

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

14 JUNE 2022

REPORT OF THE CORPORATE DIRECTOR EDUCATION AND FAMILY SUPPORT

OUTCOME OF CONSULTATION TO OPEN PROVISION FOR PUPILS WITH ADDITIONAL LEARNING NEEDS (ALN) ESTABLISHING A LEARNING RESOURCE CENTRE (LRC) FOR PUPILS WITH AUTISTIC SPECTRUM DISORDER (ASD) AT TREMAINS PRIMARY SCHOOL

1. Purpose of report

1.1 The purpose of this report is to

- inform Cabinet of the outcome of the consultation to open provision for pupils with ALN establishing a LRC for pupils with ASD at Tremains Primary School;
- present the findings of the consultation in a detailed Consultation Report (**Appendix A**); and to
- seek approval to progress to the publication of a statutory notice as prescribed in the School Organisation Code.

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

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

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

3. Background

3.1 Local authorities across the United Kingdom are experiencing a rise in the demand for services for children and young people with ALN and the cost to support this is often exceeding budget. Anecdotal evidence from many local authorities suggests that not only are these needs becoming more numerous by volume, but also in their complexity.

3.2 This is putting pressure on all local authorities to meet and resource these needs, and this will only be exacerbated by the additional pressures that have been caused

by COVID-19. In this context, many local authorities are reviewing their current provision to respond to changes in demand and to make services fit for purpose in terms of addressing the current and future needs of children and young people with ALN.

- 3.3 Bridgend County Borough Council (BCBC) has taken a proactive approach to this by commissioning an additional learning needs strategic planning provision review.
- 3.4 An Additional Learning Needs Strategic Planning Provision Review Board has been established. One of the areas which has been identified for additional provision is at Key Stage 2 for children with ASD. There is an identified need to open an additional LRC for children with ASD.
- 3.5 Adaptation works to Tremains Primary School has begun, this would afford the space required to open an ASD LRC.

4. Current situation/proposal

- 4.1 In order to progress the proposal, consultation exercises were carried out between 6 January 2022 and 17 February 2022 in accordance with the statutory School Organisation Code. A copy of the consultation document was made available during this time on the Council's website:

<https://democratic.bridgend.gov.uk/documents/g4137/Public%20reports%20pack%2014th-Dec-2021%2014.30%20Cabinet.pdf?T=10&LLL=0>

- 4.2 The consultation document invited views and opinions to be submitted in respect of the proposal. A summary of the issues raised by consultees and the local authority's responses are provided in the Consultation Report as detailed in **Appendix A** of this report. Cabinet will need to consider the Consultation Report and determine the preferred way forward.
- 4.3 Should Cabinet wish to proceed with the proposal, 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.
- 4.4 If there are no objections during the public notice period then the proposal can be implemented with Cabinet's approval.

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. The following timetable provides an indication of the likely timescales involved:

Activity	Date
Consultation period where we welcome your views and observations on the proposal*.	6 January 2022-17 February 2022

Activity	Date
Draft Consultation report to Cabinet on the outcomes of the consultation.	14 June 2022
Subject to Cabinet approval, publish the approved Consultation Report on the BCBC website, hard copies available on request ('subject to the call-in period as outlined in Part 4 Rules of Procedure of the Council's constitution').	15 June 2022
If agreed by Cabinet, a statutory notice will be published and there will be a period of 28 days in which to submit any objections to the proposal in writing.	June 2022
If there are no objections Cabinet can decide whether to proceed or not. If there are any objections, an Objections Report will be forwarded to Cabinet for their consideration and subsequent determination. The approved report will then be published on the BCBC website and hard copies of the report will be made available upon request.	September 2022
Publication of the decision letter . The decision letter has to be made available within 7 days from the date of the decision being taken. Therefore, the letter would be published 'subject to the call-in period'.	September 2022
Implementation (that is, subject to the successful outcome of the activities detailed in this table).	Autumn Term 2022

**Hard copies of this report are available on request*

5. Effect upon policy framework and procedure rules

5.1 There is no effect upon the policy framework or procedure rules.

6. Equality Act 2010 implications

6.1 An Equality Impact Assessment (EIA) has been carried out as part of the consultation stage and has been further informed by responses to the consultation papers. The assessment has concluded that there is no negative impact on any protected group. As there have been no negative impacts identified, it will not be necessary to undertake a full EIA.

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

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.

