



**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

**CABINET**

**3<sup>rd</sup> OCTOBER 2018**

**REVIEW OF LEARNING SUPPORT CLASS PROVISION WITHIN RHONDDA CYNON TAF**

**REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES IN DISCUSSION WITH THE CABINET MEMBER FOR EDUCATION & LIFELONG LEARNING, COUNCILLOR J ROSSER**

**Author:** Ceri Jones – Head of Inclusion Services

**1. PURPOSE OF THE REPORT**

1.1 The purpose of this report is to provide Members with an opportunity to consider proposals for the realignment of mainstream Learning Support Class (LSC) provision within Rhondda Cynon Taf (RCT).

**2. RECOMMENDATIONS**

It is recommended that Members consider:

2.1 The information contained within this report.

2.2 Proposals for the realignment of Special Educational Needs (SEN) mainstream LSC provision within the context of the School Organisation Code (2013) and the 21<sup>st</sup> Century School Modernisation Programme.

2.3 Formal approval to commence consultation on the following proposals:

2.3.1 To close the Foundation Phase Learning Support Class (“LSC”) for pupils with Complex Learning Difficulties in Heol y Celyn Primary School – no pupils in 2019;

2.3.2 To close the Foundation Phase LSC for pupils with Complex Learning Difficulties in Penrhys Primary School – no pupils in 2019;

2.3.3 To close the Key Stage 2 LSC for pupils with Social, Emotional, Behavioural Difficulties in Penywaun Primary School – no pupils in 2019;

2.3.4 To close the Foundation Phase LSC for pupils with Complex Learning Difficulties in Pontygwaith Primary School – no pupils in 2019;

- 2.3.5 To close the Key Stage 2 LSC for pupils with Complex Learning Difficulties in Heol y Celyn Primary School – 2 pupils in 2019;
- 2.3.6 To close the Key Stage 2 LSC for pupils with Complex Learning Difficulties in Caradog Primary School – 8 pupils transferring to Cwmbach Primary School;
- 2.3.7 To transfer the Foundation Phase LSC for pupils with Complex Learning Difficulties from Caradog Primary School to Cwmbach Primary School, creating a cross phase provision from Foundation Phase to Key Stage 2.
- 2.3.8 To transfer the Foundation Phase LSC for pupils with Complex Learning Difficulties from Penrhys Primary School to Maerdy Primary School, creating a cross phase provision from Foundation Phase to Key Stage 2;
- 2.3.9 To transfer the Key Stage 2 LSC for pupils with Communication Disorders based at Hafod Primary School to Porth Community School (3-16 provision) creating a cross phase provision from Foundation Phase to Key Stage 4
- 2.3.10 To re-designate the Foundation Phase LSC for pupils with Complex Learning Difficulties at Darran Park Primary and Foundation Phase Observation and Assessment Class at Llantrisant Primary to become Early Years Assessment and Intervention LSCs for pupils under statutory school age with significant presenting needs;
- 2.3.11 To create a new Key Stage 3/4 LSC provision for pupils with SEBD at Ysgol Nant Gwyn;
- 2.3.12 To create a new Key Stage 3/4 LSC provision for pupils with Complex Learning Difficulties at Treorchy Comprehensive School.

### **3. REASONS FOR RECOMMENDATIONS**

- 3.1 To progress the proposal in accordance with the process outlined in the School Organisation Code 2013 so that an improved continuum of SEN provision can be achieved in RCT.

### **4. BACKGROUND**

- 4.1 Considerable changes are planned in Wales in relation to the statutory provision required to meet the needs of pupils with SEN/additional learning needs (ALN). The Additional Learning Needs and Education Tribunal (Wales) Act (ALNET) was introduced in January 2018. The Act requires local authorities to keep under review the arrangements for supporting pupils with ALN within their area and consider whether these are sufficient. The Act will be supported by new regulations, including secondary legislation and a new statutory Additional Learning Needs Code of Practice. The current draft Code is based on the following principles:
- meeting the needs of pupils with ALN should be part of a whole school approach to school improvement

- pupils must be supported to participate in mainstream education and in the National Curriculum as fully as possible wherever this is feasible.
- 4.2 Until the anticipated implementation of the new ALN Code of Practice in September 2020, Local Authorities (LAs) are required to comply with the existing Special Educational Needs (SEN) Code of Practice for Wales (2002) and fulfil their statutory duties towards children with SEN. The Code states that children and young people have SEN if they have a learning difficulty which calls for a special educational provision to be made for them. Early years settings and schools are required to adopt a graduated response to meeting SEN at Early Years/School Action and Early Year/School Action Plus of the Code of Practice. For learners with the most significant SEN, a Statement of SEN is issued by the LA and statutory provision put in place.
- 4.3 Rhondda Cynon Taf currently delegates £3.3 million Additional Needs Funding (ANF) to mainstream schools to ensure that both non-statutory and statutory mainstream provision for learners with severe and persistent needs is robust and supports mainstream inclusion.
- 4.4 For pupils with more significant needs who experience difficulties in coping with mainstream education, more specialist placements are required. Rhondda Cynon Taf has a range of specialist provisions which includes, 46 LSCs, 2 Pupil Referral Units (PRUs) and 4 Special Schools. These placements are agreed by Access and Inclusion Service panels.
- 4.5 RCT has an excellent range of LSC provisions attached to mainstream schools. However, it has become increasingly apparent that the range of LSC provisions currently available is disproportionate to the level of need in some areas. In view of this, an in-depth data analysis exercise was undertaken to inform proposals for change.
- 4.6 Data analysis confirms that:
- some primary provisions have significant surplus capacity;
  - there is currently insufficient provision in the secondary sector;
  - the absence of cross phase specialist provision on some school sites means that some learners experience unnecessary transitions;
  - some LSCs would benefit from relocation to fully accessible schools that have benefited from the 21<sup>st</sup> Century School Modernisation and investment;
  - there is insufficient provision to meet the needs of learners in the early years.

Feedback from schools suggests that LSCs for social, emotional and behavioural needs do not currently have sufficient staffing to effectively meet need.

- 4.7 In light of these findings, the proposals for change seek to achieve the following aims:
- developing a robust continuum of provision that effectively addresses a wide range of need across all key phases/stages;

- reduction in surplus LSC places through the effective rationalisation and re-alignment of existing LSC provision to address identified gaps in provision;
- avoiding unnecessary transition across schools by establishing cross phase specialist provisions within individual schools where possible;
- creating capacity for outreach support from special schools and providing effective early intervention and prevention in the early years;
- establishing LSC provisions in fully accessible settings that provide a learning environment fit for the 21<sup>st</sup> Century.

## 5. **CURRENT POSITION**

5.1 RCT spends in the region of £3.1 million annually on the provision of LSCs. There are currently approximately 330 pupils accessing the 46 LSC provisions within RCT across a range of needs. Table 1 outlines the range of mainstream LSCs currently available:

**Table 1: Current Mainstream Learning Support Classes**

<b>SEN Learning Support Classes</b>	<b>Foundation Phase (FP) or Key Stage (KS)</b>	<b>Number of classes</b>	<b>Percentage of Overall LSCs</b>
Autistic Spectrum Disorder (ASD)	FP	2	34.78%
	KS2	1	
Communication Disorder	FP	3	
	KS 2	4	
ASD/ Communication Disorder	KS 3 / 4	6	
Complex Learning Difficulties	FP	7	
	KS 2	7	
	KS 3 / 4	2	
Hearing Impairment	FP/KS 2	1	2.17%
Observation & Assessment	FP	2	4.35%
Nurture	FP	2	17.39%
Social, Emotional & Behavioural Difficulties	KS 2	5	
	KS 3 / 4	1	
Speech and Language Difficulties	FP/KS 2	2	6.52%
	KS 3 / 4	1	
<b>Total</b>		<b>46</b>	<b>100%</b>

5.2 The Access and Inclusion Service has a range of placement panels to agree specialist placements. Data detailed in Appendix 1 suggests that requests for placements within Complex Learning Difficulties provision has reduced dramatically over the last 4 years from 104 in 2015/16, 43 in 2016/17 to 58 in 2017/18.

5.3 RCT currently has 16 LSCs for pupils with Complex Learning Difficulties accounting for 34.78% of provision. Of the 168 places available, only 103 will be filled in September 2018 leaving a surplus capacity of 38.69%. Data in Table 2 clearly suggests that there is scope for rationalising some of this provision at primary level, particularly in the Foundation Phase. Data also suggests that there is currently insufficient capacity (-17.86%) to meet need in Key Stages 3/4.

**Table 2: Surplus Capacity within RCT LSC Provision for Complex Learning Needs as at Sept 2018**

Key Stage	Current Number of Classes	Number of Available Places	Number of Confirmed Placements Sept 18	Projected Surplus Places Sept 2018	Surplus Capacity
Foundation Phase	6	60	19	41	68.33%
KS 2	8	80	51	29	36.25%
KS 3/4	2	28	33	-5	-17.86%
<b>Totals</b>	<b>16</b>	<b>168</b>	<b>103</b>	<b>65</b>	<b>38.69%</b>

5.4 The data provided in Appendix 2 and Table 3 illustrates that there is considerable surplus capacity in a range of provisions for Complex Learning Difficulties. This includes provision in Pontygwaith, Penrhys and Heol-y-Celyn. It is proposed that pupils from Caradog LSC provision access a comparable provision in Cwmbach Primary School, which is fully accessible and has benefited from 21<sup>st</sup> Century School Modernisation Programme investment (£6m). Cwmbach Primary School LSC provision will have 70% surplus capacity in September 2019.

