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(Tel: 01443 863100 Email: [dredge@caerphilly.gov.uk](mailto:dredge@caerphilly.gov.uk))

**Date: 16th September 2020**

Dear Sir/Madam,

A meeting of the **Education Scrutiny Committee** will be held via Microsoft Teams on **Tuesday, 22nd September, 2020 at 5.30 pm** to consider the matters contained in the following agenda. Councillors and the public wishing to speak on any item can do so by making a request to the Chair. You are also welcome to use Welsh at the meeting, both these requests require a minimum notice period of 3 working days.,

This meeting will be recorded and made available to view via the Council's website, except for discussions involving confidential or exempt items. Therefore the images/audio of those individuals speaking will be publicly available to all via the recording on the Council website at [www.caerphilly.gov.uk](http://www.caerphilly.gov.uk)

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Chrissy'.

**Christina Harrhy**  
CHIEF EXECUTIVE

## A G E N D A

Pages

- 1 To receive apologies for absence.
- 2 Declarations of Interest.

Councillors and Officers are reminded of their personal responsibility to declare any personal and/or prejudicial interest(s) in respect of any item of business on this agenda in accordance with the Local Government Act 2000, the Council's Constitution and the Code of Conduct for both Councillors and Officers.

To approve and sign the following minutes: -

- 3 Education Scrutiny Committee held on the 24th February 2020.

1 - 8

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- 4 Consideration of any matter referred to this Committee in accordance with the call-in procedure.
- 5 Education Scrutiny Committee Forward Work Programme. 9 - 20
- 6 To receive and consider the following Cabinet Reports\*: -
1. Education Other Than At School (EOTAS) Strategy.
  2. Learning Catch Up.

*\*If a member of the Scrutiny Committee wishes for any of the above Cabinet reports to be brought forward for review at the meeting please contact Amy Dredge, 01443 863100, by 10.00 a.m. on Monday, 21st September 2020..*

To receive and consider the following Scrutiny reports: -

- 7 21st Century Schools and Colleges Band B Programme - Consultation in respect of Trinity Fields Special School and Resource Centre and Ysgol Gymraeg Cwm Gwyddon. 21 - 188
- 8 Full Return to School September 2020 (Presentation). 189 – 200

#### **Circulation:**

**Councillors** Mrs E.M. Aldworth, C. Andrews (Vice Chair), P.J. Bevan, A. Collis, S. Cook, C.J. Cuss, W. David, A. Farina-Childs, D.T. Hardacre, D. Havard, M.P. James, B. Miles, Mrs G.D. Oliver, Mrs T. Parry (Chair), J.E. Roberts and J. Simmonds

#### **Co-opted Members:**

**Cardiff ROC Archdiocesan Commission for Education Representative** (with voting rights on educational matters) Mr M. Western

**Parent Governor Representatives** (with voting rights on educational matters)

**Outside Body Representatives** (without voting rights) Mrs J. Havard (NEU) and Mrs P. Ireland (NEU)

**Caerphilly Governors Association** (without voting rights) Mr D Davies

And Appropriate Officers

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## EDUCATION SCRUTINY COMMITTEE

MINUTES OF THE MEETING HELD AT PENALLTA HOUSE, YSTRAD MYNACH  
ON MONDAY, 24TH FEBRUARY 2020 AT 5.30PM.

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PRESENT:

Councillor T. Parry – Chair  
Councillors C. Andrews (Vice-Chair)

Councillors:

P.J. Bevan, A. Collis, S. Cook, A. Farina-Childs, B. Miles, J.E. Roberts, R. Saralis and R. Whiting.

Councillor B. A. Jones (Deputy Leader and Cabinet Member for Education and Achievement).

Together with:

R. Edmunds (Corporate Director for Education and Corporate Services), K. Cole (Chief Education Officer), P. Warren (Strategic Lead for School Improvement), S. Mutch (Early Years Manager), A. West (21st Century Schools Manager), C. Forbes-Thompson (Scrutiny Manager) and A. Dredge (Committee Services Officer).

Also Present:

Co-opted Members: R. Morgan (Parent Governor Representative) and M. Western (Cardiff ROC Archdiocesan Commission for Education Representative).

Mrs P.J. Ireland (NEU).

E. Pryce - Education Achievement Service (EAS).

G. Jones – Wales Audit Office (WAO).

### 1. APOLOGIES FOR ABSENCE

Apologies for absence had been received from Councillors W. David, D. Havard, D.T. Hardacre, M.P. James, Mrs G.D. Oliver and J. Simmonds, Mr D. Davies (Caerphilly Governors Association) and Mr M. Barry (Parent Governor Representative).

### 2. DECLARATIONS OF INTEREST

The following Councillors declared interests at the commencement of the meeting: J. Roberts and C. Andrews in relation to Agenda Item 9 - Schools Capital Programme 2020/21 and C. Andrews and P.J. Bevan in relation to Agenda Item 10 - Education Other Than at School (EOTAS) Strategy. Details of which are recorded with the respective items.

**3. MINUTES – 5TH NOVEMBER 2019**

The minutes of the Education Scrutiny Committee held on the 5th November 2019 were approved as a correct record. By a show of hands this was unanimously agreed.

**4. MINUTES – 9TH DECEMBER 2019**

The minutes of the Special Education Scrutiny Committee held on the 9th December 2019 were approved as a correct record. By a show of hands this was unanimously agreed.

**5. MINUTES – 13TH JANUARY 2020**

The minutes of the Education Scrutiny Committee held on the 13th January 2020 were approved as a correct record. By a show of hands this was unanimously agreed.

**6. CONSIDERATION OF ANY MATTER REFERRED TO THE SCRUTINY COMMITTEE IN ACCORDANCE WITH THE CALL-IN PROCEDURE**

There had been no matters referred to the Scrutiny Committee in accordance with the call-in procedure.

**7. EDUCATION FOR LIFE SCRUTINY COMMITTEE FORWARD WORK PROGRAMME**

The Scrutiny Manager presented the report which outlined the draft Education Scrutiny Committee Forward Work Programme from February to May 2020. Members were asked to consider the work programme and make any amendments or propose any additional items to be included for future meetings.

The Committee were advised that representatives from the Youth Forum will be attending the next Education Scrutiny Committee on the 31st March 2020. Members were reminded that Youth Forum representatives attended both Education and Social Services Scrutiny Committees during 2019 to identify their priority issues. The issues identified were Mental Health Support and raising awareness of Drug and Alcohol Support for Young People in the County Borough.

It was noted that the Social Services Scrutiny Committee have invited the Youth Forum representatives to observe their next meeting on the 17th March 2020. Aneurin Bevan University Health Board will be delivering a presentation at that meeting and have been asked to provide an overview of both priorities identified and the demands and challenges faced in those areas and to set out plans they have in moving forward. Members were invited to observe the Social Services Scrutiny Committee where the priority issues would be discussed.

Following consideration and discussion, Members unanimously agreed that the Forward Work Programme appended to the report be published on the Council's website.

**REPORTS OF OFFICERS**

Consideration was given to the following reports.

## **8. WALES AUDIT OFFICE REPORT OF THE FLYING START PROGRAMME**

The Chair gave permission for this item to be brought forward on the agenda.

The report informed Members that during Spring 2019, Wales Audit Office (WAO) conducted an examination of the step in Objective 1 of the Caerphilly CBC Wellbeing Plan. The conclusion demonstrated many positive examples and areas for improvement which were incorporated into the Education Service Improvement Plan under the Early Years Operational Plan 2019.

Members were assured that this exercise was not a review of the Flying Start Programme. The Wales Audit Office (WAO) conducted an examination of how the Caerphilly CBC Wellbeing Plan acted in accordance with the sustainable development principles (five ways of working), which was developed in response to the Well-being of Future Generations (Wales) Act 2015, Wellbeing Objective 1, to Improve Education Opportunities for All. Of which, Increase the access, take up and attendance of the Flying Start Programme was the first step. It was noted that the WAO conducted field work interviewing strategic and operational delivery partners as well as conducting workshops with professionals and parents involved in delivery of the programme. The Committee discussed the WAO conclusions that were set out in paragraph's 5.4 to 5.9 in the report and noted the updated progress contained within the action plan.

The examination found that in taking the appropriate steps and acting in accordance with the Flying Start Programme, the Council has a number of positive examples of how it has taken account of the sustainable development principle, particularly in collaboration and prevention. However, the Council recognises that there is more to do to consistently embed all five ways of working and could strengthen its involvement to secure increased take up and attendance and ensure that it is working in a fully integrated way.

A Member sought clarification in respect of the longer term benefits the Flying Start Programme can bring to families and how the use of public resources can be maximised. Officers explained that early intervention is key and prevention is an inherent part of the Flying Start Programme and the Council has tailored its approach to the local population. This can also be achieved by working collaboratively with internal departments, the Health Board and other agencies. Officers also highlighted the benefits of better links being created since the examination taking place. An example was provided where Employment Mentors work with parents to improve and provide consistent pathways in moving forward. The Chair requested an updated report as to the progress of the Action Plan later in 2020.

The Chair thanked the Officers for delivering the report and for responding to questions during the course of the debate.

Following consideration and discussion, it was moved and seconded that the recommendation in the report be approved. By a show of hands this was unanimously agreed.

RESOLVED that the content of this report, presentation by Wales Audit Office as well as the progress made since the WAO report, be noted.

## **9. EDUCATION ACHIEVEMENT SERVICE (EAS) BUSINESS PLAN (2020-2021) and LOCAL AUTHORITY ANNEX 2020-2021**

The report sought Members' consideration of the draft EAS Business Plan 2020-2021 and the Local Authority Annex 2020-2021, as part of the regional consultation process, prior to their presentation to Cabinet on 11th March, 2020. Through this activity Members will ensure that the plan enables appropriate support for schools to improve and that all pupils reach their potential across Caerphilly.

Members were advised that the EAS is required to submit an annual overarching regional Business Plan with accompanying annexes for each of the five Local Authorities (LA's). The Scrutiny Committee noted that the Business Plan sets out how the EAS plans to deliver school improvement services across all schools, pupil referral units and funded non-maintained nursery settings on behalf of each Local Authority. The plan sets out how LA's will be supported to deliver their statutory function, by addressing their individual improvement priorities and promoting improved pupil outcomes.

The Business Plan priorities have been derived from LA strategic plans, progress from the previous business plan and areas identified through self-evaluation and external research. The Scrutiny Committee were advised of the strengths and areas for development within Caerphilly which are detailed in the LA Annex, which can be aligned to the provision of LA services to ensure that all pupils meet their full potential.

Members sought clarification in respect of the terminology used in the business plan for targets. The scrutiny committee were advised that these terms are based on Estyn reporting, and that 'Nearly All' refers to 95% and above, 'Majority' meaning over 60%.

Scrutiny Committee Members asked if there were negative impacts upon schools where staff provides peer learning support to other schools. Members were advised that the key factor in mitigating impact upon schools is for this to be planned in advance. This allows schools to use the funding from the EAS to recruit or backfill posts. Officers advised that the LEA are also aware of the potential impact and will ensure, through their monthly meetings, that support provided is not at the expense of the school providing the peer support. In some instances schools can mitigate impact by not timetabling a class for a teacher, who is providing support elsewhere.

Members sought assurance that the key driver for the reduction in EAS challenge advisors and an increase in peer learners was financial as opposed to it being the best model. The Scrutiny Committee were informed that Challenge Advisers needed a range of current skills and a thorough knowledge of the role of the Headteacher. The best serving headteachers are well placed to fulfil this role. There is no financial benefit to the EAS as the costs of delivery remain the same. Instead of paying staff salary directly, the funding is transferred to schools whose headteachers undertake the work. There is also an additional benefit to those staff who subsequently backfill or deputise allowing them to grow and develop their skills and experience. However, it was acknowledged that it is important for Governors, the EAS and the LA, to ensure that a balance is struck when deciding whether to release a member of staff, to ensure that it is the right time for both the school and the member of staff.

The Scrutiny Committee commented that it would be helpful if they could be provided with a breakdown in respect of Caerphilly for the 'Summary of Progress 2019/20' detailed on page 11 of the draft Business Plan and also would like to receive the mid –year review of the plan going forward. The EAS commented that this reported had been submitted to the LA in November 2019. Members were assured that the minor formatting errors contained within the Business Plan would be corrected, and the LA's requirement to change the statements on exclusions data would be made for submission to Welsh Government.

Following consideration and discussion, it was moved and seconded that the recommendation in the report be approved. By a show of hands this was unanimously agreed.

RESOLVED that for the reasons contained in the Officer's report:

- (i) Members' comments on the contents of the Business Plan as part of the consultation process are contained therein;
- (i) Members' comments as to the main strengths and areas for development within Caerphilly, as detailed in LA Annex and how the LA services can be

aligned to meet the ambitious targets within the Business Plan, ensuring all pupils meet their full potential are contained therein;

(ii) the comments from the Education Scrutiny Committee shall be presented to Cabinet on the 11th March 2020.

(iii)

## **10. SCHOOLS CAPITAL PROGRAMME 2020/21**

Councillor C. Andrews declared an interest in relation to this item as she is the Vice-Chair of Governors at Heolddu Comprehensive School. Councillor J. Roberts declared an interest in relation to this item as he is a School Governor at Ysgol Ifor Bach. As the interests were personal and not prejudicial both Members were not required to leave the report was presented and could take part in the debate and vote.

The report provided Members with details of the allocation of the 2020/21 Education Capital Programme and a breakdown of the Education Capital Budgets for the 2020/21 financial year, in the context of the 3 year Capital Programme 2020/21 – 2022/23. Members were advised that the proposed budget is subject to agreement by Special Council at its meeting on 20th February 2020.

The 21st Century Schools Manager summarised the report and provided details of the allocated funding for projects relating to Additional Accommodation, Asset Management, Health and Safety, School Security and School Boiler Replacements. She explained that Education colleagues have worked closely with both the Council's Health and Safety and Building Consultancy teams when determining the priority projects. Updated condition surveys have also been undertaken in relation to all school premises which have supported the team in identifying areas for prioritisation.

Members discussed the current adverse weather conditions and it was explained that information is currently being obtained from schools as to any damage caused as a result of the storms over the recent weeks.

Following consideration and discussion, it was moved and seconded that the recommendation in the report be approved. By a show of hands this was unanimously agreed.

RESOLVED that the content of the report, be noted.

## **11. EDUCATION OTHER THAN AT SCHOOL (EOTAS) STRATEGY**

Councillor C. Andrews declared an interest in relation to this item as she is the link Governor for the Governing Body at Heolddu Comprehensive School and Learning Progress Centre. Councillor P.J. Bevan declared an interest in relation to this item as his daughter-in-law works in home tuition. As the interests were personal and not prejudicial both Members were not required to leave the room when the report was presented and could take part in the debate and vote.

The report outlined the Education Other Than at School (EOTAS) Strategy, recently rebranded as 'Every Child's Entitlement' and sought Members' views prior to its consideration by Cabinet on 22nd April 2020.

Members were advised that the strategy appended to the report has been developed in consultation with schools. This strategy will be aligned to the Service Improvement Plan and other strategic documents. The aim is to provide a good quality service to young people, with an ambition that they should feel important and safe within their learning environment. The strategy contains a Passport and Guidebook for each child to support them to obtain both

their formal qualifications and also ensure they have emotional and wellbeing support. The ambition is to provide these children with the same outcomes as any other child.

The Scrutiny Committee were provided with assurance that there is already a good provision with a range of options from the Learning Centre, Home Schooling, Innovate Bases at Blackwood and Rhymney as well as the Learning Progress Centres based at Heolddu and Lewis School Pengam. The strategy outlines a collaborative approach with schools through outreach work and a Centre for Vulnerable Learners Hub and Bespoke Model.

Members sought clarification regarding the aim to reduce pupil numbers excluded from schools and if the strategy will still include the option to home school. It was stated that the numbers that are educated outside the school setting are too high, with many interventions possible in the school setting making removal from school unnecessary. In terms of home schooling Officers have been working with families to encourage a return to school but there has been limited success. A change in culture is needed with the new model having a potential to reduce home schooling by 50%. Members were advised that it is vitally important to maintain the links with the schools when children are excluded or home schooled in order to make a return to school easier.

Scrutiny Committee Members asked for detail of the impact of changing the use of WG Band B funding, for the purpose of supporting this strategy. Members were advised that Welsh Government guidelines have now shifted since the original Band B proposals were agreed. The revised guidelines are seeking transformational spending, which is the aim of this strategy. Members asked if this will impact school refurbishment projects and it was confirmed that additional funding will need to be identified for refurbishment spends. However, it was also clarified that the original Band B proposals did not specifically set out any potential refurbishment projects.

Members asked if details on the design of the Centre for Vulnerable Learners had been agreed and if Officers had considered examples of models elsewhere. It was clarified that no design has been carried out and it is important to understand exactly what the provision will need to look like as well as ensuring value for money. It is planned to look at other centres of excellence and ensure that the plans meet the needs in the longer term in line with the Wellbeing of Future Generations.

Members asked what the overall aim would be and were advised that it is to reduce exclusions, ensure that the wellbeing of the children is a key factor, consistency, communication and working with schools. It is hoped that the number of referrals will reduce once schools invest and although financial savings are not the driver; this strategy could mean that funding could be targeted more appropriately.

The Scrutiny Committee sought details on the differences between the support needed by primary and secondary schools. Members were advised that at present 10% of support is provided to primary and 90% to secondary. Members suggested that a shift towards providing earlier support at primary schools would help the pressures upon secondary schools. Feedback from Head Teachers also suggests that issues can be masked at a younger age and emerge when they move to secondary schools. Therefore, a new centre will allow the focus to shift and address issues at an earlier stage and the strategy can also support schools to manage within the school setting.

Following consideration and discussion, it was moved and seconded that the recommendation in the report be approved. By a show of hands this was unanimously agreed.

RESOLVED that content of the report be noted, and the views of the Education Scrutiny Committee contained therein, be presented to Cabinet on the 22nd April 2020.

The meeting closed at 7.35pm.



Approved as a correct record and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 22nd September 2020, they were signed by the Chair.

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CHAIR

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## EDUCATION SCRUTINY COMMITTEE – 22<sup>ND</sup> SEPTEMBER 2020

**SUBJECT: EDUCATION SCRUTINY COMMITTEE FORWARD WORK PROGRAMME**

**REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES**

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### 1. PURPOSE OF REPORT

1.1 To report the Education Scrutiny Committee Forward Work Programme

### 2. SUMMARY

2.1 Forward Work Programmes are essential to ensure that Scrutiny Committee agendas reflect the strategic issues facing the Council and other priorities raised by Members, the public or stakeholders.

### 3. RECOMMENDATIONS

3.1 That Members consider any changes and agree the final forward work programme prior to publication.

### 4. REASONS FOR THE RECOMMENDATIONS

4.1 To improve the operation of scrutiny.

### 5. THE REPORT

5.1 The Education Scrutiny Committee forward work programme includes all reports that were identified at the Scrutiny Leadership Group meeting on Thursday 20 August, 2020. The work programme outlines the reports planned for the period September 2020 to November 2020.

5.2 The forward work programme is made up of reports identified by officers and members. Members are asked to consider the work programme alongside the cabinet work programme and suggest any changes before it is published on the council website. Scrutiny committee will review this work programme at every meeting going forward alongside any changes to the cabinet work programme or report requests.

5.3 The Education Scrutiny Committee Forward Work Programme is attached at Appendix 1. The Cabinet Work Programme is attached at Appendix 2. A copy of the prioritisation flowchart is attached at appendix 3 to assist the scrutiny committee to determine what items should be added to the forward work programme.

## 5.4 **Conclusion**

The work programme is for consideration and amendment by the scrutiny committee prior to publication on the council website.

## 6. **ASSUMPTIONS**

6.1 No assumptions are necessary.

## 7. **LINKS TO RELEVANT COUNCIL POLICIES**

7.1 The operation of scrutiny is required by the Local Government Act 2000. The Local Government Wales Measure 2011 and subsequent Statutory Guidance include requirements to publicise the work of scrutiny committees. The operation of scrutiny committee forward work programmes was agreed following decisions by Council in October 2013 and October 2015.

### 7.2 **Corporate Plan 2018-2023.**

Scrutiny Committee forward work programmes contributes towards and impacts upon the Corporate Well-being Objectives by ensuring that the Executive is held to account for its Corporate Objectives, which are:

Objective 1 - Improve education opportunities for all

Objective 2 - Enabling employment

Objective 3 - Address the availability, condition and sustainability of homes throughout the county borough and provide advice, assistance or support to help improve people's well-being

Objective 4 - Promote a modern, integrated and sustainable transport system that increases opportunity, promotes prosperity and minimises the adverse impacts on the environment

Objective 5 - Creating a county borough that supports a healthy lifestyle in accordance with the sustainable Development Principle within the Wellbeing of Future Generations (Wales) Act 2015

Objective 6 - Support citizens to remain independent and improve their well-being

## 8. **WELL-BEING OF FUTURE GENERATIONS**

8.1 The Forward Work Programmes contribute to the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016 by ensuring there is an effective scrutiny function and that council policies are scrutinised against the following goals:

- A prosperous Wales
- A resilient Wales
- A healthier Wales
- A more equal Wales
- A Wales of cohesive communities
- A Wales of vibrant culture and thriving Welsh Language
- A globally responsible Wales

## **9. EQUALITIES IMPLICATIONS**

9.1 There are no specific equalities implications arising as a result of this report.

## **10. FINANCIAL IMPLICATIONS**

10.1 There are no specific financial implications arising as a result of this report.

## **11. PERSONNEL IMPLICATIONS**

11.1 There are no specific personnel implications arising as a result of this report.

## **12. CONSULTATIONS**

12.1 There are no consultation responses that have not been included in this report.

## **13. STATUTORY POWER**

13.1 The Local Government Act 2000.

Author: Mark Jacques, Scrutiny Officer

Consultees: Richard Edmunds, Corporate Director for Education and Corporate Services  
Keri Cole, Chief Education Officer  
Robert Tranter, Head of Legal Services/ Monitoring Officer  
Lisa Lane, Head of Democratic Services and Deputy Monitoring Officer, Legal Services  
Councillor Teresa Parry Chair Education Scrutiny Committee  
Councillor Carol Andrews, Vice Chair Education Scrutiny Committee

Appendices:

Appendix 1 Education Scrutiny Committee Forward Work Programme  
Appendix 2 Cabinet Forward Work Programme  
Appendix 3 Forward Work Programme Prioritisation Flowchart

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Appendix 1.

<b>Education Scrutiny Committee Information Reports Forward Work Programme: May 2020 – May 2021</b>			
<b>Meeting Date: 22nd September 2020</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
Statutory consultation – Trinity Fields Expansion	Statutory consultation		Sue Richards - Head of Education Planning & Strategy
Statutory consultation – Expansion and re-location of YGG Cwm Gwyddon on the former Cwmcarn high Site	Statutory consultation		Sue Richards - Head of Education Planning & Strategy
Return to school – update <b>(Presentation)</b>			Keri Cole, Chief Education Officer

Appendix 1.

<b>Education Scrutiny Committee Information Reports Forward Work Programme: May 2020 – May 2021</b>			
<b>Meeting Date: 3<sup>rd</sup> November 2020</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
Exclusion Policy			Keri Cole, Chief Education Officer
Performance – summer outcomes			Keri Cole, Chief Education Officer
Phase 2 – 21st Century Schools Proposals			Sue Richards - Head of Education Planning & Strategy



Appendix 1.

<b>Education Scrutiny Committee Information Reports Forward Work Programme: May 2020 – May 2021</b>			
<b>Meeting Date: 22nd September 2020 Information Reports</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
Budget Monitoring Report – Month 3			Steve Harris  Jane Southcombe

Appendix 1.

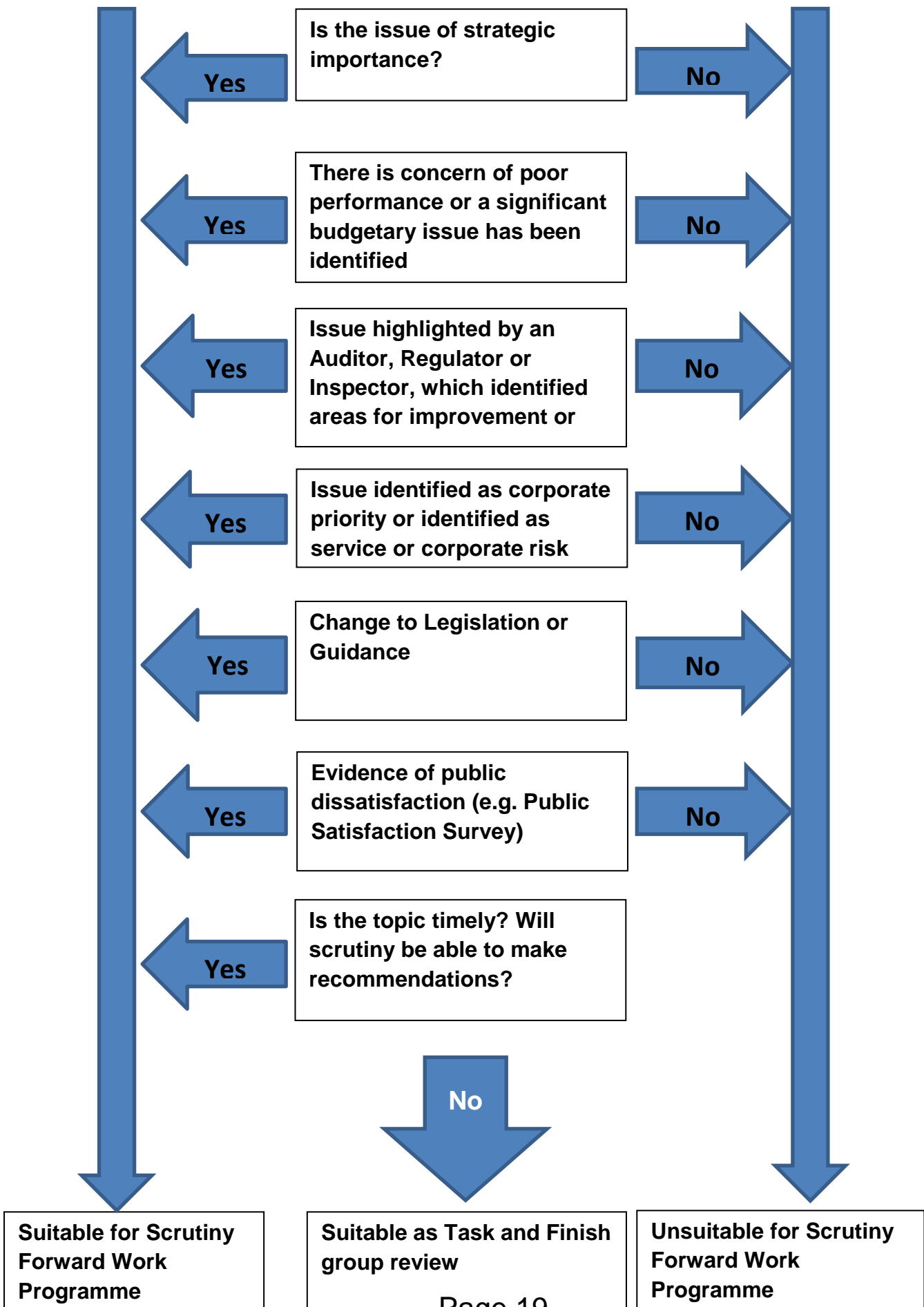
<b>Education Scrutiny Committee Information Reports Forward Work Programme: May 2020 – May 2021</b>			
<b>Meeting Date: 3<sup>rd</sup> November 2020 Information Reports</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>

**Cabinet Forward Work Programme**

<b>Date</b>	<b>Item</b>	<b>Key Issue</b>	<b>Author</b>	<b>Cabinet Member</b>
30/09/2020	Leaseholder Management Charges	Received	Shaun Couzens	Cllr Phipps
30/09/2020	Covid recovery framework	Received	Christina	Cllr Marsden
30/09/2020	Economic Recovery Framework	Received	Rhian Kyte	Cllr Morgan

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### Scrutiny Committee Forward Work Programme Prioritisation



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## EDUCATION FOR LIFE SCRUTINY COMMITTEE 22ND SEPTEMBER 2020

**SUBJECT:** 21<sup>ST</sup> CENTURY SCHOOLS AND COLLEGES BAND B PROGRAMME – CONSULTATION IN RESPECT OF TRINITY FIELDS SPECIAL SCHOOL AND RESOURCE CENTRE AND YSGOL GYMRAEG CWM GWYDDON

**REPORT BY:** CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES

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### 1. PURPOSE OF REPORT

- 1.1 The purpose of the report is to officially consult with Members in respect of the Trinity Fields Special School and Resource Centre and Ysgol Gymraeg Cwm Gwyddon proposals.

### 2. SUMMARY

- 2.1 The purpose of the report is to consult with members on the proposals for the expansion of provision at Trinity Fields School and Resource Centre and relocation and expansion of Ysgol Gymraeg Cwm Gwyddon onto the former Cwmcarn High site.
- 2.2 The consultation period for both proposals commenced on the 14th September 2020 and ends on the 26th October 2020.

### 3. RECOMMENDATIONS

- 3.1 Members are asked to:
- a) Note the information contained in the report and the attached consultation packs
  - b) To obtain Members views as part of the consultation process for both proposals which will be noted as part of the minutes of this meeting and included in the Consultation Report document which will be presented to Cabinet as part of the decision making process.

### 4. REASONS FOR THE RECOMMENDATIONS

- 4.1 To ensure Members are consulted with regards to the outlined proposals and assist the Council in discharging its duty in consulting stakeholders in line with the requirements of the Welsh Government's School Organisation Code 2018.

## **5. THE REPORT**

### **5.1 Consultation in respect of the Band B Phase 1 proposals**

#### **5.1.1 The key aims of the 21st Century Schools and Colleges Band B investment programme, outlined by Welsh Government, is to:**

- Reduce the number of poor condition schools.
- Ensure that we have the right size schools in the right location, providing enough places to deliver Welsh and English medium education.
- Ensure the effective and efficient use of the educational estate for use by both Schools and the wider Community.

#### **5.1.2 The first two schemes identified are the expansion of Trinity Fields Special School and Resource Centre and the relocation and expansion of Ysgol Gymraeg Cwm Gwyddon.**

#### **5.1.3 As part of the requirements of the Welsh Government's School Organisation Code 2018 and Section 42/44 of the School Standards and Organisation (Wales) Act 2013, proposals must be published when we make a 'regulated alteration' to a maintained school and consultation must be undertaken with Members and wider Stakeholders as outlined in the attached documentation.**

#### **5.1.4 Each scheme will be considered separately and has its own associated documentation. The consultation period for both proposals commenced on the 14<sup>th</sup> September 2020 and will end on the 26<sup>th</sup> October 2020.**

#### **5.1.5 Following consultation, all the comments received during the consultation period will be compiled into a Consultation Report in respect of each proposal. Both reports will be taken to Cabinet who will then decide as to whether to proceed, make changes or not to proceed with each individual proposal.**

#### **5.1.6 Should Cabinet decide to proceed, individual Statutory Notices will be published providing a 28 day notice period for objections. The School Standards and Organisation (Wales) Act 2013 provides that anyone wishing to make objections to a school organisation proposal has the opportunity to do so. To be considered as statutory objections, objections must be made in writing and sent to the Council within the notice period. Formal Responses can only be registered following the publication of a statutory notice. Full details of the Consultation Process can be found in the full Consultation Document as part of the attached documentation.**

## **6. ASSUMPTIONS**

### **6.1 No assumptions have been made in relation to this report as the process outlined by Welsh Government is being adhered to ensure transparency, balanced and open decision making.**

## **7. LINKS TO RELEVANT COUNCIL POLICIES**



7.1 Caerphilly's Attainment Strategy: To raise standards and ensure our learners are healthy, confident, proud and ambitious and can access high quality educational opportunities, settings and experience.

7.2 Caerphilly's Wellbeing Objectives 2018 to 2023. This proposal will assist the Authority in meeting these objectives in particular the following:

Well-being Objective 1 – Improve Education opportunities for all.

Well-being Objective 2 – Enabling Employment.

## 8. WELL-BEING OF FUTURE GENERATIONS

8.1 The Well-Being of Future Generation (Wales) Act 2015 is about improving the social, economic, environmental and cultural wellbeing of Wales. It requires public bodies to think more about the long-term, working with people and communities, looking to prevent problems and take a more joined up approach. This will create a Wales that we all want to live in, now and in the future. The Act puts in place seven well-being goals:

- A prosperous Wales.
- A resilient Wales.
- A healthier Wales.
- A more equal Wales.
- A Wales of cohesive communities.
- A Wales of vibrant culture and thriving Welsh Language.
- A globally responsible Wales.

8.2 The Act sets out the sustainable development principle against which all public bodies in Wales should assess their decision-making. The aim of the legislation is to ensure the well-being of future generations through maximising the contribution public bodies make towards the well-being goals. In using the sustainable development principle it is incumbent that the authority considers the whole of the population it serves and considers the effect of its actions on future generations. The principle, also known as the five ways of working is assessed below:

- **Long Term** - Forecasting of pupil numbers has been utilised to identify the demand for school places to ensure sufficient Educational places in our schools.
- **Prevention** - Improving the quality of the Education estate generally will support pupils in their long term education and skills outcome in that they are more likely to succeed if their Educational experience is positive.

- **Integration** - The 21<sup>st</sup> Century Schools Programme is subject to BREEAM and Community Benefits of individual proposals are assessed and monitored for their impact on the Welsh economy. The proposals are also part of a strategy to promote Welsh Language and Culture.
- **Collaboration** – The 21<sup>st</sup> Century Schools Programme is collaboration between the Council and Welsh Government to improve the quality of the Education estate.
- **Involvement** – Through the consultation process the Council will ensure that there is full engagement with all relevant stakeholders as outlined in the School Organisation Code 2018, e.g. parents, pupils and the local community. Collaborative partnership working between 21<sup>st</sup> Century Schools and the Early Years Division, Health and Social Services.