Long term	Affords pupils with a diagnosis of ASD a place in a school as near to their home as possible. Provides additional places required to meet the needs of an increase in diagnosis of pupils with ASD.
Prevention	Provision of locally based LRC's enables pupils to be educated as part of the graduated response as stipulated in the ALN Code of Practice and ultimately preventing being placed out-of-authority.
Integration	The ASD LRC is key in ensuring that pupils with a diagnosis of ASD have access to mainstream education experiences with their peers and also have the opportunity to reintegrate into mainstream where appropriate. There are also efficiencies related to this proposal as the cost of an out-of-authority place far outweighs the cost of opening an LRC locally.
Collaboration	There is excellent collaboration between the local authority with schools that have LRC's. The Learner Support Service provides on-going support, advice and guidance to all schools.
Involvement	A range of key stakeholders are involved with a pupil placed in an autistic spectrum disorder (ASD) LRC ensuring that the individual needs of the pupil are met.

8. Financial implications

- 8.1 The funding for the LRC would be allocated through the mainstream school's delegated budget, via the school's funding formula allocation, and using a combination of a class allocation and the age-weighted pupil unit (AWPU) element.
- 8.2 Funding levels would be derived from notional current staffing needs and are based on the salary of a teacher and two support staff. One-off funding for the set-up costs would be £10k.
- 8.3 As part of the Medium-Term Financial Strategy (MTFS) 2021-2022, a budget pressure of £82k was approved for an additional primary school ASD LRC/class to cater for Key Stage 2 children. This budget will be used to fund the LRC, including the set-up costs, at Tremains Primary School should the proposal go ahead.

9. Recommendations

- 9.1 Cabinet is recommended to:
- note the outcome of the consultation with interested parties as detailed in the attached Consultation Report (**Appendix A**) and appendices;
 - approve the Consultation Report (**Appendix A**) for publication; and
 - authorise the publication of a statutory notice in respect of the proposal.

Lindsay Iorwerth Harvey
Corporate Director - Education and Family Support

14 June 2022

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Group Manager Learner Support

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Background documents:

None

APPENDIX A

BRIDGEND COUNTY BOROUGH COUNCIL

CONSULTATION REPORT

REPORT OF THE CORPORATE DIRECTOR - EDUCATION AND FAMILY SUPPORT

OUTCOME OF CONSULTATION TO OPEN PROVISION FOR PUPILS WITH ADDITIONAL LEARNING NEEDS (ALN) ESTABLISHING A LEARNING RESOURCE CENTRE (LRC) FOR PUPILS WITH AUTISTIC SPECTRUM DISORDER (ASD) AT TREMAINS PRIMARY SCHOOL

1. Purpose of report

- 1.1 This public report is to inform of the outcome of the consultation to open provision for pupils with ALN establishing a LRC for pupils with ASD at Tremains Primary School.

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

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

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

3. Background

- 3.1 In December 2021, Cabinet approval was given to commence a statutory consultation process to open provision for pupils with ALN establishing a LRC for pupils with ASD at Tremains Primary School.
- 3.2 This report outlines the responses to the consultation.

4. Consultation process

- 4.1 In order to progress the proposal, consultation exercises were carried out between 6 January 2022 and 17 February 2022 in accordance with the statutory School Organisation Code. A copy of the consultation document was made available during this time on the Council's website:

<https://democratic.bridgend.gov.uk/documents/g4137/Public%20reports%20pack%2014th-Dec-2021%2014.30%20Cabinet.pdf?T=10&LLL=0>

4.2 The consultation document invited views and opinions to be submitted in respect of the proposal. A list of stakeholders consulted can be seen at Appendix 11.

5. Summary of responses to consultation

5.1 Key points from the consultation exercise were as follows, with full details appended at the end of this report. The local authority held four stakeholder consultation meetings virtually with school council, staff, governors and parents at Tremains Primary School.

5.2 Learners consultation

Tremains Primary School's school council met virtually with BCBC Council representatives on 17 January 2022 to discuss the proposal. Full details of the meeting discussions and responses/clarifications given are detailed in Appendix 1 of this Consultation Report.

The main concerns for the children related to the location of the classroom, where the children would play, what staffing would be in the class, how many children would be in the class, health and safety and resources. Council representatives explained the location of the classroom, healthy and safety requirements and the resources required. Council representatives also reassured the children that the new children would feel welcome.

5.3 Staff consultation

A 'virtual' consultation meeting was held with the Tremains Primary School staff. Full details of the meeting discussions and responses/clarifications given are detailed in Appendix 2 of this Consultation Report.

