



BWRDD ADDYSG, SGILIAU A LLES Y CABINET

DYDD IAU, 14 MAWRTH 2024

**YN SYTH AR ÔL PWYLLGOR CRAFFU ADDYSG SGILIAU A LLES
SIAMBR Y CYNGOR – CANOLFAN DDINESIG CASTELL-NEDD PORT
TALBOT**

**RHAID GOSOD POB FFÔN SYMUDOL AR Y MODD DISTAW AR
GYFER PARHAD Y CYFARFOD**

Gweddarlledu/Cyfarfodydd Hybrid:

Gellir ffilmio'r cyfarfod hwn i'w ddarlledu'n fyw neu'n ddiweddarach drwy wefan y cyngor. Drwy gymryd rhan, rydych yn cytuno i gael eich ffilmio ac i'r delweddau a'r recordiadau sain hynny gael eu defnyddio at ddibenion gweddarlledu a/neu hyfforddiant o bosib.

1. Penodi Cadeirydd
2. Cyhoeddiad y Cadeirydd
3. Datganiadau o fuddiannau
4. Cofnodion y Cafard Blaenorol (*Tudalennau 3 - 6*)
5. Blaenraglen Waith 2022/23 (*Tudalennau 7 - 8*)
6. Amser Cwestiynau Cyhoeddus
Mae'n rhaid cyflwyno cwestiynau'n ysgrifenedig i'r Gwasanaethau Democrataidd, democratic.services@npt.gov.uk heb fod yn hwyrach na chanol dydd ar y diwrnod gwaith cyn y cyfarfod. Mae'n rhaid i'r cwestiynau ymwneud ag eitemau ar yr agenda. Ymdrinnir â

chwestiynau o fewn cyfnod o 10 munud.

Ar gyfer penderfyniad

7. Strategaeth Dreftadaeth (yn ôl o ymgynghoriad) (*Tudalennau 9 - 130*)
8. Cynllun Plant a Phobl Ifanc - Caniatâd i ymgynghori (*Tudalennau 131 - 194*)
9. Derbyn i Ysgolion Cymunedol - Polisi Derbyn i Ysgolion (yn ôl o'r ymgynghoriad) (*Tudalennau 195 - 222*)
10. Dyddiadau Tymhorau Ysgol Blynyddol (Allan o Ymgynghori) (*Tudalennau 223 - 226*)

Ar gwybodaeth

11. Addysg Oedolion (*Tudalennau 227 - 300*)
12. Gwyl Gomedï (*Tudalennau 301 - 312*)

Ar gyfer Monitro

13. Adroddiad Perfformiad Disgyblion Blynyddol (*Tudalennau 313 - 322*)
14. Chwarter 3 Dangosyddion Perfformiad 23/24 - Cyfarwyddiaeth Addysg (*Tudalennau 323 - 348*)
15. Chwarter 3 Dangosyddion Perfformiad 23/24 - Cyfarwyddiaeth yr Amgylchedd (*Tudalennau 349 - 362*)
16. Eitemau brys
Unrhyw eitemau brys (boed yn gyhoeddus neu wedi'u heithrio) yn ôl disgresiwn y Cadeirydd yn unol â Rheoliad 5(4)(b) Offeryn Statudol 2001 Rhif. 2290 (fel y'i diwygiwyd).

K.Jones
Prif Weithredwr

Canolfan Ddinesig
Port Talbot

Dydd Iau 7th Mawrth 2024

Aelodau'r Bwrdd Addysg, Sgiliau a Lles y Cabinet:

Y Cyngorwyr J.Hurley, N.Jenkins a/ac C.Phillips

Mae'r dudalen hon yn fwriadol wag

EXECUTIVE DECISION RECORD

1 FEBRUARY 2024

EDUCATION, SKILLS & WELLBEING CABINET BOARD

Cabinet Members:

Councillors: J.Hurley, N.Jenkins (Chair) and C.Phillips

Scrutiny Councillor R.Phillips

Chair:

Officers in Attendance:

R.Crowhurst, I.Guy, C.Millis, C.Saunders, M. Daley, R. Samuel, D.Holder-Phillips, S. McCluskie and A.Thomas

1. **APPOINTMENT OF CHAIRPERSON**

Agreed that Cllr N. Jenkins be appointed Chair of the meeting.

2. **CHAIRPERSONS ANNOUNCEMENT/S**

Councillor Jenkins welcomed all to the meeting.

3. **DECLARATIONS OF INTEREST**

There were none

4. **MINUTES OF PREVIOUS MEETING**

That the minutes of the previous meeting held on the 23rd of November 2023 be approved as a true and accurate record.

5. **FORWARD WORK PROGRAMME 2023/24**

That the forward work programme for 2023 2024 be noted.

6. **PUBLIC QUESTION TIME**

There were no questions from the public.

7. **STANDING ADVISORY PANEL**

Decision:

That Members support the constitution for the Neath Port Talbot Standing Advisory Council for Religion Values and Ethics. And that the decision be commended to Council for adoption.

Reason for Decision:

That the the SACforRVE is to be operated with a constitution that is aligned with the legislation within the Curriculum for Wales.

Implementation of Decision:

That the decision will be implemented following the three day call in period which ended at 9.00am on Monday 5th February.

8. **YOUTH SERVICE UPDATE**

Decision:

That the report be noted for monitoring.

9. **TRANSPORT PERSONAL TRAVEL BUDGET UPDATE**

Decision:

That the report be noted for information.

10. **WELSH PUBLIC LIBRARIES STANDARDS ANNUAL REPORT 2023/24**

Decision:

That the contents of the Annual Assessment report 2022-2023 and the Annual Library Services returns for 2022-2023 be noted for information.

11. **URGENT ITEMS**

There were no urgent items.

12. **ACCESS TO MEETINGS - EXCLUSION OF THE PUBLIC**

Resolved:

To exclude the public for the following items pursuant to Regulation 4 (3) and (5) of Statutory Instrument 2001 No. 2290 and the relevant exempt paragraphs of Part 4 of Schedule 12A to the Local Government Act 1972.

13. **ROYAL NATIONAL LIFEBOAT INSTITUTE**

Decision:

That having due regard to the first stage integrated impact assessment, members agreed to exclude the Councils CPR's and approved direct award of the contract to the RNLI for the Beach Lifesaving Service at Aberafan Seafront for a period of 5 years, commencing on the 29th of March 2024.

Reason for Decision:

To ensure that the Council continues to provide a professional beach lifesaving service on Aberavon Beach, providing safe and accessible services for residents and visitors.

Implementation of Decision:

That the decision will be implemented after the three-day call-in period, which ended at 9.00am, on Monday 5th February 2024.

CHAIRPERSON

Mae'r dudalen hon yn fwriadol wag

Education, Skills and Wellbeing Cabinet Board
(Immediately following Scrutiny Committee starting at 2pm)

Meeting Date 2023	Agenda Item and Type
25 th April 2024	Annual School Term Dates – (back from consultation) – FOR DECISION
	Aberafan Seafront Strategy
	Children and Young Peoples Plan and Early Years Strategy
	School Based Counselling Services – information
	Education, Leisure and Lifelong Learning Strategic Directorate Plan
	The Cross Community Centre – for decision

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Eitem yr Agendaa5

Mae'r dudalen hon yn fwiadol wag



Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills and Wellbeing Cabinet Board

14 March 2024

Report of the Head of Leisure, Tourism, Heritage & Culture and Head of Property and Regeneration.

Matter for Decision.

Wards Affected:

All Wards

Report Title:

Heritage Strategy

Purpose of the Report:

This report is presented to the Education Cabinet Board for adoption of Neath Port Talbot's first Heritage Strategy. Following the Draft Heritage Strategy presented to the Cabinet on 20th September 2023.

Executive Summary:

This report outlines the background behind the Heritage Strategy and the impact this will have on conserving our heritage assets for generations to come. The Heritage Strategy aligns with the Culture Strategy and Destination Management Plan and provides a framework for the Council and its partners in delivering on the Council's Wellbeing Objective 3 aims going forward.

The Strategy highlights programmes, training opportunities, partnership working, resourcing and investment requirements to deliver the actions to protect our Historic Environment.

Funded by the National Lottery Heritage Fund, the ***Heritage NPT*** Project is responsible for producing a Heritage Strategy for the County Borough. The Strategy sets out the historical and cultural features in the borough and actions for its future care. The Strategy's Action Plan outlines a broad approach to conservation, maintenance and enhancement of assets and viable propositions for alternative uses and possible benefits, (including economic, educational, social and wellbeing). A key tenet of the Strategy is supporting community volunteers and heritage groups to continue their crucial role in the conserving and championing of the borough's heritage.

The recommendation is for the formal adoption by Cabinet of the Heritage Strategy, to align with the Culture Strategy and Destination Management Plan that were adopted in September 2023.

Background:

This report follows the Draft Heritage Strategy Report and IIA from 20th September 2023.

The Let's Talk Campaign demonstrated a clear public will to invest in and develop our Culture and Heritage sector. As a result, one of the 4 wellbeing objectives was set to specifically deliver on this area; *Our local environment, heritage and culture can be enjoyed by future generations.*

Consequently, Culture, Destination and Heritage strategies have been commissioned to provide the strategic narrative for this objective. Their aim is to provide a framework from which the Council, its partners and the wider community can be built upon to actively conserve, improve and enjoy our significant Historic Environment,

treasure the Welsh language and actively engage with the rich sporting, cultural and industrial heritage of the area.

All three strategies have been created with the wider policy context in view, particularly the Wellbeing of Future Generations Act, and are designed to ensure that both the seven goals and five ways of working of the act are embedded throughout the actions of both the Council and other stakeholders.

This Strategy ensures the special qualities of our historic assets are protected, enhanced and enjoyed by our future generations. The project has enabled the recruitment of a community heritage officer to assist the local heritage groups to be sustainable and autonomous and enable them to protect and promote their own local heritage and culture. The project teaches communities how to take ownership and stewardship of their local heritage and improve access to their cultural heritage. It will ensure our arts, culture and heritage organisations are independent and able to prosper.

The main principles of the Heritage Strategy are:

- Inform Planning Policy for the future use of listed structures and heritage sites.
- Develop Action Plans and Conservation Management Plans to protect and secure our heritage stock.
- Support partnership working that will achieve agreed priorities.
- Support local heritage groups to take ownership of their local heritage and promote access to culture and heritage within their local communities.
- Develop a list of capital projects for delivery
- Protect, enhance and promote NPT's heritage and cultural assets.

- Agree priorities for project investment.
- Secure external funding streams to assist community groups, the public and private sector to deliver aspirational projects
- Meet the aims and objectives of Cadw Conservation Principles:
 1. Historic assets should be managed to sustain their values
 2. Understanding the significance of historic assets
 3. The historic environment is a shared resource
 4. Everyone will be able to participate in sustaining the historic environment

Further funding was recently secured from the National Lottery Heritage Fund to extend the 2 Heritage posts for a further 2 years to administer and support delivery of the Heritage Strategy's Action Plan.

Financial Impacts:

The delivery of the Action Plan will have implications for additional resources, but delivering the projects within the Action Plan is the responsibility of all Partners.

To deliver projects identified in the Action Plan, along with other future projects, revenue and capital investment will be required. These costs are not yet identifiable. When projects are identified with financial implications, they will be subject to a further cabinet report for approval.

We will seek grant funding to deliver projects whenever possible.

The National Lottery Heritage Fund's *Heritage Places* scheme has allocated £10 million of funding to Neath Port Talbot, the first *Heritage Place* in Wales.

Private, Public and Third Sector groups and other organisations are eligible to apply individually or collectively for this funding, to deliver strategic capital and revenue projects.

Integrated Impact Assessment:

A first stage impact assessment has been undertaken to assist the Council in discharging its legislative duties (under the Equality Act 2010, the Welsh Language Standards (No.1) Regulations 2015, the Well-being of Future Generations (Wales) Act 2015 and the Environment (Wales) Act 2016. The first stage impact assessment has indicated that a more in-depth assessment was required.

An overview of the Integrated Impact Assessment has been included below in summary form only and it is essential that Members read the Integrated Impact Assessment, which is attached to the report at Appendix 2, for the purposes of the meeting.

The strategy has a positive impact upon the achievement of Wellbeing Objective 3 and 4 of the NPT Corporate Plan.

Through the range of actions identified within the strategy there are further positive impacts on the use and promotion of the Welsh language.

By integrating sustainability into the design of projects, which arise from the strategy, there are opportunities presented to enhance biodiversity and the resilience of ecosystems.

The strategy embraces all 5 sustainable development principles and in the long term will result in developing a sense of pride in Neath Port Talbot.

There are further positive impacts to improve access and facilities for individuals of all ages and of all abilities, through the range of actions identified within the strategy.

Valleys Communities Impacts:

The Heritage Strategy is designed to have a positive impact on our valleys communities by enhancing and enriching the Heritage in those communities.

The Strategy's action plan will provide the delivery tool to promote and celebrate local heritage, drive economic prosperity and facilitate Improvements to historic buildings, parks and landscapes

Workforce Impacts:

This report will have a positive impact on the workforce as two posts have been retained.

Legal Impacts:

There are no legal impacts associated with this report

Risk Management Impacts:

The Heritage Strategy sets out a framework that will in time, help reduce the Council's risk in terms of historic building maintenance and conservation management in particular.

Consultation:

An extensive consultation exercise was undertaken for the Heritage Strategy. The methodology and results of the consultation are shown in the Heritage Strategy Consultation Report.

Face to face, workshops were held with stakeholders, volunteer heritage groups, and online surveys, requesting feedback on how the public feel about the vision, objectives and actions to value and conserve their heritage and the positive impact it has on their wellbeing and the sustainability of their community groups.

A Consultation on the Heritage Strategy took place between October 9th and November 5th 2023. The results of the consultation process are reported to cabinet in the Heritage Strategy Consultation Report. The Report's findings have informed the Strategy and Action Plan.

Recommendations:

It is recommended that Cabinet:

- Formally adopt the Heritage Strategy.

Reasons for Proposed Decision:

To conserve our local heritage and enable us to deliver the Wellbeing Objective 3: Our local environment, culture and heritage can be enjoyed by future generations.

Implementation of Decision:

The decision is proposed for implementation after the three day call in period

Appendices:

1. Heritage Strategy
2. Full IIA Heritage Strategy

List of Background Papers:

- Heritage Strategy Consultation Report
- Heritage Strategy Consultation Report (Impact & Inequalities)

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Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

A Heritage Strategy for Neath Port Talbot 2024-2039



Gwnaed yn bosibl gan

**Cronfa
Treftadaeth**

Made possible with

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Restore, Regenerate, Repurpose

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Introduction

01

PLAZA

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1. Introduction

Neath Port Talbot County Borough Council (NPTCBC) recognises the contribution that our heritage makes to the character of the County Borough, its economic vitality and quality of life. Our heritage contributes to our local identity and sense of community, whilst our historic environment is part of the area’s visual and cultural appeal, acting as a stimulus and inspiration to high quality Art and development. Our heritage assets play an important part in increasing the appeal of the County Borough as a place to live, work, visit and invest in. Working creatively with key stakeholders, we can innovatively manage and protect our historic environment to enable us to build a positive future for everyone.

The pandemic showed the true value of the historic environment to residents, enabling them to rediscover the heritage on their doorstep and appreciate the treasures that the County Borough has to offer. Daily walks through our historic environment and landscapes allowed people to reconnect with one another and with their local area; not only enabling people to maintain their own well-being but to collectively come together to support others in need of assistance in their locality, fostering community cohesion and resilience in uncertain times.

Through the Council’s ‘Let’s Talk’ campaign local people informed us that their local environment, the Welsh language, heritage and culture matters to them. NPTCBC supports this community desire and its commitment to protect, promote and develop our heritage and culture is set out and endorsed in Recover, Reset, Renew (Neath Port Talbot Council’s Corporate Plan 2022-2027).

This Heritage Strategy will set out actions to ensure the sustainable conservation and management of our heritage assets, and measures that can add value to the well-being of the area.

The Council secured National Lottery Heritage Funding to deliver the Heritage NPT Project that includes producing a Heritage Strategy and secondly focusing on the need to sustain the community heritage groups who play a crucial role championing and conserving our historic environment.

Executive Summary

02

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02. Executive Summary

Neath Port Talbot’s heritage is a major asset, not just in terms of our cultural, visitor and well-being offer, but also regarding the area’s ability to attract investment and create employment opportunities. Key factors in making our area attractive as a place to live, learn, work, invest and visit include jobs, a quality environment and social and cultural infrastructure.

Neath Port Talbot’s heritage is essential to all of these and our historic environment is able to support delivery of a wide range of economic, social and environmental benefits as well as supporting a wide range of economic activity. Moving forward our heritage and culture will play an integral part in supporting the achievement of the Council’s purpose, **To help Neath Port Talbot residents live good lives.***

In order to achieve the County Borough’s collective vision for Culture, Heritage and Tourism, an overarching Culture Strategy has been developed, which supported by the Destination Management Plan and Heritage Strategy will collaboratively deliver this goal. The three strategies capture the unique cultural strengths and spirit of the County Borough specifically its varied offer of arts, heritage and culture for residents and visitors.

In order to support this vision it is essential to set in motion deliverable measures **ensuring the conservation, protection and sustainability of Neath Port Talbot’s heritage**, the vision at the heart of **Restore, Regenerate, Repurpose** (A Heritage Strategy for Neath Port Talbot 2024-2039).

Raising awareness about the County Borough’s exceptional heritage, including its economic, well-being and environmental value is central to the success of this strategy. It is partly about public awareness, but it is also about corporate awareness within the Council. Strengthening our commitment to positive management of the historic environment and the role we play in building a positive legacy for the future, across diverse service areas and corporate functions.

‘Heritage’ means different things to different people, and in different times and places. The strategy will focus on two measures; the first is to care for our physical or ‘tangible’ cultural heritage, such as historic buildings and places, monuments and artefacts. This is termed the ‘historic environment’. Our historic environment includes many places and settings that form part of our ‘natural heritage’, such as natural sites, habitats and landscapes.

* Corporate Plan 2022 – 2027

The second focus is to celebrate, promote and support the amazing people and groups who not only look after our historic environment and natural heritage, but also safeguard our language, traditions, customs, artistic expression and other aspects of human activity, namely our 'Intangible' cultural heritage. Our intangible and tangible cultural heritage unites our people and places, making Neath Port Talbot an inspiring and unique place for residents and visitors alike.*

To inform the preparation of this strategy, we undertook a SWOT analysis that is provided in the Appendix A. This outlines the challenges that face the historic environment during these precarious times, whilst positively identifying the opportunities that supply maximum beneficial outcomes for our heritage assets, communities and residents.

The strategy's Themes focus on the need to value our historic environment and to work collectively with partners and stakeholders to implement far-reaching and long-term interventions to achieve this. The five themes outlined in the strategy link to the delivery of the Action Plan. The Action Plan can be found in section 14.

1. Theme One: **Understanding** our heritage and its significance.
2. Theme Two: **Conserving & Investing** in our heritage for future generations.
3. Theme Three: **Capitalising & Building** on our heritage.
4. Theme Four: **Positive Management** of our heritage.
5. Theme Five: **Celebrating & Promoting** our heritage.

It is necessary for a diverse range of people to have an appreciation of the role the historic environment played, and continues to play in the lives of communities. Our shared heritage instils a communal sense of belonging and connection with our past, enabling us collectively to move forward to a positive future.

Celebrating and promoting the tireless work of the community and heritage groups that champion our historic environment is essential. These groups and individuals are at the forefront of working with heritage owners and stakeholders to ensure that our heritage assets and history is protected in the long term. It is important to support these groups to ensure that their crucial activities and work continues and they are able to recruit new members to sustain their active groups, handing on the baton to new volunteers to be the future custodians safeguarding our heritage and historical inheritance for our future generations.

Partnership working is integral to the realisation of the strategy's aspirations, everyone with an interest and passion in heritage and the historic environment needs to play their part and ensure that the Heritage Strategy is deliverable. The Heritage Strategy lays the foundation to maintain the work to ensure the conservation, protection and sustainability of our heritage and provide a lasting legacy.

* [Heritage \(UNESCO Definition\)](#)

Our Heritage & Story

03

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3. Our Heritage & Story

3.1 Our Place

Neath Port Talbot lies at the heart of the nation, where east meets west, a place of contrast where our industrial environment is framed by the splendours of our natural landscapes. Our dramatic coastline, mountains, rivers and valleys have drawn people from all over the world to settle, work and call Neath Port Talbot home. Our communities play a central part in the celebration and promotion of our diverse cultural heritage over the years. For this tradition to continue we need to support our communities to ensure our story continues for our future generations.

Neath Port Talbot has a population of 142,300* living in our five towns (Briton Ferry, Glynneath, Neath, Pontardawe and Port Talbot) and five valleys (Afan, Amman, Dulais, Neath and Swansea) as well as in our coastal communities. 13.5% of our residents over the age of three speak Welsh*.

The Council has a legal duty under the Welsh Language Standards Regulations (No.1) 2015 to comply with a set of standards of conduct on the Welsh language. The Standards require the Council to draw up and publish an action plan, as detailed within the Welsh Language Promotional Strategy 2023-2028, to promote the Welsh language with the aim of increasing language use and the number of Welsh speakers in the county borough. The Welsh language provides us with a sense of place that distinguishes Wales from other countries. Encouraging the use of Welsh and integrating the Welsh language into the way that we tell the heritage and cultural story of our county is an important tool not only for preserving the buildings and places where Welsh is still part of daily life, but in developing the wider economic prosperity of the area.

*Census 2021.



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Neath Port Talbot is a unique place full of historic character, where centuries of human activities have forged and shaped the form and fabric of our area, leaving an indelible legacy in the names, stories, and culture associated with our communities. Our historic character bestows identity, creates a sense of belonging and contributes to the quality of the places we live, work in and visit. Our historic character can be an asset for economic regeneration and tourism. Working collaboratively, we can encourage our local communities to become involved in the Place Making process to make the best use of its heritage and individuality, to bring about shared economic, social and well-being benefits for everyone.

In terms of our historic environment, there are numerous historic assets including Listed Buildings, Building of Local Importance, Canals, Conservation Areas, Historic Landscapes, Scheduled Monuments, Registered Historic Parks & Gardens, Battlefields and Shipwrecks. Historic assets should not be viewed in isolation, their 'Setting' in the surrounding environment and landscape is an important way in which historic assets are understood, appreciated and contributes to their significance, highlighting the centuries of human interaction with both the built and natural environment. These settings includes many of our protected natural historic assets and our natural environment, such as protected hedgerows, Ancient Woodlands, SSSI's and Local and National Nature Reserves. When change or development is proposed, it is important to define setting, and understand how the setting contributes to the significance of the historic assets and so measures can be set in place to protect it.

In 2021, the Welsh Government declared a nature emergency, which acknowledged the significant loss of biodiversity caused by humans. On a local level, NPT Local Nature Partnership (LNP) has undertaken an assessment of the State of Nature of NPT. The habitats of NPT were grouped into 11 broad categories (e.g. woodland, coastal etc.), and sadly, of these 11 habitat categories, only two were assessed to be achieving 'good' ecosystem resilience. This means that habitats across NPT are not resilient enough to deal with pressures and demands such as climate change. Action needs to be taken now to improve the ecosystem resilience of our habitats across NPT and ensure that our natural environment remains an asset to be enjoyed by everyone. The NPT Nature Recovery Action Plan provides a roadmap to helping the natural environment in NPT and the Biodiversity Duty Plan outlines how NPTCBC intends to maintain and enhance biodiversity in exercising its functions, including promoting sustainable use of and protection of our historic environment.

Our natural and historic environment is facing many challenges, with the housing crisis and the risks from climate change. The need for housing and other uses poses a challenge. The threat of demolition of vacant historic buildings for new builds, which could be repurposed sympathetically to accommodate alternative uses. Collectively we need to conserve, protect and sustain our assets for the long-term.

This strategy cannot give a complete account of everything that has heritage significance for the County Borough. Promoting the story of our areas is key to help improve understanding of how particular assets fit into that story and how we can harness these assets for a positive future.

3.2 Our Story

Our story is inextricably linked to our past; rapid development over the centuries transformed the social fabric and natural environment of our early settlements, producing a series of interconnected communities that today make up the county borough. How the area developed over time has shaped the historic, visual and cultural legacy that remains. From prehistoric times, waves of newcomers have settled in the area and have shaped the development of our communities and town centres.

Religion has had important impact on life in Neath Port Talbot, shaping the kinds of buildings and settlements we are familiar with today. The dissolution of the monasteries in the 16th Century led ultimately to a transfer of landholdings from the church to the local aristocracy, these estates formed the early pattern of industrialisation. The rapid change brought about by the industrial revolution created new settlements, opened up large swathes of the county to service the coal, iron, and steel industries. New transport systems like the canals and rail networks transformed our cultural and social landscape.

The historic development of the County Borough has left an important built legacy from all periods and eras. Our turbulent social and economic history can be read in our historic environment by the rows of terraced houses, chapels and public houses, which epitomise our close-knit former coal mining communities. Contrasted with the Georgian and Victorian buildings that sprung up around our Norman Castle and town centre medieval Churches, as centres of administration and commerce. These historic assets can all help to illustrate the story of the growth of the county borough and the changing building techniques and styles that have left a unique visual imprint on the landscapes and townscapes of the County Borough.

Whilst commemorating, interpreting and telling our story, we must be sensitive of our past history in terms of the part played by people from all over the world who have settled in Neath Port Talbot and contributed to its development over the centuries.

Our Heritage Strategy is created for everyone, reflecting the ever-changing make up of our population. It will support the implementation of the [Anti-racist Wales Action Plan](#) to ensure that everyone's experiences are valued and contribute to making a prosperous, healthier, more equal Wales with vibrant cultures and thriving languages. Our past and present is shaping a future for residents and visitors, from near and far, adding to the next rich chapter in the story of Neath Port Talbot.

3.3 Our Heritage

Neath Port Talbot has an outstanding collection of un-designated and designated heritage assets and a very high quality built environment. Many of our heritage assets have a combined Scheduled Monument and Designated Listed Building status, illustrating their national importance and significance to the Historic Environment of Wales.

The strategy cannot provide a complete catalogue of everything that has a heritage interest; it can highlight some of the main themes, distinctiveness of our local history and key heritage assets that have provided us with such a valuable legacy. Understanding their significance is fundamental to people’s engagement and interaction with our historic inheritance and our ability to maximise the potential benefits of this legacy.

Our historic environment has played an integral part in the expansion of our communities and culture over the centuries. Our goal moving forward is to focus on the pivotal role, which our heritage can continue to play in re-energising and re-shaping our future sustainable development in Neath Port Talbot.

There are various provisions made for the protection of historic assets depending on their significance. The strength of protection is related to the classification status of the building or structure and therefore to its importance and significance. This ranges from the statutory protections afforded by the Ancient Monuments and Archaeological Areas Act 1979 and the Planning (Listed Buildings and Conservation Areas) Act 1990, and other legislation, including the new Historic Environment (Wales) Act 2023. To local authority policies and guidance, as outlined in the Policy Context section on pages 38-43 of this document.

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St Mary's Abbey Church, Margam (Grade I Listed Building).

Our historic industrial environment is complex and not always conventionally ‘attractive’; its historic and architectural interest is eroded by poorly contextualised new development and is impacted by minor, but significant losses. Improving knowledge and understanding of this significance is vital to maintaining the connectivity between the dispersed communities of our historic industrial environment in Neath Port Talbot.

Canals and railway sites are still in existence and there is potential to use these blue and green routes for Active Travel connectivity between the borough’s communities.

Our natural and historic environment is intrinsically linked with many of our former heritage structures providing valuable habitat for nature. The canals provide vital routes for wildlife such as otters to move through our landscapes. Margam Country Park is home to 14 of 18 UK bat species. Any regeneration works in the historic environment will have to carefully plan to ensure that nature is restored and enhanced as part of the project, in line with the NPTCBC Biodiversity Duty Plan.

Tudalen31



Chimney at Aberdulais Falls Tinplate Works (Grade II Listed Building).

3.4 Religious Buildings: Chapels and Churches

The religious evolution of the county is inseparable from our historic environment where our chapels, churches and halls have been bastions of the Welsh language and our local culture, heritage and traditions over the generations. With the demise of congregations, increasingly chapels and churches lie empty and are targets for heritage crime. The challenge is to find purposeful re-uses for the buildings that ensures their continuation as important assets in the cultural and built landscape of Neath Port Talbot.

The recent review ‘Taking Stock of Catholic Churches in England and Wales’ has resulted in further listed buildings, including Our Lady of the Assumption in Briton Ferry and Margam Crematorium. Particular focus on 20th century buildings, architecture and their significance is only now being fully understood and appreciated.

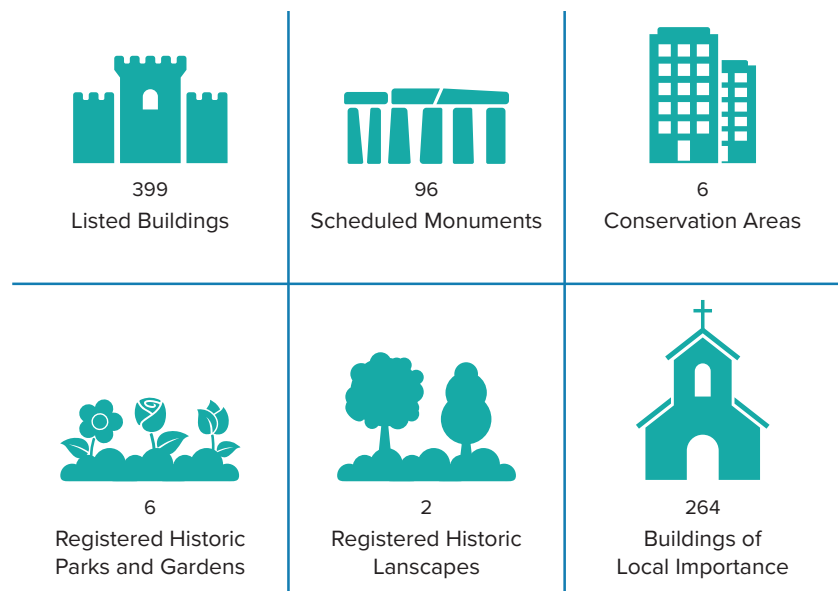
Tudalen32



Compare the Holy Cross Church (Grade II Listed Building), repurposed as part of a funeral home with the vacant and derelict Bethany Chapel (Grade II Listed Building).

3.5 Our Heritage Assets

Tudalen33



Over 4309 sites of historic interest recorded on the Historic Environment Record (HER).

Other assets include Archives, battlefields, place names, shipwrecks and other treasures waiting to be discovered.

For more information on the heritage assets in Neath Port Talbot see Cadw’s website [Cof Cymru](#).

Designation	Total	Grade I	Grade II*	Grade II
Listed Buildings (LBs)	399	7	38	354
Scheduled Monuments (SMs)	96			
Registered Historic Parks & Gardens (RHPGs)	6	1	1	4
Conservation Areas (CAs)	6			
Registered Historic Landscapes	2			

Grade I (one) is for buildings of exceptional interest.

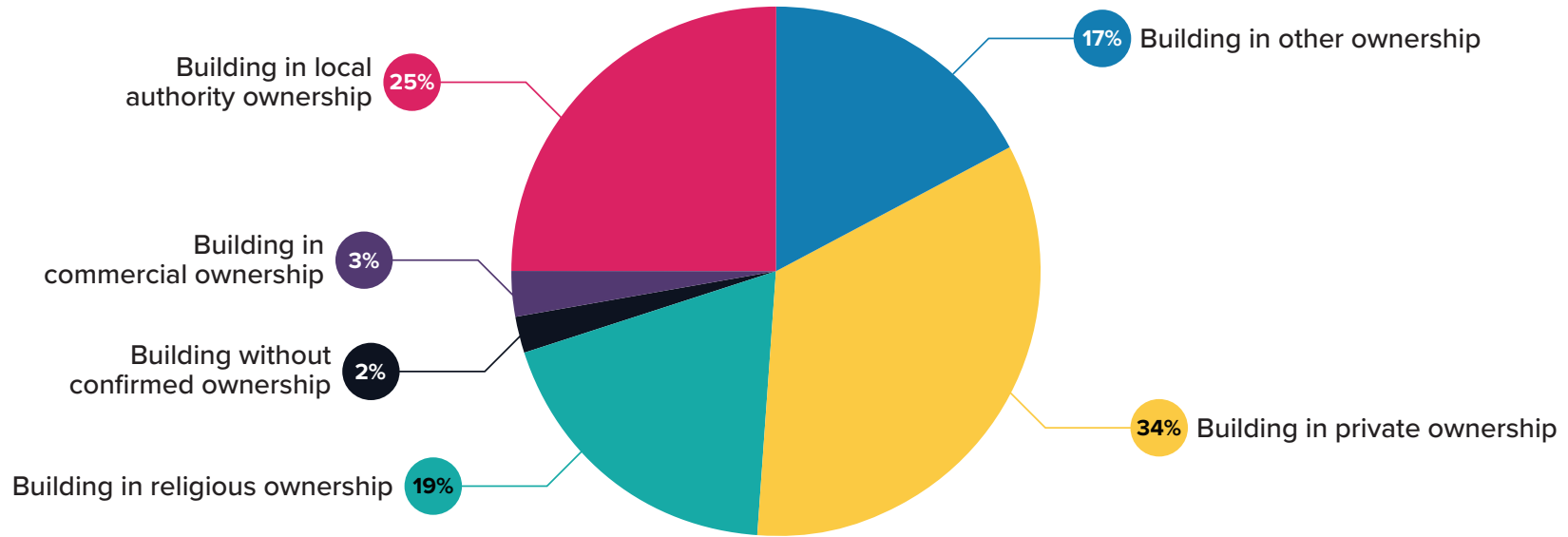
Grade II* (two star) is for particularly important buildings of more than special interest.

Grade II (two) is for buildings of special interest, which justify every effort being made to preserve them.

Listed Buildings

Listed Buildings are of national importance that have special architectural and historic interest. Buildings are listed in three grades (I, II* and II) depending on their historic significance. 9% of Neath Port Talbot’s Listed Buildings are Graded II* compared to a rate of 7% on average for the whole of Wales.* Listed Buildings are primarily classified according to their purpose and use. The chart below shows the breakdown of ownership.

Listed Building Ownership



| Listed Building Ownership in Neath Port Talbot.

* Cadw: [Understanding Listed Buildings 2018, P. 5.](#)

The majority of listed buildings fall into the categories of Agricultural, Commercial, Domestic, Industrial, Religious and Transport assets, reflecting and charting the economic, cultural and societal changes in the area that catapulted the once traditional agricultural settlements of the area into industrialised powerhouse communities at the very heart of the industrial revolution.

Broad Class (Cadw)	(399)	Number
Agriculture and Subsistence		22
Civil		3
Commemorative		13
Commercial		27
Communications		6
Defence		1
Domestic		73
Education		2
Gardens, Parks and Urban Spaces		17
Health & Welfare		2
Industrial		29
Institutional		4
Maritime		4
Miscellaneous		1
Recreational		5
Religious, Ritual and Funerary		85
Transport		97
Water Supply and Drainage		8

Current Use (HAA Base)	(399)	Number	Current Use (HAA Base)	(399)	Number
Agricultural, Farm Buildings		9	Religious, Church, Church Hall, Lychgate		24
Ancillary, Icehouse, Workshop/Store		4	Religious, Chapel, Chapel Hall		32
Boundary, Gates, Gate Piers, Railings and Walls		28	Street Furniture, Milestone, Pillar Box		15
Civic Buildings		10	Transport, Bridge, Bridge Structure		28
Coastal Pier		1	Transport, Canal, Aqueduct, Bridge, Lock, Structure		43
Commercial, Bank, Hotel, Office, Public House and Shop		30	Transport, Dock Structure		2
Domestic, Cottage, Farmhouse, House		68	Transport, Railway, Aqueduct, Bridge, Viaduct		16
Extractive, Mine Building, Structure		9	Vacant, Vacant Under Refurbishment		3
Fortification, Castle		1	Water, Reservoir, Weir		3
Garden, Building, Ornament		12	No Current Use Designated		9
Industrial, Chimney, Building		7			
Monument, General, Tomb, War Memorial		16			
Other Building		14			
Outbuilding, General		11			
Process, Lime Kiln, Kiln, Mill		4			

Scheduled Monuments

A scheduled monument is a site that's legally protected because of its historical importance. Scheduled monuments might be archaeological sites, such as ancient burial mounds, more recent remains such as from the coal industry or World War 2.

Scheduled monuments represent all aspects of the lives of our ancestors and provide a connection with past generations. Scheduling helps us to recognise all the special qualities of these places and protects them for the benefit of future generations.



| Aberdulais Aqueduct (Scheduled Monument and Grade II* Listed Building).

Conservation Areas

Conservation areas are distinct parts of the historic environment designated by local planning authorities for their special architectural or historic interest, the character or appearance of which it is desirable to preserve or enhance. There are currently six conservation areas within Neath Port Talbot and these are shown below.

There are no Article 4 directions on any of our conservation areas, which means that a particular development cannot be carried out under permitted development and therefore needs a planning application. Article 4 direction is made when the character of an area of acknowledged importance would be threatened.

There is scope to increase the number of Conservation Areas within the borough, if there are other areas deemed as being of special architectural or historic interest and need to be preserved or enhanced then Conservation Area designation can be awarded.



Cilybebyll



**Glynneath
Woolen Mill**



Llandarcy



Margam Park



Neath Canal Depot



**Neath Town Centre
Conservation Areas**

Registered Historic Parks and Gardens (RHPG)

The statutory register of historic parks and gardens in Wales is compiled and maintained by the Welsh Ministers. The parks, gardens and settings on the register should be protected and conserved by Local Planning Authorities. Historic parks and gardens are graded in a similar way to listed buildings (Grades I, II* and II), and the park boundaries are defined. There are six registered parks/gardens within Neath Port Talbot and these are shown below.



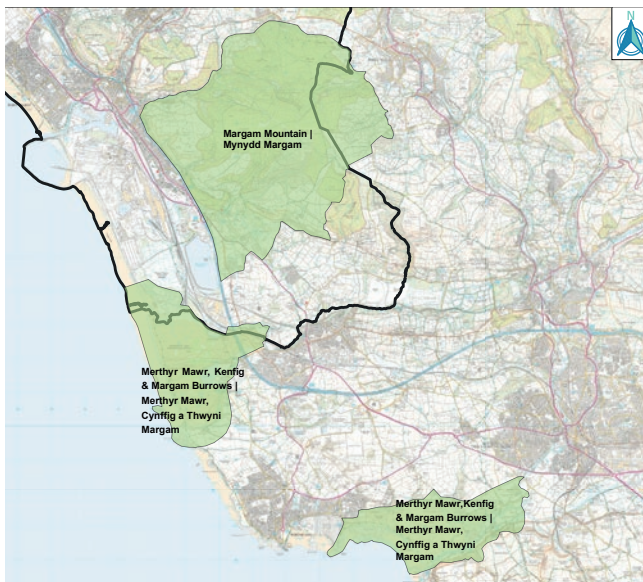
| Margam Park (Grade I), The Gnoll (Grade II*), Jersey Park (Grade II), Victoria Gardens (Grade II), Talbot Memorial Park (Grade II), Rheola (Grade II).

Registered Historic Landscapes

There are two registered historic landscapes within or partly within Neath Port Talbot. One adjoins the County Borough boundary and consequently could be affected by development within Neath Port Talbot.

The majority of 'Margam Mountain Historic Landscape' lies within Neath Port Talbot and 'Merthyr Mawr, Kenfig and Margam Burrows Historic Landscape' straddles into the neighbouring Bridgend County Council administration.

- Merthyr Mawr, Kenfig and Margam Burrows.
- Margam Mountain.



| Registered Historic Landscapes.

Buildings of Local Importance

Heritage Assets of Special Local Importance are locally identified and designated buildings (and other historic assets) that may not meet the requirements to be included on the statutory list of buildings of architectural or historic importance or the schedule of monuments, but are considered to be important within the local context and therefore to be worthy of conservation. The Neath Port Talbot Local Development Plan (LDP) adopted in January 2016 including a policy affording protection to 'Buildings of Local Importance' (BLIs) (Policy BE2). This allows buildings or structures that have architectural, historic or local community significance to be identified and included on a local list for protection under local planning policy. These buildings are identified in Supplementary Planning Guidance (SPG) published in April 2019: The Historic Environment SPG, Schedule of Buildings of Local Importance (SPG); Schedule of Designated Canal Structures.

Currently there are 264 buildings classed as being of local importance, like listed buildings they are a link for present and future generations to connect with the past and our ancestors.

For more information on Buildings of Local Importance [SPG Buildings of Local Interest](#).

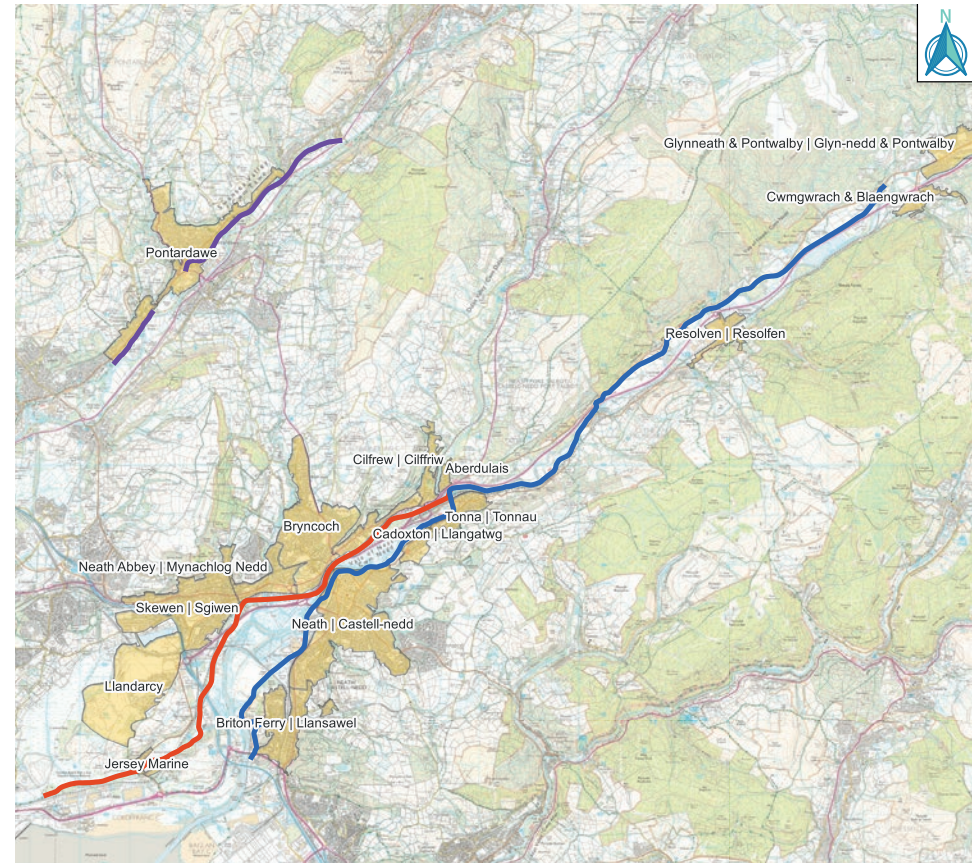
Neath Port Talbot Canal Network

Neath Port Talbot’s canals were first built in the late 18th Century for the transportation of minerals and produce, enabling the early development and expansion of industry in the Swansea and Neath valleys. There are three principal canals in Neath Port Talbot: the Neath Canal extends for some 13 miles from Briton Ferry up the Vale of Neath to Glynneath. The Tennant Canal is some 8 miles in length running from Port Tennant near Swansea docks to link with the Neath Canal at Aberdulais; and the Swansea Canal originally linked Swansea with Abercraf, running up the Swansea Valley through Pontardawe and Ystalyfera.

The key stakeholders that use and manage the canals in Neath Port Talbot are keen to look for long-term solutions to ensure that the canals are protected for future generations. The aspirational vision for these blue waterways are to be navigable once again, to be used for tourism and visitor purposes. Another idea is for these canal systems to be utilised as active travel routes connecting Neath Town Centre with its canal communities. The canals network in Neath Port Talbot is of strategic importance and although not owned or managed by the Council, residents and stakeholders alike view the Council as the appropriate organisation to drive forward approaches to ensure its long term sustainability.

Due to their significance and importance to the area the buildings or structures on the three canal systems that have architectural, historic or local community significance are identified and included on a local list for protection under local planning policy. [SPG Schedule of Designated Canal Structures.](#)

Tudalen 41



- Neath Canal
- Tennant Canal
- Swansea Canal

| The Neath, Tennant and Swansea Canals.

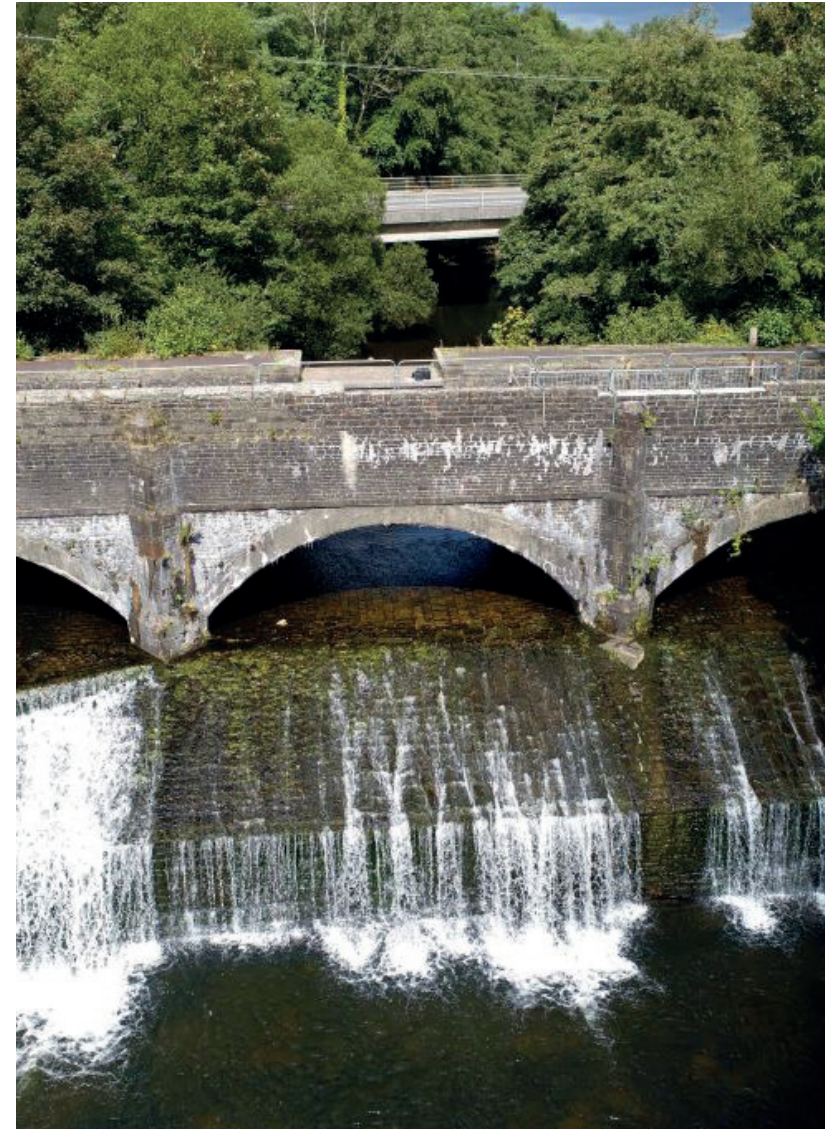
Issues Facing
Heritage Assets

04

04. Issues Facing Heritage Assets

Many of the issues facing our historic environment and heritage assets come down to a common factor; it is essential that there is proper understanding of what we have and why it is significant. Without this, firstly, we risk losing things that really matter to people, and secondly, properly informed and balanced decision-making cannot take place and our distinctiveness gets watered down. To capitalise on this ‘distinctiveness’ we will seek funding and investment. Nonetheless, there is also a need for wider and better understanding amongst individuals, organisations and stakeholders involved in conserving, managing, and developing our heritage assets. The focus on conservation and preservation lies at the heart of the strategy, all avenues will be explored to ensure this approach is adopted and our heritage assets are not lost or allowed to deteriorate further. There is the need to curate assets for future generations.

Tudalen43



Canal Aqueduct over Afon Twrch, including weir, Ystalyfera (Grade II* Listed Building).



Neath Abbey Ironworks (Graffiti).
Parish Church of St Illtyd, Neath (Stolen ancient slab stones).

4.1 Heritage Crime

Heritage crime is an unlawful activity that harms historic buildings, monuments, archaeological sites, military crash sites and landscapes. Scheduled monuments and listed buildings are protected in law and it is a criminal offence to destroy or damage them. Examples of heritage crime include removal of materials, lead and slates off listed buildings. The punishment for committing damage to a protected heritage asset can be a fine or a custodial sentence. The Council is committed to work with partners and stakeholders to protect the area's heritage assets from the risk of heritage crime.

Improving understanding helps people to value assets. Valued assets are less likely to be vandalised or subject to heritage crime. Therefore it crucial to get the public on board, to value their local heritage place and to take steps to monitor, report and prevent this needless crime.

For more information about Heritage Crime see Cadw [Heritage Crime](#).

Neath Abbey Ironworks suffered a spate of graffiti, working in partnership with Cadw soda blasting ensured the sensitive removal of the graffiti from the heritage site.

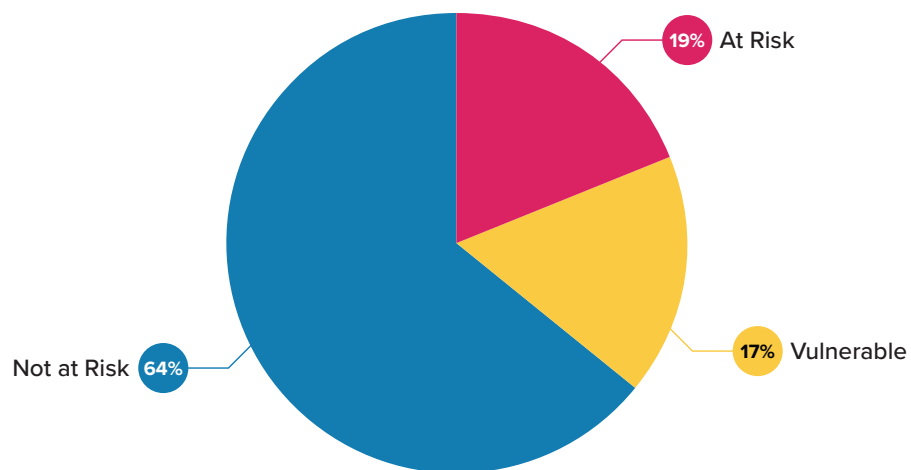
4.2 Heritage “at Risk”

A proportion of Neath Port Talbot’s designated built heritage assets have been formally identified as “At Risk”.

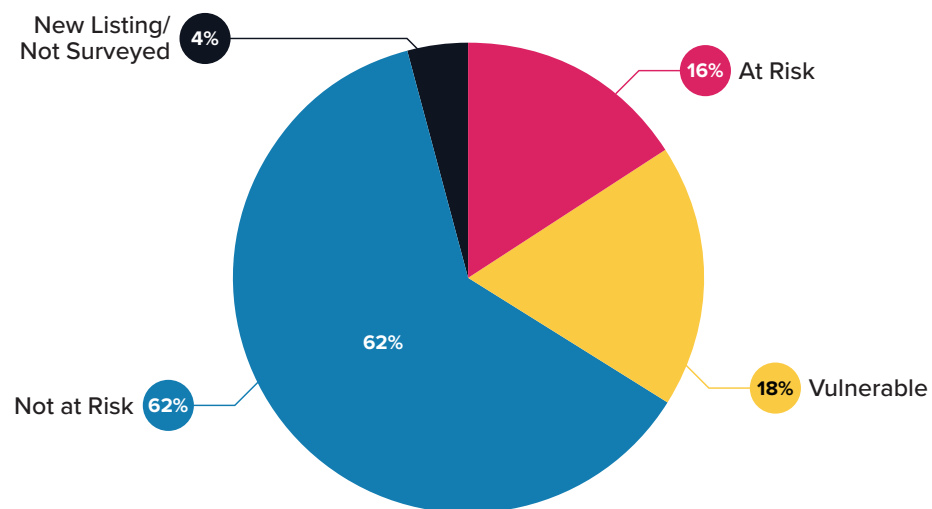
The HAA base website holds information on the condition, use, occupancy and risk status of listed buildings across Wales. Assessment surveys are undertaken every 5 years in each local authority. Listed buildings are ranked by their condition status, ‘At Risk’, ‘Vulnerable’ and ‘Not at Risk’. Surveying of the county’s heritage assets most recently took place during July 2022. This assessment process is not static, if vulnerabilities are detected, Cadw can amend the current condition status.

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Condition of Listed Buildings in 2016



Condition of Listed Buildings in 2022



| Condition of Listed Buildings in 2016 and 2022.

A significant number of the listed buildings and structures in Neath Port Talbot come under Council management, however a considerable proportion are held in commercial, other, private and religious ownership. The Council has statutory duties and obligations it has to carry out for all our heritage assets. Through the implementation of the themes of this strategy it is envisioned that this will be more efficient and effective, working collaboratively with owners and stakeholders to ensure that heritage assets are conserved, preserved and protected and are not allowed to further deteriorate and be demolished, thereby losing an irreplaceable piece of our heritage forever.

NPTCBC has an important role in the protection and conservation of the historic environment, working with owners and custodians of listed buildings to find solutions when buildings are at risk or vulnerable. Where positive support fails, the Council should be ready to draw upon the statutory powers available under Section 54 of the Planning (Listed Buildings and Conservation Areas Act 1990) Article 4 Direction should be put into effect to ensure that works necessary to safeguard the significance of listed buildings are carried out in a timely manner. Also to utilise other statutory notices, aimed at securing the condition of listed buildings at risk, including Section 215 notices. There are other powers that the Council can execute to ensure the protection of heritage assets and their setting in our landscapes and townscapes. Such as Tree Preservation Orders (TPO), ensuring that trees with a value to a heritage asset or setting are protected. Designated Special Landscape Areas, can deter development that has an adverse impact on the features, character and significance of these protected landscapes.

Tudalen46

4.3 Climate Change and Nature Recovery



Nature Resources Wales and Cadw are currently working on guidance which seeks to explain how the historic environment can be integrated into nature recovery and vice versa.

4.4 Local Distinctiveness



Loss of our local distinctiveness is an increasing problem and more frequently, we see development that is non-contextual and non-distinctive of the diverse character and local building traditions of our area. This means we are less able to pick out what really is locally distinctive or significant about a place. The challenge for the Council through this Strategy and the Replacement Local Development Plan (RLDP) is to promote and attract high quality, energy efficient, distinctively designed developments, which at the same time strives to retain the area's visual and cultural appeal. Innovative use and appropriate adaptation of vacant listed buildings and other heritage assets can ensure that we have attractive design and development fit for living, recreation and workspace, which remains true to our historic environment and spirit of local distinctiveness.

4.5 SWOT Analysis Top Findings

The SWOT Analysis will inform the actions to be implemented and will support the five themes enabling the vision of the Neath Port Talbot Heritage Strategy to be delivered. Below are top findings. For the full analysis see Appendix A on Pages 92-97.

Strengths 	Weaknesses 
<ul style="list-style-type: none"> Increasing levels of awareness of the importance of heritage and historic environment as demonstrated by local and national governments. Proactive volunteers who work with the council to secure additional funding to conserve and preserve key heritage sites within the borough. The Council’s proven track record successfully securing funding and delivering exemplar heritage-led regeneration projects. 	<ul style="list-style-type: none"> Constraints on heritage resources, including no Building Conservation Officer and no Listed Building enforcement budget. The need for an expanded Heritage at Risk Register to identify buildings and sites within the historic environment that are most at risk of being lost as a result of neglect, decay or inappropriate development. Heritage regeneration schemes normally need lots of money and time to complete, as we are rich in heritage assets there is internal pressure to inevitably, prioritise which heritage projects are taken forward.

Tudalen47

Opportunities 	Threats 
<ul style="list-style-type: none"> • To provide a heritage focused community grant scheme (National Lottery Heritage Fund) and assist groups to develop heritage and culture projects for delivery across the borough. • To use this strategy to identify and agree objectives, priorities and actions to ensure the council and stakeholders deliver effective and efficient management of its heritage and the historic environment. • Utilise Planning Enforcement as an effective tool to control and ensure the pro-active management of the historic environment. 	<ul style="list-style-type: none"> • The potential conflict between development pressure and ensuring the significance of the historic environment is preserved and enhanced. • Continued limitations on available funding for maintenance and improvements to public and privately owned heritage assets, which can perpetuate a lack of investment. • Loss of staff or resources at key stakeholder organisations, which includes accumulated knowledge and localised knowledge.

Vision, Themes and Objectives

05

05. Vision, Themes and Objectives

Vision: Ensuring the conservation, protection and sustainability of Neath Port Talbot's heritage.

The strategy's five themes focus on the need to value our historic environment and heritage assets and to work collectively with partners and stakeholders to implement far-reaching and long-term interventions, to achieve the objectives listed on the following page.

Tudalen50



| Mechanics Institute, Neath (Grade II Listed Building).

Themes and Objectives

Theme One: Understanding our heritage and its significance.

- **Promoting** and supporting good stewardship, improved access and sharing of knowledge, information, artefacts and interpretation in our historic environment.
- **Developing** resources, expertise and skills; identifying gaps; and making the most of opportunities for learning and training to support better understanding of our heritage.
- **Exploring** and promoting the ‘story’ of Neath Port Talbot, to improve understanding about how particular heritage assets (whether known or previously unidentified) fit into that story and contribute to local or national significance.

Theme Two: Conserving & Investing in our heritage for future generations.

- **Monitoring** the condition of our heritage assets regularly.
- **Committing** investment to a maintenance programme for the up keep of NPTCBC’s heritage assets.
- **Establishing** a multi-skilled team of Officers to ensure the sensitive maintenance, management and development of heritage assets and to secure funding and investment for heritage-led regeneration projects that jointly revitalise our communities and safeguard our historic environment.



Hen Eglwys Chapel and Defended Enclosure (Scheduled Monument and Grade II* Listed Building).

Theme Three: Capitalising & Building on our heritage.

- **Promoting** our rich heritage, our culture and our high quality historic environment as part of the council's visitor facing place branding: '[The Dramatic Heart of Wales](#)'.
- **Encouraging** suitable development that respects our historic environment, use it as a stimulus for quality imaginative design, and delivers the six place making principles.
- **Maximising** opportunities to secure funding to deliver heritage-led projects for key heritage buildings. See 'Place Making Charter' on page 46.

Theme Four: Positive Management of our heritage.

- **Committing** to the positive management of NPTCBC's "At Risk" heritage assets and develop a strategy to address all heritage assets at risk across the County Borough.
- **Developing** an Action Plan and Conservation Management Plans to ensure the sustainable conservation and protection of key heritage assets.
- **Reviewing** the existing Local Development Plan policies and Supplementary Planning Guidance to ensure it is up to date and consistently implemented.
- **Establishing** a programme for the appraisal, maintenance and management of NPTCBC's assets and encouraging other heritage asset owners to the same.
- **Ensuring** positive working relationships with local and national heritage bodies, stakeholders and community heritage groups to aid enhancements to the historic environment.
- **Identifying** and protecting non-designated heritage assets of local significance.
- **Maintaining** a GIS based list of local heritage assets.

Theme Five: Celebrating & Promoting our heritage.

- **Celebrating**, supporting and promoting the achievement and work of communities, groups and volunteers who champion our historic environment.
- **Assisting** community and heritage groups to access funding sources to enable them to sustain their vital voluntary work safeguarding our heritage, historic environment and language.
- **Promoting** the work of existing community and heritage groups, to inspire people to join these groups or establish new groups to boost the number of active volunteers engaged in preserving our culture, language, heritage and historic environment.
- **Publicising** the positive image and identity of the borough to increase heritage related tourism, heritage-led regeneration and inward investment.
- **Supporting** the discovery, enjoyment and exploration of our heritage and historic environment by working collaboratively with the Council's Cultural Services, Library & Museum Service and Tourism Team.
- **Showcasing** examples of best practice in dealing with our heritage and the historic environment.
- **Explaining** – our heritage and its significance through innovative bilingual interpretation.



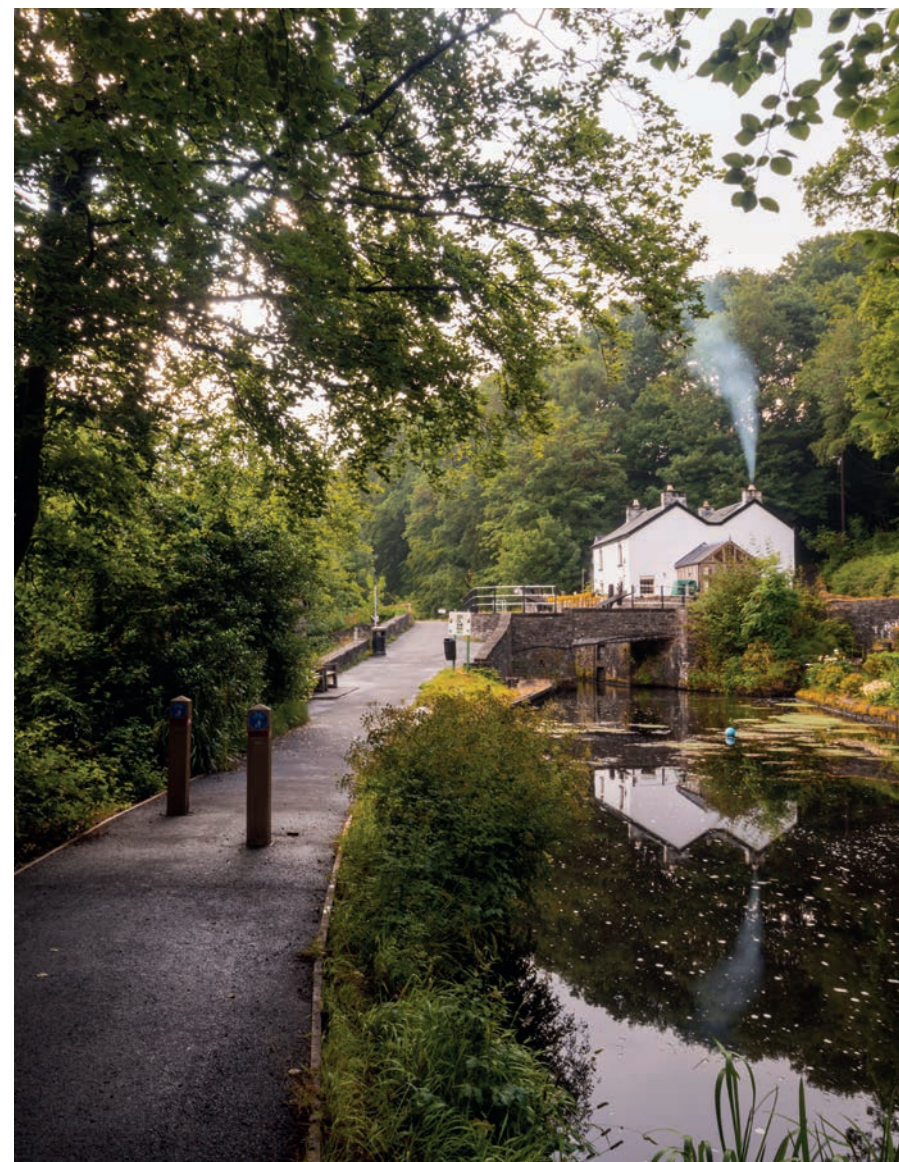
| Llandarcy Conservation Area.

The Heritage Strategy’s focus is to maximise the contribution that the historic environment makes to the character of the county, its economic well-being and the quality of life of its communities, residents and visitors. The purpose of the Heritage Strategy is to identify actions priorities for the conservation, management and monitoring of the area’s heritage assets, including the effective and efficient discharge of the Council’s statutory duties and obligations.

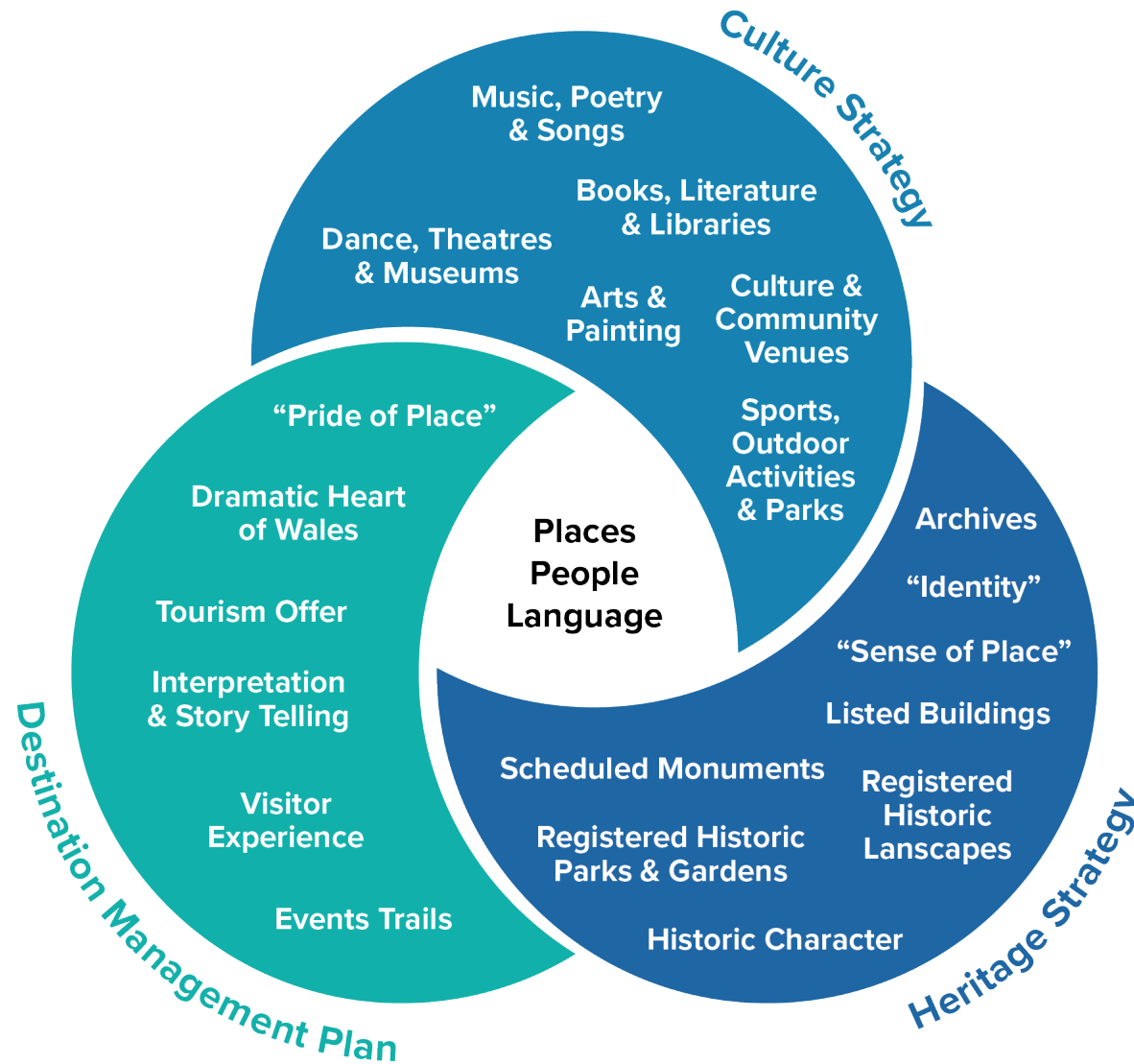
It will help to ensure that the borough remains asset rich, that we value what we have and that we manage our heritage assets in a sustainable way. It is needed to ensure a uniform approach is adopted to assess, check, record and survey our designated and un-designated assets. In addition to conserving and protecting our heritage assets, we need to be aspirational and innovative in our ways of thinking on how we deal with these often redundant and vacant buildings, looking for meaningful alternative uses and benefits where properties can be restored, regenerated and repurposed rather than left to further deteriorate or be lost completely. These revitalised resources can continue to play a purposeful part in ensuring our communities are enhanced, resilient, vibrant places, where people wish to live, play, work and visit.

