



RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CABINET

24th JANUARY 2019

PROPOSAL TO RE-ALIGN LEARNING SUPPORT CLASS PROVISION WITHIN RCT

REPORT OF DIRECTOR OF EDUCATION AND INCLUSION SERVICES IN DISCUSSIONS WITH THE RELEVANT PORTFOLIO HOLDER, COUNCILLOR J ROSSER.

AUTHOR: Ceri Jones (01443 744004)

1. PURPOSE OF THE REPORT

- 1.1 The purpose of the report is to advise Members of the outcome of the recent consultation in respect of the proposal to realign the mainstream Learning Support Class (LSC) provision within Rhondda Cynon Taf (RCT) and to re-invest the funding to meet the identified needs of pupils.

2. RECOMMENDATIONS

It is recommended that the Cabinet:

- 2.1 Note the information contained within the attached consultation report, which includes details of items of correspondence received during the consultation exercise and notes of the various meetings held.
- 2.2 Note that Rhondda Cynon Taf will maintain its current level of significant financial investment in its Learning Support Class (LSC) provision whilst realigning its current provision to address identified gaps in existing provision.
- 2.3 Agree to progress the following proposals to realign the mainstream Learning Support Class (LSC) provision within Rhondda Cynon Taf (RCT) by issuing the appropriate statutory notices.
- 2.2.1 To create a new Key Stage 3/4 LSC provision for pupils with SEBD at Ysgol Nant Gwyn;
- 2.2.2 To create a new Key Stage 3/4 LSC provision for pupils with Complex Learning Difficulties at Treorchy Comprehensive School.
- 2.2.3 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;

- 2.2.4 To relocate 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. In discussion with the parents of the one child affected by this proposal, alternative provision will be made available.
- 2.2.5 To relocate 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
- 2.2.6 To relocate 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.
- 2.2.7 To close the Key Stage 2 LSC for pupils with Complex Learning Difficulties in Caradog Primary School – 8 pupils would access specialist placement at Cwmbach Primary School
- 2.2.8 To close the Foundation Phase LSC for pupils with Complex Learning Difficulties in Heol y Celyn Primary School – no pupils would be affected by the closure
- 2.2.9 To close the Foundation Phase LSC for pupils with Complex Learning Difficulties in Penrhys Primary School – no pupils would be affected by the closure;
- 2.2.10 To close the Key Stage 2 LSC for pupils with Social, Emotional, Behavioural Difficulties in Penywaun Primary School – no pupils would be affected by the closure;
- 2.2.11 To close the Foundation Phase LSC for pupils with Complex Learning Difficulties in Pontygwaith Primary School – no pupils would be affected by the closure;
- 2.2.12 To close the Key Stage 2 LSC for pupils with Complex Learning Difficulties in Heol y Celyn Primary School – the class would have only 2 pupils in 2019 and in discussion with the pupil's parents, alternative provision would be provided for the two pupils;

3. REASONS FOR RECOMMENDATIONS

- 3.1 To progress the proposal in accordance with the process outlined in Welsh Government legislative guidance (the School Organisation Code) so that an improved continuum of SEN provision can be achieved in RCT.

4. BACKGROUND

- 4.1 Members will recall that, at the meeting of Cabinet held on 3rd October 2018, approval was given to begin a process of formal consultation on a proposal to realign the of mainstream Learning Support Class (LSC) provision within Rhondda Cynon Taf (RCT).

5. CONSULTATION

- 5.1 The consultation process in respect of this proposal has been undertaken under the arrangements outlined in the Welsh Government's School Organisation Code, and was introduced on 19th October 2018. These arrangements stipulate that a Consultation Report must be prepared prior to the publication of any statutory notices which will progress the proposal. It further states that this Report must be published within 13 weeks of the end of the consultation period, which is 22nd March 2019 in this instance.
- 5.2 The Consultation Report prepared in respect of this particular proposal is attached at Appendix 1 for your attention. A number of key issues that were raised in the consultation feedback have been identified as key issues or recurring themes to which the LA has provided a collective response which is detailed in the 'Summary of Key Issues' section 6 of the Consultation Report. For details of correspondence received together with the responses given to the points raised in this correspondence please refer to Appendices 1a & 1b. Information in respect of meetings held to discuss the proposals, with copies of the notes taken at these meetings that outline the main areas of discussion are included Appendix 1c and 1d.
- 5.3 It must be noted that there has been a good response to this particular consultation process; 200 completed questionnaires, 87 letters, 2 petitions: 186 signatories from concerned residents of Penrhys Primary School and 2271 signatories from Hafod Primary School (of which 1173 were formal signatures and 1098 were submitted via an online petition) and a limited number of e mails were received. Approximately 100 School Council representatives attended meetings with Access & Inclusion Service staff and approximately 160 parents attended open evenings held to provide further information.
- 5.4 The table below reports the number and type of responses received for each individual proposal within the consultation document:

Proposal	Number of Responses				Disagree
	Questionnaire	Letter	Email	Petition	
Heol Y Celyn Primary School	0	0	1	0	1
Penrhys Primary School	66	76	0	186 signatures	328
Penywaun Primary School	0	0	0	0	0
Pontygwaith Primary School	0	0	0	0	0
Heol y Celyn Primary School	0	0	0	0	0
Caradog Primary School	2	0	0	0	2
Hafod Primary School	132	10	7	2271 (1173 formal signatures 1098 online petition)	2420
Darran Park Primary School	0	1	0	0	1
Ysgol Nant Gwyn	0	0	0	0	0
Treorchy Comprehensive School	0	0	0	0	0
Generic responses to the proposals	0	0	3	0	0

6. THE STATUTORY PROCESS

6.1 The statutory notices for this proposal will refer to the:

- Closure of the Foundation Phase LSC for pupils with Complex Learning Difficulties in Heol y Celyn Primary School;
- Closure of the Foundation Phase LSC for pupils with Complex Learning Difficulties in Penrhys Primary School;
- Closure of the Key Stage 2 LSC for pupils with Social, Emotional, Behavioural Difficulties in Penywaun Primary School;
- Closure of the Foundation Phase LSC for pupils with Complex Learning Difficulties in Pontygwaith Primary School;
- Closure of the Key Stage 2 LSC for pupils with Complex Learning Difficulties in Heol y Celyn Primary School;
- Closure of the Key Stage 2 LSC for pupils with Complex Learning Difficulties in Caradog Primary School (transferring to Cwmbach Primary School);
- Relocation of 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.
- Relocation of 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;
- relocation of 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
- Re-designation of 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;
- Opening of a new Key Stage 3/4 LSC provision for pupils with SEBD at Ysgol Nant Gwyn;
- Opening of a new Key Stage 3/4 LSC provision for pupils with Complex Learning Difficulties at Treorchy Comprehensive School.

The Statutory Notices will, if agreed, be published on 13th February 2019 and will allow for a 28 day period for objections, ending on 12th March 2019. If any objections are received, in accordance with the aforementioned Code an Objections Report will be prepared. This matter will then be reported to a future meeting of Cabinet, possibly in April 2019, for Members to receive and consider the Objections Report and to make a final decision on this proposal.

7. EQUALITY AND DIVERSITY IMPLICATIONS

7.1 Welsh Language and Community Impact Assessments are not required for these proposals. An Equality Impact Assessment was published on the Council's website together with the consultation document that outlines the proposal in detail. Copies of both reports are attached as Appendix 2 & 3 to this report.

8. FINANCIAL IMPLICATIONS

- 8.1 If the proposal to realign LSC provision within RCT is authorised to 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 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.

The funding will also be used 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.

9. LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED

- 9.1 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.
- 9.2 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.

10. LINKS TO THE CORPORATE AND NATIONAL PRIORITIES AND THE WELL-BEING OF FUTURE GENERATIONS ACT

- 10.1 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
- 10.2 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.

- 10.3 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.

11. CONCLUSION

- 11.1 Members are asked to consider the contents of the attached Consultation Report, to agree to its immediate publication and to give officers approval to publish the appropriate Statutory Notices to progress this proposal.



**PROPOSAL TO RE-ALIGN LEARNING SUPPORT CLASS
PROVISION WITHIN RCT**

CONSULTATION REPORT

Consultation Report

Proposal: to re-align Learning Support Class provision within Rhondda Cynon Taf

1. Purpose of the Consultation Report

This report is prepared in accordance with the Welsh Government's School Organisation Code. Its purpose is to inform the outcome of the consultation held during the period 19TH October and 21ST December 2018 between all stakeholders and interested parties listed below.

2. Who did we consult?

A copy of a consultation document which fully outlined and explained our proposal was sent to the following stakeholders. The document was also published on the Council website at www.rctcbc.gov.uk/schoolconsultations

- 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
- School Council
- 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

3. What did we consult on?

The proposals consulted on included:

Closing key LSCs due to no confirmed placements, diminishing numbers or poor access for learners with physical or medical needs. It was proposed that the following closures take effect from 31st 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.

Relocating key LSC provisions to ensure cross phase provisions in single sited, accessible school buildings. It was proposed that the following relocations take effect from 1st 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.

Re-designating LSC provisions to ensure a better match of provision to meet identified need. It was proposed that the following re-designations take effect from 1st 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.

Developing new secondary LSC provisions. It was 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

4. The consultation process

All stakeholders identified in section 2 were sent paper or electronic copies of our consultation documentation. All written feedback received are detailed in Appendix 1a and summarised in Appendix 1b. Consultation meetings were held for the staff, parents and pupils of the effected schools, the details and dates of these meetings are attached as Appendix 1c. Summary notes taken during a range of consultation events are detailed in Appendix 1d. These provide a record of questions raised, comments and statements made, with responses provided where appropriate.

5. Summary of responses to consultation

The table below reports the number and type of responses received for each individual proposal within the consultation document:

Proposal	Number of Responses				Disagree
	Questionnaire	Letter	Email	Petition	
Heol Y Celyn Primary School	0	0	1	0	1
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Darran Park Primary School	0	1	0	0	1
Ysgol Nant Gwyn	0	0	0	0	0
Treorchy Comprehensive School	0	0	0	0	0
Generic responses to the proposals	0	0	3	0	0

There has been a good response to this particular consultation process in relation to two of the proposals. This included 200 completed questionnaires, 87 letters and 2 petitions. The latter consisted of 186 signatories from concerned residents of Penrhys Primary School and 2271 signatories from Hafod Primary School (of which 1131 were formal signatures and 1098 were submitted via an online petition). A limited number of e mails were also received. Approximately 100 School Council representatives attended meetings with Access & Inclusion Service staff and approximately 160 parents attended open evenings held to provide further information.

6. Summary of Key Issues Raised and LA Responses

A detailed analysis of the consultation responses received are provided in Appendix 1b. The key themes emerging from this analysis are detailed as follows:

Issue raised	LA Responses
Distance / Travel time for pupils being relocated	Distances and travel times fall within the parameters outlines in the Welsh Government Learner Travel Guidance. Transportation to school would be provided in line with the Council's Learner Travel Policy and placement made in the nearest and most appropriate specialist setting.
Impact upon pupils	The change in provision has some implications for a relatively small number of pupils who currently attend LSCs. To minimise any potential negative impact upon individual pupils, parents will be provided with the opportunity to discuss whether they wish for their child to attend the nearest comparable specialist provision or to remain in their current mainstream schools with a bespoke package of support.
LSCs currently hosted by smaller mainstream school settings are deemed to provide better provision	The LA has a number of LSCs that have been successfully based in large school settings over many years where high quality provision is made for pupils in the LSC. This includes small group inclusion opportunities, both educational and social, and where all of the benefits of having a LSC are equally evident, valued and effective in both large and small school environments. The size of the school has not been a key factor in determining whether a LSC for pupils with ASD/CD is successful or effective. There is no evidence to suggest that pupils in the LSCs find larger school settings overwhelming or that there is a detrimental impact upon the educational progress or wellbeing of the pupils.
Transition of current LSC pupils to new LSC settings	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 in line with their mainstream peers. Robust transition plans will be put in place for any pupils directly affected by the proposals, which will be planned collaboratively with parents and staff and involve additional support from specialist members of staff from Access and Inclusion.
Re-deployment of staff and changes of terms and conditions of employment	Guidance from HR and how the process would proceed with Trade Unions was outlined to staff. Should the proposal be accepted further discussions will be held with all staff, HR and Trade Union representatives following the statutory notice period. Staff were satisfied with the proposed arrangements.
Inclusion of SEN pupils within mainstream settings	There is an expectation that pupils in all LSCs will have mainstream inclusion opportunities. This forms part of the LA's monitoring protocol for LSCs. Pupils who currently attend LSC provision in the mainstream schools to which the relocations are proposed are fully included in school activities, both curricular and extra-curricular including school trips, concerts and presentations. The LSCs are integral to the ethos of the host schools and families and pupils are treated equitably alongside mainstream peers. The relocation of LSCs will ensure that a higher number of LSCs will be based in fully accessible and high quality educational environments that have benefited from significant investment from the 21 st Century Schools Modernisation Programme.

Criteria for Specialist Placement	The consultation does not include a proposal relating to specialist placement criteria.
Closure of mainstream settings	The consultation relates to LSC provision and does not include the proposed closure of any mainstream settings.
Rationale for change	<p>This is based on:</p> <p>Data analysis of current and projected pupil need to ensure that the number of LSCs with surplus places is addressed and to realign provision in line with identified needs.</p> <p>The opportunity to enhance the number of specialist LSC provisions within mainstream settings to minimise unnecessary transition for pupils between specialist settings in different schools which would provide equity for pupils in need of specialist provision to remain in one school setting as is generally available to mainstream peers.</p> <p>To ensure that a larger number of LSCs and their pupils access specialist provision in school settings that have benefited from significant investment from the 21st Century Schools Modernisation Programme</p>
General agreement with need for Key Stage 3/4 provision	Responses recognised the need for additional Key Stage 3/4 provision within RCT
Loss of LSC provision from within current school setting and loss of teaching staff	<p>The LA recognises how much the LSCs and their pupils are valued by their host school settings proposed for change and how much they have added to the inclusive ethos of the schools. However the proposals aims to enhance LSC provision within the LA as outlined in the rationale for change.</p> <p>It is pleasing to note the positive comments on the quality of provision. There will be opportunities for the LA to retain LSC specialist staff when implementing the realignment of LSC provision. Redeployment opportunities can also be explored where required.</p>
Discussions about individual pupils' provision	These issues will be addressed with parents on an individual basis (where appropriate). Clear options are outlined in the consultation document and will be discussed further should approval be given to progress to statutory notice. This could involve additional support in a mainstream setting of parental choice or alternative specialist provision appropriate to individual need should parents not wish for their child to access the designated LSC.
Concerns regarding the quality of relocated LSC provision where LSC provision has currently	The LA has no evidence to suggest that the mainstream schools to which the LSCs are proposed to relocate will not be able to provide high quality, inclusive educational and extracurricular opportunities to the pupils in the LSCs. The schools currently successfully host LSCs and the proposed relocations would merely enhance their LSC provision.

<p>been considered to be effective</p>	<p>The proposed mainstream host schools have strong leadership teams whose performance will be scrutinised and challenged in accordance with established quality assurance processes within RCT and the wider Central South Consortium. Access and Inclusion also has well established Quality Assurance processes for monitoring and challenging the performance of all of its individual LSCs and this process would continue following the proposed relocations of provisions.</p>
<p>Reducing funding for specialist provision</p>	<p>The proposals do not involve any reduction in funding for LSC provision across RCT. If the proposals proceed, funding will be redirected to establish provisions that address growing need and to improve the quality of specialist provision within RCT.</p>
<p>Changes to capacity for LSCs proposed to relocate to Maerdy and Porth Community School</p>	<p>The consultation does not include a proposal in relation to changes to the capacity of the LSCs.</p>
<p>Meeting the SEN / ALN of LSC pupils in relocated provisions</p>	<p>All pupils will continue to have IEP's in line with the requirement of the SEN Code of Practice. There will be no change in practice in relation to ensuring that the IEPs are implemented appropriately. The LA has a robust quality assurance process to ensure that this is the case in all of its LSCs.</p> <p>The pupil's statements of special educational needs will continue to be implemented before, during and after the relocations, if this proposal proceeds. A robust transition plan will be put in place to support the pupils to transition to their new setting by staff experienced in supporting pupils with additional learning needs though it should be noted that many pupils will have had a much shorter transition process from their previous mainstream school into their current LSCs. Any plans will be shared with parents.</p> <p>The proposed relocations will ensure that pupils will be able to have cross phase provisions within settings that have well established LSC provision. The proposal will also create enhanced opportunities for collaborative working between the LSCs within different phases which will benefit both pupils and staff in sharing expertise.</p> <p>There will be no reduction/anticipated change to the support provided by external agencies /professionals. However, a cross-phase provision provides the opportunity for the LA to provide more consistent input from services such as Educational Psychology Service, by potentially allocating all provisions within the setting to one educational psychologist for continuity.</p>
<p>Additional benefits of relocation of Hafod CDU to Porth Community</p>	<p>Relocating to Porth Community would enable pupils to access subject specialist staff and specialist subject facilities e.g. science rooms, design and technology, PE facilities. Also specialised facilities as noted above will be accessed during year 5/6 as part of the inclusive middle</p>

	school. It is the intention that pupils within the LSC will have access to these facilities in line with mainstream peers. These resources will also enhance opportunities to facilitate extra learning for pupils throughout FP and KS2 who are more able and talented.
Concerns regarding access to the wider community in Porth compared to current location in Hafod Primary	There are a number of local amenities that can be accessed by pupils in Porth Community. Some will be accessed by foot and others will require transport as is the case for the majority of schools in RCT.

A response was received from ESTYN which in line with School Organisation Code is to be presented in full below

7. Estyn's response to the proposal from Rhondda Cynon Taf regarding learning support centres which will take effect during September 2019

Introduction

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

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

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

This consultation proposal is from Rhondda Cynon Taf (RCT) County Borough Council. The proposal contains four elements, which include the closure of some learning support centres (LSCs), the relocation of others, and the re-designation of others. In addition it is also proposed to put in place some new provision. These proposals are to take effect during September 2019.

Summary/ Conclusion

This is a complex proposal which attempts to realign current learning support provision with identified need within the local authority, and to expand services through the addition of some new provision.

The proposal contains four elements. These are

- *the closure of identified LSCs due to no confirmed placements, diminishing numbers or poor access for learners with physical or medical needs;*

- *the relocation of some LSCs to ensure cross phase provisions in single sited, accessible sites;*
- *the proposed development of new provision and*
- *the re-designation of some LSCs to better match provision to identified need*

It is Estyn's opinion that the proposal is likely to improve the current standards of educational provision for pupils with special educational needs (SEN) in the English medium sector.

Description and benefits

This is a broad strategy to improve provision for pupils with SEN educated in RCT, and which encompass provision in early years, Foundation Phase, and key stages 2, 3 and 4. The strategy is concerned with addressing a range of needs, e.g. putting in place early intervention and preventative approaches, avoiding unnecessary transition across schools, the creation of capacity for outreach support from special schools for mainstream provision and the reduction of surplus places.

The proposal sets out clearly the current legislative basis for the provision of SEN support for those pupils who need it, and describes the commitments made by the local authority to ensure all pupils eligible have appropriate access. The proposal makes a good case for not staying with the status quo, based on analysis of undertaken by the local authority. The outcomes of this analysis indicate that:

- *there is significant surplus capacity in primary sector*
- *there is insufficient provision in the early years sector*
- *there is insufficient provision in the secondary sector*
- *the current distribution of provision across the local authority means some pupils must make unnecessary transition between schools at the end of key stages*
- *some LSCs would benefit from relocation to fully accessible schools that have benefited from the 21st Century School Modernisation and investment.*

The proposal sets out clearly each of the four separate elements to the overall strategy and provides a clear commentary regarding the specific locations of the current provision to be changed, along with an analysis of the impact of each one.

The proposal includes an assessment of the advantages and the disadvantages arising from the implementation of the strategy. However, the analysis does not explore in enough detail the disadvantages identified, rather the weight of the text sits with the presumed advantages and mitigating factors. Although the premise that there are few disadvantages is probably sound, it is difficult to say for certain that this is so, due to the lack of detail in this part of the proposal.

The proposal identifies clearly the transport implications arising from the strategy. It is expected that the strategy will achieve a reduction in the demand for transport, due to more easily accessed provision linked to the areas where there is greatest need. In addition the local authority has clearly committed itself to providing transport for those pupils who will need it.

The proposal does not provide any detailed analysis or commentary on the implication of these changes for Welsh medium education provision or whether or not there is a need for Welsh language support for pupils with SEN. All schools affected by the strategy are English medium, except for one, which is a bilingual school.

The proposal sets out clearly the financial implications of the strategy and some of the benefits from closing provision where there is either no demand or minimal demand.

The proposal identifies the staffing implications arising from the strategy. As staff are contracted to work across the local authority, there are no specific issues for redundancy identified from the closure or changed location of any specific piece of provision.

Educational aspects of the proposal

The proposal appropriately considers the likely impact of the strategy on education standards, provision and leadership. It takes into account the impact of each of the four proposed changes within the strategy for each individual school where there is an expected impact. This analysis makes clear reference to the outcomes of the most recent Estyn inspections on these schools, but does not reference intelligence from the Regional Consortium's categorisation of these schools.

8. Conclusion

The feedback received from stakeholders has been used to inform the final proposals presented to Cabinet. The recommendation is that this report is published and at the appropriate time a statutory notice be published.

Scanned consultation responses, letters and emails

DRAFT



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

December 12th 2018

Dear Gaynor Davies,

As part of the Consultation on the document "Review of Learning Support Provision within Rhondda Cynon Taff" I am writing to express my opposition to the Local Authority proposal to relocate the KS2 Communication Disorder Class at Hafod Primary School to Porth Community School from September 2019.

I have 23 years' experience as a Special Needs teacher. I have been the Class Teacher in Hafod Primary CDC for 21 years and I was the teacher when the class was established in 1997, the first of its kind in RCT. In that time I have worked closely with children with ASD, their families and other agencies. I have experience of developing bespoke programmes in response to a range of pupil needs including, social communication, sensory integration, literacy difficulties and positive behaviour management. In Hafod Primary I am fortunate enough to be part of a dedicated and close knit staff team. Support staff, mainstream teachers, a leadership team highly experienced in ALN and a supportive community all work together to ensure our pupils in the CDC have a wide range of opportunities for inclusion with their mainstream peers.

I understand the main points from the proposal to relocate the KS2 CDC from Hafod Primary to Porth Community School are as follows: To create a cross phase ASD/CDC provision from Foundation Phase to Key Stage 4 enabling pupils to have "seamless transition" between key stages. To provide new, modern facilities and resources that are fit for the 21st Century and which are fully accessible to comply with the Equality Act (2010).

I am sure the management team in Porth Community School are committed to welcoming and establishing a KS2 CDC/ASD class. I appreciate that such cross phase provision may have some benefits for staff to share information and cascade skills. It would also provide a familiarity of provision for those pupils who may transition right through from Foundation Phase to Key Stage 4. Pupils would also benefit from modern facilities and resources from 21st Century team investment.

However, in serving the interests of our pupils I would like to highlight the following features at Hafod Primary in response to this proposal: the support of the whole staff team and the community, school size and organisation of classes, supported inclusion, transition and ease of access on foot to local amenities to develop social communication skills.

Hafod Primary is such a small school and it has a leadership team highly experienced in ALN. The whole school staff is led by this commitment and vision. All the staff know the children in the CDC and we work closely together as a team. The Head teacher, mainstream teachers and support staff frequently provide incidental support to CDC staff and pupils. Information is shared readily and extra support can be mobilised and provided quickly. This has proved invaluable in response to more challenging situations on numerous occasions. The staff in the CDC always know we can call upon the help of other staff at the drop of a hat.

It is worth noting at this point that the majority of pupils which transition to Hafod CDC from other provisions are from mainstream classes (2/3 of the total number of pupils in the past ten years). Several of these children over the years have come from provisions where their engagement in the education process and their self-esteem has come to be "fractured" or "broken". The unique characteristics of Hafod Primary, its staff team and community has enabled pupils to slowly "re-build" in a small, familiar and low arousal environment. The fact that these pupils have settled and transitioned to various KS3 provisions is thanks to the support of parents, whole school staff and the community not just to the staff in the CDC. Shifting the CDC away from Hafod Primary will mean cutting ties with such a valuable resource.

At Hafod the CDC is in close proximity to other areas of the school, resources and other staff including the Head teacher's office. I have enclosed pupil's work "School Survey". This illustrates the distance in steps and in time from the pupils' classroom "Dosbarth Coch" to other areas in the school. This helps to alleviate anxiety for many of our pupils who experience difficulties with transition times throughout the school day. This factor is also invaluable in developing pupil confidence, independence and self-esteem.

The ALN Code of Practice states, "*Pupils must be supported to participate in mainstream education and in National Curriculum as fully as possible wherever feasible.*"

Our smaller cohort numbers and mixed year mainstream classes mean we are able to offer flexible and adaptable frameworks for inclusion taking into account any difficulties with sensory integration. This is demonstrated year after year in both academic and social inclusion for our CDC pupils. At present in Hafod Primary one member of staff provides supported inclusion for both a year 5 and year 6 pupil in the same mixed year 5/6 mainstream class for maths. One staff member is often released to support a small group of CDC pupils for other academic or social inclusion in either Year 3/4 class or year 5/6 class. This leaves enough cover in the CDC for remaining pupils.

Pupils integrate as a whole class incidentally throughout the day and also for special events and workshops. Pupils in the CDC are always representative members on the School Council, Eco Committee and Criw Cymraeg. The strong PTA at Hafod is supported by many parents and people in the local community. Our CDC pupils are fully embraced by the wider community as well as the children and staff in the school. Competitions and events are arranged by the PTA and our pupils in the CDC take part alongside their mainstream peers.

I hold no disrespect for Porth Community School and I do not doubt the commitment of its management team to welcome and support a CDC at KS2. However I am concerned that the

frequency, quality and range of supported inclusion the pupils have in their current setting at Hafod will be greatly impaired if the proposal goes ahead. A large 3-16 provision with straight year classes averaging 30 pupils in size and a situation whereby the CDC would straddle two different timetables between lower school (years 3 /4) and middle school (years 5/6) would impact on the logistics of arranging effective supported inclusion for our pupils. With the best will in the world there is a limit to which staffing resources can be stretched across two different timetables. I have already raised my concern with Access and Inclusion on this issue and so far the following response has been received *"Timetabling issues should not be a problem as this will be a discrete key stage 2 provision."* I need clarification on the implications of this for pupil inclusion. In planning for supported pupil inclusion which timetable do we follow then? If we have a year 4 pupil who can integrate for maths and a year 6 pupil, which one do we prioritise for supported inclusion opportunities? These are the issues we will have to contend with as a staff team.

I am not suggesting that inclusion at Hafod is perfect. Every model has room for improvement. I wish to highlight though that the unique size of the school and class structures enables us to develop more flexible and adaptable frameworks for inclusion than can be offered in any large 3-16 provision, with straight year classes which average in size 30 pupils and where the KS2 CDC class would straddle two different timetables.

The proposal emphasises the importance of creating such cross phase provision under one roof to achieve "seamless transition" between key stages. However in the past 10 years out of the 30 pupils which have transitioned to Hafod CDC 10 children have come from a Foundation Phase ASD/CDC or other LS provision as opposed to 20 children from a range of mainstream provisions at Foundation phase and KS2. This trend means the advantage of "seamless transition" outlined in the proposal does not apply for the majority of pupils.

Leaving these figures aside I view transition between schools positively. Pupils that experience such change with good support have the benefit of learning the essential life skill and strategies to help adapt to new people and environments. When year 6 pupils prepare to leave our CDC they are encouraged to reflect upon their previous experiences of leaving their Foundation Phase provisions. Year 5/6 pupils are often selected to be buddies for new pupils entering Hafod CDC. This responsibility develops self -esteem and empowers them to view their own pending transition positively. Our recent LA Supportive Review (June 2018) states that pupils in Hafod Primary CDC are well supported in transition from Foundation Phase to our CDC and also from our CDC to KS3 provision.

As all pupils eventually leave school I believe they need to have relevant experience of major change to draw upon to help them transition to adult life. This learning curve is even more paramount for our pupils with ASD and social communication difficulties. It is also worth remembering that the CDC at Hafod Primary is not the only CDC in RCT that does not have cross phase provision on the same site. In our initial meeting it was noted that Hafod Primary has been selected for relocation based purely on its proximity to Porth Community School.

Hafod Primary is unique in that it boasts ease of access to local amenities. This is unsurpassed by many other schools, including Porth Community School. The geographical location of

Hafod Primary allows pupils to reach a range of local amenities safely on foot. The Heritage Park, Barry Sidings Countryside Park and Café, Trehafod train station, McColls shop, the football field, Trehafod Village Hall and the Taff Trail are all within safe walking distance of the school. We provide inclusive opportunities for pupils to develop their social communication skills in the village; an environment and community within which they feel safe, are familiar with and are part of.

I have enclosed pupil's work "*The Seven Wonders of Trehafod*" to illustrate the range of local amenities which are a stone's throw from the school. The children have timed how long it takes to walk to these amenities and have also illustrated and described some recent visits. The added advantage of being able to go on foot means we often embrace many integrated trips with our mainstream classes in Hafod Primary.

If the proposal goes ahead the pupils would have a new classroom and modern facilities but a relocation to Porth Community School ultimately means a relocation to the outskirts of Porth. No longer will our pupils have ease of access on foot to a wide range of inclusive opportunities within the local community which supports development of their social skills. No longer will they be part of that community. In my opinion it is essential the authority keeps this CDC provision in Hafod to enable us to preserve and continue to develop such inclusive opportunities for our pupils.

Prior to 1997, two parents campaigned for the rights of their own children with ASD to have opportunities for social and academic inclusion with mainstream children in a mainstream setting. They were successful and our late Head teacher [REDACTED] was instrumental in securing this provision at Hafod Primary. Thanks to many other parents, local authority investment and the commitment of schools, inclusive provision for children with ASD has expanded and developed throughout RCT.

In Sept 2016 numbers increased by 25% in Hafod CDC from 8 to 10 children in as it has done in other provisions across the authority. In our initial meeting with Access and Inclusion on November 13th it was noted there is no "ceiling" on class numbers and it was suggested that numbers of 11 and possibly 12 could become the norm in ASD/CDC classes. If this materialises it would mean a 50% increase in such Learning Support class sizes since September 2016. In light of this I welcome the establishment of a KS2 CDC provision in Porth Community School in addition to the CDC class at Hafod not instead of it. A parent queried why there could not be a KS2 provision in Porth and one in Hafod in the meeting on November 13th. It was pointed out that statistics and data analysis project there will not be an increase in need for more places for children with ASD in the authority.

As the proposal does not include plans to provide more places for ASD/CDC pupils, there now exists a gap in such provision at Porth Community School. On paper relocating Hafod Primary CDC now seems the obvious solution to bridge the gap as it would create cross phase provision from Foundation Phase through to KS4. Although this is in the initial proposal stage, it does feel very much like a *fait accompli*.

It is with great sadness that I write this letter as I believe the real cost of this proposed relocation will be paid for by the pupils whose interests we are supposed to serve. The CDC is

integral to the whole school and community. This is reflected daily in the level of whole school support and inclusion within school and the wider community. The authority may view the proposed relocation as a paper exercise but all of us at Hafod know we are on the threshold of such a significant loss for pupils, parents, community and staff.

Thank you for taking the time to read this letter. In the interest of our pupils I hope you are able to reconsider the proposal to relocate Hafod Primary CDC.

Yours Sincerely

A redacted signature consisting of two thick black horizontal bars. The top bar is shorter and wider, while the bottom bar is longer and narrower, together forming a stylized signature.

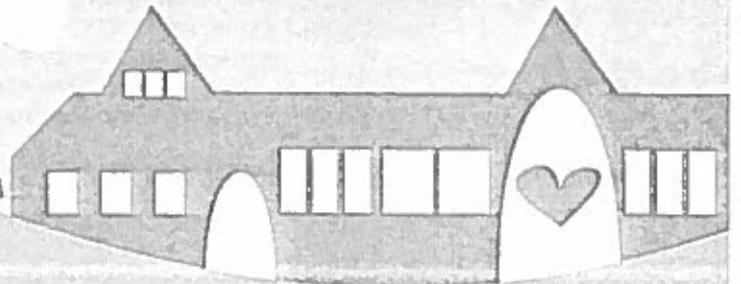
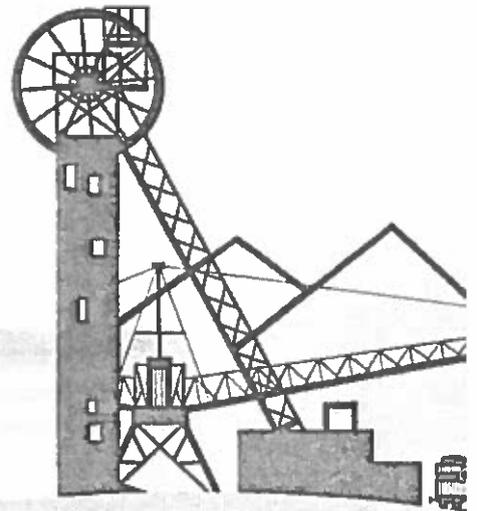
SAVE DOSBARTH COCH



HEART OF HAFOD PRIMARY

21

YEARS OF
ACHIEVING
& BELIEVING



Response to proposal by [REDACTED]
Parent of Hafod Primary KS2 LSC pupil



Proposal 2:

**The relocation of the following LSC from September 2019:
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 KeyStage 4**

Do you agree with the proposal? (please circle)

YES

NO

NOT SURE

Please let us know the reasons for your choice

No evidence that the proposal will work and be a 'better' provision for my son. I have many concerns and queries. I am a worried parent and need my worries considered and questions answered please. SAVE OUSBARTH COUNCIL

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

Please read booklet supplied as part of my response - additional information. After this was written I finally had the opportunity to visit Porth provision. Headteacher was welcoming and fully understood why I had concerns [PRO

Please indicate who you are

(e.g. parent of a pupil at named school, governor at named school etc.)

PARENT OF CDU PUPIL (HAFOD PRIMARY CDU)

Name (Optional). Please provide contact details if you wish to be notified of publication of the consultation report

Thank you for taking the time to complete this questionnaire.
Please forward completed questionnaires to the below address no later than 5pm on the 21st December 2018.

The Council is committed to keeping your personal information safe and secure and keeping you informed about how we use your information. To learn about how your privacy is protected and how and why we use your personal information to provide you with services, please visit our Consultation privacy notice here:

www.rctcbc.gov.uk/serviceprivacynotice

and the Council's data protection pages here: www.rctcbc.gov.uk/dataprotection.

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

The facilities were new but my concerns and questions still remain. I was surprised to hear 'we need excellence to be excellent' ~ which reflected that the proposal is benefiting the school, not the pupils (as a priority). We have been promised that the children will be OK and are wanted ~ but I am still not convinced the relocation is in best interest for my son.

An excellent provision has been selected to fill the gap of a new provision for them to benefit, yet it will be affected greatly; relationships broken and disruption for our children, not to mention not understanding why this has happened. An excellent provision with disruption and 'excellence' could potentially be destroyed - causing problems for my son ~ this could result in an adequate provision. Why can't there be two CDUs and Hatfield Primary transition to KS3 CDUs as normal, along with other RCT CDUs?

I don't believe Poth can be like Hatfield. The facilities are great but very hospital like! - in fact, I thanked the headteacher for the opportunity and told her that she will do her best if LA decide that the proposal will proceed - a comfort. I am so happy with Hatfield Primary provision - my son has improved tremendously. I am worried that this will be detrimental to his learning - setting him back the longer it takes to get him the support he has. Please consider my concerns ~ I must support an excellent school - so much to thank them for!