Questions were raised mainly concerning staffing for the LRC and entry criteria. Staff stated that the LRC would be an asset to the school. Council representatives explained the recruitment process and staffing requirements.

5.4 Governing body consultation

A 'virtual' consultation meeting was held with representatives from Tremains Primary governors on 17 January 2022. Full details of the meeting discussions and responses/clarifications given are detailed in Appendix 3 of this Consultation Report. Questions were raised mainly concerning the building works, staffing and engagement with parents.

Council representatives explained that the building works are going to plan and offered a meeting with the leadership of the school to discuss the timescales of the building work. It was explained that recruitment for the staffing would be done in partnership with the school and that a consultation meeting was being held with parents the same day as the governing body consultation.

5.5 Parents consultation

A 'virtual' consultation meeting was held with parents at Tremains Primary School on 17 January 2022. Full details of the meeting discussions and responses/clarifications given are detailed in Appendix 4 of this Consultation Report.

Questions were raised mainly concerning criteria and staffing ratio. Council representatives explained the criteria and that the staffing ratio would be 3:8 which is a teacher and two learning support officers (LSOs) to 8 children.

5.6 Summary of written representations

One item of direct correspondence was received during the consultation period. See Appendix 5 of this Consultation Report for details and responses/clarifications.

A response was sent to the originator of the item of correspondence thanking them for their submissions and stating that their comments would be taken into consideration.

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 proposal. See Appendix 6 of this Consultation Report for full details. Estyn has concluded as follows:

“It is Estyn’s view that this proposal is likely to have a positive impact on the standard of education provision in the area. The council has provided a clear rationale for the proposal.”

7 Impact Assessments

7.1 A Community Impact Assessment has been carried out as part of the consultation stage and was published as part of the consultation document. It is not considered likely that the proposal will impact disproportionately on any protected characteristics. There will be additional staff required for the ASD LRC as with the other ASD LRCs - a specialist teacher and two learning support officers (LSOs). Having reviewed responses to the consultation, the assessment has been updated and the conclusion remains valid (see Appendix 7 of this consultation report).

7.2 A Welsh Impact Assessment has been carried out as part of the consultation stage (see Appendix 8 of this consultation report). It concluded that there would be no significant impact on the Welsh language provision currently experienced by learners at the school and that Welsh would continue to be taught through the curriculum as presently.

7.3 An Equality Impact Assessment has been carried out as part of the consultation stage (see Appendix 9 of this consultation report). The assessment concluded that the proposal is unlikely to impact disproportionately on any protected group. Having reviewed responses to the consultation, the conclusion remains valid.

7.4 The Well-being of Future Generations (Wales) Act 2015 has been considered in formulating the proposal (see Appendix 10).

8 Financial Implications

- 8.1 The funding for the LRC would be allocated through the mainstream school's delegated budget, via the school's funding formula allocation, and using a combination of a class allocation and the age-weighted pupil unit (AWPU) element.
- 8.2 Funding levels would be derived from notional current staffing needs and are based on the salary of a teacher and two support staff. One-off funding for the set-up costs would be £10k.
- 8.3 As part of the Medium-Term Financial Strategy (MTFS) 2021-2022, a budget pressure of £82k was approved for an additional primary school ASD LRC/class to cater for Key Stage 2 children. This budget will be used to fund the LRC, including the set-up costs, at Tremains Primary School should the proposal go ahead.

9. Statutory process in determining proposals

The following table sets out the provisional timetable:

Activity	Date
Consultation period where we welcome your views and observations on the proposal*.	6 January 2022- 17 February 2022
Draft Consultation Report to Cabinet on the outcomes of the consultation.	14 June 2022
Subject to Cabinet approval, publish the approved Consultation Report on the BCBC website, hard copies available on request ('subject to the call-in period as outlined in Part 4 Rules of Procedure of the Council's constitution').	15 June 2022
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If there are no objections Cabinet can decide whether to proceed or not. If there are any objections, an Objections Report will be forwarded to Cabinet for their consideration and subsequent determination. The approved report will then be published on the BCBC website and hard copies of the report will be made available upon request.	September 2022
Publication of the decision letter. The decision letter has to be made available within 7 days from the date of the decision being taken. Therefore, the letter would be published 'subject to the call-in period'.	September 2022
	Autumn Term 2022

Activity	Date
Implementation (that is, subject to the successful outcome of the activities detailed in this table).	

