



PROPOSAL TO RE-ALIGN LEARNING SUPPORT CLASS PROVISION WITHIN RCT

CONSULTATION REPORT

January 2019

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
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

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 been considered to be effective	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. The proposed mainstream host schools have strong leadership teams

	<p>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>
Reducing funding for specialist provision	<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>
Changes to capacity for LSCs proposed to relocate to Maerdy and Porth Community School	<p>The consultation does not include a proposal in relation to changes to the capacity of the LSCs.</p>
Meeting the SEN / ALN of LSC pupils in relocated provisions	<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>
Additional benefits of relocation of Hafod CDU to Porth Community	<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 school. It is the intention that pupils within the LSC will have access to</p>

	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

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.</p> <p>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.</p> <p>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.</p> <p>We nurture our children and provide excellent teaching, ensuring that no child goes without regardless of age, class or ability.</p> <p>The mainstream pupils in Hafod embrace pupils in our CD unit, and no child is treated differently.</p> <p>During lesson time, children from the CD unit are integrated (with support) into mainstream classes when possible.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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>See Summary of Key Issues.</p> <p>See Summary of Key Issues.</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 losing 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

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 statemented – 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 effect 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 then 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 schools 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</p> <p>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>
Anonymous and Teacher at Penrhys School	Questionnaire	<p>Proposal 1-</p> <p>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.</p> <p>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.</p> <p>The responder's opinion is noted.</p>

		<p>have additional learning needs, resulting in mainstream teachers succumbing to more pressure.</p> <p>Additional training will/may be required by mainstream teachers to support pupils who have a variety of complex needs.</p> <p>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-</p> <p>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 –</p> <p>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.</p> <p>Children don't like change.</p> <p>Travelling from different area is not good for any child.</p> <p>Affect the children by going to another school and distance is not good.</p> <p>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.</p> <p>Vulnerable children and would be overwhelmed by busier setting.</p> <p>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 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-</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>
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?</p> <p>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.</p> <p>This question is not relevant to the LSC consultation.</p> <p>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

Appendix 1d

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: <ul style="list-style-type: none">• Will the building be adapted to suit pupil’s needs- will money be available?<ul style="list-style-type: none">○ 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?<ul style="list-style-type: none">○ Robust transition support will be put in place with the support of the LA• What’s the implication for staff?<ul style="list-style-type: none">○ 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:<ul style="list-style-type: none">○ 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.

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.

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			
<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">• 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?<ul style="list-style-type: none">○ 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<ul style="list-style-type: none">○ 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			
<ul style="list-style-type: none">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 LSCMore attention = learn better in small classes.Thinks it is good progression			
KH asked were the pupils included in schools activities.			
<ul style="list-style-type: none">The pupils are included in swimming, trips and playtime.			
KH asked how would you feel about having younger pupils?			
<ul style="list-style-type: none">All agreed it was ok.Pupils asked where would the class be?<ul style="list-style-type: none">KH explained this would be up to school and HeadteacherHow long is the process?<ul style="list-style-type: none">The process and the time frame to have things agreed was explained to the pupilsHow did we come up with the idea?<ul style="list-style-type: none">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?<ul style="list-style-type: none">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

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			
<p>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:</p> <ul style="list-style-type: none">• 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.

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			
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:			
<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:			
<ul style="list-style-type: none">• 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<ul style="list-style-type: none">○ Pupils thought this was a good idea that children didn’t have to move.			
Governor			
<ul style="list-style-type: none">• Where are the pupils who should be in Pontygwaith LSC?• What/ how would children get to Maerdy primary school?<ul style="list-style-type: none">○ 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?<ul style="list-style-type: none">○ 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			
<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">• 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:			
<ul style="list-style-type: none">• 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.

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 closingA member of staff expressed interest in moving to KS 3/ 4 ProvisionKH explained rationale behind class closingHeadteacher understood need to re-align resources due to low pupil numbersStaff 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 SchoolThought 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.

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			
<p>CJ 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">• 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?<ul style="list-style-type: none">○ 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?<ul style="list-style-type: none">○ 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			
<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">• 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 rational for the proposals following which a number of questions and concerns were raised: <ul style="list-style-type: none">• What will class look like,<ul style="list-style-type: none">○ Explained rationale of having an assessment centre• Change of designation of class what is impact on staff of change in designation of class<ul style="list-style-type: none">○ HR confirmed staff will move forward with the class• Maternity leave end of January – concerned as to what she would be coming back to<ul style="list-style-type: none">○ HR advised that she will be kept informed of all stages, CJ (union) explained protection of Maternity leave• Query over possible VER-<ul style="list-style-type: none">○ 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 <ul style="list-style-type: none">• 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 rational for the proposals following which a number of questions and concerns were raised:			
<ul style="list-style-type: none">• 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<ul style="list-style-type: none">○ 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?<ul style="list-style-type: none">○ 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-<ul style="list-style-type: none">○ 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<ul style="list-style-type: none">○ every school is expected to develop links with community• Staff have support of Headteacher, governors, feel supported in this school.<ul style="list-style-type: none">○ Provision working well, the proposed change is no reflection on leadership or school.• Can staff visit school?<ul style="list-style-type: none">○ 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.
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