

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CABINET

8TH APRIL 2014

REPORT OF THE DIRECTOR OF EDUCATION AND LIFELONG LEARNING

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REALIGNMENT OF LEARNING SUPPORT CLASSES FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

1. PURPOSE OF THE REPORT

To advise Members of the outcome of the recent statutory notice consultation in respect of the proposal to realign mainstream Learning Support Class (LSC) provision within Rhondda Cynon Taf.

2. RECOMMENDATIONS

Members are recommended to:-

- 2.1 Note that the Council has received no objections to the proposals during the statutory consultation period.
- 2.2 Consider the responses received from ESTYN during the initial consultation period and the officer response to the queries raised.
- 2.2 Approve the implementation of the proposals to realign the Learning Support Classes.

3. BACKGROUND

- 3.1 On the 8th October 2013, Cabinet approval was given to begin a process of consultation on a proposal to realign mainstream LSC provision, to take effect from 31st August 2014.
- 3.2 Rhondda Cynon Taf has excellent Special Educational Needs (SEN) provision attached to mainstream schools which can be accessed without a Statement of SEN. Data analysis tells us that there is an imbalance between primary and secondary provisions and that the current provisions do not match the level of increasing need in some areas. This includes LSCs for pupils with Autistic Spectrum/Social Communication Difficulties (all age ranges) and Complex Needs (Key Stage 3/4). In addition, there is a clearly identified need to improve provision for children in the early years

that require more ongoing observation and assessment to identify accurately primary needs and specialist placement, or to inform more individualised packages of support in mainstream settings.

- 3.3 The number of LSC placements available for pupils to access currently is 428. Following the changes there will be 410 placements available which equates to a decrease of 18 placements. In September 2013 there was an identified surplus of 40 places. When comparing current and proposed provisions there will be an overall reduction of 8 classes, but as 4 classes are already empty this will only result in a reduction in 18 placements overall. The proposals will address the low demand for some provisions and the high demand for others, thus ensuring a better fit between pupil needs and placement.

Following consultation it is recommended that the following changes are made:

Learning Support Class Closures:

Capcoch Primary	Primary Provision LSC for Hearing Impairment
Tonypandy Primary	Key Stage 2 LSC for Autistic Spectrum Disorder
Tonypandy Primary	Primary Provision LSC for Hearing Impairment
Alaw Primary	Foundation Phase LSC for Complex Learning Difficulties x 2 classes
Llantrisant Primary	Foundation Phase LSC for Complex Learning Difficulties
Parc Lewis Primary	Foundation Phase LSC for Complex Learning Difficulties
Tonysguboriau Primary	Key Stage 2 LSC for Complex Learning Difficulties
Tonypandy Com. College	Key Stage 3 / 4 LSC for Hearing Impairment.

New Learning Support Classes to be established:

Ferndale Community School	Key Stage 3 / 4 LSC for Complex Learning Difficulties
Tonyrefail School	Key Stage 3 / 4 LSC for Complex Learning Difficulties

Re-designation of Learning Support Classes (i.e. a change in the nature of existing provisions)

Oaklands Primary	Foundation Phase LSC for Complex Learning Difficulties to become Foundation Phase LSC for Communication Disorder
Llantrisant Primary	Foundation Phase LSC for Complex Learning Difficulties to become an Observation and Assessment Class
Penrhiwceiber Primary	Foundation Phase LSC for Complex Learning

Maesybryn Primary	Difficulties LSC to become an Observation and Assessment Class Key Stage 2 LSC for Complex Learning Difficulties LSC to become KS2 LSC for Communication Disorders
Gwaunmeisgyn Primary	Key Stage 2 LSC for Complex Learning Difficulties to become Foundation Phase LSC for Complex Learning Difficulties

Relocation

Parc Lewis Primary	Foundation Phase LSC for Complex Learning Difficulties to move to Heol y Celyn Primary (same type of provision)
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4. FEEDBACK FROM ESTYN

- 4.1 As part of the consultation process, the Council is required to bring to the attention of Elected Members all correspondence received, together with the responses provided, in order that due consideration can be given to all the issues raised during the initial consultation period. This was completed and reported to Cabinet in February 2014.
- 4.2 Unfortunately since that report was submitted it has come to light that correspondence from ESTYN was not included in the Consultation Feedback Report. The documentation had been forwarded to the incorrect and invalid email address so had not been received by the Council. To ensure the points raised by ESTYN are noted please refer to Appendices 1, 2 & 3 which provides a summary of the main points raised for each LSC proposal.

The main issues raised were as follows:

- 5 proposals did not provide enough detail regarding surplus places the school would have when implementing the proposals;
 - 4 proposals did not provide enough detail on the distance pupils would be required to travel to access the nearest LSC, the time that journey would take and impact on families;
 - 4 proposals did not provide any disadvantages of the proposals;
 - 3 proposals did not provide an alternative to the proposal suggested;
 - 4 proposals did not provide enough detail on the outcomes of school, quality of leadership at the school and consortium views.
- 4.3 We have considered the issues, raised and have set out below our responses.
- 5 proposals did not provide enough detail regarding surplus places the school would have when implementing the proposals

Of the 5 proposals identified within the ESTYN responses as not detailing the affect on surplus places: 1 relates to a LSC that is due to close and does not currently have any pupils attending, 1 relates to a new LSC which will provide 14 pupils with a KS3/4 provision, 2 relate to classes that are being re-designated therefore there is a nil affect as the school already has a LSC provision with the same number of designated places available and 1 relates to a school that has both a LSC being closed and re-designated. The numbers of pupils accessing the LSCs are so low when compared to the number of pupils on school rolls there will be no impact on surplus places.

- 4 proposals did not provide enough detail on the distance pupils would be required to travel to the nearest LSC, the time that journey would take and impact on families

All proposals stated that home to school transport will be provided in line with the Council's Home to School Transport Policy in relation to pupil placement within specialist provision. No pupil will be required to travel in excess of the agreed Council policy. Disruption to pupils will be kept to a minimum. Any changes to pupil placement will be made in consultation with a parents, school staff and Education Psychologist in line with established review practice within Rhondda Cynon Taf. The Local Authority will ensure that no child is required to travel in excess of Welsh Government guidelines.

- 4 proposals did not provide any disadvantages of the proposals

Whilst the quality of SEN provision in Rhondda Cynon Taf is good, there is a need to modernise and improve the range of SEN provision so as to further enhance opportunities for mainstream inclusion. There is a clear risk that should Rhondda Cynon Taf not re-model its range of SEN provision, some pupils with significant SEN would not have their needs met. No disadvantages have been highlighted as the proposals are seen only be advantageous to the pupils of Rhondda, Cynon Taf. However it is recognised that some children "may have to " travel a short distance to access a neighbouring provision but given the level of provision in Rhondda Cynon Taf they would not have to travel very far.

- 3 proposals did not provide an alternative to the proposal suggested

Of the 3 proposals highlighted by ESTYN as not having an alternative: 1 relates to the opening on a new KS3/4 provision. The LA currently has no LSC provision of this nature and this represents a gap in provision. Establishing this provision will have a positive impact on the current school arrangements for SEN and will enhance the range of support available to pupils within the school and the surrounding catchment area. The other 2 LSCs referred to have LSCs and the proposals seek to re-designate the class in order to provide continuity of provision for pupils and reduce the need to transition between Key Stages.

- 4 proposals did not provide enough detail on the outcomes of

school, quality of leadership at the school and consortium views

3 out of the 4 schools referred to in the responses already have a LSC provision. The LA is proposing to re-designate rather than close the provision. No concerns have been raised regarding either the leadership or pupil outcomes at the schools concerned. The proposals seek to build on the good work already being undertaken in the schools to support pupils with SEN and allows for pupils to remain in one school for their primary phase education ensuring continuity and support for our most vulnerable pupils. All have had good inspections. The 4th response relates to the establishment of the new KS34 provision. This school was selected to host a LSC due its good inspection and commitment to supporting SEN pupils.

- 4.5 Whilst the responses from ESTYN raise concerns noted above. All stated that it was ESTYN's opinion that the proposals should improve continuity of education support and that proposals seek to improve the standard of provision for vulnerable pupils with a range of needs.

5. **FEEDBACK FROM STATUTORY NOTICES FROM STAKEHOLDERS**

- 5.1 Statutory notices were issued regarding the proposed re-alignment on 3rd March 2014. The notices have been available on the Council website. Stakeholders were sent letters advising them of the statutory notices, schools were asked to advise parents of the documentation either via the schools website or by distributing a letter.
- 5.2 No responses either objecting or concurring with the statutory notices have been received.

6 **THE STATUTORY PROCESS / NEXT STEPS**

- 6.1 The statutory notices indicated the proposed realignment of LSC provision as detailed on 3.3 of this report with effect from 31st August 2014.
- 6.2 As no objections have been received to the published statutory notices issued 3rd – 30th March 2014. Cabinet approval is now sought to progress to the implementation of the proposals.

6.3 Next steps:

Process	Deadline Date
At the end of a one month statutory notice period, if no objections are received, a Cabinet decision will be needed to ratify the proposal. If objections are received, an objection report should be drafted outlining the objections and the responses to them within 28 days of the end of the objection period.	8 th April 2014
If proposals receive approval or the proposer determines to implement them, they should be implemented in accordance with the date given in the statutory notice, or any subsequent modified date	If approval is secured in the April Cabinet meeting and referral to Welsh Government is not required, the 3 year plan will be implemented in a phased manner from September 2014.

7. **SUMMARY**

- 7.1 Members will note that of the 14 schools affected by the proposals no objections have been received raising any concerns regarding the statutory notices.
- 7.2 Whilst ESTYN have identified concerns within their consultation submissions, it is considered that the representations made do not warrant any further changes to the proposals. Each report ESTYN clearly state that in their opinion the proposals should improve continuity of education support and that proposals seek to improve the standard of provision for vulnerable pupils with a range of needs

8. **CONCLUSION**

- 8.1 It is recommended that approval is given to progress the planned re-alignment of the LSCs with effect from 31st August 2014. Please refer to Appendix 3 for a schedule of changes. These changes, if agreed, will ensure that the LA is better equipped to meet the needs of pupils with SEN and will ensure a high quality education for all learners within Rhondda Cynon Taf.

Estyn LSC Feedback Analysis

APPENDIX 1

L.S.C	Proposal	Affects on surplus places	No details on distance, travel time, impact on families	Disadvantages	No alternative proposals	School data Consortium view Outcomes at school Quality of leadership.
Tonypandy Primary	Close	✓				
Tonypandy Community College	Close					
Tonysguboriau	Close		✓			
Tonyrefail School	Open	✓	✓	✓ (however)	✓	✓
Penrhiwceiber	Close					
Capcoch	Close		✓			
Alaw	Close		✓			
Ferndale	Close					
Llantrisant	Close + re-des	✓		✓	✓	✓
Gwaunmeisgyn	Re-des	✓				
Maesybryn	Re-des			✓	✓	✓
Oaklands	Re-des	✓		✓ (however)		✓
Parclewis – closure	Close			✓		
Parclewis – relocate		✓ (however)		✓		
Totals		5 (excl how)	4	4 (excl how)	3	4

Estyn Learning Support Class Feedback Analysis

APPENDIX 2

School Name	ESTYN submitted a number of reports in response to the initial consultation on the proposals to re-align LSC within RCT proposal All negative comments raised within the reports have been and copied verbatim below
Oaklands Primary School	It is Estyn's opinion that the proposer has demonstrated that the proposal is likely to at least maintain the current standards of education provision in the area. However, it has not given sufficient consideration as to how many learners are likely to be placed in the learning support class for pupils with communication disorders and what impact this will have on standards in the school.
	The authority has not clearly identified any disadvantages of the current proposal. They have however articulated the disadvantages to the local authority if the current proposal was not implemented.
	The authority has not clearly shown whether or how the proposal will affect surplus places in Oaklands primary school.
	It has not however provided an analysis of the relevant school performance data nor has it provided the consortium view and categorisation on the quality of leadership, and also outcomes at the school.
	It has not however appropriately demonstrated how it will ensure delivery of the full curriculum at key stage 2 to these learners.
	The proposer makes reference to a community impact assessment and equality impact assessment; however this has not been provided or summarised.
Llantrisant Primary School	It is Estyn's opinion that the proposal is likely to maintain, at least, the current standards of education provision in the area.
	The authority has not clearly identified any disadvantages to pupils in this area arising from the current proposal. They have however articulated the disadvantages to the whole pupil population requiring SEN support across the whole local authority if the current proposal was not implemented.
	The authority has not identified any suitable alternative proposals.
	Although the school has a declining roll, the authority has not clearly shown whether or how the proposal will affect surplus places.