The Heritage Strategy aligns both the Culture Strategy and Destination Management Plan; they support each other to achieve the county borough’s collective vision for Culture, Heritage and Tourism. Collaboration and Partnership working are integral approaches in all three strategies.

The three strategies will capture the unique cultural strengths and spirit of the County Borough, specifically its varied offer of arts, heritage and culture for residents and visitors.



| Neath Canal, Tonna.



Languages:

Welsh, English and the varied Languages of Our County Borough

People:

Club Members, Community Groups, Residents, Visitors and Volunteers

Places:

Communities, Towns, Valleys and Villages

Policy Context

06



06. Policy Context

This strategy has a wide-ranging role to play in the conservation and management of our area’s heritage. The national legislative and policy framework is accompanied by guidance at the national and local authority level.

6.1 Legislation

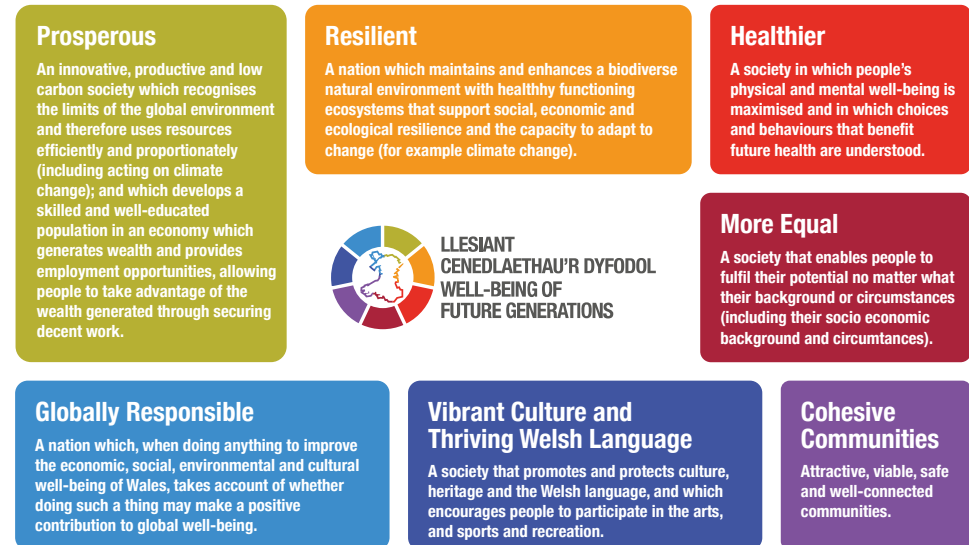
Well-Being of Future Generations (Wales) Act (2015)

The Well-Being of Future Generations (Wales) Act 2015 places a duty on public bodies (including Welsh Ministers) that they must carry out sustainable development. “Sustainable Development” means the process of improving the economic, social, environmental and cultural well-being of Wales by taking action in accordance with the sustainable development principle, aimed at achieving well-being goals. [Planning Policy Wales \(PPW\): Edition 12, P.7.](#)

The Planning system is central to achieving sustainable development in Wales. It provides the legislative and policy to manage land in the public interest so that it contributes to the achievement of the well-being goals.

The Act puts in place seven well-being goals to help ensure that public bodies are all working towards the same vision of a sustainable Wales. In relation to the historic environment, the most relevant well-being goal is the achievement of ‘a Wales of vibrant culture and thriving Welsh language’, which includes the requirement to promote and protect culture, heritage and the Welsh language. [Well-being of Future Generations Act 2015 \(Essentials\).](#)

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The seven well-being goals that contribute to sustainable development.

The Historic Environment (Wales) Act (2023)

This historic piece of legislation provides bilingual, orderly and accessible law for the effective protection and management of the historic environment so that it can continue to contribute to the well-being of Wales and its people. This consolidation Act supersedes the Historic Environment (Wales) Act 2016.

The three main aims of the 2016 Act are:

- To give more effective protection to listed buildings and scheduled monuments;
- To improve the sustainable management of the historic environment, and
- To introduce greater transparency and accountability into decisions taken on the historic environment.

The Historic Environment (Wales) Act 2023 will come into force in the latter part of 2024.



Milepost at Margam Park entrance.

6.2 National Policy & Guidance

Future Wales – The National Plan 2040

Future Wales – the National Plan 2040 is the national development plan for Wales and sets the overall planning strategy and framework for the country. It is a development plan with a strategy for addressing key national priorities through the planning system, including sustaining and developing a vibrant economy, achieving decarbonisation and climate-resilience, developing strong ecosystems and improving the health and well-being of our communities. This national development plan aligns with the Well-being of Future Generations Act (2015), the Programme for Government of the Welsh Government and other key policies and strategies.

Planning Policy Wales (PPW) Edition 12 (2024)

Planning Policy Wales (PPW) set out Welsh Government policy and guidance, states that the planning system must take into account the Welsh Government’s objectives to project, conserve, promote and enhance the historic environment as a resource for the general well-being of present and future generations. The historic environment is a finite, non-renewable and shared resource and a vital and integral part of the historical and cultural identity of Wales. It contributes to the economic vitality and culture, civic pride, local distinctiveness and the quality of Welsh life. Any decisions made through the planning system must fully consider the impact on the historic

environment and on the significance and heritage values of individual historic assets and their contribution to the character of a place.

PPW guidance supports the delivery of the ‘Distinctive and Natural Places’ theme that focuses on ‘fostering and sustaining a sense of place through the protection and enhancement of the natural, historic and built environment and allows for supporting uses and activities which provide for creative and cultural experiences’.

[Planning Policy Wales: Edition 12, P.126.](#)

By focusing on the positive outcomes of the [Place making Wales](#) holistic approach, an area’s potential can increase to create high quality development in the historic environment that promotes people’s prosperity, health, happiness and well-being in the widest sense. Place making Guidance will inform and dictate Neath Port Talbot’s future service delivery programme in the our communities.

Technical Advice Note (TAN) 24: The Historic Environment (2017)

[Technical Advice Note \(TAN 24\): The Historic Environment \(2017\)](#) gives more advice that is detailed on the historic environment in relation to the planning system in Wales. This includes information on the following matters:

- **Archaeological remains.**
- **Listed buildings.**
- **Conservation areas.**
- **Registered historic assets** (historic parks and gardens and historic landscapes).
- **Historic assets of special local interest** * Identified as Buildings of Local Importance (BLIs) in the current Neath Port Talbot Local Development Plan (LDP).

Conservation Principle for the Sustainable Management of the Historic Environment in Wales (Cadw 2011)

‘Conservation Principles’ sets out the guidance principles that Cadw applies when undertaking work on the monuments in its care and when considering consent and grant applications. The principles embody the objectives of conserving and enhancing the historic environment for the benefit of present and future generations and the aim to nurture Wales’ rich culture and heritage as a vehicle for regeneration and for fostering local character and distinctiveness.

Cadw’s Conservation Principles highlight the need to base decisions on an understanding of the impact a proposal may have on the significance of an historic asset. [Conservation Principles](#).

Cadw Guidance

Cadw (the Welsh Government’s Historic Environment Service) have also published a wide range of guidance documents to complement the Historic Environment (Wales) Bill 2023 and recent planning policy and advice. These include the following titles:

- Managing Change to Listed Buildings in Wales.
- Heritage Impact Assessment in Wales.
- Managing Lists of Historic Assets of Special Local Interest in Wales.
- Setting of Historic Assets in Wales.
- How to improve energy efficiency in historic buildings in Wales.

For all Cadw information on the Historic Environment, see Appendix B on Page 98 to 99 and see [Cadw: Policy, advice and guidance](#).

6.3 Local Level Policy

Neath Port Talbot Local Development Plan 2011-2026

Neath Port Talbot as the Local Planning Authority (LPA) uses its Local Development Plan (LDP) to provide the basis for decisions on land use planning in the county borough, including any development that affects the culture and heritage assets of the area.

The Planning system must take into account the Welsh Government's objectives to protect, conserve, promote and enhance our historic environment as a resource for the general well-being of present and future generations.

'The historic environment can only be maintained as a resource for future generations if the individual historic assets are protected and conserved'. [Planning Policy Wales \(PPW\): Edition 12, P.130](#).

'Respecting Distinctiveness' of our built heritage and historic environment is an overarching strategic objective of the current Local Development Plan [NPTCBC LDP \(2011-2026\), P.20](#). During the Local Development Plan's creation, this guiding principle influenced strategic decisions about where future development, will or will not happen. Strategic Policy 21 (SP21) and Policy BE2 Buildings of Local Importance focus on the Built Environment and Historic Heritage. The Supplementary Planning Guidance documents 'The Historic Environment' (2019), [SPG: The Historic Environment](#) 'Schedule of Buildings of Local Importance' (2019) [SPG: Schedule of Buildings of Local Importance](#) and 'Schedule of Designated Canal Structures'

(2019) [SPG: Schedule of Canal Structures](#) are utilised when assessing developments that affect the borough's historic environment.

The Replacement Local Development Plan (RLDP) (2023-2038) is currently under development within the Council's Planning department. As part of the review process for the RLDP (2023-2038), all policies and supplementary planning guidance will be reviewed.

It is the responsibility of all those with an interest in the planning system, including planning authorities, applicants, developers and communities, to appropriately care for the historic environment in their area. The protection, conservation and enhancement of historic assets is most effective when it is considered at the earliest stage of plan preparation, when designing new proposals.

It is important that the planning system looks to protect, conserve and enhance the significance of historic assets. Any change that has an impact upon an historic asset or its setting has to be managed in a sensitive and sustainable way.

Policy Drivers

07



Policy/Strategy	Focus	Historic Environment Reference
Llwybr Newydd – The Wales Transport Strategy 2021 Llwybr Newydd – The Wales Transport Strategy 2021 (Pages 36 & 58)	<p>A transport system that supports the Welsh Language, enables more people to get to arts, sports and cultural activities, protects and enhances the historic environment.</p>	<p>Well-being ambitions:</p> <ul style="list-style-type: none"> Former railway lines and other redundant transport infrastructure are safeguarded for the future, or for re-use or as cycle paths, footpaths or footways. More people can use walking and cycling to enjoy Wales’ historic sites and monuments, national parks and landscapes and coastal areas.
Neath Port Talbot Public Service Board – Well-Being Plan Neath Port Talbot Public Service Board Well Being Plan (Page 20)	<p>Well-being Objective 3: Our local environment, culture and heritage can be enjoyed by future generations.</p>	<ul style="list-style-type: none"> Encourage engagement and participation in cultural activities and the celebration and preservation of our cultural assets.
Recover, Reset, Renew NPTCBC Corporate Strategy 2022-2027 Recover, Reset, Renew Corporate Plan 2022-2027 (Page 42)	<p>Well-being Objective 3: Our local environment, culture and heritage can be enjoyed by future generations.</p>	<ul style="list-style-type: none"> People actively conserve, improve and enjoy our stunning natural environment, treasure the Welsh language and are actively engaged with the rich sporting, cultural and industrial heritage of the area.
Cymraeg 2050: A million Welsh speakers Cymraeg 2050: A million Welsh speakers	<p>Increase the number of Welsh speakers.</p>	<ul style="list-style-type: none"> Increasing the use of Welsh in the community and workplace (Heritage sector and Community volunteering). Creating favourable conditions – infrastructure and context (Accessible interpretation and signage in the Historic Environment).

Policy/Strategy	Focus	Historic Environment Reference
Place-making Charter Place Making Charter	Through the application of the six place making principles, the planning system should aim to create high quality development and public spaces to promote prosperity, health, happiness and well-being in the widest sense.	<ul style="list-style-type: none"> • Location: Development supports and enhances existing places. • Identity: The positive, distinctive qualities of existing places are valued and respected. The unique features and opportunities of a location, including heritage, culture, language and built and natural physical attributes are identified and responded to.
Neath Port Talbot Economic Recovery Plan (2022) Neath Port Talbot Economic Recovery Plan (2022) (Page 35)	Quality and Connected Places: Components of 'Value of place' and 'Quality life assets'.	<ul style="list-style-type: none"> • Celebrating our natural and built assets, where NPT's natural environment and heritage assets have the potential to contribute to the growth of the visitor economy.
Neath Port Talbot Destination Management Plan (2023-2038) (Page 15)	Vibrant Communities.	<ul style="list-style-type: none"> • Offers exceptional experiences based on our rich heritage, culture and stunning coast and countryside, which fully deliver on the 'Dramatic Heart of Wales' promise.
Historic Environment and Climate Change Sector Adaptation Plan (Welsh Government) Historic Environment and Climate Change Sector Adaptation Plan	Increase the resilience of the Historic Environment.	<ul style="list-style-type: none"> • Increase our knowledge and understanding of the threats and opportunities for the historic environment from changing weather and climate in the short, medium and long term. • Increase our capacity by developing the awareness, skills and tools to manage the impacts of climate change on the historic environment. • Build the resilience of the historic environment by taking action to adapt and respond to the risks, reduce vulnerability and maximise the benefits.

Community and Stakeholder Engagement

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08. Community and Stakeholder Engagement

The Council carried out a ‘Let’s Talk’ public consultation campaign over the summer of 2021, which fed into the new Corporate Plan ‘Recover, Reset, Renew’. The result of the campaign showed a strong support for our culture, heritage and the environment. This led the Council to commission a Culture Strategy in 2022.

The results from the Culture Strategy consultation March 2023 highlighted that respondents felt that the Council should prioritise the support and development of the following aspects of cultural life – 1. Parks and public spaces and 2. Heritage and historic environment.*

Outcome	Rank
Parks and Public Spaces	1
Heritage and Historic Environment	2

The Action Plan has been updated to include the analysis of the consultation on the heritage strategy.

* NPTCBC Culture Strategy Consultation March 2023: Page 27.



Gelli Houses, Cymmer (Grade II Listed Buildings).

The consultation process on the draft Heritage Strategy ran from 9th October to 5th November 2023. Consultees were able to participate by:

- Attending a Stakeholder and Community Heritage Group face-to-face workshop.
- Submitting individual feedback on behalf of their organisation.
- Completing a consultation questionnaire (a digital or paper copy).

The top priorities from the Consultation are as follows:

Stakeholders	Community Heritage Groups
<ul style="list-style-type: none"> • Set up a Conservation/Heritage Team. • Priority list for project delivery. • Building long-term resilience of people and places. 	<ul style="list-style-type: none"> • Support with accessing funding, and it to be spread across smaller projects than always going to larger projects/sites. • More support from the Council for volunteers. • Build networking & interpretation to ‘Tell Our Story’.

For more information on the findings, see The Heritage Strategy Consultation Report.

Understanding Our Heritage and its Significance

09

09. Understanding Our Heritage and its Significance (Theme One)

There are highly informed and committed individuals both within and outside the Council who are passionate about our history and environment, and work hard to champion and protect our heritage. However, there is also a widespread lack of understanding about what we have, perhaps even some complacency. A central goal of the strategy is to turn this issue around, to raise our extraordinary heritage up on the agenda and encourage people to see the significance and value of the historic environment as a shared community asset, which not only has cultural and aesthetic value but can also bring economic, social, and environmental benefits to our area.

Whilst the historic environment is an important and particular visible aspect of the area's heritage, "heritage" must be seen in much broader terms, including the natural environment, culture, skills, tradition, and nostalgia and shared remembered histories, artefacts, knowledge and interpretation. All of these things contribute to our sense of local identity and distinctiveness and add value to our economic vitality and our quality of life.

In order to maintain and share our knowledge and understanding of our areas wider historic environment we must continue assessing, inspecting and monitoring the condition of historic properties and sites, whilst keeping communications open with heritage groups,

owners and stakeholders to ensure that there are no gaps in our listings of known heritage assets and our knowledge about their condition.

The historic environment is not static, demolitions and redevelopment can unearth new discoveries of our past that are nationally important and need to be conserved and protected through designation and scheduling. We need to promote learning and training to support better understanding of our heritage and its significance to developers, owners and residents.

The heritage of Neath Port Talbot offers some very real opportunities for schoolchildren and the public to learn about the history of the borough, and the contributions made by ordinary working people as well as those with wealth and influence in shaping the area we see today. The Curriculum in Wales 2022 with its emphasis on teaching Cynefin provides immeasurable opportunities for children and young people to connect and engage with our local community heritage groups and historic environment.

It is essential that people be supported to discover and learn about our heritage and historic environment, by having access to both digital and tangible resources through our Library & Museum Service and community held archives, records and resources.

Conserving & Investing in Our Heritage

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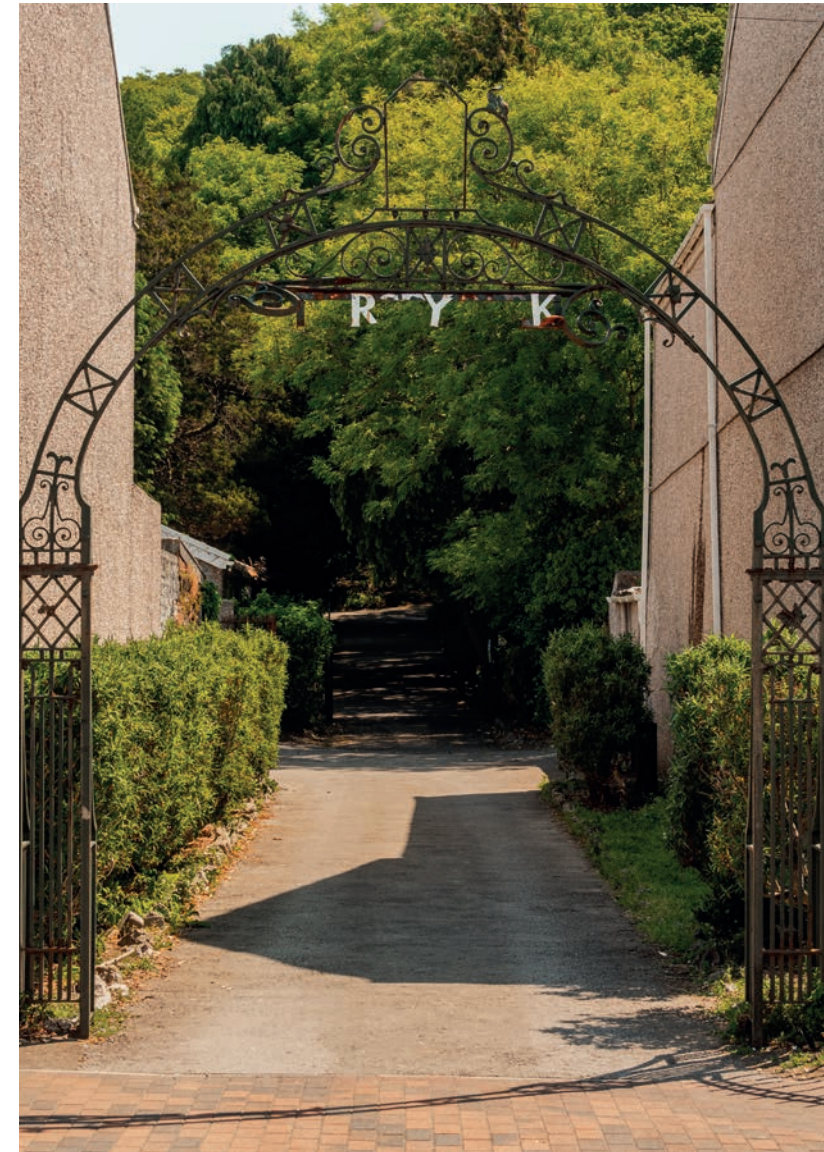
10. Conserving & Investing in Our Heritage (Theme Two)

The historic environment, our built, natural and cultural heritage has a key role to play in sustainable development bringing about change and seeking beneficial improvements and enhancements in the quality of our historic environment. Planning should always aim to secure high quality design and should conserve heritage assets in a manner appropriate to their significance so that they can be enjoyed for their contribution to the quality of life of present and future generations.

There is a need to allocate proper resources to ensure our heritage assets are monitored regularly and that sensitive maintenance, management and development happens to jointly revitalise our communities and safeguard our historic environment.

Our own Local Development Plan recognises that preservation and protection of the historic environment is important, whilst new development also offers opportunities for positive change that respects our distinctiveness:

'All development proposals will be expected to demonstrate high quality design which fully takes into account the natural, historic and built environmental context and contributes to the creation of attractive sustainable places' [NPTCBC:LDP, 2011-2026 P.85](#).



Jersey Park's formal entrance gateway in need of maintenance and repair.



The Bandstand in Talbot Memorial Park in need for maintenance and repair.

Routine maintenance is the most important action that can be taken to protect historic buildings. Identifying minor problems earlier can prevent serious damage and the need for expensive repairs later on. The Council should prioritise a programme for its own assets, which will assess and identify any repairs that need carrying out and put in place a work programme to carry out timely repairs. The recent Culture Strategy consultation highlighted the preference for spending money in ways which does the basics well, and maintains what already exists rather than creating new things.*

Investing in our heritage is paramount to the continuing story of our built environment and communities. Collaborative working with owners, developers and key heritage stakeholders can ensure that our heritage assets can be adapted and enhanced to have meaningful uses and roles once again in our communities building a positive legacy for the future.

* NPTCBC Culture Strategy March 2023, page 24.

Capitalising & Building on Our Heritage



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11. Capitalising & Building on Our Heritage (Theme Three)

11.1 Heritage-led Regeneration: Our Heritage & Economic Well-being

NPTCBC has secured over £12 million of UK Government Levelling UP Fund (LUF) funding to repair and restore the Listed Structures of the Gnoll Estate Country Park to improve accessibility and the visitor experience. This funding will hopefully act as a catalyst to lever further funding to build upon the ‘String of Pearls’ heritage sites to realise the vision of the Vale of Neath Heritage Corridor Masterplan. There is a direct relationship between quality environment and the ability of the area to attract investment, businesses, shoppers and visitors. This includes not just the town centres but also the outlying areas. Key factors in attracting people to live, work and invest in the area includes quality environment, choice and quality of housing, parks and green infrastructure, public realm and the cultural/heritage offer.

The far-reaching benefits of heritage are widely acknowledged and heritage affects many aspects of people’s lives. It is therefore important that heritage is not considered in isolation, but in a wider context, that takes account of its capacity for ‘added value’ to our economic well-being.

Heritage is an important and effective driver for economic development, regeneration and growth. This role is often misunderstood. Historic buildings form a significant part of the infrastructure of our town centres and communities, mainly in productive use for a range of purposes, which include commercial, residential and recreational uses. The motive for most people and companies investing in heritage is for its utility value or investment value.

One route to regenerate our communities is by bringing vacant and unused heritage buildings back into reuse. Repurposing buildings is a sustainable way of changing a building to meet current development needs. Imaginative, contextualised design can blend the past with present, reinvent and change buildings for a mix of uses that meet contemporary requirements. Transformations can be seen across Neath Port Talbot, where restoration and repurposing is protecting and sustaining our heritage properties. This approach can bolster employment opportunities in the borough, with local contractors and businesses undertaking this formative work and training up the next generation of tradespeople through apprenticeship schemes.

The Visitor Economy (Tourism)

The Council's visitor facing place branding: 'The Dramatic Heart of Wales' promotes our rich heritage, language and our beautiful natural environment as part of Neath Port Talbot's unique visitor offer. Our Historic Environment already draws significant numbers of residents and visitors to heritage sites including Aberdulais Tin Works and Waterfall, the Gnoll Estate Country Park, Margam Country Park and Neath Abbey. The Destination Management Plan 2023-2028 provides the roadmap for the tourism sector and visitor economy, with our culture, heritage and historic environment playing a key role.

There is a need to provide high quality accommodation, attractions and bases for activities for visitors wanting to experience an authentic cultural heritage experience in the area. To capitalise on this demand under-utilised and vacant heritage assets can be repurposed to provide facilities for the visitor economy.

Film and the Creative Industries

The historic environment in Neath Port Talbot is showcased to the world through the creative industries, namely featuring in major film and television productions. Fans of blockbuster productions such as Da Vinci's Demons, Dr Who, Sex Education and the film Pride will recognise some of our local heritage treasures, such as Margam Castle, Margam Park, the Gnoll Estate Country Park and the former mining community of Banwen as backdrops for filming.

By promoting awareness of our rich historic, industrial and natural environment and its versatility for film and television productions, Neath Port Talbot can position itself as desirable film location and attract more production companies to film in the county.

Our heritage assets can support the demand from within the creative industries for suitable films locations and the provision of creative and exhibition spaces. Our historic buildings and structures can be innovatively repurposed to fulfil this need.

Workforce Development and Local Trade

Repairing and conserving historic and traditional buildings places a greater emphasis on a highly skilled workforce, generally it is difficult to find skills and expertise locally. There is currently a shortage of skilled heritage construction workers with many in this field close to retirement. There is a real need and benefit in bringing in a new wave of young trainees and apprenticeships to this industry so that vital skills are not lost. Developing heritage skills training with providers is crucial to ensure the continuation of traditional building skills.

11.2 Our Heritage & Physical & Mental Well-being

Our built and natural heritage offers diverse opportunities to bring benefits to community and individual health and well-being.

Our historic environment offers opportunities for people of all ages, particularly those socially isolated to get involved physically and practically at local sites. Volunteers work hard maintaining heritage sites and this provides opportunities for active engagement, which is essential to maintain a happy and healthy life.

Engagement

We should encourage younger people to connect and engage with their local heritage. Encouraging young people to connect and become involved in conservation is a way of fostering a lifelong interest in culture and heritage, whilst instilling a sense of value and belonging to their community.

The strategy will look at engagement opportunities to motivate people to continue learning about and protecting the culture and heritage in their community. A vital element is to enable the voluntary heritage community groups to be sustainable.

Engagement and consultation with communities, groups and stakeholders is essential for the delivery and success of the strategy. The consultation process will empower people to have a say in how our assets are to be conserved, maintained and managed moving forward.

Communities

Our historic buildings, landscapes and monuments play a significant role in our communities; they serve as important reference points for understanding our history and culture whilst inspiring a sense of value and belonging. Our heritage, culture and traditions connects communities to their past, where buildings, language, places and traditions are markers of a shared community consciousness. Engagement with local heritage reinforces community and family cohesion through experiences, learning and play.

Encouraging communities to work with the Council, owners and heritage partners to provide community or cultural facilities and functional public amenities through the adaptive re-use of historic buildings that maintains the distinctive design and architectural character of the area and asset.

Volunteers

Supporting the sustainability of the various heritage groups and volunteers to conserve, preserve and protect the culture, history and heritage assets of the area, lies at the heart of the priorities of this strategy. It is essential that these groups have the resources, skills, support and training to continue their activities, without these guardians, many of the heritage assets would deteriorate further and much of our area's culture and history will be lost forever.

Capacity building measures will ensure that groups and new volunteers will be well prepared and able to work, independently following their training and action plans.

Volunteering brings benefits to both the individual and the wider community, as well as to the heritage asset itself with volunteers self-policing some sites.

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Yoga inside Margam Castle (Grade I Listed Building).

Positive Management of Our Heritage

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12. Positive Management of Our Heritage (Theme Four)

The Council is seen as the key organisation to take forward measures to sustain heritage assets and sites that are of strategic and local importance. For those heritage assets identified as 'Building at Risk' (BAR), the Council will positively engage with owners and other key stakeholders to collaboratively find solutions to address deterioration and consolidate the building or structure in the long-term.

Heritage is not self-managing and without intervention heritage assets degrade and deteriorate, whether through natural weathering processes, damage and demolition, physical alterations and additions to the historic fabric, or through changes to the surroundings and context.

Positive management requires investigating the key vulnerabilities, better skills; expertise and resources are needed for an effective positive management regime.

Collectively, we need to understand the threats and opportunities of how climate change is effecting our historic environment. We need to build the resilience of the historic environment by taking measures to adapt and respond to the risks, reduce vulnerability and maximise the benefits for our heritage assets and landscapes. For more information see: [Historic Environment and adapting to climate change.](#)

As part of living more sustainably anyone who wants to improve the energy efficiency of a traditional or historic building, needs to adopt a 'whole building approach' in devising and implementing energy efficiency improvements; this can lower carbon emissions and reduce fuel bills. For further information see: [How to improve energy efficiency in Historic Buildings in Wales.](#)

The strategy has a number of priorities for the positive and progressive management of the Historic Environment. Ensuring there is a comprehensive up to date list of heritage assets and sites that would be available digitally to identify our local heritage assets in order to monitor their ongoing condition.

The establishment of a beneficial work programme for the appraisal, maintenance and management of heritage assets and sites is essential. Progressive working relationships with stakeholders are required, as well as management measures to ensure that the status of the area's assets are assessed and monitored, ensuring they do not become "At Risk" of further deterioration. In order to add to the layers of protection and regulation for our historic environment, tools for the delivery of positive management include Action Plans, Conservation Management Plans and Supplementary Guidance (CMPs).

A crucial element of positive management measures is the ability to maximise opportunities for the enhancement and protection of our historic environment, whilst adding value to the social and economic fabric of our communities.

Innovative planning, regeneration projects capitalise upon our rich historic environment and economic development will bring much needed investment to our communities and heritage.

Resources and the Historic Environment

This strategy can provide inspiration for communities and partners to work together to prepare Place Making Plans in line with Welsh Government's Place making agenda. It can help with understanding the value of our heritage assets and identify regeneration opportunities that incorporate local assets in a beneficial and sustainable way.

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Unchecked adaptation to properties are diluting the appearance, character and special interest of our designated Conservation Areas. Llandarcy Conservation Area and Glynneath Woollen Mill Conservation Area.

Partnerships

Private, third sector and public sector partnerships will need to be established to deliver many of the actions identified.

Volunteer groups play a pivotal role in accessing additional funding sources to deliver local heritage projects. These volunteers forged partnerships to transform our heritage sites into wildlife and biodiversity rich spaces, for people of all ages to access. Further partnership agreements with community heritage groups will be effective to encourage stewardship of sites, enabling management of heritage sites and improving access for people.

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The work of dedicated volunteers who cleared vegetation from the Blast Furnaces at Neath Abbey Ironworks.

Celebrating and Promoting Our Heritage

13



13. Celebrating and Promoting Our Heritage (Theme Five)

People are passionate about our heritage and enthused by over 2,000 years of change and development that has shaped our history. Communities must be able to participate in and celebrate our heritage. Stronger connections between people and places is needed to encourage, raise awareness and increase the valuable relationship we have with our past.

Neath Port Talbot's historic environment, including its open spaces, buildings and cultural venues are increasingly used as a stage for major events. Heritage is often the unique selling point behind an event, offering prestige and a distinctive experience. We need to promote our historic and open spaces for cultural activities.

Celebrating and promoting our heritage is a key objective in the Council's Corporate Plan 2022-2027, enabling people to take part in appealing cultural and heritage activities and events live good and healthy lives. There is opportunity to broaden Neath Port Talbot's cultural offer through promoting a diverse and innovative programme of events in historic locations, expanding how it is experienced and invigorating and regenerating our communities.

The industrious work of the numerous heritage community groups that champion our culture and historic environment must be celebrated, promoted and recognised.

The strategy will implement measures that will identify, celebrate and commemorate important figures, cultural traditions and heritage assets and inspire our future generations to play a continuing part in the protection and promotion of our culture, heritage and history.

Delivery of Action Plan

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14. Delivery of Action Plan

14.1 Resources and the Historic Environment

Within a context of nation-wide reductions in public sector funding and cuts to local budgets, the Council has to “do more with less” in terms of diminishing finances and skilled staff. Pressure on council budgets mean we rely on external grant funding, which is the main source of available income and investment to protect and conserve our heritage assets, this is not always successful. Working collaboratively with our passionate and committed communities, interest groups and stakeholders is a way forward in the positive management of our communal heritage and we need to support this approach and build capacity.

14.2 Heritage Action Plan

The Action Plan will consist of a programme of works, which relate to the strategy’s key objectives. The Action Plan will set out realistic objectives and actions for the next 15 years. The Action Plan has been developed from consultation with stakeholders and the community (Action Plan to be amended following the consultation process). In terms of the priority awarded, Short term (S) = 0-2 years, Medium term (M) = 3-8 years and Long term = 9-15 years. The Action Plan will be reviewed on an annual basis.

Ref	Name/Place	What to do	When to do it	Theme	Objective	By when
1	Aberdulais Tinworks & Waterfalls	Provide training to enable St Giles beneficiaries to become ‘Tour Guides’ at site.	Short term	1	To promote information about our historic environment.	2026
2	Aqueducts & Bridges	Reinstate Newbridge Road Bridge, Margam & Sandfields.	Medium term	2	To commit investment to maintain our historic environment.	2027-2032

Ref	Name/Place	What to do	When to do it	Theme	Objective	By when
3		Repair work to Ystalyfera Aqueduct.	Medium term	2	To commit investment to maintain our historic environment.	2027-2032
4	Accessibility	Improve access to sites owned by NPTCBC, Other owners and Private owners.	Short term/ medium term	4	To improve access to our historic environment.	2026/ 2027-2032
5		Develop an Accessibility Strategy for NPTCBC owned and managed Heritage sites.	Short term/ medium term	4	To improve access to our historic environment.	2026
6	Blue Plaques	Launch a Blue Plaques Scheme.	Short term/ medium term	5	To support the discovery, enjoyment and exploration of our heritage and historic environment.	2026/ 2027-2032
7	Brunel Docks	Improve access; improve interpretation.	Short term	4	To improve access to our historic environment.	2026
8		Extend Scheduled Monument boundary.	Medium term	4	To raise awareness of threats to our historic environment.	2027-32
9	Bryncoch	Reinstate 'Finger Posts' to create a heritage trail around the village.	Short term	4	To support the discovery, enjoyment and exploration of our heritage and historic environment.	2026

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Ref	Name/Place	What to do	When to do it	Theme	Objective	By when
10	Canals	Commission an 'Options Appraisal' for the Neath and Tennant Canals and its long term sustainability.	Short term	3	To maximise funding opportunities for project delivery.	2026
11	Cefn Coed	Protect Listed Buildings.	Short term/ medium term	2	To commit investment to maintain our historic environment.	2026/ 2027-2032
12		Find an alternative use for the museum.	Short term/ medium term/ long term	3	To maximise funding opportunities for project delivery.	2026/ 2027-2032
13	Climate Change	Prepare Climate Change Risk Assessments (CCRAs) for heritage assets and sites to monitor ongoing risks to our historic environment (including biodiversity).	Short term/ medium term	4	To develop the delivery tools for sustainable conservation and protection of heritage assets and sites.	2026/ 2027-2032
14	Coast & Marine Environment	Working towards becoming a formal partner of GGAT's Arfordir Coastal Heritage Project.	Short term/ medium term	2	To commit investment to maintain our historic environment.	2026/ 2027-2032
15		Identify ways to salvage and preserve Lightship LV72 on River Neath, Neath Abbey.	Medium term/ long term	3	To maximise funding opportunities for project delivery.	2027-2032/ 2033-2039

Ref	Name/Place	What to do	When to do it	Theme	Objective	By when
16	Conservation Areas (CA's)	Evaluate/Assess existing CA's and consider other areas to include.	Medium term	4	To review Local Development Plans, Supplementary Planning and National Policy on Heritage Conservation.	2027-2032
17	Craig Gwladus	Develop training programmes in traditional heritage skills with partners.	Short term	2	To improve access to heritage skills training courses to aid the conservation of our historic environment.	2023
18	Crynant	Repurpose a former Chapel into Welsh language Childcare setting.	Short term/ medium term	3	To maximise funding opportunities for project delivery.	2026/ 2027-2032
19	Digital Resources	Create a Historic Environment web page with links to NPTCVS and Heritage Education web pages/ web sites.	Short term	1	To promote information about our historic environment.	2026
20		Create a Database and corresponding map of Interpretation/signs across heritage sites in NPTCBC.	Short term	1	To promote information about our historic environment.	2026
21		Heritage Strategy Summary document (digital copy).	Short term	1	To promote information about our historic environment.	2026

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Ref	Name/Place	What to do	When to do it	Theme	Objective	By when
22	Enforcement	Identify needs for Article 4 direction and implement.	Short term/ medium term	4	To review Local Development Plans, Supplementary Planning and National Policy on Heritage Conservation.	2026/ 2027-32
23		Identify heritage at risk, and issue Repairs notices and / or Urgent Works notices (Sections 54 & 215) as part of the council's statutory duties.	Medium term	4	To review Local Development Plans, Supplementary Planning and National Policy on Heritage Conservation.	2027-2032
24	Filming	Develop a leaflet to promote the borough's assets as a film location.	Short term	3	To maximise funding opportunities for project delivery.	2026
25	Gnoll Country Estate	Reinstate Heritage assets to add value to the leisure offer.	Short term/ medium term	2	To commit investment to maintain our historic environment.	2026/ 2027-2032
26	Heritage Crime	Extend Paws on Patrol scheme to cover reporting of Heritage Crime.	Short term	4	To raise awareness of threats to our historic environment.	2026
27		NPTCBC to sign up to ARCH (Alliance to Reduce Crime against Heritage).	Medium term	4	To raise awareness of threats to our historic environment.	2027-2032

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Ref	Name/Place	What to do	When to do it	Theme	Objective	By when
28		Create and promote a user friendly information leaflet on Heritage Crime.	Short term	4	To raise awareness of threats to our historic environment.	2026
29	Heritage Skills & Training	Develop a community heritage training plan that includes conservation, bio-diversity and GI (Green Infrastructure) considerations for heritage sites.	Short term/ medium term	2	To improve access to heritage skills training courses to aid the conservation of our historic environment.	2026/ 2027-2032
30		Create a training programme for stewardship of heritage assets and sites.	Short term/ medium term	2	To ensure that heritage skills are retained to aid the conservation of our historic environment.	2026/ 2027-2032
31		Strengthen the partnerships with contractors and colleges regarding apprenticeships in the heritage skills sector.	Medium term	2	To ensure that heritage skills are retained to aid the conservation of our historic environment.	2027-2032
32	Heritage Team	Sustain the Heritage NPT Project Team, to implement the heritage strategy and undertake the council's statutory duties.	Short term	2	To safeguard our historic environment.	2026

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Ref	Name/Place	What to do	When to do it	Theme	Objective	By when
33		Appoint a Conservation Officer to implement statutory regulations and heritage protection.	Short term/ medium term	2	To safeguard our historic environment.	2026/ 2027-2032
34	Hydro-accumulator Tower (Brunel Docks)	Include in Open Doors programme 2024.	Short term	5	To support the discovery, enjoyment and exploration of our heritage and historic environment.	2026
35	Jersey Park, Briton Ferry	Improve interpretation of the Scheduled Monument site, history of Brunel Railway.	Short term	5	To explain our heritage and its significance through innovative bilingual interpretation.	2026
36		Repair historic features within the park: Shelter area, pond, Magnolia crescent, woodland paths and drainage channels.	Medium term	2	To commit investment to maintain our historic environment.	2027-2032
37		Reinstate the entrance gateway.	Short term	2	To commit investment to maintain our historic environment.	2024
38	Living in and owning a heritage asset	Create Heritage Design Guides, Do's and Don't leaflet, Run a series of information events for owners in CA's.	Short term/ medium term	1	To promote a better understanding of our historic environment.	2026/ 2027-2032

Ref	Name/Place	What to do	When to do it	Theme	Objective	By when
39	Manage a Community Grant Fund for the Community groups	Offer grant funding to community groups to deliver local heritage projects.	Short term	5	To assist community groups to access funding to sustain their work and activities.	2026
40	Mapping	Maintain systems including a GIS list of locally based heritage assets.	Short term/ medium term	4	To develop the delivery tools for sustainable conservation and protection of heritage assets and sites.	2026/ 2027-2032
41	Margam Castle	Emergency works to falling masonry.	Short term	2	To commit investment to maintain our historic environment.	2026
42		Make it water tight.	Medium term	2	To commit investment to maintain our historic environment.	2027-2032
43		Find a new purpose/use for the building.	Long term	3	To maximise funding opportunities for project delivery.	2033-2039
44		Improve interpretation of the castle and Talbot family.	Short term	5	To explain our heritage and its significance through innovative bilingual interpretation.	2026

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Ref	Name/Place	What to do	When to do it	Theme	Objective	By when
45	Margam Park	Establish a Heritage Partnership Agreement (HPA) for Margam Park.	Medium term	2	To commit investment to maintain our historic environment.	2027-2032
46	Margam Park (Orangery)	Orangery Fountains – repair fountains, fountain pools and replace missing fountain sculpture.	Medium term	2	To commit investment to maintain our historic environment.	2027-2032
47		Replace inappropriate Orangery window panes with approved glazing.	Medium term	2	To commit investment to maintain our historic environment.	2027-2032
48	Margam Park (Vine House)	Repair and restore the dilapidated Vine House.	Long term	3	To maximise funding opportunities for project delivery.	2033-2039
49	Merchandising	Pilot specific heritage related merchandising for Margam Park and Gnoll Country Estate.	Medium term	5	Publicising the positive image and identity of the borough to increase heritage related tourism, heritage-led regeneration and inward investment.	2027-2032
50	Mechanics Institute, Neath	Include in Open Doors programme 2024.	Short term	5	To support the discovery, enjoyment and exploration of our heritage and historic environment.	2026

Ref	Name/Place	What to do	When to do it	Theme	Objective	By when
51	Monitoring Condition	Review condition of Listed Buildings in HHA (Historic Asset Assessment) base and identify structures for investment.	Short term/ medium term	4	To develop the delivery tools for sustainable conservation and protection of heritage assets and sites.	2026/ 2027-2032
52	Neath Abbey	Capital works to the Abbey.	Short term/ medium term	2	To commit investment to maintain our historic environment.	2026/ 2027-2032
53		Develop car parking facilities at the site.	Short term/ medium term	3	To maximise funding opportunities for project delivery.	2026/ 2027-2032
54	Neath Abbey Ironworks	Commission a Neath Abbey Ironworks Conservation Management Plan (CMP).	Short term/ medium term	4	To develop the delivery tools for sustainable conservation and protection of heritage assets and sites.	2026/ 2027-2032
55		Emergency works to falling masonry.	Short term	2	To commit investment to maintain our historic environment.	2026
56	Neath Castle	Include in Open Doors programme 2024.	Short term	5	To support the discovery, enjoyment and exploration of our heritage and historic environment.	2026

Ref	Name/Place	What to do	When to do it	Theme	Objective	By when
57	Old Neath Library	Repurpose to possibly provide mixed uses such as creative and exhibition spaces for creative industries.	Medium term	3	To maximise funding opportunities for project delivery.	2027-2032
58	Place Plans	Collaborate with communities to produce heritage focused Place Plan including: King George V Park, Pontardawe; Neath Riverside Park, Dyfed Road Baths, Neath.	Short term/ medium term	3	To ensure suitable working collaboratively with communities and stakeholders.	2026/ 2027-2032
59	Repurposing Buildings	Find a new purpose/use for vacant/unused buildings including: Bethany Chapel & St Mary's Church, Port Talbot, Y Tabernacl, Cwmgors; St Baglan's Church, Baglan; Soar Maesyrfhaf, Neath; St David's Church, Margam.	Short term/ medium term/ long term	3	To maximise funding opportunities for project delivery.	2026/ 2027-2032/ 2033-2039
60	Review Action Plan	Carry out annual review of Action Plan.	Ongoing	4	To monitor the condition of our historic environment.	
61	Staff	Introduce mandatory Heritage Induction training for NPTCBC staff.	Short term/ medium term	1	To promote a better understanding of our historic environment.	2026/ 2027-2032

Ref	Name/Place	What to do	When to do it	Theme	Objective	By when
62	Talbot Memorial Park	Repair stone entrance and iron gates.	Medium term	2	To commit investment to maintain our historic environment.	2027-2032
63		Repair bandstand.	Medium term	3	To maximise funding opportunities for project delivery.	2027-2032
64		Regenerate the park to support local needs.	Short term	5	To support the discovery, enjoyment and exploration of our heritage and historic environment.	2026
65	Talks & Walks	Our History/ Our Heritage community lectures/talks programme.	Short term/ medium term	5	To support the discovery, enjoyment and exploration of our heritage and historic environment.	2026/ 2027-2032
66		Diocese's Pilgrim's Way, Annual Guided Heritage Walk Festival.	Short term/ medium term	5	To support the discovery, enjoyment and exploration of our heritage and historic environment.	2026/ 2027-2032
67	Twyn yr Hydd	Include in Open Doors programme 2024.	Short term	5	To support the discovery, enjoyment and exploration of our heritage and historic environment.	2026

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Ref	Name/Place	What to do	When to do it	Theme	Objective	By when
68	Volunteering	Organise an Our Heritage Place event annually to showcase community heritage groups and their work.	Short term	5	To promote the activities of our community heritage groups.	2026
69		Supporting community groups with 1-2-1 Appointments for funding advice and support.	Short term	5	To assist community groups to access funding to sustain their work and activities.	2026
70		Support community groups to arrange their own volunteer recruitment open days, annual volunteers week activities.	Short term/ medium term	5	To promote the work of groups and inspire people of all ages and abilities to join heritage groups.	2026/ 2027-2032
71		Run annual funding and recruitment events for community heritage groups.	Short term	5	To promote the activities of our community heritage groups.	2026
72	Well-Being	Develop a programme of Family Fun Days that promote well-being at heritage sites.	Short term/ medium term	5	To support the discovery, enjoyment and exploration of our heritage and historic environment.	2026/ 2027-2032

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14.2 Resources

The primary focus is to ensure that resources are in place to drive forward the implementation of the Heritage Strategy. A revised resource and staffing plan will need to be developed to facilitate the delivery of the Actions. Many of the activities outlined in the action plan are entirely dependent on the establishment of a Heritage Team.

The Education and Environment Directorates deliver heritage actions, allocating resources and staff. The Heritage Team from these directorates deliver Culture, Heritage and Destination Management activities and services. In order to deliver the Heritage Strategy, a specialist Conservation practitioner is essential for dealing with the enforcement and regulation of Article 4 direction. A resource and staffing plan will be created to establish a multi skilled team of existing staff with a dedicated allocation of time to deliver the Strategy's Action Plan, with supplementary staff to deliver major projects this could be delivered through funding and permanent staff.

14.3 Implementation and Monitoring

The Heritage Strategy monitoring framework will align and deliver against the Corporate Plan's Well-Being Objectives and the RLDP's strategic objectives. This framework will evaluate and monitor the benefits for individuals and organisations as well as measuring the economic and societal impacts for Neath Port Talbot. Methodologies for capturing and evaluating both benefit and impact indicators will ensure that positive outcomes for communities, residents and heritage are realised. These are listed:

- A wider range of people will be involved in heritage.
- Heritage is in a better condition.
- People have greater well-being.
- People can learn about heritage leading to changes in ideas and action.
- Local communities are supported in protecting heritage.
- Knowledge and skills improved.
- Partnership working is supported.

14.4 Partnership and Delivery Structures

Governance

Our Governance structure, Heritage NPT Partnership will be made up of representatives from National Lottery Heritage Fund, Cadw, NPTCVS and NPTCBC Officers. To add to this collective, we can draw in other partners for specific projects and will evaluate and monitor project delivery against the impacts and outcomes outlined in the Implementation and Monitoring section of the Strategy on page 87. The function and form of the Partnership will be stated in its Terms of Reference, with all partners agreeing to its purpose and opting in to be a partner.

The lead partners of the Heritage NPT Partnership, working with the private, public and third sector will ensure the timely, appropriate and practicable implementation and delivery of the Strategy's Action Plan.

Potential Partners may include:

- Addoldai Cymru (Welsh Religious Buildings Trust).
- Bannau Brycheiniog National Park Authority (BBNPA).
- Cadw.
- Canal and River Trust.
- Chapels and Churches.
- CHART (Centre for Heritage and Research Training) Swansea University.
- Community Heritage Groups.
- Conservation specialists.
- Further Education (FE)/Higher Education (HE) Institutions.
- Glamorgan Gwent Archaeological Trust (GGAT).
- Institute for Historic Building Conservation (IHBC).
- Local Businesses.
- National Churches Trust
- National Lottery Heritage Fund (NLHF).
- National Trust.
- Natural Resources Wales (NRW).
- Neath Port Talbot Council for Voluntary Service (NPTCVS).
- NPT Heritage Network (collective of community and heritage groups).
- NPT Heritage Forum (collective of community and heritage groups).
- NPT Local Nature Partnership.
- NPTC Group of Colleges.
- Other Local Authorities.
- Private owners.
- Royal Commission on the Ancient and Historical Monuments of Wales (RCAHMW).
- Schools.
- Society for the Protection of Ancient Buildings (SPAB).
- South Wales Conservation Officers Group (SWCOG).
- South Wales Police.
- Tywi Centre.

Abbreviations & Glossary

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15. Abbreviations & Glossary

Active Travel	'Active Travel' refers to everyday journeys made by walking, cycling or wheeling (using a wheelchair or mobility scooter).
ACW	Arts Council of Wales.
Biodiversity Duty Plan	Neath Port Talbot Council (NPTC) has a legal duty to maintain and enhance biodiversity, and in so doing, promote the resilience of ecosystems under the Environment (Wales) Act 2016. This plan demonstrates how we will fulfil that duty and will act as a driver for conservation activities throughout Neath Port Talbot (NPT).
Cadw	Cadw is the historic environment service of the Welsh Government and part of the Tourism and Culture group.
CPG	Commercial Property Grant (NPTCBC).
Cynefin	Cynefin is a Welsh term defined by Curriculum for Wales as “the place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable”.
GIS	Geographic Information Systems.
GWR	Great Western Railway.
Historic Asset	An identifiable component of the historic environment. It may consist or be a combination of an archaeological site, an historic building or a parcel of historic landscape. Nationally important historic assets will normally be designated.
Historic Environment	“All aspects of the environment resulting from the interaction between people and places through time, including all surviving physical remains of past human activity, whether visible, buried or submerged, and deliberately planted or managed”.
Historic Environment Record	A public, map-based data set, primarily intended to inform the management of the historic environment. In Wales, these are maintained by the four Welsh Archaeological Trusts. GGAT (Glamorgan Gwen Archaeological Trust) covers Neath Port Talbot.
HTCE Fund	Heritage, Tourism, Culture & Events Fund (UKSPF) (NPTCBC).

Local Planning Authority (LPA)	Local Planning Authorities: prepare development plans; consider planning applications and give planning advice. Our LPA is Neath Port Talbot County Borough Council.
Local Development Plan (LDP)	The LDP sets out each local authority's proposals for future development and use of land in the area.
NLHF	National Lottery Heritage Fund.
NPTCBC	Neath Port Talbot County Borough Council.
NPTCVS	Neath Port Talbot Council for Voluntary Service.
NRW	Natural Resources Wales look after the environment for people and nature.
RAMSAR Site	RAMSAR Sites are wetlands of international importance that have been designated under the RAMSAR Convention on Wetlands. (RAMSAR in Iran).
RCAHMW	Royal Commission on the Ancient and Historical Monuments of Wales.
Replacement Local Development Plan (RLDP)	The RLDP sets out each local authority's proposals for future development and use of land in the area.
SAC Site	Special Area of Conservation Site, they are protected and support important plant and animal species.
Setting	Setting refers to the surroundings in which a historic asset is understood, experienced and appreciated, including present and past relationships to the surrounding landscape. The importance of setting lies in what it contributes to the significance of your historic asset.
SSSIs	Sites of Special Scientific Interest — SSSIs are the most important sites for Wales' natural heritage.
Supplementary Planning Guidance	Supplementary Planning Guidance (SPG) is produced to provide further detail on certain policies and proposals contained within the Local Development Plan. SPGs help ensure that certain policies and proposals are better understood and applied effectively.
SW Police	South Wales Police.
V&V Prosperity Fund	Valleys & Villages Prosperity Fund (UKSPF) (NPTCBC).
WATs	Welsh Archaeological Trusts.

Appendix A: SWOT Analysis



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16. Appendix A: SWOT Analysis

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Strengths 	Weaknesses 
<ul style="list-style-type: none"> Increasing levels of awareness and recognition of the importance of heritage and the historic environment as demonstrated by local and national government. A considerable number of extremely knowledgeable local stakeholders who support heritage in the borough and are members of the Neath Port Talbot Heritage Network.* Proactive volunteers who work with Council to secure additional funding to conserve and preserve key heritage sites within the borough. Council membership of a Welsh Government led Built Heritage Forum that allows for the sharing of best practice in the management of the historic environment. Proactive promotion of the Welsh Language in Neath Port Talbot. 	<ul style="list-style-type: none"> Constraints on heritage resources, including no Building Conservation Officer and no Listed Building enforcement budget. Heritage regeneration schemes normally need lots of money and time to complete, as we are rich in heritage assets there is internal pressure to inevitably, prioritise which heritage projects are taken forward. Lack of up-to-date, accurate and accessible information on NPTCBC's heritage assets. The need for accessible information for interested stakeholders and heritage asset owners on skilled craftspeople operating within the borough. The need for an expanded Heritage at Risk Register to identify buildings and sites within the historic environment that are most at risk of being lost as a result of neglect, decay or inappropriate development.



* A NPTCBC Library & Museum Service set up forum of local heritage organisations, history societies and community groups brought together for society news, information exchange & the sharing good practice and projects.



Strengths 	Weaknesses 
<ul style="list-style-type: none"> • The Council’s proven track record in successfully securing funding and delivering exemplar heritage-led regeneration projects.** • Knowledge and skill set of Council staff. 	<ul style="list-style-type: none"> • Limited sources and amounts of funding available to support heritage projects and capacity to deliver enhancements to the historic environment. • Difficulty to engage with certain sections of the community about heritage and the historic environment.

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** Examples include the Plaza and Magistrates Court in Port Talbot, the Gwyn Hall and 12 Wind Street in Neath, which have been developed for commercial, leisure and retail uses.

Opportunities 	Threats 
<ul style="list-style-type: none"> • To use this strategy to identify and agree objectives, priorities and actions to ensure the council and stakeholders deliver effective and efficient management of its heritage and the historic environment. • To promote existing heritage assets. • Utilise Planning Enforcement as an effective tool to control and ensure the pro-active management of the historic environment. • To increase the number and types of heritage assets that are accessible and open to a wider range of people. • To support and develop means of training and learning to develop heritage skills, knowledge and employment opportunities. • To improve traditional heritage skills education and training. • To support the Culture Strategy, that helps to align heritage with other aspects of culture as an important part of the area's identity and presents opportunities to gain access to funding as partners for our heritage projects as part of a coherent whole. • To promote a shared understanding of local character and distinctiveness and provide protection and management through appropriate means. 	<ul style="list-style-type: none"> • The potential conflict between development pressure and ensuring the significance of the historic environment is preserved and enhanced. • A continued shortage of skilled quality craftspeople, which has the effect of increasing the cost of conservation works or reducing the quality of appropriate work. • Limited building conservation, planning expertise and resources within the Council. • An inability to effectively address Heritage at Risk through management techniques leading to the threat of heritage being lost as a result of neglect, decay or inappropriate development. • Continued limitations on available funding for maintenance and improvements to public and privately owned heritage assets, which can perpetuate a lack of investment. • Reliance on external funding and short term contracts of heritage staff at the council. • Loss of staff or resources at key stakeholder organisations, which includes accumulated knowledge and localised knowledge. • Threat of Climate Change: Risks to Building Fabric, Risks to Cultural heritage, Risks and opportunities to landscape character and Risks to people, communities and buildings from flooding, are relevant to the Culture, Heritage Sector and the Historic Environment.

Opportunities 	Threats 
<ul style="list-style-type: none"> • To provide a heritage focused community grant scheme (National Lottery Heritage Fund) and assist groups to develop heritage and culture projects for delivery across the borough. • Identify other sources of funding and investment opportunities to assist with the conservation of our heritage assets and sites. • To deliver heritage projects, heritage-led regeneration and public realm enhancements. • To identify under-utilised and vacant heritage assets that can be repurposed as high quality accommodation. • Build on the existing and explore the potential of expanding the borough's heritage-led tourism offer. • To improve connectivity between heritage assets and develop destinations as part of the heritage visitor offer. • To promote innovative and interactive built heritage projects at Gnoll Estate Country Park and other key sites for example Neath Abbey, Neath Abbey Ironworks, Margam Country Park, etc., to raise the heritage profile. • Re-use and Repurpose heritage assets in our town centres and settlements for mixed use to improve long-term sustainability. 	<ul style="list-style-type: none"> • Ensure any that proposals for the voluntary sector to assist in the delivery of the council's heritage services are realistic, appropriate, rewarding for participants and there is not an over-reliance on this sector. • The risk of heritage crime happening to our heritage assets and sites.

Opportunities 	Threats 
<ul style="list-style-type: none"> • To utilise key heritage sites and assets to host arts and cultural events as part of a countywide activity programme. • Connect heritage projects (small and large, private, community and council-led) together to create strategic place projects. • To use voluntary sector expertise to assist in the establishment of new community groups. • Increase the number of community groups overseeing the stewardship of heritage assets/increase the number of volunteers within the existing heritage groups. • To improve and provide effective engagement with local communities through different and innovative methods of communication. • To celebrate and promote achievement and best practice for exemplar historic environment projects. • To signpost Heritage Asset owners and custodians to guidance, advice and funding for protection, conservation, energy efficiency and re-use. • Work with key stakeholders to implement measures to reduce heritage crime. 	

Appendix B: Policies and Strategies

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17. Appendix B: Policies and Strategies

Policy and Strategy	Link
Cadw: Conservation Principles for Sustainable Management of the Historic Environment in Wales	Conservation Principles for Sustainable Management
Cadw: Policy, advice and guidance	Policy, advice and guidance
Curriculum for Wales	Curriculum for Wales
Future Wales The National Plan 2040	Future Wales The National Plan
Historic Environment (Wales) Act 2023	Historic Environment (Wales) Act 2023
How to improve energy efficiency in Historic Buildings in Wales	Improving Energy Efficiency
Local Development Plan (NPT 2011-2026)	Local Development Plan
Place Making Charter	Place Making Charter
Planning Policy Wales (PPW) Edition 12 (2024)	Planning Policy Wales (PPW) Edition 12 (2024)
Recover, Reset, Renew (NPT Corporate Plan 2022-2027)	NPT Corporate Plan
Supplementary Planning Guidance: The Historic Environment	Historic Environment SPG
Supplementary Planning Guidance: Designated Canal Structures	Canal Structures
Supplementary Planning Guidance: Development and the Welsh Language	Welsh Language
Supplementary Planning Guidance: Schedule of Buildings of Local Importance	Buildings of Local Importance
Technical Advice Note 24 (TAN 24) The Historic Environment	Technical Advice Note 24
Well-Being of Future Generations Act (2015)	Well-Being of Future Generations

Heritage Gallery

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18. Heritage Gallery

- **Front Cover:** Parish Church of St Illtyd Grade II* Listed Building and Neath Canal, Neath.
- **Contents:** Church of Saint Peter Grade II Listed Building and Swansea Canal, Pontardawe.
- **Introduction 01:** Plaza Cinema, Port Talbot Grade II Listed Building.
- **Executive Summary 02:** Cadw Open Doors 2022 event at Neath Abbey, Scheduled Monument.
- **Our Heritage & Story 03:** Neath Castle Scheduled Monument and Grade II* Listed Building.
- **Issues Facing Heritage Assets 04:** Canalside, Aberdulais on Tennant Canal.
- **Vision, Themes and Objectives 05:** Bont Fawr Aqueduct, Pontrhydyfen Grade II* Listed Building.
- **Policy Context 06:** Neath Abbey, Scheduled Monument and Neath Canal at Neath Abbey.
- **Policy Drivers 07:** Pontardawe Arts Centre, Pontardawe Building of Local Importance.
- **Community and Stakeholder Engagement 08:** Workshop, store and smithy, Tonna Grade II Listed Building and part of the Neath Canal Depot Conservation Area.
- **Theme One: Understanding our Heritage and its Significance 09:** Sarn Helen Mosaic, Roman Road, Banwen.
- **Theme Two: Conserving & Investing in Our Heritage 10:** Plaza, Port Talbot Grade II Listed Building.
- **Theme Three: Capitalising & Building on Our Heritage 11:** Constitutional Club, Neath (Allan Leonard Lewis Pub) Grade II Listed Building.
- **Theme Four: Positive Management of Our Heritage 12:** Victoria Gardens, Neath Grade II Registered Historic Park and Garden.
- **Theme Five: Celebrating and Promoting Our Heritage 13:** Parish Church of St David Grade II* Listed Building and Neath Town Centre.
- **Delivery of Action Plan 14:** Brick Row, Seven Sisters Buildings of Local Importance.
- **Abbreviations & Glossary 15:** Gnoll Estate Country Park, Neath Grade II* Registered Historic Park and Garden.
- **Appendix A: SWOT Analysis 16:** Gwyn Hall, Neath, Grade II Listed Building.
- **Appendix B: Policies and Strategies 17:** Margam Castle, Margam Grade II* Listed Building.
- **Heritage Gallery 18:** Millenium Gardens, Dulais Valley.
- **Back Cover:** Neath Abbey Railway Viaduct, Neath Abbey Grade II Listed Building at Neath Abbey Ironworks Scheduled Monument.



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Mae'r dudalen hon yn fwriadol wag

Integrated Impact Assessment (IIA)

This Integrated Impact Assessment considers the duties and requirements of the following legislation in order to inform and ensure effective decision making and compliance:

- Equality Act 2010
- Welsh Language Standards (No.1) Regulations 2015
- Well-being of Future Generations (Wales) Act 2015
- Environment (Wales) Act 2016

Version Control

Version	Author	Job title	Date
e.g. Version 1	Bethan Blackmore	Heritage Strategy Officer	31.08.2023
Version 2	Chris Saunders & Bethan Blackmore	Head of Leisure, Tourism, Heritage & Culture & Heritage Strategy Officer	27.02.2024

1. Details of the initiative

	Title of the Initiative: A Heritage Strategy for Neath Port Talbot 2023- 2038 (RESTORE, REGENERATE, REPURPOSE)
1a	Service Area: Leisure, Tourism, Heritage & Culture and Regeneration and Economic Development.
1b	Directorate: Education & Environment
1c	Summary of the initiative: The Heritage Strategy has been developed with the wider policy context in view, particularly the Wellbeing of Future Generations (Wales) Act 2015, and is designed to ensure that both the seven goals and five ways of working of the act are embedded throughout the actions of both the Council and other stakeholders. The strategy provides the framework for the Council's services and functions whilst discharging duties set out in various legislation that safeguard the Historic Environment.

	<p>The Heritage Strategy will set out actions to ensure the sustainable conservation and management of our heritage assets, and measures that can add value to the wellbeing of the area. Its vision is ensuring the conservation, protection and sustainability of Neath Port Talbot’s heritage.</p> <p>Raising awareness of the county’s exceptional heritage, including its economic, wellbeing and environment value is central to the success of the strategy. It is partly about public awareness, but it is also about corporate awareness within the Council. Strengthening our commitment to positive management of the historic environment and the role we play in building a positive legacy for the future, across diverse service areas and corporate functions.</p> <p>The Strategy identifies the challenges that face the historic environment during these precarious times, whilst positively identifying opportunities that supply maximum beneficial outcomes for our heritage.</p> <p>The strategy’s five themes focus on the need to value our historic environment and to work collectively with partners and stakeholders to implement far-reaching and long-term interventions. The five themes are:</p> <ol style="list-style-type: none"> 1. Understanding our heritage and its significance 2. Conserving & Investing in our heritage for future generations 3. Capitalising & Building on our heritage 4. Positive Management of our heritage 5. Celebrating & Promoting our heritage.
1d	<p>Is this a ‘strategic decision’? Yes, the draft Heritage Strategy sets out our short, medium and long-term approach for delivery and implementation.</p>
1e	<p>Who will be directly affected by this initiative? The Council, key stakeholders, partner’s and everyone who lives, works and/or visits Neath Port Talbot</p>
1f	<p>When and how were people consulted?</p> <p>January 2023 - Engagement with community heritage groups during the launch of the Community Heritage Grant Fund – identifying what heritage assets are important to them.</p> <p>Outcome: Heritage Assets/sites identified include a mixture of Council owned/managed sites and privately owned assets/sites that are of significance in the Historic Environment and play an important part in the identity and sense of place to people from both the community heritage groups and wider community.</p>

	<p>February – March 2023- Culture Strategy Consultation</p> <p>Consultation: Counter Culture undertook an extensive consultation exercise for the Culture Strategy, which has also been used to guide the Heritage Strategy.</p> <p>Outcome: Identified the importance of Parks & Open Spaces and Heritage & Historic Environment to the people of Neath Port Talbot.</p> <p>August/September 2023 – Focus Groups (face-to-face and online with community heritage groups and recipients of the Community Heritage Grant Fund) – the outcomes from these Focus Groups will be collated and inform an interim report (as part of the Evaluation and Monitoring of the wider Heritage NPT Project). The Interim Report is expected October 2023</p> <p>Post consultation</p> <p>The Interim Report October 2023 concluded, “The identification of Neath Port Talbot by the National Lottery Heritage Fund as one of 20 Heritage Places in the UK is likely to have been influenced by council’s commitment to <i>Heritage NPT</i>. By producing a comprehensive Heritage Strategy, any new money applied for should be strategically invested. Alongside the Culture Strategy, the council is demonstrating a commitment to changes that will make things happen. The success of the project in providing a Community Grant scheme and supporting community groups is endorsed by the voluntary sector; One community heritage volunteer said, “<i>we simply could not have done this project without the Council’s help. It made all the difference.</i>”</p> <p>The Consultation process ran from Monday 9th October to Sunday 5th November 2023. Consultees were able to Participate by 1. Attending a Stakeholder and Community Heritage Group face-to-face workshop, 2.Submitting individual feedback on behalf of their organisation, 3.Completing a consultation questionnaire (a digital or paper copy).</p>
1g	<p>What were the outcomes of the consultation? 25th September – 27th October 2023</p> <p>The full public consultation on the draft plan will not close until October 2023 so the outcomes are not yet known.</p> <p>The consultation process was delayed and did not commence until Monday 9th October 2023.</p>

Outcomes of the consultation:

- **Continue to provide opportunities for people of all ages to engage in community activities/volunteering.** One respondent stating, *“I think this could be positive for people my age who want more involvement in the community.”*
- **Support the positive impacts on wellbeing for volunteers,** with one respondent stating, *“I am involved with the cause of heritage in the area, despite my age of 74, and I would be pleased if this could continue.”*
- **Improve access to and providing suitable facilities for individuals’ needs at sites for a positive impact.** One respondent stating, *“It would be good to see changing facilities for the disabled and easy access for a variety of disabilities and ages. A choice of male, female and gender-neutral toilets would be of benefit also”.*
- **Promotion of the Welsh language and opportunities to the language daily.** One respondent stating, *“Access to heritage sites and bilingual information will increase vocabulary and opportunities/topics for discussion in Welsh. Language learners can make valuable group visits to heritage sites or listen to speakers in Welsh”.* These actions will have a positive impact on opportunities to use Welsh, ensuring that the Welsh language is on a par with English.

