

Proposal to establish provision for pupils with additional learning needs (ALN) at Tremains Primary School

Consultation document

Date of issue: 6 January 2022

Action required: Responses by 17 February 2022

Tel: (01656) 815253

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Overview

The consultation is to invite your views on the proposal to establish a learning resource class (LRC) for a maximum of eight pupils with autistic spectrum disorder (ASD) at Tremains Primary School.

How to respond

This consultation period will begin on 6 January 2022 and close on 17 February 2022. You can respond or ask further questions in the following ways.

Tel: (01656) 815253

Email: EDSU@bridgend.gov.uk

Online: [Click here](#) or visit www.bridgend.gov.uk/consultation

Post: Education and Family Support Directorate, Bridgend County Borough Council, Angel Street, Bridgend, CF31 4WB.

Alternative formats are also available upon request.

Data protection

How we use the views and information you share with us.

All responses received by Bridgend County Borough Council (BCBC) will be seen in full by its staff members involved in the consultation process. The information may also be seen by other departments within the Council or local service board members to help improve upon the services provided.

The Council may also use the information gathered to publish subsequent documents both directly and indirectly linked to this consultation, however the Council will never disclose any personal information such as names or addresses that could identify an individual.

If you do not wish for your opinions to be publicised, please state so in your response.

Related documents

For more information on consultations in Bridgend County Borough or how to join our Citizens' Panel.

Visit:

www.bridgend.gov.uk/CitizensPanel

Background and information

- Local authorities across the United Kingdom are experiencing a rise in the demand for services for children and young people with additional learning needs (ALN) and the cost to support this is often exceeding budget. Anecdotal evidence from many local authorities suggests that not only are these needs becoming more numerous by volume, but also in their complexity.
- This is putting pressure on all local authorities to meet and resource these needs, and this will only be exacerbated by the additional pressures that have been caused by COVID-19. In this context many councils are reviewing their current provision to respond to changes in demand and to make services fit for purpose in terms of addressing the current and future needs of children and young people with ALN.
- Bridgend County Borough Council (BCBC) has taken a proactive approach to this by commissioning an additional learning needs strategic planning provision review in 2020.
- An Additional Learning Needs Strategic Planning Provision Review Board has been established. One of the areas which has been identified for additional provision is at Key Stage 2 for children with ASD. There is an identified need to open an additional LRC for children with ASD. It states within the review that having a continuum of provision within the same school whereby children can move from observation and assessment classes through to a LRC, within the same school if criteria is met, would be recommended.

The proposal

- This is a proposal to establish provision for pupils at Tremains Primary School to meet the needs of pupils with a diagnosis of ASD, it is proposed to establish a LRC for a maximum of eight pupils.
- The consultation exercise will seek the views of staff, parents, pupils, interested parties and the governing body as the first step in the statutory process. If the proposals are supported, they would come into effect on 1 September 2022.

Why has this proposal been brought forward?

- The proposal is being raised to meet the needs of children and young people with ASD. There is a need for additional resource to be opened to meet the need for pupils with a diagnosis of ASD within the Brynteg cluster.

What the proposal means in practice

The proposal if approved would mean that:

- A LRC at Tremains Primary School for a maximum of eight pupils with ASD would open from 1 September 2022 with adaptations having been made to existing accommodation.
- There would be a graduated intake from 1 September 2022. LRC admissions would be decided upon through an admissions panel which would assess the need of the pupil.
- The LRC would be an integrated part of the mainstream school, providing an appropriate environment in which pupils can develop and thrive within their peer group and have normal access to mainstream curriculum, where appropriate.
- The LRC would provide specialist learning facilities within the school, it would also provide ASD specialist expertise to mainstream classes.
- The Council supports the principles that, as far as possible, children should be educated within a mainstream school environment and as near to their home as possible.
- The proposal of establishing a LRC at Tremains Primary School would afford those pupils with ASD to continue their education in a specialist provision in BCBC and within the same school if moving from the observation and assessment class to the ASD LRC.

What are the advantages if the proposal goes ahead?

- There would be increased resource within BCBC to meet the demand of places for pupils with a diagnosis of ASD.
- There would be an ASD LRC established at primary level therefore affording pupils with ASD the opportunity to thrive in their education.

What are the potential disadvantages if the proposal goes ahead?

- There are not any foreseen disadvantages to this proposal.

Impact of the proposals

Quality and standards in education

- There will be no likely impact on the quality of outcomes, provision and leadership and management in Tremains Primary School, regarding the proposal to establish a LRC for pupils with a diagnosis of ASD.
- There will be no likely impact of the proposal on the ability of Tremains Primary School to deliver the full curriculum at each key stage of education.

Other considerations

- The National Categorisation School Report 2019/2020 for Tremains Primary school is included at Appendix A.

Quality and standards in education

- In the foundation phase (FP) performance for the last two years is high above Wales, and particularly strong at the higher-than-expected outcome 6+.
- In Key Stage 2 high standards are maintained at the expected level 4+. There is a strong upward trend at the expected level +1 in English and science across the last three years, and significantly above Wales.
- Pupils with additional learning needs and vulnerable learners make good or better progress across the school. More able pupils perform well with a high performance at outcome 6 and level 5.

Outcomes (standards and wellbeing)

- Attendance remains above 95% and places the school in the higher 50% when compared to similar schools.
- Pupil behaviour and attitudes to learning are good. Incidences of fixed term exclusion remain consistently low.

Provision (learning experiences, teaching, staffing, care support and guidance, and learning environment)

- The quality of teaching across the school is consistently good and often excellent. The school's leaders and teachers have a relentless focus on raising standards.
- The school's provision for pupils with additional needs is effective and positive across a three-year period. Teachers identify pupils who need additional support at an early stage.
- Pupil progress is rigorously tracked and senior leaders and staff are highly effective in their analysis and use of data at whole school, class and individual pupil level.

Leadership and management (leadership, improving quality, partnership working and resource management)

- The quality of leadership is excellent. The headteacher and senior leaders have a shared vision and a clear strategy that has improved outcomes for nearly all learners.
- Most governors have a clear understanding of the school's strengths and areas for improvement. They know how well the school performs and agree

challenging targets to raise standards. Governors are effective in challenging leaders and monitoring school improvement robustly.

- The school has developed positive and worthwhile relationships with parents.
- The school's links with external agencies and support services support vulnerable pupils and their families well. Leaders and staff work very successfully with schools and other partners to enhance significantly their own, and others capacity to bring about improvement.

Other considerations

Travel arrangements and accessibility impact

- The proposal would have no impact on the current travel arrangements as transport is available for those pupils who are eligible for a place at a LRC.
- Consideration would be given to the appropriate mode of transport for those pupils with ASD who would be accessing the LRC at Tremains Primary School.

Land and buildings

- The proposal will not involve any potential transfer or disposal of land, nor is there any planned building associated with the proposal.

Impact Assessments

Community Impact Assessment

- There is no significant negative impact on the community.
(see Appendix E)

Equality Impact Assessment

- The Council has a duty to consider the implications of this proposal on all members of the local community who may be affected unfairly as a result of the proposal being carried out.
- An initial impact screening assessment has been undertaken (see Appendix F). The outcomes and actions identified by this assessment will be included in a report to Cabinet on the consultation process and will help to create a full equality impact assessment (EIA).
- If you have any views on the potential of this proposal to affect any groups or individuals either positively or adversely, then we would welcome your comments as part of this consultation. Please see consultation proforma.

