

Proposal to reconfigure and remodel Behaviour Support Services at Ysgol Rhydygors to improve provision for children and young people

Consultation Document

DRAFT

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Cyngor Sir Gâr
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County Council



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Foreword

As part of its statutory obligation to keep the number and type of school places under review, the County Council has adopted a wide-ranging programme designed to improve school buildings and enhance opportunities for learning. The strategy reflects the vision and policies established by the County Council which embrace the requirement to deliver services, to clear standards – covering both cost and quality – by the most economic and effective means. In our drive to continually improve on the services made available to all learners, we must maximise the finite resources available to the Council, and continue to work in partnership with all those who have a contribution to make to the process of learning and the wellbeing of both children and their families. Schools of the future will need to serve as a focus for a wide range of services dedicated to serving the needs of the community through a joined up approach.

Carmarthenshire is blessed with many very able education leaders and teachers but the continuing changes to the curriculum places a heavy demand on their skills to meet the wide ranging demands of all children. Although the processes of learning, and skills of teaching, are extremely important, deep subject knowledge on the part of the teacher is essential if learners with their various gifts in different areas are to discover and develop their talents to the full.

Schools designed to meet current demands are expected to provide a broad and balanced curriculum through high quality and inspirational teaching. In the planning of new provision it will be important to ensure that our schools are properly equipped to enhance opportunities for social inclusion, sustainable development, equal opportunities and bilingualism. In practical terms we need to ensure that provision reflects the changing patterns of population, with schools based in the right location with accommodation and facilities fit to serve the needs of all learners in the twenty first century.

Consultation will follow the guidelines established by the Welsh Government and will involve identified interested parties. The information set out in this document is intended to clarify the proposals for your school and support the consultation process.



Gareth Morgans
Director of Education & Children

Glossary of Abbreviations

| | |
|-------|--|
| ALN | Additional Learning Needs |
| AN | Admission number |
| EM | English medium |
| Estyn | Her Majesty's Inspectorate for Education and Training in Wales |
| LA | Local Authority |
| MCSW | Measuring the Capacity of Schools in Wales |
| MEP | Modernising Education Programme |
| NOR | Number on Roll |
| PLASC | Pupil Level Annual School Census Data |
| PRU | Pupil Referral Unit |
| SEBD | Social, Emotional and Behavioural Difficulties |
| SS | Special School |
| WESP | Welsh in Education Strategic Plan |
| WG | Welsh Government |
| WM | Welsh medium |

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Introduction

Carmarthenshire County Council has a legal responsibility to review the number and type of schools it maintains in the area and whether it is making the best use of the resources and facilities to deliver the opportunities that children deserve.

As part of this process the Council has published its vision on how it sees the future for all of the primary and secondary schools in the County and this includes consulting on the future shape of education in Ysgol Rhydygors.

This consultation document outlines current provision and options to determine the optimum solution for meeting future need.

School(s) affected by the proposal

The catchment area of Ysgol Rhydygors covers the whole of Carmarthenshire therefore all schools will be notified of the proposal.

| | | Ysgol Rhydygors |
|--|---------------------|--|
| School Location | | Llansteffan Road Johnstown Carmarthenshire SA31 3NQ |
| Age Range | | 7-16 |
| School Category | | Special School |
| Language Category | | English Medium/Bilingual |
| Number of pupils January 2020 (of which are residential pupils) | | 37 (4) |
| Number of pupils previously on the register (of which are residential pupils) | January 2019 | 45 (6) |
| | January 2018 | 46 (7) |
| | January 2017 | 46 (11) |
| | January 2016 | 38 (12) |
| Pupil Projections | January 2021 | N/a |
| | January 2022 | N/a |
| | January 2023 | N/a |
| | January 2024 | N/a |
| | January 2025 | N/a |
| Capacity | | 46 |
| Cost per pupil (2020/21) | | £44,049 |
| School Budget (2020/21) | | £1,982,000 |
| Estyn Inspection Result | | Estyn |
| Building Condition Category | | C (Poor) |

Estyn Inspections

As part of a national programme of school inspections, Estyn commissions reviews of all schools. The most recent Estyn inspection for Ysgol Rhydygors took place in November 2019 and consultees may access the finding either via the Estyn website at www.estyn.gov.uk or you may request a copy from the Local Authority (for which a charge in respect of photocopying may be made).

Estyn use a four-point judgement scale to evaluate a provider's effectiveness:

| Judgement | What the judgement means |
|---|--|
| Excellent | Very strong, sustained performance and practice |
| Good | Strong features, although minor aspects require improvement |
| Adequate and needs improvement | Strengths outweigh weaknesses, but important aspects require improvement |
| Unsatisfactory and needs urgent improvement | Important weaknesses outweigh strengths. |

The inspection judgements for Ysgol Rhydygors are shown in the following table:

| Inspection Area | Judgement |
|-------------------------------------|--------------------------------|
| Standards | Adequate and needs improvement |
| Wellbeing and attitudes to learning | Adequate and needs improvement |
| Teaching and learning experiences | Adequate and needs improvement |
| Care, support and guidance | Adequate and needs improvement |
| Leadership and management | Adequate and needs improvement |

Current Provision/Background

Ysgol Rhydygors is a purpose built maintained residential special school in the town of Carmarthen. It is important to note that Ysgol Rhydygors is the only special school within the region providing education for pupils with social, emotional, and behavioural difficulties (SEBD). The school provides special education for pupils between the age of 7 and 16 years old. There is capacity to cater for up to 46 pupils with significant social, emotional, and behavioural difficulties (SEBD) requiring a specialised long-term day or residential placement.