2. Evidence**What evidence was used in assessing the initiative?**

Through our Let’s Talk engagement activity during summer of 2021 Heritage and a strong sense of place ranked important to people in the area. Evidence from the Let’s Talk feedback: ‘What matters?’ resoundingly supported the Heritage Strategy’s vision of **ensuring the conservation, protection and sustainability of Neath Port Talbot’s heritage.**

Additionally, feedback from the Culture Strategy consultation in March 2023 identified the top two cultural priorities for the 288 respondents as Parks & Open Spaces and Heritage & Historic Environment. These findings guided and informed the Heritage Strategy.

Post consultation

Data from Cadw’s *HAA base (built heritage assessment system)* for the condition of Listed Buildings/Structures in Neath Port Talbot (June 2022).

Feedback from the consultation in October/November 2023 identified the top priorities for the Heritage Strategy. Throughout the process, 47 respondents completed the consultation questionnaire. 31 participants took part in two face-to-face workshops, 15 stakeholders from culture and heritage organisations, with a further 16 attendees from community heritage groups providing comments for incorporation. Additionally, responses from individuals and stakeholders were amalgamated into the outcomes and findings of the *Heritage Strategy Consultation Report*.

3. Equalities

a) How does the initiative impact on people who share a **protected characteristic**?

Protected Characteristic	+	-	+/-	Why will it have this impact?
Age	+			<p>Training provided on how to use social media, Geo-systems mapping on sites and other digital technological based activities, is envisaged to enable groups to widen their appeal to attract a wider diverse audience to engage and participate in activities and volunteering opportunities with groups. Additionally, in order to target younger people to engage with heritage and community groups, the 'Be a Part of Our History' competition was launched (Sept 23) open to 16- 25 year olds (living, studying and working in NPT). Inspired by the heritage of Neath Port Talbot and what it means personally to them, the young person will produce and submit a 'creation' and have a chance to have their creation publicly displayed and win a Cadw Family Membership for 12 months. Fostering a sense of belonging and identity for the young person.</p> <p>Post consultation</p> <p>The Strategy has actions that will have a positive impact on individuals of all ages, by offering accessible, fun family activities that will enable intergenerational connections. Greater well-being and community engagement for all and encouragement for young people to understand their heritage fosters a sense of 'Belonging'.</p>

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			<p>Opportunities will be provided to ensure that heritage groups comprising of older members of our community will be supported to run their own activities and projects including the increase of heritage sites that will participate in the 'Open Doors' scheme 2024. Enabling individuals of all ages to visit the heritage on their doorstep. Following consultation 39% of respondents were aged 60-69, with collectively 65% of respondents were aged 60 – 86+ years. 5% of respondents were aged 25-29 with 0% responding in the age category of 11-24.</p>
Disability	+		<p>The Strategy has identified actions that will potentially have a positive impact on those with a disability, for example providing greater opportunities for participation, improvements to access and to public rights of way.</p> <p>Post consultation The creation of an <i>Accessibility Strategy</i> for NPTCBC owned & managed heritage Sites will have a positive impact for individuals of all ages with a disability, ensuring that access and facilities are fit for purpose. Additionally, the provision of amenities such as appropriate changing spaces and toilets meeting this need, will be considered in any development of heritage assets and sites. Appropriate inclusive interpretation at heritage sites will reinforce the positive impact. 10% of respondents identified themselves as having a disability.</p>
Gender reassignment		+/-	<p>Impacts on this group is unknown at this time but will be tested during extensive consultation which will be undertaken during September to October 2023.</p> <p>Due to a delay, dates were revised and consultation commenced 9th October 2023.</p> <p>Following the consultation, no negative nor positive effect was identified, further monitoring and evaluation will measure potential impacts. 74% of respondents identified that it would have no impact, with 26% of respondents recording 'Don't know' if it would impact or not. Although one respondent noted that having, gender-neutral toilets at heritage sites would have a positive impact.</p>
Marriage & civil partnership		+/-	<p>Impacts on this group is unknown at this time but will be tested during extensive consultation which will be undertaken during September to October 2023.</p>

			<p>Due to a delay, dates were revised and consultation commenced 9th October 2023.</p> <p>Following the consultation, no negative nor positive effect was identified, further monitoring and evaluation will measure potential impacts.</p>
Pregnancy and maternity		+/-	<p>Impacts on this group is unknown at this time but will be tested during extensive consultation which will be undertaken during September to October 2023.</p> <p>Due to a delay, dates were revised and consultation commenced 9th October 2023.</p> <p>Following the consultation, no negative nor positive effect was identified, further monitoring and evaluation will measure potential impacts.</p>
Race	+	+/-	<p>Improvements in terms of accessibility, employment and volunteering opportunities that attract a range of people from different backgrounds, ensuring that any promotion /activities consider diversity thereby helping make the sites more appealing to visit.</p> <p>Post consultation 54% of people had little or no ability with the Welsh language – the strategy aims to increase access to Welsh culture and the language. 61% of respondents stated that the strategy would have a positive impact on the Welsh language and its use. 5% of respondents identified that the Heritage Strategy would have impact on them and/or their families. There is no indication if this impact is negative nor positive. Further monitoring and evaluation will measure potential impacts.</p>
Religion or belief		+/-	<p>Improvements in terms of accessibility, employment and volunteering opportunities that attract a range of people from different backgrounds, ensuring that any promotion /activities consider diversity thereby helping make the sites more appealing to visit.</p>

			<p>Post consultation</p> <p>15% of respondents identified that the Heritage Strategy would impact them and/or their families. There is no indication if this impact is negative nor positive. Further monitoring and evaluation will measure potential impacts. 39% of the respondents classified themselves as having no religion. The next highest was 49 % as Christian. This is apparent with the list of religious buildings that are currently vacant.</p>
Sex		+/-	<p>Impacts on this group is unknown at this time but will be tested during extensive consultation which will be undertaken during September to October 2023.</p> <p>Due to a delay, dates were revised and consultation commenced 9th October 2023.</p> <p>Following the consultation 15% of respondents identified that the Heritage Strategy would impact them and/or their families. There is no indication if this impact is negative nor positive. Further monitoring and evaluation will measure potential impacts. The majority of the respondents were female at 55% so a close watch will need to be kept on the Action Plan, to ensure gender parity.</p>
Sexual orientation		+/-	<p>Impacts on this group is unknown at this time but will be tested during extensive consultation which will be undertaken during September to October 2023.</p> <p>Due to a delay, dates were revised and consultation commenced 9th October 2023.</p> <p>Following the consultation, 24% of respondents identified 'Don't know' in determining whether the Heritage Strategy would impact them and/or their families. 76% of respondents identified that it would have no impact. Further monitoring and evaluation will measure potential impacts.</p>

What action will be taken to improve positive or mitigate negative impacts?

Consultation is required to identify actual impact in relation to the protected characteristics of Age, Gender reassignment, Marriage & civil partnership, Pregnancy and maternity, Race , Religion or belief, Sex and Sexual orientation.

Post consultation

The Heritage strategy includes priorities and actions, which will improve positive impact on the protected characteristics. Measures like supporting volunteer groups to run their own recruitment events, Open Door events, trails and developing an Accessibility strategy are just a few examples of activities for progressive implementation.

b) How will the initiative assist or inhibit the ability to meet the **Public Sector Equality Duty**?

Public Sector Equality Duty (PSED)	+	-	+/-	Why will it have this impact?
To eliminate discrimination, harassment and victimisation			+/-	Improvements in terms of accessibility, employment and volunteering opportunities that attract a range of people from different backgrounds, ensuring that any promotion /activities consider diversity thereby helping make the sites more appealing to visit.
To advance equality of opportunity between different groups	+			
To foster good relations between different groups	+			

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What action will be taken to improve positive or mitigate negative impacts?

Feedback from the formal consultation will further inform this section.

Post consultation

The priorities and actions set out within the Heritage Strategy Action Plan will support the Public Sector Equality Duty, by ensuring that activities and projects positively advance equality of opportunity and foster good relations between different groups and communities within the County Borough.

Tudalen124

4. Socio Economic Duty

Impact	Details of the impact/advantage/disadvantage
Positive/Advantage	The strategy will have a positive effect on the achievement of our Wellbeing objectives helping build confidence and pride both as individuals and communities as well as opportunities to engage and participate in cultural heritage activities to improve wellbeing and health. It is envisaged that through the strategy's measures there will be greater access to heritage sites at little or no cost.
Negative/Disadvantage	
Neutral	

What action will be taken to reduce inequality of outcome

Feedback from the formal consultation will further inform this section.

Post consultation

Focusing on Place, the strategy will support regeneration opportunities to support investment prospects across the valleys, coastal and rural areas of the county where there is greatest need of investment to support diversification of the local economy. Working closely with the Council’s Regeneration & Business teams to support small businesses and investors, identifying, and working to design projects, which will bring socio-economic and wellbeing benefits to communities across the County Borough. Monitoring will consider intersectionality and evaluate how measures such as offering free training opportunities, enhancing volunteering openings, running free activities in local communities will go some way in reducing inequality of outcome for those living in less favourable social and economic circumstances within our communities.

5. Community Cohesion/Social Exclusion/Poverty

Tudalen125

	+	-	+/-	Why will it have this impact?
Community Cohesion	+			The strategy will facilitate greater cohesion by enabling communities to work with the Council, agencies and stakeholders to develop community capacity, resilience and work on projects that benefits and unites communities.
Social Exclusion	+			Opportunities to increase social and cultural interaction will be created as a result of the proposed actions within the strategy, and this will have a positive impact for individuals and communities.
Poverty	+			It is anticipated that proposed measures to look at repurposing vacant heritage buildings for mixed and communal uses will enhance communities and alleviate poverty of opportunity.

What action will be taken to improve positive or mitigate negative impacts?

Feedback from the formal consultation will further inform this section.

Post consultation

The priorities and actions set out within the Heritage Strategy Action Plan will support Community Cohesion, Social Exclusion and Poverty alleviation, by enabling individuals and groups to collectively come together and work on projects that benefit and unite communities and have a positive impact for them.

6. Welsh

Tudalen 126

	+	-	+/-	Why will it have this effect?
What effect does the initiative have on: – people’s opportunities to use the Welsh language	+			The initiative will produce promotional materials to engage Welsh speakers to participate in activities and use the Welsh Language whilst engaging with groups. Working with Welsh Language support organisations like Menter Iaith to provide and promote opportunities where people can use the Welsh language. Employment and Volunteer opportunities would provide opportunities to use the Welsh language and to increase the amount of Welsh spoken and the numbers who speak Welsh.
– treating the Welsh and English languages equally	+			The strategy will ensure that there is availability of information in both languages and there will be the potential of receiving services and communicating with staff equably in both Welsh and English.

What action will be taken to improve positive or mitigate negative impacts?

Feedback from the consultation will further inform this section

Post consultation

The priorities and actions set out within the Heritage Strategy Action Plan will support the use of the Welsh language through projects and activities that celebrates the ‘sense of place’ that our Welsh language creates for visitors and residents.

Appropriate inclusive interpretation at heritage sites will reinforce the positive impact.

7. Biodiversity

How will the initiative assist or inhibit the ability to meet the **Biodiversity Duty**?

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Biodiversity Duty	+	-	+/-	Why will it have this impact?
To maintain and enhance biodiversity	+			<p>The strategy supports the wellbeing objective that specifically targets the conservation and improvement of our natural environment, including biodiversity. Measures will encourage positive action to support and connect people to nature at our heritage sites, schemes including ‘Green Flag’ status and ‘NPT Bee Friendly can conserve and enhance our biodiversity resource. Enabling nature and heritage to harmoniously exist and become green heritage spaces for everyone to enjoy.</p> <p>Post consultation Biodiversity and the nature emergency are embedded in the document. There are actions, which look to help support the work taking place in our Registered Parks & Gardens to diversify the biodiversity of these landscapes, working with the Biodiversity and Regeneration teams to incorporate green energy and green infrastructure measures in redevelopments.</p>

<p>To promote the resilience of ecosystems, i.e. supporting protection of the wider environment, such as air quality, flood alleviation, etc.</p>	+		<p>Through measures that encourage and deliver positive action to improve our natural environment, adopting natural solutions to issues and delivering green infrastructural approaches, to ensure resilience of our ecosystems. To restore natural processes to mitigate and develop greater resilience to climate change.</p> <p>Post consultation Climate Change and its risks are rooted in the strategy. Working to support the adoption of the climate change action plans. Ensuring our built and natural environments are resilient for future generations.</p>
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<p>What action will be taken to improve positive or mitigate negative impacts?</p>
<p>Feedback from the consultation will further inform this section</p> <p>Post consultation The priorities and actions set out within the Heritage Strategy Action Plan will support the Biodiversity Duty Plan through projects and activities and monitoring our built and natural environment through Climate Change Risk Assessments.</p>

8. Well-being of Future Generations

How have the five ways of working been applied in the development of the initiative?

Ways of Working	Details
<p>i. Long term – looking at least 10 years (and up to 25 years) ahead</p>	<p>The strategy is reviewed periodically to ensure that designated priorities lead to actual improvement in the historic environment for our communities.</p>

	Sustainability plays a key role in the strategy, in terms of positive and progressive management and maintenance of our heritage assets and sites in the long term.
ii. Prevention – preventing problems occurring or getting worse	The priorities described in the strategy will, it is envisaged limit the further deterioration of heritage assets in our historic environment and raise awareness of this issue within our communities.
iii. Collaboration – working with other services internal or external	Collaboration is a key tenet of the strategy. Working in partnership with key partners and stakeholders will ensure improvements are made to our historic environment, which in turn contribute to the social, economic, cultural, and environmental wellbeing of Neath Port Talbot.
iv. Involvement – involving people, ensuring they reflect the diversity of the population	The strategy sets out measures to ensure inclusivity in its engagement with community groups. By identifying additional groups and working with these groups, it is anticipated that individuals participating in heritage opportunities will reflect the diversity of the population of the borough.
v. Integration – making connections to maximise contribution to:	The strategy adopts an integrated approach to making connections to maximise its contribution to well-being goals and other public bodies' objectives.
Council's well-being objectives	Well-being Objective 3: Our local environment, culture and heritage can be enjoyed by future generations. <ul style="list-style-type: none"> • People actively conserve, improve and enjoy our stunning natural environment, treasure the Welsh language and are actively engaged with the rich sporting, cultural and industrial heritage of the area.
Other public bodies objectives	Public Services Board priorities Well-being Objective 3: Our local environment, culture and heritage can be enjoyed by future generations. <ul style="list-style-type: none"> • Encourage engagement and participation in cultural activities and the celebration and preservation of our cultural assets.

9. Monitoring Arrangements

Provide information on the monitoring arrangements to:

Monitor the impact of the initiative on Equalities, Community Cohesion, the Welsh Measure, Biodiversity Duty and the Wellbeing Objectives.

The consultation, surveys and workshops delivered to inform the strategy will monitor its impact on Equalities, Community Cohesion, the Welsh Measure, Biodiversity Duty and the Wellbeing objectives. Additionally, the end of project Evaluation and Monitoring Report will provide feedback on the impact of the project on wider measures, objective and outcomes.

Post consultation

The Heritage Strategy monitoring framework will align and deliver against the Corporate Plan's Well-Being Objectives and the RLDP's strategic objectives. This framework will evaluate and monitor the benefits for individuals and organisations as well as measuring the economic and societal impacts for Neath Port Talbot. Methodologies for capturing and evaluating both benefit and impact indicators will ensure that positive outcomes for communities, residents and heritage are realised. Additionally, the Heritage Strategy will feed into the monitoring of the Cultural Compact, developing as part of the overarching Culture Strategy's priorities.

10. Assessment Conclusions

Please provide details of the conclusions reached in relation to each element of the assessment:

	Conclusion
Equalities	The Heritage Strategy will have a positive impact on each of the elements of the assessment.
Socio Economic Disadvantage	
Community Cohesion/ Social Exclusion/Poverty	
Welsh	
Biodiversity	

Overall Conclusion

Please indicate the conclusion reached:

- **Continue** - as planned as no problems and all opportunities have been maximised **X**
- **Make adjustments** - as potential problems/missed opportunities/negative impacts have been identified along with mitigating actions
- **Justification** - for continuing with the initiative even though there is a potential for negative impacts or missed opportunities
- **STOP** - redraft the initiative as actual or potential unlawful discrimination has been identified

Please provide details of the overall conclusion reached in relation to the initiative

Continue- as planned as no problems and all opportunities have been maximised.

The following consultation outcomes have been identified:

- **Continue to provide opportunities for people of all ages to engage in community activities/volunteering.**
- **Support the positive impacts on wellbeing for volunteers.**
- **Improve access to and provide suitable facilities for individuals' needs at sites for a positive impact.**
- **Promotion of the Welsh language and opportunities to use the language daily.**

Through delivery, monitoring and evaluation of the Heritage Strategy mitigating actions will ensure that negative impacts are removed, equalities are better promoted and the achievement of the Council's wellbeing objectives are maximised.


11. Actions

What actions are required in relation to obtaining further data/information, to reduce or remove negative impacts or improve positive impacts?

Action	Who will be responsible for seeing it is done?	When will it be done by?	How will we know we have achieved our objective?
Consultation on the Heritage Strategy.	Heritage NPT Team	October 2023	When the feedback is collated and informs the final strategy and action plan. (Completed)
Final Evaluation & Monitoring Report on the Heritage NPT project is produced.	External Contractor	March 2024	The final report is published and findings and recommendations can be acted on. (Ongoing)
Competition 'Be a Part of Our History' (16-25yrs).	Heritage NPT Team	October 2023	The number of entrants to the competition (highlighting their locality and age) (No entries received- withdrawn)
Establish a <i>Heritage NPT</i> Partnership to deliver Action Plan.	Heritage NPT Team	June 2024	Inaugural meeting

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12. Sign off

	Name	Position	Signature	Date
Completed by	Bethan Blackmore	Heritage Strategy Officer	<i>B.Blackmore</i>	27.02.2024
Signed off by	Chris Saunders	Head of Service/Director		27.02.2024



Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL / CYNGOR BWRDEISTREF SIROL CASTELL-NEDD PORT TALBOT

**Education, Skills and Wellbeing Cabinet Board / Bwrdd Cabinet
Addysg, Sgiliau a Llesiant**

14th March 2024

**Report of the Head of Early Years, Inclusion and Partnerships
/Pennaeth Blynyddoedd Cynnar, Cynhwysiant a Phartneriaethau**

Hayley Lervy

Matter for Decision.

Wards Affected: All

Report Title: Children and Young People's Plan

Purpose of the Report:

- To provide Members with information on the proposed new Children and Young People's Plan, which has been developed by the Education, Leisure and Lifelong Learning Service (ELLLS) Directorate, on behalf of the Neath Port Talbot Children and Young People's Leadership Group.

- To provide Members with a rationale for why the plan has been developed.
- To request Members' approval to proceed with the process of formal consultation with all stakeholders to incorporate feedback and finalise, in partnership, the Children and Young People's Plan.

Executive Summary:

This report will provide Members with information on the proposed new draft Children and Young People's Plan and how it has been developed to date. This report also requests permission to consult with key stakeholders on the new draft plan.

Background:

The draft Children & Young People's Plan has been developed to capture priorities for making a difference to the lives of children and young people in Neath Port Talbot and will help to inform future service delivery and commissioning of services according to prioritised need. The draft Plan will articulate specific priorities in relation to our youngest children, aged 0-7, and their families. It will reflect the priorities for children and young people as outlined in the Neath Port Talbot Corporate Plan, the Public Services Board (PSB) Wellbeing Plan and also priorities identified in individual partner agency plans.

Work on developing the draft Plan has been initiated by the Neath Port Talbot (NPT) Children and Young People's Leadership Group. The draft Plan has been developed with contributions from a wide range of stakeholders, including the Early Years and Childcare team, Families First team, Family Information Service, the Inclusion Service, Education Development Service, Children and Young People Services, Youth Service, school leaders, Neath Port Talbot

college, Public Health, Swansea Bay University Health board, third sector partners and groups of children and young people in mainstream and special schools and families. This process has ensured that key priorities are well understood and gaps in service provision identified.

The aim is that the draft Plan will provide evidenced based priorities for services within the NPT Children and Young People's Leadership Group to implement. This will inform how we co-construct, plan and deliver services for children, young people and their families. Outcomes and progress relating to the priorities will be monitored through the NPT Children and Young People's Leadership Group governance structure. This will provide clear purpose and direction in taking forward the draft Plan.

The draft Plan has been informed by the findings of an evidence review and engagement with stakeholders. This process will ensure the draft Plan contains meaningful, evidence-based priorities, outcomes and actions, which will direct the work of the NPT Children and Young People's Leadership Group. The draft Plan will be translated into Welsh and a Welsh language copy will be available during the consultation period.

Financial Impacts: No impact

Integrated Impact Assessment:

A First Stage Integrated Impact Assessment has been completed (**Appendix 2**).

Valleys Communities Impacts:

Positive – the draft Plan will ensure the voices and opinions of communities and groups of children and young people are

considered and that key actions will be purposeful. This will help to inform future commissioning of services according to prioritised need.

Workforce Impacts:

No impact

Legal Impacts:

No impact

Consultation:

There will be an online public consultation. Relevant stakeholders will be encouraged to respond, including schools, internal and external partner services and agencies, Third Sector organisations, and children, young people and families.

Recommendations:

That Members approve the draft Children and Young People's Plan for a period of consultation from 18th March 2024 to 5th April 2024.

Reasons for Proposed Decision:

To finalise and embed the Children and Young People's Plan.

Implementation of Decision:

Appendices:

Appendix 1 – Children and Young People's Plan

Appendix 2- Impact Assessment- First Stage

Officer Contact:

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Appendix 2



Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

Impact Assessment - First Stage

1. Details of the initiative

Initiative description and summary: The Council is facilitating the development of a Children and Young People's Plan on behalf of the NPT Children and Young People's Leadership Group. A consultant has been appointed to undertake the development of documents that aim to outline the shared partnership priorities and outcomes for children and young people, helping to ensure delivery of the Public Service Board's Wellbeing Plan and the Council's Corporate Plan. Partner agencies have been involved throughout the process and there has been engagement with children, young people and families.

Service Area: Early Years, Inclusion and Partnerships

Directorate: ELLL

2. Does the initiative affect:

	Yes	No
Service users	X	
Staff	X	
Wider community	X	
Internal administrative process only		X

3. Does the initiative impact on people because of their:

	Yes	No	None/ Negligible	Don't Know	Impact H/M/L	Reasons for your decision (including evidence)/How might it impact?
Age	X				H	The Children and Young People's Plan aims to improve outcomes for children and young people aged 0-25 years and will influence delivery of services aimed at this age group.

Disability	X				H	The document aims to improve outcomes for all children and young people, including those with a disability or ALN. The identified priorities will influence services and provisions aimed at children and young people with a disability.
Gender Reassignment		X			L	This is not a criterion that will be directly impacted upon by this proposal.
Marriage/Civil Partnership		X			L	This is not a criterion that will be directly impacted upon by this proposal.
Pregnancy/Maternity		X			L	This is not a criterion that will be directly impacted upon by this proposal.
Race		X			L	This is not a criterion that will be directly impacted upon by this proposal.
Religion/Belief		X			L	This is not a criterion that will be directly impacted upon by this proposal.
Sex		X			L	This is not a criterion that will be directly impacted upon by this proposal.
Sexual orientation		X			L	This is not a criterion that will be directly impacted upon by this proposal.

46 Does the initiative impact on:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence used) / How might it impact?
People's opportunities to use the Welsh language	X				M	Children, young people and families who communicate through the medium of Welsh will be able to engage with services through the medium of Welsh. The Children and Young People's Plan will support the local authority's Welsh Education Strategic Plan (WESP), the Childcare Sufficiency Assessment, Participation and Engagement Strategy and Curriculum for Wales implementation.

Treating the Welsh language no less favourably than English		X			L	All children, young people and families will be able to engage with services through the medium of Welsh. The initiative will ensure that the Welsh and English languages are treated equally.
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5. Does the initiative impact on biodiversity:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence) / How might it impact?
To maintain and enhance biodiversity		X			L	There will be no change as a result of this proposal.
To promote the resilience of ecosystems, i.e. supporting protection of the wider environment, such as air quality, flood alleviation, etc.		X			L	There will be no change as a result of this proposal.

6. Does the initiative embrace the sustainable development principle (5 ways of working):

	Yes	No	Details
Long term - how the initiative supports the long term well-being of people	X		The initiative supports the long term well-being of people by identifying priorities and outcomes aimed at improving outcomes for children, young people and families. These include early years services, education and learning, family support services and health.
Integration - how the initiative impacts upon our wellbeing objectives	X		The initiative directly supports Wellbeing Objective 1 – all children have the best start in life.

Involvement - how people have been involved in developing the initiative	X		Consultation and engagement with children, young people, parents/carers and stakeholders has been undertaken as part of the development of the documents. The Children and Young People’s Plan will be subject to public consultation.
Collaboration - how we have worked with other services/organisations to find shared sustainable solutions	X		<p>The partners represented at the NPT Children and Young People’s Leadership Group will lead on identifying solutions to the identified priorities and objectives. Delivery of actions will be via all agencies, and these will be monitored through the NPT Children and Young People’s Leadership Group to ensure that impact is evidenced and understood.</p> <p>The NPT Children and Young People’s Leadership Group report directly to the Neath Port Talbot Public Services Board. All actions directly link to the Public Services Board Wellbeing Objective 1 – all children have the best start in life.</p>
Prevention - how the initiative will prevent problems occurring or getting worse	X		<p>The initiative aims to improve outcomes for children, young people and families with a focus on early intervention and prevention. The priorities and objectives within the document will cover children and young people at all tiers of need, aiming to provide support at the earliest possible opportunity and to support those families whose needs are ‘higher’ or more complex in making sustainable, long-term changes.</p> <p>The documents will identify opportunities for agencies and services to work together more effectively in order that families can access the right support at the right time.</p>

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7. Declaration - based on above assessment (tick as appropriate):

A full impact assessment (second stage) is not required	X
Reasons for this conclusion	

Based on the above assessment, a full impact assessment is not required as the initiative has low or no impact on the majority of factors indicated. In the few cases where impact has been identified this is positive, improving outcomes for children and young people's development and wellbeing.

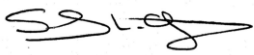

The Children and Young People's Plan development has been based on significant engagement with a wide range of stakeholders, including children, young people and families. This will inform the strategic priorities and actions within the document.

Positive impacts are also anticipated with opportunities to use and promote the Welsh language through direct links with the WESP, Childcare Sufficiency Assessment and Curriculum for Wales implementation.

A full impact assessment (second stage) **is** required

Reasons for this conclusion

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	Name	Position	Signature	Date
Completed by	Sarah Griffiths	Co-ordinator Early Years & Partnerships		15.02.24
Signed off by	Hayley Lervy	Head of Service/Director		29.02.24

Neath Port Talbot Early years, Children & Young People's Plan





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Section 1

INTRODUCTION: DIRECTOR OF EDUCATION.

WHY WE NEED A CHILDREN AND YOUNG PEOPLE'S PLAN.

This Children and Young People's Plan is the way in which we will ensure all children have the best start in life. It is the roadmap for working in partnership and sets out what the Children & Young People's Leadership Group wants to achieve over the next 5 years.

To develop this plan we listened to children, young people, their families and the people who care for them. We also talked to the people who work with and support them, and those who make decisions about the services we provide. Based on those conversations we developed a shared vision that...

"Neath Port Talbot will be a place where all children & young people, regardless of their circumstances, are part of a community that meets their needs and supports them to thrive in a way that works best for them".

A shared vision gives us a clear understanding of what we are trying to achieve. This plan sets out our priorities for the next 5 years and how we will monitor the impact of what we are doing.

In our engagement events we talked to people about issues that are important to them. These important issues are reflected in each of the priority outcomes that make up this plan.

Who Will Be Accountable For Delivering the Plan?

The Children and Young People's Leadership Group are responsible for delivering change and monitoring the impact of this plan. We will produce an update on progress, and continue to engage with children, young people and their families. Alongside this we will commit to exploring ways to work with young people directly to evaluate the impact of this plan.

Neath Port Talbot Early Years, Children and Young People Plan

United Nations Convention on the Rights of the Child

National	Regional	Local
Wellbeing of Future Generations (Wales) Act 2015	West Glamorgan Regional Partnership Board	Neath Port Talbot Public Service Board Wellbeing Plan 2023-28
Curriculum for Wales	A Population Health Strategy for Swansea Bay	Neath Port Talbot Council Corporate Plan 2022-27
Healthy Child Wales Programme		Children and Young People Social Care Strategic Plan 2023-26
Welsh Government Children and Young People's Plan		Childcare Sufficiency Assessment
Additional Learning Needs Transformation Programme		Play Sufficiency Assessment
Youth Engagement and Progression Framework		Welsh Education Strategic Plan 2022-32
NEST (Nurturing Empowering Safe Trusted) Framework		Neath Port Talbot Council's Equility Plan 2022-24
Community Focused Schools		Children & Young People Participation and Engagement Strategy
Whole School Approach to Emotional and Mental Wellbeing		Neath Port Talbot Youth Engagement Strategy
Welsh Government Child Poverty Strategy		Neath Port Talbot Employability & Skills Strategy

A SHARED VISION AND PRIORITIES.

Neath Port Talbot will be a place where all children & young people, regardless of their circumstances, are part of a community that meets their needs and supports them to thrive in a way that works best for them.

OUR PRIORITY OUTCOMES FOR THE NEXT FIVE YEARS WILL BE:

PRIORITY 1.
Supporting our youngest children to be healthy and ready to learn.

PRIORITY 2.
Children, young people and their families are able to access the right support at the right time with positive outcomes.

PRIORITY 3.
Children and young people can access education that inspires them to learn and develop the skills they need for the future they want.

PRIORITY 4.
Children and young people are listened to, and they have opportunities to be actively involved in decision-making.

PRIORITY 5.
All children and young people should be supported to help themselves be physically healthy and feel mentally and emotionally strong.

We commit to working together in partnership to deliver these priority outcomes by:



Supporting and empowering families and carers to become more resilient and capable.

Taking a needs-based approach to ensure that support is equitable and accessible.

Collaborating with all stakeholders to ensure a community-based approach that enables shared working, avoids duplication and makes the best use of available funding and resources.

Adopting a long-term, outcomes-focused approach, using data and evaluation to learn and improve.

Valuing and developing our workforce, ensuring they have the skills and knowledge they need to work with our children, young people and their families.

HOW THIS PLAN WAS DEVELOPED.

This plan is for children and young people. We needed to learn from their experiences, understand their priorities and talk to them about what they think could be done better.

Our approach to engagement consisted of:

- » **Conversations with over 200 children and young people living across Neath Port Talbot.**
We undertook a

programme of focus groups, 1-2-1 conversations and workshop sessions in schools and colleges to explore what children and young people think is important to a good life. We also talked to them about their ideas for improving services and support. We made sure to talk to children and young people from hard to reach groups including children with experience of care, young carers, LGBTQ+ young people, children and young people with additional needs and young people living in support accommodation.

- » **Conversations with over 75 parents and carers about their aspirations for their children, their experiences of support and their ideas for what could be done better.** Again, we spent time speaking to harder to reach groups including families with experience of domestic violence, parents and carers with additional learning needs, and parents with mental health issues.



- » We reviewed previous engagement with children and young people and their families that had informed other plans, for example Let's Keep Talking, the Neath Port Talbot Public Service Board Wellbeing Assessment, School Health Research Network Wellbeing Study, Youth Engagement Strategy, Employability and Skills Strategy, Pupil Voice, Play Sufficiency Assessment and Childcare Sufficiency Assessment.
- » We undertook a programme of 8 workshops listening to the people who work with, and make the decisions that affect, Neath Port Talbot's children and young people. This included people from across the Local Authority,

Health Board, Third Sector and Head Teachers. These workshop sessions focused on bringing stakeholders together to understand the challenges facing our children and young people. We also explored aspirations for the future, the barriers to implementing change, and identified where the Children and Young People's Partnership, and this plan, could have the most impact.

It was important that children, young people and their parents and carers could feel comfortable and speak openly when working with us. We therefore designed activities to suit how each group wanted to engage.



WHAT WE HEARD FROM... CHILDREN AND YOUNG PEOPLE.

There were common themes that came out of our conversations with children and young people. These included mental health and emotional wellbeing, the impact of the cost-of-living crisis on children and young people, choices in education, support for parents and carers, and how we can make sure that people who need more help get it.

Children and young people across Neath Port Talbot explained that their mental

health can be a barrier to them participating in education in a meaningful way, impact on their relationship with their family and their friendships, stop them from enjoying play, they explained that it can affect every aspect of their life. They think more needs to be done, and sooner, to help children and young people who are struggling with their mental health and emotional wellbeing. Children and young people spoke about their experiences of the cost-of-living crisis; this ranged from families using food banks, to struggling to afford travel to college, to having to cut back on leisure and recreation. Young people spoke to us about the importance of having choices in their education, and what they will do after education and training.

They spoke to us about wanting to feel they could make a choice, and that while everybody wants to learn not everyone can learn in the same way. Some children



and young people felt their parents and carers would benefit from more support to help them be the parents they want to be. Equity was important to the children and young people we spoke to; they want this plan to acknowledge that some people need more help than others for a variety of reasons.

Supporting children and young people with their mental health and emotional wellbeing was the most commonly held priority, followed by providing choices in education and making sure people can access the help they need when they need it.



"Well-being days does feel like you don't understand how complex our mental health needs are."

"You need good qualifications to get a good job, but not everyone likes school so where else can they do their exams?"

"There are some things that should be equal, for example, every school should have a careers advisor and a school nurse. But support should be meeting the needs of that person, and some people need more help."

"Some people just need more help to be parents."



WHAT WE HEARD FROM... PARENTS AND CARERS.

As with children and young people, support for mental health and emotional wellbeing was a priority for parents and carers. They want to be sure their children can get the help they need and to know how to support them best. They were particularly concerned about the high thresholds that have to be met to access mental health support.

The cost-of-living, and its impact on families, was a big concern in terms of the challenges they are facing and the impact on their families. They all talked about wanting their children to be happy, be healthy and feel safe. They want their children and young people to be able to access opportunity, and “do better than us”.

Parents and carers concerns centred on how difficult it can be to ask for help and concerns about being judged or stigmatised when asking for support. Some parents and carers had experienced other barriers that had prevented them from accessing help, for example, transport and the availability of support sessions around working hours.

Knowing what support is available, how to access support, and ensuring that support is equitable is the priority for parents and carers. They also want their children and young people to be mentally and emotionally strong. Meeting the needs of children with additional learning needs, and vulnerable children, is a priority.



"I don't live in a Flying Start area, but because I've experienced domestic abuse, I've been able to access it. The difference has been huge for me and my little girl. It's helping me be a better mum for her."

"He's on a waiting list for CAMHS (child and adolescent mental health services), but what can we be doing in the meantime? What can we be doing to help him at home?"

"Flying Start has been great for my little ones, and for me. I do think it should be available to everyone."

"It is hard being a parent, sometimes you need someone to give you some advice and you don't know who to ask or where to start."



WIDER ENGAGEMENT WITH PARTNERS.

We undertook a programme of workshops with stakeholders to understand and explore partners perspectives of what should be prioritised to make a difference in the lives of our children and young people. A clear priority for stakeholders is ensuring equity of support, taking an approach that acknowledges that some children, young people, and their families need more help than others.

In addition, stakeholders wanted this strategy to think about how we can build resilience in our families, giving them the strength and skills they need to positively meet the challenges of life.

Across the board there was a belief that children and young people are experiencing the lasting impact of the COVID-19 pandemic, and that more needs to be done to understand and mitigate this impact. As with young people, parents, and carers the need for mental health and emotional wellbeing support was highlighted, stakeholders place this in the context of strategic approaches for example the Curriculum for Wales and NEST (nurturing, empowering, safe and trusted) Framework. The stakeholders we heard from value the opportunity, this plan offers, to coordinate services and support to meet need and ensure best use of resources. Ensuring we can retain, develop and upskill the workforce was also a priority for stakeholders. The early years, children and young people workforce is essential to meeting the needs of our children and young people.



Services working in partnership is vital to meeting the needs of our children and young people. Stakeholders believe collaboration will enable the best use of resources and enable equity of support.



"When services work together, we can create the safe, nurturing communities."

"Enabling children and young people to grow up happy and healthy is everybody's business."

"Without joined up working services will be inconsistent and undermine each other."

"We need to take the opportunity that the NEST Framework, the whole school approach to mental health and wellbeing and other strategies offer us to better support the emotional wellbeing of our children and young people."

"Improving the quality of our support, means investing in and retaining our workforce."

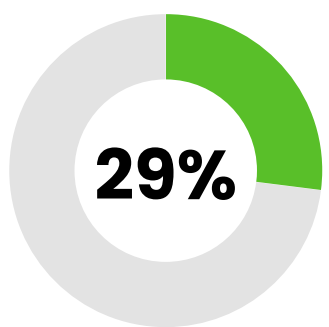
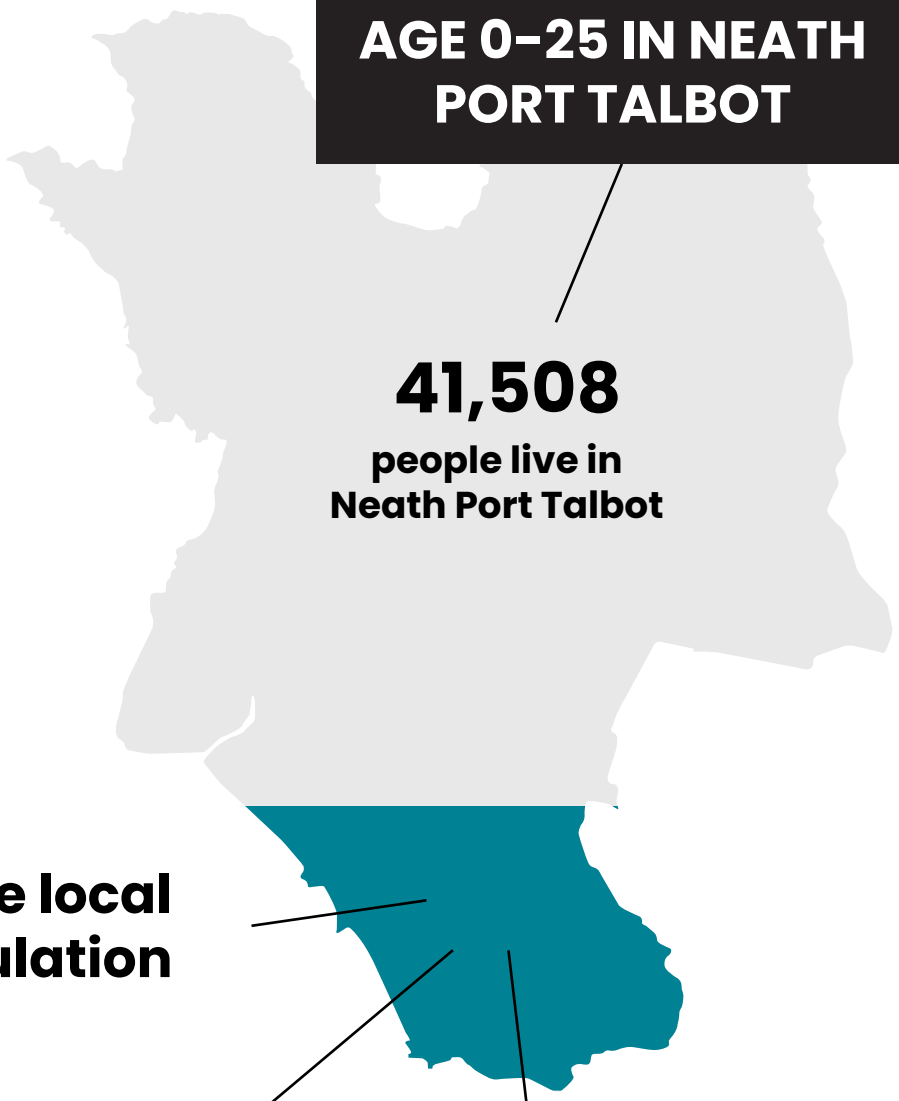
"Access to services should be universal, and based on need not postcodes."

NEATH PORT TALBOT'S CHILDREN AND YOUNG PEOPLE – DATA.

Our Population of Children and Young People.

What does the data tell us about the children and young people living in Neath Port Talbot and how they're doing?

AGE 0-25 IN NEATH PORT TALBOT



of the local population

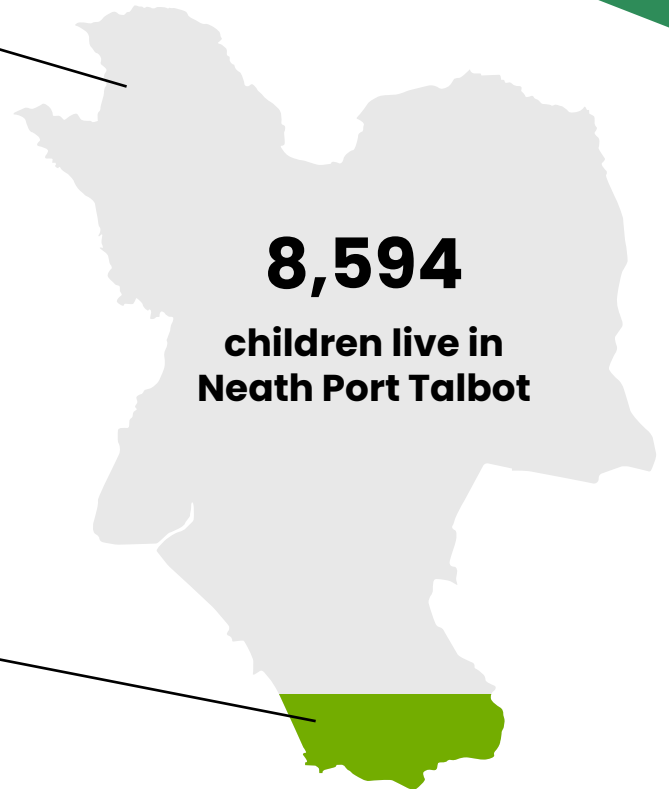
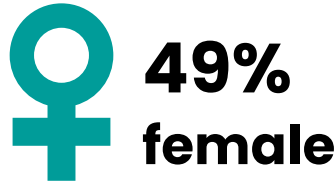


52% are male

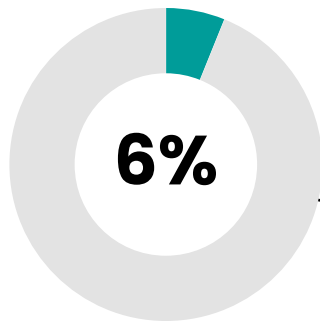


48% are female

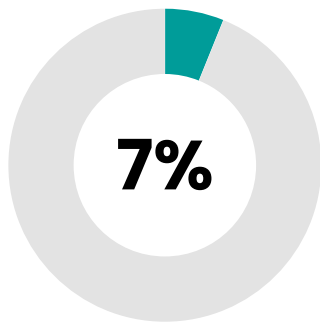
AGE 0-5 IN NEATH PORT TALBOT



756
PUPILS
over the age of
5 have a first
language other
than English or
Welsh

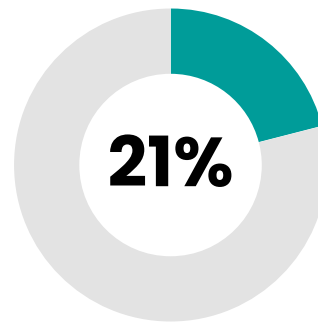


of the local
population



of statutory
school aged
pupils were from
ethnic minority
backgrounds

3,510
pupils were
taught Welsh as
a first language



aged 0-15
live in
relative
low-
income
families

5,321
pupils were
eligible for free
school meals

IN 2022/23

NEATH PORT TALBOT'S CHILDREN AND YOUNG PEOPLE – DATA.

Their Health.

- 97% of children aged 0-15 in Neath Port Talbot are in good health, around the same as the Welsh average. (2021 Census, note: data available in limited age groupings)
- 5.5% of singleton live births in Neath Port Talbot were with a low birth weight in 2022. (StatsWales)
- 29.9% of children aged 4-5 years were overweight or obese in Neath Port Talbot in 2021/22. (Child Measurement Programme via Public Health Wales Observatory, note: data available for this age group by default)
- 95.1% of 1-year-olds in Neath Port Talbot had received their '6 in 1' vaccine in 2022/23, higher than the Wales average of 94.5%. (Public Health Wales COVER Annual Report 2023)
- 94.2% of 2-year-olds in Neath Port Talbot had received their MMR1 vaccination in 2022/23, higher than the Wales average of 92.9%. (Public Health Wales COVER Annual Report 2023)
- 84.3% of 4-year-olds in Neath Port Talbot were 'up to date in schedule' in 2022/23, i.e. had completed their '4 in 1' preschool booster, the Hib / MenC booster and second MMR dose by four years of age, around the same as across Wales (84.5%). (Public Health Wales COVER Annual Report 2023)

Their Emotional Health and Wellbeing.

- In Neath Port Talbot the mental wellbeing of young people aged 11-16 is slightly lower (average wellbeing score 22.8) than the Wales average (average wellbeing score 23) and is declining. (Public Health Wales, School Health Research Network Data Dashboard 2021-2022)
- Additionally, 78% of students reported being satisfied with their life, which was the same as the national average (Public Health Wales, School Health Research Network Data Dashboard 2021-2022).
- Of the 1,413 pupils participating in the Primary School Students Health and Wellbeing Survey, 29% of primary children (year 3 to year 6) in Neath Port Talbot met the threshold for elevated or clinically significant emotional difficulties, slightly more than the national average of 28%. (Warch Network Neath Port Talbot Primary School Students Health and Wellbeing 2022-2023)
- Nationally 23.3% of those aged 16-24 reported being lonely, compared to 10.5% of those aged 75+. Wales Centre for Public Policy: Who is Lonely in Wales, published 11 October 2021 based on analysis of data from the 2016/17, 2017/18 and 2019/20 National Survey of Wales

NEATH PORT TALBOT'S CHILDREN AND YOUNG PEOPLE – DATA.

Their Learning.

- At PLASC 2023 there were 352 school and 60 local authority Individual Development Plans (IDP's) across Neath Port Talbot schools. This was 1.7% and 0.3% of the school population respectively so 2% in total.
- At PLASC 2023, 15.7% of Neath Port Talbot's school population had special educational needs compared with 13.4% nationally. 5.3% of Neath Port Talbot pupils were statemented, the highest in Wales and more than double the Welsh authority average of 2.6%. Due to the current conversion of statements of SEN to Individual Development Plans (IDPs) for mandated cohorts, in line with new Welsh Government legislation for ALN, these figures are not fully representative of the % of additional learning need in NPT

and should therefore be viewed with caution. Services continue to report a rise in requests for support and an increase in complexity of need. As the local authority transfers to the new system of ALN, these figures are likely to continue to rise.

- Almost 20% (279) of reception aged pupils attend a Welsh-medium school.
- People leave education less qualified than average, with 68.7% qualified to L2 and above compared with 75.3% in Wales.
- In 2021/22 Neath Port Talbot had an early drop-out rate (vocational qualifications) of 11%, this is lower than the Welsh average (14%) but a considerable increase on the 2018/19 rate of 3%. Welsh Government: Post 16 Statistics based on Lifelong Learning Wales Record (LLWR), Post-16 data collection, Welsh Examinations Database (WED), Pupil Level Annual School Census (PLASC), school attendance data)

- There is more unauthorised absence (12% of sessions in maintained schools) than in Wales (10.5%). (Welsh Government: Average % of sessions of unauthorised absence in maintained schools, pupils aged 5-15 (2022/23 academic year))
- The School Health Research Network Neath Port Talbot Primary School Students Health and Wellbeing 2022-2023 survey, completed by 1,414 of pupils (year 3 to year 6), reported that 44% of children said that they had been bullied or cyberbullied (27%) in the few months before the survey, slightly less than the national average of 48% and 28% respectively.
- The School Health Research Network Neath Port Talbot Secondary School Students Health and Wellbeing 2021/2022 survey, completed by 6,778 of pupils (year 7 to year 11), reported that 33% of children said that they had been bullied or cyberbullied (11%) in the few months before the survey, slightly higher than the national average of 32% and 10% respectively.
- The Neath Port Talbot Youth Council's 'Change Starts with You Survey', completed by 1,173 children and young people highlighted racism as the top issue for young people. Racism is a recent issue highlighted through the survey and has not been evident through other engagement. The Youth Council have advised that young people from ethnic minorities have suffered racism in Neath Port Talbot and other Youth Council members have witnessed some forms of racism. These issues will be further explored with the Youth Council.

NEATH PORT TALBOT'S CHILDREN AND YOUNG PEOPLE – DATA.

Our Most Vulnerable Children and Young People.

- 2,359 (19%) young people aged 16-24 in Neath Port Talbot were disabled under the Equality Act in 2021. (Stat Wales)
- 8 18-24 year olds were threatened with homelessness in 2021, 42 were homeless and 12 unintentionally homeless in priority need (Stat Wales).
- On 31 March 2022 there were 295 children being looked after (Stat Wales).
- 6% of children in Neath Port Talbot have caring responsibilities (Census 2021 ONS).

- 7% of young residents in NPT are gay, lesbian or bisexual and 102 identify as a different gender to sex at birth (Census 2021 ONS)
- 516 16-19 and 640 20-24 year olds in Neath Port Talbot receive Personal Independence Payments.
- 2.2% of year 11 school leavers in Neath Port Talbot were categorised as NEET (not in education, employment or training), a decrease from the 2.4% in 2022 and just 0.1% higher than the national average. (WG NEET figures July 2023).

Our priorities for the next 5 years.

PRIORITY OUTCOME 1:

Supporting our youngest children to be healthy and ready to learn.

What We Have Heard

Parents and carers told us that the early years of their children and young people are important to them. Parents and carers want equitable access to support from conception through their children's early years, with linked up services that work together and are easy to access. They want to be able to access help and build relationships with other families in their communities, creating support networks that can support them to raise their children.

Parents and carers want their children to reach developmental milestones and build the skills they need for a lifetime of learning. They need early advice, and access to support if their child has speech, language and communication, disabilities, or other needs.

"We all know that supporting children in their early years sets them off on the right path, it will only have benefits in the longer term."

Swansea University Bay
Health Visitor

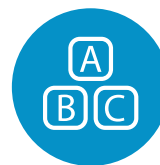
How Will We Know?



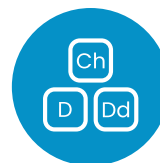
More early years workforce engaged in training and CPD opportunities.



Improved attendance rates in nursery education.



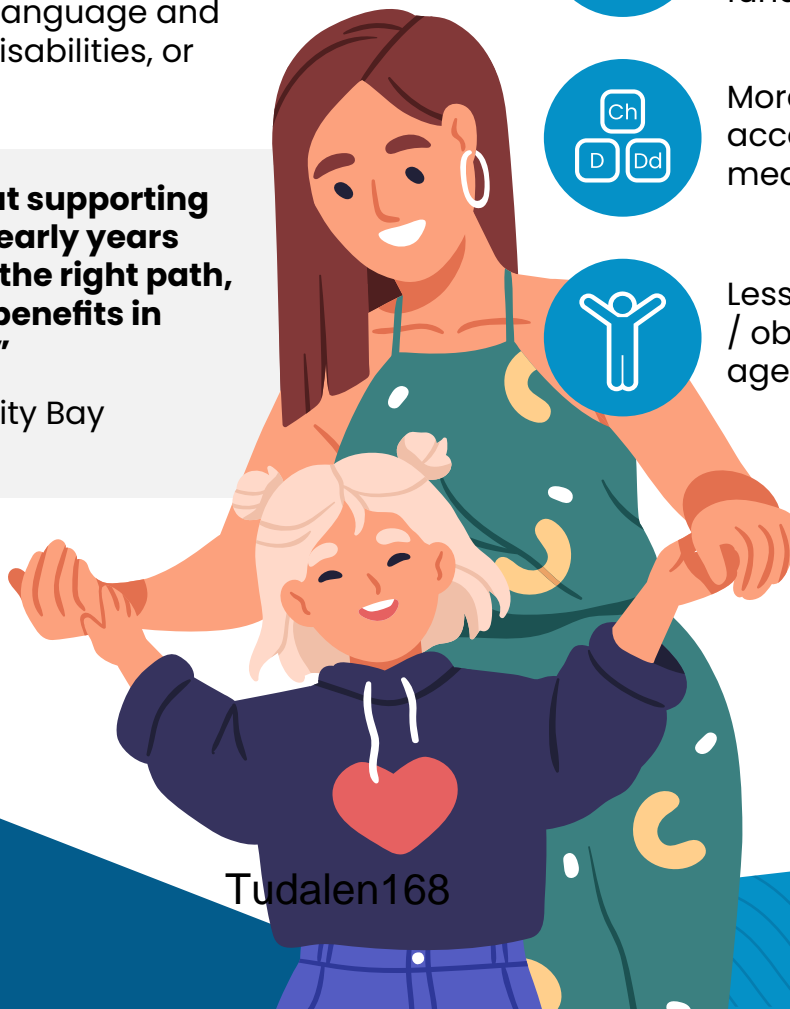
More families taking up Welsh Government funded childcare.



More children accessing Welsh medium education.



Less overweight / obese children aged 4-5 years.



What We Will Do

- ✓ We will learn from our early integration pilots and work together to create an equitable support system that meets the needs of our children from pre-birth to 7 years of age.
- ✓ We will work with families and communities to encourage engagement in childcare and early education to help more children prepare for a lifetime of learning.
- ✓ We will ensure families are aware of the help that can make childcare more affordable and how to access it.
- ✓ We will work together with families, carers and partner organisations to support children's transition into education.
- ✓ We will enable all children to reach their speech, language and communication milestones in their early years as part of their wider developmental journey.
- ✓ We will continue to build on the Healthy Child Wales programme to support the health and welfare of all children in their early years.
- ✓ We will provide opportunities for children in their early years to learn, socialise and play in Welsh.
- ✓ We will ensure our early years workforce has the training and professional development they need to support children to make progress and achieve their developmental milestones.

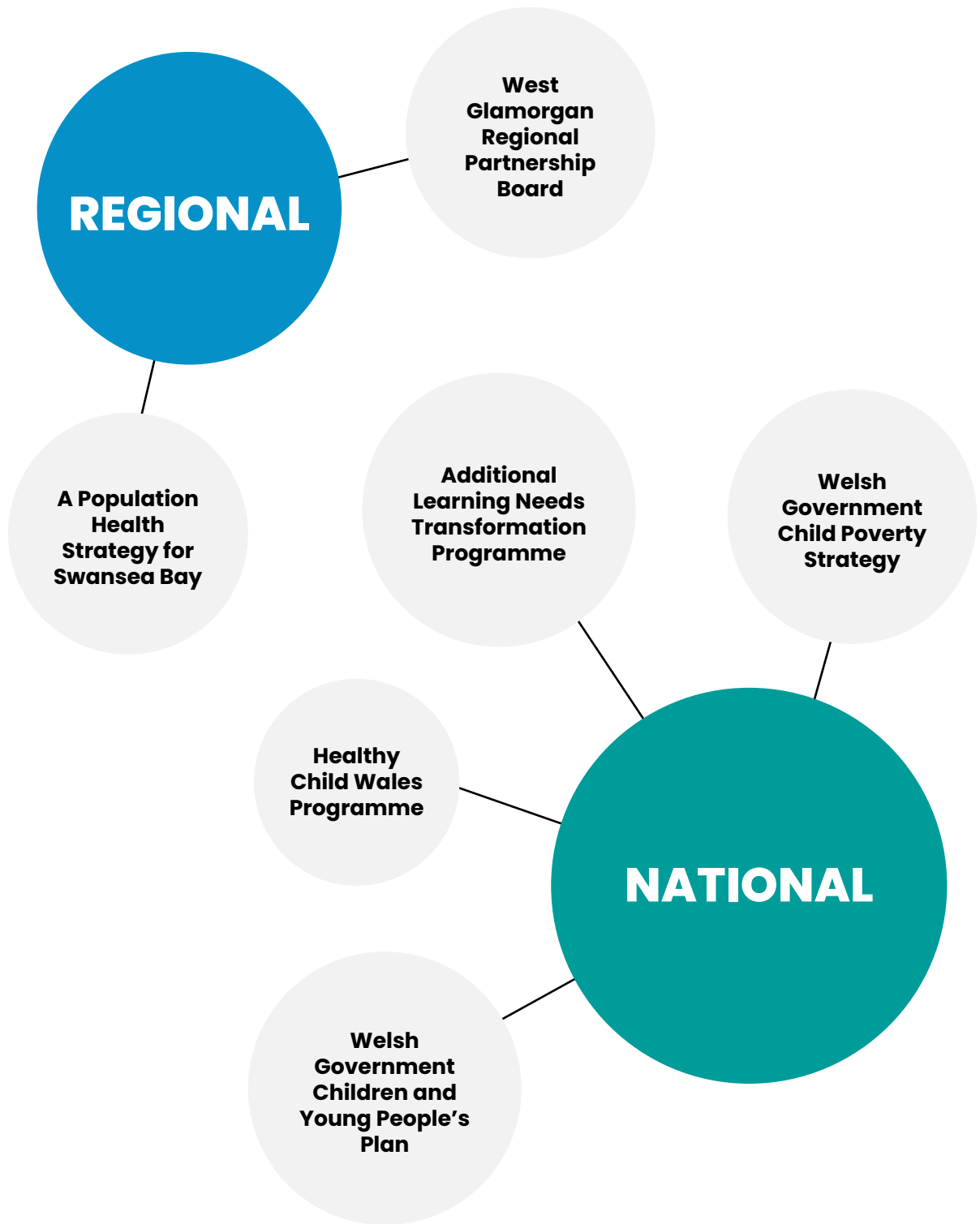
Our priorities for the next 5 years.

PRIORITY OUTCOME 1:

Supporting our youngest children to be healthy and ready to learn.

Links to Other Strategies





Our priorities for the next 5 years.

PRIORITY OUTCOME 2:

Children, Young People and their families are able to access the right support at the right time with positive outcomes.

What We Have Heard

Children, young people and their families in Neath Port Talbot have told us that it needs to be easier to find information and help, and to access support services. They also want to be sure that they can get the help they need before problems get too big for them and cannot be reversed.

They've told us that fear of judgement and stigma can prevent them from asking for help, and that it can be frustrating to have to tell their stories to multiple services. They want us to work in a joined-up way that works for them.

"I'm really grateful for Flying Start childcare, it's helped my daughter learn to play and socialise. It also means I can ask them about parenting classes and other things. From my experience, if I could change one thing about the system, it would be to know who to ask, so I don't get passed around. I don't want to keep asking for help and finding it's not there."

- Single Parent & Domestic Abuse Survivor

How Will We Know?



Services share relevant information and data appropriately, for effective support.



Suitable access to information for children and young people.



Services plan collaboratively to provide co-ordinated support in communities.



Children, young people and families access early support services at the right time.



Support services meet the needs of children, young people and families.



Increased engagement with the Family Information Service by families and professionals.

What We Will Do

- ✓ Children, young people and families will be able to access the help they need from services.
- ✓ We will work together, and listen to children, young people and their families, to think about what early help and support they need.
- ✓ We will ensure our early intervention services work together, in partnership, to meet the needs of our children, young people and their families.
- ✓ We will work with existing partnership programmes and initiatives to look for ways to tackle barriers to accessing help, by putting support into communities.
- ✓ We will continue to explore how we can better share information and data, so that people who ask for help only need to tell their story once.
- ✓ We will ensure that information for children, young people and families is easy to find and easy to understand.

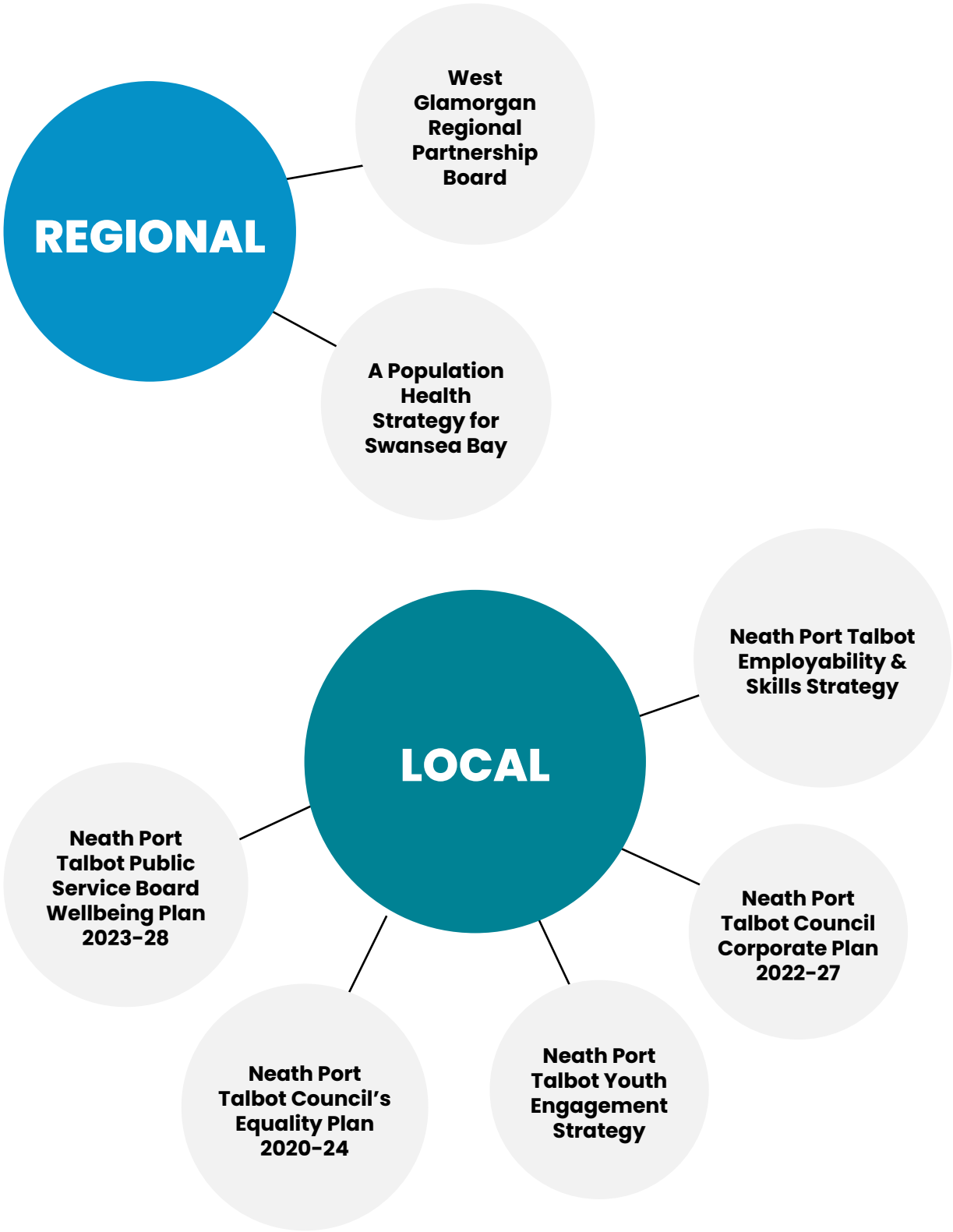
Our priorities for the next 5 years.

PRIORITY OUTCOME 2:

Children, Young People and their families are able to access the right support at the right time with positive outcomes.

Links to Other Strategies





Our priorities for the next 5 years.

PRIORITY OUTCOME 3:

Children and Young People can access education that inspires them to learn and develop skills they need for the future that they want.

What We Have Heard

Parents and carers want their children to have access to opportunity, to be able to develop the skills they need to have a successful life and value education. We acknowledge that there are challenges around attendance and exclusion rates in Neath Port Talbot. When we listened to children and young people about the reasons that children do not attend school, they talked about mental health,

meeting their additional needs, and bullying including cyber bullying.

Children and young people want to be empowered to make choices about their future and to find the pathway that works for them. There is a perception that choice and opportunity is limited in Neath Port Talbot. We need to work together to tackle this perception, inspire our children to learn and address their concerns.

How Will We Know?



Improved engagement and attendance with education.



Improved educational attainment when children leave school at 16.



Increased number of post-16 young people continuing with education, employment or training.



More children and young people understand the factors and decisions that impact their health and wellbeing.



Development of children and young people's communication skills in Welsh and English.

"It's hard being a young carer, some people don't understand young carers and the emotional challenges we have. The school environment is not for everyone... Where I'm at now I'm trying a little bit of everything. I've just started my GCSEs and I feel like it works for me. I have a better support plan, where I don't need to keep talking about what's happened and can look forward to my future."

- 16-year-old young carer

What We Will Do

- ✓ We will work together with children, young people and families to remove barriers to education.
- ✓ We will ensure that all learners are able to learn in Welsh and English to enable them to have the confidence to use both languages in everyday life, and ensuring our children and young people value bilingual communication.
- ✓ We will ensure children and young people experience high quality health and wellbeing learning experiences to develop the knowledge and skills they need to make informed choices.
- ✓ We will create clear and well-planned pathways for young people to transition out of school into college, employment or training.
- ✓ We will encourage more children to learn Welsh and provide more opportunities for them to learn in Welsh.
- ✓ We will work together to ensure the workforce has the training and professional development they need to deliver high quality and inclusive teaching.
- ✓ We will implement the Neath Port Talbot Youth Engagement Strategy.

Our priorities for the next 5 years.

PRIORITY OUTCOME 3:

Children and Young People can access education that inspires them to learn and develop skills they need for the future that they want.

Links to Other Strategies





Our priorities for the next 5 years.

PRIORITY OUTCOME 4:

Children and Young People are listened to, and they have opportunities to be actively involved in decision making.

What We Have Heard

Children and young people told us that an important part of becoming an adult is learning to make your own decisions and sharing your ideas and perspectives. They think it's important that they are able to tell their school, their Council, their GP, and others in their community if they think things can be done better. They want to be able to share their experiences to help other children and young people.

In addition, they want us to explain the decisions we make and why we make them, in a way they can understand. They want to learn about what we need to consider when making decisions. Our services have to work for children, young people and their families; to do this we have to listen to them and where possible allow them to influence what we do.

“Being part of the youth council gives me a chance to talk about what young people need. I think sometimes we’re too often forgotten because we don’t vote... It’s really important for young people to have a voice, particularly when it comes to the things that don’t just affect us now but in the future, like our education and our health... We should know how and why decisions are made.”

– Youth Council Member

How Will We Know?