**Table 3: Surplus Capacity within key LSCs for Pupils with Complex Learning Difficulties in September 2019 (proposed closure date)**

School	Learning Support Class	Number of Available Places	Projected Number Placements as at Sept 2019	Projected Surplus Places as at Sept 2019	Surplus Capacity
Pontygwaith Primary School	FP Complex Learning Difficulties	10	0	10	100%
Penrhys Primary School	FP Complex Learning Difficulties	10	0	10	100%
Heol y Celyn Primary School	FP Complex Learning Difficulties	10	0	10	100%
Heol y Celyn Primary School	KS2 Complex Learning Difficulties	10	2	8	80%
Caradog Primary School	KS2 Complex Learning Difficulties	10	8	2	20%

## LSCs for pupils with Social, Emotional and Behavioural Difficulties

- 5.5 Appendix 3 highlights that whilst there has been a growth in the number of learners referred to placement panel for LSC provision for SEBD, only 50 of the 125 pupils (27.78%) referred in 2017/18 met the SEN Placement Criteria.
- 5.6 Table 4 highlights the capacity in primary LSC provision for SEBD, with 25% and 35% surplus capacity evident in the Foundation Phase and Key Stage 2 respectively. In light of this, and the pressure on placements at Key Stage 3/4, a redirection of resources from the primary to the secondary phase would be beneficial.

**Table 4: Learning Support Classes for Pupils with SEBD (including Nurture)**

Key Stage	Current Number of Classes	Number of Available Places	Number of Confirmed Placements Sept 18	Projected Surplus Places Sept 2018	Surplus Capacity
Foundation Phase	2	16	12	4	25.00%
KS 2	5	40	26	14	35.00%
KS 3/4	1	10	11	-1	-10.90%
<b>Totals</b>	<b>8</b>	<b>66</b>	<b>49</b>	<b>17</b>	<b>25.75%</b>

- 5.7 Data provided in Appendix 3 and Table 5 illustrates that there are no learners currently attending the LSC provision for pupils with SEBD in Penywaun Primary School.

**Table 5: Surplus Capacity within a LSC for Pupils with SEBD in Sept 2019 (proposed date of closure)**

School	Learning Support Class	Number of Available Places	Projected Number Placements as at Sept 2019	Projected Surplus Places as at Sept 2019	Surplus Capacity
Penywaun Primary School	KS2 SEBD	8	0	0	100%

- 5.8 In summary, a total of 3 LSCs for Complex Learning Needs will have no pupils in September 2019. A further LSC for Complex Learning Needs will have surplus capacity of 80% in September 2019. In addition, there are no learners currently placed in the Learning Support Class for SEBD in Penywaun Primary School. This provision also has a vacant teaching post.

5.9 In light of the data, it is proposed that a range of closures, re-designations and relocations of existing LSC provision is considered. In addition, it is proposed that some new provisions are established and enhanced to address gaps in existing provisions.

## 6. PROPOSALS FOR CHANGE

6.1 Following the data analysis above the proposals for change are as follows, in summary:

- 33 SEN mainstream LSCs remain unaltered
- 6 SEN mainstream LSCs close
- 3 SEN mainstream LSCs are relocated
- 2 SEN mainstream LSCs are opened
- 2 SEN mainstream LSCs are re-designated

6.2 It is proposed the following **LSC closures** takes place from 1<sup>st</sup> September 2019:

- Foundation Phase LSC for pupils with Complex Learning Difficulties in Heol y Celyn Primary School – no pupils in 2019;
- Foundation Phase LSC for pupils with Complex Learning Difficulties (x1 class) in Penrhys Primary School – no pupils in 2019;
- Key Stage 2 LSC for pupils with Social, Emotional, Behavioural Difficulties in Penywaun Primary School – no pupils in 2019;
- Foundation Phase LSC for pupils with Complex Learning Difficulties in Pontygwaith Primary School – no pupils in 2019;
- Key Stage 2 LSC for pupils with Complex Learning Difficulties in Heol y Celyn Primary School – 2 pupils in 2019;
- Key Stage 2 LSC for pupils with Complex Learning Difficulties in Caradog Primary School – 8 pupils transferring to Cwmbach Primary School.

It is considered that allowing the provisions to remain open is not an efficient use of Council resources due to no learners being in attendance or to very low numbers of learners. The resources would be better utilised if re-directed to enhance existing provision to meet need and to address identified gaps in provision. It should be noted that 4 of the above classes will have no pupils placed at the proposed closure date, and one provision will have 80% surplus capacity. A further provision has poor access for learners with physical and medical needs and the building is not fit for purpose.

6.3 It is proposed that the following LSCs are **re-located** from the 1<sup>st</sup> September 2019:

- Foundation Phase LSC for pupils with Complex Learning Difficulties from Caradog Primary School to Cwmbach Primary School, creating a cross phase provision from Foundation Phase to Key Stage 2.

- Foundation Phase LSC for pupils with Complex Learning Difficulties from Penrhys Primary School to Maerdy Primary School, creating a cross phase provision from Foundation Phase to Key Stage 2
- Key Stage 2 LSC for pupils with Communication Disorders based at Hafod Primary School to Porth Community School (3-16 provision) creating a cross phase provision from Foundation Phase to Key Stage 4

It is proposed that the above relocations of LSCs are undertaken to premises which are more accessible and better equipped to meet a range of needs. The proposals will ensure greater compliance with the Equality Act 2010 and relocation to two significantly improved premises which have benefited from the 21<sup>st</sup> Century Schools Modernisation Programme and investment. The proposals will minimise unnecessary transition for pupils with significant needs, provide continuity in their educational placements and ensure that a higher number of specialist LSC provisions provide equity for pupils in LSCs so that they remain in one setting until transition to secondary provision

6.4 It is proposed that the following LSC provisions are **re-designated** from the 1<sup>st</sup> September 2019:

- Foundation Phase LSC for pupils with Complex Learning Difficulties at Darran Park Primary and Foundation Phase Observation and Assessment Class at Llantrisant Primary to become Early Years Assessment and Intervention LSCs for pupils under statutory school age with significant presenting needs.

The proposal to enhance current Early Years LSCs provision will enable children of non-statutory school age to receive early assessment and intervention within a mainstream LSC context and timely access to specialist support to inform re-integration placements or more long-term specialist placements. These re-designations and an enhanced outreach role for special schools will also strengthen partnership arrangements and enhance the continuum of specialist support and provision for pupils in the early years.

6.5 It is proposed that the **new provisions** are established from September 2019 as follows:

- Key Stage 3/4 LSC provision for pupils with SEBD at Ysgol Nant Gwyn
- Key Stage 3/4 LSC provision for pupils with Complex Learning Difficulties at Treorchy Comprehensive School
- The proposal to increase KS3/4 provision addresses the increasing demand for secondary LSC provision and the imbalance between the number of LSCs within mainstream primary and secondary settings.

6.6 It is proposed that some displaced staff could potentially be re-deployed to enhance staffing levels in key provisions. This flexible approach will ensure the more effective use of resources, and provide greater scope for placing pupils in the provision closest to learners' homes and communities, promoting inclusion and minimising unnecessary travel and transport costs. However, it is important to note that all pupils currently affected by these proposals will be

eligible for school transport to their nearest appropriate specialist setting in line with the Council's Learners Travel Policy.

- 6.7 It is proposed that a number of LSCs have an increase in their capacity to accommodate the level of need within specific areas of SEN. Depending on the SEN designation of class (i.e. ASD, Complex Learning Difficulties) we currently place between 8-10 pupils in primary settings and approximately 14 in secondary settings with between 2-3 adults, depending on the type of provision.
- 6.8 Increasing the capacity of some classes will provide Access & Inclusion Service Placement Panel with more flexibility in terms of placing pupils in provisions closest to their home address. The LSCs will remain well-resourced and additional specialist staff will be appointed where there is a need identified.
- 6.9 Following feedback received from schools, it is proposed that additional staffing will also be placed in settings where there needs to be an enhanced focus on supporting learners with challenging behaviour and re-integrating learners on dual placements back into mainstream settings with the necessary level of support to ensure success.

## **7. EQUALITY AND DIVERSITY IMPLICATIONS**

- 7.1 Welsh Language and Community Impact Assessments are not required for these proposals. An Equality Impact Assessment has been prepared in respect of this proposal and will be published on the Council's website together with the consultation document that outlines the proposal in detail.

## **8. CONSULTATION**

- 8.1 The consultation process in respect of this proposal will be undertaken under the arrangements outlined in the Welsh Government's School Organisation Code (006/2013). These arrangements stipulate that consultation must be undertaken when the proposal is at a formative stage and that a consultation document must be prepared and circulated to prescribed consultees, as well as being published on the Council's website.
- 8.2 The draft consultation document for the proposals outlined in this report is attached as Appendix 4 to this report. The consultation period, if it is agreed to progress this matter, will run from the 19<sup>th</sup> of October to the 30<sup>th</sup> November of 2018.

The Consultation report attached is in draft subject to Cabinet approval.

## **9. FINANCIAL IMPLICATIONS**

- 9.1 If the above proposals to realign LSC provision within RCT proceed, resources will be re-directed to address the identified gaps in existing provision. In closing some provisions redundancy costs may arise. However, the Council seeks to minimise these costs by redeploying displaced members of staff wherever

possible. It is therefore not possible at this point in the consultation process to identify any possible redundancy costs.

The enhanced provision in key settings will be central to supporting the needs of some learners on dual placements who may require more enhanced support to meet their needs when in mainstream and support to manage very challenging behaviour within LSC provision for learners with severe SEBD.

We will also use the funding to develop outreach opportunities from our special schools so as to enhance the capacity of mainstream and LSCs to effectively meet the additional learning needs of learners in the early years.

## **10. LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED**

10.1 Section 316A of the Education Act 1996 specifies that children with SEN should normally be educated in mainstream schools so long as this is compatible with them receiving the special educational provision that their learning difficulty calls for; the efficient education of other children, and the efficient use of resources.

10.2 Section 315 of the Education Act 1996 also requires the LA to ensure that SEN provision is kept under review. Sections 1:20 and 1:21 of the SEN Code of Practice for Wales (2002) also requires LAs to evaluate the effectiveness of school funding arrangements in supporting and raising the achievement of children with SEN.