Currently there are 37 pupils on roll. All pupils have a statement of special educational needs (SEN) or an individual development plan (IDP) principally for social, emotional, and behavioural difficulties. Many pupils attend the school from within the local authority and a few come from neighbouring local authorities. Nearly all pupils are from English-speaking backgrounds. Around 54% of pupils receive free school meals. Less than 20% of pupils are looked after by the local authority.

The school provides a personalised and adaptive curriculum. Opportunities for pupils to access purposeful learning opportunities develop engagement. The school continues to improve its approach to developing the skills of the pupils through this curriculum.

The school's most recent Estyn inspection, November 2019, judged the school to be 'adequate and needs improvement' in all five inspection areas. The school was placed in Estyn Review.

The current leadership structure of the school includes an acting headteacher, who was appointed in September 2018, and a senior leadership team that is made up of a pastoral lead, a business manager a head of care and an assistant head teacher.

Capacity Information

| | Jan 16 | Jan 17 | Jan 18 | Jan 19 | Jan 20 |
|---------------------------|--------|--------|--------|--------|--------|
| Total Capacity | 46 | 46 | 46 | 46 | 46 |
| Pupil Numbers* | 38* | 46* | 46* | 45* | 37* |
| Residential pupil numbers | 12 | 11 | 7 | 6 | 4 |
| Surplus | 8 | 0 | 0 | 1 | 9 |
| % Surplus | 17% | 0% | 0% | 0.2% | 20% |

*Includes residential pupils

As can be seen from the table above, surplus capacity at Ysgol Rhydygors has been limited in the last five years which demonstrates that demand for SEBD provision is high within the Carmarthen area.

Rationale for Change

Following a strategic review of the Local Authority's Behaviour Services, the LA aims to move from a silo focus on behaviour to a more universal approach to include pupil wellbeing and engagement. To achieve this the LA has developed a Four Phase Model of its behaviour services which includes providing behaviour and engagement support on four levels. Support ranges from intervention and support in mainstream schools to specialised respite or residential placements.

This proposal supports the realisation of the Four Phase Model. Currently, the Local Authority have a range of settings in which pupils with SEBD are supported. This includes Ysgol Rhydygors, Carmarthenshire Secondary Teaching and Learning Centre (Pupil Referral Unit for secondary pupils), Canolfan Bro Tywi (Pupil Referral Unit for primary pupils) and Canolfan y Gors (Pupil Referral Unit for secondary pupils with significant anxiety and/or emotional wellbeing and mental health issues requiring the support of CAMHS-Child and Adolescent Mental Health Services).

The vision of the four-phase model includes encouraging each of these settings to work together as one Specialist Behaviour and Wellbeing Support Service Team. One of the principal ways of achieving this is to create consistency in the type of provision offered at each of the settings and to create a system ensuring that links with mainstream schools.

At the current time, once a child is placed in Rhydygors, the historical evidence suggests that the young person remains there until they are 16 with no further mainstream experience.

The new Four Phase Model is developing behaviour support services to allow easier access to early intervention so that schools have direct access to a link Behaviour Support Service team member who will be trained in restorative approaches, trauma informed practices and have continuous professional development to support the needs of their cluster of schools. Members of the Behaviour Support Community team are supported by their line Manager, the Lead Officer for Behaviour Support Services and PRUs and an ECP with senior responsibility for behaviour to address any young people that they feel they need advice, support and guidance with so that any training will be approved to meet the needs of the young learners and the schools they attend.

As the Behaviour Support Community Team and PRUs will come under Phase 3 management there will be consistency in training programmes, ethos development, curriculum offer and the development of trauma informed practitioners in a trauma informed setting and psychological informed environments (PIE).

By having regular and link access to Behaviour Support Community Team staff we will have greater opportunity to work with our learners at an earlier stage for intervention and allow us through multi-agency meetings and possibly TAPPAS (Teams Around Pupils Parents and Settings), currently a pilot project in the local authority, we will be able to develop creative and innovative support packages at the earliest possible time to keep our learners in mainstream if this is the most appropriate setting.

There are always learners who have complex needs and require robust support packages outside of mainstream provision but our ethos supports inclusivity and developing needs led support and services. Within the Four Phase model when a child is recommended for a place in Phases 3 or 4 there should always be the opportunity for transition back to mainstream, or even access mainstream for subjects that they engage with positively and the learning of others is not negatively impacted, when the young person can regulate emotions and engage in their education in a positive and safe manner. This can be undertaken by continuous monitoring and assessment and with close, transparent and trusting relationships with our mainstream schools.

For the reasons of consistency, access to highly specialist support, access to a broad and balanced curriculum with a range of accreditation options and the offer of individual and bespoke education plans offered in the current PRUs through the 3 Tiered approach, there is a requirement to discontinue Ysgol Rhydygors as a special school and establish it as a Pupil Referral Unit. This proposal will initiate this change.

