

Consultation on the proposal to close the specialist resource base for pupils with behavioural, emotional and social difficulties at Newbridge School

A greener place Man gwyrddach

Correspondence may be in any language or format | Gallwch ohebu mewn unrhyw iaith neu fformat

Contents

Introduction.....	3
Who will we consult with?	3
The consultation process	3
What do you now have to consider?	4
How can you make your views known?.....	4
Background to the proposal.....	5
Details of affected schools.....	5
Information on Newbridge School	5
Quality and Standards in Education	6
Outcomes	6
Provision.....	7
Leadership and management.....	7
What is the basis for this proposal?	7
What is the educational case for closing the Inclusion Centre in Newbridge School	8
What will be the likely impact of the proposal on school pupils?	10
What is the likely impact of the proposal on the staff of the Inclusion Centre at Newbridge School?	10
What are the financial implications of the proposal?	11
What will be the likely impact of the proposal on the local community?	11
Community impact assessment.....	11
What are the disadvantages and risks associated with this proposal?	12
Description of any alternatives considered and the reasons why they have been discounted	13
What is the statutory process to close the Inclusion Centre at Newbridge School?.....	13
Timescales	14
Questionnaire.....	15
Appendix 1	17
Appendix 2	18
Appendix 3	19

Introduction

The Local Authority (LA) wishes to seek the views of a wide range of stakeholders on a proposal to close the key stage 3 (KS3) Specialist Resource Base (SRB), (known in Newbridge School as the 'Inclusion Centre') for children with behavioural, emotional and social difficulties (BESD)

Newbridge School is funded by the LA to accommodate two KS3 classes for pupils with BESD with a capacity of sixteen; there are currently nine pupils on roll although taking into account pupils who do not attend the Inclusion Centre on a fulltime basis the number of children attending the Inclusion Centre at any one time is eight.

It is proposed that these changes will come into effect from 31st August 2017.

For clarity throughout this document the SRB will be referred to as the 'Inclusion Centre'.

Who will we consult with?

Before a decision can be made the council is required to undertake a statutory consultation with all interested parties. The consultation process represents an opportunity for people to learn about the proposal, ask questions and make comments that will be recorded and considered when the council decides on a way forward. Caerphilly County Borough Council will be seeking the views of a wide range of stakeholders, organisations and other interested parties. A list of all those being consulted can be found in Appendix 1.

The consultation process

The consultation will start on 23rd January 2017 and be completed at 5pm on 7th March 2017. Feedback from the consultation will be collated and summarised and a report presented to the LA's Cabinet on 12th April 2017.

The LA's Cabinet will consider the report and decide, based on the feedback, whether to proceed with the proposal, make changes to the proposal or not to proceed with the proposal. If the Cabinet decides not to proceed the proposal will not be progressed.

If the Cabinet decides to proceed with the proposal a Statutory Notice will be published providing a 28 day notice period for objections. The statutory notices will be published on the 24th April 2017 for a 28 day statutory notice period until 22nd May 2017.

The Schools Standards and Organisation (Wales) Act 2013 requires 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 or by email and sent to the council within 28 days of the date of the proposal.

If there are objections the LA's Chief Education Officer will publish an objection report providing a summary of the objections and her response to them before the end of seven days beginning with the day of the LA's decision as to whether to proceed with the proposal.

The LA's Cabinet will consider the objection report at the next available cabinet to determine the outcome of the statutory notice.

If the LA's Cabinet approve the proposal, the proposal will be implemented in accordance with the date given in the statutory notice or any subsequently modified date. In the case of this proposal the implementation date is 31st August 2017.

What do you now have to consider?

The remainder of the consultation document sets out the rationale for the closure of the Inclusion Centre at Newbridge School. It is proposed that the closure will take place on 31st August 2017.

How can you make your views known?

