could be changed dependent on the needs of the individual pupils attending the base.

## Equality impact assessment

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

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

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

If the proposal goes ahead, another equality impact assessment would be carried out. This would identify accessibility to the new build school. The equality impact assessment would consider

policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as BS8300, Part M and relevant Building Bulletins.

## Community impact assessment

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

The impact assessment identifies that the proposal would likely have a neutral impact on the local community across 4 of the 8 measures assessed. The proposal would likely have a positive impact on the local community across 4 of the 8 measures assessed. Overall, the proposal would likely have a neutral / positive impact on the local community.

The proposal would enable the WHS to provide innovative and creative learning environments which are adaptable to change and would challenge and support children to reach their full potential.

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

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

[www.valeofglamorgan.gov.uk/whitmorespecialistresourcebase](http://www.valeofglamorgan.gov.uk/whitmorespecialistresourcebase)

## Contributions to the Wellbeing of Future Generations

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

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

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

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

## Alternatives considered

**Option 1: Do not establish a SRB and continue to allocate pupils to Ysgol Y Deri (YYD) to provide specialist education.**

### **Why was this option discounted?**

The number of pupils with ALN is increasing year on year and YYD is already over capacity. The Council has included a £11m expansion as part of the 21<sup>st</sup> Century Schools Programme. However, the creation of SRBs is part of the Council's wider ALN strategy to reduce reliance on

placements at YYD. The SRB would also provide support to pupils who would not normally meet the criteria for YYD. These pupils currently attend mainstream education with individual targeted support. The base would provide additional support to ensure these pupils are able to reach their potential.

**Option 2: Establish a SRB at another secondary school within the Vale of Glamorgan.**

**Why was this option discounted?**

A new school building is currently being constructed for WHS and is due to open for September 2021. This has provided the Council with the opportunity to establish a purpose-built area for a SRB. The base would also build on the effective support already available at WHS for pupils with ALN.

# The Statutory Consultation process

## The Statutory Consultation process

**Table 6 - Outline of the statutory consultation process**

<b>Steps</b>	<b>Description</b>
<b>Step 1: Develop a proposal</b>	An initial proposal will be developed and considered by the Council's Cabinet. Section 2 of the School Organisation Code outlines when the statutory procedure is required.
<b>Step 2: Cabinet consideration</b>	The Council's Cabinet to consider the proposal and approval to consult.  Due to restrictions imposed as a result of COVID-19 the Council's Managing Director determined to consult on this proposal using the emergency powers procedure on 9 July 2020.
<b>Step 3: Consultation</b>	A consultation document must be published on the Council website. The consultation document must be published on a school day and consultees must be given at least 42 days to respond to the document, with at least 20 of these being school days. Stakeholders identified in section 3.4 of the School Organisation Code (2018) must be notified by letter/email.  <b>The consultation period for this proposal starts on Monday 5 October 2020 and ends on Friday 20 November 2020.</b> See page 25 for further details of how to respond and make your views known.  Within 13 weeks of 20 November 2020 a consultation report will be published on the Council's and website. Hard copies of the report will also be available on request. The report will summarise the issues raised by consultees during the consultation period and responses to these issues. The report will also contain Estyn's view of the proposals.  In December 2020 Cabinet will consider the consultation report and decide whether or not to progress to the next stage. If the Council decides to continue with the proposals it must publish a statutory notice.
<b>Step 4: Consultation response report</b>	Feedback submitted during the consultation period will be considered and a response report will be developed and presented to Cabinet for consideration.
<b>Step 5: Cabinet consideration</b>	Cabinet will consider the consultation response report and determine whether to publish the report and to approve the publication of the proposal in the form of a statutory notice.
<b>Step 6: Statutory notice</b>	The statutory notice must be published on a school day and as outlined in section 4.1 of the School Organisation Code (2018).  The statutory notice would be published on the Vale of Glamorgan Council website and posted at or near the main entrance to Cowbridge Comprehensive School. Copies of the notice would be distributed to pupils, parents, guardians, and staff members. The school may also distribute the notice by email. The notice would set out the details of the proposals and invite anyone who wishes to object to do so in writing within the specified period.
<b>Step 7: Objection period</b>	Anyone wishing to make objections to a proposal has the opportunity to do so. Objections must be made in writing or by email and sent to the proposer before the end of 28 days beginning with the day on which the notice was published.