**Hard Copies of this report are available on request.*

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APPENDIX 1



**Tremains Primary School Consultation
Meeting – School Council
17 January 2022
14:15-14:45**

Present: BCBC Staff -2
Head teacher-1
Learners- 17

The Group Manager Learner Support introduced the consultation session and set out the purpose of the meeting, nature and process of the consultation and outlined the proposal

<u>Questions/Issues</u>	<u>Answer/Comments</u>
Where would the new classroom be?	The location was described and how the existing space would be altered.
What would the classroom look like?	<p>The different areas typically in a communication and resource education (CARE) LRC were described - work area, sensory area, play area for example.</p> <p>It was explained that the door in the current space will be bricked up and there will be one entry/ exit. There will be windows put in and the local authority has advised the school of where these need to be.</p>
Where would the pupils play?	Within the Year2/3 outdoor playground area. Some pupils would access their mainstream year group play area.
What if more than eight children came to the class?	The local authority has a panel so they always know who and how many pupils are coming to a CARE LRC. The local authority sometimes asks classes to take nine pupils but extra help is provided.
Where will the toilets be for CARE LRC pupils?	The pupils will access Year 5/6 toilets.
Will there be enough resources for example, sand?	The local authority will make sure that there's enough money to buy what the class needs.
Will the pupils have the same books as us?	The class will have mixed year groups and ability range and some pupils could be

	using the same books as their friends in mainstream.
Where will the cloakroom be?	This will be decided but we hope there will be space within the classroom.
Where will the sinks be?	At the bottom of the current room.
Where and when will the pupils have their lunch?	Some pupils may need separate lunch and break times/ arrangements as they may feel overwhelmed. Other pupils will access the same lunch hall and breaktimes as mainstream pupils.
How many teachers will be in the class	One teacher.
How will the new teachers know to make the radiators safe for pupils?	We will make sure that all staff are aware of health and safety guidelines.
Will the pupils in the CARE LRC do the same topic work as their year group?	This will be decided. Examples were given of other CARE LRC's where they follow the same topic and ones in which they follow their own agreed topic.
Are we going to help the new pupils?	Yes, we will all welcome the new pupils and help them however we can.

APPENDIX 2



**Tremains Primary School Consultation
Meeting – staff
17 January 2022
15:30-16:15**

Present: BCBC Staff-2
Teachers-18

The Group Manager Learner Support introduced the consultation session and set out the purpose of the meeting, nature and process of the consultation and outlined the proposal.

Questions/Issues	Answer/Comments
What is the entry criteria?	An NHS diagnosis is a fundamental requirement for entry along with a criteria checklist. Reverse integration was explained and how it works.
What is the placement process for allocation of places?	An overview was given of the annual specialist placement application process held every year in November with subsequent panels commencing in December and March.
There is a need for future planning so that there is capacity for pupils within Tremains Obs at the moment who may need CARE LRC in the next few years.	It was agreed that this is an important exercise which needs to start as soon as the consultation process ends.
It is an exciting opportunity for the school.	All agreed.
Staffing was clarified- one teacher, two support staff. The local authority would be looking to recruit as soon as possible to provide relevant training.	
Staff expressed difficulties in previous years where pupils have had to transition to other schools. They noted there has been very positive feedback overall from staff in bases and mainstream in the school.	
Staff said that it would be an asset to the school and a huge positive for the children and parents' wellbeing.	

APPENDIX 3



**Tremains Primary School Consultation
Meeting with
School Governing Body
17 January 2022
16:30-17:30**

Present: BCBC Staff -2
Headteacher
School Governors -3

The Group Manager Learner Support introduced the consultation session and set out the purpose of the meeting and explained the nature and process of the consultation and outlined the proposal.

<u>Questions/Issues</u>	<u>Answer/Comments</u>
Are there assurances from the LA that the building work needed will take place?	Costings have been provided and outlined work needed. A meeting will be convened with school leaders to make sure building work agreed will not negatively impact existing learners.
Concerns were highlighted about raising expectations of parents in that their child would automatically access CARE LRC as a Tremains pupil.	It was clarified that there is a placement application process and criteria that must be met. One of these being an NHS diagnosis of ASD.
Enquiries were made about staffing and an opportunity for upskilling of existing staff	Each CARE LRC has a link specialist teacher who will support, identify training opportunities and meet them wherever possible.
Can local authority meet timescales?	Consultation dates will be met. The local authority are confident that we can meet agreed timescales.
It was commented that building work hasn't commenced as yet. Stressed the importance of staff having an adequate staff room at the school and building work should not impact on this.	
How are we reaching parents during the consultation process?	The consultation is live on BCBC website and has been shared with all relevant stakeholders.

