

Meeting of:	Learning and Culture Scrutiny Committee
Date of Meeting:	Thursday, 12 November 2020
Relevant Scrutiny Committee:	Learning and Culture
Report Title:	Proposal to establish a specialist resource base at Whitmore High School from September 2021.
Purpose of Report:	To ensure that the Learning and Culture Scrutiny Committee is consulted on the proposal.
Report Owner:	Director of Learning and Skills
Responsible Officer:	Paula Ham, Director of Learning and Skills
Elected Member and Officer Consultation:	<p>21st Century Schools Programme Manager</p> <p>Head of Digital Strategy, Community Learning & Resources</p> <p>Head of Additional Learning Needs and Wellbeing</p> <p>Head of Standards and Provision</p> <p>Local Ward Members are consulted as part of the consultation process in accordance with the School Organisation Code 2018.</p>
Policy Framework:	This is a matter for Executive decision by Cabinet.
<p>Executive Summary:</p> <ul style="list-style-type: none"> 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 Disorder (ASD) at Whitmore High School from September 2021. 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. Any feedback received from the Learning and Culture Scrutiny Committee will form part of the consultation report which will be considered by Cabinet following the completion of the consultation exercise. 	

Recommendations

1. That Learning and Culture Scrutiny 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. That Learning and Culture Scrutiny Committee endorse the proposal and provide any feedback to 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 the Learning and Culture Scrutiny Committee is consulted on the proposal.
2. To ensure feedback received from the Learning and Culture Scrutiny Committee is considered by Cabinet as part of the consultation report.

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.

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 Disorder (ASD) 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** The consultation is due to end on Friday 20 November 2020.

Rationale for the Proposal

- 2.5** The main driver for this proposal is to meet increased demand for specialist education provision within the Vale to best meet the needs of our most vulnerable learners.
- 2.6** Demand for special education is increasing at a faster pace than originally predicted. In order to reduce demand for places at Ysgol Y Deri, the Council is looking to establish specialist resource bases attached to mainstream primary and secondary schools. These include:
- A new specialist resource base at Whitmore High School to support learners with ASD, which would be managed by the headteacher and governing body of Whitmore High School; and
 - A new specialist resource base at Gladstone Primary School focussing on primary pupils with social, emotional and mental health issues, which would be managed by Ysgol Y Deri.
- 2.7** The proposed resource base at Whitmore High School would provide additional support for pupils with ASD to ensure they can access mainstream secondary education. This would reduce demand for places at Ysgol Y Deri, whilst also ensuring there is provision for pupils who would not normally meet the criteria for placements at Ysgol Y Deri.

Provision

- 2.8** The specialist resource base would accommodate up to 20 pupils with ASD. Pupils within the base 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 base.
- 2.9** The specialist work of the resource provision would influence practice throughout the wider school which would benefit all staff and pupils.
- 2.10** Admission to the base would be via the Local Authority Panel, in consultation with the Engagement Service and Whitmore High School.

Land and Buildings

- 2.11** Whitmore High School has been included as part of the Council's 21st Century Schools Programme and a new £30.5m building is currently under construction.
- 2.12** The building has been constructed to accommodate 1,100 pupils with an additional area to accommodate a specialist resource base.
- 2.13** The specialist resource base would be accommodated within a self-contained area of 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 be on the ground floor of the building with direct access to outside.

Benefits of the Proposal

2.14 The main benefits of this proposal are:

- Provides targeted support for pupils with ASD within a mainstream secondary school environment to ensure pupils reach their full potential.
- Provides innovative and creative learning environments which are adaptable to change and will challenge and support children to reach their full potential.
- Increases 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.
- Provides opportunities for professional development throughout Whitmore High School.
- Avoids reliance on costly out of county provision.

Statutory Process

2.15 Welsh Government's revised School Organisation Code 2018 came into effect on the 1st November 2018. The Council must "act in accordance with the Code" as determined by the School Standards and Organisation (Wales) Act 2013.

2.16 Section 48 of the School Standards and Organisation (Wales) Act 2013 Act requires that before school organisation proposals are published they must first be subject to consultation. A consultation document must be published and provided to prescribed consultees and Welsh Ministers.

2.17 Consultees must be advised by letter or email of the availability of the consultation document and that a hard copy can be obtained on request. Consultees must be given at least 42 days to respond to the document, with at least 20 of these being school days.

2.18 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.

2.19 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).

2.20 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.

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.
 - Ensure 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 has 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 an additional 4 learning support assistants (LSAs) would be required to provide direct support to learners. From September 2022 an additional specialist teacher and 4 LSAs would be required. 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** Any proposed changes to staffing would be subject to full consultation with staff and the relevant trade unions where necessary.

Legal (Including Equalities)

- 4.7** Part 1 of the Education Act 1996 ("the 1996 Act") imposes a number of general duties on all local authorities in Wales. The general duty in section 13 of the 1996 Act is to contribute (so far as the Council's powers enable them to do so) towards the spiritual, moral, mental and physical development of the community by securing that efficient primary education and secondary education are available to meet the needs of the population of their area.

