

**BRIDGEND COUNTY BOROUGH COUNCIL**

**CONSULTATION REPORT**

**REPORT OF THE INTERIM DIRECTOR OF EDUCATION AND FAMILY SUPPORT**

**PROVISION FOR PUPILS WITH ADDITIONAL LEARNING NEEDS (ALN)-  
OUTCOME OF CONSULTATIONS ON PROPOSAL TO ESTABLISH A LEARNING  
RESOURCE CENTRE FOR PUPILS WITH AUTISITC SPECTRUM DISORDERS  
AT YSGOL GYFUN GYMRAEG LLANGYNWYD**

**1. Purpose of report**

- 1.1 The purpose of this report is to inform Cabinet of the outcome of the consultation on the proposals to establish a learning resource centre (LRC) for pupils with autism spectrum disorders (ASD) at Ysgol Gyfun Gymraeg Llangynwyd.

**2. Connection to Corporate Improvement Plan/other corporate priorities**

- 2.1 These proposals are related both to the Corporate Plan 2016-2020 and the Education Inclusion Programme and, in particular, the following corporate improvement priority:

- Supporting a successful economy.

- 2.2 In order to achieve this improvement priority, it is important to work with our partners to support pupils with ALN. The focus needs to be upon raising their skills, ambition and qualifications, and support them to take advantage of opportunities to succeed. This will improve the future prospects for our children and young people. We have already contributed to this priority by improving the provision in mainstream schools for pupils with additional learning needs.

**3. Background**

- 3.1 In December 2011, Cabinet received an update on the review of support and provision for the inclusion of children and young people with ALN.

- 3.2 Bridgend's Welsh Education Strategic Plan (2017-2020) (WESP) states that:

Bridgend County Borough Council's vision is that our provision of Welsh-medium education and support for the teaching of the Welsh language should:

- 3.2.1 deliver the key principles of equality, choice and opportunity for all;
- 3.2.2 respect, promote and embody the linguistic and cultural diversity of Bridgend and Wales;
- 3.2.3 recognise a common Welsh heritage;
- 3.2.4 reflect the social, economic and cultural needs of Wales in the 21<sup>st</sup> century;

- 3.2.5 provide opportunity to reflect on and develop personal identity and a sense of place and community;
  - 3.2.6 be consistent with the national aspirations set out in the Welsh Government's Welsh-medium Education Strategy; and
  - 3.2.7 take into account Welsh Government's Welsh Language Strategy (2016) to reach a million welsh speakers by 2050.
- 3.3 The focus in Outcome Six of the WESP, namely Welsh-medium provision for learners with ALN, is upon extending capacity to provide appropriate additional learning needs provision through the medium of Welsh during all stages of education.

#### **4. Current situation/proposal**

- 4.1 In order to progress a proposal to establish the ASD LRC at Ysgol Gyfun Gymraeg Llangynwyd consultation exercises were carried out between 6 September 2017 and 17 October 2017 with staff, governors, parents and pupils of Ysgol Gyfun Gymraeg Llangynwyd and also the wider community in accordance with the Statutory School Organisation Code.

A copy of the consultation document was also made available during this time on the Council's website:

[www.bridgend.gov.uk/consultation](http://www.bridgend.gov.uk/consultation)

- 4.2 The consultation document invited views and opinions to be submitted in respect of the proposal.
- 4.3 Under the Statutory Code referred to above the Authority is required to publish a consultation report summarising any issues raised by consultees and the Authority's response and setting out Estyn's view of the overall merit of the proposals.
- 4.4 If approved by Cabinet, the next stage of the process is to publish a statutory notice outlining the proposals which would need to be published for a period of 28 days and any formal written objections would be invited during this time.
- 4.5 If there are no objections during the Public Notice period then the proposal can be implemented with Cabinet's approval.
- 4.6 If there are objections at this Public Notice stage, an objections report will be published summarising the objections and the authority's response to those objections. Cabinet will need to consider the proposal in light of objections. Cabinet could then accept, reject or modify the proposal.

#### **5. Summary of written presentations**

- 5.1 Key points from the consultation exercises were as follows, with full details appended at the end of this report.

## **Pupil consultation**

- 5.2 Ysgol Gyfun Gymraeg School Council met with BCBC representatives on 20 September 2017 to discuss the proposal (full details can be found at Appendix i).
- 5.3 Pupils raised questions regarding what would normally happen for pupils with ASD and would they need a diagnosis to go into the class.
- 5.4 Pupils also enquired about numbers of pupils going into the class, where the location of the class would be, when the class would open and would it be of additional benefit to the school.
- 5.5 Further questions were asked about what the pupils would do, could other pupils access the class and have other classes succeeded.

The local authority response is as follows:

- 5.6 It was explained that currently, LRCs for pupils with ASD are in English-medium schools which have proven to be successful. There will not be twelve pupils on roll when the class opens with a proposed date of February 2018.
- 5.7 It was noted that pupils would need a diagnosis to go into the class but those who are awaiting a diagnosis or need additional support can access the expertise of the class depending upon individual needs.
- 5.8 It was highlighted that there is an area set aside within the school for the class and the school will work with the local authority to develop this.

## **Parent consultation**

- 5.9 A consultation meeting was held for parents and interested parties to discuss the proposal with BCBC representatives at Ysgol Gyfun Gymraeg Llangynwyd on 20 September 2017 (full details can be found at Appendix ii)
- 5.10 Parents expressed the importance of having the continuum from primary to secondary education. They raised questions regarding the access of pupils already with ASD to the provision and the travel arrangements.

The local authority response is as follows:

- 5.11 An explanation was given to the parents regarding criteria for the class and staffing. It was explained that taxi arrangements may be a possibility based on need.

## **School staff consultation**

- 5.12 A consultation meeting was held with Ysgol Gyfun Gymraeg staff on 20 September 2017 (full details can be found at Appendix iii).

- 5.13 Staff raised questions regarding the number of pupils accessing the provision, who would support with training and will other pupils be able to access the provision

The local authority response is as follows:

- 5.14 It was explained that the capacity in the LRC is for twelve pupils and that there is entry and exit criteria in place. The Specialist Teacher for ASD will provide regular support to the school and will be the first point of contact.
- 5.15 An explanation was given regarding reverse integration and how other pupils based on need could benefit from the provision being in the school.

### **Governing body consultation**

- 5.16 A consultation meeting was held with Ysgol Gyfun Gymraeg Governors on 20 September 2017 (full details can be found at Appendix iv).
- 5.17 The governors asked questions regarding admissions to the LRC, whether sixth formers could access it, what support there would be for the LRC and what the alternative would be. Further questions were raised surrounding staffing, transport and how school data will be impacted by having the LRC.
- 5.18 An explanation was given regarding the entry and exit criteria in place for admission to the LRC. The pupils who will access the LRC are already part of the school data. Sixth-form pupils based on identified need could access the provision.
- 5.19 It was emphasized that local authority officers will work with the school to establish the LRC and that there will be on-going support specifically from the Specialist Teacher for ASD.
- 5.20 It was discussed that the alternative to the Welsh-medium LRC would be a transfer to an English-medium school with an LRC which would be Maesteg School. Transport is centrally funded.

