

Meeting of:	Cabinet
Date of Meeting:	Monday, 21 December 2020
Relevant Scrutiny Committee:	Learning and Culture
Report Title:	Update on the proposal to establish a specialist resource base at Whitmore High School from September 2021.
Purpose of Report:	To advise Cabinet of the outcome of the consultation exercise undertaken on the proposal to establish a specialist resource base at Whitmore High School from September 2021.
Report Owner:	Deputy Leader and Cabinet Member for Education and Regeneration
Responsible Officer:	Paula Ham, Director of Learning and Skills
Elected Member and Officer Consultation:	<p>Lisa Lewis: Operational Manager, Strategy & Resources Jane O'Leary: 21st Century Schools Programme Manager Carolyn Michael: Operational Manager, Accountancy David Davies: Head of Additional Learning Needs and Wellbeing</p> <p>Committee Reports</p> <p>Public consultation with all required consultees and interested parties has been carried out, in accordance with the relevant legislation and statutory guidance</p> <p>The proposal was referred to the Council's Scrutiny Committee (Learning and Culture) on 12 November 2020.</p> <p>Local Ward Members have been consulted.</p>
Policy Framework:	This is a matter for Executive decision by Cabinet.

Executive Summary:

- The purpose of this report is to advise Cabinet of the outcome of the statutory consultation on the proposal to transform specialist education by establishing a specialist resource base at Whitmore High School from September 2021. The Council received 19 responses by the closing date of 20 November 2020. Consultees were asked to indicate whether they 'support', 'do not support' or have 'no opinion' on the proposal. All respondents indicated they were in favour of the proposal.
- A summary of key themes and issues raised during the consultation exercise is included in the consultation report attached at Appendix B.
- Following the completion of the consultation period, a decision is now required on whether to progress the proposals further with the publication of the proposal for the regulated alteration in the form of a statutory notice.

Recommendations

- 1.** That Cabinet considers this report, the consultation report and other appendices included as part of this report, which includes minutes of the Learning and Culture Scrutiny Committee meeting held on 12 November 2020.
- 2.** That Cabinet considers the proposal to establish a specialist resource base at Whitmore High School from September 2021.
- 3.** That Cabinet approves the proposal through the publication of the proposal in the form of a statutory notice.

Reasons for Recommendations

- 1.** To ensure that all relevant information is considered by Cabinet in reaching a decision on whether to publish a statutory notice on the proposal.
- 2.** To ensure the delivery of the Council's strategy to transform special education to best meet the needs of our most vulnerable learners.
- 3.** To progress the proposal in accordance with the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code 2018.

1. Background

- 1.1** On 9 July 2020, using the Emergency Powers Procedure, 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:
 - Establish a new Centre for Learning and Wellbeing, which will replace Y Daith, the Council's pupil referral unit (PRU);
 - Establish specialist resource bases in mainstream schools to ensure learners have access to mainstream education; and
 - Increase capacity of Ysgol Y Deri, the Council's special school, to meet projected demand for special education.
- 1.2** The Managing Director also authorised the Director of Learning & Skills to undertake a consultation from Monday 5 October 2020 to Friday 20 November 2020 on a proposal to establish a specialist resource base at Whitmore High School from September 2021.
- 1.3** It should be noted that since developing the proposal, there has been an update in the terminology. References to autism spectrum disorder (ASD) will be replaced with autism spectrum condition (ASC).

2. Key Issues for Consideration

Consultation

- 2.1** On Monday 5 October 2020, the Director of Learning and Skills launched the consultation on the proposal to establish a specialist resource base to support learners with Autism Spectrum Condition (ASC) at Whitmore High School from September 2021.
- 2.2** The consultation was issued in accordance with the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code 2018.
- 2.3** The consultation document was issued to prescribed consultees as outlined in the School Organisation Code 2018. The consultation document and appendices are attached at Appendix A.
- 2.4** Due to the ongoing implications of the Coronavirus parent and community drop in sessions were not held to limit interaction between staff, parents and the wider community. However, open communication channels were maintained throughout the consultation by phone and email. Consultation sessions were undertaken with pupils currently attending Whitmore High School to ensure their views were considered as part of the consultation. A Council Officer also attended a meeting of the governing body of Whitmore High School to provide an overview of the proposal and respond to any queries.
- 2.5** In accordance with the School Organisation Code (2018), respondents were encouraged to submit their views in writing to the Council for consideration. Respondents had the option to respond via post, email or electronic survey hosted online.
- 2.6** The Council received 19 responses by the closing date of 20 November 2020. Consultees were asked to indicate whether they 'support', 'do not support' or have 'no opinion' on the proposal. All respondents indicated they were in favour of the proposal.
- 2.7** The proposal was considered by the Learning and Culture Scrutiny Committee on 12 November 2020 as part of the consultation process.
- 2.8** The Consultation Report (Appendix B) provides an overview of the responses received and outlines the Council's response. The consultation report also includes:
 - A report on the consultation session undertaken with a representative group of Whitmore High School pupils;
 - The formal response submitted by Estyn;
 - The minutes of the Learning and Culture Scrutiny Committee meeting held on 12 November 2020; and
 - The response received from the governing body of Whitmore High School.
- 2.9** A number of key themes were highlighted in support of the proposal. These included:

- The proposal would provide targeted support for pupils with ASC within a mainstream secondary school environment to ensure pupils reach their full potential; including by breaking down social and educational barriers.
 - Makes provision within the Vale for larger numbers of pupils with ASC.
 - Provides opportunities for professional development throughout Whitmore High School.
- 2.10** Whilst no responses indicated that they were against the proposal, a number of issues relating to the proposal were raised by respondents and are summarised below. The Council's response to these issues is contained within the Consultation Report (Appendix B).
- The type of specialist provision should be extended beyond ASC pupils.
 - The appropriate financial and human resources would be essential to the success of the proposal.
 - Query how the proposal would support Welsh language pupils and strategy.
- 2.11** A Community Impact Assessment is attached at Appendix C, and an Equality Impact Assessment included at Appendix D for Cabinet to consider alongside the consultation report.

Quality and standards in education

- 2.12** This proposal would likely have a positive impact on the quality and standards in education. The new building would be designed to meet the needs of pupils and would provide the opportunity to enhance the curriculum.
- 2.13** The specialist resource base at Whitmore High School would ensure consistent support for learners with ASC needs across the Vale of Glamorgan.
- 2.14** Estyn formally responded to the consultation and commented that 'It is Estyn's view that this proposal is unlikely to have a detrimental impact upon learners, and that educational standards within the area are likely to be at least maintained'.

Community impact

- 2.15** A Community Impact Assessment was undertaken and published alongside the consultation document. The assessment concluded that the proposal would likely have a positive impact on the local community through increased community facilities. No comments were received regarding the Community Impact Assessment during the consultation period.

Travel arrangements

- 2.16** The resource base would be accommodated within the new school building currently being constructed on the Whitmore High School site.
- 2.17** Traffic and transport implications associated with the new building were considered as part of the Transport Assessment that was required in order to achieve planning consent for the building works. The Planning application was approved by the Planning Committee on 31 July 2019.

- 2.18** Active travel has been an important consideration within the site design to support the realisation of the Active Travel (Wales) Act 2013. Additional bike and scooter storage will be provided at the Whitmore High School site to encourage active travel to school where possible.

Transition

- 2.19** Should the proposal be approved, the Council would establish a project team to support the project. The project team would include the Head of Additional Learning Needs and Wellbeing, representatives from the Council's 21st Century Schools Team, and representatives from Whitmore High School.
- 2.20** The project team would be responsible for developing a project plan to deliver the proposal by September 2021, when the new Whitmore High School building would be completed. The project plan would need to consider:
- Development of the provision;
 - Development of the staffing structure;
 - Identifying any training needs;
 - Managing admission to the SRB from September 2021; and
 - Identifying the appropriate resources to deliver the provision.
- 2.21** The Council would fully support the staff and governing body to ensure the successful implementation of the proposal. This approach was successfully adopted to deliver mixed-sex secondary education in Barry as part of the Transforming Secondary Education in Barry project.

Statutory Process

- 2.22** A consultation report must be published including a summary of comments received and the Council's response to these comments, at least two weeks prior to the publication of any statutory notice.
- 2.23** The Council must then decide whether or not to proceed with the proposal within 26 weeks of the end of the period allowed for consultation responses. If following the consultation process the Council decides that the proposal is to be progressed, a statutory notice would be published providing 28 days for objections. The notice must be published on a school day and must include 15 school days (in addition to the day on which it is published).
- 2.24** If objections are received, an objection report must be published with a summary of the objections and the Council's response before the end of 7 days beginning with the day of its determination. Under the legislation as the proposal does not relate to 6th form education the Local Authority can determine the proposal if objections are received.
- 2.25** Appendix E sets out the anticipated timescale for this process if approved by Cabinet.

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

- 3.1** The Well-being of Future Generations Act 2015 (“the 2015 Act”) requires the Council to think about the long-term impact of their decisions, to work better with people, communities and each other and to prevent persistent problems such as poverty, health inequalities and climate change.
- 3.2** The Council has committed as part of the Corporate Plan 2020-2025 to achieving a vision of ‘Working Together for a Brighter Future’. This plan is reflective of the Welsh Government’s Well-being of Future Generations Act and is comprised of four Well-being objectives to deliver this vision:
- Objective 1 - To work with and for our communities
 - Objective 2 - To support learning, employment and sustainable economic growth
 - Objective 3 - To support people at home and in their community
 - Objective 4 - To respect, enhance and enjoy our environment
- 3.3** To make sure we are all working towards the same purpose, the 2015 Act puts in place seven well-being goals on the Council. The 2015 Act makes it clear the listed public bodies must work to achieve all of the goals, not just one or two, these being:
- A prosperous Wales
 - A resilient Wales
 - A healthier Wales
 - A more equal Wales
 - A Wales of cohesive communities
 - A Wales of vibrant culture and Welsh Language
 - A globally responsible Wales
- 3.4** The 21st Century Schools Programme contributes to achieving the wellbeing goals by:
- Improving sustainability of school buildings through the creation of BREEAM Excellent accommodation.
 - Ensuring an efficient supply and demand of school places across the Vale of Glamorgan through effective forecasting of future demand.
 - Providing additional school places to meet increased demand as a result of recent and proposed housing developments.
 - Providing facilities available for community use.
- 3.5** The 2015 Act imposes a duty on all public bodies in Wales to carry out “sustainable development”, defined as being, "The process of improving the economic, social, environmental and cultural well-being of Wales by taking

action, in accordance with the sustainable development principle, aimed at achieving the well-being goals." The action that a public body takes in carrying out sustainable development includes setting and publishing well-being objectives, and taking all reasonable steps in exercising its functions to meet those objectives.

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

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

3.7 The 21st Century Schools Programme meets the five ways of working by:

- Responding to the need to ensure that there is a well-managed balance of supply and demand of school places as a result of recent and planned housing developments. It is recognised that the changing demographics in the Vale of Glamorgan will significantly affect the demand for our services. Short term and long term need and the assessment of demographic increases is an important aspect of the Council's strategic planning responsibilities.
- Developing schools that will have an environment reflective of the national mission for education in Wales and future curriculum.
- Working towards ensuring that all pupils within the Vale have every opportunity to attain the best possible outcomes. This ambition is achieved by ensuring that schools remain sustainable, reflects the needs of local communities and are equipped with the best possible learning environments.
- Contributing towards a healthier Wales by supporting sustainable transport strategies and providing additional sport facilities.
- Contributing towards a prosperous Wales by committing to working with Welsh Government on the 21st Century Schools Programme. The 21st Century Schools and Education Programme in the Vale of Glamorgan will drive greater social value while delivering on the Welsh Governments community benefits through its investment in education infrastructure and employment. Specifically, it will increase contributions to education, training and skills across the Vale and the region and provide opportunities for local tradespeople and to use local resources, wherever possible.
- Delivering rigorous consultation with open communication channels and numerous opportunities for stakeholders to engage throughout the process.

- Ensuring that schools are of the right size, in the right places and serving the educational needs of their local communities as part of the school organisation process.

4. Resources and Legal Considerations

Financial

- 4.1** The capital cost for the new build works at Whitmore High School is £30,504,000. This amount is currently included within the Capital Programme.
- 4.2** The project is jointly funded by the Council and Welsh Government, through the 21st Century Schools Programme. Welsh Government have approved the Council's full business case for £22,622,000 funding. The remaining £7,882,000 is included within the Council's capital programme.
- 4.3** The new build is currently under construction and the building is due to be completed for September 2021.
- 4.4** Additional revenue funding would be required to fund the provision. A phased approach would be adopted with provision for 10 pupils from September 2021 which would increase to 20 pupils from September 2022. It would be necessary to employ a lead teacher for the base from April 2021 in order to ensure that effective planning is undertaken prior to opening. From September 2021 additional funding would be allocated to fund learning support assistants (LSAs) which would be required to provide direct support to learners. From September 2022 additional funding would be allocated to fund an additional teacher and LSAs in line with the increase in pupils. A cost pressure has been submitted for £176k in 2021/22 and an additional £108k in 2022/23. Implementation of the proposal would be dependent on the required revenue funding being available.

Employment

- 4.5** The base would be managed by the headteacher and governing body of Whitmore High School. The area has been designed to accommodate up to 20 learners. It is proposed that the base is established with the opening of the new school building from September 2021. Additional staff would be recruited by the school to support learners within the base, which would include the appointment of a lead teacher to manage the provision.
- 4.6** School-wide training needs would be identified during the transition phase and would be included as part of the school's training and development programme.
- 4.7** Any proposed changes to staffing would be subject to full consultation with staff and the relevant trade unions where necessary.

Legal (Including Equalities)

- 4.8** Part 1 of the Education Act 1996 ("the 1996 Act") imposes a number of general duties on all local authorities in Wales. The general duty in section 13 of the 1996 Act is to contribute (so far as the Council's powers enable them to do so) towards

the spiritual, moral, mental and physical development of the community by securing that efficient primary education and secondary education are available to meet the needs of the population of their area.

- 4.9** Section 13A(3) of the 1996 Act states that a local authority in Wales must ensure that their relevant education functions and their relevant training functions are exercised by the authority with a view to promoting high standards, and promoting the fulfilment of learning potential by every person to whom the subsection applies, including those who are of compulsory school age or are below school age and are registered as pupils at schools maintained by the authority.
- 4.10** Section 14 of the 1996 Act then provides that the Council shall secure that sufficient schools for providing primary education and secondary education are available in the Council's area. Schools available for an area shall not be regarded as sufficient unless they are sufficient in number, character and equipment to provide for all pupils the opportunity for appropriate education. Appropriate education means education which offers such variety of instruction and training as may be desirable in view of (a) the pupils' different ages, abilities and aptitudes; and (b) the different periods for which they may be expected to remain at school, including practical instruction and training appropriate to their different needs.
- 4.11** Powers for Councils to develop school organisation proposals are governed by the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code 2018. The Council is to comply with the relevant provisions in connection with the proposal.

