

Public Document Pack



The following reports are Information Items for the Education Scrutiny Committee.

- 1 Welsh Education Strategic Plan Annual Report 2020.
- 2 Proposed Admission Arrangements 2022/23.



EDUCATION SCRUTINY COMMITTEE – INFORMATION ITEM

SUBJECT: WELSH EDUCATION STRATEGIC PLAN ANNUAL REPORT 2020

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

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1. PURPOSE OF REPORT

- 1.1 This information report for members will explain the progress of the Welsh Education Strategic Plan (WESP) during 2020.

2. SUMMARY

- 2.1 There has been good progress in WESP 2017-2020 which has been extended for a year due to Covid. The new five-year WESP is being developed in 2021 but will not take effect until September 2022.
- 2.2 During 2020 there has been good progress in progressing the Welsh medium capital projects. There has been a slight percentage decrease in requests for Welsh medium childcare but an overall increase in access to Welsh medium Primary school places. There has continued to be excellent transition rate between Primary and Secondary schools and the transition rates for many Cylch Meithrin to Welsh medium Primary school has improved. However, three Cylch Meithrin have low rates of transition (below 60%)
- 2.3 During 2020 Ysgol Gyfun Cwm Rhymni ran a successful hub provision for critical workers and vulnerable learners. The Welsh medium cluster has developed a remote learning offer as well as increased the percentage of learners aged 14-19years studying qualifications through the medium of Welsh. The cluster ALNCo have also worked collaboratively to ensure they are able to offer suitable provision for all Welsh medium learners.
- 2.4 The annual plan makes 5 priority actions for 2021 as listed below.
- Priority 1: move forward in the capital development programme to expand Welsh medium Education provision

- Priority 2: further explore reasons for the three lowest transition rates between the Cylchoedd Meithrin and Welsh medium school nurseries to establish the impact of coronavirus
- Priority 3: develop and implement the new curriculum for Welsh Language
- Priority 4: implementation of the ALN Act for Welsh medium learners
- Priority 5: develop the new Welsh Education Strategic Plan and appropriate datasets in readiness for implementation by September 2022

3. RECOMMENDATIONS

3.1 Members receive the report for information and note the progress made in 2020.

4. REASONS FOR THE RECOMMENDATIONS

4.1 Compliance with the Welsh in Education Strategic Plans Regulations (Wales) 2019.

5. THE REPORT

5.1 The WESP has made progress during 2020 although progress has been slowed or changed in many areas in response to the Coronavirus pandemic. The new five-year WESP has been delayed for a year and so will be developed in 2021 to take affect from September 2022.

5.2 **Outcome 1: More seven-year-old children taught through the medium of Welsh**
During 2020 there was a slight percentage decrease in children requesting Welsh medium Flying Start and Childcare Offer places. However, there was an overall slight increase in percentage of children in Welsh medium Primary school during 2020.

Following delay in one scheme, the planned Welsh medium capital schemes are progressing well.

During the Summer term of 2020 many Cylchoedd and Menter Iaith Caerffili provisions were closed which had an impact on access to Welsh medium childcare. However, many settings re-opened September 2020 with only the Clwb Carco and Clwb Gwyliau remaining closed currently.

5.3 **Outcome 2: More learners continuing to improve their language skills on transfer from Primary to Secondary School**

The PLASC dataset shows a 99.8% transition rate between Primary and Secondary School which is excellent.

Of the 14 Cylchoedd Meithrin, 1 has closed, 1 has become bilingual and no longer a Mudiad Meithrin member and 1 is wraparound only and so works alongside the part time school nursery. Most of the remaining Cylchoedd Meithrin have transition rates above 65%, with only 3 below this percentage of whom 2 are around 25% of children transitioning to Welsh medium nursery. This remains a focus for Mudiad Meithrin officer and early years team in the local authority, although further exploration may be needed to establish the cause of this low transition rate. Many Cylchoedd closed between April and July 2020 and so the transition numbers may have been adversely

affected. However, there is a need to establish the cause and not make assumptions that this low transition rate was attributable solely to the impact of coronavirus during the summer term.

There are 21 Welsh medium or bilingual childcare settings (including 17 settings run by Menter Iaith Caerffili) who are not Mudiad Meithrin members and as such their data is not included in the transition data specified although they contribute significantly to improving Welsh language of children and young people.

5.4 **Outcome 3: More 14-16year olds studying for qualifications through the medium of Welsh**

There was an increase in learners studying qualifications through the medium of Welsh in 2019/20 based on PLASC data although the number in Coleg y Cymoedd studying Welsh medium customer care units decreased due to the impact of covid. Ysgol Gyfun Cwm Rhymni adapted their delivery to support online learning during the response to covid and reduced numbers on school site, using a variety of methods and uploading to the Google classroom platform.

5.5 **Outcome 4: More 16-19year olds studying qualifications through the medium of Welsh in schools, colleges and work-based learning**

There was an increase in learners studying qualifications through the medium of Welsh in 2019/20 on the PLASC return.

However, there was a slight decrease in Coleg y Cymoedd due to the impact of Covid.

Urdd Gobaith Cymru have continued to work with Ysgol Gyfun Cwm Rhymni, Menter Iaith and Caerphilly CBC Youth Service to support young people with additional Welsh language activities throughout the response to covid.

5.6 **Outcome 5: More learners with higher skills in Welsh**

During the period of March to June 2020 Ysgol Gyfun Cwm Rhymni ran a hub for children and young people of critical workers and vulnerable learners. This enabled a wider number of children to access Welsh language activity and support. While running the hub, the school staff continued to offer remote learning opportunities to their learners to continue to develop their Welsh language skills and learning. Coleg y Cymoedd also moved to online learning across all four campus. This also enabled more students to join Welsh language activities from across all four campus and had significant benefits to supporting their Welsh language skills.

The Education Achievement Service (EAS) have developed promotional material for parents to support their children's learning and links to various support organisations and resources. All Welsh medium primary schools in the EAS region, have achieved silver in the Welsh Language Charter and in the last year have been supported by Ysgol Penalltau and their Criw Cymraeg on twitter.

5.7 **Outcome 6: Welsh medium provision for learners with Additional Learning Needs (ALN)**

There was an increase of percentage children identified with ALN during 2019/20. Schools have all completed the ALN readiness tool and ALNCOs are working collaboratively to ensure the schools are able to offer suitable provision for all Welsh medium learners. The Specialist Resource Base in Ysgol Gymraeg Cwm Derwen and Ysgol Gyfun Cwm Rhymni Gelli Haf site are working to support the cluster to identify those children and young people whose needs are best met in their main school and those who need more specialist provision.

5.8 **Outcome 7: Workforce planning and continuous professional development**
Most organisations supporting workforce development have moved to online learning during 2020 and the response to covid enabling reach to a wider range of learners.

5.9 **Conclusion**

The annual report has highlighted priority actions during 2021 which are listed below.

