

THE VALE OF GLAMORGAN COUNCIL

LEARNING AND CULTURE SCRUTINY COMMITTEE: 18 SEPTEMBER
2017

REFERENCE FROM CABINET: 4 SEPTEMBER 2017

**C68 KEY STAGE 3 PUPIL REFERRAL UNIT (PRU) AND EDUCATION
OTHER THAN AT SCHOOL (EOTAS) (LC) (SCRUTINY COMMITTEE –
LEARNING AND CULTURE) -**

Cabinet was informed of the educational changes required to ensure children and young people educated other than at school (EOTAS) could prosper and achieve attainable outcomes.

The Local Authority provided EOTAS provision to enable students to access an alternative to mainstream school. This was required for pupils who were medically unfit to attend school and those requiring an alternative to mainstream schooling because of their additional learning needs. In July 2016, 108 young people were recorded as receiving EOTAS in the Vale of Glamorgan. At that time this was the fifth highest in Wales.

EOTAS provision could be organised by the school, via a range of alternative providers, or by the Local Authority through placements at the Pupil Referral Unit (PRU), known as Ysgol Y Daith.

Many schools in the Vale of Glamorgan choose to use EOTAS as a method of broadening horizons but also as a means of engaging young people in vocational skills. The Council had brokered support from local training providers and colleges to support schools in making arrangements for pupils. This allowed students to experience other forms of education on a day release basis whilst still preparing for GCSE subjects at their school. Schools also used EOTAS to offer a respite for students from the school environment and as a way to control behaviour and improve attendance.

The Pupil Referral Unit (PRU) offered learners with social emotional and behavioural difficulties an alternative to mainstream school. Currently the provision was split according to key stage. Key stage 3 (KS3) provision, for 12-14 year olds, was located at Amelia Trust Farm (ATF) and Key stage 4

(KS4) provision, for 14-16 year olds, was located at the Old Magistrates Court in Cowbridge. Transport to and from each venue was provided. Student numbers were currently 36 in KS4 and 20 in KS3. Students were dual registered and in most cases were on roll at both their home school and the PRU. Attendance was monitored closely and students were supported by the Education Welfare Service should attendance fall below the standard required. The Council acknowledged these were the most challenging students and behaviours could be confrontational and sometimes violent.

A recent performance review of the PRU conducted by the Central South Consortium raised some important issues for the Council to consider. These related to the effectiveness and appropriateness of the curriculum delivered at KS3. The Consortium identified issues relating to low attendance, limited breadth of curriculum and poor outcomes. Concerns had also been expressed over the suitability of the environment and associated safeguarding and health and safety concerns. The current categorisation of the school was Improvement Capacity 'C' and Support Category 'Amber'. The PRU, like a number of educational establishments, was required to maintain standards in accordance with legislation pertaining to education, and as such was subject to inspection by Estyn. The proposals would be of significant assistance in ensuring that these obligations were met and that the PRU met the standards required by Estyn.

Currently the KS4 PRU operated on a part time basis. Learners spent part of their learning timetable at the PRU studying GCSEs and the remaining time with the training providers. It was proposed that a similar model would be delivered at KS3. This would involve students receiving 25 hours of tuition per week, part of which would be delivered at the PRU and the remainder on placements with various other internal and external providers. The changes proposed in the report focused on the location and operating model of the KS3 provision. It was anticipated that at some stage in the future, the KS3 and KS4 provision would be delivered from a single location. During the interim period, continual efforts would be made to identify and exploit the synergies and opportunities that arose between the key stages.

In addition to some of the performance issues identified at the current KS3 PRU provision, the physical environment was also considered to be a limiting factor for the service. The Council's Health and Safety team assessed the provision in October 2015 and raised significant concerns. Subsequently, the trade unions had made representations to management about staff safety on the site. Therefore, to ensure and safeguard the safety of students and staff, it

was proposed that the services currently provided from Amelia Trust Farm should be relocated to Llantwit Major Youth Centre. This would provide a more manageable site from which services would be delivered from January 2018. The current lease arrangement with Amelia Trust Farm was due to expire at the end of July 2017. The Council was required to give 3 months' notice to terminate the lease arrangement.

Work had been undertaken previously relating to the future use of Llantwit Major Youth Centre. The conclusion of this work in 2015 was that Cabinet declared this building surplus to requirements. It was proposed that the relocation of the PRU to this site would be on an interim basis until the new co-educational school in Barry was completed. Upon completion, the Youth Centre site in Llantwit Major would be surplus and options for the future operation of the premises could be reconsidered.

To accommodate the PRU at the Llantwit Major site, a number of minor modifications would be required to the building to create the appropriate classroom environment and ensure the security of the site.

The current use of the premises by the Youth Service would be unaffected as these were operated at different times of the day. Members would also be aware of the ongoing discussions with voluntary organisations about the WVIC site (adjacent to the Youth Service building) and the potential to co-locate Youth Services with a community group.

Pupils were currently transported to and from their home location to the PRU site at Amelia Trust Farm. The report proposed that transport would continue to be provided to students to and from the new location.

The report proposed that the relocation of the service would take effect from January 2018. In order to deliver the revised operating model, a procurement exercise would be required to produce a framework of potential suppliers that would be accessed to provide appropriate learning packages for students.

Potential framework suppliers would include youth support services and training providers. The learning packages would consist of a mixture of national curriculum learning such as literacy and numeracy, personal and social education and vocational opportunities. Providers would offer full time places for an academic year. These places could then be utilised to satisfy the needs of the student on either a full or part time basis as was the case with the current KS4 arrangements.

As part of the procurement process and on-going contract management arrangements, providers would be regularly monitored with quality assurance processes being put into place. Monitoring outcomes on a contractual basis gave the Local Authority the assurance that students would achieve. If a provider did not maintain the required quality of provision, the Council would have the option to cease the provision and develop another option with an alternative provider.

In order to comply with the Council's Financial Regulations and Contract Procedure Rules, the contracts were proposed to commence in January 2018 following a tender process based on a series of lots designed around the different types of provision required.

To achieve the change to the operating model described, a series of staffing changes would be required and were detailed in the Resource Implications section of the report.

This was a matter for Executive decision

Cabinet, having considered the report and all the issues and implications contained therein

RESOLVED –

- (1) T H A T the proposals as set out in the report be approved in principle as the basis for referral to Scrutiny Committee (Learning & Culture) for consideration and consultation with service users, their families, staff and trade unions prior to reaching a final determination.
- (2) T H A T a further report be submitted to Cabinet for final determination following completion of consultation activities.