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

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

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

4.16 Section 49 of the 2013 Act makes provision for any person to object to proposals published under section 48 within the objection period of 28 days. The Council must then publish a summary of all objections made to the proposal and its response to those objections before the end of 7 days beginning with the day of the Council's determination.

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

(2) The Code

4.18 The Code contains the following elements:

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

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

- United Nations Convention on the Rights of the Child
- The Well-being of Future Generations (Wales) Act 2015 (see below)
- Cymraeg 2050, A Million Welsh Speakers
- Action Plan, Cymraeg 2050
- One Wales: One planet, a new sustainable development scheme for Wales May 2009 or any successor strategy
- Child Poverty Strategy for Wales (issued February 2011 Information document number 95/2011), or any successor strategy
- Faith in Education

- Local plans for economic or housing development
 - Welsh in Education Strategic Plans (made under part 4 of the School Standards and Organisation (Wales) Act 2013)
 - Children and Young People’s Plans (or successor plans)
 - 21st Century Schools – Capital Investment Programme and the relevant wave of investment
 - Learner Travel Statutory Provision and Operational Guidance 2014:
<https://beta.gov.wales/learner-travel-statutory-provision-and-operational-guidance>
 - Measuring the capacity of schools in Wales, Circular No: 021/2011:
<https://beta.gov.wales/measuring-capacity-schools-guidance>
 - Children and Young People’s National Participation Standards
- 4.20** 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

4.21 The Well-being of Future Generations (Wales) Act 2015 (‘the 2015 Act’) sets out new ways of working – of planning and making decisions – for local authorities and other public bodies it lists. The aim is that, by improving these things, the overall well-being of Wales will be better improved by the things public bodies collectively do. The Act and the statutory guidance 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.

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

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

4.23 The Act itself is available to view online:

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

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

(4) Equalities Act 2010

- 4.25** The Council has to satisfy its public sector duties under the Equalities Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics.
- 4.26** A full Equality Impact Assessment will be developed as part of the consultation exercise and will be included within the consultation report.

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.

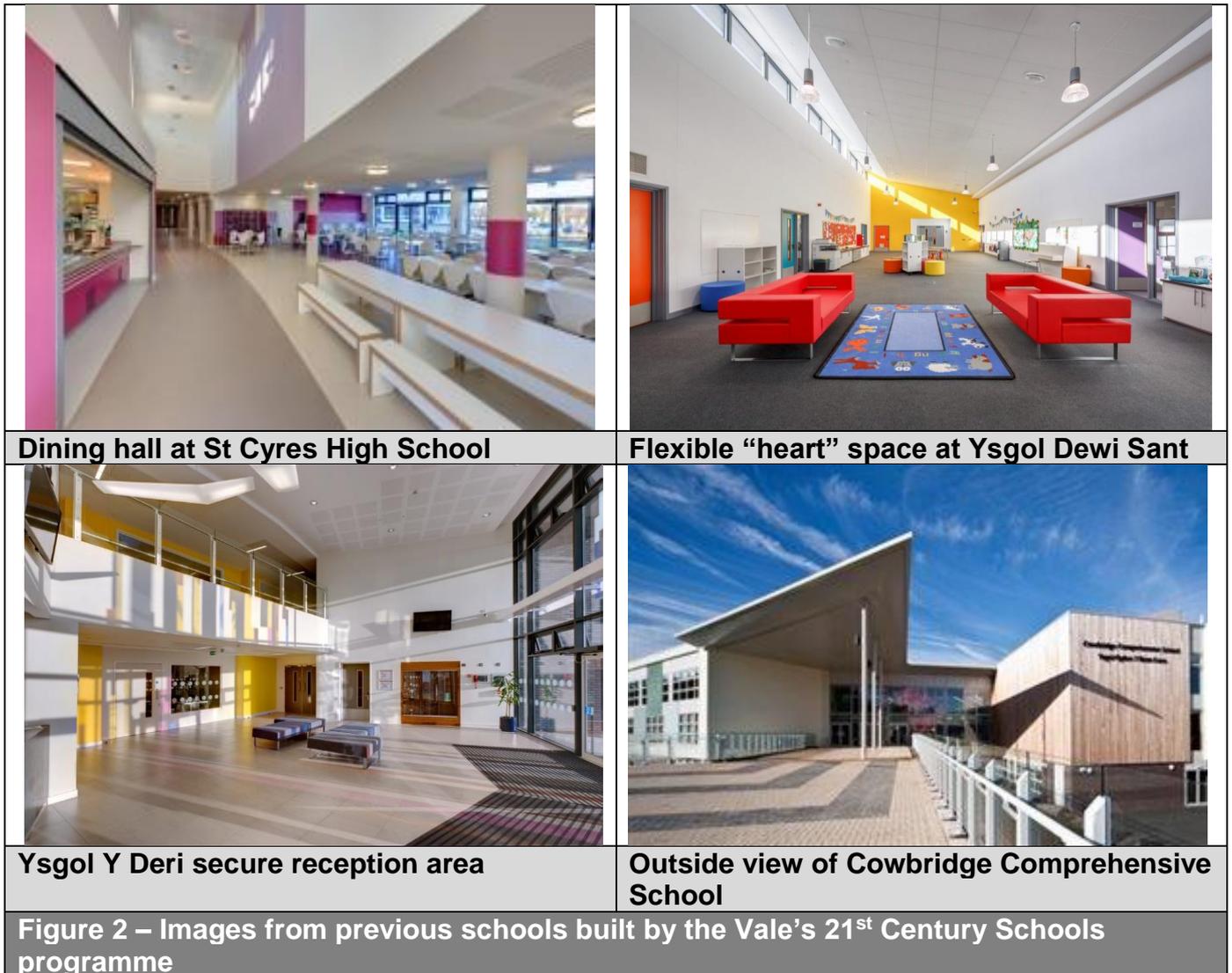
The proposed new school building would provide:

