



EDUCATION, SKILLS & WELLBEING CABINET BOARD

**IMMEDIATELY FOLLOWING CABINET SCRUTINY COMMITTEE
THURSDAY**

**MULTI-LOCATION MEETING – COUNCIL CHAMBER PORT TALBOT
AND MICROSOFT TEAMS**

**ALL MOBILE TELEPHONES TO BE SWITCHED TO SILENT FOR THE
DURATION OF THE MEETING**

Webcasting/Hybrid Meetings:

This meeting may be filmed for live or subsequent broadcast via the Council's Internet Site. By participating you are consenting to be filmed and the possible use of those images and sound recordings for webcasting and/or training purposes.

1. Appointment of Chairperson
2. Chairpersons Announcement/s
3. Declarations of Interest
4. Minutes of Previous Meeting (*Pages 3 - 8*)
5. Forward Work Programme 2022/23 (*Pages 9 - 10*)
6. Public Question Time
Questions must be submitted in writing to Democratic Services, democratic.services@npt.gov.uk no later than two working days prior to the meeting. Questions must relate to items on the agenda. Questions will be dealt with in a 10 minute period.

For Decision

7. Christmas/New Year Opening Times (Libraries, Leisure Centres etc.) *(Pages 11 - 24)*
8. Admissions to Community Schools - School Admission Policy (out for consultation) *(Pages 25 - 52)*
9. Increased Planned Places Blaenhonddan Primary School - Final Determination *(Pages 53 - 94)*

For Information

10. WESP *(Pages 95 - 218)*
11. Employability and Skills Programme *(Pages 219 - 228)*

For Monitoring

12. Quarter 2 Performance Indicators 23/24 - Education Directorate *(Pages 229 - 254)*
13. Quarter 2 Performance Indicators 23/24 - Environment Directorate *(Pages 255 - 270)*
14. Urgent Items
Any urgent items (whether public or exempt) at the discretion of the Chairperson pursuant to Regulation 5(4)(b) of Statutory Instrument 2001 No. 2290 (as amended).

K.Jones
Chief Executive

Civic Centre
Port Talbot

Thursday 23rd November 2023

Education, Skills & Wellbeing Cabinet Board Members:

Councillors. J.Hurley, N.Jenkins and C.Phillips

EXECUTIVE DECISION RECORD

28 SEPTEMBER 2023

EDUCATION, SKILLS & WELLBEING CABINET BOARD

Cabinet Members:

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

Officers in Attendance:

C. Morris, R. Crowhurst, C. Millis, J. Burge, J. Merrifield, D. Evans, C. Davies, K. W. Brown, S. McCluskie and P. Chivers.

1. **APPOINTMENT OF CHAIRMAN**

Agreed that Councillor N. Jenkins be appointed as Chairperson of the meeting.

2. **CHAIRS ANNOUNCEMENTS**

Councillor N. Jenkins welcomed all to the meeting.

3. **DECLARATIONS OF INTERESTS**

No declarations of interest were received.

4. **MINUTES OF THE PREVIOUS MEETING**

The minutes of the last meeting, held on the 6th and 18th of July 2023, were approved as a true and accurate account.

5. **FORWARD WORK PROGRAMME 2023/2024**

The Forward Work Programme for 23/24 was noted.

6. **PUBLIC QUESTION TIME**

There were no public questions.

7. **INCREASED PLANNED PLACES BLAENHONDDAN PRIMARY SCHOOL - BACK FROM CONSULTATION**

Decision:

Having given due regard to the integrated impact assessment, and the responses to consultation. In line with Section 48 of the School Standards and Organisation Act 2013, Members **APPROVED** the statutory publication of the proposal to establish specialist provision for primary age pupils with ASD at Blaenhonddan Primary School.

Reason for Decision:

To comply with the formal publication requirements imposed on the Council by the School Organisation Code and associated legislation. To enable the Council to promote high educational standards and the fulfilment of every child's potential. To also enable the Council to meet its duty to secure efficient education in its area.

Implementation of Decision:

The decision is to be implemented after the three-day call-in period, which ended at 9.00am on Monday 2nd October 2023.

Consultation:

Consultation on this proposal commenced on June 6th, 2023, with comments invited until July 18th, 2023. Consultees specified in the School Organisation Code were emailed the consultation document, and in line with current practice Blaenhonddan Primary School managed distribution of the document to parents, pupils and staff.

1 written response was received which expressed support for the proposal. The written consultation response is available for Member perusal as an appendix to the Consultation Report document.

8. **ENVIRONMENTAL HEALTH AND TRADING STANDARDS ENFORCEMENT POLICY**

Decision:

Having given due regard to the integrated impact assessment, and the circulated appendices, Members determined to **APPROVE** the updated Environmental Health and Trading Standards Policy.

Reason for Decision:

To ensure that consistent enforcement action is taken, and the principles of the Regulators' Code and other published guidance are followed.

Implementation of Decision:

The decision is to be implemented following the three-day call-in period which ended at 9.00am on Monday 2nd October 2023.

Consultation:

There is no requirement for external consultation on this item.

9. **TRADING STANDARDS LEGISLATION - CHANGES TO OFFICER DELEGATED ARRANGEMENTS**

Decision:

That having due regard to the integrated impact assessment, Members determined to **APPROVE** the report, with the following amendments of delegated arrangements in respect of the Trading Standards, Food and Health Protection Service.

- a) Add the Leasehold Reform (Ground Rent) Act 2022 and The Children and Families Act 2014 to the list of legislation delegated to the Director of Environment, the Head of Planning and Public Protection and the Trading Standards, Food & Health Protection Manager set out in Schedule 1 of Paragraph 20 of the Director of Environment and Regeneration Delegated Powers section of the Constitution.
- b) Delegate to those officers in [a] above the authority to authorise individual competent and qualified officers to act under that legislation.
- c) Delegate to those officers in [a] above the authority to institute legal proceedings under the provisions contained in the Leasehold Reform (Ground Rent) Act 2022 and The Children and Families Act 2014 in conjunction with the Head of Legal and Democratic Services [including the signing of any cautions in accordance with Home Office Guidelines] and, where an alleged offender is being held in custody in relation to an offence, to institute proceedings by way of charge.
- d) That the Head of Legal and Democratic Services be authorised to seek amendment of the Constitution by the Council in due course in order to reflect the above changes to the authority's delegation arrangements.

Reason for Decision:

To enable the new legislation to be implemented quickly and efficiently. The Trading Standards, Food & Health Protection service, located within the wider Planning & Public Protection Service, has responsibility for the enforcement of Trading Standards legislation.

Implementation of Decision:

The decision is to be implemented following the three-day call-in period, which ended at 9.00am on Monday 2nd October 2023.

Consultation:

There is no requirement for external consultation on this item.

10. **UPDATES TO SCHEME OF DELEGATION FOLLOWING RESTRUCTURING WITHIN THE PLANNING AND PUBLIC PROTECTION SERVICE**

Decision:

That having due regard to the integrated impact assessment, and appendix 1 of the circulated report. Members determined the recommendation to create a record of which officers are in receipt of delegated powers to take enforcement action is **Approved**.

Reason for Decision:

To ensure an updated record of which officers are in receipt of delegated powers to take enforcement action is in place.

Implementation of Decision:

The decision is to be implemented following the three-day call-in period, which ended at 9.00am on 2nd October 2023.

Consultation:

There is no requirement for external consultation on this item.

11. **SCHOOLS PARTNERSHIP AGREEMENT**

Decision:

That the report be noted for information.

12. **SCHOOL EXCLUSION UPDATE**

Decision:

That the report be noted for information.

13. **WELSH PUBLIC LIBRARY STANDARDS ASSESSMENT 2021/2022**

Decision:

That the report be noted for information.

14. **QUARTER 1 PERFORMANCE INDICATORS 2023 2024 - EDUCATION DIRECTORATE**

Decision:

That the report be noted for Monitoring.

15. **QUARTER 1 PERFORMANCE INDICATORS 2023 2024 - ENVIRONMENT DIRECTORATE**

Decision:

That the report be noted for monitoring.

16. **URGENT ITEMS**

There were none.

CHAIRPERSON

This page is intentionally left blank

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

Meeting Date 2023	Agenda Item and Type		
1 st February 2024	Annual School Term Dates (out for consultation) – Decision		
	Welsh Public Libraries Standards Annual Report 22/23 – for Information		
	Annual Pupil Performance Report 2023/24		
	RNLI – for decision		
	Youth Service Update - Information		
	Transport Personal Travel Budget Update – for information		

Page 9

Meeting Date 2023	Agenda Item and Type		
14 th March 2024	Admission to Community Schools – School Admission Policy (back from consultation) – FOR DECISION		
	Quarter 3 Performance 23/24 – Education Directorate – Monitoring		
	Quarter 3 Performance Indicator 23/24 – Environment Directorate Environmental Health and Trading Standards – Monitoring		
Meeting Date 2023	Agenda Item and Type		
25 th April 2024	Annual School Term Dates – (back from consultation) – FOR DECISION		
	Aberafan Seafront Strategy		
	Childcare rent in School pilot – for decision		

	Children and Young Peoples Plan and Early Years Strategy – For decision		
	Additional Learning Needs Education Tribunal Wales Act 2018 – for information		
	School Based Counselling Services – information		

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL EDUCATION SKILLS AND WELLBEING CABINET BOARD

23rd November 2023

Chris Saunders

Head of Leisure, Tourism, Heritage and Culture

Matter for: Decision

Wards Affected: All

Christmas and New Year Opening Times 2023.

Libraries, Theatres, Community Centres, Margam Country Park, Leisure Centres and Swimming Pools

Purpose of the Report

1. The purpose of this report is for Members to agree the proposed opening times for the Christmas and New Year period 2023.

Executive Summary

2. Proposed Opening and Closure of facilities over the Christmas Holiday period 2023

Background

3. Members will be aware that traditionally over the Christmas and New Year period the opening times of the above facilities are amended to reflect patterns of demand and to accommodate statutory Bank Holidays.

The proposals for opening and closing have a direct effect on front line staff and the arrangements for their annual leave over this period.

The following proposals have been prepared by taking into consideration historical levels of usage of the facilities.

Appendix 1 - Proposed Opening Hours Leisure Centres and Swimming Pools

Appendix 2 - Proposed Opening Hours – Margam Country Park, Libraries, Museums, Theatres and Community Centres.

Financial Impact

4. The proposals are designed to offer a balance of public access, maximising income and ensuring staff cover over the Christmas and Bank Holiday period.

There are no financial impacts.

Integrated Impact Assessment

5. A first stage impact assessment has been undertaken and is appended as (Appendix 3) 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 assessment has indicated that a more in-depth assessment is not required.

Valleys Communities Impacts

6. There are no Valleys Communities Impacts associated with this report.

Workforce Impacts

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

Legal Impacts

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

Risk Management

There are no Risk impacts associated with this report.

Consultation

9. There is no requirement under the Constitution for external consultation on this item.

Recommendations

10. That Members agree the proposals for Christmas and New Year opening and closure for the above facilities as detailed within Appendices 1 – 2.

Reasons for Proposed Decision

11. To ensure that the Council's facilities are available to the public when there is a demand for them to be open and to enable managers to make appropriate arrangements with front line staff over their annual leave.

Implementation of Decision

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

Appendices

13. Appendix 1 - Proposed Opening Hours Leisure Centres and Swimming Pools

Appendix 2 - Proposed Opening Hours – Margam Country Park, Libraries, Museums, Theatres and Community Centres.

Appendix 3 - First stage impact assessment.

List of Background Papers

14. None.

Officer Contact

Darren Evans Operations Coordinator. d.evans7@npt.gov.uk

Tel: 07955 235990

For Information – Christmas Opening Hours



		24.12.23	25.12.23	26.12.23	27.12.23	28.12.23	29.12.23	30.12.23	31.12.23	01.01.216	02.1.216
		Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue
ALF	Gym	8.00 – 12.00	Closed	9.00 – 1.00	9.00 – 17.00	9.00 – 17.00	9.00 – 17.00	9.00 – 17.00	8.00 – 12.00	Closed	Normal
	Lane Swim	8.30 – 11.30	Closed	Closed	9.30 – 16.30	9.30 – 16.30	9.30 – 16.30	9.30 – 16.30	Closed	Closed	Normal
	Casual Swim	Closed	Closed	Closed	9.30 – 16.30	9.30 – 16.30	9.30 – 16.30	9.30 – 16.30	Closed	Closed	Normal
	Learner Pool	Closed	Closed	Closed	10.00 – 16.00	10.00 – 16.00	10.00 – 16.00	10.00 – 16.00	Closed	Closed	Normal
NLC	Gym	8.00 – 12.00	Closed	9.00 – 13.00	9.00 – 16.00	9.00 – 16.00	9.00 – 16.00	9.00 – 16.00	8.00 – 12.00	Closed	Normal
	Pool	Closed	Closed	Closed	9.00 – 16.00	9.00 – 16.00	9.00 – 16.00	9.00 – 16.00	Closed	Closed	Normal
NSC	Sport Centre	9.00 – 1.00	Closed	Closed	**10.00 – 15.00	**10.00 – 15.00	**10.00 – 15.00	**10.00 – 15.00	**10.00 – 15.00	Closed	Normal
	Bar	12.00 – 22.00	11.00 – 15.00	14.00 – 22.00	16.00 – 22.00	16.00 – 22.00	16.00 – 22.00	12.00 – 22.00	12.00 – 12.30am	Closed	Normal
PLC	Gym & Racquets	Closed	Closed	8.00 – 16.00	7.00 – 15.00	6.00 – 18.00	6.00 – 18.00	8.00 – 18.00	8.00 – 16.00	Closed	Normal
	Classes	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
PSP	Pool	Closed	Closed	Closed	Closed	6.00 – 18.00	6.00 – 18.00	9.00 – 17.00	9.00 – 15.00	Closed	Normal
VON	Pool	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Normal
	Gym	Closed	Closed	Closed	9.00 – 15.00	9.00 – 15.00	9.00 – 15.00	9.00 – 15.00	Closed	Closed	Normal
Gwyn Hall		10.00-17.00	Closed	Closed	10.00-20.00	10.00-20.00	10.00-20.00	10.00-20.00	10.00-17.00	Closed	10.00-20.00

Excellence for today, change for tomorrow

This page is intentionally left blank

PROPOSED OPENING HOURS 2023

MARGAM COUNTRY PARK

Friday 22nd December 2023 the proposal for Margam Country Park is too close to the public at 1.00pm and open for Luminare tickets at 4pm.

Saturday 23rd and Sunday 24th December 2023 open 10am-4:30 pm, this will include Charlottes Pantry. The park will be open for Luminare tickets at 4pm.

Monday 25th December Park closed

Tuesday 26th December 2023 to Monday 1st January 2024 open 10am-4pm, this will include Charlottes Pantry. The park will be open for Luminare tickets at 4pm.

The Park will reopen as normal on Tuesday 2nd January 2024.

Margam Orangery.

The Orangery close Friday 22nd December 2023 and reopen on Tuesday 2nd January 2024.

Libraries.

Libraries close 12 noon Friday 22nd December 2023 and reopen on Tuesday 2nd January 2024

Theatres:

Princess Royal Theatre close Friday 22nd December 2023 and reopen on Tuesday 2nd January 2024.

Pontardawe Arts Centre close Friday December 22nd 2023 and reopen on Tuesday 2nd January 2024

Community Centres.

Bryn Community Centre and Croeserw Community Education Centre close 12 noon Friday 22nd December 2023 and reopen on Tuesday 2nd January 2024

This page is intentionally left blank

Impact Assessment - First Stage

1. Details of the initiative

Initiative description and summary: , Christmas and New Year Opening Times 2023
Service Area: Community
Directorate: DELL

2. Does the initiative affect:

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

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		✓				The facilities will be closed on the dates to all users.
Disability		✓				The facilities will be closed on the dates to all users.
Gender Reassignment		✓				The facilities will be closed on the dates to all users.
Marriage/Civil Partnership		✓				The facilities will be closed on the dates to all users.
Pregnancy/Maternity		✓				The facilities will be closed on the dates to all users.
Race		✓				The facilities will be closed on the dates to all users.

Religion/Belief		✓				The facilities will be closed on the dates to all users.
Sex		✓				The facilities will be closed on the dates to all users.
Sexual orientation		✓				The facilities will be closed on the dates to all users.

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		✓				Not Applicable as this report to facility opening times over the Christmas period.
Treating the Welsh language no less favourably than English		✓				Not Applicable as this report to facility opening times over the Christmas period.

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		✓				Not Applicable as this report to facility opening times over the Christmas period.
To promote the resilience of ecosystems, i.e. supporting protection of the wider environment, such as air quality, flood alleviation, etc.		✓				Not Applicable as this report to facility opening times over the Christmas period.



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	✓		Not Applicable as this report to facility opening times over the Christmas period.
Integration - how the initiative impacts upon our wellbeing objectives	✓		Not Applicable as this report to facility opening times over the Christmas period.
Involvement - how people have been involved in developing the initiative	✓		Not Applicable as this report to facility opening times over the Christmas period.
Collaboration - how we have worked with other services/organisations to find shared sustainable solutions	✓		Not Applicable as this report to facility opening times over the Christmas period.
Prevention - how the initiative will prevent problems occurring or getting worse	✓		Not Applicable as this report to facility opening times over the Christmas period.

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

A full impact assessment (second stage) is not required	✓
Reasons for this conclusion	
<p>The proposal is non-discriminatory.</p> <p>The proposal has no impact on Welsh Language</p> <p>The Proposal has no impact on biodiversity</p>	

A full impact assessment (second stage) is required	
Reasons for this conclusion	

	Name	Position	Signature	Date
Completed by	Darren Evans	Operations Coordinator		6/11/23
Signed off by	Chris Saunders	Head of Leisure, Tourism, Heritage and Culture		6/11/23

This page is intentionally left blank

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills and Wellbeing Cabinet Board

23rd November 2023

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 approval to consult on 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 are attached as Appendix A. It is these proposed arrangements that are to be consulted upon. These arrangements are the same as the previous year.
4. These proposed arrangements conform to the legislative requirements and the good practice guidelines set out in the Welsh Government's School Admissions Code, 2013.

Background

5. 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.
6. 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

Proposed admission arrangements for consultation

7. The proposed admission arrangements for consultation are attached as Appendix A. These arrangements are the same as the previous year.
8. 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.

Consultation

9. The Council, as local authority is required to consult each year on the admission arrangements for those schools which it is the admission authority.
10. 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.
11. The requirements of consultation are set out in the Welsh Government's School Admissions Code³.
12. 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.
13. In addition, the Council should also consult the Admission Forum for the relevant area. The consultation process will cease on 12th January 2024.

Financial Impact

14. 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.
15. 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

16. 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.

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

Valleys Communities Impacts

17. No Implications

Workforce Impact

18. 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

19. 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.
20. 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

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

23. To approve for consultation the proposed 2025/2026 community schools admission policy.

Reasons for the Proposed Decision

24. 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

25. 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 (Objections to Admission Arrangements) (Wales) Regulations 2006
- e. Education (Relevant Areas for Consultation on Admission Arrangements) Regulations 1999
- f. School Admissions (Common Offer Date) (Wales) regulations 2013
- g. The Education Act 2002 (Commencement No.8) (Wales) Order 2006

Officer Contact

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

This page is intentionally left blank



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/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 oversubscription 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 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.

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.

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

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

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.

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.

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

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

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.

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)

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, Glyncorwg 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 Tregeles.

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
Wauanceirch 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	Sixth Form
	Admission Number	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

23rd November 2023

REPORT OF HEAD OF TRANSFORMATION ANDREW THOMAS

MATTER FOR DECISION

WARDS AFFECTED: All

PROPOSAL TO ESTABLISH SPECIALIST PROVISION FOR PRIMARY AGE PUPILS WITH AUTISTIC SPECTRUM DISORDER (ASD)

Purpose of report

1. To obtain approval to implement a proposal to establish a specialist provision for primary age pupils with autistic spectrum disorder (ASD) at Blaenhonddan Primary School.

Executive summary

2. The Council is responsible for ensuring suitable provision is made for pupils with special educational needs
3. Recent work on reviewing the number and type of planned places and assessment provision across Neath Port Talbot has indicated that there is a need for extra places in the area of ASD.
4. The Education, Skills and Wellbeing Cabinet Board at its meeting of 25th May 2023 approved consultation on a proposal to establish a specialist provision for primary age pupils with autistic spectrum disorder (ASD) at Blaenhonddan Primary School.
5. The proposal seeks to complement the specialist provision and support already available within the County Borough.

6. This proposal has been the subject of external consultation and no objections were received during the statutory publication period.
7. It is recommended that Members approve implementation of this proposal, effective from 9th January 2024.

Background

8. The Council is responsible for promoting high educational standards and for delivering efficient primary and secondary education. Having the right schools in the right place and ensuring that they are fit for the 21st century learner is the challenge facing the Council. Achieving this will involve reviewing the number and type of schools the Council has in its area and assessing whether or not best use is being made of resources and facilities. This will include ensuring suitable provision and support for those pupils with additional learning needs.
9. Implementing the Council's Strategic School Improvement Programme (SSIP) involves reviewing existing provision and determining the number and type of schools needed to deliver education effectively and efficiently across the County Borough. It will most likely lead to substantial change involving opening new schools, closing existing schools, merging or amalgamating schools, federating schools and promoting new initiatives that support collaborative working between schools. It will also involve re-organising education provision to ensure pupils gain access to and benefit from the specialist support, skills and expertise available within the County Borough.
10. The Council has decided to review its provision on the basis of:
 - educational standards
 - the need for places and the accessibility of schools
 - the quality and suitability of school accommodation
 - effective financial management
11. The Council provides for the pupils of Neath Port Talbot who require specialist support for their educational needs at special schools and at learning support/ inclusion centres attached to community primary/secondary schools.

12. Currently, within NPT, there are 18 Learning Support Centres (LSC) offering 262 planned places for primary aged pupils with a range of Additional Learning Needs. The Local Authority also has 5 Learning Support Centres at secondary level, offering 177 planned places. These Learning Support Centres offer specialist placements for children and young people with needs including Autism Spectrum Disorder (ASD); Social, Emotional and Behavioural Difficulties (SEBD); Speech, Language and Communication (SLC); Hearing Impairment (HI) and Moderate / Severe / Profound and Multiple Learning Difficulties S/M/PMLD. Additionally within NPT there are 2 special schools, catering for the needs of children and young people with the most complex ALN. There are currently 295 planned places within Ysgol Maes Y Coed and Ysgol Hendrefelin special schools.
13. Recent work on reviewing the number and type of primary planned places and assessment provision across Neath Port Talbot has indicated that there is a need for extra places in the areas of Autistic Spectrum Disorder (ASD), Speech and Language Difficulties (SLD), Social, Emotional and Behavioural Difficulties (SEBD) and Profound and Multiple Learning Difficulties (PMLD).
14. This proposal seeks to address identified need for further provision for pupils with ASD, specifically for primary aged pupils, with the aim of ensuring best possible outcomes for pupils.
15. Currently for primary age pupils with ASD who need specialist support or assessment, provision is made at Gnoll Primary (18 places), Maesmarchog Primary (18 places) and Waunceirch Primary (21 places). Secondary provision is available at Cwmtawe Community School (13 places), Ysgol Bae Baglan (29 places), Dwr y Felin (16 places) and Ysgol Hendrefelin (32 places). The high demand at both primary and secondary level is placing pressure on current provisions which are consistently full.

The Proposal

16. It is proposed to establish a specialist provision for primary age pupils at Blaenhonddan Primary School. The provision will be a self-contained facility for up to 16 pupils in receipt of a statement of special educational needs or a Local Authority Maintained IDP for ASD.

17. The provision will be managed by the school and be under the school's governance. However, it will be a provision recognised by the Council as reserved for pupils with ALN and pupils admitted to the provision would be in addition to the admission number of the school. Admission to the provision would be via a special admission panel of the Council and specific entry and exit criteria would apply.
18. Pupils at the proposed provision will benefit from being taught by specialist staff, experienced in working with pupils with ASD needs. There is also the possibility that mainstream pupils with ASD could also benefit from the expertise available.
19. The provision will alleviate the current pressure to address demand for places for pupils with more complex needs, avoiding potential costly out of county placements and allowing opportunities for children to access learning within their local community.
20. The proposal seeks to complement the specialist provision and support already available within the County Borough.

Impact on pupils

21. The proposed new provision will increase the opportunity for primary pupils to access support in a specialist setting, based within the environment of a mainstream primary school. The provision will enable pupils to acquire the skills and understanding to manage their individual behaviours and learning requirements.
22. The proposed specialist provision will be accessible to primary age pupils from across the County Borough.

Impact on travel arrangements

23. Pupils' travel needs will be assessed in line with the Council's Home to School Travel policy. Primary age pupils living 2 miles or more from the provision will be considered for assistance with travel costs.
24. Under the School Travel Plan requirements, all schools, together with the Council's Road Safety Team, are committed to:
 - improving road safety within the local community
 - raising awareness about travel issues

- encouraging walking, cycling and public transport for the school journey where applicable
 - encouraging independent travel where applicable
25. Blaenhonddan Primary School is a well-established school with established walking routes for children.
26. It is relatively centrally located within the County Borough and is readily accessible by vehicle.

Impact on governors

27. The governing body and the school leadership team at Blaenhonddan Primary School will be responsible for the day to day management of the provision, including the specialist staff who will become part of the school's staffing complement. The school budget will be funded accordingly. The Governing Body fully support the proposal.

Impact on special needs education provision

28. As a self-contained provision, the facility will not have a direct impact on the ALN provision of Blaenhonddan Primary School where pupils with additional learning needs, including children with statements of special educational needs and Local Authority maintained IDPs, are supported in a mainstream setting with appropriate funding for this purpose.
29. However, the specialist knowledge and skills-set of the staff employed to work at the provision will be available to share with mainstream staff and, as such, will indirectly benefit ALN provision at the school.
30. It is also envisaged that the provision will be able to provide support and training for other mainstream primary schools across Neath Port Talbot, building skills, competencies, expertise and capacity of all staff working with children with ASD.

Financial Impacts

31. Blaenhonddan Primary School will receive additional funding to manage the provision for up to 16 pupils. The provision will be funded from the delegated schools budget and the school will

receive funding for additional places at Band F which equates to approximately £242k per annum.

32. Meeting the special needs education of pupils in local settings, i.e. within the County Borough, avoids having to secure expensive out-of-county provision. The cost of providing education outside the County Borough for pupils with specialist needs in the 2022/ 2023 financial year was circa. £188,000. This annually presents a significant demand on the Council's education budget.
33. Provision has been made within the Department of Education, Leisure and Lifelong Learning (DELLs) revenue budget to fund the establishment of the provision.
34. The provision will be resourced by specialist teachers and teaching assistants or key workers with the appropriate skills set.
35. The self-contained accommodation will be developed in new modular accommodation at the school. There will be a one-off capital cost for the 2 modular buildings and associated work for which £745k has been secured from the capital programme.
36. Primary age pupils living 2 miles or more from the identified provision will be considered for assistance with travel costs and as such there is likely to be an increase on transport costs as a result of this proposal. Annual transport costs are difficult to predict as this will depend on the number of children needing to be transported and on the distance they will need to travel to the provision from their home.
37. There are no capital receipts or recurrent costs savings directly related to this proposal other than savings from potential home education/out-of-county placement costs.

Integrated Impact Assessment

38. An integrated 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.

39. The assessment has indicated that there is no adverse effect on any particular group and the process has checks and monitoring in place to ensure that any unmet need is identified and any potential adverse effect is fully evaluated and impact mitigated.
40. The establishment of an ASD provision for primary aged pupils in Blaenhonddan Primary School will provide vital support and specialist teaching for pupils with ASD. It will support ALN reform and ensure that the Council is able to fulfil its legal obligations to meet the needs of pupils with ALN.
41. Establishing the ASD specialist provision within a mainstream primary schools breaks down barriers and aids the elimination of discrimination, harassment and victimisation. Both the primary school and the ALN provision are inclusive for pupils of all backgrounds. The proposal will promote the understanding of the needs of different groups.
42. Having the ASD provision attached to mainstream school in Blaenhonddan allows the pupils attending to have the same opportunities as their mainstream peers as all pupils will be able to access the same curriculum and facilities.
43. Blaenhonddan Primary School is categorised as an English-medium school where Welsh is taught as a second language as appropriate in accordance with the Curriculum for Wales. The Council is satisfied that the provision for Welsh language education at the provision will be sufficient to meet the language requirements of the pupils admitted.
44. The Wellbeing of Future Generations has been considered and the establishment of an ASD provision directly impacts on the Council's wellbeing objective 1—'to ensure all children have the best start in life'.
45. The integrated impact assessment is included as Appendix A.

Valleys Communities Impacts

46. The impact on Neath Port Talbot's valley communities will be the same as all other areas of the County Borough as the provision will admit pupils from across the whole of the county borough.

Workforce impacts

47. The position of staff currently employed Blaenhonddan Primary School will not be adversely affected by this proposal. In fact, the increased number of pupils secures staff employment by creating additional employment opportunities by way of an increased staffing complement.
48. Additional staff posts have been identified and these will comprise of specialist teachers and teaching assistants or key workers. The skills and expertise that these additional staff members will possess will be available to be utilised for the benefit of the wider, mainstream school communities.

Legal impacts

49. The proposal will establish ALN provision in a mainstream school (Blaenhonddan Primary) where the pupils admitted are in addition to the admission number for the school and where the provision is recognised by the Council as reserved for pupils with ALN. As such, this constitutes a regulated alteration requiring the statutory publication of the proposal. The School Standards & Organisation (Wales) Act 2013 (the Act) provides the legislative framework by which the Council may implement a proposal. The Welsh Government's School Organisation Code, November 2018, made under Sections 38 and 39 of the Act, imposes on the Council requirements and guidelines on matters relating to school organisation. The Council's procedures are in line with legislative requirements.
50. Pupil travel arrangements will be in line with the requirements of the Learner Travel (Wales) Measure 2008; the Learner Travel Statutory Provision and Operational Guidance 2014; and the Council's Home to School Travel Policy, 2017.
51. Revenue funding will be in line with the requirements of the School Standards and Framework Act 1998; the School Funding (Wales) Regulations 2010; and the Council's approved formula for funding schools.
52. The management of staff affected by the proposal will follow the relevant school policy and procedure requirements.

Risk management

53. A risk assessment has been carried out under the Council's Risk Management Policy 2018.

54. Potential risk areas in implementing the proposal include:

- educational outcomes for pupils are not improved
- integration at a provision is unsuccessful
- negative response from parents of host school
- negative response from parents of pupils to be accommodated at the provision
- discrimination against protected characteristics resulting in a negative impact on one or more protected groups
- staff with appropriate skills and expertise not available
- increased home to school travel time for some pupils leading to poor attendance.
- Welsh language development not supported

55. Failing to implement the proposal will result in a range of teaching/learning and financial benefits not being fully realised, particularly in relation to:

- opportunities for a pupils to access specialist staff and support
- early intervention for younger pupils, reducing the risk of more costly support at a later stage
- host school indirectly benefit from specialist staff on site
- mainstream schools benefit from increased support and training in order to improve skills and build capacity

Impact on community usage

56. The proposal should have no adverse impact on community usage at the school as there is no closure or reduction in community facilities involved with this proposal. The provisions will be a self-contained provision within the school and therefore will have no impact on the school's operation regarding community usage.

Consultation

57. This school organisation proposal is being brought forward under the Council's Strategic School Improvement Programme. Formal

consultation has been undertaken in line with the Welsh Government's School Organisation Code, November 2018.

58. A report on the outcome of consultation together with recommendations was presented to Members on 28th September 2023 [Blaenhonddan Primary School Back from Consultation.pdf \(npt.gov.uk\)](#).

Statutory Publication

59. At the Education, Skills and Culture Cabinet Board meeting of 28th September 2023 Members noted responses to the consultation and as there were no issues raised during the consultation suggesting that the proposal should be reconsidered, Members determined to move to the statutory publication of the proposal.
60. To this effect a statutory notice was published on 4th October 2023 allowing the required 28 day period for submitting objections, which ran until 1st November 2023.
61. The statutory notice is attached to this report as Appendix B.

Objections

62. No objections were received during the objection period.
63. With no objections to the proposal and with no separate requirement for referral to the Welsh Government for approval, the decision to implement the proposal falls to the Council's Education, Skills and Culture Cabinet Board.
64. In reaching a decision there is an expectation that Members will have familiarised themselves with the relevant documents and Cabinet Board reports relating to this proposal. These are listed below in the appendices.

Recommendation

65. Having given due regard to the integrated impact and risk assessments, it is recommended that, in line with Section 53 of the School Standards and Organisation (Wales) Act 2013, Members determine that

- the proposal to establish specialist provision for primary age pupils with ASD at Blaenhonddan Primary School be implemented as of 9th January 2024
- authority be delegated to the Head of Transformation to implement the proposal

Reasons for proposed decision

52. This decision is necessary to comply with the formal publication requirements imposed on the Council by the School Organisation Code and associated legislation. Implementation of the proposal will enable the Council to promote high educational standards and the fulfilment of every child's potential. It will also enable the Council to meet its duty to secure efficient education in its area.

Implementation of the decision

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

Appendices

Appendix A: Integrated Impact Assessment

Appendix B: Statutory Notice

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
Final	KWB	Transformation Co-ordinator	07.09.23

1. Details of the initiative

	Title of the Initiative: PROPOSAL TO ESTABLISH SPECIALIST PROVISION FOR PRIMARY AGE PUPILS WITH AUTISTIC SPECTRUM DISORDER (ASD)
1a	Service Area: Strategic School Improvement Programme

1b	Directorate: ELLLS
1c	Summary of the initiative: Establishment of specialist provision for primary age pupils with autistic spectrum disorder (ASD) at Blaenhonddan Primary School
1d	Is this a 'strategic decision'? Yes - forming part of the Council's SSIP plan to increase the number of planned places for pupils with ALN.
1e	Who will be directly affected by this initiative? Service Users, staff and members of the community.
1f	When and how were people consulted? Formal consultation took place between June 6th and July 18 th 2023. Consultation was undertaken at a formative stage and allowed for intelligent consideration and response. The consultation period was 6 weeks to allow consultees time to consider the proposal and submit comments. A consultation document was published on Neath Port Talbot Council website, and sent directly to relevant consultees. Hard copies were available on request. The consultation document invited views and opinions to be submitted in respect of the proposal. The Welsh Government's School Organisation Code requires the Council to consult on its proposal and to publish a consultation report summarising any issues raised by consultees, the Council's response to those issues and Estyn's view of the overall merit of the proposal.
1g	What were the outcomes of the consultation? The responses received were positive and supported the proposal to establish specialist provision for primary age pupils with Autistic Spectrum Disorder (ASD) at Blaenhonddan Primary School. The Authority received: <ul style="list-style-type: none"> • 1 email response from ESTYN In support • Pupil responses from Blaenhonddan Primary School pupils In support

The Council is using the feedback and responses received to the engagement and consultation exercises carried out in relation to the proposal as part of its decision making process.

It is recognised that a low number of responses were received and this will be mitigated by future monitoring and actions as stated in the relevant section below.

2. Evidence

What evidence was used in assessing the initiative?

Following consultation a Consultation Report has been prepared summarising the comments received and officer responses. This should be read alongside this impact assessment.

Respondents were asked to complete an Equalities Monitoring form included in the consultation document.

A great deal of information is available with relation to the population within Neath Port Talbot. This can be accessed from the following sources.

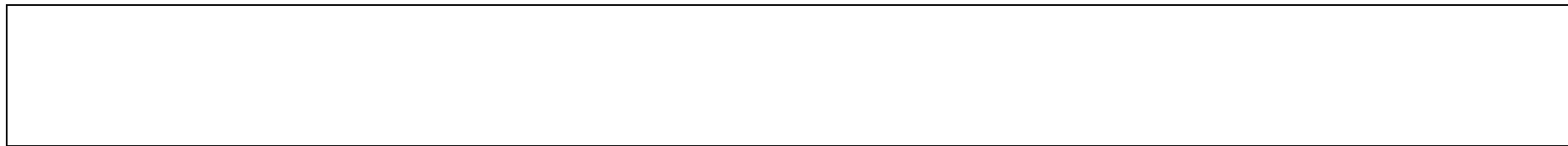
- Equality Act 2010

- Welsh Language Standards (No.1) Regulations 2015
- Well-being of Future Generations (Wales) Act 2015
- Environment (Wales) Act 2016
- NPT draft WESP 2022-2032
- Consultation Report
- Welsh Index of Multiple Deprivation (WIMD)
- School Organisation Code, 2018
- Pupil Level Annual School Census (PLASC) data has also been used along with the Local Authority data relating to school staff
- **National Autistic Society research information, [Diverse Perspectives](#) (2014)**

All Neath Port Talbot schools are inclusive for pupils of all ethnic groups and ethnicity is not a criterion under the Council's Admissions Policy. In addition, the Council is an inclusive employer.

Inclusivity and respect of others is an intrinsic element of the Local Authority and the National Curriculum, and the proposed new LSC would seek to provide an inclusive environment which meets the needs of all pupils irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation. The Estyn School Inspection Handbook also details how inspection would evaluate how well individual pupils benefit from the provision and states it may be relevant to pay particular attention to those with protected characteristics, therefore including transgender pupils. Under spiritual, moral, social and cultural development Estyn would look for evidence where pupils develop awareness and respect for diversity in relation to, for example gender, race, religion and belief, sexual orientation and disability.

It is recognised that there is a lack of general data for some of the protected characteristics. To mitigate this, the Local Authority will continue to monitor protected characteristics in the future.



3. Equalities

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

Page 68

Protected Characteristic	+	-	+/ -	Why will it have this impact?
Age	x			<p>The Equality Duty covers the protected characteristic of age, which refers to a person having a particular age or being within an age group.</p> <p>Data indicates that there are currently 470 pupils with ASD in Neath Port Talbot (PLASC 2023).</p> <p>Increasing numbers of pupils with ASD has led to pressure on current provisions and this proposal will seek to address the needs of these pupils and future pupils identified as having ASD by providing an additional provision for primary age pupils. It will increase the number of specialist places available within the county borough for pupils with ASD, ensuring greater numbers of pupils are able to access specialist support.</p> <p>Admission to the provision would be via a special admission panel of the Council and specific entry and exit criteria would apply.</p>

			<p>Pupils at the proposed provision will benefit from being taught by specialist staff, experienced in working with pupils with ASD needs.</p> <p>Consultation responses have indicated that a provision of this kind is welcomed by pupils and ESTYN.</p> <p>The provision will have a positive impact on primary aged pupils of Blaenhonddan Primary School as pupils admitted to the provision will become part of the school roll, taking a full part in the life and activities of the school as appropriate. Consultation responses indicate that pupils welcome this provision and feel it will enhance an already inclusive school.</p> <p>It is also envisaged that the provision will be able to provide support and training for other mainstream primary schools across Neath Port Talbot, building skills, competencies, expertise and capacity of all staff working with children with ASD.</p> <p>Employees within the school will be protected by the policies adopted by the Governing Body and will have access to suitable HR advice.</p> <p>The establishment of the ASD provision in Blaenhonddan Primary School is therefore likely to have a positive impact on pupils aged 3-11.</p>
Disability	x		<p>The Council's arrangements for education across the county borough include those children and young people with a disability. The proposed provision will specifically provide education for pupils with an additional learning need, therefore the impact on these pupils is likely to be high.</p> <p>Data indicates that there are currently 470 pupils with ASD in Neath Port Talbot (PLASC 2023).</p> <p>This proposal will seek to address the needs of these pupils and future pupils identified as having ASD by providing a provision designed to meet their needs.</p> <p>As a self-contained provision, the facility will not have a direct impact on the ALN provision of Blaenhonddan Primary School where pupils with additional learning needs, including children with statements of special educational needs and Local Authority maintained</p>

			<p>IDPs, are supported in a mainstream setting with appropriate funding for this purpose. However, the specialist knowledge and skills-set of the staff employed to work at the provision will be available to share with mainstream staff and, as such, will indirectly benefit ALN provision at the school.</p> <p>It is also envisaged that the provision will be able to provide support and training for other mainstream primary schools across Neath Port Talbot, building skills, competencies, expertise and capacity of all staff working with children with ASD.</p> <p>This proposal therefore will have a positive impact on pupils with ASD not just within the provision but in Blaenhonddan Primary School mainstream classes and in other schools across Neath Port Talbot where support and training is accessed by staff.</p> <p>The new facility will be fully compliant in terms of requirements for disabled users. This will potentially have a positive impact on pupils as yet unknown who may have an additional disability.</p> <p>The Council is required to have regard for the needs of disabled learners and learners with learning difficulties when assessing transport needs.</p> <p>Transport decisions made on Additional Learning Needs (ALN) grounds form part of the Children and Young People service's arrangements for children with additional learning needs. The Council will make suitable arrangements for learners with special needs to attend school including arrangements, as necessary, for home to school travel. An assessment of a learner's level of travel need will inform the type/level of transport that may need to be provided. The entitlement will be reviewed on an annual basis. (Home to School Travel Policy Neath Port Talbot Council).</p> <p>The establishment of an ASD provision in Blaenhonddan Primary School will have a positive impact on disability.</p>
Gender reassignment		x	It is expected that all NPTCBC schools meet the needs of pupils and staff who are transgender.

			<p>Local Authority and school policies will be in place in terms of gender reassignment. Employees and pupils within the school will be protected by the policies adopted by the Governing Body.</p> <p>It is possible that the planned new modular buildings may provide facilities that will facilitate easier management of the practicalities of gender reassignment through opportunities for private changing and toilet facilities.</p> <p>The proposal therefore is likely to have a neutral impact on this aspect.</p>
Marriage & civil partnership		x	<p>Pupils at the school are below the legal marriage age. Staff will continue to receive protection under the Equalities Act 2010 which would be referred to by the new Governing Body and Council in order to support the staff at the school.</p> <p>Employees within the school will be protected by the policies adopted by the Governing Body and will have access to suitable HR advice.</p> <p>The proposal is designed to have a neutral impact on those with protected characteristics accessing the new school.</p>
Pregnancy and maternity		x	<p>It is not considered that there would be a negative impact on pupils in this protected group as there is a minimal likelihood of pupils falling within this protected group due to the age range of the proposed new school. The provision of education for any pupil identified as being within this protected group would remain unaltered by the proposal.</p> <p>Employees within the school will be protected by the policies adopted by the Governing Body and will have access to suitable HR advice.</p> <p>The proposal therefore is likely to have a neutral impact on this aspect.</p>
Race	x		<p>All Neath Port Talbot schools are inclusive for pupils of all ethnic groups and ethnicity is not a criterion under the Council's Admissions Policy. In addition, the Council is an inclusive employer.</p>

			<p>PLASC 2023 data indicates that 95% of the pupil population with a statement of special educational need (SEN) or LA IDP identify as White British and just 6% of pupils with a statement for ASD are Black, Asian or minority ethnic (BAME).</p> <p>In 2014 the National Autistic Society published a report entitled <i>Diverse Perspectives</i> which detailed research undertaken on the experiences of BAME families with children with ASD. It concluded that difficulties were primarily related to their child's autism, not their ethnicity, however many also faced additional challenges that appear to reflect shared experiences within BAME communities. These include:</p> <ul style="list-style-type: none">-Challenges getting a diagnosis:-Barriers to accessing support services-Communication problems with professionals-Awareness and understanding of autism within communities-Denial and isolation, alongside feelings of blame and shame: many said that these issues could lead to parents, carers and siblings missing out on support and becoming socially isolated. <p>Admission to the provision would be via a special admission panel of the Council and specific entry and exit criteria would apply. Pupils of any race would be eligible for admission to the provision, and once admitted pupils would have equal opportunities to access the support available.</p> <p>Future employees of the school will be entitled to receive protection under the relevant employment and equalities law and policies which will be adopted by the Governing Body.</p> <p>The proposal would therefore have a potentially positive impact on this group, by enabling families to have better access to support and services.</p>
--	--	--	---

Religion or belief	x		<p>It is expected that the Council's educational arrangements will meet the needs of pupils or staff members of different religions or with different beliefs.</p> <p>Religion or belief is not a criterion under the Council's Admissions Policy which will be applicable to the new provision. Admission to the provision would be in line with this policy.</p> <p>Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the newly established Governing Body and Council in order to support the staff at the new school.</p> <p>Respect for all religious and non-religious beliefs would not change as a result of implementing this proposal. Similarly, the aspect of the curriculum relating to religion and belief would not change because of this proposal. The proposal does not seek to reduce the number of faith school places and increase the number of community (not-faith based) school places.</p> <p>The Estyn School Inspection Handbook also details how inspection would evaluate how well individual pupils benefit from the school. Under spiritual, moral, social and cultural development Estyn would look for evidence where pupils develop awareness and respect for diversity in relation to, for example gender, race, religion and belief, sexual orientation and disability.</p> <p>Research (<i>Diverse Perspectives</i>, 2014) has shown that some ASD pupils from BAME can be disadvantaged due to their culture with some participants emphasising that their faith gave them strength, while others reporting a lack of support from faith groups and at places of worship.</p> <p>This proposal would seek to improve opportunities for pupils with ASD as specialist staff appointed will be able to better understand and support pupils and families, who may be experiencing particular difficulties due to religion or belief.</p>
Sex	x		<p>The Council is an inclusive employer. Across the Local Authority both male and female staff are employed within primary education settings.</p>

			<p>Children of both sexes would be treated and taught equally at the proposed new LSC. There would be no different methods of teaching or curricula based on sex sex. The school would aim to reduce, as far as possible, segregating pupils and students by gender.</p> <p>Current data (Plasc Jan 2023) indicates that there are 319 pupils with a statement for ASD and of these 251 are boys and 68 are girls. There are an additional 4 boys with LA maintained IDPs for ASD. This would suggest that the proposed provision may have greater numbers of male than female pupils attending.</p> <p>Studies have shown that behavioural characteristics of ASD females can vary greatly compared to those of autistic males. In general, ASD girls are often isolated or have fewer friends than other girls in their peer group and can struggle more than usual with adolescence. This can lead to depression and anxiety. Due to greater numbers of boys than girls in need of support this could mean that girls accessing the provision are in a minority, and so could increase feelings of isolation and anxiety.</p> <p>As the proposal aims to establish an ASD provision in a mainstream school it should provide greater opportunities for female ASD pupils to socialise and make friends with pupils attending mainstream classes, thus ensuring that friendship groups become larger than just the pupils attending the provision. Due to the support available from the experienced staff planned for the provision, and the fact that Blaenhonddan Primary School is recognised to be an inclusive and caring school community where children and young people with differing needs and abilities are all supported to thrive, this is likely to have a positive impact on female pupils attending the provision.</p> <p>The benefits of the provision being based in a mainstream, inclusive school is also likely to benefit male pupils, ensuring that their peer groups are also extended beyond those pupils attending the provision.</p>
Sexual orientation	x		Inclusivity and respect of others is an intrinsic element of the National Curriculum, and the proposed new LSC would seek to provide an inclusive environment which meets the needs

				<p>of all pupils irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.</p> <p>Research demonstrates an increased prevalence of autistic children and young people who are gender questioning. This proposal could have a positive impact by ensuring support can be accessed for those pupils who need it from the specialist staff employed in the provision, who will already know the pupils well and be better placed to advise and support them.</p>
--	--	--	--	--

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

This proposal, if implemented would be closely monitored with information gathered regarding characteristics and circumstances of the individuals involved. From the evidence currently available the proposal should have mainly positive or neutral impacts on the protected characteristics due to the following actions-

- Implementing the proposal and establishing an ASD provision for primary aged pupils in Blaenhonddan Primary School will ensure that the positive impacts on the protected characteristics identified are realised
- Recruitment of specialist and experienced staff will be essential with extra training provided as necessary
- Policies and procedures would be in place to support the school with inclusive practice; local authority policies would be adopted and adhered to

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	x			<p>Policies adopted by the Governing Body and teaching and learning will aim to eliminate discrimination, harassment and victimisation.</p> <p>Employees within the school will be protected by Local Authority policies and policies adopted by the Governing Body and will have access to suitable HR advice.</p> <p>Pupils will be protected by Local Authority policies and policies adopted by the Governing Body.</p> <p>Pupils with an additional learning need could be at risk of discrimination, harassment and victimisation by others. The establishment of an ASD provision at Blaenhonddan Primary School will not only support pupils attending but will also aim to raise awareness with mainstream pupils and staff about ASD, promoting greater acceptance and understanding and eliminating discrimination, harassment and victimisation. The National Curriculum will also promote inclusivity and acceptance through teaching and learning within the school.</p>
To advance equality of opportunity between different groups	x			<p>The establishment of the provision at Blaenhonddan Primary School would address the increased numbers of pupils aged 3-11 who have a statement of ASD or Local Authority IDPs needing specialist support. These pupils would therefore benefit most from this provision. Admission to the provision would be via a special admission panel of the Council and specific entry and exit criteria would apply. All pupils with a statement of ASD would be eligible for admission to the provision from any of the protected groups.</p>

				As the provision is being established in a mainstream school it is expected that pupils who attend the provision will also have the opportunity to experience and take part in a wide range of activities open to all pupils, thus providing greater equality of opportunity.
To foster good relations between different groups	X			Raising awareness and promoting greater understanding of ASD pupils will help to foster good relationships between pupils attending the mainstream school and those attending the provision. Work undertaken with other mainstream schools by staff employed at the provision will also help to promote understanding and awareness of ASD and foster good relationships.