School Name	ESTYN submitted a number of reports in response to the initial consultation on the proposals to re-align LSC within RCT proposal All negative comments raised within the reports have been and copied verbatim below
Llantrisant Primary School	It has not however provided its own analysis of the relevant school performance data nor has it provided the consortium view and categorisation on the quality of leadership, or outcomes at the school.
	The proposer asserts that the proposed re-designation of the class will not impact on overall capacity of Llantrisant Primary School to deliver an appropriate curriculum. However, there is no detailed rationale to support this.
	The proposer refers to a community impact assessment and equality impact assessment, however this has not been provided or summarised.
Relocated Parc Lewis Primary School to Heol y Celyn Primary School	It is Estyn's opinion that the present standard of education in relation to pupils with complex learning difficulties is appropriate in both schools; it is likely that the proposed action will maintain or improve the already appropriate standards in relation to pupils with complex learning difficulties.
	The local authority does not highlight any significant disadvantages in relation to the proposal.
	The proposer has not identified possible risks associated with the proposal.
	The proposal does not show clearly how surplus places will be affected. However, due to the few pupils involved, it is unlikely that the proposal will have a significant impact on surplus places at either school.
Close Parc Lewis Primary School	It is Estyn's opinion that the present standard of education in relation to pupils with complex learning difficulties is appropriate in both schools; it is likely that the proposed action will maintain the already appropriate standards in relation to pupils with complex learning difficulties.
	The local authority does not highlight any disadvantages in relation to the proposal.
Gwaunmeisgyn Primary School	It is Estyn's opinion that the proposals would improve provision for pupils with complex learning needs in the primary age range, by ensuring that pupils of all ages are given provision appropriate to their needs.
	The authority has not demonstrated what impact the proposal is likely to have on surplus places.

School Name	ESTYN submitted a number of reports in response to the initial consultation on the proposals to re-align LSC within RCT proposal All negative comments raised within the reports have been and copied verbatim below
Maesybryn Primary School	It is Estyn's opinion that this proposal should improve continuity of education support for pupils with communication disorders in the area.
	However, the authority does not explain where new pupils with complex learning difficulties will be expected to go locally, to receive their support, once that provision is no longer available at the school.
	However, the proposer does not make a clear enough case for reducing the provision for future pupils with complex learning difficulties in this particular school's catchment area.
	The proposer has not identified any disadvantages to pupils in this area arising from the proposal even though the proposal includes the removal of some specialist provision.
	The proposer has not identified any alternative proposals.
	It has not however provided its own analysis of the relevant school performance data nor has it provided the consortium view and categorisation on the quality of leadership, or outcomes at the school.
	The proposer has not identified any potential disruption for learners arising from this proposal.
Penrhiwceiber Primary School	It is Estyn's opinion that the proposals seeks to improve the standard of provision for vulnerable pupils with a range of needs.
Tonyrefail School	It is Estyn's opinion that this proposal is likely to improve education provision in the area
	The proposer has not identified any disadvantages of the current proposal. However the proposer states that should this proposal not be agreed, learners with complex needs will miss out on better supported mainstream education provision, with additional costs associated with higher levels of placement in special schools for pupils who may otherwise be able to attend their local school.
	The proposer has not identified any alternative proposals.
	The proposer has not identified any potential impact on learner travel arrangements.

School Name	ESTYN submitted a number of reports in response to the initial consultation on the proposals to re-align LSC within RCT proposal All negative comments raised within the reports have been and copied verbatim below
Tonyrefail School	However, the proposer does not evaluate how, if at all, the proposal will affect surplus places.
	It has not however provided its own analysis of the relevant school performance data nor has it provided the consortium view and categorisation on the quality of leadership, or outcomes at the school.
Tonysguboriau Primary School	It is Estyn's opinion that it is likely that the proposed action will maintain and possibly improve the support for pupils with complex learning difficulties.
	The proposal states that transportation will be provided in line with the council policy, but no details are given about distance or travel time.
Tonypandy Community College	Estyn is of the opinion that there will be very little, if any, impact on education provision in the area.
Tonypandy Primary School	It is Estyn's opinion that this proposal should improve education provision in the area.
	The proposer does not evaluate how, if at all, the proposal will affect surplus places.
	The proposer has not identified any potential disruption for learners arising from this proposal.
Capcoch Primary School	It is Estyn's opinion that it is likely that the proposed action will maintain and possibly improve the support for pupils with hearing impairment and speech and language difficulties in the area.
	It is stated that transportation would be provided in line with the Council's Learner Travel policy, but no details are given about distance or travel time.
	The authority does not consider in enough detail the accessibility of provision or give information about distance, travel time and the likely impact on learners and their families.

School Name	ESTYN submitted a number of reports in response to the initial consultation on the proposals to re-align LSC within RCT proposal All negative comments raised within the reports have been and copied verbatim below
Ferndale Community School	Proposal would improve the provision
	Improve progression for those pupils who are in an LSC at key stage 2.
	It is less clear how the proposal will improve the quality of leadership and management at the school.
Alaw Primary School	Proposed action will maintain and possibly improve the support for pupils
	It states that the nearest alternative provision for Learning Support Classes is at Penrhys Primary School, and confirms that transport would be provided if this option was required. However, it does not give enough detail of the distance and the travel times involved in this option. Neither does it evaluate the potential impact that any additional travel time would have upon the pupils and their families.

APPENDIX 3

Copies of ESTYN submissions – scanned paperwork

APPENDIX 4

LEARNING SUPPORT CLASS REVIEW IMPLEMENTATION PLAN

Academic Year	Open	Close	Move	Re-designate
2013/14		<ul style="list-style-type: none"> • Alaw Primary FP Complex (2 classes) • Tonypandy KS 3 / 4 HI • Tonypandy Primary HI • Tonypandy Primary ASD • Capcoch Primary HI 		
				Penrhiwceiber FP Complex > Penrhiwceiber FP Assessment/Observation
2014/15		Parc Lewis FP Complex (1 class)	Parc Lewis FP Complex moves to Heol y Celyn FP Complex	
				Oaklands KS2 Complex > Oaklands FP CDU
				Maesybryn KS2 Complex > Maesybryn KS2 CDU
	Ferndale KS 3 /4 Complex Tonyrefail KS 3 / 4 Complex			
		Tonysguboriau KS2 Complex		Gwaunmeisgyn KS2 Complex > FP Complex
		Llantrisant FP Complex		Llantrisant FP Assessment/Observation

Estyn LSC Feedback Analysis

APPENDIX 1

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Tonypandy Community College	Close					
Tonysguboriau	Close		✓			
Tonyrefail School	Open	✓	✓	✓ (however)	✓	✓
Penrhiwceiber	Close					
Capcoch	Close		✓			
Alaw	Close		✓			
Ferndale	Close					
Llantrisant	Close + re-des	✓		✓	✓	✓
Gwaunmeisgyn	Re-des	✓				
Maesybryn	Re-des			✓	✓	✓
Oaklands	Re-des	✓		✓ (however)		✓
Parclewis – closure	Close			✓		
Parclewis – relocate		✓ (however)		✓		
Totals		5 (excl how)	4	4 (excl how)	3	4

Estyn Learning Support Class Feedback Analysis**APPENDIX 2**

School Name	ESTYN submitted a number of reports in response to the initial consultation on the proposals to re-align LSC within RCT proposal All negative comments raised within the reports have been and copied verbatim below
Oaklands Primary School	It is Estyn's opinion that the proposer has demonstrated that the proposal is likely to at least maintain the current standards of education provision in the area. However, it has not given sufficient consideration as to how many learners are likely to be placed in the learning support class for pupils with communication disorders and what impact this will have on standards in the school.
	The authority has not clearly identified any disadvantages of the current proposal. They have however articulated the disadvantages to the local authority if the current proposal was not implemented.
	The authority has not clearly shown whether or how the proposal will affect surplus places in Oaklands primary school.
	It has not however provided an analysis of the relevant school performance data nor has it provided the consortium view and categorisation on the quality of leadership, and also outcomes at the school.
	It has not however appropriately demonstrated how it will ensure delivery of the full curriculum at key stage 2 to these learners.
	The proposer makes reference to a community impact assessment and equality impact assessment; however this has not been provided or summarised.
Llantrisant Primary School	It is Estyn's opinion that the proposal is likely to maintain, at least, the current standards of education provision in the area.
	The authority has not clearly identified any disadvantages to pupils in this area arising from the current proposal. They have however articulated the disadvantages to the whole pupil population requiring SEN support across the whole local authority if the current proposal was not implemented.
	The authority has not identified any suitable alternative proposals.
	Although the school has a declining roll, the authority has not clearly shown whether or how the proposal will affect surplus places.

School Name	ESTYN submitted a number of reports in response to the initial consultation on the proposals to re-align LSC within RCT proposal All negative comments raised within the reports have been and copied verbatim below
Llantrisant Primary School	It has not however provided its own analysis of the relevant school performance data nor has it provided the consortium view and categorisation on the quality of leadership, or outcomes at the school.
	The proposer asserts that the proposed re-designation of the class will not impact on overall capacity of Llantrisant Primary School to deliver an appropriate curriculum. However, there is no detailed rationale to support this.
	The proposer refers to a community impact assessment and equality impact assessment, however this has not been provided or summarised.
Relocated Parc Lewis Primary School to Heol y Celyn Primary School	It is Estyn's opinion that the present standard of education in relation to pupils with complex learning difficulties is appropriate in both schools; it is likely that the proposed action will maintain or improve the already appropriate standards in relation to pupils with complex learning difficulties.
	The local authority does not highlight any significant disadvantages in relation to the proposal.
	The proposer has not identified possible risks associated with the proposal.
	The proposal does not show clearly how surplus places will be affected. However, due to the few pupils involved, it is unlikely that the proposal will have a significant impact on surplus places at either school.
Close Parc Lewis Primary School	It is Estyn's opinion that the present standard of education in relation to pupils with complex learning difficulties is appropriate in both schools; it is likely that the proposed action will maintain the already appropriate standards in relation to pupils with complex learning difficulties.
	The local authority does not highlight any disadvantages in relation to the proposal.
Gwaunmeisgyn Primary School	It is Estyn's opinion that the proposals would improve provision for pupils with complex learning needs in the primary age range, by ensuring that pupils of all ages are given provision appropriate to their needs.
	The authority has not demonstrated what impact the proposal is likely to have on surplus places.

School Name	ESTYN submitted a number of reports in response to the initial consultation on the proposals to re-align LSC within RCT proposal All negative comments raised within the reports have been and copied verbatim below
Maesybryn Primary School	It is Estyn's opinion that this proposal should improve continuity of education support for pupils with communication disorders in the area.
	However, the authority does not explain where new pupils with complex learning difficulties will be expected to go locally, to receive their support, once that provision is no longer available at the school.
	However, the proposer does not make a clear enough case for reducing the provision for future pupils with complex learning difficulties in this particular school's catchment area.
	The proposer has not identified any disadvantages to pupils in this area arising from the proposal even though the proposal includes the removal of some specialist provision.
	The proposer has not identified any alternative proposals.
	It has not however provided its own analysis of the relevant school performance data nor has it provided the consortium view and categorisation on the quality of leadership, or outcomes at the school.
	The proposer has not identified any potential disruption for learners arising from this proposal.
Penrhiwceiber Primary School	It is Estyn's opinion that the proposals seeks to improve the standard of provision for vulnerable pupils with a range of needs.
Tonyrefail School	It is Estyn's opinion that this proposal is likely to improve education provision in the area
	The proposer has not identified any disadvantages of the current proposal. However the proposer states that should this proposal not be agreed, learners with complex needs will miss out on better supported mainstream education provision, with additional costs associated with higher levels of placement in special schools for pupils who may otherwise be able to attend their local school.
	The proposer has not identified any alternative proposals.
	The proposer has not identified any potential impact on learner travel arrangements.

