Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr
Bridgend County Borough Council

Swyddfeydd Dinesig, Stryd yr Angel, Pen-y-bont, CF31 4WB / Civic Offices, Angel Street, Bridgend, CF31 4WB

Rydym yn croesawu gohebiaeth yn Gymraeg. Rhowch wybod i ni os mai Cymraeg yw eich dewis iaith.
We welcome correspondence in Welsh. Please let us know if your language choice is Welsh.

Cyfarwyddiaeth y Prif Weithredwr / Chief Executive's Directorate
Deialu uniongyrchol / Direct line /: 01656 643148 / 643694 / 643513
Gofynnwch am / Ask for: Gwasanaethau Democrataidd

Ein cyf / Our ref:
Eich cyf / Your ref:

Dyddiad/Date: Dydd Mercher, 16 Medi 2026

Annwyl Cynghorydd,

CABINET

Cynhelir Cyfarfod Cabinet Hybrid yn Ystafelloedd Pwyllgor 2/3- Swyddfeydd Dinesig, Stryd yr Angel, Pen-y-bont ar Ogwr, CF31 4WB / o bell drwy Microsoft Teams ar **Dydd Mawrth, 22 Medi 2026** am **14:30**.

AGENDA

1 Ymddiheuriadau am absenoldeb

Derbyn ymddiheuriadau am absenoldeb gan Aelodau.

2 Datganiadau o fuddiant

Derbyn datganiadau o ddiddordeb personol a rhagfarnol (os o gwbl) gan Aelodau / Swyddogion yn unol â darpariaethau'r Cod Ymddygiad Aelodau a fabwysiadwyd gan y Cyngor o 1 Medi 2008.

3 Cymeradwyaeth Cofnodion — 5 - 12

I dderbyn am gymeradwyaeth y Cofnodion cyfarfod y 21/07/2026

4 Cynllun Cyflawni Cynllun Corfforaethol ar gyfer 2026-27 — 13 - 48

5 Llywodraethu a Model Gweithredu Trawsnewid Corfforaethol — 49 - 60

6 Canllawiau Cynllunio Atodol (CCA): Cyfleusterau Addysgol a Datblygiad Preswyl — 61 - 116

7 Canllawiau Cynllunio Atodol (CCA): Rhwymedigaethau Cynllunio a Seilwaith
117 - 170

8 Canlyniad Ymgynghoriad Gorchymyn Diogelu Mannau Cyhoeddus (PSPO)
171 - 220

9 Gwasanaeth Gwastraff y Dyfodol - Diweddariad ar Gontractio Gwasanaethau Gwastraff Mewnol
221 - 226

10 Prosiect Gwella Cae 3G 2026-2027
227 - 254

11 Cynnig i Gynyddu Nifer y Dosbarthiadau Adnoddau Dysgu ym Mhen-y-bont ar Ogwr
255 - 304

12 Cymeradwyaeth i Sefydlu Corff Llywodraethol Dros Dro (Cysgodol) ar gyfer yr Ysgol Newydd yn lle Ysgol Gynradd Afon-y-felin ac Ysgol Gynradd Corneli
305 - 312

13 Cynllun Strategol y Gymraeg mewn Addysg (2022-2032)
313 - 548

14 Adroddiad Blynyddol Sylwadau a Chwynion Gwasanaethau Cymdeithasol 2025-26
549 - 634

15 Adroddiad Rheoli'r Trysorlys Chwarter 1 2026-27
635 - 658

16 Diogelu Data
659 - 710

17 Rhaglenni Gwaith Ymlaen y Cabinet, y Cyngor a'r Pwyllgorau Trosolwg a Chraffu
711 - 736

18 Materion Brys

I ystyried unrhyw eitemau o fusnes y, oherwydd amgylchiadau arbennig y cadeirydd o'r farn y dylid eu hystyried yn y cyfarfod fel mater o frys yn unol â pharagraff 2.4 (e) o'r Rheolau Trefn y Cabinet yn y Cyfansoddiad.

19 Gwahardd y Cyhoedd

Nid oedd yr eitemau canlynol yn cael eu cyhoeddi, gan fod eu bod yn cynnwys gwybodaeth eithriedig fel y'i diffinnir ym Mharagraffau 14 a 16 o Ran 4 a Pharagraff 21 o Ran 5, Atodlen 12A, Deddf Llywodraeth Leol 1972, fel y'i newidiwyd gan Orchymyn Llywodraeth Leol (Cymru) 2007 (Mynediad at Wybodaeth) (Amrywio).

Os, yn dilyn cymhwyso'r prawf budd y cyhoedd yn y Cabinet yn penderfynu yn unol â'r Ddeddf i ystyried yr eitemau hyn yn breifat, bydd y cyhoedd yn cael eu gwahardd o'r cyfarfod yn ystod ystyriaeth o'r fath.

20 Cymeradwyaeth Cofnodion wedi'u Eithrio

737 - 738

I dderbyn am gymeradwyaeth y Cofnodion gwahardd cyfarfod y 21/07/2026

Nodyn: Bydd hwn yn gyfarfod Hybrid a bydd Aelodau a Swyddogion mynychu trwy Ystafelloedd Pwyllgor 2/3, Swyddfeydd Dinesig, Stryd yr Angel, Pen-y-bont ar Ogwr / o bell Trwy Timau Microsoft. Bydd y cyfarfod cael ei recordio i'w drosglwyddo drwy wefan y Cyngor. Os oes gennych unrhyw gwestiwn am hyn, cysylltwch â cabinet_committee@bridgend.gov.uk neu ffoniwch 01656 643148 / 643694 / 643513 / 643159

Yn ddiffuant
K Watson
Prif Swyddog, Gwasanaethau Cyfreithiol a Rheoleiddio, AD a Pholisi Corfforaethol

Dosbarthiad:

Cynghorwr:
E L P Caparros
C Davies
M J Evans
J Gebbie
GC Haines
M Jones
JC Spanswick
HM Williams

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COFNOD O BENDERFYNIAD CYFARFOD O'R CABINET A GYNHALIWYD HYBRID YN SIAMBR Y CYNGOR - SWYDDFEYDD DINESIG, STRYD YR ANGEL, PEN-Y-BONT AR OGWR, CF31 4WB AR DYDD MAWRTH, 21 GORFFENNAF 2026 14:30

Presennol – O Bell

Y Cynghorydd JC Spanswick – Cadeirydd

GC Haines	C Davies	J Gebbie	E L P Caparros
M J Evans	M Jones		

Swyddogion:

Jake Morgan	Prif Weithredwr
Kelly Watson	Prif Swyddog - Gwasanaethau Cyfreithiol a Rheoleiddio, AD ac Etholiadau
Janine Nightingale	Cyfarwyddwr Corfforaethol – Cymunedau
Lindsay Harvey	Cyfarwyddwr Corfforaethol – Addysg, Blynyddoedd Cynnar a Phobl Ifanc
Claire Marchant	Cyfarwyddwr Corfforaethol - Gwasanaethau Cymdeithasol a Llesiant
Carys Lord	Cyfarwyddwr Corfforaethol – Cyllid a Thrawsnewid
Darren Jones	Rheolwr Grŵp – Gwella Ysgolion
Gayle Shenton	Pennaeth Dysgu
Michael Pitman	Swyddog Cymorth Technegol - Gwasanaethau Democrataidd
Oscar Roberts	Swyddog Gwasanaethau Democrataidd – Pwyllgorau

650. Ymddiheuriadau am absenoldeb

Y penderfyniad a wnaed	Derbyniwyd ymddiheuriadau am absenoldeb gan y Cynghorydd Hywel Williams a Martyn Jones. Ymunodd y Cynghorydd Jones â'r cyfarfod yn ystod y drafodaeth ar eitem 5.
Dyddiad gwneud y penderfyniad	21 Gorffennaf 2026

651. Datganiadau o fuddiant

Y penderfyniad a wnaed	Derbyniwyd y datganiadau buddiant canlynol:- Fe wnaeth y Cynghorydd Jane Gebbie ddatgan buddiant personol yn eitem 9 gan ei bod yn Llywodraethwr yr Awdurdod Addysg Lleol yn Ysgol Gynradd Mynydd Cynffig. Fe wnaeth y Cynghorydd Martyn Jones ddatgan buddiant personol yn eitem 6, gan ei fod yn Llywodraethwr yr Awdurdod Addysg Lleol yn Ffederasiwn Cwm Garw.
Dyddiad gwneud y penderfyniad	21 Gorffennaf 2026

652. Cymeradwyaeth Cofnodion

Y penderfyniad a wnaed	PENDERFYNWYD: Cymeradwyo cofnodion cyfarfod y Cabinet ar 24/06/2026 fel rhai gwir a chywir.
Dyddiad gwneud y penderfyniad	21 Gorffennaf 2026

653. Darparu Gwasanaethau Byw â Chymorth Cyffredinol

Y penderfyniad a wnaed	Diben yr adroddiad hwn, a gyflwynwyd gan y Dirprwy Arweinydd / Aelod y Cabinet dros y Gwasanaethau Cymdeithasol, Iechyd a Llesiant, oedd tynnu sylw at y trefniadau presennol a'r trefniadau arfaethedig yn y dyfodol ar gyfer Gwasanaethau Byw â Chymorth Cyffredinol a gomisiynwyd gan Gyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr (CBSP) a gofyn am gymeradwyaeth y Cabinet i gychwyn y tendr ar gyfer ailgomisiynu Gwasanaethau Byw â Chymorth Cyffredinol ledled Bwrdeistref Sirol Pen-y-bont ar Ogwr. Gofynnodd aelodau gwestiynau ynghylch: • A fydd modd cynnal y ffocws presennol yng ngoleuni heriau'r dyfodol? • Grantiau sy'n cefnogi ariannu o fewn y gwasanaeth. Atebwyd y cwestiynau hyn gan Gyfarwyddwr Corfforaethol y Gwasanaethau Cymdeithasol a Lles a'r Dirprwy Arweinydd / Aelod y Cabinet dros y Gwasanaethau Cymdeithasol, Iechyd a Lles.

	PENDERFYNWYD: Bod y Cabinet yn cymeradwyo ailgomisiynu 'Gwasanaeth Byw â Chymorth Cyffredinol' fel yr amlinellwyd yn yr adroddiad hwn.
Dyddiad gwneud y penderfyniad	21 Gorffennaf 2026

654. Canlyniadau Arolygiadau Estyn o Ysgolion ym Mhen-y-bont ar Ogwr o Dymor yr Haf 2025 hyd at Ddiwedd Tymor y Gwanwyn 2026

Y penderfyniad a wnaed	Diben yr adroddiad hwn, a gyflwynwyd gan Gyfarwyddwr Corfforaethol Addysg, y Blynyddoedd Cynnar a Phobl Ifanc, oedd hysbysu'r Cabinet am ganlyniadau ymweliadau arolygu craidd Estyn o dymor yr haf 2025 hyd at ddiwedd tymor y gwanwyn 2026 ar gyfer yr ysgolion canlynol (yn nhrefn dyddiadau'r arolygiadau): Ysgol y Ferch o'r Sgêr; Ysgol Gynradd Gymraeg Calon y Cymoedd; Ysgol Gynradd Llidiart; Ysgol Gynradd Tremaen; Ysgol Gynradd Llangynwyd; Ysgol Gynradd Tynyrheol; Ysgol Bryn Castell; Ysgol Cynwyd Sant; Ysgol Gynradd Penybont; ac Ysgol Gyfun Cynffig. Hefyd, hysbysodd yr adroddiad y Cabinet am ganlyniadau ymweliadau interim Estyn o dymor yr haf 2025 hyd at dymor yr haf 2026, yn ogystal â gwybodaeth am ymweliadau dilynol Estyn ag Ysgol Gynradd Blaengarw ac Ysgol Gynradd Bryncethin, a'u tynnu allan o gategorïau dilynol Estyn. Gofynnodd yr aelodau gwestiynau ynghylch: • Effaith cyfraddau arolygu uchel Estyn ar ddarpariaeth addysg. • Cynlluniau yn eu lle i gefnogi gwelliannau mewn presenoldeb ac ymgysylltiad. • Mesurau Anghenion Dysgu Ychwanegol yn un o'r ysgolion a grybwyllwyd yn yr adroddiad a manylion am ganlyniadau'r mesurau hynny. Atebwyd y cwestiynau hyn gan Gyfarwyddwr Corfforaethol Addysg, y Blynyddoedd Cynnar a Phobl Ifanc, Rheolwr Grŵp Gwella Ysgolion a Phennaeth Dysgu. Diolchodd y Cabinet a'r swyddogion oedd yn bresennol i'r Penaethiaid, yr ysgolion a'r timau a gymerodd ran yn yr adroddiad. PENDERFYNWYD: Bod y Cabinet yn nodi cynnwys yr adroddiad.

Dyddiad gwneud y penderfyniad	21 Gorffennaf 2026

655. Ffederasiwn Ysgol Gynradd Tynyrheol a Ffederasiwn Cwm Garw

Y penderfyniad a wnaed	Diben yr adroddiad hwn, a gyflwynwyd gan Gyfarwyddwr Corfforaethol Addysg, y Blynyddoedd Cynnar a Phobl Ifanc, oedd cefnogi cyrff llywodraethu Ffederasiwn Cwm Garw ac Ysgol Gynradd Tynyrheol i symud ymlaen â chynnig ar y cyd i sefydlu ffederasiwn ffurfiol, i gael ei galw yn Ffederasiwn Cwm Garw, gan ddod i rym o 1 Medi 2026. Gofynnodd yr aelodau gwestiynau ynghylch: • Dulliau eraill posibl o ddefnyddio'r model hwn. • Manteision a chostau'r model hwn. Cafodd y cwestiynau hyn eu hateb gan Gyfarwyddwr Corfforaethol Addysg, y Blynyddoedd Cynnar a Phobl Ifanc, a Rheolwr Grŵp Gwella Ysgolion. PENDERFYNWYD: Bod y Cabinet yn nodi'r cynnig oedd yn cael ei symud yn ei flaen gan y cyrff llywodraethu o dan y broses ffedereiddio statudol.
Dyddiad gwneud y penderfyniad	21 Gorffennaf 2026

656. Monitro Cyllideb 2026-27 – Rhagolwg Refeniw Chwarter 1

Y penderfyniad a wnaed	Diben yr adroddiad hwn, a gyflwynwyd gan Gyfarwyddwr Corfforaethol Cyllid a Thrawsnewid, oedd rhoi'r wybodaeth ddiweddaraf i'r Cabinet am sefyllfa ariannol refeniw'r Cyngor ar y 30ain o Fehefin 2026. Gofynnodd yr aelodau gwestiwn ynghylch y rhesymau dros gynnydd mawr mewn Gofal Cartref i Bobl Hŷn. Atebwyd y cwestiwn hwn gan Gyfarwyddwr Corfforaethol y Gwasanaethau Cymdeithasol a Llesiant. PENDERFYNWYD: Bod y Cabinet yn nodi'r sefyllfa refeniw a ragwelid ar gyfer 2026-27.

Dyddiad gwneud y penderfyniad	21 Gorffennaf 2026

657. Adroddiad Alldro Rheoli'r Trysorlys 2025-26

Y penderfyniad a wnaed	Diben yr adroddiad hwn, a gyflwynwyd gan y Gyfarwyddwr Corfforaethol Cyllid a Thrawsnewid, oedd cydymffurfio â gofyniad 'Rheoli'r Trysorlys yn y Gwasanaethau Cyhoeddus: Cod Ymarfer' (y Cod TM) Sefydliad Siartredig Cyllid Cyhoeddus a Chyfrifyddiaeth (CIPFA) i roi trosolwg ar weithgareddau'r trysorlys dros y flwyddyn ariannol flaenorol, yn ogystal ag adrodd am Ddangosyddion gwirioneddol Rheoli'r Trysorlys ar gyfer 2025-26. Gofynnodd yr aelodau gwestiynau ynghylch: • Dibynadwyedd Cyngor Bwrdeistref Pen-y-bont ar Ogwr fel buddsoddiad. • Cyfleoedd posibl i ddefnyddio buddsoddiadau pellach i wneud gwelliannau yn y Fwrdeistref Sirol. Cafodd y cwestiynau hyn eu hateb gan Gyfarwyddwr Corfforaethol Cyllid a Thrawsnewid, a gytunodd i ddarparu rhagor o wybodaeth am ddibynadwyedd buddsoddiadau CBSP y tu allan i'r cyfarfod. PENDERFYNWYD: bod y Cabinet yn gwneud y canlynol: • Nodi gweithgareddau rheoli'r trysorlys am flwyddyn ariannol 2025-26. • Nodi Dangosyddion Rheoli'r Trysorlys am y cyfnod oedd yn dod i ben ar 31 Mawrth 2026 yn erbyn y rheiny a gymeradwywyd yn Strategaeth Rheoli Trysorlys 2025-26.
Dyddiad gwneud y penderfyniad	21 Gorffennaf 2026

658. Alldro Rhaglen Gyfalaf 2025-26 a Diweddariad Chwarter 1 2026-27

Y penderfyniad a wnaed	Diben yr adroddiad hwn, a gyflwynwyd gan Aelod y Cabinet dros Gyllid a Thrawsnewid, oedd gwneud y canlynol: 1. Cydymffurfio â gofyniad 'Y Cod Darbodus ar gyfer Cyllid Cyfalaf mewn Awdurdodau Lleol' Sefydliad

	Siartredig Cyllid Cyhoeddus a Chyfrifyddiaeth (CIPFA) i adrodd am berfformiad yn erbyn pob dangosydd oedd yn edrych ymlaen fesul chwarter. 2. Rhoi'r wybodaeth ddiweddaraf i'r Cabinet am alldro'r rhaglen gyfalaf am 2025-26 (Atodiad A i'r adroddiad). 3. Rhoi'r wybodaeth ddiweddaraf i'r Cabinet ar sefyllfa'r rhaglen gyfalaf ar gyfer 2026-27 ar 30 Mehefin 2026 (Atodiad B i'r adroddiad). 4. Gofyn am gytundeb y Cabinet i ddirprwyo awdurdod i Gyfarwyddwr y Cymunedau, mewn ymgynghoriad â Phrif Swyddog y Gwasanaethau Cyfreithiol, Rheoleiddiol ac Etholiadol a Chyfarwyddwr Corfforaethol Cyllid a Thrawsnewid, mewn ymgynghoriad â'r Aelod perthnasol o'r Cabinet i gwblhau rhaglen a mecanweithiau cyflawni Cronfa'r Effaith Gymunedol. 5. Gofyn am gytundeb y Cabinet i gyflwyno adroddiad i'r Cyngor i gymeradwyo rhaglen gyfalaf ddiwygiedig ar gyfer 2026-27 i 2035-36 (Atodiad C i'r adroddiad). 6. Gofyn i'r Cabinet nodi'r Dangosyddion Darbodus gwirioneddol a Dangosyddion Eraill ar gyfer 2025-26 a'r Dangosyddion Darbodus ac Eraill a ragwelid ar gyfer 2026-27 (Atodiad D i'r adroddiad). Gofynnodd yr aelodau gwestiwn am fanylion y cronfeydd a glustnodwyd ar gyfer menter anhyfyw. Atebwyd y cwestiwn hwn gan Gyfarwyddwr Corfforaethol Cyllid a Thrawsnewid. <u>PENDERFYNWYD</u>: Bod y Cabinet yn gwneud y canlynol: 1. nodi Alldro Rhaglen Gyfalaf y Cyngor ar gyfer 2025-26 (Atodiad A i'r adroddiad). 2. nodi diweddariad Chwarter 1 Rhaglen Gyfalaf 2026-27 y Cyngor hyd at 30 Mehefin 2026 (Atodiad B i'r adroddiad). 3. cytuno i ddirprwyo awdurdod i Gyfarwyddwr y Cymunedau, mewn ymgynghoriad â Phrif Swyddog y Gwasanaethau Cyfreithiol, Rheoleiddiol ac Etholiadol a Chyfarwyddwr Corfforaethol Cyllid a Thrawsnewid, mewn ymgynghoriad â'r Aelod perthnasol o'r Cabinet i gwblhau rhaglen a

		mecanweithiau cyflawni Cronfa'r Effaith Gymunedol ar yr amod bod y Cyngor yn cymeradwyo'r gronfa i'r Rhaglen Gyfalaf. 4. cytuno y dylid cyflwyno'r Rhaglen Gyfalaf ddiwygiedig (Atodiad C i'r adroddiad) i'r Cyngor i'w chymeradwyo. 5. Nodi'r Dangosyddion Darbodus gwirioneddol a Dangosyddion Eraill ar gyfer 2025-26 a'r dangosyddion a ragwelid ar gyfer 2026-27 (Atodiad D i'r adroddiad).
Dyddiad gwneud y penderfyniad	21 Gorffennaf 2026	

659. Materion Brys

Y penderfyniad a wnaed	Dim.
Dyddiad gwneud y penderfyniad	21 Gorffennaf 2026

660. Gwahardd y Cyhoedd

Y penderfyniad a wnaed	PENDERFYNWYD:	O dan adran 100A(4) o Ddeddf Llywodraeth Leol 1972 fel y'i diwygiwyd gan Orchymyn Llywodraeth Leol (Mynediad At Wybodaeth) (Amrywio) (Cymru) 2007, bod y cyhoedd yn cael eu heithrio o'r cyfarfod yn ystod ystyriaeth o'r eitem ganlynol o fusnes gan fod yr adroddiad yn cynnwys gwybodaeth wedi'i heithrio fel y'i diffinnir ym mharagraff 12 o ran 4 a pharagraff 21 o ran 5 o Atodlen 12A o'r Ddeddf. Ar ôl cymhwyso'r prawf lles y cyhoedd, penderfynwyd, yn unol â darpariaethau'r Ddeddf y cyfeirir ati uchod, i ystyried yr eitem a oedd wedi'i dan grybwyll yn breifat, gyda'r cyhoedd yn cael eu heithrio o'r cyfarfod, gan y byddai'n golygu datgelu gwybodaeth iddynt sydd wedi'i eithrio fel y nodwyd uchod.

Dyddiad gwneud y penderfyniad	21 Gorffennaf 2026

661. Partneriaeth Byw'n Iach – Model Asiantaeth

Y penderfyniad a wnaed	Roedd y penderfyniad hwn wedi'i eithrio.
Dyddiad gwneud y penderfyniad	21 Gorffennaf 2026

I arsylwi dadl bellach a gynhaliwyd ar yr eitemau uchod, cliciwch ar y ddolen hon.

Terfynwyd y cyfarfod yn 15:32

Meeting of:	**CABINET**
Date of Meeting:	**22 SEPTEMBER 2026**
Report Title:	**CORPORATE PLAN DELIVERY PLAN FOR 2026-27**
Report Owner: Responsible Chief Officer / Cabinet Member	**CHIEF EXECUTIVE** **CABINET MEMBER FOR CORPORATE SERVICES**
Responsible Officer:	**STACEY FORDE** **HEAD OF PERFORMANCE AND WORKFORCE CULTURAL CHANGE**
Policy Framework and Procedure Rules:	**Council priorities in the Corporate Plan Delivery Plan (CPDP) inform Service Plans which form part of the Policy Framework. The Performance Framework forms part of the Policy Framework.**
Executive Summary:	**This report presents the CPDP 2026-27.** **CPDP 2026-27 reflects a transitional year; one that seeks to deliver BAU, whilst offering an incremental level of refocus and rationalisation of Corporate Performance measures (Phase 1).** **More strategically, from September 2026, the efforts, deployment and optimisation of Corporate Performance resources will be prioritized for the design and delivery of Phase 2, of the BCBC Corporate Performance improvement approach. Of note, Phase 2 is 'redesign'; offering a step-change from the existing framework, shifting from 'Reporting' to 'Actionable Insights and Intelligence'.** **The proposed, transitional CPDP 2026-27:** • **Builds on recommendations set out by the Panel Performance Assessment (PPA) 2025.** • **Provides a balanced approach in meeting the aims of the Corporate Plan 2023-28, whilst transitioning and paving the way for new ways of working and transformational developments for 2027 and beyond.** • **Offers a suite of refreshed and rationalised performance goals (Appendix 1)** • **Comprises of 23 Aims; underpinned by 58 Commitments and 53 Performance Indicators (PIs).**

	• **Achieves a 11.90% rationalisation in the number of Corporate Commitments and PIs from 126 (2025-26) to 111 (2026-27).**

1. Purpose of Report

1.1 This report presents the updated Corporate Plan and Corporate Plan Delivery Plan (CPDP) for 2026-27.

2. Background

2.1 Bridgend County Borough Council (BCBC) has a high-level five-year Corporate Plan 2023-28. In 2023, Council approved introduction of supporting, annual 'Corporate Plan Delivery Plans' (CPDPs).

2.2 CPDPs are designed to support and set out the specific aims, commitments and performance indicators, used to measure and assess how the Corporate Plan priorities are being met.

2.3 In addition to the CPDP introduction; in September 2025, the Council completed its first Panel Performance Assessment (PPA), as coordinated by the Welsh Local Government Association (WGLA).

2.4 The PPA concluded that BCBC is a well-performing authority. The PPA also highlighted the need and opportunities for Transformation, along with other changes to ensure long-term sustainability. Regarding the specific function of 'Corporate Performance and Governance', the PPA findings included:

'Overall, the Council demonstrates strong governance arrangements and systems, with a robust performance management framework already in place. The organisation's engagement with Trade Unions is effective, supporting positive relationships that contribute to a collaborative environment. Furthermore, the existing scrutiny arrangements are well-regarded by the majority of Members, highlighting their value overseeing the Council's work'.

'Performance Management: Although a good framework is in place, it needs to be more deeply embedded across the Council to ensure consistent ownership and accountability for performance goals'.

3. Current situation / proposal

3.1 The BCBC Corporate Performance function is currently subject to an outline, two-phase improvement approach:

Phase 1 – Refocus and rationalisation (transitional year)	**January 2026 – September 2026.**
• Self-Evaluation meetings held with key service areas to better understand performance and opportunities for improved delivery and reporting. • Engagement with services areas to produce a smaller, more focused and stakeholder-relevant set of goals that meets both the Corporate Plan 2023-28 priorities, whilst developing foundational areas of work aligned to the emerging Transformation Vision/Strategy. • Greater accountability built into the design of CPDP 2026-27 e.g. introduction of named 'Head of Service' assigned to performance goals. • Improved support for service areas e.g. 'CPDP Drop-in Surgeries' and new completion guidance notes issued.	
Phase 2 – Redesign (***From reporting to Actionable Insights and Intelligence)***	**September 2026 – March 2027.**
• To develop and embed a modern outcomes-focused BCBC Corporate Performance Framework, co-designed with key stakeholders, that provides a clear line of sight between the council's priorities, resources, delivery and outcomes, enabling timely insight, constructive challenge and continuous improvement. Supporting training materials and accessible guidance will also be produced. • Outline of approach and likely key activities: ➢ Project plan developed (Sept 26) ➢ Upskilling opportunities for workforce (Oct 26) ➢ Stakeholder engagement, discovery, co-design (Oct-Nov 26) ➢ Draft concept and content developed (Dec – Jan 27) ➢ Technical build/solution (Dec - Jan 27) ➢ Final concept and content agreed (Jan 27) ➢ Peer review and Testing (Feb 27) ➢ Round 1: Stakeholder engagement, promotion and system training (Feb - Mar 27) ➢ Approval (Mar 27) ➢ 'Closure' - Lessons learned; adoption as business as usual (April 27) ➢ (If required) Round 2: Stakeholder engagement, promotion and system training (May 27+)	

3.2 The proposed CPDP 2026-27 for approval is set out in **Appendix A.** This document is the totality of Corporate Performance measures (and their respective targets) for 2026-27 and is the focus for approval. For convenience, content has been updated to highlight which measures are 'new' and which have been 'updated'.

3.3 In total, the CPDP 2026-27 comprises of 23 Aims; underpinned by 58 Commitments and 53 Performance Indicators (PIs).

3.4 When compared to the CPDP 2025-26, the CPDP 2026-27 has successfully rationalised the combined number of Commitments and PIs from 126 to 111 (11.90%). Whilst an overall Corporate 'reduction' has been achieved, many of the Commitments and PIs within the CPDP 2026-27 are:

- New measures introduced to reflect the current and emerging key priority areas such as establishing 'Bridgend Works'; developing a Digital Strategy; a new Workforce Strategy; and Transformation Strategy.

- A re-introduction of measures for Corporate-level reporting e.g. reinstating measures such as GCSE and A-level results; greater detail on providing ALN; and road condition measures.

- A rebalance and appropriate allocation of measures more suited to operational, Service-Level monitoring and reporting processes.

3.5 For continuity (and as seen in Appendix 1 and specified in Section 5) all performance measures are grouped in accordance with achieving the four BCBC Wellbeing Objectives. For convenience, however, the following table provides a breakdown of the 2026-27 Commitments and PIs per Directorate area:

Directorate	Commitments	Performance Indicators	Totals
Communities	17	11	28
Corporate Services	10	3	13
Education, Early Years & Young People	8	14	22
Finance & Transformation	11	5	16
Social Services & Wellbeing	12	20	32
Totals	58	53	111

3.6 The CPDP 2026-27 was presented to COSC 7 September 2027. Whilst the two-phase approach was broadly endorsed, COSC has requested further information is made available and is subjected to review at the next COSC meeting, 25 September 2026. Key information requested and feedback included:

1) A better understanding of the approach and rationale for expanding/reducing the measures; and more specifically, to clarify what had been 'removed'.

2) More information to understand the targets set for 2026-27 (when compared to actual performance in 2025-26).

To address these points:

- **please see Appendix 2, setting out the rationale for 2026-27 target setting and clarification on measures reassigned from Corporate level reporting.**
- The Officer will share Appendix 1 and 2 with COSC (in readiness for 25 Sept 26), along with an invitation meet with the COSC Chair (pre-Cabinet 22 Sep).
- In addition, the Cabinet Member will offer a Member-to-Member meeting with the COSC Chair, should this be helpful.

3.7 Subject to Cabinet and Council approval of the CPDP 2026-27, and to complete Phase 1 of the improvement process; the following key performance activities are scheduled:

- To ensure guidance and a clear process for the management of service-level measures is in place
- Commence Q2 reporting
- Complete Business Plans 2026-27
- Prepare and submit the statutory self-assessment; and
- Plan for self-evaluations (2026-27).

3.8 From September 2026, in addition to closing Phase 1 (above), the 3 WTE Corporate Performance Team resource will be led and dedicated to:

- Achieving alignment and optimisation of skills from across the 'Transformation' and 'Performance' portfolios;
- Supporting the design and delivery of Phase 2 (redesign), resulting in a new Corporate Performance Framework (from 2027-28) that is the product of collaborative design and a framework to strengthen the Council's performance culture; along with
- Developing a new five-year Corporate Plan (from 2027).

4. Equality implications (including Socio-economic Duty and Welsh Language)

4.1 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 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.

5. Wellbeing of Future Generations implications and connection to Corporate Wellbeing Objectives

5.1 The CPDP 2026-27 is anchored by, and continues to map to the current, four BCBC Wellbeing Objectives:

1. A prosperous place with thriving communities
2. Creating modern, seamless public services
3. Enabling people to meet their potential
4. Supporting our most vulnerable

These objectives are a refined reflection of the Council's Corporate Plan 2023 -28; which in turn reflects the objectives of the Well-being of Future Generations (Wales) Act 2015.

5.2 The five ways of working as set out in the Well-being of Future Generations (Wales) Act has contributed to the Council's own five ways of working; and the principle of these is embedded within and across the CPDP.

6. Climate Change and Nature Implications

6.1 There are no specific implications of this report on climate change or nature. However, the Delivery Plan proposes measures and targets to help us assess the Council's performance on areas including climate change, including refreshed and new aims such as:

- Moving towards decarbonisation and improvement of our energy efficiency'(1.1); and
- Mitigating the impact of extreme weather events (1.8).

7. Safeguarding and Corporate Parent Implications

7.1 There are no specific implications of this report on safeguarding or corporate parenting. However, the Delivery Plan proposes measures and targets to help us assess the Council's performance on areas including safeguarding and corporate parenting

8. Financial Implications

8.1 There are no direct financial consequences as a result of this report and the review of the Corporate Priorities is in line with the Council's agreed budget for 2026-27.

9. Recommendation

9.1 It is recommended that Cabinet considers and agrees the proposed CPDP for 2026-27 in **Appendix 1**.

Background documents

None.

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Bridgend County Borough Council
Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr

Corporate Plan Delivery Plan

2026-27

WBO1: A prosperous place with thriving communities

WBO1.1: Moving towards decarbonisation and improvement of our energy efficiency

Performance Indicators

PI Ref, Type & Aim	PI Description and Preferred Outcome	Target 26-27	Reporting Frequency
DCO23.05 WBO1.1	Reduction in emissions (across our buildings, fleet & equipment, streetlighting, business travel, commuting, homeworking, waste, procured goods and services) (COMM) ***Higher Preferred***	5%	Annual Indicator

Commitments

Code	Commitment
WBO1.1.1	Invest in energy efficiency improvements to the Council's estate and assets. (COMM)
WBO1.1.2 NEW	Initiate work on a climate adaptation plan for the Council using the Climate Change Risk Assessment undertaken by the Cwm Taf Morgannwg Public Services Board (COMM)

WBO1.2: Protect landscapes and open spaces

Performance Indicators

PI Ref, Type & Aim	PI Description and Preferred Outcome	Target 26-27	Reporting Frequency
DCO23.06 WBO1.2	Number of blue flag beaches (COMM) ***Higher Preferred***	3	Annual Indicator
DCO23.07 WBO1.2	Number of green flag parks and green spaces (COMM) ***Higher Preferred***	2	Annual Indicator

Commitments

Code	Commitment
WBO1.2.1	Progress our Biodiversity Plan by delivering projects such as woodland enhancement, develop and protect our natural environment in partnership with our communities and key stakeholders. (COMM)

WBO1.3: Promote the conditions for economic growth and prosperity

Performance Indicators

PI Ref, Type & Aim	PI Description and Preferred Outcome	Target 26-27	Reporting Frequency
DCO23.04 WBO1.3	Number of business start-ups assisted (COMM) ***Higher Preferred***	30	Annual Indicator

Commitments

Code	Commitment
WBO1.3.1 NEW	Develop an annual Strategic Transport Plan which outlines the key priorities including improving sustainable and active travel choices, increasing connectivity and greener travel choices (COMM)

WBO1.4: Regenerate our town centres and Valleys

Commitments

Code	Commitment
WBO1.4.1 NEW	Review the Bridgend Town Centre Masterplan. To ensure that it accounts for policy changes and completed development, whilst ensuring an up-to-date framework is there to support new and future development across the town. (COMM)
WBO1.4.2 NEW	Ensure that the Porthcawl Waterfront Masterplan is progressed by submitting an outline planning application for determination by the Local Planning Authority (LPA), to provide a framework and support development and regeneration across the waterfront. (COMM)
WBO1.4.3	Redevelop the Ewenny Road site, including new and affordable homes, small business units, open space and green infrastructure, in partnership with the adjoining landowner. (COMM)

WBO1.5: Reduce, reuse or recycle as much waste as possible

Performance Indicators

PI Ref, Type & Aim	PI Description and Preferred Outcome	Target 26-27	Reporting Frequency
DCO20.05 WBO1.5	Percentage of Street cleansing waste prepared for recycling (COMM) ***Higher Preferred***	40%	Annual Indicator
PAM/010 WBO1.5	Percentage of streets that are clean (COMM) ***Higher Preferred***	95%	Quarterly Indicator
PAM/030 WBO1.5	Percentage of waste reused, recycled or composted (COMM) ***Higher Preferred***	70%	Quarterly Indicator

Commitments

Code	Commitment
WBO1.5.1 UPDATED	Ensure the successful transition of the Waste & Recycling Services in house by July 2027, including a maintenance facility for vehicles and all supply chain arrangements. (COMM)

WBO1.6: Provide opportunities for culture, leisure, and play

Performance Indicators

PI Ref, Type & Aim	PI Description and Preferred Outcome	Target 26-27	Reporting Frequency
SSWB83 WBO1.6	Number of active users across target population groups via health & wellbeing leisure membership provision (SSWB) ***Higher Preferred***	2000	Quarterly Indicator

Commitments

Code	Commitment
WBO1.6.1	Redevelop Porthcawl Grand Pavilion to increase the use of the new facilities and extend social and leisure facilities, in partnership with Awen Cultural Trust. (COMM)
WBO1.6.2 UPDATED	Complete the children's play areas refurbishment programme and make sure inclusive play equipment is provided to allow opportunities for all. (COMM)
WBO1.6.3 UPDATED	Develop a Leisure Capital Strategy (SSWB)
WBO1.6.4 NEW	Delivery of a strategy to develop community hubs with partners in Bridgend communities so people's wellbeing needs can be met in their own communities (SSWB)
WBO1.6.5 UPDATED	Improve access to wellbeing and leisure services in communities with high levels of health need and inequalities (SSWB)

NEW WBO1.7: Invest and improve the public realm in all our communities

Performance Indicators

PI Ref, Type & Aim	PI Description and Preferred Outcome	Target 26-27	Reporting Frequency
PAM/020 NEW WBO1.7	Percentage of: Principal (A) roads in overall poor condition (COMM) ***Lower Preferred***	5.7%	Annual Indicator
PAM/021 NEW WBO1.7	Percentage of: Non-principal (B) roads in overall poor condition (COMM) ***Lower Preferred***	2.3%	Annual Indicator
PAM/022 NEW WBO1.7	Percentage of: Non-principal (C) roads in overall poor condition (COMM) ***Lower Preferred***	8.5%	Annual Indicator

Commitments

Code	Commitment
WBO1.7.1 NEW	Ensure the County has a safe and effective highway network by investing £4.6 million in our highway infrastructure in 2026/27, including on carriageway and footway resurfacing. (COMM)
WBO1.7.2 NEW	Complete the design & carry out major repair and replacement work on the A4061 river bridge at Blackmill, part funded by Welsh Government. (COMM)
WBO1.7.3 NEW	Complete the establishment of the Bridgend Works Initiative and start to mobilise resources to provide a visible, responsive and proactive service focused on improving the cleanliness, appearance and day-to-day condition of neighbourhoods, town centres and community spaces across the county borough, including preventative road patching, rights-of way improvements. (COMM)

NEW WBO1.8: Mitigating the impact of extreme weather events

Commitments

Code	Commitment
WBO1.8.1 NEW	Invest in flood protection measures to protect our communities against extreme weather events (COMM)
WBO1.8.2 NEW	Develop an emergency private household Flood Compensation Fund Policy (COMM)

WBO2: Creating modern, seamless public services

WBO2.1: Improving how we engage with people, listening to views & acting on them

Performance Indicators

PI Ref, Type & Aim	PI Description and Preferred Outcome	Target 26-27	Reporting Frequency
CED70 WBO2.1	Percentage of Complaints closed within timescales (CS) ***Higher Preferred***	80%	Quarterly Indicator

Commitments

Code	Commitment
WBO2.1.1 NEW	Complete and secure Council approval of Bridgend 2040 Vision by 31 December 2026. (F&T)
WBO2.1.2 NEW	All School Councils and the Youth Council contribute to Corporate and Directorate Strategic Plans and receive formal feedback. (EEYYP)
WBO2.1.3 UPDATED	Improve how we communicate and engage with residents to help us become more customer focused and responsive (CS)
WBO2.1.4	Improve the way we gather and use resident views (CS)
WBO2.1.5 UPDATED	Improve the way we communicate with staff and how we gather and use staff views. (CS)
WBO2.1.6 UPDATED	Improve our complaints handling process and the way we learn from corporate complaints and compliments (CS)
WBO2.1.7 NEW	Renew our Welsh Language Strategy. (CS)

WBO2.2: Offer more information and services online, and in local areas

Performance Indicators

PI Ref, Type & Aim	PI Description and Preferred Outcome	Target 26-27	Reporting Frequency
CED5 WBO2.2	Percentage of first call resolutions (F&T) ***Higher Preferred***	77.58%	Quarterly Indicator
CED51 WBO2.2	Number of online transactions using the digital platform (F&T) ***Higher Preferred***	80893	Quarterly Indicator

Commitments

Code	Commitment
WBO2.2.1 UPDATED	Complete a review of the corporate front door to streamline, standardise, and enhance entry points into the council, create a prioritised list of services for digital transformation and improve the resolution at the first point of contact. (F&T)

WBO2.3: Modernise and become a more efficient council

Performance Indicators

PI Ref, Type & Aim	PI Description and Preferred Outcome	Target 26-27	Reporting Frequency
CHR002 (PAM/001) WBO2.3	Number of working days/shifts lost to sickness absence per full-time equivalent (FTE) BCBC employee (CS/ALL) ***Lower Preferred***	13.48 days	Quarterly Indicator
CORPB5 WBO2.3	Percentage of staff that have completed a Personal Review/Appraisal (excluding school staff) (CS/ALL) ***Higher Preferred***	80%	Quarterly Indicator
NEW REF NEW WBO2.3	Number of services digitally transformed to enable service users to transact online (F&T) ***Higher Preferred***	5% increase	Annual Indicator

Commitments

Code	Commitment
WBO2.3.1 NEW	Complete and secure Council approval of a refreshed Digital and Data Strategy and agree a prioritised first-year delivery roadmap by 31 March 2027, aligned with Bridgend 2040, the Medium Term Financial Strategy and the Council's transformation priorities. (F&T)
WBO2.3.2 NEW	Approve and operationalise the Council's corporate transformation governance structure and establish the initial corporate transformation portfolio by end of October 2026. (F&T)
WBO2.3.3 NEW	Build the capability and capacity required to support Council-wide transformation by 31 December 2026, including approval of the proposed Transformation Portfolio Office structure, recruitment to the agreed priority roles and deployment of the initial team against the corporate transformation portfolio. (F&T)
WBO2.3.4 NEW	Develop and begin embedding version 1 of the managing change and transformation section of The Bridgend Way by 31 March 2027, providing a consistent end-to-end operating model for assessing, prioritising, designing, governing, delivering and realising benefits from transformation activity. (F&T)
WBO2.3.5 NEW	Develop, approve and begin embedding a Council-wide Risk Appetite Framework by 31 March 2027 to strengthen strategic decision-making, risk management, horizon scanning, delegation and assurance. (F&T)
WBO2.3.6 NEW	We will improve the member referral service by clarifying its purpose, standards and expectations, ensuring a more responsive, consistent and accountable approach, improved digital functionality and management information. (F&T)
WBO2.3.7 NEW	Meet major milestones for critical Education, Social Services and Finance system transitions, including BCBC's local milestones for Connecting Care. (F&T)
WBO2.3.8 NEW	Develop and embed a modern outcome-focused BCBC Corporate Performance Framework, co-designed with key stakeholders, that provides a clear line of sight between the council's priorities, resources, delivery and outcomes, enabling timely insight, constructive challenge and continuous improvement. Supporting training materials and accessible guidance will also be produced. (CS)
WBO2.3.9 NEW	Develop a new five year Corporate Plan 2027-2032 aligned to the new Bridgend 2040 Vision (CS)
WBO2.3.10	Develop and embed a forward-looking, organisational-wide Workforce Strategy that ensures BCBC has the people, skills, leadership, culture and organisational capacity required to deliver its ambitions and respond effectively to the challenges and opportunities ahead. (CS)
WBO2.3.11 NEW	Ensure progress and delivery against the eight PPA recommendations (whilst noting that much of the work will be embedded within, and across, other specific pieces of work e.g. development of a leadership programme will be addressed as part of the Workforce Strategy development project). (CS)
WBO2.3.12 UPDATED	Continue to make the most effective use of the Corporate Estate, including working with partners and property disposals as appropriate (COMM)

WBO2.4: Improve partnership working with partners, the third sector and Town and Community Councils

Commitments

Code	Commitment
WBO2.4.1 NEW	Review the partnership framework operating across the Council identifying key partnerships, TOR, and key milestones (F&T)

WBO3: Enabling people to meet their potential

WBO3.1: Provide an effective Childcare and Early Years Offer

Commitments

Code	Commitment
WBO3.1.1	All non-maintained funded settings are judged at least 'good' by external regulators; and are supported by local authority officers to achieve their outcomes. (EEYYP)

WBO3.2: Provide safe, supportive schools with high quality teaching

Performance Indicators

PI Ref, Type & Aim	PI Description and Preferred Outcome	Target 26-27	Reporting Frequency
DEFS155 WBO3.2	Percentage of schools that have self-evaluated themselves as 'green' as part of their annual safeguarding audit (EEYYP) ***Higher Preferred***	100%	Annual Indicator
EDU016a (PAM/007) WBO3.2	Percentage of pupil attendance in a) primary schools (EEYYP) ***Higher Preferred***	92%	Annual Indicator
EDU016b (PAM/008) WBO3.2	b) secondary schools (EEYYP) ***Higher Preferred***	91%	Annual Indicator
PAM032 WBO3.2	Average Capped 9 Score for pupils in Year 11 (EEYYP) ***Higher Preferred***	360	Annual Indicator
EDU008a NEW WBO3.2	The number of permanent exclusions during the academic year, per 1,000 pupils, from primary schools. (EEYYP) ***Lower Preferred***	0.45	Annual Indicator
EDU008b NEW WBO3.2	The number of permanent exclusions during the academic year per 1,000 pupils from secondary schools. (EEYYP) ***Lower Preferred***	2.3	Annual Indicator
DEFS2 NEW WBO3.2	The percentage of pupils achieving 5+ A-A* at GCSE. (EEYYP) ***Higher Preferred***	18.5%	Annual Indicator
NEW REF NEW WBO3.2	The percentage of pupils achieving A-A* at A Level. (EEYYP) ***Higher Preferred***	23.9%	Annual Indicator
NEW REF NEW WBO3.2	Percentage attendance for pupils eligible for free school meals (eFSM) in mainstream and special schools (EEYYP) ***Higher Preferred***	85%	Annual Indicator

Commitments

Code	Commitment
WBO3.2.1 UPDATED	No Bridgend school or Pupil Referral Unit will be placed in an Estyn follow-up category. (EEYYP)

WBO3.3: Provide Welsh medium education opportunities

Performance Indicators

PI Ref, Type & Aim	PI Description and Preferred Outcome	Target 26-27	Reporting Frequency
DEFS138 WBO3.3	Percentage of Year 1 learners taught through the medium of Welsh (EEYYP) ***Higher Preferred***	10%	Annual Indicator

Commitments

Code	Commitment
WBO3.3.1	Deliver the actions in the Welsh in Education Strategic Plan (WESP) (EEYYP)

WBO3.4: Modernise school buildings

Commitments

Code	Commitment
WBO3.4.1 UPDATED	Deliver Band B School Modernisation Projects throughout 2026-2027 working towards final completion by September 2028. o Enlarge Ysgol Gymraeg Bro Ogwr to a 2.5 form-entry new-build school. o Provide a new-build for Mynydd Cynffig Primary School. o Enlarge Ysgol y Ferch o'r Sgêr to a two form-entry new-build school. o Provide a new two-form entry English-medium school to replace the existing Afon Y Felin and Corneli Primary Schools. o Relocate Heronsbridge School to a new-build 300-place school. (EEYYP)

WBO3.5: Be good parents to our care experienced children

Performance Indicators

PI Ref, Type & Aim	PI Description and Preferred Outcome	Target 26-27	Reporting Frequency
CH/052 WBO3.5	Percentage of care leavers who have experienced Homelessness during the year (SSWB) ***Lower Preferred***	0%	Quarterly Indicator
SSWB86 WBO3.5	Percentage of care leavers who have completed at least 3 consecutive months of employment, education or training in the 24 months since leaving care (SSWB) ***Higher Preferred***	75%	Quarterly Indicator
NEW REF NEW WBO3.5	The percentage of children looked after on 31st March who have had three or more placements during the year. (SSWB) ***Lower Preferred***	10%	Quarterly Indicator
SSWB78a WBO3.5	Timeliness of visits to children who are care experienced (SSWB) ***Higher Preferred***	100%	Quarterly Indicator
SSWB39 (CH/039) WBO3.5	Number of Care Experienced Children (SSWB) ***Lower Preferred***	315	Quarterly Indicator

Commitments

Code	Commitment
WBO3.5.1 UPDATED	To ensure care-experienced children have access to stable, long-term living arrangements, access good quality education, training and employment opportunities and opportunities to enhance their social and emotional development. (SSWB)

WBO3.6: Help people get the skills they need for work

Performance Indicators

PI Ref, Type & Aim	PI Description and Preferred Outcome	Target 26-27	Reporting Frequency
DEFS82 WBO3.6	Number of participants in the Employability Bridgend programme going into employment (COMM) ***Higher Preferred***	230	Quarterly Indicator
PAM046 WBO3.6	Percentage of Year 11 leavers not in education, training, or employment (NEET) (EEYYP) ***Lower Preferred***	2%	Annual Indicator

Commitments

Code	Commitment
WBO3.6.1 NEW	Support young people into education, employment or training through targeted school-based and post-16 youth work, and tailored support for those at risk of disengagement and NEET (EEYYP)
WBO3.6.2	Employability Bridgend will support participants and deliver a comprehensive employability and skills programme (COMM)

WBO4: Supporting our most vulnerable

WBO4.1: Provide high-quality children's & adults social services / early help services

Performance Indicators

PI Ref, Type & Aim	PI Description and Preferred Outcome	Target 26-27	Performance this period
SSWB87 WBO4.1	Percentage of reablement packages implemented with a positive outcome (SSWB) ***Higher Preferred***	68%	Quarterly Indicator
New NEW WBO4.1	Reduction in number of children residing in external residential care (SSWB) ***Lower Preferred***	19	Quarterly Indicator
New NEW WBO4.1	Number of hours of domiciliary care to be in the lower quartile in Wales relative to other authorities (SSWB) ***Lower Preferred***	Lower quartile	Quarterly Indicator
New NEW WBO4.1	Number of adults per 100,000 population receiving support in long-term care home accommodation (SSWB) ***Lower Preferred***	Lower quartile	Quarterly Indicator

Commitments

Code	Commitment
WBO4.1.1 NEW	Build a resilient, skilled and sustainable Adult Social Care workforce. (SSWB)
WBO4.1.2 NEW	Improve the quality, consistency and impact of social work practice. (SSWB)
WBO4.1.3 NEW	Strengthen prevention, early intervention and support for carers. (SSWB)
WBO4.1.4 NEW	Deliver sustainable and sufficient care and support services through effective commissioning and partnerships (SSWB)
WBO4.1.5	Address the gaps in Adult Social Care provider services by implementing the priority commissioning areas identified in our commissioning strategies and detailed service reviews. (SSWB)

WBO4.2: Support people in poverty

Performance Indicators

PI Ref, Type & Aim	PI Description and Preferred Outcome	Target 26-27	Performance this period
CED43 WBO4.2	Percentage of people supported through FASS (Financial Assistance and Support Service) where support has resulted in increased income through claims for additional/increased benefits and allowances (F&T) ***Higher Preferred***	85%	Quarterly Indicator
CED44 WBO4.2	Percentage of people supported through FASS who have received advice and support in managing or reducing household debt (F&T) ***Higher Preferred***	85%	Quarterly Indicator

Commitments

Code	Commitment
WBO4.2.1	Support eligible residents to receive the financial help available to them. (F&T)

WBO4.3: Support people with housing needs

Performance Indicators

PI Ref, Type & Aim	PI Description and Preferred Outcome	Target 26-27	Performance this period
CED60 WBO4.3	Number of additional affordable homes provided by Registered Social Landlords (RSLs) across the County Borough (SSWB) ***Higher Preferred***	96	Annual Indicator
DOPS39 WBO4.3	Percentage of people presenting as homeless or potentially homeless, for whom the Local Authority has a final legal duty to secure suitable accommodation (SSWB) ***Lower Preferred***	25%	Quarterly Indicator
PAM/012 (DOPS15) WBO4.3	Percentage of households successfully prevented from becoming homeless (SSWB) ***Higher Preferred***	40%	Quarterly Indicator
NEW REF UPDATED WBO4.3	Average (MEDIAN) number of calendar days taken to deliver a Disabled Facilities Grant (DFG) (SSWB) ***Lower Preferred***	542 days	Quarterly Indicator

Commitments

Code	Commitment
WBO4.3.1	Continue to improve our housing and homelessness service to reduce homelessness across the borough through implementation of the agreed action plan (SSWB)
WBO4.3.2	Continue to target those long-term empty properties that have the most detrimental impact on the community, focusing on the Top 20. (CS/SRS)
WBO4.3.3 NEW	Grow the number of Houses in Multiple Occupation (HMO's) that are used to temporarily support homeless households and reduce reliance on bed and breakfast and Airbnb accommodation. (SSWB)

WBO4.4: Support children with additional learning needs

Performance Indicators

PI Ref, Type & Aim	PI Description and Preferred Outcome	Target 26-27	Performance this period
NEW REF NEW WBO4.4	Number of Additional Learning Needs (ALN) tribunals (EEYYP) ***Lower Preferred***	5	Quarterly Indicator
NEW REF NEW WBO4.4	Number of learners placed in non-maintained settings out of county (EEYYP) ***Lower Preferred***	10	Quarterly Indicator
NEW REF NEW WBO4.4	Average (median) waiting time (from referral date) for specialist placement through Access to Education. (EEYYP) ***Lower Preferred***	No target Baseline to be established	Annual Indicator

Commitments

Code	Commitment
WBO4.4.1 NEW	Promote inclusive education by enabling more learners with ALN to learn, participate and succeed within Bridgend's mainstream schools (EEYYP)

WBO4.5: Safeguard and protect people at risk of harm

Performance Indicators

PI Ref, Type & Aim	PI Description and Preferred Outcome	Target 26-27	Performance this period
CH/003 WBO4.5	Percentage of children's safeguarding referrals where a decision is made within 24 hours (SSWB) ***Higher Preferred***	100%	Quarterly Indicator
SSWB62 WBO4.5	Percentage of child protection investigations completed within required timescales (SSWB) ***Higher Preferred***	100%	Quarterly Indicator
CH/026 WBO4.5	Number of children on the child protection register (SSWB) ***Lower Preferred***	91	Quarterly Indicator
SSWB57 WBO4.5	Percentage of enquiries to the Adult Social Care front door which result in information and advice only (SSWB) ***Higher Preferred***	80%	Quarterly Indicator
SSWB78b WBO4.5	Timeliness of visits to children on the child protection register (SSWB) ***Higher Preferred***	100%	Quarterly Indicator
SSWB77 WBO4.5	Percentage of adult safeguarding enquiries which receive initial response within 7 working days (SSWB) ***Higher Preferred***	85%	Quarterly Indicator

Commitments

Code	Commitment
WBO4.5.1	Work as One Council to effectively safeguard children and adults at risk (SSWB)
WBO4.5.2 NEW	All youth provision including Youth Justice and Youth Support is judged at least 'good' by external regulators. (EEYYP)

KEY:

	Directorate Responsible
ALL	All Directorates
CS	Corporate Services
COMM	Communities Directorate
EEYYP	Education, Early Years, and Young People Directorate
SSWB	Social Services and Wellbeing Directorate
F&T	Finance and Transformation

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Appendix 2

Corporate Plan Deliver Plan 2026-27 Performance Indicator Targets

Section A – Corporate Plan Performance Indicators and Targets 2026-27

WBO 1 - A prosperous place with thriving communities

Aim 1.1 Moving towards decarbonisation, and improving our energy efficiency

Performance Indicator Description	2025-26 Target	Actual 2025-26 & RAYG	Actual Year-end Trend	2026-27 Target	Rationale for Target
Reduction in emissions (across our buildings, fleet & equipment, streetlighting, business travel, commuting, homeworking and waste) (COMM) *(Annual Indicator, higher preferred)*	5%	**5% YELLOW**	↓	5%	To see a reduction in emissions and progress our corporate energy efficiency

Aim 1.2 Protect landscapes and open spaces

Performance Indicator Description	2025-26 Target	Actual 2025-26 & RAYG	Trend	2026-27 Target	Rationale for Target
Number of green flag parks and green spaces (COMM) *(Annual Indicator, higher preferred)*	2	**2 YELLOW**	↔	2	Maintain the 2 current Green Flag sites (Coychurch Crematorium and Maesteg Welfare Park
Number of blue flag beaches (COMM) *(Annual Indicator, higher preferred)*	3	**3 YELLOW**	↔	3	Maintain the 3 current Blue Flag sites (Rest Bay, Trecco Bay and Porthcawl Marina)

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Aim 1.3 Promote the conditions for economic growth and prosperity

Performance Indicator Description	2025-26 Target	Actual 2025-26 & RAYG	Trend	2026-27 Target	Rationale for Target
Number of business start-ups assisted (COMM) *(Annual Indicator, higher preferred)*	30	**52 YELLOW**	⬇	30	Continue to assist and capitalise on the strong new business demand

Aim 1.5 Reduce, reuse or recycle as much waste as possible

Performance Indicator Description	2025-26 Target	Actual 2025-26 & RAYG	Trend	2026-27 Target	Rationale for Target
Percentage of street cleansing waste prepared for recycling (COMM) *(Annual Indicator, higher preferred)*	40%	**41.25% GREEN**	⬆	40%	To maintain the existing targets which remain challenging to achieve
Percentage of streets that are clean (COMM) *(Quarterly Indicator, higher preferred)*	99%	**88.59% RED**	⬇	95%	Target reviewed to more realistic level based on current service delivery model
Percentage of waste reused, recycled or composted (COMM) *(Quarterly Indicator, higher preferred)*	70%	**69.08% AMBER**	⬋	70%	To maintain the existing targets which remain challenging to achieve

Aim 1.6 Provide opportunities for culture, leisure, and play

Performance Indicator Description	2025-26 Target	Actual 2025-26 & RAYG	Trend	2026-27 Target	Rationale for Target
Number of active users across target population groups via health & wellbeing leisure membership provision (SSWB) *(Quarterly Indicator, higher preferred)*	700	**2,360 YELLOW**	New 25-26	2,000	2025/26 was the first year this PI was introduced. The target for 2026/27 has been set slightly below the 2025/26 actual figure to allow for any initial issues with data collection

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Aim 1.7 Invest and improve the public realm in all our communities

Performance Indicator Description	2025-26 Target	Actual 2025-26 & RAYG	Trend	2026-27 Target	Rationale for Target
Percentage of: Principal (A) roads in overall poor condition (COMM) *(Annual Indicator, lower preferred)*	4%	**5.7 RED**	⬇	5.7%	To maintain 2025-26 performance
Percentage of: Non-principal (B) roads in overall poor condition (COMM) *(Annual Indicator, lower preferred)*	4%	**2.3% GREEN**	↙	2.3%	To maintain 2025-26 performance
Percentage of: Non-principal (C) roads in overall poor condition (COMM) *(Annual Indicator, lower preferred)*	8%	**8.5% AMBER**	↙	8.5%	To maintain 2025-26 performance

Appendix 2

WBO 2 - Creating modern, seamless public services

Aim 2.1 Improving how we engage with people, listening to views & acting on them

Performance Indicator Description	2025-26 Target	Actual 2025-26 & RAYG	Trend	2026-27 Target	Rationale for Target
Percentage of Complaints closed within timescales (CS) *(Quarterly Indicator, higher preferred)*	80%	**39.35% RED**	↑	80%	To see improvement in performance

Aim 2.2 Offer more information and services online, and in local areas

Performance Indicator Description	2025-26 Target	Actual 2025-26 & RAYG	Trend	2026-27 Target	Rationale for Target
Percentage first call resolutions (via Customer Contact Centre)(F&T) *(Quarterly Indicator, higher preferred)*	75.92%	**77.58% GREEN**	↑	77.58%	To maintain or improve on 25-26 annual actual
Number of online transactions using the digital platform (F&T) *(Quarterly Indicator, higher preferred)*	81,034	**80,893 AMBER**	↙	80,893	To maintain or improve on 25-26 annual actual

Aim 2.3 Modernise and become a more efficient council

Performance Indicator Description	2025-26 Target	Actual 2025-26 & RAYG	Trend	2026-27 Target	Rationale for Target
Number of working days/shifts lost to sickness absence per full-time equivalent (FTE) Bridgend County Borough Council employee (CS/ALL) *(Quarterly Indicator, lower preferred)*	No target	13.48 days	↑	13.48 days	To maintain or improve on 25-26 annual actual.
Percentage of staff that have completed a Personal Review/Appraisal (excluding school staff) (CS/ALL) *(Quarterly Indicator, higher preferred)*	80%	**67.05% RED**	↙	80%	Target set to ensure all eligible staff have an annual review
Number of services digitally transformed to enable service users to transact online (F&T) *(Annual Indicator, higher preferred)*	New 26-27	awaiting data	n/a	5% increase	To increase in online delivery options for customers

Appendix 2

WBO 3 - Enabling people to meet their potential

Aim 3.2 Provide safe, supportive schools with high quality teaching

Performance Indicator Description	2025-26 Target	Actual 2025-26 & RAYG	Trend	2026-27 Target	Rationale for Target
Percentage of schools that have self-evaluated themselves as 'green' as part of their annual safeguarding audit (EEYYP) *(Annual Indicator, higher preferred)*	100%	**93% AMBER**	↔	100%	Target set line with guidance, to ensure schools are exercising their legal safeguarding obligations.
Percentage pupil attendance in primary schools (EEYYP) *(Annual Indicator, higher preferred)*	94%	**93.1% AMBER**	↑	92%	Targets have reduced as the vulnerability profile of children has become more pronounced, with increasing numbers presenting multiple and overlapping indicators of vulnerability and complexity that affect their participation in and engagement with learning.
Percentage pupil attendance in secondary schools (EEYYP) *(Annual Indicator, higher preferred)*	92%	**87.6% AMBER**	↑	91%	
Average 'Capped 9' score for pupils in Year 11 (EEYYP) *(Annual Indicator, higher preferred)*	360	**358.80 AMBER**	↑	360	Target maintained
Number of permanent exclusions during the academic year, per 1,000 pupils, from primary schools (EEYYP) *(Annual Indicator, lower preferred)*	New 2026-27	0.6	n/a	0.45	25% reduction on 2025-26 performance
Number of permanent exclusions during the academic year per 1,000 pupils from secondary schools (EEYYP) *(Annual Indicator, lower preferred)*	New 2026-27	3.1	n/a	2.3	25% reduction on 2025/26 performance
Percentage of pupils achieving 5+ A-A* at GCSE (EEYYP) *(Annual Indicator, higher preferred)*	New 2026-27	19.7%	n/a	18.5%	2025/26 results were above previous trend. Target set to see 0.5% improvement on all Wales average results

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Percentage of pupils achieving A-A* at A Level (EEYYP) *(Annual Indicator, higher preferred)*	New 2026-27	22.4%	n/a	23.9%	Improve on 2025/26 results
Percentage attendance for pupils eligible for free school meals (eFSM) in mainstream and special schools (EEYYP) *(Annual Indicator, higher preferred)*	New 2026-27	85.91%	n/a	85%	To continue to narrow the gap between eFSM and non-eFSM learners at a time when complexity of learner's needs are intensified.

Aim 3.3 Provide Welsh medium education opportunities

Performance Indicator Description	2025-26 Target	Actual 2025-26 & RAYG	Trend	2026-27 Target	Rationale for Target
Percentage of Year 1 pupils taught through the medium of Welsh (EEYYP) *(Annual Indicator, higher preferred)*	8.85%	**8.2% AMBER**	↙	10%	Target to increase learners studying through the medium of Welsh as per Welsh in Education Strategic Plans (Wales) Regulations 2019. To achieve 14% target by 2032

Aim 3.5 Be good parents to our care experienced children

Performance Indicator Description	2025-26 Target	Actual 2025-26 & RAYG	Trend	2026-27 Target	Rationale for Target
Percentage of care leavers who have experienced homelessness during the year (SSWB) *(Quarterly Indicator, lower preferred)*	10%	**7.69% GREEN**	↑	0%	To Improve performance. No care leavers to have experienced homelessness
Percentage of care leavers who have completed at least 3 consecutive months of employment, education or training in the 24 months since leaving care (SSWB) *(Quarterly Indicator, higher preferred)*	65%	**70.42% GREEN**	↑	75%	To continue to improve performance
Percentage of children looked after who have experienced three or more placements (SSWB) *(Quarterly Indicator, lower preferred)*	New 26-27	New 26-27	n/a	10%	To improve placement stability

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Timeliness of visits to children who are care experienced (SSWB)*(Quarterly Indicator, higher preferred)*	87%	**90.54% GREEN**	↑	100%	To improve performance
Number of care experienced children (SSWB) *(Quarterly Indicator, lower preferred)*	325	**316 GREEN**	↑	315	Continue to safely reduce the number of care experienced children

Aim 3.6 Help people get the skills they need for work

Performance Indicator Description	2025-26 Target	Actual 2025-26 & RAYG	Trend	2026-27 Target	Rationale for Target
Number of participants in the Employability Bridgend programme going into employment (COMM) *(Quarterly Indicator, higher preferred)*	290	**241 RED**	Trend not applicable	230	Funding arrangements can vary from year to year therefore target set to maximise use of funding secured for the year.
Percentage of Year 11 leavers not in education, training, or employment (NEET) in the Careers Wales annual destination statistics (EEYYP) *(Annual Indicator, lower preferred)*	2%	**1.8% GREEN**	↑	2%	Previous target retained in recognition of the increasing needs that young people are currently presenting with. The increase is in line with a national rise in numbers of pupils presenting as NEET.

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WBO 4 - Supporting our most vulnerable

Aim 4.1 Provide high-quality children's & adults social services / early help services

Performance Indicator Description	2025-26 Target	Actual 2025-26 & RAYG	Trend	2026-27 Target	Rationale for Target
Percentage of reablement packages implemented with a positive outcome (SSWB) *(Quarterly Indicator, higher preferred)*	69%	**68.66% AMBER**	↙	68%	Maintain performance given that more older and frailer people require rebablement services
Reduction in number of children residing in external residential care (SSWB) *(Quarterly Indicator, lower preferred)*	New 26-27	New 26-27	n/a	19	Target set in line with safer reduction strategy
Number of hours of domiciliary care to be in the lower quartile in Wales relative to other authorities (quarterly snapshot) (SSWB) *(Quarterly Indicator, lower preferred)*	New 26-27	New 26-27	n/a	Lower Quartile	Based quarterly snapshot, our position relative to the other authorities in Wales is to be in the lower quartile of providers of Domiciliary care (measured by hours)
Number of adults per 100,000 population receiving support in long-term care home accommodation (SSWB) *(Quarterly Indicator, lower preferred)*	New 26-27	New 26-27	n/a	Lower Quartile	Based quarterly snapshot, our position relative to the other authorities in Wales is to be in the lower quartile

Aim 4.2 Support people in poverty

Performance Indicator Description	2025-26 Target	Actual 2025-26 & RAYG	Trend	2026-27 Target	Rationale for Target
Percentage of people supported through FASS (Financial Assistance and Support Service) where support has resulted in increased income through claims for additional/increased benefits and allowances (F&T) *(Quarterly Indicator, higher preferred)*	85%	**96% YELLOW**	↔	85%	Target retained

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Percentage of people supported through FASS who have received advice and support in managing or reducing household debt (F&T) *(Quarterly Indicator, higher preferred)*	85%	98% GREEN	↑	85%	Target retained

Aim 4.3 Support people with housing needs

Performance Indicator Description	2025-26 Target	Actual 2025-26 & RAYG	Trend	2026-27 Target	Rationale for Target
Number of additional affordable homes provided by Registered Social Landlords (RSLs) across the County Borough (SSWB) *(Annual Indicator, higher preferred)*	110	177 GREEN	↑	96	Working with RSL's to utilise capital income streams, such as the Social Housing Grant (SHG) – to develop 500 units over a 5-year programme.
Percentage of people presenting as homeless or potentially homeless for whom the Local Authority has a final legal duty to secure suitable accommodation (SSWB) *(Quarterly Indicator, lower preferred)*	20%	26.6% RED	↙	25%	Target set to see reduction in the number who fall into the final legal duty category. This is where the Authority has not been able to relieve homelessness within 56 days.
Percentage of households successfully prevented from becoming homeless (SSWB) *(Quarterly Indicator, higher preferred)*	20%	43.3% GREEN	↑	40%	Target set at realistic level considering the legislative changes in terms of priority need which has a significant impact on number of households included in this measure
Average (median) number of calendar days taken to deliver a Disabled Facilities Grant (DFG) (SSWB) *(Quarterly Indicator, lower preferred)*	542 days	Awaiting data	n/a	542 days	The target reflects increased demand for DFGs and limited annual capital funding

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Aim 4.4 Support children with additional learning needs

Performance Indicator Description	2025-26 Target	Actual 2025-26 & RAYG	Trend	2026-27 Target	Rationale for Target
Number of Additional Learning Needs (ALN) tribunals (EEYYP) *(Quarterly Indicator, lower preferred)*	New 26-27	0	n/a	5	Target set at 5 or fewer to allow for cases outside the Council's control while maintaining strong performance in preventing tribunals through early resolution
Number of learners placed in non-maintained settings out of county (EEYYP) *(Quarterly Indicator, lower preferred)*	New 26-27	5	n/a	10	Due to a higher demand on specialist services and increased permanent exclusions it is anticipated that out of county placement may increase.
Average (median) waiting time (from referral date) for specialist placement through Access to Education. (EEYYP) *(Annual Indicator, lower preferred)*	New 26-27	New 26-27	n/a	No target Baseline to be established	No target set as we need to establish a baseline. This measure will demonstrate how quickly a child/young person with identified ALN can access specialist provision.

Aim 4.5 Safeguard and protect people at risk of harm

Performance Indicator Description	2025-26 Target	Actual 2025-26 & RAYG	Trend	2026-27 Target	Rationale for Target
Percentage of Childrens safeguarding referrals where decision is made within 24 hours (SSWB) *(Quarterly Indicator, higher preferred)*	99.5%	**99.86% YELLOW**	↙	100%	To sustain high performance and ensure children are protected from harm and

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					target takes account of occasional system glitches.
Percentage of child protection investigations completed within required timescales (SSWB) *(Quarterly Indicator, higher preferred)*	80%	**82.47% YELLOW**	↙	100%	To continue to improve performance
Number of children on the child protection register (SSWB) *(Quarterly Indicator, lower preferred)*	120	**91 YELLOW**	↓	91	Sustain safe reduction in the Child Protection Register
Percentage of enquiries to the Adult Social Care front door which result in information and advice only (SSWB) *(Quarterly Indicator, higher preferred)*	83%	**77.73% AMBER**	↙	80%	To improve on 2025-26 performance
Timeliness of visits to children on the child protection register (SSWB) *(Quarterly Indicator, higher preferred)*	87%	**90.49% GREEN**	↑	100%	To improve performance
Percentage of Adult safeguarding enquiries which receive initial response within 7 working days (SSWB) *(Quarterly Indicator, higher preferred)*	85%	**88.62% GREEN**	↑	85%	The 7 days response relates to the Local Authority and other key partners. We will continue to improve our own performance and those of our partners.

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Section B – This section provides clarity on the previously reported Performance Indicators as rationalised for 2026-27. Where appropriate, service-level monitoring and reporting of these PIs will be in place.

WBO 1 - A prosperous place with thriving communities

Aim 1.1 Moving towards decarbonisation, and improving our energy efficiency

Performance Indicator Description
Levels of nitrogen dioxide (NO_2) pollution in the air (micrograms per m^3) (CS/SRS) *(Annual Indicator, lower preferred)*
Annual Gas Consumption across the Authority (kWh) (COMM) *(Annual Indicator, lower preferred)*
Annual Electricity Consumption across the Authority (kWh) (COMM) *(Annual Indicator, lower preferred)*

Aim 1.3 Promote the conditions for economic growth and prosperity

Performance Indicator Description
Number of businesses receiving support through Local Growth Fund (previously SPF) (COMM) *(Quarterly Indicator, higher preferred)*

Aim 1.4 Regenerate our town centres and Valleys

Performance Indicator Description
Number of commercial properties assisted through the enhancement grant scheme (COMM) *(Annual Indicator, higher preferred)*

Aim 1.6 Provide opportunities for culture, leisure, and play

Performance Indicator Description
Number of play areas that have been refurbished (COMM) *(Annual Indicator, higher preferred)*
Participation in the national free swimming initiative for 16 and under (SSWB) *(Annual Indicator, higher preferred)*

Appendix 2

WBO 2 - Creating modern, seamless public services

Aim 2.1 Improving how we engage with people, listening to views & acting on them

Performance Indicator Description
Level of engagement (Welsh / English) across consultations (CS) *(Annual Indicator, higher preferred)*
Level of engagement (Welsh / English) with corporate communications to residents using the digital communications platform (CS) *(Annual Indicator, higher preferred)*

Aim 2.3 Modernise and become a more efficient council

Performance Indicator Description
Number of council owned assets transferred to the community for running (CATs) or transferred from a short-term agreement to a long-term agreement for running during the year (COMM) *(Annual Indicator, higher preferred)*

Aim 2.4 Improve partnership working with partners, the third sector and Town and Community Councils

Performance Indicator Description
Percentage of Assia service users reporting increased feelings of safety at their exit evaluation (F&T) *(Quarterly Indicator, higher preferred)*
Percentage of high-risk domestic abuse victims / public protection notices received by the service contacted within 48 hours (F&T) *(Quarterly Indicator, higher preferred)*
Percentage of medium risk domestic abuse victims / public protection notices received by the service contacted within 72 hours (F&T) *(Quarterly Indicator, higher preferred)*
Number of active referrals supported by Local Community Coordinators (SSWB) *(Quarterly Indicator, higher preferred)*
Number of children and young adults supported during school holidays (SSWB) *(Annual Indicator, higher preferred)*

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WBO 3 - Enabling people to meet their potential

Aim 3.1 Provide an effective Childcare and Early Years Offer

Performance Indicator Description
Number of two-year-olds accessing childcare through the Flying Start programme (EEYYP) *(Quarterly Indicator, higher preferred)*

Aim 3.2 Provide safe, supportive schools with high quality teaching

Performance Indicator Description
Percentage of school days lost due to fixed-term exclusions during the school year in primary schools (EEYYP) *(Annual Indicator, lower preferred)*
Percentage of school days lost due to fixed-term exclusions during the school year in secondary schools (EEYYP) *(Annual Indicator, lower preferred)*

Aim 3.3 Provide Welsh medium education opportunities

Performance Indicator Description
Percentage of learners studying for assessed qualifications through the medium of Welsh at the end of Key Stage 4 (EEYYP) *(Annual Indicator, higher preferred)*
Number of learners studying for Welsh as a second language at AS Level and A Level (EEYYP) *(Annual Indicator, higher preferred)*

Aim 3.6 Help people get the skills they need for work

Performance Indicator Description
Number of participants in the Employability Bridgend programme supported into education or training (COMM) *(Quarterly Indicator, higher preferred)*

WBO 4 - Supporting our most vulnerable

Aim 4.1 Provide high-quality children's & adults social services / early help services

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Performance Indicator Description
Percentage of completed TAF (Team Around the Family) support plans that close with a successful outcome (SSWB) (Quarterly Indicator, higher preferred)
Number of people recorded as delayed on the national pathway of care (SSWB) *(Quarterly Indicator, lower preferred)*

Aim 4.3 Support people with housing needs

Performance Indicator Description
Percentage of people who feel they can live more independently as a result of receiving a Disabled Facility Grant in their home (SSWB) *(Quarterly Indicator, higher preferred)*

Aim 4.4 Support children with additional learning needs

Performance Indicator Description
Percentage of new local authority individual development plans (IDPs) delivered using the online IDP system (EEYYP) *(Quarterly Indicator, higher preferred)*
Number of pupils on the waiting lists for specialist provision (EEYYP) *(Quarterly Indicator, lower preferred)*
Percentage of year 9 pupils with Additional Learning Needs (ALN) with a transition plan in place, that have had an annual review by 31 March of each current school year (EEYYP) *(Annual Indicator, higher preferred)*

Aim 4.5 Safeguard and protect people at risk of harm

Performance Indicator Description
Average waiting time on the Deprivation of Liberty Safeguards (DoLS) waiting list (SSWB) *(Quarterly Indicator, lower preferred)*

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Meeting of:	**CABINET**
Date of Meeting:	**22 SEPTEMBER 2026**
Report Title:	**CORPORATE TRANSFORMATION GOVERNANCE AND OPERATING MODEL**
Report Owner / Responsible Chief Officer / Cabinet Member	**CORPORATE DIRECTOR – FINANCE AND TRANSFORMATION** **CABINET MEMBER – FINANCE AND TRANSFORMATION**
Responsible Officer:	**DANIEL TAYLOR, HEAD OF TRANSFORMATION AND DIGITAL**
Policy Framework and Procedure Rules:	**Corporate Plan, Medium Term Financial Strategy, the emerging Bridgend 2040 Transformation Strategy, the Constitution and Scheme of Delegation of Functions.**
Executive Summary:	**This report seeks Cabinet approval of the proposed Corporate Transformation Governance and Operating Model, including an advisory Transformation Board (TB) and a Transformation Portfolio Office (TPO).** **The model will provide a single corporate view of significant change, improve prioritisation and resource control, and establish the basis for the Council's corporate change method, the 'Bridgend Way'. Corporate Overview and Scrutiny Committee (COSC) endorsed the approach on 7 September 2026 with minimal amendments. Its challenge has strengthened the final proposal, particularly on constitutional authority, empowerment, proportionality, corporate prioritisation, performance, capital governance, workforce engagement and schools. Formal decisions will remain with Cabinet, Council or authorised officers.**

1. Purpose of Report

1.1 To seek Cabinet approval of the Corporate Transformation Governance and Operating Model and the Transformation Board Terms of Reference at **Appendix 1**.

1.2 To report the outcome of pre-decision scrutiny and explain how COSC's observations have influenced the final proposal.

2. Background

2.1 The Council is delivering an increasing volume of significant service change, major programmes and enabling work informed by the Corporate Plan, the Medium Term Financial Strategy, service demand and complexity, and other drivers.

2.2 While many transformation projects and programmes have effective local governance arrangements, the Council lacks a corporate view of and means to govern the overall portfolio of transformation work, through which to oversee and manage priorities, cumulative risks and dependencies, and direct scarce organisational capacity towards the work of greatest value.

2.3 The proposed model helps address the gap identified through the Panel Performance Assessment (PPA), which found that the Council should strengthen its strategic and corporate capacity to manage and deliver transformation, maintain or improve performance and measure impact.

2.4 The initial proposition was tested with the Leader, the Cabinet Member for Finance and Transformation, the Chief Executive, Corporate Directors, Heads of Service, Transformation and ICT Group Managers and selected officers. The overall response was very positive. The testing and subsequent advice strengthened the proposal by clarifying the Transformation Board's role and composition and the respective roles of Corporate Management Team (CMT), the Transformation Portfolio Office (TPO) and Senior Responsible Officers (SROs).

2.5 The Corporate Overview and Scrutiny Committee considered the proposed model on 7 September 2026, supported the report and endorsed the overall approach with minimal amendments. Members welcomed the one Council approach, the connection between transformation and performance, the emphasis on retaining organisational capability and the proposed cross-party oversight. They also sought assurance about constitutional roles, empowerment, proportionality, prioritisation and de-prioritisation, capital governance, resources, workforce and trade union engagement, and support for schools. These matters have informed the final proposal and Terms of Reference and are set out in more detail at **Appendix 2**.

3. Current situation / proposal

3.1 The proposal is to establish a single, connected governance and operating model for significant transformation across the Council. Its purpose is to provide a corporate view of the overall portfolio so that priorities, risks, dependencies, capacity and benefits can be managed more consistently, while retaining service ownership and proportionate governance for individual initiatives. For strategic grouping and reporting, the portfolio will be organised around the three Bridgend 2040 outcome areas: People, Place and Prosperity. Information will be captured once and reused across project, programme, portfolio, performance and Member reporting wherever possible.

3.2 For the purposes of this model, transformation means deliberate, coordinated change to services, systems, operating models or ways of working that is

intended to create measurable value for residents and communities. This definition distinguishes transformation from routine service delivery and minor improvement activity and will guide which initiatives are considered for inclusion in the corporate transformation portfolio.

Governance structure, roles and authority

3.3 A Transformation Board will be established as an advisory and oversight forum chaired by the Leader. Membership will be determined by the Chair and will initially comprise the Leader, three other Cabinet Members, the leaders of the opposition political groups and the Chief Executive. The Monitoring Officer and Section 151 Officer will attend in an advisory capacity. The Chair may invite relevant SROs, officers, partners or advisers for particular items. The proposed Terms of Reference are at Appendix 1.

3.4 The Board will provide political oversight, strategic direction, assurance and constructive challenge. It may make recommendations to Cabinet, Council, CMT or an authorised officer, supported by an agreed corporate portfolio, timely information, direct challenge to SROs and clear escalation of barriers, risks and resource conflicts. It will not approve business cases, allocate budgets, commission expenditure, direct officers, amend the policy framework or exercise executive, Council or delegated officer functions.

3.5 Formal decisions will remain with Cabinet, Council, CMT, statutory officers and other authorised bodies or officers in accordance with the Constitution, Scheme of Delegation of Functions, Financial Procedure Rules and Contract Procedure Rules. Advice from the Board will not fetter the discretion of any formal decision-maker. Any recommendation requiring formal action will be referred promptly through the appropriate constitutional route.

3.6 CMT will act as the corporate portfolio board. Supported by the TPO's corporate analysis, stocktake and pipeline development, it will determine entry to and prioritisation within the corporate transformation portfolio, identify potential priorities proactively across all services, oversee strategic risks and dependencies, manage corporate capacity, receive SRO reports, and take decisions within existing officer responsibilities and delegations.

3.8 Where an initiative is both transformational and capital-funded, the Transformation Board and the Monthly Finance meeting will apply different assurance lenses without creating dual ownership. The Monthly Finance meeting comprises the Leader, Cabinet Member for Finance and Transformation, Chief Executive, Section 151 Officer and members of CMT as necessary. There will be one SRO, one business case, one delivery plan, one risk register and one version of performance information. Transformation governance will consider the case for change, strategic alignment, organisational readiness, delivery confidence and the realisation of intended service outcomes and benefits. The Monthly Finance meeting will provide oversight of affordability, funding, capital classification, procurement, expenditure, forecasts, slippage and compliance with the Council's financial framework.

3.8 Where an initiative is both transformational and capital-funded, two governance routes will apply different assurance lenses without creating dual ownership: the Transformation Board and Capital Programme Board. There will be one SRO, one business case, one delivery plan, one risk register and one version of performance information. Transformation governance will consider the case for change, strategic alignment, organisational readiness, delivery confidence and whether intended service outcomes and benefits are being realised. The Capital Programme Board will consider affordability, funding, capital classification, procurement, expenditure, forecasts, slippage and compliance with the Council's financial framework.

3.9 Projects subject to both transformation and capital oversight will be supported by a joint protocol between the TPO and the finance and capital programme function, including a shared corporate project record, integrated business-case information, aligned reporting dates and definitions, and clear escalation thresholds. The 'Bridgend Way' will incorporate relevant capital requirements into its gateways. Transformation endorsement will not constitute authority to incur capital expenditure, and consideration through the Monthly Finance meeting will not constitute approval of the wider transformation proposition. Further detail is set out at Appendix 2.

Transformation Portfolio Office and the Bridgend Way

3.10 Led by the Head of Transformation and Digital, the TPO will be the Council's centre for portfolio management, transformation standards, insight and proportionate assurance. It will support CMT, connect SROs and delivery boards with CMT and the Transformation Board, and use corporate evidence to identify and develop potential transformation priorities and the future pipeline. It will not own service outcomes or replace delivery teams.

3.11 The TPO will develop and maintain the Council's corporate method for managing change, the 'Bridgend Way'. Covering portfolio entry, project and programme disciplines, practical tools, delivery and assurance standards, benefits transition and evaluation, its requirements will be tiered by strategic significance, cost, benefit, risk, complexity, scope and organisational exposure.

3.12 The TPO will coordinate governance papers for the model, produce and quality-assure highlight and portfolio reports, maintain the portfolio and strategic risk register, and challenge programme and project reporting. A detailed report on the 'Bridgend Way' will be presented back to COSC, subject to Cabinet approval of this model.

3.13 Working with the Council's Corporate Performance Team, the TPO will ensure that performance evidence informs potential priorities and realised benefits transfer into business-as-usual arrangements. With Finance, it will support viability assessment, proportionate financial modelling and analysis of affordability and financial performance across initiatives and the portfolio.

Assurance and performance

3.14 CMT will decide what enters the portfolio and how corporate change capacity is deployed, based on proportionate evidence of viability, strategic fit, anticipated value, affordability, risk and organisational capacity.

3.15 Portfolio performance will combine relevant corporate and service indicators with controls for time, cost, scope, quality, risk, dependencies, capacity and readiness. Value measures will include financial and non-financial benefits, cost avoidance, productivity, resident and service outcomes, whole-life cost and cost-benefit ratio where appropriate.

3.16 The TPO will provide CMT and the Transformation Board with management assurance on delivery confidence and portfolio control, independent of day-to-day delivery. This will complement, not replace, internal or external audit, Scrutiny, statutory officer advice, technical assurance or the role of the Governance and Audit Committee.

3.17 SROs and delivery governance will own benefits plans during delivery. At transition or closure, continuing benefits will pass formally to named business-as-usual owners.

Implementation and reporting

3.18 Subject to Cabinet approval, implementation will begin immediately and be phased, with the governance structure intended to be operational from October 2026. The Transformation Board will be established under the approved Terms of Reference and its membership confirmed by the Chair. A Council-wide stocktake will establish the initial transformation portfolio and pipeline, the TPO will be established and the cycle of meetings scheduled.

3.19 CMT will normally consider the portfolio monthly and the Transformation Board will normally meet every six weeks. Meetings and formal decision routes will be scheduled so that advisory consideration does not create avoidable delay. Urgent matters will proceed directly through the appropriate existing constitutional or delegated route, with the Board informed as appropriate.

3.20 The portfolio will be prioritised against strategic fit, public value, affordability, anticipated benefits, delivery confidence, risk, dependencies and organisational capacity. The same criteria will support decisions to decline, defer, pause, re-scope, de-prioritise or stop activity where evidence is insufficient, benefits reduce, costs or risks increase, delivery becomes unviable, capacity is unavailable or a higher-value priority emerges. Reporting will focus on portfolio health, decisions, interventions, benefits and SRO accountability and will reuse existing information wherever possible.

3.21 After six months, the Head of Transformation and Digital will review the model and report to CMT, the Transformation Board and COSC. The review will assess governance effectiveness and empowerment, pace, proportionality and duplication, portfolio visibility, prioritisation and de-prioritisation, resource allocation, delivery confidence, benefits discipline, risk and capacity, workforce engagement, support for school-related transformation, the continuing

suitability of the Board's membership and quoracy, and whether the benefits achieved justify the resource and governance cost.

Workforce engagement and schools

3.22 Implementation of the 'Bridgend Way' will include clear, accessible communications, proportionate engagement with staff and recognised trade unions, and development of a network of transformation champions. The TPO will help programmes identify workforce implications and plan engagement and consultation at the appropriate stage. Existing consultation and collective bargaining arrangements will remain unchanged. This will connect corporate governance with frontline experience, service improvement opportunities and practical delivery. The model will also support school-related transformation where the Council has relevant responsibilities, influence, resources or dependencies, without altering the statutory responsibilities or delegated powers of governing bodies and headteachers.

Risks, ownership and escalation

3.23 The principal implementation risks are insufficient capacity or pace, an incomplete portfolio stocktake, inconsistent adoption and unnecessary duplication or bureaucracy. These will be managed through phased implementation, proportionate requirements, reuse of existing information, clear roles and escalation routes, engagement with services and the six-month review.

3.24 Risks will remain owned by the relevant SRO, accountable officer or governing body. Material risks, dependencies or resource conflicts will be escalated through the TPO to CMT and, where appropriate, the Transformation Board. Any response requiring formal approval, additional budget or another formal decision will follow the appropriate constitutional route.

4. Equality implications (including Socio-economic Duty and Welsh Language)

4.1 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.

5. Wellbeing of Future Generations implications and connection to Corporate Wellbeing Objectives

5.1 The proposal supports the sustainable development principle by improving how the Council chooses, shapes and oversees significant change. Its contribution against each of the five ways of working is set out below:

5.1.1 **Long term:** The model will help the Council look beyond immediate pressures when deciding where to focus its transformation effort. Bringing significant change into one portfolio will provide a clearer view of future

demand, financial sustainability, organisational capacity and the lasting benefits and consequences of decisions.

5.1.2 **Prevention:** A more connected and integrated approach to considering transformation work will support more proactive preventative work.

5.1.3 **Integration:** The model will help the Council consider transformation activity as a whole and understand how proposed changes affect different services, communities and well-being outcomes. This should reduce isolated decision-making and help align change with the Council's wider objectives and commitments.

5.1.4 **Collaboration:** Significant change often depends on different services, professional disciplines and partner organisations working together. The model will provide a clearer basis for that shared effort, while retaining clear responsibility for decisions and delivery.

5.1.5 **Involvement:** The governance model will expect individual transformation initiatives to involve residents, service users, staff, Members and other stakeholders in ways appropriate to the change, so that proposals are informed by the people who use, deliver or are affected by services.

5.2 Taken together, these arrangements will support the Council's well-being objectives and corporate priorities by helping it direct limited capacity towards change that delivers better and more sustainable outcomes for People, Place and Prosperity.

6. Climate Change and Nature Implications

6.1 The establishment of the governance model has no significant direct climate or nature implications. It will, however, provide a more consistent route for considering decarbonisation, climate resilience, biodiversity and wider environmental effects when transformation initiatives enter the portfolio and as they are developed, delivered and evaluated.

6.2 Individual initiatives will remain responsible for completing any proportionate environmental assessment required and for identifying relevant benefits, adverse effects and mitigations.

7. Safeguarding and Corporate Parent Implications

7.1 The establishment of the governance model does not directly change safeguarding services, responsibilities or procedures. The Council's duty to safeguard and promote the well-being of children, young people and adults at risk, and to ensure effective safeguarding practice across Council and commissioned services, will continue to apply to all transformation activity.

8. Financial Implications

8.1 A total of £1.6 million of recurrent Digital and Transformation revenue funding was approved by Council in February 2026 as part of the Medium Term Financial Strategy 2026-27 to 2029-30.

8.2 The TPO will be supported by the Head of Transformation and Digital, dedicated portfolio capacity and relevant existing corporate functions. Recruitment will focus on building and retaining the Council's own programme, portfolio, digital,

data and delivery capability. Specialist external support may be commissioned where necessary, subject to normal approvals, but the operating model is intended to retain knowledge and capability within the Council.

8.3 The timely establishment of sufficient TPO and wider delivery capacity is a key dependency. Deployment of the approved funding will proceed through the Council's normal workforce, procurement, financial and delegated decision-making arrangements.

8.4 The model does not provide authority to incur expenditure beyond approved budgets or to transfer funding between initiatives. Any proposal requiring additional expenditure, borrowing, budget variation or use of reserves will be considered through the appropriate financial and constitutional process.

9. Recommendations

9.1 Cabinet is recommended to:

a) approve the Corporate Transformation Governance and Operating Model set out in this report and its immediate mobilisation;

b) approve the establishment of the Transformation Board as an advisory and oversight forum, its membership, and approve its Terms of Reference at Appendix 1;

c) note that the Transformation Board will not exercise Executive, Council or delegated officer functions and that all formal decisions will remain with the appropriate body or officer in accordance with the Council's Constitution, Scheme of Delegation of Functions, Financial Procedure Rules and Contract Procedure Rules;

d) note that a review of the model will be undertaken after six months, with the outcome reported back to CMT, the Transformation Board, Cabinet and COSC.

Background documents

None

Appendix 1: Terms of Reference for the Transformation Board

1. Status and purpose

The Transformation Board is a non-decision-making advisory and oversight forum established by Cabinet. It will provide cross-party political oversight, strategic direction, assurance and constructive challenge of the corporate transformation portfolio. It is not a committee or sub-committee of the Council, an executive decision-making body or a body exercising delegated officer functions. Its work must be consistent with the Constitution, Scheme of Delegation of Functions, Financial Procedure Rules and Contract Procedure Rules.

2. Responsibilities and authority

The Board will:

- review the strategic alignment, overall balance and health of the corporate transformation portfolio;
- provide constructive challenge and seek assurance on significant programmes, including whether intended outcomes and benefits are being realised;
- advise on portfolio priorities, sequencing and potential de-prioritisation;
- receive assurance on the development, proportionate application and effectiveness of the Bridgend Way;
- identify barriers, risks, dependencies or resource conflicts requiring CMT action, political support or referral to an authorised decision-maker;
- make recommendations to Cabinet, Council, CMT or authorised officers; and
- require further information or assurance where necessary.

The Board will be supported by an agreed portfolio, timely information, direct access to SROs and clear escalation routes.

The Board may not:

- approve business cases;
- approve entry to, removal from or sequencing within the corporate transformation portfolio;
- allocate or commit budgets;
- commission expenditure or enter contracts;
- direct officers;
- amend the policy framework; or
- exercise formal powers.

Any recommendation requiring formal action will be referred to the authorised decision-maker, whose discretion will not be fettered.

3. Chair and membership

The Leader will chair the Board. Membership will be determined by the Chair and will initially comprise:

- the Leader;
- three other Cabinet Members;
- the leader of each opposition political group; and
- the Chief Executive.

The following will attend in support of the Board:

- the Monitoring Officer and Section 151 Officer, as advisers; and
- the Head of Transformation and Digital, relevant SROs and other officers or advisers, when requested.

The Chair may invite others for particular items. Invitees will not count towards the quorum. Membership may be reviewed by the Chair, provided that the Board's cross-party and advisory character is maintained.

4. Quorum and meetings

The quorum will be four members: the Chair or a Cabinet Member nominated to preside, at least one other Cabinet Member, at least one opposition group leader, and the Chief Executive or a nominated CMT member. If a meeting is not quorate, information may be received and discussed but no collective advice or recommendation will be issued. The Board will normally meet every six weeks and operate by consensus; differing views will be recorded. Written views may be sought between meetings where the quorum is observed and the outcome is recorded.

5. Governance, records and relationships

The TPO will coordinate agendas, papers, records, actions and referrals. Records will include advice, differing views, declarations of interest and formal decision routes. Members and officers must comply with applicable Codes of Conduct and information governance requirements. CMT will remain the corporate portfolio owner; SROs and programme boards will remain accountable for delivery; the Monthly Finance meeting will provide financial and capital programme oversight in accordance with the Council's CIPFA Financial Management Code arrangements; Cabinet and Council will retain formal decision-making; and scrutiny, audit and statutory officer functions will remain independent and unchanged.

6. Review

The Board and these Terms of Reference will be reviewed after six months and at least annually thereafter. The review will include whether the structure has sufficient practical influence and escalation power. Minor operational amendments may be made by the Corporate Director – Finance and Transformation after consultation with the Leader, Chief Executive and Monitoring Officer, provided that the Board's purpose, advisory status and constitutional position are unchanged. Substantive changes will return to Cabinet.

Appendix 2: COSC consideration and capital governance interface

Outcome of Corporate Overview and Scrutiny Committee consideration

COSC considered the proposed model on 7 September 2026 and endorsed the overall approach with minimal amendments. Members tested the need for the additional governance structure, the Board's constitutional status and empowerment, proportionality, performance, resources, corporate prioritisation, the relationship with capital governance, trade union involvement and application of the model to schools.

The Council's response to these points is set out below:

- **Need and continuing value:** the model does not replace programme, project, service, financial or constitutional governance. It creates a corporate view of significant change, enabling collective oversight of priorities, capacity, dependencies, risks and benefits. The six-month review will test whether the separate forum continues to add sufficient value or should evolve as portfolio management matures.
- **Constitutional role and empowerment:** the Board is advisory and oversight-focused and will not approve business cases, allocate budgets, commission expenditure, direct officers or exercise delegated powers. It will nevertheless have timely portfolio information, direct challenge to SROs, formal recommendations and clear escalation routes. CMT will have authority within existing responsibilities to prioritise work and deploy corporate capacity. Formal decisions will remain with authorised bodies or officers and the Monitoring Officer will attend as adviser.
- **Proportionality:** the Board will focus on strategic oversight, assurance and challenge, not operational programme management. Existing delivery governance will remain, portfolio entry and reporting will be proportionate to significance and risk, information will be captured once and reused, and administrative burden will form part of the review.
- **Performance and value:** reporting will combine time, cost, scope, quality, risk, dependencies and capacity with financial benefits, cost avoidance, productivity, resilience, service performance and resident outcomes. The TPO will work with Corporate Performance and Finance so evidence informs priorities and realised benefits pass into business-as-usual accountability.
- **Resources and prioritisation:** approved funding will support the required portfolio, digital, data and delivery capability. CMT and the TPO will identify and develop potential priorities across all services using performance, finance, demand, risk, resident experience, workforce, digital and data evidence, rather than relying only on services to bring proposals forward.
- **Discipline in resource allocation:** initiatives may be declined, deferred, paused, re-scoped or stopped where evidence is insufficient, benefits no longer justify cost, risks increase, capacity is unavailable or a higher-value priority emerges. This is intended to prevent over-commitment and direct limited financial and staffing resources towards the strongest priorities.
- **Workforce, trade unions and schools:** programmes will engage staff and recognised trade unions early where workforce implications arise. The model will support school-related transformation where the Council has responsibilities, influence or dependencies, without altering statutory responsibilities or delegated powers of governing bodies and headteachers.

Relationship with capital governance

The core design principle is one project governance hierarchy with specialist assurance through the transformation and financial oversight routes. The two arrangements will overlap where appropriate but will not create dual ownership. For projects that are both transformational and capital-funded, there will be one SRO, one business case, one delivery plan, one risk register and one version of performance information.

Transformation governance will consider why the investment is being made, the service or organisational change required and whether intended outcomes and benefits are being realised. The Monthly Finance meeting, comprising the Leader, Cabinet Member for Finance and Transformation, Chief Executive, Section 151 Officer and members of CMT as necessary, will oversee whether the capital investment is affordable, properly funded, deliverable and controlled under the Council's financial framework. CMT will resolve conflicts and formal approvals will follow the Constitution and delegated arrangements.

Governance based on classification of projects:

1. Transformation without capital: governed through the transformation structure without routine reporting to the Monthly Finance meeting.
2. Capital without transformation: routine asset maintenance or lifecycle replacement governed through the Monthly Finance meeting.
3. Transformation with a capital component: the overall programme sits within the transformation portfolio, with the capital-funded component subject to oversight through the Monthly Finance meeting and the Council's established financial and capital controls.
4. Capital enabling wider transformation: the capital project is managed as a workstream or enabling project within the wider transformation programme.

Capital investment will not be treated as transformational solely because it involves substantial expenditure, technology, building or system replacement. It will enter the transformation portfolio where associated changes to services, operating models, processes, workforce, adoption and benefits require corporate transformation governance.

Meeting of:	**CABINET**
Date of Meeting:	**22 SEPTEMBER 2026**
Report Title:	**SUPPLEMENTARY PLANNING GUIDANCE (SPG): EDUCATIONAL FACILITIES AND RESIDENTIAL DEVELOPMENT**
Report Owner: Cabinet Member / Responsible Chief Officer	**CABINET MEMBER FOR REGENERATION AND HOUSING** **CORPORATE DIRECTOR – COMMUNITIES**
Responsible Officer:	**LOUIS PANNELL** **STRATEGIC PLANNING POLICY TEAM LEADER**
Policy Framework and Procedure Rules:	**There is no impact on the policy framework or procedure rules.**
Executive Summary:	**The purpose of this Report is to provide Cabinet with an overview of the public consultation exercise on the draft Educational Facilities and Residential Development SPG document. It also seeks Cabinet approval to present the final Educational Facilities and Residential Development SPG to Council to seek its adoption. Adoption of this SPG will support the effective implementation of the existing planning policy framework contained within the Replacement Local Development Plan adopted March 2024 (RLDP), the Council's statutory land-use Planning document.**

1. Purpose of Report

1.1 The purpose of this Report is to inform Cabinet of the outcome of the public consultation exercise on the draft Educational Facilities and Residential Development SPG document.

1.2 The Report also seeks Cabinet approval to present the final form Educational Facilities and Residential Development SPG (**Appendix 1**), to Council to seek its adoption in order to support the effective implementation of the existing planning policy framework contained within the RLDP, the Council's statutory land-use Planning document.

2. Background

2.1 The RLDP, plays a key role in ensuring that there is sufficient and satisfactory educational provision for the children and young people generated by new residential developments.

2.2 The RLDP makes provision for 8,628 homes to promote the creation and enhancement of sustainable communities across the County Borough over the plan period (2018-2033). As a result, existing educational facilities will be inevitably placed under pressure to accommodate the additional pupils that will be generated through these planned residential developments. Therefore, the Planning system needs to ensure that the necessary steps are taken to avoid facilities being detrimentally affected and that adequate provision is available to cater for the learning needs of the children and young people of Bridgend.

2.3 Education capacity was a key consideration during preparation of the RLDP and directly informed the selection of strategic and housing allocations. The overarching strategy of the RLDP prioritises the allocation of large strategic sites of sufficient scale to support the delivery of a new primary school as a minimum. In addition, a number of smaller housing allocations have been allocated and will be required to contribute to improvements to existing educational infrastructure and/or the provision of new supporting infrastructure, where necessary, to ensure such development is acceptable in planning terms. These requirements are specified within Thematic Policies PLA1-5 of the RLDP and the Infrastructure Delivery Plan (**IDP**), providing clarity and certainty on infrastructure requirements associated with future development.

2.4 Furthermore, Policy SP10 of the RLDP sets the policy framework to ensure that all residential development proposals are supported by sufficient existing or new infrastructure. In order to mitigate likely adverse impacts and/or to integrate a development proposal, Policy SP10 requires that reasonable infrastructure provision or financial contributions must be provided by developers where necessary and secured by means of planning agreements/obligations where appropriate.

2.5 Development Control Committee was informed of the need to revise the Educational Facilities & Residential Development SPG 16 on the 2nd of October 2025. Councillors Hughes, Griffiths and Haines of Development Control Committee, volunteered to champion production of the revised Educational Facilities & Residential Development SPG, and have since been working alongside the Strategic Planning Policy Team Leader to progress the new SPG.

2.6 This draft SPG provides specific guidance on:

- Education requirements for residential developments including thresholds, pupil yields, additional learning needs provision, Welsh medium provision, cost per pupil place, investment in unsatisfactory school accommodation, new schools and how contributions will be used;

- How contributions are calculated - with a worked example; and
- The administration of policy through the various planning stages; Section 106, negotiations with developers and how issues surrounding development viability may be considered.

2.7 While a large proportion of the existing SPG 16 remains relevant, key areas requiring update include pupil yield rates and associated cost guidance. The latter is particularly necessary as costs have increased since the existing SPG's adoption in 2021.

2.8 The pupil yield rates have been revised using evidence from completed new build residential developments in the Borough, including schemes that have delivered a new primary school. Cost guidance has also been updated to reflect cost and size standards published by the Welsh Government.

3. Current situation / proposal

3.1 On the 10th of March 2026, a draft version of the SPG was presented to Cabinet. Cabinet resolved to approve that draft SPG as the basis for a public consultation period of 6 weeks. Cabinet also authorised officers to make appropriate arrangements for that public consultation before reporting the outcome back to Cabinet for approval to send a report to Council to seek adoption of the final SPG.

3.2 A 6-week public consultation period was held from 17th of March 2026 to the 28th of April 2026. The consultation was advertised in the following ways:

- Information on the consultation, including all the documentation, representation forms and how to make representations was placed on the Council's online Consultation Portal.
- Consultation details were sent directly to approximately 190 targeted consultees including all Elected Members, Town and Community Councils, planning consultants, house builders, Registered Social Landlords (**RSLs**) and all head teachers.
- A social media campaign was launched to promote the consultation across various social media platforms, aiming to generate awareness throughout the public consultation period. Periodic posts were made on the Council's X (formerly Twitter), LinkedIn and Facebook accounts.

3.3 At the close of the public consultation period, one representation was received on the draft SPG, submitted by a planning consultant acting on behalf of a housebuilder. Given the extensive publicity undertaken during the consultation, together with the targeted engagement of key consultees, the limited number of responses is considered a positive outcome, indicating that no fundamental objections were raised to the content for overall approach of the draft SPG.

3.4 The representation primarily sought clarification on, and raised concerns regarding, specific aspects of the guidance. These included the potential for double counting where development is required to provide both land for on-site education provision and financial contributions towards the delivery of strategic sites; the revised pupil yield assumptions; and the proposed increase to cost per pupil figures, together with the potential implications for development viability.

3.5 A summary of the representation, alongside the Local Planning Authority's (**LPA's**) responses and the reasons why certain suggested amendments have not been incorporated, is provided in **Appendix 2**. Having considered the comments received, it is concluded that only minor amendments to the SPG are necessary. These amendments have been incorporated into the final draft SPG, attached as **Appendix 1**. For ease of reference, the paragraphs amended following consultation are reproduced in full at the end of **Appendix 2** and include:

- An amendment to clarify that Section 106 agreements may include a review clause to account for any subsequent reduction in the number or type of residential units proposed, particularly where changes arise through reserved matters planning applications. The inclusion of such a review clause will be considered on a case-by-case basis.
- Additional wording to improve clarity and transparency regarding the assessment of whether surplus school places can be considered available and taken into account when determining developer contributions, in the context of safe walking routes from a development site to a school. A route is considered to be available if it is safe for a learner without a disability or learning difficulty to walk the route alone or with an accompanying adult if the learners age and levels of understanding require this.
- Minor amendments to clarify the purposes for which education contributions may be used, including the provision and design of new school facilities.

3.6 If adopted, the SPG will support the effective implementation of the existing planning policy framework, provide more detailed advice and guidance to applicants preparing planning applications and will become a material consideration in the determination of planning applications.

4. Equality implications (including Socio-economic Duty and Welsh Language)

4.1 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 on the use of the Welsh Language. It is therefore not necessary to carry out a full EIA on this policy or proposal.

5. Well-being of Future Generations (Wales) Act 2015 implications and connection to Corporate Well-being Objectives

5.1 The new SPG for Educational Facilities and Residential Development will provide additional guidance and material weight to support adopted RLDP Policies and seek to provide clarity in respect of their future interpretation, setting out what the Council expects from applicants in respect of satisfying those policies' detailed criteria. This is a key contributory factor to delivering Local Well-being Objective 3: '*Enabling people to meet their potential*.'

5.2 The new SPG, once adopted, will also contribute to the following goals within the Well-being of Future Generations (Wales) Act 2015:

- A prosperous Wales – Ensuring there is sufficient education provision in response to new residential development, directly supporting skills, employability and the future workforce.
- A healthier Wales – Ensuring education provision can be accessed by safe walking routes from new housing developments.
- A more equal Wales – Ensuring equal access to education provision, including Welsh-medium and Additional Learning Needs provision.
- A Wales of cohesive communities – Ensuring that education provision is provided in relation to new residential development to avoid pressure on existing schools.

6. Climate Change and Nature Implications

6.1 There are no direct climate change and nature implications from this Report, although the new SPG, once adopted, will provide additional guidance to ensure that existing education provision can be accessed by safe walking routes from new housing developments. This will help to encourage a sustainable modal shift, reducing carbon emissions that are released from car-born travel.

7. Safeguarding and Corporate Parent Implications

7.1 There are no safeguarding and corporate parent implications arising from this Report.

8. Financial Implications

8.1 There are no financial implications arising from this Report.

9. Recommendations

9.1 That Cabinet:

a) Note the contents of the Report and the consultation responses received on the draft SPG for Educational Facilities and Residential Development, together with resultant amendments, attached as **Appendix 2**.

b) Approve presenting the final form Educational Facilities and Residential Development SPG (**Appendix 1**) to Council to seek its adoption.

Background documents

None

Bridgend County Borough

Local Development Plan 2018-2033

Educational Facilities & Residential Development

Supplementary Planning Guidance

September 2026

Cyngor Bwrdeistref Sirol
Pen-y-bont ar Ogwr
BRIDGEND
County Borough Council

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Archbishop McGrath Catholic High School

1.0 Introduction

1.1 The purpose of this supplementary planning guidance (SPG) is to explain in detail the Council's approach to the provision of educational facilities and outlines how the Council will, where appropriate, seek planning obligations to provide or enhance education and school facilities as part of new residential developments throughout the County Borough of Bridgend.

1.2 This adopted SPG will be a material consideration in the determination of all planning applications for residential development including applications for renewal of consents.

1.3 Anyone wishing to submit an application for residential development within the County Borough is urged to consider this SPG and to contact the Local Planning Authority (LPA) in advance of submitting an application, to discuss the issues that are raised in this document on a site-specific basis.

1.4 This SPG provides specific guidance on:

- Education requirements for residential developments, including thresholds, pupil yields, additional learning needs provision, Welsh medium provision, cost per pupil place, investment in unsatisfactory school accommodation, new schools and how contributions will be used;
- How contributions are calculated, providing a worked example; and
- The administration of policy through the various planning stages, Section 106, negotiation with developers and how issues surrounding development viability may be considered.

2.0 Policy and Legislative Context

2.1 The National Planning Policy context for the provision of educational facilities through the planning system is set out in Future Wales: the National Plan 2040 and Planning Policy Wales (PPW).

2.2 **Well-Being of Future Generations (Wales) Act 2015** is a key piece of legislation which aims to further improve the social, economic, environmental and cultural well-being of Wales now and in the longer term. The Act puts in place a 'sustainable development principle' which is a duty for public bodies to "act in a manner which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs". The Act is underpinned by seven well-being goals, which public bodies must work to achieve (a prosperous Wales, a resilient Wales, a healthier Wales, an equal Wales, a Wales of cohesive communities, a Wales of vibrant culture and thriving Welsh Language and a globally responsible Wales.

2.3 **Future Wales: The National Plan** is the National Policy Framework setting out the direction for development in Wales to 2040. Whilst the plan does not address education facilities specifically, it sets the spatial framework within which local and regional development plans can integrate new education provision, in line with national goals around sustainable growth and community well-being.

2.4 **Planning Policy Wales (PPW): Edition 12** states the importance of planning authorities developing a strategic and long-term approach to the provision of community facilities (including schools) when preparing development plans. Community facilities should continue to address the requirements of residents in the area and can contribute to a sense of place which is important to the health, well-being and amenity of local communities and their existence is often a key element in creating viable and sustainable places.

2.5 Inclusive Design: PPW emphasises the need for good design and placemaking to be incorporated within all development proposals. Good design should place people at the heart of the design process and must also involve the provision of measures that help to reduce the inequality of access to essential services, education and employment experienced by people without access to a car.

2.6 Infrastructure: Adequate and efficient infrastructure, including services such as education facilities, is crucial for economic, social and environmental sustainability. It underpins economic competitiveness and opportunities for households and businesses to achieve socially and environmentally desirable ways of living and working. Infrastructure which is poorly designed or badly located can exacerbate problems rather than solving them.

2.7 Active and Social Linkages: The Active and Social Places of PPW seeks to actively create sustainable and cohesive communities through development plan policies, including specific allocations, and development management decision making. In particular, policies will: enable sustainable access to housing, employment, shopping, education, health, community, leisure and sports facilities and green infrastructure, maximising opportunities for community development and social welfare; It emphasises that when planning and managing future development, planning authorities need to ensure that residents of existing and new communities have access to jobs and an appropriate range of community facilities including recreation, leisure, health and education.

2.8 PPW identifies that planning obligations are useful arrangements to overcome obstacles that may otherwise prevent planning permission from being granted. Contributions may be used to offset negative consequences, to help meet local needs, or to secure benefits which will make development more sustainable. It is essential that arrangements are fair to both the developer and community, that the process is transparent as possible, and that development plans provide guidance on the types of obligations that the Council may seek.

2.9 **Welsh Government's Sustainable Communities for Learning Programme (SCfL)** formerly known as the *21st Century Schools and Education Initiative* is a long-term investment for schools and colleges to develop them as hubs for learning and reduce buildings in poor condition. In January 2022, it adopted the new title SCfL, reflected renewed emphasis on environmental sustainability, community cohesion, and the needs of future generations. The main aims of the programme include:

1) Transforming Learning Environments & Learner Experience
2) Meeting Demand for School Places
3) Improving Condition & Suitability of the Estate
4) Developing Sustainable Learning Environments
5) Supporting the Community

2.10 The SCfL now includes approximately £2.3 billion in combined capital and revenue investment for education infrastructure, delivered through a more flexible "rolling programme" rather than fixed, multi-year cycles.

2.11 **Cwm Taf Morgannwg Public Services Board Well-being Plan 2023-2028**
The Well-being Plan (the Plan) outlines how the Public Service Board will work together to deliver the seven wellbeing goals for Wales as referenced in the Wellbeing of Future Generations (Wales) Act. The Plan is framed around tackling inequalities in relation to our lifestyles, our communities, and our environment to improve the well-being for people living here now and building towards a fair future. Two well-being objectives have therefore been developed, which are:

1) Healthy Local Neighbourhoods
2) Sustainable and Resilient Local Neighbourhoods

2.12 This plan recognises the need to help people to access support, services and opportunities in their local neighbourhood such as community buildings like education facilities.

2.13 **Active Travel (Wales) Act 2013** makes walking and cycling the preferred option for shorter journeys, particularly everyday journeys, such as to and from a workplace or education establishment, or in order to access health, leisure or other services or facilities. The Active Travel Act requires local authorities to identify the walking and cycling routes required to create fully integrated networks for walking and cycling to access work, education, services and facilities.

3.0 Background

3.1 Bridgend County Borough Council (BCBC) receives a high number of applications each year for new housing development. These new residents create a demand for school places and as a result, there may be a need for new educational facilities or an improvement to existing provision. In order to ensure communities are not disadvantaged and that there is sufficient and satisfactory educational provision for the children and young people generated by new developments, the Council will, where appropriate, seek contributions towards providing or enhancing educational facilities. To meet this demand Policy SP10 of the RLDP requires the provision of educational facilities and/or their upgrades.

3.2 The Council urges anyone intending to submit an application for residential development within the County Borough to read this SPG. To discuss any issues on a site-specific basis they may contact BCBC in advance of making a planning application for pre-application discussions (see Section 7 at the end of the SPG).

Pencoed Primary School

4.0 Education Provision

4.1 **Corporate Plan and Education and Family Support Directorate Plan 2023-2028** sets out the Council's priorities and how the Council will work alongside local people and partners to provide services over the next five years.

- A County Borough where we protect our most vulnerable
- A County Borough with fair work, skilled, high quality jobs and thriving towns
- A County Borough with thriving valleys communities
- A County Borough where we help people meet their potential
- A County Borough that is responding to the climate and nature emergency
- A County Borough where people feel valued, heard and part of their community
- A County Borough where we support people to live healthy and happy lives

4.2 Education contributions secured through Section 106 will specifically support the fourth objective. The importance of delivering this objective is also detailed within the Education and Family Support Directorate Plan.

4.3 **Education and Family Support Directorate Plan** identifies the directorate's priorities and commitments, the contribution the directorate will make in the Corporate Plan, and how this will be measured.

4.4 **School Modernisation** – BCBC has embarked on a challenging programme of school modernisation across the County Borough. Creating schools that are fit-for-purpose and valued by their communities is one of the Council's major priorities, as outlined in the Corporate Plan. Throughout the modernisation process, discussions are being held with learners, schools and their communities. Consideration is being given to the circumstances of each school with the best long-term interests of the children and young people in its locality

being the priority while ensuring the current quality of education is maintained. Using the most up-to-date information held by the Council, the effects of the School Modernisation Plan on schools in the vicinity of new residential development will be taken into account at the planning application stage and this will form part of the negotiation process at that time.

4.5 **School Catchment Areas** – All primary and secondary schools have geographical catchment areas that are used to administer admission arrangements. Out of the 60 Schools throughout the County Borough, there are 5 Welsh medium schools, 5 voluntary aided, 1 voluntary controlled, 2 special schools and there is 1 pupil referral unit. Due to the reduced number, and therefore more sparsely located nature of schools such as Welsh medium schools and special schools, they have wider catchment areas.

4.6 It should be noted that the defined catchment areas for schools are sometimes subject to review and the Council recommends that the developer contacts the Council prior to the submission of a planning application to ascertain the most up-to-date catchment information.

4.7 In order to make effective use of future contributions, the terms of any future Section 106 agreement should allow for the fact that school catchment areas change and that contributions can be utilised for education facilities within any subsequent school's catchment area within which the development falls at the time of implementation.

4.8 **School Capacity** – Welsh Government's Circular No. 021/2011 'Measuring the Capacity of Schools in Wales' describes the method of assessing the capacity of primary and secondary schools and deriving appropriate admission numbers from the capacity. Local Authorities in Wales are required to set pupil admission numbers (the PAN) based on this methodology as part of their annual determination of admission arrangements for the schools.

4.9 The Council holds up-to-date information relating to the capacities of each school, which will be used to determine whether a surplus or deficit in available capacity exists for schools by catchment area. Where a development is likely to place pressure on the existing capacity of schools in a catchment, the Council will seek to negotiate an agreed financial contribution towards the provision of additional school places or facilities.

4.10 It is necessary to retain some spare places to enable schools to cope with fluctuations in numbers of pupils in particular year groups. This allows for preference and demand volatility (e.g. year-on-year changes in the birth rate, parental choice etc.). **The level of spare places needed to be retained at schools is unlikely to exceed 10%. Any school which has achieved 90% occupancy would therefore be regarded as having no surplus capacity.**

4.11 **School Standards** – Each school has been assessed in terms of any significant investment that is required to bring it up to a satisfactory standard. The Council holds information in connection with the suitability, sufficiency and condition of school buildings throughout the county borough. The standard of school buildings / facilities is a valid consideration for this SPG and Section 106 negotiations as additional numbers of pupils generated by new development could exacerbate arrangements to such an extent that the individual school would not be suitable to accommodate additional pupils. Circumstances are likely to differ significantly between schools depending on their configuration, layout, facilities and use of internal space that may need to be brought back into beneficial use to accommodate new pupils.

4.12 The Education (School Premises) Regulations 1999 describe and advises on meeting the minimum standards for the premises of all maintained schools in Wales. The Regulations set minimum standards for all existing and new maintained schools in Wales and they require that the premises of non-maintained special schools, and approved independent schools suitable for the admission of children who have special educational needs conform to some of the standards contained within them. The surveys undertaken by the Council

are based on the above guidance. Current guidance such as Building Bulletins, are also consulted.

5.0 Developer Contributions

5.1 Thresholds

5.2 Residential developments large enough to place increased pressure on the educational facilities within whose catchment area the development is located will result in the Council seeking an appropriate level of contribution from the developer to accommodate the additional places or bring existing floorspace up to a satisfactory standard.

5.3 Contributions for educational facilities will be sought from all proposed developments with a net gain of 5 or more residential units. In the case of flats or apartments contributions will be required for 15 or more eligible units (i.e. 1 bedroom flats would be excluded from the total number of units).

5.4 Contributions will be sought where:-

a) The pupils potentially arising from the development will cause the surplus capacity of local schools within the catchment area to be exceeded; or

b) Existing surplus capacity exists to accommodate some or all of the pupils potentially arising from the development, but refurbishment is required to make those places 'fit for use'.

5.5 The only forms of accommodation that will be exempt from contributions are bedsits, 1-bed dwellings, sheltered or elderly accommodation, houses in multiple occupation, hotels, hostels and student accommodation (including residential schools, colleges or training centres).

5.6 Each residential development exceeding the above thresholds will be assessed to determine how many children and young people are likely to be generated from that development and its potential demand and impact on local schools and education facilities.

5.7 Pupil Yields

5.8 The number of children and young people that will be generated by a proposed housing development is based on the following pupil yield factors:

Table 1: Number of children generated per dwelling

Age Group	Number of Children Generated per Dwelling	
	Apartments	Houses
Nursery (under 4)	0.02	0.05
Primary (4-11)	0.10	0.33
Secondary (11-16)	0.06	0.21
Post 16	0.18 x secondary	0.18 x secondary
ALN* – Primary	1.5% of primary	1.5% of primary
ALN* - Secondary	1.5% of secondary	1.5% of secondary

* ALN = Additional Learning Needs

5.9 The pupil yield numbers above are based on the actual take up of school places from completed new build housing developments in the borough, which include the provision of a new Primary School.

5.10 The number of pupils generated by a proposed development will be rounded up or down to the nearest whole pupil, and will be assessed against the capacity of the school(s) in whose catchment area(s) the new housing development is proposed. The Council will take account of the number of pupils on the school roll (NOR) to assess whether any surplus capacity exists within the development catchment(s).

5.11 Net pupil places required above projected capacity are then calculated by offsetting a developments projected pupil yield against any existing school place surplus. The figures used to calculate the school numbers will be made available to developers as part of the justification for requesting a financial contribution.

5.12 Safe Walking Routes

5.13 Notwithstanding para. 5.11, any surplus school capacity within the development catchment(s) must also be considered in the context of Safe Walking Routes (A route is considered to be available if it is safe for a learner without a disability or learning difficulty to walk the route alone or with an accompanying adult if the learners age and levels of understanding requires this) before assuming that capacity can offset a development's projected pupil yield. The local authority will only accept the use of surplus places within a relevant catchment area, where the following criteria is met:

1) The distance from the development to the school(s) is within the national statutory distances of two miles for primary school pupils and three miles for secondary school pupils; and

2) The journey from the development to the school(s) is served with an available walking route, as defined by the local authority (as per the Leaner Travel Statutory Provision and Operational Guidance – See Appendix A for further guidance).

5.14 If the local authority has not assessed the route from the development to the relevant schools with surplus places, the onus will be on the developer to demonstrate under the Learner Travel Statutory Provision and Operational Guidance, that the route can be considered 'available'. This could be incorporated within a transport assessment or other supporting information submitted with a planning application.

5.15 Additional Learning Needs (ALN) Provision

5.16 Additional Learning Needs pupils are those taught in either a special school or in a specialist facility on the site of a mainstream school.

5.17 Welsh-Medium Provision

5.18 An evaluation of different educational settings (i.e. English-medium, Welsh-medium, faith and voluntary aided schools) is undertaken on historical take up of places in the catchment and how place availability would drive parental choice. The Local Education Authority will determine if contributions will be used for Welsh or English-medium school places, which will be subject to a separate process outside of any planning application.

5.19 Costs per Pupil Place

5.20 The costs per pupil place are based upon Welsh Government standardised size and costs for new build schools under the Sustainable Communities for Learning programme.

Table 2: Cost per Pupil Place

Year Group	Cost per Pupil Place
Nursery	£25,009
Primary	£25,009
Secondary	£36,318
Post 16	£36,318
ALN – Primary	£75,027
ALN – Secondary	£108,954

5.21 The figures above have been tested against the costs of recently completed new school construction projects and will be regularly reviewed to reflect changes in school building costs. The most up-to-date data will be used at the time of the application. The figures quoted in this SPG are therefore subject to change.

5.22 The Welsh Government's standardised costs are based on the area in a school building required per pupil, according to the maximum size range of Building

Bulletins 98 and 99 for secondary and primary pupils respectively. Once the size is established, costs are applied which account for the following elements:

- Standard build costs (includes sub structure, externals and design costs);
- Furniture, fittings and equipment; and
- ICT

5.23 The costs do not include abnormal build costs associated with gradients, contamination, flood protection works or any associated highway works outside the school boundary.

5.24 Investment in Unsatisfactory School Accommodation

5.25 In circumstances where a school does have the capacity with regards to floor space, but the space is considered to be of an unsatisfactory standard to accommodate additional pupils created by a development and would require investment to make it suitable, the costs of bringing this floor space up to standard will be based on 65% of the cost of providing a new additional space.