Risks

- There are no current risks associated with this proposal. The LRC will increase the expertise amongst the staff of Tremains Primary School to accommodate the needs of other pupils who are known to demonstrate ASD traits in the absence of a formal diagnosis.
- The full EIA will assess any potential impacts.

Alternative

- An alternative to opening the LRC at Tremains Primary School would be to open an ASD LRC at one of the other schools local to Tremains Primary School.
- Another alternative would be to support the pupils in mainstream and for them not to have access to appropriate small class environment.
- The likely consequence of these alternatives is that the pupils' needs with ASD would not be met in the most appropriate way.

Details of the affected school(s)

Tremains Primary School
Channel View
Brackla
Bridgend
CF32

The table below provides details of the numbers on roll at Tremains Primary School and the figures recorded for the previous annual censuses.

Tremains Primary School - Pupils on Roll (Age 3-11)					
Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	April 2021
492	482	494	483	458	474

The following table provides a five-year projection of pupil population for Tremains Primary School which is primary school with an age range of 3 to 11.

Blwyddyn /Year	N1 Oed / Age 2 - 3	N2 Oed / Age 3 - 4	R Oed / Age 4 - 5	1 Oed / Age 5 - 6 98%	2 Oed / Age 6 - 7 98%	3 Oed / Age 7 - 8 93%	4 Oed / Age 8 - 9 97%	5 Oed / Age 9 - 10 96%	6 Oed / Age 10 - 11 98%	Cyfanswm /Total 2-11	Cyfanswm /Total 4-11
2021	12	54	70	58	39	58	63	62	58	474	408
2022	11	56	54	69	57	36	56	60	61	460	393
2023	10	59	56	53	67	53	35	54	59	446	377
2024	10	59	59	55	52	63	51	34	53	436	367
2025	10	59	59	58	54	48	61	49	33	431	362
2026	10	59	59	58	57	50	47	58	48	446	377

The condition of the accommodation at Tremains Primary School would be graded as condition C. Grade C means operational but major repair or replacement needed in the short to medium-term (generally 3 years).

Pencoed Primary School
 Penprysg Road
 Pencoed
 Bridgend
 CF35 6RH

The table below provides details of the numbers on roll at Pencoed Primary School and the figures recorded for the previous annual censuses.

Pencoed Primary School - Pupils on Roll (Age 3-11)					
2016	2017	2018	2019	2020	2021
556	563	585	597	596	610

The following table provides a five-year projection of pupil population for 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
	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
				105%	101%	106%	106%	103%	105%
2021	0	67	77	63	73	83	76	87	84
2022	6	67	67	81	64	74	84	77	88
2023	5	66	67	70	82	64	74	85	78
2024	5	66	74	70	71	82	65	75	86
2025	5	66	81	78	71	72	83	66	76
2026	5	66	75	85	78	72	72	84	66

The condition of the accommodation at Pencoed Primary School is graded as condition A. Grade A means a new condition.

Llangewydd Junior School
Llangewydd Road
Bridgend
CF31 4JT

The table below provides details of the numbers on roll at Llangewydd Junior School and the figures recorded for the previous annual censuses.

Llangewydd Junior School - Pupils on Roll (Age 7-11)					
2016	2017	2018	2019	2020	2021
333	324	339	337	366	354

The following table provides a five-year projection of pupil population for Llangewydd Junior School which is primary school with an age range of 7 to 11.

Blwyddyn /Year	N1 Oed / Age 2 - 3	N2 Oed / Age 3 - 4	R Oed / Age 4 - 5	1 Oed / Age 5 - 6	2 Oed / Age 6 - 7	3 Oed / Age 7 - 8	4 Oed / Age 8 - 9	5 Oed / Age 9 - 10	6 Oed / Age 10 - 11
						84%	100%	102%	102%
2021						72	98	89	95
2022						58	72	100	91
2023						68	58	73	102
2024						80	68	59	75
2025						78	80	69	60
2026						71	78	81	71

The condition of the accommodation at Llangewydd Junior School is graded as condition C. Grade C means that operational but major repair or replacement needed in the short to medium-term (generally 3 years).

Finance

- The funding for the LRC would be allocated through the mainstream school's delegated budget, via the school's funding formula allocation, and using a combination of a class allocation and the age-weighted pupil unit (AWPU) element.
- Funding levels would be derived from notional current staffing needs and are based on the salary of a teacher and two support staff. One-off funding for the set-up costs would be £10,000.
- As part of the Medium Term Financial Strategy (MTFS) 2021-22, a budget pressure of £82k was approved for an additional Primary ASD LRC/class to cater for Key Stage 2 children. This budget will be used to fund the LRC, including the set-up costs, at Tremains Primary School should the proposal go ahead..

The consultation process

- The consultation process will be completed by 17 February 2022 and the outcomes (which will be incorporated into the proposal where possible) will be reported to Cabinet. If there is a decision not to proceed, that will be the end of this proposal for the future and an alternative proposal will need to be sought.
- If the decision is to go ahead, a statutory notice outlining the proposals would need to be published for a period of 28 days. If there are no objections to the proposal, then it will go ahead subject to final approval by Cabinet. If there are objections at

the Public Notice stage, an objection report must be published. Cabinet could determine to accept, reject or modify the proposal.

It is proposed to implement the proposal from 1 September 2022.

Activity	Date
Consultation period where we welcome your views on the proposal*.	6 January 2022 to 17 February 2022
Consultation Report to Cabinet on the outcomes of the consultation.	8 March 2022
Publish Consultation Report on BCBC website, hard copies available on request.	22 March 2022
If agreed by the Cabinet of Bridgend County Borough Council, a public notice will be published and there will be a period of 28 days in which to submit any objections to the proposal in writing.	5 April 2022
End of Public Notice period. If there are no objections Cabinet can immediately decide whether to proceed or not. If there are any objections, an Objections Report will be published and forwarded to Cabinet for their consideration and subsequent determination.	2 May 2022
Potential implementation.	1 September 2022

*Please note that responses to consultation will not be counted as objections to the proposal and that objections can only be registered following publication of the public notice.

What do you now have to consider?

You are invited to consider the proposal and submit your views as to whether you support the proposal to establish a LRC for pupils with ASD at Tremains Primary School.

How to make your views known?

There will be consultation meetings held as detailed below for the different interested parties. You are invited to attend the relevant meetings where you can hear an explanation of the proposal, put questions and express any views or concerns you may have.

Venue: Pencoed Primary School	Date	Time
School Council of Tremains Primary School	17 January 2022	14:15
Staff of Tremains Primary School	17 January 2022	15:30
Governing body of Tremains Primary School	17 January 2022	16:30
Parents of pupils at Tremains Primary School	17 January 2022	17:30

If you have any further questions regarding this proposal, wish to put your views in writing, suggest alternative proposals or request a copy of the consultation report when published, please contact (using the pro forma):

Post:

Corporate Director of Education and Family Support
 Education and Family Support Directorate,
 Civic Offices
 Angel Street
 Bridgend
 CF31 4WB

Please mark for the attention of EDSU, or **Email:** EDSU@bridgend.gov.uk

Tel: (01656) 642617

Alternative formats are also available upon request.

