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Bridgend County Borough Council



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Cyfarwyddiaeth y Prif Weithredwr / Chief Executive's Directorate

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Gofynnwch am / Ask for: Democratic Services

Ein cyf / Our ref:

Eich cyf / Your ref:

Dyddiad/Date: Wednesday, 8 December 2021

Dear Councillor,

CABINET

A meeting of the Cabinet will be held remotely - via Microsoft Teams on **Tuesday, 14 December 2021 at 14:30.**

AGENDA

1. Apologies for Absence
To receive apologies for absence from Members.
2. Declarations of Interest
To receive declarations of personal and prejudicial interest (if any) from Members/Officers in accordance with the provisions of the Members' Code of Conduct adopted by Council from 1 September 2008.
3. Approval of Minutes 3 - 10
To receive for approval the Minutes of 16/11/2021
4. Outcome of the Consultation 'Shaping Bridgend's Future' 11 - 106
5. Strategic Transport Schemes 107 - 120
6. Active Travel Network Map 121 - 190
7. Enforcement Policy for the Issuing of Fixed Penalty Notices for Environmental Offences Changes 191 - 216
8. Privately Owned Advertising Bus Shelters 217 - 220
9. Social Services Representations and Complaints Annual Report 2020/21 221 - 242
10. Additional One-Off Payment to Bridgend Foster and Adult Placement Carers 243 - 248
11. Provision for Pupils with Additional Learning Needs (ALN) - Establishing a Learning Resource Centre (LRC) for Pupils with Moderate Learning Difficulties (MLD) at Ysgol Cynwyd Sant 249 - 306

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12. Provision for Pupils with Additional Needs (ALN) - Establishing a Learning Resource Centre (LRC) for Pupils with Autistic Spectrum Disorders (ASD) at Tremains Primary School 307 - 356
13. Gambling Act 2005 Statement of Licensing Principles 2022-2025 357 - 406
14. Urgent Items
To consider any items of business that by reason of special circumstances the chairperson is of the opinion should be considered at the meeting as a matter of urgency in accordance with paragraph 2.4 (e) of the Cabinet Procedure Rules within the Constitution.
15. Exclusion of the Public
The following items are not for publication as they contain exempt information as defined in Paragraph 14 of Part 4 and Paragraph 21 of Part 5, Schedule 12A of the Local Government Act 1972, as amended by the Local Government (Access to Information) (Variation) (Wales) Order 2007.
- If following the application of the public interest test Cabinet resolves pursuant to the Act to consider these items in private, the public will be excluded from the meeting during such consideration.
16. Approval of Exempt Minutes 407 - 410
To receive for approval the exempt minutes of 16/11/2021
17. Re-Commissioning Regulated Care and Support at Home 411 - 418

Note: Please note: Due to the current requirement for social distancing this meeting will not be held at its usual location. This will be a virtual meeting and Members and Officers will be attending remotely. The meeting will be recorded for subsequent transmission via the Council's internet site which will be available as soon as practicable after the meeting. If you have any queries regarding this, please contact cabinet_committee@bridgend.gov.uk or tel. 01656 643147 / 643148.

Yours faithfully

K Watson

Chief Officer, Legal and Regulatory Services, HR and Corporate Policy

Councillors:

J Gebbie
SE Baldwin

Councillors

HJ David
CE Smith

Councillors

HM Williams
D Patel

CABINET - TUESDAY, 16 NOVEMBER 2021

MINUTES OF A MEETING OF THE CABINET HELD REMOTELY - VIA MICROSOFT TEAMS
ON TUESDAY, 16 NOVEMBER 2021 AT 14:30

Present

Councillor HJ David – Chairperson

CE Smith
SE Baldwin

HM Williams

D Patel

NA Burnett

Officers:

Claire Marchant	Corporate Director Social Services and Wellbeing
Janine Nightingale	Corporate Director - Communities
Gill Lewis	Interim Chief Officer – Finance, Performance and Change
Kelly Watson	Chief Officer Legal, HR and Regulatory Services
Mark Shephard	Chief Executive
Andrew Rees	Democratic Services Officer - Committees
Lindsay Harvey	Corporate Director Education and Family Support
Michael Pitman	Democratic Services Officer - Committees
Gareth Denning	Policy Team Leader
Justin Kingdon	Strategic Asset Management and Investment Manager
Richard Matthams	Development Planning - Team Leader
Robert Morgan	Senior Development Control Officer
Jonathan Parsons	Group Manager Development
Helen Picton	Operational Manager Enterprise & Specialist Services

735. DECLARATIONS OF INTEREST

None.

736. APPROVAL OF MINUTES

RESOLVED: That the minutes of the meeting of Cabinet of 19 October 2021 be approved as a true and accurate record.

737. LOCAL AIR QUALITY MANAGEMENT - ANNUAL PROGRESS REPORT 2021

The Operational Manager– Enterprise and Specialist Services (Shared Regulatory Services) submitted a report, which sought approval of the 2021 Bridgend County Borough Council Local Air Quality Management (LAQM) Annual Progress Report (APR) based upon on air quality datasets obtained in 2020, to submit a final version to Welsh Government (WG). She also reported on an update on progress towards the Draft Air Quality Action Plan for the Park Street Air Quality Management Area.

The Operational Manager– Enterprise and Specialist Services reported that under Section 82 of the Environment Act 1995 every local authority has an obligation to regularly review and assess air quality in their areas, and to determine whether air quality objectives to protect health are likely to be achieved. Where the air quality reviews indicate that the air quality objectives are not being achieved, or are not likely to be achieved, Section 83 of the 1995 Act requires local authorities to designate an Air Quality Management Area ('AQMA'). Section 84 of the Act ensures that action must then be taken at a local level which is outlined in a specific Air Quality Action Plan (AQAP) to ensure that air quality in the identified area improves.

She informed Cabinet that the Annual Progress Report provided details on the ratified data for the air quality monitoring undertaken in 2020 within the County Borough and in general, air quality continues to meet the relevant air quality objectives as prescribed in the Regulations. She stated that a noticeable effect of the strict lockdown arrangements put in place in March 2020 and subsequent lockdowns due to the pandemic, had seen a significant reduction in road traffic in line with the prohibition of non-essential travel and the requirement to work from home wherever possible. In 2020, across the County Borough, there was an average reduction of 22% in NO₂ annual mean concentration experienced at roadside diffusion tube monitoring sites, relative to 2019. However, air quality continued to be a concern along Park Street, Bridgend, coinciding with the boundary of the Air Quality Management Area.

The Operational Manager– Enterprise and Specialist Services reported that due to delays in planning permission and legal agreements being in place an automated air quality monitoring system (AMS) was now located in the grounds of the Quaker Meeting House on Park Street. The monitoring site measures and records on a 24/7 basis the levels of NO₂ and PM₁₀, and forms part of the Welsh Air Quality Network. She presented an update of the Park Street, AQMA Action Plan, in that a Steering Group from various departments of the Council and partner agencies had been established to develop ideas and to ensure an effective Action Plan. The Steering Group had concluded, supported by feedback from public engagement sessions that queuing and inconsistent traffic flows would appear to be the principal cause of the poor levels of air quality on Park Street. The following had been developed as preferred mitigation options: implementation of a 4-phase junction (3 traffic, 1 pedestrian) at the Heol-y-Nant turning (Measure 21); denying all access onto St Leonards Road (Measure 18); and optimise the Park Street/ Angel Street/ Tondy Road Junction (Measure 20). She stated that Measure 21 was unlikely to bring about the desired improvement in air quality due to queuing traffic, however it is was a condition of the Persimmon planning permission that a right turning be introduced into Heol-y-Nant. Air quality modelling was due to be run on this arrangement. Next will follow work to model Measures 18 and 20 for both transport and air quality considerations and once the outcomes of this modelling work are understood, the Air Quality Action Plan for the Park Street AQMA can be compiled accordingly and presented to Cabinet for consideration prior to public consultation.

The Operational Manager– Enterprise and Specialist Services reported that the unprecedented circumstances of the COVID 19 pandemic had impacted on local air quality monitoring and the development of the action plan for the Park Street AQMA, both in terms of its scheduling and delivery. She stated that the Welsh Government has been kept up to date with the position and inevitable delays in delivering the action plan. The Welsh Government had agreed to allow for a further extension period to facilitate the delivery of the action plan, with a revised deadline of 31 March 2022 for its submission.

The Cabinet Member Communities questioned whether Measure 21 would still be proceeding even if it did not deliver the desired outcome of improving air quality and reducing queuing traffic. He asked when access on to St Leonards Road, Measure 18 would be put in place as this would divert traffic on to Heol y Nant and whether tree planting could be considered to aid air quality. He also asked what the next steps for the Air Quality Plan for Park Street are. The Operational Manager– Enterprise and Specialist Services stated that she would explore the idea of tree planting in order to improve air quality along Park Street. The Operational Manager– Enterprise and Specialist Services informed Cabinet that the mitigation measures had been developed by the Steering Group, and that Measures 18 and 20 which are softer measures will be progressed and that public awareness will be undertaken. The Group Manager Planning and Development Services informed Cabinet that the turning lane off Park Street is a condition of the planning consent for the Persimmon development, which is in the

interests of highways safety and air quality. Monitoring data is awaited and once that data is received, the highway implications and impact on air quality and its impact on pedestrians and active travel will be looked at by officers.

RESOLVED:

That Cabinet:-

- Noted and accepted the results of air quality monitoring gathered in 2020
- Noted the progress made in developing the Air Quality Action Plan for Park Street; and
- Agreed the finalisation of the 2021 Annual Progress Report (attached as Appendix 1) for submission as a final version to Welsh Government.

738. BRIDGEND LOCAL DEVELOPMENT PLAN (LDP) - REVISED DELIVERY AGREEMENT

The Corporate Director Communities reported on the need to revise the LDP Delivery Agreement (DA), for Cabinet to agree the revised DA and to recommend that Council approve the amendments to the LDP Timetable and approve submission of the revised DA to Welsh Government for agreement.

The Corporate Director Communities reported that the Welsh Government had written to Local Planning Authorities to advise them to undertake a review of the technical evidence base underpinning the replacement LDP alongside the preferred strategy and policies in terms of sensitivity to the consequences of the Coronavirus pandemic. The Welsh Government had also advised that DA's should be adjusted to account for any necessary changes to the LDP timetable in light of delays caused by the pandemic. The Corporate Director Communities informed Cabinet that the LDP Deposit Draft has been the subject of consultation and progress to the next stage, being its submission to the Welsh Government and the Planning Inspectorate has been delayed due to the need to revise the Delivery Agreement, as the supporting evidence base needs reviewing and refining as a result of the representations received from our communities and key stakeholders. The Group Manager Planning and Development Services informed Cabinet that the Council is well advances in its progress with the Draft LDP within the region and is oner of the first local authorities to be at this stage.

The Strategic Planning Policy Team Leader reported that over 1,200 representations had been received, the volume of correspondence was being dealt with and once complete, officers will collate all responses and present a consultation feedback report to Cabinet. He outlined the strands of work which needed to be resolved prior to the submission of the Draft LDP in June 2022, together with the revisions to the timetable. He stated that it was imperative that the Local Planning Authority continues to progress with the statutory review of the LDP. The Replacement LDP will avoid 'planning by appeal' and ad hoc development coming forward outside the development plan system and not in accordance with the Plan's strategy, which will strengthen the Council's framework for determining planning applications and provide enhanced certainty to communities in this respect.

The Cabinet Member Wellbeing and Future Generations was pleased to see the number of residents engaged with the LDP process, which had seen the greatest number of responses to any of the Council's consultations, despite the pandemic. The revised timetable gives officers the time needed to respond to the consultation received. The Cabinet Member Communities stated that the LDP needed to be future proofed and there is a need to look at future trends with more home working and housing required. The Leader stated there were critical strands which needed to be addressed such as the former Ford site, which will contribute to the robustness of the LDP. He drew Members'

attention to the forthcoming Member Development session on Technical Advice Note 15 – Development & Flood Risk (TAN15), which is another important strand of the LDP.

RESOLVED: That Cabinet noted and agreed the content of the report and recommended that Council approve the revisions to the timetable and authorise the Group Manager Planning & Development Services to submit the revised Delivery Agreement (attached at Appendix 1) to Welsh Government.

739. PURCHASE OF BRIDGEND TOWN CENTRE POLICE STATION

The Corporate Director Communities reported on progress on the potential purchase of Bridgend Town Centre Police Station at Cheapside with a view to support the aspirations of Bridgend College to relocate their main campus to the Town Centre, and approval was sought to progress with the acquisition.

The Corporate Director Communities reported that officers had been authorised by Cabinet in June 2021, to progress discussions with South Wales Police on the acquisition of the current Bridgend Town Centre Police Station via the Welsh Government Estate Co-location & Land Transfer Protocol. Officers were also authorised to pursue and accept grant funding from WG to support the initial acquisition and future demolition of the current Police Station building. Grant funding had been secured to support the acquisition and demolition of the site, with the aim of the Council leasing the site to Bridgend College, enabling its relocation from the Cowbridge Road campus to the town centre. The value of the land had been set by the District Valuer as £650k, with all parties concurring with the valuation. The contract for sale includes a leaseback agreement to SWP for 12 months, to sufficient time to prepare newly developed offices at their Headquarters site. Officers are continuing to work with SWP to help identify and progress a smaller satellite office within the Town Centre to accommodate a day-to-day police presence.

The Corporate Director Communities informed Cabinet that the proposal for a town centre College campus will bring much needed vibrancy to the town centre, increasing footfall, public realm improvements and a net carbon zero environment for learners. She highlighted the financial implications to the Council for the first phase of the project.

The Cabinet Member Education and Regeneration thanked officers for their work in progressing the scheme and he thanked the Governors of Bridgend College for their enthusiasm for the project, which will see further and higher education being delivered in the town centre, with facilities for the public and a performing arts space being developed. He stated that the risk of the Council not buying into the project was high on the College's risk register and he hoped that the proposed acquisition of the police station site would turn the risk to green on the College risk register.

The Cabinet Member Social Services and Early Help commented on the positivity of the development as a town centre regeneration project but stated that caution needed to be exercised so that town centre residents are not impacted negatively especially regarding car parking. She sought assurances that the construction phase of the college would not impact negatively on residents. The Corporate Director Communities informed Cabinet that considerate methods of construction would be looked at so that groundworks such as times for the driving of piling would be constrained. She stated there would be a public communication campaign to inform the public. She also informed Cabinet that parking permits are being trialled and this would continue, the College would also promote active travel, using trains and buses. Bus routes would be reconfigured, being routed to Cheapside.

The Cabinet Member Communities requested detail on the proposed height of the college building, in order to allay the fears of the public. The Corporate Director Communities stated that it was premature to be looking at the proposed height of the building, but there was a possibility that it could be 4 to 5 storeys in height, stepped from the front to the rear. Architects had yet to be commissioned by the College, but there would be a need to ensure that it fitted into the existing landscape. She stated that Cabinet would be informed of the proposals once the feasibility had been concluded.

The Leader hoped that a high-quality design would be at the heart of the project, which would offer the best facilities to learners. He commented on the outstanding new learning facilities which the College had delivered at its Pencoed campus, which had a real impact on the learning experience and this had to be the same aspiration and vision of the town centre campus. He also commented on the structure of the lease arrangement and its importance on the police having a town centre presence. The Deputy Leader stated that the project represented an important stepping stone for the future and that it was a good day not only for Bridgend town centre, but for the County Borough to provide lifelong learning opportunities.

RESOLVED: That Cabinet:

- Noted the progress that had been made in connection with the proposed acquisition of the current Bridgend Town Centre Police Station at Cheapside and the regeneration proposals to create a new Bridgend College Campus at the site.
- Authorised officers to complete the legal documentation and transaction to acquire the SWP site at Cheapside Bridgend in accordance with WG Estate Co-location & Land Transfer Protocol.

740. LEVELLING UP FUND PRIORITY PROJECTS

The Corporate Director Communities reported on the UK Government Levelling Up Fund (LUF) and sought endorsement on the proposed package of projects being developed for Bridgend constituencies for submission to a future application round of the LUF programme and to utilise the Council's and UK Government resources to do so.

The Corporate Director Communities informed Cabinet that the LUF was announced by the UK Government at the 2020 Spending Review, with up to £4.8 billion set aside until 2024-25 across the UK. The LUF will invest in local infrastructure and capital projects that have a visible impact on people and their communities. This includes a range of high value local investment priorities, including local transport schemes, urban and economic regeneration projects and supporting cultural assets. She informed Cabinet that Local Authorities can only receive funding for one bid for every Member of Parliament (MP) whose constituency lies wholly within their boundary and each Local Authority is eligible to make one additional bid for potential transport projects in the area. Enabling the Council to make 3 bids, one for each constituency, Bridgend and Ogmore, and a third for a strategic transport project. Constituency bids can be up to the value of £20m, with scope for larger, high-value transport projects, of up to £50m, with each bid being encouraged to contribute a minimum of 10% funding from local and third-party contributions.

The Corporate Director Communities reported on the proposed project for the Bridgend constituency, which bring about the redevelopment of the Grand Pavilion in Porthcawl, to include: new function spaces at first floor (Esplanade) level; new rooftop function and cafe spaces offering elevated sea-views across the Bristol Channel; new Studio theatre

and ancillary facilities, increased and improved welfare facilities including new changing places facility; business incubation or workshop spaces to street level and new office facilities.

The Corporate Director Communities reported on the proposed bid for the Ogmore constituency to create the Bridgend Enterprise Development Project (EDP) to increase employment through investments in prioritised sites and infrastructure, supporting the Council's strategic approach towards economic development. The EDP project is required due to a lack of available modern buildings, obsolescence and a decrease of available floor space impacting on a variety of economic sectors. The project will provide support to valleys communities through new business start-ups; the development of resilience in the early years of trading; access to new markets and supply chains and the provision of business premises for start-up and new businesses. The proposed investment will take place in or near to wards of multiple deprivation, opening opportunities for business start-ups and re-locations for the communities of the Llynfi, Garw and Ogmore Valleys.

The Corporate Director Communities reported on the proposed transport project bid to result in the rebuilding of the Penprysg road bridge, in order to accommodate two-way traffic leading to the eventual closure of Pencoed's level railway crossing, and an all-new active travel bridge for pedestrians and cyclists. She stated that the Pencoed level crossing is on the South Wales mainline railway as well as local Metro routes. When in operation there is a resultant build-up of road traffic leading to significant congestion in the town centre. The current alternative road bridge on Penprysg Road is a substandard single lane with limited pedestrian/active travel provision. Due to these constraints, there is a longstanding moratorium on development west of the level crossing. The plans will unlock potential development land located to the west of the current level crossing, enabling fresh investment and facilities to be introduced. Once the level crossing is closed, the proposal also provides opportunity to enhance the public realm in and around the commercial area at the level crossing and to enhance the local environment.

The Corporate Director Communities outlined the financial implications for the development work of the three bids, for which, the Council has received £125,000 in development funding to support the bids. She stated that each of the bids will have their own financial packages to be brought together and as the details of the development costs related to each project emerge following further feasibility and design work, each project will be seeking the support of partner organisations and other external funding sources to support the delivery of the projects. The Corporate Director Communities informed Cabinet it will receive a further report in advance of the applications being submitted in May 2022 to consider and agree any further financial commitment from the authority relating to the three individual proposals. There were no existing financial commitments within the Council's capital programme for the delivery of these three projects.

The Leader thanked officers for the work they had undertaken on these schemes in such a short time. Meetings had taken place with the MPs who were very supportive of the schemes in their constituencies and that the transport project had significance not only for the County Borough, but regionally and nationally. The Cabinet Member Education and Regeneration stated that the Penprysg road bridge project is truly strategic with significance for the whole of South Wales improving connectivity and thereby will improve economic activity. He hoped that the UK Government would support this project and that the road bridge would be future proofed in the event of electrification of the railway west of Cardiff.

The Cabinet Member Communities referred to the current consultation with businesses which he had been involved in on the Penprysg road bridge and asked how the wider infrastructure concerns raised during the consultation can be captured so that routes are linked up. The Corporate Director Communities stated that it was vital for connectivity to work and it had been designed into the bid, with roads either side of the bridge, active travel and signage. There would also be a need to look at public realm, the town square and parking and park and ride provision.

The Leader stated that the Penprysg road bridge could allow the lifting of the moratorium on development and commented that the proposal is the single biggest engineering project the Council will have undertaken. He also stated that the Grand Pavilion project was vital to the visitor economy and the Enterprise Development Project significant to creating clusters of business, all projects will be undertaken with involvement with partners, such as the Welsh Government and Heritage Lottery Fund.

RESOLVED: That Cabinet:

- Noted the overview and application process associated with the LUF.
- Endorsed the projects proposed by officers to be developed in readiness for a future application round.
- Delegated authority to the Director of Communities to utilise the LUF Capacity Grant to procure external support that would be needed for the production of bid/s to the fund and to utilise existing in-year resources in the Communities Directorate to procure required architectural and survey support for the Enterprise Development Programme.
- Noted that the Director of Communities to liaise with the Section 151 Officer to consider how any additional commissioning costs could be funded if costs exceeded the estimated budget of £250,000 and available in-year resources within the Communities Directorate.
- Agreed to receive a future report which set out a final package of projects to be submitted to the LUF including any further financial requirements to support those projects or bids.

741. **AMENDMENT TO THE FINANCIAL PROCEDURE RULES (FPRS) WITHIN THE COUNCIL'S CONSTITUTION**

The Interim Chief Officer Finance, Performance and Change sought amendments to the Council's Financial Procedure Rules within the Council's Constitution.

The Interim Chief Officer Finance, Performance and Change reported that the management of the Council's financial affairs are conducted in accordance with the Financial Procedure Rules set out in Part 4 of the Constitution. Financial Procedure Rules had been reviewed by officers, and a number of changes made to bring them up to date to reflect new financial processes and procedures, and new legislation and guidance, which, had come into effect, changing the way in which the Council operated.

RESOLVED: That Cabinet:

- approved the amendments to the Financial Procedure Rules attached as Appendix 1 to the report;

- noted that a separate report would be presented to Council to incorporate the revised Financial Procedure Rules into the Constitution.

742. REAL LIVING WAGE

The Chief Officer Legal and Regulatory Services, HR and Corporate Policy reported on progress on the implementation of the Real Living Wage (RLW) and sought Cabinet approval to apply to become a Real Living Wage accredited employer.

She reported that in accordance with the law all employers have to pay the national living wage to all employees aged 23 and over, and national minimum wage to employees under 23, with the current national living wage rate being £8.91 per hour as at April 2021. The Real Living Wage (RLW) Foundation campaign for employees to be paid a rate which is based on what is needed to live and is calculated independently considering wider factors than those used to set the national living.

The Chief Officer Legal and Regulatory Services, HR and Corporate Policy reported that whilst not an accredited organisation, the Council had committed to paying the RLW to its own employees for the last two years. The RLW Foundation had yesterday set the new rate as £9.90 per hour and if the Council becomes accredited it would implement this rate from April 2022.

Officers had met with Cynnal Cymru, who in Wales, work in partnership with the RLW Foundation and established a pathway to accreditation to ensure the Council's employees were paid the RLW. She stated that the more difficult aspect of accreditation relates to the requirements for commissioned and procured services and an action plan will be developed with support from Cynnal Cymru to set out the steps to encourage contractors and suppliers to pay the RLW. The Council, as part of its Corporate Procurement Strategy is committed to increasing community benefits delivered by suppliers, however the Council could not mandate current suppliers to become RLW employers part way through a contract. She stated that the RLW will be addressed via social value conditions when contracts are being renewed or commissioned. If accreditation is received, it would be subject to annual monitoring and Cabinet will also receive annual updates.

The Chief Officer Legal and Regulatory Services, HR and Corporate Policy informed Cabinet of the financial implications of implementing the RLW, in that it could create a significant budget pressure, currently not factored into the Medium Financial Strategy. Its implementation across externally commissioned services will have significant financial implications and create a large recurrent budget pressure, that is currently unknown.

The Deputy Leader in commending the proposal stated that it represented a good day a clear direction for the County Borough to be a high paid economy. The Cabinet Member Social Services and Early Help stated that its implementation will have a positive impact on social services staff and that the pandemic had proved how dependent such staff. The Cabinet Member Wellbeing and Future Generations in supporting the proposal thanked the Deputy Leader for pursuing its implementation. The Leader thanked the Chief Officer Legal and Regulatory Services, HR and Corporate Policy for the work undertaken on this initiative which was about fairness and equity for staff who are paid the least but who undertake most important roles, delivering essential public services. He stated that the authority is finding it difficult to retain staff and the point had been reached where it was difficult to deliver all care packages due to staff shortages.

RESOLVED: That Cabinet:

- noted the content of the report;
- delegated authority to the Chief Officer Legal, Regulatory, HR and Corporate Policy to make an application for RLW accreditation.

743. REPRESENTATION ON OUTSIDE BODIES & JOINT COMMITTEES

The Chief Officer Legal and Regulatory Services, HR and Corporate Policy sought approval for the appointment of a replacement Member to sit on the Cwm Taff Morgannwg Community Health Council.

RESOLVED: That Cabinet appointed Councillor Matthew Voisey as one of the three representatives on the Cwm Taff Morgannwg Community Health Council.

744. INFORMATION REPORT FOR NOTING

The Chief Officer Legal and Regulatory Services, HR and Corporate Policy presented a report, which informed Cabinet of the following information report which had been published since its last scheduled meeting.

RESOLVED: That Cabinet acknowledged the publication of the document listed in the report:

<u>Title</u>	<u>Date Published</u>
Ombudsman Annual Letter 2020 – 2021	10 November 2021

745. URGENT ITEMS

There were no urgent items.

746. EXCLUSION OF THE PUBLIC

RESOLVED: That under Section 100A (4) of the Local Government Act 1972 as amended by the Local Government (Access to Information) (Variation) (Wales) Order 2007, the public be excluded from the meeting during consideration of the following items of business as they contain exempt information as defined in Paragraph 14 of Part 4 and Paragraph 21 of Part 5 of Schedule 12A of the Act.

Following the application of the public interest test it was resolved that pursuant to the Act referred to above, to consider the following items in private, with the public excluded from the meeting, as it was considered that in all circumstances relating to the items, the public interest in maintaining the exemption outweighed the public interest in disclosing the information.

747. APPROVAL OF EXEMPT MINUTES

748. ACQUISITION OF LAND OFF FFORDD CADFAN, BRACKLA, LINKING TO BAND B OF THE SCHOOL MODERNISATION PROGRAMME

749. ESTABLISHMENT OF A FRAMEWORK AGREEMENT FOR THE PROVISION OF SUPPORTED LIVING SERVICES

The meeting closed at 17:02

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

14 DECEMBER 2021

REPORT OF THE INTERIM CHIEF OFFICER - FINANCE, PERFORMANCE AND CHANGE

OUTCOME OF THE CONSULTATION 'SHAPING BRIDGEND'S FUTURE' 2021

1 Purpose of report

- 1.1 The purpose of this report is to inform Cabinet of the outcome of the 'Shaping Bridgend's Future' 2021 budget consultation which asked citizens to help to determine a longer term vision for the county borough. The intention was to understand what the public felt had worked well, and where we need to continue to make changes or improvements as we recover from the Covid-19 pandemic, to ensure that we deliver effective and efficient services that are right for our communities over the next 5 to 10 years.

2 Connections to corporate well-being objectives / other corporate priorities

- 2.1 This report assists in the achievement of the following corporate well-being objective under the **Well-being of Future Generations (Wales) Act 2015**:

1. **Supporting a successful sustainable economy** – taking steps to make the county borough a great place to do business, for people to live, work, study and visit, and to ensure that our schools are focussed on raising the skills, qualifications and ambitions for all people in the county borough.
2. **Helping people and communities to be more healthy and resilient** - taking steps to reduce or prevent people from becoming vulnerable or dependent on the Council and its services. Supporting individuals and communities to build resilience, and enable them to develop solutions to have active, healthy and independent lives.
3. **Smarter use of resources** – ensure that all resources (financial, physical, ecological, human and technological) are used as effectively and efficiently as possible and support the creation of resources throughout the community that can help to deliver the Council's well-being objectives.

- 2.2 The 'Shaping Bridgend's Future' 2021 consultation sought to obtain views on the council's spending priorities and approach following the Covid-19 pandemic. The allocation of financial resources determines the council's ability to meet its well-being objectives. As such the report links to all well-being objectives.

3 Background

- 3.1 Following several years of reductions in funding from central government, and continued financial pressures, along with addressing post-Covid-19 recovery, all

Councils across the country are continuing to change the way they work and the services they provide so that they can manage with less. Bridgend County Borough Council (BCBC) has made reductions from its budget of £18 million over the last four years (2018-19 to 2021-22), with an expectation of significant further reductions required over the next four years.

3.2 A public consultation exercise was undertaken over an eight week period from 20 September 2021 to 14 November 2021. Respondents were asked to share their views on a range of areas including:

- ❖ Performance over the past 12 months;
- ❖ Support for Business, Tourism and the economy;
- ❖ Wellbeing;
- ❖ Customer face-to-face access;
- ❖ Digitalisation;
- ❖ Investment in services;
- ❖ Fees and charges;
- ❖ Council Tax levels;
- ❖ The Future.

3.3 Budget consultation exercises have been undertaken annually since 2013-14. This 'Shaping Bridgend's Future' 2021 consultation exercise has built on the knowledge gained from the previous consultations and further developed the consultation to include new ways for people to participate and engage with the council, as well as adapting to the challenges that the pandemic has created. A wide variety of methods of communication were used including surveys, social media, a number of online engagement sessions, online FAQ sessions as well as videos, radio adverts and media releases. Due to the impact of Covid-19 and the restrictions on engaging with residents face to face in the community, the council wanted to make sure that as many people as possible could get involved in the consultation and ensured that accessible versions of the survey were available – large print, easy read and youth, as well as standard. Bridgend People First and Bridgend Youth Council supported the consultation team to produce the easy read and youth surveys. An advert was also placed in the Glamorgan Gazette notifying non-domestic rates payers of the consultation, and inviting them to participate, as required by Section 65 of the Local Government Finance Act 1992.

3.4 In order to gather views of young people the consultation team attended the Bridgend Youth Council meeting on 13 October 2021. The Youth Council took part in discussions around some of the key questions within the consultation and were encouraged to complete the full consultation online. 12 young people engaged in the session. In addition, in order to encourage participation of young people within Bridgend secondary schools and Bridgend College the consultation team wrote to all governing bodies and headteachers as well as the Principal of Bridgend College to promote the consultation amongst their learners as well as school staff and parents/carers.

3.5 The budget consultation was live between 20 September 2021 and 14 November 2021. The surveys were available on the council's website and paper copies were sent directly to residents upon request.

- 3.6 The consultation aimed to reach the following key stakeholders: general public/residents, Citizens' Panel members, elected members, BCBC employees, Bridgend businesses, town and community councils, school governors, Bridgend Community Cohesion and Equality Forum (BCCEF) members, local interest/community groups, BAVO, Bridgend College, partners, secondary schools (including head teachers) and media outlets.
- 3.7 The consultation was supported by a full communications and promotional plan. The main activities included three media releases, a BCBC budget explainer video, various press release/editorials in the media, a social media/web campaign, radio campaign, direct marketing to key target audiences e.g. businesses, schools, youth council and internal communications for staff and elected members.
- 3.8 A seven-minute podcast was also produced between local DJ Lee Jukes and the Leader of the Council, Cllr Huw David, explaining the purpose of the budget consultation and the importance of taking part. The media releases were featured at the media centre of the council's website where they were hyperlinked with associated social media publicity, including the podcast. Overall podcast views were 2,515.
- 3.9 In addition to general social media content, two polls were created on Twitter which generated 41 votes to key questions within the budget consultation survey.
- 3.10 The Shaping Bridgend's Future consultation was included in six weekly govDelivery bulletins and one stand-alone bulletin during the live period. govDelivery is a digital communications tool that was introduced by the local authority in June 2020 to issue council updates directly to residents' email inboxes in the language of their choice. There are currently 36,597 English language subscribers and 223 Welsh language subscribers from Bridgend County Borough to the weekly Covid-19 update emails. Overall, govDelivery generated 1,652 link clicks through to the budget consultation.

4 Current situation/proposal

- 4.1 The attached consultation report (**Appendix A**) sets out in detail the views expressed by those who participated.
- 4.2 Overall the consultation received **1,115** interactions from a combination of survey completions, attendance at engagement events (online and face-to-face), social media engagement and via the authority's Citizens' Panel.

Due to the impact of Covid-19 this represents a decrease of 39% on last year's overall interactions. A total of 737 survey responses were received, this demonstrates a decrease of 48% on last year's survey completions. The consultation and engagement team attended 17 online and face to face meetings during the live period resulting in 275 face to face interactions with people in online events. This represents an increase of 37% on last year.

- 4.3 The response rate, by method of interaction is set out below:

Interactions	Number
Survey completions	737
Events/meetings/workshops	275
Emails	7
Letters	0
Telephone calls	0
Social media comments	55
Social media polls	41
Total interactions	1115

- 1,115 responses to the surveys were received in total.
- Overall 275 people attended the various online events and meetings.
- A total of 96 interactions were received via social media. This includes 55 social media comments and 41 social media poll votes.
- Seven comments were received by email.

4.4 Headline figures and themes include:

4.4.1 Performance over the past 12 months:

- Overall respondents stated that the council had not been effective in meeting its values over the past 12 months;
- Overall respondents did not feel that council had met its strategic aims over the past 12 months.

4.4.2 Support for Business, Tourism and the economy:

- Overall respondents stated that support for local businesses, the promotion of the town centres and supporting the visitor economy and the sustainability of culture and leisure venues was important or very important;
- Respondents also stated that labour market opportunities and business start-up opportunities were important or very important.

4.4.3 Wellbeing:

- Overall respondents stated that the council had performed OK in delivering wellbeing services over the past 12 months;
- The top three services to be prioritise for the future were support for older people, followed by food poverty and then homelessness;
- The majority of respondents stated that the council should continue to deliver services such as period dignity, domestic abuse support, flying start, school applications, reporting an issue such as fly tipping, youth justice and youth services remotely/online.

4.4.4 Customer face-to-face access:

- The most common methods for contacting the council in place of face-to-face services while Civic Offices have been closed were telephone followed by email and then website;
- The majority of respondents stated that it is a priority for the council to reopen the face-to-face channel to the public;
- The majority of respondents stated that they would prefer to access services in their local community rather than in Civic Offices.

4.4.5 Digitalisation:

- The majority of respondents stated that when Civic Offices reopen they will continue to access services online, a further 24% of respondents stated that they always preferred to access services online;
- When asked what would help you or someone you know access services online the majority stated improved internet access/Wi-Fi followed by digital champions in libraries and then printable 'how to' guides;
- The majority of respondents stated that had signed up to govDelivery, when asked to rate the content of the weekly emails 20% stated excellent and a further 39% stated good.

4.4.6 Investment in services:

- Respondents stated that the council should prioritise spending on regeneration projects followed by roads and then schools.

4.4.7 Fees and charges:

- The majority of respondents stated that the council should resume charges for services that have not been charged for during the pandemic;
- When asked 'Do you think there are there any other services the council could charge for to increase revenue' the most common responses were charge for car parking, followed by reassess current spending and then fines for littering and dog fouling, reduce the number of staff in the council and their pay and recycling and waste collection charges.

4.4.8 Council tax levels:

- When asked to select which statement best represents your views on setting the council tax for 2022-2023 the majority of respondents (54%) stated to keep council tax levels the same level and 29% of respondents were prepared to increase council tax by 3.5%.

4.4.9 The future:

- When asked 'What do you think our long term priorities for the future should be' respondents selected make more efficiencies in-house i.e. review processes and

rationalise the number of offices followed by encourage citizens to take more responsibility i.e. litter, graffiti etc. and then focus on economic growth i.e. supporting businesses;

- The three services that had been the most important to residents over the past 12 months were recycling and waste followed by highways and infrastructure improvements and then sport and recreational services (including parks, leisure centres and open spaces).

5. Effect upon policy framework and procedure rules

- 5.1 There is no impact on the policy framework and procedure rules.

6. Equality Act 2010 implications

- 6.1 The protected characteristics identified within the Equality Act, Socio-economic Duty and the impact on the use of the Welsh language have been considered in the preparation of this report. As a public body in Wales, the Council must consider the impact of strategic decisions, such as the development or the review of policies, strategies, services and functions. This is an information report, therefore it is not necessary to carry out an EIA in the production of this report. It is considered that there will be no significant or unacceptable equality impacts as a result of this report.

7. Well-being of Future Generations (Wales) Act 2015 implications

- 7.1 The well-being goals identified in the Act were considered in the preparation of the Budget Consultation. Officers have considered the importance of balancing short-term needs in terms of meeting savings targets, while safeguarding the ability to meet longer-term objectives and maintain sustainable services, when proposals were devised. A full Well-being of Future Generations (Wales) Act 2015 assessment will be completed for the final MTFS presented to Council in February 2022.

8. Financial implications

- 8.1 The consultation report seeks to inform and aid Cabinet Members' decisions on the future direction of the Council and how to meet the challenging budget constraints in the years ahead.

9. Recommendation

- 9.1 Cabinet is recommended to note the outcome of the consultation with interested parties as detailed in the attached consultation report.

Gill Lewis

Interim Chief Officer – Finance, Performance and Change

14 December 2021

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Shaping Bridgend's Future 2021

Consultation report

Date of issue: December 2021

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1. Overview

A public consultation was undertaken over an eight-week period from 20 September 2021 to 14 November 2021. The consultation received **1,115** interactions from a combination of survey completions, attendance at engagement events (online and face-to-face), social media engagement and via the authority's Citizens' Panel. This paper details the analysis associated with the consultation.

2. Introduction

The public survey was available to complete online through a link on the consultation page of the council's website or by visiting www.bridgend.gov.uk/future. Paper copies of the consultation were also made available which could be sent directly to residents upon request. Surveys were available in several formats, including easy-read, large print, standard and a youth version. All were available in Welsh and English. The content of the page remains available online.

In total, there were 47 questions (within all survey formats) that required a reply from respondents. Respondents could choose to answer all or some of the questions. All survey responses offered the option of anonymity. The council's standard set of equalities monitoring questions were also included with the survey in line with recommended good practice for all public-facing surveys carried out by the council.

Comments regarding the consultation were also invited via social media, letter, email and phone call.

Due to the impact of Covid-19 this year, the council were able to carry out limited face-to-face engagement within the community. The council therefore relied more heavily on social media, digital communications, the website and online meetings in order to engage with residents throughout the budget consultation. This does appear to have impacted on the levels of engagement with the consultation. Details of which can be seen in section four.

3. Marketing communications and engagement methods

Details of the consultation were shared with the following stakeholders: general public/residents, Citizens' Panel members, elected members, Bridgend County Borough Council (BCBC) employees, Bridgend businesses, town and community councils, school governors, Bridgend Community Cohesion and Equality Forum (BCCEF) members, local interest/community groups, Bridgend Association of Voluntary Organisations (BAVO), Bridgend College, partners, secondary schools (including headteachers) and media outlets.

3.1 Promotional tools

This section details the methods used to raise the profile of the consultation and encourage participation.

3.1.1 Social media

The council runs the following social media accounts: Twitter, Facebook, Instagram, LinkedIn and YouTube.

Budget consultation information was posted bilingually to the council's corporate Facebook, Twitter, Instagram and LinkedIn channels throughout the consultation period to raise awareness of the consultation and to encourage citizens to share their views on the proposals.

The council currently has **14,321** followers on its English Twitter account and **305** on its Welsh Twitter account, **17,214** followers on its English Facebook page and **192** on the Welsh Facebook page, **2,906** followers on Instagram and **5,097** followers on LinkedIn and **133 subscribers** on YouTube. While content is most likely to be seen by these users, it is also displayed to users who are not connected to the accounts.

In addition to general social media content, two polls were created on Twitter which generated 41 votes to key questions within the budget consultation survey:

- **The wellbeing of residents is incredibly important to us. As part of our annual budget consultation we would like to hear your views on what services are the most important for wellbeing?**

26 votes resulted in the following responses:

Support for older people 38.5%

Food poverty support 30.8%

Homelessness support 19.2%

Council tax support 11.5%

- **During and following on from the pandemic, face-to-face support had to be paused to help keep everyone safe. We would like to know how you prefer to access support from us while Civic Offices are closed?**

15 votes resulted in the following responses:

Telephone or email 53.3%

Social media 26.7%

Website 13.3%

Chatbot 6.7%

Paid Facebook and Instagram advertising was used to reach and target a wider audience within the county borough between 20 September and 14 November.

The English language adverts reached **19,292 people** living in Bridgend County Borough and generated 67 comments, 27 shares, 20 reactions and 503 clicks through to the English budget consultation webpage.

The Welsh language adverts reached **953 Welsh-speaking people** living in Bridgend County Borough and generated 1 reaction and 24 clicks through to the Welsh language budget consultation webpage.

In addition to the adverts, a podcast was recorded and shared to promote the consultation on social media due to the impact of the pandemic. The podcast featured the leader of the council, Councillor Huw David. Overall **podcast views** were **2,515**.

During the consultation period, the local authority posted 74 times across social media channels. This organic and paid for content **reached 247,180 people** generating **55 comments, 95 shares, 78 reactions, 41 poll votes, 2,515 podcast views** and **1,133 link clicks** through to the budget consultation page on the local authority website.

The council also runs the Bridgend Business Forum (BBF) social media accounts. The BBF has **3,000** followers on its English Twitter account and **95** followers on its Welsh Twitter account.

The BBF has **1,836** followers on its bilingual Facebook page and **176** followers on its Instagram account.

During the consultation period, the council tweeted **5 times** on the BBF's English and Welsh social media accounts. This resulted in a reach of **310 people** and **2 likes**.

The council also posted **4 times** on the BBF's Facebook page resulting in a reach of **440 people** and **5 likes**.

There was one post on the BBF's Instagram account which had a reach of **42 people** and received **1 like**.

3.1.2 govDelivery

govDelivery is a digital communications tool that was introduced by the local authority in June 2020 to issue council updates directly to residents' email inboxes in the language of their choice.

There are currently **36,597 English language subscribers** and **223 Welsh language subscribers** from Bridgend County Borough to the weekly Covid-19 update emails.

Shaping Bridgend's Future Budget consultation was included in the following bulletins:

English

Date	Total email opens	Unique link clicks	Total link clicks
23/09/2021	25,165	122	134
08/10/2021 (Standalone bulletin)	19,756	1,070	1,221
21/10/2021	23,069	48	55
28/10/2021	24,641	131	147
04/11/2021	27,555	21	24
11/11/2021	22,090	63	68

The Shaping Bridgend' Future consultations were included in **six weekly English language bulletins** and one standalone bulletin. This generated **1,649 link clicks** through to the English budget consultation webpage.

Welsh

Date	Total email opens	Unique link clicks	Total link clicks
23/09/2021	119	0	0

Date	Total email opens	Unique link clicks	Total link clicks
08/10/2021 (Standalone bulletin)	113	3	3
21/10/2021	103	0	0
28/10/2021	110	0	0
04/11/2021	119	0	0
11/11/2021	146	0	0

The Shaping Bridgend's Future consultations were included in **six weekly Welsh language bulletins** and one standalone bulletin. This generated **three link clicks** through to the Welsh budget consultation webpage.

Overall, govDelivery generated **1,652 link clicks** through to the budget consultation.

3.1.3 Bridgend Business Forum Monthly e-news

The business@bridgend monthly e-news is issued to **2898 business** subscribers in Bridgend County Borough. The digital newsletter features top ten articles aimed at businesses. Two articles tailored specifically to the business community, on the budget consultation were featured in the monthly e-news to businesses during the consultation period.

English

Date	Total email opens	Unique link clicks	Total link clicks
06/10/2021	1764	39	56
10/11/2021	1001	6	18

Welsh

Date	Total email opens	Unique link clicks	Total link clicks
06/10/2021	1764	37	52
10/11/2021	1001	10	27

Overall, the business@bridgend e-news generated **74 link clicks** through to the English budget consultation webpage and **79 links clicks** through to the Welsh budget consultation webpage.

A standalone e-shot promoting the budget survey was also issued to **2,898** businesses listed on the Bridgend business directory.

3.1.4 Media and publicity

The screenshot shows the Bridgend Council website. The header includes the council logo, navigation links (Residents, Business, My Council), and a search bar. The main content area features a news article titled "Local DJ Lee Jukes interviews Council Leader on budget consultation" by Lisa Baker, Editor, Welsh Business News & News from Wales. The article is dated Monday 20 September 2021. The website also displays a "Have your say on the council's spending priorities" banner.



Three main media releases were issued to coincide with the start, middle and end of the consultation in order to raise awareness and encourage participation. These were issued on 20 September, 26 October and 9 November.

Between 20 September and 14 November, the budget consultation was also

incorporated into 16 news round-up media releases. These were issued at a rate of two a week.

In addition, the budget consultation was promoted in council announcements at full council and featured in columns for newspapers and magazines such as Seaside News.

A seven-minute podcast was also produced between local DJ Lee Jukes and Council Leader Huw David explaining the purpose of the budget consultation and the importance of taking part.

The media releases were featured at the media centre of the council's website where they were hyperlinked with associated social media publicity, including the podcast.



3.1.5 Internal communications

The consultation was promoted internally with a feature at the staff intranet homepage.

It was promoted via eight Bridgend's all-staff emails. These were issued on 23 and 30 September, 7, 14, 21 and 28 October, and 4 and 11 November.

It also featured in the Autumn edition of the staff magazine – issued mid October 2021.

3.1.6 Promotional materials

An explainer video was produced to help people understand what was being asked of them, with examples of questions that were included in the consultation. The video was featured on the webpage for the consultation and also posted on the council's social media channels, including Facebook, Twitter, Instagram and YouTube.



The explainer video was also separated into smaller bite sized videos for further promotion on Twitter and Instagram.

The explainer video received **871** views on social media and **264** views on YouTube, resulting in a total of **1,135** views.

An awareness campaign was run on Bridge FM for the first two weeks of the consultation to launch the campaign and in weeks five and six of the consultation as a reminder/final push for the consultation. The radio campaign incorporated a total of **184 advert** spots over the four-week promotion.

Posters promoting the consultation with a QR code to take people to the landing page of the website were circulated to comprehensive schools, Town and Community Councils and Bridgend Bus Station. Posters were also displayed on local buses. The QR code generated **14 hits** to the English budget consultation webpage and **5 hits** to the Welsh consultation webpage.

The headers for the council's social media accounts were changed to promote the budget consultation, along with a graphic on the front page of the BCBC website linking through to the consultation landing page and a banner on the front page of the Bridgend intranet home page also linking to the consultation landing page.

The standard email footer from the main council's email accounts Talktous was updated to include a link to promote the budget survey. This was sent to all recipients who had contacted the council via the Talktous email address.

3.1.7 Other promotional activities

Targeted letters and emails were sent to school governing bodies, town and community councils, libraries and leisure centres, equality groups, BCBC members and Bridgend Community Cohesion and Equality Forum members.

Details of the consultation were sent to Awen and Halo and BAVO who were asked to help raise the profile through their own organisations and social media channels.

3.2 Engagement methods

This section details the mechanisms available for stakeholders to engage with the council and share their views.

3.2.1 The budget survey

The survey was made available in a variety of formats to ensure inclusion across community groups. A standard survey, easy-read, large print and youth version of the survey were all made available in Welsh and English. All were available in paper format and online. The same survey was replicated for Citizens' Panel members and sent to them in the format of their choice.

3.2.2 Youth Council

In order to gather views of young people the consultation team attended the Bridgend Youth Council meeting on 13 October 2021. The Youth Council took part in discussions around some of the key questions within the consultation and were encouraged to complete the full consultation online. 12 young people engaged in the session. Comments from attendees



session. Comments from attendees were noted and are themed in section 12.

3.2.3 Secondary School and Bridgend College engagement

In order to encourage participation of young people within Bridgend secondary schools and Bridgend College the consultation team wrote to all governing bodies and headteachers as well as the Principal of Bridgend College to promote the consultation amongst their learners as well as school staff and parents/carers.

3.2.4 Elected Members' online workshop

Two online workshops took place for elected members on 27 October 2021. A total of 18 members attended across the two sessions. Members were given the opportunity to engage in and give responses to some of the questions within the consultation and were encouraged to complete the full consultation online. Comments from attendees were noted and are themed in section 11.

3.2.5 Town and Community Council meetings

All Town and Community Councils were asked if the Consultation and Engagement Team could attend their regular meeting during the live period. The purpose was to inform each

TCC of the consultation and encourage their local residents to take part. The Consultation and Engagement team attended the Town and Community Council Forum and nine Town and Community Council online meetings. A total of 119 community councillors attended the meetings. Comments from attendees were noted and are themed in section 11.

3.2.6 Bridgend Community Cohesion and Equality Forum (BCCEF)

Members of the BCCEF meeting (10 attendees) were given an overview of the consultation and were encouraged to complete the full consultation online. The meeting consisted of members representing community based organisations including South Wales Police, People First Bridgend, faith organisations, Victim Support Cymru and Mental Health Matters Wales. All organisations had been provided with promotional materials to promote the consultation within their individual community groups.

3.2.7 People First Bridgend



Members of People First Bridgend attended an interactive session on 3 November 2021, where they were asked to vote on key questions in the consultation through a variety of activities. Feedback from members of People First Bridgend can be seen in section 10.



4. Response rate

In total, there were 1115 interactions during the consultation. The response rate has been segregated into several areas: consultation survey responses, engagement event/meeting attendees and social media interactions.

Interactions	Number
Survey completions	737
Events/meetings/workshops	275
Emails	7
Letters	0
Telephone calls	0
Social media comments	55

Social media polls	41
Total interactions	1115

737 survey responses were received in total

Survey type	English	Welsh	Total
Standard	486	1	487
Easy read	7	0	7
Large print	0	0	0
Citizens' Panel	233	0	233
Youth	10	0	10
Total	1,198	87	737

There were **275** attendees at the various events and meetings.

During the consultation period, there were **96** interactions on our social media channels. This includes Twitter polls where 41 votes were received.

Comments from social media have been themed and are detailed in section 9.

Comments that were received by letter, email or telephone call have been themed and are included in section 9.

5. How effective was the consultation?

The budget consultation was conducted over an eight week period in which a range of marketing methods were used to create awareness of the consultation as well as reach and encourage stakeholders to engage with the council.

The data collection methods, which include the online survey, a paper survey, the Citizens' Panel and a youth survey (aimed at 11-24 year olds) were all developed using plain English to maximise understanding.

The four versions of the survey: standard; large print; easy read and youth were developed to maximise accessibility and to encourage participation with all members of the community.

6. Headline figures

❖ Performance over the past 12 months:

- 6.1 49% of respondents stated that BCBC had performed OK in helping to support communities and individual to create their own solutions and reduce dependence on the council;
- 6.2 41% of respondents stated that BCBC had performed OK in focussing resources on communities and individuals with the greatest need;
- 6.3 44% of respondents stated that BCBC had performed OK in working with other organisations to identify and respond to local needs;

- 6.4 45% of respondents stated that BCBC had performed badly (25%) or very badly (20%) in working as one council in delivering services that you value in a timely and easy manner without the need to contact the council multiple times;
- 6.5 42% of respondents stated that the council had been not effective (24%) or not effective at all (18%) in meeting its value of **fair** over the past 12 months;
- 6.6 51% of respondents stated that the council had been not effective (32%) or not effective at all (19%) in meeting its value of **ambitious** over the past 12 months;
- 6.7 55% of respondents stated that the council had been not effective (29%) or not effective at all (26%) in meeting its value of **citizen focussed** over the past 12 months;
- 6.8 57% of respondents stated that the council had been not effective (30%) or not effective at all (27%) in meeting its value of **efficient** over the past 12 months;
- 6.9 48% of respondents were unsure whether the council had achieved it's aim to support local people to develop skills to help them take advantage of opportunities to be more ambitious and help them succeed;
- 6.10 60% of respondents stated that the council had not achieved its aim to create conditions for growth and enterprise to make Bridgend County an attractive place to do business;
- 6.11 79% of respondents stated that the council had not achieved its aim to improve our town centres that make Bridgend County a great place to live, work and visit, improving the quality of life for citizens;
- 6.12 39% of respondents stated that the council had not achieved its aim to give people more choice about how and when to access services, and provided access to information and advice;
- 6.13 46% of respondents were unsure whether the council had achieved its aim to reduce demand on services by helping the right people at the right time;
- 6.14 51% of respondents stated that the council had not achieved its aim to develop active, healthy and resilient communities by working in partnership with the third sector, town and community councils and community groups;
- 6.15 55% of respondents stated that the council had not achieved its aim to use finances well;
- 6.16 43% of respondents stated that the council had achieved its aim to improve efficiency and access to services by promoting online services;

- 6.17 57% of respondents stated that the council had not achieved its aim to improve the community by being more environmentally aware (creating active travel routes, electric vehicle charging points, recycling etc);
- 6.18 56% of respondents stated that the council had not achieved its aim to develop a culture that is good at responding to change;
- 6.19 51% of respondents stated that they were not satisfied (25%) or not satisfied at all (26%) that the council have worked to improve services offered to its residents and visitors over the past 12 months;
- 6.20 55% of respondents stated that the council had not responded well to the needs of the residents over the past 12 months.

❖ **Support for Business, Tourism and the economy:**

- 6.21 85% of respondents stated that support for local businesses was very important (36%) or important (49%);
- 6.22 83% of respondents stated that promoting town centres as a place to visit was very important (49%) or important (34%);
- 6.23 78% of respondents stated that support for the visitor economy activities and services in our tourist attraction areas was very important (40%) or important (38%);
- 6.24 75% of respondents stated that sustainability of culture and leisure venues – pubs and clubs and restaurants was very important (31%) or important (44%);
- 6.25 88% of respondents stated that labour market opportunities (and our role in stimulus) e.g. additional apprentices was very important (47%) or important (41%);
- 6.26 80% of respondents stated that business start-up support was very important (34%) or important (46%).

❖ **Wellbeing:**

- 6.27 46% of respondents stated that the council had performed OK in delivering support for older people;
- 6.28 47% of respondents stated that the council had performed OK in delivering homelessness support;
- 6.29 43% of respondents stated that the council had performed OK in delivering food poverty support;

- 6.30 49% of respondents stated that the council had performed OK in delivering council tax support for residents who had difficulty paying their council tax as a direct result of the pandemic i.e. council tax deferment or reduction scheme;
- 6.31 49% of respondents stated that the council had performed OK in delivering online and blended learning by schools;
- 6.32 The top three services selected to be prioritised for the future were support for older people (30%), followed by food poverty (25%) and then homelessness (19%);
- 6.33 48% of respondents stated that the council should continue to deliver services such as period dignity, domestic abuse support, flying start, school applications, reporting an issue such as fly tipping, youth justice and youth services remotely/online.

❖ **Customer face-to-face access:**

- 6.34 The most common methods for contacting the council in place of face-to-face services while Civic Offices have been closed were telephone (25%) followed by email (24%) and then website (24%);
- 6.35 25% of respondents rated telephone contact with the council as excellent (9%) or good (16%). 39% of respondents stated that they had not contacted the council in this way;
- 6.36 The most common services accessed over the past 12 months were recycling and waste (26%) followed by council tax (14%) and then highways (9%);
- 6.37 61% of respondents stated that it is a priority for the council to reopen the face-to-face channel to the public;
- 6.38 63% of respondents stated that they would prefer to access services in their local community rather than in Civic Offices.

❖ **Digitalisation:**

- 6.39 60% of respondents stated that they had accessed services online and a further 16% stated that someone had accessed services online on their behalf;
- 6.40 64% of respondents stated that they will continue to access services online and a further 24% stated that they have always preferred to access services online;
- 6.41 The most common responses to 'What support would help you, or someone you know, to access more services online' were improved internet access/Wi-Fi (22%) followed by digital champions in libraries (18%) and then printable 'how to' guides (16%);

- 6.42 51% of respondents stated that they have subscribed to weekly emails, 49% stated that they had not subscribed;
- 6.43 59% of respondents rated the information provided in the weekly emails as excellent (20%) or good (39%).

❖ **Investment in services:**

- 6.44 Respondents stated that the council should prioritise spending on regeneration projects (21%) followed by roads (19%) and then schools (13%).

❖ **Fees and charges:**

- 6.45 43% of respondents stated that the council should resume charges for services;
- 6.46 When asked 'Do you think there are there any other services the council could charge for to increase revenue' the most common responses were charge for car parking, followed by reassess current spending and then fines for littering and dog fouling, reduce the number of staff in the council and their pay and recycling and waste collection charges.

❖ **Council Tax levels:**

- 6.47 54% of respondents stated to keep council tax levels the same level and 29% of respondents were prepared to increase council tax by 3.5%.

❖ **The future:**

- 6.48 The three most popular long term priorities were make more efficiencies in-house i.e. review processes and rationalise the number of offices (30%) followed by encourage citizens to take more responsibility i.e. litter, graffiti etc. (18%) and then focus on economic growth i.e. supporting businesses (14%);
- 6.49 The three services that had been the most important to residents over the past 12 months were recycling and waste (28%) followed by highways and infrastructure improvements (17%) and then sport and recreational services (including parks, leisure centres and open spaces) (13%).

7. Question and analysis - consultation survey

The consultation contained 47 questions covering the following areas:

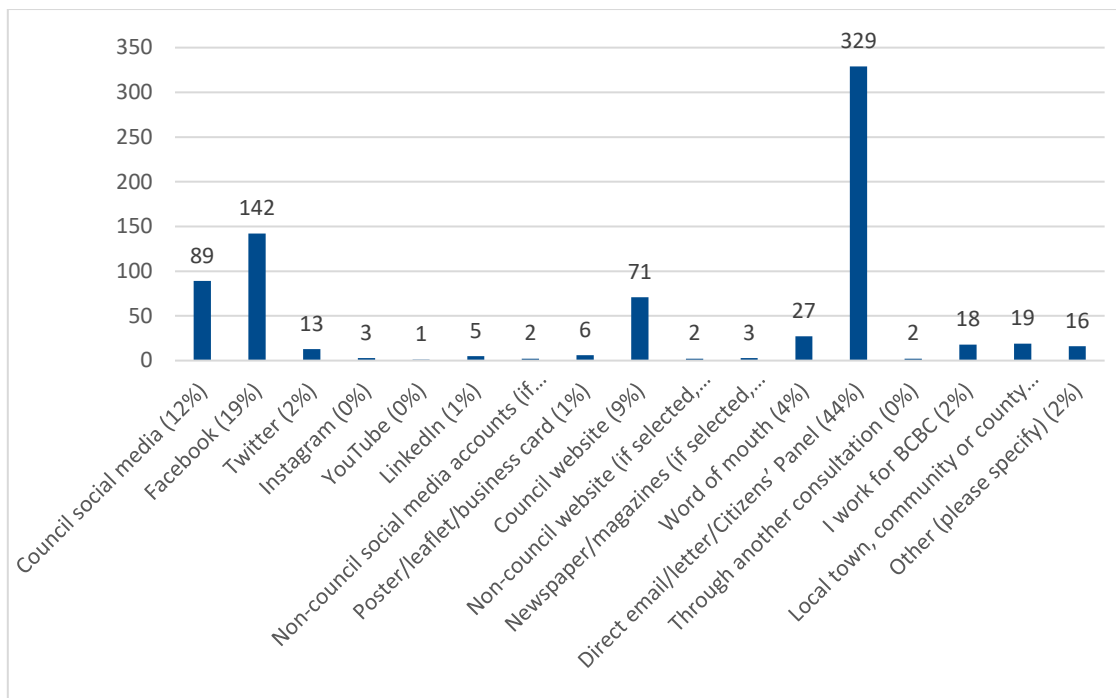
- ❖ Performance over the past 12 months;
- ❖ Support for Business, Tourism and the economy;
- ❖ Wellbeing;
- ❖ Customer face-to-face access
- ❖ Digitalisation;
- ❖ Investment in services:

- ❖ Fees and charges;
- ❖ Council Tax levels;
- ❖ The future.

7.1 About you

Respondents were asked how they **heard about the consultation**.

Respondents were able to select multiple responses, a total of 748 responses were received within this question.

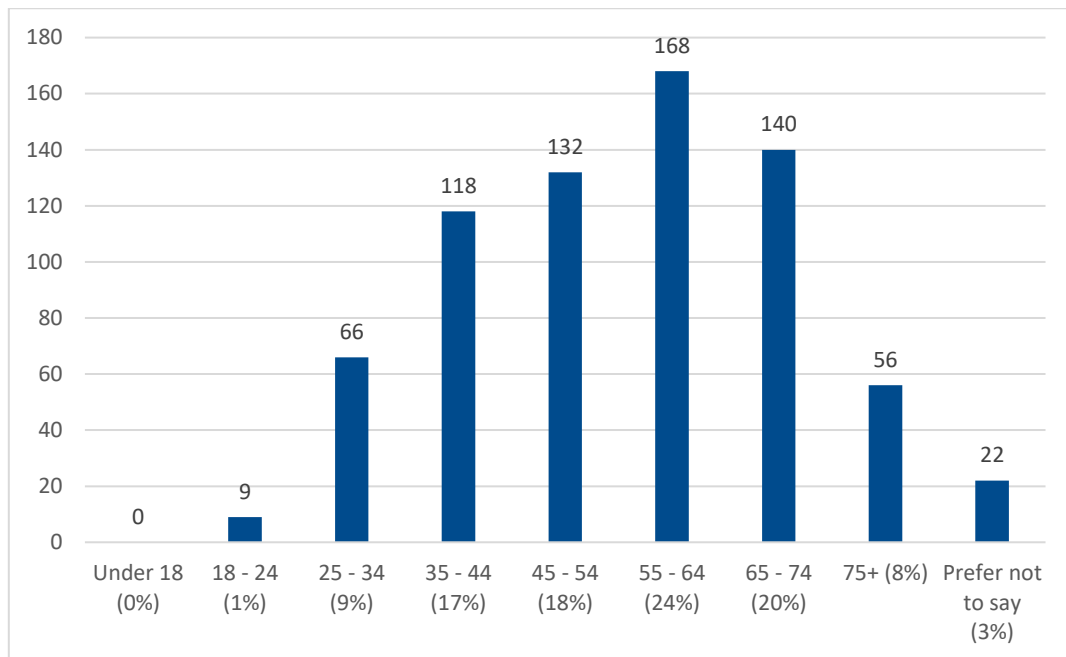


The most popular responses were:

- Direct email/letter/Citizens Panel (44%)
- Facebook (19%)
- Council social media (12%)

Respondents were then asked for their **age**.

711 respondents provided their age group:

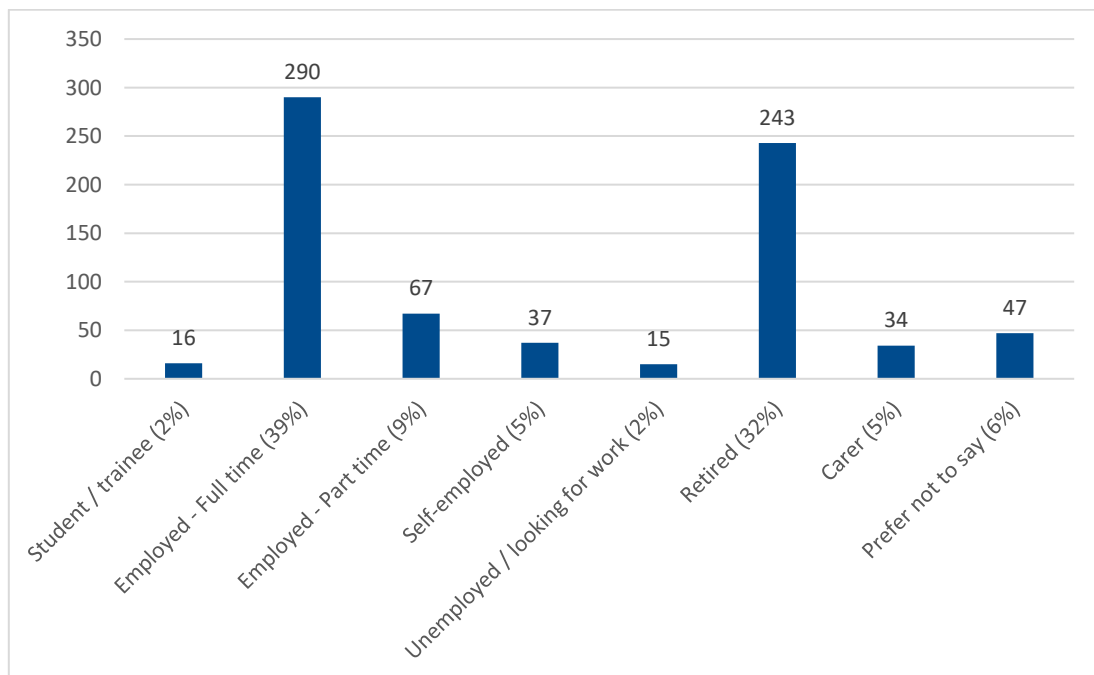


The most popular responses were:

- 24% of respondents were aged 55-64;
- 20% of respondents were aged 65-74;
- 18% of respondents were aged 45-54.

Respondents were then asked for their **employment status**.

Respondents were able to select multiple responses, a total of 749 responses were received within this question.



The most popular responses were:

- 39% of respondents were employed full time;
- 32% of respondents were retired;
- 9% of respondents were employed part time.

- 39% of respondents informed us that they were in full time employment;
- 32% of respondents informed us that they were retired;
- 9% of respondents informed us that they were employed part time.

7.2 Survey questions

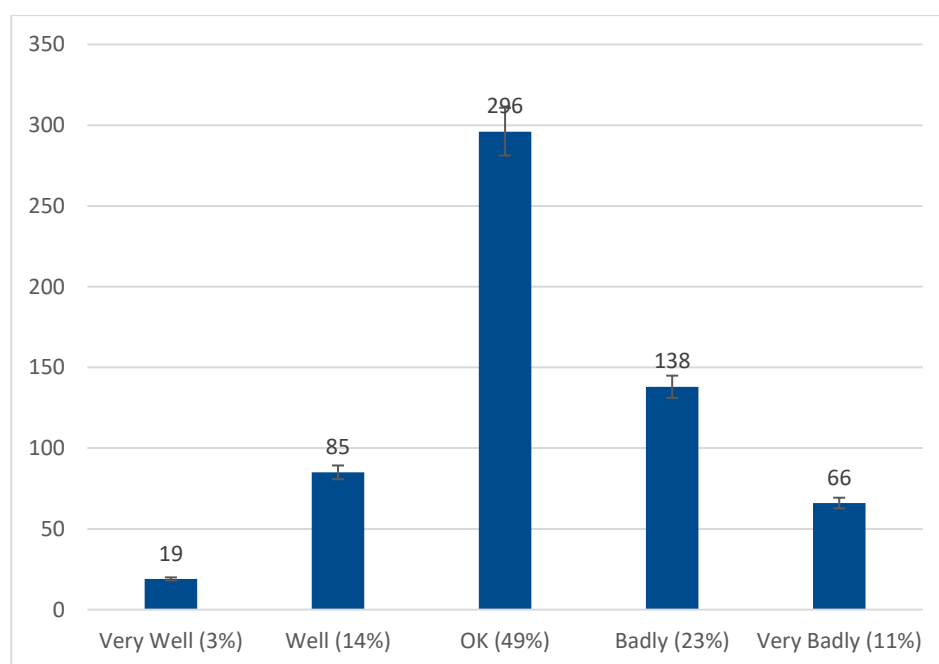
7.2.1 Performance over the past 12 months

7.2.1.1 How do you think we have performed over the past 12 months in meeting the following aims?

Respondents were asked to rate how well they thought the council had performed in a range of areas during the pandemic.

BCBC have helped to support communities and individual to create their own solutions and reduce dependence on the council.

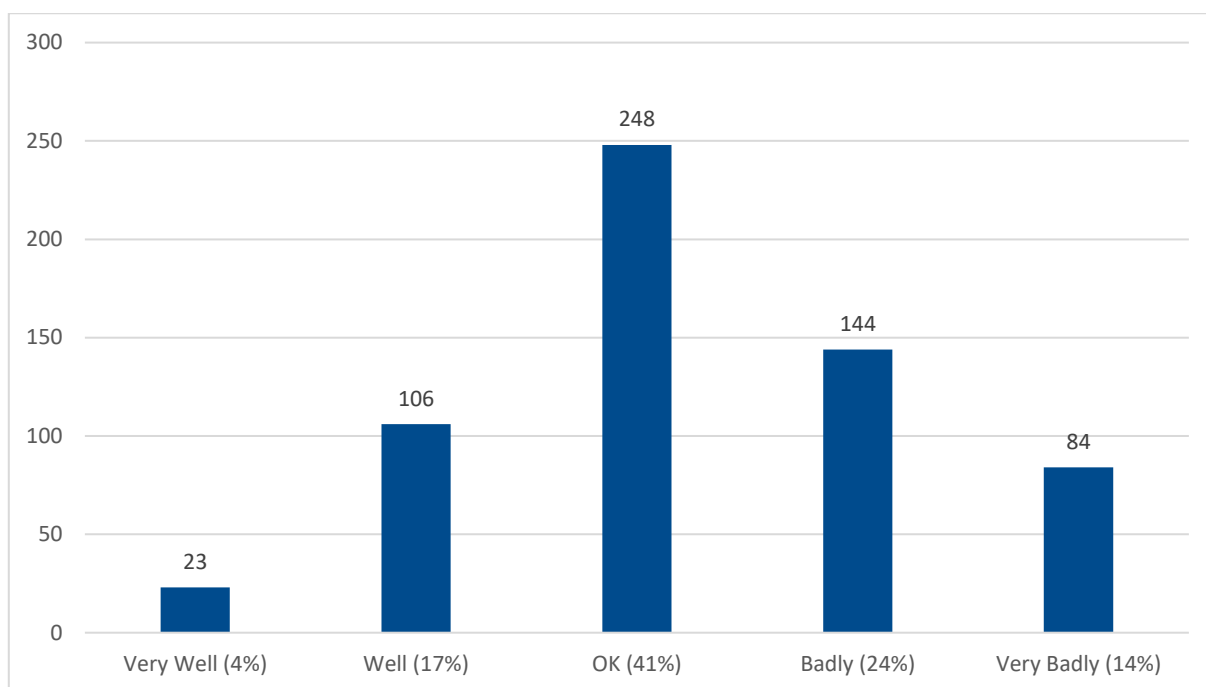
A total of 604 people responded to this question.



49% of respondents provided a neutral response (OK) to this question. 17% stated that BCBC had performed very well in this area (3%) or well (14%) during the pandemic. 34% stated that BCBC had performed badly (23%) or very badly (11%).

BCBC have focussed resources on communities and individuals with the greatest need.

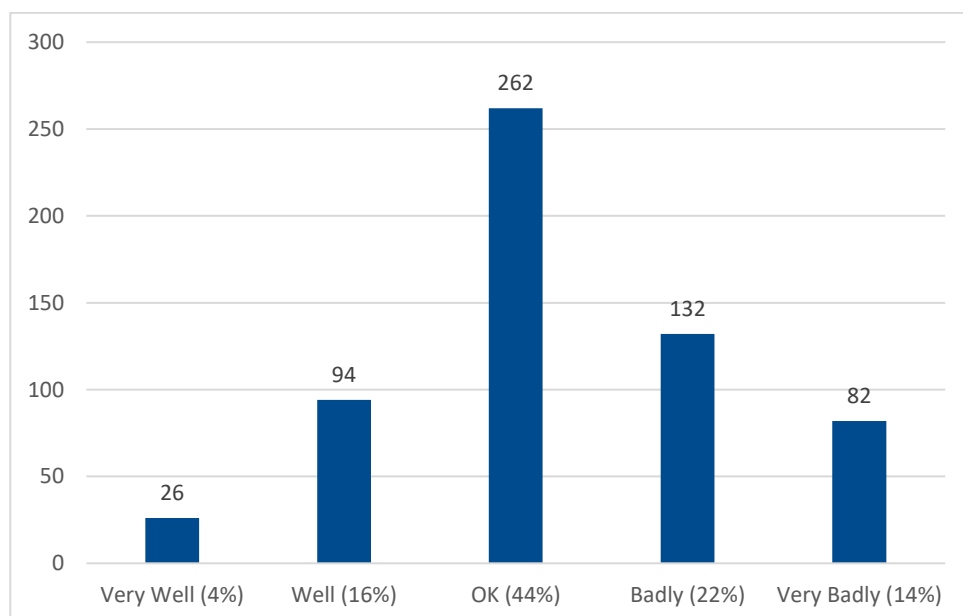
A total of 605 people responded to this question.



41% of respondents provided a neutral response (OK) to this question. 21% stated that BCBC had performed very well in this area (4%) or well (17%) during the pandemic. 38% stated that BCBC had performed badly (24%) or very badly (14%).

BCBC have worked with other organisations to identify and respond to local needs.

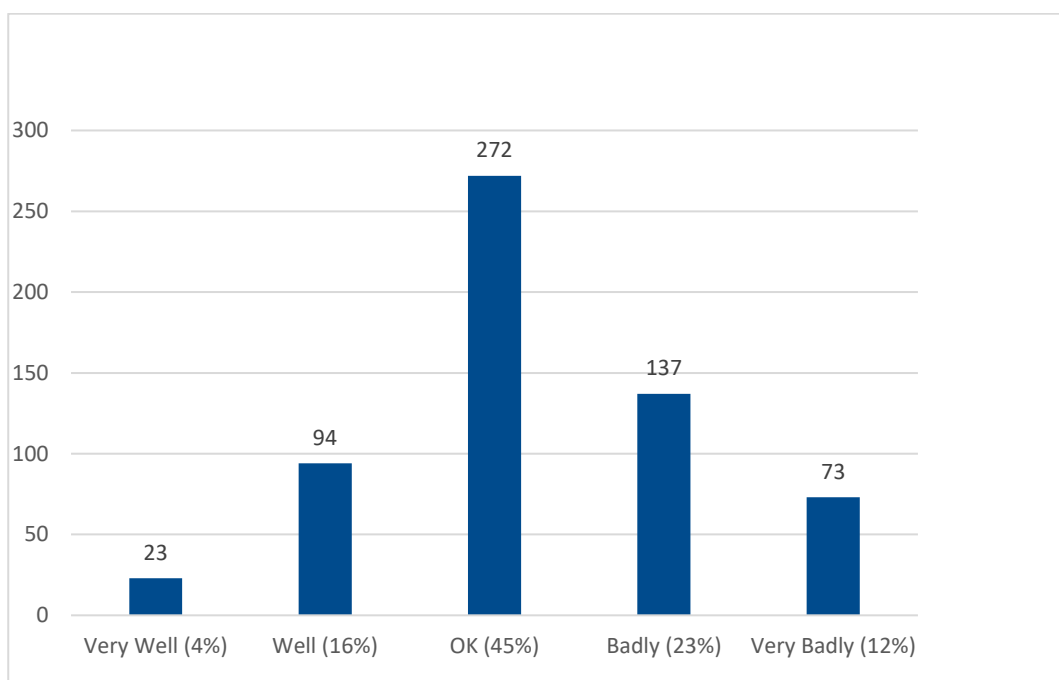
A total of 596 people responded to this question.



44% of respondents provided a neutral response (OK) to this question. 20% stated that BCBC had performed very well in this area (4%) or well (16%) during the pandemic. 36% stated that BCBC had performed badly (22%) or very badly (14%).

Despite being unsure about the future of public services BCBC have collaborated with others to provide services.

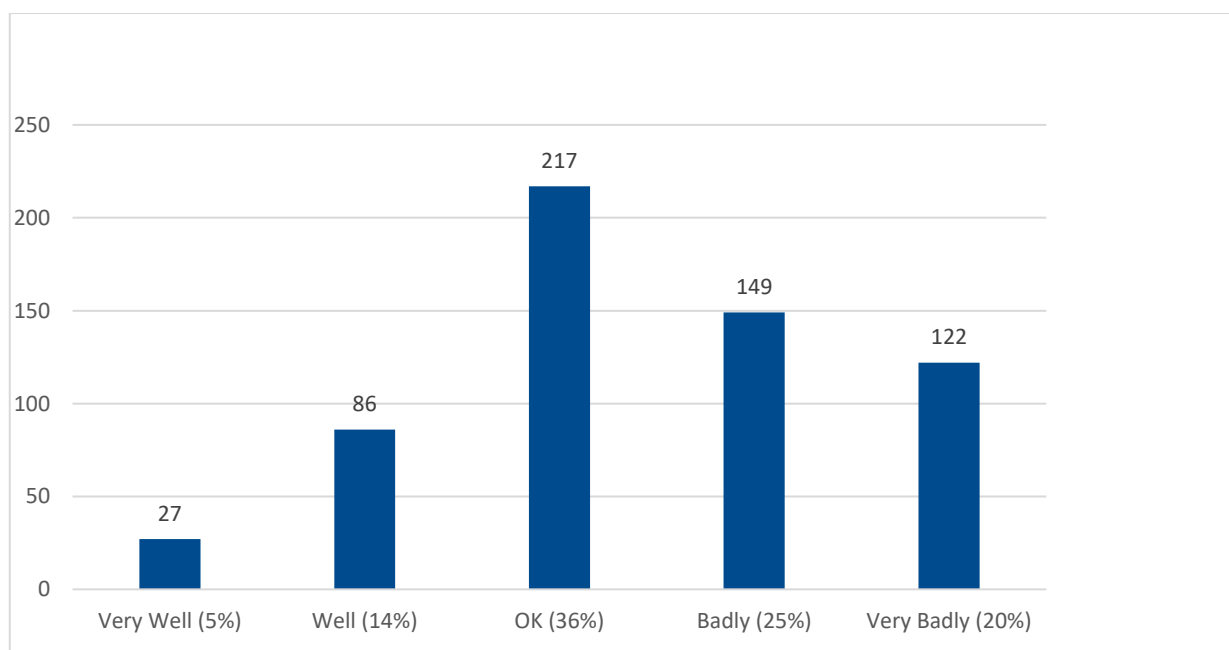
A total of 599 people responded to this question.



45% of respondents provided a neutral response (OK) to this question. 20% stated that BCBC had performed very well in this area (4%) or well (16%) during the pandemic. 35% stated that BCBC had performed badly (23%) or very badly (12%).

BCBC have worked as one Council in delivering services that you value in a timely and easy manner without the need to contact the council multiple times.

A total of 601 people responded to this question.

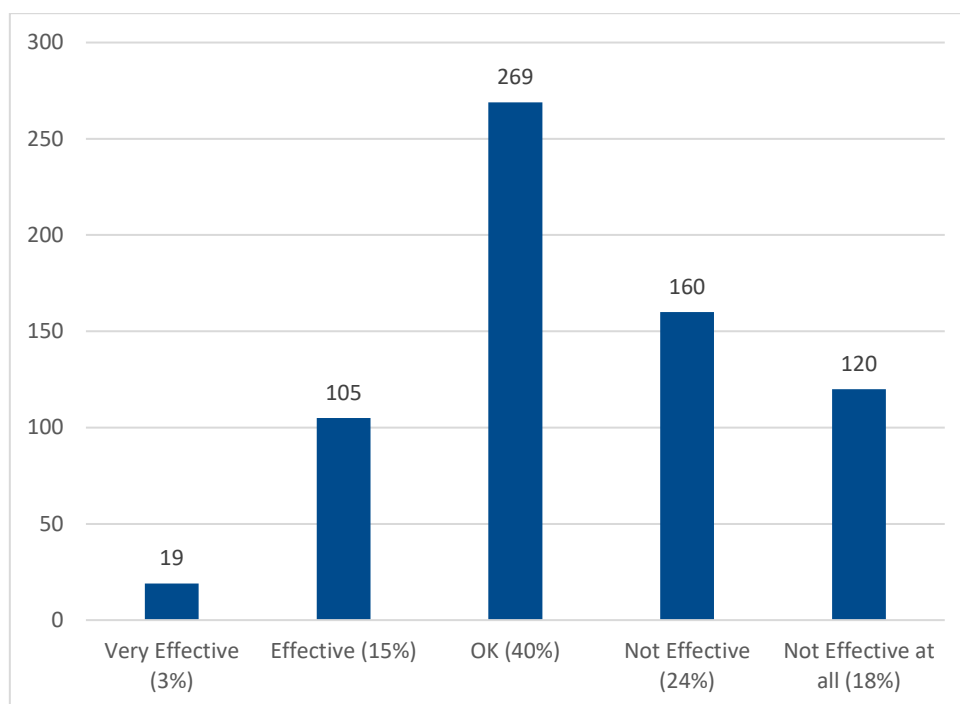


36% of respondents provided a neutral response (OK) to this question. 19% stated that BCBC had performed very well in this area (5%) or well (14%) during the pandemic. 45% stated that BCBC had performed badly (25%) or very badly (20%).

7.2.1.2 How effective do you think we have been in meeting our values over the last 12 months?

Fair

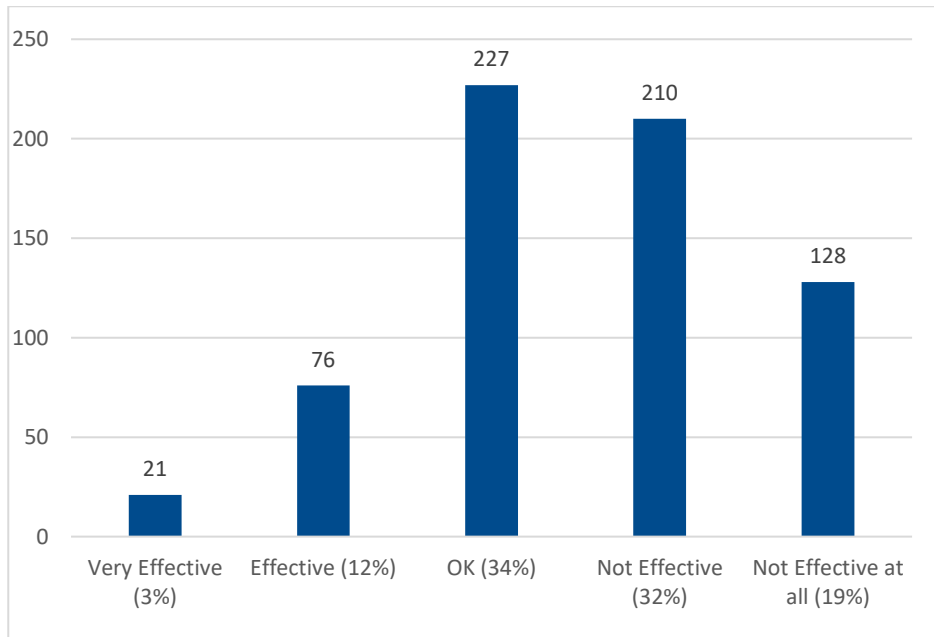
A total of 673 people responded to this question.



40% of respondents provided a neutral response (OK) to this question. 18% stated that BCBC had been very effective (3%) or effective (15%) in meeting this value over the past 12 months. 42% stated that BCBC had been not effective (24%) or not effective at all (18%) in meeting this value.

Ambitious

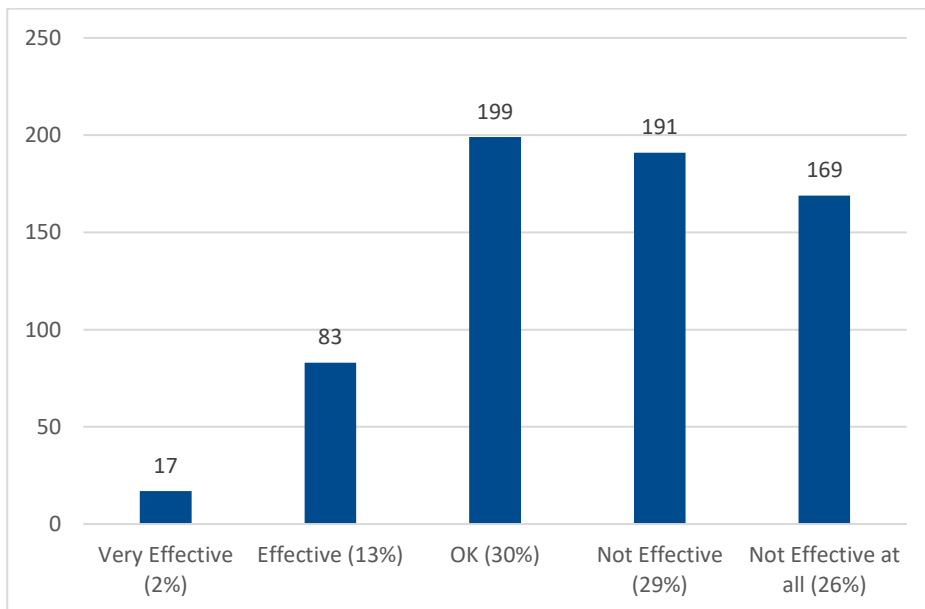
A total of 662 people responded to this question.



34% of respondents provided a neutral response (OK) to this question. 15% stated that BCBC had been very effective (3%) or effective (12%) in meeting this value over the past 12 months. 51% stated that BCBC had been not effective (32%) or not effective at all (19%) in meeting this value.

Citizen focussed

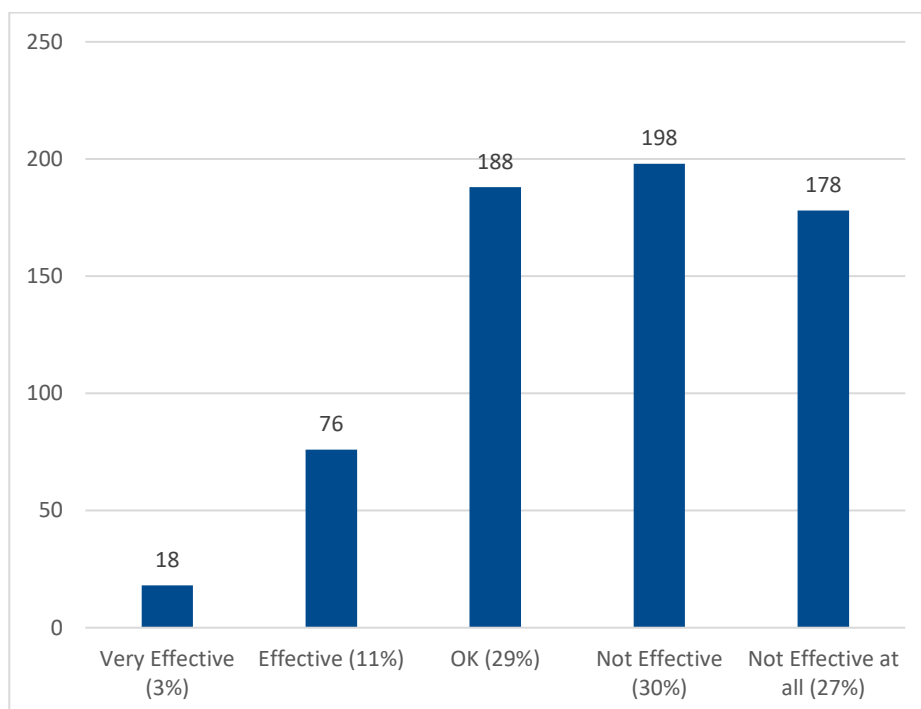
A total of 659 people responded to this question.



30% of respondents provided a neutral response (OK) to this question. 15% stated that BCBC had been very effective (2%) or effective (13%) in meeting this value over the past 12 months. 55% stated that BCBC had been not effective (29%) or not effective at all (26%) in meeting this value.

Efficient

A total of 658 people responded to this question.



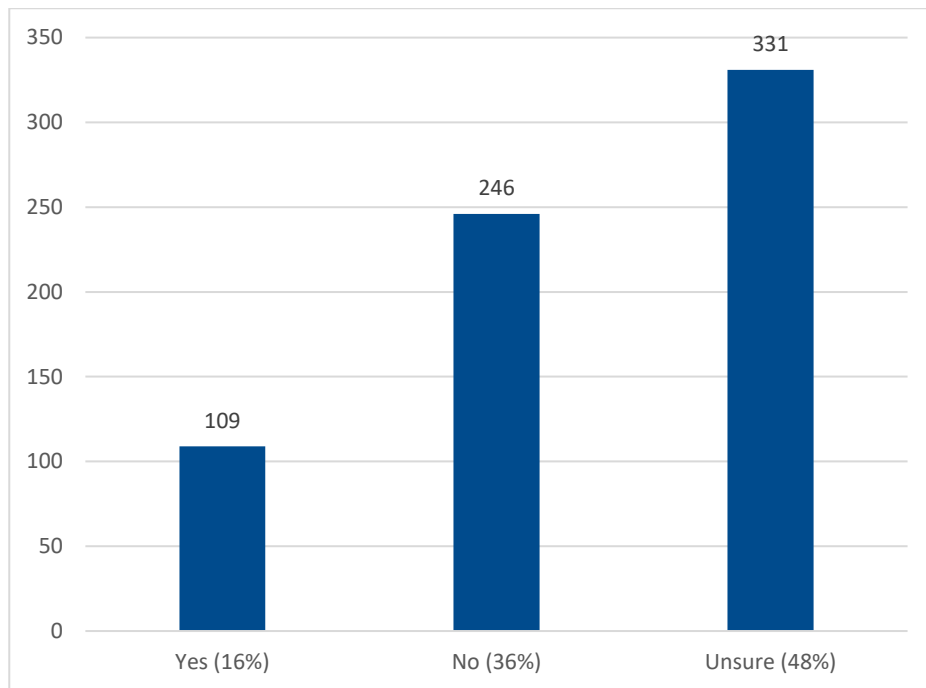
29% of respondents provided a neutral response (OK) to this question. 14% stated that BCBC had been very effective (3%) or effective (11%) in meeting this value over the past 12 months. 57% stated that BCBC had been not effective (30%) or not effective at all (27%) in meeting this value.

7.2.1.3 The council has three well-being objectives. We would like to hear your views on how you think the council have performed against each of these objectives.

Objective one: Supporting a successful sustainable economy. Do you think the council has achieved these aims?

Have we supported local people to develop skills to help them take advantage of opportunities to be more ambitious and help them succeed?

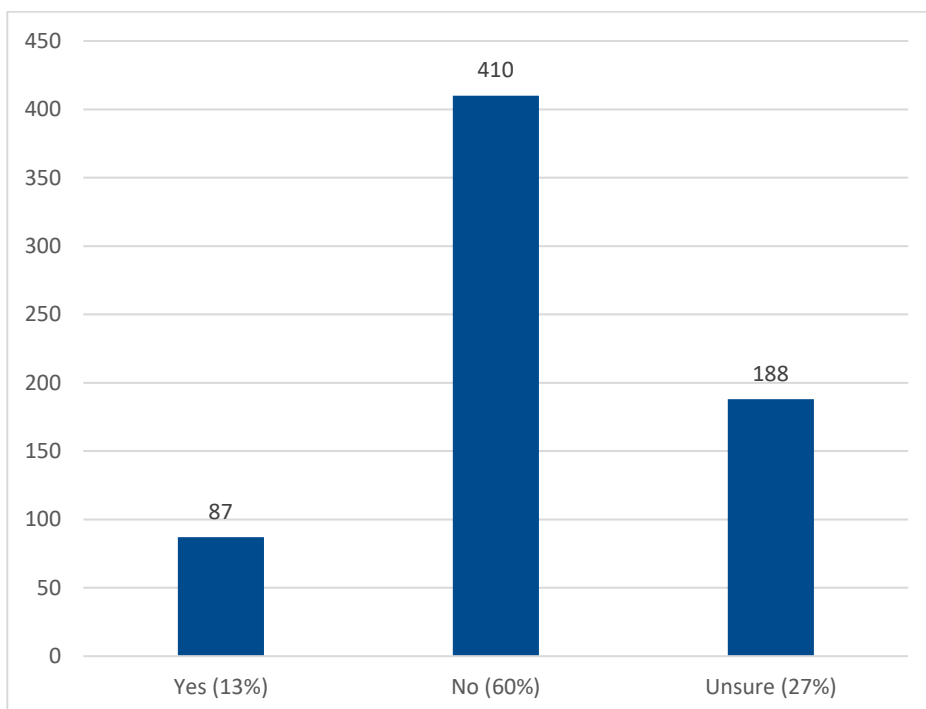
A total of 686 people responded to this question.



48% of respondents provided a neutral response to this question (unsure). 16% stated that the council had achieved this aim and 36% of respondents stated that the council had not achieved this aim.

Have we helped to create conditions for growth and enterprise to make Bridgend County an attractive place to do business?

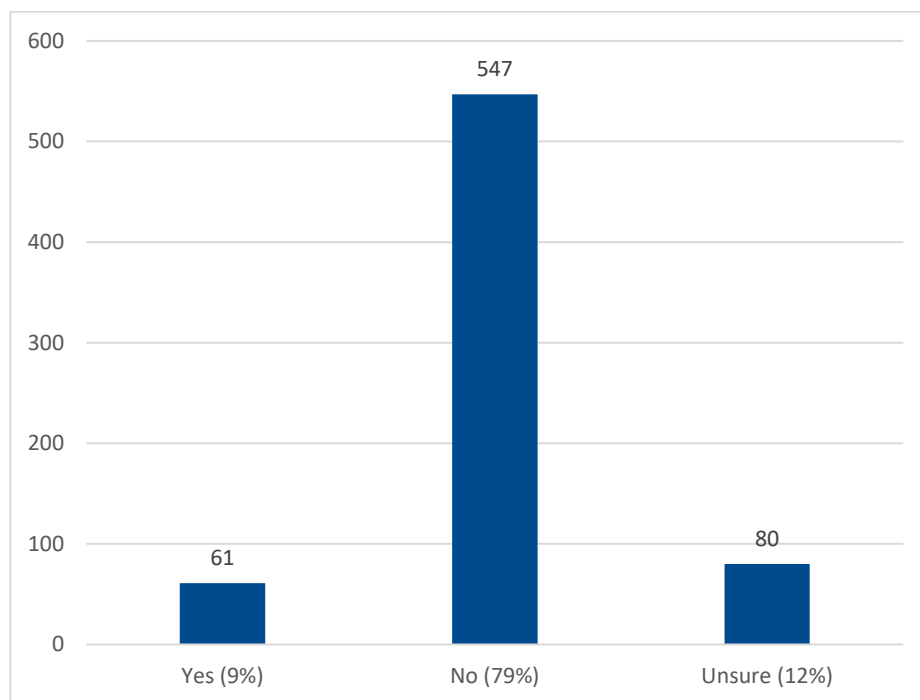
A total of 685 people responded to this question.