5.26 New Schools

5.27 Where large scale development generates sufficient pupil numbers to justify a new primary or secondary school, there will be a requirement on developers to provide this within the development. If not physically possible to accommodate the facility on site, the developer will be required to make an equivalent financial contribution (e.g. land value and building costs) towards its off-site provision.

5.28 Use of Contributions

5.29 The Council will seek contributions for all age groups for all maintained schools where the need arises. Contributions may be used for:

- provision of new schools;

- design of new schools in accordance with the Area Guidelines for Schools in Wales – Building Guidance, which sets out requirements for high-quality, inclusive and sustainable learning environments, including appropriate outdoor learning and play spaces, accessibility, wellbeing and environmental sustainability;
- provision of new classrooms;
- improvements and refurbishment of existing facilities to provide additional capacity;
- provision of additional resources or improvements to existing resources necessitated by the additional demand;
- provision of any necessary interim school measures which, in some circumstances, might be required when it is not possible to ensure that permanent measures will be in place on time.

6.0 Calculating the Requirement

6.1 Contribution formula

6.2 Using this guidance the calculations towards providing additional places or investment required to make the school suitable for additional pupils will be worked out using the following formula:

(Number of dwellings x Number of children generated per dwelling)
X

Cost per pupil place

+

Any additional related costs*

=

Total cost of providing school places or investment required to make the school suitable to accommodate additional pupils

*See Appendix 1 for an indication of potential additional costs

6.3 Worked Example

6.4 The following is a worked example using the formula above for a development of 500 houses in an area with no surplus Primary School capacity:

Number of dwellings = 500

Number of primary aged children generated by each dwelling = 0.33
Number of primary aged ALN children = 1.5% of total

Cost per pupil place = £25,009
Cost per ALN pupil place = £75,027

500 x 0.33 = 165 pupils
165 x 1.5% (ALN) = 2.47 (rounded down to 2)
165 – 2 = 163 pupils and 2 ALN pupils

163 x £25,009 = £4,076,467

2 x £75,027 = £150,054

Total Contribution = £4,226,521

7.0 Administration of the Policy

7.1 Implementation of the Policy

7.2 The implementation of the SPG strategy operates through a number of procedures which are broadly as follows:

7.3 Pre-Application Stage

7.4 Prospective applicants for housing developments are strongly advised to contact the Council's Planning Department prior to submitting a planning application. Amongst other matters, this will enable an officer from the Strategic Planning section to liaise with the Education, Early Years and Young People Directorate and outline the anticipated Council's requirements relating to education and other Section 106 contributions. This is to ensure that any anticipated costs relating to provision of education facilities are highlighted prior to, or during, the developer's initial site evaluation exercise.

7.5 Application Stage

7.6 Should pre-application discussions not take place, applicants for housing developments will be informed of the requirements for the provision of education facilities following the submission of a planning application. Should a housing development trigger the threshold for a contribution, an applicant will be required to enter into a Section 106 legal agreement with the Council to ensure a contribution is made towards education facilities. A clause will be included within the Section 106 agreement to assess the available capacity at the point the obligation is triggered, ensuring that the required mitigation is accurately aligned with conditions at that time.

7.7 As part of any request for a planning obligation, an applicant will be provided with:

- The number of children potentially arising from the development.
- The capacity of the relevant local schools and the existing number of pupils on the school roll.
- The amount of financial contribution that will be required to create additional school places.

7.8 Section 106 Agreements

7.9 Section 106 of the Town and Country Planning Act (TCPA) 1990, as amended by Section 12 of the Planning and Compensation Act (1991), and the Community Infrastructure Levy Regulations 2010 (as amended), is the legislative framework for planning obligations. Any obligation must meet the following three tests:

1) Necessary to make the development acceptable in planning terms;
2) Directly related to the development; and
3) Fairly and reasonably related in scale and kind to the development.

7.10 Furthermore, it should be noted that the CIL Regulations (Regulation 123) restricts the pooling of Section 106 contributions. Regulation 123 states a Section 106 obligation cannot constitute a reason for granting planning permission if five or more separate planning obligations already exist for a specific single infrastructure project (entered into since 6th April 2010). The Council keeps up to date records of all Section 106 agreements entered onto the Planning Register. In discussions with developers, the Council will consider whether the pooling restriction is relevant and seek to ensure that the development can be appropriately mitigated through planning obligations, whilst ensuring that the pooling restriction is not breached. If a development is not capable of delivering appropriate infrastructure because of the pooling restriction, this may make it unacceptable in planning terms.

7.11 Given the uncertainty regarding the future of the Community Infrastructure Levy Regulations 2010 (as amended) and the devolved powers Welsh Government

inherited to modify existing secondary legislation in April 2018, the Council has agreed that progress on CIL is to be placed into abeyance until there is a clear direction from Welsh Government. In the meantime, the Council will continue to use planning obligations secured through Section 106 agreements to secure necessary infrastructure.

7.12 Site Extensions

7.13 In cases where a greater number of dwellings are proposed than originally allocated, additional contributions will be required and secured through subsequent reserved matters applications. Alternatively, a review clause may be incorporated into the wording of a Section 106 agreement to account for any increase or reduction in the number or type of units proposed. The need to include a review clause within a Section 106 agreement will be considered on a case-by-case basis.

7.14 Negotiations with Developers

7.15 Negotiations with developers on planning agreements will include:

- the project(s) to which their contributions may be used;
- the timing of the payment of agreed contributions; on large sites payments may be phased by agreement with the authority;
- when contributions will be spent; this will normally be within 5 years of receipt of the final payment.

7.16 In order to make effective use of future contributions, the terms of any future Section 106 agreement should allow for the fact that school catchment areas change and that contributions can be utilised for education facilities within any subsequent school's catchment area within which the development falls at the time of implementation.

7.17 Development Viability

7.18 Certain proposals may be eligible for discounted or reduced contributions if it can be proven that the value of the contribution required will jeopardise a proposal's viability. Appropriate supporting evidence must be provided to substantiate any such claim, and this evidence must be comprehensive. For example, it would not be acceptable to solely highlight a change in one variable (such as build costs), without clearly evidencing how other variables (such as house prices), may have also changed. A comprehensive viability appraisal must therefore be provided, with all inputs and assumptions being robustly evidenced. Unsubstantiated commentary will not be acceptable.

7.19 Applicants must robustly demonstrate any site-specific constraints, abnormal costs and/or other viability challenges that could necessitate a deviation. The LPA will work collaboratively with developers in such instances to evaluate site-specific evidence. The LPA reserves the right to reject any development viability claims without comprehensive supporting evidence being provided.

7.20 In all cases, it is recognised that some information necessary to demonstrate viability may be commercially sensitive. However, this is not a sufficient reason to avoid providing the appropriate evidence to the LPA and this information will be used solely to consider whether any deviation from this SPG is justifiable.

7.21 There is a common viability appraisal model in use across the South East Wales Region known as the Burrows-Hutchinson Ltd Development Viability Model (DVM). The DVM has been created as a comprehensive, user-friendly model to assess the financial viability of development proposals. The LPA is able make the DVM available to applicants to appraise the financial viability of a proposed development and demonstrate any necessary deviation from the requirements of the SPG. The primary inputs required to undertake a financial viability appraisal through the DVM are provided in Appendix B.

7.22 The DVM and user guide can be released to any applicant subject to the LPA receiving payment of a standard fee (set out in the Council's latest Fees and Charges Schedule). The fee is intended to cover the LPA's administrative costs of locking and distributing the model, verifying the completed appraisal and providing a high-level review to the applicant. However, payment of a fee will not guarantee that a reduced education contribution will be deemed acceptable or directly result in the granting of planning permission. The fee will only enable the LPA to consider whether:

a) the DVM has been completed correctly and appropriately;
b) the evidence supplied to support the costs and values submitted is sufficient and proportionate;
c) the suggested timescales for the development are realistic; and
d) the appraisal accords with policy requirements of the RLDP and with other guidance and/or policy statements that are pertinent to the assessment of viability in a planning context.

7.23 The preliminary fee does not allow for any further time that an applicant might wish to spend debating the findings of the LPA's initial high-level review. It also does not allow for any officer time necessary to re-appraise subsequent submissions of the model and supporting evidence, which will be rechargeable. Alternative viability models can be used subject to prior agreement with the LPA. In the event of any unresolvable disputes, the LPA may need to draw upon expertise from a third party to act as an independent arbitrator. The costs associated with this must be met by the developer/applicant. For larger sites (of several hundred units), mixed-use developments or sites of a strategic scale, it may be more appropriate for an applicant to commission an independent arbitrator from the outset, following discussion with the LPA.

7.24 Irrespective of the outcome of a viability appraisal, it may be necessary for the Council to secure a certain level of developer contributions, in order to mitigate the impact of the development. Such a circumstance could be where a failure to make some provision for certain infrastructure items would make the

development unacceptable in planning terms, contrary to policy and an unacceptable burden. This will be assessed on a case-by-case basis. In such circumstances, failure to secure the contributions, deemed necessary to support the proposal, could result in a recommendation of refusal.

7.25 Planning Appeal Decisions

7.26 If an appeal is made for reasons other than the provision of an education contribution, the applicant should ensure that an appropriately worded Unilateral Undertaking is signed prior to the determination of any appeal, to make provision for the appropriate contribution. Failure to provide such an undertaking would be likely to result in the Council making an objection on education capacity grounds at appeal.

Appendix A – Safe Walking Routes to Schools

1.1 Local authorities are under a legal duty to assess the travel needs of learners who walk to school. In making an assessment, local authorities must take into account the following physical route provisions by law:

- Route conditions;
- Traffic;
- Traffic flow on roads;
- Collision history;
- Footpaths;
- Crossing points;
- Canals, rivers, ditches and embankments;
- Lighting;
- Planned changes in the area; and
- Level crossings.

1.2 The intent of the guidance is to ensure that the relationship between learners and traffic is considered by the local authority in making a judgement as to whether the route they are to travel, is available (safe) to walk. It is important therefore that for any new development, pedestrian routes are adequate and meet the physical requirements outlined in the Statutory Provision and Operational Guidance. Particular consideration should be given (but not limited to) the following:

- The provision of continuous adequate footways
- Adequate street lighting
- Adequate sight lines
- Pedestrian refuges where necessary
- Adequate visibility
- Traffic flow and sight lines to allow enough opportunities to cross safely
- Sufficient crossing facilities (for example, zebra, pelican crossings)

- Sufficient pedestrian phases at traffic lights (including necessary refuges)

1.3 A local authority cannot automatically consider a route to be available on the basis it meets some or all of these physical requirements. The local authority will also need to consider any social danger associated with the route, which is also required under the operational guidance. The local authority will also need to consult and consider the views of learners as well as parents/carers in its assessment of the availability of a walked route to school.

1.4 Therefore, developers should ensure that for any new developments, the local authority is able to consider positively associated pedestrian routes, in line with the physical route requirements summarised above, but detailed more comprehensively in the aforementioned Learner Travel Statutory Provision and Operational Guidance.

Appendix B – Additional Related Costs

1.1 Potential Additional Related Costs include the following:

- Land acquisition
- Associated infrastructure requirements (e.g. major highway infrastructure or excessive ground levelling requirements)
- Temporary accommodation
- Initial cost of school transportation for up to 3 years (whilst new accommodation is being built)
- Building regulations
- Preliminary site investigations

1.2 The above highlights those additional related costs referred to that may be necessarily incurred, and which may form part of the contributions sought from the developer by the Council.

Appendix C – Data Inputs Required for Financial Viability Appraisals

1) List of open market dwelling types, specifying for each one:
   a) Number of bedrooms
   b) Number of habitable rooms
   c) Gross/net internal floor areas
   d) Estimated open market value (freehold selling price) with supporting evidence
   e) Total number of each dwelling type within the proposed development

2) List of affordable dwelling types, specifying for each one:
   a) Number of bedrooms
   b) Number of habitable rooms
   c) Gross/net internal floor areas
   d) Estimated open market value (unrestricted freehold selling price) for intermediate dwellings
   e) Transfer values for social rented dwellings
   f) Total number of each dwelling type within the proposed development

3) Site layout plan for the development (outline, or detailed if available) with net developable areas and dwelling numbers for each element/phase of the proposed development.

4) Estimated construction and sales programmes for the development.

5) Details of current land ownership or details of the contractual terms and stage of transaction reached for its acquisition by the developer. This must include the land price paid (or, if estimated and not yet paid, the basis for that estimate) and allowance made for acquisition fees and Land Transaction Tax.

6) Planning costs and anticipated period before commencement of development (in months) after land acquisition has been completed.

7) Housing construction costs (plot costs), as a total sum or £/m2, noting any additional allowance made for achieving compliance with forthcoming building regulations. Evidence must be provided to justify what these costs are based on.

8) Physical infrastructure costs, broken down between:
   a) Off-site drainage, highway and/or other works, with detailed analysis/justification
   b) Normal on-site costs for providing road access and services to individual plots (including “externals” such as detached garaging and landscaping, which may be assessed on a fixed average sum per dwelling, or as a percentage of plot

costs)

c) Abnormal site costs (if any) with detailed analysis/justification

9) Allowance made for professional fees in connection with:

a) Planning and building regulations approvals

b) Housing construction costs

c) Physical infrastructure works

10) Estimated sum (or percentage allowance) for contingencies

11) Section 106 contributions necessary to achieve full RLDP policy compliance and anticipated timing of payments

12) Sale and marketing costs for open market dwellings

13) Finance costs, including interest rate(s) applied, and the basis for their calculation

14) Details of any proposed non-residential uses, including gross external and net internal floor areas, together with estimated costs and revenues associated with those parts of the development. This will include, where available, estimated freehold and rental values for each element/unit, the investment yield(s) on which estimated freehold values have been based/calculated, and details of any pre-lets or forward sale arrangements.

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Appendix 2: Consultation Representations, Responses and Resultant Action

Do you have any comments on the proposed thresholds in Section 5?	
Organisation	Planning consultant acting on behalf of a housebuilder
Representation	It is recognised that proposed development at strategic sites would clearly exceed the thresholds set out in Section 5 and would therefore be expected to contribute towards education provision. In principle, this is accepted, and it is acknowledged that developments of this scale will generate a need for additional school places. However, concern is raised not with the principle of the threshold, but rather its operation in practice when applied to large, phased developments. For example, strategic sites make provision for on-site education infrastructure, including the safeguarding of land for a new primary school. The SPG does not clearly set out how such on-site provision is to be taken into account when calculating financial contributions. This creates a lack of clarity as to whether, and to what extent, the provision of land and associated infrastructure will offset or reduce the requirement for standardised financial contributions. In this context, it is considered unreasonable to apply standard “per pupil” capital cost contribution, which are primarily intended to fund incremental expansions to existing schools, to developments that are already required to make a significant on-site contribution through the provision of serviced land and the integration of education facilities within the masterplan. In the absence of a clear mechanism to offset these contributions, there is a real risk of double counting, whereby developers are required to both provide land for a new school and pay full financial contributions towards pupil places. This would result in a disproportionate and unjustified financial burden. The SPG should therefore include explicit provisions to address how in-kind contributions, such as the provision of land and associated infrastructure for a new school, will be factored into the overall

	contribution requirement. This should include a clear and transparent methodology for offsetting land value and infrastructure costs against any financial contributions sought. Without such clarity, there is a risk that the policy will be applied inconsistently and in a manner that undermines development viability. In summary, whilst the threshold approach is understood, it does not adequately account for the specific circumstances of large strategic developments. The SPG should be revised to ensure that on-site provision is properly recognised and that contributions are applied in a fair, proportionate and transparent manner, avoiding the risk of double counting and supporting the deliverability of key strategic sites.
Local Planning Authority Response	Since the existing SPG was adopted in 2021, construction costs have risen significantly. Accordingly, the cost multipliers have been updated to reflect the latest Welsh Government Cost and Size Standards, published in 2023, using the applicable 2026 rates. The Welsh Government Costs Standards apply standardised cost benchmarks to as many elements of school construction as possible. These benchmarks include, but are not limited to: • Construction cost per m^2; • Furniture, fitting and equipment price per pupil pupil/student; • ICT price per pupil/student. However, the cost standards do not account for land acquisition costs or the costs associated with providing utility services to the site boundary. As these costs are excluded from the cost's multipliers, the methodology avoids double counting where developer contributions are required in addition to the provision of serviced land.
Resultant Action	No action required.
Do you have any comments on the proposed pupil yields in Section 5.7?	
Organisation	Planning consultant acting on behalf of a housebuilder

Representation	A strong objection is maintained to the proposed pupil yield assumptions set out within Section 5.7. The SPG continues to apply a blanket yield of 0.33 for primary school pupils and 0.21 for secondary school pupils per dwelling. Whilst the Council states that these figures are based on the actual take-up of school places from completed developments within the Borough, the evidence base underpinning this approach remains unclear and insufficiently robust. No detailed information is provided regarding the number or type of developments analysed, nor whether the data reflects a representative range of dwelling sizes, tenures or locations. The apparent reliance on a limited dataset, potentially including a single development, is not an appropriate basis upon which to establish borough-wide planning assumptions. This is particularly concerning given the significant pupil yield compared to neighbouring authorities, which has not been convincingly justified. It is widely recognised that pupil yield varies considerably depending on dwelling size and household composition. Larger family homes typically generate higher numbers of school-aged children, whereas smaller units such as two-bedroom dwellings generate significantly lower yields. The application of a single average yield across all house types fails to reflect this fundamental relationship and results in an overestimation of demand in many cases. This issue is particularly relevant to the proposed strategic allocations, where a broad mix of housing is intended to be delivered, including a substantial proportion of two and three-bedroom dwellings. Applying a blanket primary yield of 0.33 per house assumes that all units perform at a level equivalent to larger family homes, which is neither realistic nor supported by evidence. As a result, the approach leads to inflated education contributions that are not proportionate to the likely impact viability of the development. Other local authorities have adopted different, more evidence-based methodologies. In Cardiff, for example, pupil yields are calculated based on the number of bedrooms within a dwelling, with

	significantly lower yields applied to smaller units and higher yields applied to larger dwellings. Notably, even the highest yields applied in Cardiff are lower than the blanket figures proposed within this SPG. This highlights a clear discrepancy and suggests that the current approach in Bridgend is overly simplistic and potentially excessive. In light of the above, it is considered that the Council should undertake a more comprehensive and transparent evidence-based assessment of pupil yields, drawing on a wider range of data sources including Census information, school roll data and multiple housing developments. A differentiated approach based on dwelling size should be adopted to ensure that contributions are fair, proportionate and reflective of actual demand.
Local Planning Authority Response	The consultee's comments are noted. Pupil yield rates within the existing SPG were based on the actual uptake of school places from a completed residential development within the borough, which included the provision of a new primary school at Broadlands. Yield rates were calculated separately for each academic year including nursery, primary, secondary and post-16, by dividing the number of pupils in each provision by the overall development population. This methodology was previously challenged by developers, specifically due to the over reliance on a single completed development to inform pupil yield assumptions. As part of this review, the robustness of the pupil yield evidence base has been strengthened through the reassessment of school uptake at Broadlands, alongside the inclusion of data from a second completed housing development, Parc Derwen, which was not fully complete at the time of the previous review. Both developments included the provision of an on-site primary school and comprise a broad mix of dwelling types, including one, two, three, four and five-bedroom homes. To determine the pupil yield arising from the two developments, an exercise was undertaken that involved interrogating post codes to identify the number of pupils (on roll) arising from the individual housing developments. This data provided a breakdown of the number of pupils within each academic

	year. Average pupil yield rates for each education provision were then calculated separately for both housing developments by dividing the number of pupils within each education provision by the total population of each development. The generated pupil yield rates were analysed in detail through a comparative assessment of the demographic profiles of the two developments. Officers' analysis indicated that new housing developments are likely to generate a demographic profile more closely aligned with Parc Derwen, which, as a recently completed site, has a higher proportion of younger families and therefore greater demand for nursery and primary education provision. In contrast, Broadlands represents a more established and settled community, with lower demand in the early years' provisions and comparatively higher levels of secondary and post-16 pupils, reflecting the progression of children into older education provisions as the development has matured. These differences are clearly reflected in the respective school place uptake data for each development. In order to ensure that the pupil yields rates were more representative of a new housing development, the methodology applied a weighted average between the Broadlands and Parc Derwen pupil yield rates for each education provision, with a 75% weighting applied to Parc Derwen deemed to better reflect the anticipated demographic profile of future residential developments. Several alternative approaches were explored, including census data in addition to calculating pupil yields based on the number of bedrooms within each dwelling. However, these methods were discounted due to the absence of sufficiently robust evidence. There are several limitations associated with using census data to derive pupil yield assumptions for new residential developments. Firstly, census data identifies the number of school-aged children residing within an area but does not identify which schools those children actually attend, meaning that some pupils may attend schools outside the local authority area. Secondly, the data reflects the

	demographic characteristics of existing housing stock rather than the pupil yield generated when new homes are first occupied. This is significant because existing housing may have a different demographic profile to new residential developments as aforementioned, which typically attract a higher proposition of young families during the initial occupation period. Finally, reliance on the 2021 Census should be treated with caution, as the data was collected during the COVID-19 pandemic when population movements, household composition and educational attendance patterns were atypical, potentially affecting its representativeness for forecasting pupil yields from new development. Instead, the Council's methodology is based on evidence derived from actual pupil numbers generated by completed residential developments. This approach captures how new developments are occupied by families in practice, reflects the characteristics of new housing rather than existing housing stock, and uses actual pupils associated with actual developments to provide a more direct measure of education demand arising from new housing. It therefore provides a robust, locally derived evidence base that is more representative of the types of development likely to come forward across Bridgend, including large strategic sites where new schools are delivered as part of the development. As such, the Council considers this to be a more reliable and proportionate basis for forecasting pupil yields and planning future education infrastructure. Furthermore, adopting an approach that calculates pupil yields based on the number of bedrooms would present significant practical and data protection challenges. Establishing robust, property specific pupil yield rates would require access to highly granular data linking pupils' home addresses to the size and number of bedrooms within individual properties. Such data is not readily available and would be difficult to compile accurately. Moreover, the collection, and use of address-level pupil data would raise significant data protection and GDPR compliance concerns. Consequently, it is not considered to be a practical or proportionate methodology for deriving pupil yield assumptions.
Resultant Action	No action required.

Do you have any comments on the proposed cost per pupil place figures in Section 5?	
Organisation	Planning consultant acting on behalf of a housebuilder
Representation	The proposed increases in cost per pupil place represent a significant uplift from previous figures and raise substantial concerns regarding both their justification and their cumulative impact on development viability. The SPG indicates that these figures are based on Welsh Government standardised costs and recent school construction project, however, there is limited transparency regarding how these costs have been derived or applied within the local context. As demonstrated in Table 1.1, the scale of the increases is considerable. For example, the cost per pupil place for nursery and primary education has increased from £18,599 in 2021 to £25,009 in the draft SPG, representing an increase of approximately 34.47%. Similarly, secondary and post-16 costs have risen from £29,406 to £36,318, an increase of approximately 23.51%. The uplift in costs for Additional Learning Needs (ALN) provision is also substantial, with primary ALN costs increasing from £55,797 to £75,027 (34.46%) and secondary ALN costs increasing from £88,218 to £108,954 (23.51%). When these figures are compared with those applied by neighbouring authorities, further concerns arise. For example, Cardiff's Education SPG, updated in 2023 cost per pupil place is £19,855 for primary education and £32,798 for secondary education, both of which are notably lower than the figures proposed within this SPG. This disparity raises questions regarding the consistency and proportionality of the proposed costs and whether they accurately reflect local delivery conditions. The magnitude of these increases, when combined with the elevated pupil yield assumptions, results in a very significant escalation in overall education contributions. This has direct implications for development viability, particularly for large strategic sites where the cumulative cost burden is already substantial.

Table 1.1 Comparison of Cost per Pupil Place (Adopted vs Draft SPG)

Year group	Cost Per Pupil Adopted	Cost Per Pupil Draft	% increase
Nursery	£18,599	£25,009	34.47%
Primary	£18,599	£25,009	34.47%
Secondary	£29,406	£36,318	23.51%
Post 16	£29,406	£36,318	23.51%
ALN - Primary	£55,797	£75,027	34.46%
ALN - Secondary	£88,218	£108,954	23.51%

Local Planning Authority Response

Since the existing SPG was adopted in 2021, construction costs have risen significantly. Cost multipliers have therefore been revised to reflect Welsh Government's Size and Cost Standards published in 2023, using the 2026 rates for this purpose. To ensure the SPG remains current and effective over the longer term, these costs will be reviewed and updated annually in line with indexation.

	The cost calculations for each type of education provision (excluding Additional Learning Needs (ALN)) are based on multiplying the size (m^2) of a representative school, by the 2026 construction cost rate (£/m^2) contained within Welsh Government's Cost and Size Standards. For clarity, the calculations are as follows: **<u>Nursery and Primary Provision</u>** A school size of 1,364m^2 was selected, representing a 1-form entry primary school with nursery (225 places - 210 primary plus 15 nursery). A construction cost rate of £3,768m^2 was applied in accordance with the cost standards. Calculation: 1,364m^2 x £3,768m^2 = £5,139,552 £5,139,552 / 225 = £22,842 per pupil. Furniture, Fixtures and Equipment (FFE) and Information Technology (IT): £2,167 Total cost multiplier = £25,009 per pupil. **<u>Secondary and Post-16 Provision</u>** A school size of 5,974m^2 was selected, representing a 4-form entry secondary school (600 secondary). A construction cost rate of £3,430m^2 was applied in accordance with the costs standards.

	Calculation: 5,974m^2 x £3,430m^2 = £20,490,820 £20,490,820 / 600 = £34,151 per pupil. FFE and IT: £2,167 per pupil. Total cost multiplier = £36,318 per pupil. **ALN Provision** The cost multiplier for ALN provision is calculated by applying a factor of three to the standard primary and secondary cost multipliers respectively. This reflects the higher costs associated with specialist provision, including the need for smaller teaching areas. This approach is consistent with the space requirements set out on page 81 of Welsh Government's Area guidelines for Schools in Wales: Building Guidance. While it is recognised the representor has referenced lower rates in other SPGs, those rates pre-date the more recent data upon which the Bridgend SPG is based upon.
Resultant Action	No action required.
Do you have any additional comments to make regarding Section 5?	
Organisation	Planning consultant acting on behalf of a housebuilder

Representation	A further concern in relation to Section 5 is that the SPG lacks any clearly defined mechanism to adjust or scale education contributions where the quantum of development changes over time. For large, strategic and phased sites, it is common for housing numbers to evolve through the planning process in response to a range of factors, including design considerations. In its current form, the SPG does not provide clarity on how obligations would be recalculated in circumstances where the total number of dwellings is reduced, thus creating uncertainty. Without a clear mechanism for adjustment, there is a risk that contributions could be fixed at a level that does not reflect the true scale and impact of the development, resulting in disproportionate obligations and potentially threatening viability. It is considered essential that the SPG incorporates a flexible approach to recalculating contributions in line with any changes to the number or type of units. In the absence of such flexibility, the SPG risks imposing rigid requirements that do not respond to changing circumstances, which could ultimately hinder delivery and undermine viability.
Local Planning Authority Response	Comments noted. A review clause may be incorporated into the wording of s106 agreements to account for any reduction in the number or type of units proposed. The need to include a review clause within s106 agreements will be considered on a case-by-case basis.
Resultant Action	Paragraph 7.13 will be amended to clarify that a review clause may be incorporated into the wording of s106 agreements to account for any reduction in the number or type of units proposed.
Do you have any comments to make regarding Section 7 and the administration of the policy?	
Organisation	Planning consultant acting on behalf of a housebuilder
Representation	It is acknowledged the provisions set out within Section 7, however there are concerns regarding the practical application of the policy, particularly in relation to viability and engagement. The SPG places

	a significant evidential burden on developers to demonstrate that contributions would render a scheme unviable, requiring detailed financial appraisals and supporting information. Whilst the need for robust viability assessment is acknowledged, the approach does not adequately recognise the cumulative impact of multiple policy requirements. For large strategic sites, viability must be assessed holistically, taking into account all infrastructure and planning obligations rather than considering each requirement in isolation.
Local Planning Authority Response	A new Planning Obligations SPG is being prepared which aims to provide further guidance and clarity regarding the holistic consideration of multiple policy requirements.
Resultant Action	No action required.
Do you have any comments to make regarding Appendix A, B or C?	
Organisation	Planning consultant acting on behalf of a housebuilder
Representation	It is acknowledged that Appendices A, B and C are intended to provide supporting detail to the operation of the SPG; however, several concerns are raised regarding their clarity, application and potential implications for development viability and deliverability. In relation to Appendix A (Safe Walking Routes to Schools), the guidance provided is broadly consistent with national requirements and is supported in principle. However, it is considered that there is insufficient clarity as to how this will be applied in practice when assessing available school capacity. The SPG indicates that surplus capacity within a two-mile radius may only be considered where safe walking routes are available, yet the process by which such routes are assessed, agreed and evidenced is not clearly defined. There is a risk that capacity which is theoretically available may not be accepted in practice due to subjective or evolving assessments of route safety, thereby increasing the requirement for developer contributions. This introduces a level of uncertainty that is difficult to account for at the planning and viability stage. Greater clarity is therefore required on the

	methodology for assessing safe routes, the evidential requirements, and how any necessary mitigation measures will be scoped and costed. Overall, whilst the appendices provide useful supplementary information, there is a clear need for greater clarity, transparency and proportionality in their application. Without this, there is a risk that additional uncertainty and cost will be introduced into the development process, with potential implications for viability and delivery across BCBC.
Local Planning Authority Response	Comments noted. The local authority will only accept the use of surplus places within a relevant catchment area where the distance from the development to the school(s) is within the national statutory distances of two miles for primary school pupils and three miles for secondary school pupils, and where the journey is served by an 'available' walking route, as defined within the Learner Travel Statutory Provision and Operational Guidance. The purpose of Appendix A is to provide clarity on the criteria that will be applied when determining whether surplus school capacity can reasonably be relied upon to mitigate the impact of development. The requirement for an available walking route reflects existing national guidance rather than introducing a new policy requirement. Where the local authority has not previously assessed the route between a development and the relevant school(s), it will be the responsibility of the developer to provide appropriate evidence demonstrating that the route meets the definition of an available walking route. This evidence may form part of a transport assessment or other supporting information submitted with a planning application and will be considered by the local authority. Further detail will be included within the supporting text to add further clarity and transparency in the assessment of safe walking routes.

Resultant Action	Paragraphs 5.13 and 5.14 have been amended to add further clarity and transparency in the assessment of safe walking routes.

Proposed SPG Changes as a Result of the Consultation

The paragraphs proposed for amendment following the consultation are detailed below, for the reasons explained in the previous table. Strikethrough text is used to indicate proposed deletions from the SPG, whereas blue text is used to indicate proposed additions to the SPG. Only paragraphs proposed for amendment are included below, there are no proposed changes to the remainder of the draft SPG following consultation. The final draft version of the SPG (Appendix 1) incorporates the proposed amendments below.

5.13 Notwithstanding para. 5.11, any surplus school capacity within the development catchment(s) must also be considered in the context of Safe Walking Routes (A route is considered to be available if it is safe for a learner without a disability or learning difficulty to walk the route alone or with an accompanying adult if the learners age and levels of understanding requires this) before assuming that capacity can offset a development's projected pupil yield. The local authority will only accept the use of surplus places within a relevant catchment area, where the following criteria is met:

1) The distance from the development to the school(s) is within the national statutory distances of two miles for primary school pupils and three miles for secondary school pupils; and
2) The journey from the development to the school(s) is served with an available walking route, as defined by the local authority (as per the Leaner Travel Statutory Provision and Operational Guidance – See Appendix A for further guidance).

5.14 ~~Where school capacity exists within 2 miles of a new development, walking routes must be considered to be available, which must be assessed by the local authority, in line with the Learner Travel Statutory Provision and Operational GuidanceFurther guidance is contained within Appendix A~~. If the local authority has not assessed the route from the development to the relevant schools with surplus places, the onus will be on the developer to demonstrate under the Learner Travel Statutory Provision and Operational Guidance, that the route can be considered 'available'. This could be incorporated within a transport assessment or other supporting information submitted with a planning application.

5.29 The Council will seek contributions for all age groups for all maintained schools where the need arises. Contributions may be used for:

- provision of new schools;
- design of new schools in accordance with the Area Guidelines for Schools in Wales – Building Guidance, which sets out requirements for high-quality, inclusive and sustainable learning environments, including appropriate outdoor learning and play spaces, accessibility, wellbeing and environmental sustainability;

- provision of new classrooms;
- improvements and refurbishment of existing facilities to provide additional capacity;
- provision of additional resources or improvements to existing resources necessitated by the additional demand;
- provision of any necessary interim school measures which, in some circumstances, might be required when it is not possible to ensure that permanent measures will be in place on time.

7.13 In cases where a greater number of dwellings are proposed than originally allocated, additional contributions will be required and secured through subsequent reserved matters applications. Alternatively, a review clause may be incorporated into the wording of a Section 106 agreement to account for any increase or reduction in the number or type of units proposed. The need to include a review clause within a Section 106 agreement will be considered on a case-by-case basis.

Meeting of:	**CABINET**
Date of Meeting:	**22 SEPTEMBER 2026**
Report Title:	**SUPPLEMENTARY PLANNING GUIDANCE (SPG): PLANNING OBLIGATIONS AND INFRASTRUCTURE**
Report Owner: Cabinet Member / Responsible Chief Officer	**CABINET MEMBER FOR REGENERATION AND HOUSING** **CORPORATE DIRECTOR – COMMUNITIES**
Responsible Officer:	**ADAM PROVOOST** **STRATEGIC PLANNING AND TRANSPORTATION MANAGER**
Policy Framework and Procedure Rules:	**There is no impact on the policy framework or procedure rules.**
Executive Summary:	**The purpose of this report is to seek Cabinet approval to undertake public consultation on a draft Planning Obligations and Infrastructure Supplementary Planning Guidance (SPG) document. Subsequent adoption of this SPG will support the effective implementation of the existing planning policy framework contained within the Replacement Local Development Plan adopted March 2024 (RLDP), the Council's statutory land-use Planning document.**

1. Purpose of Report

1.1 The purpose of this report is to seek Cabinet approval to consult on a draft Planning Obligations and Infrastructure Supplementary Planning Guidance (**SPG**) document (**Appendix 1**) and Non-Technical Guide (**Appendix 2**).

2. Background

2.1 The Replacement Local Development Plan (RLDP), adopted in March 2024, seeks to enable the continued development of a safe, healthy and inclusive network of communities that connect more widely with the regions to enable sustainable economic growth. In order to achieve this Vision, the RLDP seeks to direct inward investment, sustainable development and regeneration activities to the most

appropriate places. While new development can bring many benefits, it can also have impacts, which create the need for new infrastructure provision or enhancements to existing infrastructure provision. New development can therefore necessitate provision of new benefits (in kind or by payment of financial contributions), including highway improvements, outdoor recreation areas, school places, and affordable housing.

2.2 Planning obligations provide a means to mitigate the above impacts on communities and infrastructure and contribute to making new developments acceptable in planning terms. They are secured by means of a legally binding contract (currently known as a "s106 Agreement", entered into by the landowner and/or developer of a site with the Council in its capacity as the Local Planning Authority (LPA)). A s106 Agreement binds the title to the land comprising the site and so successor landowners to the original parties to s106 agreements are also bound to comply with the s106 covenants. In legal terms, the agreement 'runs with the land'.

2.3 Planning obligations provide a means for the planning system to secure investment in and deliver infrastructure to support the strategic growth planned for within the adopted RLDP. The robust evidence base supporting the RLDP has sought to maximise policy gains to this end. The adopted RLDP is expected to generate planning contributions with a combined value of over £116m and deliver 1,700 new affordable homes over the Plan period (up to 2033).

2.4 On 23rd July 2026, Development Control Committee was informed of the need to produce a Planning Obligations and Infrastructure SPG to support and expand on RLDP policies relevant to planning obligations and infrastructure. Councillor Granville, Chair of Development Control Committee, volunteered to champion production of the SPG, and has since been working alongside the Strategic Planning and Transportation Manager to progress the new SPG.

3. Current situation / proposal

3.1 A draft version of the SPG has been prepared in readiness for public consultation. It seeks to support and expand upon the policies (but does not create new policy), in the RLDP relevant to planning obligations and infrastructure. It also consolidates references to the suite of SPGs that contain thematic planning guidance on different forms of planning obligation (i.e. Affordable Housing, Education and Recreation) to support RLDP implementation.

3.2 The draft SPG provides specific guidance on:

- Where, what, when and how planning obligations will be sought to mitigate the impact of development and enable creation of sustainable communities;

- How a consistent approach will be followed to determine the requirements for planning obligations while recognising each application will be considered on its own merits;
- The use of planning conditions (in the first instance) and/or planning obligations; and
- How legal agreements will be drafted, negotiated, published, completed and monitored.

3.3 A non-technical supplemental guide (**Appendix 2**) has been produced for use alongside this SPG to explain how planning contributions can and cannot be used.

3.4 Prior to seeking Council approval for adoption, the draft Planning Obligations and Infrastructure SPG will be subject to a public consultation exercise. Consultation responses will be sought to influence and shape the final version of the SPG. A consultation report will be reported back to Cabinet then Council, to document a general summary of comments, the issues raised, the LPA's response and how those comments have influenced the final version of the SPG.

3.5 If then adopted, the SPG will support the effective implementation of the existing planning policy framework, provide more detailed advice and guidance to applicants preparing planning applications and will become a material consideration in the determination of planning applications.

4. Equality implications (including Socio-economic Duty and Welsh Language)

4.1 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 on the use of the Welsh Language. It is therefore not necessary to carry out a full EIA on this policy or proposal.

5. Well-being of Future Generations (Wales) Act 2015 implications and connection to Corporate Well-being Objectives

5.1 The new SPG for Planning Obligations and Infrastructure will provide additional guidance and material weight to support adopted RLDP Policies. It seeks to provide clarity in respect of their future interpretation, setting out what the Council expects from applicants in respect of satisfying those policies' detailed criteria. This will enable delivery of key infrastructure projects using s106 planning obligations, which is a key contributory factor to delivering Local Well-being Objective One: "A prosperous place with thriving communities".

5.2 The SPG will also contribute to the following goals within the Well-being of Future Generations (Wales) Act 2015:

- A prosperous Wales – Delivery of infrastructure projects secured through s106 Agreements will help to create sustainable communities and deliver improvements to existing infrastructure and/or provide new supporting infrastructure where necessary.

- A Wales of cohesive communities – Delivery of infrastructure is key to enabling sustainable places, delivering socially inclusive developments and promoting more cohesive communities.

6. Climate Change and Nature Implications

6.1 There are no direct Climate Change and nature implications from this report, although the additional guidance will enable sustainable development grounded in placemaking principles. Resultant planning obligations will also contribute strategically to both these areas, where relevant and necessary in planning terms.

7. Safeguarding and Corporate Parent Implications

7.1 There are no safeguarding and corporate parent implications arising from this Report.

8. Financial Implications

8.1 There are no financial implications arising from this Report.

9. Recommendations

9.1 It is recommended that Cabinet:

(a) Approve a public consultation period of 6 weeks on the draft Planning Obligations and Infrastructure SPG (**Appendix 1**) and Non-Technical Guide (**Appendix 2**);

(b) Delegate authority to the Corporate Director - Communities and Group Manager - Planning and Development Services to make minor presentational changes, typographical or factual corrections as necessary prior to public consultation;

(c) Note that the results of the public consultation will be presented back to Cabinet for approval to send the final form SPG to Council for adoption.

Background documents

None

Bridgend County Borough

Local Development Plan

2018-2033

Draft Planning Obligations and Infrastructure

Supplementary Planning Guidance

September 2026

Cyngor Bwrdeistref Sirol
Pen-y-bont ar Ogwr
BRIDGEND
County Borough Council

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Active Travel Route, Green Infrastructure, Street Furniture and Foodstore, Porthcawl

1.0 Introduction

1.1 The Replacement Local Development Plan (RLDP), adopted in March 2024, seeks to enable the continued development of a safe, healthy and inclusive network of communities that connect more widely with the regions to enable sustainable economic growth. In order to achieve this Vision, the RLDP seeks to direct the majority of inward investment, sustainable development and regeneration activities to the most appropriate places. While new development can bring many benefits, it can also have impacts, which create the need for new infrastructure provision or enhancements to existing infrastructure provision. New development can therefore necessitate provision of new benefits (in kind or by payment of financial contributions), including highway improvements, outdoor recreation areas, school places, and affordable housing.

1.2 Planning obligations provide a means to mitigate the above impacts on communities and infrastructure and contribute to making new developments acceptable in planning terms. They are secured by means of a legally binding contract (currently known as a “s106 Agreement”, entered into by the landowner and/or developer of a site with the Council in its capacity as the Local Planning Authority (LPA)). A s106 Agreement binds the title to the land comprising the site and so successor landowners to the original parties to s106 agreements are also bound to comply with the s106 covenants. In legal terms, the agreement ‘runs with the land’.

1.3 Planning obligations provide a means for the planning system to secure investment in and deliver infrastructure to support the strategic growth planned for within the adopted RLDP. This is necessary to help to remedy and/or mitigate any planning impacts identified during the consideration of a planning application, ensure the quality of development and enhance its contribution to a particular area.

1.4 This Supplementary Planning Guidance (SPG) supports and expands upon the

policies (but does not create new policy), in the RLDP relevant to planning obligations and infrastructure. It also consolidates references to the suite of SPGs that contain thematic planning guidance on different forms of planning obligation (i.e. Affordable Housing, Education and Recreation) to support RLDP implementation.

1.5 Planning obligations can only be secured to mitigate the impact of development and cannot be secured to deliver wider or generic community benefits unrelated to the development. A non-technical supplemental guide has been produced alongside this SPG to explain how planning contributions can and cannot be used.

1.6 This SPG will be a material consideration in the determination of all valid planning applications including applications for renewal of planning permissions.

1.7 Anyone intending to apply for planning permission within Bridgend County Borough is urged to consider this SPG and to contact the LPA in advance of submitting an application, to discuss the matters raised in this document on a site-specific basis.

1.8 This SPG provides specific guidance on:

- Where, what, when and how planning obligations will be sought to mitigate the impact of development and enable creation of sustainable communities;
- How a consistent approach will be followed to determine the requirements for planning obligations while recognising each application will be considered on its own merits;
- The use of planning conditions (in the first instance) and/or planning obligations; and
- How legal agreements will be drafted, negotiated, published, completed and monitored.

SEARCH AREA
LEGEND
Bridgend Co
Sustainable Gro
Regeneration Growt
Regeneration Area - SP
Settlement Boundary
Strategic Development Sites
Long Term Regeneration Site
Residential - COM1
Highway Network - Strategic Road
Highway Network - M4 Motorway
Highway Network - Core Road
Development West of Railway Line, Pencoed - PLA
New Transport Interchange, Porthcawl - PLA8(2)
New Transport Interchange, Maesteg - PLA8(7)
Bus Improvements - PLA8(1)
New Railway Station with Park & Ride Facility, Brackla - PLA8(4)
Improvements to Penprysg Road Bridge, Pencoed - PLA8(11)
Expand Existing Park & Ride Facility, Pencoed - PLA8(5)
Expand / Relocate Existing Railway Station including Strategic Park & Ride Facilities,
Improvements at Ewenny and Broadlands Roundabout, A48, Bridgend - PLA8(8)
Capacity Enhancement between Waterton and Laleston A48/A473, Bridgend - PLA8(9)
Improvements to A4063 between Sarn and Maesteg - PLA8(10)
Special Area of Conservation (SAC) - SP17(1)
Sites of Special Scientific Interests (SSSI) - SP17(2)
Kenfig & Merthyr Mawr National Nature Reserve - SP17(3)
Glamorgan Heritage Coast - SP17(4)
Sites of Importance in Nature Conservation (SINC) - DNP5(2)
Local Search Area
Regional, Town & District and Lo
nent Sites - ENT6
- ENT7
- ENT7
elopment Sites - ENT9
on - SP7
Footbridge
Consult Limited
ilting Engineers
Scale: 1: 28,000

2.0 Legislative and Policy Context

2.1 **Section 106 (s106) of the Town and Country Planning Act (TCPA) 1990**, as amended by s12 of the Planning and Compensation Act (1991), and the Community Infrastructure Levy (CIL) Regulations 2010 (as amended), provides the legislative framework for planning obligations. S106 agreements may either take the form of legal agreements (bi/multi-lateral contracts) between a planning authority and a landowner/developer, or unilateral undertakings offered by a landowner/developer, that set out and ensure certain obligations related to a development are complied with by binding the land and binding the covenantor(s). S106 agreements and unilateral undertaking are registerable as a local land charge. In the future it is anticipated that these legal agreements and unilateral undertakings will be secured under s165 of the Planning (Wales) Act 2026, subject to enactment of new subordinate legislation bringing into force in Wales of the relevant provisions of this Act which gained Royal Assent on 27 April 2026, so that s106 agreements may be known in the future as 's165 agreements'.

2.2 The CIL regime was introduced under the Planning Act 2008 and the **CIL Regulations** came into force in 2010. This established the legal framework for local planning authorities in England and Wales to choose to develop and charge a CIL on development in their area to fund infrastructure. The Regulations also set out the legal tests on the use of s106 planning obligations. Legislative competence for CIL was deferred to Welsh Government in May 2018; the Regulations applicable in Wales are the CIL Regulations 2010, as most recently amended in 2018 (amendments made subsequent to the CIL Regulations by the UK Government after May 2018 only have effect in England). There is no CIL Charging Schedule in place within Bridgend County Borough. Given the uncertainty regarding the future of the CIL Regulations in Wales (since powers were devolved to Welsh Government), there is also no current intention to pursue adoption of a CIL Charging Schedule for Bridgend County Borough. Instead, the suite of adopted RLDP policies have sought to maximise the use of planning contributions across a range of themed policy

areas, including affordable housing, education, highways and outdoor recreation. Planning obligations are and will continue to be secured through legal agreements and/or unilateral undertakings to this end.

2.3 Regulation 123 of the CIL Regulations restricts the pooling of planning contributions irrespective of whether an Authority has implemented the CIL Regulations or not. Regulation 123 provides that a s106 obligation cannot constitute a reason for granting planning permission if five or more separate planning obligations have already been secured (since 6th April 2010) for the funding or provision of a specific single identifiable infrastructure project. This means that the value of the infrastructure contribution for a specific development proposal will need to reflect the actual cost of that project relevant to the need generated by the development. The LPA maintains records of all legal agreements and unilateral undertakings entered into by landowners and/or developers. If a development is not capable of delivering appropriate infrastructure because of the pooling restriction, this may make a development proposal unacceptable in planning terms.

2.4 **Future Wales: The National Plan** is the national development framework and sets out the direction for development in Wales to 2040. Future Wales provides a strategy for addressing key national priorities through the planning system. The aim is "*to ensure investments in infrastructure and development – whether large or small in scale – contribute to our broader ambitions of greater well-being and the creation of better places*" (p.10).

2.5 **Planning Policy Wales (PPW) (Edition 12)** sets out national land use policies. PPW identifies a range of key planning principles and emphasises, "*the planning system should enable development which contributes to long term economic well-being, making the best use of existing infrastructure and planning for new supporting infrastructure*" (p.17 PPW). PPW is supplemented by a suite of topic based Technical Advice Notes (TANs), including those related to key infrastructure issues such as Affordable Housing (TAN2), Sport, Recreation and Open Space (TAN16) and Transport (TAN18).

2.6 PPW is also supplemented by a series of Welsh Government Circulars, including **Circular 13/97 Planning Obligations** which provides local planning authorities with guidance on using legal agreements to secure developer contributions for infrastructure and affordable housing. The Circular specifies planning obligations should only be sought where they meet certain tests being '*necessary*, *relevant to planning*, *directly related to the proposed development*, *fairly and reasonably related in scale and kind to the proposed development'* and '*reasonable in all other respects'.*

2.7 Regulation 122 of the CIL Regulations 2010 put three of the tests within Circular 13/97 on a statutory footing, such that a planning obligation may only legally constitute a reason for granting planning permission if it is:

1. Necessary to make the development acceptable in planning terms;
2. Directly related to the development; and
3. Fairly and reasonably related in scale and kind to the development.

While the other two tests in Circular 13/97 are not statutory under Regulation 122, they remain relevant material planning considerations.

Newbridge Fields, Bridgend

3.0 Background

Adopted Policy Context

3.1 The RLDP ("Plan") was adopted on 13th March 2024 and covers the period 2018-2033. The Plan is centred on a vision that seeks continued development of a safe, healthy and inclusive network of communities that connect more widely with the South East and South West Wales Regions to catalyse sustainable economic growth.

3.2 The RLDP allocates five mixed-use, Strategic Development Sites, which are central to delivering the Plan's vision. Each site is allocated to deliver up to 2,000 homes, at a scale appropriate and necessary to create sustainable communities, which will incorporate a mix of complementary uses and provide new supporting infrastructure and/or upgrade existing infrastructure. The five Strategic Sites must be developed in accordance with site specific RLDP policies and the associated masterplan development principles set out under RLDP Policies PLA1-5, inclusive. These RLDP policies will form the primary basis for determining appropriate planning obligations for these Strategic Sites together with the wider suite of policies contained in the adopted RLDP (which are also applicable to other non- strategic sites in the County Borough).

3.3 The Infrastructure Delivery Plan (IDP) also forms a key part of the evidence base for the adopted RLDP; it itemises the infrastructure necessary to support the delivery of all site allocations (including non-strategic allocations), as identified at Plan making stage. The IDP incorporates a single schedule to inform the planning obligations necessary for each site to be brought forward sustainably and in accordance with the suite of adopted RLDP policies.

3.4 The following broad categories of infrastructure are included in the IDP, which detail the type of planning obligations necessary on different allocated sites:

- Transport (walking and cycling routes, highways improvements, public transport provision);

- Education (nursery, primary, secondary and post-16 education provision);
- Environmental Management (green infrastructure, biodiversity management); and
- Recreation (children's play, outdoor sport provision and community food growing space).

3.5 The set of infrastructure considerations/needs identified in the IDP is in addition to other planning requirements, such as the provision of affordable housing provision, and wider RLDP policy requirements. These requirements have been crystallised as a whole and set out at Appendix 5 (Implementation and Delivery) to the RLDP, which details the key issues, constraints, phasing and mitigation measures which are required to deliver the development of each of the allocations provided for in the adopted RLDP.

The Use of Planning Obligations

3.6 All new development across Bridgend County Borough will be required to mitigate site related impacts and contribute to broader infrastructure needs where necessary and appropriate, through the use of a combination of planning conditions (attached to permissions) and planning obligations (secured by legal agreements). Where a condition could be used to secure the same outcome as a legal agreement, it will be used in preference to a planning obligation in accordance with the tests set out in Circular 13/97 and the Conditions Circular (WGC 016/2014). Conditions are typically used to restrict development, control timing for implementation of works and/or require on-site actions to make development acceptable. They can include pre-commencement and post- commencement conditions but, importantly cannot require payment of financial contributions. In contrast, planning obligations are typically used to secure financial contributions, affordable housing, requirements for future management and/or transfer of public open space and off-site works, and bind the development land. Where appropriate, planning conditions will be used in the first instance in preference to planning obligations, although larger and more complex sites will often require a combination of both.

3.7 Planning obligations, based on category, will be used to secure significant local infrastructure “in kind” or financial contributions towards such infrastructure required as result of the development. This includes but is not limited to outdoor recreation provision (together with adoption or management arrangements), affordable housing, highways improvements (including off-site mitigation), active travel provision, habitat protection, and education provision (providing new schools or adding capacity to existing schools).

3.8 Planning obligations will usually be secured at outline application stage (where applicable), to provide a clear framework for developments to be brought forward through subsequent reserved matters applications. Planning obligations comprising financial contributions and secured at outline stage will typically be formula based so that the exact quantum of the financial contribution can be calculated at reserved matters stage, based on variables such as number of dwellings and/or floor space. Otherwise, planning obligations will be secured at full application stage, where necessary and appropriate. In either case (outline or full application), planning obligations will be secured under s106 of the Town and Country Planning Act 1990 (as amended), or, subject to coming into force, s165 of the Planning (Wales) Act.

3.9 Planning obligations can be sought to:

- restrict the development or use of the land in a specified way (e.g. restricting affordable homes from being used as open market dwellings).
- require specified operations or activities to be carried out in, on, under or over the land (i.e. construction of a children’s play area).
- require the land to be used in a specified way (i.e. designating part of a new site to construct a new primary school).
- require a sum or sums to be paid to the LPA (e.g. financial contributions towards the provision of off-site highways improvements).

3.10 Where financial contributions are secured to enable specific strategic scale infrastructure projects, these project(s) will typically be defined in the s106 agreement. Otherwise, financial contributions will typically be secured to deliver infrastructure improvements within the vicinity of the site, with specific projects then being endorsed by the Infrastructure Management Board (IMB, see para. 5.17).The Council may seek to pool contributions (restricted to no more than five or more separate planning obligations for a specific single infrastructure project), to address the wider impacts arising from several developments, such as the provision of large-scale highway improvements, new schools, or the provision of community facilities.

3.11 Developing a site incrementally or subdividing a site in an attempt to avoid the threshold for planning obligations will be closely monitored. In such instances, the infrastructure needs generated by a site as a whole (before any sub-division), will be used as the basis to assess planning obligation requirements, including calculation of any financial contributions. Under such circumstances, each subdivision of a site will be required to provide a proportionate contribution towards the relevant obligation(s).

Lon Derw, Tondu

4.0 Thematic Planning Policy Requirements

4.1 The RLDP's Sustainable Housing Strategy makes provision for 8,628 homes to meet the housing requirement of 7,575 homes. In order to mitigate likely adverse impacts, reasonable infrastructure provision "in kind" or financial contributions to such infrastructure must be provided by developers where necessary. The strategic planning framework for infrastructure provision is set out within RLDP Strategic Policy 10 (SP10), which aims to ensure that new development is supported by the necessary infrastructure and supports sustainable growth throughout the County Borough. SP10 is supported by a range of thematic planning policies and SPG in the context of securing planning obligations.

4.2 Development can result in cumulative adverse impacts and so a range of planning obligations are typically required to mitigate those impacts collectively. This SPG reinforces the adopted RLDP's approach of assessing the need for planning obligations holistically by considering and assessing the range of applicable planning policies and thematic SPGs. This holistic approach is fundamental as individual planning obligations should not be considered in isolation when assessing not only the impact of development on communities but also the viability of development proposals (further details on development viability are provided in Chapter 6).

4.3 Examples of typical thematic planning obligations are summarised below.

<u>Affordable Housing</u>

4.4 For planning purposes, there are two main types of Affordable Housing that will be secured as planning obligations, defined by Technical Advice Note (TAN) 2 as:

> Social Rented Housing - provided by local authorities and Registered Social Landlords (RSLs, as defined in Part 1 of the Housing Act 1996) under the Welsh Government (WG) Rent Standard.

- Intermediate Housing - where prices or rents are above those of social rent but below market housing prices or rents.

4.5 In the first instance, the LPA will seek the provision of on-site Affordable Housing subject to adopted RLDP Policy COM3. Where this is not possible and appropriately justified by the applicant (to the LPA's satisfaction), a financial contribution will be sought in lieu of on-site delivery of Affordable Housing. Further guidance is provided in SPG 13 – Affordable Housing.

Education

4.6 Where a development is likely to place pressure on the existing capacity of schools in a catchment, a financial contribution will be sought towards the provision of additional school places or facilities as outlined in SPG 16 - Educational Facilities and Residential Developments. Strategic Sites also require the retention of land to construct new primary schools as set out in adopted RLDP Policies PLA1-5 (and transfer to the Council, where necessary).

Outdoor Recreation Facilities

4.7 All new housing developments will be expected to include an appropriate level of outdoor recreation facilities as set out in adopted RLDP Policy COM10. Examples of outdoor recreation facilities include but are not limited to the provision of playing pitches, equipped play areas, other outdoor provision and community food growing space. Applicants will be expected to provide detailed designs for the outdoor recreation facilities upfront for scrutiny and approval as part of the planning application submission. The Council will seek to adopt such outdoor recreation facilities in the first instance and an additional financial contribution will be sought to cover maintenance costs for a 25-year period under such circumstances. Where proposals are put forward to transfer outdoor recreation facilities to private management companies, full details of the proposed management company, maintenance and management arrangements must be provided to the LPA for approval. The specific transfer arrangements and terms for the management of outdoor recreation facilities will

be secured by condition or planning obligation as appropriate.

4.8 Outdoor recreation facilities should be delivered on-site in the first instance. Applicants should work iteratively with the LPA to incorporate appropriate recreation facilities within residential schemes from the outset. The exact nature of provision will vary depending on the proposal, although should be proportionate to the size, scale and nature of the site. Table 2 within SPG 05 - Outdoor Recreation Facilities and New Housing Development provides examples of the types of provision the LPA would typically consider acceptable to meet the requirements of Policy COM10. Financial contributions (equivalent to the proportionate costs required for on-site delivery), will also be sought towards outdoor recreation facilities when it not possible to deliver outdoor recreation facilities on-site. However, contributions in lieu of on-site provision must be appropriately justified by the applicant to the LPA's satisfaction and it should not be assumed that financial contributions will be acceptable in the first instance. Further guidance is provided in SPG 05 - Outdoor Recreation Facilities and New Housing Development.

4.9 In certain instances (such as in the pursuit of sustainably high residential densities), it may be considered appropriate to locate an element of the outdoor recreation facility requirement within school grounds where new schools are to be delivered on-site. This approach, where implemented effectively, can support Community Focused Schools, by ensuring space and facilities are available outside school hours for extra-curricular, play and recreation, adult and community learning. Delivering flexible school-based recreation assets can maximise community benefits, make more efficient use of land through co-location of services and offer an integrated approach to support the community. The community use of school facilities is ultimately a matter for the individual school governing bodies to determine outside of the land use planning system. However, schools will be designed with broader community use in mind, in line with Community Focused Schools principles, particularly when part of the wider

outdoor recreation facility contribution is to be delivered within school grounds. Arrangements will then be discussed with the respective school governing body outside of the planning process to enable such recreation asset to be publicly accessible.

Highways

4.10 In accordance with adopted RLDP Policy SP5, development will be required to accord with the Sustainable Transport Hierarchy for planning as set out in PPW. This hierarchy prioritises walking, cycling and public transport ahead of private motor vehicles. RLDP Policy SP5 is supported by Policy PLA12, which states development must maximise 'Active Travel' such as walking and cycling access by prioritising provision of appropriate infrastructure within the site and/or making financial contributions towards the delivery of off-site provision. Planning contributions will be sought to promote walking, cycling and public transport provision to encourage a modal shift towards sustainable transport methods. This could be through individual contributions or as part of a package of mitigation measures.

4.11 As also specified by RLDP Policy SP5, planning obligations will also be required from all developments where it is necessary to improve existing or construct new highways infrastructure to mitigate the impact of the development. This may be due to additional traffic impact associated with a development, the need to provide safe access to a new development and/or the cumulative impacts arising from several developments in the locality.

4.12 Forms of highways mitigation can include large scale strategic highways infrastructure projects (as identified in the RLDP 'Implementation and Delivery' at Appendix 5, and adopted RLDP Polices PLA1-5), but also other site-specific mitigation measures necessary to reduce dependency on the private car, improve public transport infrastructure and locally mitigate the highway safety and capacity impact.

4.13 Developments that generate significant levels of movement or are likely to have significant effects on existing patterns of movement will need to be accompanied comprehensive Transport Assessment (TA) or Transport Statement (TS) as necessary. These assessments are required where appropriate to provide the information necessary to assess the suitability of an application in terms of travel demand and impact. Further guidance on the production of these assessments is provided in Appendix A.

Other Obligations and Collective Impact

4.14 While the thematic planning obligations summarised above under paragraphs 4.4-4.13, are most common, they should not be considered an exhaustive list. Other planning obligations may also be sought where necessary, in accordance with the CIL Regulations 122 test and adopted RLDP Policy SP10, to mitigate the impact of development. These other planning obligations may include biodiversity enhancements, public realm improvements, community facilities and/or measures for the protection, enhancement and management of the natural, historic, and built environment.

4.15 Table 1 below provides a thematic overview of adopted RLDP Policies and SPGs relating to different planning obligations. Table 1 provides an initial reference point to assess which planning obligations may be required but, for the avoidance of doubt, the list in Table 1 is not exhaustive. Other planning obligations may be required on a site-by-site basis to mitigate the impact of proposed development, in accordance with the adopted policy framework. **100% affordable housing developments will not be exempt from providing necessary planning obligations to mitigate the impact of development.**

4.16 The cumulative impact of planning obligations on development viability was considered in depth during the preparation of the RLDP. All adopted RLDP allocations were subject to rigorous viability and deliverability testing in collaboration with specific site promoters. This process concluded that the costs of the various development requirements set out in adopted RLDP

policies were realistic and deliverable on each allocation at the point when the RLDP was adopted (March 2024). However, it is acknowledged that the 'viability' of a particular development is not fixed and variables can change in future years as sites are brought forward for development. Further details on development viability are provided in Chapter 6 of this SPG.

Elected Member Engagement

4.17 Elected members act as a crucial link between local communities and the planning process. Ward members are consulted specifically about applications within their wards, including those that may trigger requirements for planning obligations, and can share community feedback, local knowledge and any concerns with case officers. Ward Members not only have the opportunity to comment as part of the consultation process but also to engage with the case officer through the Development Management process to highlight any potential impact(s) the proposal may have on local infrastructure. These discussions can help inform any mitigation measures necessary to render the proposal acceptable in planning terms, while recognising any planning obligation or financial contribution secured through the planning system must only be used to mitigate the impact of the proposed development.

Table 1: Thematic Planning Obligations Reference Table

Type of Obligation	Policies / SPG	Development Threshold/Requirement	Contribution	
Affordable Housing	• SP10, SP6 (Strategic Policies) • COM3 (On-Site) • COM4 (Off-Site) • PLA1-5 (Strategic Sites) • SPG 13: Affordable Housing	Residential developments with capacity for 10 or more dwellings (i.e. residential units)	**Windfall Sites:** Porthcawl: 30% Bridgend/Pencoed: 15% Valleys Gateway: 10% Other Areas: 0%	**Allocated Sites:** SP2(1) Porthcawl Waterfront: 30% SP2(2) Land South of Bridgend: 20% SP2(3) Land West of Bridgend: 20% SP2(4) Land East of Pencoed: 20% COM1(1) Craig Y Parcau, Bridgend: 20% SP2(5) Land East of Pyle: 15% COM1(2) Land South East of Pont Rhyd-y-cyff: 15% COM1(3) Land South of Pont Rhyd-y-cyff: 15% COM1(4) Land South West of Pont Rhyd-y-cyff: 15% COM1(5) Ewenny Road, Maesteg 15%

Type of Obligation	Policies / SPG	Development Threshold/Requirement	Contribution
Education	• SP9, SP10 (Strategic Policies) • PLA1-5 (Strategic Sites) • SPG 16: Education Facilities and Residential Development	After offsetting a development's projected pupil yield against surplus school place capacity within the catchment, a contribution will be required for: • All proposed developments with a net gain of 5 or more residential units. • In the case of flats or apartments, 15 or more residential units. (Bedsits, 1-bed dwellings, sheltered or elderly accommodation,	The pupil generation formulae and costs applicable to all eligible developments are as follows (*ALN – Additional Learning Needs):

Age Group	Number of Pupils Generated	
	Apartments	Houses
Nursery (under 4)	0.02	0.05
Primary (4-11)	0.10	0.33
Secondary (11-16)	0.06	0.21
Post 16	0.18 x secondary	0.18 x secondary
ALN** – Primary	1.5% of primary	1.5% of primary
ALN** - Secondary	1.5% of secondary	1.5% of secondary

Year Group	Cost per Pupil Place
Nursery	£25,009
Primary	£25,009
Secondary	£36,318
Post 16	£36,318
ALN* – Primary	£75,027
ALN* – Secondary	£108,954

Type of Obligation	Policies / SPG	Development Threshold/Requirement	Contribution
		houses in multiple occupation, hotels, hostels, and student accommodation are exempt).	** Formulae and costs are subject to Council adoption of the draft Education Facilities and Residential Development SPG. **Strategic Allocated Sites** are also required to provide land for construction of new / extension of existing primary school as follows: **SP2(1) Porthcawl Waterfront:** 1.8ha to accommodate a minimum one form entry Welsh medium primary school, and 4 classroom block expansion of the existing Newton Primary School as per Policy PLA1. **SP2(2) Land South of Bridgend:** 1.8ha to accommodate a minimum one form entry primary school plus co-located nursery as per Policy PLA2. **SP2(3) Land West of Bridgend:** 2.3ha to accommodate a 1.5 form entry primary school with co-located nursery as per Policy PLA3. **SP2(4) Land East of Pencoed:** 2.3ha to accommodate a 1.5 form entry primary school with co-located nursery as per Policy PLA4. **SP2(5) Land East of Pyle (Cornelly):** 5.7ha to accommodate 2 two form entry primary schools with co-located nursery facilities as per Policy PLA5.

Type of Obligation	Policies / SPG	Development Threshold/Requirement	Contribution
Recreation	• SP9, SP10 (Strategic Policies) • COM10 (On-Site and Off-Site) • SPG 05: Outdoor Recreation Facilities	Provision of a satisfactory standard of outdoor recreation space is required on all new housing developments.	As set out in Policy COM10: 1.2 hectares per 1,000 population for Playing Pitches 1.6 hectares per 1,000 population for Other Outdoor Sports (non-pitch) 0.25 hectares per 1,000 population for Equipped/Designated Play Areas 0.3 hectares per 1,000 population for Other Outdoor Provision 0.2 hectares per 1,000 population for Allotment provision See also Table 2 within SPG 05 for different forms of recreation provision that would **typically** be considered acceptable to meet the requirements of Policy COM10. The exact form of provision will be considered on a site-by-site basis. Off-site provision requires justification to achieve policy compliance.
Highways	• SP5, SP10 (Strategic Policies) • PLA11 (Parking) • PLA12 (Active Travel) • PLA1-5 (Strategic Sites) • SPG 17: Parking Standards	Measures applicable to all development as necessary to mitigate the likely detrimental impact on travel movements across the existing highway network and engender a modal shift.	Strategic Sites: Specific on-site and off-site highway improvement and active travel measures for the five strategic sites are detailed in Policies PLA1-5 and RLDP Appendix 5: Implementation and Delivery. Mitigation measures for other allocated sites primarily as per RLDP Appendix 5: Implementation and Delivery. Mitigation measures for windfall sites to be assessed on a case-by-case basis.

Archbishop McGrath Catholic High School, Brackla, Bridgend

5.0 General Guidance

Heads of Terms for Planning Obligations

5.1 Once a valid planning application has been received by the Council (as LPA), it will be reviewed against the RLDP, relevant SPGs and other material considerations. This will inform a recommendation for the list of required planning obligations comprising the head of terms ("HoTs"). The HoTs list will outline to the applicant which planning obligations are required to make the development acceptable in planning terms. Once agreed, the final draft HoTs list will be included in the case officer's planning application report prior to determination of the relevant planning application (either by Officers under the Council's scheme of delegation or by Development Control Committee). The HoTs list will specify the set of planning obligations that the landowner/developer of the site will be required to comply with, either by providing or funding relevant infrastructure. Once there is a delegated decision or resolution to grant planning permission (as applicable), the final HoTs list will provide the basis of instructions to the Council's Legal Services Team to draft the legal agreement. It will act as a frame of reference for the Council's lawyer and the applicant's legal team when finalising the wording of the legal agreement which will secure the list of planning obligations.

Drafting and Sealing Process

5.2 If the planning application has been determined in favour of grant, the Council's Legal Services Team will draft the legal agreement and the draft will be sent to the applicant's legal team for comment. Once in "*agreed form*" (draft), the agreement will also be published on the Council's Planning Register (for public view), prior to it being circulated for signature (Counterparts are not acceptable), by all relevant parties. This will provide the opportunity for any interested parties to comment on the *agreed form* draft (subject to appropriate redactions in case of particular commercial sensitivities, as may be agreed between the parties prior to publication). Subject to any material comments being considered and addressed if necessary, and once signed by all parties,

the legal agreement will then be completed (sealed and dated), and the decision notice issued.

5.3 Applicants are advised not to instruct their solicitors to prepare draft legal agreements in advance as any such draft would need to be reviewed in any event by the Council's Legal Team. Such drafts may or may not be acceptable, and this could protract the process.

5.4 The Council posts copies of all completed legal agreements on the Council's online Planning Register (by application reference number), for members of the public to view.

Phasing and Trigger Points

5.5 A legal agreement will contain clearly defined trigger points for implementation or payment of each planning obligation requiring provision of infrastructure, facilities or payment of financial contributions. Such "triggers" are necessary to ensure that the delivery of infrastructure is phased appropriately during the course of development, to mitigate that development's impact and provide certainty to both landowners/developers and the LPA as to when payments are due to be paid to the Council.

5.6 Triggers will be specified for different planning obligations at key stages in the implementation of the planning permission. Examples include '*upon commencement of development'* or '*prior to the occupation of the [XX[tjh]] residential unit*'. Triggers points are decided having considered by when the relevant planning obligations need to be complied, in the context of site viability, phasing, and delivery matters. Each trigger will need to be considered on the merits of each development proposal, due to site-specific issues or development constraints. It is acknowledged that an iterative series of discussions may be required between the LPA and landowner/developer before an appropriate set of triggers can be agreed, particularly for strategic scale sites. In all cases, each trigger point needs to precise to ensure effective delivery of all planning obligations.

5.7 Financial contributions will typically be "*Index Linked"* from the date the legal agreement is signed until the date each contribution is paid to the Council. The most appropriate form of indexation measure will be considered for each planning obligation but the Consumer Prices Index (including housing costs) (CPIH) will normally be used; this is widely considered to be the most complete and accurate measure of UK inflation. This process is illustrated in the worked example below:

- A financial contribution of £50,000 is due to be paid by the developer to the Council prior to the occupation of the 50th dwelling on the development site.
- The CPIH figure published prior to completion of the legal agreement was 130.0.
- The CPIH figure published immediately before the date the payment was due was 138.9.
- The contribution payable will be increased by the percentage rise in the index over this time period (£50,000 x (138.9/130.0), which means the total payable by the developer to the Council will increase to £53,423.

5.8 In addition, late payment interest (at 4% per cent above the Bank of England Base Rate), will be payable on any financial contributions which are overdue, payable from the date on which the amount was due until the date it is paid to the Council. This will be calculated separately to indexation, will begin accruing from the first day the payment is late and continue to accrue until the payment is made. This principle will apply to all developments, including RSL led developments. This process is illustrated in the worked example below:

- A financial contribution of £50,000 is due to be paid by the developer to the Council prior to the occupation of the 50th dwelling on the development site.
- The 50th dwelling was occupied six months ago and the payment is now overdue by 183 days.
- The Bank of England Base Rate at the time is 4%. The total interest payable will therefore be 8%.
- The late payment interest would be calculated as follows: ((£50,000 x 8%) / 365 days) x 183 days late = £2,005.48.

Legal Costs and Monitoring Fee

5.9 The applicant will be responsible for the Council's reasonable legal costs (no VAT), incurred in relation to the process of preparing and taking the legal agreement (or reviewing a unilateral undertaking provided by an applicant), to completion.

5.10 A separate monitoring fee will also be payable to the LPA upon completion of the legal agreement to cover the Council's reasonable costs of monitoring compliance with the legal agreement. This fee will be calculated based on the number and complexity of planning obligations to be monitored.

Monitoring and Enforcement

5.11 Planning legal agreements are registered as a 'Local Land Charge' against the land so that third parties, including future purchasers of the land, are made aware of the planning obligations which bind the land.

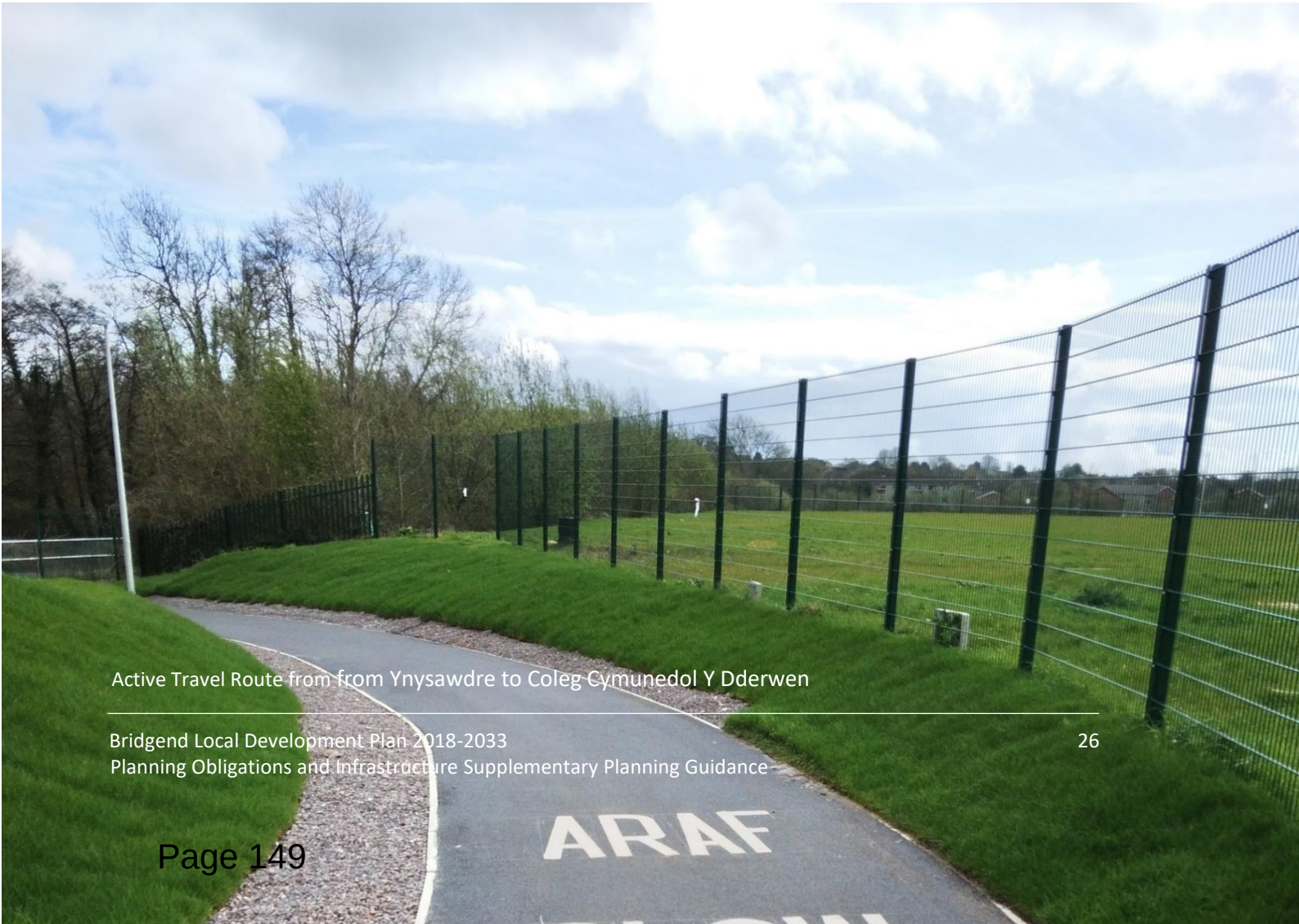
5.12 Compliance with the planning obligation(s) in any planning legal agreement is the responsibility of the landowner(s). The landowner(s) should be mindful of the legal trigger(s) and proactively liaise with the LPA in good time before any trigger point is reached. Early initial liaison will enable the LPA to issue timely invoices to the landowner(s) for any financial contributions that fall due for payment, and to ensure that any other obligations are complied with on time.

5.13 The LPA actively monitors developments subject to planning legal agreements, to ensure that planning obligations are being met in accordance with the relevant triggers. Any breaches of legal agreements may result in enforcement action, debt recovery proceedings, and/or a legal injunction.

5.14 In the first instance, the LPA will attempt to secure compliance with planning obligations via informal negotiation with the landowner(s)/developers and/or other signatories to the legal agreement which may include lenders. Invoices will be issued for any overdue financial contributions plus indexation and late

payment interest (if applicable), which will continue to accrue until the obligation is paid in full. If informal negotiation fails, any unpaid invoices will be passed to the Council's Legal and Finance Teams for debt recovery. The Council may then pursue legal action and, where appropriate, seek to obtain a Court injunction.

5.15 Any person wishing to enquire about the status of compliance with a legal agreement planning agreement and outstanding planning obligations should contact the Planning Department via email planning@bridgend.gov.uk or post: Civic Offices, Angel Street, Bridgend CF31 4WB. Confirmation that planning obligations have been discharged can be provided subject to payment of a standard fee as set out in the Council's latest *Fees and Charges* document.



Active Travel Route from from Ynysawdre to Coleg Cymunedol Y Dderwen

Variation or Removal of Conditions

5.16 A deed of variation to an existing s106 agreement may be needed if the LPA approves an application (currently under s73 of the Town and Country Planning Act 1990), to materially alter or remove conditions attached to an existing planning permission (provided that the scope and/or description of the original development remains fundamentally unchanged). This is to ensure that any new s73 permission granted for the same site is bound by the planning obligations in the existing s106 agreement, except as varied (if necessary), to align the existing s106 agreement with the new set of conditions in a s73 permission.

IMB and Infrastructure Management Plan (IMP)

5.17 The adopted RLDP is expected to generate planning contributions with a combined value of over £116m, and deliver 1,700 new affordable homes over the Plan period (up to 2033). It is vital that these contributions, together with any existing financial contributions already paid to the Council, are spent efficiently to effectively mitigate the impact of development and successfully implement the RLDP's strategy.

5.18 An IMB has been established to this end. The IMB's role is to expedite the spending of planning contributions to ensure delivery of infrastructure across the County Borough and mitigation of any negative effects arising from development. The IMB's remit is to:

- Expedite spending of existing financial contributions towards highways, education, recreation, affordable housing and other infrastructure to mitigate the impact of development on communities;
- Forward plan future infrastructure projects in anticipation of the significant planning contributions expected to be secured over the RLDP plan period (up to 2033) and future iterations thereof;
- Explore opportunities for combining planning financial contributions with other funding streams, to maximise the impact and cumulative value of

such contributions to ensure efficient infrastructure delivery; and

- Prepare and maintain an IMP to consolidate key infrastructure projects across different service areas, specify delivery timescales and identify funding sources to enable their delivery. The IMP is a key strategic document to ensure corporate prioritisation of infrastructure projects across the County Borough.

5.19 The enhanced strategic direction provided by the IMB ensures that any existing and anticipated planning contributions (whether financial or “in kind”), are used most effectively to deliver infrastructure across the County Borough, to successfully mitigate the impacts of development.

Active Travel Sign

6.0 Development Viability

6.1 Planning obligations required for any particular development proposal are set in accordance with adopted RLDP policies. These policies are based on a comprehensive suite of independently assessed evidence, notably the Plan-Wide Viability Assessment and site-specific viability testing. Deviation from the policy requirements set out in the RLDP should not therefore be necessary and will only be acceptable in exceptional circumstances.

6.2 For site allocations that were supported by site-specific viability appraisals at the Plan- making stage, applicants proposing to raise viability issues must clearly demonstrate which variables have changed (if any), that may warrant any deviation from policy compliance. Appropriate supporting evidence must be provided to substantiate any such submission, and this evidence must be comprehensive. For example, it would not be acceptable to point solely to a change in one variable (such as build costs), without clearly evidencing and explaining how other variables (such as house prices), may have also changed. A comprehensive, revised and up to date viability appraisal must therefore be provided to the Council for review (at the applicant's cost), with all inputs and assumptions being robustly evidenced. Applicants must:

1. Complete an evidence-based viability appraisal, using the Development Viability Model (DVM) issued by the LPA or an alternative model, (subject to prior agreement with the LPA);
2. Submit the completed viability appraisal with supporting evidence to the LPA for review; and
3. Where deemed necessary by the LPA, cover the costs for an independent viability assessor to review the completed viability appraisal.

In all cases, unsubstantiated submissions or unsupported commentary on viability inputs will not be acceptable. Further details on the DVM are provided in para 6.6.

6.3 For windfall sites, applicants must demonstrate robustly any site-specific constraints, abnormal costs and/or other viability challenges that could necessitate a departure from adopted RLDP policy requirements. The LPA will work collaboratively with landowners/developers/applicants in such instances to evaluate site-specific evidence. Should the LPA agree that robustly evidenced, site-specific issues adversely affect a site's viability at full policy compliance, this will be a material consideration in determining the application. The LPA reserves the right to reject any development viability claims without comprehensive supporting evidence being provided or ask for further evidence and/or information.

6.4 The costs of meeting all development requirements set out in adopted RLDP policies were subject to independent verification and considered realistic and deliverable on each site at the point of RLDP adoption (March 2024). However, it is acknowledged that development viability is not fixed, and variables can and will change in future years as sites are brought forward for development. This includes cumulative changes to planning obligation costs, as noted in more recently adopted SPGs. Applicants will therefore need to consider the latest suite of adopted SPGs, to ascertain the planning obligations required to mitigate the impact of development and ensure that this information is factored into discussions with landowners (where the developer is not also the landowner). Developers should not seek to *'overpay'* for sites based on an expectation of negotiating planning policy requirements downwards in recompense. If a development is not capable of delivering essential infrastructure to appropriately mitigate its impact, this may render the proposal unacceptable in planning terms. Such matters will be considered on a site-by-site basis and any deviation from full policy compliance will need to be fully evidenced and justified to the satisfaction of the LPA.

6.5 In all cases, it is recognised that some information necessary to demonstrate viability may be commercially sensitive. However, this is not a sufficient reason to avoid providing the appropriate evidence to the LPA and this information will be used solely to consider the viability of a development proposal.

6.6 A common viability appraisal model is in use across the South East Wales Region known as the Burrows-Hutchinson Ltd DVM. The DVM has been created as a comprehensive, user-friendly model to assess the financial viability of development proposals. The LPA is able make the DVM available to applicants to appraise the financial viability of a proposed development. The primary inputs required to undertake a financial viability appraisal through the DVM are provided in Appendix B to this SPG.

6.7 The DVM and user guide can be released to any applicant subject to the LPA receiving payment of a standard fee (set out in the Council's latest Fees and Charges Schedule). The fee is intended to cover the LPA's administrative costs of locking and distributing the model, verifying the completed appraisal and providing a high-level review to the applicant. However, payment of a fee will **not** guarantee a lower proportion of affordable housing will be deemed acceptable or directly result in the granting of planning permission. The fee will only enable the LPA to consider whether:

a) the DVM has been completed correctly and appropriately;

b) the evidence supplied to support the costs and values submitted is sufficient and proportionate;

c) the suggested timescales for the development are realistic; and

d) the appraisal accords with policy requirements of the RLDP and with other guidance and/or policy statements that are pertinent to the assessment of viability in a planning context.

6.8 The preliminary fee does not allow for any further time that an applicant might wish to spend debating the findings of the LPA's initial high-level review with the LPA. It also does not allow for any officer time necessary to re-appraise subsequent submissions of the model and supporting evidence, which will be re-chargeable. Alternative viability models can be used subject to prior

agreement with the LPA. In the event of any unresolvable disputes, the LPA may need to draw upon expertise from a third party viability assessor to act as an independent arbitrator. The costs associated with this must be met by the developer/applicant. For larger sites (of several hundred units), mixed-use developments or sites of a strategic scale, it may be more appropriate for an applicant to commission an independent viability assessor from the outset, following discussion with the LPA.

Maesteg Welfare Park

Appendix A – Guidance on the Production of Transport Assessments

1.0 Purpose of Transport Assessments (TAs) and Transport Statements (TSs)

1.1 TAs are thorough assessments of the transport implications of development. They provide the information necessary to assess the suitability of a planning application in terms of travel demand and impact, including a detailed analysis of the proposal's likely impact on the wider network. The precise scope and content of each TA will depend upon the scale, travel intensity and characteristics of the proposal. However, the TA should illustrate accessibility to the site by all modes of transport, and the likely modal split of journeys to and from the site. It should also give details of proposed measures to improve access by walking, cycling and public transport to reduce the need for parking associated with the proposal, and to mitigate transport impacts.

1.2 TSs are a 'lighter-touch' evaluation of proposed developments with more limited anticipated transport impacts. A TS should outline the transport aspects of the application, assessing the existing and proposed conditions, in a manner that is proportionate to the potential impact of the development. Unlike a TA, a TS would not normally need to include detailed analysis of the proposal's impact on the wider highway network, although specific junction capacity analysis, close to the development, may be required.

2.0 Requirement for TAs and TS

2.1 TAs should be provided for development proposals (including extensions or changes of use) likely to generate significant levels of movement or likely to have significant effects on existing patterns of movement. Table 1 sets out thresholds at which TAs will be required in accordance with the suggested thresholds set out in Technical Advice Note (TAN) 18: Transport. Proposals that do not trigger the thresholds in Table 1 should normally be supported by a TS rather than a TA unless advised otherwise by the Local Planning Authority (LPA).

Table 1: Thresholds for Undertaking a TA

Use	Threshold
Food Retail	> 1,000m2 gross floor area
Non-Food Retail	> 1,000m2 gross floor area
Cinemas and Conference Facilities	> 1,000m2 gross floor area
Leisure Facilities	> 1,000m2 gross floor area
Business	> 2,500m2 gross floor area
Industry	> 5,000m2 gross floor area
Distribution and Warehousing	> 10,000m2 gross floor area
Hospitals	> 2,500m2 gross floor area
Higher and Further Education	> 2,500m2 gross floor area
Schools	All new schools
Stadia	> 1,500 seats
Housing	> 100 dwellings
Hotels	> 1,000m2 gross floor area

2.2 Where several small developments are proposed in close proximity to one another it may be more appropriate to undertake one overarching assessment, which could be undertaken as part of a more holistic master-planning exercise.

3.0 Details for Inclusion in a TA or TS

3.1 The need for, scale, scope and level of detail required of a TA or TS should be established as early in the development management process as possible through discussions with the LPA. This is fundamental for the outcomes of the assessment to positively influence the overall nature and/or detailed design of the development where appropriate.

3.2 It is important to consider the cumulative impacts arising from other committed development (i.e. development that already benefits from planning consent or allocated sites where there is a reasonable degree of certainty that development will proceed in the short term). This may require the developer to carry out an assessment of the impact of those adopted RLDP allocations which have the potential to impact on the same sections of transport network as well as other relevant local sites benefitting from (as of yet) unimplemented planning approval.

3.3 Key issues to consider when preparing a TA or TS include:

- A description of the location, type and scale of the development and its context in relation to any development plan or other strategies.
- An explanation of the scope of the assessment, including the geographical extent and duration of the study, which should be agreed in advance with the LPA.
- An explanation of how the proposed location meets sustainability principles.
- Analysis of existing access to the site for pedestrians, cyclists, existing public transport services and other vehicles.
- An analysis of existing transport data from a range of reliable sources (which may include information provided by the LPA or other primary and secondary data collection) e.g. TRICS database.
- Appropriately evidenced assumptions about additional person / freight movements likely to result from the proposed development and information on the likely modal split of journeys to and from the site.
- An analysis of the potential effects of the additional person / freight movements resulting from the development on the existing transport networks serving the site and existing movement patterns.
- A Transport Implementation Strategy (TIS, see Section 4.0).

3.4 The associated report detailing the TA or TS that accompanies a planning application should be clear and understandable. Appendices should be used for technical evidence to support the statements made in the main text. The level of analysis and detail included within the report should be proportional to the scale, complexity and potential impact of the development proposals and this should be agreed in the scoping stage.

4.0 TIS Overview

4.1 The TA/TS process should include the production of a TIS for the development to be submitted alongside or as part of the TA/TS. This should:

- Set objectives and targets relating to managing travel demand for the development which should be based on RLDP policies and other strategies relevant in that location e.g. the Regional Transport Plan. Objectives could include: the creation or improvement of safe cycling and walking routes, restricting car access, providing adequate cycle storage, the creation of improvement of reliable and convenient public transport services, and/or a framework for future travel planning activity.
- Set out the infrastructure, demand management measures and financial contributions necessary to achieve these objectives and targets.
- Detail the measures proposed to improve access by walking, cycling and public transport to reduce the number and impacts of motorised journeys associated with the proposal and will usually be accompanied by a Travel Plan (see Section 5.0).
- Ensure these measures are integrated with design elements of the new development.
- Set out robust access arrangements that are sensitive to the differing needs of its users. For example, the access arrangements should cater for varying levels of personal mobility and recognise the different times that access is required to the site.

- Include financial information relevant to the implementation of the strategy.
- Set a framework for monitoring the objectives and targets, including the future modal split of transport to development sites. (Note: monitoring by the developer and future occupiers will be important to allow the LPA to check whether TIS objectives are being met by the development).
- Propose suitable conditions or obligations to secure implementation.

5.0 Travel Plans

5.1 Where TAs or TSs identify that a proposed development could have a detrimental impact upon travel movements on the existing highway network, applicants will be required to produce a Travel Plan. This will be in addition to the TIS.

5.2 Travel Plans are long-term management strategies for integrating proposals for sustainable travel into the planning process. They are based on evidence of the anticipated transport impacts of development and set measures to promote and encourage sustainable travel (such as promoting walking, cycling and public transport use).

5.3 The Travel Plan will need to identify what measures are proposed and will be implemented by the developer to overcome any detrimental impact. It should identify clear, measurable and site-specific targets for reducing reliance on travel by private motor vehicle and increasing the proportion of journeys made by walking, wheeling, cycling and public transport. Targets should be informed by the existing and predicated modal split, the accessibility and location of the development, the nature of the proposed use and the sustainable transport opportunities available to the site.

5.4 The Travel Plan should also identify the measures necessary to achieve these targets together with appropriate arrangements for implementation, monitoring

and review. Where monitoring demonstrates that agreed targets are not being achieved, the travel plan should identify appropriate remedial measures.

5.5 Travel Plans should, where possible, be considered in parallel to development proposals and readily integrated into the design and occupation of the new site rather than retrofitted after occupation.

5.6 Travel Plans should also seek to maximise modal shift towards sustainable modes of travel in accordance with the Sustainable Transport Hierarchy, the Active Travel (Wales) Act 2013, Planning Policy Wales and Policy SP5 of the adopted RLDP.

Appendix B – Data Inputs Required for Financial Viability Appraisals

1) List of open market dwelling types, specifying for each one:
    a) Number of bedrooms
    b) Number of habitable rooms
    c) Gross/net internal floor areas
    d) Estimated open market value (freehold selling price) with supporting evidence
    e) Total number of each dwelling type within the proposed development

2) List of affordable dwelling types, specifying for each one:
    a) Number of bedrooms
    b) Number of habitable rooms
    c) Gross/net internal floor areas
    d) Estimated open market value (unrestricted freehold selling price) for intermediate dwellings
    e) Transfer values for social rented dwellings
    f) Total number of each dwelling type within the proposed development

3) Site layout plan for the development (outline, or detailed if available) with net developable areas and dwelling numbers for each element/phase of the proposed development.

4) Estimated construction and sales programmes for the development.

5) Details of current land ownership or details of the contractual terms and stage of transaction reached for its acquisition by the developer. This must include the land price paid (or, if estimated and not yet paid, the basis for that estimate) and allowance made for acquisition fees and Land Transaction Tax.

6) Planning costs and anticipated period before commencement of development (in months) after land acquisition has been completed.

7) Housing construction costs (plot costs), as a total sum or £/m^2, noting any additional allowance made for achieving compliance with forthcoming building regulations.

Evidence must be provided to justify what these costs are based on.

8) Physical infrastructure costs, broken down between:

a) Off-site drainage, highway and/or other works, with detailed analysis/justification
b) Normal on-site costs for providing road access and services to individual plots (including “externals” such as detached garaging and landscaping, which may be assessed on a fixed average sum per dwelling, or as a percentage of plot costs)
c) Abnormal site costs (if any) with detailed analysis/justification

9) Allowance made for professional fees in connection with:

a) Planning and building regulations approvals
b) Housing construction costs
c) Physical infrastructure works

10) Estimated sum (or percentage allowance) for contingencies

11) S106 contributions necessary to achieve full RLDP policy compliance and anticipated timing of payments

12) Sale and marketing costs for open market dwellings

13) Finance costs, including interest rate(s) applied, and the basis for their calculation

14) Details of any proposed non-residential uses, including gross external and net internal floor areas, together with estimated costs and revenues associated with those parts of the development. This will include, where available, estimated freehold and rental values for each element/unit, the investment yield(s) on which estimated freehold values have been based/calculated, and details of any pre-lets or forward sale arrangements.

Cyngor Bwrdeistref Sirol
Pen-y-bont ar Ogwr
BRIDGEND
County Borough Council

Bridgend County Borough Council
Local Development Plan 2018-2033

Planning Obligations:
A Non-Technical Guide 2026

Cyngor Bwrdeistref Sirol
Pen-y-bont ar Ogwr
BRIDGEND
County Borough Council

Introduction

A planning obligation is a contract between a developer and the Council, secured through legal agreements known as section 106 (s106) agreements. These agreements require the developer to provide or fund something to offset the impact of a new development. This guide explains what s106 agreements are and why they are used. It also answers common questions about how planning contributions can and cannot be used.

What Is the Purpose of a S106 Agreement?

The planning system allows the Council to ask developers to make contributions so that new developments are acceptable. Without these contributions, some developments would not be acceptable. These contributions are secured through planning obligations under s106 of the Town and Country Planning Act 1990 (as amended).

A s106 agreement is a legal agreement. It is usually signed by:

- The Council; and
- The current landowner(s), who may include the developer.

The agreement can require the developer to:

- Carry out works;
- Provide infrastructure; and/or
- Pay money.

However, a legal agreement can only be sought where it's necessary to mitigate the impact of a new development. For a planning obligation to be lawful, it must meet all three legal tests:

1. It must be necessary to make the development acceptable;
2. It must be directly related to the development; and
3. It must be fair and reasonable in scale and kind.

Once signed and sealed, a s106 agreement is registered as a Local Land Charge.

How Is the Need for Planning Obligations Identified?

All planning applications are assessed against:

- National Planning Policy;
- The Replacement Local Development Plan; and
- Supplementary Planning Guidance.

These documents help identify what planning obligations are required. Developers are encouraged to ask for pre-application advice before submitting a planning application. This allows the Council and the developer to:

- Discuss expected planning obligations; and
- Identify possible problems early.

S106 contributions cannot be used to fund general projects in the community. Any financial contributions must be linked to the development and used to mitigate the development's impact only.

What Can S106 Agreements Cover?

Planning obligations can be used to:

- Limit development (for example, limiting the number of homes that can be occupied until specific infrastructure, such as new schools or transport improvements, is delivered);
- Require specific works (such as providing parks or public open space);
- Control how land is used (for example, providing affordable housing); and
- Require financial contributions (for example, money for road or transport improvements).

Each s106 agreement sets out when obligations must be delivered or payments made. These are sometimes called “triggers”. Triggers are agreed between the Council's lawyers and the developer's lawyers before the legal agreement is signed and sealed. They make sure obligations are delivered at the right time and by the right organisation. As developments happen in stages, obligations are often delivered over many years.

Money paid to the Council can only be used in a certain way:

- It must be used for the purpose stated in the s106 agreement;
- It must be linked to the development;
- It cannot be used for other projects; and
- Some agreements include time limits.

Planning obligations can be used to enable delivery of projects such as Education, Outdoor Recreation Areas, Affordable Housing and Transportation.

What Happens if the Owner of the Land Changes?

S106 agreements run with the land. If the land is sold, the new owner is responsible for any outstanding obligations.

How Are Agreements Monitored and Enforced?

Council Oficers in the Strategic Planning Policy Team regularly monitor s106 agreements and undertake frequent site visits. If an agreement is not followed:

- Officers will first try to resolve the issue with the developer;
- If this does not work, the Council may take more formal legal action, including applying for an injunction;
- If financial contributions are overdue, invoices will be issued, including any late payment charges; and
- Unpaid invoices will be pursued formally.

Contact Details

Strategic Planning Policy Team (Infrastructure and Section 106)
Bridgend County Borough Council
Civic Offices
Angel Street
Bridgend
CF31 4WB
Telephone: 01656 643168
Email: Planningobligations@bridgend.gov.uk

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Meeting of:	**CABINET**
Date of Meeting:	**22 SEPTEMBER 2026**
Report Title:	**PUBLIC SPACE PROTECTION ORDER (PSPO) CONSULTATION OUTCOME**
Report Owner / Corporate Director:	**CORPORATE DIRECTOR – COMMUNITIES CABINET MEMBER – COMMUNITIES AND ENVIRONMENT**
Responsible Officer:	**JENNIFER SPARROW, CLEANER STREETS AND WASTE CONTRACT MANAGER**
Policy Framework and Procedure Rules:	**There is no impact on the policy framework or procedure rules.**
Executive Summary:	**For Cabinet to consider the outcomes of the Public Space Protection Order (PSPO) consultation and approve the creation of a Public Space Protection Order, for dog control. It is also recommended that Cabinet consider a further consultation on prohibition of dogs from specified areas within the County Borough.**

1. Purpose of Report

1.1 The purpose of this report is to:

- Consider the results of the public consultation on the creation of a Public Space Protection Order (PSPO) for dog control;

- Consider creating a new PSPO as set out in **Appendix 1** (Dog Control) and detailed in paragraph 3.3.

2. Background

2.1 Anti-social behaviour is 'conduct that has caused or is likely to cause harassment, alarm or distress'.[1] This can include day to day incidents of crime, nuisance and disorder that make many people's lives a misery: from litter and vandalism, to public drunkenness or aggressive dogs, to noisy or abusive neighbours. Such a wide range of behaviours means that responsibility for dealing with anti-social behaviour is shared between a number of agencies, particularly the police, councils and social

[1] S.2(1)(a) of the Anti-social Behaviour, Crime and Policing Act 2014

landlords. The Home Office has reformed the anti-social behaviour powers to give professionals the increased flexibility they need to deal with certain situations.

2.2 The Anti-social Behaviour, Crime and Policing Act 2014 ('the Act') makes provision about anti-social behaviour, crime and disorder. The Act sets out the following 6 tools for responsible bodies and responsible authorities:

i. Injunction
ii. Criminal Behaviour Order (CBO)
iii. Dispersal powers
iv. Community Protection Notices (CPN)
v. Closure Powers
vi. Public Spaces Protection Orders (PSPO)

2.3 A PSPO is an effective deterrent to deal with particular nuisance or problems in a specified area that is detrimental to the quality of life of the local community. It works by imposing conditions on the use of a specified area, which applies to everyone. A PSPO is designed to ensure that residents and visitors can enjoy public spaces without experiencing anti-social behaviour.

2.4 A previous PSPO in Bridgend County Borough was enacted on 18th June 2019 and related to the control of alcohol, restriction of access to public space and dog control. It expired on 18th June 2022.

2.5 Section 59 (1) of the Act states that a local authority may make a public spaces protection order if satisfied on reasonable grounds that two conditions are met.

2.6 The first condition (detrimental effect) is that either:

> (1) activities carried on in a public place within the authority's area *have had* a detrimental effect on the quality of life of those in the locality, ***or***
>
> (2) it is likely that activities *will be* carried on in a public place within that area and that they *will have* such an effect.

2.7 The second condition (persistent and unreasonable) is that the effect, or likely effect, of the activities:

> (a)is, or is likely to be, of a persistent or continuing nature,
>
> (b) or is or is likely to be, such as to make the activities unreasonable, ***and***
>
> (c) it justifies the restrictions imposed by the notice.

2.8 A public spaces protection order is an order that identifies the public place ie. "the restricted area" and prohibits specified things being done in the restricted area, or requires specified things to be done by persons carrying on specified activities in that area, or does both of those things.

2.9 The only prohibitions or requirements that may be imposed are ones that are justifiable to impose in order to prevent a detrimental effect from continuing, occurring or recurring, or to reduce that detrimental effect or to reduce the risk of its continuance, occurrence or recurrence.

2.10 A prohibition or requirement may be framed so as to apply to all persons, or only to persons in specified categories, or to all persons except those in specified categories; or, so as to apply at all times, or only at specified times, or at all times except those specified; or, so as to apply in all circumstances, or only in specified circumstances, or in all circumstances except those specified.

2.11 The local authority must have regard to the guidance issued by the Secretary of State. The latest is guidance is contained in the *Anti-Social Behaviour, Crime and Policing Act 2014: Anti-social behaviour powers – Statutory guidance for frontline professionals.* The guidance on PSPOs starts at pages 66. It emphasises putting victims first, stating:

> In deciding to place restrictions on a particular public space, councils should consider the knock- on effects of that decision and ensure that this is a reasonable and proportionate response to incidents of anti-social behaviour in the area. Introducing a blanket ban on a particular activity may simply displace the behaviour and create victims elsewhere.

2.12 In accordance with Section 60 of the Act a PSPO may not have effect for a period of more than 3 years, unless extended under this section.

2.13 The definition of public space is wide and includes any place to which the public or any section of the public has access, on payment or otherwise, as of right or by virtue of express or implied permission.

3. Current situation / proposal

3.1 Before the Council can make a PSPO there is a procedure set down by statute which must be followed. In particular a Local Authority must carry out the necessary consultation, the necessary publication and the necessary notification (if any). Necessary consultation means that a Local Authority must consult with:

I. the chief officer of police and the local policing body for the police area that includes the restricted area (statutory guidance issued states that this should be done through the chief officer of and the Police and Crime Commissioner but details could be agreed by working level leads).

II. any community representatives the local authority thinks it is appropriate to consult (community representative means any individual or body appearing to the authority to represent the views of people who live in, work in, or visit the restricted area). Community representatives could include residents' groups or particular groups of individuals who use a local amenity (e.g. regular users of the park or specific activities such as busking or other types of street entertainment).

III. the owner or occupier of land within the restricted area (this does not apply to land owned and occupied by the Local Authority and applies only if, or to the extent that, it is reasonably practicable to consult the owner or occupier of the land).

3.2 The statutory consultation on the PSPO for Dog Control commenced on 2nd March 2026 and continued for 12 weeks ending on 25th May 2026. This is much longer than the 2 weeks recommened in the statutory guidance, page 67. The public consultation was promoted through a variety of means including:

- the Bridgend County Borough Council website;
- partner distribution networks;
- newsletters; and
- via social media.

3.3 The public consultation sought views on the following proposals:

a) Person(s) within the Restricted Area will collect and dispose of the faeces of dogs within their control by removing it and depositing the dog faeces in a bag which should be left in a litter bin or taken home.

b) Person(s) within the Restricted Area who have dogs within their control must carry bags or other suitable means for the collection of dog faeces.

c) Person(s) within the Restricted Area must, when requested to do so by an Authorised Officer, must place dogs in their control on a lead. The Authorised Officer must specify the location and duration covered by a direction given under Paragraph 6 (C) of this Order.

3.4 For clarity the proposed PSPO for Dog Control relates to all public spaces within the county borough, and this is what the 'Restricted Area' at 3.3 refers to. This is attached in **Appendix 4.** The PSPO does not restrict dogs from being off lead in specific areas but requires that, if requested by an Authorised Officer, dogs will be placed on a lead. With regards to dogs being requested to be put on lead, this would be requested only where the dog is deemed to be out of control or causing alarm or distress to members of the public.

3.5 During the twelve week consultation period, a range of marketing methods were used to create awareness of the consultation and encourage members of the public to engage with the council. The PSPO consultation was posted to the Council's Twitter, Facebook, Instagram and LinkedIn channels throughout the consultaiton period to raise awareness of the consultation and to encourage people to share their views on the proposals.

3.6 During the consultation period the local authority posted 18 times across its social media channels. The content reached 6,633 people. The response rate was divided into several areas including consultations survey responses, emails, letter and social media interactions:

- A total of 1273 survey responses.

- 12 Comments on social media channels.

.3.7 The consultation was also promoted via GovDelivery. GovDelivery is a tool that is used by the Council to send messages directly to residents' and staff email inboxes. The consultation was promoted 4 times in the weekly resident's bulletin. This was sent to 31,787 English subscribers and 404 Welsh subscribers. This resulted in 675 clicks on the link to the English survey and 4 clicks to the Welsh survey.

3.8 To further build on the weekly bulletin messages, a standalone message promoting the consulation was also issued ot subscribers of our residents' news bulletin. Thes message was sent to 32,184 English subscribers and 386 Welsh subscribers. This led to 788 visits to the consultation page.

3.9 The consultation was also promoted 3 times through the Waste and Recycling digital news bulletin with it being sent to 3,038 English sucribers and 419 Welsh subscribers . This generated 193 clicks on the link to he English survey and 1 click on the link to the Welsh survey.

3.10 the consultation was also highlighted in the Monthly Staff Bulletin which has 5,085 subsribers, resulting in 18 clicks on the link to the survey.

3.11 An email response was recevied from the Dogs Trust

3.12 A Copy of the PSPO Consultation Report is available as **Appendix 3.**

3.13 A copy of the Dog Control Order is attached as **Appendix 1**. The requirements for the PSPO were included in the consultation however details of the penalties for not complying with the order were not included.

3.14 For clarity any person guilty of an offence under this Order shall be liable, on summary conviction, to a fine not exceeding level 3 on the standard scale (on the date of this Order, this is set at £1,000)

3.15 A Fixed Penalty Notice may be issued by an Authorised Officer to anyone believed to have committed an offence under this Order. The Fixed Penalty shall be £100. Payment of the Fixed Penalty of £100 within 14 days from the date of the Fixed Penalty Notice will discharge the liability for prosecution.

3.16 In December 2021 Cabinet agreed an updated Enforcement Policy for dealing with Environmental Offences, attached as **Appendix 2**. This allows the authority to carry out enforcement action for failure to comply with a Public Space Protection Order under Section 67 and Section 68 of the Anti-social Behaviour, Crime and Policing Act 2014.

3.17 The PSPO for Dog Control shall not apply to Disabled persons as defined by the Equality Act 2010 where the person suffers from a disability which would prevent them from collecting their dog faeces.

3.18 The following consultees as specifically outlined in the legislation were contacted directly via letter:

- The South Wales Police and Crime Commissioner
- The South Wales Police Chief Superintendent for the area
- All town and community councils
- Bridgend Dogs Trust
- The Kennel Club
- RSPCA

3.19 The consultation asked 'Do you agree that the PSPO for Dog Control should be implemented?' 1,145 responses were received to this question with 90.9% stating 'yes' and 9.1%% stating 'no'.

3.20 Many respondents referred to dog fouling on sports pitches and playing fields, highlightingconcers around the safety of children, public health and use of these facilities for exercising of dogs.

3.21 There was strong support for measures to tackle dog fouling and irresponsible dog ownership and calls for enforcement activity around this issue. There were some concerns raised around how the Order would be enforced and whether sufficient resources would be available. Concerns around the effect of restrictions on responsible dog owners was also raised by some.

3.22 The majority (65%) of those who responded stated that they walked dogs with 35% being non dog walkers.

3.23 The Dogs Trust responded to the consultation and encouraged the local authority to exercise its power to issue Community Protection Notices, targeting irresponsible owners and proactively addressing anti-social behaviours. It also urged the authority to consider if adequate disposal points are provided for responsible dog owners to us. Dogs Trust questioned the effectiveness of issuing on-the-spot fines for not being in possession of means to pick up dog foul.

3.24 Whilst the Dog's Trust accepted that there are some areas where it is desirable for dogs to be kept on a lead, they noted that it was important to consider the Animal Welfare Act 2006 and the requirements that include a dog's need to exhibit normal bevaviour patterns – including to be able to run off lead in appropriate areas. They advised that dog control orders should not restrict the ability of dog keepers to comply with the requirements of this act.

3.25 Dogs Trust supported dogs on lead direction orders for dogs that are considered to be out of control or causing alarm or distress to be put on a lead when reqursted by an authorised officer.

3.26 The enforcement of a PSPO is currently dealt with by authorised officers based in the Cleaner Streets team. It should be noted that this is a small team that deals with a variety of environmental enforcement issues. Capacity within this is team is limited and should the PSPO be implemented, consideration needs to be given to resources needed to enforce this. Whilst the existing team is able to enforce on a PSPO this would effect their ability to enforce in other areas. This is a team that was subject to an Medium Term Financial Strategy saving in 2024/25 where the team faced a 50% reduction reducing resources from 8 to 4 officers.

4. Equality implications (including Socio-economic Duty and Welsh Language)

4.1 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.

5. Well-being of Future Generations implications and connection to Corporate Well-being Objectives

5.1 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.

6. Climate Change and Nature Implications

6.1 There are no climate change or nature implications from this report.

7. Safeguarding and Corporate Parent Implications

7.1 There are no safeguarding and corporate parent implications from this report.

8. Financial Implications

8.1 There are no direct financial implications arising from this report. If the creation of the new PSPO is approved there will be costs associated with signage and promotion of the PSPO in local press. This will be funded through existing budgets within the Communities Directorate.

8.2 The estimated costs for the dog control order which will be met from existing budgets within the Communities Directorate are:

Advertising and printing	£3,000

9. Recommendation

9.1 Cabinet is recommended to:-

9.1.1 Note the outcome of the PSPO consultations and the support for dog control as detailed.

9.1.2 Approve the creation of a Public Space Protection Order, for Dog Control, as outlined in paragraph 3.3 of this report.

9.1.3 Due to a number of concerns being raised regarding dog fouling on playing surfaces used by children and sports clubs, that Cabinet approve a further consultation to take

place on implementing a separate PSPO relating to prohibiting dogs from specified areas. This will include the mapping of suggested areas where dogs could be probhibited from if approved.

Background documents: None

Bridgend County Borough Council
Public Spaces Protection Order (Dog Control)

Bridgend County Borough Council ('the Council') hereby makes the following Public Spaces Protection Order ('the Order') in exercise of its powers under Section 59 of the Anti-social Behaviour, Crime and Policing Act 2014 ('the Act') and all other enabling powers:-

1. The Order may be cited as the Bridgend County Borough Council Public Spaces Protection Order (Dog Control) (Date tbc)

2. The Order shall come into operation on the (Date tbc) and will remain in force for a period of 3 years unless varied or discharged or extended by further order under the Council's statutory powers.

3. The Order relates to all public spaces throughout the Bridgend County Borough and is specified on the attached plan ("the Restricted Area"). This is land to which the Anti-social Behaviour, Crime and Policing Act 2014 applies and is protected by the making of the Order.

Introduction

4. People who fail to clean up after their dogs on publicly accessible land cause nuisance to others. The presence of dog faeces is a potential hazard to all members of the public, it presents a risk to health, defaces land and has the potential to deface people and their property.

5. When not properly supervised and kept under control, dogs that are allowed off a lead in public areas may cause road traffic accidents and may cause nuisance or injury to members of the public and to other animals.

6. There are certain locations, which because of their use, dog faeces pose a particularly high level of concern. These are typically children's play areas, marked sports pitches and school / leisure centre grounds.

7. The Council is satisfied that the conditions set out in Section 59 (2) of the Act have been met, namely that anti-social behaviour and criminal activities have been carried out within the Restricted Area and that these activities have had a detrimental effect on the quality of life of those in the locality, and it is likely that the activities will be carried out within that area and have such an effect.

8. The Council is also satisfied that the conditions set out in Section 59 (3) of the Act have been met, namely, that the effect or likely effect of the activities is, or is likely to be of a persistent or continuing nature and that these activities are unreasonable and justify the restriction imposed by the Order

and that it is in all the circumstances expedient to make the Order for the purpose of reducing crime and/or anti-social behaviour in a public place.

Requirements of the Order

9. The effect of the Order is to impose the following conditions:-

   a) A requirement for person(s) within the Restricted Area to collect and dispose of the faeces of dogs within their control by removing it and depositing the dog faeces in a bag which should be left in a litter bin or taken home

   b) A requirement for person(s) within the Restricted Area who have dogs within their control to carry bags or other suitable means for the collection of dog faeces

   c) A requirement for person(s) within the Restricted Area to place dogs in their control on a lead when requested to do so by an Authorised Officer. The Authorised Officer must specify the location and duration covered by a direction given under Paragraph 6 (C) of the Order

10. Should any of the above requirements not be met, it will constitute an offence as set out in Article 11 below, unless the person(s) can show that there is a reasonable excuse for failing to do so, or, the owner, occupier, or other person with authority or control of the land has consented (generally or specifically) to the person(s) failing to do so.

Offences

11. In accordance with Section 67 of the Anti-social behaviour, Crime and Policing Act 2014, it is an offence for a person without reasonable excuse—

    (a) to do anything that the person is prohibited from doing by a public spaces protection order; or

    (b) to fail to comply with a requirement to which the person is subject under a public spaces protection order

12. A person guilty of an offence under this section is liable on summary conviction to a fine not exceeding level 3 on the standard scale.

Fixed Penalty Notices

13. In accordance with Section 68 of the Anti-social behaviour, Crime and Policing Act 2014, an authorised person may issue a fixed penalty notice to

anyone he or she has reason to believe has committed an offence under section 67 in relation to a public spaces protection order.

14. A fixed penalty notice is a notice offering the person to whom it is issued the opportunity of discharging any liability to conviction for the offence by payment of a fixed penalty to a local authority specified in the notice.

15. Where a person is issued with a notice under this section in respect of an offence—

(a) no proceedings may be taken for the offence before the end of the period of 14 days following the date of the notice;

(b) the person may not be convicted of the offence if the person pays the fixed penalty before the end of that period.

Exemptions

16. The provisions of the Order do not apply to:-

a) A disabled person(s) as defined by the Equality Act 2010 where the person(s) suffers from a disability which would prevent them from complying with the requirements of the Order.

b) A dog trained by a registered charity to assist a person with a disability and upon which a disabled person relies for assistance.

c) A working dog for purposes of law enforcement, military duties, agriculture or statutory emergency services (e.g. search and rescue).

17. Where a person(s) in charge of a dog wishes to rely upon any of the exemptions set out in the Order, the burden will be on that person to prove that they satisfy the requirements of the exemptions being relied upon.

Appeals

18. Any challenge to the Order must be made in the High Court by an interested person within six weeks of it being made. An interested person is someone who lives in, regularly works in, or visits any of the areas affected by the Order. This means that only those who are directly affected by the restrictions have the power to challenge. The right to challenge also exists where an Order is varied by the Council.

19. Interested persons can challenge the validity of the Order on two grounds: that the Council did not have power to make the Order, or to include

particular prohibitions or requirements; or that a requirement of the legislation was not complied with in relation to the Order.

THE COMMON SEAL OF BRIDGEND COUNTY BOROUGH COUNCIL

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BRIDGEND COUNTY BOROUGH COUNCIL

COMMUNITIES DIRECTORATE

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

Edition 2 – Updated December 2021

Thursday 15th July 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
Litter	S87 & S88 Environmental Protection Act 1990
Unauthorised distribution of literature on designated land	Schedule 3a, Para 7(2) Environmental Protection Act 1990
Failure to produce a Waste Carriers Licence	S5 and 5B Control of Pollution (Amendment) Act 1989
Failure to produce a Waste Transfer Note	S34A Environmental Protection Act 1990
Graffiti & Fly-Posting	S43 Anti-Social Behaviour Act 2003
Failure to comply with a Public Space Protection Order	S67 & S68 Anti-social Behaviour, Crime and Policing Act 2014
Fly-tipping	S33 and S33ZB Environmental Protection Act 1990
Waste Receptacle Offences - residential	S46 and S47ZA Environmental Protection Act 1990
Waste Receptacle Offences – commercial	S47 & S47ZA Environmental Protection Act 1990
Failure to comply with the duty of care in respect of household waste	S 34(2A) and S34ZB Environmental Protection Act 1990
Abandonment of a Vehicle	Refuse Disposal Amenity Act 1978 Section 2-4
Leaving two or more vehicles for sale on the road	Clean Neighbourhoods and Environment Act 2005 sections 3 and 6
Repair of vehicles on the road	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 threating 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, identity 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.

Bridgend County Borough Council

Public Space Protection Order Dog Control

Consultation Report

Date of issue: **June 2026**

Tel: (01656) 643643

Email: consultation@bridgend.gov.uk

Web: www.bridgend.gov.uk

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1 Executive Summary

Bridgend County Borough Council undertook a public consultation on proposals to introduce a new Public Spaces Protection Order (PSPO) relating to dog fouling and dog control across all public spaces within the county borough.

The proposed Order seeks to address issues associated with dog fouling and irresponsible dog ownership by requiring persons in control of dogs to remove and appropriately dispose of dog faeces, carry suitable means to collect dog waste and place dogs on a lead when requested by an authorised officer.

The consultation was undertaken between 2 March 2026 and 25 May 2026 and provided residents, visitors, businesses and other stakeholders with an opportunity to comment on the proposed measures. A total of 1,274 responses were received.

The findings of the consultation will be used to inform the Council's consideration of the proposed PSPO and any subsequent decision regarding its implementation.

2 Purpose of Report

The purpose of this report is to present the findings of the Public Spaces Protection Order (PSPO) consultation relating to dog fouling and dog control, to summarise the views expressed by respondents and to provide an evidence base to support consideration of the proposed Order.

The report also fulfils the Council's commitment to undertake consultation before making a Public Spaces Protection Order under the Anti-social Behaviour, Crime and Policing Act 2014.

3 Connection to Corporate Plan / Other Corporate Priorities

The proposed PSPO supports the Council's commitment to creating clean, safe and attractive communities and contributes towards improving the quality of the local environment for residents and visitors.

The proposal supports the Council's wider objectives relating to community wellbeing, environmental quality, public health and civic pride by helping to reduce environmental nuisance and encourage responsible behaviour in public spaces.

4 Background

Public Spaces Protection Orders (PSPOs) were introduced through the Anti-social Behaviour, Crime and Policing Act 2014 and provide local authorities with powers to

address activities that have a detrimental effect on the quality of life of those in a locality.

The Council previously introduced a Public Spaces Protection Order for Dog Control in 2018 to tackle issues associated with irresponsible dog ownership. The Order required persons in control of dogs to remove dog faeces, carry suitable means to collect dog waste and place dogs on a lead when directed by an authorised officer.

The current consultation was undertaken to seek views on proposals to introduce a new PSPO covering all public spaces throughout Bridgend County Borough. The proposed Order would remain in force for a period of three years and includes exemptions for disabled persons whose disability prevents compliance with the requirements of the Order, assistance dogs and specified working dogs.

5 Current Situation

The proposed PSPO applies to all public spaces throughout Bridgend County Borough.

The draft Order would require persons in control of dogs to:

- Collect and appropriately dispose of dog faeces.
- Carry bags or other suitable means to collect dog faeces.
- Place dogs on a lead when directed to do so by an authorised officer.

Failure to comply with the requirements of the Order may constitute an offence under the Anti-social Behaviour, Crime and Policing Act 2014 and may result in enforcement action, including the issue of a Fixed Penalty Notice.

Consultation respondents were invited to provide their views on the proposed measures and identify any additional activities or locations that they felt were having a detrimental effect on their quality of life.

6 Methodology

The consultation was undertaken between 2 March 2026 and 25 May 2026.

The consultation was available on the Council's EngagementHQ platform and was supported by a paper-based version of the questionnaire to enable participation by those unable to access the online survey. The consultation materials were made available bilingually and respondents were able to complete the survey in either Welsh or English. A Welsh language version of the survey was published on the Council's consultation platform to ensure that Welsh speakers were able to participate in the consultation through their preferred language. A letter sent to all appropriate consultees requesting their input on the consultation, informing them of

the purpose and how to access the survey. The letter is available in **Appendix 1**, and a full list of consultees is available in **Appendix 2**.

The survey sought views on the proposed implementation of dog control measures, levels of support for the proposed PSPO, experiences of dog ownership and dog walking, and any wider comments regarding Public Spaces Protection Orders.

Demographic information was collected on an optional basis to assist the Council in assessing whether the consultation had reached a broad range of residents and stakeholders.

A total of 1,274 responses were received and analysed. Quantitative responses were collated and reported alongside qualitative comments and thematic analysis of free-text responses where appropriate. During the consultation period, 1 response was received through the Welsh language version of the survey.

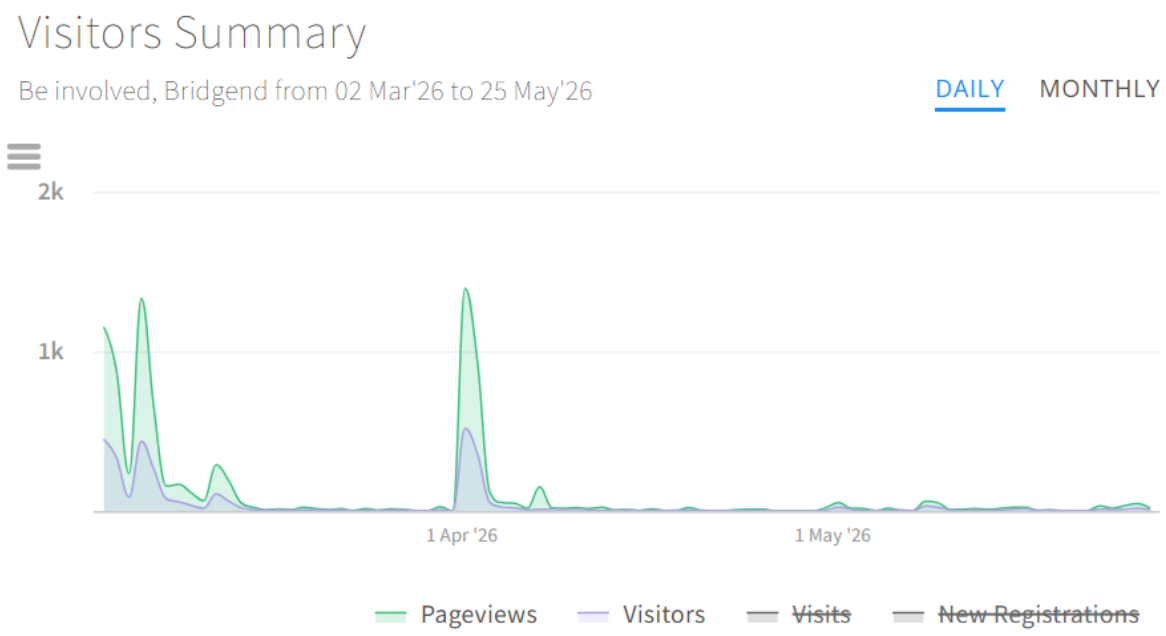
7 Marketing and Engagement Methods

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

7.1 Engagement HQ

Engagement HQ is a digital engagement platform that supports the council's online consultation and engagement activities. The platform is available in both English and Welsh Language. The online survey was published using this platform, with the link available on the consultation page of the council's website, in both Welsh and English.

The following graph provides an overview of visitors to the PSPO project page on Engagement HQ.



The table below shows the traffic sources to the Engagement HQ project page for the PSPO consultation.

Aware visitors	2329
Informed visitors	1370
Engaged visitors	837
Visits referred from social media	798
Visits referred from council's website	43
Visitors from search engine	27
Direct	2329

Aware visitors: A visitor that has made at least one single visit to the site or project page, and is therefore 'aware' of the project, but has not clicked anything or participated in the survey.

Informed visitors: An informed visitor has taken the 'next step' from being aware and clicked on something, for example, viewed key dates, a document, or clicked on the survey.

Engaged visitors: These are visitors that have engaged with the project by submitting a response to the learner travel consultation or booked onto one of the public engagement sessions.

7.2 Social Media

The Public Space Protection Order consultation information was posted bilingually to the council's corporate Twitter, Facebook Instagram, and LinkedIn channels throughout the consultation period to raise awareness of the consultation and to encourage people to share their views on the proposals.