Reasons for decisions

- (1) To enable the Council to take a strategic approach to the provision of education services for young people within the resources available and to enable consultation with Scrutiny Committee (Learning & Culture), service users, families, staff and the trade unions to be undertaken prior to reaching a final determination.

- (2) To ensure the on-going process of required consultation and engagement work with Trade Unions, staff and other stakeholders was undertaken efficiently and effectively in line with Council policies and procedures.

Attached as Appendix – Report to Cabinet – 4 September 2017

The Vale of Glamorgan Council

Cabinet Meeting: 4 September, 2017

Report of the Cabinet Member for Learning and Culture

Key Stage 3 Pupil Referral Unit (PRU) and Education Other Than At School (EOTAS)

Purpose of the Report

1. To inform members of the educational changes required to ensure children and young people educated other than at school (EOTAS) can prosper and achieve attainable outcomes.
2. To seek approval from members to implement arrangements relating to the Key Stage 3 (KS3) Pupil Referral Unit (PRU) and associated provision as described in this report.

Recommendations

1. That Cabinet approve in principle the proposals as set out in this report as the basis for referral to Scrutiny Committee (Learning & Culture) for consideration and consultation with service users, their families, staff and trade unions prior to reaching a final determination.
2. That a further report be submitted to Cabinet for final determination following completion of consultation activities.

Reasons for the Recommendations

1. To enable the Council to take a strategic approach to the provision of education services for young people within the resources available and to enable consultation with Scrutiny Committee (Learning & Culture), service users, families, staff and the trade unions to be undertaken prior to reaching a final determination.
2. To ensure the on-going process of required consultation and engagement work with Trade Unions, staff and other stakeholders is undertaken efficiently and effectively in line with Council policies and procedures.

Background

3. The Local Authority provides EOTAS provision to enable students to access an alternative to mainstream school. This is required for pupils who are medically unfit to attend school and those requiring an alternative to mainstream schooling because

of their additional learning needs. The majority of children and young people requiring EOTAS have complex social, emotional and behavioural difficulties.

4. The most recent data from the Welsh Government (2015) shows that the number of pupils receiving EOTAS has risen year-on-year over the past five years. In the school census week of 12-16 January 2015, the total number of pupils reported as receiving EOTAS funded by their local authority was 2,157. This is an increase from 1,220 in 2012-2013, (Welsh Government, 2015).
5. Of these pupils, 86.2% had special educational needs, with 33.4% having a statement. Just under 35% were eligible for free school meals. The majority of these pupils were from a White-British ethnic background. The rate of pupils aged 11-15 years whose main education is EOTAS increases as pupils' ages increase. In 2014-2015, 1.5 out of every 1,000 pupils aged 11 years were receiving EOTAS. This rate increased to 18.2 out of every 1,000 pupils aged 15 years. Seven out of ten pupils receiving EOTAS are boys. (Welsh Government, 2015).
6. EOTAS is widely used in the Vale of Glamorgan. In July 2016, 108 young people were recorded as receiving EOTAS in the Vale of Glamorgan. At that time this was the fifth highest in Wales.
7. EOTAS provision can be organised by the school, via a range of alternative providers, or by the Local Authority through placements at the Pupil Referral Unit (PRU), known as Ysgol Y Daith.
8. Many schools in the Vale of Glamorgan choose to use EOTAS as a method of broadening horizons but also as a means of engaging young people in vocational skills. The Council has brokered support from local training providers and colleges to support schools in making arrangements for pupils. This allows students to experience other forms of education on a day release basis whilst still preparing for GCSE subjects at their school. Schools also use EOTAS to offer a respite for students from the school environment and as a way to control behaviour and improve attendance.
9. The Council has worked closely with schools to standardise the cost and quality of different types of EOTAS service provision. This has seen improved outcomes and levels of communication with providers on the progress of learners. However, the Council has also had to raise issues of safeguarding and attendance with schools who have students attending EOTAS provision. It is clear that there is an inconsistent approach to EOTAS students' welfare across schools.
10. The Pupil Referral Unit (PRU) offers learners with social emotional and behavioural difficulties (SEBD) an alternative to mainstream school. Currently the provision is split according to key stage. Key stage 3 (KS3) provision, for 12-14 year olds, is located at Amelia Trust Farm (ATF) and Key stage 4 (KS4) provision, for 14-16 year olds, is located at the Old Magistrates Court in Cowbridge. Transport to and from each venue is provided. Student numbers are currently 36 in KS4 and 20 in KS3. Students are dual registered and in most cases are on roll at both their home school and the PRU. Attendance is monitored closely and students are supported by the Education Welfare Service should attendance fall below the standard required. The Council acknowledges these are the most challenging students and behaviours can be confrontational and sometimes violent.
11. The Local Authority supports the PRU financially and professionally. There is a Management Committee with associated governance and monitoring functions. The committee comprises representatives from the Police, Youth Offending Service, schools, the PRU staff body and Local Authority officers. The school also receives

support and challenge from the Central South Consortium (CSC) Challenge Advisors.

12. Costs have increased in recent years for a number of reasons. There has been an increase in demand for places and the associated increase in staffing required. The demand for places is high and provision is often full necessitating the use of waiting lists. In addition, the Council has increased its emphasis on the reintegration of pupils at KS3 back into mainstream schooling to create sufficient space to take students who need a place at the PRU. In recent years there has been an increased use of flexible learning packages at KS4 through the commissioning of external providers to maximise the range of opportunities to pupils. In September 2017 the numbers of pupils in KS4 will increase significantly as a large cohort of students from KS3 progress into KS4.
13. A recent performance review of the PRU conducted by the Central South Consortium raised some important issues for the Council to consider. These relate to the effectiveness and appropriateness of the curriculum delivered at KS3. The Consortium identified issues relating to low attendance, limited breadth of curriculum and poor outcomes. Concerns have also been expressed over the suitability of the environment and associated safeguarding and health and safety concerns. The current categorisation of the school is Improvement Capacity 'C' and Support Category 'Amber'. The PRU, like a number of educational establishments, is required to maintain standards in accordance with legislation pertaining to education, and as such is subject to inspection by Estyn. The proposals will be of significant assistance in ensuring that these obligations are met and that the PRU meets the standards required by Estyn.