## **9. EQUALITIES IMPLICATIONS**

- 9.1 All relevant Equality Impact Assessments for individual projects have been undertaken prior to moving to this consultation stage and are available to any persons who wish to receive copies. These proposals link with the WESP and the five year Welsh Language Strategy 2017-2022 and will therefore have a positive impact on Welsh Medium Education. The proposal in relation to Trinity Fields Special School and Resource Centre will also have a positive impact on the children and young people with additional learning needs who are and will be attending the School.

## **10. FINANCIAL IMPLICATIONS**

- 10.1 Phase 1 of the programme, Trinity Fields expansion and the relocation and expansion of YGG Cwm Gwyddon totals £22,002,921 The Authority's contribution within this sum is £6.451m.

## **11. PERSONNEL IMPLICATIONS**

- 11.1 This will be dependant on specific proposals and will be considered as part of the consultation process.

## **12. CONSULTATIONS**

- 12.1 The draft report was distributed as detailed below. All comments received have been reflected in this version of the report.

## **13. STATUTORY POWER**

- 13.1 School Organisation Code 2018 (Welsh Government)  
 School Standards & Organisation (Wales) Act 2013  
 Welsh Language (Wales) Measure 2011  
 Legislation (Wales) Act 2019

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Anwen Cullinane, Senior Policy Officer, Equalities, Welsh Language & Consultation)  
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Ros Roberts, Business Improvement Officer  
Mark Williams, Interim Head of Property Services  
Steve Pugh, Corporate Communications Manager

Background Papers:

Consultation Pack – Ysgol Gymraeg Cwm Gwyddon

Consultation Pack – Trinity Fields Special School and Resource Centre

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Ref: LT/AW  
21<sup>st</sup> Century Schools  
01443 864817

14<sup>th</sup> September 2020

## YSGOL GYMRAEG CWM GWYDDON

14<sup>th</sup> September – 26<sup>th</sup> October 2020



Ysgolion yr 21ain Ganrif  
21<sup>st</sup> Century Schools



Llywodraeth Cymru  
Welsh Government

Dear Consultee

In line with the requirements of the School Organisation Code 2018, we are writing to inform you about a proposal the Council is submitting in relation to a regulated alteration to a maintained school.

The proposal is in connection with:

- **The relocation of Ysgol Gymraeg Cwm Gwyddon.**

The consultation period will run from the 14<sup>th</sup> September 2020 to the 26<sup>th</sup> October 2020.

Full details in relation to the proposal can be found at:

[www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools](http://www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools)

Regards

21<sup>st</sup> Century Schools Team  
Caerphilly County Borough Council

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# 21st Century Schools Consultation Document 2020

YSGOL GYMRAEG CWM GWYDDON

14<sup>th</sup> September 2020– 26<sup>th</sup> October 2020



This document is available electronically at

[www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools](http://www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools)

Information can also be made available in other formats, languages and in hard copy on request.

Please contact us on 01443 864817 to arrange this.



Ysgolion a Cholegau yr 21ain Ganrif  
21st Century Schools and Colleges

Page 29



Llywodraeth Cymru  
Welsh Government

<b>TABLE OF CONTENTS</b>	
<b>Introduction</b> <ul style="list-style-type: none"> <li>➤ What is this booklet about?</li> <li>➤ What is the 21<sup>st</sup> Century Schools and Colleges Programme?</li> <li>➤ What are we proposing to do?</li> </ul>	<a href="#">Page 3</a> <a href="#">Page 3</a> <a href="#">Page 4</a>
<b>Consultation Process</b> <ul style="list-style-type: none"> <li>➤ Who are we consulting with?</li> <li>➤ How can you find out more?</li> <li>➤ Views of children on the proposal</li> </ul>	<a href="#">Page 6</a> <a href="#">Page 7</a> <a href="#">Page 7</a>
<b>Why are we proposing these changes?</b> <ul style="list-style-type: none"> <li>➤ Background Information</li> <li>➤ Planning of school places</li> <li>➤ Condition and Suitability of school buildings</li> <li>➤ Illustrative Master Plan</li> </ul>	<a href="#">Page 8</a> <a href="#">Page 10</a> <a href="#">Page 10</a> <a href="#">Page 11</a>
<b>How would other schools be affected?</b> <ul style="list-style-type: none"> <li>➤ Early Years Provision and Projected Demand</li> <li>➤ Primary Years Provision, 'Growing School' Model and Admissions</li> <li>➤ Catchment Area Arrangements</li> <li>➤ Disruption to pupils</li> <li>➤ Secondary Provision</li> </ul>	<a href="#">Page 12</a> <a href="#">Page 13</a> <a href="#">Page 14</a> <a href="#">Page 15</a> <a href="#">Page 15</a>
<b>What will be the impact of the proposal?</b> <ul style="list-style-type: none"> <li>➤ Education Standards, Quality and Leadership</li> <li>➤ Governance Arrangements and School Categorisation</li> <li>➤ Staff Matters</li> <li>➤ Financial Matters</li> <li>➤ Impact on Welsh Language Provision</li> <li>➤ Learner Travel Arrangements</li> <li>➤ Equalities</li> <li>➤ Specialist Facilities / Additional Learning Needs</li> <li>➤ Community Impact and Community Benefit</li> </ul>	<a href="#">Page 16</a> <a href="#">Page 19</a> <a href="#">Page 19</a> <a href="#">Page 19</a> <a href="#">Page 20</a> <a href="#">Page 21</a> <a href="#">Page 21</a> <a href="#">Page 23</a> <a href="#">Page 24</a>
<b>What are the Benefits of the proposal?</b> <ul style="list-style-type: none"> <li>➤ Benefits</li> <li>➤ Disbenefits</li> <li>➤ Risks</li> <li>➤ Alternative options that have been discounted</li> </ul>	<a href="#">Page 25</a> <a href="#">Page 25</a> <a href="#">Page 26</a> <a href="#">Page 27</a>
<b>Next Steps</b> <ul style="list-style-type: none"> <li>➤ Consultation Period and Key Dates</li> <li>➤ Statutory Notices, Reporting and Decision Making</li> <li>➤ Have your say</li> </ul>	<a href="#">Page 31</a> <a href="#">Page 31</a> <a href="#">Page 32</a>
<b>Supporting Information</b> <ul style="list-style-type: none"> <li>➤ Frequently Asked Questions</li> <li>➤ Feedback Form</li> </ul>	<a href="#">Page 33</a> <a href="#">Page 34</a>





## Introduction

### ➤ What is this booklet about?

Caerphilly County Borough Council (CCBC) has embarked upon an exciting but challenging journey of improvement and change.

Schools in Wales need to be in good condition and suitable for the delivery of education. In some cases, schools can be modernised, repaired, refurbished, extended, or partially rebuilt to meet the standards needed for contemporary teaching and learning. However, some existing schools are no longer in the right place and in such cases we might propose new schools or changes to existing schools.

We aspire to continue to raise school standards and improve the quality of the learning environment to create fit-for-purpose 21<sup>st</sup> century schools and give every child in Caerphilly the best possible start in life.

This booklet is for anyone who has an interest in education in Caerphilly and may be of particular interest to parents/guardians of children attending or expecting to attend Ysgol Gymraeg Cwm Gwyddon.

Ysgol Gymraeg Cwm Gwyddon has been identified as a priority site for development. This booklet sets out the changes we are suggesting to this primary education facility in the Borough and the reasons for these proposed changes.

The consultation process represents an opportunity for people to learn about the proposal, ask questions and make comments that will be recorded and summarised in a consultation report. This report will be published on the Council's website and will be considered when Cabinet decides on the way forward.

### ➤ What is the 21<sup>st</sup> Century Schools and Colleges Programme?

The 21<sup>st</sup> Century Schools and Colleges programme is a major, long-term, strategic capital investment programme. It is jointly funded by the Welsh Government and local authorities and aims to create a generation of 21<sup>st</sup> century schools in Wales.

The first part of the programme (Band A) ran from 2014 to March 2019.

Caerphilly has benefited greatly from investments in the initial "Band A" 21<sup>st</sup> Century Schools programme with approximately £56.5 million invested in schools for both educational and community use.

Band A funding in Caerphilly was used to deliver :



- ✓ Islwyn High School
- ✓ Ysgol Gymraeg Cwm Rhymni, Y Gwyndy Campus
- ✓ Idris Davies School 3-18
- ✓ Newbridge School extension
- ✓ Blackwood Comprehensive improvements
- ✓ Blackwood Comprehensive 3G pitch
- ✓ Trinity Fields School improvements

The second part of this funding (Band B) started in April 2019, with the priority areas being:

- Reduce the number of poor condition schools
- Ensure that we have the right size schools in the right location
- Provide enough places to deliver Welsh and English medium education
- Ensure the effective and efficient use of the educational estate

Caerphilly County Borough Council submitted a Strategic Outline Programme (SOP) and received Welsh government approval in principle for an identified investment of £78 million, subject to individual project consultation and approval.

The SOP sets the strategic vision for the Band B programme within the context of the priorities and wellbeing goals of the Council. We identified a need to invest in improving our school buildings, meeting the demand for education in both Welsh and English, reducing surplus places and developing shared and co-located facilities and it is this aspiration that is driving this proposal.

### ➤ What are we proposing to do?

We are proposing to:

- **Relocate Ysgol Gymraeg Cwm Gwyddon to a new purpose built Welsh-medium provision school to be situated on the vacant site of the former Cwmcarn High School (Cwmcarn, NP11 7NG) with an anticipated occupation date of September 2023**
- It is proposed that the new building will incorporate a primary facility with Childcare, Special Resource Base (SRB), Nursery, Rising Threes and main school classrooms, main assembly hall, food technology space, a library and IT space
- The identified site will also have sufficient accommodation to facilitate a new building that will provide accommodation for approximately 420 pupils plus 60 nursery places and 16 SRB places and ensure equality of access by promoting and supporting the development and delivery of inclusive education through delivery of the full curriculum to pupils in a modern, safe and inspiring learning environment

- The new building will provide a stimulating teaching and learning environment with 21<sup>st</sup> Century facilities including improved ICT facilities, centered on the learning, self-esteem and well-being of all pupils and improve lifelong learning opportunities for members of the community to strengthen and safeguard the promotion of the Welsh language, culture and heritage across Caerphilly East
- The new building will have improved the outside learning space offering external play areas, a tarmacadam MUGA area and access to a grass pitch. The usage of sporting facilities will also be considered for the community at suitable times in keeping with the curriculum timetable
- The proposed project will take into account the desire to encourage and facilitate community use of the asset. The design process will seek to include measures to enable safe 'zoning' of parts of the new school building, including the hall and a multi-functional classroom compliant space which could be adapted for use



Library / IT / Breakout Areas 'The Street'



Typical Classroom



External Softplay Areas



Hall and Dining

*Images above are examples of what has been achieved as part of a Band A project at Idris Davies 3-18, Rhymer*



## Consultation Process

### ➤ Who are we consulting with?

Our consultation process must follow the Welsh Government guidelines as set out in the School Organisation Code 2018. Proposals must be published when we make a 'regulated alteration' to a maintained school under Section 42 of the School Standards and Organisation (Wales) Act 2013.

We are obligated to advise the following of our proposals by letter or email:

- Parents, prospective parents, guardians and carers of all pupils of schools directly affected by the proposal
- Headteacher, staff and governors of schools directly affected by the proposal
- Pupils/Pupil Councils of schools directly affected by the proposal
- Directors of Education of all bordering LAs – Blaenau Gwent, Caerphilly, Cardiff, Merthyr Tydfil, Newport, Powys, Rhondda Cynon Taf, Torfaen
- Catholic Diocesan Board of Education
- Church in Wales Diocesan Board
- Local Standing Advisory Council on Religious Education (SACRE)
- Governing body of other schools which the proposer considers are likely to be affected by the proposal
- Local CCBC Members
- All Assembly Members and Members of Parliament representing the area served by the schools directly affected by the proposal
- Welsh Ministers
- ESTYN
- Teaching Associations
- Support Staff Associations
- South East Wales Consortium (EAS)
- South East Wales Transport Alliance (SEWTA)
- Gwent and South Wales Police and Crime Commissioners
- Local Town and Community Councils
- Mudiad Meithrin and voluntary nursery providers
- Menter Iaith
- Early Years Development and Childcare Partnership
- Parent Network
- Welsh Education Forum
- Welsh Language Commissioner



### ➤ **How can you find out more?**

The planning and development of effective school organisation proposals is crucial to the Welsh Government's goal of transforming education in Wales and providing better educational outcomes with a commitment to increase school effectiveness, and narrow inequalities in achievement between advantaged and disadvantaged areas, groups and individuals.

The School Organisation Code 2018 states that when undertaking a consultation process in connection with a school proposal, the Council must publish information to enable transparent, balanced and open decision making.

As part of this proposal, the following documentation has been produced:

- A Consultation Document outlining the proposal (this document)
- A Children and Young People's Summary
- An Equalities and Welsh Language Impact Assessment
- A Community Impact Assessment (contained in this document)

The Welsh Language Standards are a set of legally binding requirements that aim to allow people in Wales the ability to receive services in the Welsh language. The Standards clearly set out our responsibilities in terms of providing bilingual services, ensuring the Welsh language is not treated less favorably than the English language. All documentation is therefore published in Welsh and English and available in other languages or formats on request. Further information is available on the Council's website

[www.caerphilly.gov.uk/Services/Schools-and-learning/21<sup>st</sup>-Century-Schools](http://www.caerphilly.gov.uk/Services/Schools-and-learning/21<sup>st</sup>-Century-Schools)

Hardcopies can be made available on request and further details in relation to the processes and timelines can be found later in this document in the **'Next Steps'** Section.

***Please note:*** A separate Planning Application Process will be carried out by the Authority's Property Services Department and details of all applications can be found on the Council's Website when the process is live:

<https://www.caerphilly.gov.uk/Services/Planning-and-building-control/Planning-applications>

### ➤ **Views of children on the proposal**

The Council has acknowledged that the voice of young people is about involving them as active participants in the development, delivery, management and improvement of their educational and student experience and needs to be at the heart of planning, provision and evaluation.

Young people have a right to act to express their views in all matters affecting them and for their views to be heard and given due weight in accordance with their age and maturity. The Council recognises the potential of young people to enrich the decision-making processes, to share perspectives and to participate as citizens and facilitators of change.

This is also been reflected by the Estyn report 'Pupil Participation: a best practice guide', which highlights how effective participation benefits pupils and helps schools to improve.

The 21<sup>st</sup> Century Schools Team in Caerphilly will ensure that when bringing forward any proposal, suitable arrangements are made to consult and involve pupils throughout the process and post occupancy.

The Council will consult with pupils in the school and the information gathered will be included in the final consultation report. A virtual meeting using video conferencing technology (Microsoft Teams / Zoom) will be undertaken to discuss the proposal with the school council and talk them through the child friendly version of the Consultation document. This recorded discussion will be included in the documentation forwarded to Cabinet for consideration once the consultation period has ended.



## Why are we proposing these changes?

### ➤ Background Information

New buildings can play a key role not only as places to inspire and educate our children but also as vibrant and dynamic learning environments in which all ages are able to learn and grow that are used not only by pupils but by families and the wider community. Our aim is to secure equality of access by promoting and supporting the development of inclusive education and giving a commitment to providing the best possible quality of education and services within available resources.

The Council is committed to providing all children and young people with high quality education, tailored to meet their needs, which will develop their potential, extend aspiration, promote social inclusion and contribute to the economic regeneration of the area. Progress has been made, however there is still work to be done to improve outcomes and wellbeing for all children and young people.

In addition, Welsh Government approved Caerphilly's Welsh in Education Strategic Plan (WESP) in 2018. Caerphilly currently has 11 Welsh-medium primary schools, each providing education for pupils between 3 and 11 years. The establishment of this new fit-for-purpose facility and the relocation of Ysgol Gymraeg Cwm Gwyddon Welsh-medium primary school will assist in reaching these objectives and will support Welsh Government's charter of achieving 1 million Welsh speakers across Wales by 2050.

In November 2020, the existing Ysgol Gymraeg Cwm Gwyddon will have occupied their current site for 20 years. Located in the heart of a small village, the school is the 3<sup>rd</sup> occupier of the site which has seen multiple incarnations over the years to utilise the asset to its fullest extent.

There are approximately 260 pupils on roll, an additional 180 to the original concept to house 80 when the school was originally handed occupancy of the site.

The site the school occupies has a total area of approximately 0.3 Hectares which accommodates 5 structures and limited outdoor play areas. The site is enclosed on all sides, with no option for expansion, and has no direct access routes other than via a side street adjacent to the local public houses and village institute. Notably the site is also on a slanted gradient,

resulting in multiple levels for both indoor and outdoor space which significantly reduces access and functionality for less able-bodied individuals.



Whilst it was acknowledged in the 2013 Estyn Report that the school makes *'The best possible use of the resources available both inside and outside the building to enrich the curriculum'*, there are limitations which have been inherited due to the nature of the site. The report also stated that *'Purposeful use is made of the school's accommodation and grounds for play and Learning' with 'sufficient resources for the purposes of the Curriculum'*. However, with developments in the curriculum over the last 6 year period and increased pressure from the new Curriculum for Wales will result in additional strain is being placed on ensuring fit for purpose resources and facilities and will do so for the foreseeable future if the situation is left unchanged.

When the school estate was surveyed in May 2018, Cwm Gwyddon was deemed to have passed the 60 year life expectancy. Despite investment in the site, it can no longer be developed from an educational perspective as there is insufficient space within the current site to expand the school any further.

The Authority believes that this proposal represents the best opportunity to safeguard and sustain educational standards for the future and provides a platform for improvement through significant investment in permanent facilities. This will provide a stimulating teaching and learning environment with 21<sup>st</sup> Century facilities including improved ICT facilities, outdoor play and extended access provision for community use, centred on the learning, self-esteem and wellbeing of all.

There is a clear link between new and improved school buildings and improved performance as highlighted by ESTYN. Increased school performance will lead to additional pupils accessing Welsh Medium Education locally, increasing the critical mass and providing more professional teaching opportunities for teachers.

### ➤ **Planning of school places**

All Councils in Wales must make sure they provide enough school spaces for pupils of all ages in order to provide the best quality of education and ensure the funding provided by the Welsh government is used effectively. All Councils in Wales must also provide places that meet the needs of the pupils in Welsh, English or faith medium and must be suitable for any additional learning needs.

There has been a significant increase in Welsh medium provision within CCBC since its inception in 1996. Pupil numbers in Primary schools have increased by over 60% to a current level in excess of 2900. During this 20-year period, 3 additional schools were established, with 7 of the 8 original schools either being replaced or receiving adaptations / extensions to increase capacity. The Council's commitment to Welsh medium education development continues to be a priority as evidenced in Band A and as part of this Band B proposal of the Welsh Government's 21<sup>st</sup> Century Schools programme

### ➤ **Condition and Suitability of school buildings**

As well as having the right number of school places the council must ensure that school facilities are fit for purpose. Schools must support the delivery of high quality learning.

All existing Caerphilly schools have recently been subject to a Building Condition survey. Condition surveys are evidence-based auditable records and undertaken by suitably qualified and experienced personnel. The current Cwm Gwyddon site has been judged to be in condition C on a scale of A (excellent) to D (poor).



The existing main building (pictured above), was built around 1890 and operates over 2 floors. The ground floor houses 3 classrooms, pupil cloakrooms, 2 offices and a reception area. There is also a hall which does not offer the required capacity to completely fulfil the curricular need (i.e. Physical Education classes need to be split to half class as no more than 15 pupils per session) and there is no direct access to outdoor play space. Accommodation of whole school



assemblies or concerts is also unfeasible, and the school negotiates use of off-site facilities such as the Memorial Hall in Newbridge which is 2 miles away from the school. This incurs both rental and travel costs but, more importantly results in significant timetable issues and lost education time for pupils. Due to the camber on the site, the building has several internal steps to access the split level.

The 1<sup>st</sup> floor is only accessible via numerous staircases and is not fully accessible. It accommodates 4 further classrooms, an ICT suite and a multi-use Library and music room with minimal storage capacity. Asbestos has also been identified in the fabric of the building, although this is tightly controlled and contained at present, however this makes any additional modifications to the site restricted.

The 2<sup>nd</sup> substantive building located on site, houses the main kitchen, eating area, Cylch Meithrin and Menter Iaith provision. The eating area only accommodates 80 in one sitting which places additional logistical requirements on the school timetable to accommodate all the pupils on a rolling programme of lunches over a 2-hour timeslot. The facility has 2 access points, both of which are only accessible via steps hence the hall is utilised for overspill with ramped access resulting in the hall not being available for extra-curricular activities during this time slot.

There are 3 additional single story prefabricated modular buildings and a single storage container to accommodate the additional pupils and storage needs of the site. These additions have been relocated and refurbished from other schools and as a result have significantly reduced the outdoor play area.

### ➤ **Illustrative Master Plan**

'A Foundation for Success' provide a framework for the future regeneration of the County Borough up to 2023. The document sets out strategic priorities for regeneration under four key themes:

- Supporting People (reducing inequality, building capacity and resilience to create healthier, prosperous, cohesive communities);
- Supporting Business (creating employment opportunities, increasing entrepreneurial activities, encouraging innovation and improving access to employment);
- Supporting Quality of Life (providing the right physical environment for our communities that encourages them to prosper);
- Connecting People and Places (improving connectivity locally, regionally and globally).

The Regeneration Strategy is supported by a suite of targeted action plans and strategies aimed at capturing regeneration opportunities and developing key sites and premises throughout the County Borough.

The Masterplan identifies a number of projects in the area that could deliver substantial economic and community benefit, and it will provide a framework for the delivery of those projects.



## How would other schools be affected?

Changes in one part of the Education sector in the County has a wider ‘ripple’ effect on other schools and their pupils. When considering any proposals, the sustainability and enhancement of the education network and wider area is considered. Due regard will be given to the impact of this proposal and consultation will be undertaken with any affected schools.

### ➤ Early Years Provision and Projected Demand

In the current school provision, there is space for a Cylch Meithrin and Clwb Meithrin & Clwb Carco in an aging demountable. They will be relocated into a new childcare setting as part of the new school development. We anticipate this new development and potential for further development on the site in future projects along with the Childcare Offer may significantly increase demand for childcare. The movement of the Welsh medium school further down the Islwyn corridor is likely to also increase demand. Across the borough there is an increasing demand for Welsh medium places and with the new Welsh Education Strategic Plan regulations there is also a stretching target for development of Welsh medium places. The increase in school provision will require a similar percentage increase in childcare places to meet the needs of working families across the age range 0-12years. There is also increasing parental demand for childcare in the Risca area (referenced in the CSA refresh 2020).

The childcare provision required will be two rooms initially for 20 places am and pm in each room for Welsh medium provision. They will also require office space, kitchen, staff toilet and 4 children’s toilets in the development, as well as the ability to separate the area by alarm from the rest of the school to run outside of school opening hours. In the childcare regulations and guidance for providing quality provision there is a requirement to sufficient outdoor space to allow physical activity as well as enable all the areas of learning to be met outside.

We anticipate the current third sector providers operating the provision. Current provision includes:

- Cylch Meithrin Cwm Gwyddon (playgroup for 2-3year olds) – run by management committee who are a registered charity – 16 places (am only)
- Clwb Meithrin Cwm Gwyddon (wraparound for rising ¾ attending FP in school) – run by Menter Iaith Caerffili – offering 48 places – operating am and pm from Sept 2018
- Clwb Carco Cwm Gwyddon (after school provision for 4-11 year olds) – run by Menter Iaith Caerffili – 24 places

We would also aim to support them to develop and register Clwb Gwyliau (holiday provision) which may increase demand through the Childcare Offer. The development of this provision using childcare specific funding ensures that it cannot be brought into use by the school and displace the childcare and therefore builds long term certainty for the settings to develop their business. The shared use of new facilities enables greater economic efficiencies and more sustainability financially.

We anticipate 48 childcare places at any one time therefore this could look like:

- 24 playgroup morning
- 72 wraparound (24 am and 48 pm) [potential 50-72 childcare offer places]

- 48 after school [potential 10 childcare offer places]
- 48 holiday places [potential 20-30 childcare offer places]

Our strategic development of childcare provision on school site enables a smooth transition from the school / nursery provision to the childcare unit. Having the unit designed in the school from the beginning enables the best location to be designed including movements of children between provision as well as pick up / drop off access for parents. This maximises the benefits of co-location and enables the best transition for children who could be on site from 2 years old.

This is part of a key priority in the 21<sup>st</sup> century Band B schools programme and as such makes economies of scale being included in the design and implementation from the start and shows the commitment from the local authority in developing Welsh medium provision.

Demand – the Head Teacher has requested the Clwb Meithrin operate morning and afternoon from Sept 2018 and had moved the setting from a 16 place space to a 24 place classroom. The new school will be located lower down the Islwyn Valley and will likely capture children from the Cross keys and Risca areas where the transition rates from the current Cylchoedd Meithrin has been traditionally very low because of the travelling distance to the Welsh Primary’s current location.

Additional places created on top of current provision:

- Playgroup (Cylch Meithrin) – additional 8 places
- Wrap (Clwb Meithrin) – additional 24 places
- After School (Clwb Carco) – additional 24 places
- Holiday (Clwb Gwyliau – additional 48 places

### ➤ **Primary Years Provision, Growing school model and Admissions**

Ysgol Gymraeg Cwm Gwyddon opened to pupils in November 1992, and the school is growing year-on-year. Although the school is established as a ‘growing school’, there is only physical capacity on the existing permanent site for up to 168 pupils.

Number on roll (2019-20 actual):

<b>Year</b>	<b>2019-20</b>
Cwm Gwyddon	207

Projected Numbers for the current School Site

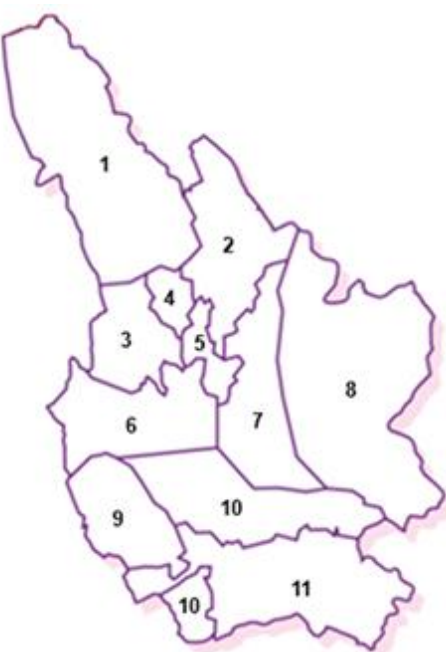
<b>Year</b>	<b>No. on Roll</b>	<b>Excluding Nursery</b>
<b>2020</b>	234	205
<b>2021</b>	231	202
<b>2022</b>	231	200
<b>2023</b>	232	202
<b>2024</b>	233	203
<b>2025</b>	242	212

The model of growth for the school is set out below:

Admission Year	2022	2023	2024	2025
Capacity	315	350	385	420

Increasing the admission number by a manageable amount will allow stimulation of the demands for Welsh medium while not over developing the provision to destabilise other already established educational provisions within the area. It is anticipated that the admission number for the new school will be 45 when the school initially opens and will be increased incrementally by 5 per year until it reaches its full capacity of 60 pupils. This will also support the management of surplus places in the area. By allowing the school to grow on an annual basis it will protect the other schools in the area from potentially losing pupils.

➤ **Catchment Area Arrangements**

Welsh medium primary school catchment areas		
	1	Ysgol y Lawnt
	2	Ysgol Bro Sannan
	3	Ysgol Penalltau
	4	Ysgol Gymraeg Gilfach Fargoed
	5	Ysgol Gymraeg Trelyn
	6	Ysgol Gymraeg Bro Allta
	7	Ysgol Gymraeg Cwm Derwen
	8	Ysgol Gymraeg Cwm Gwyddon
	9	Ysgol Ifor Bach
	10	Ysgol Gynradd Gymraeg y Castell
	11	Ysgol Gynradd Gymraeg Caerffili

The next nearest Community Welsh Medium School to the existing site and proposed site of Ysgol Gymraeg Cwm Gwyddon is Ysgol Gymraeg Cwm Derwen:

<b>Projected numbers for the next six years</b>			
<b>Year</b>	<b>Ysgol Gymraeg Cwm Derwen</b>		
	<b>No. on Roll</b>	<b>Excluding Nursery</b>	<b>Capacity</b>
<b>2020</b>	217	190	210
<b>2021</b>	218	192	210
<b>2022</b>	221	195	210
<b>2023</b>	219	193	210
<b>2024</b>	219	192	210
<b>2025</b>	222	196	210

The Council has secured funding under the Welsh Medium Grant to expand capacity on at Ysgol Gymraeg Cwm Derwen to be able to meet growing demand from within catchment.

The 3 following Community English Medium Primary Schools are within close proximity to the existing site and the proposed new site for Ysgol Gymraeg Cwm Gwyddon.

<b>Projected numbers for the next six years</b>									
<b>Year</b>	<b>Abercarn Primary School</b>			<b>Cwmcarn Primary</b>			<b>Waunfawr Primary</b>		
	<b>No. on roll</b>	<b>Excl. Nursery</b>	<b>Capacity</b>	<b>No. on roll</b>	<b>Excl. Nursery</b>	<b>Capacity</b>	<b>No. on roll</b>	<b>Excl. Nursery</b>	<b>Capacity</b>
<b>2020</b>	256	224	244	249	220	261	187	162	178
<b>2021</b>	252	221	244	242	212	261	187	163	178
<b>2022</b>	249	219	244	241	208	261	189	164	178
<b>2023</b>	249	218	244	244	210	261	195	170	178
<b>2024</b>	247	216	244	256	223	261	194	169	178
<b>2025</b>	243	212	244	260	227	261	198	173	178

#### ➤ **Disruption to pupils**

The proposal seeks to build a new school facility on an alternative location to that of the current school. As such, there will be no disruption to pupils on the Cwm Gwyddon site during the build phase. In addition, there will also be no transportation or access related issues as construction is off site.

#### ➤ **Secondary Provision**

It is clear how important the Welsh language is to life in Wales. Maintaining and increasing the range of Welsh medium provision is a significant challenge for the Council. Changes to Welsh medium primary education will inevitably have an impact upon Welsh medium secondary education

The more pupils who enjoy a Welsh medium primary education, the more are likely to attend Welsh medium secondary education and have the fullest opportunities to live their lives in Wales using the Welsh language.

Within the borough, as evidenced in the WESP, more learners are continuing to improve their language skills on transfer from primary to secondary school and progression rates remain at a consistently high level. In consideration of the potential impact of this proposal, the site layout and configuration will be undertaken strategically to ensure space maximisation and provide the potential to facilitate Secondary provision in the future should the need to increase capacity be identified in that area.



## What will be the impact of the proposal?

### ➤ Education Standards, Quality and Leadership

During the implementation of the project, the school will continue to receive ongoing advice and support from the local authority, school improvement service and any relevant stakeholders to help ensure that the school maintains effective leadership and provides high quality teaching and learning experiences.

Quality and standards in schools in Caerphilly are monitored by Estyn and the Local Authority (LA). Estyn is the office of Her Majesty's Chief Inspector of Education and Training in Wales. It is a Crown body, established under the Education Act 1992. Estyn is independent of the National Assembly for Wales but receives its funding from the Welsh Government under Section 104 of the Government of Wales Act 1998. Estyn inspects quality and standards in education and training providers in Wales.

The most recent inspection result of Ysgol Gymraeg Cwm Gwyddon is outlined below:

<b>Summary of ESTYN Judgements: Ysgol Cwm Gwyddon – inspected March 2020</b>				
<b>IA1 – Standards</b>	<b>IA2 – Wellbeing and attitudes to learning</b>	<b>IA3 – Teaching and learning experiences</b>	<b>IA4 – Care, support and guidance</b>	<b>IA5 – Leadership and management</b>
Excellent	Excellent	Excellent	Excellent	Excellent

The school received an Estyn inspection in 2020, therefore, the published reports reflect the revised inspection framework introduced in September 2017. As detailed below, the five inspection areas indicate that Cwm Gwyddon is a highly effective setting, with strong leadership, providing excellent learning experiences and provision to all pupils.

Notable features in the report, linked to the key inspection areas, are itemised below:

### **1. Standards:**

- Nearly all pupils make very strong progress, and many make higher than the expected progress in developing their literacy, numeracy, and information and communication technology (ICT) skills.
- Nearly all pupils develop as conscientious and confident learners with mature independent working skills.
- Nearly all pupils' speaking and listening skills are of very high quality.
- Nearly all pupils communicate very maturely in both languages and express their ideas, opinions and feelings effectively and clearly when working in pairs, groups and as a whole class.
- Nearly all pupils write interesting extended pieces of a high standard in both languages

### **2. Wellbeing and attitudes to learning:**

- Nearly all pupils' behaviour is excellent across the school.
- Nearly all pupils are highly conscientious, express their opinions effectively and take their leadership duties seriously as members of various councils.
- Nearly all pupils have an excellent attitude towards their learning.
- Nearly all are enthusiastic in lessons and work diligently for extended periods when completing their activities.
- Nearly all pupils show obvious pride in their Welshness and very positive attitudes towards the Welsh language.

### **3. Teaching and Learning:**

- Teachers provide a stimulating and imaginative curriculum that develops pupils' skills very successfully across the areas of learning.
- Nearly all pupils, including those who are eligible for free school meals, make good progress or better in their learning.
- The school promotes Welshness highly effectively through a wide range of rich activities for pupils to learn about Welsh history and culture and use the Welsh language at every opportunity.

### **4. Care, guidance and support**

- The quality of care, support and guidance that are provided by the school is excellent, and has a very positive effect on pupils' standards and wellbeing.
- The school has very strong links with its community and takes full advantage of its support
- Opportunities that pupils are given to develop their creative and expressive arts skills are an excellent feature.

### **5. Leadership:**

- The headteacher provides innovative, strong and caring leadership.
- Leaders share a clear vision for the school, which focuses strongly on supporting pupils' wellbeing, and developing ambitious and confident learners within a Welsh environment. This vision is shared very successfully with all stakeholders.
- The school has excellent pedagogical partnerships with Welsh-medium schools in south east Wales.