Ms Gaynor Davies
Director of Education and Inclusion Services,
Access and Inclusion Service,
Ty Trevithick,
Abercynon, CF45 4UQ

Subject:

Consultation response and objection to: Proposal 2: The relocation of the following LSC from September 2019: 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

Dear Ms Davies,

I am distraught on hearing the proposal plans to relocate Hafod Primary CDU to Porth Community School. I specifically chose to place my son at Hafod Primary's CDU (Dosbarth Coch) due to its outstanding reputation. Within the first few weeks of my son attending Hafod Primary I was amazed at the community involvement and support of all staff, students and families. There is 100% integration and remarkable opportunities offered to pupils inside and outside school hours. Everyone is friendly and know each other, helping when needed no matter what pupil or class – one big school family. My son is happy and thriving in a small, nurturing learning environment, with excellent support and provision for his individual additional learning needs. My son was branded by healthcare and educational professionals as a "complicated case" – within one month of attending Hafod Primary CDU, my son could write his name and the teachers immediately understood him even though he had no diagnosis. For the first time in years I had no battle, minor concerns and no anxiety. I am apprehensive about this proposal. My son did not receive diagnosis until May this year – so there has been considerable years of worry and stress.

Dosbarth Coch (KS2 CDU Hafod Primary) has been achieving for 21 years and already provides and exceeds the proposed advantages for the CDU relocation to Porth Community School. A large new school with no previous experience/ history with Key stage 1 & 2 CDU provision is a concern. It's not only about the size of the school, as reported – we are all aware it's a very large and a new provision – this is a fear, but there are many other issues and disadvantages if this proposal should go ahead. Porth Community School is yet to prove it is a provision of high standard and suitable for my son and his additional learning needs. Aberdare Community School Estyn inspection report (May 2018) is deplorable.

Unfortunately, I have heard and read more bad comments than good, and therefore clearly aware that the school is still experiencing problems after the merger. I am extremely disappointed that it took a considerable amount of time to secure a visit to view Porth Community School. Unfortunately, Access and Inclusion have let my son down several times over the years (requests for visits, testing, occupational therapy referral, and ados assessment delay in 2018). We need evidence and we need to see the provision deemed more 'beneficial' than Hafod Primary. I also have a younger son that has just started Hafod Primary – I chose to send him here not only to be with his brother but because it really is an excellent educational provision – with proof that it is successful. My nephew also attends the school and my sister selected Hafod Primary over the early negative experience that I had with my son in Porth Infants – the first year or so was traumatic (diary kept, son excluded from first concert when music was his strength, removed from class frequently for being 'disruptive', separated in yard which continued into older classes for his 'safety', etc).

Hafod Primary have a proven track record of successful transition and 21st century modernisation and investment does not mean the 'best' duty of care for my son and other Hafod CDU pupils. Please listen to the parents of Dosbarth Coch pupils and Hafod Community – we are happy and want our children to stay! How can it be proposed best with no care plan yet put in place, viewing arranged days before consultation ends, empty promises and questions unanswered. Dosbarth Coch pupils have full inclusion, wonderful opportunities – supported by dedicated staff, voluntary PTA group and a loyal community. Any person if given the choice will choose 21 years of experience over a new build. We are being treated unfairly, not being heard or considered and there is clear evidence that this proposal seems to be a 'done deal' and 'unjust'. The LA representatives clearly stated to a considerable number of concerned parents that 'only one CDU provision can exist'. Surely two will be a great benefit in RCT education. If cost is not the issue, why can't there be two CDU provisions?

Not all Hafod CDU pupils choose to progress to Porth – plus, how can you have cross phase transition from KS2 to KS3 which is a much larger provision (3 classes for KS3/ KS4 as reported by councillor in newspaper)? If other school KS2 CDUs are transitioning to Porth KS3 then why can't Hafod CDU remain open and transfer as normal from Hafod Primary? As mentioned, we have a proven track record of successful transition and all pupils experience transition in their lives. Same site move doesn't reflect that it will be an effective one! The only advantage we believe Porth Community has is a "new build" and built in readiness to have SEN facility (plans 2016 – clearly labelled). The problem has been caused by RCTCBC and 'sufficient time' not considered for transfer. I have no current concern of KS3/ 4 as it's an existing provision, and benefitted from funding and development. My son has had the opportunity to meet [REDACTED] from Porth Community School several times – whom he is already very fond of and he is aware that this teacher is from the 'big school'. LA representatives said in the consultation meeting that 'too long to transition is detrimental' – We all disagreed! Not enough time is certainly detrimental!

I have given your proposal careful contemplation and have formed my own report detailing exactly how I feel, my concerns and how it will affect my son, family and others of Hafod Primary. I hope that all points are taken into consideration and I appreciate it may be repetitive in parts, but I need to comment on each section in detail, in comparison to the consultation report received. Over the years I have fought for my son to have the best start in life and education that he needs. I have experienced struggles, communication breakdown, stress and great anxiety – whilst working full time and being the best mother I could be. I am against this proposal for appropriate reasons. If this proposal proceeds it will affect my son and detrimental to his well-being and education and I am not prepared to let this happen. LA were not helping by keeping Porth Community SEN provision a 'secret' – To receive a letter informing of a visit, just days before consultation ends is outrageous. This should have been a priority by LA and arranged early consultation without having to be asked and chased for permission to visit.

Yours Sincerely

[REDACTED]
Parent of Dosbarth Coch pupil
KS2 Hafod Primary CDU

Summary of concerns

- Visit refusal/ delay to view Porth community School.
 - Move to a large provision that is still struggling from merger.
 - No care plan in place during consultation
 - No evidence that Porth is a suitable provision – yet to be inspected by Estyn. Aberdare Community School (after RCT investment) – very poor report (adequate and needs improvement).
 - Significant impact on Hafod Primary School and community.
 - Porth Community schools (prior to merge) have no history or experience of KS1/ KS2 CDU. KS1 pupils were gained via closed provision by RCTCBC.
 - Full integration concerns.
 - Hafod CDU Staff jobs at risk – LA confirmed that they may not be able to transfer with pupils if proposal proceeds.
 - Council created this problem – SEN classrooms labelled on 2016 Porth Community School plans – undemocratic. LA have had years to prepare us of proposal and therefore opportunity for two years required for transition.
 - Not enough time for transition – unjust – welfare of child not considered.
 - Detrimental to my son's wellbeing/ learning and the family – new routine/ issues.
 - Classroom size concern and separated yard at Porth Community School (visit will allow us to view)
 - Transport concern for my son – confirmed by LA possibly not eligible for taxi after relocation.
-

Questions and continued concerns

Following Consultation meeting 13.11.18 with LA representatives.

ONE:

Is the relocation essential? What evidence do you have that Porth Community School KS2 CDU will be a "better" provision than Hafod Primary CDU? Previous schools before merge to form Porth Community School, had no CDU provision and therefore no experience and not specialised in providing support for ASD/ CDU pupils. KS1 CDU pupils were gained at Porth from September 2018, due to closing a provision, KS3/4 provision cannot be used as a benefit for the gain of Hafod Primary CDU pupils, as this is a separate school on the site – the concern is KS2 provision in this proposal. LA representatives in the meeting held at Hafod Primary 13 November, mentioned a current headteacher of Porth Community School, having experience of working in a SEN provision – but this person will not be available daily for or directly involved for KS2. Why is this being used as an additional advantage? Experience and development at comprehensive level, doesn't mean that KS1/ KS2 will work effectively – so LA in meeting should not use this to ease anxiety for Hafod Primary parents and staff concerned – we need "evidence" that this WILL work. LA representatives also mentioned that relocations/ closures for LSC provisions in RCT happened a few years ago and was very successful – but this was to a super school that has now received a bad review. They kept repeating 'we will try', 'we will strive' – if it has been done before successfully – why haven't we got definite answers/ evidence provided and why are there clear issues/ concerns for relocation?

National Autistic Society Statistic:

"63% of children on the autism spectrum are not in the kind of school their parents believe would best support them."

Reid, B. (2011). Great Expectations. London: The National Autistic Society, p18

We are parents that are happy with current provision for our son and therefore within the minority of 37% and extremely lucky to have this excellent ASD/ CDU provision – that is already meeting advantages proposed for relocation and more! I was so overwhelmed with how the school welcomed my son, becoming part of a wonderful community – that I made the decision to send my youngest son to Hafod Primary, over the new Porth Community School. There is no evidence that this proposal will work – give us evidence, facts and figures that Porth is best for my son – hence the persistence to see the provision.

TWO:

LA representatives confirmed, when questioned, that "only one CDU Unit can exist" – it will be impossible to keep two CDU provisions in the area. It is proven that ASD diagnosis is late, places in SEN provision are difficult to secure and high demand for them – why close a successful CDU. LA representatives disagreed and said that Hafod Primary CDU is not 'closing' – but proposed to 'relocate'. This is incorrect. . . if this proposal goes ahead Hafod Primary will no longer have a CDU provision – it will be closed. **Why was Porth Community School built and plans viewed, clearly displaying 'SEN classrooms' when there was no CDU provision before school merge, and is no KS2 provision currently?** This has clearly been decided upon in preparation for 21st century modernisation and investment at Porth Community School planning and long before this proposal. This determines a 'done deal' and therefore holding this consultation proposal for this relocation is 'undemocratic'

THREE:

LA representatives confirmed in meeting that the employment of Hafod Primary CDU staff is at risk, if proposal proceeds to relocation. This is a concern – there is a very short time for pupils, parents and staff to adjust, late visit only offered by request, no care plan issued in preparation as promised (in the proposal consultation document provided) and this is imperative for effective transition/ continuity 'helping my child settle'. Parents were informed in LA meeting and I personally informed via email from [REDACTED] that there is an empty KS2 class, so therefore no pupils and no staff present. No reason why the existing Hafod Primary CDU staff can't transfer if proposal should go ahead – Hafod Primary CDU are not 'merging' with another CDU into Porth provision – so no 'fight' for employment. **Why are the Hafod CDU staff jobs confirmed 'not safe' by LA?** This is suspicious, as I were refused a visit when asked and parents did not have clear answers to their concerns – repetitions of proposal and using 'significant years' at comprehensive level CDU as an advantage. I am fully aware of how the comprehensive unit was as I attended Porth County Comprehensive School. I have heard it has developed and improved. . .but it needed to as I had a friend in the unit who couldnt leave at break time for her safety but friends were not allowed in (too small). I have no concerns for the comprehensive level of CDU provision – I have heard good comments and children/ parents seem happy in this level. The uncertainty of Hafod Primary staff employment, portrays a high possibility that staff are already secured ready at the new provision, if this should go ahead.

FOUR:

How many places will be available in the KS2 provision at Porth Community School? Hafod CDU have always achieved full places until September 2018 and have an exceptional status. I am concerned that the class size (number of places) could possibly increase in the future, if this proposal goes ahead, due to 'cross-phase provision' aim – and therefore to the larger provision at KS3/4. **If other KS2 CDUs in Rhondda Cynon Taf exist and pupils' transition into KS3 provision in Porth Community School, why can't Hafod Primary CDU remain open and do the same?** Hafod Primary CDU have a proven track record of successful transition. **Will there be a risk of other closures of RCT CDU and therefore resulting in a large class at Porth Community School in the future?** ASD children need routine, continuity and a small nurturing learning environment to thrive – exactly what they have now and more in Hafod Primary – why tear this apart? The welfare of my son has not been considered in this proposal and nothing has been done in this first month of the proposal to reassure parents, support children and staff or show the "best" provision – that is operating and has benefitted from more £120m of 21st Century Schools funding. I don't understand why the provision was being "protected" and "hidden away" from parents that are eager to see if it really is the best provision for their children. Many parents were not satisfied overall that our questions were answered in the consultation meeting – I appreciate there was a lot to get through in a short time and grateful that the meeting exceeded the time allocated. We appreciated that the meeting did go on for longer as planned, it was intense for all and we had many queries to go through – but was disappointed that Lisa Carter confirmed that any questions we have or if we are not satisfied with answers, can be asked again but we will not receive an answer until after the consultation process ends – hence my list of concerns and questions which I need answered please. I feel that the meeting cleared up some queries but certainly not all – there was a lot of repetition of what we already knew in the proposal consultation document and no assurances– no clear, constructive verification that this is the best decision.

FIVE:

Will the CDU children have ALN met at Porth Community School provision? Examples are: flexible staff, split breaks, individual needs of a child, all staff knowledge of ASD and CDU pupils/ SEN training, IEPs and targets, full school integration, involvement and daily communication with parents, increased involvement by LA, more educational psychology visit and advice available if required, on-site professional ALN support and more. **Can you tell us what the CDU children will have at Porth Community School provision, that is "greater" than what Hafod Primary is already providing?** Hafod Primary are already meeting proposed advantages and a proven successful ASD CDU provision and has been for 21 years.

SIX:

Parents and teachers should have been offered a chance to see the provision asap following the proposal announcement. It took several high priority emails to secure which should not have been the case. The LA have a 'duty of care' to our children - considering this could be starting September 2019. I have the following other concerns:

- I worry greatly about the move to a large provision, facilities unknown and Porth Community School is still experiencing problems after merge. I understand 'safety' for ALN pupils but the plans seem that the CDU children are restricted to one area of the school. At Hafod, all staff are aware of all pupils needs and the CDU pupils have the confidence to walk around the school, fully integrate, feel safe and comfortable.
- No Estyn report for Porth Community School/ no evidence that this is best provision and will work. Aberdare Community School's Estyn inspection report is poor with four counts of 'adequate and needs improvement' and one count of 'unsatisfactory and needs urgent improvement' – an disgrace considering it has had part of £120m investment for the better. Porth Community School should be proving itself before considering disrupting an excellent CDU provision with a good Estyn report for a number of years.
- Porth Infants, Llwyncelyn Infants and Porth Juniors did not have a CDU provision prior to merge. My son attended Porth Infants and his needs could not be met – delayed by LA with Educational psychologist visit limit, referrals waiting lists for external healthcare services (educational psychology, S/L), severe communication breakdown where Headteacher (who was also the ALNCo) did her best I believe, but struggled to meet parental communication needs and my husband and I continually asked for involvement in IEPs (as SEN Code of Practice states) or know more about work completed in school with our son – we couldn't be accommodated. All these issues caused anxiety to us as parents – both working full-time. My son was happy in infant school but his learning suffered significantly. My son had no ASD diagnosis until May this year, and as parents, we had to chase healthcare and LA professionals, communication needs could not be met. Headteacher had to 'fight for support' in panel – not enough gained, resulting in parents applying for Statement of SEN to secure Hafod CDU provision. My son could not be set in provision with no diagnosis – described as a 'complicated case'. We had to listen to the consultant paediatrician and understood his reasons for not diagnosing at that time – but my son still had significant learning difficulties and SEN to be met. An educational Psychologist wanted to move my son to another provision after he started Hafod Primary and I completely disagreed as he was instantly doing well. The same Ed Psych delayed my son for Occupational therapy involvement by a year! I had to chase and piece the puzzle together which was wrong considering the Ed Psych suggested the referral at first review.

SEVEN:

Will my son continue to be eligible for transport to and from the proposed provision? The consultation report states "All pupils affected by these proposals will be eligible for school transport to their nearest appropriate setting". I have noticed it only states 'to' the provision not 'from' which is a concern and it was confirmed in the consultation meeting by LA representatives that my son may not qualify for transport in relation to 'distance' set out in the 'Council's Learner Travel Policy'. . . but my son is a pupil affected by a proposal if it goes ahead – and therefore according to your consultation report is eligible for transport. I have a younger son attending Hafod Primary (nursery) to consider also and therefore not possible to make a variety of journeys in one day to two educational provisions and we are both full-time working parents. Transport for my eldest son to his provision is imperative for his safety, it's what he is used to and is a requirement for his ALN. Hafod Primary is the best educational provision we could wish for both sons – I will not consider moving my youngest child to Porth Community School when we are happy with current school provision and I specifically chose Hafod Primary for both sons to attend. This "problem" has been 'created' by the Rhondda Cynon Taf CBC, so why should my children be disrupted and separated due to this proposal, if it proceeds.

Comments on the:

Educational Case for the proposal to re-align LSC

Hafod Primary CDU are already meeting and exceeding the advantages of implementing the proposed relocation of KS2 LSC for pupils with Communication Disorders to Porth Community School (3-16 provision).

- Hafod Primary have enhanced focus on mainstream LSC provision which provides improved life chances for most vulnerable learners
- Hafod Primary CDU have ten allocated places, and filled these until this academic year (slight reduction). Will the proposed provision hold ten places? Is the provision suitable for 10 pupils? A number of us have heard that there are concerns at Porth as the classroom is "not suitable for" ten pupils and they have a separate small yard – with a fence. Rumour or fact - it is a concern and we could explain why we haven't had our visit granted. LA representatives informed us in the consultation meeting that Porth Community School are happy to accept the provision. Porth were happy to give us a visit when I requested it but had to seek permission from LA – still waiting for this to be resolved. If 'cross-phase transition' is an advantage and aim... does this mean the class numbers could potentially get larger in the future also? With the mention of 'reduction in surplus places' then surely large number of places, for cross-phase provision to KS3/4 is required? Will it only be Porth Community pupils transitioning to Porth Community provisions KS 2/3/4 levels? Statistics prove that CDU places are in demand due to delayed diagnosis and years of waiting on assessments, opinions and reports. Wouldn't it make more sense not to close a successful provision, but have an 'extra provision' and keep Hafod Primary CDU open to provide two RCT ALN pupils appropriate access for their needs when required that will both hope to transition to Porth Community KS3. I understand there are large numbers at KS3/4 CDU at Porth Community School (three classes split due to severity I believe) so where do all pupils transition from into KS3 – surely not just from Hafod Primary? What schools are involved at the stage of transition –KS2 CDU to KS3 CDU? We have a proven successful transition track record for KS2 to KS3.
- Hafod Primary CDU already provide excellent support and provision and do their best to raise additional funds to benefit the pupils in ways that build confidence, achievement and enjoyment with full integration. Why is 'redirection of resources to areas of identified need' an advantage!? This does not apply to Hafod Primary – we are not an area of identified need – he has a history of achievement and excellent provision. If the new Porth Community School is an area of 'identified need' then there is a major problem, when it's a new educational provision that has just benefitted from part of £120m of 21st century school funding!
- Hafod Primary CDU already have 'efficient and effective use of LA resources', and have excellent working relations with LA/ external services to support ALN/ CDU pupils. LA representatives confirmed in consultation meeting that the relocation wasn't a 'cost-saving exercise' and when questioned if two provisions can be available – they replied 'not possible - only one CDU provision can exist' – so there is no hope to keep the two. This signifies that the decision of relocation is made and offering a consultation is unjust. Surely, it's not an efficient and effective use of LA resources and an 'increase' in placement costs to create an empty classroom with no pupils to go in it? I have viewed the Porth Community School building plans and they clearly label SEN classrooms – so it's been a plan for a long period of time. The council has created this problem and the school has been built allocating an area for ALN provision. KS1 pupils are present, purely because they were gained from closing a provision (Ysgol y Eos) and relocating to Porth Community School? How long did Ysgol y Eos have for proposal/ transition? Did parents fight to keep it? Was it a successful CDU provision? Why did the pupils start with other Porth Community pupils, when our children have less than a year – for the process to occur with potentially allowing our children, parents staff and pupils weeks to adjust, transition and be familiar with a new environment and possibly new staff! This is unfair and welfare of Dosbarth Coch children not considered.

- Hafod primary CDU have been providing 'appropriate continuum of provision which is well matched to pupils' primary needs' for 21 years – successfully!
- Hafod primary CDU are already 'in compliance with one of the underpinning principles of the SEN Code of Practice for Wales that all pupils should access mainstream education where possible'. There is 100% integration for CDU pupils at Hafod primary CDU – they are included in whole school activities and extracurricular activities. My son previously attended Porth Infants School – where there was very poor community involvement – parental attendance to assembly once or twice a year and a Christmas concert. Christmas pantomime trip at a cost, no involvement in sports tournaments, urdd, no community events/ pta group to raise funds for school, limited summer club for children outside of school (summer period only) and two occasions of no summer trip. I am hoping the Porth Community School is 'Community' by name and nature – I can only base on past history, comments and experience from the merged schools to form new 'super school'. I can see from the Porth Community Website – letter for parents – that some activities are being held, so schools prior to merger have improved opportunities for children – but Hafod have been offering activities and a whole lot more and pupils are not disadvantaged in any way. I have noticed since discussion in the LA consultation meeting that Porth Community have displayed 'Breakfast club' as 'TBC' – this was one of our queries also as this is a beneficial and successful at hafod primary – giving children a nutritious start to the day and helping families cope with working commitments/ allowing children to arrive on time and enjoy before lessons. Porth Infants to Hafod primary was an 'instant difference' – as a parent not from the local village, I was amazed by how welcoming the school was and what opportunities all children had – small family schools (whether old or new) are precious – children feel safe and enjoy learning – I believe this will not be met in Porth Community School. The 'new build' is the only advantage it has over Hafod primary. . . the school is special and the best provision for both my children. Porth Infants School struggled to meet my son's needs before entry to Hafod Primary – and I don't think it is fair that Porth Community should gain our CDU with the concern that the experienced staff are not safe to relocate is a great worry. If Hafod Primary CDU had difficulties and wasn't able to meet the needs of ASD children, then the proposal would make sense – we have proof that the CDU operates successfully and all are happy – why is this even being considered!?
- Hafod Primary CDU have an outstanding reputation and good Estyn reports for many years. The CDU has evidence of excellent 'educational outcomes and pupil engagement due to effectively meeting pupil needs. As mentioned, Porth Community School have no experience or history of KS1 and KS2 CDU provision – prior to merge or present – LA kept commenting 'we will strive' which was worrying – anyone can 'strive' but it is unfair to Hafod Primary CDU children to be used as 'guinea pigs' with the hope that it will be successful. There is a possibility of fail with no evidence that it will work. The responses in the meeting signified 'empty promises' so how can there be 'improved' educational outcomes. Parents need to know that duty of care/ plan is in place. This is rushed, not thought out and this proposal has caused great anxiety to all children, parents and staff of Hafod Primary. Aberdare Community School have had 'Unsatisfactory and needs urgent improvement' for 'wellbeing and attitudes to learning' and overall summary 'adequate and needs improvement' – this is a disaster after benefitting from £120m RCT educational investment. With the risk of having new teachers and same aim as a fellow RCT supper school "Strive, Believe and Achieve" – this is dreadful.
- Hafod Primary CDU provide excellent continuity of support for vulnerable groups of pupils and have a proven track record of successful ALN provision. Relocating a class does not reduce the number of transitions SEN pupils make between school phases. The pupils will always experience 'transition' whether going from Hafod to Porth, or Porth to Porth! It's a part of life. This takes care and time. LA reported 'too much time to transition will have a negative affect' – I totally disagree! My son has had the opportunity to meet and talk to comprehensive CDU teacher [REDACTED] since arriving in Hafod Primary and a familiar friendly face is what will help my son when he transitions to comprehensive. This proposal and very quick transition (for September 2019 start) means that my son may have no familiar face, no time to view facilities and be aware of new surroundings, and parents don't have any certainty that this will be an effective move and is an issue. This proposal and the length of time for decision to be made is detrimental to my son as he and his class mates will have less than 2 months to transition to a totally new learning environment which is not acceptable and welfare of the CDU children not considered.

- Hafod Primary CDU pupils have tremendous support from staff, pupils and benefit from a PTA group and wonderful community – I am concerned that this will not be available in Porth Community School provision – did not exist before so how can an advantage of 'greater opportunities for mainstream inclusion in local community schools' be promised.
- Hafod Primary CDU already provide effective local solutions and provision for pupils with significant SEN. Pupils of the same class (KS2) share transport. How will Porth Community School 'reduce transport costs and the LA's carbon footprint' when children of different ages will be sharing transport and if more children are sharing a taxi – then there are more locations involved. Transport will still be the same – it's still getting a CDU child to and from a provision. I noticed that journey 'to' not 'from' is mentioned in Consultation proposal. As mentioned in my concerns list - my son lives in Porth – LA when questioned have informed me that my son may not be eligible for transport due to 'Council's Learner Travel Policy' – depends on distance. However, the consultation policy also states "All pupils affected by these proposals will be eligible for school transport to their nearest appropriate setting". This is a personal concern – my son will be affected and therefore IS entitled to transport.
- Hafod Primary are already 'ensuring that LSC provision is situated within education settings' and are 'accessible and appropriate for the needs of pupils with wide ranging needs, including physical and medical needs. Staff, pupils and Trehafod community exert themselves to ensure this and has operated this way for 21 years. It would be nice for LA to visit Hafod Primary to see how the school operates and attend an event maybe?
- Hafod Primary are always aiming to 'improve the range and quality of facilities and learning resources available to the benefit of all pupils. The school building maybe old, but the pupils have what they need to succeed and the PTA group operate to raise funds to help get what the children need – the pupils are not disadvantaged in any way and are happy with whole school provision. The recent autumn fair raised over £900 for Hafod Primary and all the children will benefit from a free school trip to the theatre in January – outstanding!

Comments on the:

Financial implications of the proposal

LA confirmed in meeting that the closure of 'Hafod Primary CDU' to relocate to Porth Community School wasn't a 'cost saving exercise' – which the majority in the meeting clearly disagreed.

I don't agree that this proposal will be a 'positive impact' on pupils with SEN for Hafod Primary – cannot comment about other areas of RCT. Why couldn't funding be directed to an existing successful provision – Hafod Primary CDU. Why does a merge/ new build have the right to "claim" eight children with ASD diagnosis and ALN just because it's a new build and new school? Why tear the heart out of a good school to fill a gap and gain funding? Hafod Primary have worked hard – they have built relationships, meeting ALN successfully, excellent communication with parents of CDU pupils and give these children a 'family environment' to learning which is what they need. I have heard that the new Porth Community School is a modern, hospital setting and this could be unsettling for ASD children also. Parents of Dosbarth Coch pupils can decide for themselves when visit is granted.

Comments on the:

Likely impact of the proposal on school pupils

The relocation will certainly impact on Hafod Primary CDU pupils. Consultation report promises that “suitable arrangements will be put into place in consultation with all involved to ensure that appropriate provision is made for any learners affected by the changes”.

It has been a battle to secure a visit so how can we rely on Local Authority to put sufficient plans in place? LA representatives were questioned in consultation meeting and they kept re-enforcing “we will strive” and repeating the proposal consultation notes – what we already know! Where is the ‘additional support plan’? Where is our visit? Where is the ‘duty of care’ for the CDU pupils and the parents? We asked about these in the meeting and was re-assured that a plan would definitely be in place for this to run “smoothly” if relocation should go ahead. I expect there will be a large amount of responses and it is wonderful to see how much support our campaign ‘Save Dosbarth Coch’ has. People may not be directly affected by this proposal but there are people who know a child with ASD, understand difficulties that families have been through – fighting to gain support and agree that Hafod CDU should remain where it is – as the heart of Hafod Primary School. It is unfair that the CDU children/ parents will not have sufficient time to adjust – and considering the relevant procedures / processes and reports to be discussed, written and published! It took weeks for RCTCBC to report on 34 responses out of 2154 papers issued for the re-alignment of LSC RCT Phase 3! The consultation report clearly states: “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 minimize the impact on pupils and their families”. We have asked for the care plan, we have been refused/ delayed a visit, we have been let down already. . . these arrangements you mention ‘are required’ and we have asked for them.

This section also states that “All pupils affected by these proposals will be eligible for school transport to their nearest appropriate setting”. I have noticed it only states ‘to’ the provision not ‘from’ which is a concern and it’s been brought to my attention by LA in consultation meeting that my son may not qualify in relation to ‘distance’ set out in the ‘Council’s Learner Travel Policy’. . . but my son IS a pupil affected by a proposal if it goes ahead – and therefore according to your consultation report is eligible for transport. I have another son attending Hafod Primary to consider also and therefore unable to make a variety of journeys in one day. Transport for my eldest son to his provision is imperative for his safety, it’s what he is used to and is a requirement for his ALN. Hafod Primary is the best educational provision we could wish for both sons – I will not consider moving my youngest child to Porth Community School when we are happy with current school provision for both sons – this “problem” has been created by the RCTCBC if the proposal proceeds.

Reflecting on ‘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’. Hafod Primary School comply with the core aims:

1. Hafod CDU pupils and all students certainly have a flying start in life;
2. Hafod CDU pupils and all students have a comprehensive range of education and learning opportunities;
3. Hafod CDU pupils and all students enjoy the best possible health and are free from abuse, victimisation and exploitation;
4. Hafod CDU pupils and all students have access to play, leisure, sporting and cultural activities;
5. Hafod CDU pupils and all students are listened to, treated with respect, and have their race cultural identity recognised;
6. Unfortunately there are children all over wales that don’t have a ‘safe home’ but have a ‘safe home environment at Hafod Primary’ and an outstanding community which supports physical, emotional wellbeing and a lot more!
7. Hafod Primary pupils are not disadvantaged by poverty. The school staff and community do everything they can to ensure pupils are happy and thriving. 100% integration for all pupils and wonderful opportunities given for them to achieve their very best.

Hafod Primary benefits children in their communities in accordance with the seven core aims set out above.

Comments on the:

Likely impact of this proposal on the staff of Hafod Primary CDU

As a parent reading "Every effort will be made to redeploy any displaced staff to minimize the risk of redundancy" was instantly worrying and absurd – how can this be possible in the case for relocation with immediate effect September 2019?

This issue was brought up by concerned parents and community members in the LA meeting, which resulted in the LA stressing the uncertainty that staff may not be able to move with the children if this proposal goes ahead. I personally feel – and share the thoughts of others concerned – that this is an outrage. . . these children need their teachers if relocated to Porth Community School. The staff members of Hafod CDU are not only lovely people, they are experienced, outstanding at what they do, always willing to help the parents as well as the child – in regards to communication/ concerns. The welfare of ASD children has not been considered here and realistically the pupils will have less than two months to prepare for a new learning environment, new routine and this will be difficult enough, but to then discover that they may not have the teachers with them will cause a variety of problems. Nothing in this setting is proven that it will work, no care plan in place as yet and we are towards end of consultation. From having a visit refusal/ delay – we have been informed that there is an empty classroom . . . in readiness for the KS2 LSC pupils to relocate . . . if there is an empty class, then there is no pupils and no staff. How can staff members jobs not be safe and how do you expect to get all this in place so quickly? If there is a risk of uncertainty and job loss, and a visit refusal/ delay, then it seems that staff have already been set ready at Porth Community School for KS2 LSC provision. If this is the case – the consultation process is void – undemocratic.

The parents of Hafod CDU pupils all have a different background/ battle/ communication issue, etc. and for our family personally, this stopped instantly when my son started Hafod Primary CDU. I experienced one other school, some parents and children of Hafod CDU experienced a lot more and we all share the same opinion . . . Hafod Primary is 'by far' the best provision we could have hoped for. It may have been that funding was difficult in Porth Infants School, no community involvement, little support and no experience or knowledge of specialist provision/ un-diagnosis for years didn't help. They did try, but I was placing my son in provisions that were not certain to meet his needs, just because Porth Infants could not – with no diagnosis and branded a "complicated case" I would not commit to having him moved around provisions and schools as this would have had a detrimental affect – my son has always been happy in school and has not missed one day in Hafod Primary – 100% attendance. I have always fought for him, I believe I did the right thing for my son, kept on top of all communication – chased health and educational teams, read the SEN code of practice, found out about SNAP Cymru and other support ourselves with no advice . . . kept on top of all . . . which was hard, but it had to be done. I feel so passionate about this CDU remaining in Hafod Primary as they 'have it all and more!' – there is no need for improvement. If all fails – and relocation happens – I will fight for the staff to remain with the children. Health, parental and educational relationships, assessments, communication breakdown and provision cannot have a risk for error, due to this proposal, it is not fair to child and parent that have been through so much already to have the very best for their child. We have that in Hafod Primary CDU, for it now to be potentially snatched away.

Comments on the:

Likely impact of this proposal on the local community

The proposal will have significant impact on the local community! Hafod Primary school are fully supported by the local community and Trehafod is a lovely village. Local people are concerned that if the CDU relocates, this could lead to a possible school closure in the future.

My son came from Porth Infants and I was a pupil who attended Porth Infants, Porth Juniors and Porth Comprehensive – they did not have ‘community involvement’ – just the basic concerts where parents would attend – if these happened at all! Parents at Porth Infants when asked for feedback in its last years asked for a ‘text message service, a newsletter, extra events, trips. . . it couldn’t be done’. They had one or two sponsored walks in four years my son attended to raise money for equipment, but that was it. The staff wanted the very best and struggled but it may have been very difficult for them. A small old school – which I believe children were disadvantaged due to poverty and struggled for support. My son raised £200 for a sponsored walk one year on his own, and total amount for whole school was under £300.00!!

Hafod Primary have a very supportive and voluntary PTA group which are dedicated to the children in the village to have the very best in education – funds are raised through learning and enjoyment. All staff are supportive of CDU and all pupils included in whole school activities and extra-curricular activities. I was overwhelmed when my son started Hafod School at how much the community was involved and the benefits and opportunities available for my son. It was a pleasure to see and my son absolutely loves this school. I can honestly say that this school cannot be matched for its support and provision. As one lady said in the LA meeting “you take Dosbarth Coch out of Hafod Primary. . . you are breaking a community” . . . and she is 100% correct.

Comments and additions to the:

Disadvantages of the proposal

The LSC re-alignment will certainly cause disruption and uncertainty but this cannot proceed for a 'period of time'. If there has been 'previous experiences that demonstrated minimised difficulties due to being managed successfully' – then this should benefit this proposal, if it should go ahead.

LA are not helping at the moment with no definite answers to queries, worries and plan of action to support issues in preparation. What does the 'bespoke package of support' involve? I assume this happened previously to help pupils, parents and staff. The care plans need to be carefully considered to adhere an individual pupil's needs – this needs to involve parents, current CDU teachers and not just be reading their SEN statements – hence the concern and how this will be impossible for a September 2018 start if proposal goes ahead! What support will be offered also to the remaining school pupils, staff and pta group/ community of Hafod Primary if the move should go ahead? It will have a damaging affect also, for example; friendships, children not understanding why this has happened, etc. The consultation report states: "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" – how is this a disadvantage? This is what 'needs' to be in place if relocation happens.