Whilst it is acknowledged that Ysgol Rhydygors has been providing education for pupils with social, emotional, and behavioural difficulties (SEBD) in the form of a special school for a number of years, it is recognised that an enhancement of the PRU model will more appropriately cater for the needs of society and its young people providing consistent opportunities across the county.

It is the Authority's intention to establish a Pupil Referral Unit (PRU) on the former Ysgol Rhydygors site as an alternative means of provision. It must be noted, that the establishment of a PRU (in place of Ysgol Rhydygors Special School) should be considered separate to this consultation and will be carried out via separate procedures following the necessary determination of the proposal described within this consultation document.

The Proposal

1. In line with the School Organisation Code (2018) the Local Authority proposes to: **Discontinue Ysgol Rhydygors Special School as of the 1st January 2022.**

All former Ysgol Rhydygors pupils will continue to receive their education on the site of the former Ysgol Rhydygors school. If approved, instead of receiving provision in a special school, pupils will be educated in a Pupil Referral Unit (PRU).

Whilst the proposal should be considered as a whole. This consultation document relates to Point 1 only. Points 2 and 3 noted below will be undertaken via separate procedures.

2. Should the above (Point 1) be approved, the Local Authority will establish a Pupil Referral Unit (PRU) on the site of the former Ysgol Rhydygors school as of 1st January 2022.
3. Additionally, should Point 1 be approved, the Local Authority will establish a Children's Home/Respite centre on the site of the former Ysgol Rhydygors school/Residential Unit as of 1st January 2022.

All former Ysgol Rhydygors pupils who have an element of residential education as part of their SEN Statement will continue to receive this on the site of the former Ysgol Rhydygors school.

To coincide and further develop the proposals, the Local Authority are currently in the process of progressing an ICF funding application to develop a new, 21st century children's home. This will hopefully enhance the children's home model and provision available and will meet the needs of children both locally and regionally. Whilst the application is in the very early stages of conception, early indications are initially positive due to the need for provision development.

What does the proposal mean?

Should the proposal described in this consultation document be approved, Ysgol Rhydygors will close as a Special School. The school site will be used for the provision of a Pupil Referral Unit (PRU) which will be established (via separate procedures) subject to the determination of the proposal described within this document. In addition, the Local Authority will establish a Children's Home/Respite centre on the site of the former Ysgol Rhydygors for current Ysgol Rhydygors residential pupils and future pupils at the proposed PRU will continue to have the option of accessing a residential educational component as part of their education plans.

Canolfan Bro Tywi (PRU for primary aged pupils) and the Behaviour Support Community Team who are co-located on the site will not be affected by the proposal outlined in this consultation document.

What is a PRU?

A PRU is a type of school established and maintained by a local authority to provide suitable education for children and young people who, by reason of illness, exclusion or otherwise, may not receive such education (section 19 of the Education Act 1996).

More detail on the management of PRUs can be found in the following document: [The Education \(Pupil Referral Units\) \(Management Committees etc.\) \(Wales\) Regulations 2014](#)

The LA are responsible for the resourcing, organisation and maintenance of a PRU.

Advantages and Disadvantages of the proposal

Advantages

- The Behaviour Support Team can ensure that referrals to our provision will be on the basis of a comprehensive assessment of the pupil's needs and aspirations, with input from the pupil and his/her parents or carers, to ensure that the selected provision is a good match.
- Provision will be an individualised package often involving more than one provider (the school and the PRU) as even pupils with similar socio-economic backgrounds or with ALN can vary enormously in their needs.
- Assessment will include understanding pupils' aspirations for post-16 to ensure that the academic and/or vocational offer supports their progression. This will mean effective collaboration between the PRU, school and wider providers.
- Teachers will adapt programmes and tasks to the individual needs and learning styles of pupils.
- The behaviour support service will support a curriculum that include core skills, including maths, Welsh and English, along with a vocational offer involving work placements.
- The behaviour support service will offer a curricula which provide opportunities for engagement with the wider community which are beneficial and motivating for pupils.
- Partnership approaches with mainstream schools will support successful reintegration as well as having the potential for the two types of schools to learn from each other.
- Working as part of a wide behaviour service will allow pupils to be given appropriate choices enhances the capacity of young people to act independently and make positive choices
- Th wider behaviour support team will focus on delivering specialised emotional wellbeing interventions to help students develop the self-management skills they need to make successful transitions back into mainstream schools, into work or further education.
- The wider behaviour service will be able to provide a wide range of specialist staff who are well trained, caring and knowledgeable with the confidence and competence to make positive relationships and effect change

- An integrated model with the mainstream school will ensure that teachers have expertise in the subjects they are teaching.

Disadvantages

- Initially schools will be nervous that a long-term school provision will not be available in more complex cases.
- Delays in obtaining all the relevant information from referring schools meaning that some students start without the most effective provision in place for them.

Impact on SEN

The creation of a PRU to cater for the needs of a diverse range of pupils of all ages with SEBD on one co-located site will support the improvement in the quality and standards of provision by enabling an alignment in the quality and standard of provision offered to pupils with SEBD across the Authority. Joint professional development opportunities for teaching staff and behaviour support practitioners will strengthen the LA's specialised SEBD provision offer and it will support innovative behaviour practice, widen the range of relationship interventions and approaches and enhance opportunities for the development and provision of a pupil-led personalised curriculum and opportunities for meaningful family engagement.

