



CYFLAWNI **TEGWCH** A RHAGORIAETH MEWN **ADDYSG** A **GWELL LLES** I BAWB

EQUITY AND **EXCELLENCE** IN **EDUCATION** AND **ENHANCED WELLBEING** FOR ALL

CONSULTATION ON THE PROPOSALS TO RECONFIGURE ADDITIONAL LEARNING NEEDS MAINSTREAM LEARNING SUPPORT CLASS PROVISION WITHIN RHONDDA CYNON TAF

MAY 2023



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Section 1

Introduction

Rhondda Cynon Taf (RCT) County Borough Council wishes to seek the views of a wide range of stakeholders on proposals for the reconfiguration of mainstream Learning Support Class (LSC) provision within RCT.

The proposals will address capacity pressures in relation to pupils with significant ALN in the Early Years and Years 7–11 (formerly Key Stage 3/4), reduce the number of transitions necessary for pupils accessing Primary Phase LSC provision and ensure a higher number of LSCs are situated within 21st Century School environments. The proposals also seek to address the need to create additional Welsh medium specialist LSC provision, in line with the requirements of the Additional Learning Needs Education Tribunal (ALNET) Act (2018) to develop a bilingual Additional Learning Needs (ALN) system.

The proposals seek to achieve the following aims:

- reducing unnecessary transition across schools by establishing cross phase specialist provisions within individual schools where possible
- developing a robust continuum of provision that effectively addresses a wide range of need across all year groups and builds upon effective early intervention and prevention approaches.
- establishing LSC provisions in fully accessible settings that provide a learning environment fit for the 21st Century.
- enhance specialist Welsh-medium provision to facilitate the learning of pupils with significant ALN in the Primary Phase.

To achieve these aims, the proposals include:

1. Relocation of provision

It is proposed that the following relocations take effect from April 2024:

- Observation and Assessment LSC at Penrhiwceiber Primary School to relocate to Abercynon Community Primary School.
- LSC for pupils Years 3-6 with Autistic Spectrum Disorder (ASD) at Abercynon Primary Community School to relocate to Perthcelyn Primary School to create a through Primary Phase provision.

2. Proposed new provisions

It is proposed that the following classes are established to take effect from September 2024:

- One Early Years Assessment & Intervention LSC for pupils under statutory school age with significant presenting needs at Abercynon Primary School.
- Two Primary Phase Welsh medium LSCs at the new Welsh medium primary school at Rhydyfelin for pupils with significant ALN.
- One Autistic Spectrum Disorder LSC provision for pupils in Years 7–11 at the new 3-16 school on the Hawthorn Primary/High School site.

Who will we consult?

We are seeking the views of the following stakeholders:

- The Governing Bodies, parents/carers and staff of the respective schools.
- Governing Bodies, parents/carers of pupils attending primary schools within the catchment area of the proposed host secondary school
- The Church in Wales and Roman Catholic Diocesan Authorities
- The Governing Body of Coleg Y Cymoedd
- The Governing Body of the University of South Wales
- Welsh Ministers including Welsh Minister for Education and Skills
- Menter Iaith
- Assembly Members and members of Parliament for all constituencies and regional areas serving Rhondda Cynon Taf
- Estyn
- Cwm Taf Morgannwg Local Health Board
- Teaching and Support staff trade unions
- Central South Consortium Joint Education Service
- South Wales Police and Crime Commissioner
- The Early Years and Childcare Partnership
- South East Wales Transport Association
- The local Communities First Partnerships
- The Welsh Language Commissioner
- Neighbouring local authorities
- SNAP Cymru

What will the consultation process entail?

The consultation will start on the 5th June 2023 and will be completed at 5pm on 14th July 2023. Feedback from the consultation will be collated and summarised and a report presented to the Council's Cabinet in September 2023. This consultation report will be available for all persons to view on the Council website and copies can be obtained on request from the address detailed on www.rctcbc.gov.uk.

The Council's Cabinet will consider the report, based on the feedback, and decide whether to proceed with the proposals, make changes to the proposal or not to proceed with the proposal. If the Cabinet decides not to proceed, that will be the end of these proposals for the foreseeable future.

If the Cabinet decides to proceed with the proposals, Statutory Notices will be published in September/October 2023 providing a 28-day notice period for objections.

The School Organisation Code (011/2018) 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 on which the proposal was published.

If there are objections, the Council's Director of Education & Inclusion Services will publish an objection report providing a summary of the objections and her response to them within 7 days of the determination decision by the Council's Cabinet. This report will also be available for all persons to view on the Council's website and copies can be obtained on request from the address detailed in Appendix 1.

If the Council'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 these proposal, the implementation date is the April 2024 and September 2024.

What do you now have to consider?

The remainder of the consultation document sets out the rationale for the proposed reconfiguration of current LSC provision.

We would like you to consider the information contained within this document and to hear your views as to whether or not you support the proposal.

How do you make your views known?

A consultation questionnaire is attached (Appendix 1) and is also available on the Council's internet site at www.rctcbc.gov.uk. The questionnaire also enables consultees to register their wish to be notified of the publication of the consultation report to the Council's Cabinet. Schools will also be offered opportunities to consult with pupils and are advised to consult with School Council representatives to seek pupil views. You are also entitled to put your views in writing to:

Director of Education and Inclusion Services,

Education Directorate,

Ty Trevithick,

Abercynon

CF45 4UQ

Telephone: (01443) 744333

E-mail: A&IService@rctcbc.gov.uk

All correspondence should be received **14th July 2023**

Please note that responses to the consultation will not be counted as objections to the proposal. Objections can only be forwarded following the publication of the Statutory Notice. The consultation documentation will be distributed in both English and Welsh.

Consultation events will be held, and you are welcome to attend the appropriate meeting.

Consultation Events

The following consultation events have been arranged:

School Affected	Group-Pupils/ Staff/Parents	Time	Date	Venue
Abercynon Primary Community School	School Council	13:15 – 14:00pm	12th June 2023	Abercynon Primary Community School
	Parents	14:00 – 15:00pm		
	Staff/Governing Body	16:00 – 16:45pm		
Perthcelyn Primary School	School Council	14:15 – 15:00pm	13th June 2023	Perthcelyn Primary School
	Parents	15:15 – 16:00pm		
	Staff/Governing Body	16:00 – 16:45pm		
Penrhiwceiber Primary School	School Council	14:15 – 15:00pm	14th June 2023	Penrhiwceiber Primary School
	Parents	15:15 – 16:00pm		
	Staff/Governing Body	16:00 – 16:45pm		
New 3-16 school on the Hawthorn Primary/High School site New Welsh medium School	School Council Heol-y-Celyn Primary School	9:15 – 10:00am	15th June 2023	Heol-y-Celyn Primary School
	School Council YGG Pontsion Norton	10:15 – 11:00am	15th June 2023	YGG Pontsion Norton
	School Council Hawthorn Primary School	11:30 – 12:15pm	15th June 2023	Hawthorn Primary School
	School Council Hawthorn High School	12:30 – 13:15pm	15th June 2023	Hawthorn High School
	Staff/Temporary Governing Bodies	16:00 – 16:45pm	15th June 2023	Via Teams: Click here to join the meeting
	Parents	15:15 – 16:00pm	16th June 2023	Hawthorn Leisure Centre

Section 2

Background

RCT has an excellent range of ALN provisions which allows the majority of pupils to attend schools near to where they live. These include 45 LSCs attached to mainstream settings, 4 special schools and 2 Pupil Referral Units (PRUs). However, RCT currently only has 1 Welsh medium specialist provision.

In addition to this, £7.25M is delegated Enhanced Capacity Funding (ECF) annually to support pupils with severe and persistent needs in mainstream settings. This is in line with RCT's vision for inclusive education and the right for children with ALN to be educated in their local mainstream school where appropriate.

The Additional Learning Needs Education Tribunal (ALNET) Act provides detailed guidance on the duties and responsibilities of local authorities (LAs) in meeting the ALN of children and young people. Children and young people have ALN if they have a learning difficulty which calls for an additional learning provision to be made for them. A learning difficulty is evident when children and young people have:

- significantly greater difficulty in learning than the majority of children and young people of the same age; or
- a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children and young people of the same age in schools within the area of the locality.

The ALN Code for Wales (2021) recommends that Early Years and school settings adopt a graduated response to meeting ALN. A graduated response means that progressively greater expertise and support can be brought in to address the difficulties a child or young person may be experiencing. Additional or different provision should be made depending on the severity of the child/young person's level of need.

Section 316A of the Education Act 1996 specifies that children with ALN should normally be educated in mainstream schools so long as this is compatible with them receiving the additional learning provision that their learning difficulty calls for, the efficient education of other children, and the efficient use of resources. For those pupils who have very significant needs, more specialist placements are required, and this might result in a placement in one of our specialist provisions. These placements are agreed by the Access & Inclusion Service panels.

Despite the wide range of LSC provisions attached to mainstream schools, in light of the requirements of the ALNET Act (2018) it is felt necessary to enhance the current LSC provision to address the current gap in provision and to ensure the LA complies with its new legislative duty. Whilst the LA does provide Welsh medium peripatetic support it is evident that this should now be enhanced.

In the context of the above, the proposals for change seek to achieve the following aims:

- To realign current provision to match the current profile of needs of children with ALN.
- To establish additional Welsh medium LSCs to enable pupils with significant ALN to access full time specialist Welsh medium provision.