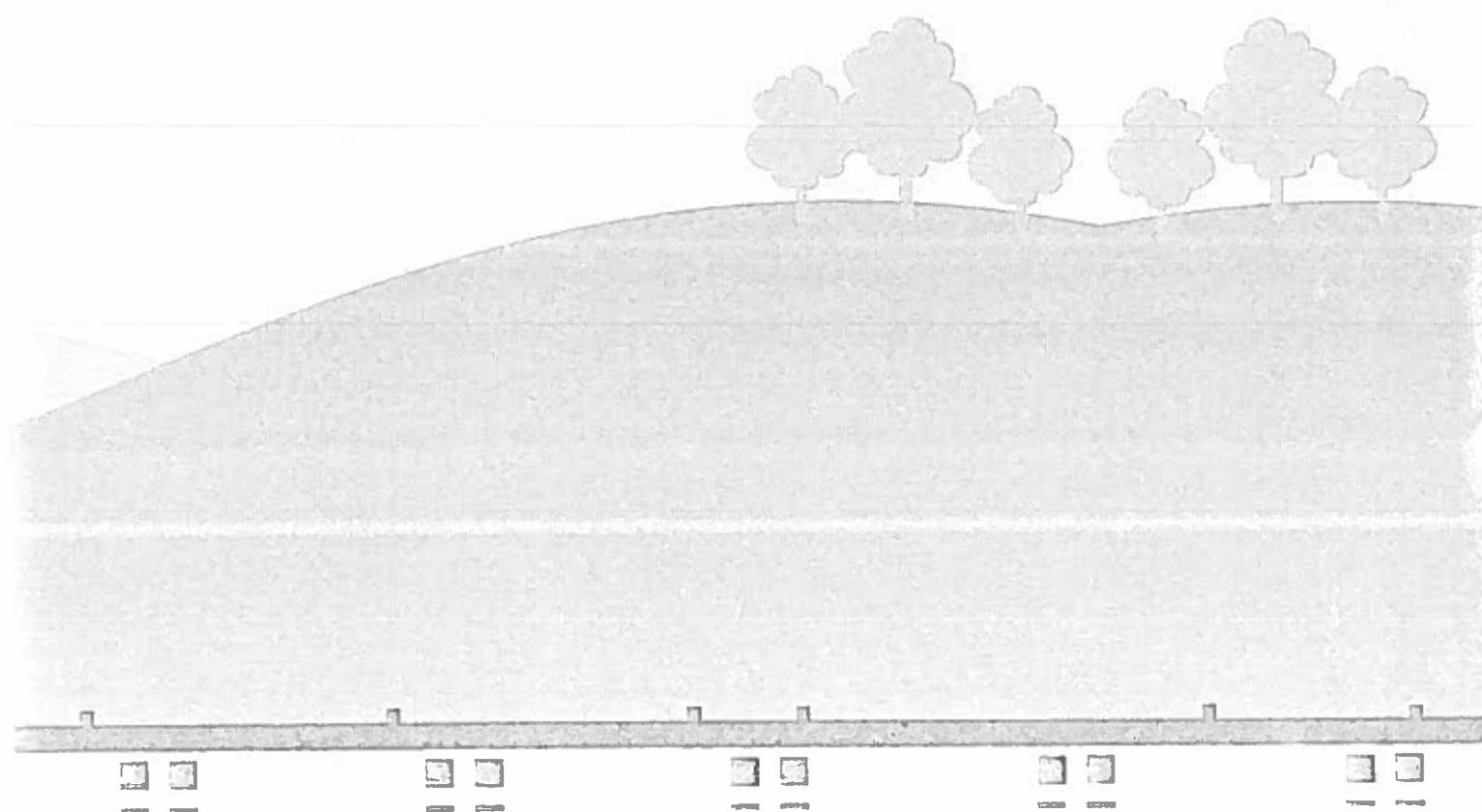
At the moment we are still trying to secure an appointment to view the provision, the pupils will not have continuity as the teachers are at risk of not relocating with the pupils, new environment, new site, new travel arrangements, new faces, new friendships to build, everything new to an ASD child! This will have a negative impact on the CDU pupils and anxiety for parents – which the levels have already increase with the worry of this proposal. If we truly believed that this proposal is best, we wouldn't be against it. The LA should be re-directing resources to areas of need anyway, to benefit all LSC pupils – there is high demand for educational psychology visits, speech and language involvement, occupational therapy advise and behavior support in all RCT schools – these will still be problem areas even with a relocation, and will affect the LSC pupils. These services need investment and improvement as my child suffered due to limited visits, staff not being able to complete reports, make referrals or keep on top of them. Restructure and re-thought of these are imperative not only for CDU but mainstream education – children with learning difficulties and struggles – the long battle I had before diagnosis. Its these areas that parents are unhappy with and report on. The pupils are doing well in the current experienced existing LSC setting – the move will surely cause more problems and still have the difficulties that LSC pupils and their parents have of communication breakdown of the external services and the 'waiting' and 'chasing' for support when required. Hafod Primary has eased this in my opinion as they have dealt with any issues immediately and effectively – and it shows when my son enjoys school and has learning has improved tremendously.

Comments on the:

Alternative options considered by the LA

Porth Community School is a new educational provision, and I am concerned as I have heard more bad comments than good comments. Anyone will agree that children will benefit from new modern facilities, but 21st Century modernisation and investment cannot compare to 21 years CDU experience at Hafod Primary.

The provision has evidence of successful learning of ASD pupils and ALN. The Porth County Comprehensive unit history cannot be used as experience for KS1 and KS2 working well – it's a big jump and still a huge transition between two separate buildings on the same site. KS1 pupils have been gained from relocation or closure from Ysgol y Eos for September 2018 opening of Porth Community School and are also involved in the period of 'limited disruption'. There is no evidence, experience or history that this will be a 'better provision' for my son and I need to reflect on past experience and knowledge of the schools before merge. I hope that all my concerns are considered and sense will prevail, to allow a "complete" experienced and excellent CDU operating as it has successfully for many years.



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

*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

Do you agree with this Proposal? Yes No Not Sure

Please let us know the reason for your choice:

As the chairperson of Hafod Primary PTA I am writing as advocate for the parents of the children in the CDC unit, who are unanimously opposed to this relocation. I have been privileged to be involved with the school and its pupils for a number of years and have been continually overwhelmed by the community support that surrounds our children.

Throughout Hafod Primary, our CDC unit is treated no differently to any other class in the school community. They are free to share playtimes and meal times together, be active members of the school council, attend assemblies, festivals, concerts, sports days and school trips – with equal opportunity, but always with the correct support and safeguarding measures to ensure their additional learning needs are being met. In short, our children do not feel segregated or different in any way.

Our community feels a great concern that to move these students only serves to highlight their additional needs and the relocation to such a large and new provision will be detrimental to their progress. There is currently no proof that these larger schools are a successful future model – in fact the evidence so far points to the contrary.

Being part of a smaller community means that we also hear reports that Porth Community School is not meeting parental expectations yet, and that it is far from overcoming initial teething troubles – it would therefore be remiss of us to allow our CDC class to be relocated to an untested and as yet unsettled provision when they are currently thriving where they are.

I have spent many hours with the parents of the children in Dosbarth Coch and each one has a story of how their child struggled until they came to Hafod Primary. You can therefore understand the high levels of stress and disbelief that the proposal was met with, with some parents rightly questioning the logic when they had just moved their child from Porth due to the fact that their child's needs were not being adequately met. We have so far not received adequate proof that this has changed.

Although it may not seem to be the most relevant of issues, it has also been highlighted that Porth Community has yet to establish a PTA group. At Hafod Primary our PTA is extremely active, and the events we run throughout the year are completely inclusive and bring the community together every couple of months. We run discos, pyjama days, movie nights and have gardening groups in the summer months, we carve pumpkins and hold baking competitions and all of this helps to bring our school community together and build confidence in our children, whatever

class they are in. Dosbarth Coch not only participates in every extra curricular activity, but often they come out winning prizes and having the whole school cheering them on. Will they have guaranteed access to the same level of inclusive activities if they are moved? If not then these children will be missing out.

Our CDC parents recently took a tour of Porth Community, where they were assured that the standard of education at Hafod Primary was never in dispute, but it was due to their excellence that they wanted to relocate them for their through provision – apparently in order to be excellent they have to have excellent.

It is surprising to me that the Local Authority feel that they will achieve success by separating this unit and just moving it to another place. In order for this to be successful, Dosbarth Coch would need to be treated like a separate entity within Hafod Primary – which it categorically is not. This is like plucking a flower and expecting it to keep on living in a vase. Dosbarth Coch is our flower, but Hafod Primary is the root system. Its inclusive programmes, trained and dedicated staff and tight knit local community ensure that these children thrive alongside their peers.

This relocation not only affects the children in the CDC, but the wider school community. Our children have friendships throughout the school, and to relocate their friends highlights their perceived differences. What message is this sending to our children? It is deeply concerning. Our job is to prepare our children for their life after school, to be inclusive, accepting and kind. We can only do this if we are part of an inclusive and accepting community in our formative years. The rising statistics of ASD diagnoses appear to highlight that more, not less, provision is required.

I urge you to fully consider the repercussions of this proposal. These eight children who are to be potentially relocated are from a long line of children who have thrived within Hafod Primary during the last 21 years. They are good at what they do – in fact from every parent I have spoken to, they excel in ways which they have not found anywhere else. With this being the case, the Local Authority should be listening to these parents past and present and learning what Hafod Primary has achieved and what has made it so successful. They should be striving to replicate this provision, not to close it and relocate it to a new, unsettled and untested provision which is still finding its feet.

Please take the time to research all of the facts surrounding this proposal – because once it is done it cannot be easily rectified, and the parents who are so happy that their children are finally thriving will be demanding answers should the new provision not at least mirror or surpass their current level of care.

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

Chairperson of PTA

Name (optional). Please provide contact details if you wish to be notified of publication of the consultation report.



From: [REDACTED]
Sent: 21 December 2018 11:35
To: A&I Service
Subject: Consultation response to A&I Service Proposals Consultation

I am responding specifically and only to Proposal 2 of the above consultation:

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

***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? No

Please let us know the reasons for your choice:

I have direct experience of the excellent provision provided by the small communication disorders unit - Dosbarth Coch - at Hafod Primary. My son, now a thriving young man, transferred to the unit by order of tribunal when Cardiff Council, at the end of the 20th century, had no communication difficulties unit provision to offer him within a mainstream setting. Cardiff funded provision and transport for our son at Hafod Primary following order of tribunal which involved expert independent specialist reports by occupational therapists, educational psychologists and speech and language therapists. Those reports concluded that Hafod unit was a model unit for children with communication difficulties, unparalleled in Cardiff and neighbouring LAs. In fact, based on their experience of the Hafod Unit, Cardiff modelled its provisions thereafter on the Hafod exemplar. It is therefore ironic that RCT is now considering these proposals for change.

The diffident, anxious child who found school at Creigiau Primary unbearable settled and blossomed within weeks of arriving at Hafod Primary. The provision is sufficiently small to suit children with communication disorders whereas the new unit will be larger; Hafod school itself is also small, and is ideally suited for children with communication disorders who often have difficulty coping in a larger school setting such as the school proposed for the new unit - Porth school. Younger children of KS2 age children will also find it hard to cope alongside the older age range (16) with whom they will share a unit at Porth. The very size of the current Hafod provision within a small school is integral and fundamental to its success. We question why RCT would close a unit which has transformed the lives of so many children who have benefited from its support.

We question the validity of the claim that the Porth Unit will provide better ease of access for the pupils. Whereas ease of access may be an issue for those with more physical and medical conditions who attend other units under consideration in this consultation, the pupils attending the Hafod Unit are there due to communication difficulties - physical mobility is not always an issue, but the atmosphere and size of the unit they will be comfortable in is key to their ability to cope. What is more, it is not clear whether the unit at Porth will specialise in communication difficulties, or whether it will cater generally for a wider range of difficulties and therefore struggle to match the specialism and communications expertise provided by the current Hafod unit. It would be a retrograde step to be a unit of for all disabilities and master of none - the very reason why our son was ordered by tribunal to Hafod (as the Cardiff Units failed to specialise on communication, but catered for a range of physical disabilities).

We would willingly support our son to attend a meeting with the A&I Service for you to question him regarding his time at the Hafod Unit. He has insisted that we respond to this consultation to ensure that you are fully aware of the qualities of the unit prior to taking any drastic decisions regarding its future.

As a family we ask that you take our comments on board and seriously reconsider the proposal to relocate the Hafod Unit to form a larger, less specialist unit in a larger school. We have in our elder son a perfect example of how a very anxious young man who struggled to cope in a school environment and who had very little self-worth was transformed at Hafod Unit, where he was supported to strengthen his academic ability, his speech and communication, his gross and fine motor skills and particularly his music and performing skills. He then progressed confidently to Bryn Celynnog CDU to do GCSEs and excel in music and then now to Coleg y Cymoedd. As best practice in ALN education provision requires a focus on person-centred provision for each individual, we feel that it is the duty of RCT to listen to pupils and their parents who can testify to the individually tailored provision provided at Dosbarth Coch, Hafod school. It would be a tragedy if that person-centred provision were to be diluted and lost in the course of a reorganisation which is obviously focused more on the organisational, rather than the individual level, and in doing so fails to recognise what could be lost if this proposal is implemented. Above all, we question the impact on the current pupils and their parents if the pupils face anxieties as a direct result of a dramatic change to their routine education provision. Those anxieties often have far-reaching consequences.

We would like to be kept informed regarding this issue. Please use our contact e-mail address to keep us updated regarding this consultation and to contact us for further feedback.

Anfonwyd o'r iPad/Sent from my iPad

From:

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

RECEIVED
31 OCT 2018
ACCESS & INCLUSION

To Whom It May Concern,

[REDACTED] and I have been a Teaching Assistant here at Hafod Primary School's Communication Disorder Unit for the last 18 years.

On October 3rd 2018, I was informed of plans to uproot myself, my colleagues, and the pupils from the Communication Disorder Unit from Hafod Primary – relocating us to Porth Community School.

Having read through the proposal document in full, I can honestly say that I disagree with these proposed changes.

Though this change may make perfect sense on paper in an office far away from our little village school, what's missing from the proposal is an understanding of who we are, and what we do. There seems to be a lack of understanding as to what the success of this class means to the children, and their school.

We at Hafod primary can honestly say that the wellbeing of the children has always been our top priority. Our school is at the heart of our community, and our class - the heart of our school. We nurture our children and provide excellent teaching, ensuring that no child goes without regardless of age, class, or ability.

The mainstream pupils in Hafod embrace pupils in our CD Unit, and no child is treated differently. Our children interact with their peers from others classes, especially at break times and lunch times, and have friends and siblings embedded within the school.

During lesson time, children from the CD Unit are integrated (with support) into mainstream classes when possible. Pupils are also supported on a more individual basis through OT and speech and language sessions.

Our pupils are included in sports, our school council, Crew Cymraeg, school trips, and are included in school talks such as fire safety, road safety, and puberty talks. They all take part in school assemblies, concerts, music events, and art competitions. In addition to all of this, our after school clubs and Llangrannog weekends have been hugely successful.

This school is as much theirs as it is any other child's, and when the time comes for them to move on in line with the pupils they have grown and developed with, the transition to the secondary school of their choice has always been successful.

Though I appreciate Porth Community School offers some fantastic new facilities for our pupils, our class at Hafod is already fully equipped to support the needs of our students. Students are supported with transport to and from school, we have a modern interactive whiteboard, a designated quiet room, a library, access to computers, laptops and tablets. We're also lucky enough to have great outdoor facilities and a lovely big flat yard where pupils play together with no boundaries.

In addition to all of this, our inspection reports have always shown a positive feedback for our class.

Here at Hafod Primary School, we have a warm, welcoming, approachable village school. We hold coffee mornings so that the parents can take the time to interact with one another and see their child's work.

I urge you to give us a visit, and we will show you why we want to stay at the heart of Hafod Primary.

Kind regards,

[Redacted signature]

[Redacted contact information]

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

- 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:

Please see attached letter

RECEIVED
12 DEC 2018
ACCESS & INCLUSION

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

T/A Hafod Primary School

Name (Optional). Please provide contact details if you wish to be notified of publication of the consultation report.

After the meeting held at our school on the 13th November 2018, there were many questions unanswered.

The fact that the staff in question weren't even contacted personally, the process was very unprofessionally handled does not give me much confidence.

The fact that you stated nothing would change for us in Dosbarth Coch, and that the timetable and start and finish of Porth Community School was the same in lower and middle school and then to find out on line that this is untrue again gives me no confidence.

The fact that you state that the foundation phase KS1 has been a success (although this is only over a 13 week period) compared to a 21 year success at Hafod Primary, which has concrete evidence from Estyn, well there is no comparison.

The fact that you state there will be no detrimental effect on pupils, I beg to differ.

7.12.18

The fact that all pupils have the right to all inclusive provisions at Hafed Primary

The fact that almost all of the pupils over the 21 years of the CDC unit has come from mainstream classes and are still coming to us from mainstream classes.

The fact that the pupils in Dosbarth Coch come from all parts of R.C.T. and not from the local catchment areas alone.

The fact that our school at Hafed could probably fill our unit many times over with pupils already in our mainstream classes within our school if they were diagnosed earlier.

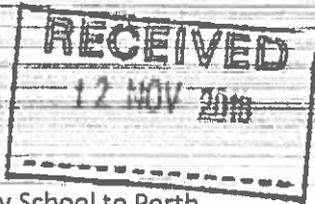
The fact that by doing what you propose is taking the rights of the child and their parents away from choosing what school they would like to attend.

The fact that our CDU will no longer be a CDU, which is desperately needed.

7.12.18

The fact that our pupils in Dasbarth Coch have easy access and inclusion inside school and around the community within walking distance, which plays a vital part of ~~the~~ learning and independence.

This would be taken away from them if the proposal went ahead.



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

- 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:

Please see attached sheets. (3N°)

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

 — PARENT — HAFOD PRIMARY SCHOOL

Name (Optional). Please provide contact details if you wish to be notified of publication of the consultation report.

I am against the proposed transfer of the Support Class "Dorbarth Coch" from Hafod Primary School to Porth Community School because of the following negatives.

- ① The children are already well settled in the highly rated and very successful Hafod Primary School.
The movement of young ^{ADs} children before their time to the next school will be very disruptive and destabilizing.
- ② Hafod School being a small school and class is the ideal environment for young children with ADs. The larger more ~~more~~ busier Porth school and class will certainly be more daunting to these young children.
- ③ Hafod Primary School and its support class is a highly sort after school for parents to bring their children (usually with pupils on waiting list) and is a vital part of the Trehafod community. The removal of part of this well respected school will certainly have a negative effect on the rest of the school and the close knit Trehafod village.

- ④ Hafod is a far better performing School, as Estyn currently rates Hafod school performance as "Good" whereas Porth school is only rated "Adequate" (The Real School Guide only gives Porth a one star out of five rating)!!!
- ⑤ The RCT report does not show that Hafod's support class, over an acceptable period, has been 100% full for two of the last three years. The report does forecast that Hafod school numbers will increase during the next five years. This indicates that Hafod school does have the children numbers with efficient and projected use of resources.
- ⑥ Hafod school already have the essential school facilities and the RCT report even states that its buildings, "it is in good repair". So in Hafod's case, the need for brand new premises are not essential.
- ⑦ Trehafod is ideally and easily accessible to all RCT Valley and Porthymdd Areas. There are no accessibility issues for Hafod school as the report seems to indicate. However Porth School, with its large numbers and near entrance location to the main road can be at start & finishing school times.

④ The RCT report indicates the "LSC relocations to ensure cross phase provision in a single sited, accessible school buildings"

But this single school requirement for both primary and secondary schools LSC children is not essential or ~~necessary~~ ^{necessary}, especially with the very successful arrangement that already exists.

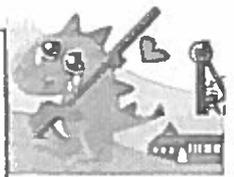
That being Hafod Primary School expertly preparing the Key Stage 2 LSC pupils for later transfer to secondary schools (Aontr or wherever) at the appropriate age.

To relocate Hafod Primary School Support class "Deshants Coch" to another school will, ^{inevitably} result in a backward step for the education of these children.

Please leave Hafod Support class as is.


5/11/18

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



*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

RECEIVED

Do you agree with this Proposal? Yes No Not Sure

09 NOV 2018

Please let us know the reason for your choice:

ACCESS & INCLUSION

I believe that Dosbarth Coch is the heart of Hafod Primary. It has been believing and achieving with the pupils in its CDC unit for over 21 years with outstanding results. The small size of the school, and highly trained and dedicated whole school staff, mean that the children flourish and grow in confidence during their time at Hafod.

I believe that reducing transition periods are not a valid enough reason for relocation – the children in the CDC unit at Hafod are always well prepared and have the confidence to deal with transition periods when necessary. If this proposal should go ahead, our pupils will only have 5 months to prepare for a transition that usually takes 2 years – this is unacceptable.

Although Porth Community School is new and state of the art, it is also extremely large and overwhelming to a person with Communication Disorders. The high pupil numbers in Porth lead to overwhelming stimulus on the journey to and from school. This unnecessary stress can be avoided at Hafod Primary.

At Hafod Primary, our CDC unit is completely integrated into the full school population. The children are included in all school activities, both curricular and extra curricular. They share a large yard with the whole school with no restriction and a trained member of support staff at all times. The yard at Porth Community School is much smaller and isolated from their peers. We should be promoting integration, not separation.

The additional learning needs act states “Improve the planning and delivery of support for learners from 0 to 25 with ALN, placing learners’ needs, views, wishes and feelings at the heart of the process”

The children of Dosbarth Coch wish to remain at Hafod Primary – this reflects that their needs are being more than met here, and they have made their wishes and feelings clear. I am writing this letter to be their voice, to see that their wishes are being heard.

Please let Hafod Primary continue ‘Believing and Achieving’

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

PARENT GOVERNESS AT HAFOD PRIMARY

Name (optional). Please provide contact details if you wish to be notified of publication of the consultation report.

[Redacted contact details]

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

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

Caradog is a fantastic school with complete access & facilities throughout purposefully for my daughter [redacted] in the LSC. The staff are well experienced & very

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

Caradog has the facilities to accommodate infants & juniors. They have everything at Caradog school for a smooth transition. Please see additional notes.

Proposal 3: The re-designations of the following LSC's from 1st 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
This is not my daughters school.

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
This is not my daughters school.

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

Please see additional notes.

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

PARENT OF A PUPIL AT CARADOG PRIMARY SCHOOL
KEYSTAGE 2 LSC (REDACTED)

7. Name (Optional). Please provide contact details if you wish to be notified of publication of the consultation report

[REDACTED]

Thank you for taking the time to complete this questionnaire. Please forward completed questionnaires to the above address no later than 5pm on the 21st December 2018.

The Council is committed to keeping your personal information safe and secure and keeping you informed about how we use your information. To learn about how your privacy is protected and how and why we use your personal information to provide you with services, please visit our Consultation privacy notice here:

www.rctcbc.gov.uk/serviceprivacynotice
and the Council's data protection pages here:
www.rctcbc.gov.uk/dataprotection.

My daughter [redacted] is a 7 year old girl with quadriplegic Cerebral Palsy. She has attended Caradog Primary School since age 3. I cannot fault the school & staff at Caradog for all that they do for [redacted] & help they have given me with the battles I have faced within school setting. They have been behind me fully & helped in whatever way they can. They go above and beyond in their roles as teachers and support [redacted] all she does. The staff at both the infants & junior units are fully trained in suction, peg feeding, manual handling, epilepsy to name a few to fully look after my daughter. I would say my daughter is the most physically disabled the school has facilitated with very complex needs and yet the school has been fully adapted to make the whole site completely accessible. A lot of money has been spent on the school to make it suitable for my daughter and in doing so makes it suitable for all children with disabilities. The paper the Education dep have provided is completely false saying Caradog is not suitable for medical and physical needs since it has been fully developed for such needs, completely. There is nothing my daughter cannot access. She is wheelchair bound and needs a walking frame.

with my daughter and have major concerns. More importantly, when asked during the visit & after, my daughter indicated that she did not like the school. Her OT and private physio also attended a visit & have sent their recommendations also. Although Cwmbach is a lovely modern school

there are many negative points to make with ~~very few positives. The positives being there is~~

a flat area throughout the school.

However drawbacks to the school are:

- the proposed unit for KS2 is at the furthest part of the school.
- the unit is too small for 10 children let alone a further 9 to join the 5 pupils already there, plus my daughter's wheelchair. There is limited space to move about.
- there is no other room available to facilitate a larger number of pupils
- no storage area for my daughter's equipment a corridor is not acceptable as the pieces of equipment are very expensive and any damage is detrimental to my daughter's development.
- no room available for therapy - a quiet and private environment
- access to the yard from the classroom is very tight for a wheelchair/walking frame, and the ramp to the yard has a drop down the side which is dangerous. There is also no room for transfers from chair to walker to wheelchair and back
- the disabled toilet is 75m away from the classroom which is too far for my daughter

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

- 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:

[REDACTED]

RECEIVED
17 DEC 2018
ACCESS & INCLUSION

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

I am a governor and staff member of Hafod Primary

Name (Optional). Please provide contact details if you wish to be notified of publication of the consultation report.

[REDACTED]

Mafoed Primary School is a small village school right in the centre of Trehafoed, it is at the heart of a very supportive community, a very special place and the perfect environment for a child to spend their primary school years. Trehafoed is a very accessible village with lots of places to visit and everywhere in walking distance from the school, so all the children who attend Mafoed go out on regular visits to the local parks, Barry siding, Heritage Park and the Community Hall, Sports Day is held in the football field. I went to Mafoed Primary and so did my children, I am a member of staff and have been a member of a very supportive Governing Body for the past eighteen years.

21 years ago the head teacher at the time had a vision and that was inclusion for all children, she was very dedicated and determined and went out and fought for placing the L.F.A funded Communication Disorder class in Mafoed, she was successful and the unit came to Mafoed where

It has been ever since, part of Maifod Primary.

I totally disagree with the proposal of the relocation of the Key Stage 2 Communication Disorders Unit from Maifod Primary School to Porth Community School (3-16) provision because for the past 21 years the unit has been part of a Successful Progressive inclusive forward thinking school, a school which puts its pupils first and a school which has been praised by inspectors for its Caring ethos. All children are encouraged to do their best and treat each other with respect thus can be seen everyday during lessons, playtimes and lunchtime. Although the C.D.U. is centrally funded by the local Authority it is very much part of Maifod Primary. The children integrate really well into mainstream classes for maths and other classroom based activities, they join in school and class assemblies, concerts Sports and extra Curricular activities including Weekend trips to Manngwong, where they spend time with their mainstream

Class Friends, Playtime and lunchbreaks are times when all the children in Hafod come together to play and enjoy each others company. Their school day starts in Breakfast Club and all the children in the Communication Disorder Unit attend, they come to school in a taxi, and drinks and toast are available and set out ready for when they get to school, thus is all part of their daily routine.

It is because of the location, the supportive wider community, the small school environment and the very experienced and committed staff who support the children in the C.D.U everyday is why it is so successful, dedicated staff who want the best for all our children in Hafod Primary. A headteacher who has trained in S.E.N, a teacher herself in Hafod with vast experience, the class teacher in the C.D.U who is an excellent practitioner who specialises in S.E.N and two excellent members of support staff who have years of experience working in the C.D.U.

How can it be right to propose to take a class

of children who are settled in their school, who want to stay with their friends away and place them in an environment which to them will be totally alien. Remember many of the children who come to Hafod's CDU have been in mainstream classes in other schools where they have found it difficult to settle. These children experience difficulty with social situations, they need familiarity, they need stability and routine, this is paramount for their development progression and eventual transition. The highly skilled staff in the CDU, along with the headteacher and other familiar staff myself included can provide all of these things in a caring environment. We pass on ideas and share good practice, thus needs to continue and Hafod is the best place for this.

Statistics, Feasibility, 21st Century State of the art buildings don't mean a thing, these children struggle in social situations, they need, routine, continuity and familiarity. You talk about a seamless transition from

Statistics, Feasibility, 21st Century State of the art buildings don't mean a thing, these children struggle in social situations, they need, routine, continuity and familiarity. You talk about a seamless transition from

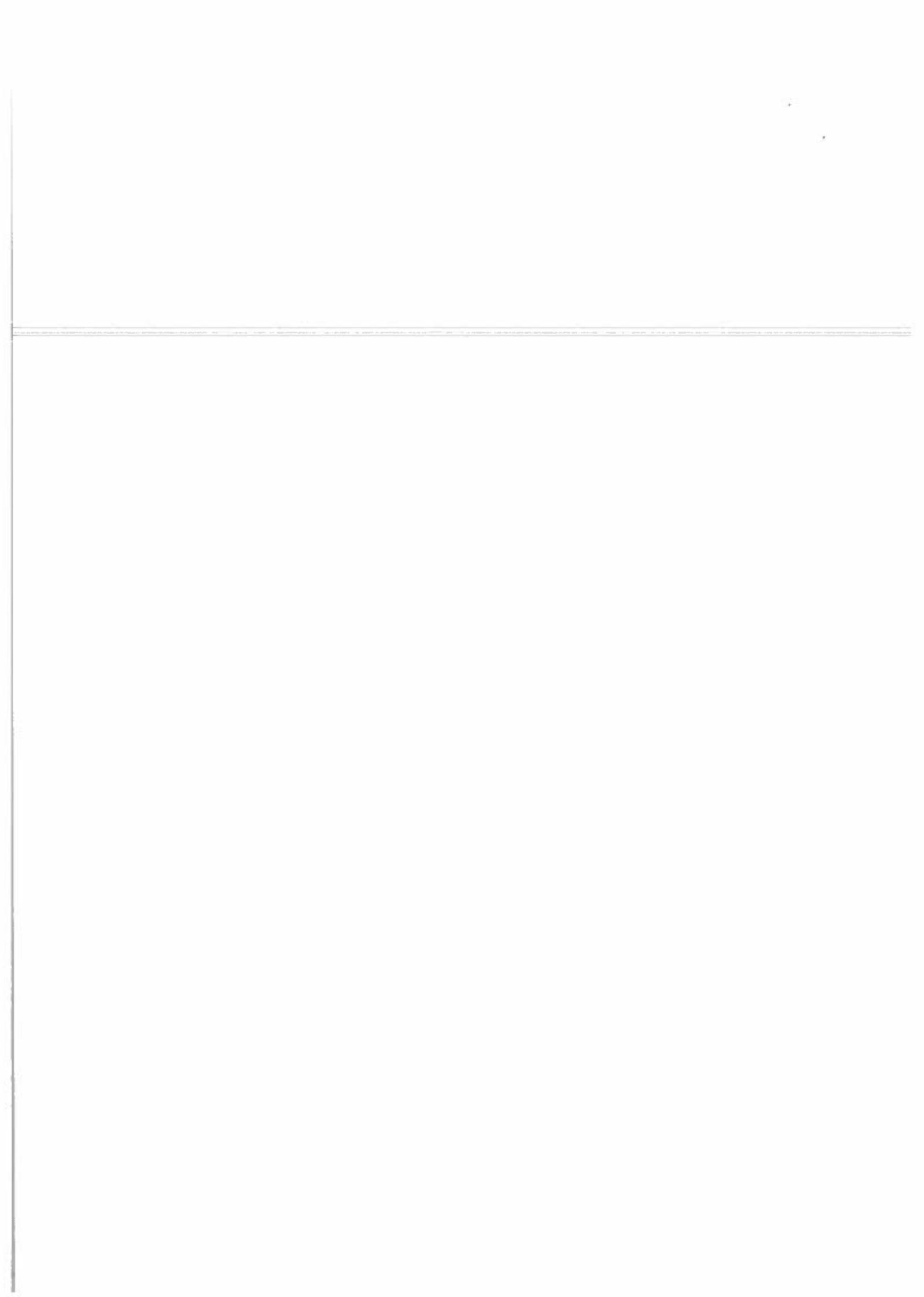
foundation phase right the way through to Key Stage 2, 3 and up to the age of 16, but what good is that, if the child cannot settle, there is no evidence to say that it works, but we know that the system we have in Hafod does work and it has for 21 years. The children in the C.D.U are taught well, encouraged to do their best, we build their confidence and most of all they are supported through Key stage 2, that is why the 'seamless transition' to Secondary school works so well in Hafod both in the C.D.U and mainstream.

It was a total shock to be told by the headteacher the proposal of the relocation of the C.D.U, which she received by email not even a telephone call and the upset which it has caused and is still causing. However the parents of the children in the C.D.U and the rest of the school are very rightly opposed to your proposal and are very angry. They are committed in their fight to overturn your proposal and have gained a lot

of support and rightly so.

Then there is the worst scenario to come should the proposal go through, just imagine how the children in mainstream will feel in September 2019 when they have to walk past an empty class, where just eight weeks before it was full of their friends and staff, how does the headteacher explain that because we will have some very upset children. I really do believe that you need to reconsider these proposals because it will tear apart a school and change things, and most definitely not for the best. 21 years of believing and achieving, why propose to change something which works so well, in such a child centered environment; it works so well and needs to continue and the best place for this to work is in Haberdashers Primary School, a school which has been open for over 120 years.

yours faithfully



Leanne Wood
Aelod Cynulliad dros y Rhondda
Assembly Member for the Rhondda



Cllr Joy Rosser
Cabinet Member for Education & Lifelong Learning
Rhondda Cynon Taf CBC
The Pavilions
Tonypanyd
CF40 2XX

Ein Cyf | Our Ref: LW/dg/181210/Hafod

12th December 2018

Re: Dosbarth Coch, Hafod Primary School

I would like to comment on the proposed review of the Learning Support Provision within RCT, specifically your proposal to relocate the Communication Disorder Class (CDC) based at Hafod Primary School to Porth County School.

I have been persuaded by the arguments made by staff, governors and parents of Hafod Primary School that to remove the unit from the school would be a step in the wrong direction.

Whilst you may think that relocating all provision to the Porth County School would work well on paper, it ignores the very human relations that have evolved at the school over the twenty plus years that the CDC has been based at Hafod.

First is the fact that the children who attend the CDC, where able, integrate with the rest of the school. This can only have a positive outcome for children who attend the CDC and for all those children who meet with the children from the CDC. The children of the CDC are seen as friends by the other children at Hafod.

The nurturing environment at the school is supported by the whole school which, because of their size, is more able to accommodate the needs of the children at the CDC. In the past, parents have fought to be able to move their children from Porth to Hafod CDC. It seems unjust now to force them to go back.

The parent's and community's strong desire to keep the class at Hafod is a compelling case to continue welcoming children to Hafod Primary, and I feel that it truly is up to you as an authority to prove that the provision, the care, and support that the children would receive at the new unit would be better than they currently enjoy. I look forward to hearing from you.