Priority 1: move forward in the capital development programme to expand Welsh medium Education provision

Priority 2: further explore reasons for the three lowest transition rates between the Cylchoedd Meithrin and Welsh medium school nurseries

Priority 3: develop and implement the new curriculum for Welsh Language

Priority 4: implementation of the ALN Act for Welsh medium learners

Priority 5: develop the new Welsh Education Strategic Plan and appropriate datasets in readiness for implementation by September 2022

6. **ASSUMPTIONS**

6.1 There are no specific assumptions.

7. **LINKS TO RELEVANT COUNCIL POLICIES**

7.1 **Corporate Plan 2018-2023.**

Objective 1 - Improve education opportunities for all

7.2 Future Generations Wellbeing Act
Welsh Language (Wales) Measure 2011
CCBC Strategic Equality Plan 2020-2024
Five Year Welsh Language Strategy 2017-2022
Welsh Government Cymraeg 2050 Strategy
CCBC Corporate Wellbeing Plan
Education Shared Ambitions Strategy
Childcare Sufficiency Assessment
21st Century schools programme Band B
Welsh medium capital programme
Childcare capital programme
ALN Act and ALN transformation regional plan

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

8.1 The report contributes to the Well-being Goals:-

- A prosperous Wales – appropriately skilled children, young people and adults for a bilingual workforce
- A healthier Wales – appropriate learning environments to support the wellbeing of

- all learners
- A more equal Wales – appropriate provision for all learners including those most able or more vulnerable
- A Wales of Thriving Culture and Thriving Welsh Language – commitment to supporting the Welsh culture as well as increasing the places available in Welsh medium provision to support the Welsh Government's commitment to 1 million Welsh speakers by 2050

8.2 The report demonstrates action taken in regard to the sustainable development principles:

- Long Term – The development of the WESP will aim to balance short-term needs with the need to safeguard the ability of future generations to meet their long-term needs in a bilingual country
- Prevention – The WESP considers all provision required including supporting the wellbeing of all our learners as well as specific provision for our most vulnerable learners
- Integration – The WESP has outcomes aligned with various other policies and strategic plans.
- Collaboration – The Welsh Education Forum enables all members from a diverse range of organisations to bring their skills and expertise to develop a holistic WESP to support children, young people and families in our communities
- Involvement – The WEF has membership from the Parent Network, Menter Iaith and RhAG to ensure that children, young people and families' views are incorporated throughout the development of the WESP. The WESP will also have full consultation during 2019 to ensure wide representations of views are incorporated.

9. EQUALITIES IMPLICATIONS

- 9.1 Currently there is not an updated Integrated Impact Assessment which will be completed with the new proposed Welsh Education Strategic Plan due for development in 2021 and implementation from September 2022. The WESP stimulates demand for Welsh medium provision and Welsh language Education to enable positive engagement across all communities with the Welsh language. There are substantive positive impacts for the WESP including promoting and supporting development of the Welsh language across communities through Welsh medium schools and Further Education as well wider community support for parents to develop their Welsh language skills. There are substantive links to the equalities, 21st Century Schools and CCBC Welsh Language strategies as well as the Welsh Governments strategy for 1 million Welsh speakers by 2050.

10. FINANCIAL IMPLICATIONS

- 10.1 There are no financial implications of this report as any resources required have been incorporated into existing resources and plans.

11. PERSONNEL IMPLICATIONS

- 11.1 There are no personnel implications of this report.

12. CONSULTATIONS

12.1 All views in the consultation are contained within this report.

13. STATUTORY POWER

13.1 Welsh in Education Strategic Plans Regulations (Wales) 2019

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Appendices:

Appendix 1 WESP Annual review report December 2020

**ANNUAL REVIEW REPORT
WELSH IN EDUCATION STRATEGIC PLAN**

DECEMBER 2020

OVERALL SUMMARY PLAN

During 2020 there has been significant partnership working, innovative and creative solutions to support Welsh language provision and support childcare for children of key workers and vulnerable children and young people during the response to the Coronavirus pandemic, and we assess our progress as GREEN

Outcome 1: More seven-year-old children being taught through the medium of Welsh

KEY ANNUAL DATA

Number of children in Welsh medium Flying Start places requested Jan to March 2020 is 16 (13.11%) which is a slight percentage decrease compared to 26 (13.26%) April to August 2019 [data challenge for April to August 2020 due to Covid impact]
Number of children in Welsh medium or bilingual Childcare Offer places Sept 2020 is 165 of 528 (31.25%) which is a decrease compared to 248 of 672 (36.90%) for Sept 2019.
Number of children in Welsh medium Nursery (N2) Sept 2020 is 344 (18.78%) which is a slight percentage increase compared to 362 (18.66%) Sept 2019.
Number of children in Welsh medium reception Sept 2020 is 369 (18.42%) which is a slight percentage decrease compared to 383 (18.52%) Sept 2019.
Number of children in Welsh medium Primary school Sept 2019 is 2888 (17.62%) which is a slight percentage increase compared to 2918 (17.55%) Sept 2019.

PLANNED ACTIVITIES

21st Century Schools team to continue to maximise available funding to increase the places available in Welsh medium school provision to meet parental preference and trends in live birth data

Early Years team continue to work with Menter Iaith Caerffili and Mudiad Meithrin as well as the childcare sector to ensure sufficient Welsh medium childcare places are available as demand is stimulated.

PROGRESS / UPDATE / PRESSURES

21st Century Schools update:

There are 5 projects identified specifically in the Welsh Government's Welsh Medium Capital Grant. Building Consultancy has indicated that there has been a delay to one of those projects so far due to "materials availability due to manufacturers shutting down during lockdown."

Additional works have also been identified at Welsh Medium sites through the Education Capital Maintenance Programme and are being progressed. The schools are being liaised with closely to enable access as mutually convenient times in light of covid restrictions on many school sites.

The 21st Century Schools and Colleges Band B programme in Caerphilly is currently progressing its Phase 1 schemes through the Statutory processes outlined in the School Organisation Code 2018. Ysgol Gymraeg Cwm Gwyddon has been identified as one of the priority schemes and has recently gained approval from Cabinet to progress to formal statutory consultation through the issuing of a Statutory Notice which is due to be published on the 11th January 2021.

Early Years and partner updates:

During 2020 the early years team has worked with partners to progress the development of Welsh medium childcare places throughout the borough including increasing those offering funded provision through Flying Start, Childcare Offer and Assisted Places schemes. Although there are many childcare settings delivering Welsh places, the number taking up funded provision has decreased slightly which we think is in part due to the impact of Covid and the impact of mixing bubbles in different part time provisions as well as impact on working patterns of families.

During March to June 2020 many Welsh medium settings closed and a majority did not re-open until September 2020. The legacy of funded provision continued from Flying Start, Childcare Offer and Early Years Education to ensure settings remained viable to re-open in September, once the impact of covid diminished. However, Menter Iaith Caerffili groups were impacted more severely with the mixing of bubbles due to the variety of age groups catered for in the afterschool and holiday provision which posed an increased potential risk. As such those groups have remained shut and are being reviewed in January.

Menter Iaith Caerffili continues to support and develop our current Welsh medium childcare provision:

- 1 Clwb Brecwast
- 5 Clwb Gwyliau
- 6 Clwb Meithrin (wrap around)
- 6 Clwb Carco

During March-August 2020, our entire Menter Iaith Caerffili provision was closed due to COVID-19. Consequently over 60 members of staff were placed on the Job Retention Scheme. As of September 2020, our wraparound provision has been fully operational with intermittent closures due to COVID-19 cases. Menter Iaith Caerffili has been able to return the majority of its childcare workforce however it has not been possible to reopen the afterschool, holiday or breakfast provision. Following consultation with Headteachers of schools, where the majority of provisions are based, it was decided that these provisions would not reopen due to the possible impact of COVID-19 cases within these settings, on the relevant schools. A number of childcare workers remain on the Job Retention Scheme and the reopening of these provisions will be reviewed in January 2021. COVID-19 has had a significant impact on the service and Menter Iaith Caerffili as a whole, particularly the sustainability of the service.

Mudiad Meithrin Officers have worked in the Bedwas/Trethomas area to develop a Cylch Meithrin and Ti a Fi. The Ti a Fi opened first although has since been impacted by Covid and the Cylch was impacted and delayed in its registration which has not yet been achieved although it aims to open in the new year. Mudiad Meithrin has continued to support its members throughout the pandemic.

