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Appendix B

DIRECTORATE OF LEARNING AND SKILLS

Community Impact Assessment

O CONSULTATION ON THE PROPOSAL TO CREATE NEW DELIVERY MODELS FOR ENHANCED & SUSTAINABLE SPECIALIST PROVISION.

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*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.*

# 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 consultation is in two parts:

• To establish a new English Medium specialist resource base at Holton Primary School with effect from 1 January 2026, or as soon as possible thereafter. A pilot provision is currently operating at the school in order to inform decision making.

• To introduce an expanded model of the Local Authorities engagement service, currently being delivered by Ysgol Y Deri. This will be piloted in the autumn term 2025 in order to inform decision making.

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. In recent years the growth in ALN need has increased exponentially across our overall provision in specialist education, and there is a need to consolidate support to widen access to specialist support, training and interventions across all our schools. Information gathered suggests that due to an increase of pupils with social, emotional and mental health (SEMH), a more strategic approach is needed, to improve sustainability of our services for all of our pupils.

# Community Profile

Holton Primary School is located within the **LSOA** Buttrills 3 (W01001065)

The **LSOA** has a population of **1564** based upon the 2021 census.

The data below for the Buttrills 3 **LSOA** is from the [Welsh Index of Multiple Deprivation (WIMD)](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwimd.gov.wales%2F%3Flang%3Den&data=05%7C02%7CLLewis%40valeofglamorgan.gov.uk%7Cca09ea8c78e349e4320908ddace35869%7Ce399d3bb38ed469691cf79851dbf55ec%7C0%7C0%7C638856814619677479%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=6oSp0cVkJ1QWSqgBUHWOWTvU5JqqqTfB5yCVIpsM5LE%3D&reserved=0).

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| **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)** |
| **Buttrills 3** | **Ranked  of 1909 (Education)** | **814** | 30%-5o% most deprived | **1067** | 50% least deprived | **1760** | 50% least deprived |

As the table above shows, the **LSOA** accommodating Holton Primary School is mixed in terms of levels of deprivation. The LSOA area the school is located in is one of the most deprived areas in 1 of the 3 measures, however it ranks within the 50% least deprived in terms of access to services and employment due to its suburban location.

St Josephs Catholic Primary School is located within the **LSOA** Dinas Powys 3 (W01001088)

The **LSOA** has a population of **2142** based upon the 2021 census.

The data below for the Dinas Powys 3 **LSOA** is from the [Welsh Index of Multiple Deprivation (WIMD)](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwimd.gov.wales%2F%3Flang%3Den&data=05%7C02%7CLLewis%40valeofglamorgan.gov.uk%7Cca09ea8c78e349e4320908ddace35869%7Ce399d3bb38ed469691cf79851dbf55ec%7C0%7C0%7C638856814619699298%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=TuUB2g%2BlSCCOrc%2B5dWbdtnwFurMbHAW%2B464i%2BxZtXNI%3D&reserved=0).

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| **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)** |
| **Dinas Powys 3** | **Ranked  of 1909 (Education)** | **874** | 30%-50% most deprived | **660** | 30-50% most deprived | **929** | 3-50% most deprived |

The LSOA area the school is located in is one of the most deprived areas in 3 of the 3 measures.

## Additional Learning Needs

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 statutory framework for supporting children with 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.

There is an identified trend in a growth and complexity of need in those requiring specialist provision across all of our schools. This is a nationwide trend. 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 social, emotional and mental health needs.

While the provision at Y Bont has been successful and there are areas of best practice, the scope is limited given the demand, and the pressures on High Street Primary School in operating the base have been disproportionate given the outcomes required from a provision such as this, given the demand across the county. Financial pressures both at a school and Local Authority level also play a significant role in terms of the sustainability of the provision, and more leverage on supporting mainstream schools on teaching and learning and inclusive practice are needed to manage the demand, upskill and coordinate a regional approach to supporting SEMH challenges in schools, to ensure consistency of practice, accessibility and the impacts on local schools are as equitable as possible.

# 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:

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| --- | --- |
| **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.

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| --- | --- |
| **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

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| --- | --- | --- | --- |
| **Ref.** | **Measure** | **Score** | **Impact of Proposal** |
| CI1 | Children living in the catchment are attending their local school | 1 | The creation of the SRB would utilise currently unused space at Holton Primary School. This would not therefore have an adverse impact on admissions to Holton as current projections indicate the existing mainstream provision at the school is more than sufficient to meet demand from within its catchment area.  The English Medium specialist resource base at Holton Primary School would deliver specialist 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.  It is proposed that an expanded model of the Local Authorities engagement service model, currently being delivered by Ysgol Y Deri is put into place to leverage the existing Early Intervention Base (EIB) provision to achieve three main advantages:  1. Prioritise early intervention and an equitable graduated response for pupils with SEMH needs in primary schools:  2. Prioritise early intervention and an equitable graduated response for the youngest pupils with SEMH within secondary schools:  3. Deliver specialist interventions for pupils in Year 3 to Year 6 within mainstream schools, building on the successful work already taking place.  4. Establish one specialist school for children with SEMH at both primary and secondary levels. |
| CI2 | Services provided by the school for the local community, including extra-curricular activities | 1 | It is proposed that any community services currently provided by the named schools would continue and that there would be no loss of provision. |
| CI3 | Community facilities used regularly by the school | 0 | There would be no loss of access for community facilities as a result of this proposal at any of the named school sites. |
| 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 schools. |
| 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 | 0 | The current base (Y Bont) at High Street offers 8 places on a pupil / staff ratio of 1:1/2. There is one qualified teacher and 5 support staff (2 HTLA & 3 LSA Level 3+). Staff of Y Bont are employed by the school to meet the needs of the base. Consequences of the new pilot starting are that the school/GB will need to consider its staffing requirements.  Any proposed future changes to staffing would be subject to full consultation with staff and the relevant trade unions where necessary. |
| CI7 | Impact on local infrastructure | 0 | The proposal would not result in an increase in capacity at any of the schools which would cause increased pressure on local infrastructure. Instead the proposal will adapt to existing vacant classrooms.  Holton 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. |
| CI8 | Transport arrangements | 0 | 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.  However, ALN pupils who have specific travel requirements which cannot be met with reasonable adjustment on mainstream transport may 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. |

# Scoring Summary

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

# Conclusions

In recent years the growth in ALN need has increased exponentially across our overall provision in specialist education, and there is a need to consolidate support to widen access to specialist support, training and interventions across all our schools. Information gathered suggests that due to an increase of pupils with social, emotional and mental health (SEMH), a more strategic approach is needed, to improve sustainability of our services for all of our pupils. The proposal is to create new delivery models for enhanced and sustainable specialist education provision. This consultation forms part of a wider strategy to ensure that ALN specialist education provision in the Vale of Glamorgan is responsive, sustainable and evolves to meet existing and future challenges.

The impact assessment identifies that the proposal would likely have a neutral impact on the local community across 6 of the 8 measures assessed and a positive impact on 2 of the 8 measures. Overall, the proposal would likely have a positive impact on the local community.

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