What action will be taken to improve positive or mitigate negative impacts?	
<ul style="list-style-type: none"> • Implementing the proposal and establishing an ASD provision for primary aged pupils in Blaenhonddan Primary School will ensure that the positive impacts identified are realised • Blaenhonddan Primary school staff will raise awareness of the purpose of the provision , and staff and pupils will support pupils in the provision with integration and further promote inclusion throughout the school • Outreach work with other mainstream school will be undertaken following the establishment of the provision to further promote awareness of ASD 	

4. Socio Economic Duty

Impact	Details of the impact/advantage/disadvantage
---------------	---

Positive/Advantage	<p>The proposal, if implemented, should have a positive impact on groups who experience socio economic disadvantage.</p> <p>The proposal aims to provide local, accessible, sustainable, community-focused provision to meet the growing demand for ASD places within the Local Authority.</p> <p>The proposal would therefore have a positive impact in this regard.</p>
Negative/Disadvantage	<p>For some pupils, distance to the provision would be further than to their catchment mainstream school, this could result in increased travel costs for parents</p>
Neutral	<p>The facility is accessible to pupils with Statements or LA maintained IDPs for ASD (via the admissions panel) regardless of any specific socio-economic disadvantage.</p> <p>The facility will be fully accessible to pupils with Statements or LA maintained IDPs for ASD (via the admissions panel) regardless of any specific socio - economic disadvantage.</p>
What action will be taken to reduce inequality of outcome	
<ul style="list-style-type: none"> • Home to school travel assistance will be provided to eligible pupils ,for example for those living further than two miles from the school 	

5. Community Cohesion/Social Exclusion/Poverty

	+	-	+/ -	Why will it have this impact?
Community Cohesion			x	It is not expected that the establishment of the ASD provision will impact on community cohesion
Social Exclusion	x			The establishment of the provision will aim to support those pupils with ASD who may have difficulty participating fully in society, and will give them the opportunity to experience similar life experiences to mainstream pupils
Poverty	x			The provision will aim to ensure that pupils are not at risk of participation poverty by providing opportunities for them to be included in activities experienced by their mainstream peers.

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

- Implementing the proposal and establishing an ASD provision for primary aged pupils in Blaenhonddan Primary school will ensure that the positive impacts identified are realised
- Staff recruitment will ensure that experienced specialist staff are appointed who are able to provide the best opportunities for pupils
- Blaenhonddan Primary School staff will raise awareness of the purpose of the provision , and staff and pupils will support pupils in the provision with integration and further promote inclusion throughout the school

6. Welsh

	+	-	+/-	Why will it have this effect?
--	---	---	-----	-------------------------------

What effect does the initiative have on: -people's opportunities to use the Welsh language	x			<p>Although the provision is planned to be established in an English-medium primary school, staff who are able to speak Welsh will be available to support pupils who transition from a WM school or who speak Welsh as their first language.</p> <p>Pupils attending the provision from a WM school or who speak Welsh as their first language will benefit from the specialised support available to them.</p>
-treating the Welsh and English languages equally	x			

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

- Recruitment of staff who are able to speak Welsh would be deemed desirable for the provision
- Support for Learning and Inclusion available from Welsh speaking staff

7. Biodiversity

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

Biodiversity Duty	+	-	+/-	Why will it have this impact?
To maintain and enhance biodiversity			x	<p>Neath Port Talbot County Borough Council (NPTCBC) has a legal duty to maintain and enhance biodiversity, and in so doing, promote the resilience of ecosystems under the Environment (Wales) Act 2016. The Council's Biodiversity Duty Plan demonstrates how we will fulfil that duty and will act as a driver for conservation activities throughout Neath Port Talbot (NPT).</p> <p>The Biodiversity Duty Plan not only delivers our statutory duties with regards to biodiversity but also explains how, through meeting the Biodiversity Duty, we are delivering well-being objectives and the ways of working under the Well-being of Future Generations (Wales) Act 2015.</p> <p>This is not a criterion that will be impacted upon by this proposal</p>
To promote the resilience of ecosystems, i.e. supporting protection of the wider environment, such as air quality, flood alleviation, etc.			x	

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

- Any future impacts will be monitored closely following the opening of the LSC

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>Data indicates that the number of pupils with ASD who require support is increasing. This provision will support the Councils wellbeing objective 1 – ‘to improve the wellbeing of children and young people’ through establishing a specialist provision to support pupils currently identified as well as those who will be identified in the future.</p> <p>The cost of providing education outside the County Borough for pupils with specialist needs is high, and can amount to circa. £80k per pupil per year. This annually presents a significant demand on the Council’s education budget. Meeting the special needs education of pupils in local settings, i.e. within the County Borough, avoids having to secure expensive out-of-county provision, at the present time and in the future</p>
<p>ii. Prevention – preventing problems occurring or getting worse</p>	<p>By establishing a specialist provision the Council will be providing support and specialist teaching for children and young people with ASD in Neath Port Talbot. This will avoid costly out of county placements thus reducing the demand on the Council’s education budget.</p> <p>It will help to prevent absenteeism and possibly exclusion rates as pupils will be educated in a setting that meets their needs which should improve their wellbeing and desire to attend school. It will also ensure that pupils are able to access the support they need to make progress, ensuring that they are able to gain qualifications and life skills for the future.</p>
<p>iii. Collaboration – working with other services internal or external</p>	<p>A range of Council services are involved in establishing the provision should the proposal be approved, including Support for Learning, Education Development Service, Environment Department, Access Managed Services and Transport Services</p>

iv. **Involvement** – involving people, ensuring they reflect the diversity of the population

Informal consultation has taken place with a range of stakeholders to help shape the proposal. Additionally the proposal has been subject to a comprehensive consultation with a wide range of stakeholders for a six week period.

The formal consultation process sought the views of the following groups

Blaenhonddan Primary School: Pupils, Parents/carers, Staff, Governing Body, Wider School Community

All other NPT schools

NPT Elected Members

Neath Town Council

Blaenhonddan Community Council

Cilybebyll Community Council

NAASH (Secondary Schools Forum)

LLAN (Primary Schools Forum)

Bordering authorities – Swansea/ Bridgend/ Carmarthenshire/ Powys/ RCT

WG Schools Management Division

Diocesan Directors of Education- Diocese of Menevia, Swansea, Diocese of Llandaff, Vale of Glamorgan

MP and MS for Neath

Regional Members of the Senedd

	<p>Trade Unions</p> <p>Regional Assembly Members</p> <p>WG Schools Management Division</p> <p>Estyn</p> <p>Local Members</p> <p>Regional Education Consortium (ERW)</p> <p>Children and Young Person Partnership (inc. Early Years Development and Childcare)</p> <p>NPTCBC Integrated Transport Unit</p> <p>Police and Crime Commissioner</p> <p>Communities First Partnership</p> <p>NPTCBC Officers</p> <p>ALN Partners</p>
v. Integration – making connections to maximise contribution to:	The proposal to establish an ASD provision in Blaenhonddan Primary school has a positive contribution to the Council’s well-being objectives as it aims to ensure that pupils with ASD are supported and are able to make progress
Council’s well-being objectives	To improve the wellbeing of children and young people
Other public bodies objectives	Promote wellbeing through and in the workplace

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.

If the proposal is implemented then Blaenhonddan Primary school staff will monitor the progress and wellbeing of pupils in the provision to ensure that identified positive impacts are being implemented.

Monitoring will take place on a regular basis by Support for Learning and Inclusion officers, ESO officers and outside bodies including Estyn.

10. Assessment Conclusions

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

	Conclusion
--	------------

Equalities	The establishment of the provision will have a positive impact on age, disability, sex, race, religion or belief and sexual orientation. It will have a neutral impact on gender reassignment, marriage and civil partnership and pregnancy and maternity.
Community Cohesion/ Social Exclusion/Poverty	The establishment of the provision will have no effect on community cohesion, but should have a positive impact on social exclusion and poverty
Welsh	Staff who are able to speak Welsh will be available to support pupils who transition from a WM school or who speak Welsh as their first language. Pupils attending the provision from a WM school or who speak Welsh as their first language will benefit from the specialised support available to them.
Biodiversity	The establishment of the provision has no impact on biodiversity
Well-being of Future Generations	This proposal directly contributes to the Council's wellbeing objective 'to improve the wellbeing of children and young people'

Overall Conclusion

Please indicate the conclusion reached:

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

The establishment of an ASD provision for primary aged pupils in Blaenhonddan Primary School will provide vital support and specialist teaching for pupils with ASD. It will support ALN reform and ensure that the Council is able to fulfil its legal obligations to meet the needs of pupils with ALN.

It will have positive impacts on age, disability, race, religion/belief, sex and sexual orientation and will assist the Council's ability to meet the Public Sector Equality Duty. Additionally it will have a positive impact on social exclusion and poverty, and a positive impact on opportunities to use the Welsh language and in treating Welsh and English equally.

The Wellbeing of Future generations has been considered and the establishment of an ASD provision directly impacts on the Council's wellbeing objective –'to improve the wellbeing of children and young people'.

10. 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?
Recruitment of staff	Inclusion services and Blaenhonddan Primary School	By January 2024	Suitably qualified and experienced staff appointed

Building works undertaken	SSIP/Environment	By January 2024	Work completed and ready for occupation
----------------------------------	-------------------------	------------------------	--

11. Sign off

	Name	Position	Signature	Date
Completed by	Kate Windsor-Brown	Transformation Co-ordinator		07.09.23
Signed off by	Andrew Thomas	Head of Service/Director		07.09.23

Draft Statutory Notice

This Statutory Notice is published by Neath Port Talbot County Borough Council, Civic Centre, Port Talbot. SA13 1PJ

NOTICE is given in accordance with Section 42 of the School Standards and Organisation Act (Wales) 2013 and the School Organisation Code that Neath Port Talbot County Borough Council having consulted such persons as required, propose to:

Establish a new specialist provision for primary age pupils with Autistic Spectrum Disorder (ASD) at Blaenhonddan Primary School, Main Road, Bryncoch, SA10 7PE.

The Learning Support Centre will provide for up to 16 boys and girls, age 3-11 years in receipt of a statement of special educational needs or a Local Authority Maintained IDP and who require support in a specialist setting. Admission will be via a special admission panel of Neath Port Talbot County Borough Council. Pupils admitted to the Learning Support Centre will be in addition to the admission number for the relevant age group at the school. Blaenhonddan Primary is a community school for boys and girls, age 3-11 years, maintained by Neath Port Talbot County Borough Council. Currently, the school has the capacity to accommodate 226 full-time pupils and 40 nursery pupils per session. As of PLASC 2023, there are 208 full time and 44 part time nursery pupils at the school. The school also hosts a specialist Key Stage 2 MLD provision for 9 pupils.

Neath Port Talbot County Borough Council undertook a period of consultation before deciding to publish this proposal. A consultation report containing a summary of the issues raised by consultees, the

Council's response to these queries and the views of Estyn are available at: <https://www.npt.gov.uk/1891#contents1>

It is proposed to implement the proposal on 9th January 2024.

Transport arrangements will be in line with Neath Port Talbot County Borough Council's Home to School Travel Policy.

Within a period of 28 days after the date of publication of this proposal, that is to say by the **1st November 2023**, any person may object to the proposal. Objections should be sent to: Andrew Thomas, Director of Education Leisure and Lifelong Learning, (marked for the attention of the SSIP Team), Civic Centre, Port Talbot SA13 1PJ or e-mail to: SSIP@npt.gov.uk.

Signed:



Andrew Thomas, Director of Education, Leisure & Lifelong Learning

Dated: 4th October 2023

Explanatory Notes:

(This note does not form part of the Notice but is intended to explain its general meaning)

- (i) It is intended to establish a Learning Support Centre (LSC) for primary aged pupils with Autistic Spectrum Disorder (ASD) at Blaenhonddan Primary school.
- (ii) The facility will provide learning support for up to 16 pupils of primary school age pupils with ASD. Pupils at the proposed provision will benefit from being taught by specialist staff, experienced in working with pupils with ASD needs. This facility will be for pupils in receipt of a statement of SEN or a Local Authority Maintained IDP and who require longer-term provision.
- (iii) The LSC will be a self-contained facility managed by Blaenhonddan Primary school and be under the school's governance. However, it will be a provision recognised by the Council as reserved for pupils with a statement of special educational needs or a Local Authority Maintained IDP and although it is in a mainstream school the pupils who are admitted to the LSC will be in addition to the admission number of the school.
- (iv) Admission to the provision would be via a special admission panel of the Council and specific entry and exit criteria would apply.
- (v)
- (vi) The facility will be housed in 2 new modular buildings within the school site. Pupils admitted to the Learning Support Centre will be in addition to the admission number for the relevant age group at the school. As such, accommodating the LSC will not adversely impact on school admissions.
- (vii) It is intended that the LSC will open on 9thth January 2024.
- (viii) The reasons for the proposal are set out in the consultation document which is available on the SSIP webpage on the Council's website: [Consultation Documents – Neath Port Talbot Council \(npt.gov.uk\)](https://www.npt.gov.uk/consultation-documents-neath-port-talbot-council)
- (ix) The Authority's School Transport policy is available from the Council's website: [npt_home_to_school_travel_policy_2017.pdf](https://www.npt.gov.uk/npt-home-to-school-travel-policy-2017.pdf)
- (x) Hard copies or alternative versions of all documentation may be obtained upon request from the Strategic School Improvement

Team, Education Department, 2nd Floor, Port Talbot Civic Centre, Port Talbot.

This page is intentionally left blank

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills and Wellbeing Cabinet Board

23rd November 2023

**DIRECTOR OF EDUCATION,
LEISURE AND LIFELONG LEARNING
ANDREW THOMAS**

MATTER FOR INFORMATION

WARDS AFFECTED: All

WELSH IN EDUCATION STRATEGIC PLAN 2022-2032

Purpose of report

1. To report on progress of Neath Port Talbot's Welsh in Education Strategic Plan 2022-2032.

Executive summary

2. Section 84 of The School Standards and Organisation Act 2013 requires Local Authorities to prepare a Welsh in Education Strategic Plan (WESP).
3. Neath Port Talbot's WESP details the plan to support and further develop Welsh language education in schools and in the wider communities and planning for future growth. The plan details how further development will be secured over the next 10 years, January 2022 - January 2032.
4. This report details the progress made in the first year of implementing the plan (Appendix A- Annual Review) and targets for the forthcoming year (Appendix B- Annual Plan) and the next 5 years (Appendix C- Five Year Plan).

Background

5. Section 84 of The School Standards and Organisation Act 2013 requires Local Authorities to prepare a Welsh in Education Strategic Plan (WESP). The WESP must contain proposals and targets to improve the:
 - Planning and standards of Welsh medium education and teaching; and
 - Report on progress made to meet the targets of the previous WESP.

6. Neath Port Talbot's WESP 2022-32, will be the cornerstone for the Council's vision for increasing and improving the planning of the provision of Welsh medium education in Neath Port Talbot, to enable all learners to develop their Welsh language skills and to use the language confidently in everyday life. It both complements and assists in facilitating the National vision for the Welsh language, to have 1 million Welsh speakers by 2050:

The year 2050: The Welsh language is thriving, the number of speakers has reached a million, and it is used in every aspect of life. Among those who do not speak Welsh there is goodwill and a sense of ownership towards the language and a recognition by all of its contribution to the culture, society, and economy of Wales. Our vision is to secure favourable circumstances throughout the country that support language acquisition and use of Welsh language skills. We want to see an increase in language transmission in the family, early introduction of Welsh to every child, an education system that provides Welsh language skills for all

Cymraeg 2050 – A million Welsh speakers (Welsh Government, 2017)

7. Welsh-medium education is an integral and essential part of the learning offer in Neath Port Talbot and all children should benefit from the opportunity to learn, appreciate and understand their lives through the medium of Welsh. This principle is underpinned by ensuring universal access to this provision across the county borough. Neath Port Talbot Council recognises that language and culture are critical parts of an individual's identity and is committed to promoting and celebrating Welsh language learning across all phases and sectors.

8. It is acknowledged that the statutory education system has a vital role to play in increasing the number of Welsh speakers. We must increase the number of school learners who have the opportunity to develop Welsh-language skills in school and the opportunity to use it in their everyday lives, significantly, to achieve our goals.
9. Neath Port Talbot's WESP details how we plan to support and further develop Welsh language education in schools and in the wider communities and how we plan for future growth. The plan details how we will secure further development over the next 10 years, January 2022 - January 2032.
10. The plan has been developed through close working with partners including Neath Port Talbot schools, Menter Iaith, RhAG, Mudiad Meithrin, Neath Port Talbot College, Academi Hywel Dda Swansea University, the Urdd and with Welsh Government.
11. It aligns itself to the national policy and guidance '*The Welsh in Education Strategic Plan (Wales) Regulations 2019*', '*Cymraeg 2050*' and to the '*Education in Wales: Our National Mission, Action Plan 2017-21*'. The plan will reflect how the school system in Neath Port Talbot, including sixth forms, will move forward in the period until 2032 to ensure that the new curriculum is implemented effectively in our schools securing the opportunity and 'desire for learners to become increasingly bilingual with a strong grasp of other languages' (*Curriculum for Wales 2022*).
12. The overarching ten year target in Neath Port Talbot is to increase the number of Year 1 children taught through the medium of Welsh from 16.8% (252 pupils) in 2020/21 (PLASC 2021) to 31% (460 pupils) by 2032.
13. PLASC 2021 reception and second year nursery pupil numbers were 283 (18.7%) and 290 (21%) respectively, so over the short term, year 1 numbers and percentages are likely to increase.
14. Neath Port Talbot's WESP also contains information on mitigating any possible negative impacts on linguistically sensitive areas. This information is included as an appendix to the main WESP (Appendix D).

WESP Outcomes

15. The following outcomes are outlined in the WESP and address the broader aims outlined in Cymraeg 2050 and its implementation plan.

- More nursery children/3 year olds receive their education through the medium of Welsh
- More reception class children/ 5 year olds receive their education through the medium of Welsh
- More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another
- More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh
- More opportunities for learners to use Welsh in different contexts in school.
- An increase in Welsh-medium education provision for learners with additional learning needs (in accordance with duties determined by the ALN Act
- Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh.

Summary of progress

16. Key achievements over the last year include the following.

- *Welsh-medium/ bilingual Childcare*- New Welsh-medium childcare facilities have opened or been expanded in YGG Treges, YGG Tyle'r Ynn, YGG Pontardawe and YGG Cwmllynfell. A further two settings will open imminently in YGG Trebannws and Neath Central. Work on a new-build Welsh-medium/ bilingual childcare facility in Blaendulais and Cwmafan are currently in progress and will be completed in Summer 2024, along with the opening of a new Childcare provision in Neath Central (new Leisure Centre) significantly increasing the current childcare places within these areas. As a result of the expansion and refurbishment of the childcare settings, an additional 94 places will have been created within the Local Authority.
- *New Welsh-medium school* - Ysgol Gymraeg Treges, a new Welsh-medium 3-11 primary school opened in January 2023 in the Neath Abbey area. Currently the school is open to Nursery and Reception pupils. Phase 2 of remodelling works is currently underway (kitchen refurbishment and 2 Foundation Phase classrooms).
- *Sustainable Schools Challenge*- The LA were successful in the Sustainable Schools Challenge and as a result a new Ysgol Gynradd Gymraeg Rhosafan will be built in the next 3 years. The project will demonstrate an exemplar commitment towards environmental sustainability and stakeholder engagement throughout all stages of the design, build and operation of a new build Welsh-medium school.

- *Immersion Provision*- 'Y Cwm' immersion unit, located in YGG Pontardawe, has been successfully established. It has provided Welsh language immersion and Welsh language 'catch-up' intervention for 3 cohorts of pupils (total of 49 pupils, 12 late-comers and 37 language intervention/ catch-up pupils) throughout the year. It currently employs one full-time teacher and a teaching assistant.
- *Welsh-medium Additional Learning Needs Provision/ DACC*- NPT have created a steering group for the development of inclusive Welsh medium education (Grŵp Lliwio Datblygiad Addysg cyfrwng Cymraeg Cynhwysfawr /DACC). The purpose of the group is to identify the provision and resources required within the Welsh Medium sector that will ensure an equitable offer for Welsh medium pupils and continuity in their journey in Welsh education, particularly during transition points. DACC are currently developing resources that will facilitate a consistent approach in identifying and supporting literacy difficulties in the medium of Welsh. School staff have been seconded for this work and will launch the resource with schools in Autumn term 2023.

Financial Impact

17. There are no financial implications linked to this report. However if implemented financial impacts could occur, for example an increase in the number of Welsh-medium schools is likely to lead to increased capital and revenue costs.
18. A Welsh-medium capital grant of £460,000 was awarded for the development of a Childcare provision and refurbishment of the ALN provision in YGG Trebannws. Phase 1 of the project (Childcare and Early Years classrooms) was completed in September 2022. Phase 2 of the project (ALN provision) was completed in September 2023.
19. A Welsh-medium capital grant of £550,000 was awarded for the development of Foundation Phase classrooms in YGG Tregales. Phase 1 of the project was completed in December 2022 (remodelling and refurbishment) and phase 2 of remodelling works is currently underway (kitchen and a further 2 classrooms).
20. A Welsh Government Immersion Grant of £300,000 was awarded to facilitate the running of the immersion centre from September 2022-March 2025. Additional costs of running the immersion centre may be identified in March 2025 and reports will be presented to members at the appropriate time for approval.

21. Applications for grant funding have been submitted to assist with additional capital and revenue costs for identified projects through the 21st century schools programme and these will be the subject of further reports.
22. Additional financial impacts may be identified through the course of the 10 year plan and reports will be presented to members at the appropriate time for approval.

Integrated Impact Assessment

23. An integrated 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.
24. The assessment has indicated positive impacts in relation to age, disability, race and sex; neutral impacts on the other protected characteristics and a positive impact on the development of the Welsh language. The WESP is a 10 year plan and will continue to be monitored during that period by the WESP forum members and annually by Welsh Government for any mitigating actions where necessary.
25. The Integrated Impact Assessment is attached to this report as Appendix E.

Valley Communities Impacts

26. There are likely to be positive impacts on valley communities as result of this report. During implementation it is likely that the WESP will create and provide opportunities and experiences for all learners and the wider community to use Welsh and be part of Welsh life in order to increase confidence in the Welsh language and to feel a sense of belonging. The WESP aims to promote community cohesion by creating opportunities to work together towards a common aim, developing the Welsh language. Specific actions within the WESP

promote community cohesion, for example, Menter Iaith's family activity sessions/ days e.g. fun days, singing sessions; The Urdd's Community Department providing arts opportunities and arranging activities to encourage and enable children and young people to socialise through the medium of Welsh outside the classroom; further development of Ty'r Gwrhyd's community groups, including Merched y Wawr, Cylch Darllen Cwm Tawe and papur bro *Llais*, and activities including regular book launches, small art exhibitions, cultural and literary events and creative activities for children and young people. These activities aim to forge good relationships between Welsh-medium and English-medium communities.

Workforce impacts

27. It is likely that there will be positive workforce impacts as a result of this report. WESP outcome 7 aims to increase the number of teaching staff able to teach Welsh (as a subject) and to teach through the medium of Welsh, which is likely to positively impact on the workforce. The opening of 3 new Welsh-medium schools within the 10 year period will also increase the number of staff teaching through the medium of Welsh within the Local Authority.

Legal impacts

28. The following legislation / regulations are aligned to this report:

- Section 84 of the School Standards and Organisation (Wales) Act 2013.
- The WESP (Wales) Regulations 2019
- The WESP (Wales) (Amendment) (Coronavirus) Regulations 2020

Risk Management Impacts

29. Failure to implement the WESP targets will mean that the Council will not be able to fulfil its legal obligations.

Consultation

30. Consultation on the WESP has already taken place, there is no requirement for further external consultation.

Recommendation

42. It is recommended that members note the content of the report on the progress of the WESP.

Appendices

Appendix A: Annual Review

Appendix B: Annual Plan

Appendix C: 5 Year Plan

Appendix D: Welsh in Education Strategic Plan

Appendix E: WESP IIA

Officer Contact:

Andrew Thomas

Director of Education, Leisure and Lifelong learning

Email: a.d.thomas@npt.gov.uk

Rhiannon Crowhurst

Head of Support Services and Transformation

Email: r.crowhurst@npt.gov.uk

Kate Windsor- Brown

WESP Co-ordinator

Email: k.windsor-brown@npt.gov.uk

ANNUAL REVIEW REPORT WELSH IN EDUCATION STRATEGIC PLAN

2022-2023

Name of Local Authority

Neath Port Talbot

Author:	Kate Windsor-Brown
Approver:	Rhiannon Crowhurst
Date	19.06.23

KEY ACHIEVEMENTS / HIGHLIGHTS

- Welsh-medium/ bilingual Childcare
New Welsh-medium childcare facilities have opened or been expanded in YGG Tregeles, YGG Tyle'r Ynn, YGG Pontardawe and YGG Cwmllynfell. A further two setting will open imminently in YGG Trebannws and Neath Central. In YGG Trebannws classrooms have been remodelled to incorporate a childcare facility (currently out to tender). Work on a new-build Welsh-medium/ bilingual childcare facility in Blaendulais and Cwmafan are currently in progress and will be completed in March 2024, along with the opening of a new Childcare provision in Neath Central (new Leisure Centre) significantly increasing the current childcare places within these areas. As a result of the expansion and refurbishment of the childcare settings, an additional 94 places will have been created within the Local Authority.
- New Welsh-medium school
Ysgol Gymraeg Tregeles, a new Welsh-medium 3-11 primary school opened in January 2023 in the Neath Abbey area. Currently the school is open to Nursery pupils with the first cohort of full time Reception age pupils starting in September 2023. Phase 2 of remodelling works is currently underway (kitchen refurbishment and 2 Foundation Phase classrooms).
- Sustainable Schools Challenge
The LA were successful in the Sustainable Schools Challenge and as a result a new Ysgol Gynradd Gymraeg Rhosafan will be built in the next 3 years. The project will demonstrate an exemplar commitment towards environmental sustainability and stakeholder engagement throughout all stages of the design, build and operation of a new build Welsh-medium school. Initial meetings and discussions with Welsh Government representatives have taken place.
- Immersion provision
'Y Cwm' immersion unit, located in YGG Pontardawe, has been successfully established. It has provided Welsh language immersion and Welsh language 'catch-up' intervention for 3 cohorts of pupils (total of 49 pupils, 12 late-comers and 37 language intervention/ catch-up pupils) throughout the year. It currently employs one full-time teacher, one part-time teacher and a teaching assistant. A comprehensive new Welsh language acquisition scheme of work has been created and good practice has been shared across other Local Authorities.
- Welsh-medium Additional Learning Needs Provision/ DACC
One of the core aims of the ALN Act is to create a bilingual system of support for ALN. A series of strategic duties are aimed at driving progress towards a bilingual ALN system. In response, NPT have created a steering group for the development of inclusive Welsh medium education (Grŵp Lliwio Datblygiad Addysg cyfrwng Cymraeg Cynhwysfawr /DACC). The purpose of the group is to identify the provision and resources required within the Welsh Medium sector that will ensure an equitable offer for Welsh medium pupils and continuity in their journey in Welsh education, particularly during transition points. DACC are currently developing resources that will facilitate a consistent approach in identifying and supporting literacy difficulties in the medium of Welsh. School staff have been seconded for this work and will

launch the resource with schools in Autumn term 2023. Termly DACC meetings will continue as the review of provision available in the medium of Welsh is ongoing as resources develop and approaches in ALN evolve. Membership of DACC includes ALNCoS from both primary and secondary, Education Support Officers, Specialist Teachers, Educational Psychologists and the head of the strategic school improvement team. DACC are therefore able to link their review of ALP with wider strategic duties including those under the School Standards and Organisation (Wales) Act 2013, which requires Welsh in Education Strategic Plans (WESPs).

OVERALL PLAN SUMMARY

Current target or achievement this year and a self - assessment of
red, orange or green

(Detailed descriptions of progress can be seen in the outcome summaries below)

outcome	Target Description	Assessment
Overall	<i>Welsh Government have set a target for Neath Port Talbot to increase the number of learners accessing Welsh-medium education of between 17% and 27% over a 10 year period. This target is based on increasing the number of Year 1 children taught through the medium of Welsh from 16.8% (252 pupils) in 2020/21 (PLASC 2021) to 31% (460 pupils) by 2032. Our ambitious plan is to exceed the upper range of the target set by Welsh Government.</i>	
1	<i>Increasing the % of 3-year olds (N2) receiving their education through the medium of Welsh to 21.4%</i>	
2	<i>Increasing the % of 5-year olds receiving their education through the medium of Welsh to 19.7%</i>	
3	<i>By the end of the 10 year plan we will see a significant increase in the number of learners transferring from WM primary to YGYBD as well as an increase in the number of learners remaining in WM education from KS3 to KS4 (see Outcome 4). It is intended to see an increase in the number latecomers changing to WM education as a result of successful immersion, as parents become more informed and confident with WM education.</i>	<i>Immersion/ KS2 to KS3 transition</i>
		<i>KS3 to KS4 transition</i>
4	<i>By the end of the 10 year plan, we aim to see a significant increase in the percentage of qualifications studied through the medium of Welsh as learners and parents become more confident in choosing Welsh medium education. There will also be a wider variety of vocational qualifications taught through the medium of Welsh available within the Local Authority in order to allow full access of the Welsh language to all learners.</i>	
5	<i>All schools within the Local Authority will be fully engaged with Curriculum for Wales in conjunction with the Siarter Iaith. The Welsh</i>	

	<i>language, contemporary culture and history will be integral to curriculum design. We will see an increase in learner and staff confidence and pride towards being Welsh and the Welsh language. The Welsh language and the associated extra-curricular activities will be inclusive and will radiate into the wider community, allowing all to have access and to develop their Welsh-language skills.</i>	
6	<i>All pupils with ALN within the local authority will have access to provision at all levels through the medium of Welsh. Collaboration with regional partners will provide a comprehensive range of resources, training opportunities and networking to ensure that Welsh medium provision will be of a high standard and complies with the Additional Learning Needs and Educational Tribunal Act (Wales) 2018. Early Years and pre-school WM ALN support, assessments and provision will provide increased confidence in parents when choosing Welsh medium education for their children.</i>	
7	<u>Outcome 7 ten year target:</u> <i>An increased number of the NPT education staff will be able to teach through the medium of Welsh and Welsh as a subject. There will be an increase in Welsh medium staff able to teach specific subjects at secondary level. There will be an increase in the number, ability and confidence of staff in English-medium schools able to converse and teach Welsh, therefore increasing the amount of learners with access to Welsh-medium education at all levels throughout the Local Authority. NPT will attract and recruit excellent, bilingual leaders for our schools. All NPT schools will form communities that promote the Welsh language as a medium for education and community life.</i>	

FOREWARD LOOK MILESTONES

Please see attached annual plan for 2023-2024 (appendix 1).

Outcome 1

More nursery children/ three year olds receive their education through the medium of Welsh

KEY ANNUAL DATA

Outcome 1 ten year target (table 1)

Numbers and % of 3-year olds receiving their education through the medium of Welsh				
2022 - 2023	2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027
21.4%	22.8%	24.2%	25.5%	26.8%
2027 - 2028	2028- 2029	2029 - 2030	2030 - 2031	2031 - 2032
28.1%	29.5%	30.8	32.0%	33.4%

Actual percentage of learners in nursery who are taught through the medium of Welsh using PLASC data 2021-2023 (table 2)

	Nursery 2 (2021-2022- pre WESP plan)	Nursery 1 (2022-2023- current cohort)
PLASC 2022	20.0%	20.1%
PLASC 2023	20.0%	22.1%

The number of Cylchoedd Meithrin within the local authority area and also the number and percentage of children transferring from Cylchoedd Meithrin to Welsh-medium primary education

Number of Cylchoedd Meithrin (table 3)

Service Name	Service Address Town/City	Service Type	Service Sub Type	Maximum Capacity	Date Of Registration
Cylch Meithrin Mwy Blaendulais	Neath	Childrens Day Care	Sessional Day Care	12	31/03/2002
Tiddlywinks Childcare Centre	Swansea	Childrens Day Care	Full Day Care	43	31/03/2002
Lots of Tots (Canolfan Maerdy)	Ammanford	Childrens Day Care	Full Day Care	52	22/04/2009
Meithrinfa Ddydd Ser Bach / Little Stars Day Nursery	Neath	Childrens Day Care	Full Day Care	19	13/04/2009
Cylch Chwarae Castell-Nedd	Neath	Childrens Day Care	Sessional Day Care	28	13/03/2013
Meithrinfa Ddydd y Waun	Ammanford	Childrens Day Care	Full Day Care	19	15/04/2013
Georgie Porgie`s Cylch Tir Morfa	Port Talbot	Childrens Day Care	Full Day Care	24	05/01/2015
Cylch Chwarae Pontardawe	Swansea	Childrens Day Care	Full Day Care	37	19/07/2016

Cylch Meithrin Cwmnedd	Neath	Childrens Day Care	Full Day Care	20	12/08/2018
Cylch Meithrin Cwmllynfell	Swansea	Childrens Day Care	Full Day Care	19	08/09/2022
Cylch Meithrin Teulu'r Tyle	Castell-nedd	Childrens Day Care	Full Day Care	19	11/11/2022
Gofal Plant Tregesles	Neath	Childrens Day Care	Full Day Care	18	24/05/2023
				Total Places	
				310	

% of children transferring to WM education (table 4)

Service Name	Service Address Town/City	% Transition Rate		Date starting, if new to FS	Notes
		Welsh Medium Nursery	English Medium Nursery		
Tiddlywinks Childcare Centre	Swansea	100		Legacy Setting	
Lots of Tots (Canolfan Maerdy)	Ammanford	100		Legacy Setting	
Meithrinfa Ddydd Ser Bach / Little Stars Day Nursery	Neath	-	-	New for September 2023	
Cylch Chwarae Castell-Nedd	Neath	100		Closing July 2023	New provision to open in new Leisure Centre
Meithrinfa Ddydd y Waun	Ammanford	100		Legacy Setting	On school site
Georgie Porgie`s Cylch Tir Morfa	Port Talbot	100		Legacy Setting	On school site
Cylch Brynhyfryd	Neath	90	10	Legacy Setting	
Cylch Chwarae Pontardawe	Swansea	100		Legacy Setting	On school site
Cylch Meithrin Cwmnedd	Neath	100		Legacy Setting	On school Site
Cylch Meithrin Cwmllynfell	Swansea	-	-	New for September 2023	On school Site
Cylch Meithrin Teulu'r Tyle	Castell-nedd	-	-	New from May 2023	On School Site
Gofal Plant Tregesles	Neath	-	-	New from July 2023	On school Site

Flying Start (table 5)

The number of children accessing Welsh language in Flying Start, accumulative, is as follows:

Year	Number of children
2017/18	104
2018/19	135
2019/20	130
2020-21(during Covid)	77
2021-22	142
2022-2023	141

OUTCOME SUMMARY

- Based on 2022/23 data, there were on average 505 Flying Start childcare places per annum across our settings of which 114 were category 3 (Welsh language) and category 2 (English/Welsh language) childcare settings equating to a total of 22.6%. This is a substantial increase from 2020/ 2021 when there were 452 Flying Start childcare places per annum across our settings of which 65 were category 3 (Welsh language) and category 2 (English/Welsh language) childcare settings equating to a total of 14.4%.
- The current overall transition rate from WM FS Childcare to MW Nursery Education is 98%. Individual setting transition rates can be seen in *table 4*. Since 2021/2022, a significant increase can be seen in the Brynhyfryd, Cwmnedd and Castell-nedd area.
- 55 children (26 of which accessed English Medium FS Childcare) transitioned into WM Nursery during 2022/2023. This is an increase on the 2020/ 2021 data where 44 children (11 of which accessed English Medium FS Childcare) transitioned into WM Nursery.
- Based on data from June 2020, there were 9 wards within the Local Authority with no registered childcare provision (Welsh and English). Of these 9 wards, 3 were in the catchment area of existing Welsh-medium schools- Trebanos, Godre'r Graig and Coedffranc Central. In 2022/2023, a new Welsh-medium childcare provision has opened in YGG Tregales (Coedffranc Central catchment), a new provision will be opening in YGG Trebannws in September 2023 (Trebanos catchment) and a 'babi a fi' provision has opened in Ysgol Ystalyfera Bro Dur north with the aim of expanding this in the near future to provide a wraparound/ childcare provision on site (Godre'r Graig catchment).
- Following WG EY&CC Capital investment within 22/23, 3 additional Welsh/Bilingual settings have now open in YGG Tyle'r Ynn, YGG Cwmllynfell and YGG Tregales, with a total of 56 new Welsh/Bilingual childcare places available.
- Following capital investment, Cylch Pontardawe within YGG Pontardawe were able to offer an additional 14 spaces, increasing from 23 to 37 Welsh childcare spaces.
- The additional 70 Welsh/Bilingual childcare spaces on offer in NPT will ensure that the amount of children accessing Welsh Language childcare and transitioning into Welsh Medium education will continue to increase.

- All the relevant settings are now engaging with FS ready for phase 2 FS expansion. They've had training and support for ALN and some contact with our EY&CC teams. As a result, following completion of training, we will have all the Welsh settings on board in NPT.
- We have lost a few settings that have not kept up with bilingual offers (Aberafan ICC, and Brynhyfryd), however with the Welsh Award well underway, we will have an increasing level of Welsh Language use within all settings, including EM settings.
- Further Welsh-medium/Bilingual Childcare developments underway include:
 - YGG Trebannws will open in September 2023, with 12 - 16 spaces available.
 - Gofal Plant Gardd Victoria (Neath Central) with an additional 24 bilingual childcare spaces from December 2023.
 - Cylch Meithrin Mwy Blaendulais will have 20 additional childcare spaces within the new capital build, when complete in Summer 2024 (allowing for CIW variation).
 - Cwmafon Childcare will create 24 additional bilingual spaces in Summer 2024 (allowing for CIW registration).
- A Childcare Sufficiency Assessment Welsh-medium sub group has been formed and includes partners from the LA (transformation co-ordinator, educational support officers, corporate policy officer), Mudiad Meithrin, Menter Iaith and Swansea University to address targets arising from the Childcare Sufficiency Assessment. Targets and actions from meetings align with WESP Targets (with an emphasis on Outcome 1 and 7) in order to ensure cohesion and reduce any duplication.
- An 'Early Years and Flying Start' bilingual Facebook page is now active and provides support for families within NPT. The content includes correct and up to date information on support, activities and new initiatives and has an emphasis on the benefits of bilingualism as well as easily accessible bilingual resources for parents and carers.
- The Outcome 1 sub-group consists of many of the partners noted above as well as additional LA officers and RhAG representatives and meet on a termly basis to evaluate progress and set targets and actions arising from the annual plan, the 5 year plan and the 10 year WESP.

IMPLEMENTATION AND MONITORING

Local Authority officers and the *WESP Outcomes* sub-groups are responsible for setting targets and monitoring progress against actions within the 10 year plan, the 5 year plan and the annual plan. A range of quantitative and qualitative data is collected and analysed throughout the year in order to obtain an informed evaluation of progress and to set further targets. Information is shared through termly sub-group meetings and reported back to the full WESP forum annually.

OUTCOME LEVEL RISKS

- No grant funding or late offer of grant funding leading to projects not being delivered within the grant period.
- External pressures and influences impacting on project progress.

- Capacity of small teams/ Welsh-medium staff to continue to deliver growing number of projects.

ASSURANCE / MITIGATION ACTION

- LA looking into funding structures and programmes to ensure continuation of provision or accessing the Flying Start and Childcare Capital Programme.
- Regular communication with WG and negotiation over realistic timescales.
- Effective planning to meet statutory timelines, collaborating with other services to share responsibilities, good practice.
- Succession planning in order to identify where biggest pressures exist and what can be done to alleviate them. Feed these targets/ pressures into Outcome 7 targets.

Outcome 2

More reception class children/ five year olds receive their education through the medium of Welsh

KEY ANNUAL DATA

Outcome 2 ten year target (table 6)

Numbers and % of 5-year olds receiving their education through the medium of Welsh				
2022 - 2023	2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027
19.7%	21%	22.3%	23.6%	24.9%
2027 - 2028	2028- 2029	2029 - 2030	2030 - 2031	2031 - 2032
26.2%	27.5	28.8	30.%	31.4%

Actual percentage of learners in nursery who are taught through the medium of Welsh using PLASC data 2022-2023 (table 7)

PLASC 2023	Percentage %	Number of pupils
Reception	19.7	279

Surplus places in Welsh-medium schools data (table 8)

	Number of schools	% of schools
Full capacity	1	10
0-10% unfilled places	0	0
11-25% unfilled places	3	30
26-50% unfilled places	5	50
Over 50% unfilled places	1	10

The number and percentage of Black, Asian and minority ethnic background learners who are taught through the medium of Welsh using PLASC Data (table 9)

Black, Asian and minority ethnic background learners			
	Welsh-medium schools	All NPT schools	% in Welsh-medium
PLASC 2022	84	1369	6.1%
PLASC 2023	89	1515	5.9%

Y Cwm Immersion Centre data (table 10)

Term	Number of pupils
Autumn 2022	11
Spring 2023	22
Summer 2023	16
Total	49 (12 latecomers, 37 language intervention)

OUTCOME SUMMARY

- Update on projects funded through the Welsh-medium capital grant -YGG Tregeles
 YGG Tregeles, a new Welsh-medium starter school has opened in Neath Abbey to the first cohort of Nursery children in January 2023. Currently there are 8 Nursery pupils attending the school with a further 13 pupils commencing in September 2023. Phase 2 of works are in progress to remodel and refurbish the Year 1 and 2 classrooms along with the kitchen (kitchen works funded through FSM grant). A new childcare facility, 'Gofal Plant Tregeles', has opened on site providing childcare and wraparound for children age two upwards. A permanent Headteacher, teacher, 2 TA's and part time admin assistant have been employed. Since opening the school also holds a weekly 'Caffi Cymraeg' for the community and open evenings to promote the benefits of bilingualism for parents.

-YGG Trebannws
 Phase 1 of works in YGG Trebannws were completed January 2023. The work included remodelling and refurbishment of 4 Foundation classrooms to create 2 larger classrooms and remodelling and refurbishment of toilets (in line with CIW regulations). A new childcare facility has been created to provide wraparound provision for pupils and afternoon childcare for children age 2 upwards. The childcare tender applications are in the process of being evaluated and scored and a provider will be appointed imminently.
 Phase 2 of works in YGG Trebannws have commenced and will be completed by September 2023. The scope of work includes remodelling and refurbishing the ALN/LSC provision within the school. One large room will be created with enhanced access to outdoor provision, a changing/ toilet facility within the area and specialist sensory areas/ bespoke ALN resources will be installed during the Summer holiday. Currently there are 2 English speaking pupils (Key Stage 2) and 6 Welsh speaking pupils within the provision. It is proposed that the LSC will formally change to a Welsh-medium LSC in 2026 (subject to member approval).
- Update on how you are Assessing the strategic outline programme (9-year investment) as part of the Sustainable Communities for Learning Programme to ensure it is consistent with the aims and objectives of the WESP
 The strategic outline programme for the Sustainable Communities for Learning Programme has been approved by members. The SOP Strategic Outline Programme is in the process of being completed and will be submitted to

Welsh Government in the Autumn term. In line with WESP targets, there are 2 new-build Welsh-medium schools within the programme. A new build YGG Rhosafan will be completed within 3 years (currently being funded through Sustainable Schools Challenge funding). A further new Welsh-medium school will be established and built in the East of the authority. Currently, work is underway with planners (in line with new LDP) to identify land for the new build.

- Assessing the impact of wider school organisation proposals to ensure they are consistent with the aims and objectives of your WESP.

A catchment data analysis has been carried out to support the evaluation of future Welsh Medium Education in Neath Port Talbot County Borough. The purpose of this report is to present information relevant to the decision making process on the siting of Welsh Medium Education Schools within Neath Port Talbot and will also assist in identifying sizes of future new Welsh-medium schools, including the 3rd Welsh-medium school identified within the WESP.

- Increasing Welsh-medium provision in schools that are not Welsh-medium

-A mapping out exercise of Welsh-medium provision has been completed (by *Fforwm Iaith Abertawe a CNPT*). The map includes information from all parties outlining the activities, providers, age groups, locations, cost and times of events/ activities. It outlines activities suitable for children and young people as well as community activities and online resources. This resource will be shared and used for future planning in schools and communities (outcome 5).

Currently, there are 186 activities and resources available.

- pilot schools have been identified with the aim of mapping out a continuum of staff training to be able to eventually create a category 2 stream/ Welsh language community within an English-medium school. Work to map out pathways to enable effective staff training are being discussed currently with LA officers and external supporting bodies. The LA will also be working with Meinir Ebbsworth, National Centre for Learning Welsh, on a study that she is currently undertaking around flexible models that would meet the needs of schools in going forward.

- Provision for latecomers

-Two members of staff (experienced teachers) were appointed in January 2022 to investigate existing methodologies and good practice within latecomer centres across Wales and establish effective networks. Following the period of observing good practice, the staff created a detailed scheme of work bespoke to the area and incorporating 'cynefin' into the scheme. An area within YGG Pontardawe was identified and developed/ refurbished during the Summer term 2022 (WG immersion grant funding). A teaching assistant was also appointed and the immersion centre 'Y Cwm' officially opened in September 2022. The first block of immersion had 10 pupils attending and has been very successful. Currently, 49 pupils have attended the 'Y Cwm' this academic year (see table 10).

-There is an aim to open the second immersion hub in the south of the local authority in YGG Rhosafan, thus reducing transport costs and increasing the

number of places available for pupils. There will be a slight delay with this target due to YGG Rhosafan being successful in the Sustainable Schools Challenge. As a result a new YGG Rhosafan will be built within the next 3 year and will incorporate a new immersion unit.

