

Meeting of:	<b>Cabinet</b>
Date of Meeting:	<b>Thursday, 11 July 2024</b>
Relevant Scrutiny Committee:	Learning and Culture
Report Title:	Update on the Consultation on the Proposal to Create a Welsh Medium Specialist Resource Base at Ysgol Gwaun y Nant from September 2024.
Purpose of Report:	To advise Cabinet of the outcome of the consultation exercise undertaken on the proposal to create a Welsh medium Specialist Resource Base at Ysgol Gwaun y Nant from September 2024.
Report Owner:	Cabinet Member for Education, Arts and the Welsh Language
Responsible Officer:	Liz Jones, Director of Learning and Skills
Elected Member and Officer Consultation:	<p>Lisa Lewis: Operational Manager, Strategy and Resources            Natasha Burton: Sustainable Community for Learning Project Manager            Trevor Baker: Head of Strategy, Community Learning and Resources</p> <p>Committee Reports</p> <p>Public consultation with all required consultees and interested parties has been carried out, in accordance with the relevant legislation and statutory guidance</p>
Policy Framework:	This is a matter for Executive decision by Cabinet.

Executive Summary:

- The purpose of this report is to advise Cabinet of the outcome of the [statutory consultation](#) on the proposal to create a Welsh medium Specialist Resource Base at Ysgol Gwaun y Nant from September 2024.
- During the consultation period, the Council received 7 responses by the closing date of 22nd May, 2024 and one late response. Consultees were asked to indicate whether they 'support', 'do not support' or have 'no opinion' on the proposals. All respondents indicated they supported the consultation.
- A summary of key themes and issues raised during the consultation exercise is included in the consultation report, attached at Appendix B, and summarised in the body of this report.
- Following the completion of the consultation period, a decision is now required on whether to progress the proposals to the next stage via the publication of a statutory notice.

## Recommendations

1. That Cabinet considers this report, the consultation document (Appendix A), the Consultation Response report (Appendix B) and other appendices included as part of this report, including the Community and Equality Impact Assessments at Appendix C and D respectively to create a Welsh medium Specialist Resource Base at Ysgol Gwaun y Nant from September 2024.
2. That Cabinet approves the proposal to create a Welsh medium Specialist Resource Base at Ysgol Gwaun y Nant from September 2024 through the publication of the proposals in the form of a statutory notice.

## Reasons for Recommendations

1. To ensure that all relevant information is considered by Cabinet in reaching a decision on whether to publish a statutory notice on the proposals.
2. To ensure that there is capacity to provide integrated provision for pupils with a diagnosis of an autism spectrum condition and those experiencing significant social communication, interaction, or regulation difficulties, reflecting the Council's commitments to meeting the requirements of the Additional Learning Needs and Education Tribunal Act 2018 (ALNET Act 2018) and in its 10 year [Welsh in Education Strategic Plan \(WESP\)](#) and Welsh Government's Cymraeg 2050 strategy.

## 1. Background

- 1.1 On 7th March, 2024, the Council's Cabinet authorised the Director of Learning and Skills to undertake a consultation from 10th April to 22nd May, 2024 on proposal to establish a Welsh Medium Specialist Resource Base at Ysgol Gwaun y Nant by September 2024.
- 1.2 The proposal would create specialist Welsh medium educational provision for pupils aged 4-11 years. The purpose of this specialist resource would be to support individual learners as well as improve the capacity of the home school to create a fully inclusive environment where all learners are given the opportunity to succeed and have access to an education that meets their needs.
- 1.3 There is an identified trend in a growth in ALN across all of our schools. In 2023 there was 107 pupils in Welsh medium primary schools identified as having SEN/ALN which has risen from 88 in 2022. In all mainstream primary schools, the number of pupils with SEN/ALN has risen from 1,227 in 2021 to 1,251 in 2023. Data also indicates a rise in neuro diverse pupils with conditions such as autism and attention deficit hyperactivity disorder, there is also evidence of a clear increase in children and young people being identified as having issues relating to their mental health, emotional and social development.
- 1.4 The Specialist Resource Base (SRB) would provide periods of integrated provision for pupils with a diagnosis of an autism spectrum condition and those experiencing significant social communication, interaction, or regulation

difficulties. This will include pupils whose high level of anxiety is impacting significantly on their ability to access mainstream education.

- 1.5 This report seeks Cabinet approval of the proposal following consideration of the Consultation Report and through the publication of the proposal in the form of a statutory notice.

## 2. Key Issues for Consideration

### Consultation

- 2.1 On 10th April, 2024, the Director of Learning and Skills launched the consultation on the proposals to create a Welsh medium Specialist Resource Base at Ysgol Gwaun y Nant from September 2024.
- 2.2 The consultation was issued in accordance with the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code 2018 (“the Code”).
- 2.3 The consultation document outlines the Council’s proposal to create a Welsh medium Specialist Resource Base at Ysgol Gwaun y Nant from September 2024.
- 2.4 The consultation document was issued to prescribed consultees as outlined in the School Organisation Code 2018 (“the Code”). The consultation document and appendices are attached at Appendix A. The statutory consultation was held to seek comments from relevant parties as defined in “the Code” which create a Welsh medium Specialist Resource Base at Ysgol Gwaun y Nant from September 2024.
- 2.5 In accordance with the School Organisation Code (2018), respondents were encouraged to submit their views in writing to the Council for consideration. Respondents had the option to respond via post, email or electronic survey hosted online.
- 2.6 The Council received 7 responses by the closing date of 22nd May, 2024 and one late response from Estyn. Consultees were asked to indicate whether they ‘support’, ‘do not support’ or have ‘no opinion’ on the three individual elements of the proposals.
- 2.7 All responses (100%) were in favour of the Proposal.
- 2.8 A number of themes emerged following the consultation process which are outlined below and include the council’s response to each theme. Themes 1 -2 relate to concerns raised by respondents who support the proposal. Themes 3 – 5 relate to responses in support of the proposal. Further details on each theme can be found within the Consultation Report (Appendix B).
- 2.9 **THEME 1 - The criteria need to be re-examined.**

Respondents raised concerns that the criteria identified at paragraph 3.5 of the consultation document need to be reconsidered when looking at the Centre's Access Criteria. It is considered that the criteria are too open and could lead to a

loss of focus on the centre's expertise, and their ability to respond to the needs of pupils diagnosed with a condition on the autistic spectrum.

**Council's response to the concerns raised**

The purpose of the specialist resource base is to provide a period of integrated provision for pupils with a diagnosis of an autism spectrum condition and those experiencing significant social communication, interaction, or regulation difficulties. This will include pupils whose high level of anxiety is impacting significantly on their ability to access mainstream education. The criteria therefore reflects that some learners will not have a diagnosis, but that this will not disadvantage them in any way nor deny them access to the specialist resource if there is sufficient evidence that demonstrates that the learner has significant barriers to learning that cannot be met through a school maintained IDP.

It will not be possible to gain access to this specialist resource for any other reason other than the stipulated primary needs.

**2.10 THEME 2 - Potential impact on pupil numbers in other schools.**

Respondents raised concerns around the implementation of the Specialist Resource Base having an impact on pupil numbers in other schools losing the feeling of a close Community

**Council's response to the concerns raised**

There would be no adverse impact on pupil numbers in other schools as placement at the SRB would be temporary for a set period of two terms in the first instance. Pupils would be able to attend the SRB part time (2 days) whilst maintaining a supported place at their local mainstream school. Pupils in reception to year 2 will attend the base on Mondays and Tuesdays and pupils in year 3-6 on Thursdays and Fridays. On Wednesdays, the staff will undertake planning and assessment and also outreach work with mainstream schools to build capacity. These placements would enable pupils to continue to learn alongside and interact socially with their mainstream peers in their home school. The provisions would work together to remove barriers to on-going inclusion within the mainstream school and build its capacity to meet the pupil's future educational need.

**The following section provides the key themes raised during the formal consultation period in support of the proposal.**

**2.11 THEME 3 - There is a clear need for this provision.**

A consultee noted that creating and maintaining an ALN unit at Ysgol Gwaun y Nant is an excellent idea. We need provision for children with needs, through the medium of Welsh here in the Vale of Glamorgan.

### **Council's response**

There is an identified trend in a growth in ALN across all of our schools. In 2023 there was 107 pupils in Welsh medium primary schools identified as having SEN/ALN which has risen from 88 in 2022. In all mainstream primary schools the number of pupils with SEN/ALN has risen from 1,227 in 2021 to 1,251 in 2023. Data also indicates a rise in neuro diverse pupils with conditions such as autism and attention deficit hyperactivity disorder, there is also evidence of a clear increase in children and young people being identified as having issues relating to their mental health , emotional and social development.

### **2.12 THEME 4 - There is a need to ensure equal opportunities for Welsh medium pupils**

Consultees noted that it is essential that pupils from Welsh-speaking families and schools have the same access to such provision through the Welsh language, in comparison with their peers in English-language schools.

### **Council's response**

There would be a positive impact for pupils in Welsh medium schools as the proposal would result in improved provision to provide periods of integrated provision for pupils with a diagnosis of an autism spectrum condition and those experiencing significant social communication, interaction, or regulation difficulties. This will include pupils whose high level of anxiety is impacting significantly on their ability to access mainstream education.

The creation of a new Welsh Medium ALN SRB provision will have a positive impact on other Welsh medium schools as it will provide an additional resource as well as opportunities for professional development of their staff. Outcome 6 of our WESP requires the Council to increase the provision of Welsh-medium education for pupils with additional learning needs (ALN) in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018. This proposal, if successful would be a significant step in meeting our WESP targets.

### **2.13 THEME 5 - There was concern expressed that there was a risk of losing pupils to English Medium education due to a lack of specialist facilities**

Consultees noted that some Welsh medium primary schools have lost pupils to the English sector in the past due to a lack of specialist provision.

### **Council's response**

The Council is committed to increasing the number of pupils taught through the medium of Welsh. This proposal would support this commitment. 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. Our ten-year vision for increasing and improving the planning of the provision of Welsh-medium education in the Vale of Glamorgan will be to increase the number of Year 1

children taught through the medium of Welsh to 24% by 2031-32 in line with Welsh Government's National Cymraeg 2050 strategy and contributing to its ambitious target of 1 million Welsh speakers by 2050. Further development of Welsh medium primary specialist resources is a strong focus for the directorate of Learning and Skills and a key driver for this proposal.

- 2.14** Along with the consultation report, a Community Impact Assessment is attached at Appendix C, and an Equality Impact Assessment included at Appendix D for Members' consideration.

**Quality and standards in education**

- 2.15** Estyn's most recent inspection of the school took place in 2016. The overall inspection was positive.
- 2.16** In Estyn's response to the consultation, they concluded that the proposals are likely to at least maintain the current standards in terms of education, provision, and leadership and management.

**Community impact**

- 2.17** A Community Impact Assessment was undertaken and published alongside the consultation document. The impact assessment identifies that the proposal would likely have a neutral impact on the local community across 5 of the 8 measures assessed and a positive impact on 3 of the 8 measures.

- Children living in the catchment are attending their local school.
- Services provided by the school for the local community, including extra-curricular activities.
- Impact on local employment due to the creation of three posts.

- 2.18** It is concluded from the Community Impact Assessment that the proposal would have a positive impact upon the local community.

**Equality Impact Assessment**

- 2.19** A full equality impact assessment can be found at appendix D to this report. The findings of this assessment are summarised below. full details of the assessment for each protected characteristic can be found at appendix D.

<b>Protective characteristic</b>	<b>Impact</b>
Age	Positive impact
Disability	Positive impact
Gender reassignment, including gender identity	Neutral impact
Marriage and civil partnership	Neutral impact
Pregnancy and Maternity	Neutral impact
Race	Neutral impact
Religion and Belief	Neutral impact
Sex	Neutral impact

### Travel arrangements

- 2.20** 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 primary aged pupils are provided with free school transport if they live 2 miles or further from their nearest suitable school.
- 2.21** 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.
- 2.22** 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) from the parental home address as measured by the shortest available walking route. Pupils would attend the SRB from all areas of the Vale of Glamorgan.

### Statutory Process

- 2.23** A consultation report must be published including a summary of comments received and the Council's response to these comments, at least two weeks prior to the publication of any statutory notice in accordance with paragraph 3.6 of 'the Code'.
- 2.24** The Council must then decide whether to proceed with the proposals within 26 weeks of the end of the period allowed for consultation responses. If following the consultation process the Council decides that the proposals are to be progressed, a statutory notice would be published providing 28 days for objections. The notice must be published on a school day and must include 15 school days (in addition to the day on which it is published).
- 2.25** If objections are received, an objection report must be published with a summary of the objections and the Council's response before the end of 7 days beginning with the day of its determination. Under the legislation as the proposal does not relate to sixth form education provision, the Local Authority can determine the proposals if objections are received.

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

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



**3.2** The Council has committed as part of the Corporate Plan 2020-2025 to achieving a vision of 'Working Together for a Brighter Future'. This plan is reflective of the Welsh Government's Well-being of Future Generations Act and is comprised of four Well-being objectives to deliver this vision:

- Objective 1 - To work with and for our communities
- Objective 2 - To support learning, employment, and sustainable economic growth
- Objective 3 - To support people at home and in their community
- Objective 4 - To respect, enhance and enjoy our environment

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

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

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

**3.5** This proposal meets the five ways of working by:

- Ensuring a more efficient financial model for ALN management in the Vale.
- Ensuring a more equitable distribution of specialist resources across the Vale.
- Committing to support the growth of the Welsh language by ensuring that all pupils within the Vale have every opportunity to attain the best possible outcomes, ensuring that the benefits of Welsh culture and bilingualism are promoted to all parents and all learners have an opportunity to learn Welsh.
- Improved provision available for pupils with a diagnosis a diagnosis of an autism spectrum condition and those experiencing significant social communication, interaction, or regulation difficulties. The proposal would support pupils to continue to access mainstream education with additional support.

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

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

- Considering how the Council's objectives impact upon each of the wellbeing goals listed above.
- The importance of involving people with an interest in achieving the well-being goals and ensuring that those people reflect the diversity of the area which the Council services.
- Acting in collaboration with other persons and organisations that could help the Council meet its wellbeing objectives.
- Acting to prevent problems occurring or getting worse.

**3.7** This proposal meets the five ways of working by:

- Responding to the need to ensure that there is a well-resourced specialist provision available to pupils.
- Making best use of schools that have an environment reflective of the national mission for education in Wales and future curriculum.
- Ensuring that specialist provision is available to pupils attending Welsh medium schools.
- Delivering rigorous consultation with open communication channels and numerous opportunities for stakeholders to engage throughout the process

#### **4. Climate Change and Nature Implications**

- 4.1** There will be transport implications which cannot be determined until addresses of pupils are known, Pupils can attend the SRB from all areas of the Vale of Glamorgan.
- 4.2** The SRB will be based within an existing vacant classroom and will provide access to outdoor learning environments. There are no other specific Climate Change and Nature Implications to this report.

#### **5. Resources and Legal Considerations**

##### **Financial**

- 5.1** No capital funding is required to ensure that the identified accommodation is suitable as capital works have been completed following an identification of the space for future use for ALN provisions as part of the Welsh Government Capital Grant for Additional Learning Needs. The implementation of the proposal does not require further amendments to the Ysgol Gwaun Y Nant school building.
- 5.2** The funding for the SRB for 2024/25 is £162,004 and is held centrally within the Learning and Skills Directorate. This funds one full time teacher plus one Higher Level Teaching Assistant and one full time learning support assistant. The school will also receive £11,000 via the mainstream funding formula which covers additional costs in relation to the pupils within the SRB such as resources.