## **11. LINKS TO THE CORPORATE AND NATIONAL PRIORITIES AND THE WELL-BEING OF FUTURE GENERATIONS ACT**

11.1 The proposals will ensure that two of the Council's three key priorities will be met. These include

- Economy: Building a strong economy
- People: Promoting independence and positive lives for everyone

11.2 The proposals will ensure that some of the Council's most vulnerable pupils will have the best chance of achieving positive outcomes. The redirection of valuable resources from SEN settings which have surplus places will enhance opportunities for providing successful inclusion in local community schools. The proposals will ensure more efficient and effective use of Council resources which promotes the development of social inclusion and positive outcomes for learners. This will also have a beneficial impact on transport costs and on carbon emissions.

11.3 Organising services so that they are focussed on early intervention and prevention is a key statutory requirement of the Wellbeing and Future Generations Act and a key element of the Council's Corporate Plan. These proposals will ensure there is renewed capacity for early intervention and prevention thus minimising the need for statutory processes and intervention.

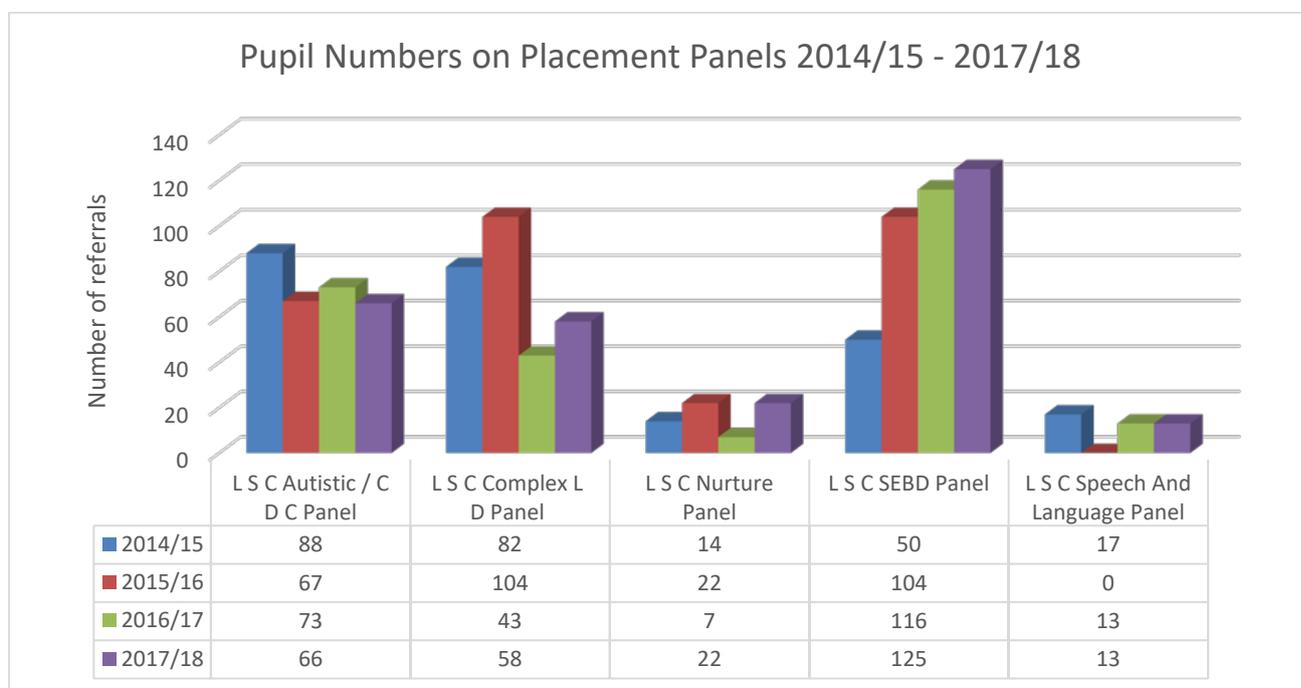
## **12. CONCLUSION**

- 12.1 Welsh Government and legislation requires LAs to regularly review arrangements for supporting Pupils with SEN and to ensure that provision is sufficient and meets the needs of its communities.
- 12.2 The priority for the Education Directorate is to continue to focus on driving up standards in schools and early years settings, and to improve the outcomes for all children and young people. If the cycle of deprivation and underachievement is to be broken, a top quality education that meets the needs of all children and young people is essential. There are considerable benefits to be gained from the realignment of LSCs in ensuring the SEN of all children and young people are met and outcomes for pupils are improved.
- 12.3 The proposed realignment of LSCs will ensure that the LA has an enhanced focus on providing more effective mainstream inclusion opportunities for pupils with a wide range of SEN. The importance of mainstream inclusion for pupils with SEN is reflected in the revised Estyn Common Inspection Framework which highlights that judgements of achievement for all learners including those with additional learning needs should take account of progress made in relation to agreed learning goals from individual starting points. The framework also recognises the positive impact that the expertise within a LSC can have on enhancing practice and improving outcomes for learners with SEN across the whole school.
- 12.4 The proposals ensure that the best possible use of resources and a more equitable continuum of provision is achieved for pupils with significant SEN.
- 12.5 The proposals provide an effective local solution and provision for pupils with significant SEN thus reducing transport costs and the LA's carbon footprint. Increasing the capacity of some LSCs will also reduce individual placement costs, whilst continuing to provide high quality specialist provision for pupils with the most significant needs.
- 12.6 It is recommended, therefore, that approval is given to commence consultation on the proposed realignment of SEN mainstream LSC provision so that we can urgently address and resolve some of the challenges currently faced within the LA.

### **Other Information**

**Relevant Scrutiny Committee:** Children & Young People Scrutiny Committee.

## Appendix 1: Number of pupils Referred to Placement Panels for Learning Support Class Provision



## RCT Learning Support Class Provision Current and Projected Numbers 2018 – 2020

## LSCs for Pupils with Complex Learning Difficulties

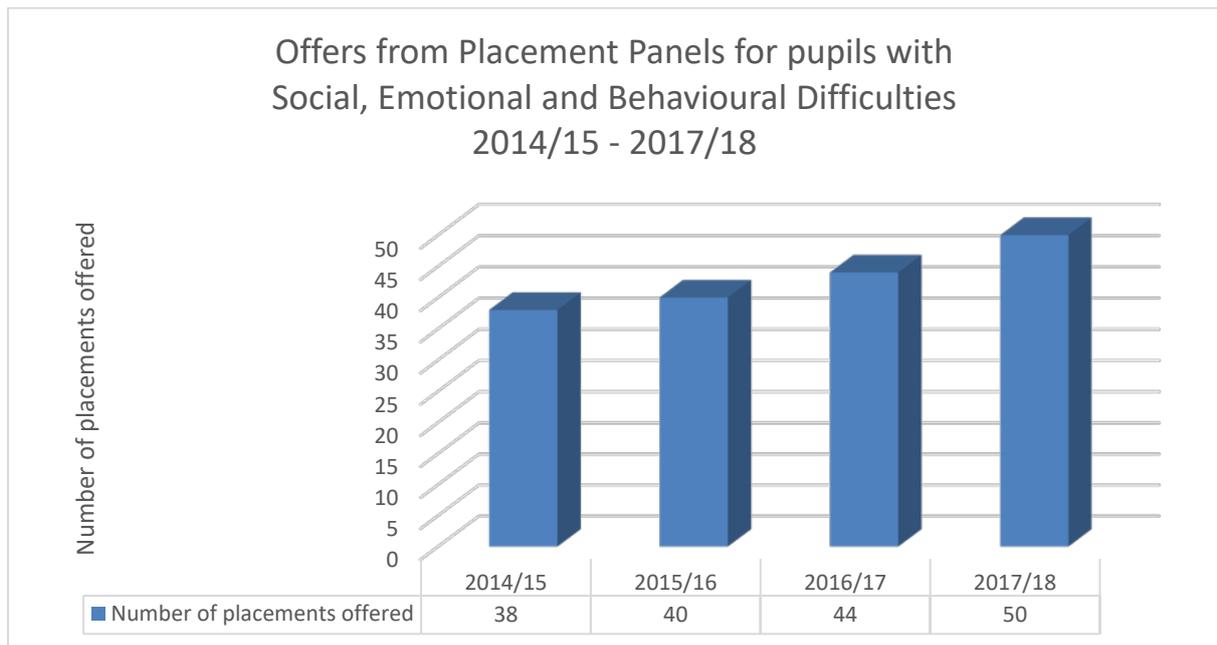
School	Key Stage	Number of Classes	Maximum Number of Places	Projected Surplus Placements Sept-18	Projected Placement Numbers Sept-19	Projected Surplus Placements Sept-19	Number of Projected Placements Sept-20	Projected Surplus Placements Sept-20
Caradog Primary	2	1	10	0	8	2	6	4
Caradog Primary	FP	1	10	2	3	7	0	10
Cwmbach Primary	2	1	10	6	4	6	3	7
Darran Park Primary	FP	1	10	5	1	9	1	9
Gwaunmeisgyn Primary	2	1	10	7	1	9	0	10
Gwaunmeisgyn Primary	FP	1	10	1	8	2	6	4
Heol Y Celyn Primary	2	1	10	6	2	8	1	9
Heol Y Celyn Primary	FP	1	10	10	0	10	0	10
Maerdy Primary	2	1	10	1	7	3	2	8
Penrhys Primary	2	2	20	1	8	12	7	13
Penrhys Primary	FP	2	20	13	1	19	0	20
Pontygwaith Primary	FP	1	10	10	0	10	0	10

## LSC for pupils with Social, Emotional and Behavioural Needs

School	Key Stage	Number of Classes	Maximum Number of Places	Projected Surplus Placements Sept 2018	Projected Placement Numbers Sept 2019	Projected Surplus Placements Sept 2019	Number of Projected Placements Sept 2020	Projected Surplus Placements Sept 2020
Penywaun Primary	2	1	8	8	0	8	0	8



### Appendix 3: Placements offered to pupils to attend LSC for SEBD





**Consultation on the**

**REVIEW OF LEARNING  
SUPPORT CLASS  
PROVISION WITHIN RHONDDA  
CYNON TAF**

**September 2018**

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**Appendices:** Consultation Response Pro-forma

# Section 1

## Introduction

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

The proposals will address surplus capacity issues in key provisions allowing existing resources to be re-directed to enhance capacity for mainstream inclusion, early intervention and preventative approaches. In addition, the proposals will address the current imbalance between the number of primary and secondary provisions, transition and accessibility issues.