Outcome 2: More learners continuing to improve their language skills on transfer from primary to secondary school

KEY ANNUAL DATA

PLASC dataset 2020 shows a transition rate of 99.8% from Welsh medium Primary to Welsh medium Secondary school which has remained constant over recent years.

Descriptive analysis of the Mudiad Meithrin data set supplied from their members for accessibility purposes:

During the time period 2015-16 to 2019-20 this is the data from those settings who are members of Mudiad Meithrin. The data does not reflect those settings who have changed their status or have decided not to become or remain a member of Mudiad Meithrin.

- There was a decrease in the number of registered Cylch Meithrin from 15 settings to 12 settings
- The number of daily sessions offered remained fairly stable 18-20 until 2019-20 when it decreased to 16
- The number of children attending Cylch Meithrin has decreased from 591 in 2016-17 to 337 in 2019-20
- The number of children from Welsh speaking homes remains low although there has been an increase to 4.2%
- The majority of children are from English speaking homes (84%) with the remaining from mixed language homes (11.6%)
- The transition rate was increasing from 72.3% in 2015-16 to 83.5% in 2018-19. However, this rate dropped in 2019-20 to 74.9%

During 2019-20 there have been changes in the Cylchoedd, which may have contributed to the changing data above:

- Aberbargoed 123 in the centre of Aberbargoed, has closed on 16/10/2019
- Coed Duon, on Blackwood Comprehensive School site, is registered for 19 children, had 12 children attending at 31.08.19 of whom 2 were Flying Start and has a transition rate of 66.7% to Welsh medium education
- Cwm Derwen, sited in Ysgol Cwm Derwen, is registered for 16 children, had 11 attending at 31.08.19 of who 1 was Flying Start and has a transition rate of 100%
- Cwm Gwyddon, sited in Ysgol Cwm Gwyddon, is registered for 19 children per session, runs 2 sessions a day and had 28 children attending at 31.08.19 of whom none were Flying Start. They have a transition rate of 80%
- Dewi Sant has become a bilingual setting and is no longer a member of Mudiad Meithrin. They continue to be delivering 24 places and serve a large number of Flying Start children
- Ifor Bach, in Ysgol Ifor Bach, is registered for 19 children per session, runs 2 sessions per day and had 29 children attending at 31.08.19. They had 9 Flying Start children attending which may contribute to a lower transition rate of 55.56%

- Nelson, in the heart of Nelson village centre is registered for 23 children and had 23 children attending at 31.08.19 of whom 2 are Flying Start. They have a good transition rate of 94.44%
- Penpedairheol is in the community centre in the middle of the village and registered for 24. They had 18 children attending at 31.08.19 but a poor transition rate of 28.57%
- Pontllanfraith is in the sports pavilion in the Bryn Penllwyn area registered for 13 children operating 2 sessions a day. There are 30 children attending over the week as at 31.08.19 of whom 10 are Flying Start. They have a poor transition rate of 25% but sit adjacent to two community primary schools.
- Rhymni (Meithrin Mwy) sits in Ysgol Y Lawnt offering 28 registered places for wraparound provision of nursery children so transition rate is no applicable. They had low numbers of 5 at 31.08.19 but are a new setting who are building their numbers up over time.
- Rhymni sits in the community centre in the middle of Rhymney village is registered for 16 children operating 2 sessions per day. They had 32 attending of whom 26 are Flying Start and a good transition rate of 86.21%
- Tedi Twt sits on Ysgol Gynradd Gilfach Fargoed is registered for 18 children operating 2 sessions daily. There were 24 children attending as at 31.08.19 of whom 17 were Flying Start. They have a good transition rate of 90%
- Tonyfelin is in the middle of Caerphilly town in the church and registered for 40 children. There were 25 children attending at 31.08.19 and had a very good transition rate of 95.65% to Welsh medium education
- Yr Enfys sits in the centre adjacent to Ysgol Bro Allta and is registered for 20 children. There were 18 children attending at 31.08.19 of whom 3 were Flying Start. They have a transition rate of 100%

PLANNED ACTIVITIES

Primary Schools continue to work closely with YG Cwm Rhymni to support positive transition for all pupils and parents

Menter Iaith Caerffili, Urdd and Schools continue to work in partnership to support learners across the borough to improve Welsh language development opportunities in the community.

PROGRESS / UPDATE / PRESSURES

Ysgol Gyfun Cwm Rhymni's transition support during summer 2020:

The Gelli Haf campus was a key childcare hub for children of key workers during March to June 2020 and changed to mixed age ranges 3 years upwards. This enabled some pupils experience the site and the wider staff teams from across the cluster, prior to attending the school in the September.

Regular transition provision and meetings continued throughout the Lockdown Summer period in order to alter transition arrangements and online transition tasks were provided for the children who were unfortunately unable to attend the school sites. The school arranged regular videos for year 6 children to familiarise themselves with their new school.

The school provided a wide array of online transition arrangements for children moving between different key stages i.e. online videos including an extensive number of key staff and personnel involved in planning the specific arrangements. There was also regular information via email messages to pupils and parents.

This ongoing commitment to supporting transition of pupils from Welsh medium Primary to Welsh medium Secondary has enabled the transition rate to remain high at almost 100% annually.

Menter Iaith Caerffili:

Menter Iaith Caerffili's aim is to increase the use of Welsh within the community in Caerphilly for all ages and make it a language that is part of the county's social fabric by enabling people to live and work in Welsh.

The Mentrau Iaith (Language Initiatives) are dynamic, voluntary, community organisations that promote the use of Welsh throughout Wales. Menter Iaith Caerffili works across the communities of Caerphilly to increase the use of Welsh by all ages by organising social events, working in partnership with local businesses and organisations to make Welsh more accessible to all in the county, providing Welsh medium childcare, Welsh medium play opportunities, youth provision, adult Education classes, Holiday activities for children and young people, Welsh language support to childcare providers, consultation and training.

Menter Iaith Caerffili provides a varied programme of opportunities and services for a range of ages, including the following:

- A variety of social events, workshops, training and activities for children and young people with local partners, dependent on adequate resources and funding and the various opportunities that arise during the plan period.
- Continue to undertake a needs assessment with children, young people and their families to map existing social Welsh opportunities in the county and create a joint strategy with local partners to try to respond to gaps and continue to stimulate social provision. Coordinate this strategy through the Welsh Language Forum and other relevant local forums and as a part of Caerphilly Borough's 5 year Strategy to promote the Welsh language across the borough.
- Respond to local and national consultations on issues relating to our work as a local Menter Iaith in Caerphilly that directly and indirectly affect the use of the Welsh language in the community.
- Provide support and guidance to anyone that wishes to find out more about the Welsh language and how to access the language in Caerphilly.

Y Siarter Iaith / The Welsh Language Charter

During 2019-20, Menter Iaith Caerffili staff have continued to support the 11 Welsh medium primaries in their commitment to the Siarter Iaith which seeks to increase the use of the Welsh language amongst pupils during the school day but also within the community. In addition to supporting schools with projects within school, Menter Iaith Caerffili have been engaging with schools and families in order to promote the opportunities within the community to use the Welsh language in addition to responding to particular needs within individual schools.

A key project which has supported the Siarter Iaith during the year has been our video games clubs and workshops within primary schools, Ysgol Gyfun Cwm Rhymni (YGCRh) and during the holidays within local communities. This project has responded to the interest of children and young people and provided a Welsh medium on-line platform to link with other Welsh speaking children and young people across the borough. This work also responds to the

lack of Welsh medium digital content for children and young people and encourages the development of local digital, Welsh medium networks and develops digital skills amongst Welsh speaking young people.