School Name	ESTYN submitted a number of reports in response to the initial consultation on the proposals to re-align LSC within RCT proposal All negative comments raised within the reports have been and copied verbatim below
Tonyrefail School	However, the proposer does not evaluate how, if at all, the proposal will affect surplus places.
	It has not however provided its own analysis of the relevant school performance data nor has it provided the consortium view and categorisation on the quality of leadership, or outcomes at the school.
Tonysguboriau Primary School	It is Estyn's opinion that it is likely that the proposed action will maintain and possibly improve the support for pupils with complex learning difficulties.
	The proposal states that transportation will be provided in line with the council policy, but no details are given about distance or travel time.
Tonypandy Community College	Estyn is of the opinion that there will be very little, if any, impact on education provision in the area.
Tonypandy Primary School	It is Estyn's opinion that this proposal should improve education provision in the area.
	The proposer does not evaluate how, if at all, the proposal will affect surplus places.
	The proposer has not identified any potential disruption for learners arising from this proposal.
Capcoch Primary School	It is Estyn's opinion that it is likely that the proposed action will maintain and possibly improve the support for pupils with hearing impairment and speech and language difficulties in the area.
	It is stated that transportation would be provided in line with the Council's Learner Travel policy, but no details are given about distance or travel time.
	The authority does not consider in enough detail the accessibility of provision or give information about distance, travel time and the likely impact on learners and their families.

School Name	ESTYN submitted a number of reports in response to the initial consultation on the proposals to re-align LSC within RCT proposal All negative comments raised within the reports have been and copied verbatim below
Ferndale Community School	Proposal would improve the provision
	Improve progression for those pupils who are in an LSC at key stage 2.
	It is less clear how the proposal will improve the quality of leadership and management at the school.
Alaw Primary School	Proposed action will maintain and possibly improve the support for pupils
	It states that the nearest alternative provision for Learning Support Classes is at Penrhys Primary School, and confirms that transport would be provided if this option was required. However, it does not give enough detail of the distance and the travel times involved in this option. Neither does it evaluate the potential impact that any additional travel time would have upon the pupils and their families.

Introduction

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

Introduction

This consultation proposal is from Rhondda Cynon Taf County Borough Council.

The proposal is to close two Foundation Phase Learning Support Classes for pupils with complex learning difficulties at Alaw Primary School.

Summary/ Conclusion

Are the proposals likely to maintain or improve the standard of education provision in the area?

It is Estyn's opinion that it is likely that the proposed action will maintain and possibly improve the support for pupils with complex learning difficulties in mainstream settings in the area.

Description and benefits

Has the proposer:

- Given a clear rationale of the expected benefits of the proposals and disadvantages when compared with the status quo as outlined in the report?

The local authority has given a clear rationale of the expected benefits of the proposal.

The proposal appears to link well to the authority's current proposals to realign learning support classes for pupils with special educational needs. The benefits identified appear to be appropriate.

The authority appropriately acknowledges that the necessary transition from the Foundation Phase learning support classes at Alaw Primary School into a different school for their key stage 2 education is not beneficial for the most vulnerable learners.

The disadvantages of the proposal as cited by the authority appear to be disadvantages of not implementing it, rather than identifying any disadvantages to be addressed if the proposal were implemented.

- Managed any risks associated with the proposals?

The authority appears to have appropriately considered that at the time of the proposed closure of the learning support classes, it is probable that there will be 2 pupils still attending the classes. It states that the nearest alternative provision for Learning Support Classes is at Penrhys Primary School, and confirms that transport would be provided if this option was required. However, it does not give enough detail of the distance and the travel times involved in this option. Neither does it evaluate the potential impact that any additional travel time would have upon the pupils and their families.

- Considered suitable alternatives and given good reasons as to why these have been discounted?

The authority has not provided alternative solutions. In view of the specific circumstances of the proposal, this would appear to be reasonable.

- Considered the impact of the changes on learner travel arrangements and on accessibility of provision?

The authority appears to have appropriately considered the impact of the changes on learner travel arrangements and on the accessibility of provision. However, should any pupils prefer the alternative provision at Penrhys Primary School the authority does not provide enough evaluation of any additional travel time for pupils and their families.

- Effectively shown how surplus places will be affected? If surplus places will be increased has the proposer give adequate reasons for this?

The proposal does not impact on surplus places.

- Where relevant, taken sufficient account of the impact of the proposals on Welsh medium provision within the local authority?

The authority does not evaluate the impact of the proposal on Welsh medium education. As Alaw Primary School is an English medium school, and is the only school affected by this proposal, this appears to be reasonable.

Educational aspects of the proposal

- Considered the impact of the proposals on the quality of the outcomes, provision and leadership and management?

The authority has appropriately considered the impact of the proposal on the quality of the outcomes and provision. It seems reasonable that current school arrangements for pupils with special education needs should be reviewed and resources re-allocated by leaders and managers.

The authority's need to modernise and improve the range of provision in mainstream settings for pupils with special education and complex needs appears to be an appropriate driver for this proposal.

- Considered the likely impact of the proposals to ensure delivery of the full curriculum at the foundation phase and at each key stage?

The proposal acknowledges appropriately that continuity in the education provision for pupils in the same setting can be advantageous. The proposal should enable Foundation Phase and key stage 2 provision for pupils with complex learning difficulties at Alaw Primary School.

- Considered the impact of the proposals on vulnerable groups, including children with Special Educational Needs?

The provider appears to have ensured that in general disruption to learners will be minimised. However there is no evaluation of the impact of travel to Penrhys Primary School if that is the preferred option for parents of pupils using the learning support classes when the proposal is due to be implemented.

Proposal is to close the Primary Learning Support Class for Pupils with Hearing Impairment and the Primary Learning Support Class for Pupils with Speech and Language Difficulties at Capcoch Primary School.

Introduction

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

Introduction

This consultation proposal is from Rhondda Cynon Taf County Borough Council.

The proposal is to close the Primary Learning Support Class for Pupils with Hearing Impairment and the Primary Learning Support Class for Pupils with Speech and Language Difficulties at Capcoch Primary School.

Summary/ Conclusion

Are the proposals likely to maintain or improve the standard of education provision in the area?

It is Estyn's opinion that it is likely that the proposed action will maintain and possibly improve the support for pupils with hearing impairment and speech and language difficulties in the area.

Description and benefits

Has the proposer:

- Given a clear rationale of the expected benefits of the proposals and disadvantages when compared with the status quo as outlined in the report?

The local authority has given a clear rationale of the expected benefits of the proposal.

The proposal appears to link well to the authority's current proposals to realign learning support classes for pupils with special educational needs. The benefits identified appear to be appropriate.

The provider claims that the implementation of this proposal will be of benefit to all learners with SEN across the local authority, ensuring greater equality and access to

specialist provision for pupils with significant special educational needs. This appears to be the case.

Circumstances for some pupils attending existing provision will change, and the proposal appropriately acknowledges the need to take this into account fully when planning suitable provision.

- Managed any risks associated with the proposals?

The authority appears to have appropriately considered that at the time of the proposed closure, it is probable that there will be 3 pupils attending the learning support class for the hearing impaired, and 3 attending the learning support class for speech and language difficulties. The nearest specialist provision is identified as Llwynycrwn primary School. It is stated that transportation would be provided in line with the Council's Learner Travel policy, but no details are given about distance or travel time.

- Considered suitable alternatives and given good reasons as to why these have been discounted?

The authority does not consider suitable alternatives. This appears appropriate in view of the falling pupil numbers.

- Considered the impact of the changes on learner travel arrangements and on accessibility of provision?

The authority does not consider in enough detail the accessibility of provision or give information about distance, travel time and the likely impact on learners and their families.

- Effectively shown how surplus places will be affected? If surplus places will be increased has the proposer given adequate reasons for this?

The intention of this proposal appears to be to reduce surplus places in order to rationalise provision.

- Where relevant, taken sufficient account of the impact of the proposals on Welsh medium provision within the local authority?

The authority does not evaluate the impact of the proposal on Welsh medium education. As Capcoch School is an English medium school, this seems to be appropriate.

Educational aspects of the proposal

- Considered the impact of the proposals on the quality of the outcomes, provision and leadership and management?

The authority appears to have given careful consideration to the quality of the outcomes, provision, leadership and management by re-directing funding to address growing areas of need. The small number of pupils currently using the provision will be supported in mainstream settings or will be placed in an alternative specialist setting.

- Considered the likely impact of the proposals to ensure delivery of the full curriculum at the foundation phase and at each key stage?

The proposer acknowledges appropriately the likely impact of the proposal on the delivery of the full curriculum. The proposal directs additional funding towards mainstream provision in order to enhance the provision for all pupils with special educational need, including those with more severe needs. Specialist input will be allocated to support mainstream inclusion and curriculum access.

- Considered the impact of the proposals on vulnerable groups, including children with Special Educational Needs?

The provider appears to have ensured that disruption to vulnerable pupils will be kept to a minimum. However, there is no evaluation of the impact of travelling to provision in other providers.

Estyn response to the proposal to establish a New Key Stage 3/4 Learning Support Class for Complex Learning Difficulties in Ferndale Community School

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

Introduction

The proposal is made by Rhondda Cynon Taf Borough Council.

The proposal is to:

- establish a new Key Stage 3/4 Learning Support Class (LSC) in Ferndale Community School, as there are currently no LSC for pupils with complex learning difficulties in the local authority
- ensure places for 14 pupils with complex learning difficulties

Summary/ Conclusion

Are the proposals likely to maintain or improve the standard of education provision in the area?

It is Estyn's opinion that, as there is currently no provision of this nature in key stages 3 and 4 within the local authority, the proposal would improve the provision for a specific group of pupils. It would also improve progression for those pupils who are in an LSC at key stage 2.

What effect do the proposals have on other schools and educational institutions in the area?

It would seem that, through the allocation of places for pupils from different areas by local authority panels that other educational establishments in the secondary sector would benefit by the availability of this facility.

Description and benefits

Has the proposer:

- Given a clear rationale of the expected benefits of the proposals and disadvantages when compared with the status quo as outlined in the report?

The local authority has given a clear explanation of the benefits of establishing an LSC at Ferndale Community School and has considered possible disadvantages, which they see as being far outweighed by the benefits. The authority's analysis is appropriate.

- Managed any risks associated with the proposals?

The local authority has given appropriate consideration to the impact of establishing an LSC from several perspectives which include impact on pupils, staff and the community, as well as the financial implications. They have gone into detail about how they would respond to each of those aspects, in a constructive way. Planning to manage potential risks, for example too high a demand on available places, is clearly set out.

- Considered suitable alternatives and given good reasons as to why these have been discounted?

The local authority has considered locating the proposed facility at other secondary schools within the authority. However, given the favourable reports on promoting wellbeing and inclusion and a good standard of Special Educational Needs at Ferndale, they deemed it the most appropriate place for the LSC. Also two out of the five feeder primaries for Ferndale Community School have LSCs for complex learning difficulties at key stage 2 and having this facility will promote transition arrangements as well as providing facilities to meet the needs of these pupils.

- Considered the impact of the changes on learner travel arrangements and on accessibility of provision.

The proposal is likely to lessen the need for transporting pupils out of their local community to receive their education. As such, the impact on learners' travel arrangements is minimal and the provision should be reasonably accessible to the specific group of learners.

- Effectively shown how surplus places will be affected? If surplus places will be increased, does the proposer give adequate reasons for this?

The proposal states that the school will make use of surplus space to develop the resource but does not give details about the projected decrease in the number of surplus places.

- Where relevant, taken sufficient account of the impact of the proposals on Welsh medium provision within the local authority?

This proposal deals with English medium provision and does impact on Welsh medium provision in the local authority.

Educational aspects of the proposal

- How well as the proposer considered the impact of the proposals on the quality of the outcomes, provision and leadership and management?

The proposal outlines clearly the potential benefits for a particular group of pupils. The proposal claims that there will be an improvement in provision and management and the opportunity for pupils to achieve their best potential. However it is less clear how the proposal will improve the quality of leadership and management at the school.

- How well has the proposer considered the likely impact of the proposals to ensure delivery of the full curriculum at the Foundation Phase and at each key stage?