All views must be received by no later than 17 February 2022

Pro forma

Proposal to establish the ASD LRC at Tremains Primary School

Name:

Contact details:

Are you (*please tick*):

School governor

Parent/guardian

School pupil

School staff

Other interested party (please specify)

Comment/suggestions/requests/questions:

Appendix A

National Categorisation Report 2019/2020 Tremains Primary School

Appendix B

National Categorisation Report 2019/2020 Pencoed Primary School

Appendix C

National Categorisation Report 2019/2020 Llangewydd Junior School

Appendix D

Communities impact assessment (CIA) initial screening

Appendix E

Equalities impact assessment (EIA) initial screening.

Appendix F

Well-being of future generations (Wales) ACT 2015 Assessment

Appendix A

National Categorisation School Report

School:	Tremains Primary School
Region:	Central South Consortium (CSC)

School Context

- The school's three-year average for the percentage of pupils eligible for free school meals (eFSM) is 13.4%, (LA 19%, CSC 19.7%).
- There were 68 pupils in Year 2, 31 boys and 37 girls, each pupil worth 1.5%.
- There were 65 pupils in Year 6, 34 boys and 31 girls, each pupil worth 1.5%.

Standards

Evaluation

Leaders' analysis of performance correctly evaluates the following strengths and areas for improvement:

- In the foundation phase (FP) performance for the last 2 years is high, above Wales, and particularly strong at the higher-than-expected outcome 6+. Pupil progress data is good with a majority of pupils making higher, or much higher than expected progress in language, literacy and communication (LLC) and mathematical development (MDT).
- In Key Stage 2 high standards are maintained at the expected level 4+. There is a strong upward trend at the expected level +1 in English and science across the last 3 years, and significantly above Wales. Progress data is positive with many pupils making expected progress, and a minority making higher and much higher than expected progress. Pupils' literacy skills are well developed. The school has successfully reduced what was a significant gender gap in English at level 5, to -5.69 which is well below Wales.
- In terms of performance by groups of specific pupils, eFSM pupils have historically performed as well as, if not better, than their non-FSM peers at the expected outcome/level. However, in 2019, non-FSM pupils outperform eFSM pupils above or in line with the LA average in most areas.
- Pupils with additional learning needs and vulnerable learners make good or better progress across the school. More able pupils perform well with a high performance at outcome 6 and level 5.
- Attendance remains above 95% and places the school in the higher 50% when compared to similar schools.
- Pupil behaviour and attitudes to learning are good. Incidences of fixed term exclusion remain consistently low.

Step 2 – Improvement Capacity

The categorisation based upon evidence and discussion at Step 2 is: A

Evaluation

- The quality of leadership is excellent. The headteacher and senior leaders have a shared vision and a clear strategy that has improved outcomes for nearly all learners. The headteacher places a priority on setting high standards of achievement and wellbeing to create a caring and supportive learning environment for all pupils. Senior leaders fully understand the important role they have in improving outcomes for pupils. They make efficient use of their time to support staff and to complete school improvement activities. Leaders and staff have well defined roles and responsibilities and exhibit good professional standards. Staff meet regularly to monitor the progress of the school's improvement targets and leaders record or review decisions consistently to ensure they implement and evaluate agreed actions. The senior leadership team use information about pupils' progress to agree challenging performance management targets linked to the school's improvement priorities. For example, this has led to sustained high standards in more able pupils' attainment. Senior leaders distribute responsibilities effectively to support the specific needs of the school. For example, at foundation phase, many pupils value added progress is in the "much higher" category.
- The school improvement plan's (SIP) priorities are aligned closely to local and national priorities and informed by the outcomes of the self-evaluation process, as for example with regard to improving literacy and numeracy standards across the curriculum. Leaders demonstrate a very strong capacity to plan and implement change and sustain improvement successfully in nearly all respects. They engage all staff and other partners very effectively in the process. The SIP has clear success criteria and milestones that allow the school to monitor progress against targets effectively. Self-evaluation is accurate, robust and now, systematic. The school has identified a good range of processes for effectively monitoring and evaluating its work and gather first-hand evidence that accurately supports judgements, including peer to peer observations, work scrutiny, monitoring planning, listening to learners, learning walks, data analysis and regular pupil progress meetings. The school leaders and governors give a high priority to developing the workforce through effective performance management. Expectations of increased accountability are evident at senior leadership, middle leadership and class teacher level.
- The school works from a clear timetable detailing the range of monitoring to gather first-hand evidence. These are implemented consistently and diligently in line with the school's annual monitoring timetable. They

provide a purposeful framework for the school to judge the impact of its work. Leadership and management time has been planned for, and meetings at all levels are minuted and shared. All the senior leadership team (SLT) and wider key staff are involved in undertaking regular and frequent work scrutiny across the school. Each scrutiny has a specific focus that is shared with staff prior to monitoring. The school has developed a wider approach to lesson monitoring. The SLT and target leaders have benefitted from focussed leadership and management time as identified in the progress plans. Feedback on all monitoring is shared across the SLT and is provided promptly to key stages and individual staff. This enables the school to act on its findings from first-hand evidence and ensure that plans for improvement are continuous and of a good quality. Leaders carefully monitor all areas for development, for example, consistency within and across a minority of year groups. The school has robust systems to address within school variation, including standardisation and moderation sessions.

- Pupil progress is rigorously tracked and senior leaders and staff are highly effective in their analysis and use of data at whole school, class and individual pupil level. Data is used to identify underperformance and secure pupil improvement, as for example, the development of assessment for learning strategies to support pupil's next learning steps. Data, along with evidence about the quality of learning and teaching, identifies strengths and clarifies improvement priorities. The school has good moderation procedures in place to ensure consistency of levelling at the end of the foundation phase and Key Stage 2. The school has clarified the expectations for the end of each year group and the end of key stage. Regular pupil progress reviews include an analysis of more able pupils' progress and allow interventions and support where necessary. Pupil books are colour coded to reflect the element of challenge.
- The quality of teaching across the school is consistently good and often excellent. The school's leaders and teachers have a relentless focus on raising standards. They set targets which are ambitious and accurate when compared with subsequent attainment. The school's provision for pupils with additional needs is effective and positive across a three-year period. Teachers identify pupils who need additional support at an early stage. For example, they assess pupils' language needs when they first enter the school. Staff use a range of intervention strategies to improve the literacy and numeracy skills of less able or identified pupils. They also arrange useful emotional and behavioural support for vulnerable pupils. Pupils' individual plans contain suitable targets for improvement. Teachers, parents, and pupils review these plans regularly. As a result, most pupils with additional needs make expected progress or above with many in the much higher category. At Key Stage 2 nearly all pupils show value added progress at expected level or above with half in the higher category.