- To reduce the number of transitions between placements for some of our most vulnerable pupils
- To enhance Early Years provision to meet the rising demands for early intervention.

Overview of the Proposal

RCT County Borough Council wishes to seek the view of a wide range of stakeholders on the proposals to:

- To relocate the Observation and Assessment LSC at Penrhiwceiber Primary School to Abercynon Community Primary School with effect from April 2024.
- To transfer the LSC for pupils in Years 3–6 with Autistic Spectrum Disorder (ASD) at Abercynon Community Primary School to create a through Primary Phase provision at Perthcelyn Primary School taking effect from April 2024.
- To establish one Early Years Assessment and Intervention LSC for pupils under statutory school age with significant presenting needs at Abercynon Primary School. The proposal will take effect from April 2024.
- To establish two Primary Phase Welsh medium LSCs at the new Welsh medium primary school in Rhydyfelin for pupils with significant ALN. The proposal will take effect from September 2024.
- To establish one LSC for pupils in Years 7–11 with ASD at the new 3-16 school on the Hawthorn Primary/High School site taking effect from September 2024.

What is the basis for this proposal?

Section 315 of the Education Act 1996 requires LAs to regularly review arrangements for supporting pupils with ALN and to ensure that provision is sufficient and meets the needs of its communities.

The priority for the Education and Inclusion Service Directorate is to continue to focus on driving up standards in schools and to improve the outcomes for all children and young people. In light of the Welsh Government ALNET Act and the Council's vision to increase the number of Welsh medium learners in its schools by responding proactively to both national and local strategies, such as the Welsh Government Welsh Language Strategy: Cymraeg 2050, Rhondda Cynon Taf's Welsh in Education Strategic Plan and the current 21st Century Schools plan to increase and improve Welsh medium provision RCT, it is essential to enhance current Welsh medium ALN provision within RCT. The proposed additional Welsh medium LSCs will ensure that the LA has an enhanced focus on providing more effective mainstream inclusion opportunities for Welsh medium pupils with significant ALN.

The proposed relocations and establishment of LSCs will ensure that the LA has an enhanced focus on providing more effective mainstream inclusion opportunities for pupils with a wide range of ALN. The proposals ensure that the best possible use of resources and a more equitable continuum of provision is achieved for pupils with significant ALN.

The importance of mainstream inclusion for pupils with ALN is reflected in the Estyn Common Inspection Framework which highlights that judgements of achievement for all learners including those with additional learning needs should take account of progress made in relation to agreed learning goals from individual starting points. The framework also recognises the positive impact that the expertise within a LSC can have on enhancing practice and improving outcomes for learners with ALN across the whole school.

What is the educational case for the proposal to create additional LSC provision?

The advantages of implementing the proposed changes includes:

- an enhanced focus on improved mainstream LSC provision which provides improved life chances for our most vulnerable learners;
- appropriate continuum of provision which is well matched to pupils' primary needs;
- improved educational outcomes and pupil engagement due to effectively meeting pupil needs;
- greater opportunities for mainstream inclusion in local community schools;
- ensuring that LSC provision is situated within education settings that are accessible and appropriate for the needs of pupils with wide ranging needs, including physical and medical needs;
- improving the range and quality of facilities and learning resources available to the benefit of all pupils;
- LSC provisions hosted by schools that have the capacity for the development of an additional class due to surplus spaces and can accommodate the additional pupils who will be placed in the school.

What are the financial implications of the proposal?

The LA proposal if agreed will have a positive impact on pupils with ALN across RCT as it will mean that the funding will be directed to establish provisions that address identified areas of need. The proposal will ensure that the County Borough Council continues in its commitment to meeting the needs of learners with ALN effectively by future proofing its existing provision in terms of quality and sufficiency.

The schools will be delegated sufficient funding to establish the proposed provision. The funding will cover staffing and capitation costs. The proposal does not involve any transfer or disposal of land.

The creation of the new LSCs will incur a transportation cost in line with the Council's Learner Travel Policy. However, this increase in cost is seen as a necessity in order to enhance provision for RCT's most vulnerable pupils. Costs cannot be predicted at this time as placements are pupil led.

What is the likely impact of the proposals on school pupils?

It is anticipated that the proposals will have a significantly positive impact on pupils with significant ALN by providing an inclusive model of specialist provision hosted by mainstream schools whereby pupils have their needs met within their local community.

Transportation would be provided in line with the Council's Learner Travel Policy and placement made in the nearest and most appropriate specialist setting. If placed within a LSC pupils may be required to travel out of catchment although Access & Inclusion will endeavour to place pupils in the nearest appropriate LSC to their home address.

The Welsh Government and the Council has adopted the UN Convention on the Rights of the Child which is expressed in seven core aims that all children and young people:

1. Have a flying start in life;
2. Have a comprehensive range of education and learning opportunities;
3. Enjoy the best possible health and are free from abuse, victimisation and exploitation;
4. Have access to play, leisure, sporting and cultural activities;
5. Are listened to, treated with respect, and have their race and cultural identity recognised;
6. Have a safe home and a community which supports physical and emotional wellbeing;
7. Are not disadvantaged by poverty.

We consider that this proposal benefits children in their communities in accordance with the seven core aims set out above.

What is the likely impact of the proposal on the staff of the LSCs?

There will be no negative impact on existing LSC staff as current LSCs will be unaffected by the proposal. The proposal will have a positive impact creating 4 LSC teaching posts and 5 learning support assistant LSC posts. Those staff working in a LSC that is proposed to be relocated will move with the LSC pupils to ensure their expertise is maintained and that the pupils have continuity of staff supporting them.

What is the likely impact of the proposal on the local communities?

A Community Impact Assessment has been completed and is included as an appendix. These proposals will not have any significant impact on the local community as more local children will be able to access specialist provision within their local community and the new provision will address a gap in existing provision. The schools will make effective use of any surplus space within the school and develop a resource that will be of benefit to vulnerable children and young people and their parents/carers. The proposed establishment of the LSCs will enhance the overall capacity of the host school to meet a diverse range of needs as there will be further specialist ALN expertise within the school.

In addition, Equality Impact and Welsh Language Assessments have been completed for these proposals and are attached as appendices. These will be updated after the consultation has been completed to ensure that they include pertinent issues that have arisen and need to be taken into account. The assessments will be presented to the Council's Cabinet in the report that sets out the consultation feedback received in respect of the proposals.

What are the disadvantages of this proposal?

Implementing this plan will be of benefit to pupils with significant ALN across RCT and will ensure greater equality and access to specialist provision.

LSC re-alignment will inevitably cause some disruption and uncertainty for parents and pupils for a period of time, although experience shows that this can be kept to a minimum and the children's

education and wellbeing does not suffer. Access & Inclusion will provide support to eradicate or minimise any potential negative impact.

The relocation of the named LSCs could potentially cause some limited disruption to the proposed host schools. However, it is recognised that hosting a specialist LSC provision has a positive impact on enhancing practice and improving outcomes for pupils with ALN across the whole school.

The relocation of the LSC provision aims to provide more continuity for our most vulnerable learners to access cross phase specialist provision, reduce unnecessary transition and travel with the opportunity to provide through provision for all primary ages.

The Council considers that the educational advantages of the proposals outweigh the short-term impact of the changes for the pupils and parents.

What alternative options have been considered?

In light of the requirements of the ALNET Act to do nothing would mean that RCT would not be meeting its statutory duty to meet the identified ALN of some of its most vulnerable pupils.

There is clearly identified need for this provision within RCT and it would be in children and young people's best interest to address this. Some consideration was given to re-directing resources to further enhance the capacity of mainstream schools to meet need in local community schools. However, in so doing this could make the continuum of provision more fragmented.

Whilst alternative options have been considered, these have not been pursued given the obvious benefits of implementing these changes. These are summarised as follows:

- *Proposed relocations:* the proposed relocations have been specifically selected as they allow for greater opportunities for ALN/SEN pupils to access high quality cross phase educational provision within accessible school environments that have benefited from school modernisation and investment programmes.
- *Proposed new provisions:* alternative schools could be approached to establish a specialist provision. However, Abercynon Community Primary School, the new Welsh medium primary school at Rhydyfelin and the new 3-16 school planned for the Hawthorn Primary/High School site were selected because of their inclusive practice and success in supporting pupils with ALN/SEN in the mainstream and/or significant investment from the 21st Century Schools Modernisation Programme. Furthermore, the location of the settings will address local needs. Establishing these provisions will reduce the demand for special school placements which can then be safeguarded for pupils with more complex learning, medical and physical needs.

Community, Equality and Welsh Language Impact Assessments

Community Impact, Equality Impact and Welsh Language Assessments have been prepared in respect of the proposals and are attached as appendices. Copies will also be published on the Council's website hard copies can be obtained by emailing a request to A&IService@rctcbc.gov.uk or by telephoning 01443 744333.