The proposal will strengthen the LA's behaviour outreach element of provision to form strong and effective links to mainstream schools and support pupils to reengage with mainstream education as quickly as change has been affected. It will build capacity in mainstream schools to make inclusive provision for pupils with complex behaviour difficulties and meet the needs of SEBD pupils within their local community.

WESP

The Local Authority is committed to providing a bilingual service to Carmarthenshire's learners. The Authority recognises that bilingual provision in our Special Schools and Units is currently limited. We will work with these settings in developing bilingual provision to ensure that learners with additional learning needs can access bilingual provision and support in their chosen language. This meets section 63 of the ALN Act 2018 but also meets the expectations of ALNET.

Risks and Counter Measures

| Risk | | Counter Measure |
|------|--|---|
| 1. | Failure to obtain statutory approval to implement process. | - Follow guidelines as set out in the School Organisation Code 2018 |
| 2. | An unsatisfactory consultation with the community | - Develop communication strategy and consult on a regular basis to address concerns |

Staffing

Staffing implications will be addressed in accordance with the County Council's Redeployment Policy and Procedures.

The Local Authority has staffing policies and procedures in respect of school reorganisation and these will be implemented if required. The Authority will support school staff in securing suitable alternative employment if at all possible, through redeployment processes should this be necessary.

Financial Implications

Ysgol Rhydygors is funded in accordance with the School Funding Regulations 2010 (Wales) and the County Council's Scheme for Financing Schools, receiving an annual delegated budget based on previous years costs and budget allocations and amended for any changes in provision agreed in advance with the LA. As with all school delegated budgets the schools carry forward their surplus / deficit school balances into the next financial year.

A PRU is a centrally managed resource and therefore a new budget allocation will need to be agreed from within existing resources or from reducing the schools' delegated budget as a result of the closure of Ysgol Rhydygors.

Admissions Arrangements

Whilst the Local Authority is highly committed to inclusion and to educating as many of its children and young people within their local communities there are some pupils who present with significant, persistent challenges relating to their Social, Emotional and Behaviour Difficulties ("SEBD") and require specialised long-term day or residential SEBD provision in Ysgol Rhydygors. Admission is considered for pupils in KS2, KS3 and KS4.

All requests for admission to Ysgol Rhydygors are considered on behalf of the Director at the LA's Inclusion Panel. This Panel recommends placements in Ysgol Rhydygors

and is the only route by which a child or young person can enter Ysgol Rhydygors. This panel meets fortnightly and is chaired by an Additional Learning Needs Manager. The Inclusion Panel additionally comprises Inclusion Department Officers, an Educational and Child Psychologist, ALNCo and Head Teacher representatives of special and mainstream schools. Attendance is on a rotational basis. Papers are distributed in advance of the panel meeting electronically and all evidence, including parental and children and young peoples' views, is considered prior to a placement being recommended.

In making a decision the Inclusion Panel considers whether the SEBD of the child or young person meet the criteria for entry to Ysgol Rhydygors evidenced by a Statement of SENs or an Individual Development Plan that includes an Educational and Child Psychologist Consultation Record outlining SEBD and parental agreement.

This admissions process to attend PRUs is through the same process requiring inclusion panel documentation to be completed with consent and agreements from schools, parent(s)/carer(s) and pupils and requires a consultation with the schools link ECP to recommend a PRU placement. The placement panel requests are discussed and agreed in the Inclusion Panel and signed off by managers and the Director before a place is formally offered.

Transitional Arrangements

If this proposal is implemented pupils registered at Ysgol Rhydygors Special School prior to the implementation of the proposal will automatically be admitted to the PRU from 1st January 2022.

Pupils currently attending Ysgol Rhydygors Special School will be registered at the PRU. From 1st January 2022 those pupils with statements at annual review will be transferred to IDPs in line ALN Reform and the governments transference timetable which is yet to be published.

Alternative Options Considered

In developing a preferred option, the Authority considered a range of alternative options.

| | | |
|----------------------|---|---|
| Option 1 | Status Quo | Does not address the variation in provision for pupils with SEBD in Carmarthen. |
| Option 2 | Discontinue Ysgol Rhydygors and provide for pupils in the current Carmarthenshire Secondary Teaching and Learning Centre | Insufficient capacity in Carmarthenshire's Secondary Teaching and Learning Centre to accommodate Ysgol Rhydygors pupils. |
| Option 3 | Discontinue Ysgol Rhydygors and cater for pupils in mainstream schools | Schools will require specialist support that cannot be delivered in mainstream. |
| Option 4 (Preferred) | Discontinue Ysgol Rhydygors and provide for pupils in a new Pupil Referral Unit (PRU) on the Ysgol Rhydygors school site. | Creates consistency in the quality and standard of provision on offer for pupils with SEBD in Carmarthenshire and limits disruption for pupils. |
| Option 5 | Discontinue Ysgol Rhydygors and provide no alternative provision | Does not cater for the needs of pupils with SEBD in Carmarthen. |

Transport Impact Assessment

Transport will be provided in accordance with the Council's School Transport Policy.