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

Feedback on the construction of a new building is not directly considered as part of this education proposal under the School Organisation Code (2018) and the new building has already been subject to a [full planning process](#).

## Key dates

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

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

<b>Table 7 – Key dates of the process</b>	
<b>Statutory Process</b>	<b>Timescale</b>
Issue consultation document	<b>5 October 2020</b>
Closing date for views on the proposals	<b>20 November 2020</b>
Consultation report considered by Cabinet and published on the school and Council’s website	<b>December 2020</b>
Subject to Cabinet approval, Statutory notice issued during which time formal written objections will be invited	<b>January 2021</b>
End of Statutory Notice Period	<b>February 2021</b>
Determination by Cabinet with objection report.	<b>March 2021</b>
Decision notification	<b>March 2021</b>
Proposal implemented	<b>September 2021</b>

The proposed timetable may be subject to change.

## Frequently Asked Questions (FAQs)

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

The new school building at WHS is due to be completed for September 2021.

***How would pupils be allocated a place at the SRB?***

The Council would allocate pupils to the SRB in conjunction with the leadership of WHS. This would be based on an assessment of the individual needs of the pupils.

***Who would manage and support learners attending the SRB?***

WHS would receive additional funding for the SRB to ensure the appropriate support is available. The school would appoint a leader to manage the SRB with additional staff appointed to support individual learners. The purpose of the SRB is to provide additional support to pupils to ensure they can access mainstream education.

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

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



## Involving school stakeholders in the consultation

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

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

The Council is consulting with the following groups:

Staff (teaching and non-teaching) at WHS	Governing Body of WHS
Parents/Carers and Guardians of children WHS	Diocesan Directors of Education
Town and Community Councils	Vale of Glamorgan Early Years Development Partnership (EYDCP)
Vale of Glamorgan Children and Young People's Programme Board	Local Councillors
Assembly Members (AM's) / Members of Parliament (MP's) / Regional Assembly Members	Welsh Language Commissioner
Rhieni dros Addysg Gymraeg (RHAG)	Primary and Secondary schools in the Vale of Glamorgan
Estyn	Central South Consortium Joint Education Service
Welsh Government Ministers	Trade Unions
Local Police and Crime Commissioner	Directors of Education – All Neighbouring Authorities
Council's Transportation Department	

## Involving children in the consultation

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

It is intended that, subject to Covid-19 restrictions, a consultation workshop will be held with pupils at WHS to gather their views about the proposal. The information gathered at this session will be included in the final consultation report. The full report will be submitted to Cabinet for consideration following the consultation period.

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

### Find out more

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

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

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

### Give your views

The consultation period will run from **5 October to 20 November 2020**. You can respond to our proposals at any time during this period. Your views are important to us, and there are a number of ways that you can let us know.

You can:

- Complete the online response form at:  
<https://wh1.snapsurveys.com/s.asp?k=160147540239>
- or
- Complete the consultation response form at the end of this document and send to:

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

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

**The closing date for responses to this consultation is 20 November 2020.**

**Unfortunately, responses received after this date will not be considered by the Council.**

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

Responses received from consultees who are opposed to these proposals, although considered as part of the consultation report, will not be treated as statutory objections. A statutory objection would form part of the statutory notice period, if it is approved at the next stage by the Council's Cabinet. If you wish to object to the notice at the next stage of the process, should it proceed, you will need to do so in writing during the statutory objection period. These key dates are outlined on page 22.

## Consultation Response Form

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

- **completing the online response form** at <https://wh1.snapsurveys.com/s.asp?k=160147540239>

or

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

Please return the form to the postal address:

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

**The closing date for responses to this consultation is 20 November 2020. Unfortunately, no responses received after this date can be considered.**

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

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

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

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

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

<b>*Please confirm which school/s you are affiliated with:</b>	
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**1. Do you support the proposal to transform specialist education by establishing a specialist resource base at Whitmore High School from September 2021?**

Yes		No		No opinion either way	
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**Please explain why:**

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

**3. Any other comments?**

Thank you for your comments.

Please return this form to the Vale of Glamorgan Council by no later than **20 November 2020**.

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

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



## Vale of Glamorgan Equality Monitoring Form

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

**Welsh Language**

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

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

**Sexual Identity**

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

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

**Religion**

What is your religion?

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

**Pregnancy and Maternity**

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

**Marriage and Civil Partnership**

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