27% of respondents provided a neutral response to this question (unsure). 13% stated that the council had achieved this aim and 60% of respondents stated that the council had not achieved this aim.

Have we improved our town centres that make Bridgend County a great place to live, work and visit, improving the quality of life for citizens?

A total of 688 people responded to this question.

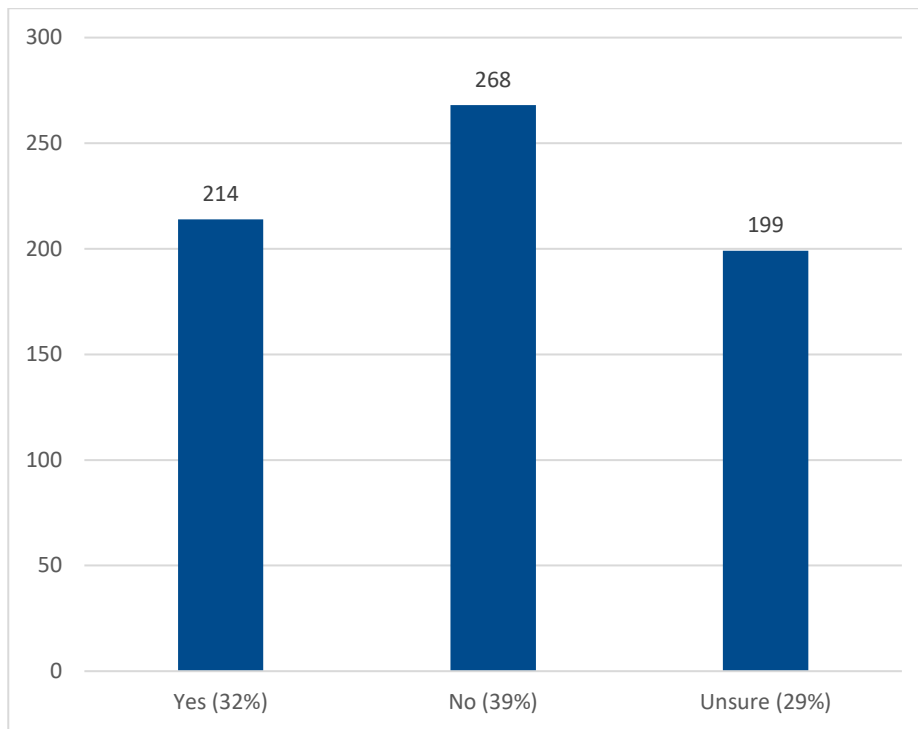


12% of respondents provided a neutral response to this question (unsure). 9% stated that the council had achieved this aim and 79% of respondents stated that the council had not achieved this aim.

Objective two: Helping people and communities to be more healthy and resilient.
Do you think the council has achieved these aims?

Have we given people more choice about how and when to access services, and provided access to information and advice?

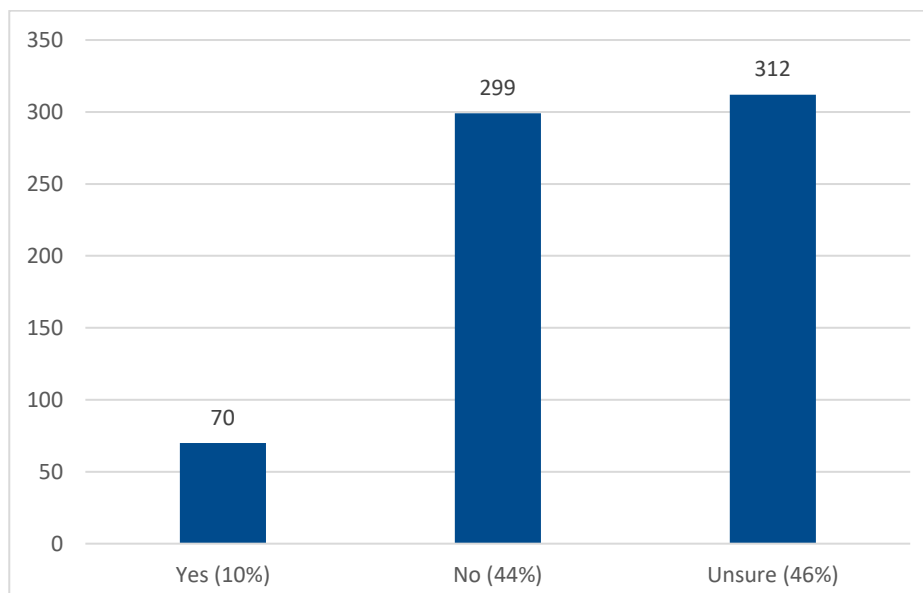
A total of 681 people responded to this question.



29% of respondents provided a neutral response to this question (unsure). 32% stated that the council had achieved this aim and 39% of respondents stated that the council had not achieved this aim.

Have we been able to reduce demand on services by helping the right people at the right time?

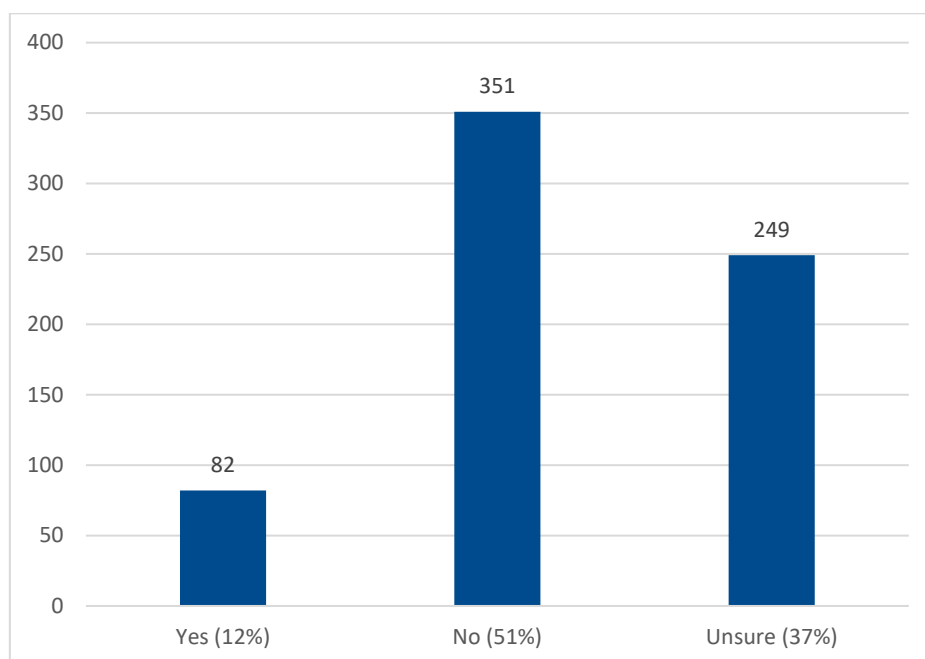
A total of 681 people responded to this question.



46% of respondents provided a neutral response to this question (unsure). 10% stated that the council had achieved this aim and 46% of respondents stated that the council had not achieved this aim.

Have we developed active, healthy and resilient communities by working in partnership with the third sector, town and community councils and community groups?

A total of 682 people responded to this question.

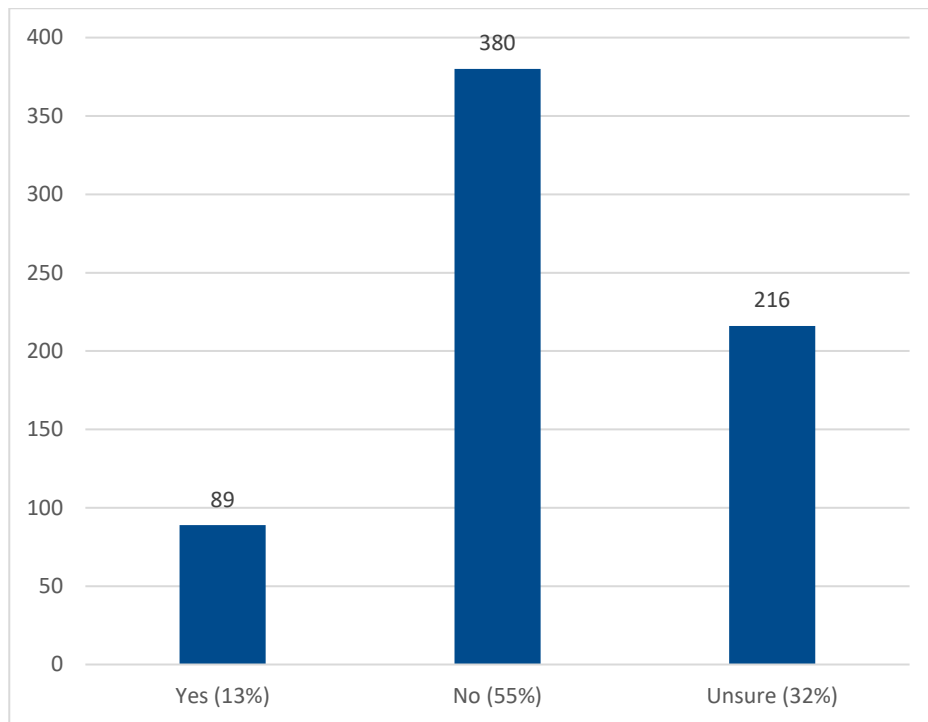


37% of respondents provided a neutral response to this question (unsure). 12% stated that the council had achieved this aim and 51% of respondents stated that the council had not achieved this aim.

Objective three – Smarter use of resources. Do you think the council has achieved these aims?

Have we use finances well?

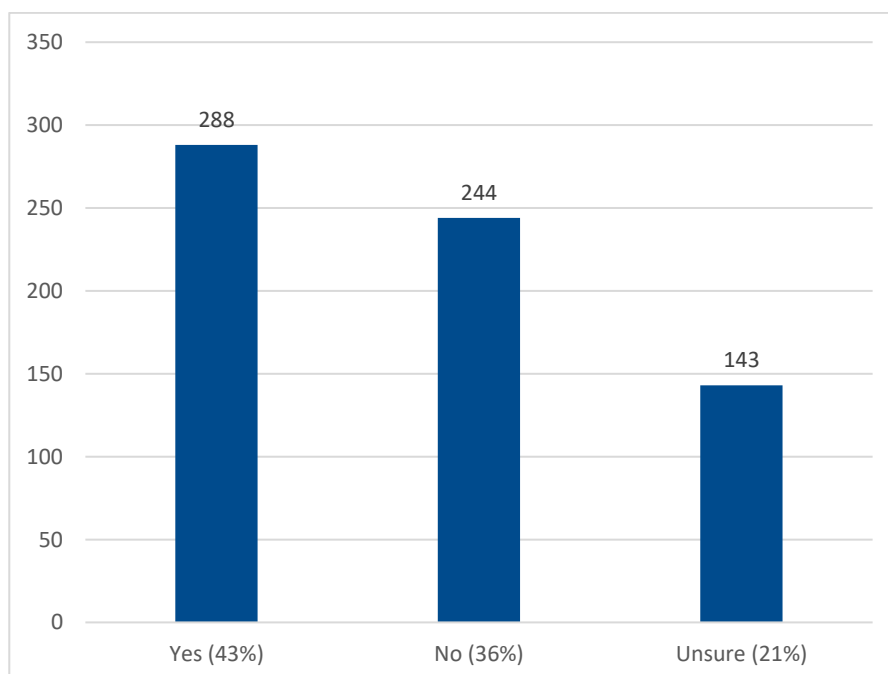
A total of 685 people responded to this question.



31% of respondents provided a neutral response to this question (unsure). 13% stated that the council had achieved this aim and 55% of respondents stated that the council had not achieved this aim.

Have we improved efficiency and access to services by promoting online services?

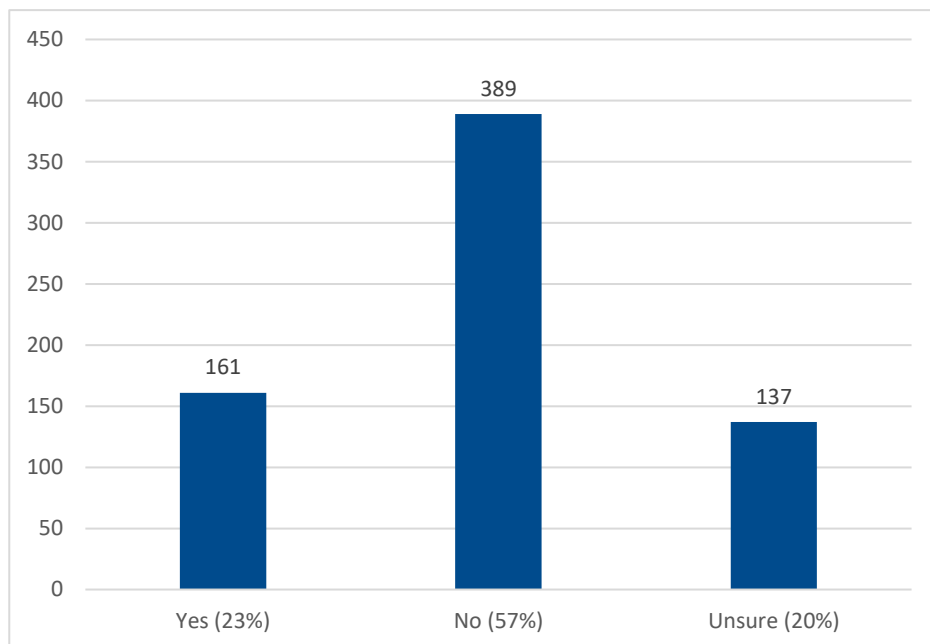
A total of 675 people responded to this question.



21% of respondents provided a neutral response to this question (unsure). 43% stated that the council had achieved this aim and 36% of respondents stated that the council had not achieved this aim.

Have we improved the community by being more environmentally aware (creating active travel routes, electric vehicle charging points, recycling etc)?

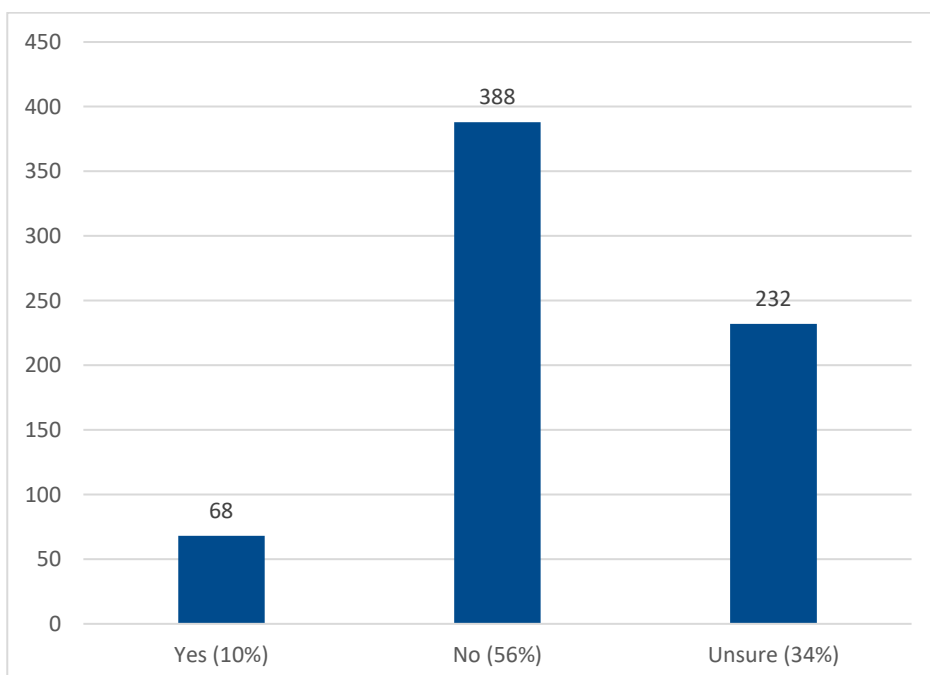
A total of 687 people responded to this question.



20% of respondents provided a neutral response to this question (unsure). 23% stated that the council had achieved this aim and 57% of respondents stated that the council had not achieved this aim.

Have we developed a culture that is good at responding to change?

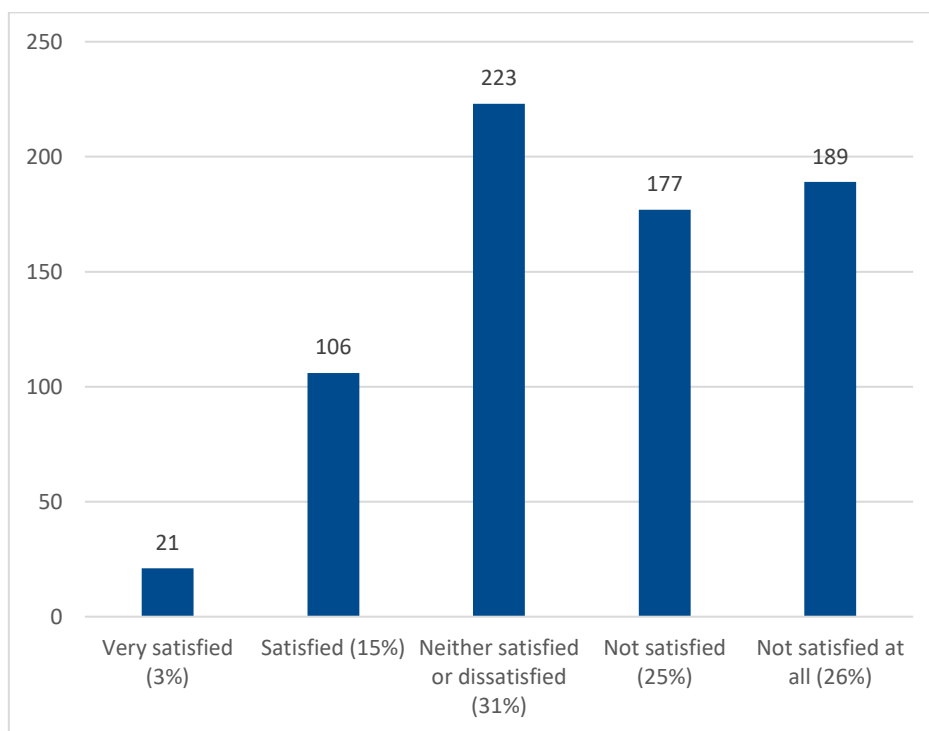
A total of 688 people responded to this question.



34% of respondents provided a neutral response to this question (unsure). 10% stated that the council had achieved this aim and 56% of respondents stated that the council had not achieved this aim.

7.2.1.4 Overall, how satisfied are you that the council have worked to improve services offered to its residents and visitors over the past 12 months?

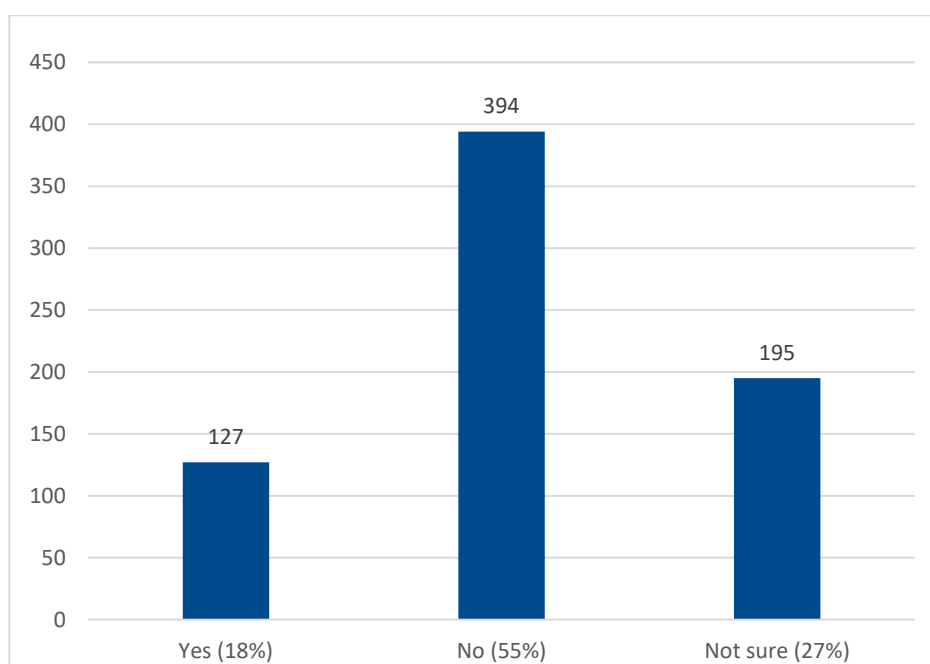
A total of 716 people responded to this question.



31% of respondents provided a neutral response to this question. 18% of respondents stated that they were very satisfied (3%) or satisfied (15%) that the council have worked to improve services offered to its residents and visitors over the past 12 months. 51% of respondents stated that they were not satisfied (25%) or not satisfied at all (26%) that the council have worked to improve services offered to its residents and visitors over the past 12 months.

7.2.1.5 Do you think the council has responded well to the needs of the residents over the past 12 months?

A total of 716 people responded to this question.



27% of respondents provided a neutral response to this question (unsure). 18% stated that the council had responded well to the needs of the residents over the past 12 months and 55% of respondents stated that the council had not responded well to the needs of the residents over the past 12 months.

7.2.1.6 Please give reasons for your response.

363 comments made have been themed in the table below. Some comments contained multiple themes:

Theme	No.
Council tax is too high	91
Need to see improvements in the town centre	59
The council has responded well during the pandemic	37
Negative comments regarding recycling and waste	26
The council does not listen to residents	23
Standard of services provided has decreased	19
Positive comments regarding all services provided	19
Certain areas in the borough neglected	18
Negative comments regarding roads	14
Civic Offices should reopen	11
Negative comments regarding housing	10
Negative comments regarding Porthcawl regeneration	10
Negative comments regarding active travel links (cycle paths)	10
Negative comments regarding customer services	9
Negative comments regarding transport links	8
Negative comments regarding Bridgend town refurbishment	8
Too much money is being spent	5
Council needs to focus on becoming more eco friendly	4

The most common themes were council tax is too high, followed by need to see improvements in the town centre and then the council has responded well during the pandemic.

7.2.2 Support for business tourism and the economy

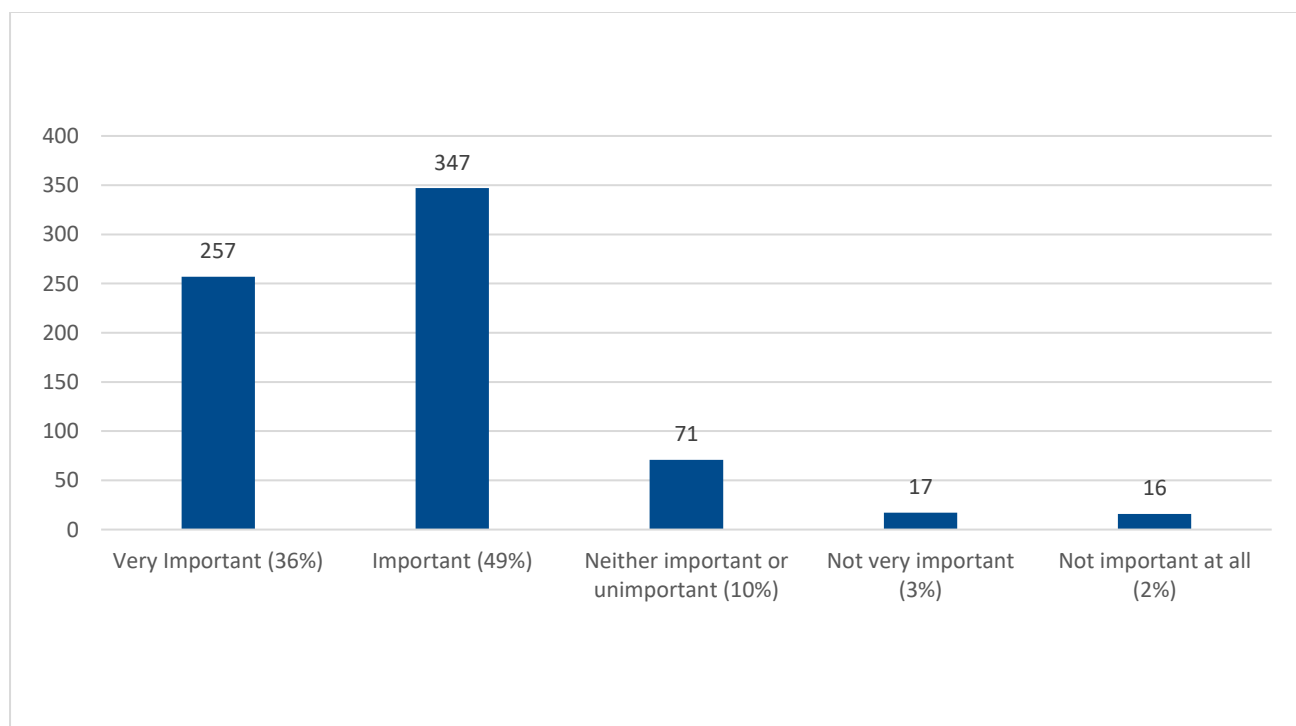
7.2.2.1 Supporting local businesses and the economy will be a priority for the future. What do you think are the most important factors the council should focus on?

Respondents were given information about the support that had already been provided to businesses throughout the Covid-19 pandemic.

Respondents were asked to rate the importance of a range of factors for the council to focus on when supporting businesses in the future from very important to not important at all on a five point scale.

Support for local businesses both in terms of financial support and preparation for when lockdown restrictions have been eased.

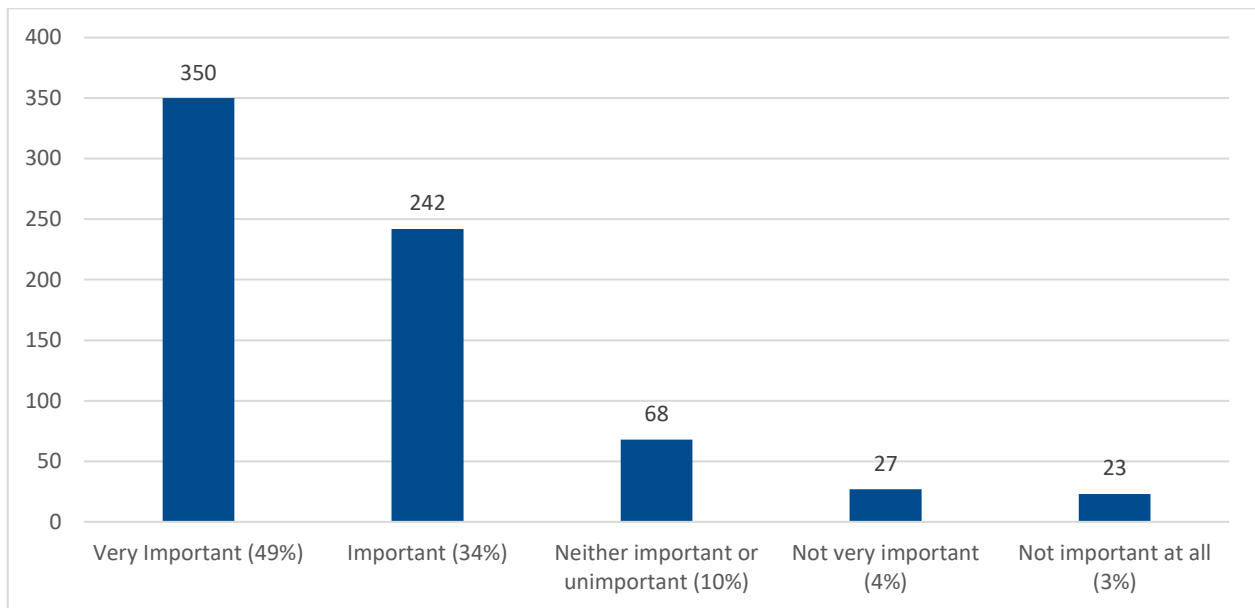
A total of 708 people responded to this question.



85% of respondents stated that support for local businesses was very important (36%) or important (49%). 10% of respondents provided a neutral response to this question and 5% felt that this was not very important (3%) or not important at all (2%).

Promote town centres as a place to visit

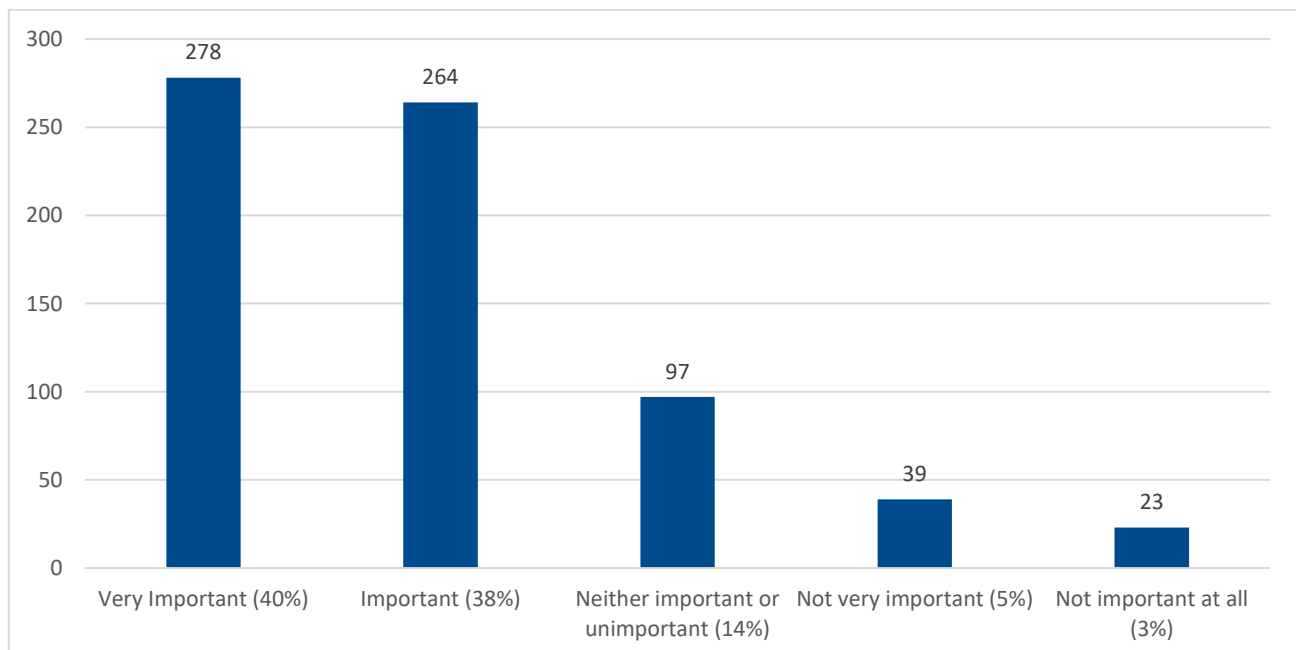
A total of 710 people responded to this question.



83% of respondents stated that promoting town centres as a place to visit was very important (49%) or important (34%). 10% of respondents provided a neutral response to this question and 7% felt that this was not very important (4%) or not important at all (3%).

Support the visitor economy activities and services in our tourist attraction areas, for example Porthcawl

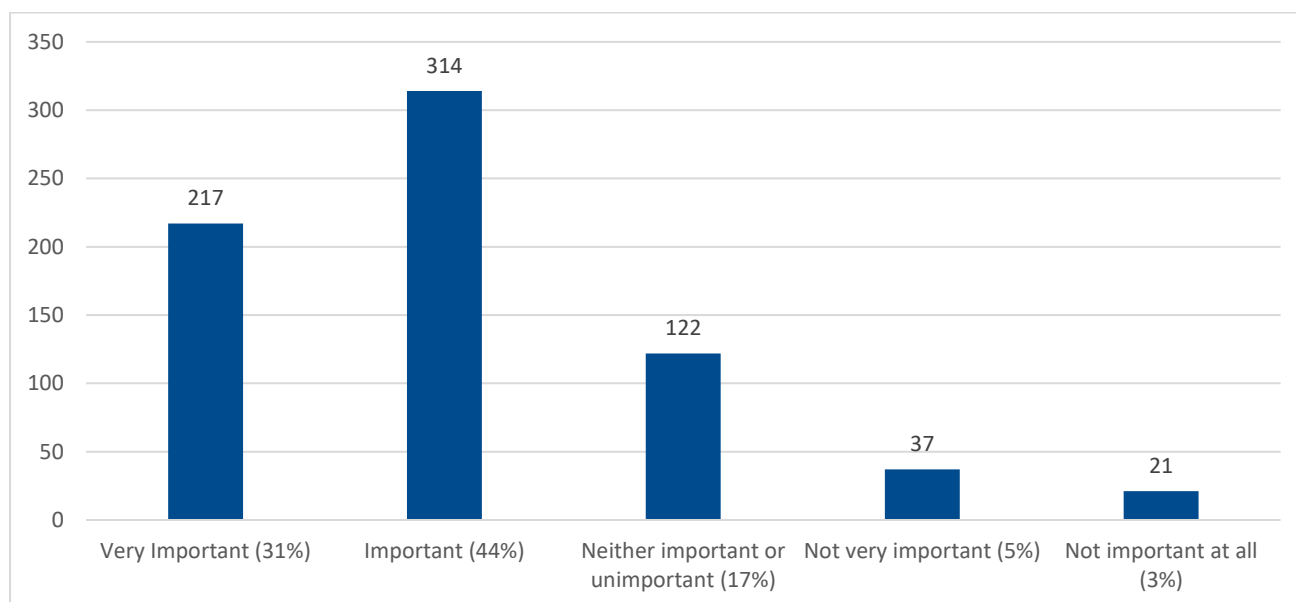
A total of 701 people responded to this question.



78% of respondents stated that support for the visitor economy activities and services in our tourist attraction areas was very important (40%) or important (38%). 14% of respondents provided a neutral response to this question and 8% felt that this was not very important (5%) or not important at all (3%).

Sustainability of culture and leisure venues – pubs and clubs and restaurants

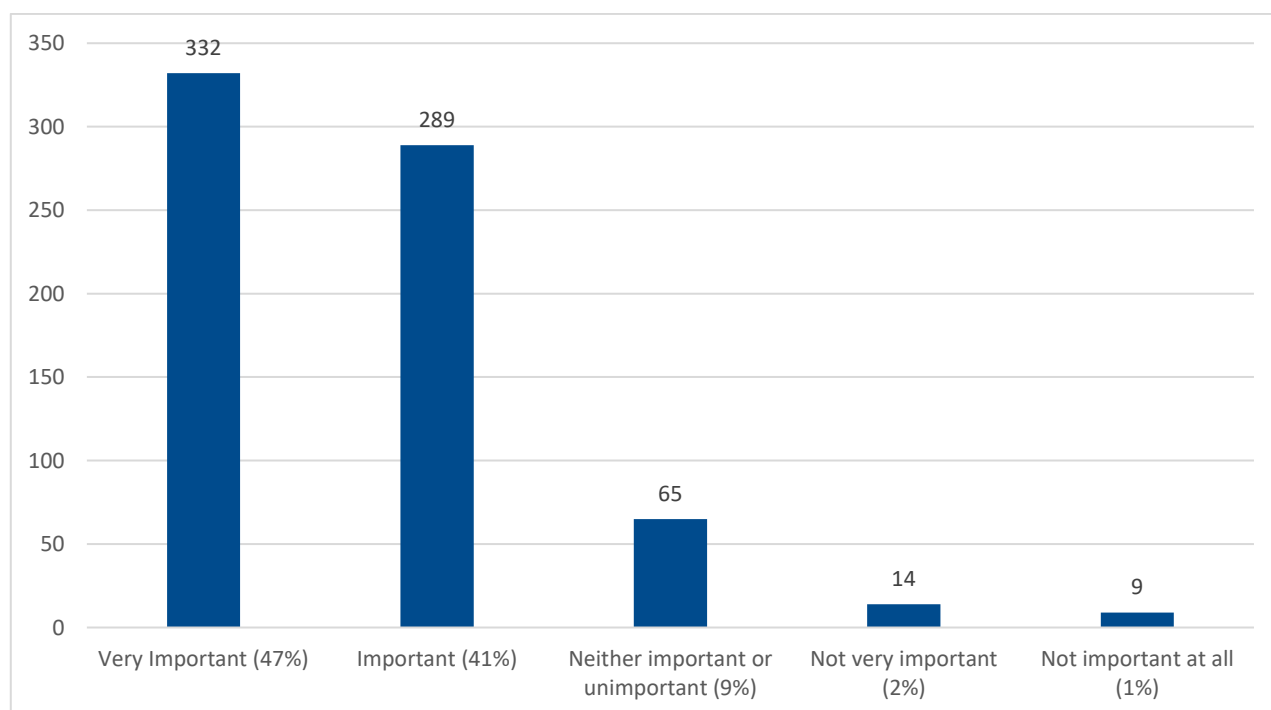
A total of 771 people responded to this question.



75% of respondents stated that sustainability of culture and leisure venues – pubs and clubs and restaurants was very important (31%) or important (44%). 17% of respondents provided a neutral response to this question and 8% felt that this was not very important (5%) or not important at all (3%).

Labour market opportunities (and our role in stimulus) e.g. additional apprentices.

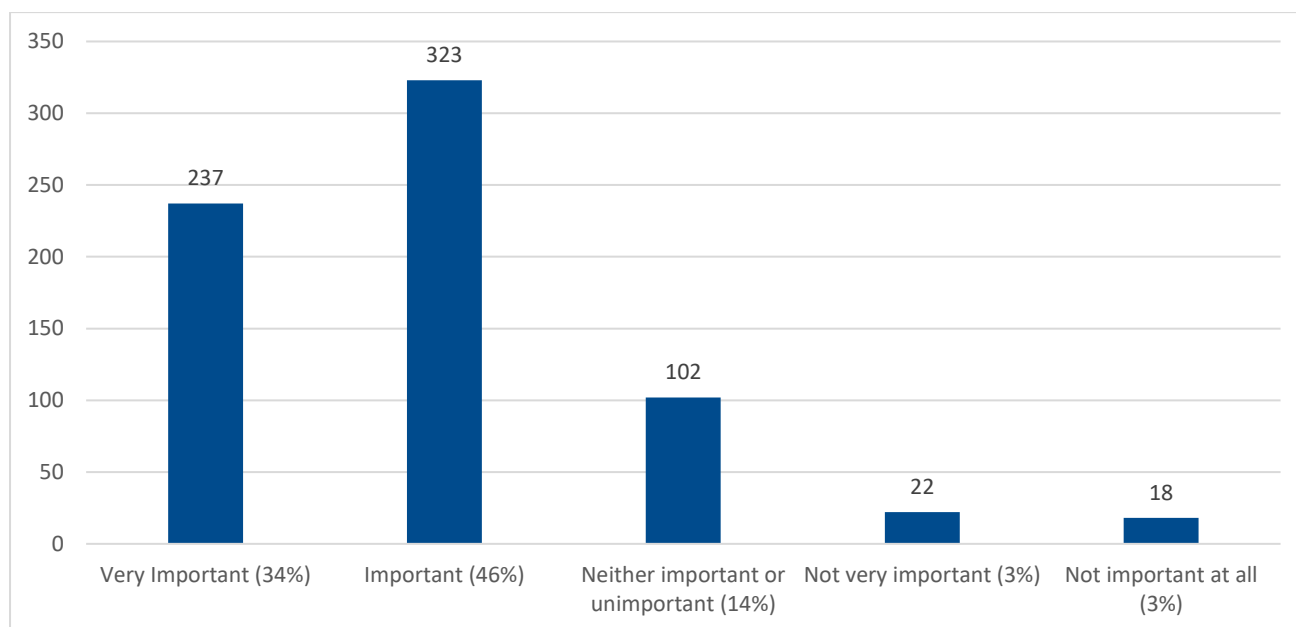
A total of 709 people responded to this question.



88% of respondents stated that labour market opportunities (and our role in stimulus) e.g. additional apprentices was very important (47%) or important (41%). 9% of respondents provided a neutral response to this question and 3% felt that this was not very important (2%) or not important at all (1%).

Business start-up support

A total of 702 people responded to this question.



80% of respondents stated that business start-up support was very important (34%) or important (46%). 14% of respondents provided a neutral response to this question and 6% felt that this was not very important (3%) or not important at all (3%).

7.2.2.2 Do you have any other ideas on how the council could support local businesses tourism and the economy?

254 comments made have been themed in the table below. Some comments contained multiple themes:

Theme	No.
Cut/reduce business rates	59
Improve the appearance of town centres	28
Offer free car parking	27
Give more support for start-ups / small businesses	24
More business support	20
Focus on becoming more eco friendly	16
Improve transport links across the borough	14
Involve the local community and support community clubs	12
Improve car parking facilities	11
Invest in improving empty properties	10
Less housing plans across the borough	6

Theme	No.
Bring in big, well known stores to town centres	6
More support for young people	5
More active travel cycling and pedestrian routes	5
Abandon Salt Lake car park plans in Porthcawl	4
Create more jobs within the borough	4
Relax Covid restrictions and lockdowns	4
More support for apprenticeships	2
Create more housing across the borough	2
More support for people with disabilities	1
More support for the homeless	1
Stop plans for cycling routes	1

The most common themes were cut/reduce business rates followed by improve the appearance of town centres and then offer free car parking.

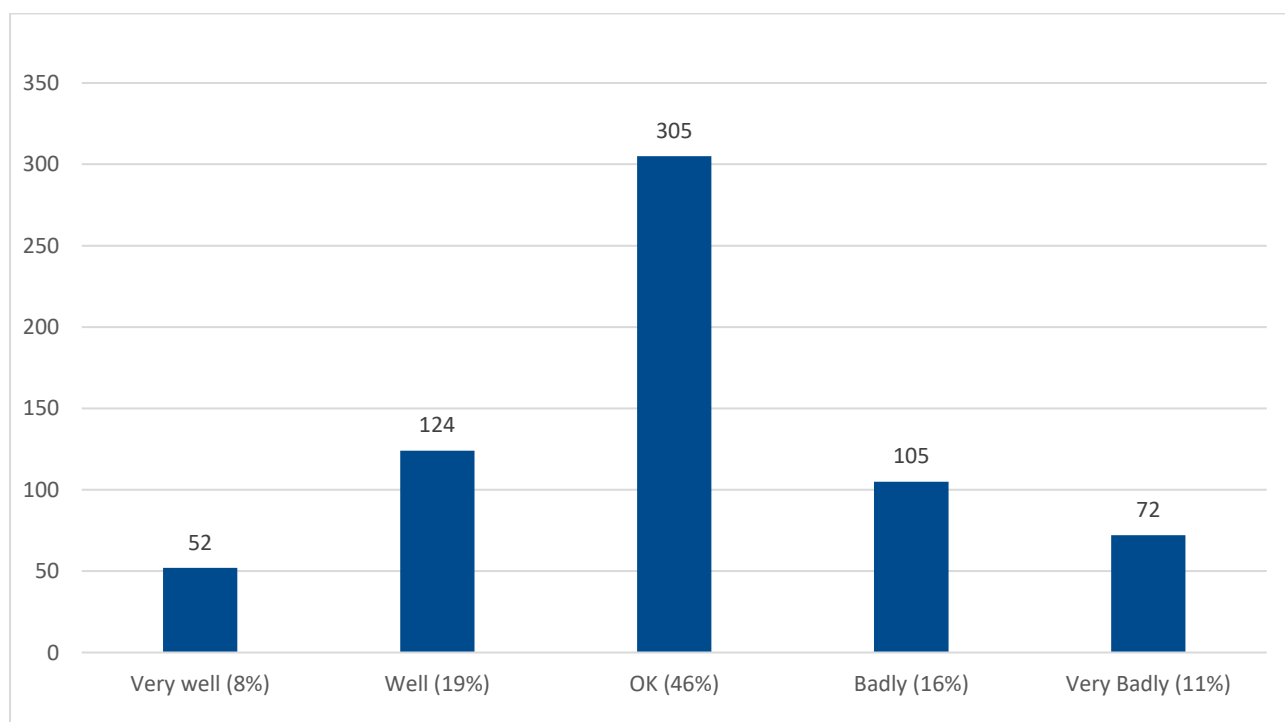
7.2.3 Wellbeing

7.2.3.1 How do you think the council performed when delivering these services?

Respondents were asked to rank performance of services from very well to very badly on a five point scale.

Support for older people (continue contact with the most vulnerable in our communities to ensure their needs are met)

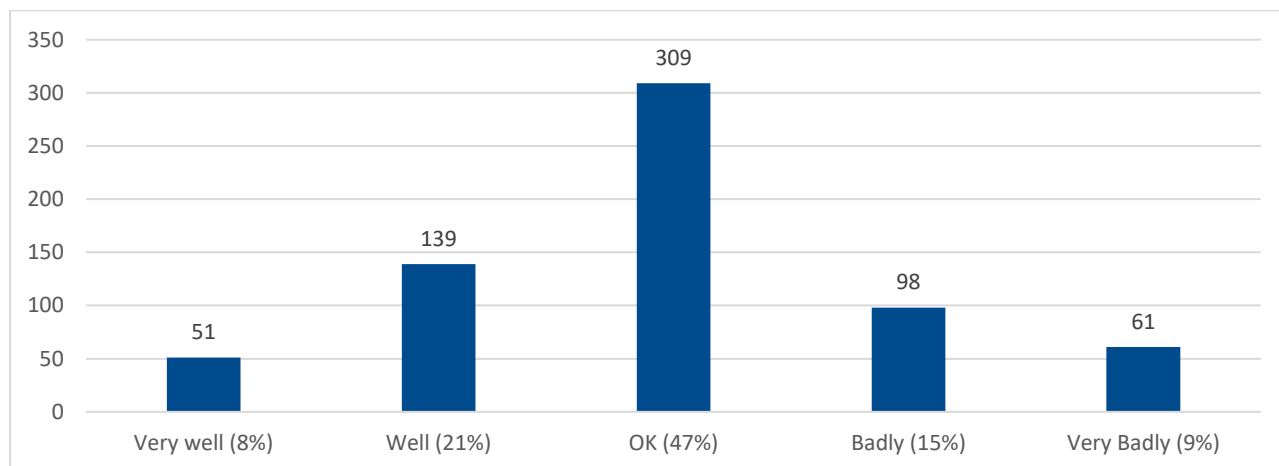
A total of 658 people responded to this question.



27% of respondents stated that the council had performed very well (8%) or well (19%) in delivering support for older people, 46% of respondents gave a neutral response (OK) to this question and 27% of respondents stated that the council had performed badly (16%) or very badly (11%) in delivering support for older people.

Homelessness (ensuring those who are homeless are kept safe as lockdown restrictions ease)

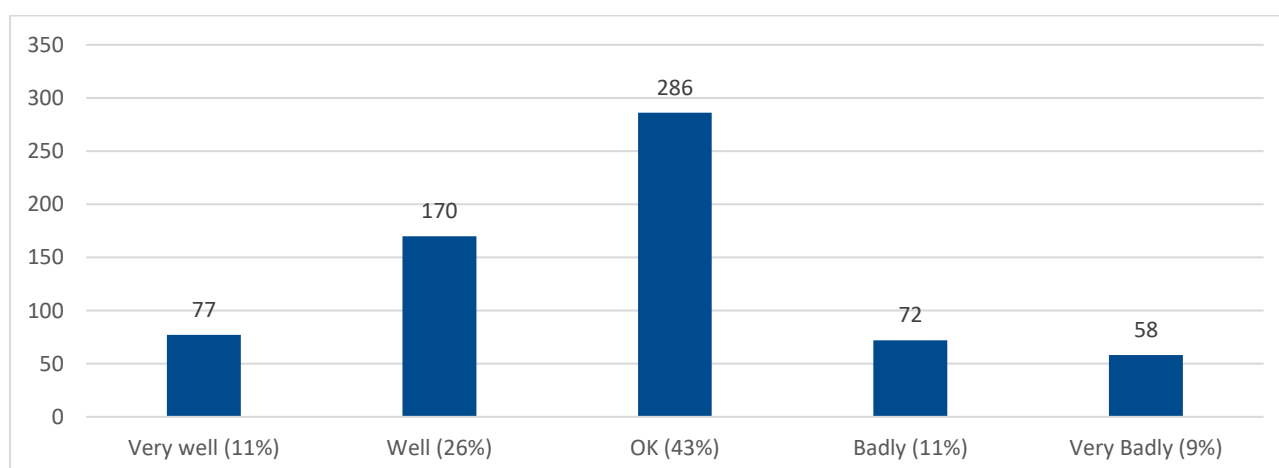
A total of 658 people responded to this question.



29% of respondents stated that the council had performed very well (8%) or well (21%) in delivering homelessness support, 47% of respondents gave a neutral response (OK) to this question and 26% of respondents stated that the council had performed badly (15%) or very badly (9%) in delivering homelessness support.

Food poverty – (for example should BCBC support and promote food banks and provide children eligible for free school meals with food parcels during school holidays)

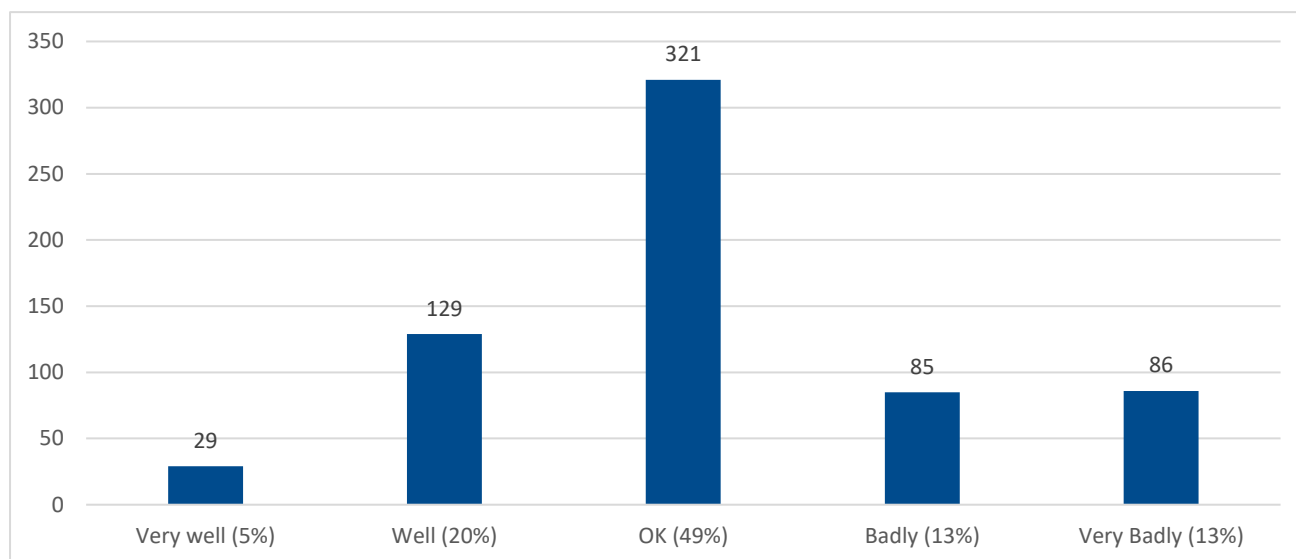
A total of 663 people responded to this question.



37% of respondents stated that the council had performed very well (11%) or well (26%) in delivering food poverty support, 43% of respondents gave a neutral response (OK) to this question and 20% of respondents stated that the council had performed badly (11%) or very badly (9%) in delivering food poverty support.

Council tax support for residents who had difficulty paying their council tax as a direct result of the pandemic i.e. council tax deferment or reduction scheme.

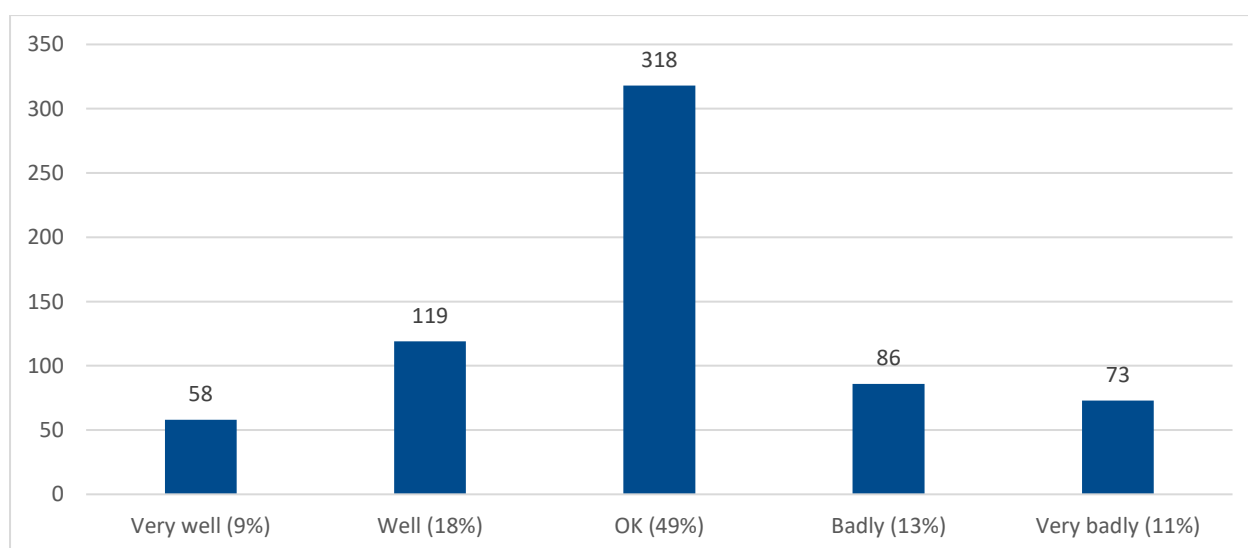
A total of 650 people responded to this question.



25% of respondents stated that the council had performed very well (5%) or well (20%) in delivering council tax support for residents who had difficulty paying their council tax as a direct result of the pandemic, 49% of respondents gave a neutral response (OK) to this question and 26% of respondents stated that the council had performed badly (13%) or very badly (13%) in delivering council tax support for residents who had difficulty paying their council tax as a direct result of the pandemic.

Online and blended learning by schools

A total of 1396 people responded to this question.

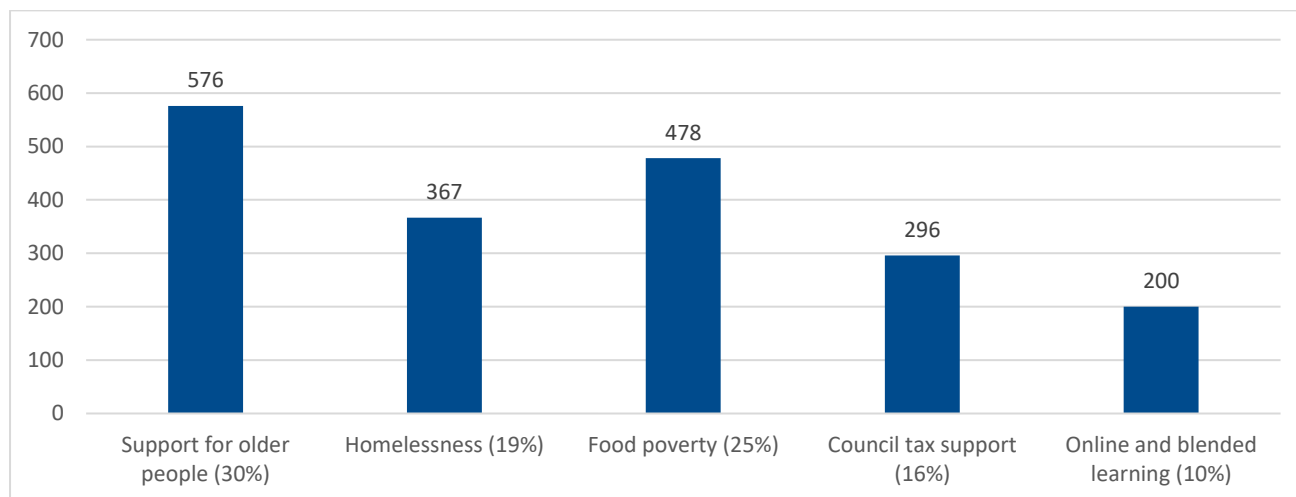


27% of respondents stated that the council had performed very well (9%) or well (18%) in delivering online and blended learning by schools, 49% of respondents gave a neutral

response (OK) to this question and 24% of respondents stated that the council had performed badly (13%) or very badly (11%) in delivering online and blended learning by schools.

7.2.3.2 Please tell us which of these services you think should be a priority for the future. Please choose the three that you think are the highest priority.

Respondents were able to choose multiple options (up to three services).



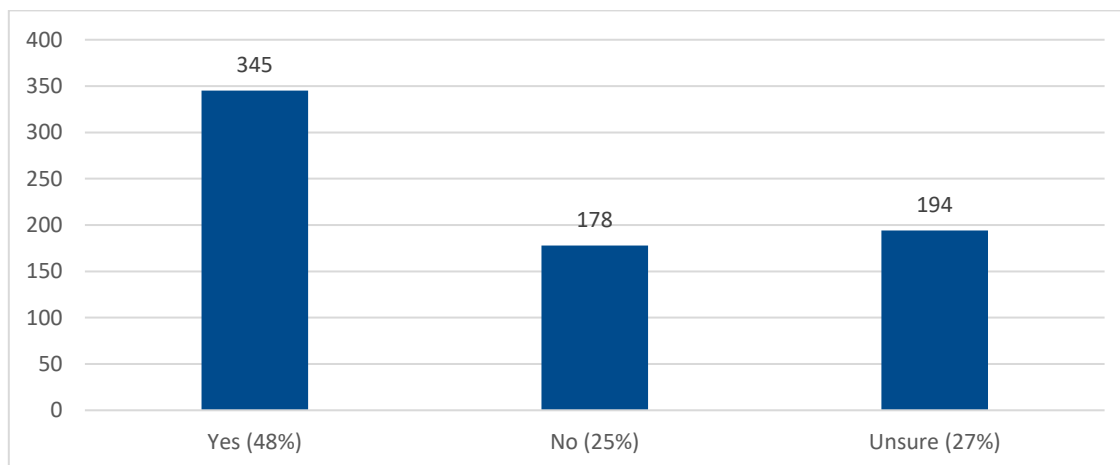
The three services selected as the priority for the future were:

- Support for older people (30%)
- Food poverty (25%)
- Homelessness (19%)

7.2.3.3 Over the past 12 months services such as period dignity, domestic abuse support, flying start, school applications, reporting an issue such as fly tipping, youth justice and youth services were adapted to online or remote delivery.

Do you think we should continue to deliver these services remotely/online?

A total of 717 people responded to this question.



48% of respondents stated that the council should continue to deliver these services remotely/online. 27% gave a neutral response (unsure) and 25% stated that the council should not continue to deliver these services remotely/online.

7.2.3.4 Please give reasons for your response:

293 comments made in response to this question have been themed in the table below:

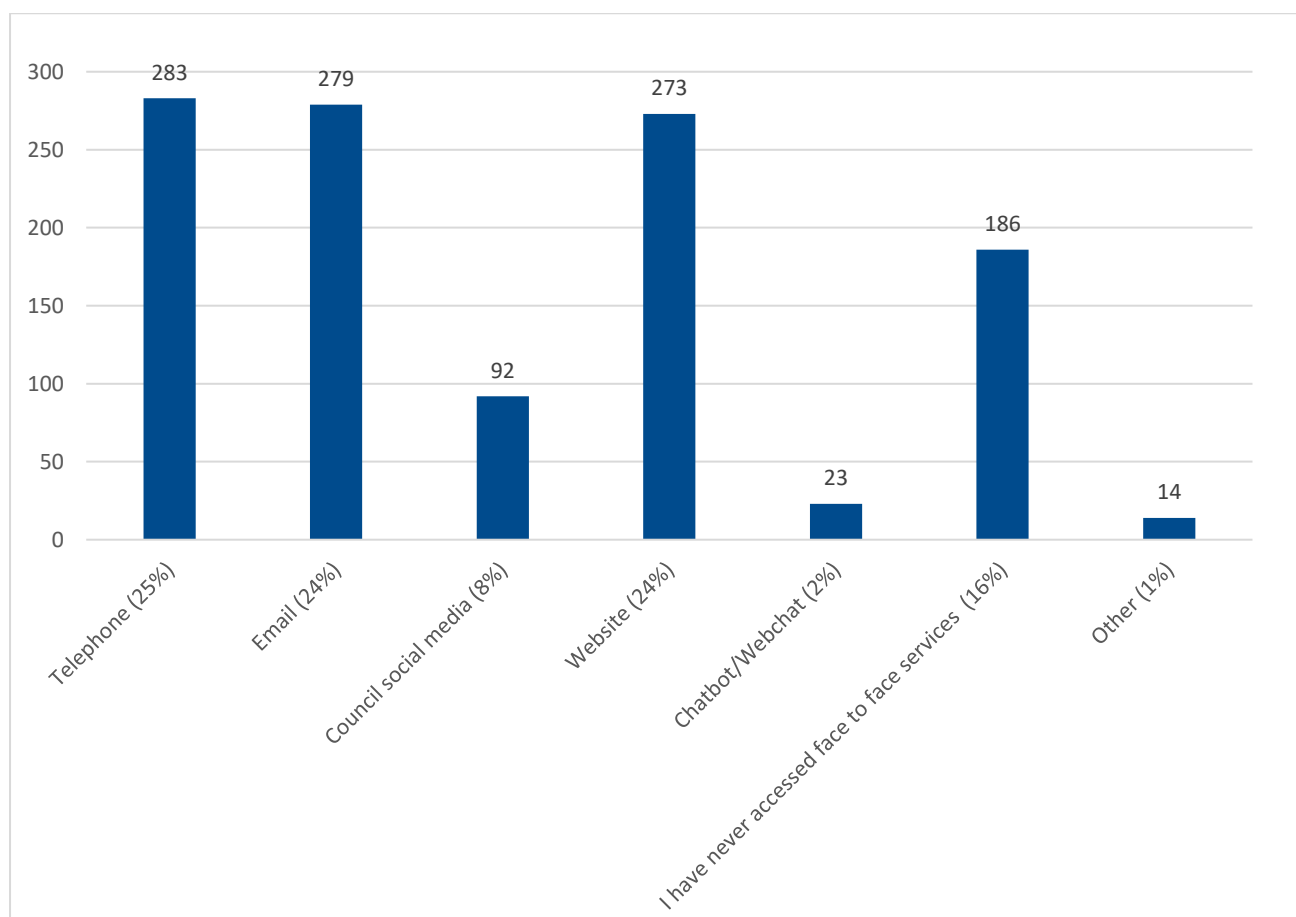
Theme	No.
Blended approach should be offered	98
Face to face is preferred	55
Not all residents have access to online services	48
Online is preferred	42
Allows council to save money	16
Privacy is needed for some services	11
Customer service is of a poor standard	10
Online services need to be improved	7
Each individual would need different access to services	6
Website needs improvement	1

The most common themes were blended approach should be offered followed by face-to-face is preferred and then not all residents have access to online services.

7.2.4 Customer face to face access

7.2.4.1 How have you accessed services in place of face-to-face services while Civic Offices have been closed?

Respondents were able to choose multiple options.



The most common methods for contacting the council in place of face-to-face services while Civic Offices have been closed were:

- Telephone (25%)
- Email (24%)
- Website (24%)

If other please specify:

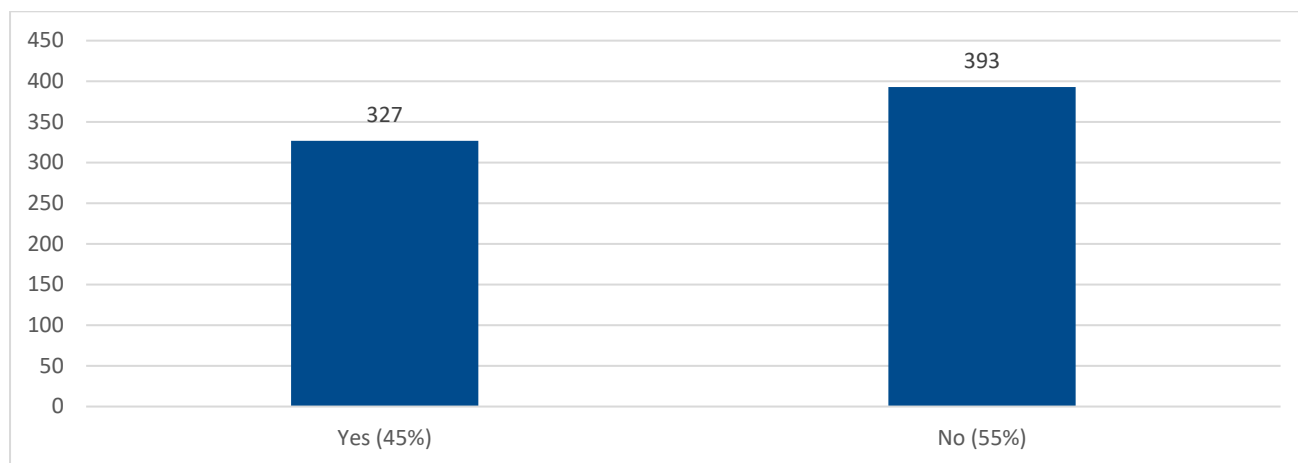
17 comments made in response to this question have been themed in the table below:

Theme	No.
I have not contacted the council	6
Social Media	3
Website	3
Post	2
Telephone	2
BCBC Employee	1

The most common themes were I have not contacted the council, followed by social media and website.

7.2.4.3 Have you contacted customer services since the council offices closed?

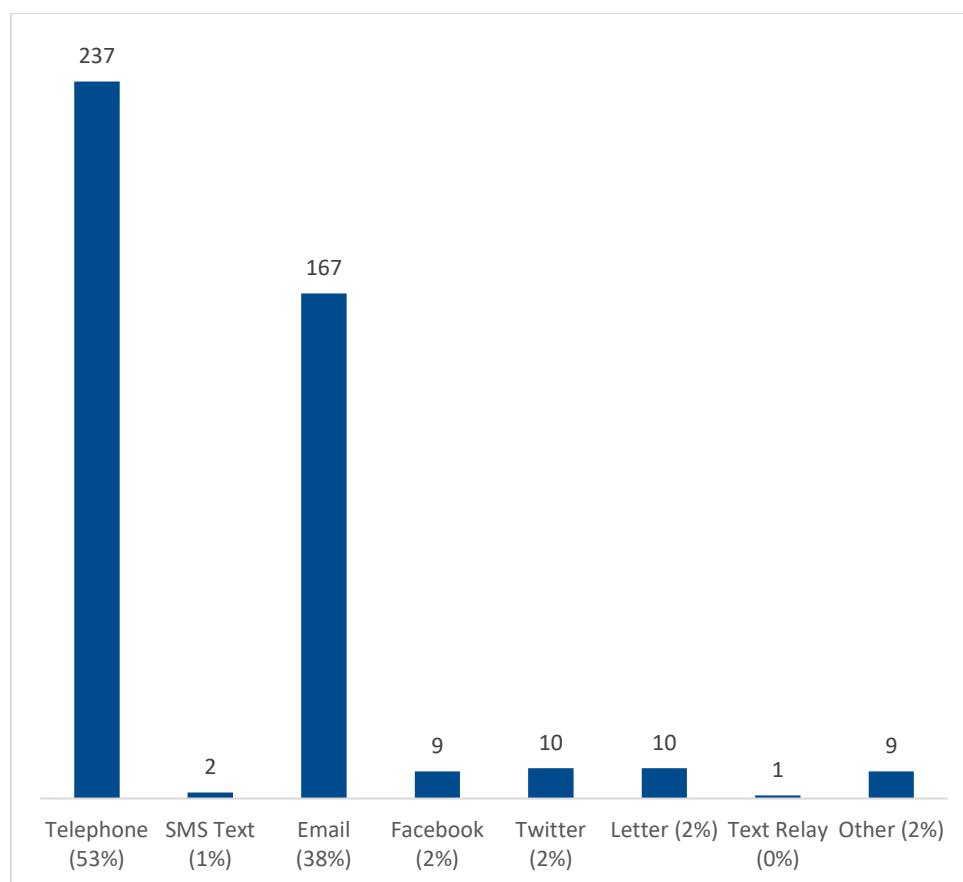
720 people responded to this question.



55% of respondents stated that they have not accessed customer services since the council offices closed. 45% stated that they had.

7.2.4.4 If 'yes', how did you contact customer services? Please select all that apply.

Respondents were able to choose multiple options.



Respondents who had accessed customer services had done this by:

- Telephone (53%)
- Email (38%)
- social media (Facebook and Twitter) (4.%)

If other please specify:

16 comments made in response to this question have been themed in the table below, some comments contained multiple themes:

Theme	No.
No contact	7
Website	4
Telephone	3
Email	2
Chat Bot	1
Spoke to a councillor	1
Online portal	1

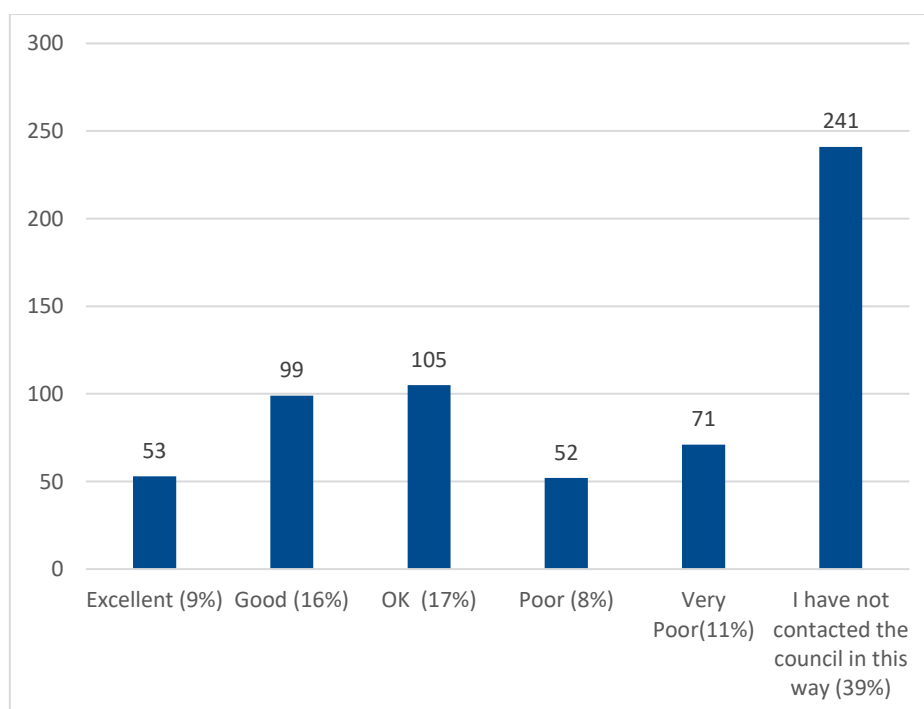
The most common themes were no contact, followed by website and then telephone.

7.2.4.5 How would you rate this contact?

Respondents were asked to rate contact from excellent to very poor on a five point scale.

Telephone

A total of 621 people responded to this question.

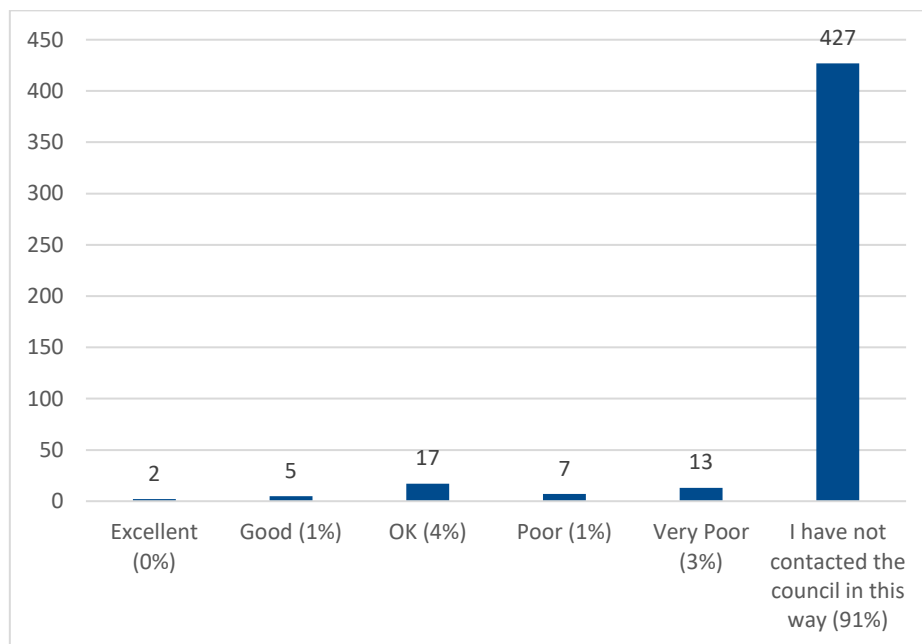


25% of respondents rated their telephone contact as excellent (9%) or good (16%). 17% of respondents gave a neutral response (OK), and 19% of respondents rated their telephone contact as poor (8%) or very poor (11%).

39% of respondents stated that they had not contacted the council in this way.

SMS Text

A total of 471 people responded to this question.

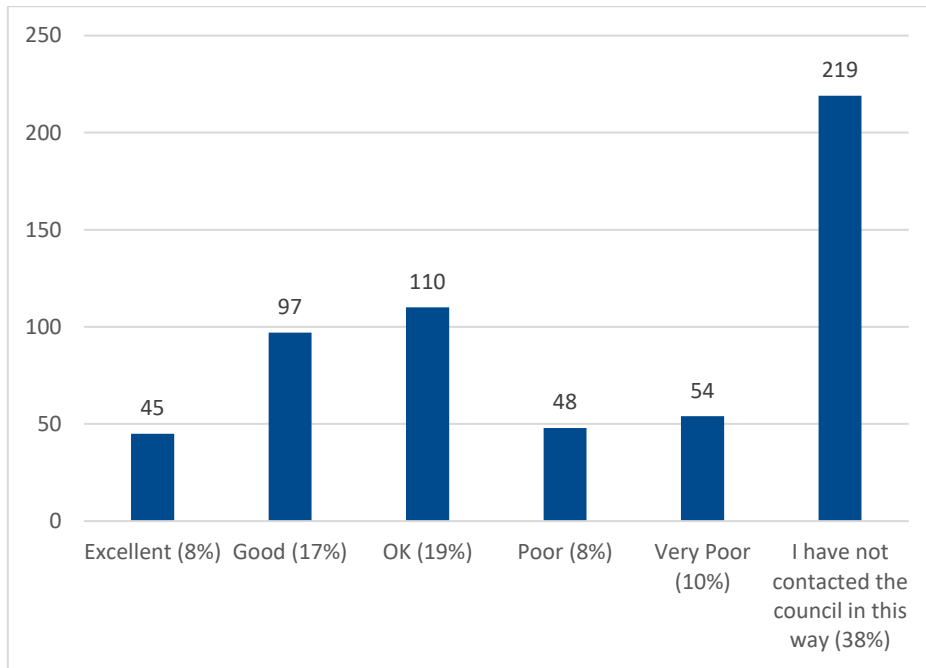


1% of respondents rated their SMS text contact as excellent (0%) or good (1%). 4% of respondents gave a neutral response (OK), and 4% of respondents rated their SMS text contact as poor (1%) or very poor (3%).

91% of respondents stated that they had not contacted the council in this way.

Email

A total of 573 people responded to this question.

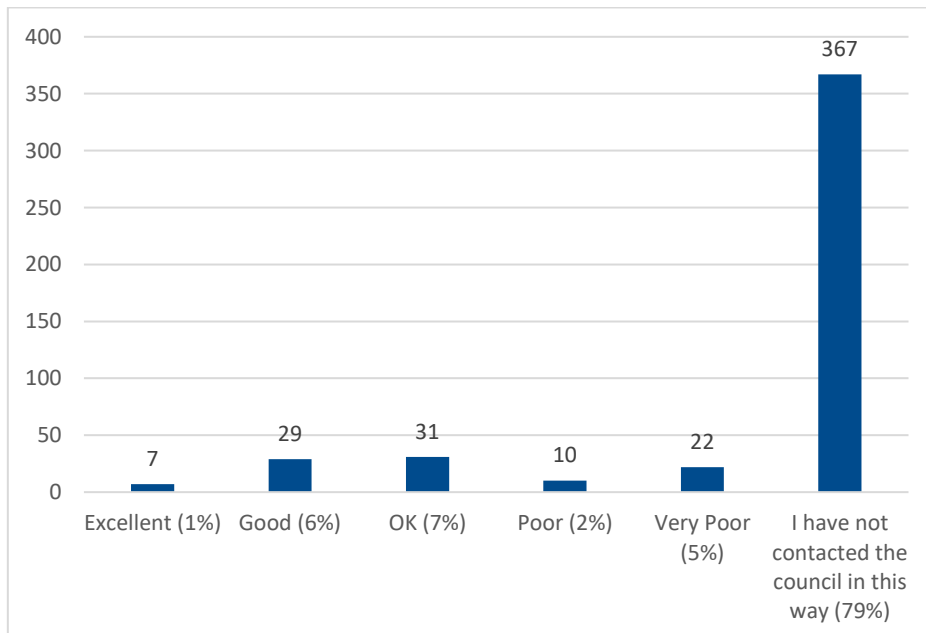


25% of respondents rated their Email contact as excellent (8%) or good (17%). 19% of respondents gave a neutral response (OK), and 18% of respondents rated their Email contact as poor (8%) or very poor (10%).

38% of respondents stated that they had not contacted the council in this way.

Facebook

A total of 466 people responded to this question.

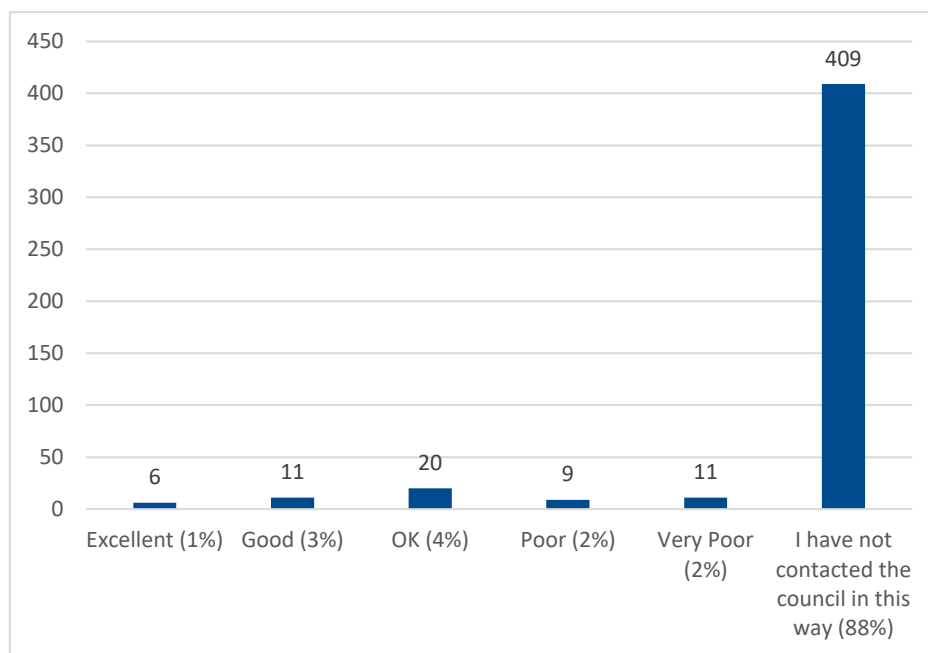


7% of respondents rated their Facebook contact as excellent (1%) or good (6%). 7% of respondents gave a neutral response (OK), and 7% of respondents rated their Facebook contact as poor (2%) or very poor (5%).

79% of respondents stated that they had not contacted the council in this way.

Twitter

A total of 466 people responded to this question.

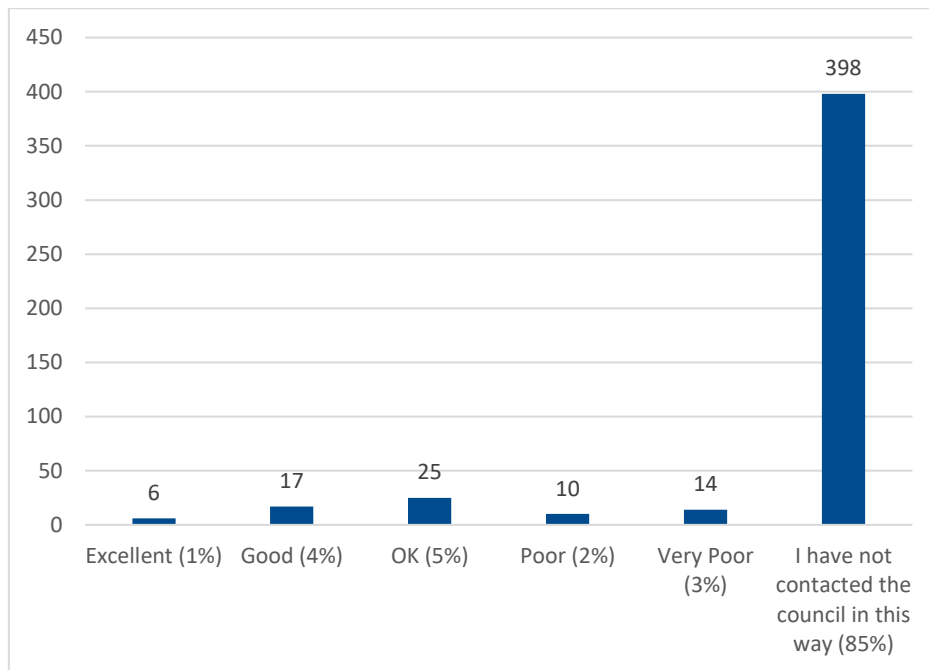


4% of respondents rated their Twitter contact as excellent (1%) of good (3%). 4% of respondents gave a neutral response (OK), and 4% of respondents rated their Twitter contact as poor (2%) or very poor (2%).

88% of respondents stated that they had not contacted the council in this way.

Letter

A total of 470 people responded to this question.

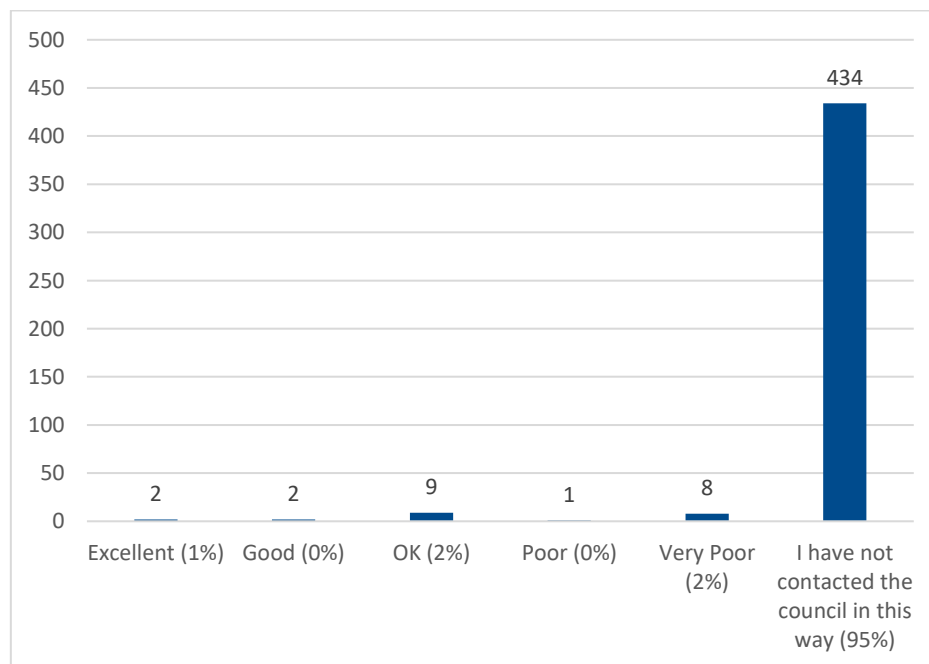


5% of respondents rated their letter contact as excellent (1%) of good (4%). 5% of respondents gave a neutral response (OK), and 5% of respondents rated their letter contact as poor (2%) or very poor (3%).

85% of respondents stated that they had not contacted the council in this way.

Text Relay

A total of 456 people responded to this question.

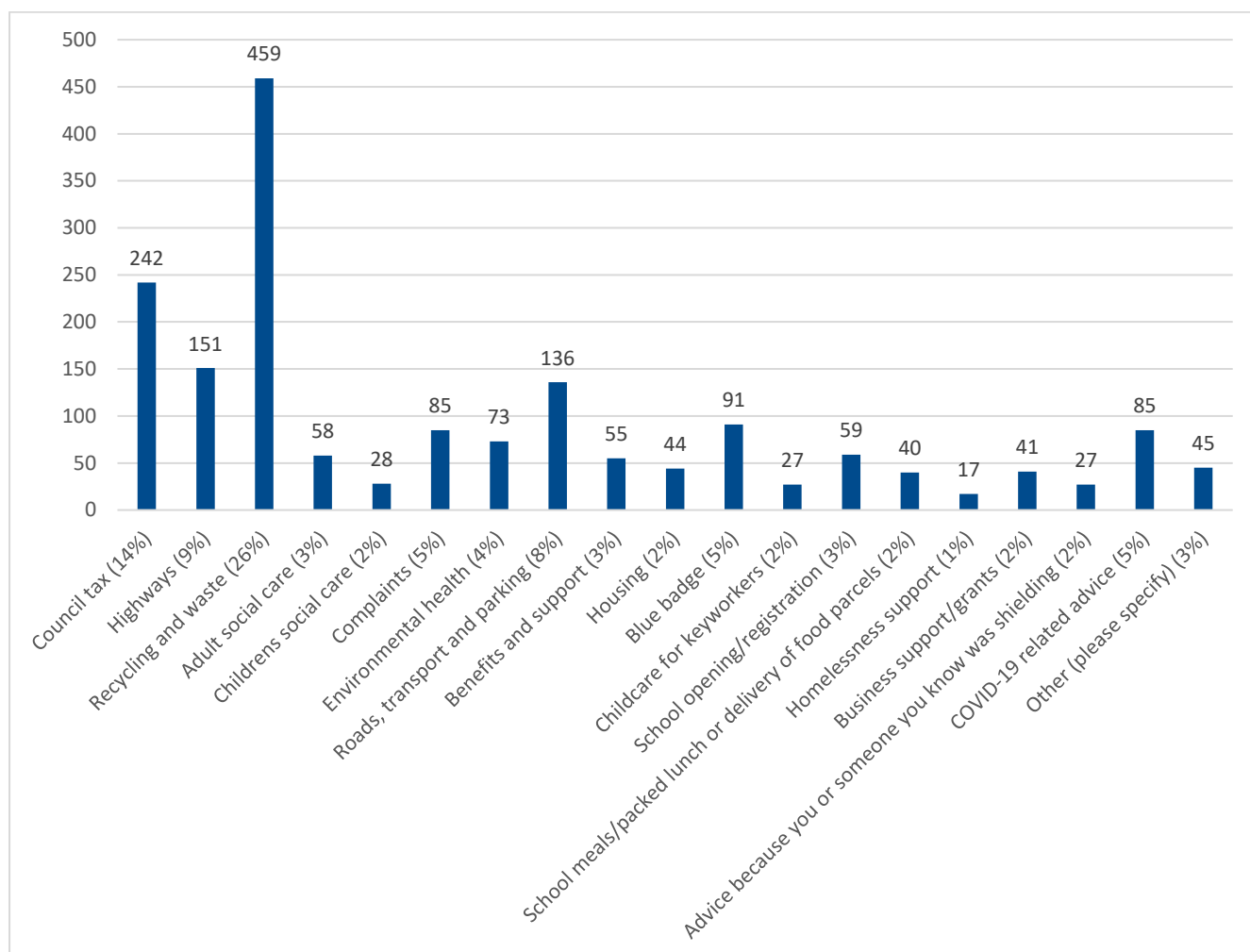


1% of respondents rated their Text Relay contact as excellent (1%) of good (0%). 2% of respondents gave a neutral response (OK), and 2% of respondents rated their Text Relay contact as poor (0%) or very poor (2%).

95% of respondents stated that they had not contacted the council in this way.

7.2.4.6 Have you, or someone you know, accessed any of the following services over the past 12 months?

Respondents were able to choose multiple options.



The most common services accessed over the past 12 months were:

- Recycling and waste (26%)
- Council tax (14%)
- Highways (9%)

If other please specify:

40 comments made in response to this question have been themed in the table below, some comments contained multiple themes:

Theme	No.
Planning	8
Not contacted	7
Recycling and waste	4

Theme	No.
Adult social services	2
Business support	2
Covid support	2
Fly tipping	2
Licensing	2
Registrars	2
School transport	2
Bereavement	1
CAT Transfers	1
Data privacy	1
Electoral services	1
Footpaths	1
Equalities	1
Community learning	1
Auxiliary support	1

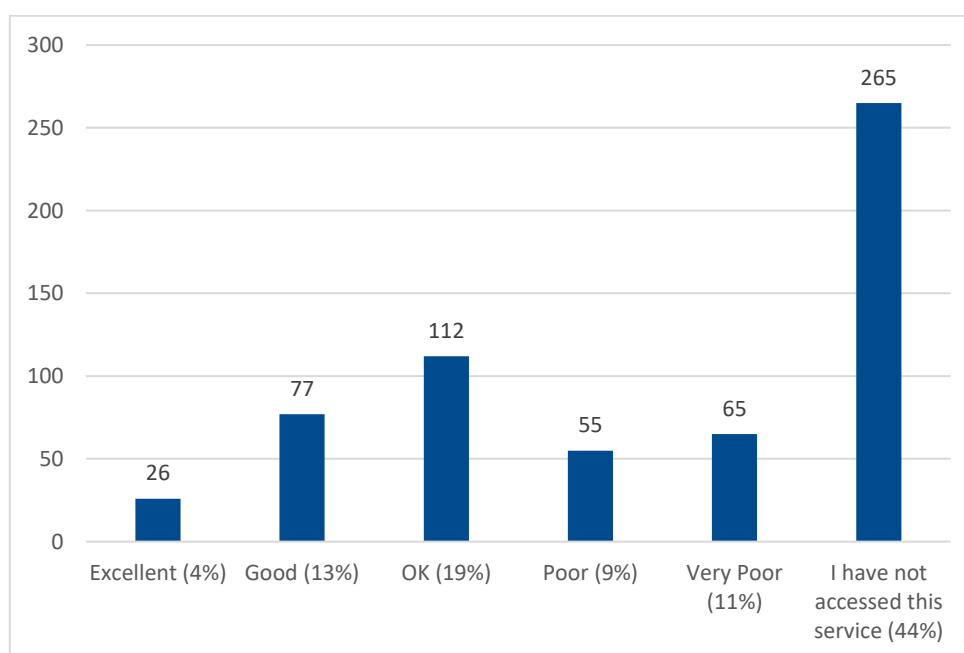
The most common themes were planning, followed by not contacted and then recycling and waste.

7.2.4.7 How would you rate access to these services?

Respondents were asked to rate access to services from excellent to very poor on a five point scale.

Council tax

A total of 600 people responded to this question.

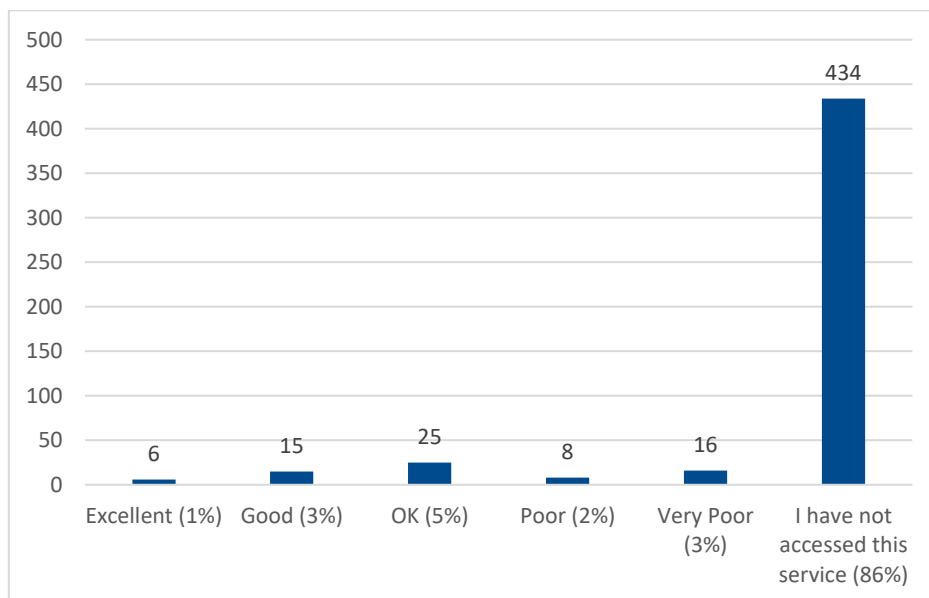


17% of respondents rated their access to council tax services as excellent (4%) or good (13%). 19% of respondents gave a neutral response (OK), and 20% of respondents rated their access to council tax services as poor (9%) or very poor (11%).

44% of respondents stated that they had not contacted this service.

Highways

A total of 504 people responded to this question.