Community Impact Assessment

Please refer to Appendix A of this consultation document for full details of the Community Impact Assessment undertaken

Welsh Language Impact Assessment

Please refer to Appendix B of this consultation document for full details of the Welsh Language Impact Assessment undertaken

Equality Impact Assessment

Please refer to Appendix C of this consultation document for full details of the Equality Impact Assessment undertaken

Evaluation of Present Arrangements

Overall, the standards pupils achieve at Rhydygors are adequate and in need of improvement.

R1: Raise standards and improve pupils' literacy and numeracy skills

Many pupils make steady progress in developing their skills, with the development of physical skills a strength. The planning and teaching of skills across the curriculum is satisfactory, particularly in literacy and when developing problem-solving skills. There is minimal evidence of impact.

The wellbeing and attitudes to learning at Rhydygors are adequate and need improvement.

R2 Improve pupils' behaviour and attitudes to learning

Working relationships between staff and pupils are strong. Most pupils feel safe in school. The majority of pupils behave, follow routines and apply themselves appropriately. However, the behaviour of a few older pupils is a concern for younger pupils. A minority of older pupils and a few younger pupils do not always engage well with their learning.

Teaching and learning experiences at Rhydygors are adequate and need improvement

R3 Improve the quality of teaching and the effectiveness of assessment

As a result of trusting relationships, pupils build their confidence and respond to challenge. However, a minority of staff do not employ behaviour strategies that support engagement and progress. Pupils are provided with a good range of learning experiences. However, provision for skills across the curriculum is at an early stage. The school is beginning to act but whole school impact is not yet evident. Most teachers' subject knowledge ensures that planning meets pupils' needs. However, in a minority of classes, teachers do not plan well enough and limits progress.

Care, support, and guidance at Rhydygors are adequate and need improving.

Leadership and management at Rhydygors are adequate and needs improvement

R4 Strengthen improvement planning

Monitoring activities to establish strengths and areas for development are appropriate. The school tracks and monitors pupils' behaviour efficiently. However, the impact of analysis has not had sufficient impact for a minority of pupils.

The governing body is developing a broader understanding of the support needs required to ensure a positive impact. However recent evaluation of action plans evidence insufficient improvement. There is still insufficient understanding of how to use support effectively and the pace of change remains slow.

R5 Improve the learning environment

The school communicates its vision and values. However, the expertise of staff and the learning environment requires consideration. There has been recent improvement in terms of safety and access to the outdoors.

Impact of the proposal

The discontinuation of Ysgol Rhydygors and the creation of a PRU to cater for the needs of a diverse range of pupils of all ages and stages of development on one co-located site will ensure a consistent approach to the relevant teaching strategies across all key stages, including the foundation phase. Key consideration to how all pupils to access the outdoors and the wider community will be aligned under the local authority's vision for an improvement in the quality and standards of provision and greater aspiration for the learning and progress of all pupils.

This will be underpinned by the local authority's specialist behaviour practices and family engagement programmes, including greater links to support and collaborate with mainstream schools. There will be greater opportunities for early identification and planned bespoke programmes that focus on reintegration where possible. It will build capacity in mainstream schools, so that systemic change leads to improvement.

Whilst we develop our specialist team and work closely with mainstream schools, we will be developing further our relationship models around the consistent use of restorative practices and ethos in our schools and settings. Closer working with mainstream schools and the PRUs and specialist behaviour support services will also allow for increased opportunity to develop intensive and robust training opportunities for schools to train alongside specialist staff to develop trauma informed practice for those complex learners who find regulating their emotions a daily challenge.

Consistent professional development opportunities for teaching and support staff will be planned from national, regional, and local expectations and coherently monitored for impact by a range of multi-agency officers.

The Consultation Process

The consultation on this proposal will follow guidelines established by the Welsh Government as stated in the School Organisation Code (2018).

Who will be consulted?

This document will be sent to the following interested parties:

| | |
|---|---|
| Staff (Teaching and Ancillary) | Director of Education – All Neighbouring Authorities |
| Governors and Parents/Guardians | Diocesan Director of Education Church in Wales and RC |
| Local County Councillors | Estyn |
| Community Councillors | Regional Transport Consortium |
| Members of the Senedd (MSs) / Regional Members / Members of Parliament (MP) | *All schools within Carmarthenshire |
| Welsh Ministers | All relevant unions |
| SEN Partners | Welsh Language Commissioner |
| LA Special Educational Needs Division | Local Police and Crime Commissioner |
| ERW – Education through Regional Working | Flying Start |
| | Child Care / Early Years |
| Communities for Work + | Public Services Board |
| Communities for Work | Legacy |
| Fusion | Families First Carmarthenshire |

** Consultation document sent to Headteacher and Chair of Governors of all Primary and Secondary Schools in Carmarthenshire.*

Consultation Period

The consultation period for the proposals starts on 11th January 2021 and ends on 21st February 2021.

Consultees can submit their views in favour of or against a proposal. Responses received during the consultation period will not be treated as statutory objections. If consultees wish to object, they will need to do so in writing during the statutory objection period outlined on page 19.