Relevant Issues and Options

14. Currently the KS4 PRU operates on a part time basis. Learners spend part of their learning timetable at the PRU studying GCSEs and the remaining time with the training providers. In doing so, pupils are supported towards achieving core educational qualifications and provided with opportunities to experience vocational training opportunities. It is felt that this mix positively assists with attainment, attendance and behaviour.
15. It is proposed that a similar model will be delivered at KS3. This will involve students receiving 25 hours of tuition per week, part of which will be delivered at the PRU and the remainder on placements with various other internal and external providers. The changes proposed in this report focus on the location and operating model of the KS3 provision. It is anticipated that at some stage in the future, the KS3 and KS4 provision will be delivered from a single location. During the interim period, continual efforts will be made to identify and exploit the synergies and opportunities that arise between the key stages.
16. In addition to some of the performance issues identified at the current KS3 PRU provision, the physical environment is also considered to be a limiting factor for the service. The Council's Health and Safety team assessed the provision in October 2015 and raised significant concerns. Subsequently, the trade unions have made representations to management about staff safety on the site. Therefore, to ensure and safeguard the safety of students and staff, it is proposed that the services currently provided from Amelia Trust Farm should relocate to Llantwit Major Youth Centre. This will provide a more manageable site from which services will be delivered from January 2018. The current lease arrangement with Amelia Trust Farm is due to expire at the end of July 2017. The Council is required to give 3 months' notice to terminate the lease arrangement.

17. Work has been undertaken previously relating to the future use of Llantwit Major Youth Centre. The conclusion of this work in 2015 was that Cabinet declared this building surplus to requirements. It is proposed that the relocation of the PRU to this site would be on an interim basis until the new co-educational school in Barry is completed. Upon completion, the Youth Centre site in Llantwit Major would be surplus and options for the future operation of the premises could be reconsidered.
18. To accommodate the PRU at the Llantwit Major site, a number of minor modifications will be required to the building to create the appropriate classroom environment and ensure the security of the site.
19. The current use of the premises by the Youth Service would be unaffected as these are operated at different times of the day. Members will also be aware of the ongoing discussions with voluntary organisations about the WVIC site (adjacent to the Youth Service building) and the potential to co-locate Youth Services with a community group.
20. Pupils are currently transported to and from their home location to the PRU site at Amelia Trust Farm. It is proposed that transport would continue to be provided to students to and from the new location.
21. It is proposed that the relocation of the service would take effect from January 2018. In order to deliver the revised operating model, a procurement exercise will be required to produce a framework of potential suppliers that would be accessed to provide appropriate learning packages for students. This timescale has been designed to enable an efficient and effective procurement process to be delivered, in addition to undertaking the important and necessary consultation activities that are described later in this report.
22. Potential framework suppliers will include youth support services and training providers. The learning packages will consist of a mixture of national curriculum learning such as literacy and numeracy, personal and social education and vocational opportunities. Providers would offer full time places for an academic year. These places can then be utilised to satisfy the needs of the student on either a full or part time basis as is the case with the current KS4 arrangements.
23. As part of the procurement process and on-going contract management arrangements, providers will be regularly monitored with quality assurance processes being put into place. Monitoring outcomes on a contractual basis gives the Local Authority the assurance that students will achieve. If a provider does not maintain the required quality of provision, the Council will have the option to cease the provision and develop another option with an alternative provider.
24. In order to comply with the Council's Financial Regulations and Contract Procedure Rules, the contracts are proposed to commence in January 2018 following a tender process based on a series of lots designed around the different types of provision required.
25. To achieve the change to the operating model described above, a series of staffing changes would be required and are described in the Resource Implications section of this report.

Resource Implications (Financial and Employment)

26. The PRU is currently led by a senior management team which is made up of qualified teaching staff. In addition the school had additional teaching staff and support staff which comprise of Learning Support Assistants and other support functions.

27. There are currently 7 teaching posts at varying levels of seniority and 13 support roles in various functions.
28. In order to deliver the new operating model, a number of changes are proposed to the staffing structure. This will have an impact in terms of the overall number of posts and the duties of some posts.
29. The reduction in staffing levels will also mean that funds can be released to support provision as part of the flexible new model. This will enable young people to access a range of learning providers and create an individual education pathway.
30. The following outlines the proposed structure for the PRU:

Post Title	Head Count	FTE
EOTAS Coordinator	1	1
Assistant Coordinator (KS3)	1	1
Assistant Coordinator (KS4)	1	1
Administrative Assistant	1	0.7
Learning Support Assistant Nurture	2	1.4
KS3 Teacher	1	1
KS4 Teacher	1	1
Teacher PPA support	1	0.6
Learning Support Assistant (KS3)	3	2.1
Learning support assistant KS4	3	2.1
Caretaker	1	0.4

31. The table above shows a re-designation of the post titles for a number of staff. The job descriptions and person specifications would be amended to reflect the changing nature of provision at the PRU and to more accurately reflect the management responsibility of these posts.
32. The proposals will mean that some posts are no longer required and that other posts are changed in terms of duties and the extent of the role, greater detail in regards to this is set out in paragraphs below. It is anticipated that the majority of staff will be able to be redeployed within roles in the new structure, however in some instances there may be a potential for redundancy.
33. As a consequence of these proposals there are two key areas of potential change for staff. These are the change in location and the change to the operating model which will also lead to changes in the staffing structures and the current working practices. Should this proposal be accepted, consultation with staff and trade unions will begin as quickly as possible as illustrated in the indicative project plan below. Any staff that are placed at risk of redundancy will be made fully aware of the Council's policies and procedures, including the Avoiding Redundancy Policy.
34. Subject to members approving these proposals, further consultation will be required. In addition to the consultation with pupils and their parents, a programme of formal consultation with staff and the relevant trade unions will be undertaken. This will happen throughout all stages of the project. The proposals have been discussed with the Headteachers' Advisory Group and suggestions incorporated into this report. As part of the consultation arrangements, the service will progress these proposals in accordance with the Council's agreed policies and procedures, in particular the Change Management and the Avoiding Redundancy policy and procedures. Where

possible, opportunities to mitigate the displacement of staff will be fully explored through matching existing staff to appropriate posts or redeploying staff to suitable existing vacant positions within the wider Council.

A timeframe has been prepared to take account of the consultation and progression of this project and consequently provides an indicative project plan, this may be subject to change as determined by the outcomes of each key activity; details of the timeframe are set out below.