- Improvement planning is highly effective in addressing the areas in need of most improvement. Action, including the use of resources, has led to sustained improvement in outcomes in key indicators for nearly all pupils. The school has established some key principles at the heart of its improvement process that focus on classroom practice. Nearly all teachers and support staff have good working relationships with pupils and manage their behaviour effectively. Nearly all plan interesting lessons and share clear learning objectives with pupils. A recent book scrutiny identified that feedback and feed forward comments are providing suitable challenge. Most staff have a shared understanding of the characteristics of good and excellent teaching and demonstrate these in classroom practice. Staff and pupils benefit from an effective marking policy.
- The more able and talented (MAT) register is reviewed regularly and reflects the ethos of higher expectation adopted by staff. Systems are in place to support effective differentiation for MAT pupils. Teachers' planning is monitored to ensure effective opportunities are given. At Key Stage 2 the majority of pupils identified as MAT achieve their challenging targets. In foundation phase approximately half are identified as MAT.
- The school has ensured that it has opportunities provided for pupils to use and apply their literacy and numeracy skills extensively and independently across the curriculum. The school has produced literacy and numeracy coverage grids. It has been implemented and monitored by the literacy and numeracy coordinators and the senior leadership team and as a result pupils' literacy and numeracy skills across the curriculum are a good or better standard. Most pupils use their literacy skills effectively in other subjects and write at the same level as in their English lessons. However, in very few classes pupils do not use their numeracy skills at a high enough level in other subjects.
- Most governors have a clear understanding of the school's strengths and areas for improvement. They know how well the school performs and agree challenging targets to raise standards. Governors are effective in challenging leaders and monitoring school improvement robustly.
- The school has developed positive and worthwhile relationships with parents. The parent and teacher association provides strong support through organising popular and well-attended fund-raising and social events. Parents often visit the school to attend concerts and collective worship services and their thoughts and opinions on the life of the school are sought through parental surveys. Parental engagement at a curricular level has improved.
- The school's links with external agencies and support services support vulnerable pupils and their families well. Leaders and staff work very

successfully with schools and other partners to enhance significantly their own, and others capacity to bring about improvement. Senior leaders provide effective support for partner schools. For example, good practice was shared around independent learning in foundation phase practice, numeracy across the curriculum, good practice in science, mathematics and closing the gap.

Evidence Considered

- Whole-school performance data over the last three years including national benchmarking data and the all-Wales core data sets.
- Data at individual pupil level including the performance of specific groups of pupils such as e-FSM pupils and value-added data.
- National literacy and numeracy test data.
- The school's self-evaluation report.
- The school's improvement plan.
- The school's analysis of the outcomes of classroom observation and book scrutiny.
- The challenge adviser's previous school improvement report and notes of school visit.
- Documentation concerning the headteacher's performance objectives and the monitoring of progress against objectives.
- Reports from the Welsh in Education officer.
- Estyn inspection report from May 2017.
- First-hand knowledge of the life and work of the school.

Recommendations

- Develop further PCP approach within the ALN remit.
- Further develop collaboration as a school.
- Engage with the vulnerable learners' project.

Step 3 – Support Category

The overall support category for the school is: Green

Step 1	Step 2	Step 3
N/A	A	Green

The judgement at Step 2 and the decision taken at Step 3 are provisional until National Verification has been completed.

Appendix B

National Categorisation School Report

School:	Pencoed Primary School
Region:	Central South Consortium (CSC)

School Context

- The school's three-year average for the percentage of pupils eligible for free school meals (eFSM) is %, (CSC 20.6%, Wales 18.9%).
- There were 68 pupils in Year 2, 36 boys and 32 girls, each pupil worth 1.5%.
- There were 70 pupils in Year 6, 34 boys and 36 girls, each pupil worth 1.3%.

Standards

Evaluation

Leaders' analysis of performance correctly evaluates the following strengths and areas for improvement:

- In the foundation phase performance fell slightly from last year but is still close to Wales average data at the expected level.
- A majority of pupils attained the expected level +1 in PSWCD, and around 40% of pupils in language, literacy and communication (LLC), and mathematical development (MDT).
- Pupil progress data is good in the foundation phase with over half of pupils making higher and much higher expected progress in LLC and a majority in MDT.
- In Key Stage 2 a majority of pupils made expected or higher than expected progress in English and mathematics. A significant number of pupils made lower than expected progress which reflects the large number of ALN pupils at the school, some of whom are in one of the four learning resource bases.
- Historically most pupils attained at the expected level over the last three years, but this has dropped in 2019 in English, mathematics and science.
- In terms of performance by groups of specific pupils, a majority of eFSM pupils make expected progress or above in LLC and many in MDT. In Key Stage 2 many pupils make expected progress or above in English

and mathematics. There is some variation in the performance of boys and girls but no discernible trend over time. Attendance has improved over the last two years (95.1% - 95.4%) and the school is in the higher 50% when compared to similar schools. Pupils behaviour and attitudes to learning are good. Incidences of fixed – term exclusions are increasingly rare.

Step 2 – Improvement Capacity

The categorisation based upon evidence and discussion at Step 2 is: A

Evaluation

- Leaders and staff have developed a shared vision and there is a very clear strategy that has improved outcomes for nearly all learners. The highly motivational and enthusiastic approach of senior leaders results in very high levels of commitment and professionalism from all staff across the school.
- Leaders demonstrate a very strong capacity to plan and implement change and sustain improvement successfully in nearly all respects. They engage all staff and other partners very effectively in the change process. This has been highlighted by the formation of a Family Forum, through which parents are actively engaged in self-evaluation and school-improvement activities. The school's Lead Creative School status is a strong example of how distributed leadership has been used in an innovative way to enhance the school's capacity as well as develop the pupils' creative skills.
- Self-evaluation is accurate, robust, systematic and well established. Self-evaluation is highly effective in contributing to improving standards, learning and teaching. New processes have ensured that the views of pupils and staff are regularly received by the senior leadership team and feed directly into the self-evaluation process. The school's end of year evaluations focuses on teachers' and support staff responses to relevant questions from the new inspection framework. This has ensured that staff reports are highly evaluative and feed high quality information into the school's self-evaluation report.
- Leaders and staff are highly effective in their analysis and use of the available performance data and evidence about the quality of learning and teaching and pupils' work to identify strengths and set improvement priorities. Detailed and robust analysis of data is ongoing throughout the year. Trends in performance of classes, year groups and vulnerable groups are accurately identified, and regular feedback is given to the governing body. This enables the governing body to effectively challenge the school on its performance. The school is highly effective at using external support, e.g., the Welsh in education support officer to quality assure its judgements. Leaders and staff have a relentless focus on raising standards. Targets

reflect high expectations for the future achievement of all pupils and these are met in the main. This is clearly evidenced in the school's tracking system which identifies the strong level of progress made by nearly all pupils.