Considering your views

During the consultation period you can ask questions and express your views by writing a letter to the address below or by completing an online survey using the following link:

INSERT LINK

Letters should be sent to the following address by no later than noon on 21st February 2021:

Mr Gareth Morgans, Director of Education and Children's Services,
Building 2, St. David's Park, Jobs Well Road, Carmarthen, SA31 3HB
Or E-mail to: DECMEP@carmarthenshire.gov.uk

Drop in sessions

Due to the ongoing implications of the Coronavirus issue we have been advised to postpone all events where there is interaction between staff, parents and the wider community and as a result there will not be a drop in session to discuss proposals. Should you feel strongly about discussing the proposals please contact Miss Isabelle Mariani by sending an e-mail to DECMEP@carmarthenshire.gov.uk and a virtual meeting can be arranged.

Consultation with Pupils

There will be an opportunity for the pupils of the schools subject to the proposals to participate in the consultation process during a session which will be conducted at the schools.

The information gathered from the consultation with pupils will form part of the consultation report which will be submitted to the Executive Board for consideration following the consultation period.

Consultation Report

A Consultation Report will be published on Carmarthenshire County Council's website at least 2 weeks before a decision is made on whether or not to proceed to publish a statutory notice. Hard copies of the report will also be available on request. The report will summarise the issues raised by consultees and provide Carmarthenshire County

Council's response to these issues. The report will also contain Estyn's view of the proposal and details of consultation undertaken with the pupils.

The Executive Board of Carmarthenshire County Council will consider the consultation report and decide whether or not to proceed with the proposal.

If the Executive Board decides to continue with the proposal Carmarthenshire County Council must publish a statutory notice.

Statutory Notice

The statutory notice will be published on Carmarthenshire County Council's website and posted at the schools subject to proposals. Copies of the notice will be made available to the schools to distribute to pupils, parents, guardians, and staff members (the schools may also distribute the notice by email).

Statutory Objection Period

The statutory notice will set out the details of the proposal and invite anyone who wishes to object to do so in writing within a period of 28 days. If objections are received an objection report will be published on the Carmarthenshire County Council website. Hard copies of the report will also be available on request. The report will summarise the issues raised and provide Carmarthenshire County Council's response to those objections.

Determination of Proposal

Carmarthenshire County Council will determine the proposal. The County Council may decide to approve, reject or approve the proposal with modifications. In doing so, the County Council will take into account any statutory objections that it received.

Decision Notification

Following determination of proposals all interested parties will be informed and advised of the availability of the decision which will be published electronically on Carmarthenshire County Council's website.

The Statutory Process Time-Table

The statutory process and timetable will be as follows:

| | |
|--------------------------------|---|
| 11 th January 2021 | Issue of this consultation document to identified and other interested parties. |
| 21 st February 2021 | Closing date for views on the proposal to be received by the Department for Education and Children. |
| 27 th April 2021 | <p>A Consultation Report will be taken to the Executive Board for a decision on whether or not to proceed to publish a statutory notice. OR alternatively proposal ends.</p> <p>The Consultation Report will be published on Carmarthenshire County Council's website at least 2 weeks prior to the publication of a statutory notice.</p> <p>If the decision is made to proceed then a statutory notice will be published. The notice will outline details of the proposal and be published on the Council's web site and be displayed near the entrance of the school and schools which are subject to the proposals. Copies of the notice will be made available to the school to distribute to parents, guardians and staff members.</p> <p>Following publication there will be a 28 day period during which time formal written objections will be invited.</p> <p>The statutory notice will give details on how you may record your objections to the proposal.</p> |
| 8 th June 2021 | End of formal 28 day notice period for objections. County Council will determine the proposal. The County Council may decide to approve, reject or approve the proposal with modifications, in doing so the County Council will take into account any statutory objections received. |
| July 2021 | <p>Deadline to notify parents of intention to implement proposal.</p> <p>Following determination of proposals all interested parties will be informed and advised of the availability of the decision which will be published electronically on Carmarthenshire County Council's website.</p> |

Appendix A – Community Impact Assessment

Ysgol Rhydygors is located within the Carmarthen Town South ward, the ward profile can be viewed by clicking on the following link [Carmarthen Town South Ward](#)

Community Impact

If the proposal is implemented there will be no change for the community. Ysgol Rhydygors school site will continue to be used for education purposes and be maintained by the Local Authority.

Other facilities or services provided by the school e.g. after school clubs/ community Library

The school via the residential team offer after-school provision for primary aged pupils on a needs led basis. This is a wrap around service supporting the pupil and their family by providing afterschool care and support from 3-7pm.

Due to the residential element of the school being active from the end of the school day, the school is not offered for use by the local community outside of school hours.

Appendix B – Welsh Language Impact Assessment

Carmarthenshire County Council's vision is to provide a service, which will ensure access to high quality learning opportunities for all children, young people and adults, this enabling the achievement of their full potential within the context of the unique bilingual nature of the county.

The language category of Ysgol Rhydygors is English Medium/Bilingual.

The school's most recent Estyn inspection (November 2019) noted that 'Many pupils develop basic Welsh language skills largely competently in different subjects. For example, in mathematics, the majority of pupils recognise numbers in Welsh and use them to give their answers correctly. Welsh first language pupils speak confidently on a range of topics in both Welsh and English. However, these pupils do not always extend their learning and achieve appropriate levels of accreditation because the focus in lessons is on materials suitable for Welsh second language.'