- 5.3** Transport costs to the SRB are currently estimated at approximately £20,000 to £27,000 per annum. Transport costs can fluctuate considerably depending on the home address of the pupils attending the SRB therefore transport costs cannot be accurately forecast in the longer term. Pupils can attend the SRB from all areas of the Vale of Glamorgan.

### **Employment**

- 5.4** A pilot provision has commenced at Ysgol Gwaun Y Nant in order to inform decision making in relation to the development of Welsh Medium ALN specialist support. The creation of a new SRB would require continuation of the staffing arrangements put in place for the pilot.
- 5.5** Any proposed future changes to staffing would be subject to full consultation with staff and the relevant trade unions where necessary.

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

- 5.6** The Council is committed to meeting the requirements of the Additional Learning Needs and Education Tribunal Act 2018 (ALNET Act 2018) in transforming expectations and outcomes for children and young people with additional learning needs (ALN). This provides a new statutory framework for supporting children with additional learning needs (ALN) and is accompanied by a mandatory Code which makes sure that the new system has a set of clear, legally enforceable parameters within which Local Authorities, schools, further education colleges and health services responsible for the delivery of services to children and young people with ALN must act. The aim of the new approach, as stated in the Code is as follows: To support the creation of a fully inclusive education system where all learners are given the opportunity to succeed and have access to an education that meets their needs and enables them to participate in, benefit from, and enjoy learning.
- 5.7** Part 1 of the Education Act 1996 (“the 1996 Act”) imposes a number of general duties on all Local Authorities in Wales. The general duty in section 13 of the 1996 Act is to contribute (so far as the Council’s powers enable them to do so) towards the spiritual, moral, mental and physical development of the community by securing that efficient primary education and secondary education are available to meet the needs of the population of their area.
- 5.8** Section 13A(3) of the 1996 Act states that a Local Authority in Wales must ensure that their relevant education functions and their relevant training functions are exercised by the authority with a view to promoting high standards, and promoting the fulfilment of learning potential by every person to whom the subsection applies, including those who are of compulsory school age or are below school age and are registered as pupils at schools maintained by the authority.
- 5.9** Section 14 of the 1996 Act then provides that the Council shall secure that sufficient schools for providing primary education and secondary education are

available in the Council's area. Schools available for an area shall not be regarded as sufficient unless they are sufficient in number, character, and equipment to provide for all pupils the opportunity for appropriate education. Appropriate education means education which offers such variety of instruction and training as may be desirable in view of (a) the pupils' different ages, abilities and aptitudes; and (b) the different periods for which they may be expected to remain at school, including practical instruction and training appropriate to their different needs.

- 5.10** Powers for Councils to develop school organisation proposals are governed by the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code 2018 ("the Code"). The Council is to comply with the relevant provisions in connection with the proposals.

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

- 5.11** Part 3 of the School Standards and Organisation (Wales) Act 2013 ("the 2013 Act") is concerned with school organisation. The Welsh Ministers have issued the School Organisation Code ("the Code"). Local Authorities must, when exercising functions under Part 3 of the 2013 Act, act in accordance with any relevant requirements contained in the Code and must have regard to any relevant guidelines contained in it. A copy of the Code is found here: <https://gov.wales/sites/default/files/publications/2018-10/school-organisation-code-second-edition.pdf>
- 5.12** Chapter 2 of Part 3 of the 2013 Act deals with school organisation proposals.
- 5.13** Section 48(2) of the 2013 Act provides that before publishing such proposals, a proposer (in this case, the Council) must consult on its proposals in accordance with the Code. The consultation document must be issued during the term time of the schools affected and consultees must be given at least 42 days to respond to the document, with at least 20 of these being school days.
- 5.14** The proposer must publish a report on the consultation it has carried out in accordance with the Code. The consultation report must summarise each of the issues raised by consultees, responding to these by means of clarification, amendment to the proposals or rejection of the concerns, with supporting reasons; and setting out Estyn's view (as provided in its consultation response) of the overall merits of the proposals.
- 5.15** If a Local Authority decides to proceed with proposals to make regulated alterations to a maintained school, it must publish proposals to that effect in accordance with the Code (section 48(1)). The proposals must be published by way of statutory notice. Chapter 4 of the Code sets out specific requirements as to how statutory proposals must be published. Proposals must be published on a school day and the objection period must include 15 school days (in addition to the day on which it is published).
- 5.16** Section 49 of the 2013 Act makes provision for any person to object to proposals published under section 48 within the objection period of 28 days. The Council must then publish a summary of all objections made to the proposals and its

response to those objections before the end of 7 days beginning with the day of the Council's determination.

- 5.17** The Local Authority proposer must then determine whether the proposals should be implemented. Where a Local Authority's proposals have received objections, and require determination, those objections will be carefully considered before a final determination is made. A further report to Cabinet will be prepared before any such determination is made. This determination must take place before the end of 16 weeks beginning with the end of the objection period.

## **(2) The Code**

- 5.18** The Code contains the following elements:

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

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

- United Nations Convention on the Rights of the Child
- The Well-being of Future Generations (Wales) Act 2015 (see below)
- Cymraeg 2050, A Million Welsh Speakers
- Action Plan, Cymraeg 2050
- One Wales: One planet, a new sustainable development scheme for Wales May 2009 or any successor strategy
- Child Poverty Strategy for Wales (issued February 2011 Information document number 95/2011), or any successor strategy
- Faith in Education
- Local plans for economic or housing development
- Welsh in Education Strategic Plans (made under part 4 of the School Standards and Organisation (Wales) Act 2013)
- Children and Young People's Plans (or successor plans)

- 21st Century Schools – Capital Investment Programme and the relevant wave of investment
- Learner Travel Statutory Provision and Operational Guidance 2014:  
<https://beta.gov.wales/learner-travel-statutory-provision-and-operational-guidance>
- Measuring the capacity of schools in Wales, Circular No: 021/2011:  
<https://beta.gov.wales/measuring-capacity-schools-guidance>
- Children and Young People’s National Participation Standards

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

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

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

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

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

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

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

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

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

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

**5.25** The Council has to satisfy its public sector duties under the Equalities Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties

Council's must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics.

- 5.26** A full Equality Impact Assessment will be developed as part of the consultation exercise and will be included within the consultation report.

**(5) The Equality Act (Authorities subject to a duty regarding Socio economic Inequalities) (Wales) Regulations 2021**

- 5.27** On 10th and 11th March, 2021 respectively, the Equality Act (Authorities subject to a duty regarding Socio-economic Inequalities) (Wales) Regulations 2021 (SI 2021/295) and the Equality Act 2010 (Commencement No 15) (Wales) Order 2021 (SI 2021/298) were made, and the 'socio-economic' inequality duty under the Equality Act 2010 and make public bodies subject to the duty.

- 5.28** The Socio-economic duty places a duty on the Council, as a public sector organisation in Wales, to consider how it might help reduce the inequalities associated with socio-economic disadvantage when strategic decisions are made, including decision which would include deciding priorities and setting objectives, such as:

- Strategic directive and intent.
- Strategies developed at Regional Partnership Boards and Public Service Boards which impact on a public body's functions.
- Medium to long term plans (for example, corporate plans, development plans, service delivery and improvement plans).
- Setting objectives (for example, well-being objectives, equality objectives, Welsh language strategy).
- Changes to and development of public services.
- Strategic financial planning.
- Major procurement and commissioning decisions.
- Strategic policy development.

- 5.29** When making decisions, and reviewing previous strategic decisions, the Council needs to do the following:

- Take account of evidence and potential impact.
- Through consultation and engagement, understand the views and needs of those impacted by the decision, particularly those who suffer socio-economic disadvantage.
- Welcome challenge and scrutiny.
- Drive a change in the way that decisions are made and the way that decision makers operate.

- 5.30** When making a decision or reviewing a previously made strategic decision made after 31st March about how to exercise their functions, the Council must show

that it has had 'due regard' (giving weight to a particular issue in proportion to its relevance) to the desirability of exercising them in a way that is designed to reduce the inequalities of outcome which result from socio-economic disadvantage. Those subject to the duty includes government ministers and departments, Local Authorities and NHS bodies. This would, as appropriate, form part of the full Equality Impact Assessment that was developed as part of the consultation process.

## **6. Background Papers**

None.



# DIRECTORATE OF LEARNING AND SKILLS CONSULTATION DOCUMENT

**CONSULTATION ON THE PROPOSAL TO CREATE A  
WELSH MEDIUM SPECIALIST RESOURCE BASE  
AT YSGOL GWAUN Y NANT WITH EFFECT FROM  
SEPTEMBER 2024.**



*This document can be made available in Braille. Information can also be made available in other community languages if needed. Please contact us on 01446 709828 to arrange this.*

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## EXPLANATION OF TERMS

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

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

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

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

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

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

**'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

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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.

**‘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.

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# 1. INTRODUCTION

## 1.1. BACKGROUND

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

The Council's Cabinet authorised the Director of Learning & Skills to undertake a consultation **from 10 April to 22 May 2024** on a proposal to establish a Welsh Medium specialist resource base at Ysgol Gwaun Y Nant with effect from September 2024. A pilot provision is currently operating at the school in order to inform decision making.

## 1.2. THE PROPOSAL

This document outlines the Council's proposal to create a Welsh Medium Specialist Resource Base at Ysgol Gwaun y Nant from September 2024.

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 transfer of any school to a new site.

## 1.3. 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 [Section 7 "Involving stakeholders and responding to the consultation"](#). This section also contains a link to the online survey and a free post address if you would like to submit a response via post. The response form can be found under [Section 8](#).

**Under the School Organisation Code (2018), it is vital that any feedback be received by 22 May 2024 in order to be considered as part of this consultation. Any items received after that date cannot be considered.**

## 2. THE PROPOSAL

### 2.1. SUMMARY

The proposal is to create a Welsh Medium Specialist Resource Base at Ysgol Gwaun Y Nant.

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.

### 2.2. WHAT WOULD THIS MEAN?

The proposal would create specialist Welsh medium educational provision for pupils aged 4-11 years. The purpose of this specialist resource would be to support individual learners as well as improve the capacity of the home school to create a fully inclusive environment where all learners are given the opportunity to succeed and have access to an education that meets their needs.

The Specialist Resource Base (SRB) would provide periods of integrated provision for pupils with a diagnosis of an autism spectrum condition and those experiencing significant social communication, interaction, or regulation difficulties. This will include pupils whose high level of anxiety is impacting significantly on their ability to access mainstream education. The specialist teacher, higher level teaching assistant (HLTA) and learning support assistant would work together with the engagement service, occupational therapists, speech and language therapists, educational psychologists, and parents to provide learning experiences that cater for the education, communication, emotional, social and sensory needs of each pupil.

Pupils would be able to attend the SRB part time (2 days) whilst maintaining a supported place at their local mainstream school. Pupils in reception to year 2 will attend the base on Mondays and Tuesdays and pupils in year 3-6 on Thursdays and Fridays. On Wednesdays, the staff will undertake planning and assessment and also outreach work with mainstream schools to build capacity. These placements would enable pupils to continue to learn alongside and interact socially with their mainstream peers in their home school. The provisions would work together to remove barriers to on-going inclusion within the mainstream school and build its capacity to meet the pupil's future educational need.

These placements would provide specialist teaching and interventions alongside advice, mentoring and training for staff from the pupil's home school. To facilitate this, a member of staff from the pupil's home school would attend the SRB with the pupil 1 day per week.

Placements would be agreed for a set period of two terms in the first instance. Regular reviews and assessment of all pupils take place to determine the most appropriate education provision to meet their needs. On agreement to place, the pupil would be dual registered at the base alongside their home school. The Vale of Glamorgan local authority will prepare and maintain Individual Development Plans for all pupils attending the SRB.



After two terms, assessment information will be considered at a local authority panel meeting to determine future placement requirements. It is anticipated that most learners would be able to return to full inclusion in their home school. In a few cases there may be a need to extend the SRB placement further. In such circumstances, termly reviews would be undertaken to monitor progress and findings considered at panel to determine future provision and placement.

## 2.3. WHY ARE WE PROPOSING THE CHANGES?

There is an identified trend in a growth in ALN across all of our schools. In 2023 there was 107 pupils in Welsh medium primary schools identified as having SEN/ALN which has risen from 88 in 2022. In all mainstream primary schools the number of pupils with SEN/ALN has risen from 1,227 in 2021 to 1,251 in 2023. Data also indicates a rise in neuro diverse pupils with conditions such as autism and attention deficit hyperactivity disorder, there is also evidence of a clear increase in children and young people being identified as having issues relating to their behavioural, emotional and social development.

A review of Welsh Medium provision, carried out in consultation with head teachers from Welsh medium schools in the Vale, identified that this was the key area of need that more specialist provision was required. A very successful Resource Base has previously been established at Ysgol Bro Morgannwg and it was evident that a base for pupils attending primary Welsh medium education in the Vale was also required to establish a continuum of provision from 4-18.

The Council is committed to meeting the requirements of the Additional Learning Needs and Education Tribunal Act 2018 (ALNET Act 2018) in transforming expectations and outcomes for children and young people with additional learning needs (ALN). This provides a new statutory framework for supporting children with additional learning needs (ALN) and is accompanied by a mandatory Code which makes sure that the new system has a set of clear, legally enforceable parameters within which local authorities, schools, further education colleges and health services responsible for the delivery of services to children and young people with ALN must act. The aim of the new approach, as stated in the Code is as follows: To support the creation of a fully inclusive education system where all learners are given the opportunity to succeed and have access to an education that meets their needs and enables them to participate in, benefit from, and enjoy learning.

The Vale of Glamorgan's [Welsh in Education Strategic Plan](#) (WESP) sets out our ambitions in this regard with relation to Welsh medium education. There is a well-established outreach service in the Vale of Glamorgan providing support to schools for pupils with ALN. Following an analysis of the workforce it was identified that there was a need for additional Welsh speaking specialists to support schools in the areas of autism and social, emotional, and mental health. The establishment of an SRB at Ysgol Gwaun Y Nant to provide integrated provision for pupils with a diagnosis of an autism spectrum condition and those experiencing significant social communication, interaction, or regulation difficulties would be a significant step in addressing our WESP targets.

## 3. IMPLICATIONS OF PROPOSAL

### 3.1. 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. This includes the most recent Estyn inspections where available, and internal assessments of the buildings condition and suitability of Ysgol Gwaun Y Nant.

### 3.2. EDUCATIONAL OUTCOMES

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#### STANDARDS AND PROGRESS

The SRB would provide periods of integrated provision for pupils with a diagnosis of an autism spectrum condition and those experiencing significant social communication, interaction, or regulation difficulties. The base would also provide a safe environment for pupils to access 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 Welsh medium sector, which would benefit all staff and pupils.

Skilful and creative planning will ensure a clear structure to lessons and a wide range of activities and approaches within the SRB. This would provide a positive impact on pupils' learning and progress.

Strategies to identify and share effective practice are successful in improving learning and teaching across the school, for example, in developing authentic experiences for pupils. The last Estyn Inspection report in 2016 identified that the school's performance was good because:

- Most pupils make good progress, including pupils with additional learning needs
- Most pupils speak naturally and clearly in both languages and express their ideas clearly
- Most pupils use their literacy and numeracy skills effectively across the curriculum
- Many pupils have very good numeracy skills, including their ability to use number strategies very effectively to solve problems
- Nearly all pupils are exceptionally well-behaved during lessons and in informal situations
- Teachers plan interesting experiences and activities that engage nearly all pupils' interest effectively
- Provision for the Welsh language and the Welsh dimension is very rich and, as a result, nearly all pupils have pride in their language, their country and their culture

- All teachers have high expectations for each pupil
- The school is a happy and inclusive community with an exceptional ethos of care
- in which there is a clear relationship of respect and care between pupils and adults

The Council gives a high priority to developing the workforce and are highly effective in creating a culture and ethos of a 'learning organisation'. Performance management with our SRBs is closely aligned to pupil outcomes and school priorities. Robust and comprehensive arrangements are in place for supporting the professional development of staff at all levels. All teachers are engaged in meaningful and planned professional development and undertake beneficial action research.