More children and young people, engaging in consultation, decision making and evaluation.



Increased opportunities for children, young people and their families to influence decision-making and evaluate impact.



Increased opportunities for children and young people to co-design policies which affect their lives.



Decision making, policy and practice is underpinned by a commitment to the United Nations Convention on the Rights of the Child (UNCRC).

What We Will Do

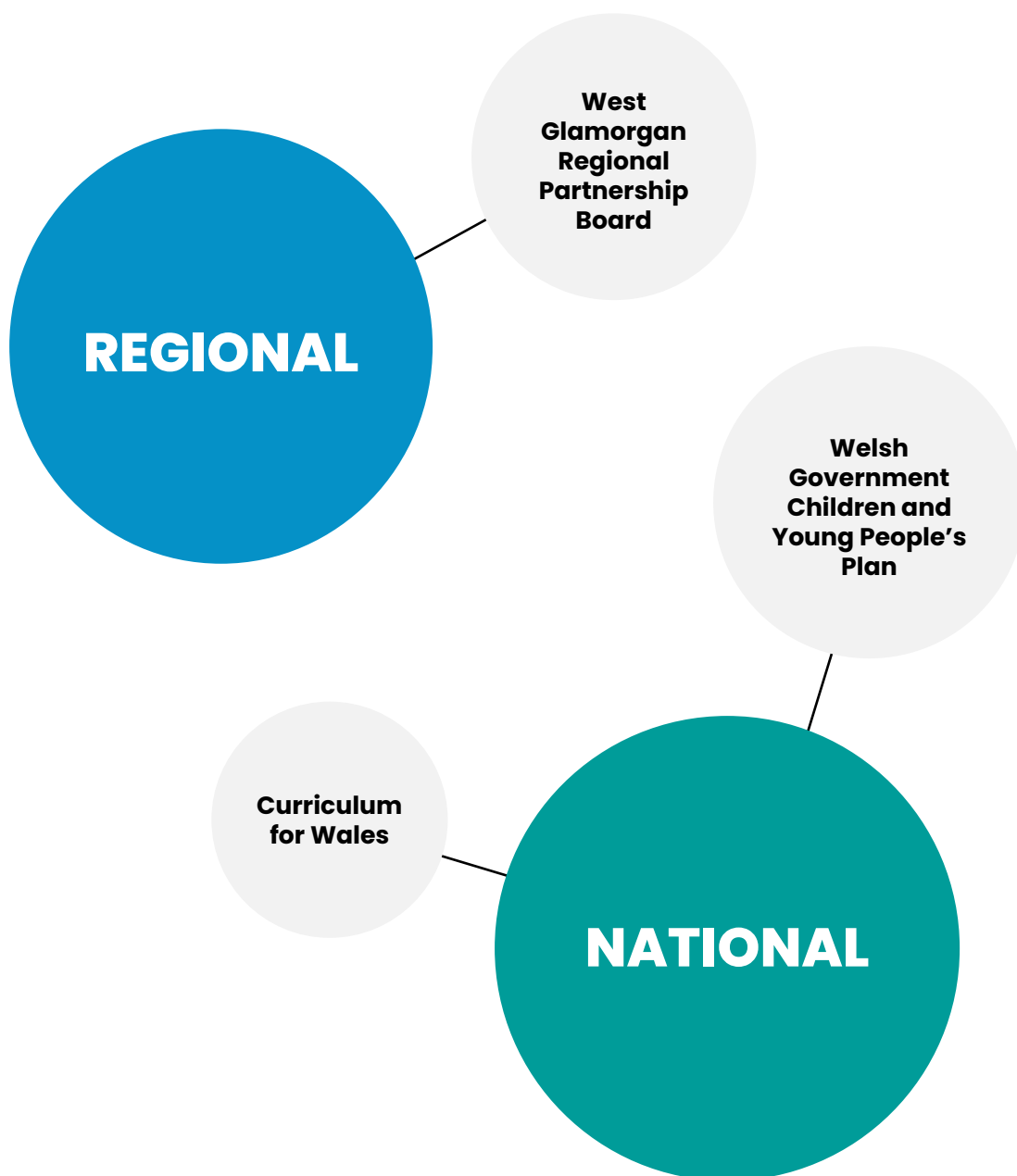
- ✓ We will implement and embed the Children and Young People's Participation and Engagement Strategy.
- ✓ We will put the rights of children into every aspect of our decision-making, policy and practice.
- ✓ We will work in partnership to strengthen systems that enable participation, ensuring the voices of children and young people are central to decision-making.
- ✓ We will ensure wider representation of children and young people with protected characteristics and provide the support they need to participate.
- ✓ We will build the capacity of children and young people to participate, sharing knowledge and power with them so that they can shape decision-making.
- ✓ We will build the capacity of our workforce, ensuring they have the skills they need to engage with children and young people.
- ✓ We will ensure that all information we produce is understandable and accessible for children and young people.
- ✓ We will listen to our children and young people to obtain their views and ideas on promoting and celebrating the Welsh language, contemporary culture and history. Creating a feeling of belonging.

Our priorities for the next 5 years.

PRIORITY OUTCOME 4:

Children and Young People are listened to, and they have opportunities to be actively involved in decision making.

Links to Other Strategies





Our priorities for the next 5 years.

PRIORITY OUTCOME 5:

All Children and Young People should be supported to help them be physically healthy and feel mentally and emotionally strong.

What We Have Heard

Children and young people are concerned about poor mental health and the impact it has on their lives. The children and young people we spoke to believe the pandemic and the cost-of-living crisis have had a big impact on mental health. Parents and carers want to know what they can do to help their children feel mentally and emotionally strong. For some children poor mental health is a barrier to them participating in their education, for others it stops them from having fun and spending time with family and friends. Sometimes they don't know how to ask for help, and we need to make it easier for them to understand what help is available. They also think it's important for the people who work with children and young people to understand

mental health and emotional wellbeing, and to have an appreciation of why vulnerable children and young people might need additional support.

Physical health is also important to our children and young people; they want to be fit and healthy. However, there is a perception that it is expensive to exercise. They also want more options for those who do not like sports. Being able to spend time with friends somewhere safe and having fun is seen as an important part of emotional wellbeing.

“Our mental health needs to be taken seriously. There needs to be more help for young people – now I've left school I can't speak to my school counsellor anymore. This group (LGBTQ youth group) helps but I think I need more support.”

- 19-year-old LGBTQ young person



What We Will Do

- ✓ We will create a well-planned pathway for children and young people to access a range of emotional wellbeing and mental health support.
- ✓ We will build on the strengths of our youth services and provide a broad range of support for young people up to the age of 25.
- ✓ We will work with partners to develop a high-quality and diverse range of play and recreation opportunities.
- ✓ We will encourage and enable our children and young people to enjoy the green, natural and open spaces in their communities for the benefit of their physical health and emotional wellbeing.
- ✓ We will ensure our workforce has the training and professional development they need to support children and young people's physical, emotional and mental health.

How Will We Know?



Children and young people access support for their emotional wellbeing and mental health via a clearly planned pathway of support.



Less children and young people who are overweight or obese.



Children, young people and families have a better understanding of factors that affect their health and wellbeing.



More children and young people make healthy lifestyle choices.



Increased range of high quality, accessible and diverse play and recreational opportunities for children and young people.

Our priorities for the next 5 years.

PRIORITY OUTCOME 5:

All Children and Young People should be supported to help them be physically healthy and feel mentally and emotionally strong.

Links to Other Strategies





HOW WE WILL KNOW IF WE'RE HAVING AN IMPACT.

How will we measure the success of our plan?

Evaluating Impact

The voices of children and young people have shaped this plan, and it's important that they participate in evaluating the priorities and their impact.

A Children and Young People's dashboard will be created to set out performance data, and this will be shared with our community to highlight progress towards our objectives.

We will implement the priorities of this plan with partners. We have created the governance structure we need to make this approach work. We will ensure the priorities are embedded in how we support children and young people across Neath Port Talbot.

Accountability

The Children and Young People's Leadership Group will be accountable for the success of this plan.







Impact Assessment - First Stage

1. Details of the initiative

Initiative description and summary: The Council is facilitating the development of a Children and Young People's Plan on behalf of the NPT Children and Young People's Leadership Group. A consultant has been appointed to undertake the development of documents that aim to outline the shared partnership priorities and outcomes for children and young people, helping to ensure delivery of the Public Service Board's Wellbeing Plan and the Council's Corporate Plan.

Partner agencies have been involved throughout the process and there has been engagement with children, young people and families.

Service Area: Early Years, Inclusion and Partnerships

Directorate: ELLL

2. Does the initiative affect:

	Yes	No
Service users	X	
Staff	X	
Wider community	X	
Internal administrative process only		X

3. Does the initiative impact on people because of their:

	Yes	No	None/ Negligible	Don't Know	Impact H/M/L	Reasons for your decision (including evidence)/How might it impact?

Age	X				H	The Children and Young People's Plan aims to improve outcomes for children and young people aged 0-25 years and will influence delivery of services aimed at this age group.
Disability	X				H	The document aims to improve outcomes for all children and young people, including those with a disability or ALN. The identified priorities will influence services and provisions aimed at children and young people with a disability.
Gender Reassignment		X			L	This is not a criterion that will be directly impacted upon by this proposal.
Marriage/Civil Partnership		X			L	This is not a criterion that will be directly impacted upon by this proposal.
Pregnancy/Maternity		X			L	This is not a criterion that will be directly impacted upon by this proposal.
Race		X			L	This is not a criterion that will be directly impacted upon by this proposal.
Religion/Belief		X			L	This is not a criterion that will be directly impacted upon by this proposal.
Sex		X			L	This is not a criterion that will be directly impacted upon by this proposal.
Sexual orientation		X			L	This is not a criterion that will be directly impacted upon by this proposal.

4. Does the initiative impact on:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence used) / How might it impact?
People's opportunities to use the Welsh language	X				M	Children, young people and families who communicate through the medium of Welsh will be able to engage with services through the medium of Welsh. The Children and Young People's Plan will support the local authority's Welsh Education Strategic Plan (WESP), the Childcare Sufficiency

						Assessment, Participation and Engagement Strategy and Curriculum for Wales implementation.
Treating the Welsh language no less favourably than English		X			L	All children, young people and families will be able to engage with services through the medium of Welsh. The initiative will ensure that the Welsh and English languages are treated equally.

5. Does the initiative impact on biodiversity:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence) / How might it impact?
To maintain and enhance biodiversity		X			L	There will be no change as a result of this proposal.
To promote the resilience of ecosystems, i.e. supporting protection of the wider environment, such as air quality, flood alleviation, etc.		X			L	There will be no change as a result of this proposal.

6. Does the initiative embrace the sustainable development principle (5 ways of working):

	Yes	No	Details
Long term - how the initiative supports the long term well-being of people	X		The initiative supports the long term well-being of people by identifying priorities and outcomes aimed at improving outcomes for children, young people and families. These include early years services, education and learning, family support services and health.

Integration - how the initiative impacts upon our wellbeing objectives	X		The initiative directly supports Wellbeing Objective 1 – all children have the best start in life.
Involvement - how people have been involved in developing the initiative	X		Consultation and engagement with children, young people, parents/carers and stakeholders has been undertaken as part of the development of the documents. The Children and Young People’s Plan will be subject to public consultation.
Collaboration - how we have worked with other services/organisations to find shared sustainable solutions	X		<p>The partners represented at the NPT Children and Young People’s Leadership Group will lead on identifying solutions to the identified priorities and objectives. Delivery of actions will be via all agencies, and these will be monitored through the NPT Children and Young People’s Leadership Group to ensure that impact is evidenced and understood.</p> <p>The NPT Children and Young People’s Leadership Group report directly to the Neath Port Talbot Public Services Board. All actions directly link to the Public Services Board Wellbeing Objective 1 – all children have the best start in life.</p>
Prevention - how the initiative will prevent problems occurring or getting worse	X		<p>The initiative aims to improve outcomes for children, young people and families with a focus on early intervention and prevention. The priorities and objectives within the document will cover children and young people at all tiers of need, aiming to provide support at the earliest possible opportunity and to support those families whose needs are ‘higher’ or more complex in making sustainable, long-term changes.</p> <p>The documents will identify opportunities for agencies and services to work together more effectively in order that families can access the right support at the right time.</p>

7. Declaration - based on above assessment (tick as appropriate):

A full impact assessment (second stage) is not required	X
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Reasons for this conclusion

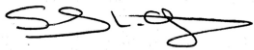

Based on the above assessment, a full impact assessment is not required as the initiative has low or no impact on the majority of factors indicated. In the few cases where impact has been identified this is positive, improving outcomes for children and young people's development and wellbeing.

The Children and Young People's Plan development has been based on significant engagement with a wide range of stakeholders, including children, young people and families. This will inform the strategic priorities and actions within the document.

Positive impacts are also anticipated with opportunities to use and promote the Welsh language through direct links with the WESP, Childcare Sufficiency Assessment and Curriculum for Wales implementation.

A full impact assessment (second stage) **is** required

Reasons for this conclusion

	Name	Position	Signature	Date
Completed by	Sarah Griffiths	Co-ordinator Early Years & Partnerships		15.02.24
Signed off by	Hayley Lervy	Head of Service/Director		29.02.24

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Mae'r dudalen hon yn fwiadol wag

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills and Wellbeing Cabinet Board

14th March 2024

**Report of the Head of Education Development
Chris Millis**

MATTER FOR DECISION

WARDS AFFECTED – ALL WARDS

ADMISSION TO COMMUNITY SCHOOLS: 2025/2026

Purpose of Report

1. To obtain Cabinet determination of the admission arrangements for community schools in relation to the 2025/2026 academic year.

Executive Summary

2. The Council is the admission authority for community schools in its area (the relevant area) and is required to determine by 15th April 2024 its admission arrangements in relation to the 2025/2026 academic year.
3. Proposed admission arrangements that detail the procedures to be followed when allocating school places have been consulted upon. These arrangements are the same as the previous year.
4. Consultation took place between 1st December 2023 and 12th January 2024. Consultees included head teachers & governing bodies of community and voluntary aided schools, neighbouring local authorities.
5. It is the officer recommendation that Members determine the proposed admission arrangements attached to this report.
6. These arrangements conform to the legislative requirements and the good practice guidelines set out in the Welsh Government's School Admissions Code, 2013.

Background

7. The Council, as local authority for the relevant area, is responsible for determining the admission arrangements for community schools¹ and has a duty to consult annually on those arrangements.
8. In drawing up admission arrangements, the Council must ensure that the practices and the criteria used to decide on the allocation of school places:
 - are clear in the sense of being free from doubt and easily understood.
 - are objective and based on demonstrable fact.
 - are procedurally fair and are also equitable for all groups of children.
 - provide parents or carers with easy access to helpful admission information.
 - comply with all relevant legislation and have been determined in accordance with the statutory requirements and the provisions of this Code.
9. At its meeting of 23rd November 2023, Education, Skills and Wellbeing Cabinet Board approved consultation on proposed admission arrangements for community schools.

Proposed admission arrangements for determination

10. The proposed admission arrangements for Member determination are attached as Appendix A. These arrangements are the same as the previous year.
11. They include oversubscription criteria specific to secondary school admissions that support the principle of partner² schools. This reflects the need to ensure the admission arrangements give suitable priority to partner schools at secondary school transfer. This is the same as the previous year.

¹ The Education (Determination of Admission Arrangements) (Wales) Regulations 2006

² For the purpose of admission to community schools the term:

- ‘partner’ school is defined as a school that has a catchment area in common with another school of the same category, e.g. an English-medium community primary with an English-medium community secondary or a Welsh-medium community primary with a Welsh-medium community secondary.
- catchment area is defined as the geographical area served by a school, as determined by the Council.

12. These have been the subject of consultation. No responses were received.
13. If approved, the arrangements will be effective in relation to admission to community schools for the 2025/2026 academic year.

Consultation

14. The Council, as local authority is required to consult each year on the admission arrangements for those schools which it is the admission authority.
15. Neath Port Talbot County Borough Council is the admission authority for community schools. Admission to voluntary aided (i.e. Faith) schools is the responsibility of the respective governing bodies.
16. The requirements of consultation are set out in the Welsh Government's School Admissions Code³.
17. In the case of this Council, consultation is required with:
 - the governing bodies of community schools
 - the governing bodies of voluntary aided (i.e. Faith) schools
 - all neighbouring local authorities.
18. In relation to the 2025/2026 academic year, those consultations are required to be undertaken no sooner than 1st September 2023 and completed by 1st March 2024.
19. Once consultation has been completed the Council must determine by 15th April 2024 its admission arrangements, either in their original form or with such modifications as seen fit.
20. Consultation took place between 1st December 2023 and 12th January 2024. Consultees included head teachers & governing bodies of community and voluntary aided schools within the County Borough (the relevant area) and neighbouring local authorities.
21. No comments were received.

³ School admissions code: Statutory Code document No. 005/2013

Financial Impact

22. There is no financial impact directly associated with this proposal. The admission arrangements support the efficient and effective delivery of education across the County Borough.
23. Administration of the admission process is within the Council's staffing cost envelope and is a statutory function that falls to the Council.

Integrated Impact Assessment

24. A Screening Assessment has been undertaken to assist the Council in discharging its Public Sector Equality Duty under the Equality Act 2010. After completing the assessment it has been determined that this Policy does not require an Integrated Impact Assessment. This policy is the same as in previous years.

Valleys Communities Impacts

25. This impacts on all areas equally.

Workforce Impact

26. As a statutory function of the Council, the admission process is administered centrally. The current staffing complement associated with this function will be maintained and there will be no change to the staffing arrangements consequent upon the implementation of the proposal.

Legal Impacts

27. The Council, as an admission authority, has a statutory duty to act in accordance with the requirements of the Welsh Government's School Admissions Code, 2013.
28. In relation to the specific purpose of this report, there is a legal requirement that school admission arrangements must be determined by 15th April 2024.

Risk Management

29. There are requirements placed on the Council, as an admission authority, intended to ensure the admission system works for the
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benefit of both schools and pupils. Admission authorities are required to consult on and determine their admission arrangements, and to offer places within timeframes and deadlines specified by legislation.

30. The proposed admission arrangements recommended for determination in this report conform to the legislative requirements and the good practice guidelines set out in the Welsh Government's School Admissions Code, 2013.

Recommendations

31. It is recommended that, in line with School Admissions Code, 2013 and The Education (Determination of Admission Arrangements) (Wales) Regulations 2006, Members determine the admission arrangements for community schools in relation to the 2025/2026 academic year, as attached to this report.

Reasons for the Proposed Decision

32. To enable the Council to meet statutory duties and good practice guidelines in respect of the admission of pupils to community schools.

Implementation of Decision

33. The decision is proposed for implementation after the three day call in period.

Appendix

Appendix A: Proposed admission to community schools in Neath Port Talbot County Borough, 2025/2026

List of Background Papers

- a. Welsh Government: School Admissions Code (No. 005/2013).
- b. Welsh Government: Measuring the capacity of schools in Wales.
- c. Education (Determination of Admission Arrangements) (Wales) Regulations 2006
- d. Education (Relevant Areas for Consultation on Admission Arrangements) Regulations 1999
- e. School Admissions (Common Offer Date) (Wales) regulations 2013
- f. The Education Act 2002 (Commencement No.8) (Wales) Order 2006

Officer Contact

Mrs H Lewis, School Admissions.

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Admission to Community Schools 2025/2026

1. Introduction

The Council is the admission authority for all community maintained schools in the County Borough. As admission authority, the Council determines the criteria that will be applied when allocating places at community schools. This document sets out the admission arrangements that will apply during 2025/2026 for: nursery classes based at community primary schools; community primary schools; community secondary schools; and the Welsh medium sixth form at a community secondary school.

For voluntary aided (i.e. Faith) schools, it is each school's governing body that determines the admission arrangements, details of which can be obtained from the respective governing body.

This policy document sets out the principles underpinning the admission arrangements for community schools together with the procedures and the timetables for admission during the 2025/2026 school year (appendices 1, 2, 3 & 4). Further details to assist parents in applying for a school place choosing a school for their child will be set out in the 'Information for Parents Handbook 2025/2026' which will be available to parents in October 2024, prior to the application date. The handbook will contain important information about schools in the County Borough including their admission numbers, the catchment areas they serve together and their partner school arrangements. The handbook also contains the published admission arrangements for individual voluntary aided (i.e. Faith) schools. In this respect, the 'Information for Parents Handbook 2025/2026' forms an integral part of the information available to parents on school admission.

2. Context

Neath Port Talbot County Borough Council aspires to deliver an inclusive education service that celebrates diversity and respects everyone's right to education. The Council provides access to high quality learning experiences for every child and young person by encouraging and supporting individuals to realise their ambitions, achieve their potential and become active and responsible members of society.

To meet the educational needs of children, the County Borough Council delivers a range of provision, including:

- **part-time nursery education, available** in all primary and 'all-through' 3-16/3-18 schools. Successful learning begins in the nursery where children have access to rich experiences in a secure environment;
- **primary phase education** at primary and 'all-through' 3-16/3-18 schools (including Welsh medium and voluntary aided schools), providing a broad education based on practical experiences designed to meet individual needs, including national curriculum areas of study.
- **secondary phase education** at secondary and 'all-through' 3-16/3-18 schools, (including Welsh medium and a Roman Catholic school), setting high standards in examinations, sport and cultural activities, and personal and social education. Pupils in all schools have access to a wide range of curricular opportunities and the national curriculum;
- **special schools**, providing rich and stimulating learning experiences for pupils with severe and complex difficulties. All pupils attending these schools have a statement of special educational needs. Specialist support for primary and secondary age pupils with emotional and behavioural difficulties is available within the County Borough.
- **learning support centres**, based at a number of primary, secondary and 'all-through' schools, provide specialist support in mainstream schools for pupils with statements of special educational needs.

The Council's admission arrangements for community schools ensure that admission procedures do not unfairly advantage or disadvantage any groups through the application of the Welsh Government School Admissions Code 005/2013.

3. **Admission to nursery classes at community primary and 'all-through' 3-16/3-18 schools**

The Council is the admission authority for all nursery classes in community primary and 'all-through' 3-16/3-18 schools.

Children can access a part-time nursery place from the start of the term following their third birthday. Parents/carers who require a place in a nursery class will be required to submit an admission application. Application forms are available from (and, when completed, to be returned to) the Admissions Officer, Child and Family Support Team, Port Talbot Civic Centre, Port Talbot SA13 1PJ or parents can apply online at www.npt.gov.uk

Parents/carers can apply for a place at the catchment school or express a preference for a placement at an alternative school.

Admission to a nursery class prior to the start of the term following the child's third

birthday can only be agreed in consultation with the Admissions Officer. The number of nursery places available may differ to the admission number of full-time year groups within a school (Reception).

Children who are in receipt of a Statement of Special Educational Needs/LA Maintained IDP which identifies mainstream nursery education within a community school will be guaranteed a place at that setting. Schools have a duty to admit children with a Statement of Special Educational Needs/LA Maintained IDP who have been placed in a school by the LA and these pupils are counted towards the number of pupils to be admitted unless their placement is within a school based Learning Support Centre.

The Council will consider each individual application received. If the number of applications exceeds the number of places available, places will be allocated according to the over subscription criteria below, listed in priority order.

Oversubscription criteria

- a) Children looked after¹ or previously looked after by a local authority in Wales, as defined in section 74 of the Social Services and Well-being (Wales) Act 2014 or England as defined in Section 22 of the Children Act 1989.
- b) Children who live within the catchment area of the nursery class for which an application is made.
- c) Children who have an older sibling who will be on the register at the school at which the nursery class is based when they are admitted. A “sibling” is defined as a full sibling, a half sibling (i.e. one shared parent), a step sibling (i.e. the child of a person co-habiting with a parent), a fostered sibling or an adopted sibling. In each case, at the time of the application the sibling must reside at the same address as the child or young person. Any sibling connection must be clearly stated in the application. In the case of multiple births, if it is not possible to offer all children a place in the nursery class, the parents will be asked to decide which child should be offered a place first or the parents may wish to consider an alternative setting for all children.

If children are equally entitled to a place in the nursery in categories a) to c) above, priority will be given to the child living nearest. This is measured by the shortest walking/travel route between the home and the school. The Council uses a Geographical Information System to calculate the shortest distance.

¹ A looked after child refers to a child who is looked after by the local authority, in accordance with section 74 of the Social Services and Well-being (Wales) Act 2014 or under Section 22(1) of the Children Act 1989 at the time an application to a school is made and who the local authority has confirmed will still be looked after at the time of admission to the school. Previously looked after children: looked after children who cease to be so because they were adopted or become subject to a residence order, or special guardianship order immediately following having been looked after.

In all cases evidence of permanent residence of the pupil at time of application must be supplied.

Once an offer of a school place has been made the Council will only withdraw that offer where the place offered has been on the basis of a fraudulent or intentionally misleading application from a parent (for example, a false claim to residence in a catchment area) which effectively denied a place to a child with a stronger claim. A school place will not be withdrawn once a child or young person has started at the school, except where that place was fraudulently obtained. In deciding whether to withdraw the place, the length of time that the child had been at the school will be taken into account. Where a place is withdrawn on the basis of misleading information, the application will be considered afresh, and a right of appeal offered if a place is refused.

The home address is considered to be the child's along with their parents' principal place of residence on the published date, i.e. where they are normally and regularly living. If a child is resident with friends or relatives (for reasons other than fostering arrangements) the friends or relatives address will not be considered in relation to application for admission to schools in Neath Port Talbot.

Where parents have shared responsibility for a child and the child lives with each parent for part of the school week then the home address will be determined as the address where the child lives for the majority of the school week, e.g. 3 out of 5 days. Parents will be required to provide documentary evidence to support the address they wish to be considered for allocation purposes.

No account will be taken of the particular primary school the child is likely to attend subsequently or to the length of time the school has been aware of the parental intention to apply for a place at the school.

Only applications received by the published closing date for receipt of application forms will be processed in the initial round of allocation of places. Application forms received after the closing date will be considered as late applications. These will be considered on a weekly basis once the initial allocation is complete and places will be allocated in accordance with availability.

As nursery education is non-statutory provision parents have no statutory right of appeal. If they are unsuccessful in gaining a nursery place, wherever possible, children will be offered a place within two miles of the child's place of residence.

Attendance at a nursery class does not automatically entitle a child to a place at a reception class in the same school. A separate application will have to be submitted for admission to the reception class at the school the parent wishes their child to attend.

Although a separate policy provision, the Council recognises the inter-relationship between admission and home to school transport and advises parents to refer to the Council's Home to School Travel policy when applying for a place at a school for their child. The policy is available at www.npt.gov.uk

4. Admission to community primary, secondary and 'all-through' schools

The County Borough Council is the admission authority for all community maintained primary, secondary and 'all-through' schools, (including Welsh-medium schools and sixth form provision).

All admissions to mainstream schools are approved by the Admissions Officer, School and Family Support Team. Children are admitted to reception classes in the September following their fourth birthday. The Local Authority is obliged to ensure that any offer of a school place is held for parents who wish for their child's admission into Reception to be deferred until later in the academic year. A parent, however, is not able to defer entry beyond the term following the child's fifth birthday, nor beyond the school year for which the original application was accepted. Children transfer to secondary phase education in the September following their eleventh birthday.

Application forms are available from the School Admissions Section, Neath Port Talbot County Borough Council which the parent should complete and return to the Admissions Officer, Child and Family Support Team, Port Talbot Civic Centre, Port Talbot SA13 1PJ or parents can apply online at www.npt.gov.uk. Requests for a place will be granted unless to do so would prejudice the provision of efficient education or the efficient use of resources.

Those parents who apply on time for a place at any school will be given priority over those who apply late.

The closing date for applications is 29th November 2024.

Parents of pupils due to transfer from one educational phase to another at the end of the academic year will be sent an admission application letter by the Council during the Autumn Term. Parents will be advised of their child's allocated secondary phase education place on 3rd March 2025 and primary phase education place on 16th April 2025.

Attendance at a nursery class does not automatically entitle a child to a reception class place in the same school.

Children who are in receipt of a Statement of Special Educational Needs/ LA Maintained IDP which identifies mainstream education within a community school

will be guaranteed a place at that school.

Oversubscription criteria primary phase education

Parents have the right to express a preference which will be considered individually and complied with wherever possible. Some schools have more requests for places than there are places available. Where a school is oversubscribed preferences will still be considered but the priorities set by the Council will be applied. In deciding which children to admit to a school the Council applies the criteria set out below in the order of priority shown - a) being the highest priority.

The Council will only admit up to a school's admission number and will not breach the Infant Class Size Regulations of 30 or less, save exceptional circumstances.

- a) Children looked after or previously looked after by a local authority in Wales, section as defined in 74 of the Social Services and Well-being (Wales) Act 2014 or England as defined in Section 22 of the Children Act 1989.
- b) Children who live within the catchment area of the school for which an application is made.
- c) Children who have an older sibling / a sibling of statutory school age (statutory school age is defined as pupils who are between the age of 5 and 16 i.e. pupils in any year group between and including reception to year 11) who will be on the register at the school at which the nursery class is based when they are admitted. A "sibling" is defined as a full sibling, a half sibling (i.e. one shared parent), a step sibling (i.e. the child of a person co-habiting with a parent), a fostered sibling or an adopted sibling. In each case, at the time of the application the sibling must reside at the same address as the child or young person. Any sibling connection must be clearly stated in the application. In the case of multiple births, if it is not possible to offer all children a place in the school, the parents will be asked to decide which child should be offered a place first or the parents may wish to consider an alternative setting for all children.
- d) Children who live outside the preferred school's catchment area

If children are equally entitled to a place in the school in categories - a) to d) above, then priority will be given to the child living nearest. This is measured by the shortest suitable walking/travel route between the home and the school. The Council uses a Geographical Information System to calculate the shortest distance.

Only applications received by the published closing date for receipt of application

forms will be considered in the initial round of allocation of places. Application forms received after the closing date will be considered as late applications. These will be considered on a weekly basis once the initial allocation is complete and places will be allocated in accordance with availability.

In all cases evidence of permanent residence of the pupil at time of application must be supplied.

Once an offer of a school place has been made the Council will only withdraw that offer where the place offered has been on the basis of a fraudulent or intentionally misleading application from a parent or young person (for example, a false claim to residence in a catchment area) which effectively denied a place to a child or young person with a stronger claim. A school place will not be withdrawn once a child or young person has started at the school except where that place was fraudulently obtained. In deciding whether to withdraw the place the length of time that the child had been at the school will be taken into account. Where a place is withdrawn on the basis of misleading information the application will be considered afresh and a right of appeal offered if a place is refused.

The home address is considered to be the child's along with their parents' principal place of residence on the published date, i.e. where they are normally and regularly living. If a child is resident with friends or relatives (for reasons other than fostering arrangements) the friends or relatives address will not be considered for allocation purposes.

Where parents have shared responsibility for a child and the child lives with both parents for part of the school week then the home address will be determined as the address where the child lives for the majority of the school week, e.g. 3 out of 5 days. Parents will be required to provide documentary evidence to support the address they wish to be considered for allocation purposes.

Right of Appeal

Parents/carers will be informed, in writing, as to whether their application has been successful. Where their application has been refused parents/carers will be informed in writing that they have right of appeal to an Independent Admission Appeals Panel. In the case of Primary phase education admission appeals to be submitted by **14th May 2025**. Any decision made by the Panel being binding on the Council. If the appeal is not successful a further application for a place at the same school will not be considered for the same academic year unless the Admissions Officer, Child and Family Support Team, determines that there are significant and material changes to the circumstances.

Waiting lists

The Council will keep a waiting list of unsuccessful applicants ranked in order of priority according to the Council's over subscription criteria. As places become available these will be offered on the basis of the ranked order of priority. A waiting list will be maintained until 30th September in the school year in which the applicants applied.

Although a separate policy provision, the Council recognises the inter-relationship between admission and home to school transport and advises parents to refer to the Council's Home to School Travel policy when applying for a place at a school for their child. The policy is available at www.npt.gov.uk

Oversubscription criteria secondary phase education

Parents have the right to express a preference which will be considered individually and complied with wherever possible. Some schools have more requests for places than there are places available. Where a school is oversubscribed preferences will still be considered but the priorities set by the Council will be applied.

In deciding which children to admit to a school the Council applies the criteria set out below in the order of priority shown - a) being the highest priority.

The Council will only admit up to a school's admission number.

Parents/carers can apply for a place at the catchment school or express a preference for a placement at an alternative school. Requests for a place will be granted unless to do so would prejudice the provision of efficient education or the efficient use of resources.

Those parents who apply on time for a place at any school will be given priority over those who apply late.

- a) Children and young people looked after or previously looked after by a local authority in Wales as defined in section 74 of the Social Services and Well-being (Wales) Act 2014 or England as defined in Section 22 of the Children Act 1989.
- b) Children and young people attending a partner primary school² who live within the catchment area of the school for which the application is made.

² Reference to a partner primary school is in relation to the school for which the application is made. For the definition of a partner primary school see para. 8

- c) Other children and young people who live within the catchment area of the school for which the application is made but do not attend a partner primary school.
- d) Children and young people who have an older sibling who will be on register at the school when they are admitted. A “sibling” is defined as a full sibling, a half sibling (i.e. one shared parent), a step sibling (i.e. the child of a person co-habiting with a parent), a fostered sibling or an adopted sibling. In each case, at the time of the application the sibling must reside at the same address as the child or young person. Any sibling connection must be clearly stated in the application. In the case of multiple births, if it is not possible to offer all children a place in the school, parents will be asked to decide which child should be offered a place first or parents may wish to consider an alternative setting for all children.
- e) Children and young people attending a partner primary school³, but who live outside the catchment area of the school for which the application is made.

If children are equally entitled to a place in the school in categories - a) to e) above, then priority will be given to the child living nearest. This is measured by the shortest suitable walking/travel route between the home and the school. The Council uses a Geographical Information System to calculate the shortest distance.

Only applications received by the published closing date for receipt of application forms will be considered in the initial round of allocation of places. Application forms received after the closing date will be considered as late applications. These will be considered on a weekly basis once the initial allocation is complete and places will be allocated in accordance with availability. In all cases evidence of permanent residence of the pupil at time of application must be supplied.

Once an offer of a school place has been made the Council will only withdraw that offer where the place offered has been on the basis of a fraudulent or intentionally misleading application from a parent or young person (for example, a false claim to residence in a catchment area) which effectively denied a place to a child or young person with a stronger claim. A school place will not be withdrawn once a child or young person has started at the school except where that place was fraudulently obtained. In deciding whether to withdraw the place the length of time that the child had been at the school will be taken into account. Where a place is withdrawn on the basis of misleading information the application will be considered afresh and a right of appeal offered if a place is refused.

³ Reference to a partner primary school is in relation to the school for which the application is made. For the definition of a partner primary school see para. 8

The home address is considered to be the child's along with their parents' principal place of residence on the published date, i.e. where they are normally and regularly living. If a child is resident with friends or relatives (for reasons other than fostering arrangements) the friends or relatives address will not be considered for allocation purposes.

Where parents have shared responsibility for a child/young person and the child/young person lives with both parents for part of the school week then the home address will be determined as the address where the child lives for the majority of the school week, e.g. 3 out of 5 days. Parents will be required to provide documentary evidence to support the address they wish to be considered for allocation purposes.

Right of Appeal

Parents/carers will be informed, in writing, as to whether their application has been successful. Where their application has been refused parents/carers will be informed in writing that they have right of appeal to an Independent Admission Appeals Panel. In the case of Secondary phase education admission appeals to be submitted by **28th March 2025**. Any decision made by the Panel being binding on the Council. If the appeal is not successful a further application for a place at the same school will not be considered for the same academic year unless the Admissions Officer, Child and Family Support Team, determines that there are significant and material changes to the circumstances.

The Council will keep a waiting list of unsuccessful applicants ranked in order of priority according to the Council's oversubscription criteria. As places become available these will be offered on the basis of the ranked order of priority. A waiting list will be maintained until 30th September in the school year in which the applicants applied.

The LA will be under no duty to comply with preference expressed otherwise than in accordance with its arrangements.

Although a separate policy provision, the Council recognises the inter-relationship between admission and home to school transport and advises parents to refer to the Council's Home to School Travel policy when applying for a place at a school for their child. The policy is available at www.npt.gov.uk

5. Admission to Sixth Form

There are two sixth forms within the County Borough - a community school Welsh-medium sixth form at Ysgol Gymraeg Ystalyfera Bro Dur for which the Council is the admission authority and a voluntary aided school sixth form at St Joseph's RC

School & 6th Form Centre for which the school's governing body is the admission authority.

Young people who are in receipt of a statement of special educational needs which identifies a particular sixth form provision will be guaranteed a place at that school.

Oversubscription Criteria (Welsh-medium 6th Form)

Parents and pupils have the right to express a preference which will be considered individually and complied with wherever possible. In the event of the number of requests for places exceeding the number of places available, preferences will still be considered but the priorities set by the Council will be applied. In deciding which young people to admit to the sixth form, the Council applies the criteria set out below in the order of priority shown - a) being the highest priority. The Council will not normally exceed the sixth form's admission number.

- a) Young people looked after or previously looked after by a local authority in Wales, as defined in section 74 of the Social Services and Well-being (Wales) Act 2014 or, or England as defined in Section 22 of the Children Act 1989.
- b) Young people who have an older sibling who will be on register at the sixth form when they are admitted. A "sibling" is defined as a full sibling, a half sibling (i.e. one shared parent), a step sibling (i.e. the child of a person co-habiting with a parent), a fostered sibling or an adopted sibling. In each case, at the time of the application the sibling must reside at the same address as the child or young person. Any sibling connection must be clearly stated in the application. In the case of multiple births, if it is not possible to offer all young people a place in the sixth form, the parents will be asked to decide which young person should be offered a place first or parents may wish to consider an alternative setting for all young people.

If young people are equally entitled to a place in the sixth form in categories a) and b) above then priority will be given to the young person living nearest. This is measured by the shortest suitable walking/travel route between the home and the sixth form. The Council uses a Geographical Information System to calculate the shortest distance.

Only applications received by the published closing date for receipt of application forms will be considered in the initial round of allocation of places. Application forms received after the closing date will be considered as late applications. These will be considered on a weekly basis once the initial allocation is complete and places will be allocated in accordance with availability.

In all cases evidence of permanent residence of the pupil at time of application must be supplied if required.

Once an offer of a school place has been made the Council will only withdraw that offer where the place offered has been on the basis of a fraudulent or intentionally misleading application from a parent or young person (for example, a false claim to residence in a catchment area) which effectively denied a place to a child with a stronger claim. A school place will not be withdrawn once a child or young person has started at the school except where that place was fraudulently obtained. In deciding whether to withdraw the place the length of time that the child had been at the school will be taken into account. Where a place is withdrawn on the basis of misleading information the application will be considered afresh and a right of appeal offered if a place is refused.

The home address is considered to be the young person's along with their parent's principal place of residence (or the young person's alone if they are living independently) on the published date, i.e. where they are normally and regularly living. If a young person is resident with friends or relatives (for reasons other than fostering arrangements) the friends or relatives address will not be considered for allocation purposes.

Where parents have shared responsibility for a young person and the young person lives with both parents for part of the school week then the home address will be determined as the address where the young person lives for the majority of the school week, e.g. 3 out of 5 days. Parents and young people living independently will be required to provide documentary evidence to support the address they wish to be considered for allocation purposes.

If a parent or young person is dissatisfied with the result of an application for a particular sixth form an appeal may be submitted to the independent Admission Appeals Panel by **28th March 2025**. Any decision made by the Panel being binding on the Council. If the appeal is not successful, further applications for a place at the same sixth form will not be considered for the same academic year unless the Admissions Officer, Child and Family Support Team determines that there are significant and material changes the circumstances.

Although a separate policy provision, the Council recognises the inter-relationship between admission and home to school transport and advises parents to refer to the Council's Home to School Travel policy when applying for a place a school for their child. The policy is available at www.npt.gov.uk

6. Admission during the academic year

Requests for children and young people to transfer between schools at periods other than at the normal transfer age will be determined by applying the above

arrangements. Application forms are available from the School Admissions Section, Neath Port Talbot County Borough Council which the parent (or young person in the case of a sixth form application) should complete and return to the Admissions Officer, Child and Family Support Team, Port Talbot Civic Centre, Port Talbot SA13 1PJ. Successful applicants will receive a leaving date from the school at which they are currently enrolled and a start date for the receiving school. Moving children and young people during the academic year is not encouraged and, unless otherwise stated, admission to the receiving school will be from the beginning of the following term.

Transfer into a school within the County Borough from another local authority, or a change of school necessitated by a change of address, will be authorised as soon as possible but within 15 school days or 28 calendar days whichever is the sooner.

Children and young people who transfer due to being in receipt of a statement of special educational needs will be admitted into the named school as soon as possible but within 15 working days.

7. Admission outside the normal age group

Although most children will be admitted to a school with their own chronological age group, from time-to-time parents seek places outside their normal age group for gifted and talented children, or those who have experienced problems or missed part of a year, often due to ill health. While it would not normally be appropriate for a child to be placed in a year group that is not concurrent with their chronological age, the Council will consider these requests carefully and make decisions on the basis of the circumstances of each case and in consultation with the parents and the school, and specifically in relation to what is most beneficial to the child.

Due regard will also be given to the Educational Psychologist's report where available, and clear reasons will need to be established for such a decision to be made. If it is decided that there are grounds to consider an 'out of year' application, parents refused an application for a place at a school have a statutory right of appeal. However, there is no right of appeal if a place has been offered but not in the desired year group.

8. Admission number and class sizes – community schools

The admission number means the number of pupils that the Council can admit to a school. Each school has an admission number which is calculated using the Welsh Government's 'Measuring the capacity of schools in Wales' assessment. Admission to a school cannot be refused unless the admission number has been reached (appendix 5)

Legislation requires the class size for classes containing pupils the majority of whom will attain the age of 5, 6 and 7 during the course of the school year not to exceed 30 pupils save for 'excepted pupils' as specified by Regulation. The relevant age group is the group at which children and young people are normally admitted, i.e. reception for primary schools and Y7 for secondary schools.

9. Catchment areas and partner schools – community schools

For the purpose of admission to community schools, the term catchment area is defined as the geographical area served by a school, as determined by the Council.

For the purpose of admission to community schools, the term 'partner' school is defined as a school that has a catchment area in common with another school of the same category, e.g. an English-medium community primary with an English-medium community secondary or a Welsh-medium community primary with a Welsh-medium community secondary (voluntary aided schools excepted). An indicative list as at 1st September 2022 is attached as appendix 4.

Copies of school catchment area maps may be obtained from the Admissions Officer, Child and Family Support Team.

10. Admission Process overview - Community Schools

All applications for admission into a community school (including sixth form) within the County Borough **must** be made on the appropriate form to the Council and **not** to the school. Parents can apply online at www.npt.gov.uk

Head teachers do not have the authority to admit children to their school. Applications have to be made to the admission authority which, for community schools, is the Council / LA.

All parents of children known to the Council and residing within the County Borough will be forwarded an admission application letter and accompanying admission arrangement notes during the Autumn Term prior to entry into school in September of the following academic year.

Parents should request an admission application form and, when completed, return it to the Admissions Officer or apply online, by the date given on the admission arrangements.

The outcome of all admission applications will be notified to parents in writing or by email as appropriate, with all outcomes sent from the central office on the date given on the admission arrangements.

Parents who are satisfied with the placement offered should confirm acceptance of the offer in writing to the Council or via the school admission website. Unfilled places will be allocated to children and young people whose parents have applied for admission ahead of those who have not formally accepted the initial offer of a place.

Parents who are not satisfied with the placement offered have a right of appeal.

Information regarding appeals will be within the contents of the letter received. Appeals will be heard by an Independent Appeal Panel constituted for the sole purpose of hearing appeals.

Requests for admission to the relevant age group submitted on or before the administrative closing date will be processed collectively. In this respect, no advantage shall be gained from the early submission of an admission request. Requests submitted after the closing date will be processed on a weekly basis.

Admissions will not be determined on the basis of selection criteria involving the sitting of tests, viewing of school reports, interviewing pupils, with or without parents for the purpose of assessing ability or aptitude.

Where requests for admission exceed the number of places available, places will be allocated by applying the Council's oversubscription criteria.

The Council will keep a waiting list of unsuccessful applicants ranked in order of priority according to the Council's oversubscription criteria. As places become available, these will be offered on the basis of the ranked order of priority. A waiting list will be maintained until 30th September in the school year in which applications were received applied.

Right of Appeal

Parents/carers will be informed, in writing, as to whether their application has been successful. Where their application has been refused parents/carers will be informed in writing that they have right of appeal to an Independent Admission Appeals Panel. In the case of primary phase education admission appeals to be submitted by **14th May 2025**. Any decision made by the Panel being binding on the Council. If the appeal is not successful a further application for a place at the same school will not be considered for the same academic year unless the Admissions Officer, Child and Family Support Team, determines that there are significant and material changes to the circumstances.

Children attending the nursery class will not have an automatic right of admission to full time education at the same school. Similarly, children transferring from primary phase education to secondary phase education do not have an automatic

right of admission to any school⁴.

The Council will be under no duty to comply with preferences expressed otherwise than in accordance with its arrangements.

Separate admission arrangements apply to pupils for whom the Council holds a statement of special educational need/IDP. Pupils with a statement of educational needs must be admitted to the school named on their statement/IDP.

Looked after and previously looked after children must, after children with a statement of educational needs, be given first priority in the case of oversubscription.

11. Admission to Voluntary Aided (i.e. Faith) Schools

Although voluntary aided (i.e. Faith) schools are their own admission authority, through its on-line application system the Council assists the application process for St Joseph's RC School & 6th Form Centre. (This applies to year 7 applications only) Requests for admission will be determined by reference to admission criteria set by the governing body. (The governing bodies of Voluntary Aided Schools are responsible for determining their own admission arrangements)

⁴ Children admitted to the primary phase of an 'all-through' school do not have to apply for a place at the same school at secondary transfer.

Schedule of Events
Community Schools
Secondary Phase Education & Sixth Form Admission 2025/26

7th October 2024

Application forms / School Prospectus / Information for Parents Handbook distributed to parents. Parents of young people entering a new school (Year 7) have a minimum of 6 weeks to apply to a school of their choice.

Application forms to be returned to:

Mrs H Lewis, Schools Admissions Officer, Neath Port Talbot County Borough Council, Port Talbot Civic Centre, Port Talbot SA13 1PJ

29th November 2024

Closing date of submission of Admission Application Forms

Applications processed.

3rd March 2025

Parents and schools informed of allocation of secondary places to mainstream pupils.

28th March 2025

Appeals against refusal to admit.

Schedule of Events
Community Schools
Primary Phase Education Admission 2025/26

7th October 2024

Application forms / School Prospectus, Information for Parents Handbook distributed to parents. Parents of children entering a new school (Reception) have a minimum of 6 weeks to apply to a school of their choice.

Application forms to be returned to:

Mrs H Lewis, Schools Admissions Officer, Neath Port Talbot County Borough Council, Port Talbot Civic Centre, Port Talbot SA13 1PJ

29th November 2024

Closing date of submission of Admission Application Forms

Applications processed.

16th /April 2025

Parents and schools informed of allocation of primary places to mainstream pupils.

14th /May 2025

Appeals against refusal to admit.

Schedule of Events for
Community Schools
Nursery Class Admission 2025/26

7th October 2024

Application forms distributed to parents.

Application forms to be returned to:

Mrs H Lewis, Schools Admissions Officer, Neath Port Talbot County Borough Council, Port Talbot Civic Centre, Port Talbot SA13 1PJ

14th March 2025

Closing date of submission of Admission Application Forms

Applications processed.

16th May 2025

Parents and schools informed of allocation of nursery places.

**Partner Community Schools
(Indicative list as at 01/09/22)**

PARTNER COMMUNITY SCHOOLS	
Secondary	Primary
CEFN SAESON	Crynallt Primary, Gnoll Primary, Melin Primary, Tonnau Primary.
CWMTAWE	Alltwen Primary, Godre'rgraig Primary, Llangiwg Primary, Rhos Primary, Rhydyfro Primary, Tairgwaith Primary.
YSGOL BAE BAGLAN	Awel Y Mor Primary, Ysgol Carreg Hir, Baglan Primary, Blaenbaglan Primary, Sandfields Primary, Tywyn Primary.
DWR Y FELIN	Abbey Primary, Blaenhonddan Primary, Coedffranc Primary, Crymlyn Primary, Waunceirch Primary.
YSGOL CWM BROMBIL	Central Primary, Coed Hirwaun Primary, Cwmafan Primary, Eastern Primary, Croeserw Primary, Cymer Afan Primary, Glyncorrwg Primary, Pen Afan Primary.
LLANGATWG	Blaendulais Primary, Blaengwrach Primary, Catwg Primary, Cilffriw Primary, Creunant Primary, Cwmnedd Primary, Maesmarchog Primary, Ynysfach Primary.
YSGOL Gymraeg Ystalyfera – Bro Dur	YGG Blaendulais, YGG Castell-Nedd, YGG Cwmllynfell, YGG Cwmnedd, YGG Gwaun Cae Gurwen, YGG Pontardawe, YGG Rhosafan, YGG Trebannws, YGG Tyle'r Ynn, YGG Tregales.

NB: Attendance at a partner school does not guarantee a place at the preferred school nor does it prevent parents applying to alternative schools of their choice.

This table does not include voluntary aided schools which are subject to separate admission arrangements.

**Admission Number⁵
September 2023**

Name of school	Primary Phase Admission Number
Abbey Primary	60
Alderman Davies CIW Primary	59
Alltwen Primary	34
Awel Y Mor Primary	42
Baglan Primary	35
Blaenbaglan Primary	40
Blaendulais Primary	23
Blaengwrach Primary	20
Blaenhonddan Primary	32
Bryncoch CIW Primary	31
Catwg Primary	29
Central Primary	55
Cilffriw Primary	30
Coed Hirwaun Primary	22
Coedffranc Primary	53
Creunant Primary	16
Croeserw Primary	25
Crymlyn Primary	15
Crynallt Primary	63
Cwmafan Primary	60
Cwmnedd Primary	30
Cymer Afan Primary	12
Eastern Primary	26
Glyncorrwg Primary	16
Gnoll Primary	48
Godre'rgraig Primary	23
Llangiwg Primary	21
Maesmarchog Primary	16
Melin Primary	34
Pen Afan Primary	18
Rhos Primary	21
Rhydyfro Primary	24
Sandfields Primary	53
St Joseph's Infant	43
St Joseph's Junior	39
St Joseph's Primary	29
St Therese's Primary	28
Tairgwaith Primary	21

⁵ Voluntary aided (i.e. Faith) schools admission numbers included

Tonnau Primary	30
Tywyn Primary	52
Waunceirch Primary	30
Ysgol Bae Baglan Primary Phase	41
Ynysfach Primary	25
Ysgol Carreg Hir	60
Ysgol Cwm Brombil Primary Phase	29
Ysgol Gymraeg Ystalyfera Bro Dur Primary Phase	28
YGG Blaendulais	17
YGG Castell Nedd	48
YGG Cwm Nedd	26
YGG Gwaun Cae Gurwen	29
YGG Pontardawe	52
YGG Rhosafan	62
YGG Tyle'r Ynn	35
YGG Cwmllynfell	17
YGG Trebannws	21
YGG Treges	30

Name of School	Secondary Phase Admission Number	Sixth Form Admission Number
Cefn Saeson Comprehensive	184	
Cwmtawe Community	256	
Dwr-y-Felin Comprehensive	220	
Ysgol Cwm Brombil Secondary Phase	210	
Llangatwg Community	233	
St Joseph's RC School and 6 th Form Centre	144	143
Ysgol Bae Baglan Secondary Phase	220	
Ysgol Gymraeg Ystalyfera Bro Dur	240	130

**NEATH PORT TALBOT COUNTY BOROUGH
COUNCIL**

Education, Skills and Wellbeing Cabinet Board

14th March 2024

Report of the Head of Education Development

Chris Millis

MATTER FOR DECISION

WARDS AFFECTED – ALL WARDS

School Terms Dates 2026/2027

Purpose of the Report

1. To obtain Cabinet permission to consult the proposed school term dates in respect of the 2026/2027 academic year.

Executive Summary

2. The Local Authority is responsible to determine school terms and holiday dates for community and maintained special schools and is required to consult on its proposals prior to determination.

Background

3. To ensure harmonisation of school term dates across Wales, the Welsh Government have issued legislation which gives the Welsh Ministers power to direct authorities and the governing bodies of voluntary aided and foundation schools on the school term dates that they set.
4. Where agreement cannot be met, Welsh Ministers have the power to intervene and direct the Local Authority.

5. It is a requirement that the Authority inform the Welsh Ministers of term dates for the school year 2026/2027 by the final working day in August 2024.
6. The 2026/2027 school term dates proposed by Neath Port Talbot are the same as other authorities, although INSET days may vary.
7. Permission is sort to consult on the proposed 2026/2027 term dates which are attached as Appendix A.

Financial Impact

8. There are no financial impacts associated with this report.

Integrated Impact Assessment

9. A Screening Assessment has been undertaken to assist the Council in discharging its Public Sector Equality Duty under the Equality Act 2010. After completing the assessment it has been determined that this Policy does not require an Integrated Impact Assessment There are no equality impacts associated with this report.

Valleys Communities Impacts

10. This Impacts on all areas equally.

Workforce Impacts

11. There are no workforce impacts associated with this report.

Legal Impacts

12. The Local Authority has a statutory requirement to consult on proposed school term dates.
13. In relation to this specific purpose of the report, there is a legal requirement that the 2026/2027 school term dates must be submitted to the Welsh Ministers by the final working day of August 2024.

Risk Management

14. There are requirements placed on the Local Authority to consult and determine the school term dates prior to submission to the Welsh Ministers.

Consultation

15. Permission is sort to consult with governing bodies, trade union representatives and other admission authorities including those in the relevant area.

Recommendations

16. To approve for consultation the proposed 2026/2027 school terms dates.

Implementation of Decision

17. To enable the Authority to meet its statutory duties.

Appendices

18. Appendix A: Proposed School Term Dates 2026/2027.

List of Background Papers

19. The Education (Notification of School Term Dates)(Wales) Regulations 2014
20. School Standards and Framework Act, 1998

Officer Contact

Mrs H Lewis - School Admissions h.lewis@npt.gov.uk Tel - 01639 763580

Appendix A: Proposed
School Term Dates
2026/2027.



School Terms and Holiday Dates
2026/2027 Academic Year

		Mid Term Holiday			
Term	Term	Begins	Ends	Term Ends	Days
Autumn 2026	Tuesday 1 st September	Monday 26 th October	Friday 30 th October	Friday 18 th December	74
Spring 2027	Monday 4 th January	Monday 15 th February	Friday 19 th February	Thursday 25 th March	54
Summer 2027	Monday 12 th April	Monday 31 st May	Friday 4 th June	Wednesday 21 st July	67
				Total	195

Schools will be closed to pupils for INSET/Staff Preparation on five days between Tuesday 1st September 2026 and Wednesday 21st July 2027.

Bank Holidays

Good Friday Friday 26th March 2027
Easter Monday Monday 29th March 2027
May Bank Holiday Monday 3rd May 2027
Spring Bank Holiday Monday 31st May 2027

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills and Culture Cabinet Board

**Report of the Head of Support Services and
Transformation – Rhiannon Crowhurst**

Matter for Information

Wards Affected:

All wards

**Adult Learning in the Community Update (Diweddariad
Dysgu Oedolion yn y Gymuned) March 2024**

Purpose of the Report

To inform Member of the progress of Adult Learning in the Community Service in Neath Port Talbot.

Executive Summary

This report contains an update of the work completed in communities by Adult Learning in the Community (ALC).

The number of learners enrolled on courses started off slowly and has gradually increased. Enrolments are up 28% on last year's figures at this time. ALC is on track to maintain and hopefully improve slightly on the number of enrolments for 2023-2024.

We have continued a hybrid learning approach for 2023-2024. This approach offers learners the choice to attend sessions online or face-to-face. This has kept attendance figures high as learners are able to learn alongside their normal life routine.

ALC has supported learners to be able to get online. We now have more learners engaging in the use of technology to allow them to continue their learning journey. Also, ALC has developed 'Using IT to Support Your Learning' courses where learners have the opportunities to study digital skills alongside their learning. We are currently planning courses around Artificial Intelligence (AI) and how this can be used in learning safely. This will be offered out to everyone on a learning programme.

Adult Learning in the Community was successful in securing £858,873 from the Shared Prosperity Fund (SPF), through the Multiply project. The project aims to reach people from a variety of cohorts to develop functional numeracy, confidence with numbers and improving people's quality of life by upskilling them and providing more employment opportunities.

Funding has been secured through the Children and Communities Grant to recruit a Digital Inclusion Ambassador. This Digital Inclusion project is aimed at bridging the digital divide and empowering citizens of Neath Port Talbot to develop essential digital skills.

ALC has worked in partnership with the Community Support Services and Early Intervention and Prevention team to secure funding to support the Digital Inclusion Project. ALC has recruited 3 Digital Inclusion Officers to work alongside the Digital Inclusion Ambassador in delivering sessions throughout Neath Port Talbot.

Neath Port Talbot Council has been awarded a grant that will help towards making homes in the county borough more energy efficient. The £75,000 grant, which was obtained from the MCS Charitable Foundation, will deliver a project aimed at promoting and supporting local 'retrofitting' opportunities. The project works closely with Neath Port Talbot Group of Colleges and other partners in the region. The Adult Learning in the Community manager has been involved in the co-ordination of this project.

Background

Adult Learning in the Community (ALC) continues to deliver a range of learning activities for post 16-year-olds in Neath Port Talbot. It is non-statutory and approximately 60% of Adult Learning in the Community courses provided in Neath Port Talbot County are delivered by Adult Learning in the Community (ALC).

Adult Learning in the Community is externally funded through a grant from the Welsh Government and a franchise agreement with NPTC Group of Colleges. Both contracts amount to approximately £500K. The ALC direct funding grant from the Welsh Government remained the same for 23/24. Funding from the college covers the academic year August - July and the service is on target to deliver the appropriate amount of learning to ensure the funding allocation for 23/24.

ALC is one of the lead partners of the NPT Learning and Skills Network partnership. The partnership was set up in 2000 under the New Learning Network and involves a range of public and voluntary-sector organisations in Neath Port Talbot County Borough including NPTC Group of Colleges, Neath Port Talbot Council for Voluntary Service, Adult Learning Wales, Swansea University Department of Adult Continuing Education and Tai Tarian. The Network is committed to the continuous development of quality, curriculum and learner support across the county. Welsh Government continues to look at the ways in which it funds Adult Learning in the community with options being put forward to the minister for approval. The ALC Manager has attended regular meetings to ensure that the service is kept up to date with current information on funding.

ALC continues to deliver courses in line with Welsh Government priorities as set in the Adult Learning in the Community in Wales policy and all provision sits in the Well-being objective 4 – Jobs and Skills. By developing soft skills (including their confidence to learn) improving literacy/numeracy/digital literacy skills, employability skills, engagement activities we ensure progression into more formal learning and/or employment. For example, the service continues to have a large number of learners on childcare courses and aims to give people the knowledge and understanding to achieve a professional qualification which may lead to employment in the sector. The service is also delivering the new children's care, learning, play and development qualification with progression opportunities leading from the introduction to childcare which helps to improve their skills in preparation for more formal training onto the QCF level 2 and 3 qualifications. Other courses relevant to childcare learners are autism awareness, phonics, dyslexia awareness and classroom Welsh.

Adult Community Learning links into the overarching corporate plan's Wellbeing Objective 1 – 'Best Start in Life' by working closely with schools throughout Neath Port Talbot. Adult Learning finished the last academic year delivering Family Learning sessions and other courses across seven

schools. Parents in all schools have completed at least one accredited unit. Adult Learning are working with Family Engagement Officers in Community Focused Schools to engage with schools within their clusters and have started delivering sessions in three schools. Adult Learning has also had initial meetings with another three schools with the intention of starting to deliver courses for parents or family learning sessions.

Adult Learning continues to work with two Community Focused School Family Engagement Officers to provide accredited courses in three schools within their clusters. We also liaise directly with another three schools, including Blaendulais and Creunant. All schools completed accredited courses and parents are engaged and keen to carry on with other courses. Feedback from schools has been positive and schools are eager to have an Adult Learning presence (case study appendix B).

The learning programmes in schools are planned to provide as many free courses as possible to encourage parents back into education. We have expanded the curriculum delivered in schools by including personal development courses such as confidence building, motivation, personal development, amongst others. We still carry out Family Learning programmes where parents/carers learn alongside their children. In addition, we have in school classes just for parents. These include Popat, child psychology, food hygiene and British Sign Language.

The Multiply project has worked with Alltwen and Croeserw schools, delivering sessions to parents on 'Homework Help'. These have progressed onto completion of accredited numeracy units. Plans have been confirmed to work with Abbey, Cwm Brombil, Ynsyfach, Croeserw and Creunant primary schools from this term.

Other courses delivered by ALC are literacy, numeracy, digital literacy, study skills, confidence building, IT and employability skills. Our GCSE and A-Level programmes remain highly attended. Overall enrolment figures for 22/23 are 28% higher than 21/22.

One of the reasons for maintaining good enrolment figures is the partnership working that the service has with organisations. ALC attends regular events arranged by different organisations e.g. DWP, Crisis and Communities for Work+. These raise the ALC profile and generate many referrals for work skills courses such as hospitality, retail, admin and other provision. It also allows ALC to anticipate changes such as the introduction of universal credit and monthly employment themes.

New courses introduced for 23/24 include: Introduction to popular psychology, retail: shop and counter work, handling payments, study skills, note taking, understanding safeguarding, cooking skills, personal development, budgeting for Universal Credit, time management, positive approaches to understand and reduce behaviours that challenge, using money, ethics and morality, digital productivity, time management and action planning, developing time management skills, spreadsheet techniques, Welsh in the workplace, being a parent, counselling skills and strategies.

We have delivered courses in the majority of NPT areas. We are especially focusing on harder to reach geographical areas such as Croeserw, Ystalyfera and Cwmgors and are developing links and courses in more areas further afield. In partnership with agencies like Tai Tarian we are also delivering in the more deprived areas for example Sandfields East and West. Our Engagement officer is attending workshops, coffee mornings and events in all areas of NPT to engage more participants (appendix A).

The Adult Learning Multiply project Multiply your Confidence is now fully underway. We have worked with local businesses, community groups, schools, and other support agencies to work in partnership and access people within Neath Port Talbot. Steps have been made to engage with those hardest to reach in our communities. We have worked closely with organisations such as Thrive, Dewis and the Wallich. While all courses are aimed at improving participants' numeracy skills, we have seen that the wider benefits include social skills and confidence in using language and speaking to new people. We have been using cooking on a budget to introduce our service and courses to learners, this course seems to engage people well. In addition they learn about budgeting, weights and measures and division via portioning.

When considering the Corporate Plan and Wellbeing plan and specifically objective 2 'All communities are thriving and sustainable' Adult learning's Digital Inclusion project improved digital connectivity across Neath Port Talbot is running successfully. The Digital Inclusion Ambassador has supported the new Digital Inclusion Officers in delivery, working alongside the lead for the SPF project Digital Inclusion and Enablement. The officers have been able to set up more digital inclusion groups for those users able to leave their homes. We have been able to interlink with the digital enablement side of the project where the digital enablement officers support participants to use digital devices and access websites,

forms and platforms to help support independent living. We spread awareness of these services through engagement to members of the public. The project has had a positive effect on the community, and we are able to reach out to more people across the borough to feel digitally included. Working with the digital inclusion officers, digital inclusion sessions have now expanded to areas of the borough where digital inclusion was not reaching previously (appendix A).

The new sessions currently running or due to start in the following locations are Port Talbot opportunity Hub, Port Talbot Workstation, Cwmafan Library, Cymmer Library, Bryn Community Village Hall, Margam Community Centre, Neath Town Hall, Skewen Library, Neath Library, Glynneath Library, GCG Library and GCG Community Hall.

The digital inclusion sessions still run weekly, where they have supported over 180 participants.

Partnership working is robust within the service. ALC continues to have good links with Department of Work and Pensions, Communities for Work+, DOVE, Glynneath Training Centre, Skills and Training and Mental Health Co-ordinators. Working with Maximus many learners started off with the confidence courses and have built up to personal development and interview skills. Some learners have secured work placements and employment. A group of volunteers from the Stroke Association (Briton Ferry) attended a recent course on safeguarding. This supported their volunteering to understand safeguarding and to support both their service users and families.

Adult Learning is working with the Pontardawe Local Area Co-ordinator who facilitates a women's group which consists of approximately 12 ladies who have experienced past traumas and domestic violence. Some learners have opted to do the confidence courses and others are engaged in arts and crafts courses for health and wellbeing. Learners have progressed onto the confidence, assertiveness and resilience courses at the Pontardawe Arts Centre which has helped them to gain confidence and learn the relevant skills to help them to move forward.

Organisations are keen to send their staff on to our Additional Learning Needs programme and we have worked with Citizens Advice staff to provide accredited training in ADHD awareness, autism awareness and dyspraxia awareness. We are also working with Thrive and Women's Aid to provide accredited ADHD awareness courses for participants.

Adult Learning in the Community ensures that costs are kept to a minimum with numerous classes being free e.g. literacy, numeracy, study skills, employability, retail and hospitality to enable all residents in NPT to be able to access learning to improve their skills.

Our aim is to deliver throughout NPT to more outreach community venues. ALC are currently working with local libraries such as Cymmer and Pontardawe to develop a learning programme to suit the needs of the community.

Performance Data Academic year 2022-2023

Direct Delivery

Completion – 100% Attainment – 100% Success – 99%

Franchise Delivery

Completion - 100% Attainment - 91% Success - 91%

Adult Learning in the Community will continue to look at ways to improve the service. This is evidenced by the learner survey and the steps taken to implement feedback. ALC will also be sending out a survey to organisations who refer learners onto courses to gain information regarding the service.

Financial Impact

There are no financial impacts in relation to this report.

Equality Impact Assessment

There are no equality impacts associated with this report.

Workforce Impacts

There are no direct workforce or staffing issues in relation to this report.

Legal Impacts

There is no legal impact in relation to this report.

Risk Management

There is no identified risk to this report.

Consultation

Not applicable.

Recommendations

The report is for information purposes only.

Appendices

Appendix A – Mapping of geographical delivery

Appendix B- Cast study – Family Learning delivery

List of Background Papers

NA

Officer Contacts

Rhiannon Crowhurst – Head of Support Services and Transformation

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Angeline Spooner-Cleverly - Employability, Skills and Poverty

Co-ordinator

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Michelle Trigg - ALC Project Manager -Telephone: 01639 686799

Email: m.trigg@npt.gov.uk



Neath Port Talbot
Adult Learning
in the
Community

Prospectus 2023-2024



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Adult Learning would like to extend a warm welcome to those of you returning and those considering studying with us for the first time. We hope you enjoy your learning journey.

Our Prospectus lists new and continuing courses from entry level up to Level 3. These courses are delivered at centres throughout Neath Port Talbot. We also provide a free and impartial information and advice service, which includes support for wellbeing, help to get you on the right course and extra support for literacy and numeracy and IT skills. Please ask your tutor or a member of the Adult Learning Team for more information.

We welcome all correspondence in Welsh. If you would like this Prospectus in Welsh, please contact us on: 01639 763059.