A consultation questionnaire is attached and is also available on the Local Authority's internet site <http://www.caerphilly.gov.uk/My-Council/Consultations/School-consultations>

The questionnaire also enables consultees to register their wish to be notified of the publication of the consultation report to the LA's Cabinet. You are welcome to put your views in writing to:

The Chief Education Officer, Penallta House, Tredomen Park, Ystrad Mynach, CF82 7PG

Email: schoolconsultation@caerphilly.gov.uk

All correspondence should be received no later than 5pm on 7th March 2017.

Please note that responses to the consultation will not be counted as objections to the proposal. Objections can only be lodged following publication of the statutory notice.

As Newbridge School is an English medium school all the consultation documents have been produced in English. If a Welsh language copy of the consultation document is required, please contact the address above.

Background to the proposal

The number of children on roll at Newbridge School has increased in recent years. The governing body and Headteacher report that the numbers on roll at the school has increased by 160 pupils since 2012, this is the equivalent of an additional five classes and the school is oversubscribed. In view of the increasing number of pupils and subsequent pressure on available teaching space around the school, the Headteacher and governing body of Newbridge School have made the request to the LA that the Inclusion Centre is closed. Additionally as part of the LA's ALN review, specialist resource base provision for children is being evaluated with a view to developing more cohesive and streamlined opportunities for children and young people with complex additional learning needs. The fact that the Inclusion Centre provision at Newbridge School is limited to KS3 pupils is not considered entirely satisfactory by the LA as this means vulnerable pupils have to move to other provisions at the end of year 9.

Details of affected schools

The only school directly affected by this proposal is Newbridge School. However as pupils who attend Newbridge Inclusion Centre remain on the roll of their catchment school, headteachers from all secondary schools in Caerphilly will be included in the consultation process.

Of the nine pupils attending the Inclusion Centre,

- three pupils are on the roll of Lewis School Pengam (one pupil attends alternative provision for two days a week);
- two pupils are on the roll of Blackwood Comprehensive School (one of these pupils already attends Blackwood School for four days a week);
- one pupil is on the roll of St Cenydd Community Comprehensive School;
- one pupil is on the roll of Rhymney Comprehensive School;
- one pupil is on the roll of Newbridge School;
- one pupil is on the roll of Risca Community Comprehensive School.

Information on Newbridge School

Newbridge School is a mixed 11-16 community school serving the town of Newbridge and its surrounding area in the County Borough of Caerphilly. There are currently 1015 pupils on roll. Information from the previous five school censuses and the five year forecast of pupil rolls at Newbridge School is included in **Appendix 2**.

The intake number for Newbridge School is currently 203 although due to oversubscription several groups are now 215 learners each. Newbridge School has up to 260 pupils wishing to join them in September 2017, more than 50 over their intake numbers. Whilst the table in Appendix 2 projects a slight decline to the school population in future years, based on projected catchment school numbers, in reality Newbridge School will continue to take up to their maximum of 203 pupils and are likely to continue to do so through the projected years shown in Appendix 2. Therefore in real terms Newbridge School is highly unlikely to go down in number as is suggested by the inclusion only of the local catchment school projections.

The Inclusion Centre is designated to support a total of 16 Key Stage 3 aged pupils with BESD. These pupils remain on the roll of their catchment school.

The condition category of the school as identified by the 21st Century Schools Survey is B

Newbridge School was last inspected in March 2015. The school's performance was judged as good, the prospects for improvement were judged as adequate.

Currently nine pupils attend the SRB/ Inclusion Centre. Pupils attending the Inclusion Centre are registered at their catchment school. At the end of KS3 pupils attending the Inclusion Centre move on to appropriate KS4 provision. Depending on the needs of the pupil and progress made, provision at KS4 could include the pupils returning to their mainstream catchment school or placement with an alternative education provider.

Quality and Standards in Education

Pupils attending the Inclusion Centre remain registered on the roll of their catchment school. Only one pupil currently attending the Inclusion Centre is also on the roll of Newbridge School.