The proposals seek to achieve the following aims:

- developing a robust continuum of provision that effectively addresses a wide range of need across all key phases/stages
- reducing surplus LSC places through the effective rationalisation and re-alignment of existing LSC provision to address identified gaps in provision
- avoiding unnecessary transition across schools by establishing cross phase specialist provisions within individual schools where possible
- creating capacity for outreach support from special schools and providing effective early intervention and prevention
- establishing LSC provisions in fully accessible settings that provide a learning environment fit for the 21<sup>st</sup> Century.

To achieve these aims, the proposals for change include:

***i) The closure of key LSCs due to no confirmed placements, diminishing numbers or poor access for learners with physical or medical needs***

It is proposed that the following closures take effect from 31<sup>st</sup> August 2019 at:

- 3 Foundation Phase LSCs for pupils with Complex Learning Difficulties in Pontygwaith Primary School, Penrhys Primary School and Heol y Celyn Primary School;
- 2 Key Stage 2 LSCs for pupils with Complex Learning Difficulties in Caradog Primary School and Heol y Celyn Primary School;
- 1 Key Stage 2 LSC for pupils with Social, Emotional and Behaviour Difficulties (SEBD) in Penywaun Primary School.

It is not an efficient use of Council resources to allow the provisions to remain open due to considerable surplus capacity issues, including 4 provisions with no learners in 2019 and one 80% surplus capacity. Resources would be better utilised if re-directed to establish new provisions in areas of identified needs, and located in settings where there is good access for learners with physical and/or medical needs.

## ***ii) LSC relocations to ensure cross phase provisions in single sited, accessible school buildings***

It is proposed that the following relocations take effect from 1<sup>st</sup> September 2019:

- 2 Foundation Phase LSCs for pupils with Complex Learning Difficulties at Penrhys Primary School and Caradog Primary to relocate to Maerdy Community School and Cwmbach Primary School respectively so as to create a cross phase provision from Foundation Phase to Key Stage 2.
- 1 Key Stage 2, the LSC for pupils with Communication Disorders at Hafod Primary School to relocate to create a cross phase provision from Foundation Phase to Key Stage 3/4 at Porth Community School.

It is proposed that the above relocations of LSCs are undertaken to ensure cross phase provisions on single school sites in premises which are more accessible and better equipped to meet a range of needs. The proposals will ensure compliance with the Equality Act 2010 and relocation to new and significantly improved premises which have benefited from the considerable 21<sup>st</sup> Century Schools Modernisation Programme investment.

## ***iii) Proposed LSC re-designations to ensure a better match of provision to identified need***

It is proposed that the following re-designations take effect from 1<sup>st</sup> September 2019:

- 1 Foundation Phase LSC for Complex Learning Difficulties in Darran Park Primary School and 1 Foundation Phase Observation and Assessment Class at Llantrisant Primary School to become 2 Early Years Assessment and Intervention LSCs for pupils under statutory school age with significant presenting needs.

The Early Years LSCs will enhance current provision available for children of non-statutory school age, providing early assessment and intervention within a mainstream context and timely access to specialist support and expertise. The above re-designations and strengthened partnership arrangements with special schools will enhance the continuum of specialist support and provision for pupils in the early years.

## ***iv) Proposed development of new provisions***

It is proposed that two LSCs for Key Stages 3/4 are established in September 2019:

- Key Stage 3/4 LSC provision for pupils with Complex Learning Difficulties in Treorchy Comprehensive School
- Key Stage 3/4 LSC provision for pupils with Social, Emotional and Behavioural Difficulties in Ysgol Nant Gwyn

## **Who will we consult?**

We are seeking the views of the following stakeholders:

- The Governing Bodies, parents, carers and staff of the following schools: Heol Y Celyn Primary; Penrhys Primary; Penywaun Primary; Pontygwaith Primary; Caradog Primary; Cwmbach Primary; Maerdy Community Primary; Hafod Primary; Darran Park Primary; Llantrisant Primary
- The Governing Bodies, parents, carers and staff of Ysgol Nant Gwyn, Ferndale Comprehensive School, Aberdare Community School, Bryn Celynnog Comprehensive School, Porth Community School and Treorchy Comprehensive School
- Other Governing Bodies of neighbouring primary and secondary schools
- The Church in Wales and Roman Catholic Diocesan Authorities
- The Governing Body of Coleg Y Cymoedd
- The Governing Body of the University of South Wales
- Welsh Minister for Education and Skills
- Assembly Members for all constituencies and regional areas serving Rhondda Cynon Taf
- Members of Parliament for the Rhondda, Pontypridd and Cynon Valley
- Estyn
- Cwm Taf Local Health Board
- Teaching and Support staff trade unions
- Central South Consortium Joint Education Service
- South Wales Police and Crime Commissioner
- The Early Years and Childcare Partnership
- South East Wales Transport Association
- The local Communities First Partnerships
- The Welsh Language Commissioner
- Neighbouring local authorities

## **What will the consultation process entail?**

The consultation will start on the 19<sup>th</sup> October 2018 and will be completed at 5pm on 30<sup>th</sup> of November 2018. The feedback from the consultation will be collated and summarised and a report presented to the Council's Cabinet in December 2018. This consultation report will be available for all persons to view on the Council website and copies can be obtained on request from the address detailed on [www.rctcbc.gov.uk](http://www.rctcbc.gov.uk).

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

If the Cabinet decides to proceed with the proposal Statutory Notices will be published in January 2019 providing a 28 day notice period for objections.

The School Standards and Organisation (Wales) Act (2013) requires that anyone wishing to make objections to a school organisation proposal has the opportunity to do so. To be considered as statutory objections, objections **must** be made in writing or by email, and sent to the Council within 28 days of the date on which the proposal was published.

If there are objections, the Council's Director of Education & Inclusion Services' will publish an objection report providing a summary of the objections and his/her response to them within 28 days of the end of the objection period. This report will also be available for all persons to view on the Council's website and copies can be obtained on request from the address detailed in Appendix 1.

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

If the Council's Cabinet approve the proposal, the proposal will be implemented in accordance with the date given in the statutory notice or any subsequently modified date. In the case of this proposal, the implementation date is the 1<sup>st</sup> of September 2019.

### **What do you now have to consider?**

The remainder of the consultation document sets out the rationale for the proposed changes to LSC provision within RCT.

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

### **How do you make your views known?**

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

*Director of Education and Inclusion Services, Education Directorate, Ty Trevithick, Abercynon CF45 4UQ*

*Telephone: (01443) 744333*

*E-mail: [A&IService@rctcbc.gov.uk](mailto:A&IService@rctcbc.gov.uk)*

*Fax: (01443) 744024*

All correspondence should be received no later than the 30<sup>th</sup> November 2018

Please note that responses to the consultation will not be counted as objections to the proposal. Objections can only be forwarded following the publication of the Statutory Notice.

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

<b>School Affected</b>	<b>Group-Staff/Parents</b>	<b>Time</b>	<b>Date</b>	<b>Venue</b>
<b>Heol Y Celyn Primary School</b>	<b>Staff</b>	<b>14:30-15:30</b>	<b>6<sup>th</sup> November 2018</b>	<b>Heol Y Celyn Primary School</b>
	<b>Parents</b>	<b>15:30-16:30</b>	<b>6<sup>th</sup> November 2018</b>	
<b>Penrhys Primary School</b>	<b>Staff</b>	<b>14:30-15:30</b>	<b>7<sup>th</sup> November 2018</b>	<b>Penrhys Primary School</b>
	<b>Parents</b>	<b>15:30-16:30</b>	<b>7<sup>th</sup> November 2018</b>	
<b>Caradog Primary School</b>	<b>Staff</b>	<b>14:30-15:30</b>	<b>8<sup>th</sup> November 2018</b>	<b>Caradog Primary School</b>
	<b>Parents</b>	<b>15:30-16:30</b>	<b>8<sup>th</sup> November 2018</b>	
<b>Hafod Primary School</b>	<b>Staff</b>	<b>14:30-15:30</b>	<b>13<sup>th</sup> November 2018</b>	<b>Hafod Primary School</b>
	<b>Parents</b>	<b>15:30-16:30</b>	<b>13<sup>th</sup> November 2018</b>	
<b>Darran Park Primary School</b>	<b>Staff</b>	<b>14:30-15:30</b>	<b>14<sup>th</sup> November 2018</b>	<b>Darran Park Primary School</b>
	<b>Parents</b>	<b>15:30-16:30</b>	<b>14<sup>th</sup> November 2018</b>	
<b>Llantrisant Primary School</b>	<b>Staff</b>	<b>14:30-16:30</b>	<b>15<sup>th</sup> November 2018</b>	<b>Llantrisant Primary School</b>
	<b>Parents</b>	<b>15:30-16:30</b>	<b>15<sup>th</sup> November 2018</b>	

## Section 2

### Background

RCT has an excellent range of SEN provisions which allows the majority of pupils to attend schools near to where they live. These include 46 LSCs attached to mainstream settings, 4 special schools and 2 Pupil Referral Units (PRUs). In addition to this, £3.3M is made available via delegated Additional Needs Funding (ANF) annually to support pupils with severe and persistent needs in mainstream settings. This is in line with RCT's vision for inclusive education and the right for children with SEN to be educated in their local mainstream school where appropriate.

The Special Educational Needs (SEN) Code of Practice for Wales (2002) provides detailed guidance on the duties and responsibilities of local authorities (LAs) in meeting the SEN of children and young people. Children and young people have SEN if they have a learning difficulty which calls for a special educational provision to be made for them. A learning difficulty is evident when children and young people have:

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

The SEN Code of Practice for Wales (2002) recommends that early years and school settings adopt a graduated response to meeting SEN. A graduated response means that progressively greater expertise and support can be brought in to address the difficulties a child or young person may be experiencing. Additional or different provision should be made at Early Years/School Action, Early Years/School Action Plus or a Statement of SEN depending on the severity of the child/young person's level of need.