Yours sincerely

Leanne Wood AM

Cynulliad Cenedlaethol Cymru

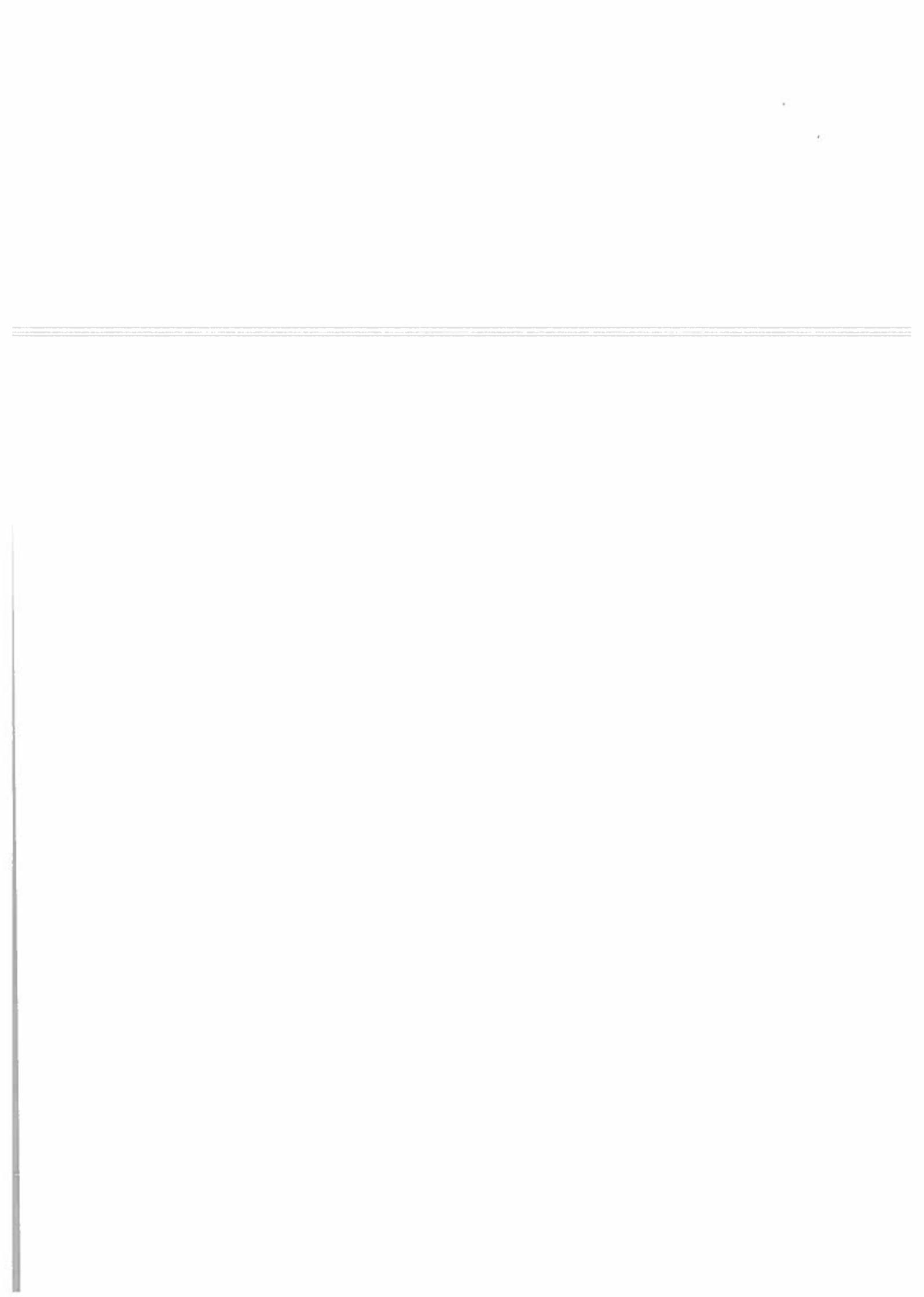
Welsh Assembly Government
10th Floor, Cathay Building
10, Cathay Road, Cardiff, CF10 1RT
0300 200 0000
www.assembly.wales

National Assembly for Wales

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Cymru Wales



To: Leanne Wood AM
National Assembly for Wales
Cardiff Bay
Cardiff
CF99 1NA

Gofynnwch
Am: Gaynor Davies
Rhif Est: 01443 744001
Telephone N°:
Ffacs:
Fax:
E-Bost:
E-Mail:
Cylichlythyr:
Circular:

Fy nghyf: GD/TM
My Ref:

Eich Cyf: Your Ref:

Dyddiad: 2nd January 2019
Date:

Dear Ms Wood

Re: Relocation of KS2 Communication Disorder Unit (CDU) at Hafod Primary School

Thank you for your letter which was received on the 11th of December 2018. Apologies for the delay in responding due to the extended Christmas and New Year closure period

The relocation of the Key Stage 2 Learning Support Class (LSC) for pupils with Communication Disorders/Autistic Spectrum Disorder (ASD) based at Hafod Primary School to Porth Community School forms part of the Local Authority's proposed realignment of Learning Support Class provision. These proposals, if improved, will enhance the current arrangements to provide more effective and a more equitable continuum of mainstream inclusion opportunities for pupils with a range of special educational needs.

Porth Community School currently hosts one Learning Support Class for pupils with ASD in the Foundation Phase and three Learning Support Classes for pupils with ASD in Key Stages 3 and 4. The proposed relocation of the Learning Support Class at Hafod Primary School to Porth Community School will create an all through phase specialist provision for pupils with ASD from Foundation Phase to Key Stage 4. The proposal will minimise unnecessary transition for pupils with significant needs to transfer from one school setting to another to access Learning Support Class provision for Communication Disorder/ASD and provide equity for pupils in need of specialist provision to remain in one school setting – an opportunity that is generally available to their mainstream peers. The new location will also ensure that the pupils in the Learning Support Class will access a fully accessible cross-phase provision for learners with ASD within a school environment that has recently benefited from £11.6m investment as part of the 21st Century School Modernisation Programme.

Tŷ Trevithick
Abercynon, Aberpennar, CF45 4UQ
Abercynon, Mountain Ash, CF45 4UQ

Ffôn/Tel: 01443 744000
Ffacs/Fax: 01443 744024

Gaynor Davies
Cyfarwyddwr Addyg a Gwasanaethau Cynhwysiant | Director of Education and Inclusion Services

Dewiswch iaith a diwyg eich dogfen | Available in alternative formats and languages

Croesawn ohebu yn Gymraeg a fydd gohebu yn y Gymraeg ddim yn arwain at oedi. Rhwch wybod inni beth yw'ch dewls iaith e.e Cymraeg neu'n ddwyieithog.
We welcome correspondence in Welsh and corresponding with us in Welsh will not lead to a delay. Let us know your language choice if Welsh or bilingual.

As I am sure you are aware, the initial consultation period has been in process since October and ended on the 21st December. There has been an opportunity for all concerned parties to submit their views and queries to the Council in relation to the above proposal. Consultation meetings have been held at the school with the School Council, staff, parents and governors where the process for concerned parties to respond to the consultation was explained. Parents of pupils currently in the Learning Support Class who would be directly affected by this proposal have also had the opportunity to visit the proposed new facilities at Porth Community and to meet the Headteacher who is committed to providing a fully inclusive high quality 21st Century specialist provision for pupils with communication disorders and ASD.

It is fair to say that a number of concerns have been raised during the consultation meetings and the stakeholder feedback received will be detailed in a consultation report presented to the Council's Cabinet for consideration in January 2019. Some issues have been raised by a number of parents on the impact of the changes on existing learners and due consideration will be given to all evidence presented. The report submitted to Cabinet will contain information in relation to all the representations made, and decision making on whether we proceed to statutory notice or not will be well informed by the extensive stakeholder feedback received.

The Local Authority understands that any proposal for change can be an anxious time for pupils and parents/carers alike. The Education Directorate will however endeavour to ensure that the correct decision is made in the best interest of the children and young people who are central to these proposals for change.

Yours sincerely

Councillor Joy Rosser
Cabinet Member of Education



CHRIS BRYANT MP
Member of Parliament for the Rhondda

181211AM (L) C BRY
Deadline
Oxford House, Dunraven Street
TONYPANDY, Rhondda
CF40 1AU
Tel: 01443 442521
Tel: 01443 442246
Email: chris.bryant.mp@parliament.uk

Councillor Andrew Morgan
Leader
Rhondda Cynon Taff County Borough Council
The Pavillions
Clydach Vale
Tonypandy
CF40 2XX

CABINET SUPPORT
11 DEC 2018

Our Ref: CB17834

7 December 2018

Dear Andrew,

Re: Relocation of KS2 Communication Disorder Class at Hafod Primary School

I am writing on behalf of many constituents who have been in touch with my office recently regarding the relocation of the KS2 Communication Disorder Class at Hafod Primary School.

On a recent visit to the school, I saw how integral the class is to the school, and this proposed change is causing much upset and concern with both parents and staff. I would kindly ask for the decision to be looked at once more, with further consultation done with the parents and staff affected.

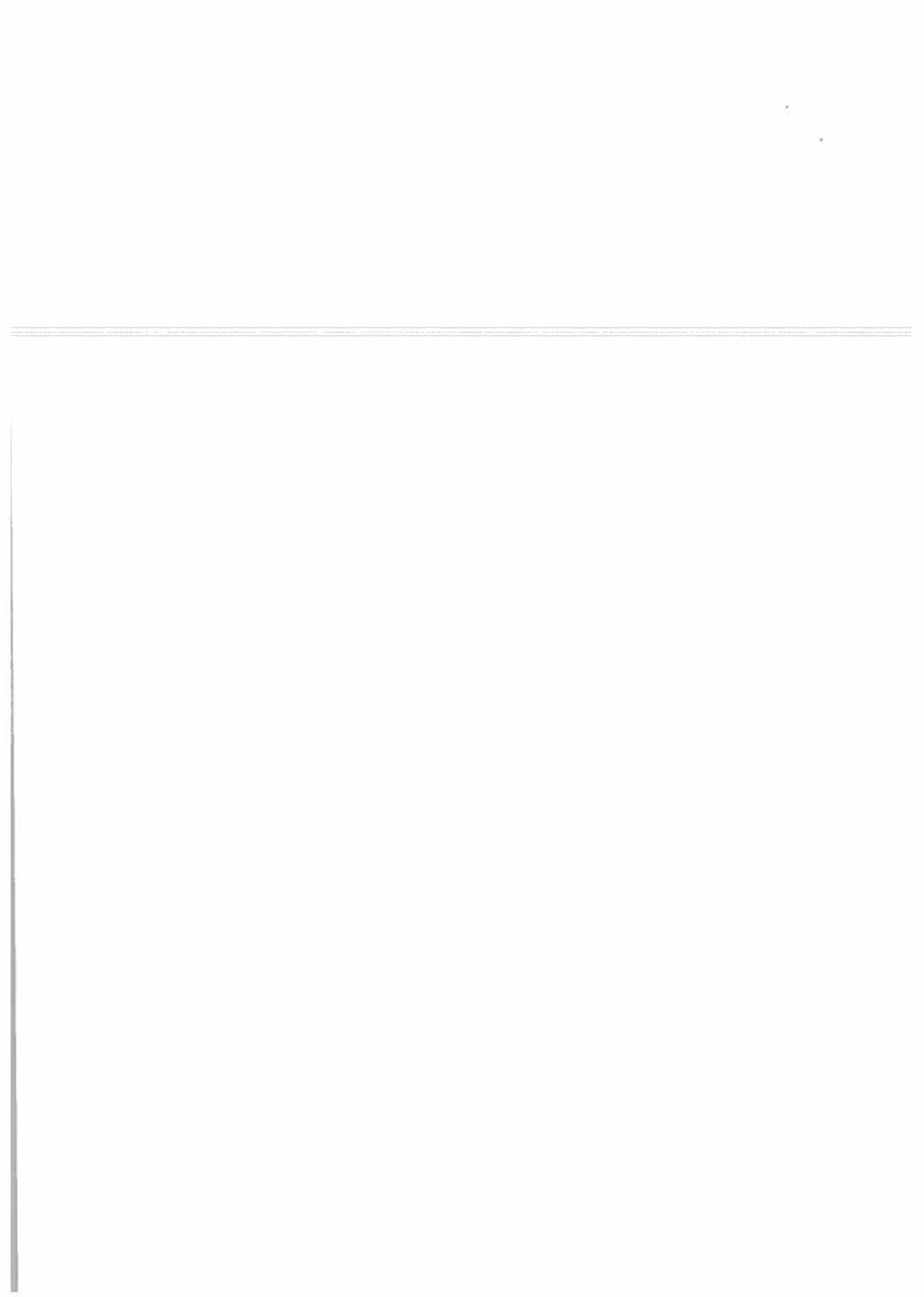
I enclose the letters I have had from concerned parties about this change.

Kind regards,

Chris Bryant

Chris Bryant
Member of Parliament for the Rhondda

Cc: Mr Chris Bryant



To: Chris Bryant MP
Oxford House
Dunraven Street
Tonypany
Rhondda Cynon Taff
CBC CF40 1AU

Gofynnwch Am:
Please ask for:
Rhif Est:
Telephone N°:
Facs:
Fax:
E-bost:
E-mail:
Cylichlythyr:
Circular:

Fy nghyf:
My Ref:

Eich Cyf:
Your Ref:

Dyddiad:
18.12.18

Dear Chris

Re: Relocation of KS2 Communication Disorder Class at Hafod Primary School

Thank you for your letter which was received on the 11th of December 2018. The relocation of the Key Stage 2 Learning Support Class (LSC) for pupils with Communication Disorders/Autistic Spectrum Disorder (ASD) based at Hafod Primary School to Porth Community School forms part of the Local Authority's proposed realignment of Learning Support Class provision. These proposals, if improved, will enhance the current arrangements to provide more effective and a more equitable continuum of mainstream inclusion opportunities for pupils with a range of special educational needs.

Porth Community School currently hosts one Learning Support Class for pupils with ASD in the Foundation Phase and three Learning Support Classes for pupils with ASD in Key Stages 3 and 4. The proposed relocation of the Learning Support Class at Hafod Primary School to Porth Community School will create an all through phase specialist provision for pupils with ASD from Foundation Phase to Key Stage 4. The proposal will minimise unnecessary transition for pupils with significant needs to transfer from one school setting to another to access Learning Support Class provision for Communication Disorder/ASD and provide equity for pupils in need of specialist provision to remain in one school setting – an opportunity that is generally available to their mainstream peers. The new location will also ensure that the pupils in the Learning Support Class will access a fully accessible cross-phase provision for learners with ASD within a school environment that has recently benefited from £11.6m investment as part of the 21st Century School Modernisation Programme.

As I am sure you are aware, the initial consultation period has been in process since October and ended on the 21st December. There has been an opportunity for all concerned parties to submit their views and queries to the Council in relation to the above proposal. Consultation meetings have been held at the school with the School Council, staff, parents and governors where the process for concerned parties to respond to the consultation was explained. Parents of pupils currently in the Learning Support Class who would be directly affected by this proposal have also had the opportunity to visit the proposed new facilities at Porth Community and to meet the Headteacher who is committed to providing a fully inclusive high quality 21st Century specialist provision for pupils with communication disorders and ASD.

It is fair to say that a number of issues have been raised during the consultation meetings and the stakeholder feedback received will be detailed in a consultation report presented to the Council's Cabinet for consideration in January 2019. Some concerns have been raised by parents on the impact of the changes on existing learners and due consideration will be given to all evidence presented. The report submitted to Cabinet will contain information in relation to all the representations made, and decision making on whether we proceed to statutory notice or not will be well informed by the extensive stakeholder feedback received.

The Local Authority understands that any proposal for change can be an anxious time for pupils and parents/carers alike. We will however endeavour to ensure that the correct decision is made in the best interest of the children and young people who are central to these proposals for change.

Yours sincerely

Andrew Morgan
Leader of Rhondda Cynon Taf County Borough Council



Education is our heritage and our future

[REDACTED]

26th October 2018

Dear Mr Bryant,

As part of the consultation on the document "Review of Learning Support Provision within Rhondda Cynon Taf" we are writing to seek your views and support about our objections to the Local Authority Proposal 2 to "relocate" the KS2 Communication Disorder Class at Hafod Primary School to Porth Community School from September 2019. The school and the wider community strongly oppose the relocation as we believe it will not be in the best interests of any children in Hafod Primary School.

Our LA funded KS2 Communication Disorder Class (CDC) was established in 1997 at Hafod Primary and it is staffed by 1 teacher and 2 Learning Support Assistants. The number of children in the class was 8 until September 2016 when numbers rose to 10. We have never had surplus numbers in our CDC until this academic year when the Local Authority placed 8 children in the CDC one month before the announcement of this proposal.

The CDC serves to provide children on the Autistic Spectrum with inclusive provision in a mainstream setting. Our pupils are supported to develop academically, improve their understanding of social communication and to provide opportunities for supported social and academic integration with mainstream children. At Hafod we strive to ensure our CDC provides equity of provision to enable pupils to fulfil their potential both academically and socially.

At Hafod Primary our CDC is supported by: a small whole school staff team, a nurturing small school environment, a management team experienced in ALN and a supportive close-knit community. Working together we have established flexible arrangements for integration, equality of opportunity for pupils in the CDC and strong community links. These key aspects have been instrumental in the success of our CDC at Hafod Primary. We believe these features cannot be replicated in the large 3-16 setting at Porth Community School.

At Hafod Primary School we are a small staff team. Children in our CDC class are known and supported by **all staff** throughout the school. This is invaluable particularly during more challenging social times such as dinner time, play time, assembly and transition times. Pupils in our CDC are not segregated and they successfully integrate during these times. We are also able to share knowledge and information quickly and effectively, responding to children's needs more readily. This has proved essential in more challenging situations. As a small school the CDC classroom is in close proximity to

Our small school nurturing environment combined with close-knit community support means pupils in our CDC even have opportunities to excel in more formal presentations and celebrations without being overwhelmed and over stimulated by the environment. Pupils always take full part in class assemblies, Y6 leavers assemblies, Eistedfordd art competitions, plays and whole school celebrations such as Harvest and Christmas plays. Several pupils throughout the years have performed lead roles in such events. Commenting on our recent harvest performance in Trehafod Village Hall One parent of a CDC pupil wrote in her child's home/school book, "We were overjoyed watching our son step out of his comfort zone during the harvest play. Thank you".

Prior to its establishment at Hafod Primary School in 1997, a number of schools bid for this CDC provision and our school was selected for a number of good reasons: the depth and wealth of experience and knowledge of ALN in the management team, the quiet, small village location with good access to major routes and the school being in good repair and fully accessible. These reasons are as valid today as they were then.

A small school nurturing environment, small staff team, smaller mainstream class sizes and close-knit community cannot be replicated in a large 3-16 provision. All these features contribute to establishing a low arousal environment, successful integration and great opportunities for our CDC pupils.

The community feeling to keep the CDC in Hafod Primary is very strong. A large group of parents quickly established a working group and enclosed is their 'Campaign Poster' for information. The whole community is fighting to keep the CDC at Hafod because their children have friends in the class and because they feel as committed to providing the best for children with Additional Learning Needs as the staff do.

For the past 21 years our LA funded CDC has not merely been located in Hafod Primary, it has evolved to be integral to the school and central to its ethos and identity. Our CDC is part of the Hafod "family". Please come and visit us so you can see for yourself.

We look forward to hearing from you.

Kind Regards,

Staff and Governors of Hafod Primary School

The consultation document can be found:

<https://www.rctcbc.gov.uk/EN/GetInvolved/Consultations/SchoolConsultations/SchoolsConsultations.aspx>

Copies to:

Chris Bryant MP
Cllr Christina Leyshon
Cllr Gareth Caple
Cllr Joy Rosser
Cllr Margaret Teg
Cllr Robert W. Smith
Eluned Morgan AM

Kirsty Williams AM
Leanne Wood AM
Mark Drakeford AM
RCT Director of Education and Inclusion Services
[REDACTED]
Vaughan Gething AM

49
- 9 NOV 2018



HOUSE OF COMMONS
LONDON SW1A 0AA

Ms Gaynor Davies
Director
Education and Lifelong Learning
Rhondda Cynon Taf County Borough Council
Ty Trevithick
Abercynon
CF45 4UQ

Our Ref: BB/OS6675

8 November 2018

Dear Ms Davies

Re: Closure of Dosbarth Coch at Hafod primary school

I am writing on behalf of my constituent [REDACTED] who recently contacted me regarding the closure of Dosbarth Coch at Hafod primary school, and relocated to Porth County school.

[REDACTED] has a son who is on the autistic spectrum, who attended the Dosbarth Coch unit. With the support of the teaching staff at the school, he made the transition to mainstream before secondary school, where he achieved a degree in Computer games design.

[REDACTED] believes children who attend the unit have reaped the benefit of attending a facility close to their home, and with the extra support provided, they have been given the opportunity to reach their full potential.

I would be grateful if you could look into the issue [REDACTED] has raised, and let me know if a more local alternative provision has been considered and if an educational impact assessment has been carried out to measure the impact on the children affected by the closure of the school unit.

Yours sincerely

Owen Smith MP
Member of Parliament for Pontypridd
10 Market Street, Pontypridd, CF37 2ST
owen.smith.mp@parliament.uk
www.owensmithmp.co.uk
Twitter @OwenSmith MP
Tel: 01443 401122



RHONDDA CYNON TAF

To: Owen Smith MP
10 Market Street
Pontypridd
CF37 2ST

Gofynnwch Gaynor Davies
Am:
Rhif Est: 01443 744001
Telephone N°:
Ffacs:
Fax:
E-Bost:
E-Mail:
Cylchlythyr:
Circular:

Fy nghyi: CJ
My Ref:

Eich Cyf: BB/OS6675
Your Ref:

Dyddiad: 20th November 2018
Date:

Dear Mr Smith

Re: Closure of Dosbarth Coch at Hafod Primary School

Thank you for your letter dated 8th November on behalf of your constituent [REDACTED] regarding the proposed relocation of Dosbarth Coch to Porth Community School.

The proposal to relocate the Learning Support Class for pupils with Communication Disorders / ASD at Hafod Primary to Porth Community School forms part of the Local Authority's proposed realignment of Learning Support Class provision to enhance current arrangements to provide more effective and a more equitable continuum of mainstream inclusion opportunities for pupils with a range of special educational needs.

In relation to your reference to whether a more local alternative provision has been considered, it is important to note that the locality of Porth Community School is proximal to Hafod Primary, being only a short distance from the primary school. Further, regarding your query about whether an educational impact assessment has been carried out, I can assure you that the proposal and consultation process regarding the above relocation of Dosbarth Coch have been undertaken in accordance with the statutory requirements of the School Organisation Code which includes considering the educational case for the proposal and the likely impact of the proposal on the school pupils.

Tŷ Trevithick
Abercynon, Aberpennar, CF45 4UQ
Abercynon, Mountain Ash, CF45 4UQ

Ffôn/Tel: 01443 744000
Ffacs/Fax: 01443 744024

Gaynor Davies
Cyfarwyddwr Addyg a Gwasanaethau Cynhwysiant | Director of Education and Inclusion Services

Dewlswch iaith a diwyg eich dogfen | Available in alternative formats and languages

Croesawn ohebu yn Gymraeg a fydd gohebu yn y Gymraeg ddim yn arwain at oedi. Rhowch wybod inni beth yw'ch dewis iaith e.e Cymraeg neu'n ddwyieithog.
We welcome correspondence in Welsh and corresponding with us in Welsh will not lead to a delay. Let us know your language choice if Welsh or bilingual.



The consultation period for the above proposal is currently taking place and comes to an end on 21st December 2018 during which [REDACTED] is welcome to send a response to the proposal to the Local Authority for consideration.

I hope the information above explains the current situation regarding the proposed relocation of the learning support class at Hafod Primary School to Porth Community School.

Yours sincerely

A handwritten signature in black ink that reads "Gaynor Davies". The signature is written in a cursive style with a large initial 'G'.

Gaynor Davies
Director of Education and Inclusion Services

11/11/2023

1

2

[Redacted]

Carter, Lisa

From: Williams, Rachel
Sent: 05 December 2018 14:21
To: Carter, Lisa
Subject: FW: Proposal to relocate Hafod CDC

From: [Redacted]
Sent: 04 December 2018 13:50
To: Jones, Ceri (Education) <Ceri.L.Jones@rctcbc.gov.uk>
Cc: Williams, Rachel <Rachel.Williams3@rctcbc.gov.uk>; 'secretary@rhondda-cynon-taf.nut.org.uk' <secretary@rhondda-cynon-taf.nut.org.uk>; [Redacted]
Subject: Proposal to relocate Hafod CDC

Good Afternoon Ceri,

Thank you for your email today. I have copied and distributed the letters Rachel sent to invite parents to Dosbarth Coch.

Staff expressed a wish to visit Porth Community School in the meeting and thought this had been agreed. Indeed you said that members of your team would be happy to arrange cover for the class so that the three CDU staff could visit together. I have copied Rachel into this email as I understand she is arranging visits.

As agreed in the meeting staff have also asked me to forward the following questions to you:

1. Will staff currently working in the CDC at Hafod be relocated to Porth Community School if the proposal goes ahead?
2. When was the decision made to propose the relocation of Hafod CDC to the new Porth Community School. Why were parents and staff at Hafod Primary School not included in the initial consultation for Porth Comprehensive to become a 3-16 provision incorporating the CDC at KS2? Why was the decision made to relocate the Foundation Phase ASD class to Porth instead of the new 3-16 provision in Tonypany along with the rest of the pupils in Ysgol Yr Eos?
3. If the proposal goes ahead how will timetabling differences between lower and middle school in Porth Community School be addressed to facilitate effective inclusion for pupils in the Key Stage 2 CDC?
4. If the proposal were to go ahead what local amenities to support social skills development and community involvement are there near Porth Community School? Are they easily and safely accessible for pupils on foot?

If any of these questions are better answered by the 21st Century team perhaps you could provide appropriate contact information. We look forward to hearing from you.

Thank you

[Redacted signature block]

Carter, Lisa

From: Davies, Gaynor (Education)
Sent: 11 December 2018 16:39
To: [REDACTED]
Cc: Jones, Ceri (Education); Carter, Lisa
Subject: FW: Proposal to relocate Hafod CDC

[REDACTED]

~~Thank you for your query. We acknowledge receipt and can confirm that these issues will be logged and included in the consultation report presented to Cabinet in January 2019. As I'm sure you will appreciate, there are numerous school consultations being undertaken at present and it is not possible to respond to every individual query during the consultation process. However, responses to all the issues raised during the consultation process will be provided as part of the consultation report presented to Cabinet members: The decision made by Cabinet at this time will inform whether or not we need to proceed to a statutory consultation.~~

The consultation document relating to reorganisation of primary schools, secondary schools and 6th form provision in the Rhondda Vallëys and Tonyrefail includes a reference to establishing specialist provision for the four key stages in the new 3-16 school. The school, governing bodies, parents, carers and staff of Hafod School were included in this consultation. The current proposals are a different matter and have a different focus.

If learning support class staff wish to visit the provision, then please ask them to contact Rachel Williams directly to discuss further.

The impact on staff is as outlined in the consultation document: **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.** Clearly if these proposals are approved, then staff will be given the opportunity to transfer with the provision. I suggest that affected staff make contact with HR for further advice and guidance in relation to their individual circumstances if they are concerned.

Timetabling issues should not be a problem as this will be a discrete key stage 2 provision. As for access to local amenities for social skills development all provision will be planned for in a person centred manner and risk assessed and managed.

Thanks

Gaynor

Gaynor Davies
Director of Education and Inclusion Services
Cyfarwyddwr Addysg a Gwasanaethau Cynhwysiant
Ty Trevithick, Abercynon, Rhondda Cynon Taf, CF45 4UO
☎ 01443 744004
Gaynor.Davies@rhondda-cynon-taff.gov.uk

From: [REDACTED]
Sent: 04 December 2018 13:50

Morgan, Tracey (Directors Secretary)

From: Morgan, Tracey (Directors Secretary)
Sent: 22 November 2018 15:10
To: [REDACTED]
Cc: Morgan, Andrew (Councillor); Webber, Maureen (Councillor); Caple, Gareth (Councillor); Leyshon, Christina (Councillor); Lewis, Rhys (Councillor); Rosser, Joy (Councillor); Hanagan, Christian; [REDACTED]
Subject: FW: Permission not granted to see Porth Community School KS2 CDU provision
Importance: High

On behalf of Gaynor Davies, Director of Education and Inclusion Services

[REDACTED]

Thank you for your email, which has been passed to me to respond, regarding your request to visit the proposed Key Stage 2 Learning Support Class for pupils with Communication Disorders / Autistic Spectrum Disorder at Porth Community School, where the learning support class at Hafod Primary will relocate should the Local Authority's proposal to realign its learning support class provision proceed.

As you are the parent of a child who currently attends the learning support class at Hafod Primary and would be directly affected by the above proposal, I can fully understand the importance for you of having the opportunity to view the proposed school environment and facilities as part of the consultation process.

I understand that, on 13th November, a meeting was held at Hafod Primary School for parents as part of the consultation process. I have been informed by Local Authority Officers who attended the meeting that it was agreed at the meeting that parents should have the opportunity to visit the proposed provision at Porth Community School. I believe that the Access and Inclusion Special Needs Coordinator who oversees the Local Authority's learning support classes for Communication Disorders / ASD has agreed to coordinate a visit for parents at Porth Community and that she will liaise with the Head Teacher at Hafod Primary shortly to discuss arrangements.

I hope that your visit will be informative and a valuable experience for you as part of the consultation.

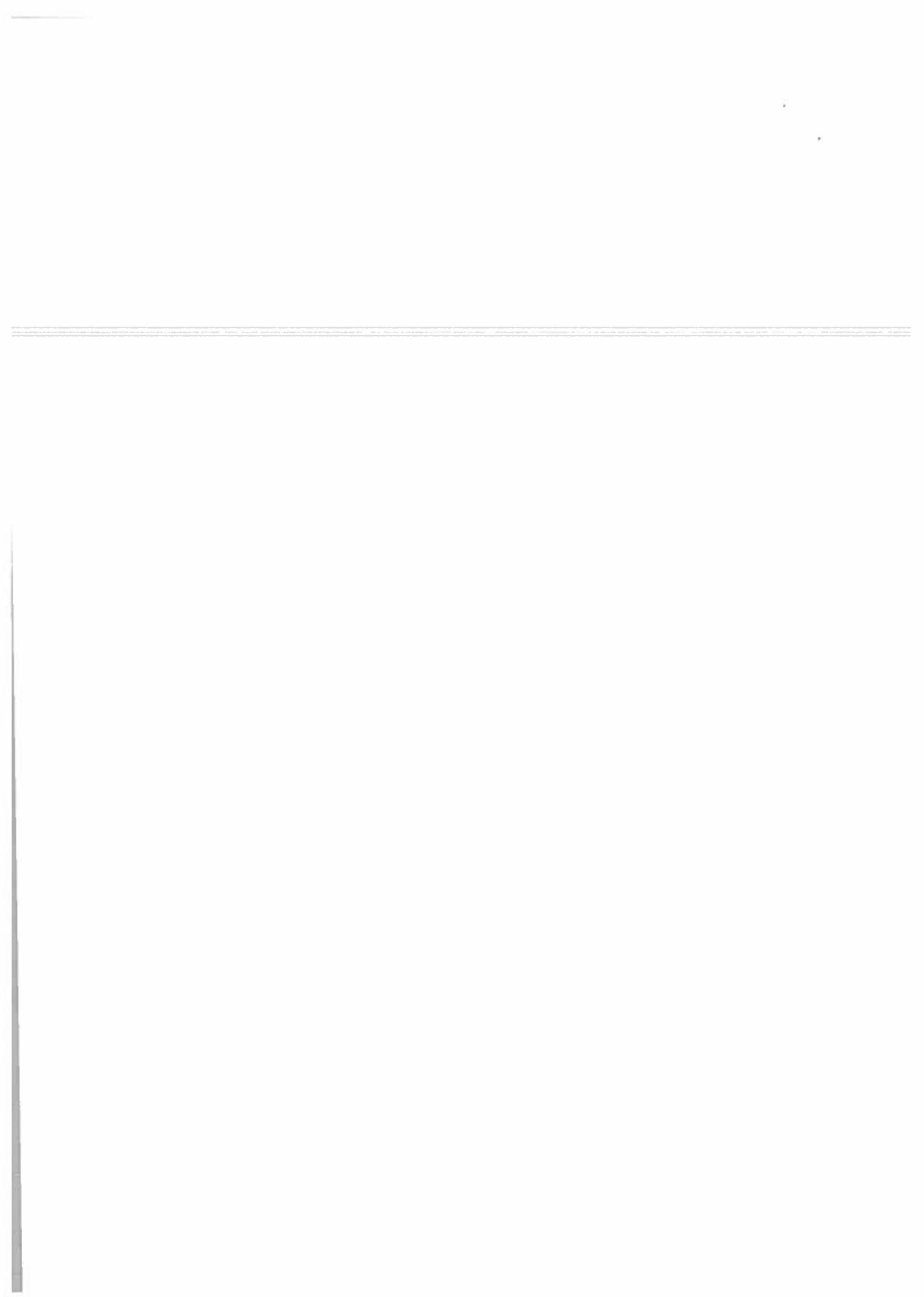
Yours sincerely,

Gaynor Davies
Director of Education and Inclusion Services

[Faint, illegible text, likely a signature or header area]

[Faint, illegible text]





Dear Councillor Caple

Thank you for your email regarding the fact that a parent of a pupil attending the Learning Support Class at Hafod Primary School had not been granted permission to visit the proposed new provision at Porth Community School.

As the parent and the child would be directly affected by the proposal to relocate the Hafod Primary School provision to Porth Community School, I can fully understand the parent's wish to have the opportunity to view the proposed school environment and facilities as part of the consultation process.

On 13th November, a meeting was held at Hafod Primary School for parents as part of the consultation process. I have been informed by Local Authority Officers who attended the meeting that it was agreed at the meeting that parents should have the opportunity to visit the proposed provision at Porth Community School. I believe that the Access and Inclusion Special Educational Needs Coordinator who oversees the Local Authority's learning support classes for Communication Disorders / ASD has agreed to coordinate a visit for parents at Porth Community and that she will liaise with the Head Teacher at Hafod Primary shortly to discuss arrangements.

As your email suggests, granting permission for parents to visit the proposed provision will ensure that the consultation has been conducted with openness and transparency and, hopefully, by having the opportunity to view the excellent 21st Century school environment and facilities that have benefited from significant financial investment from the Local Authority, will alleviate the parents' concerns about her child's proposed future educational placement.

Yours sincerely



Morgan, Tracey (Directors Secretary)

From: Caple, Gareth (Councillor)
Sent: 14 November 2018 21:12
To: Hanagan, Christian; Rosser, Joy (Councillor)
Subject: FW: Permission not granted to see Porth Community School KS2 CDU provision

Importance: High

Evening Both,

Further to my discussion with Christian yesterday, please see below an e-mail from the parent of a child attending the CDU (Dosbarth Coch), at Hafod Primary, who has been refused a reasonable request to visit the new learning environment at Porth Community School.

The Consultation Document proposes that this unit be transferred from Hafod Primary to Porth Community School in September, 2019, should the realignment be accepted.

I am concerned that, initially, the visit was welcomed and accepted by the School, then overturned by the LEA.

Surely, under the principles of transparency, openness and fairness, I shall be obliged if you will give consideration to overturning this refusal and allowing this parent the right to access and view the excellent learning environment at Porth Community School, in order to address and alleviate her just concerns for her child's future.

I look forward to hearing from you at your earliest convenience.

Many thanks for your assistance in this matter.

Regards,
Gareth.

Sent with BlackBerry Work
(www.blackberry.com)

From: [REDACTED]
Date: Monday, 12 Nov 2018, 12:29 pm
To: Morgan, Andrew (Councillor) <Andrew.Morgan2@rctcbc.gov.uk>, Webber, Maureen (Councillor) <Maureen.Webber@rctcbc.gov.uk>, Caple, Gareth (Councillor) <Gareth.J.Caple@rctcbc.gov.uk>, Leyshon, Christina (Councillor) <Christina.Leyshon@rctcbc.gov.uk>, Lewis, Rhys (Councillor) <Rhys.Lewis@rctcbc.gov.uk>, Rosser, Joy (Councillor) <Joy.Rosser@rctcbc.gov.uk>
Subject: Permission not granted to see Porth Community School KS2 CDU provision

Hello everyone.

I am a parent of a child that is currently attending Hafod Primary CDU (Dosbarth Coch). It is proposed that this CDU will be relocated to Porth Community School as of September 2019 – we are currently in the consultation period (proposal 2). We are having an LA meeting/ parents tomorrow at Hafod Primary at 3.30pm.

The reason why I am contacting all of you today is that I have been refused a visit to the proposed learning environment in Porth community School.

I contacted Porth Community School – spoke with [REDACTED] who confirmed my date and time requested to visit was fine, but proceeded to tell me that I needed permission from the local authority. I was given a name Danielle Edwards. I contacted Danielle and when discussed, due to proposal circumstances, she advised I contact Kate Hill. I contacted Kate Hill via email and I received this response...