For comparative purposes, an overview of Estyn outcomes for the nearest Welsh-Medium and 3 English Medium primaries has been included:

Name of school	Date of inspection	Inspection pre/post revised framework	Judgements
Ysgol Gymraeg Cwm Derwen	June 2015	Pre-revised framework	<p>School's current performance: good Prospects for improvement: good</p> <p>Standards: good Wellbeing: adequate Learning experiences: good Teaching: good Care, guidance and support: good Learning environment: good</p> <p>Leadership: good Improving quality: good Partnership working: good Resource management: good</p>
Abercarn Primary	November 2017	Post revised framework	<p>Standards: good Wellbeing and attitudes to learning: good Teaching: good Care, guidance and support: good Leadership: good</p>
Cwmcarn Primary	May 2017	Pre-revised framework	<p>School's current performance: adequate Prospects for improvement: good</p> <p>Standards: adequate Wellbeing: adequate Learning experiences: good Teaching: good Care, guidance and support: good Learning environment: good</p> <p>Leadership: good Improving quality: good Partnership working: good Resource management: adequate</p>
Waunfawr Primary	March 2017	Pre-revised framework	<p>School's current performance: good Prospects for improvement: good</p> <p>Standards: good Wellbeing: good Learning experiences: good Teaching: good Care, guidance and support: good Learning environment: good</p> <p>Leadership: good Improving quality: good Partnership working: good Resource management: good</p>



Consideration of the potential impact of the proposal on quality and standards is aligned with the Estyn Inspection framework. Considering the findings in the published report, it is not expected that any of the inspection areas will be adversely affected. Indeed, the information outlined in the proposal will indicate how the school can continue to develop and build on their current excellent practice. Throughout the transition period, the school will continue to receive appropriate support and challenge from the local authority and school improvement service to ensure that standards, wellbeing and attitudes to learning, teaching and learning, care, guidance and support and leadership retain their current effectiveness.

### ➤ **Governance Arrangements and School Categorisation**

There are no anticipated changes to school governance arrangements at Ysgol Gymraeg Cwm Gwyddon as a result of this proposal. The governing body will continue in its current form.

The National School Categorisation system provides a useful picture in identifying the schools that need the most help, support and guidance to improve. The system has been developed collectively between regional education consortia and Welsh Government. Historically, the school has been identified as a 'green' school, therefore, requiring limited levels of support to self-improve.

It should be noted that due to the current Covid-19 pandemic, national categorisation has been suspended from September 2020. However, support is available to schools that require additional intervention and guidance.

### ➤ **Staff Matters**

School staff play an important role in ensuring pupils are learning in a safe and supportive learning environment. They can foster positive, trusting relationships with pupils and improve the school climate by encouraging parent and family involvement in education.

By forging strong relationships, staff can affect virtually every aspect of their pupils' lives, teaching them the important life lessons that will help them succeed beyond just academia. It is not always easy to change a pupil's life, which is why it takes a great teacher to do so.

The Council recognises that retaining the experience and support of the existing staff cohort at the school will support pupils through a period of transition. This proposal will not look to make any reductions in the current arrangements, quite the opposite. This proposal supports the potential to expand provision, breadth of knowledge accessible to the pupils and encourage workforce development through the sharing of best practice.

### ➤ **Financial Matters**

Funding has already been set aside for the Council's share of the capital costs of the project. The recurrent (revenue) costs will be considered as part of budget planning moving forward. Any additional costs or savings will be factored into the Council's Medium-Term Financial Plan.

Caerphilly CBC Members have already agreed to set aside an earmarked reserve for the Council's contribution to capital costs associated with the Authority's 21<sup>st</sup> Century Band B

proposals. The value of this reserve is currently £6.975m. Cabinet has agreed to allocate £5.766m from this reserve to support two Band B Projects, the Cwm Gwyddon proposal being one of these (Cabinet 10<sup>th</sup> July 2019 / Cabinet 22<sup>nd</sup> July 2020)

At this point in time no capital receipts or recurrent cost savings have been identified to support the progression of these Projects. Funds have already been identified and earmarked for the Council's share of the capital costs of the Projects.

Whilst there is an initial increased cost identified as part of the initial expansion of provision, it is envisaged that better strategic Management of the school estate and reduced backlog maintenance will support the sustainable schools agenda. In addition, the existing school premises will be declared surplus to requirements by the Local Education Authority and in turn could produce a Capital Receipt that would help support future strategic plans.

### ➤ **Impact on Welsh Language Provision**

The First Minister's programme for Government 2016-2021 Taking Wales Forward, is working towards one million people speaking the Welsh language by 2050.

The Welsh Language (Wales) Measure 2011, the School Standards and Organisation (Wales) Act 2013 and the Legislation (Wales) Act 2019, provides a series of standards and places a statutory duty on the Council to assess the demand for Welsh medium education in the area. One of the key standards is a requirement to develop a 5 year Welsh language strategy, with the aim of increasing the number of Welsh speakers and which will enable us to facilitate the use of the Welsh Language within the county borough.

The Welsh in Education Strategic Plan sets out Caerphilly's commitment to the Promotion of Welsh language and the provision of quality, attractive educational facilities. Within the WESP we are striving to stimulate demand for Welsh medium education, which we know is more sustainable for families if education provision is expanded in line with childcare available.

One of the objectives of the WESP is.

*“To identify funding in Band B of 21<sup>st</sup> Century Schools programme, for the development of sufficient Welsh medium places in areas where they are coming under pressure, in particular Bedwas Trethomas Machen area, and the Islwyn East area.”*

The Cwm Gwyddon proposal falls within the Islwyn East area which has been highlighted as an area for development. In order to contribute to the Welsh Government target of one million Welsh speakers by 2050, there is significant importance in improving provision in Welsh medium childcare and education, as well as working in partnership with community based groups or organisations to continue the use of conversational Welsh socially or in the workplace following the end of formal education. Without the continued use of Welsh there is a risk young people from English speaking households may lose confidence in their Welsh language skills.

We will aim to stimulate and provide local, accessible, sustainable, community-focused provision to meet the growing demand for Welsh medium education.

Under Section 105(7) of the Education Act 2002 – “A Welsh speaking school is a school where more than half of the following subjects are taught wholly or partly in Welsh – a) Religious

Education, and b) The subjects other than English and Welsh which are foundation subjects in relation to pupils at the school.

### ➤ Learner Travel Arrangements

All Councils have a statutory duty under Section 10 of the Learner Travel Measure (Wales) 2008 to promote access to education and training through the medium of Welsh. There are 11 Welsh Medium Primary Schools spread geographically throughout the Borough and 10 English Medium Schools within the catchment area of Ysgol Gymraeg Cwm Gwyddon.

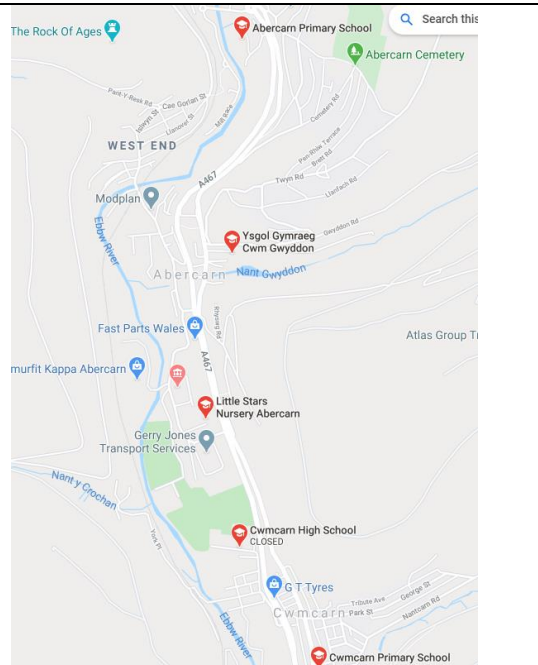
The proposal will seek to create a new and enhanced facility through the relocation of Ysgol Gymraeg Cwm Gwyddon to the former Cwmcarn High site which is less than 1 mile from the existing school site.

It is anticipated that the likely effect of different travelling arrangements as a result of the proposal will be minimal, although it is acknowledged that some pupils may find themselves living closer to the new school site and conversely others finding themselves further away although the difference between the two sites is minimal.

Caerphilly complies with the requirements of the Learner Travel Measure (Wales) 2008 through providing transport to Welsh medium schools for pupils of statutory school age in accordance with our individual transport policy. Caerphilly's transport policy is more generous than the legislative requirement by providing transport to the 'relevant' school (i.e. catchment or nearest school) of more than a distance of 1.5 miles primary and 2 miles secondary.

The table below details the nearest available alternatives:

Nearest Alternative	Medium	Condition	Distance / Travel
<b>Ysgol Gymraeg Cwm Derwen, NP12 0JL</b>	Welsh	C+	More than 5 miles
<b>Abercarn Primary School, NP11 5LH</b>	English	B+	1.8 miles
<b>Cwmcarn Primary, NP11 7LZ</b>	English	C+	0.7 miles
<b>Waunfawr Primary, NP11 7PG</b>	English	B	1.5 miles



The map shows the geographical layout of the area. Key locations include Abercarn Primary School, Ysgol Gymraeg Cwm Gwyddon, Cwmcarn High School (marked as closed), Cwmcarn Primary School, and Cwmcarn Park. Other landmarks like 'The Rock Of Ages', 'Abercarn Cemetery', and 'Gerry Jones Transport Services' are also visible. The map includes a search bar and various street names like 'A467' and 'Nant-y-cochlan'.

### ➤ Equalities

The Council recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relations and mutual respect within and between our communities.

Impact assessments help us to show that the council has due regard in the exercise of its equality duty under the Equality Act 2010. They are a tool we use to ensure the policies, practices, projects and activities which shape our work are ensuring equal access to all our services.

Impact assessments look at whether changes to how we do things (like working practices or ways we deliver services) are likely to have a positive or negative impact on the people we serve and on those who deliver our services. They help us to plan to reduce or remove negative impact – for example by making reasonable changes to how a group receives a service (perhaps providing information in a different format or providing ramped access into a building etc.).

A full Equalities and Welsh Language Impact Assessment has been undertaken. This document is available to view a part of the consultation pack on the website.

In addition, in line with the recommendations of the School Organisational Code 2018, a Community Impact Assessment has been undertaken (as per below) :

<b>School Organisation Code 2018</b> <i>Please provide information regarding ...</i>	<b>Community Impact Assessment</b>
<ul style="list-style-type: none"> <li>Proportion of pupils from the catchment area that attend the school</li> </ul>	94.94% as of January 2020
<ul style="list-style-type: none"> <li>Proportion of pupils from outside the catchment area that attend the school</li> </ul>	5.06% as of January 2020
<ul style="list-style-type: none"> <li>Any other facilities the school accommodates e.g. youth club/play group</li> </ul>	The school currently accommodates Cylch Meithrin and Clwb Meithrin & Clwb Carco
<ul style="list-style-type: none"> <li>Any other facilities or services the school provides e.g. after school clubs, community library</li> </ul>	The school currently supports a handful of community groups including Welsh classes, Mother and Toddler sessions and an ICT class
<ul style="list-style-type: none"> <li>If accommodation, facilities or services are provided by a school, where they would be provided in the event of closure;</li> </ul>	The new site would look to continue to support the current activities on sites at Ysgol Gymraeg Cwm Gwyddon with an enhanced facility being constructed within 1 mile of current site.
<ul style="list-style-type: none"> <li>Whether other facilities available in the immediate local or wider community will or could be enhanced in the event of a school closure</li> </ul>	The proposal is to relocate the school. Whilst the proposal is not linked to a closure of the school, it is acknowledged that current groups using the site may not wish to travel. In such instances, the local community have access to Abercarn Library and the local Village Hall as alternative venues.
<ul style="list-style-type: none"> <li>Facilities and services provided at any alternative school</li> </ul>	The proposal withstanding, the next Welsh medium Primary school within proximity of the area is Ysgol Gymraeg Cwm Derwen. The 3 closest English Medium schools are Cwmcarn Primary, Abercarn Primary, and Waunfawr Primary. These schools are able

	to accommodate groups/afterschool clubs although they are not specifically built for community usage and will require negotiation with Head Teacher on site.
<ul style="list-style-type: none"> <li>The distance and travelling time involved in attending an alternative school of the same language category</li> </ul>	The next nearest Welsh medium primary school within the Authority is Ysgol Cwm Derwen. Based on information gained from Googlemaps, Ysgol Cwm Derwen is 5 miles away from Ysgol Cwm Gwyddon which approximates a car journey of 10 minutes or a bus journey of 40 minutes based on available public transport routes.
<ul style="list-style-type: none"> <li>How parents' and pupils' engagement with the alternative school and any facilities it may offer could be supported (e.g. how pupils (and particularly any less advantaged pupils) will be helped to participate in after school activities)</li> </ul>	With reference to any out of hours activity, the onus is on the parents as these are classed as non-statutory hours and the Council is under no legal obligation to support these. However, the Authority does have a pro-active Youth Team who would be able to provide additional advice for families who require additional support.
<ul style="list-style-type: none"> <li>Impact on health and wellbeing</li> </ul>	The Council supports the Active Travel initiative in providing safe routes to the new school site to encourage pupils to walk/cycle to school. For those less able, the new facility will also provide improved access and internal space to encourage independence for pupils to remain active and engaged.
<ul style="list-style-type: none"> <li>Any wider implications the changes would have on public transport provisions</li> </ul>	A minimal impact is anticipated as the new location is within 1 mile of the current site and the existing public transport routes would be utilised for example the 151 bus.
<ul style="list-style-type: none"> <li>Wider community safety issues</li> </ul>	These issues will be looked at as part of the Planning Application process. Further information on where to access this information is referenced earlier in this document

### ➤ Specialist Facilities / Additional Learning Needs

A key responsibility of the Council is to ensure that there are sufficient pupil places in the most appropriate locations and maintain an awareness of demographic changes (i.e increases and decreases in the pupil population). The Council is also required to identify an authority-wide strategy for community provision in schools, as well as specialist provision for pupils with Special Educational Needs (SEN) or disabilities. The new school will be built in accordance with Building Bulletin 99 framework. The key design criteria will aim to ensure the facilities are appropriate and usable for present and future circumstances.

The Council has a responsibility to review SEN provision on a regular basis in line with the ALN and Tribunal Act. Information shows that the numbers of children with needs requiring specialist provision are increasing. The Council is committed to ensuring that all learners have equality of opportunity and recognise the right of all children and young people to receive high quality education. The Council is also committed to the principle of keeping children close to home wherever possible. Future proofing provision within the county is therefore essential.

These developments will make a significant contribution to the Council approach to the ALN reform. The Council focus is on ensuring that children with ALN across all schools in the borough have their needs met with appropriate provision in place in mainstream or more specialist settings. The approach includes the development of a workforce that has the appropriate skills and training opportunities to meet needs and promoting collaborative working with other agencies.

## ➤ **Community Impact and Community Benefit**

### *Community Impact*

*'The Cwricwlwm Cymreig is at the heart of the school's work programme and provision for developing the Welsh language is promoted very effectively. The wide range of extra-curricular activities that are provided helps pupils to develop a number of key personal and social skills well' – Estyn 2013.* However, the report fails to mention that many of the extra-curricular activities take place off site which has implications on the school budget with the cost of rental and transport. For example, the size of the hall is limiting to the point that school concerts are often accommodated at a local Memorial Hall and as there are no specialist facilities for sports activities, the school buses the pupils to a nearby location for sports day.

Where possible, the current school encourages use by the community, but this is restricted by the access and facilities on offer to a handful of Welsh classes, Mother and Toddler sessions and an ICT class.

The proposed project will take into account the desire to encourage and facilitate community use of the asset. To this end the design process will seek to include measures to enable safe 'zoning' of parts of the new school building, including the hall and a multi-functional classroom compliant space which could be adapted for use. The usage of sporting facilities will also be considered for the community at suitable times in keeping with the curriculum timetable. It will also strengthen and safeguard the promotion of the Welsh language, Culture and Heritage within the Community.

As outlined in the Community Impact Assessment, it is envisaged that a number of the current activities that the school supports the community in undertaking will continue at the new venue. For groups unable to travel the additional distance, the Council will mitigate lost usage of school by providing facilities at the local library based in the community or look at supporting alternative venues where appropriate.

### *Community Benefit*

Projects include Community Benefits as a Core Requirement and will therefore be scored as part of the Quality evaluation. It sets out a number of targets around local targeted recruitment & training, supply chains, community & education initiatives and environmental matters such as

minimising waste and reducing energy consumption. Protecting habitats, biodiversity and reducing pollution is a matter of course throughout the contract period and relevant surveys have already been undertaken and included within the procurement documentation.



## What are the Benefits of the proposal?

### ➤ **Benefits**

The principal benefits of the scheme are as follows:

- Provides an 'all-new' school for 420 pupils plus nursery, SRB and Childcare provision
- Relocation of school from an existing 60+ year old premises with substantive restraints
- Provision of energy efficient facility
- Modern state of the art classrooms
- New catering facility and flexible hall
- New outdoor activity facility
- Modern flagship facility for Welsh-medium education in Caerphilly
- Space maximisation through reconfiguration of site
- A stimulating environment to deliver high quality learner outcomes
- Community Use

The proposed new Welsh-medium school will provide a new fit for purpose replacement primary facility with Childcare, SRB, Nursery, Rising Threes and main school classrooms, main assembly hall, food technology space, a library and IT space. It will also offer external play areas and access to a grass pitch. The new building will provide accommodation and ensure equality of access by promoting and supporting the development and delivery of inclusive education through delivery of the full curriculum to pupils in a modern, safe and inspiring learning environment.

### ➤ **Disbenefits**

The principal disbenefits of the scheme are as follows:

- Travel times may change for a minority of pupils dependent on their proximity to the new school location
- Community usage and accessibility of alternative provision for groups using the existing site needs to be supported and new site will offer enhanced facilities
- Removing an embedded school from a community into a different area albeit within less than 1 mile of the existing school site
- There will be a period of transition for the pupils and appropriate support for 'Settling in' will require consideration
- The current piece of land will need to be decommissioned and disposed of in line with appropriate guidelines

- It is anticipated there will be minimal impact on other schools through a managed and phased capacity increase

## ➤ Risks

Risks will be managed pro-actively in accordance with our risk management procedures. The programme makes an allowance for a risk contingency to cover unforeseen events, having regard to the results of the optimism bias assessments.

The Council recognises the risks associated with construction procurement. The principal risks of the delivery of the scheme are identified as follows:

Risk	Mitigating Factor
Planning process (this is separate to this consultation document)	The planning process will be managed by Property Services in line with legislative requirements
Impact of any planning conditions on cost	Full Tender process will be undertaken
Sufficiency of funding to deliver scope including abnormals	Contingency planning will form part of the tender process
Availability of resources/ contractors	The South East & Mid Wales Collaborative Construction Framework (SEWSCAP) framework will be accessed
Rising costs due to regional supply/demand dynamic	Will be managed through contingency planning
Design development	In house architect service will be accessed
Adverse weather conditions	Factored into project management timelines
Sufficiency of Utilities services	Factored into project management timelines
Project Governance and decision making	Full Project Board will be established
Benefits realisation (meeting end user requirements)	Factored into consultation and procurement process



## ➤ Alternative options that have been discounted

The following options were considered and scored: -

Option	Description
Option 1	Do Nothing
Option 2	Refurbish existing school which has already met the 60-year life expectancy
Option 3	Build new school same size school on the existing site
Option 4	Build a new school, same size school on a new site with childcare
Option 5	Build a new, larger school on a new site with nursery, childcare and Special Resource Base

Each option was initially discussed between a selection of Council Officers from across multiple-departments and then a score allocated to each option against the following Critical Success Factors:

- Building Bulletin compliant school
- Low carbon, low energy eco-friendly environment
- Building suited to local environment and acceptable to planning Authority
- Education facility that is acceptable to stakeholders
- Delivered within budget and within required timescales
- Agreement of the proposal by Welsh Government

As well as considering the Critical Success Factors, the Officers also considered the Strategic Fit, Educational Fit, Accessibility, Financial Fit and Environmental Impact as key Investment Objectives.

The Investment Objectives were weighted based on the current priority areas for the Council. Priority Investment areas were given a 5 (High) to 1 (Low).

Each option was then scored against the criteria outlined above

**5** exceeds the criteria

**4** meets the criteria

**3** neither meets/does not meet the criteria

**2** partially meets the criteria, and,

**1** does not meet the criteria

The score was then multiplied by the weighting for each section and an overall total for each option.

Option	Score
<b>Option 1</b> – Do Nothing	30
<b>Option 2</b> – Refurbish existing school which has already met the 60-year life expectancy	43
<b>Option 3</b> - Build new school same size school on the existing site	81
<b>Option 4</b> - Build a new school, same size school on a new site with childcare	94
<b>Option 5</b> - Build a new, larger school on a new site with nursery, childcare and Special Resource Base	105

The outcome of the options analysis resulted in the highest 2 scoring options being taken forward to a shortlist, where the benefits if the options were considered. The tables below illustrate this based on comparative analysis:

**Option 4** - Build a new school, same size school on a new site with childcare

- A new school offering high quality, modern educational facilities fit for the 21<sup>st</sup> Century.
- Meeting the recommendations of BB 99
- Potential to achieve better educational outcomes for pupils currently at the school through enhancing their learning environment.
- Improved access to outdoor learning facilities
- Improved school building and facilities. The project will deliver a school building that will be more energy efficient, reduce the backlog maintenance and ensure compliance with Equality Act 2010.

<b>Option 4</b>	
Build a new school, same size school on a new site with childcare	
BENEFITS	DISBENEFITS
<ul style="list-style-type: none"> <li>• Addresses long term issues of pupils being taught in temporary accommodation that are graded C/D for suitability and providing a long term solution</li> <li>• Reduction in maintenance and on-going running costs</li> <li>• Provides adequate and equitable teaching and childcare environment to</li> </ul>	<ul style="list-style-type: none"> <li>• New build to be located on site 0.8 miles from existing school site, however given the catchment area there will also be children who would now reside closer to the new build.</li> <li>• New build would be unable to accommodate childcare provision, SRB and Community Use</li> <li>• Unable to achieve the targets</li> </ul>

<p>meet Building Bulletin requirements.</p> <ul style="list-style-type: none"> <li>• Improved accessibility</li> <li>• Improves the outside learning space</li> <li>• Improve the learning outcomes for pupils</li> <li>• Provides a stimulating teaching and learning environment with 21st Century facilities including improved ICT facilities, centred on the learning, self-esteem and well-being of all pupils and improve lifelong learning opportunities for members of the community to strengthen and safeguard the promotion of the Welsh language, culture and heritage across Caerphilly East.</li> </ul>	<p>identified in the WESP</p> <ul style="list-style-type: none"> <li>• Unable to accommodate expansion of pupil numbers</li> </ul>
--	--

**Option 5** - Build a new, larger school on a new site with nursery, childcare and Special Resource Base

- A new school offering high quality, modern educational facilities fit for the 21<sup>st</sup> Century.
- Meeting the recommendations of BB 99
- Potential to achieve better educational outcomes for pupils currently at the school through enhancing their learning environment.
- Improved access to outdoor learning facilities
- Improved school building and facilities. The project will deliver a school building that will be more energy efficient, reduce the backlog maintenance and ensure compliance with Equality Act 2010.
- Increase childcare provision to enable the delivery of wrap around, after school and holiday provision with a view to improving transition rates within Welsh medium between childcare provision and the foundation phase
- Increase in Welsh Medium learners by the expansion of Education and Childcare provision to support CCBC in meeting WG target of one million Welsh speakers by 2050.
- Facility with an ability to meet community need.

<b>Option 5</b>	
<b>Build a new, larger school on a new site with nursery, childcare and Special Resource Base</b>	
<b>BENEFITS</b>	<b>DISBENEFITS</b>
<ul style="list-style-type: none"> <li>• Addresses long term issues of pupils being taught in temporary accommodation that are graded D for suitability and providing a long term solution</li> <li>• Permanent school building could attract more pupils</li> <li>• No disruption to daily operations of existing school during building phase</li> </ul>	<ul style="list-style-type: none"> <li>• New build to be located on site 0.8 miles from existing school site, however given the catchment area there will also be children who would now reside closer to the new build.</li> </ul>

<ul style="list-style-type: none"> <li>• Reduction in maintenance and on-going running costs</li> <li>• Increase in capacity within a strategic allowance</li> <li>• Complies with all National and Local policies</li> <li>• Support WG objective of having 1 million Welsh speakers by 2050</li> <li>• Caters for the Educational needs and preferences of the Local Community and provide and provide sufficient, permanent, fit for purpose and sustainable accommodation.</li> <li>• Provides adequate and equitable teaching and childcare environment to meet Building Bulletin requirements.</li> <li>• Improved accessibility</li> <li>• Improves the outside learning space</li> <li>• Improve the learning outcomes for pupils</li> <li>• Facilitates the establishment of additional childcare provision by providing appropriate facilities to serve the community.</li> <li>• Provides a stimulating teaching and learning environment with 21st Century facilities including improved ICT facilities, centred on the learning, self-esteem and well-being of all pupils and improve lifelong learning opportunities for members of the community to strengthen and safeguard the promotion of the Welsh language, culture and heritage across Caerphilly East</li> <li>• SRB established and ALN needs met</li> </ul>	
--	--

Taking the appraisals together delivers the conclusion that the new build replacement schemes provide the best balance of costs, benefits and risks, with the remodel and limited rebuild options offering poor value for money and high risk. Consequently, **Option 5** is confirmed as the preferred option for the Authority.



## Next Steps

### ➤ Consultation Period and key dates

#### **The formal consultation process begins on Monday 14<sup>th</sup> September 2020**

This consultation document is available electronically on the Council website. For further information, please visit:

[www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools](http://www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools)

A Children and Young People's Everyday Summary Version of this consultation has also been produced. Both this and the full version are available via the Caerphilly County Borough Council website and printed copies are also available on request.

If you would like this information in any other format, for example large print, or help with interpretation in a different language, please contact us on 01443 864817 so that the necessary arrangements can be made to provide this service.

#### **The closing date for responses to this consultation is midnight on Monday 26<sup>th</sup> October 2020**

Unfortunately, we will not be able to consider any responses received after this date.

### ➤ Statutory Notices, Reporting and Decision Making

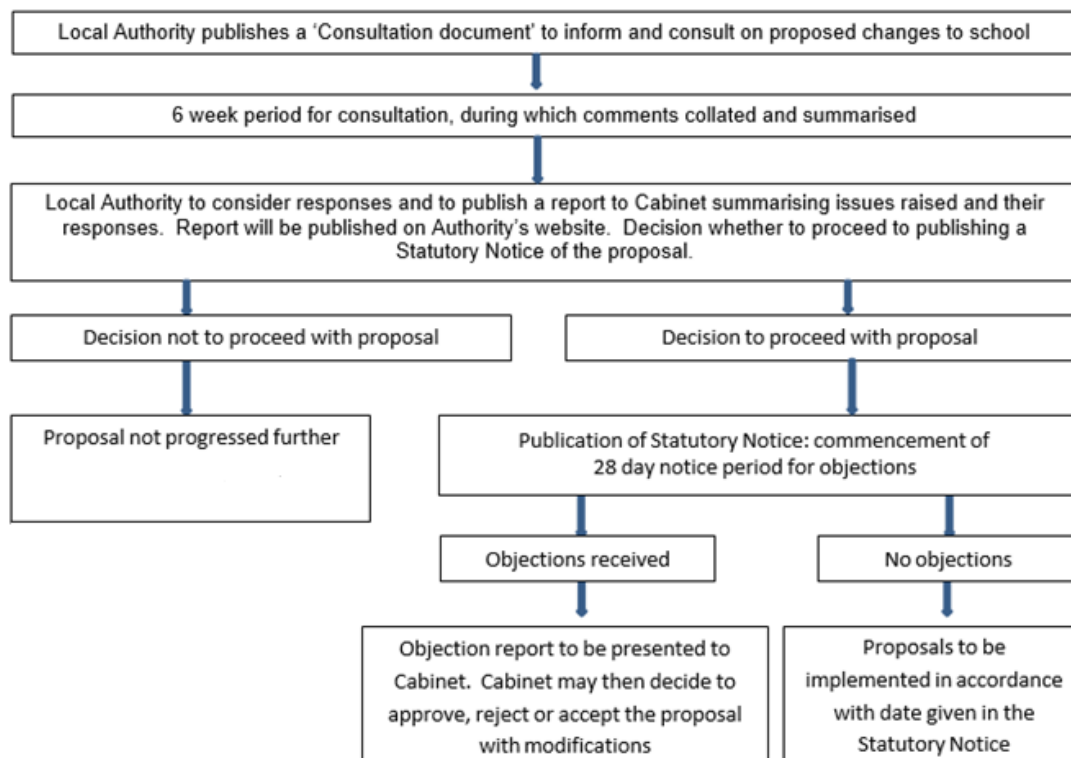
Following consultation, Caerphilly's Cabinet will receive a Consultation Report which will outline the proposal and all the comments received from the public during the consultation period. At this stage, the members can decide whether to proceed with the proposal, make changes to the proposal or not to proceed with the proposal.

Should Cabinet decide to proceed with the proposal, a Statutory Notice will be published providing a 28 day notice period for objections. The School Standards and Organisation (Wales) Act 2013 provides that anyone wishing to make objections to a school organisation proposal has the opportunity to do so. To be considered as statutory objections, objections must be made in writing and sent to the Council within the 28-day period.

Cabinet will then consider the outcome of the Statutory Notice at a future meeting and determine whether to implement the proposal having given due consideration to all the information provided.

In the event of objections, the Council will publish an objection report providing a summary of the objections and Cabinet's response to those objections within 7 days or the day of the determination of the proposal. This report will be available for all persons to view on the Council website and paper copies will be available on request.

Should Cabinet approve the proposal, a full Business Case will be submitted to the Welsh Minister for final approval and the works will commence.



### ➤ Have your say

Your views matter and we want you to tell us what you think about the changes we have proposed in this document. We would like you to consider the information contained within the document and to hear your views as to whether or not you support the proposal. All views are welcomed in support of or opposed to the proposal. This is your chance to ask questions and make comments that will be considered when the Council decides how to proceed.

For further information, please visit:

[www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools](http://www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools)

For this proposal, we will be undertaking a paper consultation exercise. Due to the current implications of COVID-19 we will refrain from undertaking any face-to-face consultation sessions to support social distancing and maintain safe working practices for all.

If you would like to comment on the proposal, you can do this by:

- Completing the online response form on the Council's website
- Complete a response pro forma attached to this document and return it to the 21<sup>st</sup> Century School Team at Caerphilly
- Email your comments to the 21<sup>st</sup> Century Schools Team at Caerphilly

# Rhaglen Ysgolion yr 21ain Ganrif **Cyngor Caerffili** **Caerphilly Council's** 21st Century Schools Programme



**Consultation Response 'Cwm Gwyddon'**  
c/o 21<sup>st</sup> Century Schools Team  
Directorate of Education and Corporate Services  
Caerphilly County Borough Council  
Penallta House  
Tredomen Park  
Ystrad Mynach  
CF82 7PG

[21stCenturySchools@caerphilly.gov.uk](mailto:21stCenturySchools@caerphilly.gov.uk)

[www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools](http://www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools)



Ysgolion yr 21ain Ganrif  
**21st Century Schools**

Please note that we are only able to receive comments in writing, either via the online form, pro forma or via email. You must include your full name and postal address as part of the information provided.



## Supporting Information

### ➤ Frequently Asked Questions

The Council and the 21<sup>st</sup> Century Schools Team have a history of delivering innovative and transformational projects as part of the Band A 21<sup>st</sup> Century Schools Programme and beyond.

From the 21<sup>st</sup> September until the 28<sup>th</sup> September, the 21<sup>st</sup> Century Schools Team will be collating a list of your queries in the form of an 'Frequently Asked Questions' document that will be updated at the end of that week and posted on the website.

### ➤ Feedback Form



# 21st Century Schools Consultation Document 2020

## YSGOL GYMRAEG CWM GWYDDON CONSULTATION RESPONSE FORM

Here in Caerphilly we have bold ambitions to provide every learner with the best life chances and we are committed to doing this through the provision of high-quality teaching and learning environments as part of our 21st Century Schools programme.

In some cases, schools can be modernised, repaired, refurbished, extended, or partially rebuilt to meet the standards needed for contemporary teaching and learning. However, some existing schools are no longer in the right place or meet pupil demand. In such cases we might propose new schools or changes to existing schools.



### Ysgolion yr 21ain Ganrif 21st Century Schools



Llywodraeth Cymru  
Welsh Government

The Council wishes to make a 'regulated alteration' to a Maintained school.

This response relates to:

**The Relocation of Ysgol Gymraeg Cwm Gwyddon to a new purpose-built Welsh-medium provision school to be situated at the former Cwmcarn High School site**

**The closing date for responses is 26<sup>th</sup> October 2020.**

It is recommended that you read the background information before completing this questionnaire.

You can also visit our website and complete the survey online by going to:

[www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools](http://www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools)



We are collecting this information as part of our obligation under the Welsh Government's [School Organisation Code \(November 2018\)](#).

**How we use your personal information:**

The information you provide will be used by the service area relevant to the consultation / survey within Caerphilly County Borough Council. Views expressed will be collated together and used to produce a summary report. Depending on scope / nature of the survey / consultation, the summary report will be used to evaluate and remodel services / priorities etc. We will not keep your views in a way that will identify you for longer than is necessary.

You have a number of rights in relation to the information we hold about you, including the right of access to your information and the right of complaint if you are unhappy with the way your information is processed. For further information on how we process the information and your rights please follow this link:

[www.caerphilly.gov.uk/CaerphillyDocs/FOI/PrivacyNotices/Privacy-Notice-Consultations-Surveys.aspx](http://www.caerphilly.gov.uk/CaerphillyDocs/FOI/PrivacyNotices/Privacy-Notice-Consultations-Surveys.aspx)

**About You:**

I am responding to this survey as:

A Pupil  A Parent  A Staff Member  A School Governor

of the school affected by this proposal / or

An Elected Member  Other (please give details)

Print Name:

Address:

Postcode:

E-mail:

All Consultation Documentation will be made available on the Council's website.