For Secondary schools there is a Welsh Language Youth Officer working in the area based in YGCRh funded jointly through Urdd, Menter Iaith Caerffili and Caerphilly CBC. They support the weekly clubs in YGCRh as well as sporting events across Welsh and English medium schools. Along with the National Urdd Eisteddfod and residential trips there have been trips abroad with YGCRh pupils to Disneyland, Paris and Spain and a Welsh Language Youth Forum. There are a variety of day trips planned across Welsh and English medium schools as well as volunteering opportunities and accreditation to support young people to use and practice their Welsh outside of the classroom. In addition the Youth Officer supports a weekly club at The Hangar, Aberbargoed and consultation work.

Menter Iaith Caerffili provides a range of opportunities for children and young people to use the Welsh language outside school within a number of workshops and clubs during term time and school holidays. This provision includes the following opportunities delivered by Menter Iaith:

- Termly Sgwad Sgwennu (Writing Squad)
- Art and craft, cooking workshops during all school holidays
- Ffiiffest – an annual festival at Caerphilly Castle which celebrates the Welsh language and local heritage. Over 5000 attended the event in 2019.
- Miri Meithrin sessions during all school holidays – play sessions with a range of activities and information stalls for parents and children.
- Outdoor activities within local parks
- Weekly digital clubs for children and young people
- Monthly digital club for young people
- Weekly Dawns Di-ri Dance Club

Since April 2020, Menter Iaith Caerffili's provision has transferred to digital platforms and has continued to provide valuable opportunities for children, young people and their families to use the Welsh language, engage with other Welsh speakers and learners locally. This provision has been provided through Facebook and Zoom and has included a range of activity sessions for both children, young people and their families.

This provision and partnership work is on-going and the programme continues to develop. Funding for these opportunities is limited however and is dependent on Menter Iaith Caerffili securing funding sources. Menter Iaith Caerffili will continue to seek further funding sources to maintain provision.

Transition from childcare settings to school nursery:

In addition to the above 12 Cylch Meithrin who are members of Mudiad Meithrin, there are other Welsh medium and bilingual childcare settings:

- 1 Dechrau'n Deg registered childcare setting running adjacent to YGG Caerffili
- A Welsh medium childminder in the Bargoed area is in the process of registering
- 1 bilingual preschool childcare setting registered in the Caerphilly basin area
- 1 bilingual day nursery in the Pengam area
- 17 Menter Iaith sessional settings
- Dewi Sant become bilingual during 2019/20 and is no longer a member of Mudiad Meithrin

The numbers are not collated for transition from the settings listed as they are not members of Mudiad Meithrin

There needs to be more work to explore reasons for lower transition rates in some of the Cylchoedd Meithrin. Some are based within the Welsh medium school but choose to move to English medium provision. Some settings have high Flying Start numbers which may link to proximity of school nursery, but others without funded 2-year-old places may also have poor transition rates. The development of provision under the Childcare capital Welsh medium grant has enabled Welsh medium childcare settings to be further developed on or nearer to school sites. This includes the possible move of Cylch Meithrin Coed Duon nearer to YG Trelyn which would support an improvement in transition rates. This area needs further work to understand why parents may choose Welsh medium childcare with or without funding and then not transition to Welsh medium school nursery.

Outcome 3: More 14-16 year old students studying for qualifications through the medium of Welsh

KEY ANNUAL DATA

291 (14.9%) pupils 14-16years were studying Welsh medium qualifications in 2019/20 according to the PLASC return which is an increase from 12.9% in 2018/19

There was a decrease from 628 learners attaining Welsh-medium Customer Care units in 2018-19 to 542 in 2019-20 due to sudden early closure because of COVID.

PLANNED ACTIVITIES

Ysgol Gyfun Cwm Rhywni will continue to work across the two sites and in partnership with Coleg y Cymoedd and Partneriaeth 6, to develop a broad offer for students through the medium of Welsh

PROGRESS / UPDATE / PRESSURES

Ysgol Gyfun Cwm Rhywni update:

Throughout the Lockdown period in March 2020 YGCRh adapted to providing lessons to all pupils via a variety of different forms i.e. streaming lessons, providing pre-recorded videos and tasks uploaded to the Google Classroom platform. The school also ensured provision was continued with our more vulnerable pupils via regular contact with our Wellbeing team. Naturally everything was undertaken through the Welsh language. The school was in regular communication via a whole host of different channels to pupils and also parents via regular videos, emails, Twitter messages, ParentMail communication, etc. These were in abundance from the teaching departments, Wellbeing departments and Senior Leadership of the school. These communication channels were alongside a daily timetable of lessons that were provided for the children throughout the Lockdown period.

Since returning to school in September the school has refined the provision offered to children and has invested financially in digital technology in order to enhance and improve the above provision, especially for the ever-rising groups of classes and pupils who have been self-isolating due to the virus.

Coleg y Cymoedd update:

In 2019-20, Iaith ar Waith (Welsh-medium Customer Care) units were delivered in Childcare, Health and Social Care, Catering, Business, Travel and Tourism, The Creative Industries, Engineering, Construction, Hairdressing, Beauty, Public Services and Sport courses. Despite early closure due to COVID, 542 learners attained a WJEC accredited unit qualification at Entry Level 3, Level 1 or Level 2 in these courses. Delivery is scheduled for the above plus Automotive Engineering courses in '20-21.

Outcome 4: More 16-19 year old students studying through the medium of Welsh in schools, colleges and work based learning

KEY ANNUAL DATA

79 (24.6%) pupils 16-19year olds were studying Welsh medium qualifications in 2019/20 which is an increase from 22.6% in 2018/19

PLANNED ACTIVITIES

Ysgol Gyfun Cwm Rhymni will continue to work across the two sites and in partnership with Coleg y Cymoedd and Partneriaeth 6, to develop a broad offer for students through the medium of Welsh

PROGRESS / UPDATE / PRESSURES

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Since returning to school in September the school has refined the provision offered to children and has invested financially in digital technology in order to enhance and improve the above provision, especially for the ever-rising groups of classes and pupils who have been self-isolating due to the virus.

CCBC's Equalities, Welsh Language and Consultation Team has been working with Careers Wales to deliver sessions to students and Ysgol Gyfun Cwm Rhymni to emphasise the importance of Welsh language skills when seeking further/higher education or employment opportunities. Sessions were scheduled to be delivered at Ysgol Gyfun Cwm Rhymni and St Martins School however have been postponed due to the ongoing Covid-19 Pandemic. The team were also going to be involved in the Careers Day at Ysgol Gyfun Cwm Rhymni. Plans are in the pipeline that these will go ahead in 2021 via virtual sessions.

Coleg y Cymoedd update:

In 2019-20, Welsh-medium delivery of the Welsh Baccalaureate lessons provided at both AS and A2 levels in the 'A' Level Centre) leading to Bilingual qualification overall). Welsh-medium GCSE Mathematics re-sit class ran in 2019-20 too. The College has recently advertised for Welsh-medium staff in Childcare, Health and Social Care and Public Services and will process application forms in January 2021. This development work will be supported by the Coleg Cymraeg Cenedlaethol.

Urdd Gobaith Cymru update:

Urdd Gobaith Cymru offer children and young people a variety of opportunities through the medium of Welsh in the community and further afield. During 2019-2020, several children and young people from Caerffili took part in our activities, which included sporting tournaments, youth forum, residential trips and weekly clubs. In March 2020, as a result of the Covid-19 pandemic, all our planned community activities for the rest of 2020 were postponed. However, some national digital sessions were facilitated, and it is hoped that these can be rolled out on a local level shortly to compliment community work. We will also be offering all schools in the area a package of activities that can be tailored to individual schools.