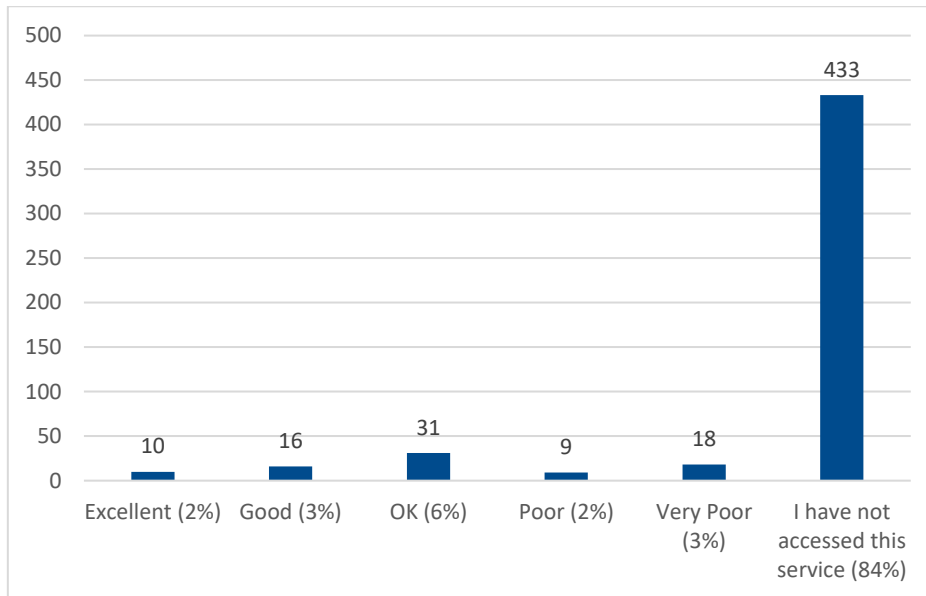


4% of respondents rated their access to highways services as excellent (1%) or good (3%). 5% of respondents gave a neutral response (OK), and 5% of respondents rated their access to highways services as poor (2%) or very poor (3%).

86% of respondents stated that they had not contacted this service.

Recycling and waste

A total of 517 people responded to this question.

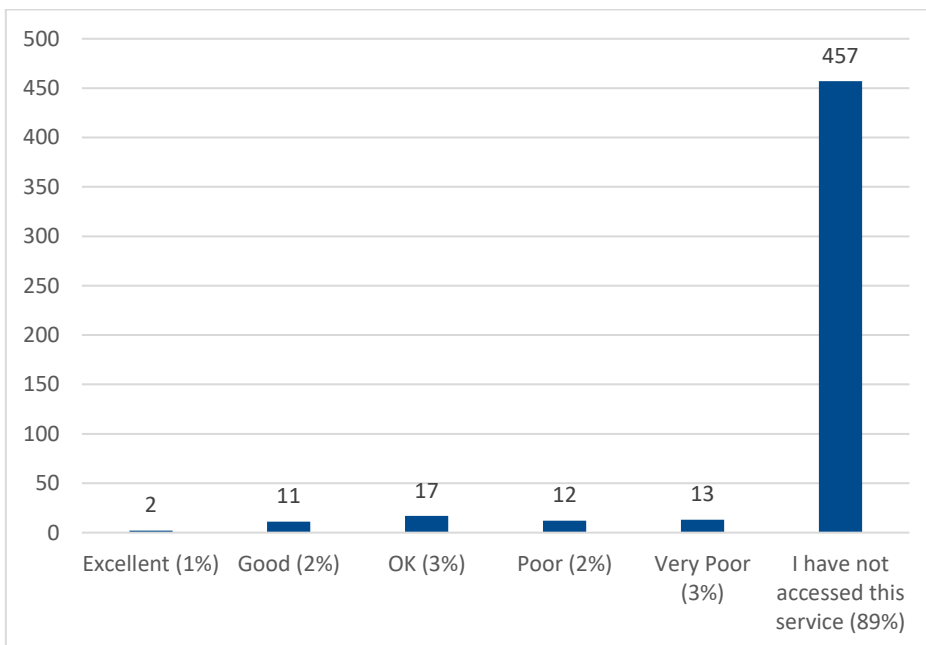


5% of respondents rated their access to recycling and waste services as excellent (2%) or good (3%). 6% of respondents gave a neutral response (OK), and 5% of respondents rated their access to recycling and waste services as poor (2%) or very poor (3%).

84% of respondents stated that they had not contacted this service.

Adult social care

A total of 512 people responded to this question.

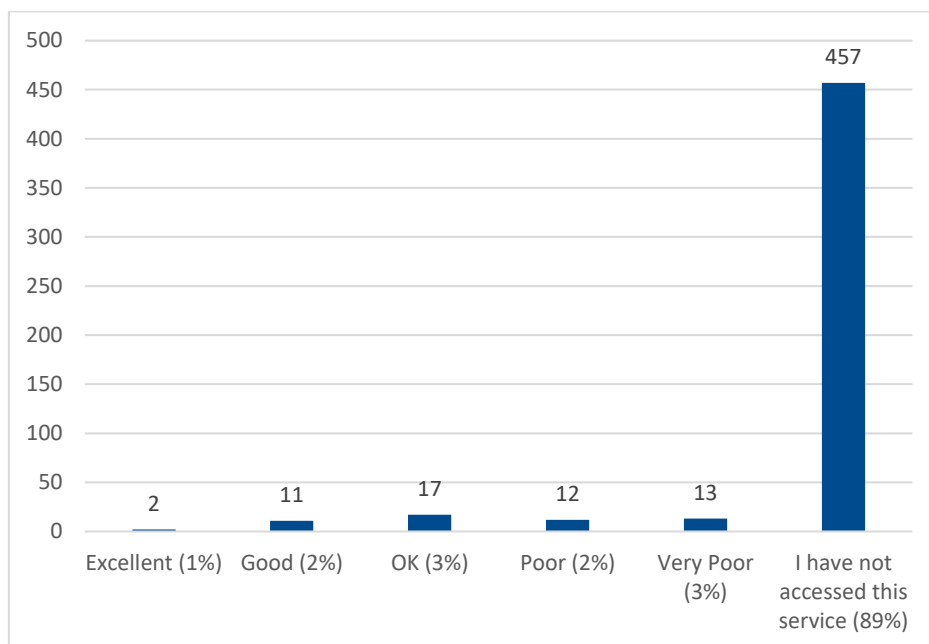


3% of respondents rated their access to adult social care services as excellent (1%) or good (2%). 3% of respondents gave a neutral response (OK), and 5% of respondents rated their access to adult social care services as poor (2%) or very poor (3%).

89% of respondents stated that they had not contacted this service.

Childrens social care

A total of 512 people responded to this question.

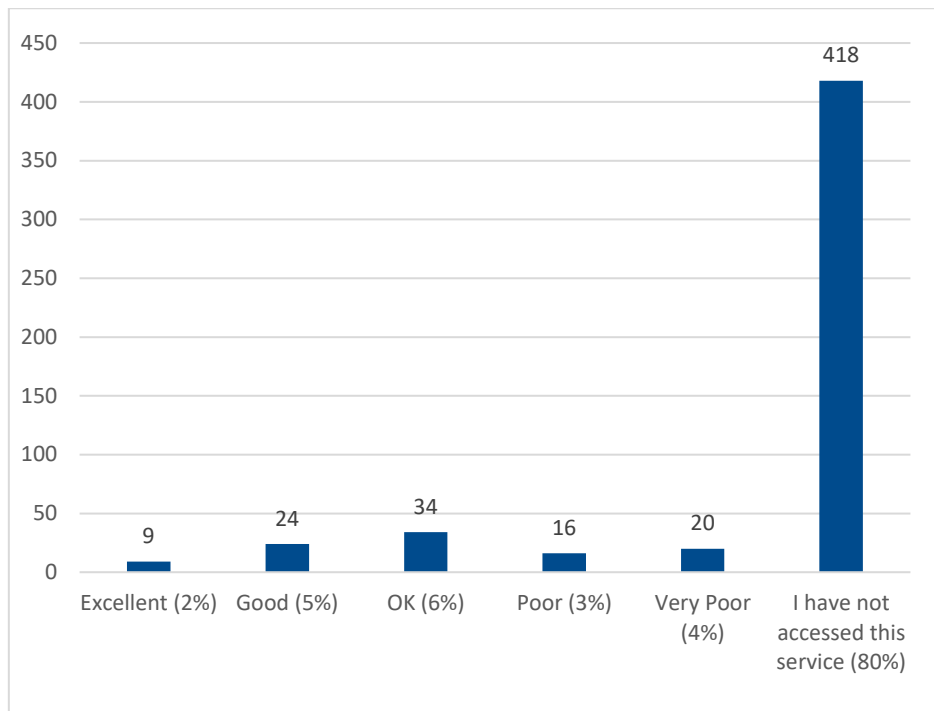


3% of respondents rated their access to Childrens social care services as excellent (1%) or good (2%). 3% of respondents gave a neutral response (OK), and 5% of respondents rated their access to Childrens social care services as poor (2%) or very poor (3%).

89% of respondents stated that they had not contacted this service.

Complaints

A total of 521 people responded to this question.

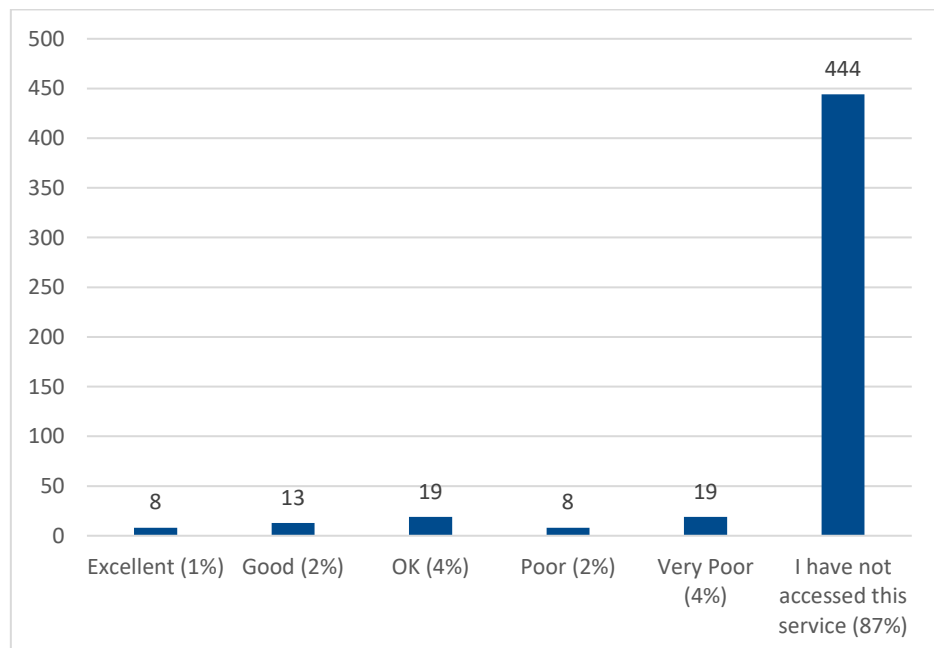


7% of respondents rated their access to complaints services as excellent (2%) or good (5%). 6% of respondents gave a neutral response (OK), and 7% of respondents rated their access to complaints services as poor (3%) or very poor (4%).

80% of respondents stated that they had not contacted this service.

Environmental health

A total of 511 people responded to this question.

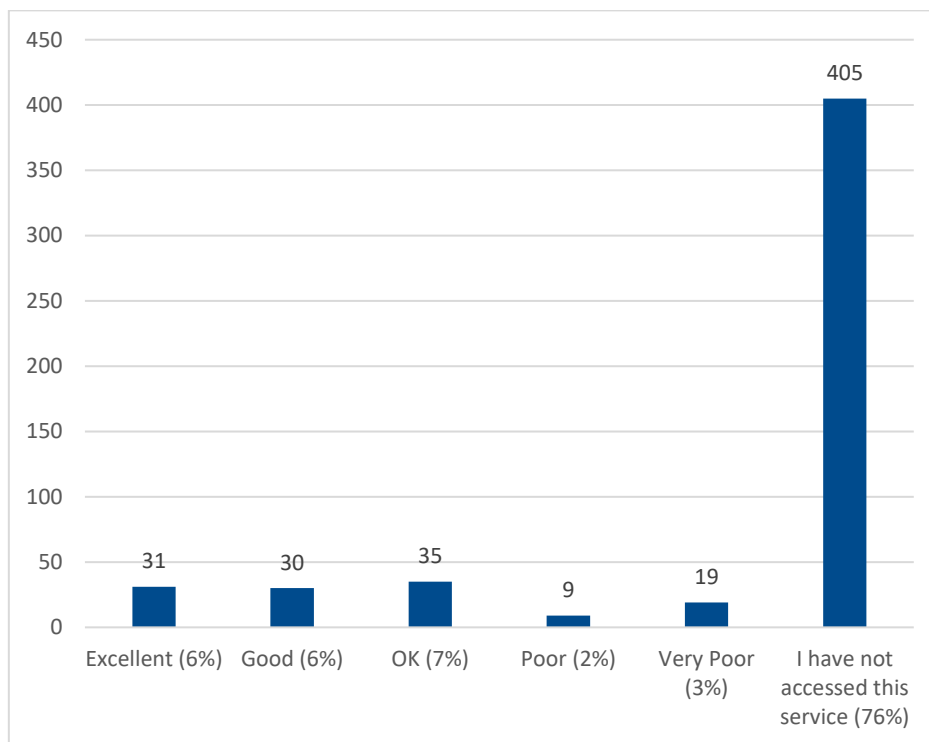


3% of respondents rated their access to environmental health services as excellent (1%) or good (2%). 4% of respondents gave a neutral response (OK), and 6% of respondents rated their access to environmental health services as poor 92%) or very poor (4%).

87% of respondents stated that they had not contacted this service.

Roads, transport and parking

A total of 529 people responded to this question.

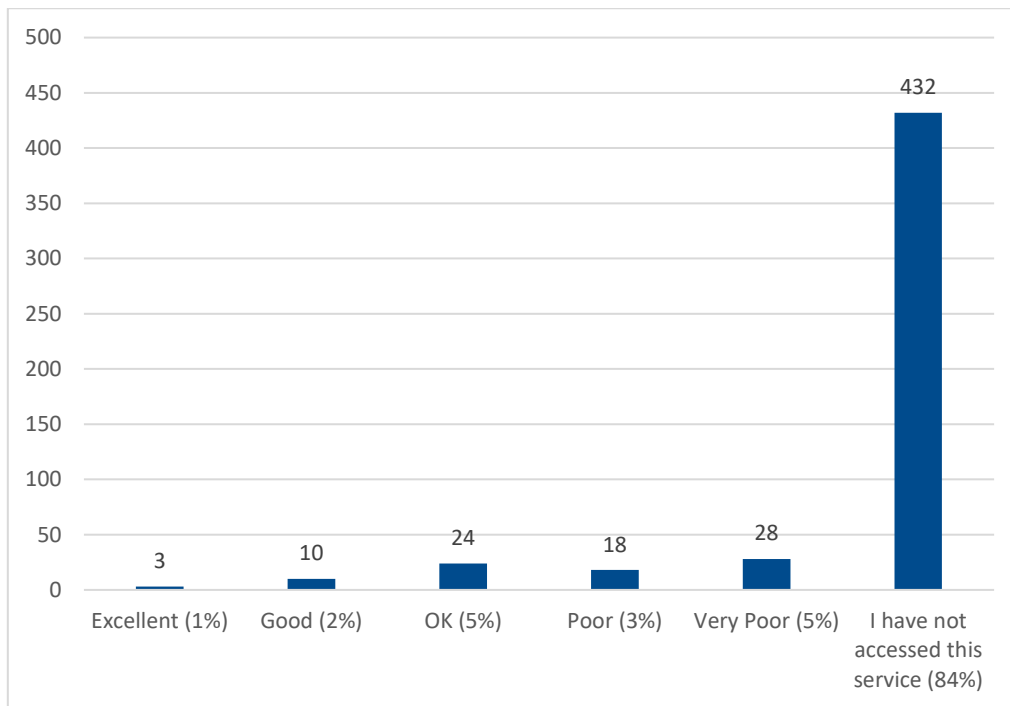


12% of respondents rated their access to roads, transport and parking services as excellent (6%) or good (6%). 7% of respondents gave a neutral response (OK), and 5% of respondents rated their access to roads, transport and parking services as poor (2%) or very poor (3%).

76% of respondents stated that they had not contacted this service.

Benefits and support

A total of 515 people responded to this question.

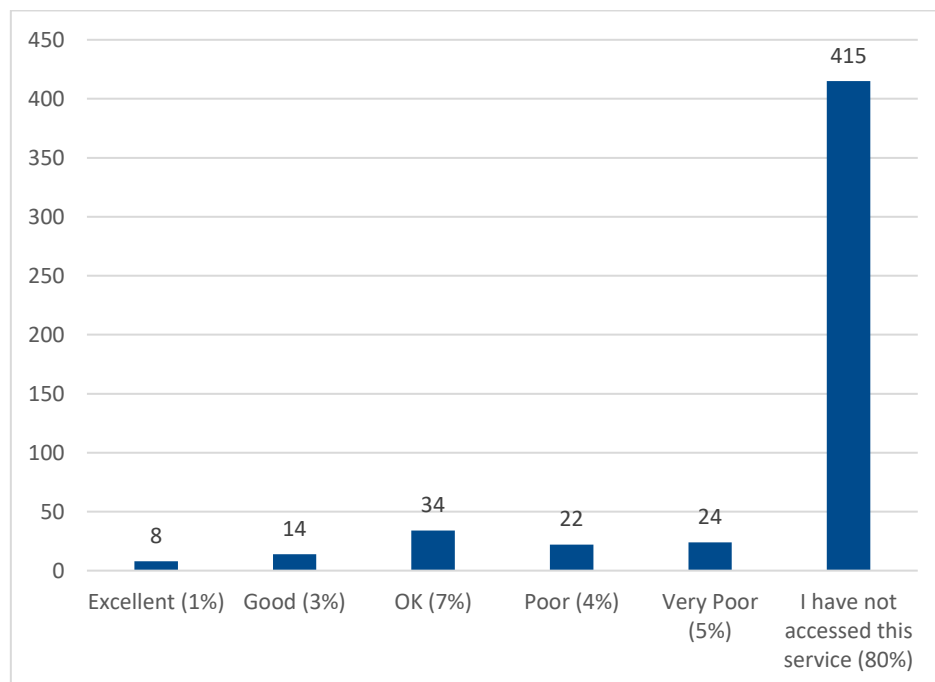


3% of respondents rated their access to benefits and support services as excellent (1%) or good (2%). 5% of respondents gave a neutral response (OK), and 8% of respondents rated their access to benefits and support services as poor (3%) or very poor (5%).

84% of respondents stated that they had not contacted this service.

Housing

A total of 517 people responded to this question.

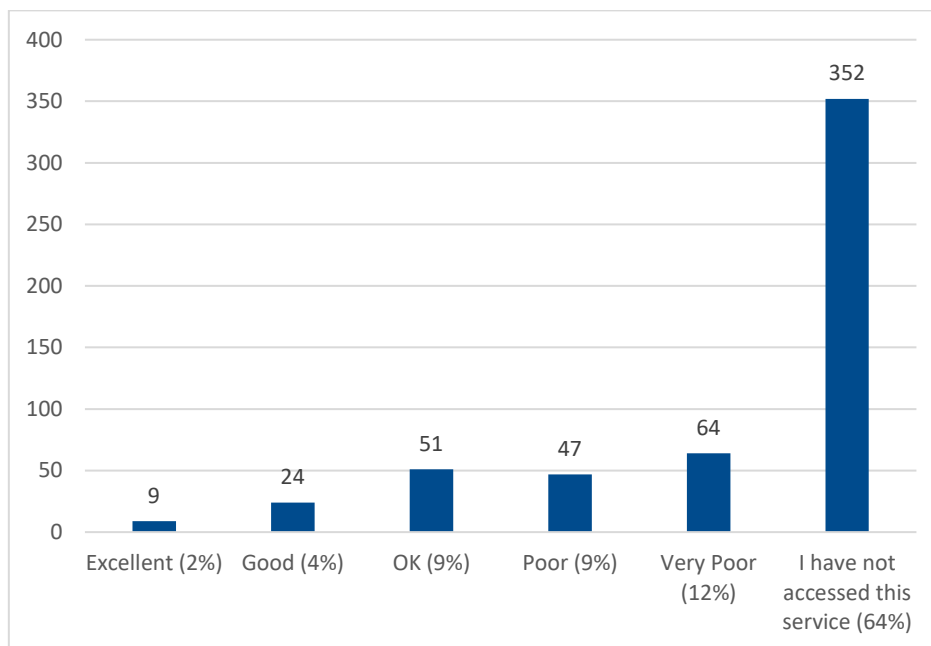


4% of respondents rated their access to housing services as excellent (1%) or good (3%). 7% of respondents gave a neutral response (OK), and 9% of respondents rated their access to housing services as poor (4%) or very poor (5%).

80% of respondents stated that they had not contacted this service.

Blue Badge

A total of 547 people responded to this question.

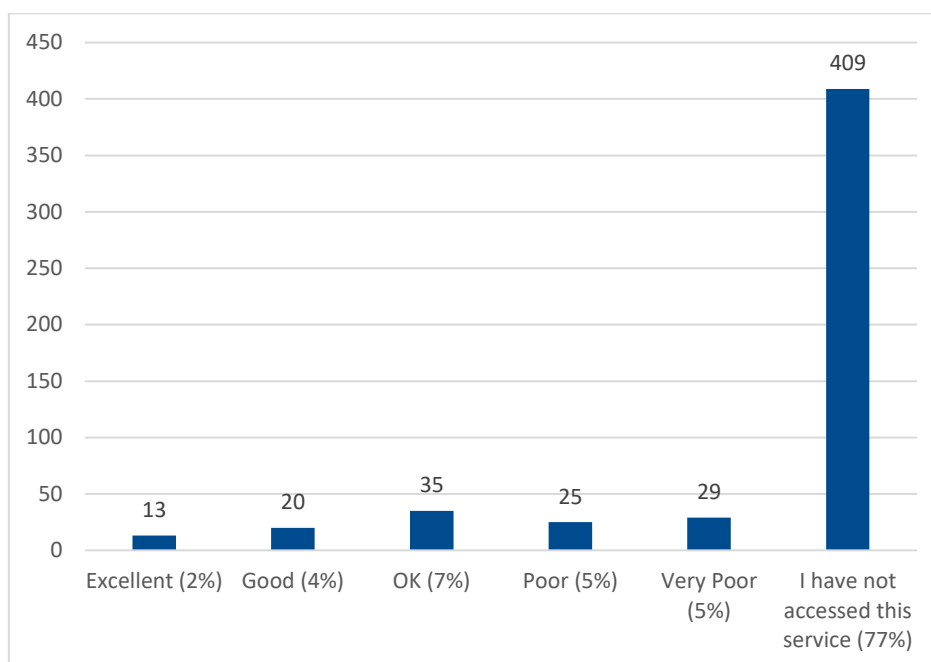


6% of respondents rated their access to Blue Badge services as excellent (2%) or good (4%). 9% of respondents gave a neutral response (OK), and 21% of respondents rated their access to Blue Badge services as poor (9%) or very poor (12%).

64% of respondents stated that they had not contacted this service.

Childcare for keyworkers

A total of 531 people responded to this question.

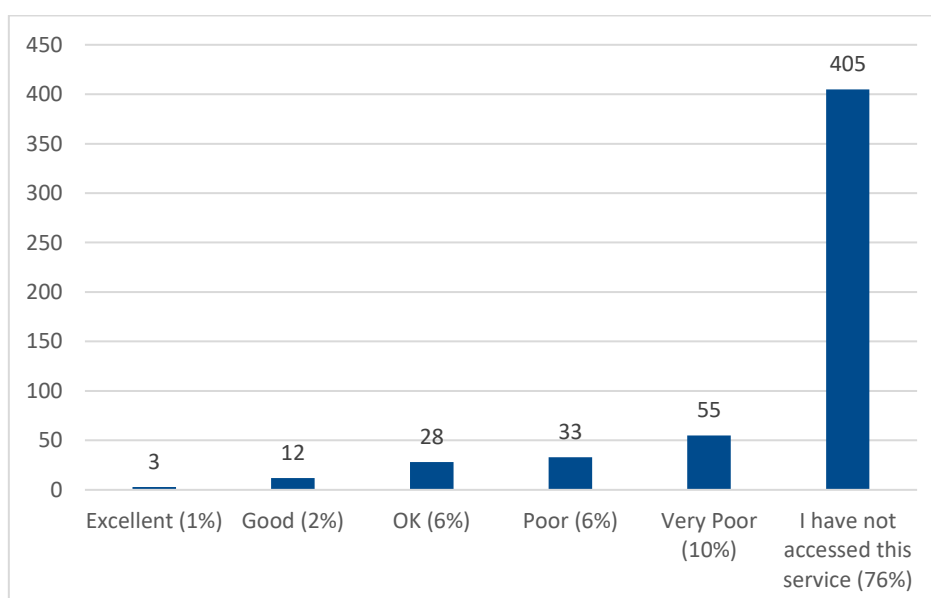


6% of respondents rated their access to childcare for keyworkers services as excellent (2%) or good (4%). 7% of respondents gave a neutral response (OK), and 10% of respondents rated their access to childcare for keyworkers services as poor (5%) or very poor (5%).

77% of respondents stated that they had not contacted this service.

School opening/registration

A total of 536 people responded to this question.

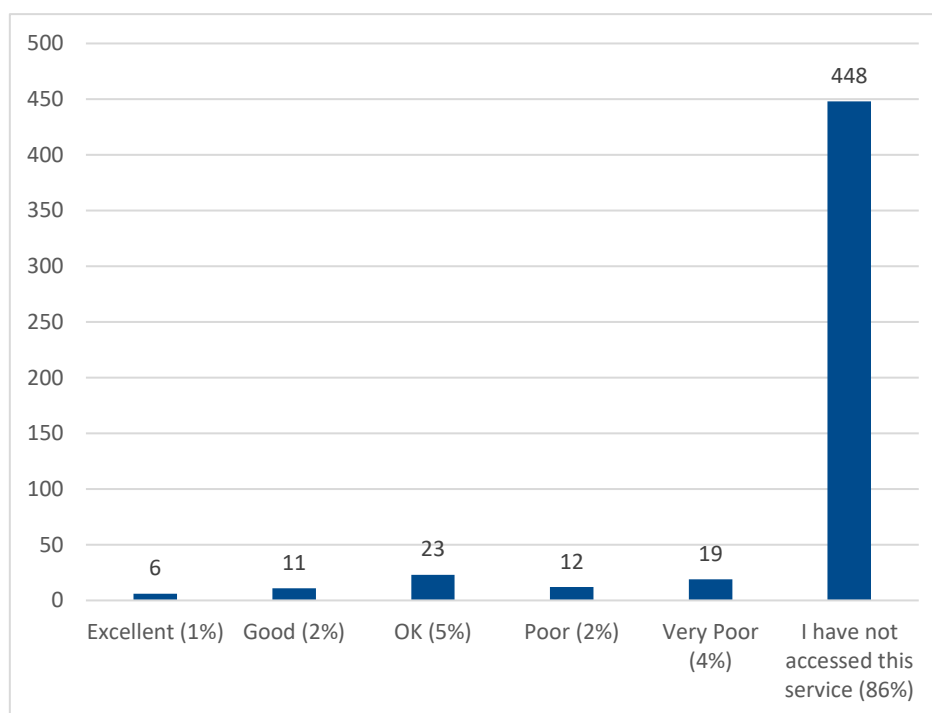


3% of respondents rated their access to school opening/registration services as excellent (1%) or good (2%). 6% of respondents gave a neutral response (OK), and 16% of respondents rated their access to school opening/registration services as poor (6%) or very poor (10%).

76% of respondents stated that they had not contacted this service.

School meals/packed lunch or delivery of food parcels

A total of 519 people responded to this question.

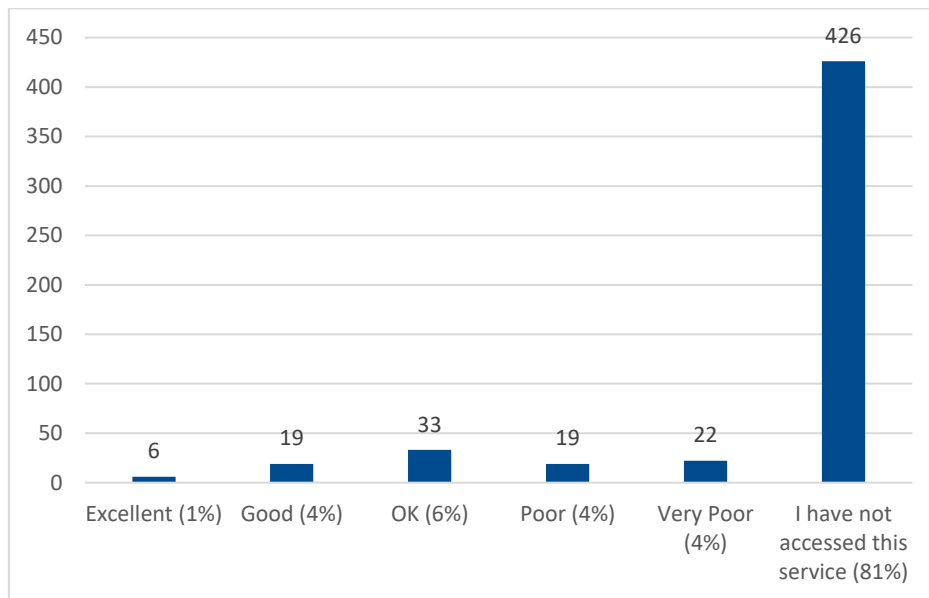


3% of respondents rated their access to school meals/packed lunch or delivery of food parcels services as excellent (1%) or good (2%). 5% of respondents gave a neutral response (OK), and 6% of respondents rated their access to school meals/packed lunch or delivery of food parcels services as poor (2%) or very poor (4%).

86% of respondents stated that they had not contacted this service.

Homelessness support

A total of 525 people responded to this question.

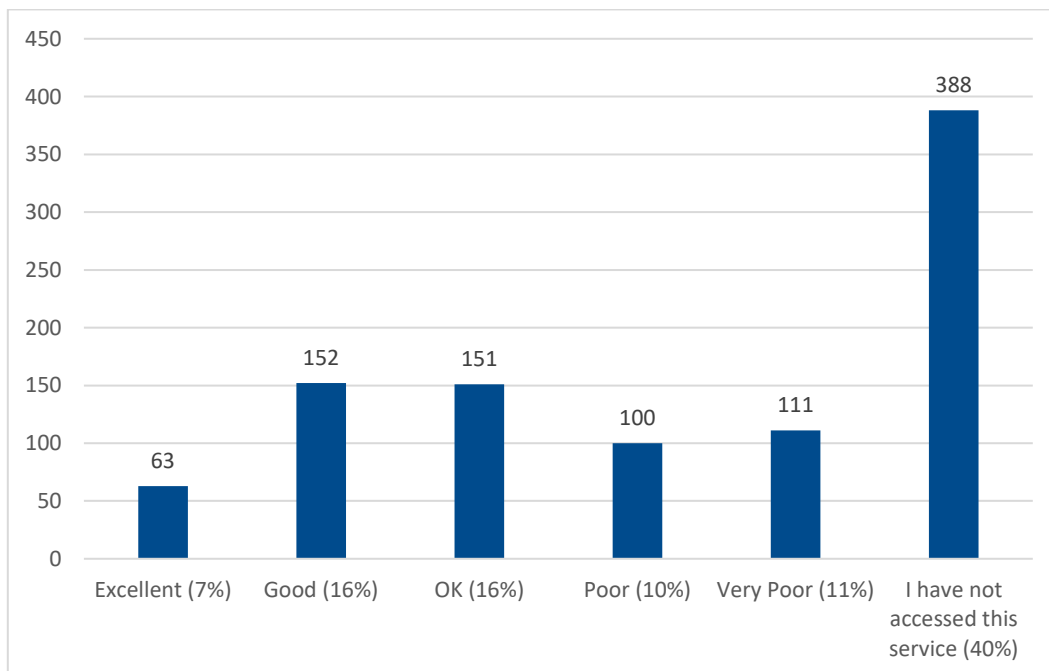


5% of respondents rated their access to homelessness support services as excellent (1%) or good (4%). 6% of respondents gave a neutral response (OK), and 8% of respondents rated their access to homelessness support services as poor(4%) or very poor (4%).

81% of respondents stated that they had not contacted this service.

Business support/grants

A total of 965 people responded to this question.

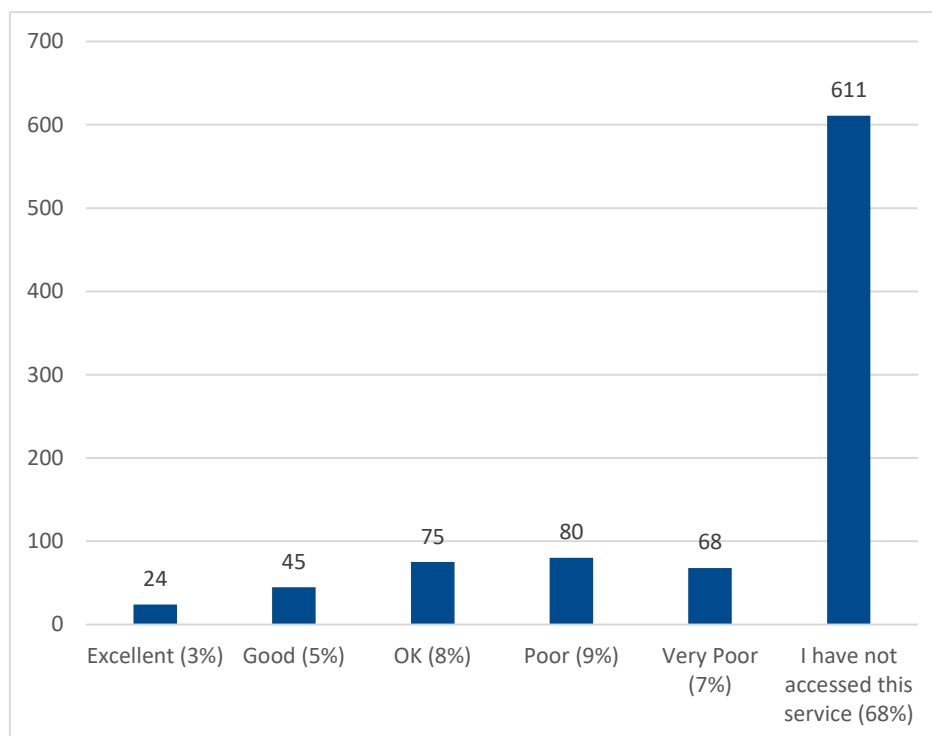


23% of respondents rated their access to business support/grants services as excellent (7%) or good (16%). 16% of respondents gave a neutral response (OK), and 21% of respondents rated their access to business support/grants services as poor (10%) or very poor (11%).

40% of respondents stated that they had not contacted this service.

Advice because you or someone you know was shielding

A total of 903 people responded to this question.

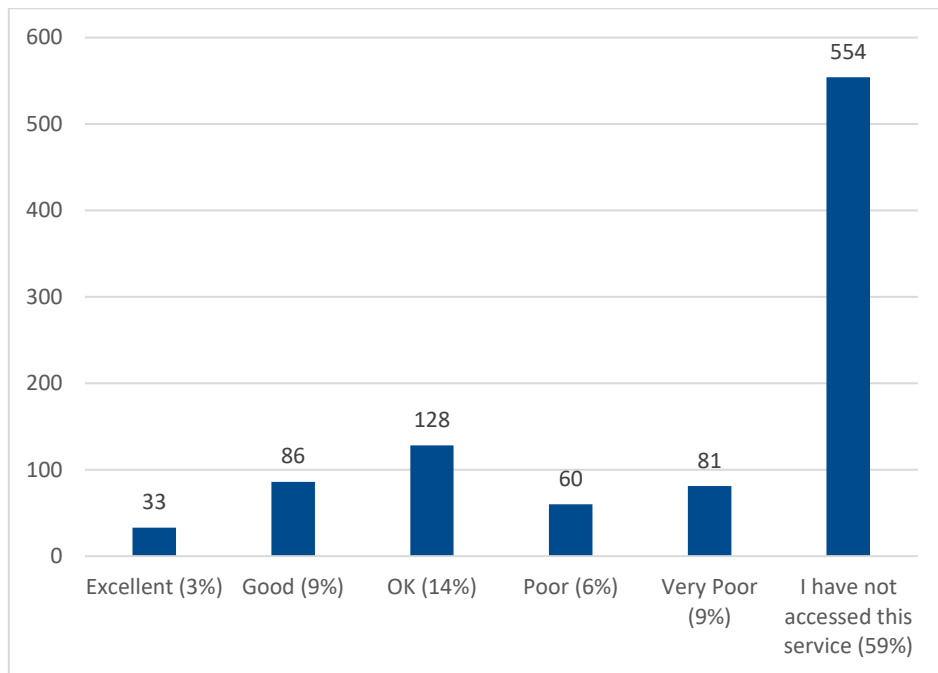


8% of respondents rated their access to advice because you or someone you know was shielding services as excellent (3%) or good (5%). 8% of respondents gave a neutral response (OK), and 16% of respondents rated their access to advice because you or someone you know was shielding services as poor (9%) or very poor (7%).

68% of respondents stated that they had not contacted this service.

COVID-19 related advice

A total of 942 people responded to this question.

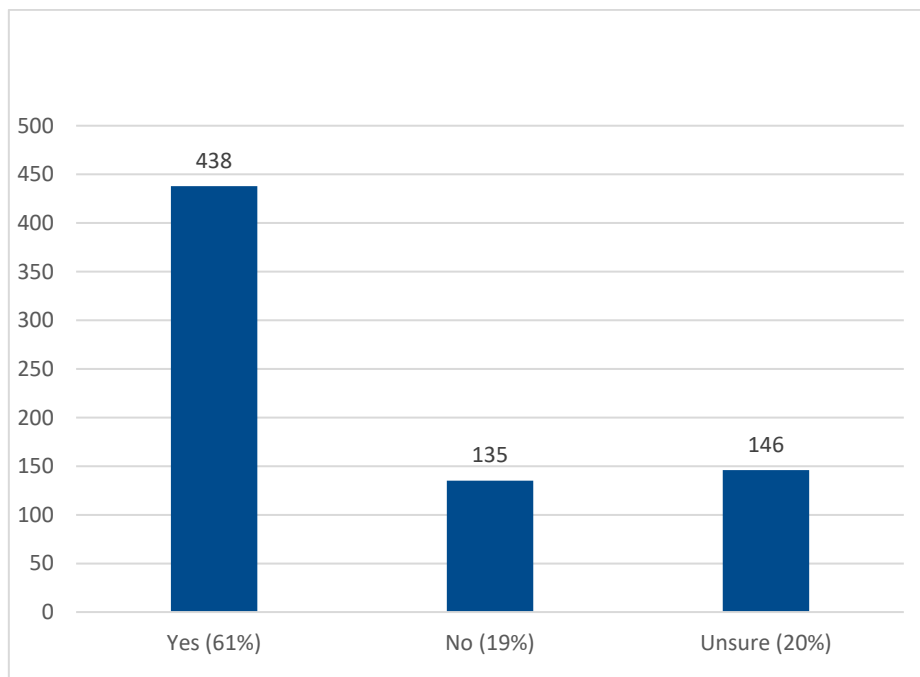


12% of respondents rated their access to COVID-19 related advice services as excellent (3%) or good (9%). 14% of respondents gave a neutral response (OK), and 15% of respondents rated their access to COVID-19 related advice services as poor (6%) or very poor (9%).

59% of respondents stated that they had not contacted this service.

7.2.4.8 Since closing our face-to-face channel for customers in Civic Offices, we have continued to provide services over the telephone, email and online. Do you think it is a priority for the council to reopen the face-to-face channel to the public?

A total of 719 people responded to this question.



61% of respondents stated that it is a priority for the council to reopen the face-to-face channel to the public, 20% gave a neutral response (unsure) and 19% stated that it is not a priority for the council to reopen the face-to-face channel to the public.

If yes, which services do you feel you need to be able to access face to face?

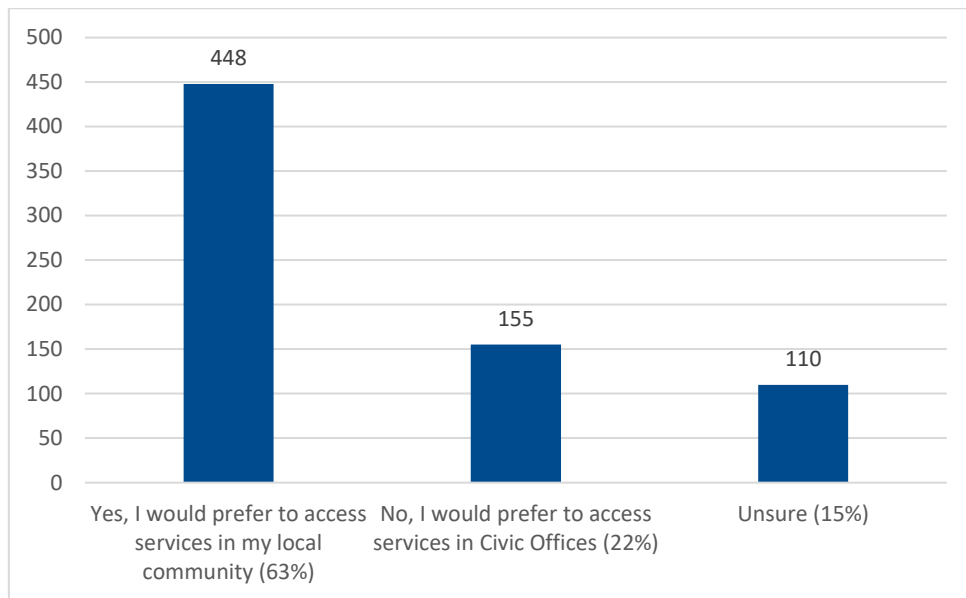
312 comments made in response to this question have been themed in the table below, some comments contained multiple themes:

Theme	No.
All services should resume	175
Services that are dependent on the individual	37
Housing	16
Benefits	14
Customer Services (Front desk)	13
Council Tax	11
Recycling & Waste	7
Homelessness Support	7
Support for vulnerable people	5
Blue badge	4
Elderly support	5
Community Learning	4
Environment	3
Majority of services	5
Roads	3
Adult Social Care	2
Domestic Abuse	2
Children's Social Care	1
Complaints	1
Flying Start	1
Parking	1
Planning	1
Safeguarding	1

The most common themes were all services should resume, followed by services that are dependent on the individual and then housing.

7.2.4.9 If unable to support residents over other channels i.e. telephone, online, emails etc., do you think the council should offer face to face contact in local communities (such as libraries or community centres) rather than in Civic Offices?

A total of 713 people responded to this question.

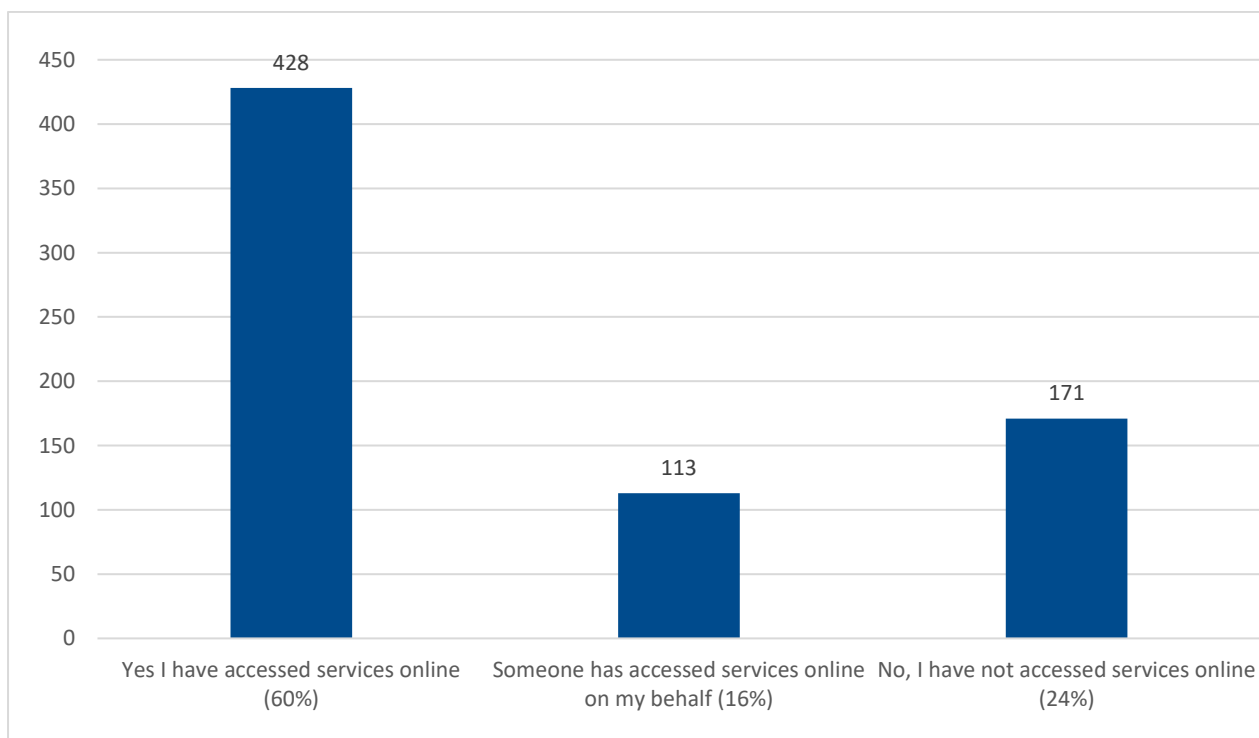


63% of respondents stated that they would prefer to access services in their local community, 22% stated that they would prefer to access services in Civic Offices and 15% of respondents provided a neutral response (unsure).

7.2.5 Digitalisation

7.2.5.1 Have you, or has someone on your behalf, accessed council services online in the past 12 months?

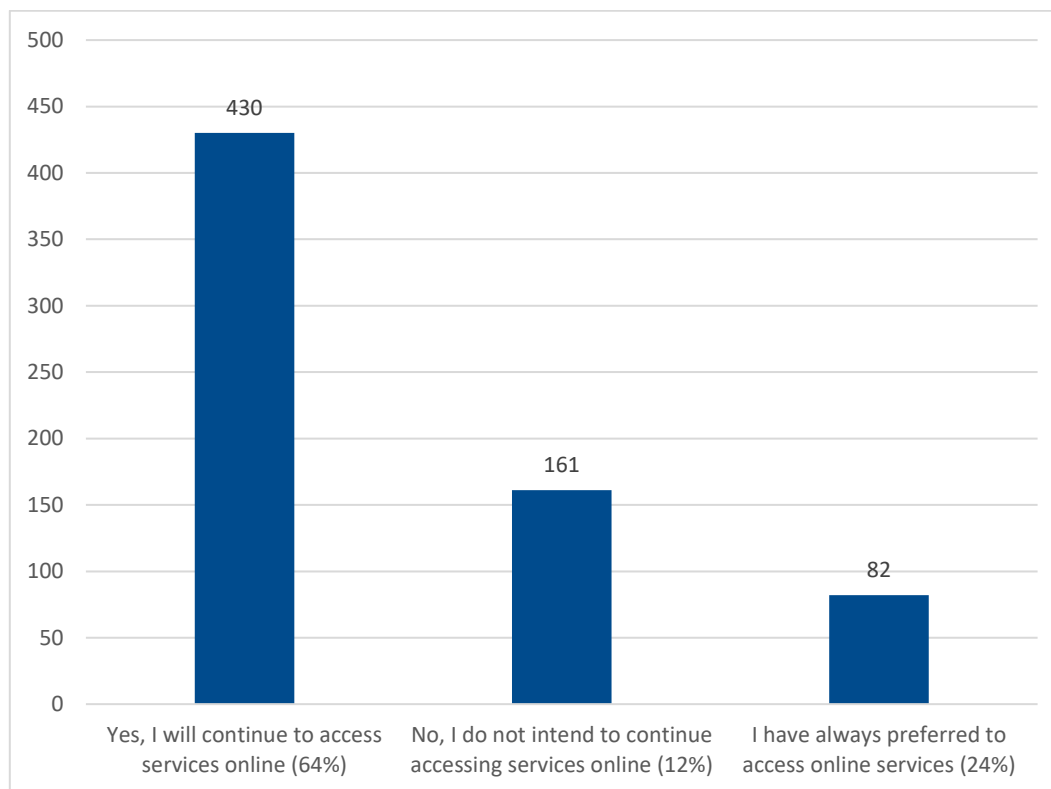
A total of 712 people responded to this question.



60% of respondents stated that they had accessed services online and a further 16% stated that someone had accessed services online on their behalf. 24% of respondents stated that they had not accessed services online.

7.2.5.2 Do you intend to continue accessing services online?

A total of 591 people responded to this question.



64% of respondents stated that they will continue to access services online and a further 24% stated that they have always preferred to access services online. 12% of respondents stated that they do not intend to continue to access services online.

If 'no, I do not intend to continue accessing services online', please tell us why if yes, which services do you feel you need to be able to access face to face?

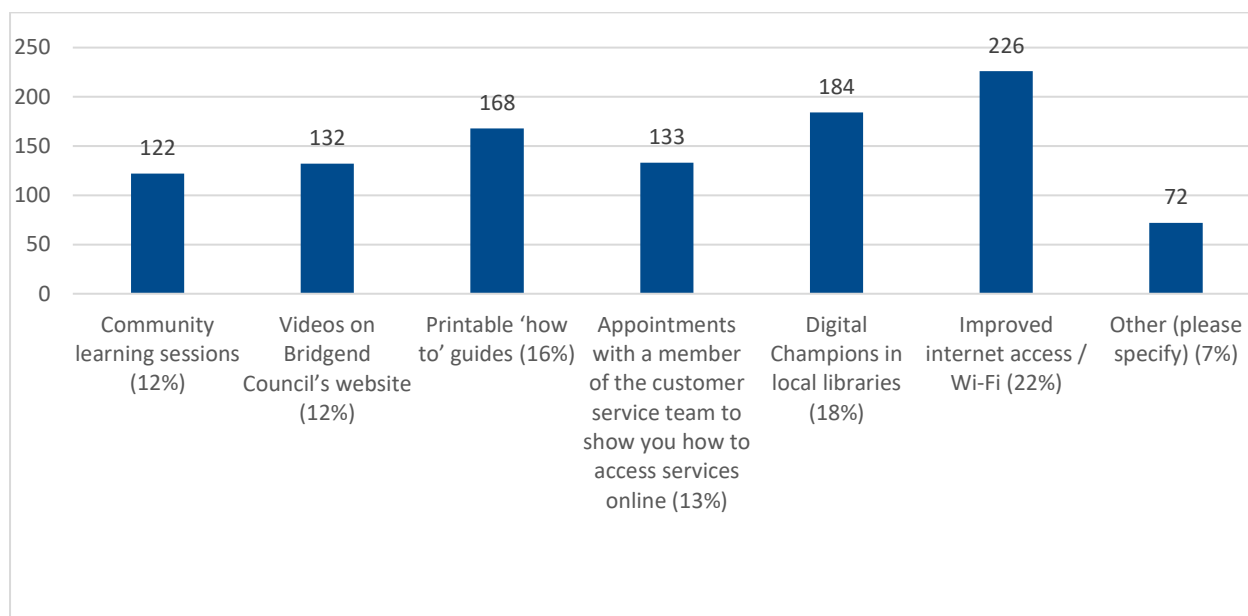
99 comments made in response to this question have been themed in the table below, some comments contained multiple themes:

Theme	No.
Prefer face to face interaction	38
Negative experience with customer services	27
Not confident with using computers	13
Negative experience with website	7
No access to a computer	7
Prefer using telephone services	5
Prefer to use other / multiple methods of contact	4
Digital Champions used	3

The most common themes were prefer face to face interaction, followed by negative experience with customer services and then not confident with using computers.

7.2.5.3 What support would help you, or someone you know, to access more services online?

Respondents were able to select multiple responses, a total of 1037 responses were received within this question.



The most common responses were:

- Improved internet access/Wi-Fi (22%)
- Digital champions in libraries (18%)
- Printable 'how to' guides (16%)

If other please specify:

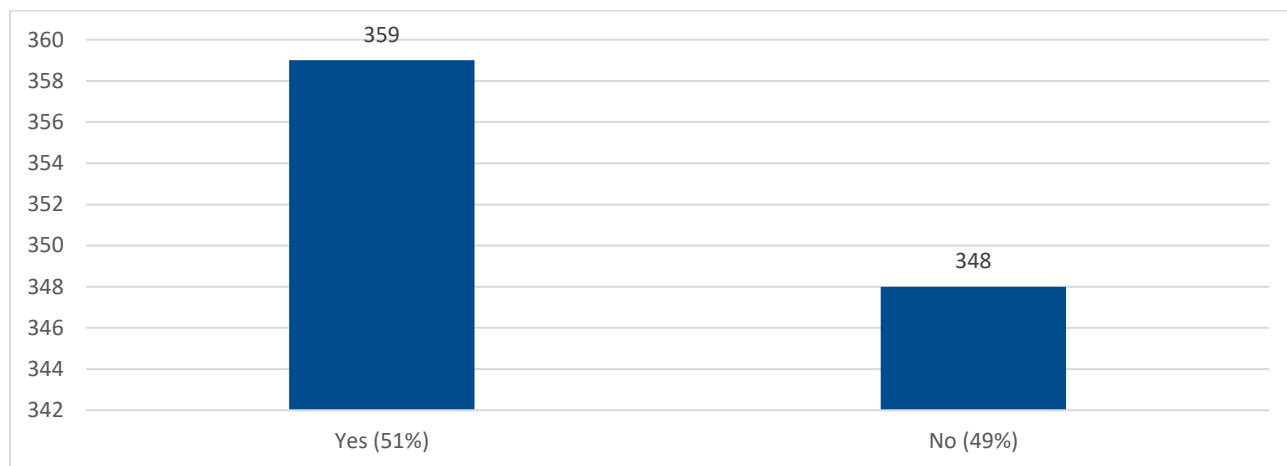
51 comments made in response to this question have been themed in the table below, some comments contained multiple themes:

Theme	No.
More face to face support	24
Website needs to be improved	10
Less spending of money	3
More support from customer services	3
Digital self service hubs	3
Provide more training and 'how to' guides	3
More telephone support	2
Support for sign language	1
Videos on the BCBC website	1
Support for language translations	1
Provide free internet in all homes	1

The most common themes were more face to face support followed by website needs to be improved.

7.2.5.4 During the past 12 months, we have launched a new digital communication platform to send weekly emails to those residents who have subscribed. Have you signed up to receive these weekly emails?

A total of 707 people responded to this question.



51% of respondents stated that they have subscribed to weekly emails, 49% stated that they had not subscribed.

Respondents who stated 'no' to this question were asked why not?

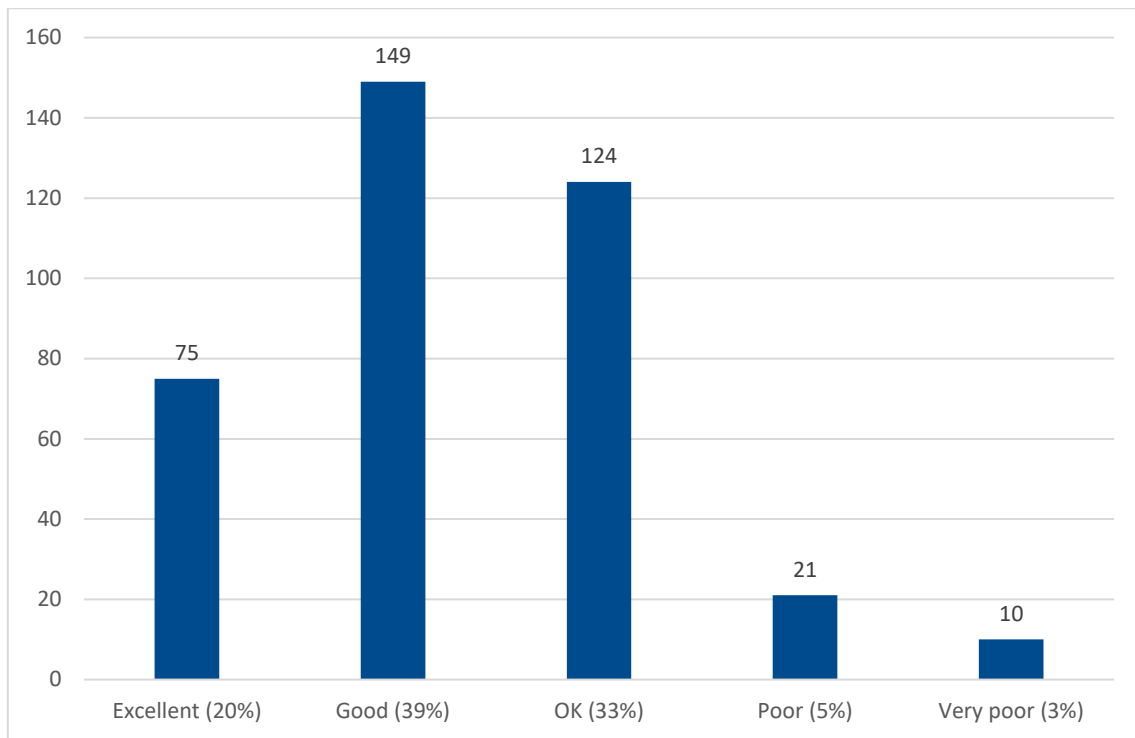
182 comments made in response to this question have been themed in the table below, some comments contained multiple themes:

Theme	No.
Was not aware of weekly newsletter	112
Latest news is received elsewhere	18
Too many emails being received	13
No internet access	11
No computer access	11
News is not relevant	9
News is not interesting	9
No email access	2
Not been in contact with council	1

The most common themes were was not aware of weekly newsletter, followed by latest news is received elsewhere and then too many emails being received.

Respondents who stated 'yes' to this question were asked to rate the information provided:

A total of 384 people responded to this question.

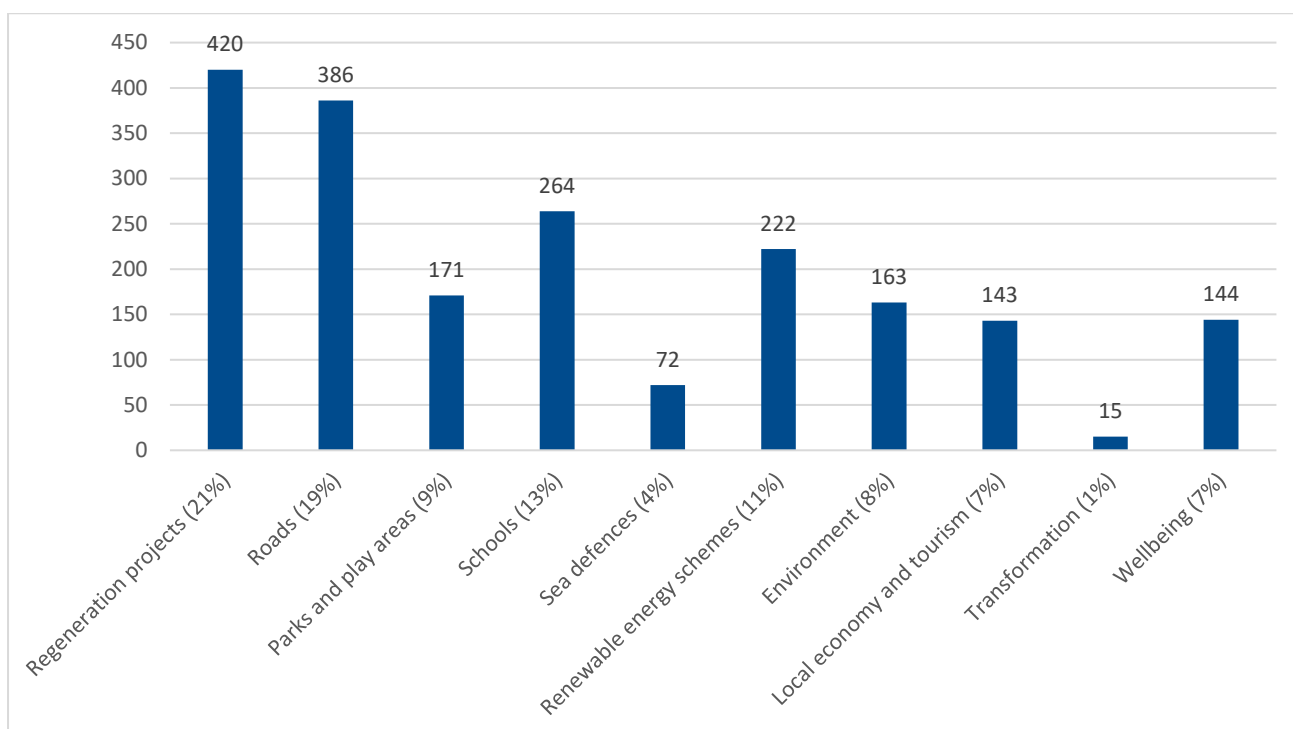


59% of respondents rated the information provided as excellent (20%) or good (39%). 33% of respondents gave a neutral response (OK), and 8% of respondents rated the information provided as poor (5%) or very poor (3%).

7.2.6 Investment in services

7.2.6.1 Where do you think the council should prioritise this spending? Please choose the top three that you would prioritise.

Respondents were able to select multiple responses, a total of 2000 responses were received within this question.



Respondents stated that the council should prioritise spending on:

- Regeneration projects (21%)
- Roads (19%)
- Schools (13%)

7.2.6.2 Do you have any other recommendations for future investment?

195 comments made in response to this question have been themed in the table below, some comments contained multiple themes:

Theme	No.
Make Bridgend an eco-friendlier place to live	28
Stop plans for active travel routes	21
Improve public transport links	19
Invest in appearance of town centres	17
Improve roads and footpaths	14
Improve waste & recycling	11
Improve schools and their transport	11
Involve the community in future projects	8
Invest into empty properties in the town centres	8
Reduce council tax	7
Decrease the pay of councillors and reduce the number of them	7
Invest in recreational facilities across the borough	7
Keep spending of public money in Bridgend	7
Attract new businesses to Bridgend town centre	6
Improve active travel routes	6
Improve car parking facilities across the borough	5
Reduce the number of new houses being built	5

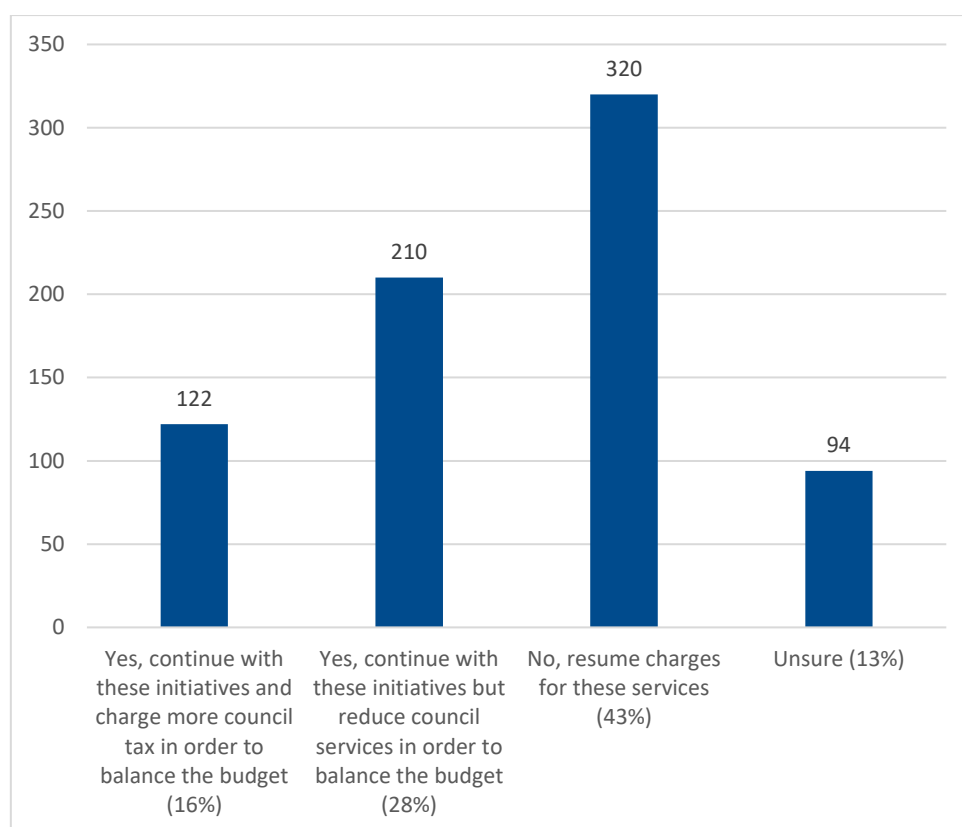
Theme	No.
Improve support for mental health services	4
Invest more support for small businesses	4
Reduce the number of councillors	2
Rent out Civic offices to businesses	2
More outdoor areas across the borough	2

The most common themes were make Bridgend an eco-friendlier place to live followed by stop plans for active travel routes and then improve public transport links.

7.2.7 Fees and charges

7.2.7.1 Do you think the council should continue with these initiatives, which could mean either an additional rise in council tax or a reduction in council services in order to balance the budget?

A total of 746 people responded to this question.



43% of respondents stated that the council should resume charges for services. 28% stated that the council should continue with these initiatives but reduce council services to balance the budget and 16% stated that the council should continue with these initiatives and charge more council tax in order to balance the budget. 13% of respondents stated that they were unsure.

7.2.7.2 Do you think there are there any other services the council could charge for to increase revenue?

151 comments made in response to this question have been themed in the table below, some comments contained multiple themes:

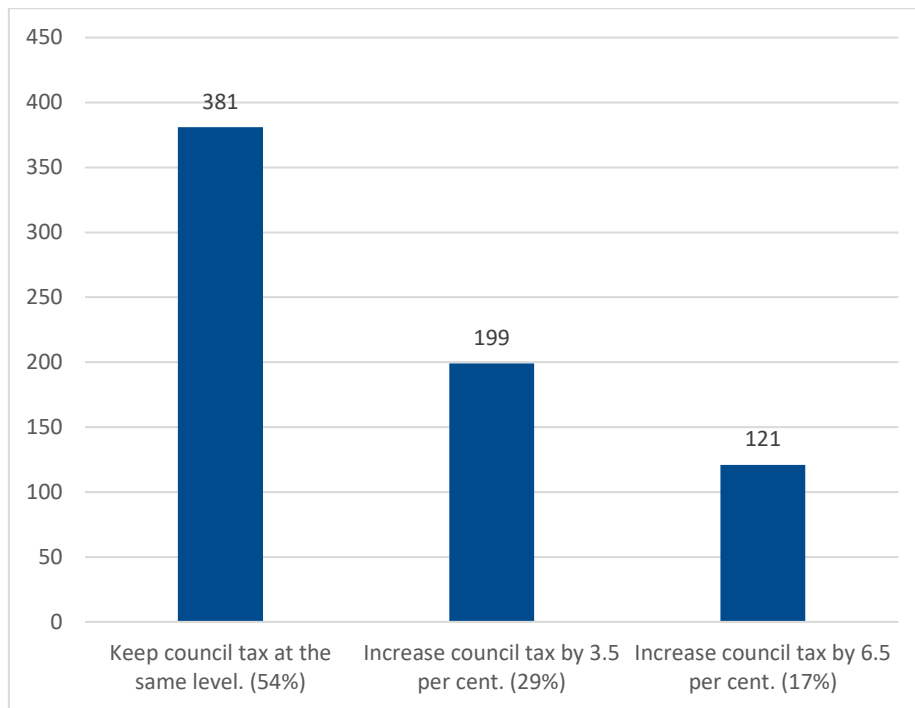
Theme	No.
Charge for car parking	33
Reassess current spending	14
Fines for littering and dog fouling	13
Reduce the number of staff in the council and their pay	13
Recycling and waste collection charges	13
Reduce number of councillors and their pay	12
Assessment of internal costs	7
Hire out council owned spaces	6
More charges for business owners	5
License to own a dog	4
Fines for illegal parking	4
Use of community facilities	4
Charge for all services	4
Library services	3
Renovate empty properties	3
School transport	3
Pest control	3
Employment of wardens for certain services	3
Bus passes	2
Charges for health services	2
Charge for road services	1

The most common themes were charge for car parking, followed by reassess current spending and then fines for littering and dog fouling, reduce the number of staff in the council and their pay and recycling and waste collection charges.

7.2.8 Council tax levels

7.2.8.1 Which of the statements below best represents your views on setting the council tax for 2022/2023?

701 people responded to this question.

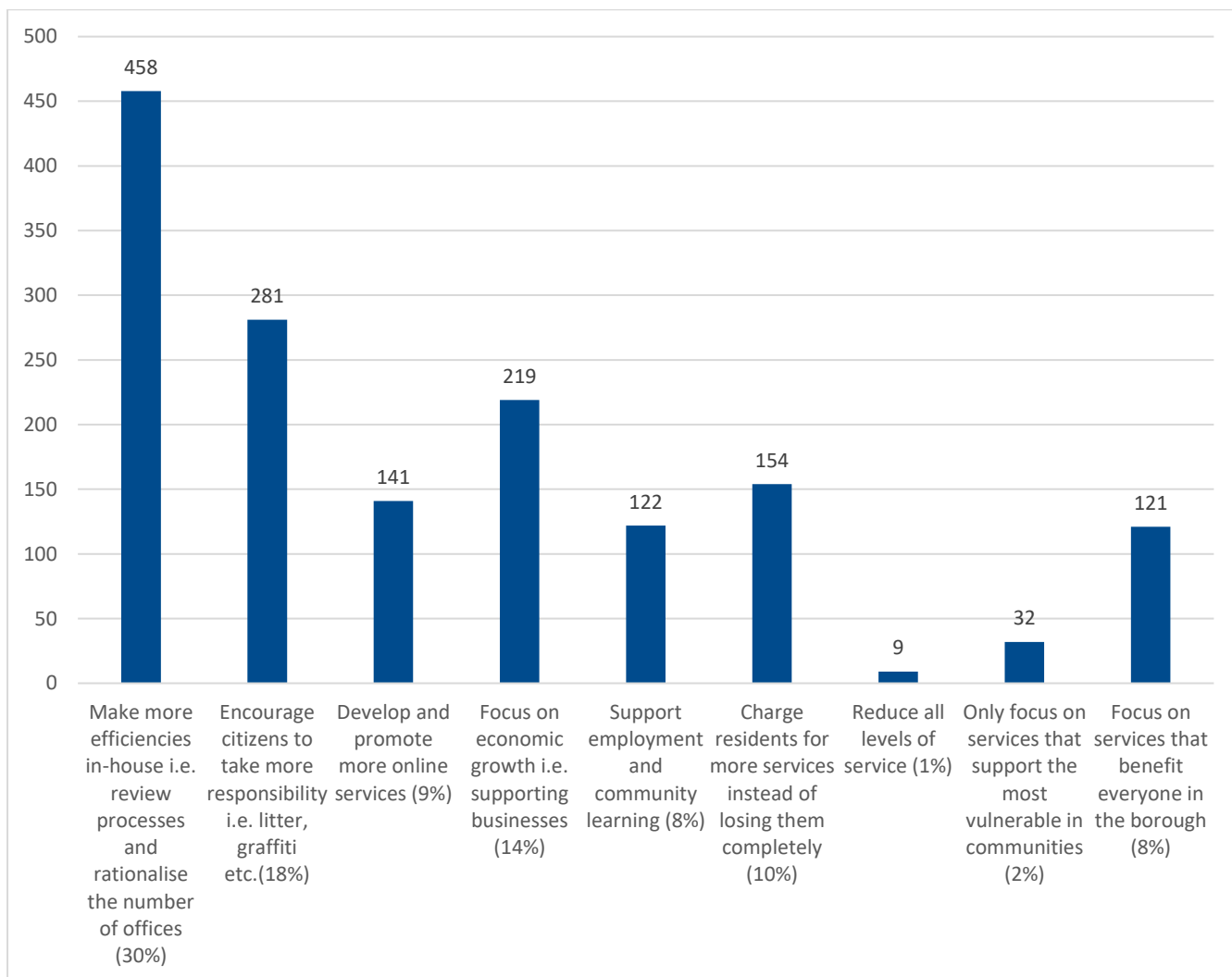


- 54% of respondents stated to keep council tax levels the same level.
- 29% of respondents were prepared to increase council tax by 3.5%.
- 17% of respondents were prepared to increase council tax by 6.5%.

7.2.9 The future

7.2.9.1 Given the changing nature of how services are delivered, what do you think our long term priorities should be for the future? Please choose up to three services

Respondents were able to select multiple responses, a total of 1537 responses were received within this question

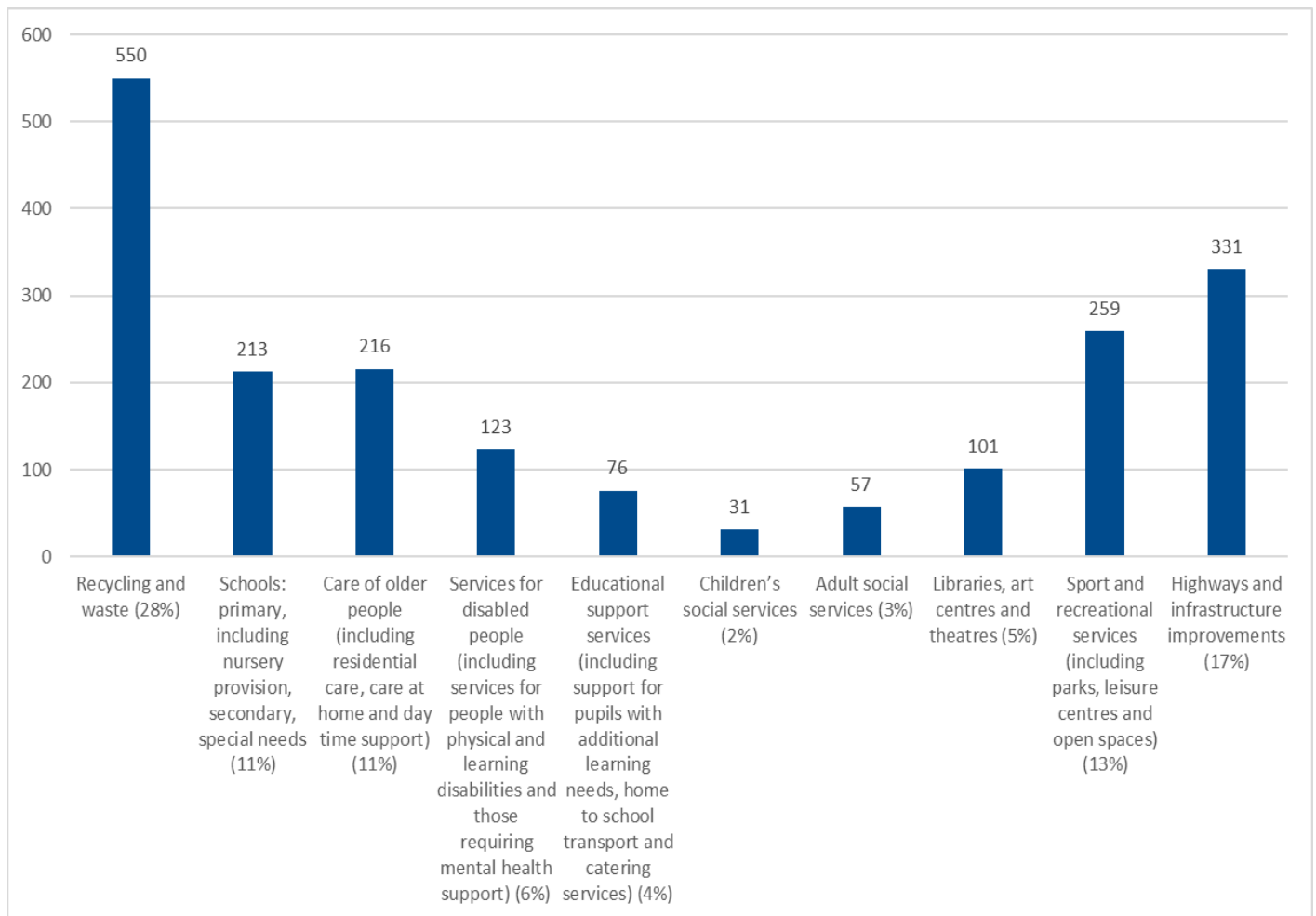


The three most popular long term priorities were:

- Make more efficiencies in-house i.e. review processes and rationalise the number of offices (30%)
- Encourage citizens to take more responsibility i.e. litter, graffiti etc. (18%)
- Focus on economic growth i.e. supporting businesses (14%)

7.2.9.2 Which of these services have been the most important to you during the past 12 months? Please choose the three services that have been the most important to you.

Respondents were able to select multiple responses, a total of 1957 responses were received within this question



The three services that had been the most important over the past 12 months were:

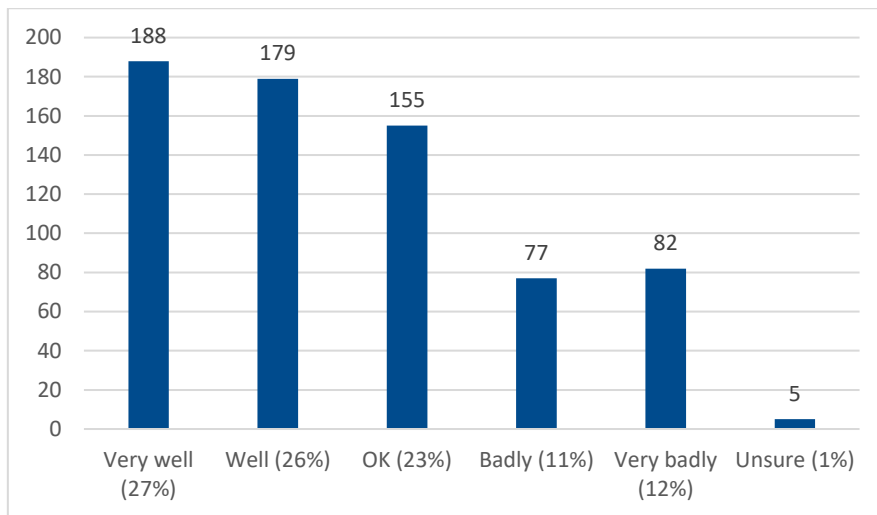
- Recycling and waste (28%)
- Highways and infrastructure improvements (17%)
- Sport and recreational services (including parks, leisure centres and open spaces) (13%)

7.2.9.3 Please tell us how you think the council have performed when delivering these services over the past 12 months

Respondents were asked to rate performance in delivering services from very well to very badly on a five point scale.

Recycling and waste

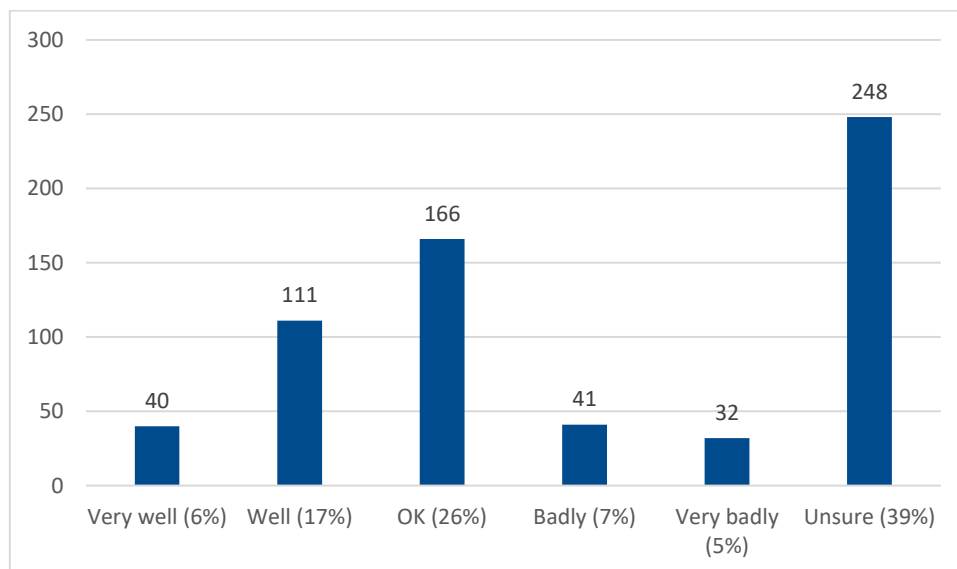
A total of 498 people responded to this question.



53% of respondents rated performance in the delivery of this service as very well (27%) or well (26%). 23% of respondents provided a neutral response to this question (OK) and 23% of respondents rated performance in the delivery of this service as badly (11%) or very badly (12%). 1% of respondents stated that they were unsure on the delivery of this service.

Schools: primary, including nursery provision, secondary, special needs

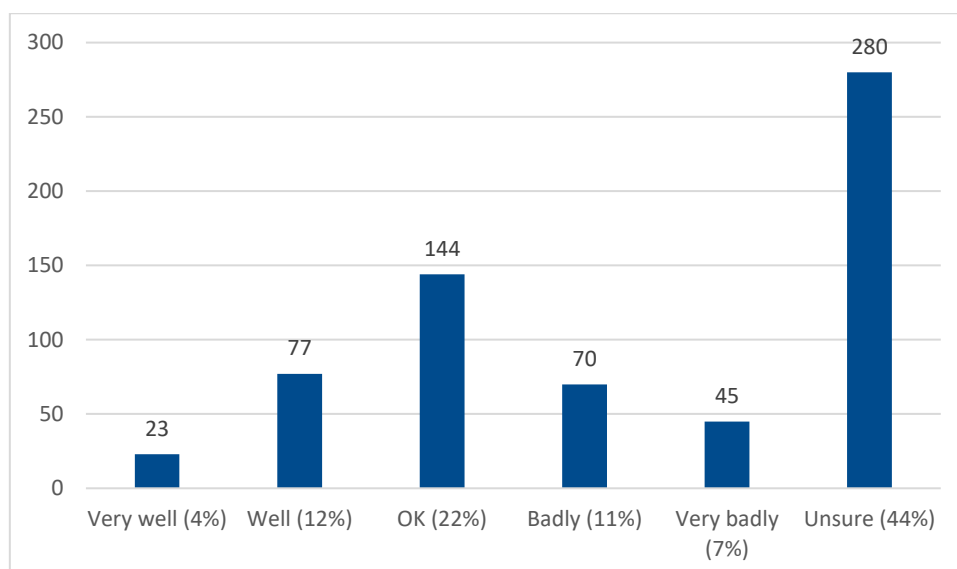
A total of 638 people responded to this question.



23% of respondents rated performance in the delivery of this service as very well (6%) or well (17%). 26% of respondents provided a neutral response to this question (OK) and 12% of respondents rated performance in the delivery of this service as badly (7%) or very badly (5%). 39% of respondents stated that they were unsure on the delivery of this service.

Care of older people (including residential care, care at home and day time support)

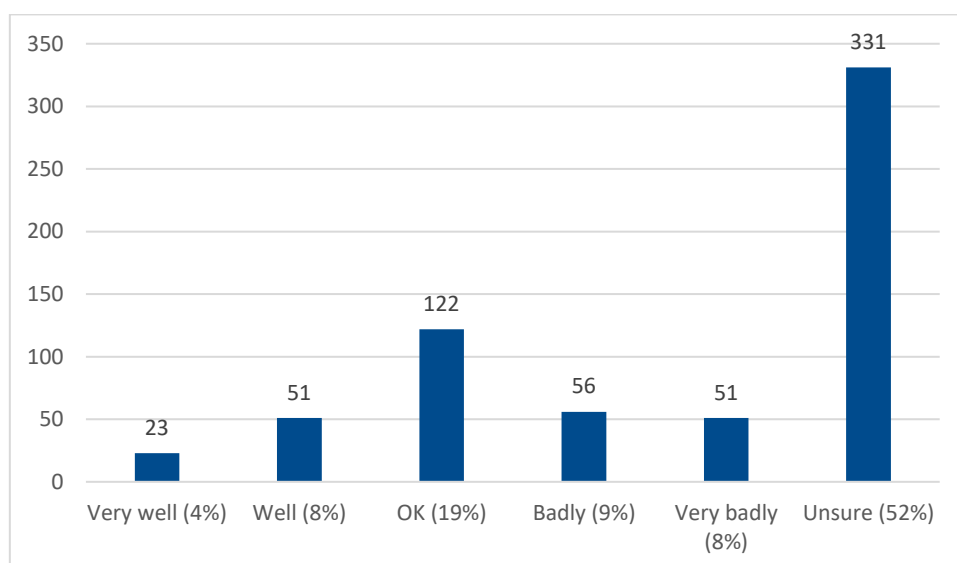
A total of 639 people responded to this question.



16% of respondents rated performance in the delivery of this service as very well (4%) or well (12%). 22% of respondents provided a neutral response to this question (OK) and 18% of respondents rated performance in the delivery of this service as badly (11%) or very badly (7%). 44% of respondents stated that they were unsure on the delivery of this service.

Services for disabled people (including services for people with physical and learning disabilities and those requiring mental health support)

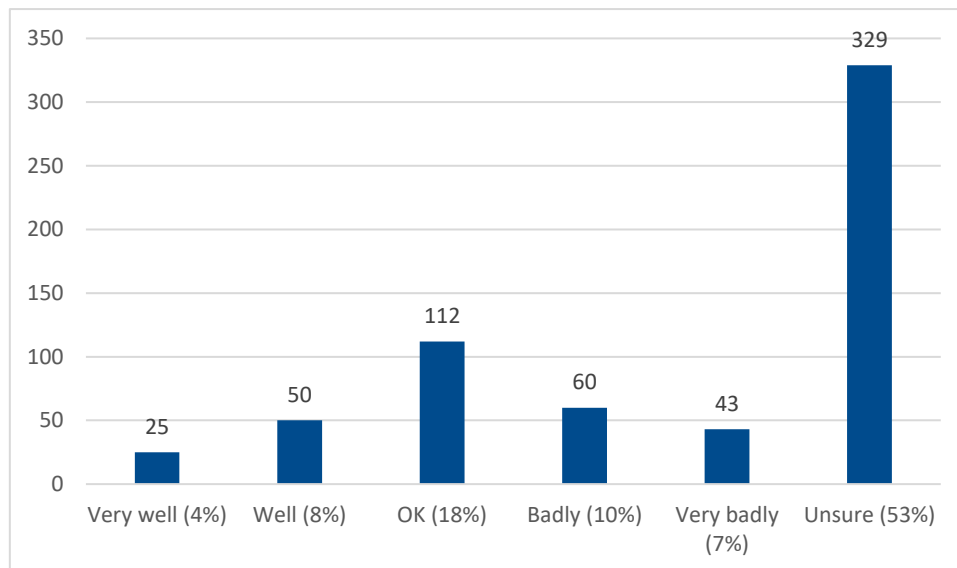
A total of 634 people responded to this question.



12% of respondents rated performance in the delivery of this service as very well (4%) or well (8%). 19% of respondents provided a neutral response to this question (OK) and 15% of respondents rated performance in the delivery of this service as badly (9%) or very badly (8%). 52% of respondents stated that they were unsure on the delivery of this service.

Educational support services (including support for pupils with additional learning needs, home to school transport and catering services)

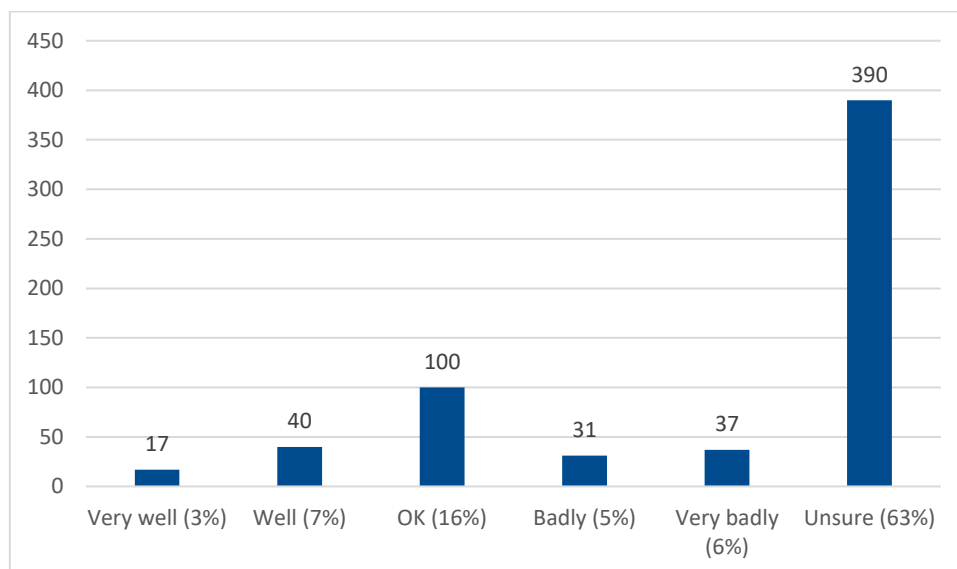
A total of 619 people responded to this question.



12% of respondents rated performance in the delivery of this service as very well (4%) or well (8%). 18% of respondents provided a neutral response to this question (OK) and 17% of respondents rated performance in the delivery of this service as badly (10%) or very badly (7%). 53% of respondents stated that they were unsure on the delivery of this service.

Children's social services

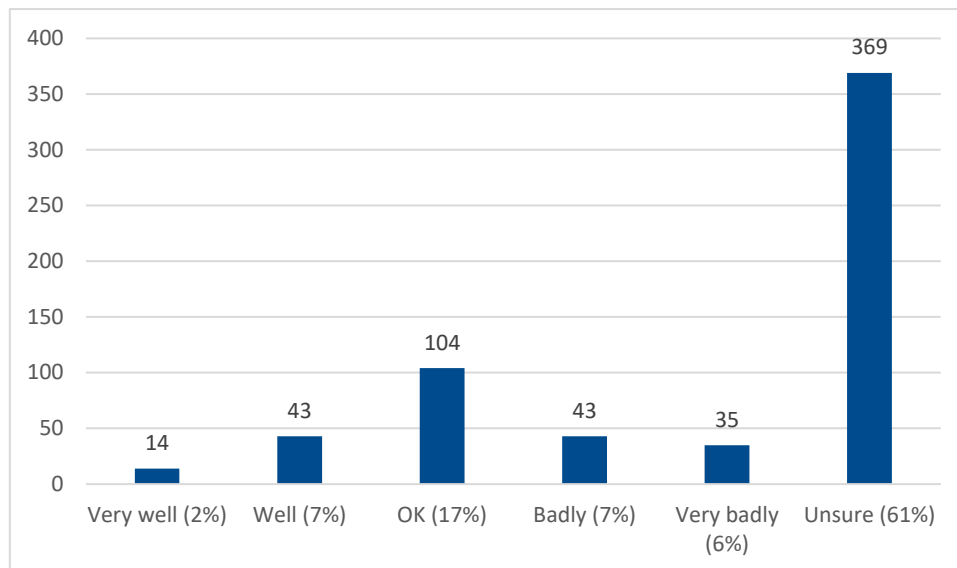
A total of 615 people responded to this question.



10% of respondents rated performance in the delivery of this service as very well (3%) or well (7%). 16% of respondents provided a neutral response to this question (OK) and 11% of respondents rated performance in the delivery of this service as badly (5%) or very badly (6%). 63% of respondents stated that they were unsure on the delivery of this service.

Adult social services

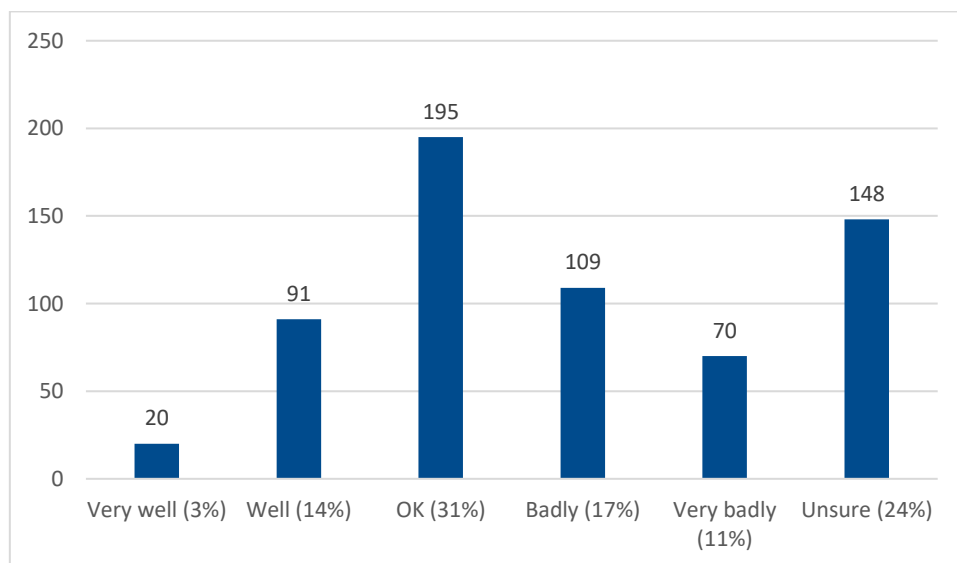
A total of 608 people responded to this question.



9% of respondents rated performance in the delivery of this service as very well (2%) or well (7%). 17% of respondents provided a neutral response to this question (OK) and 13% of respondents rated performance in the delivery of this service as badly (7%) or very badly (6%). 61% of respondents stated that they were unsure on the delivery of this service.

Sport and recreational services (including parks, leisure centres and open spaces)

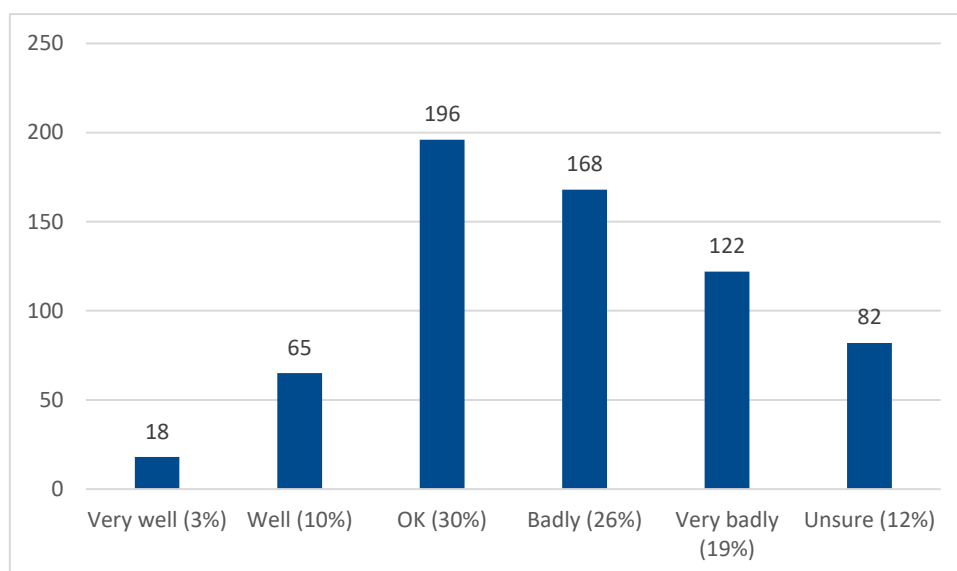
A total of 633 people responded to this question.