The council currently has a combined 14,051 followers on its Welsh and English Twitter accounts, 25,528 followers on its Welsh and English Facebook pages, 3,873 followers on Instagram and 10,025 followers on LinkedIn. While content is most likely to be seen by these users, it is also displayed to users who are not connected to the accounts through sharing.

During the consultation period, the local authority posted 18 times across its Welsh English and social media channels. The content reached 6,633 people. A full social media analysis is shown in the table below.

Platform	Post no.	Total reach	Likes	Comments	Shares	Clicks
Twitter	14	1,887	3	0	0	7
Facebook	2	4,294	8	12	3	0
Instagram	1	271	1	0	0	0
LinkedIn	1	181	1	0	1	0

7.3 GovDelivery

GovDelivery is a digital communications tool that is used by the council, to send messages directly to residents' and staff email inboxes in the language of their choice.

7.3.1 Weekly Residents Digital News Bulletin (Included as one of 10 weekly stories)

The consultation was promoted 4 times in the weekly resident's bulletin. This was sent to 31,787 English subscribers and 404 Welsh subscribers. This resulted in 675 clicks on the link to the English survey and 4 clicks on the link to the Welsh survey.

7.3.2 Standalone bulletins to subscribers of residents' news bulletin

To further build on the weekly bulletin messages, a standalone message promoting the consultation was also issued to subscribers of our residents' news bulletin. The message was sent to 32,184 English subscribers and 386 Welsh subscribers. This led to 788 visits to the consultation page.

7.3.3 Waste and Recycling Digital News Bulletin

The consultation was also promoted 3 times through the Waste and Recycling digital news bulletin. It was sent to a total of 3,038 English subscribers, and 419 Welsh subscribers. This generated 193 clicks on the link to the English survey and 1 click on the link to the Welsh survey.

7.3.4 Monthly Staff Bulletin

The consultation was also highlighted in the Monthly Staff Bulletin, which has 5,085 subscribers. This resulted in 18 clicks on the link to the survey.

8 Summary of Responses / Survey Analysis

The Public Spaces Protection Order (PSPO) consultation was undertaken between 2 March 2026 and 25 May 2026. A total of 1,274 responses were received through this consultation, 1,273 of these responses were in English and 1 was in Welsh. The data from the Welsh and English surveys have been combined for the following analysis.

8.1 Respondent Profile

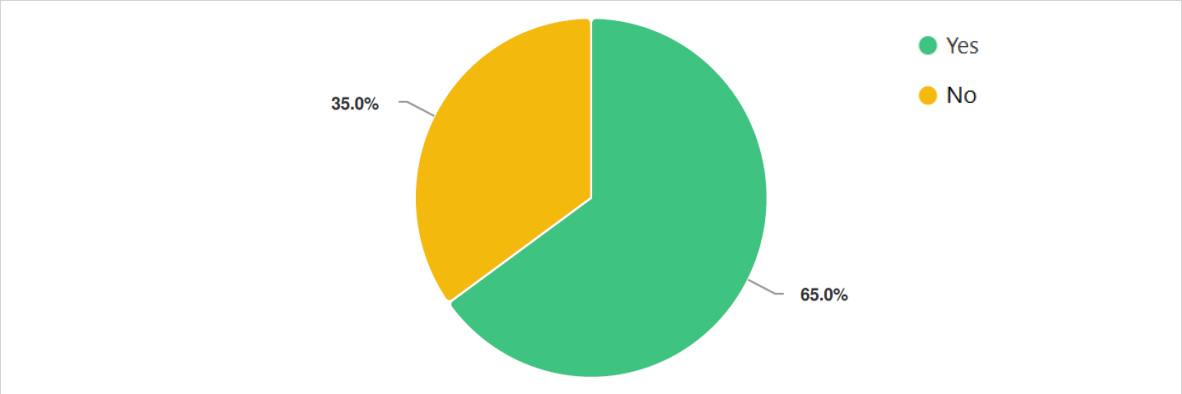
Q. Who are you responding as?

Respondent	No. of responses	Percentage of responses
A resident	1193	93.9%
A visitor	27	2.1%
A local councillor	25	2.0%
On behalf of a local business	6	0.5%
Other	20	1.6%

The table above demonstrates the identity of the respondents when asked “Who are you responding as?”. The majority of respondents identified themselves as residents of Bridgend County Borough, accounting for 1,193 responses. 20 respondents selected "other". A breakdown of the identity of the “other” selections is shown below.

	No. of responses
Sports Club/Spots Coach	9
Sportsperson	1
Parent of child involved in sports	4
Veteran	1
Community Centre	2
Employed in Bridgend County Borough	1
Previous resident in Bridgend	1
School Governor	1

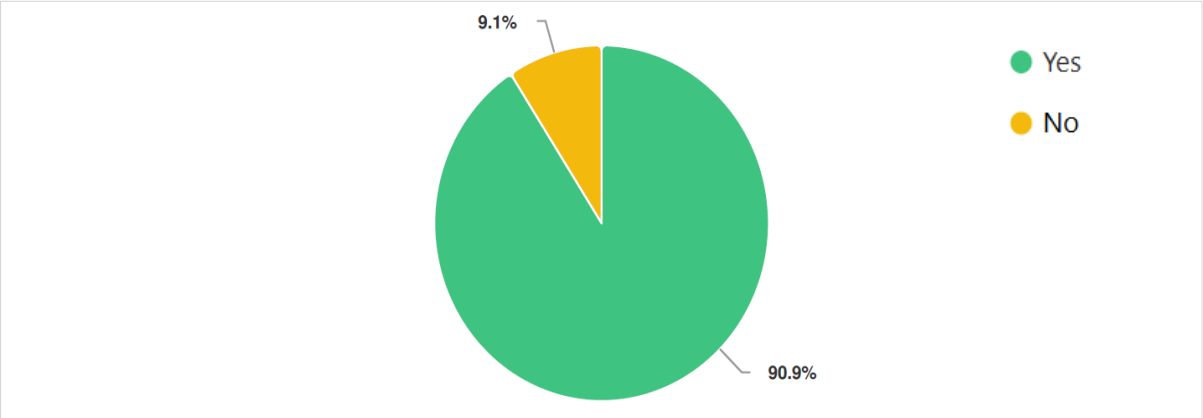
Q. Do you own or walk a dog?



A significant proportion of respondents were dog owners or dog walkers, with 826 respondents (65.0%) indicating that they owned or walked dogs, compared with 445 respondents (35.0%) who did not.

8.2 Support for the Proposed PSPO

Respondents were asked whether they agreed that the PSPO Dog Control Order should be implemented.



A total of 1,145 respondents (90.9%) supported the implementation of the proposed PSPO, whilst 115 respondents (9.1%) did not support the proposal. This demonstrates a strong level of public support for the continuation of dog control measures across the country borough.

8.3 Key Themes Identified

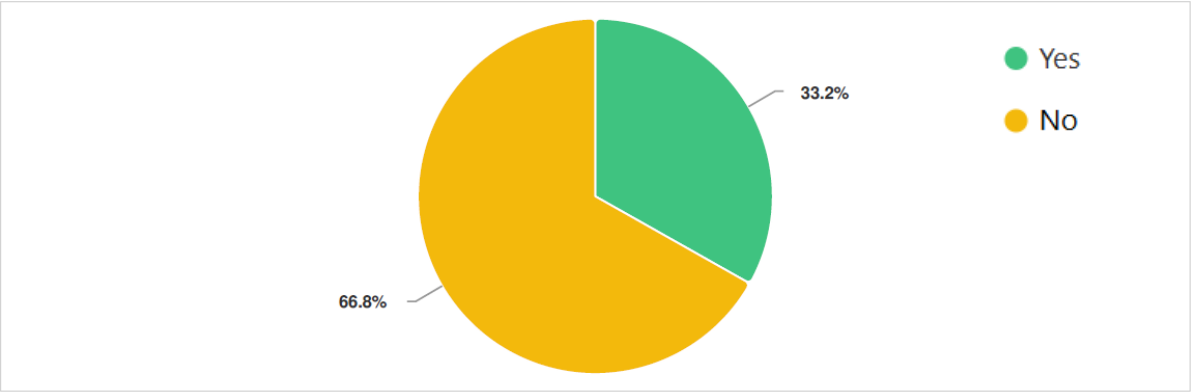
Analysis of the qualitative responses identified several recurring themes:

- Strong support for measures to tackle dog fouling and irresponsible dog ownership.
- Concerns regarding dog fouling on sports pitches, recreation grounds and areas used by children.
- Requests for increased enforcement activity and visible patrols to ensure compliance with the Order.
- Calls for the use of Fixed Penalty Notices and stronger sanctions for offenders.
- Suggestions for additional litter bins and dog waste disposal facilities in some locations.
- Concerns from some respondents regarding how the Order would be enforced in practice and whether sufficient resources would be available to support enforcement activity.
- A number of respondents raised concerns regarding restrictions on dog walking and the potential impact on responsible dog owners.

Many respondents referred specifically to dog fouling on sports pitches and playing fields, highlighting concerns regarding public health, children's safety and the usability of recreational facilities. Several respondents considered enforcement to be a critical factor in determining the effectiveness of the proposed Order.

8.4 Other Activities Affecting Quality of Life

Respondents were asked whether they were aware of any other activities or areas that they felt were having a detrimental effect on their quality of life and, where applicable, to provide further details.



Whilst the majority (812) of respondents indicated that they were not aware of any additional issues, approximately one-third (403) of respondents identified other concerns affecting their local area. Analysis of the comments identified the following recurring themes shown in the table below.

Theme	Comments
Anti-Social Use of Vehicles	Several respondents raised concerns regarding the illegal or irresponsible use of motorcycles, e-bikes and e-scooters, particularly on pavements, footpaths and public open spaces. Concerns focused on public safety, nuisance and the impact on pedestrians.
Dog Control and Responsible Ownership	Many responses continued to focus on dog-related issues beyond dog fouling. Respondents referred to dogs being exercised in inappropriate locations, dogs on sports pitches and concerns regarding dogs not being kept under proper control. Some respondents suggested further restrictions in specific locations, including sports pitches and beaches during seasonal restriction periods.
Sports Pitches and Recreational Areas	Sports grounds, playing fields and recreational facilities were frequently referenced. Respondents highlighted concerns regarding dog fouling on playing surfaces used by children and sports clubs, with several respondents identifying specific locations and reporting ongoing issues affecting the use and enjoyment of these facilities.
Environmental Cleanliness	A recurring theme related to wider environmental issues, including littering, inadequate waste disposal facilities, a lack of litter and dog waste bins, and concerns regarding the maintenance and emptying of bins. Some respondents highlighted the inappropriate disposal of bagged dog waste in trees, hedgerows and other public areas.
Enforcement and Compliance	Respondents frequently expressed concerns regarding the effectiveness of enforcement. A common view was that existing rules and restrictions would only be effective if supported by visible enforcement activity and appropriate penalties for non-compliance.
Local Infrastructure and Community Issues	A smaller number of responses referred to wider community concerns, including inconsiderate parking on pavements, a lack of public toilets and concerns regarding general anti-social behaviour within local communities.

Overall, the responses suggest that residents' concerns extend beyond dog fouling alone and encompass wider issues relating to environmental quality, anti-social

behaviour, public safety and the effective management of public spaces. The comments also indicate a strong desire for consistent enforcement of existing controls and measures intended to improve the local environment.

8.5 Equalities Considerations

Equalities monitoring information was collected on a voluntary basis. The responses received did not identify any significant adverse impacts arising from the proposed PSPO. A number of respondents highlighted the importance of maintaining exemptions for disabled persons and assistance dogs, and the proposed Order includes specific exemptions to address these circumstances.

8.6 Overall Findings

The consultation demonstrated a high level of public engagement and a strong level of support for the proposed Public Spaces Protection Order. The findings indicate that dog fouling continues to be viewed as an issue of concern by many residents and that there is broad support for measures intended to promote responsible dog ownership, protect public spaces and improve environmental quality throughout Bridgend County Borough.

9 Equalities Impact Assessment

An Equalities Impact Assessment screening was completed prior to the consultation period **(Appendix 3)**.

The consultation included equality monitoring questions to help assess whether the views of people with protected characteristics were represented within the consultation findings.

The proposed Order contains specific exemptions for disabled persons whose disability would prevent them from complying with the requirements relating to dog fouling, together with exemptions for assistance dogs relied upon by disabled persons.

The proposed measures are intended to improve the cleanliness, accessibility and enjoyment of public spaces for all users. No significant adverse equality impacts have been identified through the consultation process; however, all feedback received has been considered in developing the final proposals.

9.1 Welsh Language Impact Assessment

A Welsh Language Impact Assessment was completed as part of the Equality Impact Assessment process. No negative impacts on opportunities to use the Welsh language were identified.

The proposed Public Spaces Protection Order relates to dog fouling and dog control requirements and does not directly affect opportunities for people to use the Welsh language. No adverse impacts on the Welsh language, or on the principle of treating the Welsh language no less favourably than the English language, were identified through the consultation process or the accompanying Equality Impact Assessment.

The Council will continue to ensure that information relating to the Public Spaces Protection Order is available bilingually in accordance with its Welsh Language Standards and corporate commitments.

10 Conclusion

The consultation demonstrates a high level of public engagement with the proposed Public Spaces Protection Order relating to dog fouling and dog control.

The findings provide the Council with valuable evidence regarding public opinion on the proposed measures and the ongoing impact of dog fouling and irresponsible dog ownership within Bridgend County Borough.

The consultation responses, together with operational, legal and equality considerations, will be used to inform the Council's decision on whether to introduce the proposed Public Spaces Protection Order and the final form of any Order implemented.

11 Appendices

Appendix 1: Letter to consultees

Appendix 2: List of consultees

Appendix 3: EIA Screening Document

Appendix 1.

Communities Directorate

Our ref: PSPO 2026

Date: 03.03.26

Dear Consultee

Anti-social behaviour, Crime and Policing Act 2014 Public Space Protection Order

Bridgend County Borough Council is seeking your views on proposals to implement a Public Space Protection order (PSPO) **to control dogs in public areas**

PSPO's are designed to stop individuals or groups committing anti-social behaviour in a public space. They are intended to deal with a particular nuisance or problem in a particular area that is detrimental to the local community's quality of life, by imposing conditions on the use of that area which apply to everyone.

They are designed to ensure the law-abiding majority can use and enjoy public spaces, safe from anti-social behaviour. They can be enforced by a police officer, police community support officers and council officers.

Breach of a PSPO is a criminal offence. Enforcement officers can issue a fixed penalty notice of up to £100 if appropriate or following a conviction in Court a person can receive a fine of up to £1,000.

Anyone who lives in, or regularly works in or visits the area can appeal a PSPO in the High Court within six weeks of issue

A PSPO can be issued if the Council are satisfied that the activities carried out in a public space:

i. Have had, or are likely to have, a detrimental effect on the quality of life of those in the locality;

ii. is, or is likely to be, persistent or continuing in nature;

iii. is, or is likely to be, unreasonable; and

iv. justifies the restrictions imposed

Requirements of the Order

1. The effect of the Order is to impose the following conditions:-

   a) A requirement for person(s) within the Restricted Area to collect and dispose of the faeces of dogs within their control by removing it and depositing the dog faeces in a bag which should be left in a litter bin or taken home

   b) A requirement for person(s) within the Restricted Area who have dogs within their control to carry bags or other suitable means for the collection of dog faeces

   c) A requirement for person(s) within the Restricted Area to place dogs in their control on a lead when requested to do so by an Authorised Officer. The Authorised Officer must specify the location and duration covered by a direction given under Paragraph 6 (C) of the Order

The results of the consultation exercise will be reported to a meeting of Cabinet, before a decision is taken on whether to implement the PSPO.

The Order, if approved, is scheduled to become effective following the Cabinet meeting and will Introduce a Dog Control Public Space Protection Order

The consultation will be open until 25th May 2026

Response to the consultation can be made via the following ways

Complete an online survey:
https://beinvolvedbridgend.uk.engagementhq.com/public-space-protection-order-consultation-dog-fouling

By email to cleanupthecounty@bridgend.gov.uk

In writing to:

Consultation, Engagement and Communications Team

Bridgend County Borough Council

Civic Offices

Angel Street

Bridgend

CF31 4WB

Yours sincerely

Jennifer Sparrow

Cleaner Streets and Waste Contract Manager

Appendix 2.

Full list of consultees who were sent a letter to inform them of the consultation.

All BCBC Councillors	Bridgend County Care and Repair	Cwm Llynfi Community Action
All Town and Community Councils	Bridgend County Swim Squad	Cwm Taf Morgannwg PSB
Dogs trust	Bridgend Herons Netball Team	Cwmpas
Community safety partnership	Bridgend Ladies Hockey Club	FC Maesteg
South Wales fire service	Bridgend Municipal Bowls Club	FC Porthcawl & Porthcawl Utd.
Bavo	Bridgend Ravens	Four Construction Group Ltd
The chief constable for South Wales Police	Bridgend Sports RFC	Friends of Maesteg Welfare Park
The Police and Crime Commissioner	Bridgend Town Council	Future Focus CIC
The BCU Commander	Bridgend Town Cricket Club	Garw Hub
The Head of Community Safety Partnerships	Bridgend Town FC	Garw SBGC (AFC)
Kennel club	Bridgend Town Junior FC	Garw Valley Community Council
Aberkenfig BGC	British Red Cross	Garw Valley Railway
Aberkenfig Bowls Clubs	Broadlands AFC	Gilfach Goch Bowls Clubs
Aberkenfig Ministries	Bryncethin RFC	Gilfach Goch RFC
AP Cymru	Bryntirion AJFC	Glamorgan Lawn Tennis & Croquet Club
Art & Soul Café CIC	Caerau AFC	Griffin Park Bowls Club
ASC Cymru	Caerau All Whites	Griffin Park Community Centre
Awen Cultural Trust	Caerau Athletic Bowling Club	Halo Leisure
BAD Bikes	Caerau Development Trust	Heol-Y-Cyw RFC
Baobab Bach	Caerau Dragons Boxing Club	Heol-Y-Cyw Workingmens Sports & Social Club
BCBC	Caerau Welfare Bowling Club	Hut 9 preservation Group
BCBC CAT	Calon y Cwm CIO / Garw Valley SBGC	Impetus Dance
BCBC Wellbeing	Cardiff Metropolitan University	Karma Seas CIC
Beach Academy Wales	Carn Rovers	Kenfig Hill & Pyle Bowls Club
Bettws FC Minis	CCYD	Kenfig Hill AFC

Billy's Gym & Wellness Centre	Cefn Cribwr Community Council	Kenfig Hill RFC
Bipolar UK	Cefn Cribwr Athletic Club	Lads & Dads
Blaengarw Cricket Club	Cefn Cribwr FC	Laleston Community Council
Blaengarw RFC	Cefn Cribwr RFC	Laleston Veterans Group
Brackla Community Council	Challoch Energy/Community Group	Learning Disability Wales
Brackla FC	Chapman Boxing	Llais Y Goedwig
Brackla Junior Football Club	Coity Higher Community Council	Llangeinor AFC
Brackla RFC	Community Furniture Aid	Llangeinor FC
Brackla Tabernacle	Cornelly Community Council	Llangeinor Partnership
Bridgend Association Bowls, Tennis & Squash	Cornelly United FC	Llangynwyd Lower Community Council
Bridgend Athletics Club	Cornelly United Juniors	Llangynwyd Rangers BGCW FC
Bridgend Athletics RFC	Coychurch Higher Community Council	Llangynwyd Middle Community Council
Bridgend Bereavement Support	Coychurch Lower Community Council	Llynfi BMX Club
Bridgend Blue Balls Rugby League	Coytrahen Community Association	Maesteg Bowling Club
Bridgend Carers	Creative Lives	Maesteg Canoe Club
Maesteg Celtic Cricket Club	Pontycymer Rugby	Wales Golf
Maesteg Celtic RFC	Porthcawl Athletics Association (PAA)	Welsh Warriors Boxing Club
Maesteg Cricket Club	Porthcawl Bowls Club	Westward Community Centre
Maesteg Golf Club	Porthcawl Cricket Club	Wildmill Community Life Centre Ltd
Maesteg Harlequins RFC	Porthcawl RFC	Wildmill Youth Club
Maesteg Park AFC	Porthcawl Rotary	Wyndham Bowling Club
Maesteg RFC	Porthcawl Town Athletic Football Club (Seniors)	Y Bont
Maesteg Squash Club	Porthcawl Town Athletic Mini & Juniors FC	Ynysawdre Community Council
Maesteg Town Council	Porthcawl Town Council	Ogmore Valley Local History Society
Maesteg Celtic Bowls Club	Porthcawl Triathlon Club	Porthcawl Community Hub/Sustainable Wales
Mental Health Matters (Wales)	Porthcawl United FC	Bryncethin Memorial Hall
Mental Health Matters Wales	Prince of Wales Court Bowling Club	Caerau Men's Shed

Monkey Music	Pyle Community Council	Pyle & Kenfig Golf Club
Mount Pleasant Riding Group for the Disabled	Pyle RFC	Wildmill Community Centre
Nantyffyllon RFC	Raw Performance CIC	
Ogmore Valleys Boxing Club	Reel Minds CIC	
Nantymoel RFC	Regeneration Funding and Regional Engagement Team Leade	
Newcastle Higher Community Council	Rest Bay Sports Club LTD	
Noddfa Chapel Community Project Ltd	Richard Price Community Centre Ltd	
Nottage Primary PTA	Sarah Burnell School of Dance	
Octopus for a Preemie	Senior Regeneration Funding Officer	
Ogmore Vale Bowls Club	Shared Prosperity Framework Co-ordinator	
Ogmore Vale Men's Shed	Small Woods	
Ogmore Vale RFC	Splice Child & Family	
Ogmore Valley Archers	St Ceins Church	
Ogmore Valley Community Council	St. Brides Minor Community Council	
Ogwr Hawks	STEER	
Pen Y Bont FC	Tanio	
Pen y Fai FC	The Ajuda Foundation	
Pencoed Athletic BGC/FC	The Bridgend Association of Bowls, Tennis and Squash Clubs CIC	
Pencoed Bowling Club	The Contact Zone	
Pencoed Cricket Club	The FAN Charity	
Pencoed RFC	Tondu Cricket Club	
Pencoed Town Council	Tondu RFC	
Penybont Academy & Youth Section	Tondu Robins AFC	
Penybont Athletic FC	Tondu Target Shooting Club	
Penybont Football Academy	Tondu United FC	
Penybont Triathlon Club	Tondu Wheelers	
Pontycymer RFC	Valley Ravens Mini & Juniors	
Pontycymer Bowls Club	Valleys Steps	

Appendix 3.

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:	Public Space Protection Order
Brief description and aim of policy or proposal:	To impose dog control order across the county borough if in line with consultation responses
Who is responsible for delivery of the policy or proposal?	Cleaner Streets team
Date EIA screening completed:	15/01/2026
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?)	Residents and statutory partners
Is the policy related to, influenced by, or affected by other policies or areas of work (internal or external)? *Note: Consider this in terms of statutory requirements, local policies, regional (partnership) decisions, national policies, welfare reforms.*	No
If this is a review or amendment of an existing policy, has an EIA been carried out? Please include date of completion:	Previous EIA was completed March 2019 for expired PSPO.

If an EIA exists, what new data has been collected since its completion?	

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**	**The public space protection order is designed to address and or prevent anti – social behaviour imposing conditions around the disposal of dog faeces, carry of means to collect dog faeces and keeping control of their dog by placing it on a lead when requested.**
Disability			**X**	**The restrictions in Article 6 of this Order shall not apply to Disabled persons as defined by the Equality Act 2010 where the person suffers from a disability which would prevent them from collecting their dog faeces.**
Race			**X**	
Religion and belief			**X**	
Sexual Orientation			**X**	
Age			**X**	

Pregnancy & Maternity			**X**	
Transgender			**X**	
Marriage and Civil partnership			**X**	
Care experienced			**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	All signage and documents will be available in Welsh
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?

The order aims to limit anti social behaviour in specified areas. It contributes to the wellbeing objective -supporting communities to be safe and cohesive. The order promotes good relations between all sections of the local community.

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	**n/a**
Welsh Language legislation	**n/a**
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.		

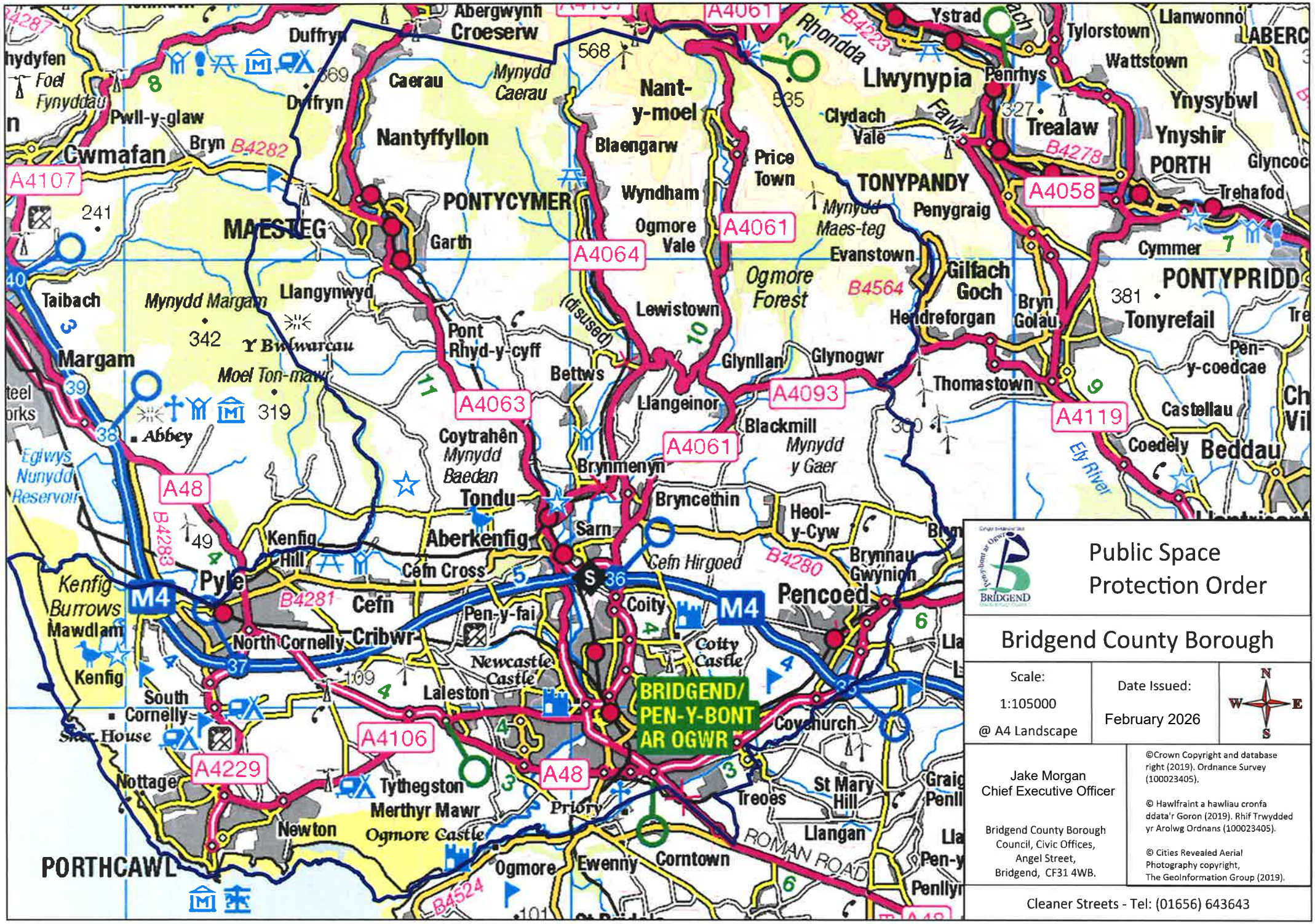
Approval:

Date EIA screening completed:	
Approved by (Head of Service):	**Zachary Shell**
Date of approval by HoS:	**15/01/2026**

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 publicly on the website.


Public Space Protection Order
Bridgend County Borough
Scale: 1:105000 @ A4 Landscape
Date Issued: February 2026
N
W
E
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Jake Morgan
Chief Executive Officer
Bridgend County Borough Council, Civic Offices, Angel Street, Bridgend, CF31 4WB.
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Cleaner Streets - Tel: (01656) 643643
BRIDGEND
BRIDGEND/ PEN-Y-BONT AR OGWR
M4
A4061
A4107
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A4063
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B4524
ROMAN ROAD
Abergwynfi
Croeserw
Duffryn
Caerau
Mynydd Caerau
Nant-y-moel
Rhondda
Ystrad
Tylorstown
Llanwonno
Wattstown
Llwynypia
Penrhys
Ynysybwl
Trealaw
Ynyshir
PORTH
Glyncoch
Trehafod
Cymmer
PONTYPRIDD
Tonyrefail
Pen-y-coedcae
Castellau
Coedely
Beddau
Ely River
Hydyfen
Foel Fynyddau
Pwll-y-glaw
Cwmafan
Bryn
Nantyffyllon
Blaengarw
Wyndham
Ogmore Vale
Price Town
TONYPANDY
Penygraig
Clydach Vale
Fawr
Mynydd Maes-teg
Evanstown
Gilfach Goch
Bryn Golau
Hendreforgan
Ogmore Forest
Thomastown
Glynogwr
Glynllan
Lewistown
(disused)
Bettws
Pont Rhyd-y-cyff
PONTYCYMER
MAESTEG
Garth
Llangynwyd
Y Bwlwarcau
Mynydd Margam
Moel Ton-mawr
Taibach
Margam
Abbey
Egwys Nunydd Reservoir
Llangeinor
Blackmill
Mynydd y Gaer
Coytrahên
Mynydd Baedan
Brynmenyn
Bryncethin
Heol-y-Cyw
Brynnau Gwynion
Tondu
Aberkenfig
Sarn
Cefn Hirgoed
Kenfig Hill
Cefn Cross
Pyle
Kenfig Burrows
Mawdlam
Kenfig
Cefn
Cribwr
North Cornelly
Pen-y-fai
Coity
Coity Castle
Pencoed
Newcastle Castle
Laleston
South Cornelly
Sker House
Nottage
Tythegston
Merthyr Mawr
Ogmore Castle
Priory
Coychurch
Treoes
St Mary Hill
Llangan
Newton
Ogmore
Ewenny
Corntown
PORTHCAWL

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Meeting of:	**CABINET**
Date of Meeting:	**22 SEPTEMBER 2026**
Report Title:	**FUTURE WASTE SERVICE – UPDATE ON INSOURCING OF WASTE SERVICE**
Report Owner: Responsible Chief Officer / Cabinet Member	**CORPORATE DIRECTOR COMMUNITIES** **CABINET MEMBER FOR COMMUNTIES AND THE ENVIRONMENT**
Responsible Officer:	**ZAK SHELL** **HEAD OF OPERATIONS – COMMUNITY SERVICES**
Policy Framework and Procedure Rules:	**There is no effect upon the Policy Framework and Procedure Rules.**
Executive Summary:	**This report provides an update on progress with the current insourcing of the waste service and notes that where operationally necessary, authority will be sought to suspend the requirement to competitively procure service provision set out in the Council's Contract Procedure Rules (CPRs) to ensure a smooth transition of the waste service.**

1. Purpose of Report

1.1 The purpose of the report is to

1. Share an update on the progress of the insourcing of the waste service overseen by the waste project board.

2. Highlight the potential risks caused by substantial supplier change linked to the waste insourcing project and for Cabinet to note, that in order to mitigate against these risks, that where operationally necessary, authority will be sought to suspend the requirement to competitively procure service provision set out in the Council's Contract Procedure Rules (CPRs) in accordance with paragraph 1.10 of Scheme A of the Council's Scheme of Delegation to permit officers to negotiate terms directly with existing suppliers where appropriate to ensure smooth transition and ensure continuity of service.

2.Background

2.1 The Council has outsourced its recycling and waste contract to a commercial contractor since 2003. In November 2024 Cabinet decided to bring the waste service in house following the end of the contract with Plan B in March 2026.

2.2 In April 2025 a decision was taken to agree an extension of 15 months with the current waste contractor Plan B Management Solutions, following advice received from SLR Consulting Ltd (SLR) relating to the deliverability of the project in the time available. This was agreed with the contractor in May of 2025.

2.3 A Waste Project Board was set up and first met in December 2024. SLR were appointed in March 2025 to provide project management support. During March 2025, SLR visited relevant sites and met with relevant senior officers within the authority to scope out the project. Nine working groups were set up with leads from within the authority leading in the various areas:

- Operations
- Assets
- Systems
- HR
- Finance
- Health and Safety
- Property
- Procurement
- Legal

2.4 During the initial months of SLR project managing the insourcing, meetings were held on a fortnightly basis with all working group leads meeting and reporting on progress to date. Highlight reports were then presented to Board on a Monthly basis on progress.

2.5 The authority also recruited additional resources to support the transition process with a Transition Manager commencing in post in May 2025, and transition support officers being recruited in August and November of 2025. These officers have been working on gathering information on the services needed to ensure that a successful transition takes place when the authority becomes responsible for delivery of the service from July 2027. Additional posts have also been recruited to in the procurement team to support with the transition and a Compliance support role has recently been created with further recruitment in Human Resources underway currently.

2.6 The Cabinet Member for Communities and the Environment attends the monthly Transition Board meeting along with relevant officers where progress is reported on and any necessary requests for authorisation are raised.

3. Current situation/ proposal

3.1 A significant part of work undertaken to date is around key suppliers needed to enable the running of the service. Through transition preparation works, it is noted that there are currently around 130 suppliers engaged to support the waste collection service. These supply a range of services and goods in support of the current contract ranging from IT systems, plant and equipment maintenance and various waste containers.

3.2 The transition team are due to commence two open competition procurement exercises relating to delivery of the service around marketing of materials and skip provision for the Community Recycling Centres. Alongside this, since the decision to insource the service was made, several vehicles have been ordered with some of these being delivered and delivery of others expected over the next few months and into 2027. Meetings with many key suppliers have taken place to help the authority determine what needs to be in place for July 2027.

3.3 Whenever introducing new supply chains there is risk introduced. The consensus from the Transition Board is that, where possible, the service for residents should not be changed. To de-risk the transition as much as possible and to ensure continuity of service where possible and practical, existing suppliers in some key areas will need to be utilised.

3.4 It should be noted that this is not the case with all suppliers currently used by the existing contractor. There are a number of areas where the authority already has contracts in place for services and these will be utilised where at all possible. Also, if a provider is deemed to not be performing well, new suppliers will be sought.

3.5 Procuring goods, works or services without a compliant procurement process also presents risk for the authority. The Council's CPRs ensure that procurement exercises are lawful and carried out in compliance with statutory requirements. The Procurement Act 2024 requires that public bodies such as the authority openly advertise and competitively tender public contracts over prescribed value thresholds. Entering into a public contract with an existing supplier of Plan B without any competition will amount to a breach of that statutory requirement should the value of the contract exceed the applicable threshold and should there not be a statutory prescribed direct award justification available. The risk to the authority would be an aggrieved supplier initiating a procurement challenge whereby they may seek to have the contract set aside on the basis that it has been awarded unlawfully and/or damages for loss of profit or lost chance of bidding for the contract.

3.6 The procurement risk may be mitigated in some instances by ensuring that the term of any directly awarded contract is limited in duration which may bring the overall contract value below the applicable statutory threshold requiring a competitive tendering procedure. For goods and services contracts the current statutory threshold relevant to the authority is £207,720 and for works contracts the threshold is £5,193,000 (both inclusive of VAT). The authority also can consider whether there are any options to compliantly direct award the contracts in accordance with

any relevant statutory direct award justifications which are reflected as waivers under rule 3.2 of the Council's CPRs.

3.7 Where such mitigation measures are not possible and the risk associated with changing the supplier base outweighs the risks associated with not running a compliant competitive tendering procedure there may be some instances where the authority will need to rely on the delegated authority available under paragraph 1.10 of Scheme A of the Council's Scheme of Delegation to suspend the requirement of the Council's Contract Procedure Rules to competitively procure the contract providing the contract does not exceed £1,000,000.

4. Equality implications (including Socio-economic Duty and Welsh Language)

4.1 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 because of this report.

5. Well-being of Future Generations implications and connection to Corporate Well-being Objectives

5.1 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 impact upon the achievement of well-being goals/objectives, as a result of this report.

6. Climate Change and Nature Implications

6.1 There are no Climate Change and Nature implications from this report.

7. Safeguarding and Corporate Parent Implications

7.1 There are no safeguarding or corporate parent implications arising from this report.

8. Financial Implications

8.1 A Waste Transition earmarked reserve was established in 2024/25 and has been used to fund transitional costs including consultancy support from SLR and additional resources employed on the waste insourcing project. All spend on waste transition is reported to and monitored by the Waste transition board that meets monthly.

8.2 Council approved an updated capital budget for new waste vehicles of £1.881 million on 24 July 2024 to mitigate the issues around the reliability of the fleet. Updates on purchases made and planned purchases is referenced in 3.2

9. Recommendation

It is recommended that Cabinet:

1. Note the progress to date on the waste insourcing.

2. Note that there will be some instances where key suppliers will need to be utilised without a compliant competitive tendering procedure and that, where deemed necessary and agreed by the Waste Transition Board, in such instances authority will be sought to suspend the requirement to competitively procure service provision set out in the Council's CPRs in accordance with paragraph 1.10 of Scheme A of the Council's Scheme of Delegation. This will be subject to the prior approval of the Monitoring Officer and in consultation with the Cabinet Member Finance and Transformation and subject to the value of the Contract not exceeding £1,000,000.

Background documents

None

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Meeting of:	**CABINET**
Date of Meeting:	**22 SEPTEMBER 2026**
Report Title:	**3G PITCH IMPROVEMENT PROJECT 2026-2027**
Report Owner: Responsible Chief Officer / Cabinet Member	**CORPORATE DIRECTOR COMMUNITIES CABINET MEMBER COMMUNITIES & THE ENVIRONMENT**
Responsible Officer:	**MARTIN MORGANS, HEAD OF SERVICE – PUBLIC REALM**
Policy Framework and Procedure Rules:	**This report has no effect on the Policy Framework and Procedure Rules.**
Executive Summary:	**The purpose of this report is to advise Cabinet of a proposed project to redevelop the existing 2G football pitch at Porthcawl Comprehensive School, leveraging external funding. This project aims to benefit both the school and the wider community.** **The report also seeks approval for Bridgend County Borough Council to enter into a suitable management agreement with the school for the ongoing management and maintenance of the facility, ensuring it supports our communities and the wellbeing of future generations.**

1. Purpose of Report

1.1 The purpose of this report is to request Cabinet approval for Bridgend County Borough Council (BCBC) to enter into any necessary management agreements with Porthcawl Comprehensive School, for the management and maintenance of an upgraded 3G pitch for both school and community use.

2. Background

2.1 Bridgend County Borough Council (BCBC) has seen a substantial increase in the demand for artificial pitches across the borough, which has been determined through community engagement via the Community Asset Transfer (CAT) Officer, the Green Spaces Department and as evidenced by the applications received in respect of the new pitch at Bryntirion Comprehensive School - expressions of interest were received from 17 groups, requesting a total of 226.5 hours of pitch time per week, which represents an excess of 187.5 hours per week and demonstrates demand of 581% of the available slots.

2.2 The feedback received has outlined issues around a lack of artificial and hybrid surfaces in the borough and noted competition for existing pitches between community clubs and commercial entities. Ongoing issues with ground conditions as a result of a particularly dry summer have also exacerbated this issue.

2.3 As a result, clubs have had to resort to travelling out of area to access suitable 3G facilities, thus impacting those who do not have access to transport, which has potentially contributed to a reduction in the number of people provided with opportunities for sport in the Borough.

2.4 The proposed project sits within the strategic context provided by the Cymru Football Foundation (CFF) Local Football Facilities Plan (LFFP) for Bridgend. The LFFP provides a strategic framework for future football facility investment by the CFF and has been informed by in-depth engagement with local partners, including BCBC (represented by colleagues in the CAT, Green Spaces and Wellbeing departments), the Football Association of Wales (FAW), local leagues and existing football clubs in the borough.

This plan identifies the priority projects required to either meet the growing demand for football or address challenges with the supply, accessibility or quality of existing facilities locally and consider the opportunities to deliver investment through various models. The completed LFFP for Bridgend is available to view here:

https://storymaps.arcgis.com/stories/d6655e346bf9430cb6da848874cfb46d

2.5 The existing hockey pitch at Porthcawl Comprehensive School is currently only utilised by a small number of groups during after-school hours, due to its poor condition. The current environment and experiences of the existing pitch are poor, from both school and local community perspectives.

2.6 Following early consultation and approval given by representatives of the Education, Early Years and Young People directorate, Communities, Corporate Landlord, Public Realm and Social Services and Wellbeing Departments, it was confirmed that the project could be progressed and a meeting was held with the head teacher of Porthcawl Comprehensive School, with both the CAT Officer and Group Manager – Prevention and Wellbeing in attendance, where it was determined that the school wished to progress with the project, with the understanding that the school would ultimately enter into a management agreement similar to that as Bryntirion Comprehensive School, which has received in principle approval from the School governing body.

3. Current situation/ proposal

3.1 School Background

3.1.1 Porthcawl Comprehensive School is an English-medium 11-19 mixed comprehensive school maintained by Bridgend County Borough Council. There are 1,185 pupils on roll.

3.1.2 The school uses their existing pitch during school hours for PE sessions across all year groups. Outside of these hours, the school offers usage of the existing facilities for the community, but there is low take-up due to the poor condition of the facilities.

3.2 Proposed Project & Impact

3.2.1 The development of the proposed pitch at Porthcawl Comprehensive School will assist with the increased demand for artificial pitches for both football and rugby across the borough, through the winter season in particular.

3.2.2 The proposed facility at Porthcawl Comprehensive School will encompass:

- a new 7v7 3G pitch, including a shock pad.
- Crossfield goals
- Fencing to goal lines and touchlines
- LED floodlights
- There is also the potential for a dedicated walkway to be developed.

3.2.3 The relationship between the school and the local community will be built upon and the scheme developed wherever possible to benefit those who live in deprived areas throughout the borough. There is also an opportunity for women/girls only teams to access booking slots through partnership with local clubs.

3.2.4 It has been confirmed that the development can be progressed via permitted development, therefore, planning permission is not required. It has also been confirmed that Sustainable Drainage Systems (SuDS) design and SuDS Approving Body (SAB) approval is not required for this project.

3.3 Project Funding Application

3.3.1 Following the approval given by the School Modernisation Board in May 2026, an application was submitted to the Cymru Football Foundation (CFF) and Sport Wales.

The bids were successful and therefore, the following funding has been secured for the development of the proposed pitch:

Porthcawl Comprehensive School

	Cymru football foundation	**Sport Wales**	**BCBC Contribution**	**Total**
Conditional Funding Awards	£241,473.00	£150,000.00	£0.00	£391,473.00

3.3.2 As a result of the conditional external funding applications, there is no current requirement for any funding from the local authority in respect of this project and confirmation has been received from the CFF that, in principle, they would absorb any increase in costs assuming the project remains financially viable as and when, over and above the partner funding ringfenced for this project.

3.4 Management Agreement

3.4.1 If approved by Cabinet, the intention is to finalise and enter into a management agreement with Porthcawl Comprehensive School, based on the successful model implemented at Bryntirion Comprehensive School (as approved by Cabinet in July 2025). The management agreement will consider and incorporate the following aspects:

- Maintenance of the pitch in line with CFF recommendations, as defined in the **"Artificial Grass Pitch (3G) Guidance (2025)"** documentation **(Appendix A)**

- The establishment of an appropriate sinking fund ringfenced by BCBC from revenue generated for future resurfacing works at year 10.

- Estimated plausible annual income from the hire of the pitch**.** These estimates are based on the LA-Subsided rate hire fees as identified by the CFF in their published "Guide to current 3G prices" **(please see Annex C of Appendix A)**, for the maximum usage during term time only. These fees are recommended in the aforementioned guide and are applicable across Wales. The annual maintenance figures used in this calculation are also included in the "Lifecycle and Annual Maintenance Cost" Guide provided by the CFF **(please see page 11 of Appendix A)** .

- School usage/community usage hours - the pitches will be utilised by the school during operational hours for PE sessions and by the community during after-school hours, weekends and school holidays.

- Monitoring, reporting and financial management controls to ensure the effective operation of the sinking fund which will be maintained by the Council to ensure oversight, with regular payments to be made as per a pre-agreed schedule.

3.4.2 The CAT Officer has previously developed a similar agreement in conjunction with the Legal and Finance departments. An example agreement was provided to Porthcawl Comprehensive School and the Group Manager – Prevention and Wellbeing on 14th May 2026, which was considered and approved in principle by the school governing body on 15th July 2026.

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3.4.3 The operating arrangements for the school site will need to reflect the individual circumstances of the facility. In the case of Porthcawl comprehensive school, the need for additional caretaker capacity was discussed in person with the headteacher and the Group Manager – Prevention and Wellbeing on 8th May 2026 during the initial project proposal meeting and the costs of resourcing are accounted for in the financial model and projections outlined in **Appendix B**.

3.4.4 The Bryntirion example demonstrates that income generated through community use can contribute towards additional staffing capacity comfortably, with pitch income having supported the appointment of two additional caretakers.

3.4.5 Support and guidance has been provided to Bryntirion Comprehensive School regarding the development and implementation of a management committee and the establishment of a formal booking system. It is proposed that this same support be provided to Porthcawl Comprehensive School and the Finance Manager and

Headteacher at Bryntirion have offered to guide other schools with the requirements, following their own experience in this area.

3.5 Financial sustainability and charging

3.5.1 A key consideration for any 3G facility is the ability to generate sufficient income to support its operation, maintenance and longer-term lifecycle requirements.

3.5.2 The proposed approach and financial model has been informed by the research and development of the Bryntirion model as approved by Cabinet in July 2025, together with the CFF Artificial Grass Pitch Guidance (**Appendix A**).

3.5.3 The CFF guidance highlights the importance of ensuring that pitch income supports staffing and management, ongoing maintenance and provision for future carpet replacement. It also provides indicative charging levels for different types of facility and users. The proposed charges are broadly aligned with the relevant CFF guidance and the established approach.

The financial model considers:

- proposed hire charges
- staffing and management costs
- maintenance requirements
- sinking-fund provision
- future surface replacement

This will ensure that the facility has a sustainable operating model while maintaining affordable access for local clubs and community users.

3.6 Club affordability and community use

3.6.1 The proposed facility is intended to provide accessible opportunities for local clubs and community groups. Therefore, the charging structure is designed to balance affordability with the requirement to generate sufficient income to operate and maintain the facilities effectively.

3.6.2 The CFF guidance (**Appendix A**) provides a useful benchmark for this, while the experience at Bryntirion provides a local evidence base, which confirms that the charging model is appropriate and sustainable. To ensure that users from a variety of backgrounds can utilise the pitches, there is an expectation set out in the management agreement that any under utilised slots or availability should be offered to underprivileged groups.

3.7 Procurement procedure

3.7.1 The intention is for the CAT Officer to work with colleagues in the Procurement Department to prepare the necessary documentation in line with BCBC's Contract Procedure Rules for a tender exercise via Sell2Wales.

3.8 Overview

3.8.1 The proposed facilities represent a significant opportunity to improve football and community sports infrastructure within Bridgend, supported by external investment and informed by both local experience and the wider strategic priorities identified through the CFF Local Football Facilities Plan.

The project has benefited from early and ongoing engagement across Education Senior Management, Corporate, Wellbeing, Green Spaces and Corporate Landlord, as well as schools, sporting organisations and external partners.

4. Equality implications (including Socio-economic Duty and Welsh Language)

4.1 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.

5. Well-being of future Generations implications and connection to Corporate Well-being Objectives

5.1 This project assists in the achievement of the following well-being objectives under the **Well-being of Future Generations (Wales) Act 2015**:

- **Long Term** – Entering into a management agreement with the school will enable the maintenance and upkeep of newly-installed facilities in the short term, as well as providing provision for the resurfacing of the courts after 10 years, ensuring a high-quality facility is available for future generations.

- **Prevention** – The School provides employment to local people and will work with established groups to provide a service appropriate for the local community. The agreement in relation to maintenance of the pitches would enable an experienced community-based school to ensure the safeguarding of the facilities for future generations and reduce the need for reliance on BCBC for the provision of this service in other locations across the borough.

- **Integration** – Any income received by the school will be utilised for the maintenance and upkeep of the facilities, as well as resurfacing the pitch after 10 years, ensuring a high-quality facility is available for future generations. The inclusion of Welsh language has been considered, and a requirement of the agreement will include the need for communications to be provided bilingually where possible.

- **Collaboration** – The School will work with local community groups and wider sports groups to ensure that a fit-for-purpose service is being provided with consideration to the needs of the local communities.

- **Involvement** – The school will provide a number of booking slots specifically to encourage a diverse range of individuals in our community to participate in

sports sessions, ensuring an inclusive opportunity for these communities. The service will actively encourage its users to engage with the activities that take place within their community and support contact with friends, family and other members of the public. Through greater engagement individuals should be able to contribute to their communities for longer.

5.2 The proposed project aligns with the following **BCBC Wellbeing Objectives** as defined in the Corporate Plan 2023-2028:

- A County Borough with thriving valleys communities: *Improving community facilities and making them more accessible.*

- A County Borough where we help people meet their potential: *Modernising our school and sporting facilities.*

- A County Borough where people feel valued, heard and part of their community: *Helping community groups to take control of and improve their facilities to protect them for the future.*

- A County Borough where we support people to live healthy and happy lives: *Offering attractive leisure and cultural activities and improving children's play facilities and opportunities.*

5.3 This project also aligns with the following policies and strategies:

- **Cymru Football Foundation Impact Categories**, specifically:
  - Tackling Inequalities: Improving Quality of and Access to Facilities in Deprived Communities
  - Improved Experiences and Environments: Enabling Participation Growth and/or Retention.
  - Stronger and More Sustainable Community-Focused Clubs
  - Improving Facilities and Environments for Women and Girls

- **The Play Sufficiency Duty Wales**, particularly in relation to:
  - Matter C: Space available for Children to play.
  - Matter D: Supervised Provision

6. Climate Change and Nature Implications

6.1 There are no climate change or nature implications arising from this report and the recommendation to enter into a management agreement; however, the redevelopment of the facility itself will reduce the need for members of the community to travel to other authority areas, thus assisting in achieving the Council's Net Zero Carbon Strategy.

7. Safeguarding and Corporate Parent Implications

7.1 There are no safeguarding or corporate parent implications arising from this report.

8. Financial Implications

8.1 The project will increase the availability of 3G facilities in the borough and enable the school to generate an income for the maintenance/management of the pitch, (including day-to-day maintenance, staffing and utilities), the establishment of a sinking fund and other school-related projects in connection with the purposes outlined above.

8.2 Based on the grant offers provided by the Cymru Football Foundation and Sport Wales, there is currently **no** capital implication to the authority for the development of these facilities.

8.3 In line with the Council's Financial Procedure rules, schemes for which external funding has been approved will be added to the capital programme once the funding has been accepted and included in the next capital programme report to Council.

8.4 Based on the projected calculations (shown at **Appendix B)** in relation to the income, projected maintenance costs and sinking fund requirements as outlined in the "Lifecycle and Annual Maintenance Cost" Guide provided by the CFF **(please see page 11 of Appendix A)**, it is not anticipated that there will be any ongoing financial implication to the authority or the school, as the income from the hire of the facility would be retained and utilised by the Schools for the maintenance of the facility, staffing and utilities, and an agreed amount transferred to BCBC for retention in a ringfenced sinking fund for the purpose of resurfacing the pitch in the future.

8.5 The CFF have provided expected costs for maintenance of the proposed facility – as outlined in the "Lifecycle and Annual Maintenance Cost" Guide attached **(please see page 11 of Appendix A)** based on the prepared usage plan which indicates that the risk of the sinking fund being insufficient is low.

9. Recommendations

9.1 Cabinet is requested to:

1. Consider the contents of this report and confirm approval of the project and the entering into of an appropriate management agreement.

2. Delegate authority to the Corporate Director – Communities to negotiate the final terms of the management agreement in consultation with the Chief Officer Finance and the Director Education, Early Years and Young People to enter into the management agreement and any supplementary agreements and to grant any necessary consents required on behalf of the Council.

Background documents

None

CYMRU FOOTBALL FOUNDATION

ARTIFICIAL GRASS PITCH (3G) GUIDANCE

ISSUE 3: FEBRUARY 2025

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ARTIFICIAL GRASS PITCHES (AGPS) OVERVIEW

Second and Third Generation (2G and 3G) Artificial Grass Pitches (AGPs) have been in use, by the team sports of football, rugby and hockey, for a number of years. The shorter pile, 2G carpets are suitable for competitive hockey, together with general multi-sport, non-contact training.

Without doubt, a large number of leisure and education institutions, together with clubs, have experienced the advantages of 2G and 3G AGP installations, providing the opportunity to play sport throughout the year and without interruption as a result of poor weather conditions.

However, because of the significant capital and revenue costs, viability, as well as sustainability challenges and their impact on other facilities, the provision of full sized AGPS must be viewed in the same way as other large, built, strategic sports facilities.

Financial planning is a significant consideration for all organisations who are thinking of making the enormous investment that artificial pitches demand. Any organisation considering such a development should already be multi-purpose, have a significant infrastructure, management capability, income generating capacity and funds in place to demonstrate financial viability and be serving a wide catchment area/significant population base.

The plans required to deliver a successful project are referred to throughout this guidance and in particular there is a section covering feasibility studies, market testing and other pre-project considerations on pages 5 to 8.

THE DIFFERENT TYPES OF SURFACE

Depending on the user requirements demanded by sports clubs, leisure providers or education institutions, there are a number of options when considering the type of pitch surface to select ranging from short pile to longer pile 3G carpets to even considering non-turf, polymeric surfaces for netball, tennis, basketball, for wheelchair users or general open access sites.

Second Generation (2G) artificial grass surfaces consist of two elements: synthetic turf and infill. They have a short pile carpet, infilled with sand and normally installed over a shockpad. The carpet is typically between 13mm-24mm in pile height. Generally, these surfaces are either sand-dressed or sand-filled.

Such facilities are the most popular choice to serve hockey needs and general sports training.

'Gen 2' is a new Second Generation 'multi-sport' surface developed by the FIH which is designed to provide sustainable facilities with a dynamic surface for multiple sports. These surfaces have been developed by hockey in collaboration with tennis and netball and are suitable for both full-sized hockey and with rebound boards, Hockey-5s, the official short form version of Hockey. The surface is also suitable for recreational tennis and netball.

Third Generation (3G) AGP installations differ in their development as the surface is generally supported by a sand and rubber infill. The infill is important to support the carpet pile,

recreate the performance qualities of real grass and reduce the risk of injury. These pitches are typically used for the playing of football as the longer pile and rubber infill attempts to replicate the ball roll and bounce, together with the traction properties of natural turf pitches.

Other natural infill materials instead of rubber are available in different artificial grass installations and may secure FIFA accreditation. However, rubber crumb infill is currently, still the most commonly used for reasons of cost, stability of infill and longevity. Cork for example is being used in a few cases as an alternative and more environmentally acceptable infill, particularly in hotter climates where temperature is a consideration. However, it is more expensive, needs more maintenance, the infill migrates more easily and performance deteriorates more quickly. Examples of other infills being developed include coconut husk mixes and blended walnut shells. This is a constantly evolving, specialist area of design development and guidance is always under review. **ANNEX A provides a summary of latest guidance on the 3G pitch infills.**

For football played under competition rules, the facility must also satisfy FIFA Quality certification (testing every 3 Years) or FIFA Quality Pro certification, with testing required annually.

3G pitches with additional design requirements needed to support specialist rugby i.e. with the associated head-level impact activities - involving tackling, scrummaging and lineouts will be more expensive to construct, maintain and replace. See **ANNEX B**.

AGP systems can be manufactured and installed to the meet the requirements of World Rugby, Rugby Football League (RFL) and International Football (FIFA). But if a pitch is certified by RFL/FIFA, this does not necessarily mean it meets World Rugby regulations.

AGPs used for competitive football at a senior level must be FIFA **certified, both in their in-situ characteristics (installation) and their manufacturing/factory standards.**

The FIFA quality assurance testing includes:

- How the player and surface interact;
- How the ball and surface interact - bounce and roll;
- How the surface reacts to all weather conditions;
- The length of pile – its vertical nature;
- The integrity of the surface and its life cycle;
- The overall constitution and manufacturing integrity;
- Evidence of the maintenance regime to be employed together with an on-site inspection of the equipment that has been recommended to undertake regular maintenance works;
- Monitoring and recording of maintenance activities.

FUTURE PITCH DESIGNS

Many people refer to the development of '4G' pitches. But do they exist?

4G pitches and synthetic turf

Currently there are 4G pitch options available, although these have not been recognised as competitive sport compliant by the National Governing Bodies.

These 4G options stem from the development of 2G and 3G technology and include a mixture of the two pile types. The pitch system is created using a short pile on the bottom, with a long pile sown through, removing the need for any infill material.

Such an artificial surface is more expensive and currently lacks the playing characteristics necessary to receive FIFA accreditation and licensing.

All contractors and manufacturers understand that AGP surfaces and systems must be approved by NGBs, including any new generation sports pitches.

ADVANTAGES AND DISADVANTAGES THAT RESULT FROM 3G PITCH INSTALLATIONS

Undoubtedly there are a number of benefits that arise from having 3G pitch facilities – making them a popular choice of AGP amongst clubs and education institutions.

Users can expect to experience:

- An all-year-round playing surface, in all weather conditions, although snow and frost can be an issue affecting use;
- Reduced maintenance costs when compared with high quality natural turf and hybrid pitches. **However, they are more expensive to maintain** when compared to basic, club standard, grass pitches;
- Environmental benefits include savings in respect of pitch irrigation;
- Set against these benefits are:
    - the high costs of installation;
    - having to spend up no less than £300k between Years 6-10 to replace the carpet of a full sized pitch and perhaps up to £100k in the 2nd replacement cycle to replace any shockpad;
    - additional maintenance obligations and costs (circa £11k per annum);
    - environmentally detrimental impacts, which include:
        - the potential for the pollution of water ways and drainage systems through the migration of rubber crumb and microplastics – spilling off the pitch, via footwear and clothes[1];
        - travel time – grass pitches tend to be 'closer to home' and within a reasonable walking and cycling distance, whereas 3G pitches tend to

demand no less than a 20minute drive time, with the associated negative carbon footprint implications;
- ongoing concerns with regard to the safety of infill materials;
- recycling challenges – the spent materials cannot be landfilled and have to be removed from site, deconstructed via expensive technology or transported and cleansed for re-use in other settings. Further guidance on the recycling of 3G AGPs can be found on page 10;

An update on 3G AGP design and development considerations is summarised in **ANNEX A.**

This guidance recommends that the development of 3G AGPs are generally only considered as a shared club hub facility, for example on an education site, where a number of clubs can share a quality facility, where maximum use can be made of the pitch in the day time, as well as evenings and where the riparian responsibility for maintenance and replacement falls to the Local Authority.

However, even the shared club hub development can only be considered a good approach if it is supported by the necessary feasibility and business planning process - the early preparation of pre-construction plans and establishment of the hub management group, along with access protocols to benefit all hub catchment clubs.

Current evidence in Wales, shows that it is unlikely that single voluntary sector organisations i.e. individual clubs, will be in a position to establish the necessary cash balances to cover the necessary lifecycle costs and thereby secure the sustainability of the facility through the funding of the replacement carpet between Years 6-10.

Therefore, the full potential of artificial surfaces, for most organisations, will only be realised on shared sites and developed through a local authority, education and club partnership.

FAW is preparing facilities plans in partnership with all LAs, and this approach will identify strategic priority areas for the development of future full-sized AGPS.

THE REQUIREMENTS FOR A DETAILED FEASIBILITY STUDY

It is becoming increasingly apparent that early AGP projects have accumulated insufficient sinking funds to replace the surface when needed. Therefore, it is essential to evidence that the facility will generate enough money to cover the running costs and a sinking fund to replace the facility in 8-10 years' time. A recent Football Foundation review of AGP operators in England has identified significant shortfalls in replacement carpet sinking funds i.e. shortfalls in the set aside funds of 41%.

Full business and development plans for new full sized AGPs are therefore required to evidence that they are sustainable. The feasibility process must also include a public consultation and gap analysis and demonstrate that the new facility will not negatively impact on the sustainability of an existing facility within proximity (i.e. displace users and revenue).

The importance of feasibility studies cannot be overstated. It is vitally important to get the design of facilities right. With regards to AGPS, because of the significant capital and revenue costs we recommend the early preparation of a detailed investigation and options appraisal informing a feasibility study. This is essential to inform a grant application and to safeguard the long-term sustainability of the facility. We have to be satisfied of enough planned use and income to establish the necessary cash balances to cover the annual maintenance and refurbishment costs and the required set aside fund of c£30k pa, for a replacement carpet every 10 years.

Feasibility studies should include:

- **Local market testing** involving the assessment of:
    - size of catchment population within 20 minutes travel time;
    - other facilities and options appraisals;
    - evidence of sports demand via valid surveys;
    - confirmation of no other full sized AGPs within a 20-minute travel time;
    - the impact of any new facility on the use of existing pitches, avoiding user displacement affecting the sustainability of other facilities. Key points to be investigated include:
        - the current occupancy levels of existing facilities and waiting lists;
        - the comparable prices charged per hour for seniors and juniors;
        - annual income from the main user group which is usually football
        - any existing income generated from your own customer base that would be displaced
    - identification of different sports performance needs, informing the design brief and best choice of surface/system as well as user requirements informing usage and management plans;
    - adjacent schools will also have an important stake and say in the choice of future surface to best serve student needs. However, the choice of surface should also be informed by the number and size of clubs in the surrounding area;

- In terms of demand for hockey, rugby and football we refer to the latest Sport Wales School Sport Survey (2022) and a summary of the key figures are shown in the table below.

Sport Wales Latest School Sport Survey (2022)	Boys % of school aged Young People Yr 3-11	Girls % of school aged Young People Yr 3-11
Any participation Football	77	53
Any participation Hockey	11	14
Any participation Rugby	49	25
Community club participation Football	33	14
Community club participation Hockey	2	3
Community club participation Rugby	19	6
Extra-Curricular participation Football	26	15
Extra-Curricular participation Hockey	4	6
Extra-Curricular participation Rugby	17	9
Latent Demand Football	55	31
Latent Demand Hockey	9	12
Latent Demand Rugby	29	14

The feasibility study should also inform:

- the management/operational plan to include staffing arrangements, marketing and usage plans, to show how the new facility will generate more activity and by whom, with an accessible pricing policy;
- business planning addressing:
  - detailed income and expenditure forecasts;
  - management and maintenance;
  - outline cost plan;
- an assessment of pricing, including a sensitivity and affordability analysis and income set to secure sustainability. Sensitivity analysis to take account of the Local Authority already charging a subsidised rate for public use of their 3Gs and in some cases free use of grass pitches; the preparedness of clubs to pay the 'going rate' to cover lifecycle costs i.e. up to £120 per hour is unlikely to be an easy option for most potential customers See **ANNEX C** for guidance on 3G prices;
- analysis of the organisation's capability through a strength and weaknesses assessment. 3G facilities must **generate net profits of no less than £30k pa to secure sustainability**. The organisation contemplating such a facility must be well established and financially robust, with a healthy current turnover/generating annual surpluses; strong paying membership and a number of working partnerships;

Specialist ground condition surveys and technical feasibility studies should include:

- environmental investigations and feasibility to include ground soak-away capacity testing, water discharge, flood risk assessments, surveys examining the impact on the ecology, and flora, particularly location of trees and avoiding impact on root zones as well as assessments in respect of how floodlights may have an adverse effect on bat movement;
- historic land use i.e. former mining and landfill checks impacting surface stability; discharges; as well as archaeological interests etc.;
- the topography of the area, ground stability, levels, soil profile and condition etc.;
- overhead and underground services;
- best options for pitch orientation;

Feasibility surveys should also assess the pros and cons of the location i.e.:

- check covenants and restrictions on the location i.e. the feasibility of introducing ball catch fencing around the pitch perimeter;
- make sure there is good highways access for a large growth in business footfalls
- avoid an area with overhanging trees to prevent leaf drop
- is it suitable for floodlighting and fencing – not close to housing
- the 3G should be located close to changing rooms, with engineered pathways to enable access without walking over grass, that would lead to grass cuttings and mud migration contaminating the pitch;

Finally, statutory approvals will need to be sought i.e:

- planning consent requirements, with considerations to include access, suitability of local highways, parking, noise and the general impact of floodlighting on the local environment and neighbours;
- all construction work in Wales with drainage implications, of 100m² or more i.e. 3G pitches, is required to have Sustainable Drainage Systems (SuDS) to manage on-site surface water (whether they require planning permission or not) Anything that covers land is classed as a structure for the purposes of the SuDs Approving Body (the SAB) approval.

A full feasibility investigation into all of the above will help inform the preparation of detailed designs informing the choice of pitch design, construction and method/management of procurement and Health and Safety provision.

FACILITY COSTS AND DEVELOPMENT IMPLICATIONS

The following costs are set out in respect of the development of Artificial Grass Pitches (AGPs) at the 3rd Quarter 2024.

Indicative Capital Costs for the Development of AGPs

Training areas with 40mm-50mm pile 3G pitch; fenced; sports lighting – overall dimensions 61mx43m, playing area 55mx40m. Indicative capital costs £500,000 (exclusive of VAT).

Full sized 40mm pile 3G pitch, fenced, with sports lighting – overall dimensions 106mx70m with a playing area of 100mx64m with 3m run-offs to all sides up to the first obstruction.
Indicative capital cost up to £1,150,000 (exclusive of VAT).

Design considerations to reduce the facility capital costs will include:

- Removal of macadam layer and the introduction of an appropriate shockpad;
- The use of existing floodlighting system;
- No perimeter fencing.

In all cases the AGP must have a minimum 3m wide run-off to all first obstructions and must adhere to the following design principles to minimise the migration of infill into the community:

- Fitting containment barriers on a pitch's perimeter fencing made from recycled rubber;
- Installing decontamination grates and boot cleaning brushes at all player and vehicle entrance gates;
- Ensuring all stormwater drains around a pitch have suitable microfilters to capture any infill being carried by surface run-off, etc;
- Keeping a dedicated maintenance brush within the boundaries of the pitch, so it cannot carry infill into the surrounding environment;

More information on Risk Mitigation Measures can be found here

Procurement

The development of 3G pitches should only be procured to organisations who are members of the Sports and Play Construction Association (SAPCA). This will be a condition of any AGP funded via the Cymru Football Foundation. As a condition of membership, SAPCA requires companies to comply with its Codes of Practice and Protocols. This means whenever you employ a SAPCA member to design, build, or maintain your pitch, only an infill that is been registered on the SAPCA Infill Protocol will be specified/used and good design principles identified above will be implemented.

Where possible, all 3G AGPs funded via the Cymru Football Foundation will utilise the Football Foundation's AGP framework to ensure consistent procurement, design and delivery standards.

Tender Cost Inflation

Tender prices increased by 2.1% in the year to 4Q24. Price inflation is expected to continue throughout 2025/26 with tender prices forecast to rise by approximately 4% in 2025 and 3.5% in 2026 with variation due to procurement and project type, and regional factors.

Future Developments

In light of the proposed phasing out of rubber infill, the CFF has decided that all new AGP projects shall incorporate a shock-pad to help future proof pitches and reduce rubber crumb infill. This will necessitate an additional cost of £80-100K per pitch however will reduce the costs of transitioning to an alternative infill material on pitch renewal.

Going forward, CFF will also consider:

- encouraging the use of alternative organic infills
- when it will no longer fund AGPs with Micro-plastics – based on advice from the UK Stakeholder Group and any UK legislative directives

LIFECYCLE AND ANNUAL MAINTENANCE COSTS

The current costs of replacing a 3G carpet or sand filled/short pile AGP with a 3G AGP (assuming the underlying shockpad is in a fit state for re-use) is c£400,000 (exclusive of VAT) excluding recycling costs. It should be noted that where previously the repurposing of end-of-life carpet was encouraged, this is no longer the case. All materials must be disposed of legally and satisfy environmental legislation linked to sustainability and waste management. Detailed guidance on processing end of life turf can be found here

Sustainable business plans

The following guidance has been prepared to assist organisations with their development of business plans for future developments. What follows are indicative costs associated with long-term maintenance and the replacement of major components over the life of the facility.

Typical annual allowances are expressed as percentages of the overall estimated total project costs based on a 25-year cost model. Noting however, that for FIFA Quality Certified facilities, carpet replacements may be required between years 6 and 9, depending on intensity and type of use, correct use of footwear, appropriate maintenance – regular brushing and renovation works in accordance with the manufacturer and contractor's post completion instructions and conditions of warranty.

Training areas with 40mm-50mm pile 3G pitch; fenced; sports lighting – overall dimensions 61mx43m - sinking fund 2.8% pa maintenance 0.4% pa.

Full sized 40mm pile 3G pitch, fenced, with sports lighting – overall dimensions 106mx70m with – sinking fund 2.9% pa maintenance 0.5% pa.

The annual sinking fund and maintenance costs for a full-sized pitch are therefore c£30,000 pa sinking fund and no less than £5,000 pa maintenance.

A summary analysis of the base operational costs for 3G pitches (excluding management, marketing and staff costs) are summarised below[2]:

Floodlighting		**Per Annum**
	Utilities (floodlights)	£6,273
	Lamp replacement	£600
	Maintenance	£500
Repair & Maintenance		
	Annual maintenance contract	£4,500
	Regular maintenance	£3,800
	Rubber crumb top up	£2,000
	Pitch testing	£433
	Equipment replacement	£2,000

[2] DCMS Grassroots Needs Assessment June 2022. 4Global.

Sinking Fund		
	Carpet replacement	£30,000
Total		**£50,106**

Maintenance Requirements

Regular maintenance will be required - a ratio of 1 hour's maintenance to 8-10 hours' use, together with quarterly inspections and maintenance by an approved company to reduce the compaction of the infill material ensuring consistent ball bounce, will be a certification requirement.

For informal community use, litter bins will be required and attention should be given to the route from any changing rooms to the 3G pitch – grass and soil will quickly migrate to contaminate the infill material.

Leaves, moss and weeds must be removed from around the edges of the pitch where the mechanical brushes find it difficult to work.

Rejuvenation will be required at some point in the lifetime of the carpet, to maintain the integrity of the pitch and in particular its porosity – this work could cost up to £35,000 plus vat.

Maintenance logs must be kept to avoid any future disputes and these should include an analysis of usage over the same period.

Definitions

Sinking Fund - major replacement costs, typically to include replacement of the carpet shockpad, fencing and floodlighting, redecoration of fencing and relining of the pitch.

Maintenance – day to day repairs and planned maintenance, to include the application of herbicide sprays and moss killers, infill top-up/redress where required, drag brushing to comply with manufacturers guidance.

For a FIFA Quality pitch, an inspection report and certification is required every 3 years.

Exclusions

All operating costs and end of life costs together with the management and marketing of the facility have been excluded. These costs will include cleaning, utilities, loan repayments, taxes and other overhead costs.

Occupation costs may also include security, telephones, furniture, fixtures and fittings.

End of life costs will include disposals, demolition and reinstatement to satisfy any contractual requirements – returning the facility to a natural turf pitch.

ANNEX A: UPDATED POSITION STATEMENT ON 3G PITCHES (DECEMBER 2023)

Joint statement from Sport England, the Department for Culture, Media and Sport (DCMS), Sport Scotland, Sport Wales, the Grounds Management Association, Football Foundation, The Football Association, Cymru Football Foundation, Welsh Rugby Union, Rugby Football League, Sports and Play Construction Association and England Rugby.

Artificial Grass Pitches (AGPs) provide a high-quality surface that are an integral part of modern community sport.

Recognised as durable, safe, year-round playing surfaces, they're able to withstand intensive use and all kinds of weather.

A properly maintained AGP can sustain up to 80 hours of use a week, providing an average of around 1,400 playing opportunities. This compares favourably to a good quality grass pitch, which can sustain just six hours a week, accommodating an average of around 100 playing opportunities.

This means many people are able to engage in sport and physical activity regardless of the weather when otherwise matches would be cancelled.

AGPs therefore enable more people to experience the benefits of being active, such as improved physical health and mental wellbeing and improved confidence.

They're used for playing many different sports, including football, hockey and rugby; and provide safe spaces for people to come together and connect, helping unite communities.

It's critical that our sports facilities are flexible and resilient to reflect the real everyday requirements of users and meet societal changes.

However, concerns have been raised about the environmental impact of these pitches. These have mostly related to microplastics in the form of rubber infill getting into the ecosystem and the need for greater focus on the end-of-life recycling of pitches. We understand these concerns and are taking them very seriously.

In September 2023 the European Commission completed the adoption of the EU REACH (Registration, Evaluation, Authorisation and Restriction of Chemicals) restriction on the sale of intentionally added microplastics onto the European market, which includes rubber infill for 3G AGPs.

The Commission has confirmed an eight-year transition period before the new restriction becomes effective and from October 2031, you'll no longer be able to purchase rubber crumb within the EU.

The ruling does not prevent the continued use of this material for AGPs, nor does it prevent the construction of new pitches with rubber crumb infill before 2031 – but it may make the maintenance of these pitches after this time difficult.

The transition period is important because it allows the 3G AGPs that are in widespread use by communities across Europe, to continue to be used and maintained until they reach their end-of-life.

Replacement surfaces are very expensive, and many communities would simply be unable to afford to do so before the end of the transition.

Following the UK's exit from the EU, the regulatory framework for these matters now sits at a UK level (except for Northern Ireland, which continues to follow EU REACH requirements).

The Department for Environment, Food & Rural Affairs (DEFRA) recently commissioned an evidence project to review emissions of intentionally added microplastics in the UK, including rubber infill.

The project is expected to report in spring 2025 and will inform any future regulatory actions in Great Britain.

The Sports Councils – Sport England, Sport Wales, sportscotland, Sport NI – and leading sport bodies continue to work together and with respective governments to understand what the EU ban will mean for the stock of 3G AGPs in the UK, and the timings for any legislative decisions.

As stakeholders, in the community sport landscape we're committed to exploring alternative artificial pitch systems, more sustainable infill products and increasing recycling capacity available to sports providers nationwide.

This commitment is reinforced through Sport England's Sustainability Strategy 'Every Move'. Sport England will work with partners and stakeholders, including the Football Foundation, to explore viable alternatives to the rubber infill used in third generation 3G AGPs and improved recycling opportunities and processes, given concerns about plastic pollution and waste.

Examples of this include the Football Foundation's significant investment in its own 'test hub' to research alternative infill materials.

Many of the alternatives to rubber crumb are new to the market, and little is known about their performance, durability, availability, lifecycle cost and importantly the impact on player experience.

We are entering a period where there will be choices to make and it's important that data exists to help future AGP owners make the right choice for their pitch.

Until we have a clearer understanding of these alternatives, we believe that the adoption of containment measures is an important and responsible approach to prevent the migration of microplastics.

The Football Foundation has followed European Technical Guidance since 2020, installing containment measures on all its funded pitches.

We know from studies around Europe that good design can reduce infill loss by 98%.

In partnership with the Football Foundation, Sport England is also undertaking research on the efficacy of containment measures and we're commited to making the research available as soon as possible.

We acknowledge the difficulty in trying to balance the health and well-being benefits that come from the use of 3G pitches with environmental sustainability factors. However, it is also important to note that there are currently no widely available alternative infill products with proven durability on the market that are as effective, suitable for all UK weather conditions and deliver the required performance standards.

We'll continue to work with partners across the UK and Europe to research and reduce the spread of microplastics into the environment.

More information will be published as discussions progress

The Cymru Football Foundation follows European Technical Guidance, installing containment measures on all its funded pitches. We acknowledge the difficulty in trying to balance the health and well-being benefits that come from the use of 3G pitches with environmental sustainability factors.

However, **it is also important to note that there are currently no widely available alternative infill products with proven durability on the market that are as effective, suitable for all UK weather conditions and deliver the required performance standards.** We will continue to work with partners across the UK and Europe to research and reduce the spread of microplastics into the environment. More information will be published as discussions progress.

Click here to download FAQs

ANNEX B: INDICATIVE GUIDANCE ON WORLD RUGBY 3G STANDARDS

Artificial Rugby Turf is the term used by World Rugby to describe artificial surfaces used in the game of Rugby Union. The cross section of the facilities construction is described as follows:

- Artificial Rugby Turf Pile;
- Performance infill (rubber);
- Stabilising infill (sand);
- Primary and secondary backing;
- Shockpad;
- Porous macadam layer;
- Constructed over stone base with appropriate drainage system below.

A 3G pitch can only be suitable for contact Rugby Union matches or training where the pitch has an up-to-date test certificate that demonstrates compliance with World Rugby Regulation 22. This test must be carried out by an accredited World Rugby test institute.

World Rugby Regulation 22 relates to the performance standard of the pitch and measures criteria such as head impact, skin friction, joint strengths and energy restitution. These tests reflect the characteristics of a good quality natural turf rugby pitch. The facility must past Regulation 22 on completion and the certificate must be renewed every 2 years.

AGP systems can be manufactured and installed to the meet the requirements of World Rugby, Rugby Football League (RFL) and International Football (FIFA). **But if a pitch is certified by RFL/FIFA, this does not necessarily mean it meets World Rugby regulations.**

ANNEX C: A GUIDE TO CURRENT 3G PRICES

Income generated needs to cover the cost of any staffing and management plus maintenance at over £50k pa (allowing for cost of replacement carpets @ £400k every c10 years)

3G pitch hire charges range depending on the use and provider and their capacity to subsidise ie:

- From full sized pitch to half size to 1/3 size
- From members to non-members
- From Seniors to Juniors
- Plus, different for match rates
- Plus, some don't advertise and do negotiated rates

Those that are cheaper – are generally Local Authority subsidised membership rates and/or those not setting aside a sinking fund or paying enough for maintenance and rejuvenation. Or maybe the pitch is just poor quality or not a venue of choice.

There are many reasons for variables, but as a guide - here is a sample of full-sized pitch prices per hour (Only the Full-Sized pitch price is provided to give a simple benchmark):

- **LA subsidised rates** £55-£65 e.g.**:**
  - Seniors £75 – £100 members/non members
  - Juniors £45-£60 members/non members
- **Club operator rates**
  - £65 -£75 seniors
  - £52 juniors
- **Independent or commercial operator rates**
  - £115- £125 seniors

Expected	
Income (Min Per Annum)	£128,700.00
Expenditure (Min Per Annum)	£60,778.80
Profit (Min Per Annum)	£67,921.20

Income (Based on *draft* usage plan)					
Users	**Hours Per Week**	**Pitch Usage**	**Min Expected Rate**	**Expected Income**	**Annual**
Mini Club 1	3	Half	£22.50	£67.50	£3,510.00
Mini Club 2	3	Half	£22.50	£67.50	£3,510.00
Mini Club 3	3	Half	£22.50	£67.50	£3,510.00
Mini Club 4	3	Half	£22.50	£67.50	£3,510.00
Mini Club 5	3	Half	£22.50	£67.50	£3,510.00
Junior Club 1	3	Half	£22.50	£67.50	£3,510.00
Junior Club 2	3	Half	£22.50	£67.50	£3,510.00
Junior Club 3	3	Half	£22.50	£67.50	£3,510.00
Junior Club 4	3	Half	£22.50	£67.50	£3,510.00
Junior Club 5	3	Half	£22.50	£67.50	£3,510.00
Youth Club 1	5	Full	£45.00	£225.00	£11,700.00
Youth Club 2	5	Full	£45.00	£225.00	£11,700.00
Youth Club 3	5	Full	£45.00	£225.00	£11,700.00
Youth Club 4	5	Full	£45.00	£225.00	£11,700.00
Youth Club 5	5	Full	£45.00	£225.00	£11,700.00
Senior Club 1	3	Full	£75.00	£225.00	£11,700.00
Senior Club 2	3	Full	£75.00	£225.00	£11,700.00
Senior Club 3	3	Full	£75.00	£225.00	£11,700.00
TOTAL					**£128,700.00**

Expected Expenditure		**Per Annum**
Floodlighting	Utilities (floodlights) £6,273	£6,273.00
	Lamp replacement £600	£600.00
	Maintenance £500	£500.00
Repair & Maintenance	Annual maintenance contract £4,500	£4,500.00
	Regular maintenance £3,800	£3,800.00
	Rubber crumb top up £2,000	£2,000.00
	Pitch testing £433	£433.00
	Equipment replacement £2,000	£2,000.00
Sinking Fund	Carpet replacement £30,000	£30,000.00
Staff Costs	Staff costs for opening/closing	£5,896.80
Booking Management	Administration Costs	£3,276.00
Marketing	Marketing Costs	£1,500.00
Total		**£60,778.80**

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Meeting of:	**CABINET**
Date of Meeting:	**22 SEPTEMBER 2026**
Report Title:	**PROPOSAL TO INCREASE THE NUMBER OF LEARNING RESOURCE CLASSES IN BRIDGEND**
Report Owner: Responsible Chief Officer / Cabinet Member	**CORPORATE DIRECTOR EDUCATION, EARLY YEARS AND YOUNG PEOPLE** **CABINET MEMBER FOR EDUCATION AND YOUTH SERVICES**
Responsible Officer:	**GAIL BIGGS GROUP MANAGER (INCLUSION)**
Policy Framework and Procedure Rules:	**There is no impact on the Policy Framework and or Procedure Rules.**
Executive Summary:	**Request to consult on the proposal to increase the number of Learning Resource Classes (LRC) across Bridgend to ensure that pupils with Additional Learning Needs, where needs cannot be met in mainstream school, are fully supported.**

1. Purpose of Report

1.1 The purpose of this report is to seek Cabinet approval to consult formally on the proposal to establish six new Learning Resource Centres (LRCs) and change the purpose of one already established LRC.

2. Background

2.1 Bridgend has a strong track record for meeting a wide range of Additional Learning Needs (ALN). The needs of learners are changing and the numbers of learners requiring specialist support are increasing.

2.2 Local authorities across the United Kingdom are experiencing a rise in the demand for services for children and young people with ALN and the cost to support this often exceeds budget. Anecdotal evidence from many local authorities suggests that not only are these needs becoming more numerous by volume, but also in their complexity.

2.3 The proposal is being made as there are an increasing number of pupils who have complex ALN who require a more specialist setting for their learning needs to be met.

2.4 The law has changed as a result of the Additional Learning Needs and Educational Tribunal (Wales) Act 2018. This legislation places a requirement on local authorities to keep their provision for ALN under review. The Act also requires schools to respond differently to children and young people with additional needs. It is anticipated that the majority of these students will receive their education locally, with support provided at the school level through a variety of strategies tailored to meet the unique needs of each learner.

2.5 Schools in Bridgend are inclusive and continue to support children with additional learning needs and the majority of pupils with additional learning needs are educated in mainstream schools. The local authority has a role in ensuring this inclusive approach is consistent across all schools.

2.6 Over the past five years the number of pupils with ALN has risen, driving an increasing demand for specialist teaching provision within Bridgend. There are notable shifts in the types of needs among children and young people and in Bridgend currently the highest areas of need are for pupils with Emotional, Social and Behavioural Difficulties (ESBD) and Autism Spectrum Disorder (ASD). While there is a recognised national rise in ASD cases, it is crucial to understand that not every individual with ASD requires a specialist placement or additional learning support, nor do they automatically necessitate an Individual Learning Plan.

3. Current situation/proposal

3.1 A Learning Resource Class (LRC) is a specialist Local Authority provision hosted at a community maintained (mainstream) school. These classes provide education places for pupils with ALN whose needs cannot be met in regular mainstream classes. Places in the LRCs are allocated by the Inclusion Group, ALN teams, following relevant assessments of need.

3.2 Currently, in Bridgend the more specialised settings include the following:

School	Year Group	Designation	Available places
Llangynwyd Primary School	Foundation Phase	Communication Autism Resource Education (CARE)	8
Llangynwyd Primary School	3-6	CARE	8
Ysgol Gynradd Gymraeg Calon Y Cymoedd	3-6	CARE	8
Llangewydd Junior School	3-6	CARE	8
Tremains Primary School	3-6	CARE	8
Maesteg School	7-11	CARE	12
Bryntirion Comprehensive School	7-11	CARE	12
Ysgol Gyfun Gymraeg Llangynwyd	7-11	CARE	12

Betws Primary School	Primary	Hearing Impaired Resource	8
Coleg Cymunedol Y Dderwen	7-11	Hearing Impaired Resource	8
Bryncethin Primary School	3-6	Moderate Learning Difficulties (MLD)	15
Caerau Primary School	3-6	MLD and Complex Needs	23
Ogmore Vale Primary School	3-6	MLD	15
Ysgol Cynwyd Sant	3-6	MLD	15
Cefn Cribwr Primary School	3-6	MLD	15
Corneli Primary School	3-6	MLD	15
Litchard Primary School	3-6	MLD	16
Llangewydd Junior School	3-6	MLD	15
Pencoed Primary School	3-6	MLD	30
Coleg Cymunedol Y Dderwen	7-11	MLD	55
Cynffig Comprehensive School	7-11	MLD	35
Pencoed Comprehensive School	7-11	MLD	55
Caerau Primary School	Foundation Phase	Observation and Assessment Classes (OAC)	19
Ogmore Vale Primary School	Foundation Phase	OAC	8
Cefn Cribwr Primary School	Foundation Phase	OAC	19
Bryntirion Infants School	Foundation Phase	OAC	22
Tremains Primary School	Foundation Phase	OAC	22
Pencoed Primary School	Foundation Phase	OAC	8

3.3 Subject to Cabinet approval, the proposal is to undertake consultation using the arrangements outlined in the Welsh Government School Organisation Code 2026 for on the establishment of the following new LRCs and changes to existing provision:

- One Foundation Phase OAC at Tondu Primary School creating 12 new places;
- One Foundation Phase CARE base at Litchard Primary School creating 8 new places;
- One Foundation Social and Communication base at Porthcawl Primary School creating 8 new places;
- An additional CARE base at Llangewydd Junior School creating 8 places;

- One secondary school CARE base for pupils at Porthcawl Comprehensive School creating 12 new places;
- One secondary school learning resource base to support pupils with MLD at Ysgol Gyfun Gymraeg Llangynwyd creating 12 new places; and
- Re-designate the Key Stage 2 Learning Resource Base from an MLD class to a CARE base to reflect the increased need for pupils presenting with Autism Spectrum Disorder (ASD) and reduced need for MLD provision at Pencoed Primary School.

3.4 A copy of the proposed Consultation Document is attached as **Appendix 1** and will be published on the Council's website with hard copies also made available on request. Consideration will also be given to publishing in other formats where accessibility might otherwise be an issue. In accordance with the 2026 Code, the Consultation Document will be issued on a school day and consultees will be given at least 42 days to respond, with at least 20 of those days being school days.

3.5 In developing these proposals, consideration has been given to the 2026 Code, including specific provisions relating to the reorganisation of specialist provision for pupils with ALN. The review of provision identified areas where demand has reduced, including Key Stage 2 MLD provision at Pencoed Primary School, allowing resources to be reconfigured to address increasing demand for ASD specialist provision.

Due regard has also been given to:

- the Council's strategy for promoting inclusion and enabling more pupils with ALN to be educated within mainstream settings where appropriate to their needs;
- the need to ensure a sufficiency of high-quality specialist provision across the Authority;
- the requirement to regularly review provision to ensure it reflects changing learner needs and patterns of demand;
- the standards of provision, needs for places and accessibility and impact on other provision and services;
- the impact of these proposals on existing ALN provision within the Authority;
- the balance of provision across the county borough;
- the wider implications for inclusion services, educational psychology, specialist outreach, health services and support services for children and young people with ALN;
- whether regional provision would provide a more effective solution. It has been concluded that expanding local provision will better support inclusion, reduce travel and allow learners to be educated closer to home.

If progressed, the proposals are expected to:

- improve access to specialist, high-quality provision within local mainstream schools;
- provide appropriate accommodation and learning environments for pupils with ALN;
- support pupils' health, safety and wellbeing through provision tailored to need;
- support increased inclusion by enabling pupils to access mainstream education alongside specialist support;

- improve access to specialist accommodation and learning environments designed to meet learners' needs, including ensuring appropriate accessibility arrangements where required. Work required to improve learning environments will be funded by the ALN Capital Grant scheme.

The proposals would also respond to:

- a clearly evidenced increase in demand for specialist ALN provision across Bridgend;
- the changing profile of need, particularly in relation to ASD and complex needs;
- the need to reduce reliance on out-of-county placements; and
- the importance of provide local provision to reduce travel distances for many learners requiring specialist provision and reduce the need for transport to placements outside their local area.

3.6 Following the consultation period, to progress to the next stage, a Consultation Report will be presented back to Cabinet to inform Members of the findings and to determine next steps. Should the proposals proceed, Statutory Notices would then be published outlining the final proposal for a period of 28 days allowing formal objections to be made.

4. Equality implications (including Socio-economic Duty and Welsh Language)

4.1 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.

4.2 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 which indicates that a full EIA will be undertaken in parallel with the consultation process (). The outcomes and actions identified by this EIA will be included in the Consultation Report presented back to Cabinet following the consultation process.

4.3 The Council must consider the impact of a policy decision on the Welsh Language and seek views on the impact in accordance with the Welsh Language Standards Regulations 2015. This is a separate requirement which means that the Council must undertake an impact assessment and then questions must be asked about that assessment. The Welsh Language Impact Assessment (WLIA) is included within the Consultation Document at Appendix 1 (see Appendix B). The School Organisation Code 2026 also requires a WLIA to be undertaken for all statutory proposals.

4.4 The Welsh Language Impact Assessment (WLIA) concludes that the proposal is expected to have a positive impact on the Welsh language. The proposal supports the Council's commitment to providing equitable access to specialist ALN provision through the medium of Welsh and contributes to the objectives of the Welsh in Education Strategic Plan (WESP) and Cymraeg 2050. Existing Welsh-medium specialist provision, including CARE and Moderate Learning Difficulties (MLD) classes, will be maintained, while the proposed establishment of a Welsh-medium

Learning Resource Base at Ysgol Gyfun Gymraeg Llangynwyd will strengthen specialist pathways available to Welsh-speaking learners. The proposal therefore supports opportunities for learners to continue their education through the medium of Welsh, treats Welsh no less favourably than English, and promotes the long-term sustainability of Welsh-medium ALN provision across the county borough.

5. Well-being of Future Generations implications and connection to Corporate Well-being Objectives

5.1 The well-being goals and principles prescribed for within the Well-being of Future Generations (Wales) Act 2015 connect directly to the approach to supporting children, young people and their families. The approach is consistent with the five ways of working as defined within the sustainable development principle and more specifically as follows:

Long term Affords pupils with additional learning needs a place in a school as near to their home as possible. Provides additional places required to meet the needs of an increase in pupils with ALN.

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 LRC provision is key in ensuring that pupils with identified ALN 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 A fundamental principal of the approach that focuses on improving collaboration and creating a unified system. There is excellent collaboration between the local authority with schools that have LRCs. The Council's Inclusion Group provides on-going support, advice and guidance to all schools.

Involvement A range of key stakeholders are involved with a pupil placed in LRCs ensuring that the individual needs of the pupil are met. Engagement of all potential stakeholders including Cabinet, members, governors, staff, pupils, community, internal and external partners will take place during the consultation process. There would be a full statutory consultation process undertaken in accordance with the Welsh Government School Organisation Code 2026, should Cabinet determine to proceed with the proposal.

6. Climate Change and Nature Implications

6.1 Where appropriate, the Council's 'Bridgend 2030 – Net Zero Carbon Strategy' and Welsh Government's carbon reduction commitments will be addressed, as all new provision (if applicable) will be designed to ensure that it is Net Zero Carbon 'in operation' and embodied carbon targets are achieved.

7. Safeguarding and Corporate Parent Implications

7.1 The Directorate has a robust approach to safeguarding, and this is detailed within the Directorate's strategic plan. The Education, Early Years and Young People Directorate Strategic Plan 2023-2026 is aligned with Bridgend County Borough Council's (BCBC's) Corporate Parenting Strategy.

8. Financial Implications

8.1 Should the proposal be progressed, the funding for staffing the LRCs would be allocated through the mainstream school's delegated budget.

8.2 Funding levels in the primary sector would be on a class basis, derived from notional staffing requirements and are primarily based on the salaries of teachers and support staff. The funding to be allocated to the secondary sector is based on the number of places. One-off funding for the set-up costs would be £10k for each LRC

8.3 As part of the Medium-Term Financial Strategy (MTFS) 2025-2026 Council approved budget growth of £370k towards supporting an increasing number of pupils being referred for support and specialist provision. Council approved a further £800k in 2026-27 towards Additional Learning Needs pressures including additional resource bases in schools, of which, £211k is proposed to be used to support these proposals. The overall funding of £581k will be used to fund the six new classes at Tondu Primary School, Litchard Primary School, Llangewydd Junior School, Porthcawl Primary School and Porthcawl Comprehensive School, including the set-up costs, should the proposal go ahead.

Additional funding to set up the Welsh-medium learning resource base was approved in 2022-23 and is currently retained as part of the Individual Schools Budget (ISB) until the consultation process is completed.

The required changes to the MLD Learning Resource Base classroom in Pencoed Primary were identified when there were no referrals due reduced demand for MLD places at Key Stage 2. The space and staffing have been utilised to support a small number of pupils with ASD and is currently funded as an MLD. Where additional staffing is required this is currently funded through the ancillary staffing budget.

The combined MTFS allocations are sufficient to meet the cost of the proposed provision, including the six new LRCs and associated set-up costs, with existing resources being reconfigured where provision is being re-designated.

9. Recommendations

Cabinet is recommended to:

9.1 Approve the commencement of consultation on the proposals to establish additional LRCs and changes to existing provision as outlined within the report;

9.2 Note that a Consultation Report will be presented back to Cabinet following the consultation period so that Members can consider the findings and determine next steps.

Background documents

Initial Equality Impact Assessment Screening

Bridgend County Borough Council

Proposal to increase the number of Learning Resource Classes across Bridgend to ensure that pupils with additional learning needs that cannot be met in the mainstream, and who need a specialist provision can access local and flexible support to meet their needs.

Consultation document

Date of issue: **1 October 2026**

Action required: Responses by **17 December 2026**

Tel: (01656) 643 664

Email: consultation@bridgend.gov.uk

Web: www.bridgend.gov.uk/consultation

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Overview

This consultation is to invite views on the proposal to establish five new Learning Resource Centres (LRC) and change the purpose of one already established LRC.

How to respond

This consultation period will begin on 1 **October 2026** and close the **17 December 2026**.

You can respond or ask further questions in the following ways;

Tel: (01656) 815253

Email: EDSU@bridgend.gov.uk

Online:
www.bridgend.gov.uk/services/consultation.aspx

Post: Childrens department, Bridgend County Borough Council, Sunnyside, Bridgend, CF31 4AR.

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 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/consultation

Background and information

Bridgend has a strong track record for meeting a wide range of Additional Learning needs (ALN). The needs of learners are changing and the numbers of learners requiring specialist support are increasing.

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.

There is an increasing number of pupils who have more complex additional learning needs who require a more specialist setting for their learning needs to be met.

The law has changed as a result of the Additional Learning Needs and Educational Tribunal (Wales) Act 2018 (ALNET). This legislation places a requirement on local authorities to keep their provision for ALN under review. The Act also requires schools to respond differently to children and young people with additional needs. It is anticipated that the majority of these students will receive their education locally, with support provided at the school level through a variety of strategies tailored to meet the unique needs of each learner.

Schools in Bridgend are inclusive and continue to support children with additional learning needs and the majority of pupils with additional learning needs are educated in mainstream schools. The local authority has a role in maintaining this inclusive approach is consistent across all schools.

A Learning Resource Class (LRC) is a specialist Local Authority provision hosted at a community maintained (mainstream) school. These classes provide education places for pupils with ALN whose needs cannot be met in regular mainstream classes. Places in the LRCs are allocated by the Inclusion Group, ALN teams, following relevant assessments of need.

Currently, in Bridgend these more specialised settings include the following:

School	Year Group	Designation	Available places
Llangynwyd Primary School	Foundation Phase	Communication Autism Resource Education (CARE)	8
Llangynwyd Primary School	3-6	Communication Autism Resource Education (CARE)	8
Ysgol Gynradd Gymraeg Calon Y Cymoedd	3-6	Communication Autism Resource Education (CARE)	8

Llangewydd Junior School	3-6	Communication Autism Resource Education (CARE)	8
Tremains Primary School	3-6	Communication Autism Resource Education (CARE)	8
Maesteg School	7-11	Communication Autism Resource Education (CARE)	12
Bryntirion Comprehensive School	7-11	Communication Autism Resource Education (CARE)	1 2
Ysgol Gyfun Gymraeg Llangynwyd	7-11	Communication Autism Resource Education (CARE)	12
Betws Primary School	Foundation Phase 3-6	Hearing Impaired Resource	8
Coleg Cymunedol Y Dderwen	7-11	Hearing Impaired Resource	8
Bryncethin Primary	3-6	Moderate Learning Difficulties	15
Caerau Primary	3-6	Moderate Learning Difficulties and Complex Needs	23
Ogmore Vale Primary School	3-6	Moderate Learning Difficulties	15
Ysgol Cynwyd Sant	3-6	Moderate Learning Difficulties	15
Cefn Cribbwr Primary School	3-6	Moderate Learning Difficulties	15
Corneli Primary School	3-6	Moderate Learning Difficulties	15
Litchard Primary School	3-6	Moderate Learning Difficulties	16
Llangewydd Junior School	3-6	Moderate Learning Difficulties	15
Pencoed Primary School	3-6	Moderate Learning Difficulties	30
Coleg CymunedolY Dderwen	7-11	Moderate Learning Difficulties	55
Cynffig Comprehensive School	7-11	Moderate Learning Difficulties	35
Pencoed Comprehensive School	7-11	Moderate Learning Difficulties	55
Caerau Primary School	Foundation phase	Observation and Assessment Classes	19
Ogmore Vale Primary School	Foundation phase	Observation and Assessment Classes	8

Cefn Cribbwr Primary School	Foundation phase	Observation and Assessment Classes	19
Bryntirion Infants School	Foundation phase	Observation and Assessment Classes	22
Tremains Primary School	Foundation phase	Observation and Assessment Classes	22
Pencoed Primary School	Foundation phase	Observation and Assessment Classes	8

The proposal

This is a proposal to create the following six new Learning Resource Centres and redesignate one Learning Resource Centre with effect from 5 April 2027:

- One Foundation Phase Observation and Assessment class at Tondu Primary School;
- one Foundation Phase CARE base at Litchard Primary School;
- one Foundation Social and Communication base at Porthcawl Primary School creating 8 new places;
- an additional CARE base at Llangewydd Junior School;
- one secondary Communication Autism Resource Education (CARE) base for pupils at Porthcawl Comprehensive School;
- one secondary learning resource base to support pupils with Moderate Learning Difficulties (MLD) at Ysgol Gyfun Gymraeg Llangynwyd; and
- re-designate the Key Stage 2 Learning Resource Base from an MLD class to a CARE base to reflect the increased need for pupils presenting with Autism spectrum Disorder (ASD) and reduced need for MLD provision at Pencoed Primary School.

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 5 April 2027.

Why has this proposal been brought forward?

Over the past five years the number of pupils with additional learning needs has risen, driving an increasing demand for specialist teaching provision within Bridgend.

There are notable shifts in the types of needs among children and young people and in Bridgend currently the highest areas of need are for pupils with Emotional, Social and Behavioural Difficulties (ESBD) and Autism Spectrum Disorder (ASD). While there is a recognized national rise in ASD cases, it is crucial to understand that not every individual with ASD requires a specialist placement or additional learning support, nor do they automatically necessitate an Individual Learning Plan (IDP).

The change in the law via the Additional Learning Needs and Education Tribunal (Wales) Act 2018 has meant the local authority have needed to review and respond to the changing legal requirements.

What the proposal means in practice

The proposal if approved would mean that:

- Appropriate placements which are well matched to pupils' primary needs.
- LRCs are an integrated part of mainstream schools.
- Improved educational outcomes and pupil engagement due to meeting identified pupil needs more effectively.
- Greater opportunities for mainstream inclusion in local community schools.
- Improved continuum of learning provision which improves life chances for our most vulnerable learners.
- The proposed additional classes will enhance LRC capacity across all age ranges.
- The LRC would provide a wider range of specialist learning facilities within the schools across the Bridgend County Borough area.

- 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.

What are the advantages if the proposal goes ahead?

- There will be an increase in the number of places available for pupils with identified additional learning needs to access specialist support.

- The additional class will provide an appropriate environment in which pupils can develop and thrive within their peer group and have normal access to mainstream curriculum, where appropriate.

What are the potential disadvantages if the proposal goes ahead?

- There are no 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 schools in relation to the proposals.
- There will be no likely impact of the proposal on the ability of schools to deliver the full curriculum at each key stage of education.

Outcomes (standards and wellbeing);

- If progressed, the proposals are expected to:

  - improve access to specialist, high-quality provision within local mainstream schools;

  - provide appropriate accommodation and learning environments for pupils with ALN;

- support pupils' health, safety and wellbeing through provision tailored to need;
- support increased inclusion by enabling pupils to access mainstream education alongside specialist support;
- improve access to specialist accommodation and learning environments designed to meet learners' needs, including ensuring appropriate accessibility arrangements where required. Work required to improve learning environments will be funded by the ALN Capital Grant scheme.

- The proposals would also respond to:
  - a clearly evidenced increase in demand for specialist ALN provision across Bridgend;
  - the changing profile of need, particularly in relation to ASD and complex needs;
  - the need to reduce reliance on out-of-county placements; and
  - the importance of provide local provision to reduce travel distances for many learners requiring specialist provision and reduce the need for transport to placements outside their local area.

The well-being goals and principles prescribed for within the Well-being of Future Generations (Wales) Act 2015 connect directly to the approach to supporting children, young people and their families. The approach is consistent with the five ways of working as defined within the sustainable development principle and more specifically as follows:

Long term	Affords pupils with additional learning needs a place in a school as near to their home as possible. Provides additional places required to meet the needs of an increase in pupils with additional learning needs.

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	LRC provision is key in ensuring that pupils with identified ALN 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	A fundamental principal of the approach that focuses on improving collaboration and creating a unified system. There is excellent collaboration between the local authority with schools that have LRC's. The Inclusion Group provides on-going support, advice and guidance to all schools.
Involvement	A range of key stakeholders are involved with a pupil placed in LRCs ensuring that the individual needs of the pupil are met. Engagement of all potential stakeholders including Cabinet, members, governors, staff, pupils, community, internal and external partners will take place during the consultation exercise. There would be a full public consultation process undertaken, according to the Welsh Government School Organisation Code 2026, should Cabinet determine to proceed with the proposal.

Provision (learning experiences, teaching, staffing, care support and guidance, and learning environment);

- Pupil voice is a key part of the all school success in terms of leadership. This has been very successful in ensuring progress in performance across the school.

- All school identified to open new Learning Resource Centre classes have a good track record in raising the achievement of pupils, including vulnerable learners. High expectations, the strong focus on pupil wellbeing 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 all Bridgend schools, with very good professional development to strengthen teaching further, as well as regular sharing of good practice between professional and other schools. As a result, teaching in LRCs is consistently good.

Leadership and management (leadership, improving quality, partnership working and resource management);

- Leaders and staff across all schools have a clear vision, high standards and expectations, and a strong focus on providing inclusive education of the highest standard for all pupils.

- Governing bodies are supportive, challenge standards effectively, and are well informed about school performance through regular presentations by staff and pupils. Detailed updates are provided by leaders to governors as well as regular involvement in learning walks, book scrutiny and listening to learners.

- Inclusion Group managers have developed a quality assurance process to monitor the quality and effectiveness of school based specialist provision.

Other considerations

- In developing these proposals, consideration has been given to the 2026 Code 26, including specific provisions relating to the reorganisation of specialist provision for pupils with additional learning needs. The review of

provision identified areas where demand has reduced, including Key Stage 2 MLD provision at Pencoed Primary School, allowing resources to be reconfigured to address increasing demand for ASD specialist provision.

- Due regard has also been given to:
  - the Council's strategy for promoting inclusion and enabling more pupils with ALN to be educated within mainstream settings where appropriate to their needs.
  - the need to ensure a sufficiency of high-quality specialist provision across the Authority;
  - the requirement to regularly review provision to ensure it reflects changing learner needs and patterns of demand;
  - the standards of provision, needs for places and accessibility and impact on other provision and services;
  - the impact of these proposals on existing ALN provision within the Authority;
  - the balance of provision across the county borough;
  - the wider implications for inclusion services, educational psychology, specialist outreach, health services and support services for children and young people with ALN.
  - whether regional provision would provide a more effective solution. It has been concluded that expanding local provision will better support inclusion, reduce travel and allow learners to be educated closer to home.

Quality and standards in education;

- Overall, standards of attainment across all schools are good. Across the schools, pupils make good or strong progress from their starting points, with particularly strong development in literacy, numeracy and subject knowledge, including pupils with additional learning needs.

- Inclusive practice and strong ALN support. Provision for pupils with additional learning needs is a strength across the schools, with tailored interventions, skilled staff, and multi-agency working enabling most pupils with ALN to make good progress.

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.

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 A).

Welsh Language Impact Assessment

- The Council must consider the impact of a policy decision on the Welsh Language and seek views on the impact. The Council must consider the impact of a policy decision on the Welsh Language and seek views on the impact in accordance with the Welsh Language Standards Regulations 2015. This is a separate requirement which means that the Council must undertake an impact assessment and then questions must be asked about that assessment. The Welsh Language Impact Assessment (WLIA) is included

within the Consultation Document at Appendix 2 (see Appendix B). The School Organisation Code 2026 also requires a WLIA to be undertaken for all statutory proposals.

- The Welsh Language Impact Assessment (WLIA) concludes that the proposal is expected to have a positive impact on the Welsh language. The proposal supports the Council's commitment to providing equitable access to specialist Additional Learning Needs (ALN) provision through the medium of Welsh and contributes to the objectives of the Welsh in Education Strategic Plan (WESP) and Cymraeg 2050. Existing Welsh-medium specialist provision, including CARE and Moderate Learning Difficulties (MLD) classes, will be maintained, while the proposed establishment of a Welsh-medium Learning Resource Base at Ysgol Gyfun Gymraeg Llangynwyd will strengthen specialist pathways available to Welsh-speaking learners. The proposal therefore supports opportunities for learners to continue their education through the medium of Welsh, treats Welsh no less favourably than English, and promotes the long-term sustainability of Welsh-medium ALN provision across the county borough.

- **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 A) on the 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 following the consultation process.

- 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 school staff to accommodate the needs of other pupils who in mainstream classes with ALN. The full EIA will assess any potential impacts.

Alternatives

- Alternative options considered are doing nothing and continuing with current model.
- The advantages of this would minimise disruption for schools and minimise workload for officers.
- The disadvantages would be not having enough specialist places to meet demand. Continuing with settings which do not reflect the current and future needs of children and young people.
- Not being able to offer specialist provision pace leaves the Authority vulnerable to increased challenge from parents through Education Tribunal for Wales.
- Not being able to offer local places to children and young people meaning they will need to travel further away from home to access places resulting in increasing costs of home to school transport.

Details of the affected school(s)

Tondu Primary School

Meadow Street

Aberkenfig

Bridgend

CF32 9BE

The following table provides a projection of pupil population for Tondu 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
				102%	96%	101%	98%	100%	100%		
2025	9	22	23	0	0	0	0	0	0	201	23
2026	9	22	22	23	0	0	0	0	0	200	45
2027	9	22	22	22	23	0	0	0	0	192	67
2028	9	22	25	22	22	23	0	0	0	194	163
2029	9	22	25	26	22	22	22	0	0	194	163
2030	9	22	25	26	24	22	21	22	0	201	170
2031	9	22	25	26	24	25	21	21	22	201	170
2032				26	24	25	21	21	21	195	164

The condition of the accommodation at Tondu 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).

Porthcawl Primary School

The following table provides a projection of pupil population for Tondu 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
				106%	97%	103%	106%	95%	104%		
2019	3	27	23	17	27	25	19	22	23	186	156
2020	2	20	26	24	19	25	25	24	21	186	164
2021	0	24	19	28	24	21	27	25	23	191	167
2022	2	21	21	20	28	25	25	26	28	196	173
2023	1	19	20	22	18	26	23	22	27	178	158
2024										0	0
2025	2	22	21	0	0	0	0	0	0	180	21
2026	2	22	25	22	0	0	0	0	0	181	47
2027	2	22	22	26	22	0	0	0	0	185	70
2028	2	22	23	23	26	22	0	0	0	181	157
2029	2	22	23	24	23	26	24	0	0	188	164
2030	2	22	23	24	24	23	28	22	0	190	166
2031	2	22	23	24	24	24	25	27	23	193	169
2032				24	24	24	25	23	28	194	170

The condition of the accommodation at Porthcawl Primary School would be graded as condition grade B, suitability grade A. Issues with buildings current condition due to it's age.

Llangewydd Junior School

Llangewydd Road

Bridgend

CF31 4JT

The following table provides 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	Cyfanswm /Total 2-11	Cyfanswm /Total 4-11

						78%	106%	102%	103%		
2025						81	0	0	0	81	81
2026						79	86	0	0	165	165
2027						106	83	87	0	276	276
2028						91	112	85	90	385	385
2029						91	96	114	88	378	378
2030						91	96	98	118	389	389
2031						91	96	98	101	403	403
2032						91	96	98	101	0	0

The condition of the accommodation at Llangewydd Junior School would be graded as condition C and suitability Grade A.

Litchard Primary School

Garfield Avenue

Litchard

CF31 1QB

The following table provides a projection of pupil population for Litchard 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
				97 %	100 %	101 %	100 %	101 %	100 %		
2025	20	60	68	0	0	0	49	68	0	494	185
2026	20	60	60	66	0	0	49	68	68	511	311
2027	20	60	63	58	66	0	49	68	68	509	372
2028	20	60	65	61	58	66	49	68	68	515	435
2029	20	60	65	63	61	59	49	68	68	515	435
2030	20	60	65	63	63	62	49	68	68	512	432
2031	20	60	65	63	63	63	49	68	68	517	437
2032				63	63	63	49	68	68	0	0

The condition of the accommodation at Litchard Primary School would be graded as condition C and suitability grade A.

Porthcawl Comprehensive School
Park Ave
Porthcawl
CF36 3E

The following table provides a five-year projection of pupil population for Porthcawl Comprehensive School which is primary school with an age range of 11 to 18.

		101%	100%	101%	101%	68%	84%	Cyfanswm /Total
Blwyddyn /Year	7	8	9	10	11	12	13	
Oed / Age	11-12	12-13	13-14	14-15	15-16	16-17	17-18	
2025	174	186	191	196	184	162	114	1207
2026	140	176	186	193	198	125	136	1154
2027	146	141	176	188	195	135	105	1086
2028	142	147	141	177	190	132	113	1042
2029	149	143	147	143	179	129	111	1001
2030	154	150	143	149	144	122	108	970
2031	166	156	150	145	150	98	102	967

The condition of the accommodation at Porthcawl Comprehensive School would be graded as condition B.

Ysgol Gyfun Gymraeg Llangynwyd
Llangynwyd
Maesteg

CF34 9RW

The following table provides a projection of pupil population for Ysgol Gyfun Gymraeg Llangynwyd which is primary school with an age range of 11 to 18.

Blwyddyn /Year	7	8	9	10	11	12	13	Cyfanswm /Total
		96%	98%	98%	99%	55%	75%	
Oed / Age	11-12	12-13	13-14	14-15	15-16	16-17	17-18	
2025	116	121	136	128	101	58	45	705
2026	117	111	119	133	127	56	44	707
2027	115	112	109	116	132	70	42	696
2028	107	110	110	107	115	73	52	674
2029	102	103	108	108	106	63	54	644
2030	94	98	101	106	107	58	47	611
2031	103	90	96	99	105	59	44	596

The condition of the accommodation at Ysgol Gyfun Gymraeg Llangynwyd would be graded as condition C.

Pencoed Primary School

Penprysg Road

Pencoed

Bridgend

CF35 6RH

The following table provides a projection of pupil population for Pencoed Primary School which is primary school with an age range of 3 to 11.

Blwyddyn /Year	N1	N2	R	1	2	3	4	5	6	Cyfanswm /Total	Cyfanswm /Total
	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
				102 %	98%	112 %	102 %	101 %	102 %		

2025	0	54	58	0	0	0	0	0	0	542	58
2026	0	54	64	59	0	0	0	0	0	507	123
2027	0	54	54	65	58	0	0	0	0	491	177
2028	0	54	64	55	64	57	0	0	0	473	419
2029	0	54	64	65	54	62	56	0	0	462	408
2030	0	54	64	65	64	53	61	55	0	456	402
2031	0	54	64	65	64	63	52	60	53	487	433
2032				65	64	63	52	51	59	476	422

The condition of the accommodation at Pencoed Primary School would be graded as condition grade A.

Finance

- Funding levels in the primary sector would be on a class basis, derived from notional staffing requirements and are primarily based on the salaries of teachers and support staff. The funding to be allocated to the secondary sector is based on the number of places. One-off funding for the set-up costs would be £10k for each LRC

- As part of the Medium-Term Financial Strategy (MTFS) 2025-2026 Council approved budget growth of £370k towards supporting an increasing number of pupils being referred for support and specialist provision. Council approved a further £800k in 2026-27 towards Additional Learning Needs pressures including additional resource bases in schools, of which, £211k is proposed to be used to support these proposals. The overall funding of £581k will be used to fund the six new classes at Tondu Primary School, Litchard Primary School, Llangewydd Junior School, Porthcawl Primary School and Porthcawl Comprehensive School, including the set-up costs, should the proposal go ahead.

- Additional funding to set up the Welsh-medium learning resource base was approved in 2022-23 and is currently retained as part of the Individual Schools Budget (ISB) until the consultation process is completed.

- The required changes to the MLD Learning Resource Base classroom in Pencoed Primary were identified when there were no referrals due reduced demand for MLD places at Key Stage 2. The space and staffing have been utilised to support a small number of pupils with ASD and is currently funded as an MLD. Where additional staffing is required this is currently funded through the ancillary staffing budget.

- The combined MTFS allocations are sufficient to meet the cost of the proposed provision, including the six new LRCs and associated set-up costs, with existing resources being reconfigured where provision is being re-designated.

The consultation process

- The consultation process will be completed by 31 December 2026 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 alternative proposals 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 an objection report must be published. Cabinet could determine to accept, reject or modify the proposal. It is proposed to implement the proposal from 5 April 2027.

Next steps

- Projected timetable for statutory procedure and proposal implementation (include any proposed interim arrangements)

Activity	Date

Consultation period where we welcome your views on the proposal*.	01/10/26 – 17/12/26
Consultation report published available at; www.bridgend.gov.uk/consultation	01/10/26
Consultation report to Cabinet on the outcomes of the consultation.	02/02/27
If agreed by the Cabinet of BCBC, a public notice will be issued for 28 days, during this time any objections to the proposal must be submitted in writing.	
Policy approval – Any objections are published in an objections report and forwarded to the Cabinet for their consideration prior to a decision being made. If there are no objections Cabinet can immediately make a decision.	
Potential implementation.	5/04/2027

Guidelines (INTERNAL GUIDANCE ONLY)	Timeline
Consultation	42 days (inc. 20 school days)
Consultation report (Cabinet report)	Must be within 13 weeks of consultation end date.
Statutory notice (Objection period)	28 days (inc. 15 school days)
Objections report (If any objections are received)	
- If BCBC determine our own proposals - In all other cases	Must be within 16 weeks of the objection period end date. Must be within 28 days of the objection period end date.

*Please note that responses to consultation will not be counted as objections to the proposals. Objections can only be registered during the public notice period.

- The outcomes of the consultation (which will be incorporated into the proposal where possible) will be reported to the Cabinet of Bridgend County Borough Council. If there is a decision not to proceed, that will be the end of this proposal and an alternative proposal will be sought.

- If the proposal is accepted by Cabinet, a statutory notice outlining the proposals will be published for a period of 28 days and any formal written objections would be invited during this time. If there are objections at this public notice stage, Cabinet will need to consider the proposal. Cabinet could then accept, reject or modify the proposal. If there are no objections to the proposal, then the proposal will go forward subject to final approval by Cabinet.

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: Tondu Primary School	**Date**	**Time**
School Council	6/10/26	TBC
Staff	6/10/26	TBC
Governing body	6/10/26	TBC
Pupils	6/10/26	TBC

Venue: Litchard Primary School	**Date**	**Time**
School Council	8/10/26	TBC
Staff	8/10/26	TBC
Governing body	8/10/26	TBC
Pupils	8/10/26	TBC

Venue: Porthcawl Primary School	**Date**	**Time**
School Council	12/10/26	TBC
Staff	12/10/26	TBC
Governing body	12/10/26	TBC
Pupils	12/10/26	TBC

Venue: Llangewydd Junior School	**Date**	**Time**
School Council	15/10/26	TBC
Staff	15/10/26	TBC
Governing body	15/10/26	TBC
Pupils	15/10/26	TBC

Venue: Ysgol Gyfun Gymraeg Llangynwyd	**Date**	**Time**

School Council	16/10/26	TBC
Staff	16/10/26	TBC
Governing body	16/10/26	TBC
Pupils	16/10/26	TBC

Venue: Pencoed Primary School	**Date**	**Time**
School Council	7/10/26	TBC
Staff	7/10/26	TBC
Governing body	7/10/26	TBC
Pupils	7/10/26	TBC

Venue: Porthcawl Comprehensive School	**Date**	**Time**
School Council	1/10/26	TBC
Staff	1/10/26	TBC
Governing body	1/10/26	TBC
Pupils	1/10/26	TBC

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:

Post:
Corporate Director of Education, Early Years and Young Peoples Directorate
Civic Offices
Angel Street
Bridgend
CF31 4WB
Tel: (01656) 642617

Please mark for the attention of EDSU, or Email: EDSU@bridgend.gov.uk

Alternative formats are also available upon request.

All views must be received by no later than 17 December 2026.

Appendices

Appendix A
Equalities Impact Assessment (EIA) Screening Form

Appendix B
Welsh Language Impact Assessment (EIA) Screening Form

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:	Proposal to increase the number of Learning Resource Classes across Bridgend to ensure that pupils with additional learning needs that cannot be met in the mainstream, and who need a specialist provision can access local and flexible support to meet their needs
Brief description and aim of policy or proposal:	The proposal to establish four new Learning Resource Centres (LRC) and change the purpose of one already established LRC.
Who is responsible for delivery of the policy or proposal?	Corporate Director Education, Early Years and Young Peoples Directorate
Date EIA screening completed:	29/4/26
Does this policy or proposal relate to any other policies? (please state)	The Additional Learning Needs and Educational Tribunal Act 2018.
Who is affected by this policy (e.g. Staff, residents, disabled people, women only?)	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.
Is the policy related to, influenced by, or affected by other policies or areas of work (internal or external)? *Note: Consider this in terms of statutory requirements, local policies, regional (partnership) decisions, national policies, welfare reforms.*	Pupils with ALN, parents, existing staff members in Tondu Primary School, Llangewydd Junior School, Litchard Primary School, Pencoed Primary School and Ysgol Gyfun Gymraeg Llangynwyd.

If this is a review or amendment of an existing policy, has an EIA been carried out? Please include date of completion:	No
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**	**Gender is not expected to be impacted by this proposal.**
Disability	**X**			**The increase in LRC provision will allow the LA to better meet the needs of its ALN pupils. The proposed mainstream schools hosting the LRC will be fully compliant with all disability legislation. The increase of classes will enable more pupils to access fully accessible LRC provision while reducing unnecessary transition.**
Race			**X**	**Race is not expected to be impacted by this proposal.**
Religion and belief			**X**	**Religion and belief is not expected to be impacted by this proposal.**
Sexual Orientation			**X**	**Sexual orientation is not expected to be impacted by this proposal.**
Age	**X**			**There will be growth for pupils with MLD to access support through the medium of Welsh at age 7-11.**

Pregnancy & Maternity			**X**	**Pregnancy and maternity is not expected to be impacted by this proposal.**
Transgender			**X**	**Transgender is not expected to be impacted by this proposal.**
Marriage and Civil partnership			**X**	**Marriage and Civil partnership is not expected to be impacted by this proposal.**
Care experienced			**X**	**Gender reassignment is not expected to be impacted by this proposal.**

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**			**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**

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			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.
Will the policy or proposal treat the Welsh language no less favourably than the English language	X			The additional LRC in a Welsh-medium mainstream school ensures equity of provision for all pupils. Under the Additional Learning Needs and Education Tribunal (Wales) Act 2018, learners have the statutory right to equal and fair support, regardless of the language they are taught in.

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?

In accordance with the Equality Act 2010 and the Public Sector Equality Duties, the Council has a legal duty to look at how its decisions impact on people because they may have particular characteristics. As part of seeking views on the school organisation proposals, the consultation includes a question in compliance with the Council's statutory obligations asking 'how would the Council's proposal affect you?

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:	**13/5/26**
Approved by (Head of Service):	**Gayle Shenton**
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 publicly on the website.

Stage 1 – Information Gathering **NOTE:** As you complete this tool you will be asked for **evidence to support your views**. Please see Welsh Language Impact Assessment Guidance for more information on data sources.	
Proposal Name:	Proposal to increase the number of Learning Resource Classes (LRCs) across Bridgend to ensure that pupils with additional learning needs (ALN) that cannot be met in the mainstream, and who need a specialist provision can access local and flexible support to meet their needs
Department	Inclusion Group
Service Director	Lindsay Harvey, Corporate Director Education, Early Years and Young Peoples Directorate
Officer Completing the WLIA	Gail Biggs, Group Manager (Inclusion)
Email	Gail.biggs@bridgend.gov.uk
Phone	01656 815129
Brief Description	The proposal relates to the review, planning, development and sufficiency of ALN Learning Resource Centres and specialist provision across Bridgend. It includes Welsh-medium and English-medium specialist provision, future capacity planning and the development of Welsh-medium specialist pathways.
Date	20/7/2026
Please outline who this proposal affects? (Service Users, Employees, Wider Community)	Children and young people with ALN; parents and carers; schools; governing bodies; Additional Learning Needs Coordinators (ALNCos); Inclusion Group staff; health partners; Welsh-medium and English-medium communities.
What are the aims of the policy, and how do these relate to the Welsh Language?	The proposal supports BCBC's commitment to a bilingual ALN system. Existing Welsh-medium Moderate Learning Difficulties and Communication, Autism, Relationship Education (CARE) provision

	and planned Welsh-medium Observation and Assessment provision support equitable access to specialist services through Welsh.
Who will benefit / Could the policy affect Welsh language groups? If so, list them here.	Children and young people with ALN; parents and carers; schools; governing bodies; ALNCos; Inclusion Group staff; health partners; Welsh-medium and English-medium communities.
Current linguistic profile of the geographical area(s) concerned	Bridgend County Borough Council (BCBC) continues to support Welsh language growth through the Welsh in Education Strategic Plan (WESP) and Cymraeg 2050. Welsh-medium specialist provision is important in ensuring language is not a barrier to accessing ALN support.
Other relevant data or research	

Stage 2 – Impact Assessment

In this section you need to consider the impact, the evidence and any action you are taking for improvement. This is to ensure that the opportunities for people who choose to live their lives and access services through the medium of Welsh are not inferior to what is afforded to those choosing to do so in English, in accordance with the requirement of the Welsh Language (Wales) Measure 2011.

