

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

19 JUNE 2018

REPORT OF THE INTERIM CORPORATE DIRECTOR – EDUCATION AND FAMILY SUPPORT

PROVISION FOR PUPILS WITH ADDITIONAL LEARNING NEEDS (ALN):- ESTABLISHING A LEARNING RESOURCE CENTRE (LRC) FOR PUPILS WITH AUTISTIC SPECTRUM DISORDER (ASD) AT PENCOED PRIMARY SCHOOL- OBJECTIONS REPORT

1. Purpose of report

- 1.1 The purpose of this report is to inform Cabinet of the outcome of the statutory objections process conducted by Bridgend County Borough Council (BCBC) in respect of the proposal to establish an ASD LRC at Pencoed Primary School.

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 - taking steps to make the county a good place to do business, for people to live, work, study and visit, and to ensure that our schools are focused on raising the skills, qualifications and ambitions of all people in the county.

- 2.2 In order to achieve this improvement priority, it is important to work with our partners to support pupils with additional learning needs (ALN). The focus needs to be on raising learners' 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.

- 2.3 We have already contributed to this priority by improving the provision in mainstream schools for pupils with ALN.

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 Currently, in conjunction with this proposal there is also a proposal which has been approved by Cabinet to establish a Welsh-medium ASD LRC at Ysgol Gyfun Gymraeg Llangynwyd; this provision opened in March 2018.

- 3.3 In addition, a proposal to open an ASD LRC in one of the Welsh-medium primary schools will be submitted to Cabinet during 2018, for approval to undergo a consultation exercise.

- 3.4 The published admission number (PAN) of Pencoed Primary School will increase from seventy to seventy two with the new build due to open in September 2018. However, the LRC is a dedicated space and therefore it is not included in the capacity calculation that is used to identify the PAN.
- 3.5 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. The proposal to open an ASD LRC at Pencoed Primary School would afford those children with ASD living in the east locality of Bridgend County Borough to be educated locally.

4. Current situation/proposal

- 4.1 In order to progress a proposal to establish an ASD LRC at Pencoed Primary School as from 1 September 2018, consultation exercises were carried out between 9 February 2018 to the 23 March 2018 with staff, governors, parents and pupils of Pencoed Primary School and also the wider community in accordance with the statutory School Organisation Code 2013.

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

www.bridgend.gov.uk/consultation

www.bridgend.gov.uk/cy/gwasanaethau/ymgynggori.aspx

- 4.2 The consultation document invited views and opinions to be submitted in respect of the proposal. A summary of these views and opinions was then published in the form of a consultation report.
- 4.3 Under the statutory Code referred to above, the proposal was subsequently published for a period of 28 days and formal written objections were invited during this time.
- 4.4 No objections were received during this public notice period therefore the proposal can be implemented with Cabinet's approval.

5. Effect upon policy framework and procedure rules

- 5.1 There is no effect upon the procedure rules.

6. Impact assessments

Community Impact Assessment

- 6.1 There is no negative impact on the community.

Equality Impact Assessment (EIA)

- 6.2 The Council has a duty to consult and fully consider the implications of any proposal on all members of the local community who may be affected unfairly as a result of

the proposal being carried out.

- 6.3 A full EIA has been undertaken and reported to Cabinet. The EIA holistically evaluates the pupils affected by the introduction of the proposal.

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

- 7.1 The Well-being of Future Generations (Wales) Act 2015 Assessment provides a comprehensive summary of the outcomes expected from the implementation of the service. (See Appendix 1)

Long-term	Affords pupils with a diagnosis of ASD a place in a school as near to their home as possible. Provides additional places required to meet the needs of an increase in diagnosis of pupils with ASD.
Prevention	Provision of locally based 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-authority.
Integration	The ASD LRC is key in ensuring that pupils with a diagnosis of ASD have access to mainstream education experiences with their peers and also have the opportunity to reintegrate into mainstream where appropriate. The opening of a LRC ensures sustainable education for a pupil with ASD. There are also efficiencies related to this proposal as the cost of an out-of-authority place far outweighs the cost of opening a LRC locally.
Collaboration	There is excellent collaboration between the local authority with schools that have LRCs. The Inclusion Service provides on-going support, advice and guidance to all schools.
Involvement	The child's voice is important and this is achieved during review meetings through a person centred planning (PCP) approach. Parental partnership and working in partnership with other stakeholders such as Health is fundamentally important in order to meet the individual child's needs. The local authority liaises with the schools to ensure that there are clear and regular lines of communication with parents and carers in the best interest of the child.

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 class allocation and the age-weighted pupil unit (AWPU) element. One-off funding for the set-up costs would be £5k.
- 8.2 Funding levels would be derived from notional current staffing needs and are based on the salary of a teacher and two support staff.
- 8.3 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 LRCs

for pupils with ASD in two Welsh-medium schools and two English-medium schools with effect from the academic year 2017-2018. This was supplemented in the 2018-19 budget-setting process by an additional £51k to meet the full year effect of the 2017-18 budget pressure application. These allocations will be used to fund the LRC at Pencoed Primary School if the proposal goes ahead.

9. Recommendations

9.1 Cabinet is recommended to:

- note that no objections were received during the public notice period; and, as a consequence,
- approve the implementation of the proposal.