Outcomes

Based upon the National Categorisation for standards Newbridge School is judged to be: 1 with an overall support category of yellow (2015-16)

- The CSI at KS3 has improved over time, significantly so since 2012-2013, placing the school consistently in the first quartile against FSM benchmarking group, and above Family, LA and national comparisons.
- Strong performance over time, in English and in mathematics at L5+ and L6+, places the school first within its family of schools and in the top 25% of similar schools based on free-school meal eligibility. Performance is also well above the national average.

- Performance against the L2+ indicator for pupils eligible to free school meals has been strong, over time, and well above the national floor targets.
- The school has had an upwards trajectory of improvement in recent years against nearly all indicators culminating in the above Step 1 judgement

Provision

The most recent Estyn Inspection Report indicates that Newbridge School offers a broad and balanced curriculum that successfully meets the needs of the pupils and the community. The two year key stage 3 builds appropriately on pupils' experiences at key stage 2. The recently introduced key stage 4, which starts at the beginning of Year 9, provides a comprehensive selection of general and vocational courses suitable for progression into further education or training. In addition to the taught curriculum, pupils have access to a wide range of extra-curricular activities, including well-attended sporting, drama and music clubs. The Inclusion Centre provides a safe environment, which supports the needs of the most vulnerable pupils very well and enables them to make significant progress, for example in their attendance, social development and basic skills.

Leadership and management

The most recent Estyn Inspection Report indicates that the Headteacher and senior leaders have communicated their vision for school improvement consistently and effectively during a challenging period. They provide purposeful leadership and have a sound understanding of the school's strengths and areas for improvement. The school's aims are clear and understood by all. They focus well on meeting the needs of pupils, align well to school and national priorities, and have had an impact on raising standards. The Deputy Headteacher currently has oversight of the Inclusion Centre.

What is the basis for this proposal?

At the request of the school's governing body it is proposed that the Inclusion Centre at Newbridge School is closed from 31st August 2017. The governing body and Headteacher report that the numbers on roll at the school has increased by 160 pupils since 2012, this is the equivalent of an additional five classes and the school is oversubscribed.

The Inclusion Centre occupies a suite of four rooms on the ground floor of Newbridge School. This includes three classrooms, an office and a break out area. This area was originally part of the main school space and not a separate centre. Increase on the numbers on roll over recent years has put significant pressure on the accommodation available in the school for mainstream teaching and administration.

Closure of the Inclusion Centre will allow the Headteacher and governing body to improve teaching and administrative space, which will be more conducive to the learning and wellbeing of pupils and the wellbeing and capacity of staff for quality teaching and delivery. In addition it is considered that the Inclusion Centre space is not adequate for increasingly complex and vulnerable learners who present with significant behavioural difficulties.

Numbers attending the Inclusion Centre fluctuate throughout an academic year. For the academic years 2013 -14 and 2014-15 the Inclusion Centre was running at full capacity (16). In view of the notice given by Newbridge School's governing body that they no longer wished to host the provision the Local Authority has not used the provision to its full capacity since September 2016 in order to avoid unnecessary disruption to pupils. The setting currently has nine children on roll.

What is the educational case for closing the Inclusion Centre in Newbridge School

The governing body has made the request to the LA to close the Inclusion Centre. The space the Inclusion Centre currently occupies is part of the main school space, not a discrete or purpose-built annexe. The Inclusion Centre was created at a time when the overall Newbridge School roll was smaller and it occupied space that the main school did not need at that time. Now that the situation is reversed the governing body is of the view that it cannot lose main school space to house a separate provision.

As the school has grown, its need for additional toilet facilities has increased. The Inclusion Centre houses toilets that were part of the toilet facilities originally of the main school. These are not currently accessible to our pupils in the main school as they only service the Inclusion Centre which is run separately to the main school. The closing of the Inclusion Centre will mean these toilets become available to our main school learners, increasing our overall toilet capacity in the school.