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

- 4.12** Part 3 of the School Standards and Organisation (Wales) Act 2013 ("the 2013 Act") is concerned with school organisation. The Welsh Ministers have issued the School Organisation Code ("the Code"). Local authorities must, when exercising functions under Part 3 of the 2013 Act, act in accordance with any relevant requirements contained in the Code, and must have regard to any relevant guidelines contained in it. A copy of the Code is found here: <https://gov.wales/sites/default/files/publications/2018-10/school-organisation-code-second-edition.pdf>
- 4.13** Chapter 2 of Part 3 of the 2013 Act deals with school organisation proposals.
- 4.14** Section 48(2) of the 2013 Act provides that before publishing such proposals, a proposer (in this case, the Council) must consult on its proposals in accordance with the Code. The consultation document must be issued during the term time of the schools affected and consultees must be given at least 42 days to respond to the document, with at least 20 of these being school days.
- 4.15** The proposer must publish a report on the consultation it has carried out in accordance with the Code. The consultation report must summarise each of the issues raised by consultees, responding to these by means of clarification, amendment to the proposal or rejection of the concerns, with supporting

reasons; and setting out Estyn's view (as provided in its consultation response) of the overall merits of the proposal.

- 4.16** If a local authority decides to proceed with a proposal to make regulated alterations to a maintained school, it must publish proposals to that effect in accordance with the Code (section 48(1)). The proposal must be published by way of statutory notice. Chapter 4 of the Code sets out specific requirements as to how statutory proposals must be published. Proposals must be published on a school day and the objection period must include 15 school days (in addition to the day on which it is published).
- 4.17** Section 49 of the 2013 Act makes provision for any person to object to proposals published under section 48 within the objection period of 28 days. The Council must then publish a summary of all objections made to the proposal and its response to those objections before the end of 7 days beginning with the day of the Council's determination.
- 4.18** The local authority proposer must then determine whether the proposals should be implemented. Where a local authority's proposals have received objections, and require determination, those objections will be carefully considered before a final determination is made. A further report to Cabinet will be prepared before any such determination is made. This determination must take place before the end of 16 weeks beginning with the end of the objection period.

(2) The Code

4.19 The Code contains the following elements:

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

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

- United Nations Convention on the Rights of the Child
- The Well-being of Future Generations (Wales) Act 2015 (see below)
- Cymraeg 2050, A Million Welsh Speakers
- Action Plan, Cymraeg 2050
- One Wales: One planet, a new sustainable development scheme for Wales May 2009 or any successor strategy

- Child Poverty Strategy for Wales (issued February 2011 Information document number 95/2011), or any successor strategy
- Faith in Education
- Local plans for economic or housing development
- Welsh in Education Strategic Plans (made under part 4 of the School Standards and Organisation (Wales) Act 2013)
- Children and Young People’s Plans (or successor plans)
- 21st Century Schools – Capital Investment Programme and the relevant wave of investment
- Learner Travel Statutory Provision and Operational Guidance 2014:
<https://beta.gov.wales/learner-travel-statutory-provision-and-operational-guidance>
- Measuring the capacity of schools in Wales, Circular No: 021/2011:
<https://beta.gov.wales/measuring-capacity-schools-guidance>
- Children and Young People’s National Participation Standards

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

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

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

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

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

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

4.24 The Act itself is available to view online:

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

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

(4) Equalities Act 2010

4.26 The public sector equality duty (see section 149 of the Equality Act 2010) came into force in April 2011. Public authorities like the Council are required, in carrying out their functions, to have due regard to the equality needs set out under s.149 of the Equality Act 2010 to:

- eliminate discrimination (both direct and indirect), harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

4.27 Direct discrimination occurs if, because of a protected characteristic, a local authority treats a person less favourably than it treats or would treat others.

4.28 Indirect discrimination occurs if a local authority applies to a person a provision, criterion or practice which is discriminatory in relation to a relevant protected characteristic of that person (“B”). A provision, criterion or practice is discriminatory if:

- The local authority applies, or would apply it, to persons with whom B does not share the characteristic;
- It puts, or would put, persons with whom B shares the characteristic at a particular disadvantage when compared with persons with whom B does not share it;
- It puts, or would put, B at that disadvantage, and
- The local authority cannot show it to be a proportionate means of achieving a legitimate aim.

4.29 In short, indirect discrimination would arise if a local authority applied the same provision, criterion or practice to everyone, but it put those in a certain protected group at a “particular disadvantage” when compared with persons not in that group. Even if a “particular disadvantage” arises, indirect discrimination is not present if the provision, criterion or practice can be justified – i.e. if it is a proportionate means of achieving a legitimate aim. Members must pay due regard to any identified risk of such discrimination arising in respect of the decision before them. These matters are summarised in the Equality Impact Assessment appended to this report (Appendix D).

4.30 The Equality Impact Assessment identifies that there would be a positive impact on persons with the protected characteristics of age, disability and gender reassignment/ identity. The proposal would support the school to ensure that it

is has the improved facilities to promote equality of opportunity and foster good relations between those with different protected characteristics.

- 4.31** There has been no perceived negative impact on the protected characteristics identified. The existing sites are not fully compliant with the requirements of the Equality Act 2010 due to site constraints. Successful implementation of the proposal would enable compliance by providing a fully accessible building with gender neutral facilities.
- 4.32** It is to be noted that section 149, so far as relating to age, does not apply to the exercise of a function relating to the provision of education to children in schools (see paragraph 1 of Schedule 18 to the 2010 Act).
- 4.33** Having due regard to the need to advance equality of opportunity includes having due regard to the need to remove or minimise disadvantages suffered by people with a protected characteristic. Due regard must also be had to the need to take steps to meet the needs of such persons where those needs are different from those of persons who do not have that characteristic, and to encourage those who have a protected characteristic to participate in public life.
- 4.34** The steps involved in meeting the needs of disabled persons include steps to take account of the persons' disabilities.
- 4.35** Having due regard to "fostering good relations" involves having due regard to the need to tackle prejudice and promote understanding.
- 4.36** Complying with the PSED may involve treating some people better than others, so far as that is allowed by discrimination law.
- 4.37** The equality duty arises where the Council is deciding how to exercise its statutory powers and duties under the 1996 Act and the 2013 Act. The Council's duty under section 149 of the Equality Act is to have "due regard" to the matters set out in relation to equalities when considering and making decisions in relation to its statutory duties under those Acts. Accordingly, due regard to the need to eliminate discrimination, advance equality, and foster good relations must form an integral part of the decision-making process. Members must consider the effect that implementing a particular decision will have in relation to equality before making a decision. The Council must have an adequate evidence base for its decision making. This can be achieved by means including engagement with the public and interest groups, and by gathering details and statistics on those who are affected by the proposal.
- 4.38** Where it is apparent from the analysis of the information that the proposals would have an adverse effect on equality then reasonable adjustments should be made to avoid that effect (mitigation).
- 4.39** Members should be aware that the duty is not to achieve the objectives or take the steps set out in s.149. Rather, the duty on public authorities is to bring these important objectives relating to discrimination into consideration when carrying out its public functions (which includes the functions relating to school reorganisations). "Due regard" means the regard that is appropriate in all the particular circumstances in which the authority is carrying out its functions.

There must be a proper regard for the goals set out in s. 149. At the same time, Members must also pay regard to any countervailing factors, which it is proper and reasonable for them to consider. Improving the quality of education in the Council's area, making schools more efficient, budgetary pressures and practical factors will often be important, which are addressed above in section 4 of this report. The weight of these countervailing factors in the decision-making process is a matter for Members in the first instance.

- 4.40** The duty covers the nine protected characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. However, section 149, so far as relating to age, does not apply to the exercise of a function relating to the provision of education to pupils in schools (see paragraph 1 of Schedule 18 to the 2010 Act).
- 4.41** The Council must also comply with the specific equality duties imposed by the Equality Act 2010 (Statutory Duties)(Wales) Regulations 2011, SI 2011/1064 ("the Regulations"), particularly regulation 8 (imposing specific duties to make arrangements for assessing the impact of its policies/practise and monitoring of the same).

5. Background Papers

None

DIRECTORATE OF LEARNING AND SKILLS
Consultation Document

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



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

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Introduction

Background

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

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

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

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

The proposal

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

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

Responding to the proposal

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

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

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

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

Explanation of terms used in this document

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Proposal

The proposal

Summary

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

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

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

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

What would this mean?

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

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

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

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

Why are we proposing the changes?

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

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

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

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

Implications of the proposal

School information

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

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

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

www.valeofglamorgan.gov.uk/whitmorespecialistresourcebase

Educational outcomes

Standards and progress

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

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

Wellbeing and attitudes to learning

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

Teaching and learning experiences

The new building at WHS would provide 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 the 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 programme have created nature areas with ponds, bug hotels and planting as part of their outdoor learning spaces.

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

Care, support and guidance

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

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

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

Leadership and management

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

Welsh language provision

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

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

Additional Learning Needs (ALN) provision

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

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

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

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

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

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

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

Impacts upon other schools

Local Schools

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

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

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

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

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

Admissions

Previous numbers on roll

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

Projected numbers on roll

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

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

Admissions arrangements

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

Land and Buildings

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



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

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

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

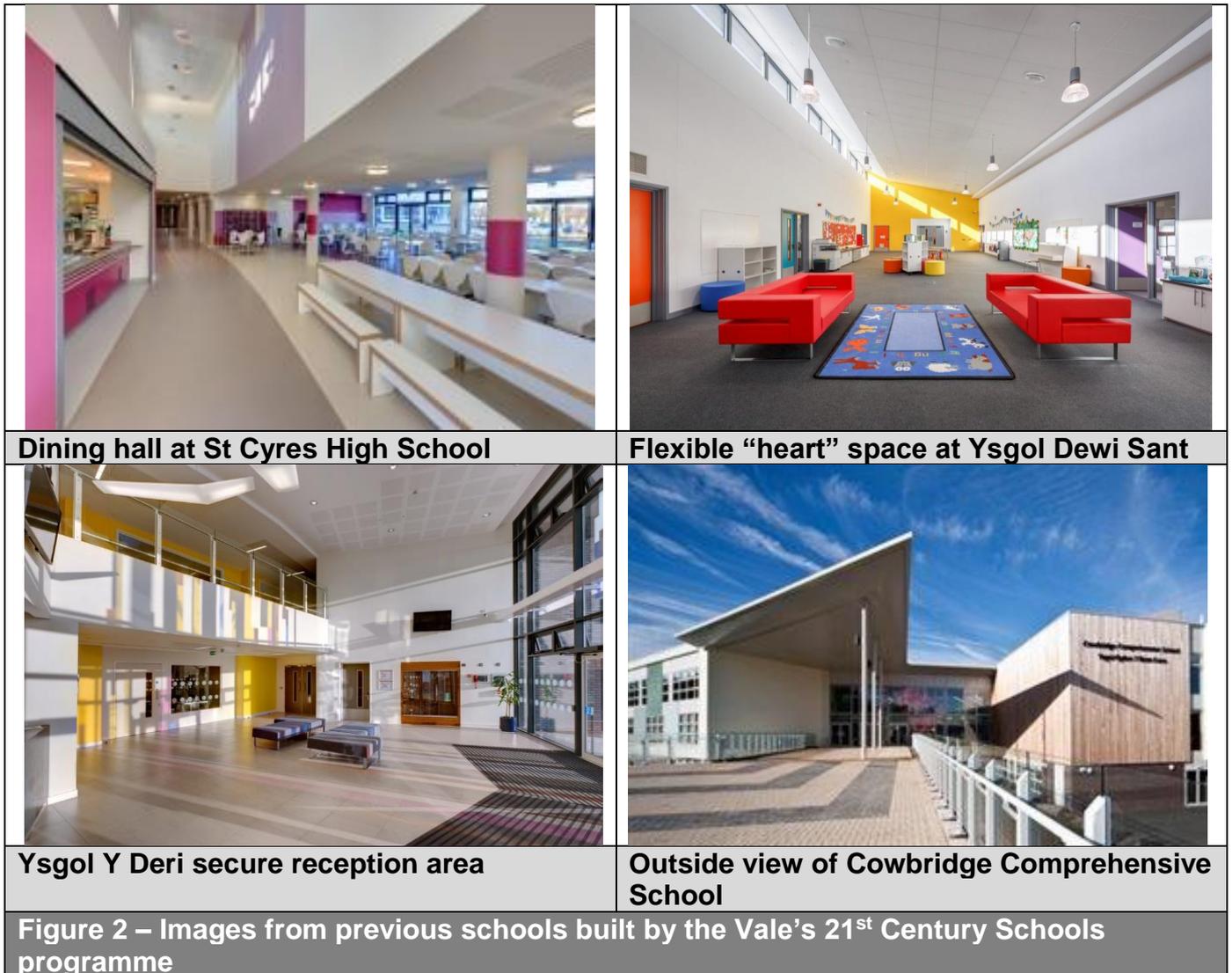
The proposed new school building would provide:

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

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

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

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



Finance

Capital Funding

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

Revenue Funding

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

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

Human Resources

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

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

Transport and learner travel arrangements

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

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

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

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

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

Other considerations

Potential benefits of this proposal compared to the status quo

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

Potential disadvantages of this proposal compared to the status quo

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

Potential risks of this proposal and measures to mitigate identified risks

Table 5 – Potential risks and mitigation measures

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

Equality impact assessment

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

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

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

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

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

Community impact assessment

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

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

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

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

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

www.valeofglamorgan.gov.uk/whitmorespecialistresourcebase

Contributions to the Wellbeing of Future Generations

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

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

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

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

Alternatives considered

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

Why was this option discounted?

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

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

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

Why was this option discounted?

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

The Statutory Consultation process

The Statutory Consultation process

Table 6 - Outline of the statutory consultation process

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 5 October 2020 and ends on Friday 20 November 2020. See page 25 for further details of how to respond and make your views known. Within 13 weeks of 20 November 2020 a consultation report will be published on the Council's and website. Hard copies of the report will also be available on request. The report will summarise the issues raised by consultees during the consultation period and responses to these issues. The report will also contain Estyn's view of the proposals. In December 2020 Cabinet will consider the consultation report and decide whether or not to progress to the next stage. If the Council decides to continue with the proposals it must publish a statutory notice.
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 Cowbridge Comprehensive School. Copies of the notice would be distributed to pupils, parents, guardians, and staff members. The school may also distribute the notice by email. The notice would set out the details of the proposals and invite anyone who wishes to object to do so in writing within the specified period.
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.