- The school has a very good track record in raising the achievement of nearly all pupils, including vulnerable learners over at least a three-year period. Analysis of the school's own data shows that nearly all pupils identified as having special educational needs make progress in line with their stage of development. All children who are looked after (CLA) achieved the expected level.
- Improvement planning at all levels is highly effective in addressing the areas in need of most improvement. Action, including the use of resources, has led to sustained improvement in outcomes in key indicators for nearly all pupils, including those eligible for free school meals and other vulnerable groups. Identification of the need to improve attainment at outcome 6 in the foundation phase led the school to make changes to planning and provision. The school's own data for mainstream pupils shows increases of 7 percentage points in LLC, 6 percentage points in MD and 22 percentage points in PSWBCD over the past three years as a result.
- The school has a very strong track record in implementing successfully national and local priorities to improve standards and the quality of learning and teaching. The school has been highly proactive in its work to embed the digital competence framework (DCF). An extensive portfolio of evidence has been created and the school has successfully achieved the ICT Mark. The school has begun the process of matching its current practice to the potential new curriculum, however it recognises that further work is still required.
- Leaders and staff work very successfully with schools and other partners to significantly enhance their own capacity to bring about improvement. The school has extensive experience of providing support to other schools through its cluster and school improvement group and is currently a CSC professional learning hub, providing training for schools on parental engagement, newly qualified teachers, teaching and learning, more able and talented and initial teacher training. The school is now fully able to identify the impact of its work within the settings it has supported.
- The challenge adviser can confirm that governors have a very good understanding of the school's strengths and areas for improvement and are highly effective in supporting and challenging the school's performance. All governing body members are linked to an area of the school improvement plan and hold the senior leadership team to account through relevant and challenging questioning. All link governors carry out their own effective monitoring, supported by staff, and report back to the headteacher and full governing body.

- Leaders and staff have well defined roles and responsibilities and exhibit high professional standards. The school has a very clear line management structure which enables excellent communication and highly effective collaboration between teachers and support staff throughout the school.
- The school's leaders and governors give a high priority to developing the workforce. Performance management and professional development are highly successful in improving pupils' progress, classroom practice and in dealing with underperformance. Professional development opportunities link directly to priorities in the school improvement plan and performance management activities measure their impact and success. A highly effective and robust programme of support has been put in place to ensure that areas of specific focus, e.g., learning environments are consistently applied across the school.
- Lesson observations, book scrutiny and data analysis identify that the quality of teaching across the school, and the impact on nearly all pupils' learning and progress, is consistently good and often excellent. Very strong features include high levels of engagement and extensive levels of independence. In-house sharing of good and excellent practice and coaching has been used successfully to address within-school variance in teaching.
- All staff have a shared understanding of the characteristics of excellent and good teaching and demonstrate these in classroom practice. The school has developed its own highly creative 'lesson map' which, through the input of all staff, clearly identifies the features of good and excellent teaching. This has been highly effective in supporting the needs of individual teachers, enabling them to enhance their own practice through a very good coaching system.
- Processes to lead, identify, validate and share effective practice achieve continuous improvement in the quality of learning and teaching across the school as a whole.
- Processes to track pupils' progress, identify needs and provide support are robust and effective in nearly all cases. The school reviews and monitors its high-quality tracking systems diligently and as a result of robust intervention programmes the school meets nearly all pupils' needs successfully.
- Teacher assessment is consistent and accurate. All of the school's assessments have been consistently agreed during cluster moderation activities by both the schools involved and external verifiers.

Evidence Considered
<ul style="list-style-type: none"> • Whole-school performance data over the last three years including national benchmarking data and the all-Wales core data sets. • Data at individual pupil level including the performance of specific groups of pupils such as e-FSM pupils and value-added data. • National literacy and numeracy test data.

- The school's self-evaluation report.
- The school's improvement plan.
- The school's analysis of the outcomes of classroom observation and book scrutiny.
- The challenge adviser's previous school improvement report and notes of school visit.
- Documentation concerning the headteacher's performance objectives and the monitoring of progress against objectives.
- Reports from the Welsh in Education officer.
- Estyn inspection report.
- First-hand knowledge of the life and work of the school.

Recommendations

Raise standards in Welsh.

Provide more opportunities for pupils to develop their extended writing skills.

Work with pupils making less than expected progress.
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Step 3 – Support Category

The overall support category for the school is: Yellow

Step 1	Step 2	Step 3
N/A	A	Green

The judgement at Step 2 and the decision taken at Step 3 are provisional until National Verification has been completed

Appendix C

National Categorisation School Report

School:	Llangewydd Junior School
Region:	Central South Consortium (CSC)

School Context

- The school's three-year average for the percentage of pupils eligible for free school meals (eFSM) is 26%, (CSC 20.0%, Wales 18.4%).
- There were 71 pupils in Year 6, 33 boys and 38 girls, each pupil is worth 1.4%.

Standards

Evaluation

Leaders' analysis of performance correctly evaluates the following strengths and areas for improvement:

- Standards over time in the mainstream are good.
- Pupils' behaviour and attitudes to learning are very good, and incidences of fixed-term exclusions are very rare.
- In the foundation phase, performance for the last two years is high, particularly at the higher-than-expected outcome 6+. Pupil progress data is also very strong for 2019, with many pupils making higher or much higher than expected progress in language, literacy and communication and mathematical development.
- In key stage 2, high standards are maintained at the expected level 4+. A strong improving trend in all core subjects at the higher-than-expected level 5+. Progress data across key stage 2 is particularly strong, with nearly all pupils making at least two levels of progress, and 48.4% making three levels of progress in English, and 54.8% in mathematics. Pupils' literacy skills are well developed. The gap in performance between boys and girls at level 5+ in writing has been successfully reduced over time.
- In terms of performance by groups of specific pupils, the very few eFSM pupils historically perform in line with expectations. Pupils with additional learning needs and vulnerable learners make good or better progress across the school. There is some variation in the performance of boys and girls, in favour of the girls, across all areas at outcome 6+ and science at level 5+;

however, there is no clear trend over time. More able pupils perform well, with a high performance at outcome 6+ and level 5+ over time.

- A drop in attendance from 95.9% in 2017 – 2018 to 95% in 2018 – 2019 (provisional data). Performance when compared with similar schools is varied and in the lower 50% or bottom 25% over the last three years.

Step 2 – Improvement Capacity

The categorisation based upon evidence and discussion at Step 2 is: A

Evaluation

- Leaders and governors have developed a shared vision for the school which is visible and clearly understood by all stakeholders. Leaders and governors have collaborated and produced a comprehensive school prospectus of a very high standard. The prospectus encompasses the inclusive ethos of the school and its continuing commitment to community involvement and charity work. This is a strength of the school. The school is standards driven and has very clear strategies to improve achievement and attainment for all pupils. Self- evaluation is secure, evidence-based and has ensured effective operational change. The school's self-evaluation report (SER) identifies the key areas for improvement accurately and these are addressed in the school's improvement plan (SIP). The SER is presented in the new Estyn format, is more concise and evaluative. It includes a detailed executive statement of the school's strengths and areas for development. The school's monitoring, evaluation and review (MER) cycle is robust and ensures that procedures for assessing progress are systematic and effective. For example, all lesson observations have a clear purpose and are closely linked to SIP priorities. They also include a specific group focus such as more able and talented (MAT) pupils or vulnerable groups. The school manages change well. For example, following the restructuring of senior leadership roles, the assistant head has increased responsibility for teaching and learning which has ensured that classroom organisation supports new curriculum delivery. Following whole school review, the school moved from setting to mixed ability provision more in line with the ethos of the school. As a result, learner engagement is consistently high.
- Data analysis is rigorous, presented in a variety of ways appropriate to the audience, and well used to support effective and challenging target setting to bring about school improvement. Teachers and leaders track and monitor the progress of all pupils highly effectively. Individual pupil targets inform cohort and whole school target setting. Targets reflect high expectation of all pupils, whether in national curriculum levels or Bsquared levels in the learning resource bases (LRBs). The school has a good track record in raising the achievement of nearly all pupils. The school uses the SIMS system highly effectively. The school has created a new leader of systems and interventions role to evaluate the impact of provision on pupil outcomes.