Please note there is a separate impact assessment for Equality and Socio-Economic duty that must also be completed for policy proposals. Remember that effects that are positive for some groups could be detrimental to others - even among Welsh language groups. Consider the effects on different groups. For example, a proposal may be beneficial to Welsh learners, but not to Welsh speakers.

Will the proposed action affect any or all of the following?

	Does the proposal have any positive, negative or neutral impacts?	**Describe why it will have a positive/negative or neutral impact on the Welsh language.**	**What evidence do you have to support this view?**	**What action(s) can you take to mitigate any negative impacts or better contribute to positive impacts?**
Opportunities for persons to use the Welsh language e.g. staff, residents and visitors The rights of Welsh speakers and learners to use Welsh when dealing with the council and for staff to use Welsh at Work	Opportunities to use Welsh	Positive	Learners can access specialist provision through Welsh-medium pathways.	Continue Welsh-medium provision and workforce planning.

Stage 2 – Impact Assessment **Will the proposed action affect any or all of the following?**				
	Does the proposal have any positive, negative or neutral impacts?	**Describe why it will have a positive/negative or neutral impact on the Welsh language.**	**What evidence do you have to support this view?**	**What action(s) can you take to mitigate any negative impacts or better contribute to positive impacts?**
Numbers and / or percentages of Welsh speakers e.g Welsh Medium Education / Study Opportunities. Links with the Welsh Government's Cymraeg 2050 Strategy / BCBC Five Year Welsh	Numbers of Welsh speakers	Positive	Supports retention of learners in Welsh-medium education.	Monitor demand and sufficiency annually.
Opportunities to promote the Welsh language e.g. status, use of Welsh language services, use of Welsh in everyday life in work and in the community Actively encourage and promote the use of our services in Welsh to see an	Promoting Welsh language	Positive	Supports Welsh language development for learners with ALN.	Continue staff development and bilingual resources.

increase in demand over time.				
Stage 2 – Impact Assessment Will the proposed action affect any or all of the following?				
	Does the proposal have any positive, negative or neutral impacts?	**Describe why it will have a positive/negative or neutral impact on the Welsh language.**	**What evidence do you have to support this view?**	**What action(s) can you take to mitigate any negative impacts or better contribute to positive impacts?**
Compliance with the Council's Statutory Welsh Language Standards e.g increasing or reducing the Council's ability to deliver services through the Medium of Welsh. Consider the rights of Welsh speakers to use Welsh when dealing with the Council and for staff to use Welsh at Work	Compliance with Standards	Positive	Supports Welsh Language Standards obligations.	Maintain bilingual communications and consultation.
Treating the Welsh language, no less favourably than the English language	Treating Welsh no less favorably	Positive	Provides Welsh-medium specialist pathways comparable to English-medium provision.	Annual review of parity and capacity.

Stage 3 - Strengthening the proposal

Having listed actions in section 2 which may mitigate any negative impacts or better contribute to positive impacts – please record below which ones you will imbed into the policy proposal and who will be responsible for them.

Also consider is the proposal necessary? Would it be possible to meet demand without any new developments? Could other existing provision be used? Where should the development be?

What are you going to do?	When are you going to do it?	Who is responsible?
Review Welsh-medium specialist provision.	Annually	Group Manager Inclusion
Support implementation of Welsh-medium observation and assessment provision at Ysgol Bro Ogwr.	September 2027 (on completion of the new build)	Inclusion Group
Monitor demand for Welsh-medium specialist provisions	Ongoing	Inclusion Group Managers
Continue annual Welsh language workforce audits	Annually	Inclusion Group Managers
Promote recruitment and development of Welsh-speaking staff	Ongoing	Inclusion Group Managers

If ways of reducing the impact have been identified but are not possible to implement, please explain why. Give sufficient detail of data or research that has led to your reasoning.

What was identified?	Why is it not possible?

Stage 4 – Review For all policy proposals, whether it is a Significant Key Decision or not, you are required to forward this assessment to Welsh Language services – WLS@bridgend.gov.uk and the Consultation and Engagement team – consultation@bridgend.gov.uk in the first instance for some initial guidance and feedback. It is important to keep a record of this process so that we can demonstrate how we have considered and built in sustainable Welsh language considerations wherever possible. Please ensure you update the relevant sections below in collaboration with the relevant departments.		
Welsh Language Services Comments	Date Considered	Brief description of any amendments made following Welsh Language Services feedback
Consultation Comments	Date Considered	Brief description of any amendments made following consultation

Stage 5 – Monitoring, Evaluating and Reviewing How and who will you monitor the impact and effectiveness of the proposal?
Monitoring will take place through ALN sufficiency reviews, ALN Panel data, placement trends, WESP monitoring, workforce language audits and stakeholder feedback.
Stage 6 – Summary of Impacts for the Proposal Provide below a summary of the impact assessment, to include some of the main positive and negative impacts along with an overview of actions taken since the impact assessment to better contribute to more positive impacts.
Overall, the proposal has a positive impact on the Welsh language. Existing Welsh-medium specialist provision and future planned capacity support learners with ALN to access education through Welsh and contribute to Cymraeg 2050 and WESP objectives.

Stage 7 – Sign off			
Name of Officer completing WLIA	Gail Biggs	Service Director name:	Lindsay Harvey
Position	Group Manager Inclusion	I recommend that the proposal: (Highlight decision)	Is implemented with no amendments
			Is implemented taking into account the mitigating actions outlined
			Is rejected due to disproportionate negative impacts on the Welsh language
Signature		Service Director Signature	
Date	20 July 2026	Date	6 August 2026

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Meeting of:	**CABINET**
Date of Meeting:	**22 SEPTEMBER 2026**
Report Title:	**APPROVAL TO ESTABLISH A TEMPORARY (SHADOW) GOVERNING BODY FOR THE NEW SCHOOL REPLACING AFON-Y-FELIN PRIMARY SCHOOL AND CORNELI PRIMARY SCHOOL**
Report Owner: Responsible Chief Officer / Cabinet Member	**CORPORATE DIRECTOR – EDUCATION, EARLY YEARS AND YOUNG PEOPLE** **CABINET MEMBER - EDUCATION AND YOUNG PEOPLE**
Responsible Officer:	**GAYLE SHENTON** **HEAD OF LEARNING** **DARREN JONES** **GROUP MANAGER SCHOOL IMPROVEMENT**
Policy Framework and Procedure Rules:	**There is no effect on the Council's Policy Framework and Procedure Rules.**
Executive Summary:	This report seeks Cabinet approval to establish a temporary (shadow) governing body in Autumn 2026 to support the creation of a new primary school through the amalgamation of Afon-y-Felin Primary School and Corneli Primary School, which is scheduled to open on 1 September 2027. It also seeks authority to progress key pre-opening arrangements, including the appointment of a substantive Headteacher. The temporary (shadow) governing body will oversee strategic planning and governance arrangements for the new school during the transition period, while the existing governing bodies retain responsibility for their respective schools until closure on 31 August 2027. Key responsibilities will include appointing the Headteacher, approving the staffing structure, establishing policies and governance arrangements, and supporting transition planning for pupils, staff, parents and the wider community. Subject to approval, the temporary (shadow) governing body will be established in October 2026 and will oversee

	preparations to ensure the successful opening of the new school on 1 September 2027.

1. Purpose of Report

1.1 To seek Cabinet approval to establish a temporary (shadow) governing body for the new school to be created through the amalgamation of Afon-y-Felin Primary School and Corneli Primary School. The shadow governing body will provide strategic oversight during the transition period and support preparations for the opening of the new school from 1 September 2027.

1.2 To seek authority to progress key pre-opening arrangements, including the recruitment and appointment of a substantive headteacher in advance of the new school's opening.

2. Background

2.1 Following a period of statutory consultation, Bridgend County Borough Council published a statutory notice on 26 April 2021 proposing to discontinue Corneli Primary School and Afon y Felin Primary School and establish a new English-medium community primary school to replace both schools.

2.2 The proposal formed part of the Council's School Modernisation Programme and included the construction of a new primary school on land off Gibbons Way, Plas Morlais. As part of the wider programme, a regulated alteration was also approved to enlarge Ysgol y Ferch O'r Sgêr.

2.3 Following the statutory notice period, objections to the proposal were received and considered. On 22 June 2021, Cabinet considered the objections and approved the proposal to discontinue both schools and establish a new replacement school.

2.4 The approved proposal was intended to:

- maintain and improve educational standards;
- ensure sufficient pupil places within the area;
- provide modern learning environments through the replacement of ageing school buildings; and
- remove significant maintenance liabilities associated with the existing school buildings.

2.5 The Council is now progressing the implementation phase of the approved proposal. This includes establishing a temporary (shadow) governing body to support the transition arrangements and oversee key pre-opening activities in preparation for the opening of the new school.

3. Current situation/ proposal

3.1 The proposed closure of Afon-y-Felin Primary School and Corneli Primary School, and the establishment of a new replacement school, are being progressed in

accordance with the School Standards and Organisation (Wales) Act 2013 and the requirements of the Welsh Government School Organisation Code 2026.

3.2 A temporary (shadow) governing body is required to oversee the governance arrangements for the new school prior to its opening. The governing body will be constituted in accordance with the relevant Welsh legislation governing maintained schools and new school governance arrangements and will lead on key pre-opening functions, including the appointment of a substantive Headteacher and the development of the staffing structure.

3.3 During the shadow period, the governing bodies of Afon-y-Felin Primary School and Corneli Primary School will retain responsibility for the governance and management of their respective schools until their formal closure on 31 August 2027. The temporary (shadow) governing body will operate alongside the existing governing bodies to oversee preparations for the new school but will not assume responsibility for the operation of either existing school. The temporary (shadow) governing body will therefore have no statutory decision-making powers as those responsibilities will remain with the existing governing bodies until the temporary governing body is formally constituted and becomes the permanent governing body of the new school.

3.4 The temporary (shadow) governing body will be established to undertake specific pre-opening functions necessary to support the successful opening of the new school on 1 September 2027. Its role will be strategic and preparatory in nature and will focus on the completion of key milestones prior to the school's opening.

The responsibilities of the temporary (shadow) governing body will include:

- Headteacher appointment – leading the recruitment and appointment process for a substantive Headteacher for the new school from 1 September 2027 with any appointment made in accordance with applicable statutory requirements. The new substantive Headteacher will contribute to the development of the new school's vision, values, strategic direction and operational arrangements. Any additional costs incurred in supporting the transition to the new substantive Headteacher will be met from the delegated budgets of the two existing schools.

- Staffing structure – determining and approving the staffing structure for the new school and overseeing the implementation of staffing arrangements, including the establishment and management of an appropriate ring-fenced staff transfer process for employees of the two closing schools.

- School policies and organisation – the temporary (shadow) governing body will also be responsible for developing and approving key arrangements required for the successful establishment of the new school. This will include recommending a name for the new school, subject to Cabinet approval, agreeing the school uniform policy, supporting the development of the curriculum and strategic educational priorities, approving the school's budget plan and financial arrangements, and establishing other core policies and governance arrangements necessary to ensure the effective operation of the school from its opening date.

- The temporary (shadow) governing body will play a central role in developing and overseeing a comprehensive programme of transition and stakeholder engagement, ensuring that pupils, parents, staff, governors and the wider community are fully involved in shaping the new school. Particular emphasis will be placed on supporting vulnerable learners, including those with additional learning needs, those experiencing disadvantage and pupils requiring enhanced wellbeing support. Through targeted transition activities, individual support plans, close collaboration with families and partner agencies, and ongoing monitoring of pupil wellbeing and progress, the temporary (shadow) governing body will help ensure that all learners experience a positive and successful transition.

3.5 In accordance with the requirements for the establishment of a new maintained school in Wales, the Authority is required to determine the constitution of a temporary (shadow) governing body. The proposed composition reflects, as far as practicable, the categories and proportions prescribed within the Government of Maintained Schools (Wales) Regulations 2005 for a primary school operating on a normal basis.

3.6 It is proposed that the temporary (shadow) governing body comprises:

- four parent governors;
- three local authority governors;
- one teacher governor;
- one staff governor;
- interim executive headteacher; and
- three community governors.

This composition is considered appropriate to provide a balanced range of skills, experience and stakeholder representation to support the effective establishment of the new school.

3.7 It is proposed that the current Clerk to the Governing Bodies of both Afon-y-Felin Primary School and Corneli Primary School be appointed as Clerk to the temporary (shadow) governing body. In addition to undertaking the statutory duties associated with the role, the Clerk will provide an effective link between the temporary (shadow) governing body and the two existing governing bodies.

3.8 This arrangement will promote continuity, facilitate effective communication and information sharing, and support the coordination of governance matters throughout the transition period, whilst recognising that each governing body will continue to exercise its separate legal and operational responsibilities until the schools formally close on 31 August 2027.

3.9 The Authority will support the temporary (shadow) governing body through regular attendance at meetings, providing advice, guidance and relevant information to assist members in fulfilling their strategic responsibilities throughout the transition

period. In addition, the School Improvement Partner will work closely with the interim leadership team across both schools to support effective transition planning and the alignment of policies, procedures and operational practices. This will include the development of consistent approaches to curriculum design, teaching and learning, assessment and learner support, ensuring continuity of provision and the successful integration of both school communities into a single, inclusive learning environment.

3.10 Subject to approval of the proposal, a number of key milestones have been identified to support the establishment of the new school:

Key Milestone	Target Date
Establishment of Temporary Governing Body	October 2026
First meeting of Temporary Governing Body	November 2026
Recruitment process and appointment of substantive Headteacher	Spring Term 2027
Dissolution of existing governing bodies and Shadow Governing Body	31 August 2027
New Headteacher formally takes up post	1 September 2027
Establishment of new school governing body	1 September 2027
Opening of the new school (the new school will operate over the current two sites until the completion of the new school building)	1 September 2027

4. Equality implications (including Socio-economic Duty and Welsh Language)

4.1 The proposed composition of the temporary (shadow) governing body includes representation from parents, staff, the local authority and the wider community, providing opportunities for a broad range of perspectives to inform decision-making. The governing body will be expected to ensure that all decisions connected with the establishment of the new school comply with the Equality Act 2010 and promote equality of opportunity for all members of the school community.

4.2 The proposal relates to the governance arrangements required to establish a new English-medium community primary school and does not, in itself, change the medium of instruction. However, the amalgamation forms part of the Council's wider School Modernisation Programme, which includes a significant expansion of Welsh-medium education provision across the county borough. As part of the overall

programme, additional Welsh-medium primary school places are being created, contributing to the Council's Welsh in Education Strategic Plan objectives and supporting the Welsh Government's ambition to increase the number of Welsh speakers. The proposal is therefore not considered to have an adverse impact on opportunities to use the Welsh language.

4.3 The proposal supports the Council's duty to have due regard to reducing inequalities of outcome resulting from socio-economic disadvantage. The temporary (shadow) governing body will help facilitate the smooth establishment of a modern, purpose-built school designed to provide improved learning environments and educational opportunities for all pupils. In undertaking its functions, the governing body will be expected to have regard to the needs of vulnerable learners and to ensure that policies and practices promote equitable access to education and support.

4.4 The proposal supports the Council's wider objectives of providing high-quality, sustainable educational provision, improving access to modern learning environments, and increasing Welsh-medium education opportunities across the county borough, thereby contributing to improved outcomes for learners and communities.

4.5 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.

5. Well-being of Future Generations implications and connection to Corporate Well-being Objectives

5.1 The Well-being of Future Generations (Wales) Act 2015 Assessment provides a comprehensive summary of the outcomes expected from the implementation of the service.

Long-term The establishment of a temporary (shadow) governing body supports the long-term sustainability and success of the new school by ensuring that key governance, leadership, staffing and operational arrangements are in place well in advance of opening. Early appointment of a substantive Headteacher and the development of the school's strategic direction will help create a strong foundation for delivering high-quality education and improved outcomes for learners over the coming years.

Prevention The proposal adopts a preventative approach by addressing governance, leadership and organisational requirements before the new school opens. Establishing a temporary (shadow) governing body reduces the risk of delays in decision-making, staffing arrangements and policy development, helping to ensure a smooth transition from the two existing schools to the new

school and mitigating potential disruption to pupils, staff and families.

Integration The proposal supports the Council's School Modernisation Programme and contributes to wider objectives relating to educational improvement, community wellbeing, and the efficient use of public resources. The temporary (shadow) governing body will consider educational, financial, workforce and community factors collectively when preparing the new school for opening, promoting an integrated approach to service delivery.

Collaboration The temporary (shadow) governing body will bring together representatives from a range of stakeholder groups, including parents, staff, the local authority and the wider community. It will work collaboratively with the governing bodies of Afon-y-Felin Primary School and Corneli Primary School, school leaders, local authority officers and other partners to support the successful establishment of the new school.

Involvement The proposed composition of the temporary (shadow) governing body ensures representation from key stakeholder groups and provides opportunities for parents, staff and community representatives to contribute to decisions relating to the establishment of the new school. This inclusive approach will help ensure that the views and experiences of those affected by the proposal are considered during the transition and implementation process.

The proposal demonstrates all five ways of working set out in the Well-being of Future Generations (Wales) Act 2015 by taking a long-term approach to school improvement, preventing potential implementation risks, integrating educational and organisational objectives, fostering collaboration between stakeholders, and ensuring meaningful involvement in the development of the new school.

6. Climate Change and Nature Implications

6.1 There are no climate change and nature implications arising directly from this information report.

7. Safeguarding and Corporate Parent Implications

7.1 There are no safeguarding or corporate parent implications arising directly from this information report.

8. Financial Implications

8.1 For the first year of the opening of the new school, the school will be formula funded for the appropriate proportion of the financial year - if the school opens in September, it will be resourced for 7 months of the financial year (7/12 of the formula allocation).

8.2 As the former/ other schools are scheduled to be closed during the 2027-28 financial year, the schools will only receive formula funding for the appropriate proportion of the financial year for which they are open – that is if the schools close on 31st August they will only be resourced for the first 5 months of the financial year, equating to 5/12 of the formula allocation.

9. Recommendations

Cabinet is recommended to:

9.1 Approve the establishment of a temporary (shadow) governing body for the new school to be created through the amalgamation of Afon-y-Felin Primary School and Corneli Primary School, in accordance with the relevant Welsh education regulations;

9.2 Approve the size and composition of the temporary (shadow) governing body for the new school, that has been determined including its responsibilities and the appointment of the Clerk, as outlined at section 3 of the report, having regard to the relevant statutory requirements;

9.3 Authorise the temporary (shadow) governing body to undertake all necessary pre-opening activities, including the commencement of the recruitment and appointment process for the Headteacher and the development and agreement of the new staffing structure noting that any appointments will be made in accordance with applicable statutory requirements and agreed policies and procedures;

9.4 Note that Afon-y-Felin Primary School and Corneli Primary School will formally close on 31 August 2027, and that the new amalgamated school and permanent governing body will formally come into existence on 1 September 2027.

9.5 Delegate authority to the Corporate Director – Education and Family Support, in consultation with the Cabinet Member – Education and Young People, to take any necessary consequential actions and make any necessary arrangements arising from the establishment of the temporary (shadow) governing body, provided that such actions are consistent with the decisions of Cabinet and relevant statutory requirements.

Background documents

None.

Meeting of:	**CABINET**
Date of Meeting:	**22 SEPTEMBER 2026**
Report Title:	**WELSH IN EDUCATION STRATEGIC PLAN (2022-2032)**
Report Owner: Responsible Chief Officer / Cabinet Member	**LINDSAY HARVEY CORPORATE DIRECTOR EDUCATION, EARLY YEARS AND YOUNG PEOPLE COUNCILLOR MARTYN JONES CABINET MEMBER FOR EDUCATION AND YOUNG PEOPLE**
Responsible Officer:	**GAYLE SHENTON HEAD OF LEARNING**
Policy Framework and Procedure Rules:	**THERE IS NO EFFECT UPON THE POLICY FRAMEWORK OR PROCEDURE RULES.**
Executive Summary:	**THIS REPORT PROVIDES CABINET WITH AN UPDATE ON THE IMPLEMENTATION OF THE WELSH IN EDUCATION STRATEGIC PLAN (WESP) 2022-2032. THE REPORT PROVIDES BACKGROUND INFORMATION, OUTLINING THE STRATEGIC RESPONSIBILITIES AND PROGRESS DURING YEAR 4 OF IMPLEMENTATION. THE WESP ANNUAL REVIEW REPORT IS SENT ANNUALLY TO WELSH GOVERNMENT.**

1. Purpose of report

1.1 The purpose of this report is to update Cabinet on the implementation and progress of the Welsh in Education Strategic Plan (WESP) 2022-2032 during the 2025-2026 reporting period, highlighting key statutory achievements, and capital programme timelines.

2. Background

2.1 Section 84 of The School Standards and Organisation (Wales) Act 2013 (“the 2013 Act“) requires a local authority to prepare a Welsh in Education Strategic Plan (“the Plan”) and outlines that a plan must contain:

a. a local authority’s proposals on how it will carry out its education functions to:

i. improve the planning of the provision of education through the medium of Welsh (“Welsh-medium education”) in its area; and

ii. improve the standards of Welsh-medium education and of the teaching of Welsh in its area.

b. the local authority's targets for improving the planning of the provision of Welsh-medium education in its area and for improving the standards of that education and of the teaching of Welsh in its area; and

c. an update on the progress made to meet the targets contained in the previous WESP or previous revised WESP.

2.2 The first ten-year plan commenced on 1 September 2022 and will expire on 31 August 2032. The Welsh Government has set a target to increase the number of Year 1 learners taught through the medium of Welsh, from approximately 8% of the cohort to between 14% and 18% by 2032. Each subsequent plan will commence on 1 September in the year in which the previous ten-year plan ends (for example, from 1 September 2032 to 31 August 2042) (see **Appendix 1**).

2.3 Following the submission of the WESP, Welsh Government requested that the Authority submit a five-year WESP. The WESP five-year plan was presented to Subject Overview and Scrutiny Committee 1 on 1 December 2022 and was submitted to Welsh Government by the stipulated deadline of 16 December 2022 (see **Appendix 2**).

2.4 The WESP Annual Review Report for 2025-2026 was submitted to Welsh Government by the stipulated deadline of 31 July 2026 (**see Appendix 3**).

2.5 Bridgend's Local Government Education Services (LGES) was inspected by Estyn in March 2019. Recommendation 4 of the post-inspection action plan (PIAP) was to strengthen the role of the Welsh in Education Forum (WEF) to ensure timely progress in delivering the priorities identified in the WESP.

2.6 The WESP was reviewed as part of the Local Authority Link Inspector (LALI) enhanced visit in January 2025, during which positive feedback was received on the strategic approach and progress in delivering Welsh-medium education priorities (see **Appendix 4**).

2.7 In March 2026, Estyn's LGES full inspection reported positively on progress against the WESP, recognising the effective implementation of WESP priorities and the progress made towards agreed outcomes (see **Appendix 5**).

2.8 The legislative framework has evolved with the Welsh Language and Education (Wales) Act 2025, which received Royal Assent on 7 July 2025 after being passed by Senedd Cymru on 13 May 2025.

2.9 The 2025 Act supports the Cymraeg 2050 strategy to reach a million Welsh speakers by strengthening the role of Welsh in education, with the general aim of ensuring that all pupils in maintained schools in Wales can use Welsh independently when they leave school.

3. Current situation/proposal

3.1 The WEF has been strategically strengthened and is now composed of 33 members representing a partnership of local authority officers, school leaders, and external delivery partners.

3.2 The sub-groups have been restructured from their previous five-group model into four dedicated, outcome-focused sub-groups:

- Outcomes 1 and 2;
- Outcomes 3, 4, and 5;
- Outcomes 6 and 7; and
- Promotion, marketing, and celebrating.

3.3 Each sub-group consists of carefully selected partners, elects its own chairperson and vice-chairperson, and meets in-person once per term prior to the full WEF meeting. The full WEF meets online each term to discuss strategic updates.

3.4 The Authority established a permanent WESP Co-ordinator post in September 2024.

3.5 The WESP is monitored and evaluated in the following ways:

- Progress updates are reported monthly to the senior management team (SMT) of the Education, Early Years and Young People (EEYYP) Directorate.
- The WESP is embedded as a core priority within the EEYYP Directorate Strategic Plan (2023–2026). Progress is tracked and reported monthly via the directorate's internal performance management system (STORI).
- School capital schemes are reported bi-monthly to the School Modernisation Strategic Programme Board.
- The Head of Learning serves as the Authority’s Strategic Lead for the WESP and receives regular operational updates from the WESP Co-ordinator.
- The WESP Co-ordinator meets with the chairs of the sub-groups prior to each termly meeting to align agendas and review progress.
- The WESP Co-ordinator continues to meet regularly with Welsh Government representatives throughout the year to monitor national alignment.
- Each of the four sub-groups implements an annual sub-group development plan derived directly from the WESP.

- During termly in-person sub-group meetings, development plans are updated and each action is RAYG (red, amber, yellow, green) rated to monitor delivery timescales.

- During the termly online WEF meetings, the WESP Co-ordinator presents a comprehensive progress update, inviting sub-group chairs and vice-chairs to present findings, followed by questions and comments.

- Key updates are provided to Bridgend Association of Secondary and Special Headteachers (BASSH) and the Bridgend Primary Federation.

3.6 The WESP Annual Review Report demonstrates progress across the seven statutory outcomes contained within Bridgend's WESP. The main developments during the reporting period are summarised below, with further detail provided under each outcome.

- Reception applications increased from 98 in 2024 to 136 for September 2025.

- 100% of schools are engaged with Siarter Iaith (with 12 schools winning awards).

- The transition rate increased to 100% with all Year 6 pupils attending Welsh-medium primary schools progressing to a Welsh-medium secondary school in September 2025.

- There has been an increase in the number of pupils studying A level Welsh in September 2025 (increased from 16 to 31 pupils) following co-ordinated network promotion.

- 10 pupils have accessed Pont Iaith, our late immersion provision since September 2025.

Outcome 1: More Nursery children/three-year-olds receive their education through the medium of Welsh

- The proportion of three-year-olds receiving Welsh-medium education increased to 10.32% (164 children) in 2025-26, compared with 9.74% (153 children) in the previous year. Demand for Welsh-medium education remains strong, with 158 nursery applications received for the 2026-27 academic year to date, exceeding the 157 applications received for 2025-26, while the application window remains open.

- In direct response to increased demand, the Authority collaborated closely with Ysgol Gymraeg Bro Ogwr to strategically expand its capacity, successfully making 71 nursery places available from September 2026.

- Progress has been made with the Welsh-medium childcare hubs. The Bettws Childcare Hub, Blodeuol is due to open in September 2026, offering highly anticipated full-day Welsh-medium childcare. Additionally, the lease for the Blackmill Childcare Hub was successfully awarded to Mudiad Meithrin, with legal processes and lease negotiations underway to support its planned opening during the 2026–2027 school year.

- To support linguistic continuity, the Welsh-medium cluster secured a £1,700 Mentrau Iaith grant to establish the Cylch i Ysgol transition pilot. Led by Ysgol Gynradd Gymraeg Calon y Cymoedd, this initiative creates a seamless path from early years to primary education through collaborative visits, bespoke transition storybooks, and targeted parental engagement.

- To meet growing demand, a £158k capital bid was submitted to the Welsh Government to build a nursery extension at Ysgol Cynwyd Sant, which will increase capacity from 43 to 60 places. Alongside this, an options paper has been presented to the Corporate Management Team to evaluate opportunities for expanding nursery capacity in the Maesteg area.

- The Authority is actively preparing to transition one of its Flying Start childcare settings to a fully Welsh-medium provision in early 2027, offering both morning and afternoon sessions to families.

- A new Cylch Meithrin in Porthcawl is due to open in September 2026 and has appointed a committee and staff. This provision is supported by the Porthcawl Cylch Ti a Fi and Cymraeg i Blant groups to establish a pipeline of learners ahead of the opening of the Welsh-medium seedling school in Porthcawl.

- Utilising the Cymraeg 2050 grant, the Authority has funded a peripatetic Ti a Fi Officer post until March 2027 to establish and lead new parent-and-toddler groups in high-demand areas.

- Local childcare options have been strengthened by registering a new Welsh-medium childminder in the Brynmenyn area, who is currently being supported to become an approved Flying Start provider.

Outcome 2: More Reception class children/five-year-olds receive their education through the medium of Welsh

- The proportion of Reception-aged pupils educated through the medium of Welsh increased from 6.96% (98 pupils) in 2025 to 10.08% (137 pupils) in 2026. This increase was achieved despite a 12.5% decline in the overall Reception population across Bridgend schools since 2021-2022, indicating that Welsh-medium education continues to attract a growing share of learners.

- 100% per cent of Welsh-medium applicants for Reception, Year 7, or full-time nursery were offered a place at their first-preference school. This growth is further supported by Cabinet's approval of the new Home-to-School Transport Policy 2025, which introduced more generous free transport provisions for Welsh-medium nursery and sixth-form pupils.

- The proportion of Black, Asian, and minority ethnic learners in Welsh-medium schools has increased from 36 pupils (0.16%) in PLASC 2025 to 42 pupils (2.5%) in PLASC 2026.

- Analysis of admissions data has identified continued interest in Welsh-medium education, with 20 parents selecting Welsh-medium education as their second preference and 29 as their third preference when their first preference was English-medium education. Work is underway to build a stronger evidence base on parental preferences, helping to inform future promotion, planning and the continued development of Welsh-medium education.

- The late immersion provision has been branded as 'Pont Iaith', operating with a dedicated name and logo from its base at Ysgol y Ferch o'r Sgêr under a permanently appointed leader, and supported by the Cymraeg 2050 grant for late immersion of £113,078. Pont Iaith welcomed 10 newcomers this year (7 primary and 3 secondary, including 4 Black, Asian, and minority ethnic learners) who attend the Pont Iaith from Monday to Thursday and transition to their registered school on Fridays. To support resettling and asylum-seeking families, Pont Iaith collaborated with Oasis Cardiff and the Authority's Resettlement Team, whilst wider community outreach was achieved through case studies in the Residents' Bulletin and a dedicated stall at Gŵyl Ogi Ogi Ogwr.

- Significant progress has been made across Welsh-medium capital projects, starting with the completion of the £493k double mobile classroom at Ysgol Gymraeg Bro Ogwr in October 2025 to accommodate immediate early years growth. The £5.4m Welsh-medium seedling school in Porthcawl and co-located £971k childcare hub scheme has secured planning approval, with construction progressing towards a June 2027 completion date. For the £48.5m Bridgend West primary project (replacement Ysgol y Ferch o'r Sgêr), planning approval was obtained in July 2025, and a variation request has been submitted to the Welsh Government to address contractor cost increases arising from complex land swap negotiations for the Marlas site. To address secondary capacity, the Welsh Government approved the inclusion of a 10-form-entry Welsh-medium secondary provision in the Strategic Outline Programme, with Cabinet approving the acquisition of a central site in Bridgend to enable the scheme.

- To secure further educational infrastructure, the Authority submitted a £1.65m Welsh-medium Capital Grant expression of interest to Welsh Government. This bid outlines three priority schemes: a nursery extension at Ysgol Cynwyd Sant (£810,968), a dedicated Pont Iaith late immersion centre at Ysgol Gynradd

Gymraeg Calon y Cymoedd (£689,780), and an innovative mobile Welsh promotion vehicle, 'Y Bws Iaith ar Daith' (£150k).

- Preparations are underway for the implementation of the Welsh Language and Education (Wales) Act 2025, with Welsh Government representatives invited to join the Directorate's Extended Management Team meeting and Team Bridgend which consists of EEYYP officers and headteachers

Outcome 3: More children continue to improve their Welsh-language skills when transferring from one stage of their statutory education to another

- Bridgend continues to achieve excellent transition rates with 100% of Year 6 learners (109 pupils) successfully progressed into Year 7 Welsh-medium education at Ysgol Gyfun Gymraeg Llangynwyd in September 2025.

- The high retention rate is driven collaborative transition planning of 'Teulu Llan' Welsh-medium cluster. Joint planning, annual transition updates, and secondary transition from Year 5 ensuring pupils transition between key educational phases with confidence.

Outcome 4: More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh

- The number of learners enrolled in Welsh AS and A-Level courses increased from 16 in 2024–2025 to 25 by the end of the reporting period.

- The increase has been supported through the local authority's e-sgol hybrid learning model. This model aims to maintain the availability of A level courses with smaller class sizes; schools collaborate by delivering courses remotely.

- Ysgol Gyfun Gymraeg Llangynwyd continues to offer a broad range of qualifications, including GCSEs, A levels and vocational programmes in Sports, Criminology, Public Services and Childcare.

Outcome 5: More opportunities for learners to use Welsh in different contexts in school

- 100% of primary schools, secondary schools, special schools and the pupil referral unit (PRU) are engaged in the Siarter Iaith and Cymraeg Campus frameworks during the reporting period.

- Validation visits continued during the year, with 12 schools achieving awards through the Siarter Iaith and Cymraeg Campus frameworks.

- Partnership working continued with Urdd Gobaith Cymru and Menter Bro Ogwr to provide Welsh-medium enrichment opportunities outside the classroom.

During the reporting period, 556 pupils participated in the Urdd Jambori, alongside participation in residential camps, after-school Clwb Bananas provision, lunchtime Clwb Sbort a Sbri sessions, and community projects including the Mari Lwyd Trail and Prosiect 170 Gwlad Gwlad.

Outcome 6: An increase in the provision of Welsh-medium education for pupils with ALN in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018

- Comprehensive, specialist support is available for pupils in Welsh-medium education. This includes the primary Communication and Autism Resource Education (CARE) base at Ysgol Calon y Cymoedd, the MLD Learning Resource Centre (LRC) at Ysgol Cynwyd Sant, and dedicated secondary CARE base and MLD provisions at Ysgol Gyfun Gymraeg Llangynwyd.

- To mitigate the construction delays of the new Bro Ogwr Observation Class, the Authority offers bespoke interim ALN support packages to support pupils to remain in Welsh-medium education.

Outcome 7: Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh

- An analysis of School Workforce Annual Census (SWAC) data identified 76 qualified teachers who are proficient in Welsh and currently employed in English-medium settings, comprising 37 primary school teachers and 39 secondary school teachers. These teachers' Welsh language skills enable them to teach in a Welsh-medium school.

- Workforce language development continued during the reporting period, with 32 practitioners enrolled on National Centre for Learning Welsh courses. These courses ranged from entry-level provision to advanced sabbatical and residential programmes at Nant Gwrtheyrn.

- Ysgol Gyfun Gymraeg Llangynwyd secured funding through the Welsh in Education Workforce Scheme. Funding awarded during the reporting period included £19,500 for a Mathematics Development Grant, £5,000 for Core Subject Upskilling, £20,000 for a Childcare Programme grant and £45,000 for an Early Years Project grant.

- The following activities took place during the reporting period to promote Welsh-medium education and support awareness of Welsh-language opportunities across the county borough.

    - Promotional banners and posters were displayed at local train stations, and Welsh-medium education webpages were regularly updated.

    - The Comms Cymraeg Schedule was delivered through social media activity every Tuesday and Thursday, alongside promotion through the

weekly Residents' Bulletin, which reaches approximately 20,000 to 25,000 residents.

- Siarter Iaith and Cymraeg Campus awards achieved by schools were promoted through the Residents' Bulletin.

- In partnership with Swansea Council and Cymraeg i Bawb, case studies and promotional materials were developed to highlight experiences of Welsh-medium education.

- Pont Iaith was promoted and case studies published in the Residents' Bulletin, Seaside News and Yr Hogwr. Dedicated social media accounts are scheduled to launch in September 2026.

4. Equality implications (including Socio-economic Duty and Welsh Language)

4.1 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 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.

5. Well-being of Future Generations implications and connection to Corporate Well-being Objectives

5.1 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 responsible Wales.

Long term	Supports the statutory duty to provide sufficient pupil places and support the Welsh language.
Prevention	The Council has a statutory duty to promote the Welsh language. The plan will ensure that children and young people will be able to follow a Welsh-medium education.
Integration	The plan supports the promotion of Welsh education in the communities in which the children and young people live.
Collaboration	The Council will continue to work in collaboration to ensure that it achieves its vision as set out in the WESP (2022-2032).
Involvement	Key stakeholders are involved in implementing and monitoring the progress of the WESP (2022-2032).

6. Climate Change and Nature Implications

6.1 There are no climate change and nature implications arising from this report.

7. Safeguarding and Corporate Parent Implications

7.1 There are no safeguarding or corporate parent implications arising from this report.

8. Financial Implications

8.1 There are no financial implications arising from this report.

9. Recommendation

9.1 It is recommended that Cabinet notes the progress made in implementing the Welsh in Education Strategic Plan (2022-2032).

Background documents

None

WELSH IN EDUCATION STRATEGIC PLAN

Name of local authority
Bridgend County Borough Council
Period of this plan
2022-2032

This Welsh in Education Strategic Plan is made under section 84 of The School Standards and Organisation (Wales) Act 2013 and the content complies with the Welsh in Education Strategic Plans (Wales) Regulations 2019[1-2]. We have given due regard to the statutory guidance issued by Welsh Ministers when setting our targets.

Signed: ..... **Date**: .....

(This plan needs to be signed by the Chief Education Officer within your local authority)

[1] The Welsh in Education Strategic Plans (Wales) Regulations 2019
[2] The Welsh in Education Strategic Plans (Wales) (Amendment) (Coronavirus) Regulations 2020

Our ten-year vision for increasing and improving the planning of the provision of Welsh-medium education in our area

Bridgend County Borough Council's Vision

Bridgend County Borough Council's vision aligns with Cymraeg 2050: A million Welsh speakers (Welsh Government, 2017). As a local authority, we want the Welsh language to thrive, and that it is used in every aspect of life. Among those who do not speak Welsh, there is goodwill and a sense of ownership towards the language and a recognition by all its contribution to the culture, society and economy of Wales.

Our vision is to secure favourable circumstances throughout the local authority that support language acquisition and use of Welsh language skills. We want to see an increase in language transmission in the family, early introduction of Welsh to every child, an education system that provides Welsh language skills for all, and greater appreciation of Welsh language skills in the workplace. At the same time, we are committed to supporting people to use Welsh socially, at work, and when accessing services.

The Council's vision for provision of Welsh-medium education and support for the teaching of the Welsh language should:

- deliver the key principles of equality, choice and opportunity for all;
- respect, promote and embody the linguistic and cultural diversity of Bridgend and Wales;
- recognise a common Welsh heritage;
- reflect the social, economic and cultural needs of Wales in the 21st century;
- provide opportunity to reflect on and develop personal identity and a sense of place and community;
- be guided by the Welsh Government's Welsh Language Strategy to reach a million Welsh speakers by 2050, as set out in Cymraeg 2050: A million Welsh speakers (2017); and
- align with other relevant Welsh Government strategies.

To make this vision a reality, our aim is to ensure that the Council and its partners within the county borough undertake the following:

- understand their respective roles within the Welsh in Education Forum (WEF) Strategic Plan in relation to formulating and monitoring the progress of the Welsh in Education Strategic Plan (WESP);
- promote the language to create/ stimulate demand;
- ensure that Welsh-medium provision is available to all children of pre-school age and above whose parents/carers wish them to receive their

care/education through the medium of Welsh, and this within reasonable travelling distance from children's homes;

- ensure a developing continuum from Welsh-medium primary education through to Welsh-medium secondary education, so that pupils who begin their primary education through the medium of Welsh will transfer to a Welsh-medium secondary school and progress accordingly into further and higher education and training;
- ensure all schools and settings respond proactively and with enthusiasm to new the Curriculum for Wales in relation to the languages, literacy and communication Area of Learning and Experience, so that our learners continue to gain meaningful skills and knowledge in Welsh;
- ensure that children and young people with additional learning needs (ALN) receive linguistic equality of opportunity in terms of Welsh-medium education, in line with the Additional Learning Needs and Education Tribunal Act Wales (2018) and the Code of Practice for Wales;
- work in partnership with all schools in order to ensure the highest standard of teaching and learning Welsh and;
- promote the wider development of pupils' Welsh language skills through specific activities and projects, in association with a wide range of local, regional, and national partners.

Our ten-year target

To support Cymraeg 2050: A million Welsh speakers' strategy, Welsh Government has set Bridgend County Borough Council (BCBC) a target to increase the percentage of learners taught through the medium of Welsh from c.8% to between 14% - 18% by 2032 (based on PLASC data of Year 1 learners 2019-2020). This is in accordance with the Welsh in Education Strategic Plans (Wales) Regulations 2019.

There are currently four Welsh-medium primary schools and one Welsh-medium secondary school in the local authority. Two of the four Welsh-medium primary schools are in the north of the county borough, one in the west and one in the south. The Welsh-medium secondary school is based in the north of the County Borough.

BCBC aspires to significantly increase Welsh-medium provision in Bridgend. The target percentage increases which have been prescribed by Welsh Government and the local authority's forecast of the pupil population over the next ten years have been considered.

Currently, in our Welsh-medium schools there are 162 pupil places available for Reception-age learners. The local authority has set a target of 300 Reception places being available for Welsh-medium learners by the end of the plan period, which is an additional 138 additional pupil places. The 300 Reception places equate to ten forms of entry, and the aim is to ensure those places are filled.

This WESP sets out BCBC's plan over the next ten years to increase and improve the planning of Welsh-medium education. It will build on progress made during our

previous WESP (2017-2022) and set out the actions we will take to achieve our targets.

These include:

- increasing Welsh-medium sessional childcare places (creating potential for 176 additional sessional sessions) by establishing four new Welsh-medium childcare hubs through the childcare offer capital grant;
- increasing the number of Welsh-medium Nursery school places, through the Sustainable Communities for Learning Programme by expanding two of our Welsh-medium schools during the first five years of the plan;
- taking forward commitments made in Cabinet to establish a one-form-entry Welsh-medium provision in Porthcawl and a one-form-entry provision in Bridgend South-East which would be subject to Cabinet approval.
- scoping/exploring options to relocate and expand YGG Llangynwyd to a 3-19 school;
- developing a clear and robust programme for delivering Welsh-medium latecomer provision, so that learners entering the Welsh-medium sector at a later stage (Key Stage 2 or Key Stage 3) are able to follow a course of intensive immersion learning before continuing on their education journey in a Welsh-medium school; and
- continuing to work collaboratively with our WEF and relevant sub-groups to continually review and improve how we provide our parents and guardians with information about Welsh-medium education and the opportunities it brings to becoming bilingual.

How we will work with others to achieve our vision

There is an established and effective WEF in Bridgend.

To prepare the ten-year WESP, a planning day with WEF members was held in summer term 2021. All WEF members were invited to contribute to the plan and each outcome was led by a WEF member. Templates were provided for members and their respective organisations to submit any further comments for the WESP by a given deadline in summer term 2021.

Monitoring will take place termly at each WEF. The membership of the WEF has been updated and is contained within the draft terms of reference to be adopted in conjunction with the WESP ten-year plan. The membership (subject to ratification) is as follows:

BCBC officers

- Group Manager - Learner Support (Chair)
- Corporate Director - Education and Family Support
- Cabinet Member (Education)
- Finance Officer
- Principal Advisor Employee Relations
- Schools Programme Manager

- Group Manager - Business Support
- Group Manager - School Support
- Early Years and Childcare Manager
- Family Information Service and Childcare Development Officer
- Consultation Engagement and Equalities Manager
- WESP Coordinator

BCBC schools

- Welsh-medium headteacher representatives x 2
- English-medium headteacher representatives x 2
- Welsh-medium chair of governors representative x 1
- English-medium chair of governors representative x 1
- Welsh-medium teacher representative x 1
- English-medium teacher representative x 1

Partners

- Welsh for Adults (Glamorgan) representative x 1
- Menter Bro Ogwr representative x 1
- Mudiad Meithrin Cymru representative x 1
- Central South Consortium representative x 1
- Rhieni dros Addysg Gymraeg (RhAG) representative x 1
- Urdd Gobaith Cymru representative x 1
- Further education representative x 1
- Higher education representative x 1
- Welsh Government representative x 1

The WEF has agreed to establish several sub-groups to support the delivery of the WESP. The promotion of Welsh-medium education, and how demand can be stimulated to achieve the targets outlined in the WESP, as well as the Council's Welsh Language Strategy 2021-2026 will be key considerations.

Any sub-group established through the WEF will be supported by its own, individual terms of reference. The chair of each sub-group will be agreed by the WEF and will be expected to provide regular updates at each WEF meeting.

Outcome 1

More nursery children/three-year-olds receive their education through the medium of Welsh

The Childcare Sufficiency Assessment (CSA) offers Bridgend a clear evaluation of the spread and availability of childcare within Bridgend County. As part of the CSA, an action plan is developed. The action plan reflects demand and considers local factors such as suitable accommodation opportunities within the identified community areas with potential gaps**.**

Childcare availability reflects demand with availability for childcare being denser in areas of higher employment (that is, the towns within Bridgend County such as Maesteg, Porthcawl and Bridgend Town itself). This more intense availability reflects the demand and therefore impacts on sustainability when considering new development.

The current plan to develop Welsh-medium childcare recognises gap areas with the planned development to be offered in the Ogmore Valley, the Garw Valley, Bridgend east and Porthcawl.

Within Bridgend provision is outlined in the table below.

Day nurseries	21
Sessional childcare providers	9
Flying Start	10
Childcare minders	53
Cylch Meithrin providers	6 (7 if you include Cylch Meithrin Blaenllynfi which is Dechrau'n Deg only).
Out-of-school providers	17

The number of places in each setting differs according to the ages of the children attending on any one day. However, there are approximately 2,372 English-medium childcare places and approximately 160 Welsh-medium childcare places.

BCBC successfully received an approved bid for funding through the Welsh Government childcare grant to develop four Welsh-medium childcare hubs. For reference the local authority has decided to call these Cymraeg 2050 childcare hubs. The Cymraeg 2050 hubs are progressing well. The project at Betws is scheduled for completion in September 2022, with the Ogmore Valley scheme completing by November 2022. There are a further two Welsh-medium childcare projects planned for the county borough.

The aim of the Cymraeg 2050 childcare hub programme is to provide 16 sessional Welsh-medium childcare places, together with six places for 0 to 2 provision and wrap-around/out-of-school provision, which would operate for 52 weeks of the year at each of the four settings.

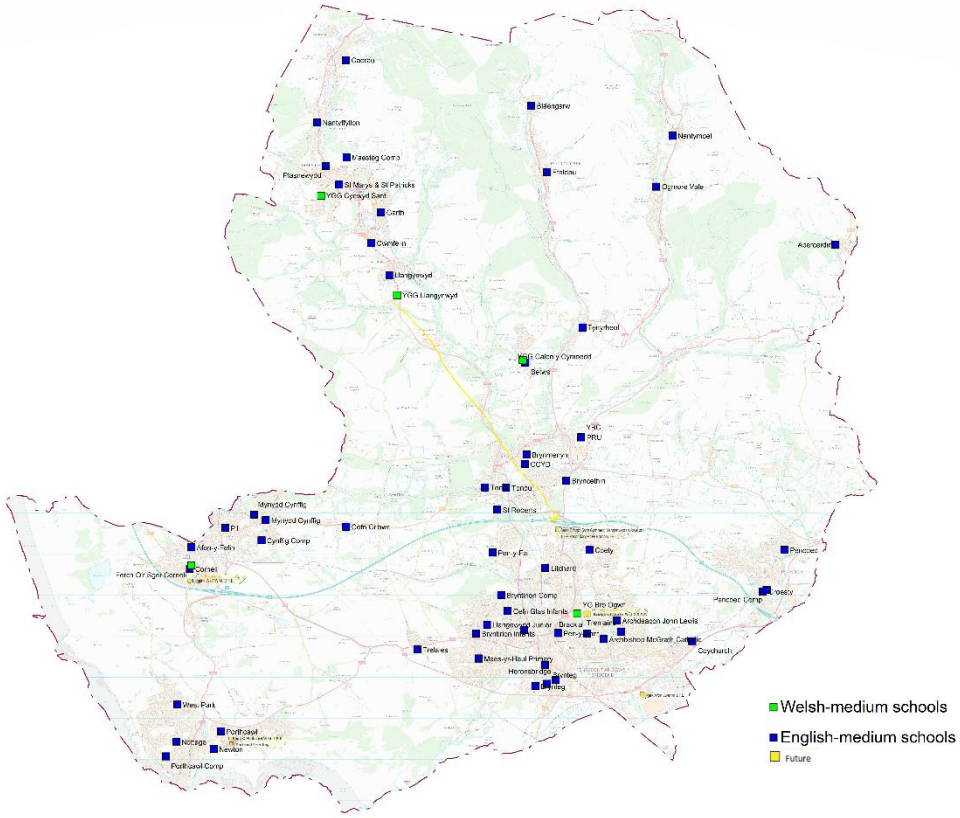
This will offer the local authority a potential for an additional 176 Welsh-medium places available.

Collaboration with key partners and stakeholders such as Mudiad Meithrin, RhAG, Urdd, Bridgend College and Menter Bro Ogwr are key to the long-term success of these new childcare provisions. The post-pandemic instability of the childcare sector continues to be of concern. Support will be on-going from the Bridgend Childcare Team, with partnership with key stakeholders forming an important role in the development of the new settings.

There are plans to offer additional Welsh-medium childcare places at the Flying Start Brackla setting via a pilot of Welsh-medium provision provided in a separate session. The Flying Start team are working closely with colleagues in Mudiad Meithrin who are supporting staff to undertake Welsh language training, together with a member of Mudiad Meithrin staff supporting the setting on a fortnightly basis attending session and modelling the use of the Welsh language.

Information contained in the school admissions policy for the relevant year and in the annual starting school's booklet, highlight the choices available to parents regarding Welsh-medium schools and the criteria for over-subscription in line with the local authority's statutory duty. Schools are categorised as Welsh-medium in the annual admissions policy.

In the case of Welsh-medium education, the local authority offers any pupil who is unable to be accommodated at their local Welsh-medium school, a place in the next nearest Welsh-medium school in Bridgend, if that is requested. This includes the provision of free home-to-school transport where the walking distance from home to school is greater than two miles for primary school children and greater than three miles for secondary school pupils.



The local authority will identify the advantages and disadvantages of Welsh-medium catchment areas. The local authority will, following the review, determine the inclusion of Welsh-medium catchment areas for future school admission rounds.

To further support information already available the local authority has developed information for parents entitled “Pam Dewis Cymraeg - Why Choose Welsh”. More specific setting information is also available online and via the Family Information Service. This information is available electronically. However, the local authority ensures this information is made available at each place that parents and expecting parents receive services. Within their induction to the programme Flying Start Health Visitors receive information to share with parents regarding the benefits of Welsh-medium childcare and education.

Within Bridgend, expectant parents have information attached to the ante-natal ‘red book’ which is sponsored by Gymraeg Cymraeg i Blant. The local authority uses all opportunities to maximise information available and ensures this information is then easily available to parents and carers.

Bridgend is fully compliant with the Welsh-language measure, all information available to parents is available in both Welsh and English. A clear focus on the absolute benefits of the immersion approach and the clear benefits that a full Welsh-medium education and experience can offer are very clear within the document.

The commitment to the WESP and its ambitions for Bridgend runs across the Early Years’ Service. Team members are encouraged to be knowledgeable, to enable parents to receive correct and effective accurate information. The staff who provide this information are informed but are also able to seek wider support as required. Staff can always benefit from enhanced information. However, the early years’ service is confident that parents can effectively access correct and timely information. The early years’ service has a team member who can discuss this matter with parents via the medium of Welsh.

Family Information Services are delivered via the Bridgend County Borough Council (BCBC) Customer Service Team, if this team feels more in-depth information regarding Welsh-medium provision is required, the service will signpost parents and carers to the relevant service.

Data shows that the numbers of children transitioning from Welsh-medium early years to Welsh-medium nursery provision has increased from 50% to 66%. Transition rates vary from cylch-to-cylch. We will continue to work with Mudiad Meithrin to ensure transition rates continue to improve and address any areas of concern.

Transition data: Cylch Meithrin to schools, 2018 – 2019
(All data provided by Mudiad Meithrin)

Name	**Number transferred to school**	**Number transferred to Welsh-medium schools**	**Number transferred to English-medium schools**	**% Transferred to Welsh-medium education**
Cynwyd Sant	13	12	1	92.31%
Lon y Parc	9	8	1	88.89%

Gwdihŵ	9	2	7	22.22%*
Pencoed	39	18	21	46.15%*
Plant Bach Sarn	25	13	12	52.00%
Porthcawl	23	2	21	8.70%*
Tabernacl	8	3	5	37.50%*
Y Diwlith	18	17	1	94.44%
Y Sgêr	18	11	7	61.11%

Transition data: Cylch Meithrin to schools, 2019 – 2020
(all data provided by Mudiad Meithrin)

Name	**Number transferred to school**	**Number transferred to Welsh-medium schools**	**Number transferred to English-medium schools**	**% Transferred to Welsh-medium education**
Betws	Closed	-		
Cynwyd Sant	9	9	0	100.00%
Dechrau'n Deg Lon y Parc	6	5	1	83.33%*
Gwdihŵ	10	1	9	10.00%*
Pencoed	36	19	17	52.78%
Plant Bach Sarn	37	20	17	54.05%*
Porthcawl	Closed	-		
Tabernacl	Closed	-		
Y Diwlith	17	16	1	94.12%*
Y Sgêr	27	20	7	74.07%

Transition data: Cylch Meithrin to Schools, 2020 – 2021
(all data provided by Mudiad Meithrin)

Name	Number transferred to school	Number transferred to Welsh-medium schools	Number transferred to English-medium schools	% Transferred to Welsh-medium education
Cynwyd Sant	18	18	0	100.00%
Dechrau'n Deg Lon y Parc	8	6	2	75.00%
Gwdihŵ	8	1	7	12.50%*
Pencoed	29	13	16	44.83%
Plant Bach Sarn	20	12	8	60.00%
Y Diwlith	12	11	1	91.67%
Y Sgêr	16	11	5	68.75%

The reasons why children do not always transition into Welsh-medium education from Welsh-medium childcare are complex with no clear trend. A review undertaken previously identified some potential reasons such as, uncertainty over nursery place availability at Welsh-medium schools, lack of nursery places within their community within a reasonable distance from the home, travel distances and arrangements.

The local authority remains committed to improving transition rates, with the commitment shared with all key stakeholders in the sector. The Welsh-medium schools and Welsh-medium childcare provisions will work together to achieve this improvement.

There are 312 English-medium places available within the Flying Start programme.

There are 77 Welsh-medium places available within the Flying Start programme.

19% of the Flying Start places are available via the medium of Welsh.

In summer term 2021 for Flying Start, seven children attended Cylch Meithrin Sgêr, five attended Cylch Meithrin Plant Bach and two attended Cylch Meithrin Cynwyd Sant.

The following are the Flying Start budgeted places:

Cylch Meithrin Y Sgêr	16
Cylch Meithrin Cynwyd Sant	8
Cylch Meithrin Plant Bach	12
Dechrau'n Deg Blaenllynfi	12

Parents within the Flying Start eligible areas are provided with comprehensive information regarding the opportunity and benefits of receiving their Flying Start provision via the medium of Welsh. Communities where take up of the Welsh-medium offer is highest is the community where the Welsh-medium primary school is based.

The following table details the Welsh-medium provision available in each Flying Start area:

Flying Start area	**Welsh-medium provision**
Afon y Felin	Cylch Meithrin Sgêr
Bettws	New Cymraeg 2050 provision opening September 2022
Blackmill and Lewistown	New Cymraeg 2050 provision opening October 2022
Brackla	Welsh-medium afternoon session/50% (16 places) of provision through the medium of Welsh from January 2023
Caerau	Flying Start Blaenllynfi
Cefn Glas	Planned Cymraeg 2050 provision in Bridgend Town
Garth	Cylch Meithrin Cynwyd Sant
Plasnewydd	Cylch Meithrin Cynwyd Sant
Sarn	Plant Bach Sarn
Wildmill	Planned Cymraeg 2050 provision in Bridgend Town

This will bring the percentage of places available via the medium of Welsh to 24%.

Following the announcement of the expansion of the Flying Start programme the local early years' team, colleagues are developing a strategic plan on the delivery of this vision. Areas initially identified for the expansion are Pyle and Maesteg West. Welsh-medium provision and places are

available within both identified areas with a Cylch Meithrin at North Cornelly already offering Flying Start provision and two Cylch Meithrin at Maesteg one of whom is already a Flying Start setting.

The Cylch Meithrin in North Cornelly is committed to accommodating children from the expansion area and will employ additional staff to increase the number of Welsh-medium places in the setting. The local authority is confident parents in the expansion area will be able and encouraged to access Welsh-medium Flying Start provision.

Recruitment to Welsh-medium childcare posts in Bridgend is complex and despite focussed efforts on addressing, the issue remains an area for development. The Early Years' Team continues to work closely with colleagues at Bridgend College who offer a high-quality early year's training programme. Students from Bridgend College are supported to access practical placement opportunities in the Welsh-medium settings. All early years staffing within Bridgend receive focussed training and continuous development opportunities to increase confidence around the use of the Welsh language.

Bridgend has in place a focus on the assessment of childcare practitioner's skills and confidence regarding their use of the Welsh language and can support training to raise standards and skills based on the findings of the assessment tool used.

The Childcare Team has re-introduced a training bursary for all settings to apply. This can include Welsh development as a whole provision, or individuals. This development will be particularly encouraged to support the development of the Welsh language across all settings. This can also be utilised for individual staff members within the Cylchoedd who require more advance learning, supporting full immersion.

Where do we aim to be within the first five years of this plan and how we propose to get there?

- At the end of the first five years of the plan, additional provision for three-year-olds will be available at Ysgol Gymraeg Bro Ogwr (90 places), Ysgol Y Ferch O'r Sgêr (60 places) and once the seedling school has received Cabinet approval this would create an additional 30 places in Porthcawl.
- Increase Flying Start Welsh-medium childcare provision by purchasing places at the proposed four Cymraeg 2050 hubs.
- In January 2022, a Cylch Meithrin in the middle of Bridgend Town was to open with Mudiad Meithrin working with a company called "Flourish." This is anticipated to come to fruition.
- The project at Betws is scheduled for completion in September 2022, with the Ogmore Valley scheme completing by November 2022. There are a further two Welsh-medium childcare projects planned for the county borough.
- The timeline for the remaining Welsh-medium childcare project planned for Porthcawl will be determined following the feasibility stage of the project.
- We will make the Welsh-medium offer an offer for all parents – ensuring that all early years' staff and local Flying Start teams are familiar with the Cymraeg 2050 strategy and are confident in sharing local information with all their parenting groups.
- Recruitment to Welsh-medium childcare posts will be an area for development. We will continue to work with our partners in Bridgend College and Mudiad Meithrin to identify gaps and respond accordingly.
- We will promote the Welsh-medium offer alongside other Council events/promotions, namely childcare offers, fun days at local community centres or hubs.

- The local authority will review its Welsh-medium catchment areas. The local authority will, following the review, determine the inclusion of Welsh-medium catchment areas for future school admission rounds.
- Increased engagement of parents/carers will be a focus with the commencement of the ten-year WESP. Early years' services regularly seek parents' views and are focussed on ensuring that parents views and concerns are responded to effectively and on an ongoing basis. This information will be analysed and feed into any developments.
- Effective support for parents focussed on supporting decisions regarding a Welsh-medium education for their child will include homework clubs and Welsh language classes for non-Welsh speaking parents.
- Work will continue in the development of the early years pages on the BCBC website, focusing on the Family Information Service (FIS) aspect. This work is a priority for the first two years of the ten-year WESP.
- There are planned developments to the Flying Start webpage on the BCBC website, which will include information regarding Welsh-medium settings available as part of the Flying Start offer for 2022-2023 where school admissions deadlines and information will be included.
- The local authority will monitor the use of Welsh Government marketing campaigns. A working group has been designed to identify potential improvements to the school admission process. The process is being reviewed to ensure that all parents can access this process effectively including parents who are seeking Welsh-medium provision. The information developed to support parents includes a section regarding myth busting. There is also a focus to ensure that the information is clear and easy to find. The development of a video will also be considered. This work will feed into the WEF.
- Share key bilingual messages on Council social media channels/mailshots to coincide with application for nursery/school places.
- The local authority will develop a strategic process and protocol in partnership with Welsh-medium school head teachers, Cylch Meithrin staff, Mudiad Meithrin and colleagues from the sector to set out clear principles to support and improve the transition from early years childcare provision into early years education places.
- The local authority will develop an action plan where all partners involved in transition are clear regarding responsibilities and actions that will increase and support strong transition practices and outcomes to improve the current rate of transition. Transition rates will continue to be analysed.
- Plans to improve transition will include actions such as open days/visits to Welsh-medium settings, literature for parents, and a visit to the school. The school team could meet with parents and address fears and concerns namely, letters to parents and support with homework.
- The partnership with Mudiad Meithrin will be further strengthened to encourage more effective planning and ensure actions within the ten-year WESP can be delivered.
- Recent developments to continue to support the childcare sector is the development of three new Flying Start funded Ti a Fi settings in collaboration with three of the four Welsh-medium primary schools and Mudiad Meithrin.
- Childcare in Bridgend reflects the community it serves. Welsh speaker numbers and the number of childcare places available are undoubtedly linked. The focus for Flying Start and wider early years services is to increase this level of provision.

Where do we expect to be at the end of our ten-year plan?

The ambition to increase the percentage of learners taught through the medium of Welsh to 14-18% is effective.

We aim to establish:

- a one-form-entry school at Bridgend South-East, subject to formal Cabinet approval which could create an additional 30 Welsh-medium places for three-year-olds; and
- a one-form-entry school at Porthcawl which could create an additional 30 places for three-year-olds.

Key data

The following annual projections have been calculated using the base data provided by Welsh Government (that is, 2019-2020) and incrementally increased in line with anticipated uptake in Welsh-medium education and the planned additional pupil places being available during the period of the ten-year plan, as programmed.

The 2031-2032 target of 275 full-time nursery learners aged 3 to 4 (that is, 17.57%) sits between the lower and upper range target (that is, 14%-18%). The number of part-time learners aged 2 to 3 fluctuate annually as the number of places available depends on the take-up of full-time places. Therefore, those learners have been excluded from the calculation. The target is ambitious. However, it is considered achievable, should all the deliverables within the plan come to fruition.

Numbers and percentages of three-year-olds receiving their education through the medium of Welsh

2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
150 9.58%	160 10.22%	170 10.86%	190 12.14%	200 12.78%	205 13.10%	235 15.02%	250 15.97%	265 16.93%	275 17.57%

Outcome 2

More reception class children/five-year-olds receive their education through the medium of Welsh

Currently in our Welsh-medium schools, there are 162 pupil places available for Reception age learners (2020-2021 data). The local authority has set a target of 300 Reception places being available for Welsh-medium learners by the end of the plan period. The 300 reception places equate to a total of 10 forms of entry, and the aim is to ensure those places are filled. The 300-place target is applicable to each primary year group. This is essential to ensure continuity in education. By increasing the number of reception places from 162 to 300, it is reasonable to assume that most of those learners will transition into Year 1 and therefore, the target for both year groups must correspond.

The Welsh-medium targets have been calculated as per Welsh Government's methodology which sets out how local authorities should comply with the provisions in relation to their Welsh in Education Strategic Plans. The targets are based on incrementally growing the number of year 1 pupils taught through the medium of Welsh from the 2019-2020 baseline.

Bridgend's lower range target (provided by Welsh Government) for 2030-3031 is 215 learners (14%) and the upper range is 275 learners (18%).

The following table sets out the total take up of the available school places for reception aged learners from January 2018–2021:

January 2018	January 2019	January 2020	January 2021
129	121	122	140

On average, over the period of the last plan, 79% of the 162 Welsh-medium Reception pupil places available were filled.

Demand for Welsh-medium places has been more prevalent in the south-east area of the county borough, which has made meeting the current as well as growing demand for Welsh-medium provision in this area challenging. Cabinet commitment is already in place to deliver Welsh-medium provision for this area with the proposed replacement (and enlarged) YG Bro Ogwr which will create additional capacity. To meet the current demand for school places at Ysgol Bro Ogwr, the local authority successfully obtained in principle funding during 2021-2022 through the Welsh Government to provide additional temporary classroom accommodation on the school's current site. This work is currently in progress.

However, the demand for Welsh-medium places in the south-east of the county borough is recognised and as such we will seek formal Cabinet approval to establish an additional one-form-entry Welsh-medium primary school in Bridgend South-East.

Further housing developments identified in the Local Development Plan (LDP), will likely lead to increased demand. The local authority has recently undertaken consultation on the new LDP. The Plan will be submitted to the Welsh Government in 2022. In due course, the plan will be subject to public examination prior to adoption. It is anticipated that the process will conclude March/April 2023.

Cabinet commitment has already been received to create a one-form-entry Welsh-medium school in the Porthcawl area (linked to the Porthcawl Regeneration Scheme). Following a successful bid for funding through Welsh Government's Welsh-medium capital funding grant, we will be looking to establish the seedling school provision in Porthcawl within the first five years of the plan. This scheme would inherently connect to a longer-term proposal to create a new one form entry school in Porthcawl (linked to wider housing development schemes).

The delivery dates for these schools are both linked to wider housing developments coming online, and both development sites (Porthcawl and Bridgend South-East) are proposals which are in the process of being considered for Bridgend's new LDP.

In addition, the local authority is currently undertaking an options appraisal identifying potential candidate sites in respect of relocating Ysgol Gyfun Gymraeg Llangynwyd to a more central location within the County Borough. the proposal includes developing the school into an all-through 3 to 19 school, with a one-form-entry primary provision under consideration. The outcome of the options appraisal will be reported to Cabinet in due course and a decision taken regarding the way forward will be subject to Cabinet approval and funding through the Welsh Government's Sustainable Communities for Learning Programme (Band C).

At this point in time, Band C schemes are at a very early stage in the process and would be subject to statutory school organisation code consultation and Welsh Government business case processes. Currently, it is not possible to provide an accurate timescale for delivery of the schools. However, it is anticipated that they will be delivered within Band C of the local authority's School Modernisation Programme. The local authority will continue to seek grant funding opportunities from the Welsh Government for capital build projects. Business cases will be robust and will clearly demonstrate the need for investment in Welsh-medium education.

As a local authority, we understand that not all learners will follow the same journey into Welsh-medium education, with some learners introduced to Welsh-medium education at a later entry point. Learners coming into Welsh-medium education before the age of seven can, in principle, be accommodated within the mainstream school setting, being immersed in the Welsh language as all other children attending a Welsh-medium school. However, from the age of seven onwards, this can be more challenging and learners wishing to attend Welsh-medium education at this time would normally require late immersion support.

Currently Welsh-medium primary schools and the Welsh-medium secondary school within the local authority manage their own latecomer learners. Each school provides information and guidance for parents and carers upon request. However, to provide learners with the support they need to continue their education in a Welsh-medium school setting, we recognise the benefit of having an established late-immersion unit to serve our own learners within the local authority area.

During 2021-2022, Bridgend was successful in obtaining grant funding from the Welsh Government to review and plan a way forward in this important area. In conjunction with the Vale of Glamorgan Council, we commissioned a review report seeking options to develop joint provision with our neighbouring local authority as well as exploring standalone Welsh-medium primary and secondary immersion provision within Bridgend. Further funding to support development in this area has been recently announced by the Welsh Government and we will be looking to build on the work undertaken during 2021-2022.

We want to ensure that a high-quality Welsh late immersion service is available for late comers so that learners can become fluent in Welsh and attend mainstream Welsh-medium schools. Consideration will be given to the requirements establishing the unit within the period of the plan, and in the short-term, alternative interim measures will be put in place (that is, funding schools for additional late comer support and/or collaboration with other authorities where immersion units have already been established).

The local authority will develop an overarching late comers' policy document which will aid schools, parents, and carers. The document will detail the opportunities for late comers, provide guidelines, procedures, responsibility, and accountability. The policy document will be drafted and adopted within the first year of the plan period.

In the case of Welsh-medium education, the local authority offers free home-to-school transport where the walking distance from home to school for primary aged children is greater than two miles or more and for secondary pupils three miles or more.

If any pupil who is unable to be accommodated at their local Welsh-medium school, a place in the next nearest Welsh-medium school in Bridgend is provided, if that is requested. This includes the provision of free home-to-school transport subject to the aforementioned distance thresholds.

Where do we aim to be within the first five years of this plan and how we propose to get there?

During the first five years of the plan, the local authority, with support from the Welsh Government's Sustainable Communities for Learning capital funding programme, commits to:

- Providing a new build and enlarge Ysgol y Ferch O'r Sgêr from its existing PAN of 30 to 60 to serve the West of the County Borough. The proposal has already been subject to a consultation process under the School Organisation Code and Cabinet approval has been received. The new school is programmed to open in September 2024.
- Enlarge and relocate Ysgol Gymraeg Bro Ogwr to an alternative nearby site to meet the current and future demand for Welsh-medium education in the Valleys Gateway, Bridgend and Pencoed areas of the county borough. The new school is scheduled to open in September 2025 with an increased Pupil Admissions Number (PAN) of 75 (that is, 2.5 forms of entry). The current PAN is 54.
- Secure temporary additional classroom provision for Ysgol Bro Ogwr in the interim period between 2022-2025 following approval of funding through the Welsh-medium capital grant.

- Establish seedling school provision in Porthcawl by 2024.
- Complete site options appraisal for YGG Llangynwyd by 2022-2023 with a site feasibility study completed by 2023-2024.
- Scope options to progress Porthcawl and Bridgend South-East Welsh-medium primary provision linked to the soon to be consulted on LDP.

The above projects will result in the total number of pupil places for Welsh-medium reception learners increasing from 162 pupil places to 210 (that is, 7 forms of entry) by the end of the first five years of implementation of the plan.

In addition to these school organisation proposals, we will also:

- Work with our WEF to develop a promotion and communications plan within the first year of the WESP which considers and addresses the barriers to choosing a Welsh-medium education, accessibility; and proximity of provision.
- Within the first year of the WESP, we will consider the recommendations from the review undertaken with regards to developing a local late immersion provision and utilise the immersion grant to support the developments.
- The local authority in partnership with Central South Consortium (CSC) will provide professional learning and resources for teachers in Welsh-medium schools on how best to support latecomers. CSC will facilitate the sharing of good practice across the region in this area in collaboration with the current Welsh Immersion Unit in Cardiff and any other emerging provision going forward.
- Review the information regarding a Welsh-medium education which is detailed on the local authority's website to ensure that parents applying for places can easily navigate to the correct pages and locate relevant information.
- continue to maximise grant funding opportunities from Welsh Government to support the targeted increase in Welsh-medium primary provision.
- continue to explore potential opportunities for delivering schemes wholly or partly via section 106 agreements, as a contribution for education places to serve new housing developments, where applicable.

Where do we expect to be at the end of our ten-year plan?

Subject to funding and the proposals detailed in the outcome coming to fruition, at the end of the ten-year plan period we would expect:

- There will be a total of 10 forms of entry at primary school level, thereby increasing the number of places for reception age learners from 162 to 300.
- 300 places across the county borough would be available for 5-year-olds by the end of the plan period. However, it is expected that not all places would be filled, hence the target of 265.
- Following the result of an options appraisal undertaken in the first five years of the plan identifying potential candidate sites in respect of relocating Ysgol Gyfun Gymraeg Llangynwyd to a more central location within the County Borough. the proposal includes developing the school into an all through 3 to 19 school, with a one-form-entry primary provision under consideration. The outcome of the options appraisal would have been reported to Cabinet in the first five years and a decision taken regarding the way forward would have been subject to Cabinet approval and funding through the Welsh Government's Sustainable Communities for Learning Programme (Band C).

- The local authority will have an established local late immersion facility.

Key data

The following annual projections have been calculated using the base data provided by Welsh Government (that is, 2019-2020) and incrementally increased in line with anticipated uptake in Welsh-medium education and the planned additional pupil places being available during the period of the ten-year plan, as programmed.

The 2031-2032 target of 265 reception pupils (that is, 16.93%) sits between the lower and upper range target (that is, 14%-18%). Should all the planned 300 pupil places fill, this would result in 19.16% of reception age pupils would be in receipt of a Welsh-medium education. The 16.93% mid-point target is ambitious. However, it is considered achievable, should all the deliverables within the plan come to fruition.

Numbers and percentages of five-year olds receiving their education through the medium of Welsh									
2022 – 2023		2023 – 2024		2024 – 2025		2025 – 2026		2026 – 2027	
140	8.94%	150	9.58%	160	10.22%	170	10.86%	190	12.14%
2027 – 2028		2028 – 2029		2029 – 2030		2030 – 2031		2031 – 2032	
200	12.78%	205	13.10%	235	15.02%	250	15.97%	265	16.93%

Outcome 3

More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another

The data table below tracks the numbers of pupils transferring from one year in Year 6 into Year 7 the following year. Although it shows a decrease in numbers from Year 6 to Year 7 each year, it is encouraging that the 'leakage' has reduced since 2017. The local authority regularly analyses the data to look for patterns and specific reasons for the 'leakage'. There isn't one contributing factor as to why this occurs.

Welsh-medium primary schools Year 6 pupils	YGG Llangynwyd Year 7 pupils	Percentage increase/decrease
PLASC 2016	PLASC 2017	
122	110	- 9.84%
PLASC 2017	PLASC 2018	
119	114	-4.2%
PLASC 2018	PLASC 2019	
110	106	-3.64%
PLASC 2019	PLASC 2020	
131	125	-4.58%
PLASC 2020	PLASC 2021	
113	112	-0.88%

It is pleasing to note the growth observed in numbers after the opening of the new school YGG Calon y Cymoedd (opened January 2019) (formerly YGG Cwm Garw). Please see table below.

PLASC Data All Pupils YGG Cwm Garw/YGG Calon y Cymoedd
(opened January 2019*)

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	
2015	31	13	23	21	17	18	18	13	154	
2016	23	31	15	21	20	17	17	18	162	5%
2017	20	21	29	14	21	17	15	17	154	-5%
2018	31	20	18	26	13	20	16	12	156	1%
2019*	27	28	21	20	28	14	20	15	173	11%
2020	35	23	29	23	21	30	13	20	194	12%
2021	35	30	25	30	28	22	29	14	213	9.7%

Welsh-medium proportion of the whole cohort for Year 3

YEAR 3 PUPILS (age 7-8) *excluding special schools and excluding dual registrations							
PLASC Year (January)	**Ysgol Bro Ogwr**	**Ysgol Cwm Garw/Ysgol Calon y Cymoedd (opened in January 2019)**	**Ysgol Cynwyd Sant**	**Ysgol y Ferch o'r Sgêr**	**Total Welsh-medium Year 3 cohort**	**Year 3 cohort for all schools***	**Percentage of Year 3 pupils in Welsh-medium education**
2016	65	20	37	27	149	1631	9.14%
2017	41	21	37	25	124	1593	7.78%
2018	55	13	41	29	138	1694	8.15%
2019**	64	28 **	41	29	162	1780	9.10%

2020	53	21	38	24	136	1713	7.94%

Given the small numbers involved, any difference year-on-year needs to be interpreted cautiously because a small change can impact on the proportions (for example, one family move in/out of the area or a new school opens). The figures above show a similar pattern over the years with little variation. As part of our aspiration to meet ambitious targets set by Welsh Government, there has been a significant amount of promotional work designed to encourage more families to consider Welsh-medium education for their child/ren. Given that these are pitched at mothers/fathers/carers from the birth of their child/ren, we anticipate that the increase in numbers should begin to feed through to Year 3 in approximately five years' time.

While the actual number has decreased from 2019-2020, this is reflective of the smaller cohort. The proportion of the cohort learning through the medium of Welsh has remained like previous years, although 2019 showed a slightly higher figure – potentially related to the opening of YGG Calon y Cymoedd in January 2019.

Where do we aim to be within the first five years of this plan and how we propose to get there?

- The analysis of data, target setting, monitoring and evaluation of transfer rates from each phase of statutory education will be a priority within the first five years of the WESP.
- The increase in numbers should begin to feed through to Year 3 within the first five years of WESP.
- Promotion of strategies for the effective use of Welsh in formal and informal situations across all sectors and age ranges will continue to be developed and monitored by WEF.
- The local authority will work closely with CSC and targeted schools where transition rates may be a cause of concern and publish resources to support and reassure parents/carers regarding transition between phases.
- Facilitate collaboration between primary and secondary schools to produce resource that promote linguistic progression to parents/carers;
- Provide opportunities for Welsh-medium schools to engage in initiatives to monitor linguistic progression (for example, comparative judgement).

- Advice, professional learning and resources will be provided to support schools to implement Welsh across the curriculum thus increasing the amount of learning provision offered. The sharing of good practice across the region in a variety of ways (for example, webinars, podcasts, blogs and learning walks).

Where do we expect to be at the end of our ten-year Plan?

- This WESP sets out BCBC's plan over the next ten years to increase and improve the planning of Welsh-medium education.
- It is the local authority's expectation that we would not lose children at critical transition points and increase the rates of transfer.

YGG Llangynwyd
Projections January 2021-2029 - including WESP target

Year/ Age	7 11-12	97% 8 12-13	98% 9 13-14	96% 10 14-15	99% 11 15-16	57% 12 16-17	74 % 13 17-18	Total	Total new build	Total new pupils 11 - 16	Total new pupils postl-16	Revised total 11-18
2015	114	80	108	98	84	65	58	607				
2016	108	114	77	109	99	55	55	617				
2017	110	106	110	75	105	69	42	617				
2018	114	107	106	104	75	65	53	624				
2019	106	108	102	102	102	45	49	614				
2020	125	106	106	99	101	53	32	622				
2021	112	123	107	103	98	66	48	657	449	6	1	665

2022	120	109	121	103	102	56	49	660	269	4	1	672
2023	141	116	106	116	102	58	41	680	153	2	0	695
2024	122	137	114	102	115	58	43	691	60	1	0	707
2025	112	118	134	110	101	65	43	683	64	1	0	700
2026	107	109	134	129	108	58	48	693	60	1	0	711
2027	111	104	116	129	127	62	43	692	45	1	0	710
2028	127	108	106	111	127	73	46	698	0	0	0	716
2029	140	123	102	102	110	73	54	704	0	0	0	722

Percentage of YGG Llangynwyd vs overall school population (secondary school projections 2021-2029)

	Yr 10 (age 14-15)			Year 11 (age 15-16)			Year 12 (age 16-17)			Year 13 (age 17-18)			All Years 10 - 13 (ages 14-18)		
	Llangynwyd	All	%	Llangynwyd	All	%	Llangynwyd	All	%	Llangynwyd	All	%	Llangynwyd	All	%
2015	98	1499	7%	84	1632	5%	65	1030	6%	58	806	7%	305	4967	6%
2016	109	1601	7%	99	1477	7%	55	954	6%	55	784	7%	318	4816	7%
2017	75	1445	5%	105	1564	7%	69	893	8%	42	710	6%	291	4612	6%
2018	104	1474	7%	75	1378	5%	65	897	7%	53	670	8%	297	4419	7%
2019	102	1498	7%	102	1455	7%	45	770	6%	49	723	7%	298	4446	7%
2020	99	1597	6%	101	1413	7%	53	808	7%	32	617	5%	285	4435	6%
2021	103	1515	7%	98	1555	6%	66	779	8%	48	727	7%	315	4576	7%
2022	103	1635	6%	102	1463	7%	56	857	7%	49	611	8%	309	4566	7%
2023	116	1636	7%	102	1579	6%	58	800	7%	41	673	6%	317	4688	7%
2024	102	1606	6%	115	1581	7%	58	879	7%	43	625	7%	318	4691	7%

2025	110	1626	7%	101	1551	7%	65	879	7%	43	691	6%	319	4747	7%
2026	129	1685	8%	108	1570	7%	58	855	7%	48	689	7%	343	4799	7%
2027	129	1647	8%	127	1628	8%	62	871	7%	43	677	6%	361	4823	7%
2028	111	1618	7%	127	1584	8%	73	889	8%	46	689	7%	357	4779	7%
2029	102	1529	7%	110	1563	7%	73	882	8%	54	694	8%	339	4667	7%

Outcome 4

More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh

The table below shows that the number of 14- to 16-year-old students studying Welsh as a first language (through the medium of Welsh) has remained stable at around 100 pupils per year. These numbers match the cohort size of the only Welsh-medium secondary school in the borough.

We have also included the numbers of students who have been entered for examinations in Welsh as a second language and the impact of the Welsh second language full course becoming compulsory in 2017.

	Welsh First Language	Welsh Second Language (Full)	Welsh Second Language (Short)
2016	98	585	784
2017	99	877	769
2018	77	1185	*
2019	99	1094	*
2020	100	1122	*
2021	99	1189	*

*In September 2017, full course GCSE Welsh second language became compulsory.

The table below shows that the number of 16-to 19-year-old students studying Welsh as a first and second language declined in the year 2020. However, numbers increased again in 2021. Data is from WJEC files.

	Welsh First Language	Welsh Second Language
2016	9	22
2017	10	29
2018	10	14
2019	9	16
2020	2	9
2021	9	19

YGG Llangynwyd Year 12/13 population figures from PLASC 2016-2021 show there was a decrease in the numbers continuing to study through

the medium of Welsh, although this may be attributed in part to the smaller cohort size. The numbers have increased in 2021.

PLASC figures for YGG Llangynwyd

January	Year 12	Year 13
2016	55	55
2017	69	42
2018	65	53
2019	45	49
2020	53	32
2021	66	48

January	Year 11	% moving from Year 11 to Year 12
	(2014-2015) 84 (1 alternative provision)	
2016	(2015-2016) 99 (2 alternative provision)	66.3%
2017	(2016-2017) 105	71.1%
2018	(2017-2018) 74	61.9%
2019	(2018-2019) 101	60.8%
2020	(2019-2020) 101	52.5%
2021	(2020-21) 101 (3 on alternative provision)	65.4%

Within Key Stage 4, learners are supported by YGG Llangynwyd to access the 'Junior Apprenticeship' scheme, with courses such as Hair and Beauty and Construction delivered bilingually (support and wellbeing elements).

At Post-16, YGG Llangynwyd is working alongside Bridgend College to enable learners to continue to access Welsh-medium Education post-16 whilst also accessing a wide range of courses, such as Criminology, through the College. The local authority is currently working with Bridgend College to investigate opportunities for increased Welsh-medium provision at Post-16.

YGG Llangynwyd work in collaboration with Mudiad Meithrin to offer the Level 3 Diploma in Child Care. This has been an effective way of increasing the number of education support staff/nursery staff who could work in the Welsh-medium sector which is beneficial in terms of increasing capacity in the county. This collaboration has been very successful with learners returning to school and working in the primary sectors within the local authority.

There are strong collaboration arrangements already in place between Bridgend and Rhondda Cynon Taf (RCT). There is also some collaboration with Bridgend College at Post-16. Further education institutes (FEIs) are working to investigate demand for Welsh-medium provision for younger pupils (Year 10 and up) and to look at their capacity to deliver courses through the medium of Welsh.

Collaboration has been in place between YGG Llangynwyd and Ysgol Llanhari in RCT since the sixth form was established in 2013. Collaboration affords learners the opportunity to study A/S and A-level qualification(s) that they are not able to do in their 'Home School.'

There is a list of courses that are offered collaboratively across both schools so that learners can have access to a wider choice of qualifications through the medium of Welsh. The following are offered annually:

Delivered at YGG Llangynwyd:

- BTEC Sport
- BTEC Public Services
- Business (Vocational)
- Design and Technology
- ICT
- Physics
- Physical Education
- Drama

Delivered at Ysgol Llanhari:

- Sociology
- Health and Social Care

The delivery of Music is shared across both schools.

In addition to these subjects, which form a part of the curriculum offer each year, representatives from both schools attend open evenings, provide videos etc. There is an annual review of the qualifications needed by both schools so that courses with limited numbers can still be made available. Examples of these in the past have been History and Geography.

Collaboration has been successful for example, to alleviate short term staffing issues.

31 learners (Year 12 and 13) across both schools benefited from the collaboration during 2021/22.

- (16.2% of YGG Llangynwyd cohort access a collaborative courses).
- (22.5% of Ysgol Llanhari cohort access at least one collaborative course).
- (19.8% across both schools access at least one collaborative course).
- (12.7% of YGG Llangynwyd cohort access a collaborative courses).
- (16.7% of Ysgol Llanhari's cohort access a collaborative course).
- (13.9% both schools access at least one collaborative course).

Curriculum leads for both schools have a very close working relationship and are both 'Quality Nominees' for the vocational provision. Following the need for distance learning in 2020-2021, the provision is now hybrid – with half the lessons face-to-face with learners travelling to the other school and half provided through distance learning.

Secondary schools are supported to take steps to increase the number of qualifications that learners can study through the medium of Welsh through collaboration. The local authority funds transport costs for collaborative courses offered.

Welsh language is offered as A-level subject in schools, and schools are supported to maintain smaller class sizes through collaboration between schools to create a viable class size. Transport costs are provided by the local authority.

Below is a table listing the collaboration courses currently available as of September 2021.

Option X	**Option Y**	**Twilight**
Economics Brynteg	Physics Bryntirion	Law
French Bryntirion	Welsh Bryntirion	Criminology
Physics Brynteg	H&SC Cynffig	E-Sports
Computer Science Bryntirion	Music Porthcawl/Brynteg	Dance
Drama Porthcawl	Drama Pencoed	Film studies

Electronics Porthcawl	Textiles Porthcawl	
PE Porthcawl		
Further Maths Porthcawl		

CSC offers a wide range of professional learning and networking opportunities across all English-medium schools that include Welsh language development for practitioners, whole-school leadership of Welsh, support, and networking opportunities for post sabbatical practitioners.

Where do we aim to be within the first five years of this plan and how we propose to get there?

- There will be annual monitoring of transfer rates and actions identified and reported to WEF.
- Improved retention and transition rates may impact on this outcome during the first five years of this plan. This will be monitored closely by local authority officers and the WESP co-ordinator.
- Increase the number of learners remaining in Post-16.
- Evaluate blended/remote learning approaches within the first year of the WESP. There may need to be a greater emphasis on blended/remote learning approaches in the first instance to ensure that pupils are able to access a wider range of courses (where there is not capacity to teach certain specialist subjects through the medium of Welsh now).
- Raise awareness of the additional resources have been created by CSC specifically for Welsh speakers within the first year of the WESP. Schools could draw on as part of their blended/remote learning offer if schools are required to deliver through this medium.
- The local authority will work with secondary schools to coordinate the provision of Welsh as a subject in all settings. In Post-16, this is achieved via collaborations as most schools do not have viable numbers for a class. There could be a possibility that there is some virtual collaboration at Key Stage 4.

Working in collaboration with CSC the following areas will be addressed:

- ensuring high-quality teaching and learning in all Welsh-medium schools;
- increase in the number of pupils transferring from primary to secondary- ensuring high transition rates from all primary feeder schools;
- promote the benefits of Welsh-medium education with parents/carers and how parents/carers can support even if they don't speak Welsh at home;
- consider use of digital technology to increase qualification offer through the medium of Welsh for example explore e-sgol;
- develop collaboration with the Welsh-medium secondary sector to provide subject specific professional learning particularly in areas of Welsh-medium practitioner shortage;
- develop and implement a strategic marketing strategy to promote Welsh as an A-level subject (use of social media, past pupil/parent experiences, promote advantages);
- work with external providers and Welsh Government on any national initiatives to promote Welsh as an A-level subject; and
- consider use of digital technology to increase the qualification offer through the medium of Welsh.

Where do we expect to be at the end of our ten-year plan?

- This target will depend on current cohort numbers in the system. This outcome will be impacted by the extensive work that has been undertaken to attract early years into Welsh-medium provision. This will take time to come to fruition but should have been realised at the end of the ten-year plan.

- We would expect various pieces of work which would have been embedded such as:

- introduction of immersion for latecomers;
- opening of the new early years' settings should be embedded;
- supporting parents to support their children.
- training for education staff to learn Welsh; and
- improve the Welsh language for teaching (for example, the Welsh Government sabbatical scheme).

- Collaboration between YGG Llangynwyd and Ysgol Llanhari will have proven successful. Through the 'hybrid' form of collaboration, YGG Llangynwyd would have explored the possibility to negotiate collaboration with schools in other local authorities.

Outcome 5

More opportunities for learners to use Welsh in different contexts in school

Since launching the Siarter Iaith in our Welsh- medium schools and the Siarter Iaith Cymraeg Campus in our English-medium schools, innovative work has been undertaken by the schools to increase the social use of Welsh within the whole school community.

Siarter Iaith Cymraeg Campus (English-medium)

	Bronze	Silver	Gold
Number of schools	12	3	2

Siarter Iaith (Welsh-medium)

	Bronze	Silver	Gold
Number of schools	4	4	

Ysgol Bryn Castell Special School and Maesteg School are currently involved in the Cymraeg Campus pilot for secondary schools.

CSC is in the process of reviewing both its business planning objectives and is undertaking a self-evaluation review. As part of both these activities, an evaluation of the project is taking place. CSC shares effective practice using a variety of sources including, twitter, CSC website and various communications.

There are various activities for children and young people to become engaged with to ensure that they can experience Welsh as a living language and within their communities. They are as follows:

- links with the Urdd (sporting, Eisteddfod, Glan Llyn, Llangrannog;
- visits into schools and regular sessions with Post-16, Cymraeg Bob Dydd);
- links with Menter Iaith Bro Ogwr, mostly with Post-16.
- school Eisteddfodau;
- Diwrnod Shwmae/Dydd Miwsig Cymru;
- trips – Tafwyl;
- visits/performances from Mr Phormula, Candela, Tudur Clocsio;
- Welsh assemblies;
- encouragement and training for staff to use Welsh in their lessons as much as possible;
- awards given by the pupils to one member of staff per half-term for the most use of Welsh in lessons;
- extra merits for pupils for use of Welsh;

- use of Welsh Swogs who consult with the Welsh department on content of learning and then deliver a section of this to their form classes;
- Criw Cymraeg;
- use of social media to encourage parents to use some Welsh too; and the
- use of the “Athrawes Fro”

In 2021, BCBC used the Welsh Government Hwb Infrastructure Grant, to ensure all pupils attending Welsh-medium schools in Bridgend benefited from a one-to-one, pupil/device ratio.

In June 2021, Welsh-medium schools in Bridgend received the following number of Chromebook devices:

School	Number of Chromebook devices
Ysgol Gyfun Gymraeg Llangynwyd	544
Ysgol Gymraeg Bro Ogwr	128
Ysgol Y Ferch O’r Sgêr	160
Ysgol Cynwyd Sant	192
Ysgol Gynradd Gymraeg Calon y Cymoedd	96

The Welsh Government Hwb Infrastructure Programme has also been completed at all the above schools, so they are benefitting from new Aruba switches and improved WiFi access points.

Where do we aim to be within the first five years of this plan and how we propose to get there?

- We will work with English and Welsh-medium schools to analyse how much time is allocated to Welsh in school, this will be completed in the first year of the WESP.

- We will use the results of the Workforce linguistic skills audit to analyse and strengthen contact time learners receive Welsh in English-medium schools.

- A sub-group of the WESP will be established to drive this area of work forward. Monitoring school development plans (SDPs) will be at the core of this activity.

- The Curriculum for Wales (Welsh Government, December 2021) guidance will play an important part of the development of this work.

- Mapping of what is available from, for example Urdd, Menter Iaith and ensure that there is good publicity is important. Youth workers and the Youth Council

will be involved in this area of work to ensure that the local authority has the voice of children and young people at the core of this development. An important aspect of this work will be to explore opportunities within communities.

- Develop an early engagement model of support for non-maintained settings in targeted areas to enhance children's early linguistic experiences.
- Professional learning and support for Welsh Language Immersion will be developed as well as resources to support the new curriculum.
- Language Charter data will be shared with the WEF for discussion.
- We will promote the resources which are on the Welsh Government website.
- All schools will be provided with a designated CSC lead officer to support Language Charter and Cymraeg Campus progress. Promote, support, challenge and accredit all schools to make progress with the Language Charter and Cymraeg Campus Awards. Evaluate and share best practice.
- The local authority and CSC will support English-medium primary and secondary schools to increase provision in Welsh by utilising the Cymraeg Campus Programme.
- Encourage the language development and engagement with parents. The local authority will continue to work collaboratively with RhAG as members of the WEF.

• Consider the support that YGG Llangynwyd could provide for English-medium schools. Also consider the peer-to-peer support from the Welsh-medium primary schools (for example Bore Coffi). • Explore the development of the digital space for children and young people and an incentive to engage with the language (for example, Minecraft and Roblox). • The local authority will ensure alignment with the Council's Five-Year Welsh Language Promotion Strategy 2021-2026. The lead officer is a member of the WEF thus ensuring partnership working and the compatibility of both strategies. • Advice, professional learning, and resources will be provided to support schools to implement Welsh Across the Curriculum thus increasing the amount of learning provision offered. The sharing of good practice across the region in a variety of ways (for example, webinars, podcasts, blogs and learning walks). • Provide advice, professional learning and resources to specific English-medium schools identified to increase the percentage of the curriculum taught through the medium of Welsh.
Where do we expect to be at the end of our ten-year plan?
• All schools within Bridgend County Borough Council would have achieved the Gold status of Siarter Iaith and Siarter Iaith Cymraeg Campus.

Outcome 6

An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018

BCBC has been fully involved and compliant with the preparation for the implementation of the Additional Learning Needs and Educational Tribunal Act (ALNET) (Wales) 2018 for September 2021. The Council will ensure that all necessary steps are taken to continue to comply with the ALNET Act in providing a bilingual system of ALN provision and support the 0 to 25 age range in line with the ALNET Act.

The Additional Learning Needs Code for Wales 2021 places a duty upon a local authority to keep additional learning provision (ALP) under review. The Council will consider the extent to which these arrangements are sufficient to meet the ALN of children and young people for whom we are responsible.

BCBC has taken a proactive approach to reviewing their current position 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. Following a procurement exercise, Peopletoo were commissioned in March 2020 by BCBC to undertake the Additional Learning Needs Strategic Planning Provision Review.

The review sought to:

- identify the current ALN needs of the school population and current ALN provision in Bridgend's 59 schools and pupil referral unit (PRU);
- project the likely future ALN need (demand) and future provision to meet those needs (supply);
- identify any gaps in provision;
- explore the need for a BCBC ALN pupil database;
- (if applicable) propose alternative models to meet the likely future ALN demand; and
- identify the required budget for possible options identified from the ALN provision review.

The review concluded in autumn term 2020.The local authority recognises its statutory responsibility in continually analysing demand and planning for appropriate provision to meet the needs of all learners with an ALN.

One of the recommendations from the review was improving the breadth of and responsiveness of provision. In relation to Welsh-medium, the recommendation is to review and revise the model of Welsh-medium moderate learning difficulties

(MLD) provision to ensure that the approach is equitable to English-medium provision.

A report was submitted to Cabinet in December 2021 for permission to consult with the proposal to open a MLD learning resource centre (LRC) at Ysgol Cynwyd Sant in autumn term 2022. The outcome of the consultation was reported to Cabinet on 14 June 2022 and approval was given to proceed to a Public Notice.

LRCs were opened at Ysgol Gynradd Gymraeg Calon Y Cymoedd in 2019 and Ysgol Gyfun Gymraeg Llangynwyd in 2018 for pupils with a diagnosis of autistic spectrum disorder (ASD). This means that if a pupil has a diagnosis of ASD and speaks Welsh, then that pupil can continue education through the medium of Welsh. This meets the demand for places.

There is currently a sensory review being undertaken across CSC to consult upon establishing a regional sensory service. The local authority is committed to consider any provision with neighbouring local authorities.

The opening of an observation and assessment class is proposed to open in conjunction with the school modernisation programme and plans for Ysgol Gymraeg Bro Ogwr.

There are local authority officers who work with and support children and young people through the medium of Welsh. There are, for example, specialist teachers, educational psychologists, learning support officers (LSOs) and special needs support assistants (SNSAs) who speak Welsh.

Where do we aim to be within the first five years of this plan and how we propose to get there?

- The ALN Strategic Planning Review Board will conclude its work by April 2023.
- Subject to the outcome of the Public Notice the MLD LRC at Ysgol Cynwyd Sant will open within the first year of the WESP.
- The observation and assessment class at Ysgol Gymraeg Bro Ogwr will open in conjunction with the proposal through the School Modernisation Programme.
- Secondary Welsh MLD provision and recommendation taken forward following the review.
- The sufficiency of the ALP in Welsh and the size and capability of the workforce which also involves consideration of the Welsh-medium workforce.
- We will analyse demand, utilising data to develop and plan for ALN provision in during the first five years of the WESP.
- There will be regular analysis of data, setting of targets and annual WESP monitoring reported to WEF.

- We will ensure all reasonable steps are taken for all learners with ALN or emerging needs to access support from the local authority's mainstream schools, special schools and advisory services through the medium of Welsh to ensure that there is full compliance with the ALNET Act 2018 and a bilingual system for pupils with ALN.
- There will be an analysis undertaken during the first year of the WESP of ALN staffing and any gaps identified utilising SWAC data.
- During the first year of the WESP options will be considered to build specialist experience and knowledge amongst our Welsh-medium Workforce in partnership with our special schools. Secondment opportunities for Welsh secondary teachers to Special Schools will be considered.
- During the first year of the WESP consideration will be given to seconding Welsh secondary teachers to Special Schools within Bridgend.
- A strategic overview of workforce linguistic skills across all schools will be in place.
- Recruit and develop specialist staff to meet the growth and change in provision which will include early years and childcare.
- In collaboration with CSC, curriculum provision and resources will be appropriate for any pupil with ALN in both Welsh-medium and English-medium schools.
- Work in partnership with the Social Services and Wellbeing Directorate and Bridgend College to ensure appropriate additional learning provision and essential workforce.
- Ensure that parents and carers are fully engaged through the various forums and consultation meetings which are in the local authority. Appropriate, accurate and timely information is on the Council website.

Where do we expect to be at the end of our ten-year plan?

It is the local authority's commitment that any child or young person who speaks Welsh and has an ALN requiring an ALP, will be able to continue their education through the medium of Welsh.

Outcome 7

Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh

In Bridgend,144 teachers work in Welsh-medium schools (10.9%) and a further 80 teachers can work in a Welsh-medium school (6%). There are also 352 teachers working in English-medium schools teaching Welsh (26%). A total of 43% of teachers, either work or able to work and teach Welsh in schools in Bridgend. The % of teachers in Welsh-medium schools as a % of all teachers in Bridgend is 8.17%.

School workforce annual census (SWAC) - 2020

Number of Staff and their Welsh Language Ability

	Welsh Language Ability							Total
	No Skills	Entry Level	Foundation Level	Intermediate Level	Advanced Level	Proficient Level	Info Not Obtained	
ALL PRIMARY SCHOOLS	9	185	244	75	27	84	2	626
ALL SECONDARY SCHOOLS	233	161	80	20	28	139	11	672
SPECIAL SCHOOLS	18	25	13	3	2	4		65
PRU	5	7	5		1			18
WELSH PRIMARY SCHOOLS					4	45		49
WELSH SECONDARY SCHOOL				1	3	52		56

Number of Staff and their Teaching/working in Welsh

	Teaching/working in Welsh				Total
	Teaching/working in Welsh in current post	Able to teach/work in Welsh but not	Unable to teach/work in Welsh	Teaching Welsh as subject only	
ALL PRIMARY SCHOOLS	**53**	**40**	**198**	**335**	**626**
No Skills			8	1	
Entry, Foundational, Intermediate	2	10	189	303	
Advanced, Proficient	51	30		30	
Info Not Obtained			1	1	
ALL SECONDARY SCHOOLS	**90**	**34**	**492**		**616**
No Skills		1	232		
Entry, Foundational, Intermediate	1	10	249		
Advanced, Proficient	89	23			
Info Not Obtained			11		
SPECIAL SCHOOLS	**1**	**5**	**42**	**17**	**65**
No Skills			18		
Entry, Foundational, Intermediate	1		24	16	
Advanced, Proficient		5		1	
PRU		**1**	**17**		**18**
No Skills			5		
Entry, Foundational, Intermediate			12		
Advanced, Proficient		1			
WELSH PRIMARY SCHOOLS	**49**				**49**
Advanced, Proficient	49				
WELSH SECONDARY SCHOOL	**56**				**56**
Entry, Foundational, Intermediate	1				
Advanced, Proficient	55				

CSC offers a significant professional learning offer to teaching and support staff across Bridgend. There is no cap on the numbers attending from each school. It is for schools, through their own evaluation and improvement activities to decide on how many staff should attend. All schools are encouraging student placements in their schools which will also be a way of possibly recruiting those staff. Welsh-medium headteachers are proactively seeking students in colleges as they are finishing their courses.

Linking with the Council's Welsh Language Standards Five-Year Strategy to maintain the number of Welsh speakers in Bridgend, the Welsh Language Standards Five-Year Strategy has been reviewed on an annual basis. The latest review shows the range of actions that have been taken to raise awareness and promote the use of Welsh language across the county borough. For example, there are a range of learning and development opportunities available to all employees, to improve language skills as well as raise their awareness of the language, including e-learning and courses to improve Welsh language skills. A new five-year plan has been in place since September 2021. In recruiting to Welsh posts, adverts are also signposted on Menter Bro Ogwr's website.

There has been an impact on workforce planning and development because of the pandemic. Since August 2020, all training has been delivered remotely. The numbers who have accepted remote training will be analysed to ascertain if this would be a preferred method of training or if a blended approach would be beneficial.

In relation to Welsh Language courses, the local authority continues to offer Cwrs Mynediad Year 1 qualification through the University of South Wales and the Welsh Language Meet and Greet courses to all local authority staff twice a year. The local authority has also offered Work Welsh for the first time in 2020-2021 (as an initial pilot) delivered by the National Centre for Learning Welsh. This will be evaluated, and the outcomes incorporated into future planning. We also continue to support employees to access Welsh courses in the community under the Welsh Language Protocol. Therefore, take up this year for Welsh Language is very similar to last year's figures in terms of qualifications offered.

A number of our English-medium schools have benefited from the Welsh language sabbaticals. Since 2019, 13 primary school teachers have been supported to undertake the Welsh in a Year, entry level and intermediate level courses. They are:

Welsh in a Year - September 2019 – August 2020

- Garth Primary School
- St Mary's and St Patrick's Catholic Primary School
- Nottage Primary School x 2
- Llangynwyd Primary School

Welsh in a Year - September 2020 – August 2021

- Newton Primary School
- Betws Primary School

Entry - January 2020

- Pencoed Primary School x 5
- St Mary's and St Patrick's Catholic Primary School

Some other schools applied for the intermediate course during summer term 2020 but due to the pandemic, this had to be deferred until Summer 2021. The intermediate course is new to the sabbatical course package and is aimed at teachers who have already undertaken one of the sabbatical courses in the past, but who may have lost confidence due to lack of opportunity to use their skills.

The following schools applied:

- Trelales Primary School
- Betws Primary School
- Pencoed Primary School

The format of the sabbatical changes each year depending on Welsh Government funding and priorities. Teachers and support staff have access to sabbaticals at various points and by various models, for example for a full year, term and blended learning. Currently the sabbatical is for a whole year for teachers.

The Welsh Government published in May 2022 its 10-year plan to increase the number of school staff who can teach through the medium of Welsh. The plan includes several actions, including to:

- support Welsh-speaking graduates studying in England to return to Wales to prepare to teach;
- expand the range of secondary subjects available for people who are in employment and want to train to teach;
- provide support for undergraduates to have experience of being in a classroom, as a pathway into teaching;
- pilot a bursary scheme to retain Welsh-medium teachers in secondary schools;
- pilot gap-year teaching assistant placements for school-leavers.

We understand that In order to achieve the targets for increasing the number of learners in Welsh-medium education, we need a partnership approach to planning the workforce Needs. We commit to using the data sources available to us to understand trends in the demand for Welsh-medium teachers. This will require projecting annual transition rates of learners from primary to secondary education and looking at trends in terms of number of teachers moving into leadership roles, moving schools or leaving / retiring from the profession. Additional staff would be required to support all the new school commitments in the 10-year plan. This would need to be prepared for in advance.

Where do we aim to be within the first five years of this plan and how we propose to get there?

The following activity will be undertaken by the local authority, CSC, and partners and in partnership with the Welsh Government to identify and support the development of the workforce.

- There will be regular analysis of data, monitoring and target setting to inform planning. There will be annual monitoring of the WESP.
- We will establish a training and apprenticeship sub-group of WESP, using the relevant data, will write a detailed plan in relation to upskilling staff
- Monitor those schoolteachers who can teach through the medium of Welsh and look at the reasons why teachers leave Welsh-medium schools and introduce a questionnaire/exit interview. Monitor and evaluate trends in both teaching and support staff retention.
- Bridgend will work closely with other local authorities in CSC in planning and supporting school staff across all sectors to further improve their Welsh language Skills through professional learning opportunities, resources, the sharing of good practice, and bespoke support to individual or groups of schools across the region.
- Consider the aims and objectives of the WESP when regarding the Welsh-medium education standards of its schools.
- The local authority will be in a better position to identify and respond to our Welsh-medium workforce needs by:
- Using school workforce census data on an annual basis to support workforce planning.
- use local knowledge and information gathered from CSC's Improvement Partner to supplement census data.
- undertake an analysis to understand trends in vacancies and the vacancies that are required.
- consider the training and succession planning of learning support assistants (LSAs).

- ensure that staff from Welsh-medium schools are applying for relevant national leadership development programmes including the Aspiring Headteacher Programme leading to National Professional Qualification Headteachers (NPQH) qualification.
- monitor the number of Welsh-medium applicants on the national leadership programmes including destination reports for NPQH candidates.
- continue to work closely with initial teacher education (ITE) partnerships to support student teachers and to ensure that Welsh-medium schools are identified as lead, training, or placement schools.
- analysis of the Language Framework data as a baseline for improvement required will be undertaken.
- continue to work with external partners to promote initiatives on routes into teaching and share any relevant information with schools.
- professional learning and support to newly qualified teachers (NQT) teachers will be provided particularly through the role of regional induction mentors.
- Welsh Language Development professional learning at various levels will be provided;
- provide post-sabbatical support for practitioners engaged with sabbatical programmes; and
- provide advice, support, and guidance to schools on how to accurately reflect the Welsh language skills of staff.
- support local, regional, and national programmes for Welsh Language development by providing advice, professional learning, and support to practitioners to acquire and improve their Welsh Language skills. This will increase the capacity of teachers and support staff able to teach Welsh and through the medium of Welsh across all sectors.

Where do we expect to be at the end of our ten-year plan?
• The local authority has set a target of 300 reception places being available for Welsh-medium learners by the end of the plan period, which is an additional 138 additional pupil places. • The 300 reception places equate to 10 forms of entry, and the aim is to ensure those places are filled. By continually keeping our Welsh-medium Workforce needs under review, the local authority will be in a better position prepare for the additional staff required over the to the 10-year period.

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Bridgend County Borough Council

Welsh in Education Strategic Plan

Five-Year Plan (2022-2027)

Bridgend County Borough Council
Five-Year Welsh in Education Strategic Plan

Bridgend County Borough Council's (BCBC's), ten-year Welsh in Education Strategic Plan (WESP) was approved by Welsh Government in July 2022 and has been implemented since 1 September 2022. The WESP clearly shows Bridgend's commitment to increase the Welsh-medium education offer along with the opportunities to use the Welsh language with confidence as part of every-day life for all.

The Council's vision aligns with Cymraeg 2050: A million Welsh speakers (Welsh Government, 2017). As a local authority, we want the Welsh language to thrive, and that it is used in every aspect of life. Among those who do not speak Welsh, there is goodwill and a sense of ownership towards the language and a recognition by all its contribution to the culture, society, and economy of Wales.

We want to see an increase in language transmission in the family, early introduction of Welsh to every child, an education system that provides Welsh language skills for all, and greater appreciation of Welsh language skills in the workplace. At the same time, we are committed to supporting people to use Welsh socially, at work, and when accessing services.

The WESP sets out BCBC's plan over the next ten years to increase and improve the planning of Welsh-medium education and sets out the actions we will take to achieve our targets. The local authority has set a target of 300 Reception places being available for Welsh-medium learners by the end of the plan period, which is an additional 138 additional pupil places. The 300 Reception places equate to ten forms of entry, and the aim is to ensure those places are filled.

The five-year WESP has been written in partnership with the Welsh in Education Forum (WEF). The priorities set out in the first year of the five-year WESP are as follows:

- opening childcare hubs in Betws and Blackmill with a further two opening on the sites on two new build Welsh-medium schools;
- increasing the number of 'Ti a Fi' groups;
- planning for a seedling school in Porthcawl;
- increasing numbers on roll and provide a new builds for Ysgol Gymraeg Bro Ogwr and Ysgol y Ferch o'r Sgêr;
- undertaking site options appraisals for Ysgol Gyfun Gymraeg Llangynwyd;
- establishing late immersion provision;
- establishing a learning resource centre (LRC) for pupils with moderate learning difficulties (MLD) at Ysgol Cynwyd Sant;
- auditing staff language skills and using the Welsh language competency framework for accurate data; and
- undertaking an audit of number of staff that can deliver their service through the medium of Welsh.

There are further key actions within the five-year WESP which include:

- developing the website with the aim to navigate up-to-date information quickly and easily;
- strengthening the transition process from early years childcare to Welsh-medium education;
- improving retention rates for Post-16;
- exploring the use of blended learning and digital learning alongside promoting of the benefits of studying Welsh;
- providing opportunities for learners to use the Welsh language in informal situations by working with partners to map and create further opportunities;
- increasing the amount of Welsh used in English-medium schools and ensuring schools move along the Siarter Iaith Cymraeg Campus continuum;
- establishing a Welsh-medium observation and assessment class;
- strengthening partnerships between Welsh-medium schools and special schools with the aim of offering secondment opportunities to build capacity within our workforce; and
- creating a plan to upskill the Welsh-medium workforce and working with partners to promote and create opportunities for professional development.

The golden thread throughout the five-year WESP (2022-2027) is BCBC's commitment to promote, market and celebrate progress, opportunities, and our dedication to increase our Welsh-medium offer across a variety of platforms using a dedicated sub-group to drive this forward. Activities and actions align with BCBC's Welsh Language Strategy 2021-2026.

Outcome 1: More nursery children/three-year-olds receive their education through the medium of Welsh
Childcare in Bridgend reflects the community it serves. Welsh speaker numbers and the number of childcare places available are undoubtedly linked. The focus for Flying Start and wider early years services is to increase this level of provision.

Target 1.1	**At the end of the first five years of the WESP 10-year plan (2022-2032), additional provision for three-year-olds will be available at Ysgol Gymraeg Bro Ogwr (90 places), Ysgol Y Ferch o'r Sgêr (60 places) and once the seedling school has received Cabinet approval this would create an additional 30 places in Porthcawl**				
Year	**2022-2023**	**2023-2024**	**2024 – 2025**	**2025-2026**	**2026-2027**
Actions	**Porthcawl Welsh-medium Seedling School and co-located Welsh-medium childcare provision** Seek Council approval for inclusion of the scheme in the capital programme Seek Cabinet approval to consult on the proposal Undertake consultation and report the outcome back to Cabinet Commence design **Ysgol y Ferch o'r Sgêr**	**Porthcawl Welsh-medium Seedling School and co-located Welsh-medium childcare provision** Seek planning consent Conclude design and tender the scheme Submit business justification case to Welsh Government and seek approval Commence construction **Ysgol y Ferch o'r Sgêr**	**Porthcawl Welsh-medium Seedling School and co-located Welsh-medium childcare provision** Complete construction and open for pupils - January 2025 Defects liability period ends **Ysgol y Ferch o'r Sgêr**	**Porthcawl Welsh-medium Seedling School and co-located Welsh-medium childcare provision** Defects liability period ends	**Ysgol Gymraeg Bro Ogwr and co-located Welsh-medium childcare provision** Defects liability period ends

	Complete stage 1 and submit report to Welsh Government for approval Complete outline business case and seek Welsh Government approval Subject to Welsh Government approval, Commence stage 2 **Ysgol Gymraeg Bro Ogwr and co-located Welsh-medium childcare provision** Report the outcome of the statutory process (School Organisation Code, 2018) to Cabinet and seek approval to proceed. Commence the design process.	Complete stage 2 and seek Welsh Government approval Full business case submission to Welsh Government and approval sought Commence construction (subject to Welsh Government approvals and obtaining planning consent) Promote, market, and celebrate new build and expansion of school on various platforms **Ysgol Gymraeg Bro Ogwr and co-located Welsh-medium childcare provision** Conclude the design process. Submit a planning application for the replacement school. Undertake a tender process for the construction of the	Complete construction Decant into the new school School opens for pupils Demolition of existing buildings and complete external works **Ysgol Gymraeg Bro Ogwr and co-located Welsh-medium childcare provision** Continue with the construction of the replacement school Promote, market, and celebrate additional spaces and new building	**Ysgol Gymraeg Bro Ogwr and co-located Welsh-medium childcare provision** Conclude construction Decant the existing school into the replacement school Replacement school opens for pupils	

	'Pam dewis addysg Gymraeg?' booklet live online Print copies of leaflet and distribute to Flying Start workers. Comms Team to promote once a week on different platforms (10 Jan 2023) Mudiad Meithrin to provide training session with health visitors, midwife teams and childcare teams to promote 'Pam dewis addysg Gymraeg?' booklet – explore the possibility of including booklet to new parents in hospital.	replacement school via the SEWSCAP Framework Agreement Submit the Full Business Case to Welsh Government for approval Appoint the successful bidder to undertake construction Commence construction Childcare Team to liaise with Health visiting team to scope possibility of generic health visitors sharing admissions information with parents in non-Flying Start areas		Promote, market, and celebrate additional spaces and new building	

Target 1.2	Increase Flying Start Welsh-medium childcare provision by purchasing places at the proposed four Cymraeg 2050 hubs				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	**Bettws Hub:** Open days in November 2022 Offer of five years free rent with incremental service charge. Offer grants as incentives in start-up phase Send procurement forms and interviews with interested providers Confirm provider at end of December 2022 Plan to open in summer term (May-July 2023) **Blackmill Hub:** Open days in January 2023. Offer of five years free rent with incremental service charge.	**Bettws and Blackmill**: Both settings open. 16 sessional spaces for Flying Start children The timeline for the remaining Welsh-medium childcare project planned for Porthcawl will be determined following the feasibility stage of the project Explore the possibility of creating an app for new parents in Bridgend County Borough Council (BCBC)	Aim for eight sessional Flying Start places to be purchased at Ysgol Gymraeg Bro Ogwr and the Porthcawl setting Promote the Welsh-medium childcare hubs that are opening and those at Ysgol Gymraeg Bro Ogwr and Porthcawl seedling school	Childcare Hub based at Ysgol Gymraeg Bro Ogwr to open in September 2025 Continued purchase of Flying Start places in line with local demand Porthcawl seedling school: Planned to open the new building in January 2025 Promote, market, and celebrate the hubs across various platforms	Continued purchase of Flying Start places in line with local demand Promote, market, and celebrate the hubs across various platforms

	Offer grants as incentives in start-up phase. Audit to see what has been promoted, marketed, and celebrated Create an action plan from the audit findings and implement				

Target 1.3	Open a Cylch Meithrin in the middle of Bridgend Town in January 2023 with Mudiad Meithrin working with a company called 'Flourish'				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Establish a Ti a Fi to feed into the Cylch Meithrin Discussions with Mudiad and Childcare Team with regards to start up grants. Open Cylch Meithrin in January 2023 Promote, market, and celebrate Ti a Fi and the Cylch Meithrin on various platforms	Promote, market and celebrate Ti a Fi and the Cylch Meithrin on various platforms Monitor numbers attending and transferring to a Welsh-medium school	Promote Ti a Fi and the Cylch Meithrin on various platforms Monitor numbers attending and transferring to a Welsh-medium school	Promote Ti a Fi and the Cylch Meithrin on various platforms Monitor numbers attending and transferring to a Welsh-medium school	Promote Ti a Fi and the Cylch Meithrin on various platforms Monitor numbers attending and transferring to a Welsh-medium school

Target 1.4	We will make the Welsh-medium offer an offer for all parents – ensuring that all early years' staff and local Flying Start teams are familiar with the Cymraeg 2050 strategy and are confident in sharing local information with all their parenting groups				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Mudiad Meithrin to provide training sessions with health visitors, midwife teams and childcare teams to promote 'Pam dewis addysg Gymraeg?' booklet	Explore training opportunities to promote the Welsh language offer – starting at birth, Health, Ti a Fi, Cylchoedd Meithrin Collect information on parenting group within Bridgend with the aim to promote the Welsh-medium offer Create an action plan of information to share and when which will include exploring into how parents reach information Mudiad Meithrin to provide training on a rolling programme, each six months to capture all new starters Promote the Welsh-medium offer on various platforms leading to admission deadlines.	Create a road map (visual) of opportunities/ deadlines for childcare Explore the possibility of a video to explain the positives of bilingualism Ensure that staff newly recruited to Flying Start health visiting, midwifery and childcare services receive a briefing on the Cymraeg 2050. Mudiad Meithrin to provide training on a rolling programme, each six months to capture all new starters Promote the Welsh-medium offer on various platforms leading to admission deadlines.	Ensure that staff newly recruited to Flying Start health visiting, midwifery and childcare services receive a briefing on the Cymraeg 2050 Promote, market, and celebrate the visual road map with parent groups, settings and various platforms Mudiad Meithrin to provide training on a rolling programme, each six months to capture all new starters Promote the Welsh-medium offer on various platforms leading to admission deadlines.	Ensure that staff newly recruited to Flying Start health visiting, midwifery and childcare services receive a briefing on the Cymraeg 2050 Promote, market, and celebrate the visual road map with parent groups, settings and various platforms Mudiad Meithrin to provide training on a rolling programme, each six months to capture all new starters Promote the Welsh-medium offer on various platforms leading to admission deadlines.

Target 1.5	Recruitment to Welsh-medium childcare posts				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions		Audit of the Welsh language and refresher provision available Promote and market the courses available on various platforms and within settings Audit recruitment and training opportunities Link in with Childcare Sufficiency Assessment (CSA) Promotion of routes into childcare roles Central South Consortium (CSC) teaching assistant learning pathway (TALP) and Mudiad Meithrin's Cam wrth Gam course	Audit of childcare staffing in Mudiad Meithrin and other settings for early years to map and gap. (Mudiad to share template of their audit) Childcare Team and Mudiad Meithrin presence at career fairs and events – schools, colleagues, and universities Promotion of childcare as a career with genuine opportunities for progression Promotion of routes into childcare roles TALP, Cam wrth Gam and any other courses that are found in the audit	Following the audit, create action plan of recruitment and training opportunities Action Plan will inform strategy in subsequent years, but will be likely to include exploring the possibility of including a Welsh-medium module on all childcare courses Explore advertising childcare roles on social media Promotion of childcare as a career with genuine opportunities for progression Promotion of routes into childcare roles	Sub-group to create a task and finish group to implement actions form action plan Monitor gaps in recruitment by working with Further Education, Mudiad Meithrin and other childcare providers Promotion of childcare as a career with genuine opportunities for progression Promotion of routes into childcare roles

Target 1.6	Promote the Welsh-medium offer alongside other Council events/promotions, namely childcare offers, fun days at local community centres or hubs				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Promote Welsh-medium offer on various platforms leading to admission deadlines .	Audit current communication and collect information on parenting group within Bridgend with the aim to promote the Welsh-medium offer Staff promoting Welsh-medium education across sectors to receive training Mudiad Meithrin on the positives of being bi-lingual for staff to feel confident to when speaking to parents about choosing Welsh-medium education Promote, market and celebrate Welsh-medium provision via continual FIS on various platforms Review possibility of reinstating FIS Fundays (funds allowing)	Create a calendar of events and attend to promote Welsh-medium education such as Gwyl Ogwr Ogi Ogi Ogi and Eisteddfodau FIS to promote Welsh-medium childcare and careers within childcare (as a Welsh language practitioner) Link in with CSA action plan Attend events of the calendar to promote the Welsh-medium offer Promote Welsh-medium offer on various platforms leading to admission deadlines	Attend events of the calendar to promote the Welsh-medium offer Continue and improve actions from previous years Promote Welsh-medium offer on various platforms leading to admission deadlines	Attend events of the calendar to promote the Welsh-medium offer Promote Welsh-medium offer on various platforms leading to admission deadlines

Target 1.7	The local authority will review its Welsh-medium catchment areas. The local authority will, following the review, determine the inclusion of Welsh-medium catchment areas for future school admission rounds.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Paper to Cabinet / Corporate Management Board (CCMB) to review school catchments and to progress the creation of Welsh-medium catchment areas. Welsh-medium catchment areas are already in draft form but do not influence admission arrangements Requires Cabinet decision to agree public consultation (Quarter 4 2022/2023) and approval of catchments. The earliest this could inform a policy change will be the 2025-2026 Admissions Policy WEF outcome sub-groups one and two to consider the merits of Welsh-medium catchment areas	Draft catchment areas for Welsh-medium schools presented to Welsh in Education Forum (WEF) for comment and recommendation Cabinet to determine whether to progress public consultation 12-week public consultation following Cabinet approval Cabinet determines whether to progress implementation of catchment areas for Welsh-medium schools.	Determination of whether agreed admission policy for 2024-2025 can be amended to incorporate catchment areas Promote, market, and celebrate new catchment areas if applicable	The earliest catchment areas for Welsh-medium schools naturally in place depending on Cabinet decision to be made in 2023-2024	

Target 1.8	Increased engagement of parents/carers. Early years' services regularly seek parents' views and are focussed on ensuring that parents views and concerns are responded to effectively and on an ongoing basis. This information will be analysed and feed into any developments.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Compile a list of the various forums to engage parents and carers	Childcare team to link with schools and Cylchoedd Meithrin to create a survey Share survey with parental groups and on website Analyse survey findings Explore the possibility of developing a FIS app where these surveys can be accessed	Review survey analysis and create action plan to ensure that parental views and concerns are responded to effectively Complete CSA reviews annually to review Welsh-medium childcare demand. Link in with Health to engage with parents/carer pre-birth Link in strategic and operational actions to CSA action plan.	Continue and enhance engagement with parent/carer to seek views Parental consultation surveys for all parents for quantitative engagement. Create focus groups with targeted parents for qualitative data Link in with all schools to support the focus groups and send out links to all parents on our behalf for the surveys. Work with partners to engage with those parents/carers who are harder to reach, ensure that their voice is heard.	Continue and enhance engagement with parent/carer to seek views

Target 1.9	Effective support for parents focussed on supporting decisions regarding a Welsh-medium education for their child will include homework clubs and Welsh language classes for non-Welsh speaking parents.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Welsh-medium schools to upload a copy of 'Pam dewis addysg Gymraeg? to their website Promote, market, and celebrate 'Pam dewis addysg Gymraeg?' booklet / myth busting across various platform	Collate information regarding Welsh language and refresher classes for parents and promote courses available within all areas of the community Promote, market, and celebrate 'Pam dewis addysg Gymraeg?' booklet / myth busting across various platform Collate information about open days at Welsh-medium childcare settings and schools and promote across various platforms Promote CSC 'Supporting your child to use Welsh language at home' resource: Primary Secondary	Audit support available for parents such as homework clubs. Share this information with parents via schools and various platforms Maintain the language course audit. Promote and market Welsh language courses and refresher courses on various platforms and share with schools Promote, market, and celebrate 'Pam dewis addysg Gymraeg?' booklet / myth busting across various platform Collate information about open days at Welsh-medium childcare settings and schools and promote across various platforms	Review information on Welsh-medium schools' websites and suggest ways to improve support for parents Explore the support that parents feel that they would like to seek to work with partners and agencies to fill the gap Promote, market, and celebrate 'Pam dewis addysg Gymraeg?' booklet / myth busting across various platform Promote Welsh classes and courses available Collate information about open days at Welsh-medium childcare settings and schools and promote across various platforms	Promote, market, and celebrate 'Pam dewis addysg Gymraeg?' booklet/myth busting across various platform Promote Welsh classes and courses available Collate information about open days at Welsh-medium childcare settings and schools and promote across various platforms Promote CSC 'Supporting your child to use Welsh language at home' resource: Primary Secondary

			Promote CSC 'Supporting your child to use Welsh language at home' resource: Primary Secondary	Promote CSC 'Supporting your child to use Welsh language at home' resource: Primary Secondary	

Target 1.10	Development the early years pages on the BCBC website, focusing on the Family Information Service (FIS) aspect.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Appoint FIS Officer and set up regular meeting with key WEF partners to inform the development of the FIS web pages in terms of providing good quality up-to-date information on Welsh-medium childcare and education options	Review current information on website and suggest improvements to include links to Welsh learning and socialising Create an action plan with task and finish group with regards to the website.	Develop Flying Start webpage on the BCBC website, which will include information regarding Welsh-medium settings available as part of the Flying Start offer where school admissions deadlines and information will be included	Regular cycle of meetings to continually inform the content of the FIS web pages Ensure pages reflect the most up-to-date information, in line with Flying Start expansion	Regular cycle of meetings to continually inform the content of the FIS web pages Ensure pages reflect the most up-to-date information, in line with Flying Start expansion

Target 1.11	Monitor the use of Welsh Government marketing campaigns and promote the resources which are on the Welsh Government website. A working group has been designed to identify potential improvements to the school admission process. The process is being reviewed to ensure that all parents can access this process effectively including parents who are seeking Welsh-medium provision. The information developed to support parents includes a section regarding myth busting. There is also a focus to ensure that the information is clear and easy to find. The development of a video will also be considered.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Monitor the use of Welsh Government marketing campaigns and encourage residents within the borough to capitalise on the Welsh Language incentives offered (for example, free Welsh lessons for 18 to 25-year-olds/teaching staff) Following analysis from the school admissions activity, areas for celebration, marketing and promotion of Welsh-medium education uptake will be undertaken Implement any changes introduced by Welsh Government Monitor resources on the Welsh Government website and promote with	Monitor the use of Welsh Government marketing campaigns Implement any changes introduced by Welsh Government Once website changes have been made, ensure that any new information from Welsh Government is updated Monitor resources on the Welsh Government website and promote with schools and partners using various platforms	Monitor the use of Welsh Government marketing campaigns Implement any changes introduced by Welsh Government Once website changes have been made, ensure that any new information from Welsh Government is updated Monitor resources on the Welsh Government website and promote with schools and partners using various platforms	Monitor the use of Welsh Government marketing campaigns Implement any changes introduced by Welsh Government Once website changes have been made, ensure that any new information from Welsh Government is updated Monitor resources on the Welsh Government website and promote with schools and partners using various platforms	Monitor the use of Welsh Government marketing campaigns Implement any changes introduced by Welsh Government Once website changes have been made, ensure that any new information from Welsh Government is updated Monitor resources on the Welsh Government website and promote with schools and partners using various platforms

	schools and partners using various platforms Where possible, reshare Welsh Government promotional activities on corporate social media accounts.				