The increase in numbers on roll at Newbridge School has led to a simultaneous growth in literacy, numeracy and ICT provision and staffing, in line with the LNF (literacy and numeracy framework 2013) and latterly the DCF (digital competence framework, 2016). The school has converted classrooms to ICT teaching bases to meet the needs of the DCF, whilst literacy and numeracy intervention provision currently takes place in converted storage rooms, not conducive to effective learning for these pupils and not spaces large enough for this purpose. Because of the pressure on space there are a number of staff who do not have designated teaching classrooms and there is an overall lack of administrative space. The SENCo currently does not have administrative or teaching facilities commensurate with her

role. Newbridge School has a large team of teaching assistants who have no separate staff space available to them.

If the closure of the Inclusion Centre is agreed, the Inclusion Centre space will be used to accommodate a designated office for the SENCO and provide discrete teaching and management spaces for the school's SEN and ALN provision as well as its additional literacy and numeracy provision within the school. These designated learning spaces will lend themselves as a more conducive learning environment for this work and the many pupils who access it. The breakout space in the current Inclusion Centre will become a break and lunch space for the school's large team of teaching assistants.

The closure of the Inclusion Centre will therefore have a significant, positive impact on the current school arrangements for SEN.

Whilst the lack of space for mainstream provision is an issue the accommodation in the Inclusion Centre for potentially sixteen young people is also a concern. Young people on the roll of the Inclusion Centre have significant behavioural difficulties and frequently find it difficult to mix with other pupils in the school. Whilst staff are very proactive in arranging external activities for Inclusion Centre pupils, Inclusion Centre learners usually remain housed in the centre for the majority of their learning time and during their free time. In making their decision to ask for the Inclusion Centre to be closed the governing body also took into consideration that the Inclusion Centre space was no longer fit for purpose and provided some of the LA's most vulnerable pupils a cramped and confined space.

LA specialist provision for children and young people with complex special educational needs including BESD is described in **Appendix 3**. Inclusion Centre provision at Newbridge School is limited to KS3 pupils. This has been identified through an ALN review as a cause for concern as vulnerable pupils have to move to other provisions at the end of year 9. This causes disruption to their education and, more importantly for pupils in this vulnerable group, means they are not able to continue working with teachers and support staff with whom they have developed a trusting, working relationship. Whilst every effort is made to involve pupils in their transition, for some pupils disruption at this stage of their education can have a negative impact on their ability to settle in other settings as they can struggle to adjust to a new environment and teaching and support staff.

As part of the LA's ALN review, provision for children with BESD is being evaluated with a view to developing more cohesive and streamlined opportunities for children and young people with BESD from the Foundation Phase to Key Stage 4. Proposals include extending provision at the Learning Centre (Pupil Referral Unit) to include KS4 pupils and identifying through a robust procurement process alternative education providers for young people with complex BESD. In addition the LA is working collaboratively with secondary school headteachers to develop regional

Learning Pathway Centres (LPCs), which will provide small, nurturing environments for young people with BESD whilst maintaining strong links with mainstream provision.

What will be the likely impact of the proposal on school pupils?

There are nine pupils on roll at the Inclusion Centre at the current time. One pupil has a split placement between their mainstream school and the Inclusion Centre.

An Educational Psychologist and Behaviour Support Officer have been working with the Inclusion Centre staff and pupils to identify alternative provision for pupils currently on roll at the centre. The views of the pupils on their future educational placements were gathered at individual meetings with the pupils in November 2016. Pupil views have been taken into account with regard to the recommendations that have been made regarding a future placement. At meetings held in the autumn and spring terms agreement on the proposed placements for each pupil was discussed and agreed by their respective parents / carers. Travel arrangements for pupils were discussed as part of the consultation meetings. Transportation will be provided in line with the Council's Learner Travel policy.