### **Summary of written presentations**

- 5.21 There were four items of direct correspondence received during the consultation period.
- 5.22 One respondent believed the proposal to be good and one which would benefit both the pupils and the school.
- 5.23 Another respondent noted that the proposal was pleasing. A question was raised regarding the wider support that was available through the medium of Welsh with a particular reference to the foundation phase. A further question was raised regarding the number of pupils with autism educated through the medium of Welsh in Bridgend County Borough.

The local authority's response to the questions raised are as follows:

- 5.24 There are a number of Welsh-speaking staff within the Inclusion Service supporting the Welsh-medium schools. For example, there is a moderate learning difficulty (MLD) team whose support has recently been extended to Ysgol Gyfun Gymraeg Llangynwyd as well as the Welsh-medium primary schools.
- 5.25 There are plans to seek permission from Cabinet this academic year to consult to open a LRC for ASD at one of the Welsh-medium primary schools. Currently, there are five in Ysgol Gyfun Gymraeg Llangynwyd and seven in the four Welsh-medium primary schools.
- 5.26 One respondent was supportive of the proposal with particular reference to pupils being able to continue their education through the medium of Welsh supporting a seamless transition. The respondent welcomed the consideration being given to seek permission from Cabinet to consult on the opening of a learning resource centre for pupils with ASD through the medium of Welsh at key stage 2.
- 5.27 Another respondent noted support for the proposal and welcomed further consideration being given to any future proposals.

## **6. The view of Estyn, her Majesty's Inspectors of Education and Training in Wales**

- 6.1 Estyn has considered the educational aspects of the proposals (see Appendix (v)).
- 6.2 It is Estyn's opinion that the proposal to establish a LRC at Ysgol Gyfun Gymraeg Llangynwyd is likely to improve the standard of educational provision for those pupils with ASD who wish to continue their education through the medium of Welsh.
- 6.3 Estyn states that Bridgend County Borough Council has produced a clear rationale for this proposal supported by the Welsh Education Strategic Plan (WESP), (Bridgend 2017-2020).
- 6.4 Estyn acknowledges that there will only be advantages for the pupils with ASD taught through the medium of Welsh as there is currently no provision locally to meet these pupils' needs.
- 6.5 Estyn comments that the alternative of the LRC at Maesteg Comprehensive School is not a suitable alternative as the curriculum is delivered through the medium of English and therefore does not meet the language needs of these pupils.
- 6.6 Estyn notes that the Council has considered the current quality of outcomes, provision and leadership and management at Ysgol Gyfun Gymraeg Llangynwyd using the National Categorisation School report 2016-2017 as the source of evidence. The judgements for outcomes and provision Estyn states are in line with the most recent Estyn Inspection (March 2015), while the judgements for leadership are slightly more positive in the categorisation report.

- 6.7 The local authority's response to the comment regarding leadership is that since the last Estyn Inspection of March 2015, a new headteacher and deputy headteacher have been appointed at Ysgol Gyfun Gymraeg Llangynwyd.
- 6.8 Estyn states that the local authority accurately concludes that this proposal will not impact on the ability of the school to deliver the full curriculum at all key stage.

## **7. Impact Assessments**

### **7.1 Community Impact Assessment**

There is no significant negative impact on the community.

### **7.2 Equality Impact Assessment.**

An initial EIA was undertaken. The full EIA can be found at Appendix (ix). The full EIA holistically evaluates the pupils affected by the introduction of the proposal.

## **8. Financial implications**

- 8.1 The funding for the LRC would be allocated through the mainstream school's delegated budget, via the school's formula allocation, and using a combination of the age-weighted pupil unit (AWPU) element, plus a per place factor.
- 8.2 Funding levels would be derived from notional current staffing needs. If pupil numbers remain constant, then the cost of the provision would be largely unchanged. The number of places would be reviewed annually and agreed with the headteacher to enable staffing stability and to assist in school planning.
- 8.3 These proposed funding arrangements are similar to those implemented for secondary schools in 2013-2014, that were part of the annual consultation with governing bodies and the School Budget Forum on changes to the schools' funding formulae. One-off funding for the set-up costs would be £10k.
- 8.4 As part of the medium-term financial strategy budget-setting process for 2017-2018, a total of £263k was allocated under budget pressures to establish additional LRC's for pupils with ASD in two Welsh-medium schools and two English-medium schools with effect from the academic year 2017-2018. This allocation will be used to fund the LRC at Ysgol Gyfun Gymraeg Llangynwyd if the proposal goes ahead.

## 9. Statutory process in determining proposals

### 9.1 Provisional timetable:

28 November 2017	Report to Cabinet on the outcomes of the consultation.
5 December 2017	Publish Consultation Report on BCBC website, hard copies of the report will be available on request.
6 December 2017	If agreed by the Cabinet of Bridgend County Borough Council, a Public Notice will be published and there will be a period of 28 days in which to submit any objections to the proposal in writing.
21 December 2017	End of Public Notice period. Cabinet will consider any objections and make decision based on all the information available.
1 February 2018	Potential Implementation

Hard copies of this report are available on request.

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**Consultation Meeting with  
 School Council  
 Re. Proposal to establish provision for  
 pupils with additional learning needs  
 (ALN) at Ysgol Gyfun Gymraeg  
 Llangynwyd  
 20 September 2017 - 2.00pm**

**Present:** Michelle Hatcher - Group Manager, Inclusion and School Improvement  
 Headteacher – Ysgol Gyfun Gymraeg Llangynwyd  
 Lorraine Silver – Lead Educational Psychologist & ALN Complex  
 Cases Manager  
 Terri Davies – Senior Advisor, Employee Relations  
 Members of the School Council – 17 pupils  
 Gwynfor Owen - Interpreter

Michelle Hatcher introduced the consultation meeting and set out the purpose of the meeting, nature and process of the consultation and outlined the proposal.

**Questions/Issues**

What is the situation normally for pupils?

What kind of numbers?

Do you think the child with problems will be singled out?

Do they have to have a diagnosis to go into the class?

**Answer/Comments**

At the moment, learning resource centres (LRCs) for pupils with Autistic Spectrum Disorders (ASD) are in English-medium schools. At primary level we hope there will be another ASD LRC opening in one of the Welsh-medium primary schools and the pupils will hopefully be able to attend from September 2018.

This would need consultation with colleagues. There is a small number to begin with and this can be built upon. There will not be 12 pupils on roll in the beginning.

No. The support will be given in the right way at the right time. There are lots of pupils who may require additional help.

A description was given for how the class works. The class will be a place for registration and the pupils can return if they feel overwhelmed during the day. There are pupils with ASD in every school; this class will provide extra people to help with needs.

Yes, but those who are awaiting diagnosis or need additional support can access the expertise of the LRC.