17% of respondents rated performance in the delivery of this service as very well (3%) or well (14%). 31% of respondents provided a neutral response to this question (OK) and 28% of respondents rated performance in the delivery of this service as badly (17%) or very badly (11%). 24% of respondents stated that they were unsure on the delivery of this service.

Highways and infrastructure improvements

A total of 651 people responded to this question.



13% of respondents rated performance in the delivery of this service as very well (3%) or well (10%). 30% of respondents provided a neutral response to this question (OK) and 45% of respondents rated performance in the delivery of this service as badly (26%) or very badly (19%). 12% of respondents stated that they were unsure on the delivery of this service.

7.2.9.4 Are there any other services you think the council should prioritise for the future?

182 comments made in response to this question have been themed in the table below. Some comments contained multiple themes:

Theme	No.
Focus on environmental issues	32
Improve social care services	30
Improve highways	28
Improve recycling and waste management	17
Improve the town centres	16
Cut council salaries and rethink the budget	11
Improve communication with residents & improve community facilities	11
Reduce council tax	8
Improve public transport	6
Improve education facilities	5
Improve school transport	5
Improve job prospects	4
More support for the homeless	4
Improve support for businesses	3
Improve accessibility	2
Offer free Welsh lessons to all residents	1

The most common themes were focus on environmental issues, followed by improve social care services and then improve highways.

7.2.9.5 What do you think we should consider when setting our medium and long term funding priorities?

480 comments made in response to this question have been themed in the table below. Some comments contained multiple themes:

Theme	No.
Concentrate on environmental issues	75
Make council spending more efficient	65
Reduce council tax payments	47
Improve town centres	43
Improve health and social services	34
Provide more business support	23
Improve the roads	23
Create more employment in the area	20
Improve education services	20
Provide more affordable housing	19
Improve waste and recycling	16
Stop building new houses	14
Improve public transport	14
Cutback on councillors and council staff	14
Focus on what people really want	13
More sport, recreation and community activities	13
Regenerate older / empty buildings	11
Sell off council buildings if staff are working from home	10
Involve local residents for input	5
Improve the poorer areas	4

The most common themes were concentrate on environmental issues, followed by make council spending more efficient and then reduce council tax payments.

7.2.10 Any other comments

7.2.10.1 Do you have any other comments to make to help Shape Bridgend's Future?

Finally, respondents were asked if they had any further comments that they would like to make. 263 comments were made in response to this question and have been themed in the table below. Some comments contained multiple themes:

Theme	No.
Improve town centres	57
Give the same amount of support to all boroughs	28
Make council spending more effective	28
Focus on environmental issues	23

Theme	No.
Reduce council tax	17
Council needs a re-model	14
Focus on what residents actually want	14
Improve waste and recycling	10
Stop building new housing	10
Provide business support	9
Improve roads and road safety	9
More police presence	8
Council needs to be honest and transparent	7
Improve community facilities	6
Improve public transport links	5
Showcase and promote the county's heritage	4
Continue with good work	4
Improve social care for residents	4
Keep politics out of decision making	3
Keep council staff working from home	2
Bring back face to face support	2

The most common themes were make improve town centres, followed by give the same amount of support to all boroughs and make council spending more effective and then focus on environmental issues.

8. Equalities monitoring

8.1 How would these proposals affect you because of your: Gender, Age, Ethnicity, Disability, Sexuality, Religion / belief, Gender identity, Relationship status, Pregnancy, Preferred language?

168 comments made in response to this question have been themed in the table below. Some comments contained multiple themes:

Theme	No.
No affect	94
Disability	20
Age	16
Equality	11
Council tax too high	5
Preferred language - English	5
Too much emphasis on minorities	5
Gender	4
Welsh language should be encouraged	3
Affected	2
Marital status	2
Poverty	2
Sexuality	2
Ethnicity	1

Theme	No.
Mental health	1
No support for LGBTQ+	1
Provide training to staff	1
Reduce council staff wages	1
Religion /belief	1

The most common themes were no affect, followed by disability and then age.

8.2 We would like to know your views on the effects that the proposals would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English.

What effects do you think there would be?

How could positive effects be increased, or negative effects be mitigated?

193 comments made in response to this question have been themed in the table below. Some comments contained multiple themes:

Theme	No.
Waste of money	37
Protect and promote Welsh language	22
Should be given the option of preferred language	22
Don't know	20
No negative effects	19
Not interested	18
More opportunity for learning welsh (more welsh schools, adult classes)	16
It is treated equally by BCBC	11
Should be equal	10
English should be prioritised	9
Switchboard preferred language should be earlier	7
Welsh is treated more favourably	5
Not a welsh speaker	1

The most common themes were waste of money, followed by protect and promote Welsh language and should be given the option of preferred language and then don't know.

8.1 Please also explain how you believe the proposals could be formulated or changed so as to have positive effects or increased positive effects on opportunities for people to use the Welsh language, and on treating the Welsh language no less favourably than the English language, and ensure there are no adverse effects on opportunities for people to use the Welsh language.

177 comments made in response to this question have been themed in the table below:

Theme	No.
Prefer not to say / don't know	37
Waste of money / time	37

Theme	No.
More opportunity for learning Welsh (more Welsh schools, Welsh prioritised in English school, adult classes)	35
Should be given the option of preferred language	26
No negative effect	21
Should be equal	7
Protect and promote Welsh language	6
Welsh is treated more favourably	5
It is treated equal by BCBC	2
Charge for Welsh language material	1

The most common themes were prefer not to say/don't know and waste of money/time followed by more opportunity for learning Welsh (more Welsh schools, Welsh prioritised in English school, adult classes) and then should be given the option of preferred language.

9. Social media, email letter and telephone responses

During the consultation period there were 96 interactions on our social media channels, 41 of which were in response to the social media polls.

55 social media comments and seven emails have been themed and are detailed in the table below, some comments contained multiple themes:

Theme	No.
More support is needed for older people	10
More food poverty support is needed	8
Reduce council tax	7
Homelessness support	5
Cut management positions over 50k/reduce wages	4
Council tax support	3
Questioning Cardiff City Deal funding	3
Roads and streets are not maintained	3
The council does not listen	3
Request for paper survey(s)	2
Issues about home to school transport	2
Spend more on parks	1
Porthcawl regeneration needed	1
Plant more trees	1
Stop building on green sites	1
Cut less grass	1
No change to council tax	1
Repair Garw Valley seniors boys and girls club	1
Need improved refuse collections	1
I have seen improvements to the town centre	1
Query about how to complete the survey online	1
Unable to respond to survey	1
Request to attend community group	1
Council tax should not be spent on the Police and Crime Commissioner	1

Theme	No.
Recycling centres and waste collections have improved	1

The most common themes were more support is needed for older people, followed by more food poverty support is needed and then reduce council tax.

10. Bridgend People First Engagement

The Consultation and Engagement Team attended a People First Engagement session on 3 November 2021, comments made during the session are detailed in the table below:

Comments:
Prioritising services:
BCBC should prioritise spending on roads, then the environment and then renewable energy
We should not be charged to use public toilets
The bus station and the toilets need to be updated
We need more seating to encourage the use of outdoor spaces
We worry about litter in rivers, it will affect fish, ducks and make water dirty to swim in.
Solar panels and windfarms are important for the environment
Parks and playing fields should be made safer so they can be used all year round
There should be more seating and benches for disabled people to rest
Roads are bumpy and full of potholes
There should be more crossings on roads
The town centre is scruffy and needs to be tidied up with a better choice of shops
Disabled people should have access to all public facilities for free
People with drug and alcohol problems should be helped
Online services:
I would go to a course if it was someone, I knew running it. I would be uncomfortable otherwise.
I worry about safeguarding if it is based in the community.
I am shy when I meet new people so would be shy if it was a trainer I did not know.
Some people just don't have phones that are internet compatible.
I don't have the same computer that might be used to teach me – this could be confusing.
I would like to use accessible services like text to speak – is this something they could teach?
If leaflets were produced it might mean I can't understand it so I might need someone to phone me and explain.
I wouldn't mind someone coming to my house to teach me if I knew them or they had an ID badge.
If online champions were in libraries, they are not private places so I would be worried about people overhearing my private information.
There are not enough people working at the libraries which might mean staff are not available when I need them.
WIFI and online connections can make things very difficult – I worry about being disconnected during a very important meeting.

When places use different online systems like zoom or teams It makes it hard because I only know how to use zoom and teams can be confusing.

11. Town and Community Council meetings and Elected Member's online workshops

The Consultation and Engagement Team attended nine Town and Community Council online meetings and engaged 18 BCBC members during two online workshops. Comments that were made during the meetings/workshops were noted and are detailed in the table below:

Theme	No.
Keep council tax at the same level and provide more info about council tax on website	8
We need a new way to open and access services - bring services to the community	7
Communication/contact with BCBC has been difficult during Covid - improve switchboard and waiting time	6
Need more investment in roads	6
Not enough support for businesses in 2021 - business and tourism should be the responsibility of Welsh Government	3
We need a new way to open and access services - bring services to the community	3
Too much pressure on town and community councils – feels like double tax	3
Council tax is increasing but with no extra services	3
Prioritise support for older people, food poverty and homelessness	3
Huge increase in member referrals, overwhelmed by community who cannot contact the council	3
Reductions show BCBC in a negative light and residents see more things due to being home	3
Be transparent on the amount of grant funding that comes in	3
Hidden services have a bigger budget, people who don't use services don't know	2
Increase council tax by 6.5 per cent.	2
Survey does not allow to answer questions separately	1
Support for older people has been very good.	1
Lack of public transport	1
Keep free car parking offer for town centres, a phased rental income and not charging for pitch and pavilion hire without any extra costs	1
Need investment in sea defences	1
Reduce staffing within the council	1
Need to reinstate Porthcawl buses	1
Need investment in new schools	1
Would be useful to have separate surveys for separate wards – local issues	1

The most common themes were keep council tax at the same level and provide more info about council tax on website, followed by we need a new way to open and access services - bring services to the community and then communication/contact with BCBC has been

difficult during Covid - improve switchboard and waiting time and need more investment in roads.

12. Youth Council meeting

The Consultation and Engagement Team attended the Youth Council online meeting. Comments that were made during the meeting were noted and are detailed in the table below:

Theme	No.
We developed a Youth Survey as we want to hear what young people think	
The survey should be emailed and done in schools	2
With regards to performance over the past 12 months, how well do you think that the Council have done?	
BCBC have supported and worked with communities and schools	5
Support for Business, Tourism and the Economy will be a priority for the future. Which of these do you think are most important?	
Help and support businesses which will lead to more jobs	2
No place to spend money so residents go out of county	1
Wellbeing Services developed during Covid. What 3 services do you think are the most important to focus on?	
Continuation of online & blended learning	4
BCBC have supported and worked with communities and schools	2
Food poverty due to increase of bill and job loss	2
Lack of youth support for wellbeing, covid, homelessness	1
Do you think it is important to start face to face services again?	
Needs to be more accessible to all	3
Customer face to face should reopen	2
no appointment	1
Do you think that the Council should offer face to face contact in local communities? Libraries, community centres, etc. instead of Civic?	
Should be able to access services in the community and Civic Offices	2
Ensure location is accessible	1
Digital support is needed	1
What are the most important areas for the council to invest in?	
Renewable energy	3
Wellbeing	2
Schools, as they are over capacity	1
Money into the town centre	1
Sea defences	1
Which services are most important to you?	
Unaware of youth page/chatbot	4
Wellbeing information should be provided in schools	4
Youth are unaware that BCBC want to engage with them	2
Disability services are not available	1
Schools	1

The most common themes were BCBC have supported and worked with communities and schools, BCBC should continue with online and blended learning and young people were unaware of youth page/chatbot and wellbeing information should be provided in schools.

13. Conclusion

13.1 Performance over the past 12 months:

- Overall respondents stated that the council had not been effective in meeting its values over the past 12 months;
- Overall respondents did not feel that council had met its strategic aims over the past 12 months;

13.2 Support for Business, Tourism and the economy:

- Overall respondents stated that support for local businesses, the promotion of the town centres and supporting the visitor economy and the sustainability of culture and leisure venues was important or very important;
- Respondents also stated that labour market opportunities and business start-up opportunities were important or very important;

13.3 Wellbeing:

- Overall respondents stated that the council had performed OK in delivering wellbeing services over the past 12 months;
- The top three services to be prioritise for the future were support for older people, followed by food poverty and then homelessness;
- The majority of respondents stated that the council should should continue to deliver services such as period dignity, domestic abuse support, flying start, school applications, reporting an issue such as fly tipping, youth justice and youth services remotely/online;

13.4 Customer face-to-face access:

- The most common methods for contacting the council in place of face-to-face services while Civic Offices have been closed were telephone followed by email and then website;
- The majority of respondents stated that it is a priority for the council to reopen the face-to-face channel to the public;
- The majority of respondents stated that they would prefer to access services in their local community rather than in Civic Offices;

13.5 Digitalisation

- The majority of respondents stated that when Civic Offices reopen they will continue to access services online, a further 24% of respondents stated that they always preferred to access services online;
- When asked what would help you or someone you know access services online the majority stated improved internet access/Wi-Fi followed by digital champions in libraries and then printable 'how to' guides;
- The majority of respondents stated that had signed up to govDelivery, when asked to rate the content of the weekly emails 20% stated excellent and a further 39% stated good;

13.6 Investment in services:

- Respondents stated that the council should prioritise spending on regeneration projects followed by roads and then schools;

13.7 Fees and charges:

- The majority of respondents stated that the council should resume charges for services that have not been charged for during the pandemic;
- When asked 'Do you think there are there any other services the council could charge for to increase revenue' the most common responses were charge for car parking, followed by reassess current spending and then fines for littering and dog fouling, reduce the number of staff in the council and their pay and recycling and waste collection charges.

13.8 Council tax levels

- When asked to select which statement best represents your views on setting the council tax for 2022-2023 the majority of respondents (54%) stated to keep council tax levels the same level and 29% of respondents were prepared to increase council tax by 3.5%.

13.9 The future

- When asked 'What do you think our long term priorities for the future should be' respondents selected make more efficiencies in-house i.e. review processes and rationalise the number of offices followed by encourage citizens to take more responsibility i.e. litter, graffiti etc. and then focus on economic growth i.e. supporting businesses;
- The three services that had been the most important to residents over the past 12 months were recycling and waste followed by highways and infrastructure improvements and then sport and recreational services (including parks, leisure centres and open spaces).

13.10 Summary

Due to the impact of the Covid-19 pandemic the response to the consultation demonstrated a significant decrease on previous years, with engagement being focussed online and with limited face to face interactions and events within the community.

A total of 747 survey responses were received, this demonstrates a decrease of 47% on last year's survey completions.

The consultation received a total of 1,115 interactions from a combination of survey completions, engagement at various meetings, social media engagement and via the authority's Citizens' Panel. This represents a decrease of 39% on last year's overall interactions.

The consultation and engagement team attended 17 online and face to face meetings during the live period resulting in 275 face to face interactions with people in online events. This represents an increase of 37% on last year.

Using statistical analysis, based on a confidence level of 95% a sample of 747 survey completions is considered to be robust to a maximum standard error of $\pm 3.58\%$. Therefore, we can be 95% confident that the responses are representative of those that would be given by the total adult population, to within $\pm 3.58\%$ of the percentages reported.

This means that if the total adult population of Bridgend had taken part in the survey and a statistic of 50% was observed, we can be 95% confident that the actual figure lies between 46.42% and 53.58%.

The consultation document was available in a variety of formats: standard; easy-read; large print and youth in Welsh and English. Respondents were able to select online or paper surveys in all formats.

The Consultation Team would like to thank Bridgend People First and Bridgend Youth Council for their support in developing the easy read and youth versions of the consultation.

An Equality Impact Assessment will be carried out in order to assess the impact of these proposals.

This report is to be shared with Cabinet in order to inform the MTFS for 2022-2023 onwards.

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

14 DECEMBER 2021

REPORT OF THE CORPORATE DIRECTOR COMMUNITIES

STRATEGIC TRANSPORT SCHEMES

1. Purpose of report

- 1.1 The purpose of this report is to provide Cabinet with an overview of the Council's current and potential future strategic transport projects and seek priorities for schemes to go forward for any future phases of the South East Wales Metro programme or any other funding or delivery mechanism. The projects identified will also form the basis of Bridgend strategic transport priorities in discussions with Welsh Government (WG), Transport for Wales (TFW) and Network Rail (NR).

2. Connection to corporate well-being objectives / other corporate priorities

- 2.1 This report assists in the achievement of the following corporate well-being objectives under the **Well-being of Future Generations (Wales) Act 2015**:-
1. **Supporting a successful sustainable economy** – taking steps to make the county borough a great place to do business, for people to live, work, study and visit, and to ensure that our schools are focussed on raising the skills, qualifications and ambitions for all people in the county borough.
 2. **Helping people and communities to be more healthy and resilient** - taking steps to reduce or prevent people from becoming vulnerable or dependent on the Council and its services. Supporting individuals and communities to build resilience, and enable them to develop solutions to have active, healthy and independent lives.
 3. **Smarter use of resources** – ensure that all resources (financial, physical, ecological, human and technological) are used as effectively and efficiently as possible and support the creation of resources throughout the community that can help to deliver the Council's well-being objectives.
- 2.2 The strategic transport proposals will facilitate further public transport use and active travel infrastructure through improved, convenience and usability.
- 2.3 The schemes will therefore contribute to the Council's corporate well-being Objective of 'Supporting a successful sustainable economy' under the Well-being of Future Generations (Wales) Act 2015 by reducing the carbon footprint through the method of encouraging modal shift to sustainable travel and by reducing the vehicular congestion.

- 2.4 The creation of improved accessibility for all modes of travel contributes to 'Helping people and communities to be more healthy and resilient' by providing greater access to public transport, traffic reduction and associated environmental benefits.
- 2.5 Additionally, the scheme contributes to a 'Smarter use of resources' by improving public transport efficiency as well as providing scope for further rail service frequency enhancements on the wider rail network in the county borough particularly along the Maesteg to Cardiff route, which has been identified as a key transport corridor.
- 2.6 The schemes will also provide an opportunity for future localised regeneration schemes around the project areas with associated economic and social benefits.

3. Background

- 3.1 The Cardiff Capital Region (CCR) through its Metro programme together with Welsh Government (WG) provide the principal funding mechanism for large strategic transport projects within the region. Current projects include the Porthcawl Metrolink bus facility as well as feasibility and design work on the replacement Penprysg Road/Active Travel Bridge and removal of the level crossing in Pencoed. The Council's active travel programme also represents a substantial investment in strategic transportation. Active travel schemes also rely primarily on WG funding (managed by Transport for Wales) and the programme is prioritised separately as part of the active travel network map approval process.
- 3.2 Other transport infrastructure projects (including active travel and highway improvements) may be funded by developer contributions (through Section 106 planning agreements), by other grant funding initiatives and on occasions support from within the Authority.
- 3.3 It is essential that the Council agrees a list of schemes that may be submitted as part of any current or future transport funding bids as well as identifying recognised projects that could be promoted when seeking developer contributions through Section 106 agreements.
- 3.4 The identified projects would also be promoted with the related public transport bodies i.e., Welsh Government, Transport for Wales, Network Rail, and the UK Government when discussing rail and public transport priorities.

4. Current situation/proposal

- 4.1 The proposed and existing schemes are listed below in alphabetical order, which should also be read in conjunction with **Appendix 1** providing more detail in terms of the link with national policies, the Local Transport Plan (LTP) and Local Development Plan (LDP).
- 4.2 The prioritisation process of each scheme should be based on the following suggested criteria. These criteria have been used in identifying schemes already included in the approved LTP. Consideration should therefore be given to the impacts that the following schemes will have on delivering local and regional economic, environmental and safety objectives as well as allocation in the LTP, LDP and compliance with national policy aims and objectives.

4.3 Active Travel Programme

The Active Travel (Wales) Act 2013 requires local authorities in Wales to produce existing and future route maps of walking and cycling networks and to deliver year on year active travel improvements along the mapped routes and their related facilities. 'Active travel' is a term used to describe walking and cycling as a means of transport to a destination and not solely for leisure. A pedestrian encompasses those travelling by foot, wheelchair, or other mobility aid. A cyclist includes pedal cycles, e-cycles, adapted cycles, and cargo cycles.

A separate Cabinet report will provide more detail and seek authorisation to submit the revised active travel network map (ATNM) to Welsh Government by the prescribed deadline of 31st December 2021. This will provide the basis for future bids for funding for active travel infrastructure with the aspiration to address any 'gaps' in the current network and service the new communities coming forward through the strategic planning process.

4.4 Brackla Halt Railway Station

This is a longstanding proposal for a new station facility on the South Wales mainline between Bridgend and Pencoed and serving the large residential area of Brackla and Coychurch as well as Bridgend Industrial Estate. It will also serve future land use developments proposed to the south of the A473 as detailed in the Replacement LDP. As well as the station, a new active travel bridge would be essential to link Brackla with Bridgend Industrial Estate, and this can also be pursued through the current active travel programme independent of the station.

It is envisaged that a new station would form part of the South East Wales Metro along with the existing local Pyle, Bridgend and Pencoed stations.

4.5 Bridgend Railway Station enhancement

This will improve access and provide park and ride, active travel enhancements and a bus interchange facility. This is a significant part of the Bridgend Town Centre Masterplan but could also be considered as a strategic transport project in itself. The project would also look at the feasibility of enhanced bus connections and infrastructure.

4.6 Ewenny Road (Maesteg) Interchange

The Ewenny Road Interchange was identified as part of the WeITAG Stage 2 study into the Maesteg line enhancement project currently undertaken by Transport for Wales. There is also some allocated funding to carry out preliminary feasibility studies to complement the WeITAG (Welsh Government Transport Appraisal Guidance) process. The scheme is expected to include a park & ride facility, electric vehicle charging facility, bus stops, covered cycle parking and taxi rank adjacent to the existing Ewenny Road rail station. The project would take the proposal to design stage but with suitable funding could be fully implemented. Furthermore, the facility, which would have transport benefits to the whole Llynfi Valley, has sufficient critical mass to be pursued independently of any future regeneration plans for the adjoining, former industrial site.

4.7 Ford Branch Line

The branch line opened to serve the Ford Engine factory at Waterton but is no longer in use following the plants closure in 2020. The associated level crossing across the A48 has also been closed.

The track bed remains however, and the reopening of the line as a heavy rail or light rail tram train alternative with connection to Bridgend and Vale Of Glamorgan lines could still be developed. A WelTAG study could be commissioned to explore and appraise how the site could be regenerated.

4.8 Garw and Ogmore Valleys Rapid Bus Infrastructure

Rapid bus systems refer to bus-based public transport, which is designed to have better capacity and be more efficient than conventional bus routes that use the normal highway infrastructure. They typically include roadways that are dedicated to buses, giving priority to buses at intersections/junctions and where buses may interact with other traffic. These systems could be utilised more flexibly in areas that are not well served by rail and provide faster bus journeys from residential to commercial centres and employment bases.

The project would look at feasibility of introducing these systems in the Garw and Ogmore Valleys as part of the South East Wales Metro as well as a review of the current rail stations in the Valley Gateway area that could be utilised for enhanced park & ride and interchange facilities. The emphasis would be on the use of ultra-low emission vehicles to meet carbon reduction targets.

4.9 Junction 36 (M4)

A number of assessments and reports (for example, the Welsh Government 'pinch point' study) have been undertaken over recent years and have evidenced that Junction 36 has reached its operational capacity limit and there are significant queue lengths on all of the six junction approaches during peak periods. A WelTAG Stage 2 report is currently underway which incorporates J35-J37, commissioned by WG.

The efficiency, capacity and congestion issues impact on this key node's ability to perform its strategic function. This will restrict future growth in the north of the county borough and disadvantage those who are most affected by this major constraint to movement.

The provision of a safe, attractive and extensive active travel network will improve local accessibility, giving residents the opportunity to walk and cycle to nearby services and facilities, whilst improved access to public transport services will enable residents to travel to employment opportunities further afield. Whilst these measures will increase sustainable transport use will help release some capacity at J36 they are unlikely to fully resolve the problems due to the current physical constraints and as such major intervention is required.

4.10 Penprysg Road Bridge

This is also a current major strategic transport and Metro funded project involving the replacement of a sub-standard road bridge, closure of Pencoed Level Crossing and a replacement of a fully accessible active travel bridge. This project is a longstanding strategic land use and transport commitment for the Council as evidenced in proposed, current and previous development plans and the LTP. At present there is a moratorium in place on the development of Pencoed north of the crossing due to traffic congestion caused by an inadequate road bridge and the regular closing of the level crossing. The project will also bring economic and environmental public realm enhancements to the centre of Pencoed once the level crossing has been removed.

This scheme is currently at the first level of public consultation, which will conclude WelTAG Stage 2. The project has also been identified for submission as future levelling up transport application.

4.11 Porthcawl Metrolink

This is a current Metro project and comprises a new purpose-built, enclosed bus facility located at the Salt Lake site on Porthcawl sea front linking to the South Wales Metro. The project is well advanced and is planned for completion in March 2023. It is also intended to bid for active travel grant funding to commence a feasibility study into enhanced active travel links between the Metrolink and Porthcawl town centre along Dock Street.

4.12 Porthcawl to Pyle/Bridgend Bus Priority enhancements

This could include dedicated bus lanes and/or bus gates at congested junctions and be developed to complement and enhance the Metrolink bus facility in Porthcawl.

4.13 Pyle Railway Station Relocation and Park and Ride.

The existing station has significant land and infrastructure constraints that impact on current and future park and ride enhancements and therefore a relocation further east will be required if the facility is to be expanded into a strategic regional facility. An initial feasibility study has already been carried out. This scheme will enhance the public transport accessibility profile of the strategic development land at Pyle and existing communities along the Pyle-Porthcawl corridor. Already, there are active travel links being developed in that area and therefore relocating the Pyle railway station would facilitate the integration of land use and multi-modal transport.

5. Effect upon policy framework and procedure rules

- 5.1 There is no effect on policy framework or procedure rules at this stage.

6. Equality Act 2010 implications

- 6.1 The protected characteristics identified within the Equality Act, Socio-economic Duty and the impact on the use of the Welsh Language have been considered in the preparation of this report. As a public body in Wales the Council must consider the impact of strategic decisions, such as the development or the review of policies,

strategies, services and functions. It is considered that there will be no significant or unacceptable equality impacts as a result of this report.

- 6.2 Any strategic transport project is subject to detailed assessment and appraisal via the WelTAG process with a full Equality Impact Assessment undertaken on the final preferred option (at WelTAG Stage Three).

7. Well-being of Future Generations (Wales) Act 2015 implications

- 7.1 The impact and effect of the strategic transport schemes described above as assessed in line with the Well-being of Future Generations (Wales) Act 2015 and a summary of the implications relating to the five ways of working is below:

Long-term: The implementation of the proposed strategic transport schemes will provide a comprehensive network of public transport and active travel routes which connect to all major trip attractors. It will therefore allow for greater opportunities for both active travel and a reduction in car dependent transport. This will result in environmental benefits associated with reductions in noise and air pollution; reduction in congestion and other associated economic benefits, promoting greater social inclusion and supporting the boroughs aims of a successful sustainable economy.

Prevention: The proposed strategic transport schemes will help reduce congestion by allowing for more opportunities of active travel, resulting in a positive impact on communities.

Integration: Active travel can provide health benefits associated with increased physical activity; environmental benefits associated with reductions in noise and air pollution; reduction in congestion and other associated economic benefits, promoting greater social inclusion. Connecting communities and providing infrastructure that facilitates low cost modes of public transportation, ensuring equity of opportunity for those without access to a car or who wish to use more sustainable modes. Furthermore, the promotion of active travel supports the work of other public bodies such as the local health board to encourage healthier lifestyles.

Collaboration: The development of the strategic transport schemes will require collaboration with external stakeholders and internally with various sections of the council including local town councils, regeneration, engineering, traffic management, and planning in considering wellbeing objectives.

Involvement: Section 5 of the Well-being of Future Generations (Wales) Act 2015 states: 'A public body must take account of... the importance of involving other persons with an interest in achieving the well-being goals and of ensuring those persons reflect the diversity of the population'. This approach has been evidenced by the extensive engagement undertaken through the LDP, LTP and WelTAG processes.

- 7.2 Further engagement will take place on individual schemes as they are progressed

8. Financial implications

- 8.1 The work on the Porthcawl Metrolink project and the Penprysg Road Bridge replacement have so far been funded by the Welsh Government Local Transport Fund which is administered under the Cardiff City Region's Metro Programme.
- 8.2 Any future schemes will be subject to separate funding bids. Potential sources of funding for future technical work and construction include Section 106 planning contributions, Welsh Government grants, UK Government grants, Cardiff Capital Region Metro and City Deal.
- 8.3 The Council will need to fully explore future funding options and at this stage any match funding requirements from the Council on individual projects is unknown. Future reports will be brought to Cabinet with updates on funding bids. Any future capital schemes will need to be presented and approved by Council for inclusion in the Capital Programme.

9. Recommendation

9.1 It is recommended that Cabinet:

1. Approves the strategic transport projects as identified above to be included as part of any future Cardiff Capital Region Metro programme or other funding mechanism as well as the basis for discussion with other outside transport bodies on national and regional strategic transport priorities.

Janine Nightingale

Corporate Director - Communities

14th December 2021

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Background documents: None

APPENDIX 1

STRATEGIC TRANSPORT SCHEMES – LINKS TO NATIONAL POLICIES, LOCAL TRANSPORT PLAN AND LOCAL DEVELOPMENT PLAN

Project	Compliance with local and national policy – Future Wales 2040 - The National Plan (FW2040), Llybyr Newydd – The Wales Transport Strategy 2021 (WTS), Planning Policy Wales 11(PPW11), Local Development Plan (LDP), Replacement Local Development Plan (RLDP), Local Transport Plan (LTP), Cardiff Capital Region (CCR).	Comment
Active Travel Programme	LDP Policy SP3, RLDP SP5, LTP FW2040 & PPW11 priorities	The Active Travel (Wales) Act 2013 requires local authorities in Wales to produce existing and future route maps of walking and cycling networks and to deliver year on year active travel improvements along the mapped routes and their related facilities. 'Active travel' is a term used to describe walking and cycling as a means of transport to a destination and not solely for leisure. A pedestrian encompasses those travelling by foot, wheelchair or other mobility aid. A cyclist includes pedal cycles, e-cycles, adapted cycles and cargo cycles.
Brackla Halt Railway Station New station facility on the South Wales mainline between Bridgend and Pencoed. A WelTAG study should be commissioned with Metro funding and the project taken up to design stage.	RLDP PLA8 (4) The Scheme is identified in the Bridgend LTP. CCR Passenger Rail priorities – South Wales main line service enhancement Metro Enhancement Framework (MEF)	Long identified by TfW as a proposed new station and shown in the latest TfW media release (October 2021) as an emerging priority to 2029. As well as the station, a new active travel bridge would be essential to link Brackla with Bridgend Industrial Estate.

	<p>In line with Llybyr Newydd – The Wales Transport Strategy 2021 rail mini-plan</p>	<p>As the bridge will bring benefits on its own, it is recommended that bids are made for Welsh Government Active Travel Grant funding in January 2022 to undertake feasibility and preliminary design. This will provide a 'head start' on the active travel bridge, which will inevitably help create a stronger case for Brackla Halt.</p> <p>The car park has already been installed and funded through S106 contributions from adjacent residential development.</p>
<p>Bridgend Railway Station enhancement</p> <p>Improved access, park and ride and bus interchange facility.</p>	<p>Identified in the Bridgend LTP</p> <p>CCR Passenger Rail priorities – South Wales main line service enhancement.</p> <p>Burns report recommendation</p> <p>In line with Llybyr Newydd – The Wales Transport Strategy 2021 rail mini-plan</p>	<p>Part of the Bridgend Town Centre Masterplan</p>
<p>Ewenny Road (Maesteg) Interchange</p> <p>Park & Ride facility, bus stops, covered cycle parking and taxi rank adjacent to the existing Ewenny Road rail station.</p> <p>The project would take the proposal to a fully designed scheme. If further funding becomes available for example through a future phase of Metro, it could also be implemented.</p>	<p>RLDP PLA8 (7)</p> <p>The Scheme is identified in the Bridgend LTP.</p> <p>CCR Passenger Rail priorities – Maesteg line service enhancement</p> <p>Included in the Metro Enhancement Framework (MEF)</p> <p>In line with Llybyr Newydd – The Wales Transport Strategy 2021 rail mini-plan</p> <p>Burns report recommendation</p>	<p>Site is part of the wider allocated regeneration site offering transit orientated development but would equally work as a standalone facility servicing the Llynfi Valley.</p> <p>WelTAG Stage 2/3. This station has already been recommended for further investigation as part of the Maesteg branch line WelTAG Stage 1 report commissioned by Welsh Government and is identified by TfW as an emerging priority to 2029</p>

		<p>for the South Wales Metro.</p> <p>Physical ground investigation and survey works being commissioned.</p>
<p>Ford Branch Line</p> <p>The reopening of the existing Ford Branch line as a heavy rail or light rail tram train alternative with connection to Bridgend and VOG lines</p> <p>WelTAG study should be commissioned.</p>	<p>RLDP Policy ENT5, SP5</p> <p>FW2040 & PPW11 priorities</p> <p>Identified in the CCR Passenger Rail Vision document.</p> <p>In line with Llybyr Newydd – The Wales Transport Strategy 2021 rail mini-plan</p>	<p>The infrastructure is already in place and the current track is under the control of Network Rail. It will need major upgrading for continued heavy rail use but lighter alternatives could be investigated.</p> <p>The railhead is located within the former Ford plant. The existing level crossing at the A48 has been de-commissioned and will require substantial investment to bring back to modern standards.</p> <p>The line would significantly enhance the economic prospects of the area.</p>
<p>Garw and Ogmore Valleys Rapid Bus Infrastructure</p>	<p>LDP SP3, LDP PLA7(16), LDP PLA7(24), RLDP SP5, LTP (18)</p> <p>FW2040 & PPW 11 priorities</p>	<p>Enhanced bus corridors to reduce travel times, increase capacity and improve journey comfort. This will require dedicated bus lanes & use of bus gates to give priority to buses at congested junctions such as J36 of the M4. Bus services will need to be regular, reliable and zero-emission.</p> <p>The project would look at the feasibility of introducing these systems in the Garw and Ogmore Valleys as part of the South East Wales Metro as well as a review of the current rail stations in the Valley Gateway area that could be utilised for</p>

		<p>enhanced park & ride and interchange facilities.</p> <p>The scheme will aim to provide an integrated transport network for residents and visitors to the Garw and Ogmere Valleys to ensure that accessibility is enhanced in line with the vision Welsh Government has for the adjacent Maesteg Branch Line infrastructure and service improvements.</p>
Junction 36 (M4)	LDP SP3, PLA5(1,2,3,4,7), LDP PLA7(7), RLDP PLA6, RLDP PLA8, LTP(3)	<p>A number of assessments and reports (for example, the Welsh Government 'pinch point' study) undertaken over recent years have evidenced that Junction 36 has reached its operational capacity limit and there are significant queue lengths on all of the six junction approaches during peak periods.</p> <p>These efficiency, capacity and congestion issues impact on this key node's ability to perform its strategic function. This will restrict future growth in the county borough and disadvantage those who are most affected by this major constraint to movement.</p> <p>Initiatives to increase sustainable transport use will help release some capacity at J36. However, the rail network in the County Borough is limited with no scope to extend into the Garw and Ogmere Valleys which increases reliance on the road network, in particular J36. The provision of a safe, attractive and extensive active travel network will</p>

		<p>improve local accessibility, giving residents the opportunity to walk and cycle to nearby services and facilities, whilst improved access to public transport services will enable resident to travel to employment opportunities further afield. However, active travel measures and improvements to the public transport are unlikely to resolve the problems at Junction 36 due to the current physical constraints and major intervention is required.</p> <p>A WelTAG Stage 2 report is currently underway which incorporates J35-J37, commissioned by WG.</p>
<p>Penprysg Road Bridge</p> <p>Replacement of substandard road bridge over mainline railway, closure of Pencoed Level Crossing and new active travel bridge.</p>	<p>RLDP PLA8 (11)</p> <p>Identified as a specific priority in the Bridgend LTP</p> <p>CCR Metro Plus project</p>	<p>Current Metro Plus project, public consultation Autumn 2021, final design 2023. Future LUF transport fund bid with considerable local and political support.</p> <p>Public consultation taking place during Autumn 2021.</p> <p>This project is a longstanding commitment evidenced through several generations of development plans. There is a moratorium in place on the development of Pencoed north of the crossing due to traffic congestion caused by an inadequate road bridge and the regular closing of the level crossing.</p> <p>There will be significant economic benefits for the sustainable development of land within the</p>

		settlement as well as environmental benefits to the centre of the town if the project were to be implemented
Porthcawl Metrolink New purpose built, enclosed bus facility located at Salt Lake site on Porthcawl sea front linking to South Wales Metro.	RLDP PLA8 (1) and PLA8 (2) Identified in Bridgend LTP Part of the Metro Enhancement Framework (MEF) In line with Llybyr Newydd – The Wales Transport Strategy 2021 Bus mini-plan	Current Metro project, design finalised late 2021 and commence construction 2022 with completion by Q1 2023.
Porthcawl to Pyle/Bridgend Bus Priority enhancements. This could include dedicated bus lanes and/or bus gates at congested junctions. A WelTAG study could be commissioned with Metro funding.	RLDP PLA8 (2) Identified as a project in the Bridgend LTP Metro Enhancement Framework In line with Llybyr Newydd – The Wales Transport Strategy 2021 bus mini-plan	With a new bus interchange at Porthcawl, a new enhanced railway station at Pyle, and the regeneration of Porthcawl waterfront, the benefits of bus priority measures would be significant. These routes are also high priority on the active travel network but third party land acquisition is required to enable construction. If active travel and bus priority proposals were progressed together, it would represent an ambitious programme of 'sustainable travel' corridors that would connect Porthcawl with the South Wales Metro.
Pyle Railway Station Relocation and Park and Ride. The existing site has significant land and infrastructure constraints that impact on current and future park and ride enhancements and therefore a relocation further east will be required if the facility is to be expanded into a strategic regional facility.	RLDP PLA8 (6) & PLA8 (2) CCR Passenger Rail priorities – South Wales main line service enhancement. Metro Enhancement Framework (MEF) In line with Llybyr Newydd – The Wales Transport Strategy 2021 rail mini-plan	The area is identified as a strategic site in the draft replacement LDP, if the strategic development site is allocated in the adopted LDP, it offers a significant opportunity to relocate and enhance access to the new station and transit orientated development built around a transport hub.

<p>WelTAG study should be commissioned.</p>		<p>The development could also provide improved links and potentially a new vehicular access into Pyle Industrial Estate.</p> <p>Given the economic links between Pyle and Porthcawl, an enhanced station would compliment the current Porthcawl Interchange project with a park and ride facility as well as providing a Western Gateway to Bridgend.</p>
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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

14 DECEMBER 2021

REPORT OF THE CORPORATE DIRECTOR COMMUNITIES

ACTIVE TRAVEL NETWORK MAP

1. Purpose of report

- 1.1. The purpose of this report is to seek Cabinet approval to submit the revised active travel network map (ATNM) to Welsh Government by the prescribed deadline of 31st December 2021.

2. Connection to corporate well-being objectives / other corporate priorities

- 2.1. The duties placed on the Council through the Active Travel (Wales) Act 2013 (the “Act”), and the development of active travel routes, in particular routes which connect to key destinations such as education or employment facilities, can contribute to the achievement of the following corporate well-being objectives, which in turn contribute to the seven well-being goals set out under the **Well-being of Future Generations (Wales) Act 2015**: -

1. **Supporting a successful sustainable economy** – taking steps to make the county borough a great place to do business, for people to live, work, study and visit, and to ensure that our schools are focussed on raising the skills, qualifications and ambitions for all people in the county borough.
2. **Helping people and communities to be more healthy and resilient** - taking steps to reduce or prevent people from becoming vulnerable or dependent on the Council and its services. Supporting individuals and communities to build resilience, and enable them to develop solutions to have active, healthy and independent lives.
3. **Smarter use of resources** – ensure that all resources (financial, physical, ecological, human and technological) are used as effectively and efficiently as possible and support the creation of resources throughout the community that can help to deliver the Council’s well-being objectives.

- 2.2. The draft active travel network map is ambitious and will contribute to the Council’s Corporate Well-being Objective of ‘Supporting a successful sustainable economy’ under the Well-being of Future Generations (Wales) Act 2015. This will be achieved through the provision of a comprehensive network of active travel infrastructure which will provide a genuine choice for those who choose, or depend upon, walking and cycling as part of daily routines associated with work, education or leisure.

- 2.3. The creation of improved accessibility for all modes of travel contributes to 'Helping people and communities to be more healthy and resilient' by removing reliance on car ownership to meet travel needs. A transport network which prioritised active travel will mitigate the increased congestion on the highway network and improve journey time reliability for those able to avoid motor vehicle queues, provide cost savings and create environmental and health benefits through reduced carbon emissions and increased exercise.
- 2.4. Additionally, the ATNM will contribute to a 'Smarter use of resources' by utilising land for the movement of people to best effect; the land requirements to facilitate active travel are significantly less than required for motor vehicles.

3. Background

- 3.1. The Active Travel (Wales) Act 2013 requires local authorities in Wales to produce existing and future route maps of walking and cycling networks and to deliver year on year active travel improvements along the mapped routes and their related facilities.
- 3.2. 'Active travel' is a term used to describe walking and cycling as a means of transport to a destination and not solely for leisure. A pedestrian encompasses those travelling by foot, wheelchair or other mobility aid. A cyclist includes pedal cycles, e-cycles, adapted cycles and cargo cycles.
- 3.3. The current version of the ATNM was approved in 2017. As required by the Act, the revised ATNM which is to be submitted by 31st December 2021 has been developed through a rigorous process of data gathering, consultation, and evaluation.
- 3.4. Stage 1 of the ATNM public consultation took place between 18th December 2020 and 22nd January 2021. This exercise was undertaken through the online engagement platform 'Commonplace' and obtained feedback on barriers to walking and cycling. Despite Covid-19 restrictions, the consultation saw the following participation:
 - 911 people actively participating;
 - 3376 individual visitors;
 - 694 individual comments; and
 - 2405 agreements with comments.
- 3.5. In addition to the Commonplace consultation, elected members, community and town councillors, and internal BCBC departments were invited to an online webinar (9th February 2021) which was hosted by Sustrans to give an overview of the process and to encourage participation.

- 3.6. Following the Stage 1 consultation exercise, BCBC officers and Sustrans reviewed all comments and drafted the future route network, with due consideration of the requirements of the Act which requires all key trip attractors to be accessible.
- 3.7. Stage 2 of the ATNM public consultation took place between 3rd March to 26th April 2021 and sought to obtain feedback on the draft ATNM. The consultation recorded the follow participation:
- 373 people actively participating;
 - 2164 individual visitors;
 - 271 individual comments; and
 - 742 agreements with existing comments.
- 3.8. Following Stage 2 of the ATNM consultation, BCBC officers and Sustrans amended the network which involved adding additional routes and removing routes where there was significant negative feedback.
- 3.9. A comprehensive pre-statutory engagement report, produced by Sustrans on behalf of BCBC is provided in Appendix 1 which documents additional engagement activities, including an email and social media campaign, distribution of paper copies of the consultation map and survey, printed posters, leaflet drops, engaging with people with protected characteristics and engagement with schools.
- 3.10. The final (Stage 3) statutory public consultation was launched on 1st September September 2021 and ran for 12 weeks until 24th November 2021. In addition, Welsh Government has undertaken a preliminary review and provided feedback.
- 3.11. As part of the process, Sustrans also prioritised the future routes based on a number of criteria, including proximity to education, employment, leisure, health and transport interchanges. This was combined with an allowance for the Welsh Index of Multiple Deprivation for the area to categorise each route into short, medium and long term (as listed in Appendix 1).

4. Current situation/proposal

- 4.1. BCBC officers are currently analysing all statutory consultation feedback and making final amendments to the ATNM.
- 4.2. Due to the prescribed deadline for submission of the ATNM to Welsh Government on 31st December 2021, authority is being sought to submit the ATNM, when finalised.

5. Effect upon policy framework and procedure rules

- 5.1. A key duty of the Active Travel (Wales) Act 2013 requires local authorities to have regard to the ATNM in preparing transport policies and to ensure that there are new and improved active travel routes and related facilities.

6. Equality Act 2010 implications

- 6.1 The protected characteristics identified within the Equality Act, Socio-economic Duty and the impact on the use of the Welsh Language have been considered in the preparation of this report. As a public body in Wales the Council must consider the impact of strategic decisions, such as the development or the review of policies, strategies, services and functions.
- 6.2 An initial EIA screening has identified that there would be no negative impact on those with one or more of the protected characteristics, on socio-economic disadvantage or the use of the Welsh language. It is therefore not necessary to carry out a full EIA on this policy or proposal.
- 6.3 As schemes on the ATNM are progressed, Equality Impact Assessment forms part of the process.
- 6.4 An EIA screening report is provided in Appendix 2.

7. Well-being of Future Generations (Wales) Act 2015 implications

- 7.1. The effect of the ATNM on the Well-being of Future Generations (Wales) Act 2015 has been assessed and a summary of the implications relating to the five ways of working is below:

Long-term: The implementation of the proposed active travel routes will provide a comprehensive network of routes which connect to all major trip attractors. It will therefore allow for greater opportunities of active travel with resulting environmental benefits associated with reductions in noise and air pollution; reduction in congestion and other associated economic benefits, promoting greater social inclusion and supporting the boroughs aims of a successful sustainable economy.

Prevention: The proposed active travel routes will help reduce congestion by allowing for more opportunities of active travel, resulting in a positive impact on communities.

Integration: Active travel can provide health benefits associated with increased physical activity; environmental benefits associated with reductions in noise and air pollution; reduction in congestion and other associated economic benefits, promoting greater social inclusion. Connecting communities and providing infrastructure that facilitates low cost modes of transportation, ensuring equity of opportunity for those without access to a car or who wish to use more sustainable modes. The promotion of active travel supports the work of other public bodies such as the local health board to encourage healthier lifestyles.

Collaboration: The production of the ATNM has required collaboration with external stakeholders and internally with various sections of the council

including local town councils, regeneration, engineering, traffic management, and planning in considering wellbeing objectives.

Involvement: Section 5 of the Well-being of Future Generations (Wales) Act 2015 states: 'A public body must take account of... the importance of involving other persons with an interest in achieving the well-being goals and of ensuring those persons reflect the diversity of the population'. This approach has been evidenced by the extensive engagement undertaken throughout the process.

7.2. Further engagement will take place on individual schemes as they are progressed.

8. Financial implications

8.1. There is no financial implication to the authority as all future active travel route studies and construction costs are anticipated to be funded by grants, such as the Welsh Government Active Travel Fund or through Section 106 payments as part of a planning approval.

9. Recommendation(s)

9.1. It is recommended that Cabinet:

1. Note the information contained within this report.
2. Delegate authority to the Corporate Director – Communities to submit the final version of the ATNM and associated documentation to WG for approval.

Janine Nightingale

Corporate Director - Communities

3rd December 2021

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Bridgend Active Travel Network Maps Consultation

Pre-Statutory Report



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Glossary of Key Terms

Key Term	Description
Active Travel	Active travel is a term used to describe walking and cycling for purposeful journeys. According to the Active Travel (Wales) Act 2013 “walkers” includes people with disabilities as well as people who use motorised wheelchairs, mobility scooters or other aids to mobility.
Active Travel Network Maps (ATNMs)	Under the Active Travel Act, Local Authorities have a duty to map Existing and Future routes for walking and cycling within localities specified by Welsh Government.
Basic Network	A term used to describe all routes within an area available to walkers and/or cyclists.
Commonplace	Welsh Government provided online engagement platform.
Designated Localities/Towns	Built up areas defined by Welsh Government for which the mapping duty applies.
Existing Route	Refers to a route that has been audited against a set of Welsh Government specified criteria and deemed suitable for walking, cycling or both.
Future Route	Previously referred to as Integrated Network Routes (at 2017) and now referred to as ‘Future Routes’. These refer to routes that either do not yet meet the threshold of the Welsh Government specified criteria, do not yet exist, or have not yet been audited.
Mesh Network Density	Welsh Government outline an aim for ‘comprehensive’ networks within the designated towns within 15 years. If a town is imagined as a grid, comprehensive is described by the Welsh Government as an Active Travel Standard route for every 250m (in addition to the Basic Network of available routes).

Table 1: Glossary of key terms

Part 1: Overview

Bridgend County Borough Council in partnership with Sustrans Cymru, is undertaking a review of the Active Travel Network Maps (ATNMs) in the borough, in accordance with the duties outlined within the Active Travel (Wales) Act 2013¹ (referred to as the Act).

Bridgend County Borough Council have undertaken Stages 1 and 2 of the engagement process, and are preparing for the 12-week statutory element of the process, as required under the Duties of the Act.

Aim of this Update

This update aims to provide Members and internal colleagues with results from Phases 1 and 2 of the Engagement process, and incorporation of recommendations for Active Travel Route proposals to be taken to Statutory Consultation as a result of these (map extracts for each of the designated settlements are provided within Part 4 of this report).

The Active Travel (Wales) Act 2013

‘Active Travel’, as defined within the Act, refers to walking and cycling for everyday utility journeys (e.g. journeys to places of education, the shops or to work). The scope of routes considered under the Act therefore do not apply to recreational and leisure routes, unless they also provide sufficient evidence as a utility journey.

Designated localities/towns are covered under the Active Travel (Wales) Act 2013, the designated localities are derived from the Office for National Statistics’ Built Up Areas. The Built Up Areas are identified by splitting Wales into 50 metre by 50 metre squares. The predominant land use in each square is identified as either built up or not built up (containing buildings and similar infrastructure, or empty of development). Where built up squares sit next to each other, then they are amalgamated into larger built up areas. If settlements are within 200 metres of each other, then they were linked together into a single ‘Built Up Area’. Active Travel routes are only implemented either within Built Up areas or connecting Built Up areas, for this reason not all settlements in the borough will have an active travel route within the settlement or connecting the settlement if it does not meet the criteria set by the Act.

¹ <https://www.legislation.gov.uk/anaw/2013/7/contents/enacted>

As a minimum, routes must connect to all existing and planned schools and key trip attractors within the areas cited above. Routes should be well justified against robust evidence sources (described in further detail within Part 3). For this reason, not every route suggested as part of the consultation process has been included, though every suggestion has been considered against the evidence base that may support being included. Where routes have not been included as part of this project, they may be suitable for alternative funding streams.

It is the Council's understanding that routes included on the map approved by Welsh Government will be eligible for applications for funding to the Welsh Government's Active Travel Fund (although the successful outcome of applications for funding will be subject to providing sufficient evidence to support a 'Case for Change'). Some routes identified may be dependent on developer contributions, or liaison with external parties such as the Welsh Government and its Trunk Roads Agent and/or landowner agreements.

The proposals show existing routes that are currently suitable for active travel use (measured against Welsh Government approved Walking and Cycling Route Audit Tools, as well as those that have potential to meet the minimum active travel standards with improvement. Both routes identified as Existing and Future are eligible for funding.

The process so far has included public and stakeholder engagement, desktop study and site visits/audits of the proposed routes and related facilities to produce a draft network for submission. This report is split into three sections:

Part 1 provides a brief introduction to Active Travel and scope of this review.

Part 2 provides an overview on the engagement activities undertaken by Bridgend County Borough Council to obtain broad feedback from communities, stakeholders, delivery partners and members of the public.

Part 3 describes the process undertaken to get to the networks to be presented at the statutory consultation.

Where are we in the process?

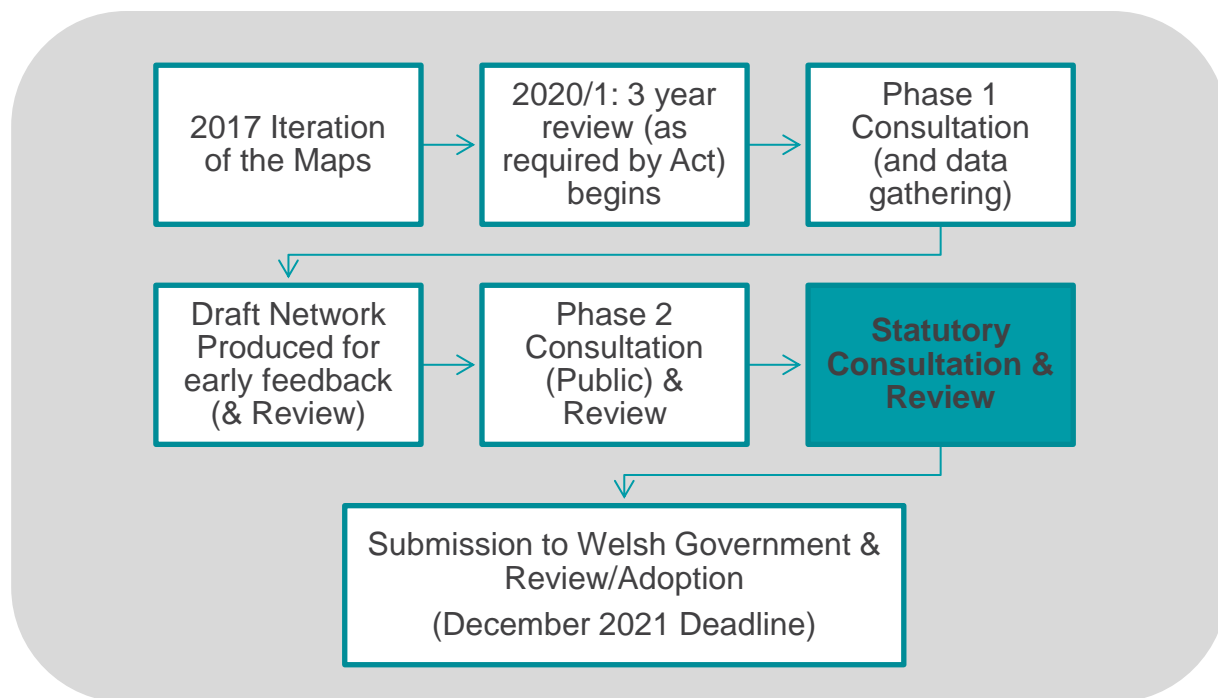


Figure 1: Process development stages

Part 2: Engagement Summary

The Importance of Engagement

Amendments to the Welsh Government's Draft Active Travel Delivery Guidance² place an emphasis on the importance of consultation and engagement in the development of Active Travel Network Maps (ATNMs).

The principles embedded within the guidance consider that Active Travel Networks developed with communities and by existing and future users, are more likely to be used and therefore the impact of any infrastructure delivered is likely to be greater.

The guidance suggests a multi-phased approach to engagement, with the first opportunity being at route identification stage. A second opportunity for engagement should take place following completion of the outline design to provide stakeholders a further opportunity to refine the scheme design. For ATNM's developed under the Active Travel Act, there must be a statutory 12 week public consultation period.

Multi-phased Engagement Process

Being determined to deliver a rigorous and meaningful engagement process, Bridgend County Borough Council began a delivery of engagement at the beginning of December 2020, being one of the first local authorities in Wales to launch the ATNM consultation.

To get reliable feedback and to give people the opportunity to stay involved throughout all stages of the consultation process, Bridgend County Borough Council chose a multi-phased approach of engagement. This goes beyond the minimum requirements of the Active Travel Delivery Guidance.

² <https://gov.wales/active-travel-guidance>

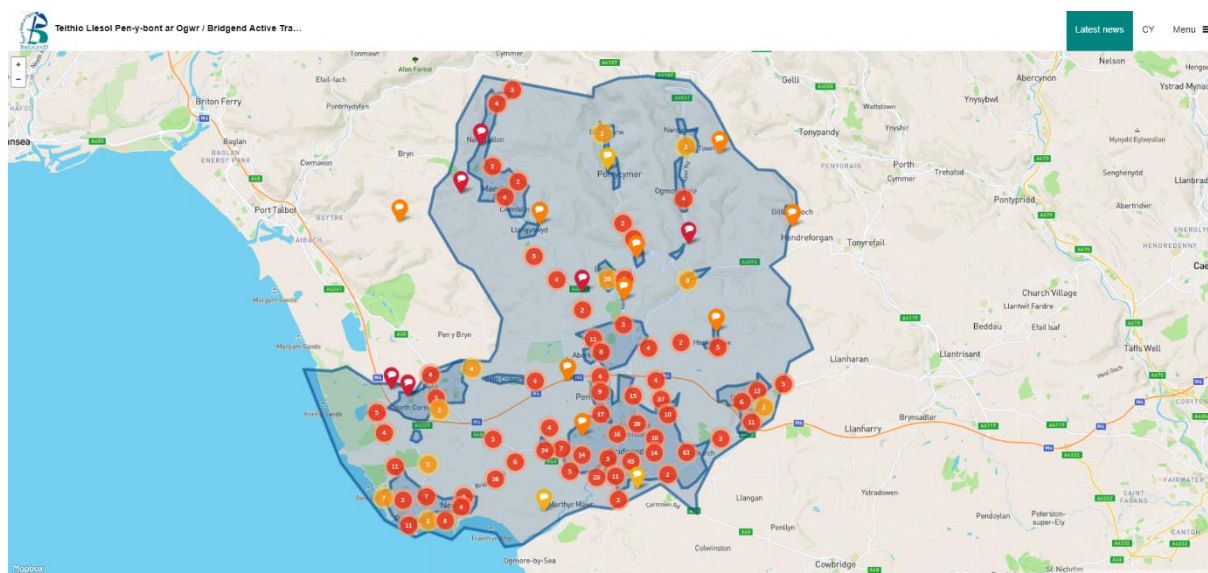


Figure 1: Online Engagement Platform (<https://bridgend.commonplace.is/> screenshot 22.01.2021)

The first phase of the ATNM consultation in the Bridgend County Borough ran for five weeks between 18 December 2020 and 22 January 2021 and was accessible through the online engagement platform Commonplace. The initial consultation asked specifically about barriers people face on their everyday journeys when walking or cycling.

The initial phase has seen a significant response rate, especially when considering the difficult circumstances for public engagement due to Covid-19 restrictions. In total, the consultation has seen:

- 911 people actively participating,
- 3376 individual visitors,
- 694 individual comments,
- 2405 agreements with comments.

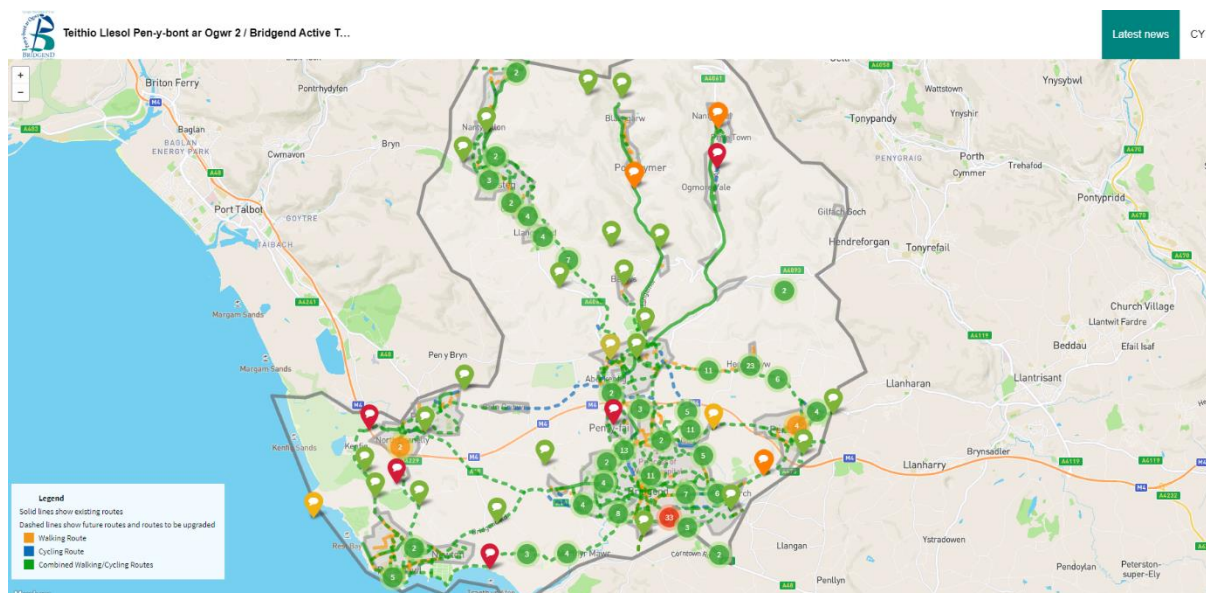


Figure 2: Commonplace Phase 2, Feedback on the Active Travel Draft Network Map (<https://bridgend2.commonplace.is/> screenshot 26.4.2021)

The second phase of the consultation aimed at getting people's feedback on the proposed Active Travel Draft Network Map. The second phase has seen lower but still considerable levels of engagement. Again, the phase 2 consultation was made available through Commonplace and it was online for 7 weeks from 3 March 2021 to 26 April 2021. In total, the consultation has seen:

- 373 people actively participating,
- 2164 individual visitors,
- 271 individual comments,
- 742 agreements with existing comments.

Stakeholder mapping

An in-depth stakeholder mapping process formed the starting point of the consultation to make sure all audiences suggested within the Active Travel Delivery Guidance were included (i.e. children and young people, seldom heard groups, groups with protected characteristics, people who feel unable to travel actively now, as well as key stakeholders, delivery partners, wider public and persons that had requested to be consulted).

An anonymised version of the stakeholder list was shared with the local Sustrans volunteer network in the Bridgend County Borough to identify missing stakeholder groups.

Engagement Activities

Email Campaign

With launch of the consultation an email campaign reached out to over 260 local groups, community hubs, charities, sports clubs, businesses, adjoining local authorities, libraries, leisure centres, police stations, Elected Members, Community and Town Councillors, etc. (Complete list of groups contacted in Appendix C).

Social media

The launch was promoted through a press release across print and online media in the Bridgend County Borough and across the Sustrans social media channels (twitter and facebook) through repeated media posts (6.1.2021, 8.1.2021, 3.3.2021, 4.3.2021, 18.4.2021, 26.3.2021).

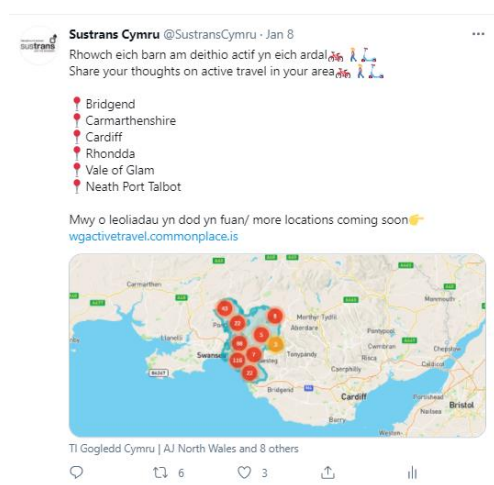


Figure 3: Phase 1 consultation: Twitter posts via Sustrans Cymru, Screenshots January 2021



Figure 4: Phase 2 Consultation: Twitter/Facebook posts via Sustrans Cymru, Screenshots March 2021

43 local groups were contacted directly through personal messages via facebook.

Paper copies of Consultation map and survey

To ensure accessibility of the consultation for as many people as possible, a paper version of the consultation map and survey in both English and Welsh was made available through mail to individuals upon request.

Printed Posters

Printed posters were distributed to the main post offices, libraries, leisure and sports centres, and GP surgeries in the designated settlements.



Figure 5: Consultation poster (print version and digital flyer in Welsh and English), distributed to libraries, post offices, leisure centres, and GP surgeries.

Leaflet drop

To get better feedback from areas with low uptake of engagement, a leaflet in Welsh and English was distributed in underrepresented areas across Maesteg, Ogmore Vale, Pontycymer and Pyle between 4 and 8 March 2021. A total of 2000 leaflets were distributed to random households across the four identified settlements.



Figure 6: A5 flyers for leaflet drop in Maesteg, Ogmere Vale, Pontycymer, and Pyle, 4-8 March 2021

Webinar for Internal Stakeholders

Elected Members, Community and Town Councillors as well as different Bridgend County Borough Council teams/sections were invited to an online webinar, which gave an overview on the ATNM consultation process and introduced them to the Active Travel Draft Network Map. A link to the draft network maps was shared with all internal stakeholders and they were given the opportunity to give feedback on the network plans before they were released to public in the second stage of consultation.

The webinar took place on Microsoft teams on 9 February 2021 and was attended by 20 people.

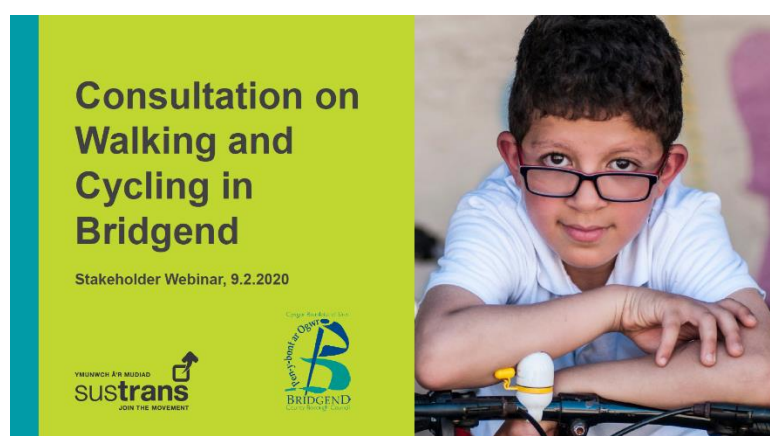


Figure 7: Screenshot of Online Presentation for Elected Members, Town and Community Councillors and BCBC Teams and Introduction to the Active Travel Draft Network Map, 9.2.2021.

Engaging people with protected characteristics

On behalf of Bridgend County Borough Council, Sustrans reviewed the demographic, geographic and equalities data on respondents after the first phase of engagement, matching them with Census 2011 data in order to identify underrepresented groups/areas to help focus further engagement activities during statutory consultation. The results showed overall good matches between respondents and population data, but showing discrepancies in the engagement levels of people under 24 and people aged 65 and over. As a result, engagement activities in Phase 2 focused more on these three underrepresented groups.

The Royal Institute for the Blind, Guide Dogs Cymru and the Welsh Council for the Blind were consulted with on several occasions to provide opportunities for **visually impaired people** to give their feedback. Coordinated through the Wales Vision Forum, people with sight loss gave their feedback through an online questionnaire, by post, at virtual member forums and over the telephone. To adjust receive specific feedback on barriers **people who are living with deafblindness** face, direct conversations took place with a member of Deafblind Cymru.

To promote the consultation among **young people** and **vulnerable groups**, conversations and meetings took place with the Future Generations Commissioner for Wales, the Children's Commissioner for Wales and the Council for Voluntary Youth Work.

Further, a virtual meeting with the **Youth Council Bridgend and the Bridgend Children's Rights and Participation Worker** took place on 2 March 2021, introducing the Youth Council members to the ATNM consultation and giving them the opportunity to sharing their thoughts and ideas on the future Walking and cycling network directly.

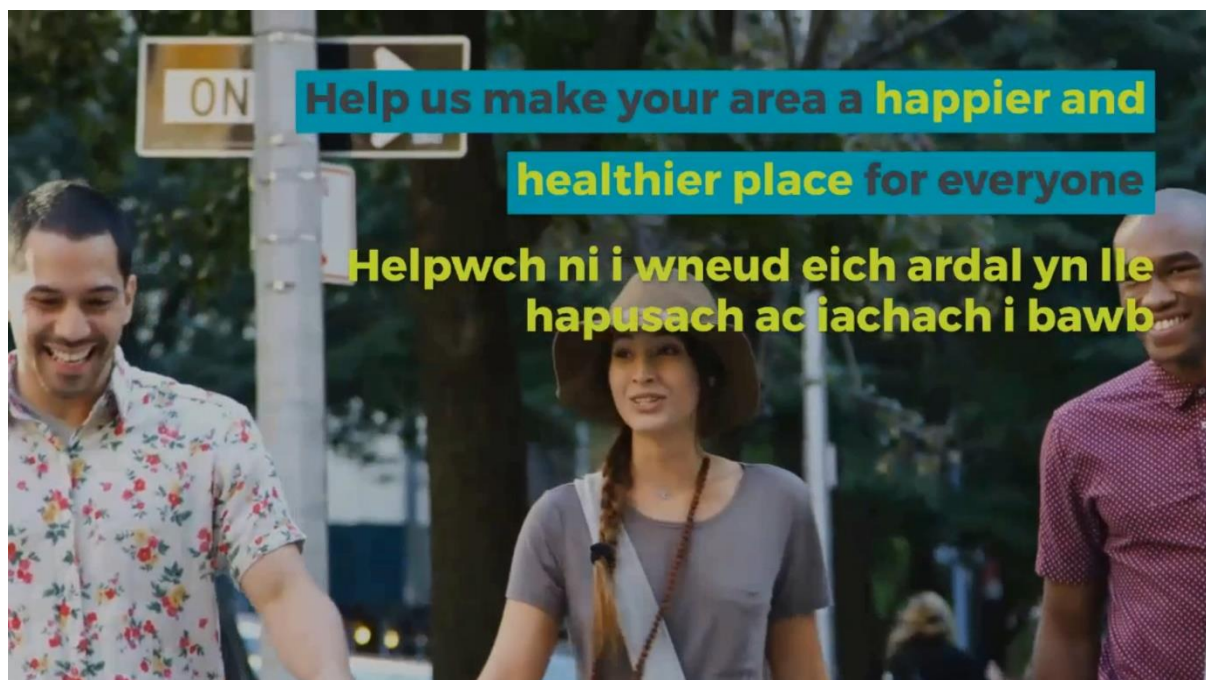


Figure 8: Promotion video on the consultation targeted at young people, shared through Twitter/Facebook. Screenshot 3.3.2021

To promote engagement among **young and older people**, a bilingual flyer and poster was shared specifically with groups with a focus on young people and on elderlies, such as the Bridgend Family Information Service, Bridgend Youth Development team, BAVO, Ageing Well in Bridgend, Bridgend SHOUT, Age Cymru West Glamorgan, the Glamorgan Women's Institute or Merched Y Waur Glamorgan and others.



Figure 9: Flyers/Posters for Phase 2 Engagement, focused on groups with protected characteristics.

Please see Appendix C for a full list of groups contacted and directly involved.

Engagement with schools

All Primary, Secondary and Special schools across the Bridgend County Borough were contacted in an initial email campaign on 8.3.2021 to raise awareness for the Phase 2 consultation on Commonplace.

The launch of the school survey was also promoted through twitter, by tagging a majority of the schools in Bridgend.



Figure 10: Twitter post on launch of school survey, screenshot 4.3.2021

The main engagement with schools took place through an online school survey, which was developed by the Sustrans team of Active Journeys Officers, with questions specifically aimed at young people. Students of all Bridgend schools of Y5 and older, families and carers were invited via email on 13.5.2021 to provide their input through a bilingual online survey, which was individualised for each school.

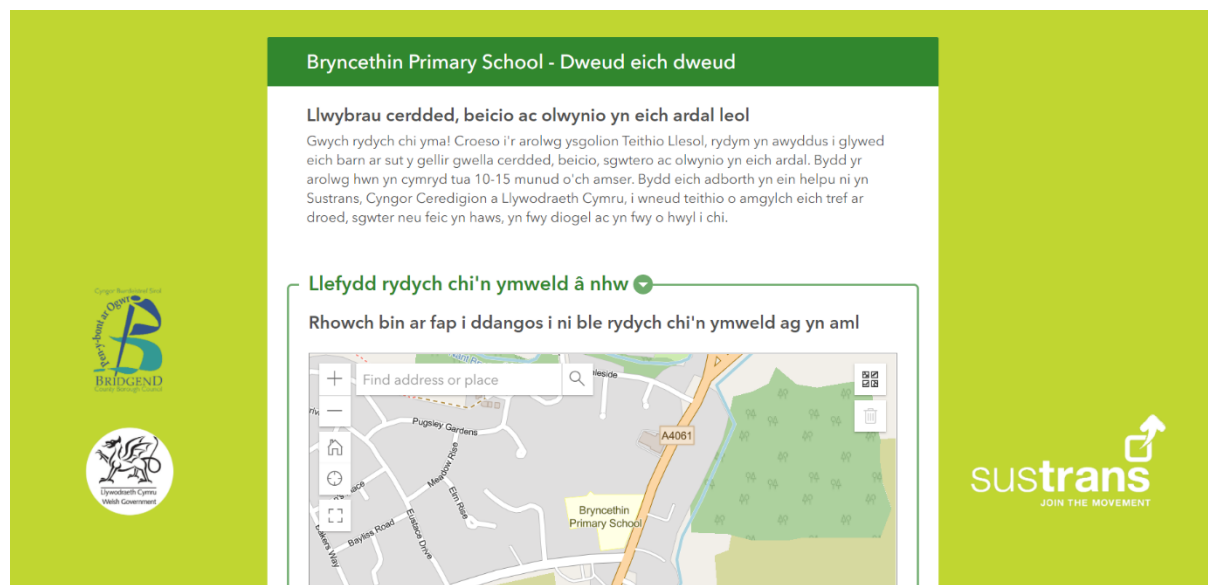


Figure 11: School specific online survey, example in Welsh for Bryncethin School, screenshot 25.5.2021

To increase participation amongst students, the school survey was promoted by the Bridgend Education and Family Support Directorate Unit – Directorate Support Unit (EDSU) at a meeting with all Bridgend schools head teachers.

If teachers wanted to expand on the consultation and Active Travel in general during their lessons, they were provided with additional material, such as a bilingual lesson plan on Active Travel and the ATNM consultation, a home learner guidance (guidance for students currently unable to attend school) as well as bilingual instructional/informative videos that could be shown in the classroom.



Figure 12: Instructional video on Active Travel and the ATNM Consultation, Screenshot Youtube 25.5.2021

The online survey was available for 5 weeks and was filled in by 388 students from 10 different schools:

School	Number of respondents
Penybont Primary School - Survey	36
Maesteg Comprehensive School - Survey	43
St Roberts R.C Primary School - Survey	34
Cwmfelin Primary School - Survey	21
Garth Primary School - Survey	44
YGG Llangynwyd - Welsh Survey	58
St Roberts R.C Primary School - Survey	40
Litchard Primary School - Survey	58
Héronsbridge Special School - Survey	48
Pil Primary School - Survey	6
Total:	388 respondents

Part 3: Developing the Network & Draft Maps

The network development process has begun from a base of the 2017 iterations of the network maps submitted to, and accepted by, Welsh Government - provided on the Bridgend County Borough Council webpages via this link:

<https://www.bridgend.gov.uk/residents/roads-transport-and-parking/active-travel-routes/>

Please note the maps are being updated as part of this process, and those accepted at 2021 will supersede the previous versions. To develop this network for the 2021 iteration, we have investigated three main sources of evidence, outlined within Table 3.

Activity	What has this involved?	Why is this useful for network development?
Desktop Study	<p>Collating data to help justify route alignments, including (but not limited to):</p> <ul style="list-style-type: none">- Locations of key trip attractors- Locations of potential barriers- Commute flows- Ward statistics (including population density)- Identifying new developments since 2017	<p>This has allowed us to identify likely priority routes (in associated with site visits and engagement feedback) for consideration. The priorities will be determined in further detail once alignments have been reviewed by cabinet.</p> <p>This has also allowed us to support alignments with a robust evidence base that will aid in justifying the route alignments when presented to Welsh Government for approval.</p>
Site Visits	<p>Visiting routes during 2020 (outside of lockdown restrictions) to record existing and potential for improvements.</p>	<p>Has allowed us to ensure the 2017 iteration of the map is still valid (e.g. routes are still suitable for walking/cycling), and explore any alignments that justify addition.</p> <p>This also, in combination with desktop study and engagement feedback, highlights any deliverability constraints for proposed routes.</p>
Engagement Feedback (process described within Part 2)	<p>Commonplace Data, ongoing liaison with stakeholder groups and school-specific engagement via the Sustrans South East Wales Active Journeys Officer.</p>	<p>Key to the network development as feedback from everyday users (e.g. may identify considerations missed at time of site visit)</p>

Table 3 – Activities undertaken to develop network

Mapping systems have allowed us to collate these datasets for each of the designated localities in the Bridgend County Borough area. Snapshots of the network are shown within the following Figures (note: not all layers considered are shown on these examples to improve clarity).

A Base Map showing key destinations and settlements is identified for suitable overlaying of data, seen within Figure 13.

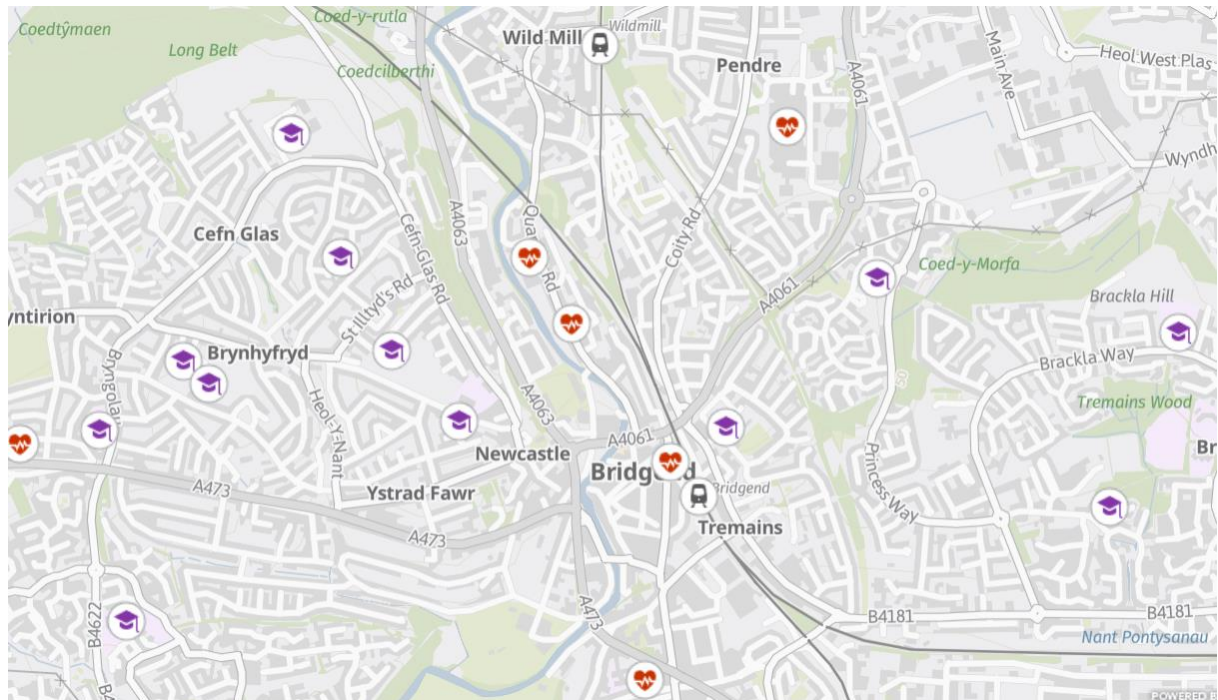


Figure 13 -Example of overlaying data (note: not all destinations considered are shown on map to aid image clarity)

The route map that was published in 2017 showing the Existing and Future (previously 'integrated') routes identified for walking and cycling is overlaid below, seen in Figure 14.

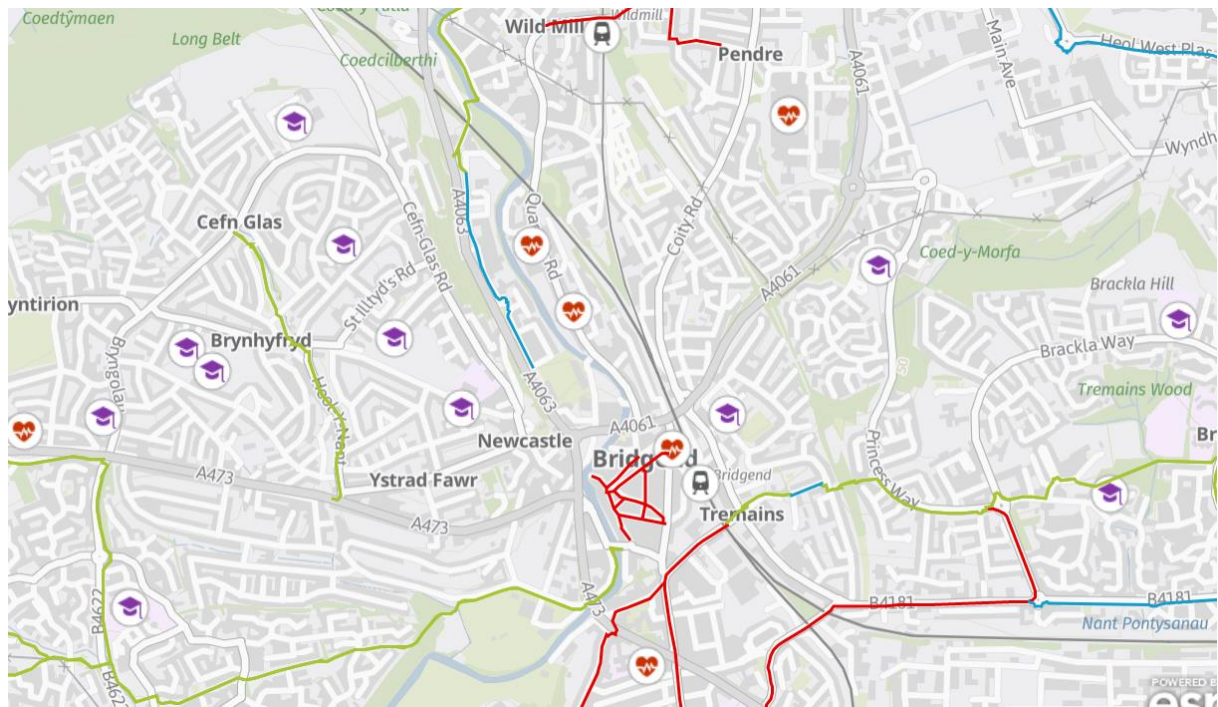


Figure 14 - Overlay of existing network routes (2017 iteration)

Model flows, such as those based on census journey to work data, were also utilised to guide alignments of potential future routes (alongside engagement feedback, other sources of desktop study and site visits). An example of the model flows for cycling in the Bridgend area is shown in Figure 15.

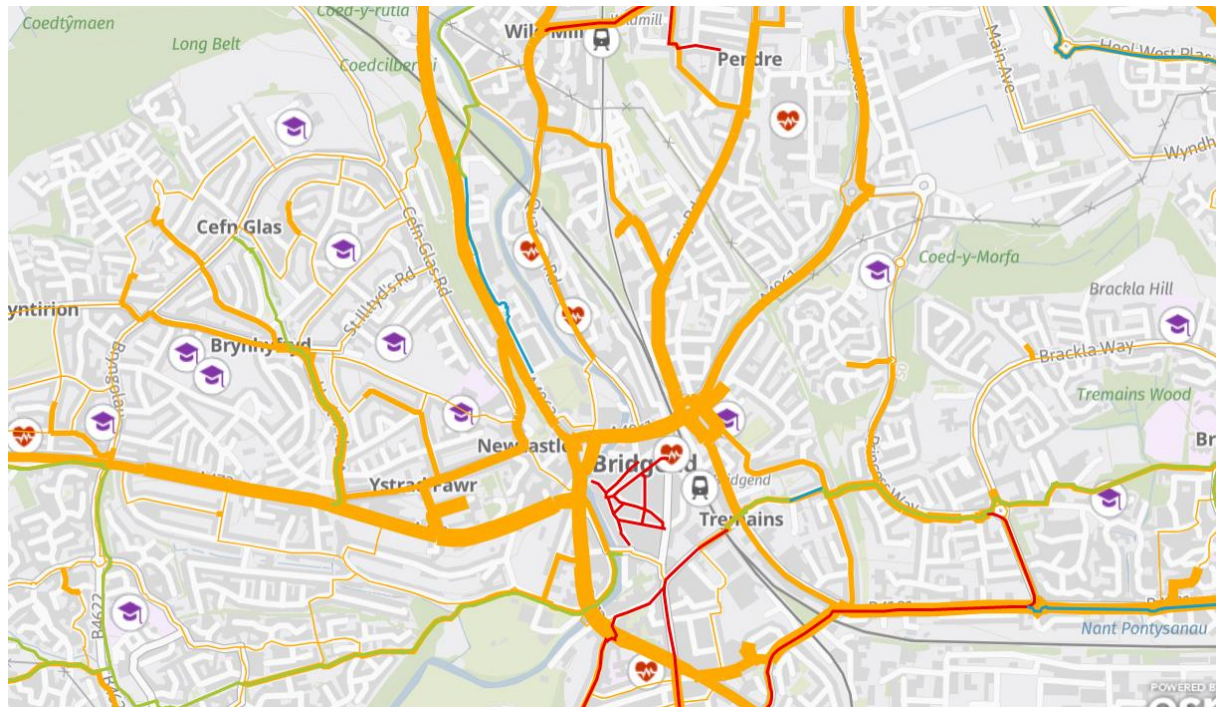


Figure 15 – Example of Modelled Flows for Cycling in Bridgend
(A similar model for walking was also considered for the walking network development)

The draft routes proposals were then submitted for a Phase 2 review, to ensure the map accurately reflected the engagement feedback from Phase 1. Detailed results from Phases 1 and 2 are described within Part 2 of this report.

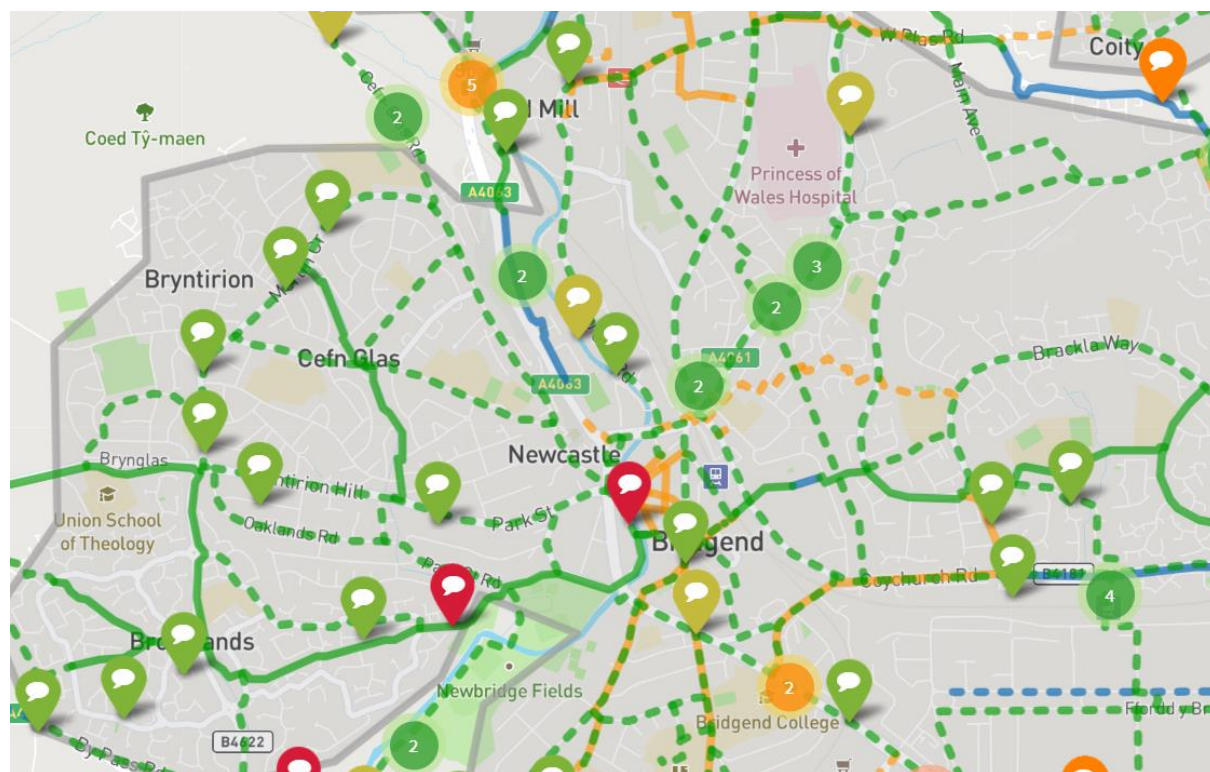


Figure 1613 – Commonplace Phase 2

(Full details and results of the Phase 2 Engagement are described in detail within Part 2).

To ensure the comments were taken into account, they were added to the GIS mapping system, with the previously proposed routes overlaid.

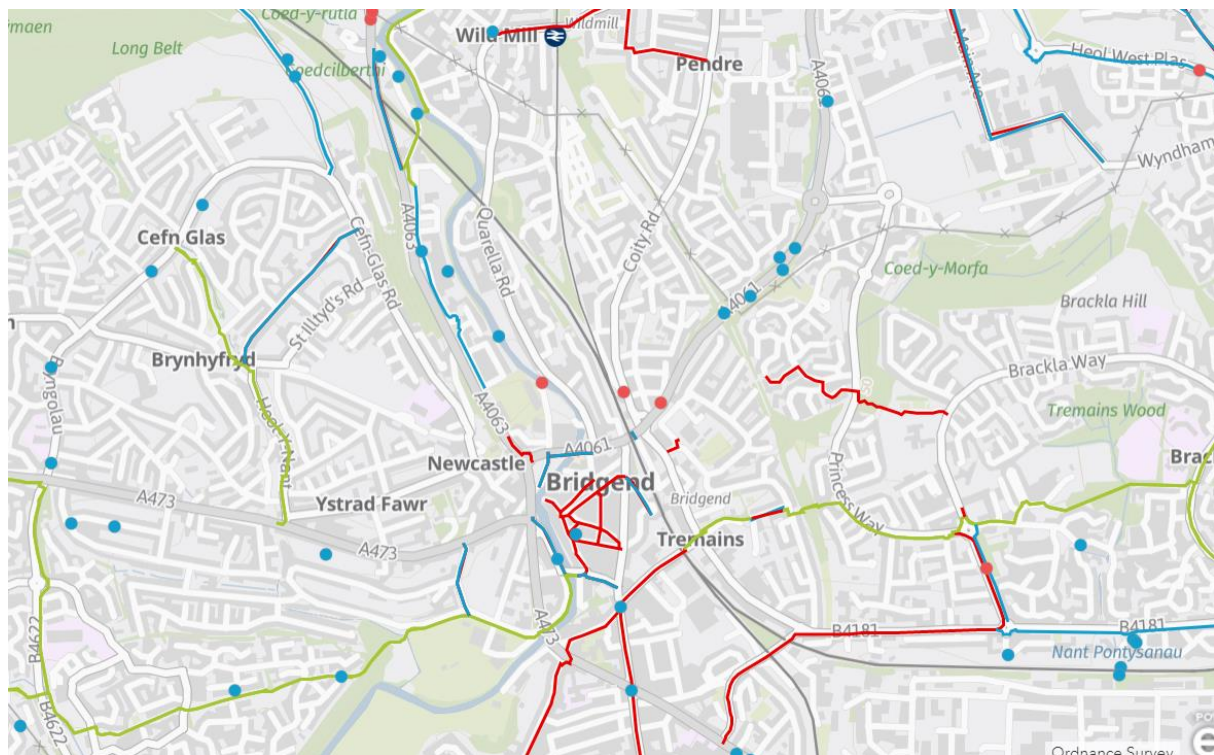


Figure 17 – Comments overlaid against network proposals (and in process of review)

Overall, respondents were found to agree with the route proposals where they were commenting upon a route already identified, though suggestions for specific designs to consider along certain route sections were received and should be considered at the detailed design stage.

As well as the route/location you have commented on, do you think the network of routes shown on this map will encourage you to walk/cycle more for everyday journeys?

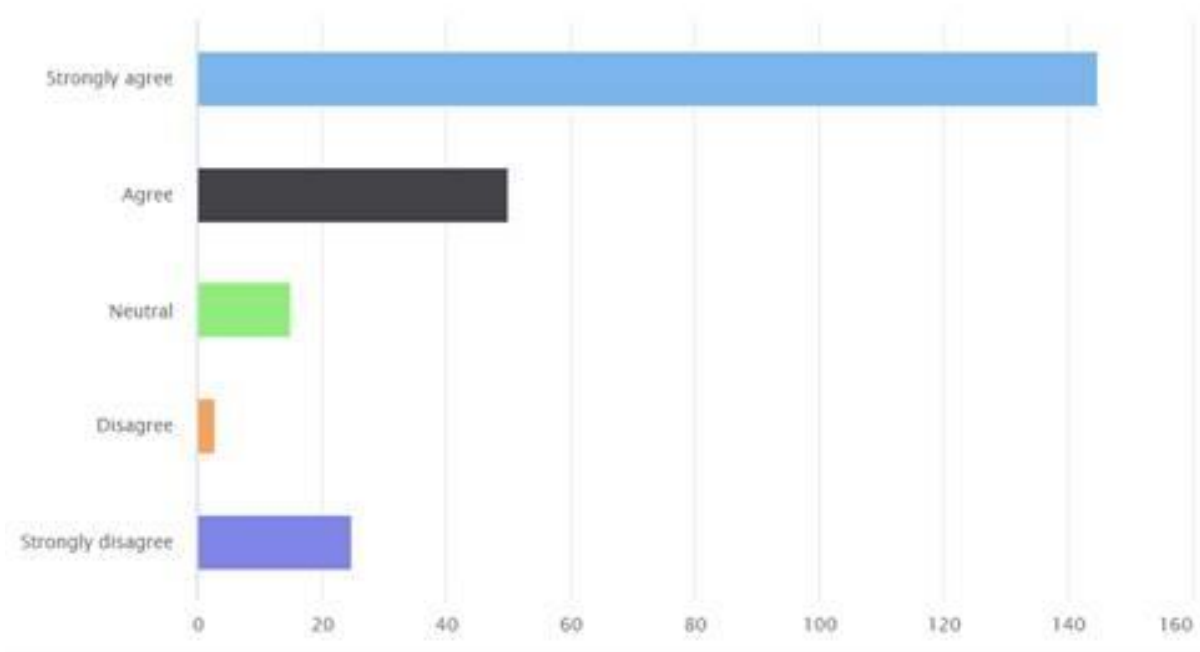


Table 5 – Number of respondents who agreed/disagreed that the network would encourage them to walk/cycle more for everyday journeys

In accordance with the Active Travel Act Guidance, the routes for statutory were then classified into Primary, Secondary and Local Routes.