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

It has become increasingly apparent that the range of LSC provisions currently available is disproportionate to the level of need in some areas (e.g. Complex Learning Difficulties). In view of this, an in-depth data analysis exercise was undertaken to inform proposals for change in relation to LSC provision within RCT.

Data analysis confirmed that:

- some primary provisions have significant surplus capacity

- there is currently insufficient provision in the secondary sector
- the absence of cross phase specialist provision on some school sites means that some learners experience unnecessary transitions
- some LSCs would benefit from relocation to fully accessible schools that have benefited from the 21<sup>st</sup> Century School Modernisation and investment
- there is insufficient provision to meet the needs of learners in the early years.

Feedback from schools also suggests that LSCs for social, emotional and behavioural needs do not currently have sufficient staffing to effectively meet need.

In light of these findings, the proposals for change are aimed at:

- developing a robust continuum of provision that effectively addresses a wide range of need across all key phases/stages
- reduction in surplus LSC places through the effective rationalisation and realignment of existing LSC provision to address identified gaps in provision
- avoiding unnecessary transition across schools by establishing cross phase specialist provisions within individual schools where possible
- creating capacity for outreach support from special schools and providing effective early intervention and prevention in the early years
- establishing LSC provisions in fully accessible settings that provide a learning environment fit for the 21<sup>st</sup> Century.

## Overview of the Proposals

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

### ***i) LSC closures due to diminishing numbers or no confirmed placements, or significant access issues for learners with medical and physical needs***

It is proposed that the following closures take effect from 31<sup>st</sup> August 2019 at:

- Foundation Phase LSC for pupils with Complex Learning Difficulties in Heol y Celyn Primary School – no pupils in September 2019
- Key Stage 2 LSC for pupils with Complex Learning Difficulties in Heol y Celyn Primary School – 2 pupils in September 2019
- Foundation Phase LSC for pupils with Complex Learning Difficulties (x1 class) in Penrhys Primary School – no pupils in September 2019
- Key Stage 2 LSC for pupils with Social, Emotional, Behavioural Difficulties in Penywaun Primary School – no pupils in September 2019
- Foundation Phase LSC for pupils with Complex Learning Difficulties in Pontygwaith Primary School – no pupils in September 2019
- Key Stage 2 LSC for pupils with Complex Learning Difficulties in Caradog Primary School

### ***ii) LSC relocations to ensure accessible cross phase provisions and/or more accessible school buildings***

It is proposed that the following relocations of key LSC provisions take effect from

the 1<sup>st</sup> September 2019:

- Foundation Phase LSC for pupils with Complex Learning Difficulties from Caradog Primary School to Cwmbach Primary School, creating a cross phase provision from Foundation Phase to Key Stage 2.
- Foundation Phase LSC for pupils with Complex Learning Difficulties from Penrhys Primary School to Maerdy Community Primary School, creating a cross phase provision from Foundation Phase to Key Stage 2
- Key Stage 2 LSC for pupils with Communication Disorders based at Hafod Primary School to Porth Community School (3-16 provision) thus creating a cross phase provision from Foundation Phase to Key Stage 3/4.

***iii) Re-designations of LSCs to ensure a better match of provision to identified need in the early years***

It is proposed that the following provisions are established from the 1<sup>st</sup> September 2019:

- Foundation Phase LSC for pupils with Complex Learning Difficulties at Darran Park Primary and Foundation Phase Observation and Assessment Class at Llantrisant Primary to become Early Years Assessment and Intervention LSCs for pupils under compulsory school age with significant presenting needs.

***iv) Proposed new provisions***

It is proposed that two new LSCs provisions to be established from the 1<sup>st</sup> September 2019:

- Key Stage 3/4 LSC provision for pupils with SEBD at Ysgol Nant Gwyn
- Key Stage 3/4 LSC provision for pupils with Complex Learning Difficulties at Treorchy Comprehensive School

**What is the basis for this proposal?**

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

The priority for the Education Directorate is to continue to focus on driving up standards in schools and early years settings, and to improve the outcomes for all children and young people. If the cycle of deprivation and underachievement is to be broken, a top quality education that meets the needs of all children and young people is essential. There are considerable benefits to be gained from the realignment of LSCs in ensuring the SEN of all children and young people are met and outcomes for pupils are improved.

The proposed realignment of LSCs will ensure that the LA has an enhanced focus on providing more effective mainstream inclusion opportunities for pupils with a wide

range of SEN. The proposals ensure that the best possible use of resources and a more equitable continuum of provision is achieved for pupils with significant SEN. The importance of mainstream inclusion for pupils with SEN is reflected in the revised Estyn Common Inspection Framework which highlights that judgements of achievement for all learners including those with additional learning needs should take account of progress made in relation to agreed learning goals from individual starting points. The framework also recognises the positive impact that the expertise within a LSC can have on enhancing practice and improving outcomes for learners with SEN across the whole school.

The proposals provide an effective local solution and provision for pupils with significant SEN thus reducing transport costs and the LA's carbon footprint.

### **What is the educational case for the proposal to re-align LSC?**

The advantages of implementing the proposed changes includes:

- an enhanced focus on improved mainstream LSC provision which provides improved life chances for our most vulnerable learners
- a reduction in surplus places in some specialist provisions and redirection of resources to areas of identified need
- more efficient and effective use of LA resources and a reduction in the cost of per placement costs
- appropriate continuum of provision which is well matched to pupils' primary needs
- compliance with one of the underpinning principles of the SEN Code of Practice for Wales that all pupils should access mainstream education where possible
- improved educational outcomes and pupil engagement due to effectively meeting pupil needs
- enabling greater continuity of support for vulnerable groups of pupils by reducing the number of transitions SEN pupils make between school phases and increasing the number of cross phase provision on single sites
- greater opportunities for mainstream inclusion in local community schools
- providing effective local solutions and provision for pupils with significant SEN thus reducing transport costs and the LA's carbon footprint
- ensuring that LSC provision is situated within education settings that are accessible and appropriate for the needs of pupils with wide ranging needs, including physical and medical needs
- improving the range and quality of facilities and learning resources available to the benefit of all pupils.

### **What are the financial implications of the proposal?**

The LA proposal if agreed will have a positive impact on pupils with SEN across RCT as it will mean that the funding will be re-directed to establish provisions that address areas of growing need. The proposal will ensure that the County Borough Council continues in its commitment to effectively meeting the needs of learners with SEN

and resources will be reinvested to address gaps in existing provision and to improve the quality of provision within Rhondda Cynon Taf.

The schools will be delegated sufficient funding to establish the proposed provisions. These costs will cover staffing and capitation.

The proposals do not involve any transfer or disposal of land.

## **What is the likely impact of the proposal on school pupils?**

Many of the proposals do not impact on learners as many of the proposed closures are for settings where there are no existing learners or considerable surplus capacity. However, suitable arrangements will be put in place in consultation with all involved to ensure that appropriate provision is made for any learners affected by the changes. This could involve additional support in a mainstream setting of parental choice, or alternative specialist provision appropriate to the pupils' individual needs. Interim arrangements could be put in place to maintain continuity in the existing school if this was deemed appropriate. This could include access to a specialist teacher and learning support assistant input to support mainstream inclusion. This could be put in place until the need for specialist provision within the pupils' current key stage ceases. Person centred planning will be undertaken in consultation with parents, carers and relevant professional and bespoke arrangements put in place if required so as to minimise the impact on pupils and their families.

Transportation would be provided in line with the Council's Learner Travel Policy and placement made in the nearest and most appropriate specialist setting. All pupils affected by these proposals will be eligible for school transport to their nearest appropriate specialist setting.

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

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

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

## **What is the likely impact of the proposal on the staff of the LSC?**

All LSC staff are appointed by the LA and are contracted to work in any appropriate LSC provision. This is subject to the needs of the LA and the skills set of the staff in question. Any additional necessary resources will be provided to support the realigned provisions. Every effort will be made to redeploy any displaced staff and to minimise the risk of redundancy.

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

This proposal will not have any significant impact on the local communities for the following reasons:

- *Proposed closures:* there are currently very low numbers of pupils attending the majority of provisions; 4 of the LSCs proposed for closure will have no pupils in attendance
- *Proposed relocations:* the proposed host schools have sufficient capacity to provide enhanced opportunities to access high quality cross phase educational provision in modern and accessible school buildings.
- *Proposed re-designations:* there are currently very low numbers of pupils attending the provisions proposed for re-designation. 1 of the 2 provisions will have no pupils affected by the proposal. The second provision has a surplus capacity of 90%.
- *Proposed new provisions:* More local children will be able to access specialist provision within their local community and the new provisions will address a gap in existing provision. There will be less demand for transporting children out of area to receive their education and this should impact positively on the environment. The schools will make effective use of any surplus space within the school and develop a resource that will be of benefit to vulnerable children and young people, and their parents/carers. The proposed establishment of LSCs will enhance the overall capacity of the host schools to meet a diverse range of needs as there will be further specialist SEN expertise within the school.

An Equality Impact Assessment has been completed for this proposal. This will be updated after the consultation has been completed to ensure that they include pertinent issues that have arisen and need to be taken into account. The assessment will be presented to the Council's Cabinet in the report that sets out the consultation feedback received in respect of this proposal. A copy of the Equality Impact Assessment is available on request.

## **What are the disadvantages of these proposals?**

LSC re-alignment will inevitably cause some limited disruption and uncertainty for a period of time, although previous experiences has demonstrated that any potential difficulties can be minimised when managed effectively. Provisions have been

selected based on considerable surplus capacity issues. Preventative measures will be taken to ensure that any potential negative impact on children's education and wellbeing are avoided or minimised.

The change in provision has some implications for a relatively small number of pupils attending the provisions as a change in provision may be needed. Bespoke packages of support will be put in place to eradicate or minimise any potential negative impact. The re-location of some LSC provision aims to provide more continuity for our most vulnerable learners to access cross phase specialist provision, reduce unnecessary transition and travel with the opportunity to provide through provision for all primary ages.