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

Key dates

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

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

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

The proposed timetable may be subject to change.

Frequently Asked Questions (FAQs)

What is the intended timescale of development?

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

How would pupils be allocated a place at the SRB?

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

Who would manage and support learners attending the SRB?

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

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



Involving stakeholders and responding to the consultation

Involving school stakeholders in the consultation

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

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

The Council is consulting with the following groups:

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

Involving children in the consultation

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

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

How you can find out more and give your views

Find out more

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

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.

Give your views

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

You can:

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

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

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

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

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

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

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

Consultation Response Form

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

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

or

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

Please return the form to the postal address:

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

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

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

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

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

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 by establishing a specialist resource base at Whitmore High School from September 2021?

Yes		No		No opinion either way	
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Please explain why:

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

3. Any other comments?

Thank you for your comments.

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

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:	

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for the user to write their notes.

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"/> 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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DIRECTORATE OF LEARNING AND SKILLS
Consultation Document
– **School Information**

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



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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.

The 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.

Consultation on the proposal to transform special education in the Vale by establishing a Specialist Resource Base at Whitmore High School from September 2021.

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

Purpose of this document

To provide an overview of the schools affected by this proposal, including:

- background information about the school/s;
- the most recent assessments of the school/s' buildings and facilities; and
- the most recent assessments of the school/s' educational performance.

The information is divided by school and has been used to inform the "Implications of the proposal" section of the consultation document (from page 13).

School buildings and facilities assessment

The Vale of Glamorgan Council has a vision to provide the best possible facilities for children and young people in the Vale to support their learning. One of the methods used to judge school buildings and facilities is a condition survey. A condition survey involves a visual assessment of all exposed parts of the buildings to identify significant defects and items of disrepair.

The Council surveys and categorises its school buildings on a 4-point scale from good to bad.

Table 1 – Condition Grading System

Grade	Description
Good	Performing as intended and operating efficiently.
Satisfactory	Performing as intended but exhibiting minor deterioration.
Poor	Exhibiting major defects and/ or not operating as intended.
Bad	Life expired and/or serious risk of imminent failure.

The Council also regularly monitors accrued backlog maintenance noting recommendations from the latest condition survey and accounting for building works which have subsequently been carried out.

Educational performance assessment

The Vale of Glamorgan Council works closely with the governing bodies of schools to ensure that standards are robust, that teaching and learning is of a high quality, and that leadership and governance is strong. Performance is monitored using two systems; the Estyn report from inspections and Welsh Government's categorisation of schools.

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

- Estyn is the office of Her Majesty's Chief Inspector of Education and Training in Wales. It is a Crown body, established under the Education Act 1992. Estyn is independent of the National Assembly for Wales but receives its funding from the Welsh Government under section 104 of the Government Wales Act 1998. Estyn inspects quality and standards in education and training providers in Wales.
- The Central South Consortium Joint Education Service (CSCJES) was established in September 2012. The Local Authority works with the Consortium to support and challenge all schools in the Vale of Glamorgan.

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

Estyn Report

In September 2017 a new Estyn School Common Inspection Framework was introduced for all schools across Wales. Estyn evaluates a provider's effectiveness using the following four-point judgement scale:

Table 2 – Estyn Inspection Criteria		
Judgement	What the judgement means prior to September 2017	What the judgement means post-September 2017

Excellent	<ul style="list-style-type: none"> • Very strong, sustained performance and practice • Many strengths, including significant examples of sector-leading practice 	<ul style="list-style-type: none"> • Very strong, sustained performance and practice
Good	<ul style="list-style-type: none"> • Strong features, although minor aspects may require improvement • Many strengths and no important areas requiring significant improvement 	<ul style="list-style-type: none"> • Strong features, although minor aspects may require improvement
Adequate	<ul style="list-style-type: none"> • Strengths outweigh weaknesses, but important aspects require improvement • Strengths outweigh areas for improvement 	<ul style="list-style-type: none"> • Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory	<ul style="list-style-type: none"> • Important weaknesses outweigh strengths • Important areas for improvement outweigh strengths 	<ul style="list-style-type: none"> • Important weaknesses outweigh strengths

Welsh Government categorisation of schools

In 2014, Welsh Government introduced a new categorisation system for schools; this was revised in September 2017. Categorisation considers each school's standards alongside the school's capacity to improve in order to determine the level of support required. Organisations such as the CSCJES and the school improvement service then work with schools' leaders to identify provide and/or broker any support required for further improvement.

The categorisation system is described below:

Table 3 – Welsh Government Criteria	
Category	What the category means
Green	A highly effective school which is well run has strong leadership and is clear about its priorities for improvement.
Yellow	An effective school which is already doing well and knows the areas it needs to improve.
Amber	A school in need of improvement which needs help to identify the steps to improve or to make change happen more quickly.
Red	A school in need of greatest improvement and will receive immediate, intensive support.

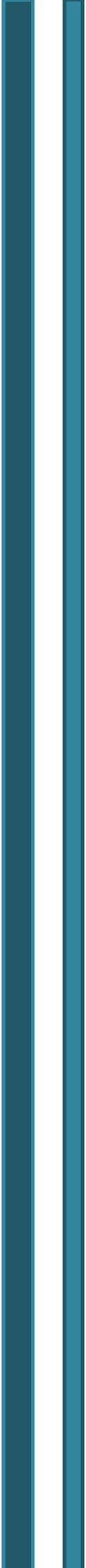
To determine the support category as explained in the table above, schools are placed in one of four groups for ability to bring about improvement (A-D) with A being the highest for improvement capacity. The revised categorisation system introduced in September 2017 does not use a standards grade.

Of the 45 primary schools in the Vale of Glamorgan, 31 are categorised as green, 20 as yellow, 4 amber and 1 red.

Of the 8 secondary schools in the Vale of Glamorgan, 3 are categorised as green, 4 as yellow, and 1 amber.

PRUs do not form part of the statutory categorisation process.

For further information about the categorisation scheme, please see Welsh Government's parents' guide to the National School Categorisation System:
<http://gov.wales/docs/dcells/publications/150119-parents-guide-en.pdf>



Whitmore High School

Background information

Whitmore High School was previously a boys' 11-18 school, Barry Comprehensive, and opened in 1966. Barry Comprehensive School operated in partnership with Bryn Hafren Comprehensive School as the Barry Sixth Form in to provide English medium post-16 education.

The school became a co-educational school under the new name, Whitmore High School, in 2018. The school has its own sixth-form.

In 2019, the school had a budget per pupil of £4,764.

Table 1 – Whitmore High School information

School name	Type	Language	Age range	Capacity
Whitmore High School	Community	English	11 – 19	1,110

School buildings and facilities

The school is located in Barry and the site is adjacent to the Vale's Welsh medium high school, Ysgol Gymraeg Bro Morgannwg.

The building was identified by the Council's condition survey undertaken in 2019 as "Poor" in both condition and suitability.

The current school building is set to be replaced with a new three-storey building with room for 1,100 pupils. This will include spaces suitable for use with ASD pupils.

Educational performance

Estyn Report (March 2013)

Whitmore High School has not yet been inspected by Estyn. The most recent inspection report for Barry Comprehensive School can be found at: https://www.estyn.gov.wales/system/files/2020-08/Inspection%2520report%2520Barry%2520Comprehensive%2520School%25202013%2520%2528English%2520only%2529_0.pdf.pdf.pdf.pdf.pdf.pdf.pdf

Summary

Table 2 – Summary Estyn Inspection Results for Barry Comprehensive School	
Inspection area	Judgement
Standards	Good
Wellbeing	Adequate
Learning experiences	Good
Teaching	Adequate
Care, support and guidance	Good
Learning environment	Good
Leadership	Good
Improving quality	Good
Partnership working	Good
Resource management	Good

The school's current performance is **good** because:

- pupils perform well at key stage 4;
- many pupils make good progress in lessons and have well-developed literacy skills;
- in many lessons, teaching is effective in helping pupils to learn;
- there is high-quality care, support and guidance for the most vulnerable pupils;
- the School Parliament is an effective vehicle for providing pupils with worthwhile opportunities to influence many aspects of the school's life and work; and
- there is a wide range of curricular and extra-curricular opportunities, particularly through partnership working at key stage 4 and post-16.

The school's prospects for improvement are **good** because:

- leaders provide a clear sense of direction and have established high expectations;
- all staff understand their role and responsibilities and there are clear lines of communication;
- leaders have a precise and specific understanding of the areas of the school's work that need to improve;
- the school's self-evaluation activities are comprehensive and robust; and
- there is a track record of making improvements, for example at key stage 4, in addressing the recommendations of the previous inspection, and the recent progress in improving Welsh second language and attendance

Recommendations:

- R1 Improve standards in Welsh second language and at key stage 3
- R2 Improve attendance and punctuality
- R3 Ensure that all pupils behave well in lessons and have positive attitudes to their learning
- R4 Address the shortcomings in teaching
- R5 Increase the consistency of the marking of pupils' work and fully implement the system for tracking and supporting all pupils' progress
- R6 Provide a daily act of collective worship

Table 3 - Estyn areas of inspection results for Ysgol Y Deri		
Estyn Area of Inspection	Grade	Key Points
Standards	Good	<ul style="list-style-type: none"> • The school's performance at key stage 4 in those indicators that include English and mathematics has fluctuated over the last five years, but it rose sharply in 2012 and is now better than that for similar schools. Performance has largely been around the family average for boys. • Very few pupils left the school without a qualification, although the proportion rose slightly in 2012. • At key stage 3, performance in English and mathematics is below that of similar schools and pupils' progress from the previous key stage is below expectations. • Pupils eligible to free school meals achieve as expected. Pupils with special educational needs also achieve as expected. • In many lessons, pupils make good progress in developing their knowledge, understanding and skills.
Wellbeing	Adequate	<ul style="list-style-type: none"> • Many pupils are safe in school, but a minority do not feel that the school deals well with bullying. Many take part in regular opportunities for exercise and a majority understand what it is to be healthy.

		<ul style="list-style-type: none"> • Most pupils behave well, particularly around the school at break and lunch times, and between lessons. In many lessons, pupils show a positive attitude to work, have a keen interest in what they are doing, and maintain high levels of concentration. • The School Parliament is a strong and successful feature of the school. This allows pupils to influence a wide range of aspects of school life and work. • Pupils participate in a wide variety of community activities that help to develop their social and life skills.
Learning experiences	Good	<ul style="list-style-type: none"> • The school effectively meets the needs of learners, and the key stage 3 and key stage 4 curriculum meet requirements. • The school offers a wide range of extra-curricular activities which benefit pupils' learning. Pupils actively participate in clubs, societies, sports and charity activities. • The school has successfully improved pupils' speaking skills and its current priority of improving extended writing has enhanced provision in a minority of subjects, but has yet to have a full impact in all subjects. • Overall, the school develops pupils' knowledge and understanding of the Welsh language and the culture of Wales appropriately. • Arrangements for developing pupils' understanding of education for sustainable development and global citizenship are strong.
Teaching	Adequate	<ul style="list-style-type: none"> • Most teachers have a secure subject knowledge, and many plan lessons well and communicate clear learning objectives. Many lessons have activities that are well matched to pupils' needs and include strategies that gauge the progress that pupils have made. • In a few lessons, pupils do not make enough progress. This is because the pace of the lesson is often too slow, and learning activities are not challenging enough and not sufficiently well matched to pupils' needs. • A minority of teachers give pupils constructive and helpful written feedback on their performance and this ensures that pupils clearly understand their progress and what they need to do to improve their work. • The school collects and analyses a wide range of performance data thoroughly. It uses a comprehensive tracking system that effectively monitors pupil progress. • Parents receive clear and informative reports on the achievement and progress of their children.
Care, support and guidance	Good	<ul style="list-style-type: none"> • The school provides valued support in a caring environment and effectively guides pupils' personal development and wellbeing, particularly for the most vulnerable pupils.

		<ul style="list-style-type: none"> • Staff work well with the partner primary schools to ensure that the pupils settle quickly and remove any barriers to learning. Pupils and parents receive comprehensive information and guidance as they make choices for key stage 4 and post-16 courses. • The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. • Pupils with additional learning needs receive thorough and effective support. The special educational needs co-ordinator identifies clearly pupils' needs through a comprehensive mapping of provision. Interventions have a positive impact on their learning. Multi-agency working and the involvement of specialist services contribute to the success of the provisions for additional learning needs.
Learning environment	Good	<ul style="list-style-type: none"> • Barry Comprehensive School is an inclusive school that offers its pupils equal access to everything it provides. • Across the school the accommodation meets the needs of pupils well with the learning resource centre, catering facilities, and music and drama suites being particularly effective. The buildings are well-maintained, but the quality of the internal decoration varies. The main school roof is in a poor state of repair and the external fabric of the art block is not fit for purpose. • Learning resources meet the needs of pupils well with particularly good provision for information and communication technology.
Leadership	Good	<ul style="list-style-type: none"> • The headteacher has a clear strategic vision for the development of the school that is well understood by staff and pupils. • All members of staff have clearly defined roles and responsibilities for which they are held to account. • Most meetings are purposeful with a focus on improving standards. Their consistency and quality have improved as a result of more regular and formalised agendas. • Data has been used successfully in many departmental reviews to challenge performance. • The school has a strong and experienced governing body which is led effectively by the chair and vice chair of governors.
Improving quality	Good	<ul style="list-style-type: none"> • The school has wide-ranging self-evaluation procedures that are well-planned and coherent. Leaders and managers pay increasing attention to the analysis of performance data and draw well on first-hand evidence of teaching and learning. • Senior leaders and managers produce a comprehensive and useful self-evaluation report for the whole school. However, while it is detailed and evaluative, it does not sufficiently address shortcomings in a few individual subjects and in aspects of teaching.