Please note that these courses are delivered through the medium of English.

We look forward to welcoming you.

The Adult Learning Team.

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WALES ESSENTIAL SKILLS TOOLKIT (WEST)

On some of our courses, you may need to complete a literacy and/or numeracy assessment through WEST.

A member of the Adult Learning Team will explain the guidelines to you. If you have completed an assessment with Adult Learning or another provider, you will not be asked to repeat this again. If you would like to know more, you can contact Jo on 07970 969824.

Entry requirements:

The majority of Adult Learning classes have no formal entry requirements. During the course your tutor will support your portfolio building. There are also Study Skills sessions available for further support.

Paying for your course online:

You can pay for your course by debit or credit card by visiting www.npt.gov.uk. Ask our Adult Learning Team for a guide to paying online.

Enrolment is from 1st August.

For enrolment by phone, please call us on:

01639 686306 or 07483 817851 or 01639 686654.

For enrolment in person, enrolment forms are available from Tir Morfa Centre, please complete, sign and return the form to us at:

Adult Learning
 Tir Morfa Centre
 Marine Drive, Sandfields, Port Talbot
 SA12 7NN
 Tel: 01639 686306

Please make cheques payable to Neath Port Talbot Council.

ENROLMENT AND TERM DATES

2023-2024 Academic Year Term Dates

Autumn Term 1	1st September – 27th October
Autumn Half Term	30th October – 3rd November
Autumn Term 2	6th November – 22nd December
Christmas Holiday	25th December – 5th January
Spring Term 1	8th January – 9th February
Spring Half Term	12th February – 16th February
Spring Term 2	19th February – 22nd March
Easter Holiday	25th March – 5th April
Summer Term 1	8th April – 24th May
Summer Half Term	27th May – 31st May
Summer Term 2	3rd June – 19th July

SUPPORT SERVICES

- Courses and Training
- Career Options
- CV and Interview Skills
- Signposting to Support Agencies
- Volunteering Opportunities
- Mental Health Support such as listening to your concerns, providing information, advice and signposting
- Essential Skills Support
- Access Arrangements for Examinations and Assessments
- Support with Additional Learning Needs
- WEST Support

VOLUNTEERING

If you are looking for a new challenge or a change of career, sparing a few hours of your time to volunteer is a great way to develop your skills.

Volunteering is a brilliant way to make a difference and gain valuable work experience. You can meet interesting people, boost your confidence and gain life changing skills.

We offer placements at various learning centres, with opportunities to gain experience in areas as diverse as digital media, classroom support and office administration.

Volunteers are assessed and supported by a dedicated volunteer coordinator.

Contact Jo on 07970 969824 or j.griffin@npt.gov.uk for information.

PARTNERSHIP WORKING

NPT LEARNING AND SKILLS NETWORK

Adult Learning is partly funded through a franchise agreement with NPTC Group of Colleges and directly by the Welsh Government. Adult Learning works closely with a number of partners to ensure the best for all learners. We aim to provide a high-quality learning experience in a range of venues across a large geographical area, bringing learning to the heart of your community. We need your voice to help us meet our goals and are always happy to hear your views.

Adult Learning is a member of the Learning and Skills Network in conjunction with other learning providers in the Neath Port Talbot area. In partnership with other organisations, Adult Learning arranged Family Learning events in schools during 2022 – 2023 which were very successful. We also promoted adult learning at different events throughout the year such as family fun days, numerous jobs fairs, health and wellbeing events and open days at the Tir Morfa Centre.



ENGAGEMENT WORKSHOPS

We offer an array of craft introduction and taster sessions along with health and wellbeing workshops, with a holistic approach to building confidence and bringing far reaching community groups together. These sessions offer the opportunity to meet new people, connect with the local groups, develop a new hobby and progress onto a course. Sessions include working with glass, shell, paint, felt and sewing skills. They also cover healthy eating, family learning, gardening and much more. We always strive to develop new and exciting workshops based on the needs and wishes of our participants.





BRITISH SIGN LANGUAGE

INTRODUCTION TO BSL (AGORED CYMRU)

A 6-week BSL course for beginners or those with a little BSL knowledge, delivered in a relaxed and supportive environment. Learners will understand and use basic signs for letters of the alphabet and learn how to convey basic personal details and greetings.

BSL LEVEL 1 SIGNATURE

This qualification is designed to enable learners to communicate with Deaf people in British Sign Language (BSL) on a range of topics that involve simple, everyday language use. They will gain basic skills and confidence in production and reception of BSL. There is a progression route to BSL Level 2 on successful completion of a Level 1 programme.

BSL LEVEL 2 SIGNATURE

This qualification is designed to enable learners to develop their ability to communicate through BSL, in a range of familiar contexts through participation in lengthy and open-ended exchanges. The course will develop functional communication in BSL via a range of real life, routine and daily experiences. Learners will be able to deal with most routine language tasks and have sufficient grasp of grammar to cope with some non-routine tasks. A progression route to BSL Level 3 is optional on successful completion of this course.

BSL LEVEL 3 SIGNATURE

This qualification is designed to enable learners who already have competence in BSL at Level 2 and are interested in developing their skills and knowledge. Successful learners must be able to demonstrate competence at Level 3 of the UK Occupational Language Standards (Instructus 2012). This means that the learner will be able to understand and use varied BSL in a range of work and social situations.

Learners will develop an advanced knowledge of the structure and function of British Sign Language and an understanding of the Deaf community and Deaf culture.



CHILDCARE AND CHILD DEVELOPMENT

INTRODUCTION TO CHILDCARE

Learners will develop awareness of the importance of play, build their confidence, and the course will help them to identify approaches to supporting children's play.

CHILDREN'S CARE, PLAY, LEARNING & DEVELOPMENT: CORE AND PRACTICE (LEVEL 2 and LEVEL 3)

This course leads to a qualification in Childcare for anyone who wants to work or has just started to work in the children and young people's sector.

Learners will develop the knowledge and skills needed when working with children and young people from birth to 19 years of age and be assessed through work or work placement. This qualification meets the requirement for employment and/or career progression in childcare or health settings.

USING STORY SACKS (FAMILY LEARNING)

Learners will identify the skills developed when using story sacks by creating and using the story sacks and its activities with their children.

PHONICS AND SPELLING

Participants will learn how to apply phonics rules for spelling. This helps them to understand how children learn to read and write by learning sounds. They will be able to support their children at home with reading and help to improve their spelling.

LEARNING TO READ IN THE FOUNDATION PHASE

Learners will develop communication skills to support a child with their reading.

IMPORTANCE OF SHARING BOOKS

These sessions aim to develop communication skills to support a child with their reading. Through activities related to reading, you will understand the importance of sharing books with a child and learn strategies involved in learning to read.



CHILDCARE AND CHILD DEVELOPMENT

HELPING A CHILD TO DEVELOP LISTENING SKILLS

Discover how listening skills are developed in childhood. Learn some activities and strategies that will help children to explore and develop their listening skills.

USING POETRY AND RHYME WITH A CHILD

1,2,3,4,5... Once I caught a fish alive...

Understand how to use poetry and rhyme to help a child with their language development.

AWARD IN INTRODUCTION TO HEALTH AND SOCIAL CARE

This qualification provides stepping stones to move into employment and complete either a Level 2 qualification in Health and Social Care or in Children's Care, Play, Learning and Development. The course is for those wanting to learn more about employment working with adults, children and young people.

CLASSROOM SUPPORT

Understand school and classroom organisation and further support roles. Learn how to help and support pupils in the classroom.

HELPING A CHILD WITH LISTENING SKILLS

Learners will explore ways of helping to develop a child's listening skills.



Tudalen245



GCSE

Unsure if a GCSE is for you? Why not try a taster or a FREE Pre-GCSE first? Call 01693 686554 to enquire

MATHEMATICS

A one-year course at Foundation / Intermediate / Higher levels. The course covers number, algebra, data handling, shape and measure. The course is completed in May/June with two examinations (one calculator paper, one non-calculator paper).

ENGLISH LANGUAGE

A one-year course covering spelling, grammar and punctuation, speaking and listening, understanding a variety of texts, descriptive/narrative writing and different text types. The course is completed in May/June with two written examinations and two oral assessments.

ENGLISH LITERATURE

A one-year course covering poetry and drama texts (one Shakespeare play and three chosen texts). The course is completed in May/June and consists of two written exams and a controlled assessment task.

PSYCHOLOGY

You will gain knowledge and understanding of cognition and behaviour, memory, perception, early brain development and different research methods. You will demonstrate knowledge and understanding of social influence, language, thought and communication and psychological problems.

MEDIA STUDIES

This course covers all aspects of media including language, representations and gender, industries and audiences giving students an in-depth look of how media represents the world. Learners will analyse TV, films, advertising, newspapers etc.

HISTORY

A one-year course covering: war, depression & recovery, changes in South Africa and changes in health & medicine. There are three written examinations (in May/June) and a controlled assessment task.

Unsure if a GCSE is for you? Why not try a taster or a FREE Pre-GCSE first? Call 01693 686554 to enquire





A LEVELS

A LEVEL PSYCHOLOGY

A WJEC qualification that looks at different psychological approaches, the history of psychology, contemporary debates and research methods. This course looks at studies of behaviours and controversies in psychology. There is also the opportunity to conduct a personal investigation.

A LEVEL HISTORY

This one-year course covers two in-depth studies (British History and non-British History). After completing the AS Level, learners can progress on to the second year to gain a full qualification. The course follows on from the AS History. It covers two units: Royalty and The American Revolution and Restoration in England and Wales 1603 – 1715, and the American Civil War and the aftermath. The course will increase student's analytical skills and provide opportunities to understand and evaluate historian's interpretations.

A LEVEL ENGLISH LANGUAGE / LITERATURE

The English Language and Literature course promotes the integrated study of language and literature combined. It enables learners to develop analytical and reflective skills through exploring a range of literary and non-literary texts, including poetry and pre and post-20th century plays and texts.

A LEVEL MATHEMATICS

This course gives an opportunity to build on the skills gained at GCSE level in topics such as geometry, algebra, calculus and trigonometry and to use these ideas within the 'applied' topics such as mechanics, statistics and pure maths.





LEVEL 3

LEVEL 3 CRIMINOLOGY DIPLOMA (WJEC)

In year 1, learners will start to look at criminological theories of crime, why crime occurs and the different types of crime. Learners can gain a certificate qualification after year 1 or continue to year 2, where they can develop their knowledge further looking at crime scenes and punishments. After year 2, learners can gain a Level 3 diploma.

LEVEL 3 EDUCATION AND TRAINING

This course will help learners to understand: the roles, responsibilities and relationships in education and training; inclusive teaching and learning approaches and the principles and practices of assessment. A percentage of the course is practical but there is no requirement for an ongoing teaching placement

LEVEL 3 LITERACY PRACTITIONERS

This course will help learners to understand adults and young people as literacy learners, the various stages of assessment of literacy learners and the knowledge and skills required to plan, deliver and evaluate effective literacy programmes. A 15-hour teaching placement and two teaching observations are required in this course.

LEVEL 3 NUMERACY PRACTITIONERS

This course will help learners to understand adults and young people as numeracy learners, the various stages of assessment of numeracy learners and the knowledge and skills required to plan, deliver and evaluate effective numeracy programmes. A 15-hour teaching placement and two teaching observations are a requirement of this course.

LEVEL 3 CERTIFICATE IN ASSESSING VOCATIONAL ACHIEVEMENT (TAQA)

This certificate is intended for those whose role involves the assessment of both vocationally related achievement and occupational competence.



ADDITIONAL COURSES

HEALTHY EATING

Learners will understand portion sizes, food groups and how to plan healthy meals.

COST OF LIVING

Learners will develop skills in budgeting, cooking on a budget, managing finances and help and guidance with debt.

COOKING ON A BUDGET

This course will help learners to develop the numeracy skills required to budget for a healthy diet, including developing numeracy skills to purchase ingredients and cooking utensils for use at home.

DIGITAL LITERACY FOR UNIVERSAL CREDIT

This course will provide learners with the digital literacy skills to make claims and manage them online following the introduction of the Universal Credit System.



SKILLS FOR ONLINE LEARNING WORKSHOP

This drop-in workshop will support learners to overcome the barriers to learning online, including using their own mobile, tablet or computer for learning.

ADAPTIVE TECHNOLOGY

This course teaches people with disabilities (including visual and hearing impairment) how to gain skills and independence using computers, with a particular focus on internet and emailing.

GOOGLE DRIVE

Learners will develop skills for organising, storing, sharing and protecting digital information.

DIGITAL SKILLS FOR BEGINNERS

Learners will develop skills for safe and effective use of the internet and email for communication and for researching information; learners will learn how to save and store files on various devices such as smart phones, laptops and tablets.

WORD PROCESSING AND OFFICE SKILLS

Learners will develop communication skills required for word processing and develop knowledge and understanding regarding the provision of administrative services.





FREE ESSENTIAL SKILLS

ESSENTIAL SKILLS – NUMERACY

An informative class for adults who would like to improve their numeracy (Maths) skills. The course helps learners to perform calculations, develop number sense, measure and weigh with accuracy, gather and interpret data and work with fractions, decimals, percentages, money, and time within the context of everyday maths such as paying household bills. Teaching is suitable for all abilities, including people who need extra support with their learning or have specific needs such as Dyslexia, Dyspraxia etc.

ESSENTIAL SKILLS – LITERACY

A class for adults who would like to improve their literacy (English) skills. The course helps learners to read and understand, develop reading strategies, improve vocabulary, communicate with others, and develop their writing skills to improve confidence and accuracy. Teaching is suitable for all abilities, including people who need extra support with their learning or have specific needs such as Dyslexia, Dyspraxia etc.

SCIENCE - ENTRY LEVEL CERTIFICATE IN SCIENCE LITERACY

The WJEC Entry Level certificate in science will enable the learner to develop knowledge of key areas of science whilst also developing confidence in a variety of practical and problem-solving skills. Learners will develop an understanding of scientific processes, conduct their own experiments, collect data and evaluate results.

ENTRY PATHWAYS

A WJEC pre-GCSE Level qualification that gives an excellent grounding in studying at this level. Learners can choose from a range of subjects including English, Media, History, Science and Maths.



ADDITIONAL LEARNING NEEDS

DISABILITY AWARENESS

This course will help learners explore the concepts of 'disability' and 'inclusion' within current legislation to understand the barriers that individuals with a disability experience and the solutions to overcome them. The course will help learners recognise different attitudes towards disability relating to discrimination and how these might be shaped in the future.

DYSCALCULIA AWARENESS

This course will help learners understand what Dyscalculia is, how to recognise and respond to it, the impact it has on individuals and how to support those with Dyscalculia.

ADHD AWARENESS

This course will help learners increase their knowledge of ADHD. This includes how it affects individuals and how we can support those with ADHD.

DYSPRAXIA AWARENESS

This course will help learners understand the difficulties that could be experienced by an individual who has Dyspraxia, how it looks in the classroom, the pathway and process for referral and ways of supporting individuals.

DYSLEXIA AWARENESS

This course will help learners increase their knowledge of Dyslexia, Dyslexia as a disability under the law, how it affects individuals and how we can support those with Dyslexia.





ADDITIONAL LEARNING NEEDS

INTRODUCTION TO SENSORY LOSS

This course will help learners to develop basic knowledge and understanding of sensory loss, including sight loss, hearing loss and deafblindness.

COMMUNICATING EFFECTIVELY WITH PEOPLE WITH ALN

This course will help learners understand the importance of developing communication strategies and opportunities for children and young people who have additional learning needs (ALN), particularly children with more substantial communication difficulties such as those with ADHD and/or autism.

SUPPORTING THE LEARNING OF ADULTS AND YOUNG PEOPLE WITH MENTAL HEALTH ISSUES

Learners will understand and learn to support the needs of adults and young people with mental health issues in an educational setting.

AUTISM AWARENESS

This course will help learners understand the difficulties that could be experienced by an individual who has autistic spectrum conditions, the importance and need for the autism spectrum, ways of supporting individuals and approaches to communication.



YOUTH OFFENDING

This course provides the learner with information about young people and the criminal justice system. Learners will begin to look at the causes of youth offending, the impact of criminal behaviour and approaches which may help reduce young offending.

CHILD PSYCHOLOGY

An introduction to the area of child psychology and some of the key questions such as 'What influences child development?' You will study early socialisation, attachment and explore the nature vs. nurture issue. Topics include language and development, gender and research methods.

CRIMINAL PSYCHOLOGY

During this course, you will get the chance to critically discuss the definition of criminal behaviour and look at individual case studies. You will study the different approaches to understanding and solving crime. Topics include behavioural profiling and forensic psychology.

CRIMINAL LAW

This is an introduction to criminal law, offences, and related punishments. You will learn to understand the role of criminal law, the nature of crime, liability and the range of punishments available to the courts.

INTRODUCTION TO MENTAL HEALTH

This unit aims to give learners a better understanding of how to lead a healthy lifestyle. Topics such as nutrition, smoking, sexual health, substances and alcohol are covered.

UNDERSTANDING MENTAL HEALTH

You will discover the impact of prejudice for individuals living with problematic mental health, find out about the causes of mental health problems, how to promote mental wellbeing and the support available to individuals living with mental health problems.

UNDERSTANDING CO-OCCURRING MENTAL HEALTH AND SUBSTANCE MISUSE PROBLEMS

Learners will be able to define what is meant by co-occurring mental health and substance misuse and will be able to identify primary and secondary care pathways for those affected.

DEVELOPMENTAL PSYCHOLOGY – EARLY SOCIALISATION

Learners will understand the development of sociability, attachment formation and factors affecting it and the long-term effects on children resulting from early experiences.

MANAGING ANXIETY

Learners will identify and understand the effects of anxiety and how this can be managed.

UNDERSTANDING BODY AND MIND

Learners will understand common physical problems and their possible psychological causes and learn more about the body and how it works.

LANGUAGES BEGINNERS FRENCH / PORTUGUESE / ITALIAN

Separate beginner courses designed for those with little or no knowledge. Developing skills in reading, writing, listening and speaking in a new language.

FIRST STEPS IN WELSH

This course allows learners to use some basic Welsh vocabulary and develop their skills to support a child with his or her Welsh language acquisition.

INTRODUCTION TO PSYCHOLOGY

This is an introduction to psychology which provides a basis for progression. Learners will study different areas of psychology and define some basic concepts in psychology. Topics include theories of personality, models of memory and observation techniques.

DEVELOPMENTAL PSYCHOLOGY

This Level 2 course covers several aspects of developmental psychology including the nature vs. nurture debate, stage theories of development and the code of ethics relating to psychological experiments. It also covers how early socialisation relates to child development.

WELSH HISTORY

An accredited Level 1 course offering an introduction into the study of Welsh history. This course looks at primary and secondary sources and the role of significant Welsh individuals. Learners complete the unit by producing their own project on a chosen individual.

CREATIVE WRITING

An accredited Level 2 course offering a great introduction to writing creatively. Genres include fiction, non-fiction, life-writing, travel writing and more. The unit is completed with an extended project in a chosen genre.



HOSPITALITY

Learners will discover the basics of the hospitality industry, including the wide variety of outlets that offer these types of services. In particular, you will learn what types of job roles are available in various outlets. You will find out where you can obtain further training and gain more qualifications. Hospitality Skills covers customer service, professional communication, why customers come back, job types and roles, building a positive reputation and types of employment contracts.

FOOD SAFETY AWARD LEVEL 2

The HABC Food Safety award Level 2 is an industry recognised qualification.

ADMIN LEVEL 1 AND 2

Research, e-mail, Microsoft Word and Excel. Course topics include admin roles and responsibilities, skills and qualities required, how to plan a meeting, producing basic spreadsheets, business letters and emails. You will learn how an office works and the different types of office equipment.

MANAGING PERSONAL PERFORMANCE AND DEVELOPMENT

Learners will develop the knowledge and skills required to manage personal performance, time and workload. They will also be able to identify their own development needs and fulfil a personal development plan.

COMMUNICATION SKILLS IN THE WORKPLACE

This course includes looking at stereotyping and social categorizing, reading what people really think, improving your own communication, support to appear confident, learning more about why we act the way we do and why people make judgements about us, covering a wide range of techniques that can be used to improve communication.

BUDGETING

Make the most of your money on this two-day course. Learners will understand the need for budgeting within the home and understand payment methods, such as utilities, mobile phones etc. and ways to get the best deal.

CALL CENTRE SKILLS AND INCOMING CALLS

This course is not cold calling. It covers an understanding of data protection, how to speak to customers, gathering information and learning how to deal with complaints.

INTERVIEW SKILLS

This course looks at what an interview involves, how to communicate, why body language is so important, preparing for an interview, listening skills and interview questions. This course also includes a mock interview.

RESILIENCE SKILLS

This one-day course will provide you with knowledge and understanding of an individual's resilience and strategies for improving your own resilience. You will look at creating a positive outlook on life, your own resilience skills and different ways to improve them.

RETAIL SKILLS UNIT 1 AND 2

This course includes understanding how shops and supply chains work, how they sell products, why customers buy certain products, the importance of teamwork, contracts and terms of employment, appraisals, customer service, building a loyal customer base, creating the right impression and handling complaints.

SAFEGUARDING

This course is aimed at those working in a wide range of settings, introducing the important area of safeguarding individuals from abuse.

OVERCOMING BARRIERS TO WORK

Learners will be able to identify and understand the effects of anxiety and how this can be managed, barriers to finding work and how to get support and help to overcome them.

HEALTH AND SAFETY IN THE WORKPLACE

This half-day Health and Safety in the Workplace course is for people working or looking to work in any environment and gain a nationally recognised qualification.

UNDERSTANDING COACHING

This course looks at what an interview involves, how to communicate, why body language is so important, preparing for an interview, listening skills and interview questions. This course also includes a mock interview.

ASSERTIVENESS SKILLS

Learners will develop knowledge and skills for using assertiveness.

COMMUNICATION IN A BUSINESS ENVIRONMENT

This unit aims to develop the knowledge and skills required to communicate in a business environment. Upon completion of this unit, learners will be able to produce written business communications and will be able to communicate verbally in business environments.

COMPLETING JOB APPLICATION FORMS

Learners will develop skills for completing job applications and submission processes.

CONFIDENCE AND SELF ESTEEM

To provide the opportunity for vulnerable learners to gain recognition of their learning on short courses which are designed as the first step in a process of engagement with education.

ANGER AND CONFLICT MANAGEMENT

Learners will understand the effects of anger and how conflict management can be used to avoid anger and conflict.

RECEPTION SKILLS

This session will teach learners how to carry out basic reception duties including handling incoming calls and interacting with customers appropriately and within their own levels of responsibility.

PRINCIPLES OF TEAM LEADING

This course aims to deliver the knowledge and understanding required to lead a team. Learners will develop an understanding of key team leading principles, including leadership styles, team dynamics and team motivation. Learners will also develop an understanding of techniques used to manage the work of teams and the impact of change management within a team.

STRESS MANAGEMENT

Learners will be able to recognise and understand their personal stress and how to manage aspects of stress.



COURSE EXAM FEES AND REFUNDS

Course duration	Full Fee	Reduced Fees
2 Weeks / 4 Hours	£10	£10
4 Weeks / 8 Hours	£20	£10
6 Weeks / 12 Hours	£25	£10
8 Weeks / 8 Hours	£32	£10
10 Weeks / 20 Hours	£40	£10
20 Weeks / 40 Hours	£80	£20
30 Weeks / 40 Hours	£100	£25

COURSE LOCATIONS

Libraries	Tir-morfa	Neath YMCA
School Halls	Churches	Sandfields Business Centre

Contact us to find or arrange a course near you

EXAM FEES AND SPECIFIC COURSES

- British Sign Language (Signature Level 1, 2 and 3)
Reduced Fee £25 Full fee £100 PLUS exam fees = £55-105
- Children's Care, Play Learning and Development (CCPLD) £150
- GCSEs, AS and A Levels Exam fees £42 -£55

CANCELLED COURSES

Information contained in this prospectus is correct at the time of production. Please note, courses are subject to sufficient attendance numbers. Adult Learning will alter or cancel courses where circumstances demand.

REFUNDS

A full refund of course fees will only be given if:

- A course is cancelled by the service.
- The course day, time, venue or mode of delivery is changed by the service and it is found unacceptable.

The decision to refund will be at the service's discretion. The service reserves the right to charge an administrative fee of £10 for refunds. Please note, refund requests will only be considered in writing. Please send your letter/email requesting a refund, clearly stating the reason, to the Project Manager Michelle Trigg: email: m.trigg@npt.gov.uk or write to: M. Trigg Project Manager, Tir Morfa Centre, Marine Drive, Sandfields, Port Talbot, SA12 7NN.





Neath Port Talbot
Adult Learning
in the
Community

Follow us on social media



or contact us



01639 686654



nptal@npt.gov.uk



Tudalen264



Castell-nedd Port Talbot
Oedolion Dysgu



Prospectws 2023-2024



Tudalen265



Hoffai Addysg Oedolion estyn croeso cynnes i bob un ohonoch sy'n dod yn ôl ac i'r rhai sy'n ystyried astudio gyda ni am y tro cyntaf. Gobeithio y byddwch yn mwynhau eich taith ddysgu.

Mae ein Prosbectws yn rhestru cyrsiau newydd a rhai sy'n parhau o lefel mynediad hyd at Lefel 3. Mae'r rhain yn cael eu cyflwyno mewn canolfannau ledled Castell-nedd Port Talbot. Rydyn ni hefyd yn darparu gwasanaeth gwybodaeth a chyngor sy'n ddi-dduedd ac yn rhad ac am ddim, gan gynnwys cefnogi llesiant, cymorth i'ch rhoi ar y cwrs cywir a chefnogaeth ychwanegol ar gyfer llythrennedd, rhifedd a sgiliau TG. Gofynnwch i'ch tiwtor neu aelod o'r Tîm Addysg Oedolion am ragor o wybodaeth.

Rydyn ni'n croesawu gohebiaeth yn Gymraeg ac yn Saesneg. Os ydych chi am gael y Prosbectws yma yn Saesneg, cysylltwch â ni ar: 01639 763059

Nodwch bod y cyrsiau yma yn cael eu addysgu drwy gyfrwng y Saesneg.

Edrychwn ymlaen at eich croesawu.

Y Tîm Addysg Oedolion.

CYNNWYS

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PECYN CYMORTH SGILIAU HANFODOL CYMRU (WEST)

Ar rai o'n cyrsiau efallai y bydd angen i chi gwblhau asesiad llythrennedd a/neu rifedd drwy WEST.

Bydd aelod o'r Tîm Addysg Oedolion yn esbonio'r canllawiau i chi. Os ydych chi wedi cwblhau asesiad gydag Addysg Oedolion neu ddarparwr arall, fydd dim gofyn i chi wneud hynny eto. Os hoffech chi gael rhagor o wybodaeth gallwch gysylltu â Jo ar 07970 969824.

Gofynion mynediad:

Nid oes unrhyw ofynion mynediad ffurfiol ar gyfer y rhan fwyaf o ddsbarthiadau Addysg Oedolion. Yn ystod y cwrs bydd eich tiwtor yn eich cefnogi i adeiladu eich portffolio. Mae sesiynau Sgiliau Astudio hefyd ar gael i'ch cefnogi ymhellach.

Talu am eich cwrs ar-lein:

Gallwch dalu am eich cwrs gyda cherdyn debyd neu gredyd drwy fynd i www.npt.gov.uk. Gofynnwch i'n Tîm Addysg Oedolion am gymorth i dalu ar-lein.

Mae cofrestru'n agor ar 1af Awst.

I gofrestru dros y ffôn, ffoniwch ni ar: 01639 686306 neu 07483 817851 neu 01639 686654.

I gofrestru wyneb yn wyneb, mae ffurflenni cofrestru ar gael o Ganolfan Tir Morfa; llenwch y ffurflen a'i llofnodi a'i dychwelyd yn ôl atom ni yn:

Addysg Oedolion
Canolfan Tir Morfa
Marine Drive, Sandfields, Port Talbot
SA12 7NN
Ffôn: 01639 686306

Gwnewch y siec yn daladwy i Gyngor
Castell-nedd Port Talbot.

COFRESTRU A DYDDIADAU TYMOR

Dyddiadau Tymhorau'r Flwyddyn Academaidd 2023-2024

Tymor yr Hydref 1	1af Medi - 27ain Hydref
Hanner Tymor yr Hydref	30ain Hydref - 3ydd Tachwedd
Tymor yr Hydref 2	6ed Tachwedd - 22ain Rhagfyr
Gwyliau Nadolig	25ain Rhagfyr - 5ed Ionawr
Tymor y Gwanwy 1	8fed Ionawr - 9fed Chwefror
Hanner Tymor y Gwanwyn	12fed Chwefror - 16eg Chwefror
Tymor y Gwanwy 2	19eg Chwefror - 22ain Mawrth
Gwyliau Pasg	25ain Mawrth - 5ed Ebrill
Tymor yr Haf 1	8fed Ebrill - 24ain Mai
Hanner Tymor yr Haf	27th May - 31st May
Tymor yr Haf 2	3ydd Mehefin - 19eg Gorffennaf

GWASANAETHAU CEFNOGI

- Cyrsiâu a Hyfforddiant
- Opsiynau Gyrfa
- CV a Sgiliau mewn Cyfweiliad
- Cyfeirio at Asiantaethau Cefnogi
- Cyfleoedd Gwirfoddoli
- Cefnogaeth Iechyd Meddwl megis gwranddo ar eich pryderon, darparu gwybodaeth, cyngor a chyfeirio
- Cefnogaeth Sgiliau Hanfodol
- Trefniadau Mynediad ar gyfer Arholiadau ac Aseidiadau
- Cefnogaeth gydag Anghenion Dysgu Ychwanegol
- Cefnogaeth WEST

GWIRFODDOLI

Os ydych chi'n chwilio am her newydd neu am newid gyrfa, mae rhoi ychydig oriau o'ch amser i wirfoddoli yn ffordd wych i ddatblygu eich sgiliau.

Mae gwirfoddoli'n ffordd wych i wneud gwahaniaeth ac ennill profiad gwaith gwerthfawr. Gallwch gwrrdd â phobl ddiddorol, codi eich hyder ac ennill sgiliau sy'n newid bywyd.

Rydyn ni'n cynnig lleoliadau mewn amryw o ganolfannau dysgu, gyda chyfleoedd i gael profiad mewn meysydd mor amrywiol â chyfryngau digidol, cefnogaeth yn y dosbarth a gweinyddu swyddfa. Caiff gwirfoddolwyr eu hasesu a'u cefnogi gan gydlynnydd gwirfoddolwyr penodedig.

Cysylltwch â Jo ar 07970 969824 neu j.griffin@npt.gov.uk am wybodaeth.



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GWEITHIO MEWN PARTNERIAETH

RHWYDWAITH DYSGU A SGILIAU CNPT

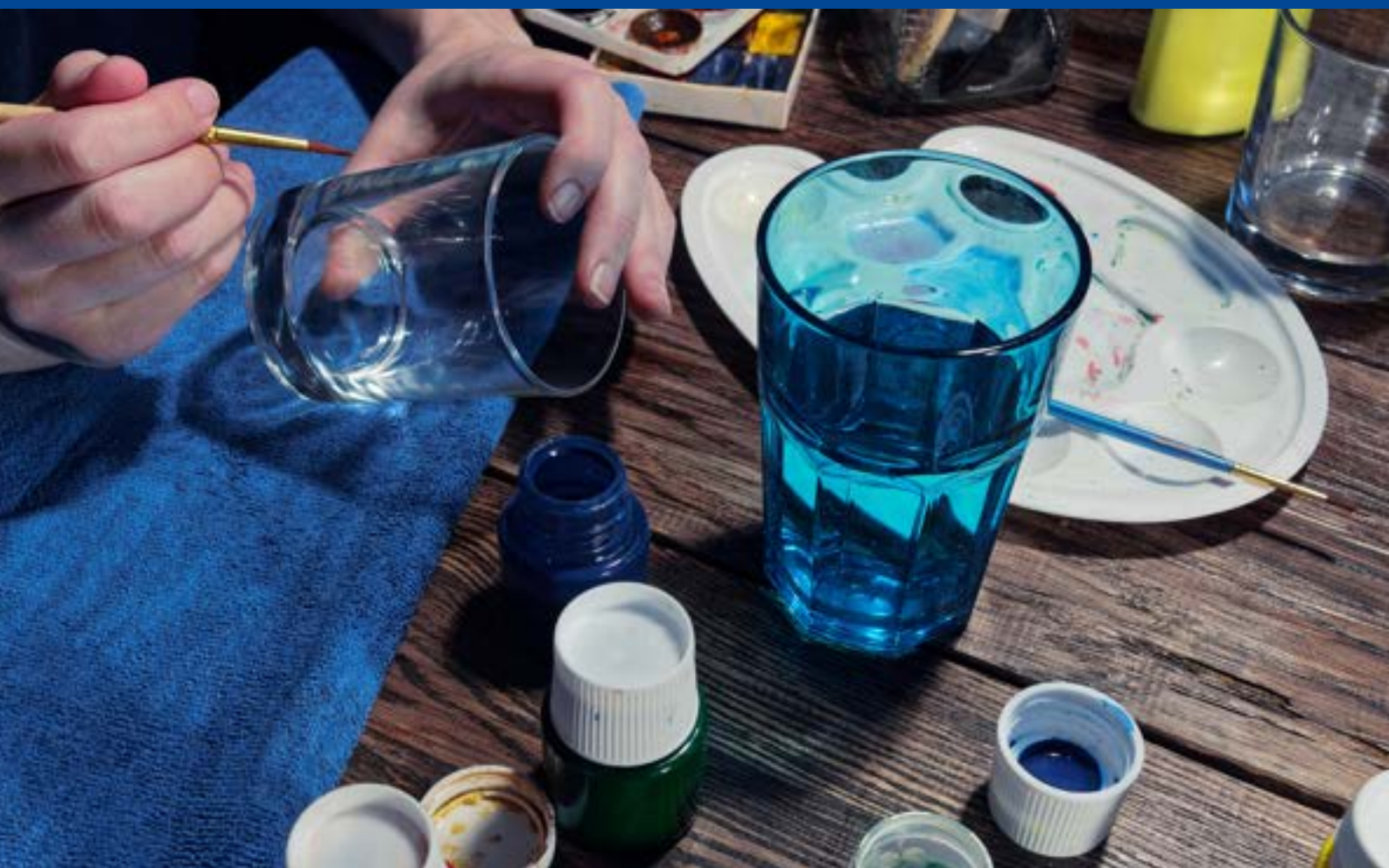
Caiff Addysg Oedolion ei ariannu'n rhannol drwy gytundeb masnachfaint gyda Grŵp Colegau CNPT ac yn uniongyrchol gan Lywodraeth Cymru. Mae Addysg Oedolion yn gweithio'n agos gyda nifer o bartneriaid i sicrhau'r gorau ar gyfer pob dysgwr. Anelwn i ddarparu profiad dysgu o ansawdd da mewn amrywiaeth o leoliadau ar draws ardal ddaearyddol eang, gan ddod â dysgu i galon eich cymuned. Mae angen eich llais arnom i gwrdd â'n hamcanion ac rydym bob amser yn hapus i glywed eich barn.

Mae Addysg Oedolion yn aelod o'r Rhwydwaith Dysgu a Sgiliau mewn cydweithrediad â darparwyr dysgu eraill yn ardal Castell-nedd Port Talbot. Mewn partneriaeth gyda sefydliadau eraill, trefnodd Addysg Oedolion ddigwyddiadau Dysgu i'r Teulu mewn ysgolion yn ystod 2022 - 2023 ac roedden nhw'n llwyddiannus iawn. Fe fuon ni hefyd yn hyrwyddo addysg oedolion mewn gwahanol ddigwyddiadau drwy gydol y flwyddyn mewn dyddiau hwyl i'r teulu, nifer o ffeiriau swyddi, digwyddiadau iechyd a lles a dyddiau agored yng Nghanolfan Tir Morfa.



GWEITHDAI YMGYSYLLTU

Rydyn ni'n cynnig dewis o sesiynau cyflwyno a blasu crefftau ynghyd â gweithdai iechyd a lles, gyda dull cyfannol tuag at adeiladu hyder a dod â grwpiau cymunedol anghysbell at ei gilydd. Mae'r sesiynau hyn yn gyfle i gwrdd â phobl newydd, cysylltu gyda grwpiau lleol, datblygu hobi newydd ac i symud ymlaen at gwrs. Mae sesiynau'n cynnwys gweithio gyda gwydr, cregyn, paent, ffelt a sgiliau gwnïo. Maen nhw hefyd yn cynnwys bwyta'n iach, dysgu i'r teulu, garddio a llawer mwy. Rydyn ni bob amser yn gwneud ein gorau i ddatblygu gweithdai newydd a chyffrous yn seiliedig ar anghenion a dymuniadau ein cyfranogwyr.





IAITH ARWYDDION PRYDAIN

CYFLWYNIAD I BSL (AGORED CYMRU)

Cwrs BSL 6 wythnos i ddechreuwr neu i rai gydag ychydig o wybodaeth BSL, wedi'i gyflwyno mewn amgylchedd ymlaciol a chefnogol. Bydd dysgwyr yn deall ac yn defnyddio arwyddion sylfaenol ar gyfer llythrennau'r wyddor ac yn dysgu sut i gyfleu manylion personol a chyfarchion sylfaenol.

BSL LEFEL 1 SIGNATURE

Mae'r cymhwyster hwn wedi'i ddylunio i alluogi dysgwyr i gyfathrebu gyda phobl Fyddar drwy iaith Arwyddion Prydain (BSL) ar amrywiaeth o bynciau sy'n defnyddio iaith syml, bob dydd. Byddan nhw'n ennill sgiliau sylfaenol a hyder wrth gynhyrchu a derbyn BSL. Mae trywydd i symud ymlaen at BSL Lefel 2 ar ôl cwblhau rhaglen Lefel 1 yn llwyddiannus.

BSL LEFEL 2 SIGNATURE

Mae'r cymhwyster hwn wedi'i ddylunio i alluogi dysgwyr i ddatblygu eu gallu i gyfathrebu drwy gyfrwng BSL mewn amryw o gyd-destunau cyfarwydd drwy gymryd rhan mewn sgysiaau hir a phenagored. Bydd y cwrs yn datblygu cyfathrebu ymarferol mewn BSL drwy gyfrwng amrywiaeth o brofiadau dydd i ddydd bywyd go iawn. Bydd dysgwyr yn gallu delio gyda'r rhan fwyaf o dasgau iaith arferol a bydd ganddyn nhw afael digonol ar ramadeg i ymdopi gyda rhai tasgau mwy anarferol. Mae symud ymlaen i gwrs BSL Lefel 3 yn ddewisol unwaith y byddwch yn cwblhau'r cwrs yma'n llwyddiannus.

BSL LEFEL 3 SIGNATURE

Mae'r cymhwyster hwn wedi'i ddylunio i alluogi dysgwyr sydd eisoes yn meddu ar gymhwyster mewn BSL ar Lefel 2 i ddatblygu eu sgiliau a'u gwybodaeth. Rhaid i ddysgwyr llwyddiannus allu dangos cymhwysedd ar Lefel 4 Safonau Iaith Galwedigaethol y DU (Instructus 2012). Mae hyn yn golygu y bydd y dysgwr yn gallu deall a defnyddio BSL amrywiol mewn gwahanol sefyllfaoedd gwaith a chymdeithasol.

Bydd dysgwyr yn datblygu gwybodaeth uwch o strwythur a swyddogaeth iaith Arwyddion Prydain a dealltwriaeth o'r gymuned Fyddar a diwylliant Byddar.



GOFAL A DATBLYGIAD PLANT

CYFLWYNIAD I OFAL PLANT

Bydd dysgwyr yn datblygu ymwybyddiaeth o bwysigrwydd chwarae, yn adeiladu eu hyder, a bydd y cwrs yn eu helpu i adnabod dulliau o gefnogi chwarae plant.

GOFAL, CHWARAE, DYSGU A DATBLYGIAD PLANT: CRAIDD AC YMARFER (LEFEL 2 A LEFEL 3)

Mae'r cwrs yma'n arwain at gymhwyster mewn Gofal Plant i unrhyw un sydd eisiau gweithio neu sydd newydd ddechrau gweithio yn y sector plant a phobl ifanc.

Bydd dysgwyr yn datblygu'r wybodaeth a'r sgiliau angenrheidiol wrth weithio gyda phlant a phobl ifanc o enedigaeth i 19 mlwydd oed a byddan nhw'n cael eu hasesu drwy waith neu leoliad gwaith. Mae'r cymhwyster hwn yn cwrdd â'r gofynion ar gyfer cyflogaeth a/neu gamu ymlaen yn eu gyrfa.

DEFNYDDIO SACHAU STORI (DYSGU FEL TEULU)

Bydd dysgwyr yn nodi'r sgiliau a ddatblygir wrth ddefnyddio sachau stori drwy greu a defnyddio'r sachau stori a'i weithgareddau gyda'u plant.

FFONEG A SILLAFU

Bydd cyfranogwyr yn dysgu sut i ddefnyddio rheolau ffoneg i sillafu. Mae hyn yn eu helpu i deall sut mae plant yn dysgu darllen ac ysgrifennu drwy ddysgu seiniau. Byddan nhw'n gallu cefnogi eu plant gyda'u darllen adref ac yn helpu i wella eu sillafu.

DYSGU DARLLEN YN Y CYFNOD SYLFAEN

Bydd dysgwyr yn datblygu sgiliau cyfathrebu i gefnogi plentyn gyda'i ddarllen.

PWYSIGRWYDD RHANNU LLYFRAU

Nod y sesiynau hyn yw datblygu sgiliau cyfathrebu i gefnogi plant gyda'u darllen. Drwy weithgareddau sy'n gysylltiedig â darllen, byddwch yn deall pwysigrwydd rhannu llyfrau gyda phlentyn ac yn dysgu strategaethau sydd ynghlwm wrth ddysgu darllen.



GOFAL PLANT A DATBLYGIAD PLANT

HELPU PLENTYN I DDATBLYGU SGILIAU GWRANDO

Dysgwch sut mae sgiliau gwranddo yn cael eu datblygu yn ystod plentyndod. Dysgwch rai gweithgareddau a strategaethau fydd yn helpu plant i archwilio a datblygu eu sgiliau gwranddo.

DEFNYDDIO BARDDONIAETH AC ODL GYDA PLENTYN

1,2,3,4,5... Mi welais jac y do ...

Cyfle i ddeall sut i ddefnyddio barddoniaeth ac odl i helpu plentyn gyda datblygiad iaith.

CYFLWYNIAD I IECHYD A GOFAL CYMDEITHASOL

Mae'r cymhwyster hwn yn darparu camau i symud at gyflogaeth a chwblhau cymhwyster Lefel 2 naill ai mewn lechyd a Gofal Cymdeithasol neu mewn Gofal, Chwarae, Dysgu a Datblygiad Plant. Mae'r cwrs yma ar gyfer y rhai sydd eisiau dysgu rhagor am gyflogaeth yn gweithio gyda oedolion, plant a phobl ifanc.

CEFNOGAETH DOSBARTH

Deall trefn ysgolion a'r ystafell ddosbarth a rolau cefnogi eraill. Dysgu sut i helpu a chefnogi disgyblion yn y dosbarth.

HELPU PLENTYN GYDA SGILIAU GWRANDO

Bydd dysgwyr yn archwilio ffyrdd o helpu i ddatblygu sgiliau gwranddo plant.



Ddim yn siŵr ai TGAU yw'r peth i chi? Beth am roi cynnig ar gwrs blasu neu gwrs Cyn-TGAU AM DDIM i ddechrau? Ffoniwch 01693 686554 i holi

MATHEMATEG

Cwrs blwyddyn ar lefelau Sylfaen / Canolradd / Uwch. Mae'r cwrs yn cynnwys rhifau, algebra, trafod data, siâp a mesur. Bydd y cwrs yn dod i ben ym mis Mai/Mehefin gyda dau arholiad. (un papur cyfrifiannell, un papur heb gyfrifiannell).

IAITH SAESNEG

Cwrs blwyddyn yn cynnwys sillafu, gramadeg ac atalnodi, siarad a gwrando, deall amrywiaeth o destunau, ysgrifennu disgrifiadol/naratif a gwahanol fathau o destun. Daw'r cwrs i ben ym mis Mai/Mehefin gyda dau arholiad ysgrifenedig a dau asesiad llafar.

LLENYDDIAETH SAESNEG

Cwrs blwyddyn yn cynnwys barddoniaeth a thestunau drama (un ddrama gan Shakespeare a thri thestun dewisol). Daw'r cwrs i ben ym mis Mai/Mehefin ac mae'n gynnwys dau arholiad ysgrifenedig a thasg asesu dan oruchwyliaeth.

SEICOLEG

Byddwch yn ennill gwybodaeth a dealltwriaeth o wybyddiaeth ac ymddygiad, cof, canfyddiad, datblygiad cynnar yr ymennydd a gwahanol ddulliau ymchwil. Byddwch yn arddangos gwybodaeth a dealltwriaeth o ddylanwad cymdeithasol, iaith, meddwl a chyfathrebu a phroblemau seicolegol.



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TGAU

ASTUDIAETHAU CYFRYNGAU

Mae'r cwrs yma'n trafod pob agwedd o gyfryngau yn cynnwys iaith, cynrychioliadau a rhywedd, diwydiannau a chynulleidfaoedd gan roi golwg fanwl i fyfyrwyr o sut mae'r cyfryngau'n cynrychioli'r byd. Bydd dysgwyr yn dadansoddi rhaglenni teledu, ffilmiau, hysbysebu, papurau newydd ac ati.

HANES

Cwrs blwyddyn yn cynnwys: rhyfel, dirwasgiad ac adferiad, newidiadau yn Ne Affrica a newidiadau mewn iechyd a meddyginiaeth. Mae tri arholiad ysgrifenedig (ym mis Mai/Mehefin) a thasg asesu dan oruchwyliaeth.

Ddim yn siŵr ai TGAU yw'r peth i chi? Beth am roi cynnig ar gwrs Cyn-TGAU i ddechrau? Ffoniwch 01693 686554 i holi





SAFON UWCH

LEFEL A SEICOLEG

Cymhwyster CBAC sy'n edrych ar wahanol ddulliau seicolegol, hanes seicoleg, trafodaethau a dulliau ymchwil cyfoes gan ddilyn ymlaen o'r cwrs Seicoleg Uwch Gyfrannol. Mae'r cwrs yma'n edrych ar astudiaethau o ymddygiadau a phynciau llosg o fewn seicoleg. Mae cyfle hefyd i gynnal ymchwiliad personol.

LEFEL A HANES

Mae'r cwrs blwyddyn yma'n cynnwys dwy astudiaeth fanwl (Hanes Prydain a Hanes heb fod yn Brydeinig). Ar ôl cwblhau'r cwrs Uwch Gyfrannol gall dysgwyr fynd ymlaen i'r ail flwyddyn er mwyn ennill y cymhwyster llawn. Mae'r cwrs Safon Uwch yn dilyn ymlaen o'r cwrs Hanes Uwch Gyfrannol. Mae'n cynnwys dwy uned: Brenhindod a'r Chwyldro Americanaidd a'r Adferiad yng Nghymru a Lloegr 1603 - 1715, a Rhyfel Cartref America a'r digwyddiadau yn ei sgil. Bydd y cwrs yn cynyddu sgiliau dadansoddi'r myfyriwr ac yn rhoi cyfleoedd i ddeall a gwerthuso dehongliadau haneswyr.

LEFEL A SAESNEG IAITH / LLENYDDIAETH

Mae'r cwrs iaith a Llenyddiaeth Saesneg yn hyrwyddo astudio integredig o iaith a llenyddiaeth gyda'i gilydd. Mae'n galluogi dysgwyr i ddatblygu sgiliau dadansoddi ac adfyfrio drwy archwilio amrywiaeth o destunau llenyddol a ffeithiol, yn cynnwys barddoniaeth a dramâu a thestunau cyn ac ar ôl yr 20fed ganrif.

LEFEL A MATHEMATEG

Mae'r cwrs yma'n rhoi cyfle i adeiladu ar y sgiliau a gafwyd ar lefel TGAU mewn pynciau fel geometreg, algebra, calcwlws a thrigonometreg gan ddefnyddio'r syniadau hyn o fewn y pynciau 'cymhwysol' fel mecaneg, ystadegau a mathemateg bur.





LEFEL 3

DIPLOMA LEFEL 3 MEWN TROSEDDEG (CBAC)

Ym mlwyddyn 1 bydd dysgwyr yn dechrau edrych ar ddamcaniaethau troseddegol trosedd, pam mae trosedd yn digwydd a'r gwahanol fathau o droseddau. Gall dysgwyr ennill cymhwyster tystysgrif ar ôl blwyddyn 1 neu fynd ymlaen i flwyddyn 2, lle gallan nhw ddatblygu eu gwybodaeth ymhellach drwy edrych ar safleoedd trosedd a chosbau. Ar ôl blwyddyn 2, gall dysgwyr ennill diploma Lefel 3.

ADDYSG A HYFFORDDIANT LEFEL 3

Bydd y cwrs yma'n helpu dysgwyr i ddeall: rolau, cyfrifoldebau a pherthnasoedd mewn addysg a hyfforddiant; dulliau addysgu a dysgu cynhwysol ac egwyddorion ac arferion asesu. Mae canran o'r cwrs yn ymarferol ond does dim gofyniad am lleoliad addysgu ar ôl y cwrs.

YMARFERWYR LLYTHRENNEDD LEFEL 3

Bydd y cwrs yma'n helpu dysgwyr i ddeall oedolion a phobl ifanc fel dysgwyr llythrennedd, y gwahanol gamau o asesu dysgwyr llythrennedd a'r wybodaeth a'r sgiliau angenrheidiol i gynllunio, cyflwyno a gwerthuso rhaglenni llythrennedd effeithiol. Mae'n ofynnol cael lleoliad addysgu 15 awr a dau arsylwad addysgu yn y cwrs yma.

YMARFERWYR RHIFEDD LEFEL 3

Bydd y cwrs yma'n helpu dysgwyr i ddeall oedolion a phobl ifanc fel dysgwyr rhifedd, y gwahanol gamau o asesu dysgwyr rhifedd a'r wybodaeth a'r sgiliau angenrheidiol i gynllunio, cyflwyno a gwerthuso rhaglenni rhifedd effeithiol. Mae'n ofynnol cael lleoliad addysgu 15 awr a dau arsylwad addysgu yn y cwrs yma.

TYSTYSGRIF LEFEL 3 MEWN ASESU CYFLAWNIAD GALWEDIGAETHOL (TAQA)

Mae'r dystysgrif hon wedi'i bwriadu ar gyfer rhai y mae eu rôl yn cynnwys asesu cyflawniad sy'n berthnasol â galwedigaeth a chymhwysedd galwedigaethol.



CYRSIAU YCHWANEGOL

BWYTA IACH

Bydd dysgwyr yn deall maint dognau, grwpiau bwyd a sut i gynllunio prydau bwyd iach.

COST OF LIVING

Bydd dysgwyr yn datblygu sgiliau mewn cyllidebu, coginio ar gyllideb, rheoli arian a help ac arweiniad ar ddyled.

COGINIO AR GYLLIDEB

Bydd y cwrs yma'n helpu dysgwyr i ddatblygu'r sgiliau rhifedd angenrheidiol er mwyn cyllideb ar gyfer deiet iach, yn cynnwys datblygu sgiliau rhifedd i brynu cynhwysion ac offer coginio i'w defnyddio adref.

LLYTHRENNEDD DIGIDOL AR GYFER CREDYD CYNHWYSOL

Bydd y cwrs yma'n darparu sgiliau llythrennedd digidol i ddysgwyr i'w galluogi i wneud hawliadau a'u rheoli ar-lein yn dilyn cyflwyno'r System Credyd Cynhwysol.



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SGILIAU AR GYFER GWEITHDY DYSGU AR-LEIN

Bydd y gweithdy galw i mewn yma'n cefnogi dysgwyr i orchfygu'r rhwystrau i ddysgu ar-lein, yn cynnwys defnyddio eu ffôn symudol, tabled neu gyfrifiadur eu hun ar gyfer dysgu.

TECHNOLEG ADDASOL

Mae'r cwrs yma'n dysgu pobl ag anableddau (yn cynnwys amhariadau golwg a chlyw) sut i ennill sgiliau ac annibyniaeth wrth ddefnyddio cyfrifiaduron, gyda sylw penodol ar y rhynggrwyd ac e-bostio.

GOOGLE DRIVE

Bydd dysgwyr yn datblygu sgiliau i drefnu, stori, rhannu a gwarchod gwybodaeth ddigidol.

SGILIAU DIGIDOL AR GYFER DECHREUWYR

Bydd dysgwyr yn datblygu sgiliau ar gyfer y defnydd diogel ac effeithiol o'r rhynggrwyd ac e-bost i gyfathrebu ac i wneud ymchwil i wybodaeth; bydd dysgwyr yn dysgu sut i gadw a storio ffeiliau ar wahanol ddyfeisiau megis ffonau clyfar, gliniaduron a thabledi.

SGILIAU SWYDDFA A PHROSESU GEIRIAU

Bydd dysgwyr yn datblygu sgiliau cyfathrebu angenrheidiol ar gyfer prosesu geiriau ac yn datblygu gwybodaeth a dealltwriaeth ar y ddarpariaeth o wasanaethau gweinyddol.





SGILIAU HANFODOL AM DDIM

SGILIAU HANFODOL - RHIFEDD

Dosbarth llawn gwybodaeth i oedolion sydd am wella eu sgiliau rhifedd (Mathemateg). Mae'r cwrs yma'n helpu dysgwyr i wneud cyfrifiadau, datblygu synnwyr rhifau, mesur a phwysau gyda chywirdeb, casglu a dehongli data a gweithio gyda ffracsiynau, degolion, canrannau, arian, ac amser o fewn cyd-destun mathemateg bob dydd fel talu biliau'r cartref. Mae'r addysgu'n addas i bob gallu, yn cynnwys pobl sydd angen cefnogaeth ychwanegol gyda'u dysgu neu sydd ag anghenion penodol megis Dyslecsia, Dyspracsia ac ati.

SGILIAU HANFODOL - LLYTHRENNEDD

Dosbarth i oedolion fyddai'n hoffi gwella eu sgiliau llythrennedd (Saesneg). Mae'r cwrs yma'n helpu dysgwyr i ddarllen a deall, datblygu strategaethau darllen, gwella geirfa, Cyfathrebu gydag eraill a datblygu eu sgiliau ysgrifennu i wella hyder a chywirdeb. Mae'r addysgu'n addas i bob gallu, yn cynnwys pobl sydd angen cefnogaeth ychwanegol gyda'u dysgu neu sydd ag anghenion penodol megis Dyslecsia, Dyspracsia ac ati.

GWYDDONIAETH - TYSTYSGRIF LEFEL MYNEDIAD MEWN GWYDDONIAETH

Bydd tystysgrif Lefel Mynediad TGAU mewn gwyddoniaeth yn galluogi'r dysgwr i ddatblygu gwybodaeth mewn meysydd allweddol o wyddoniaeth ac ar yr un pryd bydd yn datblygu hyder mewn amrywiaeth o sgiliau ymarferol a sgiliau datrys problemau. Bydd dysgwyr yn datblygu dealltwriaeth o brosesau gwyddonol, yn cynnal eu harbrofion eu hunain, yn casglu data ac yn gwerthuso canlyniadau.

LLWYBRAU MYNEDIAD

Cymhwyster cyn-TGAU gan CBAC sy'n rhoi sylfaen rhagorol i astudio ar y lefel hwn. Gall dysgwyr ddewis o blith amryw o bynciau yn cynnwys Saesneg, Cyfryngau, Hanes, Gwyddoniaeth a Mathemateg.



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ANGHENION DYSGU YCHWANEGOL

YMWYBYDDIAETH O ANABLEDD

Bydd y cwrs yma'n helpu dysgwyr i archwilio cysyniadau 'anabledd' a 'chynhwysiant' o fewn deddfwriaeth gyfredol i ddeall y rhwystrau y mae unigolion ag anabledd yn eu profi a'r atebion i'w gorchfygu. Bydd y cwrs yma'n helpu dysgwyr i adnabod gwahanol agweddau tuag at anabledd mewn perthynas â gwahaniaethu a sut y gallai'r rhain gael eu siapio yn y dyfodol.

YMWYBYDDIAETH O DDYSCALCULIA

Bydd y cwrs yma'n helpu dysgwyr i ddeall beth yw Dyscalculia, sut i'w adnabod a sut i ymateb iddo, yr effaith y mae'n ei gael ar unigolion a sut i gefnogi'r rhai sydd â Dyscalculia.

YMWYBYDDIAETH O ADHD

Bydd y cwrs yma'n helpu dysgwyr i gynyddu eu gwybodaeth o ADHD. Mae hyn yn cynnwys sut mae'n effeithio ar unigolion a sut y gallwn gefnogi'r rhai sydd ag ADHD.

YMWYBYDDIAETH O DDYSPRACCSIA

Bydd y cwrs yma'n helpu dysgwyr i ddeall yr anawsterau y gallai unigolyn â Dyspracsia eu profi, sut mae'n ymddangos yn y dosbarth, y llwybr a'r broses at gyfeirio a ffyrdd o gefnogi unigolion.

YMWYBYDDIAETH O DDYSLECSIA

Bydd y cwrs yma'n helpu dysgwyr i gynyddu eu gwybodaeth am Ddylecsia, Dyslecsia fel anabledd yn ôl y gyfraith, sut y mae'n effeithio ar unigolion a sut y gallwn ni gefnogi'r rhai sydd â Dyslecsia.



ANGHENION DYSGU YCHWANEGOL

CYFLWYNIAD I GOLLED SYNHWYRAIDD

Bydd y cwrs yma'n helpu dysgwyr i ddatblygu gwybodaeth a dealltwriaeth sylfaenol am golled synhwyrdd, yn cynnwys colli golwg, colli clyw a dallfyddardod.

CYFATHREBU'N EFFEITHIOL GYDA PHOBL AG ADY

Bydd y cwrs yma'n helpu dysgwyr i ddeall pwysigrwydd datblygu strategaethau a chyfleoedd cyfathrebu ar gyfer plant a phobl ifanc sydd ag anghenion dysgu ychwanegol(ADY), yn enwedig plant gydag anawsterau cyfathrebu mwy sylweddol megis y rhai ag ADHD a/neu awtistiaeth.

CEFNOGI DYSGU PLANT A PHOBL IFANC SYDD Â PHROBLEMAU IECHYD MEDDWL

Bydd dysgwyr yn deall ac yn dysgu cefnogi anghenion oedolion a phobl ifanc gyda phroblemau iechyd meddwl mewn lleoliad addysgol.

YMWYBYDDIAETH O AWTISTIAETH

Bydd y cwrs yma'n helpu dysgwyr i ddeall yr anawsterau y gallai unigolion sydd â chyflyrau sbectrwm awtistig eu profi, pwysigrwydd y sbectrwm awtistig a'r angen amdano, ffyrdd o gefnogi unigolion a dulliau mewn perthynas â chyfathrebu.



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TROSEDDAU IEUENCTID

Mae'r cwrs yma'n rhoi'r wybodaeth i'r dysgwr am bobl ifanc a'r system cyfiawnder troseddol. Bydd dysgwyr yn dechrau edrych ar achosion troseddau ieuenctid, effaith ymddygiad troseddol a dulliau all helpu i leihau troseddau ieuenctid.

SEICOLEG PLANT

Cyflwyniad i faes seicoleg plant a rhai o'r cwestiynau allweddol megis 'Beth sy'n dylanwadu ar ddatblygiad plant?' Byddwch yn astudio cymdeithasoli cynnar, ymlyniad ac yn edrych ar y ddatl natur/magwraeth. Mae'r pynciau'n cynnwys iaith a datblygiad, rhywedd a dulliau ymchwil.

SEICOLEG TROSEDDU

Yn ystod y cwrs yma fe gewch y cyfle i drafod yn feirniadol y diffiniad o ymddygiad troseddol ac yn edrych ar astudiaethau achos unigol. Byddwch yn astudio'r gwahanol ddulliau o ddeall a datrys troseddau. Mae testunau'n cynnwys proffilio a seicoleg fforensig.

CYFRAITH DROSEDDOL

Dyma gyflwyniad i gyfraith trosedd, troseddau a chosbau cysylltiedig. Byddwch yn dysgu deall rôl cyfraith trosedd, natur troseddu, atebolrwydd a'r amrywiaeth o gosbau sydd ar gael i'r llysoedd.

CYFLWYNIAD I IECHYD MEDDWL

Nod yr uned hon yw rhoi gwell dealltwriaeth i ddysgwyr ar sut i ddilyn ffordd o fyw iach. Byddwch yn edrych ar bynciau megis maetheg, ysmegu, iechyd rhywiol, sylweddau ac alcohol.

DEALL IECHYD MEDDWL

Byddwch yn canfod effaith rhagfarn ar unigolion sy'n byw gydag iechyd meddwl problemus, yn dysgu am achosion problemau iechyd meddwl, sut i hyrwyddo lles meddyliol a'r gefnogaeth sydd ar gael i unigolion sy'n byw gyda phroblemau iechyd meddwl.

DEALL PROBLEMAU IECHYD MEDDWL A CHAMDDEFNYDDIO SYLWEDDAU SY'N CYD-DDIGWYDD

Bydd dysgwyr yn gallu diffinio beth yw ystyr problemau iechyd meddwl a chamddefnyddio sylweddau sy'n cyd-ddigwydd a byddant yn gallu nodi llwybrau gofal cychwynnol a gofal eilaidd ar gyfer y rhai sy'n cael eu heffeithio gan hyn.

SEICOLEG DATBLYGIAD - CYMDEITHASOLI CYNNAR

Bydd dysgwyr yn deall datblygiad cymdeithasoli, ffurfio ymlyniad a ffactorau sy'n effeithio ar hyn ac effeithiau hir-dymor ar blant sy'n ganlyniad i brofiadau cynnar.

RHEOLI GORBRYDER

Bydd dysgwyr yn adnabod ac yn deall effeithio gorbryder a sut y gellir rheoli hyn.

DEALL CORFF A MEDDWL

Bydd dysgwyr yn deall problemau corfforol cyffredin a'u hachosion seicolegol posibl ac yn dysgu mwy am y corff ac am sut y mae'n gweithio.

IEITHOEDD FFRANGEG / PORTIWGALEG / EIDALEG I DDECHREUWYR

Cyrsiau ar wahân i ddechreuwr wedi'u cynllunio ar gyfer rhai ag ychydig neu ddim gwybodaeth flaenorol. Byddwch yn datblygu sgiliau darllen, ysgrifennu, gwranddo a siarad mewn iaith newydd.

CAMAU CYNTAF YN Y GYMRAEG

Mae'r cwrs yma'n caniatáu i ddysgwyr ddefnyddio peth geirfa sylfaenol yn Gymraeg a datblygu eu sgiliau i gefnogi plentyn wrth iddo/i gaffael yr iaith Gymraeg.



CYFLWYNIAD I SEICOLEG

Cyflwyniad i seicoleg yw hwn sy'n rhoi sylfaen ar gyfer symud ymlaen. Bydd dysgwyr yn astudio gwahanol feysydd seicoleg ac yn diffinio rhai cysyniadau sylfaenol mewn seicoleg. Mae'r pynciau'n cynnwys damcaniaethau personoliaeth, modelau cof a thechnegau arsylwi.

SEICOLEG DATBLYGIAD

Mae'r cwrs Lefel 2 yma'n trafod sawl agwedd o seicoleg datblygiad yn cynnwys y drafodaeth natur/magwraeth, damcaniaethau datblygiad cyfnodol a'r cod moeseg sy'n berthnasol i arbrofion seicolegol. Mae hefyd yn trafod perthynas cymdeithasoli cynnar a datblygiad plant.

HANES CYMRU

Cwrs Lefel 1 achrededig sy'n cynnig cyflwyniad i astudio Hanes Cymru. Mae'r cwrs yn edrych ar ffynonellau cynradd ac eilaidd ac ar rôl Cymry arwyddocaol. Bydd dysgwyr yn cwblhau'r uned drwy gynhyrchu eu prosiect eu hunain ar unigolyn o'u dewis.

YSGRIFENNU CREADIGOL

Cwrs Lefel 2 achrededig sy'n cynnig cyflwyniad gwych i ysgrifennu'n greadigol. Mae genres yn cynnwys ffuglen, ffeithiol, ysgrifennu bywyd, ysgrifennu taith a rhagor. Caiff yr uned ei chwblhau gyda phrosiect estynedig mewn genre o ddewis y dysgwr.



LLETYGARWCH

Bydd dysgwyr yn cael gwybod am hanfodion y diwydiant lletygarwch, yn cynnwys yr amrywiaeth eang o allfeydd sy'n cynnig gwasanaethau o'r fath. Yn benodol, byddwch yn dysgu pa fathau o rolau swydd sydd ar gael mewn allfeydd amrywiol. Byddwch yn canfod ble y gallwch chi gael hyfforddiant pellach ac ennill mwy o gymwysterau. Mae Sgiliau Lletygarwch yn cynnwys gwasanaeth cwsmeriaid, cyfathrebu, pam mae cwsmeriaid yn dod yn ôl, mathau a rolau swyddi, adeiladu enw da cadarnhaol a mathau o gontractau cyflogaeth.

DYFARNIAD DIOGELWCH BWYD LEFEL 1 A 2

Mae dyfarniad Gofal Bwyd Lefel 2 HABC yn gymhwyster sy'n cael ei gydnabod gan y diwydiant.

GWEINYDDU LEFEL 1 A 2

Ymchwil, e-bost, Microsoft Word ac Excel. Mae pynciau'r cwrs yn cynnwys rolau a chyfrifoldebau gweinyddol, sgiliau a nodweddion angenrheidiol, sut i gynllunio cyfarfod, cynhyrchu llythyrau busnes, e-byst a thaenlenni sylfaenol. Byddwch yn dysgu sut mae swyddfa'n gweithio ac am y gwahanol fathau o offer swyddfa.

RHEOLI PERFFORMIAD A DATBLYGIAD PERSONOL

Bydd dysgwyr yn datblygu'r wybodaeth a'r sgiliau angenrheidiol i reoli perfformiad, amser a llwyth gwaith personol. Byddan nhw hefyd yn gallu adnabod eu hanghenion datblygu eu hunain ac yn cyflawni cynllun datblygu personol.

SGILIAU CYFATHREBU YN Y GWEITHLE

Mae'r cwrs yma'n cynnwys edrych ar stereoteipio a chategoreiddio cymdeithasol, darllen beth mae pobl yn ei feddwl mewn gwirionedd, gwella eich cyfathrebu eich hun, cefnogaeth i ymddangos yn hyderus, dysgu rhagor am pam ein bod yn gweithredu yn y modd a wnawn a pham bod pobl yn ffurfio barn amdanon ni, trafod amrywiaeth eang o dechnegau y gellir eu defnyddio i wella cyfathrebu.

CYLLIDEBU

Gwnewch y gorau o'ch arian ar y cwrs dau ddiwrnod yma. Bydd dysgwyr yn deall yr angen am gyllidebu o fewn y cartref ac yn deall dulliau talu am bethau fel gwasanaethau, ffonau symudol ac ati a ffyrdd i gael y fargen orau.