- Sustainable Schools Challenge

The Local Authority were successful with the YGG Rhosafan Sustainable Schools Challenge bid. As a result, a new build YGG Rhosafan community school will be completed within 3 years. Work on design has begun. The project involves the demolition of existing (and adjoined) Welsh Medium school and community buildings and the development, on the same site, of a fully integrated Welsh Medium community school, including a Welsh Immersion unit and Welsh-medium ALN provision. The new facility will deliver a range of bilingual educational and community services that will be provided by Neath Port Talbot County Borough Council, partner organisations and by local voluntary organisations, to the benefit of the Sandfields community and communities within the wider Port Talbot area. The new community school will provide an additional 28 primary places, 12 nursery places, 18 childcare offer places, 12 ALN places and 16 immersion centre places (all Welsh-medium).

- The Outcome 2 sub-group consists of many partners and meet on a termly basis to evaluate progress and set targets and actions arising from the annual plan, the 5 year plan and the 10 year WESP.

IMPLEMENTATION AND MONITORING

Local Authority officers and the *WESP Outcomes* sub-groups are responsible for setting targets and monitoring progress against actions within the 10 year plan, the 5 year plan and the annual plan. A range of quantitative and qualitative data is collected and analysed throughout the year in order to obtain an informed evaluation of progress and to set further targets. Information is shared through termly sub-group meetings and reported back to the full WESP forum annually.

OUTCOME LEVEL RISKS

- No grant funding or late offer of grant funding leading to projects not being delivered within the grant period.
- External pressures and influences impacting on project progress.
- Capacity of small teams/ Welsh-medium staff to continue to deliver growing number of projects.

ASSURANCE / MITIGATION ACTION

- LA to look into funding structures and programmes to ensure continuation of provision.
- Regular communication with WG and negotiation over realistic timescales.

- Effective planning to meet statutory timelines, collaborating with other services to share responsibilities, good practice.
- Succession planning in order to identify where biggest pressures exist and what can be done to alleviate them. Feed these targets/ pressures into Outcome 7 targets.

Outcome 3

More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another

KEY ANNUAL DATA

Outcome 3 ten year target:

By the end of the 10 year plan we will see a significant increase in the number of learners transferring from WM primary to YGYBD as well as an increase in the number of learners remaining in WM education from KS3 to KS4 (see Outcome 4). It is intended to see an increase in the number latecomers changing to WM education as a result of successful immersion, as parents become more informed and confident with WM education.

PLASC data

Transition from one key stage to the next PLASC 2022 (*table 11*):

School Year	Actual numbers/ percentage
N2 (2021) to Rec (2022)	290 to 286 (98.6%)
Year 2 (2021) to Year 3 (2022)	238 to 231 (97.1%)
Year 6 (2021) to Year 7 (2022)	222 to 233 (105.0%)
Year 11 (2021) to Year 12 (2022)	201 to 111 (55.2%)

Transition from one key stage to the next PLASC 2023 (*table 12*):

School Year	Actual numbers/ percentage
N2 (2022) to Rec (2023)	272 to 279 (102.6%)
Year 2 (2022) to Year 3 (2023)	252 to 249 (98.8%)
Year 6 (2022) to Year 7 (2023)	247 to 256 (103.6%)
Year 11 (2022) to Year 12 (2023)	208 to 105 (50.5%)

OUTCOME SUMMARY

Information on transition data for 3 year olds and 5 year olds are noted in the Outcome 1 and Outcome 2 progress summary. Information regarding Key stage 4 transition data will be noted in the Outcome 4 progress summary.

- The methods used to monitor linguistic progression
 - Data has been analysed (Welsh-medium schools) to identify individual schools and areas that are showing an increase and decrease in transition.
 - Year 6 to Year 7 transition has been analysed on an individual school level to identify increase/ decrease in transition levels as well as patterns in transition from Welsh-medium to English-medium schools and the locations of the English-medium schools.

-Transition data is now discussed in every Cluster meeting with the aim of identifying patterns/ concerns at an early stage and creating an action plan for addressing these issues.

-A linguistic skill progression map is being developed by the Ystalyfera cluster (in line with the new curriculum) to ensure cohesion from school to school when assessing pupils along the language continuum. This will be complete by 2024 and will ensure consistency when assessing pupils and providing support/ intervention if needed. This will also assist when identifying pupils in need of Welsh language intervention in the immersion provisions.

- Transition arrangements from primary to secondary schools/ Collaboration with schools to understand the reasons behind transitions to schools
 - Targets from cluster meetings in relation to transition will be included in the 2023-2024 cluster development plan
 - A menu of various transition activities (Year 6 to Year 7) are available to all schools. These include:
 - Ystalyfera'n cyfri- teachers from YGYBD attend cluster schools for 1 hour weekly to deliver a specific series of lessons.
 - Hwl i Holi-pupils and staff from YGYBD attend cluster schools and primary pupils have an opportunity to ask questions or voice any transition concerns/ anxieties.
 - Transition website for pupils transferring to YGYBD.
 - Additional transition days for pupils with ALN or anxiety.
 - Open days for pupils and open evenings for families.
 - Gwyl Haf- 3 day summer camp for Year 5 pupils based on a specific theme and followed by a presentation to parents.
 - Proms- vocal and instrumental. Y5 and Y6 pupils from cluster schools attend YGYBD and are taught by staff and pupils for the day. It is followed by an orchestral performance in the evening (instrumental) or a performance by the YGYBD Cluster Choir.
 - Gig Tanio'r Ddraig- Y5, 6, 7 pupils attend a music festival in YGYBD playing fields annually with the best of current Welsh bands and talent performing.
 - Cluster sports day for KS2 pupils from feeder primaries on YGYBD playing fields.
 - Additional support days/ transition activities for schools with lower transition rates to YGGBD in order to understand local reasons for lack of transition and increase parental confidence in Welsh-medium education.
- The Outcome 3 sub-group consists of many partners and meet on a termly basis to evaluate progress and set targets and actions arising from the annual plan, the 5 year plan and the 10 year WESP. They support and strengthen the work of the cluster and parents' confidence in the Welsh language. They encourage early support and preparation within the Primary sector to communicate expected pathways to pupils and parents through their promotional strategies.

IMPLEMENTATION AND MONITORING

Local Authority officers and the *WESP Outcomes* sub-groups are responsible for setting targets and monitoring progress against actions within the 10 year plan, the 5 year plan and the annual plan. A range of quantitative and qualitative data is collected and analysed throughout the year in order to obtain an informed evaluation of progress and to set further targets. Information is shared through termly sub-group meetings and reported back to the full WESP forum annually.

OUTCOME LEVEL RISKS

- Population growth not following the patterns as expected in the data analysis leading to a reduced number of pupils in the education system, reduced number of pupils in specific areas
- Strategic plans/ potential new Welsh-medium schools in neighbouring authorities could significantly reduce transition numbers to Ysgol Ystalyfera Bro Dur north campus (significant intake from Carmarthenshire and Powys)
- External pressures and influences impacting on progress e.g. new childcare/ wrap around facilities in neighbouring authorities/ English-medium childcare establishments offering longer hours.
- No funding leading to projects not being delivered e.g. Menter Iaith funding for Gig Tanio'r Ddraig.

ASSURANCE / MITIGATION ACTION

- Update catchment data analyses for Welsh-medium education on a biannual basis
- Keep up to date with developments in neighbouring authorities and increase pupil numbers from within the local authority to offset any loss
- Keep up to date with childcare/ wrap around developments in neighbouring authorities and the English-medium sector (regular meetings with Early Years colleagues) and long term strategic planning of future Welsh-medium provisions in line with the Childcare Sufficiency Report
- LA to look into funding structures and programmes to ensure continuation of provision

Outcome 4

More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh

KEY ANNUAL DATA

Outcome 4 ten year target:

By the end of the 10 year plan, we aim to see a significant increase in the percentage of qualifications studied through the medium of Welsh as learners and parents become more confident in choosing Welsh medium education.

There will also be a wider variety of vocational qualifications taught through the medium of Welsh available within the Local Authority in order to allow full access of the Welsh language to all learners.

The number and percentage of learners registered for GCSE Welsh First Language, GCSE Welsh Second Language or not registered for either (table 13)

Year	11 Cohort	1st Language GCSE	2nd Language GCSE	Total	Total % of cohort	% cohort 1st Language GCSE	% cohort 2nd Language GCSE
2018	1486	190	917	1147	77%	13%	62%
2019	1456	166	1038	1204	83%	11%	71%
2020	1513	171	984	1155	76%	11%	65%
2021	1619	196	1061	1257	78%	12%	66%
2022	1593	208	989	1197	75%	13.1%	62.1%
2023	No figures available yet on those registered						

The number and percentage of enrolled learners who are assessed for A Level and Welsh First Language and Welsh Second Language A levels (table 14)

	A Level 2nd Language	A Level 1st Language
2019	3	5
2020	2	5
2021	1	4
2022	1	1
2023	No figures available yet on those registered	

OUTCOME SUMMARY

- Data Collection**
As noted in the annual plan, the Outcome 4 sub-group will undertake a data collection exercise in the Autumn term to analyse the data in order to understand which subjects/ areas of study are showing an increase and decrease in uptake. They will also look at the projected data for the next 3 years with a focus on year 10 and 11 pupils to identify where children are going to study/ trends and the reasons for the choice. This will then feed into the mapping exercise outlined below and the long term strategic plan for vocational and alternative curriculum provision throughout the local authority.
- Mapping exercise**
A mapping exercise is currently underway involving many officers from different departments within the Education Directorate in order to map out the provisions/ pathways available for pupils from 14-18 (leading into the employment sector). The aim is to look at future employment needs within the local authority (e.g. Celtic Freeport project, Wildfox Resort, Energy Park as well as traditional alternative curriculum skills provisions) along with the proposed Full 14-16 qualifications Offer in order to provide clear pathways to employment for pupils that do not follow the *traditional* academic route of GCSEs and A levels. A short term and long term strategic plan is being developed to provide skills centres and provisions across the authority in order to ensure that provision is easily accessible to all pupils. Welsh language and bilingual provisions will be a central part of this offer.
- Welsh Science GCSEs and A Levels**
Ystalyfera Bro Dur have started initial discussions in order to increase numbers who choose Science GCSE and Science A level through medium of Welsh in YGYBD (currently English by default and pupils have to opt in for

Welsh). By 2025, the default language for Science GCSE will be Welsh and by 2027, the default language for Science A level will be Welsh.

- Partnership work
Currently there is effective partnership work between Ysgol Ystalyfera Bro Dur and the Urdd (apprenticeship), Swansea University (Welsh-medium ITT students) and Mudiad Meithrin (Cam wrth Gam Childcare courses). Data on uptake is now being monitored and will be collect on an annual basis in order to feed back into future WESP evaluations.
- Discussions with local partnerships to monitor the number of courses offered and uptake through the medium of Welsh and external partnerships
As noted above, a mapping exercise, involving a range of local partners is underway in order to develop provisions and meaningful pathways to employment (which will include bilingual and Welsh-medium provisions). The Local Authority will also be working closely with Meinir Ebbsworth, National Centre for Learning Welsh, on a study that she is currently undertaking around flexible models that would meet the needs of schools in going forward. Although directly linked to Outcome 7, the information will be essential in developing Welsh-medium provision and pathways within both Welsh-medium and English-medium schools.
- The Outcome 4 sub-group consists of many partners and meet on a termly basis to evaluate progress and set targets and actions arising from the annual plan, the 5 year plan and the 10 year WESP. They support and strengthen the work of the cluster and parents' confidence in the Welsh language. The Outcome 4 sub-group will also undertake a data collection exercise in the autumn term to analyse the data in order to understand which subjects/ areas of study are showing an increase and decrease in uptake.

IMPLEMENTATION AND MONITORING

Local Authority officers and the *WESP Outcomes* sub-groups are responsible for setting targets and monitoring progress against actions within the 10 year plan, the 5 year plan and the annual plan. A range of quantitative and qualitative data is collected and analysed throughout the year in order to obtain an informed evaluation of progress and to set further targets. Information is shared through termly sub-group meetings and reported back to the full WESP forum annually.

OUTCOME LEVEL RISKS

- External partners not delivering Welsh-medium provisions/ courses
- No funding leading to courses (grant funded external providers) not being delivered
- Capacity of small teams/ Welsh-medium staff to continue to deliver growing number of specialist courses.

ASSURANCE / MITIGATION ACTION

- Keep up to date/ regular meetings with external partners to discuss/ foresee any future delivery issues.
- LA to look into funding structures and programmes to ensure continuation of provision
- Develop internal skills provisions/ delivery within the local authority
- Succession planning in order to identify where biggest staffing pressures exist and what can be done to alleviate them. Feed these targets/ pressures into Outcome 7 targets.

Outcome 5

More opportunities for learners to use Welsh in different contexts in school

KEY ANNUAL DATA

Outcome 5 ten year target:

All schools within the Local Authority will be fully engaged with Curriculum for Wales in conjunction with the Siarter Iaith. The Welsh language, contemporary culture and history will be integral to curriculum design. We will see an increase in learner and staff confidence and pride towards being Welsh and the Welsh language. The Welsh language and the associated extra-curricular activities will be inclusive and will radiate into the wider community, allowing all to have access and to develop their Welsh-language skills.

Number of primary schools that have received the Siarter Iaith Cymraeg - Gold, Silver and Bronze award (table 15)

	Number of Schools
Gold	1
Silver	0
Bronze	9

Number of primary schools that have received Cymraeg Campus - Gold, Silver and Bronze award (table 16)

	Number of Schools
Gold	0
Silver	0
Bronze	17

It has been decided (since 2020) not to validate schools in order to give them enough time to resume their *Cymraeg Campus* journey. Validation will begin again during the next academic year.

The number/ percentage of English and Welsh primary schools that are part of Siarter Iaith and Cymraeg Campus (table 17)

	Number of schools	% of schools
Siarter Iaith (WM Primary schools)	10	100
Cymraeg Campus (EM Primary Schools)	45	100

(Table 17 does not include YGG Tregelles due to the school only opening to Nursery in January 2023. Future data will include YGG Tregelles)

Number of Welsh / English secondary schools operate the Siarter Iaith

Currently our secondary schools do not officially operate the Siarter Iaith/ Cymraeg Campus. An officer from the NPT Education department is a representative on the national *Arweinwyr y Gymraeg* group who are currently revising the Siarter Iaith structure and will be launching a new reviewed structure in the Spring term 2024. 2 education officers are also representatives on the national Siarter Iaith coordinators group.

OUTCOME SUMMARY

- Mapping of activities / opportunities for school-aged children to use their Welsh language skills outside of class and outside of school

A mapping out exercise of Welsh-medium provision has been completed (by *Fforwm Iaith Abertawe a CNPT*). The map includes information from all parties outlining the activities, providers, age groups, locations, cost and times of events/ activities. It outlines activities suitable for children and young people as well as community activities and online resources. This resource will be shared and used for future planning in schools and communities. Currently, there are 186 activities and resources available. Partners include *Menter Iaith, Mudiad Meithrin, Tŷ'r Gwrhyd, Urdd, Cymraeg i Blant, Technocamps, Dysgu Cymraeg Ardal Bae Abertawe* and *Amgueddfa Cymru*.

- Evaluation of the impact of Siarter Iaith/ Cymraeg Campus

It has been decided (since 2020) not to validate schools in order to give them enough time to resume their *Siarter Iaith/ Cymraeg Campus* journey. Validation will begin again during the next academic year and an evaluation of progress will be noted in next year's WESP evaluation. This will fit in with the revised *Siarter Iaith/ Cymraeg Campus* structure that will be launched nationally in Spring 2024.

- Other activities to support learners to make continued progress in learning Welsh – regardless of the school's language category

-*Menter Iaith* have held various activities throughout the year in both Welsh-medium and an increasing number of English-medium schools including after school clubs, silent discos, Gig Tanio'r Ddraig, supporting the Urdd Eisteddfod work, Clwb Cinio Cymraeg, music/instrument/ singing sessions, Cwis Dim Clem (1st and 2nd language Welsh pupils), Caffi Cymraeg (for parents and wider community), benefits of bilingualism promotional packs and videos on social media, attended many open evenings in schools to promote Welsh language activities.

-*Urdd* have held various activities including lunch hour and after school clubs, Eisteddfod promotional visits, sporting competitions and activities, apprenticeship training within secondary schools and for current staff within primary schools, residential visits for both English-medium and Welsh-medium schools as well as community and youth work.

-*Tŷ'r Gwrhyd* in Pontardawe continue to offer Welsh language courses to the wider community, story sessions and *Clwb Darllen*, a Welsh book shop and

hosts various Welsh-medium community groups including *Merched y Wawr* and *Cylch Ti a Fi Pontardawe*.

-Further detailed activities can be seen in the activities map. The next step will be to add internal/ LA Welsh-medium and bilingual activities and groups to the map in order to identify and address gaps in provision.

- Welsh language provision for latecomers (as in Outcome 2)

-Two members of staff (experienced teachers) were appointed in January 2022 to investigate existing methodologies and good practice within latecomer centres across Wales and establish effective networks. Following the period of observing good practice, the staff created a detailed scheme of work bespoke to the area and incorporating 'cynefin' into the scheme. An area within YGG Pontardawe was identified and developed/ refurbished during the Summer term 2022 (WG immersion grant funding). A teaching assistant was also appointed and the immersion centre 'Y Cwm' officially opened in September 2022. The first block of immersion had 10 pupils attending and has been very successful. Currently, 49 pupils have attended the 'Y Cwm' this academic year (see table 10).

-There is an aim to open the second immersion hub in the south of the local authority in YGG Rhosafan, thus reducing transport costs and increasing the number of places available for pupils. There will be a slight delay with this target due to YGG Rhosafan being successful in the Sustainable Schools Challenge. As a result a new YGG Rhosafan will be built within the next 3 years and will incorporate a new immersion unit.

- Developing Welsh in English-medium schools

-*Welsh in English-medium team*- the team now consists of one Curriculum Development Officer (CDO) and 3 Teacher Development Officers (TDO). The CDO is responsible for making all the key decisions regarding the delivery of Welsh and Welsh language staff training in English-medium schools in NPT. The CDO manages the W(Em) team and informs and trains the TDOs to ensure a common approach and to maintain standards. The TDO produces and provides all teacher training (e.g. methodology courses / centralised training sessions / Welsh Coordinator training / Siarter Iaith Cymraeg Campus training. The CDO liaises with outside agencies (Yr Urdd / Menter Iaith / Rhagoriaith / Peniarth / UWTSD Sabbatical team / Swansea University Dysgu Cymraeg Bae Abertawe) and other counties (Swansea, Powys and Penfro) and represents the interests of NPT in meetings / forums. The CDO is responsible for verifying Siarter Iaith Cymraeg Campus schools and compiling all verification reports.

The TDOs provide support visits for all English-medium schools. A *minimum* of 3 visits per term is provided for every school with additional *targeted* visits provided for schools who request / require additional help / support.

During their visits the TDO provides support for:

- The Welsh Coordinator – help and advice re: planning / monitoring / policies etc
- The Siarter Iaith Lead – help and advice re: achieving Cymraeg Campus targets
- Classroom teachers – provide *in-class training* via exemplar lessons and create bespoke resources in response to need

- Teaching Assistants – provide practical advice and support with their role both in and outside the classroom
- Specific groups of pupils- Criw Cymraeg / Mat pupils / Guided reading sessions

In line with the expectations of the Curriculum for Wales, the Welsh government's Language Strategy and the stated objectives of the Siarter Iaith-Cymraeg Campus, the W(Em) team aims to promote a **holistic** approach to the teaching of Welsh in NPT schools. They aim to ensure that Welsh is taught as a *living language* in our schools rather than a subject on a timetable. The emphasis is placed on developing the skills of listening and speaking whilst providing pupils with authentic opportunities to use the language as a means of communication both across the curriculum and inside and outside the classroom. NPT schools have been trained in, and are expected to follow *Language Journey* methodology as devised by the CDO. This methodology is a step by step guide on how to teach Welsh effectively, placing the oracy skills of listening and speaking firmly at the start of that journey.

-*Cynefin*- In response to the significance of CYNEFIN within the Curriculum for Wales and the expectation for cynefin to be *driver for all topics and themes* in our classrooms (Estyn) the W(Em) team have provided support in the following ways:

- CDO organised a 10 week CYNEFIN project involving the TDOs and Coordinators from 3 NPT pilot schools (Baglan, Melin and Rhos) during which they studied the Cynefin of the 3 schools.
 - Cynefin websites for the 3 schools were created and shared with HTs and Coordinators during CYNEFIN courses in 2022.
 - A Cynefin Lead was appointed by the Local Authority in September 2022.
 - All clusters received Cynefin training from the Cynefin Lead in Autumn 2022 and Spring 2023.
 - Cynefin teams have been established in many NPT schools and the Cynefin Lead continues to provide support with the development of their websites.
 - A Traed, Cam, a Naid (feet, step and jump) approach to teaching is advocated by the W(Em) team and exemplar resources have been produced and shared by the CDO during Coordinator training courses.
- The Outcome 5 sub-group consists of partners (many named above) and meet on a termly basis to evaluate progress and set targets and actions arising from the annual plan, the 5 year plan and the 10 year WESP. These partners play a key role in delivering the activities within our schools.

IMPLEMENTATION AND MONITORING

Local Authority officers and the *WESP Outcomes* sub-groups are responsible for setting targets and monitoring progress against actions within the 10 year plan, the 5 year plan and the annual plan. A range of quantitative and qualitative data is

collected and analysed throughout the year in order to obtain an informed evaluation of progress and to set further targets. Information is shared through termly sub-group meetings and reported back to the full WESP forum annually.

OUTCOME LEVEL RISKS

- External partners not delivering Welsh-medium provisions/ courses/ activities
- No funding leading to courses/ activities (grant funded external providers) not being delivered
- Capacity of small teams/ Welsh-medium staff to continue to deliver growing number of activities/ provisions

ASSURANCE / MITIGATION ACTION

- Keep up to date/ regular meetings with external partners to discuss/ foresee any future delivery issues.
- LA to look into funding structures and programmes to ensure continuation of provision
- Develop internal provisions/ delivery within the local authority

Outcome 6

An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018

KEY ANNUAL DATA

Outcome 6 ten year target:

All pupils with ALN within the local authority will have access to provision at all levels through the medium of Welsh. Collaboration with regional partners will provide a comprehensive range of resources, training opportunities and networking to ensure that Welsh medium provision will be of a high standard and complies with the Additional Learning Needs and Educational Tribunal Act (Wales) 2018. Early Years and pre-school WM ALN support, assessments and provision will provide increased confidence in parents when choosing Welsh medium education for their children.

The number and percentage of learners with ALN/ SEN by medium of school using PLASC data (table 18)

	Welsh-medium		English-medium	
	number	%	number	%
PLASC 2022	417	11.9	3873	21.9
PLASC 2023	327	9.2	2976	17.1

OUTCOME SUMMARY

- Progress against your duty under section 63 of the Additional Learning Needs Act and the Education Tribunal (Wales) 2018 to review your Welsh-medium education ALN provision and mapping exercises to develop and prioritise resources

-Datblygiad Addysg cyfrwng Cymraeg Cynhwysfawr (DACC) steering group-
One of the core aims of the ALN Act is to create a bilingual system of support for ALN. A series of strategic duties are aimed at driving progress towards a bilingual ALN system. In response, NPT have created a steering group for the development of inclusive Welsh-medium education (Grŵp Lliwio_Datblygiad Addysg cyfrwng Cymraeg Cynhwysfawr /DACC). The DACC group is therefore the working party sub-group for Outcome 6. The purpose of the group is to review Welsh-medium provision and identify the provision and resources required within the Welsh-medium sector that will ensure an equitable offer for Welsh-medium pupils and continuity in their journey in Welsh education, particularly during transition points. The DACC group have identified gaps in Welsh-medium ALN literacy provision and are currently developing resources that will facilitate a consistent approach in identifying and supporting literacy difficulties through the medium of Welsh. School staff

have been seconded for this work and will launch the resources within schools in the Autumn term 2023. Termly DACC meetings will continue as the review of provision available through the medium of Welsh is ongoing as resources develop and approaches to ALN evolve. Membership of the DACC group includes ALNCoS from both primary and secondary, Education Support Officers, Specialist Teachers, Educational Psychologists and the Transformation Co-ordinator. The DACC group is therefore able to link their review of ALP with wider strategic duties including those under the School Standards and Organisation (Wales) Act 2013, and Welsh in Education Strategic Plans (WESPs).

- Welsh-medium Learning Support Centres
-YGG Rhosafan- A Welsh-medium 12 place Learning Support Centre is included in the plans for the new build YGG Rhosafan (Sustainable Schools Challenge) which will be completed within the next 3 years. Officers are currently in discussions regarding the design of the school and Centre.
-YGG Trebannws- work on establishing a Welsh-medium learning support centre at YGG Trebannws has started. This is a gradual, steady process transitioning from the predominantly English-medium previous provision to a bilingual provision and eventually to a fully Welsh-medium provision. Currently, only Welsh language pupils are being placed in the provision. It is expected that the last cohort of English pupils will transition to secondary provision within 2 years. At this point, subject to member approval, the Centre will become a Welsh-medium Learning Support Centre.
- The Outcome 6 sub-group are members of the DACC steering group and consists of many partners (named above). They meet on a termly basis to evaluate progress and set targets and actions arising from the DACC action plan, the WESP annual plan, the 5 year WESP plan and the 10 year WESP. These partners play a key role in developing and delivering the activities and resources within our schools.

IMPLEMENTATION AND MONITORING

Local Authority officers and the *WESP Outcomes* sub-groups are responsible for setting targets and monitoring progress against actions within the 10 year plan, the 5 year plan and the annual plan. A range of quantitative and qualitative data is collected and analysed throughout the year in order to obtain an informed evaluation of progress and to set further targets. Information is shared through termly sub-group meetings and reported back to the full WESP forum annually.

OUTCOME LEVEL RISKS

- No grant funding or late offer of grant funding leading to projects not being delivered within the grant period.

- External pressures and influences impacting on project progress.
- Capacity of small teams/ Welsh-medium staff to continue to deliver growing number of projects.

ASSURANCE / MITIGATION ACTION

- LA to look into funding structures and programmes to ensure continuation of provision.
- Effective planning to meet statutory timelines, collaborating with other services to share responsibilities, good practice
- Succession planning in order to identify where biggest pressures exist and what can be done to alleviate them. Feed these targets/ pressures into Outcome 7 targets.

Outcome 7

Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh

KEY ANNUAL DATA

Outcome 7 ten year target:

An increased number of the NPT education staff will be able to teach through the medium of Welsh and Welsh as a subject. There will be an increase in Welsh medium staff able to teach specific subjects at secondary level. There will be an increase in the number, ability and confidence of staff in English-medium schools able to converse and teach Welsh, therefore increasing the amount of learners with access to Welsh-medium education at all levels throughout the Local Authority. NPT will attract and recruit excellent, bilingual leaders for our schools. All NPT schools will form communities that promote the Welsh language as a medium for education and community life.

Annual School Workforce Census Data (table 19)

SWAC 2021 - Welsh Ability			
Code	Non Teachers	Teachers	Total
W1	693	240	933
W2	337	311	648
W3	109	276	385
W4	22	105	127
W5	25	58	83
W6	139	257	396
W7	2		2
Total	1327	1247	2574

SWAC 2022 - Welsh Ability			
Code	Non Teachers	Teachers	Total
W1	702	233	935
W2	362	306	668
W3	97	283	380
W4	25	103	128
W5	31	58	89
W6	136	249	385
W7	4		4
Total	1357	1232	2589

SWAC 2021 - Teach/Work through WM			
Code	Non Teachers	Teachers	Total
T1	136	224	360
T2	36	73	109
T3	928	468	1396
T4	227	482	709
Total	1327	1247	2574

SWAC 2022 - Teach/Work through WM			
Code	Non Teachers	Teachers	Total
T1	138	226	364
T2	44	75	119
T3	953	448	1401
T4	222	483	705
Total	1357	1232	2589

T1 Teaching/Working through the medium of Welsh in current post

T2 Able to teach/work through the medium of Welsh but not doing so in current Post

T3 Not able to teach/work through the medium of Welsh

T4 Teaching Welsh as a subject only

Numbers undertaking a sabbatical course, or any other tailored Welsh course for teachers, offered through the National centre for learning Welsh (table 20)

	Number of teachers
2021-2022	3
2022-2023	6
2023-2024	2 (number accepted on next course)

Number of support visits to English-medium primary schools from Welsh in English-medium support staff 2022-2023 (table 21)

Cluster	Number of schools	Number of visits
Bae Baglan	7	75
Cwm Brombil	9	99
Cwmtawe	6	53
Cefn Saeson	5	63
San Joseff	4	53
Dŵr y Felin	6	66
Llangatwg	8	61
Total	45	470

Training for English-medium school staff- Welsh language and delivering of Welsh language (table 22)

Course title and number of sessions	Provider	Date	Number of staff/schools attended
Coordinator 'Curriculum' course x4	NPT Curriculum Development Officer	2021-2023	41/ 45 schools
Coordinator 'Siarter Iaith Cymraeg Campus' course x4	NPT Curriculum Development Officer	2021-2023	37/ 45 schools
Resourcing The Curriculum courses for N/R, 1/2, 3/4, 5/6 teachers x 14	NPT Curriculum Development Officer	2021-2023	138 staff
New Coordinator course x3	NPT Curriculum Development Officer	2021-2023	14 staff
Newly Qualified Teacher course x1	NPT Curriculum Development Officer	2021-2023	18 staff
Centralised GWRANDO adds x7	NPT Curriculum Development Officer	2021-2023	191 staff
Centralised DRILIO adds x3	NPT Curriculum Development Officer	2021-2023	80 staff

Cynefin course for Coordinators x4	NPT Cynefin Lead	2022-2023	45 staff
Cynefin course for HTs x1	NPT Cynefin Lead	2022-2023	20 staff
Cluster Cynefin adds	NPT Cynefin Lead	2022-2023	All 7 clusters
Tric a Chlic training for Reception / Year 1 / Year 2 teachers	NPT Teacher Development Officer	2021-2023	108 staff
Termly Welsh Language Courses for N/R 1/2 3/4 5/6	Swansea University– Dysgu Cymraeg Bae Abertawe	2022-ongoing	No figures available yet on those registered
Cymraeg bob Dydd course for teachers	Swansea University– Dysgu Cymraeg Bae Abertawe	2022-ongoing	No figures available yet on those registered
Cymraeg Bob Dydd course for TAs	Swansea University– Dysgu Cymraeg Bae Abertawe	2022-ongoing	No figures available yet on those registered

OUTCOME SUMMARY

- Increase in the Welsh in English-medium team**
 The Welsh (English medium) team now consists of one Curriculum Development Officer and 3 Teacher Development Officers and a Cynefin Lead Officer. The CDO is responsible for making all the key decisions regarding the delivery of Welsh and Welsh language staff training in English-medium schools in NPT. The CDO manages the W(Em) team and informs and trains the TDOs to ensure a common approach and to maintain standards. The TDO produces and provides all teacher training (e.g. methodology courses / centralised training sessions / Welsh Coordinator training / Siarter Iaith Cymraeg Campus training. The CDO liaises with outside agencies (Yr Urdd / Menter Iaith / Rhagoriaith / Peniarth / UWTSO Sabbatical team / Swansea University Dysgu Cymraeg Bae Abertawe) and other counties (Swansea, Powys and Penfro) and represents the interests of NPT in meetings / forums. The CDO is responsible for verifying Siarter Iaith Cymraeg Campus schools and compiling all verification reports. Information on courses provided are included in *table 22*.
- Planning for future workforce needs**
 Currently, there are plans to assess workforce needs for Welsh-medium primary schools, Welsh-medium secondary provision (and preparation for workforce needs in line with the proposed Full 14-16 Qualification Offer) and English-medium schools moving along the language continuum in line with the proposed Welsh Language Education Bill. NPT officers are also working with Meinir Ebbsworth on a study currently being undertaken on behalf of Welsh Government, and in particular around flexible models that would meet the needs of schools in going forward. These future national developments will be considered alongside local need in order to identify short term and long term plans for addressing vacancies and increasing the number of staff needed in schools, skills centres and ALN provisions.

- Planning to ensure that Welsh speaking central staff are allocated to Welsh-medium schools
Work has commenced on re allocating Welsh speaking staff within departments to Welsh-medium schools. Reorganisation had led to all Welsh-medium schools receiving support from Welsh speaking Bursars and PSOs. Where possible, Welsh speaking ALN support is allocated to Welsh-medium schools. This reorganisation within departments will assist in identifying gaps and future workforce needs.
- Partnership
YGYBD are working closely with PGCE students from Swansea University's School of Education ITE programme and Academi Hywel Teifi to train and promote teachers in Welsh-medium education. Thirteen students were placed in WM settings (YGYBD secondary phase sites) through this partnership in 2020-21 and 14 students in 2021-22, with a focus on subject needs within the workforce i.e. Welsh, English, biology, chemistry, physics, MFL, mathematics, DT and computer science.
- It is important to note that careful short term and long term planning as well as extensive internal and external partnership work is needed for this outcome. As a result, work on Outcome 7 in the first 10 months of the WESP plan has centred on building these partnerships. Detailed short term and long term aims will be set as a result of ongoing projects with our partners and will be fed into the annual plans. The Outcome 7 sub-group consists of many of these partners and will meet on a termly basis to evaluate progress and set further targets and actions arising from the annual plan, the 5 year plan and the 10 year WESP.

IMPLEMENTATION AND MONITORING

Local Authority officers and the *WESP Outcomes* sub-groups are responsible for setting targets and monitoring progress against actions within the 10 year plan, the 5 year plan and the annual plan. A range of quantitative and qualitative data is collected and analysed throughout the year in order to obtain an informed evaluation of progress and to set further targets. Information is shared through termly sub-group meetings and reported back to the full WESP forum annually.

OUTCOME LEVEL RISKS

- External pressures and influences impacting on project progress.
- External partners not delivering Welsh-medium provisions/ courses/ training.
- No funding leading to courses/ training (grant funded external providers) not being delivered
- No capacity/ funding in schools to release staff for training

ASSURANCE / MITIGATION ACTION

- Keep up to date/ regular meetings with external partners to discuss/ foresee any future delivery issues.
- LA to look into funding structures and programmes to ensure continuation of provision and release of staff to undertake training.
- Develop internal provisions/ delivery within the local authority.
- Succession planning in order to identify where biggest pressures exist and what can be done to alleviate them. Feed these targets/ pressures into future Outcome 7 annual targets.

Welsh in Education Strategic Development Plan

2023-2024

Objective	Action	Working Party /Partners/ responsibilities	Timescales/	Current position On target/ completed Requires further work/ ongoing Not on target/ yet to start
Welsh in Education Strategic Development Plan				
1. More nursery children/ three year olds receive their education through the medium of Welsh				
Collect data and identify gaps	<ul style="list-style-type: none"> Analyse data from 2022 Childcare Sufficiency Assessment and the Early Years Flying Start expansion plan 	Outcome 1 working party/ Early Years Officers/ Health, Swansea University/ Academi Hywel Teifi/ Menter Iaith/ RhAG	Sep 2023	
	<ul style="list-style-type: none"> Identify geographical gaps in Welsh-medium and bilingual childcare provision including wraparound, 30 hours offer and Flying Start expansion 		Sep 2023	
	<ul style="list-style-type: none"> Create information booklets providing information on the benefits of bilingualism and addressing common fears will be created and used by the partners from initial perinatal communication with parents 		Sep 2023	
	<ul style="list-style-type: none"> Review and amend the online admissions process in partnership with the admissions team for the process of applications for Nursery and Reception, so that information is strategically placed throughout the online application system to ensure families are able to make informed decisions about the language of provision they want for their child 		Sep 2023-ongoing	
Open new Welsh-	<ul style="list-style-type: none"> Identify area and site for new WM primary school and childcare facility 	Outcome 1 working party/ LA Officers-	Jan 2022	

medium Primary school and childcare facility within the LA	<ul style="list-style-type: none"> • Consultation process to obtain member approval 	SSIP, Education/ Early Years Officers/ Headteacher	Sep 2022	
	<ul style="list-style-type: none"> • Promotion of new school within the area and the wider community 		Sep 2022-ongoing	
	<ul style="list-style-type: none"> • Refurbishment work to existing building 		Sep 2022-ongoing	
	<ul style="list-style-type: none"> • Tender process and appoint childcare provider for the facility 		Sep 2022	
	<ul style="list-style-type: none"> • Appoint staff- Headteacher, teaching staff, TA's, admin, caretaker to be appointed 		Oct 2022	
	<ul style="list-style-type: none"> • Open new WM primary school to pupils 		Jan 2023	
	<ul style="list-style-type: none"> • Work in partnership with RLDP officers to identify a site for a second WM primary school within the LA 		Sep 2022-ongoing	
2. More reception class children/ five year olds receive their education through the medium of Welsh				
Data collection and information gathering	<ul style="list-style-type: none"> • Review the demand for provision for Welsh-medium education on an annual basis-historical and projected data and surplus places 	Outcome 2 working party/LA Officers/ PENTAN/ Menter Iaith/ RhAG	Sep 2023-Sep 2027	
	<ul style="list-style-type: none"> • Create parental survey to gather information on reasons for choosing WM education, confidence levels etc. Analyse the results (with specific attention given to school within the Swansea Valley with poor transition rates) 		Sep 2023-ongoing	
	<ul style="list-style-type: none"> • Draft appropriate action plans to address and create demand in specific areas and within specific groups, including addressing surplus places in the north of the LA 		Sep 2023-ongoing	
Continuum of staff training for EM schools	<ul style="list-style-type: none"> • Identify 4 pilot schools, 2 primary, 2 secondary with the aim of mapping out a continuum of staff training to be able to eventually create a category 2 stream within an English-medium school 	Outcome 2 working party/LA Officers/ Schools involved	Jan 2023	
	<ul style="list-style-type: none"> • Agree upon specific quantitative data, targets and timescales for actions with all pilot schools in line with their need and current resources. 		Sep 2023-ongoing	
Develop immersion provision for latecomers to	<ul style="list-style-type: none"> • Appoint staff to research into existing methodologies and good practice across Wales and to form effective networks 	Outcome 2 working party/LA Officers/ immersion staff/ WG/ Hub schools	Jan 2022	
	<ul style="list-style-type: none"> • Identify 'hub' schools in the north and south of the LA. Develop and refurbish hubs from WG immersion funding grant 		Jan 2022	

the Welsh language	<ul style="list-style-type: none"> Open the north 16 place provision hub in YGG Pontardawe – to include promotion, transport arrangements, further staff appointments, open days etc. 		Sep 2022	
	<ul style="list-style-type: none"> Open the south 16 place provision hub in YGG Rhosafan – to include promotion, transport arrangements, further staff appointments, open days etc. 		April 2023	
	<ul style="list-style-type: none"> Working group and LA officers to consider the future of an immersion provision post March 2025 (end of WG 3 year funding) i.e. funding, transport and to include provision in long term LA financial plans 		Sep 2023- March 2025	
	<ul style="list-style-type: none"> Annual cycle of evaluation to include targets and quantitative/ qualitative data 		Sep 2022- ongoing	
3. More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another				
Data collection and information gathering	<ul style="list-style-type: none"> Monitor the transition rates, analyse past and projected transition data, identify gaps/ weaknesses 	Outcome 3 Working party / LA officers/PENTAN/ YGYBD Cluster Group	Sep 2023	
	<ul style="list-style-type: none"> Gather information and identify parents' concerns during transfer. 		Sep 2023- ongoing	
Curriculum Developments	<ul style="list-style-type: none"> Develop a support package with Local Authority level support for schools to develop the visibility of the new curriculum with the focus on confidence in the Welsh language in both WM and EM schools 	Outcome 3 Working party / LA officers	Sep 2023	
4. More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh				
Data collection and information gathering	<ul style="list-style-type: none"> Start the process of monitoring post 16 Welsh medium uptake past and projected, analyse data 	Outcome 4 Working party / LA officers/YGYBD/ involved schools/ Colegau Cymru	Sep 2023	

5. More opportunities for learners to use Welsh in different contexts in school

Siarter iaith/ Cymraeg Campus	<ul style="list-style-type: none"> Re-launch the Siarter iaith/ Cymraeg Campus ensuring that it is embedded in all new curriculum designs 	Outcome 5 Working party /LA officers/ school communities	Sep 2023	
	<ul style="list-style-type: none"> WM and EM schools to reviewed and revisit previous Siarter iaith/ Cymraeg Campus targets and will achieve the pre Covid standards. 		Sep 2023- Sep 2025	
Gig Gymraeg	<ul style="list-style-type: none"> Continue to build on the huge success of our annual 'Gig Gymraeg' within the YGYBD cluster for Y6 and Y7 learners 	Outcome 5 Working party /LA officers/Menter iaith/ PENTAN/ Clwstwr YGYBD	Sep 2022-ongoing	
EM Lead school for curriculum Design	<ul style="list-style-type: none"> Identify a leading excellent practice English medium school within the LA 	Outcome 5 Working party /LA officers/ EM schools	Sep 2022	
	<ul style="list-style-type: none"> This school will share resources and ideas and support other schools with their curriculum design, ensuring that Welsh culture, history and appreciation of the local area is embedded in their new curriculum 		Sep 2023	
Cynefin	<ul style="list-style-type: none"> The NPT schools website 'Cynefin', created by learners, to promote modern Welsh culture, history and local area will be launched 	Outcome 5 Working party /LA officers/ WM and EM schools	Sep 2022-ongoing	
	<ul style="list-style-type: none"> 'Cynefin' website to added to on a regular basis in all Welsh medium schools 		Sep 2022-ongoing	
	<ul style="list-style-type: none"> 'Cynefin' website to be rolled out to all English medium schools 		Sep 2022-ongoing	
LA provision and third sector services	<ul style="list-style-type: none"> Undertake an audit to see what WM provision is available within the LA (both within school and in the community) and geographical gaps will be identified and filled i.e. provision from Urdd, PASS, Youth Service etc. 	Outcome 5 Working party /LA officers/ Academi Hywel Teifi/ Tŷ'r Gwrhyd/ Menter iaith/ Urdd/ PASS/ Youth Service/ school communities/other third sector services	Sep 2023-ongoing	
	<ul style="list-style-type: none"> All schools encouraged to use the Urdd Residential Centres to promote the Welsh language in a fun and relaxed environment 		Sep 2023-ongoing	
	<ul style="list-style-type: none"> WM and EM schools encouraged to partake in Urdd Eisteddfod activities with the aim of increasing confidence in the language and increasing awareness of Welsh literature, music and the arts 		Sep 2023-ongoing	

Provision and promotion of learning opportunities for non-Welsh speaking learners	<ul style="list-style-type: none"> Undertake an audit of learning opportunities for non-Welsh speaking learners, parents / carers and grandparents or those who are hesitant in the language 	Outcome 5 Working party /LA officers/ Academi Hywel Teifi/ Tŷ'r Gwrhyd/ Menter Iaith/ Urdd/ RhAG	Sep 2023-ongoing	
6. An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) (in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018				
Data collection and information gathering	<ul style="list-style-type: none"> Collect detailed data and information to set a baseline for current provision, recognise gaps in provision 	Outcome 6 Working party /LA officers/ WM schools/ ALNCo	April 2023	
	<ul style="list-style-type: none"> Set quantitative targets and time lines for improvement 		Sep 2023-ongoing	
Information and advice	<ul style="list-style-type: none"> Provide information and advice for children and young people and their families 	Outcome 6 Working party /LA officers/ WM schools/ ALNCo	Sep 2023-ongoing	
	<ul style="list-style-type: none"> School and council websites include information about addressing the needs of pupils in Welsh-medium education and about specialist provision 		Sep 2023-ongoing	
DACC (Datblygu Addysg Cynhwysfawr Cymraeg)	<ul style="list-style-type: none"> Set up DACC working group consisting of ALNCO s, LA ALN officers, Headteachers, other LA officers 	Outcome 6 Working party /LA officers/ WM schools/ ALNCO s	Sep 2022	
	<ul style="list-style-type: none"> Hold half termly meetings to discuss and address needs/ pressures on WM ALN, professional development needs and set targets and time lines for improvement 		Sep 2022-ongoing	
WM Provision	<ul style="list-style-type: none"> Develop plans to establish a Welsh-medium learning support centre at YGG Trebannws 	Outcome 6 Working party /LA officers/ WM schools	Sep 2022-ongoing	
	<ul style="list-style-type: none"> Develop plans to establish a Welsh-medium learning support centre at YGG Rhosafan (in line with Sustainable Schools Challenge/ Sustainable Communities for Learning programme) 		Sep 2022-ongoing	
	<ul style="list-style-type: none"> Discussions to develop bilingual specialist playgroup and childcare provision to support the early identification of emerging needs for our youngest children 	Outcome 6 Working party /LA	Sep 2022-ongoing	

		officers/Early Years officers		
7. Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh				
Data collection and information gathering	<ul style="list-style-type: none"> Complete a biannual audit and detailed analysis of Welsh speakers able to teach through the medium of Welsh in all sectors including include teachers, TA's, youth workers etc. 	Outcome 7 Working party /LA officers	Sep 2023-ongoing	
	<ul style="list-style-type: none"> Use data to provide workforce planning in order to capture the required number of staff needed for the future and pinpoint schools (WM and EM schools) 		Sep 2023-ongoing	
	<ul style="list-style-type: none"> Set biannual targets for increasing the proportion of the workforce with language skills at foundation level, and at intermediate level or higher 		Sep 2023-ongoing	
	<ul style="list-style-type: none"> Audit the number and place of work of all Welsh speakers within the Authority in order to ensure Welsh medium non-teaching staff are allocated to Welsh medium schools, thus strengthening provision and communication 		Sep 2023-ongoing	
National Sabbatical Scheme	<ul style="list-style-type: none"> Devise a system of targeting schools according to greater need to nominate individuals to attend the National Sabbatical Scheme 	Outcome 7 Working party /LA officers/ WG/ EM schools	Sep 2023	
Workforce forum	<ul style="list-style-type: none"> Establish a workforce forum to respond to recruitment gaps and challenges in the authority 	Outcome 7 Working party /LA officers /	Sep 2023	
Partnerships and promotion	<ul style="list-style-type: none"> Build on the effective ITE partnership between YGYBD and Swansea University and ensure maximum engagement with the new Primary programme. 	Outcome 7 Working party /LA officers/ ITE providers/ YGYBD/ Swansea University/ Careers Service	Sep 2022-ongoing	
	<ul style="list-style-type: none"> PGCE students from Swansea University and the Careers Service will hold regular information sessions with staff and pupils from Y10-13 in both Welsh and English medium schools, outlining the benefits of a career in education and the integral role the Welsh language plays in this 		Sep 2023-ongoing	
Academi Hywel Teifi- Welsh Language courses	<ul style="list-style-type: none"> Develop initial five-year programme of planning and development for teaching staff within the Local Authority to attend Welsh language courses run by Academi Hywel Teifi with focus on staff in English-medium schools with minimal Welsh-language skills, but provision for those wishing to brush up or enhance their skills will also be made available across all schools 	Outcome 7 Working party /LA officers/Academi Hywel Teifi	Sep 2023-2027	

<p>Welsh Government Workforce Development Plan</p>	<ul style="list-style-type: none"> Review the Welsh Government Workforce Development Plan 	<p>Outcome 7 Working party /LA officers/ WG/ partners</p>	<p>Sep 2023</p>	
---	--	---	-----------------	--

This page is intentionally left blank

Neath Port Talbot Welsh in Education Strategic Plan

5 Year Plan 2022-2027

To deliver NPT's 5 year Welsh in Education Strategic Plan (WESP)