The basis of the proposal is to improve accessibility to an appropriate curriculum for a specific group of pupils. The proposal also indicates that establishing the provision will have a positive impact on the current arrangements for SEN and the LSC will enhance the range of support available to pupils within the school. It is likely that the proposer's assertions are reasonable.

- How well has the proposer considered the impact of the proposals on vulnerable groups, including children with Special Educational Needs?

The proposal is totally involved with provision for a specific group of pupils with Special Educational Needs

- Where proposals involve the transfer of learners to alternative provision, how well has the proposer provided evidence that the alternative would deliver outcomes and offer provision at least equivalent to that which is currently available to those learners (including learners with SEN)? How well has the proposer ensured that the disruption to learners is minimised?

The local authority has in its proposal document given appropriate consideration to ensuring ease and equality of access to the proposed facility. They have identified the risk that demand for placements might exceed the number of placements available and that this would be managed by the Access and Inclusion service. The proposer has also identified that if the proposal is not agreed, certain groups of learners with complex needs could be disadvantaged. The proposal seems to have taken into account well the needs of the particular group of learners and that there is as little as possible disruption to their educational provision.

Estyn response to the proposal to re-designate a Key Stage 2 Learning Support Class for Complex Learning Difficulties at Gwaunmeisgyn Primary School

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer. **Introduction**

This consultation proposal is from Rhondda Cynon Taf County Borough Council.

The proposal is to:

- to re-designate a key stage 2 Learning Support Class for Complex Learning Difficulties at Gwaunmeisgyn Primary School
- making available in the school:
 - Learning Support Class for pupils with Complex Learning Difficulties (Foundation Phase)
 - Learning Support Class for pupils with Complex Learning Difficulties (key stage 2)
- provide Gwaunmeisgyn School with LSC provision for the full primary range and a total of 18 LSC places for pupils with Complex Learning Difficulties (8 in the Foundation Phase and 10 in key stage 2).

Summary/ Conclusion

Are the proposals likely to maintain or improve the standard of education provision in the area?

It is Estyn's opinion that the proposals would improve provision for pupils with complex learning needs in the primary age range, by ensuring that pupils of all ages are given provision appropriate to their needs.

What effect do the proposals have on other schools and educational institutions in the area?

There would be very little impact, if any, on other schools in the area. It seems that the proposal, if agreed, would give a better quality of provision for the relevant pupils within Rhondda Cynon Taf.

Description and benefits

Has the proposer:

- Given a clear rationale of the expected benefits of the proposals and disadvantages when compared with the status quo as outlined in the report?

The local authority has given a detailed rationale for the proposal and a clear analysis of the current needs of a range of vulnerable pupils in the area. They have looked closely at the current provision, and seek to change it to provide wider support for these pupils by making it relevant to a wider age range

- Managed any risks associated with the proposals?

The local authority has considered the advantages of the proposals, and also given appropriate attention to potential disadvantages. They see very little risk in moving forward with the proposals. The places for key stage 2 pupils with Complex Learning Difficulties will be reduced by two, but will not have a direct effect on pupils currently in place.

- Considered suitable alternatives and given good reasons as to why these have been discounted?

The local authority has considered alternative provision appropriately?.

Gwaunmeisgyn school is the local authority's preferred option because the school is strategically well-placed to respond to the needs of pupils in the Taff-Ely area of the authority.

- Considered the impact of the changes on learner travel arrangements and on accessibility of provision.
There is very little impact on learner travel arrangements and will fall within the current travel policy of the authority.
- Effectively shown how surplus places will be affected? If surplus places will be increased, does the proposer give adequate reasons for this?

The authority has not demonstrated what impact the proposal is likely to have on surplus places.

- Where relevant, taken sufficient account of the impact of the proposals on Welsh medium provision within the local authority?

As the proposal deals exclusively with provision in English-medium schools, there will be no impact on Welsh medium provision within the authority.

Educational aspects of the proposal

- How well has the proposer considered the impact of the proposals on the quality of the outcomes, provision and leadership and management?

The local authority has considered these aspects appropriately, and has shown clearly how it will manage the proposed changes.

- How well has the proposer considered the likely impact of the proposals to ensure delivery of the full curriculum at the Foundation Phase and at each key stage?

The local authority has considered appropriately the impact on curriculum provision, including progression from Foundation Phase to key stage 2. It would seem that if the proposals are accepted that planning for delivery would be enhanced by improved identification of educational needs.

- How well has the proposer considered the impact of the proposals on vulnerable groups, including children with Special Educational Needs?

The whole proposal deals with improving provision for pupils with Special Educational Needs. The local authority has given good consideration to the needs of these vulnerable pupils.

- Where proposals involve the transfer of learners to alternative provision, how well has the proposer provided evidence that the alternative would deliver outcomes and offer provision at least equivalent to that which is currently available to those learners (including learners with SEN)? How well has the proposer ensured that the disruption to learners is minimised?

The proposals do not entail a change of provision for existing pupils.

Estyn response to the proposal to relocate a Foundation Phase learning support class for complex learning difficulties to from Parc Lewis Primary to Heol y Celyn Primary School.

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

Introduction

This consultation proposal is from the Rhondda Cynon Taf County Borough Council.

It proposes that:

- A Foundation Phase Learning Support Class for pupils with Complex Learning Difficulties is relocated from Parc Lewis Primary School to Heol y Celyn Primary School on the 31st August 2015

Summary/ Conclusion

Are the proposals likely to maintain or improve the standard of education provision in the area?

The local authority's rationale for relocating a Foundation Phase learning support class for complex learning difficulties at Parc Lewis Primary School to Heol y Celyn Primary School seems sound and based on an appropriate analysis of the options available.

It is Estyn's opinion that the present standard of education in relation to pupils with complex learning difficulties is appropriate in both schools; it is likely that the proposed action will maintain or improve the already appropriate standards in relation to pupils with complex learning difficulties.

Description and benefits

What effect do the proposals have on other schools and educational institutions in the area?

In view of the small number of pupils involved, it would seem that the proposal will have little or no effect on the number of pupils on roll at other schools in the local area.

What are the expected benefits of the proposals and disadvantages when compared with the status quo as outlined in the report?

The local authority has given a clear rationale of the expected benefits when compared with the status quo as outlined in the report.

At the time of relocation there is likely to be a very small number of pupils (6) in the Foundation Phase learning support class at Parc Lewis Primary School.

The proposer has identified appropriately the likely benefits of the proposals when compared with the status quo. The local authority also notes many examples where there will be a significant positive impact on existing pupils, staff and finances at Heol y Celyn Primary School.

The local authority does not highlight any significant disadvantages in relation to the proposal.

How well has the proposer managed any risks associated with the proposals?

The proposer has not identified possible risks associated with the proposal.

Has the proposer considered suitable alternatives and given good reasons as to why these have been discounted?

The local authority has considered a suitable alternative to this current proposal, such as retaining the Foundation Phase learning support class at Parc Lewis Primary School. It has given good reasons as to why this has been discounted.

What would be the impact of the changes on learner travel arrangements and on accessibility of provision?

The proposal is likely to have very little negative impact on travel arrangements or on accessibility of provision. A significant number of pupils in the Foundation Phase learning support class at Parc Lewis Primary School currently transfer to the school from the Heol y Celyn Primary School catchment area. As there is no key stage 2 specialist provision within Parc Lewis Primary School, these pupils frequently transfer back to Heol y Celyn Primary School to access appropriate key stage 2 provision.

Do the proposals effectively show how surplus places will be affected?

The proposal does not show clearly how surplus places will be affected. However, due to the few pupils involved, it is unlikely that the proposal will have a significant impact on surplus places at either school.

Educational aspects of the proposal

How well has the proposer considered the impact of the proposals on the quality of the outcomes, provision and leadership and management?

How well has the proposer considered the likely impact of the proposals to ensure delivery of the full curriculum at the Foundation Phase and at key stage 2?

The local authority has considered the impact of the proposal on the quality of outcomes, provision and leadership and management in the consultation appropriately. The proposal is unlikely to affect the delivery of the Foundation Phase or the key stage 2 curriculum at Heol y Celyn Primary School. It is likely, however, to have a positive impact on the school's arrangements for special educational needs. The Foundation Phase learning support class for complex learning difficulties is likely to enhance the range of support available to pupils within the school.

How well has the proposer considered the impact of the proposals on vulnerable groups, including children with Special Educational Needs (SEN)?

The proposal is totally concerned with SEN provision.

Where proposals involve the transfer of learners to alternative provision, how well has the proposer provided evidence that the alternative would deliver outcomes and offer provision at least equivalent to that which is currently available to those learners (including learners with SEN)? How well has the proposer ensured that the disruption to learners is minimised?

This proposal involves the transfer of learners from Parc Lewis Primary School to Heol y Celyn Primary School. The local authority has provided appropriate evidence to support the proposal. This is likely to deliver outcomes and offer provision at least equivalent to those currently available to those learners.

The proposal indicates that the local authority intends to complete the actions related to the proposal so that transfer can take place following the summer holiday in 2015.

Ymateb Estyn i'r cynnig i adleoli dosbarth cymorth dysgu yn y Cyfnod Sylfaen ar gyfer anawsterau dysgu cymhleth o Ysgol Gynradd Parc Lewis i Ysgol Gynradd Heol y Celyn.

Paratowyd yr adroddiad hwn gan Arolygwyr Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru.

O dan delerau Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013 a'i Chod cysylltiedig, mae'n ofynnol i gynigwyr anfon dogfennau ymgynghori i Estyn. Fodd bynnag, nid yw Estyn yn gorff y mae'n ofynnol iddo weithredu yn unol â'r Cod ac nid yw'r Ddeddf yn gosod unrhyw ofynion statudol ar Estyn o ran materion trefniadaeth ysgolion. Felly, fel corff yr ymgynghorir ag ef, bydd Estyn yn rhoi eu barn ar rinweddau cyffredinol cynigion trefniadaeth ysgolion yn unig.

Mae Estyn wedi ystyried yr agweddau addysgol ar y cynnig ac mae wedi llunio'r ymateb canlynol i'r wybodaeth a ddarparwyd gan y cynigiwr.

Cyflwyniad

Mae'r cynnig ymgynghorol hwn gan Gyngor Bwrdeistref Sirol Rhondda Cynon Taf.

Dyma yw'r cynnig:

- Adleoli Dosbarth Cymorth Dysgu yn y Cyfnod Sylfaen ar gyfer disgyblion ag Anawsterau Dysgu Cymhleth o Ysgol Gynradd Parc Lewis i Ysgol Gynradd Heol y Celyn ar 31 Awst 2015

Crynodeb/ Casgliad

A yw'r cynigion yn debygol o gynnal neu wella safon y ddarpariaeth addysg yn yr ardal?

Mae rhesymwaith yr awdurdod lleol dros adleoli dosbarth cymorth dysgu yn y Cyfnod Sylfaen ar gyfer anawsterau dysgu cymhleth yn Ysgol Gynradd Parc Lewis i Ysgol Gynradd Heol y Celyn yn ymddangos yn gadarn ac mae'n seiliedig ar ddadansoddiad priodol o'r opsiynau sydd ar gael.

Mae Estyn o'r farn fod safon bresennol yr addysg mewn perthynas â disgyblion sydd ag anawsterau dysgu cymhleth yn briodol yn y ddwy ysgol; mae'n debygol y bydd y camau arfaethedig yn cynnal neu'n gwella'r safonau sydd eisoes yn briodol mewn perthynas â disgyblion ag anawsterau dysgu cymhleth.

Disgrifiad a manteision

Beth yw effaith y cynigion ar ysgolion a sefydliadau addysgol eraill yn yr ardal?

Yng ngoleuni'r nifer fach o ddisgyblion y mae'r cynigion yn ymwneud â nhw, byddai'n ymddangos na fydd y cynnig yn cael rhyw lawer o effaith, os o gwbl, ar nifer y disgyblion ar y gofrestr mewn ysgolion eraill yn yr ardal leol.

Beth yw manteision disgwylledig y cynigion a'r anfanteision o gymharu â'r sefyllfa bresennol, yn unol â'r hyn a amlinellir yn yr adroddiad?

Mae'r awdurdod lleol wedi rhoi rhesymwaith clir o'r manteision disgwylledig o gymharu â'r sefyllfa bresennol yn ôl yr hyn a amlinellir yn yr adroddiad.