SGILIAU CANOLFAN ALW A GALWADAU'N DOD I MEWN

Nid cwrs am alwadau diwahoddiad yw hwn. Mae'n trafod dealltwriaeth o ddiogelu data, sut i siarad gyda chwsmeriaid, casglu gwybodaeth a dysgu sut i ddelio gyda chwynion.

SGILIAU MEWN CYFWELIAD

Mae'r cwrs yma'n edrych ar beth sy'n digwydd mewn cyfweliad, sut i gyfathrebu, pam bod iaith y corff mor bwysig, paratoi ar gyfer cyfweliad, sgiliau gwranddo a chwestiynau cyfweliad. Mae'r cwrs hefyd yn cynnwys ffug gyfweliad.

SGILIAU GWYTNWCH

Bydd y cwrs undydd yma'n rhoi'r wybodaeth a'r ddealltwriaeth i chi o wytnwch a strategaethau unigolyn er mwyn gwella eich gwytnwch eich hun. Byddwch yn edrych ar greu agwedd gadarnhaol ar fywyd, eich sgiliau gwytnwch eich hun a gwahanol ffyrdd i'w gwella nhw.

SGILIAU ADWERTHU UNED 1 A 2

Mae'r cwrs yma'n cynnwys deall sut mae siopau a chadwyni cyflenwi'n gweithio, sut maen nhw'n gwerthu cynnyrch, pam bod cwsmeriaid yn prynu cynnyrch penodol, pwysigrwydd gwaith tîm, contractau a thelerau cyflogaeth, gwerthusiadau, gwasanaeth cwsmeriaid, adeiladu sylfaen gwsmeriaid, creu'r argraff iawn a thrafod cwynion.

DIOGELU

Mae'r cwrs yma wedi'i anelu at bobl sy'n gweithio mewn amrywiaeth eang o leoliadau gan gyflwyno maes pwysig diogelu unigolion rhag cael eu cam-drin.

GORESGYN RHWYSTRAU I WAITH

Bydd dysgwyr yn gallu adnabod a deall effeithiau gorbryder a sut y gellir rheoli hyn, rhwystrau rhag dod o hyd i waith a sut i gael cefnogaeth a chymorth i orchfygu'r rhain.

IECHYD A DIOGELWCH YN Y GWEITHLE

Mae'r cwrs hanner diwrnod hwn ar Iechyd a Diogelwch yn y Gweithle ar gyfer pobl sy'n gweithio neu sy'n edrych am waith mewn unrhyw amgylchedd ac mae'n arwain at gymhwyster sy'n cael ei gydnabod yn genedlaethol.

DEALL HYFFORDDI

Bydd dysgwyr yn datblygu dealltwriaeth o'r broses hyfforddi ac yn gallu defnyddio sgiliau hyfforddi a gwybodaeth o fewn ffug amgylchedd hyfforddi.

SGILIAU PENDANTRWYDD

Bydd dysgwyr yn datblygu gwybodaeth a sgiliau ar ddefnyddio pendantrwydd.

NEGODI MEWN AMGYLCHEDD BUSNES

Nod yr uned hon yw datblygu'r wybodaeth a'r sgiliau angenrheidiol i gyfathrebu mewn amgylchedd busnes. Ar ôl cwblhau'r uned hon, bydd dysgwyr yn gallu cynhyrchu gohebiaeth busnes ysgrifenedig ac yn gallu cyfathrebu ar lafar mewn amgylcheddau busnes.

CWBLHAU FFURFLENNI CAIS AM SWYDD

Bydd dysgwyr yn datblygu sgiliau ar gyfer cwblhau ffurflenni cais am swydd a'r broses o gyflwyno ceisiadau.

HYDER A HUNAN-BARCH

I ddarparu'r cyfle i ddysgwyr agored i niwed ennill cydnabyddiaeth o'u dysgu ar gyrsiau byr sydd wedi cael eu dylunio fel y cam cyntaf mewn proses o ymgysylltu gydag addysg.

RHEOLI DICTER A GWRTHDARO

Bydd dysgwyr yn deall effeithiau dicter a sut y gellir defnyddio rheoli gwrthdaro er mwyn osgoi dicter a gwrthdaro.

SGILIAU DERBYNFA

Bydd y sesiwn hwn yn addysgu dysgwyr i gyflawni dyletswyddau syml yn y dderbynfa yn cynnwys trafod galwadau sy'n dod i mewn a rhyngweithio gyda chwsmeriaid yn briodol o fewn eu lefelau cyfrifoldeb eu hunain.

EGWYDDORION ARWAIN TÎM

Nod y cwrs yma yw cyflwyno'r wybodaeth a'r ddealltwriaeth sy'n angenrheidiol er mwyn arwain tîm. Bydd dysgwyr yn datblygu dealltwriaeth o egwyddorion allweddol arwain tîm, yn cynnwys arddulliau arweinyddiaeth, dynameg timoedd a symbyliad timoedd. Bydd dysgwyr hefyd yn datblygu dealltwriaeth o'r technegau gaiff eu defnyddio i reoli gwaith timoedd ac effaith rheoli newid o fewn tîm.

RHEOLI STRAEN

Bydd dysgwyr yn gallu adnabod a deall eu straen personol a sut i reoli agweddau o straen.



FFIOEDD ARHOLIADAU AC AD-DALIADAU CYRSIAU

Hyd y cwrs	Ffi Lawn	Ffi Ostyngol
2 Wythnos / 4 Awr	£10	£10
4 Wythnos / 8 Awr	£20	£10
6 Wythnos / 12 Awr	£25	£10
8 Wythnos / 8 Awr	£32	£10
10 Wythnos / 20 Awr	£40	£10
20 Wythnos / 40 Awr	£80	£20
30 Wythnos / 40 Awr	£100	£25

LLEOLIADAU'R CYRSIAU

Llyfrgelloedd	Tir-morfa	YMCA Castell-nedd
Neuadd Ysgolion	Eglwysi	Canolfan Busnes Sandfields

Cysylltwch â ni i ddarganfod neu trefnu cwrs yn agos i chi

FFIOEDD ARHOLIADAU A CHYRSIAU PENODOL

- Iaith Arwyddion Prydain (Lefel 1, 2 a 3 Arwyddol)
Ffi Ostyngol £25, Ffi Lawn £100 A ffioedd arholiad = £55-105
- Gofal, Chwarae, Dysgu a Datblygiad Plant (CCPLD) £150
- Ffioedd Arholiadau TGAU, Uwch Gyfrannol a Safon Uwch £42 -£55

CYRSIAU'N CAEL EU CANSLO

Mae'r wybodaeth yn y prospectws hwn yn gywir adeg ei gynhyrchu. Noder bod cyrsiau yn amodol ar ddigon o bobl yn mynychu. Bydd Addysg Oedolion yn newid neu'n canslo cyrsiau lle mae amgylchiadau'n galw am hynny.

AD-DALIADAU

Bydd ad-daliad llawn o ffioedd cwrs ond yn cael ei ganiatáu os:

- Bydd cwrs yn cael ei ganslo gan y gwasanaeth
- Bydd diwrnod, amser, lleoliad neu ddull cyflwyno'r cwrs yn cael ei newid gan y gwasanaeth a bod hynny'n annerbyniol.

Y gwasanaeth fydd yn gyfrifol am y penderfyniad i wneud ad-daliad fel y gwêl yn dda. Mae'r gwasanaeth yn cadw'r hawl i godi ffi weinyddu o £10 am ad-daliadau. Noder, dim ond ceisiadau ysgrifenedig am ad-daliadau fydd yn cael eu hystyried. Anfonwch eich llythyr/e-bost yn gofyn am ad-daliad gan nodi'r rheswm yn glir at y Rheolwr Prosiect, Michelle Trigg. E-bost: m.trigg@npt.gov.uk neu ysgrifennwch at: M. Trigg Rheolwr y Prosiect, Canolfan Tir Morfa, Marine Drive, Sandfields, Port Talbot, SA12 7NN.





Castell-nedd Port Talbot
Oedolion Dysgu



Dilynwch ni ar ein cyfryngau cymdeithasol



neu cysylltwch â ni

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Venue	Post Code	Area
Abbey primary	SA10 7ND	Dyffryn
Alltwen Primary	SA8 3AB	Alltwen
Awel Y Mor School	SA12 6TA	Sandfields East
Blaendulais Primary	SA10 9AA	Seven Sisters
Briton Ferry CC	SA11 2NS	Briton Ferry West
BSpoked Enterprises	SA10 7DR	Coedffranc Central
Carreg Hir school	SA11 2ET	Briton Ferry East
Central Primary	SA13 1SP	Port Talbot
Croeserw Community Centre	SA13 3PL	Cymmer
Croeserw Primary	SA13 3PL	Cymmer
Crynant Primary	SA10 8NS	Crynant
Cymmer Library	SA13 3HR	Cymmer
Dove	SA10 9LW	Onllwyn
GCG Cwmgors Library	SA18 1UN	Gwaun Cae Gurwen
Giant's Grave boys and girls club	SA11 2UP	Briton Ferry East
Glynneath Training Centre	SA11 5BD	Glynneath
Gwnfi Miners Hall	SA13 3TE	Gwynfi
Maximus	SA11 1PU	Neath North
Melin Advice Centre	SA11 1AP	Neath East
Melin Infant School	SA11 2ED	Neath East
Neath Library	SA11 3EP	Neath North
Neath YMCA	SA11 3HG	Neath North
Pontardawe Arts Centre	SA8 4HU	Pontardawe
Port Talbot Library	SA13 1PB	Port Talbot
Resolven Building Blocks	SA11 4AB	Resolven
Sandfields Business Centre	SA12 7PT	Sandfields West
Seven Sisters Community Centre	SA10 9NS	Seven Sisters

St. Paul's Centre	SA12 6DQ	Port Talbot
Swansea University	SA1 8EN	Swansea
Taibach Community Centre	SA13 2BN	Taibach
Tir Morfa Centre	SA12 7NN	Sandfields West
Wesley Chapel (Eastern Primary)	SA13 1TT	Taibach
Workways	SA12 6LF	Port Talbot
Ynysfach Primary	SA11 4NR	Resolven
Online		
M		
Abbey Primary	SA10 7ND	Dyffryn
Aberafan Opportunity Hub	SA13 1PB	Port Talbot
Alltwen Primary	SA8 3AB	Alltwen
Building Blocks	SA11 4AB	Resolven
Croeserw Primary	SA13 3PL	Cymmer
Crynant Primary	SA10 8NS	Crynant

Cwm Brombil	SA13 2AN	Margam
Cwmavon Community Centre	SA12 9BA	Bryn & Cwmavon
Dewis	SA13 1NW	Neath North
Neath YMCA	SA11 3HG	Neath North
Port Talbot Library	SA13 1PB	Port Talbot
Sandfields Business Centre	SA12 7PT	Sandfields West
Sandfields Library	SA12 6TG	Sandfields West
Sandfields Methodist Church	SA12 7NF	Sandfields West
Seven Sisters Community Hall	SA10 9NS	Seven Sisters
The Wallich	SA13 1HN	Port Talbot
Thrive Port Talbot	SA13 1AA	Port Talbot
Tir Morfa Centre	SA12 7NN	Sandfields West
Ty Santes Fair CC	SA10 6BA	Coedffranc North
Ynysfach Primary	SA11 4NR	Resolven
Di		
Cwmavon Library		
Pontardawe Library		
Sandfields Library		
Cymmer Afan Library		
Neath Library		
Neath YMCA		
Bryn Community Centre		
PT Opporunity Hub		
PT Library		
Baglan Library		
PT Workstations		
GCG Community Hub Tai Tarian		
Glynneath Library		
Skewen Library		
Britton Ferry Stroke group		
Age Connect		
Age Connect		
Age Connect		
Seven Sisters Community Hall		
Tai Tarian Supported Living Dyffryn Celwen		
Croserew Community centre		

Course
AL Delivery
Story sacks, Family learning taster, Phonics
BSL Taster, Intro to BSL
Family learning engagement, Helping a child with listening skills, Story sacks, Phonics, ALN Taster, ADHD awareness, Cooking on a budget, Autism Awareness, Tasks in science, Supporting the learning of those with Mental Health difficulties, Importance of Play, CCPLD Level 2, Dyslexia Awareness, Dyscalculia supporting learners, BSL Taster, Intro to BSL, Behaviour management, Communicating with children and young people with ALN
Family learning taster, Story sacks
Safeguarding
Taster (soft skills), Confidence building, IT taster, Assertiveness skills, Resilience skills, Motivation, Wellbeing taster
Family learning engagement, Phonics, Importance of play, Story sacks, Literacy skills
Phonics, Family learning engagement, Story sacks, Maths in the foundation phase
GCSE Maths Induction, Get cooking taster, GCSE Maths, Healthy Eating
ALN Taster, Autism awareness
Phonics, Story sacks, Mathematical development, Family learning taster
Assist a child with Welsh language, First steps in Welsh
BSL Taster, Intro to BSL, BSL Level 1
Assist a child with Welsh language, First steps in Welsh, BSL Taster
Literacy taster, Literacy skills
GCSE Maths Induction, Food safety award L2, iPads, Spreadsheets, GCSE Maths, Motivation, Confidence and self-esteem skills, BSL Level 1, Digital skills,
Food safety award L2, Mental health taster, Sea Glass, Intro to BSL
Confidence, Motivation, Interview skills, Resilience, Assertiveness, Retail skills, Intro to popular psychology, confidence and self-esteem, Personal development
Literacy skills, Food safety award L2, Numeracy skills
Family learning taster, Learning to read in the foundation phase, Story sacks, Family learning numeracy skills, ALN taster, ADHD awareness,
Interview skills and job application forms, Welsh history taster, BSL taster, Intro to BSL, Intro to childcare, BSL Level 1
Word processing and office skills, Using a mobile tablet/device, ALN taster, Introduction to Italian, Autism awareness, Confidence building, Italian taster, Essential IT, Hospitality skills, Gardening engagement, Introduction to crime, Childcare taster
Crafts, Assertiveness, Intro to sewing, Keyring crafts, Sea glass, Resilience
Intro to childcare, Admin skills L1, Retail skills, Wreath making, Mason jars, Sea glass, Phonics, Welsh history, Award in Health and Social care, Needle craft, Origami, Card making, Gem craft, Sewing, Literacy and Numeracy taster
Food safety award L2
Stress management, Safeguarding
Tasks in science

GCSE Ancient History, First steps in Welsh, Assisting a child with Welsh
Intro to BSL
Pre-GCSE English
counselling, GCSE/A Level taster session, TAQA, Food safety award L2, GCSE English Language Induction, AS English lang & lit induction, English lang/lit induction, AS Media Studies induction, Google Drive L2, AS Religious Studies induction, AS Government & Politics induction, Beginners French, Intro to childcare, GCSE Maths induction, GCSE English language induction, GCSE History induction, GCSE English lit induction, AS Sociology induction, GCSE Sociology induction, AS History induction, Pre-GCSE English, Pre-GCSE Maths, Deaf awareness, CCPLD L3, Basic IT, Award in Health & Social care, First steps in Welsh, Assisting a child with Welsh, Literacy skills, GCSE Psychology, A2 English Lang/Lit, AS English, AS Media Studies, BSL L1, AS Psychology, AS Government & Politics, AS Religious Studies, Certificate in Science, Intro to BSL, L3 Criminology, GCSE Maths, GCSE English Language, GCSE Sociology, GCSE English Literature, AS History, AS Sociology, GCSE History, Understanding Mental Health, Supporting the Learning of Children & Young People with Mental Health Issues, Education & Training taster, Floristry techniques L1, Mental Health taster, Communicating effectively with people with ALN, Developmental psychology, Autism awareness, Google Drive L1, Understanding your bills, Dyspraxia awareness, Christmas crafts, Digital skills, Conflict management, Understanding co-occurring mental health and substance misuse, Developmental - early socialisation, Numeracy taster, Photography engagement, Interview skills, Admin skills L1, Classroom support, Autism awareness, Intro to sensory loss, Time management, Understanding coaching, BSL L2, Reception skills, Food safety award L2, Felt pictures, Principles of team leading, Felt daffodils, Felt Chicken, Intro to crime taster, Additional Maths, AS English Lang/Lit, A2 English Lang/Lit, GCSE English Literature, Digital Literacy, BSL L3, Welsh history, British history, Team building, Social Psychology, Understanding body & mind, L3 Practitioners (numeracy), Numeracy summer school, Literacy summer school, Job application forms, Safeguarding, Child psychology, Admin skills L2, Behaviour management, Study skills, Creative writing taster, Creative writing for pleasure
Cooking on a budget, Helping a child with literacy skills, Phonics, Preparing healthy meals, Phonics
Induction to GCSE Psychology, Induction to AS Psychology, Learning to read in the foundation phase, GCSE Psychology, Classroom support, Helping a child to develop their listening skills, Phonics, L3 Criminology, Youth offending
Family learning engagement, phonics, Importance of play, Story sacks
Induction to A2 psychology, Induction to A2 History, Induction to A2 Religious Studies, Induction to A2 English Literature, Induction to GCSE English Language, Induction AS English Literature, GCSE Maths, Induction to GCSE Maths, Dyslexia Awareness, A2 Psychology, A2 History, A2 Religious Studies, Safeguarding, ADHD Awareness, ALN Taster, A2 Sociology, CCPLD L3
ultiply Delivery
Helping a child with maths through play
Calculating the cost of an event, Common measures
Help a child with Maths
Planning a healthy menu, debt help/managing a personal budget
Helping a child with Maths, Cooking on a budget
Cooking on a budget

Homework Help
Cooking on a budget
Time management and action planning
Handling payments, Shop and counter work, Time management, Using money
Santa's escape room, Common measures
Supporting numeracy learners
Introduction to mathematical development
Following a recipe
Cooking on a budget
Cooking on a budget
Cooking on a budget, Budgeting for Universal Credit
Google drive, Time management and action planning, GCSE Maths help, card making,
Common Measures
Cooking on a budget
igital Inclusion
2-4pm Mondays
2-4pm Mondays
10-12pm Tues
2-4pm Tues
2-4pm Tues
2-4PM Wed
2-4pm Wed
2-4pm Wed
10-12PM Thurs
2-4pm Thurs
2-4pm Thurs
10-12pm Thurs
10-12pm Fri
10-12pm Fri
10-12pm Wed
Neath Town Hall 9.30-12.30pm Mon
Margham community centre 9.30-12.30 Tues
Pontardawe Library 12.30-15.30 Thurs
Second Monday per Month at moment
x2 sessions planned with local PCSO
12.45-14.45pm Fri

Case study one: Using Adult Learning in the Community sessions to support family engagement

Background

Prior to launching Team Teulu in the 2023 summer term, our team of Family Engagement Officers conducted qualitative baseline consultation with parents and family members across all schools within the Llangatwg cluster. The consultation covered a range of different topics and themes, including parental anxiety around the transition to nursery. Parents expressed concern about leaving their child at school, and many expressed that nursery would be the first time for their child to be separated from family; “I’m worried about leaving them [at school] for a long time” (Pre-school parent, Dulais Valley); “Having only visited the school once, when my child was a baby, it was daunting. I handed my child over to teachers I didn’t know, with a class full of children I didn’t know, whose parents I didn’t know” (Nursery parent, Neath Valley); “When my eldest started school, we were able to take them into the classroom, so if they were feeling anxious, you were able to calm them down and distract them with the toys and books. My youngest started after COVID so he had to be dropped off by the gate and a teacher bring him into class” (Parent of two children, Neath Valley). One parent shared; “I just want to make sure that my kids are safe and happy in school” (Pre-school parent, Dulais Valley).

- 90% of the parents who shared their views said they wanted to have opportunities to support their children with their learning.
- 74% of parents wanted to learn new skills to support their children with homework.



Case study one: Using Adult Learning in the Community sessions to support family engagement

Structure and set-up

During the 2023 summer term, Team Teulu Family Engagement Officers met with Learning and Engagement Officers working at Adult Learning in the Community to discuss ways to support each other to engage with families, to identify opportunities for parents to develop skills to help their children at school, and to offer support to parents experiencing anxiety around the transition to nursery.

In the autumn term, Blaendulais Primary School offered to pilot an Adult Learning in the Community programme, forming a partnership between the school nursery staff, ACL tutors, and Team Teulu family engagement officers. The team launched a series of Storysack play sessions based on the story, *The Runaway Pea* (Poskitt, 2020). The aim of the sessions was to engage with children and families due to start at nursery within the term. Sessions were promoted through the nursery teacher to all families who registered to start in nursery, and were facilitated by the schools' family engagement officer.

The nursery teacher, family engagement officer and community tutor have met on a regular basis to shape the sessions in line with the foundation learning curriculum. Activities and learning objectives are aligned to ensure consistency for children, and provides the opportunity to model the structure of the nursery session.

“Little things that we do [during the session] are already having an impact when they start nursery. Things like working together, sitting down on the carpet, helping to tidy up, snack time, it's all building their routine for when they start. The other day, [the nursery teacher] read *The Runaway Pea* to her class as part of story time. The ones who've attended our sessions knew it word for word, and they were telling the older children what would happen next. They've really grown in confidence” (Tutor).

- 9 families have attended the sessions, with an average attendance of 5 families each week
- 6 parents will submit portfolios for certification and accreditation
- 8 children have successfully settled into their new nursery class since sessions began

Case study one: Using Adult Learning in the Community sessions to support family engagement

Outcomes

Parents attending the session shared numerous positive outcomes for their children, including developments in their social skills, and an increase in their confidence; **“You can see him, he’s a lot more confident and wanting to join in with things a lot more”** (Parent of five children); **“Since we started, you can see now he likes to have a play with kids his own age. And I’d come to something like this every day if I could”** (Parent of one child). This has also been recognised by professionals facilitating the sessions; **“I’ve really seen a difference in some of the children, one has gone from being quite introvert, quite shy and keeping [themselves to themselves]. To see [them] now, it’s like a different child”** (Family Engagement Officer); **“Children coming through [ACL] are far more confident to participate in group activities when they move to nursery. Before, they may have been a bit hesitant, they’re now having a go. Before, I’d have to give a lot more direction”** (Nursery teacher); **“This group has done [certain children] the world of good for their social skills and interaction”** (Nursery teacher).

In addition, the sessions have allowed parents with larger families the opportunity to have quality one-to-one time with their child; **“I’m due in February. It’s lovely to have that one-to-one time with [him]. It’s really helping”** (Parent of five children).

Many parents also shared personal outcomes of attending the sessions, including an increase in their own confidence; **“I didn’t have any confidence, I didn’t take them to any baby groups, nothing like that, but coming here, it’s really helped. I know I’ll go to anything that [my Family Engagement Officer] runs now”** (Parent of five children).

Additionally, professionals have observed an increase in parent confidence in their own abilities, and connection with other parents; **“One of our parents said she’d like to be a teaching assistant once her children are in school. Something like this, they’re inadvertently learning through playing with their own children, these units are perfect”**(Tutor). **“It’s nice to have a chat with [other parents] here, and just connect really. It’s time. Having the time”** (Parent of two children); **“What’s nice is the peer-to-peer support, there’s not the reliance on [the nursery teacher] to answer every question, it’s just a conversation with other nursery parents”** (Family engagement officer).

Case study one: Using Adult Learning in the Community sessions to support family engagement

“It’s been brilliant. For lots of our parents, this is the first time they’ve taken the children places. We’re able to start our relationships with them early, they definitely get the chance to learn about what happens at school before they start, they know they can pop in, have a chat. It’s reduced the need for structured opportunities to meet us. The first week [of ACL], I did a pre-nursery chat with the parents, they had booklets and little starter packs, I popped in at the end of the session to have a little chat with them. It’s not an official visit for them, or something formal to feel nervous about, I just popped in” (Nursery teacher);



Future opportunities

Sessions are scheduled to continue for the 2024 spring term, and will be planned in partnership between the ACL tutor, nursery teacher and family engagement officer.; “The next block will be the importance of play. We’re looking at movement. We’re looking at reading in the foundation phase, but we’ll be working on that together [with the teacher] so it’s appropriate for the learning that the children will have in school” (Tutor). The Spring sessions will look to utilise community facilities, including the mobile library.

With thanks to our partners at Adult Learning in the Community, and the wonderful staff at Blaendulais Primary School.



Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education Cabinet Board

14 March 2024

Report of the Head of Leisure, Tourism, Heritage & Culture.

Matter for Information.

Wards Affected:

All Wards

Report Title:

Comedy Festival 2024

Purpose of the Report:

To brief members on an exciting new initiative relating to the introduction of a comedy festival within Neath Port Talbot.

Executive Summary:

The Neath Port Talbot Comedy Festival (working title) is an exciting initiative aimed at spreading a 'feel good factor' throughout our communities this autumn. Scheduled to take place over 16 days from late September to early October 2024, the festival will feature performances and events at a wide range of venues and locations across the county borough. As well as three shows at each of our main theatre venues (Gwyn Hall, Princess Royal Theatre and Pontardawe Arts Centre), the festival programme will reach out to our valley communities and aims to stage 24 stand-up shows at smaller venues such as community centres, sports clubs and pubs.

The festival will focus on engaging communities and bringing people together. Through commitment to inclusivity, accessibility, and cultural enrichment, the ambition is that the festival will develop to become a highlight of the cultural calendar for both residents and visitors.

Background:

In September 2023 the Council adopted new Culture and Destination strategies. The theme of building sustainable events and festivals across the county borough came through very strongly and officers are working on a number of concepts.

During the Culture Strategy consultation, the Neath Comedy Festival came to the fore as a well organised weekend of events with a lot of potential but one that had hit a glass ceiling in terms of capacity to deliver something bigger.

A working group has been put together which includes the organiser of the previous Neath Comedy Festival and another prominent local writer and comedian.

Venues:

The Neath Port Talbot Comedy Festival will take place at a range of selected venues ensuring accessibility and quality of experience for our audiences and participants. The Gwyn Hall, Princess Royal Theatre, and Pontardawe Arts Centre have been chosen for their spacious facilities, technical capabilities, and established reputations for hosting successful events. These venues offer the perfect settings to showcase a diverse range of well known high profile acts that will attract larger audiences. The 24 performances at smaller venues will ensure the festival reaches out to as many Neath Port Talbot communities as possible. A typical evening of Comedy Festival entertainment at these venues will comprise of a compere/host and 3 stand-up acts.

Performance Schedule

The festival will span 16 days from Friday September 20th to Saturday October 5th, with performances scheduled mainly late week and weekends. As stated, our three 'main' venues will host nine headline performances featuring nationally renowned comedians such as Kiri Pritchard-McLean and Milton Jones (already booked).

Smaller venues will feature up and coming breakthrough performers from the Welsh and UK-wide comedy circuits including performers fresh from other festivals including the Edinburgh Fringe.

Community Engagement

A key objective of the Neath Port Talbot Comedy Festival is to foster community engagement and cultural enrichment for a range of audiences. Inclusivity will be key to making the festival exciting and engaging. We will reach out to and encourage local schools, colleges and drama groups to get involved by running workshops and staging their own performances. We will also look to take bespoke activity into residential and care homes.

Welsh language performances will feature in our programme too, as we explore what makes Welsh comedy (in both Welsh & English) so funny.

Additional activity proposed includes:

- Comedy script writing workshop
- Stand-up comedy workshop
- Stand up talent competition. Aimed at discovering new talent, heats will run across the festival and culminate on the last weekend.
- Classic comedy film screenings and comedy quiz nights at the Gwyn Hall.

Marketing and Promotion

To maximise the festival's reach and impact, a comprehensive marketing and promotion plan will be implemented. This will use a combination of traditional advertising, social media campaigns, and community outreach efforts to raise awareness and generate excitement among residents and visitors alike. As the festival matures collaborations with local businesses, media outlets, and influencers will further amplify the festival's visibility, attracting a diverse audience and ensuring long term success.

Future

The aim is to make the comedy festival sustainable. While the council will effectively be the organiser during the first couple of years it is hoped there will be enough interest and confidence to move this to a future Community Interest Company or some such external body to take it forward.

Financial Impacts:

Officers have secured £10,000 through the Council's Heritage, Culture, Tourism and Events (HCTE) Fund which is funded via the UK Government's Shared Prosperity Fund. This will be used to set up and promote the event in year one.

The main theatres will benefit from the usual ticketing arrangements and the additional performances will also help achieve their budget targets.

Taking into account the HCTE grant plus income through ticket sales and sponsorships, the project is budgeted to break even and require no additional council funding. We will however continue to look for further and future grant funding to expand the programme and marketing capacity.

Integrated Impact Assessment: (see also Impact Assessment - First Stage Appendix)

Valleys Communities Impacts:

The aim of the festival is to showcase venues in our valleys communities in addition to our main town centre venues. The festival will open up access to entertainment and cultural activity (through comedy) in our valley communities.

Workforce Impacts:

As part of the funding received via the SPF Heritage, Culture, Tourism and Events fund, an additional post has been funded up until 31st December, 2024 to assist in the organisation of this event and other related activity.

Legal Impacts:

Standard performer's contracts and terms for shows at the 3 main theatres will be put in place by managers at each venue. We will liaise with our legal team to put in place agreements with fringe artists and performers as required.

Risk Management Impacts: Key risks to this project include: poor marketing and promotion; performers cancelling and poor ticket sales. These risks will be mitigated by:

- A strong marketing plan.
- The combined experience and strength of our working group.
- The history of Neath Comedy Festival proving there is demand for this type of event.
- Keeping the festival small in Year 1 and building gradually in subsequent years.

Consultation:

In May 2023 a working group was set up to explore and develop the idea of staging a Comedy Festival for Neath Port Talbot. The objective early on was to design a festival that would take place at venues in our valleys as well as our main town venues.

The working group is comprised of:

- Cabinet Member for Nature, Tourism and Wellbeing
- The Founder of Neath Comedy Festival/Stand Up Comedian
- Port Talbot born actor/comedian/writer
- Head of Leisure, Tourism, Heritage & Culture, NPT Council
- Commercial Coordinator, NPT Council
- General Managers of The Gwyn Hall ,The Princess Royal Theatre, and Pontardawe Arts Centre.
- Business Development Manager, NPT Council

Officer Contact:

Chris Saunders, Head of Leisure, Tourism, Heritage & Culture
c.saunders@npt.gov.uk

Andrew Griffiths, Commercial Co-ordinator
a.griffiths@npt.gov.uk

Mae'r dudalen hon yn fwriadol wag

Impact Assessment - First Stage

1. Details of the initiative

Initiative description and summary: The purpose of the report is to brief Members on the proposed Comedy Festival planned to take place over 16 days across the county borough this autumn.

Service Area: Leisure, Tourism, Heritage & Culture

Directorate: Education, Leisure and Lifelong Learning

2. Does the initiative affect:

	Yes	No
Service users	x	
Staff	X	
Wider community	X	
Internal administrative process only		X

3. Does the initiative impact on people because of their:

	Yes	No	None/ Negligible	Don't Know	Impact H/M/L	Reasons for your decision (including evidence)/How might it impact?
Age		x				The protected characteristic will not be affected
Disability		x				The protected characteristic will not be affected
Gender Reassignment		x				The protected characteristic will not be affected.
Marriage/Civil Partnership		x				The protected characteristic will not be affected.
Pregnancy/Maternity		x				The protected characteristic will not be affected.
Race		x				The protected characteristic will not be affected.
Religion/Belief		x				The protected characteristic will not be affected.
Sex		x				The protected characteristic will not be affected.

Sexual orientation		x				The protected characteristic will not be affected.
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4. Does the initiative impact on:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence used) / How might it impact?
People's opportunities to use the Welsh language	x				L	There will be a positive impact here as the festival will include Welsh language acts which will ensure that the Welsh language is promoted and integrated into our communities.
Treating the Welsh language no less favourably than English	x				L	As above

5. Does the initiative impact on biodiversity:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence) / How might it impact?
To maintain and enhance biodiversity		x				The proposal will have no impact due to the nature of the planned activity.
To promote the resilience of ecosystems, i.e. supporting protection of the wider environment, such as air quality, flood alleviation, etc.	x				L	The festival will have a positive impact as by providing a good number of shows in the local valley communities it will avoid the need for driving and therefore mileage and associated pollution will be reduced.

6. Does the initiative embrace the sustainable development principle (5 ways of working):

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	Yes	No	Details
Long term - how the initiative supports the long term well-being of people	x		By developing the Comedy Festival into an annual and sustainable addition to our events calendar, the initiative will benefit residents and visitors. Spreading activity and events across the county borough will ensure inclusivity enabling both residents and visitors to access cultural activities within the county.
Integration - how the initiative impacts upon our wellbeing objectives	x		The proposal positively impacts on Wellbeing Objectives 2 & 3 by increasing the range of cultural activities offered within our local communities and bringing local communities together in social settings to enjoy shared experiences near where they live.
Involvement - how people have been involved in developing the initiative	x		<p>The Culture strategy was developed after lengthy consultation.</p> <p>In May 2023 a working group was set up to explore and develop the idea of staging a Comedy Festival for Neath Port Talbot. The objective early on was to design a festival that would take place at venues in our valley communities as well as our main town venues.</p> <p>The working group is comprised of: Head of Leisure, Tourism, Heritage & Culture, NPT Council Commercial Coordinator, NPT Council Operations Co-Ordinator, NPT Council General Manager, The Gwyn Hall (Celtic Leisure) Operations Manager, The Princess Royal Theatre, NPT Council Operations Manager, Pontardawe Arts Centre, NPT Council Business Development Manager, NPT Council Founder of Neath Comedy Festival/Stand Up Comedian & Agent Port Talbot born actor/comedian/writer Portfolio holder</p>
Collaboration - how we have worked with other services/organisations to find shared sustainable solutions	x		The working group referred to above is itself a collaboration which draws on the relevant experience of all involved.

Prevention - how the initiative will prevent problems occurring or getting worse	x		The working group referred to above is itself a collaboration which draws on the relevant experience of all involved. Well planned promotion and marketing will help maximise ticket sales and engagement. Financial risk to the council will be managed at the highest level and kept to an absolute minimum. Additional funding and income opportunities will continue to be explored.
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7. Declaration - based on above assessment (tick as appropriate):

A full impact assessment (second stage) is not required	X
Reasons for this conclusion	
There is no negative impact on people with protected characteristics, or on biodiversity and for the reasons identified above.	

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	Name	Position	Signature	Date
Completed by	Andrew Griffiths	Commercial Coordinator		27/02/2024
Signed off by	C Saunders	Head of Leisure, Tourism, Heritage & Culture		07/03/2024

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

**Education, Skills and Wellbeing Cabinet Board / Bwrdd Cabinet Addysg,
Sgiliau a Llesiant**

14th March 2024

**Head of Educational Development / Pennaeth Datblygu Addysg
Christopher Millis**

Matter for Monitoring

Wards Affected: All Wards

Report Title

Annual Pupil Performance Report 2022/23

Purpose of the Report

To provide Members with a summary of the performance of Neath Port Talbot schools and its pupils during 2022/23.

Executive Summary

The report provides detail of 2022/23 performance regarding attendance, exclusions and attainment of Neath Port Talbot pupils compared with previous academic years and national data where it exists. Also included is some contextual data on the level of free school meal entitlement and special educational need (SEN) which is correlated to pupil performance.

Background

Local Authority level educational performance over the 2022/23 academic year.

Financial Impacts

The performance described in the report is being delivered against a challenging financial backdrop and reduced budget.

Integrated Impact Assessment

There is no requirement to undertake an Integrated Impact Assessment as this report is for monitoring / information purposes.

Valleys Communities Impacts:

This impacts all wards.

Workforce Impact

The Council's workforce continues to contract as financial resources continue to reduce. In recognition of the scale of change affecting the workforce, a new Corporate Workforce Plan has been developed to support the workforce to adapt to the changes that are taking place.

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Legal Impact

This Report is prepared under:

The Local Government (Wales) Measure 2009 and discharges the Council's duties to "make arrangements to secure continuous improvement in the exercise of its functions".

The Well-being of Future Generations (Wales) Act 2015

The Neath Port Talbot County Borough Council Constitution requires each cabinet committee to monitor quarterly budgets and performance in securing continuous improvement of all the functions within its purview.

Risk Management Impacts:

Failure to provide a suitable monitoring report within the timescales could lead to non-compliance with our Constitution. Also, failure to have robust performance monitoring arrangements in place could result in poor performance going undetected.

Consultation:

There is no requirement under the Constitution for external consultation on this item.

Recommendations:

Members monitor performance contained within this report.

Reasons for Proposed Decision:

Matter for monitoring. No decision required.

Implementation of Decision:

Matter for monitoring. No decision required.

Appendices

Appendix 1 – Annual Pupil Performance Report 2022/23

List of Background Papers

Background papers include:

- Welsh Government statistical releases on free school meal entitlement, additional learning needs (ALN), primary & secondary school attendance, exclusions, teacher assessments and examination results.
- NPT ELLL Data Unit records on the above
- Estyn inspection reports
- Careers Wales NEET data

Officer Contact

Carl Glover, Data Unit Manager

E-mail c.glover@npt.gov.uk. Tel. 01639 763139

Annual Report on Pupil Performance

Education Leisure & Lifelong Learning

Neath Port Talbot County Borough Council

2022/23

Christopher Millis,
Head of Educational Development

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Contextual Data

A number of variables contribute towards a pupil, school and authority's ability to achieve expected outcomes and sustain a high level of performance. Two of the most influential pupil characteristics affecting performance are the levels of deprivation encountered, which historically has been measured by the percentage of free school meal (FSM) entitlement, and the level of additional learning needs (ALN). Whilst these two issues play a major part in achievement it should be noted that a number of other factors are influential e.g. quality of teaching, gender, traveller status, looked after pupils etc.

Free school meal data across Wales show that there is a statistical relationship between the level of FSM entitlement and attendance and attainment at school. Higher FSMs results in lower attendance and attainment and visa versa. Neath Port Talbot (NPT) has consistently had one of the highest proportion of FSMs in Wales and at the 2023 Pupil Level Annual School Census (PLASC) it was 28.1%, the 2nd highest in Wales.

Sector	2018/19			2019/20			2020/21			2021/22			2022/23		
	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank
(Ages 5-15)															
Primary	25.3	19.0	1	26.1	20.8	3	29.4	24.0	3	29.9	24.2	3	30.3	22.9	1
Secondary	20.1	16.6	2	19.9	18.0	5	22.4	21.0	7	24.2	21.7	5	24.6	20.9	4
Middle	23.1	18.5	3	22.7	19.6	4	24.7	22.5	4	25.3	22.4	4	25.8	20.1	3
Special	52.4	42.9	2	51.5	44.6	3	50.2	46.4	6	50.4	47.8	5	51.2	46.5	2
All 5-15	23.8	18.3	1	24.1	19.9	3	26.8	22.9	4	27.6	23.3	3	28.1	23.9	2

As well as a high level of comparative deprivation compared with other Welsh authorities, NPT also has the 8th highest proportion of pupils with ALN, including the highest percentage with the most severe need which necessitates a statement. Due to the current conversion of statements of SEN to Individual Development Plans (IDPs) for mandated cohorts, in line with new Welsh Government legislation for ALN, these figures are not fully representative of the % of additional learning need in NPT and should therefore be viewed with caution. Services continue to report a rise in requests for support and an increase in complexity of need. As the local authority transfers to the new system of ALN, these figures are likely to continue to rise.

Year		Pupil No's (All Pupils)	SEN Stage at PLASC														
			School Action			School Action Plus			IDP			Statemented			All SEN		
			No.	%	Rank	No.	%	Rank	No.	%	Rank	No.	%	Rank	No.	%	Rank
2021 Plasc	Neath Port Talbot	21585	2387	11.1%	7	1534	7.1%	11				1049	4.9%	1	4970	23.0%	6
	Wales	474724	46790	9.9%		31816	6.7%					14082	3.0%		92688	19.5%	
2022 Plasc	Neath Port Talbot	21218	1802	8.5%	8	1307	6.2%	11	101	0.5%	11	1080	5.1%	1	4290	20.2%	5
	Wales	471131	32191	6.8%		25133	5.3%		3330	0.7%		14007	3.0%		74661	15.8%	
2023 Plasc	Neath Port Talbot	20980	932	4.4%	14	852	4.1%	14	412	2.0%	10	1107	5.3%	1	3303	15.7%	8
	Wales	469872	22568	4.8%		17904	3.8%		10499	2.2%		12118	2.6%		63089	13.4%	

Attendance (years 1-11)

(Ages 5-15)	2018/19			2019/20 (to 13/3/20)			2020/21			2021/22			2022/23		
	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank
Primary	94.0	94.6	20	93.8			91.1			89.2			89.8	91.5	
Secondary	93.3	93.8	18	92.2			87.6			85.3			86.0	87.5	20

NPT school attendance in 2022/23 was up slightly on the previous year but still well down on pre-covid figures. The Welsh Government (WG) has published all Wales data

for 2022/23, the first time since 2018/19, with NPT 1.7% lower than the national average in primary schools and 1.5% lower in secondary.

In both NPT and nationally, in primary schools year 1 pupils have the lowest attendance whilst in secondary school's attendance decreases from year 7 through to year 11.

The attendance of year 1-11 FSM pupils in 2022/23 across both primary and secondary sectors was 82.6% compared with 90.3% for non FSM pupils, a difference of 7.7%. During 2018/19 the difference was just 3.8% (90.8% versus 94.6%), illustrating that the pandemic has had a greater impact on the attendance of more deprived families. The widening of the FSM/non FSM attendance gap is also true across Wales.

Exclusions (all pupils)

Below is a summary of NPT permanent and fixed term exclusions.

	Number of Fixed Exclusions					Number of Pupils Receiving a Fixed Exclusion				
	2018/19	2019/20	2020/21	2021/22	2022/23	2018/19	2019/20	2020/21	2021/22	2022/23
Primary	196	194	104	152	182	96	94	61	63	71
Secondary	804	726	478	897	1610	397	377	304	419	643
Special	189	129	97	121	127	52	47	40	43	47
Total	1189	1049	679	1170	1919	545	518	405	525	761
	Number of Days Lost to Fixed Term Exclusions					Number of Permanent Exclusions				
	2018/19	2019/20	2020/21	2021/22	2022/23	2018/19	2019/20	2020/21	2021/22	2022/23
Primary	348	402	258	302	312	1	2	1	0	1
Secondary	1848	1342	1011	2022	3567	16	10	7	19	46
Special	304	223	117	220	220	0	0	0	0	0
Total	2500	1966	1386	2544	4099	17	12	8	19	47

The table below looks at the rate of exclusion in NPT compared with across Wales.

Exclusion Type		Number of Exclusions					Rate of Exclusion (Per 1000 pupils)				
		2018/19	2019/20	2020/21	2021/22	2022/23	2018/19	2019/20	2020/21	2021/22	2022/23
Permanent Exclusions	NPT	17	12	8	19	47	0.81	0.56	0.37	0.90	2.24
	Wales	249	234	131			0.53	0.47	0.28	0.50	
Fixed Excl - 5 Days or Less	NPT	1137	1022	649	1111	1829	54.0	48.0	30.1	52.4	87.2
	Wales	19252	13496	13024			41.0	28.7	27.6	50.6	
Fixed Excl - Over 5 Days	NPT	59	27	30	59	90	2.8	1.3	1.4	2.8	4.3
	Wales	799	562	527			1.7	1.2	1.1	1.9	

Wales figures gathered at PLASC and do not count exclusions at schools that closed at the end of the previous academic year.

2022/23 exclusion numbers in NPT have increased significantly regarding both permanent and fixed exclusions. Around two thirds of all 2022/23 fixed and permanent exclusions in NPT were boys, and whilst FSM pupils made up 28.1% of the NPT school population, FSM pupils accounted for 55% of all fixed exclusions and 79% of all permanent exclusions in 2022/23. All Wales data for 2022/23 has not yet been released though the 2021/22 figures show exclusions nationally increasing with Neath Port Talbot's rate of permanent exclusion, fixed exclusions of 5 days or less, and fixed exclusions of over 5 days all above national averages.

Assessment/Examination Performance – Primary School Age Pupils

The Curriculum for Wales started in September 2022 for all pupils up to year 6 and optionally for year 7. The curriculum will be rolled out year on year until it includes year

11 pupils in 2026. To enable schools to prepare there was no requirement for foundation phase and key stage 2 assessments and submission to the WG in 2022/23.

The Curriculum for Wales is a move away from the nationally required teacher assessments, placing the onus on schools to design the most appropriate curriculum and assessment arrangements for their learners within the structure of the new curriculum. Going forward, there will no submission of teacher assessments to the local authority or WG at a given point in time, instead, assessments will take place on a day to day basis to assess each individual’s progress, agree next steps, and monitor progress over time.

Assessment/Examination Performance – Key Stage 3 (Year 9 Pupils)

Pupils are assessed at key stage 3 in year 9 of secondary school with Level 5 the expected outcome. Performance in 2023 compared with previous years is shown below. Due to the pandemic no key stage 3 data was collected by the WG in 2020 or 2021 with the WG also no longer publishing local authority level data.

	English				Maths				Science				Welsh				CSI			
	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank
2017	85.6	90.5	-4.9	22	84.4	90.8	-6.4	22	89.1	93.5	-4.5	22	91.6	93.5	-2.0	16	79.6	87.4	-7.8	22
2018	84.4	91.2	-6.8		83.9	91.6	-7.7		85.5	93.7	-8.2		85.6	93.9	-8.2		77.4	88.1	-10.7	
2019	85.1	90.2	-5.1		83.1	90.5	-7.4		86.2	92.5	-6.3		84.1	91.6	-7.5		76.8	86.2	-9.4	
2022	81.8	85.3	-3.5		81.7	85.8	-4.1		82.7	87.6	-4.9		83.1	87.9	-4.8		71.4	78.2	-6.8	
2023	81.2	85.2	-4.0		76.5	85.2	-8.7		76.0	86.6	-10.6		85.8	86.5	-0.7		66.9	77.0	-10.1	

All indicators in NPT, with the exception of Welsh 1st language, are down on 2022 levels with English, maths and science falling to their lowest levels for a number of years. Maths and science fell by 5.2% and 6.7% respectively with the effects of the pandemic evident. National figures also fell though not to the extent as those in NPT. NPT girls outperform boys in all core subjects with the gaps generally larger than 2022 (all except Welsh 1st lang) but lower than pre-pandemic figures of 2019 (all except English). The largest gender gap in 2023 was in English at 11.8% followed by maths at 4.9%.

Of the 1569 cohort in 2023, 367 (23.4%) were FSM with only 42.0% of these pupils achieving the core subject indicator (CSI) which is significantly lower than the 50.4% in 2022 and 55.8% in 2019. 74.5% of non FSM pupils achieved the CSI in 2023 which again is lower than the 78.5% in 2022 and 82.5% in 2019, although the decline amongst these pupils is less than that of FSM pupils. This indicates that the pandemic has had a greater negative affect on those more economically disadvantaged.

Assessment/Examination Performance – Key Stage 4 (Year 11 Pupils)

Unlike key stage 3 which are teacher assessments, key stage 4 results are the outcome of external examinations (except for 2020 and 2021 which were teacher assessments due to covid). As per the WG data, all key stage 4 results are based on a pupil’s first entry, which are generally slightly lower than the best results.

During 2019 the Welsh Government introduced five interim measures whilst they debate what should be used going forward. Below are two tables, the first contains data on indicators published prior to 2019 and the second contains data regarding the five interim measures. The interim measures are based on the average points scored per pupil based

on an A* grade being worth 58 points, A grade 52, B grade 46, C grade 40, D grade 34, E grade 28, F grade 22 and G grade 16. The literacy indicator uses a pupil's best result from English/Welsh language and English/Welsh literature whilst the numeracy indicator uses the best of mathematics and numeracy GCSE's.

No national performance data was produced by the WG for 2020, 2021 or 2022 for any of the indicators in the two tables below, with the exception of individual GCSE results.

KS4	Level 1 (5 GCSE A*-G)				Level 2 (5 GCSE A*-C)				L2 (incl E/W & M)				5A*A				English Lang (C+)				Maths (C+)			
	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank
2019	91.7	92.8	-1.1	16	64.5				49.9	53.8	-3.9	17	14.9	18.0	-3.1	15	54.7	58.9	-4.2		51.4	58.0	-6.6	
2020	92.3				70.7				60.1				20.0				65.0	72.0	-7.0		59.5	68.0	-8.5	
2021	92.8				74.2				64.7				26.8				71.1	73.0	-1.9		67.5	68.0	-0.5	
2022	91.1				68.9				57.1				21.8				66.0	69.0	-3.0		57.0	62.0	-5.0	
2023	88.4				63.1				50.9				17.8				60.4	63.3	-2.9		50.5	58.6	-8.1	

KS4	Capped 9 Ave Pts				Literacy Ave Pts				Numeracy Ave Pts				Science Ave Pts				SCC Ave Pts			
	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank
2019	342.0	353.8	-11.8	16	37.9	39.0	-1.1	14	35.8	37.1	-1.3	16	35.6	36.8	-1.2	16	35.3	36.4	-1.1	15
2020	369.0				40.2				38.4				38.8				33.7			
2021	378.0				41.3				40.7				40.4				31.5			
2022	362.0				40.7				37.0				37.6				28.7			
2023	346.3	358.1	-11.8	15	38.6	39.7	-1.1	16	35.5	37.1	-1.6	17	35.5	36.9	-1.4	16	28.9	31.6	-2.7	19

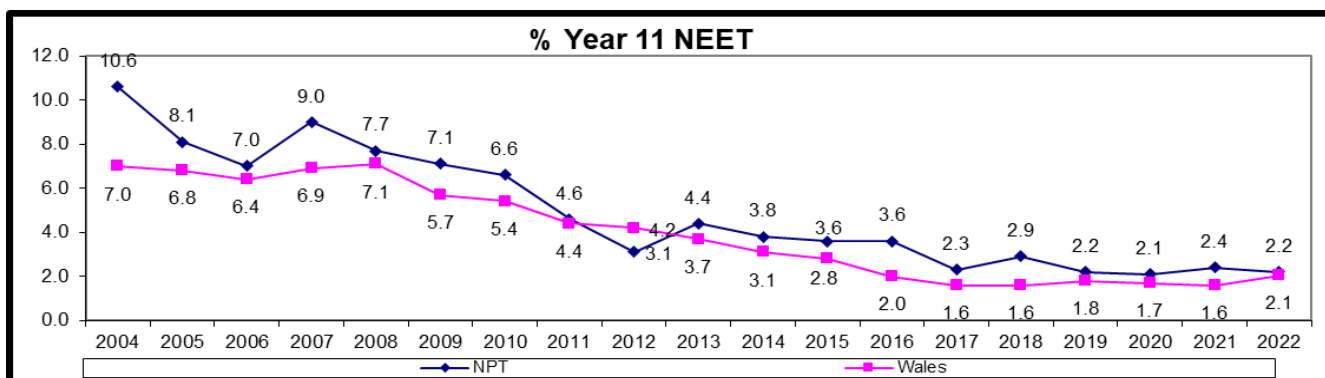
All indicators above, with the exception of the Skills Challenge Certificate (SCC), declined in 2023 when compared to 2022. All are now similar to pre-pandemic outcomes although English Language and 5A*A results are significantly better than in 2019.

Results in 2023 are not comparable with 2022. In 2022, a number of subject topics that pupils found difficult were removed and as such these were not examined, these topics were included in 2023. Also, in 2022 grade boundaries were adjusted to take into account schooling missed due to the pandemic. For like with like comparison, it is therefore better to compare 2023 results with 2019.

NPT girls outperform boys in all indicators above with this being particularly evident in English language with 70.2% of girls achieving a grade C or above compared with only 50.8% of boys. The gender gap in mathematics however was closer with 51.1% of girls and 48.9% of boys achieving a C grade or above.

The gap in performance between pupils eligible for free school meals (FSM) and those not eligible (non FSM) remains significant in the core subjects of English language, mathematics and science. In English language 67.8% of non FSM pupils achieved a C grade or higher compared with 33.3% of FSM pupils. The gap has increased from 2022 and is also slightly higher than in 2019. In mathematics 58.3% of non FSM pupils achieved a C+ compared with 22.1% of FSM pupils with the difference being greater than both 2022 and 2019. In science 67.2% of non FSM and 30.1% of FSM pupils achieved at least a C grade with the gap again being greater to that in both 2022 and 2019.

The latest Welsh Government NEET (not in education, employment or training) figures (released July 2023) providing the destination of 2022 year 11 school leavers shows 2.2% of NPT pupils categorised as NEET. This is a decrease from the 2.4% in 2022 and just 0.1% higher than the national average. NPT's ranking improved from 20th to 13th.



Assessment/Examination Performance – Key Stage 5 (Year 13 Pupils)

Pupils aged 17 - Key Stage 5 Performance Measures														
Year	NPT	Of Plasc Cohort:			Entered	Of those entering the equivalent of 2 A Levels:								
		Average Wider Points		NPT Rank		Achieved Level 3 Threshold			Achieved 3 A*-A Grades			Achieved 3 A*-C Grades		
	Cohort	NPT	Wales	NPT Rank	2 A Levels	NPT	Wales	NPT Rank	NPT	Wales	NPT Rank	NPT	Wales	NPT Rank
2019	192	725	741	12	166	98.8%	97.9%	1	9.0%	13.2%	17	54.2%	58.4%	16
2020	192	798			169	99.4%			24.3%			75.7%		
2021	184	853			172	98.8%			29.1%			69.8%		
2022	223	774			201	97.0%			16.9%			64.2%		
2023	194	714			173	89.2%			11.6%			52.0%		

A Level Results - Pupils Aged 17 - All Subjects										
Year	NPT	A Level A*A (%)			A Level A*-C (%)			A Level A*-E (%)		
		NPT	Wales	Diff	NPT	Wales	Diff	NPT	Wales	Diff
2019	192	22.6	25.5	-2.9	69.5	76.7	-7.2	97.4	99.3	-1.9
2020	192	41.6	41.3	0.3	93.6	92.2	1.4	100.0	100.0	0.0
2021	184	47.4	49.0	-1.6	89.1	90.6	-1.5	98.5	100.0	-1.5
2022	223	32.3	41.4	-9.1	80.0	86.8	-6.8	96.5	99.9	-3.4
2023	194	22.3	34.2	-11.9	70.4	80.5	-10.1	97.3	99.5	-2.2

As with key stage 4, key stage 5 results are via external examinations (except for 2019/20 and 2020/21 results which were based on teacher assessments due to covid). The first table above includes all qualifications such as A levels and vocational qualifications. There are no comparable results produced by the WG for recent years. The second table includes A level results for all subjects.

Like key stage 4, there was the expected decline in results in recent years, and again, similar to key stage 4, NPT results are now similar to pre-pandemic outcomes in 2019. NPT results are lower than those across Wales, particularly in terms of A level A*A and A*-C grades as all Wales figures have improved from 2019.

The table below shows NPT and national results where there was at least 20 NPT entries and comparable national data published.

A Level Subjects 2023 - NPT v Wales					
Subject	NPT Entries	NPT A*A	Wales A*A	NPT A*-C	Wales A*-C
Biology	28	32%	38%	79%	76%
English Language	20	5%	23%	40%	82%
History	37	19%	31%	81%	87%
Mathematics	28	21%	55%	54%	84%
Sport/PE	27	19%	26%	78%	77%

Of the above five subjects, NPT performed better than national averages in biology and sport/PE A*-C grades but were below national averages in the other three A*-C subjects and lower in all five concerning A*A grades. Historically, NPT examination results in English language have been poor with very few A*A grades and low A*-C performance. Mathematics performance in 2023 has also fallen below 2022 and pre-pandemic results.

2022/23 Inspection Outcomes

From 2022 Estyn initiated a new approach to inspection in schools and Pupil Referral Units across Wales. Inspection reports will no longer include summative grading (e.g. ‘Excellent’, ‘Good’ or ‘Adequate’) but will focus instead on detailing how well providers are helping a child to learn.

During the inspection Estyn consider whether a school needs any further support, this is called ‘follow-up’ activity. The following types of ‘follow-up’ are possible:

- Estyn review
- In need of significant improvement
- Special measures

Schools that do not come under the three categories above will require no ‘follow-up’ or Estyn monitoring. Where inspections highlight aspects of good practice schools may be asked to prepare a case study so this can be shared by Estyn. NPT school inspections in the 2022/23 academic year were as follows:

No.	School Name	Date		Follow-up'	Case Study
		Mth	Yr		
Primary Schools					
2187	Ynysfach Primary	10	2022	No 'follow-up'	
2233	Coedffranc Primary	10	2022	No 'follow-up'	Yes
2202	YGG Blaendulais	2	2023	No 'follow-up'	
2241	Ysgol Carreg Hir	3	2023	No 'follow-up'	Yes
3309	St Joseph's Primary	5	2023	Special Measures	
2106	Blaengwrach Primary	5	2023	No 'follow-up'	
3314	St Therese's Primary	6	2023	No 'follow-up'	
2191	Blaenbaglan Primary	6	2023	No 'follow-up'	
Middle Schools					
5502	Ysgol Cwm Brombil	10	2022	Estyn Review (removed from Estyn review Dec 2023)	
Secondary Schools					
4064	Cefn Saeson	5	2023	Significant Improvement	

Mae'r dudalen hon yn fwriadol wag



Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

**NEATH PORT TALBOT COUNTY BOROUGH COUNCIL /
CYNGOR BWRDEISTREF SIROL CASTELL-NEDD PORT
TALBOT**

**Education, Skills and Wellbeing Cabinet Board / Bwrdd Cabinet
Addysg, Sgiliau a Llesiant**

14th March 2024

**Director of Education, Leisure and Lifelong Learning /
Cyfarwyddwr Addysg, Hamdden ac Gydol Oes**

Andrew Thomas

Matter for Monitoring

Wards Affected: All Wards

Report Title

Quarterly Performance Management Data 2023-2024 –
Quarter 3 Performance (1st April 2023– 31st December 2023)

Purpose of the Report:

To provide members with quarter 3 performance management data, complaints and compliments for the period 1st April 2023 to 31st December 2023 for Education, Leisure and Lifelong Learning Directorate. This will enable the ESW Cabinet Board to discharge their functions in relation to performance management.

Executive Summary:

28 measures reported in the period. Eleven are improving or achieving target, four are within 5% of previous year's performance and four measures are 5% or more off track. The nine measures are not suitable for comparison in this period are either new performance measures, academic year figures which will be reported in subsequent quarters or measures reported annually.

The 11 measures improving or on target are:

- School attendance data for autumn term 2023/24 shows an increase for primary and secondary schools.
- More registered Welsh language childcare spaces.
- 100% (177) of Individual Development Plans (IDP's) issued within statutory timescales excluding exceptions.
- Increased visits to our public libraries and theatres.
- Significant increase in the number of people attending community and school based physical and sport activities.
- More visitors to our leisure centres and an increase in new members.
- Increase in community for work plus and learners on the Jobs Growth Wales plus scheme.

The four measures reporting as Amber and within 5% of previous year's quarter 3 performance are both permanent and fixed pupil exclusion measures, the number of English medium registered childcare spaces available and visits to Margam Country Park.

The four measures reporting as 5% or more below previous year's quarter 3 performance are the percentage of 11 - 19 year olds in contact with the Youth Service, increase the wellbeing of young people following support including those with protected characteristics, percentage of Think Family programme participants closing with successful outcomes and percentage of Families First participants closing with non-engagement/opting out.

Background:

Members are presented with a full suite of Education, Leisure and Lifelong Learning KPI's (Corporate Plan and Local KPI's).

A list of quarter 3 key performance KPI's with progress comments on each indicator are attached as appendix 1.

KPI status:

- GREEN (green traffic light) - KPI's that have improved on or achieved target
- AMBER (amber traffic light) - KPI's that have not achieved target but performance is within 5%
- RED (red traffic light) - KPI's that are 5% or more below target

Where available, appendix 1 provides performance data for quarter 3 performance for 2021/22, 2022/23 & 2023/24. The target provided is for the corresponding period.

Appendix 2 provides quarter 3 information for Compliments and Complaints data, collected in line with the Council's Comments, Compliments & Complaints Policy for Cabinet.

Financial Impacts:

The performance described in the report is being delivered against a challenging financial backdrop and reduced budget.

Integrated Impact Assessment:

There is no requirement to undertake an Integrated Impact Assessment as this report is for monitoring / information purposes.

Valleys Communities Impacts:

This impacts all wards.

Workforce Impacts:

The Council's workforce continues to contract as financial resources continue to reduce. In recognition of the scale of change affecting the workforce, a new Corporate Workforce Plan has been developed to support the workforce to adapt to the changes that are taking place.

Legal Impacts:

This Report is prepared under:

The Local Government (Wales) Measure 2009 and discharges the Council's duties to "make arrangements to secure continuous improvement in the exercise of its functions".

The Well-being of Future Generations (Wales) Act 2015

The Neath Port Talbot County Borough Council Constitution requires each cabinet committee to monitor quarterly budgets and performance in securing continuous improvement of all the functions within its purview.

Risk Management Impacts:

Failure to provide a suitable monitoring report within the timescales could lead to non-compliance with our Constitution. Also, failure to have robust performance monitoring arrangements in place could result in poor performance going undetected.

Consultation:

There is no requirement under the Constitution for external consultation on this item.

Recommendations:

Members monitor performance contained within this report.

Reasons for Proposed Decision:

Matter for monitoring. No decision required.

Implementation of Decision:

Matter for monitoring. No decision required.

Appendices:

Appendix 1: Key Performance Management Data - Quarterly.

Appendix 2: Compliments and Complaints Data

List of Background Papers:

The Neath Port Talbot Corporate Improvement Plan - 2022-2027

Monitoring forms/spreadsheets

Welsh Government Statistical Releases

Officer Contact:

Neal Place, Performance Management Officer.