Section 3

Proposed Relocation of LSCs

- RCT proposes to relocate the Observation and Assessment LSC hosted at Penrhiwceiber Primary School to Abercynon Community Primary School with effect from April 2024 accommodating 8 pupils with significant presenting ALN
- RCT County Borough Council proposes to relocate the LSC for pupils in Years 3–6 with ASD hosted at Abercynon Community Primary School to Perthcelyn Primary School with effect from April 2024 accommodating 10 pupils with ASD

Background to the relocation of LSC's

Improving the quality of education and raising standards is one of the Council's key priorities. It is considered that improving standards and educational outcomes for some of our most vulnerable pupils will improve their life chances, access to the world of work and other education pathways. Ensuring that our provisions are well matched to the needs of pupils is central to pupils achieving positive outcomes. The relocation of the LSC provision provides a more coordinated approach and improved continuum of ASD provision for pupils in the Cynon Valley. The move will allow pupils who meet criteria to remain at Perthcelyn Primary School throughout the Primary Phase if appropriate.

Relocating the LSC currently hosted at Penrhiwceiber Primary School will ensure the pupils have access to suitable outdoor play areas which is fundamental to Early Years learning. It is proposed that creation of the Early Years Assessment & Intervention LSC and the relocation of Observation and Assessment LSC at Abercynon Community Primary School will support Early Years pupils with significant presenting needs from both the Cynon Valley and Taf areas.

By locating specialist provision within mainstream settings, pupils will have the opportunity for increased inclusion. This is supported by the Estyn Common Inspection Framework, which highlights the positive impact that the expertise within a LSC can have on enhancing practice and improving outcomes for learners with ALN across the whole school.

Information on the schools affected by the proposal

Penrhiwceiber Primary School

General Information

Penrhiwceiber Primary is located in Church Street, Penrhiwceiber, Mountain Ash, CF45 3YD. The school is an English-medium school established in 2004, providing education to Primary Phase pupils. The site is split level. The school buildings consist of 2 main blocks. The nursery block is located at the southeast of the site and the junior block at the Northwest of the site. Both buildings are single storey and are of traditional stone / masonry construction with a pitched slate roof. At the upper level of the site there is a detached timber-framed building which acts as both an educational building and a community centre for functions and facilities outside of the school remit. In addition to this the upper level of the site also contains one single and one double demountable classroom which are now redundant and are falling into disrepair. The school has received multiple works in accordance with the 21st Century Schools guidelines. Unfortunately, there is insufficient outside play area for our pupils from the LSC to access. Therefore, in line with new curriculum requirements, the LSC would be better placed in Abercynon Community Primary School which has sufficient space to accommodate the pupils.

Pupil Projections

The pupil numbers and forecast information for Penrhiwceiber Primary School from 2022/23 are shown below and are obtained from the statutory PLASC which is undertaken in January each year. The pupil forecasts for Penrhiwceiber Primary School are calculated in accordance with guidance issued by Welsh Government. The numbers shown exclude nursery age pupils, as required by Welsh Government's Statutory School Organisation Code.

Pupil Numbers and forecast information:

Penrhiwceiber Primary	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027
School Total N1-Y6	157	144	154	142	134	137	130	135	126	126
Total (R-Y6)	127	127	132	124	115	118	111	117	107	108
Excl. LSC Pupils	124	124	129	121	112	115	108	114	104	105

Capacity: 141

Quality and Standards

Penrhiwceiber Primary School was last inspected by Estyn in June 2015. The inspection comments were summarised as follows:

Inspection Area	Judgement
The School's Current Performance	Good
The School's Prospects for Improvement	Good

Unfortunately, there is insufficient out-door space to support the required learning through the play element of the curriculum for pupils attending the provision. There are currently 8 pupils attending the Observation and Assessment LSC. It is proposed that these pupils transfer to the new setting once the class has been relocated. The LSC will continue to support pupils aged 3-7 years.

Abercynon Community Primary School

General Information

Abercynon Community Primary School is located on 26 Ynysmeurig Rd, Abercynon, Mountain Ash CF45 4SY. The school is an amalgamation of three schools: Abercynon Infants, Abertaf Primary School and Carnetown Primary school. The brand new school opened in September 2013 on the site of the old infants school.

Pupil Projections

The pupil numbers and forecast information for Abercynon Community Primary School 2022/23 are shown below and are obtained from the statutory PLASC which is undertaken in January each year. The pupil forecasts for Abercynon Community Primary School are calculated in accordance with guidance issued by Welsh Government. The numbers shown exclude nursery age pupils, as required by Welsh Government's Statutory School Organisation Code.

Pupil Numbers and forecast information:

Abercynon Primary	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
School Total (N1-Y6)	341	336	349	337	333	322	316	296	291	278
Total (R-Y6)	296	290	304	297	301	285	278	260	254	242
Excl. LSC Pupils	291	285	299	292	296	280	273	255	249	237

Capacity: 325

Quality and Standards

Abercynon Community Primary School was last inspected by Estyn in March 2015. The inspection comments were summarised as follows:

Inspection Area	Judgement
The School's Current Performance	Good
The School's Prospects for Improvement	Good

There are currently 8 pupils accessing the LSC for pupils in Years 3–6 with ASD and these pupils will move to the new hosting school once it has been established. This proposal provides continuity in their educational placements and ensures that a higher number of specialist LSC provisions provide equity for pupils in LSCs so that they remain in one setting until transition to secondary provision in line with their mainstream peers.

Perthcelyn Community Primary School

General Information

Perthcelyn Primary School is located at Glamorgan Street, Perthcelyn, Mountain Ash, CF45 3RJ. The school is an English-medium school established 1999. **Perthcelyn Primary School is a white curvilinear formed school, with a playground and steep parkland below and a banked-up terrace with a games pitch above.**

Pupil Projections

The pupil numbers and forecast information for Perthcelyn Community Primary School 2022/23 are shown below and are obtained from the statutory PLASC which is undertaken in January each year. The pupil forecasts for Perthcelyn Community Primary School are calculated in accordance with guidance issued by Welsh Government. The numbers shown exclude nursery age pupils, as required by Welsh Government's Statutory School Organisation Code.

Pupil Numbers and forecast information:

Perthcelyn Primary	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
N1-Y6	123	124	128	117	118	118	117	119	121	121
Total (R-Y6)	109	107	113	101	98	101	100	101	104	103
Excl. LSC Pupils	102	100	106	94	91	94	93	94	97	96

Capacity: 160

Quality and Standards

Perthcelyn Community Primary School was last inspected by Estyn in April 2018. The inspection comments were summarised as follows:

Inspection Area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Excellent
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

The school currently hosts a LSC for pupils Reception – Year 2 with ASD. The proposals will create an enhanced through provision which will ensure pupils are not required to undertake any additional transitions and will allow those pupils who meet the criteria for the LSC to remain at the provision until the end of Year 6.

Section 4

Proposed New Provision

- RCT proposes to create a new Early Years Assessment LSC provision with effect from April 2024 for pupils with significant ALN at Abercynon Primary School accommodating 8 pre-school aged pupils.
- RCT proposes to create two new Primary Phase Welsh-medium LSC provisions with effect from September 2024 for pupils with significant ALN at the new Welsh medium primary school in Rhydyfelin accommodating 18 Primary Phase pupils.
- RCT proposes create a new LSC for pupils in Years 7–11 with ASD with effect from September 2024 at the new 3-16 school on the Hawthorn Primary/High School site accommodating 14 pupils.

Background to the opening of new LSC's

Improving the quality of education and raising standards is one of the Council's key priorities. It is considered that improving standards and educational outcomes for some of our most vulnerable pupils will improve their life chances, access to the world of work and other education pathways.

Ensuring that our provisions are well matched to the needs of pupils is central to pupils achieving positive outcomes.

One of the main targets outlined in the Council's Welsh in Education Strategic Plan (WESP) is to increase the number of children receiving education through the medium of Welsh. This will assist the local authority in working towards the Cymraeg 2050 Welsh Government target of having 1 million people in Wales able to speak Welsh by 2050. We consider that this proposal will address the existing lack of Welsh medium LSC provision, allowing Primary Phase Welsh medium pupils with significant ALN to remain in a Welsh medium education setting, thus supporting the Council's WESP. The establishment of the additional Welsh medium LSC provision for pupils with significant ALN will address a current gap in LSC provision.

By locating specialist provision within mainstream settings, pupils will have the opportunity for increased inclusion. This is supported by the Estyn Common Inspection Framework, which highlights the positive impact that the expertise within a LSC can have on enhancing practice and improving outcomes for learners with ALN across the whole school.

Information on the schools affected by the proposal

Abercynon Community Primary School

General Information

Abercynon Community Primary School is located on 26 Ynysmeurig Rd, Abercynon, Mountain Ash CF45 4SY. The school is an amalgamation of three schools: Abercynon Infants, Abertaf Primary School and Carnetown Primary school. The brand new school opened in September 2013 on the site of the old infants school.

Pupil Projections

The pupil numbers and forecast information for Abercynon Community Primary School from 2022/23 are shown below and are obtained from the statutory PLASC which is undertaken in January each year. The pupil forecasts for Abercynon Community Primary School are calculated in accordance with guidance issued by Welsh Government. The numbers shown exclude nursery age pupils, as required by Welsh Government's Statutory School Organisation Code.

Pupil Numbers and forecast information:

Abercynon Primary	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027
School Total (N1-Y6)	341	336	349	337	333	322	316	296	291	278
Total (R-Y6)	296	290	304	297	301	285	278	260	254	242
Excl. LSC Pupils	291	285	299	292	296	280	273	255	249	237

Capacity: 325

Quality and Standards

Abercynon Community Primary School was last inspected by Estyn in March 2015. The inspection comments were summarised as follows:

Inspection Area	Judgement
The School's Current Performance	Good
The School's Prospects for Improvement	Good

There are currently 8 pupils accessing the LSC for pupils in Years 3–6 with ASD and these pupils will move to the new hosting school April 2024.