		<ul style="list-style-type: none"> • Subject development plans devised by middle leaders state appropriately how their teams will contribute to the whole-school objectives. • Professional development activities are based on identified needs and there is a wide-ranging programme to meet them. Nearly all staff are involved in groups that focus on the school's key development priorities such as teaching, learning and assessment. Links with other schools have been used to good effect to improve standards and provision.
Partnership working	Good	<ul style="list-style-type: none"> • The school has developed effective relationships with a wide range of partners. This successfully widens learners' options and helps them to respond well to the challenge and support they receive. • The school works productively with partner primary schools to moderate pupils' attainment at the end of key stage 2. • There is strong and well-established collaboration with Bryn Hafren School, and Cardiff and the Vale College. These partnerships extend the range of courses beneficially in key stage 4 and the sixth form and increase the efficiency of resources. • The school works very successfully with a wide range of local businesses, community organisations and other agencies.
Resource management	Good	<ul style="list-style-type: none"> • The school is appropriately staffed with suitably qualified teachers to deliver the curriculum. • Leaders have worked effectively together and have addressed the budget deficit successfully. Expenditure is well planned to meet school priorities and is monitored regularly by the headteacher, finance officer, assistant headteacher and the governing body's sub-committee. • The school works very effectively within the sixth-form consortium to access wider resource and enhance provision.

Welsh Government categorisation of schools

The categorisation for Whitmore High School can be found at:

<https://mylocalschool.gov.wales/School/6734068?lang=en>

Publication Date	Standards Grade	Improvement Capacity	Overall Category
January 2020	N/A	B	Yellow
January 2019	N/A	B	Yellow

January 2018	N/A	B	Yellow
January 2017	N/A	N/A	N/A

January 2020 National Categorisation Report

Summary of key points raised in the national categorisation report

Table 5 – National Categorisation School Report for Whitmore High School (2019-2020)	
Area of Inspection	Key Points
Standards	<ul style="list-style-type: none"> Standards in key stage 3 (KS3) are overall good. For example, performance at level 5 or above (L5+) for English, mathematics, science and the core subject indicator (CSI) is 93.9%, 97.0%, 97.7% and 92.4% respectively. These results are above the Wales averages. For L5+, English is the lowest performing core subject. Pupils' writing skills are been weaker than their oracy and reading skills. At level 6+ (6+), performance for English, mathematics and science is 60.6%, 69.7% and 67.4% respectively. The result for mathematics is in line with the average for Wales. The results for English and science are both in line with the respective average for Wales. At level 7+ (L7+), performance for English, mathematics and science is 26.5%, 29.5% and 28.0%. The result for English is above the Wales average. The results for mathematics and science are in line with the Wales averages. For English, mathematics and science, most pupils make at least one level of progress. For English, mathematics and science, around half of pupils make two or more levels of progress. In key stage 3, most eFSM make at least one level of progress across the key stage. For English, half of eFSM pupils make two or more levels of progress, while for mathematics and science a minority make two or more levels of progress. For mathematics and science, all eFSM pupils achieve at least L5+, of which a majority achieve L6+ or higher for mathematics and half achieve L6+ or higher for science. For English, nearly all eFSM pupils achieve at least L5+, of which a majority achieve L6+ or higher. At L5+, the performance for all non-core subjects is above the respective Wales average. At L6+, outcomes for many non-core subjects are above the Wales averages. At L7+, results for just over half of non-core subjects is below the Wales averages. For key stage 4, in 2018-2019, the new capped nine score is 342.9. The average points score for the best literacy is 36.8 and the best numeracy is 38.9. The average points score for science is 36.0. Performance for the skills challenge certificate points score is 33.8. Pupils make very good progress and achieve well in very few subjects. For example, in music. However, for around half of subjects, value added measures are relatively weak. For the measures above, the difference in performance of eFSM pupils is similar to non-eFSM pupils.

	<ul style="list-style-type: none"> • Overall, for the last three years, standards for post sixteen are improving. In 2018-2019, performance for level 3 threshold is 98.6%. Performance for three A*-A is 21.6% and for three A*-C is 58.1%. These results are above the respective averages for Wales. • For art (craft), mathematics, physics, as well as the advanced skills challenge certificate, pupils make good progress and performance is strong. However, performance is relatively weak for a number of other subjects. • The retention rate from Year 12 to Year 13 has improved from 52.7% in 2017-2018 to 78.9% in 2018-2019. The retention rate from Year 11 to Year 12 is 43.0% and is similar to 2017-2018. • Attendance in 2018-2019 is 93.9%. The school's attendance places the school in the top 25% of similar schools.
Improvement Capacity	<ul style="list-style-type: none"> • Whitmore High is a new co-educational school, which opened in September 2018. The school is under the leadership of an executive headteacher and head of school. The commentary below evaluates the first year of work undertaken since opening the school. • The school's leaders have established the school's vision and strategic objectives. They communicate them through the school's motto 'Journey to Excellence'. The school shares effectively shares its vision and objectives with governors, staff, associate primary schools, pupils and parents. At the heart of this vision, is the school's ambition to communicate high expectations, high levels of support and high levels of challenge. In order to achieve this key leaders engage with its community with increasing impact. For example, leaders work well with the school's primary cluster to agree a detailed transition programme. • The new governing body has a good range of relevant experiences. Governors are familiar with the priorities with school's improvement plan. With increasing effect, they operate as an effective team to hold leaders to account. In developing their role as critical friends, the governing body has engaged well with high quality training provided by an external consultant. This has led to the governing body building its capacity to support and challenge the school's performance. For example, the governing body has established a monitoring group to monitor the progress of target departments requiring improvement. • Leaders have clear plans and implement change from which the school's ethos is emerging. For example, the new logo, uniform, staffing structure and its suite of policies contribute to establishing a shared set of values across the school community. Leaders enable staff and other partners to participate well in the change process, through questionnaires and other engagement activities. • Leaders continue to develop and refine the school's approach to self- evaluation. Current processes are systematic and in the main accurate. The school bases its approach on a range of first-hand evidence, including learning walks, book reviews, questionnaires, and listening to learners. Currently, lesson observations, are limited to performance management procedures only. However, leaders continue to engage with unions to agree a framework for lesson observations for next year that contribute to the development of staff. Leaders also draw upon first-hand evidence about the quality of learning and teaching, and pupils' work. As a result, of monitoring activities, leaders know the school's strengths and areas of weakness. For example, most departmental

	<p>improvement plans, monitoring and evaluations are of consistently good quality. In the few cases, where the quality is below agreed standards, support has been provide to bring about improvement. However, this work is at an early stage of development.</p> <ul style="list-style-type: none"> • Leaders and staff are clear about the priorities that they address in the school’s improvement plan. They communicate high expectations for staff and pupils and have clear emphases on achieving high standards for all learners. Central to this is the analysis and use of in-year performance data. This is a very strong feature of the school. The school gives good attention to national and local priorities. For example, the school plans well to develop pupils’ literacy, numeracy, and digital-competency skills, improve pupils’ wellbeing and attitudes to learning, and overcome the impact of poverty on pupils’ learning. In addition, the school is working well with the region and its local cluster to introduce the new ALN Act and to prepare for the implementation of the new curriculum for Wales. • All leaders and staff are clear in regards to their roles and responsibilities. Leaders ensure that staff have a shared understanding of the characteristics of what excellent teaching and learning looks like, and how to demonstrate these in classroom practice. Leaders have effective strategies to identify and share effective practice for improving learning and teaching across the school. Leaders invest well to develop high quality middle leaders with skills to drive towards improving standards, learning and teaching. • Leaders and staff take advantage of opportunities to work with its neighbouring school, Pencoedtre High. Collaboration between the two schools is developing well. For example, both schools use the same approach to tracking and analysing data. In addition, they work very well to provide a joint post 16 offer that provides a good range of choice for pupils, as well as financial savings. The collaborative working makes an important contribution to building its capacity for leadership and teaching and learning. For example, strong joint working has taken place between the data managers, senior leaders and a number of key departments, such as mathematics, religious studies and modern foreign languages. Leaders also plan effective professional development for learning support assistants and administrative staff from both schools. • Over the year, the school has improved its working arrangements with its new cluster of primary schools and its local communities. As a result, the school is building strong links with primary school leaders, parents and pupils. The headteacher, governors and school’s finance officer have worked successfully with local authority officers to agree the school’s budget and to secure strong financial management processes.
Recommendations	<ul style="list-style-type: none"> • Develop specific behaviour and wellbeing intervention and curriculum offer to re-engage disaffected pupils, in order to impact on standards of achievement. • Improve the consistency of teaching across the school. • Improve performance of identified departments in KS4 and for identified subjects in the 6th form. • Develop post 16 recruitment strategies and curriculum offer, in order to increase retention from Year 11 into Year 12.

- | | |
|--|--|
| | <ul style="list-style-type: none">• Implement education reform, including the new curriculum for Wales and the ALN Act, including strategies to support pupils experiencing ACEs and trauma. |
|--|--|



DIRECTORATE OF LEARNING AND SKILLS

Community Impact Assessment

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



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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.

The 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 proposal is to transform special education in the Vale by establishing a Specialist Resource Base (SRB) at Whitmore High School (WHS) from September 2021.

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.

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 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 it is important that we support teaching and learning outcomes by providing modern and fit for purpose

buildings that meet the needs of modern-day education. Schools need to be able to provide the best possible learning experience to make sure that children and young people have the best opportunities available to them and that they are able to reach their full potential.

Current Challenges

The proposal would address a number of challenges and would:

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

Community Profile

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

School name	Type	Language	Age range	Capacity*	Nursery places (part-time)	Distance from WHS (miles)
All Saints CIW Primary	Denominational	English	3 - 11	210	39	1.5
Colcot Primary	Community	English	3 - 11	315	54	0.8
Gladstone Primary	Community	English	3 - 11	420	90	1.7
Ysgol Gwaun Y Nant	Community	Welsh	3 - 11	420	82	1.8
Oak Field Primary	Community	English	3 - 11	210	52	1.8

Pencoedtre High School	Community	English	11 - 19	1100	NA	1.3
Ysgol St Curig	Community	Welsh	3 - 11	420	114	1.2
Ysgol Bro Morgannwg	Community	Welsh	3 - 19	1360	56	0.7**

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

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

WHS is located within the ward Dyfan 1 and is surrounded by the wards of Illtyd and Merthyr Dyfan in Barry. Merthyr Dyfan or Dyfan is a northeastern suburb of Barry in the Vale of Glamorgan, in south Wales, formerly an independent medieval village. The Illtyd ward covers a residential part of Barry to the west of the town.

The Merthyr Dyfan ward has a population of 5,543 and the Illtyd ward has a population of 8,404 (Office of National Statistics, 2019).

The data below for the Merthyr Dyfan and Illtyd wards surrounding WHS is from the [Welsh Index of Multiple Deprivation \(WIMD\)](#).

Vale of Glamorgan Constituency Area	LSOA Code	Overall Wales Rank (of 1909)		Employment Rank (of 1909)		Access to Services Rank (of 1909)	
		Rank	% (Least / Most Deprived)	Rank	% (LD / MD)	Rank	% (LD / MD)
Dyfan 1	W01001091	1740	50% LD	1643	50% LD	1780	50% LD
Dyfan 2	W01001092	878	30-50% MD	684	30-50% MD	1009	50% LD
Dyfan 3	W01001093	476	20-30% MD	364	10-20% MD	712	30-50% MD
Illtyd 2	W01001099	699	30-50% MD	672	30-50% MD	1087	50% LD
Illtyd 6	W01001103	1863	50% LD	1749	50% LD	1894	50% LD

As the table above shows, the wards surrounding WHS are mixed in terms of levels of deprivation. Three of the neighbouring wards are overall within the most deprived but two are within the least deprived overall. Dyfan 3 is within the 10-20% most deprived in terms of employment. Nearly all the wards are within the 50% least deprived in terms of access to services.

Additional Learning Needs

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

Placing this base within a mainstream secondary school would provide additional support for these pupils whilst ensuring they can access mainstream secondary education. This would reduce demand for places at Ysgol Y Deri (YYD), whilst also ensuring there is provision for pupils who would not normally meet the criteria for placements at YYD.

Impact Assessment

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

Eight key measures have been identified:

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

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

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

Impacts upon the Local Community

Ref.	Measure	Score	Impact of Proposal
CI1	Children living in the catchment are attending their local school	2	<p>Placing the specialist resource base within a mainstream secondary school, WHS, would provide additional support for pupils with ASD whilst ensuring they can access mainstream secondary education. This would reduce demand for places at YYD, whilst also ensuring there is provision for pupils who would not normally meet the criteria for placements at YYD.</p> <p>This proposal would result in a more efficient supply and demand for ALN school places within the Vale and reduce the need for children to attend provision outside of the Vale.</p>
CI2	Services provided by the school for the local community, including extra-curricular activities	0	It is proposed that any community services currently provided by WHS 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 WHS to community facilities as a result of this proposal.
CI4	Community facilities provided by and activity undertaken within the school premises	1	<p>A key element of the 21st Century Schools Programme is the provision of community facilities. The proposal would include the creation of new state of art facilities which could be hired out by the community; such as sports pitches and meeting rooms.</p> <p>There is a potential for community access to facilities to be increased, such as meeting rooms. This will be up to the school to manage with safeguarding requirements.</p>

CI5	Impact on local businesses	0	There would be no impacts upon local businesses as a result of this proposal concerning WHS.
CI6	Impact on local employment	1	This proposal may lead to an increase in specialist employment and professional development opportunities at WHS.
CI7	Impact on local infrastructure	0	A full transport assessment was undertaken as part of the design process for the new school building. Any negative impacts have been identified and solutions embedded into planning for the new WHS building and site.
CI8	Transport arrangements	1	<p>The Council has a statutory duty to provide free school transport for pupils of statutory school age who reside beyond walking distance to the nearest appropriate school. In accordance with 'The Learner Travel (Wales) Measure 2008'.</p> <p><i>"This is defined as more than 2 miles to the nearest suitable school for Primary Pupils and more than 3 miles for Secondary School Pupils. Distances are measured by the nearest available walking route."</i></p> <p>There may be a reduction in providing transport for pupils accessing out-of-county provision as this would now be met within the Vale.</p>

Scoring Summary

Ref.	Local Community
CI1	2
CI2	0
CI3	0
CI4	1
CI5	0
CI6	1
CI7	0
CI8	1
Average Score	0.625

Conclusions

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

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

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



DIRECTORATE OF LEARNING AND SKILLS

Contributions to the Well-being of Future Generations Appraisal

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



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

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Introduction to the proposal

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

The Council 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 proposal is to transform special education in the Vale by establishing a Specialist Resource Base (SRB) at Whitmore High School (WHS) from September 2021.

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.

Introduction to The Well-being of Future Generations (Wales) Act 2015

The Well-being of Future Generations (Wales) Act 2015 (“the Act”) requires the Council and other public bodies in Wales 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.