Communication from school to parents regarding consultation has been very good.	
Speech and language locum input to all CARE LRCs. Local authority has good liaison with Designated Educational Clinical Lead Officer (DECLO) and would formally inform health colleagues if provision was secured.	
Recruitment will be done in partnership with the school.	

APPENDIX 4



**Tremains Primary School Consultation
Meeting with Parents
17 January 2022
17:30-18:00**

Present: BCBC staff -2
Headteacher
Parents- 2

The Group Manager Learner Support introduced the consultation session and set out the purpose of the meeting and explained the nature and process of the consultation and outlined the proposal.

<u>Questions/Issues</u>	<u>Answer/Comments</u>
Is a diagnosis of ASD required?	Yes, along with other criteria.
Criteria was queried.	An overview of the criteria checklist was given.
The need for future planning to ensure continuity of provision for existing Tremains pupils was mentioned.	
What is the staffing ratio?	The ratio is 3:8. One teacher and two LSOs to 8 pupils.
Specialist application process was described.	

APPENDIX 5

Direct correspondence received:

I wish to register my wholehearted support for the proposed new Key Stage 2 LRB for students with ASD at Tremains Primary School. It is much needed and will enhance the education and lives of the students placed there, their parents, other pupils in the school and the wider school community. Integration of the pupils of the new class with the mainstream pupils will be beneficial to all. I can see no possible disadvantages to opening the new class.

My daughter is five years old and she is autistic. She is currently in Year 1 in one of the Observation Classes at Tremains and I have been worrying about finding a suitable provision for her when she reaches the end of Year 2 in her current Class because without the new class, she would have to change to a new school. We are happy with Tremains and it would be absolutely ideal for her to stay at the school in the specialist ASD provision for Key Stage 2 so we hope very much the proposed new class goes ahead.

Local Authority Response:

Thank you for your email, your views will be included in our report to Cabinet.

APPENDIX 6

Estyn's response to proposal to establish provision for pupils with additional learning needs (ALN) at Tremains Primary School

Introduction

This report has been prepared by Her Majesty's Inspectors of 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.

Summary/ Conclusion

The proposal is by Bridgend County Borough Council. It is to establish a learning resource class (LRC) for a maximum of eight pupils with autistic spectrum disorder (ASD) at Tremains Primary School. If successful, the proposal would come into effect on 1 September 2022.

It is Estyn's view that this proposal is likely to have a positive impact on the standard of education provision in the area.

Description and Benefits

The council has provided a clear rationale for the proposal. The council has experienced a rise in the demand for provision for children with additional learning needs. The council has completed a strategic review and has identified the need for a Key Stage 2 LRC for children with ASD within the Brynteg cluster. The proposal would allow pupils to access specialist expertise and facilities within a mainstream setting close to their homes. The proposal would allow pupils who are currently in the established observation and assessment class to be considered for a place in the LRC without the need to move schools.

The proposal includes an appropriate timetable outlining key dates from the consultation phase to the proposed implementation date.

The proposal highlights suitably two key benefits, those being to increase the resource available within the local authority to meet the demand for places for pupils with ASD and to establish an ASD provision at primary level. The proposal does not identify any foreseen disadvantages. The proposal does consider alternatives to the proposal however, there is no detailed analysis of these alternatives which allows the reader to fully understand why they have been discounted.

The council does not appear to have identified any risks associated with the proposal. The proposal does not require any major building work however, there

appears to be a need for adaptations to be made to existing accommodation on the Tremains Primary School site. The proposal does include sufficient information about the adaptations needed and whether these adaptations to the building will meet the specific needs of ASD pupils, for example sensory needs. The proposal states that the current school buildings are operational but major repair or replacement is needed in the short to medium term (three years).

The council appears to have allocated the funds needed for the initial set-up costs. The proposal is not clear enough regarding the actual costs and funding arrangements, referring to a one-off set-up cost of £10,000 and a budget allocation of £82,000. The proposal would benefit from more detailed information on funding arrangements for the provision, for example whether the budget allocation for pupils admitted to the LRC will be greater than those in the mainstream school due to their additional learning needs and the need for additional support and resources.

Learner travel has been explored appropriately and the proposal recognises the need to consider the most appropriate modes of transport for children with ASD who would be accessing the provision.