Target 1.12	Develop a strategic process and protocol in partnership with Welsh-medium school head teachers, Cylch Meithrin staff, Mudiad Meithrin and colleagues from the sector to set out clear principles to support and improve the transition from early years childcare provision into early years education places.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions		Undertake an audit of transition from Welsh-medium childcare provision to Welsh-medium schools Analyse available information and set targets to improve. Strengthen existing partnership between Mudiad Meitthrin and the Childcare team by establishing regular strategic planning meetings	Speak to families who choose not to continue the Welsh-medium journey to better understand the barriers Early years integration project – Welsh-medium representatives to be part of the project.	Develop an action plan / strategic process where all partners involved in transition are clear regarding responsibilities and actions that will increase and support strong transition practices and outcomes to improve the current rate of transition. Transition action will include open days, literature to parents, visits to the schools Better/earlier access to information Promote open days in Welsh-medium schools Welsh-medium senior leaders visiting Cylchoedd Meithrin Analyse transition rates	Strategic process is in place and all partners working together. Share good practice within relevant forums Joint action between all partners to address perceived barriers to parents choosing to continue Welsh-medium education. Better/earlier access to information Open days in Welsh-medium schools Welsh-medium senior leaders visiting Cylchoedd Meithrin Analyse transition rates Promote open days in Welsh-medium schools

Target 1.13	The partnership with Mudiad Meithrin will be further strengthened to encourage more effective planning and ensure actions within the ten-year WESP can be delivered.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Research into funding session costs for parents to send their children to Cylchoedd meithrin for three sessions to allow parents to try Cylchoedd meithrin before deciding	Establish regular strategic planning meetings between Mudiad Meithrin and the Early Years and Childcare Team.	Establish regular strategic planning meetings between Mudiad Meithrin and Welsh-medium headteachers Effective planning and minuting means that meetings are productive and result in actions that create lasting change	Effective planning and minuting means that meetings are productive and result in actions that create lasting change	Effective planning and minuting means that meetings are productive and result in actions that create lasting change

Target 1.14	Develop three new Flying Start funded Ti a Fi settings in collaboration with three of the four Welsh-medium primary schools and Mudiad Meithrin.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Establish Ti a Fi in Bettws and Blaengarw, funded by Flying Start Promote, market, and celebrate Ti a Fi sessions on various platforms	Explore feasibility of Ti a Fi sessions at Ysgol y Ferch o'r Sgêr and/or the Integrated Childrens' Centre (ICC). Establish during academic year. Promote, market, and celebrate Ti a Fi sessions on various platforms	Explore possibility of further Ti a Fi sessions, subject to funding and staffing. Promote, market, and celebrate Ti a Fi sessions on various platforms	Explore possibility of further Ti a Fi sessions, subject to funding and staffing. Promote, market, and celebrate Ti a Fi sessions on various platforms	Explore possibility of further Ti a Fi sessions, subject to funding and staffing. Promote, market, and celebrate Ti a Fi sessions on various platforms

Outcome 2:	More reception class children/five-year-olds receive their education through the medium of Welsh

Target 2.1	Provide a new build and enlarge Ysgol y Ferch o'r Sgêr from its existing PAN of 30 to 60 to serve the West of the County Borough. The proposal has already been subject to a consultation process under the School Organisation Code and Cabinet approval has been received. The new school is programmed to open in September 2024.				
Year	**2022-2023**	**2023-2024**	**2024 – 2025**	**2025-2026**	**2026-2027**
Actions	Complete stage 1 and submit report to Welsh Government for approval Complete Outline Business Case and seek Welsh Government approval Subject to Welsh Government approval, Commence stage 2	Complete stage 2 and seek Welsh Government approval Full Business Case submission to Welsh Government and approval sought Commence construction (subject to Welsh Government approvals and obtaining planning consent). Promote, market, and celebrate new build and expansion of school on various platforms	Complete construction Decant into the new school School opens for pupils Demolition of existing buildings and complete external works Promote, market, and celebrate new build and expansion of school on various platforms	Promote, market, and celebrate new build and expansion of school on various platforms	Promote, market, and celebrate new build and expansion of school on various platforms

Target 2.2	Enlarge and relocate Ysgol Gymraeg Bro Ogwr to an alternative nearby site to meet the current and future demand for Welsh-medium education in the Valleys Gateway, Bridgend and Pencoed areas of the county borough. The new school is scheduled to open in September 2025 with an increased Pupil Admissions Number (PAN) of 75 (that is, 2.5 forms of entry). The current PAN is 54.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Report the outcome of the statutory process (School Organisation Code, 2018) to Cabinet and seek approval to proceed Commence the design process	Conclude the design process Submit a planning application for the replacement school Undertake a tender process for the construction of the replacement school via the SEWSCAP Framework Agreement Submit the Full Business Case to Welsh Government for approval Appoint the successful bidder to undertake construction Commence construction	Continue with the construction of the replacement school Promote, market, and celebrate new build and expansion of school on various platforms	Conclude construction Decant the existing school into the replacement school Replacement school opens for pupils Promote, market, and celebrate new build and expansion of school on various platforms	Defects liability period ends Promote, market, and celebrate new build and expansion of school on various platforms

Target 2.3	Secure temporary additional classroom provision for Ysgol Gymraeg Bro Ogwr in the interim period between 2022-2025 following approval of funding through the Welsh-medium capital grant.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Obtain Welsh Government approval for the Business Justification Case Design Obtain planning permission Tender via Sell2Wales Construction commences	Building ready for occupation			

Target 2.4	Establish seedling school provision in Porthcawl by 2025				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Seek Council approval for inclusion of the scheme in the capital programme Seek Cabinet approval to consult on the proposal Undertake consultation and report the outcome back to Cabinet Commence design	Seek planning consent Conclude design and tender the scheme Submit Business Justification Case to Welsh Government and seek approval Commence construction Promote, market, and celebrate new school across various platforms	Complete construction and open for pupils - January 2025 Promote, market, and celebrate new school across various platforms	End of defects liability period Promote, market, and celebrate new school across various platforms	Promote, market, and celebrate new school across various platforms

Target 2.5	Complete site options appraisal for Ysgol Gyfun Gymraeg Llangynwyd by 2022-2023 with a site feasibility study completed by 2023-2024.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Undertake education and site option appraisals	Continue with education and site option appraisals Feasibility study	Conclude feasibility study		When appropriate, promote, market, and celebrate new school across various platforms

Target 2.6	Scope options to progress Porthcawl and Bridgend South-East Welsh-medium primary provision linked to the on Local Development Plan (LDP).				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Undertake options appraisal (long list) Communication with developers to promote Pencoed. Add advisory note to permissions	Continue with options appraisal (long list) and identify short list and preferred option Subject to land availability, undertake feasibility	Subject to land availability, continue with feasibility		When appropriate, promote, market, and celebrate new school across various platforms

Target 2.7	Develop a promotion and communications plan within the first year of the WESP which considers and addresses the barriers to choosing a Welsh-medium education, accessibility; and proximity of provision.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Create a sub-group for promotion, marketing and celebrating Share Central South Consortium (CSC) 'Supporting your child to use the Welsh language at home' resource with parents. Publish on website. Primary Secondary	Research barriers to choosing Welsh-medium education Research the most effective ways to communicate addressing barriers Undertake an audit of communications for choosing Welsh-medium education as a baseline. Parents are aware of provision for Welsh-medium through updated transition plans published on schools' websites	Create an action plan including dates to promote all new settings and implement Actions on the plan will include: Task and finish group to develop a pupil road map of opportunities Promote 'Pam dewis addysg Gymraeg?' booklet	Promote, market, and celebrate pupil road map to make parents and potential parents aware of opportunities throughout the pupil's educational career Promote 'Pam dewis addysg Gymraeg?' booklet	Promote, market, and celebrate pupil road map to make parents and potential parents aware of opportunities throughout the pupil's educational career Promote 'Pam dewis addysg Gymraeg?' booklet

Target 2.8	Within the first year of the WESP, consider the recommendations from the review undertaken with regards to developing a local late immersion provision and utilise the immersion grant to support the developments.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Apply for immersion grant Consider locations for the provision Appoint one teacher and one LSO Purchase resources for the immersion provision Visit other local authorities' immersion units. Service Level Agreement (SLA) to join CSC Immersion Provision network Monitor numbers attending Monitor levels and progress within the provision programme £5k to purchase resources	Write an admissions policy/ strategy for secondary pupils (age) Advertise and employ two LSOs (total of three LSOs) Immersion teacher to an active member of CSC Late Immersion Provision network Monitor numbers attending Monitor levels and progress within the provision programme £5k to purchase resources Consider permanent location for the late immersion provision Promote, market, and celebrate the immersions provision	Explore different strategies to promote transferring from English-medium to Welsh-medium education Advertise and employ two LSOs (total of five LSOs) Immersion teacher to an active member of CSC Late Immersion Provision network Monitor numbers attending Monitor levels and progress within the provision programme £5k to purchase resources Consider permanent location for the late immersion provision Promote, market, and celebrate the immersions provision	Promote and market transferring from English-medium to Welsh-medium education	Promote and market transferring from English-medium to Welsh-medium education

	Create an action plan to market the immersion provision across platforms				

Target 2.9	In partnership with Central South Consortium (CSC) will provide professional learning and resources for teachers in Welsh-medium schools on how best to support latecomers. CSC will facilitate the sharing of good practice across the region in this area in collaboration with the current Welsh Immersion Unit in Cardiff and any other emerging provision going forward.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Share immersion resources and training available from CSC with Welsh-medium headteachers Publish primary and secondary immersion resources to support learning and teaching. Deliver methodology of teaching language professional learning linked to immersion resources. Share best practice for late immersion teaching in network meetings. Facilitate a regional network for language immersion teachers and teaching assistants to share best practice.	Deliver methodology of teaching language professional learning linked to immersion resources. Share best practice for late immersion teaching in network meetings. Facilitate a regional network for language immersion teachers and teaching assistants to share best practice.	Deliver methodology of teaching language professional learning linked to immersion resources. Share best practice for late immersion teaching in network meetings. Facilitate a regional network for language immersion teachers and teaching assistants to share best practice.	Deliver methodology of teaching language professional learning linked to immersion resources. Share best practice for late immersion teaching in network meetings. Facilitate a regional network for language immersion teachers and teaching assistants to share best practice.	Deliver methodology of teaching language professional learning linked to immersion resources. Share best practice for late immersion teaching in network meetings. Facilitate a regional network for language immersion teachers and teaching assistants to share best practice.

Target 2.10	Review the information regarding a Welsh-medium education which is detailed on the local authority's website to ensure that parents applying for places can easily navigate to the correct pages and locate relevant information.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Form a task and finish group within the promotion, marketing and celebrating sub-group Set objectives of the group and the most effective way of working	Audit the information on the website, the location, and the ease of use Work with officers to update and modify information.	Create an action plan for improvement which could include an information page giving all information about the local area ensuring that there is increased signposting to Welsh-medium education from multiple areas Present the action plan	Changes to website are made Task and finish group to re-audit the information on the website to ensure that the location of the information is correct, and it is easily navigated	Maintain updates on website

Target 2.11	Maximise grant funding opportunities from Welsh Government to support the targeted increase in Welsh-medium primary provision				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Identify potential schemes at primary and secondary level to increase places, if required. Continue to maximise grant funding opportunities throughout the ten-year WESP period	Identify potential schemes at primary and secondary level to increase places, if required.	Identify potential schemes at primary and secondary level to increase places, if required.	Identify potential schemes at primary and secondary level to increase places, if required.	Identify potential schemes at primary and secondary level to increase places, if required.

Target 2.12	Explore potential opportunities for delivering schemes wholly or partly via section 106 agreements, as a contribution for education places to serve new housing developments, where applicable.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	The local authority will continue to maximise 106 funding opportunities throughout the ten-year WESP period to support the growth in Welsh-medium education.	Revisit Supplementary Planning Guidance 16 (contribution to education provision)	Revisit Supplementary Planning Guidance 16 (contribution to education provision)	Revisit Supplementary Planning Guidance 16 (contribution to education provision)	Revisit Supplementary Planning Guidance 16 (contribution to education provision)

Outcome 3:	**More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another**

Target 3.1	**The analysis of data, target setting, monitoring, and evaluation of transfer rates from each phase of statutory education will be a priority within the first five years of the WESP. Work in partnership with CSC and targeted schools where transition rates may be a cause of concern and publish resources to support and reassure parents/carers regarding transition between phases**				
Year	**2022-2023**	**2023-2024**	**2024 – 2025**	**2025-2026**	**2026-2027**
Actions	Ensure that Welsh is referred to in transition plans and that it is published on the school websites Parents are aware of provision for Welsh-medium through transition plans published on schools' websites	Outcome 3,4 and 5 sub-group to explore the data available and decide on which data is to be analysed and monitored. Analyse transfer data and provide a strategic overview Set aspirational targets for 2027 with milestones for each year Parents are aware of provision for Welsh-medium through transition plans published on schools' websites Schools to share CSC 'Supporting your child to	Analyse transfer data and provide a strategic overview Monitor and evaluate transfer data Review transfer target Audit additional learning needs (ALN) Welsh-medium support for transition. Use transfer data to identify schools where transition rates are low Work with Welsh-medium headteachers to explore reasons why and provide	Analyse transfer data and provide a strategic overview Monitor and evaluate transfer data Monitor data to identify schools where transition rates are low Work with Welsh-medium headteachers to explore reasons why and provide support to schools and parents Parents are aware of provision for Welsh-medium through transition plans published on schools' websites	Analyse transfer data and provide a strategic overview Monitor and evaluate transfer data Parents are aware of provision for Welsh-medium through transition plans published on schools' websites Schools to share CSC 'Supporting your child to use the Welsh language at home' resource with parents. Publish on website. Primary Secondary

		use the Welsh language at home' resource with parents. Publish on website Primary Secondary	support to schools and parents using information below Refer to Welsh in transition plans Parents are aware of provision for Welsh-medium through transition plans published on schools' website Schools to share CSC 'Supporting your child to use the Welsh language at home' resource with parents. Publish on website. Primary Secondary BCBC, schools and Mudiad Meithrin to share 'Pam dewis addysg Gymraeg?' booklet on websites	Schools to share CSC 'Supporting your child to use the Welsh language at home' resource with parents. Publish on website Primary Secondary BCBC, schools and Mudiad Meithrin to share 'Pam dewis addysg Gymraeg?' booklet on websites.	BCBC, schools and Mudiad Meithrin to share 'Pam dewis addysg Gymraeg?' booklet on websites

Target 3.2	Monitor the increase in numbers which feed through to Year 3 within the first five years of WESP.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Monitor data for each year group to foresee the data for Year 3	Monitor data for each year group to foresee the data for Year 3 Set targets for Year 3 for three years to increase numbers	Monitor data for each year group to foresee the data for Year 3 Review targets for Year 3 Explore intervention strategies which would include working with the Promotion, marketing and celebrating sub-group	Monitor data annually for each year group. Review targets for Year 3 Implement intervention strategies if required	Monitor data annually for each year group Review targets for Year 3 Implement intervention strategies if required. Evaluate interventions implemented and number which feed through to Year 3

Target 3.3	Promotion of strategies for the effective use of Welsh in formal and informal situations across all sectors and age ranges will continue to be developed and monitored by WEF.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Implement and develop Siarter Iaith Cymraeg Campus framework. Produce resources and case studies to support schools to make progress with Siarter Iaith Cymraeg Campus. Facilitate networks for Siarter Iaith and Cymraeg Campus leads. CSC to provide termly Siarter Iaith data that will be shared with the WEF for discussion. Encourage and support schools who have not started their Siarter Iaith Cymraeg Campus journey to do so. Celebrate schools who have received awards and	92% of English-medium schools engaged in Siarter Iaith Cymraeg Campus framework Schools achieve progressive levels of the Siarter Iaith Cymraeg Campus framework. Produce resources and case studies to support schools to make progress with Siarter Iaith Cymraeg Campus. Facilitate networks for Siarter Iaith and Cymraeg Campus leads. CSC to provide termly Siarter Iaith data that will be shared with the WEF for discussion. . Encourage and support schools who have not	94% of English-medium schools engaged in Siarter Iaith Cymraeg Campus framework Produce resources and case studies to support schools to make progress with Siarter Iaith Cymraeg Campus. Facilitate networks for Siarter Iaith and Cymraeg Campus leads. CSC to provide termly Siarter Iaith data that will be shared with the WEF for discussion. Encourage and support schools who have not started their Siarter Iaith Cymraeg Campus journey to do so.	96% of English-medium schools engaged in Siarter Iaith Cymraeg Campus framework Schools achieve progressive levels of the Siarter Iaith Cymraeg Campus framework. All Welsh-medium schools to receive the next award Produce resources and case studies to support schools to make progress with Siarter Iaith Cymraeg Campus. Facilitate networks for Siarter Iaith and Cymraeg Campus leads. CSC to provide termly Siarter Iaith data that will be shared with the WEF for discussion.	100% of English-medium schools engaged in Siarter Iaith Cymraeg Campus framework Schools achieve progressive levels of the Siarter Iaith Cymraeg Campus framework. Produce resources and case studies to support schools to make progress with Siarter Iaith Cymraeg Campus. Facilitate networks for Siarter Iaith and Cymraeg Campus leads. CSC to provide termly Siarter Iaith data that will be shared with the WEF for discussion. . Encourage and support schools who have not

	promote on various platforms Explore opportunities to use Welsh informally with WEF partners. Promote map of opportunities across various platforms	started their Siarter Iaith Cymraeg Campus journey to do so. Celebrate schools who have received awards and promote on various platforms	Celebrate schools who have received awards and promote on various platforms	. Encourage and support schools who have not started their Siarter Iaith Cymraeg Campus journey to do so. Celebrate schools who have received awards and promote on various platforms	started their Siarter Iaith Cymraeg Campus journey to do so. Celebrate schools who have received awards and promote on various platforms

Target 3.4	Facilitate collaboration between primary and secondary schools to produce resource that promote linguistic progression to parents/carers				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Reference to Welsh-transition plans All schools to publish transition plans on their websites	Review transition plans annually and publish on website	Review transition plans annually and publish on website	Review transition plans annually and publish on website	Review transition plans annually and publish on website

Target 3.5	Provide opportunities for Welsh-medium schools to engage in initiatives to monitor linguistic progression (for example, comparative judgement).				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Develop, pilot, and publish a standardised reading test for Years 1-11 in Welsh-medium schools Facilitate No more marking / Comparative Judgment programme for Welsh medium schools Facilitate Darllen Dros Gymru (Welsh-medium first language book quiz) Promote, market, and celebrate Darllen Dros Gymru on various platforms	Develop, pilot, and publish a standardised spelling test for Years 1-11 in Welsh-medium schools Review of number of schools using 'No more marking' programme and impact Facilitate Darllen Dros Gymru (book quiz) Promote Dwlu Darllen reading challenge (Welsh second language book quiz)	All Welsh-medium schools to use CSC's standardised reading and spelling tests from Year 1-11 Audit the numbers taking part in Darllen Dros Gymru (Welsh first language) Audit the number of schools taking part in Dwlu Darllen (Welsh second language)	All Welsh-medium schools to use CSC's standardised reading and spelling tests from Year 1-11	All Welsh-medium schools to use CSC's standardised reading and spelling tests from Year 1-11

Target 3.6	Provide advice, professional learning, and resources to support schools to implement Welsh across the curriculum thus increasing the amount of learning provision offered. The sharing of good practice across the region in a variety of ways (for example, webinars, podcasts, blogs and learning walks).				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Asynchronous, face-to-face, and bespoke Welsh across the curriculum professional learning. Sharing best practice via networks. Continue to develop and promote Welsh across the curriculum resource community on CSC website	Liaise with CSC to identify and plan support for this year. Asynchronous, face-to-face, and bespoke Welsh across the curriculum professional learning. Sharing best practice via networks. Continue to develop and promote Welsh across the curriculum resource community on CSC website	Liaise with CSC to identify and plan support for this year. Asynchronous, face-to-face, and bespoke Welsh across the curriculum professional learning. Sharing best practice via networks. Continue to develop and promote Welsh across the curriculum resource community on CSC website	Liaise with CSC to identify and plan support for this year. Asynchronous, face-to-face, and bespoke Welsh across the curriculum professional learning. Sharing best practice via networks. Continue to develop and promote Welsh across the curriculum resource community on CSC website	Liaise with CSC to identify and plan support for this year. Asynchronous, face-to-face, and bespoke Welsh across the curriculum professional learning. Sharing best practice via networks. Continue to develop and promote Welsh across the curriculum resource community on CSC website

Outcome 4:	**More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh**				
Target 4.1	**Annual monitoring of transfer rates and actions identified and reported to WEF.**				
Year	**2022-2023**	**2023-2024**	**2024 – 2025**	**2025-2026**	**2026-2027**
Actions	Support the collaboration between Ysgol Gyfun Gymraeg Llangynwyd and Ysgol Gyfun Gymraeg Llanhari to enhance the development of learners continuing in a Welsh medium school	Analyse key Stage 4 and Key Stage 5 transfer data and produce strategic overview report. Analyse the utilisation of a Blended learning approach at Post-16 between Maesteg and Pencoed Analyse the retention of learners within the blended learning pilot.	Analyse Key Stage 4 and Key Stage 5 transfer data and produce strategic overview report. Develop the blended learning approach to allow for any issues and problems that may have occurred.	Analyse Key Stage 4 and Key Stage 5 transfer data and produce strategic overview report. Explore rolling out the blended learning approach across more schools to increase the number of learners studying Welsh as a second language	Analyse Key Stage 4 and Key Stage 5 transfer data and produce strategic overview report.

Target 4.2	Improve retention and transition rates during the first five years of this plan.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Analyse and monitor retention and transition rates	Analyse and monitor retention and transition rates Set aspirational targets for retention and transition rates	Audit transition process between primary and secondary Review and monitor targets for retention and transition rates Increase in the number of pupils transferring from primary to secondary- ensuring high transition rates from all primary feeder schools.	Monitor improved retention and transition rates Review and monitor targets for retention and transition rates Create an action plan for a clear transition process between primary and secondary sectors which could include a transition calendar	Monitor improved retention and transition rates Review and monitor targets for retention and transition rates

Target 4.3	Increase the number of learners remaining in Post-16.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Use blended learning to deliver subjects with lower numbers. Publish a resource to promote uptake of Welsh A-level (use of social media, past pupil/parent experiences, promote advantages) Work in partnership with Qualifications Wales to ensure parity in the development of Key Stage 4 and Post-16 qualifications.	Audit of the courses available to Post-16 learners through the medium of Welsh Analyse data for Post-16 leaners. Set targets for following years Promote courses that are offered Post-16 through the medium of Welsh on various platforms Publish a resource to promote uptake of Welsh A-level. Use blended learning to deliver subjects with lower numbers. Promote resources created by Coleg Cymraeg Cenedlaethol focussed on the benefits of studying A-Level Welsh.	Explore the possibility of increasing the offer of Post-16 courses with schools and further education Monitor retention rates. Work with schools and further education to promote courses and benefits of Post-16 education Publish a resource to promote uptake of Welsh A-level. Use blended learning to deliver subjects with lower numbers. Promote resources created by Coleg Cymraeg Cenedlaethol focussed on the benefits of studying A-Level Welsh.	Explore the possibility of creating a Post-16 prospectus of courses available through the medium of Welsh Promote courses that are offered Post-16 through the medium of Welsh on various platforms Publish a resource to promote uptake of Welsh A-level. Use blended learning to deliver subjects with lower numbers. Promote resources created by Coleg Cymraeg Cenedlaethol focussed on the benefits of studying A-Level Welsh. Work in partnership with Qualifications Wales to ensure parity in the development of Key Stage	Publish a resource to promote uptake of Welsh A-level. Use blended learning to deliver subjects with lower numbers. Promote resources created by Coleg Cymraeg Cenedlaethol focussed on the benefits of studying A-Level Welsh. Work in partnership with Qualifications Wales to ensure parity in the development of Key Stage 4 and Post-16 qualifications. Encourage staff to engage with qualifications reforms consultations. Advise Qualifications Wales of the need to develop a more relevant

		Work in partnership with Qualifications Wales to ensure parity in the development of Key Stage 4 and Post-16 qualifications. Encourage staff to engage with qualifications reforms consultations. Advise Qualifications Wales of the need to develop a more relevant and modern content for Welsh GCSE within the Welsh qualifications	Work in partnership with Qualifications Wales to ensure parity in the development of Key Stage 4 and Post-16 qualifications. Encourage staff to engage with qualifications reforms consultations. Advise Qualifications Wales of the need to develop a more relevant and modern content for Welsh GCSE within the Welsh qualifications	4 and Post-16 qualifications. Encourage staff to engage with qualifications reforms consultations. Advise Qualifications Wales of the need to develop a more relevant and modern content for Welsh GCSE within the Welsh qualifications	and modern content for Welsh GCSE within the Welsh qualifications

Target 4.4	Evaluate blended/remote learning approaches within the first year of the WESP. There may need to be a greater emphasis on blended/remote learning approaches in the first instance to ensure that pupils are able to access a wider range of courses				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Analyse uptake data of blended/remote learning and the courses on offer Evaluate blended/remote learning Consider use of digital technology to increase the qualification offer through the medium of Welsh.	Analyse uptake data. Promote and celebrate good practice Explore working with agencies to promote blended learning to deliver subjects with lower numbers. Explore delivering Welsh second language as a subject via blended / remote learning where there's low capacity to teach subject within English-medium schools Evaluate blended/remote learning.	Analyse uptake data. Evaluate blended/ remote learning. Explore schools working together to support blended/remote learning with subjects that have a low uptake Promote and celebrate good practice	Analyse uptake data. Evaluate blended/ remote learning. Support schools working together to provide blended/remote learning Promote and celebrate good practice	Analyse uptake data. Evaluate blended/ remote learning. Support schools working together to provide blended/remote learning Promote and celebrate good practice

Target 4.5	Raise awareness of the additional resources which have been created by CSC specifically for Welsh speakers within the first year of the WESP				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Encourage school staff to engage with CSC Hwb Communities and to join Welsh networks Publish Welsh Special bulletin which includes reference to resources available to support learning and teaching of Welsh. Promote available resources through various CSC networks, social media, and online communities. Develop appropriate resources to meet the needs of Curriculum for Wales for example Llwyfan Llafar Key Stage 4 and secondary Welsh language immersion resources.	Continue to promote available resources through various CSC networks, social media, and online communities. Continue to develop appropriate resources to meet the needs of Curriculum for Wales for example Llwyfan Llafar Key Stage 4 and secondary Welsh language immersion resources.	Promote, market, and celebrate appropriate resources to meet the needs of Curriculum for Wales for example Llwyfan Llafar Key Stage 4 and secondary Welsh language immersion resources. Continue to promote available resources through various CSC networks, social media, and online communities	Promote, market, and celebrate appropriate resources to meet the needs of Curriculum for Wales for example Llwyfan Llafar Key Stage 4 and secondary Welsh language immersion resources. Continue to promote available resources through various CSC networks, social media, and online communities	Promote, market, and celebrate appropriate resources to meet the needs of Curriculum for Wales for example Llwyfan Llafar Key Stage 4 and secondary Welsh language immersion resources. Continue to promote available resources through various CSC networks, social media, and online communities

Target 4.6	Work with secondary schools to coordinate the provision of Welsh as a subject in all settings.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Professional discussion with school within the Curriculum Leaders Network Group to highlight each school's current situation with schools delivering Welsh as a subject	Publish a resource to promote uptake of Welsh A-level. Audit the current and potential future provision at Key Stage 4 and Post-16 in Welsh and English-medium schools.	Undertake map and gap exercise Consider use of digital technology/blended / remote learning to increase qualification offer through the medium of Welsh for example explore e-sgol Promote the resource to increase uptake of Welsh A-level.	Review provision Explore actions from map and gap exercise and create an action plan to support the provision of Welsh and as subject Develop collaboration with the Welsh-medium secondary sector to provide subject specific professional learning particularly in areas of Welsh-medium practitioner shortage	Review provision Implement actions from map and gap exercise

Outcome 5: More opportunities for learners to use Welsh in different contexts in school

Target 5.1	**Work with English and Welsh-medium schools to analyse how much time is allocated to Welsh in school, this will be completed in the first year of the WESP.**				
Year	**2022-2023**	**2023-2024**	**2024 – 2025**	**2025-2026**	**2026-2027**
Actions	Undertake an audit on curriculum time allocated to Welsh in all schools as a baseline. Share findings with schools and create targets for future years.	Undertake a review audit curriculum time allocated to Welsh in all schools. Share findings with schools and create targets for future years. Liaise with schools to explore individual support needed to deliver the Welsh language and to increase the amount of time allocated to Welsh Analyse data to ensure that target has been met. Welsh Language Development planning to be discussed in school improvement conversations with Improvement Partners.	Liaise with schools to explore individual support needed to deliver the Welsh language and to increase the amount of time allocated to Welsh Support schools with School development plans (SDPs) to develop that use of Welsh Undertake a review audit on curriculum time allocated to Welsh in all schools. Share findings with schools and create targets for future years.	Undertake a review audit on curriculum time allocated to Welsh in all schools. Share findings with schools and create targets for future years.	Undertake a review audit on curriculum time allocated to Welsh in all schools. Share findings with schools and create targets for future years.

Target 5.2	Map opportunities available with partners and the community				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Discuss best practice of on-line careers event at Brynteg in 2021. Plan for an annual online Careers event for English-Medium secondary schools that shows the importance of the Welsh language in various careers	Annual careers event. Compile learning and socialising opportunities through the medium of Welsh available from partners and the community including libraries, community centres. Following the mapping of opportunities with all partners, a calendar will be created and actioned/shared accordingly. Promote, market, and celebrate the careers event Explore possibility of Welsh Art Council grants and share information with schools	Undertake audit to identify gaps in areas where more opportunities are needed. Include youth workers and Youth Council to ensure that the voice of young people is at the core of this development Approach organisations and partners to increase opportunities where there are gaps. Share with schools, further education and promoted on various platforms Promote, market, and celebrate the activities such as Urdd apprenticeships with school staff and sixth-form learners	Review calendar of opportunities and seek further opportunities for young people to learn and socialise through the medium of Welsh. Approach organisations and partners to increase opportunities where there are gaps. Share with school, further education and promoted on various platforms	Review calendar of opportunities and seek further opportunities for young people to learn and socialise through the medium of Welsh. Share with school, further education and promoted on various platforms

Target 5.3	Develop an early engagement model of support for non-maintained settings in targeted areas to enhance children's early linguistic experiences.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Collate a list of non-maintained settings Undertake an audit of current provision and the settings' needs as a baseline	Develop an early engagement model of support and set targets for engagement Promote, market, and celebrate our Welsh-medium offer within childcare settings	Roll out the engagement model. 45% of non-maintained settings are engaged with support Promote, market, and celebrate our Welsh-medium offer within childcare settings	60 % of non-maintained settings are engaged with support Share good practice within relevant forum Promote, market, and celebrate our Welsh-medium offer within childcare settings	70 % non-maintained settings are engaged with support Promote, market, and celebrate our Welsh-medium offer within childcare settings

Target 5.4	Professional learning and support for Welsh Language Immersion will be developed as well as resources to support the new curriculum.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Immersion staff to engage with the CSC's network for Welsh Language Immersion teachers focused on sharing practice. Immersion staff to attend training on the methodology of teaching language Promote primary Welsh immersion resources and professional learning Publish secondary Welsh language resources and associated professional learning.	Training offered to all schools on the Immersion resources Immersion staff to engage with the CSC's network for Welsh Language Immersion teachers focused on resources Deliver methodology of teaching language professional learning. Facilitate a network for Welsh Language Immersion teachers focused on sharing practice.	Deliver methodology of teaching language professional learning. Facilitate a network for Welsh Language Immersion teachers Promote, market, and celebrate Welsh immersion resources and professional learning on offer	Deliver methodology of teaching language professional learning. Facilitate a network for Welsh Language Immersion teachers Promote, market, and celebrate Welsh immersion resources and professional learning on offer	Deliver methodology of teaching language professional learning. Facilitate a network for Welsh Language Immersion teachers Promote, market, and celebrate Welsh immersion resources and professional learning on offer

Target 5.5	CSC to promote, support, challenge and accredit all schools to make progress with the Language Charter and Cymraeg Campus Awards. Evaluate and share best practice.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Snap survey to all Welsh-medium schools to ascertain where they are on their Siarter Iaith journey. Revise targets if needed Implement and develop Siarter Iaith Cymraeg Campus framework Produce resources and case studies to support schools to make progress with Siarter Iaith Cymraeg Campus. Facilitate networks for Siarter Iaith and Cymraeg Campus leads. Encourage and support schools who have not started their Siarter Iaith Cymraeg Campus journey to do so.	Implement and develop Siarter Iaith Cymraeg Campus framework. Produce resources and case studies to support schools to make progress with Siarter Iaith Cymraeg Campus Facilitate networks for Siarter Iaith and Cymraeg Campus leads. Encourage and support schools who have not started their Siarter Iaith Cymraeg Campus journey to do so. Undertake verification visits. Celebrate schools who have received awards and promote on various platforms	Implement and develop Siarter Iaith Cymraeg Campus framework. Produce resources and case studies to support schools to make progress with Siarter Iaith Cymraeg Campus. Facilitate networks for Siarter Iaith and Cymraeg Campus leads. Encourage and support schools who have not started their Siarter Iaith Cymraeg Campus journey to do so. Undertake verification visits. Celebrate schools who have received awards and promote on various platforms	All Welsh-medium schools to receive the next award Implement and develop Siarter Iaith Cymraeg Campus framework. Produce resources and case studies to support schools to make progress with Siarter Iaith Cymraeg Campus. Facilitate networks for Siarter Iaith and Cymraeg Campus leads. Encourage and support schools who have not started their Siarter Iaith Cymraeg Campus journey to do so. Undertake verification visits.	Implement and develop Siarter Iaith Cymraeg Campus framework. Produce resources and case studies to support schools to make progress with Siarter Iaith Cymraeg Campus. Facilitate networks for Siarter Iaith and Cymraeg Campus leads. Encourage and support schools who have not started their Siarter Iaith Cymraeg Campus journey to do so. Undertake verification visits. Celebrate schools who have received awards and promote on various platforms

	Undertake verification visits. Celebrate schools who have received awards and promote on various platforms			Celebrate schools who have received awards and promote on various platforms	

Target 5.6	Increase informal use of Welsh within schools. The local authority and CSC will support English-medium primary and secondary schools to increase provision in Welsh by utilising the Cymraeg Campus Programme.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Undertake an audit on curriculum time allocated to Welsh in all schools as a baseline. Snap survey to all English-medium schools to ascertain where they are on their Siarter Iaith journey. Revise targets if needed CSC to share termly data with the local authority Continue to implement and develop Siarter Iaith Cymraeg Campus framework. Celebrate Siarter Iaith Cymraeg Campus awards at the end of every term Increase the number of schools involved in Urdd activities by 10%	92% of English-medium schools engaged in Siarter Iaith Cymraeg Campus framework Continue to implement and develop Siarter Iaith Cymraeg Campus framework Promote, market, and celebrate Siarter Iaith Cymraeg Campus awards at the end of every term Increase the number of schools involved in Urdd activities by 20%	96% of English-medium schools engaged in Siarter Iaith Cymraeg Campus framework 90% of all English-medium primary schools that were engaged in 2022-23 to have received the bronze award Promote, market, and celebrate Siarter Iaith Cymraeg Campus awards at the end of every term Increase the number of schools involved in Urdd activities by 30%	100% of English-medium schools engaged in Siarter Iaith Cymraeg Campus framework Promote, market, and celebrate Siarter Iaith Cymraeg Campus awards at the end of every term Increase the number of schools involved in Urdd activities by 40%	Continue to implement and develop Siarter Iaith Cymraeg Campus framework. Promote, market, and celebrate Siarter Iaith Cymraeg Campus awards at the end of every term Increase the number of schools involved in Urdd activities by 60%

	Urdd – Offer children and young people opportunities to take part in Welsh language activities in school and outside of school hours.				Share resources created on use of incidental Welsh in English medium schools

Target 5.7	Encourage the language development and engagement with parents. The local authority will continue to work collaboratively with RhAG as members of the WEF.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Compile a list of the various forums to engage parents and carers Promote, market, and celebrate Welsh language events	Attend Welsh language events to promote language courses and Welsh-medium offer Explore and engage with parents on their language development needs and the best way to support them Explore the possibility of working with Menter Bro Ogwr to provide bespoke courses for parents Collate information regarding Welsh language and refresher classes for parents and promote courses available within all areas of the community Explore the possibility of working with Menter Bro Ogwr to provide bespoke courses for parents	Promote and market Welsh language courses and refresher courses on various platforms and share with schools Attend Welsh language events to promote language courses and Welsh-medium offer	Promote CSC 'Supporting your child to use Welsh language at home' resource: Primary Secondary Attend Welsh language events to promote language courses and Welsh-medium offer Promote and market Welsh language courses and refresher courses on various platforms and share with schools	Promote CSC 'Supporting your child to use Welsh language at home' resource: Primary Secondary Attend Welsh language events to promote language courses and Welsh-medium offer Promote and market Welsh language courses and refresher courses on various platforms and share with schools

Target 5.8	Consider the support that Ysgol Gyfun Gymraeg Llangynwyd could provide for English-medium schools. Also consider the peer-to-peer support from the Welsh-medium primary schools (for example Bore Coffi).				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Discuss and plan a Bore Coffi Explore support from Menter Bro Ogwr and the Urdd to support schools	A small group of Year 10/11 pupils from Brynteg, Bryntirion and Pencoed Comprehensive Schools hold a half- termly Bore Coffi with a small group of pupils from Llangynwyd to support language development Promote, market, and celebrate the bore coffi and the engagement of all schools	Explore the opportunities available for both secondary and primary schools within cluster meetings and create an action plan Consider the use of funding available from CSC for peer-to-peer support.	Review and implement action plan Promote, market, and celebrate activities from the action plan and the engagement of all schools	Review and implement action plan Promote, market, and celebrate activities from the action plan and the engagement of all schools

Target 5.9	Explore the development of the digital space for children and young people and an incentive to engage with the language (for example, Minecraft and Roblox).				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions		Explore the use of digital learning with CSC area lead for digital learning as an incentive to engage with the Welsh language	Share opportunities available with schools	Review and share opportunities available with schools	Review and share opportunities available with schools

Target 5.10	Ensure alignment with the Council's Five-Year Welsh Language Promotion Strategy 2021-2026.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Monitor and review the Council's five- year Welsh Language Promotion Strategy in partnership with the lead officer in the Communications Team. Promote, market, and celebrate a rolling calendar of events to celebrate Welsh language awareness days. Work with external partners to promote Welsh Language events/activities within the borough. Promote the Welsh-medium schools in the borough via corporate social media channels. Work with members of the WEF to develop a calendar of events, whereby corporate social media channels can	Review in November 2023	Review in November 2024	Review in November 2025 During this period, the five-year promotional strategy will be coming to an end. Therefore, consultation on a new strategy will be conducted. BCBC will collaborate with members of the WEF to ensure that a new plan is aligned to the WESP.	Review in November 2026 Implemented the new plan, building on the work completed in the previous five-year promotional strategy.

	promote Welsh Medium opportunities. Work with members of the WEF to promote Welsh essential jobs within BCBC.				

Target 5.11	Provide advice, professional learning, and resources will be provided to support schools to implement Welsh across the Curriculum thus increasing the amount of learning provision offered. The sharing of good practice across the region in a variety of ways (for example, webinars, podcasts, blogs and learning walks).				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Asynchronous, face-to-face, and bespoke professional learning. Sharing best practice via networks. Continue to develop and promote, market, and celebrate Welsh across the curriculum resource community on CSC website Promote, market, and celebrate resources available from partners, namely Menter Bro Ogwr Continue to develop and promote resources for Welsh across the curriculum community on CSC website	Liaise with CSC to identify and plan support for this year. Continue to develop and promote resources for Welsh across the curriculum community on CSC website Promote, market, and celebrate resources available from partners, namely Menter Bro Ogwr	Liaise with CSC to identify and plan support for this year. Continue to develop and promote resources for Welsh across the curriculum community on CSC website Promote, market, and celebrate resources available from partners, namely Menter Bro Ogwr	Liaise with CSC to identify and plan support for this year. Continue to develop and promote resources for Welsh across the curriculum community on CSC website Promote, market, and celebrate resources available from partners, namely Menter Bro Ogwr	Liaise with CSC to identify and plan support for this year. Continue to develop and promote resources for Welsh across the curriculum community on CSC website Promote, market, and celebrate resources available from partners, namely Menter Bro Ogwr

Outcome 6: An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018

Target 6.1	**Developments from the Additional Learning Needs (ALN) Strategic Planning Review Board which will conclude its work by April 2023.**				
Year	**2022-2023**	**2023-2024**	**2024 – 2025**	**2025-2026**	**2026-2027**
Actions	Monitor the developments with regards to Welsh-medium provision.	Monitor the implementation of any recommendation with regards to Welsh-medium provision.	Monitor, evaluate and review Welsh-medium provision.	Monitor, evaluate and review Welsh-medium provision.	Monitor, evaluate and review Welsh-medium provision.

Target 6.2	Report on the outcome of the Public Notice for the Moderate Learning Difficulties (MLD) Learning Resource Centre (LRC) at Ysgol Cynwyd Sant during the first year of the WESP.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Establish MLD LRC at Ysgol Cynwyd Sant Create a marketing strategy for schools and information for parents. Ensure BCBC's website has up-to-date relevant information.	Monitor progress of children attending MLD LRC Monitor data of children with MLD requiring a place in the LRC Devise a pupil road map to identify the journey from birth to 25 and gaps within the journey. Promote, market, and celebrate the pupil road map with key stakeholders Implement marketing strategy for schools and information for parents. Ensure BCBC's website has up-to-date relevant information.	Monitor progress and numbers Review the road map Implement marketing strategy for schools and information for parents. Ensure BCBC's website has up to date relevant information .	Monitor progress and numbers Share and promote the pupil road map with officers and school to share with parents. Implement marketing strategy for schools and information for parents. Ensure BCBC's website has up to date relevant information.	Monitor progress and numbers Share and promote the pupil road map with BCBC officers and school to share with parents. Implement marketing strategy for schools and information for parents. Ensure BCBC's website has up to date relevant information.

Target 6.3	The observation and assessment class at Ysgol Gymraeg Bro Ogwr will open in conjunction with the proposal through the School Modernisation Programme.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	School Modernisation to include an observations and assessment class within the new build for Ysgol Gymraeg Bro Ogwr Report the outcome of the statutory process (School Organisation Code, 2018) to Cabinet and seek approval to proceed. Commence the design process Monitor the progress of Ysgol Gymraeg Bro Ogwr in Outcome 2 sub-group Monitor numbers/data/pupils with ALN leaving Welsh-medium education	Conclude the design process. Submit a planning application for the replacement school. Undertake a tender process for the construction of the replacement school via the SEWSCAP Framework Agreement Submit the Full Business Case to Welsh Government for approval Appoint the successful bidder to undertake construction Commence construction Monitor numbers/data/ pupils with ALN leaving Welsh-medium education.	Continue with the construction of the replacement school Promote new build and expansion of school on various platforms Monitor numbers/data/ pupils with ALN leaving Welsh-medium education Create a marketing strategy for the observation and assessment class for schools and information for parents. Ensure BCBC's website has up to date relevant information.	Conclude construction Decant the existing school into the replacement school Replacement school opens for pupils Monitor progress and numbers destination annually Monitor numbers/data/ pupils with ALN leaving Welsh-medium education Monitor numbers/data/Pupils with ALN leaving Welsh-medium education Promote, market, and celebrate the unit working in partnership with	Defects liability period ends Monitor progress and numbers destination annually Monitor numbers/data/pPupils with ALN leaving Welsh-medium education Create a marketing strategy for the observation and assessment class for schools and information for parents. Ensure BCBC's website has up to date relevant information.

Target 6.4	Report on the secondary Welsh-medium MLD provision from the ALN Strategic Planning Review Board.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Review current provision for secondary Welsh-medium MLD	Implement recommendation. Monitor provision-numbers/ data	Monitor provision-numbers/ data Create a marketing strategy for schools and information for parents. Ensure BCBC's website has up- to-date relevant information	Monitor provision-numbers/ data	Monitor provision-numbers/ data

Target 6.5	Consider the sufficiency of the Additional Learning Provision (ALP) in Welsh and the size and capability of the workforce which also involves consideration of the Welsh-medium workforce.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	An analysis undertaken during the first year of the WESP of ALN staffing and any gaps identified utilising SWAC data. Audit the number of staff that can deliver their service through the medium of Welsh	Analyse demand, utilising data to develop and plan for ALN provision Promote, market, and celebrate Welsh language refresher courses Promote, market, and celebrate Welsh language courses	Create an ALP menu and compare the offer of Welsh-medium support to English-medium support Monitor succession planning Explore training opportunities for staff that can deliver provisions through the medium of Welsh to build capacity of ALP	Monitor succession planning Explore training opportunities for staff that can deliver provisions through the medium of Welsh to build capacity of ALP Monitor the ALP menu and share with relevant staff and agencies/ partners	Monitor succession planning Explore training opportunities for staff that can deliver provisions through the medium of Welsh to build capacity of ALP Monitor the ALP menu and share with relevant staff and agencies/ partners

Target 6.6	Ensure all reasonable steps are taken for all learners with ALN or emerging needs to access support from the local authority's mainstream schools, special schools, and advisory services through the medium of Welsh to ensure that there is full compliance with the ALNET Act 2018 and a bilingual system for pupils with ALN.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Analyse needs through the Access to Education Panel referrals	Analyse needs through referrals to specialist teams and the educational psychology service (EPS) Monitor the referrals to Access to Education Panel	Analyse the Welsh offer in special schools and the PRU Monitor the referrals to Access to Education Panel	Analyse the graduated response Monitor the referrals to Access to Education Panel	Monitor the referrals to Access to Education Panel

Target 6.7	During the first year of the WESP options will be considered to build specialist experience and knowledge amongst our Welsh-medium Workforce in partnership with our special schools. Secondment opportunities for Welsh secondary teachers to special schools will be considered.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	A strategic overview of workforce linguistic skills across all schools using SWAC data that has been completed using the Language Competency Framework Undertake a skills audit of staff that can deliver specialist provision through the medium of Welsh. Links between special schools and Welsh-medium workforce established.	Links between special schools and Welsh-medium workforce strengthened Explore training and experience opportunities following needs identified in the skills audit. Explore secondment opportunities and Welsh speaking staff developing professionally within a Special school. Secondment using secondary staff to support ALN	Strong links between special schools and Welsh-medium workforce established Explore training and experience opportunities following needs identified in the skills audit. Explore secondment opportunities and Welsh speaking staff developing professionally within a Special school. Secondment using secondary staff to support ALN	Strong links between special schools and Welsh-medium workforce established Explore training and experience opportunities following needs identified in the skills audit. Explore secondment opportunities and Welsh speaking staff developing professionally within a Special school. Secondment using secondary staff to support ALN	Strong links between special schools and Welsh-medium workforce established Explore training and experience opportunities following needs identified in the skills audit. Explore secondment opportunities and Welsh speaking staff developing professionally within a Special school. Secondment using secondary staff to support ALN

Target 6.8	Recruit and develop specialist staff to meet the growth and change in provision which will include early years and childcare.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Human Resources to look at recruitment procedures Explore courses that are provided by Mudiad Meitrhin, higher education and further education	Links between special schools and Welsh-medium workforce established with the aim of using special schools' expertise to professionally develop specialist staff Succession planning: Analyse needs data and compare to staffing audit and ALP menu that can be delivered through the medium of Welsh. Plan to recruit staff at different stages Audit of professional development courses with ALN and share with relevant staff and settings Audit of the Welsh language refresher provision available Share findings of audit with schools, supply agencies, further and higher education.	Create a training planner with special schools for Welsh-medium schools and staff to develop professionally and build capacity Succession planning: Analyse needs data and compare to staffing audit and ALP menu that can be delivered through the medium of Welsh. Plan to recruit staff at different stages Investment in training Monitor professional development courses and share with relevant staff and settings	Succession planning: Analyse needs data and compare to staffing audit and ALP menu that can be delivered through the medium of Welsh. Plan to recruit staff at different stages Investment in training Update special school's training calendar to using their expertise to professionally develop specialist staff Monitor professional development courses and share with relevant staff and settings	Succession planning: Analyse needs data and compare to staffing audit and ALP menu that can be delivered through the medium of Welsh. Plan to recruit staff at different stages Investment in training Update special school's training calendar to using their expertise to professionally develop specialist staff Monitor professional development courses and share with relevant staff and settings

		Discuss good practice model for transition			

Target 6.9	**In collaboration with CSC, curriculum provision and resources will be appropriate for any pupil with ALN in both Welsh-medium and English-medium schools.**				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	CSC to develop, pilot and publish a Standardised Welsh Reading Test for Years 1-11 in Welsh medium schools. Audit resources available from CSC	CSC to develop, pilot and publish a Standardised Welsh Spelling Test for Years 1-11 in Welsh medium schools Monitor the use of the reading test Promote, market, and celebrate resources available from CSC	Audit specialist teams assessments that are available through the medium of Welsh and identify the gaps in assessments	Explore the possibility supporting the development of assessments with partners / agencies Share resources available from CSC Monitor any new resources that are on the market	Share resources available from CSC Monitor any new resources that are on the market Promote, market, and celebrate resources available from CSC

Target 6.10	Work in partnership with the Social Services and Wellbeing Directorate and Bridgend College to ensure appropriate additional learning provision (ALP) and essential workforce.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Review current ALN ALP available Post-16 Analyse need using data	Analyse need using data Analyse workforce Monitor, review ALP available Post-16	Create map of learners' journey 0-25 with progression of ALP and opportunities	Promote, market, and celebrate the learners' journey map	Monitor, review ALP available Post-16

Target 6.11	Ensure that parents and carers are fully engaged through the various forums and consultation meetings which are in the local authority.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Promote, market, and celebrate MLD LRC at Ysgol Cynwyd Sant Promote 'Pam dewis addysg Gymraeg?' booklet across all platform and hard copies shared with Early Years Team and Health Audit consultation meetings and forums and promote/advertise in a timely manner Appropriate, accurate and timely information is on the Council website. Review SNAP Cymru information on the website	Review SNAP Cymru information on the Council website Ensure appropriate, accurate and timely information is on the Council website. Promote 'Pam dewis addysg Gymraeg?' booklet across all platform and hard copies shared with Early Years Team and Health Advertise /promote consultation meetings and forums in a timely manner	Ensure appropriate, accurate and timely information is on the Council website. Promote, market, and celebrate the observation and assessment class at Ysgol Gymraeg Bro Ogwr Promote 'Pam dewis addysg Gymraeg? booklet across all platform and hard copies shared with Early Years Team and Health Advertise /promote consultation meetings and forums in a timely manner	Ensure appropriate, accurate and timely information is on the Council website. Promote 'Pam dewis addysg Gymraeg? booklet across all platform and hard copies shared with Early Years Team and Health Advertise /promote consultation meetings and forums in a timely manner	Ensure appropriate, accurate and timely information is on the Council website. Promote 'Pam dewis addysg Gymraeg? booklet across all platform and hard copies shared with Early Years Team and Health Advertise /promote consultation meetings and forums in a timely manner

Outcome 7: Increase the number of teaching staff able to teach Welsh (as a subject) and through the medium of Welsh.

Support local, regional, and national programmes for Welsh Language development by providing advice, professional learning, and support to practitioners to acquire and improve their Welsh Language skills. This will increase the capacity of teachers and support staff able to teach Welsh and through the medium of Welsh across all sectors

Target 7.1	**Regular analysis of data, monitoring and target setting to inform planning.**				
Year	**2022-2023**	**2023-2024**	**2024 – 2025**	**2025-2026**	**2026-2027**
Actions	Schools to use CSC's professional learning on how to assess their Welsh language ability using the Welsh language competency framework for SWAC data to be up to date. CSC to present the professional learning for Welsh Language Framework to highlight the importance of inputting the correct data at Team Bridgend Analyse SWAC Data (spring term)	Analyse SWAC Data (Spring term) Create monitoring collection form for collection of workforce data including Mudiad Meithrin Analyse data qualifications audit from Mudiad Meithrin Use monitoring form for collection of workforce data	Analyse SWAC Data (Spring term) Analyse data qualifications audit from Mudiad Meithrin Use monitoring form for collection of workforce data	Analyse SWAC Data (Spring term) Analyse data qualifications audit from Mudiad Meithrin Use monitoring form for collection of workforce data	Analyse SWAC Data (Spring term) Analyse data qualifications audit from Mudiad Meithrin Use monitoring form for collection of workforce data

Target 7.2	Establish training and apprenticeship as part of the sub-group, using the relevant data, a detailed plan in relation to upskilling staff will be written.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Create an audit and data collection (Welsh for Adults) Utilise the Welsh Competency Framework to establish skills baseline-CSC Promote, market, and celebrate the Cynllun Ysgolion Cam wrth Gam apprentiships placements at Cylch Meithrin and the Cynllun Clebran.	Ensure CSC Teaching Assistant Learning Pathway (TALP) training offers LSOs effective training for all levels. Audit of partners offers of training and apprenticeships Create a road map of opportunities and education career for staff. Use the data from the Welsh Competency Framework –audit to establish ways forward Use the information from the training/apprenticeship audit to establish gaps in training. Promote Welsh Immersion training/Sabbatical training	Evaluate all training offers against baseline. Impact and affect (trends) Create a plan in relation to upskilling staff Monitor, promote and celebrate training and apprenticeships opportunities that arise from the audit	Monitor, promote, market, and celebrate training and apprenticeships opportunities that arise from the audit	Monitor, promote, market, and celebrate training and apprenticeships opportunities that arise from the audit

		Promote training and apprenticeships opportunities that arise from the audit			

Target 7.3	Monitor those schoolteachers who can teach through the medium of Welsh and look at the reasons why teachers leave Welsh-medium schools and introduce a questionnaire/exit interview. Monitor and evaluate trends in both teaching and support staff retention.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Schools to use CSC professional learning on how to assess their Welsh language ability using the Welsh language competency framework for SWAC data to be up to date. CSC to provide Welsh sabbatical data Create exit interview questionnaire Share interview questionnaire with headteachers	Schools to use CSC professional learning on how to assess their Welsh language ability using the Welsh language competency framework for SWAC data to be up to date. CSC to provide Welsh sabbatical data Identify reasons for leaving and put a plan in place to reduce the number of leavers by 1%. Monitor and evaluate trends	Schools to use CSC professional learning on how to assess their Welsh language ability using the Welsh language competency framework for SWAC data to be up to date. CSC to provide Welsh sabbatical data Monitor and evaluate trends Amend and enhance plan to reflect the current year's data on reasons for leaving Reduce leavers by 1%	Schools to use CSC professional learning on how to assess their Welsh language ability using the Welsh language competency framework for SWAC data to be up to date. CSC to provide Welsh sabbatical data Monitor and evaluate trends Evaluate current plan and reduce leavers by 1%.	Schools to use CSC professional learning on how to assess their Welsh language ability using the Welsh language competency framework for SWAC data to be up to date. CSC to provide Welsh sabbatical data Monitor and evaluate trends Evaluate the plan and reduce leavers by 1%

Target 7.4	Bridgend will work closely with other local authorities in CSC in planning and supporting school staff across all sectors to further improve their Welsh language skills through professional learning opportunities, resources, the sharing of good practice, and bespoke support to individual or groups of schools across the region.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Deliver asynchronous, face-to-face, and bespoke Welsh Language Development professional learning linked to the Welsh Language Competency Framework. NQTs to attend CSC's Aspire programme and induction Promote the free Welsh language professional learning provided by Learn Welsh.	Review current offer of support through professional learning to determine needs. Create a road map of opportunities available Analyse the Language Framework data as a baseline for improvement. Deliver asynchronous, face-to-face, and bespoke Welsh Language Development professional learning linked to the Welsh Language Competency Framework. Promote the free Welsh language professional learning provided by Learn Welsh.	Consider bespoke training/support individual schools e.g. post Estyn inspections Re-establish SLA for Hwb training schools to share good practice Deliver asynchronous, face-to-face, and bespoke Welsh Language Development professional learning linked to the Welsh Language Competency Framework. Promote the free Welsh language professional learning provided by Learn Welsh. Promote the roadmap	Monitor impact of support through SWAC/Welsh competency framework Deliver asynchronous, face-to-face, and bespoke Welsh Language Development professional learning linked to the Welsh Language Competency Framework. Promote the free Welsh language professional learning provided by Learn Welsh.	Deliver asynchronous, face-to-face, and bespoke Welsh Language Development professional learning linked to the Welsh Language Competency Framework. Promote the free Welsh language professional learning provided by Learn Welsh.

Target 7.5	Ensure that staff from Welsh-medium schools are applying for relevant national leadership development programmes including the Aspiring Headteacher Programme leading to National Professional Qualification Headteachers (NPQH) qualification.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	Monitor the number of Welsh-medium applicants on the national leadership programmes including destination reports for NPQH candidates. CSC to speak with Headteachers and improvement partners Monitor success rate of NPQH qualification following the Aspiring Headteacher course Undertake a succession planning audit to see how it looks in BCBC schools	Middle level management training for Welsh leaders Monitor the number of Welsh-medium applicants on the national leadership programmes including destination reports for NPQH candidates. CSC to speak with Headteachers and improvement partners Monitor success rate of NPQH qualification following the Aspiring Headteacher course	Middle level management training for Welsh leaders Monitor the number of Welsh-medium applicants on the national leadership programmes including destination reports for NPQH candidates. CSC to speak with Headteachers and improvement partners Monitor success rate of NPQH qualification following the Aspiring Headteacher course	Middle level management training for Welsh leaders Monitor the number of Welsh-medium applicants on the national leadership programmes including destination reports for NPQH candidates. CSC to speak with Headteachers and improvement partners Monitor success rate of NPQH qualification following the Aspiring Headteacher course	Middle level management training for Welsh leaders Monitor the number of Welsh-medium applicants on the national leadership programmes including destination reports for NPQH candidates. CSC to speak with Headteachers and improvement partners Monitor success rate of NPQH qualification following the Aspiring Headteacher course

Target 7.6	Work in partnership with initial teacher education (ITE) partnerships to support student teachers and to ensure that Welsh-medium schools are identified as lead, training, or placement schools.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions		Link in with Higher Education representative and Headteachers with the aim of schools working in partnership with ITE Collect the routes into teaching available and promote	Strong links with higher education established. Two Welsh-medium schools are placement school Work with external partners to promote initiatives on routes into teaching and share any relevant information with schools and various platforms. Evaluate initiatives and routes into teaching and plan a way forward	Three Welsh-medium schools are placement schools for ITE Explore developing a new route to QTS for Welsh medium applicants Strong links with higher education established. Promote routes into teaching	Four Welsh-medium schools are placement schools for ITE Promote routes into teaching

Target 7.7	Professional learning and support to newly qualified teachers (NQT) teachers will be provided				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	NQTs to attend CSC Aspire programme Internal mentors to attend CSC training and support NQTs throughout the year	NQTs to attend CSC Aspire programme Internal mentors to attend CSC training and support NQTs throughout the year Monitor data	NQTs to attend CSC Aspire programme Internal mentors to attend CSC training and support NQTs throughout the year Monitor data	NQTs to attend CSC Aspire programme Internal mentors to attend CSC training and support NQTs throughout the year Monitor data	NQTs to attend CSC Aspire programme Internal mentors to attend CSC training and support NQTs throughout the year Monitor data

Target 7.8	Provide post-sabbatical support for practitioners engaged with sabbatical programmes; and provide advice, support, and guidance to schools on how to accurately reflect the Welsh language skills of staff.				
Year	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Actions	CSC to present the professional learning for Welsh Language Framework to highlight the importance of inputting the correct data at Team Bridgend. Promote effective use of Welsh Language Competency Framework to assess skills and plan appropriate professional learning. Provide post sabbatical support for practitioners to include networking opportunities, leadership of Welsh professional learning along with bespoke support from CSC Development Officer.	CSC to provide uptake information of sabbatical course – names and schools so that staff can be encouraged to continue to develop their Welsh language skills and be made aware of vacancies. Provide post sabbatical support for practitioners to include networking opportunities, leadership of Welsh professional learning along with bespoke support from CSC Development Officer. Share practice. CSC to present the professional learning for Welsh Language Framework to highlight the importance of inputting the correct data at Team Bridgend	CSC to provide uptake information of sabbatical course – names and schools so that staff can be encouraged to continue to develop their Welsh language skills and be made aware of vacancies. Promote effective use of Welsh Language Competency Framework to assess skills and plan appropriate professional learning. Share practice. CSC to present the professional learning for Welsh Language Framework to highlight the importance of inputting the correct data at Team Bridgend	Promote effective use of Welsh Language Competency Framework to assess skills and plan appropriate professional learning. Provide post sabbatical support for practitioners to include networking opportunities, leadership of Welsh professional learning along with bespoke support from CSC Development Officer. Share practice	Promote effective use of Welsh Language Competency Framework to assess skills and plan appropriate professional learning. Provide post sabbatical support for practitioners to include networking opportunities, leadership of Welsh professional learning along with bespoke support from CSC Development Officer. Share practice

WELSH IN EDUCATION STRATEGIC PLAN ANNUAL REVIEW REPORT

2025-2026

Name of Local Authority
Bridgend County Borough Council

Author:	Welsh in Education Strategic Plan (WESP) Co-ordinator
Approver:	Corporate Director (Education, Early Years and Young People)
Date:	31 July 2026

Introduction to Annual Review Report for the Welsh in Education Strategic Plan

What is the purpose of this report?

It is a **statutory requirement** for you to submit your report to the Welsh Government by 31 July 2026.

The aim of this template is to **provide guidance** and prompts that suggest **what information should be included** to ensure that you satisfy these statutory requirements. If you feel that **other information** is relevant to your narrative and context, you are welcome to include it.

We are grateful for your willingness to respond to the revised template last year. This year for consistency we have tried to avoid any further significant changes, but you will find that there are a few minor changes and additions which have been **marked in red** for convenience. This is to respond to feedback provided by you after the third reporting year, to assist us in preparing for the implementation of the Welsh Language and Education (Wales) Act 2025, and to ensure that you report on some key elements of the Local Authority Education Grant – Cymraeg 2050, as this annual report is now the **main reporting and monitoring medium** for many elements of that grant.

The feedback process

We will consider your progress towards your targets and commitments within your WESP and five-year action plan, as well as your future plans. Following consultation with specialist policy departments within the Welsh Government, we will provide you with **written feedback according to each outcome** during the autumn term. Following this we will **arrange meetings** to discuss your achievements and feedback.

September 2026 is an important milestone in the implementation of your 10-year WESP as you start the fifth year of your Plan. We will ask you to submit an updated **action plan** as well as your annual review report for the **July 2027** reporting year. We can discuss this further in our feedback session.

Use of Data

We request that you use local data (qualitative and quantitative) to report on your progress. We are aware that PLASC data will not be published in time to be used in this report. You will however have access to the core data (submitted to the Welsh Government for validation in January) and you should use these data for comparison with data provided in your 2024–25 report.

Forward look, and The Welsh Language and Education (Wales) Act 2025

The Welsh Language and Education (Wales) Act 2025 was passed by Senedd Cymru on 13 May 2025 and received Royal Assent on 7 July 2025. Not all provisions come into effect immediately; the Act has been drafted so that different provisions come into force over time. We will communicate any timing of any changes clearly to you.

The Act aims to move toward the Cymraeg 2050 target of a million speakers by strengthening the role of Welsh in education, with the general aim of ensuring that all pupils in maintained schools in Wales can use Welsh independently when they leave school.

We have appreciated the opportunities to discuss the implications of the Act for you as local authorities over the past year, and we welcome opportunities to discuss this further. Much of what is encompassed in the Act is already in place, including the WESP, late immersion provision, school categorisation according to Welsh-language provision and work to raise awareness and encourage behavioural change. We look forward therefore to supporting, reinforcing and building on the immense work that you have already accomplished in this field.

KEY ACHIEVEMENTS AND HIGHLIGHTS

Provide up to **7** main achievements and highlights for 2025–2026.

- Estyn undertook a Local Government Education Service (LGES) inspection in March 2026. The inspection was highly positive, with several areas of strength identified and recognised as examples of effective practice across the service.

  The report stated: 'The authority is making sound progress in expanding Welsh-medium provision. It has increased the number of Welsh-medium pre-school providers and plans their locations strategically to support children's progression along the language continuum. In addition, there is effective Welsh-medium provision for pupils who attend Learning Resource Centres. The current phase of the school modernisation programme demonstrates a strong commitment to further developing Welsh-medium education, particularly in the primary sector. In addition, the authority has a well-considered approach to strengthening provision for late immersion to support pupils joining Welsh-medium schools. While the modernisation programme has improved access to Welsh-medium education, some geographical gaps remain.'

- The installation of a double mobile classroom at Ysgol Gymraeg Bro Ogwr was completed during the reporting period, increasing capacity to accommodate growth in the early years cohort and supporting the school's continued expansion prior to relocation to the new school site.

- A revised Strategic Outline Programme, for increased Welsh-medium secondary provision has been approved by Welsh Government. Cabinet has approval the acquisition of a central site in Bridgend as an 'enabler' of a future Welsh-medium secondary school build scheme.

- The local authority successfully developed late immersion provision and appointed a permanent leader; the provision has been branded as 'Pont Iaith', with a dedicated name and logo created to support its identity and promotion. Since September 2025, 10 pupils have accessed Pont Iaith.

- A childcare provider has been appointed for the Blackmill Welsh-medium Childcare Hub. The Betws Welsh-medium Childcare Hub is scheduled to open in September 2026, offering full-day childcare provision for families.

- There has been an increase in the number of pupils studying AS level and A level Welsh second language in September 2025 (initially increased from 16 to 31 pupils) following co-ordinated network promotion. By the end of the year, 25 pupils studied Welsh Post-16.

- Promotional activity has continued to successfully raise awareness of Welsh-medium education across Bridgend County Borough. Strong partnership working with the Welsh-medium cluster has secured funding

through the Cymraeg i Bawb and Mentrau Iaith grants, enabling the delivery of the innovative 'Cylch i Ysgol' pilot programme. Positive learner and family experiences are being captured through a series of case studies developed in collaboration with Swansea Local Authority and Cymraeg i Bawb, helping to showcase effective practice and the benefits of Welsh-medium education.

- Furthermore, high-profile promotional materials, including banners and posters, have been displayed at train stations throughout the county borough, further strengthening the aim to raise awareness of Welsh-medium education and enhance its visibility within local communities.

RISKS AND MITIGATIONS

Risks: What are the specific local authority-level risks that affect or could affect progress across all outcomes? Give details of individual risks.

- Recruitment and retention difficulties within the Welsh-medium sector may affect the capacity of Cylchoedd Meithrin to maintain and expand Welsh-medium early years provision.

- Suitable venues may not be available to re-establish sessional childcare provision in some areas, limiting opportunities to expand services where demand exists. Although demand for provision exists, the lack of appropriate and available premises remains a significant barrier to expanding services.

- Implementation of catchment areas for Welsh-medium schools may be delayed until 2028–2029, affecting strategic planning and the management of future demand for Welsh-medium education.

- Limited understanding of why some parents consider Welsh-medium education but do not choose it as their first preference may prevent the identification and removal of barriers to uptake.

- Despite recent increases in uptake, there remains a risk to the long-term viability of small AS/A Level Welsh classes, as schools continue to face challenges in sustaining provision and Welsh has previously been identified as a subject at risk.

- The potential lack of capacity or resource to meet the goal of increasing English-medium school participation in Urdd activities. The success of this target depends on the Bridgend Music Service's ability to effectively partner with the Urdd to support these schools.

- There is a shortage of Welsh-speaking specialist staff within the Communication and Relationships Team (CART), limiting the team's capacity to provide support through the medium of Welsh.

- Delays to the Ysgol Gymraeg Bro Ogwr building project will postpone the opening of the Welsh-medium Observation Class until at least September 2028.

- Funding, objections to statutory proposals and planning applications, timing around seasonal ecology mitigation measures, land availability/potential acquisition and resource availability within the local authority.

- Some proposals are generated around the local authority's Local Development Plan with a reliance on housing developers bringing forward sites in a timely fashion to align with WESP targets.

Mitigations: What steps are you taking to mitigate the above risks?

- Work with Mudiad Meithrin and childcare providers to strengthen recruitment and retention through targeted workforce initiatives, training and qualification support, career development opportunities, and regular monitoring of staffing risks. Work collaboratively with childcare settings and Ysgol Gyfun Gymraeg Llangynwyd to promote and support childcare courses, helping to develop a sustainable pipeline of future Welsh-medium childcare practitioners.

- Work with local partners to identify and secure suitable venues, aim to maintain a pipeline of potential sites, explore flexible delivery models, and seek funding to adapt facilities where required.

- Undertake a comprehensive catchment area review and public consultation to assess options and gather stakeholder views.

- Collect and analyse parental feedback through surveys, focus groups, and admissions data to understand barriers to choosing Welsh-medium education as a first preference. Use this evidence to inform targeted engagement, communication, and transition initiatives, and regularly monitor trends to evaluate effectiveness.

- Continue to support schools to deliver a blended learning model which enables learners choose Welsh as a subject as Post-16 without travel constraints. Continue to share Coleg Cymraeg Cenedlaethol's grant information.

- Establish a structured partnership agreement with the Urdd and Bridgend Music Service, including clear responsibilities, participation targets, regular monitoring, and targeted support for English-medium schools.
- Explore a Welsh-medium workforce development plan, including targeted recruitment and provide Welsh language training for existing staff.
- Establish interim Welsh-medium ALN support arrangements while closely monitoring demand and project progress to minimise the impact of delays.
- Ensure buildings are designed and aligned to Welsh Government cost and size standards. Site abnormals and constraints are identified early and detailed in Welsh Government business cases.
- Work with Finance, Strategic Asset Management and Infrastructure Team, and planning colleagues to support the identification of match-funding opportunities (for example, section 106 and capital funding), and any land acquisitions to support the delivery of the WESP targets.
- Ecology issues are identified early, and mitigation measures are progressed with the local authority's Countryside Management Officer and the appointed ecologists.

Welsh Language and Education (Wales) Act 2025: **What are your plans to prepare for the implementation of the Welsh Language and Education Act, and what support do you need?**

The local authority will work closely with Welsh Government to prepare for the implementation of the Welsh Language and Education (Wales) Act 2025. This will help the local authority develop a clear understanding of the requirements arising from the Act.

Dates will be confirmed for Welsh Government representatives to attend an Extended Management Team meeting to provide training and an overview of the new legislation. Representatives will also attend Team Bridgend meetings to share this information and support a consistent understanding of the changes and their implications across the local authority.

The local authority plans to work collaboratively with Welsh Government throughout the implementation of the Act, sharing information, clarifying requirements, and providing support and guidance to schools as they carry out the changes.

Delivery plans will be piloted in collaboration with the local authority, Welsh Government and six schools. This will provide an opportunity to test approaches, identify challenges and effective practice, and help inform wider implementation across the county borough.

At this stage, ongoing support and guidance from Welsh Government will be important to help the local authority carry out the process effectively, particularly in relation to statutory requirements and support for schools.

GENERAL

Welsh in Education Forum

How does your Welsh in Education planning Forum (where applicable) drive the strategic direction of your WESP and support activities in relation to the outcomes?

How does the Forum monitor your progress towards achieving the targets and outcomes of your WESP?

What sub-groups have you established and how do they support WESP activities?

Membership

The Welsh in Education Forum (WEF) is made up of 33 members that include local authority officers, school representation and partners. This is a strong working partnership where all members work closely within sub-groups and task and focus groups to meet actions and targets set within the sub-group development plans.

The WEF benefits from the following representation:

- 14 local authority officers;
- 2 elected members;
- 4 headteacher representatives;
- 2 school governor representatives;
- 2 teacher representatives; and
- 9 delivery partner representatives.

The WEF meets each term online, where key updates are shared with members by the chairs of the sub-groups.

Sub-groups

There are four sub-groups:

- Outcomes 1 and 2;
- Outcomes 3, 4 and 5;
- Outcomes 6 and 7;
- Promotion, marketing and celebrating.

- A chairperson and vice-chairperson are elected for each sub-group.
- Members for each sub-group have been carefully chosen to be able to fully support the targets and actions.
- Sub-groups meet in-person once per term before the full WEF.
- Each sub-group has an annual sub-group development plan that clearly states the focus of the sub-group for the year. This document is shared for partners to update ahead of meetings. Actions are rated red, amber, yellow and green (RAYG) either before or during the sub-group meeting.
- An agenda and meeting documents are shared one week in advance.
- Meeting notes are shared and agreed at the next sub-group meeting.

- There is a focus to complete actions including task and finish groups between sub-group meetings.

Welsh in Education Forum Meetings
During the WEF, the WESP Co-ordinator presents progress made since the last meeting and invites the Chair, Vice-chair and key partners to provide further updates and information. Following the presentation of each outcome, there is an opportunity for questions and comments.

Monitoring progress

Reporting to Cabinet

- The WESP five-year plan and WESP annual review report has been presented to Cabinet/Corporate Management Board (CCMB) in 2022 and 2024.
- The WESP update report was reported to Cabinet on 19 September 2023 following its first year of implementation.
- The WESP Annual Review Report 2025-2026 will be reported to Cabinet in September 2026.
- The Cabinet Member for Education and Youth Services is a member of the WEF and participates actively in meetings. The Welsh Language Champion (elected member) also attends the WEF.

Scrutiny oversight

- The WESP five-year plan was presented to Subject Overview and Scrutiny Committee 1 on 1 December 2022.
- A WESP update report was presented to Subject Overview and Scrutiny Committee 1 on 11 April 2024.

Reporting to senior officers

- WESP updates are reported at the directorate's monthly senior management team meetings.
- The WESP is a key part of the Education, Early Years and Young People (EEYYP) Directorate Strategic Plan (2023-2026). Progress is monitored and reported monthly within the EEYYP Directorate's performance management system (STORI).
- The school capital schemes are reported to the bi-monthly meeting of the School Modernisation Strategic Programme Board.
- The Head of Learning, the strategic lead for WESP receives regular updates from the WESP Co-ordinator.
- The WESP Co-ordinator meets with Welsh Government throughout the year.
- The WESP Co-ordinator meets with chairs of sub-groups prior to s sub-group meeting.
- Each sub-group has developed an annual development plan taken from the five-year WESP which has focusses the work of the sub-group.
- During termly sub-group meetings, the sub-group development plan is updated and then each action is RAYG rated.

- The Bridgend Association of Special and Secondary (School) Headteachers (BASSH) and the Bridgend Primary Federation discuss the work of the WESP and have representatives who sit on the WEF and receive regular updates throughout the year.
- WESP updates are provided at Team Bridgend meetings, which is attended by officers from the EEYYP Directorate and headteachers.

Learner Travel (Wales) Measure 2008

How do you work with other local authorities, schools and further education institutions (as appropriate) to promote access to education and training through the medium of the Welsh language in accordance with the duty set out under section 10 of the Learner Travel (Wales) Measure 2008? Give details on your progress and the main challenges in relation to this issue.

Cabinet was advised of our responsibilities to support the promotion and growth of the Welsh language in considering our new 2025 policy, which reflects that responsibility. In July and September 2024 in approving the new Home-to-School transport Policy 2025, Cabinet considered the more generous policy offer of school transport for those pupils in Welsh-medium schools, in respect of Nursery and sixth forms, linked to the Cymraeg 2025 agenda and our WESP. This policy change followed a full 12-week public consultation, and consultation with a range of partners and stakeholders.

OVERALL SELF ASSESSMENT

Give a self-assessed RAG rating (red/amber/green) for your overall progress against the Plan during 2025-2026.	

Outcome 1

More nursery children/ three-year-olds receive their education through the medium of Welsh

KEY DATA AND OUTCOME SUMMARY

Provide the following data to report on your progress against your ten-year target and any other target noted in your Plan:

Number and percentage of 3-year-olds receiving their education through the medium of Welsh (PLASC data)

Year	Number	Percentage
2024-25	153	9.74%
2025-26	164	10.32%

Data for Cylchoedd Meithrin

Year	Number of settings	Number of children	Number transferring to school	Number transferring to Welsh-medium school	Percentage transferring to Welsh-medium school
2023-24	6	195	130	94	72.31%
2024-25	6	154	115	75	65.2%

Welsh-medium Flying Start data

Year	Number of settings	Number of places	Number of children
2024-25	5	Not fixed*	106
2025-26	4	Not fixed*	91

*The number of Welsh-medium Flying Start places are not limited. Places are purchased when requested at commissioned Welsh-medium childcare settings.

Other Welsh-medium provision

Type of provision	Number of settings	Number of children
There is no other Welsh-medium provision at present		

In September 2026, 'Bloedeuol' will open in the Betws Welsh-medium childcare hub. Currently, it is going through registration with Care Inspectorate Wales and is a member of Mudiad Meithrin. The setting is holding open days and is working closely with Ysgol Gynradd Gymraeg Calon y Cymoedd.

The tender for the Blackmill Welsh-medium childcare hub was awarded to Mudiad Meithrin. The provider is working with the Legal Department to complete the lease agreement and plans to open during the school year 2026-2027.

A new Welsh-medium child minder in the Brynmenyn area has been registered with the local authority and is being encouraged and supported to become a Flying Start provider.

PROGRESS UPDATE

Give a brief update on your progress against the agreed target for this outcome.

The local authority reports the following progress regarding Welsh-medium education:

- Members discuss building developments within sub-group and in WEF meetings. The local authority provides updates through Outcome 2 of this report;
- The number of applications for Nursery at Ysgol Gymraeg Bro Ogwr increased, with demand exceeding the school's virtual published admission number (PAN). In response, the school worked closely with local authority officers to increase capacity further, enabling 71 Nursery places to be available from September 2026;
- Ysgol Cynwyd Sant also experienced an increase in applications for part-time Nursery provision. To support the continued growth of Welsh-medium education, the local authority worked with non-maintained settings to ensure that they remain within, and contribute to, the Welsh-medium sector; and
- An options paper has been presented to the Corporate Management Board to consider opportunities to increase Welsh-medium Nursery capacity in the Maesteg area. In addition, an application has been submitted to Welsh Government for the Small Capital Grant to support an extension to the Nursery provision and enable a permanent increase in the school's PAN.

Admissions task and focus group

Demand for Welsh-medium education continues to grow across Bridgend County Borough. For Nursery admissions, 157 applications were received for 2025-2026. For 2026–2027, 158 applications have already been received, and the application round remains open, indicating continued strong interest in Welsh-medium provision.

Demand for Reception places has also increased, rising from 141 applications for 2025-2026 to 152 applications for 2026-2027. This positive trend demonstrates growing parental confidence in Welsh-medium education and reflects the ongoing

success of promotional and engagement activities undertaken with schools, childcare providers and partners.

The local authority carried out the following admissions work:

- An annual admissions task and focus group (Outcomes three, four, and five) reviews pupil numbers, surplus capacity, and patterns across schools and year groups;
- The focus group placed a greater emphasis on parental preferences;
- Recent data shows 20 parents selected Welsh-medium as a second preference and 29 as a third when the first preference was English-medium;
- Discussions are taking place on how best to collect information regarding the reasons over parental preference. This information will be used to inform targeted promotion and understand latent demand better.

Transition Plans - Cylch i Ysgol

- The sub-group identified that a number of children from some Cylchoedd Meithrin transferred to Welsh-medium schools, and some to English-medium schools after an analysis of Mudiad Meithrin transfer data. The sub-group worked with Mudiad Meithrin and headteachers closely to develop a transition plan. Schools have identified a designated member of staff, and activities are under way.
- The cluster applied for a 'Mentrau Iaith' grant and received £1,700 for the 'Cylch i Ysgol' pilot. Ysgol Gynradd Gymraeg Calon y Cymoedd works with local authority officers closely to develop resources and plan visits. The headteacher will attend childcare providers with a story book about Tedi's day at Ysgol Gynradd Gymraeg Calon y Cymoedd, a pop-up banner, flyers, the 'Pam Dewis Addysg Gymraeg?' booklet, and a postcard for parents. A bank of messages was provided to the childcare provider to tell parents about the visit and how it went.

Bettws Childcare Hub

- The provider has registered with Care Inspectorate Wales and is planning an open day in June 2026. Additional open days are planned during the summer holidays before the expected opening in September 2026; and
- The local authority will support the new provider to develop its provision further, enter into a contract to provide Flying Start places, and promote the provision to families across Bridgend County Borough.

Blackmill Childcare Hub

- The local authority appointed a provider, Mudiad Meithrin in September 2025; and
- Lease negotiations between the local authority and the provider are ongoing to support the planned opening of the provision during the school year 2026-2027.

Mudiad Meithrin – Cylchoedd Ti a Fi, Cylchoedd Meithrin, Cymraeg i Blant

- Mudiad Meithrin and the Childcare Team have identified Porthcawl and Maesteg as areas for development to establish Welsh-medium early years provision. The Childcare Team has supported the identification of suitable sites. However, efforts to secure an appropriate venue in Maesteg have not yet been successful.
- Cylch Meithrin Porthcawl has appointed a leader and an assistant. Mudiad Meithrin's SAS Co-ordinator is progressing the Care Inspectorate Wales registration process, which is expected to be completed early in the autumn term 2026. The Cylch Meithrin will open in September 2026 for reduced hours while the registration process is completed;
- A Cylch Ti a Fi group and a Cymraeg i Blant group are running in Porthcawl in preparation for the opening of the Cylch Meithrin and the Porthcawl Welsh-medium seedling school;
- Mudiad Meithrin is also exploring opportunities to secure a suitable venue in the Bridgend town area to develop Welsh-medium childcare provision; and
- Mudiad Meithrin is currently advertising for a peripatetic Ti a Fi Officer to lead Cylchoedd Ti a Fi during term time until 31 March 2027. The local authority is funding this post in response to demand.

Cymraeg i Bawb sessions:

- Pyle - Welsh Story, Sign and Song
- Pencoed - Welsh Story, Sign and Song
- Sarn – Baby Yoga
- Porthcawl Baby Massage

Cylchoedd Ti a Fi:

- Porthcawl
- Sgêr
- Plant Bach Sarn
- Blaenllynfi (Dechrau'n Deg)
- Maesteg (ar gau dros dro)

Cylchoedd Meithrin:

- Cylch y Sgêr (accept children funded by Flying Start)
- Pencoed (accept children funded by Flying Start)
- Blodeuol (opening September 2026)
- Cylch Cynwyd Sant
- Sarn (accept children funded by Flying Start)
- Blaenllynfi

Catchment Areas

- The local authority will instruct an independent consultant to progress a review of Welsh-medium catchment areas.
- Welsh-medium catchment areas are already in draft form but do not currently influence admission arrangements.
- The earliest catchment change can be presented in a draft school admissions policy is now 2028-2029.

- Legal advice has been sought, and the advice is that there are no requirements to publicly consult on the proposals to introduce Welsh-medium catchment areas.
- A Welsh-medium headteacher focus group was set up to advise the school admissions process and will report to the School Admissions Forum as a proposed introduction of catchment areas in a future School Admissions Policy.

Promotional Activities

Promotional work remains key to the development and growth of Welsh-medium education across the county borough. A range of activities has been undertaken to raise awareness of Welsh-medium education and support parents to make informed choices including:

- placing promotional banners at local train stations to increase the visibility of Welsh-medium education;
- carrying out a dedicated communications schedule to ensure consistent and targeted messaging throughout the year;
- developing Welsh-medium education case studies to highlight positive learner and family experiences;
- reviewing and updating the Welsh-medium education webpages regularly to ensure that parents have access to accurate and current information;
- working with 'Cymraeg i Bawb' closely to promote Welsh-medium education opportunities;
- distributing the 'Pam Dewis Addysg Gymraeg?' booklet widely to parents and carers; and
- supporting the 'Cylch i Ysgol' transition project to strengthen transition arrangements between Welsh-medium early years settings and schools. This helps children and families move confidently into Welsh-medium education.

Give a summary of your progress in expanding Welsh-medium early years provision, including Flying Start, under the headings below.

– **What are you doing to increase the number of Welsh-medium childcare places available as well as uptake of these places?**

- The updated admissions form for Flying Start childcare provides parents with information about their nearest Welsh-medium provider when they are asked to indicate their preferred setting;
- The local authority expects to make one of its Flying Start settings fully Welsh-medium, including both morning and afternoon sessions, in early 2027;
- The seedling school planned for Porthcawl includes a Welsh-medium daycare setting;

- The new building planned for Ysgol Gymraeg Bro Ogwr includes a Welsh-medium daycare setting;
- The daycare settings at Bettws and Blackmill have identified providers. The local authority is proactively supporting both providers to open as soon as possible;
- All partners continue to distribute the local authority's 'Pam Dewis Addysg Gymraeg?' booklet, which highlights the benefits of bilingual education and the local options available; and
- To support the development of new Welsh-medium sessional provision, the local authority undertook a review of appropriate and available venues during spring 2026. This remains the main barrier to establishing new childcare provision.

– **How do you use the analysis of your Childcare Sufficiency Assessment to identify areas for development?**

The gaps identified in the Childcare Sufficiency Assessment (CSA) inform the five-year action plan, which is reviewed annually.

The 2025-2026 review indicates that demand has not increased significantly and that the development of the four Welsh-medium childcare provisions will meet the immediate need for full-day childcare. However, gaps in sessional provision have been identified in Bridgend town, Maesteg, Cefn Glas and Porthcawl.

Historically, Cylchoedd have operated in each of these areas, but have since closed and not reopened. The main barriers to re-establishing provision are the identification of suitable venues and the recruitment of appropriately qualified Welsh-speaking practitioners. Work continues with partners to address these gaps.

– **Give details on your process of developing provision (tendering processes), including the types and number of provision settings being planned for year 5.**

The local authority consulted the Legal, Procurement and Property departments extensively during the tendering process for Bettws and Blackmill. Officers from these departments provided advice to the Early Years and Childcare Team on the process to follow. The Childcare Strategy and Sufficiency Manager prepared the specification and method statements with support from the Procurement Manager.

The tender documents were advertised widely and were available for four weeks on the Sell2Wales and eTenderWales portals during summer 2024. Applications were assessed and interviews held with support from the Procurement Department.

The local authority offered leases to the highest-scoring providers.

The same process will be followed for Porthcawl and Bridgend town once the buildings are close to completion.

State the collaboration with organisations in the early years sector to strengthen and expand Welsh-medium childcare provision in your area (eg Cwlwm partner organisations). Give details on the nature of this collaboration.
The Early Years and Childcare Team works with CWLWM (Childcare Wales Learning and Working Mutually) partners to support development across all types of childcare provision. Colleagues from Mudiad Meithrin attend the same Outcome meetings as officers from the Early Years and Childcare Team. The team also works closely with Mudiad Meithrin to support developments within existing Cylchoedd Meithrin across the county borough. This partnership includes supporting the Welsh language within Flying Start provision. The development of Welsh-medium provision remains a priority for the local authority across all types of childcare, from out-of-school provision to child minders.
How do you share information about the availability of early years education and other Welsh-medium provision with parents/carers? Give details on how you work with the Family Information Service, your admissions teams and external agencies to ensure that information is shared effectively.
• The Comms Cymraeg Schedule provides a comprehensive programme of communications to promote Welsh-medium education. The local authority has delivered campaigns targeted at the early years sector, including the use of the Welsh-medium Education Journey video. The Comms Cymraeg Schedule aligns with the admissions calendar. • A weekly childcare bulletin is shared with non-maintained settings. The bulletin includes information about Welsh-medium education and Welsh-medium childcare provision. • The Admissions Team shares communications relating to application windows. The Childcare Team then shares this information across existing settings to promote the opening of admissions rounds. The Welsh-medium section of the Admissions Prospectus has been updated to include additional information about Welsh-medium education and links to further information. • The Childcare Strategy and Sufficiency Manager is a member of the Bridgend Admissions Forum, and information is shared regularly across departments. • The Family Information Service (FIS) website is updated regularly to reflect the options available to families wishing to access Welsh-medium childcare and Welsh-medium education. • Relevant information is also shared through the Early Years Facebook page. This aligns with the messages and resources included within the Comms Cymraeg Schedule. • The Childcare Sufficiency Team attends regular events across the county borough to promote childcare provision, with a particular focus on highlighting Welsh-medium options.

Any further information that may be relevant to this outcome.

Members of the WEF work proactively to support the WESP. As part of the work of this sub-group an annual development plan is created, and activities have been developed with partners.

The annual development plan has been monitored and evaluated by members of this sub-group. The activities were evaluated three times a year using the Education and Family Support Directorate's red, amber, yellow, and green (RAYG) rating system.

The actions outlined in the sub-group development plan have received the following RAYG ratings:

	• Transition plans for Cylchoedd Meithrin and Welsh-medium primary schools • Cylch i Ysgol – pilot for transition visits • Cylchoedd Meithrin, Ti a Fi, Cymraeg i Blant and Flying Start • Develop capacity for Cylchoedd Ti a Fi • Monitoring of Mudiad Meithrin transfer data • Progressing with Porthcawl seedling school, Ysgol y Ferch o'r Sgêr, Ysgol Gymraeg Bro Ogwr and associated Welsh-medium childcare hubs • Promoting Welsh-medium offer • Welsh language and refresher courses • Support the new providers for Bettws Hub • Appoint a provider for Blackmill childcare hub
	• Catchment areas

SELF-ASSESSMENT

Give a self-assessed RAG rating (red/amber/green) for your progress in this outcome for 2025—2026.	

FORWARD LOOK

State your plans and main priorities for Year 5 by outcome.

Outcome 1

- Progress will continue on the development of the Porthcawl seedling school, Ysgol y Ferch o'r Sgêr, Ysgol Gymraeg Bro Ogwr and the associated Welsh-medium childcare hubs;
- A catchment area review/consultation will be undertaken;

- CSA engagement activities will be undertaken, including targeted consultation with Ti a Fi families, Welsh-medium schools, WEF members and other key stakeholders to identify current and future demand for Welsh-medium childcare and early years provision;
- Use CSA findings and focus group feedback to inform the planning and development of Welsh-medium childcare, Flying Start and early years provision across Bridgend County Borough; and
- Continue to strengthen transition pathways between Ti a Fi groups, Cylchoedd Meithrin, Welsh-medium childcare settings and Welsh-medium schools to support progression along the Welsh-medium education continuum.

Outcome 2

More reception class children/ five-year-olds receive their education through the medium of Welsh

KEY DATA AND OUTCOME SUMMARY

Target

Note the target approved in your 10-year WESP for the percentage of year 1 children educated through the medium of Welsh.

Target (%)	14% - 18%

Reception and Year 1 Learners

Number and percentage of learners in Reception Class and Year 1 who are taught through the medium of Welsh, using local PLASC data.

	2025		2026	
Reception class learners	Number:	98	Number:	137
	Percentage:	6.96%	Percentage:	10.08%
Year 1 learners	Number:	120	Number:	97
	Percentage:	8.25%	Percentage:	6.84%

Give any details, reasons and context that are key to understanding the increase or decrease in numbers and percentages of learners in Reception Class and Year 1 educated through the medium of Welsh:

Natural demographic changes have meant that the number of children being admitted into Bridgend schools is currently in decline year-on-year. This is not isolated to Welsh-medium education but is impacting all schools. There has been a 12.5% decrease in the number of Reception pupils in Bridgend schools since 2021-2022.

Admissions

Please provide the following information regarding admission applications for Welsh medium primary schools for September 2026.

Have all applications for Welsh-medium schools been offered a place at their nearest school?	All applicants who applied for a place at a Welsh-medium school for Year 7, Reception or full-time Nursery for September 2026 received an offer for their first-preference Welsh-medium school. • **Year 7 admission round** - there is only one Welsh-medium School in Bridgend. 104 applications were received from those residing

	within Bridgend County and three were applications from out of county. • **Reception Offer Day** – Of the applications received, 124 parents chose their nearest Welsh-medium primary school and 17 chose a different Welsh-medium primary school; and • **Full-time Nursery Offer Day** – Of the applications received, 134 parents chose their nearest Welsh-medium primary school and 18 chose a different Welsh-medium primary school
How many learners, if some were rejected as their first choice in Welsh-medium school, chose an English-medium/dual language school as their second choice?	On Offer Day, all applicants received an offer for their first-preference Welsh-medium school.
How many applications noted Welsh-medium schools as their second or third choice and how does this compare to applications from the previous year?	

	Number of first preference choice English-medium but **second preference** Welsh-medium	Number of first and second preference choice English-medium but **third preference** Welsh-medium
Reception 2025	12	19
Reception 2026	20	29
Full-time Nursery 2025	37	41
Full-time Nursery 2026	19	18

What steps are being taken to understand parents' reasons for setting a Welsh-medium school as a second/third choice but not as a first choice.

At present, work is under way to identify the most appropriate approach to understanding why some parents select Welsh-medium schools as their second or third preference. This work follows findings from the admissions task and focus group activity undertaken in May 2026.

The local authority has not been able to engage directly with these parents during the current admissions round because consent was not sought to use application data for the promotion of Welsh-medium education.

To address this, discussions are under way with the Consultation, Engagement and Equalities Manager to develop a wider programme of engagement with parents. This work will explore parents' experiences of the school application process and the factors that influence their choices. The findings will help the local authority develop a clearer evidence base, identify barriers, improve understanding of parental decision-making, and inform targeted actions and future promotional activities for Welsh-medium education.

Surplus places

Surplus places data in Welsh-medium schools from the PLASC 2025 collection

Name of school	Capacity	Numbers on Roll	Number of surplus places	Percentage of surplus places %
Ysgol Gymraeg Bro Ogwr	378	292	86	22.75%
Ysgol Gynradd Gymraeg Calon y Cymoedd	210	181	29	13.81%
Ysgol Cynwyd Sant	295	225	70	22.01%
Ysgol y Ferch o'r Sgêr	204	119	85	43.15%
Ysgol Gyfun Gymraeg Llangynwyd	784	703	81	10.33%

Outline your plans to address surplus places in schools:

The current level of surplus places is expected to reduce over time due to the delivery of a number of significant housing sites identified within the local authority's Local Development Plan.

In addition, as part of the Sustainable Communities for Learning Programme, the local authority is currently working to replace a number of Welsh-medium schools to address condition, sufficiency, and suitability issues. It is anticipated that the new 21st century facilities will attract more pupils to Welsh-medium education. Historically, where the local authority has delivered a new school building, the school has invariably experienced a subsequent increase in applications.

When Cabinet approves proposals relating to new Welsh-medium education building developments, the local authority issues a formal press release. This serves to inform the public and key stakeholders of and provides assurance that work continues to support the delivery of the WESP objectives.

Pont Iaith, the local authority's late immersion provision, supports plans to reduce surplus places by strengthening and expanding access to Welsh-medium education beyond the early years. By enabling pupils to transfer to Welsh-medium education at a later stage, the provision helps to increase pupil numbers in schools where

capacity exists. This maximises the use of available places and contributes to wider Welsh language objectives.

Work to promote Welsh-medium education is ongoing. The local authority updates the Welsh-medium webpages regularly and implements the Comms Cymraeg Schedule. Promotional banners are displayed at every train station in Bridgend County Borough. Information is also shared with non-maintained settings and Cwm Taf Morgannwg University Health Board.

Black, Asian and minority ethnic learners

Number and percentage of Black, Asian and minority ethnic learners (PLASC 2025)

	In Welsh-medium schools		In English-medium schools	
	Number	%	Number	%
PLASC 2025	36	0.16%	1765	8.09%
PLASC 2026	42	2.50%	1677	9.20%

Outline the actions taken by you in collaboration with your local equality networks and partners to engage with parents/carers about opportunities to access Welsh-medium education among families from Black, Asian and minority ethnic groups and communities.

The promotion, marketing, and celebration of Welsh-medium education has been, and continues to be a priority in Bridgend.

The Comms Cymraeg Schedule (communications plan) is designed to engage all communities, including families from Black, Asian and minority ethnic backgrounds. To support this work, the local authority has shared RhAG's a promotional video 'Croeso i Gymru' aimed at families re-settling in Wales as immigrants or asylum seekers. The video promotes Welsh-medium education and reinforces the message that Welsh-medium schools are inclusive settings where diversity is celebrated, and all learners and families are welcomed and supported.

By September 2026, Pont Iaith will have dedicated social media accounts, which will help to engage further with community groups.

Pont Iaith has been in contact with Oasis Cardiff and the local authority's Re-settlement Team to support the asylum seeker families attending the late immersion provision.

The local authority remains committed to ensuring that all promotional materials are inclusive and reflect the diverse communities it serves. The emphasis remains on celebrating multilingualism, identity, heritage and culture as key strengths of Welsh-medium education

Late immersion provision

Provide a breakdown of spend on immersion provision funded through the Local Authority Education Grant.

Spend profile

Item	Budget	Actual spend	Difference
Late Immersion grant	**£113078.00**	**£118582.00**	**£5504**
Staffing – Teacher and Learning Support Assistant		£105075.74	
Cleaning and maintenance		£1713.26	
ICT		£793.00	
Cardiff Late Immersion placement		£11000.00	

Numbers that have attended late immersion centres/units, or that have received late immersion support between 1 Sept 2025 and 31 July 2026.	**Number of learners**
Primary	
Number of learners who have received late immersion provision	7
Number of the above who are Black, Asian or minority ethnic learners	3
Number of learners who have received follow-up provision	2
Number of learners who have received language proficiency provision (Gloywi Iaith)	0
Secondary	
Number of learners who have received late immersion provision	3
Number of the above who are Black, Asian or minority ethnic learners	1
Number of learners who have received follow-up provision	1
Number of learners who have received language proficiency provision (Gloywi Iaith)	0

Give an update on your local provision for latecomers to support the data in the table above.

- All newcomers attended the late immersion unit, Pont Iaith located on the site of Ysgol y Ferch o'r Sgêr. Pupils attend Pont Iaith from Monday to Thursday to immerse themselves in the Welsh language and attend their registered school on Fridays. The provision supports pupils up to and including Year 7. Pupils who are eligible for transport receive transport to and from Pont Iaith.
- A handbook for schools and parents has been produced.
- Clear processes are in place for visits, admission to Pont Iaith, reporting arrangements and gathering information about pupils. The Leader of Pont Iaith and the headteachers plan transition arrangements jointly, with pupils

spending increasing amounts of time at their registered school over a half-term period.

- Pont Iaith holds a termly ‘dathliad dysgu’ (celebration of learning), where parents and members of staff from schools are invited to watch a short performance, view pupils' work and meet other parents over refreshments.
- A Leader for Pont Iaith has been appointed on a permanent basis.
- The Leader of Pont Iaith and the line manager are heavily involved with the regional late immersion network and national late immersion network.
- Promotional posters and video shorts have been shared.
- A case study has been written and shared. This will feature within articles of the Residents’ Bulletin, Seaside News and Yr Hogwr.
- Pont Iaith hosted a stall at Gŵyl Ogi Ogi Ogwr to raise its profile and share developments in Welsh-medium education identified within the WESP.

Capital projects

List your projects that are funded through the Welsh-medium capital investment programme.

Welsh-medium capital project: description	Project value	Update/timetable *(eg 'business case received')*
Project 1: Ysgol Gymraeg Bro Ogwr - double mobile classroom	£493k	Complete – October 2025.
Project 2: Porthcawl Welsh-medium seedling school plus co-located Welsh-medium childcare	£5.4m plus £971k	The design is complete, the scheme has been tendered and evaluated. A compliant bid was received and is currently being apportioned between both elements. Once complete, the information will be shared with Welsh Government in order to receive the funding confirmation letter. Planning approval has also been received for the scheme. The completion date is anticipated as June 2027.

Welsh-medium rolling programme project: description	Project value	Update/timetable *(eg 'business case received')*
Bridgend West Primary Schools (replacement Ysgol y Ferch o'r Sgêr 2-form-entry and 60-place Nursery)	£48.5m (total project cost for Bridgend West Primaries)	Following the scheme's transition from Mutual Investment Model to Capital. This change caused significant additional work and delay. However, planning approval was received in July 2025, and the scheme was successfully tendered. Delays then experienced in agreeing the necessary land swap to acquire the Marlas site from Valleys to Coast subsequently required a revised contract sum from the contractor which was in excess of the Council and Welsh Government funding approvals. As the revised contract sum received from the contractor was in excess of approved funding a variation request has been submitted to Welsh Government in respect of their match funding shortfall and approval has been received for additional Council capital match funding. The opening date for the school will be subject to the timing of Welsh Government

		funding approval. Once known a programme to completion will be confirmed.
10-form-entry Welsh-medium secondary provision		The scheme has been brought forward in the and has received Welsh Government approval for inclusion in the Strategic Outline Programme. An options appraisal has concluded, and approval has been received to undertake a feasibility study and master planning (funded by BCBC). Cabinet approval has been received for the acquisition of a central site within Bridgend to support this scheme.

Note any proposed plans for Welsh-medium capital investment for the future.

The following capital schemes are planned:

- 1-form-entry Welsh-medium primary school – Porthcawl area;
- 1-form-entry Welsh-medium primary school – Pencoed area; and
- 1-form-entry Welsh-medium primary school – Bridgend area.

Welsh-medium Capital Grant 2026/27-2028/29
As part of its commitment to expanding and strengthening Welsh-medium education, the local authority submitted a Welsh-medium Capital Grant Expression of Interest totalling £1.65 million to support three priority projects aligned with the aims of Cymraeg 2050 and the authority's WESP.

The highest priority project is the proposed extension at Ysgol Cynwyd Sant to provide additional nursery accommodation and create a dedicated under-5s unit. The development would include a new classroom, toilets, cloakroom facilities, storage space, soft play provision and associated drainage works. The project would increase Welsh-medium nursery capacity from 43 to 60 places, creating 17 additional Welsh-medium nursery places. Subject to funding approval, the project is expected to be completed by December 2027 (at the time of submission) at an estimated cost of £810,968.

The second priority is the establishment of a dedicated Pont Iaith (late immersion) centre on the site of Ysgol Gynradd Gymraeg Calon Y Cymoedd. The proposed facility would provide a purpose-built learning environment for up to 15 learners accessing Welsh-language late immersion provision in the north of the county borough. The centre will support learners to develop Welsh language

skills and facilitate entry into Welsh-medium education, helping to increase participation and retention within the sector. The project was scheduled for completion by October 2027 (at the time of submission) and has an estimated cost of £689,780.

The third priority project, Y Bws Iaith ar Daith, is an innovative mobile resource designed to promote the Welsh language and support bilingualism across the county borough. The bus will serve as a mobile hub for engagement, information and learning activities, helping to raise the profile and status of Welsh while supporting the delivery of WESP objectives and the ambitions of Cymraeg 2050. Initial scoping work has been undertaken, with completion anticipated by December 2027 (at the time of submission). The project has an estimated cost of £150,000.

Increasing Welsh-medium provision

Outline your plans to increase Welsh-medium provision in your schools that are not Welsh-medium schools.

Welsh Government representatives have been invited to attend both an Extended Management Team (EMT) meeting and a Team Bridgend meeting to provide information about the Welsh Language and Education (Wales) Act 2025. The sessions will cover the background to the Act, the school categorisation arrangements, and the expectations of schools and the local authority. The aim is to provide clarity about the actions required, the individuals responsible, and the timescales for implementation. This will help schools work towards the relevant implementation milestones and specified deadlines.

Central South Consortium has worked closely with the local authority to support schools to increase the use of Welsh during the school day, including incidental Welsh and structured lessons. The Associate Adviser for Languages, Literacy and Communication: Welsh in English-medium schools has supported clusters to use the Continuum of Welsh Language Patterns.

The local authority is also undertaking an enquiry-based learning project to explore how technology can support language development. This includes the use of virtual reality headsets alongside Aberwla. The local authority will evaluate the impact on learners' engagement, confidence and progression in Welsh.

At present, there are no plans for schools to move along the language continuum

State how you ensure that information about the availability of Welsh-medium education is shared with parents/carers.

- The Comms Cymraeg Schedule is a comprehensive plan for sharing messages and resources from WEF partners on the local authority's social media platforms;
- Schools share information with parents directly;
- Information regarding Welsh-medium provision and education has been shared with the local health board to include in the relevant anti-natal and post-natal apps;
- Information about Welsh-medium education is shared with non-maintained settings. This includes links to videos, links to the local authority's Welsh-medium webpages, and information about Welsh-medium additional learning needs (ALN) provision; and
- The Admissions Prospectus has been updated to include additional information about Welsh-medium education.

Any further information that may be relevant to this outcome.

Members of the WEF work proactively to support the WESP. As part of the work of this sub-group an annual development plan is created, and activities have been developed with partners.

The annual development plan has been monitored and evaluated by members of this sub-group. The activities were evaluated three times a year using the Education and Family Support Directorate's red, amber, yellow, and green (RAYG) rating system.

The actions outlined in the sub-group development plan have received the following RAYG ratings:

	• Progressing with Porthcawl seedling school, Ysgol y Ferch o'r Sgêr, Ysgol Gymraeg Bro Ogwr and associated Welsh-medium childcare hubs • Admission applications • Promoting Welsh-medium education • Further develop Pont Iaith • Update Welsh-medium education webpages • Case studies – parental choices • Additional temporary accommodation for Ysgol Gymraeg Bro Ogwr
	• Ysgol Gyfun Gymraeg Llangynwyd: site options appraisal with site feasibility study. • Case studies – parental choices

SELF-ASSESSMENT

Give a self-assessed RAG rating (red/amber/green) for your progress in this outcome for 2025-2026.	

FORWARD LOOK

State your plans and main priorities for Year 5 by outcome.

Outcome 2

- Continue to develop processes for Pont Iaith and promote the provision further through a range of communication platforms to increase awareness and understanding of late immersion opportunities within Welsh-medium education; and
- Continue with the implementation of building works identified in the WESP, monitoring progress and reporting updates through normal channels.

Outcome 3

More children continue to improve their Welsh-language skills when transferring from one stage of their statutory education to another

KEY DATA AND OUTCOME SUMMARY

Number and percentage of learners transferring from yr 6 Welsh-medium education to yr 7 Welsh-medium education (PLASC data and locally available data)

2025			2026		
Yr 6 2024 numbers	Yr 7 2025 numbers	% transferring	Yr 6 2025 numbers	Yr 7 2026 numbers	% transferring
119	116	97.47%	108	109	99.08%

Monitoring

How do you monitor linguistic progression from primary to secondary (or at any other point), including your transitioning arrangements?

Linguistic progression is monitored through established cluster arrangements and transition planning. Central South Consortium supports schools by providing professional learning and promoting linguistic continuity across key stages. Welsh is embedded within many secondary transition days through dedicated activities or lessons, supporting pupils' confidence and progression in Welsh.

Schools update and publish transition plans annually by 1 September. Transition arrangements include information sharing and joint planning to support smooth progression between phases of education

Collaboration

If your transfer data shows a reduction or gives cause for concern, state how you have worked with Welsh-medium schools (and English-medium where relevant) and other partners more widely to understand the reasons, and note any actions being implemented.

The Welsh-medium cluster works closely together through 'Teulu Llan'. This is reflected in the transition data and demonstrates the cluster's effective transition planning.

Is there work underway to identify or support schools that have a high percentage of surplus places to improve their transfer rates? Provide information about patterns in schools, school clusters or specific year groups within schools.

There is ongoing work to identify and support schools with higher levels of surplus places and to improve transfer rates.

- An annual admissions task and focus group (Outcomes 3, 4 and 5) reviews pupil numbers, surplus capacity and patterns across schools and year groups. This year, the group placed a greater emphasis on parental preferences;
- Recent data shows that 20 parents selected Welsh-medium education as their second preference and 29 selected it as their third preference when their first preference was English-medium education. Discussions are under way on how best to collect information about the reasons for these preferences. The findings will inform targeted promotion and improve understanding of latent demand.

Targeted Support

- During the school year 2024-2025, Cylch to Dosbarth Derbyn transition plans were developed with Mudiad Meithrin and Welsh-medium primary school headteachers;
- The Welsh-medium cluster applied for a grant to enable staff to visit Cylchoedd Meithrin. The cluster received £1,700, which enabled one school to pilot the 'Cylch i Ysgol' project. Ysgol Gynradd Gymraeg Calon y Cymoedd is piloting the project with support from local authority officers. Resources have been developed, and visits to Cylchoedd Meithrin, Cymraeg i Blant sessions and English-medium childcare settings are under way; and
- Miri Mawr sessions will take place in the spring term in Pyle and Betws with the aim of increasing applications for Nursery and Reception places in Ysgol y Ferch o'r Sgêr and Ysgol Calon y Cymoedd.

Where relevant, give an update on collaboration with other local authorities to ensure continuity of arrangements for learners who receive Welsh-medium education outside the area.

Pont Iaith provides late immersion provision for pupils up to and including Year 7. The local authority has not needed to work with other local authorities to deliver this provision as Pont Iaith has been able to meet current demand.

From time to time, parents who live in neighbouring local authority areas apply for places at Welsh-medium schools in Bridgend County Borough. The local authority considers these applications in the same way as all other applications and processes them in accordance with its admissions policy.

Language skills

Set out how your schools ensure that all learners make suitable and challenging progress in their skills along the Welsh-language continuum by increasing the amount of Welsh-medium education provided to them.

All schools have access to the Central South Consortium's Continuum of Welsh Language Patterns. Schools are encouraged to use the continuum, attend network meetings, participate in professional learning and request bespoke support. The Associate Adviser for Languages, Literacy and Communication: Welsh in English-medium schools has supported clusters to implement the continuum.

Schools use 'Listening to Learners' resources developed by Central South Consortium to measure the progress of groups of learners in English-medium schools.

What support have you given to learners receiving their education other than at school (EOTAS) to develop their Welsh language skills?

One Welsh-medium Learning Support Officer (LSO) supports pupils attending provision at The Bridge Alternative Provision.

Some pupils access alternative education packages through off-site tuition providers.

Where a referral is accepted for a learner from a Welsh-medium setting, efforts are made to recruit or identify Welsh-speaking staff to provide appropriate support and maintain continuity in Welsh-medium learning. This helps ensure that no learner is disadvantaged as a result of accessing EOTAS provision.

Any further information that may be relevant to this outcome

Members of the WEF work proactively to support the WESP. As part of the work of this sub-group an annual development plan is created, and activities have been developed with partners.

The annual development plan has been monitored and evaluated by members of this sub-group. The activities were evaluated three times a year using the Education and Family Support Directorate's red, amber, yellow, and green (RAYG) rating system.

The actions outlined in the sub-group development plan have received the following RAYG ratings:

	• Monitoring of admissions data (all year groups) • Central South Consortium to work with English-medium clusters to develop Welsh using Continuum of Welsh Language Patterns • School to school support

SELF-ASSESSMENT	
Give a self-assessed RAG rating (red/amber/green) for your progress in this outcome for 2025-2026.	
FORWARD LOOK	
State your plans and main priorities for Year 5 by outcome.	
Outcome 3	
• Evaluate the 'Cylch i Ysgol' pilot project and consider opportunities to extend the model across the Welsh-medium cluster; • Continue to monitor admissions and transfer data annually to identify trends, monitor learner progression and inform future planning; and • Develop arrangements to gather and analyse parental feedback about preferences for Welsh-medium and English-medium education to improve understanding of the factors that influence school choice.	

Outcome 4 **More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh**
KEY DATA AND OUTCOME SUMMARY

Provision in maintained secondary schools (Category 2, 3 and transitional)

Give data listing which subjects are offered and taught through the medium of Welsh in years 10, 11, 12 and 13 in the local authority's category 2, 3 and transitional schools.

GCSE (reproduce table for each school)

Name of school and language category: **Ysgol Gyfun Gymraeg Llangynwyd** **Language category: 3**					
Subject	**Welsh** ✓/×·	**Bilingual** ✓/×·	**English** ✓/×·	**Offered?** Yes/No	**Numbers taking up offer (* Hybrid)**
Mathematics	✓				Bl.10: 131 Bl.11: 121
Numeracy	✓				Bl.10: 131 Bl.11: 121
Further Mathematics (Rhydywaun)	✓				Bl.11: 10*
Cymraeg (1st Language)	✓				Bl.11: 121
Cymraeg Literature	✓				Bl.11: 92
Cymraeg Iaith a Literature (1st Language)	✓				Bl.10: 131
English Language			✓		Bl.11: 121
English Literature			✓		Bl.11: 121
English Language and Literature			✓		Bl.10: 131
Biology	✓				Bl.11: 30
Chemistry	✓				Bl.11: 30
Physics	✓				Bl.11: 30
Double Science	✓				Bl.10: 105 Bl.11: 67
Applied Science	✓				Bl.10: 26 Bl.11: 25
Art	✓				Bl.10: 36 Bl.11: 32
Media Studies	✓				Bl.10: 19 Bl.11: 22
Geography	✓				Bl.10: 18 Bl.11: 16
Product Design	✓				Bl.10: 44 Bl.11: 42
Religious Studies	✓				Bl.10: 22 Bl.11: 17

Physical Education	✓				Bl.10: 30 Bl.11: 39
Music	✓				Bl.10: 12 Bl.11: 8
Drama	✓				Bl.10: 10 Bl.11: 14
History	✓				Bl.10: 19 Bl.11: 12
Health and Care	✓				Bl.10: 26 Bl.11: 20
Digital Technology	✓				Bl.10: 16 Bl.11: 13
Spanish	✓				Bl.10: 13 Bl.11: 19
Skills Challenge Certificate - GCSE	✓				Bl.10: 131 Bl.11: 121

AS/A Level (reproduce table for each school)

Name of school and language category: **Ysgol Gyfun Gymraeg Llangynwyd** **Language category: 3**					
Subject	**Welsh**	**Bilingual**	**English**	**Offered?**	**Numbers taking up offer (*hybrid)**
	✓/×	✓/×	✓/×	Yes/No	
Music	✓				Bl.12: 1
Physics	✓				Bl.12: 6 Bl.13: 7
Product Design	✓				Bl.12: 10 Bl.13: 4
Media Studies	✓				Bl.12: 6 Bl.13: 6
Mathematics	✓				Bl.12: 8 Bl.13:17
Art	✓				Bl.12: 3 Bl.13: 4
Religious Education	✓				Bl.12: 2 Bl.13: 3
Welsh (1st Language	✓				Bl.12: 9 Bl.13: 5
Further Mathematics	✓				Offered but no uptake
Chemistry	✓				Bl.12: 8 Bl.13: 5

Geography	✓				Bl.13: 10
Drama	✓				Bl.12: 3 Bl.13: 1
Psychology	✓				Bl.12: 10 Bl.13: 8
Health and Social	✓				Bl.12: 5 Bl.13: 5
English			✓		Bl.12: 6 Bl.13: 13
Biology	✓				Bl.12: 10 Bl.13: 4
History	✓				Bl.12: 4 Bl.13: 4
ICT	✓				Bl.12: 1 Bl.13: 2
Physical Education	✓				Bl.12: 3 Bl.13: 5

Vocational (reproduce table for each school)

Name of school and language category: **Ysgol Gyfun Gymraeg Llangynwyd** **Language category: 3**					
Subject	**Welsh**	**Bilingual**	**English**	**Offered?**	**Numbers taking up offer**
	✓/×	✓/×	✓/×	Yes/No	
Years 10 and 11					
Public Services - BTEC Extended Certificate	✓				Bl.10: 20 Bl.11: 17
Sport - BTEC Extended Certificate	✓				Bl.10: 16 Bl.11: 17
Work Related Education - Extended Certificate	✓				Bl.10: 17 Bl.11: 32
Hospitality Award Level1/2	✓				Bl.10: 29 Bl.11: 36
Business Award Level1/2	✓				Bl.10: 35 Bl.11: 38
Years 12 and 13					
Sports	✓				Bl.12: 11 Bl.13: 8
Public Services	✓				Bl.12: 10 Bl.13: 7
Business Studies	✓				Bl.12: 12

					Bl 13: 18
Criminology	✓				Bl.12: 15 Bl.13: 5
Music	✓				Bl.12: 3
Childcare	✓				Bl.12: 3 Bl.13: 3

Describe how you support schools to increase the number of qualifications that learners can study through the medium of Welsh and how you monitor provision.

The Welsh Leaders' Network was established to share information and effective practice. The group meets once each term and operates effectively. Information is shared across the network, and there has been a significant increase in the number of learners studying AS level and A level Welsh.

The Curriculum Leaders Development Network supports the delivery of hybrid Welsh courses. Members have discussed the number of learners across the local authority studying Welsh and the most effective ways to increase and maintain participation. This is reflected in learner uptake data.

Ysgol Gyfun Gymraeg Llangynwyd works closely with other Welsh-medium secondary schools in the region to offer subjects through the medium of Welsh.

All available courses are uploaded onto the Bridgend Pathways website, which provides impartial advice and guidance. The local authority works closely with Ysgol Gyfun Gymraeg Llangynwyd to ensure the information uploaded is reflective of their current offer.

State how the local authority assists with the continuation of the Welsh-medium education provided for persons in year 10 and above by collaborating with other schools and other FEIs.

Ysgol Gyfun Gymraeg Llangynwyd offers a broad range of courses for Year 10 to Year 13, including GCSEs, AS levels, A levels and vocational qualifications. To ensure that it can offer qualifications that meet pupils' interests and aspirations, the school works in partnership with other schools through 'Y Bartneriaeth'. Currently, the school is working with Ysgol Garth Olwg to offer a childcare course through the hybrid model. Further mathematics at GCSE is delivered in partnership with Ysgol Gyfun Gymraeg Rhydywaun.

Bridgend College and the University of South Wales are members of the WEF and work in partnership to support the WESP. Both institutions offer the employability module and encourage learners and students to study and submit coursework through the medium of Welsh

Welsh as a subject

Number and percentage of learners registered and assessed for GCSE First Language, GCSE Second Language

GCSE										
School	**Numbers on roll** (provided by the school excluding dual-registered)		**Welsh First Language**				**Welsh Second Language**			
	Yr 10	Yr 11	Yr10	%	Yr11	%	Yr10	%	Yr11	%
Ysgol Gyfun Gymraeg Llangynwyd	131	121	131	100%	121	100%				
Archbishop McGrath Catholic High School	132	123					123	93.2%	119	96.7%
Brynteg School	292	277					276	94.5%	259	93.5%
Bryntirion Comprehensive School	213	206					188	88.26%	176	85.44%
Coleg Cymunedol Y Dderwen	229	210					126	55.02%	92	43.81%
Cynffig Comprehensive School	140	128					105	75%	85	66%
Maesteg School	146	162					94	64.38%	120	71.86%
Pencoed Comprehensive School	154	150					101	66%	103	66%
Porthcawl Comprehensive School	197	181					178	90.3%	170	93.9%

Variations in GCSE Welsh entry rates at individual schools can often be attributed to the specific circumstances of learner cohorts.

At Porthcawl Comprehensive School, the proportion entered for Welsh is affected by the intake of pupils transferring from St Clare's School following its closure, many of whom had not previously studied Welsh during Key Stages 2 and 3.

While the majority of learners at Maesteg School are entered for GCSE Welsh, the school offers Agored Cymru qualifications to learners where this is considered the most appropriate pathway. This decision is made on an individual basis and is intended to maximise learners' opportunities to achieve positive outcomes.

Approximately 7% of each year group at Cynffig Comprehensive School is educated within the Learning Resource Centre (LRC). The school reported that remaining pupils who do not follow the Welsh GCSE course include those with additional learning needs, low literacy levels and significantly below-average Cognitive Abilities Test (CAT) scores. These learners follow an alternative pathway and are entered for appropriate Agored Cymru qualifications.