If the proposal is progressed, the new Early Years Assessment & Intervention LSC will support 8 pre-statutory school aged pupils with significant presenting needs.

New Welsh medium primary school at Rhydyfelin

General Information

The new Welsh medium primary school is currently being built in Rhydyfelin, Pontypridd

Pupil Projections

At present it is not possible to project pupil numbers and forecast information for the new Welsh medium school. Capacity has been built into the new building design to accommodate the proposed LSCs.

Quality and Standards

As this will be a new education setting there are no Estyn reports currently available. This proposal does not adversely impact any children as it is proposed that the provision is established to meet an identified need. The proposal will ensure that the current gap in primary LSC provision for Welsh medium pupils with significant ALN is addressed.

New 3-16 school on the Hawthorn Primary/High School site.

The new 3-16 all through school will be built on the current Hawthorn Primary/High School grounds, School Lane, Hawthorn, Pontypridd, CF37 5AL by September 2024.

Pupil Projections

At present it is not possible to project pupil numbers and forecast information for the new 3-16 school on the Hawthorn Primary/High School site. Capacity has been built into the new building design to accommodate the proposed LSC.

Quality and Standards

As this will be a new education setting there are no Estyn reports currently available. This proposal does not adversely impact any children as it is proposed that the provision is established to meet an identified need.

If the proposal is progressed, then the school will host a LSC for pupils in Years 7–11 with ASD alongside the current LSC for pupils in Years 7–11 with Speech and Language difficulties.

Consultation Response Pro-forma

In order to help the Council reach a decision, it would be very helpful if you could answer the following questions. This survey is anonymous, please do not provide any personal information in the free text boxes. However, if you wish to be contacted about the outcome of consultation, please provide your name and contact details below. To learn more about how the Council uses your personal information, please visit our Data Protection page at www.rctcbc.gov.uk/dataprotection

(Optional)

Name:

Address:

Email Address:

Proposal 1: Relocation of Learning Support Class Provision

It is proposed that the following **relocations** take effect from April 2024 at:

- Observation and Assessment LSC at Penrhiwceiber Primary School to relocate to Abercynon Community Primary School.
- Year 3 – Year 6 (formerly Key Stage 2) LSC for pupils with Autistic Spectrum Disorder at Abercynon Primary Community School to relocate to create Primary Phase provision at Perthcelyn Primary School (Reception – Year 6).

1. Do you agree with the proposal? Yes No Not sure

Please let us know the reasons for your choice

Proposal 2: Establishment of Learning Support Class Provision

It is proposed that the following classes are **established** to take effect from September 2024 at:

- One Early Years Assessment & Intervention LSC for pupils under statutory school age with significant presenting needs at Abercynon Primary School.
- Two Primary Phase Welsh medium LSCs at the new Welsh medium primary school in Rhydyfelin for pupils with significant ALN (1 x Reception to Year 2 and 1 x Year 3 – Year 6).
- One ASD LSC provision for pupils Years 7 – 11 at the new 3-16 school on the Hawthorn Primary/High School site.

2. Do you agree with the proposal? Yes No Not sure

Please let us know the reasons for your choice

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

4. Under the Equality Act 2010 and the Public Sector Equality Duties, the Council has a legal duty to look at how its decisions impact on people because they may have particular characteristics. How would the Council's proposal affect you because of your:

- a. Sex
 - b. Age
 - c. Ethnicity
 - d. Disability
 - e. Sexuality
 - f. Religion / Belief
 - g. Gender identity
 - h. Relationship status
 - i. Pregnancy
 - j. Preferred language
-
-

5. With regards to the Council's proposal, and the impact it may have, please let us know: If you feel it could impact opportunities for people to use and promote the Welsh Language (Positive or Negative) and if in any way, it treats the Welsh Language less favourably than the English Language?

6. Please state how positive effects could be increased, or negative effects be decreased?

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

Thank you for taking the time to complete this questionnaire. The deadline for all responses is 5pm on 14th July 2023.

APPENDIX 2 WELSH LANGUAGE IMPACT ASSESSMENT TOOL

This Welsh Language Impact Assessment (WLIS) tool enables RCT Council to consider the principles and requirements of the [Welsh Language Standards \(No.1\) Regulations 2015](#) to ensure compliance with the [Welsh Language \(Wales\) Measure 2011](#).

Stage 1 – Information Gathering

NOTE: As you complete this tool you will be asked for **evidence to support your views**. Please see [Welsh Language Impact Assessment Guidance](#) for more information on data sources.

Proposal Name:	CONSULTATION ON THE PROPOSALS TO REALIGN ADDITIONAL LEARNING NEEDS MAINSTREAM LEARNING SUPPORT CLASS PROVISION WITHIN RHONDDA CYNON TAF
Department	Access & Inclusion Service
Service Director	Gaynor Davies
Officer Completing the WLIA	Lisa Carter
Email	Lisa.c.carter@rctcbc.gov.uk
Phone	01443 744344
Brief Description	<p>To realign current provision to meet the demand for specialist placements. This will be achieved by the following adjustments to LSC provision:</p> <ul style="list-style-type: none"> • To relocate the Observation and Assessment LSC at Penrhiwceiber Primary School to Abercynon Community Primary School taking effect from April 2024. • To transfer the LSC for pupils Year 3-6 with Autistic Spectrum Disorder (ASD) at Abercynon Community Primary School to create a through provision at Primary Phase at Perthcelyn Primary School taking effect from April 2024. • To establish one Early Years Assessment & Intervention LSC for pupils under statutory school age with significant presenting needs at Abercynon Primary School. The proposal will take effect from April 2024. • To establish two Primary Phase Welsh medium LSCs at the new Welsh medium primary school in Rhydyfelin for pupils with significant ALN. The proposal will take effect from September 2024.

	<ul style="list-style-type: none"> To establish one LSC for pupils Year 7 – 11 with ASD at the new 3-16 school on the Hawthorn Primary/High School site taking effect from September 2024.
Date	16/03/2023
Please outline who this proposal affects? (Service Users, Employees, Wider Community)	Pupils with Additional Learning Needs requiring specialist provision, their parents/carers and the wider additional learning needs community.

What are the aims of the policy, and how do these relate to the Welsh Language?	Currently Welsh medium pupils with significant additional learning needs who would meet the criteria for English medium Primary Phase LSC provision are supported by a specialist peripatetic team, through an inclusive delivery support model. In line with the requirements of Additional Learning Needs and Education Tribunal Act (ALNET) 2018, which stipulates that all LAs must develop bilingual ALN provision, and the Council's vision to increase the number of Welsh medium learners, our proposal seeks to create additional Welsh medium LSCs to support those learners identified as meeting LSC criteria. The host school will be the new Welsh medium primary school at Rhydyfelin. The LSCs will support 18 pupils with significant additional learning needs in the Primary Phase.
Who will benefit / Could the policy affect Welsh language groups? If so, list them here.	<ul style="list-style-type: none"> Welsh medium learners with significant additional learning needs. Early Years pre-statutory school age pupils presenting significant needs. Year 7- 11 (formerly Key Stage 3/4) English medium pupils with ASD. Pupils at the hosting schools Parent/carers of pupils attending hosting schools and those with children/young people with significant additional learning needs Staff at hosting schools The hosting schools are: Abercynon Primary Community School, Perthcelyn Primary School, new Welsh medium primary school at Rhydyfelin, the new 3-16 school on the Hawthorn Primary/High School site.
Current linguistic profile of the geographical area(s) concerned	Every ten years the nation sets aside one day for the Census – a count of all people and households. The Census is a key source of information about the number of people who can speak Welsh.

The 2021 Census indicated that of the 230,316 residents and at least 3 years of age living in the County Borough of Rhondda Cynon Taf, 12.4% (28,556) were able to speak Welsh, whilst the remaining 87.6% (201,760) were not able to speak Welsh. This can be compared to the all-Wales figures that showed of the 2,867,609 residents living Wales and at least 3 years of age, 18.1% (518,977) were able to speak Welsh, whilst the remaining 81.9% (2,867,609) were not able to speak Welsh.

The table that follows illustrates the Welsh language skills of residents living in the County Borough of Rhondda Cynon Taf and is obtained from the 2021 Census.