The Act imposes a duty on all public bodies in Wales to carry out “sustainable development”, defined as being, *‘The process of improving the economic, social, environmental and cultural well-being of Wales by taking action, in accordance with the sustainable development principle, aimed at achieving the well-being goals.’*

The sustainable development principle means that public bodies must act, *‘in a manner which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.’*

The following sections provide information about elements set out by the Act to help achieve sustainable development, these being;

- the seven well-being goals;
- the five ways of working;
- the Council’s well-being outcomes and objectives; and
- the Public Service Board’s well-being objectives

Further information about the Act can be found from the following resources:

- [The Well-being of Future Generations \(Wales\) Act 2015 – the essentials guide](#)
- [The future generations commissioner’s office](#)

The Seven Well-being Goals

The Act puts in place seven well-being goals on public bodies to ensure we are all working towards the same purpose, these being:

Goal	Description of the goal
A prosperous Wales	An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.
A resilient Wales	A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).
A healthier Wales	A society in which people’s physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.
A more equal Wales	A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).
A Wales of cohesive communities	Attractive, viable, safe and well-connected communities.
A Wales of vibrant culture and thriving Welsh language	A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.
A globally responsible Wales	A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.

The Five Ways of Working

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



Long term

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



Prevention

How acting to prevent problems occurring or getting worse may help public bodies meet their objectives.



Integration

Considering how the public body's well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies.



Collaboration

Acting in collaboration with any other person (or different parts of the body itself) that could help the body to meet its well-being objectives.



Involvement

The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves.

The Council's Well-being Objectives

The action that a public body must take in carrying out sustainable development includes setting and publishing well-being objectives and taking all reasonable steps in exercising its functions to meet those objectives. The Vale of Glamorgan Council has set out its well-being objectives within its [Corporate Plan 2020-25](#).

The Council's well-being objectives as set out in the Corporate Plan (2020-25):

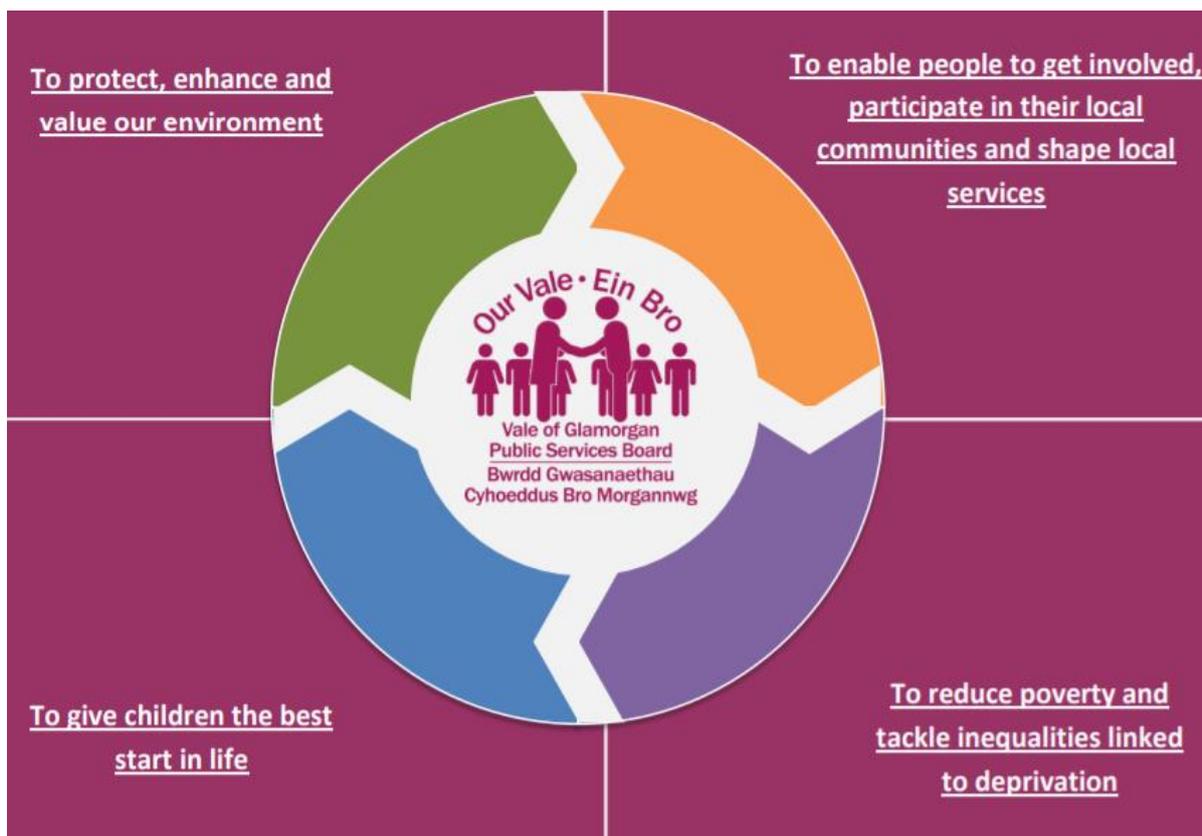
	To work with and for our communities
	To support learning, employment and sustainable economic growth
	To support people at home and in their community
	To respect, enhance and enjoy our environment

The Public Service Board's Well-being Objectives

The Act also establishes Public Services Boards (PSBs) for each local authority area in Wales, these are comprised of several public bodies who deliver local services including health, policing, and natural resources.

Each PSB must improve the economic, social, environmental and cultural well-being of its area by working to achieve the well-being goals. Each PSB must prepare and publish a Local Well-being plan setting out its objectives and the steps it will take to meet them. The well-being objectives of the Vale of Glamorgan's PSB are set out in their Local Well-being Plan (2018-2023), ['Our Vale - Our Future'](#).

The PSB's well-being objectives as set out in the Local Well-being Plan (2018-2023):



Method of appraising the contributions of this proposal and the wider 21st Century Schools programme towards the Act

The proposal, along with the wider 21st Century Schools programme, has been appraised in terms of how it contributes to delivering upon the Well-being Goals and the Five Ways-of-Working.

This appraisal holistically considers how the proposal may positively contribute towards achieving sustainable development in line with these elements. There are many areas within and between these elements which cross-over in their aspirations or in how they will impact upon service delivery.

This appraisal of contributions does not form part of the statutory consultation process but was considered beneficial to meeting the spirit of the Act.

In addition to this document, the Vale of Glamorgan Council's 21st Century Schools team has developed a directory in collaboration with Constructing Excellence in Wales and the Future Generations Commissioner's Office to monitor each project's contributions towards the Act. The directory maps activities undertaken at each RIBA stage against the well-being goals. It is designed to catalogue work already taking place, for instance BREEAM and Community Benefits requirements, which support the aspirations of the Act. When reporting against the Act the directory can be used as the assessment framework by using robust metrics to supplement wider appraisal. If the proposal progresses, the directory would be applied to the scheme and would be made available for independent audit.

All projects within the 21st Century Schools programme will also align with the aspirations of the well-being outcomes and objectives of the Council's Corporate Plan (2016-20) and to the well-being objectives of the Public Service Board's (PSB) Local Well-being Plan (2018-2023), both of which are based upon the well-being goals and ways of working and set out how these elements will be delivered within the context of local needs and assets.

How does our proposal and the wider 21st Century Schools programme contribute towards the seven Well-being Goals?

Goal	How will the proposal and the wider 21st Century Schools programme contribute?
<p>A Prosperous Wales</p>	<ul style="list-style-type: none"> • Ensure an efficient supply and demand of ASD places across the Vale of Glamorgan as part of a wider ALN strategy to help pupils achieve their potential. • Invest in renewable energy generation. • Resource local tradespeople and materials wherever possible and providing training for local skills shortages through contractual community benefits requirements. • Provide 21st Century learning environments to enable pupils to achieve their potential. • Enable WHS to continue to provide high quality education and extend this provision to ALN pupils.
<p>A Resilient Wales</p>	<ul style="list-style-type: none"> • Improve the sustainability of school buildings and facilities through the creation of BREEAM Excellent accommodation. • Increase renewable energy generation. • Create efficient water and waste management; including through utilising natural drainage solutions like swales and raingardens.

	<ul style="list-style-type: none"> • Create and enhance ecologically resilient habitat areas; e.g. create diverse habitat areas, including sensory garden, within the school grounds. • Improve opportunities for pupils to learn about and engage with nature through habitat provisions; including during the construction phase by helping with tree planting.
<p>A Healthier Wales</p>	<ul style="list-style-type: none"> • Support sustainable transport through infrastructure and behaviour change strategies; including the development of a transport management strategy. • Provide additional sport facilities (including a Multi-use Games Area) for healthy exercise. • Increase pupil knowledge of and connection to healthy food through allotment areas which can be integrated into the curriculum. • Provide break-out spaces and provision for ALN to help pupil well-being.
<p>A More Equal Wales</p>	<ul style="list-style-type: none"> • Provide high quality teaching spaces to enable pupils to achieve their potential. • Support individuals from socio-economically disadvantaged backgrounds to gain meaningful employment and training in construction through contractually required community benefits. • Support small local businesses and help them to upskill their workforce and operations. • Create an accessible building and site.

A Wales of Cohesive Communities

- Create greater community access to facilities in which to meet, engage in sports, and provide adult learning.
- Embed ALN provision within the heart of Barry, enabling ASD pupils to feel better connected to the wider community.
- Drive social value through ambitious community benefits. Specifically increasing contributions to education, training and skills across the Vale, supporting local community projects, and committing to resourcing local tradespeople and resources wherever possible.
- Provide meaningful engagement throughout the educational consultation, planning and build processes to help communities feel connected to the new and existing educational facilities.

A Wales of Vibrant Culture and Thriving Welsh Language

- Take a “place-based” approach to design, involving school stakeholders and reflecting the history of the local area through materials, colour choices and/or art installations within the building.
- Ensure documents are bilingual and Welsh language provision is available at engagement sessions.
- Provide educational opportunities through the build process to support local culture; for example, through pupil created art installations on the site hoarding (the boards which wrap around the construction site).
- Create further sporting facilities on the WHS site, enabling more pupils and the community to participate in healthy activities.

	<ul style="list-style-type: none"> • Welsh-medium school places will be increased across Band B of the 21st Century Schools programme. This includes the refurbishment and expansion of the secondary school phase of Ysgol Gymraeg Bro Morgannwg and new build and expansion of the primary Ysgol Sant Baruc, both of which are located in Barry. Welsh-medium provision was increased in the Western Vale in Band A of the 21st Century Schools programme with the opening of Ysgol Dewi Sant.
<p>A Globally Responsible Wales</p>	<ul style="list-style-type: none"> • Consider the global impact of material choices, aiming to reduce carbon and environmental impacts. • Ensure fair trading construction practices are followed in accordance with the Modern Slavery Act 2015.

How does our proposal and the wider 21st Century Schools programme contribute towards the five Ways of Working?

Way of Working	How will the proposal and the wider 21st Century Schools programme contribute?
Long term	<ul style="list-style-type: none"> • Respond to the need to ensure that there is a well-managed balance of supply and demand of ASD places as part of a wider ALN strategy. • The phased project recognises the increasingly specialised provision needed to enable ALN pupils to achieve their potential. As the phases are implemented, more pupils will be able to access provision within county tailored to their needs.
Prevention	<ul style="list-style-type: none"> • Work towards ensuring that all pupils within the Vale have every opportunity to attain the best possible outcomes through access to high quality educational facilities and thus prevent vulnerable young people from otherwise potentially adverse outcomes.
Integration	<ul style="list-style-type: none"> • Develop schools that will have an environment reflective of national mission and evolving curriculum. The modern learning environments will integrate with the aims of other Vale of Glamorgan Council

	<p>departments and Welsh Government priorities in terms of health, equalities, digital competency, resilient ecosystems, active travel, and access to high quality green spaces.</p>
<p>Collaboration</p>	<ul style="list-style-type: none"> • Continue to develop the holistic approach to projects developed within the Barry Secondary Learning Communities scheme by ensuring collaboration between the appointed contractors, other Vale of Glamorgan Council departments, and the wider community in areas such as community benefits. • At a programme level, act in collaboration with other persons and organisations that could help the Council meet its well-being objectives.
<p>Involvement</p>	<ul style="list-style-type: none"> • Deliver open communication channels and numerous opportunities for stakeholders to be involved in and engaged with the process and outcomes of the entire project. Specifically, through rigorous consultations, design engagement meetings, digital communications, and site visits. • Involve stakeholders with an interest in achieving the well-being goals and ensure that those people reflect the diversity of the area which the Council services.

DIRECTORATE OF LEARNING AND SKILLS
**Consultation Response
Report**

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

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

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Background

This report presents the feedback received during the consultation, undertaken from **5 October 2020** to **20 November 2020**, in response to the Council's proposal to transform specialist education by establishing a specialist resource base at Whitmore High School from September 2021.

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

Since developing the proposal, there has been an update in the terminology and so references to autism spectrum disorder (ASD) will be replaced with autism spectrum condition (ASC).

Outline of the consultation process

The consultation processes followed Welsh Government guidelines, in compliance with the Schools Standards and Organisation (Wales) Act 2013 and in line with the School Organisation Code 2018. The consultation processes gave prescribed consultees the opportunity to learn about the proposal and for the Council's Cabinet to hear the views of all those with an interest so that they can be taken into account before any decisions are made.

Publication of the consultation

Formal consultations were conducted through a consultation document and response form distributed electronically to prescribed consultees and published on the Vale of Glamorgan Council website on the 5 October 2020. Consultees were also provided with an email link to the Vale of Glamorgan Council's website. Hard copies of the consultation document were available upon request.

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

Consultation stakeholder engagement

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

The following groups were consulted:

Staff (teaching and non-teaching) at WHS	Governing Body of WHS
Parents/Carers and Guardians of children WHS	Diocesan Directors of Education
Town and Community Councils	Vale of Glamorgan Early Years Development Partnership (EYDCP)

Vale of Glamorgan Children and Young People's Programme Board	Local Councillors
Assembly Members (AM's) / Members of Parliament (MP's) / Regional Assembly Members	Welsh Language Commissioner
Rhieni dros Addysg Gymraeg (RHAG)	Primary and Secondary schools in the Vale of Glamorgan
Estyn	Central South Consortium Joint Education Service
Welsh Government Ministers	Trade Unions
Local Police and Crime Commissioner	Directors of Education – All Neighbouring Authorities
Council's Transportation Department	

Consultees were invited to complete a formal consultation response form which could be completed in hard copy or online via the Council's website at: www.valeofglamorgan.gov.uk/whitmorespecialistresourcebase

Due to the ongoing implications of the Coronavirus, parent and community drop in sessions were not held to limit interaction between staff, parents and the wider community. However, open communication channels were maintained throughout the consultation by phone and email. The FAQs were also updated to reflect queries raised throughout the consultation period (Annex C).