Route Classification	Definition (as outlined within the Active Travel Act Guidance 2020) for Walking	Definition (as outlined within the Active Travel Act Guidance 2020) for Cycling
Primary	Busy urban shopping and business areas and main pedestrian routes	The key corridors between neighbourhoods/residential areas and a town or city centre; routes between districts and neighbourhoods; cycle routes which are (or will be) used by a great many cyclists. Links to main public transport interchanges.
Secondary	Medium usage routes through local areas feeding into primary routes, local shopping centres etc.	The links between the primary routes; links to trip attractors such as schools, colleges, employment sites; cycle routes which are an attractor for a more limited range of users;

		routes which may cater for fewer cycle journeys than the primary routes but are still of strategic importance within the network. Links to local public transport interchanges and stops.
Local Routes (Cycling)	Linking local access footways through urban areas and busy rural footways.	All other all-purpose roads, greenways and bridleways that are not necessarily part of a designated route (e.g. many residential streets). This basic network of local routes (see para 14.4), although lower in the hierarchy, forms an important part of the cycle network, providing secondary and tertiary routes connecting to the strategic routes.
Linking/Local Access Routes (Walking)	Footways associated with low usage, short estate roads to the main routes and cul-de-sacs.	

Table 7: Primary/Secondary and Local Route classifications

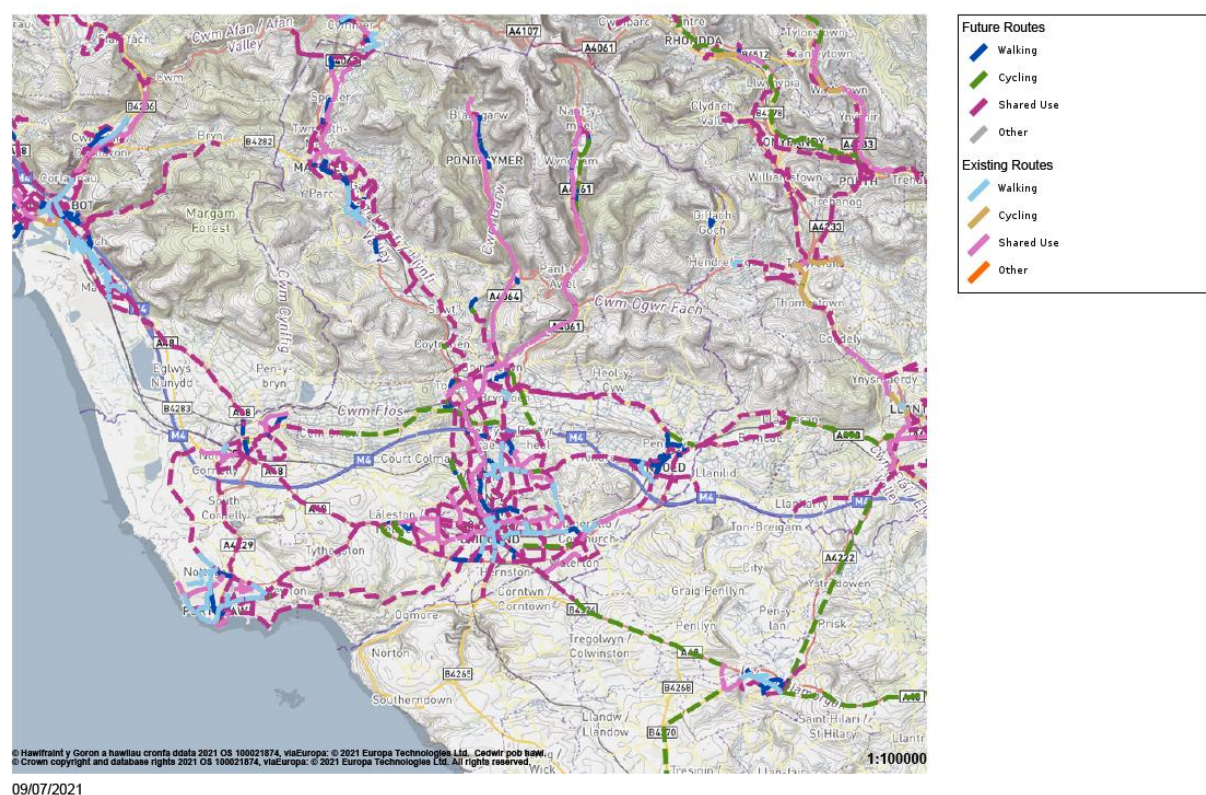
Part 4: Route Maps Proposed for Statutory Consultation

This has resulted in the following network of routes being proposed in each area (note this report contains screenshots from the Welsh Government's Data Map Wales system), a shapefile of which can be downloaded by BCBC for upload onto the council's interactive mapping systems to aid the Statutory consultation.

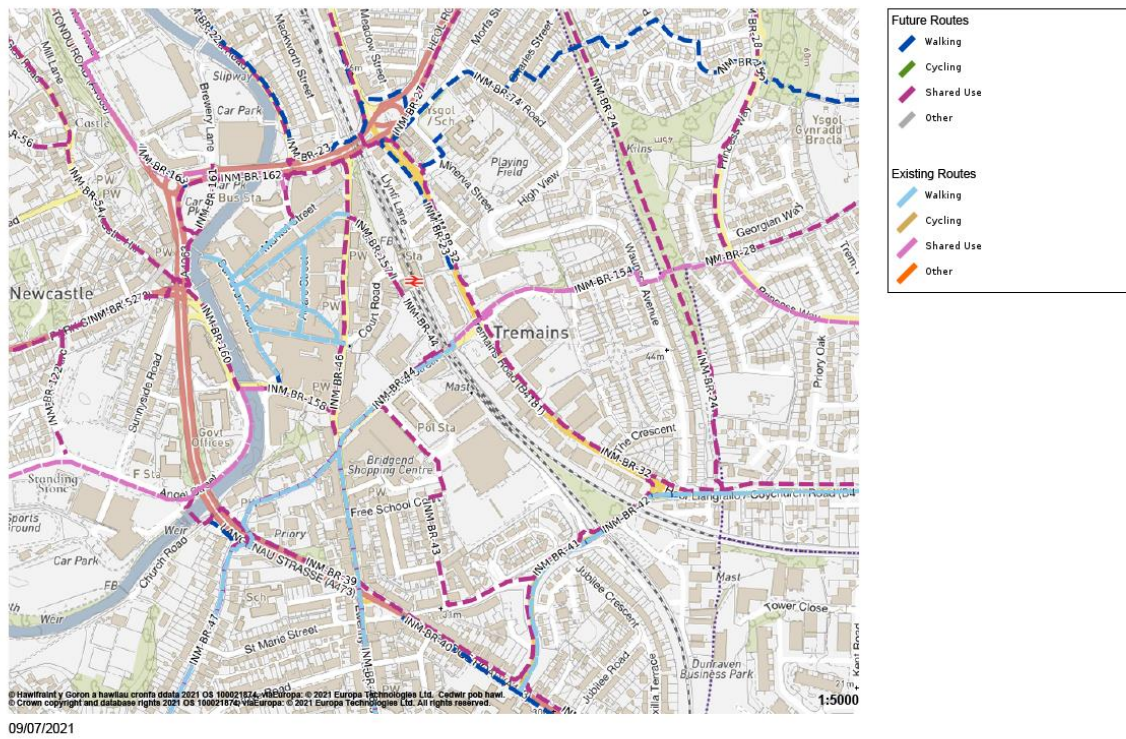
A naming schedule detailing routes and sections is provided within Appendix A.

Route priorities for development schedules will be determined against a number of criteria in further detail once the routes have been discussed at Cabinet.

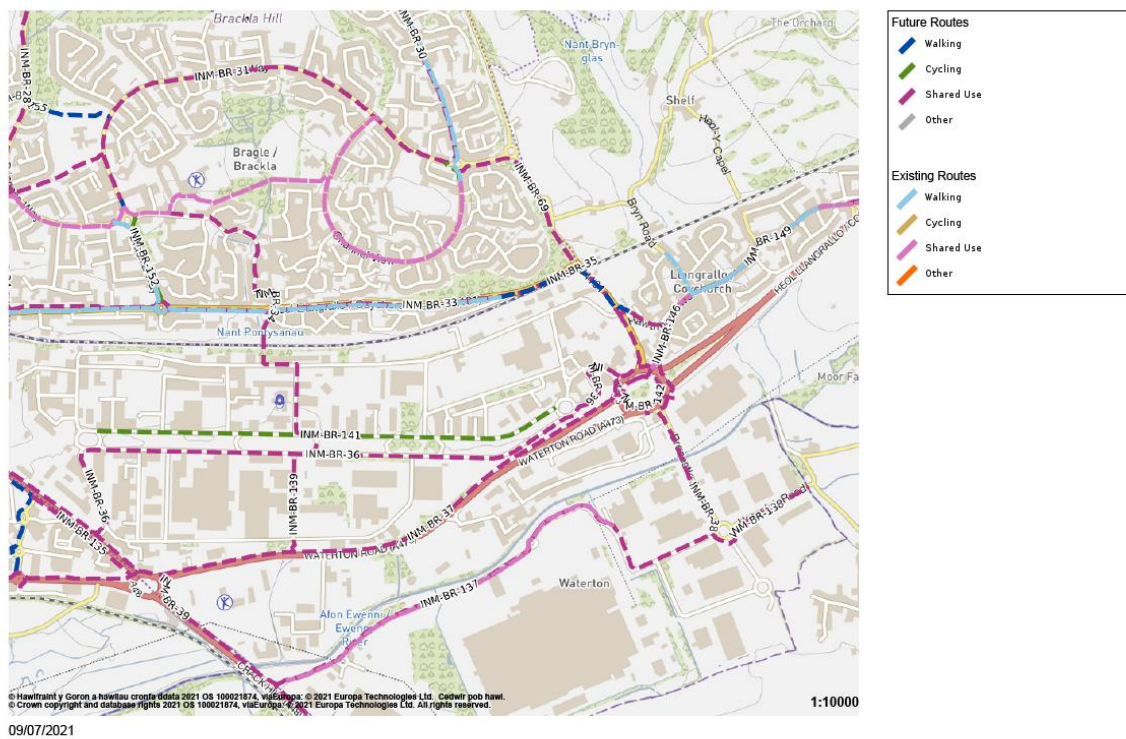
Bridgend Overall



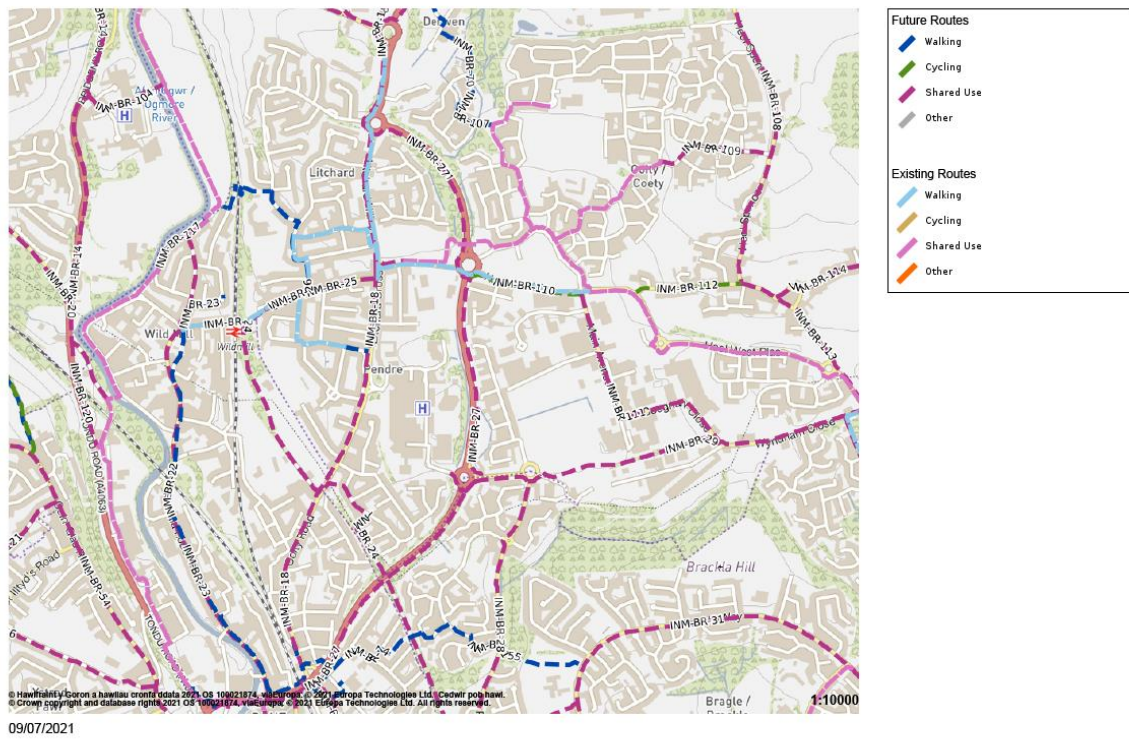
Bridgend Centre Existing and Future



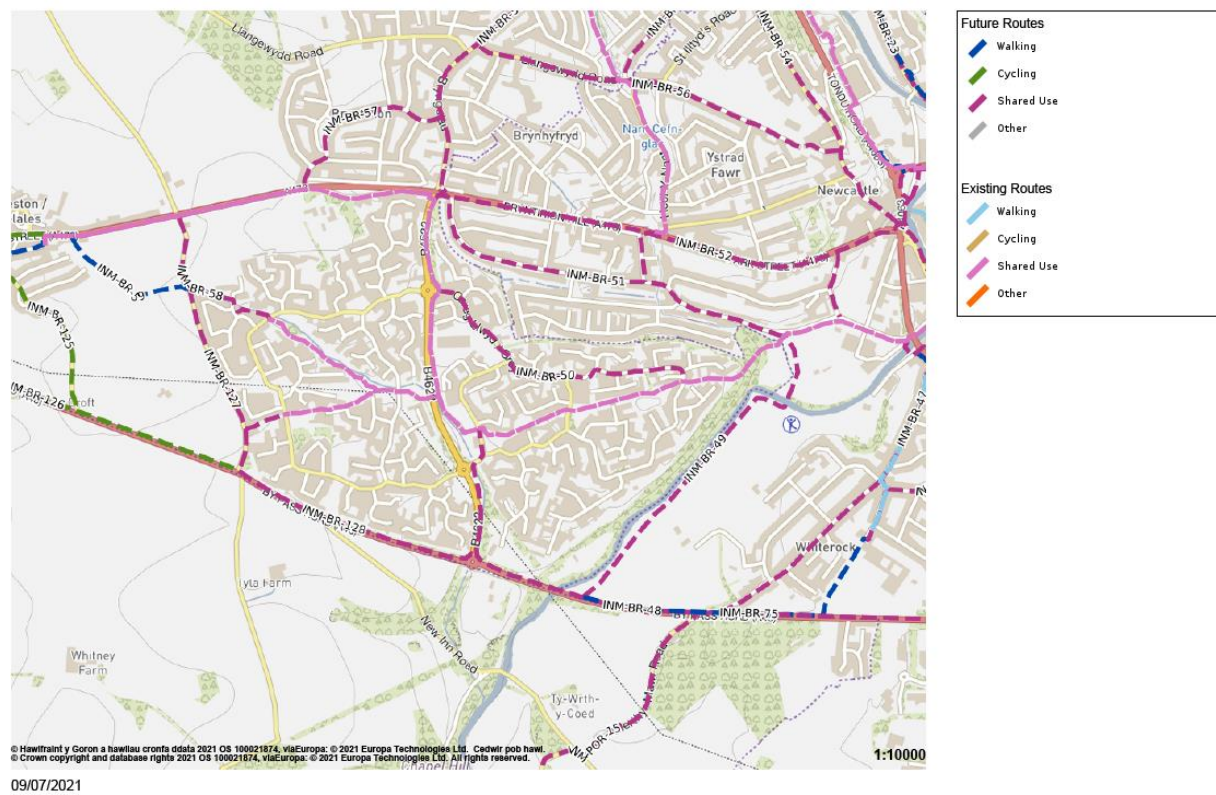
Bridgend East Existing and Future



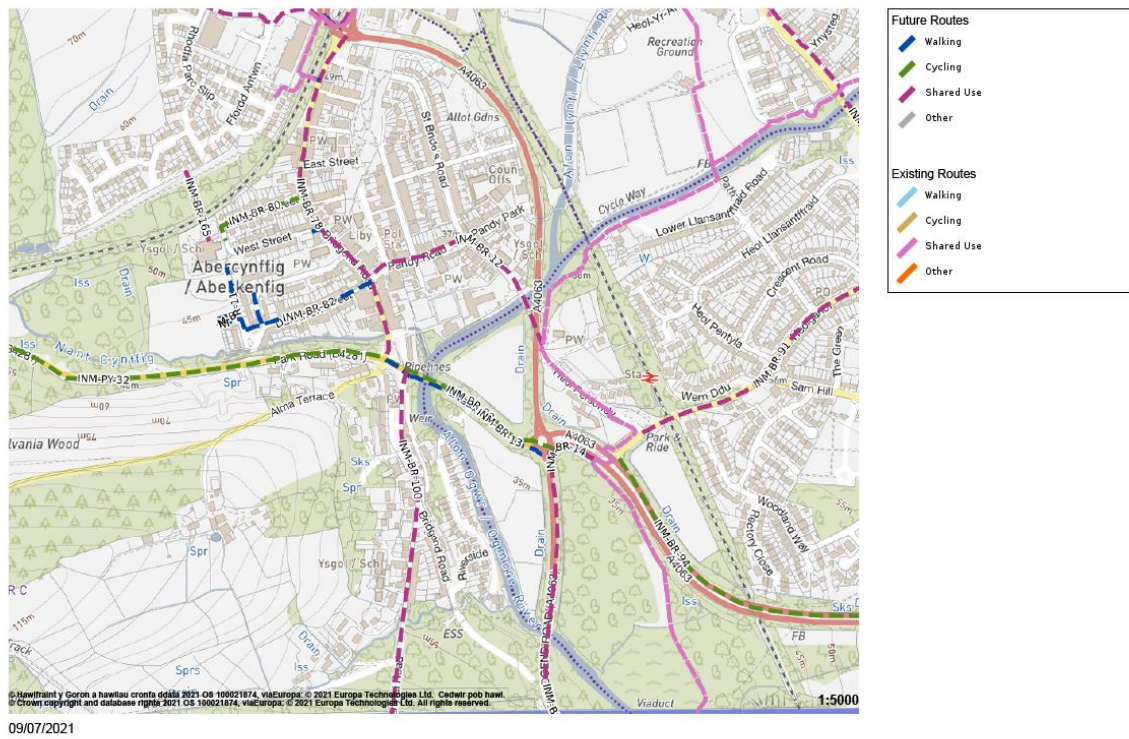
Bridgend North Existing and Future



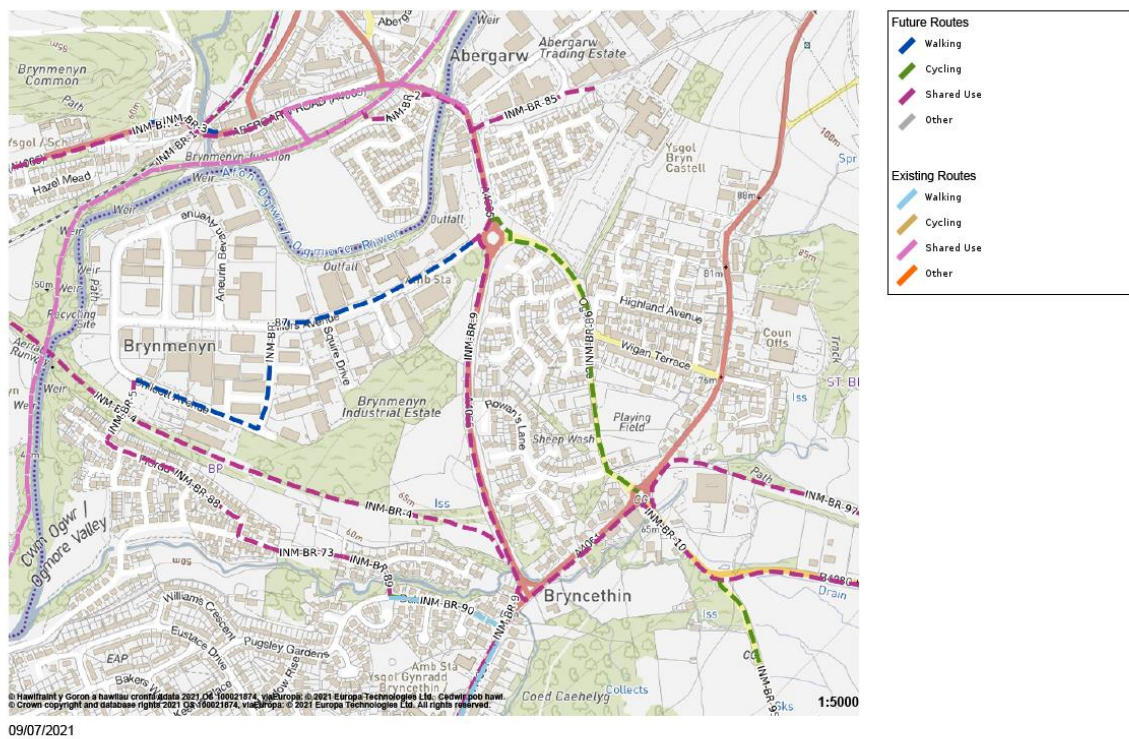
Bridgend West Existing and Future



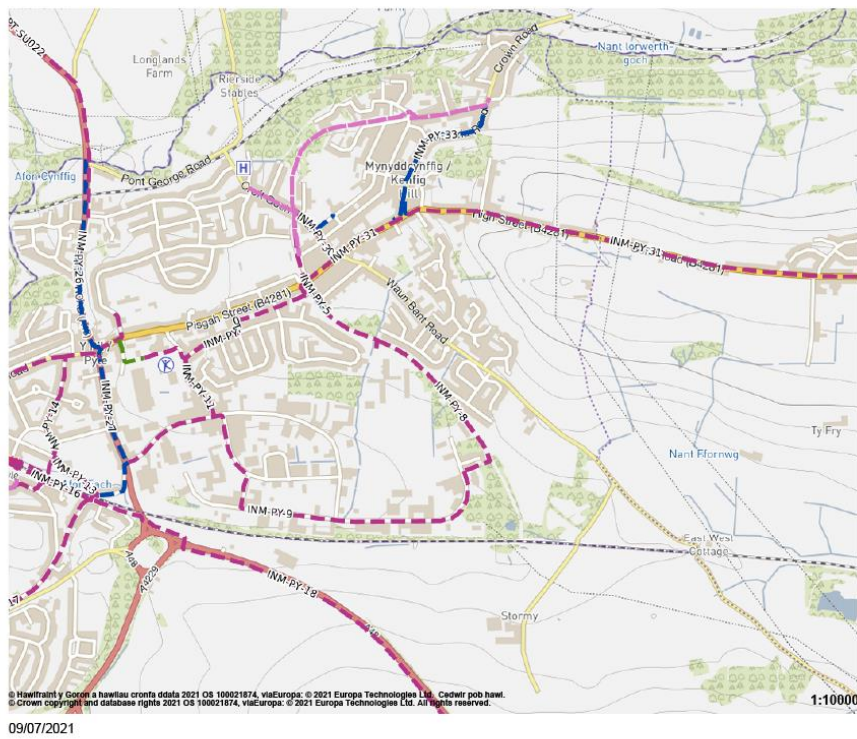
Aberkenfig Existing and Future



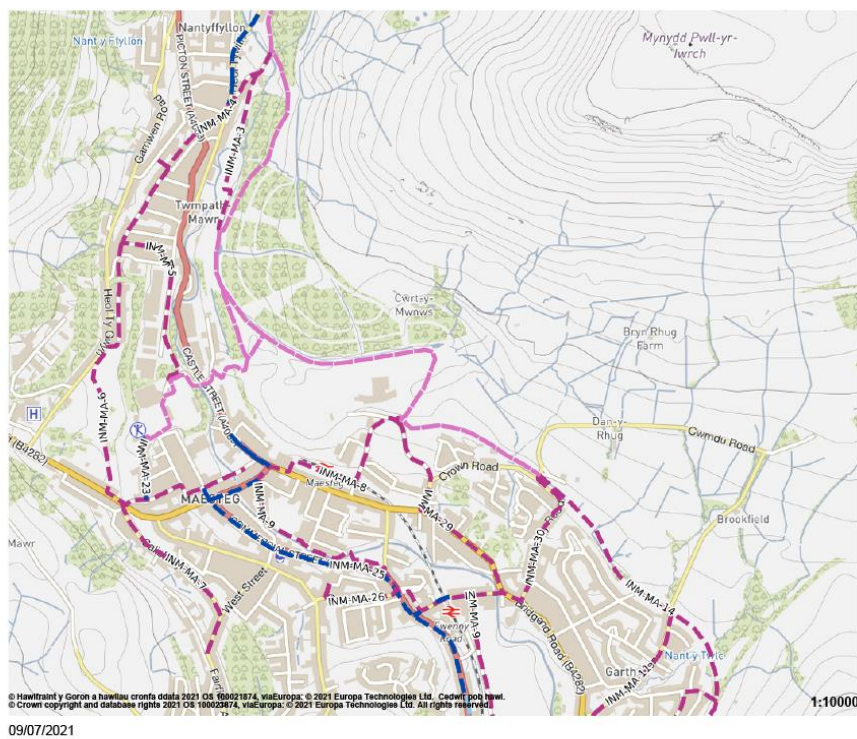
Brynmenyn Existing and Future



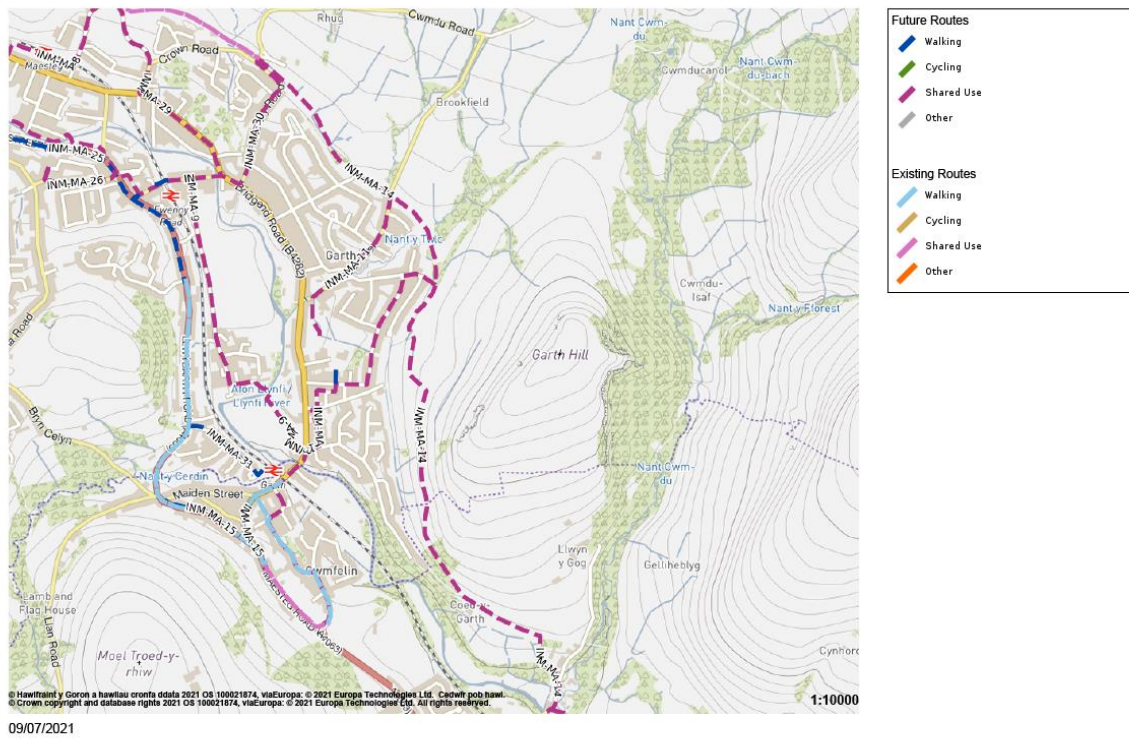
Kenfig Hill Existing and Future



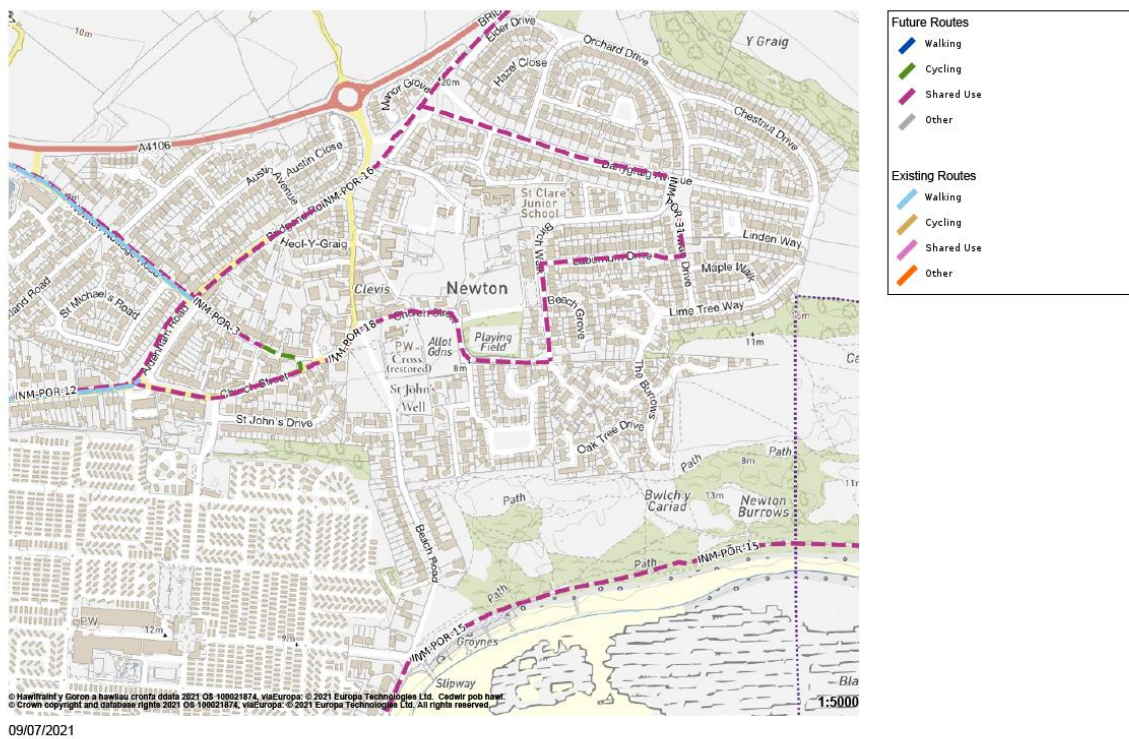
Maesteg North Existing and Future



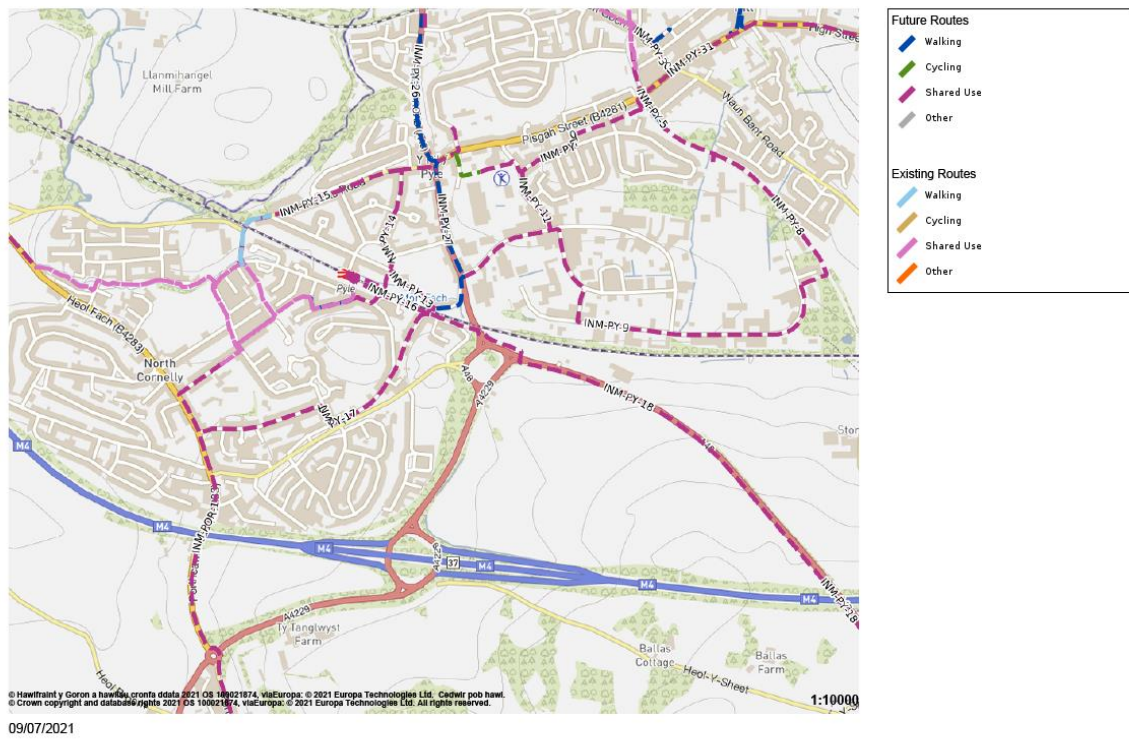
Maesteg South Existing and Future



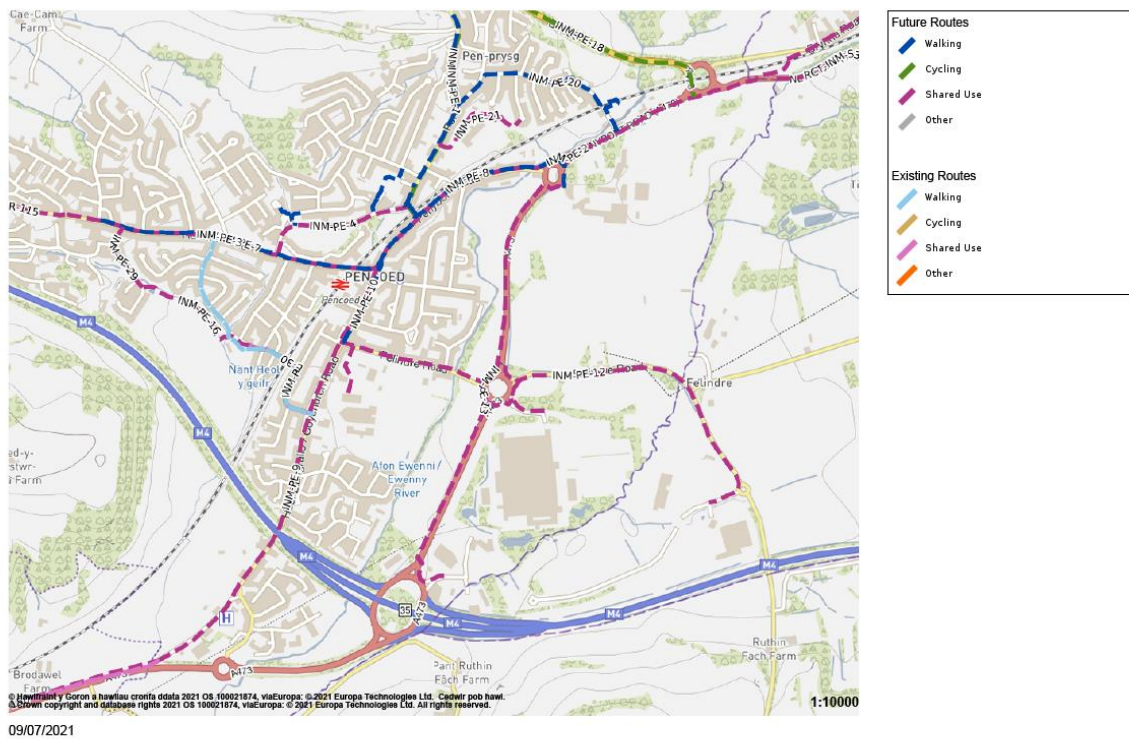
Newton Existing and Future



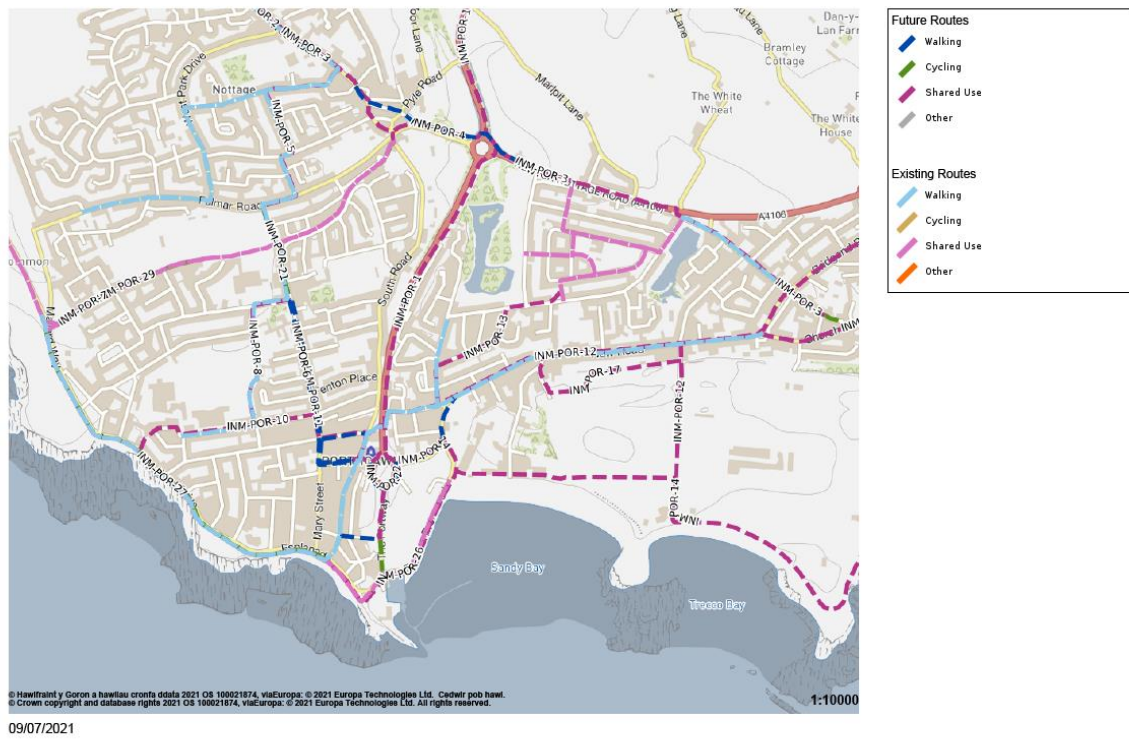
North Cornelly Existing and Future



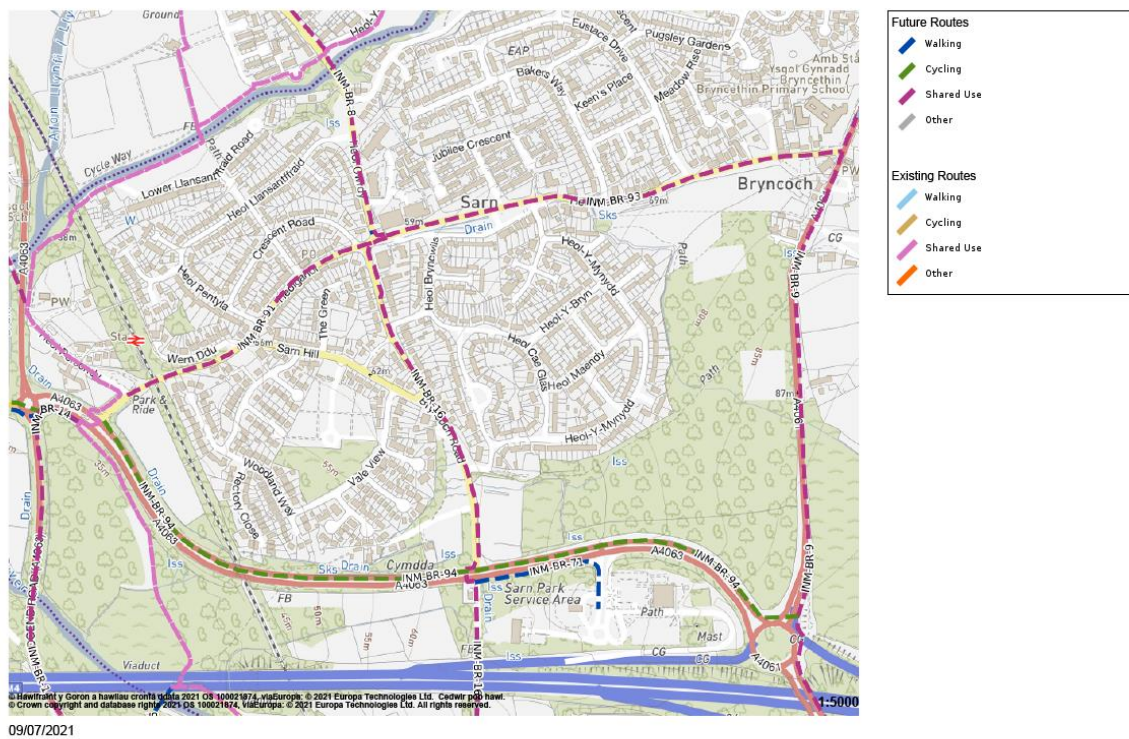
Pencoe Existing and Future



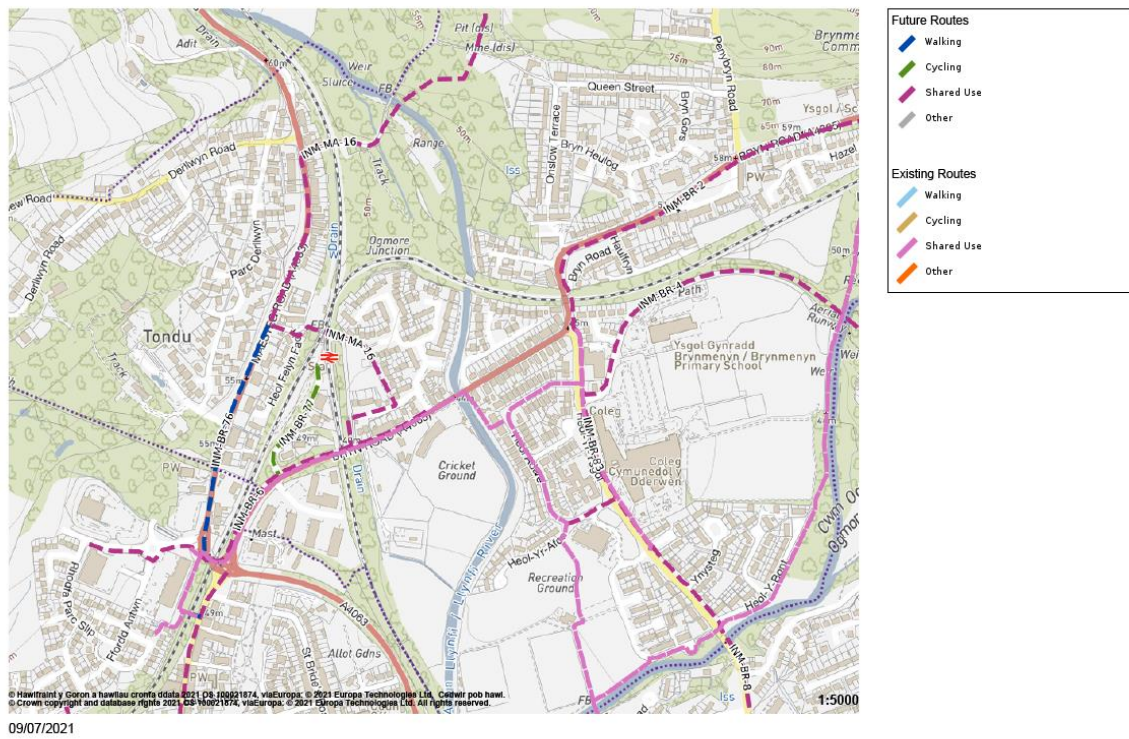
Porthcawl Existing and Future



Sarn Existing and Future



Tondu Existing and Future



Appendix A: Route Naming Schedule

Route Name	Route Type	Route Classification	Priority
INM-BE-1	walking	local	high
INM-BE-2	shared_use	local	high
INM-BE-3	cycling	primary	high
INM-BR-1	shared_use	local	med
INM-BR-2	shared_use	local	high
INM-BR-3	walking	local	med
INM-BR-4	shared_use	local	high
INM-BR-5	shared_use	local	med
INM-BR-6	shared_use	local	high
INM-BR-7	walking	local	med
INM-BR-8	shared_use	local	high
INM-BR-9	shared_use	local	high
INM-BR-10	shared_use	local	high
INM-BR-11	walking	local	high
INM-BR-12	shared_use	local	high
INM-BR-13	walking	local	high
INM-BR-14	shared_use	local	high
INM-BR-15	walking	local	med
INM-BR-16	shared_use	local	high
INM-BR-17	walking	local	low
INM-BR-18	shared_use	local	high
INM-BR-19	walking	local	med
INM-BR-20	shared_use	local	med
INM-BR-21	walking	local	med
INM-BR-22	shared_use	local	high
INM-BR-23	walking	local	high
INM-BR-24	shared_use	local	high
INM-BR-25	shared_use	local	med
INM-BR-26	walking	local	med
INM-BR-27	shared_use	local	high
INM-BR-28	shared_use	local	high
INM-BR-29	shared_use	local	med
INM-BR-30	shared_use	local	low
INM-BR-31	shared_use	local	med
INM-BR-32	shared_use	local	high
INM-BR-33	shared_use	local	med
INM-BR-34	shared_use	local	med
INM-BR-35	walking	local	med
INM-BR-36	shared_use	local	med
INM-BR-37	shared_use	local	med
INM-BR-38	shared_use	local	low
INM-BR-39	shared_use	local	high
INM-BR-40	walking	local	high
INM-BR-41	shared_use	local	high
INM-BR-42	walking	local	high

INM-BR-43	shared_use	local	high
INM-BR-44	shared_use	local	high
INM-BR-44	shared_use	local	high
INM-BR-45	shared_use	local	med
INM-BR-46	shared_use	local	high
INM-BR-47	shared_use	local	high
INM-BR-48	shared_use	local	high
INM-BR-49	shared_use	local	med
INM-BR-50	shared_use	local	med
INM-BR-51	shared_use	local	high
INM-BR-51	shared_use	local	high
INM-BR-52	shared_use	local	high
INM-BR-53	walking	local	med
INM-BR-54	shared_use	local	high
INM-BR-55	shared_use	local	high
INM-BR-56	shared_use	local	high
INM-BR-57	shared_use	local	high
INM-BR-58	shared_use	local	med
INM-BR-59	walking	local	med
INM-BR-60	walking	local	med
INM-BR-61	walking	local	med
INM-BR-62	walking	local	med
INM-BR-63	walking	local	med
INM-BR-64	walking	local	med
INM-BR-65	walking	local	high
INM-BR-66	walking	local	high
INM-BR-67	walking	local	high
INM-BR-68	walking	local	med
INM-BR-69	shared_use	local	med
INM-BR-70	walking	local	low
INM-BR-71	walking	local	low
INM-BR-72	walking	local	med
INM-BR-73	shared_use	local	high
INM-BR-74	walking	local	high
INM-BR-75	walking	local	med
INM-BR-76	walking	secondary	high
INM-BR-77	cycling	secondary	high
INM-BR-78	shared_use	primary	high
INM-BR-79	walking	secondary	high
INM-BR-80	cycling	secondary	high
INM-BR-81	walking	secondary	high
INM-BR-82	walking	secondary	high
INM-BR-83	shared_use	primary	high
INM-BR-84	shared_use	secondary	high
INM-BR-85	shared_use	secondary	high
INM-BR-86	cycling	secondary	high
INM-BR-87	walking	secondary	high
INM-BR-88	shared_use	local	high
INM-BR-89	shared_use	local	high

INM-BR-90	cycling	local	high
INM-BR-91	shared_use	primary	high
INM-BR-92	walking	primary	med
INM-BR-93	shared_use	primary	high
INM-BR-94	cycling	secondary	high
INM-BR-95	cycling	secondary	med
INM-BR-96	walking	local	med
INM-BR-97	shared_use	primary	med
INM-BR-98	cycling	secondary	high
INM-BR-99	walking	secondary	high
INM-BR-100	shared_use	primary	high
INM-BR-101	shared_use	primary	med
INM-BR-102	walking	secondary	med
INM-BR-103	cycling	primary	med
INM-BR-104	shared_use	secondary	med
INM-BR-105	shared_use	secondary	low
INM-BR-106	walking	local	low
INM-BR-107	walking	local	low
INM-BR-108	shared_use	primary	low
INM-BR-109	shared_use	secondary	low
INM-BR-110	cycling	secondary	med
INM-BR-111	shared_use	secondary	med
INM-BR-112	cycling	secondary	low
INM-BR-113	shared_use	primary	low
INM-BR-114	shared_use	primary	low
INM-BR-115	shared_use	primary	med
INM-BR-116	walking	secondary	med
INM-BR-117	walking	local	med
INM-BR-118	walking	secondary	med
INM-BR-119	walking	local	med
INM-BR-120	shared_use	local	high
INM-BR-121	shared_use	primary	med
INM-BR-122	shared_use	secondary	high
INM-BR-123	walking	local	med
INM-BR-124	cycling	secondary	low
INM-BR-125	cycling	secondary	med
INM-BR-126	cycling	primary	med
INM-BR-127	shared_use	primary	med
INM-BR-128	shared_use	primary	low
INM-BR-129	shared_use	secondary	high
INM-BR-130	shared_use	secondary	high
INM-BR-131	shared_use	secondary	high
INM-BR-132	shared_use	secondary	med
INM-BR-133	shared_use	secondary	med
INM-BR-134	shared_use	local	low
INM-BR-135	shared_use	primary	low
INM-BR-136	cycling	secondary	low
INM-BR-137	shared_use	secondary	med
INM-BR-138	shared_use	local	low

INM-BR-139	shared_use	secondary	low
INM-BR-140	shared_use	secondary	low
INM-BR-141	cycling	secondary	med
INM-BR-142	shared_use	secondary	low
INM-BR-143	shared_use	secondary	low
INM-BR-144	shared_use	secondary	low
INM-BR-145	shared_use	secondary	low
INM-BR-146	shared_use	secondary	med
INM-BR-147	shared_use	local	low
INM-BR-148	shared_use	secondary	low
INM-BR-149	cycling	primary	med
INM-BR-150	shared_use	primary	med
INM-BR-151	cycling	primary	low
INM-BR-152	cycling	secondary	med
INM-BR-153	walking	local	med
INM-BR-154	walking	secondary	high
INM-BR-155	walking	secondary	high
INM-BR-156	walking	secondary	high
INM-BR-157	shared_use	secondary	high
INM-BR-158	shared_use	secondary	high
INM-BR-159	walking	secondary	high
INM-BR-160	shared_use	local	high
INM-BR-161	shared_use	secondary	high
INM-BR-162	shared_use	primary	high
INM-BR-163	walking	secondary	high
INM-BR-164	shared_use	secondary	high
INM-BR-165	shared_use	secondary	high
INM-BR-166	walking	local	high
INM-GG-1	walking	local	med
INM-GG-2	walking	local	med
INM-MA-1	shared_use	local	med
INM-MA-2	walking	local	med
INM-MA-3	shared_use	local	med
INM-MA-4	shared_use	local	med
INM-MA-5	shared_use	local	high
INM-MA-6	shared_use	local	high
INM-MA-7	shared_use	local	high
INM-MA-8	shared_use	local	high
INM-MA-9	shared_use	local	high
INM-MA-10	walking	local	high
INM-MA-11	shared_use	local	high
INM-MA-12	walking	local	med
INM-MA-13	shared_use	local	high
INM-MA-14	shared_use	local	high
INM-MA-15	walking	local	med
INM-MA-15	walking	local	med
INM-MA-16	shared_use	local	high
INM-MA-17	shared_use	local	low
INM-MA-18	walking	local	low

INM-MA-19	walking	local	med
INM-MA-20	walking	local	med
INM-MA-21	walking	local	med
INM-MA-22	walking	secondary	med
INM-MA-23	walking	secondary	high
INM-MA-24	shared_use	secondary	high
INM-MA-25	walking	local	high
INM-MA-26	shared_use	secondary	high
INM-MA-27	walking	secondary	high
INM-MA-28	walking	primary	high
INM-MA-29	shared_use	primary	high
INM-MA-30	shared_use	secondary	high
INM-MA-31	walking	secondary	high
INM-MA-32	walking	secondary	med
INM-MA-33	walking	primary	high
INM-MA-34	walking	secondary	low
INM-MA-35	cycling	secondary	low
INM-MA-36	shared_use	secondary	low
INM-OG-1	walking	local	med
INM-OG-2	cycling	local	high
INM-OG-3	walking	local	high
INM-OG-4	walking	local	med
INM-OG-5	shared_use	local	med
INM-OG-6	walking	local	low
INM-OG-7	shared_use	local	med
INM-OG-8	shared_use	local	high
INM-OG-9	walking	local	med
INM-OG-10	walking	local	med
INM-OG-11	walking	local	low
INM-OG-12	shared_use	local	med
INM-OG-13	shared_use	local	med
INM-OG-14	shared_use	local	med
INM-OG-15	cycling	secondary	med
INM-OG-16	shared_use	local	med
INM-OG-17	cycling	primary	med
INM-OG-18	walking	secondary	med
INM-OG-19	cycling	primary	med
INM-OG-20	shared_use	primary	low
INM-PE-1	cycling	local	high
INM-PE-2	shared_use	local	high
INM-PE-3	shared_use	local	high
INM-PE-4	shared_use	local	high
INM-PE-5	walking	local	med
INM-PE-5	walking	local	med
INM-PE-6	walking	local	high
INM-PE-7	walking	local	high
INM-PE-8	walking	local	high
INM-PE-9	shared_use	local	high
INM-PE-10	walking	local	high

INM-PE-11	shared_use	local	high
INM-PE-12	shared_use	local	high
INM-PE-12	shared_use	local	high
INM-PE-13	shared_use	local	high
INM-PE-14	walking	local	high
INM-PE-15	walking	local	med
INM-PE-16	shared_use	local	high
INM-PE-17	walking	local	high
INM-PE-18	cycling	secondary	med
INM-PE-19	walking	primary	high
INM-PE-20	walking	secondary	high
INM-PE-21	shared_use	secondary	med
INM-PE-22	shared_use	secondary	med
INM-PE-23	walking	secondary	high
INM-PE-24	walking	secondary	high
INM-PE-25	walking	secondary	high
INM-PE-26	shared_use	secondary	high
INM-PE-27	walking	secondary	high
INM-PE-28	walking	secondary	high
INM-PE-29	shared_use	local	med
INM-PE-30	cycling	local	high
INM-PO-1	shared_use	local	med
INM-PO-2	walking	local	med
INM-PO-3	shared_use	local	med
INM-PO-4	walking	local	high
INM-PO-5	walking	local	high
INM-PO-6	walking	local	high
INM-PO-7	walking	local	med
INM-PO-8	walking	primary	med
INM-PO-9	walking	local	med
INM-PO-10	walking	local	med
INM-PO-11	cycling	local	med
INM-PO-12	walking	secondary	high
INM-PO-13	walking	primary	high
INM-POR-1	shared_use	local	high
INM-POR-2	shared_use	local	med
INM-POR-3	shared_use	local	med
INM-POR-4	walking	local	med
INM-POR-5	shared_use	local	med
INM-POR-6	walking	local	high
INM-POR-7	walking	local	low
INM-POR-8	shared_use	local	high
INM-POR-9	walking	local	med
INM-POR-10	shared_use	local	high
INM-POR-11	walking	local	high
INM-POR-11	walking	local	high
INM-POR-12	shared_use	local	high
INM-POR-12	shared_use	local	high
INM-POR-13	shared_use	local	high

INM-POR-14	shared_use	local	high
INM-POR-15	shared_use	local	med
INM-POR-16	shared_use	local	med
INM-POR-17	shared_use	local	med
INM-POR-18	shared_use	local	med
INM-POR-19	shared_use	secondary	low
INM-POR-20	cycling	secondary	low
INM-POR-21	cycling	secondary	med
INM-POR-22	walking	primary	high
INM-POR-23	walking	secondary	high
INM-POR-24	shared_use	secondary	high
INM-POR-25	cycling	secondary	med
INM-POR-26	shared_use	primary	high
INM-POR-27	cycling	secondary	high
INM-POR-28	walking	secondary	high
INM-POR-29	cycling	secondary	med
INM-POR-30	cycling	local	med
INM-POR-31	shared_use	secondary	med
INM-PY-1	walking	local	med
INM-PY-2	walking	local	med
INM-PY-3	walking	local	med
INM-PY-4	walking	local	med
INM-PY-5	shared_use	local	high
INM-PY-6	walking	local	high
INM-PY-7	walking	local	high
INM-PY-8	shared_use	local	med
INM-PY-9	shared_use	local	med
INM-PY-10	shared_use	local	high
INM-PY-11	shared_use	local	high
INM-PY-12	walking	local	med
INM-PY-13	shared_use	local	high
INM-PY-14	shared_use	local	high
INM-PY-15	shared_use	local	high
INM-PY-16	shared_use	local	high
INM-PY-16	shared_use	local	high
INM-PY-17	shared_use	local	high
INM-PY-18	shared_use	local	med
INM-PY-19	walking	local	med
INM-PY-20	walking	local	high
INM-PY-21	shared_use	local	med
INM-PY-22	shared_use	local	high
INM-PY-23	walking	local	high
INM-PY-24	shared_use	secondary	med
INM-PY-25	cycling	secondary	med
INM-PY-26	walking	primary	med
INM-PY-27	walking	primary	med
INM-PY-29	shared_use	secondary	high
INM-PY-30	shared_use	secondary	high
INM-PY-31	shared_use	primary	high

INM-PY-32	cycling	secondary	high
INM-PY-33	walking	secondary	med

Appendix B: Audit Scores (Existing Routes)

For a route to be included as 'Existing' it must score at least 70% with no scoring elements marked as 'Critical' (which relate to pedestrians if there is a missing drop kerb, thus restricting wheelchair or mobility scooter users) or for cyclists if the route is not an acceptable width, or if on carriageway cycling if traffic flows/speeds are too high.

Welsh Government route audit tools have been used to determine the scores along each section, and are available via this link: <https://gov.wales/active-travel-guidance>.

Route ID:	Route Name	Settlement	Walk Score (%)	Cycle Score (%)
BRC1	Tondu to NCN4	Bridgend	95	84
BRC1	Tondu to NCN4	Bridgend	75	60
BRC2	Ynysawdre to NCN4	Bridgend	85	84
BRC2	Ynysawdre to NCN4	Bridgend	85	72
BRC2	Ynysawdre to NCN4	Bridgend	88	70
BRC3	NCN 4 Celtic Trail	Bridgend	85	66
BRC3	NCN4 Celtic Trail	Bridgend	88	88
BRC4	NCN 4 Blackmill to Tondu	Bridgend	93	78
BRC5a	NCN885 Sarn to Bridgend	Bridgend	62	65
BRC5b	NCN885 Sarn to Bridgend	Bridgend	58	68
BRC5c	NCN885 Sarn to Bridgend	Bridgend	75	70
BRC5d	NCN885 Sarn to Bridgend	Bridgend	48	64
BRC5e	NCN885 Sarn to Bridgend	Bridgend	100	78
BRC5f	NCN 885 Sarn to Bridgend	Bridgend	93	70
BRC5g	NCN885 Sarn to Bridgend	Bridgend	88	76
BRC5h	NCN 885 Sarn to Bridgend	Bridgend	85	86
BRC5i	NCN 885 Sarn to Bridgend	Bridgend	85	86
BRC6a	Litchard to Brackla via Coity	Bridgend	93	82
BRC6b	Litchard to Brackla via Coity	Bridgend	93	84
BRC6c	Litchard to Brackla via Coity	Bridgend	88	84
BRC7a	Brackla to Bridgend town centre	Bridgend	90	80
BRC7b	Brackla to Bridgend town centre	Bridgend	90	74
BRC7c	Brackla to Bridgend town centre	Bridgend	93	82
BRC7d	Brackla to Bridgend town centre	Bridgend	85	70
BRC7e	Brackla to Bridgend town centre	Bridgend	80	82
BRC8a	Laleston to Bridgend town centre	Bridgend	88	82
BRC8b	Laleston to Bridgend town centre	Bridgend	80	80
BRC8c	Laleston to Bridgend town centre	Bridgend	98	88
BRC8d	Laleston to Bridgend town centre	Bridgend	98	88
BRC9a	Laleston to Bridgend town centre	Bridgend	83	76
BRC9b	Laleston to Bridgend town centre	Bridgend	78	74

BRC10	Cefn Glas to Bridgend town centre	Bridgend	93	84
BRC11	Coychurch Village to Coychurch Primary School	Bridgend	93	78
BRC12	Coleg-y-Dderwen to NCN 4 Link	Bridgend	93	88
BRC13	Waterton Industrial Estate Link	Bridgend	88	80
BRP1	Coity to Brackla	Bridgend	73	0
BRP2	Brackla to Bridgend College	Bridgend	68	0
BRP3	Brackla to Brynteg Comprehensive School	Bridgend	83	0
BRP4	Ewenny Cross to Bridgend town centre	Bridgend	68	0
BRP5	Litchard to Bridgend Designer Outlet	Bridgend	60	0
BRP6	Litchard to Brackla Industrial Estate	Bridgend	75	0
BRP6b	Litchard Cross to Litchard Primary School	Bridgend	73	0
BRP7	Coychurch Road, Bridgend	Bridgend	75	0
BRP8	Main Road, Coychurch	Bridgend	80	0
BRP9	Bryncoch to Bryncethin Primary School	Bridgend	75	0
BRP10	Wildmill to Litchard Primary School	Bridgend	0	0
BRP11	Pendre to Litchard Primary School	Bridgend	85	0
BRP12	Bridgend Town Centre	Bridgend	88	0
MAC1a	Llynfi Valley Route	Maesteg	88	74
MAC1b	Llynfi Valley Route	Maesteg	85	72
MAC1c	Llynfi Valley Route	Maesteg	90	80
MAC2	Llynfi Valley Route	Maesteg	85	70
MAC3a	Llynfi Valley Route	Maesteg	90	84
MAC3b	Llynfi Valley Route	Maesteg	95	88
MAC4	Cwmfelin Primary School Link	Maesteg	98	80
MAP1a	Garth Station to Cwmfelin Primary School	Maesteg	73	0
MAP1b	Garth station to Cwmfeling Primary School	Maesteg	85	0
MAP2	Maesteg to Cwmfelin Primary School	Maesteg	70	0
OVC	Ogmore Valley Route	Ogmore Vale	85	70
OVC2	Ogmore Valley Route	Ogmore Vale	78	76
OVC3	Ogmore Valley Route	Ogmore Vale	88	80
PEC1	Coychurch to Pencoed (ATN Route 2)	Pencoed	83	84
PEC2	Hendre to Pencoed Comprehensive and Croesty Primary Schools	Pencoed	93	76
PEP1	Hendre Road to Pencoed Comprehensive School	Pencoed	75	0

POC1	Garw Valley Route	Pontycymer	90	76
POC2	Garw Valley Route	Pontycymer	68	60
PORC1a	Rest Bay to Porthcawl	Porthcawl	93	82
PORC1b	Nottage to Rest Bay	Porthcawl	53	66
PORC1c	Nottage to Rest Bay	Porthcawl	83	72
PORC1d	Nottage to Rest Bay	Porthcawl	90	66
PORC2a	Porthcawl Primary School Link	Porthcawl	100	90
PORC2b	Porthcawl Primary School Link	Porthcawl	94	90
PORC2c	Porthcawl Primary School Link	Porthcawl	98	90
PORC3	Rest Bay to Coney Beach	Porthcawl	88	78
PORP1	Nottage to Porthcawl Comprehensive School	Porthcawl	71	0
PORP2	Porthcawl to Rest Bay	Porthcawl	85	0
PORP3	Porthcawl to Newton	Porthcawl	76	0
PORP4	Rest Bay to Nottage	Porthcawl	70	0
PORP5	West Road Route	Porthcawl	70	0
PORP6	Newton to Porthcawl Primary School	Porthcawl	78	0
PYC1a	Cornelly to Pyle Railway Station	Pyle	100	93
PYC1b	Cornelly to Pyle Railway Station	Pyle	75	68
PYC2a	Corneli Primary School Safe Routes	Pyle	100	93
PYC2b	Corneli Primary School Safe Routes	Pyle	50	82
PYC3a	Kenfig Hill to Cynffig Comprehensive	Pyle	85	74
PYC3b	Kenfig Hill to Cynffig Comprehensive	Pyle	88	78
PYC3c	Kenfig Hill to Cynffig Comprehensive School	Pyle	80	66
PYC3d	Kenfig Hill to Cynffig Comprehensive School	Pyle	90	76
PYP1	Pyle to North Cornelly	Pyle	78	0

Appendix C: Stakeholder List and Engagement Activities

Stakeholder	Group	Phase 1	Phase 2	Form of Engagement
Public Rights of Way Team	BCBC	✓	✓	email campaign
Planning Development Section	BCBC	✓	✓	email campaign
Highways Maintenance Section	BCBC	✓	✓	email campaign
Road Safety Team	BCBC	✓	✓	email campaign
WG Network Management officers for Active Travel on Trunk Roads	BCBC	✓	✓	email campaign
Trunk Road Agent officers for area	BCBC	✓	✓	email campaign
Trunk Road Agent officers for area	BCBC	✓	✓	email campaign
Trunk Road Agent officers for area	BCBC	✓	✓	email campaign
Adjoining Local Authorities	BCBC	✓	✓	email campaign
Education Section	BCBC	✓	✓	email campaign
Traffic Management and Parking Section	BCBC	✓	✓	email campaign
Strategic Planning Section	BCBC	✓	✓	email campaign
Development Control Section	BCBC	✓	✓	email campaign
Regeneration and Economic Development Section	BCBC	✓	✓	email campaign
Highways Section	BCBC	✓	✓	email campaign
Physical Activity and Sport Service	BCBC	✓	✓	email campaign
Cabinet Member for Adult Social Care, Health and Wellbeing	BCBC	✓	✓	email campaign
Local Access Group (LAG)	BCBC	✓	✓	email campaign
Local Access Forum/ Countryside and Wildlife Team	BCBC	✓	✓	email campaign
Community Cohesion Officer	BCBC	✓	✓	email campaign
Elected Members (52)	Elected Members	✓	✓	email campaign stakeholder webinar
Community/Town Council Clerks (20)	Community/Town Councils	✓	✓	email campaign stakeholder webinar
Focus Area Maesteg (500 households)	Residents		✓	leaflet drop
Focus Area Ogmore Vale (500 households)	Residents		✓	leaflet drop
Focus Area Pontycymer (500 households)	Residents		✓	leaflet drop
Focus Area Pyle (500 households)	Residents		✓	leaflet drop

Protected Characteristics				
Age connects Morgannwg	Age	✓	✓	email campaign
Shout Bridgend	Age	✓	✓	email campaign
Age Cymru Glamorgan	Age	✓	✓	email campaign
Older people's commissioner for Wales	Age	✓	✓	email campaign
Stroke Association Bridgend	Disability	✓	✓	email campaign
National Autistic Society Bridgend	Disability	✓	✓	email campaign
All Wales Forum Parents & Carers	Disability	✓	✓	email campaign
Disability Wales	Disability	✓	✓	email campaign
Integrated Autism Service	Disability	✓	✓	email campaign
Wales Council for Deaf People	Disability	✓	✓	email campaign
Bridgend Coalition of Disabled People	Disability	✓	✓	email campaign
Care and Repair Bridgend	Disability	✓	✓	email campaign
AutSide Education and Training	Disability	✓	✓	email campaign
Special Olympics Wales	Disability	✓	✓	email campaign
Disability Wales	Disability	✓	✓	email campaign
RNIB	Disability	✓	✓	email campaign/ meeting
Welsh Guide Dogs	Disability	✓	✓	email campaign/ meeting
Wales Vision Forum	Disability	✓	✓	email campaign/ liaising through RNIB
Welsh Council of the Blind	Disability	✓	✓	email campaign/ liaising through RNIB
Leonard Cheshire	Disability	✓	✓	email campaign
Care Council Wales	Disability	✓	✓	email campaign
Carers Trust in Wales	Disability	✓	✓	email campaign

Disability Wales	Disability	✓	✓	email campaign
Epilepsy Wales	Disability	✓	✓	email campaign
Race Council Cymru	Diversity	✓	✓	email campaign
Stonewall Cymru	Diversity	✓	✓	email campaign
FAN Group (Bridgend among others)	Diversity	✓	✓	email campaign
Cangen Merched y Wawr Y Bontfaen	Gender	✓	✓	email campaign
WI Bryncethin	Gender	✓	✓	email campaign
Breeze Bridgend	Gender/ Walking & Cycling	✓	✓	email campaign
Mind Cwm taf Morgannwg	Health	✓	✓	email campaign
Hafal Bridgend	Health	✓	✓	email campaign
Wales Council for Voluntary Action	Other	✓	✓	email campaign
Bridgend Association of Voluntary Organisations	Other	✓	✓	email campaign
Refugee Council	Other	✓	✓	email campaign
Bridgend College	Young People	✓	✓	email campaign/ direct liaising
Family Information Service	Young People	✓	✓	email campaign/ direct liaising
Scouts Bridgend	Young People	✓	✓	email campaign
Yr Urdd	Young People	✓	✓	email campaign
Children's commissioner for Wales	Young People	✓	✓	email campaign/ direct liaising
Youth Parliament	Young People	✓	✓	email campaign/ direct liaising
The Bridge Alternative Provision	Young People	✓	✓	email campaign
Infants School, all (2)	Young People	✓	✓	email campaign/ Online survey for schools

Junior School, all (1)	Young People	✓	✓	email campaign/ Online survey for schools
Primary Schools, all (40)	Young People	✓	✓	email campaign/ Online survey for schools
Secondary Schools, all (8)	Young People	✓	✓	email campaign/ Online survey for schools
Secondary Schools, all (8)	Young People	✓	✓	email campaign/ Online survey for schools
Church Schools, all (6)	Young People	✓	✓	email campaign/ Online survey for schools
Special Schools all (2)	Young People	✓	✓	email campaign/ Online survey for schools
Groups/ Organisations/ Businesses				
3M Healthcare Ltd	Business	✓	✓	email campaign
Aircraft Maintenance Support Services Ltd	Business	✓	✓	email campaign
Arjo Huntleigh	Business	✓	✓	email campaign
Astra Games Ltd	Business	✓	✓	email campaign
Biomonde	Business	✓	✓	email campaign
CGI	Business	✓	✓	email campaign
Cenin Limited	Business	✓	✓	email campaign
Centregreat	Business	✓	✓	email campaign
Coppice Alupack Ltd	Business	✓	✓	email campaign
Crendon	Business	✓	✓	email campaign
Days Healthcare	Business	✓	✓	email campaign
Dunraven manufacturing	Business	✓	✓	email campaign
Formation Furniture Ltd	Business	✓	✓	email campaign

GE Carpentry Services Ltd	Business	✓	✓	email campaign
Invacare UK	Business	✓	✓	email campaign
Irvin GQ	Business	✓	✓	email campaign
John Raymond Transport	Business	✓	✓	email campaign
Knott-Avonride Ltd	Business	✓	✓	email campaign
McArthurGlen Bridgend Designer Outlet	Business	✓	✓	email campaign
Morris Line Engineering	Business	✓	✓	email campaign
Nodor International	Business	✓	✓	email campaign
Ortho-Clinical Diagnostics	Business	✓	✓	email campaign
Owens Group Ltd	Business	✓	✓	email campaign
PCI Pharma Services	Business	✓	✓	email campaign
ReNeuron	Business	✓	✓	email campaign
Rockwool	Business	✓	✓	email campaign
Roma Medical	Business	✓	✓	email campaign
Ruskinn Technology Ltd	Business	✓	✓	email campaign
SAS International	Business	✓	✓	email campaign
Sony Manufacturing Company	Business	✓	✓	email campaign
Spectrum Technologies PLC	Business	✓	✓	email campaign
Tyco Water Works Atlantic Plastics Ltd	Business	✓	✓	email campaign
Wepa UK	Business	✓	✓	email campaign
Zi+A27:A61mmer Biomet	Business	✓	✓	email campaign
Bridgend Cycle Centre	Cycle Shop	✓	✓	email campaign
Rush Cycles	Cycle Shop	✓	✓	email campaign
Bike It	Cycle Shop	✓	✓	email campaign
Bridgend Bike Repairs	Cycle Shop	✓	✓	email campaign
ONIT Sports	Cycle Shop	✓	✓	email campaign
The Wildlife Trust East and West Wales	Environment	✓	✓	email campaign
Woodland Trust Wales/ Coed Cadw	Environment	✓	✓	email campaign

Bryngarw Park Countryside Volunteers	Environment	✓	✓	email campaign
BCBC Biodiversity Policy Officer	Environment	✓	✓	email campaign
Buglife	Environment	✓	✓	email campaign
Project Splatter	Environment	✓	✓	email campaign
Princess of Wales Hospital	Health	✓	✓	email campaign
Health Challenge Wales	Health	✓	✓	email campaign
Planet Health Cymru/ Institute of Welsh Affairs	Health	✓	✓	email campaign
Ashfield Surgery	Health	✓	✓	letter & poster
Riversdale Surgery	Health	✓	✓	letter & poster
Newcastle Surgery	Health	✓	✓	letter & poster
Oak Tree Surgery	Health	✓	✓	letter & poster
Tynycoed Surgery	Health	✓	✓	letter & poster
Bridgend Clinic	Health	✓	✓	letter & poster
New Street Surgery	Health	✓	✓	letter & poster
Heathbridge House Surgery	Health	✓	✓	letter & poster
North Cornelly Surgery	Health	✓	✓	letter & poster
Porthcawl Group Practice	Health	✓	✓	letter & poster
Valleys to Coast	Housing	✓	✓	email campaign
Wales and West	Housing	✓	✓	email campaign
Hafod	Housing	✓	✓	email campaign
Linc-Cymru	Housing	✓	✓	email campaign
Dunraven Place Post Office	Public Bodies	✓	✓	letter & poster
Brackla Post Office	Public Bodies	✓	✓	letter & poster
Bridgend Industrial Estate Post Office	Public Bodies	✓	✓	letter & poster
Cefn Glas Post Office	Public Bodies	✓	✓	letter & poster
Pendre Post Office	Public Bodies	✓	✓	letter & poster
Bryntirion Post Office	Public Bodies	✓	✓	letter & poster
Coity Post Office	Public Bodies	✓	✓	letter & poster

Sarn Post Office	Public Bodies	✓	✓	letter & poster
Brynmenyn Post Office	Public Bodies	✓	✓	letter & poster
Pyle Post Office	Public Bodies	✓	✓	letter & poster
Simply Local Laleston	Public Bodies	✓	✓	letter & poster
Cefn Cribwr Post Office	Public Bodies	✓	✓	letter & poster
Pencoed Post Office	Public Bodies	✓	✓	letter & poster
Ogmore-by-Sea Post Office	Public Bodies	✓	✓	letter & poster
Kenfig Hill Post Office	Public Bodies	✓	✓	letter & poster
North Cornelly Post Office	Public Bodies	✓	✓	letter & poster
Royal Mail	Public Bodies	✓	✓	letter & poster
Saint Brides Major Post Office	Public Bodies	✓	✓	letter & poster
Blackmill Post Office	Public Bodies	✓	✓	letter & poster
Coytrahen Post Office	Public Bodies	✓	✓	letter & poster
Bridgend Library	Public Bodies	✓	✓	letter & poster
MPEC Library	Public Bodies	✓	✓	letter & poster
Aberkenfig Library	Public Bodies	✓	✓	letter & poster
Bridgend Library and Information Service	Public Bodies	✓	✓	letter & poster
Pencoed Library	Public Bodies	✓	✓	letter & poster
Pyle Life Centre	Public Bodies	✓	✓	letter & poster
Pontycymer Library at Halo Garw Valley Life Centre	Public Bodies	✓	✓	letter & poster
Sarn Library	Public Bodies	✓	✓	letter & poster
Porthcawl Library	Public Bodies	✓	✓	letter & poster
Cowbridge Library	Public Bodies	✓	✓	letter & poster
Learndirect - Bridgend College	Public Bodies	✓	✓	letter & poster
Halo Bridgend Life Centre	Sports	✓	✓	letter & poster
Jump Jam Trampoline Park Rock Climbinb Leisure Centre	Sports	✓	✓	letter & poster
Halo Garw Valley Life Centre	Sports	✓	✓	letter & poster
Physique Health & Leisure Ltd	Sports	✓	✓	letter & poster

Halo Pyle Swimming Pool	Sports	✓	✓	letter & poster
Halo Ogmore Valley Life Centre	Sports	✓	✓	letter & poster
Halo Ynysawdre Swimming Pool & Fitness Centre	Sports	✓	✓	letter & poster
Halo Pencoed Swimming Pool	Sports	✓	✓	letter & poster
Halo Maesteg Sports Centre	Sports	✓	✓	letter & poster
Cowbridge Leisure Centre	Sports	✓	✓	letter & poster
Nuffield Health Bridgend Fitness & Wellbeing	Sports	✓	✓	letter & poster
Energie Fitness Bridgend	Sports	✓	✓	letter & poster
Dynamic Strength and Fitness	Sports	✓	✓	letter & poster
Snap Fitness Bridgend	Sports	✓	✓	letter & poster
Heronston Hotel and Leisure Club	Sports	✓	✓	letter & poster
First Class	Sports	✓	✓	letter & poster
Community Transport Association (Wales)	Transport	✓	✓	Email campaign
Bus users Cymru	Transport	✓	✓	Email campaign
Confederation of Passenger Transport (Wales)	Transport	✓	✓	Email campaign
Transport Focus (Passenger Focus)	Transport	✓	✓	Email campaign
Campaign for Better Transport	Transport	✓	✓	Email campaign
Ramblers	Walking & Cycling	✓	✓	Email campaign
Ogmore Valley Wheelers	Walking & Cycling	✓	✓	Email campaign
Bridgend Social Cycling	Walking & Cycling	✓	✓	Email campaign
Bridgend and District Ramblers	Walking & Cycling	✓	✓	Email campaign
Cwm Ogwr Running Club	Walking & Cycling	✓	✓	Email campaign
Ogmore Valley Wheelers	Walking & Cycling	✓	✓	Email campaign
Ogmore Phoenix Runners	Walking & Cycling	✓	✓	Email campaign
Bridgend Athletic Club	Walking & Cycling	✓	✓	Email campaign
Brackla Harriers	Walking & Cycling	✓	✓	Email campaign
Bridgend Social Cycling	Walking & Cycling	✓	✓	Email campaign
South Wales Mountaineering Club	Walking & Cycling	✓	✓	Email campaign

Focused Engagement Phase 2	Group	Phase 1	Phase 2	Engagement Activity	Group actively promoting consultation
National groups					
Older People's Commissioner	Age	✓	✓	direct liaison	✓
Age Cymru	Age	✓	✓	personal email	
Disability Wales	Disability	✓	✓	personal email	
RNIB	Disability	✓	✓	direct liaison/ meetings	✓
Welsh Guide Dogs	Disability	✓	✓	direct liaison/ meetings	✓
Wales Council for the Blind	Disability	✓	✓	direct liaison	✓
Wales Vision Forum	Disability	✓	✓	direct liaison	✓
Leonard Cheshire	Disability	✓	✓	personal email	
Deafblind Cymru	Disability	✓	✓	direct liaison	☐
Diverse Cymru	Diverse	✓	✓	direct liaison	✓
Ramblers Cymru	Walking & Cycling	✓	✓	direct liaison	✓
Living Streets Cymru	Walking & Cycling	✓	✓	direct liaison	✓
Future Generations Officer	Young People	✓	✓	direct liaison	✓
Children's Commissioner	Young People	✓	✓	direct liaison	✓
Council for Voluntary Youth Work	Young People	✓	✓	direct liaison	✓
Welsh Youth Parliament	Young People	✓	✓	direct liaison	☐
WYP Vale Lleucu Haf William	Young People	✓	✓	personal email	
Children in Wales	Young People	✓	✓	personal email	
Local groups					
Age Cymru West Glamorgan	Age	✓	✓	personal email	
Ageing Well in Bridgend	Age	✓	✓	personal email	
U3A Bridgend	Age	✓	✓	personal email	✓

Age Cymru Bridgend SHOUT	Age	✓	✓	personal email	
African Community Centre	Diversity	✓	✓	personal email	<input type="checkbox"/>
Race Council Cymru	Diversity	✓	✓	personal email	✓
Ethnic Minorities and Youth Support Team Wales	Diversity	✓	✓	personal email	
WI Glamorgan	Gender	✓	✓	personal email	<input type="checkbox"/>
Merched Y Waur Glamorgan	Gender	✓	✓	personal email	
Bridgend Youth Development	Young People	✓	✓	personal email	✓
Bridgend Youth Support	Young People	✓	✓	personal email	<input type="checkbox"/>
Bridgend Youth Council	Young People	✓	✓	personal email/ meeting & presentation	✓
Bridgend Youth Mayor	Young People	✓	✓	personal email	✓
BAVO	Young People	✓	✓	personal email	✓
Family Information Service	Young People	✓	✓	personal email	✓
Bridgend Youth Service	Young People	✓	✓	personal email/ meeting	

Social Media					
Age Cymru West Glamorgan	Age	✓	✓	facebook message	
Care & Repair Cymru	Age/ Disability	✓	✓	facebook message	
AutSide Education and Training	Disability	✓	✓	facebook message	
Bridgend Coalition of Disabled People	Disability	✓	✓	facebook message	
Parc Slip Nature Reserve	Environment	✓	✓	facebook message	
The Wildlife Trust East and West Wales	Environment	✓	✓	facebook message	
Woodland Trust Wales	Environment	✓	✓	facebook message	
WI Bryncethin	Gender	✓	✓	facebook message	
Breeze Bridgend	Gender/ Sports	✓	✓	facebook message	
Cwm Taf Morgannwg University Health Board	Health	✓	✓	facebook message	
Bridgend Town Centre Hub	Other	<input type="checkbox"/>	✓	facebook message	

Bridgend Hub	Other	✓	✓	facebook message	
Bridgend Town Hub (16k followers)	Other	✓	✓	facebook message	
Bridgend reach	Other	✓	✓	facebook message	
Bridgend Astronomical Society	Other	✓	✓	facebook message	
All Wales Forum	Other	✓	✓	facebook message	
Memories of Pyle and Kenfig Hill	Other	☐	✓	facebook message	
Cefn, Kenfig Hill and Pyle Community Hub	Other	☐	✓	facebook message	
Kenfig Hill and Pyle News and More	Other	☐	✓	facebook message	
Pyle Community Council Facebook Page	Other	☐	✓	facebook message	
Cefn, Kenfig Hill & Pyle Volunteer Community Cleanup	Other	☐	✓	facebook message	
Pyle, Kenfig Hill, Cornelly, Porthcawl, Maesteg and Bridgend Local Business	Other	☐	✓	facebook message	
Pencoed Hub	Other	☐	✓	facebook message	
Pencoed and surrounding areas buy, sell and swap	Other	☐	✓	facebook message	
Community Hub for Llanharan, Bryncae, Brynna & Mountain Hare.	Other	☐	✓	facebook message	
Love on the rocks Pencoed	Other	☐	✓	facebook message	
Pencoed Volunteer Community Cleanup	Other	☐	✓	facebook message	
Pencoed Panthers Social	Other	☐	✓	facebook message	
Pontycymer to Sarn buy and sell	Other	☐	✓	facebook message	
Friends of Pencoed Comprehensive School	Oyoung People	☐	✓	facebook message	
Brackla Running Club	Sports	✓	✓	facebook message	
Pontycymer Rugby	Sports	☐	✓	facebook message	
First Cymru Buses	Transport	✓	✓	facebook message	
Bridgend Railway Club	Transport	✓	✓	facebook message	
Bridgend Social Cycling	Walking&Cycling	✓	✓	facebook message	
Scouts Bridgend	Young People	✓	✓	facebook message	
Bridgend College	Young People	✓	✓	facebook message	
Pyle Primary Parents	Young People	☐	✓	facebook message	

Parents and guardians of children at Pencoed Comprehensive	Young People	<input type="checkbox"/>	✓	facebook message	
Parents of children at Pencoed Primary	Young People	<input type="checkbox"/>	✓	facebook message	

Equalities Impact Assessment (EIA) Screening Form

This document is a multi-purpose tool ensuring the appropriate steps are taken to comply with the [Public Sector Equality Duty](#) Equality Impact Assessment legislation and to demonstrate that we have shown due regard to the need to reduce inequalities of outcome resulting from socio-economic disadvantage when taking strategic decisions under the [Socio-economic Duty](#). It also ensures consideration of the [Welsh Language Standards](#). [Click here to access more information and guidance to help you complete this EIA.](#)

- **This assessment should be carried out during the formation stage of your policy or proposal. Any negative impact identified will support you to devise engagement strategies for further evidence gathering.**
- **If you are undertaking a full public consultation as part of your policy or proposal this form should be completed before the consultation begins and used as a tool to inform your consultation questions and engagement activities.**
- **All sections and all questions require a response and must not be left blank even if they are ‘not applicable’ or ‘subject to further consultation’.**

Name of project, policy, function, service or proposal being assessed:	Bridgend's Active Travel Network Map (Bridgend's).
Brief description and aim of policy or proposal:	Submission of a revised active travel network map to Welsh Government in order to comply with the duties placed on the Council through the Active Travel (Wales) Act 2013.
Who is responsible for delivery of the policy or proposal?	Planning and Development Services
Date EIA screening completed:	29-11-2021
Does this policy or proposal relate to any other policies? (please state)	LDP, LTP, Future Wales 2040 – The National Plan, Planning Policy Wales 11, Welsh Government Active Travel Guidance
Who is affected by this policy (e.g. Staff, residents, disabled people, women only?)	Residents and any person travelling within or through Bridgend County Borough.
Is the policy related to, influenced by, or affected by other policies or areas of work (internal or external)? <i>Note: Consider this in terms of statutory requirements, local policies, regional (partnership) decisions, national policies, welfare reforms.</i>	Active Travel (Wales) Act 2013 Well-being of Future Generations (Wales) Act 2015 Llwybr Newydd: the Wales Transport Strategy 2021 Bridgend Local Development Plan 2006-2021 Bridgend Local Transport Plan 2015 - 2030
If this is a review or amendment of an existing policy, has an EIA been carried out? Please include date of completion:	N/A

If an EIA exists, what new data has been collected since its completion?	N/A
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Assessment of Impact

Protected characteristics

Is it possible that any aspect of the policy or proposal will have a positive or negative impact on people from different groups in different ways?

***Please note: If you identify a negative impact for any protected characteristics you will need to undertake further evidence gathering to complete a full EIA.**

	Please place an X in the relevant box			Explanation of impact
	Positive impact(s)	Negative impact(s)	No impact	
Gender			x	
Disability			x	No impact at this stage, but if the drafted ATNM is approved, the improvements would offer betterment over the existing situation, providing greater ease of use for those with a disability.
Race			x	
Religion and belief			x	
Sexual Orientation			x	
Age			x	No impact at this stage, but if the drafted ATNM is approved, the improvements will offer betterment over the existing situation, providing greater ease of use and increased mobility, benefiting those of all ages.
Pregnancy & Maternity			x	
Transgender			x	
Marriage and Civil partnership			x	

Socio-economic impact

Is it possible that any aspect of the policy or proposal will have a positive or negative impact on people or communities experiencing socio-economic disadvantage?

***Please note: If you identify a negative socio-economic impact you will need to undertake further evidence gathering to complete a full EIA.**

	Please place an X in the relevant box			Explanation of impact
	Positive impact(s)	Negative impact(s)	No impact	
Socio-economic disadvantage			x	<p>No impact at this stage.</p> <p>However, as part of the wider statutory planning process the effective management of land and its change seeks to help to eliminate inequality and disadvantage in people's lives. This has been reflected in the recently published Planning Policy Wales 11 (PPW11), which aligns the planning system with other key Welsh Government strategies including the Welling of Future Generations Act 2015 and the Socio-Economic Duty.</p>

Welsh Language

Is it possible that any aspect of the policy or proposal will have a positive or negative impact for persons to use the Welsh language and in treating the Welsh language less favourably than the English language?

***Please note: If you identify a negative impact for persons to use the Welsh language and in treating the Welsh language less favourably than the English language you will need to undertake further evidence gathering to complete a full EIA.**

	Please place an X in the relevant box			Explanation of impact
	Positive impact(s)	Negative impact(s)	No impact	
Will the policy or proposal impact on opportunities for people to use the Welsh language			x	All public consultation will be undertaken in accordance with BCBC Welsh language policy.
Will the policy or proposal treat the Welsh language no less favourably than the English language			x	All public consultation will be undertaken in accordance with BCBC Welsh language policy.

Public Sector Equality Duty

The Public Sector Equality Duty consists of a general equality duty and specific duties, which help authorities to meet the general duty.

The aim of the general equality duty is to integrate considerations of the advancement of equality into the day-to-day business of public authorities. In summary, those subject to the equality duty, must in the exercise of their functions, have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act.
- Advance equality of opportunity between people who share a characteristic and those who don't
- Foster good relations between people who share a characteristic and those who don't

How does this policy or proposal demonstrate you have given due regard to the general equality duty?

As part of the wider statutory planning process the effective management of land and its change seeks to help to eliminate inequality and disadvantage in people's lives. This has been reflected in the recently published Planning Policy Wales 11 (PPW11), which aligns the planning system with other key Welsh Government strategies including the Wellbeing of Future Generations Act 2015 and the Socio-Economic Duty

Procurement and partnerships

The Public Sector Equality Duty (PSED) requires all public authorities to consider the needs of protected characteristics when designing and delivering public services, including where this is done in partnership with other organisations or through procurement of services. The Welsh Language Standards also require all public authorities to consider the effects of any policy decision, or change in service delivery, on the Welsh language, which includes any work done in partnership or by third parties. We must also ensure we consider the Socio-economic Duty when planning major procurement and commissioning decisions to consider how such arrangements can reduce inequalities of outcome caused by socio-economic disadvantage.

Will this policy or proposal be carried out wholly or partly by contractors or partners?

	Please place an X in the relevant box:
Yes	x
No	

If yes what steps will you take to comply with the General Equality Duty, Welsh Language Legislation and the Socio-Economic Duty in regard to procurement and/or partnerships?

	Steps taken to ensure compliance:
General Equality Duty	BCBC partnered with Sustrans at the pre-statutory stages of ATNM public consultation. Sustrans reviewed the demographic, geographic and equalities data on respondents, matching them with Census 2011 data to identify underrepresented groups/areas to help focus further engagement activities.

Welsh Language legislation	BCBC partnered with Sustrans at the pre-statutory stages of ATNM public consultation. A bilingual flyer and poster were shared specifically with groups of young people and elderlies. Online school surveys and instructional/informative videos were also made in bilingual available to teachers and home learners.
Socio-economic duty	N/A

What have you decided to do?

Record of decision based on assessment of impact on protected characteristics, socioeconomic impact and Welsh Language. Please place an X in the relevant box.

If you identify negative impact on one, some or all protected characteristics, socioeconomic duty or Welsh Language you will MUST complete a full EIA.

Impact identified	Next steps:	Please place an X in the relevant box:
No negative impact identified	Screen out: carry on with the policy or proposal	x
One or more negative impact identified	Complete full EIA to gather more evidence on potential negative impacts	
Please explain the reasons for this decision. If you have 'screened out' you must include information and evidence to justify your decision.		
The impact of this proposal does not impact differently on any specific characteristic. Equality Impact Assessments will be undertaken for every Active Travel route that Bridgend County Borough Council progresses in the future.		

Approval:

Date EIA screening completed:	29-11-2021
Approved by (Head of Service):	
Date of approval by HoS:	

If this screening has identified that a full EIA is needed, who will carry out the full EIA?	N/A
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If this screening has identified that a full EIA is needed when will the Full EIA be completed by (Date):

N/A

When complete, this form must be retained by the service, a copy should also be sent to equalities@bridgend.gov.uk

The EIA screening should be referenced and summarised in the relevant cabinet report for this policy. Where a full EIA is needed this should be included as an appendix with the cabinet report and therefore available publically on the website.

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

14 DECEMBER 2021

REPORT OF THE CORPORATE DIRECTOR COMMUNITIES

ENFORCEMENT POLICY FOR THE ISSUING OF FIXED PENALTY NOTICES FOR ENVIRONMENTAL OFFENCES CHANGES

1. Purpose of report

- 1.1 The purpose of this report is to seek Cabinet approval of proposed amendments to the council's Enforcement Policy for the issuing of Fixed Penalty Notices.