The proposal appears to have no significant impact on any surplus places in the local authority. The proposal usefully includes projected numbers from Tremains Primary School and the other primary schools within the cluster. Other primary schools in the cluster appear to be growing while there remains a small number of surplus places in Tremains Primary School.

The council's Welsh in Education Strategic Plan (WESP) includes an objective to increase Welsh-medium provision for pupils with additional learning needs. The proposal makes no reference to how it will impact on this WESP objective. A full Equality Impact Assessment has not yet been carried out on this proposal however, the initial impact screening assessment suggests that the proposal will not have a negative impact on any groups of people with protected characteristics.

The proposal appears to provide effective opportunities for stakeholders, organisations and members of the public to respond. This includes meeting with the school council, staff, parents and governors who might be directly affected.

Educational aspects of the proposal

Current performance and prospects for improvement at Tremains Primary school were judged as adequate by Estyn at the time of the last inspection in 2016. The school was subsequently removed from Estyn follow up inspections in 2018 after appropriate improvements in the inspection recommendations. This proposal makes no specific reference, nor does it consider, Estyn's report. The proposal's main evidence for the current performance of the school is the 2019/20 Central South Consortium National Categorisation Report. This report is very positive and places the school in the green support category.

The proposal gives due consideration to the potential impact on the quality of outcomes and provision. The report suggests that there is likely to be no impact on

outcomes, provision or leadership and management at the school and states that the quality of leadership is excellent. However, the proposal does not appear to have considered the impact of the increase in teaching staff and the introduction of a specialist facility on the leadership and management at the school.

The proposal appears to ensure that children with ASD will be able to access the full primary school curriculum. The proposal states the benefit of basing the provision in a mainstream setting, allowing pupils to access an appropriate mix of specialist and mainstream provision.

The proposal considers appropriately current standards at the school and how it compares with similar schools and Wales averages. The proposal states that pupils with additional learning needs make good or better progress across the school.

The proposal recommends a suitable increase in the number of teaching and support staff, providing the necessary expertise to the LRC which could also benefit mainstream classes. It is not made clear in the proposal how these additional staff members will be recruited. The proposal makes no reference to any ongoing training whole school staff may need to develop an understanding and responding appropriately to the needs of children with ASD. There is also likely to be a need to develop this understanding of ASD with mainstream pupils.

Estyn is aware of similar proposals across the county relating to ALN, and we feel it would be of benefit to include a framework to support the implementation and ongoing quality assurance support.

Local Authority responses/clarifications to summary issues raised:

In response to the question raised by Estyn as to why the alternatives were discounted, the ASD LRCs in those schools are at capacity which is why a need has arisen to open an additional ASD LRC to increase capacity.

The budget allocation for pupils admitted to the LRC will be a combination of a class allocation and the age-weighted pupil unit (AWPU) element funding that all pupils receive.

With reference to the Welsh in Education Strategic Plan (WESP) a Welsh Language Assessment is in Appendix 8 of this report.

An Equality Impact Assessment is in Appendix 9 of this report. This proposal will not have a negative impact on any groups of people with protected characteristics.

The leadership team already oversee the LRCs at Tremains Primary School. The additional line-management responsibility would be a teacher and two LSOs. These staff will be recruited in partnership with the school and the local authority.

The local authority is committed to the ongoing awareness raising and training for all staff in relation to ASD. A member of the ALN senior leadership team of the local authority has specific responsibility for the monitoring and quality assurance of ASD LRCs.

APPENDIX 7

Community Impact Assessment

This has been updated following the 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 in autumn term 2022.

Expected outcomes: To establish a LRC for pupils with ASD with proposed implementation autumn term 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, a specialist teacher and two LSOs.

Expected date of decision: September 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	N2	R	1	2	3	4	5	6	Cyfanswm /Total	Cyfanswm /Total
	Oed / Age 2 - 3	Oed / Age 3 - 4	Oed / Age 4 - 5	Oed / Age 5 - 6	Oed / Age 6 - 7	Oed / Age 7 - 8	Oed / Age 8 - 9	Oed / Age 9 - 10	Oed / Age 10 - 11		
				98%	98%	93%	97%	96%	98%	2-11	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

- 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 (Wales) 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. A specialist teacher and two learning support officers (LSOs).

Consultation

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

Consultation was undertaken between 6 January 2022 and 17 February 2022.

What were the results of the consultation?

The impact of this proposal has been considered and updated.

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

The assessment concluded that the proposal is unlikely to impact disproportionately on any protected group.