A consultation session was undertaken by an independent body with several pupils from Whitmore High School to engage the pupils in the consultation process. A report on the outcome of this session can be found at Annex D.

Consultation Questions

Consultees were asked for their opinion on the key question:

Do you support the proposal to transform specialist education by establishing a specialist resource base at Whitmore High School from September 2021?

Consultees were able to respond with Yes, No or No opinion either way.

Consultees were also offered the opportunity to comment further:

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

"Any other comments?"

Consultation responses

The consultation responses received in writing between 5 October 2020 and 20 November 2020 are outlined below.

Summary of responses

19 individual responses were received by the consultation closing date. All 19 of the

respondents (100%) were in favour of the proposal. Responses were received from a range of consultees, including parents, staff and local residents.

Responses in detail

Annex	Description
Annex A	A summary of key issues raised by statutory consultees and the response to those issues can be found at Annex A.
Annex B	A summary of the comments received in favour of the proposal can be found at Annex B.
Annex C	The frequently asked questions (FAQs) document has been updated to include the key questions raised during the engagement sessions (Annex C).
Annex D	A consultation session was undertaken with the representative pupils of Whitmore High School to engage the pupils in the consultation process. A report on the outcome of these sessions can be found at Annex D.
Annex E	A formal response was submitted by Estyn and can be found at Annex E.
Annex F	The consultation document was referred to the Learning & Culture Scrutiny Committee on 12 November 2020. The minutes of this meeting can be found at Annex F.
Annex G	A formal response was submitted by the governing body of Whitmore High School and can be found at Annex G.

Conclusion

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

Quality and standards in education

This proposal would likely have a positive impact on the quality and standards in education. As noted by respondents, the proposed new SRB at WHS for ASC pupils would enable more pupils to access mainstream education who might otherwise be excluded.

The new building and site at WHS has been designed to meet the needs of a wide range of pupils and would provide greater access to the curriculum and extra-curricular activities.

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

Estyn's response noted that "this proposal is unlikely to have a detrimental impact upon learners, and that educational standards within the area are likely to be at least maintained."

Community impact

A Community Impact Assessment was undertaken and published alongside the consultation document. The assessment concludes that the proposal would likely have a positive impact on the local community through increased community facilities. No comments were received regarding the Community Impact Assessment during the consultation period.

Travel arrangements

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

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

Consideration will be given for free school transport for ALN pupils living within the 2 and 3 mile limits on an individual basis, complying with Section 9 of the Learner Travel (Wales) Measure 2008, ensuring fairness and compliance with relevant equality legislation to ensure no unlawful discrimination between learners. This decision will be made in consultation with all relevant parties. If a pupil cannot walk to school (either with the support of an appropriate adult or independently depending on their age/ability) because of the nature of their additional learning

needs or disability, the council will provide free home to school transport even if the distance is less than the statutory limit. The decision on this will be made by the Passenger Transport Team in conjunction with schools and the Complex Needs Team. If possible and in conjunction with the agreement of the learner, parent/carer, the school and School Improvement and Inclusion Service, escort provision may be provided, instead of transport, to enable the pupil to get to school independently. This promotes sustainable modes of travel and encourages independent living as well as health and well-being.

Accommodation for SRB has been included as part of the new build currently under construction for Whitmore High School. The design for the new school was subject to a full planning application which was approved by the Planning Committee on 31 July 2019. The planning application included a full transport assessment and a travel plan. The new build will also include measures to encourage active travel, such as providing bike shelters.

Annex A - A summary of key issues raised by statutory consultees and the Council's response

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

Issue 1

Type of support available from the SRB at WHS

Respondent queried whether the remit of the SRB at WHS could extend to pupils with behavioural and emotional support needs, in addition to supporting ASC pupils. Related to this, another respondent wanted to ensure pupils with dyslexia could access support as their needs can sometimes be overlooked within ALN provision.

Council's response to the concerns raised:

This proposal is to establish an SRB at WHS to provide additional support for pupils with ASC whilst ensuring they can access mainstream secondary education. All admissions to the SRB at WHS would be via the Local Authority Panel, in consultation with the Engagement Service and WHS.

Whilst this SRB at WHS would focus on ASC pupils, the new build school would improve the learning environment and increase facilities to support the wellbeing of all pupils; including by providing break out spaces for pastoral care and outdoor areas suitable for recreation or reflection. This would benefit pupils with minor additional behavioural and emotional needs.

The Council's ALN Strategy includes three key components:

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

Additional resource bases would be considered as and when the opportunity arises.

As part of the Council's ALN strategy, further ALN places are also being proposed through increasing the capacity of Ysgol Y Deri (YYD), establishing an SRB at Gladstone Primary School, and establishing a new Centre for Learning and Wellbeing (CL&W) (replacing the Council's Pupil Referral Unit). The CL&W would operate from September 2021 and specifically cater for Key Stages 3 and 4 pupils with Social, Emotional and Mental Health (SEMH) needs. Under the management of YYD, the SRB at Gladstone would continue the trauma informed approach to supporting pupils with complex SEMH needs, which has been trialled successfully at the primary level over the last two years. The expansion of YYD would also support some of our most vulnerable pupils with complex needs.

These proposals are subject to separate consultations but, if approved, would provide a holistic approach to ALN within the Vale, to meet the needs of pupils requiring a wide range of additional support.

Issue 2

Query whether there would be appropriate resources available to implement the proposal and how transition would limit disruption to staff and pupils

Council's response to the concerns raised:

Financial resources

The capital cost for the new build works at WHS is £30,504,000. The project is jointly funded by the Council and Welsh Government, through the 21st Century Schools Programme. Welsh Government have approved the Council's full business case for £22,622,000 funding. The remaining £7,882,000 is included within the Council's capital programme.

The new build is currently under construction and the building is due to be completed for September 2021.

Additional revenue funding would be required to fund the provision. A phased approach would be adopted with provision for 10 pupils from September 2021 which would increase to 20 pupils from September 2022.

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

It would be necessary to employ a lead teacher for the base from April 2021 in order to ensure that effective planning is undertaken prior to opening. From September 2021 additional funding would be allocated to fund learning support assistants (LSAs) which would be required to provide direct support to learners. From September 2022 additional funding would be allocated to fund an additional teacher and LSAs in line with the increase in pupils.

The school would also receive pupil-led funding as part of the schools funding formula which would be based on the number of pupils on roll.

A cost pressure has been submitted for £176k in 2021/22 and an additional £108k in 2022/23. Implementation of the proposal would be dependent on the required revenue funding being available.

Human resources and learner needs

Should the proposal be approved, the Council would establish a project team to support the project. The project team would include the Head of Additional Learning Needs and Wellbeing, representatives from the Council's 21st Century Schools Team, and representatives from WHS.

The project team would be responsible for developing a project plan to deliver the proposal by September 2021, when the new WHS building would be completed. The project plan would need to consider:

- Development of the provision;
- Development of the staffing structure;
- Identifying any training needs;
- Managing admission to the SRB from September 2021; and
- Identifying the appropriate resources to deliver the provision.

The Council would fully support the staff and governing body to ensure the successful implementation of the proposal. This approach was successfully adopted to deliver mixed-sex secondary education in Barry as part of the Transforming Secondary Education in Barry project.

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

In their consultation sessions, pupils noted that “There needs to be a conversation with mainstream classes about the unit and to create an ‘ethos’ of acceptance/tolerance”. A key role of the SRB would be to support the implementation of school-wide policies and procedures to strengthen support available to all pupils at WHS. During the transition the Council would work with the staff and governing body to ensure appropriate measures are put in place to establish a culture of understanding and collaboration between mainstream pupils and those with an ASC diagnosis attending the base. School-wide training needs would be identified during the transition phase and would be included as part of the school’s training and development programme.

Additional staff would be recruited by the school to support learners within the base, which would include the appointment of a lead teacher to manage the provision. Any proposed changes to staffing would be subject to full consultation with staff and the relevant trade unions where necessary.

Issue 3

Query how the proposal will support the Welsh in education strategic plan (WESP) and meet the needs of Welsh speaking pupils who have ASC.

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

Ysgol Gymraeg Bro Morgannwg provides Welsh-medium secondary education in the Vale. Ysgol Gymraeg Bro Morgannwg was inspected by Estyn in March 2019 and the report stated: “Arrangements for pupils with additional learning needs are excellent. The provision map is comprehensive, and individual education plans ensure that the school provides tailored assistance to support these pupils through a wide range of interventions. The school monitors the effect of support for pupils with additional learning needs closely and ensures that this provision is adapted to the needs of these pupils.”

YYD, the Council's special school also provides support for pupils with ASC in mainstream schools through a Welsh speaking specialist teacher. This ensures that pupils with ASC in Welsh medium education receive appropriate support. If additional individual support is required, Welsh medium provision is delivered through the appointment of bilingual LSAs.

Annex B - A summary of comments received in favour of the proposal.

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

Comment 1

Agree with increasing specialist support available for ALN pupils within a mainstream secondary school setting.

Respondents agreed specialist educational provision needs to be increased within the Vale. Responses also noted the benefits of having provision available within a mainstream secondary school setting as this enables a blend of accessing mainstream learning and additional support.

Estyn noted that this provision would help to reduce demand upon Ysgol Y Deri.

Respondents felt that this is an inclusive approach to specialist education, beneficial for pupils to break down potential social and educational barriers. This was also noted as a positive by pupils in their consultation sessions.

It is also beneficial for educational professionals to develop their skills and understanding of a range of pupil needs.

Overall, respondents welcomed this kind of provision.

Annex C - Frequently asked questions.

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

What is the intended timescale of development?

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

How would pupils be allocated a place at the SRB?

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

Who would manage and support learners attending the SRB?

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

Annex D - Consultation undertaken with young people.

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

Background and Aim

- In their Consultation document on the above proposal the Vale of Glamorgan Council note the importance of making suitable arrangements to consult with pupils and where possible those pupils likely to attend the school. The Council firmly believes that the pupils of WHS should be given the opportunity to 'make their views known about this proposal'.
- 2 consultation workshops were arranged with groups of students on the 9th November 2020 to gather their views about the proposal.
- The information gathered from the sessions will be included in the final consultation report. The full report will be submitted to the Council's Cabinet for consideration following the consultation period.

Methodology

- An interactive workshop which gave pupils an opportunity to discuss and share ideas together.
- It started with a discussion on the meaning of consultation and why it was important to talk to pupils
- Agreement was reached on what made a good discussion/consultation
- The consultation document was then explained to them
- The pupils were divided into 2 sub-groups to share and note their own ideas. The groups then merged to have further discussion on these ideas, based on the rules of engagement as agreed at the beginning of the session.
- Following the feedback, it was explained to pupils that their comments would be fed into a report on this session and that it would be presented to the council as part of the evidence gathered on this consultation.

WHS - Workshops

The 2 workshops included 8 pupils in each (a balance of male and female); workshop 1 included 8 Year 10 students; workshop 2 included 8 Year 9 students)

Pupils' responses:

What makes a good discussion?

- People need to speak
- Need to hear the bad and good points
- Listening to others
- Hear different opinions
- Need to be quiet while others are speaking
- Express your ideas
- Be kind to other people's opinions

Advantages of the proposed plan

- More opportunities [to those pupils] of being a part of a normal school
- Provides support for those learners
- More recognition for every pupil
- It helps the needs of specific children
- Takes pressure off mainstream classes and Ysgol Y Deri (YYD)
- Small groups
- Good atmosphere to feel safe
- Routines that help pupils of this nature
- Gives pupils more freedom
- It will calm pupils down
- They [pupils] know there is a place of comfort in the school
- It will avoid interruptions in lessons [for others]
- Specialist teachers that understand their needs [will be on hand]
- Helps them [in the future] be integrated into society
- Extra support
- Greater focus on their needs
- [Pupils] feel normality because they're with people of the same needs
- Takes pressure off YYD
- Fits in with other pupils
- If pupils are in a group of people with similar needs, they feel like they're being treated the same
- Those pupils need to be treated the same as others and need to be given opportunities to develop
- Just because you're autistic doesn't mean that you're stupid so they need to be educated and have support in an area like this

Possible disadvantages of the proposed plan

- It might isolate people
- Needs to be a balance between mainstream and resource base so they don't become too isolated
- Needs to be enough staff there to deal with the group
- Only 20 places – will it be enough?
- Will it lead to the labelling of some pupils?
- It could make them feel different to the other students in school
- They all might have different types of autism so they might clash

General Comments/Questions:

- Need to make sure that learners are being put in the right place
- There needs to be a conversation with mainstream classes about the unit and to create an 'ethos' of acceptance/tolerance

- There needs to be communication amongst pupils (so that we get to know what they do)
- At times these pupils get more rewards than they deserve – people without autism are not recognised for doing good things
- Rules don't apply to them at certain times [which can lead to a sense of unfairness]

Observations

- Both schools warmly welcomed me into their schools whilst respecting Covid-19 regulations and guidance.
- Pupils' responses were mature and considered.
- All pupils participated fully in both the group and team discussions.

09.xi.20

gj

Annex E – Response from Estyn

Estyn response to the proposal to establish a specialist resource base (SRB) at Whitmore high school

Introduction

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer and other additional information such as data from Welsh Government and the views of the Regional Consortia which deliver school improvement services to the schools within the proposal.

Summary/ Conclusion

This is a proposal by the Vale of Glamorgan council. The proposal is to establish a specialist resource base at Whitmore high school that would focus on pupils with autistic spectrum disorder (ASD).

It is Estyn's view that this proposal is unlikely to have a detrimental impact upon learners, and that educational standards within the area are likely to be at least maintained.

Description and benefits

The council has set out clearly its reasons for the proposal. It is to meet the increased demand for specialist education provision within the Vale of Glamorgan and to reduce the demand for places at Ysgol Y Deri (YYD), the council's special school.

The council has listed the potential benefits of the proposal. These include the provision of targeted support for pupils with ASD within a mainstream secondary school and to make provision for larger numbers of these pupils. In addition, the council has identified one potential disadvantage which is the disruption to the management of staff and resources during the implementation phase of the proposal. These appear to be valid and reasonable, however the council has not outlined clearly how it intends to mitigate against the one potential disadvantage identified.

The council has identified an appropriate risk which is that the SRB could become full to capacity very early on. The council intends to monitor this and expand short term provision as needed.

The council identified two alternative options that they considered. These were to continue with the status quo or to establish SRB provision at another secondary school. The reasons for these options being discounted appear to be fair and appropriate. The council has outlined suitable travel arrangements for pupils who attend the SRB. This includes providing free transport for pupils with ALN based on an assessment of their individual needs.