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## WELLBEING AND ATTITUDES TO LEARNING

The SRB would provide periods of integrated provision for pupils with a diagnosis of an autism spectrum condition and those experiencing significant social communication, interaction, or regulation difficulties in a safe, specialist environment. Access to an outdoor area is important; there would be children with ALN who need a space to explore and to regulate themselves in order to be in a ready state to learn. Providing an outdoor space is a crucial part of the universal provision within the SRB and pupils would have access to the newly developed outdoor area provided by grant funding from Welsh Government. Adults playing alongside the children in this environment provides a wealth of opportunities to regulate and develop play and language skills. There would be a range of outdoor activities available.

At the last inspection in 2016, Estyn identified that nearly all pupils are exceptionally well-behaved at Ysgol Gwaun Y Nant during lessons and in informal situations. They are welcoming, polite and treat each other, staff and visitors with genuine respect. This is a strength throughout the school. Nearly all pupils feel safe at school and know whom to approach in they feel anxious.

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## TEACHING AND LEARNING EXPERIENCES

The SRB at Ysgol Gwaun Y Nant would provide a specialist learning environment, 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. This facility was developed as part of a Welsh Government Capital Funding Grant to Support Learners with Additional Learning Needs. The proposed new SRB would allow for further development of a curriculum filled with rich experiences that challenges children, raises attainment, and supports pupils' wellbeing.

The ALN of the children attending the SRB means that they all need access to experiential learning and real-life situations. Being able to provide opportunities to develop communication skills through play is crucial.

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## CARE, SUPPORT AND GUIDANCE

The school is a caring community in which a high priority is given to pupils' wellbeing. Staff create a warm and welcoming environment. This contributes effectively to meeting nearly all pupils' needs. Across the school, learning experiences offer stimulating opportunities to promote pupils' social, moral, spiritual and cultural development beneficially. The school promotes high values that help pupils to treat others with respect.

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## LEADERSHIP AND MANAGEMENT

The SRB unit would be managed centrally by the Directorate of Learning & Skills. The Directorate of Learning & Skills would work collaboratively with the headteacher and governing body of Ysgol Gwaun Y Nant to ensure the SRB is able to operate within the school framework.

The headteacher has a clear vision and high expectations for the school. This vision focuses strongly on developing successful and ambitious pupils in a caring and inclusive environment. He has shared this vision successfully with pupils, staff, parents and governors. Staff support the headteacher skilfully and there is an ethos of teamwork to ensure that each pupil achieves well. This is a strong feature of the school. Regular staff meetings focus clearly on priorities for improvement. This ensures that staff are aware of their roles and responsibilities in achieving these priorities.

### 3.3. 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. Further development of Welsh medium primary specialist resources is a strong focus for the directorate of Learning & Skills and a key driver for this proposal.

### 3.4. ADDITIONAL LEARNING NEEDS (ALN) PROVISION

There would be a positive impact regarding ALN as the proposal would result in improved provision to provide periods of integrated provision for pupils with a diagnosis of an autism spectrum condition and those experiencing significant social communication, interaction, or regulation difficulties. This will include pupils whose high level of anxiety is impacting significantly on their ability to access mainstream education.

- A key role of the SRB would be to support the implementation of school-wide policies and procedures to strengthen support available to Ysgol Gwaun Y Nant.

- The school has robust and effective processes to track pupils' progress. Senior leaders analyse information well to hold teachers to account through termly progress meetings. There is a very strong focus in place on raising the achievement of all pupils, including vulnerable learners. The school works closely with external agencies to support vulnerable learners. The school has prepared staff well for the changes under the new ALN Act.

### 3.5 WELSH MEDIUM RESOURCE BASE ENTRANCE CRITERIA

To access the Specialist Resource Base there must be a clear description of the pupil's difficulties.

This means the pupil must:

**1 A** Have had their primary need diagnosed by an NHS health professional as an autism spectrum condition or;

**1 B** Have significant social communication, interaction, anxiety, or regulation difficulties identified as their primary need or;

**2** Have been identified as having an additional learning need requiring additional learning provision.

Additional Learning Provision is provided for learners who present with significantly greater difficulty in learning than the majority of others of the same age or have a disability for the purpose of the Equality Act 2010, which prevents or hinders them from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained settings. They are likely to demonstrate multiple or significant ongoing needs that cannot be met within Universal Learning Provision and continue to have significant need despite early intervention.

Evidence will need to demonstrate the following:

- The child/young person has been an active participant in making decisions about their additional learning provision (ALP) in school, and their views and wishes have been appropriately sought and listened to.
- The child/young person has been involved in preparing and reviewing their Individual Education/Behaviour/Play/Development Plan and clear efforts have been made to ensure that the child/young person understands the purpose of all interventions and support.
- Parents/carers have been active participants in the planning of the child's Individual Development Plan and additional learning provision.
- Parents have been given appropriate information about the purpose of interventions and support.

- Consultation with regards to appropriate ALP has been sought from relevant professionals and advisory services.
- The school has prepared and maintained an Individual Development Plan, including appropriate objectives and associated ALP, which have been regularly and robustly reviewed in respect of the progress made in response to support.

There is evidence of:

- High quality differentiated teaching;
- Targeted interventions appropriate to support the child's individual objectives;
- Review of targets and impact of interventions;
- Evaluation.

**3** Would benefit from a period of integrated intensive support in an adapted environment for one or more of the following reasons, to:

- A. Develop social communication skills.
- B. Develop social interaction and flexible thinking skills.
- C. Learn to use structured teaching supports.
- D. Learn to use self-regulation strategies

**4** Have had the placement agreed by the Local Authority Placement Panel.

## Welsh Medium Specialist Resource Base

### Exit Criteria.

Placements will be agreed for a set period of two terms in the first instance. Regular reviews and assessment of all pupils take place to determine the most appropriate education provision to meet their needs.

After the initial placement, assessment information will be considered at a local authority panel meeting to determine future placement requirements. Some pupils will be able to return to full inclusion in their home school after this.

### 1.1. IMPACTS UPON OTHER SCHOOLS

The creation of a new Welsh Medium ALN SRB provision will have a positive impact on other Welsh medium schools as it will provide an additional resource as well as opportunities for professional development of their staff. Outcome 6 of our [WESP](#) requires the Council to increase the provision of Welsh-medium education for pupils with additional learning needs (ALN) in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018. This proposal, if successful would be a significant step in meeting our WESP targets.

### 1.2. ADMISSION ARRANGEMENTS

All admission to the SRB at Ysgol Gwaun Y Nant would be via the Local Authority Panel.

### 1.3. LAND AND BUILDINGS

Ysgol Gwaun Y Nant is a 2-form entry school that has a total capacity for 420 pupils. Currently there are 195 pupils attending the school with 14 classrooms available overall. Due to the surplus capacity at the school, not all the classrooms are currently utilised. The SRB would occupy a vacant classroom in the school. As this room is not currently used by pupils it is not considered that this will detract from their learning environment.

Ysgol Gwaun Y Nant was constructed initially in the 1960's with additional buildings added later. A condition survey undertaken in 2022 found the buildings to be in satisfactory (category B) condition. Remodelling and redecoration of the learning environment identified for the SRB was undertaken in 2023.

Ysgol Gwaun Y Nant benefits from suitably sized classrooms, a main hall for sport and dining, offices for headteacher and administration, a staffroom, and break out areas for

pupil interventions. The school is fenced to safeguard pupils with intercom access for visitors.

The SRB would have access to outdoor space. Staff would utilise the existing staff room within Ysgol Gwaun Y Nant to help foster a strong connection between the SRB and the wider school, improving integration.

The proposed location would provide:

- A high-quality IT rich learning environment for pupils meeting the educational curriculum needs of the 21<sup>st</sup> Century
- Outdoor facilities for ALN pupils
- Specialist provision to provide a curriculum that best meets the needs of learners

## 1.4. FINANCE

### CAPITAL FUNDING

No capital funding is required to ensure that the identified accommodation is suitable as capital works have been completed following an identification of the space for future use for ALN provisions as part of the Welsh Government Capital Grant for Additional Learning Needs. The implementation of the proposal does not require further amendments to the Ysgol Gwaun Y Nant school building.

### REVENUE FUNDING

The funding for the SRB for 24/25 is £162,004 and is held centrally within the Learning & Skills Directorate. This funds one full time teacher plus one Higher Level Teaching Assistant and one full time learning support assistant. The school will also receive £11,000 via the mainstream funding formula which covers additional costs in relation to the pupils within the SRB such as resources.

Transport costs to the SRB are currently estimated at approximately £20,000 to £27,000 per annum. Transport costs can fluctuate considerably depending on the home address of the pupils attending the SRB therefore transport costs cannot be accurately forecast in the longer term. Pupils can attend the SRB from all areas of the Vale of Glamorgan.

## 1.5. HUMAN RESOURCES

A pilot provision has commenced at Ysgol Gwaun Y Nant in order to inform decision making in relation to the development of Welsh Medium ALN specialist support. The creation of a new SRB would require continuation of these staffing arrangements.



The SRB unit would be managed centrally by the Directorate of Learning & Skills. The Directorate of Learning & Skills would work collaboratively with the headteacher and governing body of Ysgol Gwaun Y Nant to ensure the SRB is able to operate within the school framework.

The SRB area at Ysgol Gwaun Y Nant would accommodate up to 16 learners. It is proposed that the base is established from September 2024. Staff currently employed at the pilot provision would continue to support learners within the SRB.

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

## 1.6. 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 primary aged pupils are provided with free school transport if they live 2 miles or further from 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) 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-mile limit 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.

## 2. OTHER CONSIDERATIONS

### 2.1. POTENTIAL BENEFITS OF THIS PROPOSAL COMPARED TO THE STATUS QUO

The Council:

- Provides targeted support for pupils attending Welsh medium primary schools with a diagnosis of an autism spectrum condition and those experiencing significant social communication, interaction, or regulation difficulties within a mainstream primary school environment.
- Provides an improved learning environment which is adaptable to change and will challenge and support children to reach their full potential.
- Provides opportunities for professional development throughout our Primary Schools.
- Ensures that pupils with pupils with a diagnosis of an autism spectrum condition and those experiencing significant social communication, interaction, or regulation difficulties can have their needs met within the local authority and can be supported to remain in their mainstream school.

### 2.2. POTENTIAL DISADVANTAGES OF THIS PROPOSAL COMPARED TO THE STATUS QUO

- Management of staff and resources may be disrupted during the implementation of the proposal. As the base is already operating as a pilot project, this would be minimal.
- Some pupils will have further to travel to the new SRB than to their home school.

### 2.3. POTENTIAL RISKS OF THIS PROPOSAL AND MEASURES TO MITIGATE IDENTIFIED RISKS

#### Potential risks and mitigation measures

Risk	Mitigation
Inadequate specialist provision for Welsh medium pupils with ALN.	The SRB would provide additional capacity for 16 pupils. The new SRB would be able to provide a specialised learning environment to deliver integrated provision for pupils with a diagnosis of an autism spectrum condition and those experiencing significant social communication, interaction, or

	regulation difficulties. The facilities available at Ysgol Gwaun Y Nant are appropriate for 21 <sup>st</sup> century learning.
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## 2.4. 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.

## 2.5. COMMUNITY IMPACT ASSESSMENT

A Community Impact Assessment has been undertaken to determine any impacts this proposal would have on the local community.

The impact assessment identifies that the proposal would likely have a neutral impact on the local community across 5 of the 8 measures assessed and a positive impact on 3 of the 8 measures. Overall, the proposal would likely have a positive impact on the local community.

The proposal would provide targeted support for pupils with a diagnosis of an autism spectrum condition and those experiencing significant social communication, interaction, or regulation difficulties within a suitable mainstream primary school environment in order to ensure that pupils reach their full potential. Additionally, pupils and staff would have access to improved learning environments which are adaptable to change and will challenge and support children to reach their full potential.

It is concluded from the Community Impact Assessment that the proposal would have a positive impact upon the local community.

## 2.6. 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 does not form part of the statutory consultation process but was considered beneficial to meeting the spirit of the Act.

## 2.7. ALTERNATIVES CONSIDERED

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### OPTION 1: DO NOT CREATE A SRB AND CONTINUE TO PROVIDE SUPPORT TO PUPILS WITHIN THEIR HOME SCHOOL.

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

The Local Authority has committed to developing a new model for the delivery of Welsh medium specialist resource base provision based on identified need as part of its WESP targets. Failure to deliver on this commitment would not be in the best interests of the pupils the SRB would be designed to support and would not provide opportunities for professional development across the Welsh medium Primary sector.

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### OPTION 2: ESTABLISH AN SRB AT ANOTHER SCHOOL WITHIN THE VALE OF GLAMORGAN.

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

Other potential schools were reviewed. However, these schools either did not have the available space to accommodate the SRB or would have required extensive capital cost to provide the SRB on site. Consequently, it was considered Ysgol Gwaun Y Nant represented the most cost effective option which provided improved facilities and an enhanced learning environment.

### 3. THE STATUTORY CONSULTATION PROCESS

Table 1: Outline of the statutory consultation process

Steps	Description
<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.
<b>Step 3: Consultation</b>	<p>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.</p> <p><b>The consultation period for this proposal starts from 10 April to 22 May 2024.</b> See page 24 for further details of how to respond and make your views known.</p> <p>Within 13 weeks of 22 May 2024 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.</p> <p>In June 2024, 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 proposal, it must publish a statutory notice.</p>
<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>	<p>The statutory notice must be published on a school day and as outlined in section 4.1 of the School Organisation Code (2018).</p> <p>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.</p>
<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>	<p>Cabinet considers the objection report for final determination on the proposal.</p> <p>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.</p>
<b>Step 10: Decision letter</b>	<p>Confirmation of the decision and objection report availability will be issued to stakeholders.</p> <p>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.</p>

### 3.1. 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:

**Table 2: Key dates of the process**

<b>Statutory Process</b>	<b>Timescale</b>
Issue consultation document	<b>10 April 2024</b>
Closing date for views on the proposals	<b>22 May 2024</b>
Consultation report considered by Cabinet and published on the school and Council's website	<b>June/ July 2024</b>
Subject to Cabinet approval, Statutory notice issued during which time formal written objections will be invited	<b>July 2024</b>
End of Statutory Notice Period	<b>July 2024</b>
Determination by Cabinet with objection report.	<b>July 2024</b>
Decision notification	<b>July 2024</b>
Proposal implemented	<b>September 2024</b>

The proposed timetable may be subject to change.

## 4. FREQUENTLY ASKED QUESTIONS (FAQS)

*What is the intended timescale of the proposal?*

The permanent creation of an SRB at Ysgol Gwaun Y Nant school building is due to be completed for September 2024.

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

The Council would allocate pupils to the SRB in consultation with the leadership of the SRB at Ysgol Gwaun Y Nant. This would be based on an assessment of the individual needs of the pupils.

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

Ysgol Gwaun Y Nant would receive additional funding for the SRB to ensure the appropriate support is available. The Specialist teacher and support staff, along with ALNCo from the mainstream dual registered school, would support the learners attending the SRB. The purpose of the SRB is to provide additional support to pupils to ensure they can access mainstream education.

*How will pupils travel to the relocated SRB?*

Mainstream primary aged pupils are provided with free school transport if they live 3 miles or further from their nearest suitable school.

However, ALN pupils who have specific travel requirements which cannot be met with reasonable adjustment on mainstream transport 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) from the parental home address as measured by the shortest available walking route.