Urdd Gobaith Cymru continue to work in partnership with Menter Iaith Caerffili and the Caerffili Youth Service on the Welsh language youth provision in the area. This work has continued throughout the pandemic, with the Youth Officer working on a special project with the Youth Service.

Outcome 5: More learners with higher skills in Welsh

KEY ANNUAL DATA

N/A

PLANNED ACTIVITIES

Schools will work with Education Achievement Service to deliver the new curriculum for Welsh language and continuing innovation through online learning provision developed in response to the Covid pandemic.

PROGRESS / UPDATE / PRESSURES

Ysgol Gyfun Cwm Rhymni update:

Throughout the Lockdown period in March 2020 YGCRh adapted to providing lessons to all pupils via a variety of different forms i.e. streaming lessons, providing pre-recorded videos and tasks uploaded to the Google Classroom platform. The school also ensured provision was continued with our more vulnerable pupils via regular contact with our Wellbeing team. Naturally everything was undertaken through the Welsh language. The school was in regular communication via a whole host of different channels to pupils and also parents via regular videos, emails, Twitter messages, ParentMail communication, etc. These were in abundance from the teaching departments, Wellbeing departments and Senior Leadership of the school. These communication channels were alongside a daily timetable of lessons that were provided for the children throughout the Lockdown period.

Since returning to school in September the school has refined the provision offered to children and has invested financially in digital technology in order to enhance and improve the above provision, especially for the ever-rising groups of classes and pupils who have been self-isolating due to the virus.

During March to June 2020, YGCRh worked alongside many other school teams providing a daily hub for children of key workers with a whole host of YGCRh feeder Welsh medium primary schools and other non-Welsh medium primary schools. The partnership worked extremely well and pupils from both language settings benefitted from the additional opportunities to practise their Welsh language skills during this difficult time. YGCRh during this time changed from 11-18 to catering for children aged 3years upwards enabling family groups to be kept together and easing the challenges for parents.

Coleg y Cymoedd update:

During the Covid response many activities for learners moved to online provision. This enabled wider access for those from across the 4 campuses to come together in Welsh language activities more easily than if they were travelling to a particular location.

Coleg y Cymoedd hosted a Bilingual Music Festival featuring Mr Phormula in September 2019 and supported with grant money from Coleg Cymraeg Cenedlaethol. 650 students attended gigs on all 4 campuses & 55 attended bilingual beatboxing workshops. Other activities were cancelled due to COVID restrictions, but 'LLUN LLES' (Well-being Monday) event will now be rolled over to '20 – 21 (restrictions permitting).

There will also be a series of online Q & A sessions with famous Welsh people from the valleys will take place in '20-21, again funded by Coleg Cymraeg Cenedlaethol. The first online session took place on 04.11.'20 with Sion Tomos Owen.

A booklet (on-line and in hard copy) is provided for learners at Coleg y Cymoedd, entitled Cymraeg yn y Coleg. It was published in 2019-20 in hard copy (online for 2020-21). This includes information Welsh speakers need on curriculum choices, their rights under the Welsh Language Standards, help and support available to them and information about Welsh-themed activities throughout the year including 2 on-line Welsh Clubs (1 for Welsh speakers and 1 for Welsh learners).

The Welsh-medium Customer Care units studied at Coleg y Cymoedd have an element of language awareness built in to them where language transmission is discussed among many other aspects such as the benefit of being able to speak Welsh in the workplace and the advantages this brings in terms of potential employability.

The College also uses its Welsh Ambassadors (funded by Coleg Cymraeg Cenedlaethol) to encourage prospective students to view the College as a place where their Welsh language skills will be welcomed and supported.

Education Achievement Service update:

All Welsh medium primary schools in the EAS region, have achieved silver in the Welsh Language Charter and in the last year have been supported by Ysgol Penalltau and their Criw Cymraeg on twitter.

EAS have developed promotional material for parents to support their children's learning and links to various support organisations and resources

<https://spark.adobe.com/page/jukWji7b3NMHa/> (English medium version)

<https://spark.adobe.com/page/HsK8VRP1o2Mwk/> (Welsh medium version)

Outcome 6: Welsh-medium provision for learners Additional Learning Needs (ALN)

KEY ANNUAL DATA

762 (13.3%) pupils aged 3-19 were identified with Additional Learning Needs in 2019/20 according to the PLASC return which is an increase from 12.9% in 2018/19

PLANNED ACTIVITIES

Cluster ALN Act readiness tool to be implemented and action plans work towards implementation in 2021 to ensure children are supported in appropriate provision

PROGRESS / UPDATE / PRESSURES

Schools have all completed the ALN readiness tool and ALNCOs are working collaboratively to ensure the schools are able to offer suitable provision for all Welsh medium learners. The Specialist Resource Base in Ysgol Gynradd Cwm Derwen and Ysgol Gyfun Cwm Rhymni Gelli Haf site are working to support the cluster to identify those children and young people whose needs are best met in their main school and those who need more specialist provision.

ALNCOs are delivering training to staff regarding ALN Act implementation and requirements.

Outcome 7: Workforce planning and Continuous Professional Development (CPD)

KEY ANNUAL DATA

N/A

PLANNED ACTIVITIES

Education Achievement Service to continue delivery of Welsh language support to school staff across the region

Menter Iaith Caerffili continue to support English medium childcare settings to develop Welsh language skills

Coleg y Cymoedd continue to support its staff team to enhance their Welsh language skills

PROGRESS / UPDATE / PRESSURES

Menter Iaith Caerffili has been commissioned (2018-22) to audit and then further support the development of Welsh language resources and Welsh language skills across the childcare sector. In the current contract there is emphasis on the development of the Road to Bilingualism, which will identify the level of Welsh, support needs and develop an action plan to improve Welsh across all settings. Current contract arrangements are in place until March 31st 2021. Since April 2020, this support has been largely provided through remote and digital, however, some visits to settings have been possible since September 2020.

At Coleg y Cymoedd, staff can attend the CYMRAEG GWAITH Scheme (4 hours a week) or the normal CPD sessions at a variety of levels (2 hours a week) in addition to the 2 online courses offered through the National Centre for Learning Welsh.

Coleg y Cymoedd undertakes a Staff Skills Survey every 2 years to update our database. The next Survey is due January 2021

CCBC's Equalities, Welsh Language and Consultation Team has been working with Careers Wales to deliver sessions to students and Ysgol Gyfun Cwm Rhymni to emphasise the importance of Welsh language skills when seeking further/higher education or employment opportunities. Sessions were scheduled to be delivered at Ysgol Gyfun Cwm Rhymni and St Martins School however have been postponed due to the ongoing Covid-19 Pandemic. The team were also going to be involved in the Careers Day at Ysgol Gyfun Cwm Rhymni. Plans are in the pipeline that these will go ahead in 2021 via virtual sessions.

27 members of staff are learning Welsh. Courses vary and include online 30 week courses ranging from Mynediad to Hyfedredd and Say Something in Welsh (6 month intensive course)

During the lockdown period over 500 of the 10 Hour Cymraeg Gwaith Courses have been completed, predominantly by school staff and teachers. Data is continuously being updated and hopefully by the next update we will be able to provide figures as to how many teachers and support staff have completed these courses.