Number and percentage of learners registered and assessed for A Level Welsh First Language and Second Language

AS/A Level										
School	**Numbers on roll**		**Welsh First Language**				**Welsh Second Language**			
	Yr 12	Yr 13	Yr12	%	Yr13	%	Yr12	%	Yr13	%
Ysgol Gyfun Gymraeg Llangynwyd	47	54	9	19.1%	5	9.3%				
Archbishop McGrath Catholic High School	101	69					6	5.9%	0	0%
Brynteg School	124	109					1	0.8%	2	1.83%
Bryntirion Comprehensive School	114	98					10	8.7%	1	1.02%
Coleg Cymunedol Y Dderwen	78	52					0	0%	0	0%
Cynffig Comprehensive School	42	32					0	0%	0	0%
Maesteg School	71	59					2	2.82%	0	0%
Pencoed Comprehensive School	54	59					3	5.60%	0	0%
Porthcawl Comprehensive School	113	133					0	0%	0	0%

State how the local authority is working with its schools and FEIs to co-ordinate the provision of Welsh as a subject (GCSE First Language, GCSE Second Language, and A Level) to persons in year 10 and above in its maintained secondary schools.
The Welsh Leaders' Network has focused this year on the Core Cymraeg GCSE course. At the start of the year, a workshop was held to develop teaching resources for a module within the new curriculum. Members also share information and resources regularly through a dedicated Microsoft Teams channel. Some schools offer Agored Cymru qualifications and small-group provision for pupils whose Welsh language skills are not sufficiently developed to access GCSE Welsh Second Language or the Core Cymraeg GCSE course. The Welsh Leaders' Network provides opportunities for schools to share effective practice, discuss curriculum developments and identify approaches to increasing participation in Welsh qualifications. Schools review uptake data for GCSE, AS level and A level Welsh and discuss the most effective ways to maintain and increase participation. Central South Consortium supports schools through professional learning, network meetings and bespoke support. Schools also share curriculum resources and approaches to support the delivery of Welsh qualifications. Discussions take place regularly between schools and the local authority about the number of pupils studying Welsh qualifications compared with the number on roll. This information helps schools and the local authority to review participation rates, plan future provision and identify opportunities to increase uptake.

State how you have supported schools to ensure that smaller classes remain viable, and any occasions where it has not been possible to organise the provision of Welsh as a subject, giving numbers.
Information about grants available through Coleg Cymraeg Cenedlaethol has been shared with schools through the local authority's weekly bulletin. During the school year 2025-2026, Maesteg School, Brynteg School, Pencoed Comprehensive School, Bryntirion Comprehensive School, Archbishop McGrath Catholic High School and Porthcawl Comprehensive School accessed grants of £800 from Coleg Cymraeg Cenedlaethol to support provision. Schools have found it challenging to run small classes, even with support from the Coleg Cymraeg Cenedlaethol grant. The Schools Group maintains a subject risk register, and Welsh was identified as a subject at risk three years ago. To address this, the local authority has supported schools to offer AS level and A level Welsh through a hybrid model using e-sgol. During the school year 2025-2026, participation increased significantly, initially with 31 pupils and 25 by the end of the year studying AS level or A level Welsh compared with 16 pupils during the school year 2024-2025. Pencoed Comprehensive School and Brynteg School delivered the course during the school year 2025-2026. From September 2026, Brynteg School and Bryntirion Comprehensive School will lead the new Year 12 cohort of AS level Welsh learners. To build capacity across the sector, schools take turns to deliver the course. This helps to develop staff expertise while maintaining sustainable provision and supporting positive learner outcomes. The local authority, schools and regional partners continue to review learner numbers and curriculum arrangements to ensure that AS level and A level Welsh provision remains viable, sustainable and accessible to learners across Bridgend County Borough.

e-sgol

e-sgol Yr 12

School	Subject	Welsh	Bilingual	English	Number of learners
Brynteg School	Welsh second language AS Level	✓			4
Pencoed Comprehensive School					4
Archbishop (5 pupils)	Computer Science			✓	16
Coleg Cymundeol y Dderwen (5 pupils)					
Maesteg School (4 pupils)					
Pencoed Comprehensive School (1 pupil)					
Coleg Cymundeol y Dderwen (8 pupils)	Geography			✓	10
Cynffig Comprehensive School (2 pupils)					
	Media			✓	Offered but no uptake
Cynffig Comprehensive School (3 pupils)	Spanish			✓	6
Maesteg School (2 pupils)					
Pencoed Comprehensive School (1 pupil)					

e-sgol Yr 13

School	Subject	Welsh	Bilingual	English	Number of learners
Ysgol Gyfun Gymraeg Llangynwyd (With Ysgol Gymraeg Garth Olwg)	Childcare (CACHE)	✓			3
Brynteg School	Welsh second language A Level	✓			2

If you currently offer e-sgol provision, do you have plans to expand the provision in future?

The local authority encourages schools to use e-sgol to facilitate a range of AS level and A level courses. Welsh was prioritised as the first subject for the hybrid delivery model in response to schools having insufficient capacity to run in-person classes. This approach reflects the local authority's commitment to increasing the number of learners studying Welsh at Post-16.

During the school year 2025-2026, the local authority expanded the hybrid learning offer by introducing an additional four subjects. This enabled 70 learners to access their first-choice A level courses including computer science, geography and Spanish.

From September 2026, the hybrid learning offer will include Welsh, computer science, geography, and media and film studies. There was no demand for a Spanish class for the 2026-2027 school year.

The Bridgend Pathways website includes hybrid learning and learner success stories.

The local authority has contacted e-sgol to explore opportunities for collaborative working with neighbouring local authorities. This work aims to increase learner numbers, strengthen the sustainability of provision and share course delivery across local authority boundaries where appropriate.

Promotion and engagement

List your activities to engage with all parents/carers about opportunities for access to Welsh-medium secondary education and your work to promote the advantages of Welsh-medium secondary education.

- The local authority's Welsh-medium webpages are updated and maintained regularly;
- Close working with Swansea local authority and Cymraeg i Bawb to develop case-study posters and written case studies for promotional purposes. This work will continue during the next school year;
- The Comms Cymraeg Schedule provides a comprehensive plan for sharing messages and resources that promote Welsh-medium education. Promotional content is shared every Tuesday and Thursday across a range of platforms. The local authority also plans to increase the promotion of Welsh-medium education through the Residents' Bulletin, which reaches between 20,000 and 25,000 residents each week;
- Ysgol Gyfun Gymraeg Llangynwyd's cluster has a strong transition plan, and transition activities begin in Year 5;
- Headteachers engage with parents to discuss the benefits and opportunities available through secondary Welsh-medium education;
- There is a strong partnership across the Welsh-medium cluster. The WESP Co-ordinator attends cluster meetings regularly;
- The Bridgend Pathways website provides information about the Post-16 courses available at Ysgol Gyfun Gymraeg Llangynwyd; and
- Ysgol Gyfun Gymraeg Llangynwyd and Bridgend College have developed a partnership and are delivering a mathematics course to support parents of children in Welsh-medium education and plans to develop further courses in the future.

Describe how you have worked with schools to promote the advantages of studying Welsh as a subject at GCSE and A Level among learners and parents/carers

To promote the benefits of studying Welsh at GCSE, AS level and A level, the local authority has worked closely with schools through the Welsh Leaders' Network and undertaken the following actions:

- Information about Coleg Cymraeg Cenedlaethol grant funding has been shared with schools, and six schools received grants to support the delivery of AS level and A level Welsh;
- The Bridgend Pathways website includes quotes and videos from pupils who share their experiences of learning Welsh;
- Menter Bro Ogwr shares video clips with schools featuring former pupils from Welsh-medium and English-medium schools. These videos explain how individuals use Welsh in their everyday lives and employment;
- Schools hold annual careers events for Year 10 pupils, which include videos of people from a range of professions discussing how they use Welsh at work and the benefits of bilingualism;
- Coleg Cymraeg Cenedlaethol held an event at Swansea University in July 2026. Three schools attended to encourage pupils to study AS level and A level Welsh. Some schools invited Coleg Cymraeg Cenedlaethol to facilitate events at their school;
- Trial hybrid learning sessions have been established to allow pupils to experience remote learning;
- Information about opportunities and developments is shared through the Monday Mailshot;
- AS level and A level Welsh are available to all schools through a hybrid delivery model. This will continue to help ensure that provision remains sustainable long term; and
- The Welsh Leaders' Network will explore opportunities to re-establish the regional conference for schools across the local authority. The conference will aim to raise awareness of, and increase interest in, studying AS level and A level Welsh.

Any further information that may be relevant to this outcome.

Members of the WEF work proactively to support the WESP. As part of the work of this sub-group an annual development plan is created, and activities have been developed with partners.

The annual development plan has been monitored and evaluated by members of this sub-group. The activities were evaluated three times a year using the Education and Family Support Directorate's red, amber, yellow, and green (RAYG) rating system.

The actions outlined in the sub-group development plan have received the following RAYG ratings:
:

		• Professional development opportunities and sharing of good practice within networks • Blended learning • Central South Consortium to work with English-medium clusters to develop Welsh using Continuum of Welsh Language Patterns • Promotion of Welsh AS and A level • Develop the Welsh Leaders Network and arranging events to promote A level Welsh • School-to-school support • Accredited courses available to learners in Key Stage 4 and Post-16	

SELF-ASSESSMENT	
Give a self-assessed RAG rating (red/amber/green) for your progress in this outcome for 2025–2026.	

FORWARD LOOK
State your plans and main priorities for Year 5 by outcome.
Outcome 4
• The Welsh Leaders' Network will explore opportunities to re-establish the regional conference for schools across the local authority. The conference will aim to raise awareness of, and increase interest in, studying AS level and A level Welsh; • Explore developing a Welsh network for the primary sector; • Review the number of pupils studying GCSE Welsh Second Language and identify opportunities to increase participation; and • Continue to promote AS level and A level Welsh.

Outcome 5

More opportunities for learners to use Welsh in different contexts in school

KEY DATA AND OUTCOME SUMMARY

Give the following information regarding the number of schools operating the Siarter Iaith and Siarter Iaith Cymraeg Campus.

	Number of schools	Percentage of schools
Siarter Iaith primary schools	4	100%
Siarter Iaith secondary schools	1	100%
Siarter Iaith Cymraeg Campus primary schools	44	100%
Siarter Iaith Cymraeg Campus secondary schools	8	100%
Siarter Iaith Cymraeg Campus – Special School and PRU	3	100%

Give an update on any activities/provision for school-age children to use their Welsh-language skills outside the classroom and the school by working in partnership with your youth services and organisations such as Urdd Gobaith Cymru and Mentrau Iaith. Provide up to 4 examples.

Urdd Gobaith Cymru

Youth and Community			
Event	**Number of schools**	**Number of pupils**	**Further information**
Jambori	7	556	
CogUrdd a PobUrdd:	4		Welsh-medium: 3 English-medium: 1
Stage and Arts and Crafts competitions	9		Welsh-medium: 5 English-medium: 4
Cwrs Swogio - Young Volunteers weekend.	1	3	Ysgol Gyfun Gymraeg Llangynwyd
Disney 2025	1	9	Ysgol Gyfun Gymraeg Llangynwyd
Urdd Trip to Italy	1	3	Ysgol Gyfun Gymraeg Llangynwyd
Residential Trip to Cardiff	1	3	Ysgol Gyfun Gymraeg Llangynwyd
School Residential Trips	31		

Sports

- Three Welsh-medium schools and six English-medium schools have competed in the Urdd regional sports competitions**.**

The following clubs have run over the last 12 months

- Clwb aml-chwaraeon Bro Ogwr
- Clwb Cinio Aml-chwaraeon Cynwyd Sant
- Clwb Cinio Pencoed Primary
- West Park Primary

- Food and Fun programmes have run at two Welsh-medium schools and four English-medium schools.

Urdd Youth Theatre

- Four pupils from Bridgend are part of the 'Calon' production which will be performed at the Wales Millennium Centre at the end of August 2026.

<u>Menter Bro Ogwr</u>

Schools

Activities delivered in schools include:

- Clwb Bananas after-school provision at Ysgol Gymraeg Bro Ogwr and Ysgol Cynwyd Sant;
- Clwb Sbort a Sbri lunchtime clubs in Welsh-medium primary schools;
- Lunchtime youth club at Ysgol Gyfun Gymraeg Llangynwyd;
- Welsh-themed workshops and resource packs linked to events such as Dydd Miwsig Cymru, Dydd Santes Dwynwen and Diwrnod Owain Glyndŵr;
- Cultural projects, including the Mari Lwyd Trail, involving Welsh-medium and English-medium schools across Bridgend County Borough and beyond;
- 'Gwlad, Gwlad' workshops exploring the history of 'Hen Wlad Fy Nhadau' as part of Project 170;
- Transition activities for Year 6 pupils, including the annual summer dance prior to transferring to Ysgol Gyfun Gymraeg Llangynwyd; and
- Volunteering opportunities, employment support, curriculum vitae development and employability skills activities through the medium of Welsh.

Families

Activities for families include:

- 'Story, Song and Craft' sessions in local libraries;
- 'Small Hands, Big Words' sessions and activities for young families;
- Magi Ann's Shwmae Language Tour, including activities in Cylchoedd Meithrin, parent and baby groups, and libraries; and
- Seasonal family events and school holiday activities, including summer play schemes delivered through the medium of Welsh in Welsh-medium primary schools.

Community

Menter Bro Ogwr also provides a range of community-based opportunities, including:

- Coffee mornings and regular in-person and online sessions for Welsh speakers and learners;
- Cultural events such as Gŵyl Ogi Ogwr, Project 170, Yr Hen Galan and St David's Day celebrations; and
- Partnership work with town councils, schools and local organisations to increase the visibility and use of the Welsh language within communities across Bridgend County Borough.

Any other activities to support learners to make continuous progress in learning Welsh (to include schools from all language categories).

The local authority continues to strengthen support for learners to use and develop their Welsh language skills beyond the classroom, with a clear focus on progression and confidence.

The 'Cymraeg yn y Cartref' course is available to support parents and carers to develop their Welsh language skills and use Welsh more confidently at home. Current provision includes Cwrs Mynediad 1 and 2 and Cwrs Sylfaen, which are delivered as online classes for parents and carers.

Schools are encouraged to use the Central South Consortium's Continuum of Welsh Language Patterns to support structured progression in learners' language skills. Practitioners also engage in professional learning opportunities provided by Dysgu Cymraeg to develop their Welsh language skills and build confidence.

The local authority has invested in 'Ffa-la-la' for all schools. This provides accessible and engaging resources that align with, and support, the Continuum of Welsh Language Patterns.

The local authority is also undertaking an enquiry-based learning project to explore how technology can support language development. This includes the use of virtual reality headsets alongside Aberwla. The impact on learners' engagement, confidence and progression in Welsh will be evaluated.

Strong collaborative work is planned between Ysgol Gyfun Gymraeg Llangynwyd and Bridgend College. This includes courses for parents and carers, and a foundation degree aimed at supporting the childcare workforce and increasing Welsh-medium capacity.

From September 2026, Bridgend College, in partnership with Ysgol Gyfun Gymraeg Llangynwyd, will offer a fully funded 'Maths for Parents' course for parents and carers of learners in Years 5 to 8 in Welsh-medium schools. The course has been developed to help parents and carers feel more confident in supporting their children with mathematics, particularly during the transition to secondary education.

The course will focus on key mathematical concepts taught in Years 7 and 8 and will be delivered primarily through the medium of English. However, key mathematical terminology will be taught bilingually to help parents and carers become familiar with the Welsh language vocabulary used in school and homework activities.

Ysgol Gyfun Gymraeg Llangynwyd delivers 'Prentis Iaith' courses for Year 12 and Year 13 learners to support the development of Welsh language skills and confidence.

In English-medium schools, AS and A level Welsh is available through a hybrid delivery model. This helps to ensure continuity of provision where schools do not have sufficient learner numbers to run in-person classes.

How do you promote local successes and share best practice among schools and beyond?

The Comms Cymraeg Schedule was developed last year as part of the work of the promotion, marketing and celebration sub-group. It is used to plan and co-ordinate messages and resources that promote Welsh-medium education throughout the year, ensuring that information is shared in a timely and strategic way.

The Residents' Bulletin highlights local achievements, initiatives and opportunities to engage with Welsh across Bridgend County Borough. From June 2026, all Siarter Iaith and Cymraeg Campus awards have been promoted through the Residents' Bulletin to celebrate schools' achievements and raise awareness of Welsh language development across the county borough.

Case studies are being developed in partnership with Swansea local authority and Cymraeg i Bawb that explore why parents and children choose Welsh-medium education. These case studies will be used to share local experiences, support informed parental choice and promote Welsh-medium provision and education.

Professional networks facilitated by the directorate play an important role in supporting the WESP. These networks provide structured opportunities for school leaders to share effective practice, discuss challenges and successful approaches across clusters and sectors.

Note any training provided to school workforces to assist with the operation of the Siarter Iaith.

Central South Consortium provides support for Siarter Iaith in the following areas:

- Leaders of Cymraeg in English-medium schools Network;
- Effective Leadership of Welsh Programme;
- Siarter Iaith leader meetings;
- Progressing through the Siarter Iaith Cymraeg Campus awards;
- Siarter Iaith Cymraeg Campus Gold award; and
- Siarter Iaith briefings.

Note any support for schools in the form of visits, and validation.

Schools receive support with their Siarter Iaith work through regular visits, validation activities and ongoing engagement. Central South Consortium's Associate Adviser for

Welsh Development works directly with schools to support engagement with the Siarter Iaith. This support includes advice, guidance on award requirements and validation visits.

School progress is monitored through local summary information, including the Bridgend Siarter Iaith Summary (1 April 2025 to 31 March 2026), which provides information on schools' engagement and progression through the award framework.

Schools also receive regular updates and opportunities to share effective practice through network meetings. These opportunities help schools remain up to date with expectations, share experiences and learn from one another. Information and resources are shared through Hwb.

Information about coaching and mentoring support is shared with the local authority through Local Authority Education Grant (LAEG) reports. This provides a clear overview of the support schools receive and helps to identify where additional support may be required.

How do you evaluate Siarter Iaith's impact (including Cymraeg Campus)?

The impact of the Siarter Iaith and Cymraeg Campus programmes is evaluated through regular monitoring and reporting of schools' progress through the award levels, including the number of schools achieving and progressing through Bronze, Silver and Gold awards.

This is complemented by qualitative evidence gathered through school self-evaluation, validation visits and ongoing engagement with schools. Improvement Partners also discuss Welsh language development and learner engagement during school visits. This provides additional insight into how schools embed Welsh in day-to-day practice and school culture.

During this school year:

- twelve schools achieved Siarter Iaith Cymraeg Campus awards;
- six English-medium primary schools achieved Siarter Iaith Cymraeg Campus awards;
- six English-medium secondary schools achieved Siarter Iaith Cymraeg Campus awards; and
- one Welsh-medium primary school has an accreditation visit scheduled for the summer term.

Siarter Iaith Cymraeg Campus Awards Data March 2026

Award Category	Siarter Iaith	Cymraeg Campus	Total
No Award Achieved	0	9	9
Bronze	1	29	30
Silver	1	12	13
Gold	4	3	7
Post Gold	0	2	2

Breakdown of Siarter Iaith Awards 2025-2026			
School type	**Award**	**Number awarded**	**Awaiting accreditation**
Welsh-medium primary schools	Bronze		
	Silver		
	Gold		1
Welsh-medium secondary schools	Bronze		
	Silver		
	Gold		
English-medium primary schools	Bronze	2	
	Silver	3	
	Gold	1	
	Post-gold	1	
English-medium secondary schools	Bronze	2	
	Silver	1	
	Gold	2	
Special schools (including PRU)	Bronze		.
	Silver		
	Gold		
Total		12	1

Any further information that may be relevant to this outcome

Members of the WEF work proactively to support the WESP. As part of the work of this sub-group an annual development plan is created, and activities have been developed with partners.

The annual development plan has been monitored and evaluated by members of this sub-group. The activities were evaluated three times a year using the Education and Family Support Directorate's red, amber, yellow, and green (RAYG) rating system.

The actions outlined in the sub-group development plan have received the following RAYG ratings:

- Siarter Iaith / Siarter Iaith Cymraeg Campus
- Professional development opportunities and sharing of good practice within networks
- Opportunities with Urdd and Menter Bro Ogwr
- School-to-school support

SELF-ASSESSMENT	
Give a self-assessed RAG rating (red/amber/green) for your progress in this outcome for 2025-2026.	

FORWARD LOOK
State your plans and main priorities for Year 5 by outcome.
Outcome 5
• Increase the number of English-medium schools participating in Eisteddfod yr Urdd across all competition categories. Bridgend Music Service will work in partnership with Urdd Gobaith Cymru to provide support, guidance and preparation activities for pupils and schools, with the aim of increasing participation and strengthening engagement with the Welsh language.

Outcome 6

An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018

KEY DATA AND OUTCOME SUMMARY

ALN Learners

Number and percentage of ALN learners in Welsh-medium and English-medium schools, based on PLASC data.

	Welsh-medium		English-medium	
Primary	Number	54	Number	652
	Percentage	5.38%	Percentage	5.88%
Secondary	Number	19	Number	446
	Percentage	2.71%	Percentage	5.03%

(You are expected to report on workforce needs under outcome 7)

Number of additional Welsh-language and bilingual provision where the authority makes a decision to locate learners

The local authority has Moderate Learning Difficulties (MLD) Learning Resource Centres (LRC) and Communication, Autism Resource Education (CARE) Bases.

	Type of provision (eg neurodiversity/ language and communication)	Welsh medium (number)	Bilingual (number)	English medium (number)
Primary	MLD LRC Located at Ysgol Cynwyd Sant	Capacity: 15 No attending: 8		
	CARE Base Located at Ysgol Calon y Cymoedd	Capacity: 8 No. attending: 4		
Secondary	MLD Provision Located at Ysgol Gyfun Gymraeg Llangynwyd	No.attending:10		
	CARE Base Located at Ysgol Gyfun Gymraeg Llangynwyd	Capacity: 12 No. attending:8		
	The Bridge Pupil Referral Unit			No. attending:1

Specialist staff – language medium

Field of work, e.g. educational psychology, teacher specialising in visual impairment or hearing impairment, teacher specialising in autism	Total number of authority staff	Total number of staff able to work through medium of Welsh
Sensory Team		
VI: QTVI Specialist teacher	2	1
VI: Habilitation Mobility Officer	1	1
VI: Special Needs Support Assistant	1	1
VI: Learning Support Officers	6	2
HI: Qualified Teacher of the Deaf	3	1
HI: Senior Specialist Support Officer	1	1
HI: Learning Support Officer	3	0
Communication and Relationships Team (CART)		
Specialist teacher	2	0
Special support officers	3	0
Senior special support officer	1	0
Cognition and Learning, CMMI Team and Early Years Additional Learning Needs Team		
Cognition and Learning: Specialist Teacher	2	1
CMMI: Specialist Teacher	1	0
CMMI: Specialist Senior Support Officer	1	0
EY: Early Years Transition ALN Officer	1	0
EY: ALN Officer	1	0
CMMI: Special Needs Support Assistant	35	1
Educational Psychology Team		
Principal Educational Psychologist	1	0
Senior Educational Psychologist	1	0
Specialist Senior Early Years Educational Psychologist	2	1
Educational Psychologist	3	2
The Bridge (PRU)		
Specialise Support Assistant	5	1
Teachers	15	0
Specialist Support Officer	7	0
Admin staff	2	0
Therapeutic Practitioner	1	0
Deputy Head	1	0
Head	1	0
Post-16 Team		
ALN Lead for ALP and Post-16	1	0

ALN learners' choice of language medium

Describe how you use data or information to identify reasons for ALN learners' choice of instruction language medium, noting whether there are apparent patterns of choosing (or moving to) English-medium education due to lack of Welsh-medium provision or resources.

An admissions task and finish group analysed data, including the number of and reasons for in-year transfers in 2024-2025.

Transfers from English-medium to Welsh-medium schools		**Transfers from Welsh-medium to English-medium schools**	
Primary schools by year group		Primary schools by year group	
Part-time Nursery	0	Part-time Nursery	1
Full-time Nursery	0	Full-time Nursery	3
Reception	1	Reception	4
Year 1	2	Year 1	3
Year 2	2	Year 2	5
Year 3	3	Year 3	4
Year 4	1	Year 4	2
Year 5	3	Year 5	4
Year 6	1	Year 6	0
Secondary schools by year group		Secondary schools by year group	
Year 7	2	Year 7	1
Year 8	1	Year 8	5
Year 9	3	Year 9	1
Year 10	1	Year 10	0
Year 11	0	Year 11	0
Total	20	Total	33
Reasons for Transfers: English-medium to Welsh-medium		**Reasons for Transfers: Welsh-medium to English-medium**	
Moved address	6	Welsh to English-medium	11
Alleged Bullying- not changed address	2	Alleged Bullying- not changed address	3
English to Welsh-medium	5	Moved address	8
Unhappy - not changed address	2	Parental Choice - no change of address	2
Parental Choice - no change of address	2	Unhappy - not changed address	6
Permanent Exclusion	1	Transport Issue	1
Return from EHE	2	Other	2

- In some instances, parents have indicated that they would prefer their child to transfer to an English-medium school because they perceive the Welsh language as a barrier to learning. During the school year 2024-2025, no parents identified ALN as the reason for requesting a school transfer.

- The development of the Observation Class has been delayed due to the revised timescales for the construction of Ysgol Gymraeg Bro Ogwr. The local authority will continue to review the need for interim support and explore funding opportunities to support pupils until the Observation Class becomes operational.

- Currently, pupils receive tailored support packages during the early years. In some cases, and with parental consent, pupils have been placed in an English-medium LRC provision where this best meets their needs. The intention is that these pupils will transfer to the Observation Class, the MLD LRC or the CARE Base when appropriate provision becomes available.

What plans do you have in place to address any emerging patterns?

Analysis indicates that more pupils transfer from Welsh-medium schools to English-medium schools than in the opposite direction. However, no parents identified ALN as the reason for requesting a transfer during the school year 2024-2025. This is a positive finding and suggests that specialist ALN provision is not currently a primary factor influencing transfer requests.

The local authority will continue to monitor in-year transfer data and referrals to specialist ALN panels to identify emerging trends, evaluate the effectiveness of provision and inform future developments in Welsh-medium ALN support.

Additional Learning Needs and Education Tribunal (Wales) Act 2018

How have you ensured that you are compliant with your duty under section 63 of the Additional Learning Needs and Education Tribunal (Wales) Act 2018 to keep Welsh-medium ALN provision under review during this reporting year.

A five-year provision plan has been developed to meet the increasing demand for ALN provision.

The Welsh-medium elements include:

- A review of provision in LRCs to meet increasing demands.
- Learning resource provision in place to meet the needs of pupils at an early age in mainstream schools.

Note the main findings and actions taken following the review to improve Welsh-medium provision for learners with ALN, and any challenges.

Analysis of non-school-based ALN services has identified that a high number of officers are able to deliver services through the medium of Welsh and also identified roles that are not currently able to so. When vacancies arise in these roles, the ability to deliver services through the medium of Welsh will be included as an essential requirement within the person specification.

An Observation Class is planned as part of the new development at Ysgol Gymraeg Bro Ogwr. This provision will strengthen early identification, assessment and targeted intervention for learners with ALN through the medium of Welsh. In the interim, continuity of provision is ensured through bespoke ALN support packages, enabling learners to access timely and individualised support that meets their needs. These packages provide flexible solutions, including specialist input and enhanced staffing arrangements, and play an important role in maintaining learners within Welsh-medium education where a specialist base provision is not yet available.

The local authority plans to undertake consultation during the school year 2026-2027 on proposals to develop the existing MLD provision into a LRC at Ysgol Gyfun Gymraeg Llangynwyd. The MLD provision opened in September 2024 and forms an important part of the continuum of inclusive ALN support available through the medium of Welsh.

Collaboration

Outline the developments and progress that have occurred through collaboration with other local authorities to share resources and expertise. Include any progress in the context of mapping specific learning resources and research needs.

The local authority works with colleagues within the region in a number of different network:

- Regional Educational Psychologist meetings;
- ALN Strategic Leads meetings;
- Post-16 regional meetings; and
- Early Years meetings.

Any further information that may be relevant to this outcome

Members of the WEF work proactively to support the WESP. As part of the work of this sub-group an annual development plan is created, and activities have been developed with partners.

The annual development plan has been monitored and evaluated by members of this sub-group. The activities were evaluated three times a year using the Education and Family Support Directorate's red, amber, yellow, and green (RAYG) rating system.

The actions outlined in the sub-group development plan have received the following RAYG ratings:

	• Monitoring data: LRCs, Access to Education Panel and admissions • Audit of ALN staff Welsh language skills • Professional development opportunities • Complete the public consultation for secondary Welsh-medium MLD Provision • Interim packages for Early Years pupils
	• Pupil road map for Welsh-medium additional learning needs (ALN) provision • Progress with Ysgol Gymraeg Bro Ogwr's Observation class

SELF-ASSESSMENT

Give a self-assessed RAG rating (red/amber/green) for your progress in this outcome for 2025-2026.	

FORWARD LOOK

State your plans and main priorities for Year 5 by outcome.

Outcome 6

- Continue to provide bespoke ALN support packages to maintain learners within Welsh-medium education where appropriate specialist base provision is not yet available;
- Work with the Childcare Team to increase awareness of ALN services and Welsh-medium specialist provision among early years settings; and
- Undertake consultation on proposals to expand Welsh-medium ALN provision through the development of a LRC at Ysgol Gyfun Gymraeg Llangynwyd.

Outcome 7

Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh

KEY DATA AND OUTCOME SUMMARY

Include data that shows your progress against your ten-year target and any other relevant target in your Plan eg PLASC data and/or School Workforce Annual Census (SWAC) data, including ALN workforce and specialist ALN workforce).

Number of teachers and support staff recorded in accordance with Language Competency Framework (Category 1 Schools to Category 3P Schools – PLASC Data)

Primary	W1	W2	W3	W4	W5	W6	W7
	No skills	Entry	Foundation	Intermediate	Higher	Proficient	No information
Teachers	16	186	216	79	26	73	0
Support staff	260	283	110	15	12	48	0

Compared with the school year 2024-2025, there has been a marginal increase in the proportion of teachers and support staff achieving Foundation and Intermediate Common European Framework of Reference for Languages (CEFR) levels.

Secondary	W1	W2	W3	W4	W5	W6	W7
	No skills	Entry	Foundation	Intermediate	Higher	Proficient	No information
Teachers	206	195	84	17	18	91	0
Support staff	210	93	25	12	6	26	0

As in the primary sector, the secondary sector has also demonstrated improvement during the last year. An increasing proportion of learners have achieved the CEFR Entry, Foundation and Intermediate levels.

Special Schools	W1	W2	W3	W4	W5	W6	W7
	No skills	Entry	Foundation	Intermediate	Higher	Proficient	No information
Teachers	13	30	15	5	2	4	0

Support staff	161	75	18	5	5	7	0

Since 2024-2025, the proportion of learners achieving the Intermediate level has increased. The proportions achieving the Higher and Proficient levels have remained consistent.

Number of ALN support staff recorded in accordance with Language Competency Framework

	W1	**W2**	**W3**	**W4**	**W5**	**W6**	**W7**
	No skills	Entry	Foundation	Intermediate	Higher	Proficient	No information
Primary	1	6	1	2	0	3	22
Secondary	1	2	0	0	0	0	3
Special							

Please note that this is the first year that Additional Learning Needs Co-ordinators (ALNCos) have been reported as a separate group within the local authority workforce data. Analysis will be undertaken during 2026-2027 to evaluate progress and identify any improvements in Welsh language skills.

Numbers following a sabbatical course or any Welsh course tailored for educators and offered through the National Centre for Learning Welsh (Data from National Centre for Learning Welsh Dashboard)

Course name and level	**Number of staff 2025-2026**	
	Teachers	**Support staff**
Mynediad 1 / Entry 1	4	
Mynediad 1 a 2 / Entry 1 and 2	2	-
	15	
Pob lefel / Mynediad (cwrs ANG) All levels / Entry (NQT course)	2	n/a
Sylfaen 1 a 2 Foundation 1 and 2	3	-
	3	
Uwch Higher	3	

What progress have you made to identify how many headteachers, teachers, additional learning support staff (primary, secondary and ALN) you will need (as noted in your WESP/5-year action plan)? Note specifically any sectors or areas that are more challenging than others in terms of recruiting and retaining practitioners, e.g. primary/secondary, and specific subjects or roles.
An action within the sub-group development plan for the school year 2025-2026 was to identify the staffing requirements for new Welsh-medium developments. To support this work further, the local authority will use pupil projections and numbers on roll to determine appropriate staffing levels and ensure that schools are appropriately resourced to meet future demand. Ysgol Gymraeg Bro Ogwr will expand by one classroom each year until it reaches a published PAN of 75 for each year group. This will increase the school from a 1.5 form-entry school to a 2.5 form-entry school. The school will require one additional teacher each year for seven years from September 2028. Ysgol y Ferch o'r Sgêr will expand by one classroom each year until it reaches a PAN of 60 for each year group. This will increase the school from a one-form-entry school to a two-form-entry school. The school will require one additional teacher each year for seven years once the new building is operational. The Porthcawl seedling school will require two teachers for its Nursery and Reception provision. Depending on the number of applications received, the school is expected to require either one or two teachers when it opens in September 2027. Age profiling has been undertaken, and the average age of staff in Welsh-medium primary schools is 44 years, while the average age in Welsh-medium secondary schools is 45 years.
What are you doing to plan for ensuring an adequate Welsh-medium education workforce in your schools?
The local authority takes a proactive approach to ensuring a sufficient Welsh-medium education workforce through the delivery of Outcome 7 of the WESP. Information from the School Workforce Annual Census (SWAC) and the Welsh Language Competency Framework is used to map existing Welsh language skills across the workforce and identify future workforce development needs. Professional learning and workforce development remain central to the local authority's strategic approach. The local authority works closely with regional and national partners to promote professional learning opportunities and support staff to develop their Welsh language skills. Welsh language professional learning is also available to all local authority staff. To address demand for a Welsh-medium childcare workforce, the local authority works closely with Ysgol Gyfun Gymraeg Llangynwyd, Mudiad Meithrin and Bridgend College to

support the delivery of accredited childcare and play work qualifications through the medium of Welsh.
What action has been taken during this reporting period to address those needs?
• English-medium schools are supporting staff to develop their Welsh language skills with assistance from the National Centre for Learning Welsh (see data below); • SWAC data is analysed annually. Analysis identified 76 teachers who are able to teach through the medium of Welsh but are not currently doing so. Of these teachers, 37 work in primary schools and 39 work in secondary schools; • The Welsh Language Awareness e-module is mandatory for all staff. During the school year 2025-2026, 68.35% of the Bridgend County Borough Council workforce completed the module. The local authority will continue to promote the course corporately to increase participation; • The Learning and Development Team has promoted Cwrs Mynediad and Welsh Language Meet and Greet sessions to all employees, including school staff; • As part of the work undertaken through the Outcomes 3, 4 and 5 sub-group, Central South Consortium's Associate Adviser for Languages, Literacy and Communication: Welsh in English-medium schools works with clusters to implement the Continuum of Welsh Language Patterns; • Improvement Partners work with school leaders to ensure that school strategic plans reflect school self-evaluation and include robust plans for school improvement and workforce development; • Improvement Partners also work with school leaders to quality assure first-hand self-evaluation evidence, identify areas for development and determine professional learning requirements. Where appropriate, bespoke support is delivered to support school leaders, Areas of Learning and Experience leaders and practitioners; • In secondary education, Gyda'n Gilydd receives funding through Central South Consortium to develop professional learning opportunities for school leaders and practitioners; • The local authority provides funding to Ysgol Gyfun Gymraeg Llangynwyd to enable participation in the Cyfleoedd+ model of peer-to-peer collaboration. This funding supports leadership development across five secondary schools spanning two local authority areas and strengthens professional learning across the partnership; • Mandatory governor training modules are delivered in both Welsh and English. This professional learning supports governors to provide effective challenge and support to school leaders to strengthen their provision for teaching and learning through beneficial professional learning opportunities; • The local authority analyses school development needs regularly and shares this information with the regional professional learning body to help ensure that professional learning provision reflects the needs of schools; and • The local authority meets regularly with officers from Dysgu Cymraeg to ensure that the national professional learning body understands the needs of schools across Bridgend County Borough. Although this work remains at an early stage of development, the local authority expects that high-quality national professional learning provision will complement the regional support already available through Central South Consortium and Gyda'n Gilydd.

How has the funding provided for the Welsh Language, through the Local Authority Education Grant, been used? In 2025-26 this funding included:

- **Welsh in education Funding - priority A: provide strategic support for schools to move along the school categories continuum**
- **Welsh in education Funding –priority B: funding to support English-medium schools to improve the teaching of Welsh and begin the journey of introducing more Welsh across the curriculum.**
- **Welsh professional Learning - funding to supplement the Priority B funding to enable local authorities to provide support for English-medium schools to improve the teaching of Welsh.**

The Cymraeg 2050 funding provided through the Local Authority Education Grant in 2025–2026 has been used to support the delivery of the Welsh in Education Strategic Plan and to increase Welsh-language capacity across schools.

This financial year, funding has been used to support:

- WESP Co-ordinator salary;
- Professional learning, including partnership working with Dysgu Cymraeg;
- Transport to Pont Iaith;
- Late Immersion resources; and
- Promotion of Welsh-medium education.

Overall, the funding has strengthened Welsh-language provision, developed workforce skills, promoted Welsh-medium education and supported schools in progressing their Welsh-language journey.

How have you taken advantage of the support provided through the Welsh in Education Workforce Scheme in your schools (e.g. the Welsh in Education Capacity Development Grant, the Transition Scheme, the Welsh-medium teacher retention bursary)?

The Capacity Building Grant is available to Welsh-medium and bilingual secondary schools only. As a result, within Bridgend County Borough, Ysgol Gyfun Gymraeg Llangynwyd is the only school eligible to receive this funding.

During the 2025–2026 financial year, the school was successful in securing a number of grants:

- Mathematics Development – £19,500
- Upskilling Staff in Core Subjects – £5,000
- Childcare Programme – £20,000
- Early Years Project – £45,000

The Mathematics Development project forms part of a collaborative initiative involving a number of schools in the region. However, Ysgol Gyfun Gymraeg Llangynwyd is the lead school and is responsible for coordinating the work across the partnership.

This year, Ysgol Gyfun Gymraeg Llangynwyd, Archbishop McGrath Catholic High School, Brynteg School, Bryntirion Comprehensive School, Maesteg School and Pencoed Comprehensive School have accessed grants worth £800 from Coleg Cymraeg Cenedlaethol to support provision for Welsh AS and A level.

Note any collaboration with Initial Teacher Education providers, the Coleg Cymraeg Cenedlaethol, or the National Centre for Learning Welsh.

The National Centre for Learning Welsh holds regular update meetings with the local authority. While this relationship is positive, the local authority recognises the need to take a more strategic approach to planning future support. The National Centre for Learning Welsh has delivered courses for primary schools, including a physical education course attended by 11 members of staff. The local authority has also engaged with Learn Welsh / Dysgu Cymraeg to strengthen the promotion of professional learning opportunities and provide schools with earlier information about the professional learning offer available.

Information about grants available through Coleg Cymraeg Cenedlaethol continues to be shared with headteachers and heads of Welsh to support the delivery of AS and A level Welsh. Three schools in Bridgend County Borough attended Coleg Cymraeg Cenedlaethol's 'Gŵyl yr Haf' with support and co-ordination through the Welsh Leaders' Network.

State how you will identify any gaps that prevent continuity for learners, in accordance with Outcomes 3 and 4, noting any investment by schools to address this.

To identify workforce gaps that may affect continuity for learners, the local authority monitors workforce data across Welsh-medium schools. This includes analysis of staffing structures, succession planning requirements and the availability of specialist subject teachers, particularly at key transition points.

An analysis of workforce data was undertaken as at 31 December 2025 to inform age profiling and succession planning. This analysis identified succession planning requirements in two Welsh-medium schools. The findings have been shared with the relevant Human Resources Business Partner to support future workforce planning.

Welsh Government funding has supported staff to participate in the Welsh Sabbatical Scheme. The local authority will continue to work closely with Dysgu Cymraeg to promote and support Welsh language professional learning opportunities for the workforce. Post-sabbatical support is provided by the local authority.

Where applicable, outline developments and progress made through working with other local authorities and any relevant organisations to identify how many headteachers will be needed over the next 5 years.

An age profiling analysis has been undertaken within the Welsh-medium schools to determine whether succession planning is required within the next five years.

Primary Schools

Within the senior leadership teams of the four Welsh-medium primary schools, a small number of headteachers are within the age range at which they may choose to access their workplace pension. As a result, the local authority has identified a need to consider succession planning arrangements for these schools.

Secondary Schools

Within the senior leadership team of the Welsh-medium secondary school, there are currently no significant succession planning concerns.

Across the Welsh-medium sector, there are 11 senior leadership posts comprising headteacher, deputy headteacher and assistant headteacher roles. Although the number of headteachers eligible for retirement is low, succession planning will be required in some schools to minimise the risk of future leadership vacancies. The relevant Human Resources Business Partner has been informed and will support workforce planning as appropriate.

During its 2025-2026 transitional year, Dysgu delivered a targeted programme of professional learning focused on leadership, wellbeing and curriculum improvement. This included National Professional Qualification for Headship (NPQH) programmes, headteacher coaching, the Calm Classrooms, Thriving Minds pilot, and the mathematics roadshow. No professional learning programmes were available for middle leaders or senior leaders beyond these initiatives during the year.

Newly Qualified Teachers (NQT)

Newly Qualified Teacher (NQT)				
Primary		**Secondary**		**Special**
English-medium	Welsh-medium	English-medium	Welsh-medium	English-medium
20	2	10	3	1

- A further 36 NQTs are undertaking day-to-day supply work across the region and have identified Bridgend County Borough as their preferred local authority. These teachers may also work in other local authority areas;

- Of these 36 NQTs, 33 are primary teachers and three are secondary teachers. One NQT is undertaking induction through the medium of Welsh. Two additional NQTs have chosen to complete their induction through the medium of English. However, these teachers have been identified as Welsh speakers who undertake supply work in Welsh-medium settings and have been contacted to discuss the option of transferring to a Welsh-medium mentor. All three Welsh-speaking NQTs are primary teachers. The remaining 33 NQTs are undertaking induction through the medium of English.

Induction Validators

- Bridgend County Borough has six Induction Validators. Two are Welsh-medium Induction Validators, comprising one primary and one secondary validator. Four are English-medium Induction Validators, comprising two primary and two secondary validators.

How have you helped all school workforce, including headteachers, teachers and learning support workers, to improve their Welsh-language skills?

A weekly bulletin is distributed to all members of Team Bridgend and includes information about Welsh language professional learning opportunities. These opportunities are aimed at school leaders, teachers and support staff.

Courses offered by Dysgu Cymraeg are tailored to meet the needs of the education workforce and are targeted at school staff, including headteachers. One headteacher attended the residential Mynediad course at Nant Gwrtheyrn.

The National Centre for Learning Welsh is also offering a residential Mynediad course at Nant Gwrtheyrn for local authority officers within the EEYYP Directorate. Several members of staff have expressed an interest in attending, and two have received a place on the course.

National Centre for Learning Welsh (Enrolment data)					
Course	**Welsh-medium**		**English-medium**		
	Primary	Secondary	Primary	Secondary	Special
Mynediad	1		13	5	2
Sylfaen	1		4	1	
Uwch			3		
Pob lefel		1		1	

- 32 practitioners are recorded as studying Welsh on the National Centre for Learning Welsh enrolment database. Practitioners who withdrew from courses are not included in the data.
    - 14 attended classes;
    - 1 attended virtual classes;
    - 8 opted for self-study;
    - 6 attended a residential course; and
    - 3 attended a sabbatical course.

The Learning and Development Team within Bridgend County Borough Council promotes Cwrs Mynediad to all employees, including school staff. In addition, the team facilitates Welsh language networking sessions to support officers who are learning Welsh and to increase opportunities to use the language in the workplace.

How do you analyse your SWAC school workforce data, and measure the progress of workforce skills in response to these data?
All information received through the schools' SWAC has been downloaded and cross-referenced with the Human Resources SWAC data to ensure consistency and accuracy across both datasets. This enables the local authority to use information from the SWAC 2025 Welsh Language template to identify the number of staff within each Welsh language competency category. In future years, the same methodology will be used, together with the data recorded under the Welsh Language Competency Framework, to monitor progress in Welsh language skills across the workforce. Access to school-level SWAC data also enables the local authority to identify schools that have improved their Welsh language competency profile since the previous year. The analysis can also highlight schools where Welsh language competency levels have reduced, enabling targeted support to be considered where appropriate. However, it is important to recognise that progression through the CEFR levels takes time and may not be evident within a single year. School Improvement Partners discussed Welsh language competency and professional learning with headteachers. Where additional support was required, the Improvement Partner sign-posted the Welsh Language Professional Learning Officer to facilitate appropriate support.
How do you ensure that the data provide an accurate reflection of staff skills?
At a Team Bridgend meeting, the WESP Co-ordinator presented the rationale for collecting Welsh language competency data and emphasised the importance of ensuring that submissions accurately reflect the current workforce. This information supports effective workforce planning and the strategic development of Welsh language provision. Following the presentation, schools received step-by-step guidance, a data collection form and the Welsh Language Competency Framework to support the collection and submission of this information. The local authority does not hold centrally collected data on the number of schools that have used the information provided. However, there has been an increase in the number of schools updating staff Welsh language competency levels. This suggests increased awareness and use of the Welsh Language Competency Framework across schools. Human Resources and Organisational Development has updated the Equalities Monitoring Form. Completion of the form is now a mandatory requirement for all applicants through the signable system, which is expected to improve completion rates and reduce non-compliance. Information relating to successful applicants is uploaded to the Human Resources system and reported annually to the Cabinet Committee Equalities and Employee Relations at the end of March. Paper copies of the Equalities Monitoring Form are available from the Human Resources Department for staff who do not use computer systems. Staff who use computer systems are encouraged to update their Welsh language competency information through the sensitive information section of Employee Self-Service on a quarterly basis.

Any further information that may be relevant to this outcome

Members of the WEF work proactively to support the WESP. As part of the work of this sub-group an annual development plan is created, and activities have been developed with partners.

The annual development plan has been monitored and evaluated by members of this sub-group. The activities were evaluated three times a year using the Education and Family Support Directorate's red, amber, yellow, and green (RAYG) rating system.

The actions outlined in the sub-group development plan have received the following RAYG ratings:

- Audit of ALN staff Welsh language skills
- Analyse SWAC data and use of Welsh Competency Framework
- Welsh language and refresher courses
- Professional development opportunities: Mudiad Meithrin, CSC, Ysgol Gyfun Gymraeg Llangynwyd, Bridgend College

SELF-ASSESSMENT

Give a self-assessed RAG rating (red/amber/green) for your progress in this outcome for 2025-2026.

FORWARD LOOK

State your plans and main priorities for Year 5 by outcome.

Outcome 7

- We are committed to analysing data, and work is ongoing to ensure we maximise its use to support workforce planning;
- Explore a targeted recruitment campaign for Welsh-medium schools for teachers and support staff; and
- Strengthen the use of SWAC data and clarify how it can inform planning.

This letter is also available in Welsh

Estyn

12 February 2025

Dear Lindsay Harvey,

On the 14-16 January, Andrea Davies HMI and a team of two HMI carried out an enhanced local authority link inspector (LALI) visit which focused on attendance and your Welsh in Education Strategic plan.

During our visit, we had the opportunity to:

- Meet with you and your senior team
- Meet with the cabinet member for education and the chair of education scrutiny
- Meet with a range of headteachers
- Meet with groups of young people
- Meet with attendance officers
- Consider documentation helpfully provided by your teams

We hope you and your education services team found this visit to be helpful. Here is a summary of our findings.

Focus area 1: What are the main challenges around attendance identified by the local authority how are they being addressed and what is the impact?

Bridgend's corporate plan 2023-2028 identifies attendance as a clear priority for improvement. The Education, Early Years and Young People Directorates' Strategic Plan 2023-2026 provides a comprehensive overview of the steps that being taken by the local authority to improve pupil attendance which permeate service plans well. Officers have identified accurately priorities for continued improvement using a range of relevant information.

Local authority officers and school leaders have aspirational attendance targets in place demonstrating high expectations to improve pupil attendance. Overall, there is an encouraging upward trend in pupil attendance for both primary and secondary schools.

The gap in attendance between pupils eligible for free school meals and those who are not is beginning to show improvement. The local authority demonstrates a high commitment in supporting schools to continue to improve within this area.

Monitoring and evaluation processes provide valuable regular updates for Cabinet, Overview and Scrutiny meetings. Council members understand well the attendance issues across schools and the impact of the work of their officers.

The collaborative culture of the well-established 'Team Bridgend' promotes a consistent approach through effective communication between headteachers and officers. There are useful opportunities for leaders to share effective practice on a regular basis, for example in Team Bridgend meetings and during primary and secondary headteacher meetings. These meetings enable schools to share their approaches through professional dialogue. The LA encourage headteachers to tailor attendance strategies to the context of their school.

There is strong partnership working across the directorate and with external services to support improvements in attendance. This is well coordinated by the Education Engagement Team (EET), maximises the use of the local authority's resources, and provides schools and their clusters with a cohesive approach to tackling targeted attendance concerns.

The attendance working group has wide representation from schools and the local authority. Over the last 18 months key strategic and operational changes have been made through this group to strengthen support to schools to improve pupil attendance. This includes the development of a new local authority School Attendance Strategy in line with Welsh Government guidelines which has been adopted by schools and the PRU. In addition, the coordination of the school attendance templates, and development of an attendance

toolkit and annual audit are in place. These developments are providing a consistent and agreed approach to improving pupil attendance across all schools effectively.

Officers maximise limited resources well to drive improvement in pupil attendance. This includes the reorganisation of the Education Welfare Service (EWS) as part of the EET. Headteachers value these developments as positive improvements within the local authority. The targeted support approach is working successfully and deploys resources effectively to maximise impact. The EWS is highly valued by headteachers. These developments are contributing well to improving pupil attendance.

School leaders receive termly school on a page (SOAP) update on pupil attendance from the local authority officers. Leaders use this information well to inform their strategies, access additional support and work collaboratively within their clusters to steer the work of the EWS to support the most vulnerable pupils and their families well.

There is a strong focus on pupil voice contributing to improvements in pupil attendance. This is viewed by officers as a powerful tool in strengthening attendance key messages.

Areas for consideration

There is a realistic understanding shared by officers and headteachers that improvements in pupil attendance are complex and long term, particularly in reducing incidents of persistent absenteeism. It may be useful to consider the long-term financial resource implications of your strategies to sustain improvement.
How will the recent changes in the information management system further strengthen the analysis of pupil attendance data to proactively target resources and support to schools?

Focus area 2: What is the progress towards meeting the Welsh Education Strategic Plan (WESP) priorities and what is the impact?

Leaders have developed a clear vision for Welsh medium provision across Bridgend County Borough and communicate this regularly and effectively with schools and stakeholders. Senior officers, elected members and staff within the Education, Early Years and Young People Directorate, work well to develop Welsh language provision across the authority. There is a strong commitment from the local authority through their capital investment programme to develop the Welsh medium provision.

Since the WESP co-ordinator has been in post, WESP priorities have become a more prominent part of the authority's strategic vision for developing all aspects of the Welsh language. This is supported well by headteachers and staff across schools and settings and through the 'Team Bridgend' approach.
The Welsh Education Forum (WEF) has a broad membership from across both English and Welsh medium schools, officers and elected members as well as a range of external stakeholders. The WEF subgroups contribute purposefully to developing priorities outlined within the WESP.

Although the numbers of pupils transferring from non-maintained settings into Welsh medium schools remain a challenge, officers work collaboratively with all stakeholders to address these challenges. The local authority has identified the need to develop non maintained Welsh medium provision and have recently developed 2 new childcare hubs. The challenges in finding staff with the requisite skills to operate the childcare hubs are being addressed innovatively for example offering a beneficial financial package including fully resourced accommodation resulting in one of the hubs being allocated to a provider with an agreed start date.

The authority's provision for Welsh immersion in the primary sector has evolved from a peripatetic model to a school-based provision following an evaluation of the previous model. This is at an early stage of development.

The WEF work collaboratively with stakeholders to address key priorities such as increasing the number of pupils studying Welsh as a subject at A level. They have developed a hybrid model which encourages more pupils to study the subject and to ensure that staff expertise is maintained. Ysgol Gyfun Llangynwyd has partnerships with Welsh medium schools in neighbouring authorities to deliver a range of post-16 subjects.

All schools engage in Siarter iaith / Cymraeg Campus activity, which promotes pupils' awareness of the language. The WESP co-ordinator works closely with schools and the PRU to engage agencies to offer opportunities which enrich Welsh provision in schools. Involvement of pupils in this area is a high priority, and they share their experiences about how they promote the Welsh language and culture within their schools enthusiastically.

In addition to working within a cluster, Welsh medium primary schools meet as a discrete cluster and work to promote the language and culture within their local communities effectively. Officers work closely with schools to produce material which promotes the benefits of bilingualism amongst parents and carers.
There has been an increase in provision to support additional learning needs (ALN) in Welsh medium schools. The local authority is proactive in their approach to meet the needs of these pupils.

Areas for consideration:

How well do officers capture and evaluate the impact of their actions within the WESP? For example, the addition of clearly defined timescales and success criteria are likely to sharpen your evaluation processes. How will you ensure that numbers transferring from non-maintained settings into Welsh medium school increase to meet your targets.

How will you continue to promote Welsh language education as an option for parents/carers throughout a child's educational journey?

To what extent do you share and learn from practice in other authorities, including authorities with a similar linguistic demographic. For example, Welsh language immersion, and ALN resources through the medium of Welsh.

Many thanks for facilitating the visit and I look forward to discussing the developments in the two focus areas with you and your colleagues in my link visits.

Your sincerely,

Andrea

Andrea Davies HMI

Estyn, Llys Angor, Heol Keen, Caerdydd, CF24 5JW
Ffôn: 02920 446446
ymholiadau@estyn.llyw.cymru
www.estyn.llyw.cymru

Estyn, Anchor Court, Keen Road, Cardiff, CF24 5JW
Telephone: 02920 446446
enquiries@estyn.gov.wales
www.estyn.gov.wales

Mae Estyn yn croesawu gohebiaeth yn Gymraeg a Saesneg. Bydd gohebiaeth a dderbynnir yn y naill iaith neu'r llall yn cael yr un flaenoriaeth.

Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.

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Estyn

Dros ddysgwyr, dros Gymru
For learners, for Wales

Archwilio Cymru
Audit Wales

A report on education services in

Bridgend County Borough Council

Civic Offices
Angel Street
Bridgend
CF31 4WB

Date of inspection: March 2026

by

Estyn, His Majesty's Inspectorate for Education

and Training in Wales

This report is also available in Welsh

About Bridgend County Borough Council

Bridgend County Borough Council (BCBC) is a local authority in South Wales with a total population of around 147,530. The county lies at the geographical heart of South Wales.

The Chief Executive was appointed in May 2025. The Corporate Director (Education, Early Years and Young People) has been in post since March 2017. The Council Leader and the Cabinet Member for Education and Youth Services have been in post since May 2024.

The local authority was last inspected in March 2019.

Bridgend has 22,364 pupils across 59 schools. There are 48 primary schools, 9 secondary schools, 1 pupil referral unit (PRU) and 2 special schools. Of these schools, 5 are Welsh-medium providers.

Over a three-year average, 24.4% of pupils aged 5 to 15 are eligible for free school meals.

Inspectors take account of a wide range of information about the local population when evaluating outcomes and the quality of education services. They consider this information alongside information about the national population. Some of the most useful information about children and young people in Bridgend is noted below:

- 8.6% of pupils aged 5 to 15 are from ethnic minorities.
- 1.5% of pupils ages 5 to 15 have additional learning or special educational needs (School Action)
- 0.8% of pupils ages 5 to 15 have additional learning or special educational needs (School Action Plus)
- 0.4% of pupils ages 5 to 15 have additional learning or special educational needs (Statemented)
- 6.7% of pupils ages 5 to 15 have additional learning or special educational needs (Individual Development Plan)
- 2.5% of pupils ages 5 to 15 have English as an additional language (A, B or C)
- 7.1% of pupils aged 5 to 15 are fluent in Welsh.
- 370 children looked after (rounded to nearest 5 for disclosure reasons)

Summary

Leaders demonstrate a clear and strategically coordinated approach to improving outcomes for children and young people. A strong vision, underpinned by the 'Team Bridgend' culture, promotes collaboration, trust and shared accountability across schools, settings and local authority services. Senior leaders are visible and maintain productive relationships with schools and the PRU, enabling them to know their providers well. As a result, the local authority has supported most schools and the PRU to make timely improvements, reflected in positive inspection outcomes.

The local authority has established comprehensive systems to monitor performance and provide support and challenge. Improvement partners and officers draw on a wide range of first-hand evidence and performance information to develop a broad understanding of strengths and areas for improvement. This enables the authority to identify underperformance and intervene appropriately, leading to improvements in many schools. However, there is too much variability in the quality of evaluation. Improvement partners' reports are often descriptive and do not focus sharply enough on the impact of provision on pupils' outcomes and progress. Quality assurance processes are underdeveloped and, as a result, improvement actions are not always precise or timely enough to secure consistent improvement.

Leaders prioritise professional learning and collaboration, providing a broad and responsive offer that supports leadership development and school improvement. However, the authority does not evaluate well enough the impact of its professional learning on improving teaching, leadership and pupils' outcomes.

Provision for pupils with additional learning needs (ALN) and vulnerable pupils is a substantial strength. A clear strategic focus on inclusion, supported by strong multi-agency working, ensures that many pupils benefit from coordinated and timely support. The authority's wide-ranging, high-quality specialist provision, including special schools, the PRU and learning resource centres, enables many pupils with complex needs to make strong progress from their starting points. Strong governance and oversight of out-of-county placements ensure that most pupils with ALN are educated within the local authority, supporting continuity in learning and positive outcomes. In addition, highly effective provision for pupils educated other than at school (EOTAS) enables nearly all pupils to re-engage in learning, achieve qualifications and progress to appropriate post-16 destinations.

Effective collaboration between education, social care, health and other services ensures that many vulnerable pupils benefit from early identification and well-coordinated support. Services such as the education engagement team and the Communication and

Relationships Team contribute positively to pupils' well-being, engagement and behaviour. Targeted support for vulnerable groups improves participation and attendance for many pupils, although outcomes and attendance for a few groups, including those eligible for free school meals, remain too variable.

Safeguarding is a high priority for the local authority. Members, leaders and officers promote a strong culture of safeguarding and respond robustly to concerns. Well-established governance, effective oversight and strong multi-agency working ensure that safeguarding arrangements are robust and embedded across services. Schools have access to a comprehensive range of training and support, and they particularly value regular peer reviews, which strengthen their practice. The local authority places appropriate emphasis on listening to pupils, with their views contributing meaningfully to the self-evaluation of safeguarding arrangements. As a result, schools and the PRU have a clear understanding of expectations, and pupils benefit from a safe environment that supports their well-being and readiness to learn.

The authority has a coherent approach to strategic planning and resource allocation. Its school modernisation programme and Welsh in Education Strategic Plan are well aligned to local and national priorities. Effective use of capital funding, particularly the strong link between investment and pedagogy in early years provision, improves learning environments and supports high-quality teaching.

Messages and evaluations from a youth work inspection that was undertaken shortly before this inspection have helped to inform the wider local government education services inspection, where relevant.

Recommendations

R1 Sharpen the quality of self-evaluation and improvement planning, ensuring that actions have useful success criteria and evaluations focus on the impact that actions have on the outcomes of children and young people

What happens next

Following the publication of the inspection report, the local authority should update its plans to address the recommendations and to take account of shortcomings identified during the inspection.

Main findings

Education services and their impact

How well does the local authority support and challenge its schools to improve the quality of teaching and learning and school leadership?

The local authority has a clear vision for providing high quality education and improving outcomes for all children and young people. Senior officers are highly visible and communicate high expectations with schools. They have developed productive relationships with school leaders which has helped them to know their providers well. The strong 'Team Bridgend' collaborative culture is embedded across schools and the pupil referral unit (PRU) and amongst local authority officers.

Schools and the PRU value the support provided by improvement partners employed by the local authority. Improvement partners have established valuable links with other education services, for example behaviour support and additional learning needs (ALN) support. These links help the improvement partners to provide timely and beneficial support to their schools. Improvement partners gather a wide range of first-hand evidence from school and PRU visits to inform their judgements about individual providers' performance. This has helped the local authority to develop a broad understanding of the strengths and areas for improvement in provision in their schools.

There are regular opportunities for officers to discuss school performance and review the support and challenge being provided to individual schools. This is supported well by the local authority's performance and financial management system which provides a helpful overview of a wide range of aspects of each provider's work. Although this has enabled local authority officers to target appropriate support and challenge where it is required, there is too much variability in the quality of information included in the improvement partners evaluations. Overall, their evaluations describe provision in schools and do not always focus well enough on the impact of provision on improving pupils' outcomes. This means that actions to secure improvement are not always precise enough. This is in part because the quality assurance of improvement partners' work is underdeveloped.

Over time, schools and the PRU have benefited from a range of appropriate leadership training and support to develop and improve leadership at all levels. Improvement partners helpfully provide specific and bespoke support for individual and clusters of schools when this is needed. Headteachers and deputy headteachers benefit from regular opportunities to meet with each other, facilitated by the local authority, to share effective leadership practice. The support given to special schools and the PRU from local authority officers is particularly effective. The officers have the skills needed to provide valuable advice and challenge to leaders in these providers. Improvement partners develop strong

relationships with governing bodies, providing advice, guidance and professional learning that helps governors to understand school performance and to support improvement.

Generally, the local authority is swift in identifying and addressing any underperformance in their schools and the PRU. They use their statutory powers appropriately to provide additional support and challenge, when needed. This has led to many providers making timely improvements in their work. There are a very few cases where the local authority has relied too heavily on external partners to identify shortcomings in providers. However, they have acted proactively on learning from instances when others have identified weaknesses in schools that officers had not previously recognised.

The local authority's cluster model for improvement partners' work has strengthened collaboration between providers and supported them to share strategies to address improvement priorities. Local authority officers collaborate well with each other to provide specific support for providers where needed due to their range of expertise and experience. Schools and the PRU benefit from being signposted to other schools with particularly effective practice in specific areas. Providers also have access to bespoke cluster and whole authority professional learning to help target common areas for improvement.

The local authority works closely with the regional consortium to help ensure that their professional learning offer is beneficial to meet the needs of their schools and the PRU. This includes access to worthwhile cluster and individual school-based support and training. However, the local authority's evaluation of the impact of their own professional learning offer and that of the regional consortium is not fully effective in judging the impact of professional learning on improving teaching, pupils' outcomes and leadership.

Over time, inspection outcomes in schools and the PRU in Bridgend have been positive. Since April 2022, we have inspected 46 of the 60 schools in Bridgend, including the two maintained special schools, and the PRU. This includes five secondary schools and 38 primary schools. Two primary schools required special measures. No secondary schools, special schools or the PRU, were judged to require any level of statutory follow-up.

How effective is the local authority's provision for children and young people with ALN?

The local authority offers effective provision to support children and young people with additional learning needs (ALN). There is strong and coherent leadership placing inclusion at the heart of the authority's work. Officers have developed positive and trusted working relationships with schools.

Inclusion officers have developed an inclusive education system that enables children and young people to access specialist provision that meets their needs effectively either in

mainstream settings or specialist provision. However, leaders acknowledge that current specialist capacity does not fully meet rising levels of need.

The local authority's specialist provision is wide-ranging and of high quality. Provision within its special schools and pupil referral unit (PRU) is particularly effective in meeting the needs of children and young people with complex needs. Learning resource centres in mainstream schools further enhance this offer by allowing pupils to access specialist support as part of their local school communities. As a result, pupils with complex additional learning needs usually make strong progress from their starting points.

Provision for children and young people with ALN through the medium of Welsh in the bilingual learning resource centres is a notable strength, effectively supporting access to specialist provision in their preferred language.

Collaboration between schools and the local authority is a strength of the authority's approach, ensuring that children and young people benefit from coordinated, timely and needs-led support. The inclusion team, educational psychology service and specialist advisory teachers provide effective and responsive support and intervention for schools. For example, the Communication and Relationships Team's (CART)s advice and interventions have supported improvement in pupils' behaviour and engagement across schools and settings.

Local authority officers are accessible, and school leaders value the advice and challenge that they provide. The local authority has supported schools through the publication of useful guidance documents that outline expectations for inclusive practice. The authority sets clear expectations for inclusive classroom practice, and schools and settings are increasingly confident in adapting their teaching and planning to meet a broad range of additional learning needs within mainstream and specialist settings. Further, leaders encourage collaboration between mainstream schools, special schools and the pupil referral unit to ensure that pupils with additional needs can access appropriate support and pathways. This strengthens the capacity of schools and settings to meet children and young people's needs effectively.

Professional learning for ALN is effective and is well aligned to the needs of the schools and settings within the authority. Staff benefit from a wide range of high quality universal and bespoke training, for example from the educational psychology service and specialist inclusion teams. This is improving the quality and consistency of teaching and learning for children and young people with ALN. A strength of the authority's work is the well-established network and cluster groups of schools' Additional Learning Needs Coordinators (ALNCos), which support both strategic planning and operational problem solving around ALN provision as well as supporting close professional collaboration between schools. These networks enable ALNCos to share expertise, develop consistent

approaches and strengthen communication across primary and secondary phases. As a result, transition arrangements between schools are generally smooth, with improved information sharing allowing schools to respond more quickly and effectively to pupils' needs.

The local authority's support for early years provision is a strength. The engagement between multi agency partners such as the local health board, the education psychology service and specialist teacher teams means that there is an established mechanism for early identification to ensure appropriate, preventative interventions for children in the early years. Transition from non-maintained settings into school is carefully managed through structured person-centred planning meetings, ensuring continuity of provision and strong partnership with families. This preventative approach reduces escalation and exemplifies the ethos of early intervention set out in legislation. Further, officers have implemented a post-16 transition protocol to ensure that learners are identified and supported to make a successful transition to post-16 provision.

The local authority has fully implemented the Additional Learning Needs and Education Tribunal (Wales) Act (2018) (ALNET) and ALN Code for Wales 2021. Local authority officers provide valued guidance and practical support to schools as they embed the requirements of ALNET. School leaders and governors report that officers are responsive when schools seek advice on identifying needs and statutory processes and developing effective support arrangements for children and young people. This support helps schools strengthen their internal processes for identifying and responding to pupils with additional learning needs.

The local authority has a robust approach to early resolution of parent and carer concerns regarding placement and provision, supported by the ALN panel and purposeful, ongoing dialogue between officers and families. This informal approach to dispute resolution is very effective, resulting in very few cases escalating to formal dispute resolution or tribunal. This represents a clear strength and reflects a well-established, collaborative approach.

How effective is the local authority's provision for vulnerable learners, including those who are educated other than at school (EOTAS)?

The local authority provides strong strategic leadership of inclusion. Leaders are reflective and demonstrate a strong moral purpose through a well-coordinated and robust multi-agency approach that supports vulnerable pupils effectively. Self-evaluation processes are well-developed and draw appropriately on a wide range of evidence, including the Vulnerability Assessment Profile (VAP), Performance and Financial Management (PFM) system and Strategic Teams Objectives Reporting Information (STORI). These systems inform strategic planning and service development well, ensuring that most pupils receive timely and appropriate interventions.

Partnership working is a notable strength. Highly effective collaboration across education, social care, youth justice, early help, and youth and health services provides a coherent and holistic approach to support. As a result, many pupils benefit from coordinated early intervention and continuity of provision, leading to improved well-being, engagement and participation.

The highly effective Education Engagement Team (EET) plays a pivotal role in leading and coordinating attendance, safeguarding and inclusion across schools. The team has robust processes to track and monitor the support and interventions available to pupils as well as providing direct support to schools. This enables earlier identification of risk and supports many pupils at risk of exclusion or disengagement to remain in education. In addition, the authority provides valuable opportunities for pupils to contribute to service development through inclusive and engaging approaches.

The local authority provides a broad and purposeful range of targeted support for vulnerable groups, including minority ethnic pupils, Gypsy, Roma and Traveller pupils, refugees, young carers and care-experienced pupils. The support is personalised and contributes to improved attendance and engagement for many pupils. Provision for pupils eligible for free school meals (eFSM) is supporting improvement in engagement and attendance overall. However, attendance for this group remains below national averages, and performance for these pupils is too variable.

Spotlight: Highly effective provision for pupils who are EOTAS leads to positive outcomes for nearly all pupils

Provision for pupils educated other than at school (EOTAS) is a significant strength. The PRU provision offers a nurturing environment, strong therapeutic support and high expectations which successfully re-engage pupils in learning, including those in tuition services. As a result, nearly all pupils achieve qualifications and progress successfully to post-16 education, employment or training.

Provision for pupils with additional learning needs (ALN) is effective in most cases. Strong early identification, specialist expertise and robust panel processes ensure a coherent continuum of provision. Most pupils access appropriate support promptly, improving outcomes and inclusion while reducing reliance on out-of-county placements.

Spotlight: Clear governance of inclusion means that most pupils with ALN are educated in the local authority

The local authority has strengthened governance and financial oversight of out-of-county placements through improved tracking, panel processes and budget monitoring. This provides greater assurance that placements are appropriate and resources are used effectively. Most pupils with ALN now educated appropriately within the local authority, which is a significant strength.

The local authority has strengthened its strategic approach to promoting equality and tackling discrimination. Improved governance, reporting systems and embedded anti-racist practice within the curriculum, together with the views of pupils, increases confidence to report incidents and improve staff awareness.

Support for electively home educated (EHE) pupils is governed well and has an appropriate focus on safeguarding. Clear policies and monitoring arrangements ensure that pupils' rights and welfare are protected appropriately. Youth justice and youth support services are highly effective, providing trauma-informed and preventative interventions that support re-engagement with education and positive progression pathways. However, a recent HMI Probation report noted that there are a 'substantial number of children not engaging with their education entitlement'.

The authority has a clear and coordinated approach to preventing young people from becoming not in education, employment or training (NEET). Effective use of data and multi-agency panels supports early identification and targeted intervention. Outcomes for pupils leaving Year 11 compare favourably with national averages. Leaders recognise further work is needed to improve post-16 participation and ensure sustainability.

The authority has a strong focus on trauma-informed and relational practice, supported by workforce development and specialist services such as the Communication and Relationships Team (CART). This improves schools' capacity to respond to pupils' behavioural and emotional needs. However, increasing demand, capacity constraints and financial pressures present risk to the sustainability of CART.

Exclusion rates for vulnerable pupils remain variable and, in a minority of schools, too high. Officers have worked with a range of stakeholders to co-construct the Care, Support and Guidance Framework which provides a clear strategic focus on prevention and addressing the root causes of exclusion. This is at the early stages of implementation.

Overall, the local authority provides strong and improving support for vulnerable pupils with a solid foundation for continued improvement. Well-established partnerships, effective strategic leadership, a clear commitment to inclusion, initiatives to address

poverty, and improvements in employability pathways demonstrate a clear focus on improving life chances for children and young people.

How well do the local authority's school modernisation and re-organisation arrangements ensure appropriate education provision for all children and young people, including those in pre-school and post-16 settings?

Overall, the local authority demonstrates a coherent approach to strategic planning and the organisation of its education provision. Its vision for modernisation is clearly aligned with national and corporate priorities and underpinned by a strong rationale for investment across the current nine-year rolling programme. Officers ensure that this work is closely linked to the priorities within the Welsh in Education Strategic Plan, supporting the development of Welsh-medium provision. In addition, officers consider comprehensive assessments of school place requirements, and plan purposefully, for example in responding to local needs such as the impact of housing developments.

There is a strong ethos of teamwork and collaboration. Officers engage productively with a wide range of partners, including developers, education providers and businesses, to align key decisions and ensure that new provision is well integrated within communities. Practical examples, such as joint work to address site access arrangements alongside commercial developments, illustrate this well-coordinated approach.

The authority maintains a clear understanding of the condition of its estate through regular surveys, enabling it to target investment appropriately. Previous phases of investment have delivered beneficial outcomes, including new and refurbished buildings that improve learning environments for pupils. Recently, while the authority has encountered challenges in progressing some schemes, including site constraints, financial pressures and environmental considerations, it has maintained momentum and adapted plans appropriately.

Leaders engage purposefully with a broad range of stakeholders. They act upon the views of school leaders and pupils who contribute meaningfully to design processes. The school modernisation programme forms a central element of the authority's capital strategy and benefits from structured, multi-year planning. Prioritisation decisions are subject to appropriate challenge and scrutiny, including oversight by elected members, which provides assurance that resources are directed effectively. The design of new buildings reflects a strong emphasis on supporting teaching and learning. Facilities are adaptable, inclusive and support the implementation of Curriculum for Wales, with careful attention to well-being, safety and accessibility. Officers have sound strategic oversight of issues such as traffic and accessibility, including a clear commitment to prioritising active travel. Community use is also a key feature of designs, strengthening the role of schools as a valued resource within their local area.

There is a clear focus on developing early years and childcare provision, with effective collaboration to support transitions into statutory education. A notable feature of the authority's work is the extent to which local authority officers ensure that improvements to the physical environment have a positive impact on children's learning.

Spotlight: Linking capital investment with improvements to teaching approaches

The local authority has developed a highly effective approach to the use of small capital grants to enhance early years provision. Officers ensure that funding is closely aligned with identified needs, resulting in purposeful improvements such as sensory spaces for children with additional learning needs and environments that promote sustained play and learning. A notable strength of this work is the strong integration between capital investment and pedagogy. The early years and childcare team support settings at every stage, including identifying priorities, developing bids, providing relevant professional learning and monitoring the impact on children's experiences. This coherent, end-to-end process ensures that developments are firmly rooted in effective practice and the principles of Curriculum for Wales, particularly in creating enabling environments and supporting high-quality adult-child interactions.

The authority is making sound progress in expanding Welsh-medium provision. It has increased the number of Welsh-medium pre-school providers and plans their locations strategically to support children's progression along the language continuum. In addition, there is effective Welsh-medium provision for pupils who attend Learning Resource Centres. The current phase of the school modernisation programme demonstrates a strong commitment to further developing Welsh-medium education, particularly in the primary sector. In addition, the authority has a well-considered approach to strengthening provision for late immersion to support pupils joining Welsh-medium schools. While the modernisation programme has improved access to Welsh-medium education, some geographical gaps remain.

At post-16 level, the authority works constructively with partners to ensure an appropriate range of pathways. Learners benefit from a suitable mix of academic and vocational opportunities, supported through flexible arrangements between schools and further education providers. Collaborative working, including hybrid delivery models, helps to sustain provision. For example, learners in school sixth forms across the authority can access an A-level law course run by Bridgend College.

Leading and improving

Senior leaders communicate a strong vision for improving outcomes for all children and young people, which is well understood by officers, schools and other education settings,

and wider partners. This shared commitment fosters a positive 'Team Bridgend' culture that promotes collaboration, collective responsibility and a focus on improving outcomes.

The Director of Education is passionate about improving education services, and this is reflected in his visible leadership and engagement with schools. He provides committed and purposeful leadership. Together with the Chief Executive, the Cabinet Member for Education and senior leadership team, there is an established team ethos which maintains a strong focus on improving standards and inclusion. Leaders facilitate highly effective working partnerships with a wide range of stakeholders and teams, such as youth justice, the health service and the police which promotes open dialogue, reinforces expectations and helps ensure timely support when needed.

Leaders have a good track record of securing improvement in the authority, such as the progress against previous Estyn recommendations in strengthening Welsh provision and how they have increased the pace of improvement in schools causing concern. Leaders link capital investment effectively with improvements in teaching and learning, ensuring that new and refurbished environments support better pedagogy. They have strengthened provision for pupils who are EOTAS, enabling more pupils to access suitable education and re-engage with learning. Leaders have also improved arrangements for out-of-county placements, and the effectiveness of specialist ALN provision, securing more appropriate provision for pupils with complex needs. While attendance overall is strong, leaders acknowledge that there has been slower than desired improvement in increasing attendance of a few groups of pupils, particular those eligible for free school meals. Leaders are aware of the risk to the capacity of ALN inclusion teams and the financial challenges facing school budgets.

There is a strong culture of continuous improvement in the authority with established processes to monitor and review its work. The authority has developed sophisticated systems, including its performance and financial management arrangements, which provide leaders with a broad overview and knowledge of its schools. Regular and well-structured meetings enable officers to share intelligence and monitor progress. These arrangements support timely decision-making and coordinated responses to emerging concerns.

Leaders draw on a broad range of information, including data, reports from improvement partners and intelligence from services, to inform their understanding of performance. In a few areas, such as services for vulnerable pupils, self-evaluation processes are more developed and support effective strategic planning and service delivery. Overall, although there are extensive monitoring and reporting systems, self-evaluation in various education service areas is not consistently evaluative. It does not always identify precisely enough the impact of actions on improving outcomes for pupils.

Leaders have established a well-embedded approach to improvement planning. This includes suitably aligned corporate, strategic and business plans, which are underpinned by monitoring systems, such as STORI. As a result, leaders have a clear overview of priorities, track actions and respond to emerging issues suitably. However, although improvement plans are comprehensive, they focus on too many priorities given the capacity of the officer team. Success criteria and actions are not consistently precise, measurable or clearly linked to improvements in the outcomes of children and young people, and reporting is often descriptive rather than analytical.

The authority offers a broad and responsive professional learning programme that supports staff and governors effectively. Leaders prioritise national and local priorities resulting in a clear alignment between professional learning and identified needs. Opportunities for collaboration, including cluster working and school-to-school support, strengthen leadership capacity across the authority. In particular, support for special schools and the PRU is highly effective and contributes to strong provisions and outcomes. Suitable performance management processes are in place for the education directorate's officers. Leaders acknowledge that processes to quality assure the work of improvement partners are not effective enough.

Scrutiny arrangements for education services are structured well. Regular engagement between officers and elected members helps maintain a clear overview of education services. Elected members engage purposefully in scrutiny sessions that generally provide a robust framework for accountability and contribute effectively to strong democratic oversight. Scrutiny members receive appropriate guidance and professional learning, supporting them to better understand school performance and contribute meaningfully to discussions about improvement. Overall, these arrangements contribute to a collaborative approach to oversight and support the authority's ongoing work to improve outcomes for children and young people.

The local authority demonstrates a clear and proactive focus on equalities, including the experience and outcomes for learners from low-income households, providing schools with regular networking and training opportunities. It collects and reports discrimination data to Cabinet and uses this to identify emerging patterns. However, while monitoring arrangements are well established, the authority does not evaluate with sufficient precision how its interventions directly reduce incidents of discrimination.

The local authority promotes a strong culture of safeguarding. This is underpinned by clear strategic leadership, robust governance, and effective multi-agency collaboration. Safeguarding is prioritised within corporate planning, with well-defined improvement objectives and strong alignment between strategic intent and operational delivery. Leaders at all levels demonstrate a clear commitment to safeguarding, supported by comprehensive policies, regular review, and strong director-level scrutiny.

There are well-established governance structures, including effective links to the regional safeguarding board and corporate processes, which promotes accountability and consistency. Multi-agency working is a key strength, with arrangements such as the multi-agency safeguarding hub (MASH) and joint operational groups facilitating timely information sharing, coordinated responses, and appropriate challenge between partners.

Schools and settings benefit from a high level of consistent support and guidance on safeguarding from local authority officers. Designated safeguarding persons report access to beneficial advice, clear escalation pathways, and valuable professional dialogue through audits and ongoing engagement. Training provision is extensive, responsive, and well-regarded, contributing to a strong understanding of safeguarding responsibilities across the system. Safeguarding processes, including those related to professional concerns, are clear and increasingly consistent, with the voice of children and young people appropriately central.

Quality assurance arrangements for safeguarding are robust and improving. Regular audits, alongside reflective practice and professional challenge, support schools and the PRU to evaluate and strengthen their safeguarding practice. High levels of compliance, evidenced through audit outcomes, indicate a strong awareness of safeguarding expectations. This is further strengthened with the education and engagement team (EET) involving pupils as part of the challenge and review of schools and the PRU's safeguarding audits.

The local authority demonstrates a proactive approach to identifying and responding to emerging safeguarding issues. It effectively tracks and provides targeted support for vulnerable pupils, including those missing in education or placed out of county, supported by rigorous monitoring and strong multi-agency involvement. The support from the EET team is a particular strength, demonstrating highly effective safeguarding practice through robust tracking, timely intervention and strong partnership working. Officers regularly reflect on the authority's practice and on findings from national reviews and reports to inform ongoing improvement. Officers make beneficial use of the information from attendance and safeguarding audits to strategically plan for continued improvement.

Safeguarding practice is strong and well embedded, characterised by consistent approaches and a clear focus on listening to children and young people. The local authority's reflective approach to practice and learning, including from training and collaborative work, is a strength that supports and leads to continuous improvement, alongside an increased understanding of thresholds and roles within multi-agency working.

There is clear commitment to improving the provision and outcomes of children and young people in Bridgend County Borough Council. This is demonstrated through the

suitable allocation of resources to schools and settings and by minimising the level of savings required from them despite the challenging financial situation facing the public sector. The local authority mitigates financial risks effectively to schools by funding in-year uncertainties, such as pay awards or changes in energy costs. The local authority has indicated that there will be no budget reduction to schools in 2026–27 and 2027–28. This gives greater certainty for schools in their financial planning. The local authority's commitment to education is further supported by its capital and school modernisation programme. The local authority's investment in its priorities supports delivery of its ambitions.

Despite the priority given to education finances, school balances are fragile. They are forecast to reach an aggregate deficit of £5.6m, with 75% of schools expected to be in deficit by March 2026. In line with other local authorities, balances have fallen consistently since March 2022. This challenge is recognised across senior officers and reported to elected members through risk registers and quarterly budget monitoring. The local authority and schools in financial deficit have agreed recovery plans, which they review annually. The local authority recognises that timely and effective management of financial deficits ensures balanced resources remain available to pupils now and in the future.

There is a thorough and shared understanding of the financial position at all levels. Regular and honest communication through a range of beneficial meetings, including for example, the school budget forum, means that schools understand the wider financial issues facing the local authority.

The local authority demonstrates a robust understanding of individual school finances through their established monitoring arrangements. This is reported appropriately to officers through the performance and finance monitoring system. Members are well-informed through systems such as quarterly budget reporting and risk registers. This enables honest and open conversations to support informed decision-making by all partners.

Schools and settings benefit from a wide range of support and resources provided by the local authority. As a result of a broad and relevant selection of service level agreements, take-up is strong. The local authority regularly reviews and adapts its offer to meet the evolving needs of schools and settings, ensuring continued access to valued services. This supports schools and settings well to improve provision and outcomes for children and young people.

Evidence base of the report

Before the inspection, inspectors:

- consulted the local authority on the local inspection questions to be used during the inspection, based on the authority's self-evaluation, strategic plans and relevant data held by Estyn
- analysed the outcomes from open questionnaires, including the views of learners, parents, school staff and governors, local authority staff, regional consortium staff, elected members and general public
- carried out a preliminary visit to the local authority to meet with a range of relevant partners to education services, such as learner representatives, headteachers and governors, and leaders from statutory and third sector agencies working with children and young people

During the inspection, inspectors:

- met with the leader of the council, elected members responsible for education services, elected members responsible for the scrutiny of education services, the chief executive, the director of education, other leaders and managers in education services, other relevant staff in the local authority, the managing director of the regional consortium for school improvement and other relevant staff from the regional consortium
- looked closely at the local authority's self-evaluation processes
- considered the local authority's strategic and operational plans for improvement
- scrutinised a variety of documents, including information on learner outcomes, information on the performance of schools and other education settings, including information from the regional consortium for school improvement, minutes from a range of meetings, reports presented to council or scrutiny, information relating to the safeguarding of learners and other information relevant to the local authority's education services held by Estyn

After the on-site inspection and before the publication of the report, Estyn:

- reviewed the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, standardise and ensure the quality of the inspection
- provided a draft copy of the report for the local authority to note any concerns with factual accuracy, and made amendments where necessary

Copies of the report

Copies of this report are available from the local authority and from the Estyn website (www.estyn.gov.wales)

The report was produced in accordance with Section 38 of the Education Act 1997, the Children Act 2004 and the Learning and Skills Act 2000.

Every possible care has been taken to ensure that the information in this document is accurate at the time of publication. Any enquiries or comments regarding this document/publication should be addressed to:

Publications Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

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Publication date: 08/05/2026

Meeting of:	**CABINET**
Date of Meeting:	**22 SEPTEMBER 2026**
Report Title:	**SOCIAL SERVICES REPRESENTATIONS AND COMPLAINTS ANNUAL REPORT 2025/26**
Report Owner: Responsible Chief Officer / Cabinet Member	**CORPORATE DIRECTOR, SOCIAL SERVICES AND WELLBEING** **DEPUTY LEADER AND CABINET MEMBER FOR SOCIAL SERVICES, HEALTH AND WELLBEING**
Responsible Officer:	**SARAH TRIPP, COMPLIMENTS AND COMPLAINTS RESOLUTION MANAGER**
Policy Framework and Procedure Rules:	**There is no effect upon the Policy Framework and Procedure Rules.**
Executive Summary:	**The Social Services Representations and Complaints Annual Report for 2025/26 provides a review of the effectiveness of the social services complaint's procedure and a summary of statistical information relating to the complaints and representations dealt with during the reporting period.** **The report includes -** • **numbers of complaints and representations received and resolved at each stage;** • **adherence to timescales;** • **the nature of the complaints and representations, and;** • **a summary of the lessons learned and actions taken by the Authority in relation to the complaints and representations received.** **The report also provides a cross-section of feedback across the Directorate in the form of comments and compliments.**

1. Purpose of Report

1.1 The purpose of this report is to present to Cabinet the 2025/26 Annual Report on Social Services Representations and Complaints for approval. The Annual Report is attached as **Appendix 1**.

2. Background

2.1 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 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 outline a two-stage process in line with the Health Services Complaints Procedure.

2.2 The key elements of the Social Services Representations and Complaints Procedure are to:

- respond to Stage 1 complaints within 15 working days of the date of resolution (10 working days permitted to meet/discuss with the complainant to achieve a resolution).
- complete Stage 2 independent complaint investigations within 25 working days.
- work collaboratively with colleagues within the Directorate and in other Directorates of the Authority, the NHS and liaise with external bodies such as the Public Services Ombudsman for Wales and 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.

2.3 From the Annual Report, members will note that a strong emphasis is placed not just upon complaints, but also on the comments and compliments providing a balanced view. Services across the Directorate are keen to learn from the information gathered and use this to inform service improvements as well as future service developments.

2.4 The Annual Report also contains management information relating to complaints addressed in accordance with the Authority's Corporate Complaints Procedure, together with information relating to the majority of complaints being addressed and resolved informally (prior to reaching Stage 1 of the complaints procedure). This important and significant work ensures concerns are resolved efficiently, with an agreed resolution whilst preventing complainants from being subjected to the formal complaints procedure unnecessarily.

2.5 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, Member of the Senedd 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.

2.6 The Annual Report also includes information arising from a cross-section of feedback generated from user/carer engagement exercises undertaken by a range of service areas.

2.7 The draft report was presented to the Social Services, Health and Wellbeing Overview and Scrutiny Committee on 10th September 2026.

3. Current situation / proposal

3.1 The Annual Report contains statistical information in relation to the representations and complaints received during 2025/26 for both Adult Social Care and Children and Family Services.

3.2 The number of representations (complaints, comments and compliments) received during the reporting period is broken down as follows:

27	Statutory Complaints
151	Concerns resolved outside of the complaints procedure
407	Compliments / Comments

This is an increase in the overall number of complaints and concerns received over the last year: 178 complaints and concerns were received in 2025/26 compared to 170 in 2024/25. The report shows an increase in the number of compliments received compared to the previous reporting period; 407 compliments received in 2025/26 compared to 374 in 2024/25. Complaints staff continue to encourage all staff across the Directorate to record and log all compliments received.

3.3 An analysis of performance demonstrates that the Directorate continues to achieve an early resolution for the vast majority of people submitting concerns or complaints. The number of matters resolved by this approach in 2025/26 was 151 (84.8%), compared with 143 (84%) in 2024/25 and 141 (77%) in 2023/24. This evidences the continued focus on effective complaints handling via a local, citizen-centered approach.

3.4 During 2025/26, 20 complaints were received by the Public Services Ombudsman for Wales; 12 related to Children and Family Services and 8 related to Adult Social Care. None of these complaints progressed to investigation. This is an increase from the 11 complaints received in 2024/25 that did not progress to investigation.

3.5 During 2025/26, 1 complaint was addressed through the Corporate Complaints Procedure relating to Children and Family Services. The complaint concerned a data breach.

3.6 During 2025/26, a total of 27 complaints were addressed in accordance with the Statutory Social Services Complaints Procedure, equating to 15.2% of all concerns or complaints received. 23 complaints were resolved at Stage 1 and 4 progressed through to Stage 2. Stage 2 is the formal investigation stage requiring the appointment of an Independent Investigator. Information within the report suggests that complaints progressing through the formal Stage 2 process continue to demonstrate a higher degree of complexity.

3.7 The report highlights how the Directorate applies lessons learned from complaints within its service areas. During the reporting period, notable examples included strengthening understanding of carers' assessments within Adult Social Care and improving safeguarding referral governance, confidentiality and record keeping within Children and Family Services. The complaints department also continues to work alongside service managers, senior leaders and the Quality Assurance Officer to ensure learning from complaints informs service improvement activity.

3.8 The report also highlights a wide range of feedback from people who use social care services which is used to inform service development. The Annual Report details a cross section of the feedback received for a range of services across the Directorate.

3.9 The number of Member Referrals received for both Adult and Children and Family Services during the reporting period was 112; 86 related to Adult Social Care and 26 related to Children and Family Services. This represents a decrease from the 131 Member Referrals received in 2024/25.

3.10 Independent advocacy support services across Adult Social Care and Children and Family Services continues to be a priority, and the annual report provides details of advocacy activity across both service areas, together with a summary of comments and outcomes achieved.

3.11 The majority of the work carried out within the Social Services Representations and Complaints Procedure is undertaken in consultation with legal services, and there is a strong working relationship between the social services complaints staff and the Council's legal department.

4. Equality implications (including Socio-economic Duty and Welsh Language)

4.1 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.

5. Well-being of Future Generations implications and connection to Corporate Well-being Objectives

5.1 The report assists in the achievement of the following corporate 5 ways of working under the Well-being of Future Generations (Wales) Act 2015:

Involvement	The report provides a comprehensive overview of the feedback and concerns expressed by people who use social services during the reporting period 2025/26. It offers valuable insights into the perspectives and experiences of individuals accessing social services.
Long term	There will be a positive long-term impact from this report by transparently addressing representations and complaints. The report lays a foundation for continuous improvement in service delivery. It also promotes accountability and highlights areas for refinement, fostering a culture of long-term responsiveness and accountability.
Prevention	The report supports the council's objective to help people and communities to be healthier and more resilient. Our community engagement encourages self-sufficiency and collaborative solutions, reducing the need for extensive reliance on resources.
Integration	This report is integrated across the Directorate in both Adult Social Care and Children and Family Services as set out above and is required under the Social Services Complaints Procedure (Wales) Regulations 2014.
Collaboration	Staff across the Directorate have worked collaboratively with citizens to put things right and achieve positive outcomes wherever practicably possible.

6. Climate Change and Nature Implications

6.1 There are no climate change or nature implications as a result of this report.

7. Safeguarding and Corporate Parent Implications

7.1 All staff have a duty under the Council's Safeguarding Policy to safeguard and promote the wellbeing of children, young people and adults at risk of abuse or neglect, and to ensure that effective practices are in place throughout the Council and commissioned services. The Complaints Team supports safeguarding activity by ensuring that any complaints containing safeguarding concerns are referred to the appropriate safeguarding teams in a timely manner. During 2025/26, safeguarding concerns featured within a number of complaints received and were considered alongside complaints processes where appropriate.

8. Financial Implications

8.1 There are no direct financial implications arising from this report.

9. Recommendation

9.1 It is recommended that Cabinet approve the Annual Report on Social Services Representations and Complaints for 2025/26 attached as Appendix 1.

Background documents

None

Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr
BRIDGEND County Borough Council

BRIDGEND COUNTY BROUGH COUNCIL

CYNGOR BWRDEISTREF SIROL PEN-Y-BONT AR OGWR

Social Services

ANNUAL REPORT

2025-26

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1 DIRECTOR'S SUMMARY

This is my 6th annual report as statutory director of social services in Bridgend county borough and my 11th annual report as a director of social services in a Welsh local authority. The report advises on the effectiveness of social services and wellbeing in Bridgend county borough, celebrates where we are doing well and highlights areas of improvement. Its purpose is to ensure that our strengths, of which there many are understood, and that risks and issues are clearly articulated so they can be managed and mitigated.

The annual report is an opportunity to thank our workforce for their tireless dedication and compassion in supporting our most vulnerable residents. It is a privilege to work with people often in the most challenging times of their lives. This work is too often unseen and unheralded. Yet for those supported by the social care workforce and wellbeing workforce, there is no more important public service. I am inspired every day by the way our frontline staff go above and beyond to make life better for the people they support. This report also gives a voice to people with care and support needs – how they live well and with purpose with disabilities, mental ill health, frailty and care experience.

Social services and wellbeing is an exemplar of good public service, embedded at the heart of local government. Our population is growing and ageing. Often words like 'crisis' are used in the public description of social care. It's important to challenge this prevailing narrative. In Bridgend, as in the rest of Wales, our registered social care services, provided by or commissioned by the Council, are publicly rated by Care Inspectorate Wales (CIW) as overwhelmingly good and in some cases excellent. People do not wait long for assessments or to access services if needed. There is a strong preventative offer for children and families and adults and carers. We have well established models of social work practice which are strength based and focussed on relationships. Performance is, for the most part, in the top quartile in Wales. Our workforce feels well supported by their managers and the Council and motivated and the majority would recommend working in social care in Bridgend.

There is always more to do. In the last year we have further embedded our quality assurance systems, ensuring we are focussing on qualitative as well as quantitative performance, and learning from people's experiences. Our quality assurance shows there is still some variability in how well we practice, particularly how well people's individual outcomes are recorded.

We have made good progress in reducing reliance on agency social workers and strengthening permanent staffing. In Children and Family Services, agency social worker numbers have fallen significantly since 2023, while staff retention has improved. Adult Social Care has also increased the proportion of permanent social workers. These changes have had a direct impact on the quality of what we do. Greater workforce stability improves continuity for people who use services and lowers some of the costs associated with agency staffing. Workforce wellbeing remains an important area of focus. Sickness absence remains higher than desired, with stress, anxiety and depression identified as the main reasons for absence. Recruitment, retention, wellbeing and workforce development therefore remain priorities.

Whilst the majority of our workforce feels well supported to do their jobs, there are areas where morale is lower and retention and recruitment continues to require a keen focus. We have invested significantly in 'growing our own' workforce and succession planning has been successful in recruiting into management positions. It's important that new staff and new managers feel well supported as they develop in their roles and grow in experience. It is also important that our workforce have the tools to do their jobs – a new digital case management system is being implemented. This is a high risk project given the sensitivity of the data being transferred between systems and a cause of frustration for workforce as all but the most urgent developments on the current system have been put on hold. The workforce are also anticipating the benefits of using artificial intelligence in their work with projects that will be progressed in 2026-27, to reduce bureaucracy and mean they can spend more time with the people they support.

2025-26 also saw very high levels of contacts with Children and Family Services and Adult Social Care. The investment in prevention and early intervention for children and families has meant that despite increased levels of contacts, less children have been supported in statutory care and support and in child protection and we have seen a steady but safe reduction in the number of care experienced children. This is excellent news as it means more families are being supported through early help and support services to remain together. We recognised a particular pressure with the support for teenagers and to address this have developed the Adolescent Crisis Team (ACT) to work intensively with children and families.

In Adult Social Care, the increase in contacts has translated into more adults requiring care and support plans and an increase in the number receiving care and support and care at home. The population is ageing and growing and whilst Bridgend residents' access proportionately less care home placements and hours of domiciliary care than elsewhere in Wales, the increases in 2025-26 were higher than the demographic increase, which illustrates the pressure in the social care and health systems locally. The longstanding integrated multi-disciplinary community teams continue to represent exemplary practice, however, there is more work required to understand the need for community beds which places more pressure on community services. There is a well-developed preventative offer for adults in Bridgend through our partnerships with BAVO, Halo and Awen, assistive technology, falls prevention, community connectors and our reablement service. We recognise that preventative services could be better co-ordinated and this will be a focus for 2026-27.

Despite the decrease in the number of care experienced children, there continues to be pressure for residential care placements. This is in part due to a paucity of Bridgend foster carers and also in part due to the remodelling of the children's social care market as implementation of the milestones in the Health and Social Care (Wales) Act (2025) progress towards the removal of profit from children's social care in Wales. In response, we have taken steps to increase local capacity and reduce reliance on external providers. Two new children's homes were secured during the year, with one expected to open in summer 2026 and the other in early 2027. The Council also continued to strengthen fostering services and provide practical and therapeutic support for placements through the Placement Support Team. These actions are intended to improve stability for children, reduce disruption and keep more children supported locally. There are early signs that this approach is having an effect. There have been no circumstances where the Council has had to support a child in a placement operating without registration since November 2025 which is excellent progress. The priority for 2026–27 is to build on this progress by increasing local placement capacity, improving placement stability and strengthening support for foster carers and families.

Financial pressures remain significant. Whilst there was an underspent position at the end of 2025-26, this was largely due to short term grant funding. The number of people receiving social care and support has increased. We have responded through our 3 year plans for sustainable care and support, prevention and early intervention and wider transformation and service redesign. Our focus continues to be on workforce stability, strength based practice, prevention and early intervention, and outcome focussed services. We also emphasise the importance of strong and effective partnerships – with health, education, police, third sector, leisure and cultural partners and social care providers. We recognise the pressures that other partners face and that working together delivers better, more seamless outcomes for people, and is also more cost effective as people get the right support from the right professional more quickly. This is particularly evident in our Multi Agency Safeguarding Hub (MASH) and integrated adult social care teams.

The Council approved additional budget pressures of £6.6 million for 2026–27. This supports continued investment in the real living wage for care workers and areas where need has been evidentially increasing for some time such as children's placements and learning disability services. The more recent increase in pressures in services for adults with long term disabilities and age related frailty requires close monitoring and oversight to understand what needs can be met more preventatively and the longer term financial implications of the growing and ageing population. We are also seeing more adults with long term health conditions stepping down from health settings, which is the right thing for them but is not accompanied by a corresponding transfer of funding. The overarching financial challenge is to achieve sustainable services without compromising timeliness, quality or outcomes. This makes prevention, early intervention, strength based practice workforce stability, effective commissioning and service redesign increasingly important. The Council's overall digital transformation will also bring opportunities for greater efficiency and effectiveness which need to be harnessed.

The overall picture for 2025–26 is one of positive progress, balanced by significant levels of need which is translating into pressure in parts of our system. We have strengthened our workforce, improved practice and developed innovative services. CIW inspections and internal assurance also provide evidence of a culture of continuous improvement. Despite the challenges, this report is optimistic. We have the best workforce and strong partnerships, which we will continue to nurture and invest time in. Relationships are fundamental to the quality of our social services and wellbeing in Bridgend. They will be central to the next phase of our transformation – as we focus on achieving excellence and sustainability across all service areas.

I would like to end this introduction by again thanking our social care workforce and paying tribute to people with care and support needs. It is a privilege to be your director and to have the opportunity to elevate your experiences in this report.

Diolch o galon,

Claire Marchant

Corporate Director of
Social Services and Wellbeing

JULY 2026

2 CONTEXT

What do we do?

Social Services and Wellbeing support children, families, adults and carers who need information, advice or assistance, care, support or safeguarding. We work in partnership with the third sector, Halo Leisure and the Awen Cultural Trust to help people stay healthy, active and connected. All services work with partners and local communities to improve wellbeing and keep people safe.

Our services

We provide a range of services, including:

ADULT SOCIAL CARE

Early Intervention & Prevention

Assessment and Care Planning

Safeguarding (Adult Protection)

Mental Health services

Substance Misuse

Residential & Nursing Care

Extra Care

Supported Living

Domiciliary Care (Home care)

Reablement & Residential Reablement

Shared Lives

Equipment, Adaptations & Telecare

Respite Care

Direct Payments

Day Care

Advocacy

Service Provision in Secure Estates
- Caswell Clinic
- HMP Parc

PREVENTION AND WELLBEING

Early Intervention & Prevention

Active 4 Life

Discovery Days

BAVO Partnership
- Building Community Resilience

Community Engagement

Aging Well

Carer / Young Carer Support

Community Hubs

Awen Partnership
- Libraries
- Theatres / Cultural Hubs
- Work Based Initiatives

Halo Healthy Living Partnership
- Life Centres
- GP Referral Scheme
- Falls Prevention
- Health and Wellbeing Membership
- Free Swim Initiative
- Feel Good 4 Life
- Carers Respite

CHILDREN AND FAMILY SERVICES

Early Intervention & Prevention

Assessment and Care Planning

Safeguarding (Child Protection)

Foster Care

Residential Care

Care Leavers

Direct Payments

Respite Care

Advocacy

Who do we support?

We work with children and adults, along with their families and carers, to support them to live safely and live well. We often work in challenging situations, supporting people whose needs arise from age related frailty, disability, mental ill health, poverty, or the risk of neglect or abuse.

As of 31st March 2026, we were supporting **911 children and young people** in statutory children's services, a 10% decrease compared with 31st March 2025. We were supporting **2,126 adults** during the same period, representing a 8% increase from the previous year.

The tables below show how many people are currently receiving ongoing, managed care and support. This does **not** include people who are still being assessed and do not yet have a care plan.

CHILDREN AND FAMILY SERVICES	Number of Children & Young People Supported as at 31st March 2026 *	Change from 31st March 2025
Care and Support	507	-102
Child Protection	91	+17
Care Experienced Children	316	-17

* These figures include 236 children with a disability and 99 care leavers. A child or young person can be in more than one category.

ADULT SOCIAL CARE	Number of People Supported as at 31st March 2026 **	Change from 31st March 2025
Early Intervention & Prevention Hub	50	-22
Network Adult Social Work Teams	1462	+152
Older People Mental Health Team	70	+8
Hospital Team	33	NO CHANGE
Learning Disability	353	+6
Mental Health	146	-13
Secure Estates	12	+1

** All teams support adults aged 18+ including older adults, those with cognitive impairment, a physical disability and / or sensory loss or impairment.

We also work with significant numbers of children and families, adults and carers preventatively which means that despite our growing and ageing population we are able to effectively meet needs.

Planning for Future Need

Planning sustainable social care and wellbeing services requires a clear understanding of both current and future population needs. Population projections for the Cwm Taf Morgannwg region as set out in the Population Needs Assessment 2022-2027 indicated that whilst the total population is expected to increase by 3% over the next ten years and 5% over the next twenty years, the most significant growth will be amongst older people, particularly those aged 85 years and over.

At the same time, the working-age population is expected to decrease. These demographic changes will increase demand for community support, accommodation-based services, dementia services, integrated care and support for unpaid carers if we continue to operate as we currently do. We also know that with the development of the new special school to replace Heronsbridge that more families with children with significant disabilities may move to Bridgend so they can benefit from the excellent provision. This will impact on the need for Children and Family Services, and over time Adult Social Care services.

Bridgend's population is already becoming older. Between 2011 and 2021, the population increased by 5%, the proportion of residents aged 65-74 increased from 10% to 11%, and those aged 75-84 increased from 6% to 7%. The number of residents aged 50-64 increased by 13%, whilst the proportion of people aged 35-49 decreased. These trends are significant because as we age we are more likely to require wellbeing and social care support.

Increasing Demand and Complexity

Demand for social care services increased during 2025-26. Adult Social Care received 6,610 contacts, a 6% increase compared with the previous year. The number of adults with a care support plan as at 31st March 2026 increased by 8% to 2,126 people, whilst the number of adults supported by Adult Social Work Teams increased by 13%, rising from 1,388 to 1,565 people.

There is also increasing complexity of need. The proportion of adult assessments leading to a care and support plan increased from 16% to 22%, suggesting that the people contacting us require more support. In Children and Family Services, contacts increased by 15%, rising from 14,828 to 16,994 during the year. Whilst child protection activity increased, with the number of children subject to child protection plans increasing by 21%, from 75 to 91 children as at 31 March 2026, this still represents a significant decrease from previous years. The number of children supported through care and support plans and care experienced children fell.

The Importance of Prevention

To respond to increasing need we prioritise prevention and early intervention. Evidence suggests that this approach is helping people receive support earlier and reducing unnecessary escalation into statutory services.

Whilst adult contacts increased by 6%,completed adult assessments increased by only 2% during the same period, indicating that more people are being supported through information, advice, assistance and community-based services. Within Children and Family Services, although overall contacts increased by 15%, the proportion progressing to statutory assessment reduced from 8% to 7%, reflecting improved screening arrangements and stronger preventative services.

Local Community Coordinators supported 797 adults during the year, a 32% increase from 606 people the previous year. Preventative support for children and young people also increased substantially, from 140 to 310 children / young people representing an increase of over 120%. These services play a vital role in helping people remain independent and connected within their communities.

Sustainable Social Services

Our commissioning strategies inform future service development. During the year, housing and accommodation reviews identified the need for a fourth Extra Care housing scheme within the county borough. Children and Family Services also progressed plans to expand local residential provision, with two additional children's homes progressed and further developments being considered.

Progress has also been made in strengthening local fostering capacity and developing supported living opportunities. These developments aim to reduce reliance on external placements and ensure that more children can remain close to their families, communities and support networks.

Supporting Our Carers

We know that unpaid carers play a vital role in supporting health and social care systems. Bridgend currently has an estimated 17,000 unpaid carers, although only around 2,100 are known to services.

The Population Needs Assessment projects that the number of carers aged 65 and over could increase by almost 50% by 2035. This highlights the importance of identifying carers earlier, increasing access to support and strengthening services to help carers maintain their own health and wellbeing. We have improved the way we listen to, and act on what carers are telling us in the last year and have seen an increase in the number of carers taking up the offer of a carers assessment.

Looking Ahead

Sustainability will depend on continuing to balance growing need with available resources by being focussed on our prevention and early intervention offer. We will strengthen our front door arrangements so it is easier to access advice and information.

Our practice will continue to be strength based and outcome focussed. Our commissioning and service planning activity will focus on prevention, community resilience, workforce support, accommodation development, digital transformation and integrated working with health and other regional partners. By using population intelligence and evidence-based commissioning, we aim to ensure that social care and wellbeing services remain sustainable, affordable and able to meet the changing needs of Bridgend residents in the years ahead.

2025-26: The year in summary

CHILDREN AND FAMILY SERVICES

15% INCREASE
16994 contacts received in the year

1172 contacts provided with advice or assistance

9% DECREASE
632 section child protection enquiries held

23% DECREASE
1207 new care and support assessments completed in the year

35

64% DECREASE
in the number of young carers needs assessments completed in the year

1% INCREASE
275 new care and support assessments that progressed to a care and support plan

911

10% DECREASE
in the number of children with a care and support plan at 31st March

316

5% DECREASE
in the number of care experienced children at 31st March

91

21% INCREASE
in the number of children on the child protection register at 31st March

ADULT SOCIAL CARE

6% INCREASE
6610 contacts received in the year

3% INCREASE
2624 contacts provided with advice and assistance

2% INCREASE
2546 new care and support assessments completed in the year

215

41% INCREASE
in the number of carers needs assessments for adults completed in the year

7% INCREASE
566 new care and support assessments progressed to a care and support plan

2126

8% INCREASE
in the number of adults in receipt of homecare as at 31st March

869

15% INCREASE
in the number of adults in receipt of homecare as at 31st March

519

5% INCREASE
in the number of adults supported in residential or nursing care at 31st March

Corporate Management Team

In 2025-26, the Council entered its third year of 'Delivering Together Our Corporate Plan 2023-28' which explains the priorities and how we will work with partners and local people to deliver services.

The Council's Corporate Management Team (CMT) is led by the Chief Executive and includes the Corporate Directors and Chief Officers. The Corporate Director, Social Services & Wellbeing fulfils their responsibilities under part 8 of the Social Services and Well-being (Wales) Act 2014 by acting as the CMT lead responsible for ensuring the local authority effectively discharges its statutory care and safeguarding functions.

Political Leadership

The Council has 51 Councillors who are elected every five years by the community. They represent the people of Bridgend County Borough (BCBC) and set the overall Council strategy and budget.

The Council's Cabinet has 8 members: the Council Leader and 7 portfolio holders. The Deputy Leader and Cabinet Member for Social Services, Health and Wellbeing is responsible for adult and children's social services, and health and wellbeing services across the borough.

Governance & Accountability

The Council's Scrutiny Committees meet at least four times a year to review performance, budgets and changes to services, and make recommendations on future policy and service improvements.

The Cabinet Committee Corporate Parenting Committee, chaired by the Deputy Leader, meets quarterly to make decisions about services for care experienced children and care leavers.

The Corporate Director for Social Services and Wellbeing is part of the Council's senior management team and regularly meets with Cabinet and other senior managers to review progress against the Council's priorities. This helps make sure the directorate's work supports the Council's overall aims.

The Social Services and Wellbeing Directorate reviews performance, quality and management information every month across teams and services. More detailed reviews at a group manager level take place every quarter to make sure services are performing well, meeting targets and delivering the priorities in the Council's plans.

Workforce

Recruitment & Retention

A values-driven, well-motivated, highly supported, and well trained workforce is essential for delivering quality services and achieving positive outcomes for the people we support. Therefore, improving workforce wellbeing, retention and recruitment is a key priority.

SERVICE AREA	31st March 2025		31st March 2026	
	FTE	Headcount	FTE	Headcount
Adult Social Care	571.39	734	583.76	743
Children and Family Services	352.43	405	369.02	416
Prevention and Wellbeing	25.73	30	26.11	62
Business Strategy, Commissioning, Performance and Improvement	72.74	77	77.66	84
Commissioning	9.62	10	9.81	10
Total	**1031.91**	**1256**	**1066.36**	**1326**

We have continued to improve our workforce position, some key achievements were highlighted in the CIW improvement check of Children and Family Services in June 2025.

The number of agency social workers has reduced significantly across the directorate. In Children and Family Services agency social worker numbers have fallen by 86% since May 2023, from 77 to 11, while agency use in residential services has reduced by 40% over the past year. Staff retention has also improved from 81% to 86% and has remained strong. In Adult Social Care, between July 2024 and March 2026, the proportion of agency social workers reduced from 13% to 10% of the workforce, while permanent staffing levels increased from 77% to 89%, demonstrating a stronger and more stable workforce across both services.

Overall, there have been fewer incidences of absence due to sickness compared to last year, and most teams have seen improvements. However, sickness absence is still too high. Workforce wellbeing and staff support is a major focus. The highest reason people are off work is stress, anxiety, or depression that is not caused by work. To improve staff wellbeing, we've promoted flexible working and targeted health and wellbeing initiatives and encouraged both individual and team wellbeing activities. We also work closely with Human Resources to manage sickness absence effectively and make sure staff are well supported.

Learning and Development

Bridgend Social Care Academi provides learning and development opportunities for local authority and Bridgend care provider staff, foster carers, carers and volunteers. Training is delivered through a mix of e-learning and face-to-face sessions, helping people complete the required training while accessing practical support.

We have expanded the use of Padlet, a digital platform where staff can access and revisit training resources. Dedicated Padlet pages are available for key topics including practice models, safeguarding, supervision skills, children's residential care and social work.

In 2025-26, the Social Care Workforce Development Team delivered training to 2,336 staff from statutory agencies and 930 staff from independent and third sector providers.

Growing Our Own

EMPLOYMENT AND CAREER PATHWAYS

We worked with Employability Bridgend to deliver a two week "Pathways to Care" programme, providing accredited training in medication administration, safeguarding and first aid. Participants also heard from people who receive care and from social care staff working in Bridgend.

We work closely with local secondary schools and Bridgend College to promote careers in social care. This has generated interest in the Council's apprenticeship programme. There are now three social care apprentices who have started with the Council this year.

This year, we also partnered with ELITE, a supported employment project involving the Princess of Wales Hospital and Bridgend College. Two students completed work placements and subsequently secured jobs in BCBC.

Supported internships provide people with learning disabilities with valuable work experience, helping improve employment opportunities and support workforce inclusion. Two interns who completed placements in a Council residential care home through a previous programme have since secured permanent employment with the Council. The first BCBC employed supported interns will be commencing in Autumn 2026.

DEVELOPING OUR FUTURE SOCIAL WORKERS

Our Social Services Practitioner programme supports existing social care staff to gain qualifications and progress their careers, including progressing to a social work degree. The programme is a route into the Open University (Wales) Social Work degree, and four students completing the programme in summer 2026 will begin the degree in September 2026.

We have also seconded staff and hosted social work students from Bridgend College, Cardiff Metropolitan University, Cardiff University and the Open University. These staff and students act as ambassadors for the Council, with many new recruits citing their positive experiences as a factor in applying for roles in Adult Social Care and Children and Family Services.

Plans are in place to celebrate eight social work students graduating in 2026. All have secured jobs with BCBC.

Staff Feedback

We asked our staff to complete a survey so we could understand their views and experiences over the past year. This is what they told us:

KEY STRENGTHS

94%	know how to access support if needed
92%	understand what is expected in their role
91%	can access relevant training
90%	Agree or agreed to a certain extent that they can easily access training relevant to their post
87%	would recommend Social Care in Bridgend as a place to work

AREAS FOR DEVELOPMENT

78%	have opportunities to contribute to decisions within their teams
72%	feel valued at work
69%	have the right tools and support to undertake role
56%	have the right opportunities available to progress their career

Survey results are similar to last year, with improvements in the numbers of staff feeling supported, valued, and positive about working for the Council. Staff continue to report strong management and colleague support, while career progression, access to tools and resources and, in some teams, morale are areas for improvement.

What Next?

To support more people to enter, develop and progress in social care careers, we continue to develop career pathways training, learning and development opportunities.

CREATING MORE ROUTES INTO CARE CAREERS

We will continue to support people to begin careers in social care through apprenticeships, work experience and partnerships with schools, colleges, universities and supported employment agencies. In 2026, apprenticeship opportunities will expand into Children's Residential Care.

SUPPORTING CAREER DEVELOPMENT

We will introduce a new pathway for care and support staff who are interested in becoming social workers. Staff will be supported to complete the first stage of the Open University (Wales) Social Work degree, helping them gain the academic knowledge, skills and experience needed to explore a future career in social work.

STRENGTHENING CHILDREN'S RESIDENTIAL CARE

As children's residential services grow, we will invest in our workforce through tailored induction programmes, a clear training plan, qualifications and ongoing professional development opportunities.

IMPROVING CARE AND SUPPORT

Following a successful pilot, a new strengths-based approach to risk assessment will be introduced across services during 2026–27. This will support staff to focus on people's strengths and promote positive outcomes while managing risks safely.

SUPPORTING STAFF WELLBEING

We will prioritise wellbeing, providing more resources and opportunities for team development, wellbeing activities to support a healthy and resilient workforce.

SUPPORTED INTERNSHIPS

From September 2026, the Council will employ our first supported interns through a programme for up to 12 young people with learning disabilities. The programme will provide work placements and help participants develop the skills, experience and confidence needed to move into employment.

Celebrating Our Workforce

EXCELLENCE IN SOCIAL WORK EDUCATION

Outstanding academic achievement: One MSc in Social Work trainee at Cardiff University achieved the **highest dissertation mark in their cohort.**

Peer recognition: Another MSc trainee was voted by fellow students as the person they would most like to have as their own social worker.

Excellent degree outcomes: Four seconded staff members achieved First Class Honours in the BSc (Hons) in Social Work at Cardiff Metropolitan University.

Student success: A hosted student successfully completed the BSc (Hons) in Social Work programme.

SOCIAL CARE WALES ACCOLADES 2026

LEARNER OF THE YEAR

To find out why Catherine won the award click here

SUMMER 2025 GRADUATES WITH STAFF FROM BRIDGEND COUNTY BOROUGH COUNCIL AND BRIDGEND COLLEGE

ADULT SOCIAL CARE CELEBRATION EVENT

17th MARCH 2026: CELEBRATING WORD SOCIAL WORK DAY

Financial Resources

The net budget for Adult and Children's Social Care for 2025-26 was £113.134 million and the actual outturn was £111.398 million resulting in an underspend of £1.736 million

SSWB	2025-26 Expenditure Budget £'000	2025-26 Income Budget £'000	2025-26 Net Spend Budget £'000	2025-26 Actual Outturn £'000	2025-26 Variance £'000
Older People (aged 65 and over)	48,221	(13,641)	34,580	34,266	(314)
Adults (aged under 65)	57,464	(12,970)	44,494	43,563	(931)
Childrens and Families Services	35,307	(1,247)	34,060	33,569	(491)
Total	**140,992**	**(27,858)**	**113,134**	**111,398**	**(1,736)**

While the Directorate reported an underspend of £1.736 million the main reason for the under spend was maximisation of grants across the service including Children and Communities Grant (CCG) (£608,000), Housing Support Grant (HSG) (£539,000) and Pathways of Care Grant (£726,000). Without this additional funding, the directorate would have overspent by £137,000.

There continues to be pressures in budgets for children's residential placements and physical disability/sensory impairment and older person's services driven by the complexity of need and levels of demand across these services.

The Social Services Improvement Board is overseeing a number of actions to address the pressure in the Adult Social Care budget, including accelerating the work to transform learning disabilities. It is clear that pressures are becoming more acute in Adult Social Care with an increase in the numbers of people receiving social care services – care and support and residential – has increased.

To support the Directorate in addressing these ongoing pressures, on 25th February 2026, Council approved £6.6 million in budget pressures for 2026-27 as part of the Medium Term Financial Strategy 2026-27 to 2029-30. These included £3.000 million towards the implications of Real Living Wage uplifts on commissioned contracts, £1.498 million Childrens Services Residential Homes, £800,000 Transition Learning Disabilities Residential, £250,000 Adult Social Care residential pressures, £250,000 for Children's Supported Accommodation, £200,000 Accommodation Unit, £183,000 Community Sports Development and £151,000 Transition Independent Domiciliary Care.

3 PERFORMANCE ASSESSMENT

This assessment covers both children and family services and adult services. It explains what the local authority has done during the year to meet the quality standards in the Social Services and Wellbeing (Wales) Act.

Each section is divided into three parts: Children and Family Services, Adult Social Care, and, where work has been done across the whole Social Services and Wellbeing directorate, a section called “Across Social Services and Wellbeing”.

At the end of each of the four sections, you will also find our priorities for 2026–27.

People

Quality Standards

"All people are equal partners who have choice, voice and control over their lives and are able to achieve what matters to them"

"Effective leadership is evident at all levels with a highly skilled well qualified and supported workforce working towards a shared vision"

Across Social Services

Voice, Choice and Control

Listening to and involving people is central to everything we do. People's experiences help us understand what we're doing well and where we can improve.

Strengthening Voice Through Advocacy

Advocacy helps people have their voice heard about the care and support they receive, ensuring their views and wishes are listened to and acted on. It is important that everyone who uses our services knows that this support is available. Making people aware of advocacy is known as the "active offer".

	2024-25	2025-26
Number of 'Active Offers' of advocacy for **children** during the year	54	31
Of which, number of **children** where an Independent Professional Advocate was provided	39	24
Number of **adults** where the need for an Independent Professional Advocate was identified	102	101
Of which, number of **adults** where an Independent Advocate was provided	67	43

In 2025–26, 101 adults were identified as needing an Independent Professional Advocate (IPA), with 43 receiving support (42%). Bridgend has a Hub and Spoke model to ensure people are directed to the right advocacy service. A review was undertaken and identified improvements which freed up capacity. This is helping to reduce waiting lists.

In Children and Family Services, advocacy uptake has decreased. The Corporate Parenting Board has acted on feedback from care experienced young people and continues to work with Tros Gynnal Plant to promote access to advocacy. Youth forum membership has increased, strengthening young people's voice in shaping services. The Board is taking forward work on what it means for care experience to be recognised by the Council as a protected characteristic.

Direct Payments: Choice & Control

Direct Payments enable people to manage a personal budget to arrange their own care and support, giving them more choice, control and independence. They decide who supports them, when, and how their needs are met.

As of 31st March 2026, 403 people were receiving a direct payment, the same number as the previous year. The number of adults receiving a direct payment increased from 244 to 253, while the number of children and young people receiving a direct payment decreased from 159 to 150.

Learning from Experience

We use the "Most Significant Change" (MSC) approach and "Magic Moments, Tragic Moments" (MMTM) to hear people's stories and improve practice.

MOST SIGNIFICANT CHANGE IN CHILDREN AND FAMILY SERVICES

What life was like before: Parent A approached the Local Authority for support during the diagnosis journey for their son of a Pathological Avoidance Disorder. They approached Early Help and the Children's Disability Team for support but were unsatisfied with the advice and guidance received.

What it is like following the change or experience?: Parent A was initially frustrated with the service responses which led to an informal complaint. Through improved communication they feel more confident advocating for themselves and their son.

Of all the experiences, what was the most significant?: Parent A now supports other parents in parent/carer groups and is actively involved in participation groups with other parents for Early Help service development.

Indicators of change:

- Enhanced parental confidence
- Improved advocacy skills for the self and others
- Participation evidence of service improvement and learning from real stories
- Improved practitioner connection building strategies for child engagement

MAGIC MOMENT, TRAGIC MOMENTS IN ADULT SOCIAL CARE

Magic Moment: Adult A was supported to improve their mobility and confidence through effective care and support planning and later returned to volunteer work at a local Men's Shed group.

Tragic Moment: Inconsistencies in Support at Home care scheduling caused initial frustration leading to an informal complaint, however it later prompted improvements in communication and care co-ordination.

Outcome: Adult A now lives independently and contributes to reflective learning and service improvement within Adult Social Care Integrated Network teams.

Indicators of change:

- Increased independence and community participation
- Improved consistency and communication in care delivery
- Reflective learning from positive and challenging experiences
- Stronger person-centred practice and accountability

Over the next year, we will continue to embed these frameworks. This will ensure people with lived experience have the time and space to share their experiences. Learning is used alongside workforce training, compliments and complaints, and through our Continuous Improvement Groups to support practice.

Working with Carers to Develop Support Networks

We have worked with Bridgend Carers Centre and other partners to improve support for people caring for loved ones with dementia. By listening to carers and understanding their needs, we have developed stronger local support networks, activities and opportunities that are welcoming and accessible for both carers and people living with dementia.

We know this work is making a difference from talking to carers, feedback from community sessions, and more people taking part in activities and wellbeing support. Carers have said they really value the chance to meet others, get advice and feel less alone.

During the year, partners ran Dementia Action Week events, family support sessions, community walks, and awareness activities across the area. There has also been good progress in improving how organisations work together in promoting local dementia support services.

Next year, the focus will be on strengthening carer networks, making sure people know what support is available, reaching carers earlier, and offering more community based wellbeing activities.

Overall, this work has helped carers feel more connected, supported and informed, while also building stronger partnerships and more dementia friendly communities.

WHAT IS CARERS RESPITE?

Halo's Carers Respite Programme, in partnership with Bridgend County Borough Council, provides unpaid carers the opportunity to improve their physical and mental wellbeing in a relaxed setting. Each programme is six-weeks long and takes place in-person. During the weekly two-hour sessions participants have the opportunity to connect with one another, share stories, learn to manage stress, receive professional nutrition information, learn about carers rights and supports, and engage in tailored physical activity.

This Programme gave me time to switch off mentally, which I haven't done for years. I felt less anxious and more emotionally balanced after attending the programme. It helped me reduce the constant feeling of overwhelm that comes with caring for my loved one.

I was able to rest properly and felt physically charged.

REMOVING BARRIERS TO ACCESS

145 hours of free replacement care provided last year.

Sessions are provided free of charge.