Alternative EOTAS provision has been identified for seven out of the nine pupils attending the Inclusion Centre. These provisions will accommodate the pupils up to the age of sixteen. One year 9 pupil will transfer to his catchment mainstream school. The recommendation for one year 7 pupil is for a one day a week link with a mainstream secondary school with the aim that that by the end of the academic year he will be in a position to transfer to that mainstream school on a full time basis.

What is the likely impact of the proposal on the staff of the Inclusion Centre at Newbridge School?

In Caerphilly Local Authority schools hosting specialist resource bases are allocated a sum of money to run and manage the provision. Staff for the SRBs are appointed and employed by the school and paid for via this funding allocation. If a SRB provision is closed this results in the allocated SRB funding being withdrawn. Staff employed by the school within the SRB would then move onto the main school staffing structure. Should the proposal to close the Inclusion Centre progress this would be the case for the permanent members of staff currently working there. This includes one full time teacher and three teaching assistants.

If the school's budgetary position requires the governing body to consider staff losses in due course, staff of the Inclusion Centre would be considered alongside all other staff at Newbridge School in line with its adopted workforce flexibility

procedure. The support opportunities that are included in the workforce flexibility procedure would be exhausted before progression of a redundancy consultation at the school in any capacity. Staff in the Inclusion Centre would be afforded the opportunity to transition into the mainstream school and receive training opportunities as appropriate.

What are the financial implications of the proposal?

Where the LA maintains a SRB additional funding is allocated to the school. In the case of Newbridge School £257,048.41 is allocated for the Inclusion Centre provision. The current cost per pupil attending the Inclusion Centre is approximately £16,000 per annum. This is based on full capacity of 16 pupils. Alternative provision identified for the current cohort of pupils would range from approximately £13,000 - £18,000 per annum, depending on the individual needs of the pupils. Therefore there are no savings associated with this proposal.

Closure of the Inclusion Centre will mean that the funding will be retained and redirected to enhance alternative BESD provisions within the local authority or where necessary utilised to fund placements with external providers. The proposal does not involve any transfer or disposal of land and capital funding is not required to implement the proposal.

The proposed closure of the class will not impact on overall capacity of Newbridge School to deliver an appropriate curriculum.

What will be the likely impact of the proposal on the local community?

This proposal will not have any significant impact on the local community.

Community impact assessment

The following points have been considered as part of the community impact assessment:

- As this proposal is related to the closure of the Inclusion Centre it will not have an impact on any activities provided by the mainstream school.
- The Inclusion Centre does not have any specific community activities linked to it.
- The Inclusion Centre admits pupils from across the Caerphilly County Borough area, pupils attending the Inclusion Centre are provided with transport from their home to Newbridge School. Transport arrangements will

continue to be in place for pupils if they transfer to another educational setting. It is not anticipated that pupils will have to travel longer distances to school. However further analysis of this will take place when the pupils' next placements are confirmed.

- There would not be any wider community safety issues or any implications on public transport.
- The Inclusion Centre admits pupils from across the Caerphilly County Borough area; they will be encouraged to participate in all extra-curricular activities within their next placement.

The community impact assessment will be updated after the consultation has been completed to ensure that it includes pertinent issues that have arisen and need to be taken into account. The community impact assessment and equality impact assessment will be presented to the Council's Cabinet in the report that sets out the consultation feedback received in respect of this proposal. A copy of the community and equalities impact assessment is available on request

What are the disadvantages and risks associated with this proposal?

Closure of the Inclusion Centre will mean that the local authority has 16 less places for young people requiring specialist BESD provision in the Local Authority. The disadvantages of this could be that

- Parents of children with significant BESD would not have the choice of a specialist setting;
- Parental demand for a specialist secondary BESD setting could lead to the LA having to find an out of county provision at additional cost.
- If children have to attend out of county provision they will be separated from their local community

The LA is mitigating the risk of closing the Inclusion Centre by enhancing additional BESD provision, such as extending the Learning Centre (PRU) to accommodate pupils in KS4 and developing Learning Pathway Centres (LPCs). Two Learning Pathway Centres (LPCs) are already operational in Heolddu Comprehensive School and Lewis School Pengam, adding capacity to provision for young people with BESD. Plans for one further LPC are well advanced and it should be operational by the end of the academic year.