E-mail n.place@npt.gov.uk. Tel. 01639 763619

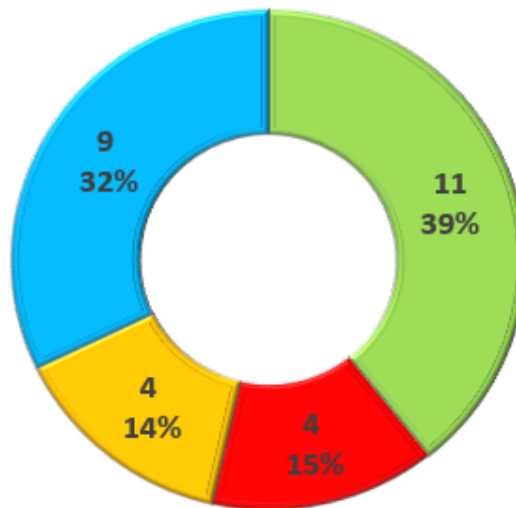
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Performance Measures

Appendix 1 - Education, Skills and Wellbeing Cabinet Board -
Education, Leisure and Lifelong Learning performance.
Quarter 3 (1st April - 31st December) - 2023/24

Performance Measures Summary

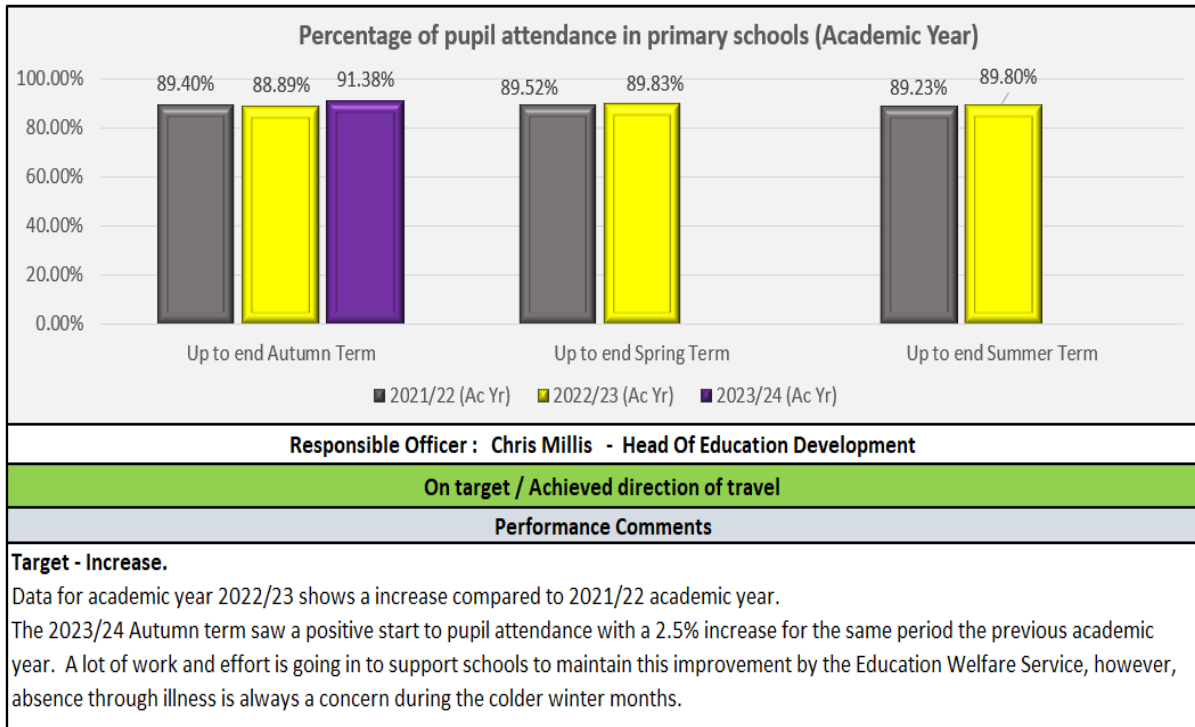


Performance Key BRAG (Blue, Red, Amber, Green)

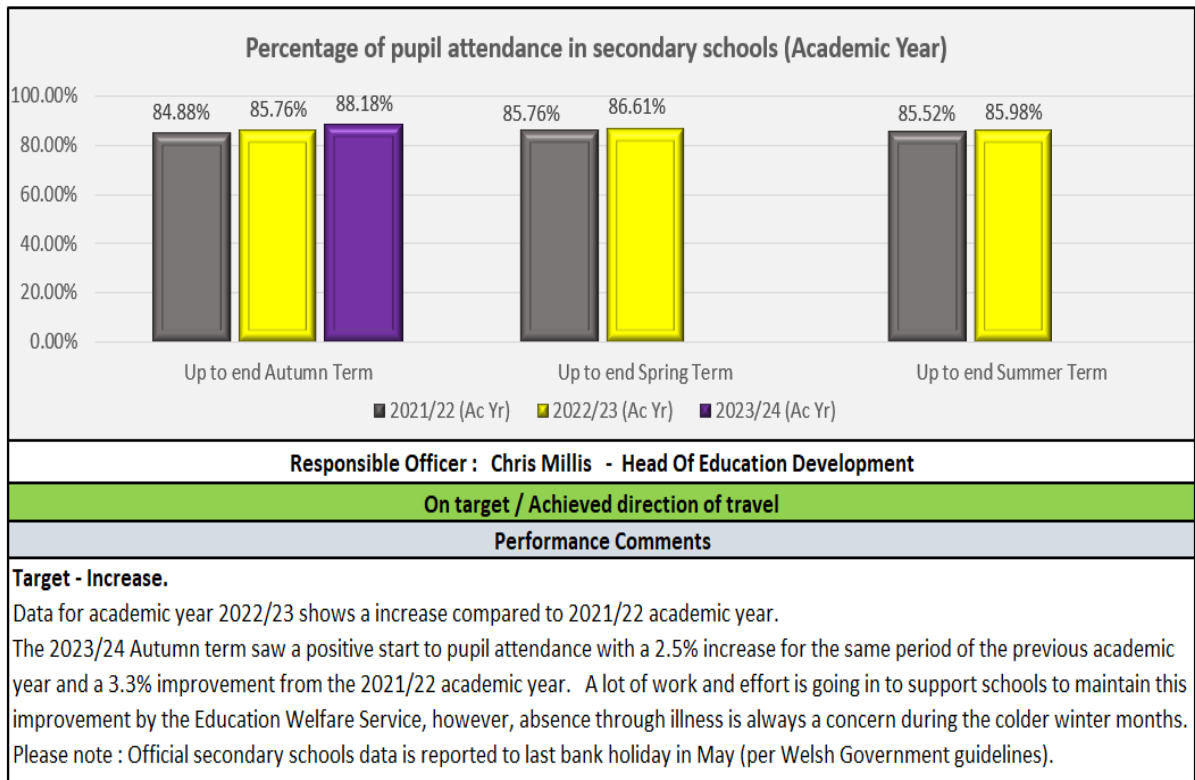


Well Being Objective 1 - Best Start In Life

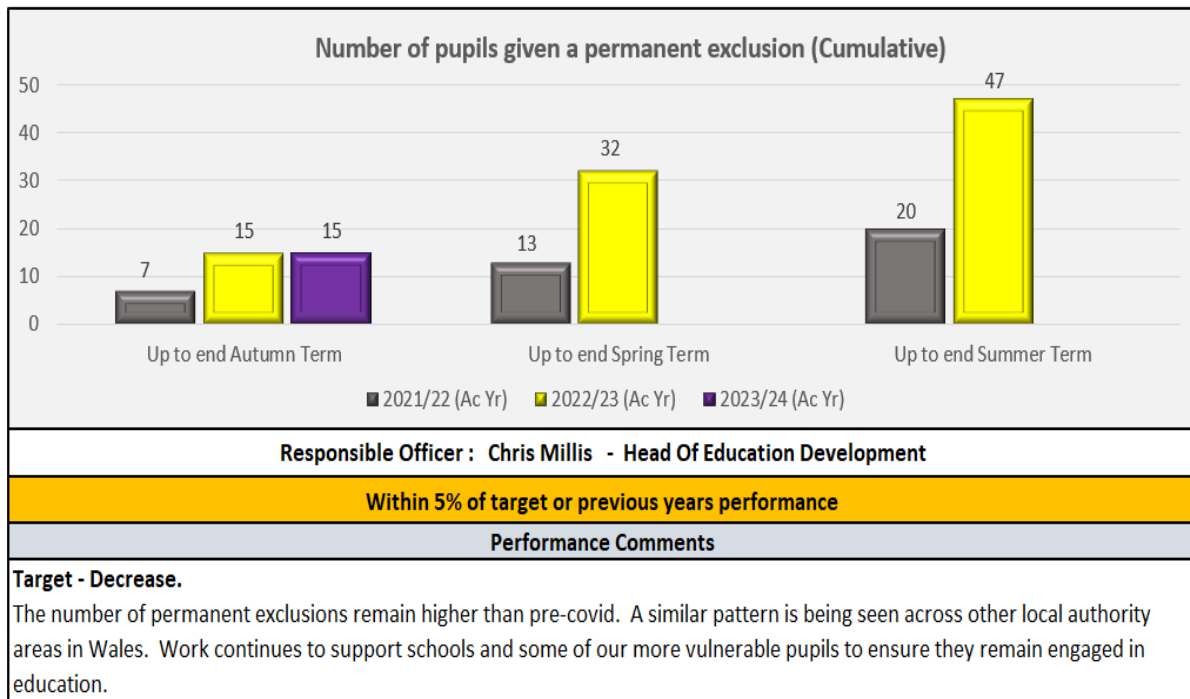
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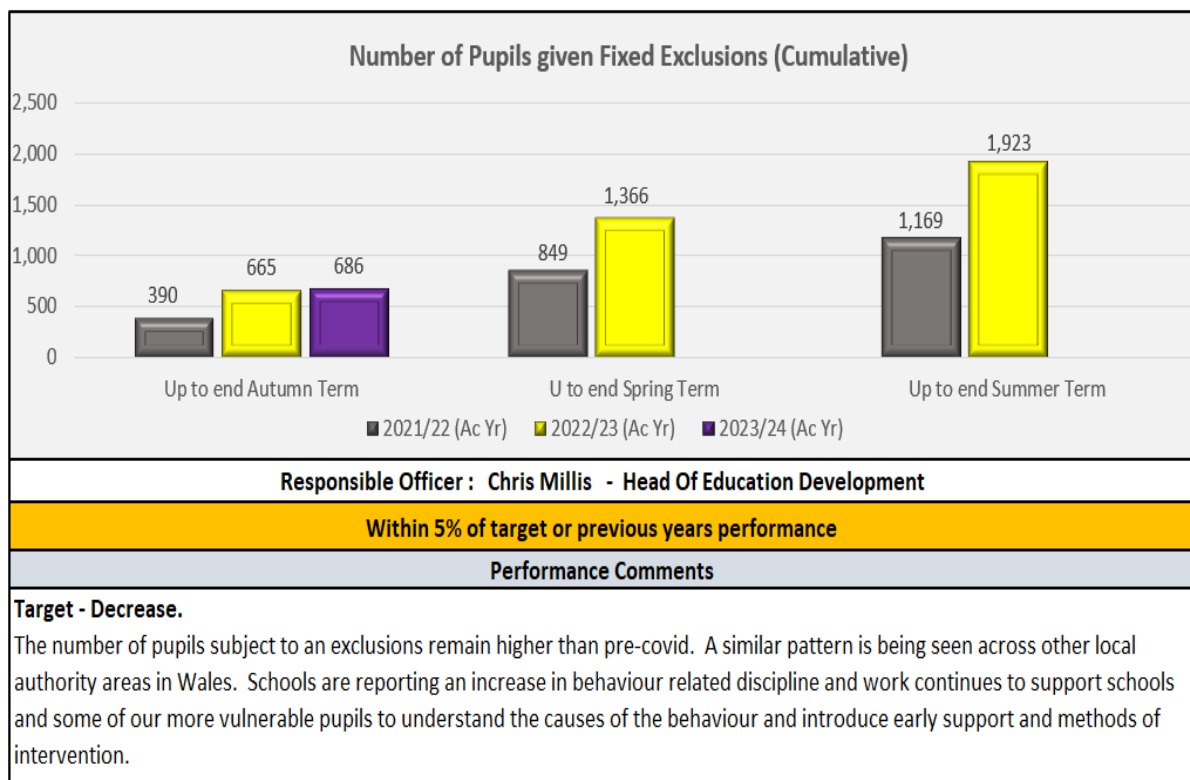
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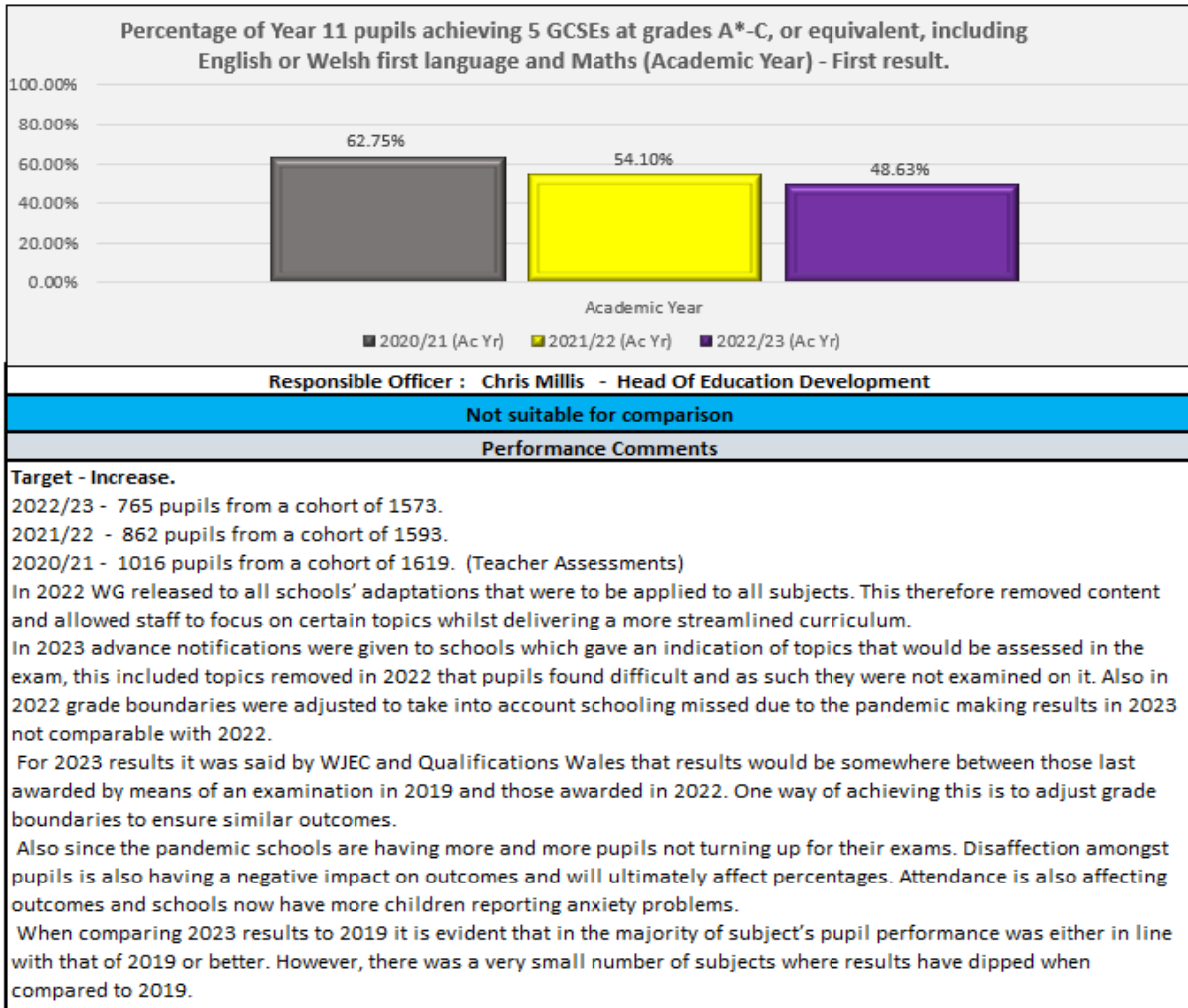
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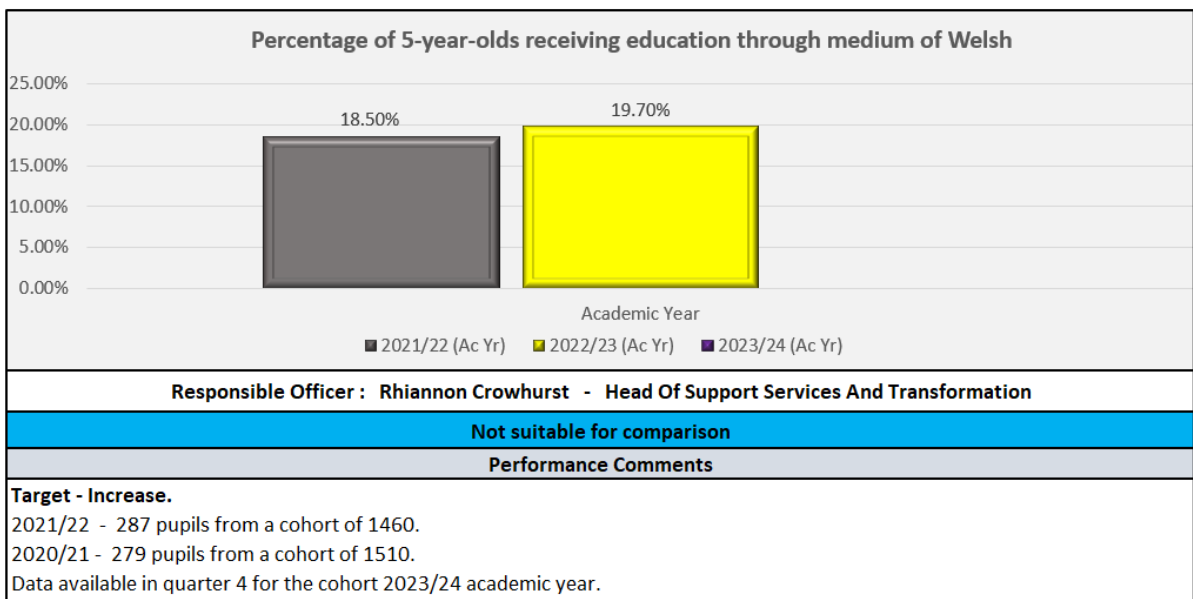
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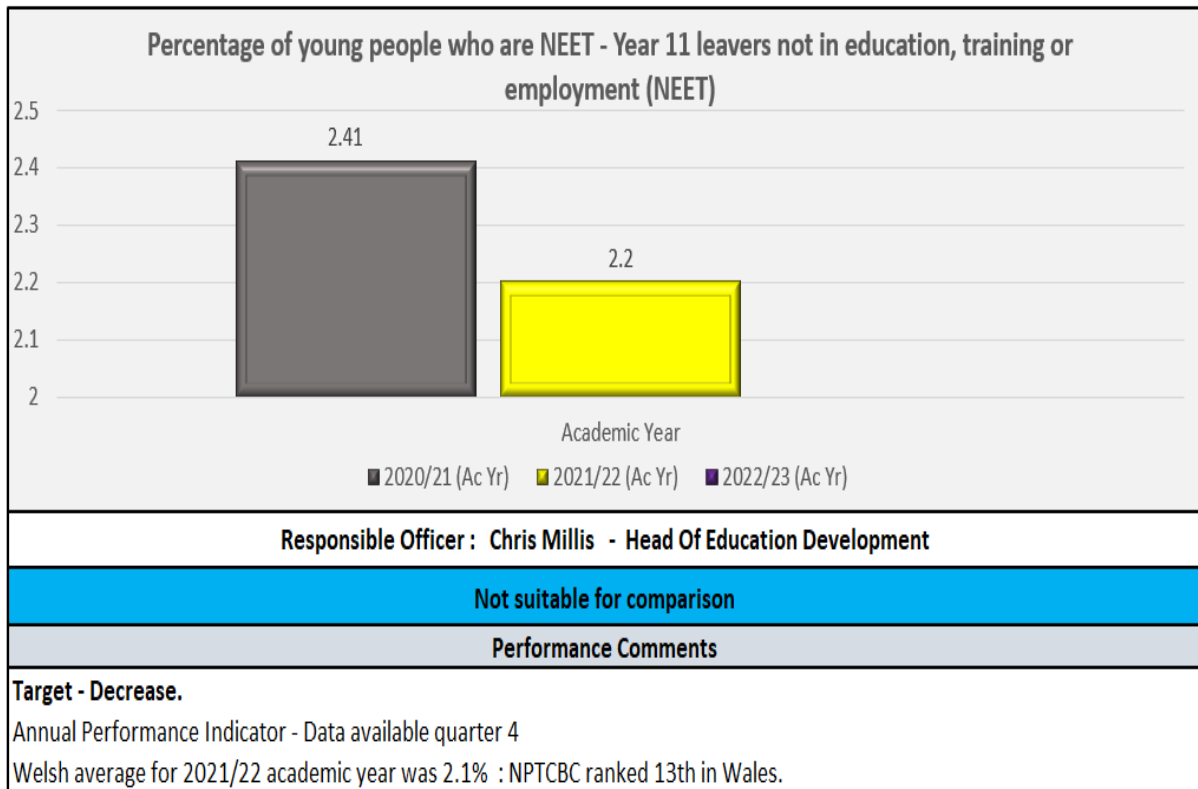
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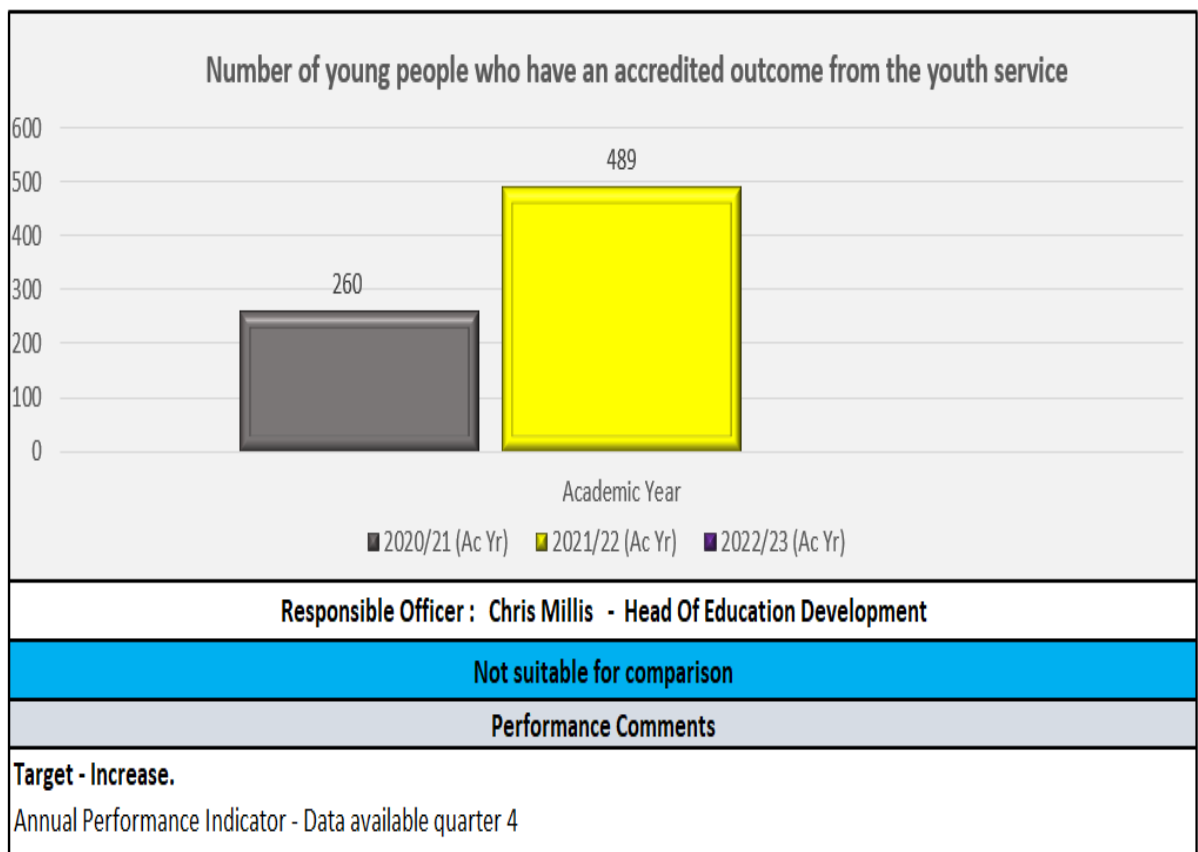
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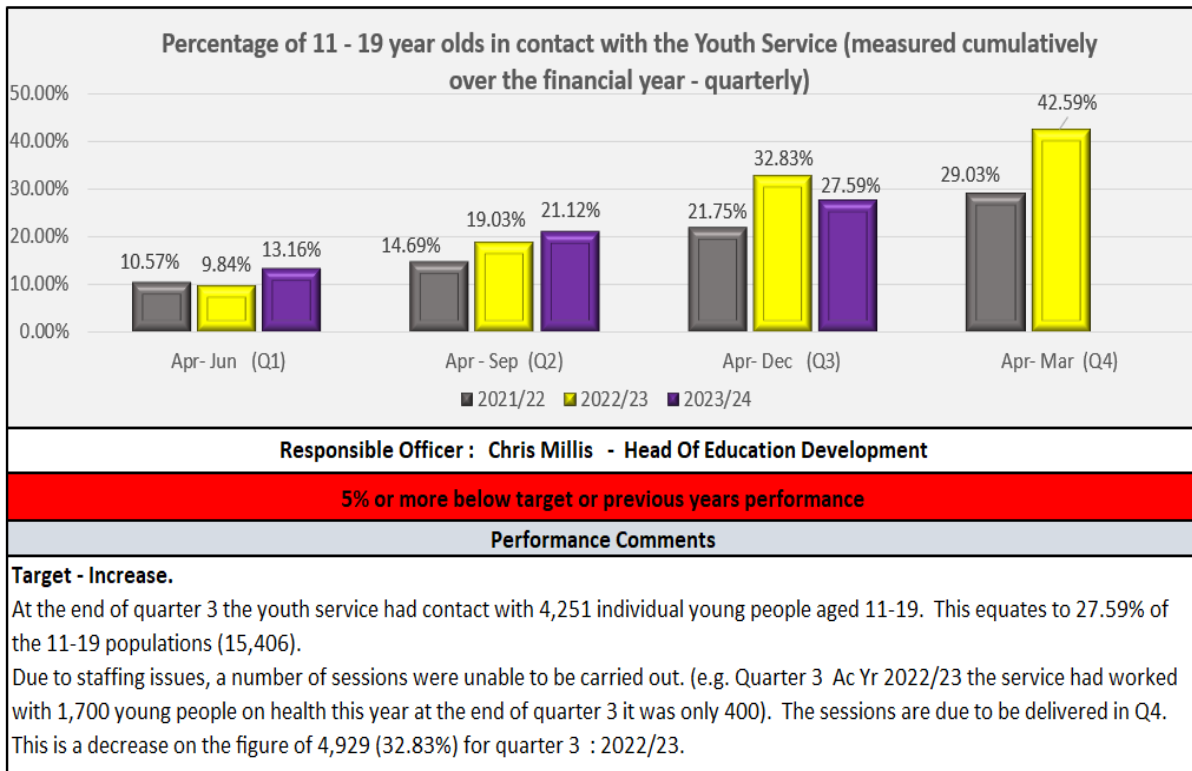
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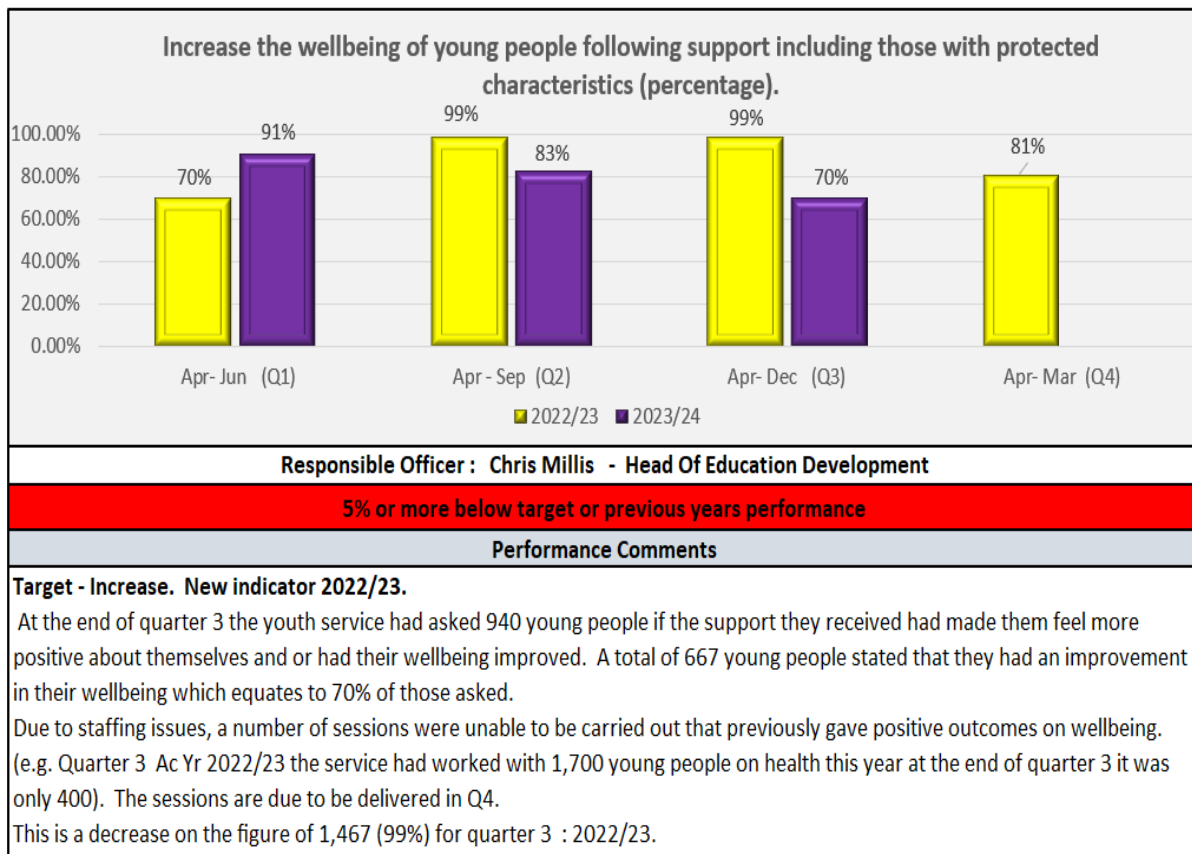
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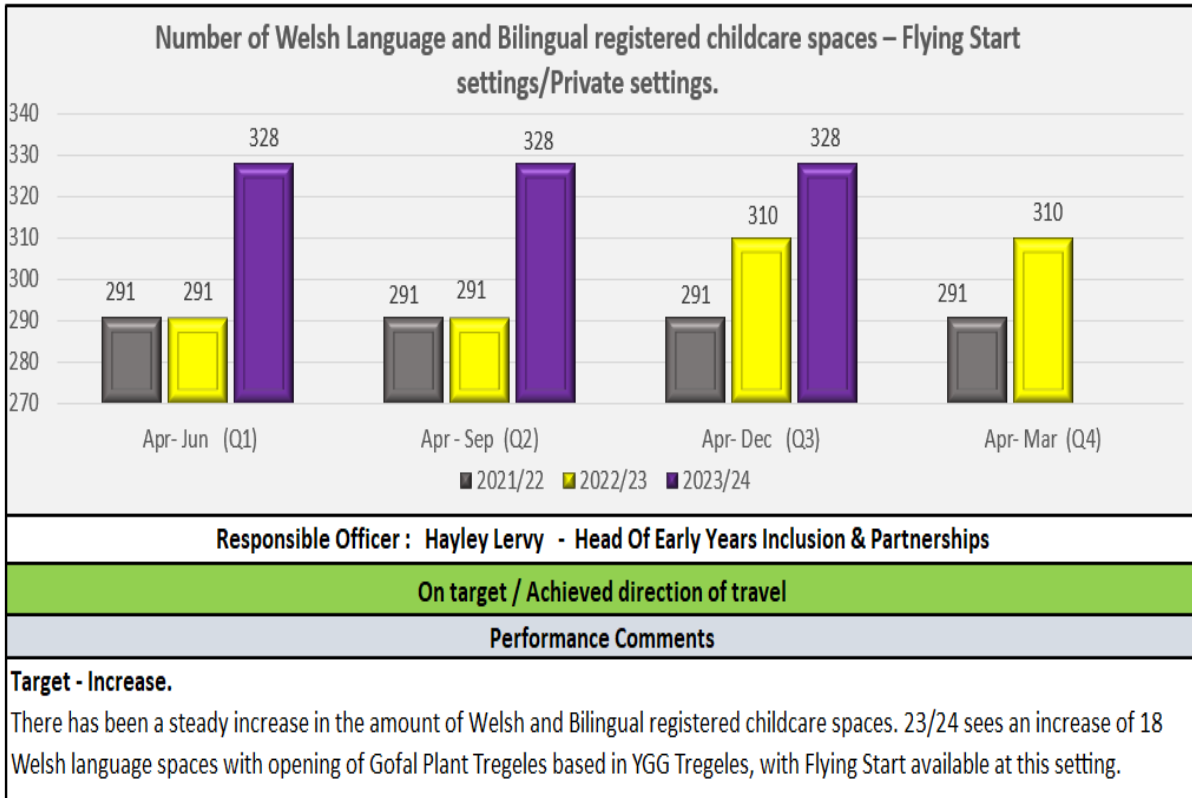
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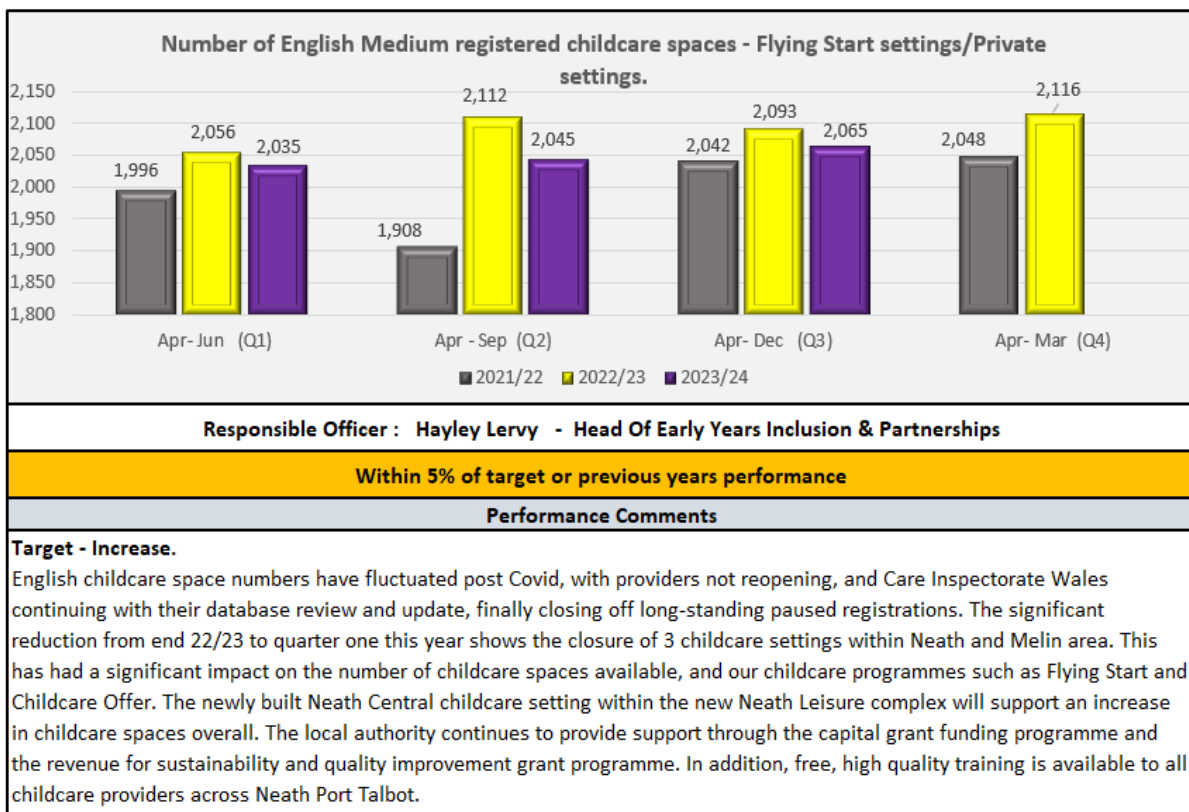
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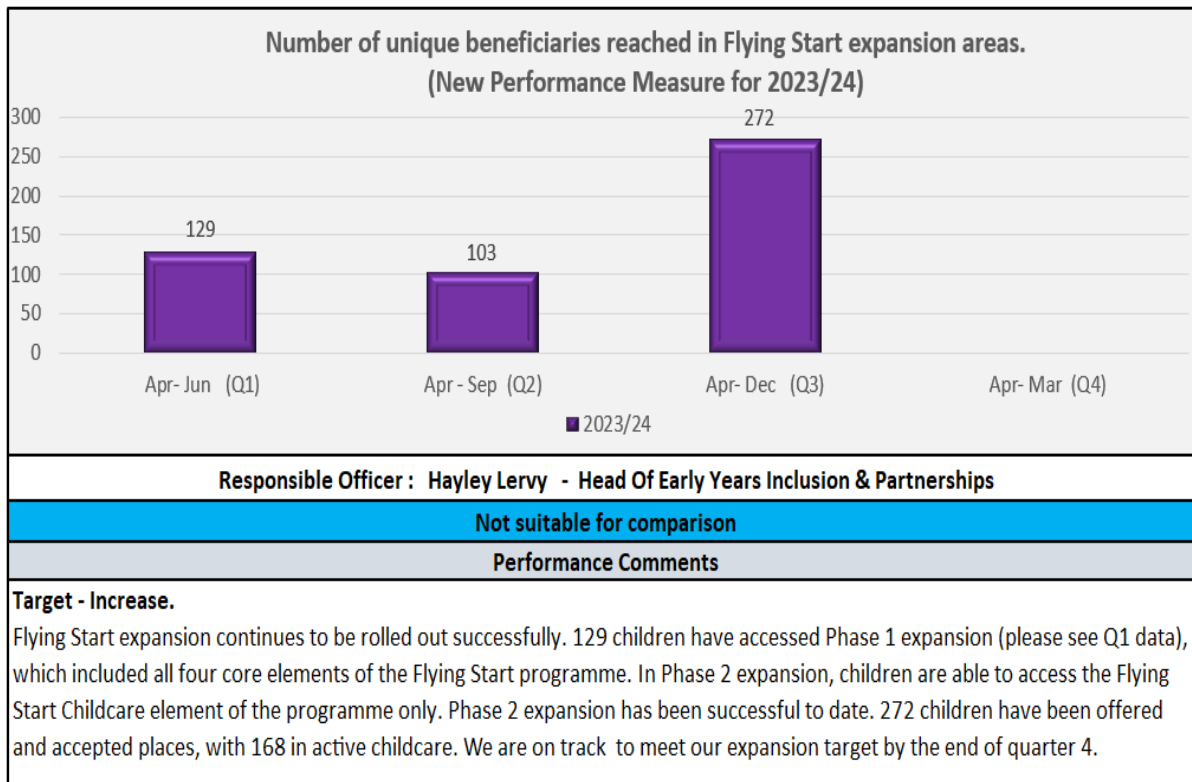
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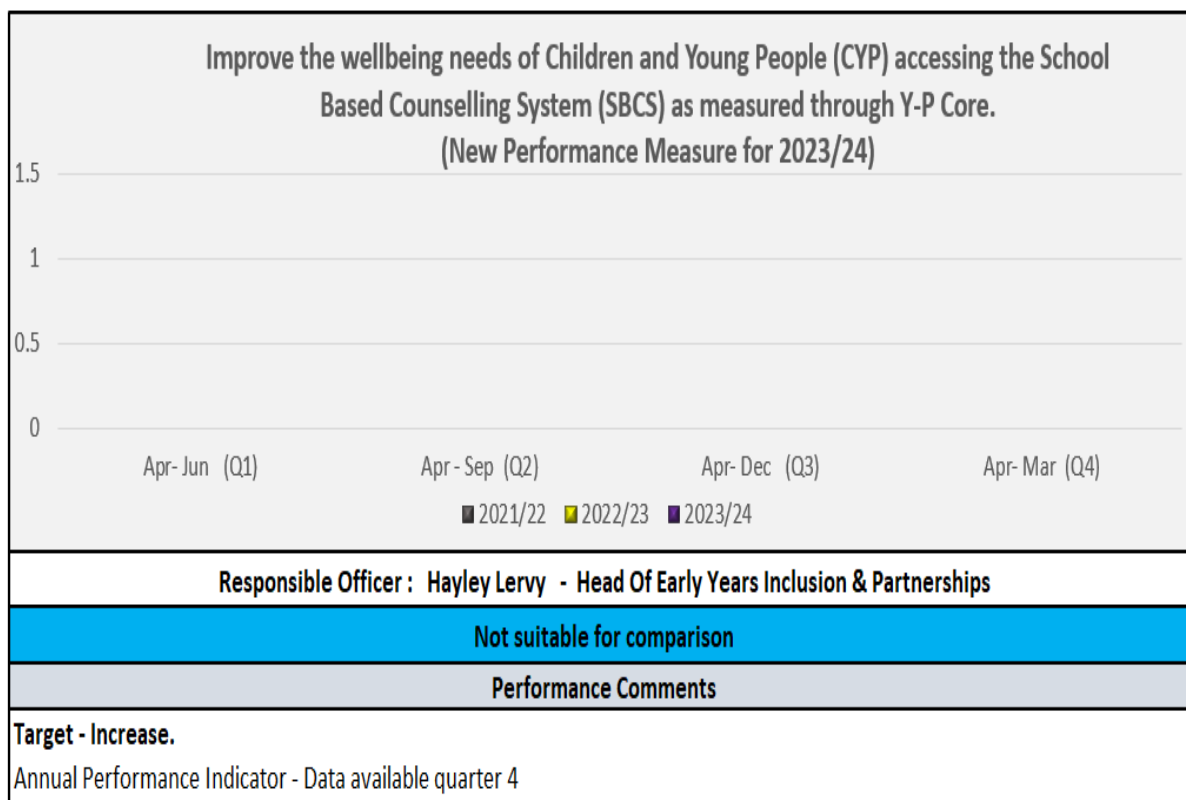
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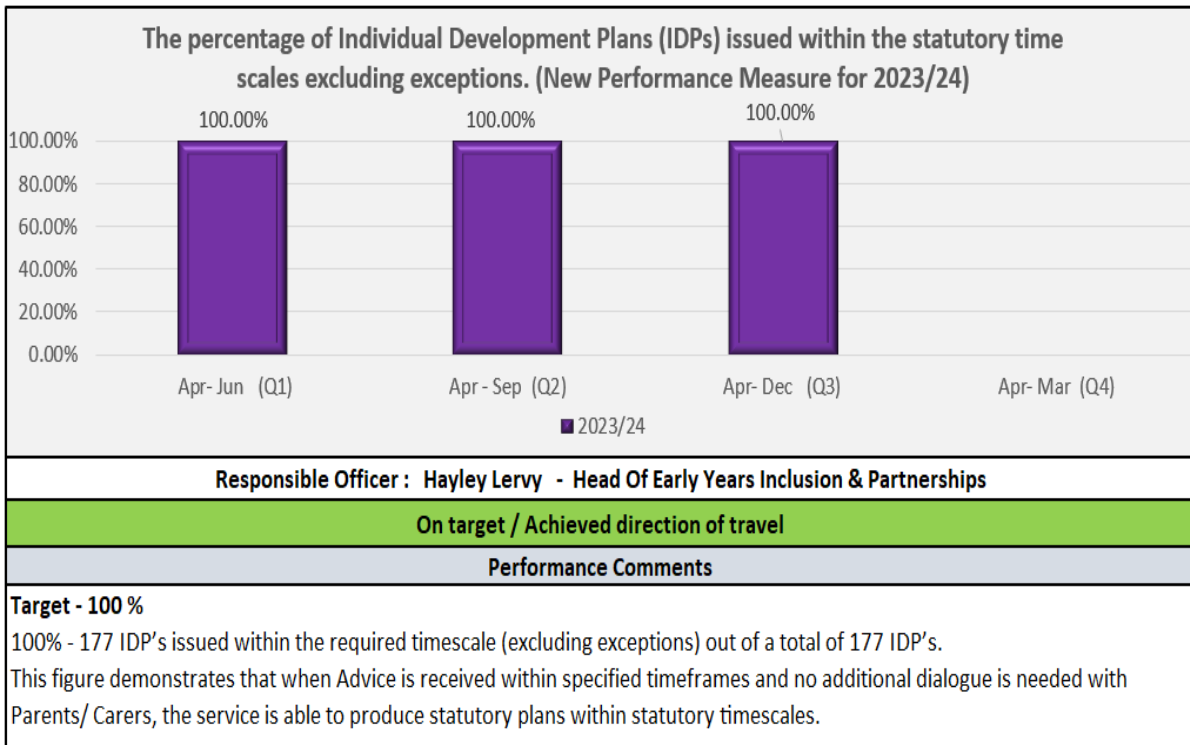
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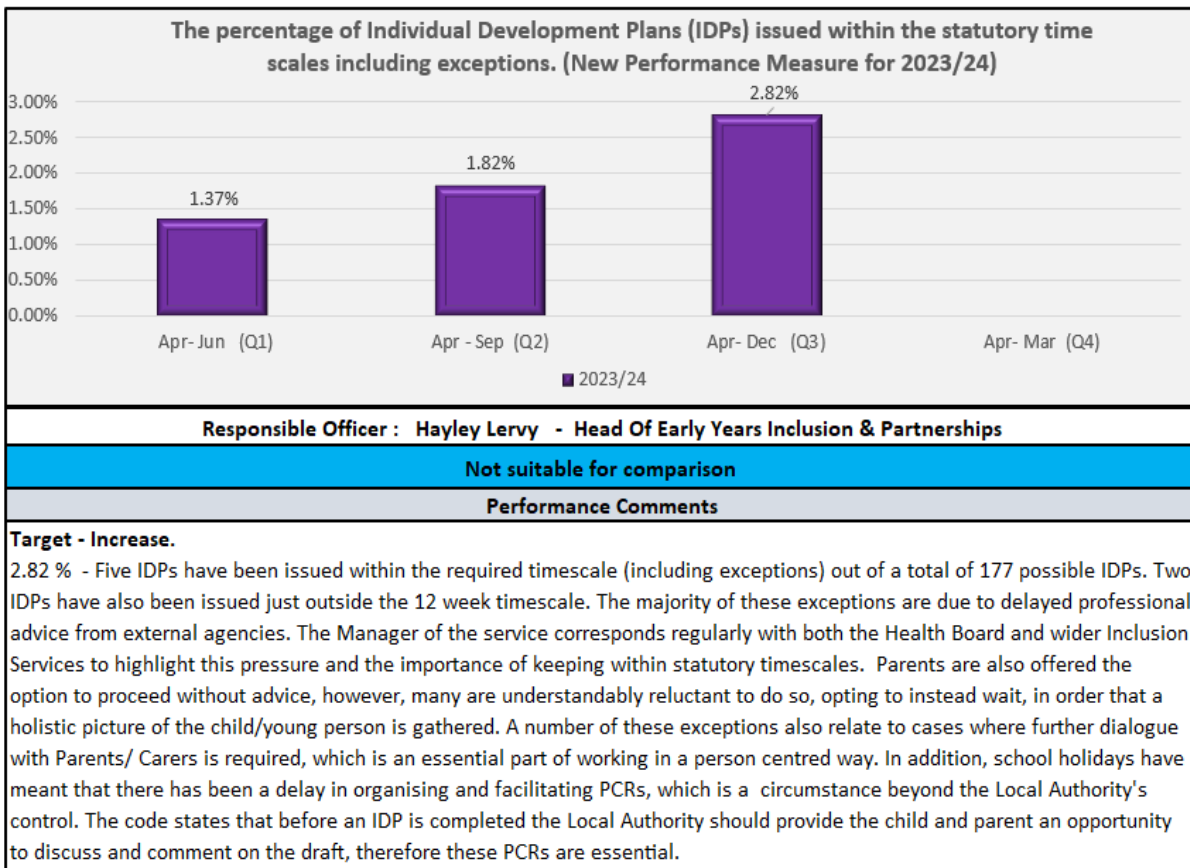
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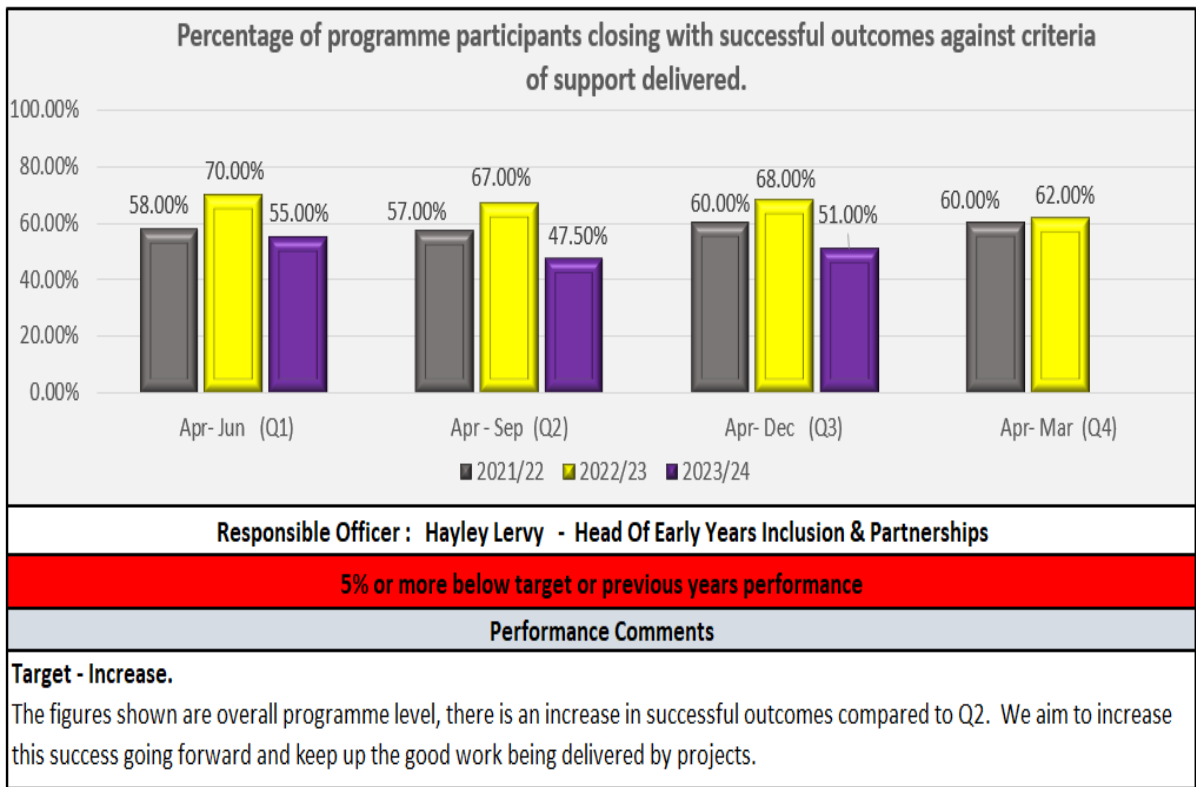
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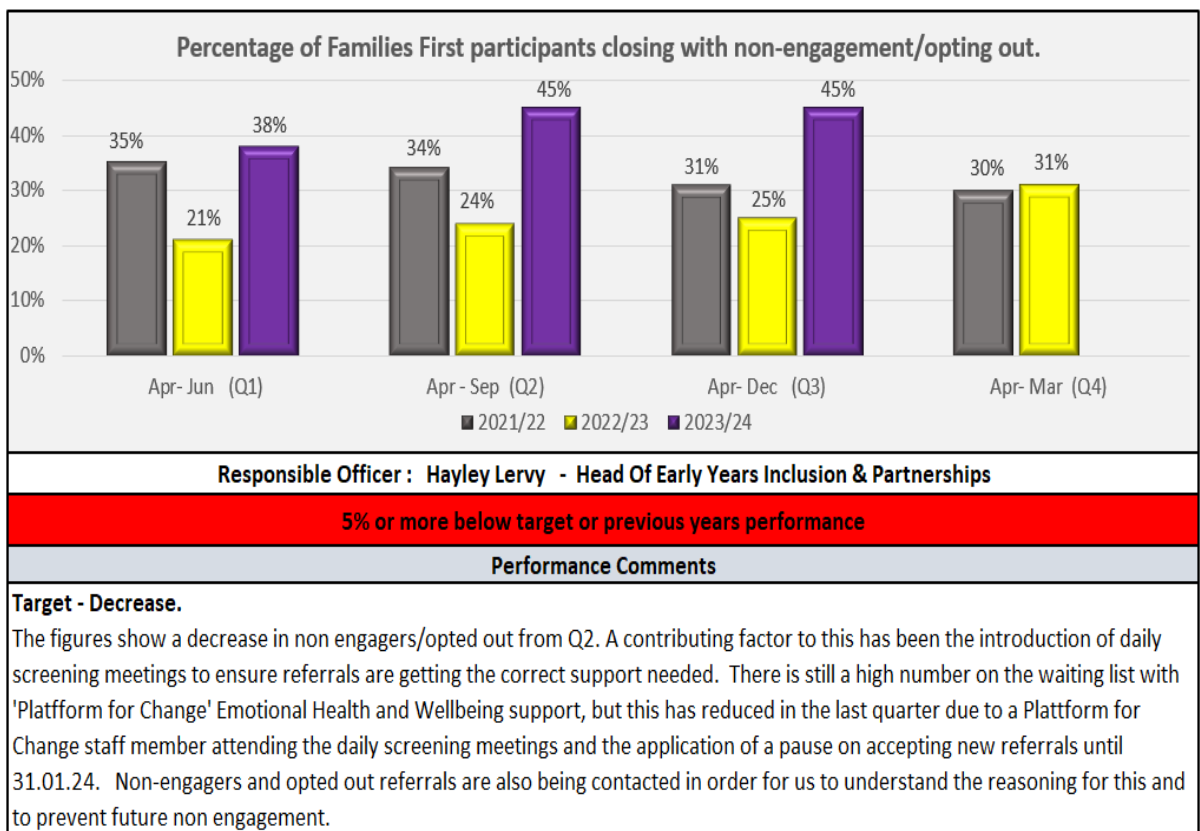
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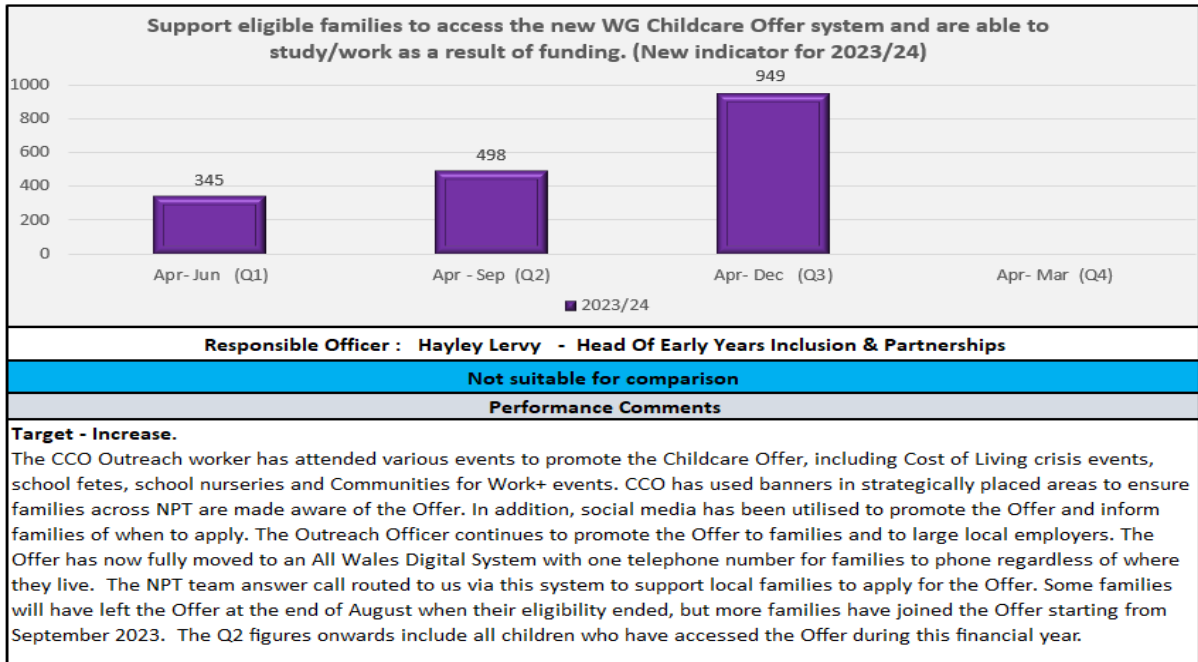
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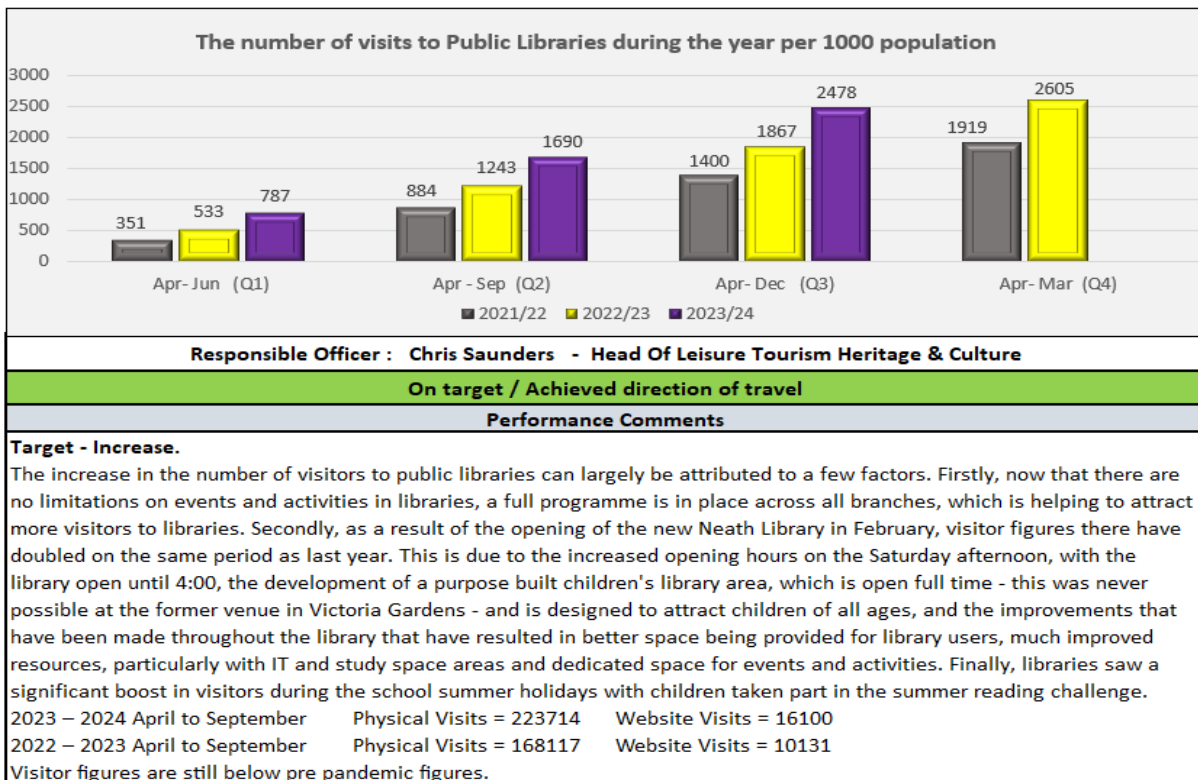


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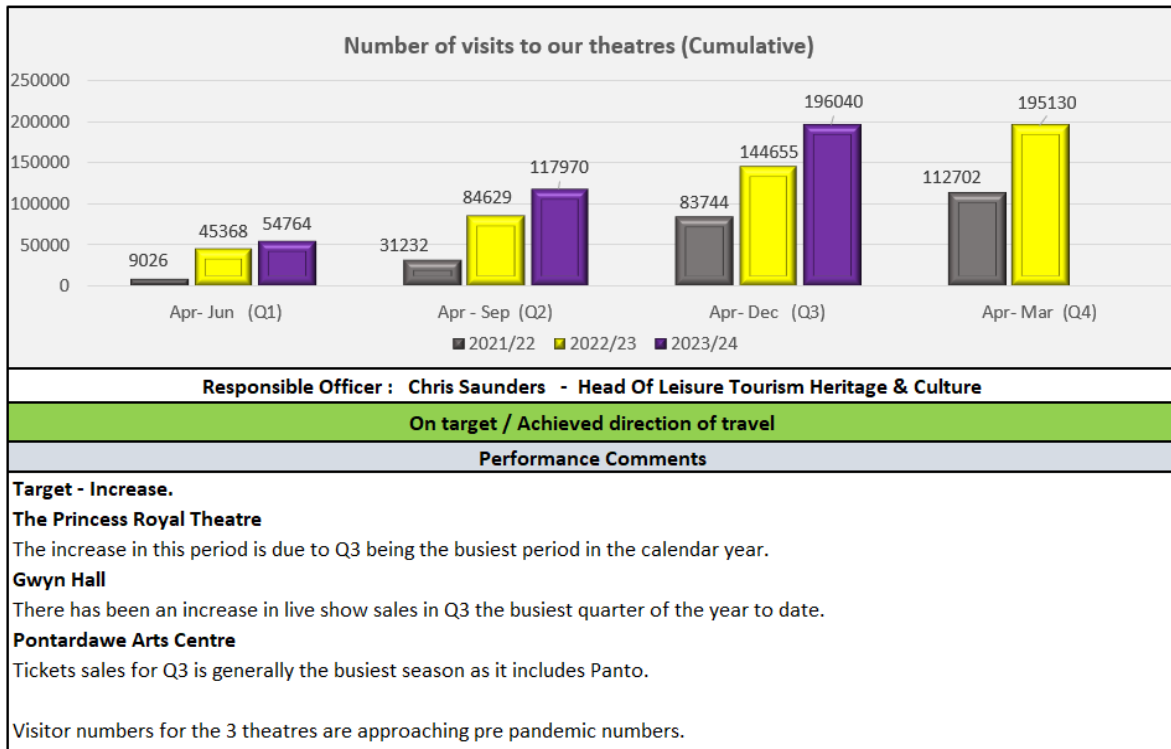


Well Being Objective 3 - Our local environment, culture and heritage can be enjoyed by future generations

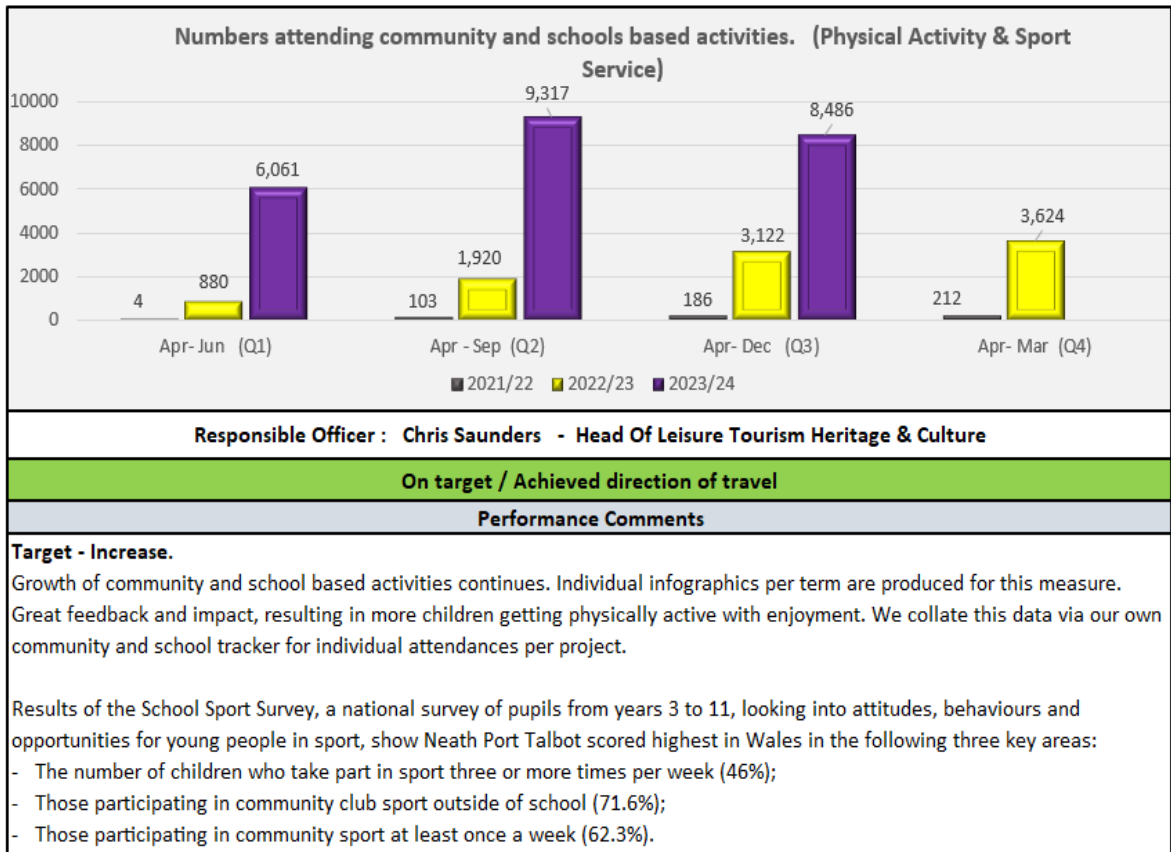
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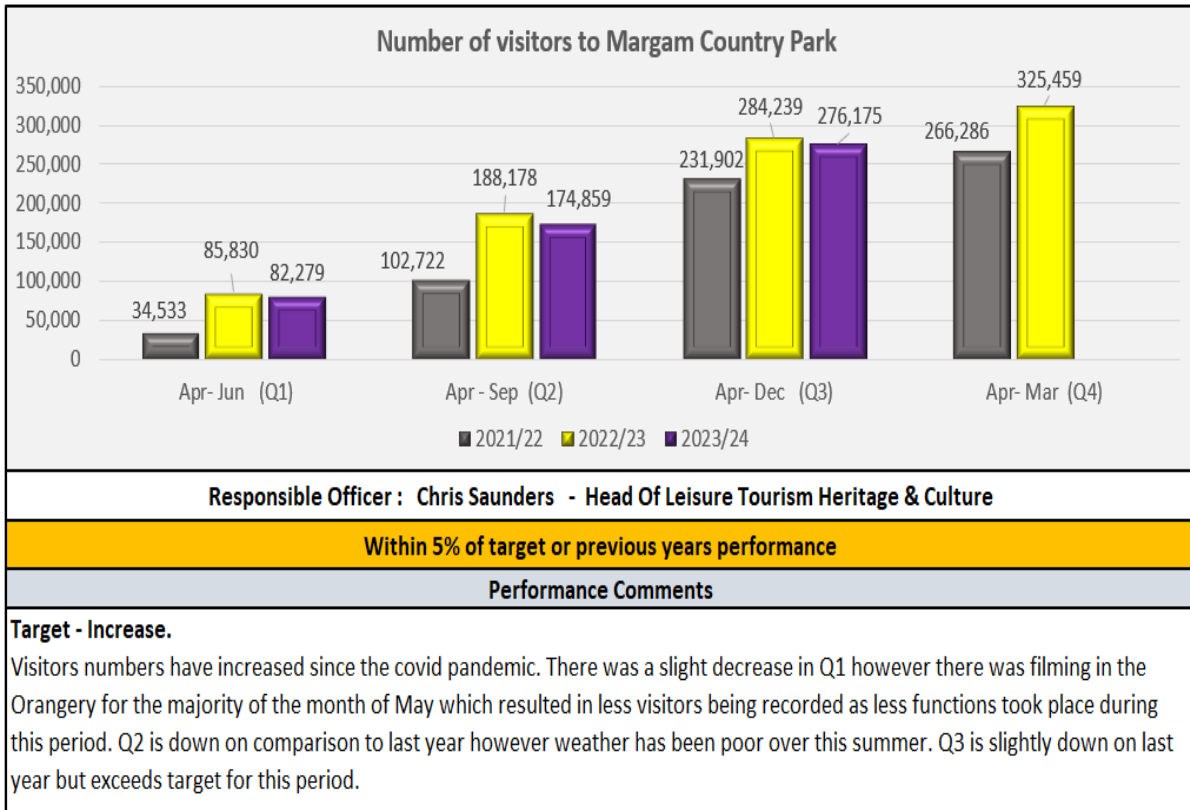
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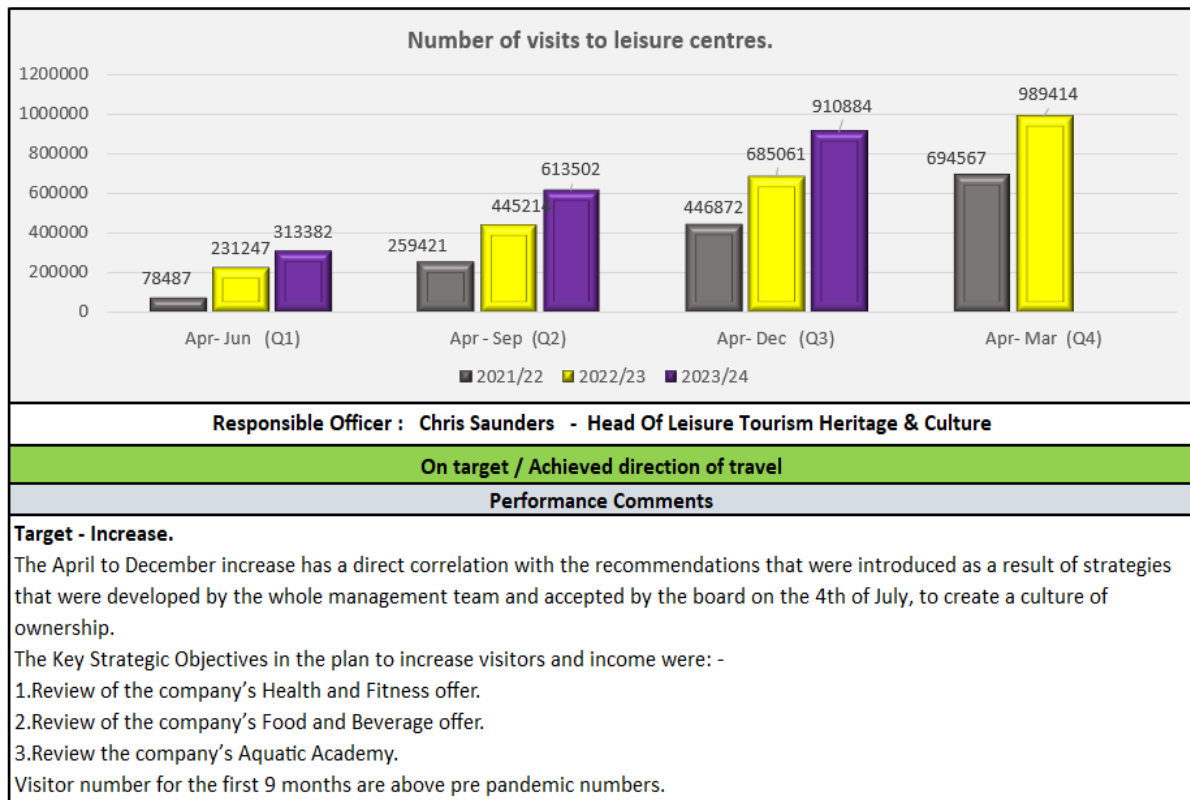
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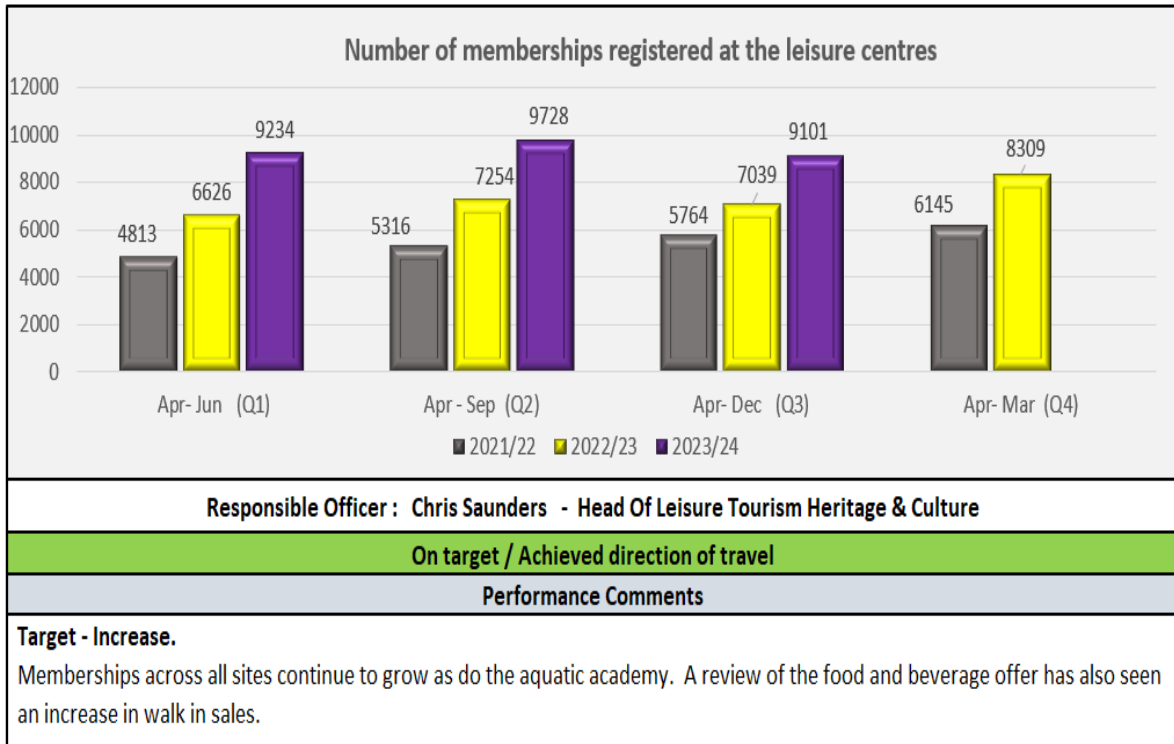
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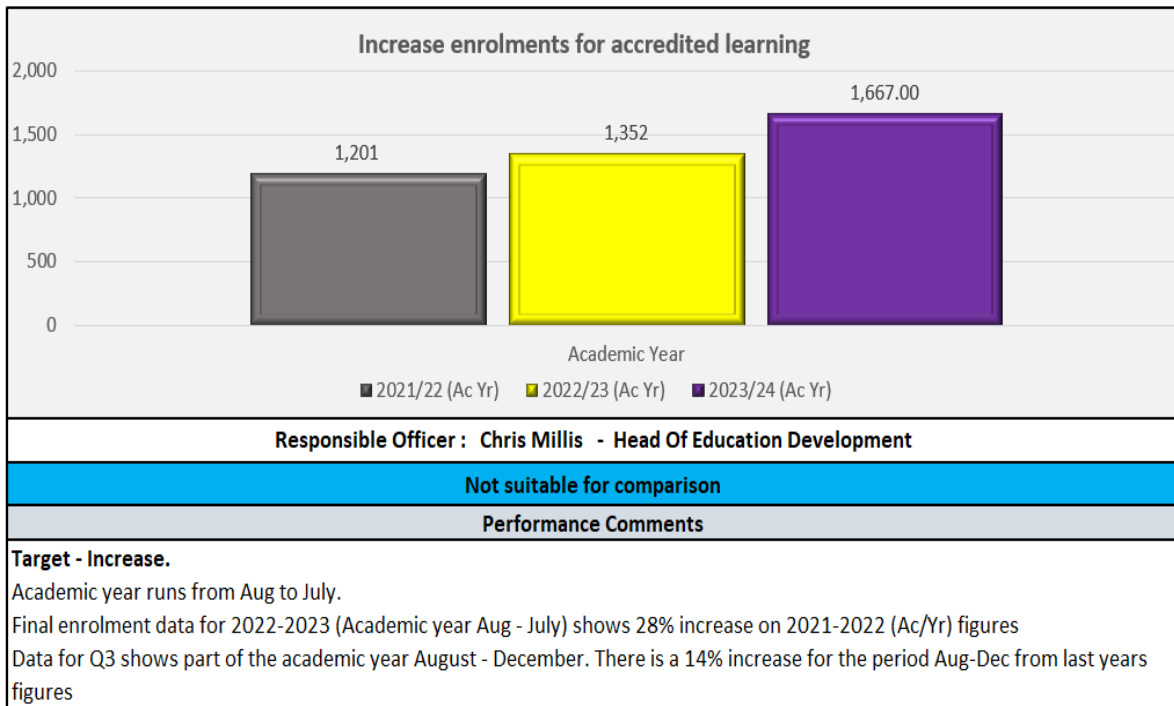