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

It is not considered likely that the proposal will impact disproportionately on any protected characteristics.

Assessment of impact on staff

There is no impact upon the reduction of staffing. Additional staffing will be required, one specialist teacher and two learning support assistants (LSOs).

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:

It is not considered likely that the proposal will impact disproportionately on any protected characteristics.

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:

No negative impact has been identified.

- 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:

The assessment concluded that the proposal is unlikely to impact disproportionately on any protected group.

Signed:

M Hatcher

Date:08.05.22

APPENDIX 8

Welsh Language Impact Assessment

Tremains Primary School

The Welsh in Education Strategic Plan (WESP) is the local authority's strategy which sets out the way in which it aims to facilitate an increase in the number of people of all ages able to use the Welsh language within the county borough.

The local authority is committed to taking forward plans to strategically grow the Welsh language and with effective strategic planning and significant investment, aims to significantly contribute to achieving Welsh Government's 'Cymraeg 2050' vision of one million Welsh speakers across Wales.

The local authority's current WESP can be viewed via the following link:

<https://democratic.bridgend.gov.uk/documents/s14163/171219%2010%20WESP%20Appendix.pdf?LLL=0>

A statutory consultation on the new ten-year WESP for the period from 2022 to 2032 has recently concluded and the plan has been submitted to Welsh Government for consideration.

This proposal is to open an ASD LRC for eight pupils at Tremains Primary School which would come into effect autumn term 2022.

As the proposed school would continue to provide education through the medium of English, Welsh would continue to be taught, as presently, through the curriculum. Tremains Primary School currently uses the Welsh language wherever possible promoting the informal use of Welsh amongst learners and employing programmes such as 'Seren yr Wythnos', 'Helpwr Heddiw' and 'Cryw Cymraeg'. This helps create a positive attitude and increases the ability of learners in using the language. There is a commitment to achieving the 'Cymraeg Campus' Language Charter, a framework to promote and increase the use of Welsh across the school. Using the Welsh language across key stages offers learners the opportunity to become fully bilingual and aligns with the Curriculum for Wales – 2022. It is therefore considered unlikely that this proposal would have a significant impact on the Welsh language provision currently experienced by learners of the school.

Welsh language courses are offered by Learn Welsh Glamorgan who delivers courses online and locally in Bridgend, Merthyr Tydfil and Rhondda Cynon Taf on behalf of the National Centre for Learning Welsh. They also offer a range of online taster courses that anyone can access and offer Sadwrn Siarad sessions periodically. Activities through the medium of Welsh are primarily offered by Menter Bro Ogwr although Bridgend Learning Partnership also aims to offer learning activities where they are able to and where activities prove viable in terms of numbers.

It is important to recognise that the increase in places for an ASD LRC at Tremains Primary School is predominantly to address capacity issues in the English-medium ASD

LRCs. Consequently, negative effects on Welsh-medium education in the area is not anticipated should the proposal be taken forward.

There is an ASD LRC located at a Welsh-medium primary school and an ASD LRC located at the Welsh-medium secondary school. There is capacity within these provisions.

Current linguistic profile

The 2011 Census indicated that of the 134,545 residents living in the County Borough of Bridgend, 9.7% (13,103) were able to speak Welsh, whilst the remaining 90.3% (121,442) were not able to speak Welsh. This can be compared to the all-Wales figures that showed of the 2,955,841 residents living Wales, 19.0% (562,016) were able to speak Welsh, whilst the remaining 81.0% (2,393,825) were not able to speak Welsh.

<https://statswales.gov.wales/Catalogue/Welsh-Language/Census-Welsh-Language/welshspeakers-by-localauthority-gender-detailedagegroups-2011census>

The Annual Population Survey for the year ending June 2021, reported that 17.8% of respondents living in the County Borough of Bridgend said they could speak Welsh, compared to the all-Wales percentage of 29.2% of respondents. This can be further broken down to the data contained in the table that follows.

Welsh Language Skills of Residents (%)		
	Bridgend County Borough	Wales
Can read Welsh	16.9%	25.9%
Can write Welsh	15.9%	23.8%
Can understand spoken Welsh	21.2%	33.7%

Welsh Language Skills of Residents (%)		
	Bridgend County Borough	Wales
Speak Welsh daily	6.3%	15.2%
Speak Welsh weekly	3.1%	5.2%
Use it less often or never	6.9%	7.3%

The data shows that there is a gap in the Welsh language skills of residents of Bridgend when compared to the whole of Wales. Proposals such as this significantly improve the learning environment and the opportunities available for our learners.