- Improvement planning at all levels is highly effective in addressing the areas in need of most improvement. Key personnel are identified in the school's targets for improvement, including link governors. The SIP is a very comprehensive document, which takes good account of national and local priorities. Good progress has been made towards implementing new curriculum pedagogy. For example, the assistant head, as teaching and learning lead, has a high degree of understanding of the demands of the curriculum and the construction of a cohesive learning plan. He has led all staff highly effectively in co-constructing a cross-curricular topic web, taking good account of pupil voice. It is designed to engage and excite all learners.
- The school is engaging well with preparation for the Additional Learning Needs (ALN) bill. Effective processes are already in place. The ALN coordinator is well established and is well prepared for the changes.
- Leaders and governors allocate resources very well to areas and actions which ensure that the school sustains its momentum in moving forward.
- School to school working is very well established. The school has good capacity to support others for example, the school has developed pupils' independent learning skills and problem solving skills well. Teachers have disseminated their work and hosted good practice visits. This has also been showcased at the local authority Festival of Learning. The school is also providing a workshop on effective management and provision for pupils with ASD in both LRB and mainstream classes.
- The school has especially strong practice in cultural development and teaching and learning in the creative arts, particularly in music where the school has been the 'School a-vision' Welsh entry for the last 11 years. This has been shared with schools across the consortium. Teachers are effective in supporting others in improving standards of writing in Welsh. The Welsh in Education Support Officer has recognised the high quality of pupils' work in Welsh. The school is on-track to achieve the Cymraeg Campus bronze award by the end of the academic year.
- Teachers and leaders work with a wide range of partners to develop pupils' learning skills and bring about improvement for all pupils. The school is widely involved in networks of professional practice; there are half termly meetings of cluster headteachers and deputy head teachers and a rolling programme of curriculum reform and Welsh meetings to raise standards across the cluster. Partnerships with schools and businesses such as Bethesda Arts, the Department for Work & Pensions (Coding) and other organisations make a positive contribution to the broadening range of learning opportunities available to all pupils. Highly effective cross-phase work with the 2 feeder infant schools on identifying effective teaching and learning strategies, led to the introduction of foundation phase pedagogy into Year 3 and improved provision for all groups of learners on transition to Key Stage 2.
- The governing body has a secure knowledge of pupils' and teachers' performance. They have a thorough understanding of data analysis and pupil

progress. Governors are proactive, they undertake their responsibilities effectively and both support and challenge the school. For example, governors have undertaken classroom observations to enhance their knowledge of teaching and learning strategies; they carry out first-hand monitoring and are actively involved in gathering the views of pupils through pupil voice group meetings and pupils' regular presentations to governors.

- Distributed leadership is well established. Leaders and governors have carried out a restructuring of leadership roles taking good account of curriculum reform. Roles and responsibilities are well defined and understood. Senior leaders are responsible for targets within the SIP and are accountable for standards in their delegated areas. They, in turn, hold teachers to account for the progress of pupils in their classes. For example, middle leaders monitoring highlighted the need for greater consistency around the language of learning, assessment for learning (AfL) and pupil input and engagement. The school introduced Quentin Quality as a tool for pupils to evaluate the quality of their own work. Quentin Q areas have been developed in all classes which include resources and strategies which enable pupils to assess and improve their own work and move their learning forward.
- Performance management identifies whole school and individual priorities and is robustly monitored. All senior leaders are also performance management appraisers and carry out this role highly effectively ensuring that objectives are closely linked to SIP priorities and take good account of the professional standards. The school is developing well as a learning organisation. All staff have been trained through an INSET day and all have contributed to a school self-evaluation against the 7 dimensions of the 'Schools as Learning Organisations' (SLO) document, which has identified strengths and areas for further development. The school is establishing a culture of enquiry, innovation and exploration and teachers are becoming more reflective practitioners. The school works with a range of training providers to ensure that professional learning remains innovative and focused on improving teaching and learning. Not only do governors and leaders make provision for professional learning for all staff, but there is also an explicit expectation that all staff will engage with opportunities to develop their practice.
- The quality of teaching across the school and its impact on most pupils' learning is consistently good with excellent examples. Nearly all teachers have a shared understanding of the characteristics of good and excellent teaching and demonstrate these in their classroom practice. Leaders make very good use of all monitoring outcomes to inform their judgements of the quality of teaching and identify and address any variance. These include lesson observations, book scrutiny and listening to learners.
- Governors have also been actively involved in the monitoring of teaching and learning. Most teachers' skills as reflective practitioners are developing well. Monitoring evidence demonstrates that teachers have very high expectations of all pupils. Teachers use a range of approaches and resources to engage pupils' interest. The school has identified the need to ensure that classes and learning

areas are sufficiently stimulating and engaging and has introduced a learner entitlement model to meet their identified needs and bring about improvement. The assistant head's high-quality teaching and learning concept maps clearly set out expectations of all teachers and learning support officers (LSOs) and for all learners.

- Processes to track pupils' progress, identify needs and provide support are robust and effective in nearly all cases. For example, individual pupil tracking informs class profiles and identifies areas of need. This, in turn, informs intervention provision mapping across the school. Leaders monitor interventions skilfully and impact on pupil progress is evaluated. Clear entry and exit criteria are in place for all intervention programmes. Interventions are timely for both pupils who are at risk of under-achievement and those who are more able and talented (MAT). The systems lead evaluates all outcomes. Teacher assessment is consistent and accurate as confirmed by the challenge adviser at moderation.

Evidence Considered

- Whole-school performance data over the last three years.
- Data at individual pupil level including the performance of specific groups of pupils such as e-FSM pupils and value-added data.
- National literacy and numeracy test data.
- The school's self-evaluation report.
- The school's improvement plan.
- The challenge adviser's previous school improvement report and notes of school visit.
- Documentation concerning the headteacher's performance objectives and the monitoring of progress against objectives.
- First-hand knowledge of the life and work of the school.

Recommendations

- Develop and embed the school's work on curriculum design taking good account of the pedagogical principles in both indoor and outdoor learning.
- Ensure that classes and learning areas support differentiated provision and delivery in order to meet identified needs and bring about improvement
- Further develop the roles of the new leadership team with leaders from both feeder infant schools.

Step 3 – Support Category

The overall support category for the school is: Green

Step 1	Step 2	Step 3
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N/A	A	Green
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The judgement at Step 2 and the decision taken at Step 3 are provisional until National Verification has been completed.

Appendix D

Community Impact Assessment

Draft – to be updated following consultation

Name of proposal:

Proposal to establish a LRC at Tremains Primary School for a maximum of eight pupils with ASD from 1 September 2022.

Who will make the decision?

Cabinet

Who has been involved in developing the proposal?

Corporate Director of Education and Family Support

Group Manager Learner Support

Aims and objectives: The ASD provision at Tremains Primary School.