Objective	Action	Working Party /Partners/ responsibilities	Timescales/	Current position On target/ completed Requires further work/ ongoing Not on target/ yet to start
1. More nursery children/ three year olds receive their education through the medium of Welsh				
Collect data and identify gaps Page 145	<ul style="list-style-type: none"> Analyse data from 2022 Childcare Sufficiency Assessment and the Early Years Flying Start expansion plan 	Outcome 1 working party/ Early Years Officers/ Mudiad Meithrin	Sep 2023	
	<ul style="list-style-type: none"> Identify geographical gaps in Welsh-medium and bilingual childcare provision including wraparound, 30 hours offer and Flying Start expansion 		Sep 2023	
	<ul style="list-style-type: none"> Ensure that Welsh-medium pre-school provision is available throughout the county 		Sep 2027	
Promotion and Partnership work	<ul style="list-style-type: none"> Promote partnership work with Midwifery and Health Visitors to assist early messages about the Welsh Language and bilingualism 	Outcome 1 working party/ Early Years Officers/ Health, Swansea University/ Academi Hywel Teifi/ Menter Iaith/ RhAG/	Sep 2024	
	<ul style="list-style-type: none"> Create information booklets providing information on the benefits of bilingualism and addressing common fears will be created and used by the partners from initial perinatal communication with parents 		Sep 2023	
	<ul style="list-style-type: none"> Create and launch a Welsh-medium Education platform on the NPT web site to promote, signpost and assist parents and pupils 		Sep 2024-Sep 2025	

Page 1	<ul style="list-style-type: none"> Plan and establish effective partnership work with Swansea University/ Academi Hywel Teifi-embed the promotion of bilingualism into the midwifery course currently running at the University. 		Sep 2025	
	<ul style="list-style-type: none"> Map out training from Cefin Campbell on the benefits of the Welsh language and bilingualism- start rolling this out to staff working within EY in NPT, LA and Health (including SALT), childcare sector etc. 		Sep 2024	
	<ul style="list-style-type: none"> Develop a package/ strategy to promote the importance of transferring between Cylchoedd Meithrin and Welsh-medium primary schools and signpost clear progression routes in Welsh-medium education from childcare through to post-16 for all families. 		Sep 2025	
	<ul style="list-style-type: none"> Review and amend the online admissions process in partnership with the admissions team for the process of applications for Nursery and Reception, so that information is strategically placed throughout the online application system to ensure families are able to make informed decisions about the language of provision they want for their child 		Sep 2023-ongoing	
Open new Welsh-medium Primary school and childcare facility within the LA	<ul style="list-style-type: none"> Identify area and site for new WM primary school and childcare facility 	Outcome 1 working party/ LA Officers- SSIP, Education/ Early Years Officers/ Headteacher	Jan 2022	
	<ul style="list-style-type: none"> Consultation process to obtain member approval 		Sep 2022	
	<ul style="list-style-type: none"> Promotion of new school within the area and the wider community 		Sep 2022-ongoing	
	<ul style="list-style-type: none"> Refurbishment work to existing building 		Sep 2022-ongoing	
	<ul style="list-style-type: none"> Tender process and appoint childcare provider for the facility 		Sep 2022	
	<ul style="list-style-type: none"> Appoint staff- Headteacher, teaching staff, TA's, admin, caretaker to be appointed 		Oct 2022	
	<ul style="list-style-type: none"> Open new WM primary school to pupils 		Jan 2023	
	<ul style="list-style-type: none"> Work in partnership with RLDP officers to identify a site for a second WM primary school within the LA 		Sep 2022-ongoing	

Numbers and % of 3-year olds receiving their education through the medium of Welsh

2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
311	21.4%	331	22.8%	351	24.2%	370	25.5%	389	26.8%

2. More reception class children/ five year olds receive their education through the medium of Welsh

Data collection and information gathering Page 147	<ul style="list-style-type: none"> Review the demand for provision for Welsh-medium education on an annual basis-historical and projected data and surplus places 	Outcome 2 working party/LA Officers/ PENTAN/ Menter laith/ RhAG	Sep 2023-Sep 2027	
	<ul style="list-style-type: none"> Create parental survey to gather information on reasons for choosing WM education, confidence levels etc. Analyse the results (with specific attention given to school within the Swansea Valley with poor transition rates) 		Sep 2023-ongoing	
	<ul style="list-style-type: none"> Draft appropriate action plans to address and create demand in specific areas and within specific groups, including addressing surplus places in the north of the LA 		Sep 2023-ongoing	
Continuum of staff training for EM schools	<ul style="list-style-type: none"> Identify 4 pilot schools, 2 primary, 2 secondary with the aim of mapping out a continuum of staff training to be able to eventually create a category 2 stream within an English-medium school 	Outcome 2 working party/LA Officers/ Schools involved	Jan 2023	
	<ul style="list-style-type: none"> Agree upon specific quantitative data, targets and timescales for actions with all pilot schools in line with their need and current resources. 		Sep 2023-ongoing	
	<ul style="list-style-type: none"> Annual cycle of evaluation to include targets and quantitative/ qualitative data 		Sep 2024-ongoing	
Develop immersion provision for latecomers to	<ul style="list-style-type: none"> Appoint staff to research into existing methodologies and good practice across Wales and to form effective networks 	Outcome 2 working party/LA Officers/ immersion staff/ WG/ Hub schools	Jan 2022	
	<ul style="list-style-type: none"> Identify 'hub' schools in the north and south of the LA. Develop and refurbish hubs from WG immersion funding grant 		Jan 2022	

the Welsh language	<ul style="list-style-type: none"> Open the north 16 place provision hub in YGG Pontardawe – to include promotion, transport arrangements, further staff appointments, open days etc. 		Sep 2022	
	<ul style="list-style-type: none"> Open the south 16 place provision hub in YGG Rhosafan – to include promotion, transport arrangements, further staff appointments, open days etc. 		April 2023	
	<ul style="list-style-type: none"> Working group and LA officers to consider the future of an immersion provision post March 2025 (end of WG 3 year funding) i.e. funding, transport and to include provision in long term LA financial plans 		Sep 2023- March 2025	
	<ul style="list-style-type: none"> Annual cycle of evaluation to include targets and quantitative/ qualitative data 		Sep 2022- ongoing	

Page 148

Numbers and % of 5-year olds receiving their education through the medium of Welsh

2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
288	19.7%	308	21%	327	22.3%	346	23.6%	365	24.9%

3. More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another

Data collection and information gathering	<ul style="list-style-type: none"> Monitor the transition rates, analyse past and projected transition data, identify gaps/ weaknesses 	Outcome 3 Working party / LA officers/PENTAN/ YGYBD Cluster Group	Sep 2023	
	<ul style="list-style-type: none"> Gather information and identify parents' concerns during transfer. 		Sep 2023- ongoing	
	<ul style="list-style-type: none"> Draft appropriate action plans/ transition plan to address and create demand in specific areas and within specific groups 		Jan 2024- ongoing	

	<ul style="list-style-type: none"> Annual cycle of evaluation to include targets and quantitative/ qualitative data 		Sep 2024-ongoing	
Welsh language continuum policy	<ul style="list-style-type: none"> Create a policy setting out the Local Authority's expectations of pupils continuing within the Welsh sector 	Outcome 3 Working party / LA officers/PENTAN/ YGYBD Cluster Group	Sep 2024	
	<ul style="list-style-type: none"> Ensure that all schools support and implement the policy when dealing with parents, resulting in a collective responsibility to support parents and encourage confidence. 		Jan 2025	
Curriculum Developments	<ul style="list-style-type: none"> Develop a support package with Local Authority level support for schools to develop the visibility of the new curriculum with the focus on confidence in the Welsh language in both WM and EM schools 	Outcome 3 Working party / LA officers	Sep 2023	
Plan for expansion in secondary WM provision	<ul style="list-style-type: none"> Consider expanding the capacity within Welsh-medium secondary education as a result of increased numbers in outcomes 1 and 2 (planning stage in first 5 years-to be implemented in second half of the WESP cycle) 	Outcome 3 Working party / LA officers/ YGYBD SMT/ RLDP officers	Sep 2024-2027	
	<ul style="list-style-type: none"> Work closely with Replacement Local Development Planning (RLDP) officers and Headteacher in order to identify options and timetables to implement the developments 		Sep 2024-2027	
4 More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh				
Data collection and information gathering	<ul style="list-style-type: none"> Monitor post 16 welsh medium uptake past and projected, analyse data 	Outcome 4 Working party / LA officers/YGYBD/ involved schools/ Colegau Cymru	Sep 2024	
	<ul style="list-style-type: none"> Draft appropriate action plans/ transition plan to address and create demand in specific areas and within specific groups e.g. Early Years workforce 		Jan 2025	
WM Vocational Courses	<ul style="list-style-type: none"> Initial discussions with Colegau Cymru (Neath / Afan College), create baseline of available WM courses and analyse data of current uptake 	Outcome 4 Working party / LA officers/YGYBD/ Colegau Cymru/ WG/ Careers Wales	Jan 2024	
	<ul style="list-style-type: none"> Work with Colegau Cymru and WG to understand available provision and workforce need in order to promote WM vocational courses 		Jan 2024-August 2024	
	<ul style="list-style-type: none"> Draft appropriate action plans/ transition plan to address and create demand in specific areas and within specific groups 		Sep 2024	
	<ul style="list-style-type: none"> Work with Careers Wales and Colegau Cymru to develop a menu of Welsh medium and bilingual apprenticeships for the current pupils in the system, 		Sep 2024-2027	

Page 1 of 9

	Careers Wales to promote Welsh language as essential skills for the future within the Local Authority			
WM Science GCSE/ A Level	<ul style="list-style-type: none"> Transition the default language for Science GCSE in Ysgol Gymraeg Ystalyfera Bro Dur to Welsh. 	Outcome 4 Working party / LA officers/YGYBD	Sep 2025	
	<ul style="list-style-type: none"> Transition the default language for Science A level in Ysgol Gymraeg Ystalyfera Bro Dur to Welsh. 		Sep 2027	
5. More opportunities for learners to use Welsh in different contexts in school				
Siarter iaith/ Cymraeg Campus	<ul style="list-style-type: none"> Re-launch the Siarter iaith/ Cymraeg Campus ensuring that it is embedded in all new curriculum designs 	Outcome 5 Working party /LA officers/ school communities	Sep 2023	
	<ul style="list-style-type: none"> WM and EM schools to reviewed and revisit previous Siarter iaith/ Cymraeg Campus targets and will achieve the pre Covid standards. 		Sep 2023- Sep 2025	
	<ul style="list-style-type: none"> Siarter iaith/ Cymraeg Campus action plans/strategies will be used to ensure regular opportunities for learners, staff and the wider community to engage in activities that increase confidence in the Welsh language and promote Welsh modern culture and history 		Sep 2024- ongoing	
Gig Gymraeg	<ul style="list-style-type: none"> Continue to build on the huge success of our annual 'Gig Gymraeg' within the YGYBD cluster for Y6 and Y7 learners 	Outcome 5 Working party /LA officers/Menter iaith/ PENTAN/ Clwstwr YGYBD/EM schools	Sep 2022- ongoing	
	<ul style="list-style-type: none"> Roll out the 'gig' ensuring that all Y6 pupils in WM and EM schools have access to a contemporary WM music festival on an annual basis, supported by Menter iaith CNPT. 		June 2024	
EM Lead school for curriculum design	<ul style="list-style-type: none"> Identify a leading excellent practice English medium school within the LA 	Outcome 5 Working party /LA officers/ EM schools	Sep 2022	
	<ul style="list-style-type: none"> This school will share resources and ideas and support other schools with their curriculum design, ensuring that Welsh culture, history and appreciation of the local area is embedded in their new curriculum 		Sep 2023	
Cynefin	<ul style="list-style-type: none"> The NPT schools website 'Cynefin', created by learners, to promote modern Welsh culture, history and local area will be launched 	Outcome 5 Working party /LA officers/ WM and EM schools	Sep 2022- ongoing	
	<ul style="list-style-type: none"> 'Cynefin' website to added to on a regular basis in all Welsh medium schools 		Sep 2022- ongoing	
	<ul style="list-style-type: none"> 'Cynefin' website to be rolled out to all English medium schools 		Sep 2022- ongoing	

LA provision and third sector services	<ul style="list-style-type: none"> Undertake an audit to see what WM provision is available within the LA (both within school and in the community) and geographical gaps will be identified and filled i.e. provision from Urdd, PASS, Youth Service etc. 	Outcome 5 Working party /LA officers/ Academi Hywel Teifi/ Tŷ'r Gwrhyd/ Menter Iaith/ Urdd/ PASS/ Youth Service/ school communities/other third sector services	Sep 2023-ongoing	
	<ul style="list-style-type: none"> Create a menu of support for WM and EM schools within the LA 		Sep 2024-ongoing	
	<ul style="list-style-type: none"> Third sector services will introduced a baseline and targets that will demonstrate their intention to increase community activities 		Sep 2025	
	<ul style="list-style-type: none"> All schools encouraged to use the Urdd Residential Centres to promote the Welsh language in a fun and relaxed environment 		Sep 2023-ongoing	
	<ul style="list-style-type: none"> WM and EM schools encouraged to partake in Urdd Eisteddfod activities with the aim of increasing confidence in the language and increasing awareness of Welsh literature, music and the arts 		Sep 2023-ongoing	
Provision and promotion of Learning opportunities for non-Welsh speaking learners	<ul style="list-style-type: none"> Undertake an audit of learning opportunities for non-Welsh speaking learners, parents / carers and grandparents or those who are hesitant in the language 	Outcome 5 Working party /LA officers/ Academi Hywel Teifi/ Tŷ'r Gwrhyd/ Menter Iaith/ Urdd/ RhAG	Sep 2023-ongoing	
	<ul style="list-style-type: none"> Develop a programme to ensure provision and promotion of learning opportunities for non-Welsh speaking learners, parents / carers and grandparents or those who are hesitant in the language in order to raise their confidence and assist with their children's education 		Jan 2024-ongoing	
6. An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) (in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018				
Data collection and information gathering	<ul style="list-style-type: none"> Collect detailed data and information to set a baseline for current provision, recognise gaps in provision 	Outcome 6 Working party /LA officers/ WM schools/ ALNCo	April 2023	
	<ul style="list-style-type: none"> Set quantitative targets and time lines for improvement 		Sep 2023-ongoing	
	<ul style="list-style-type: none"> Undertake a biannual audit of the additional learning needs (ALN) of Welsh medium language learners and review our specialist planned places, in order to inform current and map future emerging need for Welsh medium provision for our most complex children and young people with ALN 		Sep 2024-ongoing	

Information and advice	<ul style="list-style-type: none"> Provide information and advice for children and young people and their families 	Outcome 6 Working party /LA officers/ WM schools/ ALNCo	Sep 2023-ongoing	
	<ul style="list-style-type: none"> School and council websites include information about addressing the needs of pupils in Welsh-medium education and about specialist provision 		Sep 2023-ongoing	
DACC (Datblygu Addysg Cynhwysfawr Cymraeg)	<ul style="list-style-type: none"> Set up DACC working group consisting of ALNCO s, LA ALN officers, Headteachers, other LA officers 	Outcome 6 Working party /LA officers/ WM schools/ ALNCo s	Sep 2022	
	<ul style="list-style-type: none"> Hold half termly meetings to discuss and address needs/ pressures on WM ALN, professional development needs and set targets and time lines for improvement 		Sep 2022-ongoing	
WM Provision	<ul style="list-style-type: none"> Develop plans to establish a Welsh-medium learning support centre at YGG Trebannws 	Outcome 6 Working party /LA officers/ WM schools	Sep 2022-ongoing	
	<ul style="list-style-type: none"> Develop plans to establish a Welsh-medium learning support centre at YGG Rhosafan (in line with Sustainable Schools Challenge/ Sustainable Communities for Learning programme) 		Sep 2022-ongoing	
Page 152	<ul style="list-style-type: none"> Discussions to develop bilingual specialist playgroup and childcare provision to support the early identification of emerging needs for our youngest children 	Outcome 6 Working party /LA officers/Early Years officers	Sep 2022-ongoing	

7. Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh

Data collection and information gathering	<ul style="list-style-type: none"> Complete a biannual audit and detailed analysis of Welsh speakers able to teach through the medium of Welsh in all sectors including include teachers, TA's, youth workers etc. 	Outcome 7 Working party /LA officers	Sep 2023-ongoing	
	<ul style="list-style-type: none"> Use data to provide workforce planning in order to capture the required number of staff needed for the future and pinpoint schools (WM and EM schools) 		Sep 2023-ongoing	
	<ul style="list-style-type: none"> Set biannual targets for increasing the proportion of the workforce with language skills at foundation level, and at intermediate level or higher 		Sep 2023-ongoing	
	<ul style="list-style-type: none"> Audit the number and place of work of all Welsh speakers within the Authority in order to ensure Welsh medium non-teaching staff are allocated to Welsh medium schools, thus strengthening provision and communication 		Sep 2023-ongoing	

National Sabbatical Scheme	<ul style="list-style-type: none"> • Devise a system of targeting schools according to greater need to nominate individuals to attend the National Sabbatical Scheme 	Outcome 7 Working party /LA officers/ WG/ EM schools	Sep 2023	
	<ul style="list-style-type: none"> • Implement a system of targeting schools according to greater need to nominate individuals to attend the National Sabbatical Scheme with a view to enabling 3 teachers per year to attend 		Sep 2024	
	<ul style="list-style-type: none"> • Monitor and ensure that the learning and knowledge is cascaded within each school that benefits from the scheme with a view to creating a changed culture, ethos and language practice within the school 		Sep 2025	
Workforce forum	<ul style="list-style-type: none"> • Establish a workforce forum to respond to recruitment gaps and challenges in the authority 	Outcome 7 Working party /LA officers /	Sep 2023	
Staff recruitment	<ul style="list-style-type: none"> • Create clear guidelines for use by schools, governing bodies and HR when recruiting new staff, outlining the expectation in terms of the Welsh language 	Outcome 7 Working party /LA officers	Sep 2024	
	<ul style="list-style-type: none"> • School Governing Bodies will be required to address this ongoing aim as a standing agenda item 		Jan 2025	
Partnerships and promotion	<ul style="list-style-type: none"> • Build on the effective ITE partnership between YGYBD and Swansea University and ensure maximum engagement with the new Primary programme. 	Outcome 7 Working party /LA officers/ ITE providers/ YGYBD/ Swansea University/ Careers Service	Sep 2022-ongoing	
	<ul style="list-style-type: none"> • PGCE students from Swansea University and the Careers Service will hold regular information sessions with staff and pupils from Y10-13 in both Welsh and English medium schools, outlining the benefits of a career in education and the integral role the Welsh language plays in this 		Sep 2023-ongoing	
Academi Hywel Teifi- Welsh Language courses	<ul style="list-style-type: none"> • Develop initial five-year programme of planning and development for teaching staff within the Local Authority to attend Welsh language courses run by Academi Hywel Teifi with focus on staff in English-medium schools with minimal Welsh-language skills, but provision for those wishing to brush up or enhance their skills will also be made available across all schools 	Outcome 7 Working party /LA officers/Academi Hywel Teifi	Sep 2023-2027	
Welsh Government Workforce	<ul style="list-style-type: none"> • Review the Welsh Government Workforce Development Plan 	Outcome 7 Working party /LA officers/ WG/ partners	Sep 2023	

Development Plan	<ul style="list-style-type: none">• Seek to mainstream recommendations at local level to maximize and grow a Welsh teaching and learning workforce using a partnership approach to planning the workforce needs		Jan 2024	
-------------------------	---	--	----------	--

WELSH IN EDUCATION STRATEGIC PLAN

Name of Local Authority

Neath Port Talbot

Period of this Plan

2022-2032

This Welsh in Education Strategic Plan is made under Section 84 of *The School Standards and Organisation (Wales) Act 2013* and the content complies with the *Welsh in Education Strategic Plans (Wales) Regulations 2019*¹⁻². We have given due regard to the statutory guidance issued by Welsh Ministers when setting our targets.

Signed: **Date:**

(This Plan needs to be signed by the Chief Education officer within your local authority)

¹ [The Welsh in Education Strategic Plans \(Wales\) Regulations 2019](#)

² [The Welsh in Education Strategic Plans \(Wales\) \(Amendment\) \(Coronavirus\) Regulations 2020](#)

Content

Foreword	2
Vision	3
Current Provision	9
Outcome 1	11
Outcome 2	20
Outcome 3	26
Outcome 4	30
Outcome 5	34
Outcome 6	39
Outcome 7	42
Working with others to achieve the vision	47

Foreword

I am pleased to publish Neath Port Talbot's Welsh in Education Strategic Plan 2022-2032. This exciting Plan sets the direction of strategic planning for the growth of Welsh medium education in the County over the next decade.

This plan reflects our vision for promoting and ensuring meaningful access to Welsh language learning for pupils and staff across all phases and sectors and places the needs of our learners at the heart of our provision. We believe that all children should benefit from the opportunity to learn, appreciate and shape their lives through the medium of Welsh. As a result, we are committed to ensuring high quality provision and support that will enable all learners to benefit from universal access to Welsh-medium education and experiences.

We firmly believe that education is the vehicle that will produce Welsh speakers of the future, and we have a responsibility to stimulate and promote growth in the sector. This is at the heart of this plan, with the aim of ensuring that the Welsh language is not restricted to the classroom.

As an Authority, we are committed to achieving all of the ambitious aims within our Welsh in Education Strategic Plan and will ensure that the Plan responds in a co-ordinated, proactive and ambitious way towards the achievement of the Welsh national targets for 2050 and the aim of having one million Welsh speakers.

Councillor Peter Rees

Cabinet Member for Education, Skills and Culture

January 2022

Our ten year vision for increasing and improving the planning of the provision of Welsh-medium education in our area

The Vision

Neath Port Talbot Local Authority Borough Council recognises that language and culture are critical parts of an individual's identity and is committed to promoting and ensuring meaningful access to Welsh language learning for pupils across all phases and sectors.

Our vision for improving the planning and thus increasing the provision of Welsh medium education in Neath Port Talbot will facilitate the national vision for the Welsh language, to secure 1 million Welsh speakers by 2050. We share the Welsh Government's vision:

...to secure favourable circumstances throughout the country that support language acquisition and use of Welsh language skills. We want to see an increase in language transmission in the family, early introduction of Welsh to every child, an education system that provides Welsh language skills for all

Cymraeg 2050 – A million Welsh speakers (Welsh Government, 2017)

In Neath Port Talbot we will enable all learners, families and carers to develop their Welsh language skills and to use the language confidently in everyday life. Welsh-medium education is an integral and essential part of the learning offer in Neath Port Talbot. We believe that all children should benefit from the opportunity to learn, appreciate and shape their lives through the medium of Welsh. The authority underpins this principle by committing to enabling all learners to benefit from its universal access to this provision.

Our Welsh in Education Strategic Plan (WESP) 2022-32, will be the cornerstone for this vision and will detail how we plan to support and further develop Welsh language education in schools and in the wider communities and how we plan for future growth. The plan details how we will secure further development over the next 10 years, January 2022 - January 2032. It aligns itself to:

- The Well-being of Future Generations (Wales) Act 2015
- 'A Wales of Vibrant Culture and Thriving Welsh Language'
- Prosperity for All: the national strategy and the programme for Government, Taking Wales forward 2016-2021
- Welsh Government's national Welsh language strategy 'Cymraeg 2050: A million Welsh speakers by 2050'
- Education in Wales: Our National Mission, Action Plan 2017-21- A desire for learners to become increasingly bilingual and commitments to

encourage teachers with some ability to speak Welsh to further develop their skills

- The Welsh in Education, Action Plan 2017-21
Sets the direction for the development of Welsh-medium education
- Neath Port Talbot Welsh Language Promotion Strategy

Our statutory education system has a vital role to play in increasing the number of Welsh speakers and, as highlighted by Welsh Government's Cymraeg 2050 Strategy, "post-compulsory education and training providers have a key role to play in sustaining learners' Welsh language skills to meet the growing need for a bilingual workforce". In order to achieve our goals, we must significantly increase the number of school learners who have the opportunity to develop Welsh-language skills in all settings and thus use it in their everyday lives.

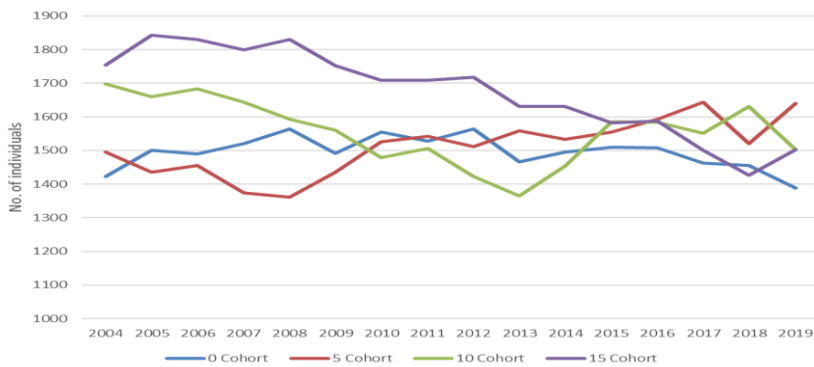
Welsh Government have set a target for Neath Port Talbot to increase the number of learners accessing Welsh-medium education of between 17% and 27% over a 10 year period. This target is based on increasing the number of Year 1 children taught through the medium of Welsh from 16.8% (252 pupils) in 2020/21 (PLASC 2021) to 31% (460 pupils) by 2032. Our ambitious plan is to exceed the upper range of the target set by Welsh Government.

Current trends and projected forecasts

The overarching 10 year target is set as a result of a geographic and demographic assessment. The analysis tells us:

- The number of children within the zero age cohort gradually increased in the early 2000s but this process has now flattened out and returned to the lower levels previously seen at the beginning of the period.
- The three year average number of individuals within this cohort in 2017-19 is 1,436, which is 5.9% down on the level seen a decade earlier when the three year average for 2007-09 was 1,526 (90 individual per year higher).
- The age five cohort has displayed considerable growth over the last decade with the three year average 15.2% higher for this age group during 2017-19 than compared to 2007-09 (up from 1390 to 1601). This is in contrast with older age cohorts with the number of 15 year olds present within the County Borough seeing a sustained fall over the last 15 years, with the number in this age group now 17.7% lower than a decade earlier.

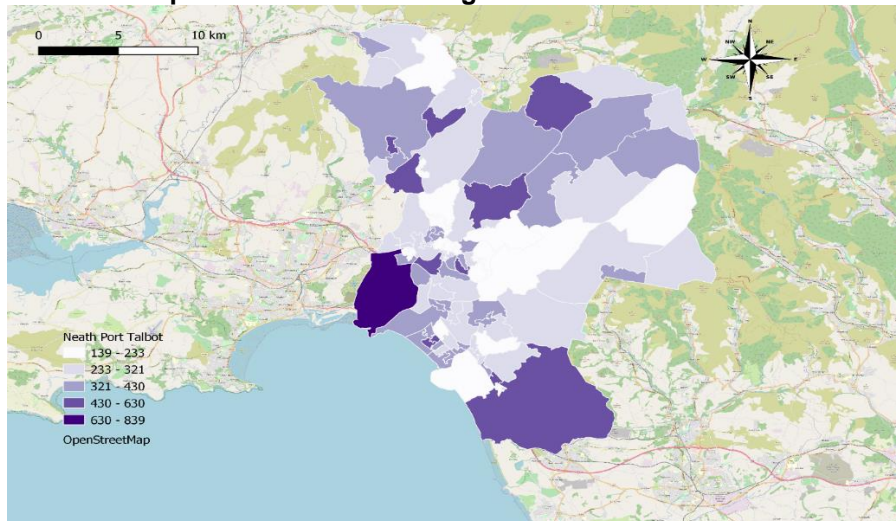
County level population chart



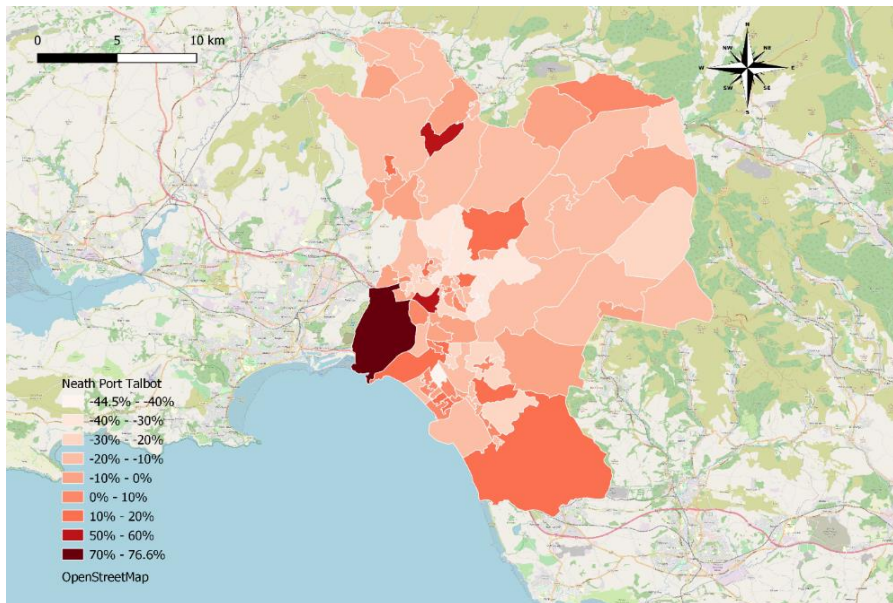
The above data shows a decrease in zero age population, however, an analysis of factors which will impact on the future of Welsh medium education has showed a projected plateauing in the school age population and a potential to substantially increase the number of Welsh medium learners within the next 10 years. The factors taken into consideration when conducting the assessment included population change, population density, population composition, existing Welsh language skills, current Welsh-medium learners and potential additional demand for Welsh-medium education.

The data from the assessment shows that some areas within the Local Authority are showing significant population growth in the under 19 category with one showing a population increase of 76.6% from a three year average of 475 in 2002-04 to 839 in 2017-19. The three year average for this area of 839 makes this the largest in terms of absolute population for this age group.

Under 19 Population 2017-19 Average



Under 19 % Population Change 2002-4 Average to 2017-19 Average



Analysis of the data shows that the strategic plan will require a proactive and reactive approach to include:

- establishing new Welsh-medium schools in areas where the demand for Welsh-medium education is identified
- creating a demand for Welsh-medium education in new geographical areas

Strategic Planning and links with the Local Development Plan

A termly meeting is held to share information and consider future pressures on school places, including those brought about by approved housing developments, and to develop the appropriate responses to these pressures. Information on approved housing developments and information on sites allocated within the Local Development Plan (LDP) will be considered along with pupil population forecasts to predict the likely impact of population changes at a local and authority-wide level. Due consideration will be given to the demand for Welsh-medium education, and its planned growth. Work has recently begun on the preparation of the new LDP (2021-2036). Through consultation and engagement with key stakeholders throughout the plan's preparation process, the new plan will consider whether site-specific education facility allocations will need to be made and what policies may be needed to secure education provision, for example, through planning obligations. The new LDP will consider the demand for educational land use for all ages, types of facilities and for Welsh-medium and English-medium provision. The WESP co-ordinator along with the Strategic School Improvement programme team have been included in developing the new LDP.

Achieving the Vision

In order to deliver the WESP our main objectives are:

- to bring forward a proposal to create a further 3 Welsh medium primary schools within the ten year plan
- to increase the transfer rates between pre-school and Welsh-medium school-based provision by 80% during the lifetime of the plan: we will deliver an action plan in conjunction with providers such as Mudiad Meithrin
- to ensure increased transition rates from Welsh-medium primary schools to Welsh-medium secondary schools with the aim of securing 100% transition rate per year
- to establish later entry point linguistic support for pupils wishing access to Welsh Medium Education through latecomer immersion provision for both primary and secondary learners as outlined in Outcome 2
- to ensure that Welsh language provision across all Welsh and English medium settings provides pupils with the skills and ability to become confident and sustained speakers of Welsh
- to ensure that post 16 provision through the medium of Welsh is strengthened and thus meets the needs and aspirations of all students
- to maintain the availability of transport in line with the approved council travel policy in order to promote access to Welsh-medium provision
- to ensure that children and young people with ALN receive linguistic equality of opportunity in terms of Welsh-medium education and support in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018.
- to ensure that access, locally or regionally, to professional training to support the development of effective Welsh teaching and learning which responds to the identified needs of those working in both the English and Welsh-medium sectors
- to recognise Welsh as being essential in role specifications when recruiting all school-based staff; we will clearly outline our expectations in terms of skill-level requirement (from Level 0 to 3) and provide in-house training to support staff development
- to ensure that the WESP Forum has clear objectives to enable it to deliver the outcomes effectively

These main objectives are discussed in detail on the following pages, with a brief summary of the current position and our proposals for the duration of the WESP.

Current provision

Access to Welsh-medium education is met through existing primary and secondary school provision, mainly within the local authority and in a small number of cases in neighbouring authorities. We also facilitate access to secondary phase Welsh-medium education for out of Local Authority pupils, mainly from Powys, at Ysgol Gymraeg Ystalyfera Bro Dur. Recognising parental demand for more readily accessible secondary phase Welsh medium education, the local authority has recently established a second 11-16 campus in the south of the Local Authority

Borough. Transport has been provided in accordance with the authority's Home to School Travel Policy 2017.

The Local Authority complies with the statutory duties of the Learner Travel Measure (Wales) 2008 and currently the Council's policy is to provide discretionary free home to school travel assistance to those pupils attending their nearest suitable Welsh-medium education provision or the designated Welsh-medium education provision for the home address. Discretionary assistance for free home to school travel to Welsh-medium schools is subject to the specified distance criteria being met. Currently there is no requirement to provide free home to school travel assistance to pupils of non-compulsory school age, including those attending Welsh-medium Post-16 provision.

Swansea Valley – an area of linguistic sensitivity

The term 'linguistic sensitivity' is used to define those areas in Wales which require targeted and additional support where the language is deemed to be in a weakened state and where the number of speakers are in serious decline, and where the linguistic community may face challenges around the daily use of their language.

According to the 2011 Census, around 15.3% of the county borough's population could speak Welsh, which equates to 20,698 individuals. The vast majority of these speakers lived in the top of the Swansea and Amman Valleys with some communities such as Gwaun Cae Gurwen, Cwmllynfell and Lower Brynamman amongst the highest percentage of Welsh speaking areas in Wales. However, these are the areas that saw the greatest decline in terms of percentage and numbers of Welsh speakers between 2001 and 2011.

The Neath Port Talbot Welsh Language Promotion strategy highlights the importance of the area between Trebanos to Cwmllynfell and Rhos to Gwaun Cae Gurwen as possibly the *'most important in the county borough in terms of its linguistic significance as it contains the highest numbers and percentages of Welsh speakers.'*

The table below shows a significant drop in the number of Welsh speakers in these communities over 10 years. In 2011 the Welsh Language Board established a specific language promotion scheme for the Aman Tawe area in an effort to halt the decline of the Welsh language in this area.

Community	Number of Welsh speakers (2001)	Number of Welsh speakers (2011)	Change	% Comparable change
Cwmllynfell	741	669	-72	-9.72
Lower Brynamman	861	776	-85	-9.87
Gwaun Cae Gurwen	1,860	1,572	-288	-15.48
Ystalyfera	1,614	1,339	-275	-17.04
Trebanos	580	459	-121	-20.86
Godre'r Graig	580	473	-107	-18.45
Pontardawe	1,826	1,624	-202	-11.06
Alltwen	800	664	-136	-17.0
Rhos	692	588	-104	-15.03

2001 and 2011 census

Factors that contribute to linguistic erosion include:

- Lack of language transmission at home
- Out-migration / Immigration
- Negative perception of the inherent value of the language
- Lack of awareness of the advantages of bilingualism
- Lack of confidence in Welsh speakers
- The spread of English into traditional Welsh languages
- Mixed language marriages
- The power of Anglo-American influence on the interests of children and young people
- More deaths than births among Welsh-speaking families

A range of actions have been identified within this WESP which are aimed to support and develop the Welsh language within this area and other areas within the Local Authority which require additional support to ensure that numbers do not significantly decline further.

As not to hold back on realising the ambitious targets in this strategic plan, the current WESP does not include actions with regards to the Swansea Valley proposal. We commit to working close with Welsh Government to address the actions and consider the advice in the Impact Assessment. This further work will be annexed to the current WESP once a decision process has been completed.

Welsh-medium Childcare Provision within Neath Port Talbot

Name of provision	Location
Cylch Mwy Blaendulais	Seven Sisters
Tiddlywinks Childcare Centre	Ystalyfera
Cylch Aberafan	Aberavon
Cylch Brynhyfryd	Brynhyfryd
Lots of Tots	Tairgwaith
Meithrinfa Ddydd Ser Bach	Neath

Cylch Chwarae Castell-nedd	Neath
Meithrinfa Ddydd y Waun	Gwaun-Cae-Gurwen
Georgie Porgie's Cylch Tir Morfa	Sandfields
Cylch Chwarae Pontardawe	Pontardawe
Cylch Meithrin Cwmnedd	Glynneath

Welsh-medium schools within Neath Port Talbot

Primary	Middle (3-19)
Ysgol Gynradd Gymraeg Blaendulais	Ysgol Gymraeg Ystalyfera Bro Dur
Ysgol Gynradd Gymraeg Castell-nedd	
Ysgol Gynradd Gymraeg Cwmnedd	
Ysgol Gynradd Gymraeg Cwmllynfell	
Ysgol Gynradd Gymraeg Gwaun Cae Gurwen	
Ysgol Gynradd Gymraeg Pontardawe	
Ysgol Gynradd Gymraeg Rhosafan	
Ysgol Gynradd Gymraeg Trebannws	
Ysgol Gynradd Gymraeg Tyle'r Ynn	

Post 16 provision within Neath Port Talbot

Name of Provider
Ysgol Gymraeg Ystalyfera Bro Dur
Coleg Afan Nedd
St Joseph's Sixth Form Centre

Outcome 1:

More nursery children/ three year olds receive their education through the medium of Welsh

Where are we now?

Our early years ambition for the Welsh Language in Neath Port Talbot, involves us generating a culture where high quality Welsh Language services for families are not just easily accessible and available, but in demand; we need to create that demand. We feel, the key here is promoting and communicating the benefits of the Welsh Language and bilingualism as early as possible during a child's journey through education and services.

We recognise that parents decisions about their child's ultimate destination school, regardless of language, is often considered very early on in a child's life, or even during gestation. Identifying both universal and targeted provision contact points with families, and working in partnership is essential in fulfilling these targets.

In terms of our existing strategies and plans, it is essential for us to dovetail the many cross-cutting outcomes throughout the Early Years services we run, both as a Local Authority, and collaboratively with partners. These include:

- CCG: Childcare and Play- Supporting Families (3 focus areas, one of which is to support and assist families wishing to access provision through the medium of Welsh)
- Welsh Language Strategy – Childcare element within Priority 1
- Childcare Sufficiency Assessment – Priority: Improve access to Welsh medium and bilingual provision
- Play Sufficiency Assessment
- Flying Start Childcare
- Childcare Offer for Wales

Childcare Sufficiency Assessment

The Childcare Act 2006 requires Neath Port Talbot Council, and other Local Authorities to shape and support the development of childcare in the local area to make it flexible, sustainable and responsive to the needs of the community. This is to ensure that parents, carers and families are able to access the childcare they need locally. Local Authorities are therefore required to assess the local childcare market to develop a realistic and robust picture of parents' current and future need for childcare. Having sufficient childcare in Neath Port Talbot means that families are able to find childcare that meets their children's needs and empowers parents and carers to make choices about work and training.

The Childcare Sufficiency Assessment data was not required by WG to be refreshed as initially planned during 2020, due to the pandemic. The last full CSA was 2017. This was reliant on SASS data that was not fully complete by the NPT CC sector at the time, so the data and information is not an accurate measure of the WM sector at the time.

3% of the 68 registered childminders in NPT class their main operating language as Welsh and English (2 childminders classified as Welsh/English, 66 class themselves as English only).

The new Childcare Sufficiency Assessment will be published in 2022 and this information will be included in the annual action plans that will accompany this WESP.

Distribution of Childcare Places

Based on data from June 2020, there were 9 wards within the Local Authority with no registered childcare provision (Welsh and English). Of these 9 wards, 3 were in the catchment area of existing Welsh-medium schools- Trebanos, Godre'r Graig and Coedffranc Central. It is therefore essential to address these areas within the first half of the WESP plan, with the aim of addressing the remaining areas in the second half of the plan.

Welsh-medium Childcare Data

From a snap shot taken 30th August 2021 from the NPT CIW childcare data shown below, 10.5% of the total 2199 available registered childcare spaces were Welsh Medium spaces:

Service URN	Service Name	Provider Address Town/City	Service Type	Service Sub Type	Maximum Capacity	Date Of Registration	Temporarily Closed
SIN-00004620	Cylch Meithrin Mwy Blaendulais	Blaendulais	Childrens Day Care	Sessional Day Care	12	37347	Open
SIN-00004621	Tiddlywinks Childcare Centre, Yst	Ystalyfera	Childrens Day Care	Full Day Care	43	37347	Open
SIN-00005342	Cylch Aberafan, Aberavon Integrated Children's Centre	Aberavon	Childrens Day Care	Sessional Day Care	12	38951	Open
SIN-00005645	Cylch Brynhyfryd Flying Start Playgroup	Brynhyfryd	Childrens Day Care	Full Day Care	?	40206	Open
SIN-00005723	Lots of Tots (Canolfan Maerdy)	Tairgwaith	Childrens Day Care	Full Day Care	52	39926	Open
SIN-00005753	Meithrinfa Ddydd Ser Bach / Little Stars Day Nursery	Neath	Childrens Day Care	Full Day Care	19	39917	Open
SIN-00006233	Cylch Chwarae Castell-Nedd	Neath	Childrens Day Care	Sessional Day Care	28	41346	Open
SIN-00006241	Meithrinfa Ddydd y Waun	GCG	Childrens Day Care	Full Day Care	19	41380	Open
SIN-00006588	Georgie Porgie's Cylch Tir Morfa	Sandfields	Childrens Day Care	Full Day Care	12	42009	Open
SIN-00007321	Cylch Chwarae Pontardawe	Pontardawe	Childrens Day Care	Full Day Care	14	42571	Open
SIN-00008668-SPWH	Cylch Meithrin Cwmnedd	Cwmnedd	Childrens Day Care	Full Day Care	20	43325	Open
				Total Spaces	231		
Service URN	Service Name	Provider Address Town/City	Service Type	Service Sub Type	Maximum Capacity	Date Of Registration	Temporarily Closed
SIN-00010201-SWQB	Clwb Plant Tiddlywinks, Yst	Ystalyfera	Childrens Day Care	Out of School Care	32	43517	Closed

In the short term, one 32 place WM setting is closed and is being supported to reopen, along with our current SSIP (Strategic School Improvement)/ WMG (Welsh Medium Grant)/ CCO (Child Care Offer) capital developments due to be completed, creating an additional 58 Welsh Medium spaces to be available before 2022. This increases the overall WM percentage to 14.6% by 2021/2022.

Flying Start

The number of children accessing Welsh language in Flying Start, accumulative, is as follows:

2017/18 - 104

2018/19 – 135

2019/20 -130

2020-21(during Covid) – 77

There will potentially be 34 more places available as part of the WM capital developments in YGG Pontardawe and YGG Tyle'r Ynn in 2021-2022.

Based on 2020/21 data, there were 452 Flying Start childcare places per annum across our settings of which 65 were category 3 (Welsh language) and category 2 (English/Welsh language) childcare settings equating to a total of 14.4%. The following table shows the transition rate from WM Flying Start places to Nursery education in WM primary schools:

Flying Start Setting	Transition rate		Destination Schools	Notes
	Welsh Medium Nursery	English Medium Nursery		
Cylch Brynhyfryd	66.6%	33.3%	YGG Tyle'r Ynn, Carreg Hir	
Cylch Aberafan		100%	Sandfields Primary	Setting on school site
Cylch Cwmnedd	50%	50%	YGG Cwmnedd, Blaendulais, Cwmnedd English	Setting on YGG school site
Cylch Castell Nedd	50%	50%	YGG CN, Gnoll, Alderman Davies	
Meithrinfa Dydd Y Waun (GCG)	100%		YGG GCG	Setting on school site
Cylch Pontardawe	100%		YGG Pontardawe	Setting on school site
Cylch Tir Morfa	100%		YGG Rhosafan	Setting immediately next to school site
Tiddlywinks Ystalyfera	100%		YGG Ystalyfera Bro Dur	
Lots of Tots Canolfan Maerdy	100%		YGG Ystalyfera Bro Dur, YGG Brynamman	

We recognise the need to increase the percentage of children accessing WM FS childcare entering WM Nursery Education. The current overall transition rate from WM FS Childcare to MW Nursery Education is 74%. 44 children (11 of which accessed English Medium FS Childcare) transitioned into WM Nursery during 2020/2021.

Flying Start Expansion- Phase One

Building on on-going works, in line with our WESP aims, at least 4 additional Welsh or bilingual settings are due to open near to, or in FS areas during 2022/23. These new settings will be used to offer and encourage Welsh language childcare to FS families. While we are committed to the increase and development of Welsh language childcare provision, we also recognise that childcare providers are enthusiastic about offering more Welsh language opportunities in their setting. We have staff that are passionate about the Welsh Language, working with the English Medium settings to improve the Welsh they offer through an awards based Welsh Language quality assurance scheme which includes support, access to training and drop-in Welsh language acquisition sessions. The change in categories will mean a move from category 1 English language settings to category 2 English / Welsh language settings over time.

Additional care will be taken when placing outreach placements, with amendments to outreach policies to include ensuring Bilingual/Welsh childcare is offered, along with benefits of bilingualism messages.

Outreach guidance is being reviewed to assist targeted support via the referral route for families in some key deprived communities that will not be covered by expansion in phase one, as “communities of interest”, so that those who need the support, are still able to

access the services they need, while those communities wait for expansion to reach their areas. We are confident that the 32 additional spaces will be utilised, with scope to use existing FS childcare settings to accommodate this. We hope this offer will have an initial offer of Welsh language provision as a first offer.

Additional Welsh speaking staff are being recruited into the FS parenting team, and our Welsh Language Dev Officer has development a Welsh Award for Childcare settings to promote and improve the use of Welsh within settings

Once the Flying Start Phase One draft plan has been approved by NPTCBC AND SBUHB, quantitative targets will be set in the annual action plan for outcome 1.

Developing bilingual settings

While we are committed to the increase and development of Welsh language childcare provision, we also recognise that childcare providers are enthusiastic about offering more Welsh language opportunities in their setting. We have staff that a passionate about the Welsh Language, working with the English Medium settings to improve the Welsh they offer through and awards based Welsh Language quality assurance scheme which includes support, access to training and drop-in Welsh language acquisition sessions. The change in categories may mean over time a move from category 1 English language settings to category 2 English / Welsh language settings.

Capital Projects

There are a number of pre-school capital projects that will impact Welsh Medium Provision within the Local Authority outlined below which will significantly increase the WM places available:

Capital project	Brief outline of works	Estimated completion date	Additional WM Places
YGG Cwmllynfell	Increased classrooms and new childcare room	Sept 2021	24
YGG Tyle'r Ynn	Increased classrooms, new childcare room, new community space	Sept 2021	24
YGG Pontardawe	Increased classrooms, larger childcare space	December 2021	+10
Neath Central	New childcare setting	May 2022	24
			82

Family Information Service

Our Family Information Service is a pivotal part of Early Years information and support for families within NPT. During COVID its importance has been in the spotlight, with even greater reliance on seeking correct and up to date information on line for families.

The Early Years Team, is working closely with FIS, to develop its information for parents looking for WM groups, childcare and schools, and aims to highlight the benefits of bilingualism and the Welsh Language to parents in a fun and interesting way, including online presence, access to Welsh stories and rhymes, signposting to Welsh lessons for

parents etc. Work has already taken place to improve the WM schools landing page, but we acknowledge that there is work to be done to streamline the links between the FIS site and the NPT schools pages to ensure clear, easy to navigate information.