Table 1: Welsh Language Skills of Residents – (%)

	Total Residents Living in the County Borough of Rhondda Cynon Taf	All Wales
Can Speak, Read and Write Welsh	10.1%	14.8%
Can Speak and Read but Cannot Write Welsh	0.7%	1.2%
Can Speak but Cannot Read or Write Welsh	1.4%	2.4%
Can read but cannot speak or write Welsh	1.6%	1.4%
Can write but cannot speak or read Welsh	0.2%	0.2%
Can read and write but cannot speak Welsh	0.5%	0.6%
Can Understand Spoken Welsh Only	4.0%	5.5%
Other Combination of Skills	0.1%	0.2%
No Skills	81.3%	77.1%

Total	100.0%	100.0%
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The Annual Population Survey¹ collects information about respondents' Welsh speaking ability and also includes a question on how often people speak Welsh. It is updated quarterly, so is a more up-to-date source than the Census. The most recent Annual Population Survey, for the quarter ending June 2022, reported that 20.5% of respondents living in the County Borough of Rhondda Cynon Taf said they could speak Welsh, this is compared to the all Wales percentage of 29.7% of respondents. This can be further broken down to the data contained in the table that follows:

Table 2: Welsh Language Skills of Residents – (%)

Welsh Language Skills of Residents – (%)		
	County Borough of Rhondda Cynon Taf	Wales
Can Read Welsh	17.9%	26.0%
Can Write Welsh	17.2%	24.0%
Can Understand Spoken Welsh	24.1%	33.4%

The data demonstrates that in each Welsh language skill area, the 'all Wales' percentages are notably higher than the County Borough percentages. However, the current data shows a significant increase in the number of residents that can read, write and understand spoken Welsh since the last census in 2021.

When asked about their frequency of speaking Welsh, the table that follows shows a breakdown of responses of respondents living in the County Borough of Rhondda Cynon Taf compared to the all Wales responses.

Table 3: Welsh Language Skills of Residents – (%)

¹ [Annual Population Survey](#)

Welsh Language Skills of Residents – (%)		
	County Borough of Rhondda Cynon Taf	Wales
Speak Welsh Daily	7.4%	14.8%
Speak Welsh Weekly	5.0%	5.6%
Use it Less Often	6.1%	7.6%

The data demonstrates that the percentage of respondents that speak Welsh daily is far lower for the County Borough than the all-Wales percentage.

The Welsh Language Use Survey² for the years 2013 to 2015, contains detailed information about Welsh speakers' fluency and their use of the Welsh language in a range of settings. When looking where respondents living in Wales learned to speak Welsh, the majority, 45.0%, learned to speak Welsh at home, followed by 26.0% who learned to speak Welsh at nursery school and primary school between the ages of 2 to 10 and 14.0% who learned to speak Welsh at secondary school at the age of 11 plus. The remaining 2.0% learned to speak Welsh in other settings, including at 'Welsh for Adults' courses.

Proposals such as this not only responds to this general gap but also provides targeted specialist Welsh medium LSC provision for learners with significant additional learning needs in a 21st Century School environment.

Other relevant data or research

Having reviewed internal data it was noted that due to a lack of Welsh medium LSC provision, 7% of the total number of pupils accessing specialist settings have previously attended Welsh medium provision.

² [Welsh Language Use Survey 2013 to 2015](#)

Stage 2 – Impact Assessment

In this section you need to consider the impact, the evidence and any action you are taking for improvement. This is to ensure that the opportunities for people who choose to live their lives and access services through the medium of Welsh are not inferior to what is afforded to those choosing to do so in English, in accordance with the requirement of the Welsh Language (Wales) Measure 2011.

Please note there is a separate impact assessment for Equality and Socio-Economic duty that must also be completed for policy proposals.

Remember that effects that are positive for some groups could be detrimental to others - even among Welsh language groups. Consider the effects on different groups. For example, a proposal may be beneficial to Welsh learners, but not to Welsh speakers.

Will the proposed action affect any or all of the following?

	Does the proposal have any positive, negative or neutral impacts?	Describe why it will have a positive/negative or neutral impact on the Welsh language.	What evidence do you have to support this view?	What action(s) can you take to mitigate any negative impacts or better contribute to positive impacts?
Opportunities for persons to use the Welsh language e.g. staff, residents and visitors The rights of Welsh speakers and learners to use Welsh when dealing with the council	Positive	The proposal includes the creation of new Primary Phase Welsh medium provisions for pupils with significant additional learning needs. Learners attending the provisions will be educated via the medium of Welsh.		Evaluate the impact of the LSCs and monitor the number of pupils referred to the Welsh medium LSC provisions with a potential view to extend Welsh medium provision within the borough if the need arises.

and for staff to use Welsh at Work		The LSC pupils will be able to access a range of additional extra-curricular activities.		Inclusion with mainstream pupils is a key principle of hosting specialist ALN provision in a mainstream school
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Stage 2 – Impact Assessment

Will the proposed action affect any or all of the following?

	Does the proposal have any positive, negative or neutral impacts?	Describe why it will have a positive/negative or neutral impact on the Welsh language.	What evidence do you have to support this view?	What action(s) can you take to mitigate any negative impacts or better contribute to positive impacts?
Numbers and / or percentages of Welsh speakers e.g Welsh Medium Education / Study Opportunities. Links with the Welsh Government's Cymraeg 2050 Strategy / RCTCBC Five Year Welsh Language Strategy	Positive	The proposed new LSCs will provide 18 specialist Welsh medium placement opportunities and 22 English medium placement opportunities for pupils with significant additional learning needs.	RCT spends in the region of £4.7 million annually on the provision of LSCs. There are currently approximately 403 pupils accessing the 45 LSC English medium provisions within RCT across a range of needs.	Evaluate the impact of the LSCs and monitor the number of pupils referred to the Primary Phase Welsh medium LSCs provision with a potential view to extend Welsh medium provision within the borough if the need arises.

<p>Opportunities to promote the Welsh language</p> <p>e.g. status, use of Welsh language services, use of Welsh in everyday life in work and in the community</p> <p>Actively encourage and promote the use of our services in Welsh to see an increase in demand over time</p>	<p>Positive</p>	<p>Creating additional specialist Welsh medium LSCs for pupils with significant additional learning needs will enhance pupils' opportunities to continue to learn via the medium of Welsh but in a dedicated class setting alongside their peers who also have additional learning needs rather than via peripatetic teaching.</p>	<p>Currently Welsh medium pupils with significant additional learning needs who would meet the criteria for LSC provision within English medium settings are supported by a specialist peripatetic team. The team provide support through an inclusive delivery model whereby pupils are provided with specialist support within their mainstream settings.</p>	<p>Evaluate the impact of the LSCs and monitor the number of pupils referred to the Primary Phase Welsh medium LSCs provision with a potential view to extend Welsh medium provision within the borough if the need arises.</p>
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Stage 2 – Impact Assessment

Will the proposed action affect any or all of the following?

	Does the proposal have any positive, negative or neutral impacts?	Describe why it will have a positive/negative or neutral impact on the Welsh language.	What evidence do you have to support this view?	What action(s) can you take to mitigate any negative impacts or better contribute to positive impacts?
<p>Compliance with the <u>Council's Statutory Welsh Language Standards</u> e.g increasing or reducing the Council's ability to deliver services through the Medium of Welsh.</p> <p>Consider the rights of Welsh speakers to use Welsh when dealing with the Council and for staff to use Welsh at Work</p>	Positive	<p>The LSCs will have a positive impact on the Welsh Language as it will allow 18 learners to access full time Welsh medium specialist provision.</p> <p>It will also create 4 new Welsh speaking posts: 2 teaching and 2 non-teaching who will support the pupils attending the provisions, thus increasing the LA's ability to deliver services through the medium of Welsh.</p>	There is a new legislative duty under the Additional Learning Needs and Education Tribunal Wales (ALNET) Act 2018 that requires the LA to provide a bi-lingual ALN system.	Monitor demand and assess the need for specialist Welsh medium LSC provision

Treating the Welsh language, no less favourably than the English language	Positive	Whilst there are 45 English medium LSCs RCT does not currently have Primary Phase Welsh medium LSC provision for pupils with additional learning needs.	As previously noted the LA does not currently have Welsh medium Primary Phase LSC provision. This proposal seeks to rectify the inequality.	Monitor demand and assess the need for specialist Welsh medium LSC provision
<p style="text-align: center;"><u>Stage 3 - Strengthening the proposal</u></p> <p>Having listed actions in section 2 which may mitigate any negative impacts or better contribute to positive impacts – please record below which ones you will imbed into the policy proposal and who will be responsible for them.</p> <p>Also consider is the proposal necessary? Would it be possible to meet demand without any new developments? Could other existing provision be used? Where should the development be?</p>				
What are you going to do?		When are you going to do it?		Who is responsible?
Consultation and engagement with stakeholders (as set out in statutory Consultation Document).		The consultation will start on 5 th June and will be completed at 5pm on 14 th July 2023. The feedback from the consultation will be collated and summarised, and a report presented to the Council's Cabinet in Sept 2023.		Access & Inclusion Service
Learners at hosting schools		<p>The Council has acknowledged that the voice of children and young people is about involving them as active participants in the development, delivery, management and improvement of their educational and learner experience.</p> <p>Children and young people have a right to express their views in all matters affecting them and for their views to be heard and given due consideration in accordance with their age and maturity. As such, the Council's</p>		Access & Inclusion Service

	Access & Inclusion Service will ensure that suitable arrangements are made to involve learners as active participants throughout this consultation process, and if a decision is made to progress the proposal, throughout the implementation process.	
<p style="text-align: center;"><u>Stage 4 – Review</u></p> <p>As part of the Welsh Language, Equalities and Socio Economic Duty Impact Assessment Process all proposals that fall within the definition of Significant Key Decision should present at the Officer Review Panel. This panel is made up of officers from across Council Services and acts as a critical friend before your report is finalised and published for SLT/Cabinet approval.</p> <p>If this proposal is a Key Strategic Decision please forward your impact assessment to CouncilBusiness@rctcbc.gov.uk for an Officer Review Panel to be organised to discuss your proposal. See our guidance document for more information on what a Significant Key Decision is.</p> <p>For all policy proposals, whether it is a Significant Key Decision or not you are required to forward this assessment to Welsh Language services in the first instance for some initial guidance and feedback.</p> <p>It is important to keep a record of this process so that we can demonstrate how we have considered and built in sustainable Welsh language considerations wherever possible. Please ensure you update the relevant sections below</p>		
Welsh Language Services Comments	Date Considered	Brief description of any amendments made following Welsh Language Services feedback
Officer Review Panel Comments	Date Considered	Brief description of any amendments made following Officer Review Panel considerations