If you wish to be notified of the publication of the consultation report using the email provided,

please tick here:

*Please note that all comments made as part of this consultation will be considered by Cabinet as part of the first phase of the process. Formal Responses can only be registered following the publication of a statutory notice. Full details of the Consultation Process can be found in the full Consultation Document.*

## Your views matter.

Please complete this questionnaire and return via post or email to:

# Rhaglen Ysgolion yr 21ain Ganrif **Cyngor Caerffili** **Caerphilly Council's** 21st Century Schools Programme



**Consultation Response 'Cwm Gwyddon'**  
c/o 21<sup>st</sup> Century Schools Team  
Directorate of Education and Corporate Services  
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Penallta House  
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[www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools](http://www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools)



Ysgolion yr 21ain Ganrif  
21st Century Schools

Please indicate which of the following most accurately reflects your views about the proposal:

I do not feel strongly one way or the other

I support the proposal

I do not support the proposal

Please provide your comments on the proposal:

## Equalities Monitoring:

<b>Are you ...</b>	Male <input type="checkbox"/>	Unwilling to declare <input type="checkbox"/>
	Female <input type="checkbox"/>	
	Other (please write in)	

<b>Age</b>	Under 16 <input type="checkbox"/>	40-65 <input type="checkbox"/>
	16-25 <input type="checkbox"/>	Over 65 <input type="checkbox"/>
	26-39 <input type="checkbox"/>	Unwilling to declare <input type="checkbox"/>

<b>Disability</b>	I am not Disabled <input type="checkbox"/>	Learning Difficulties <input type="checkbox"/>
	Physical / Mobility Impaired <input type="checkbox"/>	Visually Impaired <input type="checkbox"/>
	Hearing Impaired <input type="checkbox"/>	Speech Impaired <input type="checkbox"/>
	Other (please write in)	

<b>Welsh Language Skills</b>		A Little	Moderately	Quite Well	Fluently
	Speak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Write	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	No Welsh Language Skills <input type="checkbox"/>		Unwilling to Declare <input type="checkbox"/>		

If you feel that your response to this survey has been influenced (positively or negatively) because of any of the following: your ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, use of Welsh language, BSL or other languages, nationality or responsibility for any dependents, please give details below.



Ysgolion a Cholegau yr 21ain Ganrif  
21st Century Schools and Colleges



Llywodraeth Cymru  
Welsh Government

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# 21st Century Schools – Consultation Children and Young People’s Summary

Document 3 of 5

## YSGOL GYMRAEG CWM GWYDDON

14<sup>th</sup> September– 26<sup>th</sup> October 2020



Page 67



Ysgolion yr 21ain Ganrif  

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21st Century Schools



Llywodraeth Cymru  
Welsh Government

Hi, I'm **Vision** and this is  
my dog **K9-2.1**  
We're here to talk to you  
about an exciting project  
and we want to know what  
you think!



Ysgolion yr 21ain Ganrif  
21st Century Schools

## What we'll talk about:

- What this presentation is about?
- What is the 21<sup>st</sup> Century Schools Programme?
- What is the project being proposed?
- Who else are we talking with?
- How can you tell us what you think?
- Why is it important for us to know your views?
- Why do we want to carry out the project?
- Will other schools be affected?
- How will the project impact on things like...
  - ✓ Education and Quality
  - ✓ Governance and Staffing
  - ✓ Finance
  - ✓ Welsh Language
  - ✓ Travel and the Environment
  - ✓ Equalities
  - ✓ Specialist Facilities and Additional Learning Needs
  - ✓ The Community
- What will the benefits and disadvantages be?
- Are there any risks?
- Why this project and not something else?
- How long are we gathering views?
- What will happen next?



# Introduction

- What this presentation is about?
- What is the 21<sup>st</sup> Century Schools Programme?

Page 69

- ✓ Caerphilly Council wants to improve school conditions to raise standards and give every child the best possible start in life.
- ✓ Sometimes schools can be modernised, repaired, refurbished, extended or a new school built entirely.
- ✓ The 21<sup>st</sup> Century Schools and Colleges Programme is a partnership between the Council and Welsh Government.



Llywodraeth Cymru  
Welsh Government



Ysgolion yr 21ain Ganrif  
21<sup>st</sup> Century Schools





# Introduction

- What this presentation is about?
- What is the 21<sup>st</sup> Century Schools Programme?

- ✓ Caerphilly has its own team who bid for money to invest in schools like they've already done for:

Islwyn High  
Idris Davies 3-18  
Ysgol Gymraeg Cwm Rhymni – Y Gwyndy  
Newbridge School  
Blackwood Comprehensive  
Trinity Fields

Page 70

- ✓ £56.5 million already spent in Band A of the programme between 2014 and 2019. This proposal would be part of a new Band B programme
- ✓ Band B is focusing on:
  - reducing the number of poor condition schools
  - ensuring we have the right size schools in the right location
  - providing enough places to deliver Welsh and English medium education
  - ensuring the effective and efficient use of schools



Here's a photo of the new **Islwyn High**, one of the Band A projects the Council delivered







# Introduction

- What this presentation is about?
- What is the 21<sup>st</sup> Century Schools Programme?



Page 71



'Woof!' These photos are some examples of what has been achieved



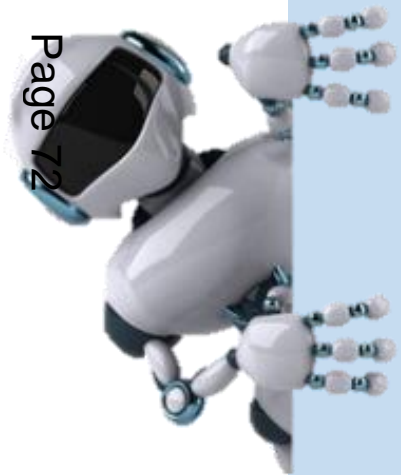


# Introduction

- What is the project being proposed?

The Council are proposing to:

- **Relocate Ysgol Gymraeg Cwm Gwyddon to a new specially built school where the former Cwmcarn High School used to be.** *(It's less than a mile from the current school)*
- The new site will also have facilities for Childcare, Nursery and a Special Resource Base
- The new school will have more space so that up to 420 pupils can go to school there
- There will be new classrooms, ICT and outdoor play areas
- The school will still be a Welsh speaking school and will also be available for use by the local community





# Consultation

- Who else are we talking with?

- ✓ The Council has to follow a piece of legislation produced by the Welsh Government called the **School Organisation Code 2018** when they want to make any changes to a school.
- ✓ This proposal falls under the heading called making a *'Regulated Alteration to a maintained school'*
- ✓ The Code says that the Council has to write to a number of groups (by letter or email) and tell them about what they would like to do, this includes:

Page 73

- Parents
- Pupils
- Headteachers, Staff and Governors of the schools affected
- Other neighbouring Local Authorities
- The Welsh Minister
- Local Town and Community Councils
- ESTYN

- ✓ There is a formal consultation process that must be followed and a Consultation Document must be published in both hardcopy and electronic version
- ✓ The full process is explained in the full Consultation Document

More information can be found here: [www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools](http://www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools)





# Consultation

- How can you tell us what you think?
- Why is it important for us to know your views?



Page 74

✓ There are several ways to tell the Council what you think –

- Completing the online response form on the Council's website
  - Complete a response pro forma attached to the Consultation Document and return it to the 21<sup>st</sup> Century School Team at Caerphilly
  - Email your comments to the 21<sup>st</sup> Century Schools Team [21stCenturySchools@caerphilly.gov.uk](mailto:21stCenturySchools@caerphilly.gov.uk)
- ✓ The Closing date for responses to this consultation is midnight on **Monday 26<sup>th</sup> October 2020**
- ✓ Your views matter and we welcome any in support or opposed to the proposal.  
This is your change to ask questions and make comments that will be considered when the Council decides how to proceed.
- ✓ The 21<sup>st</sup> Century Schools Team will be meeting with the School Council. The voice of young people in the development, delivery, management and improvement of their education is at the heart of everything.



# Proposal

- Background

- ✓ Ysgol Gymaeg Cwm Gwyddon is one of 11 Welsh Medium Primary Schools in the Borough
- ✓ It provides Welsh medium education
- ✓ It caters for pupils from ages 3-11
- ✓ At present the school has 260 pupils on roll with more expected
- ✓ There is no capacity of space to expand the current building configuration

Page 75





# Proposal

- Why do we want to carry out the project?

Planning of School Places	Condition and Suitability	Master Plan
<p><i>The Council must provide enough school spaces for pupils:</i></p> <ul style="list-style-type: none"> <li>➤ There are about 260 pupils attending school at Cwm Gwyddon even though the original school was designed to have 80 with more applying</li> <li>➤ The Council knows that there is demand for Welsh Primary Schools in the Borough and is supporting the Welsh Government's Cymraeg 2050 agenda</li> </ul>	<p><i>The Council must ensure that schools are fit for purpose:</i></p> <ul style="list-style-type: none"> <li>➤ The current Cwm Gwyddon School was built around 1890</li> <li>➤ We know that the hall isn't big enough at lunch times and for P.E, plus there isn't much outdoor space for playing</li> <li>➤ The top floor is difficult for everyone to access</li> <li>➤ The Condition Survey rates the school as a 'C'</li> <li>➤ It costs a lot to keep the school running '<i>backlog maintenance</i>'</li> </ul>	<p><i>The Council has a Regeneration Strategy for the Caerphilly area:</i></p> <ul style="list-style-type: none"> <li>➤ Supporting People – reducing inequality and creating healthier, prosperous, cohesive communities</li> <li>➤ Supporting Business – creating employment opportunities</li> <li>➤ Supporting Quality of Life – providing the right physical environments</li> <li>➤ Connecting People and Places – improving connectivity</li> </ul>

Page 76





# Other Schools?


- Will other schools be affected?

- ✓ There are 11 Welsh Medium Primary Schools in the Borough
- ✓ Each school has its own catchment area. If you live in that area you are eligible to attend that school subject to availability
- ✓ Within the Cwm Gwyddon School catchment area, there are also 10 English Medium Primary Schools
- ✓ Admission numbers will be managed to stimulate the demand for Welsh Medium without over developing it and impacting on other schools
- ✓ A balance will be struck by slowly increasing the number of pupils who can join the school over a 5 year period

Welsh medium primary school catchment areas	
1	Ysgol y Lawnt
2	Ysgol Bro Sannan
3	Ysgol Penalltau
4	Ysgol Gymraeg Gilfach Fargoed
5	Ysgol Gymraeg Trelyn
6	Ysgol Gymraeg Bro Allta
7	Ysgol Gymraeg Cwm Derwen
8	Ysgol Gymraeg Cwm Gwyddon
9	Ysgol Ifor Bach
10	Ysgol Gynradd Gymraeg y Castell
11	Ysgol Gynradd Gymraeg Caerffili



*Cwm Gwyddon's Catchment Area is in the East of the Borough.*

I'll bring my ball 



# What is the Impact?

- How will the project impact on things like...
  - ✓ Education and Quality

- ✓ Quality and standards are monitored by Estyn and the Local Authority
- ✓ Cwm Gwyddon had its last Estyn inspection in 2020



## Summary of ESTYN Judgements: Ysgol Cwm Gwyddon – inspected March 2020

IA1 – Standards	IA2 – Wellbeing and attitudes to learning	IA3 – Teaching and learning experiences	IA4 – Care, support and guidance	IA5 – Leadership and management
Excellent	Excellent	Excellent	Excellent	Excellent

- ✓ During (and after) the proposal, the School will continue to receive ongoing advice and support from the local authority, school improvement service and any relevant stakeholders to help ensure that the school maintains effective leadership and provides high quality teaching and learning experiences.







# What is the Impact?

- How will the project impact on things like...
  - ✓ Governance and Staffing

- ✓ School staff play an important role in ensuring pupils are learning in a safe and supportive learning environment
- ✓ Good staff foster positive, trusting relationships with pupils and improve the school climate by encouraging parent and family involvement in education.
- ✓ The Council wants to retain the experience and support of the existing staff at the school
  - No reductions in staffing levels are proposed
  - There is potential to increase the number of staff
- ✓ The Council wants to encourage workforce development through the sharing of best practice.
- ✓ The Governing Body of the School will also stay the same

Page 79





# What is the Impact?

- How will the project impact on things like...
  - ✓ Finance

- ✓ The Council has already set aside funding for it's share of the project (*Capital costs*)
- ✓ Any ongoing cost will be part of budget planning moving forward (*Revenue costs*)
- ✓ There is a reserve of £5.766 million to support the first 2 Band B projects
- ✓ Initial increased costs have been identified to expand the school on the new site but this will be offset by reduced Backlog Maintenance of the current school site
- ✓ The current school site will be declared surplus to requirements and could be sold off to get a Capital Receipt. The monies would then be reinvested in future schemes



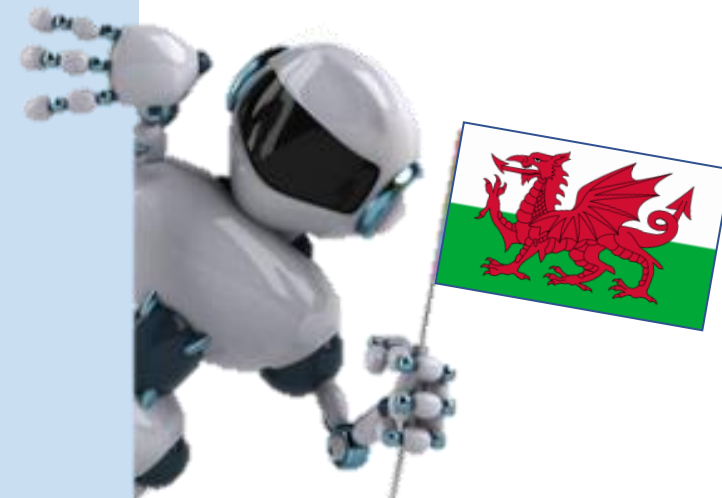


# What is the Impact?

- How will the project impact on things like...
  - ✓ Welsh Language

- ✓ The Council has to follow a piece of legislation called the **School Standards and Organisations (Wales) Act 2013** which places a duty on the Council to assess the demand for Welsh medium education in the area
- ✓ The Council has produced a 5 year strategy called the **Welsh in Education Strategic Plan** with the aim of increasing the number of Welsh Speakers by 2050
- ✓ The Caerphilly East area (where Cwm Gwyddon is) has been highlighted as an area for development to ensure there are enough Welsh medium places
- ✓ The Council also wants to work with the local community to support using Welsh socially and confidently
- ✓ The proposal aims to provide a local, accessible space for everyone to use Welsh

Page 81





# What is the Impact?

- How will the project impact on things like...
  - ✓ Travel and the Environment

Page 82



- ✓ The Council has to follow a piece of legislation called the **Learner Travel Measure (Wales) 2008** and provide transport for pupils of statutory school age
- ✓ The Council's Transport Policy helps pupils to get to their school (i.e nearest school) if they live more than 1.5 miles away from a Primary or 2 miles for a Secondary
- ✓ The proposed new site for the school is less than 1 mile away from the existing Cwm Gwyddon site. Some pupils may find themselves closer to the new school, others further away
- ✓ The Council will carry out an assessment to help understand how this proposal will impact on the time it takes you to get to school
- ✓ To help the environment the Council will look at supporting safe walking routes and cycle paths into the school as well as drop-off zones
- ✓ The new building will also be low carbon and eco-friendly with the designs considering things like solar panels, automated lighting, special glazing, venting and enhanced outdoor spaces



# What is the Impact?

- How will the project impact on things like...
  - ✓ Equalities

- ✓ People have different needs, requirements and goals
- ✓ The Council is working to tackle discrimination and promote good relations and mutual respect within our communities
- ✓ Impact Assessments are a tool to show how projects and policies are ensuring equal access to all our services
- ✓ A full Equalities and Welsh Language Impact Assessment has been carried out
- ✓ In addition, a Community Impact Assessment has been undertaken looking:
  - Proportion of catchment pupils
  - Facilities and Services provided at the current school and what happens if they move
  - Where are the next nearest alternative schools and how far away are they
  - How to proposal would impact on health and wellbeing
  - Any wider implications on transport and community safety
- ✓ The full version of the Community Impact Assessment can be found in the Full Consultation Document

To read all the Impact Assessments, visit:

[www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools](http://www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools)





# What is the Impact?

- How will the project impact on things like...
  - ✓ Specialist Facilities / Additional Learning Needs

- ✓ All learners have a right to equality of opportunity and high quality education
- ✓ The Council has a Strategy for providing specialist support for pupils with Special Education Needs or disabilities.
- ✓ A key principle is keeping children close to home where possible
- ✓ The number of children with needs requiring specialist provision is increasing
- ✓ This proposal will provide a Special Resource Base as part of the school to meet local need for our most vulnerable pupils
- ✓ The New building will be built to **Building Bulletin 99** standard to ensure facilities are fit for all
- ✓ Training and development opportunities will be available for staff to work collaboratively





# What is the Impact?

- How will the project impact on things like...
  - ✓ The Community

## ✓ Community Impact

- The design of the new school will enable safe 'zoning' of sections
- Community use will be encouraged to access the resources available i.e. Sports /Digital
- Activities in the current school will continue at the new site
- Any groups not wishing travel will be supported in finding alternative venues

## ✓ Community Benefit

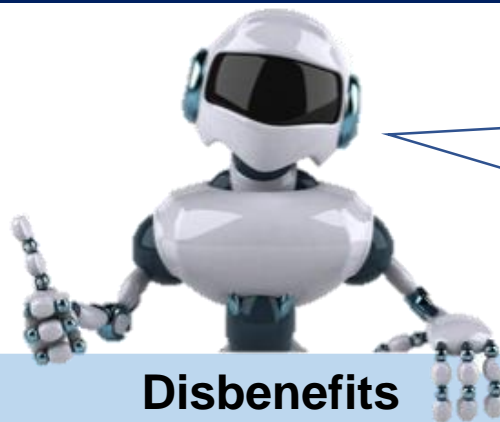
- All 21<sup>st</sup> Century Schools Project have targets to support the community
- As part of the 'quality' score in the tender process the following are considered:
  - Local recruitment and training
  - Local suppliers
  - Community and Education initiatives i.e. demonstrations in schools
  - Minimising waste, protecting habitats and biodiversity





# What are the Benefits?

- What will the benefits and disadvantages be?
- Are there any risks?



These are only a selection. The full list is in the **Consultation Document**

Page 66	Benefits	Disbenefits	Risks
<ul style="list-style-type: none"> <li>➤ New school with room for more pupils and other facilities</li> <li>➤ No disruption to existing school day whilst building the new school</li> <li>➤ Improved accessibility and energy efficiency</li> <li>➤ Modern flagship school for Welsh-medium education</li> <li>➤ 'Zoning' for more Community Use</li> </ul>	<ul style="list-style-type: none"> <li>➤ New site is less than 1 mile away but may mean travel times change for some pupils</li> <li>➤ Current Groups using the current site may not want to travel to use new site. We'll help find alternatives</li> <li>➤ New site will mean a 'transition period' for pupils</li> </ul>	<ul style="list-style-type: none"> <li>➤ Separate Planning Process to be undertaken</li> <li>➤ Funding to cover extras and any rising costs</li> <li>➤ Availability of contractors</li> <li>➤ Adverse Weather</li> <li>➤ Benefits Realisation (meeting the end user requirements)</li> </ul>	





# What are the Benefits?

- Why this project and not something else?

- ✓ The Council has to consider a number of options for every proposal
- ✓ Each option is scored against a 'shopping' list of criteria to find the one with the best Strategic, Educational, Accessibility, Financial and Environmental Fit

Option	Description
Option 1	Do Nothing
Option 2	Refurbish existing school which has already met the 60-year life expectancy
Option 3	Build new school same size school on the existing site
Option 4	Build a new school, same size school on a new site with childcare
Option 5	Build a new, larger school on a new site with nursery, childcare and Special Resource Base



Page 87



- ✓ For this proposal, the options listed above were considered
- ✓ Option 5 scored the highest with 105 points  
(Option 4 = 94 which was the next highest)



# Next Steps?

- How long are we gathering views?
- What will happen next?

✓ **Consultation period begins on Monday 14<sup>th</sup> September 2020**

- ✓ This document is the Children and Young People's Everyday Summary Version
- ✓ Full documentation is available on the Council's website
- ✓ Printed versions and other formats are available on request : **01443 864817**

✓ **Closing date for responses is midnight on Monday 26<sup>th</sup> October 2020**

- ✓ The Council is following the process in line with the **School Organisation Code 2018**
  - ✓ 42 day consultation period
  - ✓ Consultation Report produced and submitted to cabinet along with comments from this consultation
  - ✓ Cabinet decide how to proceed.
  - ✓ If they do, a Statutory Notice is published with 28 days for objections
  - ✓ Objection Report produced (if there are any received) and final decision is with the Cabinet





# What do you think?

- ✓ Your views matter
- ✓ We want you to tell us what you think about the changes we have proposed in this document
- ✓ All views are welcomed in support of or opposed to the proposal.
- ✓ If you would like to comment on the proposal, you can do this by:
  - Completing the online response form on the Council's website
  - Complete a response pro forma attached to this document and return it to the 21<sup>st</sup> Century School Team at Caerphilly
  - Email your comments to the 21<sup>st</sup> Century Schools Team at Caerphilly
- ✓ For this proposal, we will be undertaking a paper consultation exercise and we are only able to receive comments in writing. You must include your full name and postal address!

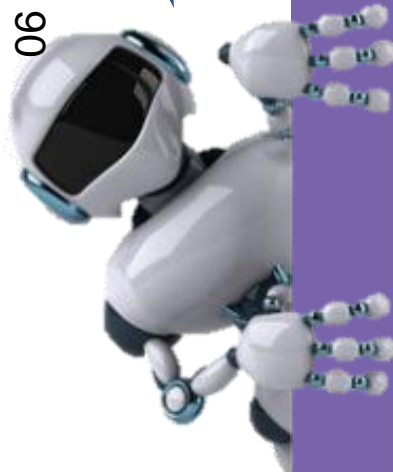




# Find Out More

There will also be a FAQ section on the website. Check it out

Page 90



## Rhaglen Ysgolion yr 21ain Ganrif **Cyngor Caerffili** **Caerphilly Council's** 21st Century Schools Programme



**Consultation Response 'Cwm Gwyddon'**  
c/o 21<sup>st</sup> Century Schools Team  
Directorate of Education and Corporate Services  
Caerphilly County Borough Council  
Penallta House  
Tredomen Park  
Ystrad Mynach  
CF82 7PG

[21stCenturySchools@caerphilly.gov.uk](mailto:21stCenturySchools@caerphilly.gov.uk)

[www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools](http://www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools)



Ysgolion yr 21ain Ganrif  
**21st Century Schools**



## 21st Century Schools Consultation Document 2020

### YSGOL GYMRAEG CWM GWYDDON CONSULTATION RESPONSE FORM

Here in Caerphilly we have bold ambitions to provide every learner with the best life chances and we are committed to doing this through the provision of high-quality teaching and learning environments as part of our 21st Century Schools programme.

In some cases, schools can be modernised, repaired, refurbished, extended, or partially rebuilt to meet the standards needed for contemporary teaching and learning. However, some existing schools are no longer in the right place or meet pupil demand. In such cases we might propose new schools or changes to existing schools.



Ysgolion yr 21ain Ganrif  
21st Century Schools



The Council wishes to make a 'regulated alteration' to a maintained school.

This response relates to:

**The Relocation of Ysgol Gymraeg Cwm Gwyddon to a new purpose-built Welsh-medium provision school to be situated at the former Cwmcarn High School site**

**The closing date for responses is 26<sup>th</sup> October 2020.**

It is recommended that you read the background information before completing this questionnaire.

You can also visit our website and complete the survey online by going to:

[www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools](http://www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools)

We are collecting this information as part of our obligation under the Welsh Government's [School Organisation Code \(November 2018\)](#).

**How we use your personal information:**

The information you provide will be used by the service area relevant to the consultation / survey within Caerphilly County Borough Council. Views expressed will be collated together and used to produce a summary report. Depending on scope / nature of the survey / consultation, the summary report will be used to evaluate and remodel services / priorities etc. We will not keep your views in a way that will identify you for longer than is necessary.

You have a number of rights in relation to the information we hold about you, including the right of access to your information and the right of complaint if you are unhappy with the way your information is processed. For further information on how we process the information and your rights please follow this link:

[www.caerphilly.gov.uk/CaerphillyDocs/FOI/PrivacyNotices/Privacy-Notice-Consultations-Surveys.aspx](http://www.caerphilly.gov.uk/CaerphillyDocs/FOI/PrivacyNotices/Privacy-Notice-Consultations-Surveys.aspx)

**About You:**

I am responding to this survey as:

A Pupil  A Parent  A Staff Member  A School Governor

of the school affected by this proposal / or

An Elected Member  Other (please give details)

Print Name:

Address:

Postcode:

E-mail:

All Consultation Documentation will be made available on the Council's website.

If you wish to be notified of the publication of the consultation report using the email provided, please tick here:

*Please note that all comments made as part of this consultation will be considered by Cabinet as part of the first phase of the process. Formal Responses can only be registered following the publication of a statutory notice. Full details of the Consultation Process can be found in the full Consultation Document.*

## Your views matter.

Please complete this questionnaire and return via post or email to:

# Rhaglen Ysgolion yr 21ain Ganrif **Cyngor Caerffili** **Caerphilly Council's** 21st Century Schools Programme



### Consultation Response 'Cwm Gwyddon'

c/o 21<sup>st</sup> Century Schools Team  
Directorate of Education and Corporate Services  
Caerphilly County Borough Council  
Penallta House  
Tredomen Park  
Ystrad Mynach  
CF82 7PG

[21stCenturySchools@caerphilly.gov.uk](mailto:21stCenturySchools@caerphilly.gov.uk)

[www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools](http://www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools)



Ysgolion yr 21ain Ganrif  
**21st Century Schools**

Please indicate which of the following most accurately reflects your views about the proposal:

I do not feel strongly one way or the other

I support the proposal

I do not support the proposal

Please provide your comments on the proposal:

## Equalities Monitoring:

<b>Are you ...</b>	Male <input type="checkbox"/>	Unwilling to declare <input type="checkbox"/>
	Female <input type="checkbox"/>	
	Other (please write in)	

<b>Age</b>	Under 16 <input type="checkbox"/>	40-65 <input type="checkbox"/>
	16-25 <input type="checkbox"/>	Over 65 <input type="checkbox"/>
	26-39 <input type="checkbox"/>	Unwilling to declare <input type="checkbox"/>

<b>Disability</b>	I am not Disabled <input type="checkbox"/>	Learning Difficulties <input type="checkbox"/>
	Physical / Mobility Impaired <input type="checkbox"/>	Visually Impaired <input type="checkbox"/>
	Hearing Impaired <input type="checkbox"/>	Speech Impaired <input type="checkbox"/>
	Unwilling to declare <input type="checkbox"/>	
	Other (please write in)	

<b>Welsh Language Skills</b>		A Little	Moderately	Quite Well	Fluently
	Speak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Write	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	No Welsh Language Skills <input type="checkbox"/>		Unwilling to Declare <input type="checkbox"/>		

If you feel that your response to this survey has been influenced (positively or negatively) because of any of the following: your ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, use of Welsh language, BSL or other languages, nationality or responsibility for any dependents, please give details below.



# EQUALITY IMPACT ASSESSMENT FORM

July 2019

## THE COUNCIL'S EQUALITIES STATEMENT

This Council recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relations and mutual respect within and between our communities, residents, elected members, job applicants and workforce.

We will also work to create equal access for everyone to our services, irrespective of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, use of Welsh language, BSL or other languages, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.

EIAs are a legal requirement under equalities legislation (Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011) where the potential for a significant negative impact has been identified. This legislation has been in place since 2000. We also have a legislative duty to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
- advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not.

The Act explains that having due regard for advancing equality involves:

- removing or minimising disadvantages experienced by people due to their protected characteristics
- taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- encouraging people with protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

The protected characteristics are:

- |                                  |                                  |
|----------------------------------|----------------------------------|
| • Age                            | • Race                           |
| • Disability                     | • Religion, Belief or Non-Belief |
| • Gender Re-assignment           | • Sex                            |
| • Marriage and Civil Partnership | • Sexual Orientation             |
| • Pregnancy and Maternity        | • Welsh Language*                |

\* The Welsh language is not identified as a protected characteristic under the Equality Act 2010, however in Wales we also have to treat Welsh and English on an equal basis as well as promoting and facilitating the use of the Welsh language.

## THE EQUALITY IMPACT ASSESSMENT

<b>NAME OF NEW OR REVISED PROPOSAL *</b>	21 <sup>st</sup> Century Schools and Colleges Programme - Band B Phase 1 – Ysgol Gymraeg Cwm Gwyddon
<b>DIRECTORATE</b>	Education and Corporate Services
<b>SERVICE AREA</b>	Education Planning and Strategy
<b>CONTACT OFFICER</b>	Andrea West
<b>DATE FOR NEXT REVIEW OR REVISION</b>	As or when required



Ysgolion yr 21ain Ganrif  
21st Century Schools



**\*Throughout this Equalities Impact Assessment Form, ‘proposal’ is used to refer to what is being assessed, and therefore includes policies, strategies, functions, procedures, practices, initiatives, projects and savings proposals.**

The aim of an Equality Impact Assessment (EIA) is to ensure that Equalities and Welsh Language issues have been proactively considered throughout the decision making processes governing work undertaken by every service area in the Council as well as work done at a corporate level.

The Council’s work across Equalities, Welsh Language and Human Rights is covered in more detail through the **Equalities and Welsh Language Objectives and Action Plan 2016-2020**.

When carrying out an EIA you should consider both the positive and negative consequences of your proposals. If a project is designed for a specific group e.g. disabled people, you also need to think about what potential effects it could have on other areas e.g. young people with a disability, BME people with a disability.

There are a number of supporting guidance documents available on the **Corporate Policy Unit Portal** and the Council’s Equalities and Welsh Language team can provide advice as the EIA is being developed. Please note that the team does not write EIAs on behalf of service areas, the support offered is in the form of advice, suggestions and in effect, quality control.

Contact [equalities@caerphilly.gov.uk](mailto:equalities@caerphilly.gov.uk) for assistance.



## PURPOSE OF THE PROPOSAL

<b>1</b>	<p><b>What is the proposal intended to achieve?</b> <i>(Please give a brief description and outline the purpose of the new or updated proposal by way of introduction.)</i></p> <p><b>The Council wishes to make a ‘regulated alteration’ to a maintained school.</b></p> <ul style="list-style-type: none"><li>• To relocate Ysgol Gymraeg Cwm Gwyddon to a new purpose-built Welsh-medium provision school to be situated at the former Cwmcarn High School site (<i>Cwmcarn, NP11 7NG</i>) with an anticipated occupation date of September 2022.</li><li>➤ It is proposed that the new building will incorporate a primary facility with Childcare, Special Resource Base (SRB), Nursery, Rising Threes and main school classrooms, main assembly hall, food technology space, a library and Information Technology space.</li><li>➤ The new building will have improved the outside learning space offering external play areas, a tarmacadam Multi Use Games Area and access to a grass pitch. The use of sporting facilities will also be considered for the community at suitable times in keeping with the curriculum timetable.</li><li>• To stimulate demand for Welsh medium education, which we know is more sustainable for families if education provision is expanded in line with childcare availability in line with the Welsh Education Strategic Plan (WESP).</li><li>• To provide additional opportunities for Welsh immersion, facilitate growth in Welsh medium education and use of the Welsh language that will contribute to meeting the Welsh Government’s aim of one million Welsh speakers by 2050.</li><li>• To agree that officers can proceed to procurement and construction and agree the establishment of an earmarked reserve facility in the Education area of the Council’s accounts.</li></ul>
<b>2</b>	<p><b>Who are the service users affected by the proposal?</b> <i>(Who will be affected by the delivery of this proposal? e.g. staff members, the public generally, or specific sections of the public i.e. youth groups, carers, road users, people using country parks, people on benefits etc. Are there any data gaps?)</i></p> <p>The following service users have been identified:</p> <ul style="list-style-type: none"><li>• Pupils</li><li>• Parents, prospective parents, guardians and carers of all pupils of the school directly affected by the proposal</li><li>• Staff linked to the school directly affected by the proposal, including: Teachers/Administrative Team/Catering/Cleaning/Transport/Leisure/Inclusion Services/ Early Years Team</li><li>• Local Community</li></ul>

In addition, in line with the guidelines provided by Welsh Government as part of their School Organisation Code 2018 (Statutory document 011/2018). We will consult with the following interested parties:

- Parents, prospective parents, guardians and carers of all pupils of schools directly affected by the proposal
- Headteacher, staff and governors of schools directly affected by the proposal
- Pupils/Pupil Councils of schools directly affected by the proposal
- Directors of Education of all bordering Local Authorities – Blaenau Gwent, Caerphilly, Cardiff, Merthyr Tydfil, Newport, Powys, RCT, Torfaen
- Catholic Diocesan Board of Education
- Church in Wales Diocesan Board
- Local Standing Advisory Council on Religious Education (SACRE)
- Governing body of other schools which the proposer considers are likely to be affected by the proposal
- Local CCBC Members
- All Assembly Members and Members of Parliament representing the area served by the schools directly affected by the proposal
- Welsh Ministers
- ESTYN
- Teaching Associations
- Support Staff Associations
- South East Wales Consortium (EAS)
- South East Wales Transport Alliance (SEWTA)
- Gwent and South Wales Police and Crime Commissioners
- Local Town and Community Councils
- Mudiad Meithrin and voluntary nursery providers
- Menter Iaith
- Early Years Development and Childcare Partnership
- Parent Network
- Welsh in Education Strategic Forum
- Welsh Language Commissioner

No data gaps identified

## IMPACT ON THE PUBLIC AND STAFF

<b>3</b>	<p><b>Does the proposal ensure that everyone has an equal access to all the services available or proposed, or benefits equally from the proposed changes, or does not lose out in greater or more severe ways due to the proposals?</b></p> <p><i>(What has been done to examine whether or not these groups have equal access to the service, or whether they need to receive the service in a different way from other people?)</i></p>
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**Community Use:**

Those that attend, work and use the building will benefit from a fit for purpose, innovative 21<sup>st</sup> Century facility. In addition, the proposal intends to extend access at the new premises to include community use and childcare provision.