Ysgol Gwaun Y Nant supports travel to the school by active modes of travel such as walking and cycling where possible. This would extend to ALN pupils where appropriate.

*Will the proposal have a negative impact upon existing pupils at Ysgol Gwaun Y Nant?*

Ysgol Gwaun Y Nant is a 2-form entry school that has a total capacity for 420 pupils. Currently there are 195 pupils attending the school with 14 classrooms available overall. Due to the surplus capacity at the school, not all the classrooms are currently utilised. The SRB would occupy a vacant classroom in the school. As this room is not currently used by pupils it is not considered that this will detract from their learning environment.

Furthermore, the SRB will be incorporated into the operations of Ysgol Gwaun Y Nant allowing for sharing of knowledge between staff, helping to improve best practice at the school. Overall, the inclusion of the SRB at Ysgol Gwaun Y Nant will benefit both staff and pupils in the long term.



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

## 5. INVOLVING STAKEHOLDERS AND RESPONDING TO THE CONSULTATION

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

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

The Council is consulting with the following groups:

**Table 3: List of groups to consult as part of the consultation process**

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

## 5.1. 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 SRB. The Council firmly believes that the pupils of from all Welsh medium primary schools in the Vale of Glamorgan should be given the opportunity to make their views known about this proposal.

It is intended that a consultation workshop will be held with affected pupils to gather their views about the proposal. The information gathered at these sessions will be included in the final consultation report. The full report will be submitted to Cabinet for consideration following the consultation period.

## 5.2. HOW YOU CAN FIND OUT MORE AND GIVE YOUR VIEWS

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### FIND OUT MORE

This document and further supporting information can be found on the Vale of Glamorgan's [School Consultations](#) page.

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 [sustainablecommunitiesforlearning@valeofglamorgan.gov.uk](mailto:sustainablecommunitiesforlearning@valeofglamorgan.gov.uk) for further information on the proposal.

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### GIVE YOUR VIEWS

The consultation period will run **from 10 April to 22 May 2024**. 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:  
[Proposal to Create a Welsh Medium Specialist Resource Base at Ysgol Gwaun y Nant \(office.com\)](#)

Or

- Complete the consultation response form at the end of this document and send to:  
Creation of Welsh medium Specialist Resource Base  
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 22 May 2024. 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 were 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 under [Section 5](#).

## 6. CONSULTATION RESPONSE FORM

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

- completing the online response form at:

[Proposal to Create a Welsh Medium Specialist Resource Base at Ysgol Gwaun y Nant \(office.com\)](#)

or

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

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Please return the form to the postal address:

Creation of Welsh medium Specialist Resource Base

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 22 May 2024. 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 (tick all which apply):</b>					
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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<b>1. Do you support the proposal to relocate specialist education by establishing a specialist resource base at Ysgol Y Ddraig from January 2023?</b>					
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	No opinion either way	<input type="checkbox"/>
<b>Please explain why:</b>					

**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 **22 May 2024**.

**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>	



Blank area for notes.

## 7. 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"/>
<b>Sexual Identity</b>				
<b>Which of the following options best describes how you think of yourself?</b>				
<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			
<b>Religion</b>				
<b>What is your religion?</b>				
<input type="checkbox"/> No religion	<input type="checkbox"/> Christian (all denominations)		<input type="checkbox"/> Buddhist	
<input type="checkbox"/> Hindu	<input type="checkbox"/> Jewish	<input type="checkbox"/> Muslim	<input type="checkbox"/> Sikh	
<input type="checkbox"/> Any other religion (please specify):			<input type="checkbox"/> Prefer not to say	
<b>Pregnancy and Maternity</b>				
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			
<b>Marriage and Civil Partnership</b>				
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			

	<ul style="list-style-type: none"><li><input type="checkbox"/> Widowed</li><li><input type="checkbox"/> In a registered same-sex civil partnership and living with your partner</li><li><input type="checkbox"/> Separated, but still legally in a same-sex civil partnership</li><li><input type="checkbox"/> Formerly in a same-sex civil partnership which is now legally dissolved</li><li><input type="checkbox"/> Surviving partner from a same-sex civil partnership</li><li><input type="checkbox"/> Prefer not to say</li></ul>
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# DIRECTORATE OF LEARNING AND SKILLS CONSULTATION DOCUMENT

**CONSULTATION ON THE PROPOSAL TO CREATE A  
WELSH MEDIUM SPECIALIST RESOURCE BASE AT  
YSGOL GWAUN Y NANT WITH EFFECT FROM  
SEPTEMBER 2024.**



*This document can be made available in Braille. Information can also be made available in other community languages if needed. Please contact us on 01446 709828 to arrange this.*

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## 1. BACKGROUND

On the 7th March 2024, the Council's Cabinet authorised the Director of Learning & Skills to undertake a consultation from 10 April to 22 May 2024 on proposal to establish a Welsh Medium Specialist Resource Base at Ysgol Gwaun y Nant by September 2024.

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.

### 1.1. PROPOSAL: TO CREATE A WELSH MEDIUM SPECIALIST RESOURCE BASE AT YSGOL GWAUN Y NANT FROM SEPTEMBER 2024

The proposal would create specialist Welsh medium educational provision for pupils aged 4-11 years. The purpose of this specialist resource would be to support individual learners as well as improve the capacity of the home school to create a fully inclusive environment where all learners are given the opportunity to succeed and have access to an education that meets their needs.

The Specialist Resource Base (SRB) would provide periods of integrated provision for pupils with a diagnosis of an autism spectrum condition and those experiencing significant social communication, interaction, or regulation difficulties. This will include pupils whose high level of anxiety is impacting significantly on their ability to access mainstream education.

The specialist teacher, higher level teaching assistant (HLTA) and learning support assistant would work together with the engagement service, occupational therapists, speech and language therapists, educational psychologists, and parents to provide learning experiences that cater for the education, communication, emotional, social and sensory needs of each pupil.

This report outlines the consultation process, provides an overview of responses to the consultation, and offers further details of the key issues and favourable comments raised by stakeholders.



## 2. OUTLINE OF THE CONSULTATION PROCESS

The consultation processes followed Welsh Government guidelines, in compliance with the Schools Standards and Organisation (Wales) Act 2013 and in accordance with the School Organisation Code 2018. The consultation processes gave prescribed consultees the opportunity to learn about the proposal and for the Council to hear the views of all those with an interest so that they can be considered before a decision is made to extend the age range at the school.

### 2.1. PUBLICATION OF THE CONSULTATION

Formal consultations were conducted through a consultation document and response form distributed electronically to prescribed consultees and published on the Vale of Glamorgan Council website on the 10<sup>th</sup> April 2024. Hard copies of the consultation document were available upon request.

The publication of a consultation document is central to the consultation process for school reorganisation and is prescribed by Welsh Government in the School Organisation Code 2018. The consultation document outlined the proposals being considered, the rationale for the proposals and the details of the consultation processes. The consultation document also incorporated an individual response form. Consultees were advised of the availability of an online version to complete.

### 2.2. CONSULTATION STAKEHOLDER ENGAGEMENT

Engagement for the consultation on the proposal was undertaken with prescribed consultees as contained within the School Organisation Code 2018.

The following groups were consulted:

**Table 1: List of groups consulted as part of the consultation process**

Staff (teaching and non-teaching) at Ysgol Gwaun Y Nant	Governing Body of Ysgol Gwaun Y Nant
Parents/Carers and Guardians of children at all Welsh medium Primary Schools	Directors of Education – All Neighbouring Authorities
Town and Community Councils	Diocesan Directors of Education
Council's Transportation Department	Vale of Glamorgan Early Years Development Partnership (EYDCP)

Assembly Members (AM's) / Members of Parliament (MP's) / Regional Assembly Members	Local Councillors
Rhieni dros Addysg Gymraeg (RHAG)	Welsh Language Commissioner
Estyn	Primary and Secondary schools in the Vale of Glamorgan
Welsh Government Ministers	Central South Consortium Joint Education Service
Local Police and Crime Commissioner	Trade Unions

Consultees were invited to complete a formal consultation response form which could be completed in hard copy or online via the Council's website at:

[Welsh Medium Specialist Resource Base YGyN \(valeofglamorgan.gov.uk\)](http://valeofglamorgan.gov.uk)

### 2.3. LATE REPRESENTATIONS

The closing date for the consultation was the 22<sup>nd</sup> May 2024. One response, from Estyn was received late due to a delay in their translation services but is included at their request for information.

### 2.4. CONSULTATION QUESTIONS

Consultees were asked for their opinion on the key question for the proposal:

**1) Do you support the proposal to create a Welsh medium Specialist Resource Base at Ysgol Gwaun Y Nant from September 2024? If you support or do not support the proposal, then please explain why.**

Consultees were able to respond to the question with Yes or No. Consultees were also offered the opportunity to comment further:

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

**Any other comments?**

## 3. CONSULTATION RESPONSES

The consultation responses received in writing between 10<sup>th</sup> April and 22<sup>nd</sup> May 2024 are outlined below.

### 3.1. SUMMARY OF RESPONSES

7 individual responses were received by the consultation closing date and one was received after the closing date for responses. The breakdown of responses to each proposal are detailed in the tables and charts below.

It has been noted that not all consultees provided a response to each of the questions and that some forms were not fully completed. In these cases, we have accepted the responses to the questions that they have chosen to answer.

Respondents were asked to indicate their role in relation to the proposal, respondents were able to tick more than one option.

Respondents were also asked to indicate the school they are connected to (if any) in relation to the proposal.

**Table 2: Responses in detail**

<b>Annex</b>	<b>Description</b>
<b>Annex A</b>	A summary of key issues raised by statutory consultees and the Council's response to those issues can be found at Annex A.
<b>Annex B</b>	A summary of the comments received in favour of the proposal can be found at Annex B.
<b>Annex C</b>	The frequently asked questions (FAQs) document has been updated to include the key questions raised during the engagement sessions (Annex C).
<b>Annex D</b>	Estyn formally responded late to the consultation. Their response can be found at Annex D.

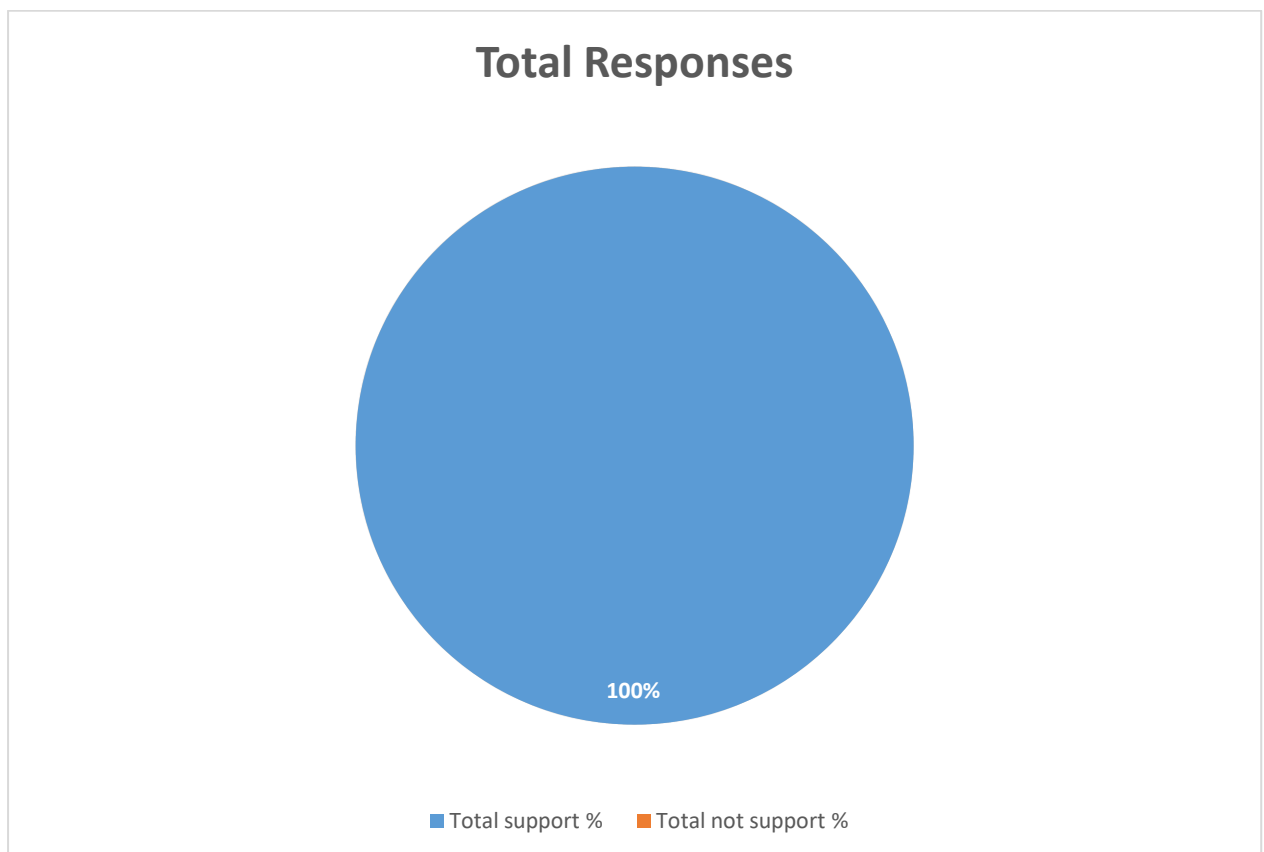
**3.2. RESPONSES TO THE PROPOSAL: TO CREATE A WELSH MEDIUM SPECIALIST RESOURCE BASE AT YSGOL GWAUN Y NANT WITH EFFECT FROM SEPTEMBER 2024.**

As Table 3 and Chart 1 below show, all responses received on time (100%) were in favour of the Proposal.

**Table 3: Breakdown of consultation responses**

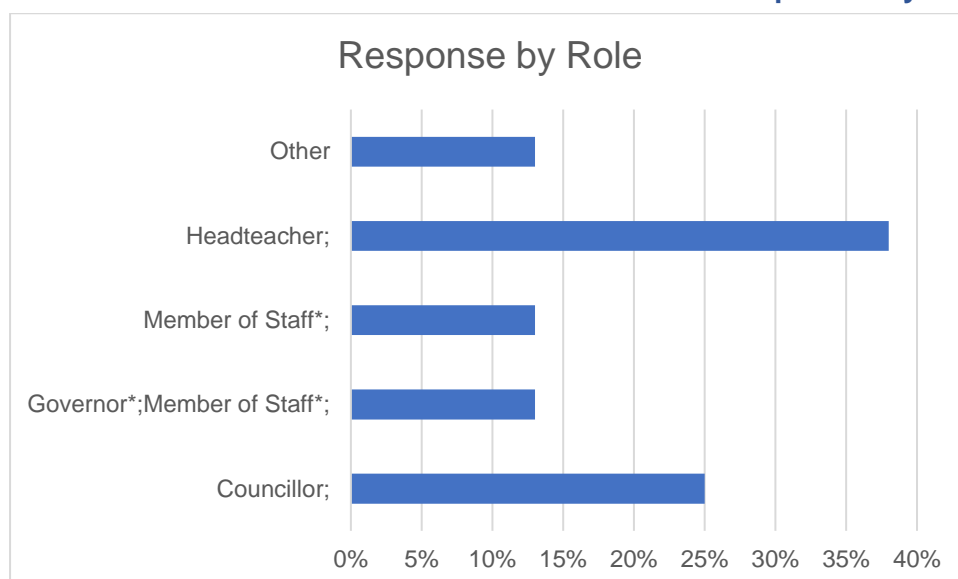
<b>Total (individual) responses:</b>	<b>Total support</b>		<b>Total not support</b>	
<b>No.</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
8	8	100%	0	0%

**Chart 1: Split of responses supporting or not supporting the Proposal of the consultation**



As Table 4 and Chart 2 below show the majority of the largest group of respondents were Headteachers for the Proposal. 1 respondent identified as a Governor and member of staff for the proposal.