Date	Action	Note
Sep - Oct 2017	<p>Cabinet (04 09 17)</p> <p>Trade Union & Staff briefing (prior to 4th September 2017)</p> <p>Scrutiny consideration (18 09 17)</p> <p>Staff & Trade Union Consultation. (04 09 17)</p> <p>Pupil and Family Consultation. (04 09 17)</p> <p>Consultation evaluation.</p> <p>Cabinet determination (23 10 17)</p> <p>Tenders issued for contractual arrangements with providers.</p> <p>Notice given to Amelia Trust Farm.</p>	<p>Presentation of report for decision.</p> <p>Information provided to trade unions and staff groups prior to Scrutiny consideration.</p> <p>Scrutiny consider this report.</p> <p>Meet formally with staff and Trade Unions. Minimum 30 day consultation begins regarding the proposed change to the location, operating model and new organisational structure.</p> <p>30 day consultation process with pupils and families commences via written correspondence and individual meetings upon request.</p> <p>Consultation activities evaluated and any material changes to the proposals considered. Report to Cabinet for final determination.</p> <p>Following the activities above, Cabinet consider the outcomes of the consultation process and reach a final determination.</p> <p>Tenders issued in line with the Council's procurement procedures.</p> <p>Given the current time scales it will be required to negotiate a short term extension of current service level agreement</p>
Oct - Nov 17	Tender evaluation.	Tenders evaluated and selected, in line with delegated authorities described in the recommendations of this report.
Nov - Feb 2018	<p>Relocation of the PRU.</p> <p>New operating model in place at PRU.</p>	<p>Removals of materials/furniture etc. to Llantwit Major.</p> <p>Part-time model and use of providers in place.</p>

	<p>Staff Correspondence.</p> <p>Avoiding Redundancy/ Redeployment procedures implemented as required.</p> <p>Provider contracts commence.</p> <p>New staffing structure implemented.</p>	<p>Letters issued to all staff at risk (if appropriate).</p> <p>Part-time model implemented, with contracts in place. Changes to staffing model complete.</p>
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35. It is considered that there is potential to use the PRU budget more effectively to improve outcomes for pupils. By reducing staffing costs and reducing accommodation expenditure, funds can be released for the development of alternative forms of provision to give greater depth and choice to the curriculum.
36. The combined 2017/18 budget for EOTAS provision is £820,000. This budget is inclusive of the PRU salary, premises and resource costs in addition to the alternative curriculum placement budget of £125,000 which is used to purchase vocational training places for students with other providers, and transporting pupils to those placements. Primarily these alternative curriculum placements are used for KS4 students.
37. The proposals in this report to restructure staffing and move the KS3 unit from the Amelia trust farm to Llantwit youth centre will create a saving of £113,000. This saving would be transferred to the existing alternative curriculum budget, increasing the amount available to £238,000. This additional funding will increase choice and options for pupils accessing vocational training and alternative curriculum provision. As all pupils are transported to and from the PRU, the relocation of the KS3 PRU to Llantwit is likely to increase the cost of transport. This will vary depending on the makeup of the PRU and where the pupils live. Historically, the majority of pupils originate from the Barry area and will have a greater distance to travel. As a consequence, the transport costs are likely to increase but given the relatively small number of pupils involved, this will not be significant.
38. The EOTAS offer will be enhanced by developing student packages and individual pathways using multiple learning environments. The released funds will be used to access places with training providers external and internal to the Council. The Council will follow the Council's Procurement Code of Practice and ask for tenders for contracts as the total value of awards will be above the threshold of £75k per annum. The Learning and Skills Directorate is taking advice and guidance from the Procurement Unit and Legal Services to ensure all contracts are compliant with the Public Contracts Regulations 2015.
39. Once the model is established, it will be necessary to reduce the level of centrally employed delivery staff as described above.
40. The costs of locating the PRU at the current Llantwit Major site (i.e. securing the doors and incorporating CCTV internally to the premises will be required for staff and student safety as a minimum and to cover removal costs) is estimated at up to £14K and would be met from existing resources. Some consideration has been given to

erecting a fence to increase site security. However, it was deemed not a viable concept as it was felt this might cause concern from residents and neighbouring schools and may also set the wrong tone for the premises and students.

Sustainability and Climate Change Implications

41. The Council is committed to promoting sustainable development and our understanding of our duties under the Well-being of Future Generations (Wales) Act. This proposal demonstrates the Council's approach to sustainable development and the five ways of working introduced by the Act. The proposal seeks to take into consideration the long-term sustainability of the PRU. In light of increasing demand, taking an integrated approach to the way the Council operates and the use of alternative forms of complementary service delivery to design joined up services around pupils' needs, builds upon the principle of prevention as well as demonstrating working with others in a collaborative way. In doing so, the proposal seeks to contribute to the national well-being goals established by the Act, notably a more Equal Wales, a prosperous Wales and a Wales of cohesive communities.

Legal Implications (to Include Human Rights Implications)

42. There are a number of legal implications which arise from these proposals these include local government, employment, property, commercial contract and education law. Advice is being accessed from the Council's legal advisers as appropriate and this will continue during the course of the project.

Crime and Disorder Implications

43. Many young people who use EOTAS services have significant support from Youth Offending and Children and Young People Services. When appropriate, interventions from these service areas can be incorporated into the provision for the young person. Individual risk assessments are completed and individual behaviour plans and strategies are produced to mitigate against any reoffending or risk-taking behaviours.

Equal Opportunities Implications (to include Welsh Language issues)

44. An Equality Impact Assessment has been produced and will be updated throughout the course of this project. The Equality Impact Assessment can be found in Appendix A.
45. The relocation of the KS3 PRU to Llantwit will affect the travel arrangements for students. Some students will have to be picked up earlier from their homes by school-arranged transport to arrive at the proposed new location, which is a further 10 miles from the Barry area. For students travelling from the Eastern Vale this could add some 20 minutes to their journey.
46. All pupils attending the PRU are transported to and from the provision. Families will not incur any increased costs as a consequence of these changes.
47. The changes proposed may place financial pressures on the ATF. However, three months' notice will be given to the ATF which will enable them to make new arrangements for rental of vacated premises or utilise them for their own services. The ATF will also have the opportunity to develop provision as a contracted agent with the local authority for EOTAS provision and this may mitigate against the lost revenue from rental. They can also of course re-rent the premises to another organisation.
48. The change of model will have an impact on staffing. Young people will be on placement for part of their learning week, therefore fewer staff will be required. These

staff will be deemed at risk and will fall under the Council's Avoiding Redundancies Policy. The Council will make every effort to redeploy staff at risk into suitable alternative roles, however, compulsory redundancy is possible. Staff will be consulted and some may wish to apply for voluntary redundancy which may mitigate staffing redeployment issues.