Mudiad Meithrin

As we move out of the restrictions of coronavirus, community groups will reignite, and we will work with Mudiad Meithrin officers to develop Cymraeg i Blant, Ti a Fi, and to offer early Welsh language opportunities for very young children and families. Cymraeg i Blant will aim is to increase the number of nursery age children that are able to speak Welsh. This will be achieved through sharing information and giving advice and support to parents on the benefits of Welsh medium education/childcare, the benefits of being bilingual and the importance of introducing Welsh to children as early as possible. Cymraeg i Blant will therefore contribute towards the Welsh Government’s target of achieving a million Welsh speakers by 2050.

Mudiad Meithrin officers will continue to work with the Early Years team to develop and expand Cylchoedd Meithrin across the borough especially through their Set up And Succeed programme (Cwmllynfell and Tyle’r Ynn). We will continue to encourage all new and existing Cylchoedd to tender to deliver on our early years’ contracts including Flying Start, Early Years Education, Assisted and Supported Places as well as the Childcare Offer.

Nursery places

Pupils within the Local Authority start Nursery education at the age of 3 years old. The percentage choosing Welsh medium education at this stage is gradually increasing. N1 numbers (youngest Nursery cohort) increased in 2021 as a result of PLASC being later than usual due to the pandemic but the percentage fell from previous years. PLASC 2022 will provide more accurate figures for this cohort.

The percentage of pupils in N2 (oldest Nursery cohort) Welsh-medium schools in 2021 was the highest since 2011, with numbers increasing by almost 4% since 2017. Three year N2 cohort averages at all Welsh-medium primary schools in the south of the Local Authority are on the increase, this coincides with the availability of more accessible secondary Welsh-medium education with the opening of the YG Ystalyfera Bro Dur south campus in September 2017.

Plasc Pupil Numbers and Percentages in Welsh Medium Schools															
Year Group	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Nursery 1 - Numbers	94	111	90	89	103	108	87	110	92	81	85	104	109	112	155
Nursery 1 - Percentages	20.5%	21.9%	19.0%	19.2%	20.2%	22.0%	18.0%	20.5%	18.6%	17.7%	18.4%	21.1%	22.7%	23.7%	20.3%
Nursery 2 - Numbers	245	268	304	280	310	306	285	266	272	270	243	256	270	292	290
Nursery 2 - Percentages	18.6%	18.7%	19.8%	18.8%	21.2%	20.2%	18.6%	17.7%	17.3%	18.0%	17.1%	18.0%	18.7%	19.8%	21.0%

		Plasc Actuals - Welsh Medium Year Nursery 2															
No.	School	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	
2213	YGG Y Wern	16	18	22	15	13	32	18	23	23	11	17					
2202	YGG Blaendulais	14	18	17	12	11	13	16	12	17	7	18	10	12	13	16	
2168	YGG Castell-nedd	39	38	48	34	49	58	54	43	46	60	43	48	53	58	59	
2205	YGG Cwm Nedd	25	25	31	28	44	19	27	23	23	15	11	9	9	27	21	
2149	YGG Gwaun Cae Gurwen	13	14	22	19	13	13	23	18	17	26	25	24	26	24	25	
2218	YGG Pontardawe	31	38	37	47	49	59	38	35	36	56	37	50	45	32	47	
2158	YGG Rhosafan	35	48	53	57	56	47	48	42	45	43	41	50	62	56	51	
2231	YGG Tyle'r Ynn	21	27	30	28	35	26	22	33	30	27	31	26	23	45	30	
2125	YGG Cwmgors	10	7	4	6	4	8	7	6	7							
2128	YGG Cwmllynfell	12	10	11	7	9	14	16	14	19	9	9	8	5	8	9	
2198	YGG Rhiwfawr	3	2	7	5	9											
2208	YGG Trebannws	20	16	18	19	14	17	16	17	9	16	11	10	15	10	11	
2139	YGG Y Glyn	6	7	4	3	4											
5501	YG Ystalyfera - Bro Dur													21	20	19	21
	Total - Welsh Medium	245	268	304	280	310	306	285	266	272	270	243	256	270	292	290	
	Total - NPT	1317	1434	1536	1489	1459	1512	1530	1505	1575	1497	1425	1420	1447	1472	1382	
	% - Welsh Medium	18.6%	18.7%	19.8%	18.8%	21.2%	20.2%	18.6%	17.7%	17.3%	18.0%	17.1%	18.0%	18.7%	19.8%	21.0%	

We recognise that we will need to expand our Welsh language registered childcare places, including Flying Start childcare places, with a focus on any further school expansion to enable continuity for families as well as areas where there is currently no Welsh language childcare provision. The expansion of childcare provision will require a focus on capital developments submitted to Welsh Government, as well as workforce development to ensure sufficient staff to run high quality Welsh language childcare. This in turn will lead to an increase in demand for Welsh-medium Nursery places and will lead to an increase of 3 year olds/ nursery children accessing Welsh-medium education.

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

Our aim is to increase the number of Nursery children receiving Welsh-medium education in order to reach our target of an increase of 208 pupils by the end of the 10 year plan. This will be achieved by implementing the following actions.

- The Council commits to creating a baseline and an operational plan that identifies further geographical gaps in provision in order to ensure that pre-school provision is available throughout the county by 2024. This will be in line with the 2022 Childcare Sufficiency Assessment and the Early Years Flying Start expansion plan-Phase One.
- Promote partnership work with Midwifery and Health Visitors to assist early messages about the Welsh Language and bilingualism, to be shared though the perinatal and postnatal period. Information booklets providing information on the benefits of bilingualism and addressing common fears will be created and used by the partners from initial perinatal communication with parents.

- Partnership work with Swansea University/ Academi Hywel Teifi will embed the promotion of bilingualism into the midwifery course currently running at the University.
- Revisit the training run by Cefin Campbell with all staff working within EY in NPT, LA and Health (including SALT), childcare sector etc. It is important to regain some of the momentum lost during COVID, revisiting some of the good work that had started to impact how our own team members and our partners used and promoted Welsh and Bilingualism.
- Promote the importance of transferring between Cylchoedd Meithrin and Welsh-medium primary schools. This transfer is essential to ensure that progression from one to the other increases and reaches 100% by the end of the 10 year plan.
- Work with parents and carers to understand what information they need to inform their choices of language provision for education, including resources, web presence, activities etc. will be developed. They will focus on alleviating common worries and barriers. Partnership work with Menter Iaith and RhAG will be essential in the success of this campaign.
- Work with parents to ensure that a clear progression route in Welsh-medium education from childcare through to post-16 is identified for all families.
- The Local Authority will explore the possibility of using a promotional consultant employed specifically to promote the benefits of Welsh-medium education and to produce a promotional campaign i.e. website, leaflets, social media, posters, videos, to strengthen communication. A NPT website will be created outlining the journey of Welsh medium education for learners within the Local Authority. Menter Iaith and RhAG will play a pivotal role in promotion.
- Develop Welsh-medium wraparound childcare options to address gaps in existing provision and to support parents including parents accessing the 30 hour offer and Flying Start expansion in conjunction with our partners including Mudiad Meithrin through establishing new Cylch Meithrin settings for YGG Tyle'r Ynn, YGG Cwmllynfell, YGG Trebannws, YGYBD Primary sector as well as within the 3 new Welsh-medium primary schools which will open within the 10 year plan.
- Develop further Welsh-medium wraparound childcare options to support parents accessing the 30 hour offer and Flying Start expansion in conjunction with our partners including Mudiad Meithrin through expanding existing settings i.e. YGG Pontardawe, YGG Gwaun-Cae-Gurwen.
- Increase the number of Welsh-medium groups running within settings and schools i.e. Babi a Fi, Ti a Fi, baby massage, parenting classes to follow the YGG Tyle'r Ynn model (Ti a Fi alone increased Nursery numbers by 24 places).
- Regularly review the 'Neath Port Talbot Childcare Sufficiency Assessment Action Plan' with an emphasis on improving access to Welsh medium and bilingual provision by identifying and filling gaps in provision.
- Based on 2020/21 data, there were 452 Flying Start childcare places per annum across our settings of which 65 were category 3 Welsh language and category 2 English/Welsh language childcare settings equating to a total of 14.4%. We have a target in Flying Start to increase this percentage to 20% within the next 5 years, 25% by end of the 10 year plan by expanding provisions/ establishing new provisions.
- The Early Years team will continue to work with Mudiad Meithrin officers to develop and expand Cylchoedd Meithrin across the borough especially through their Set up And Succeed programme (Cwmllynfell and Tyle'r Ynn). We will continue to

encourage all new and existing Cylchoedd to tender to deliver on our early years' contracts including Flying Start, Early Years Education, Assisted and Supported Places as well as the Childcare Offer

- The Local Authority will support the Welsh Language Awards within English language childcare settings to progress through the continuum towards an increase in category 2 Welsh language childcare provision.
- Use the PSA (Play Strategy Assessment) to develop and encourage out of school activities in Welsh.
- The Local Authority will review and amend the online admissions process in partnership with the admissions team for the process of applications for Nursery and Reception, so that information is strategically placed throughout the online application system to ensure families are able to make informed decisions about the language of provision they want for their child.
- A programme of professional development will be created to ensure that partners are updated regarding what is available, increase confidence for those who speak Welsh already, provide opportunities to learn Welsh and ensuring Welsh is part of job vacancies moving forward.
- All partners will collaborate and support private childcare settings to ensure an increase in Welsh medium provision with the emphasis of promoting the advantages of bilingualism.
- Ensure sufficient provision for Nursery/ 3 year old provision at primary school level is easily available throughout the Local Authority. We will establish a new single form entry starter school in Skewen/ Neath Abbey area with the possibility of expanding/ transferring to a new purpose built WM primary school in Coed Darcy subject to member approval and compliance with the extant criteria of the Schools' Organisation Code.
- To bring forward a proposal to create a further 2 Welsh medium primary schools within the 10 year plan. Funding will be sought from the appropriate Sustainable Communities for Learning programme grant funding streams. The initial plan for opening the second school in the south east of the Local Authority will be in place by 2024. The location of the third School will be confirmed in the second half of the scheme.

Where do we expect to be at the end of our ten year Plan?

By the end of the 10 year plan, all pupils in all areas of the Local Authority will have easy access to Welsh medium education and Welsh pre-school education. Information regarding Welsh medium education and the benefits of bilingualism will be provided by all partners to parents throughout the educational continuum, from pre-birth to post 18 in order to provide clear, concise and cohesive information. Parents will be supported throughout their child's education.

Key Data

Numbers and % of 3-year olds receiving their education through the medium of Welsh

2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
311	21.4%	331	22.8%	351	24.2%	370	25.5%	389	26.8%
2027 - 2028		2028- 2029		2029 - 2030		2030 - 2031		2031 - 2032	
408	28.1%	427	29.5%	446	30.8	465	32.%	484	33.4%

Outcome 2

More reception class children/ five year olds receive their education through the medium of Welsh

Where are we now?

In Neath Port Talbot there are 10 Welsh-medium schools, 9 out of 55 primary schools and 1 Welsh-medium middle school providing for ages 3 -18yrs. There are also 7 English-medium secondary schools and 2 English-medium Special Schools.

Although showing a variation over the years, the numbers at reception age show an increase. Both the number and percentage of reception pupils in Welsh-medium schools increased for the third year in a row with the percentage higher than it has been since 2013.

Plasc Pupil Numbers and Percentages in Welsh Medium Schools															
Year Group	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Reception - Numbers	272	247	263	303	282	296	296	276	265	266	273	234	252	268	283
Reception - Percentages	20.1%	18.4%	18.3%	19.3%	18.5%	20.0%	19.3%	17.9%	17.2%	16.7%	17.8%	16.1%	17.2%	18.0%	18.7%

Plasc Actuals - Welsh Medium Year Reception																
No.	School	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
2213	YGG Y Wern	23	14	18	18	15	13	29	19	22	23	13				
2202	YGG Blaendulais	14	15	20	17	13	13	12	14	12	16	7	18	10	11	15
2168	YGG Castell-nedd	49	40	38	48	37	48	57	49	45	49	61	38	46	52	54
2205	YGG Cwm Nedd	21	24	24	33	27	42	15	24	23	21	15	13	10	9	27
2149	YGG Gwaun Cae Gurwen	22	14	12	23	17	15	14	21	17	22	26	22	23	24	23
2218	YGG Pontardawe	36	34	37	38	49	46	58	41	35	35	55	35	48	46	32
2158	YGG Rhosafan	43	35	47	51	54	57	46	47	41	43	44	40	47	63	54
2231	YGG Tyle'r Ynn	21	22	27	27	31	35	27	20	34	30	28	30	26	25	43
2125	YGG Cwmgors	4	10	8	3	6	5	7	7	6						
2128	YGG Cwmllynfell	10	12	9	13	5	13	15	18	14	19	8	9	10	5	8
2198	YGG Rhiwfawr	9	3	2	8	7										
2208	YGG Trebannws	19	19	15	21	20	9	16	16	16	8	16	11	11	14	10
2139	YGG Y Glyn	1	5	6	3	1										
5501	YG Ystalyfera - Bro Dur												18	21	19	17
	Total - Welsh Medium	272	247	263	303	282	296	296	276	265	266	273	234	252	268	283
	Total - NPT	1355	1341	1437	1572	1521	1479	1533	1542	1543	1596	1532	1457	1461	1487	1511
	% - Welsh Medium	20.1%	18.4%	18.3%	19.3%	18.5%	20.0%	19.3%	17.9%	17.2%	16.7%	17.8%	16.1%	17.2%	18.0%	18.7%

At present, the following is being implemented within the Local Authority:

- We currently monitor demand and identify trends for Welsh-medium education and use this information to plan for future provision.
- We ensure that proposals for appropriate Sustainable Communities for Learning include full consideration of Welsh-medium education.
- Targets are set to increase the capacity of Welsh-medium pre-school provision and to provide information for parents/carers that promotes the benefits of a bilingual education, seeking advice of best practice in other authorities. In terms of Welsh language pre-school provision, a snap shot taken 30th August 2021 from the NPT CIW childcare data shows that 10.5% of the total 2199 available registered childcare spaces were Welsh Medium spaces.

- The current SSIP/WMG/CCO capital developments will create an additional 58 Welsh Medium spaces to be available before 2022. This increases the overall WM percentage to 14.6% by 2021/2022.
- We work closely with Mudiad Meithrin to ensure expansion of pre-school provision across the authority and support the sector to recruit suitably skilled Welsh language care workers.
- Targets are set within the NPT Language Promotion Strategy plan to improve the support for parents/pupils and schools to move along the linguistic continuum through collaboration with Menter Iaith and RhAG.
- The authority has opened a second WM secondary campus in the south-east in September 2018 with a capacity for 650 11-16 pupils. It has stimulate interest and growth in WM primary provision in the areas of Port Talbot, Neath, Llandarcy, Briton Ferry and the Cwmafan area in subsequent years.
- All the Council's schools are regularly reviewed against specific criteria, and the need for sufficient places at Welsh-medium schools features in the reviewing process, the outcomes of which have included rationalisation of Welsh-medium schools, where appropriate, to maximise the available accommodation and improve teaching and learning opportunities. The need for Welsh-medium schools is addressed by a strategic approach to service planning and delivery.
- The below projects have recently been completed or are nearing completion. In total these projects will increase the number of Foundation Phase places available within primary schools by 150 F/T pupil places.

The projects are:

1. Ysgol Gynradd Gymraeg Pontardawe,

This project initially involved creating 3 extra classroom and childcare provision at Ysgol Gynradd Gymraeg Pontardawe. This project was awarded £1.6m grant funding.

Following more detailed discussion with the school the scheme was amended. At the schools request the current childcare provision and nursery/reception classes were relocated within the school to allow for work to take place without interruption, which necessitated remodelling 2 classrooms, providing extra toilet facilities and outdoor play area, converting the staffroom and office to provide childcare facilities and converting a reception area for storage.

The completed scheme will provide remodeled and extended childcare and nursery facilities along with 2 new build FP classrooms, a new entrance way, staffroom, meeting room and office and additional play areas, fencing and pathways, along with medium refurbishment of the hall.

As well as providing increased capacity the scheme also sought to relocate the main entrance and reception to the front of the school creating a new and more visible front of school which can be clearly seen by the road and nearby housing estate. With careful landscaping and signage of the school site it is hoped that the school will appear more attractive to parents who may be considering a WM education in their local area.

2. Ysgol Gynradd Gymraeg Cwmllynfell

At Ysgol Gynradd Gymraeg Cwmllynfell £640k was awarded to provide 1 extra classroom space and a childcare setting, with the aim of increasing the capacity of the school, improve Foundation Phase provision and provide space to develop pre-school Welsh-medium provision.

The scheme aimed to prevent drift to other schools in neighbouring authorities, strengthening the development of Welsh language in the area and impacting positively on the Council's Band B proposal at YG Ystalyfera Bro Dur (north campus) by increasing the number of children from the area choosing secondary education through the medium of Welsh.

The project has been successfully completed and both the new classroom and childcare provision are ready for use.

3. Ysgol Gynradd Gymraeg Tyle'r Ynn

The aim of this project was to create a more attractive and stimulating learning environment with high quality Welsh -medium childcare on site. In the longer term it was anticipated that this would ease accommodation pressures in the area, with demand for Welsh medium pupil places increasing year on year. £1.14m of funding was awarded which enabled the provision of 2 extra classroom spaces and a new Welsh medium childcare provision.

The project has been successfully completed and is a very welcome and timely addition to the school. Pupil numbers have already shown an increase with both nursery and reception classes full in September 2021.

4. Additional Projects

In addition, over the past 4 years there has been significant capital funding for major refurbishment projects in eight existing Welsh-medium schools. The investment, which secures the future of these schools, ranges from boundary wall and toilet/changing facility refurbishment schemes to a new build kitchen block, boiler replacement and re-roofing. A new build 4 block extension at YGG Rhosafan and a new 60 place Foundation Phase classroom provision at YGG Castell nedd has also been provided as part of the Reducing Infant Class Size grant.

Ensuring sustainable growth of Welsh-medium places and achieving an increase in demand will require detailed and informed planning to ensure that we create the demand across all outcomes. We recognise that more pupils accessing their statutory education through the medium of Welsh is key not just for the WESP but the NPT Welsh Promotion Strategy and the national Cymraeg 2050 strategy.

The actions laid out in this outcome will work towards the desired increase in pupils entering Reception at Welsh-medium schools by proactively planning to increase demand and also fill the 26.7% (632 places) of surplus capacity that currently exist in

our Welsh-medium primary schools. Annual detailed action plans will outline how the demand will be created in specific areas within the Local Authority.

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

Our target is to increase the number of Year 1 children receiving WM education by 208 pupils by the end of the 10 year plan (this will mirror the number of children in Reception class as they commence full time education). We will ensure that an increase is also reflected in the transition rates within Outcome 3 and 4.

- We will review the demand for provision for Welsh-medium education on an annual basis, analyse the results of our parental surveys and draft appropriate action plans to address and create demand in specific areas and within specific groups.
- In order to create and stimulate demand we will appoint a consultant to promote the benefits of WM education and produce a marketing campaign i.e. website, leaflets, social media, and to liaise with and strengthen communication between different stakeholders etc. Specific emphasis will be given to reducing surplus places in the North of the Local Authority.
- In order to create and stimulate demand we will work closely with Mudiad Meithrin, Menter Iaith, Tŷ'r Gwrhyd and RhAG to inform parents/ carers of the benefits of Welsh medium education and bilingualism in order to ensure retention of pupils from Nursery to full time education. Welsh-medium primary schools in the north of the Local Authority have 459 surplus places (out of a total of 632). Specific emphasis will be given to reducing surplus places in the North of the Local Authority.
- Cylchoedd Meithrin will work closely with their local WM schools/ Family Information Service, Flying Start to ensure that a high percentage of children transfer to WM schools. Specific emphasis will be given to reducing surplus places in the North of the Local Authority.
- We will establish a new single form entry starter school in Skewen/ Neath Abbey. The current need for a Welsh medium school in this area is clear. The seedling school will have 210 places (one form entry) plus a 45 place Nursery. If the demand for Welsh medium education in the area continues to grow as expected, there is a possibility that the Welsh-medium seedling school will remain in Skewen and an additional Welsh medium school will be built in Coed Darcy to accommodate the increasing numbers. Alternatively, the starter school could transfer to a new building in Coed Darcy in line with capacity and pupil numbers. In depth demographic and geographic assessments will be completed in order to assess the situation when the developer achieves the required number of new build homes needed to trigger the construction of a new school as specified in the S106 Planning agreement. This will be subject to member approval and compliance with the extant criteria of the Schools' Organisation Code. Informal conversations have taken place with the head teachers of both YGG Tyle'r Ynn and YGG Castell-nedd around this proposal, and further more detailed discussions are expected to take place during the latter months of 2021, as it is recognised that it will be essential to gain the support and goodwill of these

schools to ensure that the proposed new school is promoted in the local area. Formal consultation has taken place and a final decision is expected in September 2022.

- Subject to member approval we will establish a new Welsh medium school in the east of the county borough. Early work on potential pupil numbers have identified that an increasing number of pupils currently travel from areas including Cwmafan, Taibach and Port Talbot town to YGG Rhosafan, which is continuing to also attract growing numbers of pupil from Sandfields, Aberafan and lower Baglan areas. We would also seek to create the demand for Welsh-medium education in this area in order to attract greater numbers of pupils from the lower Afan Valley and Margam areas which currently have low numbers of pupils accessing Welsh-medium provision. It is expected that funding for this new school would be sought from the appropriate Welsh Government capital grant funding stream available at the time. The initial plan for opening the second school in the south east of the Local Authority will be in place by 2024. We are currently working closely with Replacement Local Development Planning (RLDP) officers in order to identify possible sites and timetables to implement the build. Annual action plans for this outcome will further detail this development.
- To bring forward a proposal to create a third Welsh medium primary school within the 10 year plan. Funding will be sought from the appropriate Sustainable Communities for Learning programme grant funding streams. The location of the third School will be confirmed in the second half of the plan. We are currently working closely with Replacement Local Development Planning (RLDP) officers in order to identify possible sites and timetables to implement the build. Annual action plans will further detail this development.
- We will investigate using **pilot schools** with the aim of mapping out a continuum of staff training to be able to eventually create a category 2 stream within an English-medium school, starting at nursery and working through to Year 6 over a number of years. Early discussions have identified areas suitable for developing a scheme of this kind within the Swansea Valley and the Neath/ Baglan area. Information regarding the schools, specific quantitative data and timescales will be set and evaluated in our annual action plans.
- As a result of Welsh Government funding, we will develop immersion provision for latecomers to the Welsh language. The immersion provision will enable more learners to access Welsh-medium education at primary. The model will depend on need with the aim of having provision accessible to all areas of the Local Authority by the end of the plan.

Long term aim (Post March 2022-Local Authority funded) - The long term aim of the following model is to establish effective immersion hubs in both the north and the south of the Local Authority (in line with WESP targets). We will establish an immersion centre in YGG Pontardawe. This 16 place hub will open in September 2022 to stimulate a demand for Welsh-medium education in the north of the county. This location will also assist in developing the language in a linguistically sensitive area as well as potentially improving confidence and the transition rates to Welsh-medium secondary. The second hub in the south of the county will be located in YGG Rhosafan. This will also be a 16 place hub. We will look to establish provision for the secondary sector in the second half of the WESP with the aim of ensuring provision for late comers to Welsh medium education and pupils who are now in the system but need intensive linguistic support.

Short term aim (December 2021-August2022 WG grant funded)- The short term aim of the grant funding is to research into existing methodologies and good practice across Wales and to form effective networks that will assist in creating effective provision that will address learners' needs and support their progression both in the short and long term. An area within YGG Pontardawe will be identified and developed/ refurbished during the Summer term with the aim of officially opening a 16 place provision in September 2022. Resources for both hubs will be sourced and acquired during this period.

Quantitative targets will be identified and evaluated in the annual action plans and evaluation reports in order to ensure that enough demand is created and that outcomes are effective.

Where do we expect to be at the end of our ten year Plan?

All children in all areas of Neath Port Talbot will have easy access to WM education as they progress from one stage to the next. Additional provisions set out above and an increase in WM settings/ schools will allow this and will lead to the projected increase of 208 pupils.

Key Data

Numbers and % of 5-year olds receiving their education through the medium of Welsh

2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
288	19.7%	308	21%	327	22.3%	346	23.6%	365	24.9%
2027 - 2028		2028- 2029		2029 - 2030		2030 - 2031		2031 - 2032	
384	26.2%	403	27.5	422	28.8	441	30.%	460	31.4%

- Proms- vocal and instrumental. Y5 and Y6 pupils from cluster schools attend YGYBD and are taught by staff and pupils for the day. It is followed by an orchestral performance in the evening (instrumental) or a performance by the YGYBD Cluster Choir (half time Ospreys rugby in Liberty)
- Gig Tanio'r Ddraig- Y5, 6, 7 pupils attend a music festival in YGYBD playing fields annually with the best of current Welsh bands and talent performing
- Cluster sports day for KS2 pupils from feeder primaries on YGYBD playing fields

However, there is a fall in numbers and percentage of learners choosing Welsh-medium education in the post-16 period. The numbers below show the percentage within Welsh-medium schools but there is also a small cohort in St Joseph's studying Welsh A level/ AS level 2nd language Welsh, and a small cohort of students studying A level and AS second language Welsh in NPTC Group of Colleges (see outcome 4 for details).

Plasc Pupil Numbers and Percentages in Welsh Medium Schools															
Year Group	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Year 12 - Numbers	106	110	85	88	97	95	90	110	99	84	109	120	108	92	95
Year 12 - Percentages	49.5%	53.1%	44.0%	48.1%	45.8%	42.4%	44.8%	49.3%	45.8%	42.4%	46.8%	53.6%	48.2%	41.8%	40.1%
Year 13 - Numbers	78	89	98	91	72	93	81	67	93	99	65	87	100	95	82
Year 13 - Percentages	43.3%	48.1%	51.0%	47.4%	42.4%	42.5%	41.8%	37.9%	46.3%	49.7%	40.1%	48.1%	54.9%	50.0%	40.8%

Authority staff are working with Ysgol Gymraeg Ystalyfera Bro Dur to consider how post-16 education can be provided in the most effective and efficient way considering what options are available for online provision or blended learning will enable us to implement the highest quality post-16 provision in a way that is compatible with the technology and techniques developed in recent months. This is a discussion but may offer or be part of a short term solution and possibly reduce travel requirements.

Consideration needs to be given to the post-16 provision at the Bro Dur site. This is outlined further in Outcome 4.

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

Our target is to increase the number of pupils receiving WM education by 208 pupils and to retain a higher percentage of these pupils within the system by the end of the 10 year plan. We aim to do this by implementing the following targets.

- The WESP forum will monitor the transition rates and to adapt and amend the Strategic Plan in line with the results of the data
- The Local Authority, along with the WESP working parties, will create a policy setting out the Local Authority's expectations of pupils continuing within the Welsh sector. All schools will support and implement the policy when dealing with

parents, resulting in a collective responsibility to support parents and encourage confidence.

- There will be central messages from the authority through our new Policy to ensure that pupils are encouraged to remain in Welsh-medium education when transferring from one key stage to the next.
- The Local Authority and the WESP forum will support and strengthen the work of the cluster and parents' confidence in the Welsh language. They will encourage early support and preparation within the Primary sector to communicate expected pathways to pupils and parents through the promotional strategies outlined in Outcome 1.
- Stakeholders i.e. schools, Menter Iaith, RhAG, Tŷ'r Gwrhyd will gather information and identify parents' concerns during transfer.
- The Local Authority will provide guidance in order to support parents and alleviate concerns. Services including the Family Information Service and admissions will play a key role in this support.
- The Local Authority will explore using a Promotional Consultant to implement the 'Choice Architecture Model' for organising the context in which parents decide on secondary education for their children.
- A Local Authority Policy will ensure that every school implements the Welsh Language Charter and sets targets aimed at improving Welsh language skills.
- There will be a Local Authority led programme of enrichment activities for schools (all sectors) to encourage development of Welsh language skills. Working in partnership with third sector providers i.e. Urdd, PASS, Tŷ'r Gwrhyd.
- There will be a Local Authority led programme of support for schools to ensure that Welsh is high on the agenda and is being promoted as a valuable and essential skill in line with Y Gymraeg 2050. This will be led by our Education Support Officers.
- The Local Authority will develop a support package for schools to monitor progress. This will be discussed and developed further during core visits from Education Support Officers. This support will include information on developing staff and pupils through various courses, signposting good practice and projects i.e. Cynefin (web based local Welsh history and culture platform for schools to develop).
- As a result of Curriculum Developments for Wales, there will be Local Authority level support for schools to develop the visibility of the new curriculum with the focus on confidence in the Welsh language.
- Case studies to market good practice and raise status (work in partnership with Menter Iaith) will be publicised via a promotional campaigns, social media and websites.
- Rich marketing programmes will raise the profile of the Welsh language and give Welsh-medium education a high status – A Brighter Future (working in partnership with Menter Iaith).
- There will be provision to provide an enhanced workforce skilling programme to meet the needs of outcome 3 in improving pupils' skills across all sectors.
- We will invest in immersion provision for latecomers to the Welsh language. The immersion provision will enable more learners to access WM education at primary and secondary level. The model will depend on need with the aim of having provision accessible to all areas of the Local Authority by the end of the plan. See outcome 2 for details.

- By the second half of the WESP, with growth at key stage 2, the Bro Dur site will reach a full capacity of 650, an increase of 150. As a result of this growth, we will need to consider expanding the capacity within Welsh-medium secondary education. We are currently working closely with Replacement Local Development Planning (RLDP) officers and Headteacher in order to identify options and timetables to implement the developments. Annual action plans will further detail this development.
- We will ensure that the whole educational journey from nursery to post-16 is clear to families in order to further develop confidence in choosing Welsh-medium. In order to ensure this continuum, we will need to develop and provide accessible Welsh-medium education, including post-16 provision at vocational and A level within the Local Authority. Development details and quantitative targets will be identified and evaluated in the annual action plans and evaluation reports.

Where do we expect to be at the end of our ten year Plan?

By the end of the 10 year plan we will see a significant increase in the number of learners transferring from WM primary to YGYBD as well as an increase in the number of learners remaining in WM education from KS3 to KS4 (see Outcome 4). It is intended to see an increase in the number latecomers changing to WM education as a result of successful immersion, as parents become more informed and confident with WM education.

Outcome 4

More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh

Where are we now?

As outlined in Outcome 3, pupils who have attended Welsh-medium primary education are strongly encouraged to follow the same continuum through the key stages.

Pupils at Ysgol Gymraeg Ystalyfera Bro Dur secondary phase are able to study all subjects at GCSE level through the medium of Welsh. Science is optional with learners choosing either to be taught through the medium of Welsh or English on the Ystalyfera site. At present YGYBD secondary phase offer in excess of 36 KS3 courses through the medium of Welsh at GCSE, BTEC, Welsh Bacalaureate, Agored Cymru Tystysgrif Lefel 2 and vocational CBAC level.

All sixth form pupils at Ysgol Gymraeg Ystalyfera Bro Dur secondary phase can study their chosen subjects through the medium of Welsh, with the exception of Science. At present, 28 pupils study A level Biology, 18 study A level Chemistry and 15 study A level Physics through the medium of English. These subjects are currently not available through the medium of Welsh.

The Local Authority recognises the need to cater for vocational courses through the medium of Welsh at KS4.

The data for assessed qualification in Welsh as a subject at GCSE, A level and AS level is as follows:

Numbers and % of pupils studying the first and second language Welsh specification at GCSE level

Year	11 Cohort	1st Language GCSE	2nd Language GCSE	2nd Lang (SC GCSE)	Total	Total % of cohort	% cohort 1st Language GCSE	% cohort 2nd Language GCSE	% cohort 2nd Lang SC GCSE
2018	1486	190	917	40	1147	77%	13%	62%	3%
2019	1456	166	1038	0	1204	83%	11%	71%	
2020	1513	171	984	0	1155	76%	11%	65%	
2021	1619	196	1061	0	1257	78%	12%	66%	

	AS Welsh 2nd Language	AS Welsh 1st Language	A Level 2nd Language	A Level 1st Language
2019	5	4	3	5
2020	1	5	2	5
2021	2	1	1	4

Numbers of pupils studying the first and second language Welsh specification at A and AS level (YGYBD secondary phase and St. Joseph's)

	Year 12 St Joseph's	Year 13 St Joseph's	Year 12 Ystalyfera	Year 13 Ystalyfera	Total year 12	Total year 13	Overall Total
2019	110	76	109	100	219	176	395
2020	121	99	92	88	213	187	400
2021	133	94	96	81	229	175	404

The NPTC Group of Colleges offers AS and A Level first and second Welsh language courses. Figures from the past three years can be seen below:

	AS Welsh 2 nd Language	AS Welsh 1 st Language	A Level Welsh 2 nd Language	A Level Welsh 1 st Language
2019	21	0	13	0
2020	8	0	11	0
2021	7	0	3	0

Also, to date units from the following courses at NPT Group of Colleges have been translated / delivered in Welsh or bilingually:

- Mathematics
- Construction
- Agriculture
- Sport
- Public Services
- Childcare
- Hairdressing

The Urdd also offers apprenticeships through the medium of Welsh within the Local Authority. The apprenticeships offer new opportunities to learn, develop and increase confidence in the workplace. From sports, outdoor activities and youth work apprenticeships to qualifications and accreditations, the Urdd offer a range of opportunities for all ages and abilities.

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

Our target is to increase the number of pupils receiving WM education by 208 pupils and to retain a higher percentage of pupils studying for assessed qualifications through the medium of Welsh and Welsh as a subject by the end of the 10 year plan. We aim to do this by implementing the following targets.

- Raise the status of the Welsh language as a medium of study and work across all education system partnerships.
- Develop a language and learning continuum across all progression steps. Promoting learner confidence and parental reassurance.
- Research and seek local knowledge on parents' attitudes in all schools where there is a lack of transition.
- Monitor post 16 welsh medium uptake. WESP to be adapted in line with data.
- At present, there is no vocational provision in the Local Authority outside YGYBD. The role of Colegau Cymru (Neath / Afan College) Vocational Courses – skills workforce, will need to develop to include Welsh medium and bilingual courses.
- Establish Bro Dur as a Post-16 Welsh Medium Vocational Qualification centre, providing pathways for ALL pupils in line with Scandinavian model where national qualification programmes are divided into two categories: preparatory and vocational. Preparatory programmes satisfy the requirements needed to study university courses in specific subject areas. Vocational education provides learning which builds on secondary education and prepares students for the labour market. It is developed and run in close cooperation with employers and industries.
- Provide courses that ensure an increase in the Early Years workforce in order to fulfil the increased demand for Welsh-medium education within the 10 year plan.
- Work with Careers Wales and Colegau Cymru to develop a menu of Welsh medium and bilingual apprenticeships for the current pupils in the system.
- Include the Urdd in future post 16 qualification discussions with the aim of increasing the number of students completing apprenticeships with the Urdd through the medium of Welsh.
- Increase numbers who choose Science GCSE through medium of Welsh in YGYBD (currently Welsh/ English optional). By 2025, the default language for Science GCSE will be Welsh. Pupils will be encouraged to choose Science through the medium of Welsh and will have to apply to opt out of the Welsh language course. By the end of the 10 year plan, 100% of pupils will complete their Science GCSE through the medium of Welsh. This target will be monitored closely in our annual plans and further mid-term targets will be set accordingly.
- Work towards transitioning A level science to Welsh medium (currently all English). By 2027 (to ensure progression from Welsh-medium GCSE), the default language for Science A level will be Welsh. Students will be encouraged to choose Science through the medium of Welsh and will have to apply to opt out of the Welsh language course. By the end of the 10 year plan, 100% of pupils will complete their

Science A level through the medium of Welsh. This target will be monitored closely in our annual plans and further mid-term targets will be set accordingly.

- English medium schools to provide and deliver high quality Welsh language Teaching and Learning in line with new curriculum and one equal qualification (no second language Welsh GCSE)
- Promote Welsh across the curriculum (and not Welsh in isolation) in all schools, with the expectation that all teachers will be able to promote, enrich and encourage the process of developing Welsh as a language.
- Provide a menu of language support and training for staff of all levels and identify gaps in provision.
- Employ a Welsh in Education Promotion Officer to support / lead the 'need for Welsh', with the aim of changing mindsets. Co-ordinate the provision across the Local Authority. Embed the new vision for Welsh medium and Welsh education across all providers.
- Provide support for Bro Dur as KS4 pupils transfer to KS5. Ensure suitable routes and transport for these pupils.

Careers Wales to promote Welsh language as essential skills for the future within the Local Authority, emphasising the requirement for Welsh language skills in all jobs by 2030.

Where do we expect to be at the end of our ten year Plan?

By the end of the 10 year plan, we aim to see a significant increase in the percentage of qualifications studied through the medium of Welsh as learners and parents become more confident in choosing Welsh medium education.

There will also be a wider variety of vocational qualifications taught through the medium of Welsh available within the Local Authority in order to allow full access of the Welsh language to all learners.

Outcome 5

More opportunities for learners to use Welsh in different contexts in school

Where are we now?

The targets for this outcome have been developed alongside the targets set out in the Neath Port Talbot Welsh Language Promotion Strategy (alongside Priority 1) with emphasis on promoting and facilitating the use of the Welsh language and increase its use in everyday life within schools and the wider community.

It also aims to promote the Curriculum for Wales Framework by ensuring that All learners should have appropriate pathways for learning Welsh and English to enable them to develop the confidence to use both languages in everyday life. It aims to support learners to use Welsh confidently and appreciate its usefulness to communication in a bilingual Wales.

The Authority recognises that having varied opportunities to use the Welsh language in different contexts within the school environment is key to promoting confidence. Learners, parents and carers will need to be supported and encouraged to participate in a variety of experiences and opportunities through the medium of Welsh in order to improve their confidence in the language.

The Siarter Iaith was an integral part of most schools pre Covid with most Welsh schools and many English medium schools increasing the social use of Welsh within school and the wider community in a variety of creative and successful ways. To date, the following data demonstrates the success of the Siarter Iaith and Cymraeg Campus pre Covid:

- 9 Welsh medium primary schools have achieved the Siarter Iaith silver award,
- 1 Welsh medium primary school has achieved the Siarter Iaith gold award,
- 45 English medium schools are currently engaged in the Welsh Charter scheme 'Cymraeg Campus' at the moment,
- 17 English medium schools have achieved the Cymraeg Campus bronze award

Covid and long periods away from school sites has had a negative impact on this progress and the Authority recognises the need to promote and develop the Siarter Iaith in order to regain the confidence lost during lockdown periods.

The Authority also recognises the need to work with organisations such as Academi Hywel Teifi, Tŷ'r Gwrhyd, Menter Iaith, Mudiad Meithrin and Urdd Gobaith Cymru to provide learning opportunities for non-Welsh speaking learners, parents / carers and grandparents or those who are hesitant in the language in order to raise their confidence and assist with their children's education. This will be key to the success of our strategy.

Menter Iaith

Menter Iaith currently provide a wide range of opportunities for children and young people with the Local Authority:

- arrange staff training sessions for the Childcare sector
- arrange family activity sessions/ days e.g. fun days, singing sessions
- create and distribute language awareness packs with the aim of providing parents with the information needed to make informed choices about their child's education/ promote the benefits of Welsh medium education
- attend open days within schools and the community with the aim of providing information and promoting the Welsh language
- work closely with schools i.e. Gig Tanio'r Ddraig (Welsh music festival, Cwis Dim clem (quiz), language awareness sessions with staff, pupils and parents, information evenings with parents to promote transition to Welsh medium secondary education etc.
- arrange social events for primary age learners (outside of school hours) e.g. cooking sessions, parties, treasure hunts
- arrange social events and activities for secondary age learners e.g. surfing, youth clubs, fun days
- jointly employ a youth worker (with Ysgol Gymraeg Ystalyfera Bro Dur) with a specific role of promoting activities through the medium of Welsh
- produce and share (via website) a wide range of Welsh medium resources
- produce and distribute 'Cymraeg Campus' newsletter to all English medium schools with resources, 'top tips' and ideas on how to raise the profile of Welsh in their local area
- Facebook group to support parents and teaching staff

Urdd

The Urdd provides a wide range of opportunities for learners and the wider community to participate in various activities to promote a sense of belonging and the Welsh language. These include:

- Eisteddfod: Pupils from the Local Authority have the opportunity to take part in over 400 competitions, from singing to cooking, dancing to designing websites, and writing stories to starring on stage
- sporting activities: provides opportunities across the Local Authority for every child and young person to embrace sport, through clubs, competitions, training, and regional and national sports festivals.
- residential centres: pupils from the Local Authority visit centres in Glan-llyn, Llangrannog, Cardiff and Pentre Ifan. This supports learning outside of the classroom and provides an excellent context for the use of the Welsh language in a fun environment.
- community and youth work: The Urdd Community Department focuses on providing arts opportunities to members within the Local Authority. They arrange activities to encourage and enable children and young people to socialise through the medium of Welsh outside the classroom. The Urdd also develop the Urdd's 'adrannau' and 'aelwydydd' (junior and youth clubs) and provide a range of Welsh-medium resources.

Ty'r Gwrhyd

Ty'r Gwrhyd is a Canolfan Gymraeg in Pontardawe, jointly established by Neath Port Talbot Council and Academi Hywel Teifi at Swansea University in 2016. Ty'r Gwrhyd houses a Welsh-language bookstore, and rents office space to Menter Iaith CNPT, Urdd Gobaith Cymru officers and Dysgu Cymraeg Ardal Bae Abertawe tutors. Welsh language educational courses are delivered at the centre, as are Welsh language lessons for adults. Community groups, including Merched y Wawr, Cylch Darllen Cwm Tawe and papur bro *Llais*, make regular use of the facilities at the centre. The centre hosts regular book launches, small art exhibitions, cultural and literary events and creative activities for children and young people. Ty'r Gwrhyd is also home to Cylch Ti a Fi Pontardawe and a reading club for primary age children which attracts pupils from throughout the Swansea Valley from Cwmllynfell to Clydach.

There is currently no provision within the Authority for children and young people who are latecomers to Welsh-medium education to access a Welsh language immersion centre, learners' needs are catered for within individual schools. This target is addressed in Outcome 2.

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

Our aim is to create and provide opportunities and experiences for all learners and the wider community to use Welsh and be part of Welsh life in order to increase confidence in the Welsh language and to feel a sense of belonging. We will do this by implementing the following targets.

- Designated staff will re-launch the Siarter Iaith ensuring that it is embedded in all new curriculum designs. Schools will progress on the Siarter continuum and will be supported along the journey with guidance and resources.
- By September 2022, all Welsh and English medium schools will have reviewed and revisited previous Siarter Iaith/ Cymraeg Campus targets and will achieve the pre Covid standards.
- By September 2024, the Siarter Iaith/ Cymraeg Campus will be an integral part of planning for the Curriculum for Wales within all schools, with an emphasis on a whole school progression approach (supported by our Welsh in Education officer and Curriculum Development Officer (Welsh in English medium)). This will increase learner and staff confidence in using the Welsh language and impact positively on the ethos of all schools.
- By September 2024, Siarter Iaith/ Cymraeg Campus action plans/strategies will be used to ensure regular opportunities for learners, staff and the wider community to engage in activities that increase confidence in the Welsh language and promote Welsh modern culture and history. This will lead to an increased awareness of the relevance/ importance of Welsh in their everyday lives. This will be monitored and supported by our Welsh in Education officer and Curriculum Development Officer (Welsh in English medium).
- We will continue to build on the huge success of our annual 'Gig Gymraeg' within the YGYBD cluster for Y6 and Y7 learners. We will aim to roll this out

across the LA, ensuring that all Y6 pupils in WM and EM schools have access to a contemporary WM music festival on an annual basis. This will be supported by Menter Iaith CNPT.

- We will aim to roll out the 'Gig Gymraeg' to all Y8 and Y9 pupils along with Y12 pupils at a large central venue i.e. Margam in order to provide an opportunity to speak Welsh and enjoy Welsh contemporary culture outside of school.
- A leading excellent practice English medium school has been identified and this school will share resources and ideas and support other schools with their curriculum design, ensuring that Welsh culture, history and appreciation of the local area is embedded in their new curriculum.
- The NPT schools website, created by learners, to promote modern Welsh culture, history and local area will be launched and added to on a regular basis in all Welsh medium schools and rolled out to all English medium schools.
- An audit will be undertaken to see what WM provision is available within the LA (both within school and in the community) and geographical gaps will be identified and filled i.e. provision from Urdd, PASS, Youth Service etc. Following the audit, a menu of support will be created for all schools within the LA.
- By September 2022, the Local Authority's agencies and third sector services will have introduced a baseline and targets that will demonstrate their intention to increase community activities.
- We will track and evaluate the targets annually using quantitative and qualitative data.
- All schools will be encouraged to use the Urdd Residential Centres to promote the Welsh language in a fun and relaxed environment.
- All schools will be encouraged to partake in Urdd Eisteddfod activities with the aim of increasing confidence in the language and increasing awareness of Welsh literature, music and the arts.
- We will work closely with partners including Academi Hywel Teifi, Tŷ'r Gwrhyd, Menter Iaith, Urdd to ensure provision and promotion of learning opportunities for non-Welsh speaking learners, parents / carers and grandparents or those who are hesitant in the language in order to raise their confidence and assist with their children's education. This will be in conjunction with the NPT Welsh Language Promotion Strategy, Priority 1.
- We will listen to our learners across all sectors and ages to obtain views and ideas on promoting the Welsh language, contemporary culture, history and a feeling of belonging. Pupil voice will be essential in reviewing and setting our annual action plan.
- As a result of Welsh Government funding, we will develop immersion provision for latecomers to the Welsh language. The immersion provision will enable more learners to access Welsh-medium education at primary. The model will depend on need with the aim of having provision accessible to all areas of the Local Authority by the end of the plan.

Long term aim (Post March 2022-Local Authority funded) - The long term aim of the following model is to establish effective immersion hubs in both the north and the south of the Local Authority (in line with WESP targets). We will establish an immersion centre in YGG Pontardawe. This 16 place hub will open in September 2022 to stimulate a demand for Welsh-medium education in the north of the county. This location will also assist in developing the language in a

linguistically sensitive area as well as potentially improving confidence and the transition rates to Welsh-medium secondary. The second hub in the south of the county will be located in YGG Rhosafan. This will also be a 16 place hub. We will look to establish provision for the secondary sector in the second half of the WESP with the aim of ensuring provision for late comers to Welsh medium education and pupils who are now in the system but need intensive linguistic support.

Short term aim (December 2021-August 2022 WG grant funded)- The short term aim of the grant funding is to research into existing methodologies and good practice across Wales and to form effective networks that will assist in creating effective provision that will address learners' needs and support their progression both in the short and long term. An area within YGG Pontardawe will be identified and developed/ refurbished during the Summer term with the aim of officially opening a 16 place provision in September 2022. Resources for both hubs will be sourced and acquired during this period.

Quantitative targets will be identified and evaluated in the annual action plans and evaluation reports in order to ensure that enough demand is created and that outcomes are effective.

- We will develop via a locally based task and finish group, a holistic plan which looks in detail at all aspects of the vitality of the Welsh language in areas of linguistic sensitivity and establish working groups to consider thematic issues such as the use of the language by the private sector, by voluntary groups and by young people in general. Areas for possible collaborative working:
 - Preschool Provision and location
 - Marketing Welsh-medium education
 - Provision and take up of Welsh for adults
 - Language confidence building events
 - Promoting the use of Welsh by private and voluntary organisations
 - Activities and entertainment for young people and young adults
 - Employment and economic development

Where do we expect to be at the end of our ten year Plan?