From: "Hill, Kate" <Kate.Hill@rctcbc.gov.uk>

Date: Wednesday, 7 November 2018 at 13:29

To: [REDACTED]

Subject: RE: Need to secure a visit to Porth Community School CDU please

[REDACTED]

Thank you for your email, it is good to see how proactive you are being in trying to understand the implications of the proposal for your son. However on this occasion I think that it would not be appropriate for you to visit the current provision at Porth. The reason for this being that there is currently no Key Stage 2 provision in Porth as the proposal is to move the provision at Hafod into Porth so we are able to offer provision for all ages at one setting. Porth has had secondary provision for a significant time period and the foundation phase class has just moved there this September from the closed Ysgol yr Eos. We do try to limit visits to provisions to minimise the disruption to the pupils and their learning, I hope you will understand this.

Although we are at the very early stages of consultation, if the proposal was to proceed, then I can assure you that a very careful programme would be put into place to support the children in the move from one setting to another.

Regards

Kate

Kate Hill

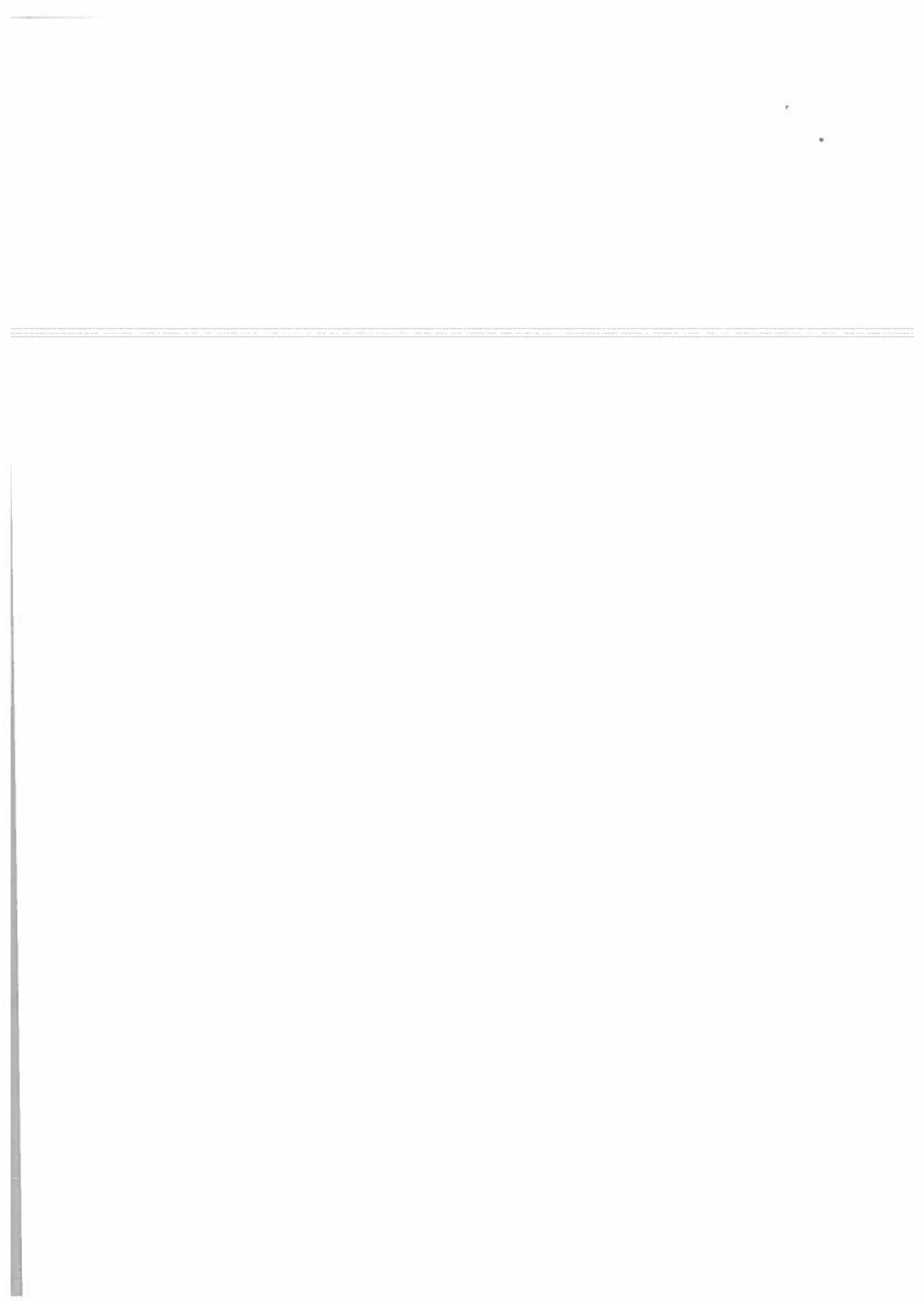
Pennaeth Gwasanaeth Cynnal Dysgu / Head of Learner Support Service

Speaking on behalf of all parents of CDU pupils, we have the right to see the proposed learning environment for our children. I can't understand how we can disrupt children when we are viewing an "empty classroom" as there is currently no KS2 provision at Porth Community School. Surely the classroom and facilities are available if they are proposed best and to be in force so quickly. I have calculated that my son will potentially have 2.5 months at the most to adjust, which is not acceptable and a great concern for us all.

Thank you all for your time – hoping some of you can attend tomorrow's meeting.

Many thanks

[REDACTED]



From: [REDACTED]
Sent: 29 November 2018 00:10
To: Morgan, Andrew (Councillor) <Andrew.Morgan2@rctcbc.gov.uk>
Subject: Proposed Relocation of Hafod Primary CDC Unit to Porth Community School

ACKNOWLEDGED AND PUT ON THE TRACKER

Dear Cllr Morgan,

I am writing to you as advocate for a group of concerned parents and students at Hafod Primary School in Trehafod. My name is [REDACTED] and I am the chairperson of the PTA as well as a Parent Governor at the school.

We have recently been informed that the Local Authority are considering moving our very successful Communications Disorder Class from Hafod Primary, where it has been for over 21 years, to the new Porth Community School. I have no doubt that you are aware that we are currently in the consultation period for this relocation – and I am hopefully correct in my understanding that you and your colleagues in the Cabinet are responsible for this decision going forward.

It would therefore be remiss of me not to contact you personally with *our* feelings on this matter, as opposed to a lengthy written report from the Local Authority. As I know you are extremely busy I will be both brief, and grateful for your time.

I have been working closely with the parents of children in the CDC unit, and they are worryingly stressed and enduring countless sleepless nights over this decision - this is not rhetoric to get your attention, this is a group of deeply concerned parents who feel that their children are about to be removed from an environment where they are thriving, and placed into one which is unknown, and untested - this is unacceptable when you take into account their additional learning needs.

Children with Autism and communication disorders require stability, familiarity, patience and above all to feel safe. We understand that the Local Authority feel they are offering this in the new school, but we have yet to see proof of this. There are no statistics which they can offer us to give peace of mind - in fact parents of children in Hafod Primary have moved their children from Porth before the school merger because their children were not making adequate

progress – so you can understand their fear at a backward step. At Hafod they have all progressed due to the ingredients in Hafod Primary all being just right. The children are cared for by all staff, all children and are included in all events. All of our children excel in Dosbarth Coch – for example, a child who arrived at Hafod with severe emotional outbursts and was unable to read other people's emotions gave a tour of the sensory room to M.P Christ Bryant 2 weeks ago and he excelled. His mother said this would not have happened in his previous school.

If Porth can offer this same supportive learning environment to our children, then we would be willing to listen, but so far the Local Authority have stood in the way of parental visits, actually citing that they were 'inappropriate' at this time, and they will not give straight answers to us regarding the level of care we can expect during any future transition. Should this proposal go ahead in the New Year, we will be appealing – this means that a final decision will not be made until late Spring 2019 at the earliest. This means that these children who require such stability and familiarity will only have a matter of weeks to be prepared for this transition - and even more worryingly, possibly without the staff who they have come to rely on as their home from home.

The Local Authority have a legal duty of care to these children, the wishes of the parents and children should be taken into consideration, as legislated in the Additional Learning Needs and Education Tribunal (Wales) Act 2018. It clearly states that the young person should be provided with the information and support necessary to enable participation in decisions about their education - so far this categorically has not happened. The parents of Dosbarth Coch feel like they are not being listened to, and that their children are about to become the guinea pigs in a new class at a new school which has not even been tested by Estyn yet. They are thriving where they are, and this decision could cause a regression in the confidence and trust that has been so hard won.

I understand that these decisions are not easy for you, but I urge you not to wait and make this decision solely on paper –

I would like to invite you, in your capacity as Chair of the Cabinet, to Hafod Primary, come and meet with the children and the parents, listen to their stories and please let their concerns lead you to the best decision possible for these children – it is critical that even a small class of 9 should not be allowed to fall through the cracks of a change made too quickly and impersonally.

With thanks for your kind attention,

Croesawn ohebu yn Gymraeg a fydd gohebu yn y Gymraeg ddim yn arwain at oedi. Rhwch wybod inni beth yw'ch dewis iaith e.e. Cymraeg neu'n ddwyieithog

Mae'r neges ar gyfer y person / pobl enwedig yn unig. Gall gynnwys gwybodaeth bersonol, sensitif neu gyfrinachol. Os nad chi yw'r person a enwyd (neu os nad oes gyda chi'r awdurdod i'w derbyn ar ran y person a enwyd) chwech chi ddim ei chopio neu'i defnyddio, neu'i datgelu i berson arall. Os ydych chi wedi derbyn y neges ar gam, rhwch wybod i'r sawl sy wedi anfon y neges ar unwaith. Mae'n bosibl y bydd holl negeseuon, gan gynnwys negeseuon GCSX, yn cael eu cofnodi a/neu fonitro unol â'r ddeddfwriaeth berthnasol. I ddarllen yr ymwadiad llawn, ewch i <http://www.rctcbc.gov.uk/ywadiad>

We welcome correspondence in Welsh and corresponding with us in Welsh will not lead to a delay. Let us know your language choice if Welsh or bilingual

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On Wednesday, 12 December 2018 16:51:01 GMT, Morgan, Tracey (Directors Secretary) <Tracey.Morgan2@rctcbc.gov.uk> wrote:

On behalf of: Gaynor Davies, Director of Education and Inclusion Services


Thank you for your e-mail to Councillor Andrew Morgan, Leader of Rhondda Cynon Taf County Borough Council. Councillor Morgan has asked me to look into this on his behalf.

I appreciate the concerns that you and the parents of the pupils in the learning support class in Hafod Primary have about the proposal to relocate the class to Porth Community School. As you will be aware, there is an opportunity for all concerned parties, including parents/carers to submit their views and queries to the Council as part of the consultation process in relation to the above proposal. I understand that consultation meetings have already been held at the school with the school council, staff, parents and governors where the process for concerned parties to respond to the consultation was explained. This is also documented in the published consultation document. Key issues raised during all consultation meetings and stakeholder feedback received will be detailed in a consultation report presented to the Council's Cabinet for consideration in January 2019. This report will be used to inform decision making and, if Cabinet agree to proceed, a statutory consultation process will commence for a 28 day period during which any interested person may comment or raise objections. An objection report will then be submitted to Cabinet for final consideration.

The quality of the provision in Hafod Primary is not in dispute. The proposal to relocate the Learning Support Class at Hafod Primary to Porth Community School is underpinned by a desire to enhance current specialist provision for learners with Communication Disorder/ASD in the locality to improve continuity in learning and to minimise transitions from one specialist setting to another. There is a foundation phase and key stage 3/4 specialist provision for learners with communication disorders already in Porth Community School. In future, if we do not proceed with the proposals, learners would have to leave the communication disorder unit at the end of the foundation phase to attend Hafod Primary School for key stage 2 education, only to return to Porth Community School for secondary provision. The proposals, if agreed, would provide an all through 21st century learning provision with a focus on ensuring continuity in high quality provision and relationships.

I fully understand that this is a worrying time for parents and pupils as change can be unsettling and I can appreciate the importance for parents of having the opportunity to visit the proposed provision at Porth Community School. I have been informed that a time and date has been arranged for parents of pupils who

attend the learning support class in Hafod to visit the excellent 21st Century school environment and facilities at Porth Community school and to meet with senior staff. However, it is important to note that, if proposals are agreed, staff who are currently teaching in the learning support class would also have the opportunity to transfer with the provision, thus providing added continuity.

In the event of the proposals being progressed, every attempt will be made to minimise any adverse impact on learners and person centred planning will ensure that any transition is undertaken collaboratively and in partnership with families. I am advised by senior officers that for families who would prefer for their children to remain in Hafod Primary School, then bespoke educational packages could potentially be provided in the mainstream if this was deemed in the child's best interest.

We take our responsibilities for learners with Additional Learning Needs very seriously and as a Council we continue to invest heavily in specialist provision for learners. The proposals are driven by our desire to further enhance the provision available for learners but recognise that parents are concerned about the proposals. Due process now has to follow and Cabinet members will give appropriate consideration to the representations made by all stakeholders, including the families affected.

It is my understanding that Councillor Rosser, Cabinet Member for Education, will be visiting the provision in due course. If you have any queries please do not hesitate to get back in contact.

Regards,

Gaynor Davies

Director of Education and Inclusion Services

Tracey Morgan

Swyddog Cymorth i Fusnesau 21ain Ganrif / Ysgrifennyddes i Gyfarwyddwr Addysg a Dysgu Gydiol Oes a Chylarwyddwr Gwasanaeth - Mynediad, Ymgysylltu a Chynhwysiant

21st Century Business Support Officer / Secretary to Director of Education & Lifelong Learning and Service Director for Access, Engagement & Inclusion

Ty Trevithick, Abercynon, Aberpennar/ Mountain Ash. CF45 4UQ

☎: 01443 744009

☎: 01443 744023

✉ tracey.morgan2@rctcbc.gov.uk

Carter, Lisa

From: Davies, Gaynor (Education)
Sent: 18 December 2018 17:46
To: [REDACTED]
Cc: Carter, Lisa; Jones, Ceri (Education); Rosser, Joy (Councillor)
Subject: FW: Proposed Relocation of Hafod Primary CDC Unit to Porth Community School

[REDACTED]

Thank you for your email and response. These will be noted and responded to as part of the consultation process.

Lisa Cater will be available to meet you and to provide a receipt. Can you please ask the receptionist to make contact on arrival.

I have copied in Cllr Rosser, for her information.

I hope you have an enjoyable Christmas break.

Thanks

Gaynor

From: [REDACTED]
Sent: 17 December 2018 23:31
To: Morgan, Tracey (Directors Secretary) <Tracey.Morgan2@rctcbc.gov.uk>
Subject: Re: Proposed Relocation of Hafod Primary CDC Unit to Porth Community School

Dear Ms. Davies,

Thank you for your email dated 12th December regarding the proposed CDC relocation from Hafod Primary School. I appreciate you taking the time to address some of our concerns and acknowledging that it is indeed a worrying time for parents and children. It was stated at the close of your email that Cllr Rosser will be visiting the provision in due course. I was hoping that this includes a visit to Hafod Primary and not just Porth Community? - we feel that it would be beneficial in their decision making process and hope that all of the provisions affected will have a personal visit from a cabinet member.

I am grateful to hear that the high standard of teaching at Hafod Primary has never been in dispute - we are very proud of our school and its achievements. I think this is why the CDC parents have such a high level of concern - because their children are being relocated from a tried and tested school community where their children are already achieving, to a brand new, untested provision which is expecting a huge leap of faith on their part. I was informed last week that the visit for the parents to Porth Community has now finally taken place, and unfortunately it has done little to allay fears regarding this move.

From reading your email, I can quite see why the Local Authority feel that a through school provision in one location would be of benefit to these children – but from the parent's point of view, this is just not the case. They have come away from the visit feeling that the facilities are modern and very adequate, but it lacks the deeper community aspect that it takes to create a successful integrated supportive learning environment. It is also such a new school, and from many accounts still overcoming teething trouble – there are relevant concerns regarding moving students before everything is adequately in place with guaranteed consistency for students with ASD. We appreciate your assurance that staff will be given the opportunity to relocate with the class – but there are concerns that if the staff decide to decline the transfer, this will have a detrimental effect on the class dynamic as a whole, which is currently performing to a very high standard. The parents are concerned about their children being denied their legal right to a duty of care – and if there is any evidence of poor performance and a backslide in their progress due to the move the parents will be quick to highlight this.

The concessions which were detailed allowing children to remain in Hafod with the correct bespoke educational package has also been met with concern. This would essentially mean that the children will have to be disrupted, and spread throughout different classes with different staff. It is difficult to see how this could be achieved successfully – unless you have any further details regarding this which I will happily pass along.

The biggest overall concern is that Porth Community should essentially have to prove that it is a thriving community based school, fully settled after the integration of so many smaller schools. The Aberdare super school report is so damning, it is casting a spectre over these mergers, and only time will tell if this model is a success. If it is not, then moving these children prematurely will have such a negative impact that the parents will feel forced to seek some redress in the future, as once these smaller units are closed, it would be so difficult to reinstate them.

We have been told repeatedly that Porth Community is striving to further enhance the provision – but surely the Local Authority has to show proof that the new provision is as good as, or a significant improvement to, the existing KS2 provision in Hafod Primary. So far the parents are not convinced that it is anywhere close, and we welcome anything that you could tell us to the contrary. I understand that this is difficult in a new school, without its first Estyn report – but therein also lies our dilemma.

Late morning on Wednesday 19th December, I will be personally delivering our petition and letters/pictures from the community and children to Ty Trevithik so that we are in good time for the 21st December deadline. I would be most grateful if someone familiar with the case could meet me and provide a receipt for me to pass back to the parents.

I once again would like to thank you for taking the time to read this, and listen to our concerns. We are not pursuing this path to cause disruption for the sake of it – we really do have the best interests of our children at heart, and it is our job to ensure that they receive the best care and to be educated in a place that prepares them for a bright future. Unless there are more assurances, and more steps to show specific care plans for any proposed move we cannot help but feel that future should begin at Hafod Primary.

I wish you all the best for the holiday season, and the New Year.

Regards,



Proposal 2:

The relocation of the following LSC from September 2019:
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 KeyStage 4

Do you agree with the proposal? (please circle)

YES

NO

NOT SURE

Please let us know the reasons for your choice

Hafod CDU has been outstanding for 21 years. It makes no sense to move an excellent provision to benefit a new school that is yet to prove itself.

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

Us as a family had great worry and concerns for my nephew when he attended Porth Infants. He always loved school but he was let down. Not by the teachers but delays and communication.

Please indicate who you are

(e.g. parent of a pupil at named school, governor at named school etc.)

Auntie of CDU PUPIL AND TEACHING ASSISTANT AT HAFOD PRIMARY.

Name (Optional). Please provide contact details if you wish to be notified of publication of the consultation report

Thank you for taking the time to complete this questionnaire.

Please forward completed questionnaires to the below address no later than 5pm on the 21st December 2018.

The Council is committed to keeping your personal information safe and secure and keeping you informed about how we use your information. To learn about how your privacy is protected and how and why we use your personal information to provide you with services, please visit our Consultation privacy notice here:

www.rctcbc.gov.uk/serviceprivacynotice

and the Council's data protection pages here: www.rctcbc.gov.uk/dataprotection.

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

breakdowns between health care and external services specialised to help.

No advice was given to my sister -

She had to read SEN code of practice to seek advice whilst working full-time to try and secure the best provision.

I became employed during this time at Hafod Primary School and explained

to my sister that there was a CDU but ~~my nephew~~ ^{my nephew wasn't} old enough to attend.

My nephew had no diagnosis (until May 2018 - ASD) and therefore did not know suitable provision so my

Sister decided to keep him in Porth Infants School - proceed to statement and specifically requested he attend Hafod Primary, Due to the outstanding reputation heard from others as well as myself, I am so proud to be part of Hafod Primary. It was wonderful to see how well my nephew settled into Hafod Primary and how instant his learning developed. He is such a character and gives 100% and included in ALL school activities (URDD, SPORTS TOURNAMENTS, CONCERTS, SCHOOL CLUBS).

THESE OPPORTUNITIES WERE ~~IN~~ AVAILABLE
in Porth Infants but by these being
available at Hafod Primary, my
nephew has grown in confidence and
helped him with Social Learning and
Communication difficulties.

I think R.C.T would benefit by having
excellent provisions - we have an
outstanding CDU and school report,
proven track record of successful

transitions, wonderful community
support, one big family!! We are
excellent due to commitment and
hardwork and are distraught
to have the risk of our CDU class
removed to make a new school
excellent. These disruptions doesn't
benefit the children as they already
have what they need and more -

the move would be to benefit
another school. I don't just hear
how excellent Hafod Primary is,
I am part of it. I have witnessed
children transitioning to our CDU
and am amazed at how quick they
have settled and improved tremendously
and how their families have had a
weight lifted off their shoulders.

What we have at Hafod Primary is
unique, special and can't be
replicated elsewhere. If the proposal
goes ahead it will disrupt the school

and the community. If this should...
happen, what care plan is in place for
the remaining pupils at Hafod Primary?
Losing friends, not understanding
why this is happening, relations
broken. Porth would have gained,
we would have lost and it will
affect us greatly. The well-being of
ALL the children at Hafod Primary
is not being considered.

SAVE DOSBARTH COCH - HEART OF
HAFOD PRIMARY - 21 YEARS OF
ACHIEVING AND BELIEVING !!!

Proposal 2:

The relocation of the following LSC from September 2019:
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 KeyStage 4

Do you agree with the proposal? (please circle)

YES

NO

NOT SURE

Please let us know the reasons for your choice

CDU AT HAFOD PRIMARY IS EXCEPTIONAL, WHY MOVE IT?
WE DONT ~~NEED~~ TO RELOCATE/CLOSE PROVISIONS, WE
NEED MORE PROVISIONS LIKE DOS BARTH COCH.
UNNECESSARY AND WRONG FOCUS!

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

(PLEASE SEE ATTACHED)

Please indicate who you are

(e.g. parent of a pupil at named school, governor at named school etc.)

AUNTY TO DOSBARTH COCH STUDENT, HAFOD PRIMARY

Name (Optional). Please provide contact details if you wish to be notified of publication of the consultation report

Thank you for taking the time to complete this questionnaire.

Please forward completed questionnaires to the below address no later than 5pm on the 21st December 2018.

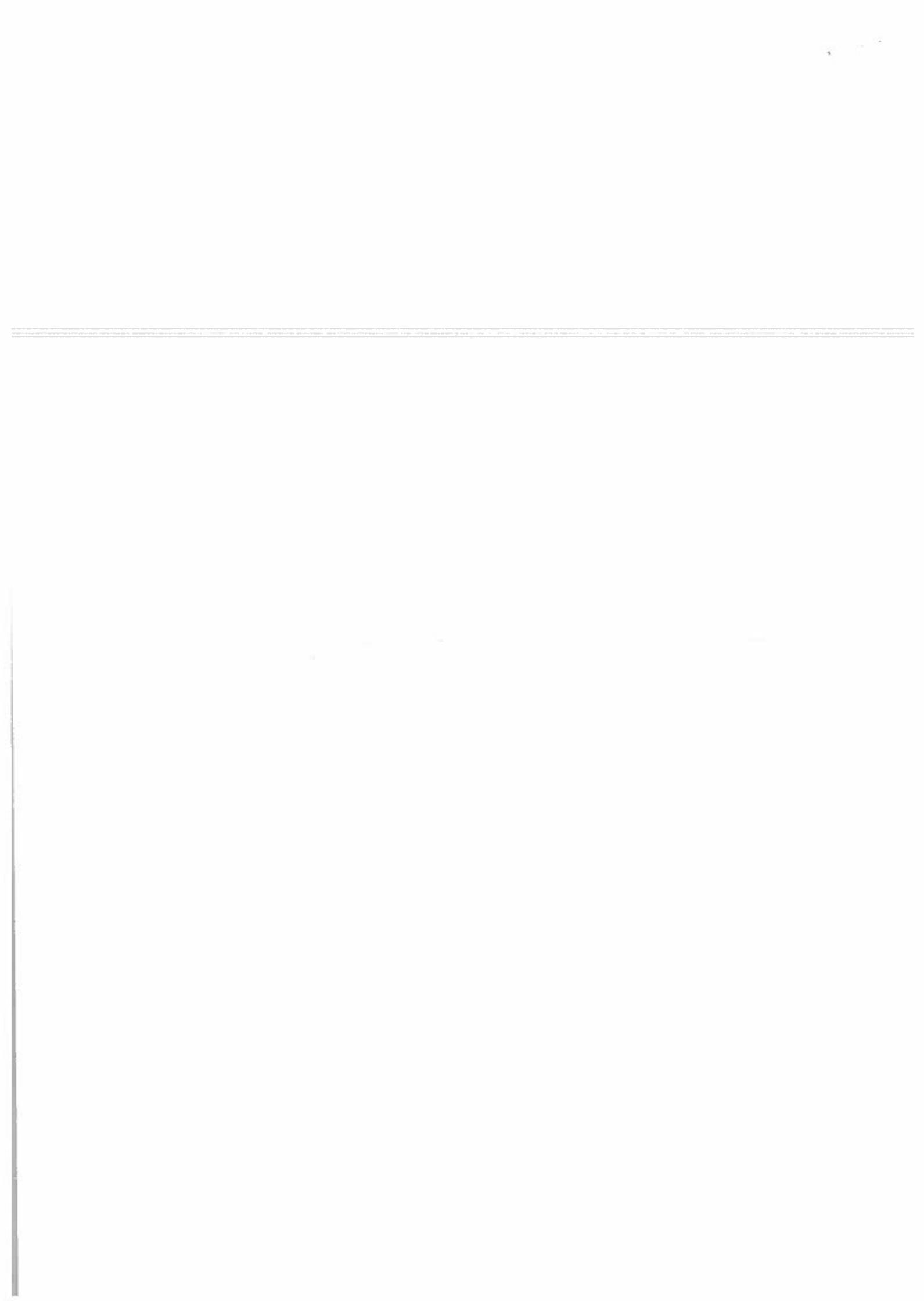
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1
MY NEPHEW HAS BEEN A STUDENT IN DOSBARTH
COCH SINCE SEPTEMBER 2016.

BEFORE HIS TRANSFER TO HAFOD PRIMARY, SCHOOL
LIFE FOR MY NEPHEW WAS A MAJOR WORRY FOR
ALL OUR FAMILY.

HIS NEEDS WERE NOT BEING MET WITHIN PORTM
SCHOOL DESPITE THE EFFORTS MADE.

THEY DID NOT HAVE THE EXPERIENCE OR MUCH
CLUE ON HOW TO MEET HIS SPECIAL NEEDS.

WE HAD A LONG AND STRESSFUL BATTLE
FIGHTING TO GET THE BEST LEVEL OF CARE
FOR MY NEPHEW.

HAFOD PRIMARY HAS OUTSTANDING REPUTATION FOR
CDU PROVISION - IN FACT THE SCHOOL OVERALL IS
PHENOMENAL!

WE FOUGHT DESPERATELY TO GET MY NEPHEW
A PLACE IN THIS SCHOOL, WITH SUCCESS.

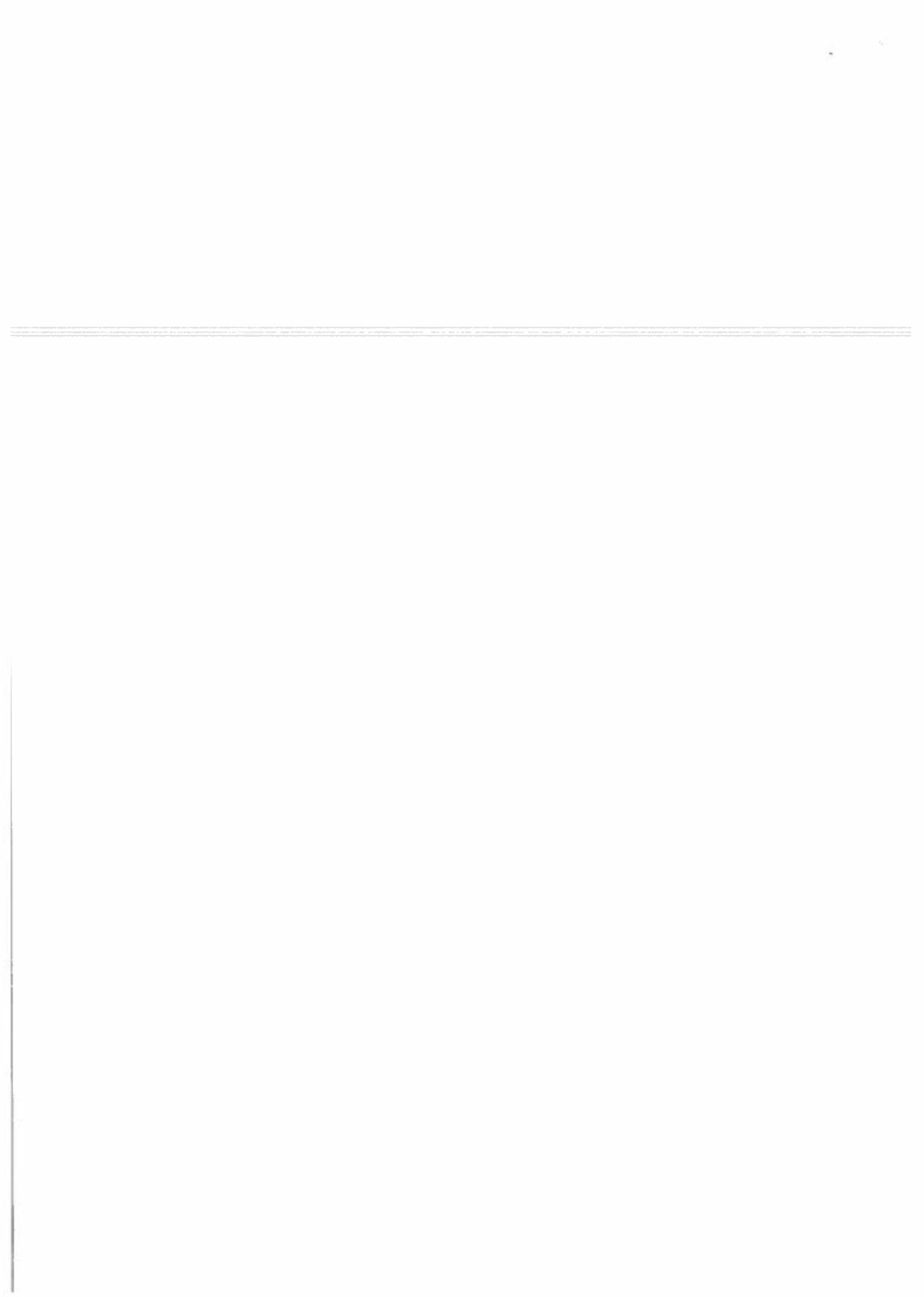
AS SOON AS HE WAS WELCOMED INTO HAFOD
PRIMARY, INSTANTLY, A WEIGHT WAS LIFTED
FROM OUR SHOULDERS.

HE WAS HAPPY, HE WAS UNDERSTOOD, HE WAS
INCLUDED. FINALLY MY NEPHEW WAS BEING
ENCOURAGED FOR HIS ABILITIES, NOT SEGREGATE
FOR HIS DISABILITIES.

HE WAS ULTIMATELY RECEIVING EVERY GUNCE
OF CARE WE HAD BEEN TIRELESSLY BATTLING
FOR.

HE HAS COME ON TREMENDOUSLY AND ALL
CREDIT IS DUE TO ALL THE EXCEPTIONAL STAFF
AT HAFOD PRIMARY SCHOOL.

1



CLOSING AND RELOCATING THIS UNIT IS UNNECESSARY IF THIS GOES AHEAD IT WILL BE A GREAT SHAME AND LOSS TO THE SCHOOL AND COMMUNITY.

I DO NOT BELIEVE THIS OUTSTANDING LEVEL OF CARE CAN BE BEATEN OR MIMICKED, NOR TRANSFERRED ALONG WITH THE CLASS.

THE RELOCATION IS NOT TO BENEFIT THE STUDENTS BUT INSTEAD TO BENEFIT THE SCHOOL.

BASICALLY, PORTH SCHOOL ARE ATTEMPTING TO STEAL AN EXCELLENT THRIVING UNIT OF HAPPY CHILDREN TO EXCELL THEIR OWN SCHOOL.

KEEPING 21 YEARS OF HARDWORK AND EXPERTISE OF HAFOD PRIMARY SCHOOL STAFF.

IT IS WORRYING TO THINK THAT ALL MY NEPHEWS PROGRESS COULD BE REVERSED BY AN UNNECESSARY CHANGE.

DOSBARTH COCH DOES NOT NEED FIXING.

ATTENTION NEEDS TO BE REDIRECTED TO THE FAILING WITHIN THE EXTERNAL SERVICES.

RESOURCES AND FUNDING IS TOO LIMITED AND THIS IS THE REAL ISSUE THAT NEEDS ADDRESSING

THE POSSIBLE RELOCATION IS DEVASTATING NEWS TO MANY PEOPLE, ESPECIALLY DOSBARTH COCH KIDS AND THEIR FAMILIES.

Consultation Feedback: Summary of Submissions

Where appropriate comments have been written verbatim.

1. Hafod Primary School Proposals			
The following are the comments raised during consultation regarding the proposal to close the LSC at Hafod Primary All responses disagreed with the proposal			
Respondent	Type of Consultation response	Comment/Points Raised/ Additional Information from respondent	LA Response
Staff and Governors Hafod Primary	Letter	<p>We have never had surplus numbers in our CDC unit this academic year when the Local Authority placed 8 children in the CDC one month before the announcement of this proposal.</p> <p>Children in our CDC class are known and supported by all staff throughout the school. This is invaluable particularly during more challenging social times such as dinner time, play time, assembly and transition times.'</p> <p>'We are also able to share knowledge and information quickly and effectively, responding to children's needs more readily. This has proved essential in more challenging situations.</p> <p>Training such as AUTISM Awareness, Literacy interventions and Relax Kids are just a few examples of numerous initiatives successfully shared and developed at Hafod Primary.</p> <p>Adapting to new environments and new people is a necessary part of life experiences and we support pupils and parents well throughout this process.</p>	<p>The proposal is to relocate the provision at Hafod and not to reduce the number of KS2 CDC specialist placements.</p> <p>See Summary of Key Issues.</p> <p>Staff who relocated to the Porth Community have come from schools that accessed a range of training opportunities for pupils with additional learning needs.</p> <p>The Local Authority acknowledges that this support will be essential in supporting the pupils transition to Porth Community School should the proposal proceed.</p>

		<p>At Hafod we have mixed year classes, Nursery/Reception, years 1/2, 3/4 and 5/6. Our cohorts are smaller compared to larger mainstream schools. This means we are able to achieve small group integration opportunities for children in our CDC more successfully than other larger mainstream schools with single year classes. Because we are a small school, we are able to trial and manage more flexible arrangements for supported academic and social integration.</p> <p>From 1997 to the present day staff in the CDC have been fully supported by management teams and the Governing Body.</p> <p>Throughout the years it has been an essential requirement that appointed Headteachers have expertise and good experience of pupils with ALN. The Headteacher at Hafod primary have been committed to equity of provision for our CDC class and continue to strive to ensure this is possible through various means.</p> <p>Our small school nurturing environment combined with close-knit community support means pupils in our CDC even have opportunities to excel in more formal presentations and celebrations without being overwhelmed and over stimulated by the environment.</p> <p>A small nurturing environment, small staff team, smaller mainstream class sizes and close-knit community cannot be replicated in a large 3-16 provision. All these features contribute to establishing a low arousal environment, successful integration and great opportunities for our CDC pupils.</p>	<p>See Summary of Key Issues.</p> <p>The Headteacher at Porth Community School and Governing Body fully support the placement of the current KS3/4 and Foundation Phase LSC Provisions and are fully committed to having a KS2 provision.</p> <p>The Headteacher at Porth Community School has worked in schools where specialist provisions have been located.</p> <p>See Summary of Key Issues.</p> <p>See Summary of Key Issues.</p>
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		For the past 21 years our LA funded CDC has not merely been located in Hafod Primary, it has evolved to be integral to the school and central to its ethos and identity.	
LSC Hafod	Letter	<p>There seems to be a lack of understanding as to what the success of this class means to the children, and their school.</p> <p>Our school is at the heart of our community, and our class- the heart of our school. We nurture our children and provide excellent teaching, ensuring that no child goes without regardless of age, class or ability. The mainstream pupils in Hafod embrace pupils in our CD unit, and no child is treated differently. During lesson time, children from the CD unit are integrated (with support) into mainstream classes when possible. This school is as much theirs as it is any other child's, and when the time comes for them to move on in line with pupils they have grown and developed with, the transition to the secondary school of their choice has always been successful.</p> <p>Though I appreciate Porth Community School offers some fantastic new facilities for our pupils, our class at Hafod is already fully equipped to support the needs of our students. In addition to all of this, our inspection reports have always shown a positive feedback for our class.</p>	See Summary of Key Issues.
Parent of a pupil in Hafod	Questionnaire	<p>I don't agree with this move because my son just started in September and has now settled in to move him again would upset him.</p> <p>My son does not like to be in big crowds as he gets anxious. The class he is in now is the perfect place for him as he is calm and his social skills and learning skills are increasing.</p>	See Summary of Key Issues.
Parish of Pontypridd Schools Worker	Questionnaire	<p>I feel very strongly that the decision to move the Learning Support Class from Hafod school will grossly impact the nature of the school. They are involved fully in every aspect of school life.</p>	See Summary of Key Issues.