49. The proposed changes will impact positively on students and staff. The relocation from ATF will make the site more secure and provide greater safety for students. Toilets will be for individual genders and there will be separate toilets for students and staff. There is also a disability toilet available in the new premise, this is not the case currently. The ATF premise is not compliant with recent fire and security regulations and lighting external to the premises is insufficient. The new premises in this proposal are fully compliant with fire and security requirements.
50. The ATF site is accessed by the public and adult groups daily which present potential safeguarding risks. The new premises is a single premises, solely for the use of the students and staff, therefore, safeguarding risks will decrease.
51. There is no evidence to suggest that any priority group will be affected by the proposal. Following consultation, members will have the opportunity to monitor the progress of the project and any emerging equality issues.

Corporate/Service Objectives

52. These proposals are consistent with the Council's Corporate Plan, Well-being Outcome 3: An Aspirational & Culturally Vibrant Vale. The proposals seek to raise the overall standards of achievement, and will contribute to the achievement of a number of actions contained within the Corporate Plan. These actions include securing improved outcomes for groups of learners at risk of underachievement, increasing the learning opportunities for disadvantaged individuals and vulnerable families, as well as reducing the number of young people not in education, employment or training.
53. The proposals are also consistent with the Council's Reshaping Services programme which seeks to mitigate the impact of reduced financial resources and increasing service demand by evaluating and adopting alternative forms of service delivery model to protect priority services.

Policy Framework and Budget

54. This report is a matter for Executive decision by Cabinet and is within the policy framework and budget.

Consultation (including Ward Member Consultation)

55. Local Authorities are expected to inform the Welsh Government (WG) whenever a new PRU is set up or an existing PRU is closed. However, there are no formal procedures for opening or closing PRUs. In this proposal, the Local Authority is not closing the PRU but moving it to a suitable location. Welsh Government expects, however, that such actions would normally involve reasonable consultation locally, including with the management committees of all PRUs in the local authority. Accordingly, the Learning and Skills Directorate will consult with staff, students, parents/carers, local members and the management committee, to ensure we can meet the requirements of Welsh Government guidance.
56. The proposals set out in this report have been developed following a period of initial engagement with staff and the trade unions, in particular in response to concerns

raised by the Consortium as described above. Initial feedback has been positive. The elected ward members for Llantwit Major have been briefed on these proposals and have raised no specific concerns relating to the proposed relocation of the PRU to the site in Llantwit Major. Initial conversations have been undertaken with the Amelia Trust who has indicated a willingness to work with the Council to enable an effective transfer of this service from that site. Council Officers have sought to offer advice to the Trust on potential alternative arrangements they could make at Amelia Trust.

57. The timeline for implementing these changes has been informed by the need to meaningfully consult with the various stakeholders described. It is intended that these proposals form the basis for further specific consultation prior to Cabinet reaching a final decision on these matters in due course.
58. Following consideration of this report, consultation will be undertaken with all pupils and their families who will be contacted about the change in location and operating model of the PRU and individual meetings with representatives of the school will be available on demand to discuss any individual concerns or feedback.
59. It is proposed that this report be referred to the Learning and Culture Scrutiny Committee for consideration. Any emerging findings from the consultation processes with pupils, families, trade unions and staff will be presented to the Committee.
60. Staff and Trade Unions have been informed of the proposals and this report, a process of consultation with trade unions and staff will be undertaken regarding the proposed change to the location, operating model and new organisational structure. The timetable for this has been designed to ensure the school holiday period is avoided and will be undertaken through a combination of briefing sessions and individual meetings upon request.
61. Upon completion of these consultation activities, a report will be brought to Cabinet for consideration in reaching a final decision on these matters and will set out the results from the consultation process, the response to it and any changes to the proposals that may be required. The Equality Impact Assessment will be updated to reflect this process.
62. Cabinet will also note the recommendation to delegate authority to the Director of Learning and Skills, in consultation with the Leader, Cabinet Member for Learning and Culture and Managing Director to:
 - undertake the further necessary consultation and engagement activity as described in this report;
 - respond as appropriate to this engagement and consultation;
 - progress the implementation of the proposals following conclusion of all necessary consultation and engagement activity.
63. Throughout the process, a programme of communication will continue with staff, the trade unions, pupils and families.
64. The above will enable any changes to be made in line with the Council's duties, policies and procedures should Cabinet approve these changes following the completion of the initial consultation processes. Subject to the above, a further report will be provided to Cabinet in July 2018 to provide an update on progress.

Relevant Scrutiny Committee

65. Learning and Culture Scrutiny Committee.

Background Papers

Health and Safety Audit

Welsh Government document Inclusion and Pupil Support

<http://gov.wales/docs/dcells/publications/160318-inclusion-and-pupil-support-en.pdf>

Contact Officer

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Equality Impact Assessment

Guidance on how to complete this form is available on StaffNet. Click on the links below to find specific guidance and examples for each section. Further supporting information is also available in the appendices at the end of the guidance.

This form is to be completed in stages to ensure the production of a robust assessment. The completion process is detailed on StaffNet.

Please contact [Tim Greaves](#) if you need this form in a different format.

1. What are you assessing?

Proposed restructuring of staffing and relocation of Y Daith to Llantwit Major Youth Centre

2. Who is responsible?

Name	Andrew Borsden	Job Title	Lead Officer Social Inclusion and Wellbeing
Team	Achievement for All	Directorate	Learning and Skills

3. When is the assessment being carried out?

Date of start of assessment	4 th May 2017
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4. Describe the proposal?

What is the purpose of the proposal?
<p>Education Other Than At School (EOTAS) is education provision to meet specific needs of pupils who, for whatever reason, cannot attend a mainstream or special school. In law, local authorities are responsible for providing these services. The existence of EOTAS provision is, in part, a response to exclusion from school. This might include formal disciplinary exclusion or a placement as an alternative to exclusion.</p> <p>EOTAS may also be used for reasons of health and safety where groups, such as pregnant young women, are not considered suitable for mainstream school education. Children and young people in EOTAS, particularly in Pupil Referral Units (PRU's), are some of the most vulnerable learners, often coming from challenging backgrounds. These</p>

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young people can frequently experience family breakdown, mental health issues and are exposed to substance misuse and domestic violence. It is no surprise therefore that these children and young people find themselves in negative patterns of behaviour which impacts on their learning.

Y Daith is the Local Authority's Pupil Referral Unit (PRU) and is presently based at Amelia Trust Farm (ATF) and Cowbridge Old Magistrates Court. Students in Key Stage 3 (KS3), ages 11-13, are taught at ATF as an alternative to school due to social, emotional and behavioural difficulties. They attend ATF on a full time basis, 25 hours per week, during school time. Y Daith Key Stage 3 provision has operated at ATF for many years and is currently a tenant of the trust. As such the Local Authority pays an annual fee for rental and associated utilities.