All schools within the Local Authority will be fully engaged with Curriculum for Wales in conjunction with the Siarter Iaith. The Welsh language, contemporary culture and history will be integral to curriculum design. We will see an increase in learner and staff confidence and pride towards being Welsh and the Welsh language. The Welsh language and the associated extra-curricular activities will be inclusive and will radiate into the wider community, allowing all to have access and to develop their Welsh-language skills.

Outcome 6

An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) (in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018

Where are we now?

As a result of the Additional Learning Needs and Educational Tribunal Act (Wales) 2018, significant changes are underway in relation to the statutory provision required to meet the needs of all learners with ALN. All services within the local authority will be required to consider whether the child or young person needs ALP (Additional Learning Provision) in Welsh.

At present, for learners with significant ALN who cannot access mainstream education within primary and secondary schools, specialist provision is provided which include:

Primary LSCs	
Abbey	EYAC
Blaenbaglan	SpLg
Cilffriw	SpLg
Gnoll	ASD
Maesmarchog	ASD
Waunceirch	ASD
Blaendulais	MLD
Blaenhonddan	MLD
Croeserw	MLD
Trebannws	MLD
Tywyn	MLD
Tywyn	SLD
Tywyn	PMLD
Catwg	Sensory
Crynallt	SEBD
Awel y Mor	SEBD

Secondary LSCs	
Ysgol Bae Baglan E Band	MLD and SpLg
Ysgol Bae Baglan F Band	ASD, HI, SLD, PMLD
Dwr y Felin	ASD
Cwmtawe	ASD
Cwmtawe	SpLD
Cefn Saeson	SENC

Special Schools
Ysgol Hendrefelin
Ysgol Maes Y Coed

Currently the data provided from Welsh medium schools is not evidence enough for the requirement for specialist provision in a specific area of need. However, it is difficult to currently predict the level of need for specialist provision in the future. The authority will work to ensure *'all reasonable steps are taken to deliver ALP in Welsh for children and young people who require support through the medium of Welsh, with scope for increasing the delivery of ALP in Welsh over time'* (The ALN Code for Wales 2021, 3.2.(e)).

It is recognised that Welsh-medium schools need further support from the LA to build their capacity to meet the needs of learners with ALN. The authority continues to monitor this situation and continues to engage with the Welsh medium sector on demand and need.

Specialist services are able to provide almost all services through the medium of Welsh and best endeavours are made to recruit specialist staff who are able to work through the medium of Welsh.

The local authority has worked closely with schools over the past three years to prepare for the implementation of ALN reform. This has included training, workshops and cluster planning events. WM schools have contributed to and received bilingual tools to follow new decision making processes. A comprehensive bank of bilingual resources have been provided to our Welsh medium schools and the Inclusion Service will continue to work in partnership with Welsh medium schools to further develop robust Inclusive Learning Provision(ILP) and Additional Learning Provision (ALP) offers, to meet the range of needs of pupils with ALN.

NPT Inclusion Service has developed a regional Early Resolution and Dispute Prevention training package, to further develop parent partnership and training and bilingual materials have been provided to our WM schools.

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

- Continue to collect detailed data and information to set a baseline for current provision, to recognise gaps in provision and to set quantitative targets and time lines for improvement over the 10 year plan.
- We will provide information and advice for children and young people and their families, ensuring school and council websites include information about addressing the needs of pupils in Welsh-medium education and about specialist provision.
- The Local Authority commits to develop plans to establish a Welsh-medium learning support centre at YGG Trebannws, ensuring that this is a gradual, steady process transitioning from predominantly English-medium provision that exists, to a bilingual provision and eventually to a fully Welsh-medium provision.
- We will include the provision of a 16 place Welsh-medium learning support centre in the plans to build a replacement YGG Rhosafan, as part of NPT's appropriate Sustainable Communities for Learning Programme Band C proposals.
- Continue to develop a comprehensive professional development training menu and support for teachers within our Welsh medium mainstream schools and for our Early Years and Childcare Sector. This will enhance the Inclusive Learning Provision (ILP) and Additional learning Needs Provision (ALP) offer within our Welsh Medium schools and Early Years settings, as set out in the new ALN Code for Wales 2021. This training and support offer, including a review of resources and appropriate assessment material, will be reviewed annually and

will be informed by any changing need within our WM mainstream schools and Early Years and Childcare Sector.

- Undertake a biannual audit of the additional learning needs (ALN) of Welsh medium language learners and review our specialist planned places, in order to inform current and map future emerging need for Welsh medium provision for our most complex children and young people with ALN.
- Support and enable the development of a variety of specialist preschool provision to facilitate the early identification of emerging needs for our youngest children, where Welsh is first language or there is a parental preference for Welsh medium provision.
- Invest in bilingual specialist playgroup and childcare provision to support the early identification of emerging needs for our youngest children, where Welsh is first language or there is a parental preference for Welsh medium provision.
- Invest in a bilingual specialist provision and specialist staff within the local authority or with regional partners, to secure the capacity to deliver a Welsh medium specialist provision for children and young people with more complex additional learning needs.

Where do we expect to be at the end of our ten year Plan?

All pupils with ALN within the local authority will have access to provision at all levels through the medium of Welsh. Collaboration with regional partners will provide a comprehensive range of resources, training opportunities and networking to ensure that Welsh medium provision will be of a high standard and complies with the Additional Learning Needs and Educational Tribunal Act (Wales) 2018. Early Years and pre-school WM ALN support, assessments and provision will provide increased confidence in parents when choosing Welsh medium education for their children.

Outcome 7

Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh

Where are we now?

Current data and targets can only be based on reported data reflecting the self-assessment of fluency by individual members of staff.

The most recent data about the education workforce in NPT shows a plateau in the percentage of school teaching staff able to speak Welsh and teach through the medium of Welsh.

Recent Workforce Data

At 31.3.2022, 843 employees self-reported that they are fairly fluent/fluent in speaking and writing Welsh. Of these, 514 were schools' employees. The total employee headcount on this date was 6385.

Previous data relating to school staff is outlined below:

SWAC - Teacher Welsh Language Ability																
SWAC Year	School Teaching Staff - Welsh Language Ability (Numbers)								Total	School Teaching Staff - Welsh Language Ability (%)						
	W1 - No Welsh Skills	W2 - Entry Level	W3 - Foundation Level	W4 - Intermediate Level	W5 - Advanced Level	W6 - Proficient Level	W7 - Not Obtained	W1 - No Welsh Skills		W2 - Entry Level	W3 - Foundation Level	W4 - Intermediate Level	W5 - Advanced Level	W6 - Proficient Level	W7 - Not Obtained	
2019	252	269	270	92	57	234	8	1182	21.3%	22.8%	22.8%	7.8%	4.8%	19.8%	0.7%	
2020	254	275	276	99	58	249	1	1212	21.0%	22.7%	22.8%	8.2%	4.8%	20.5%	0.1%	
2021																

SWAC - Teaching Through the Medium of Welsh												
SWAC Year	Teaching Through Medium of Welsh (Numbers)					Total	Teaching Through Medium of Welsh (%)					
	T1 - Teach/work in Welsh in current post	T2 - Able to teach/work in Welsh but not doing so in current post	T3 - Not able to teach/work in Welsh	T4 - Teaching Welsh as a subject only	No Answer		T1 - Teach/work in Welsh in current post	T2 - Able to teach/work in Welsh but not doing so in current post	T3 - Not able to teach/work in Welsh	T4 - Teaching Welsh as a subject only	No Answer	
2019	205		81	442	447	7	1182	17.3%	6.9%	37.4%	37.8%	0.6%
2020	218		77	448	468	1	1212	18.0%	6.4%	37.0%	38.6%	0.1%
2021												

A significant growth of the workforce able to teach Welsh and through the medium of Welsh is critical in order for Neath Port Talbot to succeed in delivering the growth of Welsh-medium education and Welsh speakers in our schools. We recognise that as well as recruiting a sufficient high quality workforce for our new Welsh-medium schools, we will need to upskill staff and the learning workforce in English-medium schools in order to ensure that a greater amount of teaching and learning is done through the Welsh language.

At present, the Welsh Sabbatical course is offered to all schools within the Local Authority. The numbers of staff who have attended the course is as follows:

Welsh Sabbatical Course- Numbers of NPT staff attending				
2017	2018	2019	2020	2021
1	4	5	3	3

We recognise that there is a need to heavily endorse and promote this course in order to strategically increase the numbers of Welsh-speaking staff within our English-medium schools and succeed in our aim to provide bilingual education throughout the Local Authority.

To achieve a greater awareness and level of ability in the Welsh language within our English-medium schools, teaching staff within the Local Authority have been encouraged to attend Welsh language courses run by Academi Hywel Teifi (courses tailored to suit all abilities from entry level to higher level). The Local Authority monitors the number of staff attending and promotes the provision when needed.

At present, YGYBD are working closely with PGCE students from Swansea University's School of Education ITE programme and Academi Hywel Teifi to train and promote teachers in Welsh-medium education. Thirteen students were placed in WM settings (YGYBD secondary phase sites) through this partnership in 2020-21 and 14 students in 2021-22, with a focus on subject needs within the workforce i.e. Welsh, English, biology, chemistry, physics, MFL, mathematics, DT and computer science. Furthermore, all student-teachers on the PGCE programme receive mandatory 30 hours of Welsh-language learning/enhancement as part of their course (the provision is tailored to where the individual is on their language continuum and ranges from ensuring basic conversational Welsh to enhancing fluency). All are offered further Welsh language learning opportunities once they've achieved their qualification; all graduate with a good level of language awareness and understanding of the bilingual educational context of Wales.

From September 2021, the Swansea University Schools' Partnership (SUSP) will also deliver a unique one year full-time Postgraduate Certificate in Education (PGCE) Primary with Qualified Teacher Status (QTS). After experiencing teaching placements across the primary age phase, the student teacher can choose to specialise in Foundation Phase, Key Stage 2 or All- Age contexts. The programme is heavily promoted in south Wales with a view to securing student-teachers that will enter the workforce in their home localities. By placing these student-teachers within our NPT schools as they train, we envisage forging links with potential new staff and securing a workforce that's well-equipped to address the changing face of education in a bilingual Wales.

Developments are also afoot in the NPTC Group of Colleges which has received further funding from Colleges Wales / The National Centre for Learning Welsh to recruit a Work Welsh tutor that solely delivers Learn Welsh courses to NPTC Group of Colleges staff. The Work Welsh target is to provide 120 hours of Welsh to increase bilingual and Welsh-medium delivery in post-16 education, therefore concentrating on academic staff. There are currently 26 staff on the scheme. The 'Welcome' course (Cwrs 'Croeso') has also given NPTC Group of Colleges staff an opportunity to learn and develop their Welsh language skills in the workplace. Due to the success of the course, Work Welsh have used NPTC Group of Colleges as an example in their past case studies for good practice. They were also awarded Work Welsh Employer of the year 2020. Online Work Welsh courses have been built into the College induction scheme for all new staff and are also offered as CPD targets to all staff, therefore

ensuring that staff at NPTC Group of Colleges continue to develop their Welsh language skills. The College has also developed a strategic approach (HR Linguistic Skills Strategy) to recruiting and training staff to close the skills gap between current capacity and the requirements identified in the new Welsh Language Standards and Towards Cymraeg 2050, by introducing a benchmarking exercise.

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

We aim to increase the number of teaching staff able to teach through the medium of Welsh in all sectors by the end of the 10 year plan. We aim to achieve this by implementing the following targets.

- We will devise and implement a system of targeting schools according to greater need to nominate individuals to attend the National Sabbatical Scheme with a view to enabling at least 3 teachers per year to attend. The Local Authority will also monitor and ensure that the learning and knowledge is cascaded within each school that benefits from the scheme with a view to creating a changed culture, ethos and language practice within the school.
- The Local Authority will complete a biannual audit and detailed analysis of Welsh speakers able to teach through the medium of Welsh in all sectors. This will include teachers, TA's, youth workers etc. This data, along with projected pupil numbers and workforce planning data involving projected retirements, will be used to capture the required number of staff needed for the future and pinpoint schools, in order to drive the Local Authority's recruitment plans and Welsh-language learning initiatives for staff.
- Based on the data analysis of the biannual Welsh speakers' audit, we will set biannual targets for increasing the proportion of the workforce with language skills at foundation level, and at intermediate level or higher and will report on these as part of the annual monitoring.
- We will undertake regular analysis of all data sources to understand trends in the demand for Welsh-medium teachers. This will include projecting annual transition rates of learners from primary to secondary education and looking at trends in terms of numbers of teachers moving into leadership roles, moving schools or leaving/ retiring from the profession.
- We will undertake a regular analysis of how many staff have Welsh language skills in English-medium schools in order to identify gaps and target schools/ staff for further Welsh language training and immersion.
- By 2023, the authority aims to ensure that at least one member of staff has been identified in every English-medium Primary School who will have the linguistic skills to lead the Welsh language within the organization. English-medium schools will be required to identify a community of staff with Welsh-language skills that will drive their school's engagement with the language and the WESPs targets. Our aim here is to ensure whole school involvement in this agenda thus avoiding the risk of leaving isolated individuals to deliver on school and county-wide targets.
- The Local Authority will ensure that a teaching member of staff's ability to learn /improve their Welsh language skills is factored into that individual's

worktime and workload and that recognition of their progress and effort will be documented in their annual personal development record.

- The HR department will audit the number and place of work of all Welsh speakers within the Authority in order to ensure Welsh medium non-teaching staff are allocated to Welsh medium schools, thus strengthening provision and communication.
- We will establish a workforce forum by September 2023 to respond to recruitment gaps and challenges in the authority. The information gathered will form part of the national workforce strategy.
- The Local Authority commits to ensuring a professional support service that can speak Welsh by appointing and upskilling employees currently in the system.
- We will access schemes through Mudiad Meithrin to provide language immersion methods and training for staff across the county.
- The authority recognises its proactive role in promoting opportunities to engage with the workforce across the whole range of Local Authority services. One of the main responsibilities of the promotion Officer will be to facilitate this work - commence September 2022.
- The Local Authority will set out clear guidelines for use by schools, governing bodies and HR when recruiting new staff, outlining the expectation in terms of the Welsh language. School Governing Bodies will be required to address this ongoing aim as a standing agenda item.
- We will provide an efficient translation service within the Local Authority to ensure that Welsh and English correspondence have equal status.
- We will continue to build on the effective ITE partnership between YGYBD and Swansea University and ensure maximum engagement with the new Primary programme.
- PGCE students from Swansea University and the Careers Service will hold regular information sessions with staff and pupils from Y10-13 in both Welsh and English medium schools, outlining the benefits of a career in education and the integral role the Welsh language plays in this.
- We recognise the need to increase the early years workforce and practitioners who can speak the Welsh language in education and early years. We will work with partners to ensure and promote opportunities for practitioners to access Welsh-medium childcare courses. We will identify these gaps in our annual action plan for this outcome and will set targets accordingly.
- The Local Authority will seek to benefit from Welsh Government's pilot project to incentivise Welsh speakers that return from universities to help teach Welsh in schools.
- Teaching staff within the Local Authority will be further encouraged to attend Welsh language courses run by Academi Hywel Teifi with an initial five-year programme of planning and development identified for this area. The focus will be in the large on staff in English-medium schools with minimal Welsh-language skills, but provision for those wishing to brush up or enhance their skills will also be made available across all schools.
- The Local Authority will identify/ recruit potential leaders and support them when completing the 'Aspiring Leaders' course with the intention of continuing to complete the NPQH.

- Increasing the number of staff attending the Welsh Language Sabbatical scheme will be a target. We will investigate using **pilot schools** with the aim of mapping out a continuum of staff training to be able to eventually create a category 2 stream within an English medium school, starting at nursery and working through to Year 6 over a number of years. Early discussions have identified areas suitable for a scheme of this kind within the Swansea Valley, along with 3 other pilots in the Neath/Baglan area (2 primary and 2 secondary schools). Information regarding the schools will be detailed in our mid-term plan and specific quantitative data and timescales will be set and evaluated in our annual action plans.
- Welsh language awareness training will be made available for all non-teaching staff in the Local Authority's schools.
- To fulfill the aspiration of opening three schools over the 10 year period we will need to ensure at least 3 headteachers, a senior team for each school, class teachers and assistants during the establishment and development of each school. As plans develop in line with member approval and the RLDP, we will calculate the data on the exact staffing numbers needed for the new Welsh-medium schools in line with the proposals. These will be included in the annual action plans.
- We will review the Welsh Government Workforce Development Plan and seek to mainstream recommendations at local level to maximize and grow a Welsh teaching and learning workforce.
- In order to achieve the targets for increasing the number of learners in Welsh-medium education, we will need a partnership approach to planning the workforce needs. We will look to work with relevant stakeholders and Welsh Government in order to achieve these ambitious targets. Annual action plans will reflect these collaborative actions and quantitative short term targets will be agreed upon by all relevant stakeholders.

Where do we expect to be at the end of our ten year Plan?

An increased number of the NPT education staff will be able to teach through the medium of Welsh and Welsh as a subject. There will be an increase in Welsh medium staff able to teach specific subjects at secondary level. There will be an increase in the number, ability and confidence of staff in English-medium schools able to converse and teach Welsh, therefore increasing the amount of learners with access to Welsh-medium education at all levels throughout the Local Authority. NPT will attract and recruit excellent, bilingual leaders for our schools. All NPT schools will form communities that promote the Welsh language as a medium for education and community life.

How we will work with others to achieve our vision

The WESP sets out a requirement for each local authority to establish a Welsh Education Forum (WEF). The NPT WESP Forum comprises of headteacher representatives from Welsh-medium and English-medium primary and secondary schools, officers of the local authority and other stakeholders from our community including Menter Iaith, RhAG, Health, Mudiad Meithrin, Swansea University's Academi Hywel Teifi, Tŷ'r Gwrhyd and the Urdd.

The NPT WESP Forum met to offer its views during the initial planning of the document in July 2021. Following the initial meeting, working groups for each outcome, comprising of members of the forum, were formed. The working groups will meet termly to form and evaluate an action plan for their specific outcome. These action plans will be focused on achieving the overarching aims set out in the WESP document. Progress will be reported back to the full WESP forum on a termly basis.

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
1	R.Crowhurst	Head of Service	2022
2	K Windsor- Brown	Transformation Coordinator	2023

1. Details of the initiative

	Title of the Initiative: Welsh in Education Strategic Plan
	: Transformation
1b	Directorate: ELLLS
1c	Summary of the initiative: Plan for developing Welsh language across education settings
1d	Who will be directly affected by this initiative? Preschool, primary secondary and post 16 pupils
1e	When and how were people consulted? Consultation between November 2021 and January 2022
1f	What were the outcomes of the consultation? The plan received widespread support and approval

2. Evidence

What evidence was used in assessing the initiative?

The following evidence, information and data was used before and during the process of completing the WESP document. As a result, the WESP aligns itself to:

- The Well-being of Future Generations (Wales) Act 2015
- 'A Wales of Vibrant Culture and Thriving Welsh Language'
- Prosperity for All: the national strategy and the programme for Government, Taking Wales forward 2016-2021
- Welsh Government's national Welsh language strategy 'Cymraeg 2050: A million Welsh speakers by 2050'
- Education in Wales: Our National Mission, Action Plan 2017-21- A desire for learners to become increasingly bilingual and commitments to encourage teachers with some ability to speak Welsh to further develop their skills
- The Welsh in Education, Action Plan 2017-21- Sets the direction for the development of Welsh-medium education
- Neath Port Talbot Welsh Language Promotion Strategy

Further data was also collated from the NPT Childcare Sufficiency Assessment 2017, NPT Childcare CIW data 2021, NPT Local Development Plan, PLASC, 2011 Census, Family Information Service and a range of third-party partners including Mudiad Meithrin, Menter Iaith, Urdd and Academi Hywel Teifi.

3. Equalities

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

Protected Characteristic	+	-	+/-	Why will it have this impact?
Age	x			The proposal will have a positive impact on children and young people of all ages. As a result of the WESP, the Council is expected to improve Welsh medium and Welsh language education and increase the number of learners in Welsh medium education.

			<p>The outcomes reflect a learner’s education journey and are consistent with the policy areas of Cymraeg 2050 and Education in Wales: Our National Mission. They include:</p> <ul style="list-style-type: none"> • Outcome 1: More nursery children/three-year-olds receive their education through the medium of Welsh • Outcome 2: More reception class children/five-year-olds receive their education through the medium of Welsh • Outcome 3: More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another (Foundation Phase to Key Stage 4) • Outcome 4: More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh (Key Stage 3 and 4) • Outcome 5: More opportunities for learners to use Welsh in different contexts in school (Foundation Phase to Key Stage 4) • Outcome 6: An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018 (Pre-school age to Key Stage 4) • Outcome 7: Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh (Pre-school age to Key Stage 4) <p>In addition, there may be a positive impact on adults and older children if the Welsh language is learnt by younger children and spoken within the home setting.</p>
Disability	x		<p>As a result of the Additional Learning Needs and Educational Tribunal Act (Wales) 2018, significant changes are underway in relation to the statutory provision required to meet the needs of all learners with additional learning needs (ALN). All services</p>

			<p>within the local authority will be required to consider whether the child or young person needs ALP (Additional Learning Provision) in Welsh.</p> <p>Outcome 6 in the WESP is concerned with ensuring an increase in the provision of Welsh-medium education for pupils with ALN. Targets in this section includes providing support for teachers within Welsh-medium mainstream schools. This will enhance the Inclusive Learning Provision (ILP) and Additional learning Needs Provision (ALP) offer within Welsh- Medium schools and Early Years settings, as set out in the new ALN Code for Wales 2021.</p> <p>The Council's WESP outlines the aim to invest in a bilingual specialist provision and specialist staff within the local authority or with regional partners, to secure the capacity to deliver a Welsh medium specialist provision for children and young people with more complex additional learning needs.</p> <p>Consultation replies stated that specific Welsh-medium Additional Learning Needs provision was needed throughout the Local Authority to ensure equal access to ALN pupils in Welsh-medium education. The WESP has been amended accordingly with the inclusion of two Welsh-medium support centres to be established during the 10-year plan.</p>
Gender reassignment		x	This is not a criterion considered in terms of the Council's education arrangements either for pupils or school staff, however, it is expected that all NPTCBC schools meet the needs of pupils and staff who are transgender.
Marriage & civil partnership		x	This is not a criterion that will be impacted upon by this proposal
Pregnancy and maternity		x	This is not a criterion that will be impacted upon by this proposal
Race	x		It is evident from WM school data that families from different ethnic backgrounds choose WM education, with many English families moving to the area and making the informed decision to educate their children in WM schools. Both the WESP and the Neath Port Talbot Welsh Language Strategy aim to inform and support these families when making the decision about choosing WM education. These aims

			<p>significantly alleviate concerns and it is anticipated that this will lead to an increase in the number of pupils from ethnic backgrounds attending WM education.</p> <p>As part of the outcomes of the WESP there should be a promotion of increasing Welsh language across all ethnic groups, supported by the provision of Welsh language immersion centres across the local authority area.</p>
Religion or belief		x	<p>This is not a criterion that will be impacted upon by this proposal, however, it is expected that the Council's educational arrangements across Welsh-medium and English-medium schools will meet the needs of pupils or staff members of different religions or with different beliefs.</p>
Sex	x		<p>Outcomes in the WESP aim to provide a plethora of opportunities for both boys and girls to develop and use Welsh outside of the classroom through cultural and sporting activities within school and in the wider community. These opportunities ensure that learners, both boys and girls, have access to the Welsh language both formally and informally, which could lead to an increase in the use of Welsh in the wider community.</p> <p>Transition data shows that there is no clear year on year trend of a specific sex transitioning from Welsh-medium Key Stage 2 education to English- medium education at Key Stage 3. Annual data shows a fluctuation of both sexes from a minority of schools transitioning to English-medium secondary education. This has been addressed in Outcome 3 with specific targets set for retaining all pupils within Welsh-medium education from one key stage to the next.</p>
Sexual orientation		x	<p>This is not a criterion that will be impacted upon by this proposal</p>

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

To improve positive impacts_

- The Council has produced a Welsh in Education Strategic Plan document for 2022-2032, this document sets out all actions that will be taken to improve Welsh language outcomes in education and should be read in conjunction with this IIA.
- The WESP forum will monitor transition rates for pupils choosing to be educated through the medium of Welsh and will also monitor the Welsh in Education Strategic Plan document over a ten-year period (2022-2032) and mitigate any negative impacts by amending the Strategic Plan.

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	x			As part of the WESP outcomes there should be a promotion of increasing Welsh language across all community groups, supported by the provision of Welsh language immersion centres across the local authority area. This provides opportunities across all communities and promotes the elimination of discrimination, harassment, and victimisation.
To advance equality of opportunity between different groups	x			The WESP aims to develop and expand the opportunities for using the Welsh language across all community groups. Additional information can be found in the outcomes of the WESP document.
To foster good relations between different groups	x			Opportunities are present in the WESP to ensure that groups work together to promote and develop the Welsh language, for example Welsh-medium schools supporting English –medium schools to further develop pupil and staff Welsh language skills.

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

The WESP document is a 10 year plan with seven outcomes, each containing actions. This document will be monitored by both Members and the WESP forum.

4. Community Cohesion/Social Exclusion/Poverty

	+	-	+/-	Why will it have this impact?
Community Cohesion	x			The WESP aims to promote community cohesion by creating opportunities to work together towards a common aim, developing the Welsh language. Specific actions within the WESP promote community cohesion, for example, Menter Iaith's family activity sessions/ days e.g. fun days, singing sessions; The Urdd's Community Department providing arts opportunities and arranging activities to encourage and enable children and young people to socialise through the medium of Welsh outside the classroom; further development of Ty'r Gwrhyd's community groups, including Merched y Wawr, Cylch Darllen Cwm Tawe and papur bro <i>Llais</i> , and activities including regular book launches, small art exhibitions, cultural and literary events and creative activities for children and young people. These activities aim to forge good relationships between Welsh-medium and English-medium communities.
Social Exclusion	x			There could be a positive effect on social exclusion through reaching the targets as stated in the WESP document, coupled with Welsh Government's desire for additional Welsh speakers across communities in Wales.

Poverty			x	No impact on poverty because of the WESP has been identified.
---------	--	--	---	---

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

The WESP document is a 10 year plan with seven outcomes, each containing actions. This document will be monitored by the Members, Welsh Government and the WESP forum.

5. Welsh

	+	-	+/-	Why will it have this effect?
What effect does the initiative have on: – people’s opportunities to use the Welsh language	x			<p>The WESP overarching ten year target in Neath Port Talbot is to increase the number of Year 1 children taught through the medium of Welsh from 16.8% (252 pupils) in 2020/21 (PLASC 2021) to 31% (460 pupils) by 2032. Outcome 5 in the WESP seeks to provide more opportunities for learners to use Welsh in different contexts in school.</p> <p>The targets for this outcome have been developed alongside the targets set out in the Neath Port Talbot Welsh Language Strategy (alongside Priority 1) with emphasis on promoting and facilitating the use of the Welsh language and increase its use in everyday life within schools and also within the wider community.</p> <p>It also aims to promote the Curriculum for Wales Framework by ensuring that All learners should have appropriate pathways for learning Welsh and English to enable them to develop the confidence to use both languages in everyday life. It aims to</p>

			<p>support learners to use Welsh confidently and appreciate its usefulness to communication in a bilingual Wales.</p> <p>The Authority recognises that having varied opportunities to use the Welsh language in different contexts within the school environment is key to promoting confidence. Learners, parents and carers will need to be supported and encouraged to participate in a variety of experiences and opportunities through the medium of Welsh in order to improve their confidence in the language.</p> <p>The WESP therefore should impact positively on people’s opportunities to use the Welsh language.</p>
<p>– treating the Welsh and English languages equally</p>	<p>x</p>		<p>The WESP includes the aim to create and provide opportunities and experiences for all learners and the wider community to use Welsh and be part of Welsh life in order to increase confidence in the Welsh language and to feel a sense of belonging.</p> <p>By September 2022, all Welsh and English medium schools have reviewed and revisited previous Siarter Iaith/ Cymraeg Campus targets and will achieve the pre Covid standards.</p> <p>By September 2024, the Siarter Iaith/ Cymraeg Campus will be an integral part of planning for the Curriculum for Wales within all schools, with an emphasis on a whole school progression approach (supported by our Welsh in Education officer and Curriculum Development Officer (Welsh in English medium)). This will increase learner and staff confidence in using the Welsh language and impact positively on the ethos of all schools.</p> <p>Siarter Iaith/ Cymraeg Campus action plans/strategies will be used to ensure regular opportunities for learners, staff and the wider community to engage in activities that increase confidence in the Welsh language and promote Welsh modern culture and history. This will lead to an increased awareness of the relevance/ importance of Welsh in their everyday lives. This will be monitored and supported by our Welsh in Education officer and Curriculum Development Officer (Welsh in English medium).</p>

				The WESP therefore should impact positively on treating the Welsh language no less favourably than English.
--	--	--	--	---

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

The WESP document is a 10 year plan with seven outcomes, each containing actions. This document will be monitored by Members, Welsh Government and the WESP forum.

6. Biodiversity

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

Biodiversity Duty	+	-	+/-	Why will it have this impact?
To maintain and enhance biodiversity			X	This is not a criterion that will be impacted upon by this proposal
To promote the resilience of ecosystems, i.e. supporting protection of the wider			X	This is not a criterion that will be impacted upon by this proposal

environment, such as air quality, flood alleviation, etc.				
---	--	--	--	--

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

7. Well-being of Future Generations

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

Ways of Working	Details
i. Long term – looking at least 10 years (and up to 25 years) ahead	The WESP is expected to positively impact on pupils aged 3-18 and on older children and adults, and will aim to will improve wellbeing through the promotion of the development of the Welsh language leading to increased opportunities to participate in the language and culture of Wales
ii. Prevention – preventing problems occurring or getting worse	The WESP directly supports wellbeing objective 1 – ‘to improve the wellbeing of children and young people’ through the provision of enhanced opportunities and provision for current and future generations of primary aged pupils. It also supports wellbeing objective 2 –‘to improve the wellbeing of all adults who live in the county borough’ and wellbeing objective 3 ‘to develop the local economy and environment so that the wellbeing of people can be improved’, particularly through WESP Outcomes 5 and 7.

iii. Collaboration – working with other services internal or external	The WESP is always developed in consultation with both internal and external Welsh language groups and communities. The WESP forum comprises Neath Port Talbot officers and school and early years representatives, along with a number of external groups and organisations who have collectively developed actions within the draft WESP.
iv. Involvement – involving people, ensuring they reflect the diversity of the population	As above, a range of stakeholders have been actively involved in developing the draft WESP. The draft WESP has been subject to a comprehensive public consultation with a wide range of stakeholders for a nine week period between 5 th November 2021 and 7 th January 2022. Based on the statutory requirements set out in the Welsh in Education Strategic Planning regulations (Wales) 2019 (“ <i>the 2019 Regulations</i> ”) local authorities must consult with a range of stakeholders.
v. Integration – making connections to maximise contribution to:	Welsh-medium education is an integral and essential part of the learning offer in Neath Port Talbot and all children should benefit from the opportunity to learn, appreciate and understand their lives through the medium of Welsh. This principle is underpinned by ensuring universal access to this provision across the county borough. Neath Port Talbot Council recognises that language and culture are critical parts of an individual's identity and is committed to promoting and celebrating Welsh language learning across all phases and sectors. The draft WESP aims to provide greater opportunities to enable all learners to develop their Welsh language skills and to use the language confidently in everyday life.
Council’s well-being objectives	The WESP directly contributes to wellbeing objective 1 – ‘all children have the best start in life and also supports wellbeing objective 2 –‘all our communities will be thriving and sustainable’ and wellbeing objective 3 - ‘Our local environment, culture and heritage can be enjoyed by future generations’,
Other public bodies objectives	The strategy supports and complements the Public Services Board’s wellbeing objectives

8. 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.

Progress of the plan will be monitored termly by WESP forum members and annually by elected members and Welsh Government

9. Assessment Conclusions

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

	Conclusion
Equalities	Positive impacts in relation to age, disability, race and sex; neutral impacts on all others. The WESP is a 10 year plan and will continue to be monitored during that period for any mitigating actions where necessary including changes to the strategic plan.
Community Cohesion/ Social Exclusion/Poverty	Positive impact
Welsh	Positive impacts
Biodiversity	No Impact
Well-being of Future Generations	Positive impact

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

Approving the WESP will result in positive impacts on most protected groups and on the development of the Welsh language. It will also ensure compliance with the requirements imposed upon the council by Section 84 of the School Standards and Organisation (Wales) Act 2013 and the WESP (Wales) Regulations 2019.

10. 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?
Monitoring the outcomes in the WESP	Members, Welsh Government and the WESP forum	Annually over the 10 year plan	Targets set in the strategic plan are achieved

11. Sign off

Version 1	Name	Position	Signature	Date
Completed by	Rhiannon Crowhurst	Head of Service		2022
Signed off by	Andrew Thomas	Director		2022

Version 2	Name	Position	Signature	Date
Completed by	Kate Windsor-Brown	Head of Service		2023
Signed off by	Andrew Thomas	Director		2023

This page is intentionally left blank



Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

NEATH PORT TALBOT COUNCIL

Education, Skills and Wellbeing Cabinet Board

Report of the Head of Education Development – Chris Millis

Matter for Information:

Wards Affected:

All

Employability, Skills, Sustainable Communities Growth Fund (SPF) and Food Poverty Programmes Update from within the Education Leisure and Life Long Learning Directorate

Purpose of the Report:

To update Members regarding the employability, skills, sustainable communities growth fund and food poverty programmes within Neath Port Talbot.

Executive Summary:

There are a number of different activities delivered in the employability and skills area that supports people living in our communities. Details can be seen below.

We have re-branded the employability provision for NPT, incorporating the new Shared Prosperity Funding (SPF) Employability Anchor Project. These project as seen below are funded through different

funding sources, but come together to provide one holistic provision for NPT.

Communities for Work (CfW), a European Social Fund (ESF) employability programme working in partnership with Department of Working Pensions (DWP). The programme ceased delivery in March 23 with full programme closure October 23.

Communities for Work Plus (CfW+) a Welsh Government funded employability programme which re-focused in April 23 on the long term unemployed, economically inactive and short term unemployed from the age of 16+. Since April 23 CfW+ have received 378 engagements and 175 job entries.

Shared Prosperity Fund Employability Anchor Project – funded from UK Government has given NPT the opportunity of keeping provision which was previously funded from ESF such as Cynnydd NPT and Workways NPT, as well as incorporating new programmes such as Work Experience for all year 10 within our secondary schools, New Horizons a Youth Service tackling NEETs project and an Apprenticeship Coordinator. The programme commenced in April 23 and transitioned ESF funded staff into the programme, providing a cohesive Employability support for our people in NPT.

Skills and Training are supporting people through initial engagement via Jobs Growth Wales + and an apprenticeship pathway in addition to an alternative vocational pathway provision for our schools.

Commercial courses within Skills and Training helped over 600 people complete courses in a variety of subjects.

As part of SPF we have assisted our colleagues from Environment to map out the skills landscape for NPT working closely with the Regional Learning and Skills Partnership (RLSP). We have recently appointed

a Skills Coordinator for NPT who will assist with this work going forward.

Shared Prosperity Fund (SPF) Sustainable Communities Growth Fund (SCGF) proposes to increase support offered within the communities of Neath Port Talbot, addressing areas of need, concentrating on poverty and equality themes, to promote local growth within communities. We have also incorporated a poverty and a young person's intervention as part of the anchor project to support the needs of communities.

Food poverty grants have been given to organisations via Welsh Government funding to support an increased number of people facing food poverty. The ELLL directorate are administering the fund. The grant scheme is currently live to organisations and being promoted locally.

Food Partnership Network – funded by the WLGA, NPT are developing food partnerships to transform local food systems across NPT to share common practice which will focus on food security, food poverty, food waste and local/community food production and distribution.

Background:

UK Shared Prosperity Fund (SPF) is supporting the UK Government commitment to levelling up agenda within the UK. The fund was designed to succeed and improve upon European structural funds, but is not a direct replacement. As part of people and skills, employability has formed one of the anchor projects for Neath Port Talbot.

NPT Employability provides a holistic co-ordinated employability provision within Neath Port Talbot. The project seeks to raise aspirations, develop soft skills and look to inspire our people to ensure they are supported throughout their journey. The project has built upon existing Welsh Government funded projects such as Communities for Work Plus, a person centred approach programme looking to removing barriers to employment, education and training through a wide range

of interventions. This can incorporate softer elements such as motivation, confidence building, work experience and volunteering. Having a wrap-around, single front door provision for employability ensures that our residents in Neath Port Talbot have the help, support and advice to meet their individual needs.

Communities for Work was funded by the European Social Fund and was in partnership with DWP. Delivery ended in March 23 and full closure will end in November 23. This programme had two priority age categories, Priority 1, 25+ and older and Priority 3, 16-24 years old, both provided an intensive mentoring one-to-one provision for those who are furthest away from the labour market with individuals either being long term unemployed, economically inactive or NEET (Not in Education Employment or Training). From the beginning of the programme (July 2016) to date March 23 we had 1,334 engagements and 554 job entries over the four delivery areas being Neath, Afan Western and Sandfields.

Communities for Work Plus (CfW+) funded by Welsh Government is a 16+ employability programme which was re-focused in April 23 with the ending of Communities for Work. The programme helps individuals who are long term unemployed, targeting those who are furthest away from the labour market or who have multiple barriers to employment, economically inactive or short term unemployed. Since April 23 CfW+ have received 378 engagements and 175 job entries. Referrals continue to be utilised through a one system triage process for all employability programmes. From 1st April 23 we have received 1,296 referrals.

The SPF Employability Anchor Project is part of the NPT Employability brand which captures a wide range of interventions to help and support individuals from 11 years to retirement age with wellbeing, employment and training, to those who are unemployed, economically inactive or who have protected characteristics as well as implementing work experience, volunteering and paid work opportunities. All employability

programmes utilise a single database (POD+) for recording data and is kept at one central point.

All NPT Employability SPF teams are now focused on achieving the various outputs and outcomes. With Cynnydd NPT 111 young people have had referral support, School Work Experience successfully worked with Dwr-y-Felin in July 23, with 206 students in total needing placements. New Horizons and Legacy teams within the youth service are seeing that most of the interventions are exceeding targets or on track. These can be from enrolling in further education/training, employment, voluntary work or gaining a qualification. Workways NPT currently engaged with 41 individuals, of which three are in a paid work opportunity (PWO) at three local businesses. Two have taken part in volunteering, one in training and one has gained employment.

An Apprenticeship Coordinator was appointed during August 23 as part of Shared Prosperity Funding. His role is to map out existing pathway opportunities for businesses to access apprenticeships for their employees and routes in which they can expand their current workforce.

Skills and Training (S&T) aim to provide the best possible service within work based learning which are run in partnership with Pathways Training (NPT College Group) and B-Wbl (Pembrokeshire College), helping and supporting NPT young people aged 16-19 years on a either a Jobs Growth Wales + programme or on an apprenticeship programme. Jobs Growth Wales + and apprenticeships have a long and successful history of providing young people with highly effective work-integrated learning to secure employment pathways. It is also a route to progression, and we have seen learners with low self-esteem and confidence being able to sustain work placements and going onto our apprenticeship programmes becoming qualified hairdressers, health and social care advisors and childcare supervisors. The learners thrive on work experience, applying their skills and being

empowered with paid employment. Currently we have 140 learners on the programme.

S&T also offer an alternative provision to NPT schools and are currently working with Ysgol Bae Baglan, Ysgol Hendre-Felin and Dwr-y-Felin offering our pupils and alternative vocational pathway to progress within the industry of hairdressing and barbering, construction, groundworks and childcare. Currently S&T have 63 young people on programme.

The Skills and Training commercial arm offer training internally and externally, generating additional income for the department, whilst developing a reputation for providing good quality, effective industry recognised training, meeting the needs of businesses locally and supporting individuals to maintain or develop their skills and knowledge. Over 600 people have gained qualifications in first aid, paediatric first aid, manual handling, site safety plus, food hygiene and health and safety.

Tir Morfa Centre, the Workstation and the Opportunity Hub at Aberafan Shopping Centre continues to be places where young people and adults feel comfortable to drop in and ask for advice and support. The Opportunity Hub is opening this winter once again as a Warm Hub.

Work has already been undertaken to initiate a skills audit/mapping exercise as part of the Shared Prosperity Fund People and Skills open call process. To assist with our skills agenda, we appointed a Skills Coordinator for NPT who in turn will drive the skills agenda for our local authority.

Sustainable Communities Growth Fund (SPF) is funding for communities and supports themes where there are limited funds in place. It has an emphasis on poverty and equalities. This grant will work closely with other grant schemes such as the NPTC Third Sector Grant, Valleys and Villages Prosperity Grant and NPTCVS Third Sector grants to add value and avoid duplication.

The Council is responsible for managing this grant, ensuring that all necessary procedures and processes are put in place before the grant is awarded. The grant has employed a funding officer to manage the fund and ensure it is marketed and administered correctly. The main purpose of the work is to enhance the variety of services available in our communities, progressing the poverty and equality theme and subject areas that are part of these themes. So far we have awarded £210,796.80 to five projects.

The panel has decided to assess all remaining applications on the 14th December and we are expecting upwards of 24 projects to be submitted. The deadline for receipt of all projects is 30th November 2023. The fund is now closed to all new expressions of interest because we are already very heavily oversubscribed.

NPT Council have received Welsh Government funding of £56,015.00 in order to support an increased number of people facing food poverty. Known as the Food Poverty Grant Fund awards will be granted to eligible organisations via an application process. The funding is currently open for applicants at any time in order for organisations to utilise the funds this year. A cap is in place in order to give as many organisations as possible funding. This is currently set at £3,000. Guidelines explaining the criteria and the application process are currently on the Council website or for those seeking for information, you can contact our Business Support Officer who supports this grant. To date we have received ten applications estimating a total of £22,670.39.

The Food Partnership Network is funded by the WLGA. NPTC are developing Food Partnerships to transform local food systems across NPT to share common practice which will focus on food security, food poverty, food waste and local/community food production and distribution.

Financial Impacts:

All budgets are being monitored at present.

Integrated Impact Assessment:

There is no requirement to undertake an Integrated Impact Assessment as this report is for information purposes.

Valleys Communities Impacts:

The projects will have a positive impact on the valley communities in terms of support available locally.

Workforce Impacts:

There will be a Management of Change process commencing in November 2023 with the reduced funding from Welsh Government with Communities for Work Plus and the Food Partnership Fund.

Legal Impacts:

There no legal implications associated with this report.

Risk Management Impacts:

There are no risk management implications associated with this report.

Consultation:

There is no requirement for external consultation on this item.

Recommendations:

For information

Reasons for Proposed Decision:

N/A

Implementation of Decision:

N/A

Appendices:

N/A

List of Background Papers:

N/A

Officer Contact:

Chris Millis, Head of Education Development – c.d.millis@npt.gov.uk

Angeline Spooner-Cleverly, Employability, Skills and Poverty Co-ordinator – a.spooner-cleverly@npt.gov.uk

Kerry Jones, Employability Manager – k.c.jones@npt.gov.uk

This page is intentionally left blank



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**

23rd November 2023

**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 2 Performance (1st April 2023– 30th September 2023)

Purpose of the Report:

To provide members with quarter 2 performance management data, complaints and compliments for the period 1st April 2023 to 30th September 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, two are within 5% of previous year's performance and six 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 12 measures improving or on target are:

- Provisional school attendance data for academic year 2022/23 shows a slight increase for primary and secondary schools;
- More registered Welsh language childcare spaces;
- Increase in 11-19 year olds in contact with the Youth Service;
- 100% (73) 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 learners on the Jobs Growth Wales plus scheme.

The two measures reporting as Amber and within 5% of previous year's quarter 2 performance are the number of English medium registered childcare spaces available and visits to Margam Country Park.

The six measures reporting as 5% or more below previous year's quarter 2 performance are both permanent and fixed pupil exclusion measures, increase the wellbeing of young people following support including those with protected characteristics, percentage of Think Family programme participants closing with successful outcomes, Families First participants closing with non-engagement/opting out and Communities for Work Plus outcomes are lower than target.

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 2 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 2 performance for 2021/22, 2022/23 & 2023/24. The target provided is for the corresponding period.