What about people with depression/anxiety?	The LRC is for a different purpose. School Council can raise this issue regarding wellbeing within the school.
Where will this classroom be?	There is an area set aside within the school and the school will work with the local authority.
Will it be an additional benefit to the school?	There is a class for autism support at Brynteg and Bryntirion Comprehensive Schools and these work well. This is additional. We know of pupil transitioning. It will be for school support with other pupils in the school.
When will the class be open?	January 2018 if all goes well through Cabinet.
What type of things will the pupils do?	The pupils will have additional help. It depends on individuals and what their needs are. They will go into lessons.
What about social communication?	There will be programmes to look at communication. Support will be given to manage everyday situations.
How will this affect pupils?	Pupils will be encouraged to make progress and talk freely and develop to succeed. There are definitely things that can support so that they can cope and make progress. Lessons and support in class. Understand the questions a little better. Small tweaks to their day.
If they have not been diagnosed, can pupils go?	That is the purpose to have integration. Young people have different challenges and can benefit from having the expertise of the ASD LRC at the school.
Have other classes succeeded?	<p>Yes, when they are a real part of the school and belong to the school and not something separate.</p> <p>Following the meeting, if you would like to make any further comments, please complete the pro-forma attached to the consultation document on the intranet. It is important that pupils who wish to continue their education through the medium of Welsh and have ASD can be educated locally.</p>

**Consultation Meeting with  
 Parents  
 Re. Proposal to establish provision for  
 pupils with additional learning needs  
 (ALN) at Ysgol Gyfun Gymraeg  
 Llangynwyd  
 20 September 2017 - 5.00pm**

**Present:** Michelle Hatcher - Group Manager, Inclusion and School Improvement  
 Headteacher – Ysgol Gyfun Gymraeg Llangynwyd  
 Lorraine Silver – Lead Educational Psychologist & ALN Complex  
 Cases Manager Terri Davies – Senior Advisor, Employee Relations  
 2 Parents (1 a School Governor)

Michelle Hatcher introduced the consultation meeting and set out the purpose of the meeting, nature and process of the consultation and outlined the proposal.

**Questions/Issues**

Primary concerns that pupils have been lost to English-medium.

Will ASD pupils automatically be able to access the provision?

What about finance and travel?

**Answer/Comments**

It is important to have the continuum from Primary to Secondary.

Service has had conversations with parents.

School has held a pastoral evening so will be advising the school/pupils of the service available.

The pupils need to be at a level or meet the criteria to access the provision.

The school will be an Autistic Spectrum Disorder (ASD) friendly school. Having an ASD Learning Resource Centre (LRC) will give the school the opportunity to learn and develop.

A proposal for an ASD LRC at a Welsh-medium primary school will be taken to Cabinet in 2018, hopefully to open in September 2018. This ties into the Welsh Education Strategic Plan (WESP).

The proposal is that there will be twelve places in the ASD LRC with one Specialist Teacher and one Learning Support Officer (LSO).

Taxi arrangements possibly.

A quality impact assessment has been undertaken as part of the process.

If you would like to add anything outside of this meeting, there is a pro-forma attached to the consultation report.

The minutes of this meeting will feed into a consultation report.

**Consultation Meeting with  
Staff  
Re. Proposal to establish provision for  
pupils with additional learning needs  
(ALN) at Ysgol Gyfun Gymraeg  
Llangynwyd  
20 September 2017 - 3.00pm**

Present: Michelle Hatcher - Group Manager, Inclusion and School Improvement  
Headteacher – Ysgol Gyfun Gymraeg Llangynwyd  
Lorraine Silver – Lead Educational Psychologist & ALN Complex  
Cases Manager  
Terri Davies – Senior Advisor, Employee Relations  
18 Members of Staff  
Gwynfor Owen - Interpreter

Michelle Hatcher introduced the consultation meeting and set out the purpose of the meeting, nature and process of the consultation and outlined the proposal.

**Questions/Issues**

How many pupils will access the provision?

Who would support with the training?

**Answer/Comments**

The capacity for the learning resource centre (LRC) is for twelve full-time equivalent pupils. There is entry and exit criteria for those with a diagnosis. Strategies can be built in so they can thrive in education. The Specialist Teacher for ASD will support with the provision. There is a graduated response for the higher level of need. The Specialist Teacher for ASD will link in with the class teacher to amend lesson plans and the strategy. Mainstream teachers are not usually timetabled for the class.

Group Manager, Inclusion and School Improvement, the Lead Educational Psychologist and the autism team. The link Educational Psychologist for the school is a Welsh speaker. The Specialist Teacher for ASD will make regular visits to the school and will be the first point of contact. There is also a Learning Support Officer (LSO) who can also help with interventions.

The Group Manager asked, do you think this is a positive move?

Yes was the answer.

Will the pupil numbers grow?

The Specialist Teacher for ASD will have identified pupils. It will be the school's resource to use as appropriate.

There could be reverse integration for pupils with similar needs?

There would not be twelve on roll at any given time.

Are there pupils who already have a diagnosis of ASD who will move sideways into the class?

CARE – Communication, Autism, Resource, Education is the name of the ASD LRC. This will usually be for years 7 to 11. Often have skills at Post 16 not needing that support; it is based on the needs of the individual. Significant needs may need statementing up to age 19.

It depends on the needs but it needs to be a phased approach, start with a small number and build the provision up.

**Consultation Meeting with  
 School Governors  
 Re. Proposal to establish provision for  
 pupils with additional learning needs  
 (ALN) at Ysgol Gyfun Gymraeg  
 Llangynwyd  
 20 September 2017 - 4.00pm**

**Present:** Michelle Hatcher - Group Manager, Inclusion and School Improvement  
 Headteacher – Ysgol Gyfun Gymraeg Llangynwyd  
 Lorraine Silver – Lead Educational Psychologist & ALN Complex  
 Cases Manager  
 Terri Davies – Senior Advisor, Employee Relations  
 3 School Governors

Michelle Hatcher introduced the consultation meeting and set out the purpose of the meeting, nature and process of the consultation and outlined the proposal.

**Questions/Issues**

**Answer/Comments**

What about admissions to the learning resource centre?

There is criteria in place. The local authority will work with the school – graduated response. Entry and exit criteria is in place.

What about sixth form pupils accessing the LRC?

This is a case by case basis. The pupils could access the resource if they are remaining in the school.

Will there be strong support for the resource centre?

Yes, there is the lead Educational Psychologist who supports the Education Psychology Service and a Specialist Teacher for Autistic Spectrum Disorder (ASD). Transport will be looked at for specific needs.

What would the alternative be?

Transfer to English-medium school which would be in Maesteg Secondary School.

Missed opportunities by introducing secondary schools first rather than primary.

This will be rectified by going to Cabinet during 2018 to open a learning resource centre (LRC) at one of the Welsh-medium primary schools.

Will we be able to expand?

There are good identification tools to identify pupils. Can say what the needs of the child are and what provision is required. The provision will not be full to begin with but this will grow. There are pupils who need care but have a wrap-around support. Criteria checklist is universal.

This proposal is brilliant but we are aware that children have left Welsh-medium education.

This provision will be maintained?

Transport – who will pick this up?

Pupils will be in school for a full day?

What about the staffing?

Will school data be impacted by the LRC?

What about Post 16?

Governor advised – Cardiff University provide excellent supporting ASD.

Is Cabinet supportive?

What about costs?

Maesteg School had a gradual intake.

It is appreciated that resources need to grow, especially Welsh-medium and the local authority have recognised that we need to consider all four primary schools for the consultation process and consult on one.

This will support primary school aged pupils with ASD to enable them to remain in a Welsh speaking primary school.

Transport is centrally funded.

Yes, the ASD Specialist Teacher will help set up the provision in conjunction with the school. There will be breakout areas/break times. There is a lot of experience within the ASD team.

There is funding for a Specialist Teacher and a Learning Support Officer (LSO). Integration with the unit. The ALNCo of the school can liaise with the ASD team.