2. Connection to corporate well-being objectives / other corporate priorities

- 2.1 This report assists in the achievement of the following corporate well-being objectives under the **Well-being of Future Generations (Wales) Act 2015**:-
- **Supporting a successful sustainable economy** – taking steps to make the county borough a great place to do business, for people to live, work, study and visit, and to ensure that our schools are focussed on raising the skills, qualifications and ambitions for all people in the county borough.
 - **Smarter use of resources** – ensure that all resources (financial, physical, ecological, human and technological) are used as effectively and efficiently as possible and support the creation of resources throughout the community that can help to deliver the Council's well-being objectives.

3. Background

- 3.1 On 19 November 2019, Cabinet approved an Enforcement Policy for the issuing of Fixed Penalty Notices.
- 3.2 Welsh Government guidance specifies that 'Fixed Penalties can provide an effective and visible way of responding to low-level environmental crimes such as littering, dog fouling, fly-tipping and some waste issues. They can provide a more proportionate and cost-efficient alternative to prosecuting offenders in Court'.
- 3.3 Enforcement procedures differ between Local Authorities and this Council has previously taken an approach of educating residents and warning offenders, prior to issuing formal Fixed Penalty Notices. This has proved effective and most incidents have a positive outcome when dealt with in this manner.

4. Current situation/proposal

- 4.1 The council's Enforcement Policy for the issuing of Fixed Penalty Notices for environmental offences needs to be amended to incorporate offences in accordance with the Clean Neighbourhoods and Environment Act 2005, Environmental Protection Act 1990 and the Refuse and Disposal Amenities Act 1978, which will increase enforcement responsibility. A copy of the policy with proposed amendments is attached at **Appendix A**.
- 4.2 In accordance with the Environmental Protection Act 1990, Section 33ZB, where there is reason to believe that a person has committed a waste deposit offence eg. Fly-tipping, a Fixed Penalty Notice can be offered to discharge liability to conviction of the offence, by payment of a fixed penalty ranging between £150 and £400. It was originally agreed that Fixed Penalty Notices issued relating to these offences would offer a fixed penalty of £200 (with £120 being accepted as an early payment penalty). However, surrounding local authorities have now commenced administering the fixed penalty at £400 (with £200 being accepted as an early payment penalty). To deter any offender from distinguishing between borough boundaries when committing such an offence, it is recommended that this council incorporates a similar level of penalty.
- 4.3 The addition of legislation regarding commercial waste offences has been included. In order to deal with waste issues in town centre areas in particular, it is recommended that this is included in the policy to allow Officers to deal with businesses who are not complying with their waste responsibilities and to enable the issuing of Fixed Penalty Notices where appropriate.
- 4.4 Vehicle offences have been incorporated into this policy to complete the full range of offences available to Enforcement Officers. These include the ability to issue Fixed Penalty Notices for abandonment of a vehicle, and for where vehicles are parked on the road merely in order to be sold, causing a nuisance to residents in an area. This is aimed at situations where traders are selling more than two vehicles from their properties in residential areas causing issues for residents. Alongside this, the ability to issue Fixed Penalty Notices for traders who repair vehicles on the roadside is also included. It is not intended that this will be utilised for situations where someone has broken down for example but where a business is not carrying out works at a commercial property.
- 4.5 There is no formal appeals process relating to the issuing of Fixed Penalty Notices, however a process has been clarified within the amended policy to ensure that offenders are aware of their options should they contest/dispute the issuing of a Fixed Penalty Notice, which is in line with legal recommendations.
- 4.6 It is important to recognise that issuing each Fixed Penalty Notice will be considered on its individual merits, matters of proportionality, objectivity, fairness and reasonableness, whilst also meeting the criminal standard of proof. A system is in place to offer an appeal or contest to the notice and to preserve the integrity of the process, no undue external pressure should be brought, by either members of the council, Assembly Members, Members of Parliament or senior officers which could be misconstrued to unduly influence the decisions by virtue of their position alone. This is a similar process adopted by the Car Parking Marshals when issuing fines for parking offences.

5. Effect upon policy framework and procedure rules

- 5.1 There is no direct impact on the Council's policy framework and procedural rules.

6. Equality Act 2010 implications

- 6.1 An initial Equality Impact Assessment (EIA) screening has identified that there would be no negative impact on those with one or more of the protected characteristics, on socio-economic disadvantage or the use of the Welsh Language. It is therefore not necessary to carry out a full EIA on this policy or proposal.

Appendix B

7. Well-being of Future Generations (Wales) Act 2015 implications

- 7.1 The Well-being of Future Generations (Wales) Act 2015 Assessment Template has been completed and a summary of the implications from the assessment relating to the five ways of working is below. **Appendix C:**
- Long-term: An earlier consultation sought opinions on changes to the enforcement policies and the level of fines for environmental offences. There was general agreement to the Enforcement Policies and discounts applied. The changes to the Enforcement Policy allows for a greater range of provision in dealing with offenders which will lead to improved local environment.
 - Prevention: No additional resources are allocated but this strategy offers greater powers for officers to act to resolve issues.
 - Integration: Clarity on enforcement powers allows a greater means of dealing with offenders and ultimately leads to improved environment.
 - Collaboration: The service already collaborates with Keep Wales Tidy, Sea Quest and voluntary organisations to reduce littering and fly tipping.
 - Involvement: The revisions to the prior document allows a greater capacity to engage with business and commercial enterprises

8. Financial implications

- 8.1 Whilst the implementation of this policy could increase the number of Fixed Penalty Notices issued, the strategy would still require education and collaboration of offenders and it is not intended to create additional income.

9. Recommendation(s)

- 9.1 Cabinet is recommended to approve the revised Enforcement Policy for the Issuing of Fixed Penalty Notices for Environmental Offences.

Janine Nightingale
Corporate Director - Communities
14 December 2021

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Background documents:

WLGA Review of legislation to identify powers to promote the diversion of recyclable materials (including food waste) from residual waste containers at domestic properties (2019)

Welsh Government Guidance for Welsh Local Authorities on Household Waste Duty of Care Fixed Penalty Notices (2019)

Welsh Government Guidance on the use of Fixed Penalty Notices for Environmental Offences (2019)



BRIDGEND COUNTY BOROUGH COUNCIL

COMMUNITIES DIRECTORATE

ENFORCEMENT POLICY FOR THE ISSUING OF FIXED PENALTY NOTICES FOR ENVIRONMENTAL OFFENCES

Edition 2 – Updated December 2021

Introduction

The purpose of this policy is to establish standardised fixed penalty procedures and enforcement procedures to be followed by all those with powers to issue fixed penalty notices for penalty offences on behalf of the Authority in relation to waste and environmental activities.

The purpose of this Policy is to ensure efficient compliance with legislation. It intends to explain the approach adopted by the Authority whilst carrying out its enforcement duties. All officers will consider and follow the Code for Crown Prosecutors issued by the Crown Prosecution Service when taking decisions on whether to prosecute.

In adopting this policy, officers will apply legal powers consistently and fairly, whatever the circumstances. Decisions will not be influenced by the gender, disability, language, ethnicity, religion, political beliefs or sexual preference of the subject, victims or witnesses.

1. Offences included in the Fixed Penalty Notice scheme

It is not the intention of this Policy to deal formally with each and every situation where an offence has been witnessed. Neither is it the intention of the Policy to be prescriptive as to when a Fixed Penalty Notice (FPN) should be issued. Enforcement officers quite properly have discretion and must consider each set of circumstances when reaching a decision as to whether the issue of a FPN is appropriate.

A FPN may only be issued where an officer has reason to believe a person has committed a penalty offence and there is sufficient and appropriate evidence to a criminal standard of proof to support a prosecution in court, should the penalty notice go unpaid

FPNs are designed to deal with low-level offending only. When the nature or extent of the offence is so serious that the issue of a FPN would bring the system into disrepute, then prosecution should be considered instead.

Normally offences resulting in a FPN will be witnessed directly by the officer, albeit that an officer may consider it appropriate to issue a FPN when they have not directly witnessed the offence but have reliable witness testimony.

Any interview and questioning must be consistent with the practice and procedures established by the Police and Criminal Evidence Act 1984.

2. Penalty Offences

As a local authority Bridgend County Borough Council can issue FPNs for the following offences:

Offence	Relevant Legislation
<i>Litter</i>	S87 & S88 Environmental Protection Act 1990
<i>Unauthorised distribution of literature on designated land</i>	Schedule 3a, Para 7(2) Environmental Protection Act 1990
<i>Failure to produce a Waste Carriers Licence</i>	S5 and 5B Control of Pollution (Amendment) Act 1989
<i>Failure to produce a Waste Transfer Note</i>	S34A Environmental Protection Act 1990
<i>Graffiti & Fly-Posting</i>	S43 Anti-Social Behaviour Act 2003
<i>Failure to comply with a Public Space Protection Order</i>	S67 & S68 Anti-social Behaviour, Crime and Policing Act 2014
<i>Fly-tipping</i>	S33 and S33ZB Environmental Protection Act 1990
<i>Waste Receptacle Offences - residential</i>	S46 and S47ZA Environmental Protection Act 1990
<i>Waste Receptacle Offences – commercial</i>	S47 & S47ZA Environmental Protection Act 1990
<i>Failure to comply with the duty of care in respect of household waste</i>	S 34(2A) and S34ZB Environmental Protection Act 1990
<i>Abandonment of a Vehicle</i>	Refuse Disposal Amenity Act 1978 Section 2-4
<i>Leaving two or more vehicles for sale on the road</i>	Clean Neighbourhoods and Environment Act 2005 sections 3 and 6
<i>Repair of vehicles on the road</i>	Clean Neighbourhoods and Environment Act 2005 sections 4 and 6

3. Who can issue Fixed Penalty Notices?

Local Authority Employees can issue FPNs on behalf of the Authority as long as they have been authorised to do so. They must also be familiar with the Authority's powers, penalty levels, this Policy and the areas where the FPNs can be issued.

If it is believed that an issue of a FPN is inappropriate or unjustified then this Policy allows for the decision to be reviewed by a senior officer.

Third Party Enforcement Services

The Authority reserves the right to enter into arrangements with Contractors/Third Parties who are not directly employed by the Authority to issue FPNs on its behalf where it has the statutory power to do so. Each employee of the Contractor/Third Party must be individually authorised in writing by the Authority to issue FPNs on its behalf.

Any such arrangements must be subject to appropriate due diligence checks and regard should be had to any guidance issued in respect of the use of third party enforcement services.

4. Table of Fines

The level for fixed penalties is set by the Authority and is set out in the table below:

Offence	Penalty	Early Payment Penalty
Littering	£100.00	£75.00
Waste Receptacles	£100.00	£75.00
Graffiti and Fly-posting	£100.00	£75.00
Fly –Tipping	£400	£200
Failure to comply with a Public Space Protection Order	£100	n/a
Failure to produce a Waste Carriers Licence	£300.00	£180.00
Failure to produce a Waste Transfer Note	£300.00	£180.00
Unauthorised distribution of literature on designated land	£100.00	£75.00
Failure to comply with the duty of care in respect of household waste	£300.00	£150.00

Failure to comply with the duty of care in respect of commercial waste	£300	£180
Abandonment of a vehicle	£200	£120
Leaving two or more vehicles for sale on the road	£100	£75
Repair of vehicles on the road	£100	£75

5. Early payment discount

Early payment is encouraged by the Authority. Early payments should be paid no later than 14 days from the date of the notice in respect of all penalty offences. In the case of fly-tipping, where a lesser amount is specified, this must be paid within 10 days from the date of the notice.

Payment of a fixed penalty by instalments will not be accepted

6. How Fixed Penalty Notices are issued

FPNs must be issued in accordance with Legislation and any statutory and/or best practice guidance published by or on behalf of the UK Government and the Welsh Government.

Gathering evidence

Enforcement Officers are required to record all evidence in their PACE notebook. Information to be recorded in the notebook shall include:

- The nature of the penalty offence
- Date and Time of penalty offence
- Location
- Name and Address of the Offender
- Date of birth (if applicable)
- Gender of the Offender
- Offender's Appearance
- Weather Conditions at time of penalty offence
- Identification number of the Enforcement Officer
- The FPN number

The Enforcement Officer should ensure that all evidence including photographs, video footage and notes are kept as evidence and to help resolve any disputes are kept for the time periods set out in the table below:

Offence	Time period to keep evidence
Littering	6 months
Waste Receptacles	6 months
Graffiti and Fly-posting	6 months
Fly -Tipping	Indefinitely
Failure to comply with a Public Space Protection Order	6 months
Failure to produce a Waste Carriers Licence	6 months
Failure to produce a Waste Transfer Note	Indefinitely
Unauthorised distribution of literature on designated land	6 months
Failure to comply with the duty of care in respect of household waste	6 months
Failure to comply with duty of care in respect of commercial waste	2 years
Abandonment of a vehicle	2 years
Leaving two or more vehicles for sale on the road	2 years
Repair of vehicles on the road	2 years

A register of FPNs issued will be kept and updated each time a FPN is issued.

Enforcement Officers can use the DVLA vehicle keeper database to find the owners of vehicles used in connection with the offence of Littering, Fly-tipping, Dog Fouling and Fly-Posting. Third party enforcement services are excluded from using the DVLA vehicle keeper database.

7. Grounds for issuing a Fixed Penalty Notice

A FPN may only be issued where an officer has reason to believe a person has committed a penalty offence and there is sufficient and appropriate evidence to a criminal standard of proof to support a prosecution in court, should the FPN go unpaid.

An officer may issue a FPN where the offence is of a nature suitable for being dealt with by a FPN. Normally offences resulting in a FPN will be witnessed directly by the officer. However, an officer may consider it appropriate to issue a FPN to a suspect if they have not directly witnessed the offence, but have direct evidence of an offence or reliable and direct witness testimony. The Witness must be prepared to give evidence in court under Oath.

Any interview and questioning must be consistent with the practice and procedures established by the Police and Criminal Evidence Act 1984, Code C.

FPNs should only be issued where it is appropriate to do so. In some circumstances, the issuing of a FPN will not be appropriate and, instead, either no further action should be taken or the matter should be considered for prosecution in the court.

In the following circumstances, it will not be appropriate to issue a FPN and no further action should be taken:

- where there is insufficient evidence to support prosecution for the original offence in the magistrates' court should the FPN go unpaid;
- where the offence that has been committed is so small or trivial in its effect that action might not be in the public interest.
- where the suspect appears to be unable to understand what is being offered to them or there is any doubt about their ability to understand English;
- where the suspect's behaviour suggests they have learning disabilities or a mental disorder;
- where the suspect is drunk or under the influence of drugs;
- where the suspect is a non-resident foreign national.

In the following circumstances, prosecution in the Court should be considered instead of issuing the FPN:

- Where the offence that has been committed is considered to be too 'serious' in scale or effect to merit a FPN.
- Where an alleged offender becomes aggressive or violent or is threatening or abusive towards an officer, the officer should ensure their own safety and seek help from the police. The offender would be dealt with by way of prosecution, either by the police or by the Authority
- A FPN may not be appropriate where it is known that the suspect has a previous conviction or a caution for the offence, or has been issued with a number of FPNs, particularly if they have not paid. The officer should inform the offender that he will be reported with a view to prosecution.
- Where there has been more than two FPNs served on the same individual within a twelve month period

- Where there is no satisfactory address for enforcement purposes, for example where the suspect is homeless, further investigation will be required before the issuing of a FPN can be considered.

8. The Offender

A FPN should be issued only where there is sufficient evidence as to his/her identity and place of residence.

Where a suspect is not cooperative, consideration may be given to an alternative disposal (e.g. prosecution and/or police involvement). FPNs must be issued to *and* received by the suspect. If an alleged offender refuses to give a correct name and address, and their identity can only be established through other means, i.e. by the police, the offence should normally be pursued by prosecution, rather than the FPN procedure.

9. Issuing a Fixed Penalty Notice

The officer will approach the alleged offender, identify him/herself, caution them in accordance with Police and Criminal Evidence Act 1984 and tell the person, in simple terms that they have been seen committing an offence. The person will then be spoken with to obtain their name, address and date of birth. These details will be verified as far as practicable and the person must be given the opportunity to explain why they committed the offence and put forward any mitigating factors.

If evidence has been found without the presence of the alleged offender which leads the enforcement officer to suspect an offence has been made such as Fly-Tipping, a letter which complies with the provisions of Pace will be issued to the offender providing evidence of what has been found and providing the offender with an opportunity to answer questions in relation to the evidence. The Officer can then determine whether any further action should be taken.

If there is any doubt over someone's identity they should not be offered a FPN at the time. Rather, the enforcement officer should see if it is possible to verify the individual's identity. If, following further enquiries, it turns out that the alleged offender was providing the correct details then a FPN can be issued retrospectively. If it transpires that false details were provided and the enforcement officer is able to establish the correct identity then consideration will be given to prosecute the alleged offender for the original offence.

Where the enforcement officer requires the alleged offender to provide their name and address and it transpires that false or inaccurate details were provided, the Authority will consider prosecuting that person for providing the false or inaccurate details where it has the power to do so.

Failure to identify a suspect prior to issue could invalidate enforcement. Police assistance will be sought where necessary. The officer must record the suspect's forename, surname, address, post-code and date of birth on the FPN. These are required for processing purposes.

When the FPN is issued, the officer should explain that it provides an opportunity to avoid prosecution, and will draw the person's attention to the relevant points about the level of fine, making payment and prosecution in the event of non-payment.

FPNs can be issued by person or by post and this should be clearly stated on the FPN. The FPN must also include details of the date by when the fine must be paid. This date must be at least 14 days following the date of the notice.

If the person either refuses to accept a FPN or, having accepted the FPN, does not pay before the end of the time period set out in the FPN, then the matter may result in prosecution.

Issuing a Fixed Penalty Notice to Juvenile offenders

The Council and its authorised Officers have a duty under the Children Act 2004 to discharge their functions having regard to the need to safeguard and uphold the welfare of children.

A person under 17 is to be treated as a juvenile for the purposes of the Police & Criminal Evidence Act 1984 together with the relevant Codes of Practice and should not be interviewed without the presence of an 'appropriate adult'. An appropriate adult is the young person's parent or legal guardian, or if the young person is in care, an adult from the care authority.

Officers are advised to consider the merits of issuing an FPN to a person aged below 16.

When an Officer approaches a young person they should only obtain their name and address and details of their parent or legal guardian.

Officer should then consider whether a Fixed Penalty Notice is appropriate, consider whether the offender has received a Fixed Penalty Notice previously (wherever possible no more than one Fixed Penalty Notice should be issued to anyone under 16, but a reprimand, warning or other sanction should be considered instead). Consideration should also be given to his or her family circumstances and whether he or she suffers from other vulnerabilities.

The Officer will also need to consult with the Youth Offending Team and the Young Person's school before a final decision is made to issue the FPN.

If on enquiry it is decided that a Fixed Penalty Notice is suitable, the Fixed Penalty Notice shall be issued to the young offender personally with a parent or legal guardian present. If for any reason the Fixed Penalty Notice is issued by post a responsible adult shall be notified at the same time.

An FPN will not be appropriate where a young person's behaviour suggests they have learning disabilities, or they suffer from a vulnerability that impairs his or her understanding of what goes on. In such cases the matter should be referred to the Youth Offending Team and Social Services. Any action in respect of the alleged offence can be decided on later.

Juveniles 16-17

Once the age of the offender has been ascertained, FPNs can be issued to this age group using the same procedure as for adults.

10. Non payment

If a FPN is not paid within the prescribed period, criminal proceedings will be considered.

It will be at the discretion of the Authority's Legal Services Department in deciding whether to initiate a prosecution.

11. Appeals process

If the FPN is issued by a third party enforcement services: any appeal should be made to the third party enforcement service and their appeal process should be followed.

If the FPN is issued by the Authority:

Fixed Penalty Notices are designed to give an offender the opportunity to discharge any liability to conviction for an offence - which means that by admitting the offence and paying the fine, an offender can avoid being prosecuted for that offence.

There is no formal appeal process for Fixed Penalty Notices – if the alleged offender disagrees that they have committed an offence, they can decide not to pay the Fixed Penalty Fine, and the matter will then be decided by a Court.

The Council will consider mitigation if you feel that the FPN has not been issued correctly and this can be made within 10 working days of receiving the FPN by emailing enforcement@bridgend.gov.uk

All relevant evidence and information will be considered before deciding upon a prosecution in order to enable a consistent, fair and objective decision to be made. The Council will have regard to the Attorney General's Code for Crown Prosecutors, which means that the following criteria will be considered:

- Whether the standard of evidence is sufficient for there to be a realistic prospect of conviction;
- Whether the prosecution is in the public interest;

The public interest test will be considered in each case where there is enough evidence to provide a realistic prospect of conviction. Consideration will also be given as to whether a caution would be appropriate.

Equalities Impact Assessment (EIA) Screening Form

This document is a multi-purpose tool ensuring the appropriate steps are taken to comply with the [Public Sector Equality Duty](#) Equality Impact Assessment legislation and to demonstrate that we have shown due regard to the need to reduce inequalities of outcome resulting from socio-economic disadvantage when taking strategic decisions under the [Socio-economic Duty](#). It also ensures consideration of the [Welsh Language Standards](#). [Click here to access more information and guidance to help you complete this EIA.](#)

- **This assessment should be carried out during the formation stage of your policy or proposal. Any negative impact identified will support you to devise engagement strategies for further evidence gathering.**
- **If you are undertaking a full public consultation as part of your policy or proposal this form should be completed before the consultation begins and used as a tool to inform your consultation questions and engagement activities.**
- **All sections and all questions require a response and must not be left blank even if they are ‘not applicable’ or ‘subject to further consultation’.**

Name of project, policy, function, service or proposal being assessed:	Changes to Enforcement Policy
Brief description and aim of policy or proposal:	To update and amend the existing Enforcement Policy
Who is responsible for delivery of the policy or proposal?	Streetscene
Date EIA screening completed:	25.10.2021
Does this policy or proposal relate to any other policies? (please state)	No
Who is affected by this policy (e.g. Staff, residents, disabled people, women only?)	Public at large and groups with protected characteristics under the Equalities Act
Is the policy related to, influenced by, or affected by other policies or areas of work (internal or external)? <i>Note: Consider this in terms of statutory requirements, local policies, regional (partnership) decisions, national policies, welfare reforms.</i>	no
If this is a review or amendment of an existing policy, has an EIA been carried out? Please include date of completion:	Yes after a public consultation – 23.10.19
If an EIA exists, what new data has been collected since its completion?	no

Assessment of Impact

Protected characteristics

Is it possible that any aspect of the policy or proposal will have a positive or negative impact on people from different groups in different ways?

***Please note: If you identify a negative impact for any protected characteristics you will need to undertake further evidence gathering to complete a full EIA.**

	Please place an X in the relevant box			Explanation of impact
	Positive impact(s)	Negative impact(s)	No impact	
Gender			X	
Disability			X	
Race			X	
Religion and belief			X	
Sexual Orientation			X	
Age			X	
Pregnancy & Maternity			X	
Transgender			X	
Marriage and Civil partnership			X	

Socio-economic impact

Is it possible that any aspect of the policy or proposal will have a positive or negative impact on people or communities experiencing socio-economic disadvantage?

***Please note: If you identify a negative socio-economic impact you will need to undertake further evidence gathering to complete a full EIA.**

	Please place an X in the relevant box			Explanation of impact
	Positive impact(s)	Negative impact(s)	No impact	
Socio-economic disadvantage			X	

Welsh Language

Is it possible that any aspect of the policy or proposal will have a positive or negative impact for persons to use the Welsh language and in treating the Welsh language less favourably than the English language?

***Please note: If you identify a negative impact for persons to use the Welsh language and in treating the Welsh language less favourably than the English language you will need to undertake further evidence gathering to complete a full EIA.**

	Please place an X in the relevant box			Explanation of impact
	Positive impact(s)	Negative impact(s)	No impact	
Will the policy or proposal impact on opportunities for people to use the Welsh language			X	
Will the policy or proposal treat the Welsh language no less favourably than the English language			X	

Public Sector Equality Duty

The Public Sector Equality Duty consists of a general equality duty and specific duties, which help authorities to meet the general duty.

The aim of the general equality duty is to integrate considerations of the advancement of equality into the day-to-day business of public authorities. In summary, those subject to the equality duty, must in the exercise of their functions, have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act.
- Advance equality of opportunity between people who share a characteristic and those who don't
- Foster good relations between people who share a characteristic and those who don't

How does this policy or proposal demonstrate you have given due regard to the general equality duty?

Prior consultation and minor amendments to this policy

Procurement and partnerships

The Public Sector Equality Duty (PSED) requires all public authorities to consider the needs of protected characteristics when designing and delivering public services, including where this is done in partnership with other organisations or through procurement of services. The Welsh Language Standards also

require all public authorities to consider the effects of any policy decision, or change in service delivery, on the Welsh language, which includes any work done in partnership or by third parties. We must also ensure we consider the Socio-economic Duty when planning major procurement and commissioning decisions to consider how such arrangements can reduce inequalities of outcome caused by socio-economic disadvantage.

Will this policy or proposal be carried out wholly or partly by contractors or partners?

	Please place an X in the relevant box:
Yes	
No	X

If yes what steps will you take to comply with the General Equality Duty, Welsh Language Legislation and the Socio-Economic Duty in regard to procurement and/or partnerships?

	Steps taken to ensure compliance:
General Equality Duty	
Welsh Language legislation	
Socio-economic duty	

What have you decided to do?

Record of decision based on assessment of impact on protected characteristics, socioeconomic impact and Welsh Language. Please place an X in the relevant box.

If you identify negative impact on one, some or all protected characteristics, socioeconomic duty or Welsh Language you will MUST complete a full EIA.

Impact identified	Next steps:	Please place an X in the relevant box:
No negative impact identified	Screen out: carry on with the policy or proposal	X
One or more negative impact identified	Complete full EIA to gather more evidence on potential negative impacts	
Please explain the reasons for this decision. If you have 'screened out' you must include information and evidence to justify your decision.		

Approval:

Date EIA screening completed:	25.10.2021
Approved by (Head of Service):	Zak Shell
Date of approval by HoS:	

If this screening has identified that a full EIA is needed, who will carry out the full EIA?	
If this screening has identified that a full EIA is needed when will the Full EIA be completed by (Date):	

When complete, this form must be retained by the service, a copy should also be sent to equalities@bridgend.gov.uk

The EIA screening should be referenced and summarised in the relevant cabinet report for this policy. Where a full EIA is needed this should be included as an appendix with the cabinet report and therefore available publically on the website.

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WELL-BEING OF FUTURE GENERATIONS (WALES) ACT 2015 ASSESSMENT

Project Description (key aims): CHANGES TO ENFORCEMENT POLICY FOR THE ISSUING OF FIXED PENALTY NOTICES FOR ENVIRONMENTAL OFFENCES	
Section 1	Complete the table below to assess how well you have applied the 5 ways of working.
Long-term	1. How does your project / activity balance short-term need with the long-term and planning for the future? An earlier consultation sought opinions on changes to the enforcement policies and the level of fines for environmental offences. There was general agreement to the Enforcement Policies and discounts applied. The changes to the Enforcement Policy allows a greater range of provision in dealing with offenders which will lead to improved local environment.
Prevention	2. How does your project / activity put resources into preventing problems occurring or getting worse? No additional resources are allocated but this strategy offers greater powers for officers to act to resolve issues.
Integration	3. How does your project / activity deliver economic, social, environmental & cultural outcomes together? Clarity on enforcement powers allows a greater means of dealing with offenders and ultimately leads to improved environment.
Collaboration	4. How does your project / activity involve working together with partners (internal and external) to deliver well-being objectives? The service already collaborates with Keep Wales Tidy, Sea Quest and voluntary organisations to reduce littering and fly tipping.
Involvement	5. How does your project / activity involve stakeholders with an interest in achieving the well-being goals? How do those stakeholders reflect the diversity of the area? The revisions to the prior document allows a greater capacity to engage with business and commercial enterprises

Section 2 Assess how well your project / activity will result in multiple benefits for our communities and contribute to the national well-being goals		
Description of the Well-being goals	How will your project / activity deliver benefits to our communities under the national well-being goals?	Is there any way to maximise the benefits or minimise any negative impacts to our communities (and the contribution to the national well-being goals)?
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.	Actively engages with the community in updating environmental policies and creates a consisted approach to enforcement.	The impact of the service will be monitored.
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).	Enforcement creates an obstruction to offenders and improves the environment.	The impact of the service will be monitored.
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.	Environmental offences impacts on the health and wellbeing of residents. Any enforcement deterrents would benefit the community	The impact of the service will be monitored.
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).	Any changes to enforcement policies would be consistent to all members of the community	The impact of the service will be monitored.
A Wales of cohesive communities Attractive, viable, safe and well-connected communities.	Enforcement creates an obstruction to offenders and improves the environment.	The impact of the service will be monitored.
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.	All literature, advice and notices will be bilingual.	Compliance with the Welsh Language Act will be monitored
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.	Any reduction in environmental offending would improve the local community	The impact of the service will be monitored.

Section 3 Will your project / activity affect people or groups of people with protected characteristics? Explain what will be done to maximise any positive impacts or minimise any negative impacts			
Protected characteristics	Will your project / activity have any positive impacts on those with a protected characteristic?	Will your project / activity have any negative impacts on those with a protected characteristic?	Is there any way to maximise any positive impacts or minimise any negative impacts?
Age:	No	No	Service Delivery will be closely monitored
Gender reassignment:	No	No	Service Delivery will be closely monitored
Marriage or civil partnership:	No	No	Service Delivery will be closely monitored
Pregnancy or maternity:	No	No	No Service Delivery will be closely monitored
Race:	No	No	Service Delivery will be closely monitored
Religion or Belief:	No	No	Service Delivery will be closely monitored
Race:	No	No	Service Delivery will be closely monitored
Sex:	No	No	Service Delivery will be closely monitored
Welsh Language:	No	No	Service Delivery will be closely monitored

Section 4 Identify decision meeting for Project/activity e.g. Cabinet, Council or delegated decision taken by Executive members and/or Chief Officers	
Cabinet Meeting on 16 th November 2021	
Compiling Officers Name:	S Hooper
Compiling Officers Job Title:	Cleaner Streets & Waste Contract Manager
Date Completed:	25th October 2021

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

14 DECEMBER 2021

REPORT OF THE CORPORATE DIRECTOR COMMUNITIES

PRIVATELY OWNED ADVERTISING BUS SHELTERS

1. Purpose of report

- 1.1 The purpose of this report is to seek cabinet approval to enter into a deed of variation to vary the terms of an existing agreement in relation to the erection and maintenance of bus shelters and grant of advertisement rights on bus shelters.

2. Connection to corporate well-being objectives / other corporate priorities

- 2.1 This report assists in the achievement of the following corporate well-being objectives under the **Well-being of Future Generations (Wales) Act 2015**:-
- **Smarter use of resources** – ensure that all resources (financial, physical, ecological, human and technological) are used as effectively and efficiently as possible and support the creation of resources throughout the community that can help to deliver the Council's well-being objectives.

3. Background

- 3.1 On the 19th August 1997 the authority entered into a Bus Shelter Agreement with More Group UK Limited under which it granted to the other party the right to display advertisements upon those bus shelters which More Group UK Limited erect and/or maintain under the terms of the Agreement. More Group UK Limited were acquired by Clear Channel UK Ltd in 1998
- 3.2 The Bus Shelter Agreement was for an initial period of 15 years and allows for that agreement to be extended for successive periods of 5 years.
- 3.3 The company have provided 25 shelters which they cleanse and maintain
- 3.4 In terms of delivery the company has maintained, cleansed and kept in good repair the shelters provided and responded promptly when any issues have been advised to them.

4. Current situation / proposal

- 4.1 Clear Channel UK Ltd have approached the authority to request a variation to the terms of the agreement, to meet current advertising requirements. To vary the Agreement, BCBC are required to enter into a deed of variation with Clear Channel UK Ltd. Therefore, Cabinet approval is sought to approve entering into the deed of variation subject to negotiations on the terms of the deed of variation taking place between parties and an agreement being reached.

- 4.2 It is therefore proposed that Cabinet delegate authority to the Corporate Director Communities to negotiate and agree the final terms of the deed of variation in consultation with the Chief Officer – Legal and Regulatory Services and HR & Corporate and the Interim Chief Officer – Finance, Performance and Change. If, following negotiations, final terms cannot be agreed between the parties or any perceived risks to BCBC exist that cannot be removed or mitigated then BCBC will not proceed with the deed of variation.

5. Effect upon policy framework and procedure rules

- 5.1 There is no direct impact on the Council's policy framework and procedure rules.

6. Equality Act 2010 implications

- 6.1 An initial Equality Impact Assessment (EIA) screening has identified that there would be no negative impact on those with one or more of the protected characteristics, on socio-economic disadvantage or the use of the Welsh Language. It is therefore not necessary to carry out a full EIA on this policy or proposal.

7. Wellbeing of Future Generations (Wales) Act 2015 Implications

- 7.1 The Well-being of Future Generations (Wales) Act 2015 Assessment Template has been completed and a summary of the implications from the assessment relating to the five ways of working is outlined below in respect of the proposal:

- **Long-term**
The provision of shelters provides support to sustainable travel
- **Prevention**
The provision aids encouragement for public transport
- **Integration**
The provision assists persons utilising public transport to encourage modal shift
- **Collaboration**
The provision is made in conjunction with a private sector company which benefits residents of Bridgend.
- **Involvement**
The provision can be utilised by all members of the community in accessing services, employment, and education through the use of public transport.

8. Financial implications

- 8.1 The costs for the provision and maintenance of the bus shelters is provided by the company through the agreement.
- 8.2 Included in this contract is a barter arrangement where Clear Channel has supplied services to the council and vice versa. As there is no actual charge

passing between the parties VAT only invoices/self-bill invoices are used to reflect and account for the VAT element of these barter transactions.

9. Recommendation(s)

9.1 It is recommended that Cabinet, subject to the terms of the Deed of Variation being agreed as set out in Section 4 of this report:

- Approves entering into the Deed of Variation to vary the Bus Shelter Agreement between the Council and Clear Channel UK Ltd;
- delegates authority to the Corporate Director – Communities to negotiate and agree the final terms of the deed of variation and to arrange execution of the Deed of Variation on behalf of the Council subject to such delegated authority being exercised in consultation with the Chief Officer – Legal and Regulatory Services and HR & Corporate Policy and the Chief Officer – Finance, Performance and Change.

Janine Nightingale
Corporate Director – Communities
December 2021

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Background documents: None

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

14 DECEMBER 2021

REPORT OF THE CORPORATE DIRECTOR SOCIAL SERVICES AND WELLEING SOCIAL SERVICES REPRESENTATIONS AND COMPLAINTS ANNUAL REPORT 2020/21

1. Purpose of report

- 1.1 The purpose of this report is to present to Cabinet the 2020/21 Annual Report on social services representations and complaints as required by Welsh Government guidance. The Annual Report is attached at **Appendix 1**.

2. Connection to corporate well-being objectives/other corporate priorities

- 2.1 This report assists in the achievement of the following corporate well-being objectives under the **Well-being of Future Generations (Wales) Act 2015**:
- **Helping people and communities to be more healthy and resilient** - taking steps to reduce or prevent people from becoming vulnerable or dependent on the Council and its services. Supporting individuals and communities to build resilience, and enable them to develop solutions to have active, healthy and independent lives.
 - **Smarter use of resources** – ensure that all resources (financial, physical, ecological, human and technological) are used as effectively and efficiently as possible and support the creation of resources throughout the community that can help to deliver the Council's well-being objectives.

3. Background

- 3.1 Members will be aware that there is a requirement for local authorities to have in place procedures for considering any representations or complaints made in relation to the discharge of their Social Services functions. This Annual Report relates to social services representations and complaints received that have been handled in accordance with the revised Welsh Government Complaint Guidelines "A Guide to Handling Complaints and Representations by Local Authority Social Services" which came into effect on 1st August 2014. The guidance supports the implementation of the Social Services Complaints Procedure (Wales) Regulations 2014 and the Representations Procedure (Wales) Regulations 2014. The Regulations introduced a new two stage process which replaced the previous three stages and also brings the process for social services into line with the NHS Complaints Procedure.

3.2 The key elements of the Social Services Representations and Complaints Procedure are:-

- Stage 1 complaints to be responded to within 5 working days of the date of resolution (10 working days permitted to achieve resolution).
- The timescale permitted to complete Stage 2 independent complaint investigations is 25 working days.
- To make links with other Directorates of the Authority, the NHS and the Care Inspectorate Wales to provide a 'seamless' complaints service.
- Monitor performance of complaints handling, learning from complaints and using this learning to improve services for everyone who uses them.

Where complainants have exhausted the complaints procedure, the complainant has the right to refer their concern for consideration by the Public Services Ombudsman for Wales.

3.3 Members will note from the Annual Report that strong emphasis is placed not just upon complaints, but also on the comments and compliments received from service users which gives a balanced view. The services are keen to learn from the information gathered and use this to inform future service developments and any service improvements.

3.4 The Annual Report also contains statistics relating to complaints addressed in accordance with the Authority's Corporate Complaints Procedure, together with information relating to the fact that the majority of complaints are addressed and resolved informally (prior to reaching Stage 1 of the complaints procedure). This important and significant work ensures that concerns are resolved quickly and prevents complainants from being subjected to using the formal complaints procedure unnecessarily.

3.5 Statistical information relating to the processing of Member referrals is provided in the Annual Report. The Representations and Complaints Procedure does not preclude the right of an individual to approach their local Councillor, Assembly Member or Member of Parliament who all undertake an important role in handling concerns and queries that individual constituents may have. Member referrals can range from comments and queries to complaints.

3.6 The Annual Report also includes information arising from a cross-section of the feedback generated from user/carer engagement exercises undertaken by a range of service areas across both Adult Social Care and Children's Social Care.

4. Current situation/proposal

4.1 The 2020/2021 report contains statistical information in relation to the representations and complaints received during the year for both Adult Social Care and Children's Social Care.

4.2 The number of representations (complaints, comments and compliments) received during the reporting period is broken down as follows:

25	statutory complaints
16	corporate complaints
98	concerns resolved pre-complaints procedure
206	compliments/comments

This is a significant reduction in the overall number of complaints received; 123 in 2020/21 compared to 233 in 2019/20 and 275 in 2018/19. The report also shows an increase in the number of compliments received when compared to the previous reporting periods; 206 compliments received, compared to 96 in 2019/20, and 183 in 2018/19. Complaints staff continue to encourage all staff across the Directorate to record and log all compliments received.

- 4.3 Statistics reflect that the Directorate has continued to achieve an early resolution for complainants. The number of complaints resolved by this approach in 2020/21 was 98. In comparison to previous years, this was 201 in 2019/20 and 234 in 2018/19. Therefore, although there has been a reduction in the number of complaints in 2020/21 the early resolution figures continue to represent a high percentage; 80% of the total number of complaints received in the reporting period. The emphasis continues to be to focus on swift and effective complaints handling in a local citizen centred way.
- 4.4 During 2020/2021, 9 complaints were received by the Public Services Ombudsman's Office; 7 related to Children's Social Care and 2 in Adult Social Care. None of these cases proceeded to investigation. In comparison to previous years, 9 in 2019/20, and 4 in 2018/19.
- 4.5 During 2020/21 16 cases were were addressed by the Corporate Complaints procedure; 5 relating to Adult Social Care and 11 to Children's Social Care, with no complaints relating to Business/Finance support services.
- 4.6 During 2020/21 a total of 25 complaints were addressed in accordance with the Statutory Complaints Procedure by Social Services equating to 20% of all complaints received. 16 were dealt with at stage 1, and 9 progressed through to stage 2. Stage 2 is the formal investigation stage requiring the appointment of an independent investigator, therefore the figures suggest that there may be a higher level of complexity of those cases that proceed through the formal process.
- 4.7 There is an emphasis on taking forward lessons learned from complaints within service areas. In this reporting period this included developing and rolling out guidance for staff, improving documentation, and reviewing systems and processes.
- 4.8 The number of Member Referrals received for both adult and children's social care during the reporting period was 219, broken down as follows:
- Adult Social Care and Wellbeing – 166
 - Children's Social Care - 53
- 4.9 As referred to in paragraph 3.6, there is a wide range of feedback from people who use social care services which is used to inform service development. The Annual Report details various examples of responses and feedback received for a range of services across the Directorate.

- 4.10 Independent advocacy support services across children's and adult social care continues to be a priority, and the Annual Report provides details of advocacy activity across both service areas, together with some comments and detail of some outcomes achieved.
- 4.11 The majority of the work carried out within the Social Services Representations and Complaints Procedure is undertaken in consultation with either the Monitoring Officer and/or Legal Services and there is a strong working relationship between the social services complaints staff and the legal services staff team.

5. Effect upon policy framework and procedure rules

- 5.1 There is no impact on the Policy Framework and Procedure Rules.

6. Equality Act 2010 implications

- 6.1 An initial Equality Impact Assessment (EIA) screening has identified that there would be no negative impact on those with one or more of the protected characteristics, on socio-economic disadvantage or the use of the Welsh language. It is therefore not necessary to carry out a full EIA on this policy or proposal.
- 6.2 Complainants are welcome to submit complaints in the Welsh language; complaints leaflets are bilingual. The complaint forms are bilingual and are available for use by complainants.
- 6.3 There have been no complaints received in relation to equality issues during the reporting period.

7. Well-being of Future Generations (Wales) Act 2015 implications

- 7.1 The implementation of the duties and responsibilities under the Social Services and Wellbeing (Wales) Act 2014 (SSWBA), in turn, supports the promotion of two of the seven goals of the Well-Being of Future Generations (Wales) Act 2015 within the County Borough of Bridgend. By promoting an environment that maximises people's physical and mental well-being and by supporting children, young people, adults and their carers and families to fulfil their potential no matter what their circumstances, the well-being goals of a Healthier and more equal Bridgend and Wales are supported.
- 7.2 The Well-being of Future Generations (Wales) Act 2015 provides the basis for driving a different kind of public service in Wales. Promoting the right of an individual to be involved in the development and provision of support and services, to encourage feedback and to enable a person to make a complaint about the support or services they receive contributes to ensuring the Authority works to deliver well-being outcomes for people. The following is a summary to show how the five ways of working to achieve the well-being goals have been considered in this report:
- **Long Term** – the SSWBA focuses on sustainable prevention and well-being outcomes for the future, and a focus on early intervention, prevention of complaints escalation, and a lessons learned approach, continues to be a priority.

- **Prevention** – there is a focus on early intervention and response to complaints received in order to avoid escalation and ensure as far as possible that an early preventative resolution is achieved.
- **Integration** - the implementation of the SSWBA requires local authorities to work with partners. In addition, one of the key elements to the Social Services Complaints Procedure would be to ensure links are made with other Directorates of the Authority, the NHS, and the Care Inspectorate Wales in order to provide a 'seamless' complaints service.
- **Collaboration** – there is a focus on linking in with other parts of the organisation and relevant partners, in terms of providing a consistent and thorough response to complaints made, and to ensure responses are responded to in a consistent way.
- **Involvement** - the key stakeholders are the people who use social care. There is considerable engagement with key stakeholders which includes focus groups, surveys, feedback forms, member referrals, as well as the complaints process.

8. Financial implications

8.1 There are no financial implications associated with this report.

9. Recommendation

9.1 It is recommended that Cabinet approve the Annual Report on social services representations and complaints procedures for 2020/21 in **Appendix 1**.

Claire Marchant

CORPORATE DIRECTOR SOCIAL SERVICES AND WELLBEING

November 2021

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Background documents:

None

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**BRIDGEND COUNTY BOROUGH
COUNCIL**

**SOCIAL SERVICES
REPRESENTATIONS AND
COMPLAINTS**

**ANNUAL REPORT
2020 / 2021**

November 2021

**SOCIAL SERVICES
REPRESENTATIONS AND COMPLAINTS 2020/21**

CONTENTS

1. Introduction
2. Summary of the complaints procedure
3. The Public Services Ombudsman for Wales
4. Member referrals
5. Engagement and Feedback
6. Statistical information 2020/2021
7. How complaints were resolved and lessons learned
8. Customer feedback
9. Achievements in 2020/2021
10. Objectives for 2021/2022
11. Equalities

1. INTRODUCTION

This report covers the period 1st April 2020 to 31st March 2021 and relates to representations and complaints received by the Social Services and Wellbeing Directorate regarding services and support provided by Adult Social Care and Children's Social Care.

Social Services Authorities are required to maintain a procedure for considering complaints and representations (comments and compliments). Any member of the public, including a child who has received or was entitled to receive a service from social services may make a complaint. The purpose of this report is to provide a review and statistical analysis of the complaints, comments and compliments received by Social Services during the reporting period.

This Annual Report relates to representations and complaints received by the Directorate which have been handled in accordance with the revised Welsh Government Complaint Guidelines "A Guide to Handling Complaints and Representations by Local Authority Social Services" which came into effect on 1st August 2014. The guidance supports the implementation of the Social Services Complaints Procedure (Wales) Regulations 2014 and the Representations Procedure (Wales) Regulations 2014. The Regulations introduced a new two stage process which replaced the previous three stages and also brings the process for Social Services into line with the NHS Complaints Procedure.

2. SUMMARY OF THE STATUTORY COMPLAINTS PROCEDURE

"A Guide to handling complaints and representations by local authority social services" (Welsh Government).

Stage 1 – Local Resolution: As with the previous guidelines, particular emphasis is placed upon swift resolution of the majority of complaints. An offer to discuss the complaint with the complainant must therefore be made to attempt to resolve matters. This discussion must take place within 10 working days of the date of acknowledgement of the complaint. Where this approach leads to mutually acceptable resolution, the local authority must write to the complainant with details of the terms of the resolution within 5 working days of the date on which the complaint or representation was resolved.

Stage 2 – Formal Investigation: Appointment of an Independent Investigator is made and, as with the previous guidelines an Independent Person must also be appointed to oversee the investigation process (children's complaints). Collaborative arrangements have now been established (on a reciprocal basis) with neighbouring Local Authorities to share staff to undertake investigations

The Investigation must be completed and a full written response issued to the complainant within 25 working days. Where this is not possible, the Authority must write to the complainant to explain the reason for the delay and ensure the response is issued as soon as possible and no later than 6 months from the date of receipt of the complaint.

3. THE PUBLIC SERVICES OMBUDSMAN FOR WALES

Where complainants have exhausted the complaints procedure, the complainant has the right to refer their concern for consideration by the Public Services Ombudsman for Wales.

The Public Services Ombudsman for Wales provides an external independent service for the purpose of considering complaints made by members of the public in relation to all local authority services, including Social Services. The Public Services Ombudsman also has jurisdiction to examine and determine complaints of injustice as a result of maladministration on the part of the local authority.

The Ombudsman will normally require complainants to have sought redress, in the first instance, via the local authority's complaints procedure prior to accepting and investigating a complaint of maladministration on the part of the local authority.

During 2020/2021, nine complaints were received by the Public Services Ombudsman's Office, seven of which related to Children's Social Care, two in respect of Adult Social Care; none went to investigation.

4. MEMBER REFERRALS

The Representations and Complaints Procedure does not preclude the right of an individual to approach their Local Councillor, Assembly Member or Member of Parliament. They undertake an important role in handling concerns and queries that individual constituents may have. Collectively, these are called Member referrals and can range from comments and queries to complaints.

If an Elected Member considers it to be inappropriate to deal with a concern, the matter can be referred for consideration under the Complaints Procedure. With effect from 2017 only those referrals received from Elected Members have been recorded by Democratic Services. Cabinet Members may liaise with Assembly Members and Members of Parliament to complete referrals but this data is no longer recorded.

During 2020/21, Member referrals were received as follows:-

Table A

2020/2021	Number of Referrals
Wellbeing: Adult Social Care and Wellbeing	166
Wellbeing: Children's Social Care	53
Total	219

5. ENGAGEMENT AND FEEDBACK

In addition to receiving comments and compliments from service users and their relatives/carers, the Directorate also issues a range of feedback questionnaires from across service areas. A cross-section of the feedback generated from user/carer feedback surveys undertaken during 2020/2021 is set out below:-

Adult Social Care:

The Homecare survey is forwarded to all people who have accessed a Local Authority Domiciliary Care Service and have an active Care and Support Plan. **Between 1st April 2020 and 31st March 2021, 91 surveys were distributed, 23 were returned completed (25.3%).**

General comments provided include:-

The home carers are very respectful and always leave appropriate notes to inform us as a family of any issues of concern. They have also telephoned us when they feel it is important. The team have got to know X very well and it's the little things that they notice that make all the difference. Without their ongoing support and commitment throughout Covid 19 we as a family would find it difficult alone. We are extremely grateful and thankful for all they do.
X would like her Steady back. I am concerned about the way X eats her food as she only has use of one hand and shakes a lot. Also I notice that when she has her food because she is left dessert she is pushing her dinner away and only eating the junk food. What she needs is breakfast, dinner (if she is given a dinner, no dessert), Tea (dessert for tea and something light) Something light for bedtime. I don't think she needs the ensure drinks as well.
My mother-in-law is bed confined, so if it wasn't for the care workers, we wouldn't be able to keep her at home. She also has dementia, she has 4 calls a day which gives myself a break. The carers are absolutely wonderful with her, and carers do not get the recognition they deserve, I am very thankful for the service we get and thank each one of them.
They usually come at the times allocated
The girls I have are fab, helpful, caring
The team caring for my mother have many exceptional talents. They are extremely professional, caring, compassionate, patient, kind and knowledgeable. The care plan file is very informative. I know exactly how my mother is each day in terms of wellbeing- diet- fluid intake and mood and the team link effortlessly between each visit using prior knowledge. The team leader has been very supportive and helpful and has linked with SALT and district nurses ensuring any changes in needs are met as soon as possible
Without my home care help I would no longer be able to support and care for X's needs :)
Only comment I have if they had more time with me
Do you know what it's like to be pulled off the toilet seat before you are ready when you say please stop. May I add I am able to wipe and clean myself as long as I am left to do so. May I say the more one gets things taken away then a person becomes disabled. Ticking a box cannot convey this.
I am prone to falls and use a Zimmer frame. I need help getting to the toilet and dressing. Whilst my husband is prone to depression and needs nurturing with eating as is underweight and reluctant to eat- all of which takes more time than

the current time slot permits- so time is of the essence somewhat. However, we couldn't cope/ manage without external support and assistance
Carers are considerate on arrival. X needs help in preparing breakfast which at the moment he does not receive.
The carers I have are exceptional. I would like them to assist with putting the gel on my hips and back which I find difficult in the mornings.
I appreciate that it can be more difficult, as the carers are having to deal with both myself and my wife - at the same time - so time is at a premium- as my wife is very frail and prone to quite frequent falls and also has dementia.

The Bridgestart service provides short term (up to 6 weeks) personal care to service users in their homes.
Comments provided include:-

Please pass on my thanks to X and the team. They have been amazing

The Bridgeway service provides an enabling service for people with dementia and their families.
Comments include:-

A massive thank you for all involved with our mother's care. Myself and my sister can't express how grateful we are for your care and understanding for our mother and also ourselves.
Excellent service. Involved myself and my mum in all aspects of mum's care input. Would have liked to have continued with the input for a longer period. Shame that all services weren't as caring, compassionate and as professional as Bridgeway.
The team workers are unfailingly courteous and announced themselves on entry. The service cannot be faulted.
It is a pity that such quality of service is only offered for six weeks and not always evident in the private sector.

The Reablement Service provides support to service users following hospital admission or whilst living at home, and whose independent living skills are declining, to help them regain their independence to remain living in their own home.
Comments include:-

I have been with the CRT since end July. The teams have been of a high standard with some individuals being exceptional. They offered very useful comments and helped me very much in my life and offered in a polite, constructive and useful way. The result is that I go on in a much better physical and mental state. Many many thanks for your efforts not forgetting the 'back office staff'! Now I am done! Go forward and help the new ones as you helped me. Thank you all.
Client X daughter wanted to pass on her gratitude and compliments to everyone who has had anything to do with her mother's care. She said that she cannot speak highly enough of the team and has told everyone about the amazing support her mother has received. She doesn't think there is any service like this in Cardiff and said the team is responsible for letting her mother stay at home an extra 2 years. She said her mother has rung with inappropriate requests (e.g.

referral for a plumber) but her mother has been dealt with in the most kind and caring manner.

Telecare/Mobile Response: Provides a support service within the home (also in emergency situations), via use of wireless technology and sensors/pendant buttons. The Early Response Service links into the 24/7 mobile personal care service provided as part of the Telecare service and provides emergency assistance to service users in their home.

Comments received about the service include:-

Everyone involved with mum have been very kind

Thanks to the telecare department ... for their support with equipment for X at such short notice. It was very kind of them to move the jobs around and myself and family are grateful. It prevented a potential placement for readmission to hospital.

Adult Social Care - Advocacy Arrangements

Statutory Independent Professional Advocacy (IPA) is provided under the Bridgend Voice & Choice (BVC) service. This is delivered by 3 x independent providers: ProMo-Cymru, who operate the BVC Advocacy Hub (contact centre); MHM Wales, who operate 2 x contracts for client-specific IPA; and People First Bridgend, who operate statutory IPA for clients with a learning disability or autism.

To March 2021 the BVC Advocacy Hub received 258 contacts with 212 contacts connected and supported. This was a drop from 246 contacts connected in the previous year; the drop was mainly due to the impacts of the covid-19 pandemic.

The BVC Advocacy Hub is able to provide initial information and advice, signpost to other IAA services, support individuals to self-advocate, or make referrals to informal or formal advocacy. For 2020/21, 38 referrals were passed to statutory advocacy services via the Hub, a drop from the 50 statutory referrals made in the previous year which again is attributed to the effects of the pandemic. However, as in previous years, the significant majority of contacts were supported with either direct information and advice, referral or signposting for the most appropriate type of support, or a referral to a non-statutory advocacy service.

The statutory IPA services operated by MHM Wales and PFB are able to receive referrals via the Hub or from referring social work teams, other referring agencies, or directly from clients themselves. In this period the number of IPA referrals accepted was:

MHM: 36 new unique individuals referred to the service; 164 individuals supported in total, supported with 225 advocacy case issues.

PFB: 16 new unique individuals referred to the service; 75 individuals supported in total, supported with 125 advocacy case issues.

The total of 52 new referrals is a drop against the previous year (which saw 92 new referrals); again, a drop largely due to the pandemic. Despite this, the IPA providers maintained their support for a high number of ongoing open cases during the year. So while new referrals may have slowed, the case load for advocates remained high

throughout the period, with significant demand on services coming from: a) parent carers involved in child protection cases; b) Parc Prison cases, where significant additional time is required from advocates in accessing the prison setting and obtaining information from prison support services and from the client themselves. Both IPA providers indicated that their advocates were working to capacity, and for some of the period a short waiting list was put in place to manage the in-flow of new cases.

In addition to the statutory IPA services, both PFB and MHM Wales operate additional and complementary non-statutory advocacy services. These include community advocacy and support for peer advocacy groups.

Children's Social Care – Advocacy Arrangements

Advocacy for children and young people in Bridgend is provided through a regional contract to deliver the National Approach to Statutory Advocacy, as prescribed by Welsh Government. The contract for Bridgend transferred from the Western Bay region into the Cwm Taf Morgannwg region on 1st May 2019. The service provider in Bridgend remained in place, namely Tros Gynnal Plant.

For the period April 2020/March 2021, the advocacy service delivered the following:

	2019/20	2020/21
Active Offers made:	68	41
Of which Active Offers accepted:	59	33
Issue-based Advocacy cases opened:	204	192
Of which cases were closed:	186	150

The level of issue-based advocacy being provided in Bridgend remains consistently high despite the limitations placed on the service due to the pandemic. However, the increasing number of Active Offers delivered in the previous year dropped off in the 2020/21 reporting period. The provider, in discussions with regional service stakeholders, is working with BCBC staff to address this with new Active Offer referral channels being developed for 2021 onwards.

Social Services and Wellbeing Act (Wales) 2014 - National Performance Framework:

In previous years as part of the National Performance Framework Local Authorities have collected qualitative information annually about people who use their Social Care Services. However, the National Survey was not sent out for 2020/21 as Welsh Government were continuing to review the Performance Management Framework, and Local Authorities were advised by Welsh Government that the survey was no longer to be undertaken in its current format.

Number of Representations Received and Timescales

Table 1

No. Representations Received Statutory Complaints Procedure – April 2020 to March 2021			
		Complaints	Compliments/Comments
Adult Social Care		34	163
Children's Social Care		84	37
		Total Complaints: 123	
Breakdown *see table 2 for informal breakdown	Business Support /Finance	3 *informal	6
	Commissioned	2 *informal	Total Compliments: 206
	Stage 1	16	
	Stage 2	9	

Timescales: 100% Stage 1 complaints were resolved within the prescribed timescale of 10 working days.

Timescales: 100% Stage 1 complaints were acknowledged in writing within 2 working days of the date of their receipt. 100% were resolved within the prescribed timescale of 10 working days and written responses provided within 5 working days of the date of resolution. There were no complaints received outside the 12-month time limit for investigation.

The total number of social services complaints received in 2020/21 - 123, has reduced compared to previous years, and the total number of compliments received - 206 has increased: -

- In 2019/21 - 233 social services complaints, and 96 compliments were received.
- In 2018/19 - 275 social services complaints, and 183 compliments were received.

Complaints Resolved Informally (pre-Complaints Procedure Stage 1)

Bridgend County Borough Council complaints processes have, for a number of years, involved successful early resolution of complaints wherever possible. Recently, the new Complaint Guidelines emphasise that the complaints process will provide for a more straightforward and citizen centred approach. Swift and effective complaints handling is also encouraged with an expectation that the majority of complaints and representations should be resolved by Local Resolution.

Complaints staff therefore undertake a significant amount of work liaising with managers to identify and agree swift resolutions to the satisfaction of the complainant (by the end of the working day following the day on which the complaint was made).

Table 2

No. Complaints Resolved prior to invoking the formal Complaints Procedure(s) 2020/2021	
	Number
Adult Social Care	24
Children's Social Care	69
Business/Finance Support	3
Commissioned Services	2
Total:	98

Statistics reflect that the Directorate has continued to achieve a high level of early resolution for complainants. **Although the number of early resolutions for 2020/21 are lower than that in previous years, they continue to represent a high percentage; 80%, of the total number of complaints received in that reporting period.**

The number of complaints resolved by this approach in previous years are:

- 201 in 2019/20
- 234 in 2018/19
- 198 in 2017/18
- 187 in 2016/17

Some of the feedback comments received in relation to Complaint staff's involvement with complainants in terms of discussion to understand the nature of complaints and potential early resolution is as follows: -

thank you for all your help today many thanks
...he's been a great support over the past few months. He's always cheerful, ready to advise and help where needed and proactive

Corporate Complaints Procedure

There are instances whereby aspects of a complaint do not fall within the remit of the Social Services Statutory Complaints Procedure and, in these instances, the Authority's Corporate Complaints Procedure is utilised; 16 complaints were received which were deemed appropriate to be addressed in accordance with the Corporate Complaints Procedure during 2020/21; 5 related to Adult Social Care (2 at stage 1 and 3 at stage 2), 11 to Children's Social Care (7 at stage 1, and 4 at stage 2), and 0 related to Business/Finance Support.

Total Representations Received 2020/21

The total number of representations received in relation to Adult Social Care and Children's Social Care is as follows:-

Table 3

2020/21 - Total No. Representations Handled via:	
Complaints Resolved at pre-Complaints stage	98
Statutory Social Services Complaints (St 1 & St 2)	25
Corporate Complaints	16
Ombudsman	9
Total:	148

The total number of complaints (Stage 1 and Stage 2) received and addressed in accordance with the **Statutory Complaints Procedure by Social Services during 2020/2021 was 25, compared with 32 in 2019/20, and 41 in 2018/19**; again, evidencing a reduction in numbers of complaints progressing through to the Statutory process.

The number of people receiving a service from Adult Social Care during the reporting period 2020/21 was 3298, and 1235 from Children's Social Care.

Complaint Outcomes (Statutory)

Complaint outcomes are identified within the categories; Upheld, Partially Upheld and Not Upheld. Outcomes for each service area have been recorded during 2020/21 as follows: -

Table 4 – Complaint Outcomes (St. 1 – Statutory Complaints Procedure)

2020/21	Adult Social Care	Children's Social Care	Business/Finance Support	
Not Upheld	4	5	-	9
Partially Upheld	0	0	-	0
Upheld	0	6	-	6

NATURE OF COMPLAINTS

The nature of complaints received varied and included:-

Table 5

2020/21 – Most Common Complaints Received
Quality / Level of Service / Standard of Care
Lack of / Poor Communication
Disagreement with Assessment / Care Plan
Unacceptable Delays
Poor advice / misinformation
Staff attitude / conduct
Policy / Procedure Non-compliance
Missed / Late Appointments / Times of Visits
Charges for Care Services
Disagreement with Policy / Procedure

7. HOW COMPLAINTS WERE RESOLVED, and LESSONS LEARNED

A variety of methods were used to resolve complaints, including:-

- Liaison by complaints officers with senior managers to identify/agree immediate/informal resolution;
- Meetings by senior officers with complainants to discuss/resolve their concerns.
- Liaison with other Local Authorities ensuring coordinated and cohesive responses.
- Provision of explanation of reasons for decisions (verbal and/or written);
- Provision of an apology (written), where appropriate;
- Corrective actions, e.g. change of decisions, review of procedures;
- Reassessment (independent);
- Advocacy services/support;
- Independent investigation;
- Staff training (eLearning).

Key lessons learned during 2020/21 were as follows: -

Table 6

Service Area	Lessons Learned/Actions Implemented
Adult Social Care: Third Party Referrals	Detailed written guidance provided to staff focussed on the need to keep people using Council services fully informed in relation to request for service/referrals and support them to be advised as to decisions that follow those requests/referrals.
Adult Social Care: DFG - Accessible Documentation	Developing a set of easy read documents. Documents being produced by People First and will include leaflets about rights and entitlements, service feedback comments and complaints and fairer charging.
Children's Social Care: Case Management	Review of systems to ensure clarity within teams as to whether a case is open or closed to ensure that communications with someone who has made a referral are timely and accurate.
Complaints: Complaint Wording Agreement	Process developed and implemented for dealing with Stage 2 complaint wording where the complainant's preferred method of communication is via post.

Welsh Language Standards

There have been no complaints received during this reporting period that have been communicated via the medium of Welsh.

To ensure compliance with the requirements of the Welsh Language Standards all complaints publicity material, including leaflets and the complaints website have been translated and are readily available in the medium of Welsh.

Compliments

Compliments are regarded as important information which can be used to identify good practice. All compliments are therefore recorded centrally and details provided in management reports. As mentioned above, 206 compliments were recorded during 2020/21, a selection of which are set out below:-

Table 7

Compliments - Adult Social Care:
Thank you! Am sure we will speak again soon...you are very approachable and helpful...much appreciated at this difficult time.
Thank you for all your help, we were very impressed by support and care we got from the local authority.
please accept our gratitude for your outstanding commitment and assistance ... and processing the arrangements for her care at home through Radis, who have been exceptional
Thank you so much for facilitating yesterdays meeting and your very accurate report. Means world to me that your helping me live as normal as someone being erroded by ms
...extend my sincere gratitude to you for providing your social work expertise to my father and mother whilst my father has been in hospital
thank you for your help and support since becoming my mother's social worker and especially during lockdown the weekly phone calls were a lifeline
"brilliant", supportive and has done everything she said she was going to do.
We will always be eternally grateful for the assistance you personally provided in ensuring my mother's wish to die in her own home was respected. You guided us carefully, tactfully, with kind and compassionate support throughout the care process provided by Bridgend County Borough Council Adult Social Care.
Compliments – Children Social Care:
I would like to raise how impressed I have been with the way that X has been working with the family, and how well she has engaged the children and identified the right support to reduce the risks
...been very impressed with both the level of support you have provided to the young people and your engagement with them...your communication, both with them and the young people has been consistently of an excellent standard
You have done an amazing job with this family and they are lucky to have you to care so much about them
Firstly a BIG thank you for all this work you've undertaken with X. I am remarked by the detail and content of these sessions that must have taken you some time to pull together so WELL DONE

what was most impressive was the openness to frank and honest challenge in respect to the plan that was being put forward, and the acceptance that the risks involved required further consideration.
the social worker has created very thoughtful care plans and has shown excellent ability and dedication
thank you so much for being an amazing social worker and for all you're understanding and hard work. You are very much appreciated and one of the best social workers I've met for X
I've just got off the phone with disability children team and I've got to say whoever I spoke to was amazing

8. CUSTOMER FEEDBACK – THEIR EXPERIENCE OF THE COMPLAINTS PROCEDURE

The rate of return by complainants of completed questionnaires has been very poor over a number of years, with those making comments tending to focus upon the outcome of their complaint, as opposed to their experience of using the complaints procedure. Questionnaires were not despatched during this reporting period.

9. ACHIEVEMENTS IN 2020/2021

- Complaints staff have encouraged and worked closely with managers/staff to aim to resolve complaints locally and as swiftly as possible. This is reflected in the high number of complaints resolved at the pre-complaints stage (**Table 2**) of 98.
- There was a reduction from 27 to 16 in the number of Stage 1 formal complaints handled in the period compared to 2019/20, however there was an increase in the number of Stage 2 complaints from 5 to 9. Overall there was a reduction in all complaints from 233 to 123 this period compared to 2019/20.

10. OBJECTIVES FOR 2021/2022

- Continue to encourage and work with managers/staff to aim to resolve complaints locally and as swiftly as possible;
- Considering the slight increase in the number of cases progressing to Stage 2 of the complaints process and the request from the Ombudsman to progress all requests for a stage 2 to an independent investigation, there will be a need to further increase the cohort of available and appropriately skilled independent investigators.
- Work with ICT to continue to develop the use of the Welsh Community Care Information System (WCCIS) to report on complaints; initial work has begun in this area and this will continue into 2021/2022 with the transfer of the WCCIS system onto the new CRM Platform.
- Work with ICT to consider the integration of the compliments data onto the Welsh Community Care Information System (WCCIS); and

- The Complaints Awareness e-learning module developed in 2015/16 (aimed at new and existing staff employed by the Directorate) has had a low staff take-up. Consideration will therefore be given to inclusion of this Module to be a mandatory element within the Social Services Induction Programme to ensure that all new starters complete it and the guidelines for managers to manage complaints updated and re-issued across Social Services.

11. EQUALITIES

A screening for equality impact has been carried out in relation to the representation and complaints procedure. There is no negative impact on the protected equality characteristics.

There have been no complaints in relation to equality impacts received during the reporting period in relation to the Social Services Representations and Complaints Procedure.

**Report prepared for Claire Marchant
Statutory Director of Social Services
By the Complaints & Quality Manager & Business Support Officer**

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

14 DECEMBER 2021

REPORT OF THE CORPORATE DIRECTOR SOCIAL SERVICES AND WELLBEING

ADDITIONAL ONE-OFF PAYMENT TO BRIDGEND FOSTER AND ADULT PLACEMENT CARERS

1. Purpose of report

- 1.1 The purpose of this report is to provide cabinet with details of a proposed one-off payment to Bridgend Foster Carers and Adult Placement Carers in recognition of the hard work they have undertaken throughout the Covid Pandemic.
- 1.2 Seek approval of Cabinet to make the proposed payment.

2. Connection to corporate well-being objectives/other corporate priorities

- 2.1 This report assists in the achievement of the following corporate well-being objective/objectives under the **Well-being of Future Generations (Wales) Act 2015**:
 - **Better health and well-being** – Improve the physical, mental and emotional well-being of children and young people and vulnerable citizens, to ensure they can thrive and fulfil their potential.

3. Background

- 3.1 In March 2020 the whole of the UK went into Lockdown as a result of the global Covid-19 pandemic. This resulted in schools being closed and children and young people remaining at home throughout the day, with very limited opportunity to socialise with peers outside of this environment and their lives effectively being turned upside down.
- 3.2 In addition to the above, care experienced children had the additional impact of not being able to meet with their family for face to face contact.
- 3.3 During this period foster carers were asked to step in to facilitate contact with these children via the phone or using Facetime, a role they were often taking on for the first time with little preparation, training or easy access to support.
- 3.4 During this time our foster carers and supported lodgings hosts demonstrated high levels of resilience, offering the highest standards of care to the children who they were looking after, many of whom displayed challenging behaviours linked to their experiences of trauma.
- 3.5 Another impact of the pandemic was the effect on adults with a learning disability living with adult placement families. This group of people were no longer able to

engage in their normal day time activities, because of restrictions in the operation of day services, or to have face to face contact with their friends and relatives.

- 3.6 At the same time that carers, young people and adults with a learning disability were experiencing these significant changes in their lives, the way that we were able to offer support changed with visits to the home, from all agencies, reducing to all but the most necessary and moving to the use of telephone/Facetime communication.
- 3.7 It is worthy of note that there have been two payments made to the social care workforce, as part of a national initiative funded by Welsh Government, to recognise and reward the hard work and commitment of staff who have provided essential care to our most vulnerable citizens during the Covid-19 pandemic, but foster carers, supported lodgings hosts, and adult placement families were not rewarded in this way despite their commitment to and playing such a significant role in safeguarding vulnerable children, young people and adults with a learning disability who they look after during a period of exceptional difficulty.
- 3.8 Across Wales the response to carers has been varied with 14 Local Authorities (June 2020) making no additional payment. Of the seven Local Authorities who had made a payment this included one-off payments, individual responses and additional allowances for an agreed period.
- 3.9 From our discussions with Independent Fostering Agencies it would appear that a number have made a one-off payment to their carers (although some have not made any payment and we have not received a response from all).
- 3.10 In relation to the adults with a learning disability the Vale of Glamorgan Council provides the Adult Placement Scheme on behalf of the Vale and Bridgend. The Vale of Glamorgan Adult Placement carers received a one off payment of £500 in May 2020, the Bridgend carers did not.

4. Current situation/proposal

- 4.1 Across Wales there is a shortage of people who are willing/able to provide foster care and supported lodgings placements to children and young people who cannot live at home with their birth families. Bridgend County Borough do not have sufficient numbers of in-house foster carers and supported lodgings hosts and therefore, alongside our recruitment of new carers, it is essential that we demonstrate to our current carers how valuable and highly thought of they are in order to retain them.
- 4.2 There is a similar position in relation to the recruitment of adult placement families which has proved to be problematic, although there are a small number of families who are being assessed to come onto the scheme. Adult placement families provide a homely and supportive environment for people with a learning disability and at the current time demand for the service is growing and plans are being made to expand the scheme to other groups such as people with mental health difficulties.
- 4.3 As highlighted above during the pandemic social care staff have received two payments, funded by Welsh Government, in recognition of the role they play supporting vulnerable people, but foster carers and supported lodgings hosts have not received any additional payment.

- 4.4 It is proposed that all of our adult placement families and in-house foster carers, which will include both general and connected persons and our supported lodgings hosts, who have had a child placed with them, will receive a one-off payment of £500 in recognition of the additional costs of caring, their resilience and their determination to provide the highest quality of care to children, young people and adults with a learning disability through such a challenging period.
- 4.5 Careful consideration was given to whether Independent Fostering Agencies should also be eligible for this payment, but as noted above many of the agencies who have responded have indicated that they have taken their own measures for their carers during this unprecedented period.
- 4.6 This proposal does not include Special Guardians as the children living under these arrangements are not looked after by the local authority, with the Special Guardian holding Parental Responsibility for them once an Order has been granted.

5. Effect upon policy framework and procedure rules

- 5.1 The above is a proposal for a one off payment which is directly linked to the Covid-19 pandemic and to support recovery as restrictions relax and as such there is no impact on the policy framework and procedure rules.

6. Equality Act 2010 implications

- 6.1 The protected characteristics identified within the Equality Act, Socio-economic Duty and the impact on the use of the Welsh language have been considered in the preparation of this report. As a public body in Wales, the Council must consider the impact of strategic decisions, such as the development or the review of policies, strategies, services and functions.
- 6.2 An initial EIA screening has identified that there would be no negative impact on those with one or more of the protected characteristics, on socio-economic disadvantage or the use of the Welsh language. It is therefore not necessary to carry out a full EIA on this policy or proposal.

7. Well-being of Future Generations (Wales) Act 2015 implications

- 7.1 The Well-being of Future Generations (Wales) Act 2015 provides the basis for driving a different kind of public service in Wales, with five ways of working to guide how the Authority should work to deliver wellbeing outcomes for people. The following is a summary to show how the five ways of working to achieve the well-being goals have been considered in this report:

- **Long Term** – Central to Children's Social Care's strategy to reduce the number of children who need to be looked after, is being able to place children with foster carers who live within the County Borough allowing continuity in terms of education, health care, peers and contact with birth family. This proposal will deliver a message to our carers about how valued their contribution is, encouraging them to continue being foster carers for BCBC. In relation to adults it is the intention to grow and expand the adult placement

scheme to provide a service to an increasing number of adults with a learning disability and other groups such as people with a mental health difficulty.

- **Prevention and Integration** – As noted within this report having a sufficient number of foster care placements available for children who cannot continue to live at home with their family is a significant challenge across Wales. There is significant work taking place as part of Maethu Cymru/Foster Wales around both recruitment and retention in recognition of the size of the challenge. The proposal in this report would support BCBC's attempts to retain the Foster Carers we currently have, thereby preventing further reduction in the number of placements that are available, by acknowledging the resilience and dedication shown by our foster carers throughout the pandemic and demonstrating that they are a valued part of the wider social care team. The adult placement scheme provides a very cost effective way of supporting adults avoiding much more costly residential or supported living placements. The scheme is designed to enable people to live in a local community and participate in community life.
- **Collaboration and Involvement** – Regular consultation events (ICE meetings) are ordinarily undertaken by Bridgend Fostering that support consultation and collaboration with carers regarding matters that are going well and issues/concerns. In addition to this the service has 5 liaison carers who regularly support foster carers and provide further opportunity for consultation and feedback. From this feedback it is acknowledged that the Foster Carers appreciated the gesture of a voucher provided in March 2021. However, they have also provided an opportunity for some feedback regarding how carers felt devalued when comparing this with the payment made to social care workers. The adult placement scheme is a collaboration with a neighbouring local authority and plans are being made to expand the scheme and discussions with another neighbouring local authority have been arranged.

8. Financial implications

- 8.1 Social Services and Well-being have received two allocations of finance to support social care recovery from the Welsh Government. It is proposed that funds will be allocated from the second allocation of £1.139 million to make these payments.
- 8.2 The cost of the above proposal would amount to £82,000.
- 8.3 By demonstrating commitment and support to our foster carers, this may help retention, which will have a positive budget implication as there will be more placements available for children when needed. This would reduce the need to make placements with higher cost Independent Fostering Agencies, often outside of Bridgend County Borough Council.
- 8.4 The same applies to the adult placement scheme which provides a very cost effective service in comparison to residential and supported living services.

9. Recommendation

- 9.1 Cabinet is requested to approve the proposal to make a one-off payment to all approved foster carers, supported lodgings hosts and adult placement families as set out within the report.

Claire Marchant

CORPORATE DIRECTOR SOCIAL SERVICES AND WELLBEING

December 2021

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Background documents: Equality Impact Screening document

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

14 DECEMBER 2021

REPORT OF THE CORPORATE DIRECTOR EDUCATION AND FAMILY SUPPORT

PROVISION FOR PUPILS WITH ADDITIONAL LEARNING NEEDS (ALN) – ESTABLISHING A LEARNING RESOURCE CENTRE (LRC) FOR PUPILS WITH MODERATE LEARNING DIFFICULTIES (MLD) AT YSGOL CYNWYD SANT

1. Purpose of report

- 1.1 The purpose of this report is to seek Cabinet's approval to consult formally with the parents, staff and governing body of Ysgol Cynwyd Sant and other interested parties on the proposal to establish a Learning Resource Centre 'LRC' for pupils with Moderate Learning Difficulties ('MLD') at Ysgol Cynwyd Sant.

2. Connection to corporate well-being objectives / other corporate priorities

- 2.1 This report assists in the achievement of the following corporate well-being objectives under the **Well-being of Future Generations (Wales) Act 2015**:
- **Supporting a successful sustainable economy** – taking steps to make the county borough a great place to do business, for people to live, work, study and visit, and to ensure that our schools are focussed on raising the skills, qualifications and ambitions for all people in the county borough.
 - **Helping people and communities to be more healthy and resilient** - taking steps to reduce or prevent people from becoming vulnerable or dependent on the Council and its services. Supporting individuals and communities to build resilience, and enable them to develop solutions to have active, healthy and independent lives.
 - **Smarter use of resources** – ensure that all resources (financial, physical, ecological, human and technological) are used as effectively and efficiently as possible and support the creation of resources throughout the community that can help to deliver the Council's well-being objectives.

3. Background

- 3.1 Local authorities across the United Kingdom are experiencing a rise in the demand for services for children and young people with additional learning needs (ALN) and the cost to support this is often exceeding budget. Anecdotal evidence from many local authorities suggests that not only are these needs becoming more numerous by volume, but also in their complexity.

- 3.2 This is putting pressure on all local authorities to meet and resource these needs, and this will only be exacerbated by the additional pressures that have been caused by COVID-19. In this context many local authorities are reviewing their current provision to respond to changes in demand and to make services fit for purpose in terms of addressing the current and future needs of children and young people with ALN.
- 3.3 Bridgend County Borough Council (BCBC) has taken a proactive approach to this by commissioning an additional learning needs strategic planning provision review in 2020.
- 3.4 An Additional Learning Needs Strategic Planning Provision Review Board has been established. One of the areas which has been identified for provision to open is at key stage 2 in a Welsh-medium primary school for children with MLD.

4. Current situation/proposal

- 4.1 A copy of the consultation paper is annexed at Appendix 1. The proposal, if approved, would mean that:
- an LRC at Ysgol Cynwyd Sant for a maximum of fifteen pupils with MLD would be established from 1 September 2022;
 - there would be a graduated intake from 1 September 2022 and the admissions for the LRC would be decided upon through an admissions panel;
 - the LRC would be an integrated part of the mainstream school, providing an appropriate environment in which pupils can develop and thrive within their peer group and have normal access to mainstream curriculum, where appropriate; and
 - the LRC would provide specialist learning facilities within the school and provide expertise and advice to all staff.
- 4.2 From the pupils' point of view, they would have access to individual, small-group and whole class experiences, as appropriate. Their progress would be closely monitored, and individual plans regularly reviewed.
- 4.3 Other mainstream pupils at Ysgol Cynwyd Sant would also benefit from this proposal as it seeks to widen the specialist learning facilities within the school and provide expertise and advice to all staff.

5. Effect upon policy framework and procedure rules

- 5.1 There is no effect upon the policy framework or procedure rules.

6. Equality Act 2010 implications

- 6.1 Meeting the needs is designed to deliver the key principles of equality, choice and opportunity for all. An Initial Equality Impact Assessment (EIA) screening has been undertaken on this proposal which indicates that a full equality impact assessment will be undertaken in parallel with the consultation process. The outcomes and

actions identified by this assessment will be included in a report to Cabinet on the consultation process.

7. Well-being of Future Generations (Wales) Act 2015 implications

7.1 The report contributes to the following goals within the Well-being of Future Generations (Wales) Act 2015:

- a prosperous Wales;
- a resilient Wales;
- a Wales of cohesive communities; and
- a globally responsive Wales.

7.2 The five ways of working have been considered in the preparation of this report and are summarised below:

Long term	Affords pupils with a diagnosis of MLD a place in a school as near to their home as possible. Provides additional places required to meet the needs of an increase in diagnosis of pupils with MLD.
Prevention	Provision of locally based LRCs enables pupils to be educated as part of the graduated response as stipulated in the ALN Code of Practice and ultimately preventing being placed out-of-county.
Integration	The MLD LRC is key in ensuring that pupils with a diagnosis of MLD have access to mainstream education experiences with their peers and also have the opportunity to reintegrate into mainstream where appropriate. The opening of an LRC ensures sustainable education for a pupil with MLD through the medium of Welsh. There are also efficiencies related to this proposal as the cost of an out-of-authority place far outweighs the cost of opening an LRC locally.
Collaboration	There is excellent collaboration between the local authority with schools that have LRC's. The Learner Support Service provides on-going support, advice and guidance to all schools.
Involvement	A range of key stakeholders are involved with a pupil placed in an MLD LRC ensuring that the individual needs of the pupil are met.

8. Financial implications

8.1 The funding for the LRC would be allocated through the mainstream school's delegated budget, via the school's funding formula allocation, and using a combination of a class allocation and elements of the age-weighted pupil unit (AWPU).

8.2 Funding levels would be derived from notional current staffing needs and are based on the salary of a teacher. One-off funding for the set-up costs would be £10k.

- 8.3 As part of the Medium-Term Financial Strategy 2021-22, a budget pressure of £60k was approved for the provision of a MLD class to cater for key stage 2 children accessing education through the medium of Welsh. This budget will be used to fund the LRC, including the set-up costs, at Ysgol Cynwyd Sant should the proposal go ahead.

9. Recommendations

Cabinet is recommended to agree:

- to consult formally on the proposal to establish an LRC for pupils with MLD at Ysgol Cynwyd Sant; and
- for the outcome of the consultation to be reported back to Cabinet.

Lindsay Harvey
Corporate Director Education and Family Support
14 December 2021

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Background documents:

Additional Learning Needs Strategic Planning Provision Review - autumn term 2020.

Proposal to establish provision for pupils with additional learning needs (ALN) at Ysgol Cynwyd Sant

Consultation document

Date of issue: 6 January 2022

Action required: Responses by 17 February 2022

Tel: (01656) 642617

Email: EDSU@bridgend.gov.uk

Web: www.bridgend.gov.uk/consultation

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Overview

The consultation is to invite your views on the proposal to establish a learning resource class (LRC) for a maximum of fifteen pupils with moderate learning difficulties (MLD) at Ysgol Cynwyd Sant.

How to respond

This consultation period will begin on 6 January 2022 and close on 17 February 2022. You can respond or ask further questions in the following ways.

Tel: (01656) 642617

Email: EDSU@bridgend.gov.uk

Online: [Click here](http://www.bridgend.gov.uk/consultation) or visit www.bridgend.gov.uk/consultation

Post: Education and Family Support Directorate, Bridgend County Borough Council, Angel Street, Bridgend, CF31 4WB.

Alternative formats are also available upon request.

Data protection

How we use the views and information you share with us.

All responses received by Bridgend County Borough Council (BCBC) will be seen in full by its staff members involved in the consultation process. The information may also be seen by other departments within the Council or local service board members to help improve upon the services provided.

The Council may also use the information gathered to publish subsequent documents both directly and indirectly linked to this consultation, however the Council will never disclose any personal information such as names or addresses that could identify an individual.

If you do not wish for your opinions to be publicised, please state so in your response.

Related documents

For more information on consultations in Bridgend County Borough or how to join our Citizens' Panel.

Visit:

www.bridgend.gov.uk/CitizensPanel

Background and information

- Local authorities across the United Kingdom are experiencing a rise in the demand for services for children and young people with additional learning needs (ALN) and the cost to support this is often exceeding budget. Anecdotal evidence from many local authorities suggests that not only are these needs becoming more numerous by volume, but also in their complexity.
- This is putting pressure on all local authorities to meet and resource these needs, and this will only be exacerbated by the additional pressures that have been caused by COVID-19. In this context many councils are reviewing their current provision to respond to changes in demand and to make services fit for purpose in terms of addressing the current and future needs of children and young people with ALN.
- Bridgend County Borough Council (BCBC) has taken a proactive approach to this by commissioning an additional learning needs strategic planning provision review in 2020.
- An Additional Learning Needs Strategic Planning Provision Review Board has been established. One of the areas which has been identified for provision to open is at Key Stage 2 in a Welsh-medium Primary School for children with MLD.

The proposal

- This is a proposal to establish provision for pupils at Ysgol Cynwyd Sant to meet the needs of pupils with a diagnosis of MLD, it is proposed to establish a LRC for a maximum of fifteen pupils.
- The consultation exercise will seek the views of staff, parents, pupils, interested parties and the governing body as the first step in the statutory process. If the proposals are supported, they would come into effect on 1 September 2022.

Why has this proposal been brought forward?

- The proposal is being raised to meet the needs of children and young people with MLD. There is a need for additional resource to be opened to meet the need for pupils with a diagnosis of MLD. As a result of opening a LRC for ASD pupils through the medium of Welsh in BCBC, pupils will be able to continue their education through their chosen language and as near to their home as is possible.

What the proposal means in practice

The proposal if approved would mean that:

- A LRC at Ysgol Cynwyd Sant for a maximum of fifteen pupils with MLD would open from 1 September 2022.
- There would be a graduated intake from 1 September 2022. LRC admissions would be decided upon through an admissions panel which would assess the need of the pupil.
- The LRC would be an integrated part of the mainstream school, providing an appropriate environment in which pupils can develop and thrive within their peer group and have normal access to mainstream curriculum, where appropriate.
- The LRC would provide specialist learning facilities within the school, it would also provide MLD specialist expertise to mainstream classes.
- The Council supports the principles that, as far as possible, children should be educated within a mainstream school environment and as near to their home as possible.
- The proposal of establishing a LRC at Ysgol Cynwyd Sant would afford those pupils with MLD to continue their education through the medium of Welsh in a specialist provision in BCBC.

What are the advantages if the proposal goes ahead?

- There would be increased resource within BCBC to meet the demand of places for pupils with a diagnosis of MLD through the medium of Welsh.
- There would be a MLD LRC established through the medium of Welsh at primary level therefore affording pupils with MLD the opportunity to thrive in their education.

What are the potential disadvantages if the proposal goes ahead?

- There are not any foreseen disadvantages to this proposal.

Impact of the proposals

Quality and standards in education

- There will be no likely impact on the quality of outcomes, provision and leadership and management in Ysgol Cynwyd Sant, regarding the proposal to establish a LRC for pupils with a diagnosis of MLD.
- There will be no likely impact of the proposal on the ability of Ysgol Cynwyd Sant to deliver the full curriculum at each key stage of education.

Other considerations

- The National Categorisation School Report 2019/2020 for Ysgol Cynwyd Sant is included at Appendix A.

Quality and standards in education

- Overall, standards of attainment in the foundation phase are good. Nearly all pupils make expected progress or better from their starting points.
- Performance at Key Stage 2, there is a track record of strong performance over time, and this is consistently in line with or higher than Wales.
- In terms of performance by specific groups, generally, pupils with additional learning needs perform well across the school and make expected progress.

Outcomes (standards and wellbeing)

- Attendance has been consistently high over the last three years with performance remaining in the top 25% when compared with similar schools.
- Generally, pupils' behaviour and their attitudes to learning are excellent with no incidents of fixed term exclusion over the last three years.

Provision (learning experiences, teaching, staffing, care support and guidance, and learning environment)

- Pupil voice is a key part of the school's success in terms of leadership. This has been very successful in ensuring progress in performance across the school.
- The school has a very good track record in raising the achievement of nearly all pupils, including vulnerable learners. High expectations, the strong focus on pupil wellbeing, a successful nurture class, and nurturing pupils' confidence and self-esteem, impacts positively on learners' confidence, social and communication skills, and results in nearly all pupils making strong progress.
- There is a very strong focus on teaching across the school, with very good professional development to strengthen teaching further, as well as regular sharing of good practice within school, and with teachers attending training at Ysgol Cynwyd Sant. As a result, teaching across the school is consistently good, with excellent teaching evident in both key stages.

Leadership and management (leadership, improving quality, partnership working and resource management)

- The leadership of the school is excellent. Leaders and staff have a clear vision, high standards and expectations, and a strong focus on providing Welsh-medium education of the highest standard for all pupils.
- The governing body is very supportive, challenges standards effectively, and is well informed about school performance through regular presentations by staff and pupils, detailed updates by leaders, and involvement in learning walks, book scrutiny and listening to learners.

Other considerations

Travel arrangements and accessibility impact

- The proposal would have no impact on the current travel arrangements as transport is available for those pupils who are eligible for a place at an LRC.
- Consideration would be given to the appropriate mode of transport for those pupils with MLD who would be accessing the LRC at Ysgol Cynwyd Sant.

Land and buildings

- The proposal will not involve any potential transfer or disposal of land, nor is there any planned building associated with the proposal.

Impact Assessments

Community Impact Assessment

- There is no significant negative impact on the community.
(see Appendix E)

Equality Impact Assessment

- The Council has a duty to consider the implications of this proposal on all members of the local community who may be affected unfairly as a result of the proposal being carried out.
- An initial impact screening assessment has been undertaken (see Appendix F). The outcomes and actions identified by this assessment will be included in a report to Cabinet on the consultation process and will help to create a full equality impact assessment (EIA).
- If you have any views on the potential of this proposal to affect any groups or individuals either positively or adversely, then we would welcome your comments as part of this consultation. Please see consultation proforma.

Risks

- There are no current risks associated with this proposal. The LRC will increase the expertise amongst the staff of Ysgol Cynwyd Sant to accommodate the needs of other pupils who are known to demonstrate MLD traits in the absence of a formal diagnosis.
- The full EIA will assess any potential impacts.

Alternative

- An alternative to opening the LRC at Ysgol Cynwyd Sant would be to open a MLD LRC at one of the other three Welsh-medium primary schools in BCBC namely Ysgol Gynradd Bro Ogwr: Ysgol Gynradd Gymraeg Calon Y Cymoedd or at Ysgol Y Ferch o'r Sgêr.
- Another alternative would be to support the pupils in mainstream and for them not to have access to appropriate small class environment.
- The likely consequence of these alternatives is that the pupils' needs with MLD would not be met in the most appropriate way.

Details of the affected school(s)

Ysgol Cynwyd Sant

Pen-yr-Ysgol
Maesteg
Bridgend
CF34 9YE

The table below provides details of the numbers on roll at Ysgol Cynwyd Sant and the figures for the previous annual censuses.

Ysgol Cynwyd Sant - Pupils on Roll (Age 3-11)					
Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	April 2021
311	302	293	290	290	285

The following table provides a five-year projection of pupil population for Ysgol Cynwyd Sant which is a Welsh-medium primary school with an age range of 3 to 11.

	N1	N2	R	1	2	3	4	5	6	Cyfanswm/ Total	Cyfanswm/ Total

Blwyd dyn /Year	Oed / Age 2 - 3	Oed / Age 3 - 4	Oed / Age 4 - 5	Oed / Age 5 - 6	Oed / Age 6 - 7	Oed / Age 7 - 8	Oed / Age 8 - 9	Oed / Age 9 - 10	Oed / Age 10 - 11	2-11	4-11
				95%	96%	96%	100%	99%	99%		
2021	0	31	44	32	22	37	37	41	41	285	254
2022	1	34	43	42	31	21	37	37	41	287	252
2023	1	34	38	41	40	29	21	37	36	277	242
2024	1	34	41	36	39	39	29	21	36	276	241
2025	1	34	41	39	35	38	39	29	21	277	242
2026	1	34	41	39	35	38	39	29	21	277	242

The accommodation at Ysgol Cynwyd Sant would be graded as condition C. Grade C means operational but major repair or replacement needed in the short to medium-term (generally three years).

Ysgol Gynradd Bro Ogwr
Princess Way
Brackla
Bridgend
CF31 2LN

The table below provides details of the numbers on roll at Ysgol Gynradd Bro Ogwr and the figures for the previous annual censuses.

Ysgol Gymraeg Bro Ogwr - Pupils on Roll (Age 3-11)					
Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	April 2021
429	425	440	424	407	402

The following table provides a five-year projection of pupil population for Ysgol Gynradd Bro Ogwr which is a Welsh-medium primary school with an age range of 3 to 11.

	N1	N2	R	1	2	3	4	5	6	Cyfanswm /Total	Cyfan swm /Total
Blwyddyn /Year	Oed /	Oed /	Oed /	Oed / Age 5 - 6	Oed / Age 6 - 7	Oed /	Oed /	Oed / Age	Oed / Age	2-11	4-11

	Age 2 - 3	Age 3 - 4	Age 4 - 5			Age 7 - 8	Age 8 - 9	9 - 10	10 - 11		
				96%	94%	97%	98%	97%	99%		
2021	6	42	47	49	49	45	51	60	53	402	354
2022	6	47	50	45	46	48	44	49	59	394	341
2023	6	46	50	48	42	45	47	43	49	376	324
2024	6	46	50	48	45	41	44	45	42	367	315
2025	6	46	50	48	45	44	40	42	45	366	314
2026	6	46	50	48	45	44	40	42	45	366	314

The condition of the accommodation at Ysgol Gymraeg Bro Ogwr is graded as condition C. Grade C means operational but major repair or replacement needed in the short to medium-term (generally three years).

Ysgol Gynradd Gymraeg Calon Y Cymoedd
Hill View
Bettws
Bridgend
CF32 8LU

The table below provides details of the numbers on roll at Ysgol Gynradd Gymraeg Calon Y Cymoedd and the figures for the previous annual censuses.

Ysgol Gynradd Gymraeg Calon y Cymoedd - Pupils on Roll (Age 3-11)					
Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	April 2021
162	154	156	173	194	213

The following table provides a five-year projection of pupil population for Ysgol Gynradd Gymraeg Calon Y Cymoedd which is a Welsh-medium primary school with an age range of 3 to 11.

	N1	N2	R	1	2	3	4	5	6	Cyfanswm/ Total	Cyfanswm/ Total
Blwyd dyn /Year	Oed / Age 2 - 3	Oed / Age 3 - 4	Oed / Age	Oed / Age 5 - 6	Oed / Age 6 - 7	Oed / Age 7 - 8	Oed / Age 8 - 9	Oed / Age 9 - 10	Oed / Age 10 - 11	2-11	4-11

			4 - 5								
				106 %	108 %	111%	107 %	97%	100%		
2021	9	26	30	25	30	28	22	29	14	213	178
2022	4	26	25	32	27	33	30	21	29	227	197
2023	4	26	26	27	34	30	36	29	21	233	203
2024	4	26	26	28	29	38	32	35	29	247	217
2025	4	26	26	28	30	32	41	31	35	253	223
2026	4	26	26	28	30	32	41	31	35	253	223
		26	27	29	30	33	35	33	40	257	227

The condition of the accommodation at Ysgol Gynradd Calon Y Cymoedd is graded as condition A. Grade A is new condition.

Ysgol Y Ferch o'r Sgêr
Greenfield Terrace
North Cornelly
Bridgend
CF33 4LW

The table below provides details of the numbers on roll at Ysgol Y Ferch o'r Sgêr and the figures for the previous annual censuses.