The closure and re-designation of some LSCs will enable the LA to re-direct much needed resources to areas of greater need. Without closing and re-designating the named LSC provisions, the LA will not be able to implement the plan for the proposed re-alignment for the LSCs across the LA. Implementing this plan will be of benefit to all pupils with SEN across RCT and will ensure greater equality and access to specialist provision.

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

### **What alternative options have been considered?**

To do nothing would be an inefficient use of resources and would result in inadequate provision in areas of identified need. To use the closure of provisions as an opportunity to make efficiencies would not be in keeping with the LA's commitment to developing high quality provision for some of our most vulnerable residents. There is clearly identified need for this provision within Rhondda Cynon Taf and it would be in children and young people's interest to address this.

Some consideration was given to re-directing resources to further enhance the capacity of mainstream schools to meet need in local community schools. However, in so doing this could make the continuum of provision more fragmented which could in turn enhance pressures for special school and PRU placements.

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

**Proposed closures:** the majority of proposed LSC closures are to take place in settings that have either no learners in attendance or have significant surplus capacity. Resources still need to be redirected to address gaps in existing provision. This suggested course of action is the only logical solution, which will enable the LA to make more effective use of scarce resources.

**Proposed relocations:** the proposed relocations have been specifically selected as they allow for greater opportunities for SEN pupils to access high quality cross phase

educational provision within accessible school environments that have benefited from school modernisation and investment programmes.

*Proposed re-designation:* the LSCs selected for re-designation fall within the catchment areas of Ysgol Hen Felin and Ysgol Ty Coch, re-designating the provision to Early Years settings will strengthen partnership arrangements with both special schools and will enhance the continuum of specialist support and provision for pupils in the early years thus enhancing the possibility of re-integration back into mainstream or assessment to inform more long-term specialist placement in an alternative setting.

*Proposed new provisions:* alternative secondary schools could be approached to establish a specialist provision. However, Ysgol Nant Gwyn and Treorchy Comprehensive School were selected because of their inclusive practice and success in supporting pupils with SEN in the mainstream and significant investment from the 21<sup>st</sup> Century Schools Modernisation Programme. Furthermore, the location of the settings will address local needs. Establishing these provisions will reduce the demand for special school/PRU placements which can then be safeguarded for pupils with more complex learning, medical and physical needs.

## **Community, Equality and Welsh Language Impact Assessments**

Welsh Language and Community Impact Assessments are not required for these proposals. However, an Equality Impact Assessment has been prepared in respect of this proposal and will be published on the Council's website together with the consultation document that outlines the proposal in detail.

## **Section 3**

### **Learning Support Class Proposed Closures**

RCT County Borough Council proposes LSC closures to take place from the 1<sup>st</sup> of September due to no pupils attending the designated provisions or diminishing numbers: To achieve this, the proposal is to close the following LSCs:

- Foundation Phase LSC for pupils with Complex Learning Difficulties Heol y Celyn Primary School – no learners in September 2019
- Key Stage 2 LSC for pupils with Complex Learning Difficulties Heol y Celyn Primary School – only 2 learners in September 2019
- Foundation Phase LSC for pupils with Complex Learning Difficulties (x1 class) Penrhys Primary School – no learners in September 2019
- Key Stage 2 LSC for pupils with Social, Emotional, Behavioural Difficulties Penywaun Primary School – no learners in September 2019
- Foundation Phase for pupils with Complex Learning Difficulties in Pontygwaith Primary School – no learners in September 2019
- Key Stage 2 LSC for pupils Caradog Primary School with Complex Learning Difficulties

### **Background to the proposed closure of LSC's**

On the 3<sup>rd</sup> October 2018 Cabinet considered the Director of Education and Lifelong Learning's report on the Review of Learning Support Class Provision within Rhondda Cynon Taf. Approval was given by Cabinet for the proposals to be consulted on in accordance with the School Organisation Code (2013).

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

There are currently a number of LSC provisions that have no learners placed, have diminishing numbers or are situated in schools that have poor access. Allowing poorly utilised provisions to remain open is not an efficient use of Council resources. The resources would be better utilised if re-directed to enhance existing provision to meet need and to address identified gaps in provision. Ensuring that LSC provisions are based in full accessible schools fit for the 21<sup>st</sup> Century is also a priority.

### **Information on schools affected by the proposals**

#### **Heol Y Celyn Primary School**

Heol Y Celyn Primary School is located at Holly Street, Rhydfelin, Pontypridd, CF37 5DB. This school is a bilingual provision and is situated in a CLASP modular building. It is in good repair. The school currently has 2 English medium Learning

Support Classes (LSC) designated to support 8-10 Foundation Phase pupils and 10 Key Stage 2 pupils with Complex Learning Difficulties.

The pupil numbers and forecast information for Heol Y Celyn from 2018-2020 are shown below and are obtained from the statutory Pupil Level Annual School Census (PLASC) which is undertaken in January each year. The pupil forecasts for Heol y Celyn Primary school are calculated in accordance with guidance issued by Welsh Government. The numbers shown exclude nursery age pupils, as required by Welsh Government's Statutory School Organisation Code.

Pupil numbers (excluding nursery) and forecast information:

School Name	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22	2022/ 23
Heol Y Celyn Primary School	298	295	296	316	320	323	328	332	322

Nursery pupil numbers and forecast information:

School Name	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22	2022/ 23
Heol Y Celyn Primary School	56	57	67	46	54	50	51	51	51

*Capacity of the school: 391*

Heol Y Celyn Primary School was last inspected by Estyn in June 2014 (follow up visit were undertaken in November 2015 and January 2017). The inspection comments are summarised as follows:

<b>The school's current performance</b>	Adequate
<b>The school's prospects for improvement</b>	Adequate

There are currently no pupils attending the Foundation Phase LSC provision for Complex Learning Difficulties. There will also be a surplus capacity of 80% in the Key Stage 2 provision for learners with Complex Learning Difficulties in 2019. It is proposed that both classes close in September 2019.

For the 2 pupils potentially affected by the Key Stage 2 proposal, suitable arrangements will be put in place in consultation with parents and professionals to ensure appropriate provision is made thus minimising any potential impact on the pupil and their families. This could involve additional support in a mainstream setting of parental choice or alternative specialist provision appropriate to individual need. The nearest LSC for pupils with Complex Learning Difficulties is at Gwaunmeisgyn Primary School (5.4 miles). All pupils affected by these proposals will be eligible for school transport to their nearest appropriate specialist setting in line with the Council's Learner Travel Policy.

## Penrhys Primary School

Penrhys Primary School is located at Penrhys, Tylorstown, Ferndale, CF43 3PL. The school is an English medium provision and is situated in a CLASP modular building plus a small extension. It is in poor repair. The school currently has 2 LSCs designated to support 16-20 Foundation Phase pupils with Complex Learning Difficulties and 2 LSCs designated to support 20 Key Stage 2 pupils with Complex Learning Difficulties.

The pupil numbers and forecast information for Penrhys Primary School from 2018-2020 are shown below and are obtained from the statutory PLASC which is undertaken in January each year. The pupil forecasts for Penrhys Primary School are calculated in accordance with guidance issued by Welsh Government. The numbers shown exclude nursery age pupils, as required by Welsh Government's Statutory School Organisation Code. However, nursery capacity separately is shown separately.

Pupil numbers (excluding Nursery) and forecast information:

School Name	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22	2022/ 23
Penrhys Primary School	124	120	107	106	94	85	82	73	65

Nursery pupil numbers and forecast information:

School Name	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22	2022/ 23
Penrhys Primary School	22	14	16	5	10	10	9	10	9

*Capacity of the school: 130*

Penrhys Primary School was last inspected by Estyn in October 2017. The inspection comments are summarised as follows:

Inspection area	Judgement
Standards	Adequate and needs improvement
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Adequate and needs improvement
Care, support and guidance	Good
Leadership and management	Adequate and needs improvement

By September 2019, there will be 1 pupil accessing the x 2 Foundation Phase LSC provisions for Complex Learning Difficulties. It is proposed that 1 LSC with no pupils in attendance in September 2019 is closed. No pupils will be affected by this proposal.

## Penywaun Primary School

Penywaun Primary School is located at Coed Glas, Penywaun, Aberdare, CF44 9DR. The school is an English Medium provision and is situated in a modern brick and block style building. It is in good repair. The school currently has 1 LSC designated to support 8-10 Key Stage 2 pupils with Social, Emotional and Behavioural Difficulties (SEBD) and 1 LSC designated to support 10 Key Stage 2 pupils with Communication Disorders.

The pupil numbers and forecast information for Penywaun Primary School from 2018-2020 are shown below and are obtained from the statutory PLASC which is undertaken in January each year. The pupil forecasts for Penywaun Primary School are calculated in accordance with guidance issued by Welsh Government. The numbers shown exclude nursery age pupils, as required by Welsh Government's Statutory School Organisation Code. However, we have shown the nursery capacity separately.

Pupil numbers (excluding Nursery) and forecast information:

School Name	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22	2022/ 23
Penywaun Primary School	200	198	204	176	169	155	141	131	125

Nursery pupil number and forecast information:

School Name	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22	2022/ 23
Penywaun Primary School	33	35	19	20	22	22	20	21	21

*Capacity of the school: 253*

Penywaun Primary School was last inspected by Estyn in March 2017. The inspection comments are summarised as follows:

<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

The class for pupils with SEBD has not been operational since September 2017 and no learners are currently attending the provision, No learners will be affected by this proposal. There is also a vacant teaching post in this setting.

## Pontygwaith Primary School

Pontygwaith Primary School is located at Graig Street, Pontygwaith, Ferndale, CF43 3LY. The school is an English medium provision and is situated in a Victorian style

building. It is in good repair. The school currently has 1 LSC designated to support 8-10 Foundation Phase pupils with Complex Learning Difficulties.

The pupil numbers and forecast information for Pontygwaith Primary School from 2018-2020 are shown below and are obtained from the statutory PLASC which is undertaken in January each year. The pupil forecasts for Pontygwaith Primary School are calculated in accordance with guidance issued by Welsh Government. The numbers shown exclude nursery age pupils, as required by Welsh Government's Statutory School Organisation Code. However, the nursery capacity is shown separately.