As part of the 21<sup>st</sup> Century School remit, consideration must be given for the school to benefit from enabling the facilities to be shared with the wider community. The proposed project will take into account the desire to encourage and facilitate community use of the asset. To this end the design process will seek to include measures to enable safe 'zoning' of parts of the new school building, including the hall and a multi-functional classroom compliant space which could be adapted for use. The Wi-Fi and Information Technology infrastructure will be established to support public access and community use. The use of sporting facilities will also be considered for the community at suitable times in keeping with the curriculum timetable.

**Active Travel:**

Local authorities have a statutory duty under Section 10 of the Learner Travel Measure (Wales) 2008 to promote access to education and training through the medium of Welsh. Caerphilly complies with the requirements of the Learner Travel Measure (Wales) 2008 through providing transport to Welsh medium schools for pupils of statutory school age in accordance with our individual transport policy. Caerphilly's transport policy is more generous than the legislative requirement by providing transport to the 'relevant' school (i.e. catchment or nearest school) of more than a distance of 1.5 miles primary and 2 miles secondary.

It is the intention of the Authority to provide a system of transport that will seek to ensure pupils can safely and comfortably access their education. The proposed new location was a former school site and as such a number of 'Safe Travel' routes, as far as reasonably practicable are already established which includes designated bus points, underpass/overpass points, lighting and designated footpaths. The walking route from the existing site is less than 0.9 miles and as such would not be deemed to cause unreasonable levels of stress or take an unreasonable amount of time in line with the measure.

The catchment area for the school will remain unchanged, however it is inevitable that some children will now be eligible and others will no longer be, dependent on where they reside. At present, the authority is projecting an increase in capacity, but this will be controlled through the admissions intake but at this stage it will be difficult to interpret eligibility. Whilst the on-going cost implications have been considered and a contingency has been factored into the Authority's Medium-Term Financial Plan, it is not possible at present to determine the exact figure due to individual pupil needs determining the method of transport required.

**Welsh Language in the Community:**

*'The Cwricwlwm Cymreig is at the heart of the school's work programme and provision for developing the Welsh language is promoted very effectively. The wide range of extra-curricular activities that are provided helps pupils to develop a number of key personal and social skills well' – Estyn 2013*

The above comment was provided by Estyn in relation to the existing school

and the proposed project will take into account the desire to encourage and facilitate further development to strengthen and safeguard the promotion of the Welsh language, Culture and Heritage within the Community. This also dovetails into one of the key objectives of the Well-being and Future Generations Act 2015 through the promotion of a Wales of vibrant culture and thriving Welsh Language.

In order to contribute to the Welsh Government target of one million Welsh speakers by 2050, there is significant importance in improving and expanding provision in Welsh medium childcare and education, as well as working in partnership with community based groups or organisations to continue the use of conversational Welsh socially or in the workplace following the end of formal education. Without the continued use of Welsh there is a risk young people from English speaking households may lose confidence in their Welsh language skills.

The development proposed includes Welsh medium childcare from age 2 years upwards enabling early development of Welsh language using immersion methodology. The provision of Welsh medium wraparound, after school and holiday provision will also enable continuation of the Welsh language social skill development and is critical for working parents to provide a full Welsh medium service with parity for those in English medium provision.

A Welsh medium education assessment in accordance with the (Wales) Regulations 2013 has been conducted in accordance with the 3 year cycle requirement. A parental demand survey was also undertaken in 2018. These are the basis for all trend future projections of demand and provide evidence of need for additional places and location in the borough. Previously the parental surveys have influenced the language provision of new build schools, for example, Ysgol Penalltau was opened as a Welsh medium primary school to meet the increasing demand and local area need for Welsh medium provision. There are substantially decreasing surplus places in the Welsh medium Schools and an increasing demand from parents using Cylchoedd Meithrin. The location will better serve those further down the valley as well as enable increased size of provision to meet the increasing evidenced demand including through the Childcare Offer for 3-4year olds.

***Specific requirements for Special Resource Base Users:***

The Authority recognises the impact of the Additional Learning Needs Act (2018) and the need to future proof Welsh language provision. Through this proposal consideration of the correct types, quantity and quality of provision to meet the future needs of the population has been considered and this project will further support Welsh language resource for those children who require specialist provision outside of mainstream school. This proposal meets the requirements as set in ALNET Act, Welsh Language Standards Act and also the Welsh Education Strategic Plan regulations.

***Impact on other schools:***

Increasing the admission number by a manageable amount will allow stimulation of the demands for Welsh medium while not over developing the provision to destabilise other already established educational provisions within the area. It is anticipated that the admission number for the new school will be 45 when the school initially opens and will be increased incrementally by 5 per year until it reaches its

	<p>full capacity of 60 pupils.</p> <p>It is clear how important the Welsh language is to life in Wales. Maintaining and increasing the range of Welsh medium provision is a significant challenge for the Council. Changes to Welsh medium primary education will inevitably have an impact upon Welsh medium secondary education</p> <p>The more pupils who enjoy a Welsh medium primary education, the more are likely to attend Welsh medium secondary education and have the fullest opportunities to live their lives in Wales using the Welsh language.</p> <p>Within the borough, as evidenced in the WESP, more learners are continuing to improve their language skills on transfer from primary to secondary school and progression rates remain at a consistently high level. In consideration of the potential impact of this proposal, the site layout and configuration will be undertaken strategically to ensure space maximisation and provide the potential to facilitate Secondary provision in the future should the need to increase capacity be identified in that area.</p>
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<b>4</b>	<p><b>Is your proposal going to affect any people or groups of people with protected characteristics?</b></p> <p><i>(Has the service delivery been examined to assess if there is any indirect effect on any groups? Could the consequences of the policy or savings proposal differ dependent upon people's protected characteristics?)</i></p>
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<b>Protected Characteristic</b>	<b>Positive, Negative, Neutral</b>	<b>What will the impact be? If the impact is negative how can it be mitigated?</b>
<b>Age</b>	Positive	Maintaining and expanding Welsh Language Educational provision to include childcare and Additional Learning Needs Provision. Also, wider community use.
<b>Disability</b>	Positive	The current school site has limited accessibility for both pupils and the wider public. The new premises will be an accessible facility which is able to cater for anyone with additional needs.
<b>Gender Reassignment</b>	Neutral	No anticipated change
<b>Marriage &amp; Civil Partnership</b>	Neutral	No impact
<b>Pregnancy and Maternity</b>	Neutral	No impact
<b>Race</b>	Neutral	No anticipated change
<b>Religion &amp; Belief</b>	Neutral	No anticipated change
<b>Sex</b>	Neutral	No anticipated change
<b>Sexual Orientation</b>	Neutral	No anticipated change

<b>5</b>	<p><b>In line with the requirements of the Welsh Language Standards. (No.1) Regulations 2015, please note below what effects, if any (whether positive or adverse), the proposal would have on opportunities for persons to use the Welsh language, and treating the Welsh language no less favourably than the</b></p>
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**English language.**

*(The specific Policy Making Standards requirements are Standard numbers 88, 89, 90, 91, 92 and 93. The full detail of each Standard is available on the Corporate Policy Unit Portal. Although it is important that what is outlined in the proposal is available in Welsh and English, please consider wider impacts on Welsh speakers.)*

The 21<sup>st</sup> Century Schools and Colleges Programme supports the provision of Welsh Medium Education and supporting opportunities for persons to use the Welsh Language which is critical to both the Welsh Education Strategic Plan and the Welsh Language Standards plan.

All parents receive information on Welsh medium education from Caerphilly *Starting School booklet* which is distributed with school application forms as well as available on the Caerphilly CBC website and is available in Welsh and English. Parents are able to access information on Welsh medium childcare and Early Years Education provision through Family Information Services as well as the Becoming Bilingual promotional booklets online and in leaflet format in public places.

As set out in its Welsh in Education Strategic Plan, Caerphilly County Borough Council's commitment to the promotion of Welsh language and the provision of quality, attractive educational facilities is evident. This proposal will strive to stimulate demand for Welsh medium education through providing a new fit-for purpose replacement Welsh medium educational facility on the former Cwmcarn High School site.

The Authority has recognised the relationship between the existing school and maintaining the Welsh Language in the village and the school's contribution towards it. The current school site hosts a limited number of activities for the community to participate in through the medium of Welsh and English. The Authority will look to minimise any adverse effects that the relocation of the school may have on the local Cwmcarn village residents and the community's ability to continue to sustain such activities, for example supporting the community to access the local library as a meeting place (Abercarn public library is within 2 minutes walking distance of the current school).

The development of Welsh medium childcare provision on site adjacent to the Welsh medium Foundation Phase nursery will enable continuity of provision for parents as well as continue to strengthen the Welsh language acquisition of the youngest children. The provision of wraparound, after school and holiday provision will enable working families to have the same access to provision as their English medium counterparts as well as enabling children to have social play experiences through the medium of Welsh. There is a positive impact on the Welsh language of all services being on a single site in a cohesive development and making it sustainable for the longer term.

As part of the policy making process, all consultation documentation will be made available in hardcopy and online in both Welsh and English medium in the first instance with other languages and formats available upon request. The Authority already has a clear protocol established in relation to responding to any customer interaction. Correspondence can be in any language or format and corresponding in Welsh will not lead to any delay. In addition, anyone attending the consultation meetings will have the opportunity to conduct the session in their preferred language, Welsh or English.

The consultation document itself will contain specific sections that will proactively encourage all interested parties to consider the effect of the proposals on the Welsh language and have the opportunity to comment on any reasonable actions that would enable the proposal to have a more positive effect/less adverse effect on the Welsh language as well as the impact to relocate the school will have on the opportunities to use the Welsh language within the school or the wider community.

## INFORMATION COLLECTION

<b>6</b>	<p><b>Please outline any evidence and / or research you have collected which supports the proposal? This can include an analysis of service users.</b> <i>(Is this service effectively engaging with all its potential users or is there higher or lower participation of uptake by one or more protected characteristic groups? If so, what has been done to address any difference in take up of the service? Does any savings proposal include an analysis of those affected?)</i></p> <p>There are presently 11 Welsh medium primary schools across the County Borough with a combined capacity of approaching 3000 places.</p> <p>The Caerphilly Welsh in Education Strategic Plan 2017-2020 clearly states that the Authority will work with the 21st Century Schools Team in Welsh Government to identify funding for the development of sufficient Welsh medium places in areas where they are coming under pressure, in particular Bedwas Trethomas Machen area, and the Islwyn East area. This proposal is linked to the Islwyn East area.</p> <p>As part of the research for this proposal, the findings of the Welsh medium education assessment 2018 and the parental demand survey 2018, undertaken as part of the Authority's Welsh in Education Strategic Plan was referred to. These are the basis for all future trend projections of demand and provide evidence of need for additional places and location in the county borough.</p> <p>The existing Ysgol Gynradd Gymraeg Cwm Gwyddon has occupied their current site for 19 years. Located in the heart of a small village in Abercarn, the school is the 3<sup>rd</sup> occupier of the site which has seen multiple incarnations over the years to utilise the asset to its fullest extent. There are approximately 260 pupils on role, an additional 180 to the original concept to house 80 when the school was originally handed occupancy of the site. The latest information available from the latest condition survey undertaken on the premises utilising the industry recognised 'Faithful and Gould' building surveying methodology has classified the school as Category C for condition. This means the overall condition of the school is 'poor, showing major problems or not operating adequately'.</p>
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## CONSULTATION

<b>7</b>	<p><b>Please outline the consultation / engagement process and outline any key findings.</b> <i>(Include method of consultation, objectives and target audience. What steps have been taken to ensure that people from various groups have been consulted during the development of this proposal? Have you referred to the Equalities Consultation</i></p>
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*and Monitoring Guidance?)*

The consultation process will proceed in line with the requirements of Welsh Government Statutory Code document no 011/2018 - School Organisation Code 2<sup>nd</sup> Edition 2018.

A prescribed list of recipients (as outlined in Section 2) will be written to and provided with sufficient information through the publication of a consultation document for intelligent consideration. All documentation will be made available in both Welsh and English throughout the process and other formats on request.

The principles of engagement outlined in the Local Authority's Consultation and Engagement Framework 2020 will also be acknowledged and the project team will engage with any additional 'interested parties' as required.

A consultation document will be published in hard copy and online in both Welsh and English and include a response proforma to enable collection of the views of various persons. This document will be live during the consultation period which lasts for approximately 6 weeks. Adequate time will be provided for consideration and response and conscientious consideration will be given to any responses received.

It is also envisaged that a series of targeted sessions will be held over a given day between the hours of 10am and 8pm to provide information and the opportunity to pose questions to designated officers concerning the proposal. Individuals will be required to book 10 minute appointment slots and a translator will be available if required. As part of this process, the target audiences who will be engaged with include – Pupils (School Council), School Staff, School Governors, Parents/Guardians and the wider Community.

The 21<sup>st</sup> Century Schools Team has also acknowledged that the pupil voice is essential and involving children and pupils as active participants in the development, delivery, management and improvement of their educational and student experience needs. This information should be at the heart of the planning, provision and evaluation processes.

## MONITORING AND REVIEW

**8**

**How will the proposal be monitored?**

*(What monitoring process has been set up to assess the extent that the service is being used by all sections of the community, or that the savings proposals are achieving the intended outcomes with no adverse impact? Are comments or complaints systems set up to record issues by Equalities category to be able analyse responses from particular groups?)*

The programme is managed by a Project Board comprising of the Corporate Director – Education and Corporate Services, Head of Education Planning and Strategy, Chief Education Officer, Cabinet Member for Education and Achievement, Interim Head of Property Services and 21<sup>st</sup> Century Schools Manager. The Project Board provides the overall direction, management and control for the Programme, being accountable for the success of the Programme and is the ultimate decision-making body for the Programme.

A Project Management Team comprising of the Head of Education Planning and Strategy, and resources and staff from Property Services will oversee the day to day development and implementation of each constituent project, reporting to the Board and other relevant senior officers, as appropriate.

Project management principles will be followed (Prince2 and MS Project) throughout the programme. Programme management principles will be employed for the overarching Band B programme and the project will utilise the experience of the project team involved in the Band A project. This will commence with a Programme execution plan that will define the programme objectives, responsibilities, dependant actions and risks. The latter will include risk elimination or mitigation actions and risk owner. An overall programme monitoring tool will integrate and coordinate procurement, design and construction programmes and will highlight key dependencies and the critical path.

The Council recognises that the whole organisation must be skilled in making the very best use of available resources. Good project management is recognised as being an essential ingredient to success in tackling our strategic work programme.

**9 How will the monitoring be evaluated?**

*(What methods will be used to ensure that the needs of all sections of the community are being met?)*

The Council produces a protocol document for each school opening/closure/amalgamation project. This outlines individual and team responsibilities for the full list of actions required over the 3 stages of design and pre-construction, construction and school occupation and decommissioning.

Regular monitoring meetings take place and typically involve 21st Century Schools Team, Headteachers, Education advisers, Property Services, Catering Services, ICT, Traffic Management, Procurement and Audit representation. Relevant stakeholders will also be involved in post project evaluation to review outcomes to ensure improvements are made for future projects.

Benefits Realisation will be monitored by the Project Management Team and Caerphilly County Borough Council and reported to Welsh Government through the project closure report and other relevant documentation. Community benefits will be reported quarterly and yearly and when the project ends.

The project will be subject to gateway review as required by the funding agreement. The review is one by which independent practitioners from outside the programme/project use their experience and expertise to examine the progress and likelihood of successful delivery of the programme or

	<p>project. Any recommendations of the review team will be taken on board and implemented as necessary.</p> <p>A post contract review will also be undertaken.</p>
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<p><b>10</b></p>	<p><b>Have any support / guidance / training requirements been identified?</b>  <i>(Has the EIA or consultation process shown a need for awareness raising amongst staff, or identified the need for Equalities or Welsh Language training of some sort?)</i></p> <p>Key personnel have received Equality Impact Awareness and Equalities Awareness Training and attended training and information sessions undertaken by Welsh Government. Training needs will be constantly reviewed throughout the process and addressed when the need is evident.</p> <p>In addition, the 21<sup>st</sup> Century Schools Manager and Principal Officer have met with representatives from the Equalities, Welsh Language and Consultation Team to take guidance where required.</p>
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<p><b>11</b></p>	<p><b>If any adverse impact has been identified, please outline any mitigation action.</b></p> <p>The impact identified will be positive as the proposal is to provide inspirational 21<sup>st</sup> Century facilities.</p> <p>As outlined in further detail on Sections 3 and 5 above, these include:</p> <ul style="list-style-type: none"> <li>• Welsh Language in the Community</li> <li>• Community Use</li> <li>• Special Resource Base</li> <li>• Active Travel</li> </ul> <p>Should any negative impact be identified at a later point, due regard will be given and any reasonably practicable mitigation will be put into place. All actions will be fully evidenced in the relevant documentation.</p>
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<p><b>12</b></p>	<p><b>What wider use will you make of this Equality Impact Assessment?</b>  <i>(What use will you make of this document i.e. as a consultation response, appendix to approval reports, publicity etc. in addition to the mandatory action shown below?)</i></p> <p>The Equality Impact Assessment will be appended to the report. This is a working document and will be updated throughout the process.</p>
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<b>13</b>	<p><b>An equality impact assessment may have four possible outcomes, through more than one may apply to a single proposal. Please indicate the relevant outcome(s) of the impact assessment below.</b></p> <p style="text-align: right;"><b>Please tick as appropriate:</b></p> <p><b>No major change</b> – the impact assessment demonstrated that the proposal was robust; there was no potential for discrimination or adverse impact. All opportunities to promote equality have been taken. <input checked="" type="checkbox"/></p> <p><b>Adjust the proposal</b> – the impact assessment identified potential problems or missed opportunities. The proposal was adjusted to remove barriers or better promote equality. <input type="checkbox"/></p> <p><b>Continue the proposal</b> – the impact assessment identified the potential problems or missed opportunities to promote equality. The justification(s) for continuing with it have been clearly set out. (The justification must be included in the impact assessment and must be in line with the duty to have due regard. Compelling reasons will be needed for the most important relevant proposals.) <input type="checkbox"/></p> <p><b>Stop and remove the proposal</b> – the impact assessment identified actual or potential unlawful discrimination. The proposal was stopped and removed, or changed. <input type="checkbox"/></p>
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Form completed by:	
<b>Name:</b>	Andrea West
<b>Job Title:</b>	21 <sup>st</sup> Century Schools Manager
<b>Date:</b>	01/09/2020

Head of Service Approval	
<b>Name:</b>	Sue Richards
<b>Job Title:</b>	Head of Education Planning and Strategy
<b>Signature:</b>	S. Richards
<b>Date:</b>	01/09/2020

**Tŷ Penallta,**  
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Ystrad Mynach,  
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**Cyfarwyddwr Corfforaethol - Addysg a Gwasanaethau Corfforaethol**  
**Corporate Director - Education and Corporate Services**

www.caerffili.gov.uk | www.caerphilly.gov.uk

Ref: LT/AW  
21<sup>st</sup> Century Schools  
01443 864817

14<sup>th</sup> September 2020

## Trinity Fields School and Resource Centre

14<sup>th</sup> September – 26<sup>th</sup> October 2020



Ysgolion yr 21ain Ganrif  
21<sup>st</sup> Century Schools



Dear Consultee

In line with the requirements of the School Organisation Code 2018, we are writing to inform you about a proposal the Council is submitting in relation to a regulated alteration to a special school.

The proposal is in connection with:

➤ **The expansion of Trinity Fields School and Resource Centre**

The consultation period will run from the 14<sup>th</sup> September 2020 to the 26<sup>th</sup> October 2020.

Full details in relation to the proposal can be found at:

[www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools](http://www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools)

Regards

21<sup>st</sup> Century Schools Team  
Caerphilly County Borough Council

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# 21st Century Schools Consultation Document 2020

TRINITY FIELDS SCHOOL AND RESOURCE CENTRE

14<sup>th</sup> September 2020– 26<sup>th</sup> October 2020



This document is available electronically at

[www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools](http://www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools)

Information can also be made available in other formats, languages and in hard copy on request.

Please contact us on 01443 864817 to arrange this.



Ysgolion a Cholegau yr 21ain Ganrif  
21st Century Schools and Colleges

Page 111



Llywodraeth Cymru  
Welsh Government

<b>TABLE OF CONTENTS</b>	
<b>Introduction</b> <ul style="list-style-type: none"> <li>➤ What is this booklet about?</li> <li>➤ What is the 21<sup>st</sup> Century Schools and Colleges Programme?</li> <li>➤ What are we proposing to do?</li> </ul>	<a href="#">Page 3</a> <a href="#">Page 3</a> <a href="#">Page 4</a>
<b>Consultation Process</b> <ul style="list-style-type: none"> <li>➤ Who are we consulting with?</li> <li>➤ How can you find out more?</li> <li>➤ Views of children on the proposal</li> </ul>	<a href="#">Page 5</a> <a href="#">Page 6</a> <a href="#">Page 7</a>
<b>Why are we proposing these changes?</b> <ul style="list-style-type: none"> <li>➤ Background Information</li> <li>➤ Planning of school places</li> <li>➤ Condition and Suitability of school buildings</li> <li>➤ Illustrative Master Plan</li> </ul>	<a href="#">Page 8</a> <a href="#">Page 11</a> <a href="#">Page 11</a> <a href="#">Page 12</a>
<b>How would other schools be affected?</b> <ul style="list-style-type: none"> <li>➤ Early Years Provision and Projected Demand</li> <li>➤ Primary Years Provision and Admissions</li> <li>➤ Catchment Area Arrangements</li> <li>➤ Disruption to pupils</li> </ul>	<a href="#">Page 12</a> <a href="#">Page 13</a> <a href="#">Page 14</a> <a href="#">Page 14</a>
<b>What will be the impact of the proposal?</b> <ul style="list-style-type: none"> <li>➤ Education Standards, Quality and Leadership</li> <li>➤ Governance Arrangements and School Categorisation</li> <li>➤ Staff Matters</li> <li>➤ Financial Matters</li> <li>➤ Impact on Welsh Language Provision</li> <li>➤ Learner Travel Arrangements</li> <li>➤ Equalities</li> <li>➤ Specialist Facilities / Additional Learning Needs</li> <li>➤ Community Impact and Community Benefit</li> </ul>	<a href="#">Page 14</a> <a href="#">Page 16</a> <a href="#">Page 17</a> <a href="#">Page 17</a> <a href="#">Page 17</a> <a href="#">Page 18</a> <a href="#">Page 18</a> <a href="#">Page 18</a> <a href="#">Page 20</a> <a href="#">Page 21</a>
<b>What are the Benefits of the proposal?</b> <ul style="list-style-type: none"> <li>➤ Benefits</li> <li>➤ Disbenefits</li> <li>➤ Risks</li> <li>➤ Alternative options that have been discounted</li> </ul>	<a href="#">Page 22</a> <a href="#">Page 22</a> <a href="#">Page 23</a> <a href="#">Page 24</a>
<b>Next Steps</b> <ul style="list-style-type: none"> <li>➤ Consultation Period and Key Dates</li> <li>➤ Statutory Notices, Reporting and Decision Making</li> <li>➤ Have your say</li> </ul>	<a href="#">Page 27</a> <a href="#">Page 28</a> <a href="#">Page 29</a>
<b>Supporting Information</b> <ul style="list-style-type: none"> <li>➤ Frequently Asked Questions</li> <li>➤ Feedback Form</li> </ul>	<a href="#">Page 30</a> <a href="#">Page 31</a>



## Introduction

### ➤ What is this booklet about?

Caerphilly County Borough Council (CCBC) has embarked upon an exciting but challenging journey of improvement and change.

Schools in Wales need to be in good condition and suitable for the delivery of education. In some cases, schools can be modernised, repaired, refurbished, extended, or partially rebuilt to meet the standards needed for contemporary teaching and learning. However, some existing schools are no longer in the right place and in such cases, we might propose new schools or changes to existing schools.

We aspire to continue to raise school standards and improve the quality of the learning environment to create fit-for-purpose 21st century schools and give every child in Caerphilly the best possible start in life.

This booklet is for anyone who has an interest in education in Caerphilly and may be of particular interest to parents/guardians of children attending or expecting to attend Trinity Fields School.

Trinity Fields School has been identified as a priority site for development. This booklet sets out the changes we are suggesting to this primary education facility in the Borough and the reasons for these proposed changes.

The consultation process represents an opportunity for people to learn about the proposal, ask questions and make comments that will be recorded and summarised in a consultation report. This report will be published on the Council's website and will be considered when Cabinet decides on the way forward.

### ➤ What is the 21<sup>st</sup> Century Schools and Colleges Programme?

The 21<sup>st</sup> Century Schools programme is a major, long-term, strategic capital investment programme. It is jointly funded by the Welsh Government and local authorities and aims to create a generation of 21st century schools in Wales.

The first part of the programme (Band A) ran from 2014 to March 2019.

Caerphilly has benefited greatly from investments in the initial "Band A" 21st Century Schools programme with approximately £56.5 million invested in schools for both educational and community use.

Band A funding in Caerphilly was used to deliver :



- ✓ Islwyn High School
- ✓ Ysgol Gymraeg Cwm Rhymni, Y Gwyndy Campus
- ✓ Idris Davies School 3-18
- ✓ Newbridge School extension
- ✓ Blackwood Comprehensive improvements
- ✓ Blackwood Comprehensive 3G pitch
- ✓ Trinity Fields School improvements

The second part of this funding (Band B) started in April 2019, with the priority areas being:

- Reduce the number of poor condition schools
- Ensure that we have the right size schools in the right location
- Provide enough places to deliver Welsh and English medium education
- Ensure the effective and efficient use of the educational estate

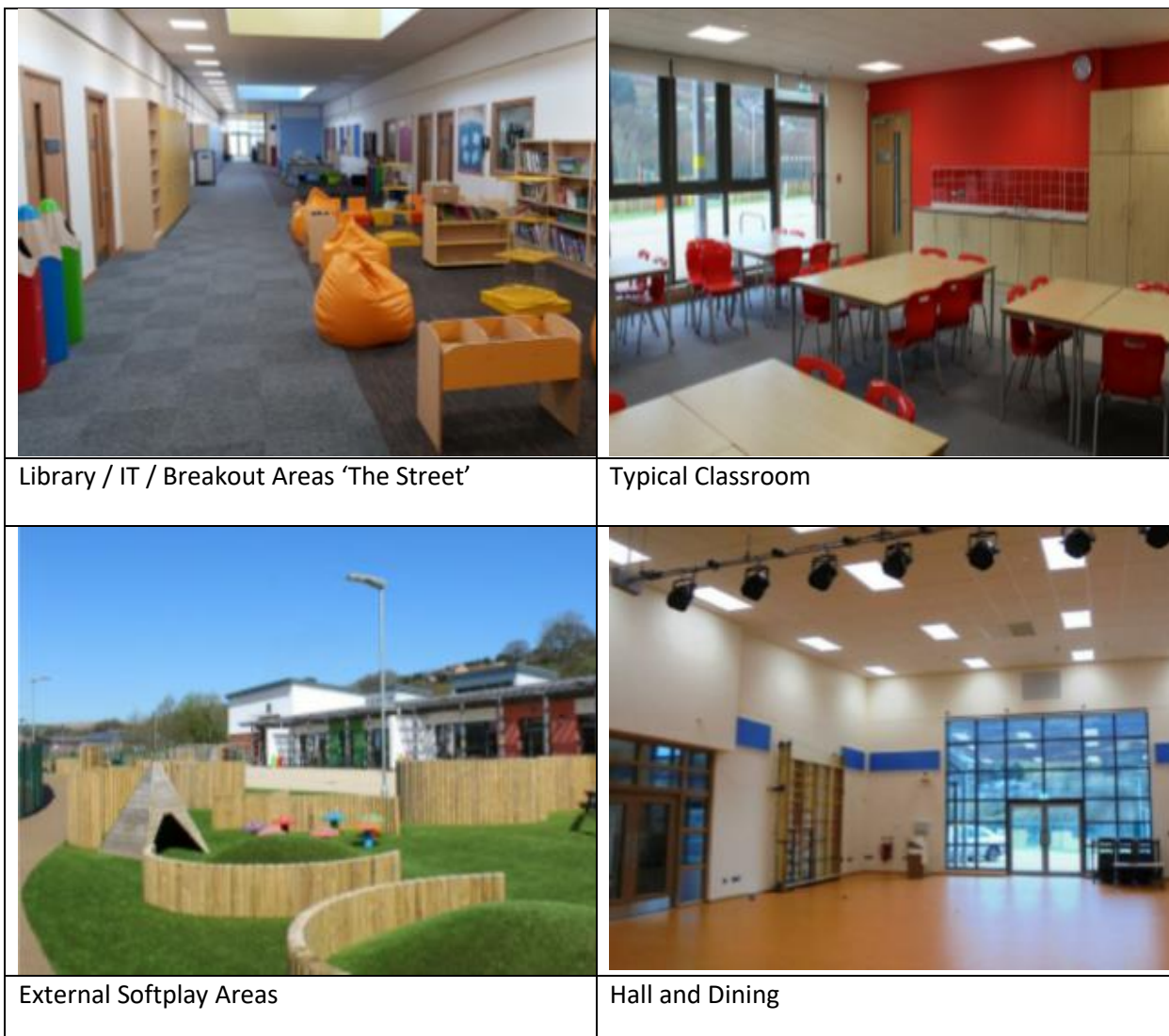
Caerphilly County Borough Council submitted a Strategic Outline Programme (SOP) and received Welsh government approval in principle for an identified investment of £78 million, subject to individual project consultation and approval.

The SOP sets the strategic vision for the Band B programme within the context of the priorities and wellbeing goals of the Council. We identified a need to invest in improving our school buildings, meeting the demand for education in both Welsh and English, reducing surplus places and developing shared and co-located facilities and it is this aspiration that is driving this proposal.

### ➤ **What are we proposing to do?**

We are proposing to:

- **To expand the existing Trinity Fields School and Resource Centre, via a new building extension and outdoor play space with an anticipated completion date of September 2023.**
  - The proposed new building will provide additional facilities to accommodate growing demand for places and provide additional classrooms, specialist intervention areas and outdoor play space
  - It is proposed the additional facility will also house a new flexible hall, hydrotherapy pool and soft play facilities to increase provision on site which will also be considered for community use at suitable times in keeping with the curriculum timetable.
- To ensure that it can cater for the changing and more complex needs of Additional Learning Needs (ALN) pupils across the Council, both now and in the future and ensure compliance with the new Additional Learning Needs and Education Tribunal (Wales) Act.



*Images above are examples of what has been achieved as part of a Band A project at Idris Davies 3-18, Rhymney*

	<h2 style="margin: 0;">Consultation Process</h2>
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➤ **Who are we consulting with?**

Our consultation process must follow the Welsh Government guidelines as set out in the School Organisation Code 2018. Proposals must be published when we make a 'regulated alteration' to a special school under Section 44 of the School Standards and Organisation (Wales) Act 2013.

We are obligated to advise the following of our proposals by letter or email:

- Parents, prospective parents, guardians and carers of all pupils of schools directly affected by the proposal
- Headteacher, staff and governors of schools directly affected by the proposal
- Pupils/Pupil Councils of schools directly affected by the proposal
- Directors of Education of all bordering LAs – Blaenau Gwent, Caerphilly, Cardiff, Merthyr Tydfil, Newport, Powys, Rhondda Cynon Taf, Torfaen
- Catholic Diocesan Board of Education
- Church in Wales Diocesan Board
- Local Standing Advisory Council on Religious Education (SACRE)
- Governing body of other schools which the proposer considers are likely to be affected by the proposal
- Local CCBC Members
- All Assembly Members and Members of Parliament representing the area served by the schools directly affected by the proposal
- Welsh Ministers
- ESTYN
- Teaching Associations
- Support Staff Associations
- South East Wales Consortium (EAS)
- South East Wales Transport Alliance (SEWTA)
- Gwent and South Wales Police and Crime Commissioners
- Local Town and Community Councils
- Menter Iaith
- Early Years Development and Childcare Partnership
- Parent Network
- Welsh Education Forum



### ➤ **How can you find out more?**

The planning and development of effective school organisation proposals is crucial to the Welsh Government's goal of transforming education in Wales and providing better educational outcomes with a commitment to increase school effectiveness, and narrow inequalities in achievement between advantaged and disadvantaged areas, groups and individuals.

The School Organisation Code 2018 states that when undertaking a consultation process in connection with a school proposal, the Council must publish information to enable transparent, balanced and open decision making.

As part of this proposal, the following documentation has been produced:

- A Consultation Document outlining the proposal (this document)
- A Children and Young People's Summary
- An Equalities and Welsh Language Impact Assessment
- A Community Impact Assessment (contained in this document)

The Welsh Language Standards are a set of legally binding requirements that aim to allow people in Wales the ability to receive services in the Welsh language. The Standards clearly set out our responsibilities in terms of providing bilingual services, ensuring the Welsh language is not treated less favorably than the English language. All documentation is therefore published in Welsh and English and available in other languages or formats on request. Further information is available on the Council's website

[www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools](http://www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools)

Hardcopies can be made available on request and further details in relation to the processes and timelines can be found later in this document in the **'Next Steps'** Section.

***Please note:*** A separate Planning Application Process will be carried out by the Council's Property Services Department and details of all applications can be found on the Council's Website when the process is live:

<https://www.caerphilly.gov.uk/Services/Planning-and-building-control/Planning-applications>

### ➤ **Views of children on the proposal**

The Council has acknowledged that the voice of young people is about involving them as active participants in the development, delivery, management and improvement of their educational and student experience and needs to be at the heart of planning, provision and evaluation.

Young people have a right to act to express their views in all matters affecting them and for their views to be heard and given due weight in accordance with their age and maturity. The Council recognises the potential of young people to enrich the decision-making processes, to share perspectives and to participate as citizens and facilitators of change.