		<p>The move would not aid the learners and the school itself would lose part of its identity within the school and also within the wider community of Trehafod.</p> <p>Strong friendships that have already been formed will be eroded. The knock-on effect will add more strain to the learners and their families and will ultimately take a long time to adjust.</p> <p>Relocating these children does not benefit them, their families, or indeed Hafod school.</p>	
Parent of a pupil in Hafod CDC	Questionnaire	<p>My son has moved schools four times trying to find a unit and school that is suitable for him.</p> <p>Finally he is happy and settled in Hafod Primary and I think the move would not benefit him it would just cause him to be unsettled and not fair on him to have to get used to new surroundings teachers and friends for the fifth time.</p> <p>I have seen a lot of progress in my son since being there in September and that is down to Hafod primary.</p>	See Summary of Key Issues.
Parent Hafod Primary School	Questionnaire	<p>Excellent child staff relationships.</p> <p>Easy transitions for children throughout the school day.</p> <p>Children have made important friendships with other children within different classes.</p> <p>Children are integrated with all children within the school.</p> <p>Staff's expertise in the unit.</p> <p>The children would really miss the children in Dosbarth Coch.</p> <p>Why try and fix what is already working extremely well within the school.</p>	See Summary of Key Issues.
Parent Hafod Primary School	Questionnaire	<p>The emotional struggles it will have on the child, change is not easy for anyone especially a child with a disability.</p> <p>Offers inclusion, expertise within the whole of the school, support from Trehafod community.</p> <p>Dosbarth Coch works in Hafod Primary because of the nature of the setting. Yes it's an old building but its familiar to them- new building which is cold and looks like a hospital is going to cause the children extreme anxiety and this will have a massive impact on their well-being.</p>	See Summary of Key Issues

		<p>Every single child in Dosbarth Coch has excelled what if the change causes them to have a setback in their development.</p> <p>Dosbarth Coch belongs to Hafod Primary school- if it's not broke don't fix it.</p> <p>We all appreciate this is all down to money but surely lets thinks about the person for once.</p>	
Grandparent whose grandchildren attend Hafod Primary School	Questionnaire	<p>Hafod Primary has been a part of our village life for generations. I believe that not only has it benefitted the lives of countless pupils with communication disorders over the years, it has also enriched the lives of those in the general school population.</p> <p>I would notice when we were outside of the school environment when my children met any child with additional learning needs, they would never shy away from them, or feel that they were different. This is what having a CDC unit included in a small community school does – it teaches tolerance, understanding and compassion for others, it fosters friendships where in other places these children feel isolated, segregated and bullied.</p> <p>It would also be devastating for such a small school to be losing such dedicated staff members to Porth Community School- because in Hafod Primary they do not just care about their individual classes, they are a community- a family of teachers who know all of the students and each other.</p> <p>They work as a team, and our children benefit from this dynamic, and the considerable pool of knowledge they have.</p>	See Summary of Key Issues
Parent and ex-pupil of Hafod Primary School	Questionnaire	<p>A big part of why this class has been so successful is due to the integration of the pupils with the rest of the school.</p> <p>I feel the pupils of Dosbarth Coch and the rest of the school will suffer immensely with the proposal.</p>	See Summary of Key Issues
Parents of a pupil who once attended Hafod	Email	<p>This class is extremely important to the children who need it, one of which is my son who is on the autistic spectrum.</p> <p>Without the support of the excellent teacher and staff at Hafod, he would not have made the transition to mainstream before secondary</p>	<p>See Summary of Key Issues</p> <p>The proposal is not to remove provision but to relocate it to Porth Community.</p>

		<p>school and doubt if he would have been able to achieve his degree in computer games design.</p> <p>The staff at the CDC are amazing and the class is a lifeline to children who need extra support to reach their full potential.</p>	<p>Following the successful relocation of the Foundation Phase LSC to Porth Community School in September 2018, the Local Authority is confident that the relocation of the Key Stage 2 LSC from Hafod Primary will be equally as successful and provide enhanced provision for its pupils.</p>
Hafod Parents and Governing Body	List of Questions	<ol style="list-style-type: none"> 1. Why are you proposing this move? Is it essential? And are you prepared to listen to the voice of our community who are totally against it? 2. Can you comment on the research now coming to light that the performance of smaller schools is of a higher standard than the more recently developed super-schools? 3. Are you aware that Hafod's smaller environment is better suited for the teaching of Autistic children when compared to larger, busier schools?' 'How many of your decision makers have actually experienced spectrum/sensory processing difficulties (in a false environment) to try and understand these changes from our children's point of view? 4. We have tried to arrange access to visit the SEN unit in Porth Community School and have been told that it would not be 'Appropriate' at this time. Please can you explain why as the parents cannot make an informed choice for their child if the LEA is withholding vital information 5. If the proposal goes ahead how integrated will our children be with the general school population?' 'Will they have a shared or isolated yard?' 'What facilities are actually available at Porth Community 	<p>See Summary of Key Issues</p> <p>The proposals have been discussed and agreed upon by professionals within the LA who have extensive experience of working with pupils with ASD.</p> <p>A visit was arranged for parents to visit the proposed LSC at Porth Community on Wednesday 12th December 2018. Three parents attended and were able to view the new facilities and discuss any concerns/matters of importance with the Headteacher. A further visit is planned for January 2019.</p> <p>If the proposal proceeds the LSC will be integral to school life in Porth community and pupils and staff will be fully considered and included in all planning of any activity</p>

		<p>School, how are they an improvement and why we have not been invited to view them?</p> <p>6. It is proposed that children from the Foundation Phase ASD class will transition to the Key Stage 2 CDC? How will this be structured as these children surely have very different needs? How many children will be in the class and how can you ensure the staff will not be spread to thinly?</p> <p>7. The children in our CDC class have different needs during unstructured time such as break, lunch and transfer between classes- in Hafod these needs are met individually due to the flexible, nurturing ethos, which is person centred here-can you guarantee the same level of care if they are moved to Porth?</p> <p>8. Will the unit staff in Porth have split breaks to ensure children have recognisable, trained and visible trusted support at all times, whether in class, dining hall or playground? Will they be supported by wider school staff and management?</p>	<p>both educational and extra curricular. Pupils in the LSC will be fully integrated with their mainstream peers on the yard. The LSC will have brand new up to date resources including the latest technology. There will be a fully equipped sensory room. The classroom has adjoining toilet/washing facilities. The classroom is placed within the newly built primary building. All facilities are fully accessible. Pupils will have access to the 3G pitch on site.</p> <p>Criteria for placement in the FP ASD class and the KS2 CD LSC are the same and therefore pupils with the same type of needs will access both provisions. Therefore, pupils in the FP ASD class will be expected to transition seamlessly into the KS2 class. The KS2 class has capacity for 8-10 pupils and the staff to pupil ratios remains the same.</p> <p>The same arrangements will be put in place for pupils in Porth Community School as there is an expectation that individual needs of all pupils in the LSC provisions across RCT are catered for during both structured and unstructured times at school.</p> <p>Staffing will be organised to ensure that pupil's needs are catered for at all times during the school day. The Headteacher has expressed full commitment to supporting</p>
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		<p>9. Does your proposal include supervised places to eat away from the noisy cafeteria environment? Do you plan to provide choices for separate dedicated areas where children can go if they need to take time out whether during structured or unstructured time?</p> <p>10. At Hafod, if a member of staff from the CDC is absent, the school will place a recognised member of staff from the school with the children and relief staff in with a different class to maintain continuity for the children who need it the most. Will the staff in the CDC unit in Porth Community School be consistent? What happens when one of their staff members are off sick? Would supply staff be properly trained to support children with additional learning needs?</p> <p>11. Can you outline how you have ensured that our children, as a minority group in the education system, have been prioritised in your decision making in accordance with the Additional learning Needs Act?</p>	<p>the pupils and staff in the KS2 LSC as is currently the situation with the FP ASD class and the KS3/4 classes.</p> <p>Where possible, pupils would be fully included with mainstream peers during lunch/unstructured times. However where this is considered not to be in the best interest of individual pupils, separate areas will be provided and /or different times arranged to allow pupils to engage in these activities at a different time. All reasonable adjustments will be put in place.</p> <p>Staff in Porth Community will be consistent. Arrangements for cover will be the responsibility of the senior leadership team who are aware of the needs of pupils with ASD within LSCs due to hosting KS3/4 classes and the FP ASD class. Every effort would be made to obtain supply cover by a teacher experienced in ASD. However, no school with a LSC for ASD can guarantee this.</p> <p>Improving specialist provision for pupils in RCT has been at the heart of the decision making process in relation to the proposals. All decisions have been made with a full understanding of the needs of the pupils and with the aim of providing high quality, fully accessible, 21st Century specialist provision for pupils who require specialist</p>
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		<p>12. Each child in our unit has an Individual Education Plan and targets, tailored to help them thrive in the school environment. How would Porth Community School plan to uphold these and encourage interactions whether in a one on one setting, or group situation during unstructured times?</p> <p>13. The council has a legal duty of care to support children with Special Educational Needs based on their statements, should this move proceed, the few remaining months before the transfer would not be sufficient for children in mainstream education, let alone those with Special Educational needs. What care plan is already in place? We should be entitled to see this plan as soon as possible to ensure the needs of our children are being met.</p> <p>14. Apart from a new building, we would like to understand why you consider Porth to be a better, more supportive, learning environment?</p> <p>15. Should the move go ahead, will children benefit from extra, longer or more regular external specialist visits such as educational psychologists and CAMHS at Porth, or will it be the same as Hafod?</p> <p>16. We understand fewer transition periods are cited as a reason for the relocation, but they will also be transitioning within Porth, to new classrooms and new buildings- how is this considered to be an improvement? And how will they be prepared for this internal transition in a better way than we do at Hafod?</p>	<p>provision in a LSC within fully inclusive mainstream settings.</p> <p>See Summary of Key Issues.</p> <p>There is no evidence to suggest that any internal transition will not be undertaken appropriately at Porth Community. No concerns have been raised by pupils, parents or staff in the FP ASD class. The Headteacher has expressed her full commitment to ensuring that the pupils in</p>
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		<p>17. Please can you explain how daily integration into lessons would be managed in a much larger school environment?' 'Also how will you ensure that students in the Porth CDC unit have the opportunity to transition to mainstream classes so that they can achieve the best possible outcome?</p> <p>18. Can you explain how Porth plans to facilitate extra learning for students who are gifted in a specific topic area?</p> <p>19. Are there planned provisions for leisure activities and extracurricular events, including sports, for SEN children? Will our children be included in whole school activities as they are in Hafod? How will this be managed so that they are not overwhelmed?</p> <p>20. How will you meet the children's needs during the proposed home to school transfer and the return journey? Effectively managing school start/end times? Strategies to meet heightened sensory processing issues during transfers? Possible lengthened journey time? Chaotic parking/transport issues associated with Porth Community School?</p>	<p>the LSC will be treated inclusively alongside mainstream peers. Staff in the LSC will continue to use their expertise to support pupils appropriately.</p> <p>See Summary of Key Issues.</p> <p>Porth Community provides a range of extra-curricular activities for pupils. The FP ASD class is included in whole school activities and extracurricular activities alongside mainstream peers. The KS2 class will also be fully included in the above. No concerns have been raised by pupils, parents or staff from the FP LSC in relation to the pupils feeling overwhelmed in their new setting</p> <p>Specific arrangements are in place currently for pupils accessing FP ASD class to arrive/leave school in a discrete area of the school site. School start and finish times are staggered and differ from start and finish times in the secondary site. No concerns have been raised by parents, pupils or staff accessing the FP ASD unit which will be in the same site as the proposed KS2 LSC. Staff are experienced in catering for pupil sensory needs. The LA has not observed any chaotic parking/transport issues.</p>
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		<p>21. Will all children be eligible for transport within this proposal? Or will it be determined by distance? Will children ages 3-16 be potentially sharing transport?</p> <p>22. Is there a breakfast club available for SEN children in Porth? Can you elaborate on how or if this would be integrated with other children?</p> <p>23. If this is not going to save money, then can we choose to stay in the place where the children are already thriving?</p> <p>24. Is this proposal not taking away a parental right of choice?</p> <p>25. If our students have a sibling or family member at Hafod, will they be expected to relocate too?</p> <p>26. Should the decision be made to relocate the unit, and we then appeal-which we will- will the petition be relevant for re-submission, or would we require a new petition and further evidence? Is it true that the Petition only counts as one objection, no matter how many signatures are on it?</p>	<p>All transport arrangements will continue to operate effectively in line with the RCT Learner Travel Policy. It would not be appropriate to transport pupils of significant differing ages together.</p> <p>Breakfast club is available to all children at Porth Community and is a fully inclusive provision.</p> <p>The LA has a duty to continuously monitor and review its specialist LSC provision across RCT to ensure that it is utilising its resources efficiently and effectively to meet the needs of pupils who require specialist LSC provision. This will result in the LA making decisions to close, relocate or re-designate LSC provisions based on identified need. However, as outlined in the consultation document parents will have the option to move their child to Porth Community with the class or discussions can take place with individual families to discuss a bespoke package within mainstream.</p> <p>This will be parental choice.</p> <p>A new petition would be required. Further evidence could be provided. The petition is recorded as a petition with the number of signatories noted within the consultation response document.</p>
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Statement from an ex pupil of Hafod Primary school:		I can safely say that Dosbarth Coch needs to stay in Hafod Primary. The students in Dosbarth Coch are a part of Hafod primary just as much as any other pupil. They were not treated any differently and took part in our assembly's and school plays and I spent many a playtime with pupils from Dosbarth Coch. However, during my time at Porth County, I can count on my hand the amount of times I saw those pupils. They were never included in Assembly's/Eisteddfods etc.	See Summary of Key Issues
Friend of a concerned parent of a CDU Pupil	Questionnaire	This proposal risks causing great emotional upset to the children and their families who attend Dosbarth Coch. These children are emotionally vulnerable and should not be subjected to the stress this unnecessary change will cause them. These children are happy and thriving where they are, what will they gain from moving into a bigger, unfamiliar environment which is alien to them.	See Summary of Key Issues.
Family friend of a pupil in CDU	Questionnaire	My Cousin is happy at his current school and feel that change will have a detrimental effect on his education.	The responder's opinion is noted. See Summary of Key Issues.
Friend of a concerned parent of a CDU pupil	Questionnaire	Why move socially vulnerable children who are happy and thriving, to a new, bigger, less focused school. How can the new school provide the specialist care they're used to? Emotional upset for children and their families, no guidance of specialist skills the children needs, already have all they promised @Hafod- why change and cause upheaval.	See Summary of Key Issues.
Friend	Questionnaire	Nice little class lovely school	The responder's opinion is noted.
Ex parent	Questionnaire	Nice to keep in Hafod for local community. Hopefully to keep a school in village.	The responder's opinion is noted. Porth Community School is proximal to Trehafod.
Family of pupil Anonymous	Questionnaire	Children with SEN should be integrated within a local setting.	The responder's opinion is noted. As above
Friend of Pupil	Questionnaire	Concerns re large provision and impact this will have on children, impact on how change of provision will affect the children. Benefits of current provision PTA and Breakfast club in current provision. Impact on community loosing provision in Hafod Primary School.	See Summary of Key Issues.

Grandparent of a pupil at Hafod Primary School.	Questionnaire	At the moment the children of the LSC mix with the mainstream children which is important for their progress. If the LSC is located at Porth School the children will be segregated from the mainstream which do more harm than good.	The pupils in both the Foundation Phase and the KS3/4 LSC in Porth Community School are included in school activities, including in formal presentations. Pupils in the FP LSC have been included in Christmas activities such as the Christmas concerts and recreational trips.
Parent of a pupil at Hafod Primary School	Questionnaire	Children need to be included	The responder's opinion is noted. As above
Parent of a pupil at Hafod Primary School	Questionnaire	It will be beneficial to the students Smaller pupil numbers at Hafod will lead to its closure to all pupils.	See Summary of Key Issues.
Regular Supply Teacher	Questionnaire	On the surface it may seem perfectly reasonable to transplant any class from one setting to another with little or no negative impact. One could be forgiven for thinking that any one community is indistinguishable from the next. The school clearly fosters a close-knit family ethos based largely on its being part of a wider, unique community.	The responder's opinion is noted.
Anonymous	Questionnaire	School always offered this facility and should continue to.	The responder's views are noted.
Parent of Hafod Primary	Questionnaire	Children of Dosbarth Coch would not get the care needs they have in Hafod Primary.	The responder's opinion is noted. See Summary of Key Issues.
Friends of Parents of Hafod Primary	Questionnaire	Hafod Primary Dosbarth Coch kids are settled and its took a long time to do this so please don't up root them. Don't up route our kids, don't move them from everything they know Hafod is a great school.	The responder's opinion is noted.
Parent of Ex pupil of Hafod Primary	Questionnaire	It is vital to have this facility in the community.	The responder's opinion is noted.
Parent of Hafod Primary	Questionnaire	Dosbarth Coch will be singled out they will not get the teaching they have at Hafod. Our children don't like change please don't move them to another school.	See Summary of Key Issues.

Parent of Hafod Primary	Questionnaire	We love our class and it's not fair for the children to be up routed to move to another school. Our children are mixed at playtime lunchtime and are involved in everything we do.	See Summary of Key Issues.
Former Student of Hafod Primary and Porth County	Questionnaire	The students in Dosbarth Coch are a part of Hafod Primary just as much as any other pupil. During my time at Porth County, I can count on my hand the amount of times I saw those pupils. They were never included in Assembly's/Eisteddfods etc.	The responder's opinion is noted. See Summary of Key Issues.
Hafod Primary School	Questionnaire	Hafod Primary School has had a successful CDC unit for over 21 years with good reason, therefore I strongly disagree with this proposal. This community driven, accessible school with a fantastic inspection report provides the opportunities for all children to integrate and be included and accepted no matter what. The children and their parents are extremely happy here at Hafod Primary thanks to the Ethos understanding and commitment of staff not only based within Dosbarth Coch but throughout the whole school. It has been proven that changing schools and environments for any child can cause negative effects academically and socially resulting in stress. Studies have identified student mobility as a contributing factor especially in the areas of school engagement and attendance. (Dobson Henthorne & Lynas 2000, Hill & Doyle 2012, Reynolds, Chen & Herbers 2009).	There is no evidence that previous relocations of LSCs has had a detrimental impact upon pupils. The FP LSC successfully relocated to Porth Community from Ysgol yr Eos in September.
Class Teacher	Questionnaire	This unit sits in a small, caring environment that allows the pupils to gain confidence and develop their independence. There is excellent Parent/Staff/Headteacher relationships. Communication between all parties is excellent also, with parents with any worries able to speak to staff including the Headteacher at a drop of a hat. In a large setting this isn't possible. All staff know the children well and understand the needs of all in the unit. Pupils of Dosbarth Coch integrate fully in the school life, make close friendships with pupils in the mainstream classes and play a full part in all activities in the school.	The responder's opinion is noted. See Summary of Key Issues.
Friends of pupil and family	Questionnaire	Impact on how change will affect the children modern setting may be uncomfortable and change in activities. Proposal will have a significant impact on Hafod Primary School.	See Summary of Key Issues

<p>Parent of LSC Hafod Primary School</p>	<p>Questionnaire with additional supporting information please refer to appendix 4</p>	<p>Is the relocation essential? What evidence do you have that Porth Community School KS2 CDU will be a 'better' provision than Hafod Primary CDU?</p> <p>Why was Porth Community School built and plans viewed, clearly displaying 'SEN classrooms' when there was no CDU provision before school merge, and is no KS2 provision currently?</p> <p>Why are the Hafod CDU staff jobs confirmed 'not safe' by LA?</p> <p>How many places will be available in the KS2 provision in Porth Community School?</p> <p>If other KS2 CDU's in RCT exist and pupils transition into KS3 provision in Porth Community School, why can't Hafod Primary CDC remain open and do the same?</p> <p>Will there be a risk of other closures of RCT CDC and therefore resulting in a large class at Porth Community School in the future?</p> <p>Will the CDU children have ALN met at Porth Community School provision?</p> <p>Can you tell us what the CDU children will have at Porth Community School provision that is 'greater' than what Hafod Primary is already providing.</p> <p>Will my son continue to be eligible for transport to and from the proposed provision</p>	<p>See Summary of Key Issues</p> <p>The LA continuously reviews its LSC provision in line with Welsh Government requirements.</p> <p>See Summary of Key Issues</p>
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77 respondents	On line petition had the option of submitting additional comments	Comments raised mirror comments already received and commented on above 77 comments were provided via the online petition. It is understood that signatories were provided with an opportunity to add additional comments. A member of the Governing Body copied the comments onto individual proforma sheets	All responder's opinions are noted.
Uncle of a pupil from Hafod Primary School	Questionnaire	Dosbarth Coch has been a fab class and the children have come on so well. Why close something that is working so well? Concerns for full integrational involvement in all school activities. Welfare of child no considered.	The responder's opinion is noted. See Summary of Key Issues.
Parent of a pupil from Hafod Primary School	Questionnaire	The children are very happy and settled well, it's a fab unit and is great for the school to have a variety of individuals.	The responder's opinion is noted.
Auntie of a pupil from Hafod Primary School	Questionnaire	The class has been in place and successful go 21 years why close it? Transport concern for one pupil due to relocation. No evidence that Porth is a suitable provision.	The responder's opinion is noted. See Summary of Key Issues. The responder's opinion is noted.
Parent of CDU pupil Hafod Primary School	Questionnaire	I object to the proposal as I feel the relocation is not in the best interest for my child. Since attending Hafod Primary my son was instantly understood and his needs were met. He was let down un previous years by LEA, healthcare professionals and serious limits (funding, large classes, and fight for support). Concerned with delay to view provision The proposal will benefit the school not my child, concerned about comment made 'we need excellence to be excellent' No evidence that these changes will work, Porth needs to prove it is an excellent school- Hafod Primary is! I don't want my son being an experiment. Not enough time for sept 19 start if proposal goes ahead- 11 weeks for transition is not acceptable. Concerned for my child's wellbeing. As there is no evidence that this will work, I believe a contract should be offered. What if this LEA's decision fails my son and damages his education? Offering a bespoke care	The responder's opinion is noted. See Summary of Key Issues.

		package to stay in Hafod Mainstream is not an option as my son is stated – the LEA has a duty of care. Relocation is risking this. Why wasn't the relocation considered for Sept18 with key stage 1 gained from closed provision? SEN 2 facilities were clearly displayed on Porth Plans 2016. I feel Hafod CDU KS2 are 'trapped' to fill a gap created by LEA.	
Member of the Community	Questionnaire	No positive indication that a school of this type works for children concerned, too large for children with special needs- need to be nurtured.	The responder's opinion is noted.
Parent of pupil in Hafod Primary School	Questionnaire	The new school does not take account of individual children's needs. Hafod School is perfect for these children.	The responder's opinion is noted.
Parent of a pupil in Hafod	Questionnaire	My grandson was sent to the super-school and was just left to cry on the floor cause he was unsettled and no one was interested in him.	The responder's opinion is noted.
Uncle of a pupil in CDU	Questionnaire	The unit provides excellent educational needs for my nephew who enjoys going there, he is very worried it might close please don't close it.	The responder's opinion is noted.
Parent of pupil at Hafod	Questionnaire	Too many bad reviews of the new super school.	The responder's opinion is noted.
Parent of pupil at Hafod Primary School	Questionnaire	I think the more is unnecessary and causes more problems for the children than benefits. Welfare of the children, happiness if children.	The responder's opinion is noted.
Parent of a pupil at Hafod Primary School	Questionnaire	The children are an important part of the school	The responder's opinion is noted.
Parent of a pupil at Hafod Primary School	Questionnaire	Needed with in the school	The responder's opinion is noted.
Member of community-Hafod Primary School	Questionnaire	Significant impact on school and wider community impact on pupil-detrimental to wellbeing of child.	The responder's opinion is noted.
Family member of pupil in CDU Hafod Primary	Questionnaire	My nephew is happy at his current school and I feel this change will have a detrimental effort on his education.	The responder's opinion is noted.
Family member of a pupil in CDU Hafod Primary School	Questionnaire	It will negatively impact on a family member who attends the class. Choosing the class is not in the best interest of the individual and is all about cost effectiveness for RCT council.	The responder's opinion is noted.

PTA parent of pupil who's just moved to year 7- Hafod Primary School	Questionnaire	I believe children with any learning disability thrive better in a smaller provision. The provision at Hafod is successful, it works doe all the pupils who use the class and they learn to cope and grow within a small school environment.	The responder's opinion is noted.
Grandparent of a pupil at Hafod Primary School	Questionnaire	The LSC pupils at Hafod Primary School are fully integrated with the other pupils with the other pupils. The LSC pupils are able to mix, communicate and play with their peers. The history and success stories of the LSC at Hafod Primary School speak for themselves. It is foolish beaurocracy to change. Why try and fix it if it's not broken	The responder's opinion is noted.

Key themes for Hafod Primary School consultation responses:

1. Impact upon pupils
2. LSCs currently hosted by smaller mainstream settings
3. Transition of current LSC pupils to new LSC settings
4. Redeployment of staff and changes of terms and conditions of employment
5. Inclusion of SEN pupils within mainstream settings
6. Closure of mainstream settings
7. Rationale for change
8. Loss of LSC provision from within current school setting and loss of teaching staff
9. Discussions about individual pupils provision
10. Concerns regarding the quality of relocated LSC provision where LSC provision has currently been considered to be effective
11. Reducing funding for specialist provision
12. Meeting SEN/ALN of LSC pupils relocated provisions
13. Additional benefits of relocation of Hafod CDU to Porth Community School
14. Concerns regarding access to the wider community in Porth compared to current location in Hafod Primary School

2. Penrhys Primary School Proposals

The following are the comments raised during consultation regarding the proposal to close/relocation of the LSCs at Penrhys Primary
All responses disagreed with the proposal

Respondent	Type of Consultation response	Comment/Points Raised/ Additional Information from respondent	LA Response
Questions asked by Governors in Penrhys Primary School	Presented during meeting	<p>Questions:</p> <ol style="list-style-type: none"> 1. Why is Maerdy considered to be more accessible than Penrhys? 2. Why is the LA taking away a through provision at Penrhys primary and giving the reason for the move as to make a through provision. 3. What is going to happen to the children in the early year's observation class at Darran Park primary when they need placing? 4. Are there any future plans for any other learning support classes? 	<p>Major investment has been made in Maerdy Community School (approximately 4 million) to ensure that the school's environment is fully accessible and inclusive to a 21st Century standard.</p> <p>Where possible the LA strives to create through provision for pupils in LSCs to avoid unnecessary transition from one school setting to another to access specialist provision, thus providing equity with mainstream peers. There is currently a KS2 provision in Maerdy. Relocating 1x FP LSC from Penrhys would create a through provision in a school where there is a proven track record for providing effective SEN provision for pupils with complex needs.</p> <p>Placement of pupils in the early years LSC at Darran Park will depend upon the outcome of assessment of individual needs.</p>

		<p>5. Is it possible to see the transcript to the consultation meeting with parents to ensure it is true and accurate record?</p> <p>6. Will it be possible to see the transcript of this meeting?</p> <p>7. When will all paper work go to councillors it is an open meeting or can members of the public attend?</p> <p>8. Why did they stop children coming into L.S classes to make it look like they were not needed?</p> <p>9. They said at the proposal meeting it only affects 1 child as if 1 child doesn't matter. We all know it affect the whole school and many other communities not just Penrhys because the LS classes have children from all over the Rhondda.</p>	<p>The LA is consulting solely on the proposal included in the consultation document 'Review of LSC Provision within RCT'. The LA has a responsibility to continuously review specialist provision to ensure it is making effective and efficient use of resources to meet the needs of pupils with SEN across RCT.</p> <p>There is no requirement to take a transcript of consultation meetings. A summary of the main topics/areas of discussion has been recorded please refer to Appendix 4</p> <p>Members of the public are welcome to attend and sit in the gallery, however should a representative wish to speak at the meeting then a formal written request needs to be submitted to the Cabinet Office 5 working days prior to the meeting.</p> <p>Placement of pupils in LSC is considered in line with Access & Inclusion Specialist Placement Criteria</p> <p>The LA understands that any proposal for change can be an anxious time for pupils and parents. Individual discussion will take place with parents/pupils affected should the proposal process in relation to future educational placement. LSC</p>
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		<p>10. How can you say it is in the best interest of the children when right now they are getting the support they need these children will have different needs as complex needs are varied how will bigger classes support this?</p> <p>11. What is the maximum capacity of the classes in Maerdy? Are there plans to expand? Is there room to expand?</p> <p>12. Where do the children go when it's reached its maximum capacity? Decision affects the children still coming through the system where do they go when full capacity it reached?</p> <p>13. Where are the children of Rhondda Fawr going to be able to access these types of complex needs support classes? (Do not let them name behaviour support classes it's a different type of class.)</p> <p>14. How will the children with complex needs be given support in larger mainstream classes?</p>	<p>provision will still be available for pupils within the Rhondda The remit of the complex LSC will not change. The classes will continue to have a high staff to pupil ratio in order to support pupils' complex needs.</p> <p>The LA continuously reviews its specialist provision to ensure it makes efficient and effective use of resources to meet the needs of pupils with significant SEN across RCT.</p> <p>Please see above.</p> <p>Pupils who meet the criteria for placement in a LSC will access a specialist LSC provision.</p>
<p>Anonymous and Teacher at Penrhys School</p>	<p>Questionnaire</p>	<p>Proposal 1- The GCA entry requirement for Complex need classes has been greatly lowered in recent years from 74 to 61. This has made it far more difficult for pupils to access a place in these classes, even though they present significant difficulties and find it hard to access the curriculum in a mainstream class. It is feared that there will be a detrimental effect on mainstream classes if complex need classes are closed. As pupils who would have previously accessed places in complex needs classes will have to attend mainstream classes with no extra support, thus often causing disruption. Teachers in mainstream classes will be expected to raise standards of mainstream pupils whilst providing extra attention to those pupils who</p>	<p>The consultation does not include a proposal relating to specialist placement criteria. The responder's opinion is noted.</p>

		<p>have additional learning needs, resulting in mainstream teachers succumbing to more pressure. Additional training will/may be required by mainstream teachers to support pupils who have a variety of complex needs. In the current class arrangements, both academically and socially, good progress and performance has been made by almost all pupils with complex needs, both in school and at home with the majority of parents have reported improvements at home.</p> <p>Proposal 2- Moving the FP to Maerdy Primary school is less accessible to many pupils in the Rhondda Valley than that of Penrhys Primary School.</p> <p>Times stated below are taken from AA route planner: Blaenrhondda to Penrhys takes 17 minutes, to get to Maerdy it will take 28 minutes Treorchy to Penrhys takes 8 minutes, to Maerdy it takes 19 minutes. All journeys are extended significantly from the current provision at Penrhys Primary, and these times do not take into account transport trying to pass through Ferndale at peak times, extending the journey further.</p> <p>The proposal to put through provision in Maerdy which is less accessible and take the provision from a more accessible school.</p> <p>Transition/ developing links with the KS3 class will be made extremely difficult due to the distance, as the KS3 provision is proposed to be placed at Treorchy comprehensive.</p> <p>Proposal 3 – There is a definite need for an observation unit at Foundation Phase to ensure pupils are correctly placed, however under the proposed arrangements, if pupils are diagnosed with a particular need will there be a suitable placement available to them to meet that need appropriately.</p>	<p>The responder's opinion is noted.</p> <p>In relation to travel the distance/travel times fall within the parameters outlined in the Learner Travel Policy.</p> <p>Maerdy Community School is fully accessible 21st Century school setting</p>
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		<p>If there is no placement available under the proposed arrangements will pupils be kept in this observation unit inappropriately.</p> <p>Proposal 4- Extra provision at KS3 is overdue, however the distance from the proposed through provision is a concern, if located in Maerdy Primary school, the travelling distance for transition will be difficult.</p>	<p>There is a KS3/4 class for complex needs in Ferndale and there is also a proposal to open a KS3/4 class in Treorchy. The well-established KS2 class will put robust transition plans in place for pupils transferring to both settings. Distance will not impact upon the above.</p> <p>Placement will be identified and actioned as appropriate to the needs of the pupils.</p> <p>The responder's opinion is noted. Distance will not be a barrier to implementing robust transition arrangements for pupils.</p>
Grandfather of pupil in Penrhys Primary School	Questionnaire	It's diminishing the school, it's a traditional school for children with learning needs and disability.	The responder's views are noted.
Volunteer Penrhys Church and Friend of the Penrhys Community	Questionnaire	<p>Affect children with all types of behaviour. Children don't like change. Travelling from different area is not good for any child. Affect the children by going to another school and distance is not good. Heart of Penrhys.</p>	See Summary of key Issues.
Voluntary Friend of the Penrhys Community	Questionnaire	<p>Needs of these pupils best met in a smaller unit. Vulnerable children and would be overwhelmed by busier setting. Penrhys central position in Rhondda, Maerdy would be a very long journey for most pupils.</p> <p>Could this lead to the closure of Penrhys Primary?</p>	<p>The capacity of the class would remain the same if it were to relocate to Maerdy.</p> <p>See Summary of Key Issues.</p>
Neighbourhood manager of Penrhys	Questionnaire	Classes were instrumental in helping my niece to overcome her speech problems allowing her to now speak in 2 languages.	<p>The responder's views are noted.</p> <p>See Summary of Key Issues.</p>

		At present classes are held at the centre of the valleys to move them will create great issues.	
Uncle of pupils who have benefited from Penrhys	Questionnaire	Many children with learning difficulties which is becoming more apparent in the modern era. Penrhys is a central location.....more classes are needed. More cost effective keep classes....carting them all over the Valley with the raising fuel cost. More classes are needed.	The responder's views are noted. The LA continuously reviews its specialist provision to ensure it makes efficient and effective use of resources to meet the needs of pupils with significant SEN across RCT
Anonymous	Questionnaire	Not feasible for children or families. Travel and the relocation will be upsetting for all involved.	See Summary of Key Issues.
Member of Penrhys Community	Questionnaire	Important to have special need alongside mainstream children for learning and mixing and becoming friends. Distance of travel, Penrhys is central to both Valleys.	See Summary of Key Issues.
Anonymous	Questionnaire	Children went there and learnt and made many friends. Way too far away.	See Summary of Key Issues.
Parent	Questionnaire	Both sons taught in unit they were a great help. Travelling is too much with children with needs.	See Summary of Key Issues.
Member of Penrhys Community	Questionnaire	All children are kept together. Penrhys central, less travel time.	See Summary of Key Issues.
Parent and Ex-pupil	Questionnaire	Know how important children with special educational needs are in the way they interact with others. Disrupt the education of the children..... fear it will lead to the closure of wonderful school.	See Summary of Key Issues.
Friend of the Community	Questionnaire	Quite a lot of pupils with learning difficulties and Penrhys is most central for all. Cost of transport would out weight the cost of keeping classes open.	The responder's views are noted. Feedback from the LA's Integrated transport Unit does not suggest that the proposals in relation to Penrhys will incur any significant additional cost to transport.