School recognise this, however these pupils are already part of school data. The school and local authority are aware of the data. There will be criteria for entrance and exit with lots of strategies to manage the right children are accessing the provision.

Pupils with ASD who remain in sixth form can access the same resource as other pupils on an individual needs basis.

Yes, all LRCs have been supported by Cabinet. The local authority recognises the benefits of meeting needs locally.

There will be set up costs of £10,000 given to the school.

## **Estyn response to the proposal to establish provision for pupils with additional learning needs (ALN) at Ysgol Gyfun Gymraeg Llangynwyd**

### **Introduction**

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

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

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

### **Summary/ Conclusion**

The proposal to establish a learning resource class (LRC) at Ysgol Gyfun Gymraeg Llangynwyd is likely to improve the standard of educational provision for those pupils with autistic spectrum disorders (ASD) who wish to continue their education through the medium of Welsh.

### **Description and benefits**

Bridgend County Borough Council has presented a clear rationale for this proposal supported by the Welsh Education Strategic Plan (WESP), (Bridgend 2017-2020). The focus in outcome six of the plan is 'to extend capacity to provide appropriate additional learning needs provision through the medium of Welsh during all stages of education.'

The plan sets out clearly that as there is currently no provision locally to meet these pupils' needs through the medium of Welsh, then there will only be advantages for these pupils compared to the status quo.

There are no perceived risks associated with this proposal and the community impact assessment concludes that there will be no significant negative impact on the local community or other schools.

The Council has considered the alternative of pupils attending the LRC at Maesteg Comprehensive School. However, this is not a suitable alternative as the curriculum is delivered through the medium of English and therefore does not meet the language needs of these pupils.

The Council correctly identifies that whilst this proposal will have no impact on current travel arrangements for pupils who attend Ysgol Gyfun Gymraeg Llangynwyd



consideration will have to be given to the most appropriate mode of transport for those pupils with ASD who would be accessing the LRC.

This proposal will enhance the current Welsh medium provision in the local authority.

### **Educational aspects of the proposal**

The Council has considered the current quality of outcomes, provision and leadership and management at Ysgol Gyfun Gymraeg Llangynwyd using the National Categorisation School Report 2016/17 as the source of evidence. The judgements for outcomes and provision are in line with the most recent Estyn inspection (March 2015), whilst the judgements for leadership are slightly more positive in the categorisation report. The proposal concludes that there will be no likely negative impact on the quality of outcomes, provision and leadership and management as result of the proposal to establish an LRC.

The Council accurately concludes that this proposal will not impact on the ability of the school to deliver the full curriculum at all key stages.

The outcomes of the community impact assessment and equality impact assessment indicate that there will be no significant negative impacts of this proposal, whilst enhancing the provision for those pupils with ASD who wish to be educated through the medium of Welsh.

# Quality and Standardisation Group

## Grŵp Ansawdd a Safoni

### National Categorisation School Report 2016/17

Quality Assurance	
Reg. Mod	
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<b>School:</b>	Ysgol Gyfun Gymraeg Llangynwyd
<b>Region:</b>	Central South Consortium (CSC)

### Step 1 - Standards Group

Based upon the National Categorisation for standards the school is in standards group 1.

### School Context

- The school's three-year average for the percentage of pupils eligible for free school meals (eFSM) is 14.6%, (CSC 19.1%, Wales 17.3%).
- There were 77 pupils in Year 9 and 99 pupils in Year 11 in 2015-2016.

### Evaluation

Leaders' analysis of performance correctly evaluates the following strengths and shortcomings:

- Overall, standards of attainment are good, with a very strong performance at key stages 4 and 5 in 2016.
- At key stage 3, improved performance in 2016 in nearly all indicators at level 5+, 6+ and 7+. However, despite improvement, performance for the last two years is predominantly in the bottom 25% when compared with similar schools. The only exception is the performance of science at level 5+, where outcomes are in the top 25% or higher 50% for the last three years. The gap in performance between boys and girls is narrower than local, regional and national averages in all core subjects at level 5+, and in English and science at level 6+ and 7+. However, the gap in performance between eFSM pupils and their peers is wider than local and regional averages for the core subject indicator and all core subjects at level 6+.
- There is a strong performance across key stage 3 in the national tests, with the percentage of pupils achieving a score of 85 and above in English and numeracy higher than local authority and national averages. Performance in reasoning in all year groups, at the average and above average score, compares favourably with similar schools (higher 50% or top 25%).
- At key stage 4, a fluctuating performance over time following a drop in key indicators such as the level 2 inclusive, core subject indicator and mathematics in 2015, followed by a significant improvement in 2016. This results in improved benchmarking positions in 2016, with the school predominantly in the top 25% in most areas when compared with similar schools. There is a strong improving trend in the performance of eFSM at the level 2 inclusive indicator, with 50% or pupils attaining the indicator in 2016 compared with 23% in 2014 and 44% in

2015. Improved performance also by boys, with 80% of them gaining the level 2 inclusive indicator, compared with 55% in 2014 and 51% in 2015. However, girls continue to outperform boys in both languages at level 2, although the gap in performance is less significant than local and national averages.

- At key stage 5, a very strong performance for the school's second year of entry at A level, with further improvement in all key indicators, and outcomes at A\*-C, average wider point score and level 3 threshold above family, local authority and national averages for the last two years.
- Increase in attendance figures over time, from 94.2% in 2014 to 94.9% in 2016. Figures compare favourably with similar schools (higher 50%) over the last three years.
- Very good pupil behaviour and further reduction in fixed term exclusion rates during the last academic year.

### **Areas for further improvement**

The school's leaders are rightly seeking to secure further improvement in the following areas through the school's improvement plan:

- performance at key stage 3
- standards at key indicators at key stage 4
- performance of eFSM pupils at key stage 3 and 4

### **Step 2 – Improvement Capacity**

Based upon scrutiny of evidence and discussion the school's improvement capacity is B.

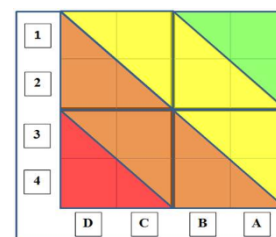
### **Evaluation**

- The leadership of the school is strong. Leaders and staff have a clear vision for the school, with a strong focus on providing Welsh-medium education of the highest standard for all pupils. This has been successful in ensuring significantly improved outcomes at GCSE in 2016, and two successful years of A level results. A strong team identity ensures a caring, inclusive and strong Welsh ethos.
- Leaders demonstrate a strong capacity to plan, implement change and maintain improvement successfully. Members of staff engage effectively in whole school initiatives, and are willing to lead and contribute to key strategies. For example, the active involvement of all departments in ensuring that pupils respond effectively to teacher feedback results in valuable and meaningful strategies being implemented across the curriculum, impacting positively on pupils' work.
- Self-evaluation processes are regular and thorough, and provide the school with a comprehensive range of first-hand evidence. The opinion of all stake-holders is important and valued. Information gathered via these processes is used effectively in order to identify the school's priorities. Very effective analysis of data by leaders ensures they have a clear and accurate picture of the school's strengths and areas for development. The self-evaluation report is a concise and evaluative document that identifies accurately strengths and areas for development. However, leaders acknowledge appropriately that monitoring activities, and how findings contribute to the self-evaluation report, are not yet fully embedded. The reference to impact in the self-evaluation report is also underdeveloped.
- Leaders are clear about the priorities that need to be addressed in the school's improvement plan, and there is a strong focus on raising standards and strengthening provision. As a result, outcomes have significantly improved in all key indicators in 2016. In addition, monitoring activities demonstrate that strong progress has been made against each of the recommendations arising from the

Estyn inspection in March 2015. Provision for pupils with additional learning needs is now in line with statutory requirements. There is first-hand evidence to suggest that the quality and consistency in teachers' feedback has improved across the school. Adopting a whole school assessment policy and introducing Improving Personal Effectiveness sessions result in more consistency in the feedback provided to pupils within and across departments. There is now strong evidence of pupils reflecting on their work, responding positively to teachers' comments and improving the quality of their work.