Appendix C – Equalities Impact Assessment

Carmarthenshire County Council Assessing Impact

The Equality Act 2010

The Equality Act 2010 (the Act) brings together and replaces the previous anti-discrimination laws with a single Act. It simplifies and strengthens the law, removes inconsistencies and makes it easier for people to understand and comply with it. The majority of the Act came into force on 1 October 2010.

The Act includes a new public sector equality duty (the 'general duty'), replacing the separate duties on race, disability and gender equality. This came into force on 5 April 2011.

What is the general duty?

The aim of the general duty is to ensure that public authorities and those carrying out a public function consider how they can positively contribute to a fairer society through advancing equality and good relations in their day-to-day activities. The duty ensures that equality considerations are built into the design of policies and the delivery of services and that they are kept under review. This will achieve better outcomes for all.

The duties are legal obligations. Failure to meet the duties may result in authorities being exposed to legal challenge.

Under equality legislation, public authorities have legal duties to pay 'due regard' to the need to eliminate discrimination and promote equality with regard to race, disability and gender, including gender reassignment, as well as to promote good race relations. The Equality Act 2010 introduces a new public sector duty which extends this coverage to age, sexual orientation, pregnancy and maternity, and religion or belief. The law requires that this duty to pay 'due regard' be demonstrated in the decision making process. It is also important to note that public authorities subject to the equality duties are also likely to be subject to the obligations under the Human Rights Act and it is therefore wise also to consider the potential impact that decisions could have on human rights as part of the same process.

Carmarthenshire's approach to Equality Impact

In order to ensure that the council is considering the potential equality impact of its proposed policies and practices, and in order to evidence that we have done so, every proposal will be required to be supported by the attached Equality Impact Assessment. Where this assessment identifies a significant impact then more detail may be required.

Reporting on assessments

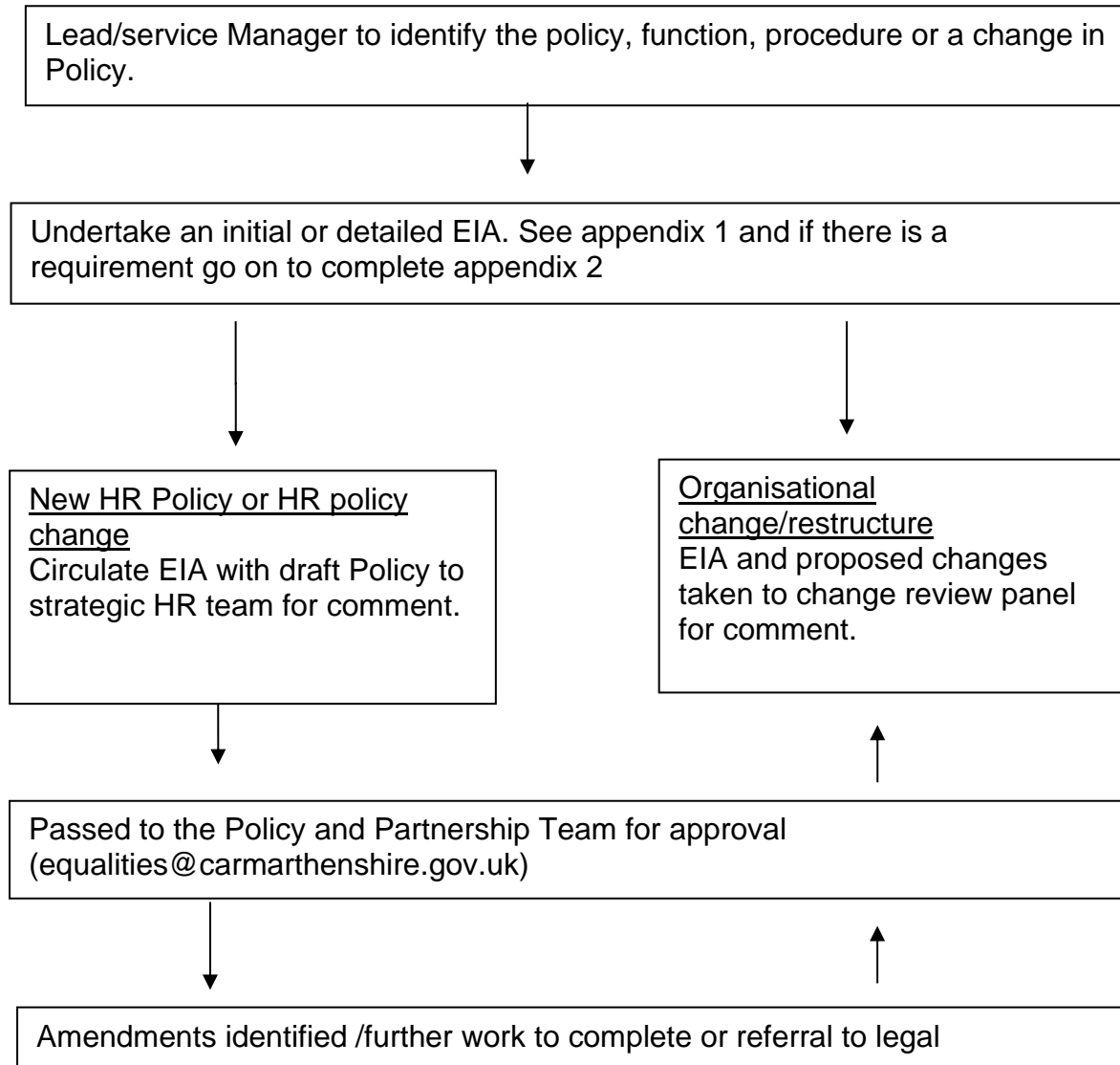
Where it is clear from the assessment that the likely impact on the authority's ability to meet the general duty is substantial, then it must publish a report.