The Key Stage 4 (KS4) PRU in Cowbridge operates on a part time basis. Learners spend part of their learning timetable at the PRU on GCSE study whilst the remaining time is with training providers. In doing so, pupils are supported towards achieving core educational qualifications and provided with opportunities to experience vocational training. It is considered that this mix assists with attainment, attendance and behaviour.

It is proposed that a similar model will be delivered at KS3. This will involve students receiving 25 hours of tuition per week, part of which will be delivered at the PRU and the remainder on placements with various other internal and external providers. The changes proposed in this Equality Impact Assessment therefore focus on the location and operating model of the KS3 provision. The Local Authority anticipates, that at some stage in the future the KS3 and KS4 provision will be delivered from a single location. During the interim period, efforts are being made to identify and exploit the synergies and opportunities that arise between the key stages.

In addition to the above there have also been issues surrounding the safety of students and staff at the KS3 PRU Amelia Trust Farm site. These include the safety of staff when working in a lone capacity and for students who disengage during school time.

ATF is in a rural location adjacent to a wooded area. The venue is owned by a charitable trust who offer educational packages to young people from several Local Authorities. The site is also open to members of the public every day which can be problematic.

Despite the location, there are restrictions to available outdoor space for Y Daith learners. Movement to lessons and other classrooms involves going outside and can be problematic. Once outside they are in contact with the public and or students from other local authority areas who are on placement with ATF. Students will sometimes disrupt lessons and then abscond into the woods. This causes learning to be halted, plus general disruption whilst a search is organised. The safeguarding of children and young people at Y Daith is paramount; if the provision were to remain at ATF the high safeguarding risk could be considered by the schools inspectorate Estyn as unacceptable.

A recent Health and Safety audit has highlighted many issues. These include the poor surfacing of pathways, inadequate lighting, use of public toilet areas, fencing, and classroom location not being conducive to student or teacher safety. The audit concluded that relocation to a more secure site is highly recommended to assure student and staff safety.

After a period of review, a proposal has been made to relocate the PRU to Llantwit Major

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Youth Centre.
Why do you need to put it in place?
The health and safety of staff and young people is vital. Recently, due to the nature and layout of premises, staff have suffered physical attacks, young people have absconded from the school into the woods causing alarm and concern. Furthermore, the Health and Safety audit carried out in October 2016 recommended relocation.
Do we need to commit significant resources to it (such as money or staff time)?
Staff time will be needed to archive and box materials and resources in readiness for the move. Some funding will be required to improve the new site with CCTV and new door locks and fobs. Removals will also need to be added into a relocation package.
What are the intended outcomes of the proposal
Once relocation is implemented students and staff will have use of ground floor self-contained premises with full disability access. The premises are fire regulation compliant and are close to public transport links. The facility has sufficient rooms for staff offices and teaching facilities without students having to leave the site or go outside of the premises. Students will also have access to a hall area, a nurture space, gender based toilets and an outside area for activities. They will also be able to use sports pitches at a nearby school. The move will improve staff and student safety and also improve morale as they will be moving to a superior premises.
Who does the proposal affect?
The move will affect all students of the PRU, their parents and guardians. The staff will need to change their work location and extra travel may be an issue for some students and staff. The new premise is DDA compliant therefore any student with a disability would not have any problems with access.
Will the proposal affect how other organisations work?
The proposal will have little or no effect on the Council. The ATF trust will suffer a loss of income as a result and some negotiation re future use of the premises and its various packages will be required. This will ensure a soother exit from the existing agreement.
Will the proposal affect how you deliver services?
The delivery of services and educational provision will not be affected by the move.

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Will the proposal impact on other policies or practices?
There will be no effect on any existing policy or procedures.
Can you change the proposal so that it further promotes equality of opportunity and fosters good relations?
The proposal will in effect have a positive impact on staff and young people. As the nature of the project is to improve relationships by creating an improved environment, the fostering of improved relationships will occur naturally. Students will also have less distractions as the premises are designed for young people by young people this will help reduce absconding.
How will you achieve the proposed changes?
The new premises have a common eating area and seating area. Staff and young people will be able to mingle and have equal status in this area. This will increase understanding, improve communication and reduce conflict. By using the outside space and current youth based resources staff can engage young people in activities and diversionary activities assisting in behaviour management. It is hoped that the new environment will reduce disruption and increase personal safety.
Who will deliver the proposal?
Staff, young people, parents, and local authority education managers.
How will you know whether you have achieved the proposal's purpose?
Improved behaviour, reduced absconding, and lowering of risk factors. Reduction in exclusions, and increased attendance.

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

Engagement (with internal and external stakeholders)
The current site is not fit for purpose. The Local Authority has been informed by the Central South Consortium Joint Education Service Challenge Advisors of the unsuitability of the premises on several occasions. Their concern is that the PRU cannot address site specific issues and these are having an impact on standards and the safety of staff and pupils. Local education authority staff who conducted a wellbeing audit in November 2016 concur with this opinion. In addition they also have interviewed students who have also

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stated that the venue does not meet their needs. To ensure that the local authority can ensure the safety of students our mitigating solution is to move the PRU to Llantwit Major Youth Centre. Students and parents/Carers will be consulted on the proposals and any issues will be discussed and solutions found.

Consultation (with internal and external stakeholders)

The Welsh Governments guidance (link attached – see page 172) extract below.

<http://gov.wales/docs/dcells/publications/160318-inclusion-and-pupil-support-en.pdf>

Organisation of PRU provision

Local authorities are expected to inform the Welsh Government whenever a new PRU is set up or an existing PRU is closed. However, there are no formal procedures for opening or closing PRUs. It is expected however, that such actions would normally involve reasonable consultation locally, including with the management committees of all PRUs in the local authority.

Legally, any centre maintained by a Local Authority for children who, because of exclusion or other reasons, are not able to attend a mainstream or special school is a PRU regardless of whether a local authority has notified it as such to the Welsh Government. The Welsh Government regards notification as essential to facilitate inspection by Estyn and expects to be informed by Local Authorities whenever they set up, make significant changes to, or close a PRU.

The local authority will consult with the Head Teacher Advisory Group, students, staff, parent/carers, management committee, trade unions, local elected members, ESTYN and Welsh Government

National data and research

In 2011, the Welsh Government commissioned the University of Edinburgh to examine the process of exclusion from schools in Wales, and the delivery, planning and commissioning of education provision for children and young people in education otherwise than at school (EOTAS) provision. The report identified that EOTAS provision, including the availability of places, the nature and the purpose of provision, was highly variable between authorities. There were issues with EOTAS provision across the sector, but in particular the quality of the curriculum available and difficulties in providing a full curriculum.