This is also been reflected by the Estyn report 'Pupil Participation: a best practice guide', which highlights how effective participation benefits pupils and helps schools to improve.

The 21<sup>st</sup> Century Schools Team in Caerphilly will ensure that when bringing forward any proposal, suitable arrangements are made to consult and involve pupils throughout the process and post occupancy.

Trinity Fields School has a very active school council and is a highly inclusive community where all pupils feel safe and valued. Pupils play an active and influential role in shaping the life and work of the school. The school's exemplary levels of care, support and guidance mean that nearly all pupils develop as enthusiastic learners who acquire a strong understanding of their rights and responsibilities. Work has already been undertaken as part of the Band A developments with pupils from Trinity Fields utilising eye recognition software and head maps for those with communication difficulties in relation to the 'wish' list for any developments. Furthermore, the Head Boy for the school has been heavily involved assisting in discussions around colour

scheme and layout which has benefitted both the design team and pupil himself through social skills development.

This ethos is embedded into practice as part of the 21<sup>st</sup> Century Schools and Colleges Programme in Caerphilly. As part of the Band B proposals, the Council will consult with pupils in the most appropriate manner based on the expert recommendations of the Head of the School, and the information gathered will be included in the final consultation report.



## Why are we proposing these changes?

### ➤ Background Information

New buildings can play a key role not only as places to inspire and educate our children but also as vibrant and dynamic learning environments in which all ages are able to learn and grow that are used not only by pupils but by families and the wider community. Our aim is to secure equality of access by promoting and supporting the development of inclusive education and giving a commitment to providing the best possible quality of education and services within available resources.

The Council is committed to providing all children and young people with high quality education, tailored to meet their needs, which will develop their potential, extend aspiration, promote social inclusion and contribute to the economic regeneration of the area. Progress has been made, however there is still work to be done to improve outcomes and wellbeing for all children and young people.

It was therefore, implicit within the Council's 21<sup>st</sup> Century School SOP that a fundamental review of the school estate be undertaken with a view to identify learning environments requiring investment and transformation to meet modern 21<sup>st</sup> Century expectations.

The current Trinity Fields School and Resource Centre was purpose built in 1998 and offers pupils many unique and innovative features in order to develop their skills. It caters for pupils with a wide range of Special Education Needs and requirements. Ranging from Physical and Medical Difficulties, Profound Multiple Learning Difficulties and Severe Learning Difficulties.





Trinity Fields Special School is the only special school in the Council which provides Education and Specialist Facilities for our pupils. It caters for pupils from the ages of 3–19 years. At present the school has 170 pupils on roll with more admissions anticipated.

Nearly all pupils have a statement of special educational needs for severe learning difficulties, physical and medical difficulties, profound and multiple learning difficulties or autistic spectrum disorders and come from within the county borough (a very small number of pupils, currently two, come from neighbouring local authorities).

In addition to the provision on the Trinity Fields site, the school operates two satellite classes at Cwm Ifor Primary School and St Cenydd Community School. The resource centre based at the school works in partnership with the local authority to provide a range of services to support pupils with Special Educational Needs (SEN) in mainstream schools across the local authority. These services include the Caerphilly autistic spectrum service, health-based clinics, an outreach and inclusion service, youth and leisure activities, and respite and home support services.

The Council recognises that Trinity Fields School and Resource Centre has a pivotal role in the current and future development of Additional Learning Needs provision across the borough. This role has been set against a backdrop of on-going local and national developments in terms of extending and enhancing the current role and functions of special schools across Wales and beyond so that they offer a broader range of support and services on behalf of the Local Authorities to other schools, specialist bases as well as to staff within the Council's Education Service.

The school was last inspected in June 2019 where Estyn awarded the school its top grades in all 5 inspection areas and has been categorised as a Green School since its inception through Welsh Government categorisation. It has also just been given Flagship status for its Inclusion Quality Mark. It is the only Special School that has been given the Healthy Schools Award. The support, knowledge and level of expertise at Trinity Fields is now being disseminated across the Authority. The specialist facilities at the school, including the independent living areas, are now being used by the wider school community in a structured and managed way.

It is apparent that there is increasing demand for the school from the projected pupil numbers, the more complex and changing needs of the pupils together with the requirements of the ALN and ET (Wales) Act has led to the urgency to expand the provision further at this School. This is why this proposal is one of the first priorities as part of the 21<sup>st</sup> Century Schools and Colleges Band B programme.

The Council has already invested £1.3 million, during the past 6 years, into capital projects at the school, which has included large maintenance schemes and change of use of areas in order to increase capacity. In addition, the Council has undertaken improvement works at the School using savings achieved in the 21<sup>st</sup> Century Schools and Education programme Band A. However, there is now no capacity or space to expand within the current building configuration.

The school currently occupies a site of 1.6 hectares, with a ground floor Gross Internal Area of 4,281.4m. The site has a dedicated access route for vehicles and pedestrians and can accommodate specialist transportation vehicles as required as well as onsite parking facilities.



The current boundary of the school is enclosed to the North and East by the main A472 road. To the West is a border with a residential estate. To the South is a Council owned pay-as-you-use pitch and the proposal is to extend the school onto the pitch area with the result of a substantially increased floor area, improved internal facilities and improved external areas. The expansion would allow appropriate separation between the primary and secondary phases and would allow continuity of Health and Education provision from a single location. The loss of the pay-as-you-use pitch would be a regrettable consequence of the expansion and would impact on Penallta RFC who are the main user of the pitch. However, officers have met with the club officials several times and proposals have been tabled to mitigate the impact on the Club.

In order to “future proof” the school, further investment and growth is essential and Welsh Government has indicated that the expectation is for projects to be innovative and to be seen as a “once in a lifetime opportunity”. It is the Councils aim, wherever possible, to try and educate all pupils within the Borough. This prevents the need for out of county provision which is not only costly but can also have a significant impact on individual families.

The drawing up of the specification is at a very early stage and a board has been established including colleagues from Social Services, Education and Aneurin Bevan University Health Board to ensure that all parties are able to embrace this opportunity to develop and provide services in the school to cater for our most vulnerable families and the wider Community.

“We are excited to be part of the developments taking place at Trinity Fields School, with the opportunity to work in closer partnership with the school, health colleagues and the local community to provide a joined up model of working to achieve positive outcomes for all.” – *Children with Disability Team*

“ABUHB is proud to be a partner in the development of Trinity Fields new proposals, which will enable us to deliver integrated services/support that meets the holistic needs of children and young people.” – *Aneurin Bevan University Health Board*

### ➤ **Planning of school places**

All Councils in Wales must make sure they provide enough school spaces for pupils of all ages in order to provide the best quality of education and ensure the funding provided by the Welsh government is used effectively. All Councils in Wales must also provide places that meet the needs of the pupils in Welsh, English or faith medium and must be suitable for any additional learning needs.

With increasingly sophisticated medical interventions children are surviving longer and are coming into school at 3 with increasingly complex learning and medical needs. The school has collated data relating to the number of pre-school pupils with highly complex medical and learning needs that will need access to highly specialist provision when they are 3 years old.

The Council works closely with multiagency professionals in the field as well as with the school, Flying Start and Health Visitors. A fortnightly placement panel convenes to calculate the number of places that are required on site and utilising data from the Integrated Service for Children with Additional Needs (ISCAN). Reviewing historic data linked to Statutory processes since 2012, growth has been identified as an area requiring action. There is a similar picture across Wales in terms of increasing numbers of pupils accessing special schools.

### ➤ **Condition and Suitability of school buildings**

As well as having the right number of school places the council must ensure that school facilities are fit for purpose. Schools must support the delivery of high quality learning.

All existing Caerphilly schools have recently been subject to a Building Condition survey. Condition surveys are evidence-based auditable records and undertaken by suitably qualified and experienced personnel. The current Trinity Fields site has been judged to be in condition B on a scale of A (excellent) to D (poor).



The existing main building (pictured above), was built around 1998 and operates over a single floor to maximise access for all. The main entrance leads into a reception area with adjacent offices. The school has a number of areas including classrooms with hoist systems, withdrawal rooms, hydrotherapy pool, IT suite, independent living areas and sensory garden. Whilst provision has been enhanced through the Band A programme, there is still more that can be achieved to enhance the lives of the pupils which cannot be accommodated within the current building.

### ➤ **Illustrative Master Plan**

‘A Foundation for Success’ provide a framework for the future regeneration of the County Borough up to 2023. The document sets out strategic priorities for regeneration under four key themes:

- Supporting People (reducing inequality, building capacity and resilience to create healthier, prosperous, cohesive communities);
- Supporting Business (creating employment opportunities, increasing entrepreneurial activities, encouraging innovation and improving access to employment);
- Supporting Quality of Life (providing the right physical environment for our communities that encourages them to prosper);
- Connecting People and Places (improving connectivity locally, regionally and globally).

The Regeneration Strategy is supported by a suite of targeted action plans and strategies aimed at capturing regeneration opportunities and developing key sites and premises throughout the County Borough.

The Masterplan identifies a number of projects in the area that could deliver substantial economic and community benefit, and it will provide a framework for the delivery of those projects.



## **How would other schools be affected?**

Changes in one part of the Education sector in the County has a wider ‘ripple’ effect on other schools and their pupils. When considering any proposals, the sustainability and enhancement of the education network and wider area is considered. Due regard will be given to the impact of this proposal and consultation will be undertaken with any affected schools.

### ➤ **Early Years Provision and Projected Demand**

In the current school, there is a registered holiday childcare provision that delivers specialist holiday care for children attending the school who need childcare in the summer. In addition, Action for Children also offer unregistered summer club provision with social services to support children with ALN.

Childcare settings around the borough have accessed training previously to enable them to develop inclusive provision. The Inclusion toolkit helps each setting to understand and put

actions into their setting improvement plan for becoming ALN Act ready. During the last year 47 childcare staff have attended the new ALNCO training from 39 group-based day care settings, which means 35% of our group day care providers have at least one member of staff trained to comply with ALN Act.

32 childcare settings have been procured to offer Assisted and Supported Places for children with emerging additional needs in non-Flying Start areas prior to starting Nursery Education, and all children in Flying Start areas are offered a year of childcare prior to Nursery to support their developmental needs and enable early identification.

Trinity Fields School also works alongside a number of Specialist Resource Bases around the borough for children with ALN offered in Welsh medium and English medium schools. The Childcare settings across the borough offer inclusive provision for children of working families who may need childcare outside of the school day or in the school holidays.

There has not been the demand for childcare provision on site in Trinity Fields School and for sustainability for providers and low numbers of parents, it is more beneficial to upskill childcare settings in the community to provide the wraparound support needed for working families. For this reason, we have not included Childcare provision on site at Trinity Fields but continue to roll out the ALN training to upskill childcare setting staff across the borough.

### ➤ **Primary Years Provision and Admissions**

Trinity Fields School opened to pupils in 1998 and is the only Special School within the Borough. Due to the nature and specific requirements of the pupils, it is not anticipated that this proposal would impact on any other school provision within the Authority as mainstream schools would not be able to cater for the complex needs of this most vulnerable group.

Number on roll (2019-20 actual):

<b>Year</b>	<b>2019-20</b>
Trinity Fields	170

The 'Measuring Capacity of Schools Guidance in Wales' 2011, describes the method for assessing the capacity of all maintained mainstream schools in Wales. Special Schools such as in the case of Trinity Fields is not subject to this legislation and as such this means that there is no published capacity calculation.


Admissions are decided via a Specialist Placement Panel, where a statutory process is followed to discuss pupils' individual needs. This applies to all pupils. The panel gives consideration to recommendations for placement taking into account the following criteria:

- Availability of places
- Pupils' needs
- Parents/carers view on the placement

Whilst Trinity Fields falls outside of the standard admissions arrangement for schools, the local authority determines the admissions arrangements. Pupils who attend Trinity

Fields School are not required to have a statement of educational need as a pre-requisite to entry. The majority of pupils will be between Stages 3 and 5 of the SEN Code of Practice and may be in the process of a multi-professional assessment, of which a placement at Trinity Fields school may be part.

➤ **Catchment Area Arrangements**

<b>Special school catchment areas</b>			
	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center; width: 10%;">1</td> <td style="text-align: center;">Trinity Fields</td> </tr> </table>	1	Trinity Fields
1	Trinity Fields		
<p>Trinity Fields School is the only Special School within the Authority so the catchment for the school covers the entire borough.</p>			

➤ **Disruption to pupils**

The proposal seeks to build a new extension onto the existing school. The design and management of the works will minimise any disruption to the daily operations of the existing facility and any impact on the pupils attending the school.

	<h2 style="margin: 0;">What will be the impact of the proposal?</h2>
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➤ **Education Standards, Quality and Leadership**

During the implementation of the project, the schools will continue to receive ongoing advice and support from the local Council, school improvement service and any relevant stakeholders to help ensure that the school maintains effective leadership and provides high quality teaching and learning experiences.

Quality and standards in schools in Caerphilly are monitored by Estyn and the Local Council (LA). Estyn is the office of Her Majesty's Chief Inspector of Education and Training in Wales. It is a Crown body, established under the Education Act 1992. Estyn is independent of the National Assembly for Wales but receives its funding from the Welsh Government under Section 104 of the Government of Wales Act 1998. Estyn inspects quality and standards in education and training providers in Wales.

The most recent inspection result of Trinity Fields School is outlined below:

<b>Summary of Judgements: Trinity Fields Special School – inspected June 2019</b>				
<b>IA1 – Standards</b>	<b>IA2 – Wellbeing and attitudes to learning</b>	<b>IA3 – Teaching and learning experiences</b>	<b>IA4 – Care, support and guidance</b>	<b>IA5 – Leadership and management</b>
Excellent	Excellent	Excellent	Excellent	Excellent

The school received an Estyn inspection in 2019, therefore, the published reports reflect the revised inspection framework introduced in September 2017. As detailed below, the five inspection areas indicate that Trinity Fields School is a highly effective setting, with strong leadership, providing excellent learning experiences and provision to all pupils.

Notable features in the report, linked to the key inspection areas, are itemised below:

**1. Standards:**

- Nearly all pupils at Trinity Fields School and Resource Centre respond extremely positively to the school's highly inclusive and supportive ethos. As a result, nearly all make notable progress in many important areas of their learning and development that support their future lives very effectively.
- Nearly all pupils make particularly strong progress in achieving the targets on their individual education plans (IEPs).
- By the time they leave the school, nearly all pupils achieve a suitable range of worthwhile units of credit and accreditation that are well-matched to their needs, interests and abilities.

**2. Wellbeing and attitudes to learning:**

- Nearly all pupils play an active and influential role in contributing to their learning and shaping the life and work of the school. Over time, nearly all develop as enthusiastic learners who enjoy coming to school and acquire a strong understanding of their rights and responsibilities.
- Pupils develop their physical wellbeing and stamina very effectively through regular physical exercise and therapies.
- Nearly all pupils engage enthusiastically in the school's wide range of exciting and stimulating learning activities.

### **3. Teaching and Learning:**

- The school's wellbeing curriculum is exemplary and utilises a range of related frameworks to meet the needs of all pupils and their families.

### **4. Care, guidance and support**

- The school has developed highly effective partnerships with a wide range of external agencies.
- The school makes very strong provision for the development of pupils' personal and social education in the classroom and around the school.
- The school's exceptional commitment to gaining the status of a rights respecting school ensures that pupil voice underpins all aspects of decision-making, policy writing and planning.
- The school's relationships with parents is a strength of its work.

### **5. Leadership:**

- The headteacher and members of the senior leadership team provide outstanding strategic leadership for the school.
- Leaders have developed highly beneficial and innovative partnerships with local mainstream schools to support the inclusion of pupils with special educational needs.
- The school provides a high-quality learning environment that supports the development of pupils' learning and wellbeing needs very well.

Consideration of the potential impact of the proposal on quality and standards is aligned with the Estyn Inspection framework. Considering the findings in the published report, it is not expected that any of the inspection areas will be adversely affected. Indeed, the information outlined in the proposal will indicate how the school can continue to develop and build on their current excellent practice. Throughout the transition period, the school will continue to receive appropriate support and challenge from the local Council and school improvement service to ensure that standards, wellbeing and attitudes to learning, teaching and learning, care, guidance and support and leadership retain their current effectiveness.

### **➤ Governance Arrangements and School Categorisation**

There are no anticipated changes to school governance arrangements at Trinity Fields School as a result of this proposal. The governing body will continue in its current form.

The National School Categorisation system provides a useful picture in identifying the schools that need the most help, support and guidance to improve. The system has been developed collectively between regional education consortia and Welsh Government. Historically, the school has been identified as a 'green' school, therefore, requiring limited levels of support to self-improve.

It should be noted that due to the current Covid-19 pandemic, national categorisation has been suspended from September 2020. However, support is available to schools that require additional intervention and guidance.



## ➤ **Staff Matters**

School staff play an important role in ensuring pupils are learning in a safe and supportive learning environment. They can foster positive, trusting relationships with pupils and improve the school climate by encouraging parent and family involvement in education.

By forging strong relationships, staff can affect virtually every aspect of their pupils' lives, teaching them the important life lessons that will help them succeed beyond just academia. It is not always easy to change a pupil's life, which is why it takes a great teacher to do so.

The Council recognises that retaining the experience and support of the existing staff cohort at the school will support pupils through a period of transition. This proposal will not look to make any reductions in the current arrangements, quite the opposite. This proposal supports the potential to expand provision, breadth of knowledge accessible to the pupils and encourage workforce development through the sharing of best practice.

## ➤ **Financial Matters**

Funding has already been set aside for the Council's share of the capital costs of the project. The recurrent (revenue) costs will be considered as part of budget planning moving forward. Any additional costs or savings will be factored into the Council's Medium-Term Financial Plan.

Caerphilly CBC Members have already agreed to set aside an earmarked reserve for the Council's contribution to capital costs associated with the Council's 21<sup>st</sup> Century Band B proposals. The value of this reserve is currently £6.975m. Cabinet has agreed to allocate £5.766m from this reserve to support two Band B Projects, the Trinity Fields proposal being one of these (Cabinet 10<sup>th</sup> July 2019 / Cabinet 22<sup>nd</sup> July 2020)

An additional amount of £647k is being funded from a Social Services capital earmarked reserve to support the Trinity Fields Project. In total the Council has capital funding of £6.413m earmarked to progress both Projects.

At this point in time no capital receipts or recurrent cost savings have been identified to support the progression of these Projects. Funds have already been identified and earmarked for the Council's share of the capital costs of the Projects.

Whilst there is an initial increased cost identified as part of the initial expansion of provision, it is envisaged that better strategic Management of the school estate and reduced backlog maintenance will support the sustainable school's agenda.

## ➤ **Impact on Welsh Language Provision**

The First Minister's programme for Government 2016-2021 Taking Wales Forward, is working towards one million people speaking the Welsh language by 2050.

The Welsh Language (Wales) Measure 2011 and the School Standards and Organisation (Wales) Act 2013 and the Legislation (Wales) Act 2019, provides a series of standards and places a statutory duty on the Council to assess the demand for Welsh medium education in the area. One of the key standards is a requirement to develop a 5 year Welsh language strategy, with the aim of increasing the number of Welsh speakers and which will enable us to facilitate the use of the Welsh Language within the county borough.

The Welsh in Education Strategic Plan sets out Caerphilly's commitment to the Promotion of Welsh language and the provision of quality, attractive educational facilities. Within the WESP we are striving to stimulate demand for Welsh medium education, which we know is more sustainable for families if education provision is expanded in line with childcare available.

In relation to Trinity Fields, there is currently no evidence of demand from parents for Welsh medium provision at the school as no requests for such provision have been received by the school and this is also acknowledged in the recent Estyn inspection "All of the pupils are from English-speaking backgrounds." The school has responsibility to understand and record the home language of all the pupils and actively offer Welsh provision if the home language is Welsh. The school already employs a number of teachers and teaching assistants who are Welsh speakers, and as such the Head Teacher and Local Authority are confident that an effective ALN provision through the medium of Welsh could be provided if Welsh speaking families are identified. The school also works closely with the Specialist Resource Bases in Primary Schools across the borough; one in Ysgol Gynradd Cwm Derwen and secondary in Ysgol Gyfun Cwm Rhymni which are both Welsh medium schools.

### ➤ **Learner Travel Arrangements**

There is a Statutory duty placed upon the Authority to provide pupils with free transport to their nearest suitable school if they reside beyond 'walking distance' to that school. All pupils are assessed in accordance with the Learner Travel (Wales) Measure 2008. However, the Authority does offer a more generous policy than what is statutorily required by the Measure.

Free transport is provided to all pupils who attend special resource bases and our Special School (Trinity Fields), irrespective of distance and family circumstances and Pupils are provided with the appropriate transport arrangements, as determined by the individual needs of the child.

The catchment area for the school will remain unchanged and as the location of the school is not anticipated to change, therefore there is no impact to current journey times. As a result of the proposals, the authority is projecting that the number of pupils being transported to this site will increase with the additional intake.

The next nearest available Specialist School provision would be outside of the Authority's boundary and subject to availability.

### ➤ **Equalities**

The Council recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relations and mutual respect within and between our communities.

Impact assessments help us to show that the council has due regard in the exercise of its equality duty under the Equality Act 2010. They are a tool we use to ensure the policies, practices, projects and activities which shape our work are ensuring equal access to all our services.

Impact assessments look at whether changes to how we do things (like working practices or ways we deliver services) are likely to have a positive or negative impact on the people we serve and on those who deliver our services. They help us to plan to reduce or remove negative impact

- for example by making reasonable changes to how a group receives a service (perhaps providing information in a different format or providing ramped access into a building etc.).

A full Equalities and Welsh Language Impact Assessment has been undertaken. This document is available to view a part of the consultation pack on the website.

In addition, in line with the recommendations of the School Organisational Code 2018, a Community Impact Assessment has been undertaken (as per below) :

<b>School Organisation Code 2018</b> <i>Please provide information regarding ...</i>	<b>Community Impact Assessment</b>
<ul style="list-style-type: none"> <li>Proportion of pupils from the catchment area that attend the school</li> </ul>	98.2% as of September 2019
<ul style="list-style-type: none"> <li>Proportion of pupils from outside the catchment area that attend the school</li> </ul>	1.8% as of September 2019
<ul style="list-style-type: none"> <li>Any other facilities the school accommodates e.g. youth club/play group</li> </ul>	The Trinity Fields School also accommodates a Resource Centre utilised by the Caerphilly Autistic Spectrum Service and a Home Support Service as well as providing an agile working space for Health and Social Services partners. The proposal will assist in strengthening this collaborative working approach through providing additional resources for access.
<ul style="list-style-type: none"> <li>Any other facilities or services the school provides e.g. after school clubs, community library</li> </ul>	Trinity Fields provides a leisure service which includes a Saturday club, holiday leisure scheme and specialist respite service. The school is a day care provider registered with the Care Inspectorate Wales. The proposal would not impact on this area of provision.
<ul style="list-style-type: none"> <li>If accommodation, facilities or services are provided by a school, where they would be provided in the event of closure;</li> </ul>	The proposal is to extend the existing Trinity Fields School on the same site with an enhanced facility. Provision would still be accessible.
<ul style="list-style-type: none"> <li>Whether other facilities available in the immediate local or wider community will or could be enhanced in the event of a school closure</li> </ul>	<p>The proposal is to extend the existing school site. It is anticipated that groups would continue to utilise the school.</p> <p>It is acknowledged that the extension will require use of land already owned by the Council which is a pay-to-use Rugby pitch. The loss of this pitch will be compensated by enhancing pitch provision within walking distance of the site. Specifically it is proposed that the pitch at Sue Noakes LC is</p>

	improved to include spectator areas, barriers and improved training lighting
<ul style="list-style-type: none"> <li>Facilities and services provided at any alternative school</li> </ul>	Trinity Fields School is the only Special School in the Borough. The current facilities and services will be further enhanced by the proposal and accessible for use by the pupils, partner organisation's and the wider community.
<ul style="list-style-type: none"> <li>The distance and travelling time involved in attending an alternative school of the same language category</li> </ul>	Trinity Fields is the only Special School in the Borough. Access to comparable services would require travel outside of the borough.
<ul style="list-style-type: none"> <li>How parents' and pupils' engagement with the alternative school and any facilities it may offer could be supported (e.g. how pupils (and particularly any less advantaged pupils) will be helped to participate in after school activities)</li> </ul>	The Council aims to support attendance at the provision within the borough. Any support for alternative provision would need to be discussed on a case by case basis.
<ul style="list-style-type: none"> <li>Impact on health and wellbeing</li> </ul>	Whilst the Council actively supports the Learner Travel ethos, a number of pupils will still require site transport. The new facility will provide improved access and internal space to encourage independence for pupils to remain active and engaged.
<ul style="list-style-type: none"> <li>Any wider implications the changes would have on public transport provisions</li> </ul>	A minimal impact is anticipated as the proposal is to expand the current site and should pupils access the existing public transport routes, this would remain unchanged.
<ul style="list-style-type: none"> <li>Wider community safety issues</li> </ul>	These issues will be looked at as part of the Planning Application process. Further information on where to access this information is referenced earlier in this document

### ➤ Specialist Facilities / Additional Learning Needs

A key responsibility of the Council is to ensure that there are sufficient pupil places in the most appropriate locations and maintain an awareness of demographic changes (i.e increases and decreases in the pupil population). The Council is also required to identify a Council-wide strategy for community provision in schools, as well as specialist provision for pupils with SEN or disabilities. The proposed extension will be built in accordance with the Building Bulletin 104 framework. The key design criteria will aim to ensure the facilities are appropriate and usable for present and future circumstances.

The Council reviews SEN provision on a regular basis in line with the ALN and Tribunal Act. Information shows that the numbers of children with needs requiring specialist provision are increasing. The Council is committed to ensuring that all learners have equality of opportunity and recognise the right of all children and young people to receive high quality education. The Council is also committed to the principle of keeping children close to home wherever possible. Future proofing provision within the county is therefore essential.

Trinity Fields acts as a hub and is intrinsic to the 'hub and spoke' model, supporting the most complex children within resource bases and mainstream schools. This includes the development of satellite provision for children from the special school within mainstream settings. It should be noted that there are no plans to move all children from SRB's into Trinity Fields as this would not be appropriate to meet individual needs.

The Welsh Government is committed to transforming the existing SEN system to ensure a more unified approach focusing on early identification and partnership working. The Council's proposal will make a significant contribution to its approach to implementing the ALN Act ensuring that children's needs are appropriately identified and that there is a skilled workforce in place. The development of hub and spoke model linked to the special school contributes to a cohesive approach to workforce development, essential in ensuring SEN provision is fit for purpose.

More broadly these developments will make a significant contribution to the Council approach to the ALN reform. The Council focus is on ensuring that children with ALN across all schools in the borough have their needs met with appropriate provision in place in mainstream or more specialist settings. The approach includes the development of a workforce that has the appropriate skills and training opportunities to meet needs, and promoting collaborative working with other agencies.

## ➤ **Community Impact and Community Benefit**

### *Community Impact*

Trinity Fields School has developed strong links with the local community, the Authority and local schools, as well as with other schools across Wales and further afield. Trinity Fields already provides a range of services and activities, often beyond the school day, to help meet the needs of its pupils, their families and the wider community such as access to the hydrotherapy pool which is unique in so much as it is maintained at a more comfortable temperature of 37 degrees for water baby sessions and a spondylitis group. The school also supports the respite and youth leisure holiday scheme and is open 51 weeks of the year, 6 days a week. However, community use is limited due to the current design of the facility and the need for appropriate safeguards and security to be in place.

The proposed project will take into account the desire to encourage and facilitate community use of the asset. To this end the design process will seek to include measures to enable safe 'zoning' of parts of the new school building, including the hall and a multi-functional classroom compliant space which could be adapted for use. The usage of facilities will also be considered for the community at suitable times in keeping with the curriculum timetable. It will also strengthen and safeguard the promotion of inclusivity and wellbeing within the Community.

As outlined in the Community Impact Assessment, it is envisaged that a number of the current activities that the school supports the community in undertaking will continue.

## *Community Benefit*

Projects include Community Benefits as a Core Requirement and will therefore be scored as part of the Quality evaluation. It sets out a number of targets around local targeted recruitment & training, supply chains, community & education initiatives and environmental matters such as minimising waste and reducing energy consumption. Protecting habitats, biodiversity and reducing pollution is a matter of course throughout the contract period and relevant surveys have already been undertaken and included within the procurement documentation.



## What are the Benefits of the proposal?

### ➤ **Benefits**

The principal benefits of the scheme are as follows:

- Provides a facility to accommodate an additional capacity of 80 pupils
- Retaining pupils within the authority and keeping family units together
- Provision of an energy efficient facility
- Modern state of the art classrooms
- New flexible hall, hydrotherapy pool and soft play facilities to increase provision on site
- New additional outdoor activity facilities
- Modern flagship facility for Special Needs Pupils in Caerphilly
- Space maximisation through reconfiguration of existing building
- A stimulating environment to deliver high quality learner outcomes
- Community Use

The proposal will benefit pupils across the whole of the Authority as the additional facilities and adaptations will support children who have specialist needs in an appropriate and secure environment that will create a holistic approach towards learning and development. The new building will provide accommodation and ensure equality of access by promoting and supporting the development and delivery of inclusive education through delivery of the full curriculum to pupils in a modern, safe and inspiring learning environment.

### ➤ **Disbenefits**

The principal disbenefits of the scheme are as follows:

- There will be a period of building works carried out adjacent to the existing site that will need to be carefully managed to mitigate any disruption to the current operations of the school
- There will be a period of transition for the pupils and appropriate support for 'Settling in' will require consideration to cater for the needs of individuals

- The current piece of land already in ownership of the Council that has been identified for the expansion will need to transfer from recreational to educational use
- The land already owned by the Council is utilised as a pay-to-use Rugby pitch. The loss of this pitch will be compensated by enhancing pitch provision within walking distance of the site at Sue Noakes Leisure Centre.

## ➤ Risks

Risks will be managed pro-actively in accordance with our risk management procedures. The programme makes an allowance for a risk contingency to cover unforeseen events, having regard to the results of the optimism bias assessments.

The Council recognises the risks associated with construction procurement. The principal risks of the delivery of the scheme are identified as follows:

Risk	Mitigating Factor
Planning process (this is separate to this consultation document)	The planning process will be managed by Property Services in line with legislative requirements
Impact of any planning conditions on cost	Full Tender process will be undertaken
Sufficiency of funding to deliver scope including abnormals	Contingency planning will form part of the tender process
Availability of resources/ contractors	The South East & Mid Wales Collaborative Construction (SEWSCAP) framework will be accessed
Rising costs due to regional supply/demand dynamic	Will be managed through contingency planning
Design development	In house architect service will be accessed
Adverse weather conditions	Factored into project management timelines
Sufficiency of Utilities services	Factored into project management timelines
Project Governance and decision making	Full Project Board will be established
Benefits realisation (meeting end user requirements)	Factored into consultation and procurement process

In addition to the risks identified above:

The land on which the expansion is proposed to be built is a Council owned, pay-to-use rugby pitch, which is currently used by Penallta RFC. The Council will look to mitigate the loss of this pitch by enhancing pitch provision within walking distance of the site in addition to the enhancement of 2 existing school sites to now include the playing of rugby for use by schools and the wider community. The Council will also look to establish the viability, benefits and drawbacks of progressing Fields in Trust protection in perpetuity for the retained pitches. Relevant stake holders and elected members will be consulted on the findings and feedback will be reported to Cabinet for further instruction.

### ➤ **Alternative options that have been discounted**

The following options were considered and scored: -

<b>Option</b>	<b>Description</b>
<b>Option 1</b>	Do Nothing
<b>Option 2</b>	Further reconfiguration of the existing school
<b>Option 3</b>	Build a new primary school provision on another site
<b>Option 4</b>	Build a new extension onto the existing school to accommodate an additional 80 places
<b>Option 5</b>	Build a new school on another site to accommodate all identified provision and full cohort of 260 pupils (existing plus additional)

Each option was initially discussed between a selection of Council Officers from across multiple-departments and then a score allocated to each option against the following Critical Success Factors:

- Building Bulletin compliant school
- Low carbon, low energy eco-friendly environment
- Building suited to local environment and acceptable to planning Council
- Education facility that is acceptable to stakeholders
- Delivered within budget and within required timescales
- Agreement of the proposal by Welsh Government

As well as considering the Critical Success Factors, the Officers also considered the Strategic Fit, Educational Fit, Accessibility, Financial Fit and Environmental Impact as key Investment Objectives.

The Investment Objectives were weighted based on the current priority areas for the Council. Priority Investment areas were given a 5 (High) to 1 (Low).



Each option was then scored against the criteria outlined above

- 5 exceeds the criteria
- 4 meets the criteria
- 3 neither meets/does not meet the criteria
- 2 partially meets the criteria, and,
- 1 does not meet the criteria

The score was then multiplied by the weighting for each section and an overall total for each option.