- The school has a good track record in raising the achievement of most pupils, including vulnerable learners. The nurture club is proving to be effective, particularly in developing vulnerable pupils' confidence and addressing their social and emotional needs. Staff work closely with pupils, provide valuable support, a strong focus on wellbeing, and carefully monitor targeted pupils. As a result, vulnerable pupils demonstrate good or better behaviour, homework is completed on time and nearly all make progress that is at least in line with expectations.
- The school gives good attention to national and local priorities. Provision for literacy and numeracy is promoted strongly across the curriculum. The school has responded positively to the implementation of the Welsh Baccalaureate and this is successfully embedded at key stage 5, resulting in very strong examination results in 2016. Use of the Pupil Deprivation Grant targets individuals and specific groups of pupils, builds on previous successful initiatives, and covers a wide range of activities in and outside school. As a result, there is year on year improvement by eFSM pupils at key stage 4.
- Leaders and staff have well defined roles and responsibilities and exhibit high professional standards. The high priority given to staff development, and strong focus on performance management, have all contributed effectively to the strong progress made in relation to Estyn recommendations.
- The governors are very supportive of the school and good use is made of their expertise. They are well informed and knowledgeable about school performance through detailed updates, regular presentations and effective links with key areas. They are proactive in their involvement with the school and are able to challenge the school effectively.
- Strong systems are in place for tracking teaching and learning, which includes effective departmental reviews. As a result, there is a comprehensive bank of detailed observation records that provide a clear picture of teaching. The quality of teaching and its impact on pupils' learning is good or better in around 80% of cases. Involvement in the OLEVI Outstanding Teacher Programme, and Improving Teacher Programme, has been instrumental in improving aspects of teaching during the last year. Appropriate strategies are in place to improve any areas identified for improvement, including an effective mentoring and support system for any teacher judged to be satisfactory or unsatisfactory, triad workings and valuable involvement in key working parties.
- The school has thorough and rigorous systems to track pupil progress with predicted outcomes at key stage 4 very close to actual examination performance. Targets also reflect the school's high expectations, and would place the school in the higher 50% or top 25% if realised. Leaders are anticipating a drop in performance in 2017, which is reflected in the targets set. Work is already ongoing in monitoring and tracking pupils carefully and ensuring appropriate interventions of targeted pupils are in place.
- Leaders and staff work very successfully with schools and forums. Active involvement with the 14-19 regional Welsh medium forum enables the school to enhance curricular provision, and for staff to gain in confidence through training

and professional learning communities. Leaders are prominent in developing work within the family of schools and School Improvement Group (SIG). For example, discussions and implementation of successful reward strategies identified in a SIG working party have further improved attendance in 2016. The school's formal collaboration with a nearby secondary school, and partnership with the local college ensures that a wide range of subjects, including vocational options, are offered at key stage 4 and 5.



### Areas for further improvement

Appropriate priorities in the school improvement plan relate closely to:

- strengthening the quality of teaching across the school
- addressing the planned curricular changes including responding to Successful Futures, involvement as a lead creative school, and implementation of the Digital Competence Framework

### Evidence scrutinised to make the judgement

- Whole-school performance data over the last three years including national benchmarking data and the all-Wales core data sets.
- Data at individual pupil level including the performance of specific groups of pupils such as e-FSM pupils and value-added data.
- National literacy and numeracy test data.
- The school's self-evaluation report.
- The school's improvement plan.
- The school's analysis of the outcomes of classroom observation and book scrutiny.
- The challenge adviser's previous school improvement report and notes of school visit.
- Documentation concerning the headteacher's performance objectives and the monitoring of progress against objectives.

### Step 3 – Support Category

It was agreed at the meeting that the overall support category is B.

### Exceptions

Exceptions have been applied: No

#### Categorisation Overview

Step 1	Step 2	Step 3	Exceptions applied
1	B	Yellow	No

*The judgements at Step 2 and Step 3 are provisional until national verification has been completed.*

The draft and final reports should be shared with the governing body.

# Quality and Standardisation Group

## Grŵp Ansawdd a Safoni

### National Categorisation School Report 2016/17

Quality Assurance	
Reg. Mod	
Nat. Ver	

<b>School:</b>	Maesteg Comprehensive School
<b>Region:</b>	Secondary

### Step 1 - Standards Category

Based upon the National Categorisation for standards the school is judged to be: 2

### School Context

The school's three-year average for the percentage of pupils eligible for free school (eFSM) meals is

26.6%, (CSC 19.1%, Wales 17.3%).

There were 157 pupils in Year 11 in 2015-2016.

### Evaluation

Senior leaders' analysis of performance correctly evaluates the following points: At key stage 3, attainment in all three core subjects, and in most non-core subjects, has improved at level 5+ over the last three years. Outcomes are now in either quarter 1 or quarter 2 when compared with similar schools and exceed the family's average and national figures. At level 6, outcomes have improved in English and mathematics over the last year, following a dip in 2015. However, only performance in science is above the median in quarter 2. The outcomes in most of the non-core subjects at level 6 are showing a rise over the past three years, and all subjects, apart from design technology, are above the median.

Too many pupils, particularly boys, are making progress which is lower than expected in English and mathematics. The key stage 2 to 3 progress measures show over half of the year group making one level of progress or less in both of these core subject areas. In science, the figure is better with almost 70% making at least 2 levels of progress.

Most pupils speak confidently in lessons and girls read fluently. Girls also develop their writing skills well in most subjects. However, the gap between girls' and boys' writing is too wide at 30% and more than twice that at both local authority and all-Wales levels.

There has been a decline in performance in 2016 against a number of key measures at key stage 4.

Outcomes in the level 1 threshold (level 1), the 2 threshold (level 2), the level 2 threshold including English and Performance in science (92%) is particularly strong exceeding both local authority and Wales figures. However, performance fell slightly in English (2 percentage points) and significantly in mathematics (11 percentage points). In both these cases, and against the level 2+ threshold, outcomes were lower than in each of the preceding two years. As a result, the school has dropped from standards group 1 to group 2.

The proportion of the school's more able pupils achieving 5+ A/A\* grades has been up and down over the last three years, (2014 15.2%, 17.7% in 2015, 2016 13.4%). Overall, this proportion is too low and is below both local (16.5%) and regional (17.2%) averages. Out of the 20 pupils in Year 11 recognised as more able and talented pupils, only 15% achieved an average grade of an A.