In 2014, the Children's Commissioner for Wales reported specifically on Pupil Referral Units (PRUs) in *The Right to Learn*. Perhaps of most concern was the Children's Commissioner's view that the situation in relation to PRUs had not improved in the six years since the office began gathering evidence on them. The report concluded that the provision of learning across PRUs is inconsistent and that, for some learners attending a PRU, it is actually having a negative impact on their wellbeing.

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The 2013/14 Estyn Annual Report was published in January 2015, the report highlighted significant concerns regarding outcomes for learners accessing PRU provision. Inspection outcomes for PRUs varied greatly and were generally worse than any other sector. The weight of evidence in relation to EOTAS, and in particular PRUs, supports the need to develop a strategic approach to address failings, and to promote and disseminate the positives in the sector.

Successive reports have indicated a need for national government to take a stronger approach by establishing national policies and procedures. However, up until now the Welsh Government has considered the organisation of EOTAS and PRUs to be a local matter, there is little available evidence regarding what policies and procedures are likely to improve accountability and learner outcomes when introduced on an all-Wales basis. For this reason, Welsh Government believes a phased approach involving the development of non-statutory guidance and a catalogue of best practice options would provide Local Authorities with the necessary lead-in time to conduct any potential reorganisation before the consideration of any potential statutory requirements.

The number of pupils receiving education other than at school (EOTAS) has risen year-on-year over the past five years. In the school census week of 12-16 January 2015, the total number of pupils reported as receiving EOTAS funded by their local authority in Wales was 2,157. This is an increase from 1,220 in 2012-2013; of these pupils, 86.2% had special educational needs, with 33.4% having a statement. Just fewer than 35% were eligible for free school meals.

EOTAS is widely used in the Vale of Glamorgan. In July 2016, 108 young people were on record as receiving EOTAS in the county. This is the fifth highest total in Wales as at the same time across Wales 2,114 students were in receipt of EOTAS and 1,512 of them were receiving their education via services not provided at school.

Local data and research

The local authority as part of its Education other than at School (EOTAS) responsibility collects information on students, which includes attendance, attainment and their personal contextual factors. These would include if they are looked after children, have SEN or ALN are in receipt of free schools meals have a physical or mental disability race. All statistical data is collected termly and annually, and compared both regionally and locally to measure performance and to ensure the learning environment has an impact on the student.

Ysgol Y Daith offers learners with social emotional and behavioural difficulties (SEBD) an alternative to mainstream school. The PRU is split into two key stages, Key stage 3, 12-14 year olds, (KS3) located at Amelia Trust Farm (ATF) with Key stage 4, 14-16 year olds, (KS4) being housed at the Old Magistrates Court in Cowbridge. Transport to and from each venue is provided. Student numbers are currently 36 in KS4 and 20 in KS3. Students are dual registered and are on role at both originating school and PRU in most cases. Attendance is monitored and checked and students are supported by the Education Welfare Service should attendance fall below the standard required. The Council acknowledges these are the most challenging students and behaviours can be

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both extreme and sometimes violent.

Currently the school population has 20% looked after children, 26% females and 74% male students. All students have additional learning needs.

Attendance and exclusions data is checked and analysed termly. Due to the nature of the student cohort exclusions are high. Analysis of school data has revealed that over the last three years, the rate of exclusions has increased from 296 in 14/15 to 374 in 15/16. In the current academic year 16/17, it presently stands at 253. This has been attributed to an increase in absconding from the present premises leading to exclusion. Also the layout of the premises has led to assaults on isolated staff again leading to exclusions. Exclusions mean young people are not accessing learning and are therefore vulnerable.

Attendance is another area for concern many students' attendance is well below 60%. The Education Welfare Service (EWS) have been working with parents and students and have prosecuted some parents, however, many of those who have a poor attendance record are looked after children and have complicated and complex individual circumstances, which are resulting in poor engagement.

6. [How robust is the evidence?](#)

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

By increasing the available provision to include other providers at KS4, we have been able to increase attendance and improve the behaviour of students who only attend the PRU on a part time basis. This progress has been monitored weekly and is reported to a Key Professional group in the Learning and Skills Directorate and has been monitored via reports from providers.

Nurture has been introduced and the use of alternative providers has been increased, in addition to new behaviour management strategies.

By applying this model to KS3 it is anticipated that improvements in outcomes will be achieved, as is the case in KS4.

What are the gaps?

The current environment at ATF is unsuitable. The accommodation is drab and young people's attitude to their surroundings can be destructive as they place little value on their surroundings. The students also feel isolated which impacts on their wellbeing. The present curriculum does not engage them sufficiently and this combined with the environment creates provision which is difficult to manage. The variations to curriculum are limited and the lack of engagement with learning is due to lack of motivation. The current location is not suitable for the student cohort, and provides an opportunity for assaults on staff and students as its layout is disparate in nature. Having students under a

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single roof similar to a school premises will reduce attacks and absconding.

What will you do about this?

The recent Health and Safety audit has highlighted many issues. These include the poor surfacing of pathways, inadequate lighting, use of public toilet areas, fencing, and classroom location not being conducive to student or teacher safety. The audit concluded that relocation to a more secure site is highly recommended to assure student and staff safety. Some students at KS3 have experienced using other providers such as Empire Fighting Chance and Military Preparation College. This has been in small numbers but has had a positive effect to behaviour and attitude.

The Cowbridge KS4 site is located in the town behind the Police station. There have been few issues with absconding. The students here are on a part time curriculum with a shared learning with other providers. Students have two days academic study with the KS4 PRU and vocational learning with other training providers, these include Andrew Cookesly Training (ACT), Military Training College (MTC), Cardiff and the Vale College (CAVC) Guidance to Engagement (G2E). Outcomes for pupils accessing such provision are positive.

What monitoring data will you collect?

The service routinely collects data on:

Attendance, behaviour, Additional Learning Needs (ALN), Youth Offending, looked after children status, attainment, literacy and numeracy scores, reading ability, mathematics ability, gender, race, Social Services involvement, child protection issues, rewards, parental consent, parental contact numbers, family history, school history for individual students.

How often will you analyse and report on this?

Each term and annually.

Where will you publish monitoring data and reports?

Information on schools and pupil referral units is published annually

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7. Impact

Is there an impact?

The relocation of the KS3 PRU to Llantwit will affect the travel arrangements for students. Some students will have to be picked up earlier from their homes to arrive at the proposed new location, which is a further 10 miles from the Barry area. For students travelling from the Eastern Vale this will add some 20 minutes to their journey. Conversely, those students who live in the area close to Llantwit Major will be able to access provision easier.