Appendix 2 provides quarter 2 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

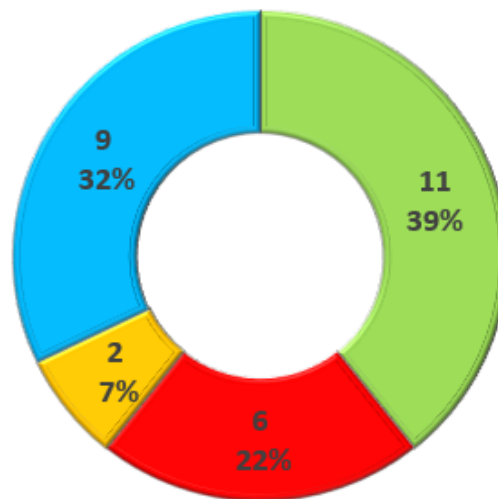
This page is intentionally left blank



Performance Measures

Appendix 1 - Education, Skills and Wellbeing Cabinet Board -
Education, Leisure and Lifelong Learning performance.
Quarter 2 (1st April - 30th September) - 2023/24

Performance Measures Summary

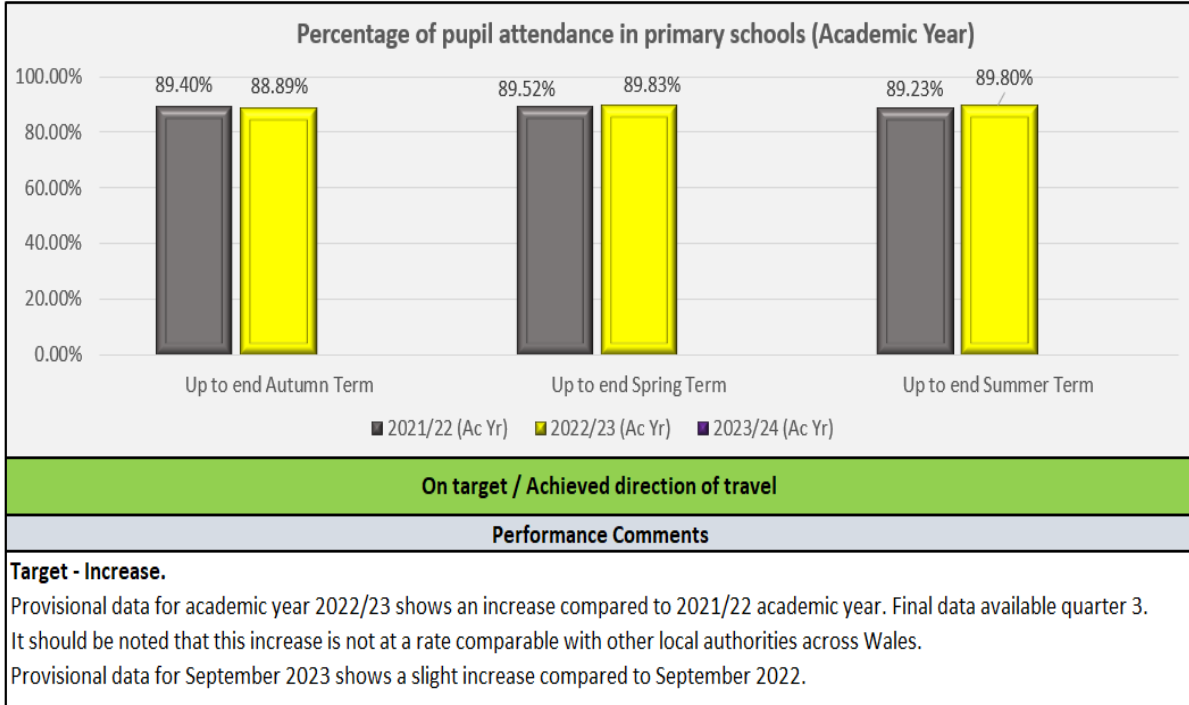


Performance Key BRAG (Blue, Red, Amber, Green)

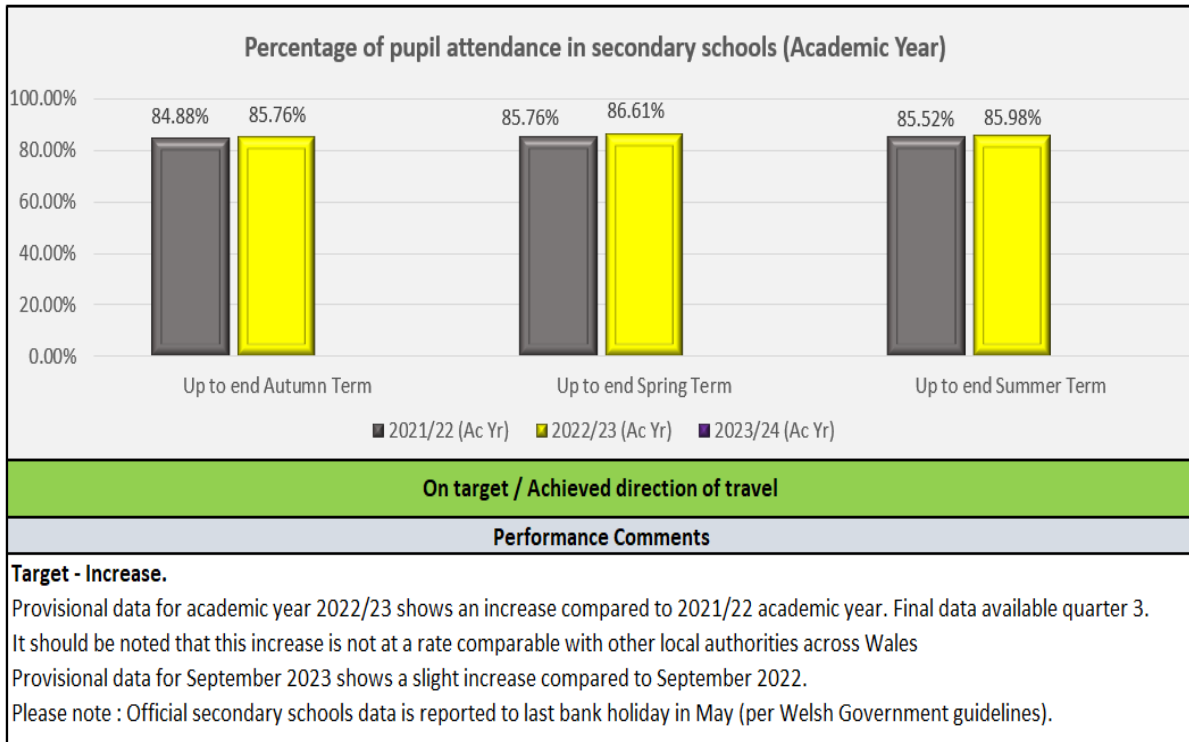


Well Being Objective 1 - Best Start In Life

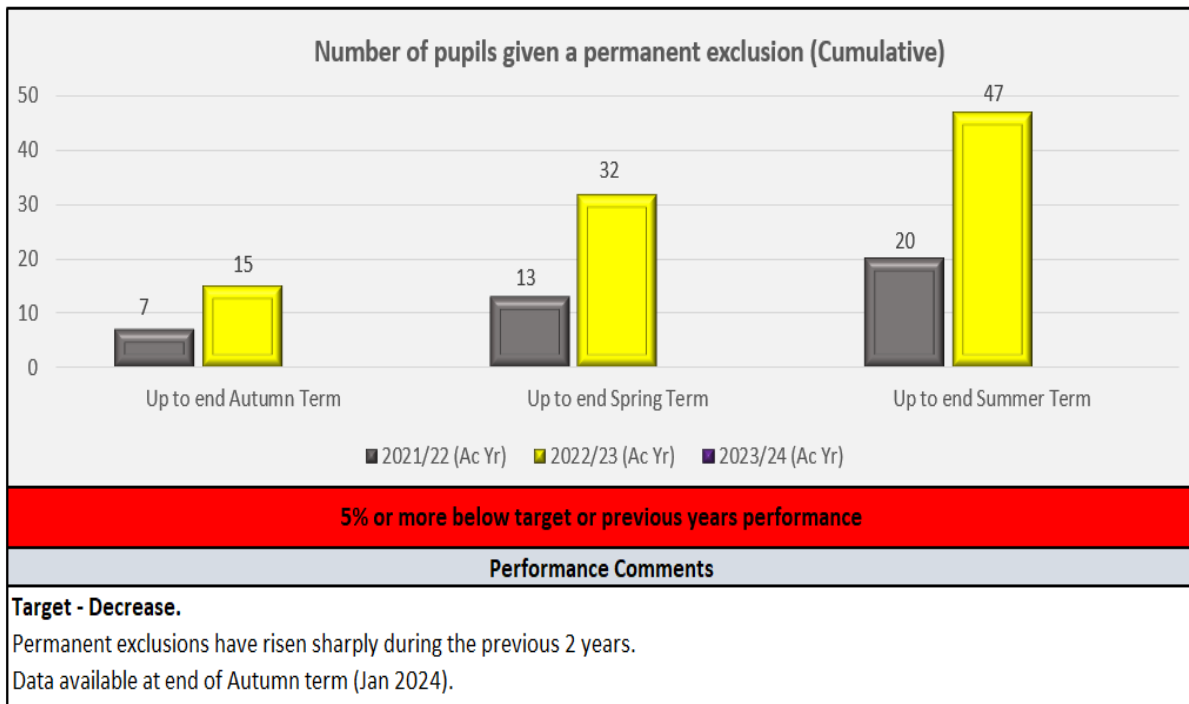
1.



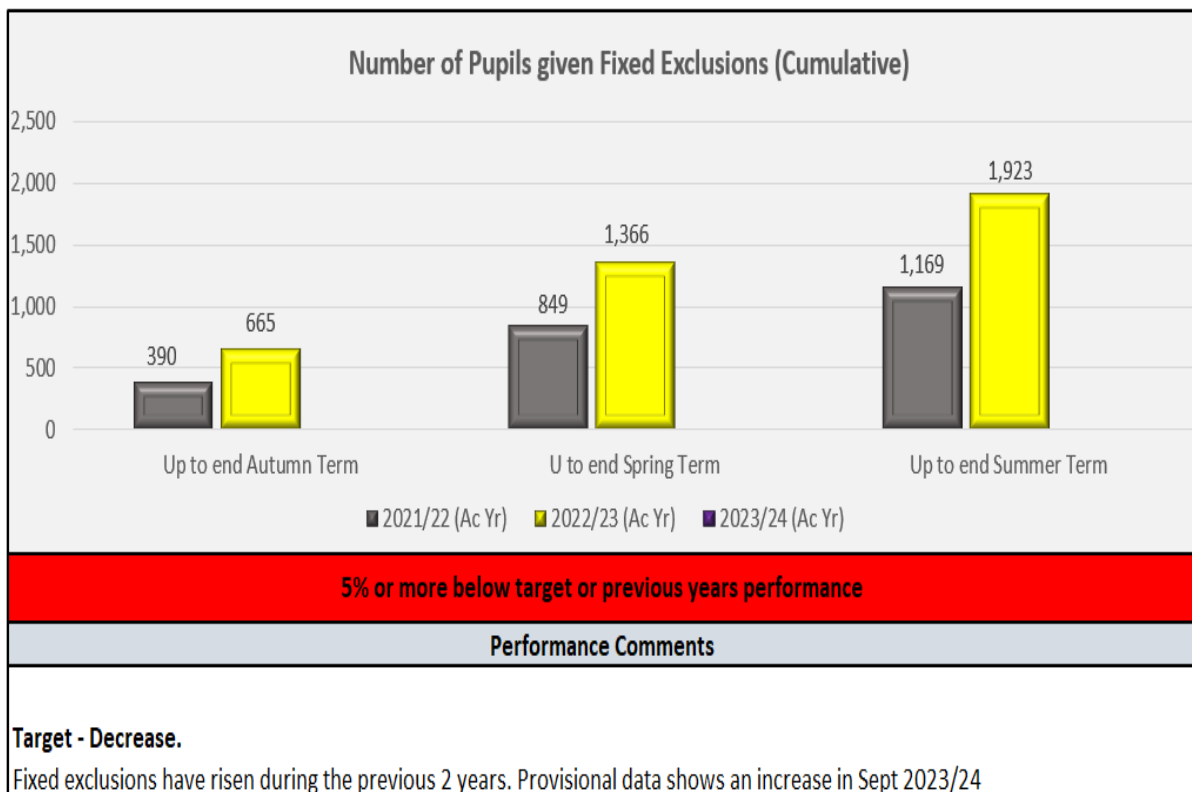
2.



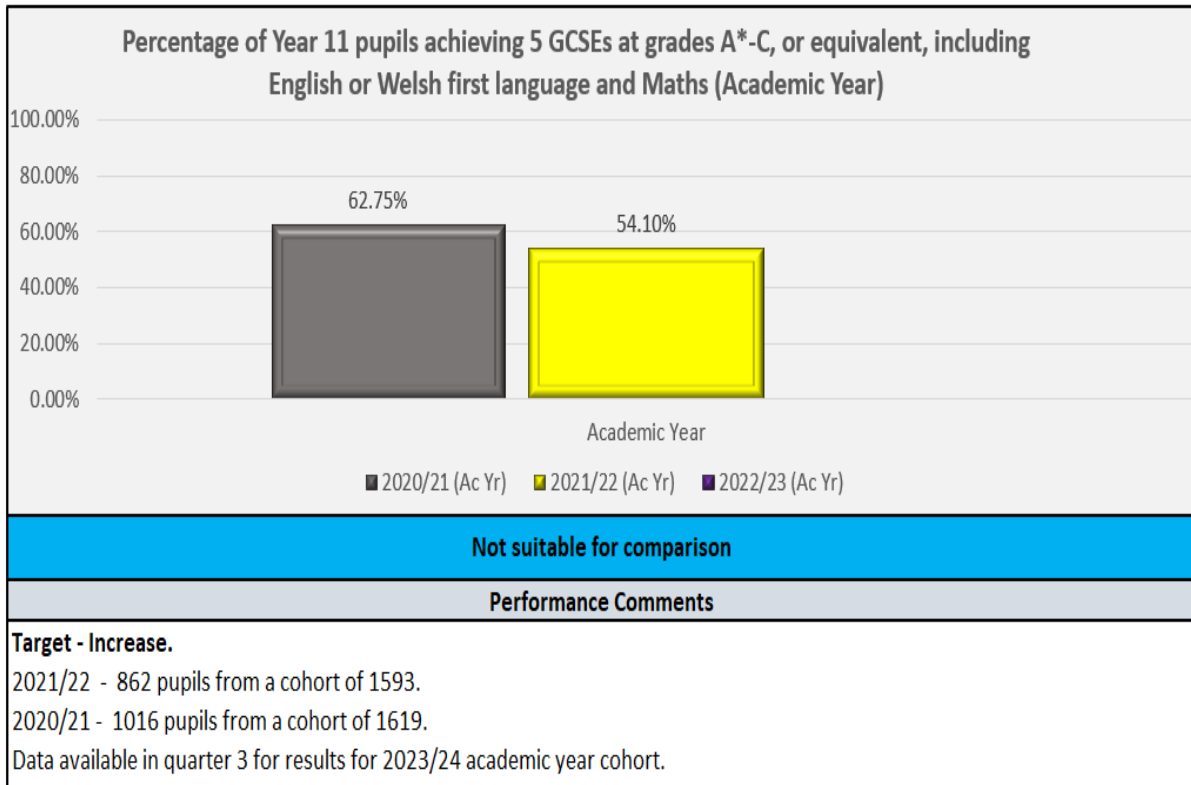
3.



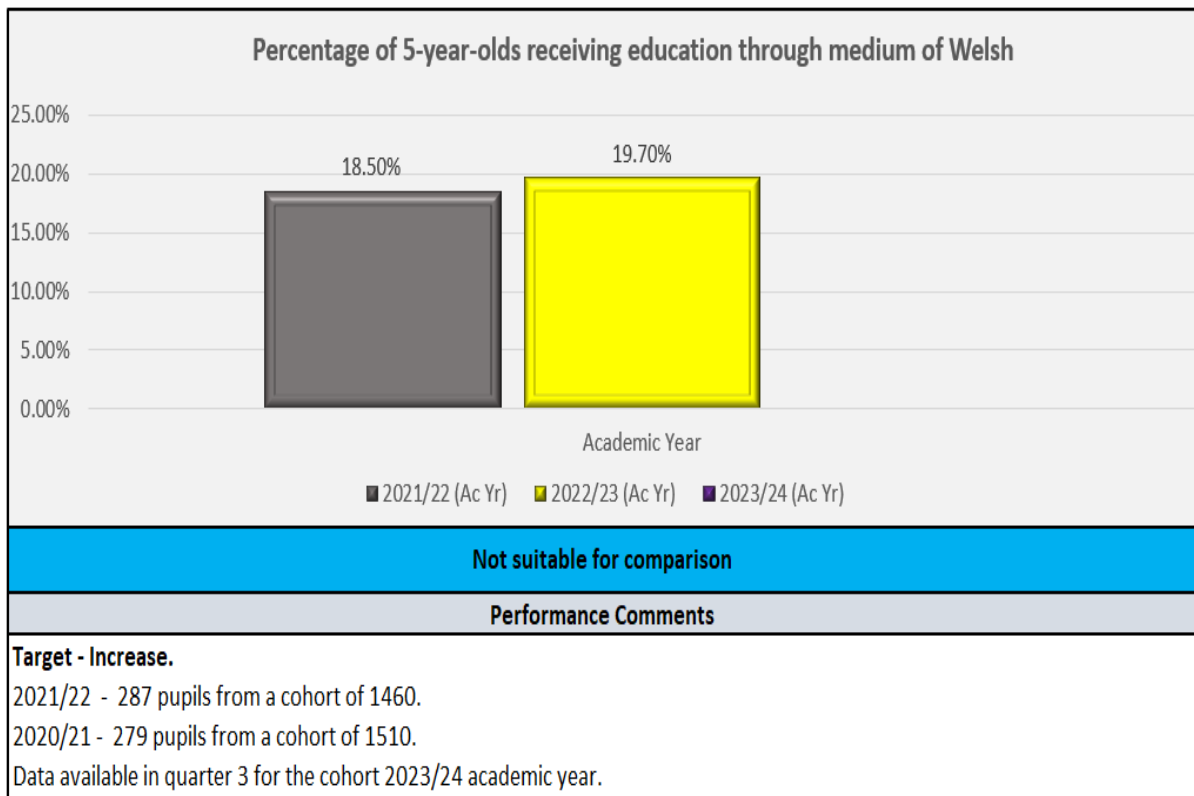
4.



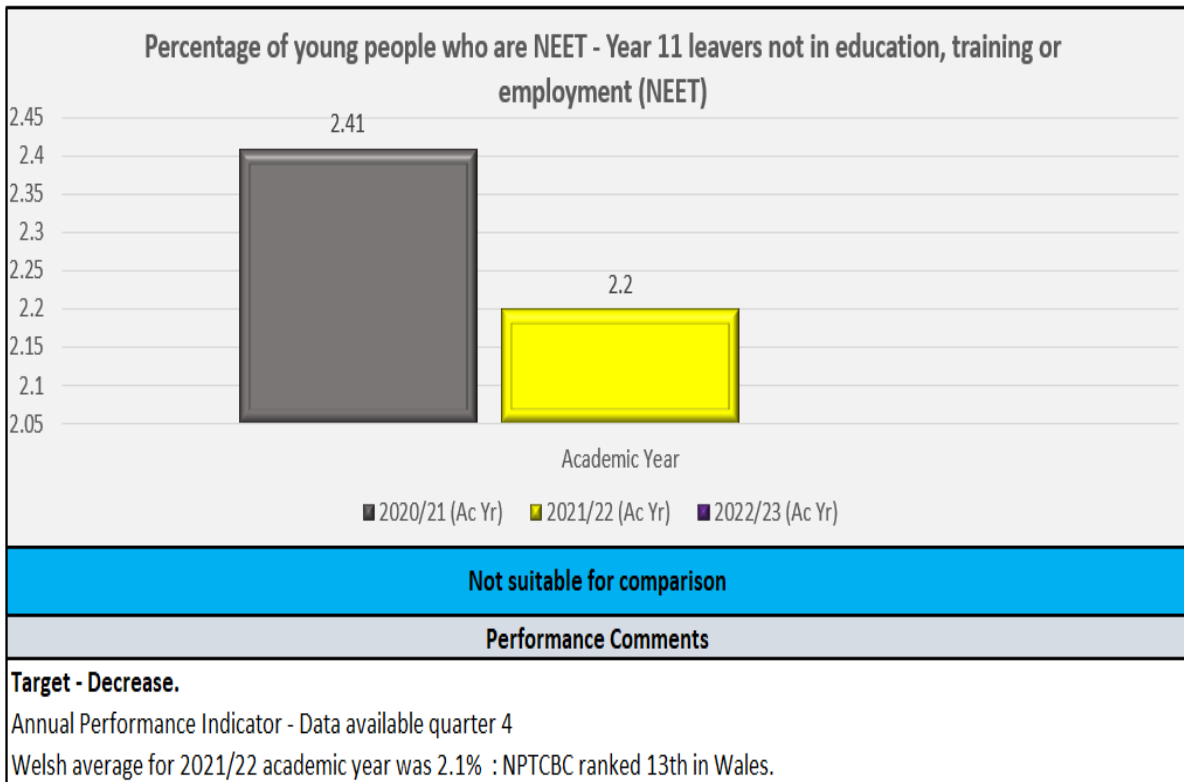
5.



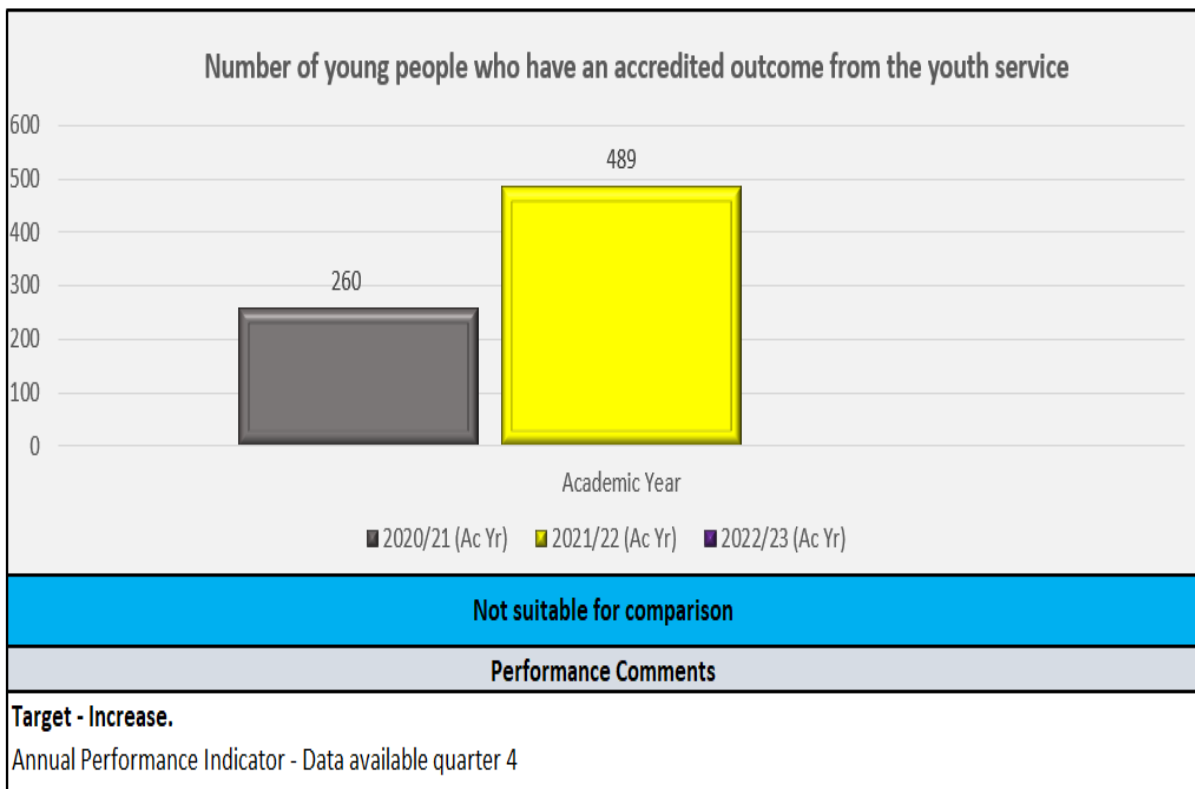
6.



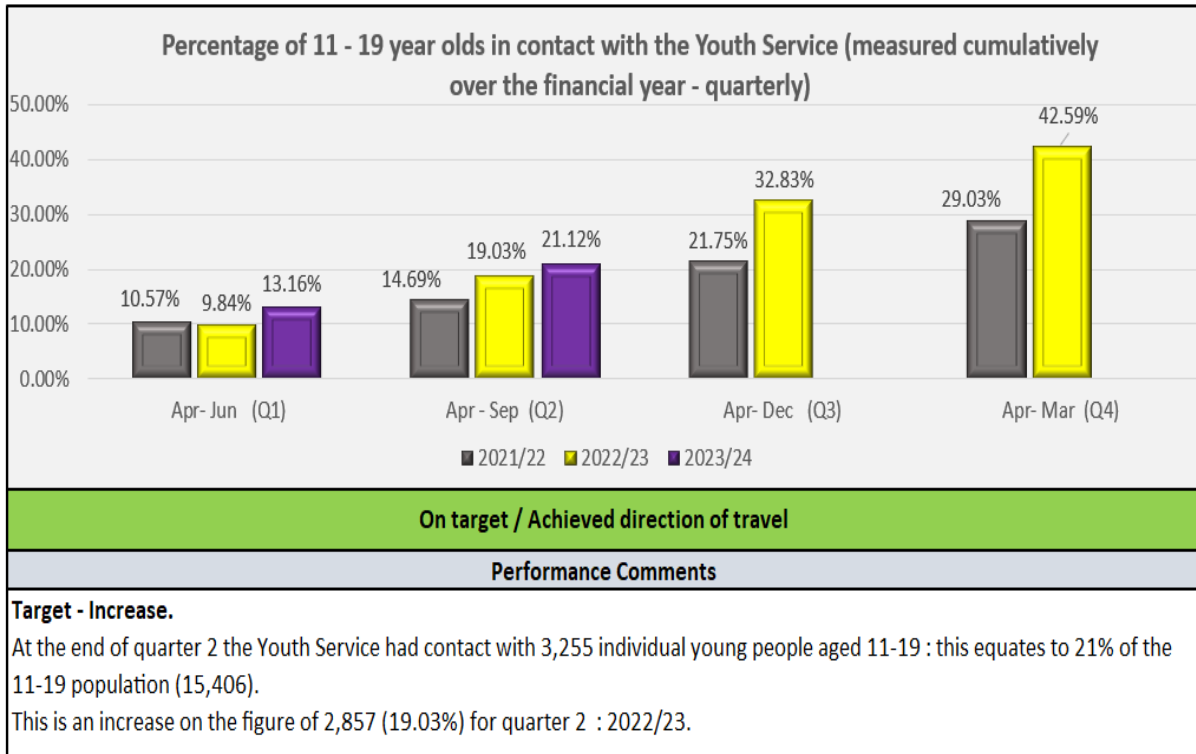
7.



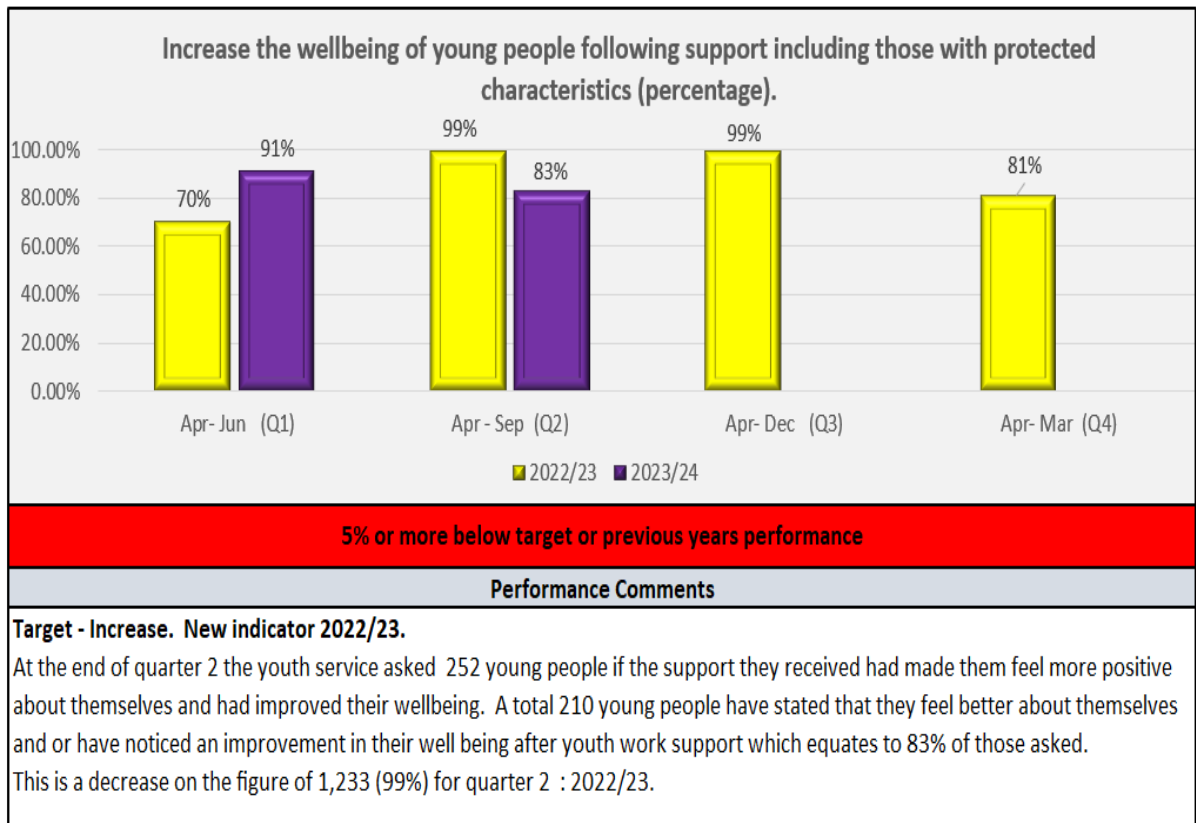
8.



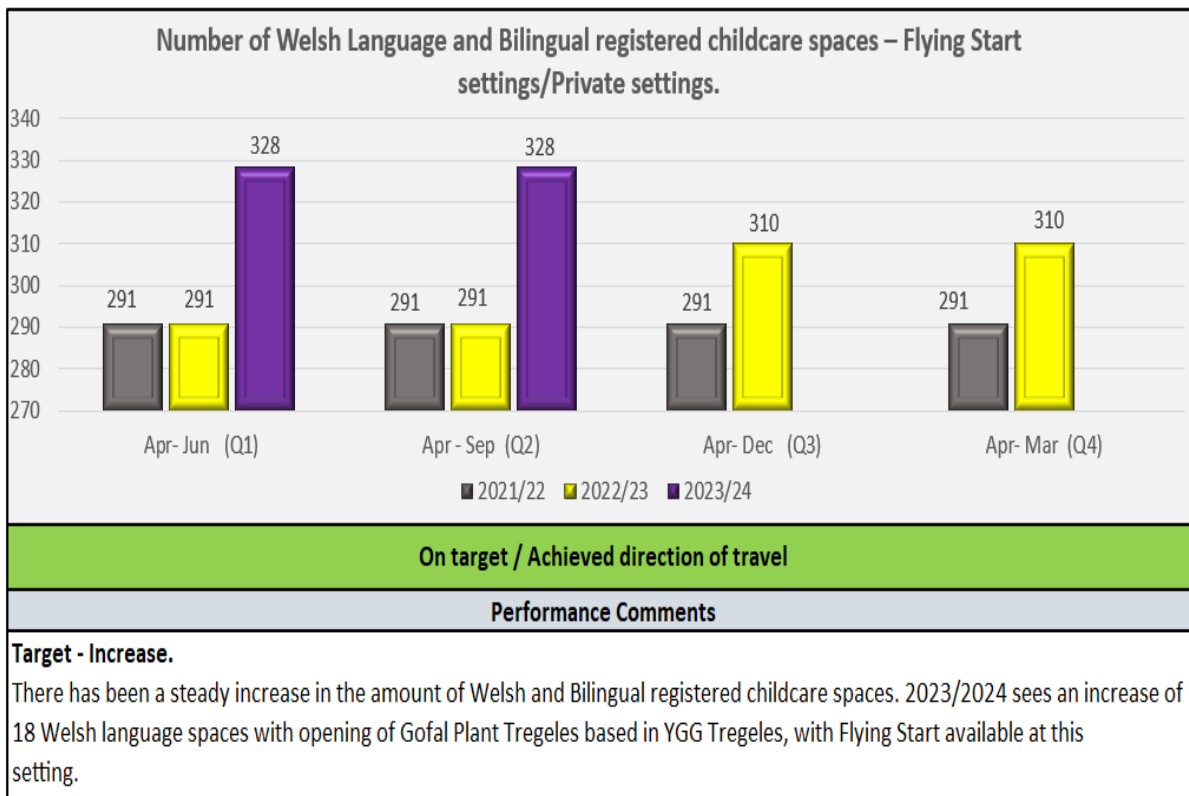
9.



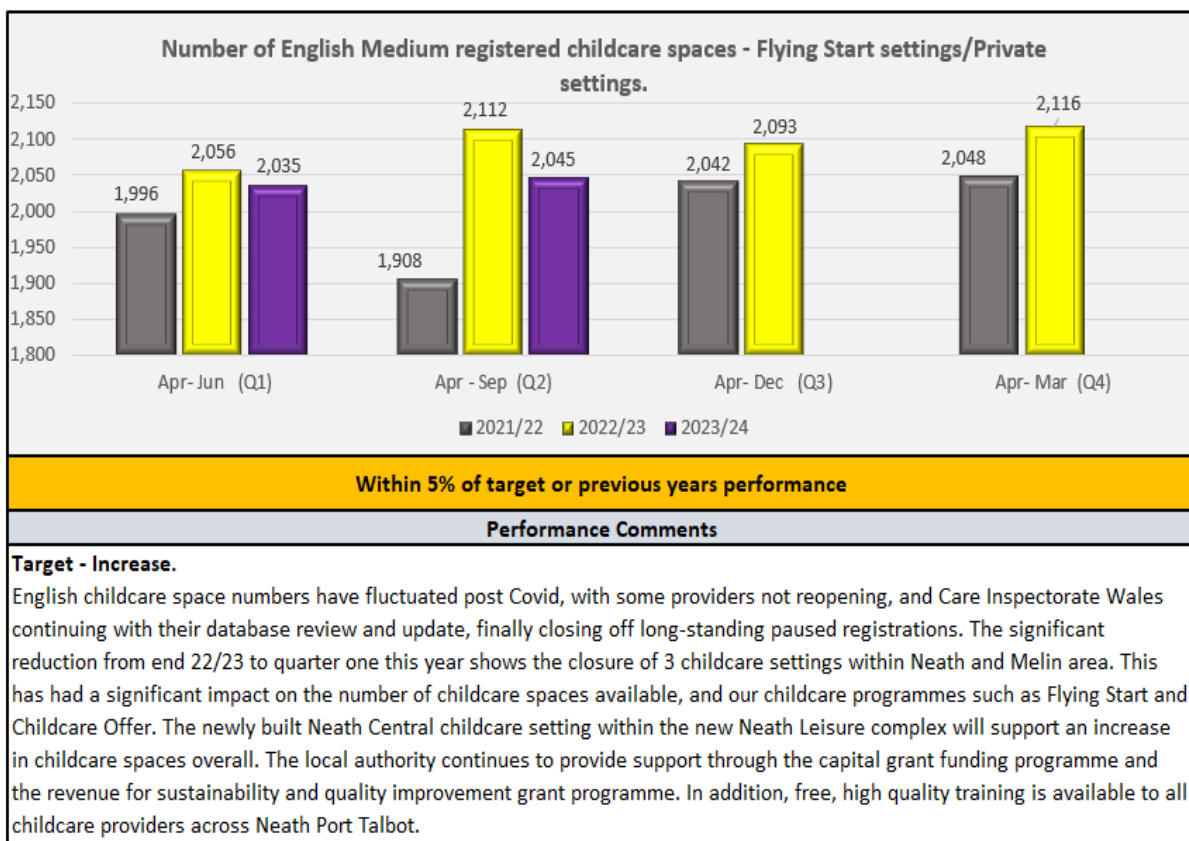
10.



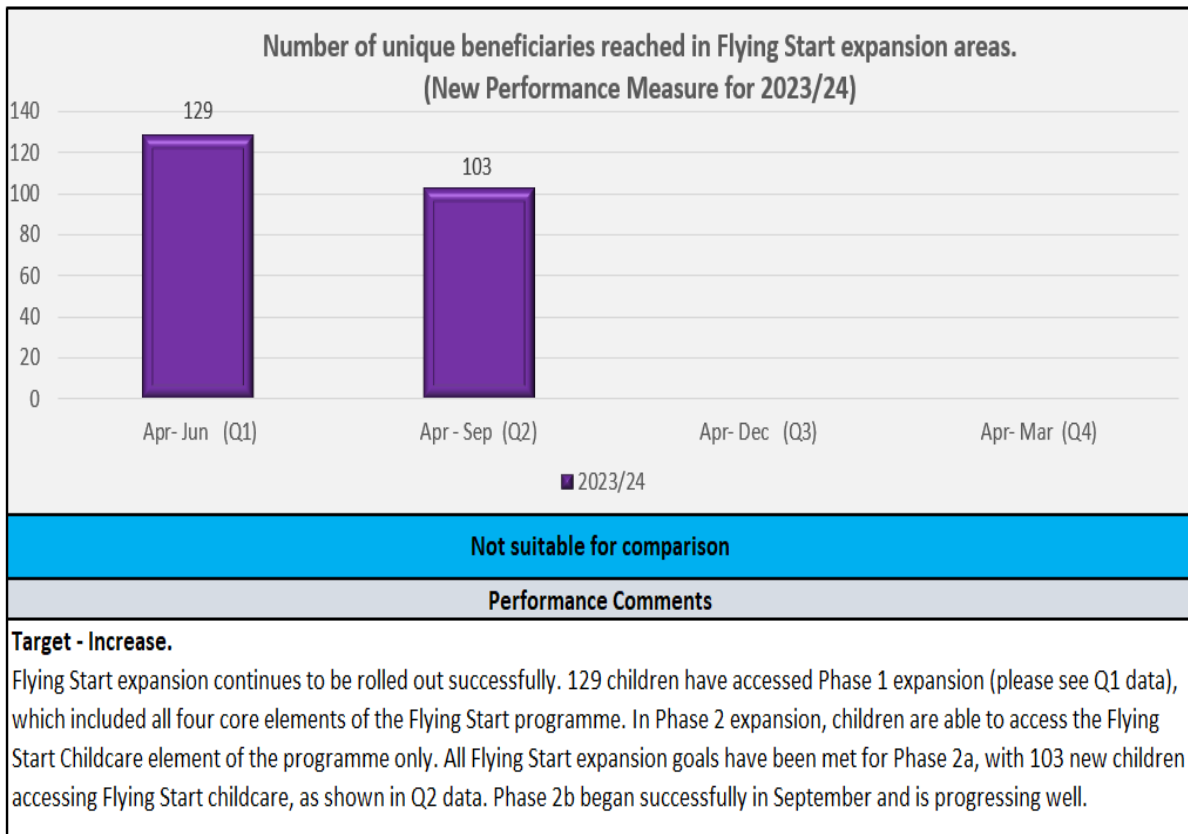
11.



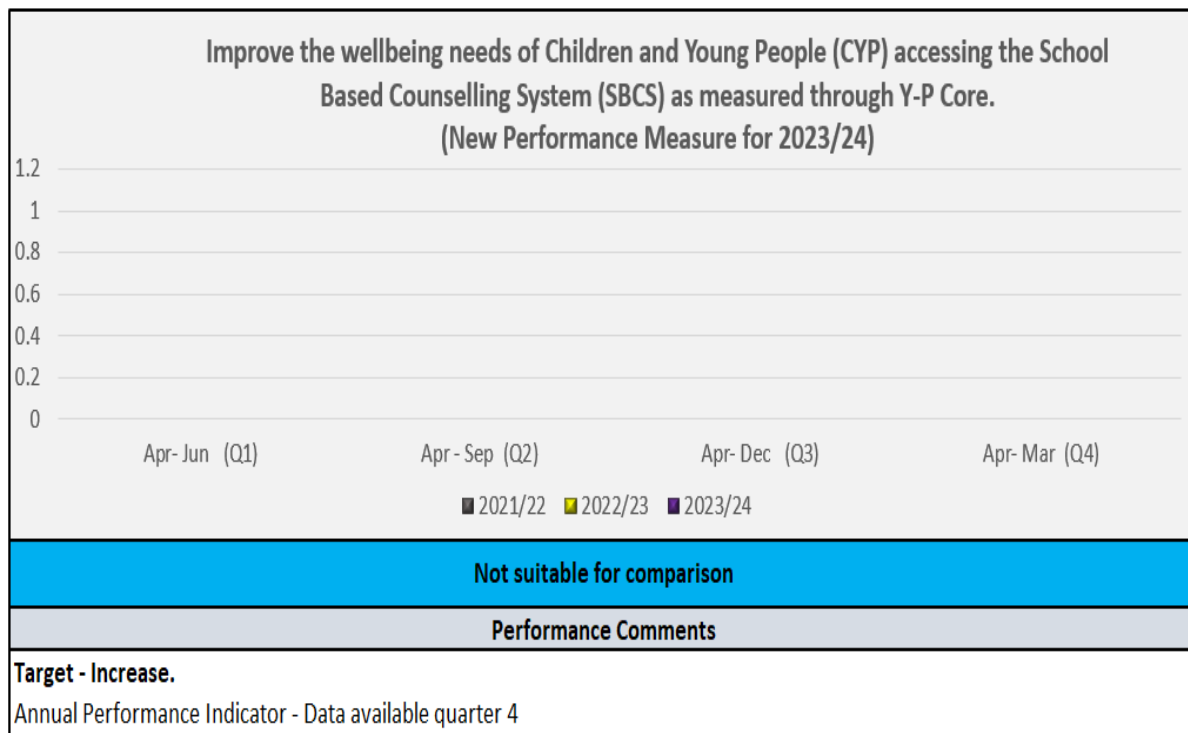
12.



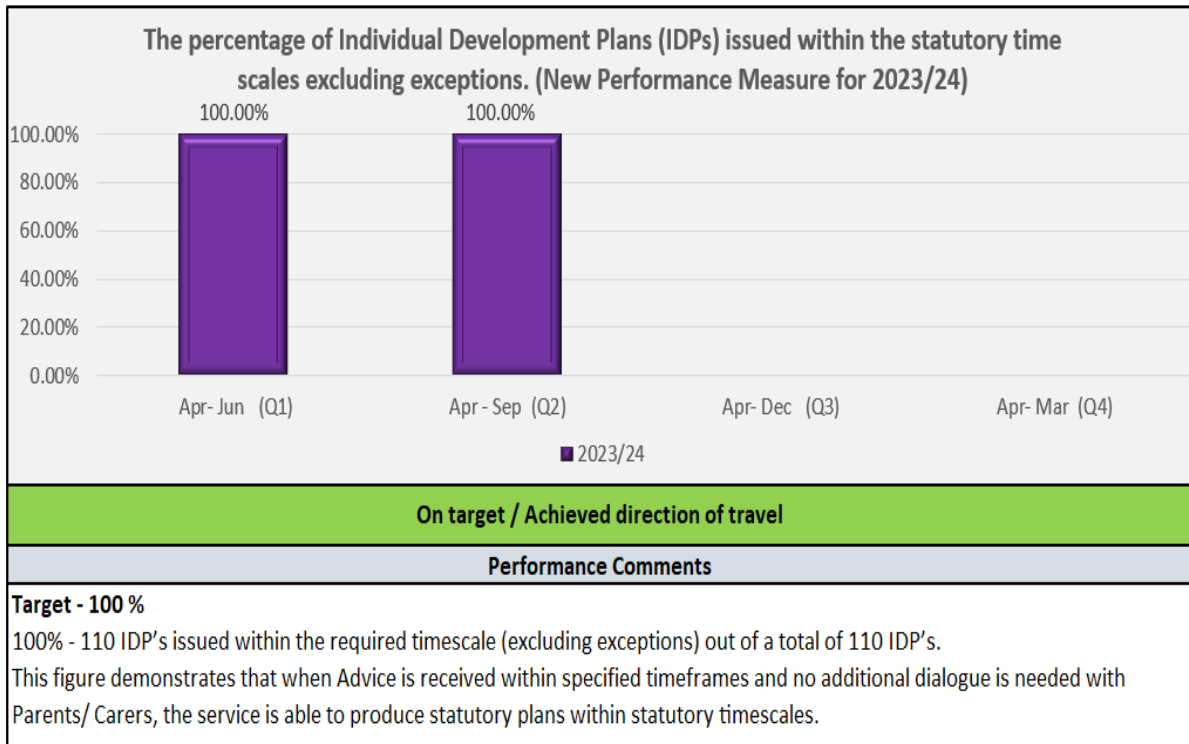
13.



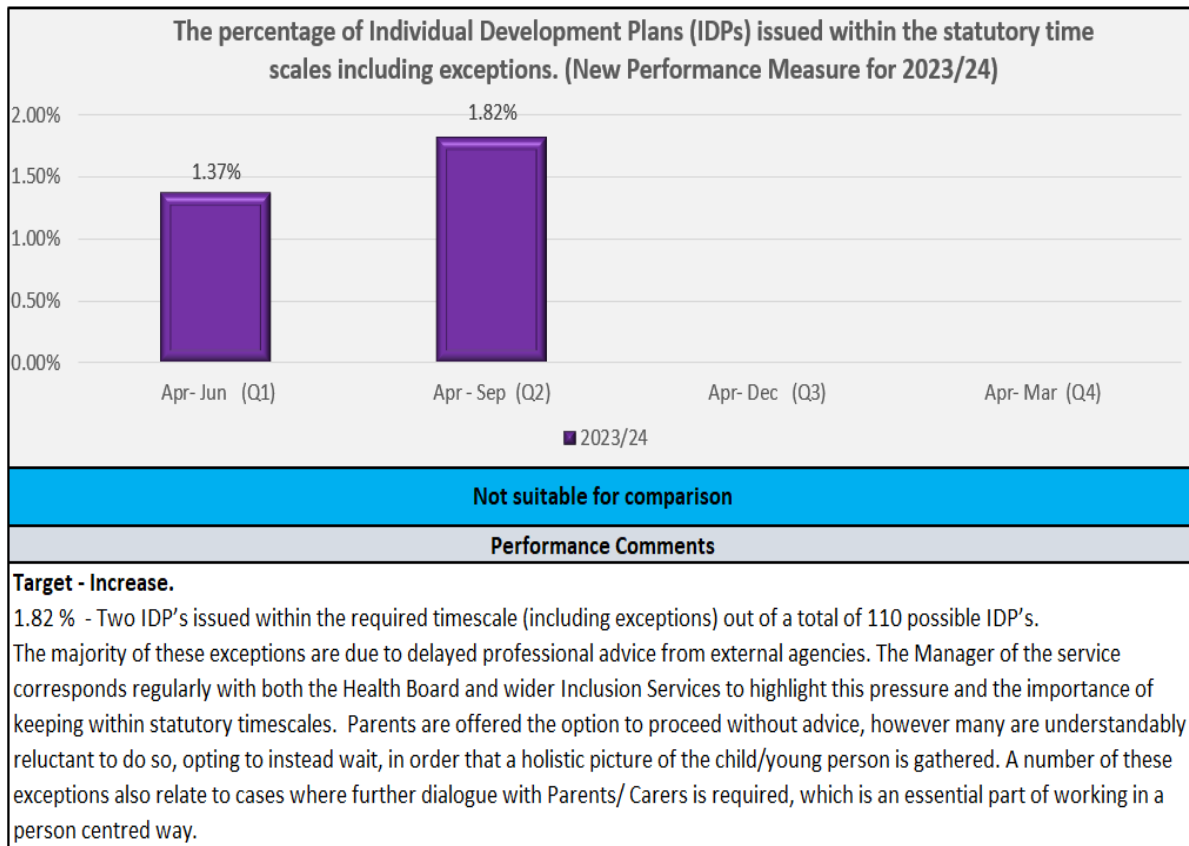
14.



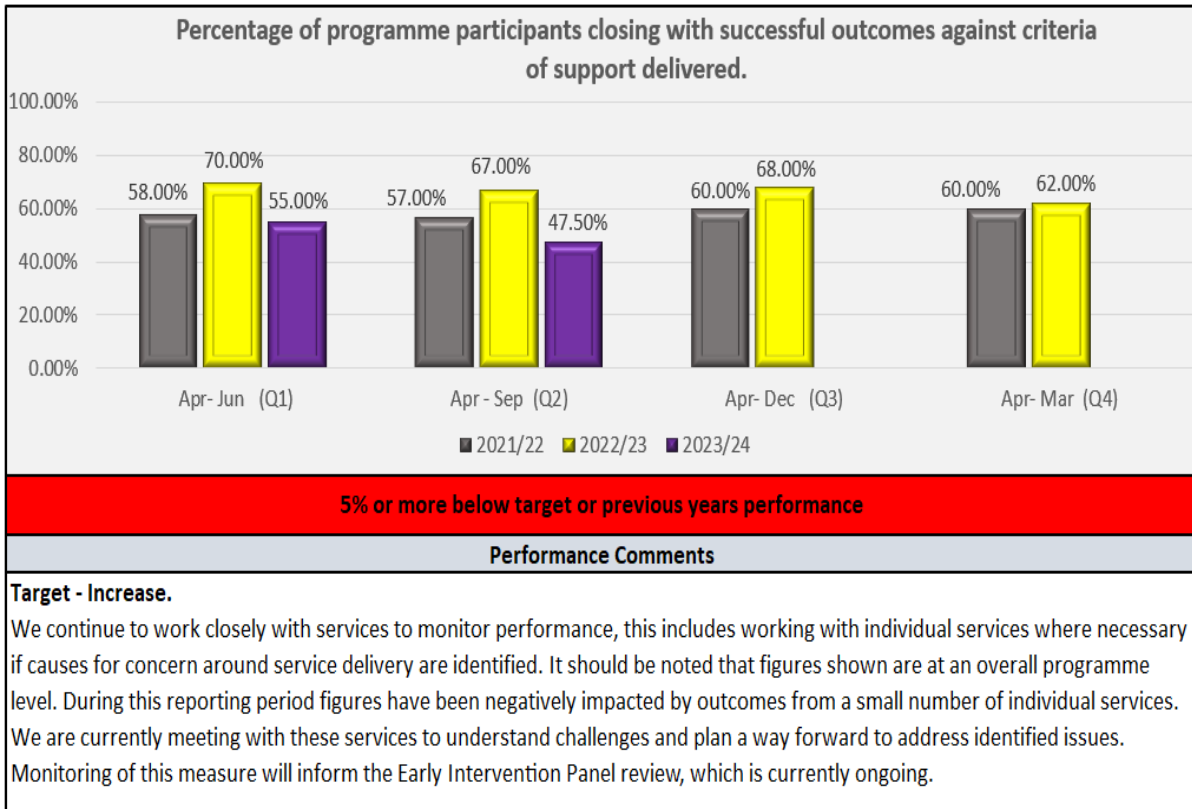
15.