**Table 4: Breakdown of consultation responses by role**



1 respondent is a member of staff and Governor at Ysgol Gwaun y Nant. 3 respondents identified as being affiliated with Ysgol St Curig, Bro Morganwg and Ysgol Gymraeg Pen y Garth. The remaining respondents were not identified with any affiliation with the school or any other school.

## 4. CONCLUSION

Following consideration of the responses received throughout the consultation period, the Council has revisited the proposal to determine the likely impact on quality and standards in education, the local community and travel arrangements.

### 4.1. QUALITY AND STANDARDS IN EDUCATION

There would be a positive impact regarding ALN as the proposal would result in improved provision available for pupils with a diagnosis a diagnosis of an autism spectrum condition and those experiencing significant social communication, interaction, or regulation difficulties. The proposal would support pupils to continue to access mainstream education with additional support.

Outcome 6 of our WESP requires the Council to increase the provision of Welsh-medium education for pupils with additional learning needs (ALN) in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018. This proposal, if successful would be a significant step in meeting our WESP targets.

Strategies to identify and share effective practice are successful in improving learning and teaching across the school, for example, in developing authentic experiences for pupils. The last Estyn Inspection report in 2016 identified that the school's performance was good because:

- Most pupils make good progress, including pupils with additional learning needs
- Most pupils speak naturally and clearly in both languages and express their ideas clearly
- Most pupils use their literacy and numeracy skills effectively across the curriculum
- Many pupils have very good numeracy skills, including their ability to use number strategies very effectively to solve problems
- Nearly all pupils are exceptionally well-behaved during lessons and in informal situations
- Teachers plan interesting experiences and activities that engage nearly all pupils' interest effectively
- Provision for the Welsh language and the Welsh dimension is very rich and, as a result, nearly all pupils have pride in their language, their country and their culture
- All teachers have high expectations for each pupil
- The school is a happy and inclusive community with an exceptional ethos of care in which there is a clear relationship of respect and care between pupils and adults.

In Estyn's response to the consultation, they concluded that the proposal is likely to, at least, maintain the standard of education provision in the area. They summarised that "the local authority has set out a clear rationale for its proposal. It outlines strongly the many advantages of creating the Specialist Resource Base at Ysgol Gwaun y Nant including the growth in ALN across schools in the local authority. In addition, it outlines that the provision will provide learning experiences that cater for the education, communication, emotional, social and sensory needs of each pupil."

Estyn concluded that "the proposer appropriately considers the educational aspects of the proposal. It identifies in useful detail the outcomes of the most recent Estyn inspection and considers usefully how the SRB will provide opportunities to improve school standards.

The local authority considers appropriately the impact of the proposals on the quality and standards in education, including pupil standards and progress, wellbeing and attitudes to learning, teaching and learning experiences, care support and guidance and leadership and management."

## 4.2. COMMUNITY IMPACT

The impact assessment identifies that the proposal would likely have a neutral impact on the local community across 5 of the 8 measures assessed and a positive impact on 3 of the 8 measures. Overall, the proposal would likely have a positive impact on the local community.

- Children living in the catchment are attending their local school.

- Services provided by the school for the local community, including extra-curricular activities.
- Impact on local employment due to the creation of three posts.

The proposal would provide targeted support for pupils with a diagnosis of an autism spectrum condition and those experiencing significant social communication, interaction, or regulation difficulties within a suitable mainstream primary school environment in order to ensure that pupils reach their full potential. Additionally pupils and staff would have access to improved learning environments which are adaptable to change and will challenge and support children to reach their full potential.

It is concluded from the Community Impact Assessment that the proposal would have a positive impact upon the local community.

### 4.3. 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 primary aged pupils are provided with free school transport if they live 2 miles or further from 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) from the parental home address as measured by the shortest available walking route. Pupils would attend the SRB from all areas of the Vale of Glamorgan.

## 5. ANNEX A - A SUMMARY OF KEY ISSUES RAISED BY STATUTORY CONSULTEES

The following summarises the key themes raised during the formal consultation period. The issues present an overview of responses and are not intended to be verbatim. All written responses have been made available to the Council's Cabinet.

### 5.1. ISSUES RAISED IN RELATION TO THE PROPOSAL:

#### THEME 1

#### **The criteria need to be re-examined.**

Respondents raised concerns that the criteria identified at paragraph 3.5 of the consultation document needs to be reconsidered when looking at the Centre's

Access Criteria. It is considered that the criteria is too open and could lead to a loss of focus on the centre's expertise, and their ability to respond to the needs of pupils diagnosed with a condition on the autistic spectrum.

### **Council's response to the concerns raised**

The purpose of the specialist resource base is to provide a period of integrated provision for pupils with a diagnosis of an autism spectrum condition and those experiencing significant social communication, interaction, or regulation difficulties. This will include pupils whose high level of anxiety is impacting significantly on their ability to access mainstream education. The criteria therefore reflects that some learners will not have a diagnosis, but that this will not disadvantage them in any way nor deny them access to the specialist resource if there is sufficient evidence that demonstrates that the learner has significant barriers to learning that cannot be met through a school maintained IDP.

It will not be possible to gain access to this specialist resource for any other reason other than the stipulated primary needs. Gaining access will be dependent on proof that high-quality differentiated teaching has been provided to mitigate against the barrier to learning in the first place, that a range of appropriate, evidence-based interventions have been attempted over time and that progress has been reviewed and evaluated regularly.

There are well-developed, embedded and robust mechanisms in place within the LA, in line with the ALNET that demonstrates effective allocation of resource base placements with decisions being made on the basis of whether the provision would be of benefit to address any of the aforementioned primary needs through one or more of the following: develop social communication skills; develop social interaction and flexible thinking skills; learn to use structured teaching supports or learn to use self-regulation strategies.

Consequently, it is considered that there would be no need to amend the criteria.

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## **THEME 2**

### **Potential impact on pupil numbers in other schools.**

Respondents raised concerns around the implementation of the Specialist Resource Base having an impact on pupil numbers in other schools.

### **Council's response to the concerns raised**

There would be no adverse impact on pupil numbers in other schools as placement at the SRB would be temporary for a set period of two terms in the first instance. Pupils would be able to attend the SRB part time (2 days) whilst maintaining a supported place at their local mainstream school. Pupils in reception to year 2 will attend the base on Mondays and Tuesdays and pupils in year 3-6 on Thursdays and Fridays. On Wednesdays, the staff will undertake planning and assessment and also outreach work with mainstream schools to build capacity. These placements would enable pupils to continue to learn alongside and interact socially with their



mainstream peers in their home school. The provisions would work together to remove barriers to on-going inclusion within the mainstream school and build its capacity to meet the pupil's future educational need.

There would be a positive impact for pupils in Welsh medium schools as the proposal would result in improved provision to provide periods of integrated provision for pupils with a diagnosis of an autism spectrum condition and those experiencing significant social communication, interaction, or regulation difficulties. Other respondents noted the importance of providing equal services to children in Welsh medium schools that are already available in English medium education. It is vital that the Council provide these services for pupils who learn through Welsh as a first language should not be disadvantaged in the school system. It is also important that children who speak English as a first language should not miss out on Welsh education opportunities due to a lack of capacity or facilities from the school.

The creation of a new Welsh Medium ALN SRB provision will have a positive impact on other Welsh medium schools as it will provide an additional resource as well as opportunities for professional development of their staff. Outcome 6 of our [WESP](#) requires the Council to increase the provision of Welsh-medium education for pupils with additional learning needs (ALN) in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018. This proposal, if successful would be a significant step in meeting our WESP targets.

## 6. ANNEX B - A SUMMARY OF COMMENTS RECEIVED IN FAVOUR OF THE PROPOSAL.

This section provides the key themes raised during the formal consultation period by those in favour of the proposal. The following presents an overview of responses and are not exhaustive or intended to be verbatim. All written responses have been made available to the Council's Cabinet.

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### THEME 3

#### **There is a clear need for this provision.**

A consultee noted that creating and maintaining an ALN unit at Ysgol Gwaun y Nant is an excellent idea. We need provision for children with needs, through the medium of Welsh here in the Vale of Glamorgan.

#### **Council's response**

There is an identified trend in a growth in ALN across all of our schools. In 2023 there was 107 pupils in Welsh medium primary schools identified as having SEN/ALN which has risen from 88 in 2022. In all mainstream primary schools the number of pupils with SEN/ALN has risen from 1,227 in 2021 to 1,251 in 2023. Data also indicates a rise in neuro diverse pupils with conditions such as autism and attention

deficit hyperactivity disorder, there is also evidence of a clear increase in children and young people being identified as having issues relating to their behavioural, emotional and social development.

A review of Welsh Medium provision, carried out in consultation with head teachers from Welsh medium schools in the Vale, identified that this was the key area of need that more specialist provision was required. A very successful Resource Base has previously been established at Ysgol Bro Morgannwg and it was evident that a base for pupils attending primary Welsh medium education in the Vale was also required to establish a continuum of provision from 4-18.

The Vale of Glamorgan's [Welsh in Education Strategic Plan](#) (WESP) sets out our ambitions in this regard with relation to Welsh medium education. There is a well-established outreach service in the Vale of Glamorgan providing support to schools for pupils with ALN. Following an analysis of the workforce it was identified that there was a need for additional Welsh speaking specialists to support schools in the areas of autism and social, emotional, and mental health. The establishment of an SRB at Ysgol Gwaun Y Nant to provide integrated provision for pupils with a diagnosis of an autism spectrum condition and those experiencing significant social communication, interaction, or regulation difficulties would be a significant step in addressing our WESP targets.

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## THEME 4

### **There is a need to ensure equal opportunities for Welsh medium pupils**

Consultees noted that it is essential that pupils from Welsh-speaking families and schools have the same access to such provision through the Welsh language, in comparison with their peers in English-language schools.

### **Council's response**

There would be a positive impact for pupils in Welsh medium schools as the proposal would result in improved provision to provide periods of integrated provision for pupils with a diagnosis of an autism spectrum condition and those experiencing significant social communication, interaction, or regulation difficulties. This will include pupils whose high level of anxiety is impacting significantly on their ability to access mainstream education.

The creation of a new Welsh Medium ALN SRB provision will have a positive impact on other Welsh medium schools as it will provide an additional resource as well as opportunities for professional development of their staff. Outcome 6 of our [WESP](#) requires the Council to increase the provision of Welsh-medium education for pupils with additional learning needs (ALN) in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018. This proposal, if successful would be a significant step in meeting our WESP targets.

**There was concern expressed that there was a risk of losing pupils to English Medium education due to a lack of specialist facilities**

Consultees noted that some Welsh medium primary schools have lost pupils to the English sector in the past due to a lack of specialist provision.

**Council's response**

The Council is committed to increasing the number of pupils taught through the medium of Welsh. This proposal would support this commitment. 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. Our ten-year vision for increasing and improving the planning of the provision of Welsh-medium education in the Vale of Glamorgan will be to increase the number of Year 1 children taught through the medium of Welsh to 24% by 2031-32 in line with Welsh Government's National Cymraeg 2050 strategy and contributing to its ambitious target of 1 million Welsh speakers by 2050. Further development of Welsh medium primary specialist resources is a strong focus for the directorate of Learning & Skills and a key driver for this proposal.

## 7. ANNEX C - FREQUENTLY ASKED QUESTIONS.

This section provides updated frequently asked questions in relation to the proposal.

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

The permanent creation of an SRB at Ysgol Gwaun Y Nant school building is due to be completed for September 2024.

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

The Council would allocate pupils to the SRB in consultation with the leadership of the SRB at Ysgol Gwaun Y Nant. This would be based on an assessment of the individual needs of the pupils.

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

Ysgol Gwaun Y Nant would receive additional funding for the SRB to ensure the appropriate support is available. The Specialist teacher and support staff, along with ALNCo from the mainstream dual registered school, would support the learners attending the SRB. The purpose of the SRB is to provide additional support to pupils to ensure they can access mainstream education.

### ***How will pupils travel to the relocated SRB?***

Mainstream primary aged pupils are provided with free school transport if they live 3 miles or further from their nearest suitable school.

However, ALN pupils who have specific travel requirements which cannot be met with reasonable adjustment on mainstream transport 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) from the parental home address as measured by the shortest available walking route.

Ysgol Gwaun Y Nant supports travel to the school by active modes of travel such as walking and cycling where possible. This would extend to ALN pupils where appropriate.

### ***Will the proposal have a negative impact upon existing pupils at Ysgol Gwaun Y Nant?***

Ysgol Gwaun Y Nant is a 2-form entry school that has a total capacity for 420 pupils. Currently there are 195 pupils attending the school with 14 classrooms available overall. Due to the surplus capacity at the school, not all the classrooms are currently utilised. The SRB would occupy a vacant classroom in the school. As this room is not currently used by pupils it is not considered that this will detract from their learning environment.

Furthermore, the SRB will be incorporated into the operations of Ysgol Gwaun Y Nant allowing for sharing of knowledge between staff, helping to improve best practice at the school. Overall, the inclusion of the SRB at Ysgol Gwaun Y Nant will benefit both staff and pupils in the long term.

## 8. ANNEX D - RESPONSE FROM ESTYN

In accordance with the requirements of the School Organisation Code 2018, a copy of the consultation document was sent to Estyn.

## **Estyn response to the proposal by the Vale of Glamorgan Council to create a Welsh Medium Specialist resource base at Ysgol Gwaun y Nant with effect from September 2024.**

### **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.

The proposal is to Create a Welsh Medium Specialist Resource Base (SRB) at Ysgol Gwaun y Nant with effect from September 2024.

### **Summary/ Conclusion**

Estyn considers that the proposal is likely to, at least, maintain the standard of education provision in the area.

### **Description and benefits**

The local authority has set out a clear rationale for its proposal. It outlines strongly the many advantages of creating the Specialist Resource Base at Ysgol Gwaun y Nant including the growth in ALN across schools in the local authority. In addition, it outlines that the provision will provide learning experiences that cater for the education, communication, emotional, social and sensory needs of each pupil.

The local authority provides a clear description of the proposal and outlines a provisional timetable for statutory procedures. In addition, the proposal identifies key dates of the process prior to the implementation date of September 2024.

In the main, the proposer identifies suitably the expected benefits and disadvantages of the new proposal compared to the status quo and it considers the potential risks of not implementing the proposal. The local authority sets out two suitable alternatives to its proposal and provides valid reasons as to why they have discounted them.

The proposer has considered the impact of the changes on learner travel arrangements. It notes that consideration will be given for free school transport for ALN pupils living within the 2-mile limit on an individual basis, complying with Section 9 of the Learner Travel (Wales) Measure 2008.

The proposal identifies that Ysgol Gwaun Y Nant has total capacity for 420 pupils. Current pupil numbers are 195 pupils. The local authority considers that the proposal will have a positive impact on other Welsh medium schools as it will provide an additional resource as well as opportunities for professional development of staff. However, the proposal does not explore the potential impact on pupil numbers in other schools.

The proposal takes suitable account of the impact of the proposals on Welsh medium provision within the local authority and the extent to which the proposal supports the targets in the local authority's Welsh in Education Strategic Plan (WESP). It identifies that there is a need for additional Welsh speaking specialists to support schools in the areas of autism and social, emotional, and mental health, and that this provision would be a significant step in addressing the local authorities WESP targets.

The proposal identifies the financial costs for running the Specialist Resource Base for 2024-2025 of £162,004, additional funding of £11,000 for resources, and transport costs of between £20,00 and £27,000. No capital funding will be required as capital works have been completed and the proposal does not require further amendments to the Ysgol Gwaun Y Nant school building.