The council has appropriately determined that placing the specialist resource base within a mainstream secondary school would provide additional support for pupils with ASD whilst ensuring they can access mainstream secondary education. This is likely to reduce the demand for places at YYD.

The council makes reference to its Welsh in education strategic plan (WESP), however it is not clear enough how this proposal directly contributes to the plan. In addition, the proposal makes no reference to how this proposal will meet the needs of Welsh speaking pupils who have ASD.

The proposer has appropriately included a community impact assessment which concluded that the proposal would have a positive or neutral effect on the eight key measures identified by the local authority. This seems to be a reasonable conclusion.

Educational aspects of the proposal

Estyn has not yet inspected Whitmore high school. It was previously inspected in March 2013 under its previous incarnation as Barry comprehensive school.

The council has made suitable reference to the likely impact of the proposal on standards and leadership and management. It asserts that the SRB would ensure pupils with ASD have access to mainstream secondary education. In addition, the base would provide a safe environment for pupils to utilise during lunch and break times. The school is currently managed by an Executive Headteacher and a Head of School. The school intends to recruit a manager to have responsibility for the SRB.

There appears to be no commentary with regards to how the council intends to minimise any potential disruption to learners as a result of the proposal.

Annex F - Minutes of the Learning and Culture Scrutiny Committee on the proposal

LEARNING AND CULTURE SCRUTINY COMMITTEE

The recording of the Learning and Culture Scrutiny Committee meeting (12th November 2020) is available here:

<https://www.youtube.com/watch?v=6YolAi15Rpo&feature=youtu.be>

188 Proposal to Establish a Specialist Resource Base at Whitmore High School from September 2021 (DLS)

The 21st Century Schools Project Manager presented the report, which advised Committee of the Council's proposal to establish a specialist resource base to support learners with Autism Spectrum Disorder (ASD) at Whitmore High School from September 2021, and to receive Committee's feedback to form part of a consultation report which would in turn be considered by Cabinet following the completion of the consultation exercise.

The Officer advised that on 5th October, 2020 the Director of Learning and Skills launched the consultation on the above proposal. The consultation document, which was contained with its appendices at Appendix A to the report, had been issued to prescribed consultees as outlined in the School Organisation Code 2018.

The Officer continued by highlighting that the proposed resource base would be available to pupils who spent the majority of their time in mainstream education but could use the base for support, pre-teaching of lessons and as a safe space if required. A suitable space for the resource base had been identified on the ground floor of the new build for Whitmore High School (should the proposal be endorsed), with additional funding having been requested from Welsh Government to assist with Additional Learning Needs, and the Officer advised that the proposed space had therefore already been funded by the 21st Century Schools Programme.

As yet, there had not been a considerable response to the proposal with 11 responses having been received to date, however the Officer noted that all responses received had been in favour of the proposal and as such there were no areas of concern to further elaborate upon as part of the report. Committee were advised that the governing body of Whitmore High School had submitted a formal response to the consultation indicating that they were in favour of the proposal and had been supportive when meeting with the Officer some days previously. A formal response from Estyn had also been received which indicated that the proposal would at least maintain standards within the school and therefore no issues were raised.

The Head of Additional Learning Needs and Wellbeing provided some more information regarding the nature of the pupils who would be accessing the resource base, and a video created by the National Autism Team, 'What is Autism?', was played to Committee which explored the many facets of ASD through the words of young people with autism.

The Cabinet Member for Education and Regeneration, with permission to speak, wished to credit the Head of Service and his team for having championed this proposal and the ambition that every child in the Vale of Glamorgan should have an educational setting appropriate to their needs. The Cabinet Member continued by highlighting the importance of supporting young people with autism so that they could remain in mainstream education while also experiencing a specialist supportive environment when needed.

The Vice-Chairman wished to express that this was very much a welcome development and she was pleased that there was recognition of the different aspects of the autism spectrum. The Vice-Chairman referred to a family member's first-hand experience of an unsupportive educational environment as a learner with ASD, and reiterated that it was welcome for the Council to be looking to support those who were outside of the mainstream and to be addressing the needs of this smaller group of pupils.

Following consideration of the report it was subsequently

RECOMMENDED –

- (1) T H A T Committee note the consultation document and the relevant appendices on the proposal to establish a specialist resource base at Whitmore High School from September 2021.
- (2) T H A T Committee endorse the proposal and their feedback be considered by Cabinet as part of the consultation report which will be developed following the completion of the consultation exercise.

Reasons for recommendations

- (1) To ensure that Committee is consulted on the proposal.
- (2) To ensure feedback received from Committee is considered by Cabinet as part of the consultation report.

Annex G – Response from the governing body of Whitmore High School



Ysgol Uwchradd **Whitmore** High School
Fort Road West, Y Barri/Barry, Bro Morgannwg/Vale of Glamorgan, CF62 8ZJ
Phone/Telephone: (01446) 431411 E-mail: WhitmoreHigh@valleofglamorgan.gov.uk

Your Full Name: **Antonia Forte**

Postcode: **CF62 7NH**

Chair of Governing Body at Whitmore High School

This response is made on behalf of the **Governing Body at Whitmore High School**

1. Do you support the proposal to transform specialist education by establishing a specialist resource base at Whitmore High School from September 2021?

Yes

Please explain why: **In February 2019, following extensive research, including a field trip to a similar base at another school, the Governing Body of WHS discussed the proposal to establish a specialist resource base in the new building planned as part of the 21s Century Schools Project. The proposal was supported unanimously. We have considered the details in this recent consultation paper and wish to reiterate that support.**

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

Whilst the funding and management outlined in the consultation remain broadly in line with those discussed last year, we have had the opportunity to consider further detail provided by the Vale's team. Our continued and enthusiastic support for this base is dependent on:

- **Our understanding that there is a commitment to ongoing and adequate revenue funding;**
- **That management control will rest with Whitmore High School;**
- **That there is adequate lead in time to ensure that the base is operational at the same time as the new building is opened. In particular we understand that sufficient funding will be available to appoint the operational lead officer as from 1st April 2021**
- **That the students admitted to the base will have learning needs that are appropriate to the level of support provided – that their needs will be no greater or lesser than the base can provide;**
- **That the number of students the base can support is no more than twenty, and that any increase in this number will need to take consideration of the overall admissions' demand for places at Whitmore High, and the resulting pressure on space and facilities.**

3. Any other comments?

In the unlikely event that the above caveats cannot be met in the future, the GB reserves the right to revisit our support for the base.



DIRECTORATE OF LEARNING AND SKILLS

Community Impact Assessment

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



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

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Introduction

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

The 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 proposal is to transform special education in the Vale by establishing a Specialist Resource Base (SRB) at Whitmore High School (WHS) from September 2021.

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.

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 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 it is important that we support teaching and learning outcomes by providing modern and fit for purpose

buildings that meet the needs of modern-day education. Schools need to be able to provide the best possible learning experience to make sure that children and young people have the best opportunities available to them and that they are able to reach their full potential.

Current Challenges

The proposal would address a number of challenges and would:

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

Community Profile

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

School name	Type	Language	Age range	Capacity*	Nursery places (part-time)	Distance from WHS (miles)
All Saints CIW Primary	Denominational	English	3 - 11	210	39	1.5
Colcot Primary	Community	English	3 - 11	315	54	0.8
Gladstone Primary	Community	English	3 - 11	420	90	1.7
Ysgol Gwaun Y Nant	Community	Welsh	3 - 11	420	82	1.8
Oak Field Primary	Community	English	3 - 11	210	52	1.8

Pencoedtre High School	Community	English	11 - 19	1100	NA	1.3
Ysgol St Curig	Community	Welsh	3 - 11	420	114	1.2
Ysgol Bro Morgannwg	Community	Welsh	3 - 19	1360	56	0.7**

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

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

WHS is located within the ward Dyfan 1 and is surrounded by the wards of Illtyd and Merthyr Dyfan in Barry. Merthyr Dyfan or Dyfan is a northeastern suburb of Barry in the Vale of Glamorgan, in south Wales, formerly an independent medieval village. The Illtyd ward covers a residential part of Barry to the west of the town.

The Merthyr Dyfan ward has a population of 5,543 and the Illtyd ward has a population of 8,404 (Office of National Statistics, 2019).

The data below for the Merthyr Dyfan and Illtyd wards surrounding WHS is from the [Welsh Index of Multiple Deprivation \(WIMD\)](#).

Vale of Glamorgan Constituency Area	LSOA Code	Overall Wales Rank (of 1909)		Employment Rank (of 1909)		Access to Services Rank (of 1909)	
		Rank	% (Least / Most Deprived)	Rank	% (LD / MD)	Rank	% (LD / MD)
Dyfan 1	W01001091	1740	50% LD	1643	50% LD	1780	50% LD
Dyfan 2	W01001092	878	30-50% MD	684	30-50% MD	1009	50% LD
Dyfan 3	W01001093	476	20-30% MD	364	10-20% MD	712	30-50% MD
Illtyd 2	W01001099	699	30-50% MD	672	30-50% MD	1087	50% LD
Illtyd 6	W01001103	1863	50% LD	1749	50% LD	1894	50% LD

As the table above shows, the wards surrounding WHS are mixed in terms of levels of deprivation. Three of the neighbouring wards are overall within the most deprived but two are within the least deprived overall. Dyfan 3 is within the 10-20% most deprived in terms of employment. Nearly all the wards are within the 50% least deprived in terms of access to services.

Additional Learning Needs

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

Placing this base within a mainstream secondary school would provide additional support for these pupils whilst ensuring they can access mainstream secondary education. This would reduce demand for places at Ysgol Y Deri (YYD), whilst also ensuring there is provision for pupils who would not normally meet the criteria for placements at YYD.

Impact Assessment

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

Eight key measures have been identified:

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

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

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

Impacts upon the Local Community

Ref.	Measure	Score	Impact of Proposal
CI1	Children living in the catchment are attending their local school	2	<p>Placing the specialist resource base within a mainstream secondary school, WHS, would provide additional support for pupils with ASD whilst ensuring they can access mainstream secondary education. This would reduce demand for places at YYD, whilst also ensuring there is provision for pupils who would not normally meet the criteria for placements at YYD.</p> <p>This proposal would result in a more efficient supply and demand for ALN school places within the Vale and reduce the need for children to attend provision outside of the Vale.</p>
CI2	Services provided by the school for the local community, including extra-curricular activities	0	It is proposed that any community services currently provided by WHS 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 WHS to community facilities as a result of this proposal.
CI4	Community facilities provided by and activity undertaken within the school premises	1	<p>A key element of the 21st Century Schools Programme is the provision of community facilities. The proposal would include the creation of new state of art facilities which could be hired out by the community; such as sports pitches and meeting rooms.</p> <p>There is a potential for community access to facilities to be increased, such as meeting rooms. This will be up to the school to manage with safeguarding requirements.</p>

CI5	Impact on local businesses	0	There would be no impacts upon local businesses as a result of this proposal concerning WHS.
CI6	Impact on local employment	1	This proposal may lead to an increase in specialist employment and professional development opportunities at WHS.
CI7	Impact on local infrastructure	0	A full transport assessment was undertaken as part of the design process for the new school building. Any negative impacts have been identified and solutions embedded into planning for the new WHS building and site.
CI8	Transport arrangements	1	<p>The Council has a statutory duty to provide free school transport for pupils of statutory school age who reside beyond walking distance to the nearest appropriate school. In accordance with 'The Learner Travel (Wales) Measure 2008'.</p> <p><i>"This is defined as more than 2 miles to the nearest suitable school for Primary Pupils and more than 3 miles for Secondary School Pupils. Distances are measured by the nearest available walking route."</i></p> <p>There may be a reduction in providing transport for pupils accessing out-of-county provision as this would now be met within the Vale.</p>

Scoring Summary

Ref.	Local Community
CI1	2
CI2	0
CI3	0
CI4	1
CI5	0
CI6	1
CI7	0
CI8	1
Average Score	0.625

Conclusions

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

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

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

Equality Impact Assessment

1. What are you assessing?

A proposal to establish a specialist resource base at Whitmore High School from September 2021.

2. Who is responsible?

Name	Matthew Curtis	Job Title	Project Manager
Team	21 st Century Schools	Directorate	Learning & Skills

3. When is the assessment being carried out?

Date of start of assessment	November 2020
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4. Describe the proposal?

What is the purpose of the proposal?

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 the local community and are equipped with the best possible learning environments.

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

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

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

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

The feedback and views expressed in the consultation are being considered together in the publication of a consultation report on the proposal and this Equality Impact Assessment. A Community Impact Assessment has also been undertaken.

Why do you need to put it in place?

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

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

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

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

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

Human Resources

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

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

Officer time has been addressed via the creation of a 21st Century Schools Team.

Capital Funding

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

Revenue Funding

WHS would receive additional funding via the mainstream funding formula for the SRB. This would cover the cost of additional staff required to support the pupils attending the SRB. The Council would provide additional transition funding as part of the 2021/22 budget to appoint the leader of the provision ahead of opening.

What are the intended outcomes of the proposal?

- Provide targeted support for pupils with ASC within a mainstream secondary school environment to ensure pupils reach their full potential.
- Provide innovative and creative learning environments which are adaptable to change and will challenge and support children to reach their full potential.

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- Increase the level of community access and interaction through the use of the school's educational facilities whilst meeting the needs of the school.
- Makes provision within the Vale for larger numbers of our pupils with ASC.
- Provide opportunities for professional development throughout WHS.
- Reduced reliance on costly out of county provision.

Who does the proposal affect?

Staff, pupils, parents of pupils, governors at Whitmore High School.

In addition this proposal if implemented would provide local ALN provision to ensure pupils are educated within their community.

Will the proposal affect how other organisations work?

The proposal is unlikely to have a significant impact on any other schools in the local area. Normal admissions arrangements do not apply and so the SRB at WHS will not compete with local schools.

Will the proposal affect how you deliver services?

The Council must ensure that schools serve their local communities and are reflective of demand. There is a need to meet future demand for ALN places within the Vale.

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

Household projections by local authority <https://gov.wales/docs/statistics/2017/170323-household-projections-local-authorities-2014-based-en.pdf>

Future population trends <https://www.slideshare.net/StatisticsWales/welsh-government-future-trends-report-2017-population>

ONS 2016 population estimates (row 392 code W06000014)
<https://www.ons.gov.uk/file?uri=/peoplepopulationandcommunity/populationandmigration/populationestimates/datasets/populationestimatesforukenglandandwalescotlandandnorthernireland/mid2017/ukmidyearestimates2017finalversion.xls>

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

Will the proposal impact on other policies or practices?