Volunteer and friend of Penrhys Community	Questionnaire	Vulnerable children's needs in larger classes are not always met, which can cause extreme stress for the children and families. Smaller school settings can address their needs more effectively. Length of time that will be spent travelling to more distant schools which has it obvious disadvantages particularly with children with physical disabilities. If LSC classes are closed it could lead to school closure.	The capacity of the class would remain the same in Maerdy Community School. See Summary of Key Issues.
Parent of pupil in Penrhys	Questionnaire	Children use and need class. I don't think child should be taken from their familiar surroundings as it can effect learning and mental health.	See Summary of Key Issues.
Aunt of child who attends Penrhys	Questionnaire	Everyone should have the right to attend the same school. Maerdy has less spaces for LSC and it's too far to travel for some people. I think all children should be treated equally even LSC children.	See Summary of Key Issues. The capacity of the class would remain the same in Maerdy Community.
Parent of pupil at Penrhys	Questionnaire	LSC provision has always been an important and integral part of Penrhys and to take it away could be detrimental to school. Penrhys can facilitate 18 pupils whereas Maerdy can only facilitate 10 pupils.	The responder's views are noted. The capacity of the LSC that is proposed to relocate to Maerdy Community will remain the same should the proposal proceed.
Parent of pupil at Penrhys	Questionnaire	It will cause too much distress on the children having to travel so far. Penrhys has the ability to facilitate 18+ pupils than Maerdy only 10. Penrhys is central to the Valley.	The capacity of the LSC that is proposed to relocate to Maerdy Community will remain the same should the proposal proceed. There is currently surplus capacity in the 2 FP LSCs in Penrhys Primary. The proposal aims to redirect resources to address other identified areas of need for LSC provision across RCT.
Parent of pupil at Penrhys	Questionnaire	Will take my child back in development stage due to her complex needs. My daughter would not travel from Penrhys to Maerdy with their needs.	There is no evidence to suggest that transition to a new setting would impact upon the pupil's development. See Summary of Key Issues.

Grandparent of one of the pupils in Penrhys	Questionnaire	Children need class as not all children are the same and some need extra help. Should not have to travel when we have a perfect LS in our own school.	See Summary of Key Issues.
Parent of pupil at Penrhys	Questionnaire	Children with learning difficulties need this placement. This is too far for young children to travel when there is a perfectly good school on site.	The responder's views are noted. The capacity of the LSC that is proposed to relocate to Maerdy Community will remain the same should the proposal proceed.
Parent of pupil in Penrhys	Questionnaire	Need to higher the GA score, so then the class could be filled. Already a cross phase I think the travelling would be unacceptable.	See Summary of Key Issues.
Parent of a pupil in Penrhys	Questionnaire	Children need this class if they are finding mainstream hard. I do not think children at such a young age should have to travel this far to suit their needs.	See Summary of Key Issues.
Governor	Questionnaire	Welfare of child should come first, the children are settled so would not need disruption. Traumatising for children to be relocated. Penrhys has excelled in looking after/ teaching LSC children.	See Summary of Key Issues.
Parent of a pupil in Penrhys	Questionnaire	Penrhys is a small school and teachers and children have close relationships which is very valuable with learning difficulties children. Maerdy is also far from Penrhys.	The responder's views are noted.
Parent of pupil in Penrhys	Questionnaire	I think it is pathetic to close the LSC class. Children will have to travel longer and further and this will cause more traffic which council is trying to avoid. This decision will put pressure on other schools and children will get lost in system. Children have to get used to different school, bigger classes.	The responder's views are noted. See Summary of Key Issues.
Grandparent of Penrhys	Questionnaire	I don't think it is in children's best interest to lose another class. I don't think children should be treated like sheep to have to go to another school.	The responder's views are noted.
	Questionnaire	There is a long established class with experienced teachers.	The responder's views are noted. See Summary of Key Issues.

		Penrhys ideally located between two valleys, whereas Maerdy is at the top of the Rhondda Fach a long a distance for vulnerable children to travel.	
Parent of a pupil in Penrhys	Questionnaire	Best school in the Rhondda, caring teachers, supportive headmistress, only school my children settled in and had support. The unit is needed in the community and should not be relocated. Things should not be changed.	The responder's views are noted. The proposal is to relocate the LSC to create a through provision in Maerdy Primary. This setting's last Estyn Inspection was positive. It must be noted that the Estyn Inspection in Penrhys in 2017 deemed that 3 out of 5 inspections areas were 'adequate' and in need of improvement.
Pupil at Penrhys	Questionnaire	Wrong to shut down for funding. It's doing fine up the current location. Shutting down a good school.	See Summary of Key Issues.
Parent of pupil in Penrhys	Questionnaire	Everyone should have the option to attend a school that has facility. Maerdy can offer so many spaces with the facility but Penrhys can cover more spaces.	The responder's views are noted. See Summary of Key Issues.
Grandparent of a pupil in Penrhys	Questionnaire	LSC has provided great support, it is ideally situated to cover both sides of the valley, so children don't have to travel so far. Maerdy is smaller unit not so many children attend as in Penrhys. Agree with Proposal 3: The sooner problems are identified in preschool age children the better support can be sat in place for when they reach compulsory school age. Penrhys has provided excellent support to the children who attend the LSC for years, the staff have a fabulous bond with the children meet the individual needs.	The responder's views are noted. See Summary of Key Issues.
Community of Penrhys	Questionnaire x30	Disagree to the proposals	Noted
Penrhys Primary School	Questionnaire	Proposal 1 GCA requirements have been lowered -74 to 61- making it more difficult for pupils to obtain places in these classes. Finding it difficult to access	The responder's views are noted. See Summary of Key Issues.

		<p>the curriculum in mainstream class, be underperforming and would benefit greatly from accessing such a provision.</p> <p>Closing classes have to attend mainstream with no extra support- causing disruption- having detrimental effects on the other pupils in class.</p> <p>Teachers in mainstream class put under more pressure</p> <p>Mainstream teachers will require additional training.</p> <p>Pupils with significant learning difficulties will find it more difficult to function and progress.</p> <p>Currently pupils with complex needs perform well and make good progress in current class arrangements- both academically and socially.</p> <p>Proposal 2-</p> <p>Moving class Penrhys primary school to Maerdy Primary school make it less accessible to many pupils in the Rhondda Valley.</p> <p>Journey should be reasonable.</p> <p>Taking away a through provision form the accessible school.</p> <p>KS3 provision in Treorchy comprehensive- making transition links with KS3 class very difficult due to the distance.</p> <p>Proposal 3</p> <p>Definite need for an observation unit in Foundation Phase. Will there be a suitable placements.</p> <p>Proposal 4</p> <p>Definite need for extra provision in KS3.....concern due to travel distance</p>	<p>The responder's opinion is noted.</p> <p>Placement will be identified and actioned as appropriate to the needs of the pupils.</p> <p>Distance will not be a barrier to implementing robust transition arrangements for pupils.</p>
<p>Penrhys Primary school typed letter contain exactly the same content submitted by an number of individuals (x76)</p>	<p>Letter</p>	<p>Parental satisfaction with quality of teaching, care and outcomes for pupils in learning support classes.</p> <p>The adverse effect of the policy of compartmentalising the consideration of LSC provision in isolation from the effect on the whole school and its future.</p> <p>Separating pupils who are often vulnerable from their friends, peers and in some cases their siblings, is giving rise to a very real concerns for families.</p> <p>Considerable concern about vulnerable pupils attending a larger school with potentially larger classes.</p>	<p>The responder's views are noted.</p> <p>See Summary of Key Issues.</p>

		<p>Distance and time involved in pupils travelling to and from school, effect on lengthening the school day is a worry. Penrhys is far more accessible to the Rhondda Fawr than Maerdy.</p> <p>Some parents or guardians will have primary age's children in both mainstream and LS classes, therefore in different schools.</p> <p>Penrhys community is extremely concerned by the tone of the whole report and the effects of what appears to be the inevitable closure of Penrhys Primary School arising from targeting of the LS classes.</p> <p>Minimal impact of the proposals...only one pupil would be affected, the concern is that this number represents only the immediate situation and does not allow for the need for LSC provision for more children in the future.</p> <p>A Community Impact Assessment is not even deemed to be desirable....impact of the proposals....on the school within Penrhys Village environment.</p>	<p>This is not unusual for parents of pupils in any of the LA's LSCs across RCT.</p> <p>See Summary of Key Issues.</p>
Parent of a child in Penrhys Primary School	Questionnaire	<p>These classes help children with complex learning needs whilst my child has attended this class he has progressed really well and the teachers do a very good job with these children that have complex needs.</p> <p>Second time that this has happened to my son it's not fair to him moving schools again as its upsetting as he doesn't like change.</p> <p>Children with complex needs, need these classes to help them it's not fair that you want to take these away from them.</p>	See Summary of Key Issues
Teacher at Penrhys Primary School	Questionnaire	<p>Proposal 1</p> <p>GCA requirements have been lowered -74 to 61- making it more difficult for pupils to obtain places in these classes. Finding it difficult to access the curriculum in mainstream class, be underperforming and would benefit greatly from accessing such a provision.</p> <p>Closing classes have to attend mainstream with no extra support- casing disruption- having detrimental effects on the other pupils in class.</p> <p>Teachers in mainstream class put under more pressure</p> <p>Mainstream teachers will require additional training.</p>	<p>The responder's views are noted.</p> <p>See Summary of Key Issues.</p>

		<p>Pupils with significant learning difficulties will find it more difficult to function and progress.</p> <p>Currently pupils with complex needs perform well and make good progress in current class arrangements- both academically and socially.</p> <p>Proposal 2- Moving class Penrhys primary school to Maerdy Primary school make it less accessible to many pupils in the Rhondda Valley. Journey should be reasonable. Taking away a through provision form the accessible school. KS3 provision in Treorchy comprehensive- making transition links with KS3 class very difficult due to the distance.</p> <p>Proposal 3 Definite need for an observation unit in Foundation Phase. Will there be a suitable placements.</p> <p>Proposal 4 Definite need for extra provision in KS3.....concern due to travel distance</p>	<p>The responder's opinion is noted. Placement will be identified and actioned as appropriate to the needs of the pupils. Distance will not be a barrier to implementing robust transition arrangements for pupils.</p>
Anonymous	Questionnaire	<p>The school has always offered this facility and should continue to</p> <p>Key themes from Penrhys School consultation responses:</p> <ol style="list-style-type: none"> 1. Distance/travel time for pupils being relocated 2. Impact upon pupils 3. LSCs currently hosted by smaller mainstream settings 4. Transition of current LSC pupils to new LSC settings 5. Redeployment of staff and changes of terms and conditions of employment 6. Inclusion of SEN pupils within mainstream settings 7. Criteria for specialist placement 8. Closure of mainstream settings 9. Rationale for change 10. Loss of LSC provision from within current school setting and loss of teaching staff 11. Discussions about individual pupils provision 12. Meeting SEN/ALN of LSC pupils relocated provisions 13. Changes to capacity for LSCs proposed to relocate to Maerdy and Porth Community School 14. Reducing funding for specialist provision 	<p>The responder's views are noted.</p>

3. Caradog Primary School Proposals

The following are the comments raised during consultation regarding the proposal to close/relocation of the LSCs at Caradog Primary
The responses disagreed with the proposal

Respondent	Type of Consultation response	Comment/Points Raised/ Additional Information from respondent	LA Response
Grandparents whose grandchild attends Caradog Primary School	Questionnaire	Kids like xxx don't like change. Keeps asking why he got to change school.	See Summary of Key Issues The LSCs in Caradog are based in a Victorian building that is not easily accessible for pupils with additional learning needs/disabilities.
Parent of a pupil at Caradog Primary School	Questionnaire	Caradog is a fantastic school with complete access and facilities throughout purposefully for my daughter X in the LSC. The staff are well experience and very accommodating. Caradog has the facilities to accommodate infants and juniors. They have everything at Caradog school for a smooth transition. Specific information regarding XX was submitted	See Summary of Key Issues

Key themes from Caradog Primary School consultation responses:

1. Discussion about individual pupils' provision
2. Rationale for change

4. Darren Park Primary School Proposals

The following are the comments raised during consultation regarding the proposal to re-designation of the LSCs at Darran Park.
The response disagreed with the proposal

Respondent	Type of Consultation response	Comment/Points Raised/ Additional Information from respondent	LA Response
Regarding Darran Park Primary School	Email	<p>Firstly I would like to comment on the amount of jargon used in your letter. I feel the language used is mostly inaccessible to the layman. This is unfair and would appear that you are aiming to 'put off; potential attendees to the aforementioned drop in session.</p> <p>Am I correct in my understanding that you are trying to get rid of the additional learning needs (ALN) class in favour of mainstreaming the pupils with additional learning/ learning support needs?</p> <p>Are these surplus capacity issues a direct result of the merging of, and subsequent closure of North Road school?</p>	<p>The LA acknowledges your comment regarding the jargon in the letter and will review the content in light of your concerns. There was no intention to put off people from attending the session as the LA welcomes and encourages all stakeholders to take part in the consultation.</p> <p>No the proposal is to re-designate or change the function of the LSC in Darran Park to be an Early Years Assessment and Intervention Class for pupils of nursery age who have significant complex learning difficulties.</p> <p>No the proposal aims to address the need to provide specialist early intervention for nursery aged pupils with significant complex learning difficulties.</p>

		<p>If I am incorrect in my understanding, is it that you are proposing to cut the learning support assistance already provided to the pupils in need at Darran Park?</p> <p>Could you also outline the advantages of mainstream inclusion for pupils requiring learning support? How is it possible to take a preventative approach to pupils in the primary school when, many of the additional learning needs aren't diagnosed until many children are of Junior School age?</p> <p>What is the current imbalance between primary and secondary provisions?</p>	<p>The consultation does not include a proposal to reduce learning support assistance to pupils in need at Darran Park. This question is not relevant to the LSC consultation. For children assessed as having significant additional learning needs from birth onwards there are recognised assessment processes and intervention/strategies/specific educational approaches that are effective in providing early intervention and preventative approaches for pupils with ALN both in special and mainstream schools.</p> <p>The consultation also includes proposals to open a Key Stage 3/4 LSC for pupils with Complex Learning Difficulties in Treorchy Comprehensive School and a Key Stage 3/4 LSC for pupils with Social, Emotional and Behavioural Difficulties in Ysgol Nant Gwyn in order to enhance secondary LSC provision in line with the outcome of analysis of pupil need.</p>
<p>Key themes from Darren Park Primary School consultation responses:</p> <ol style="list-style-type: none"> 1. Impact upon pupils 2. Criteria for specialist placement 3. Rationale for change 4. Discussion about individual pupils provision 			

5. Heol y Celyn Primary School Proposals

The following are the comments raised during consultation regarding the proposal to close the LSCs at Heol y Celyn. The responses disagreed with the proposal

Respondent	Type of Consultation response	Comment/Points Raised/ Additional Information from respondent	LA Response
Parent of a pupil in Heol Y Celyn Primary school	Email	<p>As you can appreciate I do not want him removed from Heolycelyn but in fact stay in Heolycelyn until he goes to comp with his friends. I have found out how detrimental transition to another school can be. He is statemented and I also do not want him dropped into mainstream and forgotten about resulting in being lost in the system.</p> <p>I have observed other classes being closed down and that you are in fact preparing the school for the transition to the super school in Hawthorn. I understand that finding money is difficult however if you snip the corners of all schools instead of totally chopping up the support learning classes for the disabled children you may also find the same if not more money.</p> <p>I ask you keep the Learning Support Class at Heol Y Celyn open simply because it is a fundamental need for all the disabled children in it. So dragging them out and placing them in another school would be detrimental to their health and mental state, without even taking into consideration the speed you want this done by.</p>	See Summary of Key Issues

Key themes from Heol Y Celyn consultation responses:

1. Discussions about individual pupils provision
2. Reducing funding for specialist provision
3. Impact upon pupils
4. Transition of current LSC pupils to new LSC settings

6.Generic Responses to the Consultation

The following are the comments raised during consultation regarding the proposal to re-align LSC provision within RCT.

Respondent	Type of Consultation response	Comment/Points Raised/ Additional Information from respondent	LA Response
Union representative NASUWT Cymru	Email	<p>Having spoken to stakeholders in the Primary School settings that may be affected by the proposals to close and relocate LSC provision there is concern about the mobility of pupils, the diminishing support for SEN pupils within local communities and the withdrawal of specialist support for pupils with CLD for example. In the case of Penrhys and Heol y Celyn there are concerns about the choices that pupils and parents have in order to continue accessing vital, specialist support without the pupil having to travel some distance to access it.</p> <p>As part of the consultation we would like to see detailed data relating the numbers and local distribution of pupils eligible for LSC entry and if the proposals are allowed to go ahead in their present form, the locations of the LSC that can best meet their needs.</p>	<p>See Summary of Key Issues</p> <p>Noted</p>

		<p>In the 2014 report which saw significant changes to SEN provision as a first phase model – <i>a number of statements were included in the email</i> LSC staff feel that these ‘pupil centred’ arguments are as valid now as they were in 2014? While we are aware of the financial benefits associated with the recent proposals (I note that RCT spends in the region of £3.1m annually on the provision of LSC’s and there are currently approximately 330 pupils accessing the 46 LSC provisions within RCT), ‘individual’ pupil needs within their local communities still have to be met.</p> <p>There has been disclosure relating to the actual fall in numbers of pupils in the LSC settings in for example Penrhys and Heol y Celyn but issues have also been raised about whether changes to the GCA have contributed to this. It is suggested that GCA adjustments relating to entry and exit scores and criteria may well have discourage parents and carers from accessing provision in the present settings.</p> <p>The consultation NASUWT Cymru expects the local authority to respond to this and publicise criteria and scoring data that reflects trends over time.</p> <p>It is likely that existing teaching and support staff will be affected by the proposed changes.</p> <p>Clarity is sought regarding the impact and performance of the learning support classes. I note from the proposal documentation that whole school performance has been referenced (‘school’s current performance’ and ‘prospects for improvement’) but there are worries that positive comments and outcomes attributed to the LSC provision in some settings have not been disclosed.</p>	See Summary of Key Issues
RCT NEU	Email	<p>General Principles</p> <p>It was once said that pupils in RCT did not need to have statements as their needs were met by the wide number of provisions available across the county.</p> <p>The closure of classes and the tightening of criteria for entry to classes seems to do little to support this notion going forward.</p> <p>Closing classes reduces the opportunity for pupils to receive the tailored support in small settings that they need.</p>	<p>The responder’s opinion is noted.</p> <p>See Summary of Key Issues.</p>

		<p>Re-designation of classes at Darren Park/Llantrisant Seems entirely reasonable and sensible. there may be a greater need for more classes of this type as the earlier pupils receive appropriate support the more successful the outcome.</p> <p>Closure of classes at Heol Y Celyn Understand the lack of pupils in the classes at Heol Y Celyn. This would appear to be based on more stringent entry criteria and the need for schools to have completed the fullest graduated response. It leaves Pontypridd area with no provision for pupils with complex difficulties.</p> <p>Closure of Pontygwaith Significant low numbers at Pontygwaith over the last few years. Given the proximity to Penrhys, Darren Park and Maerdy the closure seems logical. When completed with the lack of pupils.</p> <p>Closure of 1 FP at Penrhys and movement of 1 FP to Maerdy Given the arguments put forward in the documentation of the proposal this seems to be in opposition to those arguments. Two KS2 classes left at Penrhys- therefore no long term provision to progress through in the same establishment which seems to be the core argument for moving the one FP class to Maerdy. More sensible for classes left to be of flexible designation so that should pupil need arise then one can operate as an FP class whilst the other operates as a KS2. This could be built in over time so no further realignment necessary.</p>	<p>There is LSC provision for pupils with complex needs in Gwaunmeisgyn Primary which could be accessed by pupils in the Pontypridd area.</p> <p>The responder's opinion is noted.</p> <p>The proposal to close one FP class and relocate the other FP class to Maerdy ensures that the impact upon pupils currently accessing the LSC provision at Penrhys is minimised, thus affecting only one pupil.</p> <p>In relation to flexibility the LA has to continuously review its LSC provision across the LA to ensure that it meets the needs of learners with significant SEN. The situation at Penrhys will continue to be subject to monitor and review in this context. Having 2 LSC provision in the same school setting allows the LA to be</p>
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		<p>Closure of KS2 at Caradog and movement of FP class to Cwmbach Caradog has through provision. It has access issues but much work has been done to overcome these issues and make the school a suitable environment.</p> <p>In closing the KS2 class pupils will have to transfer to Cwmbach..... significant impact on learners who are part of the Caradog School Community.</p> <p>Opening of new classes at Nant Gwyn and Treorchy No issue with the opening of new classes, however would wish to ensure that all posts are ring fenced to those whose posts will be made redundant through the closure of the classes.</p> <p>No sensible through provision for the SEBD pupils or Complex Needs pupils- the KS2 SEBD provision is in Bodringallt, which is now part of the Treorchy cluster whilst the KS2 complex provision is at Penrhys which is part of the Tonypany Cluster- unfair for these pupils..... no social support from their peers as they move to secondary provision.</p> <p>Movement of KS2 communication disorder class from Hafod to Porth</p>	<p>flexible with the designation of educational phase of the LSC.</p> <p>Minor reasonable adjustments were undertaken to ease access for pupil with mobility issues in Caradog Primary. However the site is severely constrained. There is no dedicated parking or drop off area on site for pupils to easily access school provision. The geographical nature of the school means that future adaptations are unachievable.</p> <p>See Summary of Key Issues.</p> <p>Should the proposals proceed further discussions will be held with HR and Union representatives in order to agree the appointment process. The LA will need to be satisfied that staff can meet the essential criteria necessary to fulfil the requirements of the new posts in order to appoint the staff in question.</p> <p>The responder's views are noted. The LA continuously reviews its LSC provision across the LA to consider how it can improve LSC provision.</p> <p>See Summary of key Issues.</p>
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		<p>Understand the principle of creating a through provision.....benefit of the class being situated at Hafod.</p> <p>The facilities available to pupils.....within a very short walking distance are superb. The class in Hafod is a core part of the school community..... and there is great concern that this benefit will be lost in a bigger establishment.</p> <p>Closure of Penywaun KS2 SEBD</p> <p>Understand the logic of closing class, however surprised by the lack of need for this provision in this location.</p> <p>Has sufficient investigation been carried out as to why no pupils have been place here?</p> <p>Growing number of pupils across the whole of RCT exhibiting behaviour that would normally indicate a need for placement such as this class- lack of pupils being placed is puzzling.</p>	<p>The LA has undertaken an analysis of current and projected pupil need prior to developing the proposal. Data indicates that additional capacity for pupils with significant Social Emotional Behavioural Difficulties (SEBD) is needed in KS3/4, hence the proposal to open a KS3/4 SEBD provision.</p>
Transportation Manager RCT	Email	<p>I accept that the proposals aim to 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, as well as addressing the current imbalance between the number of primary and secondary provisions, transition and accessibility issues. Having reviewed the proposals from a transport perspective (attached), I suggest that the estimated full year impact will be in the region of £120,000 in a full financial year. Provision for this needs to be taken into account and provision made as part of the 21st Century Schools Modernisation Programme.</p>	<p>The responder's views are noted.</p> <p>The increase in transport cost relates in the main to transport to the proposed new LSC provisions. The establishment of these LSCs has been based on analysis of pupil need.</p>
<p>Key themes from Generic Consultation Responses:</p> <ol style="list-style-type: none"> 1. Transport implications 2. Impact upon pupils 3. Redeployment of staff and changes of terms and conditions of employment 4. Inclusion of SEN pupils within mainstream settings 5. Criteria for specialist placement 6. Rationale for change 			

7. General agreement with need for Key stage 3/4 provision

Appendix 1c

Timetable of Consultation Events

School Affected	Group-Pupils/ Staff/Parents	Date
Heol Y Celyn Primary School	School Council	6 th November 2018
	Staff	
	Parents	
Penrhys Primary School	School Council	7 th November 2018
	Staff	
	Parents	
Caradog Primary School	School Council	8 th November 2018
	Staff	
	Parents	
Hafod Primary School	School Council	13 th November 2018
	Staff	
	Parents	
Darran Park Primary School	School Council	14 th November 2018
	Staff	
	Parents	
Llantrisant Primary School	School Council	15 th November 2018

Timetable of School Council Meetings

School Affected	Group-Pupils/ Staff/Parents	Date
Maerdy Primary School	School Council	9 th November 2018
Pontygwaith Primary School	School Council	9 th November 2018
Porth Community School	School Council	9 th November 2018
Ysgol Nant Gwyn	School Council	9 th November 2018
Treorchy Comprehensive School	School Council	9 th November 2018
Cwmbach Primary School	School Council	15 th November 2018
Penywaun Primary School	School Council	15 th November 2018

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Learning Support Class Review Consultation Events 2018

School Name:	Caradog Primary School		
Venue:	Caradog Primary School		
Date	8/11/2018	Number of School Staff:	7 LSC Staff
Number of School Council representatives:	7	Number of Parents: & Governors	Approximately 12 LSC parents a Govern Body representative
Type of meeting:	Staff, pupils, parents Headteacher, Chair of Governors		
Local Authority Officers in attendance:	Kate Hill, Lisa Carter, Clare Jones (Union), Nicole Pearce and Louise Richards (HR).		

Staff

LC introduced proposals, explaining the consultation process and rationale for the proposals following which a number of questions and concerns were raised:

- Will the building be adapted to suit pupil's needs- will money be available?
 - The proposed school for the relocation of the class has benefited from 21st Century investment and is fully accessible. Individual pupil requirements will be reviewed should the proposal be progressed
- What support will be put in place for pupils regarding transition?
 - Robust transition support will be put in place with the support of the LA
- What's the implication for staff?
 - NP provided information regarding consultation with unions and the managing change policy. Staff were advised whilst we recognised this was a concerning time we are still only at the proposal stage. Once this has been formally agreed to proceed LA staff will work with union representative to agree how the proposals will be implemented
- General comments:
 - Can understand need to close classes, with no pupils but these classes are full.
 - Understand closures due to under capacity, understand through provision, but this school/ class doesn't have these concerns.

Pupils

LC introduced proposals or ideas to change to the group

- Pupils were asked 'do you know why we are here?' how do you feel about that idea?
 - You want to close our classes- SEN
 - Cwmbach Primary- modern
 - Less people in yard- miss the pupils, feel different
- General comments:
 - Like the fact that SEN pupils have same opportunities as everyone else
 - What happens to resources of class? - Equipment may move or if owned by school will stay, money will be used to open more secondary classes.
 - What would happen to teachers? - Could apply for post, retire, or apply new post.
 - Classes should stay
 - What happens to pupils if they don't like new school
 - School raised lot of money for one pupil, would that pupil have a room for equipment- Yes would make sure.

Parents

KH introduced LA Officers and explained the consultation proposals, rationale for the proposal and the consultation process, parents and Governors were given opportunity to raise concerns/questions:

- Why Cwmbach- can see fabulous school, but disappointed with class size. How many pupils will be in class?
 - Cwmbach has benefited from extensive 21st Century Schools investment and is fully accessible, class sizes will remain in line with current level, (8 FP and 10 KS2 depending on the needs of the pupils attending the provision)
- Will children have links with other pupils in the school?
 - Yes all LSC classes are expected to integrate with mainstream pupils
- What if pupils don't want to go? What are the chances of mainstream with support, LSC or Special School?
 - Meetings will be held with appropriate staff and parents to discuss the most suitable placement for each individual pupil when the outcome of the proposals are known
- General comments:
 - Fantastic staff very supportive, concerned KS2 teacher will not move with class. If class teacher was moving parents would not be concerned
 - Caradog is an inclusive school, pupils understand SEN pupils
 - Significant number of pupils require support- why not more classes, Cwmbach is not set up and will need significant money spend on getting it ready
 - Understands the importance of through provisions, but school has that here why move it

- Class is a comfort to the pupils that is meeting the needs of the pupil.
- One specific pupil – concerns regarding size of classroom no room to move around, the need for a dedicated room for equipment, and storage, disabled toilet around the other side of the building no hoist.

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Learning Support Class Review Consultation Event 2018

School Name:	Penrhys Primary School		
Venue:	Penrhys Primary School		
Date	7/11/2018	Number of School Staff:	8
Number of School Council Representatives:	5	Number of Parents and Governors:	40+
Type of meeting:	Staff, pupils, parents		
Local Authority Officers in attendance:	Ceri Jones, Lisa Carter, Alice Holloway, Nicole Pearce HR Clare Jones (Union), Mark Cleverley (Union)		

Staff

CJ introduced proposals, explaining the consultation process and rationale for the proposals following which a number of questions and concerns were raised:

- Attendees sought clarification on reasoning of proposal to close the provision in Penrhys to make a through provision in Maerdy Primary School
 - CJ reiterated the rationale for change: reduction of surplus places, the ambition to increase the number of schools with through provision, reduction in transition unnecessary for SEN pupils
- Concerns were raised that KS2 provision will reduce in Penrhys due to no feeder pupils from a FP class.
- Officers were questioned as to the long term plan of the LA. Was it the intention to close all classes in Penrhys as the pupils decrease through the years?
 - CJ advised that the LSC proposals were separate to 21st Century proposals and we were not aware of any intentions to close the school
- Travelling within Rhondda to Maerdy will further the distance the pupils will need to travel – Penrhys is closer, has this not been taken into consideration? It was raised that the distance from Rhondda (Penrhys area) to Maerdy isn't fair on Foundation Phase Pupils
 - Pupils accessing provision have to do so within the timescales set within the Learner Traveller Policy
- Penrhys covers more cluster areas - why not move classes from Maerdy to Penrhys. Why relocating? The responses above were re-iterated
- Reports that received a phone call from SEN (3 years ago) changing classes' provision from Foundation Phase to KS2.
 - CJ explained that was prior to when she was in post and was not aware of the discussion. There has been no formal re-designation of classes in Penrhys. Headteachers of LSC are asked on occasions to be fluid with numbers/provision in order to meet the needs of the pupils at any particular time
 - What are the benefits for Penrhys Community over Maerdy?

- It was explained that Maerdy has a KS2 class at the moment and the proposals would enhance this provision, reduce unnecessary transition for pupils
- CJ and MC explained the importance of responding to consultation
- NP explained the HR process and procedures of discussing options with everyone in the affected schools. The following matters were raised:
 - Where would staff go?
 - Would staff in schools affected be ring fenced?
 - Questions regarding jobs- other provisions/ new provisions ring fencing?
 - 2 LSA's interested in leaving
 - Will you be looking at skill sets of staff
 - Staff asked about opportunities within proposals
- HR advised guidelines and procedure will be followed
- Staff were advised that whilst we recognised this was a concerning time we are still only at the proposal stage. If there is agreement to proceed LA staff will work with union representatives to agree how the proposals will be implemented
- Is the plan to close all 4 classes
 - CJ advised group that the LA is required to regularly review its LSC provision on a regular basis to ensure it meets the needs of SEN pupils

Pupils

CJ introduced LA officers and explained the reason where they had been asked to attend the meeting in order to discuss the proposals/ possible changes made in the consultations. Explained what the 'idea' or proposal was and pupils were asked what they thought of the idea

- CJ asked – do you know what school class will be moving too?
 - The pupils were aware of Maerdy Primary and where it was, one pupil explained they had worked with pupils from the school before
 - The majority of pupils nodded- but did not respond verbally
- CJ was asked - What will happen to the pupils? Where will all the children go if class is closed?
 - CJ explained that currently the class only has 1 pupil and he/she would move with the class
- Headteacher prompted pupils as they had gone quiet
- LC asked pupils what did they think?
 - One pupil answered 'fine in general but would prefer the class to stay'
- Headteacher reported a comment from a year 6 pupil who couldn't attend the meeting that' he was once in the LSC when he first started school, and feels it helped him a lot as from that extra support he was able to move into a mainstream class for the rest of his education- as there was a cross provision there.
- What will happen with the class?
 - CJ explained decision would be for the Headteacher and school council in the new school
- One pupil raised concerns that would they need new jumper

- CJ explained that yes they would need a new uniform

Parents

CJ introduced LA Officers and explained the consultation proposals, rationale for the proposal and the consultation process. Parents and Governors were given opportunity to raise concerns/questions:

- What is the reason for drop in the numbers in the provision? What happens to the pupils who don't meet criteria but will not cope in mainstream? The classes could be full- but due to the drop in criteria- these pupils are in mainstream classes. Criteria is so low so there is no support. Why not fill the LSC classes. A lot of children miss out because of criteria.
 - Criteria for LSC placement is a separate issue to the proposal being discussed today
- What does minimising impact mean? This will have a massive impact need continuity for pupils in these classes.
 - It was explained that the proposal would impact on one pupil
- How are pupils supported in comprehensive school who have additional needs but only have hours instead of being in a LSC? What are the plans for mainstream teachers, of pupils who need additional support? How can teachers help those in a 30+ class?
 - RCT has an Inclusion Agenda that requires all schools to support all learners
- Concerned that the decrease in number of pupils in LSCs will then decrease the whole schools numbers and school would close
 - CJ explained that the LSC proposals were not related to any other proposals relating to the school
- Is it about money? Funding not available- pupils in mainstream are struggling but don't meet criteria. Mainstream can't meet these pupils' needs – but closing classes.
 - It was explained that these proposals are not a cost saving exercise and that the funding was being used to better support SEN pupils by opening new provisions in the area
- What happens to potential nursery children coming into school with no Foundation Phase provision?
 - Pupils will have same opportunity to access LSC provision via placement panel
- How can we close classes with experience? Don't think class should close- the class/ classes are needed?
 - Data reports that there are diminishing numbers of pupils requiring LSC FP provision
 - Response from audience that data does not reflect the need or reality
- General points raised:
 - Why are we actually in the meeting? The decision has already been made.
 - Classes are working well why change them?
 - Best progress made in LSC classes
 - Parent of a pupil who was in a mainstream class in previous school and this had not worked well but when he went to Penrhys he became model student- the brother is now home schooled
 - Not just impacting on 1 pupil - low criteria has impacted on class entry
 - Concerns over school closure

- Can't understand decision
- Teachers in school put everything into pupils. They don't care about the results just what works best for pupils
- They feel that this change affects the whole school not just one pupil
- It is a nurturing school
- Classes were full leading up to this proposal then class numbers fell which was convenient for proposal.