- 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:	

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.



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.

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.

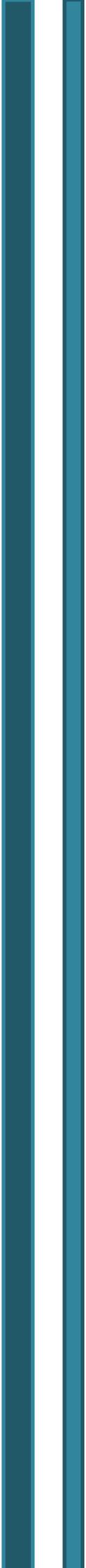
To determine the support category as explained in the table above, schools are placed in one of four groups for ability to bring about improvement (A-D) with A being the highest for improvement capacity. The revised categorisation system introduced in September 2017 does not use a standards grade.

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.

- | | |
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| | <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. |
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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):

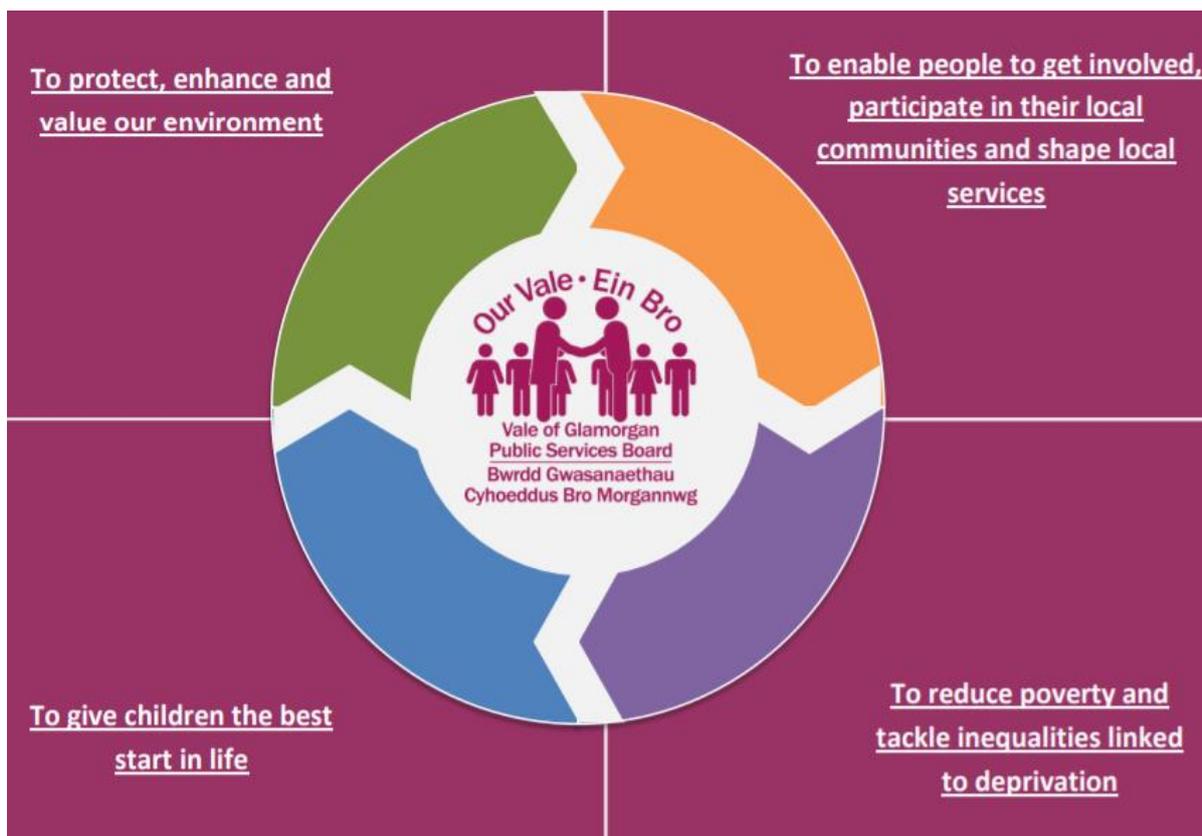
	To work with and for our communities
	To support learning, employment and sustainable economic growth
	To support people at home and in their community
	To respect, enhance and enjoy our environment

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.