Free school meal pupils (eFSM), make good progress at level 5 in key stage 3, with 81% gaining the core subject indicator. This is just 7% lower than non eFSM pupils and narrower than the regional gap of 15%. However, this gap widens to 30% at the higher level 6. In key stage 4 at level 2 inclusive (L2+), the school's three-year average is just over 35% which, in turn, is just over the national target of 32%.

However, the pattern has been variable over the course of the last three years with a 13-percentage point fall on the 2015 eFSM L2+ figure (33%/46% respectively).

Pupils with a special educational need make good progress from their starting points. Nearly all are 2/6 successful in achieving a recognised qualification at key stage 4. Nearly all achieve the level 1 threshold and just under one third the level 2 inclusive threshold.

The data from the national reading and numeracy procedural tests shows that the percentage of pupils achieving an average or above average progress measure, is lower than that of the local authority and nationally in every year group. The numeracy reasoning outcome is above local and national averages in years 8 and 9 but not in year 7.

Post 16, approximately 98% of boys and girls achieve the level 3 threshold at A level. However, only just over 10% have achieved A\*/A grades— a figure that is below regional and national averages.

Attendance rates have placed the school in the higher 50% when compared with similar schools in recent years. However, the rate of improvement has been up and down over the last three years and in 2016 fell from the 2015 figure of 94.1% to 93.7%.

The number of fixed-term exclusions, has risen significantly this year from 53 in 2014/15 to 153 in 2015/16. The proportion of fixed term exclusions per 1000 pupils at 85.8 is higher than the local authority average of 67.1.

### **Areas for further improvement**

The challenge adviser agrees with the priority that the school's leaders are giving to securing improvement in the following areas:

- raising standards in mathematics at both key stages 3 and 4;
- raising standards in English at key stage 4;

- improving outcomes at the higher levels in key stage 3 for eFSM pupils and improving outcomes against the L2+ at key stage 4 for these pupils;
- improve outcomes at the higher grades at GCSE and A Level;
- improving boys' reading and writing skills and all pupils' skills with number;
- reducing the number of fixed term exclusions.

## **Step 2 - Improvement Category**

The categorisation based upon evidence and discussion at Step 2 is 'C' because;

### **Evaluation**

The school judged that the school's improvement capacity is B. However, the challenge adviser judged that improvement capacity is currently C. The headteacher has been in post for a year and has developed a clear vision and strategic priorities for the school's future direction. These are beginning to be understood more.

Self-evaluation involves many stakeholders and the report is largely evaluative. Whole-school and departmental self-evaluation, and the use of performance data, are rigorous in the main but some leaders and teachers, such as those in mathematics, do not use the performance data accurately enough to secure improvement. The roles and responsibilities are clearly defined for all leaders and staff but there are inconsistencies in the extent to which accountability is exercised in practice. Arrangements for holding middle leaders to account for performance, including both performance management and line management meetings, do not drive forward the school's improvement sufficiently in all areas, including the core subjects at both key stage 3 higher levels and key stage 4.

Overall, the impact of leadership is adequate at present. The school's targets at both key stages reflect high expectations and, if achieved, will bring performance in line with the top 25% of similar schools by 2017. The school's ability to raise pupils' achievement is inconsistent over a three-year period. Outcomes from 2016 at key stage 4 particularly, demonstrate a lack of accurate monitoring of pupils' progress towards their targets. This was particularly evident in mathematics which had a target set of 70% and attained an actual result of 54%. As a result, performance fell short of the level 2 inclusive target of 65% by 18% (47%).

School leaders have made suitable links between the outcomes of self-evaluation and the improvement priorities in the main. Planning and the use of resources have had impact in a wide number of areas at key stage 3 but not in the core areas at key stage 4. National and local priorities have had inconsistent impact in those aspects of literacy and numeracy where progress is slow.

Senior leaders gather first-hand evidence about learning and teaching. However, judgements about the quality of learning and teaching are made largely on the basis of lesson observation alone. Insufficient connection is made with pupils' progress over time. The judgements about the quality of teaching do not take enough account of end of year outcomes. Leaders have implemented a comprehensive 3/6 development programme to improve teaching and involved a number of teachers in the 'outstanding teacher programme'. The characteristics of good and excellent teaching are well defined and the majority of the teaching is of a good quality. However, there are inconsistencies across the curriculum as a whole. This restricts pupils' outcomes in a number of areas such as mathematics, at the higher levels/grades in key stage 3 and key stage 4, and in design technology at key stage 3 which is the only noncore subject to remain below the median.



There are also inconsistencies in the accuracy with which pupils' progress is tracked and the effectiveness of the support provided for pupils within some departments. This is demonstrated by variable or downwards trends in performance over time such as in English at key stage 4.

The governing body receives relevant information about performance and is very supportive. Governors rely very much on the tracking and monitoring data provided by the school. Given that the data provided is not fully accurate, governors are currently unable to scrutinise performance effectively.

Work in collaboration with other schools as both a pioneer school and a literacy hub, has made little contribution to core subject improvement to date.

### **Areas for further improvement**

The school improvement plan appropriately addresses the following:

The need to strengthen the accuracy of tracking and monitoring at all levels so accurate prediction of pupil performance can be made in time to address any weaknesses.

However, there is also a need to:

- ensure good teaching translates to good learning so that in school variation is eradicated;
- embed those actions that support the school's vision and strategic direction so that they lead to sustained improvement in outcomes and aspects of provision;
- bring greater consistency to the quality, rigour and impact of self-evaluation and improvement planning across the school.

The school judged that the overall support category for the school is yellow. However, the challenge adviser judged this to be amber.

It was not possible to agree the outcomes at both step 2 and step 3 at the categorisation meeting. The outcomes will be referred to the senior challenge for review, in line with the requirements nationally, if the school decides that it wishes to submit the disagreement proforma.

### **Evidence scrutinised to make the judgement**

- performance data at whole-school, cohort and pupil level;
- comparative performance data;
- value-added data and data about pupils' progress;
- the school's self-evaluation report and improvement plan;
- the school's targets;
- the previous categorisation report;
- previous notes of visits and/ or progress reports;
- documentation relating to the headteacher's performance management;
- reports relating to the school's inspection where relevant;
- first-hand knowledge of the life and work of the school.

### **Governing Body Ratification**

After discussion the Governing body were not in full agreement with the Support Category shown above.

### **Step 3 - Support Category**

The Overall Support category for the school is judged to be: Amber.

### **Exceptions**

**Exceptions have been applied:**

4/6

-

**Potential rare exceptions**

**Other Circumstances where the matrix has been overridden (please list reasons and evidence below)**

**Explanation base with evidence:**

5/6

**Step 1 Step 2 Step 3 Exceptions**

**Applied**

**2 C ● Amber**

## APPENDIX (viii)

### Full Equality Impact Assessment

<b>Name of project, policy, function, service or proposal being assessed:</b>	Proposal to change the provision for pupils with additional learning needs (ALN) at Ysgol Gyfun Gymraeg Llangynwyd
<b>Date assessment completed</b>	17 October 2017

At this stage you will need to re-visit your initial screening template to inform your discussions on consultation and refer to [guidance notes on completing a full EIA](#)

An Initial Equality Impact Assessment Screening was undertaken on this proposal on 27 June 2017. The recommendation from the EIA Screening was that a Full Equality Impact Assessment would be required.

The consultation is to invite your views on the proposal to establish a learning resource centre for a maximum of 12 pupils with ASD at Ysgol Gyfun Gymraeg Llangynwyd.