Key actions: Statutory procedure to establish a LRC at Tremains Primary School for a maximum of eight pupils with ASD from 1 September 2022.

Expected outcomes: To establish a LRC for pupils with ASD with proposed implementation 1 September 2022.

Who will be affected: Staff, governors, pupils, parents and the community.

Approximately how many people will be affected: There are minimal people affected by this proposal. There will be an additional staff.

Expected date of decision: May 2022.

Scope/focus of the assessment: Consideration given to:

- Current quality and standards in education
- School priority targets (in the statement of action)
- Current provision of additional learning needs (ALN)
- Relationship of school with stakeholders.
- Potential impact of introducing the proposal on pupils and staff.
- Potential impact on the community.
- Potential impact on protected characteristics (outlined in the EIA).

Relevant data and/or research:

- The following table provides a five-year projection of pupil population for Tremains Primary School.

Blwyddyn /Year	N1 Oed / Age 2 - 3	N2 Oed / Age 3 - 4	R Oed / Age 4 - 5	1 Oed / Age 5 - 6	2 Oed / Age 6 - 7	3 Oed / Age 7 - 8	4 Oed / Age 8 - 9	5 Oed / Age 9 - 10	6 Oed / Age 10 - 11	Cyfanswm /Total 2-11	Cyfanswm /Total 4-11
				98%	98%	93%	97%	96%	98%		
2021	12	54	70	58	39	58	63	62	58	474	408
2022	11	56	54	69	57	36	56	60	61	460	393
2023	10	59	56	53	67	53	35	54	59	446	377
2024	10	59	59	55	52	63	51	34	53	436	367
2025	10	59	59	58	54	48	61	49	33	431	362
2026	10	59	59	58	57	50	47	58	48	446	377

- Bridgend County Borough Council (BCBC) has taken a proactive approach to this by commissioning an additional learning needs strategic planning provision review in 2020.
- An Additional Learning Needs Strategic Planning Provision Review Board has been established. One of the areas which has been identified for additional provision is at Key Stage 2 for children with ASD. There is an identified need to open an additional LRC for children with ASD.

Findings:

- The projected level of enrolment has no expected level of significant fluctuation that would impact the proposal (table regarding future projected level of enrolment provided in 'relevant data' section above).

Inclusion of children and young people

- This proposal follows the additional learning needs and educational tribunal Act 2018.

Impact on extended community

- There is no significant negative impact on the community.

Impact on other schools

- There is no impact upon other schools as the ASD LRC's within the alternative schools are at capacity.

How will the decision affect people with different protected characteristics?

There will be additional staff required for the ASD LRC as with the other ASD LRCs.

Consultation

Has there been specific consultation on this decision (if not, state why not and/or when this may happen):

Consultation will commence in January 2022.

What were the results of the consultation?

The impact of this proposal has been considered and further responses have been requested as part of this consultation, the outcome of which will be recorded and reported to Cabinet in the Consultation Report.

Across the protected characteristics, what difference in views did analysis of the consultation reveal?

To be completed upon completion of consultation.

What conclusions have been drawn from the analysis on how the decision will affect people with different protected characteristics?

To be completed upon completion of consultation.

Assessment of impact on staff

There is no impact upon the reduction of staffing. Additional staffing will be required.

Assessment of impact on wider community

There is no significant negative impact on the wider community.

Analysis of impact by protected characteristics

Please summarise the results of the analysis:

To be completed upon completion of consultation.

Assess the relevance and impact of the decision to people with different characteristics Relevance = High/Low/None Impact = High/Low/Neutral.

Characteristic	Relevance	Impact
Age	High	Low
Disability	High	Low
Gender reassignment	None	Neutral
Marriage and civil partnership	None	Neutral
Pregnancy and maternity	None	Neutral
Race	None	Neutral
Religion or belief	None	Neutral
Sex	None	Neutral
Sexual orientation	None	Neutral
Other socially excluded groups (include health inequalities)	None	Neutral

Where any negative impact has been identified, please outline the measures taken to mitigate against it:

Subject to the outcome of consultation on this proposal:

- There are no current risks associated with this proposal.
- The LRC will increase the expertise amongst the staff of Tremains Primary School to accommodate the needs of other pupils who are known to demonstrate ASD traits in the absence of a formal diagnosis.

Please advise on the overall equality implications that should be considered in the final decision, considering relevance and impact:

An EIA has been conducted considering protected characteristics and any other potential impacts on minority groups. Once the consultation is complete and the results comprehensively considered, a full community impact assessment and equalities impact assessment will be provided along with the final report on the outcomes of the consultation.

Signed:

M Hatcher
Date: 10:11:21

Appendix E

Equality impact assessment (EIA) screening form

Please refer to the [guidance notes](#) when completing this form.

Proposal being screened

Proposal to establish a LRC at Tremains Primary School for a maximum of eight pupils with ASD from 1 September 2022.

Brief description of the proposal

The proposal is for a maximum of eight pupils with ASD to access the LRC from 1 September 2022. Consultees will include staff, governors, pupils and parents of the school, members of the local community and any other interested parties.

Does this policy relate to any other policies?

Additional Learning Needs and Educational Tribunal Act 2018.

What is the aim or purpose of the policy?

The Council supports the principles that, when possible, children should be educated within a mainstream school environment and as near to their home as possible.

Who is affected by this policy (e.g., staff, residents, disabled people, women only?)

Pupils with ALN, parents, existing staff members in Tremains Primary School.

Who is responsible for delivery of the policy?

Corporate Director Education and Family Support.

Is this a review of an existing policy?

No.

If this is a review or amendment of an existing policy, has anything changed since it was last reviewed?

No.

Has an EIA previously been carried out on this policy?

No.

Screening questions

1. Is this policy an important or 'large scale' function, and/or is it likely the policy will impact upon a large number of staff, residents and/or contractors

Yes.

2. Is it possible that any aspect of the policy will impact on people from different groups in different ways? (See *guidance for list of 'protected characteristics' to consider*) No for the following reasons:-

- There would be growth for pupils with a diagnosis of ASD.
- Capacity would be created for a maximum of eight pupils.

Characteristic	Yes	No	Unknown	Explanation of impact
Age	X			There will be growth for pupils with ASD to access support.
Disability	X			There will be growth for pupils with ASD.
Gender reassignment		X		Gender reassignment is not expected to be impacted by this proposal.
Pregnancy and maternity		X		Pregnancy and maternity is not expected to be impacted by this proposal.
Race		X		Race is not expected to be impacted by this proposal.
Religion/belief		X		Religion and belief are not expected to be impacted by this proposal.
Sex		X		Sex is not expected to be impacted by this proposal.
Sexual orientation		X		Sexual orientation is not expected to be impacted by this proposal.
Civil Partnerships and Marriage		x		Civil partnerships and marriage are not expected to be impacted by this proposal.

3. What is the risk that any aspect of the policy could in fact lead to discrimination or adverse effects against any group of people? (See guidance for list of protected characteristics?)

There is no risk for pupils diagnosed with ASD as there would be growth of provision in this area.