Ysgol Y Ferch o'r Sgêr - Pupils on Roll (Age 3-11)					
Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	April 2021
249	221	192	173	166	168

Blwyddyn /Year	N1 Oed / Age 2 - 3	N2 Oed / Age 3 - 4	R Oed / Age 4 - 5	1 Oed / Age 5 - 6 ###	2 Oed / Age 6 - 7 96%	3 Oed / Age 7 - 8 90%	4 Oed / Age 8 - 9 93%	5 Oed / Age 9 - 10 94%	6 Oed / Age 10 - 11 97%	Cyfanswm /Total 2-11	Cyfanswm /Total 4-11
2021	8	21	19	16	16	12	24	28	24	168	139
2022	3	20	21	19	15	14	11	23	27	153	130

2023	4	20	20	21	18	14	13	10	22	142	118
2024	4	20	20	20	20	16	13	13	10	136	112
2025	4	20	20	20	19	18	15	12	12	140	116
2026	4	20	20	20	19	18	15	12	12	140	116

The following table provides a five-year projection of pupil population for Ysgol Y Ferch o'r Sgêr which is a Welsh-medium primary school with an age range of 3 to 11.

The condition of the accommodation at Ysgol y Ferch o'r Sgêr is graded as condition C. Grade C means operational but major repair or replacement needed in the short to medium-term (generally three years).

Finance

- The funding for the LRC would be allocated through the mainstream school's delegated budget, via the school's funding formula allocation, and using a combination of a class allocation and elements of the age-weighted pupil unit (AWPU).
- Funding levels would be derived from notional current staffing needs and are based on the salary of a teacher. One-off funding for the set-up costs would be £10k.
- As part of the Medium-Term Financial Strategy 2021-22, a budget pressure of £60k was approved for the provision of a MLD class to cater for Key Stage 2 children accessing education through the medium of Welsh. This budget will be used to fund the LRC, including the set-up costs, at Ysgol Cynwyd Sant should the proposal go ahead.

The consultation process

- The consultation process will be completed by 17 February 2022 and the outcomes (which will be incorporated into the proposal where possible) will be reported to Cabinet. If there is a decision not to proceed, that will be the end of this proposal for the future and an alternative proposal will need to be sought.
- If the decision is to go ahead, a statutory notice outlining the proposals would need to be published for a period of 28 days. If there are no objections to the proposal, then it will go ahead subject to final approval by Cabinet. If there are objections at the Public Notice stage, an objection report must be published. Cabinet could determine to accept, reject or modify the proposal.
- It is proposed to implement the proposal from 1 September 2022.

Activity	Date
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Consultation period where we welcome your views on the proposal*.	6 January 2022- 17 February 2022
Consultation Report to Cabinet on the outcomes of the consultation.	8 March 2022
Publish Consultation Report on BCBC website, hard copies available on request.	22 March 2022
If agreed by the Cabinet of Bridgend County Borough Council, a public notice will be published and there will be a period of 28 days in which to submit any objections to the proposal in writing.	5 April 2022
End of Public Notice period. If there are no objections Cabinet can immediately decide whether to proceed or not. If there are any objections, an Objections Report will be published and forwarded to Cabinet for their consideration and subsequent determination.	2 May 2022
Potential implementation.	1 September 2022

*Please note that responses to consultation will not be counted as objections to the proposal and that objections can only be registered following publication of the public notice.

What do you now have to consider?

You are invited to consider the proposal and submit your views as to whether you support the proposal to establish a LRC for pupils with MLD at Ysgol Cynwyd Sant

How to make your views known?

There will be consultation meetings held as detailed below for the different interested parties. You are invited to attend the relevant meetings where you can hear an explanation of the proposal, put questions, and express any views or concerns you may have.

Venue: Pencoed Primary School	Date	Time
School Council of Ysgol Cynwyd Sant	7 February 2022	14:15
Staff of Ysgol Cynwyd Sant	7 February 2022	15:30
Governing body of Ysgol Cynwyd Sant	7 February 2022	16:30
Parents of pupils at Ysgol Cynwyd Sant	7 February 2022	17:30

If you have any further questions regarding this proposal, wish to put your views in writing, suggest alternative proposals or request a copy of the consultation report when published, please contact (using the pro forma):

Post:

Director of Education and Family
Support
Education and Family Support
Directorate, Civic Offices
Angel Street
Bridgend
CF31 4WB

or **Email:** EDSU@bridgend.gov.uk

Tel: (01656) 642617

Alternative formats are also available upon request.

All views must be received by no later than 17 February 2022

Pro forma

Proposal to establish the MLD LRC at Ysgol Cynwyd Sant

Name:

Contact details:

Are you (*please tick*):

☐ School governor

☐ Parent/guardian

☐ School pupil

☐ School staff

☐ Other interested party (please specify)

Comment/suggestions/requests/questions:

Appendix A

National Categorisation Report 2019/2020 Ysgol Cynwyd Sant

Appendix B

National Categorisation Report 2019/2020 Ysgol Gynradd Bro Ogwr

Appendix C

National Categorisation Report 2019/2020 Ysgol Gynradd Gymraeg Calon Y Cymoedd

Appendix D

National Categorisation Report 2019/2020 Ysgol Y Ferch O'r Sger

Appendix E

Communities impact assessment (CIA) initial screening

Appendix F

Equalities impact assessment (EIA) initial screening.

Appendix G

Well-being of future generations (Wales) ACT 2015 Assessment

Appendix A

National School Categorisation Report

School:	Ysgol Cynwyd Sant
Region:	CSC

School Context

- The school's three-year average in terms of the percentage of pupils eligible for free school meals (eFSM) is 10.7% (CSC 19.7%, LA 19%).
- In 2018 – 2019, there were 41 pupils in Year 2, 14 boys and 27 girls and 33 pupils in Year 6, 12 boys and 21 girls.

Standards

Evaluation

An analysis of performance by leaders evaluates the following correctly:

- Overall, standards of attainment in the foundation phase are good. Performance at the expected outcome is a little lower than last year, although is higher than the Wales average across all areas. Performance at the expected outcome +1 is lower than last year and this year lower than Wales, although performance over time has been consistently higher than Wales. Nearly all pupils make expected progress or better from their starting points.
- Performance at key stage 2 is higher than last year at the expected level. There is a track record of strong performance over time, and this is consistently in line with or higher than Wales. Performance over time at the expected level +1 is more varied with performance this year lower than last year and lower than Wales in all areas. Many pupils made expected progress or better since the foundation phase.
- In terms of performance by specific groups, generally, pupils with additional learning needs perform well across the school and make expected progress. At key stage 2, eFSM pupils perform well at the expected level with no significant gap. However, the gap is wider at the expected outcome and +1 of the foundation phase and at the expected level +1 of key stage 2. There is no significant difference between the performance of boys and girls at the expected outcome of the foundation phase and key stage 2. However, girls

outperform boys at the expected outcome/level +1 in all areas with the gap being wider in Welsh and English at Key Stage 2.

- Attendance has been consistently high over the last three years with performance remaining in the top 25% when compared with similar schools.
- Generally, pupils' behaviour and their attitudes to learning are excellent with no incidents of fixed term exclusion over the last three years.

Step 2 – Improvement Capacity

The categorisation based on evidence and discussion at Step 2 is A.

Evaluation

- The leadership of the school is excellent. Leaders and staff have a clear vision, high standards and expectations, and a strong focus on providing Welsh-medium education of the highest standard for all pupils. Pupil voice is a key part of the school's success in terms of leadership. This has been very successful in ensuring progress in performance across the school.
- Leaders demonstrate a very strong capacity to plan, implement change and maintain improvement successfully. Their enthusiasm and strong commitment ensure that all members of staff engage very effectively in school initiatives and develop a stimulating environment for pupils. This is evident in the school's innovative work in raising standards of learning and teaching as noted in the Estyn report '*Improving Teaching*' in June 2018.
- The governing body is very supportive, challenges standards effectively, and is well informed about school performance through regular presentations by staff and pupils, detailed updates by leaders, and involvement in learning walks, book scrutiny and listening to learners.
- The school has a very successful culture of self-evaluation and procedures for securing improvement over time which extend across nearly all aspects of school life; as a result, leaders and staff have a comprehensive understanding of the school's strengths and areas requiring further development. The opinion of all stakeholders is important and valued. Pupil voice is an excellent feature of the process; their voice has a strong influence in ensuring arrangements and provision which responds successfully to the requirements of Curriculum for Wales. Their contribution to planning and evaluation is also very strong, and as a result they respond very enthusiastically to their work, particularly the cross-school projects.
- Leaders are clear about the school's priorities and is planning to develop them through new and innovative ways. Members of the leadership team have strong ownership of the priorities for which they are responsible in the school improvement plan. Thorough monitoring processes, led by members of the senior leadership team, provide a comprehensive range of first-hand evidence and ensure that leaders have a clear picture of impact and the next steps for

development. In addition, strong lines of accountability, which includes providing regular feedback to the headteacher and governors, results in them leading and managing change very effectively.

- The school has a very good track record in raising the achievement of nearly all pupils, including vulnerable learners. High expectations, the strong focus on pupil wellbeing, a successful nurture class, and nurturing pupils' confidence and self-esteem, impacts positively on learners' confidence, social and communication skills, and results in nearly all pupils making strong progress.
- The school has a very strong track record in implementing successfully national and local priorities. Strategies to support pupils' language and mathematics are well embedded and result in consistency in practice.
- The school is at the forefront in addressing Curriculum for Wales and is a pioneer school, leading and sharing good practice with other schools. Very valuable attention is given to the pedagogical principles and the four purposes. The four purposes have been embedded and are central to school life. For example, staff and pupils plan together purposefully and effectively within the 4 purposes. Leaders cascade information relating to their work with Curriculum for Wales regularly and successfully within school, and through presentations at local and national events.
- The new professional standards are being incorporated purposefully into an active enquiry for performance management.
- The culture of Wales and the Cwricwlwm Cymreig are promoted very successfully through regular visits and visitors, extensive participation and very strong involvement in Urdd activities.
- Leaders and staff have well defined roles and responsibilities and exhibit high professional standards. The high priority given to staff development at all levels, effective use of the professional standards for education practitioners, and strong focus on performance management have all contributed very effectively to the successful implementation of national priorities and improving the quality of teaching and standards.
- There is a very strong focus on teaching across the school, with very good professional development to strengthen teaching further, as well as regular sharing of good practice within school, and with teachers attending training at Cynwyd Sant. As a result, teaching across the school is consistently good, with excellent teaching evident in both key stages. Nearly all teachers make effective use of a variety of rich teaching methods which ensure that most pupils achieve well and develop independent learning skills successfully. They provide tasks which engage and enthuse nearly all pupils. Most staff model standard language very successfully and an effective working relationship exists between them and the pupils. They question skilfully in order to extend pupils' understanding and develop their thinking skills effectively.
- Assessment for learning is a strong feature in lessons, and strategies are increasingly being mapped to ensure there is consistency and progression in terms of practice. As a result, learners have a strong awareness of their

targets, and how to improve their work. Processes to track pupils' progress are robust and leaders have a comprehensive overview of attainment. The electronic tracking system is used very effectively to track the progress of all pupils, including vulnerable groups, as well as to plan, steer learning and to focus on raising standards further.

- Leaders and staff work very successfully with schools and other partners to enhance significantly their own and others' capacity to bring about improvement. This results in the development of highly effective partnerships and a strong self-improving ethos in the school. The school is functioning very effectively as a Professional Learning Hub school for the consortium and delivers successful training programmes for NQTs and trainee teachers. Leaders work very successfully with the consortium's Welsh-medium schools and have been instrumental in the continued development of the Welsh medium Federation. The school, through the International School Partnership, has extensive links with countries across the globe. The school acknowledges that these extensive partnerships have contributed to the development of distributed leadership within the school and have refined school processes further.
- The school has very good capacity to support others; particularly in the effective use of assessment for learning, developing strategies to improve standards of pupils' oracy skills in Welsh, enhancing provision for the creative arts and preparing schools in developing the Curriculum for Wales.
- Leaders manage budget effectively by allocating spending, including grants against school, local and national priorities.

Evidence scrutinised to make the judgement

- Whole-school performance data over the last three years
- Data at individual pupil level including the performance of specific groups of pupils such as e-FSM pupils and value-added data
- National literacy and numeracy test data
- The school's self-evaluation report
- The school's improvement plan
- Notes of visits by the challenge adviser
- Attendance data
- Evidence from monitoring activities
- Evaluation of Hub training events and feedback from other schools

Recommendations

- Raise performance at the higher outcomes/levels.
- Continue to close the gender gap at the higher levels in Welsh and English
- Continue to close the eFSM gap, especially at the higher outcomes/levels
- Further refine pupil progress tracking procedures in order to ensure that nearly all key stage 2 pupils make at least expected progress from their starting points.
- Continue to further develop learning environments including the outdoor areas

Step 3 – Support Category

The overall support category for the school is: Green

Step 1	Step 2	Step 3
N/A	A	Green

The judgement at Step 2 and the decision made during Step 3 are provisional until national verification has been completed.

Appendix B

National School Categorisation Report

(Provisional pending National Verification)

School:	Ysgol Gymraeg Bro Ogwr
Region:	CSC

School Context

- The school's three-year average for the percentage of pupils eligible for free school meals (eFSM) is 12.3%, (CSC 19.7%, LA 19%).
- In 2018 – 2019, there were 54 pupils in Year 2, 26 boys and 28 girls. There were 60 pupils in Year 6, 34 boys and 26 girls.

Standards

Evaluation

Leaders' analysis of performance correctly evaluates the following strengths and areas for development:

- Overall, standards of attainment in the foundation phase are very good. Performance at the expected outcome and the expected outcome +1 is consistently high over time and above Wales averages in all areas. All pupils made expected progress or better from their starting points in language, literacy and communication and mathematical development.
- In Key Stage 2, performance is in line with or higher than last year at the expected level and the expected level +1. There is a record of very strong performance over time, which is consistent or higher than Wales averages. All pupils made expected progress or better since the foundation phase in mathematics and most in Welsh.
- In terms of performance by specific groups, generally, pupils with additional learning needs perform well across the school with effective interventions enabling pupils to make at least the expected progress. Generally, at foundation phase and Key Stage 2, at the expected outcome/levels and +1, pupils eligible for free school meals (eFSM) made good progress. However, across foundation phase and key stage 2, a gap exists in the performance of eFSM pupils when compared with non-eFSM pupils at both the expected and higher outcomes/levels. There is no significant difference between the performance of boys and girls at

foundation phase with no particular trend over time. At Key Stage 2, boys outperformed girls at the expected levels and+1 across all areas.

- Attendance is consistent high over time and places the school in the top 25% when compared with similar schools.
- Generally, the behaviour of nearly all pupils and their attitudes to learning are excellent and incidents of fixed term exclusions over time are very rare.

Step 2 – Improvement Capacity

The categorisation based on evidence and discussion at Step 2 is A.

Evaluation

- The Headteacher is supported effectively by an experienced Deputy Headteacher providing very robust leadership for the school. Leaders and staff have a clear vision, high expectations, and a strong focus on providing Welsh-medium education of the highest standard for all pupils. An ethos of teamwork is key to the school's success and an element of distributed leadership continues to develop very effectively.
- All staff engage very effectively with whole school changes, leading and developing interventions and initiatives effectively and preparing high quality support materials. This has been successful in ensuring progress over the last three years for most pupils, e.g., the school has started to embed the four purposes of the new curriculum and is focusing on developing independence for most pupils very effectively.
- Self-evaluation procedures are robust, systematic and well established and provide the school with a comprehensive range of first-hand evidence. Teaching staff have an active role in monitoring, for example in their regular scrutiny of pupils' work, learning walks and listening to pupils. There is a strong emphasis on developing the professional skills of staff and ensuring consistency in judgements when undertaking monitoring activity. Activities such as lesson observations are undertaken jointly, and records of monitoring activities are analysed in detail by members of the senior leadership team to promote further consistency. The views of all stakeholders are considered important and are valued. The contribution of parents to the self-evaluation process has been developed further this year, for example, by analysing responses of useful questionnaires.
- A very effective and thorough analysis of data by leaders ensures they have a clear and accurate picture of the school's strengths and areas for development. Information gathered through these self-evaluation procedures is used very effectively in order to identify the school's priorities. Recommendations from monitoring activities are carefully evaluated over time, and there is a definite focus on improvement making a very robust contribution to maintaining the high standards in recent years.

- Leaders are clear about the priorities that need to be addressed in the school's improvement plan, and there is a strong focus on raising standards and strengthening provision. Leaders and key members of staff have strong ownership of the priorities for which they are responsible. Actions, and the use of resources, are very effective in maintaining standards. For example, the cluster's digital leaders have worked together on a useful coding project, and as a result the ICT skills of most KS2 pupils have been strengthened during the year.
- The school has a good track record in raising the achievement of most pupils, including vulnerable learners at the expected outcome and level. Very high expectations of all pupils, the strong focus on pupil wellbeing, and very successful bespoke literacy and numeracy intervention programmes result in nearly all pupils making strong progress. Progress tracking activities have been refined further this year. As a result, underachieving pupils are identified early, with nearly all making expected progress or better from their starting points.
- The school pays good attention to national and local priorities. Strategies to support pupils' language and mathematics are well embedded. Scrutiny of pupils' work demonstrates extensive evidence of literacy and numeracy across the curriculum. Classroom assistants lead and manage a wide range of literacy, numeracy and wellbeing interventions very skilfully, with clear impact data available. The Pupil Development Grant is used effectively to meet the needs of individual pupils, with a strong focus on pupils' wellbeing and literacy and numeracy interventions.
- The culture of Wales and the Cwricwlwm Cymreig is promoted successfully through regular visits and visitors to the school and enthusiastic involvement in Urdd activities. The school has been successful in gaining the Welsh Language Charter bronze award this year and is working towards the silver award. As a result, there is a strong Welsh ethos and identity in the school.
- There is an increasing focus on promoting the Digital Competence Framework. A new scheme, which incorporates the skills required by the framework, has been embedded and as a result there are useful opportunities for pupils to practice their skills across the curriculum. The school has responded very effectively in developing the Foundation Phase this year, with the internal and external learning environments developing pupil independence purposefully and offering greater challenge. The school recognises that it needs to further develop the outdoor areas during the year.
- Leaders and staff have well defined roles and responsibilities and exhibit suitable professional standards. The high priority given to staff development at all levels and the strong focus on performance management have all contributed effectively to maintaining high standards and ensuring more consistency in provision. The school has introduced the

new professional standards and uses them effectively in determining performance management objectives which purposefully support the school's priorities.

- Governors take an active role in monitoring activities. These include learning walks and meetings with members of the senior leadership team, staff responsible for key priorities and school councils. Ongoing use is made of their skills, particularly in relation to data and Curriculum for Wales, which has led to a more effective overview of provision and performance. Governors are well informed about school performance, very supportive and are challenge the school purposively and consistently.
- There is a strong focus on teaching throughout the school. Careful joint planning ensures that experiences are comparable in classes where there are pupils of the same age range. Regular sharing of good practice and very effective use of a wide range of teaching strategies provides a stimulating experience for pupils. Generally, the standard of teaching is good, often with elements of excellence. A strong working relationship exists between teachers and pupils in all classes and support staff play a very effective role in supporting learning. The school has developed pupils' capacity to work more independently and increasingly make decisions about their learning. All staff are good language models, and this has a positive impact on improving the standard of language of most pupils.
- Assessment for learning has strengthened during the year and has been well embedded with a variety of useful strategies used effectively across the school. As a result of robust internal and external moderation procedures, teacher assessments are consistent and accurate.
- Pupil tracking processes are comprehensive and ensure the accountability of class teachers for pupil performance. Leaders have a clear and thorough overview of pupil attainment. Classroom assistants lead and manage literacy, numeracy and wellbeing interventions successfully, with clear impact data available. The school's targets reflect their high expectations, and they aim to set challenging targets for all pupils.
- Leaders and staff work successfully with a wide range of other schools. Collaboration with their School Improvement Group has led to beneficial engagement, for example with the Consortium's school oracy project to create a resource that will assess pupil's oracy skills effectively.
- The school has particularly strong practice that can be shared in robust intervention systems which impact very positively on the performance of pupils with specific needs as well as the more able, and effective strategies to promote pupils' oracy skills in Welsh.
- Leaders manage the budget, including grants, effectively, and this is allocated appropriately against the school's priorities, health and safety priorities, and local and national priorities.

Evidence scrutinised to make the judgement

- Whole-school performance data over the last three years
- Data at individual pupil level including the performance of specific groups of pupils such as e-FSM pupils and value-added data
- National literacy and numeracy test data
- The school's self-evaluation report
- The school's improvement plan
- The school's monitoring evidence
- Challenge Adviser's reports

Recommendations

- Continue to close the gap between eFSM and non eFSM pupils, especially at the higher outcomes/levels.
- Continue to close the gender gap further, especially at the higher outcomes of the foundation phase.
- Continue to develop the outside areas and outdoor learning
- Continue to prepare for changes to the curriculum and the amended ALN bill

Step 3 – Support Category

The overall support category for the school is: Green

Step 1	Step 2	Step 3
N/A	A	Green

The judgement at Step 2 and the decision made during Step 3 are provisional until national verification has been completed.

Appendix C

National School Categorisation Report

(Provisional pending National Verification)

School:	Ysgol Gynradd Gymraeg Calon y Cymoedd
Region:	CSC

School Context

- The school's three-year average for the percentage of pupils eligible for free school meals (eFSM) is 18.8%, (CSC 19.7%, LA 19%).
- In 2018 – 2019 there were 21 pupils in year 2, 9 boys and 12 girls. In year 6, there were 15 pupils, 9 boys and 6 girls.

Standards

Evaluation

Leaders' analysis of performance correctly evaluates the following strengths and areas for development:

- Performance at the expected outcome of the foundation phase is lower than last year with the foundation phase outcome indicator significantly lower than the Wales average. Performance at the expected outcome +1 in language, literacy and communication (LLC) and personal and social development (PSWCD) is lower than last year and below the Wales average. Mathematical development (MDT) is higher than last year and above Wales. However, nearly all pupils made expected progress or better from their starting points in LLC and PSWCD with most in MDT.
- Low pupil numbers at key stage 2 make meaningful data comparisons difficult. However, performance is in line with last year at the expected level, above Wales and becoming more consistent over time. Performance at the expected level +1 is higher than last year in English, mathematics and science although showing an increasing downward trend in Welsh. Despite this, performance remains below Wales in all areas although low pupil numbers have an impact on the data. Nearly all pupils made expected progress or better from their starting points.

- In terms of performance by specific groups, generally, pupils with additional learning needs perform well across the school enabling nearly all pupils to meet their targets. Across the school pupils eligible for free school meals (eFSM) make good progress, however a gap still exists in performance at foundation phase, being wider at the expected outcome +1. Generally, at foundation phase, girls outperform boys in all areas of the (apart from PSWCD Outcome 5), the gap being wider at the higher outcomes. At Key Stage 2, there is no significant difference between the performance of boys and girls at the expected level and +1.
- Strategies to promote good attendance continue to have a positive impact on standards. Performance over time, when compared with similar schools, has risen from the lower 50% to the top 50% over the past two years.
- The behaviour of most pupils and their attitudes to learning are very good with no incidents of fixed term exclusions during the year. This is a significant improvement compared with previous years.

Step 2 – Improvement Capacity

The categorisation based on evidence and discussion at Step 2 is B.

Evaluation

- The school relocated to a new site in January this year and has settled in well in its new community. The quality of leadership has continued to strengthen during the year, with a well-embedded and robust senior leadership structure in place. The Headteacher continues to provide strong leadership and clear direction for the school. There is an ongoing and continuous focus on school improvement, setting high standards and challenging underperformance. Good progress has been made during the year in terms of improving strategic and distributed leadership at all levels. However, the school recognises that more time is required to embed practices in order to further impact upon standards and provision.
- Leaders and staff have established a clear vision that is shared effectively with all stakeholders. This vision is well supported by a useful set of core values that are actively and effectively promoted with pupils, staff and parents. Over the last year, this has continued to contribute to the school's ethos very positively. As a result, pupils are confident learners and their social skills have improved considerably e.g., exclusions are currently at nil for the last two years which is a considerable improvement and shows increasing consistency.

- During the year there has been a strong and continued focus on raising standards, improving provision and strengthening leadership. Leaders have been very clear on priorities and have enabled staff to take part in a range of strategies and programmes to support the change process. As a result, members of staff now participate in and engage effectively with whole school initiatives, e.g. adapting planning to reflect the 4 core purposes of Curriculum for Wales. Stronger leadership and revised provision has ensured that interventions have had a positive effect on standards in literacy and numeracy. However, this needs to embed further over the coming year in order to ensure continued impact and raise standards in reading across the school.
- Self-evaluation processes continue to develop effectively. During the academic year, a variety of monitoring activities have been undertaken leading to a comprehensive first-hand evidence base. There has been greater involvement by all members of staff in ongoing monitoring activities, for example a learning pathway focusing on positivity, book scrutiny and listening to learners. By interpreting data and monitoring information effectively, school leaders and staff have a clear and accurate picture of strengths and areas for development. Information gathered via these self-evaluation processes is appropriate in order to identify the school's priorities. Leaders respond quickly to findings of monitoring activities, and as a result self-evaluation processes are beginning to have a strong impact on improving standards, learning and teaching.
- The school places a clear emphasis on raising standards by setting high expectations. However, pupil attainment over three years continues to be inconsistent, particularly at the higher outcomes/levels. Although a small cohort in Key Stage 2 again this year this continues to have an impact on the data.
- Leaders and staff are clear regarding the priorities in the school improvement plan. Recent planning and use of resources have had a positive impact on pupil wellbeing, particularly with the effective use of the Family Action Zone (FAZ), Lego Therapy and rights of the child workshops. Effective work has taken place this year to further structure literacy and numeracy programmes and interventions. This has had a particularly positive impact on writing and numeracy standards and ensured greater consistency across the school. However, more time is needed to embed these further in order to fully measure the impact on standards, particularly in reading.
- The school gives due attention to local and national priorities. Use of the pupil development grant is planned purposefully and is closely linked to the key priorities of raising standards of language, mathematics and wellbeing. The strategies used to measure impact show that there is a clear picture of eFSM pupils making good progress against targets and at the expected

outcome/levels. Opportunities to develop literacy and numeracy across the curriculum are developing well, however there is a need to ensure a purposeful approach and consistency across the school

- Leaders and staff regularly take part in school improvement activities and have taken a proactive role this year in sharing good practice with other schools and partnerships e.g., collaborating with cluster schools on the 'microbits' project and collaborating with the MET on developing a mindfulness app. The school has also been successful again this year in its application to offer training next year on developing pupil wellbeing through involvement and links with parents.
- Staff take an active role in school improvement activities with other schools, and this is key to the strong momentum of change at the school. The school has worked successfully with other schools and this has led to improvements in the quality of teaching e.g., SIG partnership working to develop independent learners in line with the 4 core purposes of Curriculum for Wales. There is strong evidence that partnership work is strengthening and building the school's capacity for improvement successfully.
- Governors have a good understanding of strengths and areas for improvement. They are very supportive, fully aware of the challenges facing the school and are addressing key issues. Governors now take on a greater role in monitoring activities via learning pathways, book scrutiny and meetings with subject coordinators and the school council. Governors have a good understanding of data, how the school's performance compares with others, and the need to set challenging targets. As a result, they are able to challenge the school more effectively.
- The responsibilities of leaders and staff have been clearly defined. The high priority given to performance management structures and staff development has contributed to improvements in planning and ensuring professional standards.
- The quality of teaching over the last two years has varied. The school has acted swiftly to challenge cases of underperformance and acted positively upon advice and support given. As a result, the quality of teaching and observations have shown an improvement and are now good in most lessons. Measures and procedures are in place to monitor the quality of teaching carefully during the year. The leadership team is part of a middle managers course and shares good practice internally with staff. Lesson observations show better planning, more effective use of differentiation, and interesting stimulus activities that engage pupils well in their learning. Findings of book scrutiny show there is improvement in standards in many classes. However, the impact of teaching on standards and pupils' learning remains inconsistent at times, particularly within the Foundation Phase. Increased use of effective assessment and feedback strategies continues

to develop well; however, these practices are not yet consistent across the school. Leaders have established beneficial triads to strengthen consistency across the school and share good practice effectively and this will continue next year.

- Processes to track pupil progress continue to improve and give an accurate picture of pupil progress. Staff attend and participate fully in regular progress meetings developing better awareness and accountability. As a result, teachers have a clearer picture of pupil progress and the way forward.
- Robust and appropriate internal and external monitoring, tracking and moderation procedures have ensured that teachers are now able to assess pupils work confidently and accurately.
- Leaders manage the budget effectively, acting promptly and efficiently to reduce the current deficit. They are working with the local authority to ensure that spending, including the use of grants, is allocated appropriately according to the school's priorities, along with local and national priorities.

Evidence scrutinised to make the judgement

- Whole-school performance data
- Data at individual pupil level including the performance of specific groups of pupils such as e-FSM pupils and value-added data
- National literacy and numeracy test data
- The school's self-evaluation report
- The school's improvement plan
- Monitoring evidence
- Challenge Adviser's notes of visit
- Estyn report

Recommendations

- Continue to raise attainment across all areas of the foundation phase and Key Stage 2, at the expected outcome/levels and +1
- Close gap in performance of eFSM pupils when compared with non-FSM pupils at foundation phase
- Raise boys' attainment at the expected outcome and +1 of the foundation phase
- Raise standards of reading across the school
- Continue to improve and embed strategic and distributed leadership at all levels in order to further impact upon standards and provision

Step 3 – Support Category

The overall support category for the school is: Yellow

Step 1	Step 2	Step 3
N/A	B	Yellow

The judgement at Step 2 and the decision made during Step 3 are provisional until national verification has been completed.

Appendix D

National School Categorisation Report

(Provisional pending National Verification)

School:	Y Ferch o'r Sgêr
Region:	CSC

School Context

- The school's three-year average for the percentage of pupils eligible for free school meals (eFSM) is 13.3%, (CSC 19.7%, LA 19.0%)
- In 2018 – 2019, there were 25 pupils in year 2, 11 boys and 14 girls, with 23 pupils in year 6, 15 boys and 8 girls.

Standards

Evaluation

Leaders' analysis of performance correctly evaluates the following strengths and areas for development:

- Performance at the expected outcome is higher or line with last year in mathematical development (MDT) and personal and social development (PSWCD), although lower in language, literacy and communication (LLC) and the foundation phase outcome indicator (FPOI). However, at the expected outcome, performance is above Wales in all areas. Performance at the expected outcome +1 is lower than last year, although above the Wales average in PSWCD and the FPOI. However, performance at the expected outcome +1 is significantly lower than Wales in LLC and MDT. Despite the variable data, all pupils made expected progress or better from their starting points. A majority made higher than expected progress or better in LLC and around half in MDT and PSWCD.
- At KS2, performance is generally in line with or higher than last year at the expected level in English, mathematics and science, and above Wales in English and mathematics. Performance in Welsh is lower than last year and just below the Wales average. Performance at the expected level +1 is lower than last year in all subjects, although above Wales in Welsh and mathematics. There has been an improving trend over time at the expected outcome +1, although this has become more consistent over the last two years. Many pupils made expected progress or better from

foundation phase in Welsh with nearly all making expected progress or better in mathematics.

- In terms of performance by specific groups, generally, pupils with additional learning needs perform well across the school enabling most pupils to meet their targets. At foundation phase and key stage 2, pupils eligible for free school meals (eFSM) make very good progress, with no significant gap in performance at the expected outcome/levels and +1. At the expected outcome and +1 of the foundation phase, boys outperform girls in all areas apart from the expected outcome +1 PSWCD. At Key Stage 2, girls outperform boys in all subjects apart from mathematics at the expected level and across all subjects at the expected level +1. However, there are no specific trends over time in both key phases.
- Attendance is consistent over time although a little lower than last year. This places the school in the top 50% and lower 50% respectively when compared with similar schools.
- Generally, the behaviour of most pupils and their attitudes to learning are good. However, the incidents of fixed term exclusions have risen slowly over the past three years. The school has implemented effective wellbeing initiatives and interventions during the year which are beginning to have a positive impact on pupil wellbeing.

Step 2 – Improvement Capacity

The categorisation based on evidence and discussion at Step 2 is B.

Evaluation

- The provision for and quality of leadership has strengthened further during the year following changes to the senior management team. A new Deputy Headteacher was appointed in the spring term. As a result, an effective model of distributed leadership is now developing effectively at the school. Leaders and staff share the same vision for the school; there are now clear strategic priorities and a strong focus on raising standards and meeting the needs of all pupils.
- Leaders plan and implement change successfully in most areas. Overall, they enable members of staff to take an effective role in whole school initiatives, for example strategies to improve wellbeing. This has had a generally positive impact on standards and ensuring consistency and quality of provision over the last two years. The school has presented aspects of their work on developing pupil wellbeing to the cluster and at federation Headteacher meetings.
- The timetable of self-evaluation activities ensures that procedures are systematic and well established and provides the school with a comprehensive range of firsthand evidence. The self-evaluation process is accurate, regular and gives an honest picture of the school's strengths and

areas for development. The opinions of all stakeholders are valued and the school acts on them. Information gathered through these processes is used, along with effective and appropriate data analysis, in order to accurately identify the school's priorities. Teachers are now more regularly involved in and make a greater contribution to the development of the school's self-evaluation report. Teaching staff and senior leaders contribute effectively to self-evaluation processes through accurate monitoring, reflecting and evaluation of key areas. As a result, the self-evaluation report is a purposeful and reflective document.

- Leaders are clear on the priorities that need to be addressed in the school improvement plan, and there is a strong emphasis on local and national priorities, particularly in terms of developing pupils' literacy, numeracy and wellbeing. The allocation of the Pupil Development Grant is closely linked to the school's priorities of raising standards, developing pupils' literacy and numeracy skills and strengthening pupil wellbeing. This has had a positive impact with nearly all eFSM pupils making good progress against their targets and from their baseline.
- The school gives appropriate attention to implementing local and national priorities and planning is now having a more positive impact on standards, learning and teaching. There are clear expectations and processes in place to ensure that the literacy and numeracy framework is implemented consistently. As a result, there are useful examples of numeracy and literacy skills being developed during class themes and enrichment days. The school continues to raise awareness of the digital competence framework through effective training and mentoring, including working closely with another school in the cluster. A recently introduced new scheme ensures consistency, effective provision and improved standards with a solid evidence base across the school.
- Effective external moderation processes ensure that teacher assessments are generally accurate, and evidence based. Following moderation, the school has shared examples of effective practice with cluster schools. However, the school has recognised a need to further strengthen internal moderation processes to ensure accuracy of assessments in a very few classes.
- There is an effective relationship with the local secondary school. For example, pupils from Ysgol Gyfun Gymraeg Llangynwyd have worked with digital leaders, leading to useful opportunities to develop pupils' coding skills. This year, the school has engaged well in school to school work leading a valuable SIG project on wellbeing and resilience.
- Governors are supportive and knowledgeable. As a result, they have a good understanding of the school's strengths and areas for development and are increasingly able to support and challenge the school effectively.
- The roles and responsibilities of staff and school leaders are appropriately defined and have been restructured effectively this year to support the school's development priorities, Estyn recommendations and curriculum

change. Priority is given to staff professional development through robust performance management procedures and professional development opportunities are closely linked to priorities in the school improvement plan and post inspection plan.

- Ongoing discussions on key elements of teaching ensure that nearly all members of staff have a shared understanding of the features of good and excellent teaching. The general quality of teaching is good or better when lesson observations and evidence of pupils' work are taken into account. In most lessons, thorough preparation and effective use of resources ensure that pupils are well engaged in their lessons.
- Nearly all staff know their pupils well and manage their behaviour positively and effectively. In most lessons, the pace of provision is good and this engages and stimulates pupils well. In terms of assessment, marking and feedback, most teachers give clear direction to pupils on how to improve their work. There are now more consistent opportunities for pupils to self-assess and reflect upon their work. However, more time should be given for pupils to respond to feedback, re-draft and improve work as a result. Peer assessment strategies are beginning to be used more frequently but need to be further embedded across the school.
- The use of differentiated resources and tasks to support pupils with their work is now more sufficiently developed across the school. However, the school will continue to monitor carefully to ensure continued consistency and appropriate challenge for all pupils. The school carefully monitors the quality of teaching and learning and staff respond well to highlighted areas for improvement e.g. reducing the over reliance on worksheets across the school.
- Effective tracking processes ensures that pupil progress is monitored carefully. As a result, most pupils are targeted appropriately for early intervention where there is a concern that they may underachieve. This is generally having a more positive impact on the progress of most pupils, including those from vulnerable groups. All members of staff have received beneficial training on data and target setting. However, the school will continue to further refine processes for tracking pupil progress and strengthen target setting procedures.
- The school currently has a significant deficit budget. There is an appropriate long-term recovery plan in place, which has been agreed by the LA. However, this will need to be monitored carefully by the school to ensure that good progress is made in reducing the deficit over the coming year.

Evidence scrutinised to make the judgement

- Whole-school performance data over the last three years
- Data at individual pupil level including the performance of specific groups of pupils such as e-FSM pupils and value-added data
- National literacy and numeracy test data
- The school's self-evaluation report
- The school's improvement plan
- MER evidence and analysis
- CA school improvement reports and notes of visit
- Estyn report

Recommendations

- Improve attainment in writing across the school and in in both languages at Key Stage 2.
- Continue to improve using and applying numeracy and problem-solving skills.
- Continue to ensure consistency in teaching and learning, ensuring appropriate challenge for all pupils.
- Further refine assessment and pupil progress tracking procedures.
- Continue to embed the new leadership structure, further strengthening leadership at all levels.
- Manage the deficit budget, implementing the agreed recovery plan.

Step 3 – Support Category

The overall support category for the school is: Yellow

Step 1	Step 2	Step 3
N/A	B	Yellow

The judgement at Step 2 and the decision made during Step 3 are provisional until national verification has been completed.

Appendix E

Community Impact Assessment

Draft – to be updated following consultation

Name of proposal:

Proposal to establish a LRC at Ysgol Cynwyd Sant for a maximum of fifteen pupils with MLD from 1 September 2022.

Who will make the decision?

Cabinet

Who has been involved in developing the proposal? :

Corporate Director of Education and Family Support

Group Manager Learner Support

Aims and objectives: The MLD provision at Ysgol Cynwyd Sant

Key actions: Statutory procedure to establish a LRC at Ysgol Cynwyd Sant for a maximum of fifteen pupils with MLD from 1 September 2022.

Expected outcomes: To establish a LRC for pupils with MLD with proposed implementation 1 September 2022.

Who will be affected: Staff, governors, pupils, parents and the community.

Approximately how many people will be affected: There are minimal people affected by this proposal. There will be an additional staff at Ysgol Cynwyd Sant.

Expected date of decision: May 2022

Scope/focus of the assessment: Consideration given to:

- Current quality and standards in education.
- School priority targets (in the statement of action).
- Current provision of additional learning needs (ALN)
- Relationship of school with stakeholders.
- Potential impact of introducing the proposal on pupils and staff.
- Potential impact on the community.
- Potential impact on protected characteristics (outlined in the EIA).

Relevant data and/or research:

- The following table provides a five-year projection of pupil population for Ysgol Cynwyd Sant which is a Welsh-medium primary school with an age range of 4 to 11.

•	N1	N2	R	1	2	3	4	5	6	Cyfa nsw m/ Total	Cyfansw m/ Total
Blwyd dyn /Year	Oed / Age 2 - 3	Oed / Age 3 - 4	Oed / Age 4 - 5	Oed / Age 5 - 6 95%	Oed / Age 6 - 7 96%	Oed / Age 7 - 8 96%	Oed / Age 8 - 9 100%	Oed / Age 9 - 10 99%	Oed / Age 10 - 11 99%	2-11	4-11
2021	0	31	44	32	22	37	37	41	41	285	254
2022	1	34	43	42	31	21	37	37	41	287	252
2023	1	34	38	41	40	29	21	37	36	277	242
2024	1	34	41	36	39	39	29	21	36	276	241
2025	1	34	41	39	35	38	39	29	21	277	242
2026	1	34	41	39	35	38	39	29	21	277	242

- Bridgend County Borough Council (BCBC) has taken a proactive approach to this by commissioning an additional learning needs strategic planning provision review.
- An Additional Learning Needs Strategic Planning Provision Review Board has been established. One of the areas which has been identified for provision to open is at Key Stage 2 in a Welsh-medium Primary School for children with MLD.

Findings:

- The projected level of enrolment has no expected level of significant fluctuation that would impact the proposal (table regarding future projected level of enrolment provided in 'relevant data' section above).

Inclusion of children and young people:

- This proposal follows the Additional Learning Needs and Educational Tribunal Act 2018.

Impact on extended community

- There is no significant negative impact on the community.

Impact on other schools

- There is no impact upon other schools as this will provide additional resource for pupils with additional learning needs through the medium of Welsh.

How will the decision affect people with different protected characteristics?

The ratio is one teacher to eighteen pupils for a MLD LRC. All other MLD LRC's work to this. Those pupils in Welsh-medium primary education with a diagnosis of MLD will be able to transition to the Welsh-medium secondary school.

Consultation

Has there been specific consultation on this decision (if not, state why not and/or when this may happen):

Consultation will commence in January 2022.

What were the results of the consultation? :

The impact of this proposal has been considered and further responses have been requested as part of this consultation, the outcome of which will be recorded and reported to Cabinet in the Consultation Report.

Across the protected characteristics, what difference in views did analysis of the consultation reveal?

To be completed upon completion of consultation.

What conclusions have been drawn from the analysis on how the decision will affect people with different protected characteristics?

To be completed upon completion of consultation.

Assessment of impact on staff

There is no impact upon the reduction of staffing. Additional staff will be required.

Assessment of impact on wider community

There is no significant negative impact on the wider community.

Analysis of impact by protected characteristics

Please summarise the results of the analysis:

To be completed upon completion of consultation.

Assess the relevance and impact of the decision to people with different characteristics Relevance = High/Low/None Impact = High/Low/Neutral.

Characteristic	Relevance	Impact
Age	High	Low
Disability	High	Low
Gender reassignment	None	Neutral
Marriage and civil partnership	None	Neutral
Pregnancy and maternity	None	Neutral
Race	None	Neutral
Religion or belief	None	Neutral
Sex	None	Neutral
Sexual orientation	None	Neutral

Other socially excluded groups (include health inequalities)	None	Neutral
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Where any negative impact has been identified, please outline the measures taken to mitigate against it:

Subject to the outcome of consultation on this proposal:

- There are no current risks associated with this proposal. The LRC will increase the expertise amongst the staff of Ysgol Cynwyd Sant to accommodate the needs of other children who are known to demonstrate MLD traits in the absence of a formal diagnosis.

Please advise on the overall equality implications that should be considered in the final decision, considering relevance and impact:

An EIA has been conducted taking into account protected characteristics and any other potential impacts on minority groups. Once the consultation is complete and the results comprehensively considered, a full community impact assessment and equalities impact assessment will be provided along with the final report on the outcomes of the consultation.

Signed:

M Hatcher
Date: 10:11:21

Appendix F

Equality impact assessment (EIA) screening form

Please refer to the [guidance notes](#) when completing this form.

Proposal being screened

Proposal to establish a LRC at Ysgol Cynwyd Sant for a maximum of fifteen pupils with MLD from 1 September 2022.

Brief description of the proposal

The proposal is for a maximum of fifteen pupils with MLD to access the LRC from 1 September 2022. Consultees will include staff, governors, pupils and parents of the school, members of the local community and any other interested parties.

Does this policy relate to any other policies?

- The additional learning needs and educational tribunal Act 2018.

What is the aim or purpose of the policy?

The Council supports the principles that, when possible, children should be educated within a mainstream school environment and as near to their home as possible.

Who is affected by this policy (e.g. staff, residents, disabled people, women only?)

Pupils with ALN, parents, existing staff members in Ysgol Cynwyd Sant.

Who is responsible for delivery of the policy?

Corporate Director Education and Family Support.

Is this a review of an existing policy?

No.

If this is a review or amendment of an existing policy, has anything changed since it was last reviewed?

No.

Has an EIA previously been carried out on this policy?

No.

Screening questions

1. Is this policy an important or 'large scale' function, and/or is it likely the policy will impact upon a large number of staff, residents and/or contractors

Yes.

2. Is it possible that any aspect of the policy will impact on people from different groups in different ways? (See *guidance for list of 'protected characteristics' to consider*) No for the following reasons:-

- There would be growth for pupils with a diagnosis of MLD through the medium of Welsh.
- Capacity would be created for a maximum of eight pupils.

<i>Characteristic</i>	Yes	No	Unknown	Explanation of impact
<i>Age</i>	X			There will be growth for pupils with MLD to access support through the medium of Welsh at primary school
<i>Disability</i>	X			There will be growth for pupils with MLD and to access support through the medium of Welsh.
<i>Gender reassignment</i>		X		Gender reassignment is not expected to be impacted by this proposal.
<i>Pregnancy and maternity</i>		X		Pregnancy and maternity are not expected to be impacted by this proposal.
<i>Race</i>		X		Race is not expected to be impacted by this proposal.
<i>Religion/belief</i>		X		Religion and belief are not expected to be impacted by this proposal.
<i>Sex</i>		X		Sex is not expected to be impacted by this proposal.
<i>Sexual orientation</i>		X		Sexual orientation is not expected to be impacted by this proposal.

Civil Partnerships and Marriage		x		Civil partnerships and marriage is not expected to be impacted by this proposal.
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3. What is the risk that any aspect of the policy could in fact lead to discrimination or adverse effects against any group of people? (See guidance for list of protected characteristics?)

There is no risk for pupils diagnosed with MLD as there would be growth of provision in this area; this is new provision for Welsh-medium education.

What action has been taken to mitigate this risk? [Guidance](#)

Please expand on your answer:

4. Could any aspect of the policy help BCBC to meet the main public sector duties? Bear in mind that the duty covers 9 [protected characteristics](#). [Guidance](#)

Duty	YES	NO	Unknown
Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act		x	
Advance equality of opportunity between persons who a relevant protected characteristic and persons who do not share it	x		
Foster good relations between persons who share a relevant protected characteristic and persons who do not share it	x		

Please set out fully your reasoning for the answers given to question 4 including an awareness of how your decisions are justified.

The policy enables those with learning difficulties (disability being a protected characteristic) to be taught in a Welsh-medium mainstream school facility which could potentially create relationships between pupils that are categorised as having ALN and pupils from mainstream teaching at Ysgol Cynwyd Sant thereby removing divisions between pupils.

5. Could any aspect of this “policy” assist Bridgend County Borough Council with its compliance with the Welsh Language Standards and the Welsh Language (Wales) Measure 2011 which are to consider:-

- The proposal is to grow ALN provision through the medium of Welsh.
- The proposal offers those pupils with MLD to continue their education through the medium of Welsh.

6. Are you aware of any evidence that different groups have different needs, experiences, issues and/or priorities in relation to this policy?

Yes No Unknown [\(Guidance\)](#)

No.

If 'yes', please expand:

7. Is this policy likely to impact on Community Cohesion?

No – there will be minimal change to the community as pupils with MLD will be able to attend a Welsh-medium primary school.

Conclusions

8. What level of EIA priority would you give to this policy? [\(Guidance\)](#)

HIGH - full EIA within is to be undertaken.

Please explain fully the reasons for this judgement including an awareness of how your decisions are justified.

High – to ensure the policy is correctly implemented.

9. Will the timescale for EIA be affected by any other influence e.g. Committee deadline, external deadline, part of a wider review process?

[\(Guidance\)](#)

Activity	Date
Consultation period where we welcome your views and observations on the proposal*.	6 January 2022-17 February 2022
Report to Cabinet on the outcomes of the consultation.	8 March 2022
Publish Consultation Report on BCBC website, hard copies available on request.	22 March 2022
If agreed by the Cabinet of Bridgend County Borough Council, a Public Notice will be published and there will be a period of	5 April 2022

28 days in which to submit any objections to the proposal in writing.	
End of Public Notice period. If there are no objections Cabinet can immediately decide whether to proceed or not. If there are any objections, an Objections Report will be published and forwarded to Cabinet for their consideration and subsequent determination.	2 May 2022
Potential implementation.	1 September 2022

10. Who will carry out the full EIA?

Education and Family Support Directorate – Group Manager and / or Corporate Director.

EIA screening completed by: Michelle Hatcher

Date: 10.11.21

Appendix G

WELL-BEING OF FUTURE GENERATIONS (WALES) ACT 2015 ASSESSMENT

<ul style="list-style-type: none"> Project Description (key aims): <p>Proposal to establish a learning resource class (LRC) for a maximum of fifteen pupils with MLD at Ysgol Cynwyd Sant</p>	
Section 1	Complete the table below to assess how well you have applied the 5 ways of working.
Long-term	1. How does your project / activity balance short-term need with the long-term and planning for the future?
(The importance of balancing short term needs with the need to safeguard the ability to also meet long term needs)	<p>There is a need for an MLD LRC through the medium of Welsh which will then afford the pupils the opportunity to move to the newly opened Welsh-medium secondary LRC if required.</p> <p>There will be a graduated intake into the LRC to ensure that there is provision in BCBC through the medium of Welsh. Additional places are required to meet the demand of the increase in the diagnosis of pupils with MLD.</p>
Prevention	2. How does your project / activity put resources into preventing problems occurring or getting worse?
(How acting to prevent problems occurring or getting worse may help public bodies meet their objectives)	<p>The opening of the MLD LRC will result in increased resource at primary level as part of the graduated response as stated in the ALN Code of Practice.</p> <p>Ultimately pupils will be prevented from being placed out-of-authority.</p>
Integration	3. How does your project / activity deliver economic, social, environmental & cultural outcomes together?
(Considering how the public	A MLD LRC is key in ensuring that pupils with a diagnosis of having access to mainstream education experiences with their

body's well-being objectives may impact upon each of the wellbeing goals, on their objectives, or on the objectives of other public bodies)	peers and have an opportunity to integrate into mainstream where possible.
Collaboration	4. How does your project / activity involve working together with partners (internal and external) to deliver well-being objectives?
(Acting in collaboration with any other person (or different parts of the body itself) that could help the body meet its well-being objectives)	Excellent collaboration between the local authority with schools that have LRCs. The Learner Support Service provides on-going support; advice and guidance to all schools.
Involvement	5. How does your project / activity involve stakeholders with an interest in achieving the well-being goals? How do those stakeholders reflect the diversity of the area?
(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)	A range of stakeholders are involved with a pupil placed in an MLD LRC ensuring that the individual needs of the pupil are met.
Section 2 Assess how well your project / activity will result in multiple benefits for our communities and contribute to the national well-being goals (use Appendix 1 to help you).	

Description of the Well-being goals	How will your project / activity deliver benefits to our communities under the national well-being goals?	Is there any way to maximise the benefits or minimise any negative impacts to our communities (and the contribution to the national well-being goals)?
<p>A prosperous Wales</p> <p>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.</p>	<p>The MLD LRC affords the opportunity for pupils with a diagnosis of MLD to gain necessary skills at an early stage.</p>	<p>The impact on local communities will be monitored.</p>
<p>A resilient Wales</p> <p>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).</p>	<p>The MLD LRC is proposed to open in a newly built school.</p>	<p>The impact on local communities will be monitored.</p>

<p>A healthier Wales</p> <p>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.</p>	<p>The individual needs of the pupils are met within the MLD LRC.</p>	<p>The impact on local communities will be monitored.</p>
<p>A more equal Wales</p> <p>A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).</p>	<p>The individual needs of the pupils are met within the MLD LRC.</p>	<p>The impact on local communities will be monitored.</p>
<p>A Wales of cohesive communities Attractive, viable, safe and well-connected communities.</p>	<p>The opening of the MLD LRC through the medium of Welsh affords the Welsh community to be better connected.</p>	<p>The impact on local communities will be monitored.</p>
<p>A Wales of vibrant culture and thriving Welsh language</p> <p>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.</p>	<p>The MLD LRC through the medium of Welsh affords pupils to be educated through their chosen language.</p>	<p>The impact on local communities will be monitored.</p>
<p>A globally responsible Wales</p> <p>A nation which, when doing anything to improve the economic, social, environmental and cultural</p>	<p>The MLD LRC affords the opportunity for pupils to thrive locally and beyond.</p>	<p>The impact on local communities will be monitored.</p>

well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.		
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Section 3 Will your project / activity affect people or groups of people with protected characteristics? Explain what will be done to maximise any positive impacts or minimise any negative impacts

Protected characteristics	Will your project / activity have any positive impacts on those with a protected characteristic?	Will your project / activity have any negative impacts on those with a protected characteristic?	Is there any way to maximise any positive impacts or minimise any negative impacts?
Age:	Yes	No	The development of the LRC will be monitored
Gender reassignment:	No	No	The development of the LRC will be monitored
Marriage or civil partnership:	No	No	The development of the LRC will be monitored
Pregnancy or maternity:	No	No	The development of the LRC will be monitored
Race:	No	No	The development of the LRC will be monitored
Religion or Belief:	No	No	The development of the LRC will be monitored
Sex:	No	No	The development of the LRC will be monitored

Welsh Language:	Yes	No	The development of the LRC will be monitored
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Section 4 Identify decision meeting for Project/activity e.g. Cabinet, Council or delegated decision taken by Executive Members and/or Chief Officers

Compiling Officers Name:	Michelle Hatcher
Compiling Officers Job Title:	Group Manager Learner Support
Date completed:	10 November 2021

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

14 DECEMBER 2021

REPORT OF THE CORPORATE DIRECTOR EDUCATION AND FAMILY SUPPORT

PROVISION FOR PUPILS WITH ADDITIONAL LEARNING NEEDS (ALN) – ESTABLISHING A LEARNING RESOURCE CENTRE (LRC) FOR PUPILS WITH AUTISTIC SPECTRUM DISORDERS (ASD) AT TREMAINS PRIMARY SCHOOL

1. Purpose of report

- 1.1 The purpose of this report is to seek Cabinet's approval to consult formally with the parents, staff and governing body of Tremains Primary School and other interested parties on the proposal to establish a Learning Resource Centre ('LRC') for pupils with Autistic Spectrum Disorders ('ASD') at Tremains Primary School.

2. Connection to corporate well-being objectives / other corporate priorities

- 2.1 This report assists in the achievement of the following corporate well-being objectives under the **Well-being of Future Generations (Wales) Act 2015**:
- **Supporting a successful sustainable economy** – taking steps to make the county borough a great place to do business, for people to live, work, study and visit, and to ensure that our schools are focussed on raising the skills, qualifications and ambitions for all people in the county borough.
 - **Helping people and communities to be more healthy and resilient** - taking steps to reduce or prevent people from becoming vulnerable or dependent on the Council and its services. Supporting individuals and communities to build resilience, and enable them to develop solutions to have active, healthy and independent lives.
 - **Smarter use of resources** – ensure that all resources (financial, physical, ecological, human and technological) are used as effectively and efficiently as possible and support the creation of resources throughout the community that can help to deliver the Council's well-being objectives.

3. Background

- 3.1 Local authorities across the United Kingdom are experiencing a rise in the demand for services for children and young people with additional learning needs ('ALN') and the cost to support this is often exceeding budget. Anecdotal evidence from many local authorities suggests that not only are these needs becoming more numerous by volume, but also in their complexity.
- 3.2 This is putting pressure on all local authorities to meet and resource these needs, and this will only be exacerbated by the additional pressures that have been caused

by COVID-19. In this context many local authorities are reviewing their current provision to respond to changes in demand and to make services fit for purpose in terms of addressing the current and future needs of children and young people with ALN.

3.3 Bridgend County Borough Council (BCBC) has taken a proactive approach to this by commissioning an additional learning needs strategic planning provision review in 2020.

3.4 An Additional Learning Needs Strategic Planning Provision Review Board has been established. One of the areas which has been identified for additional provision is at key stage 2 for children with ASD. There is an identified need to open an additional LRC for children with ASD.

4. Current situation/proposal

4.1 A copy of the consultation paper is annexed at **Appendix 1**. The proposal, if approved, would mean that:

- an LRC at Tremains Primary School for a maximum of eight pupils with ASD would be established from 1 September 2022;
- there would be a graduated intake from 1 September 2022 and the admissions for the LRC would be decided upon through an admissions panel;
- the LRC would be an integrated part of the mainstream school, providing an appropriate environment in which pupils can develop and thrive within their peer group and have normal access to mainstream curriculum, where appropriate; and
- the LRC would provide specialist learning facilities within the school and provide expertise and advice to all staff.

4.2 From the pupils' point of view, they would have access to individual, small-group and whole class experiences, as appropriate. Their progress would be closely monitored, and individual plans regularly reviewed.

4.3 Other mainstream pupils at Tremains Primary School would also benefit from this proposal as it seeks to widen the specialist learning facilities within the school and provide expertise and advice to all staff.

5. Effect upon policy framework and procedure rules

5.1 There is no effect upon the policy framework or procedure rules.

6. Equality Act 2010 implications

6.1 Meeting these needs is designed to deliver the key principles of equality, choice and opportunity for all. An Initial Equality Impact Assessment (EIA) screening has been undertaken on this proposal which indicates that a full equality impact assessment will be undertaken in parallel with the consultation process. The outcomes and

actions identified by this assessment will be included in a report to Cabinet on the consultation process.

7. Well-being of Future Generations (Wales) Act 2015 implications

7.1 The report contributes to the following goals within the Well-being of Future Generations (Wales) Act 2015:

- a prosperous Wales;
- a resilient Wales;
- a Wales of cohesive communities; and
- a globally responsive Wales.

7.2 The five ways of working have been considered in the preparation of this report and are summarised below:

Long term	Affords pupils with a diagnosis of ASD a place in a school as near to their home as possible. Provides additional places required to meet the needs of an increase in diagnosis of pupils with ASD.
Prevention	Provision of locally based LRC's enables pupils to be educated as part of the graduated response as stipulated in the ALN Code of Practice and ultimately preventing being placed out-of-authority.
Integration	The ASD LRC is key in ensuring that pupils with a diagnosis of ASD have access to mainstream education experiences with their peers and also have the opportunity to reintegrate into mainstream where appropriate. There are also efficiencies related to this proposal as the cost of an out-of-authority place far outweighs the cost of opening an LRC locally.
Collaboration	There is excellent collaboration between the local authority with schools that have LRC's. The Learner Support Service provides on-going support, advice and guidance to all schools.
Involvement	A range of key stakeholders are involved with a pupil placed in an ASD LRC ensuring that the individual needs of the pupil are met.

8. Financial implications

8.1 The funding for the LRC would be allocated through the mainstream school's delegated budget, via the school's funding formula allocation, and using a combination of a class allocation and the age-weighted pupil unit (AWPU) element.

8.2 Funding levels would be derived from notional current staffing needs and are based on the salary of a teacher and two support staff. One-off funding for the set-up costs would be £10k.

8.3 As part of the Medium-Term Financial Strategy (MTFS) 2021-2022, a budget pressure of £82k was approved for an additional primary school ASD LRC/class to cater for key stage 2 children. This budget will be used to fund the LRC, including the set-up costs, at Tremains Primary School should the proposal go ahead.

9. Recommendations

9.1 Cabinet is recommended to agree:

- to consult formally on the proposal to establish an LRC for pupils with ASD at Tremains Primary School; and
- for the outcome of the consultation to be reported back to Cabinet.

Lindsay Harvey
Corporate Director Education and Family Support
14 December 2021

Contact officer: Michelle Hatcher
Group Manager (Learner Support)

Telephone: (01656) 815258

Email: michelle.hatcher@bridgend.gov.uk

Postal address: Civic Offices, Angel Street, Bridgend, CF31 4WB

Background documents:

Additional Learning Needs Strategic Planning Provision Review - autumn term 2020.

Proposal to establish provision for pupils with additional learning needs (ALN) at Tremains Primary School

Consultation document

Date of issue: 6 January 2022

Action required: Responses by 17 February 2022

Tel: (01656) 815253

Email: EDSU@bridgend.gov.uk

Web: www.bridgend.gov.uk/consultation

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Overview

The consultation is to invite your views on the proposal to establish a learning resource class (LRC) for a maximum of eight pupils with autistic spectrum disorder (ASD) at Tremains Primary School.

How to respond

This consultation period will begin on 6 January 2022 and close on 17 February 2022. You can respond or ask further questions in the following ways.

Tel: (01656) 815253

Email: EDSU@bridgend.gov.uk

Online: [Click here](http://www.bridgend.gov.uk/consultation) or visit www.bridgend.gov.uk/consultation

Post: Education and Family Support Directorate, Bridgend County Borough Council, Angel Street, Bridgend, CF31 4WB.

Alternative formats are also available upon request.

Data protection

How we use the views and information you share with us.

All responses received by Bridgend County Borough Council (BCBC) will be seen in full by its staff members involved in the consultation process. The information may also be seen by other departments within the Council or local service board members to help improve upon the services provided.

The Council may also use the information gathered to publish subsequent documents both directly and indirectly linked to this consultation, however the Council will never disclose any personal information such as names or addresses that could identify an individual.

If you do not wish for your opinions to be publicised, please state so in your response.

Related documents

For more information on consultations in Bridgend County Borough or how to join our Citizens' Panel.

Visit:

www.bridgend.gov.uk/CitizensPanel

Background and information

- Local authorities across the United Kingdom are experiencing a rise in the demand for services for children and young people with additional learning needs (ALN) and the cost to support this is often exceeding budget. Anecdotal evidence from many local authorities suggests that not only are these needs becoming more numerous by volume, but also in their complexity.
- This is putting pressure on all local authorities to meet and resource these needs, and this will only be exacerbated by the additional pressures that have been caused by COVID-19. In this context many councils are reviewing their current provision to respond to changes in demand and to make services fit for purpose in terms of addressing the current and future needs of children and young people with ALN.
- Bridgend County Borough Council (BCBC) has taken a proactive approach to this by commissioning an additional learning needs strategic planning provision review in 2020.
- An Additional Learning Needs Strategic Planning Provision Review Board has been established. One of the areas which has been identified for additional provision is at Key Stage 2 for children with ASD. There is an identified need to open an additional LRC for children with ASD. It states within the review that having a continuum of provision within the same school whereby children can move from observation and assessment classes through to a LRC, within the same school if criteria is met, would be recommended.

The proposal

- This is a proposal to establish provision for pupils at Tremains Primary School to meet the needs of pupils with a diagnosis of ASD, it is proposed to establish a LRC for a maximum of eight pupils.
- The consultation exercise will seek the views of staff, parents, pupils, interested parties and the governing body as the first step in the statutory process. If the proposals are supported, they would come into effect on 1 September 2022.

Why has this proposal been brought forward?

- The proposal is being raised to meet the needs of children and young people with ASD. There is a need for additional resource to be opened to meet the need for pupils with a diagnosis of ASD within the Brynteg cluster.

What the proposal means in practice

The proposal if approved would mean that:

- A LRC at Tremains Primary School for a maximum of eight pupils with ASD would open from 1 September 2022 with adaptations having been made to existing accommodation.
- There would be a graduated intake from 1 September 2022. LRC admissions would be decided upon through an admissions panel which would assess the need of the pupil.
- The LRC would be an integrated part of the mainstream school, providing an appropriate environment in which pupils can develop and thrive within their peer group and have normal access to mainstream curriculum, where appropriate.
- The LRC would provide specialist learning facilities within the school, it would also provide ASD specialist expertise to mainstream classes.
- The Council supports the principles that, as far as possible, children should be educated within a mainstream school environment and as near to their home as possible.
- The proposal of establishing a LRC at Tremains Primary School would afford those pupils with ASD to continue their education in a specialist provision in BCBC and within the same school if moving from the observation and assessment class to the ASD LRC.

What are the advantages if the proposal goes ahead?

- There would be increased resource within BCBC to meet the demand of places for pupils with a diagnosis of ASD.
- There would be an ASD LRC established at primary level therefore affording pupils with ASD the opportunity to thrive in their education.

What are the potential disadvantages if the proposal goes ahead?

- There are not any foreseen disadvantages to this proposal.

Impact of the proposals

Quality and standards in education

- There will be no likely impact on the quality of outcomes, provision and leadership and management in Tremains Primary School, regarding the proposal to establish a LRC for pupils with a diagnosis of ASD.
- There will be no likely impact of the proposal on the ability of Tremains Primary School to deliver the full curriculum at each key stage of education.

Other considerations

- The National Categorisation School Report 2019/2020 for Tremains Primary school is included at Appendix A.

Quality and standards in education

- In the foundation phase (FP) performance for the last two years is high above Wales, and particularly strong at the higher-than-expected outcome 6+.
- In Key Stage 2 high standards are maintained at the expected level 4+. There is a strong upward trend at the expected level +1 in English and science across the last three years, and significantly above Wales.
- Pupils with additional learning needs and vulnerable learners make good or better progress across the school. More able pupils perform well with a high performance at outcome 6 and level 5.

Outcomes (standards and wellbeing)

- Attendance remains above 95% and places the school in the higher 50% when compared to similar schools.
- Pupil behaviour and attitudes to learning are good. Incidences of fixed term exclusion remain consistently low.

Provision (learning experiences, teaching, staffing, care support and guidance, and learning environment)

- The quality of teaching across the school is consistently good and often excellent. The school's leaders and teachers have a relentless focus on raising standards.
- The school's provision for pupils with additional needs is effective and positive across a three-year period. Teachers identify pupils who need additional support at an early stage.
- Pupil progress is rigorously tracked and senior leaders and staff are highly effective in their analysis and use of data at whole school, class and individual pupil level.

Leadership and management (leadership, improving quality, partnership working and resource management)

- The quality of leadership is excellent. The headteacher and senior leaders have a shared vision and a clear strategy that has improved outcomes for nearly all learners.
- Most governors have a clear understanding of the school's strengths and areas for improvement. They know how well the school performs and agree

challenging targets to raise standards. Governors are effective in challenging leaders and monitoring school improvement robustly.

- The school has developed positive and worthwhile relationships with parents.
- The school's links with external agencies and support services support vulnerable pupils and their families well. Leaders and staff work very successfully with schools and other partners to enhance significantly their own, and others capacity to bring about improvement.

Other considerations

Travel arrangements and accessibility impact

- The proposal would have no impact on the current travel arrangements as transport is available for those pupils who are eligible for a place at a LRC.
- Consideration would be given to the appropriate mode of transport for those pupils with ASD who would be accessing the LRC at Tremains Primary School.

Land and buildings

- The proposal will not involve any potential transfer or disposal of land, nor is there any planned building associated with the proposal.

Impact Assessments

Community Impact Assessment

- There is no significant negative impact on the community.
(see Appendix E)

Equality Impact Assessment

- The Council has a duty to consider the implications of this proposal on all members of the local community who may be affected unfairly as a result of the proposal being carried out.
- An initial impact screening assessment has been undertaken (see Appendix F). The outcomes and actions identified by this assessment will be included in a report to Cabinet on the consultation process and will help to create a full equality impact assessment (EIA).
- If you have any views on the potential of this proposal to affect any groups or individuals either positively or adversely, then we would welcome your comments as part of this consultation. Please see consultation proforma.

Risks

- There are no current risks associated with this proposal. The LRC will increase the expertise amongst the staff of Tremains Primary School to accommodate the needs of other pupils who are known to demonstrate ASD traits in the absence of a formal diagnosis.
- The full EIA will assess any potential impacts.

Alternative

- An alternative to opening the LRC at Tremains Primary School would be to open an ASD LRC at one of the other schools local to Tremains Primary School.
- Another alternative would be to support the pupils in mainstream and for them not to have access to appropriate small class environment.
- The likely consequence of these alternatives is that the pupils' needs with ASD would not be met in the most appropriate way.

Details of the affected school(s)

Tremains Primary School
Channel View
Brackla
Bridgend
CF32

The table below provides details of the numbers on roll at Tremains Primary School and the figures recorded for the previous annual censuses.

Tremains Primary School - Pupils on Roll (Age 3-11)					
Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	April 2021
492	482	494	483	458	474

The following table provides a five-year projection of pupil population for Tremains Primary School which is primary school with an age range of 3 to 11.

Blwyddyn /Year	N1 Oed / Age 2 - 3	N2 Oed / Age 3 - 4	R Oed / Age 4 - 5	1 Oed / Age 5 - 6	2 Oed / Age 6 - 7	3 Oed / Age 7 - 8	4 Oed / Age 8 - 9	5 Oed / Age 9 - 10	6 Oed / Age 10 - 11	Cyfanswm /Total 2-11	Cyfanswm /Total 4-11
				98%	98%	93%	97%	96%	98%		
2021	12	54	70	58	39	58	63	62	58	474	408
2022	11	56	54	69	57	36	56	60	61	460	393
2023	10	59	56	53	67	53	35	54	59	446	377
2024	10	59	59	55	52	63	51	34	53	436	367
2025	10	59	59	58	54	48	61	49	33	431	362
2026	10	59	59	58	57	50	47	58	48	446	377

The condition of the accommodation at Tremains Primary School would be graded as condition C. Grade C means operational but major repair or replacement needed in the short to medium-term (generally 3 years).

Pencoed Primary School
Penprysg Road
Pencoed
Bridgend
CF35 6RH

The table below provides details of the numbers on roll at Pencoed Primary School and the figures recorded for the previous annual censuses.

Pencoed Primary School - Pupils on Roll (Age 3-11)					
2016	2017	2018	2019	2020	2021
556	563	585	597	596	610

The following table provides a five-year projection of pupil population for Pencoeed Primary School which is primary school with an age range of 3 to 11.

Blwyddyn /Year	N1 Oed / Age 2 - 3	N2 Oed / Age 3 - 4	R Oed / Age 4 - 5	1 Oed / Age 5 - 6 105%	2 Oed / Age 6 - 7 101%	3 Oed / Age 7 - 8 106%	4 Oed / Age 8 - 9 106%	5 Oed / Age 9 - 10 103%	6 Oed / Age 10 - 11 105%
2021	0	67	77	63	73	83	76	87	84
2022	6	67	67	81	64	74	84	77	88
2023	5	66	67	70	82	64	74	85	78
2024	5	66	74	70	71	82	65	75	86
2025	5	66	81	78	71	72	83	66	76
2026	5	66	75	85	78	72	72	84	66

The condition of the accommodation at Pencoeed Primary School is graded as condition A. Grade A means a new condition.

Llangewydd Junior School
Llangewydd Road
Bridgend
CF31 4JT

The table below provides details of the numbers on roll at Llangewydd Junior School and the figures recorded for the previous annual censuses.

Llangewydd Junior School - Pupils on Roll (Age 7-11)					
2016	2017	2018	2019	2020	2021
333	324	339	337	366	354

The following table provides a five-year projection of pupil population for Llangewydd Junior School which is primary school with an age range of 7 to 11.

Blwyddyn /Year	N1 Oed / Age 2 - 3	N2 Oed / Age 3 - 4	R Oed / Age 4 - 5	1 Oed / Age 5 - 6	2 Oed / Age 6 - 7	3 Oed / Age 7 - 8	4 Oed / Age 8 - 9	5 Oed / Age 9 - 10	6 Oed / Age 10 - 11
						84%	100%	102%	102%
2021						72	98	89	95
2022						58	72	100	91
2023						68	58	73	102
2024						80	68	59	75
2025						78	80	69	60
2026						71	78	81	71

The condition of the accommodation at Llangewydd Junior School is graded as condition C. Grade C means that operational but major repair or replacement needed in the short to medium-term (generally 3 years).

Finance

- The funding for the LRC would be allocated through the mainstream school's delegated budget, via the school's funding formula allocation, and using a combination of a class allocation and the age-weighted pupil unit (AWPU) element.
- Funding levels would be derived from notional current staffing needs and are based on the salary of a teacher and two support staff. One-off funding for the set-up costs would be £10,000.
- As part of the Medium Term Financial Strategy (MTFS) 2021-22, a budget pressure of £82k was approved for an additional Primary ASD LRC/class to cater for Key Stage 2 children. This budget will be used to fund the LRC, including the set-up costs, at Tremains Primary School should the proposal go ahead..

The consultation process

- The consultation process will be completed by 17 February 2022 and the outcomes (which will be incorporated into the proposal where possible) will be reported to Cabinet. If there is a decision not to proceed, that will be the end of this proposal for the future and an alternative proposal will need to be sought.
- If the decision is to go ahead, a statutory notice outlining the proposals would need to be published for a period of 28 days. If there are no objections to the proposal, then it will go ahead subject to final approval by Cabinet. If there are objections at

the Public Notice stage, an objection report must be published. Cabinet could determine to accept, reject or modify the proposal.

It is proposed to implement the proposal from 1 September 2022.

Activity	Date
Consultation period where we welcome your views on the proposal*.	6 January 2022 to 17 February 2022
Consultation Report to Cabinet on the outcomes of the consultation.	8 March 2022
Publish Consultation Report on BCBC website, hard copies available on request.	22 March 2022
If agreed by the Cabinet of Bridgend County Borough Council, a public notice will be published and there will be a period of 28 days in which to submit any objections to the proposal in writing.	5 April 2022
End of Public Notice period. If there are no objections Cabinet can immediately decide whether to proceed or not. If there are any objections, an Objections Report will be published and forwarded to Cabinet for their consideration and subsequent determination.	2 May 2022
Potential implementation.	1 September 2022

*Please note that responses to consultation will not be counted as objections to the proposal and that objections can only be registered following publication of the public notice.

What do you now have to consider?

You are invited to consider the proposal and submit your views as to whether you support the proposal to establish a LRC for pupils with ASD at Tremains Primary School.

How to make your views known?

There will be consultation meetings held as detailed below for the different interested parties. You are invited to attend the relevant meetings where you can hear an explanation of the proposal, put questions and express any views or concerns you may have.

Venue: Pencoed Primary School	Date	Time
School Council of Tremains Primary School	17 January 2022	14:15
Staff of Tremains Primary School	17 January 2022	15:30
Governing body of Tremains Primary School	17 January 2022	16:30
Parents of pupils at Tremains Primary School	17 January 2022	17:30

If you have any further questions regarding this proposal, wish to put your views in writing, suggest alternative proposals or request a copy of the consultation report when published, please contact (using the pro forma):

Post:

Corporate Director of Education and
Family Support
Education and Family Support
Directorate,
Civic Offices
Angel Street
Bridgend
CF31 4WB

Please mark for the attention of EDSU, or **Email:**
EDSU@bridgend.gov.uk

Tel: (01656) 642617

Alternative formats are also available upon request.

All views must be received by no later than 17 February 2022

Pro forma

Proposal to establish the ASD LRC at Tremains Primary School

Name:

Contact details:

Are you (*please tick*):

☐

School governor

☐

Parent/guardian

☐

School pupil

☐

School staff

☐

Other interested party (please specify)

Comment/suggestions/requests/questions:

Appendix A

National Categorisation Report 2019/2020 Tremains Primary School

Appendix B

National Categorisation Report 2019/2020 Pencoed Primary School

Appendix C

National Categorisation Report 2019/2020 Llangewydd Junior School

Appendix D

Communities impact assessment (CIA) initial screening

Appendix E

Equalities impact assessment (EIA) initial screening.

Appendix F

Well-being of future generations (Wales) ACT 2015 Assessment

Appendix A

National Categorisation School Report

School:	Tremains Primary School
Region:	Central South Consortium (CSC)

School Context

- The school's three-year average for the percentage of pupils eligible for free school meals (eFSM) is 13.4%, (LA 19%, CSC 19.7%).
- There were 68 pupils in Year 2, 31 boys and 37 girls, each pupil worth 1.5%.
- There were 65 pupils in Year 6, 34 boys and 31 girls, each pupil worth 1.5%.

Standards

Evaluation

Leaders' analysis of performance correctly evaluates the following strengths and areas for improvement:

- In the foundation phase (FP) performance for the last 2 years is high, above Wales, and particularly strong at the higher-than-expected outcome 6+. Pupil progress data is good with a majority of pupils making higher, or much higher than expected progress in language, literacy and communication (LLC) and mathematical development (MDT).
- In Key Stage 2 high standards are maintained at the expected level 4+. There is a strong upward trend at the expected level +1 in English and science across the last 3 years, and significantly above Wales. Progress data is positive with many pupils making expected progress, and a minority making higher and much higher than expected progress. Pupils' literacy skills are well developed. The school has successfully reduced what was a significant gender gap in English at level 5, to -5.69 which is well below Wales.
- In terms of performance by groups of specific pupils, eFSM pupils have historically performed as well as, if not better, than their non-FSM peers at the expected outcome/level. However, in 2019, non-FSM pupils outperform eFSM pupils above or in line with the LA average in most areas.
- Pupils with additional learning needs and vulnerable learners make good or better progress across the school. More able pupils perform well with a high performance at outcome 6 and level 5.
- Attendance remains above 95% and places the school in the higher 50% when compared to similar schools.
- Pupil behaviour and attitudes to learning are good. Incidences of fixed term exclusion remain consistently low.

Step 2 – Improvement Capacity

The categorisation based upon evidence and discussion at Step 2 is: A

Evaluation

- The quality of leadership is excellent. The headteacher and senior leaders have a shared vision and a clear strategy that has improved outcomes for nearly all learners. The headteacher places a priority on setting high standards of achievement and wellbeing to create a caring and supportive learning environment for all pupils. Senior leaders fully understand the important role they have in improving outcomes for pupils. They make efficient use of their time to support staff and to complete school improvement activities. Leaders and staff have well defined roles and responsibilities and exhibit good professional standards. Staff meet regularly to monitor the progress of the school's improvement targets and leaders record or review decisions consistently to ensure they implement and evaluate agreed actions. The senior leadership team use information about pupils' progress to agree challenging performance management targets linked to the school's improvement priorities. For example, this has led to sustained high standards in more able pupils' attainment. Senior leaders distribute responsibilities effectively to support the specific needs of the school. For example, at foundation phase, many pupils value added progress is in the "much higher" category.
- The school improvement plan's (SIP) priorities are aligned closely to local and national priorities and informed by the outcomes of the self-evaluation process, as for example with regard to improving literacy and numeracy standards across the curriculum. Leaders demonstrate a very strong capacity to plan and implement change and sustain improvement successfully in nearly all respects. They engage all staff and other partners very effectively in the process. The SIP has clear success criteria and milestones that allow the school to monitor progress against targets effectively. Self-evaluation is accurate, robust and now, systematic. The school has identified a good range of processes for effectively monitoring and evaluating its work and gather first-hand evidence that accurately supports judgements, including peer to peer observations, work scrutiny, monitoring planning, listening to learners, learning walks, data analysis and regular pupil progress meetings. The school leaders and governors give a high priority to developing the workforce through effective performance management. Expectations of increased accountability are evident at senior leadership, middle leadership and class teacher level.
- The school works from a clear timetable detailing the range of monitoring to gather first-hand evidence. These are implemented consistently and diligently in line with the school's annual monitoring timetable. They

provide a purposeful framework for the school to judge the impact of its work. Leadership and management time has been planned for, and meetings at all levels are minuted and shared. All the senior leadership team (SLT) and wider key staff are involved in undertaking regular and frequent work scrutiny across the school. Each scrutiny has a specific focus that is shared with staff prior to monitoring. The school has developed a wider approach to lesson monitoring. The SLT and target leaders have benefitted from focussed leadership and management time as identified in the progress plans. Feedback on all monitoring is shared across the SLT and is provided promptly to key stages and individual staff. This enables the school to act on its findings from first-hand evidence and ensure that plans for improvement are continuous and of a good quality. Leaders carefully monitor all areas for development, for example, consistency within and across a minority of year groups. The school has robust systems to address within school variation, including standardisation and moderation sessions.

- Pupil progress is rigorously tracked and senior leaders and staff are highly effective in their analysis and use of data at whole school, class and individual pupil level. Data is used to identify underperformance and secure pupil improvement, as for example, the development of assessment for learning strategies to support pupil's next learning steps. Data, along with evidence about the quality of learning and teaching, identifies strengths and clarifies improvement priorities. The school has good moderation procedures in place to ensure consistency of levelling at the end of the foundation phase and Key Stage 2. The school has clarified the expectations for the end of each year group and the end of key stage. Regular pupil progress reviews include an analysis of more able pupils' progress and allow interventions and support where necessary. Pupil books are colour coded to reflect the element of challenge.
- The quality of teaching across the school is consistently good and often excellent. The school's leaders and teachers have a relentless focus on raising standards. They set targets which are ambitious and accurate when compared with subsequent attainment. The school's provision for pupils with additional needs is effective and positive across a three-year period. Teachers identify pupils who need additional support at an early stage. For example, they assess pupils' language needs when they first enter the school. Staff use a range of intervention strategies to improve the literacy and numeracy skills of less able or identified pupils. They also arrange useful emotional and behavioural support for vulnerable pupils. Pupils' individual plans contain suitable targets for improvement. Teachers, parents, and pupils review these plans regularly. As a result, most pupils with additional needs make expected progress or above with many in the much higher category. At Key Stage 2 nearly all pupils show value added progress at expected level or above with half in the higher category.

- Improvement planning is highly effective in addressing the areas in need of most improvement. Action, including the use of resources, has led to sustained improvement in outcomes in key indicators for nearly all pupils. The school has established some key principles at the heart of its improvement process that focus on classroom practice. Nearly all teachers and support staff have good working relationships with pupils and manage their behaviour effectively. Nearly all plan interesting lessons and share clear learning objectives with pupils. A recent book scrutiny identified that feedback and feed forward comments are providing suitable challenge. Most staff have a shared understanding of the characteristics of good and excellent teaching and demonstrate these in classroom practice. Staff and pupils benefit from an effective marking policy.
- The more able and talented (MAT) register is reviewed regularly and reflects the ethos of higher expectation adopted by staff. Systems are in place to support effective differentiation for MAT pupils. Teachers' planning is monitored to ensure effective opportunities are given. At Key Stage 2 the majority of pupils identified as MAT achieve their challenging targets. In foundation phase approximately half are identified as MAT.
- The school has ensured that it has opportunities provided for pupils to use and apply their literacy and numeracy skills extensively and independently across the curriculum. The school has produced literacy and numeracy coverage grids. It has been implemented and monitored by the literacy and numeracy coordinators and the senior leadership team and as a result pupils' literacy and numeracy skills across the curriculum are a good or better standard. Most pupils use their literacy skills effectively in other subjects and write at the same level as in their English lessons. However, in very few classes pupils do not use their numeracy skills at a high enough level in other subjects.
- Most governors have a clear understanding of the school's strengths and areas for improvement. They know how well the school performs and agree challenging targets to raise standards. Governors are effective in challenging leaders and monitoring school improvement robustly.
- The school has developed positive and worthwhile relationships with parents. The parent and teacher association provides strong support through organising popular and well-attended fund-raising and social events. Parents often visit the school to attend concerts and collective worship services and their thoughts and opinions on the life of the school are sought through parental surveys. Parental engagement at a curricular level has improved.
- The school's links with external agencies and support services support vulnerable pupils and their families well. Leaders and staff work very

successfully with schools and other partners to enhance significantly their own, and others capacity to bring about improvement. Senior leaders provide effective support for partner schools. For example, good practice was shared around independent learning in foundation phase practice, numeracy across the curriculum, good practice in science, mathematics and closing the gap.

Evidence Considered

- Whole-school performance data over the last three years including national benchmarking data and the all-Wales core data sets.
- Data at individual pupil level including the performance of specific groups of pupils such as e-FSM pupils and value-added data.
- National literacy and numeracy test data.
- The school's self-evaluation report.
- The school's improvement plan.
- The school's analysis of the outcomes of classroom observation and book scrutiny.
- The challenge adviser's previous school improvement report and notes of school visit.
- Documentation concerning the headteacher's performance objectives and the monitoring of progress against objectives.
- Reports from the Welsh in Education officer.
- Estyn inspection report from May 2017.
- First-hand knowledge of the life and work of the school.

Recommendations

- Develop further PCP approach within the ALN remit.
- Further develop collaboration as a school.
- Engage with the vulnerable learners' project.

Step 3 – Support Category

The overall support category for the school is: Green

Step 1	Step 2	Step 3
N/A	A	Green

The judgement at Step 2 and the decision taken at Step 3 are provisional until National Verification has been completed.

Appendix B

National Categorisation School Report

School:	Pencoed Primary School
Region:	Central South Consortium (CSC)

School Context

- The school's three-year average for the percentage of pupils eligible for free school meals (eFSM) is %, (CSC 20.6%, Wales 18.9%).
- There were 68 pupils in Year 2, 36 boys and 32 girls, each pupil worth 1.5%.
- There were 70 pupils in Year 6, 34 boys and 36 girls, each pupil worth 1.3%.

Standards

Evaluation

Leaders' analysis of performance correctly evaluates the following strengths and areas for improvement:

- In the foundation phase performance fell slightly from last year but is still close to Wales average data at the expected level.
- A majority of pupils attained the expected level +1 in PSWCD, and around 40% of pupils in language, literacy and communication (LLC), and mathematical development (MDT).
- Pupil progress data is good in the foundation phase with over half of pupils making higher and much higher expected progress in LLC and a majority in MDT.
- In Key Stage 2 a majority of pupils made expected or higher than expected progress in English and mathematics. A significant number of pupils made lower than expected progress which reflects the large number of ALN pupils at the school, some of whom are in one of the four learning resource bases.
- Historically most pupils attained at the expected level over the last three years, but this has dropped in 2019 in English, mathematics and science.
- In terms of performance by groups of specific pupils, a majority of eFSM pupils make expected progress or above in LLC and many in MDT. In Key Stage 2 many pupils make expected progress or above in English

and mathematics. There is some variation in the performance of boys and girls but no discernible trend over time. Attendance has improved over the last two years (95.1% - 95.4%) and the school is in the higher 50% when compared to similar schools. Pupils behaviour and attitudes to learning are good. Incidences of fixed – term exclusions are increasingly rare.

Step 2 – Improvement Capacity

The categorisation based upon evidence and discussion at Step 2 is: A

Evaluation

- Leaders and staff have developed a shared vision and there is a very clear strategy that has improved outcomes for nearly all learners. The highly motivational and enthusiastic approach of senior leaders results in very high levels of commitment and professionalism from all staff across the school.
- Leaders demonstrate a very strong capacity to plan and implement change and sustain improvement successfully in nearly all respects. They engage all staff and other partners very effectively in the change process. This has been highlighted by the formation of a Family Forum, through which parents are actively engaged in self-evaluation and school-improvement activities. The school's Lead Creative School status is a strong example of how distributed leadership has been used in an innovative way to enhance the school's capacity as well as develop the pupils' creative skills.
- Self-evaluation is accurate, robust, systematic and well established. Self-evaluation is highly effective in contributing to improving standards, learning and teaching. New processes have ensured that the views of pupils and staff are regularly received by the senior leadership team and feed directly into the self-evaluation process. The school's end of year evaluations focuses on teachers' and support staff responses to relevant questions from the new inspection framework. This has ensured that staff reports are highly evaluative and feed high quality information into the school's self-evaluation report.
- Leaders and staff are highly effective in their analysis and use of the available performance data and evidence about the quality of learning and teaching and pupils' work to identify strengths and set improvement priorities. Detailed and robust analysis of data is ongoing throughout the year. Trends in performance of classes, year groups and vulnerable groups are accurately identified, and regular feedback is given to the governing body. This enables the governing body to effectively challenge the school on its performance. The school is highly effective at using external support, e.g., the Welsh in education support officer to quality assure its judgements. Leaders and staff have a relentless focus on raising standards. Targets

reflect high expectations for the future achievement of all pupils and these are met in the main. This is clearly evidenced in the school's tracking system which identifies the strong level of progress made by nearly all pupils.

- The school has a very good track record in raising the achievement of nearly all pupils, including vulnerable learners over at least a three-year period. Analysis of the school's own data shows that nearly all pupils identified as having special educational needs make progress in line with their stage of development. All children who are looked after (CLA) achieved the expected level.
- Improvement planning at all levels is highly effective in addressing the areas in need of most improvement. Action, including the use of resources, has led to sustained improvement in outcomes in key indicators for nearly all pupils, including those eligible for free school meals and other vulnerable groups. Identification of the need to improve attainment at outcome 6 in the foundation phase led the school to make changes to planning and provision. The school's own data for mainstream pupils shows increases of 7 percentage points in LLC, 6 percentage points in MD and 22 percentage points in PSWBCD over the past three years as a result.
- The school has a very strong track record in implementing successfully national and local priorities to improve standards and the quality of learning and teaching. The school has been highly proactive in its work to embed the digital competence framework (DCF). An extensive portfolio of evidence has been created and the school has successfully achieved the ICT Mark. The school has begun the process of matching its current practice to the potential new curriculum, however it recognises that further work is still required.
- Leaders and staff work very successfully with schools and other partners to significantly enhance their own capacity to bring about improvement. The school has extensive experience of providing support to other schools through its cluster and school improvement group and is currently a CSC professional learning hub, providing training for schools on parental engagement, newly qualified teachers, teaching and learning, more able and talented and initial teacher training. The school is now fully able to identify the impact of its work within the settings it has supported.
- The challenge adviser can confirm that governors have a very good understanding of the school's strengths and areas for improvement and are highly effective in supporting and challenging the school's performance. All governing body members are linked to an area of the school improvement plan and hold the senior leadership team to account through relevant and challenging questioning. All link governors carry out their own effective monitoring, supported by staff, and report back to the headteacher and full governing body.

- Leaders and staff have well defined roles and responsibilities and exhibit high professional standards. The school has a very clear line management structure which enables excellent communication and highly effective collaboration between teachers and support staff throughout the school.
- The school's leaders and governors give a high priority to developing the workforce. Performance management and professional development are highly successful in improving pupils' progress, classroom practice and in dealing with underperformance. Professional development opportunities link directly to priorities in the school improvement plan and performance management activities measure their impact and success. A highly effective and robust programme of support has been put in place to ensure that areas of specific focus, e.g., learning environments are consistently applied across the school.
- Lesson observations, book scrutiny and data analysis identify that the quality of teaching across the school, and the impact on nearly all pupils' learning and progress, is consistently good and often excellent. Very strong features include high levels of engagement and extensive levels of independence. In-house sharing of good and excellent practice and coaching has been used successfully to address within-school variance in teaching.
- All staff have a shared understanding of the characteristics of excellent and good teaching and demonstrate these in classroom practice. The school has developed its own highly creative 'lesson map' which, through the input of all staff, clearly identifies the features of good and excellent teaching. This has been highly effective in supporting the needs of individual teachers, enabling them to enhance their own practice through a very good coaching system.
- Processes to lead, identify, validate and share effective practice achieve continuous improvement in the quality of learning and teaching across the school as a whole.
- Processes to track pupils' progress, identify needs and provide support are robust and effective in nearly all cases. The school reviews and monitors its high-quality tracking systems diligently and as a result of robust intervention programmes the school meets nearly all pupils' needs successfully.
- Teacher assessment is consistent and accurate. All of the school's assessments have been consistently agreed during cluster moderation activities by both the schools involved and external verifiers.

Evidence Considered
<ul style="list-style-type: none"> • Whole-school performance data over the last three years including national benchmarking data and the all-Wales core data sets. • Data at individual pupil level including the performance of specific groups of pupils such as e-FSM pupils and value-added data. • National literacy and numeracy test data.

- The school's self-evaluation report.
- The school's improvement plan.
- The school's analysis of the outcomes of classroom observation and book scrutiny.
- The challenge adviser's previous school improvement report and notes of school visit.
- Documentation concerning the headteacher's performance objectives and the monitoring of progress against objectives.
- Reports from the Welsh in Education officer.
- Estyn inspection report.
- First-hand knowledge of the life and work of the school.

Recommendations

<p>Raise standards in Welsh.</p>

<p>Provide more opportunities for pupils to develop their extended writing skills.</p>

<p>Work with pupils making less than expected progress.</p>

Step 3 – Support Category

The overall support category for the school is: Yellow

Step 1	Step 2	Step 3
N/A	A	Green

The judgement at Step 2 and the decision taken at Step 3 are provisional until National Verification has been completed

Appendix C

National Categorisation School Report

School:	Llangewydd Junior School
Region:	Central South Consortium (CSC)

School Context

- The school's three-year average for the percentage of pupils eligible for free school meals (eFSM) is 26%, (CSC 20.0%, Wales 18.4%).
- There were 71 pupils in Year 6, 33 boys and 38 girls, each pupil is worth 1.4%.

Standards

Evaluation

Leaders' analysis of performance correctly evaluates the following strengths and areas for improvement:

- Standards over time in the mainstream are good.
- Pupils' behaviour and attitudes to learning are very good, and incidences of fixed-term exclusions are very rare.
- In the foundation phase, performance for the last two years is high, particularly at the higher-than-expected outcome 6+. Pupil progress data is also very strong for 2019, with many pupils making higher or much higher than expected progress in language, literacy and communication and mathematical development.
- In key stage 2, high standards are maintained at the expected level 4+. A strong improving trend in all core subjects at the higher-than-expected level 5+. Progress data across key stage 2 is particularly strong, with nearly all pupils making at least two levels of progress, and 48.4% making three levels of progress in English, and 54.8% in mathematics. Pupils' literacy skills are well developed. The gap in performance between boys and girls at level 5+ in writing has been successfully reduced over time.
- In terms of performance by groups of specific pupils, the very few eFSM pupils historically perform in line with expectations. Pupils with additional learning needs and vulnerable learners make good or better progress across the school. There is some variation in the performance of boys and girls, in favour of the girls, across all areas at outcome 6+ and science at level 5+;

however, there is no clear trend over time. More able pupils perform well, with a high performance at outcome 6+ and level 5+ over time.

- A drop in attendance from 95.9% in 2017 – 2018 to 95% in 2018 – 2019 (provisional data). Performance when compared with similar schools is varied and in the lower 50% or bottom 25% over the last three years.