Adeg yr adleoli, mae'n debygol y bydd nifer fach iawn o ddisgyblion (6) yn y dosbarth cymorth dysgu yn y Cyfnod Sylfaen yn Ysgol Gynradd Parc Lewis.

Mae manteision y cynigion o gymharu â'r sefyllfa bresennol yn ôl yr hyn a nodwyd yn gan yr awdurdod lleol yn briodol.

Mae'r awdurdod lleol hefyd yn nodi llawer o enghreifftiau lle bydd effaith hynod gadarnhaol ar ddisgyblion, staff a chyllid presennol yn Ysgol Gynradd Heol y Celyn.

Nid yw'r awdurdod lleol yn amlygu unrhyw anfanteision arwyddocaol mewn perthynas â'r cynnig.

Pa mor dda y mae'r cynigiwr wedi rheoli unrhyw risgiau sy'n gysylltiedig â'r cynigion?

Nid yw'r cynigiwr wedi nodi risgiau posibl sy'n gysylltiedig â'r cynnig.

A yw'r cynigiwr wedi ystyried dewisiadau eraill addas ac wedi rhoi rhesymau da ynghylch pam mae'r rhain wedi cael eu diystyru?

Mae'r awdurdod lleol wedi ystyried dewis arall yn lle'r cynnig presennol hwn, er enghraifft cadw'r dosbarth cymorth dysgu yn y Cyfnod Sylfaen yn Ysgol Gynradd Parc Lewis. Mae wedi rhoi rhesymau da ynghylch pam mae hyn wedi cael ei ddiystyru.

Beth fyddai effaith y newidiadau ar drefniadau teithio dysgwyr ac ar hygyrchedd y ddarpariaeth?

Mae'r cynnig yn debygol o gael ychydig iawn o effaith negyddol ar drefniadau teithio neu ar hygyrchedd y ddarpariaeth. Mae nifer sylweddol o ddisgyblion yn y dosbarth cymorth dysgu yn y Cyfnod Sylfaen yn Ysgol Gynradd Parc Lewis yn trosglwyddo i'r ysgol o ddalgylch Ysgol Gynradd Heol y Celyn ar hyn o bryd. Gan nad oes unrhyw ddarpariaeth arbenigol yng nghyfnod allweddol 2 yn Ysgol Gynradd Parc Lewis, mae'r disgyblion hyn yn trosglwyddo'n ôl yn rheolaidd i Ysgol Gynradd Heol y Celyn i fanteisio ar ddarpariaeth briodol yng nghyfnod allweddol 2.

A yw'r cynigion yn dangos yn effeithiol y modd y bydd lleoedd dros ben yn cael eu heffeithio?

Nid yw'r cynnig yn dangos yn glir y modd y bydd lleoedd dros ben yn cael eu heffeithio. Fodd bynnag, gan fod hyn yn ymwneud â nifer fach o ddisgyblion, mae'n annhebygol y bydd y cynnig yn cael effaith sylweddol ar leoedd dros ben yn y naill ysgol na'r llall.

Agweddau addysgol ar y cynnig

Pa mor dda y mae'r cynigiwr wedi ystyried effaith y cynigion ar ansawdd y deilliannau, y ddarpariaeth, yr arweinyddiaeth a'r rheolaeth?

Pa mor dda y mae'r cynigiwr wedi ystyried effaith debygol y cynigion i sicrhau bod y cwricwlwm llawn yn cael ei gyflwyno yn y Cyfnod Sylfaen ac yng nghyfnod allweddol 2?

Mae'r awdurdod lleol wedi ystyried effaith y cynnig ar ansawdd y deilliannau, y ddarpariaeth a'r arweinyddiaeth a'r rheolaeth yn yr ymgynghoriad yn briodol. Mae'r cynnig yn annhebygol o effeithio ar y ffordd y caiff cwricwlwm y Cyfnod Sylfaen neu gyfnod allweddol 2 ei gyflwyno yn Ysgol Gynradd Heol y Celyn. Fodd bynnag, mae'n debygol o gael effaith gadarnhaol ar drefniadau'r ysgol ar gyfer anghenion addysgol arbennig. Mae'r dosbarth cymorth dysgu yn y Cyfnod Sylfaen ar gyfer anawsterau dysgu cymhleth yn debygol o wella ystod y cymorth sydd ar gael i ddisgyblion yn yr ysgol.

Pa mor dda y mae'r cynigiwr wedi ystyried effaith y cynigion ar grwpiau sy'n agored i niwed, gan gynnwys plant ag Anghenion Addysgol Arbennig?

Mae'r cynnig yn ymwneud yn llwyr â darpariaeth ar gyfer anghenion addysgol arbennig.

Pan mae cynigion yn cynnwys trosglwyddo dysgwyr i ddarpariaeth arall, pa mor dda y mae'r cynigiwr wedi rhoi tystiolaeth y byddai'r dewis arall yn cyflawni deilliannau ac yn cynnig darpariaeth sydd o leiaf gyfwerth â'r ddarpariaeth sydd ar gael i'r dysgwyr hynny ar hyn o bryd (gan gynnwys dysgwyr ag anghenion addysgol arbennig)? Pa mor dda y mae'r cynigiwr wedi sicrhau cyn lleied o aflonyddwch ag y bo modd i ddysgwyr?

Mae'r cynnig hwn yn cynnwys trosglwyddo dysgwyr o Ysgol Gynradd Parc Lewis i Ysgol Gynradd Heol y Celyn. Mae'r awdurdod lleol wedi darparu tystiolaeth briodol i gefnogi'r cynnig. Mae hyn yn debygol o gyflawni deilliannau a chynnig darpariaeth sydd o leiaf gyfwerth â'r hyn sydd ar gael i'r dysgwyr hynny ar hyn o bryd.

Mae'r cynnig yn dangos y modd y mae'r awdurdod lleol yn bwriadu cwblhau'r camau sy'n gysylltiedig â'r cynnig er mwyn i'r trosglwyddo allu digwydd ar ôl gwyliau'r haf yn 2015.

Estyn response to the proposal to re-designate One Learning Support Class for Complex Learning Difficulties as a Foundation Phase Assessment and Observation Class and to Close One Learning Support Class for Complex Learning Difficulties at Llantrisant Primary School

Introduction

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body, which is required to act in accordance with the Code, and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer and other additional information such as data from Welsh Government and the views of the Regional Consortia, which deliver school improvement services to the schools within the proposal.

The consultation proposal is from Rhondda Cynon Taf County Borough Council.

Summary/ Conclusion

- **Are the proposals likely to maintain or improve the standard of education provision in the area?**

It is Estyn's opinion that the proposal is likely to maintain, at least, the current standards of education provision in the area.

Description and benefits

How well has the proposer:

- **Given a clear rationale for the proposal?**

The local authority has given a clear rationale for the proposal. They have identified both an urgent need to establish assessment and observation classes to enable staff to identify a child's primary needs together with a clear decline in the demand for an LSC for Complex Learning Needs in this area.

- **Set out clearly and fairly the expected benefits and disadvantages when compared with the status quo?**

The proposer has identified appropriately the expected benefits of the proposal. The authority has not clearly identified any disadvantages to pupils in this area arising from the current proposal. They have however articulated the disadvantages

to the whole pupil population requiring SEN support across the whole local authority if the current proposal was not implemented.

- **Managed any risks associated with the proposals?**

The authority has considered the risks related to current pupils and staff in the learning support class.

The four pupils currently in the Foundation Phase learning support class for Complex Learning Difficulties will remain in the learning support class until they move to a Key Stage 2 setting.

The authority will provide transportation in line with the Council's policy in order to meet the needs for any future pupils who have complex learning difficulties.

- **Considered suitable alternatives and given good reasons as to why these have been discounted?**

The authority has not identified any suitable alternative proposals.

Rather the authority simply states that 'Llantrisant School is ideally situated to provide the Taff Ely area with an Assessment and Observation class', and that 'it will provide pupils within the area access to a much-needed resource'.

- **Considered the impact of the changes on learner travel arrangements and on accessibility of provision?**

The authority has appropriately considered the impact on learner travel arrangements. The authority has undertaken to provide any pupils with a Complex Learning Difficulty and who requires an LSC placement, with a place in the closest LSC provision for Complex Learning Difficulties and transport in line with the Learner Travel Policy.

- **Effectively shown how surplus places will be affected? If surplus places will be increased, has the proposer given adequate reasons for this?**

Although the school has a declining roll, the authority has not clearly shown whether or how the proposal will affect surplus places.

Educational aspects of the proposal

Has well has the proposer:

- **Considered the impact of the proposals on the quality of the outcomes, provision and leadership and management?**

The proposer has considered the outcomes of the most recent Estyn inspection report in December 2009 and quoted the relevant sections from this report relating to pupils with special educational needs and the learning support class.

It has not however provided its own analysis of the relevant school performance data nor has it provided the consortium view and categorisation on the quality of leadership, or outcomes at the school.

- **Considered the likely impact of the proposals to ensure delivery of the full curriculum at the Foundation Phase and at each key stage?**

The proposer asserts that the proposed re-designation of the class will not impact on overall capacity of Llantrisant Primary School to deliver an appropriate curriculum. However, there is no detailed rationale to support this.

Considered the impact of the proposals on vulnerable groups, including children with Special Educational Needs?

The proposer refers to a community impact assessment and equality impact assessment, however this has not been provided or summarised.

The impact on children with special educational needs has been appropriately considered

- **Ensured that the disruption to learners is minimised?**

The proposer has appropriately identified and considered ways to minimise the most likely disruptions to learners, for example in providing transport in line with the learner travel policy.

Estyn response to the proposal to Re-Designate the Key Stage 2 Learning Support Class for Complex Learning Difficulties to establish a Key Stage 2 Learning Support Class for Communication Disorders at Maesybryn Primary School.

Introduction

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body, which is required to act in accordance with the Code, and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer. The consultation proposal is from Rhondda Cynon Taf County Borough Council.

Summary/ Conclusion

- **Are the proposals likely to maintain or improve the standard of education provision in the area?**

This proposal is one of many arising from the local authority's published strategy to modernise and improve the range of SEN provision across the area. The stated aim for this strategy is to enhance the opportunities for mainstream inclusion and to improve the outcomes for vulnerable groups of learners.

It is Estyn's opinion that this proposal should improve continuity of education support for pupils with communication disorders in the area. The re-designation of the current key stage 2 learning support class will enable pupils with communication disorders to remain at this school for key stage 2.

However, the authority does not explain where new pupils with complex learning difficulties will be expected to go locally, to receive their support, once that provision is no longer available at the school.

Description and benefits

How well has the proposer:

- **Given a clear rationale for the proposal?**

The proposer has given a clear rationale in its published strategy for modernising and improving the range of SEN provision across the area, which provides the general background to this specific proposal. The proposer therefore makes the strategic case for the re-distribution and re-designation of support provision across the local authority. It has also clearly identified the need to provide continuity of support from the Foundation Phase to the end of key stage 2, specifically for pupils, with communication disorders at this school. However, the proposer does not make

a clear enough case for reducing the provision for future pupils with complex learning difficulties in this particular school's catchment area.

- **Set out clearly and fairly the expected benefits and disadvantages when compared with the status quo?**

The proposer has identified appropriately the expected benefits of the proposal: The proposer has not identified any disadvantages to pupils in this area arising from the proposal even though the proposal includes the removal of some specialist provision. The proposer has committed to continuing provision for current pupils with complex learning difficulties after the re-designation of their unit. However, the proposer has not identified where new pupils from the catchment area, who have complex learning difficulties, will go to receive their support, once that provision is no longer available at the school.

- **Managed any risks associated with the proposals?**

There are currently nine pupils attending the key stage 2 complex learning difficulties class. By the date of proposed change, this is projected to reduce to seven pupils. Those pupils will remain in the complex learning difficulties class until they move to a key stage 3 setting. Therefore their placement will be unaffected by the change of class designation.

- **Considered suitable alternatives and given good reasons as to why these have been discounted?**

The proposer has not identified any alternative proposals.

- **Considered the impact of the changes on learner travel arrangements and on accessibility of provision?**

The proposer simply states that 'transport will be provided for these learners in line with the Learner Travel Policy'.

- **Effectively shown how surplus places will be affected? If surplus places will be increased, has the proposer given adequate reasons for this?**

The proposer identifies an overall steady increase in the school roll of 46 places between 2009/10 and 2017/18, which will reduce surplus places.