Initial and Detailed Equality Impact Assessments

The initial EIA (appendix 1) is a simple and quick method of assessing the effect of a policy, function, procedure, decision including financial cuts on one or more of the protected characteristics.

The Service Manager responsible for the relevant new or revised policies, functions, procedures and financial decisions must undertake, at least, an initial EIA and where relevant a detailed Equality Impact Assessment (appendix 2); EIA must be attached as background paper with reports to Executive and Scrutiny.

Equality impact assessment – Process to follow where HR implications have been identified



Initial Equalities Impact Assessment Template

Appendix 1

| | | |
|---|---|---|
| Department: Education & Children | Completed by (lead): Sara Griffiths | Date of initial assessment: October 2020 Revision Dates: July 2021 |
| Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision) | Proposal to reconfigure and remodel Behaviour Support Services at Ysgol Rhydygors to improve provision for children and young people. | |
| Is this existing or new function/policy, procedure, practice or decision? | School Re-organisation Proposal – Modernising Education Programme | |
| What evidence has been used to inform the assessment and policy? (please list only) | | |
| <ul style="list-style-type: none"> • 21st Century Schools Programme • Modernising Education Programme • School Organisation Code 2018 • PLASC Data 2020 • The Well-being of Future Generations (Wales) Act 2015 | | |

| | | | |
|---|---|---|---|
| 1. Describe the aims, objectives or purpose of the proposed function/policy, practice, procedure or decision and who is intended to benefit. | To discontinue Ysgol Rhydygors Special School. Separately, establish a Pupil Referral Unit (PRU) and Children’s Home/Respite Centre on the site of the former Ysgol Rhydygors school to cater for pupils with SEBD within Carmarthen. The proposal will support the improvement in the quality and standards of provision by enabling an alignment in the quality and standard of provision offered to pupils with SEBD across the Authority. | | |
| The Public Sector Equality Duty requires the Council to have “due regard” to the need to:- | 2. What is the level of impact on each group/protected characteristics in terms of the three aims | 3. Identify the risk or positive effect that could result for each of the group/protected characteristics? | 4. If there is a disproportionately negative impact what |

| | | (1) eliminate unlawful discrimination, harassment and victimisation; (2) advance equality of opportunity between different groups; and (3) foster good relations between different groups (see guidance notes) | of the duty? Please indicate high (H) medium (M), low (L), no effect (N) for each. | Risks | Positive effects | mitigating factors have you considered? |
|----------------------------------|--------------------------------|--|---|--------------|--|--|
| | | | | | | |
| Protected characteristics | Age | N | | Neutral | | |
| | Disability | L | | Neutral | This proposal will ensure consistency and equity in the type of provision offered to pupils with SEBD across the County. | |
| | Gender reassignment | N | | Neutral | | |
| | Race | N | | Neutral | | |
| | Religion/Belief | N | | Neutral | | |
| | Pregnancy and maternity | N | | Neutral | | |
| | Sexual Orientation | N | | Neutral | | |
| | Sex | N | | Neutral | | |
| | Welsh language | N | | Neutral | | |
| | Any other area | N | | Neutral | | |

| | |
|--|---|
| 5. Has there been any consultation/engagement with the appropriate protected characteristics? | <input checked="" type="checkbox"/> |
| | YES <input type="checkbox"/> NO |

| | | | |
|---|---------------------|---|---|
| | | <p>Informal and formal consultation will be undertaken as stated in Welsh Government guidance. As part of the Formal Consultation period key stakeholders will be consulted with as detailed within this consultation document.</p> | |
| <p>6. What action(s) will you take to reduce any disproportionately negative impact, if any? Ensure that all key stakeholders are fully informed at each stage of the consultation.</p> | | | |
| <p>7. Procurement Following collation of evidence for this assessment, are there any procurement implications to the activity, proposal, service. N/A Please take the findings of this assessment into your procurement plan. Contact the corporate procurement unit for further advice.</p> | | | |
| <p>8. Human resources Following collation of evidence for this assessment, are there any Human resource implications to the activity, proposal or service? Discussions regarding the proposal will be undertaken with HR.</p> | | | |
| <p>9. Based on the information in sections 2 and 6, should this function/policy/procedure/practice or a decision proceed to Detailed Impact Assessment? (recommended if one or more H under section 2)</p> | | <p>YES <input type="checkbox"/></p> | <p><input checked="" type="checkbox"/> NO</p> |
| <p>Approved by: Head of Service</p> | <p>Simon Davies</p> | | <p>Date: October 2020</p> |