FOREWARD LOOK MILESTONES

Priority 1: move forward in the capital development programme to expand Welsh medium Education provision

Priority 2: further explore reasons for the three lowest transition rates between the Cylchoedd Meithrin and Welsh medium school nurseries to understand the impact of coronavirus

Priority 3: develop and implement the new curriculum for Welsh Language

Priority 4: implementation of the ALN Act for Welsh medium learners

Priority 5: develop the new Welsh Education Strategic Plan and appropriate datasets in readiness for implementation by September 2022

Author: Welsh Education Forum members

Approver: Sarah Mutch, Early Years and Partnerships Manager

Date: 20.12.2020



EDUCATION SCRUTINY COMMITTEE – INFORMATION ITEM

SUBJECT: PROPOSED ADMISSION ARRANGEMENTS 2022/23

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

1. PURPOSE OF REPORT

- 1.1 To inform members of the School Admission Arrangements for the academic year 2022/2023.

2. SUMMARY

- 2.1 The Local Authority in its capacity as Admissions Authority is required to consult (with all Headteachers, Governing Bodies and neighbouring Admission Authorities) on their proposed admission arrangements.

3. RECOMMENDATIONS

- 3.1 Scrutiny Members are asked to consider the proposed Admission Arrangements and provide any relevant comments.

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 To ensure that the proposed Admission Arrangements are approved and that they can be implemented in readiness for Admissions in September 2022.

5. THE REPORT

- 5.1 Members will recall that they are consulted annually regarding the proposed Admission Arrangements. There are no proposed changes to the Admission Arrangements for 2022/23 (attached).
- 5.2 Consultees include all Headteachers, all Chairs of Governors and neighbouring local authorities. In addition, the Admission Arrangements are shared with the authority's Admission Forum, and of course, the Education for Life Scrutiny Committee.

6. ASSUMPTIONS

6.1 There are no assumptions in this report.

7. LINKS TO RELEVANT COUNCIL POLICIES

7.1 Corporate Plan 2018 – 2023

7.2 Service Improvement Plans

7.3 Admissions Development Plan

8. WELL-BEING OF FUTURE GENERATIONS

8.1 This report contributes to the Well-being Goals as set out in Links to Strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in the Act in that:

- **Long Term** - Forecasting of pupil numbers has been utilised to identify the demand for school places to ensure sufficient Educational places in our schools. This information has been used to ensure that there are adequate places in schools to accommodate catchment pupils.
- **Prevention** – By working closely with colleagues and other departments to ensure that there is adequate provision in schools to accommodate catchment pupils.
- **Integration** – These proposals will allow pupils to integrate within their local community. These proposals are also part of a strategy to promote Welsh Language and Culture.
- **Collaboration** – To work collaboratively with all relevant Stakeholders.
- **Involvement** – Through the consultation process the Council will ensure that there is full engagement with all relevant stakeholders e.g. schools and other Local Authorities.

9. EQUALITIES IMPLICATIONS

9.1 The Admission Arrangements for 2022/23 have been assessed and no negative impact has been identified. The arrangements note compliance with current Equalities, Human Rights and Welsh Language legislation.

10. FINANCIAL IMPLICATIONS

10.1 None

11. PERSONNEL IMPLICATIONS

11.1 None

12. CONSULTATIONS

- 12.1 The Admission Forum meets twice a year to review all Admission Arrangements and procedures.
- 12.2 Other consultees are outlined below.

13. STATUTORY POWER

- 13.1 The School Admissions Code (2013) and the School Admissions Appeals Code (2013).

Author: Emma Strathdee, Manager Admissions, Administration and Customer Services

Consultees: Christina HARRY, Chief Executive
Richard Edmunds, Corporate Director of Education and Corporate Services
Dave Street, Corporate Director, Social Services
Councillor Ross Whiting, Cabinet Member for Learning and Achievement
Councillor Teresa Parry, Chair of Education Scrutiny Committee
Councillor Carol Andrews, Vice Chair of Education Scrutiny Committee
Steve Harris, Head of Corporate Services & S151 Officer
Keri Cole, Chief Education Officer
Sue Richards, Head of Education Planning & Strategy
Sarah Ellis, Lead for Inclusion & ALN
Sarah Mutch, Early Years Manager
Paul Warren, Strategic Lead for School Improvement
Jane Southcombe, Financial Services Manager
Lynne Donovan, Head of People Services
Anwen Cullinane, Senior Policy Officer, Equalities, Welsh Language & Consultation)
Rob Tranter, Head of Legal Service and Monitoring Officer
Ros Roberts, Business Improvement Officer

Background Papers:

Appendices:

Appendix 1 Admission Arrangements 2022-2023

Cyfarwyddwr Addysg a Gwasanaethau Corfforaethol

Directorate of Education and Corporate Services

Admission Arrangements for Academic Year September 2022 to July 2023



A greener place
Man gwyrddach



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Primary & Secondary Education Admission & Transfer Arrangements

In line with the School Standards and Framework Act 1998, subsequent legislative updates and Welsh Governments (WGs) Schools Admissions Code, these admission arrangements will aim to ensure that:

- Parent's preference for the schools of their choice is considered in the context of a legislative framework, which has regard to the provision of efficient education and the efficient use of resources.
- Admissions criteria are clear, fair and objective, for the benefit of all children including children with special educational needs or with disabilities.
- Local admission arrangements contribute to improving standards.
- The Local Authority (LA) consults with neighbouring Admission authorities and co-ordinates arrangements, including the rapid reintegration wherever reasonable of children who have been excluded from other schools.
- Parents have easy access to helpful admissions information.
- The LA's admission arrangements seek to achieve full compliance with all relevant legislation and guidance, including legislation on infant class sizes and equal opportunities (Equalities Act 2010, the Human Rights Act 1998 and the Welsh Language Act 1993) and take full account of the guidance in the Code issued by the Welsh Government.
- The Equality Act 2010 and Caerphilly County Borough Council's (CCBC) Strategic Equality Scheme emphasises the legal general duty the Council and its partners have to:-
 - Eliminate unlawful discrimination.
 - Promote equal opportunities.
 - Promote good relations and mutual respect.

This Council will work actively against discrimination and seek to create equal access to its services for all, irrespective of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, language, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.

1.1 Choosing a School

The entry of children to schools is controlled and administered by an 'Admissions Authority'. In the case of Community Schools, this is the Caerphilly County Borough Council (the LA). In the case of the one Voluntary Aided School (St. Helen's Roman Catholic Primary School) the Admissions Authority is the Governing Body of the school. Within the County Borough, each school has an area that it traditionally serves called the "catchment area". In line with legislation, LAs must allow all parents the opportunity to express a preference for the school they wish their child to attend.

Pupils who reside within a defined catchment area of a school do not have an automatic right to attend that school. An online application must be made, and the placements will be allocated in accordance with the LA's admissions procedure.

Parents may exercise their right to express a preference at the following times:

- On admission to an infant school or the infant department of a primary school.
- On transfer from infant to junior school or infant school to junior department of a primary school.
- On transfer from junior or primary to secondary school.
- When parents wish to transfer their child from one school to another.
- Parents may also express a preference for their child to attend a Voluntary Aided School.

The LA (in the case of Community Schools) and School Governing Body (in the case of Voluntary Aided) must comply with any preference, which is expressed, provided there is room within the school. However, the decision to admit pupils, must take account of:

- the overall provision of efficient education and efficient use of resources.
- whether it is a co-educational or single sex school.
- Section 87 of the School Standards and Framework Act 1998 (and subsequent legislative updates and WGs Schools Admissions Code), which also allows an admission authority to refuse to comply with parental preference for a period of two years following a second or subsequent exclusion.
- where to admit would be incompatible with the duty to meet Infant class size limit of 30 because the admission would require measures to be taken to comply with those limits which would cause prejudice to efficient education or efficient use of resources.

The local catchment areas for schools providing primary education are normally grouped together to form a linked catchment area for each maintained secondary school (see section 2.32).

Admission or attendance of pupils at the feeder junior/primary school does not provide automatic entry to the chosen secondary school. All parents are required to complete admission forms at the appropriate time.