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Background documents

Education Inclusion Programme: Reviewing and developing support and provision for the inclusion of children and young people with ALN (report to Cabinet, December 2011)

Appendix 1- Well-being and future of generations (Wales) Act 2015 assessment

Appendix 1

<p>Project Description (key aims): The proposal to open a learning resource center (LRC) for pupils with a diagnosis of autistic spectrum disorder (ASD) at Pencoed Primary School</p>	
<p>Section 1</p>	<p>Complete the table below to assess how well you have applied the 5 ways of working.</p>
<p>Long-term</p>	<p>1. How does your project / activity balance short-term need with the long-term and planning for the future?</p>
<p>(The importance of balancing short term needs with the need to safeguard the ability to also meet long term needs)</p>	<p>Affords pupils with a diagnosis of ASD a place in a school as near to their home as possible. Provides additional places required to meet the needs of an increase in diagnosis of pupils with ASD.</p>
<p>Prevention</p>	<p>2. How does your project / activity put resources into preventing problems occurring or getting worse?</p>
<p>(How acting to prevent problems occurring or getting worse may help public bodies meet their objectives)</p>	<p>Provision of locally based LRC's enables pupils to be educated as part of the graduated response as stipulated in the ALN Code of Practice and ultimately preventing being placed out-of-authority.</p>
<p>Integration</p>	<p>3. How does your project / activity deliver economic, social, environmental & cultural outcomes together?</p>
<p>(Considering how the public body's well-being objectives may impact upon each of the wellbeing goals, on their objectives, or on the objectives of other public bodies)</p>	<p>The ASD LRC is key in ensuring that pupils with a diagnosis of ASD have access to mainstream education experiences with their peers and also have the opportunity to reintegrate into mainstream where appropriate. The opening of a LRC ensures sustainable education for a pupil with ASD. There are also efficiencies related to this proposal as the cost of an out-of-authority place far outweighs the cost of opening a LRC locally.</p>

<p>Collaboration</p> <p>(Acting in collaboration with any other person (or different parts of the body itself) that could help the body meet its well-being objectives)</p>	<p>4. How does your project / activity involve working together with partners (internal and external) to deliver well-being objectives?</p> <p>There is excellent collaboration between the local authority with schools that have LRC's. The Inclusion Service provides on-going support, advice and guidance to all schools</p>
<p>Involvement</p> <p>(The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves)</p>	<p>5. How does your project / activity involve stakeholders with an interest in achieving the well-being goals? How do those stakeholders reflect the diversity of the area?</p> <p>The child's voice is important and this is achieved during review meetings through a person centred planning (PCP) approach. Parental partnership and working in partnership with other stakeholders such as Health is fundamentally important in order to meet the individual child's needs. The local authority liaises with the schools to ensure that there are clear and regular lines of communication with parents and carers in the best interest of the child.</p>

Section 2 Assess how well your project / activity will result in multiple benefits for our communities and contribute to the national well-being goals (use Appendix 1 to help you).		
Description of the Well-being goals	How will your project / activity deliver benefits to our communities under the national well-being goals?	Is there any way to maximise the benefits or minimise any negative impacts to our communities (and the contribution to the national well-being goals)?
<p>A prosperous Wales An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.</p>	<p>The proposed LRC will be opened and pupils from the local community will be able to access and therefore reduce travel times and distances in some circumstances</p>	<p>The impact on local communities will be monitored</p>
<p>A resilient Wales A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).</p>	<p>Pupils who live locally may prefer to walk or taken by parents to their local LRC as opposed to be taken by the transport provided.</p>	<p>The impact on local communities will be monitored</p>
<p>A healthier Wales A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</p>	<p>The opening of the LRC would afford provision for pupils with a diagnosis of ASD and therefore their needs met in the most appropriate way. This also prepares them for life-long learning.</p>	<p>The impact on local communities will be monitored</p>

<p>A more equal Wales A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).</p>	<p>The opening of the LRC promotes equality of opportunity for pupils with a diagnosis of ASD to fulfil their potential.</p>	<p>The impact on local communities will be monitored</p>
<p>A Wales of cohesive communities Attractive, viable, safe and well-connected communities.</p>	<p>The opening of the LRC promotes opportunities for the young people to be well connected into their local community</p>	<p>The impact on local communities will be monitored</p>
<p>A Wales of vibrant culture and thriving Welsh language A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.</p>	<p>These aspects will be promoted through the LRC being attached to a mainstream school.</p>	<p>The impact on local communities will be monitored</p>
<p>A globally responsible Wales A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.</p>	<p>Learners attending the LRC to improve their wellbeing and progress are predicted to make a positive contributions to the local, regional and national economies of Wales.</p>	<p>The impact on local communities will be monitored</p>

Section 3		Will your project / activity affect people or groups of people with protected characteristics? Explain what will be done to maximise any positive impacts or minimise any negative impacts	
Protected characteristics	Will your project / activity have any positive impacts on those with a protected characteristic?	Will your project / activity have any negative impacts on those with a protected characteristic?	Is there any way to maximise any positive impacts or minimise any negative impacts?
Age:	Yes	No	Service delivery will be monitored
Gender reassignment:	Only if they meet the eligibility criteria for the provision	No	Service delivery will be monitored
Marriage or civil partnership:	Only if they meet the eligibility criteria for the provision	No	Service delivery will be monitored
Pregnancy or maternity:	Only if they meet the eligibility criteria for the provision	No	Service delivery will be monitored
Race:	Only if they meet the eligibility criteria for the provision	No	Service delivery will be monitored
Religion or Belief:	Only if they meet the eligibility criteria for the provision	No	Service delivery will be monitored
Sex:	Yes	No	Service delivery will be monitored
Welsh Language:	Only if they meet the eligibility criteria for the provision	No	Service delivery will be monitored

Section 4	Identify decision meeting for Project/activity e.g. Cabinet, Council or delegated decision taken by Executive Members and/or Chief Officers
Compiling Officers Name:	Michelle Hatcher
Compiling Officers Job Title:	Group Manager Inclusion and School Improvement
Date completed:	6 June 2018