Pupil Numbers (excluding Nursery) and forecast information:

School Name	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22	2022/ 23
Pontygwaith Primary School	143	175	164	166	167	154	149	145	137

Nursery pupil numbers and forecast information:

School Name	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22	2022/ 23
Pontygwaith Primary School	37	35	24	24	20	28	25	26	26

*Capacity of the school: 182*

Pontygwaith Primary School was last inspected by Estyn in March 2011. The inspection comments are summarised as follows:

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

The class has not been operational since September 2017 due to diminishing numbers. No pupils will be affected by this proposal as there are no learners currently in the provision.

### **Caradog Primary School**

Caradog Primary School is located at 30 Clifton St, Aberdare CF44 7PB. The school is an English medium provision and is situated in a Victorian style building. It is in good repair, but accessibility for pupils with complex physical and medical needs is not ideal. The school currently has 2 LSCs designated to support 8-10 Foundation Phase pupils and 10 Key Stage 2 pupils with Complex Learning Difficulties (CLD).

The pupil numbers and forecast information for Caradog Primary School from 2018-2020 are shown below and are obtained from the statutory PLASC which is undertaken in January each year. The pupil forecasts for Caradog Primary School are calculated in accordance with guidance issued by Welsh Government. The numbers shown exclude nursery age pupils, as required by Welsh Government's

Statutory School Organisation Code. However, nursery capacity is shown separately.

Pupil Numbers (excluding nursery) and forecast information:

School Name	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22	2022/ 23
Caradog Primary School	171	182	186	199	193	193	188	186	187

Nursery pupil numbers and forecast information:

School Name	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22	2022/ 23
Caradog Primary School	24	31	35	24	26	26	24	25	25

*Capacity of the school: 194*

Caradog Primary School was last inspected by Estyn in April 2014. The inspection comments are summarised as follows:

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

There are currently 6 pupils attending the Key Stage 2 LSC for pupils with Complex Learning Difficulties with a predicted surplus capacity of 20% in September 2019. Access is an issue in this setting, particularly for learners with physical and medical needs. For those pupils affected by this proposal suitable arrangements will be put in place in consultation with parents and professionals to ensure that appropriate alternative provision is made thus minimising the impact on pupils and their families. This could involve additional support in a mainstream setting of parental choice or alternative specialist provision appropriate to individual need.

The nearest LSC for pupils with Complex Learning Difficulties will be Cwmbach Primary School (2.8 miles). This school is fully accessible due to the £6m investment as part of the 21<sup>st</sup> Century school programme. It will also house the Foundation Phase LSC for Complex Learning Difficulties which will minimise future transitions and ensure that there is cross phase provision on the one, fully accessible and modernised school site. All pupils affected by these proposals will be eligible for school transport to their nearest appropriate specialist setting in line with the Council's Learner Travel Policy.

## **Section 4**

### **Learning Support Class Proposed Relocations**

RCT County Borough Council proposes to relocate 3 LSCs from the 1<sup>st</sup> of September 2019.

To achieve this, the proposal is to relocate the following LSCs:

- Foundation Phase LSC for pupils with Complex Learning Difficulties from Caradog Primary School to Cwmbach Primary School, creating a cross phase provision from Foundation Phase to Key Stage 2.
- Foundation Phase LSC for pupils with Complex Learning Difficulties from Penrhys Primary School to Maerdy Community Primary School, creating a cross phase provision from Foundation Phase to Key Stage 2
- Key Stage 2 LSC for pupils with Communication Disorders based at Hafod Primary School to Porth Community School (3-16 provision) creating a cross phase provision from Foundation Phase to Key Stage 4.

### **Background to the proposed relocation of LSC's**

On the 3<sup>rd</sup> October 2018 Cabinet considered the Director of Education and Lifelong Learning's report on the Review of LSC Provision within Rhondda Cynon Taf. Approval was given by Cabinet for the proposals to be consulted on in accordance with the School Organisation Code (2013).

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

It is proposed that relocations of LSCs are undertaken to premises which are more accessible and better equipped to meet a range of needs. The proposals will ensure greater compliance with the Equality Act 2010 and relocation to two significantly improved premises which have benefited from the 21<sup>st</sup> Century Schools Modernisation Programme and investment. The proposals will minimise unnecessary transition for pupils with significant needs, provide continuity in their educational placements and ensure that a higher number of specialist LSC provisions provide equity for pupils in LSCs so that they remain in one setting until transition to secondary provision

### **Information on schools affected by the proposals**

#### **Hafod Primary school**

Hafod Primary School is located at Wayne St, Pontypridd CF37 2NL. The school is an English medium provision and is situated in a Victorian style building. It is in good

repair. The school currently has 1 Learning Support Class (LSC) designated to support 10 Key Stage 2 pupils with Communication Disorder (CD).

The pupil numbers and forecast information for Hafod Primary School from 2018-2020 are shown below and are obtained from the statutory PLASC which is undertaken in January each year. The pupil forecasts for Hafod Primary School are calculated in accordance with guidance issued by Welsh Government. The numbers shown exclude nursery age pupils, as required by Welsh Government's Statutory School Organisation Code. However, nursery capacity is shown separately.

Pupil Numbers (excluding Nursery) and forecast information:

School Name	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22	2022/ 23
Hafod Primary School	91	96	102	107	105	114	121	115	114

Nursery pupil numbers and forecast information:

School Name	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22	2022/ 23
Hafod Primary School	15	17	17	20	18	19	17	18	18

Capacity of the school: 113

Hafod Primary School was last inspected by Estyn in March 2016. The inspection comments are summarised as follows:

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

There are currently 8 pupils attending the Key Stage 2 Communication Disorder LSC. It is proposed that they transfer to a newly established provision in Porth Community School (3-16). Those pupils affected by this proposal will access suitable support and transition to ensure that appropriate provision is made. This would involve additional support in a mainstream setting of parental choice or alternative specialist provision appropriate to individual need. Pupils may transfer with the proposed relocation of the newly established LSC in Porth Community School which has recently received £11.6m investment as part of the 21<sup>st</sup> Century School Modernisation Programme and will provide a fully accessible cross phase provision for learners with ASD. All pupils affected by these proposals will be eligible for school transport to their nearest appropriate specialist setting in line with the Council's Learner Travel Policy.

### **Caradog Primary School**

Caradog Primary School is located at 30 Clifton St, Aberdare CF44 7PB. The school is an English medium provision and is situated in a Victorian style building. It is in good

repair, but presents with significant access issues due to its location and structure. The school currently has 2 Learning Support Classes (LSC) designated to support 8-10 Foundation Phase pupils and 10 Key Stage 2 pupils with Complex Learning Difficulties (CLD).

The pupil numbers and forecast information for Caradog Primary School from 2018-2020 are shown below and are obtained from the statutory PLASC which is undertaken in January each year. The pupil forecasts for Caradog Primary School are calculated in accordance with guidance issued by Welsh Government. The numbers shown exclude nursery age pupils, as required by Welsh Government's Statutory School Organisation Code. However, the nursery capacity is shown separately.

Pupil Numbers (excluding nursery) and forecast information:

School Name	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22	2022/ 23
Caradog Primary School	171	182	186	199	193	193	188	186	187

Nursery pupil numbers and forecast information:

School Name	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22	2022/ 23
Caradog Primary School	24	31	35	24	26	26	24	25	25

*Capacity of the school: 194*

Caradog Primary School was last inspected by Estyn in April 2014. The inspection comments are summarised as follows:

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

There are currently 8 pupils attending the Foundation Phase Complex Learning Difficulties LSC. However, accessibility for learners with physical and medical needs is an issue. For those pupils affected by this proposal, suitable arrangements will be put in place in consultation with all involved to ensure appropriate provision is made. This could involve additional support in a mainstream setting of parental choice or alternative specialist provision appropriate to individual need. Pupils may transfer with the proposed relocation of the LSC to Cwmbach Primary School. In light of learners needs and numbers a review of support needs will also be undertaken to assist with transition into a new setting. Cwmbach Primary School is fully accessible and has recently received £6m investment as part of the 21<sup>st</sup> Century school modernisation programme. This will provide cross phase provision on an accessible single school site. All pupils affected by these proposals will be eligible for school transport to their nearest appropriate specialist setting in line with the Council's Learner Travel Policy.

## Penrhys Primary School

Penrhys Primary School is located at Penrhys, Tylorstown, Ferndale, CF43 3PL. The school is an English medium provision and is situated in a CLASP style building. It is in poor repair. The school currently has 2 LSCs designated to support 16 - 20 Foundation Phase pupils and 2 Key stage 2 LSCs to support 20 pupils with Complex Learning Difficulties (CLD).

The pupil numbers and forecast information for Penrhys Primary School from 2018-2020 are shown below and are obtained from the statutory PLASC which is undertaken in January each year. The pupil forecasts for Penrhys Primary School are calculated in accordance with guidance issued by Welsh Government. The numbers shown exclude nursery age pupils, as required by Welsh Government's Statutory School Organisation Code. However, nursery capacity is shown separately

Pupil Numbers (excluding nursery) and forecast information:

School Name	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22	2022/ 23
Penrhys Primary School	124	120	107	106	94	85	82	73	65

Nursery pupil numbers and forecast information:

School Name	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22	2022/ 23
Penrhys Primary School	22	14	16	5	10	10	9	10	9

*Capacity of the school: 130*

Penrhys Primary School was last inspected by Estyn in October 2017. The inspection comments are summarised as follows:

Inspection area	Judgement
Standards	Adequate and needs improvement
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Adequate and needs improvement
Care, support and guidance	Good
Leadership and management	Adequate and needs improvement

In September 2019, there will be 1 pupil attending a total of 2 Foundation Phase LSC provisions for Complex Learning Difficulties. For the one child affected by the proposal to transfer the LSC provision to Maerdy Primary School, suitable arrangements will be put in place in consultation with all involved to ensure that appropriate provision is made. This could involve additional support in a mainstream setting of parental choice or alternative specialist provision appropriate to individual need. The pupil may transfer with the proposed relocation of the LSC to Maerdy Community Primary School which will have cross phased provision on site. The pupil affected by these proposals will be eligible for school transport to their nearest appropriate specialist setting in line with the Council's Learner Travel Policy.