All schools within the LA aim to provide their pupils with an educational opportunity, which is best suited to each individual child. Some pupils will, however, have learning needs requiring special educational provision. In some instances, parents will already be receiving specialist support and guidance regarding the choice of school for their child.

All parents, however, are encouraged to discuss possible areas of concern with their local Headteacher who may then seek specialist advice.

All of the above arrangements apply equally to Welsh Medium schools within the Authority. Admission to Welsh medium primary schools is not dependent upon the parents or pupils being fluent Welsh speakers. There are currently 11 Welsh medium primary schools within the LA whose catchment areas cover the entire LA's boundary and are not restricted to the catchment areas of the local English medium school. Ysgol Gyfun Cwm Rhymni will provide Welsh medium secondary education to all CCBC resident pupils, subject to parental preference.

Welsh Medium Schools

All of the above arrangements apply equally to Welsh Medium schools within the Authority. Admission to Welsh medium primary schools is not dependent upon the parents or pupils being fluent Welsh speakers.

There are currently 11 Welsh medium primary schools within the LA whose catchment areas cover the entire LA's boundary and are not restricted to the catchment areas of the local English medium school. Ysgol Gyfun Cwm Rhymni will provide Welsh medium secondary education to all CCBC resident pupils, subject to parental preference.

1.2 Admission Limit

All maintained schools will admit pupils up to their admissions number.

All maintained schools will admit pupils up to their admissions number. A child will normally be offered admission to the school of the parents' preference unless applications exceed the admission number, when this occurs all applications for that school will be assessed against the oversubscription criteria.

The normal ages for admission to CCBC schools are:

- Age 3/4 in Nursery;

- Age 4/5 in Infant and Primary Schools;
- Age 7/8 in Junior Schools;
- Age 11/12 in Secondary Schools.

You will need to submit an online application at each of the above stages.

Where you submit an application for your child to attend Reception at a Primary School, an application will not be required for them to attend the Junior phase. Likewise, if you submit an application for your child to attend Reception at Idris Davies 3 to 18 School, you will not need to submit an application for the Junior or Secondary phase.

The LA's policy is to provide all 3 to 4 year old children in the Caerphilly County Borough an entitlement to a funded part-time nursery place at their local infant or primary school.

1.3 Oversubscription Criteria (these apply to all admissions to oversubscribed schools)

1. Looked After Children (children in public care) and those who were previously Looked After Children.
2. Those children who live in the school's catchment area on or before the published closing date.

Note: Those children who live within the school's catchment area and have a sibling already attending the school will be admitted first (the sibling must be of statutory school age), and then those children who live within the school's catchment without a sibling will be admitted.*

3. Children with siblings* living in the same household attending the school in September 2022. The sibling must be of statutory school age.
4. After taking account of the above categories, priority will be based on the closeness to the school measured automatically by the LA's G.I.S (Geographical Information System).

Distance is measured from the nearest entrance or gate of the home to the nearest gate or entrance of the school via a road route.

Note: The GIS does not take into account any shortcuts. If the LA has the situation where any home addresses calculate the same distance, then a trundle wheel will be used to establish the nearest address.

**A sibling is a child who is the brother/sister, half-brother/sister (children who share one common parent), step-brother/sister where two children are related by marriage.*

This definition also includes adopted or fostered children living at the same address.

1.4 Addresses

When considering whether a child lives in a school's catchment area, the address considered is that of the parent or legal guardian, irrespective of a family's domestic arrangements. i.e. the address of another relative or childminder etc. must not be given. In certain cases, it may be necessary to provide evidence relating to the child(ren) in question, to show the home address of the child(ren).

Where parents have shared responsibility for a child, and the child lives with both parents for part of the week then the home address will be determined as the address where a child lives for the majority of the week (e.g. 3 out of the 5 school days). In such circumstances, the home address to which the Child Benefit is paid will be used. Parents will be required to provide documentary evidence to support the address they wish to be considered for allocation purposes.

1.5 Multiple Birth Children (e.g. twins or triplets).

If when applying the oversubscription criteria, the last child to be admitted is one of a multiple birth e.g. twin or triplet then the LA will also admit the other sibling(s).

1.6 Children of UK service personnel

Children of UK service personnel will be treated as in catchment if their application form is accompanied by an official Ministry of Defence (MOD) letter declaring a definite return date and confirmation of the new address. Pupils from outside the school's catchment area will be admitted in accordance with parental preference if the Admission Number of the school, class or unit has not been reached and, if selection is necessary, the criteria shown above will be used.

1.7 Children with a Statement of Special Educational Needs

The Local Authority is required by the Education Act 1996 to admit to the school a child with a Statement of Special Educational Needs that names the school.

1.8 Waiting Lists

Following the allocation of places during the normal admission round any pupil that is refused admission to an oversubscribed school will remain on a waiting list for placement until the 30th September of that school year and, should a placement become available, the placement will be allocated in line with the authority's oversubscription criteria. After the 30th September parents will need to make a new application for admission to their preferred school.

2.1 Primary Education

Every child is required by law to receive full time education from the beginning of the school term after his/her fifth birthday. In CCBC, however, all children are able to start school full time at the beginning of the school year (September) in which they become five i.e. between

the 1st September and the 31st August. Parents are able to defer the start of a child until the term following their fifth birthday.

All children are able to attend school on a part time basis in the September following their third birthday. Children between the ages of 3/4-11 are recognised as pupils receiving primary education. In Caerphilly County Borough, primary education is provided either in separate infant or junior schools, or in primary schools with one complete 3/4 -11 age range.

2.2 Reduction of Infant Class Sizes

Choosing a school for the first time for a young child is especially important, both for parents and for children themselves. In accordance, with Infant Class Size Legislation, infant classes at a maintained school should contain no more than 30 pupils where a teaching session is managed by a single qualified teacher (or where the session is managed by more than one qualified teacher, no more than 30 pupils for every teacher).

2.3 Admission to an Early Years Placement at a Nursery School

Children born between the 1st September and the 31st March maybe entitled to an Early Years placement (term after their 3rd birthday) at their local Primary/Infant school dependent on availability.

Where a school has reached their Admission Number in their current nursery and where the in-catchment pupils exceed 70%, only pupils who reside within the schools catchment area will be admitted into an Early Years placement.

Admission into an Early Years place in either the Spring or Summer term does not entitle your child to continue education in the nursery year at the school. An application for admission into the nursery year at the school will need to be made at the relevant time.

2.4 Admission to Nursery School

The number of places available in a nursery year is set by the LA and the decision whether to admit your child will be taken in accordance with the LA's guidelines.

Pupils who are admitted to a nursery year, will not have an "automatic" right to continued education within that school. A formal application must be made for entry into the reception year at the appropriate time.

2.5 Admission to Infant Schools or Infant Department within Primary Schools

Pupils who attain the age of five during the school year may be admitted to an infant school/department, at the commencement of the school year in September. Pupils admitted to a separate infant school will not have an 'automatic' right to continued education at the feeder Junior School which serves the same catchment area. Whilst every effort will be made to accommodate such pupils, a formal application must be made for transfer to the Junior school at the appropriate time.

2.6 Transfer to Junior Schools

Children enter or transfer to a Junior School on the first day of the Autumn term following their seventh birthday. In Primary Schools the infant and junior sections are simply departments of the same school and children progress through the school from the infants to juniors without having to transfer elsewhere.

Whilst every effort will be made to accommodate such pupils, a formal application must be made for transfer to the Junior school at the appropriate time.