The proposal is part of the council's overall strategic outline programme for Band B of the 21st Century Schools Programme. The operation of the school will continue to be supported by many policies and procedures. The governing body will be required to continue to comply with all policies, including the Council and schools Equality Policies. All

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schools will have their part to play in meeting the equality objectives that the Learning and Skills Directorate is responsible for delivering and support the performance reported on in the annual equality monitoring report where appropriate.

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

The proposal being put forward is to increase provision of ALN within the Vale of Glamorgan and adapt provision to meet the different needs of some of our most vulnerable learners.

The WHS building would be designed to improve accessibility and promote equality of opportunity for education for more pupils. It would provide the school with improved facilities which would enable them to promote equality of opportunity and foster good relations between those with different protected characteristics. Specific consideration to feedback in relation to pupils with disabilities has been fed into the consultation document and in turn would be reflected in the design for the new building.

Our formal consultation process follows Welsh Government guidelines outlined in the School Organisation Code 2018. A range of individuals and groups were asked for their views about these proposals during the period 5 October to 20 November 2020. All responses received as part of the consultation are reflected in the Consultation Report.

Before any decisions are made, the Council needs to ensure that it offers a number of opportunities for individuals and interested groups to make their views and opinions on the proposals known.

The Council consulted with the following groups:

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

How will you achieve the proposed changes?

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The consultation period for the proposal started on 5 October and ended on 20 November 2020.

Within 13 weeks of 20 November 2020 a consultation report will be published on the Council's and school's websites. Hard copies of the report will also be available from the Council 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 January 2021 Cabinet will consider the consultation report and decide whether or not to proceed with the proposals.

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

The proposal would mean specialist educational provision would be established at WHS. A new build is currently being constructed for WHS on its existing site for September 2021. An area of the building has been allocated for a SRB. It is proposed that this would focus on pupils with ASC. The base would be managed by the headteacher and governing body of WHS. The area has been designed to accommodate up to 20 learners. It is proposed that the base is established with the opening of the new school building from September 2021.

Who will deliver the proposal?

Subject to the approval of this proposal, the Council would manage the process and the governing body, staff, parents and pupils of WHS will be fully engaged in the development of the plans.

The new WHS building is being delivered by the 21st Century Schools team within the Directorate of Learning & Skills as part of the Councils School Investment Programme following its successful bid for funding as part of the 21st Century Schools Programme. Projects are subject to statutory consultation and rigorous business case as required by the School Organisation Code and Welsh Government. The 21st Century Schools Programme is a long-term strategic investment in educational estate throughout Wales. It is a unique collaboration between Welsh Government, the Welsh Local Government Association (WLGA), local authorities, colleges and dioceses. All of the Vale of Glamorgan Council projects that were undertaken as part of Band A of the 21st Century Schools Programme were completed on time and on budget.

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

The Council would have determined the proposal and would have established an SRB at WHS from September 2021.

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

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5. What evidence are you using?

Engagement (with internal and external stakeholders)

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

Formal consultations were conducted through a consultation document and response form distributed electronically to prescribed consultees and published on the Vale of Glamorgan website on the 5 October 2020.

The bilingual consultation documents were distributed online; through social media and on the Vale of Glamorgan Council's website. Consultees were provided with an electronic copy of the documents and a link to the Vale of Glamorgan website. Hard copies were available from the Council on request.

The authority received 19 individual responses by the consultation closing date of the 20 November 2020.

Consultees were asked for their opinion on one main question:

Do you support the proposal to transform specialist education by establishing a specialist resource base at Whitmore High School from September 2021?

Consultees were able to respond to each part with Yes, No or No opinion either way.

Consultees were also offered the opportunity to comment further.

The breakdown of responses to each part are detailed in the table below.

Total (individual) responses:	Total support		Total not support		Total no opinion	
	No.	%	No.	%	No.	%
19	19	100%	0	0%	0	0%

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

What is your gender?							
Male	0	Female	11	Other	0		
What is your age?							
Under 18	0	25-34	3	35-54	8	55-74	1
Are your day-to-day activities limited because of a physical or mental health condition, illness or disability?							

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Yes – limited a lot	0	Yes – limited a bit	3	No	8	Prefer not to say	0
How would you describe your ethnic group?*							
White - Welsh/ English/ Scottish/ Northern Irish/ British	12	White – Irish	0	Prefer not to say	0		
What is your religion?*							
No religion	7	Christian (all denominations)	4	Prefer not to say	0		

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

Consultation sessions were also held with pupils from WHS. Their response is included within the consultation report.

Consultation was undertaken at a formative stage and allowed for intelligent consideration and response. The timescales for consultation comply with the School Organisation Code and allowed 7 weeks for consultees to consider and prepare a response.

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

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

Consultation (with internal and external stakeholders)

Please see response above (engagement)

National data and research

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

Household projections by local authority <https://gov.wales/docs/statistics/2017/170323-household-projections-local-authorities-2014-based-en.pdf>

Future population trends <https://www.slideshare.net/StatisticsWales/welsh-government-future-trends-report-2017-population>

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ONS 2016 population estimates (row 392 code W06000014)

<https://www.ons.gov.uk/file?uri=/peoplepopulationandcommunity/populationandmigration/populationestimates/datasets/populationestimatesforukenglandandwalesscotlandandnorthernireland/mid2017/ukmidyearestimates2017finalversion.xls>

Protected characteristic data from 2011 Census

<https://gov.wales/statistics-and-research/census-population/?lang=en>

The Councils proposal will be delivered through the Welsh Government 21st Century Schools Programme. The 21st Century Schools Programme is a long-term strategic investment in educational estate throughout Wales. It is a unique collaboration between Welsh Government, the Welsh Local Government Association (WLGA), local authorities, colleges and dioceses. All of the Vale of Glamorgan Council projects that were undertaken as part of Band A of the 21st Century Schools Programme were completed on time and within budget. The Council is expected to receive Welsh Government Band B match funding through the 21st Century School Programme for the proposal.

Changes to school provision, in the form of statutory school organisation proposals, are often necessary as part of local authority plans within the 21st Century Schools and Education Capital Programme.

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

Local data and research

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

Whitmore High School was previously a boys' 11-18 school, Barry Comprehensive, and opened in 1966. The school is located in Barry and the site is adjacent to the Vale's Welsh medium high school, Ysgol Gymraeg Bro Morgannwg.

Barry Comprehensive School operated in partnership with Bryn Hafren Comprehensive School as the Barry Sixth Form in to provide English medium post-16 education. The school became a co-educational school under the new name, Whitmore High School, in 2018. The school has its own sixth form.

The current school building is set to be replaced with a new three-storey building with room for 1,100 pupils. This will include spaces suitable for use with ASC pupils.

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A community impact assessment was undertaken in preparation for the consultation. This assessment included information about local population and material deprivation levels. There were no comments on the community impact assessment during the consultation.

The community impact assessment is available here:

<https://www.valeofglamorgan.gov.uk/en/living/schools/Consultations/Whitmore-High-School-Specialist-Resource-Base.aspx>

6. How robust is the evidence?

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

This proposal pays due regard to the need to eliminate discrimination, advance equality, and foster good relations as an integral part of the decision making process. The impact of the proposal will be positive in terms of managing the demand for ALN school places in the Vale of Glamorgan.

What are the gaps?

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

The council would ensure that the governing bodies of the affected schools were supported to ensure that all staff and governors would not be adversely impacted as a result of their protected characteristic as a result of this proposal.

What will you do about this?

Consideration of the protected characteristics of the pupils, staff and governing body would be reflected in the development of the new building for example via the provision of a fully accessible building and gender neutral toilets.

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

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

What monitoring data will you collect?

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

How often will you analyse and report on this?

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

Where will you publish monitoring data and reports?

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

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

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

7. [Impact](#)

Is there an impact?

There would be a positive impact on persons with the protected characteristics of age, disability and gender reassignment/ identity. The proposal would support the school to ensure that it has the improved facilities to promote equality of opportunity and foster good relations between those with different protected characteristics.

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

The positive impacts are outlined below in the relevant section.

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

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

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

Age

According to the Pupil Level Annual School Census (PLASC) carried out in January 2020 there were 922 pupils on roll at WHS.

The proposed SRB at WHS would provide 20 places for ASC pupils. This would enable more pupils to benefit from specialist education within the Vale.

For the reasons stated above, the proposal would provide a **positive** impact for children.

However, it is noted that section 149, so far as relating to age, does not apply to the exercise of a function relating to the provision of education to pupils in schools (see paragraph 1 of Schedule 18 to the 2010 Act).

Disability

The data held on pupils is characterised by Special Educational Needs (SEN) not disability.

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

There are many design elements that could be incorporated to support pupils. These include; specialist rooms for ASC pupils for learning and wellbeing and a sensory garden within the school grounds. Creative use of acoustic materials and bespoke calming colour schemes etc. have also been considered by part of the design team in full consultation with staff pupils and governors. The building will be designed to current acoustic standards (BB93). This will define the acoustic performance standard that the school will be designed to. The whole building will be designed to comply with current building regulations for disabled access, with parking and access into the school building as well as assess throughout the school. Natural daylighting and ventilation will be a key feature of the new learning environment.

The proposal will therefore provide a **positive** impact for pupils, staff, governors and the wider community visiting the school who have been identified within this protected group as they will have access to a fully accessible school building which has been designed to consider individual needs and will be managed by existing senior leaders at the school.

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Gender reassignment, including gender identity

The new building would have suitable facilities in place to accommodate pupils of any gender; no pupil would need to consider changing schools due to gender reassignment. Pupils and staff have the right to access the toilet that corresponds to their gender identity. Any pupil or staff member who has a need or desire for increased privacy, regardless of the underlying reason, would be provided access to a single stall toilet, but no pupil or staff member shall be required to use such a toilet. The new building would provide single stall toilets that can be used by all, albeit separate facilities would be available for adults and children.

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

Staff would also have access to improved, gender neutral facilities and would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school. Non-binary people, including staff, governors and members of the community accessing the facilities would benefit from the gender neutral adaptations to the school that have been identified above.

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

Marriage and civil partnership (discrimination only)

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

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

Pregnancy and Maternity

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

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

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

Race

The predominant ethnicity at WHS is currently White – Welsh/English/Scottish/Northern Irish British with 92.3% of children falling within this category. This is slightly higher than the average (90% White British) across the wider Vale school population.

It is unlikely that the proposal will change the ethnic profile of the schools as the provision is needs based and not based upon proximity. Therefore, the pupils will continue to come from different areas within the Vale which have varying demographic profiles in terms of ethnicity.

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

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

Religion and belief

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

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

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

Sex

The latest data containing pupil gender information is from My Local School, 2019.

WHS had 75.8% (674) male pupils and 24.2% (216) female pupils out of a total of 890

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pupils. The higher number of male pupils than average is related to WHS previously being a single-sex boys school.

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

Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the schools. This proposal would lead to an increase in employment opportunities at the schools as additional training would be required to meet the specialist needs of pupils. This may lead to more employment opportunities for people of either sex.

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

Sexual orientation

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

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

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

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

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Welsh language

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.

Teaching and learning is predominately delivered through the medium of English at WHS. Welsh medium secondary education is provided at Ysgol Gymraeg Bro Morgannwg, which provides targeted support for pupils with additional learning needs. This was commented by Estyn in the most recent inspection. Ysgol Y Deri, the Council's special school, also provides support for pupils with additional learning need. Welsh medium provision is provided through the appointment of bilingual LSAs.

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

None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Based on current evidence, this proposal would have a **neutral** impact on people in this protected group.

Human rights

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

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

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

The intended benefits of this proposal would:

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

None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Based on current evidence, this proposal would have a **positive** impact on people in this protected group.

How do you know?

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

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

What can be done to promote a positive impact?

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

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

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tackle prejudice and promote understanding. This is an important aspect to curriculum delivery and would not change as a result of this proposal.

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

Age

As the school would continue to provide sufficient places for pupils with additional learning needs, the proposal would provide a positive impact on this criteria.

Disability

As stated previously design elements would be incorporated to support ALN pupils. The whole building is be designed to comply with current building regulations for disabled access, with parking and access into the school building as well as assess throughout the school. The proposal would provide a positive impact on this criteria.

Gender reassignment, including gender identity

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

Inclusivity and respect of others is an intrinsic element of the national curriculum. The proposal would provide a positive impact.

Marriage and civil partnership

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

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

Pregnancy and Maternity

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

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

Race

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

Religion and belief

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

Sex

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

Sexual orientation

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

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

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

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

N/A – no negative impacts identified

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

The WHS building will be designed to be fully accessible. In addition, small classrooms and quiet break out areas will be implemented as part of the design plan in order to ensure that children requiring a quieter and less busy learning environment can be accommodated.

Will the impact be positive, negative or neutral?

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

Age – Positive

Disability – Positive

Gender reassignment, including gender identity – Positive

Marriage and civil partnership – Neutral

Pregnancy and Maternity – Neutral

Race – Neutral

Religion and belief – Neutral

Sex – Neutral

Sexual orientation – Neutral

(Welsh language – Neutral

Human rights – Positive)

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

8. Monitoring on-going impact

Date you will monitor progress

PLASC data is annual and if approved by cabinet a project plan for this proposal will be initiated. This will include reference to this document. Any changes in outcomes resulting from this ongoing analysis will be used to update this Equality Impact Assessment, including any mitigating actions which may be required.

Measures that you will monitor

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

Date you will review implemented proposal and its impact

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

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

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

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

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

In September 2017 a new Estyn School Common Inspection Framework was introduced for all schools across Wales.

Whitmore High School has not yet been inspected by Estyn.

Equality Impact Assessment

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

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

10. [Outcomes and Actions](#)

Recommend actions to senior management team
Outcome following formal consideration of proposal by senior management team

11. [Important Note](#)

Where you have identified impacts, you must detail this in your Cabinet report when seeking approval for your proposal.

12. [Publication](#)

Where will you publish your approved proposal and equality impact assessment? Vale of Glamorgan Website
In addition to anywhere you intend to publish your approved proposal and equality impact assessment, you must send a copy to Tim Greaves, Equality Co-ordinator, to publish on the equality pages of the Vale of Glamorgan website.

13. [Authorisation](#)

Approved by (name)	Paula Ham
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Equality Impact Assessment

Job Title (senior manager)	Director of Learning and Skills
Date of approval	
Date of review	



Whitmore High School Specialist Resource Base

Proposed Consultation Timescales

Action	Timescale
Approval to consult	July 2020
Consultation with stakeholders	5 October – 20 November 2020
Cabinet to consider consultation report	21 December 2020
Statutory notice (and objection period)	January – February 2021
Final determination (if objections received)	March 2021
Implementation of proposal	September 2021