Consultation Comments	Date Considered	Brief description of any amendments made following consultation
<u>Stage 5 – Monitoring, Evaluating and Reviewing</u>		
How and who will you monitor the impact and effectiveness of the proposal?		
<p>Officers from the Access & Inclusion Service will monitor the proposal throughout the consultation and implementation period.</p> <p>The Access & Inclusion Service will undertake a ‘Lessons Learnt’ review at the end of the implementation phase and this will feed into future projects so that each project improves and benefits from lessons learnt (positive and negative) during previous projects.</p>		

<u>Stage 6 – Summary of Impacts for the Proposal</u>
Provide below a summary of the impact assessment. This summary should be included in the Welsh Language Considerations section of the SLT/Cabinet report template. The impact assessment should be published alongside the report.
<p>In summary, the Welsh Language Impact Assessment identifies only positive impacts with no negative or neutral impacts upon the Welsh Language.</p> <ul style="list-style-type: none"> • The impact on Welsh medium Primary Phase pupils with significant additional learning needs is extremely positive as they will have the full benefit of being educated in Welsh medium specialist LSC provisions alongside their mainstream peers through an inclusive model, hosted by a mainstream school. • The proposal seeks to create Welsh medium specialist LSC provision, in line with the requirements of the Additional Learning Needs and Education Tribunal (ALNET) Act (2018) to develop a bilingual Additional Learning Needs (ALN) system. It also aims to assist with the delivery of strategic priorities within RCTCBC’s WESP • There is an expectation that pupils in all LSCs will have mainstream inclusion opportunities. The LSCs are integral to the

ethos of the host schools and families and pupils are treated equitably alongside mainstream peers. The development of Welsh medium LSCs will ensure the LA has LSCs based in a fully accessible and high quality educational environments that has benefited from significant 21st Century Modernisation and Investment.

- The proposals also have a positive impact for pupils attending English medium provision due to the proposed increase in Early Years and ASD placements.

<u>Stage 7 – Sign Off</u>			
Name of Officer completing the WLIA	Lisa Carter	Service Director Name:	Gaynor Davies
Position	Inclusion Co-ordinator	I recommend that the proposal: (Highlight decision)	Is implemented with no amendments
			Is implemented taking into account the mitigating actions outlined
			Is rejected due to disproportionate negative impacts on the Welsh language
Signature		Service Director Signature	
Date		Date	

Appendix 3 EQUALITY IMPACT ASSESSMENT FORM INCLUDING SOCIO-ECONOMIC DUTY

(Revised March 2021)

Please refer to the current Equality Impact Assessment guidance when completing this document. If you would like further guidance please contact the Diversity and Inclusion Team on 01443 444529.

An equality impact assessment **must** be undertaken at the outset of any proposal to ensure robust evidence is considered in decision making. This documentation will support the Council in making informed, effective and fair decisions whilst ensuring compliance with a range of relevant legislation, including:

- Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011
- Socio-economic Duty – Sections 1 to 3 of the Equality Act 2010.

This document will also contribute towards our duties to create a More Equal Wales within the

- Well-being of Future Generation (Wales) Act 2015.

The [‘A More Equal Wales – Mapping Duties’](#) guide highlights the alignment of our duties in respect of the above-mentioned legislation.

SECTION 1 – PROPOSAL DETAILS

Lead Officer: Lisa Carter

Director: Gaynor Davies

Service Area: Education and Inclusion Services, Access & Inclusion

Date: 15/03/2023

1.a) What are you assessing for impact?

Strategy/Plan	Service Re-Model/Discontinuation of Service	Policy/Procedure	Practice	Information/Position Statement
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.b) What is the name of the proposal?

CONSULTATION ON THE PROPOSALS TO REALIGN ADDITIONAL LEARNING NEEDS MAINSTREAM LEARNING SUPPORT CLASS PROVISION WITHIN RHONDDA CYNON TAF

1.c) Please provide an overview of the proposal providing any supporting links to reports or documents.

Section 315 of the Education Act 1996 requires LAs to regularly review arrangements for supporting pupils with SEN/ALN and to ensure that provision is sufficient and meets the needs of its communities. The priority for the Education and Inclusion Service Directorate is to continue to focus on driving up standards in schools and to improve the outcomes for all children and young people. In light of the Welsh Government ALNET Act and the Council's vision to increase the number of Welsh medium learners in its schools by responding proactively to both national and local strategies, such as the Welsh

Government Welsh Language Strategy: Cymraeg 2050, Rhondda Cynon Taf's Welsh in Education Strategic Plan and the current 21st Century Schools Programme to increase and improve Welsh medium provision RCT, it is essential to enhance ALN provision within RCT.

The proposals will address surplus capacity issues and a lack of capacity in key provisions allowing resources to be directed to enhance capacity for mainstream inclusion, early intervention and preventative approaches. In addition, the proposals will address the current imbalance between the number of primary and secondary provisions, transition and accessibility issues. The proposals also seeks to address the need to create additional Welsh medium specialist LSC provision, in line with the requirements of the Additional Learning Needs Education Tribunal (ALNET) Act (2018) to provide a bilingual Additional Learning Needs (ALN) system.

The proposals seek to achieve the following aims:

- reducing unnecessary transition across schools by establishing cross phase specialist provisions within individual schools where possible
- developing a robust continuum of provision that effectively addresses a wide range of need across all year groups and builds upon effective early intervention and prevention approaches.
- establishing LSC provisions in fully accessible settings that provide a learning environment fit for the 21st Century.
- establish Welsh-medium provision to facilitate the learning of pupils with significant ALN in the Primary Phase.

1.d) Please outline where delivery of this proposal is affected by legislation or other drivers such as code of practice.

Section 315 of the Education Act 1996

Additional Learning Needs and Education Tribunal Act Wales (2018)

1.e) Please outline who this proposal affects:

- | | |
|-------------------|-------------------------------------|
| ○ Service users | <input checked="" type="checkbox"/> |
| ○ Employees | <input checked="" type="checkbox"/> |
| ○ Wider community | <input checked="" type="checkbox"/> |

SECTION 2 – SCREENING TEST – IS A FULL EQUALITY IMPACT ASSESSMENT REQUIRED?

Screening is used to determine whether the initiative has positive, negative or neutral impacts upon protected groups. Where negative impacts are identified for protected groups then a full Equality Impact Assessment is required.

Please provide as much detail as possible of how the proposal will impact on the following groups, this may not necessarily be negative, but may impact on a group with a particular characteristic in a specific way.

Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011

The Public Sector Equality Duty requires the Council to have “due regard” to the need to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity between different groups; and foster good relations between different groups. Please take an intersectional approach in recognising an individual may have more than one protected characteristic.

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
<p>Age (<i>Specific age groups i.e. young people or older people</i>)</p> <p>Reception – Yr2 (formerly Foundation Phase) Yr 3 – 6 (formerly Key Stage 2) Yr 7 – 11 (formerly Key Stage 3&4)</p>	Positive	<ul style="list-style-type: none"> • Appropriate placements which are well matched to pupils' primary needs • Improved educational outcomes and pupil engagement due to meeting identified pupil needs more effectively. • Greater opportunities for mainstream inclusion in local community schools • Improved continuum of learning provision which improves life chances for our most vulnerable learners • Bilingual opportunity of LSC through provision for pupils with ALN 	Using provision mapping, it was identified that an increase in LSC provision is needed.

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
Disability <i>(people with visible and non-visible disabilities or long-term health conditions)</i>	Positive	The review of LSC provision will allow the LA to better meet the needs of its ALN pupils. The proposed mainstream schools hosting the LSC will be fully compliant with all disability legislation.	Delivery of new LSC provision enhances the educational opportunities for pupils with significant additional learning needs
Gender Reassignment <i>(anybody who's gender identity or gender expression is different to the sex they</i>	Neutral	N/A	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
<i>were assigned at birth including non-binary identities)</i>			
Marriage or Civil Partnership <i>(people who are married or in a civil partnership)</i>	Neutral	N/A	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic
Pregnancy and Maternity <i>(women who are pregnant/on maternity leave)</i>	Neutral	N/A	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic
Race <i>(ethnic and racial groups i.e. minority ethnic groups, Gypsy, Roma and Travellers)</i>	Neutral	N/A	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
Religion or Belief <i>(people with different religions and philosophical beliefs including people with no beliefs)</i>	Neutral	N/A	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic
Sex <i>(women and men, girls and boys)</i>	Neutral	N/A	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic
Sexual Orientation <i>(bisexual, gay, lesbian, straight)</i>	Neutral	N/A	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic

In addition, due to Council commitments made to the following groups of people we would like you to consider impacts upon them:

	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
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Armed Forces Community <i>(anyone who is serving, has served, family members and the bereaved)</i>	Positive	The increase in LSC provision will provide greater opportunity for pupils with significant ALN to access specialist provision.	Increased numbers of LSC places will result in the ability to accommodate more children with significant ALN
Carers <i>(anyone of any age who provides unpaid care)</i>	Positive	Increased potential to access appropriate specialist provision. Increase opportunity for parents/carers to choose appropriate Welsh medium specialist provision.	The establishment of more LSC provision will result in the ability to support more children with significant ALN.

