

DIRECTORATE OF LEARNING AND SKILLS Consultation Document

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

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



Contents

Introduction.....	3
Introduction	4
Explanation of terms used in this document	5
The Proposal	7
The proposal	8
Why are we proposing the changes?.....	9
Implications of the proposal	13
School information	14
Educational outcomes.....	14
Welsh language provision.....	18
Additional Learning Needs (ALN) provision	18
Impacts upon other schools	18
Admissions.....	19
Land and Buildings.....	21
Finance.....	22
Human Resources.....	23
Transport and learner travel arrangements.....	24
Other considerations.....	25
Potential benefits of this proposal compared to the status quo	26
Potential disadvantages of this proposal compared to the status quo.....	26
Potential risks of this proposal and measures to mitigate identified risks	26
Equality impact assessment.....	27
Community impact assessment	27
Contributions to the Wellbeing of Future Generations	28
Alternatives considered.....	28
The Statutory Consultation process.....	30
The Statutory Consultation process	31
Key dates	32
Frequently Asked Questions (FAQs)	33
Involving stakeholders and responding to the consultation	34
Involving school stakeholders in the consultation.....	35
Involving children in the consultation.....	35
How you can find out more and give your views.....	36
Consultation Response Form.....	38

Introduction

Background

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

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

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

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

The proposal

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

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

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

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

Responding to the proposal

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

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

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

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

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

Explanation of terms used in this document

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Proposal

Summary

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

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

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

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

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

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

What would this mean?

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

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

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

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

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

Why are we proposing the changes?

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

Centre for Learning and Wellbeing (CL&W)

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

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

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

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

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

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

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

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

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

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

Gladstone Primary School Resource Base

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Implications of the proposal

School information

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

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

The School Information document can be viewed via the following link:
www.valeofglamorgan.gov.uk/centreforlearningandwellbeing

Educational outcomes

Standards and progress

Centre for Learning & Wellbeing

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

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

Specialist Resource Base

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

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

Wellbeing and attitudes to learning

Centre for Learning & Wellbeing

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

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

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

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

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

Specialist Resource Base

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

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

Teaching and learning experiences

Centre for Learning & Wellbeing

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

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

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

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

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

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

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

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

Specialist Resource Base

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

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

Care, support and guidance

Centre for Learning & Wellbeing

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

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

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

Specialist Resource Base

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

Leadership and management

Centre for Learning & Wellbeing

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

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

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

Specialist Resource Base

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

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

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

Welsh language provision

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

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

Additional Learning Needs (ALN) provision

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

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

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

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

Impacts upon other schools

Local Schools

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

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

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

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

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

Ysgol Y Deri

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

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

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

Admissions

Previous numbers on roll

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

*Education otherwise than at school (EOTAS)

Projected numbers on roll

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

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

Admissions arrangements

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

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

Centre for Learning & Wellbeing

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

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

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

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

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

Specialist Resource Base

The SRB would accommodate around 10 pupils.

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

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

Land and Buildings

Centre for Learning & Wellbeing

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

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

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

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

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

The proposed new school building would provide:

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

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

www.valeofglamorgan.gov.uk/21st-Century-Schools



Double-height hall at Ysgol Dewi Sant



Flexible "heart" space at Ysgol Dewi Sant



Ysgol Y Deri secure reception area



Outside view of Oak Field Primary

Figure 1 – Images from previous schools built by the Vale's 21st Century Schools programme

Specialist Resource Base

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

Finance

Capital Funding

Centre for Learning & Wellbeing

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

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

The Council's capital funding breakdown is as follows:

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

Specialist Resource Base

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

Revenue Funding

Centre for Learning & Wellbeing

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

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

Specialist Resource Base

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

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

Human Resources

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

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

Transport and learner travel arrangements

Centre for Learning & Wellbeing

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

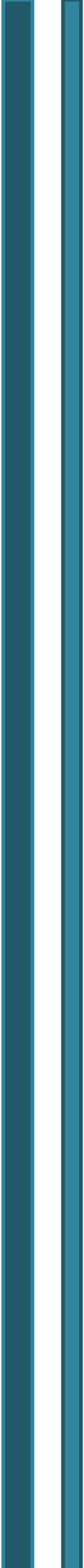
Y Daith is currently served by 2 minibuses and 6 taxis. This proposal would result in an overall reduction in learner travel. This is due to the proposed location being in a more central location within the Vale of Glamorgan. 60% of the existing pupils being transported to the PRU currently reside in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

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

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

Specialist Resource Base

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



Other considerations

Potential benefits of this proposal compared to the status quo

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

Potential disadvantages of this proposal compared to the status quo

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

Potential risks of this proposal and measures to mitigate identified risks

Table 5 – Potential risks and mitigation measures

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

Equality impact assessment

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

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

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

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

Community impact assessment

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

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

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

Contributions to the Wellbeing of Future Generations

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

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

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

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

Alternatives considered

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

standalone special school with its own governing body and headteacher.