## **Section 5**

### **Learning Support Classes Proposed Re-Designations**

RCT County Borough Council proposes the re-designations of LSCs to ensure a better match of provision to met identified need.

To achieve this, the proposal is to re-designate the following LSC provisions with effect from the 1<sup>st</sup> September 2019:

- Foundation Phase LSC for pupils with Complex Learning Difficulties at Darran Park Primary and Foundation Phase Observation and Assessment Class at Llantrisant Primary to become Early Years Assessment and Intervention LSCs for pupils under compulsory school age with significant presenting needs.

### **Background to the proposed re-designation of LSC's**

On the 3<sup>rd</sup> October 2018 Cabinet considered the Director of Education and Lifelong Learning report on the Review of LSC Provision in Rhondda Cynon Taf. Approval was given by Cabinet for the proposals to be consulted on in accordance with the School Organisation Code (2013).

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

The proposal to enhance current Early Years LSCs provision will enable children of non-statutory school age to receive early assessment and intervention within a mainstream LSC context and timely access to specialist support to inform re-integration placements or more long-term specialist placements. These re-designations and an enhanced outreach role for special schools will also strengthen partnership arrangements and enhance the continuum of specialist support and provision for pupils in the early years.

### **Information on Schools affected by the proposals**

#### **Darran Park Primary School**

Darran Park Primary School is located at Brook Street, Ferndale CF43 4LE. The school is an English medium provision and is situated in a modern style building. It is in good repair. The school currently has a Foundation Phase LSC for 8-10 pupils with Complex Learning Difficulties.

The pupil numbers and forecast information for Darran Park Primary School from 2018-2020 are shown below and are obtained from the statutory PLASC which is undertaken in January each year. The pupil forecasts for Darran Park Primary

School are calculated in accordance with guidance issued by Welsh Government. The numbers shown exclude nursery age pupils, as required by Welsh Government's Statutory School Organisation Code.

Pupil Numbers (excluding nursery) and forecast information:

School Name	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22	2022/ 23
Darran Park Primary School	251	267	313	307	313	306	315	315	308

Nursery pupil numbers and forecast information:

School Name	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22	2022/ 23
Darran Park Primary School	50	44	57	49	52	56	51	53	53

*Capacity: 359*

Darran Park Primary School was last inspected by Estyn in September 2017. The inspection comments are summarised as follows:

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

By September 2019, there will be 1 pupil with attending the Foundation Phase LSC for pupils with Complex Learning Difficulties. Suitable arrangements will be put in place in consultation with parents and professionals to ensure appropriate provision is made thus minimising the impact on the pupil and their families. This could involve additional support in a mainstream setting of parental choice or alternative specialist provision appropriate to individual need. The nearest LSC for pupils with Complex Learning Difficulties will be Maerdy Community Primary School (1.9 miles). The pupil affected by these proposals will be eligible for school transport to their nearest appropriate specialist setting in line with the Council's Learner Travel Policy.

### **Llantrisant Primary School**

Llantrisant Primary School is located at Coed Yr Esgob, Llantrisant, CF72 8EL. The school is an English medium provision and is situated in a modern style building. It is in good repair. The school currently has a Foundation Phase Observation and assessment Class for 8 – 10 pupils.

The pupil numbers and forecast information for Llantrisant Primary School from 2018-2020 are shown below and are obtained from the statutory PLASC which is undertaken in January each year. The pupil forecasts for Llantrisant Primary School are calculated in accordance with guidance issued by Welsh Government. The

numbers shown exclude nursery age pupils, as required by Welsh Government's Statutory School Organisation Code. However, nursery capacity is shown separately.

Pupil Numbers (excluding nursery) and forecast information:

School Name	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22	2022/ 23
Llantristant Primary School	115	112	102	102	96	89	85	81	84

Nursery pupil numbers and forecast information:

School Name	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22	2022/ 23
Llantristant Primary School	24	24	25	18	21	20	20	20	20

*Capacity: 155*

Llantristant Primary School was last inspected by Estyn in November 2015. The inspection comments are summarised as follows:

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

There are currently 5 pupils attending the Assessment and Observation LSC. No pupil will be affected by this proposal in September 2019.

## **Section 6**

### **Proposed New Provisions**

RCT County Borough Council proposes to create the following new LSCs provision with effect from the 1<sup>st</sup> of September 2019:

- Key Stage 3/4 LSC provision for pupils with SEBD at Ysgol Nant Gwyn
- Key Stage 3/4 LSC provision for pupils with Complex Learning Difficulties at Treorchy Comprehensive School

### **Background to the opening of new LSC's**

On the 3<sup>rd</sup> October 2018 Cabinet considered the Director of Education and Lifelong Learning's report on the Review of LSC Provision in RCT. Approval was given by Cabinet for the proposals to be consulted on in accordance with the School Organisation Code (2013).

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

The proposal to increase KS3/4 provision addresses the increasing demand for secondary LSC provision and the imbalance between the number of LSCs within mainstream primary and secondary settings

### **Information on schools affected by the proposals**

#### **Ysgol Nant Gwyn**

Ysgol Nant Gwyn is located at Llewellyn Street, Penycraig, CF40 1HQ. The school is a newly created 3 – 16 English medium provision and is situated on a site that has benefited from extensive modernisation and extension through the 21<sup>st</sup> Century School Modernisation Programme. The school does not currently have LSC provision.

The pupil numbers and forecast information for Ysgol Nant Gwyn from 2018-2020 are shown below and are obtained from the statutory PLASC which is undertaken in January each year. The pupil forecasts for Ysgol Nant Gwyn are calculated in accordance with guidance issued by Welsh Government. The numbers shown exclude nursery age pupils, as required by Welsh Government's Statutory School Organisation Code.

Projected pupil numbers (new school therefore no historical information is available)

School Name	2018/19	2019/20	2020/21	2021/22
Ysgol Nant Gwyn	997	1002	987	962

Nursery pupil numbers and forecast information:

School Name	2018/19	2019/20	2020/21	2021/22
Ysgol Nant Gwyn	15	20	20	20

Capacity: 1200

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

### Treorchy Comprehensive School

Treorchy Comprehensive School is located at Pengelli, Treorchy, CF42 6UL. The school is an English medium provision and is situated on a site that has benefited from extensive modernisation through the 21<sup>st</sup> Century school modernisation programme. The school does not currently have LSC provision.

The pupil numbers and forecast information for Treorchy Comprehensive School from 2018-2020 are shown below and are obtained from the statutory PLASC which is undertaken in January each year. The pupil forecasts for Ysgol Nant Gwyn are calculated in accordance with guidance issued by Welsh Government. The numbers shown exclude nursery age pupils, as required by Welsh Government's Statutory School Organisation Code.

Pupil Numbers and forecast information:

School Name	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22	2022/ 23
Treorchy Comprehensive School	1630	1609	1648	1650	1643	1667	1689	1698	1719

Capacity: 1687

Treorchy Comprehensive was last inspected by Estyn in March 2016. The inspection comments are summarised as follows:

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

The proposal will ensure that the current gap in secondary LSC provision for learners with Complex Learning Needs will be addressed.

### Consultation Response Pro-forma

In order to help the Council reach a decision, it would be very helpful if you could answer the following questions. Completed questionnaires should be returned to: Director of Education and Inclusion Services', Access and Inclusion Service, Ty Trevithick, Abercynon, CF45 4UQ or by fax to 01443 744024, or email to [A&IService@rctcbc.gov.uk](mailto:A&IService@rctcbc.gov.uk)

#### The Proposals

#### Proposal 1: The closure of the following LSC in August 2019:

- Heol y Celyn Primary School – Foundation Phase LSC for pupils with Complex Learning Difficulties
- Heol y Celyn Primary School – Key Stage 2 LSC for pupils with Complex Learning Difficulties
- Penrhys Primary School – Foundation Phase LSC for pupils with Complex Learning Difficulties (x1 class)
- Penywaun Primary School – Key Stage 2 LSC for pupils with Social, Emotional, Behavioural Difficulties
- Pontygwaith Primary School – Foundation LSC Phase for pupils with Complex Learning Difficulties
- Caradog Primary School – Key Stage 2 LSC for pupils with Complex Learning Difficulties

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

Please let us know the reasons for your choice

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#### Proposal 2: The relocation of the following LSC from September 2019:

- Foundation Phase LSC for pupils with Complex Learning Difficulties from Caradog Primary School to Cwmbach Primary School, creating a cross phase provision from Foundation Phase to Key Stage 2.
- Foundation Phase LSC for pupils with Complex Learning Difficulties from Penrhys Primary School to Maerdy Community Primary School, creating a cross phase provision from Foundation Phase to Key Stage 2
- Key Stage 2 LSC for pupils with Communication Disorders based at Hafod Primary School to Porth Community School (3-16 provision) creating a cross phase provision from Foundation Phase to Key Stage 4

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

Please let us know the reasons for your choice

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**Proposal 3: The re-designations of the following LSC's from 1<sup>st</sup> September 2019:**

- Foundation Phase LSC for pupils with Complex Learning Difficulties at Darran Park Primary and Foundation Phase Observation and Assessment Class at Llantrisant Primary to become Early Years Assessment and Intervention LSCs for pupils under compulsory school age with significant presenting needs.

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

Please let us know the reasons for your choice

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**Proposal 4: The creation of New LSC provision with effect from the 1st of September 2019:**

- Key Stage 3/4 LSC provision for pupils with SEBD at Ysgol Nant Gwyn
- Key Stage 3/4 LSC provision for pupils with Complex Learning Difficulties at a Comprehensive School to be confirmed following discussions with Headteachers

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

Please let us know the reasons for your choice

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

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

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7. Name (Optional). Please provide contact details if you wish to be notified of publication of the consultation report
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Thank you for taking the time to complete this questionnaire. Please forward completed questionnaires to the above address no later **than 5pm on the 30<sup>th</sup> November 2018.**

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DRAFT