Trains (Barry to Llantwit Major)	Return
06:05 - 06:22	15:56 - 16:14
07:05 - 07:21	16:56 - 17:14
08:05 - 08:21	
09:03 - 09:19	
Trains (Barry Docks to Llantwit Major)	Return
06:00 - 06:22	15:56 - 16:18
07:00 - 07:22	16:56 - 17:18
08:00 - 08:22	
Trains (Barry Island to Llantwit Major)	Return
06:55 - 07:21	15:56 - 16:25
07:55 - 08:21	16:56 - 17:25
08:55 - 09:19	

Buses (Barry Hotel)	Return
07:19 – 08:10	15:20 – 16:12
07:49 – 08:40	15:29 – 16:15
07:57 – 09:09	16:20 – 17:12

All pupils attending the PRU are transported to and from the provision. Families will not incur any increased costs as a consequence of these changes.

The changes proposed may place financial pressures on the ATF. However, three months' notice will be given to the ATF which will enable them to make new arrangements for rental of vacated premises or utilise them for their own services. The ATF will also have the opportunity to develop provision as a contracted agent with the local authority for EOTAS provision and this may mitigate against the lost revenue from rental. They can also of course re-rent the premises to another organisation.

The change of model will have an impact on staffing. Young people will be on placement for part of their learning week, therefore fewer staff will be required. These staff will be deemed at risk and will fall under the Council's Avoiding Redundancies Policy. The Council will make every effort to redeploy staff at risk into suitable alternative roles, however,

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compulsory redundancy is possible. Staff will be consulted and some may wish to apply for voluntary redundancy which may mitigate staffing redeployment issues.

The proposed changes will impact positively on students and staff. The relocation from ATF will make the site more secure and provide greater safety for students. Toilets will be for individual genders and there will be separate toilets for students and staff. There is also a disability toilet available in the new premises, this is not the case currently. The ATF premises is not compliant with recent fire and security regulations and lighting external to the premises is insufficient. The new premises in this proposal are fully compliant with fire and security regulations.

The ATF site is accessed by the public and adult groups daily which present potential safeguarding risks. The new premises is a single premises, solely for the use of the students and staff, therefore, safeguarding risks will decrease.

There is no evidence to suggest that any priority group will be affected by the proposal. Following consultation, members will have the opportunity to monitor the progress of the project and any emerging equalities issues.

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

To ensure and safeguard the safety of students and staff, it is proposed that the services currently provided from Amelia Trust Farm should relocate to Llantwit Major Youth Centre. This will provide a more manageable site from which services can be delivered from September 2017. The current lease arrangement with Amelia Trust Farm expired at the end of July 2017 and a new lease has not been renegotiated. The Council is required to give 3 months' notice to terminate the lease arrangement.

To accommodate the PRU at the Llantwit Major site, a number of changes will be required to the building including minor modifications to create the appropriate classroom environment and ensure the security of the site.

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

There is no evidence to suggest stakeholders of any age will be adversely affected by this proposal

The proposed new location is fully DDA compliant and therefore we do not foresee any issues which affect Disability

There is no evidence to suggest any one who is undergoing a Gender reassignment, including gender identity will be affected by this policy

There is no evidence to suggest that any Marriage and civil partnership (discrimination only) will be affected by this policy

There is no evidence to suggest that this policy will have a damaging effect on students parents or staff who are pregnant or on maternity

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There are no evidence to suggest stakeholders of any Race will be affected by this policy proposal

There is no evidence to suggest stakeholders of any Religion and belief will be affected by this policy proposal

There are no evidence to suggest stakeholders of any Sex will be affected by this policy proposal.

There is no evidence to suggest stakeholders of any Sexual orientation will be affected by this policy proposal.

There are no evidence to suggest stakeholders of any Welsh language will be affected by this policy proposal.

There is no evidence to suggest stakeholders of any Human rights will be affected by this policy proposal

How do you know?

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

Teaching staff will remain known to students and parents. The teaching and learning and relationships and current offer for all students and all of their needs will not be changed. The relocation from ATF will make the site more secure, providing greater safety for students.

The ATF premises whilst being on a farm can be accessed by the public and adult groups daily. This presents safeguarding risks. The new premises is a single premises, solely for the use of the students and staff.

What can be done to promote a positive impact?

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

The relocation of services to Llantwit Major will require Cabinet approval and the progress of the project will be reported to Cabinet six months after the move has taken place to demonstrate if the expected impact has been achieved.

Parents will be consulted in the Autumn Term. Students will visit the new premises and some taster lessons will be held to ensure they know the flow of the premises but also to ensure classes work in proposed classroom and activity structures. The PRU will also try trial transport journeys to identify and possible glitches in travel plans. These will be conducted in the autumn term with the full move implement by January 2018.

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<p>What can be done to lessen the risk of a negative impact?</p> <p>Explain this for each of the relevant protected characteristics as identified above.</p>
<p>Negative impact can only be mitigated via good engagement and consultation with stakeholders.</p>
<p>Is there a need for more favourable treatment to achieve equal outcomes? (Disability only)</p>
<p>None</p>
<p>Will the impact be positive, negative or neutral?</p> <p>Explain this for each of the relevant protected characteristics as identified above.</p>
<p>The relocation will have a positive impact on the students as the environment is improved and more secure. Combined with curriculum offer the move can only be a positive one.</p>

8. [Monitoring ongoing impact](#)

<p>Date you will monitor progress</p>
<p>We will monitor the rate of exclusions and attendance throughout the coming months when the proposal is implemented. If the attendance and exclusion rates are favourable, we will deem the impact of the proposal to be positive.</p> <p>Also if the amount of attacks on staff is reduced then the use of the new site will have had a positive impact.</p>
<p>Measures that you will monitor</p>
<p>Risk factors of new premises will be regularly monitored and control measures applied if needed. The travel plans of students will be checked for satisfaction with providers and students.</p> <p>Parental satisfaction will also be monitored. Attendance rates and exclusions will also be measured regularly.</p>
<p>Date you will review implemented proposal and its impact</p>
<p>1st April 2018</p>

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

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

10. [Outcomes and Actions](#)

Recommend actions to senior management team
To implement proposal
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.
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12. [Authorisation](#)

Approved by (name)	David Davies
Job Title (senior manager)	Head of Achievement for All
Date of approval	

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Date of review	
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13. Publication

You must send a copy of your approved assessment to [Tim Greaves](#), Equality Co-ordinator, to publish on the equality pages of the Vale of Glamorgan website. Please detail any additional publication undertaken.

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