The Council recognises the importance of immersion in the Welsh language for learners who wish to transition from English to Welsh-medium education, to further encourage the uptake of Welsh-medium education. There is an intention of developing immersion provision which has been identified in the draft WESP 2022-2032.

Other relevant data or research

Bridgend County Borough Council has four Welsh-medium primary schools for learners aged 3 to 11 and one secondary provision for learners aged 11 to 18.

Demand and projections are regularly monitored across all schools as part of the school organisation planning process. This ensures that all schools have sufficient accommodation to meet demand. The process also identifies opportunities to promote and grow the Welsh language. This data has been used to inform the local authority's WESP.

Group Manager Learner Support

9 May 2022

APPENDIX 9

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 in autumn term 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			The impact is positive. There will be growth for pupils with ASD to access support.
Disability	X			This impact is positive. 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.
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3. What is the risk that any aspect of the policy could in fact lead to discrimination or adverse effects against any group of people? (See guidance for list of protected characteristics?)

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

What action has been taken to mitigate this risk?

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.

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

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?

Impact identified	Next steps:	Please place an X in the relevant box:
No negative impact identified	Screen out: carry on with the policy or proposal	X
One or more negative impact identified	Complete full EIA to gather more evidence on potential negative impacts	
Please explain the reasons for this decision. If you have 'screened out' you must include information and evidence to justify your decision.		
It has been identified that the proposal is unlikely to negatively impact on any protected group. There have been positive impacts identified, age and disability as detailed in the table above. As there have been no negative impacts identified, it will not be necessary to undertake a full equalities impact assessment.		

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

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.	14 June 2022
Publish Consultation Report on BCBC website, hard copies available on request.	15 June 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.	June 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.	September 2022
Potential implementation.	Autumn Term 2022

10. Who will carry out the full EIA?

N/A

EIA screening completed by: Michelle Hatcher

Date: 08.05.22

APPENDIX 10

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>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>

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.

A range of stakeholders are involved with a pupil placed in an ASD LRC ensuring that the individual needs of the pupil are met.

	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 the school with adaptations being made to existing accommodation.</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>

<p>that benefit future health are understood.</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 individual needs of the pupils are met within the ASD LRC</p>	<p>The impact on local communities will be monitored</p>
<p>A Wales of cohesive communities Attractive, viable, safe and well-connected communities.</p>	<p>The opening of the ASD LRC in a mainstream school affords the community to be better connected.</p>	<p>The impact on local communities will be monitored</p>
<p>A Wales of vibrant culture and thriving Welsh language A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.</p>	<p>The ASD LRC in a mainstream school affords the pupils to be part of the community experiencing these things.</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>The ASD LRC affords the opportunity for pupils to thrive locally and beyond.</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	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:	8 May 2022

APPENDIX 11

List of stakeholders

- ▶ The Governing Body, parents, staff, carers, guardians and learners of Tremains Primary School
- ▶ Other primary schools within Bridgend County Borough Council
- ▶ Secondary Schools, Special Schools and The Pupil Referral Unit (PRU) in Bridgend County Borough Council
- ▶ Neighbouring authorities
- ▶ The Church in Wales and Roman Catholic Diocesan Authorities
- ▶ Welsh Ministers
- ▶ Welsh Government
- ▶ Constituency and Regional Members of the Senedd (MS) and Members of Parliament (MPs) representing the area served by any school which is subject to the proposals
- ▶ Estyn
- ▶ Welsh Language Commissioner
- ▶ Teaching and staff trade unions representing teachers and other staff at any school which is subject of the proposals
- ▶ Central South Consortium Joint Education Service
- ▶ South Wales Police and Crime Commissioner
- ▶ National Secular Society
- ▶ Town and Community Councils representing the area served by any school which is subject to the proposals
- ▶ Regional Transport Consortium (SEWTA)
- ▶ Communities First Partnership
- ▶ National Health Service (NHS)
- ▶ Independent or voluntary nursery providers serving the area

- ▶ BCBC Childcare team/Children and Young People's Partnership and/or Early Years Development and Childcare Partnerships where present
- ▶ Cabinet Members
- ▶ Children and Young People's Overview and Scrutiny Committee
- ▶ Bridgend Youth Council
- ▶ Corporate Management Board
- ▶ Ward Members
- ▶ BCBC Group Manager Learner Support
- ▶ ALN Managers Learner Support