Description of any alternatives considered and the reasons why they have been discounted

No alternatives to this proposal have been considered.

What is the statutory process to close the Inclusion Centre at Newbridge School?

The Code on School Organisation (“The Code”) is made under Sections 38 and 39 of the School Standards and Organisation (Wales) Act 2013. The Code came into force on 1 October 2013 and applies in respect of all school proposals published by way of a statutory notice after that date. Proposals to discontinue SEN provision have to follow the following process:

1. The Local Authority’s Cabinet considers the Code and authorises a consultation on the changes to the schools;
2. At the start of the consultation period the Local Authority **must** provide consultees with a consultation document and give them at least 42 days in which to respond, with at least 20 of these days being school days.
3. Consultation comments are collated and summarised by the Local Authority. This summary together with the Local Authority’s officers own responses is published in a consultation report within 13 weeks of the end of the consultation period and presented to the Local Authority’s Cabinet for consideration;
4. The Local Authority’s Cabinet decide whether to proceed with the changes within 26 weeks of the end of the consultation period. If the decision is to proceed, Step 5 is taken. If a new option emerges during the consultation which the Local Authority’s Cabinet wish to consider, then Steps 1-3 are repeated;
5. Statutory notice is published providing a 28 day notice period for objections. The notice **must** be published on a school day and with 15 school days (not including the day of publication) in the notice period;
6. If objections are received, the Local Authority **must** publish an objection report providing a summary of the objections and their responses to them before the end of 7 days beginning with the day of the Local Authority’s decision as to whether to proceed with the proposal;
7. The Local Authority’s Cabinet must decide on whether to implement the proposal within 16 weeks of the end of the objection period;
8. If the proposals receive approval they should be implemented in accordance with the date given in the statutory notice, or any subsequent modified date.

Timescales

Key stages	Date
Formal Consultation Process	23 rd January 2017 – 7 th March 2017
Cabinet Considers the results of the consultation	12 th April 2017
Publication of Statutory Notice	24 th April 2016 – 22 nd May 2016
Final decision of Cabinet	5 th July 2017

Questionnaire

In order to help the Local Authority reach a decision, it would be very helpful if you could answer the following questions. Completed questionnaires should be returned to:

***The Chief Education Officer, Learning, Education and Inclusion
Services Penallta House, Ystrad Mynach, Caerphilly CF82 7PG***

***or by e-mail to: schoolconsultation@caerphilly.gov.uk by no later than 5 pm
on the 7th March 2017***

The Proposal

The proposal is to close the Key Stage 3 Specialist Resource Base at Newbridge School

1. Do you agree with the proposal? (Please tick one of the options below)

Yes

No

Not sure

Please let us know the reasons for your choice

2. Please state any additional views or points which you would like to be taken into account (attach additional sheets if necessary)

3. Please indicate who you are (e.g. parent of a pupil at named school, governor at named school etc.)

4. Name (optional)

5 Would you like to be notified of the publication of the consultation report to the Local Authority's' Cabinet?

Yes

No

If you have answered 'yes' please provide either your email or home address

Thank you for taking the time to complete this questionnaire

Appendix 1

List of Consultees

- The Cabinet Member for Education, Caerphilly Borough Council
- All current serving Caerphilly County Borough Council Councillors
- Chief Education Officer, Newport City Council
- Director of Education Monmouthshire County Borough Council
- Chief Education Officer, Torfaen County Borough Council
- Chief Education Officer, Blaenau Gwent County Borough Council
- Church in Wales, Llandaff
- Roman Catholic Diocesan Authority, Cardiff
- The Governing Body of Newbridge School
- Parents and Carers of all pupils attending Newbridge School
- Staff at Newbridge School
- Headteachers of Secondary Schools in Caerphilly.
- Governing Bodies of all Secondary Schools in Caerphilly
- Education Achievement Service
- The Welsh Minister for Education and Skills
- The constituent Assembly Member for Caerphilly
- The regional Assembly Members
- The Member of Parliament for Caerphilly
- Estyn
- Teaching and Trades Unions
- The South East Wales Education Achievement Service
- Caerphilly Transport Department
- The Gwent Police and Crime Commissioner
- Aneurin Bevan University Health Board
- SNAP Cymru