Option	Score
<b>Option 1</b> – Do Nothing	52
<b>Option 2</b> – Further reconfiguration of the existing school	50
<b>Option 3</b> - Build a new primary school provision on another site	72
<b>Option 4</b> - Build a new extension onto the existing school to accommodate an additional 80 places	101
<b>Option 5</b> - Build a new school on another site to accommodate all identified provision and full cohort of 260 pupils (existing plus additional)	87

The outcome of the options analysis resulted in the highest 2 scoring options being taken forward to a shortlist, where the benefits if the options were considered. The tables below illustrate this based on comparative analysis:

**Option 4** – Build a new extension onto the existing school to accommodate an additional 80 places

- A new extension onto the existing school offering high quality, modern educational facilities fit for the 21<sup>st</sup> Century
- New build would be able to accommodate additional pupils
- A better use of resources and economy of scale by improving the existing estate of the school and its operational cost effectiveness
- Minimises any geographical displacement of existing cohort who are identified as vulnerable learners
- Maximises significant investment already made to the existing site via Band A
- Provides continuity of provision on one site for Health care and Education
- Increased and enhanced community use and income generation opportunities#

<b>Option 4</b>	
Build a new extension onto the existing school to accommodate an additional 80 places	
<b>BENEFITS</b>	<b>DISBENEFITS</b>
<ul style="list-style-type: none"> <li>• New extension building</li> <li>• Provides an adequate and equitable teaching environment to meet Building Bulletin requirements</li> <li>• Complies with all National and Local policies</li> <li>• Improved accessibility</li> <li>• Improves the outside learning space</li> <li>• Improve the learning outcomes for pupils</li> <li>• Continuity of provision from one location meeting the needs of the ALN cohort</li> <li>• Increases capacity within strategic allowance</li> <li>• Caters for the Educational needs and preferences of the Local Community and provide and provide sufficient, permanent, fit for purpose and sustainable accommodation</li> <li>• Authority is already in ownership of adjacent viable land and minimal delay</li> <li>• Current location is geographically central to the local authority boundary</li> <li>• Delivery of project within identified investment envelope</li> </ul>	<ul style="list-style-type: none"> <li>• Extension proposal only, existing building would remain in place</li> <li>• Need to minimise any disruption to site whilst existing build is still in operation</li> <li>• Compromising access routes into the existing site would also need to be monitored and minimised</li> </ul>

**Option 5** - Build a new school on another site to accommodate all identified provision and full cohort of 260 pupils (existing plus additional)

- A new school offering high quality, modern educational facilities fit for the 21<sup>st</sup> Century
- Meeting the recommendations of BB 104
- Potential to achieve better educational outcomes for pupils currently at the school through enhancing their learning environment
- Improved access to outdoor learning facilities
- A school building that will be more energy efficient, reduce the backlog maintenance and ensure compliance with Equality Act 2010
- Facility with an ability to meet community need

<b>Option 5</b>	
Build a new school on another site to accommodate all identified provision and full cohort of 260 pupils (existing plus additional)	
<b>BENEFITS</b>	<b>DISBENEFITS</b>
<ul style="list-style-type: none"> <li>• Brand new fit for purpose building</li> <li>• Provides an adequate and equitable teaching environment to meet Building Bulletin requirements</li> </ul>	<ul style="list-style-type: none"> <li>• New build to be located on site away from existing school site</li> </ul>

<ul style="list-style-type: none"> <li>• Complies with all National and Local policies</li> <li>• Improved accessibility</li> <li>• Improves the outside learning space</li> <li>• Improve the learning outcomes for pupils</li> <li>• Continuity of provision from one location meeting the needs of the ALN cohort</li> <li>• Caters for the Educational needs and preferences of the Local Community and provide and provide sufficient, permanent, fit for purpose and sustainable accommodation</li> </ul>	<ul style="list-style-type: none"> <li>• Disruption to existing cohort identified as vulnerable learners through transplantation process</li> <li>• Identifying viable land in the Authority and costs and time associated with purchasing this</li> <li>• Increases capacity would be outside of strategic allowance</li> <li>• Development would require significant spend profile reconfiguration at the detriment of mainstream provision</li> </ul>
---	--

Taking the appraisals together delivers the conclusion that the new build replacement schemes provide the best balance of costs, benefits and risks, with the remodel and limited rebuild options offering poor value for money and high risk. Consequently, **Option 4** is confirmed as the preferred option for the Council.



### ➤ Consultation Period and key dates

#### **The formal consultation process begins on Monday 14<sup>th</sup> September 2020**

This consultation document is available electronically on the Council website. For further information, please visit:

**[www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools](http://www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools)**

A Children and Young People’s Everyday Summary Version of this consultation has also been produced. Both this and the full version are available via the Caerphilly County Borough Council website and printed copies are also available on request.

If you would like this information in any other format, for example large print, or help with interpretation in a different language, please contact us on 01443 864817 so that the necessary arrangements can be made to provide this service.

#### **The closing date for responses to this consultation is midnight on Monday 26<sup>th</sup> October 2020**

Unfortunately, we will not be able to consider any responses received after this date.

## ➤ Statutory Notices, Reporting and Decision Making

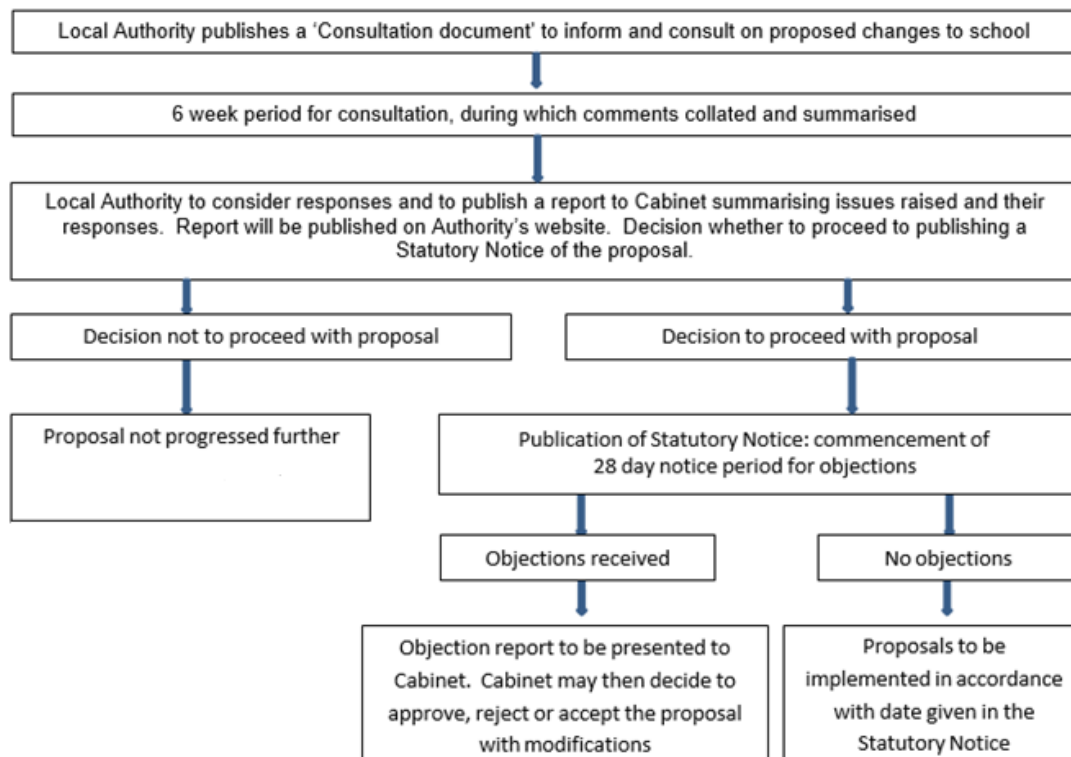
Following consultation, Caerphilly's Cabinet will receive a Consultation Report which will outline the proposal and all the comments received from the public during the consultation period. At this stage, the members can decide whether to proceed with the proposal, make changes to the proposal or not to proceed with the proposal.

Should Cabinet decide to proceed with the proposal, a Statutory Notice will be published providing a 28 day notice period for objections. The School Standards and Organisation (Wales) Act 2013 provides that anyone wishing to make objections to a school organisation proposal has the opportunity to do so. To be considered as statutory objections, objections must be made in writing and sent to the Council within the 28-day period.

Cabinet will then consider the outcome of the Statutory Notice at a future meeting and determine whether to implement the proposal having given due consideration to all the information provided.

In the event of objections, the Council will publish an objection report providing a summary of the objections and Cabinet's response to those objections within 7 days or the day of the determination of the proposal consideration. This report will be available for all persons to view on the Council website and paper copies will be available on request.

Should Cabinet approve the proposal, a full Business Case will be submitted to the Welsh Minister for final approval and the works will commence.



## ➤ Have your say

Your views matter and we want you to tell us what you think about the changes we have proposed in this document. We would like you to consider the information contained within the document and to hear your views as to whether or not you support the proposal. All views are welcomed in support of or opposed to the proposal. This is your chance to ask questions and make comments that will be considered when the Council decides how to proceed.

For further information, please visit:

[www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools](http://www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools)

For this proposal, we will be undertaking a paper consultation exercise. Due to the current implications of COVID-19 we will refrain from undertaking any face-to-face consultation sessions to support social distancing and maintain safe working practices for all.

If you would like to comment on the proposal, you can do this by:

- Completing the online response form on the Council's website
- Complete a response pro forma attached to this document and return it to the 21<sup>st</sup> Century School Team at Caerphilly
- Email your comments to the 21<sup>st</sup> Century Schools Team at Caerphilly

## Rhaglen Ysgolion yr 21ain Ganrif **Cyngor Caerffili** **Caerphilly Council's** 21st Century Schools Programme



**Consultation Response 'Trinity Fields'**  
c/o 21<sup>st</sup> Century Schools Team  
Directorate of Education and Corporate Services  
Caerphilly County Borough Council  
Penallta House  
Tredomen Park  
Ystrad Mynach  
CF82 7PG

[21stCenturySchools@caerphilly.gov.uk](mailto:21stCenturySchools@caerphilly.gov.uk)

[www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools](http://www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools)



Ysgolion yr 21ain Ganrif  
**21st Century Schools**



Please note that we are only able to receive comments in writing, either via the online form, pro forma or via email. You must include your full name and postal address as part of the information provided.



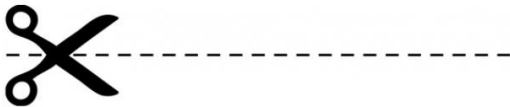
## Supporting Information

### ➤ Frequently Asked Questions

The Council and the 21<sup>st</sup> Century Schools Team have a history of delivering innovative and transformational projects as part of the Band A 21<sup>st</sup> Century Schools Programme and beyond.

From the 21<sup>st</sup> September 2020 until the 28<sup>th</sup> September 2020, the 21<sup>st</sup> Century Schools Team will be collating a list of your queries in the form of an 'Frequently Asked Questions' document that will be updated at the end of that week and posted on the website.

### ➤ Feedback Form



# 21st Century Schools Consultation Document 2020

## TRINITY FIELDS SCHOOL AND RESOURCE CENTRE CONSULTATION RESPONSE FORM

Here in Caerphilly we have bold ambitions to provide every learner with the best life chances and we are committed to doing this through the provision of high-quality teaching and learning environments as part of our 21st Century Schools programme.

In some cases, schools can be modernised, repaired, refurbished, extended, or partially rebuilt to meet the standards needed for contemporary teaching and learning. However, some existing schools are no longer in the right place or meet pupil demand. In such cases we might propose new schools or changes to existing schools.



Ysgolion yr 21ain Ganrif  
21st Century Schools



The Council wishes to make a 'regulated alteration' to a Special school.

This response relates to:

**The expansion of the existing Trinity Fields School and Resource Centre to provide additional classrooms and specialist intervention areas via a new building and outdoor play space**

**The closing date for responses is 26<sup>th</sup> October 2020.**

It is recommended that you read the background information before completing this questionnaire.

You can also visit our website and complete the survey online by going to:

[www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools](http://www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools)

We are collecting this information as part of our obligation under the Welsh Government's [School Organisation Code \(November 2018\)](#).

## How we use your personal information:

The information you provide will be used by the service area relevant to the consultation / survey within Caerphilly County Borough Council. Views expressed will be collated together and used to produce a summary report. Depending on scope / nature of the survey / consultation, the summary report will be used to evaluate and remodel services / priorities etc. We will not keep your views in a way that will identify you for longer than is necessary.

You have a number of rights in relation to the information we hold about you, including the right of access to your information and the right of complaint if you are unhappy with the way your information is processed. For further information on how we process the information and your rights please follow this link:

[www.caerphilly.gov.uk/CaerphillyDocs/FOI/PrivacyNotices/Privacy-Notice-Consultations-Surveys.aspx](http://www.caerphilly.gov.uk/CaerphillyDocs/FOI/PrivacyNotices/Privacy-Notice-Consultations-Surveys.aspx)

## About You:

I am responding to this survey as:

A Pupil  A Parent  A Staff Member  A School Governor

of the school affected by this proposal / or

An Elected Member  Other (please give details)

Print Name:

Address:

Postcode:

E-mail:

All Consultation Documentation will be made available on the Council's website.

If you wish to be notified of the publication of the consultation report using the email provided, please tick here:

*Please note that all comments made as part of this consultation will be considered by Cabinet as part of the first phase of the process. Formal Responses can only be registered following the publication of a statutory notice. Full details of the Consultation Process can be found in the full Consultation Document.*



## Your views matter.

Please complete this questionnaire and return via post or email to:

# Rhaglen Ysgolion yr 21ain Ganrif **Cyngor Caerffili** **Caerphilly Council's** 21st Century Schools Programme



### Consultation Response 'Trinity Fields'

c/o 21<sup>st</sup> Century Schools Team  
Directorate of Education and Corporate Services  
Caerphilly County Borough Council  
Penallta House  
Tredomen Park  
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CF82 7PG

[21stCenturySchools@caerphilly.gov.uk](mailto:21stCenturySchools@caerphilly.gov.uk)

[www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools](http://www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools)



Ysgolion yr 21ain Ganrif  
21st Century Schools

Please indicate which of the following most accurately reflects your views about the proposal:

I do not feel strongly one way or the other

I support the proposal

I do not support the proposal

Please provide your comments on the proposal:

## Equalities Monitoring:

<b>Are you ...</b>	Male <input type="checkbox"/>	Unwilling to declare <input type="checkbox"/>
	Female <input type="checkbox"/>	
	Other (please write in)	

<b>Age</b>	Under 16 <input type="checkbox"/>	40-65 <input type="checkbox"/>
	16-25 <input type="checkbox"/>	Over 65 <input type="checkbox"/>
	26-39 <input type="checkbox"/>	Unwilling to declare <input type="checkbox"/>

<b>Disability</b>	I am not Disabled <input type="checkbox"/>	Learning Difficulties <input type="checkbox"/>
	Physical / Mobility Impaired <input type="checkbox"/>	Visually Impaired <input type="checkbox"/>
	Hearing Impaired <input type="checkbox"/>	Speech Impaired <input type="checkbox"/>
	Other (please write in)	

<b>Welsh Language Skills</b>		A Little	Moderately	Quite Well	Fluently
	Speak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No Welsh Language Skills <input type="checkbox"/>		Unwilling to Declare <input type="checkbox"/>			

If you feel that your response to this survey has been influenced (positively or negatively) because of any of the following: your ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, use of Welsh language, BSL or other languages, nationality or responsibility for any dependents, please give details below.

# 21st Century Schools – Consultation Children and Young People’s Summary

Document 3 of 5

## Trinity Fields School and Resource Centre 14<sup>th</sup> September– 26<sup>th</sup> October 2020



Page 145



Ysgolion yr 21ain Ganrif  
21st Century Schools



Llywodraeth Cymru  
Welsh Government

Hi, I'm **Vision** and this is  
my dog **K9-2.1**  
We're here to talk to you  
about an exciting project  
and we want to know what  
you think!



Ysgolion yr 21ain Ganrif  
21st Century Schools

## What we'll talk about:

- What this presentation is about?
- What is the 21<sup>st</sup> Century Schools Programme?
- What is the project being proposed?
- Who else are we talking with?
- How can you tell us what you think?
- Why is it important for us to know your views?
- Why do we want to carry out the project?
- Will other schools be affected?
- How will the project impact on things like...
  - ✓ Education and Quality
  - ✓ Governance and Staffing
  - ✓ Finance
  - ✓ Welsh Language
  - ✓ Travel and the Environment
  - ✓ Equalities
  - ✓ Specialist Facilities and Additional Learning Needs
  - ✓ The Community
- What will the benefits and disadvantages be?
- Are there any risks?
- Why this project and not something else?
- How long are we gathering views?
- What will happen next?



# Introduction

- What this presentation is about?
- What is the 21<sup>st</sup> Century Schools Programme?

- ✓ Caerphilly Council wants to improve school conditions to raise standards and give every child the best possible start in life.
- ✓ Sometimes schools can be modernised, repaired, refurbished, extended or a new school built entirely.
- ✓ The 21<sup>st</sup> Century Schools and Colleges Programme is a partnership between the Council and Welsh Government.

Page 147



Llywodraeth Cymru  
Welsh Government



Ysgolion yr 21ain Ganrif  

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21st Century Schools





# Introduction

- What this presentation is about?
- What is the 21<sup>st</sup> Century Schools Programme?

- ✓ Caerphilly has its own team who bid for money to invest in schools like they've already done for:

Islwyn High  
Idris Davies 3-18  
Ysgol Gymraeg Cwm Rhymni – Y Gwyndy  
Newbridge School  
Blackwood Comprehensive  
Trinity Fields

Page 148

- ✓ £56.5 million already spent in Band A of the programme between 2014 and 2019. This proposal would be part of a new Band B programme
- ✓ Band B is focusing on:
  - reducing the number of poor condition schools
  - ensuring we have the right size schools in the right location
  - providing enough places to deliver Welsh and English medium education
  - ensuring the effective and efficient use of schools



Here's a photo of the new **Islwyn High**, one of the Band A projects the Council delivered





# Introduction

- What this presentation is about?
- What is the 21<sup>st</sup> Century Schools Programme?



Page 149



'Woof!' These photos are some examples of what has been achieved





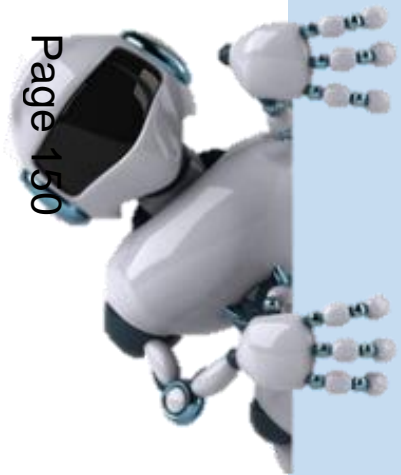
# Introduction

- What is the project being proposed?

The Council are proposing to:

- ✓ **To expand the existing Trinity Fields School and Resource Centre, via a new building extension and outdoor play space.**
- ✓ The proposed new building will provide additional facilities to accommodate growing demand for places and provide additional classrooms, specialist intervention areas and outdoor play space
- ✓ It will also house a new flexible hall, hydrotherapy pool and soft play facilities to increase provision on site which will also be considered for community use at suitable times in keeping with the curriculum timetable.
- ✓ To future proof the current site by ensuring that it can cater for the changing and more complex requirements of those with Additional Learning Needs

Page 150







# Consultation

- Who else are we talking with?

- ✓ The Council has to follow a piece of legislation produced by the Welsh Government called the **School Organisation Code 2018** when they want to make any changes to a school.
- ✓ This proposal falls under the heading called making a *'Regulated Alteration to a special school'*
- ✓ The Code says that the Council has to write to a number of groups (by letter or email) and tell them about what they would like to do, this includes:
  - Parents
  - Pupils
  - Headteachers, Staff and Governors of the schools affected
  - Other neighbouring Local Authorities
  - The Welsh Minister
  - Local Town and Community Councils
  - ESTYN
- ✓ There is a formal consultation process that must be followed and a Consultation Document must be published in both hardcopy and electronic version
- ✓ The full process is explained in the full Consultation Document

More information can be found here: [www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools](http://www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools)





# Consultation

- How can you tell us what you think?
- Why is it important for us to know your views?



Page 152

✓ There are several ways to tell the Council what you think –

- Completing the online response form on the Council's website
- Complete a response pro forma attached to the Consultation Document and return it to the 21<sup>st</sup> Century School Team at Caerphilly
- Email your comments to the 21<sup>st</sup> Century Schools Team [21stCenturySchools@caerphilly.gov.uk](mailto:21stCenturySchools@caerphilly.gov.uk)

✓ The Closing date for responses to this consultation is midnight on **Monday 26<sup>th</sup> October 2020**

✓ Your views matter and we welcome any in support or opposed to the proposal.  
This is your chance to ask questions and make comments that will be considered when the Council decides how to proceed.

✓ The 21<sup>st</sup> Century Schools Team will be meeting with the School Council. The voice of young people in the development, delivery, management and improvement of their education is at the heart of everything.

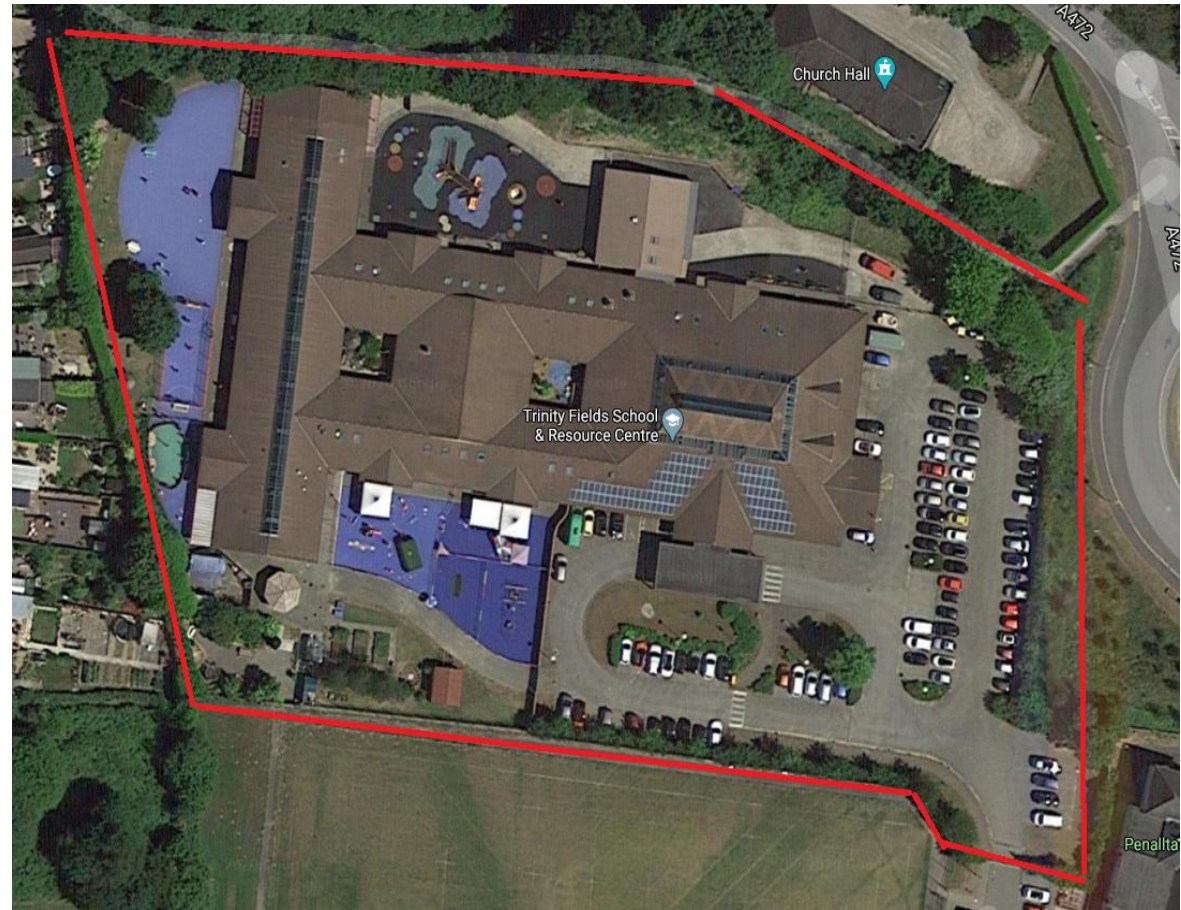


# Proposal

- Background

- ✓ Trinity Field School is the only Special School in the Borough
- ✓ It provides Education and Specialist Facilities for our most vulnerable pupils
- ✓ It caters for pupils from ages 3-19
- ✓ At present the school has 170 pupils on roll with more expected
- ✓ There is no capacity of space to expand the current building configuration

Page 153





# Proposal

- Why do we want to carry out the project?

Planning of School Places	Condition and Suitability	Master Plan
<p><i>The Council must provide enough school spaces for pupils:</i></p> <ul style="list-style-type: none"> <li>➤ There must be enough places for pupils with additional learning needs</li> <li>➤ Demand is increasing</li> <li>➤ Children are surviving longer with more complex learning and medical needs</li> <li>➤ A placement Panel meets to calculate the number of places needed</li> </ul>	<p><i>The Council must ensure that schools are fit for purpose:</i></p> <ul style="list-style-type: none"> <li>➤ The current Trinity Fields School was purpose built in 1998</li> <li>➤ We know that the site has been reconfigured to make the most of the space including a hydrotherapy pool, sensory garden and independent living areas</li> <li>➤ The Condition Survey rates the school as a 'B'</li> </ul>	<p><i>The Council has a Regeneration Strategy for the Caerphilly area:</i></p> <ul style="list-style-type: none"> <li>➤ Supporting People – reducing inequality and creating healthier, prosperous, cohesive communities</li> <li>➤ Supporting Business – creating employment opportunities</li> <li>➤ Supporting Quality of Life – providing the right physical environments</li> <li>➤ Connecting People and Places – improving connectivity</li> </ul>






# Other Schools?


- Will other schools be affected?

- ✓ Trinity Fields is the only Special School in the Borough
- ✓ Each school has its own catchment area. If you live in that area you are eligible to attend that school subject to availability
- ✓ The catchment area for Trinity covers the whole Authority
- ✓ Admission numbers are decided by a Specialist Placement Panel
- ✓ There is satellite provision in some schools (Special Resource Bases) and how these are set up will remain unchanged

Special school catchment areas	
	1 Trinity Fields
	<p>Trinity Fields School is the only Special School within the Authority so the catchment for the school covers the entire borough.</p>



*Trinity Fields has a large Catchment Area.*

I'll bring my ball 



# What is the Impact?

- How will the project impact on things like...
  - ✓ Education and Quality

- ✓ Quality and standards are monitored by Estyn and the Local Authority
- ✓ Trinity had its last Estyn inspection in 2019



Summary of Judgements: Trinity Fields Special School – inspected June 2019				
IA1 – Standards	IA2 – Wellbeing and attitudes to learning	IA3 – Teaching and learning experiences	IA4 – Care, support and guidance	IA5 – Leadership and management
Excellent	Excellent	Excellent	Excellent	Excellent

- ✓ During (and after) the proposal, the School will continue to receive ongoing advice and support from the local authority, school improvement service and any relevant stakeholders to help ensure that the school maintains effective leadership and provides high quality teaching and learning experiences.





# What is the Impact?

- How will the project impact on things like...
  - ✓ Staff

- ✓ School staff play an important role in ensuring pupils are learning in a safe and supportive learning environment
- ✓ Good staff foster positive, trusting relationships with pupils and improve the school climate by encouraging parent and family involvement in education.
- ✓ The Council wants to retain the experience and support of the existing staff at the school
  - No reductions in staffing levels are proposed
  - There is potential to increase the number of staff
- ✓ The Council wants to encourage workforce development through the sharing of best practice.
- ✓ The Governing Body of the School will also stay the same

Page 157





# What is the Impact?

- How will the project impact on things like...
  - ✓ Finance

- ✓ The Council has already set aside funding for it's share of the project (*Capital costs*)
- ✓ Any ongoing cost will be part of budget planning moving forward (*Revenue costs*)
- ✓ There is a reserve of £5.766 million to support the first 2 Band B projects
- ✓ Initial increased costs have been identified to expand the school on the adjacent site but this will be offset by improved site management of entire combined facility
- ✓ The pay-to-use pitch identified to build on is owned by the Council and needs to be transferred from 'recreational' to 'educational' use. The Council is looking to reduce the impact of that loss of this pitch by developing others nearby





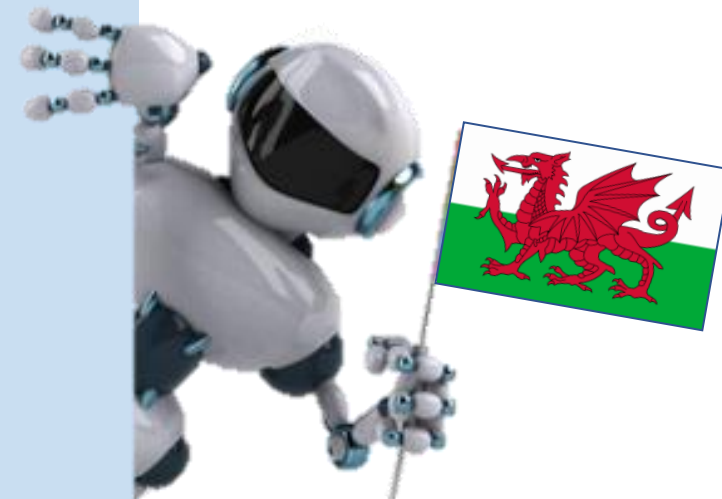


# What is the Impact?

- How will the project impact on things like...
  - ✓ Welsh Language

- ✓ The Council has to follow a piece of legislation called the **School Standards and Organisations (Wales) Act 2013** which places a duty on the Council to assess the demand for Welsh medium education in the area
- ✓ The Council has produced a 5 year strategy called the **Welsh in Education Strategic Plan** with the aim of increasing the number of Welsh Speakers by 2050
- ✓ The school has responsibility to understand and record the home language of all the pupils and actively offer Welsh provision if the home language is Welsh
- ✓ The school already employs a number of teachers and teaching assistants who are Welsh speakers
- ✓ Effective Additional Learning Need provision through the medium of Welsh could be provided if Welsh speaking families are identified

Page 159





# What is the Impact?

- How will the project impact on things like...
  - ✓ Travel and the Environment

Page 160



- ✓ The Council has to follow a piece of legislation called the **Learner Travel Measure (Wales) 2008** and provide transport for pupils of statutory school age
- ✓ The Council's Transport Policy helps pupils to get to their school (i.e nearest school) if they live more than 1.5 miles away from a Primary or 2 miles for a Secondary
- ✓ The proposed new site for the extension is directly next to the existing Trinity Fields School. Therefore there will be no impact on the distance travelled for those pupils already attending the school
- ✓ None the less, the Council has to carry out an assessment to help understand how this proposal will impact on the time it takes you to get to school
- ✓ To help the environment the Council will look at supporting safe walking routes and cycle paths into the school as well as new drop-off zones
- ✓ The new part of the building will also be low carbon and eco-friendly with the designs considering things like solar panels, automated lighting, special glazing, venting and enhanced outdoor spaces



# What is the Impact?

- How will the project impact on things like...
  - ✓ Equalities

- ✓ People have different needs, requirements and goals
- ✓ The Council is working to tackle discrimination and promote good relations and mutual respect within our communities
- ✓ Impact Assessments are a tool to show how projects and policies are ensuring equal access to all our services
- ✓ A full Equalities and Welsh Language Impact Assessment has been carried out
- ✓ In addition, a Community Impact Assessment has been undertaken looking:
  - Proportion of catchment pupils
  - Facilities and Services provided at the current school and what happens if they move
  - Where are the next nearest alternative schools and how far away are they
  - How to proposal would impact on health and wellbeing
  - Any wider implications on transport and community safety
- ✓ The full version of the Community Impact Assessment can be found in the Full Consultation Document

To read all the Impact Assessments, visit:

[www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools](http://www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools)





# What is the Impact?

- How will the project impact on things like...
  - ✓ Specialist Facilities / Additional Learning Needs

- ✓ All learners have a right to equality of opportunity and high quality education
- ✓ The Council has a Strategy for providing specialist support for pupils with Special Education Needs or disabilities.
- ✓ A key principle is keeping children close to home where possible and not travel out of the Borough
- ✓ The number of children with needs requiring specialist provision is increasing
- ✓ This proposal will expand the Special school to provide additional support and meet local need for our most vulnerable pupils
- ✓ The New building will be built to **Building Bulletin 104** standard to ensure facilities are fit for all
- ✓ Training and development opportunities will be available for staff to work collaboratively





# What is the Impact?

- How will the project impact on things like...
  - ✓ The Community

## ✓ Community Impact

- The design of the new extension will enable safe 'zoning' of sections
- Community use will be encouraged to access the resources available i.e. Pool / Softplay
- Activities in the current school will continue

## ✓ Community Benefit

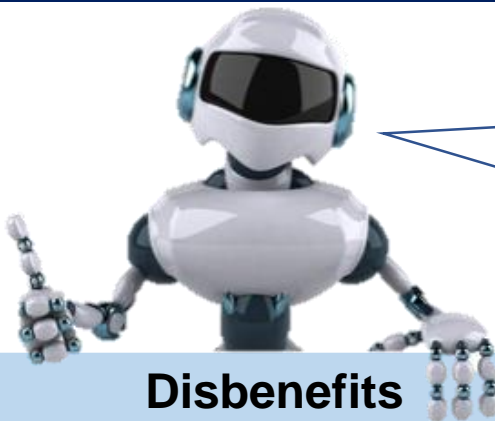
- All 21<sup>st</sup> Century Schools Project have targets to support the community
- As part of the 'quality' score in the tender process the following are considered:
  - Local recruitment and training
  - Local suppliers
  - Community and Education initiatives i.e. demonstrations in schools
  - Minimising waste, protecting habitats and biodiversity





# What are the Benefits?

- What will the benefits and disadvantages be?
- Are there any risks?



These are only a selection. The full list is in the **Consultation Document**

Page 64	Benefits	Disbenefits	Risks
<ul style="list-style-type: none"> <li>➤ Increased capacity with room for more pupils and other services like Health and Social Services facilities on the current site</li> <li>➤ Improved accessibility and energy efficiency</li> <li>➤ Expanded flagship school for Special School education</li> <li>➤ 'Zoning' for more Community Use</li> </ul>	<ul style="list-style-type: none"> <li>➤ Building works would be taking place next to the school although we'll try and keep disruption to a minimum</li> <li>➤ The current land for development is owned by the Council but will need to be changed from 'recreational' to 'educational' use</li> <li>➤ New extension will mean a 'transition period' for pupils</li> </ul>	<ul style="list-style-type: none"> <li>➤ Separate Planning Process to be undertaken</li> <li>➤ Funding to cover extras and any rising costs</li> <li>➤ Availability of contractors</li> <li>➤ Adverse Weather</li> <li>➤ Benefits Realisation (meeting the end user requirements)</li> </ul>	



# What are the Benefits?

- Why this project and not something else?