Educational aspects of the proposal

Has well has the proposer:

- **Considered the impact of the proposals on the quality of the outcomes, provision and leadership and management?**

The proposer has considered the outcomes of the most recent Estyn inspection report in March 2013 and quoted the relevant sections from this report relating to pupils with special educational needs.

It has not however provided its own analysis of the relevant school performance data nor has it provided the consortium view and categorisation on the quality of leadership, or outcomes at the school.

The proposer states that the proposal will help improve the quality of outcomes for pupils with complex learning needs.

- **Considered the likely impact of the proposals to ensure delivery of the full curriculum at the Foundation Phase and at each key stage?**

The proposer does not expect the re-designation of the class to have an adverse impact on the overall capacity of Maesybryn Primary School to deliver an appropriate curriculum.

Considered the impact of the proposals on vulnerable groups, including children with Special Educational Needs?

The focus of this proposal is on improving the educational support for children with special educational needs.

- **Ensured that the disruption to learners is minimised?**

The proposer has not identified any potential disruption for learners arising from this proposal.

Estyn response to the proposal to re-designate the foundation phase learning support class for pupils with complex learning difficulties in Oaklands primary school to a foundation phase learning support class for pupils with communication disorders

Introduction

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer. The consultation proposal is from Rhondda Cynon Taf County Borough Council.

Summary/ Conclusion

- **Are the proposals likely to maintain or improve the standard of education provision in the area?**

It is Estyn's opinion that the proposer has demonstrated that the proposal is likely to at least maintain the current standards of education provision in the area.

However, it has not given sufficient consideration as to how many learners are likely to be placed in the learning support class for pupils with communication disorders and what impact this will have on standards in the school.

Description and benefits

How well has the proposer:

- **Given a clear rationale for the proposal?**

The local authority has given a clear rationale for the proposal.

They have identified an apparent need to expand provision for communication disorders in the local authority to address the growth in this area.

The proposal for Oaklands Primary School intends to allow the LA to address this need and to enhance placements for pupils requiring Communication Disorder provision.

- **Set out clearly and fairly the expected benefits and disadvantages when compared with the status quo?**

The proposer has identified appropriately the expected benefits of the current proposal:

The authority has not clearly identified any disadvantages of the current proposal. They have however articulated the disadvantages to the local authority if the current proposal was not implemented.

- **Managed any risks associated with the proposals?**

The authority has appropriately considered the risks associated with the proposal in relation to current pupils and staff in the learning support class.

The 3 pupils currently in the Foundation Phase learning support class for Complex Learning Difficulties will remain in the learning support class until they move to a key stage 2 setting.

Transportation will be provided in line with the Council's policy.

- **Considered suitable alternatives and given good reasons as to why these have been discounted?**

The authority argues that there are no suitable alternatives and states that the suggested course of action is the only logical and equitable solution.

- **Considered the impact of the changes on learner travel arrangements and on accessibility of provision?**

The authority has appropriately considered the impact on learner travel arrangements. The 2 pupils who will be affected after the change will be provided with transport in line with the council's policy.

- **Effectively shown how surplus places will be affected? If surplus places will be increased, has the proposer given adequate reasons for this?**

The authority has not clearly shown whether or how the proposal will affect surplus places in Oaklands primary school.

Educational aspects of the proposal

Has well has the proposer:

- **Considered the impact of the proposals on the quality of the outcomes, provision and leadership and management?**

The proposer has considered the outcomes of the most recent Estyn inspection report in January 2013 and quoted the relevant sections from this report relating to pupils with special educational needs and the learning support class.

It has not however provided an analysis of the relevant school performance data nor has it provided the consortium view and categorisation on the quality of leadership, and also outcomes at the school.

- **Considered the likely impact of the proposals to ensure delivery of the full curriculum at the Foundation Phase and at each key stage?**

The proposer has given appropriate consideration to ensuring the delivery of the full curriculum at the Foundation Phase for pupils with complex learning difficulties and communication disorders. It has not however appropriately demonstrated how it will ensure delivery of the full curriculum at key stage 2 to these learners.

Considered the impact of the proposals on vulnerable groups, including children with Special Educational Needs?

The proposer makes reference to a community impact assessment and equality impact assessment; however this has not been provided or summarised.

The impact on children with special educational needs has been appropriately considered

- **Ensured that the disruption to learners is minimised?**

The proposer has appropriately identified and considered ways to minimise the most likely disruptions to learners, for example in providing transport in line with the learner travel policy.

Estyn response to the proposal to close one Foundation Phase learning support class for complex learning difficulties at Parc Lewis Primary School and to re-locate one Foundation Phase learning support class for complex learning difficulties to Heol y Celyn Primary School.

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

Introduction

This consultation proposal is from the Rhondda Cynon Taf County Borough Council.

It proposes that:

- one Foundation Phase Learning Support Class for pupils with Complex Learning Difficulties at Parc Lewis Primary School closes on the 31st August 2015
- one Foundation Phase Learning Support Class for pupils with Complex Learning Difficulties will relocate from Parc Lewis to Heol y Celyn Primary School on the 31st August 2015 (maximum capacity of 8 places).

Summary/ Conclusion

Are the proposals likely to maintain or improve the standard of education provision in the area?

The local authority's rationale for closing one Foundation Phase learning support class for complex learning difficulties at Parc Lewis Primary School and re-locating one Foundation Phase learning support class for complex learning difficulties at Heol y Celyn Primary School seems sound and based on an appropriate analysis of the options available.

It is Estyn's opinion that the present standard of education in relation to pupils with complex learning difficulties is appropriate in both schools; it is likely that the proposed action will maintain the already appropriate standards in relation to pupils with complex learning difficulties.

Description and benefits

What effect do the proposals have on other schools and educational institutions in the area?

In view of the small number of pupils involved, it would seem that the proposal will have little or no effect on the number of pupils on roll at other schools in the local area.

What are the expected benefits of the proposals and disadvantages when compared with the status quo as outlined in the report?

The local authority has given a clear rationale of the expected benefits when compared with the status quo as outlined in the report.

At the time of closure there is likely to be a very small number of pupils (6) in the Foundation Phase learning support class. This indicates that the classes would be operating significantly under the full capacity of 16 places.

The local authority does not highlight any disadvantages in relation to the proposal.

How well has the proposer managed any risks associated with the proposals?

The proposer has identified appropriately the possible risks associated with the proposal.

Has the proposer considered suitable alternatives and given good reasons as to why these have been discounted?

The local authority has considered a suitable alternative to this current proposal, such as converting one of the classes at Parc Lewis to a key stage 2 provision to produce a full primary specialist provision at the school. It has given good reasons as to why this has been discounted.

What would be the impact of the changes on learner travel arrangements and on accessibility of provision?

The proposal is likely to have very little negative impact on travel arrangements or on accessibility of provision. A significant number of pupils in the Foundation Phase learning support class at Parc Lewis Primary School currently transfer to the school from Heol y Celyn Primary School. As there is no key stage 2 specialist provision within Parc Lewis Primary School, these pupils frequently transfer back to their home school to access appropriate key stage 2 provision.

Do the proposals effectively show how surplus places will be affected?

The proposal does not show clearly how surplus places will be affected. However, due to the few pupils involved, it is unlikely that the proposal will have a significant impact on surplus places at either school.

Educational aspects of the proposal

How well has the proposer considered the impact of the proposals on the quality of the outcomes, provision and leadership and management?

How well has the proposer considered the likely impact of the proposals to ensure delivery of the full curriculum at the Foundation Phase and at key stage 2?

The local authority has considered the impact of the proposal on the quality of outcomes, provision and leadership and management in the consultation appropriately. The proposal is unlikely to affect the delivery of the Foundation Phase or the key stage 2 curriculum at Parc Lewis Primary School.

How well has the proposer considered the impact of the proposals on vulnerable groups, including children with Special Educational Needs (SEN)?

The proposal is totally concerned with SEN provision.

Where proposals involve the transfer of learners to alternative provision, how well has the proposer provided evidence that the alternative would deliver outcomes and offer provision at least equivalent to that which is currently available to those learners (including learners with SEN)? How well has the proposer ensured that the disruption to learners is minimised?

This proposal involves the transfer of learners from Parc Lewis Primary School to Heol y Celyn Primary School. The local authority has provided appropriate evidence to support the proposal. This is likely to deliver outcomes and offer provision at least equivalent to those currently available to those learners.

The proposal indicates that the local authority intends to complete the actions related to the proposal so that transfer can take place following the summer holiday in 2015.

Ymateb Estyn i'r cynnig i gau un dosbarth cymorth dysgu yn y Cyfnod Sylfaen ar gyfer anawsterau dysgu cymhleth yn Ysgol Gynradd Parc Lewis ac adleoli un dosbarth cymorth dysgu yn y Cyfnod Sylfaen ar gyfer anawsterau dysgu cymhleth i Ysgol Gynradd Heol y Celyn.

Paratowyd yr adroddiad hwn gan Arolygwyr Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru.

O dan delerau Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013 a'i Chod cysylltiedig, mae'n ofynnol i gynigwyr anfon dogfennau ymgynghori i Estyn. Fodd bynnag, nid yw Estyn yn gorff y mae'n ofynnol iddo weithredu yn unol â'r Cod ac nid yw'r Ddeddf yn gosod unrhyw ofynion statudol ar Estyn o ran materion trefniadaeth ysgolion. Felly, fel corff yr ymgynghorir ag ef, bydd Estyn yn rhoi eu barn ar rinweddau cyffredinol cynigion trefniadaeth ysgolion yn unig.

Mae Estyn wedi ystyried yr agweddau addysgol ar y cynnig ac mae wedi llunio'r ymateb canlynol i'r wybodaeth a ddarparwyd gan y cynigiwr.

Cyflwyniad

Mae'r cynnig ymgynghorol hwn gan Gyngor Bwrdeistref Sirol Rhondda Cynon Taf.

Dyma yw'r cynnig:

- bydd un Dosbarth Cymorth Dysgu yn y Cyfnod Sylfaen ar gyfer disgyblion ag Anawsterau Dysgu Cymhleth yn Ysgol Gynradd Parc Lewis yn cau ar 31 Awst 2015
- bydd un Dosbarth Cymorth Dysgu yn y Cyfnod Sylfaen ar gyfer disgyblion ag Anawsterau Dysgu Cymhleth yn adleoli o Ysgol Parc Lewis i Ysgol Gynradd Heol y Celyn ar 31 Awst 2015 (uchafswm o 8 lle).

Crynodeb/ Casgliad

A yw'r cynigion yn debygol o gynnal neu wella safon y ddarpariaeth addysg yn yr ardal?

Mae rhesymwaith yr awdurdod lleol dros gau un dosbarth cymorth dysgu yn y Cyfnod Sylfaen ar gyfer anawsterau dysgu cymhleth yn Ysgol Gynradd Parc Lewis ac adleoli un dosbarth cymorth dysgu yn y Cyfnod Sylfaen ar gyfer anawsterau dysgu cymhleth yn Ysgol Gynradd Heol y Celyn yn ymddangos yn gadarn ac mae'n seiliedig ar ddadansoddiad priodol o'r opsiynau sydd ar gael.

Mae Estyn o'r farn fod safon bresennol yr addysg mewn perthynas â disgyblion sydd ag anawsterau dysgu cymhleth yn briodol yn y ddwy ysgol; mae'n debygol y bydd y camau arfaethedig yn cynnal neu'n gwella'r safonau sydd eisoes yn briodol mewn perthynas â disgyblion ag anawsterau dysgu cymhleth.

Disgrifiad a manteision

Beth yw effaith y cynigion ar ysgolion a sefydliadau addysgol eraill yn yr ardal?

Yng ngoleuni'r nifer fach o ddisgyblion dan sylw, byddai'n ymddangos na fydd y cynnig yn cael rhyw lawer o effaith, os o gwbl, ar nifer y disgyblion ar y gofrestr mewn ysgolion eraill yn yr ardal leol.

Beth yw manteision disgwylledig y cynigion a'r anfanteision o gymharu â'r sefyllfa bresennol, yn unol â'r hyn a amlinellir yn yr adroddiad?