A consultation exercise lasting from 6 September to 17 October 2017 sought 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 8 January 2018.

#### 1. Consultation

		<b>Action Points</b>
<b>Who do you need to consult with (which equality groups)?</b>	Within each of the protected characteristic groups the council will need to consult with: Headteacher, teachers, governing body, parents, carers and guardians of children and the general public.	The consultation tools and mechanisms to be used should include: Focused Meetings, Public Meetings, a consultation document and associated questionnaire, publication of all information on the council's website and school websites, press releases, information on the council's customer service screens, all partners, social media, Bridge members, schools texting service, Local Service Board, citizens panel
<b>How will you ensure your consultation is inclusive?</b>	The council is mindful that as wide a range of consultation and engagement	

	<p>activities and tools need to be deployed in order to reach as wide an audience of consultees as possible. Consultation and engagement must be maximised in order that public views and concerns are “heard and considered” by the council to identify better ways of working and influence difficult decision making from a representative group.</p> <p>Methods of consultation will include (where appropriate) bilingual (Welsh / English) materials, information produced in languages other than English and Welsh, large print documents, easy read versions of information, provision of audio information and will include a mix of hard copy documents and provision of online forms and information. The council recognises that, key to the council’s consultation and engagement strategy is the commitment to visiting the public and other consultees in their own locations / communities at times that are convenient to them. Another key element is liaising with pupils of the school through engagement with the school council.</p>	
<p><b>What consultation was carried out? Consider any consultation activity already carried out, which may not have been specifically about equality but may have information you can use</b></p>	<p>Interested / impacted parties were invited to consider the proposal and submit views as to whether or not they supported the proposal to establish a learning resource centre for pupils with ASD at Ysgol Gyfun</p>	

	Gymraeg Llangynwyd from 8 January 2018 via consultation meetings held for the different interested parties. Interested and impacted parties were invited to attend meetings to hear an explanation of the proposal, put questions and express any views or concerns.	
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### Record of consultation with people from equality groups

Group or persons consulted	Date, venue and number of people	Feedback, areas of concern raised	Action Points
Members of School Council of Ysgol Gyfun Gymraeg Llangynwyd	20 September 2017. Further details are included in this EIA	Feedback documents were circulated to all attendees at the event for individual considered views to be shared with the council	Please see tables within this Full EIA.
Ysgol Gyfun Gymraeg Llangynwyd school staff (1 meeting)	20 September 2017. Further details are included in this EIA	Feedback documents were circulated to all attendees at the event for individual considered views to be shared with the council.	Please see tables within this Full EIA.
Governing Body of Ysgol Gyfun Gymraeg Llangynwyd	20 September 2017. Further details are included in this EIA	Feedback documents were circulated to all attendees at the event for individual considered views to be shared with the council.	Please see tables within this Full EIA.
Parents of pupils at Ysgol Gyfun Gymraeg Llangynwyd	20 September 2017. Further details are included in this EIA	Feedback documents were circulated to all attendees at the event for individual considered views to be shared with the council.	Please see tables within this Full EIA.

## 2. Assessment of Impact

Based on the data you have analysed, and the results of consultation or research, consider what the potential impact will be upon people with protected characteristics (negative or positive). If you do identify any adverse impact you **must**:

a) Liaise with the Engagement Team who may seek legal advice as to whether, based on the evidence provided, an adverse impact is or is potentially discriminatory, and

b) Identify steps to mitigate any adverse impact – these actions will need to be included in your action plan.

Include any examples of how the policy helps to promote equality.

The attached Cabinet Report provides a summary of Consultation responses, data and feedback.

<b>Gender</b>	<b>Impact or potential impact</b>	<b>Actions to mitigate</b>
Identify the impact/potential impact on women and men.	None	Neither men nor women will be disproportionately negatively affected by this proposal.
<b>Disability</b>	<b>Impact or potential impact</b>	<b>Actions to mitigate</b>
Identify the impact/potential impact on disabled people (ensure consideration of a range of impairments, e.g. physical, sensory impairments, learning disabilities, long-term illness).	None	Disabled people will not be negatively impacted by this proposal.
<b>Race</b>	<b>Impact or potential impact</b>	<b>Actions to mitigate</b>
Identify the impact/potential impact of the service on Black and minority ethnic (BME) people.	Black and minority ethnic people will not be disproportionately negatively affected by this proposal.	None
<b>Religion and belief</b>	<b>Impact or potential impact</b>	<b>Actions to mitigate</b>
Identify the impact/potential impact of the service on people of different religious and faith groups.	There will be no impact on Religion and Belief as a result of this proposal if it is approved.	None
<b>Sexual Orientation</b>	<b>Impact or potential impact</b>	<b>Actions to mitigate</b>
Identify the impact/potential impact of the	There will be no impact on Sexual	None

service on gay, lesbian and bisexual people.	orientation as a result of this proposal if it is approved.	
<b>Age</b>	<b>Impact or potential impact</b>	<b>Actions to mitigate</b>
Identify the impact/potential impact of the service on older people and younger people.	There will be no impact on Age as a result of this proposal if it is approved.	None
<b>Pregnancy &amp; Maternity</b>	<b>Impact or potential impact</b>	<b>Actions to mitigate</b>
	There will be no impact on Pregnancy and Maternity as a result of this proposal if it is approved.	None
<b>Transgender</b>	<b>Impact or potential impact</b>	<b>Actions to mitigate</b>
	There will be no impact on Transgender people as a result of this proposal if it is approved.	None
<b>Marriage and Civil Partnership</b>	<b>Impact or potential impact</b>	<b>Actions to mitigate</b>
	There will be no impact on Marriage and Civil Partnership as a result of this proposal if it is approved.	None

### **United Nations Convention on the Rights of the Child (UNCRC)**

The UNCRC is an agreement between countries which sets out the basic rights all children should have. The United Kingdom signed the agreement in 1991. The UNCRC includes 42 rights given to all children and young people under the age of 18. The 4 principles are:

1. Non-discrimination
2. Survival and development
3. Best interests
4. Participation

This section of the Full EIA contains a summary of all 42 articles and some will be more relevant than others, depending on the policy being considered however, there is no expectation that the entire convention and its relevance to the policy under review is fully understood. The Engagement Team will review the relevant data included as part of its monitoring process. The EIA process already addresses two of the principle articles which are non-discrimination and participation. This section covers “Best interests” and “Survival and development”.

Some policies will have **no direct impact** on children such as a day centre for older people.

Some policies will **have a direct impact** on children where the policy refers to a children’s service such as a new playground or a school.

Some policies will **have an indirect impact** on children such as the closure of a library or a cultural venue, major road / infrastructure projects, a new building for community use or change of use and most planning decisions outside individual home applications.

#### **What do we mean by “best interests”?**

The “Best interest” principle does not mean that any negative decision would automatically be overridden but it does require BCBC to examine how a decision has been justified and how the Council would mitigate against the impact (in the same way as any other protected group such as disabled people).

- The living wage initiative could be considered to be in the “Best interests”. The initiative could potentially lift families out of poverty. Poverty can seriously limit the life chances of children.
- The closure of a library or cultural building would not be in the ‘best interests’ of children as it could limit their access to play, culture and heritage’ (Article 31).