- ✓ The Council has to consider a number of options for every proposal
- ✓ Each option is scored against a 'shopping' list of criteria to find the one with the best Strategic, Educational, Accessibility, Financial and Environmental Fit

Option	Description
Option 1	Do Nothing
Option 2	Further reconfiguration of the existing school
Option 3	Build a new primary school provision on another site
Option 4	Build a new extension onto the existing school to accommodate an additional 80 places
Option 5	Build a new school on another site to accommodate all identified provision and full cohort of 260 pupils (existing plus additional)



Page 165



- ✓ For this proposal, the options listed above were considered
- ✓ Option 4 scored the highest with 101 points  
(Option 5 = 87 which was the next highest)



# Next Steps?

- How long are we gathering views?
- What will happen next?

- ✓ **Consultation period begins on Monday 14<sup>th</sup> September 2020**
- ✓ This document is the Children and Young People's Everyday Summary Version
- ✓ Full documentation is available on the Council's website
- ✓ Printed versions and other formats are available on request : **01443 864817**
- ✓ **Closing date for responses is midnight on Monday 26<sup>th</sup> October 2020**
- ✓ The Council is following the process in line with the **School Organisation Code 2018**
  - ✓ 42 day consultation period
  - ✓ Consultation Report produced and submitted to cabinet along with comments from this consultation
  - ✓ Cabinet decide how to proceed.
  - ✓ If they do, a Statutory Notice is published with 28 days for objections
  - ✓ Objection Report produced (if there are any received) and final decision is with the Cabinet







# What do you think?

- ✓ Your views matter
- ✓ We want you to tell us what you think about the changes we have proposed in this document
- ✓ All views are welcomed in support of or opposed to the proposal.
- ✓ If you would like to comment on the proposal, you can do this by:
  - Completing the online response form on the Council's website
  - Complete a response pro forma attached to this document and return it to the 21<sup>st</sup> Century School Team at Caerphilly
  - Email your comments to the 21<sup>st</sup> Century Schools Team at Caerphilly
- ✓ For this proposal, we will be undertaking a paper consultation exercise and we are only able to receive comments in writing. You must include your full name and postal address!



Page 167



# Find Out More

There will also be a FAQ section on the website. Check it out

Page 168



## Rhaglen Ysgolion yr 21ain Ganrif **Cyngor Caerffili** **Caerphilly Council's** 21st Century Schools Programme



**Consultation Response 'Trinity Fields'**  
c/o 21<sup>st</sup> Century Schools Team  
Directorate of Education and Corporate Services  
Caerphilly County Borough Council  
Penallta House  
Tredomen Park  
Ystrad Mynach  
CF82 7PG

[21stCenturySchools@caerphilly.gov.uk](mailto:21stCenturySchools@caerphilly.gov.uk)  
[www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools](http://www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools)



Ysgolion yr 21ain Ganrif  
**21st Century Schools**

## TRINITY FIELDS SCHOOL AND RESOURCE CENTRE CONSULTATION RESPONSE FORM

Here in Caerphilly we have bold ambitions to provide every learner with the best life chances and we are committed to doing this through the provision of high-quality teaching and learning environments as part of our 21st Century Schools programme.

In some cases, schools can be modernised, repaired, refurbished, extended, or partially rebuilt to meet the standards needed for contemporary teaching and learning. However, some existing schools are no longer in the right place or meet pupil demand. In such cases we might propose new schools or changes to existing schools.



Ysgolion yr 21ain Ganrif  
21st Century Schools



Llywodraeth Cymru  
Welsh Government

The Council wishes to make a 'regulated alteration' to a special school.

This response relates to:

**The expansion of the existing Trinity Fields School and Resource Centre to provide additional classrooms and specialist intervention areas via a new building and outdoor play space**

**The closing date for responses is 26<sup>th</sup> October 2020.**

It is recommended that you read the background information before completing this questionnaire.

You can also visit our website and complete the survey online by going to:

[www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools](http://www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools)

We are collecting this information as part of our obligation under the Welsh Government's [School Organisation Code \(November 2018\)](#).

## How we use your personal information:

The information you provide will be used by the service area relevant to the consultation / survey within Caerphilly County Borough Council. Views expressed will be collated together and used to produce a summary report. Depending on scope / nature of the survey / consultation, the summary report will be used to evaluate and remodel services / priorities etc. We will not keep your views in a way that will identify you for longer than is necessary.

You have a number of rights in relation to the information we hold about you, including the right of access to your information and the right of complaint if you are unhappy with the way your information is processed. For further information on how we process the information and your rights please follow this link:

[www.caerphilly.gov.uk/CaerphillyDocs/FOI/PrivacyNotices/Privacy-Notice-Consultations-Surveys.aspx](http://www.caerphilly.gov.uk/CaerphillyDocs/FOI/PrivacyNotices/Privacy-Notice-Consultations-Surveys.aspx)

## About You:

I am responding to this survey as:

A Pupil  A Parent  A Staff Member  A School Governor

of the school affected by this proposal / or

An Elected Member  Other (please give details)

Print Name:

Address:

Postcode:

E-mail:

All Consultation Documentation will be made available on the Council's website.

If you wish to be notified of the publication of the consultation report using the email provided, please tick here:

*Please note that all comments made as part of this consultation will be considered by Cabinet as part of the first phase of the process. Formal Responses can only be registered following the publication of a statutory notice. Full details of the Consultation Process can be found in the full Consultation Document.*

## Your views matter.

Please complete this questionnaire and return via post or email to:

# Rhaglen Ysgolion yr 21ain Ganrif **Cyngor Caerffili** **Caerphilly Council's** 21st Century Schools Programme



**Consultation Response 'Trinity Fields'**  
c/o 21<sup>st</sup> Century Schools Team  
Directorate of Education and Corporate Services  
Caerphilly County Borough Council  
Penallta House  
Tredomen Park  
Ystrad Mynach  
CF82 7PG

[21stCenturySchools@caerphilly.gov.uk](mailto:21stCenturySchools@caerphilly.gov.uk)

[www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools](http://www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools)



Ysgolion yr 21ain Ganrif  
**21st Century Schools**

Please indicate which of the following most accurately reflects your views about the proposal:

I do not feel strongly one way or the other

I support the proposal

I do not support the proposal

Please provide your comments on the proposal:

## Equalities Monitoring:

<b>Are you ...</b>	Male <input type="checkbox"/>	Unwilling to declare <input type="checkbox"/>
	Female <input type="checkbox"/>	
	Other (please write in)	

<b>Age</b>	Under 16 <input type="checkbox"/>	40-65 <input type="checkbox"/>
	16-25 <input type="checkbox"/>	Over 65 <input type="checkbox"/>
	26-39 <input type="checkbox"/>	Unwilling to declare <input type="checkbox"/>

<b>Disability</b>	I am not Disabled <input type="checkbox"/>	Learning Difficulties <input type="checkbox"/>
	Physical / Mobility Impaired <input type="checkbox"/>	Visually Impaired <input type="checkbox"/>
	Hearing Impaired <input type="checkbox"/>	Speech Impaired <input type="checkbox"/>
	Unwilling to declare <input type="checkbox"/>	
	Other (please write in)	

<b>Welsh Language Skills</b>		A Little	Moderately	Quite Well	Fluently
	Speak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Write	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	No Welsh Language Skills <input type="checkbox"/>		Unwilling to Declare <input type="checkbox"/>		

If you feel that your response to this survey has been influenced (positively or negatively) because of any of the following: your ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, use of Welsh language, BSL or other languages, nationality or responsibility for any dependents, please give details below.

# EQUALITY IMPACT ASSESSMENT FORM

July 2019

## THE COUNCIL'S EQUALITIES STATEMENT

This Council recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relations and mutual respect within and between our communities, residents, elected members, job applicants and workforce.

We will also work to create equal access for everyone to our services, irrespective of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, use of Welsh language, BSL or other languages, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.

EIAs are a legal requirement under equalities legislation (Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011) where the potential for a significant negative impact has been identified. This legislation has been in place since 2000. We also have a legislative duty to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
- advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not.

The Act explains that having due regard for advancing equality involves:

- removing or minimising disadvantages experienced by people due to their protected characteristics
- taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- encouraging people with protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

The protected characteristics are:

- |                                  |                                  |
|----------------------------------|----------------------------------|
| • Age                            | • Race                           |
| • Disability                     | • Religion, Belief or Non-Belief |
| • Gender Re-assignment           | • Sex                            |
| • Marriage and Civil Partnership | • Sexual Orientation             |
| • Pregnancy and Maternity        | • Welsh Language*                |

\* The Welsh language is not identified as a protected characteristic under the Equality Act 2010, however in Wales we also have to treat Welsh and English on an equal basis as well as promoting and facilitating the use of the Welsh language.

## THE EQUALITY IMPACT ASSESSMENT

<b>NAME OF NEW OR REVISED PROPOSAL*</b>	21 <sup>st</sup> Century Schools and Colleges Programme - Band B Phase 1 - Trinity Fields School Resource Centre
<b>DIRECTORATE</b>	Education and Corporate Services
<b>SERVICE AREA</b>	Education Planning and Strategy
<b>CONTACT OFFICER</b>	Andrea West
<b>DATE FOR NEXT REVIEW OR REVISION</b>	As or when required



Ysgolion yr 21ain Ganrif  
21st Century Schools



**\*Throughout this Equalities Impact Assessment Form, 'proposal' is used to refer to what is being assessed, and therefore includes policies, strategies, functions, procedures, practices, initiatives, projects and savings proposals.**

The aim of an Equality Impact Assessment (EIA) is to ensure that Equalities and Welsh Language issues have been proactively considered throughout the decision making processes governing work undertaken by every service area in the Council as well as work done at a corporate level.

The Council's work across Equalities, Welsh Language and Human Rights is covered in more detail through the **Equalities and Welsh Language Objectives and Action Plan 2016-2020**.

When carrying out an EIA you should consider both the positive and negative consequences of your proposals. If a project is designed for a specific group e.g. disabled people, you also need to think about what potential effects it could have on other areas e.g. young people with a disability, BME people with a disability.

There are a number of supporting guidance documents available on the **Corporate Policy Unit Portal** and the Council's Equalities and Welsh Language team can provide advice as the EIA is being developed. Please note that the team does not write EIAs on behalf of service areas, the support offered is in the form of advice, suggestions and in effect, quality control.

Contact [equalities@caerphilly.gov.uk](mailto:equalities@caerphilly.gov.uk) for assistance.





## PURPOSE OF THE PROPOSAL

1	<p><b>What is the proposal intended to achieve?</b> <i>(Please give a brief description and outline the purpose of the new or updated proposal by way of introduction.)</i></p> <p><b>The Council wishes to make a ‘regulated alteration’ to a special school.</b></p> <ul style="list-style-type: none"><li>• To expand the existing Trinity Fields School and Resource Centre, via a new building extension and outdoor play space with an anticipated completion date of September 2022.<ul style="list-style-type: none"><li>➤ The proposed new building will provide additional facilities to accommodate growing demand for places and provide additional classrooms, specialist intervention areas and outdoor play space/</li><li>➤ It is proposed the additional facility will also house a new flexible hall, hydrotherapy pool and soft play facilities to increase provision on site which will also be considered for community use at suitable times in keeping with the curriculum timetable.</li></ul></li><li>• To future proof the current site by ensuring that it can cater for the changing and more complex needs of Additional Learning Needs (ALN) pupils across the Authority, both now and in the future and ensure compliance with the new Additional Learning Needs and Education Tribunal (Wales) Act.</li><li>• To agree for officers to proceed to procurement and construction and agree the establishment of an earmarked reserve facility in the Education area of the Council’s accounts.</li></ul>
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2	<p><b>Who are the service users affected by the proposal?</b> <i>(Who will be affected by the delivery of this proposal? e.g. staff members, the public generally, or specific sections of the public i.e. youth groups, carers, road users, people using country parks, people on benefits etc. Are there any data gaps?)</i></p> <p>The following service users have been identified:</p> <ul style="list-style-type: none"><li>• Pupils</li><li>• Parents, prospective parents, guardians and carers of all pupils of the school directly affected by the proposal</li><li>• Staff linked to the school directly affected by the proposal, including: Teachers/Administrative Team/Catering/Cleaning/Transport/Leisure/Inclusion Services/ Social Services / Health Team</li><li>• Disabled Children, Young People and those with Additional Learning Needs</li><li>• Local Community</li><li>• Local Rugby Club</li></ul>
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In addition, in line with the guidelines provided by Welsh Government as part of their School Organisation Code 2018 (Statutory document 011/2018). We will consult with the following interested parties:

- Parents, prospective parents, guardians and carers of all pupils of schools directly affected by the proposal
- Headteacher, staff and governors of schools directly affected by the proposal
- Pupils/Pupil Councils of schools directly affected by the proposal
- Directors of Education of all bordering LAs – Blaenau Gwent, Caerphilly, Cardiff, Merthyr Tydfil, Newport, Powys, RCT, Torfaen
- Catholic Diocesan Board of Education
- Church in Wales Diocesan Board
- Local Standing Advisory Council on Religious Education (SACRE)
- Governing body of other schools which the proposer considers are likely to be affected by the proposal
- Local CCBC Members
- All Assembly Members and Members of Parliament representing the area served by the schools directly affected by the proposal
- Welsh Ministers
- ESTYN
- Teaching Associations
- Support Staff Associations
- South East Wales Consortium (EAS)
- South East Wales Transport Alliance (SEWTA)
- Gwent and South Wales Police and Crime Commissioners
- Local Town and Community Councils
- Menter Iaith
- Early Years Development and Childcare Partnership
- Parent Network
- Welsh in Education Strategic Forum

No data gaps identified

## IMPACT ON THE PUBLIC AND STAFF

3

**Does the proposal ensure that everyone has an equal access to all the services available or proposed, or benefits equally from the proposed changes, or does not lose out in greater or more severe ways due to the proposals?**

*(What has been done to examine whether or not these groups have equal access to the service, or whether they need to receive the service in a different way from other people?)*

**Community Use:**

Those that attend, work and use the building will benefit from a fit for purpose, innovative 21<sup>st</sup> Century facility. In addition, the proposal intends to extend access at the new premises to include community use.

As part of the 21<sup>st</sup> Century School remit, consideration must be given for the school to benefit from enabling the facilities to be shared with the wider community. The proposed project will consider the desire to encourage and facilitate community use of the asset. To this end the design process will seek to include measures to enable safe 'zoning' of parts of the new school building, including hydrotherapy pool and soft play facilities which could be adapted for use. The Wi-Fi and Information Technology infrastructure will be established to support public access and community use. The use of outdoor facilities will also be considered for community access at suitable times, in keeping with the curriculum timetable.

***Active Travel:***

There is a Statutory duty placed upon the Authority to provide pupils with free transport to their nearest suitable school if they reside beyond 'walking distance' to that school. All pupils are assessed in accordance with the Learner Travel (Wales) Measure 2008. However, the Authority does offer a more generous policy than what is statutorily required by the Measure.

Free transport is provided to all pupils who attend special resource bases and our Special School (Trinity Fields), irrespective of distance and family circumstances and Pupils are provided with the appropriate transport arrangements, as determined by the individual needs of the child.

The catchment area for the school will remain unchanged and as the location of the school is not anticipated to change, therefore there is no impact to current journey times. As a result of the proposals, the authority is projecting that the number of pupils being transported to this site will increase with the additional intake.

***Childcare:***

The Foundation Phase provision at Trinity Fields offers full time Education so does not need wraparound childcare provision and in line with the recommendations of many eminent researchers, early intervention is essential for pupils with ALN in order to improve their life chances.

There are several day nurseries in the local area to Trinity, many of whom are contracted on the Assisted and Supported Places scheme; however this provision would not be accessible for pupils with highly complex medical and learning needs (pupils who require oxygen, nasogastric feeding tubes, gastrostomies etc.).

There are strong links between the School, the Local Authority's Early Years Manager and with the Integrated Service for Children with Additional Needs (ISCAN) to ensure pupils have early access the appropriate provision to meet their highly complex needs.

In addition, Trinity School is registered as a childcare provider to run holiday childcare provision and had a successful Care Inspectorate Wales inspection last year with an excellent rating. As a result there is limited need to develop childcare provision on site and it is more preferable to upskill providers across the borough to meet needs of children prior to starting in the nursery.

***Welsh Language in the Community:***

The Local Authority is fully aware of its obligations under the Welsh Language Standards and to support the provision of Welsh Language Education as set out in its Welsh in Education Strategic Plan where Caerphilly's commitment to the promotion of Welsh language and the provision of quality, attractive educational facilities is evident.

A Welsh medium education assessment in accordance with the (Wales) Regulations 2013 has been conducted in accordance with the 3-year cycle requirement. A parental demand survey was also undertaken in 2018. These are the basis for all trend future projections of demand and provide evidence of need for additional places and location in the borough.

In relation to this particular facility, as acknowledged in the recent Estyn inspection report, "All of the pupils are from English-speaking backgrounds." However, the school employs a number of teachers and teaching assistants who are Welsh 1<sup>st</sup> language and as such ALN provision through the medium of Welsh could be provided if required. School has responsibility to understand and record the home language of all the pupils and actively offer Welsh provision if the home language is Welsh. Welsh provision is already offered in the Specialist Resource Base in Ysgol Gynradd Cwm Derwen and Ysgol Gyfun Cwm Rhymni.

***Impact on other schools:***

There is no identified negative impact on other schools within the authority, although the school development will positively support the children across the borough and actively work with SRB in other primary schools.

<b>4</b>	<b>Is your proposal going to affect any people or groups of people with protected characteristics?</b> <i>(Has the service delivery been examined to assess if there is any indirect effect on any groups? Could the consequences of the policy or savings proposal differ dependent upon people's protected characteristics?)</i>	
<b>Protected Characteristic</b>	<b>Positive, Negative, Neutral</b>	<b>What will the impact be? If the impact is negative how can it be mitigated?</b>
<b>Age</b>	Positive	The proposal seeks to cater for pupils aged 3-19 and with plans to support community usage, has the potential to benefit all age ranges.
<b>Disability</b>	Positive	The proposal seeks to increase provision to provide facilities for some of our most vulnerable individuals.
<b>Gender Reassignment</b>	Neutral	No anticipated change
<b>Marriage &amp; Civil Partnership</b>	Neutral	No impact
<b>Pregnancy and Maternity</b>	Neutral	No impact
<b>Race</b>	Neutral	No anticipated change
<b>Religion &amp; Belief</b>	Neutral	No anticipated change
<b>Sex</b>	Neutral	No anticipated change
<b>Sexual Orientation</b>	Neutral	No anticipated change

<b>5</b>	<p><b>In line with the requirements of the Welsh Language Standards. (No.1) Regulations 2015, please note below what effects, if any (whether positive or adverse), the proposal would have on opportunities for persons to use the Welsh language, and treating the Welsh language no less favourably than the English language.</b></p> <p><i>(The specific Policy Making Standards requirements are Standard numbers 88, 89, 90, 91, 92 and 93. The full detail of each Standard is available on the Corporate Policy Unit Portal. Although it is important that what is outlined in the proposal is available in Welsh and English, please consider wider impacts on Welsh speakers.)</i></p> <p>The 21<sup>st</sup> Century Schools and Colleges Programme supports the provision of Welsh Medium Education and supporting opportunities for persons to use the Welsh Language which is critical to both the Welsh Education Strategic Plan and the Welsh Language Standards plan.</p> <p>All parents receive information on Welsh medium education from Caerphilly <i>Starting School booklet</i> which is distributed with school application forms as well as available on the Caerphilly CBC website and is available in Welsh and English. Parents are able to access information on Welsh medium childcare and Early Years Education provision through Family Information Services.</p>
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In relation to this proposal, there is currently no evidence of demand from parents for Welsh medium provision at the school as no requests for such provision have been received by the school and this is also acknowledged in the recent Estyn inspection. However, the school already employs a number of teachers and teaching assistants who are Welsh speakers, and as such the Head Teacher and Local Authority are confident that an effective ALN provision through the medium of Welsh could be provided if Welsh speaking families are identified. The school also works closely with the Specialist Resource Bases in Primary Schools across the borough; one in Ysgol Gynradd Cwm Derwen and secondary in Ysgol Gyfun Cwm Rhymini which are both Welsh medium schools.

As part of the policy making process, all consultation documentation will be made available in hardcopy and online in both Welsh and English medium in the first instance with other formats available upon request. The Authority already has a clear protocol established in relation to responding to any customer interaction. Correspondence can be in any language or format and corresponding in Welsh will not lead to any delay. In addition, anyone attending the consultation meetings will have the opportunity to conduct the session in their preferred language.

The consultation document itself will contain specific sections that will proactively encourage all interested parties to consider the effect of the proposals on the Welsh Language and have the opportunity to comment on any reasonable actions that would enable the proposal to have a more positive effect/less adverse effect on the Welsh Language as well as the impact to relocate the school will have on the opportunities to use the Welsh Language. The Welsh language will also be a consideration of the procurement and tendering process.

## INFORMATION COLLECTION

6	<p><b>Please outline any evidence and / or research you have collected which supports the proposal? This can include an analysis of service users.</b> <i>(Is this service effectively engaging with all its potential users or is there higher or lower participation of uptake by one or more protected characteristic groups? If so, what has been done to address any difference in take up of the service? Does any savings proposal include an analysis of those affected?)</i></p> <p>There is growing demand for specialist school provision within Caerphilly county borough. The Local Authority works closely with multiagency professionals in the field as well as the school, Early Years, Flying Start and Health Visitors. A fortnightly placement panel convenes to calculate the number of places that are required on site and utilising data from ISCAN and reviewing the trend data since 2012, growth has been identified as an area requiring action. There is a similar picture across Wales in terms of increasing numbers of pupils accessing special schools.</p> <p>Trinity Fields School and Resource Centre is the only special school in the Authority which provides education and specialist facilities. It caters for a wide range of ages, with pupils from the foundation phase (3-7), school curriculum (7-14) and learning pathway (14-19). At present the school has 180 pupils on roll with more admissions anticipated and no capacity or space to expand within the current building configuration.</p> <p>The school caters for pupils with a wide range of Special Educational Needs and requirements, ranging from physical and medical difficulties, profound multiple learning difficulties and severe learning difficulties. Trinity Fields School and Resource Centre was purpose built in September 1998, and was considered to be “Innovative”, however over the years pupils needs have become more complex and challenging and the school’s infrastructure is now becoming an obstacle that is preventing the school from developing further in supporting pupils with Additional Learning Needs (ALN) across the county borough.</p> <p>It is the Authority’s aim, wherever possible, to educate all pupils within the county borough. This prevents the need for out of county provision, which is not only costly but can also have a significant impact on individual families.</p> <p>The proposal will benefit pupils across the whole of the Authority as the additional facilities and adaptations will support children and young people who have specialist needs in an appropriate and secure environment that will create a holistic approach towards learning and development.</p>
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## CONSULTATION

<b>7</b>	<p><b>Please outline the consultation / engagement process and outline any key findings.</b> <i>(Include method of consultation, objectives and target audience. What steps have been taken to ensure that people from various groups have been consulted during the development of this proposal? Have you referred to the Equalities Consultation and Monitoring Guidance?)</i></p> <p>The consultation process will proceed in line with the requirements of Welsh Government Statutory Code document no 011/2018 - School Organisation Code 2<sup>nd</sup> Edition 2018.</p> <p>A prescribed list of recipients (as outlined in Section 2) will be written to and provided with sufficient information through the publication of a consultation document for intelligent consideration. All documentation will be made available in both Welsh and English throughout the process and other formats on request.</p> <p>The principles of engagement outlined in the Local Authority's Consultation and Engagement Framework 2020 will also be acknowledged and the project team will engage with any additional 'interested parties' as required.</p> <p>A consultation document will be published in hard copy and online in both Welsh and English and include a response pro-forma to enable collection of the views of various persons. This document will be live during the consultation period which lasts for approximately 6 weeks. Adequate time will be provided for consideration and response and conscientious consideration will be given to any responses received.</p> <p>It is also envisaged that a series of targeted sessions will be held over a given day between the hours of 10am and 8pm to provide information and the opportunity to pose questions to designated officers concerning the proposal. Individuals will be required to book 10 minute appointment slots and a translator will be available if required. As part of this process, the target audiences who will be engaged with include – Pupils (School Council), School Staff, School Governors, Parents/Guardians and the wider Community.</p> <p>Officers have already begun to engage in discussions with the local rugby club to look at mitigating any impact the development may pose. The proposed site for the location of the works is an adjacent piece of land to the current site owned by the local authority and utilised for recreational use. The land in question is currently configured as a rugby/football pitch available on a “pay as you use” basis and the only club using the pitch is Penallta RFC. The authority is aware that the team access the Centre of Excellent 3G provision for training and that the majority of their matches are played at this location, however will work closely with the club to look at potential options for the remaining 2 pitches on site and any other actions considered appropriate.</p> <p>The 21<sup>st</sup> Century Schools Team has also acknowledged that the pupil voice is essential and involving children and pupils as active participants in the development, delivery, management and improvement of their educational and</p>
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student experience needs. This information should be at the heart of the planning, provision and evaluation processes. Trinity Fields School and Resource Centre has a very active school Council that ensures pupils are kept at the heart of delivery. This ethos is embedded into practice by working with pupils from the school and the Authority's Property Services team has already undertaken pupil engagement utilising eye-recognition software and head maps for those with communication difficulties in relation to the 'wish' list for any developments. Furthermore, the Head Boy for the school has been heavily involved in assisting in discussions around colour scheme and layout, which has benefitted both the design team and pupil himself through social skills development.

## MONITORING AND REVIEW

### 8 How will the proposal be monitored?

*(What monitoring process has been set up to assess the extent that the service is being used by all sections of the community, or that the savings proposals are achieving the intended outcomes with no adverse impact? Are comments or complaints systems set up to record issues by Equalities category to be able analyse responses from particular groups?)*

The programme is managed by a Project Board comprising of the Corporate Director – Education and Corporate Services, Head of Education Planning and Strategy, Chief Education Officer, Cabinet Member for Education and Achievement, Interim Head of Property Services and 21<sup>st</sup> Century Schools Manager. The Project Board provides the overall direction, management and control for the Programme, being accountable for the success of the Programme and is the ultimate decision making body for the Programme.

A Project Management Team comprising of the Head of Education Planning and Strategy, and resources and staff from Property Services will oversee the day to day development and implementation of each constituent project, reporting to the Board and other relevant senior officers, as appropriate.

Project management principles will be followed (Prince2 and MS Project) throughout the programme. Programme management principles will be employed for the overarching Band B programme and the project will utilise the experience of the project team involved in the Band A project. This will commence with a Programme execution plan that will define the programme objectives, responsibilities, dependant actions and risks. The latter will include risk elimination or mitigation actions and risk owner. An overall programme monitoring tool will integrate and coordinate procurement, design and construction programmes and will highlight key dependencies and the critical path.

The Council recognises that the whole organisation must be skilled in making the very best use of available resources. Good project management is recognised as being an essential ingredient to success in tackling our strategic work programme.

<p><b>9</b></p>	<p><b>How will the monitoring be evaluated?</b>  <i>(What methods will be used to ensure that the needs of all sections of the community are being met?)</i></p> <p>The Council produces a protocol document for each school opening/closure/amalgamation project. This outlines individual and team responsibilities for the full list of actions required over the 3 stages of design and pre-construction, construction and school occupation and decommissioning.</p> <p>Regular monitoring meetings take place and typically involve 21st Century Schools Team, Headteachers, Education advisers, Property Services, Catering Services, ICT, Traffic Management, Procurement and Audit representation. Relevant stakeholders will also be involved in post project evaluation to review outcomes to ensure improvements are made for future projects.</p> <p>Benefits Realisation will be monitored by the project team and Caerphilly County Borough Council and reported to Welsh Government through the project closure report and other relevant documentation. Community benefits will be reported quarterly and yearly and when the project ends.</p> <p>The project will be subject to gateway review as required by the funding agreement. The review is one by which independent practitioners from outside the programme/project use their experience and expertise to examine the progress and likelihood of successful delivery of the programme or project. Any recommendations of the review team will be taken on board and implemented as appropriate.</p> <p>A post contract review will also be undertaken.</p>
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<p><b>10</b></p>	<p><b>Have any support / guidance / training requirements been identified?</b>  <i>(Has the EIA or consultation process shown a need for awareness raising amongst staff, or identified the need for Equalities or Welsh Language training of some sort?)</i></p> <p>Key personnel have received Equality Impact Awareness and Equalities Awareness Training and attended training and information sessions undertaken by Welsh Government. Training needs will be constantly reviewed throughout the process and addressed when the need is evident.</p> <p>In addition, the 21<sup>st</sup> Century Schools Manager and Principal Officer have met with representatives from the Equalities, Welsh Language and Consultation Team to take guidance where required.</p>
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<p><b>11</b></p>	<p><b>If any adverse impact has been identified, please outline any mitigation action.</b></p> <p>The proposal is to provide inspirational 21<sup>st</sup> Century facilities and an expanded facility that will further support our most vulnerable pupils. The proposal will also develop facilities that will be accessible for community use will be a positive impact when compared with the current availability.</p>
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The Authority has identified that there will be an adverse impact on the local rugby club in relation to the piece of land identified for the developmental works although this is perceived as minimal for the following reasons:

- The piece of land, directly adjacent to the current Trinity Fields site, is owned by the local authority.
- The land is currently utilised for recreational use as a Football/Rugby pitch and is 1 of 3 pitches at that location.
- The pitch in question is available for “pay as you use” usage and therefore no lease or automatic rights are in place.
- The only club currently using the identified land is Penallta RFC and within the last 12 months, the club is only recorded as having paid for use 17 times. In addition, their 1<sup>st</sup> Team and Youth Team train and hold the majority of their home matches on the 3G provision at the Centre of Excellence which is 0.2 miles / within 5 minutes walking distance.

Officers are meeting with representatives of the club to discuss viable mitigations such as developments to the 2 remaining pitches but these are currently being negotiated via the Asset Management Team.

**12 What wider use will you make of this Equality Impact Assessment?**

*(What use will you make of this document i.e. as a consultation response, appendix to approval reports, publicity etc. in addition to the mandatory action shown below?)*

The Equality Impact Assessment will be appended to the report. This is a working document and will be updated throughout the process.

<b>13</b>	<p><b>An equality impact assessment may have four possible outcomes, through more than one may apply to a single proposal. Please indicate the relevant outcome(s) of the impact assessment below.</b></p> <p style="text-align: right;"><b>Please tick as appropriate:</b></p> <p><b>No major change</b> – the impact assessment demonstrated that the proposal was robust; there was no potential for discrimination or adverse impact. All opportunities to promote equality have been taken. <input checked="" type="checkbox"/></p> <p><b>Adjust the proposal</b> – the impact assessment identified potential problems or missed opportunities. The proposal was adjusted to remove barriers or better promote equality. <input type="checkbox"/></p> <p><b>Continue the proposal</b> – the impact assessment identified the potential problems or missed opportunities to promote equality. The justification(s) for continuing with it have been clearly set out. (The justification must be included in the impact assessment and must be in line with the duty to have due regard. Compelling reasons will be needed for the most important relevant proposals.) <input type="checkbox"/></p> <p><b>Stop and remove the proposal</b> – the impact assessment identified actual or potential unlawful discrimination. The proposal was stopped and removed, or changed. <input type="checkbox"/></p>
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<b>Form completed by:</b>	
<b>Name:</b>	Andrea West
<b>Job Title:</b>	21 <sup>st</sup> Century Schools Manager
<b>Date:</b>	01/09/2020

<b>Head of Service Approval</b>	
<b>Name:</b>	Sue Richards
<b>Job Title:</b>	Head of Education Planning and Strategy
<b>Signature:</b>	S.Richards
<b>Date:</b>	01/09/2020

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# Full Return to School September 2020

Page 189

Agenda Item 8

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# Context

- Schools closure announced Wednesday, 18<sup>th</sup> March, 2020 for Friday, 20<sup>th</sup> March.
- FSM strategy agreed and implemented.
- Approximately 1,000 applications for childcare for key workers processed on Saturday 21<sup>st</sup> and Sunday 22<sup>nd</sup> March.
- 6 mainstream hubs and 1 ALN base established Monday, 23<sup>rd</sup> March.



# Context

- 4 mainstream additional hubs and 2 vulnerable pupil hubs.
- Over 1,700 staff contributed.

# July 2020

- Schools re-opened on Monday, 29<sup>th</sup> June, 2020, in order to check in, catch up and prepare - maximum of 1/3<sup>rd</sup> capacity.
- Risk Assessments (RAs) were completed for all school sites and staff and pupils who are vulnerable. LA guidance was issued.
- Weekly meetings with headteachers continued.

# June 2020 – September 2020

- Internal LA officer group meet weekly to revise guidance.
- LA officers meet weekly with Trade Unions to consult upon changes to guidance.
- Meetings with headteachers continued through the summer into the autumn.

New LA guidance drafted.

Advice and support given for revision of RAs for site and staff.

- Catering and cleaning arrangements continue to be reviewed but all pupils bring packed lunch until 1.10.2020

# September 2020 Expectations

- FSM delivery continue until 30<sup>th</sup> September, 2020.
- Tuesday 1<sup>st</sup> and Wednesday 2<sup>nd</sup> September, 2020 designated planning days to enable Risk Assessments to be updated.
- Pupils begin to come in in groups from 3<sup>rd</sup> September so that all pupils will be in from Monday, 14<sup>th</sup> September.
- Schools to establish business continuity plans.

# What support has been offered to schools ?

- Advice and support for site and individual Risk Assessments.
- LA Guidance regularly updated to include processes, e.g. test, trace and protect.
- Frequent communication and access to advice and support.
- Guest Wifi in all schools.

# What support has been offered to schools ?

- Ed tech programme.
  - Funding for text books for all pupils in Years 10 and 11
  - Face coverings policy and distribution
- Accelerated Learning Funding.

# What have been the most challenging aspects for schools?

- Ensuring social distancing and minimising contact between groups
- TTP process
- Managing anxiety
- Catering solutions, including breakfast clubs, from 1<sup>st</sup> October, 2020.

# Related Links

- Public Health Wales
- <https://phw.nhs.wales/topics/latest-information-on-novel-coronavirus-covid-19>
- Welsh Government
- <https://gov.wales/coronavirus>



# Questions

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