2.7 Changing Schools: Primary Education

Changing schools during primary education is a significant step for your child to take. In the case of moving the family home, such a decision may well be a necessity and you will need to contact your local school or the Directorate of Education and Corporate Services for assistance. If, however, you would like your child to transfer from one school to another, please contact the Headteacher of your child's current school first. Should you still wish to proceed with these transfer arrangements; you can apply at <https://caerphilly.gov.uk/schooladmissions>

If there is a suitable vacancy, your child will be admitted to the school. Parents should note, however, that classes may include more than one age group and the Headteacher will have the task of locating your child in the most appropriate class.

2.8 Admission to Secondary Schools

Children normally transfer from primary school to secondary school at the beginning of the school year following their eleventh birthday. If your child was born between 1st September 2010 and 31st August 2011, she/he will transfer to secondary school in September 2022. Headteachers of primary schools will be able to inform parents of the secondary school which their children should normally attend. It should be noted that the home address denotes which school is the 'catchment' school and not the primary school attended. Whilst every effort will be made to accommodate pupils, an application must be made for transfer to secondary schools at the appropriate time.

2.9 Changing Secondary School

Changing secondary schools is a significant step for your child to take. In the case of moving the family home, such a decision may well be a necessity and you will need to contact your local school or the Directorate of Education and Corporate Services for assistance. If however, you would like your child to transfer from one secondary school to another, please contact your present Headteacher first. Should you still wish to proceed with these transfer arrangements; you must contact the Directorate of Education and Corporate Services for advice in making your application, which will then be required in writing. In considering your request for transfer, the LA will review the number of pupils in the year group relevant to your child. If the child is in years 10 or 11, the range of subject options chosen may also be a factor. If that particular year has not reached the school's admissions number, then your child will be admitted to the school. Parents should note, however, that curriculum option choices may vary from school to school.

2.10 Applying for a Place

When you apply for a place at a particular school, you must complete the relevant application form online at <https://www.caerphilly.gov.uk/schooladmissions>

You must apply by the closing dates shown below for admission in September 2022.

If you require assistance with completing the form, please contact the school admissions team on 01443 864896/ 01443 864897.

The LA will inform you whether, or not it is possible for your child to attend your preferred school. Each school produces a prospectus, which contains relevant information including school aims and educational beliefs, the organization of the school and curriculum opportunities, including out of school activities. This school prospectus is available from the Headteacher.

2.11 Late Applications

Any applications that are received after the closing date for admission will be refused if the school is oversubscribed unless the family has just moved into the catchment area and the application is received before the offer of places are made. If the application is received after the places have been offered and documented evidence is provided to demonstrate that the family have moved into the catchment area of the school the pupil will be given higher priority on the waiting list. Places will then be allocated using the authority's oversubscription criteria.

2.12 Withdrawing Offers of Places

The offer of a school place will be withdrawn on the basis of a fraudulent or intentionally misleading application being received (e.g. falsely claiming to reside within a catchment area of a school).

2.13 Sixth Form Admissions

The admission of Sixth Form pupils to Community Schools is determined by individual schools. Therefore, applications should be made directly to the school.

2.14 Timetable for admissions to schools September 2022

Admission to Secondary School

Admission Forms available online	1st September, 2021
Forms returned to LA	22 nd October, 2021
Parents notified of outcome	1 st March, 2022

Admission to Primary School

Admission Forms available online	1 st September, 2021
Forms returned to LA	17 th December, 2021
Parents notified of outcome	15 th April, 2022

Admission to Nursery

Admission Forms available online	1 st September, 2021
Forms returned to LA	25 th February, 2021
Parents notified of outcome	6 th May, 2022

2.15 What Happens if your Child is Refused a Place?

In the vast majority of cases children are offered places at their parents' first choice of school. If, however, your child is unable to gain admission, you will need to decide whether you are willing to accept a place offered at a different school, or whether you wish to continue with your first application. If you choose the latter course, you may appeal to an Independent Appeal Panel. This Independent Appeal Panel will judge whether the school is full and, should that be the case, whether the parent's application is so strong that the child should still be offered a place.

It should be noted that Nursery age pupils have no right of appeal.

2.16 Registering your Appeal

You may make a formal appeal against the LA's decision, but this must be received within 28 calendar days of you being notified of the decision not to admit your child to your chosen school. You should forward this appeal in writing, to the Directorate of Education and Corporate Services. The LA will refer the appeal to the Council's Legal Department who will arrange for the appeal to be heard by an Independent Appeal Panel and will set a time and place for the hearing. The Panel will afford parents an opportunity of appearing and making their representations (oral and/or written). Parents are able to seek admission to an alternative school whilst they are pursuing an appeal.

Parents, however, are advised that: -

- They may elect not to attend the appeal meeting and, instead, allow the appeal to be considered on a written statement.
- The outcome of the appeal will be decided on the information available.
- They will be given at least fourteen days (from the date of posting) written notice of the meeting of the Appeal Hearing.
- They are welcome to be accompanied by a friend, or represented by a solicitor, but that, in the latter case, the Directorate of Education and Corporate Services should be informed at least seven days before the hearing.
- A separate Appeal Panel hears appeals against decisions of the Governing Body of a Voluntary Aided or Foundation School. Guidance on such an appeal should, therefore, be sought from the school concerned.
- Please note that limitations will be placed on the powers of the appeal panel to allow appeals against the refusal to admit a child to a school where infant class size legislation applies.
- The LA will not consider a second appeal application unless there is a significant change in circumstances (which will need to be evidenced).

2.17 Disability Discrimination

The Council has in place an Accessibility Strategy, which details how the Council will meet its duties under the Equality Act 2010 and preceding Disability Discrimination legislation.

The Strategy covers access to premises for staff, visitors and pupils. The strategy contains the Council's plans to improve physical access to school premises across the borough to minimise the barriers to disabled pupils accessing education. In a number of cases, due to the topography of a school site, it may not be deemed accessible for a child with a physical disability. In such cases parents/guardians will be provided with the details of the nearest accessible school which is able to meet the child's needs.

Admissions forms are screened by Education in order to highlight any children with medical condition/physical disability. Parents will be contacted at the earliest opportunity to discuss the child's needs and a suitable school placement will be considered. The School and Officers of the Council work closely with parents to ensure that detailed assessments are in place to support the inclusion of pupils, where possible within their chosen school.

2.18 Usage of Accommodation

The LA continually reviews the usage of accommodation at all Infant, Junior and Primary schools and subsequently updates the Capacity and Admission Number to reflect this review. Allocation of placement will be carried out using the Authority's published admission arrangements.

2.19 Admission Forum

In line with The Education (Admission Forums) (Wales) Regulations 2003 the Authority has established an Admission Forum which will enable us to bring together admission authorities and others with an involvement in school admissions within the area.

2.20 Welsh Language Policy

In accordance with the Welsh Government's Welsh-medium Education Strategy (April 2010), the LA's policy is that every child should have the opportunity to learn and use the Welsh language effectively. Currently provision is made for this in the following ways, in line with the LA Welsh in Education Strategic Plan.

Education is available at Welsh Medium Primary Schools to all pupils whose parents select that medium of education. Although the main medium of instruction is Welsh, pupils in Key Stage 2 also study the National Curriculum programmes of study for English to the appropriate level.

Pupils will be able to continue their education at a Welsh Medium Comprehensive School.

2.21 The teaching of Welsh as a second language in English Medium Schools.

In the foundation Phase Welsh is taught to all pupils. The emphasis is on using the language with purpose and in meaningful situations. In addition, the incidental use of the language during the school day is encouraged.

At Key Stage 2, the language is further developed orally and more attention is given to teaching, reading and writing skills.

At Key Stages 3 and 4 Welsh is taught to all pupils. Opportunities are provided in all schools for pupils to continue their studies for both the 16+ and “A” level examinations.