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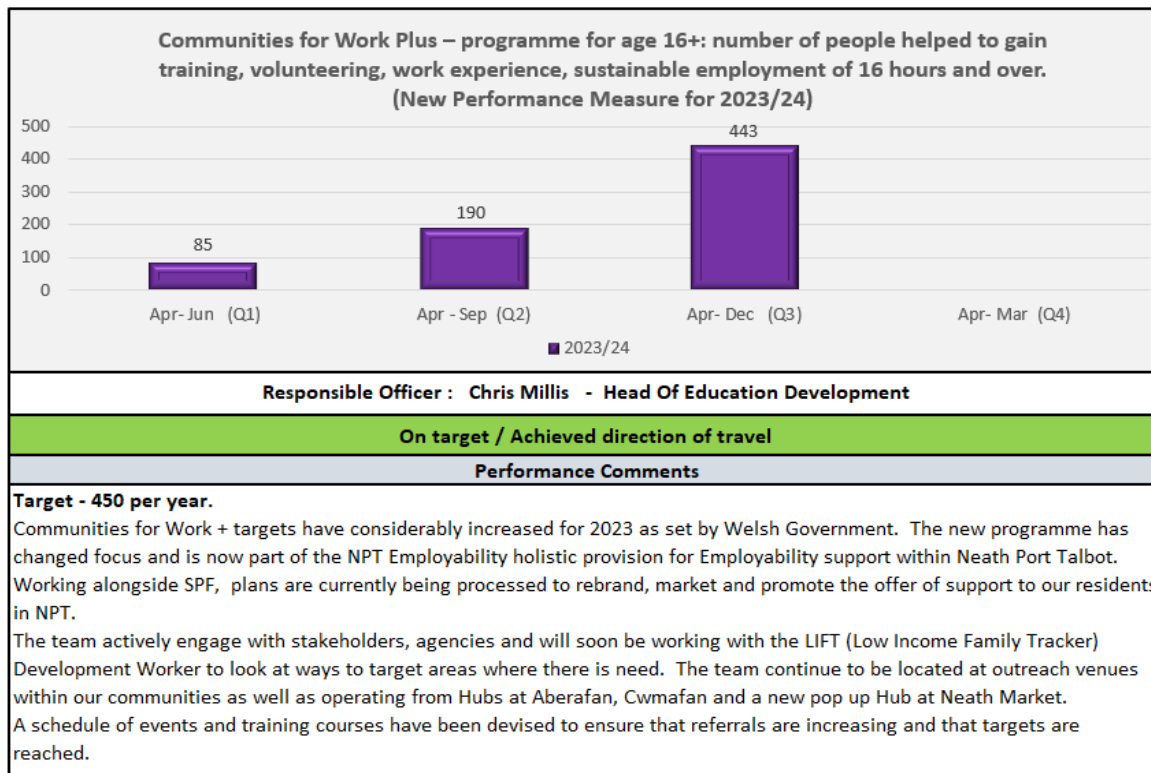


Well Being Objective 4 - Jobs and Skills

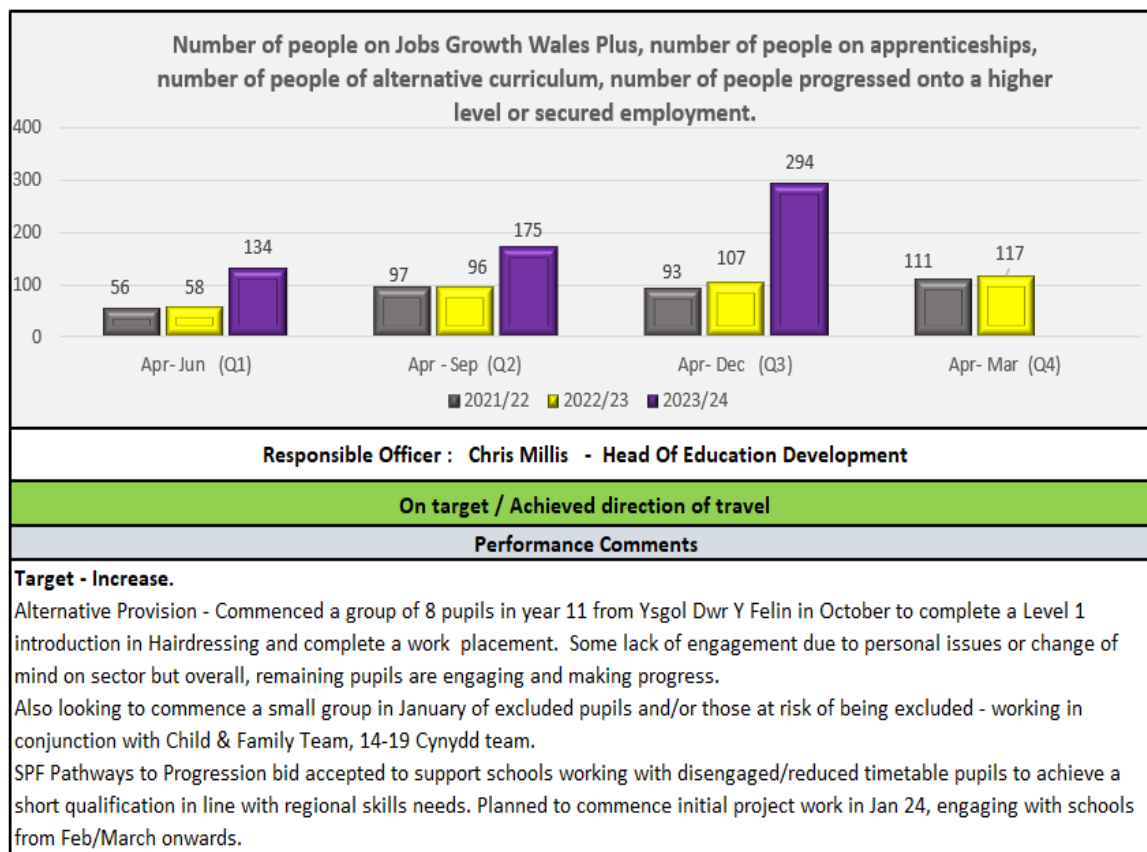
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28.



Mae'r dudalen hon yn fwriadol wag



Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

Performance Measures

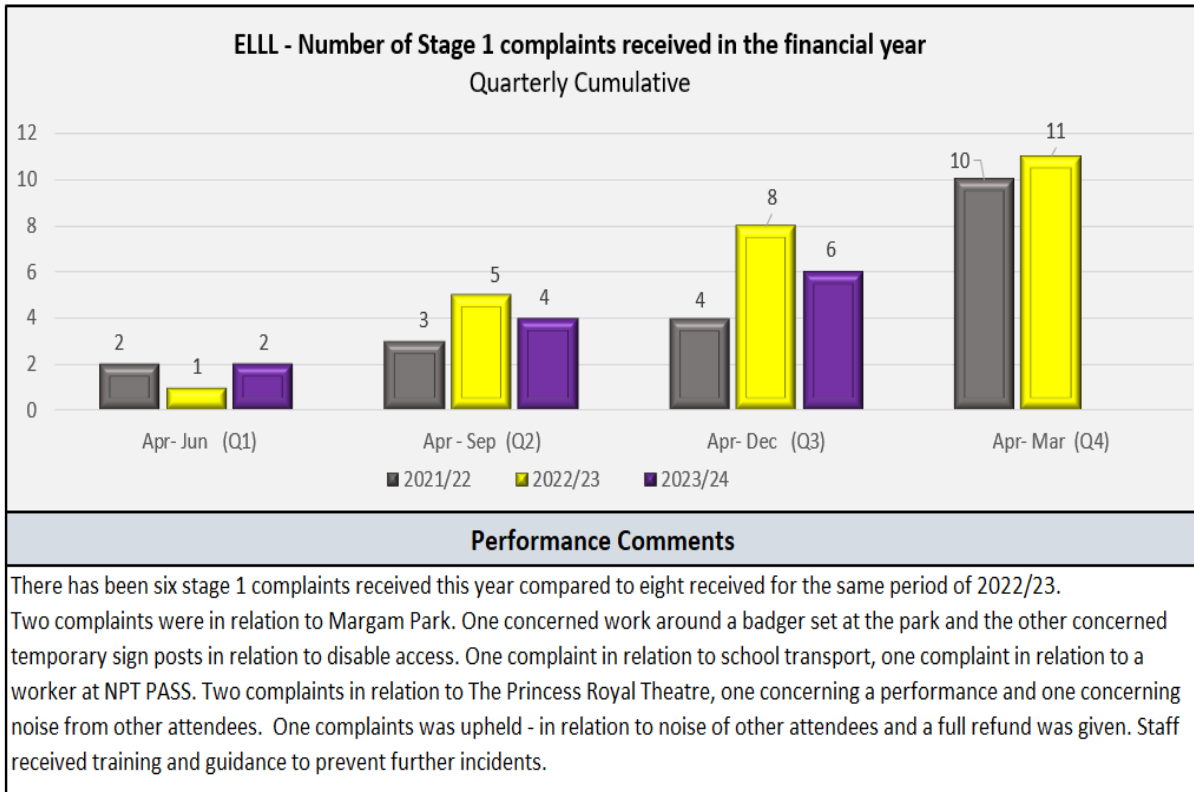
Appendix 2

Education, Skills and Wellbeing Cabinet Board

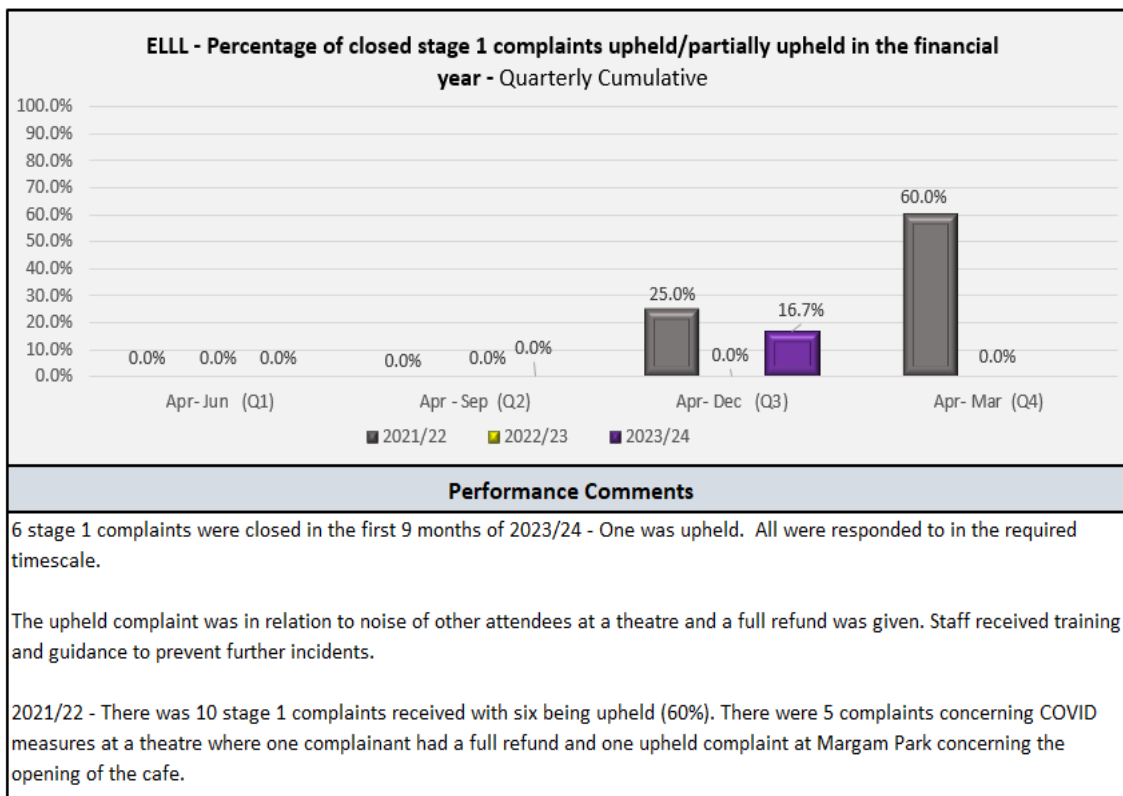
Compliments and Complaints

Quarter 3 (1st April - 31st December) - 2023/24

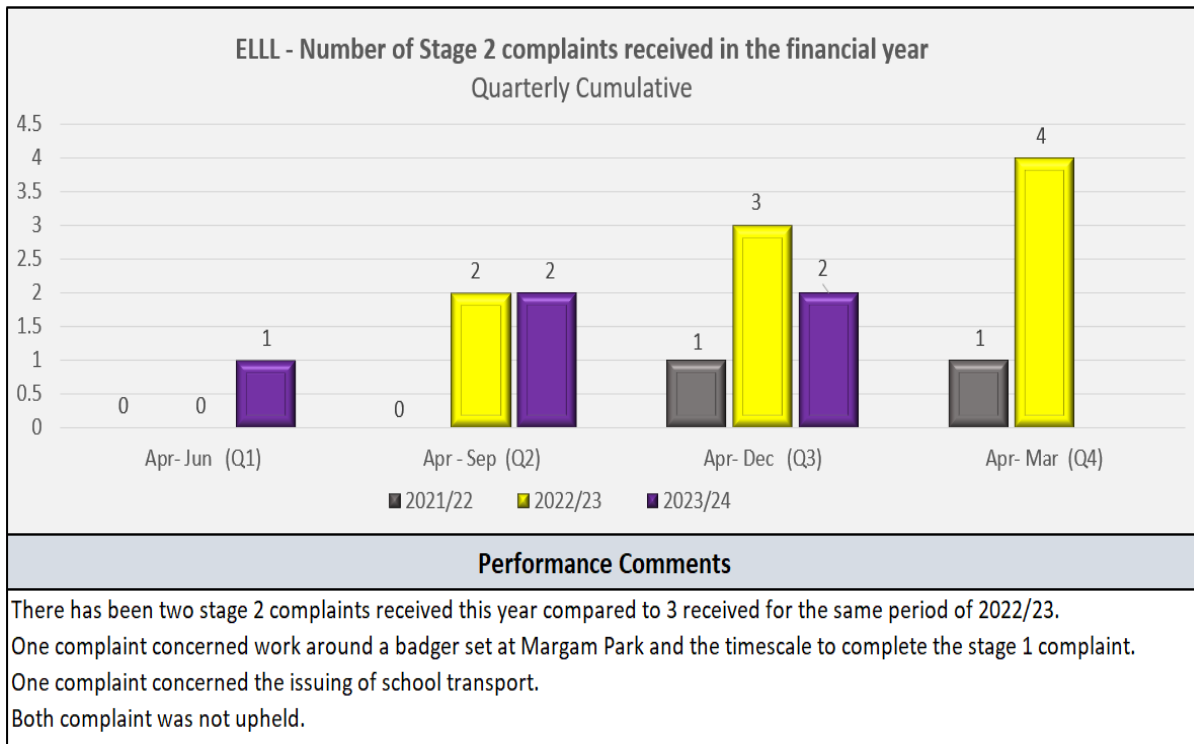
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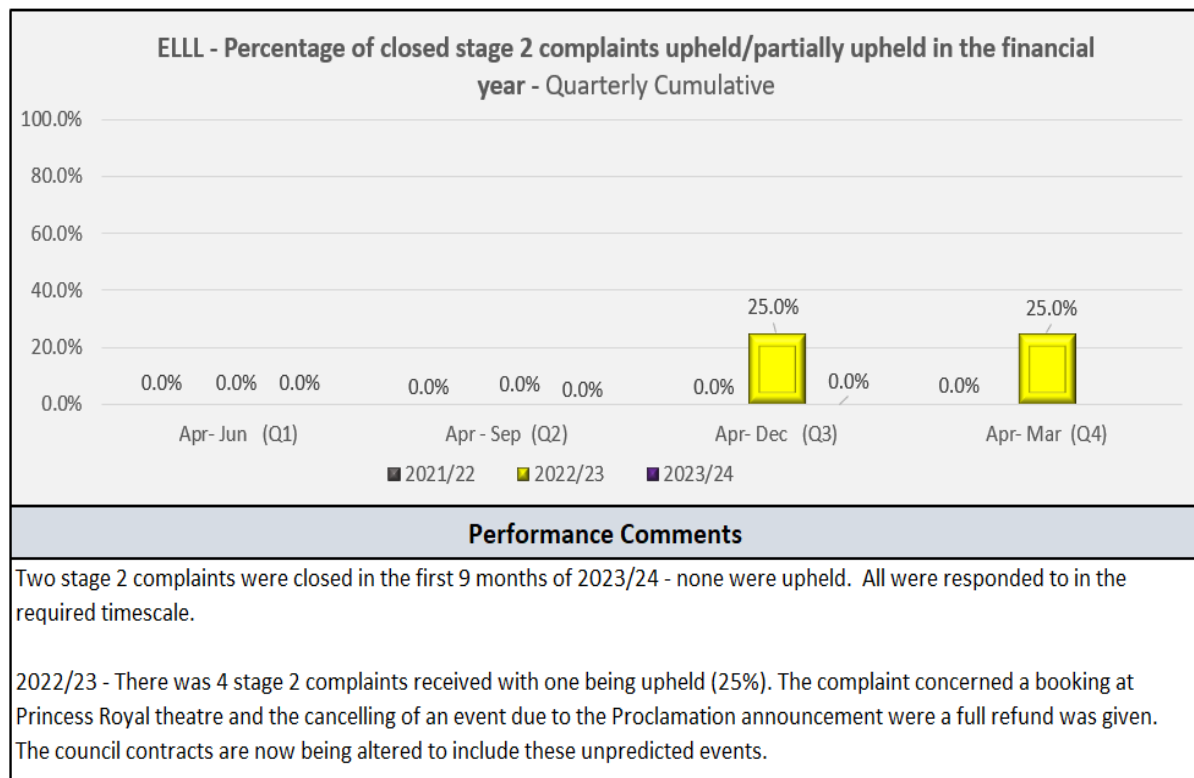
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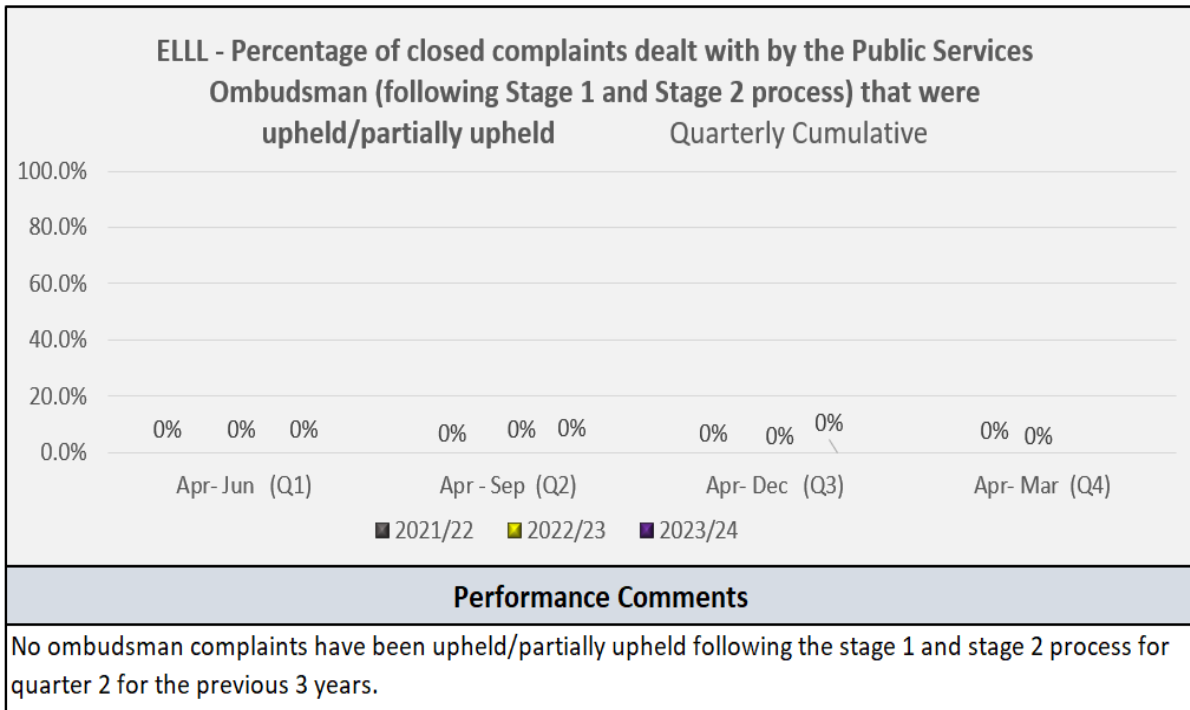
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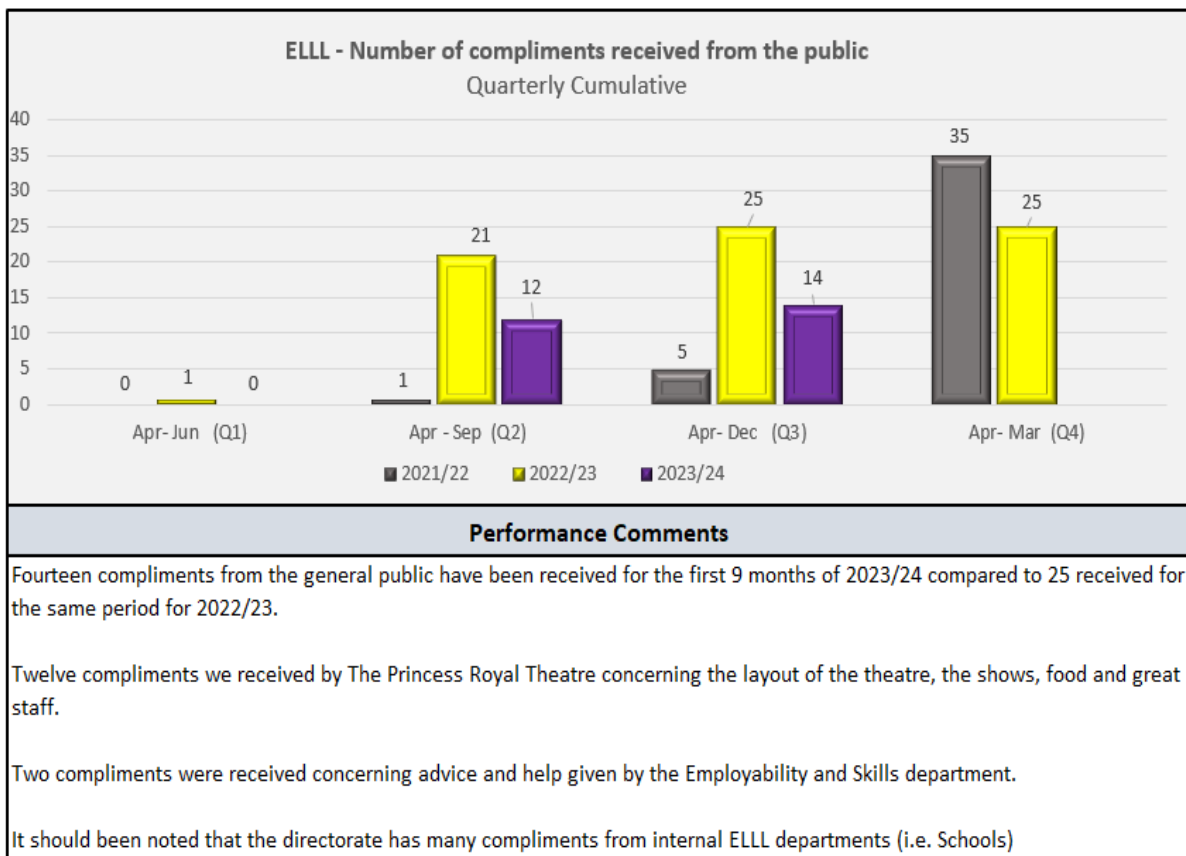
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Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills and Wellbeing Cabinet Board

Report of the Director of Environment and Regeneration N. Pearce

14th March 2023

Matter for Monitoring

Wards Affected: All Wards

Report Title: Performance Measures 2023/2024 – Quarter 3
(1st April 2023 – 31st December 2023)

Purpose of the Report:

To report Quarter 3 Performance Management Data (Appendix 1) – 1st April 2023 – 31st December 2023. This will enable the Education, Skills and Wellbeing Cabinet Board and Scrutiny Members to discharge their functions in relation to Performance Management.

Executive Summary:

Appendix 1 – Performance Measures

New quarterly performance reports were reported to members from the 1st quarter 2023/24. This new format moves away from the table format that we have previously reported for a number of years, to a graph format. The reports will also include more cumulative quarterly trend data. The new reports are visually better and include a performance summary doughnut within the cover page.

These new formats also take into account feedback from Cabinet Scrutiny Committee members on the previous performance reports format. Members received performance scrutiny training on 23rd October 2023, this included a section on the new reports format.

Performance Measures that have improved on or achieved target are GREEN status, Performance Measures that have not achieved target but performance is within 5% are AMBER status, Performance Measures that are 5% or more below target are RED status. Performance Measures that appear as BLUE status are 'Not suitable for comparison' and are for information only.

Where available, Performance Measures report Quarter 3 target, and 3 years of Quarter 3 data for comparison.

7 measures are reported in the period, of these:
3 are improving or on target,
1 measure is 5% or more below target or previous year's performance,
1 measure is 5% or lower than previous year's figure,
2 measures are not suitable for comparison.

Measures that are improving or on target include:
Measures relating to food hygiene, business compliance and air quality.

The one measure 5% or more below the target is high risk inspections for trading standards and animal health, reasons for this provided in the report.

There were two measures not suitable for comparison, including risk assessments on private water supplies and redress for consumers or victims of crime, explanation is provided with the data.

Appendix 2 – Compliments & Complaints

A list of Compliments and Complaints data, collected in line with the [Council's Comments, Compliments & Complaints Policy](#) for Cabinet and relevant Cabinet Board purviews.

Background:

The Performance Measures in Appendix 1 are all selected from Service Recovery Plans (SRPs). Tudalen352

Where possible, each Performance Measure will show a link how it contributes to at least one of the council's well-being objectives. If a Performance Measure does not directly link then it has been linked to the Governance and Resource theme.

Financial Impact:

The performance described in the report is being delivered against a challenging financial backdrop.

Integrated Impact Assessment:

There is no requirement to undertake an Integrated Impact Assessment as this report is for monitoring / information purposes.

Valleys Communities Impacts:

No implications.

Workforce Impacts

The progress described in this report was achieved whilst the workforce continued to respond to and continue to recover from the impacts of the pandemic.

Legal Impacts:

This report is prepared under:

- 1) The Local Government (Wales) Measure 2009 and discharges the Council's duties to "make arrangements to secure continuous improvement in the exercise of its functions"
- 2) Well-being of Future Generations (Wales) Act 2015
- 3) The Neath Port Talbot County Borough Council Constitution requires each Cabinet committee to monitor quarterly budgets and

performance in securing continuous improvement of all the functions within its purview.

Risk Management Impacts:

Failure to provide a suitable monitoring report within the timescales could lead to non-compliance with our Constitution. Also, failure to have robust performance monitoring arrangements in place could result in poor performance going undetected.

Consultation:

There is no requirement under the Constitution for external consultation on this item.

Recommendations:

For Members to monitor performance contained within this report.

Reasons for Proposed Decision:

Matter for monitoring, no decision is required.

Implementation of Decision:

Matter for monitoring, no decision required.

Appendices:

Appendix 1 – Performance Measures – Quarter 3 Performance (1st April 2023 – 31st December 2023)

Appendix 2 – Compliments and Complaints information – Quarter 3 2023/2024 (1st April 2023 – 31st December 2023)

Officer Contact:

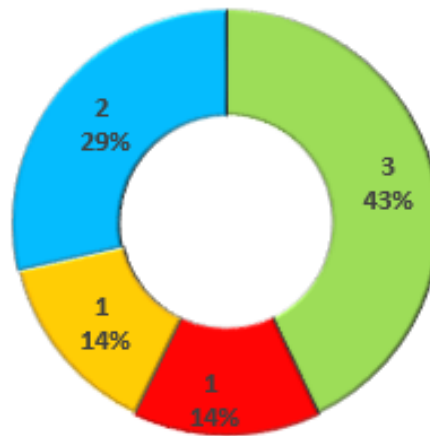
Tom McConvey, Business Support Manager
E-Mail: t.mcconvey@npt.gov.uk



Performance Measures

Appendix 1 - Environmental Health & Trading Standards -
Quarter 3 (1st April - 31st December) - 2023/24

Performance Measures Summary



Performance Key BRAG (Blue, Red, Amber, Green)

**Not
suitable
for
comparis
on**

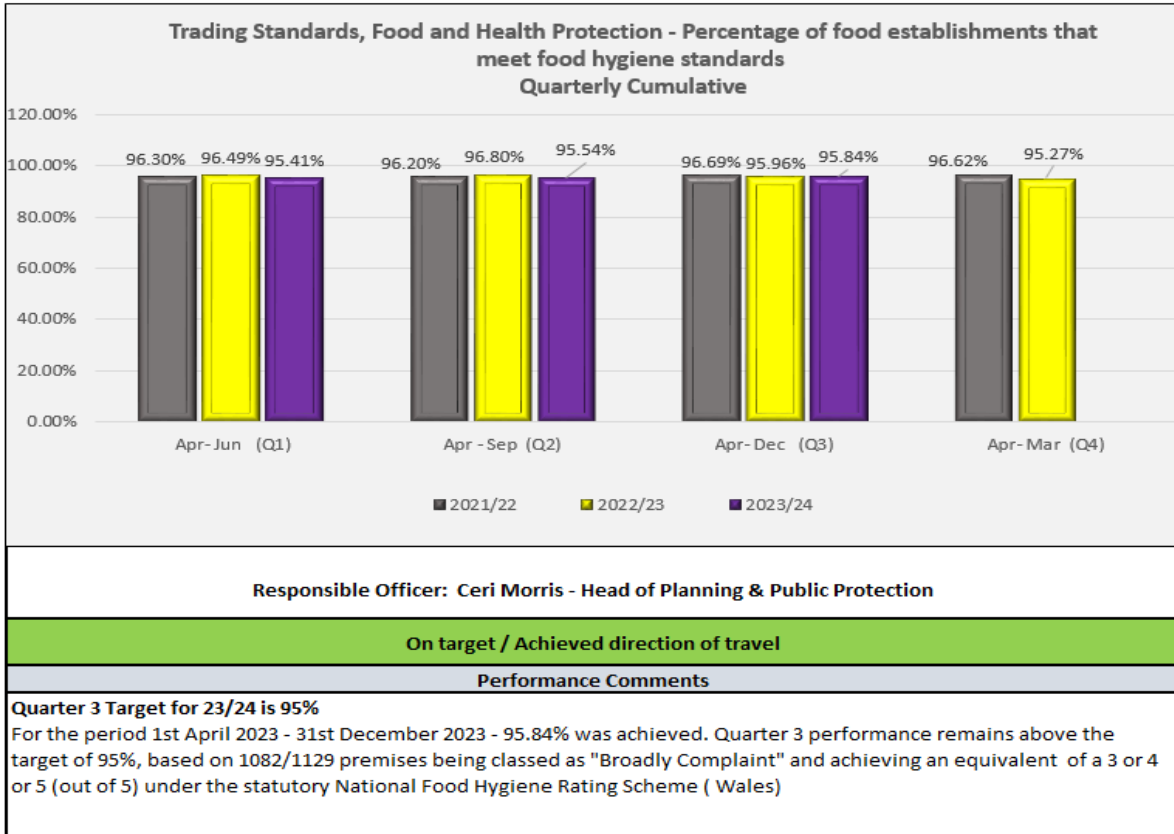
**5% or
more
below
target or
previous
years**

**Within 5%
of target
or
previous
years
performa**

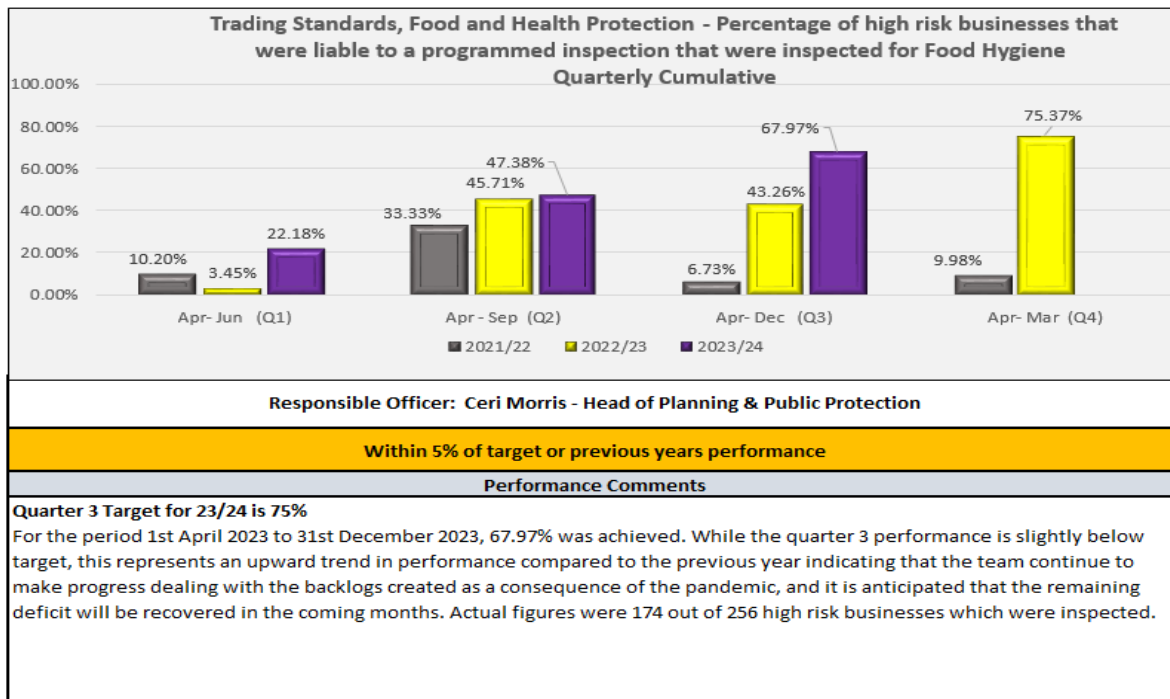
**On target
/
Achieved
direction
of travel**

Well Being Objective 2 - All communities are thriving and sustainable

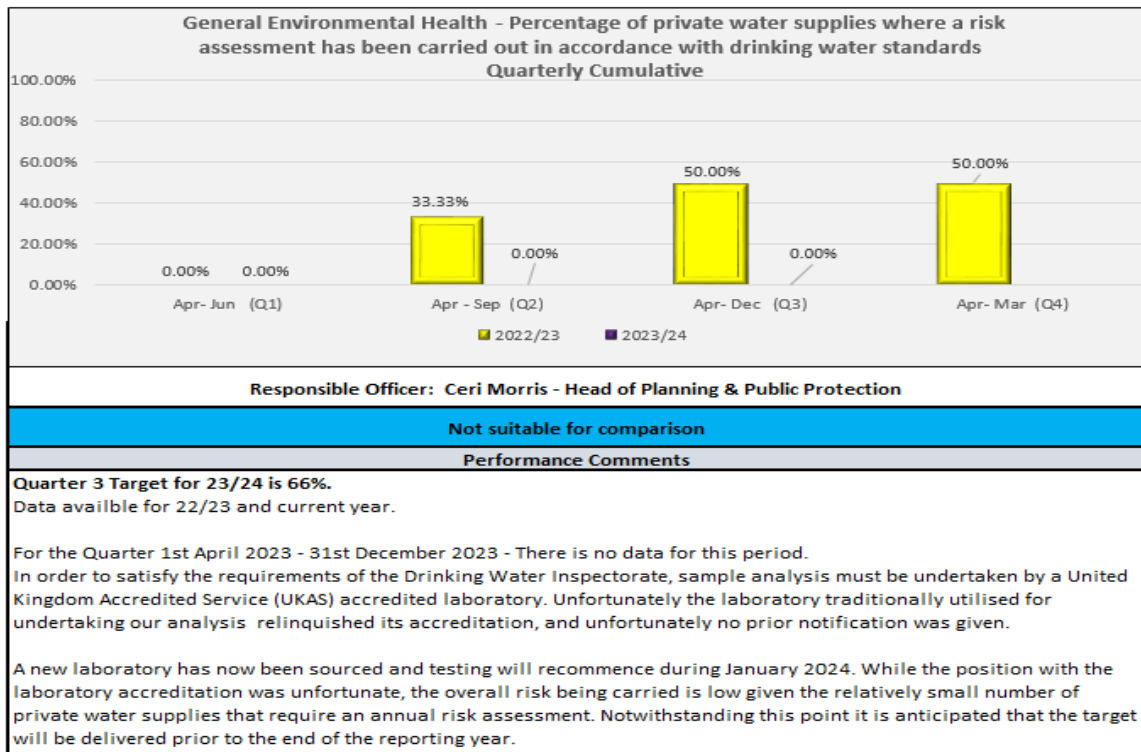
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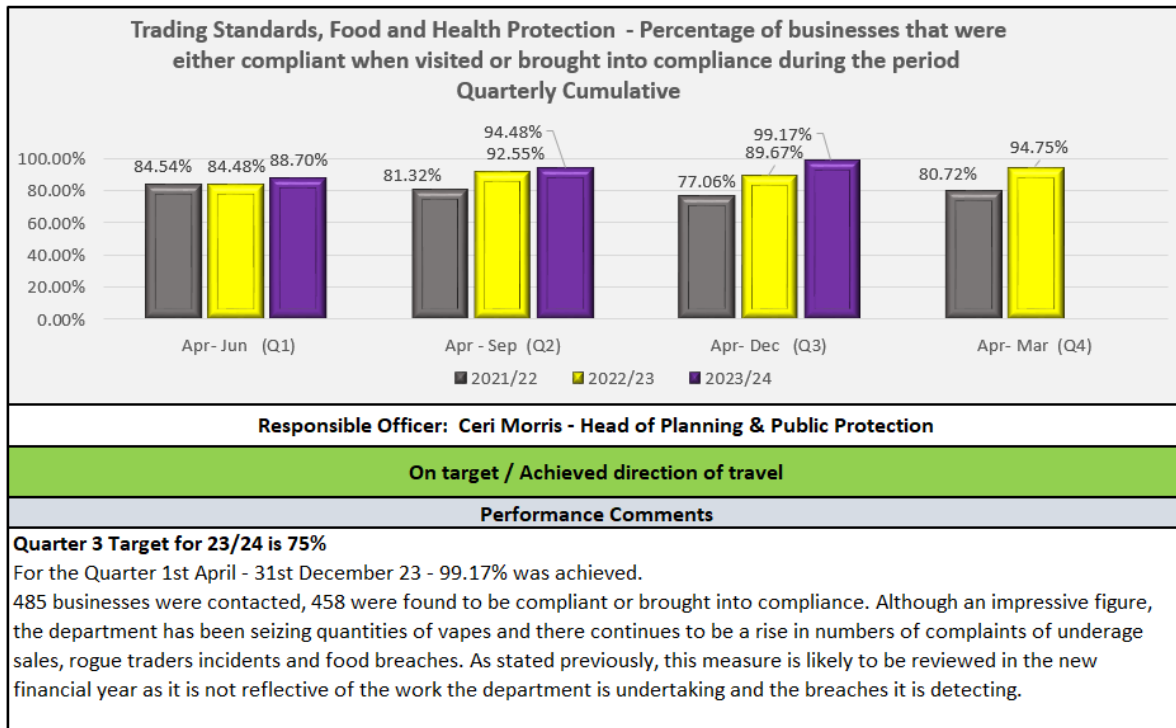
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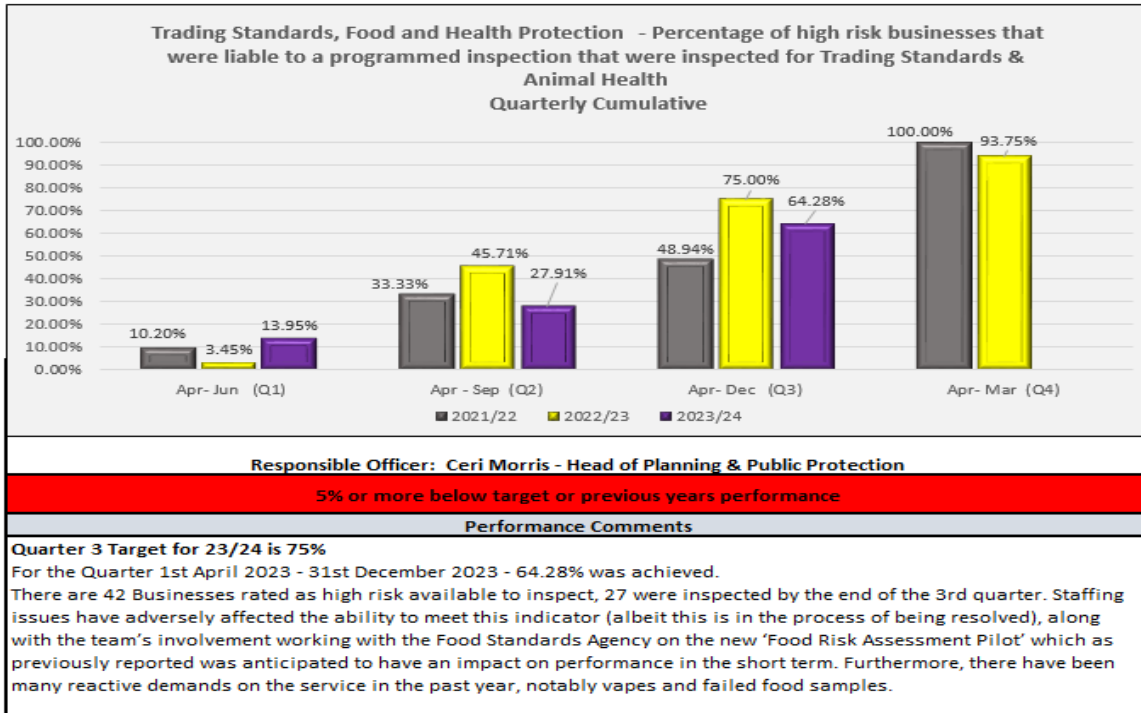
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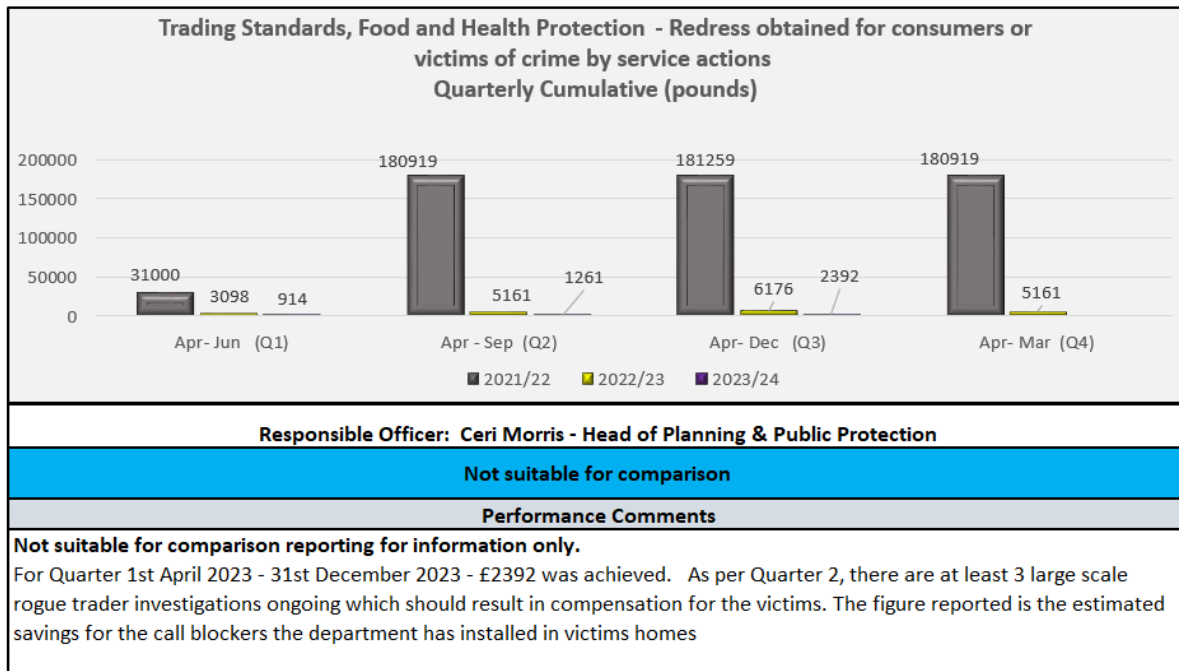
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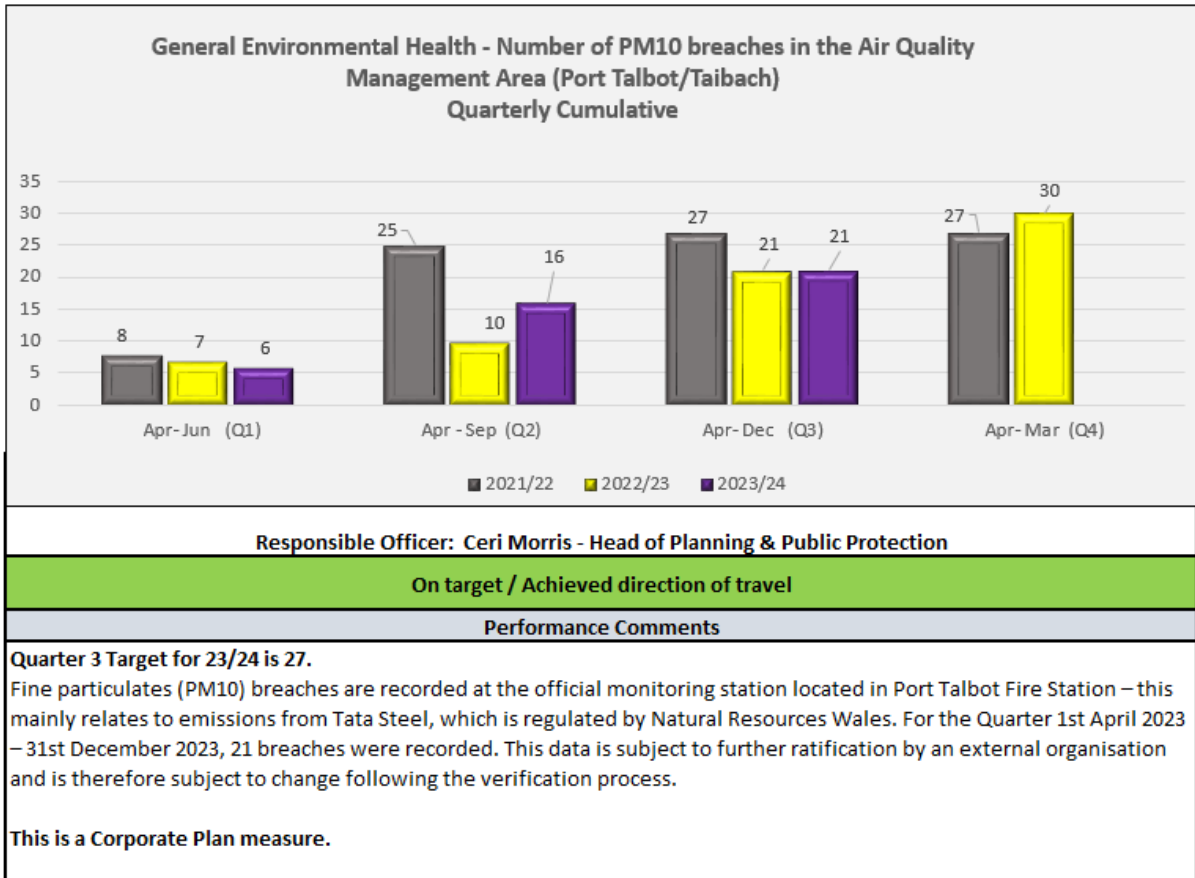


6.



Well Being Objective 3 - Our Local Environment, Culture and Heritage can be enjoyed by future generations

7.



Mae'r dudalen hon yn fwriadol wag



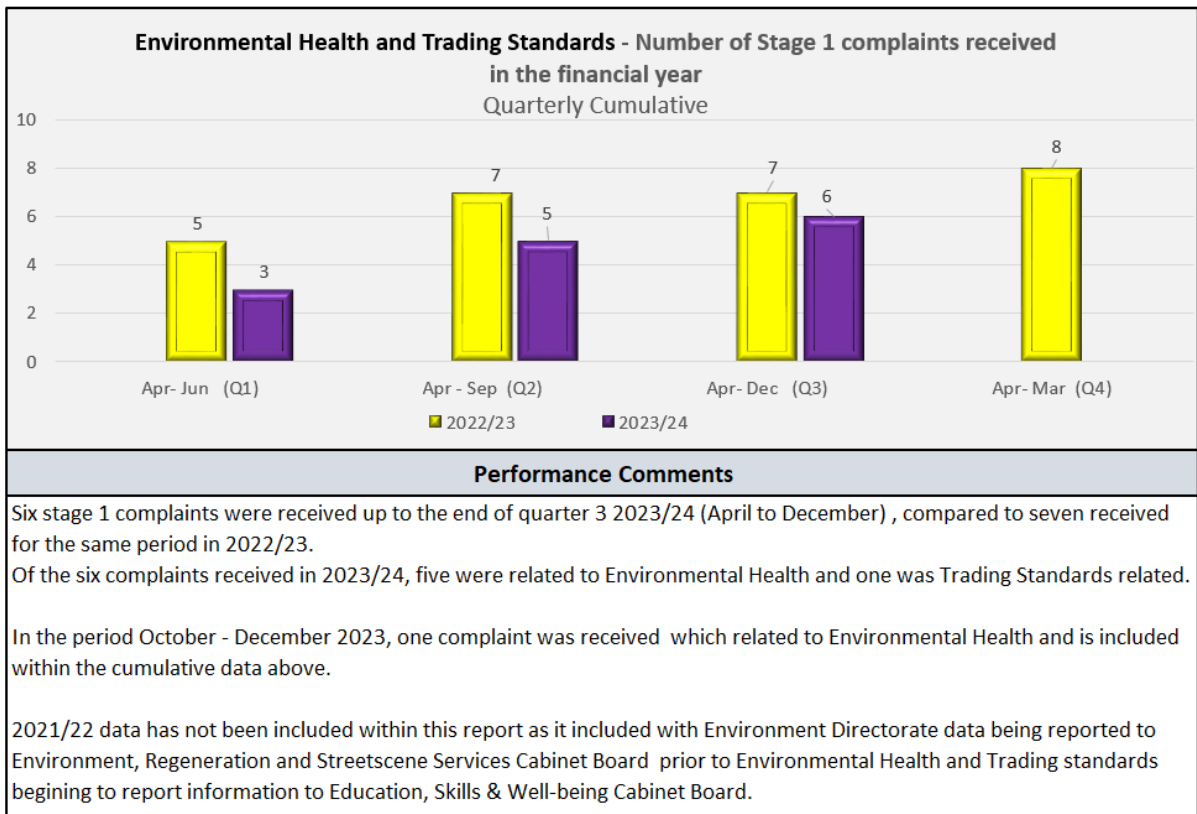
Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

Performance Measures

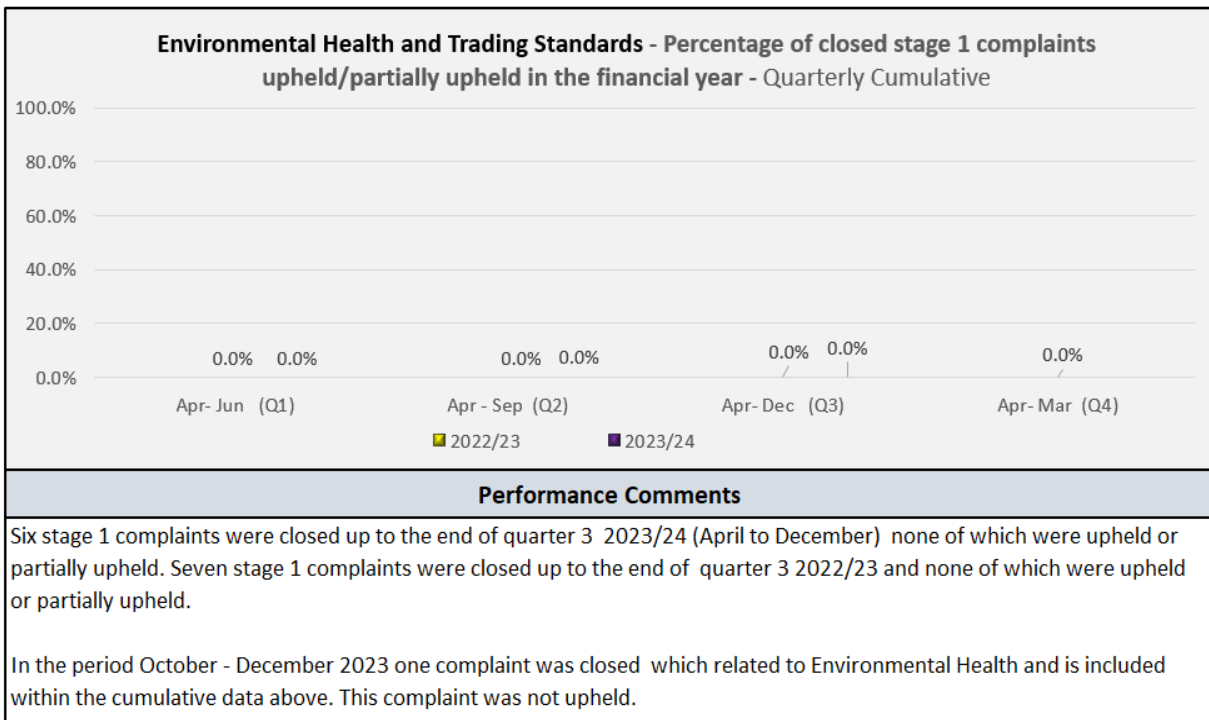
Appendix 2 – ENVIRONMENTAL HEALTH & TRADING STANDARDS Compliments and Complaints

Quarter 3 (1st April - 31st December) - 2023/24

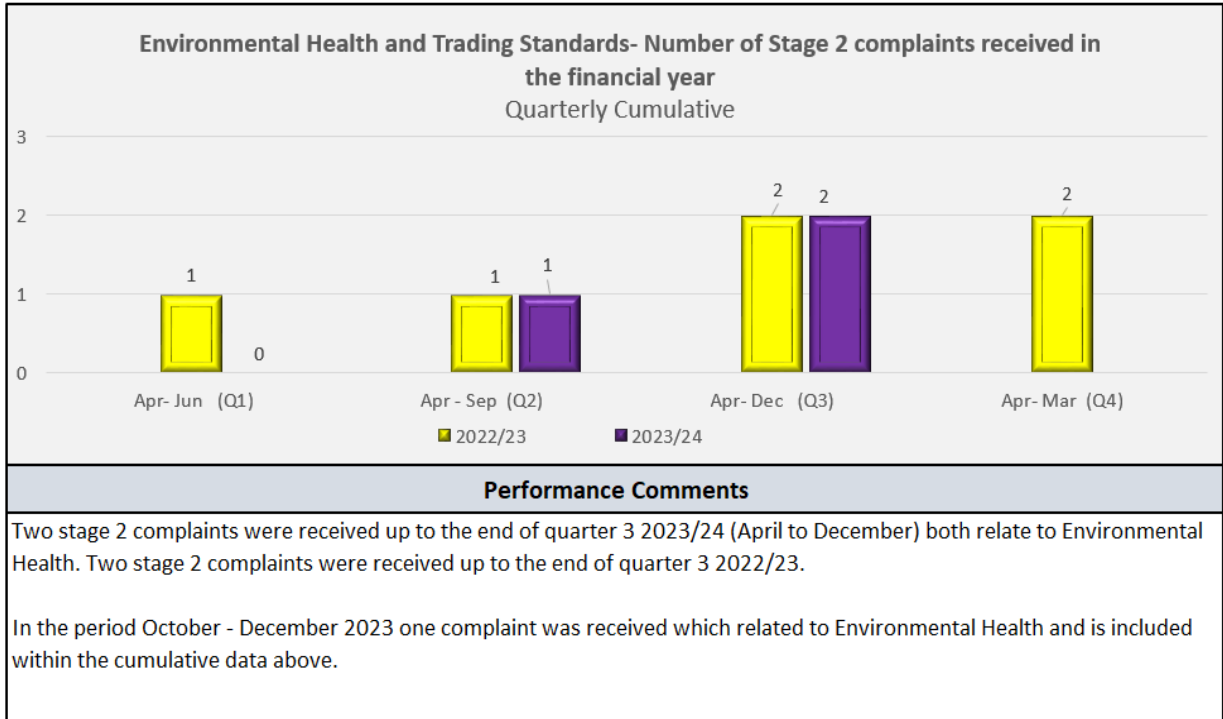
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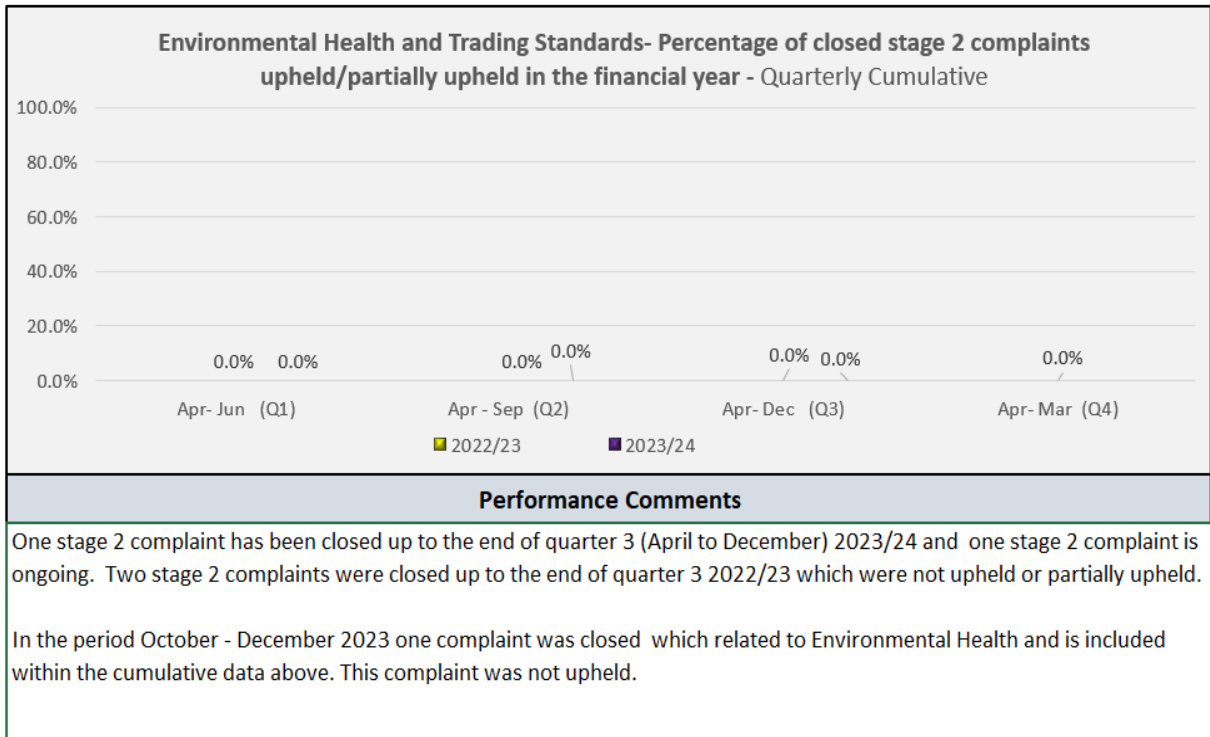
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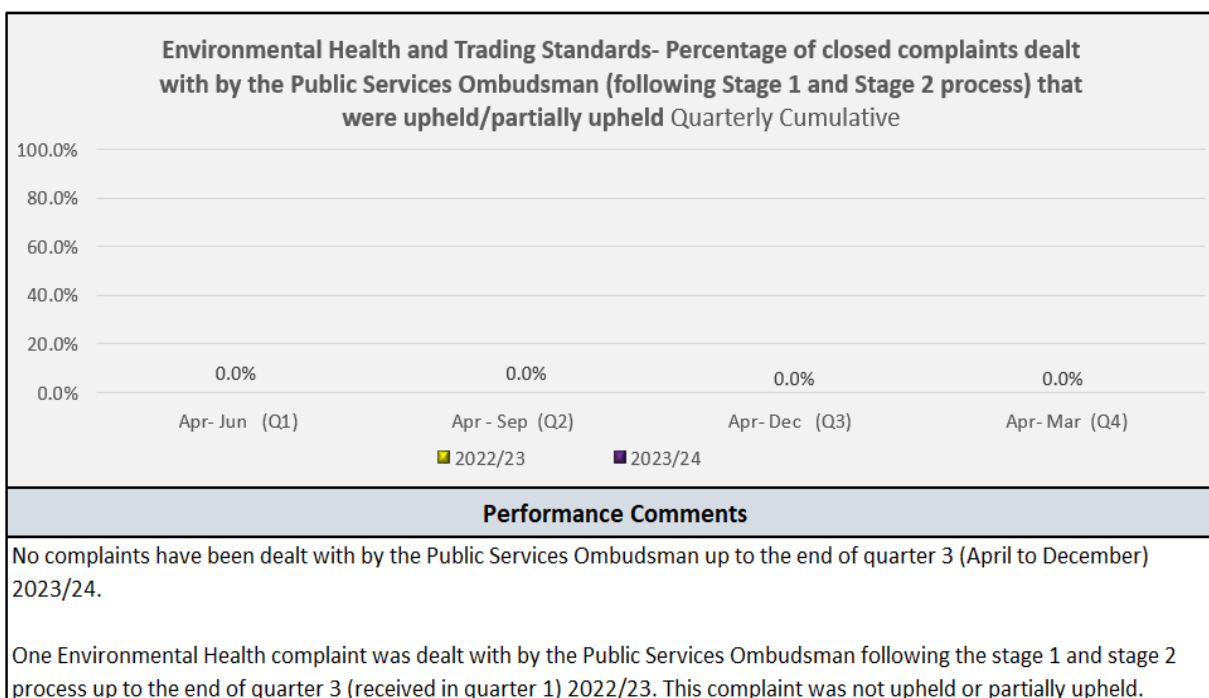
3



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