### **Educational aspects of the proposal**

The proposer appropriately considers the educational aspects of the proposal. It identifies in useful detail the outcomes of the most recent Estyn inspection and considers usefully how the SRB will provide opportunities to improve school standards. The local authority considers appropriately the impact of the proposals on the quality and standards in education, including pupil standards and progress, wellbeing and attitudes to learning, teaching and learning experiences, care support and guidance and leadership and management. For example, the proposal identifies that the SRB would provide a specialist learning environment, including improved ICT infrastructure, collaborative breakout areas, and effective circulation which would enable a teaching and learning environment to better meet the needs of learners.

The proposal considers the impact of the proposal on additional learning needs provision and states that the new SRB would create specialist Welsh medium educational provision for pupils aged 4-11 years. The proposer asserts that the SRB at Ysgol Gwaun Y Nant would provide a specialist learning environment, providing an outdoor space which is a crucial part of the universal provision within the SRB and pupils would have access to the newly developed outdoor area provided by grant funding from Welsh Government. The proposed new SRB would allow for further development of a curriculum filled with rich experiences that challenges children, raises attainment, and supports pupils' wellbeing.



# DIRECTORATE OF LEARNING AND SKILLS COMMUNITY IMPACT ASSESSMENT

Consultation on the proposal to Create a Welsh Medium Specialist Resource Base at Ysgol Gwaun y Nant with effect from September 2024.



*This document can be made available in Braille. Information can also be made available in other community languages if needed. Please contact us on 01446 709828 to arrange this.*

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## INTRODUCTION

The Vale of Glamorgan Council is committed to ensuring that all pupils within the Vale have every opportunity to attain the best possible outcomes. In order to achieve this ambition it is essential that we ensure schools remain sustainable, reflect the needs of our local communities, and are equipped with the best possible learning environments. We are 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 proposal is to create a Welsh Medium Specialist Resource Base at Ysgol Gwaun y Nant with effect from September 2024.

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 transfer of any school to a new site.

## NATIONAL CONTEXT

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

## LOCAL POLICY CONTEXT

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

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

We believe that in order to achieve this schools need to be able to provide the best possible learning experience to make sure that children and young people have the best opportunities available to them and that they are able to reach their full potential.

## CURRENT CHALLENGES

The proposal would address a number of challenges and would:

- Provide targeted support for pupils attending Welsh medium primary schools with a diagnosis of an autism spectrum condition and those experiencing significant social communication, interaction, or regulation difficulties within a mainstream primary school environment.
- Provide an improved learning environment which is adaptable to change and will challenge and support children to reach their full potential.
- Provide opportunities for professional development throughout our Primary Schools.
- Ensure that pupils with pupils with a diagnosis of an autism spectrum condition and those experiencing significant social communication, interaction, or regulation difficulties can have their needs met within the local authority and can be supported to remain in their mainstream school.

## COMMUNITY PROFILE

There are currently 7 Welsh medium schools which serve the Vale of Glamorgan:

School name	Type	Language	Age range	Capacity*	Distance from Ysgol Gwaun Y Nant (miles)
Ysgol Gymraeg Dewi Sant	Community	WM	3-11	210	11 miles
Ysgol Gwaun Y Nant	Community	WM	3-11	270	0
Ysgol Iolo Morganwg	Community	WM	3-11	210	12 miles
Ysgol Gymraeg Pen Y Garth	Community	WM	3-11	420	5.4 miles
Ysgol Sant Baruc	Community	WM	3-11	420	2.3 miles
Ysgol Sant Curig	Community	WM	3-11	420	1.8 miles
Ysgol Gymraeg Bro Morgannwg	Community	WM	3-18	210 (KS1 and 2)	2.1 miles

Ysgol Gwaun Y Nant is located within the ward Gibbonsdown 2.

The ward has a population of 5,488 based upon the 2021 census.

The data below for the Gibbonsdown 2 ward is from the [Welsh Index of Multiple Deprivation \(WIMD\)](#).

Vale of Glamorgan Constituency Area	LSOA Code	Overall Wales Rank (of 1909)		Employment Rank (of 1909)		Access to Services Rank (of 1909)	
		Rank	% (Least / Most Deprived)	Rank	% (LD / MD)	Rank	% (LD / MD)
Gibbonsdown 2	<b>Ranked of 1909 (Education)</b>	<b>105</b>	10% most deprived	<b>127</b>	10% most deprived	1070	50% least deprived

As the table above shows, the ward accommodating Ysgol Gwaun Y Nant are mixed in terms of levels of deprivation. The LSOA area the school is located in is one of the most deprived areas across 2 of the 3 measures, however it ranks within the 50% least deprived in terms of access to services due to its suburban location.

#### ADDITIONAL LEARNING NEEDS

The proposal would create specialist Welsh medium educational provision for pupils aged 4-11 years. The purpose of this specialist resource would be to support individual learners as well as improve the capacity of the home school to create a fully inclusive environment where all learners are given the opportunity to succeed and have access to an education that meets their needs.

The SRB would provide periods of integrated provision for pupils with a diagnosis of an autism spectrum condition and those experiencing significant social communication, interaction, or regulation difficulties. This will include pupils whose high level of anxiety is impacting significantly on their ability to access mainstream education.

#### IMPACT ASSESSMENT

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

Eight key measures have been identified:

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

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

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

## IMPACTS UPON THE LOCAL COMMUNITY

Ref.	Measure	Score	Impact of Proposal
CI1	Children living in the catchment are attending their local school	1	<p>The creation of the SRB would utilise currently unused space at Ysgol Gwaun Y Nant. This would not therefore have an adverse impact on admissions to Ysgol Gwaun Y Nant as current projections indicate the existing mainstream provision at the school is more than sufficient to meet demand from within its catchment area.</p> <p>Placing the specialist resource base within a mainstream primary school, provides additional support for pupils with a diagnosis of an autism spectrum condition and those experiencing significant social communication, interaction, or regulation difficulties whilst ensuring they can access mainstream primary education. This will include pupils whose high level of anxiety is impacting significantly on their ability to access mainstream education.</p> <p>The creation of a Welsh medium ALN provision will have a positive impact on all Welsh medium primary schools within the Vale of Glamorgan. However, ALN provision is not provided based on proximity to an SRB, with pupils attending from across the Authority.</p>
CI2	Services provided by the school for the local community, including	1	It is proposed that any community services currently provided by Ysgol Gwaun Y Nant would continue and that there would be no loss of provision.

	extra-curricular activities		
CI3	Community facilities used regularly by the school	0	There would be no loss of access for Ysgol Gwaun Y Nant to community facilities as a result of this proposal.
CI4	Community facilities provided by and activity undertaken within the school premises	0	The proposal will not change the current community facilities provided by the school.
CI5	Impact on local businesses	0	There would be no impacts upon local businesses as a result of this proposal.
CI6	Impact on local employment	1	The creation of the SRB has created employment opportunities for three posts.
CI7	Impact on local infrastructure	0	<p>The proposal would not result in an increase in capacity at Ysgol Gwaun Y Nant which would cause increased pressure on local infrastructure. Instead the proposal will adapt to existing vacant classrooms within the school building.</p> <p>Ysgol Gwaun Y Nant supports travel to the school by active modes of travel such as walking and cycling where possible. This would extend to ALN pupils and staff where appropriate. This would help to alleviate pressures on local infrastructure.</p>

C18	Transport arrangements	0	<p>The Council has a statutory duty to provide free school transport for pupils of statutory school age who reside beyond walking distance to the nearest appropriate school. In accordance with 'The Learner Travel (Wales) Measure 2008'.</p> <p>Mainstream primary aged pupils are provided with free school transport if they live 2 miles or further from their nearest suitable school.</p> <p>However, ALN pupils who have specific travel requirements which cannot be met with reasonable adjustment on mainstream transport 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) from the parental home address as measured by the shortest available walking route.</p>
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## SCORING SUMMARY

Ref.	Local Community
CI1	1
CI2	1
CI3	0
CI4	0
CI5	0
CI6	1
CI7	0
CI8	0
Average Score	0

## CONCLUSIONS

The impact assessment identifies that the proposal would likely have a neutral impact on the local community across 5 of the 8 measures assessed and a positive impact on 3 of the 8 measures. Overall, the proposal would likely have a positive impact on the local community.

The proposal would provide targeted support for pupils with a diagnosis of an autism spectrum condition and those experiencing significant social communication, interaction, or regulation difficulties within a suitable mainstream primary school environment in order to ensure that pupils reach their full potential. Additionally pupils and staff would have access to improved learning environments which are adaptable to change and will challenge and support children to reach their full potential.

It is concluded from the Community Impact Assessment that the proposal would have a positive impact upon the local community.



# Equality Impact Assessment

## 1. What are you assessing?

THE PROPOSAL TO CREATE A WELSH MEDIUM SPECIALIST RESOURCE BASE AT YSGOL GWAUN Y NANT WITH EFFECT FROM SEPTEMBER 2024.

## 2. Who is responsible?

<b>Name</b>	Lisa Lewis	<b>Job Title</b>	Operational Manager
<b>Team</b>	Strategy & Resources	<b>Directorate</b>	Learning & Skills

## 3. When is the assessment being carried out?

<b>Date of start of assessment</b>	10 April 2024
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## 4. Describe the proposal?

### What is the purpose of the proposal?

On the 7th March 2024, the Council's Cabinet authorised the Director of Learning & Skills to undertake a consultation from 10 April to 22 May 2024 on proposal to establish a Welsh Medium Specialist Resource Base at Ysgol Gwaun y Nant by September 2024.

The feedback and views expressed in the consultation are being considered together in the publication of a consultation report on the proposal and this Equality Impact Assessment.

The proposal would create specialist Welsh medium educational provision for pupils aged 4-11 years. The purpose of this specialist resource would be to support individual learners as well as improve the capacity of the home school to create a fully inclusive environment where all learners are given the opportunity to succeed and have access to an education that meets their needs.

The Specialist Resource Base (SRB) would provide periods of integrated provision for pupils with a diagnosis of an autism spectrum condition and those experiencing significant social communication, interaction, or regulation difficulties. This will include pupils whose high level of anxiety is impacting significantly on their ability to access mainstream education. The specialist teacher, higher level teaching assistant (HLTA) and learning support assistant would work together with the engagement service, occupational therapists, speech and language therapists, educational psychologists, and parents to provide learning experiences that cater for the education, communication, emotional, social and sensory needs of each pupil.

# Equality Impact Assessment

## **Why do you need to put it in place?**

There is an identified trend in a growth in ALN across all of our schools. In 2023 there was 107 pupils in Welsh medium primary schools identified as having SEN/ALN which has risen from 88 in 2022. In all mainstream primary schools the number of pupils with SEN/ALN has risen from 1,227 in 2021 to 1,251 in 2023. Data also indicates a rise in neuro diverse pupils with conditions such as autism and attention deficit hyperactivity disorder, there is also evidence of a clear increase in children and young people being identified as having issues relating to their behavioural, emotional and social development. A review of Welsh Medium provision, carried out in consultation with head teachers from Welsh medium schools in the Vale, identified that this was the key area of need that more specialist provision was required. A very successful Resource Base has previously been established at Ysgol Bro Morgannwg and it was evident that a base for pupils attending primary Welsh medium education in the Vale was also required to establish a continuum of provision from 4-18. The Council is committed to meeting the requirements of the Additional Learning Needs and Education Tribunal Act 2018 (ALNET Act 2018) in transforming expectations and outcomes for children and young people with additional learning needs (ALN). This provides a new statutory framework for supporting children with additional learning needs (ALN) and is accompanied by a mandatory Code which makes sure that the new system has a set of clear, legally enforceable parameters within which local authorities, schools, further education colleges and health services responsible for the delivery of services to children and young people with ALN must act. The aim of the new approach, as stated in the Code is as follows: To support the creation of a fully inclusive education system where all learners are given the opportunity to succeed and have access to an education that meets their needs and enables them to participate in, benefit from, and enjoy learning. The Vale of Glamorgan's Welsh in Education Strategic Plan (WESP) sets out our ambitions in this regard with relation to Welsh medium education. There is a well-established outreach service in the Vale of Glamorgan providing support to schools for pupils with ALN. Following an analysis of the workforce it was identified that there was a need for additional Welsh speaking specialists to support schools in the areas of autism and social, emotional, and mental health. The establishment of an SRB at Ysgol Gwaun Y Nant to provide integrated provision for pupils with a diagnosis of an autism spectrum condition and those experiencing significant social communication, interaction, or regulation difficulties would be a significant step in addressing our WESP targets.

## **Do we need to commit significant resources to it (such as money or staff time)?**

No capital funding is required to ensure that the identified accommodation is suitable as capital works have been completed following an identification of the space for future use for ALN provisions as part of the Welsh Government Capital Grant for Additional Learning Needs. The implementation of the proposal does not require further amendments to the Ysgol Gwaun Y Nant school building.

The funding for the SRB for 24/25 is £162,004 and is held centrally within the Learning & Skills Directorate. This funds one full time teacher plus one Higher Level Teaching Assistant and one full time learning support assistant. The school will also receive

# Equality Impact Assessment

£11,000 via the mainstream funding formula which covers additional costs in relation to the pupils within the SRB such as resources. Transport costs to the SRB are currently estimated at approximately £20,000 to £27,000 per annum. Transport costs can fluctuate considerably depending on the home address of the pupils attending the SRB therefore transport costs cannot be accurately forecast in the longer term. Pupils can attend the SRB from all areas of the Vale of Glamorgan.

## What are the intended outcomes of the proposal?

The SRB at Ysgol Gwaun Y Nant would provide a specialist learning environment, 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. This facility was developed as part of a Welsh Government Capital Funding Grant to Support Learners with Additional Learning Needs. The proposed new SRB would allow for further development of a curriculum filled with rich experiences that challenges children, raises attainment, and supports pupils' wellbeing. The ALN of the children attending the SRB means that they all need access to experiential learning and real-life situations. Being able to provide opportunities to develop communication skills through play is crucial.

The Council:

- Provides targeted support for pupils attending Welsh medium primary schools with a diagnosis of an autism spectrum condition and those experiencing significant social communication, interaction, or regulation difficulties within a mainstream primary school environment.
- Provides an improved learning environment which is adaptable to change and will challenge and support children to reach their full potential.
- Provides opportunities for professional development throughout our Primary Schools.
- Ensures that pupils with pupils with a diagnosis of an autism spectrum condition and those experiencing significant social communication, interaction, or regulation difficulties can have their needs met within the local authority and can be supported to remain in their mainstream school.

## Who does the proposal affect?

The proposal will provide additional resources for pupils attending Welsh medium primary schools in the Vale of Glamorgan. It would create three new posts.

## Will the proposal affect how other organisations work?

There would be a positive impact for pupils in Welsh medium schools as the proposal would result in improved provision to provide periods of integrated provision for pupils

# Equality Impact Assessment

with a diagnosis of an autism spectrum condition and those experiencing significant social communication, interaction, or regulation difficulties. This will include pupils whose high level of anxiety is impacting significantly on their ability to access mainstream education.

The creation of a new Welsh Medium ALN SRB provision will have a positive impact on other Welsh medium schools as it will provide an additional resource as well as opportunities for professional development of their staff. Outcome 6 of our [WESP](#) requires the Council to increase the provision of Welsh-medium education for pupils with additional learning needs (ALN) in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018. This proposal, if successful would be a significant step in meeting our WESP targets.

## **Will the proposal affect how you deliver services?**

There would be a positive impact regarding ALN as the proposal would result in improved provision available for pupils with a diagnosis a diagnosis of an autism spectrum condition and those experiencing significant social communication, interaction, or regulation difficulties. The proposal would support pupils to continue to access mainstream education with additional support.