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

The Statutory Consultation process

The Statutory Consultation process

Table 7 - Outline of the statutory consultation process

Steps	Description
Step 1: Develop a proposal	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.
Step 2: Cabinet consideration	The Council's Cabinet to consider the proposal and approval to consult. Due to restrictions imposed as a result of COVID-19 the Council's Managing Director determined to consult on this proposal using the emergency powers procedure on 9 July 2020.
Step 3: Consultation	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. The consultation period for this proposal starts on Monday 7 September 2020 and ends on Sunday 18 October 2020. See page 38 for further details of how to respond and make your views known. Within 13 weeks of 18 October 2020 a consultation report will be published on the Council's and website. Hard copies of the report will also be available on request. The report will summarise the issues raised by consultees during the consultation period and responses to these issues. The report will also contain Estyn's view of the proposals. In November 2020 Cabinet will consider the consultation report and decide whether or not to progress to the next stage. If the Council decides to continue with the proposals it must publish a statutory notice.
Step 4: Consultation response report	Feedback submitted during the consultation period will be considered and a response report will be developed and presented to Cabinet for consideration.
Step 5: Cabinet consideration	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.
Step 6: Statutory notice	The statutory notice must be published on a school day and as outlined in section 4.1 of the School Organisation Code (2018). The statutory notice would be published on the Vale of Glamorgan Council website and posted at or near the main entrance to the school. Copies of the notice would be distributed to pupils, parents, guardians, and staff members. The school may also distribute the notice by email. The notice would set out the details of the proposals and invite anyone who wishes to object to do so in writing within the specified period.
Step 7: Objection period	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.

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

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

Key dates

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

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

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

The proposed timetable may be subject to change.

Frequently Asked Questions (FAQs)

What is the intended timescale of development?

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

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

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

Who would manage the construction of the new school building?

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

How would we be involved throughout the design process?

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

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



Involving stakeholders and responding to the consultation

Involving school stakeholders in the consultation

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

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

The Council is consulting with the following groups:

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

Involving children in the consultation

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

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

How you can find out more and give your views

Find out more

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

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

You can also contact us on **01446 709828** or 21stcenturyschools@valeofglamorgan.gov.uk for further information on the proposal.

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

Give your views

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

You can:

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

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

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

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

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

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

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

Consultation Response Form

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

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

or

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

Please return the form to the postal address:

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

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

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

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

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

Your Full Name:	
Postcode:	

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

*Please confirm which school/s you are affiliated with:	
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1. Do you support the proposal to transform specialist education? (Please indicate your response to each part below)

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

Yes

No

No opinion either way

Please explain why:

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

Yes

No

No opinion either way

Please explain why:

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

Yes

No

No opinion either way

Please explain why:

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

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3. Any other comments?

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Thank you for your comments.

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

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

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

Vale of Glamorgan Equality Monitoring Form

Gender and Gender Identity				
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			
Disability				
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			
Age				
What is your date of birth?				
National Identity				
National Identity – how would you describe your national identity?				
<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		
Ethnic Group				
Ethnicity – how would you describe your ethnic group?				
White				
<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):			
Mixed/multiple ethnic groups				
<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):				
Asian/Asian British				
<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):				
Black/African/Caribbean/Black British				
<input type="checkbox"/> African		<input type="checkbox"/> Caribbean		
<input type="checkbox"/> Any other Black/African/Caribbean background (please specify):				
Other ethnic group				
<input type="checkbox"/> Arab				
<input type="checkbox"/> Any other ethnic group (please specify):				
<input type="checkbox"/> Prefer not to say				

Welsh Language

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

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

Sexual Identity

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

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

Religion

What is your religion?

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

Pregnancy and Maternity

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

Marriage and Civil Partnership

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