What action has been taken to mitigate this risk? [Guidance](#)

Please expand on your answer:

4. Could any aspect of the policy help BCBC to meet the main public sector duties? Bear in mind that the duty covers 9 [protected characteristics](#). [Guidance](#)

Duty	YES	NO	Unknown
Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act		X	
Advance equality of opportunity between persons who a relevant protected characteristic and persons who do not share it	X		
Foster good relations between persons who share a relevant protected characteristic and persons who do not share it	X		

Please set out fully your reasoning for the answers given to question 4 including an awareness of how your decisions are justified.

The policy enables those with a diagnosis of ASD (disability being a protected characteristic) to be taught in an English-medium mainstream school facility which could potentially create relationships between pupils that are categorised as having additional learning needs and pupils from mainstream teaching at Tremains Primary School thereby removing divisions between pupils.

5. Could any aspect of this “policy” assist Bridgend County Borough Council with its compliance with the Welsh Language Standards and the Welsh Language (Wales) Measure 2011 which are to consider: -

- The proposal is to grow ALN provision.
- The proposal offers those pupils with ASD to be educated in mainstream.

6. Are you aware of any evidence that different groups have different needs, experiences, issues and/or priorities in relation to this policy?

Yes No Unknown [\(Guidance\)](#)

No.

If 'yes', please expand:

7. Is this policy likely to impact on Community Cohesion?

No – there will be minimal change to the community as pupils with ASD will be able to attend a mainstream school.

Conclusions

8. What level of EIA priority would you give to this policy? [\(Guidance\)](#)

HIGH - full EIA within is to be undertaken.

Please explain fully the reasons for this judgement including an awareness of how your decisions are justified.

High – to ensure the policy is correctly implemented.

9. Will the timescale for EIA be affected by any other influence e.g. Committee deadline, external deadline, part of a wider review process?

[\(Guidance\)](#)

Activity	Date
Consultation period where we welcome your views and observations on the proposal*.	6 January 2022-17 February 2022
Report to Cabinet on the outcomes of the consultation.	8 March 2022
Publish Consultation Report on BCBC website, hard copies available on request.	22 March 2022
If agreed by the Cabinet of Bridgend County Borough Council, a Public Notice will be published and there will be a period of 28 days in which to submit any objections to the proposal in writing.	5 April 2022
End of Public Notice period. If there are no objections Cabinet can immediately decide whether to proceed or not. If there are any objections, an Objections Report will be published and	2 May 2022

forwarded to Cabinet for their consideration and subsequent determination.	
Potential implementation.	1 September 2022

10. Who will carry out the full EIA?

Education and Family Support Directorate – Group Manager and / or Corporate Director.

EIA screening completed by: Michelle Hatcher Date: 10.11:21

Appendix F

WELL-BEING OF FUTURE GENERATIONS (WALES) ACT 2015 ASSESSMENT

<ul style="list-style-type: none"> • Project Description (key aims): <p>Proposal to establish a LRC for a maximum of eight pupils with ASD at Tremains Primary School.</p>	
Section 1 Complete the table below to assess how well you have applied the 5 ways of working.	
Long-term	1. How does your project / activity balance short-term need with the long-term and planning for the future?
<p>(The importance of balancing short term needs with the need to safeguard the ability to also meet long term needs)</p>	<p>There is a need for an ASD LRC which will then afford the pupils the opportunity to be educated in a mainstream school.</p> <p>There will be a graduated intake into the LRC to ensure that there is provision in BCBC. Additional places are required to meet the demand of the increase in the diagnosis of pupils with ASD.</p>
Prevention	2. How does your project / activity put resources into preventing problems occurring or getting worse?
<p>(How acting to prevent problems occurring or getting worse may help public bodies meet their objectives)</p>	<p>The opening of the ASD LRC will result in increased resource at primary level as part of the graduated response as stated in the ALN Code of Practice.</p> <p>Ultimately pupils will be prevented from being placed out-of-authority.</p>
Integration	3. How does your project / activity deliver economic, social, environmental & cultural outcomes together?
<p>(Considering how the public body's well-being objectives may impact</p>	<p>An ASD LRC is key in ensuring that pupils with a diagnosis of having access to mainstream education experiences with their peers and also have an opportunity to integrate into mainstream where possible.</p>

<p>upon each of the wellbeing goals, on their objectives, or on the objectives of other public bodies)</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>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>Excellent collaboration between the local authority with schools that have LRCs. The Learner Support Service provides on-going support; advice and guidance to all schools.</p> <p>A range of stakeholders are involved with a pupil placed in an ASD LRC ensuring that the individual needs of the pupil are met.</p>	
<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).</p>		
<p>Description of the Well-being goals</p>	<p>How will your project / activity deliver benefits to our communities</p>	<p>Is there any way to maximise the benefits or minimise any negative impacts to our</p>

	under the national well-being goals?	communities (and the contribution to the national well-being goals)?
<p>A prosperous Wales</p> <p>An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.</p>	<p>The ASD LRC affords the opportunity for pupils with a diagnosis of ASD to gain necessary skills at an early stage.</p>	<p>The impact on local communities will be monitored</p>
<p>A resilient Wales</p> <p>A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).</p>	<p>The ASD LRC is proposed to open in a newly built school.</p>	<p>The impact on local communities will be monitored</p>
<p>A healthier Wales</p> <p>A society in which people's physical and mental well-being is maximised and in which choices and behaviours</p>	<p>The individual needs of the pupils are met within the ASD LRC.</p>	<p>The impact on local communities will be monitored</p>

that benefit future health are understood.		
<p>A more equal Wales</p> <p>A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).</p>	The individual needs of the pupils are met within the ASD LRC	The impact on local communities will be monitored
<p>A Wales of cohesive communities Attractive, viable, safe and well-connected communities.</p>	The opening of the ASD LRC in a mainstream school affords the community to be better connected.	The impact on local communities will be monitored
<p>A Wales of vibrant culture and thriving Welsh language</p> <p>A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.</p>	The ASD LRC in a mainstream school affords the pupils to be part of the community experiencing these things.	The impact on local communities will be monitored
<p>A globally responsible Wales</p> <p>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>	The ASD LRC affords the opportunity for pupils to thrive locally and beyond.	The impact on local communities will be monitored

Section 3 Will your project / activity affect people or groups of people with protected characteristics? Explain what will be done to maximise any positive impacts or minimise any negative impacts

Protected characteristics	Will your project / activity have any positive impacts on those with a protected characteristic?	Will your project / activity have any negative impacts on those with a protected characteristic?	Is there any way to maximise any positive impacts or minimise any negative impacts?
Age:	Yes	No	The development of the LRC will be monitored
Gender reassignment:	No	No	The development of the LRC will be monitored
Marriage or civil partnership:	No	No	The development of the LRC will be monitored
Pregnancy or maternity:	No	No	The development of the LRC will be monitored
Race:	No	No	The development of the LRC will be monitored
Religion or Belief:	No	No	The development of the LRC will be monitored
Sex:	No	No	The development of the LRC will be monitored
Welsh Language:	Yes	No	The development of the LRC will be monitored

Section 4 Identify decision meeting for Project/activity e.g. Cabinet, Council or delegated decision taken by Executive Members and/or Chief Officers

Compiling Officers Name:	Michelle Hatcher
Compiling Officers Job Title:	Group Manager Learner Support
Date completed:	10 November 2021