Mae'r awdurdod lleol wedi rhoi rhesymwaith clir o'r manteision disgwylledig o gymharu â'r sefyllfa bresennol yn unol â'r hyn a amlinellir yn yr adroddiad.

Adeg cau'r ysgol, mae'n debygol y bydd nifer fach iawn o ddisgyblion (6) yn y dosbarth cymorth dysgu yn y Cyfnod Sylfaen. Mae hyn yn dangos y bydd y dosbarthiadau yn gweithredu'n sylweddol o dan y capasiti llawn, sef 16 lle.

Mae'r awdurdod wedi rhoi sylw priodol i fanteision y cynigion o gymharu â'r sefyllfa bresennol.

Nid yw'r awdurdod lleol yn amlygu unrhyw anfanteision arwyddocaol mewn perthynas â'r cynnig.

Pa mor dda y mae'r cynigiwr wedi rheoli unrhyw risgiau sy'n gysylltiedig â'r cynigion?

Mae'r cynigiwr wedi nodi risgiau posibl sy'n gysylltiedig â'r cynnig. Mae'r risgiau a nodwyd yn ymddangos yn briodol:

- yr angen am gludiant i ddisgyblion – bydd y cludiant hwn yn cael ei ddarparu gan yr awdurdod lleol, yn unol â pholisi Teithio Dysgwyr y cyngor;
- gostyngiad yn nifer staff yr awdurdod lleol sy'n gweithio yn Ysgol Gynradd Parc Lewis – cyflogir pob aelod o staff cymorth dysgu gan yr awdurdod lleol ac maent dan gontract i weithio mewn unrhyw leoliad priodol. Gwneir pob ymdrech i ail-leoli staff parhaol mewn lleoliadau arbenigol eraill;
- effaith capasiti cyffredinol Ysgol Gynradd Parc Lewis i gyflwyno cwricwlwm priodol – nid yw'r cynnig hwn yn debygol o effeithio ar gapasiti'r ysgol i gyflwyno cwricwlwm priodol i'r disgyblion sy'n weddill; a'r
- effaith ar y gymuned – cwblhawyd asesiad o effaith ar y gymuned ac asesiad o effaith ar gydraddoldeb ar gyfer y cynnig hwn – bydd y rhain yn cael eu diweddarau ar ôl cwblhau'r ymgynghoriad.

A yw'r cynigiwr wedi ystyried dewisiadau eraill addas ac wedi rhoi rhesymau da ynghylch pam mae'r rhain wedi cael eu diystyru?

Mae'r awdurdod lleol wedi ystyried dewis arall yn lle'r cynnig presennol hwn, er enghraifft trawsnewid un o'r dosbarthiadau yn Ysgol Gynradd Parc Lewis i ddarpariaeth cyfnod allweddol 2 i greu darpariaeth gynradd arbenigol lawn yn yr ysgol. Mae wedi rhoi rhesymau da ynghylch pam mae hyn wedi cael ei ddiystyru.

Beth fyddai effaith y newidiadau ar drefniadau teithio dysgwyr ac ar hygyrchedd y ddarpariaeth?

Mae'r cynnig yn debygol o gael ychydig iawn o effaith negyddol ar drefniadau teithio neu ar hygyrchedd y ddarpariaeth. Mae nifer sylweddol o ddisgyblion yn y dosbarth cymorth dysgu yn y Cyfnod Sylfaen yn Ysgol Gynradd Parc Lewis yn trosglwyddo i'r ysgol o Ysgol Gynradd Heol y Celyn ar hyn o bryd. Gan nad oes unrhyw ddarpariaeth arbenigol yng nghyfnod allweddol 2 yn Ysgol Gynradd Parc Lewis, mae'r disgyblion hyn yn trosglwyddo'n ôl yn rheolaidd i'w hysgol gartref i fanteisio ar ddarpariaeth briodol yng nghyfnod allweddol 2.

A yw'r cynigion yn dangos yn effeithiol y modd y bydd lleoedd dros ben yn cael eu heffeithio?

Nid yw'r cynnig yn dangos yn glir y modd y bydd lleoedd dros ben yn cael eu heffeithio. Fodd bynnag, gan fod hyn yn ymwneud â nifer fach o ddisgyblion, mae'n annhebygol y bydd y cynnig yn cael effaith sylweddol ar leoedd dros ben yn y naill ysgol na'r llall.

Agweddau addysgol ar y cynnig

Pa mor dda y mae'r cynigiwr wedi ystyried effaith y cynigion ar ansawdd y deilliannau, y ddarpariaeth, yr arweinyddiaeth a'r rheolaeth?

Pa mor dda y mae'r cynigiwr wedi ystyried effaith debygol y cynigion i sicrhau bod y cwricwlwm llawn yn cael ei gyflwyno yn y Cyfnod Sylfaen ac yng nghyfnod allweddol 2?

Mae'r awdurdod lleol wedi ystyried effaith y cynnig ar ansawdd y deilliannau, y ddarpariaeth a'r arweinyddiaeth a'r rheolaeth yn yr ymgynghoriad yn briodol. Mae'r cynnig yn annhebygol o effeithio ar y ffordd y caiff cwricwlwm y Cyfnod Sylfaen neu gyfnod allweddol 2 ei gyflwyno yn Ysgol Gynradd Parc Lewis.

Pa mor dda y mae'r cynigiwr wedi ystyried effaith y cynigion ar grwpiau sy'n agored i niwed, gan gynnwys plant ag Anghenion Addysgol Arbennig?

Mae'r cynnig yn ymwneud yn llwyr â darpariaeth ar gyfer anghenion addysgol arbennig.

Pan mae cynigion yn cynnwys trosglwyddo dysgwyr i ddarpariaeth arall, pa mor dda y mae'r cynigiwr wedi rhoi tystiolaeth y byddai'r dewis arall yn cyflawni deilliannau ac yn cynnig darpariaeth sydd o leiaf gyfwerth â'r

ddarpariaeth sydd ar gael i'r dysgwyr hynny ar hyn o bryd (gan gynnwys dysgwyr ag anghenion addysgol arbennig)? Pa mor dda y mae'r cynigiwr wedi sicrhau cyn lleied o aflonyddwch ag y bo modd i ddysgwyr?

Mae'r cynnig hwn yn cynnwys trosglwyddo dysgwyr o Ysgol Gynradd Parc Lewis i Ysgol Gynradd Heol y Celyn. Mae'r awdurdod lleol wedi darparu tystiolaeth briodol i gefnogi'r cynnig. Mae hyn yn debygol o gyflawni deilliannau a chynnig darpariaeth sydd o leiaf gyfwerth â'r hyn sydd ar gael i'r dysgwyr hynny ar hyn o bryd.

Mae'r cynnig yn dangos y modd y mae'r awdurdod lleol yn bwriadu cwblhau'r camau sy'n gysylltiedig â'r cynnig er mwyn i'r trosglwyddo allu digwydd ar ôl gwyliau'r haf yn 2015.

Estyn response to the proposal to re-designate the Foundation Phase Learning Support Class for Complex Learning Difficulties at Penrhiwceiber Primary School

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer. **Introduction**

This consultation proposal is from Rhondda Cynon Taf County Borough Council.

The proposal is to:

- to re-designate the Foundation Phase Learning Support Class for Complex Learning Difficulties at Penrhiwceiber Primary School as an Assessment and Observation Class Foundation Phase.

Summary/ Conclusion

Are the proposals likely to maintain or improve the standard of education provision in the area?

It is Estyn's opinion that the proposals seeks to improve the standard of provision for vulnerable pupils with a range of needs. If agreed, the new assessment and observation class would answer the needs of these pupils more effectively.

What effect do the proposals have on other schools and educational institutions in the area?

There would be very little impact, if any, on other schools in the area. It seems that the proposal, if agreed, would give a better quality of provision for the relevant pupils within the Cynon valley

Description and benefits

Has the proposer:

- Given a clear rationale of the expected benefits of the proposals and disadvantages when compared with the status quo as outlined in the report?

The local authority has given a detailed rationale for the proposal and a clear analysis of the current needs of a range of vulnerable pupils in the area. They have looked closely at the current provision, and seek to change it to provide more coherent and relevant support for these pupils.

- Managed any risks associated with the proposals?

The local authority has considered the advantages of the proposals, and also given appropriate attention to potential disadvantages. They see very little risk in moving forward with the proposals. Indeed, they feel that not acting on the proposals would reduce educational opportunities for these pupils.

- Considered suitable alternatives and given good reasons as to why these have been discounted?

The local authority has considered alternative provision. However, there seem to be no appropriate alternative solution that will answer the needs of pupils as effectively as the Penrhiwceiber option.

- Considered the impact of the changes on learner travel arrangements and on accessibility of provision.

There is very little impact on learner travel arrangements, as the proposal will affect a low number of pupils, and will fall within the current travel policy of the authority.

- Effectively shown how surplus places will be affected? If surplus places will be increased, does the proposer give adequate reasons for this?

There will be no impact on surplus places.

- Where relevant, taken sufficient account of the impact of the proposals on Welsh medium provision within the local authority?

As the proposal deals exclusively with provision in English-medium schools, there will be no impact on Welsh medium provision within the authority.

Educational aspects of the proposal

- How well has the proposer considered the impact of the proposals on the quality of the outcomes, provision and leadership and management?

The local authority has considered all these aspects appropriately, and has shown clearly how it will manage the proposed changes.

- How well has the proposer considered the likely impact of the proposals to ensure delivery of the full curriculum at the foundation phase and at each key stage?

The local authority has considered appropriately the impact on curriculum provision, including progression from Foundation Phase to key stage 2. It would seem that if the proposals are accepted that planning for delivery would be enhanced by improved identification of educational needs.

- How well has the proposer considered the impact of the proposals on vulnerable groups, including children with Special Educational Needs?

The whole proposal deals with improving provision for pupils with Special Educational Needs. The local authority has given good consideration to the needs of these vulnerable pupils.

- Where proposals involve the transfer of learners to alternative provision, how well has the proposer provided evidence that the alternative would deliver outcomes and offer provision at least equivalent to that which is currently available to those learners (including learners with SEN)? How well has the proposer ensured that the disruption to learners is minimised?

The proposals do not entail a change of provision for existing pupils.

**Estyn response to the proposal to close the
Key Stage 3/4 Learning Support Class for Hearing Impaired Pupils
At Tonypandy Community College**

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer and other additional information such as data from Welsh Government and the views of the Regional Consortia which deliver school improvement services to the schools within the proposal.

Introduction

The proposal is made by Rhondda Cynon Taf Borough Council.

The proposal is to close the Key Stage 3/4 Learning Support Class for Hearing Impaired Pupils at Tonypandy Community College. There is no demand for the facility and it is currently empty.

Summary/ Conclusion

Are the proposals likely to maintain or improve the standard of education provision in the area?

This proposal is one of many arising from the local authority's published strategy to modernise and improve the range of SEN provision across the area. The stated aim for this strategy is to enhance the opportunities for mainstream inclusion and to improve the outcomes for vulnerable groups of learners.

The facility at Tonypandy Community College is currently empty, and the local authority will make arrangements, including a financial commitment, should the provision be needed. Closing the facility will enable the local authority to fund to establish provisions in other areas. Overall Estyn is of the opinion that there will be very little, if any, impact on education provision in the area.

What effect do the proposals have on other schools and educational institutions in the area?

Should the need for hearing impaired provision arise, other schools might have to make provision available. However, the local authority has made a commitment to facilitate this eventuality.

Description and benefits

Has the proposer:

- Given a clear rationale of the expected benefits of the proposals and disadvantages when compared with the status quo as outlined in the report?

The local authority has given a detailed rationale as to why there is no demand for this facility at present. It considers that there will be no impact on existing pupils and none currently on schools.

- Managed any risks associated with the proposals?

The main risk is that this provision might be needed in the future. The local authority has made a clear commitment within this proposal to facilitate and finance that provision.

- Considered suitable alternatives and given good reasons as to why these have been discounted?

The only alternative is to keep the facility open. The local authority considers that, as the facility is not required, closing it is the only option.

- Considered the impact of the changes on learner travel arrangements and on accessibility of provision.

There will be no impact on existing pupils. However, provision in the future might be in other locations which the local authority has considered, and will finance if required.

- Effectively shown how surplus places will be affected? If surplus places will be increased, does the proposer give adequate reasons for this?