Please detail below the assessment / judgement of the impact of this policy on children aged 0 – 18. Where there is an impact on “Best interests” and “Survival and development”, please outline mitigation and any further steps to be considered. The 42 rights are detailed below.

**Article 1:** Everyone under 18 years of age has all the rights in this Convention.

**Article 2:** The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.

**Article 3:** All organisations concerned with children should work towards what is best for each child.

**Article 4:** We should make these rights available to children.

**Article 5:** We should respect the rights and responsibilities of families to direct and guide their children so that they learn to use their rights properly.

**Article 6:** All children have the right of life. We should ensure that children survive and develop healthily.



**Article 7:** All children have the right to a legally registered name, a nationality and the right to know and, as far as possible, to be cared for by their parents.

**Article 8:** We should respect children's right to a name, a nationality and family ties.

**Article 9:** Children should not be separated from their parents unless it is for their own good, for example if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

**Article 10:** Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact

**Article 11:** We should take steps to stop children being taken out of their own country illegally.

**Article 12:** Children have the right to say what they think, when adults are making decisions that affect them, and to have their opinions taken into account.

**Article 13:** Children have the right to get and to share information as long as the information is not damaging to them or to others.

**Article 14:** Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.

**Article 15:** Children have the right to meet together and to join groups/ organisations, as long as this does not stop other people from enjoying their rights.

**Article 16:** Children have a right to privacy. The law should protect them from attacks against their way of life, their families and their homes.

**Article 17:** Children have the right to reliable information from the mass media.

**Article 18:** Both parents share responsibility for bringing up their children. We should help parents by providing services to support them.

**Article 19:** We should ensure that children are cared for, and protect them from violence, abuse and neglect by anyone who looks after them.

**Article 20:** Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language

**Article 21:** When children are adopted the first concern must be what is best for them.

**Article 22:** Children who come into a country as refugees should have the same rights as children born in that country.

**Article 23:** Children who have any kind of disability should have special care and support so that they can lead full and independent lives.

**Article 24:** Children have the right to good quality health care and to clean water, nutritious food and a clean environment so that they will stay healthy.

**Article 25:** Children who are looked after by their local authority rather than their parents should have their situation reviewed regularly.

**Article 26:** We should provide extra money for the children of families in need.

**Article 27:** Children have a right to a standard of living that meets their physical and mental needs. We should help families who cannot afford this.

**Article 28:** Children have a right to an education. Discipline in schools should respect children’s human dignity.

**Article 29:** Education should develop each child’s personality and talents to the full.

**Article 30:** Children have a right to learn and use the language and customs of their families.

**Article 31:** All children have a right to relax and play, and to join in a wide range of activities.

**Article 32:** We should protect children from work that is dangerous or might harm their health or their education.

**Article 33:** We should provide ways of protecting children from dangerous drugs.

**Article 34:** We should protect children from sexual abuse.

**Article 35:** We should make sure that children are not abducted or sold.

**Article 36:** Children should be protected from any activities that could harm their development.

**Article 37:** Children who break the law should not be treated cruelly.

**Article 38:** Governments should not allow children under 15 to join the army.

**Article 39:** Children who have been neglected or abused should receive special help to restore their self - respect.

**Article 40:** Children who are accused of breaking the law should receive legal help. Prison sentences should only be used for the most serious offences.

**Article 41:** If the laws of a particular country protect children better than the articles of the Convention, then those laws should stay.

**Article 42:** We should make the Convention known to all parents and children.

Impact or potential impact on children aged 0 – 18	Actions to mitigate
<p>In terms of this policy, the relevant articles to be considered are articles 3, 12, 28 and 30.</p> <p><b>Article 3:</b> The council works towards what is best for each child. There is no impact of this policy on article 3.</p> <p><b>Article 12:</b> Children have been given the opportunity to say what they think as they have been included in the consultation and engagement programme. Their views and opinions have been taken into account. There is, therefore, no impact on article 12.</p> <p><b>Article 28:</b> Children in Bridgend County Borough Council have a</p>	<p>The Corporate Improvement Plan.</p> <p>These proposals are related to the Corporate Plan (2016-2020) and the Education Inclusion Programme and, in particular, in the Corporate Plan Improvement priority one</p> <ul style="list-style-type: none"> <li>• Supporting a successful economy.</li> </ul> <p>2.2 In order to achieve this improvement priority, it is</p>

<p>right to an education. The methods of discipline in our schools respect children’s human rights and dignity. There is, therefore, no impact on article 28.</p> <p><b>Article 30:</b> Children in Bridgend are supported and encouraged to learn and use the language and customs of their families. There is, therefore, no impact on article 30.</p>	<p>important to work with our partners to support pupils with additional learning needs (ALN). The focus needs to be upon raising their skills, ambition and qualifications, and support them to take advantage of opportunities to succeed. This will improve the future prospects for our children and young people. We have already contributed to this priority by improving the provision in mainstream schools for pupils with additional learning needs.</p> <p>The proposals relate, in particular, to principle two and three. The Education Inclusion Strategy was agreed by the council’s Cabinet in March 2009.</p>
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The council is mindful that a further period of time is required to enable a full and meaningful assessment of the impact of this proposal to be made. The council will need to address a number of questions:

- the impact of the closure on the outcomes of the pupils directly affected by the closure,
- a clearer understanding (based on further evaluation and assessment) of the realignment of the council’s provision for pupils with additional learning needs.

The council has already carried out an Initial Screening Equality Impact Assessment and this identified a number of potential risks which have been addressed in this Full Equality Impact Assessment. These risks include the impact of the closure on future service need and the possible impact of increased class sizes. It recognises appropriately that a full assessment of the impact on attainment levels needs to be included together with more information on ages and levels of disability of the pupils in receipt of the service.

This Full Equality Impact Assessment is considered to be a live document and its fluidity will be reflected in the ongoing assessment of the impact on Children with Additional Learning Needs of the policy.

**The full EIA holistically evaluates the pupils affected by the introduction of the proposal.**

**Please outline how and when this EIA will be monitored in future and when a review will take place:**

### 3. Action Plan

Action	Lead Person	Target for completion	Resources needed	Service
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<b>Insert points raised during consultation</b>				<b>Development plan for this action</b>
Continue to review and monitor MLD places available	Group Manager Inclusion. Lead Educational Psychologist. Team Manager ALN	Reviewed annually.	Staff time.	Yes.
Continue to track and monitor individual pupil progress within the MLD learning resource centres.	Group Manager Inclusion. Team Manager ALN. Cognition and Learning Specialist Teachers.	Termly data tracking. Annual review.	Staff time.	Yes.
Provide relevant training for the MLD in the primary schools in order to build capacity	Team Manager ALN. Cognition and Learning Teachers	Ongoing from September 2016	Staff time.	Yes.

**Please outline the name of the independent person (someone other the person undertaking the EIA) countersigning this EIA below:**

Emma Blandon, Communication, Marketing and Engagement Manager

**Signed: Michelle Hatcher**

**Date: 17 October 2017**

#### **4. Publication of your results and feedback to consultation groups**

It is important that the results of this impact assessment are published in a user friendly accessible format.

It is also important that you feedback to your consultation groups with the actions that you are taking to address their concerns and to mitigate against any potential adverse impact.

Please send completed EIA form to [Emma Blandon, Communication, Marketing and Engagement Manager](#)