Appendix 2

Five year forecast of pupil rolls Newbridge School

Newbridge Pupil Forecast

Name of setting	Type of Provision	Number	Year 9	Year 10	Year 11	Total
2016	203	210	209	203	175	1000
2017	187	203	210	209	203	1012
2018	202	187	203	210	209	1011
2019	203	202	187	203	210	1005
2020	203	203	202	187	203	998
2021	199	203	203	202	187	994

Previous five school censuses.

Previous Pupil Census

	Year 7	Year 8	Year 9	Year 10	Year 11	Total	
2016	203	210	209	203	175	1000	(Actual as at 9/11/16)
2015	198	197	181	203	203	982	(As Jan Pupil Count)
2014	194	178	199	202	180	953	(As Jan Pupil Count)
2013	175	193	204	182	171	925	(As Jan Pupil Count)
2012	180	177	180	174	140	851	(As Jan Pupil Count)
2011	177	177	169	140	178	841	(As Jan Pupil Count)

Appendix 3

Specialist Resource Base Provision in Caerphilly.

Name of setting	Type of Provision	Number
Cefn Fforest Primary (KS2)	Complex Learning Difficulties	8
Cefn Fforest Primary (FP)	Complex Learning Difficulties	8
Coed y Brain Primary (KS1 &2)	Speech and Language	16
Cwm lfor Primary (satellite provision)	Complex Learning Difficulties	8 (Trinity Fields)
Cwmcarn Primary(KS2)	Complex Learning Difficulties	8
Deri Primary (KS1)	Complex Learning Difficulties	8
Behaviour Management Group at Glan Y Nant (KS2)	Behavioural, Emotional & Social Difficulties	8
Greenhill Primary (KS1&2)	ASD / Social and Communication	16
Pantside Primary (KS1&2)	ASD / Social and Communication	16
Pontllanfraith Primary (KS1&2)	ASD / Social and Communication	16
St James Primary (KS1 &2)	Complex Learning Difficulties	16
Tir y Berth Primary (KS1&2)	Speech and Language	16
Ty Isaf Infants (KS1)	Complex Learning Difficulties	8
Tyn y Wern (Yr 3/4)	Social Inclusion	8
Tyn y Wern (Rec/ Yr1)	Nurture Class	8
Ty Sign Primary (KS2)	Behavioural, Emotional & Social Difficulties	8
Ynysddu Primary School (Rec/ Yr1)	Nurture Class	8
Ynysddu Primary School (Yr 3/4)	Social Inclusion	8
Ysgol Ganolfan Cwm Derwen (KS1&2)	Complex Learning Difficulties	8
Newbridge School (KS3)	Behavioural, Emotional & Social Difficulties	16
Pontllanfraith Comprehensive (KS3 &4)	Complex Learning Difficulties	50
Risca Comprehensive (KS3 & 4)	Autistic Spectrum Disorder	14

Name of setting	Type of Provision	Number
St Cenydd Comprehensive (KS3 & 4)	Speech & Language, Sensory and Physical Difficulties	50
Ysgol Gyfun Cwm Rhydney	Resourced to meet the needs of children and young people with complex needs	

Special School Provision /PRU

Name of setting	Type of Provision	Number
Trinity Fields School & Resource Centre	PMLD/SLD/ASD	140
The Learning Centre	BESD Y5-8	16