If the initial screening test has identified negative impacts then a full equality impact assessment (section 4) **must** be undertaken. However, if after undertaking the above screening test you determine a full equality impact assessment is not relevant please provide an adequate explanation below:

No negative impacts have been identified for protected groups. All impacts on protected groups will be either neutral or positive.

Are you happy you have sufficient evidence to justify your decision?

Yes ☒

No ☐

Name: Lisa Carter

Position: Inclusion Co-ordinator

Date: 15/03/2023

Please forward a copy of this completed screening form to the Diversity and Inclusion Team.

PLEASE NOTE – there is a separate impact assessment for Welsh Language. This must also be completed for proposals. Section 3 Socio-economic Duty needs only to be completed if proposals are of a strategic nature or when reviewing previous strategic decisions. Definition of a 'strategic nature' is available on page 6 of the [Preparing for the Commencement of the Socio- economic Duty](#) Welsh Government Guidance.

SECTION 3 – SOCIO-ECONOMIC DUTY (STRATEGIC DECISIONS ONLY)

The Socio-economic Duty gives us an opportunity to do things differently and put tackling inequality genuinely at the heart of key decision making. Socio-economic disadvantage means living on a low income compared to others in Wales, with little or no accumulated wealth, leading to greater material deprivation, restricting the ability to access basic goods and services.

Please consider these additional vulnerable groups and the impact your proposal may or may not have on them:

- Single parents and vulnerable families
- Pensioners
- Looked after children
- Homeless people
- Students
- Single adult households

- People living in the most deprived areas in Wales
- People with low literacy and numeracy
- People who have experienced the asylum system
- People misusing substances
- People of all ages leaving a care setting
- People involved in the criminal justice system

<u>Socio-economic disadvantage</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
Low Income/Income Poverty <i>(cannot afford to maintain regular payments such as bills, food, clothing, transport etc.)</i>	Positive	<p>The advantages of implementing the proposed change includes:</p> <ul style="list-style-type: none"> • an enhanced focus on improved mainstream LSC provision which provides improved life chances for our most vulnerable learners • appropriate continuum of provision which is well matched to pupils' primary needs • improved educational outcomes and pupil engagement due to effectively meeting pupil needs • greater opportunities for mainstream inclusion in a local community school 	<ul style="list-style-type: none"> • Previous establishment of new LSC provision throughout the county borough • Increase in the capacity of the LA to support pupils with additional learning needs • Positive impact of establishing the LSCs on the school and wider communities.

<u>Socio-economic disadvantage</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
<p>Low and / or No Wealth <i>(enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provisions for the future)</i></p>	<p>Positive</p>	<p>The advantages of implementing the proposed change includes:</p> <ul style="list-style-type: none"> • ensuring that LSC provision is situated within an education setting that is accessible and appropriate for pupils with wide ranging needs, including physical and medical needs • improving the range and quality of facilities and learning resources available to the benefit of all pupils • compliance with a core aim of ALNET Act to create a bilingual ALN system. • the new LSC provisions will be hosted by schools that has the capacity for the development of an additional class due to surplus spaces and can accommodate the additional pupils who will be placed in the school. 	<ul style="list-style-type: none"> • Previous establishment of new LSC provision throughout the county borough • Increase in capacity of the LA to support pupils with additional learning needs • Positive impact of establishing the LSCs on the school and wider communities.

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<u>Socio-economic disadvantage</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
<u>Material Deprivation</u> <i>(unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, hobbies etc.)</i>	Positive	<p>The advantages of implementing the proposed change includes:</p> <ul style="list-style-type: none"> • an enhanced focus on improved mainstream LSC provision which provides improved life chances for our most vulnerable learners • appropriate continuum of provision which is well matched to pupils' primary needs • compliance with one of the underpinning principles of the ALNET Act that all pupils should access mainstream education where possible • improved educational outcomes and pupil engagement through effectively meeting pupils' needs • greater opportunities for mainstream inclusion in a local community school 	<ul style="list-style-type: none"> • Previous establishment of new LSC provision throughout the county borough • Increase in capacity of the LA to support pupils with additional learning needs • Positive impact of establishing the LSCs on the school and wider communities.

		<ul style="list-style-type: none"> • ensuring that LSC provisions are situated within education settings that are accessible and appropriate for pupils with wide ranging needs, including physical and medical needs • improving the range and quality of facilities and learning resources available for the benefit of all pupils • compliance with a core aim of ALNET Act to create a bilingual ALN system. • the new LSC provision will be hosted by schools that has the capacity for the development of an additional class due to surplus spaces and can accommodate the additional pupils who will be placed in the school. 	
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<u>Socio-economic disadvantage</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
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<p><u>Area Deprivation</u> <i>(where you live (rural areas), where you work (accessibility of public transport)</i></p>	<p>Positive</p>	<p>The LSC's will be hosted in an accessible location to allow pupils across the LA access to the specialist provision. Transport to the provision will be provided in line with RCT Learner Travel policy so no pupils will be adversely impacted by distance. The increase in LSCs will provide additional opportunities for pupils with significant ALN to access local LSC provision.</p>	<ul style="list-style-type: none"> • Previous establishment of new LSC provision throughout the county borough • Increase in the capacity of the LA to support pupils with additional learning needs • Positive impact of establishing the LSCs on the school and wider communities.
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<p>Socio-economic background <i>(social class i.e. parents education, employment and income)</i></p>	<p>Positive</p>	<p>Improving specialist provision for pupils in RCT has been at the heart of the decision-making process in relation to the proposal.</p> <p>All decisions have been made with a full understanding of the needs of the pupils and with the aim of providing high quality, fully accessible 21st Century specialist provision for pupils who require specialist provision in a LSC within a fully inclusive mainstream setting.</p>	<ul style="list-style-type: none"> • Previous establishment of new LSC provision throughout the county borough • Increase in the capacity of the LA to support pupils with additional learning needs • Positive impact of establishing the LSCs on the school and wider communities.
<p>Socio-economic disadvantage <i>(What cumulative impact will the proposal have on people or groups because of their protected characteristic(s) or vulnerability or because they are already disadvantaged)</i></p>	<p>Positive</p>	<p>The new LSCs will positively impact pupils with significant additional learning needs and their parents/carers.</p> <p>The proposed changes to the current and establishment of new LSC provisions provides pupils with significant learning needs the bilingual opportunity for pupils to attend LSC provision in mainstream schools.</p> <p>There is no negative impact to any individual who may be financially or</p>	<ul style="list-style-type: none"> • Previous establishment of new LSC provision throughout the county borough • Increase in the capacity of the LA to support pupils with additional learning needs • Positive impact of establishing the LSCs on the school and wider communities.

	Negative	<p>materially disadvantaged, as the new provisions will provide additional opportunities for children to access Welsh medium, Early Years and Autistic Spectrum Disorder specialist provision.</p> <p>For those pupils attending provision that will be relocating there will be some short term disruption that may incur a level of anxiety to both parents and pupils. However, those affected will be supported by Access & Inclusion during the transition phase.</p>	
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SECTION 4 – FULL EQUALITY IMPACT ASSESSMENT

You should use the information gathered at the screening stage to assist you in identifying possible negative/adverse impacts and clearly identify which groups are affected.

- 4.a) In terms of disproportionate/negative/adverse impacts that the proposal may have on a protected group, outline the steps that will be taken to reduce or mitigate the impact for each group identified. **Attach a separate action plan where impacts are substantial.**

There is no evidence to suggest that the proposal will have a disproportionate / negative / adverse impact on a protected group.

- 4.b) If ways of reducing the impact have been identified but are not possible, please explain why they are not possible.

There is no evidence to suggest that the proposal will have a disproportionate / negative / adverse impact on a protected group

- 4.c) Give sufficient detail of data or research that has led to your reasoning, in particular, the sources used for establishing the demographics of service users/staff.

There is no evidence to suggest that the proposal will have a disproportionate / negative / adverse impact on a protected group

- 4.d) Give details of how you engaged with service users/staff on the proposals and the steps taken to avoid any disproportionate impact on a protected group. Explain how you have used feedback to influence your decision.

There is no evidence to suggest that the proposal will have a disproportionate / negative / adverse impact on a protected group

- 4.e) Are you satisfied that the engagement process complies with the requirements of the Statutory Equality and Socio-economic Duties?

Yes ☒

No ☐

SECTION 5 – MONITORING AND REVIEW

5a) Please outline below how the implementation of the proposal will be monitored:

The Council's Access & Inclusion Service will be fully engaged in supporting the head teacher and governing body to establish the LSC provision through its well-established line management and quality assurance processes relating to its management of LSC provisions. In line with the requirements of the Additional Learning Needs and Education Tribunal Act (ALNET) and Education Act 1996, the LA will continue to keep its LSC provision under review to ensure that it meets the identified needs of its learners with ALN in RCT.