## **Will the proposal impact on other policies or practices?**

The SRB unit would be managed centrally by the Directorate of Learning & Skills within existing policies and procedures. The Directorate of Learning & Skills would work collaboratively with the headteacher and governing body of Ysgol Gwaun Y Nant to ensure the SRB is able to operate within the school framework. A clear entry and exit criteria is included in the consultation document.

The Vale of Glamorgan Council would fully support the governors, headteacher and staff at the school with any employment related matters. The school has access to the Council's Human Resources policies and procedures, including recruitment policies. The Human Resources service works closely with governors to ensure regular and clear communication with all employees takes place.

## **Can you change the proposal so that it further promotes equality of opportunity and fosters good relations?**

Our formal consultation process follows Welsh Government guidelines outlined in the School Organisation Code 2018. A range of individuals and groups were asked for their views about these proposals during the consultation period. All responses received as part of the consultation are reflected in the Consultation Report.

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.

## Equality Impact Assessment

The Council consulted with the following groups:

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

Consultees were invited to complete a formal consultation response form which could be completed in hard copy or online via the Council's website at:

[Welsh Medium Specialist Resource Base YGyN \(valeofglamorgan.gov.uk\)](http://valeofglamorgan.gov.uk)

### How will you achieve the proposed changes?

The consultation period for the proposal started on 10 April 2024 and ended on 22 May 2024.

Within 13 weeks of 22 May 2024 a consultation report will be published on the Council's 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

# Equality Impact Assessment

proposals. In July 2024, the Council will consider the consultation report and decide whether or not to proceed with the proposals.

If the Council decides to continue with the proposal, it must publish a statutory notice.

The Council's proposal would formalise the creation of the SRB from September 2024.

## Who will deliver the proposal?

The Council's Additional Learning Needs and Wellbeing Department will be responsible for delivering the proposal.

## How will you know whether you have achieved the proposal's purpose?

The Council would have determined the proposal to:

- **Create a Welsh Medium Specialist Resource Base at Ysgol Gwaun y Nant with effect from September 2024.**

The Council may decide to approve, reject, or approve the proposals with modifications. In doing so, the Council will take into account any statutory objections that it has received.

## 5. [What evidence are you using?](#)

### Engagement (with internal and external stakeholders)

The consultation process followed Welsh Government guidelines, in compliance with the Schools Standards and Organisation (Wales) Act 2013 and School Organisation Code 2018. The Council consulted with a range of statutory consultees outlined in and required by the Code.

Consultation was undertaken at a formative stage and allowed for intelligent consideration and response. The timescales for consultation comply with the School Organisation Code and allowed 7 weeks for consultees to consider and prepare a response. A number of themes received in as part of the process will be addressed and contained within a consultation report to be reported to Council on the proposal. The Council has a statutory duty to publish a consultation report on the proposal.

Consultees were asked for their opinion on the key question for the proposal:

- 1) Do you support the proposal to create a Welsh medium Specialist Resource Base at Ysgol Gwaun Y Nant from September 2024? If you support or do not support the proposal, then please explain why.

# Equality Impact Assessment

Consultees were able to respond with Yes, No or No opinion either way. Consultees were also offered the opportunity to comment further.

As the table below shows, all responses were in favour of the Proposal.

<b>Total (individual) responses:</b>	<b>Total support</b>		<b>Total not support</b>	
<b>No.</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
8	1	100%	0	0%

Respondents were provided with the option of answering equality monitoring questions. Respondents did not have to answer as the questions were optional and a prefer not to say option was provided. Results are summarised in the table below.

<b>What is your gender?</b>							
Male	4	Female	2	Non-binary	N/A	Prefer not to say	2
<b>How old are you?*</b>							
35-44	2	45-54	3	55-64	1	Prefer not to say	2
<b>Are your day-to-day activities limited because of a physical or mental health condition, illness or disability?</b>							
Yes – limited a lot	0	Yes – limited a bit	2	No	4	Prefer not to say	2
<b>How would you describe your national identity?</b>							
Welsh	6	English	0	Scottish		Northern Irish	
Other		Prefer not to say	2	British			
<b>How would you describe your ethnic group?*</b>							
White	6	Mixed		Asian		Black	
Other Ethnic Group		Prefer not to say	2				
<b>Please describe your Welsh language ability by ticking the relevant box(es) below.</b>							
Understand	6 fluent 1 basic	Speak	6 fluent 1 basic	Read	6 fluent 1 basic	Write	6 fluent 1 basic
<b>Which of the following options best describes how you think of yourself?*</b>							

# Equality Impact Assessment

Heterosexual / straight	6	Gay or lesbian	0	Bisexual or pansexual	0	Prefer not to say	2
<b>What is your legal marital status?*</b>							
Single	2	Married	4	registered same-sex civil partnership and living with your partner		Prefer not to say	2
<b>Are you currently pregnant or have you been pregnant within the last year?</b>							
Yes		No	6	Prefer not to say		2	
<b>Have you taken maternity leave within the past year?</b>							
Yes		No	6	Prefer not to say		2	

\*table just displays options with responses, further options were available to select.

Consultation was undertaken at a formative stage and allowed for intelligent consideration and response. The timescales for consultation comply with the School Organisation Code and allowed 10 weeks for consultees to consider and prepare a response.

A number of themes received in as part of the process will be addressed and contained within a consultation report to be reported to Cabinet on the proposal. The Council has a statutory duty to publish a consultation report on the proposal.

The consultation processes gave a range of consultees and local people the opportunity to learn about the proposal and for the Council to hear the views of all those with an interest so that they can be taken into account before any decisions are made. The number of respondents and characteristics thereof are detailed in the consultation response report.

## Consultation (with internal and external stakeholders)

The consultation processes followed Welsh Government guidelines, in compliance with the Schools Standards and Organisation (Wales) Act 2013 and School Organisation Code 2018. The Council consulted with a range of statutory consultees outlined in and required by the Code.

Formal consultations were conducted through a consultation document and response form distributed electronically to prescribed consultees and published on the Vale of Glamorgan Council's websites on the 10 April 2024.

The bilingual consultation documents were published on 10 April 2024 and distributed online; through social media, and on the Vale of Glamorgan Council's website. Consultees were provided with an electronic copy of the documents and a link to the Vale of Glamorgan Council website. Hard copies were available at the school and also at all of the consultation events.



# Equality Impact Assessment

Consultees for the consultations were asked for their opinion on a key question:

- Do you support the proposal to create a specialist education by establishing a specialist resource base at Ysgol Gwaun Y Nant from September 2024?

Consultees were also offered the opportunity to comment further:

- If you would like to suggest any changes or alternatives to the proposals, please detail these below.
- Any other comments?

The consultation processes gave a range of consultees and local people the opportunity to learn about the proposal and for the Council to hear the views of all those with an interest so that they can be taken into account before any decisions are made. The number of respondents and characteristics thereof are detailed in the consultation response report.

The authority received 7 individual responses by the consultation closing date of 22 May 2024 and one late response. Of the total 8 individual responses received all were in favour of the proposal.

## National data and research

A great deal of information is available with relation to the population within the Vale of Glamorgan. This can be accessed from the following sources.

Household projections by local authority <https://gov.wales/sites/default/files/statistics-and-research/2020-08/subnational-household-projections-local-authority-2018-based-272.pdf>

Future population trends <https://gov.wales/sites/default/files/publications/2021-12/future-trends-report-wales-2021-narrative-summary.pdf>

ONS 2016 population estimates <https://gov.wales/mid-year-estimates-population-2020>

Protected characteristic data from 2011 Census  
<https://gov.wales/statistics-and-research/census-population/?lang=en>

Changes to school provision, in the form of statutory school organisation proposals, are often necessary as part of local authority plans.

The School Standards and Organisation (Wales) Act 2013 requires that the Welsh Ministers issue a School Organisation Code. The School Organisation Code 2018 sets out requirements for consultation upon and publication of statutory proposals for change and local authorities are required to follow the Code. The Code sets out requirements and provides guidance in respect of school re-organisation proposals brought forward to reconfigure school provision and for those responsible for determining proposals. The consultation process follows Welsh Government guidelines outlined in the School Organisation Code.

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## Local data and research

The Council is using current demographic, school, and pupil data to inform the proposal. A strategic review of data was used to inform the process.

Ysgol Gwaun Y Nant benefits from suitably sized classrooms, a main hall for sport and dining, offices for headteacher and administration, a staffroom, and break out areas for pupil interventions. The school is fenced to safeguard pupils with intercom access for visitors.

The SRB would have access to outdoor space. Staff would utilise the existing staff room within Ysgol Gwaun Y Nant to help foster a strong connection between the SRB and the wider school, improving integration.

The proposed location would provide:

- A high-quality IT rich learning environment for pupils meeting the educational curriculum needs of the 21st Century
- Outdoor facilities for ALN pupils
- Specialist provision to provide a curriculum that best meets the needs of learners

## 6. How robust is the evidence?

### Does it show what the impact will be (positive and negative)?

This proposal pays due regard to the need to eliminate discrimination, advance equality, and foster good relations as an integral part of the decision making process. The impact of the proposal will be positive in terms of providing improved learning environments which are adaptable to change and will challenge and support children to reach their full potential.

The impact of not proceeding with the creation of the new SRB would be that there would be inadequate specialist provision for Welsh medium pupils with ALN. The new SRB would provide additional capacity for 16 pupils. The new SRB would be able to provide a specialised learning environment to deliver integrated provision for pupils with a diagnosis of an autism spectrum condition and those experiencing significant social communication, interaction, or regulation difficulties. The facilities available at Ysgol Gwaun Y Nant are appropriate for 21st century learning.

In proceeding, here may be a negative impact :

- Management of staff and resources may be disrupted during the implementation of the proposal. As the base is already operating as a pilot project, this would be minimal.
- Some pupils will have further to travel to the new SRB than to their home school.

### What are the gaps?

# Equality Impact Assessment

The protected characteristics of future pupils attending the SRB are unknown at this stage. There is limited information held within the Directorate of the protected characteristics of the staff and governing body however the proposal is designed to have a positive or neutral impact on those with protected characteristics accessing the new location. As the staff and governing body are small in number, this data may also serve to identify individuals and personal information held about them. However as part of the consultation opportunities via a variety of confidential methods were given to respondents to express concerns with relation to their personal circumstances as well as any wider concerns. No issues were raised during the consultation or subsequently that were considered to have an adverse impact on the protected characteristics of pupils, staff or governors. As a result this is not included in this assessment.

The Council would ensure that all those accessing this provision were not adversely impacted as a result of their protected characteristic as a result of this proposal.

## **What will you do about this?**

Consideration of the protected characteristics of the pupils, staff and governing body would be reflected in the SRBs in location. For example via the provision of a fully accessible building at Ysgol Gwaun Y Nant

The protected characteristics of future occupiers of the school cannot be known however the SRB management would ensure equality of opportunity for all those accessing the new building.

Information is provided to the school by the parents and professionals on the child's enrolment at the school. This allows the school to ensure that the school can meet their needs.

## **What monitoring data will you collect?**

The Pupil Level Annual School Census (PLASC) data is collected on an annual basis, protected characteristics are captured through this process.

## **How often will you analyse and report on this?**

The pupils Level Annual School Census (PLASC) is completed annually. The Council and schools use the data to develop and monitor policy and performance in the Vale of Glamorgan. The effectiveness of this proposal will be monitored via the school's governing body, the Council, the Central South Consortium and Estyn.

## **Where will you publish monitoring data and reports?**

School Census is published by Welsh Government on the STATS Wales website for each local authority area.

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<https://statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Schools-Census>

There would be continued monitoring of school standards across all year groups by the governing body, the Local Authority, and the Central South Consortium and via Estyn.

Standards in schools are monitored on an annual basis by the Consortium and reported back to the Local Authority. Standards for children who have been identified with additional learning needs, along with those children identified as school action and school action plus will also be part of the Annual National Categorisation School Report carried out by the Central South Consortium in partnership with the school.

## 7. Impact

### **Is there an impact?**

There would be a positive impact on persons with the protected characteristics of age, disability, gender reassignment and identity, religion/belief, and human rights.

There has been no perceived negative impact on the protected characteristics identified.

The positive impacts are outlined below in the relevant section.

### **If there is no impact, what is the justification for thinking this? Provide evidence.**

Evidence is assessed through the consultation process and through school and pupil data.

### **If there is likely to be an impact, what is it?**

#### **Age**

The SRB would serve pupils ranging from 3 to 11 year olds in a Welsh medium primary school setting. The creation of the SRB would improve access to all pupils within the primary school age bracket. Therefore, it is considered the proposal would have a **positive** impact on the protected characteristic of age.

#### **Disability**

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The Specialist Resource Base (SRB) would provide periods of integrated provision for pupils with a diagnosis of an autism spectrum condition and those experiencing significant social communication, interaction, or regulation difficulties. This will include pupils whose high level of anxiety is impacting significantly on their ability to access mainstream education. The SRB would serve the Vale of Glamorgan area with pupils attending the SRB 2 days a week from other mainstream schools in the Authority.

There is currently no SRB providing this service for Welsh medium primary age pupils. Based on the policies in place that would not change as a result of the move to a new school building, staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the governing body and Council in order to support the staff at the school and all people accessing the building will benefit from its accessible nature.

The proposal will therefore provide a **positive** impact for pupils, staff, governors, and the wider community visiting the school who have been identified within this protected group as they will have access to a fully accessible school building.

## **Gender reassignment, including gender identity**

Gender reassignment is not recorded for Primary age pupils however individual pupils choosing to live other than at their birth gender are supported within Primary Schools. All eligible children would receive a high quality education at the new SRB. Pupils and staff have the right to access the toilet that corresponds to their gender identity. Any pupil or staff member who has a need or desire for increased privacy, regardless of the underlying reason, would be provided access to a single stall toilet, but no pupil or staff member shall be required to use such a toilet. The building would provide single stall toilets that can be used by all, albeit separate facilities would be available for adults and children.

The use of changing rooms by transgender pupils and staff would be assessed on a case by-case basis in discussion with the individual concerned. The school would maximise social integration and promote an equal opportunity to participate in physical education classes and sports, ensuring the safety and comfort, and removing adverse impact for the individual. In most cases, transgender pupils or staff would have access to a changing space that corresponds to their gender identity.

None of the respondents indicated that this proposal would have an adverse impact on their gender identity. Based on current evidence this proposal would have a **neutral** impact on this protected group.

## **Marriage and civil partnership (discrimination only)**

None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. This information is not held at a directorate level for staff and governors however the proposal is designed to have a positive or neutral impact on those with protected characteristics accessing the new building. Pupils at the SRB would be below the legal marriage age. Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the governing body and Council in order to support the staff at the school.

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Based on the policies in place that would not change as a result of the transfer to a new school building, this proposal would have a **neutral** impact on this protected group.

## **Pregnancy and Maternity**

It is considered that there will not be a negative impact on pupils in this protected group as there is a minimal likelihood of pupils falling within this protected group due to the age range of the school. The provision of education for any pupil who were within this protected group would remain unaltered by the proposal.

Staff who are currently on maternity leave or are pregnant at the point of the proposed move would be protected under the Equalities Act 2010.

None of the respondents indicated that this proposal would have an adverse impact on their status in this regard however reference to the impact, both positive and negative, on future children was made in a small number of responses. Based on the policies in place that would not change as a result of the proposal, this proposal would have a **neutral** impact on people in this protected group.

## **Race**

The predominant ethnicity at Ysgol Gwaun Y Nant is currently White – Welsh/English/Scottish/Northern Irish British. This is reflective of the wider Vale Primary School population which has an average of 87% White British pupils.

As the children will be moving to a new school location are from schools from around the Vale, it is unlikely that the proposal will significantly change the ethnic profile of the school.