FREE

MEMBER

Over 22 two-month Halo memberships have been given to encourage carers to use Halo facilities after the sessions have ended.

INCREASED ACTIVITY LEVELS, CONNECTIONS, AND QUALITY OF LIFE

100% of participants reported an improvement in their ability to manage their mental health and wellbeing (increase of 2.3 to 4.5 on a scale of 1-5), and knowledge of community supports (increase of 2.1 to 4.6 on a scale of 1-5).

By the end of six weeks, 95% of participants said they felt more connected to other carers.

By the end of the programme, 89% of participants said they were exercising four times a week or more.

99% of participants said they felt able to implement what they learned in the nutrition and relaxation sessions in their everyday lives.

LEARN MORE

Watch a video about programme.

Visit our website.

Here is the link to Halo's Carer's respite programme website.

Developing a Skilled and Supported Workforce

Providing staff with training on people's language, culture, and background helps them communicate more clearly, show respect, and tailor care to each individual. This makes people feel valued, understood, and safe, which in turn improves their overall experience and outcomes.

In Wales, this approach is supported by key government strategies and frameworks that guide organisations to deliver fair, person-centred care.

Anti-racist Wales Action Plan

The Anti-racist Wales Action Plan is a national framework set by the Welsh Government that Social Services and Wellbeing has committed to. It makes anti-racism a core value and aims to improve fairness and outcomes for communities. The Bridgend social care workforce is becoming increasingly diverse. We have reviewed where we are against the standard in the plan. The plan sets out actions to build anti-racism into everyday work, policies and services to help eliminate racism.

Our self-assessment will inform a detailed action plan with clear, measurable steps to track progress and focus on proven improvements. This will support national reporting through the Association of Directors of Social Services (ADSS) Cymru and ensure we meet the plan's goals by 2030.

Mwy Na Geiriau / More than Words

Mwy na Geiriau is Welsh Government's plan to make sure the Welsh language is an integral part of health and social care. We have updated our action plan to help staff develop their Welsh language skills and are focussing on ensuring managers and leaders take responsibility for supporting and promoting the use of Welsh.

The plan is closely linked with the Council's Equalities Team, Social Care Workforce Development Programme and Human Resources team. By working together, we have strengthened our partnerships, created a central list of staff who can speak Welsh, and reviewed the level of Welsh language skills needed for frontline roles.

Within Social Services and Wellbeing, 3 staff were enrolled on in-house Welsh language courses, and 34% of staff have declared some level of Welsh language skill.

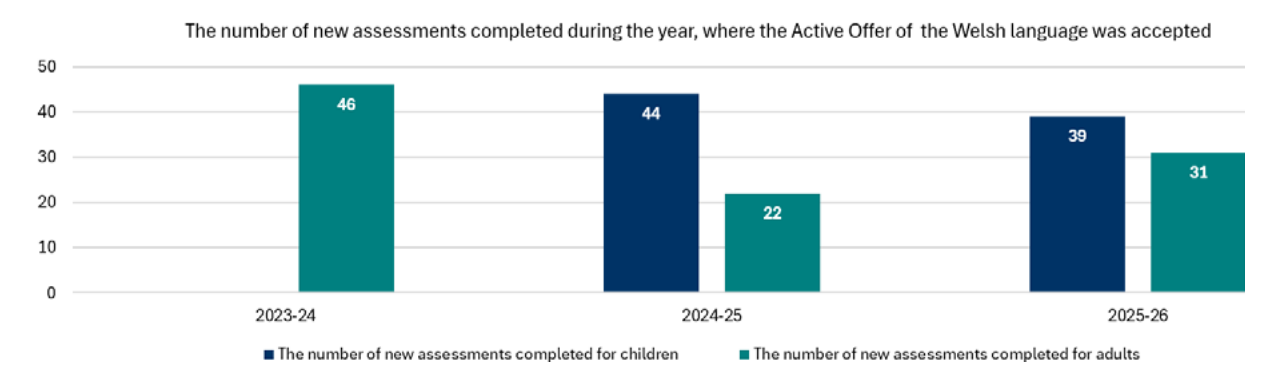
Key Developments

- The creation of an Active Offer factsheet to support delivery of Welsh language services.
- Ensuring the new case management information system can record individuals' language preferences.
- Identifying frontline social services staff who would benefit from Welsh language training.
- The promotion of Welsh language learning opportunities through staff coffee mornings.
- Raising awareness of "Welsh in the Workplace" through staff communications.
- Development of online resources to support understanding of the Welsh language and in social work.

In addition, we encourage Welsh speaking social work students to receive practice learning support in Welsh. Welsh Language Awareness training is mandatory for all staff, and we actively promote Welsh language training opportunities available through Social Care Wales.

The Active Offer

Mwy na Geiriau supports the Active Offer by making Welsh language services available as part of everyday care, without people having to ask.



In 2025–26, 39 children and 31 adults chose to receive services in Welsh. Adult uptake has increased since last year, showing growing demand for Welsh language services.

What Next?

- We will improve access to our register of Welsh speaking staff.
- Reissue our Active Offer guidance to help staff understand their responsibilities.
- Work in partnership with Human Resources, to further develop our workforce strategy, including exploring a minimum level of Welsh language skills for all social services staff.

Children and Family Services

Voice and Control

Voice, choice and control are central to Children and Family Services. We support this through a range of engagement activities that ensure children, families, and carers are listened to and actively involved in decisions about their care.

Below are key examples of engagement activity undertaken across Children and Family Services, including work with care experienced young people, supported by the Corporate Parenting and Participation Officer.

Children & Family Services: **Engagement Overview**

COMMUNITY ENGAGEMENT EVENTS

We held three community events this year, with around 90 families taking part. These events gave children, young people and their families a chance to share their experiences, express their views, and help shape how our services develop in the future.

WILD ROOTS

Our Wild Roots programme uses outdoor activities to connect with young people, especially those who find it harder to engage in formal settings. It has helped us hear directly from them about their experiences and what support works best for them.

VOICE OF CHILDREN AND FAMILIES

Across our service, we make sure to listen to and record the views of children, young people and families in our everyday work. This is a key part of how we operate and is reflected in our records, reviews and how we measure outcomes. We also use real life case studies and family stories to show the impact of our work, including in our recent Social Care Wales Accolades submission in which we were shortlisted for the finals.

DEVELOPMENT OF THE 11+ OFFER

In developing our 11+ Early Help service, we spoke with secondary school learners and heard from over 180 young people. Their feedback has given us valuable insight into the support they want and has helped shape how the service is being designed.

FEEDBACK FROM FAMILIES

We collect feedback from children, young people and families after they've received support. This is helping us get a clearer and more consistent understanding of what families think about the service and where we can improve.

PARENTING CAFÉS

The Early Help service will lead on setting up Parenting Cafés, giving parents and carers a chance to share their views and help shape the support available in their local area.

Care Experienced Children & Young People: **Engagement Overview**

STATUTORY VISITS, REVIEWS & ADVOCACY

Children and young people in care are regularly given opportunities to share what they think, want, and feel during statutory visits and review meetings about their care. They can also get help from independent advocates, who support them in speaking up about specific concerns and making sure their views are listened to when decisions are made about their lives.

BRIDGEND YOUTH FORUM (BYF) PARTICIPATION

The Bridgend Youth Forum, run by TGP Cymru, gives young people in care and care leavers a clear way to share their ideas and help improve the services they use. By taking part, they help shape service and practice, get involved in recruitment and selection, attend national events, and support projects like creating online resources for young people. This helps make sure they have a real say in shaping services.

YOUNG PEOPLE'S SUMMIT (AUTUMN 2025)

The Young People's Summit was the first event of its kind in Bridgend where care experienced young people met professionals in one place. It created a safe and positive space to talk and build relationships. The event focused on four key themes: Your Voice, Your Future, Your Education, and Your Health, with dedicated workshops for young people to share their views, wishes, and feelings.

WHAT HAVE WE LEARNT?

Young people want to be listened to and understand why they are in care. They have hopes for the future but also worries. They value support in school but can feel pressured and unheard, especially when adults speak to carers instead of them.

IMPACT AND FUTURE DEVELOPMENTS

Feedback gathered from these events is used to improve services and practice so they better meet young people's needs and are more inclusive and responsive. It will also help shape the priorities of Children and Family Services and the Corporate Parenting Board, supporting better planning and stronger partnerships with young people who have experience of care.

Developing a Skilled and Supported Workforce

Embedding the Signs of Safety Practice Model

Signs of safety focuses on building a detailed, balanced picture of family strengths and worries so that children's safety is assured through collaborative practical plans created with the family and their network.

Our Signs of Safety training programme provides comprehensive multi-agency training and development for staff and partners to ensure effective and consistent implementation of the practice model.

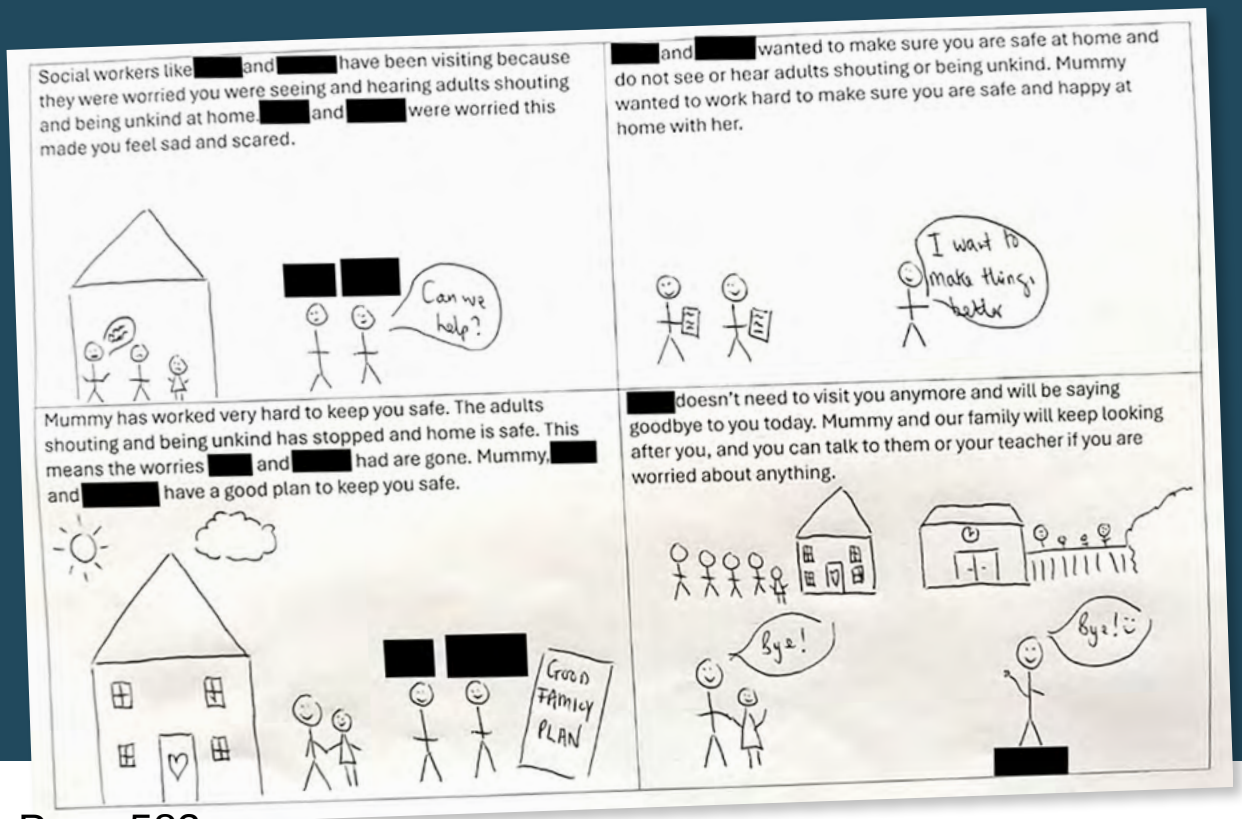
Signs of Stability and Signs of Wellbeing practice have been introduced across several teams, including the Care Experienced Children Team, Just Ask 15+, the Independent Reviewing Officer Service, and the Early Help and Children and Family Support Service (CFSS). Core Signs of Safety training has continued, supporting new staff to learn the approach whilst giving existing staff the opportunity to refresh their knowledge. 80% of staff have now been trained in this practice model.

Quality assurance audits are used to help understand how effective the new model is and what results it is achieving.

CASE STUDY:
A SIGNS OF SAFETY APPROACH

This information here shows how words and pictures were used to help a child understand why social services became involved and what their role was in supporting the family.

The case had a positive outcome, with the mother working well with professionals and her support network. The social worker used the Signs of Safety approach, focusing on the family's strengths and practical solutions to help achieve positive changes.



Adult Social Care

Voice and Control

Voice, choice and control are also central to our Adult Social Care Services. We talk to people, actively listen and include them in decisions, so services fit what people need and care about most.

Here is a brief summary of established groups that work together to improve services across the borough:

Better Together Bridgend

Better Together Bridgend is a partnership that works to improve services and support for adults with learning disabilities in Bridgend county borough.

It brings together people with learning disabilities, families and carers, Bridgend County Borough Council, health services, support providers, housing organisations, voluntary sector groups, and regional partners to help shape services and drive positive change.

The partnership focuses on four key areas:

- Parent and Carer Forum
- Communication and Relationships
- NHS Health Profile
- Strategic Development

Supported by People First Bridgend, with a member of People First as chair, the partnership meets regularly to discuss what matters most to people with learning disabilities, including where they live, how they spend their time, and the support they receive.

Together, partners oversee a shared plan to improve services and outcomes for people with learning disabilities across Bridgend.

Having a Say Group

The Having a Say Group is now in its fourth year of meeting and continues to go from strength to strength.

It brings together people with learning disabilities who live in their own homes and are supported by Bridgend staff.

The meetings are always lively, creative and supportive They are a safe space for sharing, learning, informing and supporting each other and the services that operate in the area.

It has grown into a group that not only helps people make friends and connect with others but also gives them a chance to share their views and influence the council's work.

Recently, members of the group went to a scrutiny meeting to talk about what matters most to them.

Plan-it Wel

During the year, a new group called Plan-it Wel (Work, Education and Leisure) was set up. It is an advisory and co-production group that works with council staff to explore and plan meaningful day opportunities for now and in the future.

The name of the group was decided by people with learning disabilities and reflects what is important to them. They have recently been involved in developing a questionnaire for people with a learning disability to ensure they have a voice, choice and control in how they spend their time now, and what they would like for the future. The group explores peoples hopes, dreams and aspirations and how, with support from the Council and partners, they can work towards fulfilling these.

The group has recently been involved in the development of the roles of Day Opportunity Mentors, a new role supporting individuals to move into meaningful occupation such as education, volunteering, supported employment and paid employment.

Evidence Based Review of Bridgend Resource Centre

A review of Bridgend Resource Centre and other day opportunities was carried out with people who use the services, staff and partners. A new approach has been developed with a focus on expanding opportunities, including paid employment, volunteering, work experience, education and training, community groups, and greater access to mainstream community opportunities. This gives people more choice, increase independence and help them achieve their personal goals.

Bridgend Resource Centre is now an assessment and transition service. 10 people are currently being supported to move into community based services that better meet their needs.

Work is also taking place with partners to make better use of local buildings and community spaces, creating a wider range of inclusive specialist and mainstream activities across daytime, evening and weekend services. People, families, carers and staff are helping shape these developments.

Developing a Skilled and Supported Workforce

Embedding the Strength-Based Outcome-Focussed Practice Model

Our practice model puts people's goals, capabilities and networks at the centre of assessment and support.

We ran strength-based practice training for the fourth year in a row. The two day course was aimed at new and newly qualified staff focussing on people's strengths, independence, choices and wellbeing, rather than just their needs or problems. Staff also learned how to have better conversations with people and families to support positive change.

While the approach is now well embedded in assessment and care management, it needs to be used more consistently in direct care services which will be a focus in 2026-27.

CASE STUDY:

STRENGTHS-BASED, OUTCOMES-FOCUSED PRACTICE

Adult B, aged 38, described how experiencing domestic abuse, trauma and substance misuse from an early age had a significant impact on their life.

"I was scared all the time. I'd snap instantly because that's all I knew."

As an adult, B experienced addiction, repeated periods in prison and fractured family relationships. Prior to receiving support, they described becoming increasingly isolated and withdrawn.

"I wouldn't leave my house except to walk my dog. I stayed in my bedroom for 15 years. I didn't care about myself before. I just let myself go."

Following a series of seizures, Adult B recognised they could no longer cope alone and sought support.

"I felt my body shutting down and I was like, 'Right, now is the point. I can't ignore this anymore'."

Practitioners took time to understand Adult B's experiences, strengths and what mattered most to them. Through strengths-based conversations, they helped Adult B understand the impact of trauma, build on their own motivation to change and draw on support from family and wider networks. Support included detox, rehabilitation and ongoing therapeutic support.

Reflecting on this experience, Adult B said:

"The team built me up. It's mad that someone cares so much about someone they didn't know."

The outcomes that mattered most were improving wellbeing, rebuilding family relationships and living independently.

"My eyes are open. I'm just living my life now. It's an amazing feeling being off the drugs and reuniting with your family."

Outcome: By focusing on Adult B's strengths, resilience and aspirations, practitioners supported sustained recovery, improved wellbeing, stronger family relationships, increased independence and greater voice, choice and control over their future.

People: 2026-27 Key Priorities

ACROSS SOCIAL SERVICES
Ensure that access to prevention and wellbeing services are co-ordinated so people get the right support from the right service at the right time.
Progressing long-term community wellbeing and leisure strategies to support sustainable, community-led services.
Continue to strengthen carers networks, improving awareness of support available, increasing engagement with carers, and acting on what carer's tell us matters to them.
Ensure a consistent and impactful wellbeing offer to all our workforce.
Develop progression pathways so staff are able to see how they can progress their careers in Bridgend County Borough Council.

CHILDREN AND FAMILY SERVICES
Ensure children know who their social worker is and are informed of any changes in a timely way.
Develop a Parent Advocacy Network that helps shape service delivery and improvement.
Increase the opportunities for children and young people to participate and guide the services we provide.
Embed the Most Significant Change and Signs of Safety practice model to ensure practice is consistently of a good quality standard.

ADULT SOCIAL CARE
Implement the Adult Social Care Workforce Plan which includes recruitment, retention, succession planning, leadership development and workforce wellbeing.
Ensure all service areas actively capture and respond to the voice of the person and carers.
Co-produce and implement a Carers Strategy, improving support, assessment, and outcomes for unpaid carers.
Ensure our Community Mental Health services are evidence based, resourced, and organised to meet need and prevent escalation of need.

Prevention

Quality Standards

"The need for care and support is minimised and the escalation of need is prevented whilst ensuring that the best outcomes for people are achieved"

"Resilience within communities is promoted and people are supported to fulfil their potential by actively supporting people who need care and/or support including carers to learn develop and participate in society"

Across Social Services

We work with a range of trusted partners to support people to live well and prevent escalation of need.

Our 3 year strategic plans for children and families and adults emphasise the importance of prevention and early intervention in keeping families together, supporting independence and connection to friends, family and community.

Preventing the Escalation of Care & Support

Local Community Co-ordinators and Community Navigators

Preventative services help people get the right support earlier within their own communities. Community Navigators and Local Community Co-ordinators are an important part of this approach, working alongside third sector partners, community groups and other services.

Local Community Co-ordinators work directly with individuals and families to help them stay independent and prevent or delay the need for more formal care and support. They focus on people's strengths, skills and existing support from family, friends and their local community.

Community Navigators complement this work by helping people find and access local groups, activities, services and third sector support. They provide information, signposting and connections into community opportunities, supporting people to remain connected and build their own resilience.

Demand continues to grow significantly, with adults supported by Local Community Co-ordinators increasing by 32% (from 606 to 797) and children and young people supported increasing by 121% (from 140 to 310) between 2024-25 and 2025-26.

Going forward, the focus will be on strengthening how Local Community Co-ordinators, Community Navigators and other preventative services work together. This will include clearer roles and pathways and strengthened links with community and third sector organisations.

Overall, this approach helps people stay independent, connected and supported within their communities, while reducing or delaying the need for more formal care and support.

What Matters to our Carers?

A "what matters" conversation is about understanding what is important to each person. These conversations are as important for carers and young carers as they are for the people they look after. They focus on the carer as a person, not just their caring role, making sure their feelings, goals, and hopes are heard.

The Bridgend Carers Wellbeing Service helps carers by connecting them to local help. The Council carries out carers' assessments, while TuVida provides advice, support, and helps carers connect with local and community services.

We seek to understand what each carer needs and getting them the right help as soon as possible. This can include practical help, local groups, and activities to improve wellbeing and reduce loneliness. For young carers, wellbeing sessions give them a safe place to build confidence, make friends, and cope better with challenges.

This year, we have seen a 41% increase in carers' assessments and have held a number of listening events to understand people's experiences. We understand that for many carers, navigating the social care system has not been easy and that they have not always felt the Council listened to and acted on their concerns. We are working on a plan with them to address this. In addition, we have recruited a new worker to undertake assessments in Adult Social Care.

Supporting *"What Matters"* to Carers & Young Carers

OUR PARTNER TUVIDA:

- Supported **485** new referrals.
- and, signposted **5917** carers to wellbeing support.

THE COUNCIL:

- Supported **852** Young carers with wellbeing opportunities
- **35** assessments for young carers completed during the year.
- **215** assessments for carers of adults completed in the year.

NEXT STEPS::

- Build stronger support networks.
- Reach carers who are not yet known to services.
- Help carers access support earlier.
- Work more closely with partners to provide better, joined-up support.

Young Carers: *We Are Valued Days*

The We Are Valued Days have continued to provide an important opportunity for young carers to have time away from their caring responsibilities, enjoy themselves and spend time with other young people who understand some of the challenges they face.

During 2025-26, 136 young carers attended the We Are Valued Days, supported by local educational settings. Young carers were also encouraged to bring a buddy, helping the days feel welcoming and inclusive and enabling them to enjoy the experience alongside a friend.

The days provide a relaxed and supportive environment with a range of fun and wellbeing activities. Most importantly, they give young carers the opportunity to simply be young people – trying new activities, building friendships, developing confidence and having some valuable time for themselves.

The buddy approach has also helped increase understanding of the young carer role amongst their peers, while ensuring young carers do not feel different or singled out because of their caring responsibilities.

The We Are Valued Days form part of the wider support available through the Bridgend Young Carers Network, helping young carers feel recognised, connected and valued. They complement the wider wellbeing offer, including Young Carer Ambassadors, wellbeing sessions and the Young Carers ID Card.

Impact: The days are helping young carers build positive friendships, reduce isolation, improve confidence and wellbeing, and importantly provide time away from their caring role to focus on themselves and have fun.

Improving Transition Support for Young People with a Disability

Planning transition early for young people with a disability helps ensure that any changes in support happen gradually, so there are no gaps in care, healthcare, or education. We know for most children moving between Children into Adult services, this is a smooth process with continuity of support. However, we also recognise this is not the case for all families and there are areas for development. To support this, a rapid review of how transition support works was completed. This review made recommendations on how to improve support for children, young people, and their families as they move into adulthood.

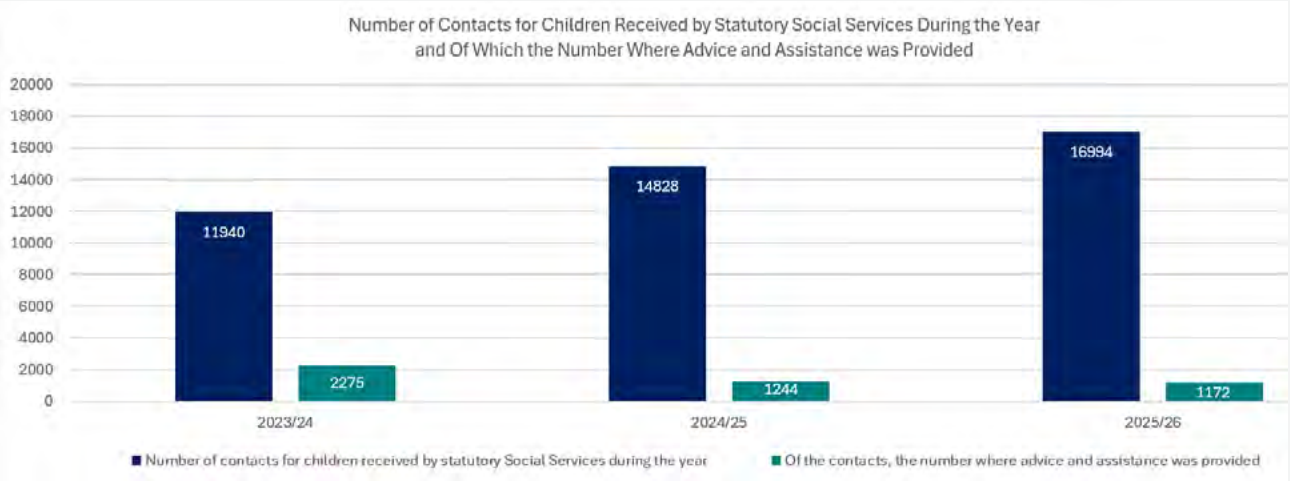
The review found that improvements are needed in how transition is overseen, how decisions are made, having clearer processes, joint training for staff, and giving better information to children and families about the transition process. Addressing these findings is one of our priorities for 2026-27.

Children and Family Services

Preventing the Escalation of Care & Support

Overview of Contact and Care & Support Needs

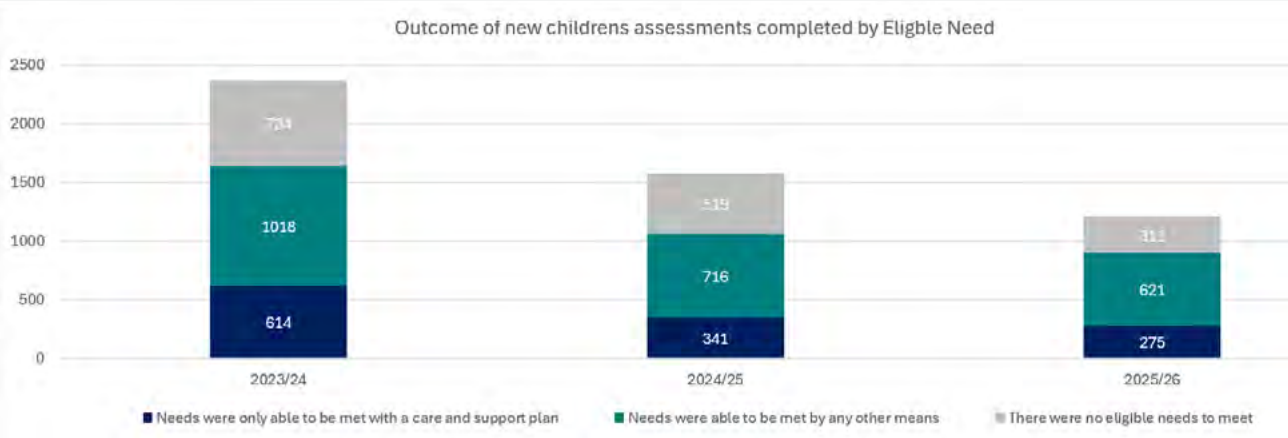
During 2025-26, Children and Family Services received 16,994 contacts, a 15% increase from 14,828 the previous year.



Despite higher numbers of contacts, the proportion progressing to statutory assessment fell from 8% to 7%, reflecting improved screening, decision-making and use of early help support services.

The police remained the highest referrer, consistent with previous years and highlights the importance of strong multi-agency safeguarding arrangements.

Between April 2025 and March 2026, 1,207 assessments for children and young people were completed, a 23% reduction from 1,576 in the previous year.



This decrease can be attributed in part to the implementation of the Signs of Safety practice framework, which supports earlier and more structured screening of referrals and helps ensure that only children requiring statutory intervention progress to assessment. Signs of Safety has also improved safety planning and decision making by focusing on understanding risks, family strengths, existing support networks, and what matters most to children and their families.

In addition, increased use of Early Help and partnership support may mean that many families' needs are being identified and addressed earlier, reducing the need for statutory assessment while ensuring appropriate support is provided.

Delivering Support for Families

In 2025–26, our Family Support Commissioning Strategy has helped create a clear, joined up approach to early help and prevention. Services now work more closely with frontline teams, with simpler and more consistent ways to make referrals, better oversight of support, and stronger links with safeguarding, Early Help and CFSS. This includes recommissioning parenting and disability support through Barnardo's and strengthening the support available for children with additional needs and their families and making improvements in how we manage direct payments.

Multi agency working has improved, leading to earlier, better co-ordinated support for children and families and less duplication, particularly for those with complex needs. Work with partners across the Cwm Taf Morgannwg region has improved consistency and access to services, including support for emotional wellbeing, neurodiversity, pre birth and complex care.

The voice of children, young people and families are shaping services, highlighting the need for flexible, consistent and relationship based support. Investment in the workforce has supported these changes.

Early signs indicate that more families are being supported without the need for statutory intervention, despite increasing demand.

- Children and Family Services received 16,994 contacts in 2025-26, up 15% from 14,828 in 2024-25.
- The proportion of contacts progressing to a statutory assessment fell from 8% to 7%.
- This means a smaller proportion of families required statutory assessment, despite the increase in contacts.

CASE STUDY:

GETTING THE RIGHT HELP WHEN IT MATTERS

A family with two children, one of whom had additional needs linked to neurodiversity, was referred for support due to increasing stress within the home, difficulties accessing appropriate services and concerns around family resilience. The parents reported feeling overwhelmed and unsure how to navigate support systems, which was beginning to impact on relationships within the family and the child's emotional wellbeing.

The family were supported through a co-ordinated multi-agency approach involving Early Help, commissioned parenting and disability support services, education and health professionals. A clear plan was developed with the family, focusing on what mattered most to them and identifying practical support that could reduce stress and improve day-to-day stability.

The family accessed targeted parenting support alongside community based provision, while professionals worked together to improve consistency and communication across services. This ensured support was better aligned to the child's needs.

Over time, parents reported feeling more confident in managing challenges and better able to access the right support at the right time. Relationships within the home improved, school engagement stabilised and the family described feeling more listened to and involved in decision making. The case study highlighted the positive impact of integrated, working in supporting children with additional needs and preventing escalation into more intensive intervention.

Strengthening Fostering Provision and Local Growth

During 2025-26, we improved fostering services by increasing support for carers, improving placement stability and growing local fostering capacity. This supports the Council's aim of helping more children remain in stable family based care, close to their communities, schools and support networks.

A key development was the introduction of the Placement Support Team, which provides practical and therapeutic support to carers and children seven days a week. The team provides early support, helping to support foster families to continue caring. Support includes direct work with children, advice for carers and out-of-hours support. The service is also using referral trends and carer feedback to better understand pressures and improve support.

We worked with Foster Wales to strengthen local recruitment and raise awareness of fostering in Bridgend. Cabinet approved and promoted the Council Tax Reduction Scheme for foster carers, kinship carers and Special Guardians, and progressed a No Detriment policy for kinship carers who become Special Guardians.

The number of approved foster carers remained stable at 63 in March 2026. There was a small increase in available fostering placements, reversing the previous decline in capacity. Carers also reported improvements in some areas of support, although consistency remains a priority.

Priorities for 2026-27 include further developing the Placement Support Team to address the issues that matter to foster carers, strengthening support and training for carers, improving placement stability, increasing local fostering capacity and progressing Step-Down Fostering, Support Care and an enhanced Parent and Child offer which diversify the offer in Bridgend.

Promoting Resilient Communities

Supporting independence and Keeping Families Together

Early Help and CFSS strengthened the offer during 2025–26, improving access to support, delivering strong outcomes for families, and helping more children remain safely at home through timely, targeted intervention.

An improved screening process made it easier for families to access support, enhanced joint working with partners, sped up decisions, reduced duplication, and strengthened support for children with disabilities and their families.

SCREENING TEAM

- **2,661** contacts received
- **2,242** assessments completed (84%)
- **42%** of referrals directed to advice, community support or commissioned services rather than statutory intervention

EARLY HELP HUBS

- **380** referrals received since September 2025
- Most families supported without escalation
- No repeat referrals in the last six months

CFSS

- Supported **322** children at risk of entering care
- **94%** remained safely at home

RAPID RESPONSE TEAM

- **86%** of families remained out of care six months after support ended

We improved support for teenagers this year. The Adolescent Crisis Team and Safer Connections provided targeted support to young people experiencing family breakdown, exploitation and other crises.

Through the use of trauma informed based approaches, services helped to build family resilience, with feedback from families indicating that they felt listened to, understood and well supported throughout their involvement.

CASE STUDY:

ADOLESCENT CRISIS TEAM

A 15-year-old young person was referred to the Adolescent Crisis Team (ACT) following a significant breakdown in family relationships. Conflict at home had escalated, affecting their parent and two younger siblings, both aged under 10. There was an immediate risk that the young person would be unable to remain safely at home and could enter local authority care.

ACT responded immediately to help resolve and de-escalate the crisis. The team undertook intensive visits with the young person and their family, providing practical and emotional support. They helped the family understand what was contributing to the crisis and developed strategies to manage conflict, improve communication and maintain safety within the home.

ACT also co-ordinated support with the wider professional network to ensure everyone was working towards a consistent plan.

As a result, the immediate crisis was de-escalated, family relationships improved, and the young person was able to remain safely at home. The family reported feeling listened to and better equipped to manage future difficulties. This prevented the situation from escalating further and reduced the likelihood of the young person entering care.

Key Priorities for 2026–27:

- Improve timeliness of screening and access to Early Help.
- Strengthen quality assurance.
- Embed consistent practice.
- Expand community-based support services

Supporting Children to Remain with their Families or Return Home Safely

There was positive progress in 2025-26 with our strategy to support more families to live together safely. There are fewer children in care, more children remaining safely with their families or returning home, and clearer, more consistent care plans.

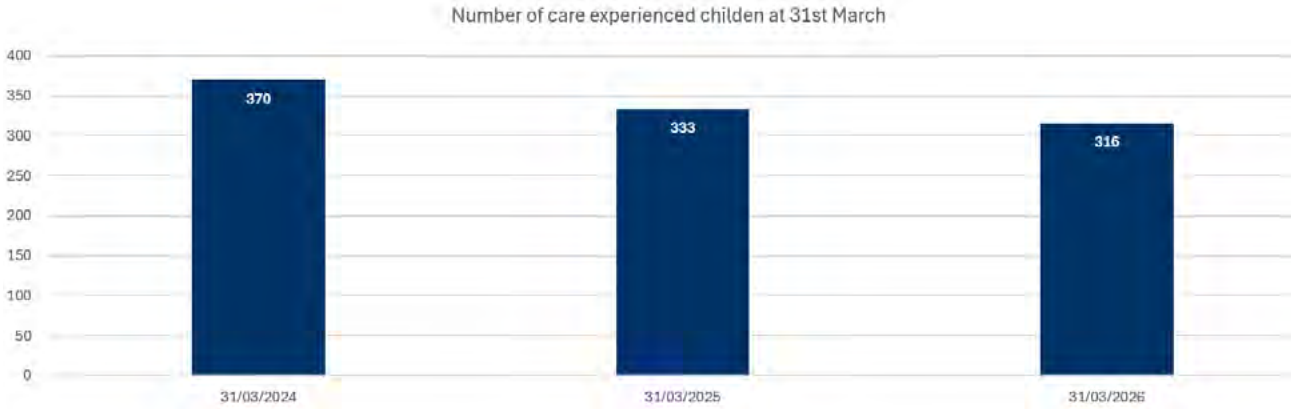
- The number of children in care was 316 at March 2026, 17 fewer than the previous year, continuing a steady decline since 2023.
- 22 children returned home.
- Only 16% of children receiving statutory support required admission to care.
- More children are remaining safely with their families
- During the year, decision-making for children improved, successful returns home increased, and joint working across services strengthened.

Some children need additional support to meet their more complex needs. To address this, we will:

- Establish a specialist team using 'invest to save' Council investment to provide intensive support.
- Improve the use of short-term residential care as part of plans to support children to return home.
- Strengthen oversight of connected person care arrangements.
- Build staff confidence in managing more challenging situations.

Care Experienced Children

The number of Care Experienced Children (CEC) has reduced by 5% over the past year, from 333 to 316 children, a decrease of 17 children.



The reduction has been supported by stronger permanence planning, timely decision-making and effective multi-agency working, helping more children achieve stable outcomes.

Placement Commissioning Strategy, Children and Family Services 2025-2030

The Placement Commissioning Strategy, approved by Cabinet in March 2026, outlines how the Council will ensure sufficient suitable accommodation, care and support for care experienced children and young people. It aims to expand local options so children can remain connected to their families, schools and communities where possible, while also supporting safe family reunification when appropriate.

The strategy focuses on strengthening in-house services and not for profit options, improving stability and outcomes, increasing choice and removing reliance on for-profit placements in line with the Health and Social Care (Wales) Act (2025).

Operating Without Registration (OWR) arrangements reduced during the year. In 2024-25, there were 5 children in 7 OWR placements, reducing to 4 children in 4 placements in 2025-26. No new OWR arrangements have started since November 2025.

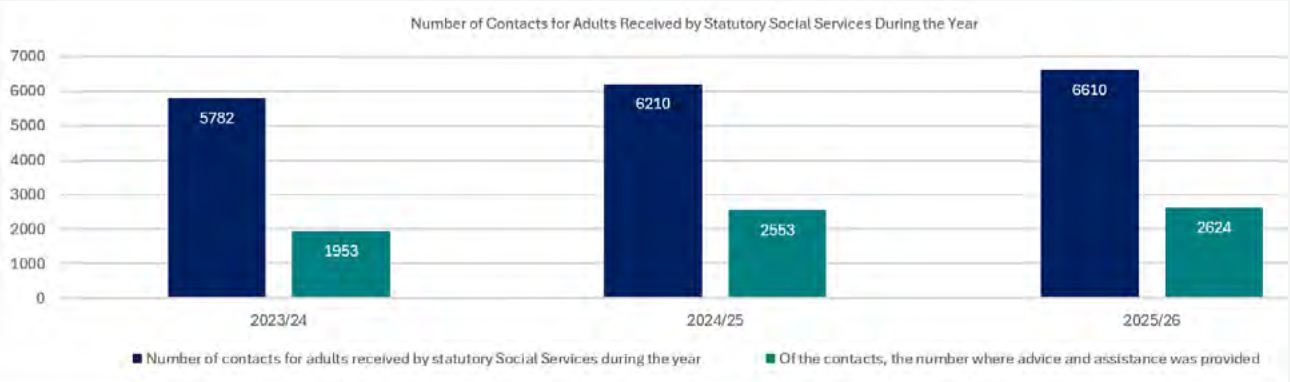
This is a positive trend, helping to ensure children and young people are cared for in regulated services that have been inspected and can provide safer, stable care.

Adult Social Care

Preventing the Escalation of Care & Support

Overview of Contact and Care & Support Needs

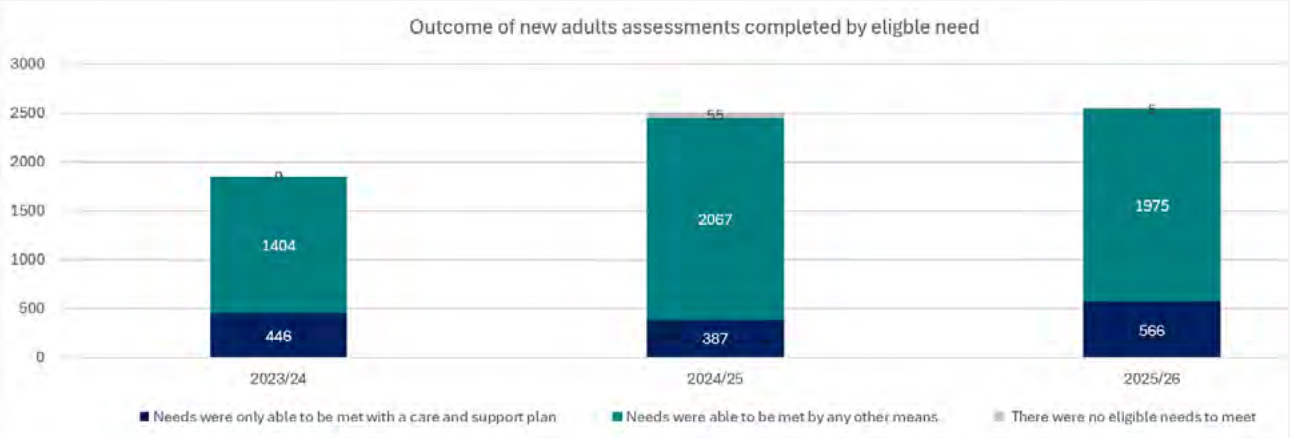
Contacts to Adult Social Care increased by 6%, in 2025-26, rising from 6,210 to 6,610. Health remain the main source of referrals, reflecting continued system pressures.



The proportion of contacts progressing to assessment has remained stable (40% compared to 41% last year). Whilst this demonstrates our ongoing focus providing early advice, information and preventative support the overall numbers of assessments have increased as contacts increased.

Most people do, however, receive the help they need at first contact without requiring a formal assessment, supporting our early intervention and prevention approach. We will be undertaking work to determine if we can support even more people preventatively.

Assessments increased by 2%, from 2,509 in 2024-25 to 2,546 in 2025-26. The increased numbers highlight the challenges of managing the needs of an ageing population and the pressures in the health and social care system.



The proportion of assessments leading to a care and support plan increased from 16% to 22% whilst more work is needed, this may reflect growing complexity of need.

Assisted Recovery in the Community (ARC)

ARC is a key early intervention mental health service in Bridgend, providing accessible advice, guidance, and practical support to people experiencing mild to moderate mental health difficulties. The service supports Welsh Government priorities around prevention, early intervention, recovery, and reducing pressure on GPs and secondary mental health services.

ARC SERVICES 2025–26

- **578** Advice & Guidance contacts
- **152** Employment Support referrals
- Growing support for neurodiverse individuals
- Strong employment outcomes: **65 people remained in or returned to work**
- New direct pathways into Local Primary Mental Health Support Service (LPMHSS)

We are carrying out a joint review of the ARC service with Cwm Taf Morgannwg University Health Board.

This review will explore how the service model can be developed and improved. It will involve engagement with key stakeholders, most importantly people who use the service, and consider practical ways to make access to mental health support easier and more effective throughout the county borough.

Unpaid Carers Strategic Group

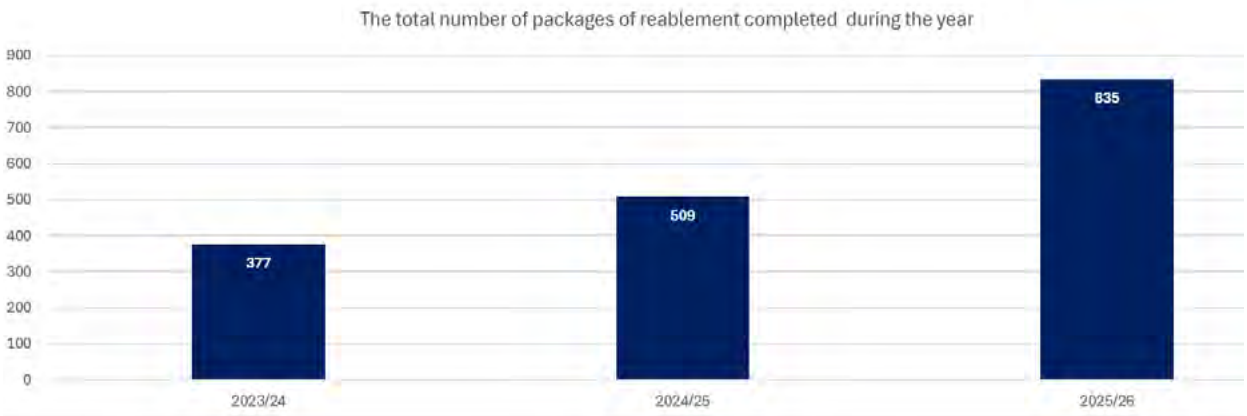
We have established a Carers Steering Group to improve our systems and processes and ensure that more unpaid carers are identified and offered an assessment. Each social work team now has a dedicated link worker to promote good practice and improve support for unpaid carers across services.

At our listening events earlier this year we clearly heard carers views. Using this feedback, we are developing an action plan and training programme. The action plan and guidance will be shared with carers to ensure they shape future improvements.

Here is a video from one of our listening events, bringing carers and professionals together. We want to make sure carers feel heard and valued.

Supporting Independence: Care and Support at Home

The Council's care and support at home service is a reablement service which helps people regain confidence and independence after illness, injury or a stay in hospital. It supports people to rebuild daily living skills so they can do more for themselves and reduce the need for ongoing care and support.



A total of 835 reablement packages were completed in 2025-26, representing a 121% increase over the past three years. This growth is a deliberate strategy as we aim to ensure as many people as possible have the opportunity to retain or regain independence. Reablement outcomes were:

	2023-24	2024-25	2025-26
Reablement Packages that **Mitigated** the need for support	67%	56%	50%
Reablement Packages that **Reduced** the need for support	14%	17%	19%
% of Reablement packages that **Maintained** the need for the same level of support	14%	16%	20%
% of Reablement packages that **neither reduced, maintained nor mitigated** the need for support	5%	11%	11%

As the service continues to expand access to short-term reablement support, more residents are benefiting from interventions that help them remain as independent as possible. The service is part of our care and support at home service which delivers excellent person-centred care. We have also developed other initiatives through our integrated initiatives such as our 'bed to chair' project supported by multi-disciplinary teams so everyone has the opportunity to retain as much independence as possible.

CASE STUDY:

PROMOTING & SUPPORTING INDEPENDENCE

Bed to Chair to Independence

Hospital Avoidance and Prevention

A reablement approach, focused therapy and the right support at the right time helped Charles regain his independence.

Charles (88)

- Declining mobility and signifiicant risk of falls
- Oedema affecting his legs, limiting mobility and access to wet room facilities
- Reliant on stairlift and a package of care

CHALLENGE

Declining mobility and significant risk of falls

Oedema affecting his legs, limiting mobility and access to wet room facilities

Reliant on stairlift and a package of care

INTERVENTION

- Occupational therapy assessment
- Transfer training
- Appropriate use of Zimmer frame
- Stairlift optimisation
- Community nursing support reducing oedema

OUTCOME

- Accesses upstairs safely
- Showers independently
- Reduced risk of falls
- Avoided hospital admission
- Reduced reliance on formal care

IMPACT ACHIEVED

182 Hours of domiciliary care avoided annually

Hospital Admission Avoided

Reduced Community Nursing Demand

Prevention and reablement interventions enabled Charles to regain independence, avoid hospital admission and reduce ongoing care requirements.

Right support • Right time • Right outcome • Better for Charles • Better for Bridgend

www.bridgend.gov.uk

Supporting People Living with Dementia and their Carers

Improved Pathways to Primary and Secondary Mental Health Care & Support

A new weekly multidisciplinary team (MDT) process has been set up in Older Adult Mental Health Services following learning from a recent safeguarding case to improve communication and coordination between community teams and the Mental Health Liaison Team, which supports care homes and patients at the Princess of Wales Hospital.

The Liaison Team updates on patients in care homes and hospital wards, helping ensure issues are not missed.

We recognise the particular strain on carers who's loved ones are living with dementia and are working creatively to provide person-centred support.

SUPPORT IN THE COMMUNITY:
THE TEATIME CLUB

The Teatime Club runs late afternoon to support at a time when people living with dementia often experience increased confusion, restlessness and agitation.

The purpose of the group is to provide meaningful engagement and support during this difficult period, helping individuals feel calmer and more settled.

The club offers a safe, structured and welcoming environment with activities such as refreshments, music, reminiscence, crafts and light movement.

These activities aim to reduce distress and promote wellbeing through social interaction and gentle stimulation.

The group also supports carers by offering reassurance and a short period of respite at a particularly challenging time of day.

SUPPORT IN THE COMMUNITY:
SPECIALIST INTEGRATED DEMENTIA SERVICE AT TY PEN Y BONT

We have developed a community based "outreach" service. This service was designed to help people living with dementia or other cognitive difficulties access the support and services they need early and at the right time.

The service redesign was led by a multidisciplinary team consisting of a Team Leader, Assistant Team Leader, Day Service Assistants, Mental Health Nurse, Occupational Therapist and Occupational Therapy Assistant.

As part of this work, the team:

- Reviewed the dementia resource at Bridgend Resource Centre with a view to developing a community-based outreach model.
- Introduced a Dementia Step-Up/Step-Down Tool in October 2025.
- Developed a Dementia Hub.

Key outcomes of the service are:

- Between April and August 2025, the service supported 91 people living with dementia and their carers, who reported increased resilience and confidence in their caring role.
- 38 hospital admissions were avoided by providing support at the right time.
- The team provided 64 aids and adaptations to help people remain safe and independent at home.
- 32 behaviour plans are developed.

Prevention:
2026-27 Key Priorities

ACROSS SOCIAL SERVICES
Improve transition between children and adult services, progressing the recommendations from the rapid review and integrating with health and education.
Strengthen support for unpaid carers and young carers by increasing the numbers of carers assessments and delivering the carers action plan.
Develop community hubs and local services that help people stay independent and connected.

CHILDREN AND FAMILY SERVICES
Embed support for foster carers to prevent placement breakdowns providing children with stability whilst in care.
Deliver key priorities in relation to foster care recruitment and retention including Step Down foster carers, place based support.
To implement the regional approach to emotional wellbeing, specifically the Cwm Taf Morgannwg Connect Wellbeing panel, which brings partners together to provide the right support from the right service at the right time.
To improve information advice and support to children and families, strengthening quality and the impact of services, expanding community based support.

ADULT SOCIAL CARE
Implement actions arising from the independent evaluation of the adult social care operating model to ensure Information, Advice and Assistance are delivered consistently.
Address increasing need for social care preventatively through enhanced reablement and targeted prevention programmes.
Transform Learning Disability services, including transition, accommodation, progression planning, and daytime opportunities.
Review Occupational Therapy and Sensory Support Services to ensure effective preventative support and independence-focused pathways.
Develop accommodation plans that ensure services are available locally and meet future demand.

Partnership and Integration

Quality Standards

"Effective partnerships are in place to commission and fully deliver fully integrated, high quality sustainable outcomes for people"

"People are encouraged to be involved in the design and delivery of their care and support as equal partners"

Working as One Social Services and Wellbeing Approach

Our social services and wellbeing operating model has effective partnerships at its heart. Partnerships are key to delivering seamless person-centred services.

Regional Arrangements

We work closely with Cwm Taf Morgannwg University Health Board, Merthyr Tydfil Council, Rhondda Cynon Taf Council, and third sector partners as part of the Regional Partnership Board, which is chaired by Bridgend Council's Deputy Leader.

The regional Adult Services Programme Borad has set its priorities for the next five years with a focus on dementia, unpaid carers, mental health, learning disabilities, older people, neurodiversity and people with sensory impairments and disabilities.

The Children's Programme board launched its "Whole System, Whole Heart" strategy which highlights a shared commitment to support emotional wellbeing, early support for families, help for care experienced children, and support for children with disabilities or complex needs.

We are also part of the Cwm Taf Morgannwg Regional Safeguarding Board. This is the statutory safeguarding board which commissions Single Unified Safeguarding Reviews (SUSRs) and oversees the implementation of learning arising from the reviews.

A priority for 2025-26 was the launch and implementation of Regional Threshold and Eligibility Support Guidance to ensure all partners have a clear understanding of their roles and responsibilities and how services can be accessed. The guidance explains when children and young people need safeguarding support and at what level. It helps all agencies act early, make consistent decisions, work together, and improve protection for vulnerable children across the region.

Local Arrangements

The Bridgend Multi-Agency Safeguarding Team (MASH) brings together Children and Family Services, Adult Safeguarding, South Wales Police, education, and probation services. By working together in one place, partners can respond more quickly and effectively to safeguarding concerns.

In Adult Social Care, we work closely with the Health Board through our Community Resource Team (CRT) and Integrated Cluster Network Teams. The CRT provides short term health and social care services to support hospital discharge and prevent admission to hospital. The network teams support people in the community, especially those with long-term health conditions. The service is organised into three local networks linked to GP surgeries. This helps people get care close to home and allows support to change as their needs change. Nine different professions work together meaning we can respond quickly, prevent problems from getting worse, and look at people's overall needs. We also involve families, so people do not have to repeat their story to different professionals and have more choice and control over their care.

We have approved a new formal governance arrangement - a Section 33 agreement - with Cwm Taf Morgannwg University Health Board which signals our lasting commitment to our integrated model for community services in Bridgend.

Third Sector Arrangements

Our Prevention and Wellbeing Service works in partnership with third sector organisations, Awen Cultural Trust and Halo Leisure Trust to provide leisure, cultural and wellbeing opportunities that help people stay healthy, independent and connected.

Through targeted services, leisure support, referral programmes and community initiatives, people of all ages are supported to improve their health and wellbeing, build confidence and access activities that enable them to make positive choices and live independently.

During 2025–26, we worked with partners to expand accessible community-based activities for unpaid carers, young carers and their families. Shaped by feedback from carers, people living with dementia and older adults, these opportunities supported wellbeing, social connections and access to local services.

People Supported via Partnership Arrangements

WELLBEING MEMBERSHIPS

2,360 Supporting access to health and wellbeing opportunities

FREE SWIM OFFER

21,683 Community free swimming attendances

SUPER AGERS PARTNERSHIP

3,700 Older people supported to stay active and connected

NATIONAL EXERCISE REFERRAL SCHEME

1,900 People supported through targeted health pathways

LIBRARY & CULTURAL SERVICES

13 Welsh Public Library Standards achieved

COMMUNITY ENGAGEMENT

Highest Per capita event attendance in Wales

Partnership working has strengthened referral pathways and increased access to physical activity, dementia-friendly support, wellbeing sessions and community events. Feedback from carers continues to be positive, with many valuing the opportunity to connect with others and access support in welcoming community settings.

In 2026–27, we will focus on developing sustainable, community-led wellbeing and leisure opportunities that continue to meet the needs of carers and local communities.

Effective Partnerships

National Framework for the Commissioning of Care

Following the introduction of the National Framework for the Commissioning of Care and Support in Wales, we undertook a self-assessment against the standards set out.

As a result we have made a number of improvements including changes to our contract templates and contract monitoring arrangements. This has also resulted in additional investment into our Commissioning Team. There has been a recommissioning of care and support at home services this year with new contractual arrangements coming into effect from 1st April 2026. The commissioning emphasises the quality of service and outcomes for individuals supported by care providers.

Emergency Duty Partnership

Following the Care Inspectorate Wales improvement check of Children and Family Services in June 2025, there was a recommendation we provide assurance that emergency duty arrangements are effective across the Cwm Taf Morgannwg region.

An action plan has been developed to ensure improvements, including improved communication between the regional Emergency Duty Team (EDT) and local authority safeguarding teams.

Strengthening Community Navigation and Early Support Pathways

We aim to enable community groups and organisations to have their voice heard. We work closely with:

BAVO: Building resilient and coordinated communities through developing cross sector working with the third sector to support community resourcefulness and resilience.

Bridgend Inclusive Network Group: An umbrella group of organisations who represent children and young people who are differently abled as well as their carers

Young Carers Network: A platform for young carers and young adult carers, the network is driven by young carer ambassadors.

Healthy Living Network: There is a focus on enhancing community support and services enabling local community members to remain independent for as long as possible. The Feel Good for Life programme supporting people living with dementia or cognitive impairment and carers and supports 100+ people. The programme has evidence of 65% increase in confidence levels regarding visiting leisure facilities.

Ageing Well Network: Protecting and promoting older people's rights, making them feel an integral part of the community and recognising that every person has inherent value regardless of age

Active 4 Life:

Supporting Activities Through Town and Community Partnerships

Town and Community Councils support Active 4 Life activities during school holidays. Funding from partners has made it easier for children and young people to take part in holiday activities in their local communities.

The programme has had a positive impact, shown by high participation and continued involvement from families and partners. A total of 2499 individual children and young people were supported in 2025-26, with 7930 attendances recorded.

Attendance data, feedback from families, and continued support from partners show that the programme helps children and young people stay active, connect with others, and remain engaged during school holidays. Working with Town and Community Councils has been a strength, allowing activities to be offered within local communities.

People As Equal Partners

Working with Partners and People to Develop Community Opportunities

The Bridgend Young Carers Network has helped more children, young people and families take part in community wellbeing, leisure and support activities. Here is a snapshot of support provided via the Young Carers Network:

Bridgend Young Carers Network

The Bridgend Young Carers Network, led by young carer ambassadors aged 11–25, continued to provide opportunities for young carers to have their voices heard and help shape future services and activities

852 Young Carers ID cards rolled out	**23** Opportunities where Young Carers have volunteered or supported events
227 Primary school children involved	**136** Carers attended the 'We Are Valued' days, supported by educational settings
615 Comprehensive and Young Adult Carers involved	**160** Young Carers attended the Network Day
64 Partner organisations supporting the Young Carers network	**403** Halo Young Carers memberships
33 Young Carer Ambassadors	**927** Halo Young Carers household memberships

Work with BING and partner organisations has helped more than 220 children and young adults with disabilities, along with their families, to take part in inclusive wellbeing and leisure activities through community programmes and referrals. BING has also supported 27 community organisations, created 30 community opportunities, and supported over 80 individuals with a disability to get involved.

Participation data, feedback from those involved, and ongoing partnership work all show a positive impact. There are now improved opportunities for young carers and families to access support in their local communities. In the coming year, priorities include strengthening the network, increasing participation in events, and developing more inclusive, community led opportunities.

Library, Culture and Community Hubs

Work to consult and engage people about future priorities for Library, Culture, and Community Hub services has been commissioned through partnerships, strategic discussions, and early community mapping.

The first Community Hub Strategic Board met in February, bringing together a range of partners, strengthening partnership working and strategic oversight. Feasibility tenders have also been awarded and expressions of interest submitted for future capital funding opportunities to support community hub development. Town and Community Councils has been a strength, allowing activities to be offered within local communities.

Children and Family Services

People As Equal Partners

Bridgend Youth Voice Forum

We support the Bridgend Youth Voice, a forum for care experienced young people and care leavers aged 12 to 21. The forum gives young people a chance to share their views and help shape services that affect them.

The forum is run by TGP Cymru, with support from the Corporate Parenting and Participation Officer and works with national organisations, including the Children's Commissioner for Wales, to improve outcomes for children in care.

To recognise the achievements of care experienced children and young people, a range of activities were held over the past year. This included a celebration day at Pencoed College, where children, young people and their families and carers took part in a variety of activities.

To find out how our work had made a difference over the year, the Corporate Director of Social Services and Wellbeing met with the Youth Forum and asked them three important questions. Their answers identified a number of key themes.

1. What has gone well?

Supportive relationships

- Carers, personal advisors and care home staff provided support.
- The Advocacy Service is helpful.
- Forum works well in ensuring voices are heard.

Education, skills and future goals

- Young people reported doing well academically.
- Supported to pursue interests and hobbies.
- Supported to obtain necessary training for future employment.

Preparation for Independence

- Provided with support to move to independent living.
- Supported with navigating housing and next steps.

2. What has not gone so well?

Lack of Information and Guidance

- More timely information needed on further education options.
- Don't always know who or how to ask for support.
- More signposting and reference points needed.

Inconsistent Support

- Changes in social worker, hard to build trust.
- Social Workers not always available.
- Changes in social workers not always explained.

Placement Stability

- Placement moves.
- Moved at short notice.

3. How can the support be improved?

Better planning and preparation

- Placement moves should be planned and explained

Communication

- More timely responses from professionals.
- Communication of changes.

Support and Communication

- Fewer changes in social workers.
- Social workers should meet the young person first, before reading their profile.
- More support needed for care leavers.
- Support should extend beyond 9–5, especially evenings.

These comments were shared by forum members with the Director during the meeting.

Adult Social Care

People As Equal Partners

People First Bridgend

People First Bridgend is a third sector organisation that supports adults with learning disabilities in Bridgend. They empower people to understand and use their rights, access services, and take an active part in their communities.

We work closely with People First Bridgend and to understand the difference this partnership has made over the past year, the Corporate Director of Social Services and Wellbeing met with the group to discuss a number of questions.

Before the Director's meeting, the group met to talk through the questions and help everyone feel prepared and confident to give their own answers.

Discussions between Bridgend People First and the Director identified several key points.

What has gone well during the year?

- People feel supported and safe
- Confidence and independence are growing
- Advocacy makes a big difference
- People are active in their community
- People First are supporting a parent to set up a Parent and Carer Forum

What has not gone well in the year?

- No allocated worker, rely on duty workers
- Difficulties accessing transport links
- Some activities are not suitable / interesting
- Limited employment opportunities

How can we make things better?

- Consistent Social Work Support
- Accessible (easy read) information across the Council
- Training on travel skills to further support independence
- Day time activities that suit our interests
- More volunteering and employment opportunities to be made available

Partnership & Integration: 2026-27 Key Priorities

ACROSS SOCIAL SERVICES
Involve people with lived experience in designing and improving services.
Strengthen our work with Halo Leisure, Awen Cultural Trust , BAVO and other key network / partners.
Progress integrated community hubs providing local access to health, wellbeing support and community services.
Improving partnership data and impact reporting.

CHILDREN AND FAMILY SERVICES
Training for partner agencies across the region to support consistent application of the threshold guidance.
Involve partners from education, health, police, parents and carers in our work to safely support more families to stay together.
To continue to develop and improve working practices between partner agencies to improve outcomes for children and families.
To review support for our care-experienced children and care leavers by reviewing our 15+ team and explore opportunities around developing lifelong links approach involving key partners.

ADULT SOCIAL CARE
Lead joint reviews and service redesign with Cwm Taf Morgannwg University Health Board including Assisted Recovery in the Community (ARC), Continuing Health Care (CHC), Section 117, Section 28A and Bridgend Resource Centre arrangements.
Embed integrated management arrangements and governance structures within CRT and the Community Networks with strengthened leadership capacity.
Strengthen collaboration with housing, health, third sector and community partners.

Wellbeing

Quality Standards

"People are protected and safeguarded from abuse and neglect and any other types of harm"

"People are supported to actively manage their wellbeing and make their own decisions so that they are able to achieve their full potential and live independently for as long as possible"

Across Social Services

Wellbeing is supported through a range of services, activities and safeguarding arrangements that help people stay healthy, safe, independent and connected to their communities.

People are Protected and Safeguarded

The Corporate Safeguarding Board

The Corporate Safeguarding Board oversees how the Council corporately protects children and adults at risk. It makes sure all parts of the Council manage safeguarding effectively and follow the law, including the Social Services and Well-being (Wales) Act 2014.

An Internal Audit report for 2025-26 confirmed that the Board is well established and effectively oversees safeguarding across the Council. We have introduced safeguarding self-assessments across directorates. These help services review their own strengths and areas for improvement using a simple rating system to identify and ensure a consistent approach to safeguarding across the Council.

We have raised awareness of safeguarding across the wider workforce by updating intranet guidance, promoting referral processes, and improving communication between the Board, services, and partners. This helps ensure safeguarding is understood and embedded across all areas of Council work.

Training and Development: Single Unified Safeguarding Reviews (SUSRs)

In 2025-26, the Cwm Taf Morgannwg Regional Safeguarding Board published 2 SUSRs relating to Bridgend Adults: 1 Domestic Homicide Review (2022) and 1 Adult Safeguarding Review (2021). There were no SUSRs for children published this year.

Learning from the reviews included raising awareness of domestic violence, mental health and suicide support across the region including preventative education in schools for children and young people. Learning also included educating education and social care staff on identifying the indicators of domestic violence, mental health and suicide for children, adults and families.

Over 2025-26 the Regional Safeguarding Board has taken learning from its quality assurance activity and SUSR's into its annual training and work program for 2026-27. Focussing on aligning the safeguarding training the with Wales Safeguarding Procedures and ensuring the areas of Domestic Violence, Mental health and Suicide awareness take the focus. The Board is developing it's 2026-2029 strategic plan which will be published later this year.

In Bridgend, we are implementing the regional exploitation strategy for children and young people which will be reviewed as part of the Board's annual quality assurance workplan for 2026-27.

A safeguarding review in North Wales has also been considered within Bridgend and across the region to ensure the learning identified within that report is taken forward in all parts of Wales. A sub-group of the corporate safeguarding board has been developed to ensure the actions identified within the review are implemented in Bridgend, providing further protection to our children and young people.

Children and Family Services

People are Protected and Safeguarded

Implementing the Regional Exploitation Strategy

Since September 2025, a regional exploitation pathway, guidance, and processes have been introduced. Multi-agency training, staff briefings, and member updates have supported the rollout, alongside a local partnership workstream over the past year. The strategy is supported by guidance for social workers and ACT which provides intensive support to young people and families facing exploitation risks.

CASE STUDY:

MULTI AGENCY INTERVENTION & IMPROVED OUTCOMES

Young Person B first came to the attention of the local authority in September 2024 after an incident involving anti-social behaviour. Over the following months, they were involved in several similar incidents, including criminal damage, disorderly behaviour in public, and causing nuisance to local residents and businesses.

In response, agencies put a structured plan in place to address their anti-social behaviour. However, during mid to late 2025, concerns continued. Young Person B was still involved in incidents such as criminal damage and behaviour that caused distress to others. At the same time, there were growing worries about Young Person B's safety and wellbeing. They were reported missing on several occasions and were spending time with people who placed them at risk.

Due to these concerns, a multi-agency meeting was held and safeguarding procedures were started. By December 2025, the case moved onto the Child Sexual Exploitation family pathway due to concerns about the peer group, substance misuse, and ongoing missing episodes. During this period, Young Person B was also not attending mainstream school due to exclusion.

A range of targeted support was put in place. Young Person B received support from Youth Justice services and began attending an education setting. They also became involved in positive activities, including mechanics and training, which gave them structure and a positive focus. Progress was supported by strong relationship based work, particularly the trust Young Person B developed with their social worker.

Since these interventions were introduced, there has been significant improvement. Young Person B has not been reported missing for several months, has re-engaged with education and continues to take part in activities.

Family feedback:

The family report that Young Person B is now calmer and no longer going missing. This has reduced stress within the home, allowing family members to relax and focus on each other and their work. They are now able to work shifts without worrying about Young Person B's safety. They also shared that Young Person B has developed a strong interest in training, which has been a very positive outlet.

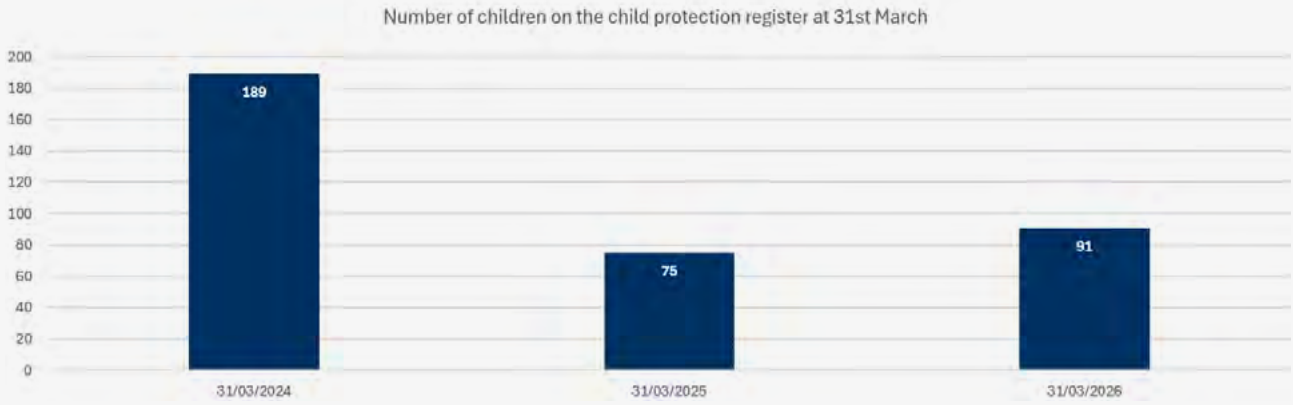
Children Safeguarding Enquiries

Over the last year, the number of initial safeguarding strategy meetings fell slightly by 3%, from 1,024 to 997. Fewer cases went on to require further safeguarding action, those progressing to Section 47 enquiries reduced by 9% and those progressing to an initial child protection conferences reduced by 30%.

This reflects a more proportionate response, with statutory intervention used only when necessary. Work with partner agencies, including reflective learning sessions and the use of Signs of Safety mapping has supported more consistent, effective and well-informed multi-agency decision-making.

Child Protection Registrations

At the end of March 2026, 91 children were on the Child Protection Register (CPR), compared with 75 at the same time last year.



The introduction of the Signs of Safety framework, alongside a more stable and experienced workforce, has strengthened risk assessment, planning and decision making. CPR numbers are now more closely aligned with regional and Welsh averages.

Promoting Children's Engagement and Consistent Record Keeping in Case Conferences

The Independent Reviewing Officer (IRO) Service has taken steps to increase young people's attendance at their reviews by developing tools and approaches that make the process more accessible. This includes creating an animation to help children and their families understand what a Signs of Safety Child Protection Conference is and what to expect. The service has also introduced an online feedback system using QR codes, allowing participants to share their experiences. This has been in place since February 2026 and is based on research, helping the service to better understand and improve how meetings are experienced.

Alongside this, the IRO Service has engaged directly with children and young people through forums and events, and this feedback has helped shape the co-produced IRO Pledge to Young People.

The service places strong emphasis on ensuring the child's voice is central. Preparation before meetings has increased to help children feel more able to take part, for example by offering advocacy, flexible ways of attending (including virtual or partial attendance), and opportunities to share views separately. Children's views and wishes are consistently included in reports and decision making. Where children are unable to attend, their views are still represented through other means, such as trusted adults or direct work carried out by social workers and follow-up communication is provided through child-friendly letters and resources.

EXAMPLE OF FEEDBACK FROM A YOUNG PERSON WHO RECENTLY ATTENDED A CHILD PROTECTION CONFERENCE:

"It was okay. I don't like people much; I have social anxiety but don't mind talking. The building was okay. I was given lots of options for speaking and sharing my views."

How the Service Responded to the Feedback:

As the young person also reported feeling overwhelmed by the number of attendees in the meeting, the IRO team is taking steps to improve practice by limiting professional attendance where appropriate, ensuring representation through a single spokesperson, and critically reviewing attendee lists to ensure they are proportionate to the decision-making requirements of the meeting.

Adult Social Care

People are Protected and Safeguarded

Safeguarding Team

Over the past year, Bridgend's Adult Safeguarding Team has performed strongly both locally and regionally, and is leading developments for the Regional Safeguarding Board. Several approaches developed in Bridgend, including the safeguarding consultation process, are now being adopted by other local authorities.

The team is responding to concerns more quickly, providing proportionate support and carrying out thorough enquiries. Lead Co-ordinators now oversee Police Protection Notices (PPNs), MARAC and MAPPA processes, strengthening professional oversight and improving support for people at risk.

In HMP Parc, the team's work has received positive feedback, particularly the contribution of the Occupational Therapist, the Significant Attempts Group and the STEPS Project, which uses peer support and lived experience. Together, these initiatives have helped reduce violence and suicide attempts within the prison.

CASE STUDY:
SAFEGUARDING BEST PRACTICE

An 18-year-old care leaver entering custody for the first time was referred to the Severe Self-Harm Rapid Response Panel due to a history of serious self-harm and suicide attempts.

A multi-agency plan was put in place to manage risk, promote wellbeing and build on the individual's strengths. Support included safety planning, family contact, access to positive activities and emotional wellbeing support.

Despite challenges linked to court delays and uncertainty, the individual engaged well with services and developed positive relationships with professionals. As a result, risk was better managed, wellbeing improved and plans were put in place to support future stability and resettlement.

HMP Parc Social Work Team

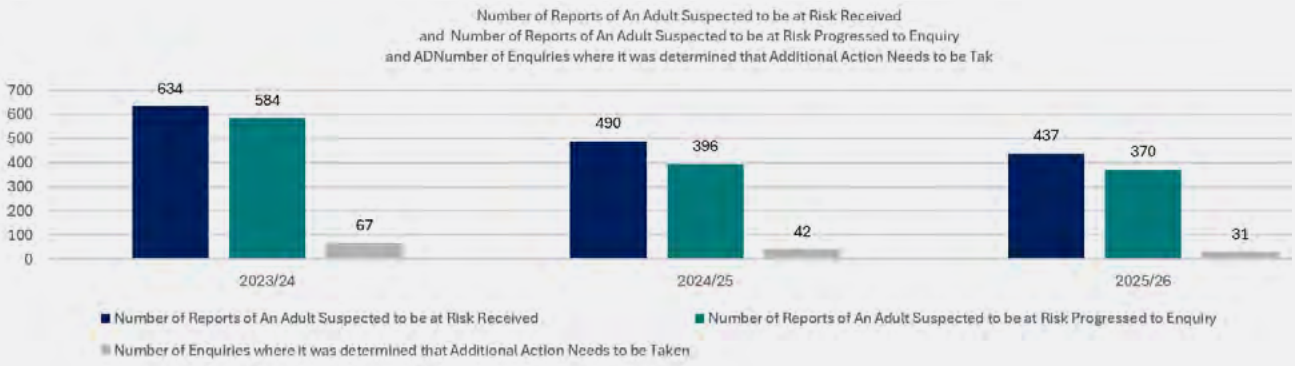
The HMP Parc Social Work Team has strengthened its relationship with prison staff through joint working and training, helping staff better understand their safeguarding responsibilities.

The team is now fully integrated within the prison, providing advice and support across all areas and helping prisoners access the right support at the right time.

The introduction of a Significant Attempts of Suicide and Self-Harm Forum has improved support for high-risk prisoners through tailored plans and timely interventions, This has contributed to a reduction in violence.

Strong safeguarding arrangements are maintained through regular partnership meetings, with the prison's Safeguarding Lead actively who is involved in Safeguarding Board discussions and working closely with MASH to seek advice and share good practice.

Safeguarding Reports



During 2025-26, the team received 437 contacts, compared with 490 in 2024-25, a decrease of 11%.

This reduction is due to the consultation process now being well established within the team. Professionals are encouraged to discuss concerns with the team before deciding whether an Adult at Risk (AAR) referral is needed. As a result, the Adult at Risk referrals received by the team are now more appropriate and consistent, with a high proportion progressing to an enquiry.

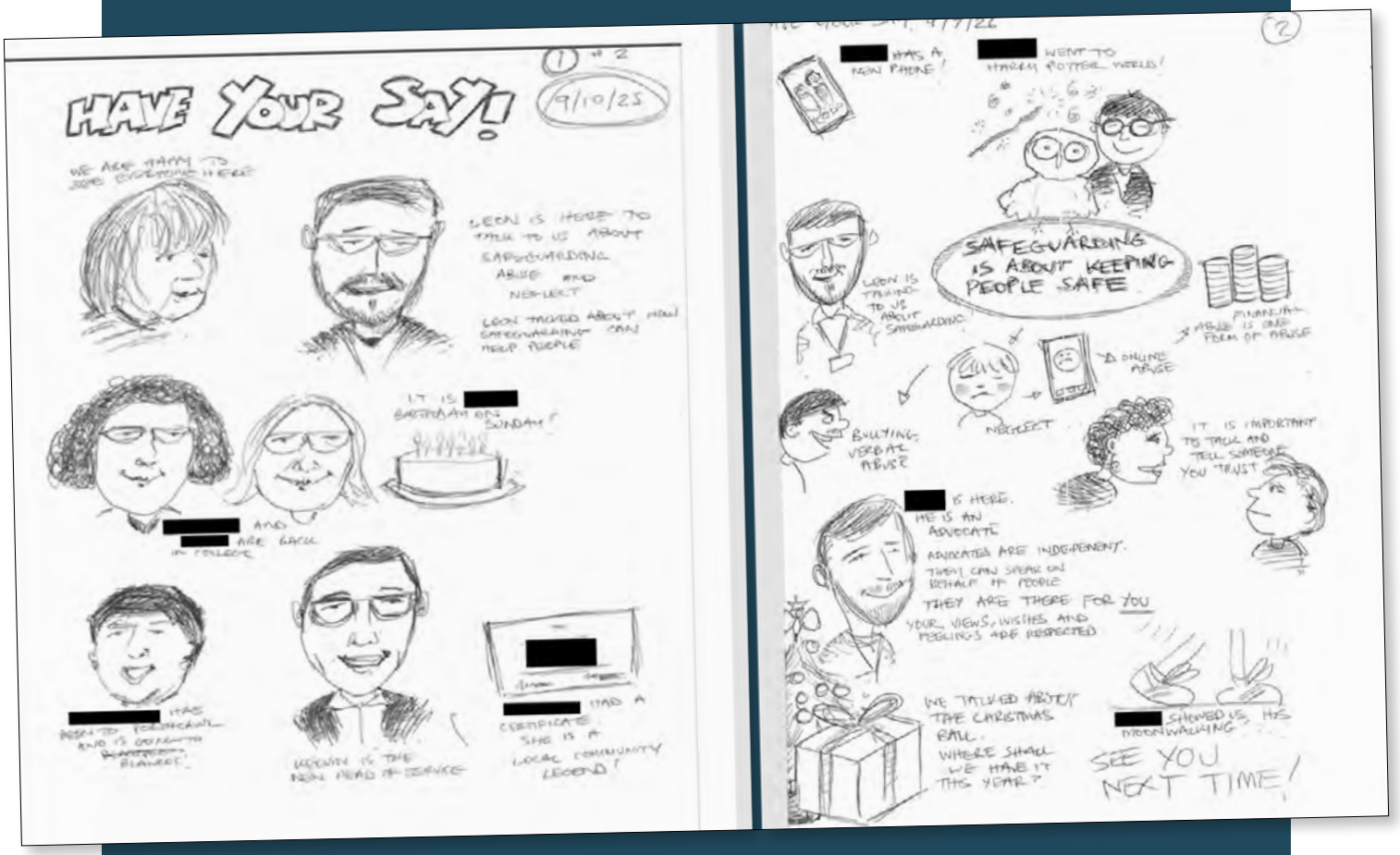
Learning Disability Safeguarding Group

A safeguarding focus group was established to improve understanding of adult safeguarding among adults with learning disabilities and to explore their experiences of the safeguarding process.

Accessible workshops were delivered using easy read materials, bringing together members of the Having a Say and People First groups to promote engagement, learning, and discussion.

The sessions increased participants' understanding of safeguarding, including recognising abuse, reporting concerns, and understanding what happens during a safeguarding enquiry.

Here are examples from the minutes of two separate Having Your Say meetings that highlight the people's engagement.



Wellbeing, Choice and Independence

While safeguarding is an important part of wellbeing, wellbeing is about more than keeping people safe from abuse, neglect or harm. It also means supporting people to stay as healthy, independent and connected as possible, make their own choices, and achieve the things that are important to them.

This report outlines a number of key examples that reflect these wider aspects of wellbeing, including promoting health, independence, choice and positive outcomes. The following case studies from Children's and Family Services and Adult Social Care provide further examples of how wellbeing is actively supported in practice.

CASE STUDY:

SUPPORTING FAMILY WELLBEING AND BUILDING INDEPENDENCE

A family with three children were supported by Early Help following involvement from statutory services due to concerns relating to domestic abuse, escalating conflict within the home and difficulties managing the behaviour of one of the children. The family reported feeling overwhelmed and described relationships within the home as increasingly strained, with communication having broken down between family members.

An Early Help Family Support Worker completed a Signs of Safety assessment with the family, focusing on understanding what mattered most to them and identifying existing strengths and support networks. The intervention centred around improving routines and boundaries within the home, supporting positive communication, and helping parents develop confidence in managing challenging behaviour. The family were also linked into community based domestic abuse support and parenting interventions.

Work was delivered in a flexible and relationship based way, with regular home visits and practical support tailored around the family's needs. Over time, the family began to engage more consistently, conflict within the home reduced, school attendance improved and parents reported feeling more confident in managing situations independently.

At the end of the intervention, the family reported that they felt listened to and supported without feeling judged. They stated that having one consistent worker helped them remain focused during a difficult period and prevented issues from escalating further.

CASE STUDY:

INCREASED INDEPENDENCE & SERVICE REDUCTION

Adult D, aged 52, experienced a stroke which had a significant impact on their independence. They initially required support from three staff members, four times a day, to meet their care needs.

Their condition was also affecting their ability to continue with their university course. Through support from the Integrated Network Team, Adult D received input from Occupational Therapy, Physiotherapy, Dietetics and Social Work services.

Changes were made to their equipment, and therapy staff worked closely with Adult D to reduce the level of support needed. A new care package was then developed, enabling them to return to their university studies.

The changes not only increased Adult D's independence and supported them to do what mattered to them but also reduced their care and support by 728 hours a year.

Wellbeing:
2026-27 Key Priorities

ACROSS SOCIAL SERVICES
Deliver the directorate's digital strategy by enhancing case management system readiness and implementing innovative technologies, including technology enabled care (TEC) Magic Notes, Copilot and quality assurance tools.
Make it easier for people to find information, advice and support when they need it.

CHILDREN AND FAMILY SERVICES
Fully embed the regional exploitation strategy fully ensuring young people are protected from harm.
Improve how the voice of children is reflected within their assessments and care plans.
Encourage children's participation in meetings that are about and affect them so their voice is central in decision-making about them.

ADULT SOCIAL CARE
Embed safeguarding learning from Single Unified Safeguarding Review (SUSRs).
Use performance, quality and customer feedback information to drive continuous improvement.

4 OTHER INFORMATION

Inspections and Reviews

Care Inspectorate Wales undertakes inspections and improvement activity to provide assurance that services are safe, effective and promote positive outcomes for people who use them. Inspection findings are used to support learning and continuous improvement across the Directorate.

Children and Family Services

In June 2025, CIW undertook an assurance check of the local authority and fostering services. The findings from the inspection highlighted "significant improvements" across the service. This included the recognition of the improved workforce position with less reliance on agency staff, our "Grow Our Own" model supporting increased permanent recruitment, our international social work recruitment programme. Improvements were noted in relation to Senior Management and Management oversight and improved morale within the workforce with 86% of staff reporting that they would recommend working in Bridgend to others.

Significant improvements were also noted within Fostering Services with all previous areas of concerns resolved and a small number of recommendations related to training and reviews of carers as areas for improvement.

CIW made a series of recommendations which are being taken forward and will be a part of a new 3-year strategic plan that will commence in September 2026.

During 2025, CIW also undertook inspections across the Council's regulated children's residential services. Overall, inspections identified good quality care and recognised the progress made since the previous inspection cycle.

Three services, Hillsboro, Harwood House and Sunny Bank (August 2025), achieved 'Good' rating across all inspection themes. Inspectors highlighted children's voices being heard, the use of advocacy and child-friendly information, trauma-informed and personalised support, increasingly stable staff teams and strong leadership and management arrangements. Children were supported to maintain positive relationships, engage in education and develop independence skills.

Following presentation of the inspection findings to Cabinet Committee Corporate Parenting, further inspections were completed at Hillsboro and Bakers Way. These inspections were positive, with no Areas for Improvement identified.

Adult Social Care

During 2025–26, inspections of the Council's in-house residential services demonstrated positive outcomes and reflected the commitment of staff and managers to delivering high-quality, person-centred care.

Bryn y Care Residential Home achieved an 'Excellent' rating for Wellbeing and 'Good' ratings across Care and Support, Environment and Leadership and Management. Inspectors recognised the warm and welcoming environment, meaningful activities and community links, positive relationships between residents and staff and effective governance arrangements.

In recognition of the commitment and dedication of staff, colleagues from Bryn y Cae Residential Home attended the Buckingham Palace Garden Party during 2025. This prestigious invitation provided an opportunity to celebrate the contribution made by the team and reflected the positive culture and high standards of care delivered across Bridgend's residential services.

Ty Cwm Ogwr Residential Home achieved 'Good' ratings across all four domains. Inspectors highlighted the kindness and compassion demonstrated by staff, effective safeguarding arrangements, safe medication management and a clean, welcoming environment. Despite a period of staffing challenges, inspectors recognised the impact of leadership and positive culture within the home.

Ty Ynysawdre and Ty Llwynderw both achieved 'Good' ratings across all four domains. Inspectors highlighted positive wellbeing outcomes, person-centred care, effective safeguarding and medication management arrangements, welcoming environments and strong leadership and management. Staff teams were recognised for promoting dignity, choice and independence, with robust quality assurance arrangements supporting continuous improvement. No Areas for Improvement or Priority Action Notices were issued following either inspection.

No Areas for Improvement or Priority Action Notices were issued following the inspections of adult residential services undertaken during 2025–26.

HMP Parc

HM Inspectorate of Prison's independent review report of HMP Parc in January 2026 highlighted:

*"Social Care provision was **effective** and **well managed**."*

&

*"A well-resourced social care team was based in the prison, which created **good visibility** and **accessibility**."*

Alongside this, the team were recognised with a partnership award for providing unwavering support to individuals with complex health conditions, as well as those who are requiring end of life care:

"The team go unnoticed in such a large establishment and feel they should have the recognition they deserve for being such a fantastic team".

Learning and Improvement

Inspection findings across Children and Family Services and Adult Social Care demonstrate the commitment of staff and managers to providing safe, compassionate and person centred services.

Learning from inspections is embedded within service improvement plans and monitored through established governance and quality assurance arrangements, including the Directorate's Regulatory Tracker, quarterly corporate performance arrangements and annual self-assessment processes. This ensures that areas identified through regulatory activity continue to inform practice, strengthen services and support positive outcomes for children, young people, adults and carers.

Complaints and Representations

Complaints about social services are dealt with under the Social Services Complaints Procedure (Wales) Regulations 2014 and the Welsh Government's guidance, "A Guide to Handling Complaints and Representations by Local Authority Social Services." These frameworks give people a way to raise concerns about the services they receive and help ensure complaints are handled fairly and as quickly as possible.

Over the last year, the number of complaints we received increased slightly by 3%.The most common concerns raised were about communication, staff behaviour, and decisions relating to case management and reviews. Together, these accounted for 38% of all complaints received.

We always aim to provide a good local resolution for the people, families and carers who use our services. This approach was successful in 98% of cases, with complaints being resolved either informally or at Stage 1 of the statutory complaints process.

The remaining 2% of complaints were investigated via the stage two (formal) statutory procedure. At this stage, an independent investigator reviews the complaint and produces a report of their findings. The report may include recommendations to help us improve the services we provide.

We regularly review complaints to identify what we are doing well and where we can improve. We also make sure that any recommendations and lessons learned from Stage 2 complaints are put into practice. In response to stage 2 complaints received during the year, here is a summary of learning outcomes implemented:

SERVICE AREA	LEARNING OUTCOME
Adult Social Care	• Targeted service improvements in Adult Social Care included identifying the need to strengthen understanding of the duty to proactively offer carers' assessments, improve clear and accessible communication, and ensure consistent identification of eligible carers. • In response, the service has delivered staff workshops, established a dedicated Carers Assessment Social Worker role, introduced enhanced auditing and monitoring, and embedded actions within the Carers Steering Group and training programme. • This has resulted in improved staff awareness, governance, and consistency, with a stronger emphasis on proactive, person-centred support and improved experience for carers and those seeking help.

SERVICE AREA	LEARNING OUTCOME
Children and Family Services / Education Engagement Team	• Complaint investigation findings highlighted the need to strengthen governance, confidentiality, and consistency in handling referrals involving staff, alongside improving clarity for schools on safeguarding processes and thresholds. • In response, the service is developing a joint protocol for managing referrals, reinforcing a strict 'need to know' approach, and enhancing partnership working with schools through training, audits, and ongoing engagement to improve understanding of referral processes and safeguarding thresholds. • Improvements also include a focus on robust and accurate record-keeping, supporting accountability and transparency. Collectively, these actions strengthen safeguarding practice, information governance, and consistency of decision-making, leading to improved confidence in how concerns are managed.

The Citizen Voice Body

The Citizen Voice Body, known as Llais is an independent organisation that helps people have their say about health and social care services in Wales. It works to make sure that people's views are heard and considered when services are planned, delivered, and improved.

Llais, which is the Welsh word for Voice, also provides free advocacy support and advice to help people raise concerns or make complaints about health and social care services.

During 2025–26, we received one complaint about Adult Social Care that was raised with the support of a Llais advocate.

You can find more information about complaints and feedback in Bridgend in the Social Services Complaints and Feedback Annual Report.

Other Sources of Information

BRIDGEND COUNCIL

- Delivering Together Our Corporate Plan 2023-28
- Council Constitution
- Social Services and Wellbeing Directorate
- Bridgend Multi-agency Safeguarding Hub (MASH)
- Corporate Self-Assessment
- Audit Wales Reports

KEY PARTNERS / ADVOCACY SUPPORT

- Cwm Taf Morgannwg Regional Partnership Board
- Cwm Taf Morgannwg Safeguarding Board
- Awen Cultural Trust
- Halo Leisure
- BAVO Bridgend
- People First Bridgend
- Care Inspectorate Wales
- Social Care Wales
- TuVida Bridgend: Carer's Wellbeing Service
- Bridgend Carers Centre
- Llais Wales

KEY LEGISLATION / GUIDANCE

- Social Services and Well-being (Wales) Act 2014
- Wellbeing of Future Generations (Wales) Act 2015
- More than just words: Welsh language plan in health and social care
- Welsh Language (Wales) Measure 2011
- Social Services Complaints Procedure (Wales) Regulations 2014
- A Guide to Handling Complaints and Representations by Local Authority Social Services
- Welsh Government's Mental Health and Wellbeing Strategy 2025–2035
- Health and Social Care (Wales) Act (2025)

5

Glossary

Active Offer This is the Welsh Government commitment to provide health and social care services in Welsh without people having to ask for them. Welsh language services should be offered as a standard part of care.

Advocacy Advocates in social care are independent from the local authority (local council) and the NHS. They are trained to help people understand their rights, express their views and wish.

Assessment A meeting / discussion to help us to determine how someone is coping and what care and support they may need.

Assistive Technology Equipment or technology that helps people in Wales live more independently and carry out everyday activities.

Care Experienced Children
Care experienced is an umbrella term which can mean children / young people who are:

- Looked after at home through a Care Order
- Looked after away from home in a residential children's house, in a foster placement or in a kinship placement (Looked After or Non-Looked After)
- Previously looked after, where at some point in their lives they have had any of the above experiences.

The child / young person may never have been formally looked after.

Care Inspectorate Wales (CIW)
CIW is the social care provider regulator. They will register, inspect and take action to improve the quality and safety of services for the wellbeing of the people of Wales.

Care Leavers In Wales, care leavers are individuals who have been in the care of the local authority for at least 13 weeks since the age of 14 and have left care on or after

their 16th birthday. The support provided to care leavers is intended to be equivalent to what a child who has not been looked after might reasonably expect from their parents.

Care and Support Plan
A care and support plan is a document that sets out what has been discussed during a social care needs assessment and what is going to happen as a result. It is a plan which a local authority is required to prepare and maintain under section 54 (1) of the Social Services and Well-being (Wales) Act 2014.

Direct Payments Direct payments are issued to individuals to allow them to pay for their own care. They are a way that local authorities can help to meet individual's eligible need for care and support, or a carer's need for support. They are a way for people to arrange their own care and support.

Extra Care The provision of a domiciliary care package to an individual living in supported living/ accommodation.

Information Advice and Assistance (IAA) Refer to contacts and referrals – consent and level of information recorded – link to proportionate assessment.

Independent Reviewing Officer (IRO) An IRO is someone who makes sure that care experienced children are looked after properly and that their care and support plans are right for them.

Multi-Agency Public Protection Arrangements (MAPPA) Legal framework used protect the public. It brings together different organisations, such as the police, probation and prison services, to manage the risks posed by violent and sexual offenders.

Multi-Agency Risk Assessment Conference (MARAC) A regular confidential meeting where different organisations work together to share information and create safety plans for people who are at high risk of serious harm from domestic abuse.

Mwy Na Geiriau / More than Just Words More than just words is a strategy and delivery plan to aim to improve the quality of care for individuals living in a bilingual country.

Operating Without Registration (OWR) When a care provider is delivering a service that legally requires registration with the relevant regulator but is doing so without being registered.

Prevention and Early Intervention
Prevention and early intervention are forms of support aimed at improving outcomes for people or preventing escalating need or risk. They are also sometimes referred to as early help or preventative services.

Police Protection Notice (PPN) A form completed by the police when there are concerns about someone's safety or wellbeing, so that appropriate support or safeguarding action can be considered.

Reablement / Rehabilitation / Interim care This short-term care is sometimes called intermediate care, or aftercare. Reablement is a type of care that helps people relearn how to do daily activities, like cooking meals and washing. It is provided by local authorities with the aim of mitigating the need for long term care and support.

Resident / Citizen A person whose usual residence is within the local authority boundary.

Reunification Reunification refers to when a care experienced child or young person safely returns home to their family. Reunification only takes place once it has been determined that it is safe and the best outcome for the child or young person.

Residential Care Home / Nursing Home A residential care home provides accommodation and 24-hour personal care and support to the older people and others who may find it difficult to manage daily life at home. Both a residential care home and nursing home provide care and support 24 hours a day, however the main difference is that a nursing home is able to provide a higher level of care. Nursing homes have qualified nurses on-site around the clock to provide medical care as needed whereas residential homes help people with personal care and support them to engage in physical activity.

Safeguarding \ Adult Protection \ Child Protection Safeguarding sometimes referred to as adult protection or child protection is about protecting children and adults from abuse or neglect and educating those around them to recognise the signs and dangers.

Secure Estate A secure estate is a facility where individuals (adults or children and young people) may be housed or detained due to legal restrictions. Examples of a secure estate include prisons, young detention accommodation or an approved premises. The Social Services and Wellbeing (Wales) Act 2014 places a duty on local authorities to assess and meet the care and support needs of individuals within a secure estate.

Section 33 Agreement A formal arrangement in Wales allowing the NHS and local councils to work together by sharing budgets, resources, and responsibilities for delivering care services.

Single Unified Safeguarding Review (SUSR) A multi-agency review of a serious safeguarding incident to understand what happened, identify learning, improve safeguarding practice, and help prevent similar incidents in the future.

Social Care Wales (SCW)
SCW is the workforce regulator. As part of this they register and set standards for the care and support workforce and develop the workforce. SCW also has an improvement remit, by which they will share good practice, set priorities for research and provide information for the public and other organisations.

Social Services and Wellbeing (Wales) Act 2014 The Social Services and Well-being (Wales) Act 2014 is a law that aims to improve the wellbeing of people who need care and support, and carers who need support, and to transform social services in Wales.

Supported Living / Accommodation
Supported living accommodation is a type of housing that provides personal care, support or supervision to help people live independently. The care and support are separate from the housing contract. The accommodation can be shared or single, depending on the needs and preferences of the occupants.

Third Sector The third sector refers to charities, community groups and not-for-profit organisations that help people and improve communities.

Transition The period of changeover/ move in being supported by Children and Family Services to being supported by Adult Social Care.

Unpaid Carer An unpaid carer is someone who provides care and support to family members, friends, or neighbours who are affected by disability, physical or mental ill-health, frailty, or substance misuse. The carer does not need to be living with the person they care for.

Young Carer A young carer is an unpaid carer who is up to the age of 18. They may be providing care and support to parents, siblings or other family members.

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Meeting of:	**CABINET**
Date of Meeting:	**22 SEPTEMBER 2026**
Report Title:	**TREASURY MANAGEMENT QUARTER 1 REPORT 2026-27**
Report Owner: Responsible Chief Officer / Cabinet Member	**CABINET MEMBER FOR FINANCE AND TRANSFORMATION CORPORATE DIRECTOR – FINANCE AND TRANSFORMATION**
Responsible Officer:	**NIGEL SMITH GROUP MANAGER – CHIEF ACCOUNTANT**
Policy Framework and Procedure Rules:	**Paragraph 23.5 of the Council's Financial Procedure Rules require the Chief Finance Officer to report quarterly to Cabinet, summarising borrowing and investment activity and indicating compliance with any statutory or Council approved guidelines together with a half yearly and an annual report to Council.**
Executive Summary:	**The report provides an update of Treasury Management activity for the quarter 1 period 2026-27, to 30 June 2026. As at 30 June 2026 the Council had £92.58 million of long term debt, £1.95 million of Salix loans (£1.93 million interest free, £0.02 million at a rate of 2.15%), £11.33 million of other long term liabilities and £68 million of investments. The overall net debt position is £37.86 million. The average interest rate for debt as at 30 June 2026 was 4.62%. For investments it was 3.71%. The Council has a manageable maturity structure of borrowing, with its current debt repayable at various points over the next 30 years. The Lender's Option Borrower's Option provider has called their loans, and they were repaid on 22 July 2026. The loan principle repaid was £19.25 million. The Council is required to set and report against Treasury Management Indicators, details of which are included in Appendix A. These show that the Council is operating within its approved limits. The Council has complied with the Chartered Institute of Public Finance and Accountancy's Treasury Management in the Public Services Code of Practice and Welsh Government Investment Guidance during the period.**

1. Purpose of Report

1.1 The purpose of this report is to update the Cabinet on the treasury management activities for the quarter ending 30 June 2026.

2. Background

2.1 Treasury Management is the management of the Council's cash flows, borrowing and investments, and the associated risks. The Council is exposed to financial risks including the loss of invested funds and the revenue effect of changing interest rates. The successful identification, monitoring and control of financial risk are therefore central to the Council's prudent financial management.

2.2 Treasury risk management at the Council is conducted within the framework of the Chartered Institute of Public Finance and Accountancy's Treasury Management in the Public Services: Code of Practice (the CIPFA TM Code), which requires the Council to approve a Treasury Management Strategy before the start of each financial year, and, as a minimum, a semi-annual and annual treasury outturn report. The CIPFA TM Code also requires the Council to set a number of Treasury Management Indicators, which are forward-looking parameters, and enable the Council to measure and manage its exposure to treasury management risks, and these are included throughout this report. Welsh Government (WG) guidance issued in November 2019 on Local Authority Investments requires the Council to approve an Investment Strategy before the start of each financial year. This report fulfils the Council's legal obligation under the Local Government Act 2003 to have regard to both the CIPFA TM Code and the Welsh Government Guidance. This report fulfils the Council's legal obligation under the Local Government Act 2003 to have regard to both the CIPFA Code and the Welsh Government Guidance.

2.3 The CIPFA Prudential Code for Capital Finance in Local Authorities (Prudential Code) includes a requirement for Local Authorities to provide a Capital Strategy, which is a summary document approved by full Council covering capital expenditure and financing, treasury management and non-treasury investments. The definition of investments in the Prudential Code covers all the financial assets of the Council as well as other non-financial assets which the authority holds primarily for financial return. The Council's Capital Strategy 2026-27 complies with CIPFA's requirement and includes the Prudential Indicators along with the details regarding the Council's non-treasury investments. The Capital Strategy and Treasury Management Strategy should be read in conjunction with each other as they are interlinked, as borrowing and investments are directly impacted upon by capital plans, and both were approved together by Council on 25 February 2026.

2.4 The Council's treasury management advisors are Arlingclose. The current services provided to the Council include:

- advice and guidance on relevant policies, strategies and reports
- advice on investment decisions
- notification of credit ratings and changes
- other information on credit quality
- advice on debt management decisions
- accounting advice
- reports on treasury performance

- forecasts of interest rates
- training courses

3. Current situation / proposal

3.1 External Context – Economic Background

3.1.1 UK headline consumer price inflation (CPI) rose by 2.6% in the 12 months to June 2026, down from 2.8% the previous month. On a monthly basis, CPI rose by 0.1% in June 2026, compared with a rise of 0.3% in June 2025. Core CPI (CPI excluding energy, food, alcohol and tobacco) rose by 2.6% in the 12 months to June 2026, unchanged from the 12 months to May.

3.1.2 Data released during the period showed the UK economy expanded by 0.6% in the first quarter of the calendar year, following three previous quarters of weaker growth. However, monthly Gross Domestic Product (GDP) data showed a contraction of 0.1% in April as weaker confidence affected spending and investment decisions.

3.1.3 Interest rates during the quarter held steady at 3.75%. Arlingclose, the authority's treasury adviser, maintained its central view that Bank Rate will remain at this rate and that the Bank of England would focus on the spare capacity in the economy, notably the labour market, rather than the upside risk of persistent inflation.

3.2 Public Works Loan Board (PWLB) Lending Facility Advice, Revised CIPFA Codes

3.2.1 The Council continues to undertake its duties in line with the current guidance for the PWLB lending facility which was significantly revised by HM Treasury in August 2021. Authorities that are purchasing or intending to purchase investment assets primarily for yield, or financial return, will not be able to access funding from the PWLB except to refinance existing loans or externalise internal borrowing. Acceptable use of PWLB borrowing includes service delivery, housing, regeneration, preventative action, refinancing and treasury management.

3.2.2 The Council's treasury management activities are undertaken in line with CIPFA's Prudential Code for Capital Finance in Local Authorities and CIPFA's Treasury Management in the Public Services Code. To comply with the Prudential Code authorities must not borrow to invest primarily for financial return. The Prudential Code also states it is not prudent for local authorities to make investment or spending decisions that will increase the Capital Financing Requirement (CFR) unless directly and primarily related to the functions of the authority. Existing commercial investments are not required to be sold, however, authorities with existing commercial investments who expect to need to borrow should review the options for exiting these investments.

3.3 Treasury Management update for period 1 April 2026 to 30 June 2026

3.3.1 The Council has complied with its legislative and regulatory requirements during the first quarter of 2026-27. The Treasury Management Strategy 2026-27 was approved by Council on 25 February 2026.

3.3.2 A summary of the treasury management activities is shown in the Treasury Management Quarterly report to 30 June 2026 at **Appendix A**. The Council's external debt and investment position on 30 June 2026 is shown in Table 1 below, and more detail is provided in **Appendix A.** No long-term borrowing has been taken out in the first quarter of 2026-27.

The balance on investments held at 30 June 2026 was £68.00 million, an increase from the £44.50 million held at 31 March 2026, with an average interest rate of 3.71% (4.73% as at 31 March 2026). The Council received four instalments of the Welsh Government Revenue Settlement Grant during the period which has provided a positive cash flow position for the first quarter.

Table 1: Council's external debt and investment position at 30 June 2026

Investments for Treasury Purposes	**Principal as at 31/03/2026 £m**	**Principal as at 30/06/2026 £m**	**Average Rate 30/06/2026 %**
External Long Term Borrowing			
Public Works Loan Board (PWLB)	78.33	73.33	4.73
Lenders Option Borrowers Option (LOBO)	19.25	19.25	4.65
Salix Loans (Interest Free)	2.12	1.93	NIL
Salix Loans (Other)	0.02	0.02	2.15
Total External Borrowing	**99.72**	**94.53**	**4.62***
Other Long Term Liabilities			
Private Finance Initiative**	10.89	9.73	
IFRS 16 Leases	1.98	1.60	
Total Other Long Term Liabilities	**12.87**	**11.33**	
Total Gross Debt	**112.59**	**105.86**	
Investments for treasury management purposes			
Debt Management Office	NIL	28.00	3.73
Other Local Authorities	30.00	NIL	NIL
Banks	8.00	4.50	2.72
Money Market Funds (instant access)	6.50	35.50	3.82
Total Treasury Investments	**44.50**	**68.00**	**3.71**
Net Debt	**68.09**	**37.86**	

** (PFI) arrangement for the provision of a Secondary School in Maesteg with* a remaining term to 30 September 2033

3.3.3 The £19.25 million in Table 1 above relates to Lender's Option Borrower's Option (LOBO) loans which gives the lender the option to change or increase the interest rate set twice during the year, January and July with the borrower given the option to accept the rate change or repay the loan. The lender exercised their right to change the rate and gave notification that they intended to increase the interest rate from 4.65% to 7.52% commencing on the next call date of 22 July 2026. A decision was therefore made to repay these loans at that date.

3.3.4 The Total Other Long Term Liabilities figure of £11.33 million at 30 June 2026 includes £9.73 million for the Private Finance initiative (PFI) arrangement for the provision of a Secondary School in Maesteg and £1.60 million right of use assets.

3.3.5 Both the CIPFA Code and Welsh Government Guidance require the Council to invest its funds prudently and to have regard to the security and liquidity of its investments before seeking the highest rate of return, or yield. The Council's objective when investing money is to strike an appropriate balance between risk and return. Investment decisions are made by reference to the lowest published long-term credit rating from Fitch, Moody's or Standard and Poor's to ensure that this lies within the Councils' agreed minimum credit rating.

3.3.6 The Council defines high credit quality as organisations and securities having a credit rating of A- (A3 for Moody's) or higher and the Council does not invest in any organisation below this level. Schedule A in **Appendix A** shows the equivalence table for credit ratings for Fitch, Moody's, and Standard and Poor's and explains the different investment grades.

3.3.7 There are no long-term investments (original duration of 12 months or more) outstanding as at 30 June 2026. All investments at 30 June 2026 are short term deposits including instant access and notice accounts.

3.3.8 The Treasury Management Code requires the Council to set and report on a number of Treasury Management Indicators. The indicators either summarise the expected activity or introduce limits upon the activity. Details of the estimates for 2026-27 set out in the Council's Treasury Management Strategy compared to the actual at 30 June 2026 are shown in **Appendix A** and these show that the Council operated within the approved limits throughout the year to date.

4. Equality implications (including Socio-economic Duty and Welsh Language)

4.1 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 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.

5. Well-being of Future Generations implications and connection to Corporate Well-being Objectives

5.1 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 because of this report.

6. Climate Change and Nature Implications

6.1 The Climate Change and nature implications were considered in the preparation of this report. It is considered that there will be no significant or unacceptable impacts upon the environment because of this report.

7. Safeguarding and Corporate Parent Implications

7.1 The Safeguarding and Corporate Parenting implications were considered in the preparation of this report. It is considered that there will be no significant or unacceptable impacts upon safeguarding and corporate parenting because of this report.

8. Financial Implications

8.1 The financial implications are reflected within the report and the attached **Appendix A**.

9. Recommendations

9.1 It is recommended that Cabinet:

- Note the treasury management activities for the quarter ending 30 June 2026.
- Note the Treasury Management Indicators for the period 1 April 2026 to 30 June 2026 against those approved in the Treasury Management Strategy 2026-27.

Background documents

None

Treasury Management
Quarterly Report to 30 June 2026

Cyngor Bwrdeistref Sirol
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EXECUTIVE SUMMARY

- Treasury Management is the management of the Council's cash flows on a day-to-day basis and is carried out in accordance with legislation and Codes of Practice. The Treasury Management Strategy for 2026-27 was approved by Council on 25 February 2026.
- The Consumer Prices Index (CPI) rose by 2.6% in the 12 months to June 2026, down from 2.8% the previous month. On a monthly basis, CPI rose by 0.1% in June 2026, compared with a rise of 0.3% in June 2025.
- Core CPI (CPI excluding energy, food, alcohol and tobacco) rose by 2.6% in the 12 months to June 2026, unchanged from the 12 months to May; the CPI goods annual rate slowed from 2.0% to 1.7%, while the CPI services annual rate eased from 3.7% to 3.6%
- Having been expected to cut Bank Rate from 3.75%, the Bank of England's Monetary Policy Committee (MPC) instead held Bank Rate steady throughout the quarter.
- Total external borrowing at 30 June 2026 was £94.53 million, a decrease from the previous quarter at £99.72 million due to repayment of £5 million borrowing from the Public Works Loan Board (PWLB) and repayment of some Salix interest free loans.
- Total investments at 30 June 2026 were £68.00 million, an increase from £44.50 million at the previous quarter.
- Average interest rates on investments as at 30 June 2026 were 3.71%, a reduction from those at 31 March 2026 of 4.29%. This decrease is due to the maturity of several short term loans made to other Local Authorities (LAs) over the end of year period which had secured good interest rates.
- The Council's investments are diversified across a number of institutions, including Local Authorities, Money Market Funds, Debt Management Office and banks. Security of the Council's cash resources is always the primary factor when investing cash resources.
- The Council had to borrow in 2025-26, to replace long term borrowings repaid, and this was taken out over a 16-month term. The Council may have an additional borrowing need during 2026-27, although this is dependent on the expenditure required on capital projects and the use of earmarked reserves. In the short term the Council uses the cash available from earmarked reserves to finance capital expenditure, known as internal borrowing. This is prudent whilst the Council has resources available, but these will need to be replaced with borrowing as the reserves are used.
- The liability benchmark indicates the Council may need to borrow up to £70.58 million during 2026-27, however this will be subject to the level of capital expenditure during the year and the level of reserves held and actual borrowing is likely to be below this level. This will be monitored on a regular basis throughout the year.
- The Council has operated within the approved limits set out in the Treasury Management Strategy 2026-27.

1.0 INTRODUCTION

Treasury management activities are the *'management of the organisation's borrowing, investments and cash flows, including its banking, money market and capital market transactions, the effective control of the risks associated with those activities, and the pursuit of optimum performance consistent with those risks.'* (Chartered Institute of Public Finance and Accountancy (CIPFA) Treasury Management in the Public Services: Code of Practice (CIPFA TM Code).

The definition of 'investments' includes:

- Treasury Management investments (held for the prudent management of financial affairs), and
- Non-Treasury investments, undertaken as part of a Capital Strategy either in the course of provision of services, or made for commercial reasons purely to make a financial gain. These are managed outside of normal treasury management activity.

The Council carries out its treasury management function in accordance with the CIPFA TM Code and the legal obligation under the Local Government Act 2003 to have regard to both the CIPFA TM Code and Welsh Government Guidance.

The Council has an integrated Treasury Management Strategy where borrowing and investments are managed in accordance with best professional practice, which is assessed either from internal expertise or consultation with our external advisers. The Council will look to borrow money if needed to either meet short term cash flow needs or to fund capital schemes approved within the capital programme. Therefore, any actual loans taken are not generally associated with particular items of expenditure or assets.

The Council delegates responsibility for the implementation and regular monitoring of its treasury management policies and practices to Cabinet, and for the execution and administration of treasury management decisions to the Section 151 Officer. The Governance and Audit Committee are responsible for ensuring effective scrutiny of the Treasury Management Strategy and policies and regular reports will be presented to the Committee for their consideration.

2.0 ECONOMIC CONTEXT

The conflict in the Middle East, which started on 28 February 2026, continued throughout the quarter, with strikes by Israel and the US on Iran. The conflict led to the closure of the Hormuz Strait, a waterway through which around 20% of the world's oil and liquified natural gas flows, resulting in sharp rises in energy and other commodity prices. Towards the end of the quarter, the US and Iran came to an agreement to negotiate a peace settlement, which prompted a reduction in energy commodity prices, albeit remaining higher than pre-war.

Coming close on the heels of the last energy price shock in 2022 following Russia's invasion of Ukraine, central bank policymakers and financial markets reacted quickly to reflect the new reality for monetary policy. In the UK, the headline consumer price inflation (CPI) rate was widely expected to fall back to 2% in April, with changes to government energy policy announced in the budget reducing energy bills and therefore headline inflation rates. Instead, the sharp rise in petrol prices occurring from the war maintained the CPI rate well above target at 2.8%.

Having been expected to cut Bank Rate from 3.75%, the Bank of England's Monetary Policy Committee (MPC) instead held Bank Rate steady throughout the quarter. Despite sending hawkish signals with each monetary policy decision, and the voting split changing from a 9-0 hold in March to a 7-2 hold in June, the majority of committee members appear to believe the UK economy and labour market were soft enough to absorb the price shock without producing the persistent inflationary conditions seen in 2022, which led to Bank Rate rising to 5.25%. This appears to be backed up by business surveys towards the end of the quarter suggesting that business pricing pressures, while elevated, are abating.

UK headline consumer price inflation (CPI) rose by 2.6% in the 12 months to June 2026, down from 2.8% the previous month, and still well above the Bank of England's 2% target. On a monthly basis, CPI rose by 0.1% in June 2026, compared with a rise of 0.3% in June 2025.

Core CPI (CPI excluding energy, food, alcohol and tobacco) rose by 2.6% in the 12 months to June 2026, unchanged from the 12 months to May; the CPI goods annual rate slowed from 2.0% to 1.7%, while the CPI services annual rate eased from 3.7% to 3.6%. Upside pressure in inflation generally reflected fuel prices, but many other categories experienced disinflation, providing some evidence that higher energy prices were not immediately feeding into a wider subset of products.

Inflation will rise from July, however, as the retail energy price cap is increased by 13%. Expectations range from inflation rising to 3.5% to 4.0% and the MPC's resolve to maintain Bank Rate at 3.75% will likely be tested at this point.

Information published by the National Statistics Office shows that in the three months to June 2026, compared with the three months to March 2026 real gross domestic product grew by 0.4%, following a growth of 0.6% in the three months to May 2026 (revised down from a previously reported growth of 0.7%), and an unrevised growth of 0.8% in the three months to April 2026.

Labour market data showed a continued softening in employment conditions, as weaker private sector earnings growth was reported for the period February to April 2026. The unemployment rate for April was 4.9% and remained at that rate through to June, PAYE employment was down over the year, and the number of vacancies continued to fall. The looser labour market is supporting the MPC's decision not to tighten monetary policy, with the likelihood of wage growth rising in line with inflation appearing remote.

Arlingclose, the authority's treasury adviser, maintained its central view that Bank Rate will remain at 3.75%, and that the Bank of England would focus on the spare capacity in the economy, notably the labour market, rather than the upside risk of persistent inflation. The balance of risks over the near term, however, is deemed to be to the upside as signs of second round inflationary effects will prompt policymakers to raise interest rates. Over the medium term, the balance of risk for Bank Rate shifts to the downside, with tighter monetary policy, higher prices and weaker growth presenting downside risks for inflation.

3.0 EXTERNAL DEBT AND INVESTMENT POSITION

The Council's external debt and investments at 30 June 2026 is set out in Table 1 below. The Council held £94.53 million of Long Term Borrowing comprising:

- Public Works Loan Board (PWLB - UK government) at fixed rates and duration
- Lender's Option Borrower's Option (LOBO). These options were called in July 2026 which falls after this report date but the repayments have been referenced within this report. This is due to a rate change option exercised by the lender which is not considered acceptable (an increase from 4.65% to 7.52%.
- £1.93 million of Salix interest-free loans and £0.02 million of Salix loans at a rate of 2.15%

The Council has previously raised the majority of its long-term borrowing from the Public Works Loan Board (PWLB), and this was the case when the Council borrowed £5 million for a duration of 16 months in January 2026. The Council will however consider long term loans from other sources including banks, pension funds and other local authorities if appropriate. The Council may also investigate the possibility of issuing bonds and similar instruments, in order to lower interest costs and reduce over-reliance on one source of funding in line with the CIPFA TM Code if appropriate.

At 30 June 2026 the Council had £68.00 million of investments for treasury management purposes and £4.755 million of investments for commercial purposes.

Table 1: Council's external debt and investment position as of 30 June 2026

Investments for Treasury Purposes	Principal as at 31/03/2026 £m	Principal as at 30/06/2026 £m	Average Rate 30/06/2026 %
External Long Term Borrowing			
Public Works Loan Board (PWLB)	78.33	73.33	4.73
Lenders Option Borrowers Option (LOBO)	19.25	19.25	4.65
Salix Loans (Interest Free)	2.12	1.93	NIL
Salix Loans (Other)	0.02	0.02	2.15
Total External Borrowing	**99.72**	**94.53**	**4.62**
Other Long Term Liabilities			
Private Finance Initiative*	10.89	9.73	
IFRS 16 Leases	1.98	1.60	
Total Other Long Term Liabilities	**12.87**	**11.33**	
Total Gross Debt	**112.59**	**105.86**	
Investments for treasury management purposes			
Debt Management Office	NIL	28.00	3.73
Money Market Funds (instant access)	6.50	35.50	3.82
Banks	8.00	4.50	2.72
Local Authorities	30.00	NIL	NIL
Total Treasury Investments	**44.50**	**68.00**	**3.71**
Net Debt	**68.09**	**37.86**	

Investments for Commercial Purposes	Fair Value as at 31/03/2026 £m	Anticipated return 31/03/2027 £m
Investments	4.755	0.449

* *(PFI) arrangement for the provision of a Secondary School in Maesteg* with a remaining term to 30 September 2033

The profile of repayment of the Council's long-term debt as at 30 June 2026 is set out in the Liability Benchmark chart below. The chart takes into account the repayment of the Lender's Option Borrower's Option loans, and assumes that the Public Works Loan Board loans will be repayable on their maturity date.

*PWLB lending criteria requires that the Council does not invest purely for financial return if it wishes to access any new PWLB borrowing. The CIPFA TM Code sets out that it is not prudent for local authorities to invest for financial return.

All borrowing by the Council is as a single pool of debt rather than having loans specific to individual schemes. Where a Council finances capital expenditure by debt, it must put aside revenue to repay that debt in later years, known as Minimum Revenue Provision (MRP). The forecast MRP for the year as set out in the Capital Strategy is

£5.43 million, which includes supported and unsupported borrowing, the PFI for Maesteg School and leases recognised on the balance sheet as from 1 April 2024.

Liability benchmark

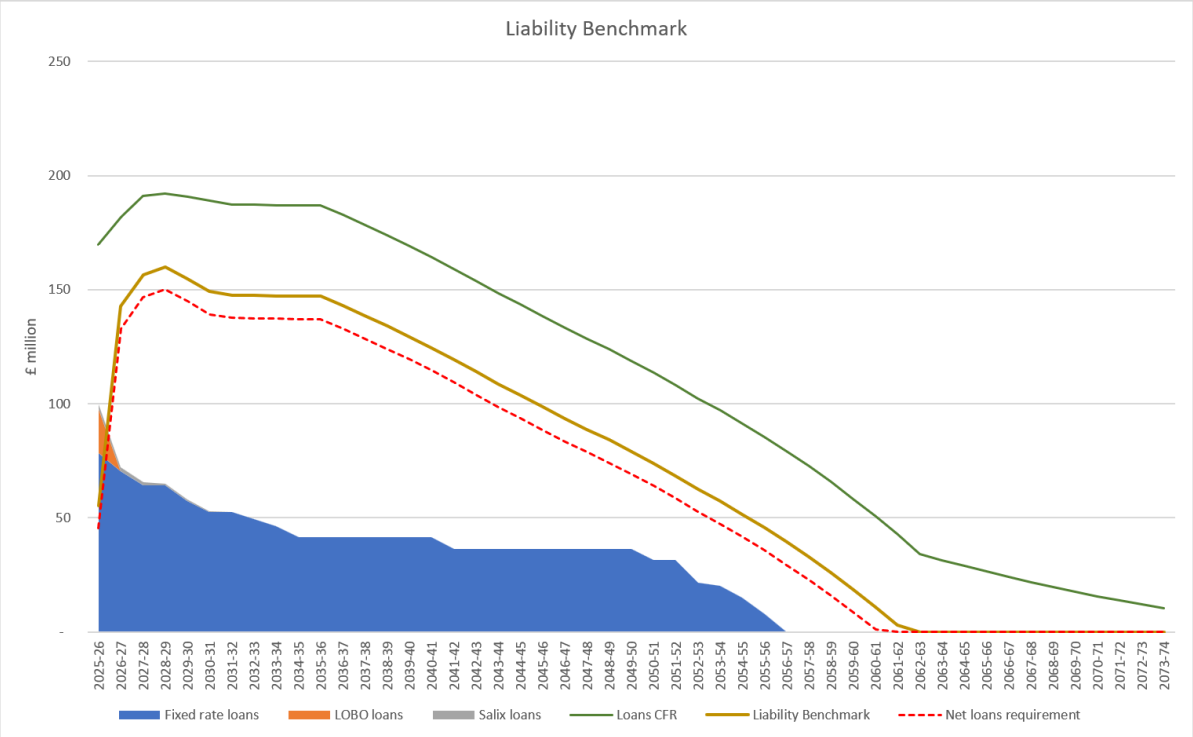
The liability benchmark is a tool which helps to assess the lowest level of borrowing the Council needs, taking into account available cash resources to fund capital expenditure in the short term. A minimum level of investments is factored into the calculation, set at £10 million, which are held as reasonably liquid to ensure the Council has available cash resources to meet day-to-day cash flow requirements. Forecast borrowing needs are based on capital expenditure estimates and available usable reserves. The underlying need to borrow to fund capital expenditure (known as the Capital Financing Requirement or CFR) is the amount of capital expenditure which is not funded via grants, capital receipts or contributions from revenue and earmarked reserves.

Table 2 below shows the Capital Financing Requirement and the calculation of the liability benchmark. It is important to note that the graph is based on the current approved capital programme and the borrowing associated therewith. Any new schemes which require debt financing will increase the CFR and loans requirement.

Table 2: Liability benchmark

	31 March 2025 actual £m	31 March 2026 estimate (TMS) £m	31 March 2026 actual £m	31 March 2027 forecast £m	31 March 2028 forecast £m
Capital Financing Requirement	181.09	183.22	182.56	193.21	200.82
Less: Other debt liabilities	(15.65)	(15.12)	(12.87)	(11.41)	(9.85)
Loans Capital Financing Requirement	***165.44***	***168.10***	***169.69***	***181.80***	***190.97***
Less: Balance Sheet Resources	(108.44)	(58.52)	(124.24)	(48.96)	(44.38)
Plus: Liquidity allowance	10.00	10.00	10.00	10.00	10.00
Liability Benchmark	**67.00**	**119.58**	**55.45**	**412.84**	**156.59**

The liability benchmark is an important tool to help establish whether the Council is likely to be a long-term borrower or long-term investor in the future and so shape its strategic focus and decision making. The liability benchmark itself represents an estimate of the cumulative amount of external borrowing the Council must hold to fund its **current** capital plans while keeping treasury investments at the minimum level to manage day-to-day cash flow.



The chart shows that the Council may need to borrow during 2026-27 although this is based on a number of assumptions including the forecast capital programme expenditure and the level and use of reserves. Currently the forecast need to borrow during the year is £70.58 million, although this is likely to reduce as capital expenditure and use of earmarked reserves forecasts are updated during the year. This figure includes the repayment of the LOBO loans of £19.25 million, which may need to be refinanced either in total or in part duing the year.

The Section 151 Officer will monitor and update the liability benchmark assumptions on an on-going basis and report any significant changes within the treasury management monitoring reports to Cabinet, the Governance and Audit Committee and Council as appropriate. This could be as a result of changes in the level of usable reserves at year end, slippage within the Capital Programme or changes within the working capital assumptions which may affect the Council's need to take new long-term borrowing.

4.0 BORROWING

As at 30 June 2026 the Council held £94.53 million of Long-Term Borrowing, £92.58 million of which is fixed long term loans payable in full on maturity, and £1.95 million short-medium term Salix fixed and zero interest repayment loans, as part of its strategy for funding previous years' capital programmes.

The Council has previously raised the majority of its long-term borrowing from the Public Works Loan Board (PWLB), and this was the case when the Council borrowed £5 million for a duration of 16 months in January 2026. The Council will however consider long term loans from other sources including banks, pension funds and other

local authorities if appropriate. The Council will seek to minimise interest costs and reduce over-reliance on one source of funding where appropriate in line with the CIPFA TM Code.

The Council has loans from PWLB maturing within the next 3 financial years that it will need to repay. Given the anticipated level of expenditure within the capital programme over the current and next financial years, it is likely that new borrowing will be required to replace these maturing loans. The value of the loans repaid and due to be repaid over the next 3 years is shown in Table 3.