Interested parties are also welcomed to put their views in writing to:

Director of Education and Inclusion Services

Rhondda Cynon Taf County Borough Council

Ty Trevithick

Abercynon

CF45 4UQ

or e-mail ALNAS@rctcbc.gov.uk

A number of consultation events are planned for pupils, staff and the Governing Body in June 2024. Officers from the Council's Access & Inclusion Service will monitor the proposal throughout the consultation and implementation process.

5b) When is the evaluation of the proposal due to be reviewed?

Reports will be presented to Cabinet at regular intervals as the proposal progresses

5c) Who is responsible for the monitoring and review of the proposal?

Officers from the Access & Inclusion Service will monitor the proposal throughout the consultation and implementation period.

5d) How will the results of the monitoring be used to develop future proposals?

The Access & Inclusion Service will undertake a 'Lessons Learnt' review at the end of the implementation phase and this will feed into future projects so that each project improves and benefits from lessons learnt (positive and negative) during previous projects.

SECTION 6 – REVIEW

As part of the Impact Assessment process all proposals that fall within the definition of ‘Key Decisions’ must be submitted to the Review Panel. This panel is made up of officers from across Council Services and acts as a critical friend before your proposal is finalised and published for SLT/Cabinet approval.

If this proposal is a Key Decision please forward your impact assessment to Councilbusiness@rctcbc.gov.uk for a Review Panel to be organised to discuss your proposal. The EqIA guidance document provides more information on what a Key Decision is.

It is important to keep a record of this process so that you can demonstrate how you have considered equality and socio-economic outcomes. Please ensure you update the relevant sections below

Officer Review Panel Comments	Date Considered	Brief description of any amendments made following Officer Review Panel considerations
		-
Consultation Comments	Date Considered	Brief description of any amendments made following consultation

SECTION 6 – SUMMARY OF IMPACTS FOR THE PROPOSAL

Provide below a summary of the impact assessment. This summary should be included in the equality and socio-economic impact section of the Cabinet report template. The impact assessment should be published alongside the report.

In summary, the Equality Impact Assessment identifies positive and neutral impacts, and no negative impacts upon the protected characteristics.

- The impact on age is extremely positive as they will have the full benefit of being educated in specialist LSC provision based in fantastic facilities fit for the 21st Century. Providing an inclusive model of specialist provision hosted by a mainstream school that can meet their identified needs within their local community
- The buildings will be fully compliant with the Equality Act 2010 thereby ensuring that no pupil, staff member, parent/carer or member of the wider community is prevented from fully accessing the whole extent of the new facilities.
- There will be positive impact on the Welsh language as the proposal seeks to establish more Welsh medium specialist LSC provision, in line with the requirements of the Additional Learning Needs Education Tribunal (ALNET) Act (2018) to develop a bilingual Additional Learning Needs (ALN) system. It also aims to assist with the delivery of strategic priorities within RCTCBC's WESP.

There is an expectation that pupils in all LSCs will have mainstream inclusion opportunities. The LSCs are integral to the ethos of the host schools and families and pupils are treated equitably alongside mainstream peers. The realignment of LSCs and establishment of the proposed LSCs will ensure the LA has bilingually provided suitable provision to support children with ALN.

SECTION 7 – AUTHORISATIONS

Lead Officer:

Name: Lisa Carter

Position: Inclusion Co-ordinator

Date: 15/03/2023

I recommend that the proposal:

- Is implemented with no amendments ☒
- Is implemented taking into account the mitigating actions outlined ☐
- Is rejected due to disproportionate negative impacts on protected groups or socio-economic disadvantage ☐

Head of Service/Director Approval:

Name: Gaynor Davies

Position: Director of Education and Inclusion Services Date: 19th

April 2023

Please submit this impact assessment with any SLT/Cabinet Reports.

Community Impact Assessment

This Community Impact Assessment is prepared in accordance with the School Organisation Code – 2018 (011/2018). It is to be read alongside the Consultation Document, the Welsh Language Impact Assessment and the Equality Impact Assessment as the information in all documents is related and the themes within them are cross-cutting.

Section 2.3 of the School Organisation Code – 2018 refers to regulated alterations to a school which includes:

- The introduction or removal of SEN/ALN provision or any change in the type of such provision. This is where the provision is in a mainstream school but the pupils who are admitted are in addition to admission number of the school. The provision **must** also be recognised by the local authority as reserved for pupils with SEN/ALN;

The proposals include:

- To relocate the Observation and Assessment LSC at Penrhiwceiber Primary School to Abercynon Community Primary School taking effect from April 2024.
- To transfer the LSC for Years 3-6 pupils with Autistic Spectrum Disorder (ASD) at Abercynon Community Primary School to create a through provision in the Primary Phase at Perthcelyn Primary School taking effect from April 2024.
- To establish one Early Years Assessment and Intervention LSC for pupils under statutory school age with significant presenting needs Abercynon Primary School. The proposal will take effect from April 2024.
- To establish two Primary Phase Welsh medium LSCs at the new Welsh medium primary school in Rhydyfelin for pupils with significant ALN. The proposal will take effect from September 2024.
- To establish one LSC for pupils Years 7-11 with ASD at the new 3-16 school on the Hawthorn Primary/High School site taking effect from September 2024.

The proposals are to be consulted on between 5th June and 14th July 2023. A detailed Consultation Document has been circulated to all prescribed stakeholders and the Community Impact Assessment is an appendix of this main document. Copies will be forwarded to the Welsh Government in compliance with consultation and publication guidelines.

Proposal:

- 1. To relocate the Observation and Assessment LSC at Penrhiwceiber Primary School to Abercynon Community Primary School taking effect from April 2024.**

RCT is proposing to relocate its Observation and Assessment class from Penrhiwceiber to Abercynon. This proposal will ensure greater compliance with the Equality Act 2010 and relocation to significantly improved premises which have benefited from 21st Century Schools Modernisation and Investment Programme. The provision will continue to accommodate 8 pupils aged 3-7 years old and placements within the LSC will be agreed in the Access and Inclusion ALN panels.

- 2. To transfer the LSC for pupils in Years 3-6 with Autistic Spectrum Disorder (ASD) at Abercynon Community Primary School to create a through provision at the Primary Phase at Perthcelyn Primary School taking effect from April 2024.**

The proposal to relocate the class at Abercynon to Perthcelyn will minimise unnecessary transition for pupils with ASD, provide continuity in their educational placements and ensure that a higher number of specialist LSC provisions provide equity for pupils in LSCs so that they remain in one setting until transition to secondary provision in line with their mainstream peers. The provision will continue to accommodate 10 pupils and placements within the LSC will be agreed in the Access and Inclusion ALN panels.

- 3. To establish one Early Years Assessment and Intervention LSC for pupils under statutory school age with significant presenting needs at Abercynon Primary School. The proposal will take effect from April 2024.**

RCT is proposing to enhance the Early Years Assessment and Intervention provision within the County Borough by creating an additional LSC to support pre-statutory school age pupils with significant presenting needs. The class will support 8 pre-statutory school aged pupils.

- 4. To establish two Primary Phase Welsh medium LSCs at the new Welsh medium primary school in Rhydyfelin for pupils with significant ALN. The proposal will take effect from September 2024.**

The proposal is to enhance the Welsh medium Additional Learning Needs provision within the County Borough by creating LSC provision for pupils in Reception Years 6 currently at the school, therefore creating specialist Welsh medium provision for pupils with significant ALN from Reception – Year 11. The classes will support 8 pupils within reception to Year 2 and 10 pupils in Years 3-6.

- 5. To establish one LSC for pupils in academic Years 7-11 with ASD at the new 3-16 school on the Hawthorn Primary/High School site taking effect from September 2024.**

To address the current capacity issues, it is proposed RCT opens an additional LSC for pupils in Years 7-11 with ASD at the new 3-16 school on the Hawthorn Primary/High School site. This is to ensure the LA meets the demands for specialist ASD provision in its secondary phase.

Community Impact

The reasons for consideration of these proposals are fully outlined in the consultation document that will be widely distributed; this document clearly outlines the background to the proposals and why it has been necessary to bring it forward at this point in time.

The creation of the new provisions is seen as positive. The proposals will not have any significant impact on the local communities as more local pupils will be able to access specialist provision within their local community. The LSCs will make effective use of any surplus space within the school and develop a resource that will be of benefit to vulnerable pupils and their parents/carers. The proposed establishment of the LSCs will enhance the overall ability of the host schools to meet a diverse range of needs as there will be further specialist ALN expertise within the school.

Impact on Health and Wellbeing

It is anticipated that the proposals will have a significantly positive impact on the health and wellbeing of pupils with significant ALN attending Welsh medium provision as it will enhance the current inclusive model provided by the specialist Welsh medium Peripatetic Team and address the current gap in full time specialist Welsh medium ALN provision. The relocation of classes will allow pupils to access buildings that have benefited from the modernisation programme and the creation of additional Early Years and ASD provision will meet the rising demand for specialist provision in these specific areas of need in RCT.

Current 'Out of hours' Usage

Any services currently provided by the schools to parents, pupils and the communities will remain unaltered for example; breakfast and afterschool clubs.

Transport and Travel Implications

Transportation would be provided in line with the Council's Learner Travel Policy. If placed within the LSC pupils may be required to travel out of catchment.