All staff, pupils and governors would continue to receive protection under the Equalities Act 2010 which would be referred to by the governing body and Council in order to support the staff at the school.

None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Based on the policies in place that would not change as a result of the proposal and the very small number of pupils in this category, this proposal would have a **neutral** impact on people in this protected group.

## **Religion and belief**

Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the governing body and Council in order to support the staff at the school.

Respect for all religious and non-religious beliefs would not change due to this proposal. Ysgol Gwaun Y Nant is a community school and the aspect of the curriculum relating to religion and belief would not change as a result of this proposal.

None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. It is considered the proposal would have a **neutral** impact on people in this protected group.

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## Sex

Ysgol Gwaun Y Nant currently has 47% male pupils on roll and 53% female. The percentage split at the school is a similar percentage to the Vale wide Welsh medium primary pupil population (48% male and 52% female). Overall it is considered there would be no perceived negative impact.

Children of both sexes would be treated and taught equally in the school at the SRB. There would be no different methods of teaching or curricula for either sex. The SRB would aim to reduce - as far as possible - segregating pupils and students by Gender. Pupils would continue to be supported to enable equal access to PE and where lessons are segregated by sex/gender they would be enabled to participate in the activity which corresponds to their gender identity if this is what they request. The aspect of the curriculum management relating to any identified gender based attainment gap would not change as a result of this proposal.

Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing body and Council in order to support the staff at the school. .

None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Based on the policies in place that would not change as a result of the proposal, this proposal would have a **neutral** impact on people in this protected group.

## Sexual orientation

Inclusivity and respect of others is an intrinsic element of the national curriculum. The principles of school inspection as described in the 'Framework for School Inspection', September 2015 states that the inspection will focus on the needs of pupils and parents by evaluating the extent to which schools provide an inclusive environment which meets the needs of all pupils irrespective of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation. The Estyn School Inspection Handbook also details how inspection will evaluate how well individual pupils benefit from the school and states it may be relevant to pay particular attention to those with protected characteristics, therefore including transgender pupils. Under spiritual, moral, social, and cultural development Estyn will look for evidence where pupils develop awareness and respect for diversity in relation to, for example gender, race, religion and belief, sexual orientation, and disability.

Inspectors will also consider types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment – this includes cyber bullying and prejudice-based bullying related to special education need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.

Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the governing body and Council in order to support the staff at the school.

Based on the policies in place that would not change as a result of the proposal, this proposal would have a **neutral** impact on people in this protected group.

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## Welsh language

A review of Welsh Medium provision, carried out in consultation with head teachers from Welsh medium schools in the Vale, identified that more Welsh medium specialist provision was required. A very successful Resource Base has previously been established at Ysgol Bro Morgannwg and it was evident that a base for pupils attending primary Welsh medium education in the Vale was also required to establish a continuum of provision from 4-18.

The Vale of Glamorgan's Welsh in Education Strategic Plan (WESP) sets out our ambitions in this regard with relation to Welsh medium education. There is a well-established outreach service in the Vale of Glamorgan providing support to schools for pupils with ALN. Following an analysis of the workforce it was identified that there was a need for additional Welsh speaking specialists to support schools in the areas of autism and social, emotional, and mental health. The establishment of an SRB at Ysgol Gwaun Y Nant to provide integrated provision for pupils with a diagnosis of an autism spectrum condition and those experiencing significant social communication, interaction, or regulation difficulties would be a significant step in addressing our WESP targets.

Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the governing body and Council in order to support the staff at the school.

None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Based on current evidence, this proposal would have a **positive** impact on people in this protected group as it would lead to the creation of a new provision not currently in place.

## Human rights

Consideration of the UNICEF document, A Human Rights-Based Approach to Education For All was given as part of the development of this consultation. This document advises that Chapter 2 introduces a conceptual framework for the rights-based approach to education that embodies three interlinked and interdependent dimensions. It contends that human rights related to education cannot be realized unless and until all three are addressed:

- The right of access to education – the right of every child to education on the basis of equality of opportunity and without discrimination on any grounds. To achieve this goal, education must be available for, accessible to and inclusive of all children.
- The right to quality education – the right of every child to a quality education that enables him or her to fulfil his or her potential, realize opportunities for employment and develop life skills. To achieve this goal, education needs to be child-centred, relevant and embrace a broad curriculum, and be appropriately resourced and monitored.
- The right to respect within the learning environment – the right of every child to respect for her or his inherent dignity and to have her or his universal human rights respected within the education system. To achieve this goal, education must be provided in a way that is consistent with human rights, including equal respect for every child, opportunities



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for meaningful participation, freedom from all forms of violence, and respect for language, culture, and religion.

This proposal has been presented in order to address the right of access to education, the right to quality education and the right to respect within the learning environment for all pupils within the Vale of Glamorgan.

There would be a positive impact regarding ALN as the proposal would result in improved provision available for pupils with a diagnosis a diagnosis of an autism spectrum condition and those experiencing significant social communication, interaction, or regulation difficulties. The proposal would support pupils to continue to access mainstream education with additional support.

Outcome 6 of our WESP requires the Council to increase the provision of Welsh-medium education for pupils with additional learning needs (ALN) in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018. This proposal, if successful would be a significant step in meeting our WESP targets.

The creation of the SRB would create three new posts. Any future proposed changes to staffing would be subject to full consultation with staff and the relevant trades unions where necessary.

The Vale of Glamorgan Council fully supports the governors, headteacher and staff at the school with any employment related matters. The school has access to the Council's Human Resources policies and procedures, including recruitment policies. The Human Resources service works closely with governors to ensure regular and clear communication with all employees takes place on all matters relating to a change in location of their workplace.

None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Based on current evidence, this proposal would have a **positive** impact on people in this protected group due to the creation of new employment and development opportunities.

## **Socio-economic duty**

The overall aim of the duty is to deliver better outcomes for those who experience socio-economic disadvantage. The duty, which applies to strategic decisions, commenced 31 March 2021. Socio-economic considerations have subsequently been assessed and the results are documented below. For the purposes of this assessment, socio-economic indicators include education, economic, employment, health and wellbeing, and accessible transport.

### Education

The proposal would address a number of challenges and would:

- Provide targeted support for pupils attending Welsh medium primary schools with a diagnosis of an autism spectrum condition and those experiencing significant social

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communication, interaction, or regulation difficulties within a mainstream primary school environment.

- Provide an improved learning environment which is adaptable to change and will challenge and support children to reach their full potential.
- Provide opportunities for professional development throughout our Primary Schools.
- Ensure that pupils with pupils with a diagnosis of an autism spectrum condition and those experiencing significant social communication, interaction, or regulation difficulties can have their needs met within the local authority and can be supported to remain in their mainstream school

## Economic

The SRB would be based at Ysgol Gwaun Y Nant and serve the whole local authority area. Ysgol Gwaun Y Nant is located within the ward Gibbonsdown 2.

The ward has a population of 5,488 based upon the 2021 census.

The data below for the Gibbonsdown 2 ward is from the [Welsh Index of Multiple Deprivation \(WIMD\)](#).

Vale of Glamorgan Constituency Area	LSOA Code	Overall Wales Rank (of 1909)		Employment Rank (of 1909)		Access to Services Rank (of 1909)	
		Rank	% (Least / Most Deprived)	Rank	% (LD / MD)	Rank	% (LD / MD)
Gibbonsdown 2	<b>Ranked of 1909 (Education)</b>	<b>105</b>	10% most deprived	<b>127</b>	10% most deprived	1070	50% least deprived

As the table above shows, the ward accommodating Ysgol Gwaun Y Nant are mixed in terms of levels of deprivation. The LSOA area the school is located in is one of the most deprived areas across 2 of the 3 measures, however it ranks within the 50% least deprived in terms of access to services due to its suburban location

The school will take in pupils from across the Vale of Glamorgan with more varied socio-economic status, this would not change as a result of these proposal.

## Employment

The Vale of Glamorgan Council would fully support the governors, headteacher and staff at the school with any employment related matters. The school has access to the Council's Human Resources policies and procedures, including recruitment policies. The Human Resources service works closely with governors to ensure regular and clear communication with all employees takes place.

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The proposal would create three new posts.

## Health and Wellbeing

The school has a highly positive and inclusive ethos, which helps pupils to develop self-esteem and grow in confidence.

## Accessible transport

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'.

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) 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-mile limit 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.

None of the respondents indicated that these proposals would have an adverse impact on their socio-economic status in this regard. Based on current evidence noted above, these proposals would have a **positive** impact on pupils from families which are socio-economically disadvantaged due to the creation of a new resource.

## **How do you know?**

**Explain this for each of the relevant protected characteristics as identified above.**

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Data is provided and analysed through the Pupil Level Annual School Census data collected in the January of each year. The Council also uses current demographic, school, and pupil data to inform the proposal. The staff would also continue to receive protection under the Equalities Act 2010 which would be referred to by the governing body and Council in order to support the staff at the school.

## What can be done to promote a positive impact?

**Explain this for each of the relevant protected characteristics as identified above.**

The availability of the school, its benefits, and the facilities available will be published on the Council's website and through the Council's Parental Guide to School Admissions for parents to consider when making a decision on where to express a preference for a pupil place. Having due regard to the need to advance equality of opportunity includes having due regard to the need to remove or minimize disadvantages suffered by them. Due regard would therefore be paid to the need to take steps to meet the needs of such persons where those needs are different from persons who do not have that characteristic, and to encourage those who have a protected characteristic to participate in public life. The steps involved in meeting the needs of disabled persons include steps to take account of the persons' disabilities would be key to the design of the new building. Having due regard to 'fostering good relations' involves having due regard to the need to tackle prejudice and promote understanding. This is an important aspect to curriculum delivery and would not change as a result of this proposal.

It is acknowledged that complying with the duty may involve treating some people better than others, as far as that is allowed by the discrimination law.

### Age

The school would provide a new resource for children of primary school age. Inclusivity and respect of others is an intrinsic element of the national curriculum which will continue at the school. This proposal would therefore have a **positive** impact on age.

### Disability

The proposal would have a **positive** impact as the new SRB is within an accessible school building and provides additional support for pupils with a recognised disability.

### Gender reassignment, including gender identity

All children would be supported to receive a high quality education if the proposal were to be successfully implemented regardless of gender identity. The school will have suitable facilities in place to accommodate pupils of any gender; no pupil or staff member would need to consider changing schools due to gender reassignment.

Inclusivity and respect of others is an intrinsic element of the national curriculum.

# Equality Impact Assessment

## **Marriage and civil partnership**

Staff would receive protection under the Equalities Act 2010 which would be referred to by the governing body and Council in order to support the staff at the school.

Inclusivity and respect of others is an intrinsic element of the national curriculum. The Council will ensure that the school promotes this requirement through its monitoring and challenge carried out by the school improvement service and Human Resources.

## **Pregnancy and Maternity**

Staff would receive protection under the Equalities Act 2010 which would be referred to by the governing body and Council in order to support the staff at the school.

Inclusivity and respect of others is an intrinsic element of the national curriculum. The Council will ensure that the school promotes this requirement through its monitoring and challenge carried out by the school improvement service and Human Resources.

## **Race**

Inclusivity and respect of others is an intrinsic element of the national curriculum. The Council will ensure that the school promotes this requirement through its monitoring and challenge carried out by the school improvement service and Human Resources.

## **Religion and belief**

Inclusivity and respect of others is an intrinsic element of the national curriculum. The Council will ensure that the school promotes this requirement through its monitoring and challenge carried out by the school improvement service and Human Resources.

## **Sex**

Children of both sexes would be treated and taught equally in the SRB. There would be no different methods of teaching or curricula for either sex. Inclusivity and respect of others is an intrinsic element of the national curriculum. The Council will ensure that the school promotes this requirement through its monitoring and challenge carried out by the school improvement service and Human Resources.

## **Sexual orientation**

Staff would receive protection under the Equalities Act 2010 which would be referred to by the Governing body and Council in order to support the staff at the school.

Inclusivity and respect of others is an intrinsic element of the national curriculum. The Council will ensure that the school promotes this requirement through its monitoring and challenge carried out by the school improvement service and Human Resources.

# Equality Impact Assessment

## What can be done to lessen the risk of a negative impact?

Explain this for each of the relevant protected characteristics as identified above.

No negative impacts have been identified as a result of this proposal.

## Is there a need for more favourable treatment to achieve equal outcomes? (Disability only)

The current facilities are not fully accessible and this would be addressed positively as part of this proposal.

## Will the impact be positive, negative, or neutral?

Explain this for each of the relevant protected characteristics as identified above.

Age – Positive

Disability – Positive

Gender reassignment, including gender identity – Neutral

Marriage and civil partnership – Neutral

Pregnancy and Maternity – Neutral

Race – Neutral

Religion and belief – Neutral

Sex – Neutral

Sexual orientation – Neutral

(Welsh language – Positive

Human rights – Positive

Socio-economic duty – Positive)

Please see reasons outlined in the previous sections. In conclusion, there is no real risk of direct or indirect discrimination as the Council is pursuing a legitimate aim (namely, improving the capacity and efficiency of education) and the decision to publish the proposals to make a regulated alteration is a proportionate means of achieving that aim.

## 8. [Monitoring on-going impact](#)

### Date you will monitor progress

PLASC data is annual and if approved by Cabinet a project plan for this proposal will be initiated. This will include reference to this document. Any changes in outcomes resulting

## Equality Impact Assessment

from this ongoing analysis will be used to update this Equality Impact Assessment, including any mitigating actions which may be required.

### **Measures that you will monitor**

PLASC data for all pupils will be broken down and monitored by Age, Disability, Race, Religion and belief and Welsh language. The Equalities Team monitors service data and provides information in the annual equality monitoring report. The measures identified for the education of pupils are a matter for the governing body in their School Improvement Plan.

### **Date you will review implemented proposal and its impact**

Subject to the Council's approval, the school would receive enhanced support and challenge in the year following its introduction as is the practice following all school re-organisations. This will be provided by the Council. Thereafter, the school will be subject to routine monitoring and challenge from the Central South Consortium, Estyn, and the Council.

The Vale of Glamorgan Council works closely with the governing bodies of schools to ensure that standards are robust, that teaching and learning is of a high quality and that leadership and governance is strong. The Council works with two organisations in order to monitor the performance of schools and to support school improvement.

Estyn is the office of Her Majesty's Chief Inspector of Education and Training in Wales. It is a Crown body, established under the Education Act 1992. Estyn is independent of the National Assembly for Wales but receives its funding from the Welsh Government under section 104 of the Government Wales Act 1998. Estyn inspects quality and standards in education and training providers in Wales.

The Central South Consortium Joint Education Service (CSCJES) was established in September 2012. The Local Authority works with the Consortium to support and challenge all schools in the Vale of Glamorgan.

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

In September 2017, a new Estyn School Common Inspection Framework was introduced for all schools across Wales. Ysgol Gwaun Y Nant was last inspected in 2016 under Estyn's current Inspection Framework.

# Equality Impact Assessment

## 9. [Further action as a result of this equality impact assessment](#)

Possible Outcomes	Say which applies
No major change	Yes
Adjust the policy	
Continue the policy	
Stop and remove the policy	

## 10. [Outcomes and Actions](#)

<p>Recommend actions to senior management team</p> <p>None</p>
<p>Outcome following formal consideration of proposal by senior management team</p> <p>None</p>

## 11. [Important Note](#)

<p>Where you have identified impacts, you must detail this in your Cabinet report when seeking approval for your proposal.</p>
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## 12. [Publication](#)

<p>Where will you publish your approved proposal and equality impact assessment?</p> <p>The Council's website</p>
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## 13. [Authorisation](#)

Approved by (name)	Paula Ham
Job Title (senior manager)	Director of Learning and Skills
Date of approval	3 June 2024



# Equality Impact Assessment

Date of review	
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