There will be no impact on surplus places

- Where relevant, taken sufficient account of the impact of the proposals on Welsh medium provision within the local authority?

As this proposal deals with provision in English-medium schools, there will be no impact on Welsh-medium provision within the authority.

Educational aspects of the proposal

- How well as the proposer considered the impact of the proposals on the quality of the outcomes, provision and leadership and management?

The local authority has given full consideration to these aspects and provided a clear rationale for putting the proposal forward.

- How well has the proposer considered the likely impact of the proposals to ensure delivery of the full curriculum at the foundation phase and at each key stage?

As there are currently no pupils in this facility there is no impact on curriculum delivery.

- How well has the proposer considered the impact of the proposals on vulnerable groups, including children with Special Educational Needs?

The local authority has given appropriate consideration to the impact the proposals might have for potential hearing impaired pupils in the future. It shows how that demand will be managed should the need arise.

- Where proposals involve the transfer of learners to alternative provision, how well has the proposer provided evidence that the alternative would deliver outcomes and offer provision at least equivalent to that which is currently available to those learners (including learners with SEN)? How well has the proposer ensured that the disruption to learners is minimised?

There is no need currently to transfer learners to alternative provision.

Estyn response to the proposal to close the Primary Age Range Learning Support Class (LSC) for Hearing Impaired and key stage 2 Learning Support Class for Autistic Spectrum Disorder at Tonypandy Primary School.

Introduction

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body, which is required to act in accordance with the Code, and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer. The consultation proposal is from Rhondda Cynon Taf County Borough Council.

Summary/ Conclusion

- **Are the proposals likely to maintain or improve the standard of education provision in the area?**

This proposal is one of many arising from the local authority's published strategy to modernise and improve the range of SEN provision across the area. The stated aim for this strategy is to enhance the opportunities for mainstream inclusion and to improve the outcomes for vulnerable groups of learners.

It is Estyn's opinion that this proposal should improve education provision in the area.

Description and benefits

How well has the proposer:

- **Given a clear rationale for the proposal?**

The proposer has given a clear rationale for the proposal. The LSC has currently no pupils attending the provision because the demand for placements for pupils with hearing impairment across the local authority has decreased as many pupils are now successfully placed in their local community schools with packages of support. Also pupils with severe autistic spectrum disorder are now placed in special schools which meets their needs more successfully.

Set out clearly and fairly the expected benefits and disadvantages when compared with the status quo?

The proposer has identified clearly the expected benefits of the proposal. The disadvantages identified relate to the risk that should this proposal not be agreed, learners with complex needs would be likely to miss out on better supported mainstream education provision, with additional costs associated with higher levels

of placement in special schools for pupils who may otherwise be able to attend their local school.

The disadvantages identified in the proposal also relate to the risks involved in not implementing the plan with particular reference to not being able to re-align the learning support classes across the local authority.

Managed any risks associated with the proposals?

The proposer has considered appropriately the impact of the proposal on Tonypanydy. Also it has carried out a community impact assessment and an equality impact assessment and these are available on request.

- **Considered suitable alternatives and given good reasons as to why these have been discounted?**

The proposer has not identified any alternative proposals.

- **Considered the impact of the changes on learner travel arrangements and on accessibility of provision?**

The proposer has noted that should a local child or young person require a specialist placement due to severe or profound hearing impairment or autistic spectrum disorder, the local authority will provide alternative provision at a local setting and provide transportation in line with the Council's policy.

- **Effectively shown how surplus places will be affected? If surplus places will be increased, has the proposer given adequate reasons for this?**

The proposer does not evaluate how, if at all, the proposal will affect surplus places.

Educational aspects of the proposal

Has well has the proposer:

- **Considered the impact of the proposals on the quality of the outcomes, provision and leadership and management?**

The proposer has considered the outcomes of the most recent Estyn inspection report in which was in 2007. As such the information is out of date and may not reflect the present standards, quality of provision and leadership at the school. However, since this proposal is related to closing a provision, the information on performance is not particularly relevant or significant.

Considered the likely impact of the proposals to ensure delivery of the full curriculum at the Foundation Phase and at each key stage?

The proposal is not likely to have any significant impact on Tonypanydy.

Considered the impact of the proposals on vulnerable groups, including children with Special Educational Needs?

The focus of this proposal is on improving the educational support for children with special educational needs.

- **Ensured that the disruption to learners is minimised?**

The proposer has not identified any potential disruption for learners arising from this proposal.

Estyn response to the proposal for the establishment of a key stage 3 and 4 Learning Support Class for Complex Learning Difficulties in Tonyrefail School.

Introduction

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body, which is required to act in accordance with the Code, and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer. The consultation proposal is from Rhondda Cynon Taf County Borough Council.

Summary/ Conclusion

- **Are the proposals likely to maintain or improve the standard of education provision in the area?**

This proposal is one of many arising from the local authority's published strategy to modernise and improve the range of SEN provision across the area. The stated aim for this strategy is to enhance the opportunities for mainstream inclusion and to improve the outcomes for vulnerable groups of learners.

It is Estyn's opinion that this proposal is likely to improve education provision in the area, as the establishment of this specialist provision will enhance the range of support available for pupils with SEN. The establishment of this key stage 3 and 4 learning support class for complex learning difficulties should enable pupils previously supported in primary school learning support provision to better move into and through secondary schooling.

The authority currently has no provision of this nature for key stage 3 and 4, which is an important gap in their secondary school provision.

Description and benefits

How well has the proposer:

- **Given a clear rationale for the proposal?**

The proposer has given a clear rationale for the proposal. They have identified the need to introduce into the local authority area a learning support class for complex learning difficulties at key stage 3 and key stage 4. Further, this provision is likely to increase the access for pupils with more complex learning needs to mainstream schools, where this support is available. This is likely to reduce the number of pupils placed in special schools.

- **Set out clearly and fairly the expected benefits and disadvantages when compared with the status quo?**

The proposer has appropriately identified the expected benefits of the proposal. The proposer has not identified any disadvantages of the current proposal. However the proposer states that should this proposal not be agreed, learners with complex needs will miss out on better supported mainstream education provision, with additional costs associated with higher levels of placement in special schools for pupils who may otherwise be able to attend their local school.

Managed any risks associated with the proposals?

The proposer has identified very few risks associated with the proposal. However, one risk lies with a potential over subscription to the provision, which the authority will manage through the agreement of placements by local authority panels.

- **Considered suitable alternatives and given good reasons as to why these have been discounted?**

The proposer has not identified any alternative proposals.

- **Considered the impact of the changes on learner travel arrangements and on accessibility of provision?**

The proposer has not identified any potential impact on learner travel arrangements.

- **Effectively shown how surplus places will be affected? If surplus places will be increased, has the proposer given adequate reasons for this?**

The proposer identifies an overall decline in the school roll of 113 places between 2009/10 and 2017/18, but with a slight upturn in the 2016-18 period. However, the proposer does not evaluate how, if at all, the proposal will affect surplus places.

Educational aspects of the proposal

Has well has the proposer:

- **Considered the impact of the proposals on the quality of the outcomes, provision and leadership and management?**

The proposer has considered the outcomes of the most recent Estyn inspection report in January 2010 and quoted the relevant sections from this report relating to pupils with special educational needs.

It has not however provided its own analysis of the relevant school performance data nor has it provided the consortium view and categorisation on the quality of leadership, or outcomes at the school.

The proposer states that the proposal will help improve the quality of outcomes for pupils with complex learning needs.

- **Considered the likely impact of the proposals to ensure delivery of the full curriculum at the Foundation Phase and at each key stage?**

The proposer expects the establishment of this specialist provision to enhance the overall capacity of Tonyrefail School to deliver an appropriate curriculum for those pupils who need this additional support. The proposer also asserts that all of the school's teaching staff will benefit from the support and guidance available through the presence of a specialist teacher.

Considered the impact of the proposals on vulnerable groups, including children with Special Educational Needs?

The focus of this proposal is on improving the educational support for children with special educational needs.

- **Ensured that the disruption to learners is minimised?**

The proposer has not identified any potential disruption for learners arising from this proposal.

Proposal to close the key stage 2 Learning Support Class for Pupils with Complex Learning Difficulties at Tonysguboriau Primary School

Introduction

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

Introduction

This consultation proposal is from Rhondda Cynon Taf County Borough Council. The proposal is to close the key stage 2 Learning Support Class for Pupils with Complex Learning Difficulties at Tonysguboriau Primary School

Summary/ Conclusion

Are the proposals likely to maintain or improve the standard of education provision in the area?

It is Estyn's opinion that it is likely that the proposed action will maintain and possibly improve the support for pupils with complex learning difficulties.

Description and benefits

Has the proposer:

- Given a clear rationale of the expected benefits of the proposals and disadvantages when compared with the status quo as outlined in the report?

The local authority has given a clear rationale of the expected benefits of the proposal.

The proposal appears to link well to the authority's current proposals to realign learning support classes for pupils with special educational needs. The benefits identified appear to be appropriate.

The authority appropriately acknowledges that the pupils in this setting do not currently have continuity in their education as the school does not have a Foundation

Phase learning support class. The authority is seeking to ensure continuity across phase/key stage.

- Managed any risks associated with the proposals?

The authority appears to have appropriately considered that at the time of the proposed closure it is probable that there will be one pupil requiring a place. It states that suitable provision will be arranged in a mainstream setting with additional support, or in a specialist placement. The learning support classes in Gwaunmeisgyn and Heol y Celyn are identified. The proposal states that transportation will be provided in line with the council policy, but no details are given about distance or travel time.

- Considered suitable alternatives and given good reasons as to why these have been discounted?

The authority does not consider suitable alternatives. This appears appropriate in view of the falling pupil numbers, and the fact that current provision does not cover the full primary age range.

- Considered the impact of the changes on learner travel arrangements and on accessibility of provision?

The authority appears to have appropriately considered the impact of the changes on learner travel arrangements and accessibility of provision, but does not give information about distance, travel time and the likely impact on learners and their families.

- Effectively shown how surplus places will be affected? If surplus places will be increased has the proposer given adequate reasons for this?

The intention of this proposal appears to be to reduce surplus places in order to rationalise provision.

- Where relevant, taken sufficient account of the impact of the proposals on Welsh medium provision within the local authority?

The authority does not evaluate the impact of the proposal on Welsh medium education. As Tonysguboriau Primary School is an English medium school, and is the only school affected by this proposal, this seems to be appropriate.

Educational aspects of the proposal

- Considered the impact of the proposals on the quality of the outcomes, provision and leadership and management?

The authority appears to have given careful consideration to the quality of the outcomes, provision, leadership and management by re-directing funding to address growing areas of need. The small number of pupils currently using the provision will be supported in mainstream settings or will be placed in an alternative specialist setting. It appears reasonable that present arrangements for pupils with special educational needs should be reviewed and resources re-allocated.

- Considered the likely impact of the proposals to ensure delivery of the full curriculum at the foundation phase and at each key stage?

The proposal acknowledges appropriately the importance of continuity of education. It seeks to eliminate the transition of vulnerable pupils at the end of the Foundation Phase.

Considered the impact of the proposals on vulnerable groups, including children with Special Educational Needs?

The provider appears to have ensured that disruption to vulnerable pupils will be kept to a minimum. However, there is no evaluation of the impact of travelling to other provisions.

APPENDIX 4

LEARNING SUPPORT CLASS REVIEW IMPLEMENTATION PLAN

Academic Year	Open	Close	Move	Re-designate
2013/14		<ul style="list-style-type: none"> • Alaw Primary FP Complex (2 classes) • Tonypandy KS 3 / 4 HI • Tonypandy Primary HI • Tonypandy Primary ASD • Capcoch Primary HI 		
				Penrhiwceiber FP Complex > Pernrhiwceiber FP Assessment/Observation
2014/15		Parc Lewis FP Complex (1 class)	Parc Lewis FP Complex moves to Heol y Celyn FP Complex	
				Oaklands KS2 Complex > Oaklands FP CDU
				Maesybryn KS2 Complex > Maesybryn KS2 CDU
	Ferndale KS 3 / 4 Complex Tonyrefail KS 3 / 4 Complex			
		Tonysguboriau KS2 Complex		Gwaunmeisgyn KS2 Complex > > FP Complex
		Llantrisant FP Complex		Llantrisant FP Assessment/Observation