Table 3: Value of maturing debt

	2026-27 £ million	2027-28 £ million	2028-29 £ million
Value of maturing PWLB debt	7.790	6.395	0.00
Value of prepayment LOBOs	19.250	0.00	0.00
Value of maturing Salix debt	0.398	0.398	0.398
Total maturing debt	**27.438**	**6.793**	**0.398**

During 2026-27 £5 million was repaid on 5 June 2026 and a further £2.790 million will be repaid on 31 March 2027. It is likely that the Council will need to borrow to replenish these funds over the forthcoming periods. FMS Wertmanagement have exercised their option to increase the interest rate of their LOBOs from 4.65% to 7.52% effective 22 July 2026 and subsequently the decision was made to repay these loans. The Salix debt includes mostly interest free funding for several schemes with varying maturity dates, ranging between financial year 2028-29 and 2033-34. These schemes have two repayments per year at 6 monthly equal instalments.

Maturity structure of borrowing

The maturity structure of borrowing indicator is set to control the Council's exposure to refinancing risk with respect to the maturity of the Council's external borrowing. The limits are set to avoid having large amounts of debt maturing in a short space of time and is the amount of projected borrowing maturing in each period as a percentage of total projected borrowing.

Table 4: Maturity Structure of Borrowing

Maturity structure of borrowing	Upper limit	lower limit	£ million	As at 30 June 2026
Under 12 months	50%	0%	22.44	23.74%
12 months and within 24 months	25%	0%	6.79	7.19%
24 months and within 5 years	25%	0%	12.56	13.29%
5 years and within 10 years	40%	0%	11.35	12.00%
10 years and within 20 years	50%	0%	5.00	5.29%
20 years and above	60%	25%	36.39	38.49%

As can be seen from the above table the maturity structure remains within the limits approved as part of the Treasury Management Strategy 2026-27. The following chart provides the maturity profile of the Council's long term debt.

The LOBO loans are subject to the lender having the right to change the rate of interest payable during the financial year at either of two trigger points - January and July, with the Council having the right to refuse the change, triggering early repayment and the need to re-finance. The option was exercised on the next call date, 22 July 2026, and a decision was made to refuse the increased interest rate and repay the loans. Whilst the Council currently has sufficient funds to repay the loans, it will need to consider taking out new debt to replace part or all of them in the near future.

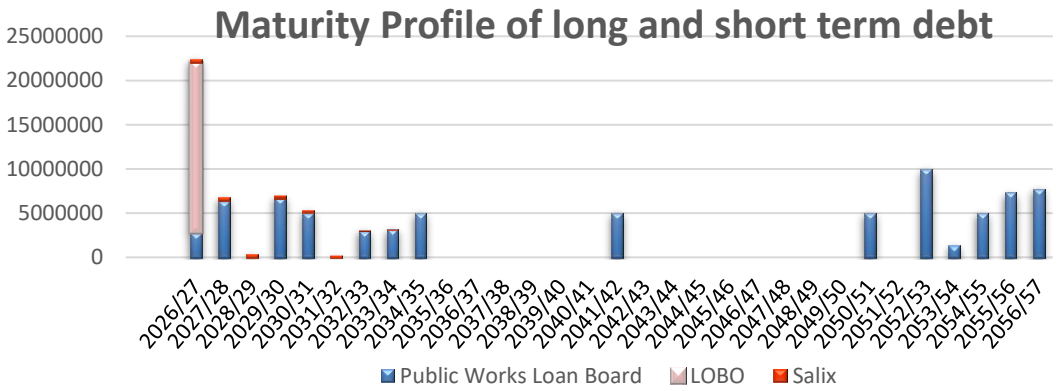
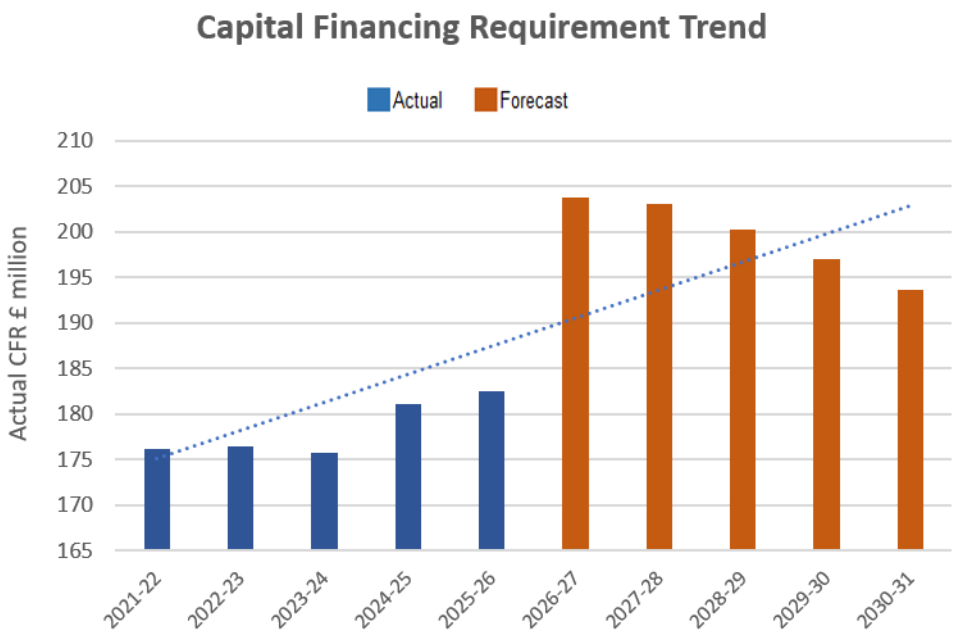


Table 5: LOBO loans

Commencement date	Loan value £m	Early repayment date	Option frequency	Original maturity date
22 January 2004	4.00	22 July 2026	6 months	22 January 2054
22 January 2004	5.00	22 July 2026	6 months	22 January 2054
22 January 2004	10.25	22 July 2026	6 months	22 January 2054

In accordance with the Treasury Management Strategy, the Council is internally borrowing, which is when it uses temporary cash balances it holds in the short term instead of undertaking external borrowing. Internal borrowing was £69.97 million as at 31 March 2026. This is shown by the Council's Capital Financing Requirement (CFR) net of its external level of debt including other long term debt liabilities. The Council's CFR as at 31 March 2026 was £182.56 million, external borrowing £99.72 million and other long term debt liabilities £12.87 million, which is primarily the PFI Maesteg School scheme plus the lease commitments of right of use assets.

The chart below shows the trend in the CFR based on **current** capital commitments within the approved capital programme. The CFR is anticipated to increase in the next year assuming capital expenditure is incurred as currently anticipated. The CFR in future years shows a marginal reduction, however, this is on the assumption that there will be no new schemes added to the capital programme which require debt financing. If new schemes requiring debt financing are added, the CFR will continue to increase.



5.0 TREASURY INVESTMENTS

The Council holds treasury investments as a result of temporary cash balances arising from its day-to-day activities. The management of the day-to-day cash requirements of the Council is undertaken in-house with advice from Arlingclose, the Council's Treasury Management advisors. This may involve temporary borrowing to meet cash-flow needs or temporary lending of surplus funds. Investment balances can fluctuate daily and arise as a result of a range of circumstances, including timing differences of revenue and capital cash flows, reserves and other balances held for future use.

Investments are made in institutions approved by the Council as part of its Treasury Management Strategy and in accordance with investment guidelines issued by the Welsh Government. As part of the Markets and Financial Instruments Directive II, the Council elected for 'professional' status, which covers national and regional governments and public bodies. The categories of investments the Council can invest in can be changed with any proposed changes being presented to Council for approval. Treasury investments are made primarily on the basis of ensuring security of the funds invested, whilst managing liquidity, and only then considering a commensurate return on the investment. As at 30 June 2026, the Council held £68.00 million of investments, with a weighted average return (based on the rate of return of each investment over the 3 month period) of 3.87% (£44.50 million at 3.98% as at 31 March 2026). This compares to the average interest rate of investments as at 30 June 2026 of 3.71%, as shown in Table 1.

Table 6 below shows the investment profile as at 30 June 2026.

Table 6: Investments by counterparty type

Investment Category	Balance 1 Apr 2026 £m	Investments made in period £m	Investments repaid in period £m	Balance 30 Jun 2026 £m	Weighted interest rate 1 Apr 2026 to 30 Jun 2026 %
Government DMO	0.00	187.00	(159.00)	28.00	3.73
Money Market Funds	6.50	37.00	(8.00)	35.50	3.83
Banks (instant access/notice accounts)	8.00	12.43	(15.93)	4.50	2.72
Local Authorities	30.00	20.00	(50.00)	0.00	4.62
TOTAL	**44.50**	**256.43**	**(232.93)**	**68.00**	**3.87**

The following should be noted:

- During the period to 30 June 2026 all investments made were in line with the approved counterparties within the Treasury Management Strategy.
- Investments are diversified over a number of organisations across different sectors, demonstrating a diversified investment portfolio.
- All investments are in sterling and are rated AA- and above as per the approved criteria or with a public body.
- The weighted average rates are for all investments made during 1 April 2026 to 30 June 2026.

The overall interest receivable from treasury investments for the period 1 April 2026 to 30 June 2026 was £0.704 million. The Bank of England base rate has remained unchanged at 3.75% since the last reduction on 18 December 2025. The Council will continue to take a cautious approach to investing to ensure as its primary concern the security of any investments made. The risk of default for investments held is considered negligible.

All investments longer than 364 days will be made with a cautious approach to cash flow requirements and advice from the Council's Treasury Management advisors will be sought as necessary. All investments as at 31 March 2026 were short term of less than one year duration, as shown in Table 7 below.

Table 7: Sums invested for periods longer than a year

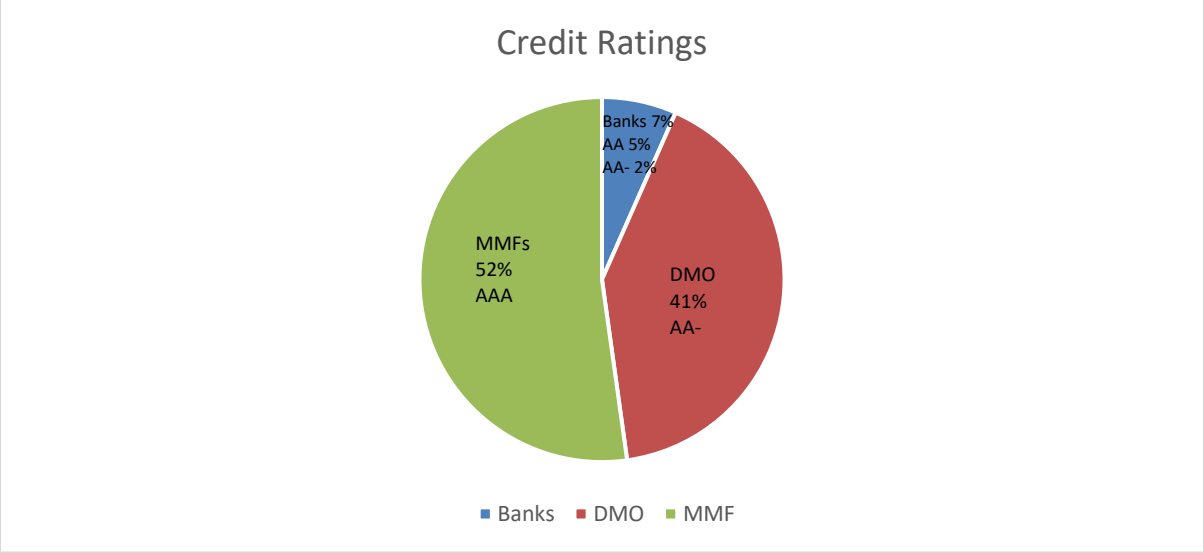
Price risk indicator	TMS 2026-27 £m	Actual £m	Full term maturity
Limit on principal invested beyond financial year end	10	NIL	NIL

The below table details the Council's investments by counterparty and maturity profile.

Table 8: Investments by maturity

Counterparty Category	Instant Access £m	Deposits maturing within 1 month £m	Deposits maturing within 2-3 months £m	Deposits maturing within 4-12 months £m	TOTAL £m
Government DMO	0.00	28.00	0.00	0.00	28.00
Local Authorities	0.00	0.00	0.00	0.00	0.00
Money Market Funds	35.50	0.00	0.00	0.00	35.50
Banks	4.50	0.00	0.00	0.00	4.50
Total	**40.00**	**28.00**	**0.00**	**0.00**	**68.00**

The pie chart below summarises the distribution of the Council's investments by credit ratings. Most local authorities do not have credit ratings but are considered secure investment counterparties. The Government DMO are UK government and rated AA.



6.0 INTEREST RATE EXPOSURES

The Council is exposed to interest rate movements on its borrowings and investments. Movements in interest rates have a complex impact on the Council, depending on how variable and fixed interest rates move across differing financial instrument periods. Short term and variable rate loans expose the Council to the risk of short-term interest rate rises and are therefore subject to the Treasury Management indicator below.

The following Table is based on investments at 30 June 2026.

Table 9: Interest Rate Exposure

Interest rate risk indicator	£ million
One year revenue impact of a 1% rise in interest rates	(0.442)
One year revenue impact of a 1% fall in interest rates	0.635

It is important to note that this is an indicator, not a limit. It is calculated at a point in time on the assumption that maturing loans and investments would be replaced at rates 1% higher or lower than they are currently, and that the treasury investment and borrowing portfolios remain unchanged over the next 12 months, which in practice is not the case. The figure for the 1% fall in interest rates indicator is not the same figure as the 1% increase (but reversed) as the borrowing relates to variable LOBO loans where it is assumed that the lender would only exercise their option if there was an increase in interest rates. All other borrowing does not have a rate reset in the next year and is with the PWLB at fixed rates.

A comparison of interest payable on borrowings excluding other long term liabilities (PFI and lease interest), and interest income due for the period 1 April 2026 to 30 June 2026 is shown below.

Table 10: Interest

	Financial Year 2025-26 £m	2026-27 Interest to 30 June 2026 £m
Interest expenditure payable on long term borrowing	(5.851)	(0.038)
Interest income receivable in period	4.396	0.704
Net Interest (cost)/income	(1.455)	0.666

7.0 NON-TREASURY INVESTMENTS

The Council recognises that investment in other financial assets and property primarily for financial return, taken for non-treasury management purposes, requires careful investment management. Such activities include investments in subsidiaries and investments in property. A schedule of the Council's existing non-treasury investments (currently limited to owned property) is set out in Table 11 below. Recent PWLB guidance requires that local authorities should review their investment portfolio if they wish to secure PWLB borrowing but does not require the local authority to sell existing investment assets. This category covers non-financial assets held primarily or partially to generate a profit, primarily investment property. These assets are valued on an annual basis to reflect market conditions and the current value at the time they are

valued, otherwise known as Fair Value, which provides security of their value and continued benefit to the Council.

Table 11: Non-treasury investments

Non-treasury investments	£ million
Bridgend Science Park - Units 1 & 2	3.000
Waterton Cross Land	0.530
Brynmenyn Industrial Estate Plot 53	0.630
Village Farm Plots 32,119 & 120	0.395
Tyrewise Bridgend	0.200
Total at Fair Value	**4.755**
Anticipated annual return 2026-27	**0.449**

The Council considers that the scale of its investment properties is proportionate to the resources of the Council as the investment represents less than 1% of its total long-term assets. In addition, the value of these investments has increased from the previous year.

In accordance with Welsh Government Investment Guidance these are classified as non-treasury investments.

Schedule A – Credit Rating Equivalence Table

Credit Rating Equivalence Table

	Description	Fitch		Moody's		Standard & Poor's	
		Long	Short	Long	Short	Long	Short
INVESTMENT GRADE	Extremely strong	AAA	F1+	Aaa	P-1	AAA	A-1+
	Very strong	AA+		Aa1		AA+	
		AA		Aa2		AA	
		AA-		Aa3		AA-	
	Strong	A+		A1		A+	A-1
		A	F1	A2		A	
		A-		A3		A-	A-2
	Adequate	BBB+	F2	Baa1	P-2	BBB+	
		BBB		Baa2		BBB	
		BBB-	F3	Baa3	P-3	BBB-	A-3
SPECULATIVE GRADE	Speculative	BB+	B	Ba1	Not Prime (NP)	BB+	B
		BB		Ba2		BB	
		BB-		Ba3		BB-	
	Very speculative	B+		B1		B+	
		B		B2		B	
		B-		B3		B-	
	Vulnerable	CCC+	C	Caa1		CCC+	C
		CCC		Caa2		CCC	
		CCC-		Caa3		CCC-	
		CC		Ca		CC	
		C				C	
	Defaulting	D	D	C		D	D

Schedule B – Arlingclose Economic & Interest Rate Forecast – June 2026

Official Bank Rate													
Upside risk	0.00	0.50	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75
Central Case	**3.75**	**3.75**	**3.75**	**3.75**	**3.75**	**3.75**	**3.75**	**3.75**	**3.75**	**3.75**	**3.75**	**3.75**	**3.75**
Downside risk	0.00	0.00	-0.25	-0.25	-0.50	-0.50	-0.75	-1.00	-1.25	-1.25	-1.25	-1.25	-1.25
3-month money market rate													
Upside risk	0.00	0.50	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75
Central Case	**3.90**	**3.85**	**3.80**	**3.80**	**3.80**	**3.80**	**3.80**	**3.80**	**3.80**	**3.80**	**3.80**	**3.80**	**3.80**
Downside risk	0.00	-0.05	-0.25	-0.25	-0.50	-0.50	-0.75	-1.00	-1.25	-1.25	-1.25	-1.25	-1.25
5yr gilt yield													
Upside risk	0.00	0.50	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75
Central Case	**4.38**	**4.45**	**4.40**	**4.35**	**4.30**	**4.30**	**4.30**	**4.30**	**4.30**	**4.30**	**4.30**	**4.30**	**4.30**
Downside risk	0.00	-0.40	-0.50	-0.50	-0.50	-0.75	-0.85	-0.95	-1.20	-1.25	-1.25	-1.25	-1.25
10yr gilt yield													
Upside risk	0.00	0.50	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75
Central Case	**4.83**	**4.95**	**4.90**	**4.85**	**4.80**	**4.80**	**4.80**	**4.80**	**4.80**	**4.80**	**4.80**	**4.80**	**4.80**
Downside risk	0.00	-0.40	-0.50	-0.50	-0.50	-0.75	-0.85	-0.95	-1.20	-1.25	-1.25	-1.25	-1.25
20yr gilt yield													
Upside risk	0.00	0.50	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75
Central Case	**5.46**	**5.50**	**5.50**	**5.45**	**5.40**	**5.40**	**5.40**	**5.40**	**5.40**	**5.40**	**5.40**	**5.40**	**5.40**
Downside risk	0.00	-0.40	-0.50	-0.50	-0.50	-0.75	-0.80	-0.90	-1.00	-1.20	-1.20	-1.20	-1.20
50yr gilt yield													
Upside risk	0.00	0.50	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75
Central Case	**5.14**	**5.15**	**5.15**	**5.10**	**5.05**	**5.05**	**5.05**	**5.05**	**5.05**	**5.05**	**5.05**	**5.05**	**5.05**
Downside risk	0.00	-0.40	-0.50	-0.50	-0.50	-0.75	-0.80	-0.90	-1.00	-1.20	-1.20	-1.20	-1.20

Arlingclose expects Bank Rate to be held at 3.75% for the foreseeable future. There are a range of possible scenarios outside this central case, dependent on the Strait remaining open conduct and temporary or lasting damage to energy infrastructure.

In the short term, risks around the forecast are weighted to the upside, but the chances of excessive tightening have diminished.

Gilt yields/swap rates will remain high without early monetary tightening or greater signs of deteriorating activity, which would argue against the need for rate increases. The risks around Arlingclose's gilt yield forecasts are weighted to the upside given the risks around Bank Rate and continued political uncertainty.

Monetary tightening, or delayed monetary loosening, over the short term increase the downside risks for rates over the medium term.

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Meeting of:	**CABINET**
Date of Meeting:	**22 SEPTEMBER 2026**
Report Title:	**DATA PROTECTION**
Report Owner: Responsible Chief Officer / Cabinet Member	**CLLR MELANIE EVANS CABINET MEMBER – CORPORATE SERVICES KELLY WATSON CHIEF OFFICER – LEGAL, REGULATORY AND ELECTORAL SERVICES**
Responsible Officer:	**CHARLOTTE BRANFORD INFORMATION AND DATA PROTECTION OFFICER**
Policy Framework and Procedure Rules:	**There is no effect upon the Policy framework and procedure rules.**
Executive Summary:	**The purpose of this report is to seek Cabinet approval of the revised Data Protection Policy and Data Retention Policy.**

1. Purpose of Report

1.1 The purpose of this report is to seek Cabinet approval of the revised Data Protection Policy and Data Retention Policy.

2. Background

2.1 The Council processes significant volumes of personal data in the course of delivering services and carrying out its statutory functions. It is therefore required to ensure that personal data is processed lawfully, fairly and transparently, in accordance with the requirements of the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018.

2.2 The Council has established an Information Governance Board, chaired by the Data Protection Officer, comprising representatives from each Directorate. The Board provides oversight of data protection governance arrangements, monitors compliance with relevant legislation and policies, and promotes a consistent corporate approach to information governance.

3. Current situation / proposal

3.1 The Data Protection Policy (attached as **Appendix 1**), was developed in 2020 in response to the UK GDPR requirement for every local authority to publish a policy providing the Authority with a clear framework for safeguarding personal information. The Policy ensures legal compliance with regulations like the UK GDPR and Data Protection Act 2018, minimizes security risks, and builds trust with customers and employees by proving commitment to privacy.

3.2 The Data Retention Policy (attached as **Appendix 2**) was approved by Cabinet in January 2018 and stipulates data retention periods for each service area. There is also a specific requirement under current data protection law to not keep personal data for longer than is necessary. This Policy is a live document which will be updated as and when required by the Council's Information Governance Board and the Data Protection Officer. The Policy has been revised to ensure it remains fit for purpose subject to any further requests from services to update their sections in line with legislation or new guidance from professional bodies.

3.3 A Code of Practice for Data Breaches is available as a guide for staff to assist them with recognizing and reporting breaches involving personal data to the Data Protection Officer in a timely manner. The document is made available on the Council's intranet pages and is attached as **Appendix 3** for noting.

3.4 The policies and Code of Practice have been reviewed to ensure they remain aligned with current legislative requirements and good practice in consultation with the Information Governance Board. This reinforces the Council's commitment to maintaining high standards of data protection and information governance across all service areas. The documents will be published on the intranet and website once approved by Cabinet.

4. Equality implications (including Socio-economic Duty and Welsh Language)

4.1 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.

5. Well-being of Future Generations implications and connection to Corporate Well-being Objectives

5.1 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 wellbeing goals/objectives as a result of this report.

6. Climate Change and Nature Implications

6.1 There are no climate change and nature implications arising from this report.

7. Safeguarding and Corporate Parent Implications

7.1 There are no safeguarding or corporate parent implications arising from this report.

8. Financial Implications

8.1 There are no financial implications arising from this report. However, it should be noted that the data protection legislation includes severe monetary penalties for data breaches and increased requirements to notify non-compliance to the Information Commissioner.

9. Recommendations

Cabinet is recommended to:

9.1 Approve the revised Data Protection Policy (Appendix 1) and Data Retention Policy (Appendix 2);
9.2 Note the Code of Practice for Data Breaches (Appendix 3);
9.3 Delegate authority to the Data Protection Officer in consultation with the Information Governance Board to make minor variations to comply with any legislative provision.

Background documents

None

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Bridgend County Borough Council

Code of Practice – Data Breaches

Date:	September 2026
Responsible Officer:	Data Protection Officer
Consultee/s:	n/a
Approved by:	Information Governance Board / Cabinet
Review frequency:	2 years
Next review date:	September 2028

Statement and Purpose

This Code of Practice has been developed to assist the Council in responding effectively to personal data breaches. The Council holds substantial amounts of personal and special categories data and care must be taken to avoid a data breach. In the event of there being a breach, it is vital that appropriate action is taken as soon as possible to minimise any associated risk.

Legal Context

The UK GDPR and Data Protection Act 2018 make provision for the regulation of the processing of information relating to individuals including the obtaining, holding, use or disclosure of such information.

The legislation imposes an obligation on all data controllers to comply with six data protection principles. The sixth principle deals with security and states that organisations must process data:

> *"In a manner that ensures the appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures ('integrity and confidentiality')."*

Types of Breach

Data Breaches can be caused by a variety of factors, affect different types of personal information and give rise to a range of actual or potential harms to individuals, agencies and organisations.

'Personal Data Breach' for the purpose of this document means the accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or access to, personal data transmitted, stored or otherwise processed.

Data Breaches occur in a number of ways:

- Lost or stolen laptops or paper records containing personal information.
- Human error: mistakenly providing personal information to the wrong person for example by sending information to the wrong address.
- Hacking.
- Unforeseen circumstances such as fire or flood.

Each breach will be dealt with on a case-by-case basis, undertaking an assessment of the risks involved and using that risk assessment as the basis for deciding what actions to take in the circumstances.

Responding to a Breach

The following key steps must be followed when responding to a breach:

1. Take immediate steps to limit the breach

- Stop the unauthorised practice, shut down the system, recover the files, change computer access, alert relevant staff.

2. Escalate the matter as appropriate

- The person who discovers/receives a report of a breach must inform the Data Protection Officer without undue delay. If the breach occurs or is discovered outside normal working hours, this should begin as soon as is practicable.
- Consider whether anyone externally needs to be notified (e.g. if the breach involves criminal activity, then notify the police).

3. Investigation

The relevant manager must fully investigate the breach. The investigation should consider:

- What type of personal information is involved?
- Who is affected by the breach? Is someone at risk of harm?
- Is there a risk of ongoing breaches?
- What was the extent of the breach?
- Consider whether the personal information is adequately encrypted, anonymised or not easily accessible.
- Has the personal information been recovered?
- How many individuals are affected by the breach? (Remember that while the number of affected individuals will help to gauge the severity of the breach, sometimes a breach involving one individual can be very serious.)
- Is this an isolated incident or a systemic problem? Consider whether similar breaches have previously occurred.
- What harm could result from the breach? (threat to physical safety, financial loss, identity theft)
- Have appropriate measures been taken to mitigate the possible adverse effects of the breach?

A clear record should be made of the nature of the breach and the actions taken to mitigate it.

4. Notification

The GDPR introduces a legal duty on organisations to report a serious personal data breach which interferes with the rights and freedoms of the data subject to the ICO within 72 hours of becoming aware of it. The Data Protection Officer in consultation with legal will determine whether the breach falls into this category.

The Data Protection Officer will be responsible for notifying the ICO. Notification must include:

- (a) a description of the nature of the personal data breach including the type and number of data subjects affected and the type and number of records concerned.
- (b) a description of the likely consequences of the personal data breach.
- (d) a description of the measures taken to the effects of the breach.

Individuals affected by the breach must be notified directly by the relevant line manager as soon as possible and ideally by phone or in person, and this should ideally be undertaken by someone who has a direct relationship with that affected individual where possible (e.g. social worker).

5. Review and Evaluate

- The Head of Service should review the causes of the breach and the effectiveness of the response to it and take any necessary action to prevent future breaches.
- If systematic or ongoing problems are identified, then an action plan must be drawn up to put this right.
- Appropriate changes to policies, procedures and staff training practices will be undertaken where necessary.
- All breaches will be reported to the Information Governance Board and Corporate Management Board.

Bridgend County Borough Council

Data Protection Policy

Date:	September 2026
Responsible Officer:	Data Protection Officer
Consultee/s:	Corporate Management Team; Senior Information Risk Owner; Information Governance Board
Approved by:	Cabinet
Review frequency:	Every 2 years
Next review date:	September 2028

1. Policy objective

1.1 Bridgend County Borough Council holds Personal Data about its citizens, employees, suppliers, job applicants and other individuals for a variety of business purposes, including its public task as a local authority, its status as a major local employer and as a commissioner of services.

1.2 Compliance with this Policy will assist the Council in meeting its requirements under the UK General Data Protection Regulation (GDPR) and the Data Protection Act 2018. Failure to effectively implement this Policy creates risks for the Council of non-compliance with legislation, substantial monetary penalties from the Information Commissioner's Office (ICO), distress or harm to individuals whose Personal Data we process, reputational damage to the Council and detriment to the Council's ability to deliver effective and reliable services.

2. Scope and definitions

2.1 This Policy applies to all employees, Elected Members, and other individuals/organisations acting on behalf of the Council who have access to Personal Data that the Council is responsible for. Detailed procedures accompany this Policy to direct the processing of Personal data in a manner that is compliant with the Data Protection Principles within the legislation.

2.2 'Personal Data' is defined as any information relating to an identified or identifiable natural person who can be directly or indirectly identified, e.g. name, address, date of birth, location data, online identifier.

Special Categories of Personal Data are subject to additional protections, and include:

- Criminal allegations, proceedings, outcomes and sentences
- Physical or mental health or condition
- Political opinions
- Racial or ethnic origin
- Religion or other beliefs of a similar nature
- Sex life
- Sexual orientation
- Trade union membership
- Genetics
- Biometrics (where used for identification purposes)

2.3 The 'Data Controller' is a person or organisation who determines the purposes for which, and the manner in which, any Personal Data are, or are to be, Processed. For the purposes of this Policy the Council is the registered Data Controller.

2.4 A 'Data Processor' is any third party that Processes the data on behalf of the Data Controller.

2.5 A 'Data Subject' is a living individual who is the subject of the Personal Data.

2.6 'Processing' means any activity involving personal information throughout the information lifecycle, from collecting and creating the personal information, to using it, making it available to others when necessary, storing it, and disposing of it when no longer required.

2.7 A 'Privacy Notice' outlines information to data subjects about how and why their Personal Data is being Processed (including the identity of the Data Protection Officer, how and why the Council will use, Process, disclose, protect and retain that Personal Data). These are published on the Council's website and are provided to individuals when Personal Data is collected.

3. Data protection principles

3.1 The Council will ensure that all the Personal Data processing it undertakes accords with the following six principles:

Personal Data must be processed lawfully, fairly and in a transparent manner

Processing of Personal Data must only be undertaken where the Council has a lawful basis for carrying out the activity. The UK GDPR specifies six lawful bases for Processing as outlined at section 4.

Privacy Notices are in place for services which process Personal Data including Special Categories of Personal Data. These notices make clear what data is being Processed and set out the lawful basis for Processing this Personal Data. These are published on the Council's website and are provided to individuals when Personal Data is collected.

- **Personal Data can only be collected for specified, explicit and legitimate purposes**

When gathering Personal Data the Council will ensure that Data Subjects receive appropriate Privacy Notices to inform them how their data will be used and identify the lawful basis for the Processing.

- **Personal Data must be adequate, relevant and not excessive**

The Council will ensure that data processed is adequate, relevant and proportionate for the purpose for which it was obtained.

- **Personal Data must be accurate and, where necessary, kept up to date**

Individuals have the right to ask the Council to correct Personal Data relating to them which they consider to be inaccurate and such requests will be carefully considered by the Data Protection Officer (please see sections 7 and 8 for further information). If the Council does not agree that the Personal Data held is inaccurate then a record will still be kept recording the fact that it is disputed.

- **Personal Data must be kept for no longer than necessary**

The Council has a Data Retention Policy with standard retention periods where possible, in line with documentation obligations. The Council carefully considers how long it keeps Personal Data.

- **Personal Data must be processed in a manner that ensures appropriate security**

The Council must keep Personal Data secure against loss or misuse and has clear policies and procedures in place which require staff to keep Personal Data secure. Where the Council uses Data Processors on its behalf, additional security arrangements need to be implemented in Data Processing Agreements with those organisations to safeguard the security of Personal Data. The Council provides training and communication to staff which place an emphasis on data security.

3.2 There is a further overarching principle of accountability which means that the Council must not only comply with the six principles but must be seen to be complying with them in its public face and be able to demonstrate compliance if inspected by regulatory bodies. Further information is available at section 8.

4. Conditions for Processing

4.1 In order for it to be legal and appropriate for the Council to process Personal Data, at least one of the following conditions outlined below must be met. No single basis is 'better' or more important than the others — which basis is most appropriate will depend on the purpose and relationship with the individual:

- The Data Subject has given consent
- Processing is required due to a contract
- Necessary due to a legal obligation
- Protect the vital interests of the Data Subject or another person
- Necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the Controller

4.2 There is a stronger legal protection for more sensitive information (known as "Special Category Data"), such as ethnic background, political opinions, health, religious beliefs, criminal records. Processing of Special Category Data will only be carried out by the Council if one of the following applies in addition to:

- Explicit consent of the Data Subject
- Necessary for obligations under employment, social security or social protection law or a collective agreement
- Protect the vital interests of the Data Subject or another person where the Data Subject is incapable of giving consent
- Processing carried out by a not-for-profit body and provided there is no disclosure to a third party without consent
- Personal Data made public by the Data Subject
- Necessary for the establishment, exercise or defence of legal claims or where courts are acting in their judicial capacity
- Necessary for reasons of substantial public interest on the basis of Union or Member State law

- Necessary for reasons of public interest in the area of public health
- Necessary for archiving purposes in the public interest, scientific and historical research purposes or statistical purposes
- Necessary for the purposes of preventative or occupational medicine

5. Supplementary Conditions for Processing

5.1 Section 10 and Schedule 1 of the Data Protection Act 2018 set out the exceptions from the prohibitions in the UK GDPR relating to Processing Special Category Personal Data and criminal convictions data.

5.2 The Council also processes Special Category Personal Data under the following conditions in Schedule 1, Part 2 of the DPA, on the grounds of substantial public interest:

- Statutory and government purposes
- Equality of opportunity or treatment
- Preventing or detecting unlawful acts
- Preventing fraud
- Counselling, advice or support services
- Safeguarding of children and of individuals at risk
- Insurance purposes
- Occupational pensions
- Elected representatives responding to requests
- Disclosure to elected representatives

5.3 Along with other conditions in Schedule 1, Part 3 of the Act the Council also extends the statutory and government purposes condition found in Part 2 to Process criminal convictions data. The Council must meet the substantial public interest test in order to Process this data. It is considered that in all the circumstances the public interest in the processing of the criminal conviction data substantially outweighs the public interest in preserving the privacy of the Data Subject. This will be the case where the processing is necessary and proportionate in order to protect the general public, children and vulnerable adults.

6. The Rights of an Individual

6.1 The Council will demonstrate accountability in adhering to the rights of individuals set out in data protection law, including their right:

- To be informed about information held by the Council
- To have access to their Personal Data that the Council holds by making a Subject Access Request (as defined in the Act)
- To request rectification of inaccurate Personal Data or incomplete Personal Data
- To erasure of their Personal Data in specific circumstances
- To restrict processing of their Personal Data in specific circumstances

- To data portability in specific circumstances
- To object to decisions based solely on automated decision making and profiling
- To be notified of a Personal Data breach
- To withdraw consent to the processing of their Personal Data at any time (only where the legal basis for processing is consent)
- To make a complaint to the Council about the handling of their Personal Data

6.2 All of the above requests (whether made orally or in writing) should be escalated to the Council's Data Protection Officer as soon as possible as there is a time limit for responding to these requests.

6.3 The Data Use and Access Act 2025 amends but does not replace the UK GDPR and the Data Protection Act 2018. The Act requires the Council to have a process for managing data protection complaints and, in terms of Subject Access Requests, to make reasonable and proportionate searches when an individual asks for access to their Personal Data. Any complaint concerning the Council's processing of Personal Data, compliance with data protection legislation, or the exercise of data subject rights will be managed in accordance with the Council's Corporate Complaints Policy. This does not affect an individual's right to raise concerns directly with the ICO at any time.

7. Complaints and data protection breaches

7.1 The Council will make every effort to avoid Personal Data breaches and in particular the loss of Personal Data. It is important that when a breach occurs the Council responds appropriately in accordance with the data protection laws. The Data Protection Officer will assess each reported breach and determine whether it meets the threshold for notification to the ICO and/or affected individuals, taking into account the requirements of the UK GDPR and the Data Protection Act 2018. Where notification is required, the Data Protection Officer will coordinate and oversee the reporting process.

7.2 Any individual wishing to report concerns relating to their Personal Data should contact the Data Protection Officer:

Information and Data Protection Officer
foi@bridgend.gov.uk

7.3 Failure to comply with the law on data protection may result in:

- Serious consequences for individuals that the data relates to, including embarrassment, distress, financial loss
- Irreparable damage to the Council's reputation and loss of confidence in the Council's ability to manage information properly
- Monetary penalties and compensation claims
- Enforcement action from the ICO
- Personal accountability for certain criminal offences and for breaching the Officer's Code of Conduct or the Code of Conduct for Members

7.4 A Code of Practice for Data Breaches has been developed to assist the Council in responding effectively to Personal Data breaches.

8. Accountability and monitoring

8.1 The Council's Data Protection Officer oversees the management of Personal Data, Council-wide. The Data Protection Officer will work with the Senior Information Risk Owner to ensure compliance with the legislation. These positions will be supported by the Council's Information Governance Board comprising of a network of representatives from each Service within the Council. The existence of this Board in no way negates or reduces the individual accountability and responsibility of all staff and Elected Members for protecting the Personal Data to which they have access.

8.2 Data Privacy Impact Assessments (a tool for identifying and assessing privacy risks throughout the development life cycle of a program or system containing Personal Data) will be undertaken by the Council at an early stage whenever use of Personal Data is proposed and particularly for new projects or the use of new technologies. In determining whether an assessment is necessary, officers will either decide this themselves, guided by internal screening mechanisms or they may consult the Data Protection Officer. They may be mandated by the Data Protection Officer to carry out the assessment.

8.3 As a Data Controller, the Council is required to maintain a record of processing activities which covers all the processing of Personal Data carried out by the Council. A record of Personal Data Processing activities is maintained by each Service and the Data Protection Officer, and the way that the information is managed is regularly evaluated using Data Privacy Impact Assessments where appropriate.

8.4 Clear and timely Privacy Notices are communicated that enable the Data Subject to understand how their Personal Data is being used by the Council. These are all published on the Council's website.

8.5 The sharing of Personal Data is carried out in compliance with approved protocols, including the Wales Accord on Sharing Personal Information, Data Disclosure Agreements and Data Processing Agreements.

8.6 The retention and disposal of Personal Data will be strictly in line with the Council's Data Retention Policy. The Council will not retain Personal Data for longer than is necessary for the purposes for which it was collected, unless a longer retention period is required by law or for legitimate business purposes. The disposal of personal data will be carried out in a manner that prevents unauthorised access, disclosure, recovery, or reconstruction. This may include the secure destruction of paper records and the permanent deletion of electronic records.

9. Training and Responsibilities of Staff and Elected Members

9.1 All officers who have responsibilities for the collection, access or processing of Personal Data should comply with the provisions of the applicable data protection laws.

9.2 All officers and Elected Members are responsible and accountable for following established procedures and keeping their training and understanding up to date with regards to data protection.

9.3 The Council has developed online training in data protection. It is mandatory for Elected Members and all officers who process Personal Data.

10. Status of this Policy / related policies and resources

10.1 This Policy does not form part of the contract of employment for staff but it is a condition of employment that staff will abide by the rules and policies of the Council.

10.2 This Policy should be read in conjunction with ICT policies and documents, the Code of Practice for Data Breaches and the Data Retention Policy.

10.3 Additional guidance and resources:

- For the public — please see the Council's website page on data protection
- For officers — the data protection pages on the intranet

10.4 This Policy is informed by the ICO's guidance on the implementation of the Data Protection Act 2018 and UK GDPR which can be found on their website.

10.5 The Council will keep this Policy under continuous review, amending it when necessary and formally reviewing it at intervals of not more than two years.

10.6 The ICO is the supervisory authority in the UK responsible for monitoring the application of the UK GDPR and Data Protection Act 2018 in order to protect the fundamental rights and freedoms of natural persons relating to Processing. The ICO provides information and advice, and their website contains useful sources of best practice documents and practitioner guides: www.ico.org.uk.

10.7 The ICO are able to conduct an assessment or audit of the Council's processing of Personal Data in order to establish whether that processing follows good practice.

Cyngor Bwrdeistref Sirol
Pen-y-bont ar Ogwr
BRIDGEND
County Borough Council

Bridgend County Borough Council

Data Retention Policy

This Retention Schedule should be used as a point of reference in the day-today management of records. The most effective point in the life-cycle of any record at which to decide how long it should be retained, and for what reason, is when that record is created. When opening a new file, creating an electronic record, or typing a letter, this Retention Schedule will act as a guide to the conditions under which that Record should be managed, stored and ultimately disposed of.

This Retention Schedule is a 'living document' and will initially be subject to updating. It is therefore essential that everyone use the latest version of the schedule which is indicated at the bottom of each page.

In order to protect itself and minimise risk, the Council should not maintain records longer than they need to; nor should they destroy records sooner than is required.

When a record has reached the end of its specified retention period, a designated person within a service area needs to be responsible for the destruction process.

2026 edition

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Adult Care Services

Record Type	Description	Retention Period	Example of Records/Format
Carers			
Adult Case Files	Case files of adults	Destroy – **6 years** from last contact	Case files
Adult Case files – Learning Disability	Case files for adults with learning disabilities	Review – **20 years** from last contact	Case files
Adult Case files – Mental Health	All matters relating to the mental health and wellbeing of individuals	Destroy – **20 years** from last contact	Case Files
POVA (client deceased)	All matters relating to neglect and/or abuse of vulnerable adults (deceased clients)	Destroy – **6 years** from case closure	Case Files
POVA (client living)	All matters relating to adults who are the subject of a Protection Order due to neglect or abuse	Review – **75 years** from last entry	Case Files
Agency provided services	Information about services provided by outside agencies for adult care services	Destroy - **25 years** after end of employment	Essential information homecare provided by agencies
Financial support	Case files - carer	Destroy - **3 years** after end of financial year	
Home care			
	Information on clients who are cared for in their own homes	Destroy - **6 years**	Daily contact sheets, carers' notes. NB: individual client notes should go into client's file
Residential homes			
Operation of homes	Documentation relating to the running of an adult residential home. Information about individual clients must go on the individual adult file.	Destroy - **25 years** from closure	Activities, diary, roster sheet, licence, menu (1 year)
Operation of homes	Case files - residential homes	**Permanent** offer to archivist	Register
Supporting Adults			
Assessment	Case files - services user	Destroy - **6 years** after last contact	Care plan
Appointee and Receivership files	Information on clients who have either physical or mental disabilities and are unable to manage their own affairs	Destroy –**6 years**	Case notes
Finance and commissioning	Case files - services user	Destroy - **8 years** after provision of support ended	
Grants	Case files - services user	Destroy - **8 years** after provision of support ended	Application
Health	Case files - services user	Destroy - **8 years** after provision of support ended	
Legal	Case files - services user	Destroy - **3 years** after provision of support ended	Disabled parking permit
Mental health	Case files - services user	**10 years**	
Occupational therapy	Case files - services user	**10 years**	
Referral	Case files - services user	**10 years**	
Review	Case files - services user	**10 years**	
Supporting disabilities	Case files – service user	**10 years**	

Children and Families Services

Record Type	Description	Retention Period	Example of Records/Format
Adoption and Fostering			
Adoption files	Case files - carer	Destroy - **100 years** from date of adoption*This applies to records held prior to the 2002 Act.	Essential information
Adoption Panel Business		Destroy – **25 years**	Minutes from Adoption Panel Meetings and any other business relating to adoption cases
Assessment	Case files - carer	Destroy - **25 years** from closure	
Financial support	Case files - carer	Destroy - **3 years** after end of financial year	
Foster carer	Case files - carer	Destroy - **15 years** from provider status ceases, EXCEPT: Destroy - **75 years** for cancelled registrations, refusals applications and concerns	
Child Protection			
Child files	Case files concerning the protection of a child or children.	Destroy - **35 years** from closure	Case files
Registration	Consolidated list of children requiring protection	**Permanent** - retain for **70 years** then offer to archivist	Register
Schedule 1 offenders	Information on persons with convictions for sexual abuse towards children.	**Permanent** - retain for **70 years** then offer to archivist	Register/Notification of release from custody
Children looked after			
Child file	Documentation relating to children being looked after in residential homes and day care centres.	Destroy - **75 years** after DOB or **15 years** after death	Case files
COLA (Children from other local Authorities)	Case files - child	Destroy - **25 years** from last action	Records
Registration	Children's home registers	Archive - **25 years** after DOB or 5 after death	Register
Communications			
Complaints		Destroy - **10 years** after complaint dealt with	
Fostering			
Carer files	Information relating to the carers of fostered children.	Destroy – **25 years** after carer has terminated	Case files
Child files	Case files about fostered children. Includes private fostering.	Destroy – **75 years** from DOB	Case files
Residential Homes			
Operation of homes	Documentation about the running of a children's residential home. Information about individual clients must go on the individual child file	Destroy - **40 years** from closure	Activities, diary, roster sheet, licence, menu (1 year)
Registration	Case files - residential homes	**Permanent** - offer to archivist **50 years** after closure	
Social Issues			
Substance misuse	Work to prevent and action to address substance misuse and related issues	Review - **10 years**	Documents retaliating to work to prevent and action to address substance misuse and related issues
Training			
Support training		Destroy - **25 years** from termination	
Youth Justice			
Case management	Case files	Destroy **25 years** from DOB or **10 years** from last contact	

Record Type	Description	Retention Period	Example of Records/Format
Youth services			
Youth service provision		Destroy **25 years** from DOB or **10 years** from last contact	

Community Safety and Emergencies

Record Type	Description	Retention Period	Example of Records/Format
Contingency planning advice	Advice relating to community safety in Bridgend	Destroy **2 years** after advice superseded	Contingency Plan
Antisocial behaviour	Documentation relating to antisocial behaviour such as ASBOs	Review – **2 years**	Anti-Social Behaviour Orders
Fire prevention/fire safety planning	Documentation relating to fire prevention and fire safety planning	Destroy **2 years** after advice superseded	
Community Engagement	Documentation relating to activities designed to reduce the fear of crime.	Destroy – **3 years**	
Community safety advice	Documentation relating to activities designed to promote community safety.	Destroy **2 years** after advice superseded	
CCTV surveillance	CCTV surveillance footage	Destroy **1 month** (unless legal proceedings)	
Crime reduction	Documentation relating to activities designed to reduce crime.	Destroy **3 years** after advice superseded	
Emergency Planning			
	Emergency/disaster plans (permanent), development	Review – **10 years**	Emergency Plan
Emergency agencies	List of public contacts for emergency agencies. Includes emergency services liaison	Destroy when superseded	
Emergency contacts	List of Council contacts for emergencies.	Destroy when superseded	
Emergency warnings	Weather, security, incident warnings, etc. made to the public.	Destroy – **current year plus 6**	
Training	Documentation relating to Emergency planning training exercises	Destroy – **10 years**	
Fire prevention			
Fire alarm certification	Fire alarm certificates and associated documentation	Destroy – **7 years**	Fire alarm certificates
Fire hydrants inspection	Documentation relating to fire hydrant inspection	Destroy - **7 years** from last action	
Fire safety	Documentation relating to fire safety advice, policy and protocol	Destroy - **2 years** after advice superseded	
Fire safety inspections	Documentation relating to fire safety inspections	Destroy - **7 years** from last action	
Incident monitoring	Documentation relating to fire incidents and inspection	**Permanent** - offer to archivist	Major incident
Incident monitoring	Documentation relating to fire incidents and inspection	Destroy - **7 years** from closure	Minor incident

Consumer Affairs and Licensing

Record Type	Description	Retention Period	Example of Records/Format
Advice			
		Destroy - **7 years** after creation	Campaigns customer contacts
Enforcement case files			
	Case files relating to trading standards and environmental health about specific premises, businesses or individuals.	Destroy – **6 years**	
Prosecution of offences	Case files - organisation	Destroy - **7 years** from investigation complete	Dangerous and wild animals, health and safety at work, weights and measure
Prosecution of offences	Case files - organisation	Destroy – **7 years** from investigation complete	Inspections, weights and measures, equipment inspection records, food standards, nuisances, air pollution, animal health, food hygiene, food safety, food standards, hazardous substances, land pollution, river pollution, swimming pools, product safety, infectious diseases,
Registration, certification and licensing			
	Licences Permits if there has been a conviction files should be classed under prosecution	Destroy – **2 years** after licence/registration lapsed	
Licensing	Animal boarding licences	Destroy - **2 years** after registration lapses	
Licensing	Animal breeding licences	Destroy - **2 years** after registration lapses	
Licensing	Auction premises licences	Destroy - **2 years** after registration lapses	
Licensing	Building materials licences	Destroy - **2 years** after registration lapses	
Licensing	Butchers licences	Destroy - **2 years** after registration lapses	
Licensing	Caravan and camp site licences	Destroy - **2 years** after registration lapses	
Licensing	Cemetery licences	Destroy - **2 years** after registration lapses	
Licensing	Cooling towers	Destroy - **2 years** after registration lapses	
Licensing	Credit licensing	Destroy - **2 years** after registration lapses	
Licensing	Crematoria licences	Destroy - **2 years** after registration lapses	
Licensing	Dangerous wild animals licences	Destroy - **2 years** after registration lapses	
Licensing	Entertainment licences	Destroy - **2 years** after registration lapses	
Licensing	Food business licences	Destroy - **2 years** after registration lapses	
Licensing	Food licences	Destroy - **2 years** after registration lapses	
Licensing	Hackney licences	Destroy - **2 years** after registration lapses	
Licensing	Highway projection licences	Destroy - **2 years** after registration lapses	
Licensing	Hoarding licences	Destroy - **2 years** after registration lapses	
Licensing	Infectious diseases licensing and use	Destroy - **2 years** after registration lapses	
Licensing	Late hours catering licences	Destroy - **2 years** after registration lapses	
Licensing	Liquor licences	Destroy - **2 years** after registration lapses	

Record Type	Description	Retention Period	Example of Records/Format
Licensing	Lottery registration	Destroy - **2 years** after registration lapses	
Licensing	Massage and special treatment licences	Destroy - **2 years** after registration lapses	
Licensing	Non medicinal poisons licences	Destroy –**2 years** after registration lapses	
Licensing	Nursing agencies licences	Destroy - **2 years** after registration lapses	
Licensing	Other hazardous substances	Destroy - **2 years** after registration lapses	
Licensing	Personal licences	Destroy - **2 years** after registration lapses	
Licensing	Pet shop licences	Destroy - **2 years** after registration lapses	
Licensing	Petroleum	**Permanent** - offer to archivist	
Licensing	Premises licences	Destroy - **2 years** after registration lapses	
Licensing	Premises licences	Destroy - **2 years** after registration lapses	Club premises certificates, temporary event notices
Licensing	Private hire licences	Destroy - **2 years** after registration lapses	
Licensing	Public entertainment licences	Destroy - **2 years** after registration lapses	
Licensing	Riding establishment licences	Destroy - **2 years** after registration lapses	
Licensing	Sale of explosives licences	Destroy - **2 years** after registration lapses	
Licensing	Scrap metal licences	Destroy - **2 years** after registration lapses	
Licensing	Sex establishments	Destroy - **2 years** after registration lapses	
Licensing	Shops	Destroy - **2 years** after registration lapses	
Licensing	Scaffold licences	Destroy - **2 years** after registration lapses	
Licensing	Skip licences	Destroy - **2 years** after registration lapses	
Licensing	Street collections and lotteries licences	Destroy - **2 years** after registration lapses	
Licensing	Street trading licences	Destroy - **2 years** after registration lapses	
Licensing	Zoo licences	Destroy - **2 years** after registration lapses	

Council Assets

Record Type	Description	Retention Period	Example of Records/Format
Maintenance of Council assets (property and land)			
Asset Management	Documentation relating to Council owned assets	Maintain for the **life of the asset**	Files, Asset Register
Maintenance		Destroy - **7 years** after last action	Instruction manuals
Planned maintenance	Case files - property	Destroy - **7 years** after last action	Tenders and contracts
Response maintenance	Case files - property	Destroy - **7 years** after conclusions of transaction	
Property acquisition and disposal			
Acquisitions	Case files - property	Destroy - **12 years** after all obligations/ entitlements concluded	Assets over £50,000
Acquisitions	Case files - property	Destroy - **6 years** after all obligations/ entitlements concluded	Assets under £50,000
Deeds	Case files - property	Destroy - **12 years** after all obligations/ entitlements concluded	Assets over £50,000
Disposal	Case files - property	Destroy - **6 years** after all obligations/ entitlements concluded	Assets under £50,000
Disposal	Case files - property	Destroy - **16 years** after all obligations/ entitlements concluded	Sale or write-off of property
Property and land management			
Accessibility	Information relating to the accessibility of property and land belonging to the Council.	Destroy - **7 years** from closure	Case files
Building surveys	Information relating to surveys of property and land belonging to the Council. Includes condition surveys	Destroy – **7 years** from closure	Surveys
Energy management	Documentation concerned with energy management and conservation within the Council's property.	Destroy – **7 years** from closure	Case files – property
Facilities management	The process involved in the management of Council facilities. Includes the management of office equipment and furniture	Destroy – **current year plus 6**	Room booking (1 year), surplus equipment records, CCTV siting and maintenance records
Farm management	The process involved in the management of farms.	Review – **50 years**	
Feasibility	Documentation relating to the feasibility of purchasing or converting property, etc.	Destroy – **25 years**	Feasibility studies
Fleet management	Documentation relating to the management of the Council's fleet of vehicles.	Destroy - **7 years** after disposal of the vehicle	Allocation and maintenance of vehicles Vehicle records, lease or purchase record of driver usage
Fleet management		Destroy - **3 years** after disposal of the vehicle	Recording vehicle usage
Health and safety	Documents on health and safety relating to property and land belonging to the Council. See also Health and Safety.	Destroy - **1 year** after superseded	Swimming pool testing, play area inspections
Internal agreements	Case files - property	Destroy - **1 year** after process ceases or is superseded	
Inventory	Inventories relating to stock and equipment owned by the Council.	Retain until superseded	Stock-takes, inventories
Land and property history	Case files - property	Destroy - **12 years** from **life of property**	
Leasing	Information relating to the management of leased Council property	Destroy - **15 years** after ex transaction	Case files – property
Security	Documents on security relating to property and land belonging to or managed by the Council.	Review – **10 years**	Case files
Valuations	Valuations of property owned or managed by the Council.	Destroy - **current year plus 6**	Case files

Record Type	Description	Retention Period	Example of Records/Format
Property use and development			
Car parking	Any documentation regarding the process of managing and undertaking renovations and development specific to car parks attached to property. For other car parking see Transport and Infrastructure	Destroy - **7 years** after completion	Case files and documentation
Design and construction	Documentation relating to the process of managing the development, design and construction of council property.	Destroy - **7 years** after completion	

Crematoria and Cemeteries

Record Type	Description	Retention Period	Example of Records/Format
Burial ground management			
Planned maintenance	Documentation relating to maintenance of burial grounds/cemeteries	Review - **21 years** after maintenance completed	
Redundant Churchyards	Documentation relating to maintenance of redundant churchyards	Review - **21 years** after maintenance completed	
Responsive Maintenance	Documentation relating to responsive maintenance of burial grounds/cemeteries	Review - **21 years** after maintenance completed	
Burial identity and location			
Burials	Information relating to the location of burials and identity of deceased individuals. Includes memorial management.	**Permanent** - offer to archivist	Burial register, plan of plot ownership and occupation, commemoration register, plan of headstones/shrubs and ownership
Registration	Registration documents	**Permanent** - offer to archivist	Summary management systems, registers
Bookings	Documentation related to bookings made for a cremation, interment or monument erection	Destroy - **5 years** after last action	Bookings, permits, applications, orders
Exhumations	The process relating to the exhumation of an individual	**Permanent** - offer to archivist	All associated documents
Internment Service	The process relating to the burial or cremation of an individual. Includes assisted and home burials.	Destroy - **5 years** after last action	Regulation of burials and cremations
Memorial management	Documentation relating to management of memorials	Destroy – **5 years** after last action	
Permits	Documentation relating to burial permits	Destroy - **5 years** after last action	Permits

Democracy

Record Type	Description	Retention Period	Example of Records/Format
Constitution	All information relating to the Council's Constitution.	**Permanent**- archive	Constitution, Scheme of Delegation
Council and Committee Meetings	All information relating to council and committee meetings. Includes board, member panels and scrutiny panels.	**Permanent** - offer to archivist	Minutes, agendas, indexes, registers of delegations to Special Committees, notice papers, proceedings
Council and Committee Meetings	Notes by committee clerks	Destroy after date of confirmation of the minutes	Committee Clerks Notebooks
Executive			
Statutory appointments		**Permanent** - offer to archivist	Appointment files
Statutory appointments		Destroy - **2 years** after date of appointment	Vacancy files
Honours and awards			
Honours submissions	The submissions and details of individuals considered for honours.	Destroy - **5 years** after last action	Honours nominations, letters of support, referral for comment from Lord Lieutenant
High sheriff	Information relating to activities carried out by the High Sheriff.	**Permanent** – archive	
Lord Lieutenancy	Documentation relating to the Lord Lieutenant: the Queen's representative.	**Permanent**	
Magistrates			
	Applications, recommendations	Destroy – **4 years** from retirement	
Member support			
		Destroy – **4 years**	
Allowances	Information relating to members' allowances.	Destroy –**4 years**	
Contact details	Members contact details	Destroy – **6 months** after member leaves office	
Correspondence	Correspondence relating to members.	Destroy – **4 years**	
Gifts and hospitality	Officers' and Members' disclosure of any gifts or hospitality.	Destroy - **18 months** after member leaves office	Register
Outside bodies	Documentation relating to members and others representing the Council on external bodies and official delegations to represent the Council's interests. Includes membership of other bodies.	Destroy – **3 years**	Minutes, agendas, notes, membership details
Register of interests	Members' disclosure of any involvement in organisations and income received from other bodies, which may affect their actions as council members	Destroy – **18 months** after member leaves office	Register
Representation			
Elections	Information about local elections. (National election material to Westminster, European election material to Welsh Assembly.)	Destroy – **12 months** from close of poll	Ballot papers, consolidated returns of votes received
Elections		Destroy **– 1 year**	Summary certification of those eligible to vote
Elections	Electoral Register	**Permanent** – offer to archivist	
Nominations		Destroy – **12 months after elections**	
Political parties' papers		Destroy - **3 years** after last action	Leader of the council papers, leader of opposition papers. Includes correspondence with members of parliament.
Ward names, numbers and boundaries.	Ward names, numbers, boundaries	**Permanent** – archive	

Economic Development

Record Type	Description	Retention Period	Example of Records/Format
Business Intelligence			
Business listing		Destroy – **6 years**	Business directory.
Business Awards		Destroy – **7 years** after completion	Documentation relating to business awards and grants.
European development		Destroy - **20 years** after collected	Documentation relating to European funding.
Promotion			
Business awards	Documentation relating to business awards and grants	Destroy - **7 years** after scheme to which grant relates to completed	Grants
Business development		Destroy – **2 years**	Promotional activities designed to develop and encourage business development in the area.
Regeneration			
Community development		Destroy – **7 years**	Documentation relating to Community Projects
Projects		Destroy **-7 years**	Awards and grants
Regional development		Destroy – **7 years**	Documentation relating to all aspects of regional development projects
Rural development		Destroy – **7 years**	Documentation relating to all aspects of rural development projects
Strategy		Destroy – **7 years**	Strategy documents
Town centre management		Destroy – **7 years**	Documents relating to town centre management strategy
Sustainability			
Sustainable development		Destroy - **current year +12**	Information and documentation relating to sustainable development
Tourism			
Tourism development		Destroy – **7 years**	Information and documentation relating to promoting tourism in the BCBC area

Education and Skills

Record Type	Description	Retention Period	Example of Records/Format
Advice			
Advisory services	Documentation on advice provided regarding education and skills.	Destroy - **6 years**	Careers guidance, advisory services details
Curriculum development			
	Information relating to local curriculum development	Destroy – **6 years**	
Out of schools projects	Documentation relating to projects and visits conducted outside school	Destroy - **6 years**	
Early Years			
	Documents relating to pre- school education. Includes day and school nurseries	Destroy – **25 years**	Estyn reports
Education Welfare			
Attendance and truancy	Information and Data collected on attendance and absence	Destroy - **10 years**	
Admission Appeals	Statutory Appeal Process	Destroy – **25 years** from last action	
Educational Psychology	Assessing children for special educational needs and assisting children who may need counselling as a result of an incident	Destroy – **35 years** from closure	
Educational Welfare	Information relating to the educational welfare of a specific pupil.	Destroy - DOB plus **21 years**	
Employment skills			
Careers advice		Destroy - **5 years**	
Workplace training		Destroy - **5 years**	
Life long learning			
Adult and community services	Learning for all ages including non-school establishments, colleges and universities	Destroy - **6 years**	Talks, events, village hall and community centre records
Basic skills development	Information relating to provisions for the development of basic skills and competencies	Destroy - **6 years**	Course details, course directory education establishment details
Management of pupils			
Achievements	The educational achievement history of individual pupils.	Destroy - DOB plus **21 years**	Certificates, examinations results, merits
Advice	Advice and information to pupils, parents and guardians regarding the educational needs of an individual pupil.	Destroy -**12 years**	
Educational psychology	Assessing children for special educational needs and assisting children who may need counselling as a result of an incident.	**35 years** from closure	
Essential Information	Basic information relating to a specific pupil	Destroy – **25 years** from DOB	Name, date of birth, contact details of parents
Exclusions	Documentation relating to the exclusion of an individual pupil from a school.	Destroy – **25 years**	
Financial Support	General information about financial support provided to specific pupils. (Accounting information should be filed under 'Finance'.)	Destroy – **7 years**	
Hospital and Home Tuition	Tuition for sick children and pregnant schoolgirls in the home or a hospital environment.	Destroy – DOB plus **25 years**	
Licensing	Details of any licences for a child to take part in performing arts, sports or modelling activities, work or similar.	**2 years** after registration lapses	

Record Type	Description	Retention Period	Example of Records/Format
Special Educational Needs	Educational arrangements for those with learning difficulties, and support for other special cases e.g. talented or gifted children, or those disadvantaged by language.	Destroy – DOB plus **35 years**	Statements and other records
Work Experience	Documentation relating to work experience placements for pupils.	Destroy – **18 years**	
Management of schools			
Admissions	Documentation on admission process of individual pupils	Destroy - **25 years** from last action	
Appeals	Documentation relating to the appeals process	Destroy **25 years** from last action	
Emergency contacts	Details of emergency contact information for schools	Destroy - **25 years** from last action	
General information	Term times, holiday dates, training dates	Destroy - **25 years** from last action	
Governing bodies	Documentation relating to the governing bodies of education institutions. Includes minutes from meetings of boards of school governors and instruments of government.	**Permanent** – offer to archivist	Governor minutes
Governor contacts	Contact details for school governors	Destroy - **5 years** after Governor leaves post	
Inspections	Documents relating to school inspections	**Permanent** – offer to archivist	
Performance	Documentation relating to the performance of schools based on the results of pupils in tests and examinations.	Review every **7 years** and then offer to archivist	
Music Services	Music tuition provided for individuals or groups within schools or music centres.	Destroy – **7 years**	
Plans and policies	Plans and Policies of schools.	Retain while policy operational then offer to archivist	
Teaching			
Teacher development	Documentation relating to teacher development	Retain **7 years**	

Environmental Protection

Record Type	Description	Retention Period	Example of Records/Format
Advice			
Biodiversity	Advice and campaigns specifically concerning environmental protection	**Permanent**, offer to archivist.	
Campaigns	The Local Biodiversity Action Plan and any information relating to biodiversity which is not part of a funding project.	**Permanent**, offer to archivist.	
Conservation			
Commons Registration	Documentation relating to land which is common land, or a town or village green, rights of common over such land, persons claiming to be or found to be owners of such land or becoming the owners thereof by virtue of the Commons Registration Act 1965.	**Permanent**, offer to archivist.	
Countryside conservation	Documentation relating to the management of land for conservation. Includes environmental designations	**Permanent**, offer to archivist.	Countryside conservation, woodland/forest management, nature and urban conservation
Flooding	Documentation relating to flooding, monitoring and prevention of flooding	**Permanent**, offer to archivist.	
Forest management	Documentation relating to forest management	**Permanent**, offer to archivist.	
Heritage conservation	Documentation relating to heritage conservation	**Permanent**, offer to archivist.	
Nature conservation	Documentation relating to nature conservation	**Permanent**, offer to archivist.	
Rights of Way	Documentation relating to the process of creating and maintaining rights of way.	**Permanent**, offer to archivist.	Definitive Map, enquiries, amendments, objections
Urban conservation	Documentation relating to urban conservation	**Permanent**, offer to archivist.	
Woodland management	Documentation relating to woodland management	**Permanent**, offer to archivist.	
Monitoring			
Coastal erosion	Documentation relating to coastal erosion	**Permanent**, offer to archivist after	
Environmental impact assessment	Documentation relating to the monitoring of land for conservation, including designated areas.	**Permanent**, offer to archivist after	Environmentally sensitive areas, environmental impact assessment

Finance

Record Type	Description	Retention Period	Example of Records/Format
Accounts and audit			
Internal auditing	Information relating to internal auditing and reporting of accounts and transactions.	Destroy - **7 years**	
External auditing	Information relating to external auditing and reporting of accounts and transactions.	Destroy - **7 years**	
Reporting	Activities relating to the consolidation of financial transactions and the production of financial statements. Annual reports to be kept permanently	**12 years** - review	Ledgers, statements, monthly management accounts, periodic financial reports (monthly and quarterly reports to be destroyed when administrative use is concluded)
Financial provisions management			
Borrowing	Activities relating to the borrowing of money by the authority.	Destroy - **7 years** after the loan has been repaid	Loans files
Borrowing	Activities relating to the borrowing of money by the authority.	**Permanent** - offer to archivist	Loan register
Budget	Activities involved in planning and monitoring the Authority's annual budget. Includes allocation of budget to administrative units within the authority.	Destroy – **current year plus 2**	Annual budget (permanent), draft budgets, departmental budgets, draft estimates
Credit union management		Destroy - **7 years**	Documentation relating to Credit Unions; volunteer-led savings and loans cooperatives, which keep money in the local economy.
Debt management		Destroy - **6 years**	Activities involved in managing the debts owed to the Council.
Donations and trusts		Destroy - **6 years**	Activities involved in the administration of donations to the authority. Includes trusts. For administration of grant funding, see Funding bids.
Funding bids	Activities relating to applications by the authority for grant funding to external bodies. For applications to the authority for funding, see Funding applications	**Current year plus 12** once project is completed	Applications for grant funding
Strategy and planning		Destroy – **6 years**	Documentation relating to financial planning and strategy
Financial transactions management			
Accounts	Documentation relating to the closure of accounts	Review - **6 years**	
Authorisation		Review - **6 years**	List of authorised signatories
Expenditure	Activities involved in the payment for goods and services by the authority. Delivery notes should be attached to the invoice.	Destroy – **current year plus 6**	Invoices for goods and services purchased by the Authority
Fraud	Activities relating to the detection, prevention and prosecution of financial irregularity.	Review - **6 years** after investigation completed (**10 years** for major fraud)	
Funding applications	Activities relating to the process of considering and administering applications to the authority for grant funding. For applications by the authority for grant funding, see Funding Bids.	Review - **Current year plus 12** after the project has finished	Grant claims, funding applications to the Council
Income	Sundry Debtors	Destroy - **7 years**	Activities involved in the billing and collection of money owed to the council.
Internal recharging	Documentation relating to the mechanism for recharging costs within the Council. Includes work orders	Destroy - **7 years**	Work orders
Investments	Activities relating to the investment of the authority's funds.	Destroy - **2 years** after investments have liquidated or matured	
Reconciliation	Activities involved in the reconciliation of accounts	Destroy - **2 years** after administrative use is concluded	Balance and reconcile financial accounts
Refunds	Documentation about refunds to and from the Council.	Destroy - **7 years**	

Record Type	Description	Retention Period	Example of Records/Format
Local Taxation			
Council Tax	Local taxation documentation and activities involved in managing the payment of taxes by the authority.	Destroy - **current year plus 6 unless there is a outstanding balance on account if so keep until debt is clear.**	Notices, objections, applications, correspondence, appeals
National Non- Domestic Rates	Documentation relating to the billing and collection of business rates and other correspondence on rateable values, etc.	Destroy – **current year plus 6 unless there is a outstanding balance on account if so keep until debt is clear.**	
Property valuation		Destroy - **10 years** after valuation was made	Other valuation information
Property valuation		**Permanent** - offer to archivist	Rateable property information
Benefits and Financial Assessments			
Housing Benefits and Council Tax Reduction	Activities involved in the administration of benefits payments and subsidies	For as long as eligible for Housing Benefits and/or Council Tax Reduction plus **7 years** from: • The end of the financial year that eligibility ceases; or • where there is an overpayment to be recovered, the end of the year following the recovery of that overpayment	All
Fraud		All records: **6 years + 1**	All
Housing Grants		All records: **6 years + 1**	All
Finance Deputyship and Appointeeship Finance Financial Assessment		As long as financial assessments are being undertaken for charging purposes and for **7 years** from the: • end of the year where charging has ceased; or • date of death of client; or • in the case of property or outstanding debt, **7 years** from the date that charging is finalised.	Financial information on clients who have either physical or mental disabilities and are unable to manage their own affairs. Clients which the LA has Deputyship for.
Finance, Special Guardianship Orders and Adoption Assessments		Destroy: **7 years** after last action	Financial information on Special Guardianship Orders and Adoption Assessments
National taxation			
Tax payments		Destroy - **7 years** after last action	Tax correspondence
Tax payments		Destroy - **5 years** after the end of the financial year	Taxation records
Payroll and pensions			
Claims	Documentation relating to claims made to the Council for overtime, and by staff who are not on the payroll	Destroy - **7 years**	
Expenses and travel claims	Travel expenses, subsistence claims, subscriptions training fees, disturbance, telephone claims	Destroy - **7 years**	
Members	Documentation relating to Member Allowances	Destroy - **7 years**	
National insurance numbers	Notification and input records	Destroy - **2 years** after the employee ceases employment	
Timesheets	Documentation relating to hours worked by staff and other agencies working for the Council.	Destroy - **7 years**	
Pay	Activities involved in the administration of pay for employees	Destroy – **7 years** after employee leaves service	
Pensions	Activities involved in the administration of pension schemes for current and former employees.	Destroy - **6 years** from last pension payment	

Health and Safety

Record Type	Description	Retention Period	Example of Records/Format
Campaigns		Review - **1 year**	Campaigns to promote health and safety awareness and compliance with Health and Safety policies
Compliance			
Strategy and planning		Destroy - **1 year** after process ceases or is superseded	Health and Safety Policy
Health and Safety Training		**5 years** after being superseded	Documentation relating to manual/object/people handling files; working at height, asbestos etc.
Emergency Planning			
Emergency Plan		Review – **10 years**	The Council's Emergency Plan
Emergency Agencies	List of public contacts for emergency agencies. Includes emergency services liaison.	Review – **1 year**	Contacts List
Emergency Contacts	List of Council contacts for emergencies	Review – **1 year**	Contacts list
Emergency warnings	Weather, security, incident warnings, etc. made to the public.	Destroy - **current year plus 6**	
Monitoring			
Accidents and incident reporting		Destroy - **4 years** from closure	Information about the reporting of individual accidents and actions resulting from them
Accidents and incident reporting		Destroy - **25 years** from closure	Information about the reporting of individual accidents involving children and actions resulting from them.
Asbestos inspections		Destroy -**50 years** from last action or age **75 years** (whichever is greater)	Documentation relating to the condition of known asbestos products within buildings and the monitoring of areas where employees and persons are likely to have come into contact with asbestos.
Equipment Inspections		Destroy - **6 years** after equipment is decommissioned	Documentation relating to the testing of equipment to ensure it is safe to use.
Fire Prevention		Review – **3 years**	Documentation relating to the prevention of fires, including documentation relating to grass and forest fires and arson.
Hazardous substances		**Permanent** - offer to archivist	Documentation relating to the controlling the use of and monitoring areas where employees and persons are likely to have come into contact with substances hazardous to health. Includes exposure to radiation.
Occupational health		Destroy - **40 years** from last action	Documentation relating to the process of checking and ensuring the health of staff includes health questionnaires, medical clearance, adjustment to work place, restrictions, recommendations
Radiation		Destroy - **40 years** from last action	Radon Monitoring
Risk Management			
Risk assessments		Destroy - **5 years** after last assessment	Risk assessments and associated documentation

Housing

Record Type	Description	Retention Period	Example of Records/Format
Housing provision			
Allocations	Information relating to the process of allocating property (homes and garages) to applicants on the waiting list	Destroy - **10 years**	Applications/Enquiries
Assessment - housing needs		Destroy – **10 years**	Information relating to housing needs assessment
Common Housing Register		Destroy – **10 years**	Applicants to common housing register
Homelessness		Destroy - **10 years**	Assessment forms and other homelessness prevention documentation.
Hostel and refuge providers		Destroy - **10 years**	Documentation relating to hostel and refuge accommodation.
Housing applications		Destroy - **10 years**	Current and unsuccessful applications
Housing applications		Destroy - **7 years** from closure	Unsuccessful applications
Temporary Accommodation		Destroy – **7 years** after closure	Documentation relating to temporary accommodation for people seeking housing in Bridgend Borough. Includes bed and breakfast accommodation

Information and Communication Technology

Record Type	Description	Retention Period	Example of Records/Format
Infrastructure: Documents relating to information and communication technology infrastructure			
Disposal	Documentation relating to the process of disposal of hardware and software belonging to the Council	Destroy - **7 years** after all obligations/entitlements concluded	
Fault reporting	The reporting of faults associated with ICT hardware or software	Destroy - **1 year**	
Licenses	Software licences and related information	Destroy – **7 years**	
Help Desk Support	Information to assist staff in using ICT equipment	Destroy - **1 year**	
Information security	Documentation relating to Information Security	Review - **7 years**	
Network maintenance	Documentation relating to Network Maintenance	Destroy - **7 years**	
Server maintenance	Documentation relating to Server Maintenance	Destroy - **7 years**	
Spatial data management	Documentation relating to spatial data management	Destroy – **7 years**	
Storage	Documentation relating to storage	Destroy – **7 years**	
Strategy	Documentation relating to ICT Strategy	Destroy – **7 years**	
Telephony	Documentation relating to telephony systems	Destroy - once superseded	
User profile		Destroy - length of employment	
Web development	Documentation relating to the development of the Council's website.	Review - **3 years**	
System support			
Change Control		Destroy - **2 years** after system no longer used	Documentation relating to planned changes to a specific system.
Configuration management		Destroy - **2 years** after system no longer used	Documentation relating to the configuration of the system.
Data management		Destroy - **2 years** after system no longer used	Documentation relating to the management of specific systems data which includes back ups, mirroring, and systems interfaces
Design and construction		Destroy - **2 years** after system no longer used	Documentation relating to the design and construction of systems.
Development		Destroy - **2 years** after system no longer used	Documentation relating to the development of systems and software. Includes programming.
Implementation		Destroy - **2 years** after system no longer used	Documentation relating to the implementation of systems and software.
Integration and interfaces		Destroy - **2 years** after system no longer used	Documentation in relation to data conversion, data matching, data mapping and system interfacing.
Maintenance		Destroy - **2 years** after system no longer used	Documentation relating to the maintenance and support of software and systems. Includes website.
Manuals		Destroy - **2 years** after system no longer used	Manuals and information relating to specific systems and software.
Security		Retain for **life of system**	Data security information and documentation relating to a specific system.

Information Management

Record Type	Description	Retention Period	Example of Records/Format
Access to information			
Data protection information requests	The process around requests for personal data held by the Council under the Data Protection Act 2018	File - **1 month** Log – **3 years**	Subject Access Requests
Data Protection notification	Information Commissioner Notification/fee renewal	Destroy - **3 years** after previous notification	BCBC's notification with the ico
Data Retention Schedule	Information on retention periods for BCBC's records	Destroy – **3 years**	Data Retention Schedule
Freedom of Information	Documentation associated with requests for information held by the Council under the Freedom of Information Act 2000.	Destroy – **3 years**	Request log, requests, responses, released information, publication scheme
Information Sharing	Documentation on information sharing requests from other organisations, e.g. the police, health service	Destroy – **3 years**	Requests under Data Protection Act
Publication Scheme	Publication Scheme	Destroy - **1 year** after new version published	Statutory Publication Scheme
Regulation of Investigatory Powers	RIPA applications and documentation	Destroy – **5 years**	RIPA applications
Statutory registers		**Permanent** - offer to archivist unless specific legislation requires otherwise	
Tracking	Information regarding tracking/tracing the movement of records to the Glamorgan Archives.	Destroy – **6 years**	

Legal Services

Record Type	Description	Retention Period	Example of Records/Format
Advice			
	The provision of legally privileged advice to clients or services relating to all aspects of the legal system	Review – **current year plus 6**	
Byelaws			
Enactment	Documentation relating to the making and administering of local laws	**Permanent** - offer to archivist	Master set of byelaws, submissions, correspondence
Land registration			
Searches, title investigations, registers	Documentation relating to land searches and title investigations.	Destroy – **6 years**	
Litigation			
Child protection	Documentation relating to legal cases involving children.	DOB +**25 years**	Case files
Civil	Documentation relating to lawsuits that can be undertaken by individuals or companies, seeking to reclaim what is owed to them. Also includes cases involving children.	Destroy - **7 years** after last action, major litigation offer to archivist	Case files, care and supervision orders
Commercial	Documentation relating to the breach of, or disputes over, commercial contracts	Destroy – **7 years** after last action, major litigation offer to archivist for review	Case files
Criminal	Documentation relating to criminal litigation involving the authority	Destroy - **6 years** after last action, major litigation offer to archivist for review	Case files
Debt recovery	Documentation related to the recovery of debts owed to BCBC.	Destroy – **7 years** after last action, major litigation offer to archivist for review	Case files
Management of legal activities			
Agreements	Documentation relating to the process of agreeing terms between the Council and other organisations. Does not include contracts.	Destroy – **12 years** after agreement ends	Agreements, Section 38 agreements, concordat
Conveyancing	Documentation relating to the process of changing ownership of land or property.	Destroy - **12 years** after closure	Conveyancing Files
Easements	Information relating to rights, such as private rights of way, affording persons to make limited use of another's real property	**30 years**	Easements, wayleaves
Copyright	Documentation relating to who owns information used by the Council in order to ensure there are no breaches of copyright.	**50 years**	Intellectual Property Rights, Copyright
Leasing	Documentation relating to leases involving the Council, where one party conveys the use of an asset to another party for a specific period of time at a predetermined rate.	**15 years** after lease expiry	
Tenancy Agreements	Documentation relating to the rental agreements of Council owned buildings, allotments, garages, commercial properties, wayleaves and land	**6 years** after terms of agreement have expired (12 if under seal)	Signed tenancy agreements
Trusts	Documentation relating to trusts the Council is involved with.	**20 years**	
Certificate of Lawful Use or Development		**Permanent** - offer to archivist	Certificate
Certificate of Lawful Use or Development		Destroy - **12 years** from date of agreement	Other documentation
Section 106 agreements	Section 106 Agreement	**Permanent** - offer to archivist	Section 106 Agreement
Section 106 agreements		Destroy - **12 years** from date of agreement	Section 106 - associated documentation

Leisure and Culture

Record Type	Description	Retention Period	Example of Records/Format
Allotments			
Allotments	Documentation relating to Council owned allotments	**6 years**	Allotment Waiting Lists
Arts			
Arts development	Documentation relating to the development of art, dance and theatre in Bridgend	**6 years**	
Clubs and societies	Documentation relating to clubs and societies in Bridgend.	**6 years**	
Leisure promotion	Information about campaigns relating to leisure and culture promotional activities.	**6 years**	Promotional material
Events	Documentation relating to events happening in Bridgend such as fairs, festivals, circuses and markets.	**6 years**	Programmes and events
Parks and Open spaces	Documentation relating to the management of council run recreation areas, children's playgrounds, parks	**21 years**	Safety inspections, condition reports, management, refurbishment
Play schemes	Documentation relating to play schemes such as holiday groups, after- school clubs and church- run groups.	Destroy – **2 years**	Details of play schemes, holiday and after school clubs
Libraries			
Library Service	Documentation relating to the operation of the Library Services	Destroy – **7 years**	
Museums	Documents relating to the management of museums	Destroy – **6 years**	
Sports Development			
Sports facilities	Information relating to the operation of sports facilities	Destroy – **6 years**	
Sports projects	Information relating to planned or current sports projects	Destroy – **6 years**	

Management

Record Type	Description	Retention Period	Example of Records/Format
Ceremonial			
Civic and royal events	Documentation relating to civic functions or visits by royalty to the local area.	Destroy -**7 years**	Planning and organisation of events/visits, photographs, visitor books
Corporate gifts	Documentation relating to the provision of corporate gifts.	Destroy – **10 years**	
Corporate Communication			
Corporate branding	Documentation relating to the process of creating and the use of a corporate image.	Destroy – **3 years**	
Graphic design	Documentation relating to the use of graphic elements and text to communicate an idea or concept.	Destroy - **3 years** from last action	Designing setting information
Marketing	Documentation relating to the marketing of the Council or a specific function or service	Destroy – **2 years**	Marketing planning and campaigns
Media releases	Information released to the media	**Permanent** – offer to archivist	Press releases
Public relations	Information relating to the act of communicating to the public what the Council does and gaining feedback from the public.	Destroy – **2 years**	Surveys, questionnaires
Public relations	Guides, books and any material that the Council makes available to the public.	Destroy – **2 years**	Books, leaflets, guides
Enquiries and Complaints			
Corporate Complaints	Formal complaints received and responses to the complaint. Includes the FOI, EIR and Data Protection complaints process.	Destroy – **6 years**	Complaint file
Adults and Childrens Complaints	Formal complaints received and responses to complaints relating to Adult and Children's services addressed under the statutory complaints process	Destroy – **6 years**	Complaint file
Complaints to Ombudsman	Documentation relating to complaints that have progressed to the PSOW	Destroy – **6 years**	Complaint files
Compliments	Positive or constructive comments about the Council.	Destroy – **1 years**	
External audits			
Audits	Documentation relating to audit activity	Destroy – **7 years**	
Preparing business			
Meetings	Documentation relating to internal meetings within the Council.	Destroy – **3 years**	Team and departmental minutes, agendas, notes
Officer representation On external agencies	Documentation relating to officers representing the Council on external agencies, e.g. the Development Board for Rural Wales files.	Destroy – **3 years**	Minutes, agendas, notes
Partnership and agency working	Documentation relating to any external agencies working in partnership with the Council (e.g. nursing agencies, social care agencies, CCW).	Destroy – **7 years**	Business for partnership and agencies where LA does not own the record
Project Management			
Projects	Documentation relating to corporate initiatives and projects, e.g. Access to Services.	Destroy – **5 years**	Project files
Quality and performance	Information relating to specific quality initiatives such as ISO 9000.	Destroy – **5 years**	
Assessments	Documentation relating to quality and performance assessments.	Destroy – **2 years**	Assessment Forms

Record Type	Description	Retention Period	Example of Records/Format
Best Value Reviews	Information relating to the legal duty for Councils to review services to make sure they are efficient, effective and giving value for money.	Destroy – **5 years**	Best value reviews
Project Files	Documentation associated with running a project	Destroy – **5 years** from closure	
Inspections	Documentation relating to the external inspections received by the Council in relation to corporate or service-specific performance management.	Destroy – **6 years**	
Process mapping	Documentation relating to the mapping of processes, material or information flow in a diagrammatic form; defining key process input and outputs.	Destroy – **5 years**	Process maps
Statistics			
	Statistical data	Destroy – **6 years**	
Statutory Returns			
	Statutory returns to central government	Destroy – **7 years** from closure	
Strategic Planning			
Business cases	Information identifying the need or requirement for the commitment of resources to a project or service.	Destroy – **6 years**	
Corporate initiatives	Documentation relating to corporate policies and procedures affecting the whole Council	**Permanent**	
Organisational structure	Documentation relating to the structural organisation of the Council.	**Permanent**	
Policies and procedures	Documentation relating to policies and procedures of the Council, including guidance and guidelines.	**Permanent** - offer to archivist	
Public consultation	The process of the Council's consultation with the public.	Destroy – **5 years**	
Service level agreements	Information relating to agreements made between separate internal units or teams within the Council, on a contractual basis.	Destroy – **2 years**	

Planning and Building Control

Record Type	Description	Retention Period	Example of Records/Format
Building control			
Application processing	Documentation relating to the processing of building control applications.	Destroy after **3 year** if rescinded otherwise **permanent** - offer to archivist	Application, validation notice, correspondence, drawings, location plans, structural calculations, decision notices, record cards, inspection reports, contravention notices
Registration	Building Control Register	**Permanent** - offer to archivist	Register sheets
Unauthorised works	Documentation relating to unauthorised works.	**Permanent** - offer to archivist	
Covenant control			
Policies	Policy documents	**Permanent** -offer to archivist	
Covenant controls	Covenant control files	**Permanent** -offer to archivist	
Development control			
Application processing	Documentation relating to the processing of development control applications.	**Permanent** – online archive	Application letters and forms, certificates, location plans, drawings, site correspondence, reports, photographs, s.106 agreements, appeals, decisions
Enforcement	Documentation relating to the process of enforcing planning regulations.	Destroy - **3 years** compliance with enforcement notice	Enforcement notices
Listed Buildings and Conservation Areas	Documentation relating to listed buildings, trees under preservation orders, etc.	**Permanent** – offer to archivist	Tree Preservation Orders etc.
Registration	Documentation relating to planning registration	**Permanent** - offer to archivist	Planning register
Street naming and numbering	Documentation relating to street naming, development naming and property naming or numbering.	Destroy – **7 years**	Naming of streets, numbering of houses
Planning Policy			
Documentation relating to the framework for the development and use of land, taking full account of economic, social and environmental issues.	Unitary Development Plan (UDP), Local Development Plan (LDP) minerals local plan, wind farm development, residential design guide, regional plans, heritage listing, sustainable development, urban planning, economic regeneration	**Permanent** – archive	

Procurement

Record Type	Description	Retention Period	Example of Records/Format
Contracting			
Contract awards	Records relating to the process of arranging, tendering and managing contracts for the authority	Destroy – **current year plus 6**	Contract files, tenders, negotiation
Contract awards under seal	Records relating to the process of arranging, tendering and managing contracts under seal for the authority	Destroy – **current year plus 12**	Contracts under seal
Contract management	Documentation relating to the monitoring of contracts	Destroy – **current year plus 6**	Contract monitoring including post tender negotiation Service level agreements, compliance reports, performance reports
Requisition	Documentation on non- tendered contracts such as purchase orders	Destroy - **7 years** after the end of the financial year	Purchase orders
Market information			
	Documentation relating to products with a view to purchase at a later stage	Destroy – **1 year**	Register of recommended contractors, correspondence relating to contractors
Tendering			
Tenders	Tender files	Destroy - **1 year** after start of contract	Opening notice, tender envelope
Tenders	Tender files	Destroy - **6 years** after the term of the contract has expired	Ordinary tender
Tenders	Tender files	Destroy - **2 years** after contract let or not proceeded with	Pre-tender advice
Tenders	Tender files	Destroy - **12 years** after the term of the contract has expired	Tender for contract under seal
Tenders	Tender files	Destroy - **1 year** after start of contract	Unsuccessful tenders
Tendering policies	Tender policies	**Permanent**	Policies relating to BCBC tendering

Registration and Coroners

Record Type	Description	Retention Period	Example of Records/Format
Inquiries into deaths			
Coroners inquests	Documentation produced by the coroner in relation to the investigation of the circumstances of sudden, unnatural or uncertified deaths	**Permanent –** offer to archivist **Non inquest investigations – destroy 15 years**	Case Files
Registration			
	Registers	**Permanent** - offer to archivist	Reported deaths register
Certification	The issuing of certificates for life events, and records of applications for copies of certificates.	Destroy – **3 years**	Birth certificates, death certificates, marriage certificates
Notification	Documentation relating to marriage notices	Destroy – **5 years**	Marriage notices, wedding banns, notice book
Treasure Trove			
		Destroy – **5 years**	Inquests

Risk Management and Insurance

Record Type	Description	Retention Period	Example of Records/Format
Insurance Claims			
Insurance claims processing	Documentation relating to insurance claims made against the Council or Council Officers	Destroy – **7 years**	Insurance Claims
Insurance policy	The process of insuring officers, property, vehicles and equipment against negligence, loss or damage.	**Permanent**	Insurance policies, renewals
Risk Management			
	Documentation relating to the processes involved in identifying, assessing and judging risks, assigning ownership, taking actions to mitigate or anticipate them, and monitoring and reviewing progress.	Destroy – **7 years**	
Business continuity planning	Documentation relating to business continuity in the event of a disaster or unforeseen event.	Destroy – **7 years**	Disaster recovery, business resilience plans.
Impact assessment	Documentation relating to the processes involved in identifying, assessing and judging risks, assigning ownership, taking actions to mitigate or anticipate them, and monitoring and reviewing progress.	Destroy – **7 years**	Campaigns

Transport and Infrastructure

Record Type	Description	Retention Period	Example of Records/Format
Design and construction			
	Design and construction of highways and all schemes which are not maintenance e.g. bridges, highways, flood defence.	**Permanent** – offer to archive	Project/scheme files, feasibility studies
Highway Development control			
	Documentation associated with the approval of planning applications for transport and infrastructure and the development of transport and infrastructure within Bridgend.	**Permanent** –Archive	Highway planning applications
Highway adoption	Documentation relating to the adopting of roads and highways in Bridgend	**Permanent** - Archive	Road adoption records
Highway extent queries	Documentation relating to the handling of highways extents enquiries from solicitors, developers, districts, etc	**Permanent** - offer to archivist	Highway extent queries
Highway extinguishment	Documentation relating to the freeing of highways from Highway Authority control, reverting it back to the freehold or leasehold owner.	Destroy - **7 years** after extinguishment. Offer Order to archivist	Highway extinguishment
Notification	Documentation relating to notification of maintenance, changes in status of roads, etc, to the public.	Destroy – **2 years** after matter concluded	Public notices of maintenance, status changes, etc
Road classification	Documentation relating to road classification	**Permanent** – archive	Consolidated list of classified roads
Stopping up	Documentation relating to the stopping up of a carriageway and/or footway for development purposes, where it ceases to be public highway and may be built upon	**Permanent** – archive	Stopping up orders
Highway Enforcement			
Documentation relating to the enforcement of the proper use and maintenance of transport and highways.	Enforcement notices, road reinstatements	Destroy - **50 years** after enforcement notice or **3 years** after compliance	
Advertising Hoardings	Documentation relating to advertising hoardings	Destroy – **3 years**	
Infrastructure Management			
Hazard removal	Documentation relating to the removal of hazards on the road such as dead animals, mud, oil spills, etc.	Destroy – **7 years**	
Inspections	Documentation relating to the condition of roads and associated infrastructure.	Destroy – **current year plus 6**	Skidding and resistance tests, laboratory inspections
Maintenance and Emergency Maintenance	Documentation relating to the maintenance of bridges, cattle grids, roads and associated infrastructure. Includes milestones and ancient monuments on the highway.	Destroy – **12 years**	
Drainage and Sewerage	Documentation relating to the maintenance of the drainage and sewerage system. Includes any flood defence documentation not related to a design and construction scheme.	Destroy – **35 years**	
Grounds Maintenance	Documentation relating to the maintenance of grounds relating to transport and infrastructure.	Destroy – **7 years**	
Winter Maintenance	Documentation relating to the monitoring and maintenance of roads and associated infrastructure during winter	Destroy – **22 years**	Winter maintenance plan
Street Works			
	Plans, applications to dig up pavements, signs, lighting	Destroy – **7 years**	
Surveys	Survey data relating to transport and infrastructure	Destroy – **7 years**	Surveys

Record Type	Description	Retention Period	Example of Records/Format
Infringements			
	Parking Tickets	Destroy – **2 years** after last action	
Public transport			
	Plans, information about public transport routes, timetables	Destroy – **7 years** after superseded	
Concessions	Documentation relating to the provision and issue of travel concessions.	Destroy – **6 years**	Travel passes
Road Safety			
	Documentation relating to all aspects of road safety.	Destroy – **7 years**	
Accident investigations	Investigations into road traffic accidents for the purposes of improving road safety.	Destroy – **7 years**	Investigations, reports
Road safety education, training and publicity (ETP)	Documentation relating to road safety education, training and publicity.	Destroy – **7 years**	
Safety audits	Documentation relating to audits / inspections of highways from a road safety perspective.	Destroy – **7 years**	
School crossing patrols	Documentation relating to school crossing patrols.	Destroy – **7 years**	Crossing locations, patrol times
Speed cameras	Documentation relating to speed cameras including information on the reason for the siting of the camera, any settings, etc.	Destroy – **7 years**	
School Transport			
	Documentation relating to school transport services.	Destroy – **7 years**	
Traffic management			
	Documentation about the management of traffic such as bus lanes, traffic lights, roundabouts and pedestrian crossings. Includes the monitoring of highway, transport and traffic use.	Destroy – **7 years**	
Monitoring	Documentation relating to the monitoring of highway, transport and traffic use. Includes abnormal loads.	Destroy - **7 years**	Abnormal load notification
Parking	Documentation relating to on- road parking areas and car parks which are not Council property.	Destroy – **7 years**	
School routes	The activity of planning, and programming the continued safety of school routes.	Destroy – **7 years**	School routes
Traffic calming	The management and control of traffic calming measures.	Destroy – **7 years**	Crossings
Traffic orders	Documentation relating to written legal agreements to enforce various regulations including: speed limits, on-street parking, one way streets and other restrictions. Includes temporary, experimental and permanent orders.	**Permanent until suspended**	Traffic orders approval, implementation
Traffic reduction	The activity of planning, and programming the continued flow, diversion or reduction of traffic.	Destroy – **7 years**	
Street lighting	Programme and planning of street lighting	Destroy – **7 years**	
Weather forecasting	Information relating to short and long term weather forecasts. Weather data should be kept under Winter maintenance.	Destroy – **1 year**	Short and long term weather forecasts
Transport planning			
	Documentation relating to strategic planning regarding transport and infrastructure.	**Permanent** – Archive	Local transport plan (LTP), modelling
Travel Plans	Employer travel plans, school travel plans	Destroy – **7 years** after last use	Travel plans
Strategy and planning	Local Transport Plan and associated documentation	**Permanent** – archive	Local Transport Plan
Transport modelling	Traffic counts and associated documentation	Destroy – **2 years** after last use	Traffic counts

Waste Management

Record Type	Description	Retention Period	Example of Records/Format
Fly tipping			
	Documentation relating to dumped rubbish, including domestic, farm and construction waste.	Destroy – **6 years**	
Street cleaning			
	Documentation relating to street cleaning such as litter picking, mechanical sweeping and removal of dog fouling. Includes the removal of graffiti.	Destroy – **6 years**	
Abandoned vehicles	Documentation relating to the collection and disposal of vehicles which are deemed to have been abandoned by their owner, as defined in the Refuse Disposal Amenity Act 1978 and the Clean Neighbourhoods Act 2005.	Destroy - **2 years** after last action	
Bulk waste	Documentation relating to the disposal of commercial and bulk waste, as defined in the Environmental Protection Act 1990	Destroy - **2 years** after last action	
Controlled	Documentation relating to the disposal of hazardous waste, as defined in the Hazardous Waste Directive 2005.	Destroy - **6 years** after last action	
Domestic	Documentation relating to the disposal of domestic waste, including recycling.	Destroy - **2 years** after last action	
Trade	Documentation relating to the collection and disposal of trade waste, including recycling.	Destroy - **2 years** after last action	
Waste disposal			
Landfill sites	Information about the disposal of collected waste at landfill sites.	**Permanent** - offer to archivist	Management of sites
Waste transfer sites	Information about the transfer of waste for treatment.	**10 years** from site closure	Management of sites
Waste and recycling centres	Documentation relating to recycling centres.	**Permanent** - offer to archivist	Waste site plans
Waste reduction			
Composting	Documentation relating to the collection and treatment of biodegradable waste to produce a product that can be used as either compost or a soil improver.	Destroy – **5 years**	
Recycling	Documentation relating to the establishment of public recycling receptacles, including sites and recycling schemes	Destroy - **5 years** after use	

HR Retention Policy

Reference	Document Type	Retention Period	Example
HR administration			
1.1	Personal Record - Summary Information	**Permanent**	Personal Ref Name NI number Date of Birth Employment history (dates) Reckonable Service
1.2	Personal File	Destroy **6 years** after termination Destroy **25 years** if working with Children	I@W file
1.3	Employee declarations	Destroy **6 years** after termination	WSOP acceptance
1.4	Employment conditions	Destroy **6 years** after termination	WSOP Offer Letters Secondment Letters Transactional docs
1.5	Induction, Probation and Appraisal	Destroy **5 years** after action completed Destroy **6 years** after termination	Induction records Probation notes Appraisal form Probation letters
1.6	Disclosure and barring service	**6 months** from check. (Note: application form is held on e-bulk system). Destroy once 'conviction/ caution' spent	Application form Copy of disclosure Positive disclosure meeting records
1.7	Job Evaluation/Equal Pay	Destroy **6 years** after termination	Employee Correspondence
1.8	Termination records	Destroy **6 years** after termination If a pension is paid then records should be destroyed **6 years** after last pension payment	PAF Resignation Letter Transactional docs
Employee Relations			
2.1	Disciplinary / Grievance investigation documentation (excluding investigations related to Children)	Destroy after process determination (inclusive of appeal/ET claim period)	Investigation pack (including; witness notes, evidence)
2.2	Disciplinary warnings (excluding investigations related to Children)	Destroy once period is 'spent'; Unfounded – Destroy immediately First written warning - **6 months** Second written warning - **12 months** Final warning - **18 months** Dismissal – Held on file and destroyed in line with 'Personal File'	Outcome letters
2.3	Disciplinary / Grievance investigation documentation (related to Children) (includes investigation documentation and outcome)	Remains on file **permanently**	All documentation related to investigation and outcome
2.4	Discipline and Grievance record	Destroy **7 years** from closure	Summary management information on investigation and outcome
2.5	Corporate and departmental consultations	**7 years** from closure	Notes Reports Negotiations
2.6	Trade Union negotiation	**10 years after the agreement ceases to be active**– with option to offer to the archivist	Records of; Negotiations Collective agreements
2.7	Trade Union relation management	Destroy **2 years** after administrative use is concluded	Minutes Emails
Pay, remuneration and staff benefits			
3.1	Pay records	Destroy **6 years** after conclusion of financial transaction period	Timesheets Overtime claim forms Expenses/Mileage claims

Reference	Document Type	Retention Period	Example
3.2	Pension records	Destroy **6 years** from payment of last employer contribution	NI2 AVC forms IHR documentation Opt out application
Recruitment and Job Evaluation			
4.1	Recruitment authorisation	Destroy **5 years** after recruitment finalised	VMF/AMF
4.2	Recruitment documentation	Destroy **2 years** after superseded	Advert Job Description
4.3	Recruitment process documents	Destroy **1 year** after recruitment has been finalised For successful applicants, application and pre-emp docs follow 'Personal File'	Applications Shortlisting/interview docs References
Staff health and attendance			
5.1	Leave and attendance	Destroy **2 years** after period	Flexi Annual Leave Special Leave Working time directive
5.2	Absence management documentation	Destroy **2 years** after termination	Contact forms Welfare records ARMs/Formals RTW
5.3	Absence monitoring records	Destroy **6 years** after termination	Summary absence information;
5.4	Absence outcome	Destroy once period is 'spent'; First written warning - **6 months** Second written warning - **12 months** Final warning - **18 months** Dismissal – Held on file and destroyed in line with 'Personal File'	Outcome letters
5.5	Absence reporting	Destroy **2 years** after action completed	Management information on absences
5.6	Occupational health records	Destroy **75 years** after DOB Note: Patient records are held with external provider. Management reports received will be retained per RGLA6.10	Health questionnaires Medical clearance Workplace adjustments Risk Assessments Occupational Health recommendations
Training Records			
6.1	Staff training documentation	Destroy **2 years** after activity Destroy after **25 years** where training relates to Children Destroy after **50 years** where related to Occ Health or H&S	Attendance sheets Course Evaluations
6.2	Training certificates	Destroy **7 years** after activity	Certificates Awards Results

Please note:

In line with our statutory obligations as an employer, we are expected to record specific Health and Safety documentation on personal files. The Corporate Health and Safety unit remain responsible for this documentation and maintain their own Retention Schedule. For further information please contact Health&Safety@bridgend.gov.uk.

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Meeting of:	**CABINET**
Date of Meeting:	**22 SEPTEMBER 2026**
Report Title:	**CABINET, COUNCIL AND OVERVIEW AND SCRUTINY COMMITTEES FORWARD WORK PROGRAMMES**
Report Owner / Responsible Chief Officer/Cabinet Member:	**CHIEF OFFICER – LEGAL, REGULATORY & ELECTORAL SERVICES** **CABINET MEMBER - CORPORATE SERVICES**
Responsible Officer:	**MARK GALVIN – SENIOR DEMOCRATIC SERVICES OFFICER - COMMITTEES**
Policy Framework and Procedure Rules:	**There is no impact on the policy framework and procedure rules.**
Executive Summary:	**The report is required in order to outline the planned programme of items proposed to be considered at Cabinet, Council and Overview and Scrutiny Committee meetings in the coming six months. The publishing of this report will benefit the public in terms of them being made aware of key items of Council business in advance of future meetings they are proposed to be considered at.**

1. Purpose of Report

1.1 The purpose of this report is to seek Cabinet approval for items to be included on the Cabinet Forward Work Programme for the period 1 September 2026 to 28 February 2027 and for Cabinet to note the Council and Overview and Scrutiny Committees' Forward Work Programmes for the same period.

2. Background

2.1 The Forward Work Programme is usually prepared by the Monitoring Officer to cover a period of four months except when ordinary elections of councillors occur. However, following a previous recommendation from Audit Wales, this has now been amended to cover six months. This is to give more opportunity for robust pre-decision scrutiny and to provide greater transparency around the Council's decision-making process for both Members and the public.

2.2 The Forward Work Programme will contain matters which the Cabinet, Overview and Scrutiny Committees and full Council are likely or scheduled to consider. It will contain information on:

(a) the timetable for considering the Budget and any plans, policies or strategies forming part of the Policy Framework and requiring Council approval, and which body is to

consider them;

(b) the timetable for considering any plans, policies or strategies which are the responsibility of the Cabinet;

(c) the work programme of the Overview and Scrutiny Committees, to the extent that it is known.

3. Current situation / proposal

3.1 The proposed Forward Work Programmes for the above period are appended to the report, as follows:

- Cabinet - **Appendix 1**
- Council - **Appendix 2**
- Overview and Scrutiny Committees - **Appendix 3**

3.2 Following consideration by Cabinet, the above Forward Work Programmes will be published on the Council's website bi-lingually.

4. Equality implications (including Socio-economic Duty and Welsh Language)

4.1 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.

5. Well-being of Future Generations implications and connection to Corporate Well-being Objectives

5.1 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.

6. Climate Change and Nature Implications

6.1 There are no climate change or nature implications arising from this report.

7. Safeguarding and Corporate Parent Implications

7.1 There are no safeguarding or corporate parent implications arising from this report.

8. Financial Implications

8.1 There are no financial implications arising from this report.

9. Recommendations

Cabinet is recommended to:

- Approve the Cabinet Forward Work Programme for the period 1 September 2026 to 28 February 2027 at **Appendix 1**;
- Note the Council and Overview and Scrutiny Committees' Forward Work Programmes for the same period, as shown at **Appendix 2** and **Appendix 3** of the report, respectively.

Background documents

None.

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APPENDIX 1

CABINET FORWARD WORK PROGRAMME – 1 SEPTEMBER 2026 TO 28 FEBRUARY 2027

Date	Title of Report	Contact Officer
22 Sep 26	**Corporate Plan Delivery Plan For 2026-27**	**Jake Morgan** Chief Executive Tel: 01656 643380 Email: Jake.Morgan@bridgend.gov.uk
22 Sep 26	**Corporate Transformation Governance and Operating Model**	**Carys Lord** Corporate Director - Finance and Transformation Tel: 01656 643302 Email: Carys.Lord@bridgend.gov.uk
22 Sep 26	**Supplementary Planning Guidance (SPG): Educational Facilities and Residential Development**	**Janine Nightingale** Corporate Director Communities Tel: 01656 643241 Email: Janine.nightingale@bridgend.gov.uk
22 Sep 26	**Supplementary Planning Guidance (SPG): Planning Obligations and Infrastructure**	**Janine Nightingale** Corporate Director Communities Tel: 01656 643241 Email: Janine.nightingale@bridgend.gov.uk

Date	Title of Report	Contact Officer
22 Sep 26	**Public Space Protection Order (PSPO) Consultation Outcome**	**Janine Nightingale** Corporate Director Communities Tel: 01656 643241 Email: Janine.nightingale@bridgend.gov.uk
22 Sep 26	**Future Waste Service - Update on Insourcing of Waste Services**	**Janine Nightingale** Corporate Director Communities Tel: 01656 643241 Email: Janine.nightingale@bridgend.gov.uk
22 Sep 26	**3G Pitch Improvement Project 2026-2027**	**Janine Nightingale** Corporate Director Communities Tel: 01656 643241 Email: Janine.nightingale@bridgend.gov.uk
22 Sep 26	**Proposal to increase the number of Learning Resource Classes in Bridgend**	**Lindsay Harvey** Corporate Director – Education, Early Years and Young People Tel: 01656 642612 Email: Lindsay.harvey@bridgend.gov.uk
22 Sep 26	**Approval to Establish a Temporary (Shadow) Governing Body for the New School Replacing Afon-y-felin Primary School and Corneli Primary School**	**Lindsay Harvey** Corporate Director – Education, Early Years and Young People

Date	Title of Report	Contact Officer
		Tel: 01656 642612 Email: Lindsay.harvey@bridgend.gov.uk
22 Sep 26	**Welsh in Education Strategic Plan (2022-2032)**	**Lindsay Harvey** Corporate Director – Education, Early Years and Young People Tel: 01656 642612 Email: Lindsay.harvey@bridgend.gov.uk
22 Sep 26	**Social Services Representations and Complaints Annual Report 2025-26**	**Claire Marchant** Corporate Director Social Services & Wellbeing Tel: 01656 643248 Email: Claire.marchant@bridgend.gov.uk
22 Sep 26	**Data Protection**	**Kelly Watson** Chief Officer, Legal, Regulatory Services and Electoral Tel: 01656 643248 Email: Kelly.Watson@bridgend.gov.uk
22 Sep 26	**Cabinet, Council and Overview and Scrutiny Committees Forward Work Programmes**	**Kelly Watson** Chief Officer, Legal, Regulatory Services and Electoral Tel: 01656 643248 Email: Kelly.Watson@bridgend.gov.uk

Date	Title of Report	Contact Officer
22 Sep 26	**Request to Vary the Hackney Carriage Fares Tariff**	**Kelly Watson** Chief Officer, Legal, Regulatory Services and Electoral Tel: 01656 643248 Email: Kelly.Watson@bridgend.gov.uk
20 Oct 26	**Self-Assessment 2025-26**	**Jake Morgan** Chief Executive Tel: 01656 643380 Email: Jake.Morgan@bridgend.gov.uk
20 Oct 26	**Parking SPG (Pre-Consultation)**	**Janine Nightingale** Corporate Director Communities Tel: 01656 643241 Email: Janine.nightingale@bridgend.gov.uk
20 Oct 26	**Green Infrastructure SPG (Pre-Consultation)**	**Janine Nightingale** Corporate Director Communities Tel: 01656 643241 Email: Janine.nightingale@bridgend.gov.uk

Date	Title of Report	Contact Officer
20 Oct 26	**EV Charging Strategy**	**Janine Nightingale** Corporate Director Communities Tel: 01656 643241 Email: Janine.nightingale@bridgend.gov.uk
20 Oct 26	**Establishment of a Community Infrastructure Fund (CIF)**	**Janine Nightingale** Corporate Director Communities Tel: 01656 643241 Email: Janine.nightingale@bridgend.gov.uk
20 Oct 26	**Strategic Transport Projects**	**Janine Nightingale** Corporate Director Communities Tel: 01656 643241 Email: Janine.nightingale@bridgend.gov.uk
20 Oct 26	**Net Zero Policy Update**	**Janine Nightingale** Corporate Director Communities Tel: 01656 643241 Email: Janine.nightingale@bridgend.gov.uk

Date	Title of Report	Contact Officer
20 Oct 26	**Biodiversity SPG (Pre-Consultation)**	**Janine Nightingale** Corporate Director Communities Tel: 01656 643241 Email: Janine.nightingale@bridgend.gov.uk
20 Oct 26	**Shared Lives**	**Claire Marchant** Corporate Director Social Services & Wellbeing Tel: 01656 643248 Email: Claire.marchant@bridgend.gov.uk
20 Oct 26	**Budget Monitoring 2026-27 Quarter 2 Revenue Forecast**	**Carys Lord** Corporate Director - Finance and Transformation Tel: 01656 643302 Email: Carys.Lord@bridgend.gov.uk
20 Oct 26	**Corporate Complaints Policy**	**Kelly Watson** Chief Officer, Legal, Regulatory Services and Electoral Tel: 01656 643248 Email: Kelly.Watson@bridgend.gov.uk

Date	Title of Report	Contact Officer
20 Oct 26	**Request to Vary the Hackney Carriage Fares Tariff**	**Kelly Watson** Chief Officer, Legal, Regulatory Services and Electoral Tel: 01656 643248 Email: Kelly.Watson@bridgend.gov.uk
17 Nov 26	**Capital Programme Quarter 2 Update 2026-27**	**Carys Lord** Corporate Director - Finance and Transformation Tel: 01656 643302 Email: Carys.Lord@bridgend.gov.uk
17 Nov 26	**Treasury Management Half-Year Report 2026-27**	**Carys Lord** Corporate Director - Finance and Transformation Tel: 01656 643302 Email: Carys.Lord@bridgend.gov.uk
17 Nov 26	**Local Air Quality Management Annual Progress Report 2026**	**Kelly Watson** Chief Officer, Legal, Regulatory Services and Electoral Tel: 01656 643248 Email: Kelly.Watson@bridgend.gov.uk

Date	Title of Report	Contact Officer
15 Dec 26	**Transformation Strategy 2040**	**Jake Morgan** Chief Executive Tel: 01656 643380 Email: Jake.Morgan@bridgend.gov.uk
12 Jan 27	**Planning Obligations and Infrastructure SPG (Post-Consultation)**	**Janine Nightingale** Corporate Director Communities Tel: 01656 643241 Email: Janine.nightingale@bridgend.gov.uk
12 Jan 27	**Employment SPG (Pre-Consultation)**	**Janine Nightingale** Corporate Director Communities Tel: 01656 643241 Email: Janine.nightingale@bridgend.gov.uk
12 Jan 27	**Regulation of Investigatory Powers (RIPA)**	**Kelly Watson** Chief Officer, Legal, Regulatory Services and Electoral Tel: 01656 643248 Email: Kelly.Watson@bridgend.gov.uk

Date	Title of Report	Contact Officer
12 Jan 27	**Annual Corporate Safeguarding Report 2025-26**	**Claire Marchant** Corporate Director Social Services & Wellbeing Tel: 01656 643248 Email: Claire.marchant@bridgend.gov.uk
12 Jan 27	**Medium Term Financial Strategy 2027-28 to 2030-31**	**Carys Lord** Corporate Director - Finance and Transformation Tel: 01656 643302 Email: Carys.Lord@bridgend.gov.uk
2 Feb 27	**Parking SPG (Post-Consultation)**	**Janine Nightingale** Corporate Director Communities Tel: 01656 643241 Email: Janine.nightingale@bridgend.gov.uk
2 Feb 27	**Green Infrastructure SPG (Post-Consultation)**	**Janine Nightingale** Corporate Director Communities Tel: 01656 643241 Email: Janine.nightingale@bridgend.gov.uk

Date	Title of Report	Contact Officer
2 Feb 27	**Biodiversity SPG (Post-Consultation)**	**Janine Nightingale** Corporate Director Communities Tel: 01656 643241 Email: Janine.nightingale@bridgend.gov.uk
2 Feb 27	**School Admissions Policy 2028-29 and Co-ordinated Admissions Arrangements 2029-30**	**Lindsay Harvey** Corporate Director – Education, Early Years and Young People Tel: 01656 642612 Email: Lindsay.harvey@bridgend.gov.uk
2 Feb 27	**Medium Term Financial Strategy 2027-28 and 2030-31 and Draft Budget Consultation Process**	**Carys Lord** Corporate Director - Finance and Transformation Tel: 01656 643302 Email: Carys.Lord@bridgend.gov.uk
2 Feb 27	**Budget Monitoring 2026-27 Quarter 3 Revenue Forecast**	**Carys Lord** Corporate Director - Finance and Transformation Tel: 01656 643302 Email: Carys.Lord@bridgend.gov.uk

Date	Title of Report	Contact Officer
2 Feb 27	**Capital Programme Quarter 3 Update 2026-27**	**Carys Lord** Corporate Director - Finance and Transformation Tel: 01656 643302 Email: Carys.Lord@bridgend.gov.uk
16 Feb 27	**Outcome of Budget Consultation 2027**	**Carys Lord** Corporate Director - Finance and Transformation Tel: 01656 643302 Email: Carys.Lord@bridgend.gov.uk
16 Feb 27	**Medium Term Financial Strategy 2027-28 to 2030-31**	**Carys Lord** Corporate Director - Finance and Transformation Tel: 01656 643302 Email: Carys.Lord@bridgend.gov.uk
16 Feb 27	**Capital Strategy 2027-28 to 2036-37**	**Carys Lord** Corporate Director - Finance and Transformation Tel: 01656 643302 Email: Carys.Lord@bridgend.gov.uk

Date	Title of Report	Contact Officer
16 Feb 27	**Treasury Management Strategy 2027-28**	**Carys Lord** Corporate Director - Finance and Transformation Tel: 01656 643302 Email: Carys.Lord@bridgend.gov.uk

APPENDIX 2

COUNCIL FORWARD WORK PROGRAMME – 1 SEPEMBER 2026 TO 28 FEBRUARY 2027

Date	Title of Report	Contact Officer
23 Sep 26	**Corporate Plan Delivery Plan**	**Jake Morgan** Chief Executive Tel: 01656 643380 Email: Jake.Morgan@bridgend.gov.uk
23 Sep 26	**Educational Facilities and Residential Development SPG (post Consultation)**	**Janine Nightingale** Corporate Director Communities Tel: 01656 643241 Email: Janine.nightingale@bridgend.gov.uk
23 Sep 26	**Social Services Annual Report 2025-26**	**Claire Marchant** Corporate Director Social Services & Wellbeing Tel: 01656 643248 Email: Claire.marchant@bridgend.gov.uk
23 Sep 26	**Democratic Services Committee Annual Report 2025-26**	**Kelly Watson** Chief Officer, Legal, Regulatory Services and Electoral Tel: 01656 643248

Date	Title of Report	Contact Officer
		Email: Kelly.Watson@bridgend.gov.uk
21 Oct 26	**Net Zero Policy Update**	**Janine Nightingale** Corporate Director Communities Tel: 01656 643241 Email: Janine.nightingale@bridgend.gov.uk
21 Oct 26	**Self-Assessment 2026-26**	**Jake Morgan** Chief Executive Tel: 01656 643380 Email: Jake.Morgan@bridgend.gov.uk
18 Nov 26	**Laleston Community Council Review**	**Jake Morgan** Chief Executive Tel: 01656 643380 Email: Jake.Morgan@bridgend.gov.uk
18 Nov 26	**Capital Programme Quarter 2 Update 2026-27**	**Carys Lord** Corporate Director - Finance and Transformation Tel: 01656 643302 Email: Carys.Lord@bridgend.gov.uk

Date	Title of Report	Contact Officer
18 Nov 26	**Council Tax Base 2027-28**	**Carys Lord** Corporate Director - Finance and Transformation Tel: 01656 643302 Email: Carys.Lord@bridgend.gov.uk
18 Nov 26	**Treasury Management Half Year Report 2026-27**	**Carys Lord** Corporate Director - Finance and Transformation Tel: 01656 643302 Email: Carys.Lord@bridgend.gov.uk
18 Nov 26	**Local Air Quality Management Annual Progress Report 2026**	**Kelly Watson** Chief Officer, Legal, Regulatory Services and Electoral Tel: 01656 643248 Email: Kelly.Watson@bridgend.gov.uk
16 Dec 26	**Transformation Strategy 2040**	**Jake Morgan** Chief Executive Tel: 01656 643380 Email: Jake.Morgan@bridgend.gov.uk
13 Jan 27	**Planning Obligations and Infrastructure SPG**	**Janine Nightingale** Corporate Director Communities Tel: 01656 643241 Email:

Date	Title of Report	Contact Officer
		Janine.nightingale@bridgend.gov.uk
13 Jan 27	**Council Tax Reduction Scheme 2027-28**	**Carys Lord** Corporate Director - Finance and Transformation Tel: 01656 643302 Email: Carys.Lord@bridgend.gov.uk
3 Feb 27	**Parking SPG**	**Janine Nightingale** Corporate Director Communities Tel: 01656 643241 Email: Janine.nightingale@bridgend.gov.uk
3 Feb 27	**Green Infrastructure SPG**	**Janine Nightingale** Corporate Director Communities Tel: 01656 643241 Email: Janine.nightingale@bridgend.gov.uk
3 Feb 27	**Biodiversity SPG**	**Janine Nightingale** Corporate Director Communities Tel: 01656 643241 Email: Janine.nightingale@bridgend.gov.uk

Date	Title of Report	Contact Officer
3 Feb 27	**Capital Programme Quarter 3 Update 2026-27**	**Carys Lord** Corporate Director - Finance and Transformation Tel: 01656 643302 Email: Carys.Lord@bridgend.gov.uk
24 Feb 27	**Medium Term Financial Strategy 2027-28 to 2030-31**	**Carys Lord** Corporate Director - Finance and Transformation Tel: 01656 643302 Email: Carys.Lord@bridgend.gov.uk
24 Feb 27	**Council Tax 2027-28**	**Carys Lord** Corporate Director - Finance and Transformation Tel: 01656 643302 Email: Carys.Lord@bridgend.gov.uk
24 Feb 27	**Capital Strategy 2027-28 to 2036-37**	**Carys Lord** Corporate Director - Finance and Transformation Tel: 01656 643302 Email: Carys.Lord@bridgend.gov.uk
24 Feb 27	**Treasury Management Strategy 2027-28**	**Carys Lord** Corporate Director - Finance and Transformation Tel: 01656 643302

Date	Title of Report	Contact Officer
		Email: Carys.Lord@bridgend.gov.uk

APPENDIX 3

OVERVIEW AND SCRUTINY FORWARD WORK PROGRAMME – 1 SEPTEMBER 2026 – 28 FEBRUARY 2027

Date	Title of Report	Scrutiny Committee	Contact Officer
7 Sep 26	- **Corporate Plan Delivery Plan** - **Transformation Governance**	**Extraordinary Meeting of Corporate Overview and Scrutiny Committee**	**Jake Morgan** Chief Executive Tel: 01656 643136 Email: Jake.Morgan@bridgend.gov.uk **Carys Lord** Chief Officer - Finance, and Transformation Tel: 01656 643302 Email: Carys.Lord@bridgend.gov.uk
10 Sep 26	- **Draft Social Services Annual Report 2025-26** - **Social Services Representations and Complaints 2025-26** - **Shared Lives**	**Social Services, Health and Wellbeing Overview and Scrutiny Committee**	**Claire Marchant** Corporate Director Social Services & Wellbeing Tel: 01656 643248 Email: Claire.marchant@bridgend.gov.uk
21 Sep 26	- **Review of Additional Learning Needs (ALN) Support**	**Education and Youth Services Overview and Scrutiny Committee**	**Lindsay Harvey** Corporate Director – Education, Early Years and Young People Tel: 01656 642612 Email: Lindsay.harvey@bridgend.gov.uk

Date	Title and Description of Report	Scrutiny Committee	Contact Officer
25 Sep 26	- **Transformation Strategy**	**Extraordinary Meeting of Corporate Overview and Scrutiny Committee**	**Carys Lord** Chief Officer - Finance, and Transformation Tel: 01656 643302 Email: Carys.Lord@bridgend.gov.uk
12 Oct 26	- **Condition of the Highways and Status of Road Resurfacing Programme**	**Communities Environment and Housing Overview and Scrutiny Committee**	**Janine Nightingale** Corporate Director, Communities Tel: 01656 643179 Email: Janine.Nightingale@bridgend.gov.uk
22 Oct 26	- **Budget Monitoring 2026-27 – Quarter 2 Revenue Forecast** - **Scrutiny Annual Report 2024-25 and 2025-26**	**Corporate Overview and Scrutiny Committee**	**Carys Lord** Corporate Director - Finance, and Transformation Tel: 01656 643302 Email: Carys.Lord@bridgend.gov.uk **Kelly Watson** Chief Officer, Legal, Regulatory and Electoral Services Tel: 01656 643248 Email: Kelly.Watson@bridgend.gov.uk
9 Nov 26	- **Annual Corporate Safeguarding Report 2025-26**	**Social Services,**	**Claire Marchant** Corporate Director Social Services &

Date	Title and Description of Report	Scrutiny Committee	Contact Officer
	- **Provision of Accommodation Based Regulated Support Services in Bridgend**	**Health and Wellbeing Overview and Scrutiny Committee**	Wellbeing Tel: 01656 643248 Email: Claire.marchant@bridgend.gov.uk
23 Nov 26	- **Home to School Transport**	**Education and Youth Services Overview and Scrutiny Committee**	**Lindsay Harvey** Corporate Director – Education, Early Years and Young People Tel: 01656 642612 Email: Lindsay.harvey@bridgend.gov.uk
7 Dec 26	- **Joint Vehicle Maintenance Partnership with South Wales Police** - - **Bridgend Town Centre Masterplan**	**Communities, Environment and Housing Overview and Scrutiny Committee**	**Janine Nightingale** Corporate Director, Communities Tel: 01656 643179 Email: Janine.Nightingale@bridgend.gov.uk
10 Dec 26	- **Corporate Performance Quarter 2 2026-27**	**Corporate Overview and Scrutiny Committee**	**Carys Lord** Chief Officer - Finance, and Transformation Tel: 01656 643302 Email: Carys.Lord@bridgend.gov.uk
21 Jan 27	- **Draft Medium Term Financial Strategy 2027-28 to 2030-31 and Budget Proposals**	**Corporate Overview**	**Carys Lord** Chief Officer - Finance, and

Date	Title and Description of Report	Scrutiny Committee	Contact Officer
	- **Capital Strategy 2027-28**	**and Scrutiny Committee**	Transformation Tel: 01656 643302 Email: Carys.Lord@bridgend.gov.uk
1 Feb 27	- **Close Current 3 Year Strategic Plan and Open New 3 Year Strategic Plan**	**Education and Youth Services Overview and Scrutiny Committee**	**Lindsay Harvey** Corporate Director – Education, Early Years and Young People Tel: 01656 642612 Email: Lindsay.harvey@bridgend.gov.uk
4 Feb 27	- **Support for Care Leavers**	**Social Services, Health and Wellbeing Overview and Scrutiny Committee**	**Claire Marchant** Corporate Director Social Services & Wellbeing Tel: 01656 643248 Email: Claire.marchant@bridgend.gov.uk
15 Feb 27	- **Integrated Work Management System**	**Communities, Environment and Housing Overview and Scrutiny Committee**	**Janine Nightingale** Corporate Director, Communities Tel: 01656 643179 Email: Janine.Nightingale@bridgend.gov.uk

By virtue of paragraph(s) 14 of Part 4 of Schedule 12A
of the Local Government Act 1972.

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