Step 2 – Improvement Capacity

The categorisation based upon evidence and discussion at Step 2 is: A

Evaluation
<ul style="list-style-type: none"> • Leaders and governors have developed a shared vision for the school which is visible and clearly understood by all stakeholders. Leaders and governors have collaborated and produced a comprehensive school prospectus of a very high standard. The prospectus encompasses the inclusive ethos of the school and its continuing commitment to community involvement and charity work. This is a strength of the school. The school is standards driven and has very clear strategies to improve achievement and attainment for all pupils. Self- evaluation is secure, evidence-based and has ensured effective operational change. The school's self-evaluation report (SER) identifies the key areas for improvement accurately and these are addressed in the school's improvement plan (SIP). The SER is presented in the new Estyn format, is more concise and evaluative. It includes a detailed executive statement of the school's strengths and areas for development. The school's monitoring, evaluation and review (MER) cycle is robust and ensures that procedures for assessing progress are systematic and effective. For example, all lesson observations have a clear purpose and are closely linked to SIP priorities. They also include a specific group focus such as more able and talented (MAT) pupils or vulnerable groups. The school manages change well. For example, following the restructuring of senior leadership roles, the assistant head has increased responsibility for teaching and learning which has ensured that classroom organisation supports new curriculum delivery. Following whole school review, the school moved from setting to mixed ability provision more in line with the ethos of the school. As a result, learner engagement is consistently high. • Data analysis is rigorous, presented in a variety of ways appropriate to the audience, and well used to support effective and challenging target setting to bring about school improvement. Teachers and leaders track and monitor the progress of all pupils highly effectively. Individual pupil targets inform cohort and whole school target setting. Targets reflect high expectation of all pupils, whether in national curriculum levels or Bsquared levels in the learning resource bases (LRBs). The school has a good track record in raising the achievement of nearly all pupils. The school uses the SIMS system highly effectively. The school has created a new leader of systems and interventions role to evaluate the impact of provision on pupil outcomes.

- Improvement planning at all levels is highly effective in addressing the areas in need of most improvement. Key personnel are identified in the school's targets for improvement, including link governors. The SIP is a very comprehensive document, which takes good account of national and local priorities. Good progress has been made towards implementing new curriculum pedagogy. For example, the assistant head, as teaching and learning lead, has a high degree of understanding of the demands of the curriculum and the construction of a cohesive learning plan. He has led all staff highly effectively in co-constructing a cross-curricular topic web, taking good account of pupil voice. It is designed to engage and excite all learners.
- The school is engaging well with preparation for the Additional Learning Needs (ALN) bill. Effective processes are already in place. The ALN coordinator is well established and is well prepared for the changes.
- Leaders and governors allocate resources very well to areas and actions which ensure that the school sustains its momentum in moving forward.
- School to school working is very well established. The school has good capacity to support others for example, the school has developed pupils' independent learning skills and problem solving skills well. Teachers have disseminated their work and hosted good practice visits. This has also been showcased at the local authority Festival of Learning. The school is also providing a workshop on effective management and provision for pupils with ASD in both LRB and mainstream classes.
- The school has especially strong practice in cultural development and teaching and learning in the creative arts, particularly in music where the school has been the 'School a-vision' Welsh entry for the last 11 years. This has been shared with schools across the consortium. Teachers are effective in supporting others in improving standards of writing in Welsh. The Welsh in Education Support Officer has recognised the high quality of pupils' work in Welsh. The school is on-track to achieve the Cymraeg Campus bronze award by the end of the academic year.
- Teachers and leaders work with a wide range of partners to develop pupils' learning skills and bring about improvement for all pupils. The school is widely involved in networks of professional practice; there are half termly meetings of cluster headteachers and deputy head teachers and a rolling programme of curriculum reform and Welsh meetings to raise standards across the cluster. Partnerships with schools and businesses such as Bethesda Arts, the Department for Work & Pensions (Coding) and other organisations make a positive contribution to the broadening range of learning opportunities available to all pupils. Highly effective cross-phase work with the 2 feeder infant schools on identifying effective teaching and learning strategies, led to the introduction of foundation phase pedagogy into Year 3 and improved provision for all groups of learners on transition to Key Stage 2.
- The governing body has a secure knowledge of pupils' and teachers' performance. They have a thorough understanding of data analysis and pupil

progress. Governors are proactive, they undertake their responsibilities effectively and both support and challenge the school. For example, governors have undertaken classroom observations to enhance their knowledge of teaching and learning strategies; they carry out first-hand monitoring and are actively involved in gathering the views of pupils through pupil voice group meetings and pupils' regular presentations to governors.

- Distributed leadership is well established. Leaders and governors have carried out a restructuring of leadership roles taking good account of curriculum reform. Roles and responsibilities are well defined and understood. Senior leaders are responsible for targets within the SIP and are accountable for standards in their delegated areas. They, in turn, hold teachers to account for the progress of pupils in their classes. For example, middle leaders monitoring highlighted the need for greater consistency around the language of learning, assessment for learning (AfL) and pupil input and engagement. The school introduced Quentin Quality as a tool for pupils to evaluate the quality of their own work. Quentin Q areas have been developed in all classes which include resources and strategies which enable pupils to assess and improve their own work and move their learning forward.
- Performance management identifies whole school and individual priorities and is robustly monitored. All senior leaders are also performance management appraisers and carry out this role highly effectively ensuring that objectives are closely linked to SIP priorities and take good account of the professional standards. The school is developing well as a learning organisation. All staff have been trained through an INSET day and all have contributed to a school self-evaluation against the 7 dimensions of the 'Schools as Learning Organisations' (SLO) document, which has identified strengths and areas for further development. The school is establishing a culture of enquiry, innovation and exploration and teachers are becoming more reflective practitioners. The school works with a range of training providers to ensure that professional learning remains innovative and focused on improving teaching and learning. Not only do governors and leaders make provision for professional learning for all staff, but there is also an explicit expectation that all staff will engage with opportunities to develop their practice.
- The quality of teaching across the school and its impact on most pupils' learning is consistently good with excellent examples. Nearly all teachers have a shared understanding of the characteristics of good and excellent teaching and demonstrate these in their classroom practice. Leaders make very good use of all monitoring outcomes to inform their judgements of the quality of teaching and identify and address any variance. These include lesson observations, book scrutiny and listening to learners.
- Governors have also been actively involved in the monitoring of teaching and learning. Most teachers' skills as reflective practitioners are developing well. Monitoring evidence demonstrates that teachers have very high expectations of all pupils. Teachers use a range of approaches and resources to engage pupils' interest. The school has identified the need to ensure that classes and learning

areas are sufficiently stimulating and engaging and has introduced a learner entitlement model to meet their identified needs and bring about improvement. The assistant head's high-quality teaching and learning concept maps clearly set out expectations of all teachers and learning support officers (LSOs) and for all learners.

- Processes to track pupils' progress, identify needs and provide support are robust and effective in nearly all cases. For example, individual pupil tracking informs class profiles and identifies areas of need. This, in turn, informs intervention provision mapping across the school. Leaders monitor interventions skilfully and impact on pupil progress is evaluated. Clear entry and exit criteria are in place for all intervention programmes. Interventions are timely for both pupils who are at risk of under-achievement and those who are more able and talented (MAT). The systems lead evaluates all outcomes. Teacher assessment is consistent and accurate as confirmed by the challenge adviser at moderation.

Evidence Considered

- Whole-school performance data over the last three years.
- Data at individual pupil level including the performance of specific groups of pupils such as e-FSM pupils and value-added data.
- National literacy and numeracy test data.
- The school's self-evaluation report.
- The school's improvement plan.
- The challenge adviser's previous school improvement report and notes of school visit.
- Documentation concerning the headteacher's performance objectives and the monitoring of progress against objectives.
- First-hand knowledge of the life and work of the school.

Recommendations

- Develop and embed the school's work on curriculum design taking good account of the pedagogical principles in both indoor and outdoor learning.
- Ensure that classes and learning areas support differentiated provision and delivery in order to meet identified needs and bring about improvement
- Further develop the roles of the new leadership team with leaders from both feeder infant schools.

Step 3 – Support Category

The overall support category for the school is: Green

Step 1	Step 2	Step 3
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N/A	A	Green
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The judgement at Step 2 and the decision taken at Step 3 are provisional until National Verification has been completed.

Appendix D

Community Impact Assessment

Draft – to be updated following consultation

Name of proposal:

Proposal to establish a LRC at Tremains Primary School for a maximum of eight pupils with ASD from 1 September 2022.

Who will make the decision?

Cabinet

Who has been involved in developing the proposal?

Corporate Director of Education and Family Support

Group Manager Learner Support

Aims and objectives: The ASD provision at Tremains Primary School.

Key actions: Statutory procedure to establish a LRC at Tremains Primary School for a maximum of eight pupils with ASD from 1 September 2022.

Expected outcomes: To establish a LRC for pupils with ASD with proposed implementation 1 September 2022.

Who will be affected: Staff, governors, pupils, parents and the community.

Approximately how many people will be affected: There are minimal people affected by this proposal. There will be an additional staff.

Expected date of decision: May 2022.

Scope/focus of the assessment: Consideration given to:

- Current quality and standards in education
- School priority targets (in the statement of action)
- Current provision of additional learning needs (ALN)
- Relationship of school with stakeholders.
- Potential impact of introducing the proposal on pupils and staff.
- Potential impact on the community.
- Potential impact on protected characteristics (outlined in the EIA).

Relevant data and/or research:

- The following table provides a five-year projection of pupil population for Tremains Primary School.

Blwyddyn /Year	N1 Oed / Age 2 - 3	N2 Oed / Age 3 - 4	R Oed / Age 4 - 5	1 Oed / Age 5 - 6	2 Oed / Age 6 - 7	3 Oed / Age 7 - 8	4 Oed / Age 8 - 9	5 Oed / Age 9 - 10	6 Oed / Age 10 - 11	Cyfanswm /Total 2-11	Cyfanswm /Total 4-11
				98%	98%	93%	97%	96%	98%		
2021	12	54	70	58	39	58	63	62	58	474	408
2022	11	56	54	69	57	36	56	60	61	460	393
2023	10	59	56	53	67	53	35	54	59	446	377
2024	10	59	59	55	52	63	51	34	53	436	367
2025	10	59	59	58	54	48	61	49	33	431	362
2026	10	59	59	58	57	50	47	58	48	446	377

- Bridgend County Borough Council (BCBC) has taken a proactive approach to this by commissioning an additional learning needs strategic planning provision review in 2020.
- An Additional Learning Needs Strategic Planning Provision Review Board has been established. One of the areas which has been identified for additional provision is at Key Stage 2 for children with ASD. There is an identified need to open an additional LRC for children with ASD.

Findings:

- The projected level of enrolment has no expected level of significant fluctuation that would impact the proposal (table regarding future projected level of enrolment provided in 'relevant data' section above).

Inclusion of children and young people

- This proposal follows the additional learning needs and educational tribunal Act 2018.

Impact on extended community

- There is no significant negative impact on the community.

Impact on other schools

- There is no impact upon other schools as the ASD LRC's within the alternative schools are at capacity.

How will the decision affect people with different protected characteristics?

There will be additional staff required for the ASD LRC as with the other ASD LRCs.

Consultation

Has there been specific consultation on this decision (if not, state why not and/or when this may happen):

Consultation will commence in January 2022.

What were the results of the consultation?

The impact of this proposal has been considered and further responses have been requested as part of this consultation, the outcome of which will be recorded and reported to Cabinet in the Consultation Report.

Across the protected characteristics, what difference in views did analysis of the consultation reveal?

To be completed upon completion of consultation.

What conclusions have been drawn from the analysis on how the decision will affect people with different protected characteristics?

To be completed upon completion of consultation.

Assessment of impact on staff

There is no impact upon the reduction of staffing. Additional staffing will be required.

Assessment of impact on wider community

There is no significant negative impact on the wider community.

Analysis of impact by protected characteristics

Please summarise the results of the analysis:

To be completed upon completion of consultation.

Assess the relevance and impact of the decision to people with different characteristics Relevance = High/Low/None Impact = High/Low/Neutral.

Characteristic	Relevance	Impact
Age	High	Low
Disability	High	Low
Gender reassignment	None	Neutral
Marriage and civil partnership	None	Neutral
Pregnancy and maternity	None	Neutral
Race	None	Neutral
Religion or belief	None	Neutral
Sex	None	Neutral
Sexual orientation	None	Neutral
Other socially excluded groups (include health inequalities)	None	Neutral

Where any negative impact has been identified, please outline the measures taken to mitigate against it:

Subject to the outcome of consultation on this proposal:

- There are no current risks associated with this proposal.
- The LRC will increase the expertise amongst the staff of Tremains Primary School to accommodate the needs of other pupils who are known to demonstrate ASD traits in the absence of a formal diagnosis.

Please advise on the overall equality implications that should be considered in the final decision, considering relevance and impact:

An EIA has been conducted considering protected characteristics and any other potential impacts on minority groups. Once the consultation is complete and the results comprehensively considered, a full community impact assessment and equalities impact assessment will be provided along with the final report on the outcomes of the consultation.

Signed:

M Hatcher
Date: 10:11:21

Appendix E

Equality impact assessment (EIA) screening form

Please refer to the [guidance notes](#) when completing this form.

Proposal being screened

Proposal to establish a LRC at Tremains Primary School for a maximum of eight pupils with ASD from 1 September 2022.

Brief description of the proposal

The proposal is for a maximum of eight pupils with ASD to access the LRC from 1 September 2022. Consultees will include staff, governors, pupils and parents of the school, members of the local community and any other interested parties.

Does this policy relate to any other policies?

Additional Learning Needs and Educational Tribunal Act 2018.

What is the aim or purpose of the policy?

The Council supports the principles that, when possible, children should be educated within a mainstream school environment and as near to their home as possible.

Who is affected by this policy (e.g., staff, residents, disabled people, women only?)

Pupils with ALN, parents, existing staff members in Tremains Primary School.

Who is responsible for delivery of the policy?

Corporate Director Education and Family Support.

Is this a review of an existing policy?

No.

If this is a review or amendment of an existing policy, has anything changed since it was last reviewed?

No.

Has an EIA previously been carried out on this policy?

No.

Screening questions

1. Is this policy an important or 'large scale' function, and/or is it likely the policy will impact upon a large number of staff, residents and/or contractors

Yes.

2. Is it possible that any aspect of the policy will impact on people from different groups in different ways? (See *guidance for list of 'protected characteristics' to consider*) No for the following reasons:-

- There would be growth for pupils with a diagnosis of ASD.
- Capacity would be created for a maximum of eight pupils.

Characteristic	Yes	No	Unknown	Explanation of impact
Age	X			There will be growth for pupils with ASD to access support.
Disability	X			There will be growth for pupils with ASD.
Gender reassignment		X		Gender reassignment is not expected to be impacted by this proposal.
Pregnancy and maternity		X		Pregnancy and maternity is not expected to be impacted by this proposal.
Race		X		Race is not expected to be impacted by this proposal.
Religion/belief		X		Religion and belief are not expected to be impacted by this proposal.
Sex		X		Sex is not expected to be impacted by this proposal.
Sexual orientation		X		Sexual orientation is not expected to be impacted by this proposal.
Civil Partnerships and Marriage		x		Civil partnerships and marriage are not expected to be impacted by this proposal.

3. What is the risk that any aspect of the policy could in fact lead to discrimination or adverse effects against any group of people? (See guidance for list of protected characteristics?)

There is no risk for pupils diagnosed with ASD as there would be growth of provision in this area.

What action has been taken to mitigate this risk? [Guidance](#)

Please expand on your answer:

4. Could any aspect of the policy help BCBC to meet the main public sector duties? Bear in mind that the duty covers 9 [protected characteristics](#). [Guidance](#)

Duty	YES	NO	Unknown
Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act		X	
Advance equality of opportunity between persons who a relevant protected characteristic and persons who do not share it	X		
Foster good relations between persons who share a relevant protected characteristic and persons who do not share it	X		

Please set out fully your reasoning for the answers given to question 4 including an awareness of how your decisions are justified.

The policy enables those with a diagnosis of ASD (disability being a protected characteristic) to be taught in an English-medium mainstream school facility which could potentially create relationships between pupils that are categorised as having additional learning needs and pupils from mainstream teaching at Tremains Primary School thereby removing divisions between pupils.

5. Could any aspect of this “policy” assist Bridgend County Borough Council with its compliance with the Welsh Language Standards and the Welsh Language (Wales) Measure 2011 which are to consider: -

- The proposal is to grow ALN provision.
- The proposal offers those pupils with ASD to be educated in mainstream.

6. Are you aware of any evidence that different groups have different needs, experiences, issues and/or priorities in relation to this policy?

Yes No Unknown [\(Guidance\)](#)

No.

If 'yes', please expand:

7. Is this policy likely to impact on Community Cohesion?

No – there will be minimal change to the community as pupils with ASD will be able to attend a mainstream school.

Conclusions

8. What level of EIA priority would you give to this policy? [\(Guidance\)](#)

HIGH - full EIA within is to be undertaken.

Please explain fully the reasons for this judgement including an awareness of how your decisions are justified.

High – to ensure the policy is correctly implemented.

9. Will the timescale for EIA be affected by any other influence e.g. Committee deadline, external deadline, part of a wider review process?

[\(Guidance\)](#)

Activity	Date
Consultation period where we welcome your views and observations on the proposal*.	6 January 2022-17 February 2022
Report to Cabinet on the outcomes of the consultation.	8 March 2022
Publish Consultation Report on BCBC website, hard copies available on request.	22 March 2022
If agreed by the Cabinet of Bridgend County Borough Council, a Public Notice will be published and there will be a period of 28 days in which to submit any objections to the proposal in writing.	5 April 2022
End of Public Notice period. If there are no objections Cabinet can immediately decide whether to proceed or not. If there are any objections, an Objections Report will be published and	2 May 2022

forwarded to Cabinet for their consideration and subsequent determination.	
Potential implementation.	1 September 2022

10. Who will carry out the full EIA?

Education and Family Support Directorate – Group Manager and / or Corporate Director.

EIA screening completed by: Michelle Hatcher

Date: 10.11:21

Appendix F

WELL-BEING OF FUTURE GENERATIONS (WALES) ACT 2015 ASSESSMENT

<ul style="list-style-type: none"> Project Description (key aims): <p>Proposal to establish a LRC for a maximum of eight pupils with ASD at Tremains Primary School.</p>	
Section 1 Complete the table below to assess how well you have applied the 5 ways of working.	
Long-term (The importance of balancing short term needs with the need to safeguard the ability to also meet long term needs)	1. How does your project / activity balance short-term need with the long-term and planning for the future? There is a need for an ASD LRC which will then afford the pupils the opportunity to be educated in a mainstream school. There will be a graduated intake into the LRC to ensure that there is provision in BCBC. Additional places are required to meet the demand of the increase in the diagnosis of pupils with ASD.
Prevention (How acting to prevent problems occurring or getting worse may help public bodies meet their objectives)	2. How does your project / activity put resources into preventing problems occurring or getting worse? The opening of the ASD LRC will result in increased resource at primary level as part of the graduated response as stated in the ALN Code of Practice. Ultimately pupils will be prevented from being placed out-of-authority.
Integration (Considering how the public body's well-being objectives may impact	3. How does your project / activity deliver economic, social, environmental & cultural outcomes together? An ASD LRC is key in ensuring that pupils with a diagnosis of having access to mainstream education experiences with their peers and also have an opportunity to integrate into mainstream where possible.

upon each of the wellbeing goals, on their 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 meet its well-being objectives)	4. How does your project / activity involve working together with partners (internal and external) to deliver well-being objectives?	
	Excellent collaboration between the local authority with schools that have LRCs. The Learner Support Service provides on-going support; advice and guidance to all schools.	
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)	5. How does your project / activity involve stakeholders with an interest in achieving the well-being goals? How do those stakeholders reflect the diversity of the area?	
	A range of stakeholders are involved with a pupil placed in an ASD LRC ensuring that the individual needs of the pupil are met.	
Section 2 Assess how well your project / activity will result in multiple benefits for our communities and contribute to the national well-being goals (use Appendix 1 to help you).		
Description of the Well-being goals	How will your project / activity deliver benefits to our communities	Is there any way to maximise the benefits or minimise any negative impacts to our

	under the national well-being goals?	communities (and the contribution to the national well-being goals)?
<p>A prosperous Wales</p> <p>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.</p>	<p>The ASD LRC affords the opportunity for pupils with a diagnosis of ASD to gain necessary skills at an early stage.</p>	<p>The impact on local communities will be monitored</p>
<p>A resilient Wales</p> <p>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).</p>	<p>The ASD LRC is proposed to open in a newly built school.</p>	<p>The impact on local communities will be monitored</p>
<p>A healthier Wales</p> <p>A society in which people's physical and mental well-being is maximised and in which choices and behaviours</p>	<p>The individual needs of the pupils are met within the ASD LRC.</p>	<p>The impact on local communities will be monitored</p>

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).	The individual needs of the pupils are met within the ASD LRC	The impact on local communities will be monitored
A Wales of cohesive communities Attractive, viable, safe and well-connected communities.	The opening of the ASD LRC in a mainstream school affords the community to be better connected.	The impact on local communities will be monitored
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.	The ASD LRC in a mainstream school affords the pupils to be part of the community experiencing these things.	The impact on local communities will be monitored
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 ASD LRC affords the opportunity for pupils to thrive locally and beyond.	The impact on local communities will be monitored

Section 3 **Will your project / activity affect people or groups of people with protected characteristics? Explain what will be done to maximise any positive impacts or minimise any negative impacts**

Protected characteristics	Will your project / activity have any positive impacts on those with a protected characteristic?	Will your project / activity have any negative impacts on those with a protected characteristic?	Is there any way to maximise any positive impacts or minimise any negative impacts?
Age:	Yes	No	The development of the LRC will be monitored
Gender reassignment:	No	No	The development of the LRC will be monitored
Marriage or civil partnership:	No	No	The development of the LRC will be monitored
Pregnancy or maternity:	No	No	The development of the LRC will be monitored
Race:	No	No	The development of the LRC will be monitored
Religion or Belief:	No	No	The development of the LRC will be monitored
Sex:	No	No	The development of the LRC will be monitored
Welsh Language:	Yes	No	The development of the LRC will be monitored

Section 4 Identify decision meeting for Project/activity e.g. Cabinet, Council or delegated decision taken by Executive Members and/or Chief Officers

Compiling Officers Name:	Michelle Hatcher
Compiling Officers Job Title:	Group Manager Learner Support
Date completed:	10 November 2021

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

14 DECEMBER 2021

REPORT OF THE CHIEF OFFICER – LEGAL AND REGULATORY SERVICES, HR AND CORPORATE POLICY

GAMBLING ACT 2005 STATEMENT OF LICENSING PRINCIPLES 2022-2025

1. Purpose of report

- 1.1 The purpose of this report is to ask Cabinet to endorse the publication of the Council's Statement of Licensing Principles for the next triennial period 2022 to 2025, and to forward to Council for approval and publication in accordance with the regulations.

2. Connection to corporate well-being objectives/other corporate priorities

- 2.1 This proposal is a regulatory function which is required to effectively discharge the functions of the authority under the Gambling Act 2005 and as such has no link to the corporate well-being objectives.

3. Background

- 3.1 The Gambling Commission is the unified regulator for gambling in Great Britain and it is responsible for granting operating and personal licences for commercial gambling operators. However, the responsibility for licensing land based premises, as well as functions in relation to issuing permits and registrations, rests with local authorities. The Gambling Commission issues statutory Guidance on the manner in which local authorities are to exercise their functions under the Gambling Act 2005.
- 3.2 The Council, as a licensing authority, must publish, on a three year basis, a Statement of Licensing Principles governing the policy, regulation and decision making process relating to gambling premises. A formal consultation must be undertaken before a new statement is published.
- 3.3 This report outlines the response to the consultation and makes recommendations for revisions to the Statement of Licensing Policy, the approval of which is a Council function. The proposed amendments are shown highlighted in red within the document in **Appendix A**. The review has taken into account the unprecedented impact of the Coronavirus pandemic on businesses which provide gambling facilities.
- 3.4 The Council as a licensing authority carries out a number of regulatory functions including to:
- licence premises for gambling activities (betting shops, bingo, adult gaming centres)

- grant permits for gaming and gaming machines in clubs and miners' welfare institutes
- regulate gaming and gaming machines in alcohol-licensed premises
- grant permits to family entertainment centres (FECs) for the use of certain lower stake gaming machines
- consider occasional use notices for betting at tracks
- register small societies' lotteries.

3.5 The Act sets out three licensing objectives which are central to regulating gambling. These are:

- preventing gambling from being a source of crime or disorder, being associated with crime or disorder, or being used to support crime
- ensuring that gambling is conducted in a fair and open way
- protecting children and other vulnerable persons from being harmed or exploited by gambling.

3.6 The authority cannot take into account other considerations such as moral or ethical objections to gambling. In addition, the Council has no powers to regulate remote or online gambling and cannot therefore adopt policy guidelines in respect of online gambling via the internet, telephone or television.

3.7 The Council's primary obligation under Section 153 (1) of the Gambling Act 2005 is to permit the use of premises for gambling insofar as it thinks that to do so is:

- a) In accordance with relevant codes of practice issued by the Gambling Commission;
- b) In accordance with guidance issued by the Commission;
- c) Reasonably consistent with the licensing objectives; and
- d) In accordance with the Licensing Authority Statement of Policy subject to a) to c) above:

The Guidance also emphasises that in seeking to encourage consistency across licensing areas, the Commission does not seek to fetter the discretion that authorities have under the Act to make decisions which reflect local circumstances.

4. Current situation/proposal

4.1 In normal circumstances, it would be possible to review trends and issues which may inform future policy development. However, the period 2020-2021 has seen unprecedented measures in place with gambling premises subject to lockdown. In addition, in December 2020 the Minister for Sport, Tourism and Heritage announced a Review of the Gambling Act 2005 Terms of Reference and Call for Evidence which overlaps with the current three-year review process.

4.2 The tri-ennial review of the Statement of Licensing Principles must still be undertaken, but in the light of the impact of the pandemic on premises, the absence of the

reporting of local trends, and the impending review, it was felt that a more balanced review could be undertaken in 2022 to assess the impact on businesses and whether any policy changes are necessary. The approach was set out in the consultation document and a copy of the draft Statement of Principles is attached at **Appendix A**.

- 4.3 The consultation was published on the Council's website between 6 August 2021 and 10 September 2021 and notice given to:
- Responsible authorities including police, safeguarding and community safety
 - Trade representatives
 - Problem Gambling Organisations
 - Bridgend County Borough Council Members
 - Town and Community Councils
- 4.4 A response was received from Gosschalks Solicitors who act for The Betting and Gaming Council (BGC), which was created in 2019 as the new standards body for the UK's regulated betting and gaming industry. This includes betting shops, online betting and gaming businesses, bingo and casinos. Gosschalks response outlines that the mission of the BGC is to champion industry standards in betting and gaming to ensure an enjoyable, fair and safe betting and gaming experience for all of its members' customers. A copy of the response is attached at **Appendix B**.
- 4.5 The response seeks one amendment which relates to redundant terminology which is no longer used within the Gambling Commission's statutory guidance to local authorities:

"Considerations specific to the draft statement of principles 2022 - 2025

On behalf of the BGC, we welcome the acknowledgment that the Council has received no evidence of new trends or concerns in the land based market it regulates, that there has been no increase in problem gambling rates and in the circumstances, the Council proposed not to change its policy.

The policy as drafted is light-touch and the only alteration that we suggest is to paragraph 2.3 and 2.3.1. The heading to paragraph 2.3 is "Primary Gambling Activity and Definition of Premises" and in paragraph 2.3.1 there is a reference to "Primary Gambling Activity". This is a term no longer used by the Gambling Commission and does not now appear in the guidance to licensing authorities. In the circumstances, we suggest that these references are amended.

Conclusion

On behalf of the BGC, we thank you for the opportunity to comment on your draft statement of principles and hope that these comments above are useful."

- 4.6 As this is a redundant term, it is recommended that paragraphs 2.3 and 2.3.1 are amended and the draft Statement of Licensing Principles has been updated accordingly.
- 4.7 No other responses were received from statutory consultees or via the website consultation.

5. Effect upon policy framework and procedure rules

- 5.1 The report content has no direct effect upon the Policy framework and procedure rules.

6. Equality Act 2010 implications

- 6.1 The protected characteristics identified within the Equality Act, Socio-economic Duty and the impact on the use of the Welsh Language have been considered in the preparation of this report. As a public body in Wales the Council must consider the impact of strategic decisions, such as the development or the review of policies, strategies, services and functions. This report relates to a regulatory function, therefore it is not necessary to carry out an Equality Impact assessment in the production of this report. It is considered that there will be no significant or unacceptable equality impacts as a result of this report.

7. Well-being of Future Generations (Wales) Act 2015 implications

- 7.1 The well-being goals identified in the Act were considered in the preparation of this report. It is considered that there will be no significant or unacceptable impacts upon the achievement of well-being goals/objectives as a result of this report.

8. Financial implications

- 8.1 There are no financial implications arising from the report.

9. Recommendation(s)

- 9.1 Cabinet is recommended to endorse that the Statement of Licensing Principles, incorporating the amendments highlighted within Appendix A together with the additional amendment in 4.6 above, is forwarded to Council for approval and publication in accordance with the regulations.

Kelly Watson

Chief Officer – Legal and Regulatory Services, HR and Corporate Policy

December 2021

Contact officer: Yvonne Witchell
Team Manager Licensing

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Angel Street
Bridgend CF31 4WB

Background documents: None

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GAMBLING ACT 2005: BRIDGEND COUNTY BOROUGH COUNCIL



STATEMENT OF PRINCIPLES

2022-2025

This document is also available in Welsh
Other formats available on request.

Version

Date comes into effect:

References in red relate to proposed additions to the document or typographical amendments

PREFACE

Gambling and betting are regulated by the Gambling Commission, whose duties include the licensing of operators and individuals involved in providing gambling and betting facilities. Bridgend County Borough Council, in its role as a licensing authority has a duty under the Act, to licence premises where gambling takes place and to licence certain other activities, including the registration of small society lotteries.

This document sets out how the licensing authority intends to approach this task. It should be noted that this policy statement will not override the right of any person to make an application, to make representations about an application, or to apply for a review of a licence. Every matter will be considered on its merits and according to the statutory requirements of the Gambling Act 2005.

The Gambling Act 2005 sets out how gambling in Great Britain is regulated. It came fully into force in September 2007, and covers arcades, betting, bingo, casinos, gaming machines, society lotteries, and remote gambling (including online gambling). However, the Council, as the licensing authority, is only responsible for the administration and enforcement of gambling premises and has no jurisdiction over online forms of bingo, betting or other online games or platforms. The 2005 Act also created and set the functions and objectives of the Gambling Commission as the principal regulator in the United Kingdom.

The Council must review its Statement of Principles in respect of gambling at least every three years. Since the last review the main legislative change has been to cut the maximum stake on B2 gaming machines in betting shops from £100 to £2.

In December 2020 the Minister for Sport, Tourism and Heritage announced a Review of the Gambling Act 2005 Terms of Reference and Call for Evidence which overlaps with the current three year review process.

The background papers indicate that the Review will be led by Ministers at the Department for Digital, Culture, Media & Sport, with engagement from across government, the Gambling Commission, the industry, health and charitable sector, those with lived experience of gambling harm, and other stakeholders.

After the initial 16 week call for evidence, the government will assess the evidence presented, alongside other data, with the aim of setting out conclusions and any proposals for reform in a white paper in 2022.

The period 2020 to 2021 has also been unprecedented in terms of the Coronavirus pandemic, where gambling premises have been closed for periods of time during lockdowns. The UK government's assessment as part of the review notes that the gross gambling yield (GGY - amount staked minus winnings paid out) for online gambling in Great Britain grew 18% in real terms between

2015/16 and 2018/19.

Much of this growth was channel shift from land based gambling (the market overall grew just 4% in that period) and in September 2019 the GGY generated by remote gambling overtook that of land based gambling for the first time (excluding lotteries).

Since the last local review, the Council has received no evidence of new trends or concerns in the land based market it regulates. The Government review highlights that the steady industry growth and shift to online have seen neither a marked increase in overall gambling participation, nor an increase in population problem gambling rates.

That being the case, it is proposed that the Council undertake a statutory consultation to renew its Statement of Principles with no changes in policy, and for a further review to be undertaken once the Governments White Paper and timetable for any reform is available.

CONTACT DETAILS

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licensing@bridgend.gov.uk

Telephone: 01656 643643
Website: www.bridgend.gov.uk

The licensing authority has made every effort to ensure accuracy of this document and any typographic errors should be drawn to our attention. Any information contained within is not intended to be a substitute for independent legal advice. Should you have any comments or feedback once this Statement is published please send them to the above address.

Other websites of interest:

www.gamblingcommission.gov.uk
www.gamcare.org.uk

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1.0 INTRODUCTORY SECTION

1.1 The Licensing Objectives

A fundamental principle of this Statement is that in carrying out its functions the Bridgend County Borough Council licensing authority (“the licensing authority”) will perform its functions in accordance with the three licensing objectives set out in the Gambling Act 2005 (“the Act”).

- Preventing gambling from being a source of crime or disorder, being associated with crime or disorder or being used to support crime.
- Ensuring that gambling is conducted in a fair and open way; and
- Protecting children and other vulnerable persons from being harmed or exploited by gambling.

This licensing authority will aim to permit the use of premises for gambling so far as it is satisfied that the application is:

- a. in accordance with any relevant code of practice issued by the Gambling Commission under Section 24 of the Act;
- b. in accordance with any relevant Guidance issued by the Gambling Commission under Section 25 of the Act (referred to within this document as “the Guidance”);
- c. reasonably consistent with the licensing objectives subject to a. and b. above ; and
- d. in accordance with the authority’s Statement of Licensing Policy published under Section 349 of the Act subject to a. to c. above.

- 1.2 This Statement will not override the right of any person to make an application, make representations about an application or apply for a review of a licence, as each will be considered on its own merits and according to the statutory requirements of the Gambling Act 2005.

Summary of matters dealt with in this Statement

The regulatory functions for which the licensing authority is responsible are:

- Licensing of premises for gambling activities
- Consideration of notices given for the temporary use of premises for gambling
- Granting of permits for gaming and gaming machines in clubs and miners’ welfare institutes
- Granting of permits to family entertainment centres (FEC) for the use of certain lower stake gaming machines
- Granting of permits for prize gaming
- Consideration of occasional use notices for betting at tracks

- Registration of small societies' lotteries.
- Premises Licence Reviews
- Information provision to the Gambling Commission
- Maintenance of statutory registers

1.3 This Statement relates to all those licensable premises, notices, permits and registrations identified as falling within the provisions of the Act, which include:-

- Casinos;
- Bingo Premises;
- Betting Premises;
- Tracks;
- Adult Gaming Centres;
- Family Entertainment Centres (FEC's);
- Unlicensed FEC gaming machine permits
- Club Gaming and Club Machine Permits;
- Prize Gaming and Prize Gaming Permits;
- Temporary and Occasional Use Notices;
- Registration of small society lotteries;
- Notifications from alcohol licensed premises for the use of two or less gaming machines;
- Provisional Statements.

It should be noted that local licensing authorities are not involved in licensing remote gambling, and this activity is regulated by the Gambling Commission through Operator Licences.

1.4 Geographical area under which the Bridgend County Borough Council licensing authority will exercise functions under the Gambling Act 2005

With its Bristol Channel coastline and mix of urban and rural communities, the County Borough lies at the geographical heart of South Wales and has a population of about 147,539*. Its land area of 28,500 hectares stretches 20km from east to west and occupies the Llynfi, Garw and Ogmore valleys. The largest town is Bridgend (pop: 58380****), followed by Maesteg (pop: 20,612 **) and the seaside resort of Porthcawl (pop: 15,813***).

* https://www.citypopulation.de/en/uk/admin/wales/W06000013__bridgend/

**<http://www.maestegcouncil.org/about-maesteg/>

***<http://citypopulation.info>

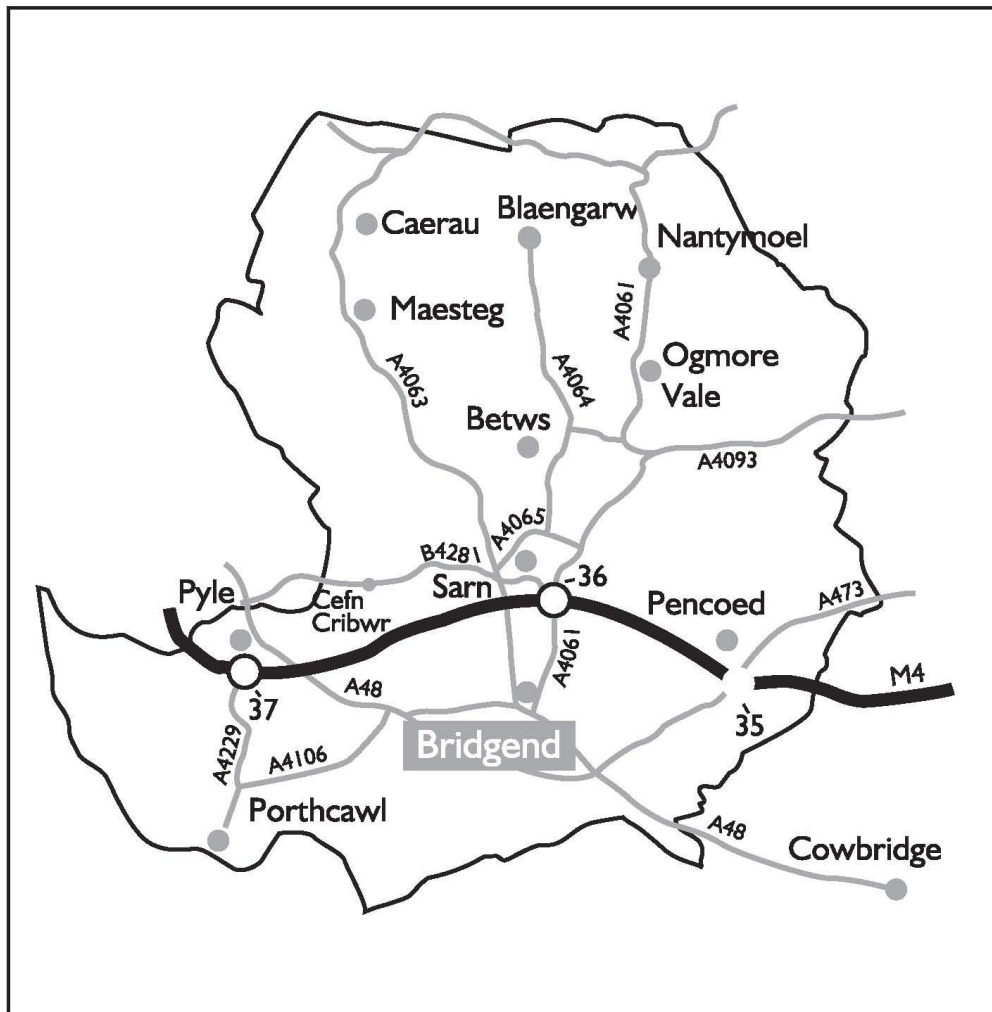
****<http://citypopulation.info>

The Council's corporate and strategic themes will vary during the course of the validity of this Statement. Details of the current corporate themes and strategies can be accessed here:

<https://www.bridgend.gov.uk/my-council/council-priorities-and-performance/>

The geographical area to which this policy applies is:

BRIDGEND COUNTY BOROUGH



BRIDGEND COUNTY BOROUGH COUNCIL
CIVIC OFFICES, ANGEL STREET, BRIDGEND, CF31 4WB.
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Licence Number 100023405, 2006).

BSRD/BRZ

The authority has undertaken a local analysis of the gambling profile of Bridgend County Borough Council.

Premises/Permit Type	Number of premises 2018	Number of premises 2021	Comments
Betting	17	12	18+
Bingo	2	2	18+
Adult Gaming Centre	6	6	18+
Family Entertainment Centre	4	3	Mixed access with 18+ segregated area
Registered Members Club	26	18	
Licensed Premises	9	2	Licensed premises with more than 2 machines
Licensed Premises	83	66	Automatic entitlement for two machines
Family Entertainment centre (permit)	12	5	Typically Seaside venues –all age access Porthcawl is a seaside location and a number of the arcades referred to are located in this area. All ages can access these venues
Total Number of premises where gambling available	159	114	

There were 120 local groups and societies registered to conduct lotteries for fundraising purposes, which has decreased to @68.

The authority does not maintain statistics on the impact of gambling on the locality. Attention is drawn however, to the Annual Report of the Chief Medical Officer for Wales which has highlighted the call for further research on the impact of gambling on health. Whilst there is no specific detail or policy impact on the 2021 consultation, stakeholders should be aware of this local development in Wales. The report is available at:

<http://gov.wales/docs/phhs/publications/cmo-report2017en.pdf>

Following the statutory consultation, there are no significant trends emerging to warrant any significant policy changes for the period 2022-2025.

1.6 Designation of the body competent to advise on protecting children and other vulnerable persons from being harmed or exploited by gambling (Section 157)

The licensing authority will consider the following principles when designating the body competent to advise on protecting children and other vulnerable persons from being harmed or exploited by gambling:

- The need for the body to be responsible for an area covering the whole of the licensing authority's area,
- The need for the body to be answerable to democratically elected persons, rather than any particular vested interest group.

Having regard to the Commission's Guidance, the authority designates the Bridgend Children's Directorate, Safeguarding and Family Support as the most appropriate body to carry out this function.

1.7 How the Council will determine who qualifies as an Interested Party

Interested Parties can make representations to the licensing authority about licensing applications, or apply for a review of an existing licence. An interested party is someone who:

- Lives sufficiently close to the premises and is likely to be affected by the authorised activities or
- Has business interests that might be affected by the authorised activities or
- Represents persons in either category above

When exercising the powers under section 158 of the Act to determine whether a person is an interested party in relation to a premises licence, or an application for a premises licence, the licensing authority will follow the Guidance to Licensing Authorities issued by the Gambling Commission (hereafter referred to in this document as "the Guidance" and comprising all subsequent amendments). It will consider whether a person is an interested party with regard to a particular premises on a case by case basis, judging each on its merits and no rigid rule will be applied in the decision making process.

The principles which may be applied in each case are:

- The size and nature of the premises
- The distance of the premises from the person making the representations
- The potential impact of the premises (number of customers, routes likely to be taken by those visiting the establishment)
- The circumstances of the person(s) making the representations. (These are not the personal circumstances of the complainant but the interests of the complainant which may be relevant to the distance from the premises).

In determining whether a person has a business interest that could be affected, the licensing authority may take into account, amongst other things,

- The size of the premises
- The “catchment area” of the premises (how far people travel to visit the premises)
- Whether the person making the representation has business interests in this “catchment area” that might be affected

The authority considers that the following groups come within the category of those who could represent persons living close to the premises, or have business interests that may be affected by it as:

- Trade associations
- Residents’ and Tenants’ associations
- Charities
- Faith Groups
- Medical Practices
- School Head or Governor
- Community Group

The licensing authority will consider persons who are democratically elected as interested parties for example Councillors, AM’s and MP’s or Town, Community or Parish Councillors.

Other than these however, this authority will generally require written evidence that a person/body (e.g. an advocate / relative) ‘represents’ someone who either lives sufficiently close to the premises to be likely to be affected by the authorised activities and/or has business interests that might be affected by the authorised activities.

If individuals wish to approach Councillors to ask them to represent their views, care should be taken that the Councillors are not part of the Licensing Committee dealing with the licence application. If there are any doubts then the party should contact Licensing and Registration Section for information.

All parties are reminded that representations must relate to the licensing objectives. If an interested party has difficulty in making representations, they should contact the Licensing Section for advice.

Due consideration will be given to all relevant representations unless they are considered to be frivolous, vexatious or repetitious. The principles which will be applied in the decision making process are likely to be:

- Who is making the representation and whether there is a history of making representations that are not relevant
- Whether the representation relates to the licensing objectives
- Whether the representation is specific to the premises that are subject to the application

Any such decision will be made objectively and not on the basis of any political judgement. Where a representation is rejected a written statement of reasons will be issued.

In the absence of any regulations or statutory provision representations should ideally:

- Indicate the name and address of the person or organisation making the representation
- Indicate the premises to which the representation relates
- Indicate the proximity of the premise to the person making the representation
- Set out the reasons for making the representation
- Advise the licensing authority if any special assistance is required in submitting or making the representation in writing or orally
- Electronic submission of representations is deemed to be equal to written submission

1.8 Representations

Persons making representations should be aware that full disclosure of representations will be made available to applicants and published as part of Council reports to allow for transparency and negotiation between parties. In the event of a hearing, all representations will form part of a public report unless the person making the representations can satisfy the Council that there is a compelling reason not to do so.

Interested parties and responsible authorities are reminded that the Act does not include the prevention of public nuisance as a licensing objective. This is dealt with under separate legislation. The only representations that are likely to be relevant are those that relate to the licensing objectives, or which raise

issues set out in this policy, the Guidance or Gambling Commission Codes of practice.

1.9 Responsible Authorities

The responsible authorities for this licensing authority are:

<p>Licensing Department Community Safety Partnership Bridgend Police Station Brackla Street Bridgend CF31 1BZ</p> <p>Phone: 01656 679507</p> <p>Adran Twydded Partneriaeth Diogelwch yn y Gymuned Gorsdaf Heddlu Pen-y-bont Stryd Bracla Pen-y-bont CF31 1BZ</p> <p>Ffôn: 01656 679507</p>	
<p>Licensing Bridgend County Borough Council Civic Offices Angel Street Bridgend CF31 4WB</p> <p>Phone: 01656 643643</p> <p>Trwyddedu Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr Y Swyddfeydd Dinesig Stryd yr Angel Pen-y-bont ar Ogwr. CF31 4WB</p> <p>Ffôn: 01656 643643</p> <p>licensing@bridgend.gov.uk</p>	<p>Development Group Communities Directorate Bridgend County Borough Council Civic Offices, Angel Street Bridgend CF31 4WB</p> <p>Phone: 01656 643643</p> <p>Y Grwp Datblygu Y Gyfarwyddiaeth Gymunedau Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr Y Swyddfeydd Dinesig, Stryd yr Angel Pen-y-bont ar Ogwr CF31 4WB</p> <p>Ffôn: 01656 643643</p> <p>planning@bridgend.gov.uk</p>

<p>Bridgend County Borough Council Children's Directorate Safeguarding and Family Support Civic Offices, Angel Street, Bridgend CF31 4WB</p>	<p>Health and Safety Executive Government Buildings Phase 1 Ty Glas Llanishen Cardiff, CF14 5SH</p> <p>Health and Safety Executive Government Buildings Rhan 1, Adeiladau'r Llywodraeth, Tŷ Glas, Llanishen, Caerdydd CF14 5SH</p>
<p>South Wales Fire & Rescue Service Forest View Business Park Llantrisant CF72 8LX</p> <p>Phone:01443 232000</p> <p>Gwasanaeth Tân ac Achub De Cymru Parc Busnes Fforest View Llantrisant CF72 8LX</p> <p>Ffôn: 01443 232000</p>	<p>The Gambling Commission Victoria Square House Victoria Square BIRMINGHAM B2 4BP</p>

<p>H. M. Revenue & Customs Ty Nant 180 High Street SWANSEA SA1 5AP</p> <p>Her Majesty's Commissioners of Customs and Excise, Government Buildings Ty Glas Llanishen Cardiff. CF14 5FP 029 2032 5003</p>	
<p>Shared Regulatory Services Bridgend County Borough Council Civic Offices Angel Street Bridgend CF31 4WB</p> <p>https://www.srs.wales/en/Contact-Us.aspx</p> <p>Phone: 0300 123 6696</p> <p>Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr Y Swyddfeydd Dinesig Stryd yr Angel Pen-y-bont ar Ogwr. CF31 4WB</p> <p>https://www.srs.wales/cy/Contact-Us.aspx</p> <p>Ffôn: 0300 123 6696</p>	

Please note that the addresses of these bodies may change from time to time and you are advised to contact the Licensing Section before submitting an application.

1.10 Information Exchange and Responsible Authorities

In fulfilling its functions and obligations under the Act the Council will exchange relevant information with other regulatory bodies or responsible authorities and will establish separate protocols with these bodies where applicable. In exchanging such information, the Council will comply with the requirements of

data protection, freedom of information, existing Council policies and any Guidance issued by the Gambling Commission. Section 29 of the Act places an obligation on the authority to comply with the Gambling Commission's information requests and the Gambling Commission's website sets out the information exchange protocols in place.

1.11 Regulation and Instituting Criminal Proceedings

In exercising the functions under Part 15 of the Act with respect to the inspection of premises and the powers under section 346 of the Act to institute criminal proceedings in respect of the offences specified in that section, the licensing authority will ensure compliance with the terms of premises licences and other permissions which it authorises.

The main enforcement and compliance role for this authority will be in respect of premises and other permissions for which it has responsibility. The Gambling Commission will be the enforcement body for operating and personal licences and concerns about manufacture, supply or repair of gaming machines will be notified to the Gambling Commission.

The principles for regulation will be informed by the Gambling Commission's Guidance and will endeavour to be in accordance with the principles of better regulation.

The principles to be followed are that regulators and regulation should be:

- Proportionate, appropriate to the risk posed, accountable, consistent and transparent.

This licensing authority will adopt a risk-based inspection programme of premises; the following criteria are to be used in determining the level of risk in respect of premises.

Use of licensed premises for the sale and distribution of drugs and the laundering of the proceeds of drugs crimes;

Use of licensed premises for the sale and distribution of illegal firearms;

Use of licensed premises for prostitution or the sale of unlawful pornography;

Use of licensed premises as a base for organised criminal activity;

Use of licensed premises for the organisation of racist, homophobic or sexual abuse or attacks;

Use of licensed premises for the sale of smuggled tobacco or goods;

The use of licensed premises for the sale of stolen goods.

Where children and/or vulnerable persons are put at risk.

The licensing authority will investigate complaints against licensed premises in relation to matters relating to the licensing objectives for which it has responsibility. In the first instance, complainants are encouraged to raise the complaint directly with the licensee or business concerned to seek a local resolution.

Where any party has made valid representations about licensed premises, or a valid application for a licence to be reviewed, the licensing authority is minded to support conciliation meetings to address and clarify the issues of concern. This process will not override the right of any party to ask that the licensing authority consider their valid objections, or for any licence holder or applicant to decline to participate in a conciliation meeting.

The authority recognises that certain operators have a number of premises within its area. In order to ensure that any compliance issues are recognised and resolved at the earliest opportunity, the authority requests that operators provide a single named point of contact who should be a senior individual within the organisation, and whom the authority will endeavour to contact first should any compliance issues arise.

The Council will take account of the guidance issued by the Gambling Commission and any subsequent amendments, in respect of making test purchases at gambling premises and will also have regard to its own policies and procedures regarding the use of underage test purchasers.

.12 Integration with existing legislation and local and national strategies

The licensing authority will follow the Guidance issued by the Gambling Commission when determining applications and will not take into account irrelevant matters, i.e. those not related to gambling objectives. In the unlikely event that the licensing authority perceives a conflict between a provision of a Gambling Commission code of practice or the statutory guidance issued by the Commission, and the authority's policy statement, the Gambling Commission's codes and Guidance will take precedence.

The licensing authority will have regard to the Guidance in respect of the relationship between planning permission, building regulations and the granting of premises licences

1.13 The Statement of Licensing Principles will be reviewed in accordance with the provisions of the Act and will serve as a basis for determining licence applications.

1.14 Following consideration of the consultation responses, the Statement was approved at a meeting of Council held on **/**/**** and comes into effect on **/**/2022 A copy is available at www.bridgend.gov.uk.

A copy is also available free of charge from the Licensing Section and in other formats on request.

1.15 A list of persons whom the authority has consulted in preparing the statement.

The Council consulted with the following bodies before adopting the Statement:

The Chief Constable: South Wales Police
The Chief Fire Officer: South Wales Fire & Rescue Service
Council Safeguarding and Partnership leads
Town and Community Councils
Local Health Board
Community Safety Partnership members
H. M. Revenue & Customs
Association of British Bookmakers (ABB)
BACTA
British Assoc. of Leisure Parks, Piers & Attractions Ltd.
GAMCARE
The Gambling Commission
Sample of existing licensees
Licensee representatives who have previously expressed a wish to be notified of consultations
Public consultation also took place via the authority's website between 6/8/2021 and 10/9/2021.

1.16 Casinos

This licensing authority has not passed a 'no casino' resolution under Section 166 of the Gambling Act 2005, but is aware that it has the power to do so. Should this licensing authority decide in the future to pass such a resolution, it will update this policy statement with details of that resolution. Any such decision will be made by the full Council. Should the Council pass such a resolution, this licensing authority will consider applications in line with the guidance issued by the Gambling Commission.

1.17 Declaration

In producing the final Statement, the licensing authority has had regard to the licensing objectives of the Gambling Act 2005, the guidance issued by the Gambling Commission, and responses from those consulted on the Statement. The authority has also had regard to its responsibilities under Section 17 of the Crime and Disorder Act 1998 and the Human Rights Act 1998 (Articles 1, 6, 8 and 10), and legislation to eliminate unlawful discrimination and inequality.

The Council recognizes its diverse responsibilities under equality legislation and will monitor impact of these statutory duties through its various corporate equality schemes and impact assessments. The Statement of Licensing Principles is not intended to duplicate existing legislation and regulatory regimes which already place obligations on employees and operators of gambling establishments.

When discharging its functions, the licensing authority will have regard to the different considerations between the objectives set out in the Licensing Act 2003 and the Gambling Act 2005. When deciding whether or not to grant a licence, the licensing authority will not have regard to the expected demand or need for gambling premises that are the subject of the application.

The Guidance to Local Authorities issued by the Gambling Commission may be revised from time to time and references to criteria etc. set out in this statement are to be construed as referring to the current edition of the Guidance.

2.0 CONSIDERATION OF APPLICATIONS

2.1 Nothing in this Statement will:

Undermine the rights of any person to apply under the Act for a variety of permissions and have the application considered on its individual merits, or

Override the right of any person to make representations on any application or seek a review of a licence or permit where they are permitted to do so under the Act, or

Preclude each case being decided on its merits taking into account the measures proposed by an applicant to address the gambling licensing objectives.

2.2 The licensing authority's primary obligation under section 153(1) of the Act is to permit the use of premises in so far as it thinks that to do so is:

- a. in accordance with relevant codes of practice issued by the Commission
- b. in accordance with guidance issued by the Commission
- c. reasonably consistent with the licensing objectives (subject to (a) and (b) above),

and
- d. in accordance with the Licensing Authority Statement of Policy published by the authority (subject to (a) to (c) above).

2.3 Definition of Premises

2.3.1 In considering applications and undertaking its regulatory role the licensing authority will apply the principles and tests set out in the Guidance in respect of the following matters:

- The definition of a "premises" in the Statutory Guidance

- Multi-purpose sites and multiple licences for a building
- Division of premises and access between premises

Full details are contained in the current Guidance and the licensing authority will have regard to any future revisions of these definitions. The authority will therefore consider these and other relevant factors in making its decision, depending on all the circumstances of the case.

2.3.2 This authority will have regard to the Commission's Guidance in respect of the relationship between planning permission, building regulations and granting of a premises licence.

2.3.3 The licensing authority will be mindful that operators can apply for a premises licence in respect of premises which have still to be constructed or altered and will determine any such application on its merits. The authority will adopt the process of assessment advocated by the Commission in its Guidance. It will also consider imposing an effective date of commencement of the licence or a condition stating when a licence will come into effect, as the case may be, to ensure that premises are constructed in accordance with plans. The authority will consider a physical inspection as an appropriate means of ensuring compliance with any condition imposed.

2.4 Location of premises

2.4.1 This licensing authority will follow the Commission's guidance that demand issues cannot be considered with regard to the location of premises but that considerations in terms of the licensing objectives can. This authority will pay particular attention to the protection of children and vulnerable persons from being harmed or exploited by gambling as well as issues of crime and disorder.

2.4.2 When determining applications or reviews the authority will determine each application on its merits and if an applicant can show how risks to the licensing objectives can be mitigated, the licensing authority will take this into account in its decision making.

2.4.3 The licensing authority will give sympathetic consideration to the re-siting of premises within the same locality subject to any representations which highlight a likely negative impact on the licensing objectives.

2.4.4 The licensing authority recommends applicants to consider adopting the British Amusement Catering Trade Association's (BACTA) voluntary codes of practice relating to social responsibility, good practice, training initiatives and age of entry control policies.

2.4.5 The licensing authority recommends that applicants consider BACTA and GamCare codes of policy regarding site self-exclusion to support those persons who have difficulty controlling their gambling.

2.5 Vessels and vehicles

2.5.1 The Act permits premises licences to be granted for passenger vessels. Separate application forms are prescribed for vessels under the Premises Licences and Provisional Statements Regulations. This authority adopts the definition of vessels and vehicles set out in the Act and the criteria set out in the Guidance when considering structures which are an extension of the land, including a pier or a bridge which are to be considered as premises under the Act and all other matters relating to vessels and the waters over which it has jurisdiction to act.

2.5.2 The Act allows pleasure boats to apply for premises licences and the Guidance set out by the Gambling Commission in this and all other matters relating to vessels.

2.6 Preventing gambling from being a source of crime or disorder, being associated with crime or disorder, or being used to support crime

2.6.1 The licensing authority will pay due regard to the proposed location of gambling premises in terms of this licensing objective and to the distinctions between serious crime, disorder and nuisance. The licensing authority will only grant a licence application if it is satisfied that crime prevention has been adequately addressed.

2.6.2 Thus, where an area has known high levels of organised crime this authority will consider carefully whether gambling premises are suitable to be located there and whether conditions may be appropriate such as the provision of door supervisors. The licensing authority will not address issues of nuisance which can be addressed by other relevant legislation or general nuisance issues e.g. parking or anti-social behaviour.

2.6.3 Applicants are encouraged to discuss the crime prevention procedures in their premises with the South Wales Police before making a formal application.

2.6.4 In considering licence applications, the licensing authority will particularly take into account the following:

- The design and layout of the premises;
- The training given to staff in crime prevention measures appropriate to those premises;
- Physical security features installed in the premises. This may include matters such as the position of cash registers or the standard of CCTV that is installed;
- Where premises are subject to age-restrictions, the procedures in place to conduct age verification checks;
- The likelihood of any violence, public order or policing problem if the licence is granted.

This list is not exhaustive and applicants may propose other measures which will address this licensing objective. Applicants for a premises licence will first

need to obtain an operating licence issued by the Gambling Commission. As a result the licensing authority will not be primarily concerned with the suitability of an applicant, but where those concerns do arise, the licensing authority will bring these to the attention of the Gambling Commission.

2.7 Ensuring that gambling is conducted in a fair and open way

2.7.1 The Gambling Commission does not generally expect licensing authorities to become concerned with ensuring that gambling is conducted in a fair and open way; this will be addressed via operating and personal licences save with regard to tracks, which is explained in more detail below. The authority will, as required, advise the Commission if there is evidence that this objective is not being met.

2.8 Protecting children and other vulnerable persons from being harmed or exploited by gambling

2.8.1 This authority will have regard to the intention of the Gambling Act that, with limited exceptions, children and young persons should not be permitted to gamble and should be prevented from entering those gambling premises which are adult-only environments. The objective refers to children from being harmed or exploited by gambling. This means preventing them from taking part in gambling and for there to be restrictions on advertising so that gambling products are not aimed at children or advertised in such a way that makes them particularly attractive to children, (excepting Category D gaming machines).

The LCCP Codes prescribe how operators must prevent children from using age restricted gaming or gambling activities particularly where gaming machines are licensed. The authority will take all conditions and codes into account when considering applications or undertaking compliance and enforcement activities

2.8.2 Having due regard to the measures set out in the application, and to any relevant representations, the licensing authority may therefore consider whether specific measures are required at particular premises, with regard to this licensing objective. Appropriate measures may include supervision of entrances/machines, segregation of areas, training, and siting of ATM's (cash machines).

2.8.4 As regards the term "vulnerable persons" it is noted that the Gambling Commission does not seek to offer a definition but sets out for regulatory purposes a number of vulnerable groups to may not be able to make informed or balanced decisions about gambling. This licensing authority will consider whether any special considerations apply to this licensing objective on a case by case basis balanced against the objective to aim to permit the use of premises for gambling.

2.9 Considerations relating conditions to be attached to Premises Licences

2.9.1 The licensing authority acknowledges that mandatory conditions are set by the Secretary of State with the intention that no further regulation in relation to

that matter is required. Therefore it is considered extremely unlikely that the authority will need to impose individual conditions imposing a more restrictive regime in relation to matters that have already been dealt with by mandatory conditions. The licensing authority will only consider imposing conditions where there is evidence of regulatory concerns of an exceptional nature and any additional licence conditions will be evidence based and relate to the licensing objectives.

2.9.2 In addition to any default conditions that may be prescribed by regulation, any conditions attached to licences by the licensing authority will be proportionate and will be:

- relevant to the need to make the proposed building suitable as a gambling facility;
- directly related to the premises and the type of licence applied for;
- fairly and reasonably related to the scale and type of premises; and,
- reasonable in all other respects.

2.9.3 This licensing authority will also expect the licence applicant to offer his/her own suggestions as to the way in which the licensing objectives can be met effectively.

2.9.4 This licensing authority take particular care in assessing applications for multiple premises licences for a building in accordance with the Gambling Commission's Guidance.

2.10 Door Supervisors

2.10.1 Where the authority exercises its discretion to impose a premises licence condition to require entrances to the premises to be controlled by a door supervisor, that person is required to be licensed under the Private Security Industries Act 2001 (PSIA). Each case will be judged on its merits within the overarching Guidance relating to imposing conditions above any Mandatory Conditions.

3.0 PRINCIPLES GOVERNING THE CONSIDERATION OF SPECIFIC CLASSES OF PREMISES OR PERMIT

3.1 In addition to the general principles to be applied when considering applications, the following issues may be considered in appropriate circumstances in respect of the following specific classes of permit or premises.

The Licence Conditions and Code of Practice (LCCP) issued by the Gambling Commission places further onus on premises to complete a risk assessment based on the Social Responsibility code. The authority will have regard to this code when considering applications. Operators may access this information via the Gambling Commission website at www.gamblingcommission.gov.uk

Risk Assessments

The Gambling Commission and social responsibility code within the LCCP requires gambling operators to assess the local risks to the licensing objectives posed by the provision of gambling facilities at each of their premises, and to have policies, procedures and control measures to mitigate those risks. These local risk assessments are specific to the potential harm that gambling may have on one or more of the licensing objectives. They should be specific to the premises, the local area and the community and the licensing authority therefore expects the applicant to have a good understanding of the area in which they either operate, or intend to operate.

It is a mandatory requirement that risk assessments are carried out:

- When there are significant changes in local circumstances
- When there are significant changes at a licensee's premises that may affect their mitigation of local risks
- When applying for the grant or variation of a premises licence

This is not an exhaustive or prescriptive list, but matters that risk assessment may include are:

- The area in which the premises is located/to be located
- Staff training in intervention when a customer shows signs of excessive gambling
- Location and coverage of CCTV cameras and how the system is operated and monitored
- The layout of the premises to allow staff to have an unobstructed view of persons using the premises
- Staff numbers including the supervisory and monitoring arrangements when staff are absent from the licensed area by reason of dealing with customers
- Arrangements for monitoring and dealing with underage persons and vulnerable persons, which may include dedicated trained personnel, leaflets, posters etc.
- Information held by the licensee regarding self-exclusions and incidences of underage gambling
- Arrangements for localized exchange of information regarding self-exclusions and gaming trends
- Setting, including proximity to schools, youth centres, leisure centres, other gambling outlets, refreshment and entertainment type facilities, parks and playgrounds
- Known problems in the area involving young persons such as problems arising from anti-social behavior
- The risk assessment should include an assessment of the impact of any promotional material likely to encourage the use of the premises by children who are not allowed to access the premises.

- The licensing authority considers it best practice for a copy of the local risk assessment to be retained on the premises.

Appropriate Licence Environment

Where gambling facilities are provided at premises as a supplementary activity to the main purpose of the premises e.g. at motorway service areas and shopping malls, the authority will expect the gambling area to be clearly defined to ensure that customers are fully aware that they are making a choice to enter into the gambling premises, and that the premises is adequately supervised at all times.

3.2 Adult Gaming Centres

This licensing authority will specifically have regard to the need to protect children and vulnerable persons from harm or being exploited by gambling and will expect the applicant to satisfy the authority that there will be sufficient measures to ensure that under 18 year olds do not have access to the premises. This licensing authority will expect applicants to offer their own measures to meet the licensing objectives, however appropriate measures may cover issues such as:

- Proof of age schemes
- CCTV
- Supervision of entrances / machine areas
- Physical separation of areas
- The display of sources of help for persons with a gambling problem in prominent areas, and in more discreet areas to afford anonymity.
- Self-barring and self-exclusion schemes
- Gaming odds to be clearly displayed on machines
- ATM or other cash machines to be separate from gaming machines

This list is not mandatory, nor exhaustive, and is merely indicative of example measures.

3.3 (Licensed) Family Entertainment Centres

This licensing authority will specifically have regard to the need to protect children and vulnerable persons from harm or being exploited by gambling and will expect the applicant to satisfy the authority, for example, that there will be sufficient measures to ensure that under 18 year olds do not have access to the adult only gaming machine areas.

This licensing authority will expect applicants to offer their own measures to comply with the licensing objectives and mandatory conditions; however appropriate measures may cover issues such as:

- CCTV
- Supervision of entrances / machine areas
- Physical separation of areas
- Location of entry

- Notices / signage
- Specific opening hours
- Self-barring and self-exclusion schemes
- Provision of information leaflets / helpline numbers for organisations such as GamCare
- Measures / training for staff on how to deal with suspected truant school children on the premises.
- Gaming odds to be clearly displayed on machines
- ATM or other cash machines to be separate from gaming machines

This list is not mandatory, nor exhaustive, and is merely indicative of example measures.

3.4 Bingo premises

Bingo is not given a statutory definition in the Act and the licensing authority will have regard to the commonly understood terms of cash bingo and prize bingo laid down in the Guidance.

This licensing authority will have regard to the Gambling Commission's Guidance and Mandatory Conditions relating to the admission of children to premises licensed for bingo.

3.5 Betting premises

Children and young persons will not be able to enter premises with a betting premises licence although special rules will apply to tracks. The licensing authority intends to follow the Commission's Guidance in respect of off course betting and premises licences.

3.6 Tracks

3.6.1 This licensing authority adopts the Guidance set out by the Gambling Commission in terms of definitions of tracks and the grant of premises licences. It will especially consider the impact upon the third licensing objective (i.e. the protection of children and vulnerable persons from being harmed or exploited by gambling).

3.6.2 This authority will therefore expect the premises licence applicant to demonstrate suitable measures to ensure that children do not have access to adult only gaming facilities.

3.6.3 This licensing authority will expect applicants to offer their own measures to meet the licensing objectives; however appropriate measures may cover issues such as:

- Proof of age schemes
- CCTV
- Supervision of entrances / machine areas
- Physical separation of areas

- Location of entry
- Notices / signage
- Specific opening hours
- Self-barring and self-exclusion schemes
- Provision of information leaflets / helpline numbers for organisations such as GamCare
- Gaming odds to be clearly displayed on machines
- ATM or other cash machines to be separate from gaming machines

This list is not mandatory, nor exhaustive, and is merely indicative of example measures.

3.6.4 Plans should make clear what is being sought for authorization under the track betting premises licence and what, if any, other areas are to be subject to a separate application for a different type of premises licence. Plans need not be to a particular scale but should be sufficiently detailed to comply with regulations and enable the licensing authority to make an informed judgement about whether the premises are fit for gambling. The authority will have regard to the specific Guidance issued in respect tracks including defining the outer perimeter of a track and the location of betting areas

3.7 Travelling Fairs

3.7.1 The licensing authority adopts the Commission's Guidance on this matter.

3.8 Conditions and avoiding duplication with other legislation

3.8.1 A range of general legislation governing health and safety, disability and race discrimination, employment law and fire safety is already imposed on the owners of gambling premises. The licensing authority will strive not to duplicate existing regulatory regimes.

3.9 Consideration of Provisional Statements

3.9.1 Section 204 of the Act provides for a person to make an application to the licensing authority for a provisional statement in respect of premises that he or she:

- expects to be constructed
- expects to be altered
- expects to acquire a right to occupy.

The Guidance states that a licence to use premises for gambling should only be issued in relation to a premises that the licensing authority can be satisfied are going to be ready to be used for gambling in the reasonably near future. If the construction of the premises is not yet complete or if they need alteration, or if the applicant does not yet have a right to occupy them, then an application for a provisional statement should be submitted.

The authority will follow the Gambling Commission guidance in respect of the two stage process for determining an application.

3.9.2 Applicants for premises licences must fulfil certain criteria. They must hold or have applied for an operating licence from the Commission (except in the case of a track), and they must have the right to occupy the premises in respect of which their premises licence application is made. However, these restrictions do not apply in relation to an application for a provisional statement. The licensing authority will not speculate on or otherwise take into account the likelihood of an operating licence being granted in its consideration of the application for a provisional statement.

3.9.3 The authority may refuse the premises licence (or grant it on terms different to those attached to the provisional statement) only by reference to matters:

- which could not have been raised by way of representations at the provisional licence stage,
- which, in the authority's opinion, reflect a change in the operator's circumstances,
- where the premises has not been constructed in accordance with the plan and information submitted with the provisional statement application.

3.9.4 This must be a substantial change to the plan and licensing authorities will discuss any concerns they have with the applicant before making a decision.

3.9.5 The licensing authority will not have regard to whether or not a proposal by the applicant is likely to be permitted in accordance with planning or building law.

3.9.6 In terms of representations about premises licence applications, following the grant of a provisional statement, no further representations from relevant authorities or interested parties will be taken into account unless they concern matters which could not have been addressed at the provisional statement stage, or they reflect a change in the applicant's circumstances

4.0 Reviews

4.1 A premises licence may be reviewed by the licensing authority of its own volition or following the receipt of an application for a review. Reviews will be normally be delegated to a Licensing Sub-Committee for determination.

4.2 Consideration of applications for review will be made on the basis of whether the request for the review is relevant to the matters listed below (subject to proviso that each case will be dealt with on merit). Due regard will be given as to whether the request is frivolous, vexatious or repetitious. Representations which may trigger the review process will involve serious crime and may therefore include:

- Use of licensed premises for the sale and distribution of drugs and the laundering of the proceeds of drugs crimes;

- Use of licensed premises for the sale and distribution of illegal firearms;
- Use of licensed premises for prostitution or the sale of unlawful pornography;
- Use of licensed premises as a base for organised criminal activity;
- Use of licensed premises for the organisation of racist, homophobic or sexual abuse or attacks;
- Use of licensed premises for the sale of smuggled tobacco or goods;
- The use of licensed premises for the sale of stolen goods;
- Children and/or vulnerable persons are being put at risk.

4.3 In addition, due consideration will be given to the following;

- the grounds are irrelevant;
- the grounds will not cause the Licensing Authority to revoke or suspend a licence or to remove, amend or attach conditions on the Premises Licence;
- the grounds are substantially the same as the grounds cited in a previous application relating to the same premises; or
- the grounds are substantially the same as representations made at the time the application for a Premises Licence was considered.

5.0 PERMITS / TEMPORARY & OCCASIONAL USE NOTICES

5.1 Unlicensed Family Entertainment Centre gaming machine permits

5.1.1 The licensing authority does not intend to publish a separate statement of principles for considering applicant suitability for applications for FEC permits under paragraph 7 of Schedule 10 to the Act and, for ease of reference, includes this as part of this policy document.

5.1.2 Application for a permit can only be made by a person who occupies or plans to occupy the premises to be used as an unlicensed FEC and, if the applicant is an individual, he or she must be aged 18 or over. Applications for a permit cannot be made if a premises licence is in effect for the same premises.

5.1.3 Where a premises does not hold a premises licence but wishes to provide gaming machines, it may apply to the licensing authority for this permit. It should be noted that the applicant must show that the premises will be wholly or mainly used for making gaming machines available for use (Section 238 of the Gambling Act 2005).

5.1.4 The licensing authority adopts the Gambling Commission's Guidance for local authorities in respect of these permits, giving particular weight to child protection issues.

5.1.5 An application for a permit is likely to be granted only if the licensing authority is satisfied that the premises will be used as an unlicensed FEC and the applicant can demonstrate:

- a full understanding of the maximum stakes and prizes of the gambling that is permissible in unlicensed FECs;
- that he or she has no relevant convictions (those that are set out in Schedule 7 of the Act; and
- that staff are trained to have a full understanding of the maximum stakes and prizes;

5.1.6 The licensing authority will have regard to membership of any trade association which has included training and guidance to operators.

5.1.7 This licensing authority will expect the applicant to show that there are policies and procedures in place to protect children from harm. Harm in this context is not limited to harm from gambling but includes wider child protection considerations.

- The efficiency of such policies and procedures will each be considered on their merits, however, they may include:
- staff training as regards suspected truant school children on the premises;
- measures and or training covering how staff would deal with unsupervised very young children being on the premises, or children causing perceived problems on / around the premises.
- It should be noted that a licensing authority cannot attach conditions to this type of permit.

5.2 (Alcohol) Licensed premises gaming machine permits

5.2.1 The licensing authority will adopt the Gambling Commission statutory guidance in relation to notifications and permits in alcohol licensed premises. There is provision in the Act for premises licensed to sell alcohol for consumption on the premises, to an automatic entitlement to have 2 gaming machines, of categories C and/or D. The premises merely needs to notify the licensing authority of their intention to make gaming machines available for use.

The licensing authority will consider making an Order under Section 284 of the Act if it is satisfied that:

- provision of the machines is not reasonably consistent with the pursuit of the licensing objectives;

- gaming has taken place on the premises that breaches a condition of section 282 of the Gambling Act.
- the premises are mainly used for gaming; or
- an offence under the Gambling Act has been committed on the premises.

5.2.2 If a premises wishes to have more than two machines, then it needs to apply for a permit and the licensing authority will consider that application based upon the licensing objectives, any guidance issued by the Gambling Commission, and such matters as they think relevant. This licensing authority considers that “such matters” will be decided on a case by case basis but generally there will be regard to:

- the need to protect children and vulnerable persons from harm or being exploited by gambling
- whether the applicant can satisfy the authority that there will be sufficient measures to ensure that under 18 year olds do not have access to the adult only gaming machines.

Measures which will satisfy the authority that there will be no access may include:

- the adult machines being in sight of the bar, or in the sight of staff who will monitor that the machines are not being used by those under 18
- Appropriate notices and signage

5.2.3 As regards the protection of vulnerable persons applicants may wish to consider the provision of information leaflets / helpline numbers for organisations such as GamCare.

5.2.4 It is recognised that some alcohol licensed premises may apply for a premises licence for their non-alcohol licensed areas. Any such application would most likely need to be applied for, and dealt with as an Adult Gaming Centre premises licence.

5.2.5 It should be noted that the licensing authority may decide to grant the application with a smaller number of machines and/or a different category of machines than that applied for.

5.2.6 It should also be noted that the holder of a permit must comply with any Code of Practice issued by the Gambling Commission about the location and operation of the machine.

5.3 Prize Gaming Permits

5.3.1 The licensing authority does not intend to publish a separate statement of principles for considering applicant suitability for applications for prize gaming permits under paragraph 8 of Schedule 14 to the Act and, for ease of reference, includes this as part of this policy document.

5.3.2 This licensing authority will expect that, when making an application for a prize gaming permit, the applicant should set out the types of gaming that he or she is intending to offer and be able to demonstrate:

- that they understand the limits of stakes and prizes that are set out in Regulations and
- that the gaming offered is within the law.
- Clear policies are available which outline the steps to be taken to protect children from harm

5.3.3 In making its decision on an application for this permit the licensing authority may have regard to the licensing objectives, the Gambling Commission guidance and relevant representations from the South Wales Police. This will include representations about the suitability of an applicant in terms of relevant convictions, the location of the premises in relation to disorder and child protection issues.

5.3.4 It should be noted that there are conditions in the Gambling Act 2005 with which the permit holder must comply, but that the licensing authority cannot attach conditions. The conditions in the Act are:

- the limits on participation fees, as set out in regulations, must be complied with;
- all chances to participate in the gaming must be allocated on the premises on which the gaming is taking place and on one day; the game must be played and completed on the day the chances are allocated; and the result of the game must be made public in the premises on the day that it is played;
- the prize for which the game is played must not exceed the amount set out in regulations (if a money prize), or the prescribed value (if non-monetary prize); and
- participation in the gaming must not entitle the player to take part in any other gambling.

5.4 Club Gaming and Club Machines Permits

5.4.1 The licensing authority will have regard to and follow the Commission's Guidance in respect of the grant of Club Gaming and Club Machines Permits

5.4.2 There is also a 'fast-track' procedure available under the Act for premises which hold a Club Premises Certificate under the Licensing Act 2003 (Schedule 12 paragraph 10). The licensing authority will follow the Gambling Commission's

Guidance that the grounds on which an application under the process may be refused are:

- that the club is established primarily for gaming, other than gaming prescribed under schedule 12;
- that in addition to the prescribed gaming, the applicant provides facilities for other gaming; or
- that a club gaming permit or club machine permit issued to the applicant in the last ten years has been cancelled.

5.5 Temporary Use Notices

5.5.1 Part 9 of the Act sets out the position in relation to temporary use notices.

These allow the use of premises for gambling where there is no premises licence but where a gambling operator wishes to use the premises temporarily for providing facilities for gambling.

5.5.2 The licensing authority will have regard to the Guidance regarding the examples of premises that might be suitable for a temporary use notice which include hotels, conference centres and sporting venues.

5.5.3 The meaning of 'premises' in Part 8 of the Act will be a question of fact in the particular circumstances of each notice that is given. The licensing authority will examine, amongst other things, the ownership/occupation and control of the premises and will follow the criteria set out in the Guidance when assessing applications where it appears that the effect of notices would be to permit regular gambling in a place that could be described as one set of premises.

5.5.4 When considering whether to give notice of objection, the licensing authority will have regard to the licensing objectives and if they consider that the gambling should not take place, or only with modifications, they will give a notice of objection to the person who gave the temporary use notice.

5.5.5 The principles that the authority will apply in issuing a counter-notice will be the same as those in determining premises licence applications. In particular, the licensing authority is aware of the Guidance that it should aim to permit the provision of facilities for gambling under a temporary use notice subject to its view as to whether to do so accords with a Commission code, the Guidance, or its Statement of Policy and is reasonably consistent with the licensing objectives.

5.5.6 The licensing authority will have particular regard to whether the effect of Temporary Use Notices is to permit regular gambling in a place that could be described as one set of premises. Factors such as ownership, occupation and control of the premises will be considered when deciding whether to object to a Temporary Use Notice.

5.6 Occasional Use Notices

5.6.1 Section 39 of the Act provides that where there is betting on a track on eight days or less in a calendar year, betting may be permitted by an occasional use notice without the need for a full premises licence. The licensing authority is mindful that the meaning of 'track' in the Act covers not just horse racecourses or dog tracks, but also any other premises on any part of which a race or other sporting event takes place, or is intended to take place (section 353(1)). This means that land which has a number of uses, one of which fulfils the definition of track, can qualify for the occasional use notice provisions (for example agricultural land upon which a point-to-point meeting takes place). Land used temporarily as a track can qualify, provided races or sporting events take place or will take place there. The track need not be a permanent fixture.

5.6.2 The licensing authority has very little discretion as regards these notices aside from ensuring that the statutory limit of 8 days in a calendar year is not exceeded. This licensing authority will though consider the definition of a 'track' and whether the applicant is permitted to avail him/herself of the notice.

5.7 Small Society Lotteries

5.7.1 Applicants for registration are reminded that it is inherent in the definitions that a society must have been established for one of the permitted purposes, and that the proceeds of any lottery must be devoted to those purposes. It is not permissible to establish a society whose sole purpose is to facilitate lotteries – it must have some other purpose. The authority will apply the following tests:

- society status – the society in question must be 'non-commercial'
- lottery size – the total value of tickets to be put on sale per single lottery must be £20,000 or less, or the aggregate value of tickets to be put on sale for all their lotteries in a calendar year must not exceed £250,000. If the operator plans to exceed either of these values then they may need to be licensed with the Commission to operate large lotteries instead.

5.7.2 The authority recommends applicants and prospective applicants obtain the Commission's advisory documents relating to lotteries which are available on the Commission's website.

5.7.3 Applications for small society lottery registrations must be in the form prescribed by the Secretary of State and be accompanied by both the required registration fee and all necessary documents required by the licensing authority to assess the application accordingly.

5.7.4 The authority may ask new applicants for a copy of their terms and conditions or their constitution to establish that they are a non-commercial society. It may also require applicants to provide a declaration, stating that they represent a bona-fide non-commercial society.

5.7.5 The authority will delegate the registration of small societies to licensing officers, subject to its specific process of delegations.

5.7.6 The authority proposes to set out the following grounds for licensing for refusing a small society lottery registration application:

- An operating licence held by the applicant for registration has been revoked or
- an application for an operating licence made by the applicant for registration has been refused, within the past five years, or
- The society in question cannot be deemed non-commercial. Each case will be determined on its merits but an applicant may be required applicants to provide a statement with their application form declaring that they represented a bona-fide non-commercial society, and identifying how the purpose of the society could be established. In some circumstances further supporting information will be sought.
- A person who will or may be connected with the promotion of the lottery has been convicted of a relevant offence. The licensing authority may require an applicant to provide an additional statement declaring that they have no relevant convictions that would prevent them from running lotteries.
- Information provided in or with the application for registration is found to be false or misleading.

5.7.7 The licensing authority will only refuse an application for registration after the society has had the opportunity to make representations. These will normally be considered at a formal hearing. The licensing authority will inform the society of the reasons why it is minded to refuse registration and provide it with at least an outline of the evidence on which it has reached that preliminary conclusion in order to enable representations to be made. Representations and objections that may result after such a decision will be handled in the same way that the authority would handle representations relating to other licensing matters. A copy of these procedures will be provided with the initial correspondence.

5.7.8 The licensing authority may determine to revoke the registration of a society if it thinks that they would have had to, or would be entitled to, refuse an application for registration if it were being made at that time.

5.7.9 Revocations will not take place unless the society has been given an opportunity to make representations at a hearing or via correspondence. In preparation for this, the authority will inform the society of the reasons why it is minded to revoke the registration and provide them with the terms of the evidence on which it has reached that preliminary conclusion.

6.0 DECISION MAKING AND DELEGATION OF FUNCTIONS

- 6.1 Appreciating the need to provide a speedy, efficient and cost-effective service to all parties involved in the licensing process, the Licensing Committee may delegate certain decisions and functions and has established Sub-Committees to deal with them. Functions which are purely administrative in nature and non-contentious applications will be delegated to Council Officers.
- 6.2 A Licensing Sub-Committee of three Councillors will sit to hear applications where representations have been received from interested parties and responsible authorities. Ward Councillors will not sit on a panel involving an application within their ward.
- 6.3 Where a Councillor who is a member of the Licensing Committee is making or has made representations regarding a licence on behalf of an interested party, in the interests of good governance they will disqualify themselves from any involvement in the decision-making process.
- 6.4 The Licensing Committee will also sit to determine general licensing matters that have been delegated to it by the full Council that are not associated with the Gambling Act 2005.
- 6.5 The Licensing Sub-Committee will also refer to the Licensing Committee any matter it is unable to deal with because of the number of its members who are unable to take part in the consideration or discussion of any matter or vote on any question with respect to it.
- 6.6 The Licensing Committee will refer to the full Council any matter it is unable to deal with because of the number of its members who are unable to take part in the consideration or discussion of any matter or vote on any question with respect to it.
- 6.7 Every determination of a licensing decision by the Licensing Committee or Sub-Committee shall be accompanied with clear, cogent reasons for the decision. The decision and the reasons for that decision will be sent to the applicant and those who have made relevant representations as soon as practicable.
- 6.8 Nothing in this Statement will override the right of an applicant, responsible authority or interested party to appeal against the decision of a Licensing Sub-Committee.
- 6.9 Decisions as to whether representations are irrelevant, frivolous or vexatious will be made by Council officers, who will make the decisions on whether representations or applications for licence reviews should be referred to the Licensing Sub-Committee. Where representations are rejected, the person making that representation will be given written reasons as to why that is the case.
- 6.10 This form of delegation is without prejudice to Officers referring an application to a Sub-Committee, or a Sub-Committee to Committee, or Committee to Council, if considered appropriate in the circumstances of any particular case.

Matter	Council	Sub-Committee	OFFICERS
Three year licensing policy	X		
Policy not to permit casinos	X		
Fee Setting - when appropriate			X
Application for premises licences		Where representations have been received and not withdrawn	Where no representations received/ representations have been withdrawn
Application for a variation to a licence		Where representations have been received and not withdrawn	Where no representations received/ representations have been withdrawn
Application for a transfer of a licence		Where representations have been received from the Commission	Where no representations received from the Commission
Application for a provisional statement		Where representations have been received and not withdrawn	Where no representations received/ representations have been withdrawn
Review of a premises licence		X	
Application for club gaming /club machine permits		Where representations have been received and not withdrawn	Where no representations received/ representations have been withdrawn
Cancellation of club gaming/ club machine permits		X	
Applications for other permits			X
Cancellation of licensed premises gaming machine permits			X
Consideration of temporary use notice			X
Decision to give a counter notice to a temporary use notice		X	

Determination as to whether a person is an Interested Party			X
Determination as to whether representations are relevant			X
Determination as to whether a representation is frivolous, vexatious or repetitive			X

The above delegations relate to the overarching principles of delegation for policy issues and applications for premises licences. Other delegations may be added from time to time and will be available at www.bridgend.gov.uk in accordance with the Council's constitution and Scheme of Delegation to officers and the Commission's Guidance.

7.0 RIGHTS OF APPEAL AND JUDICIAL REVIEW

- 7.1 The avenues of appeal against decisions by a licensing authority are set out in sections 206 to 209 of the Gambling Act 2005.
- 7.2 The licensing authority will give clear and comprehensive reasons for a rejection of an application. The reasons will address the extent to which the decision has been made with regard to the Licensing Authority's Statement of Policy and the Commission's Guidance.
- 7.3 An appeal has to be commenced by the giving of a notice of appeal by the appellant to the Cardiff and the Vale Magistrates Court within a period of 21 days, beginning with the day on which the appellant is notified by the licensing authority of the decision being appealed.
- 7.4 Any party to a decision may apply for judicial review if they believe that the decision taken by the licensing authority is:
- illegal – that is beyond the powers available to the licensing authority
 - subject to procedural impropriety or unfairness – which is a failure in the process of reaching the decision, such as not observing the 'rules of natural justice'
 - irrational – where a decision is so unreasonable that no sensible person could have reached it (in effect 'perverse' or 'Wednesbury' unreasonable).

Sources used to prepare the Statement of Principles included:

The Gambling Commission Guidance available at www.gamblingcommission.gov.uk

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BY EMAIL ONLY
Licensing Section
Bridgend County Borough Council

Please ask for: Richard Taylor
Direct Tel: 01482 590216
Email: rjt@gosschalks.co.uk
Our ref: RJT / MJM / 123267.00001
#GS4064024
Your ref:
Date: 1st September 2021

Dear Sirs,

Re: Gambling Act 2005 Policy Statement Consultation

We act for the Betting and Gaming Council (BGC) and are instructed to respond on behalf of the BGC to your consultation on the review of your Gambling Act 2005 Statement of Principles.

The Betting and Gaming Council

The Betting and Gaming Council (BGC) was created in 2019 as the new standards body for the UK's regulated betting and gaming industry. This includes betting shops, online betting and gaming businesses, bingo and casinos. Its mission is to champion industry standards in betting and gaming to ensure an enjoyable, fair and safe betting and gaming experience for all of its members' customers.

BGC members support 119,000 jobs and account for £4.5 billion to the Treasury annually in tax. Recent study also showed that BGC members contributed around £7.7 billion in gross value added to the UK economy in 2019.

The gambling industry is integral to the survival of sport. Betting companies spend over £40 million a year on the English Football League (EFL) and its clubs. Horse racing, an industry estimated to be worth £3.5 billion a year to the UK economy and which generates 85,000 jobs receives over £350 million per annum through the Horse Racing Industry Levy, media rights and sponsorship. Darts and Snooker receive in excess of £10 million per annum which represents 90 % of all sponsorship revenue.

The BGC has four principal objectives. These are to –

- **create a culture of safer gambling throughout the betting and gaming sector, with particular focus on young people and those who are vulnerable**
- **ensure future changes to the regulatory regime are considered, proportionate and balanced**

- become respected as valuable, responsible and engaged members of the communities in which its members operate
- safeguard and empower the customer as the key to a thriving UK betting and gaming industry

Before we comment on your draft policy document, it is important that the backdrop against which the comments are made is established.

Betting and Gaming in the UK

Betting and gaming is an incredibly important part of the UK leisure and hospitality industry, employing over 70,000 people, including 50,000 in betting, 13,000 in casinos and 10,000 people directly employed online. The betting and gaming industry contributes £8.7 billion Gross Value Added to the UK economy & contributes £3.2 billion to HM Treasury. In addition, casinos contribute over £120 million to the tourism economy each year.

Betting and gaming is widely enjoyed in the UK. Around 30 million people participate in some sort of gambling, whether that is on the National Lottery, placing a bet in betting shops, playing in casinos or at bingo. The overwhelming majority of these people do so safely without reporting any problems.

Any consideration of gambling licensing at the local level should also be considered within the wider context.

- the overall number of betting shops is in decline. The latest Gambling Commission industry statistics show that the number of betting offices (as of March 2020) was 7681. This is reducing every year and has fallen from a figure of 9137 in March 2014. Covid 19 had a devastating effect on the betting industry. The number of betting offices in June 2020 was down to 6461.
- planning law changes introduced in April 2015 have increased the ability of licensing authorities to review applications for new premises, as all new betting shops must now apply for planning permission.
- In April 2019 a maximum stake of £2 was applied to the operation of fixed odds betting terminals
- successive prevalence surveys and health surveys tells us that problem gambling rates in the UK are stable and possibly falling.

Problem Gambling

Problem gambling rates are static or possibly falling. The reported rate of 'problem gambling' (according to either the DSM-IV or the PGSI) was 0.8% of the adult population in 2015, in 2016 it was 0.7% and in 2018 it was 0.5% of the adult population.

This is termed statistically stable but is encouraging that we might finally be seeing a reduction in problem gambling due to the raft of measures that have been put in place recently both by the

industry, the Gambling Commission and the Government – from a ban on credit cards, restrictions to VIP accounts, new age and identity verification measures and voluntary restrictions on advertising. These rates have remained broadly the same since the introduction of the Gambling Act 2005.

Whilst one problem gambler is too many, both the Government and regulator both say there is no evidence that problem gambling has increased in recent years.

During the Covid-19 period of lockdown, both the Gambling Commission and Government have acknowledged that problem gambling levels have not increased.

In June 2020, the BGC's five largest members committed to increasing the amount they spend on research, education and treatment (RET) services from 0.1 per cent to 0.25 per cent of their annual revenue in 2020, 0.5 per cent in 2021, 0.75 per cent in 2022 and 1 per cent in 2023. The five operators confirmed they will provide £100 million to GambleAware charity to improve treatment services for problem gamblers.

Rates of 'problem gambling' in the UK are low by international standards – compared to France (1.3%), Germany (1.2%), Sweden (2.2%) and Italy (1.27%).

The BGC supported the creation of the new NHS gambling treatment clinics who have promised 22 clinics, 3 of which are open now. We are pleased that the NHS have committed to work to increase the number of clinics in the UK in addition to existing serviced delivered by Gordon Moody Association and GamCare's 120 treatment centres located throughout the UK.

The BGC welcomes the Gambling Commission's National Strategy was a way of accelerating progress on responsible gambling and tackling problem gambling. Our members are fully committed to meeting this challenge and are working tirelessly to deliver new responsible gambling initiatives including technology that tackles problem gambling and supporting a statutory levy and increased funding for problem gambling clinics.

Underage participating by those aged 11-16 in any gambling activity has declined from 22% to 11% over the past decade; here, 'gambling activity' mainly relates to personal betting (e.g. playing cards with friends) and legal play of lotteries (e.g. participating with consent of parents / guardians). BGC members have a zero tolerance to those under the age of 18 attempting to use their products.

Working in partnership with local authorities

The BGC is fully committed to ensuring constructive working relationships exist between betting operators and licensing authorities, and that where problems may arise that they can be dealt with in partnership. The exchange of clear information between councils and betting operators is a key part of this and the opportunity to respond to this consultation is welcomed.

Differentiation between Licensing Act 2003 and Gambling Act 2005 applications

When considering applications for premises licences, it is important that a clear distinction is made between the regimes, processes and procedures established by Gambling Act 2005 and its

regulations and those that are usually more familiar to licensing authorities – the regimes, processes and procedures relating to Licensing Act 2003.

Whilst Licensing Act 2003 applications require applicants to specify steps to be taken to promote the licensing objectives, those steps being then converted into premises licence conditions, there is no such requirement in Gambling Act 2005 applications where the LCCP provide a comprehensive package of conditions for all types of premises licence.

It should continue to be the case that additional conditions in Gambling Act 2005 premises licence applications are only imposed in exceptional circumstances where there are clear reasons for doing so. There are already mandatory and default conditions attached to any premises licence which will ensure operation that is consistent with the licensing objectives. In the vast majority of cases, these will not need to be supplemented by additional conditions.

The LCCP require that premises operate an age verification policy. The industry operates a policy called “Think 21”. This policy is successful in preventing under-age gambling. Independent test purchasing carried out by operators and submitted to the Gambling Commission, shows that ID challenge rates are consistently around 85%.

When reviewing draft statements of principles in the past, we have seen statements of principles requiring the operation of Challenge 25. Unless there is clear evidence of a need to deviate from the industry standard then conditions requiring an alternative age verification policy should not be imposed.

The BGC is concerned that the imposition of additional licensing conditions could become commonplace if there are no clear requirements in the revised licensing policy statement as to the need for evidence. If additional licence conditions are more commonly applied this would increase variation across licensing authorities and create uncertainty amongst operators as to licensing requirements, over complicating the licensing process both for operators and local authorities

Considerations specific to the draft statement of principles 2022 - 2025

On behalf of the BGC, we welcome the acknowledgment that the Council has received no evidence of new trends or concerns in the land based market it regulates, that there has been no increase in problem gambling rates and in the circumstances, the Council proposed not to change its policy.

The policy as drafted is light-touch and the only alteration that we suggest is to paragraph 2.3 and 2.3.1. The heading to paragraph 2.3 is “Primary Gambling Activity and Definition of Premises” and in paragraph 2.3.1 there is a reference to “Primary Gambling Activity”. This is a term no longer used by the Gambling Commission and does not now appear in the guidance to licensing authorities. In the circumstances, we suggest that these references are amended.

Conclusion

On behalf of the BGC, we thank you for the opportunity to comment on your draft statement of principles and hope that these comments above are useful.

The BGC will work with you to ensure that its members' operation of its premises will operate in accordance with the licensing objectives.

Yours faithfully,



GOSSCHALKS LLP

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of the Local Government Act 1972.

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