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Learning Support Class Review Consultation Events 2018

School Name:	Cwmbach Primary School		
Venue:	Cwmbach Primary School		
Date	15/11/2018	Number of School Staff:	2
Number of School Council representatives:	15	Number of Parents:	
Type of Meeting:	School Council	Number of Governors	2
Local Authority Officers in attendance:	Lisa Carter and Alice Holloway		

Pupils

LC introduced LA officers and explained the reason why they had been asked to attend the meeting in order to discuss the proposals/ possible changes made in the consultations. Explained what the 'idea' or proposal was and pupils were asked what they thought of the idea

- Pupils raised that there will be more children with Additional learning Needs coming into the school.
- Pupils thought it was a good idea
- They liked the idea of LSC teacher having more people to discuss ideas with
- Current LSC pupils will have new friends
- One pupil commented that as there would be 2 classes there would be more pupils to play with
- Is the classroom space big enough for all the new children?
 - LC responded that the class was big enough but if a volunteer would like to take LC and AH to see the new class after the meeting that would be great
- Pupils asked a number of prescriptive questions
 - Do any of the children have 1:1's?
 - Will any of the teachers in any of the schools lose their jobs?
 - Will Mrs Kirby have more support as in adult support in class?
 - How many children will be in my class in September?
 - LC explained to the group that unfortunately she could not give specific answers to the questions at the moment due to the 'idea' only being at the proposal stage, once we know if the idea is going ahead we will know more detail
- Why are you planning this change?

- It was explained that a review of provision had been undertaken and it was evident that the Service was not meeting the needs of pupils and changes needed to be made such as increasing provision, closing provision that was underutilised, relocating classes. As Cwmbach currently has a KS2 class we would like another class for FP pupils to create through provision. Considered two perspectives as pupils didn't want the move not be good for other schools/pupils
- Will we have to move class again?
 - Headteacher explained that there had been a move of classrooms over the summer holiday. LC responded as far as she was aware the class would not be moving

Staff

- Why aren't there pupils in the classes that are closing as they were aware of pupils in mainstream who need the support?
 - It was explained that any pupils requiring a placement are presented at panel following receipt of graduated response and any supporting information. If pupil meets criteria then placement is offered as appropriate.

Learning Support Class Review Consultation Events 2018

School Name:	Maerdy Primary School		
Venue:	Maerdy Primary school		
Date	9/11/2018	Number of School Staff:	2
Number of School Council representatives:	14	Number of Parents:	0
Type of meeting:	School Council	Number of Governors	4
Local Authority Officers in attendance:	Kate Hill and Alice Holloway		

Pupils

KH introduced LA officers and proposals/ changes made in the consultations

- Pupils explained how they had gone into the schools existing LSC class to see how it differed from their class- all pupils liked the class and how the pupils learnt.
- Learning at the right level in the LSC
- More attention = learn better in small classes.
- Thinks it is good progression

KH asked were the pupils included in schools activities.

- The pupils are included in swimming, trips and playtime.

KH asked how would you feel about having younger pupils?

- All agreed it was ok.
- Pupils asked where would the class be?
 - KH explained this would be up to school and Headteacher
- How long is the process?
 - The process and the time frame to have things agreed was explained to the pupils
- How did we come up with the idea?
 - KH explained that we look at all the LSC classes within RCT and looks at what is best for all pupils.
- Will Miss Bradbury leave?
 - No not in connection with this proposal

The pupils were asked how do you feel about the proposal?

- Pupils replied excited to get to know the other children
- Happy as younger children need to learn.
- Good idea
- Teachers can help them and one another
- Children get to learn better.

Governors

- Will the school/ Headteacher have a say in the staffing of the class?
 - If the proposal is progressed then the LA will be working closely with Unions and HR to undertake the appointment process

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Learning Support Class Review Consultation Events 2018

School Name:	Ysgol Nant Gwyn		
Venue:	Ysgol Nant Gwyn		
Date	9/11/2018	Number of School Staff:	2
Number of School council representatives:	5	Number of Parents:	
Type of Meeting:	School Council	Number of Governors	2
Local Authority Officers in attendance:	Kate Hill and Alice Holloway		

Pupils

KH introduced LA officers and proposals/ changes made in the consultations. Questions were asked relating to the organisation of the class and how this would fit within the wider school organisation. Discussion followed between KH and pupils in relation to how mainstream pupils would include pupils from the class into the school and any concerns they might have. KH explained staffing structures, supervision and how current SEBD class functions in another secondary school. Example of questions included:

- How many in class?
- Would they have an LSC for each special educational need?
- How much will this cost us?
- What would the negatives of the proposals be? Putting all the different needs together?
- Would there be a mix of girls and boys?
- Would they start in class or mainstream?
- Stigma of being in the class? How would we help to stop bullying?
- Would teachers from our schools go into the class?
- Who are the teachers employed by school or council?
- How may the younger pupils feel regarding the class?
- Would the younger pupils know what it means?
- How would breaks be managed?
- Do pupils have a choice to go in the class?
- What if parents agree to the class but the child may not want to go?
- Stigma- then going into mainstream for some lessons

- Would the pupils still do exams?
- Would you put pupils from mainstream into the class who have bad behaviour?
- Would you mix pupils who have autism with pupils with behavioural needs?
- What is the process of opening it?

KH replied to all questions raised as fully as possible, she then explained the process of the consultation report, statutory notice and next steps

Governor

Governors asked how mainstream pupils would be supported if they were exposed to inappropriate behaviour, KH explained how LA would work with whole school to prepare them for opening the class.

Governors would like a meeting to be held with all parents to explain how the class would function within the school.

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Learning Support Class Review Consultation Events 2018

School Name:	Penywaun Primary School		
Venue:	Penywaun Primary School		
Date	15/11/2018	Number of School Staff:	1
Number of School Council representatives:	10	Number of Parents:	
Type of Meeting:	School Council	Number of Governors	
Local Authority Officers in attendance:	Lisa Carter and Alice Holloway		
Pupils			
<p>LC introduced LA officers and explained the reason why they had been asked to attend the meeting in order to discuss the proposals/ possible changes made in the consultations. Explained what the 'idea' or proposal was and pupils were asked what they thought of the idea. Pupils stated:</p> <ul style="list-style-type: none"> • Class could be used for something else • Concerned they were losing staff • Why cut budget of teachers- <ul style="list-style-type: none"> ○ Explained that budget is not being cut, but we are using resources to open other classes • What happens to pupils and teachers- <ul style="list-style-type: none"> ○ It was explained that no pupils or staff will be affected • Pupils were happy for the class to close 			

Learning Support Class Review Consultation Events 2018

School Name:	Pontygwaith Primary School		
Venue:	Pontygwaith Primary school		
Date	9/11/2018	Number of School Staff:	HT
Number of Pupils:	9	Number of Parents:	1
Type of meeting:	School Council	Number of Governors	
Local Authority Officers in attendance:	Kate Hill and Alice Holloway		

Pupils

KH introduced LA officers and explained the reason why they had been asked to attend the meeting in order to discuss the proposals/ possible changes made in the consultations. Explained what the 'idea' or proposal was and pupils were asked what they thought of the idea. Pupils stated:

- Pupils felt the school was quiet since the class had not had any pupils in there.
- Liked having the class as part of the school
- Sad the children in the LSC aren't in the school anymore, nursery class is now the old LSC
- KH explained what through provision meant
 - Pupils thought this was a good idea that children didn't have to move.

Governor

- Where are the pupils who should be in Pontygwaith LSC?
- What/ how would children get to Maerdy primary school?
 - Pupils attending LSC are entitled to transport in line with the Learner Travel Policy
- Questions regarding Consultation. RCT Governors Association? Should special schools have been told?
 - Consultation has been undertaken in line with the Welsh Governments School Organisation Code

Learning Support Class Review Consultation Events 2018

School Name:	Porth Community School		
Venue:	Porth Community School		
Date	20/11/2018	Number of School Staff:	
Number of Pupils:	5	Number of Parents:	
Type of Meeting:	School Council	Number of Governors	
Local Authority Officers in attendance:	Kate Hill		

Pupils

LC introduced LA officers and explained the reason why they had been asked to attend the meeting in order to discuss the proposals/ possible changes made in the consultations. Explained what the 'idea' or proposal was and pupils were asked what they thought of the idea. Pupils stated:

- It's a good idea- if people with problems to help and support
- The unit – English, Science, Maths, PE- in mainstream with support
- Sometimes we get slowed down by student with autism- extra help would be good.
- Would need to think about how children in unit are treated by other pupils- school mocking/name calling.
- For the younger children might need to think about a place that is safe to play- providing choice couldn't force children to be separated- causes segregation must integrate.
- Generally a good idea

Learning Support Class Review Consultation Events 2018

School Name:	Treorchy Comprehensive School		
Venue:	Treorchy Comprehensive School		
Date	16/11/2018	Number of School Staff:	1
Number of Pupils:	13	Number of Parents:	
Type of Meeting:	School Council	Number of Governors	2
Local Authority Officers in attendance:	Lisa Carter and Alice Holloway		

Pupils

KH introduced LA officers and explained the reason why they had been asked to attend the meeting in order to discuss the proposals/ possible changes made in the consultations. Explained what the 'idea' or proposal was and pupils were asked what they thought of the idea. Pupils had numerous questions:

- In the LSC's in other schools how much do these pupils integrate into the mainstream classes?
- There are lot of pressures on pupils would pupils in the LSC's feel too much pressure?
- Where would the class go?
- Will the students in the class have different needs?
- In the future would more classes be put in place once the proposed class is in place?
- What would be done to ensure these pupils have the support- not treated difficulty?
- With the integrated classes would the mainstream teachers have training to help support pupils from the LSC class?
- Would there be a cost for the training of these teachers?
- Would the pupils in the LSC have breaks in between lessons?
- Would this class be taught by teachers in school or LA?
- Some pupils have their own key to toilets due to the locked toilet policy.
- Already have a pupil in their school who is in a wheelchair and she has access to everything.
- Will the class be run the same as other classes?
- Dinner lines can be long? Suggested possible different lunch times?
- Will they have different classes or just 1?
- If they are integrated into the mainstream class will they have a support worker with them?
- Would pupils be involved in extra circular activities?

- If they are disruptive in class what actions will be taken if they do this repeatedly?
- Would they stay in one class?
- Would they have a resource bank?
- Will mainstream teachers be supported by LSC teachers?
- Will it impact the current pupils?
- Would they use the same teachers? i.e. PE teachers?
- Will there be just one teacher?
- How would PE work? Certain activities?
- If child does not adapt would they move? Or help? Or stay?
- School trips - would they be involved?
- Off timetable days would they be included?
- Would they come to assembly?
- Prep – system – finish work in these lessons - could the LSC pupils access these?
- Would they need a timetable and panel?
- Could pupils in mainstream classes in Treorchy go into the new LSC class if they needed to?
- How about bullying? Pupils suggested possible split dinners, breaks would / may eliminate the bullying side of it.
- Detention - would the LSC pupils have an LSA present? Detention can have up to 60 minutes so how would that work?
- Year 10 and 11- go out into community for lunch. Would they be able to?
- Extra-circular activities - would their taxis be able to pick them up later?
- Parents' views - what has been done to gain their views?
 - LC responded to the questions as fully as possible

Governor

Governors questions

- Would the school be able to accommodate for more pupils as in 2020 the school would have reached its capacity?
- 1:1 in class would there be same one in class? Assigned to that class?
- Would all pupils in RCT come to the school or those just in the catchment area?
- Has the school been inspected for suitability/accessibility? Lots of steps?
- Do some pupils have one to one workers? Would they come along with them?
- Accessibility for washroom, toilets?
- Locked door policy?

- Transport? Taxis leave earlier.
- Where does the figure 14 come from for the capacity of the class?
- Will pupils be here for term? Year?
- Accessing the swimming pool?
- Concerned regarding bullying?
- Teacher aspect what is the ratio? 1 Teacher 2 LSA's
- Cabinet looks at proposals on a school by school basis.

Staff

- Already have a lot of pupils with specialist needs in the school and we cope well.

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Learning Support Class Review Consultation Events 2018

School Name:	Heol Y Celyn Primary School		
Venue:	Heol Y Celyn Primary School		
Date	6/11/2018	Number of School Staff:	1 Teacher, LSA absent due to sick, 1 Teacher relocated
Number of Pupils:	4	Number of Parents:	1
Type of meeting:	Staff, pupils, parents	Number of Governors	2
Local Authority Officers in attendance:	Kate Hill, Lisa Carter, Nicole Pearce (HR) session		
Staff			
<p>KH introduced proposals, explaining the consultation process and rationale for the proposals following which a number of questions and concerns were raised:</p> <ul style="list-style-type: none"> • Concerns were raised over class closing • A member of staff expressed interest in moving to KS 3/ 4 Provision • KH explained rationale behind class closing • Headteacher understood need to re-align resources due to low pupil numbers • Staff and Headteacher expressed concerns that a week previous during 21st Century meeting they had been led to believe class would move to new Hawthorn site. 			
Pupils			
<p>LC introduced LA officers and explained the reason why they had been asked to attend the meeting in order to discuss the proposals/ possible changes made in the consultations. Explained what the 'idea' or proposal was and pupils were asked what they thought of the idea</p> <ul style="list-style-type: none"> • Concerned that pupils will not have support, but happier when explained they could access different provision, to meet their needs. • Liked having SEN pupils within School • Thought pupils would be ok in mainstream, pupil quoted 'they' would be fine. • Pupils were concerned as they may lose their singing teacher. 			
Parents			
<p>KH introduced LA Officers and explained the consultation proposals, rationale for the proposal and the consultation process, parents and Governors were given opportunity to raise concerns/questions:</p>			

- The parent who attended was concerned regarding their son, impact of the decision as she would like him to remain in Heol Y Celyn with support.
 - Parent advised that annual review would be held and parents/ professionals could discuss what was suitable to meet pupils needs - mainstream with support or nearest LSC Gwaunmeisgyn.
- Hadn't had a copy of the document but had received letter, hard copy provided at meeting.
 - LC explained rationale for proposals and consultation process.

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Learning Support Class Review Consultation Events 2018

School Name:	Llantrisant Primary School		
Venue:	Llantrisant Primary School		
Date	15/11/2018	Number of School Staff:	2 (teacher and LSA) LSA absent due to sickness
Number of Pupils:	4	Number of Parents:	1
Type of meeting:	Staff, pupils, parents	Number of Governors	
Local Authority Officers in attendance:	Lisa Carter, Ceri Jones, Headteacher Mrs L Davies, Clare Jones (Union) and Paul Hughes (HR)		

Staff

CJ introduced proposals, explaining the consultation process and rationale for the proposals following which a number of questions and concerns were raised:

- 0.2 teacher in Llantrisant LSC was unable to attend
- Aim of the proposal is to create provision for early years pupils with significant needs. It is anticipated that there will be close links with Special School to support management of classes.
- Is ratio higher- looking at pre-school pupils or same as it is currently?
 - Capacity of 8
 - Staff were positive regarding the more restricted age range and agreed it is difficult to cover range of needs and ages currently
- Flying Start are allocating 1:1, but then pupils start at school and parents have with high expectations for 1:1 support
- Disabled toilet is currently being reviewed by LA officers
- Would pupils be statemented?
 - Advised this would not necessarily be the case.
- Concerns raised over funding - H/T would like additional funding for resources. School employs lunchtime supervisor. Need more for sensory equipment.

Pupils

LC introduced LA officers and explained the reason why they had been asked to attend the meeting in order to discuss the proposals/ possible changes made in the consultations. Explained what the 'idea' or proposal was and pupils were asked what they thought of the idea

- Explained class would stay but would possibly have younger pupils.

- Pupils were concerned that the older pupils could be left out, younger pupils could be scared of older pupils.
- Good idea, happy that pupils will have support
- If they come into class at a younger age they have got more time to change things
- A pupil stated his concern that we needed to make sure pupils are safe, don't fall over, not too many of them in class
- Is playground safe for them? Do you have resources to keep them safe?
 - Confirmed that yes there is sufficient funding
- Pupil stated that age group needs to be around same

Parents

CJ introduced LA Officers and explained the consultation proposals, rationale for the proposal and the consultation process, parents were given opportunity to raise concerns/questions:

- Ceri explained plans for class to make the provision early years setting for pupils to have a period of time for observation, intervention and assessment before placement in longer term.
- The parent felt it was a good idea, understands that many pupils have difficulties
- Parent asked a direct question concerning her daughter's placement if diagnosed with ASD. What provision is there in Porth and Ysgol Nant Gwyn? Explained the nature of the provisions
- No concerns raised regarding the consultation

Learning Support Class Review Consultation Events 2018

School Name:	Darran Park Primary School		
Venue:	Darran Park Primary School		
Date	14/11/2018	Number of School Staff:	6 (2 LSC, Chair Governor, Teacher, Headteacher, Deputy Headteacher, SENCo)
Number of Pupils:	9	Number of Parents:	
Type of meeting:	Staff, pupils, parents	Number of Governors	
Local Authority Officers in attendance:	Lisa Carter, Kate Hill and Nicole Pearce (HR), Clare Jones (Union)		

Staff

KH introduced proposals, explaining the consultation process and rationale for the proposals following which a number of questions and concerns were raised:

- What will class look like,
 - Explained rationale of having an assessment centre
- Change of designation of class what is impact on staff of change in designation of class
 - HR confirmed staff will move forward with the class
- Maternity leave end of January – concerned as to what she would be coming back to
 - HR advised that she will be kept informed of all stages, CJ (union) explained protection of Maternity leave
- Query over possible VER-
 - Common question - decisions will be made after consultation
- Re-designation is a good idea and very much needed
- LSA interested in VER

Pupils

LC introduced LA officers and explained the reason why they had been asked to attend the meeting in order to discuss the proposals/ possible changes made in the consultations. Explained what the 'idea' or proposal was and pupils were asked what they thought of the idea

- Happy for class to stay
- Like having class in school
- Would like more pupils in class
- Expand to including KS2

Learning Support Class Review Consultation Events 2018

School Name:	Hafod Primary School		
Venue:	Hafod Primary School		
Date	13/11/2018	Number of School Staff:	3
Number of Pupils:	12	Number of Parents & Governors	50+
Type of meeting:	Staff, pupils, parents		
Local Authority Officers in attendance:	Lisa Carter, Rachel Williams, Ceri Jones and Nicole Pearce (HR), Clare Jones (Union)		

Staff

CJ introduced proposals, explaining the consultation process and rationale for the proposals following which a number of questions and concerns were raised:

- Rationale behind proposals, equity in line the peers across RCT, where there is one provision LA proposes to create through provisions. Porth is a fully accessible environment, sensory room facility, 21st century school, CJ appreciate change is difficult and a time of anxiety but positive change.
- Could you comment on how 3-16 provision is better
 - The building has been built with inclusion in mind, brand new resources, the proposed move of the class is not about the quality of education in Hafod. The key is to have through provision on same site.
- Why wasn't LSC part of changes to Porth at the start? Why was Hafod picked?
 - Discussed transition as pupils came in at various stages- only 1 provision.
 - Advantage for staff – more support for LSC staff in through provision to share expertise, referrals to specialist advice / support.
- Evidence of through provision-
 - Easy for current class to be included in whole school activities, flexibility to call on other members of staff if concerned over issue. KS 3/4 LSCs have been successful/well established. Foundation Phase LSC successfully relocated to Porth in September. No evidence that we cannot expect the LS2 LSC to receive same support and be successful
- Hafod provide the opportunity to walk to facilities, extra curricula, Porth is not accessible to train station, no playing fields
 - every school is expected to develop links with community
- Staff have support of Headteacher, governors, feel supported in this school.
 - Provision working well, the proposed change is no reflection on leadership or school.
- Can staff visit school?
 - Of course not a problem. This can be arranged

- What if pupils do not want to move?
 - Individual discussions would take place with parents
- Is it cost neutral?
 - This is not a cost saving exercise
- Reference was made to the name of class name CDC/ASD
 - It was explained that the criteria remains unaltered.
- Transition and inclusion- scope for integration this would be more limited in Porth
 - Inclusion has to be important part of provision
 - All LSCs and Headteachers are expected to ensure transition is positive and part of developing life skills. Mainstream pupils have opportunity to stay in same school the proposal would provide more equity of opportunity
- What would be new class size?
 - LA does not stipulate a maximum number of pupils within a class as it depends on the needs of the pupils attending, no proposal to change capacity 10/11. There will be no changes to panel process
- How will class be run?
 - Operation of class will remain the same
- One LSA reported that the relocation would mean a reduction in income as she does additional jobs in Hafod
- General comments:
 - Reported as successful in summer by RW
 - Concerns over wider community and school as a whole
 - On paper it is a good idea, but strength of feeling in school
 - Staff will make proposal work if it proceeds
 - Disappointed no personal contact was made with staff before consultation - followed code understands it is difficult
 - Inclusion – pupils are included at lunch time, play time, plays at Christmas, representation on school council. Hafod School has lots to offer
 - Evidence of successful through LSC provision within RCT. CJ reported that Porth SLT is committed to hosting the class which is key to the success of a LSC
 - Splitting siblings

Pupils

CJ introduced LA officers and explained the reason why they had been asked to attend the meeting in order to discuss the proposals/ possible changes made in the consultations. Explained what the 'idea' or proposal was and pupils were asked what they thought of the idea

- Pupils explained that Dosbarth Coch are their friends
- One pupil was concerned that Porth only has a small yard

- A pupil asked if school was closing
 - Explained the idea was to move the LSC not close the mainstream school
- Does the school have stairs and elevator?
 - CJ responded yes it does it is fully accessible, everyone can move around safely
- Would they be in a yard on their own?
 - Responded no everyone will be together
- Concerns over School trips, Christmas concerts and tournaments would Dosbarth Coch still be included
 - CJ advised yes pupils will be included in all school activities
- Concerned pupils will be unsettled
 - It was explained that there would be lots of pupils there, opportunity to make new friends
- General comments
 - Pupil explained that they go into class during golden time - feels they will miss LSC pupils
 - School needs Dosbarth Coch like rainbows need red- wouldn't feel complete.
 - LSC pupil concerned it will be too big
 - Concerned over bullying- referred to an incident that had occurred when Hafod pupils went on Llangranog Trip
 - Staff are kind to school pupils and would be missed
 - Not just Dosbarth Coch that will be upset -staff and pupils also upset
 - One pupil stated it was bigger place, locked gates, pupil not worried but confused because leaving before 11 years old
- What happens if class pupils do not want to leave?
 - Meetings will be held with parents to discuss options

Parents

CJ introduced LA Officers and explained the consultation proposals, rationale for the proposal and the consultation process, parents were given opportunity to raise concerns/questions:

- The group had prepared a number of questions which the LA representatives responded to and were submitted formally as a written consultation response. The list of questions and responses are detailed in Appendix 2.
-



Rhondda Cynon Taf Council

Equality Impact Assessment Questionnaire

Learning Support Class Proposals

Equality Impact Assessment Questionnaire

Directorate: Education & Inclusion Services

Service Area: Access & Inclusion Service

Responsible Officer: Ceri Jones

Date: 20th September 2018

1. Name of policy/procedure/practice/project: Re-alignment of Learning Support Class (LSC) provision within Rhondda Cynon Taf (RCT).

The project is to:

Re-align LSC provision within RCT in order to better support Special Educational Needs (SEN) pupils ensuring provision meets current and projected pupil needs.

2. Policy Aims, you need to consider why is the policy needed? What does the Council hope to achieve by it? How will the Council ensure it works as intended?

This proposal is fully outlined in a detailed consultation document that has been distributed to all interested parties and stakeholders, it is also available on the Council's website for any person to view or download.

Rhondda Cynon Taf has an excellent range of SEN 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 (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 Rhondda Cynon Taf.

The data we have used to realign provision includes:

- Current capacity within each LSC

- Requested placements over the last 3 academic years
- Transitional data
- Primary needs of pupils
- Outcome of requests for placements

Educational Considerations

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.

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.

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.

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.

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.

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 21st 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.

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 21st Century.

Proposed changes

- 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

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.

Implications for 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.

Implications 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.

3. Who does it apply to? Please indicate by highlighting or deleting as appropriate

Members of the public Staff **Both** **Other**

Please state: SEN children aged 3-16 living in RCT, parents and carers of the children

4. Indicate whether this is a new proposal, a review or a proposed cessation:

New Review Cessation

The proposal covers all 3 areas. There are 13 schools affected.

5. Identifying Impacts

Please choose whether the policy/practice will have a positive, negative or neutral effect on **each** issue below: Think about the key questions included in the manager's guidelines.

People / issues to consider	Impact policy / practice will have			If a positive or negative impact is identified, explain why:
	Positive	Negative	Neutral (No impact)	
Age (young and old)	Young – Yes Old - Yes			<ul style="list-style-type: none"> • appropriate placements which are well matched to pupil's primary needs • improved educational outcomes and pupil engagement due to the effective meeting of pupil needs • greater opportunities for mainstream inclusion in local community schools • improved learning provisions which provide better value for money and improved life chances for our most vulnerable learners
Disability (remember to consider the different types of disability)	Yes			The review of LSC provision will allow the LA to better meet the needs of its SEN pupils.
Gender			Yes	
Gender Reassignment			Yes	
Race			Yes	
Religion or Belief			Yes	
Sexual Orientation			Yes	

People / issues to consider	Impact policy / practice will have			If a positive or negative impact is identified, explain why:
	Positive	Negative	Neutral (No impact)	
Welsh Language			Yes	
Carer			Yes	

Evidence

6. What evidence is there to support your conclusions? Please indicate below

Reports of the Director of Education to Cabinet – October 2018.
Public Consultation Document on the Proposal – October 2018.

7. In areas where a negative impact has been identified are there any ways that the negative effect could be reduced or removed? Please indicate below and include the evidence on which you have based your conclusion.

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.

Involvement & Consultation

9. What involvement and consultation has been done in relation to this (or similar) policy and what are the results?

The following consultation meetings are to be held:

School Affected	Group-Pupils/ Staff/Parents	Time	Date	Venue
Heol Y Celyn Primary School	School Council	14:00 - 14:30	6th November 2018	Heol Y Celyn Primary School
	Staff	14:30-15:30		
	Parents	15:30-16:30		
Penrhys Primary School	School Council	14:00 - 14:30	7th November 2018	Penrhys Primary School
	Staff	14:30-15:30		
	Parents	15:30-16:30		
Caradog Primary School	School Council	14:00 - 14:30	8th November 2018	Caradog Primary School
	Staff	14:30-15:30		
	Parents	15:30-16:30		
Hafod Primary School	School Council	14:00 - 14:30	13th November 2018	Hafod Primary School
	Staff	14:30-15:30		

	Parents	15:30-16:30		
Darran Park Primary School	School Council	14:00 - 14:30	14 th November 2018	Darran Park Primary School
	Staff	14:30-15:30		
	Parents	15:30-16:30		
Llantrisant Primary School	School Council	14:00 - 14:30	15 th November 2018	Llantrisant Primary School
	Staff	14:30-16:30		
	Parents	15:30-16:30		

School Affected	Group-Pupils/ Staff/Parents	Time	Date	Venue
Maerdy Primary School	School Council	9:30 - 10:00	9 th November 2018	Maerdy Primary School
Pontygwaith Primary School	School Council	10:30 -11:00	9 th November 2018	Pontygwaith Primary School
Porth Community School	School Council	11:30 - 12:00	9 th November 2018	Porth Community School
Ysgol Nant Gwyn	School Council	12:30 - 13:00	9 th November 2018	Ysgol Nant Gwyn
Treorchy Comprehensive School	School Council	14:00 - 14:30	9 th November 2018	Treorchy Comprehensive School
Cwmbach Primary School	School Council	9:30 - 10:00	15 th November 2018	Cwmbach Primary School

Penywaun Primary School	School Council	10:30 - 11:00	15th November 2018	Penywaun Primary School
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Schools are also being offered opportunities for consultation with pupils, via meetings of their School Councils as detailed in the table above.

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

Director of Education and Inclusion Services
Rhondda Cynon Taf County Borough Council
Ty Trevithick
Abercynon
CF45 4UQ
Or email A&IService@rctcbc.gov.uk

Monitoring & Review

10. What arrangements have you put in place to review the actual impact of the policy once it has been implemented?

The Council's Access & Inclusion Service will be fully engaged in supporting the head teachers and governing bodies during the first year or so.

Addressing the Impact

11. What option have you chosen as a result of your impact assessment?

- Continue the Policy

Please indicate and provide reasons for your decision.

The evidence outlines in our consultation document clearly recommends that this is the right approach.

12. Action Plan

You now need to complete the EIA action plan to outline how you will act on any impacts identified. You may need to prioritise in terms of what actions you choose to take and the timescales to complete them in. In general terms, you should try to act on all negative impacts unless there is a clear reason as to why this is not possible. You could also identify actions for positive or neutral impacts where appropriate i.e. to outline and further promote a positive impact or to outline how to make something have a positive impact instead of a neutral one.

Action	Responsible Officer	Timescale for Actions	Timescale and actions for Review	Measures to be taken to evaluate effects of actions
If the proposal process undertake the statutory consultation process to implement the proposals	Access & Inclusion Service	February 2019		

13. Please outline below any negative impacts that have been identified in the EIA questionnaire but not addressed in the action plan. You will need to explain your reasons for not addressing them.

None.

Please keep a copy of the questionnaire and action plan and send copies to:

Equality, Diversity & Social Justice Team
The Pavilions
Cambrian Park
Clydach
CF40 2XX

Email: equality@rhondda-cynon-taf.gov.uk

Tel: 01443 424075

Signed: Gaynor Davies

Date: 20th September 2018

Job Title: Director of Education & Inclusion Service

DRAFT



Consultation on the

REVIEW OF LEARNING

SUPPORT CLASS

PROVISION WITHIN RHONDDA

CYNON TAF

October 2018

Table of Contents

Section 1

- Introduction
- Who will we consult?
- What will the consultation process entail?
- What do you now have to consider?
- How do you make your views known?

Section 2

- Background
- Overview of the Proposals
- What is the basis for this proposal?
- What is the educational case for the proposal to re-align Learning Support Classes?
- What are the financial implications of the proposal?
- What is the likely impact of the proposal on school pupils?
- What is the likely impact of the proposal on the staff of the Learning Support Classes?
- What is the likely impact of the proposals on the local communities?
- What are the disadvantages of these proposals?
- What alternative options have been considered?
- Community, Equality and Welsh Language Impact Assessments.

Section 3

- Learning Support Class Proposed Closures
- Background to the proposed closure of Learning Support Classes
- Information on schools affected by the proposals

Section 4

- Learning Support Class Proposed Relocations
- Background to the proposed relocation of Learning Support Classes
- Information on schools affected by the proposals

Section 5

- Learning Support Class Proposed Re-designations
- Background to the proposed re-designation of Learning Support Classes
- Information on schools affected by the proposals

Section 6

- Proposed New Provisions
- Background to the proposed opening of new Learning Support Classes
- Information on schools affected by the proposals

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 21st 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 31st 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 1st 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 21st 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 1st 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 19th October 2018 and will be completed at 5pm on 21st December 2018. The feedback from the consultation will be collated and summarised and a report presented to the Council's Cabinet in January 2019. This consultation report will be available for all persons to view on the Council website and copies can be obtained on request from the address detailed on www.rctcbc.gov.uk.

The Council's Cabinet will consider the report, based on the feedback, and decide whether to proceed with the 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 February 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 1st 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. 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

Fax: (01443) 744024

All correspondence should be received no later than the 21st December 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.

The majority of the schools affected by this proposal are English medium schools and therefore the consultation documents have been distributed in English based on the chosen language medium for education. Welsh and English copies of the consultation document have been provided to the Welsh medium schools and to the Welsh Department of Heol-Y-Celyn Primary School. If a Welsh language copy of the

consultation document is required by the English medium sector, please contact the address overleaf.

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

School Affected	Group-Pupils/ Staff/Parents	Time	Date	Venue
Heol Y Celyn Primary School	School Council	14:00 - 14:30	6th November 2018	Heol Y Celyn Primary School
	Staff	14:30-15:30		
	Parents	15:30-16:30		
Penrhys Primary School	School Council	14:00 - 14:30	7th November 2018	Penrhys Primary School
	Staff	14:30-15:30		
	Parents	15:30-16:30		
Caradog Primary School	School Council	14:00 - 14:30	8th November 2018	Caradog Primary School
	Staff	14:30-15:30		
	Parents	15:30-16:30		
Hafod Primary School	School Council	14:00 - 14:30	13th November 2018	Hafod Primary School
	Staff	14:30-15:30		
	Parents	15:30-16:30		
Darran Park Primary School	School Council	14:00 - 14:30	14th November 2018	Darran Park Primary School
	Staff	14:30-15:30		
	Parents	15:30-16:30		
Llantrisant Primary School	School Council	14:00 - 14:30	15th November 2018	Llantrisant Primary School
	Staff	14:30-16:30		
	Parents	15:30-16:30		

School Affected	Group-Pupils/ Staff/Parents	Time	Date	Venue
Maerdy Primary School	School Council	9:30 - 10:00	9 th November 2018	Maerdy Primary School
Pontygwaith Primary School	School Council	10:30 -11:00	9 th November 2018	Pontygwaith Primary School
Porth Community School	School Council	11:30 - 12:00	9 th November 2018	Porth Community School
Ysgol Nant Gwyn	School Council	12:30 - 13:00	9 th November 2018	Ysgol Nantgwyn
Treorchy Comprehensive School	School Council	14:00 - 14:30	9 th November 2018	Treorchy Comprehensive School
Cwmbach Primary School	School Council	9:30 - 10:00	15 th November 2018	Cwmbach Primary School
Penywaun Primary School	School Council	10:30 - 11:00	15 th November 2018	Penywaun Primary School

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 21st 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 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 21st 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 31st 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 1st 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 1st 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 1st 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:

8. Have a flying start in life;
9. Have a comprehensive range of education and learning opportunities;
10. Enjoy the best possible health and are free from abuse, victimisation and exploitation;
11. Have access to play, leisure, sporting and cultural activities;
12. Are listened to, treated with respect, and have their race cultural identity recognised;
13. Have a safe home and a community which supports physical and emotional wellbeing;
14. 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 21st Century Schools Modernisation Programme. Furthermore, the location of the settings will address local needs. Establishing these provisions will reduce the demand for special school/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 1st 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 3rd 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 21st 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:

The school's current performance	Adequate
The school's prospects for improvement	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:

The school's current performance	Adequate
The school's prospects for improvement	Adequate

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:

The school's current performance	Good
The school's prospects for improvement	Good

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:

The school's current performance	Good
The school's prospects for improvement	Good

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 21st 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 1st 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 3rd 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 21st 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:

The school's current performance	Good
The school's prospects for improvement	Good

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 21st 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:

The school's current performance	Good
The school's prospects for improvement	Good

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 21st 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 meet identified need.

To achieve this, the proposal is to re-designate the following LSC provisions with effect from the 1st 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 3rd 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).

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
Llantrisant 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
Llantrisant Primary School	24	24	25	18	21	20	20	20	20

Capacity: 155

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

The school's current performance	Good
The school's prospects for improvement	Good

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 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 Treorchy Comprehensive School

Background to the opening of new LSC's

On the 3rd 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, Penygraig, 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 21st 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 21st 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:

The school's current performance	Good
The school's prospects for improvement	Good

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

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

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

Proposal 3: The re-designations of the following LSC's from 1st 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

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

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

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

7. Name (Optional). Please provide contact details if you wish to be notified of publication of the consultation report

Thank you for taking the time to complete this questionnaire. Please forward completed questionnaires to the above address no later than **5pm on the 21st December 2018**.

The Council is committed to keeping your personal information safe and secure and keeping you informed about how we use your information. To learn about how your privacy is protected and how and why we use your personal information to provide you with services, please visit our Consultation privacy notice here:

www.rctcbc.gov.uk/serviceprivacynotice and the Council's **data protection** pages here: www.rctcbc.gov.uk/dataprotection.