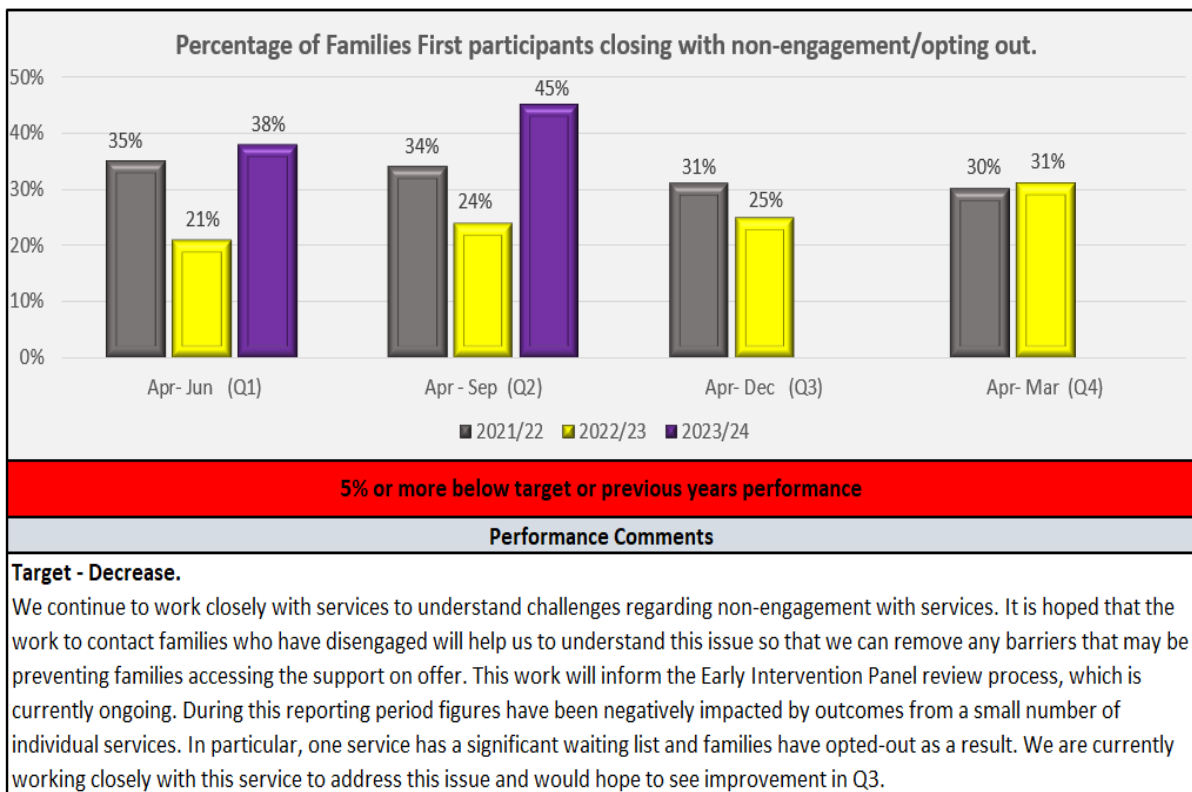
16.



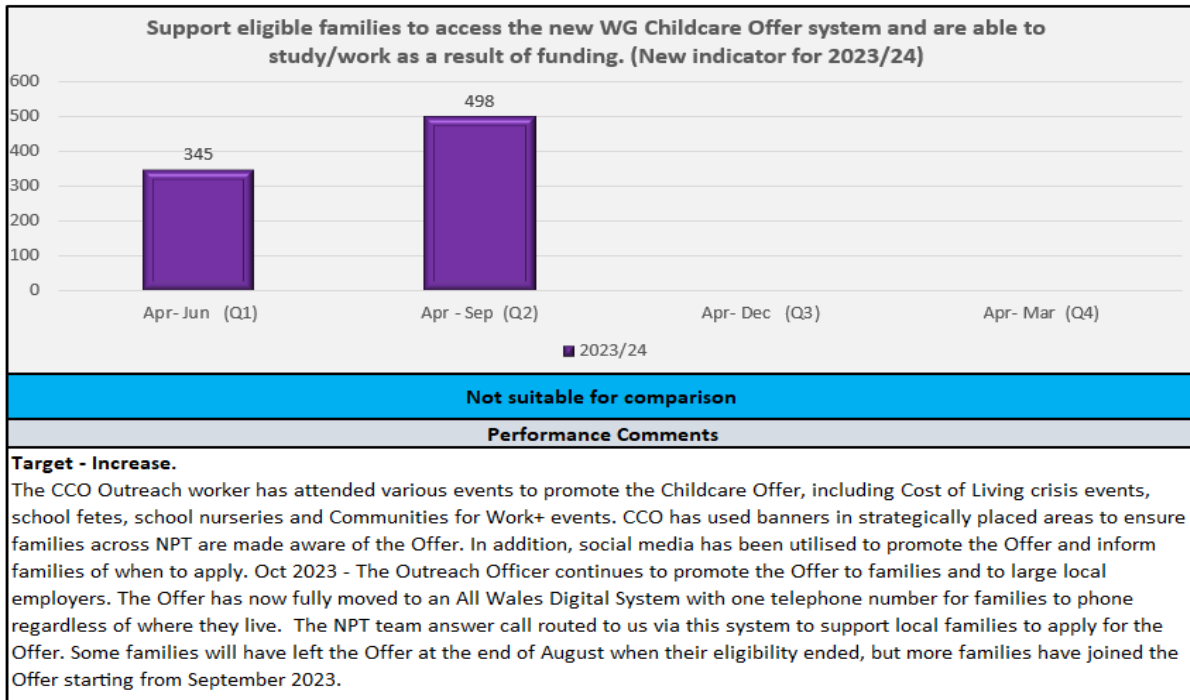
17.



18.

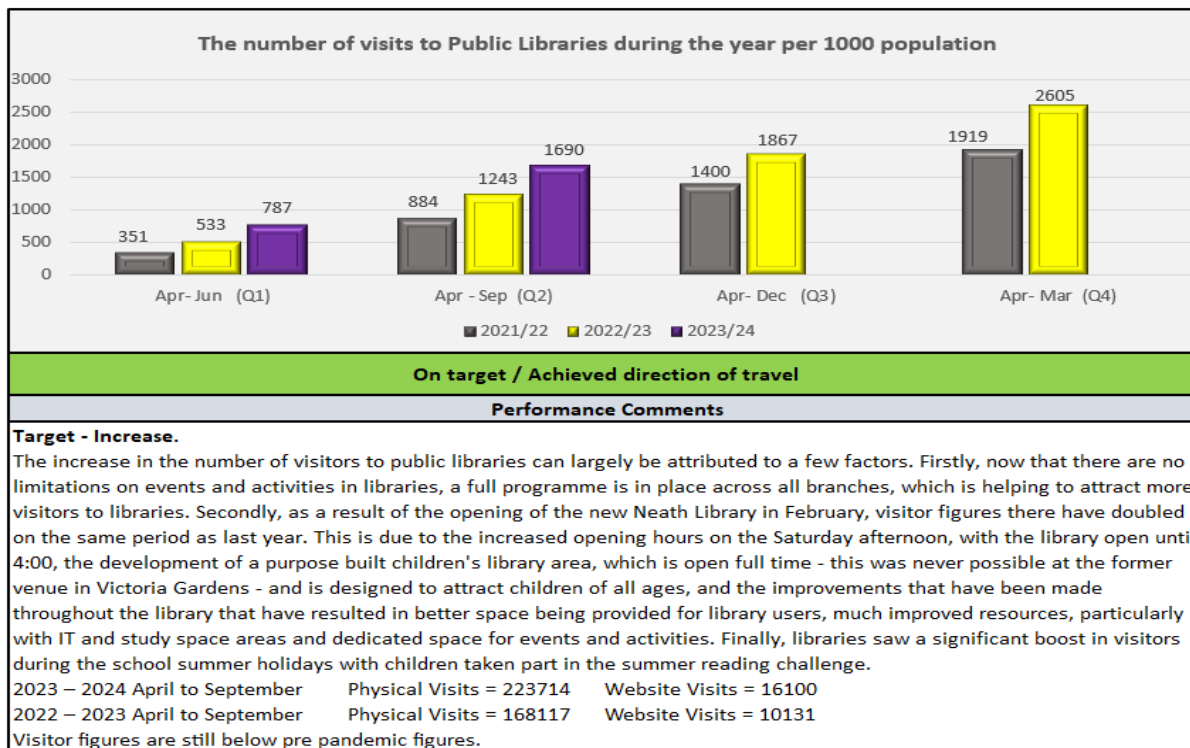


19.

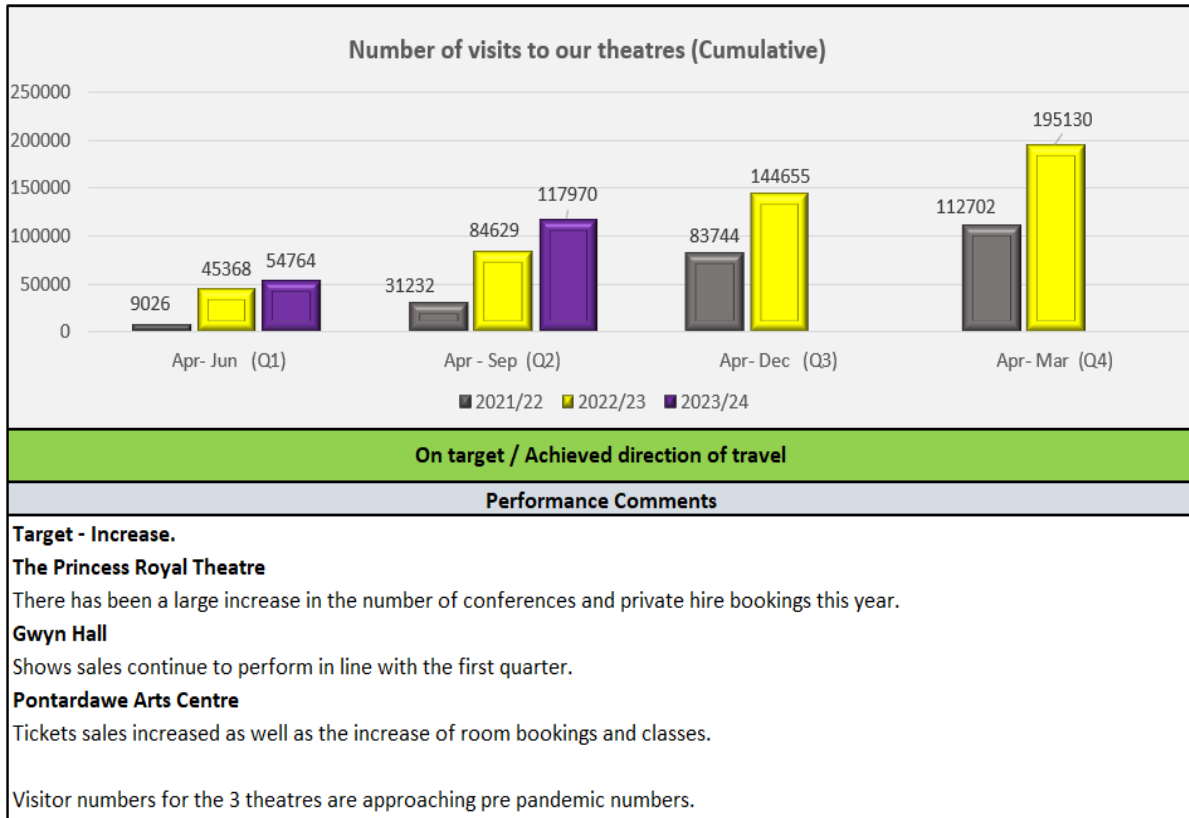


Well Being Objective 3 - Our local environment, culture and heritage can be enjoyed by future generations

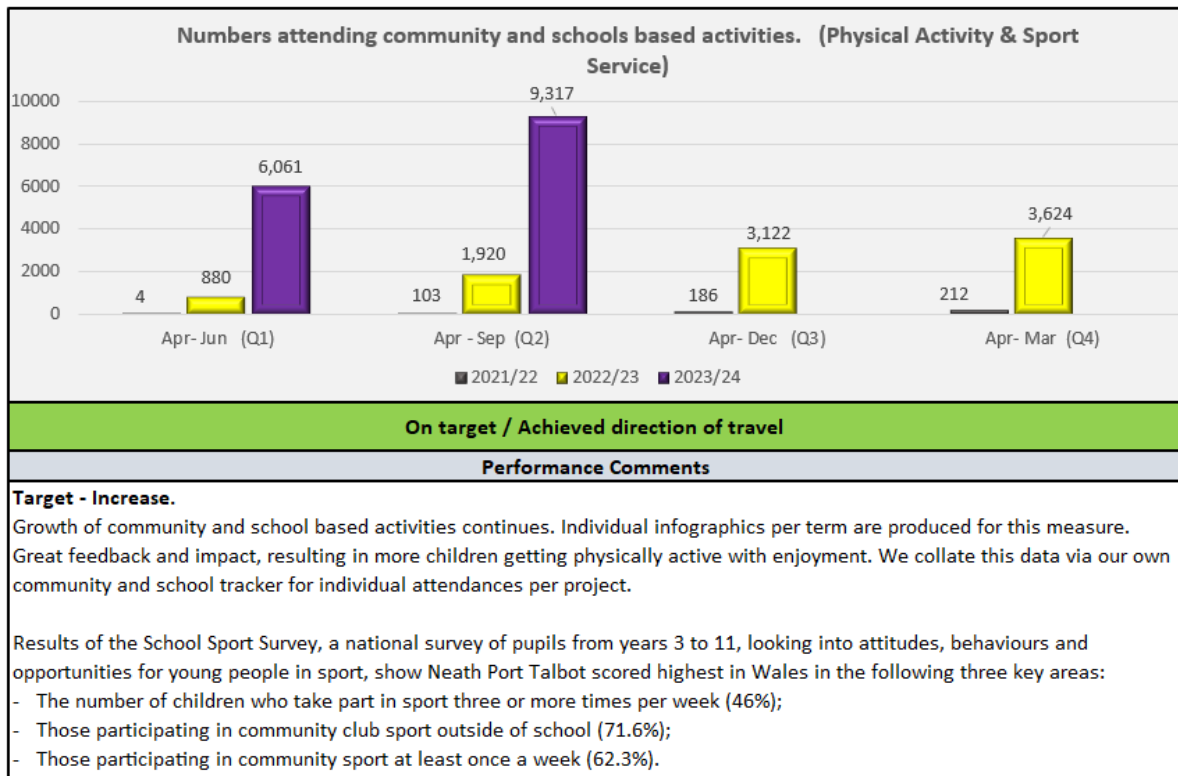
20.



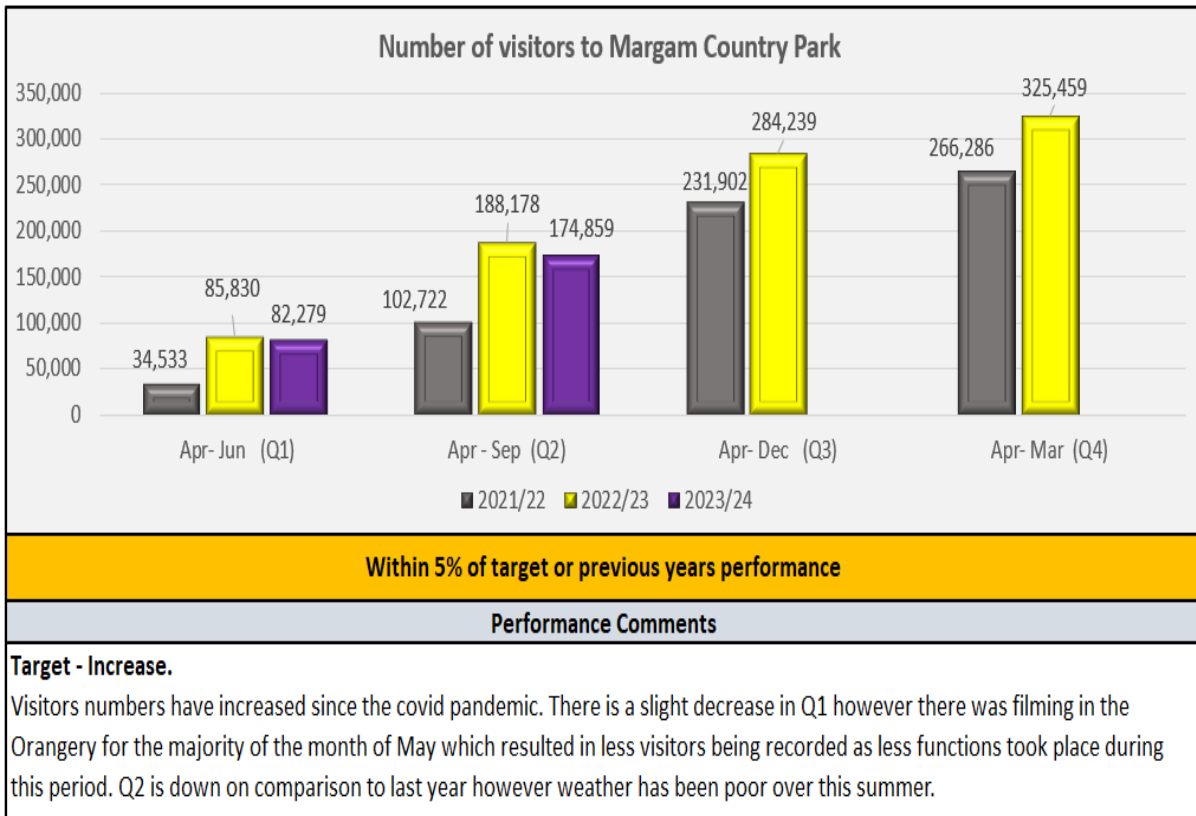
21.



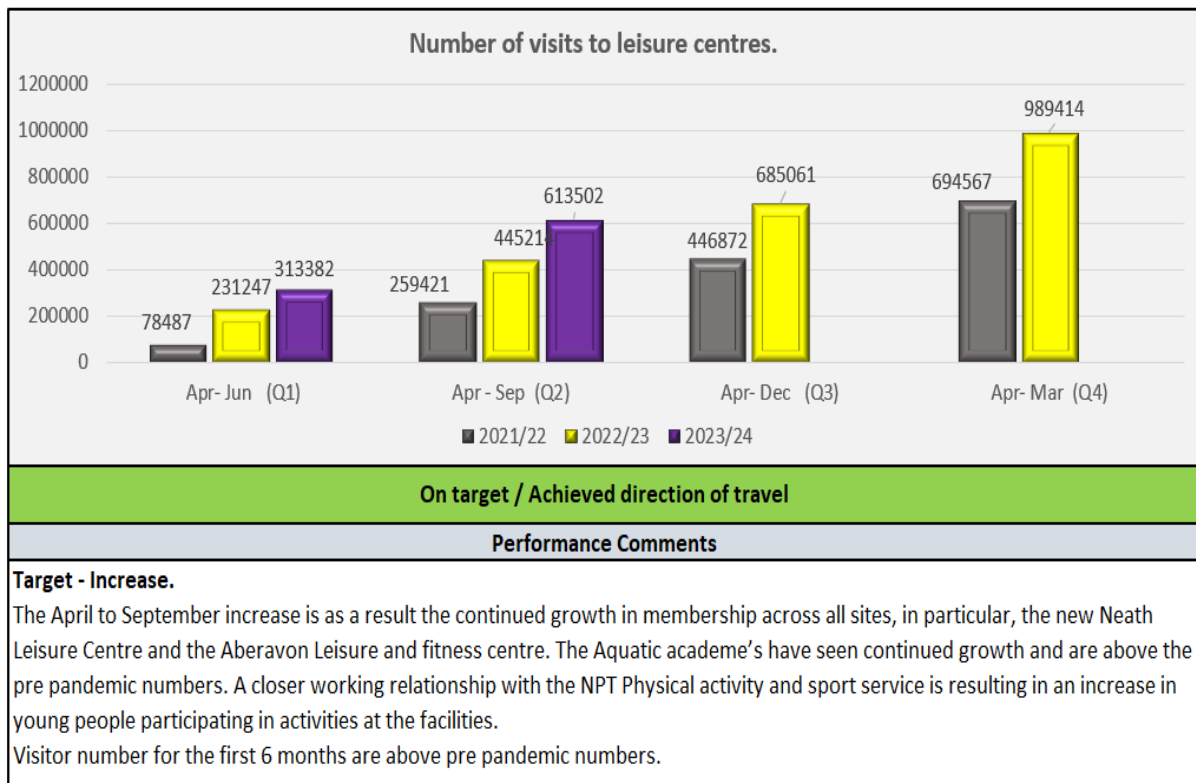
22.



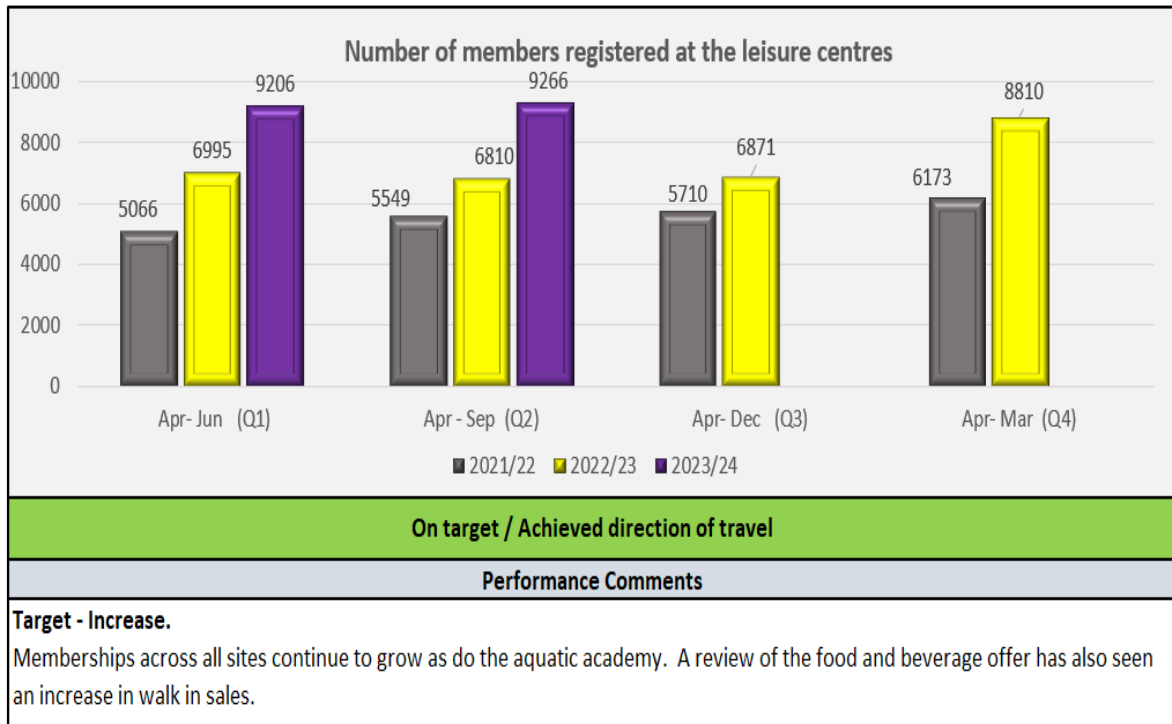
23.



24.

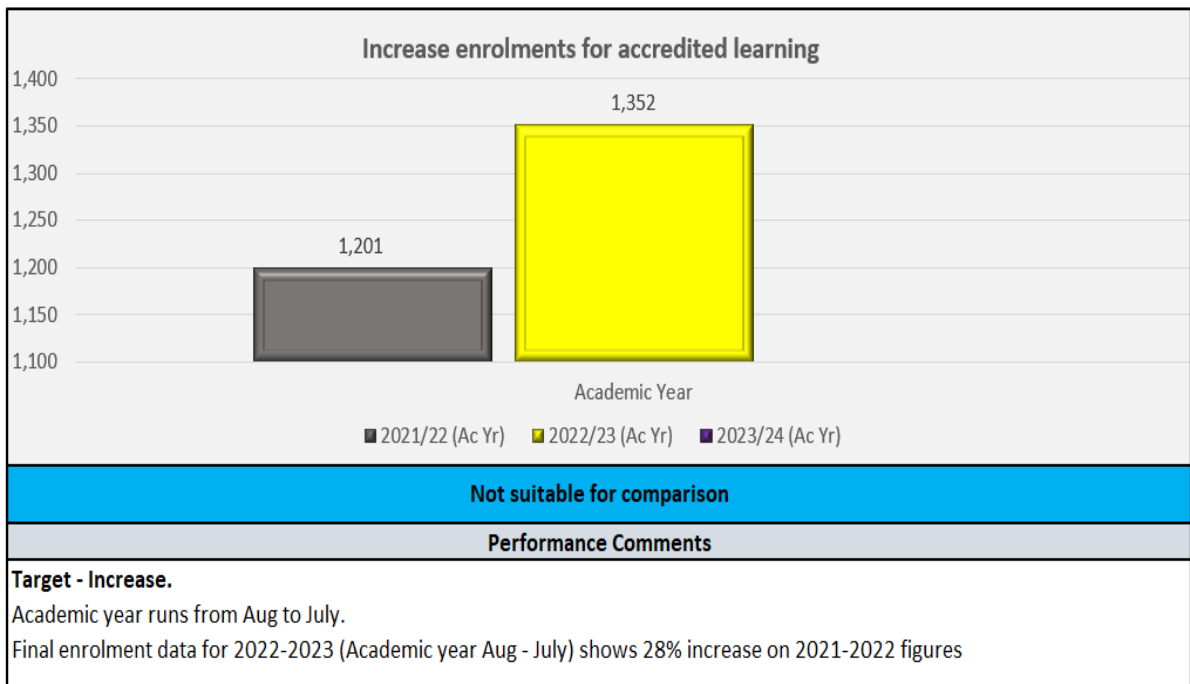


25.

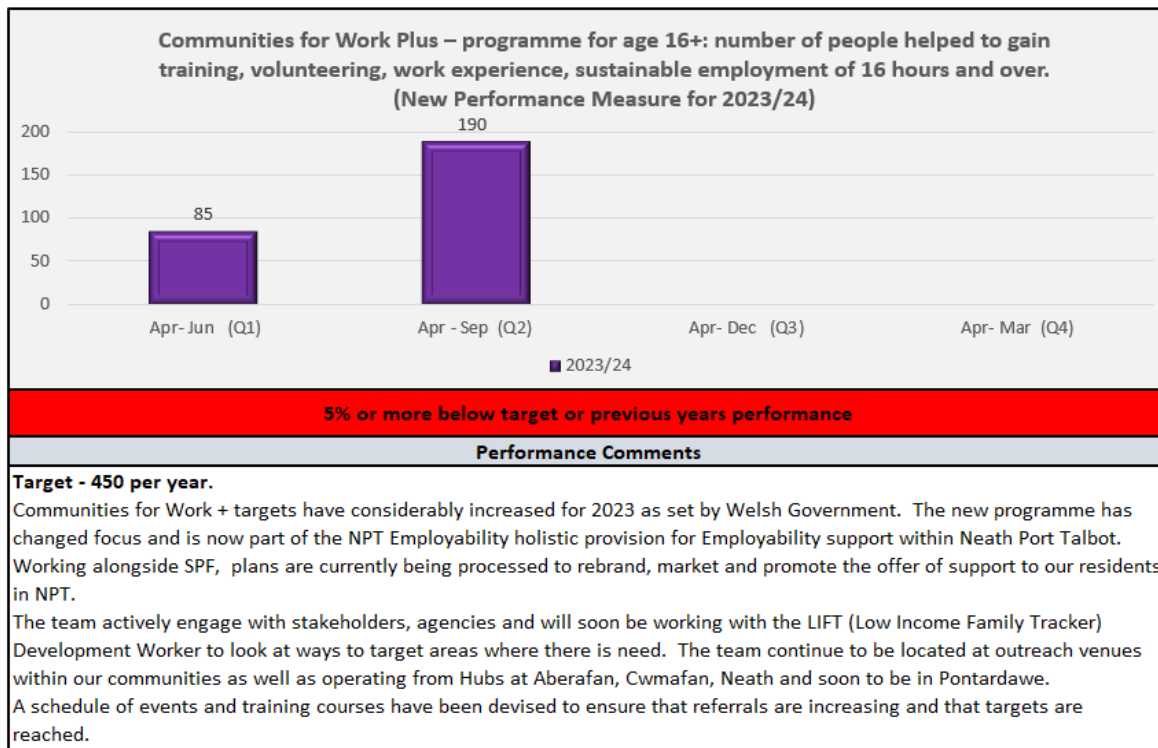


Well Being Objective 4 - Jobs and Skills

26.



27.



28.



This page is intentionally left blank



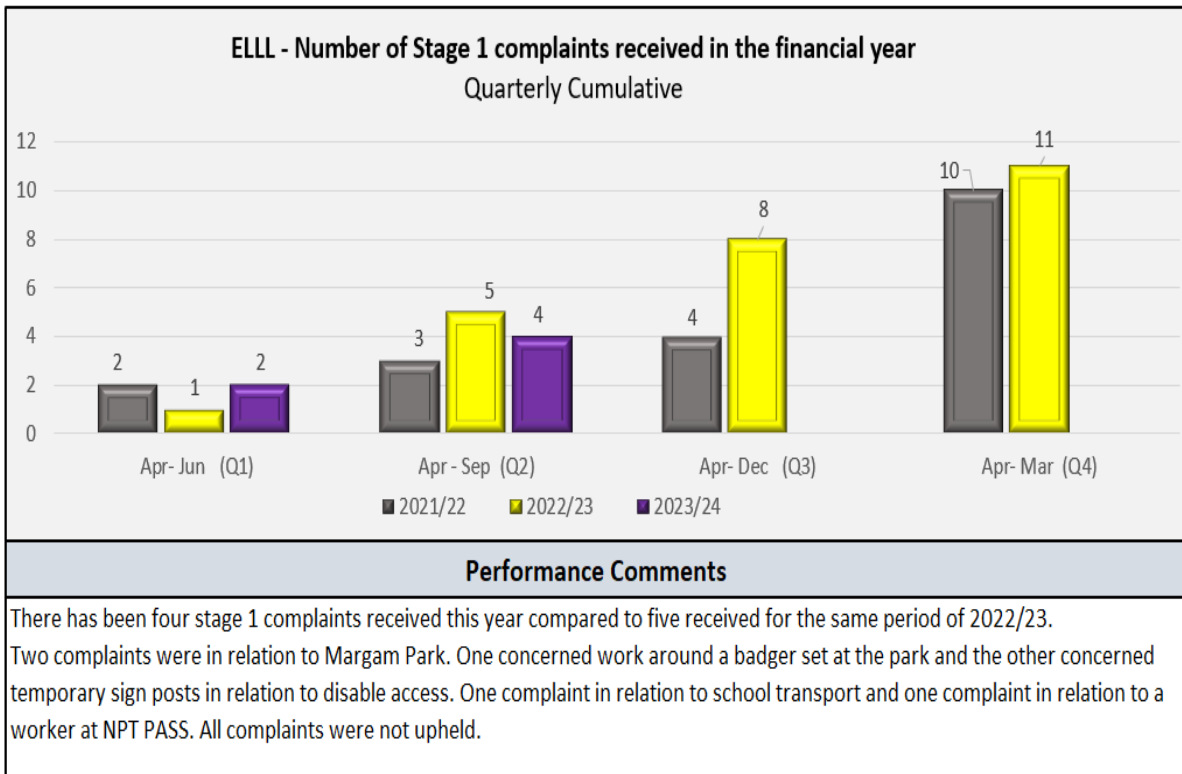
Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

Performance Measures

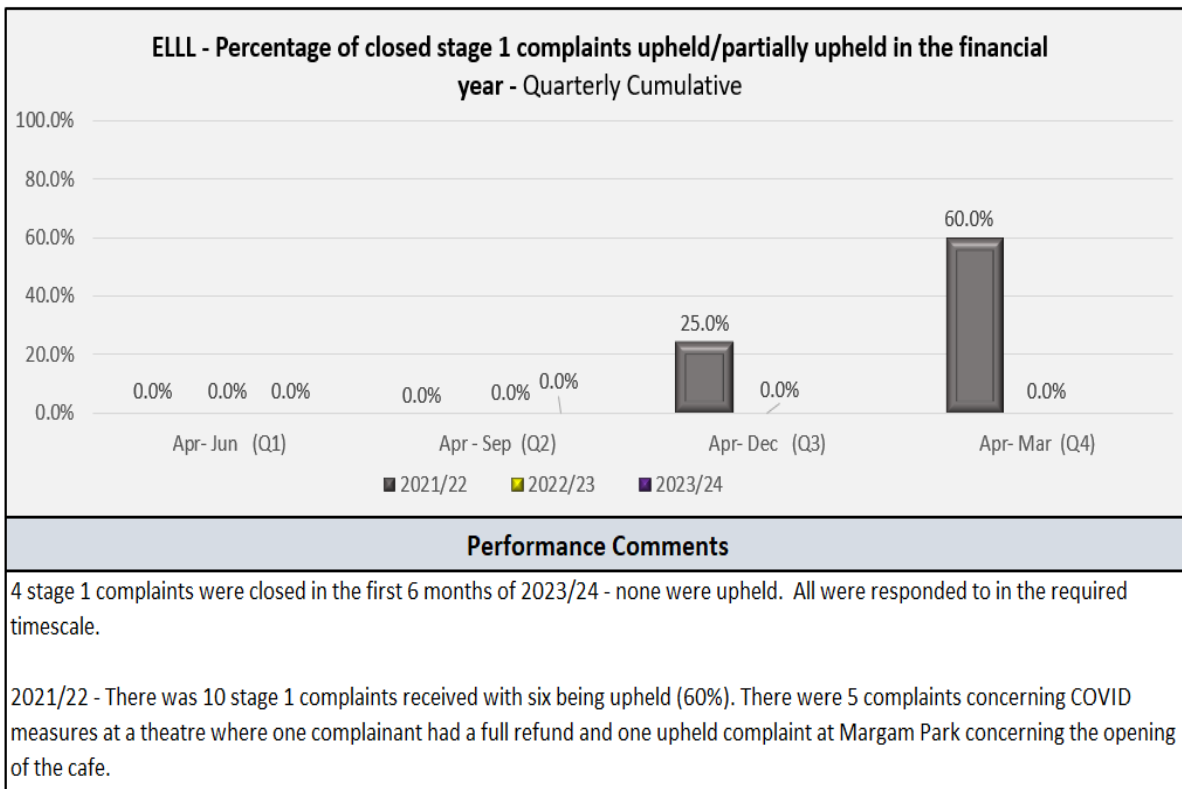
Appendix 2

Education, Skills and Wellbeing Cabinet Board
Compliments and Complaints
Quarter 2 (1st April - 30th September) - 2023/24

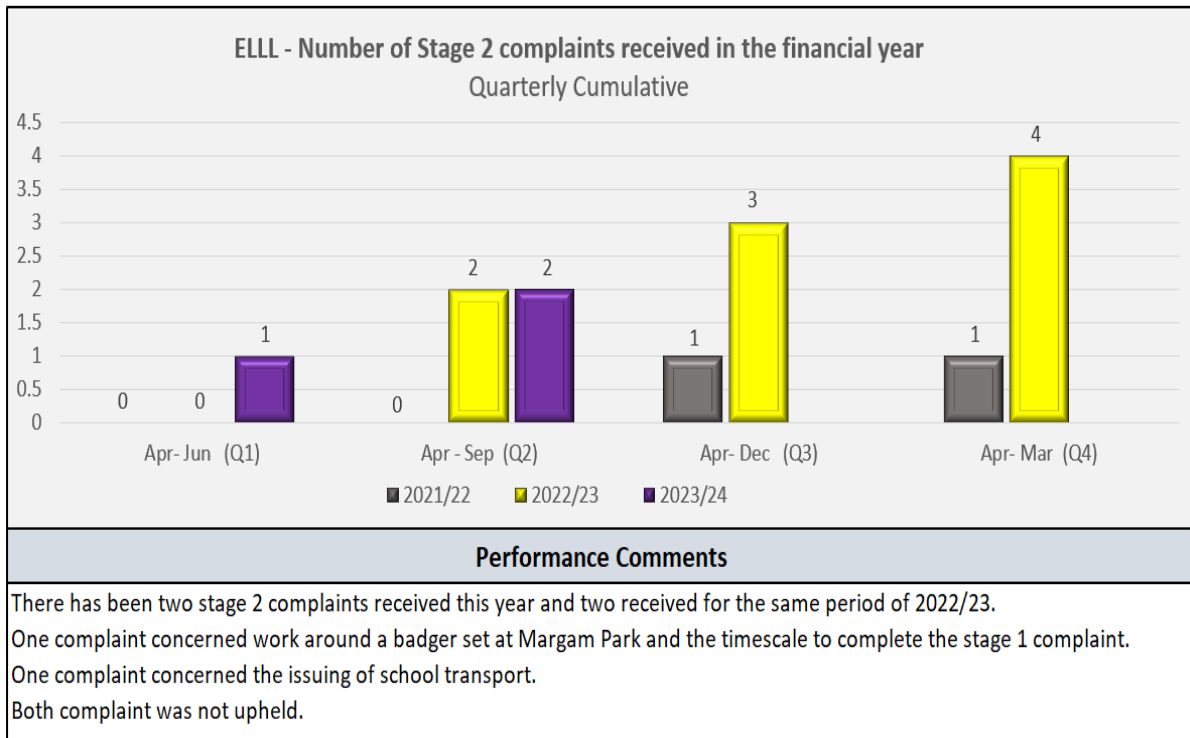
1.



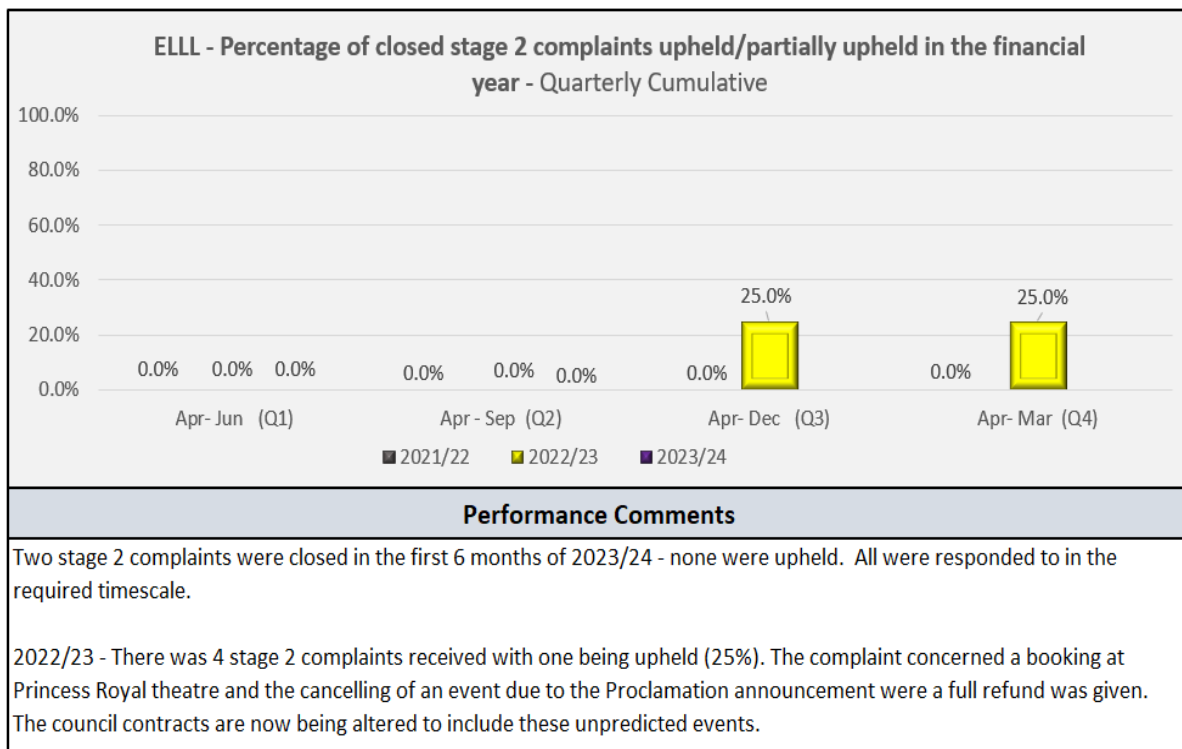
2.



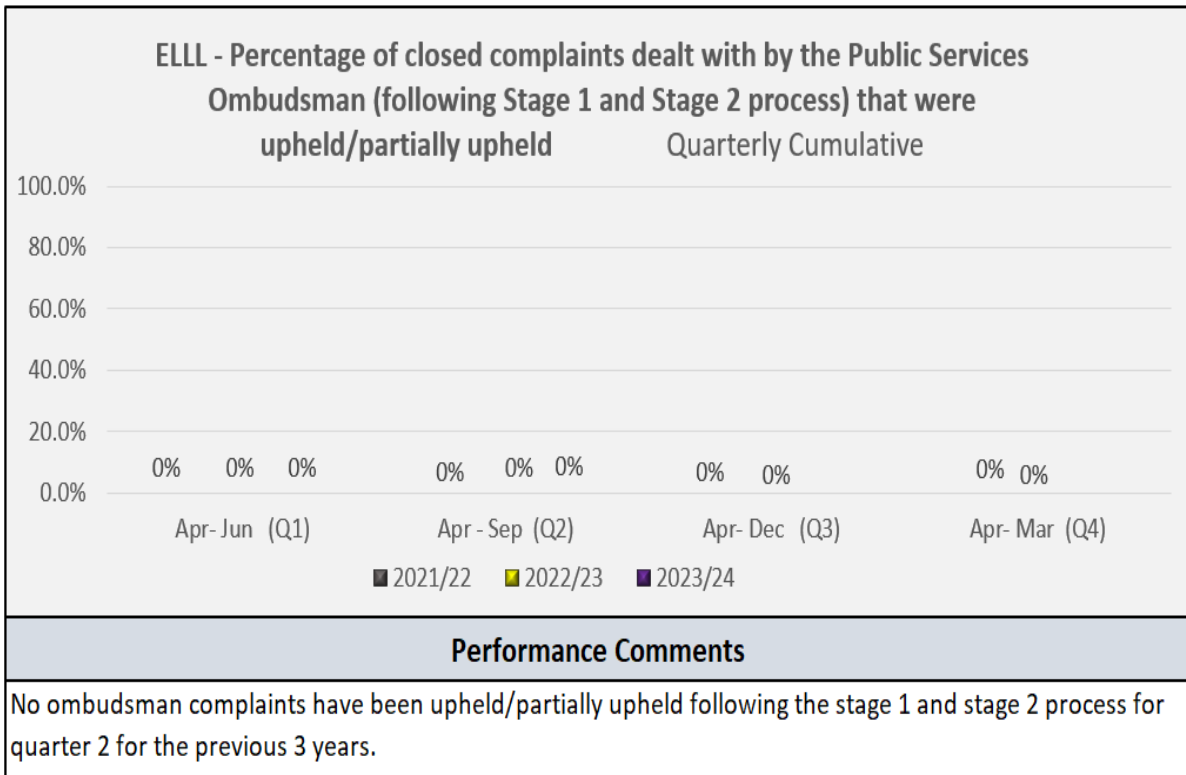
3.



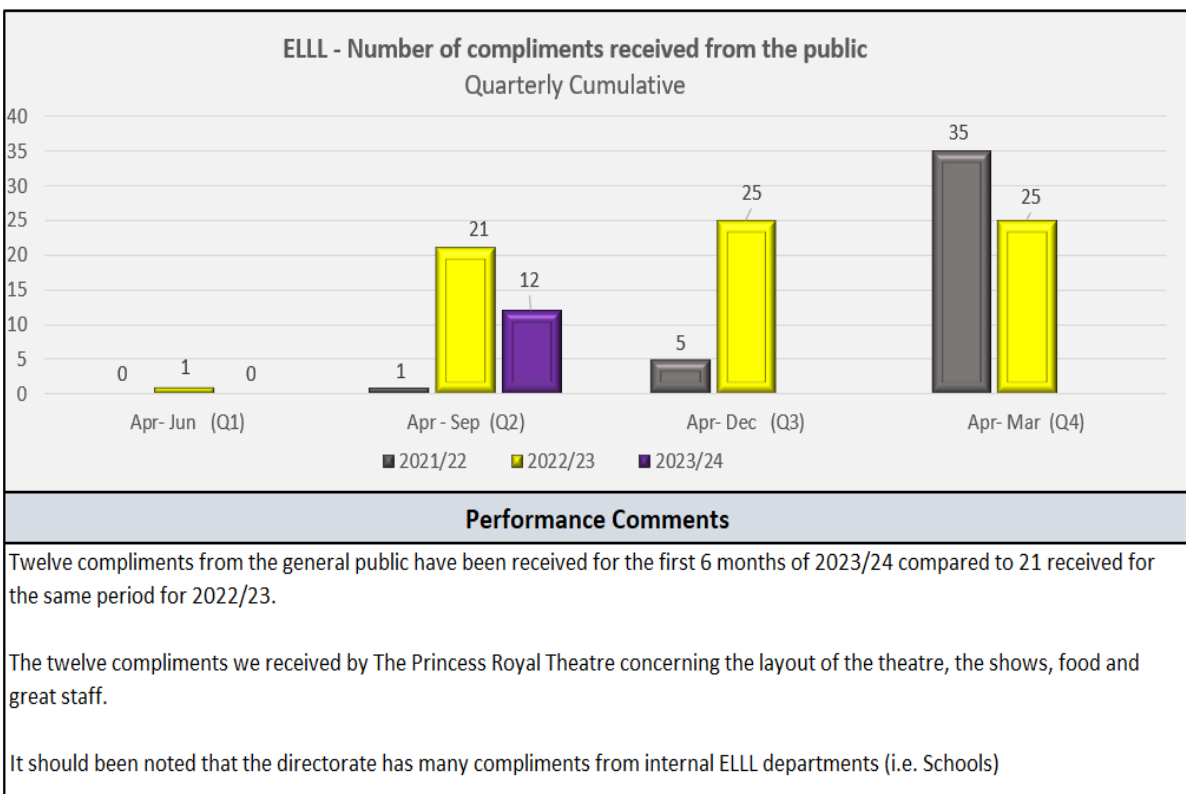
4.



5.



6.





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

23rd November 2023

Matter for Monitoring

Wards Affected: All Wards

Report Title: Performance Measures 2023/2024 – Quarter 2
(1st April 2023 – 30th September 2023)

Purpose of the Report:

To report Quarter 2 Performance Management Data (Appendix 1) – 1st April 2023 – 30th September 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 2 target, and 3 years of Quarter 2 data for comparison.

7 measures are reported in the period, of these:
3 are improving or on target,
1 performance is 5% or more below target or previous year's performance,
1 performance 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, it is hoped this will increase before the end of the year, however the target may need to be reviewed due to a new risk assessment pilot.

There were 2 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).

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 2 Performance (1st April 2023 – 30th September 2023)

Appendix 2 – Compliments and Complaints information – Quarter 2 2023/2024 (1st April 2023 – 30th September 2023)

Officer Contact:

Joy Smith, Road Safety and Business Performance Manager.
Telephone: 01639 686581. E-mail: j.smith@npt.gov.uk

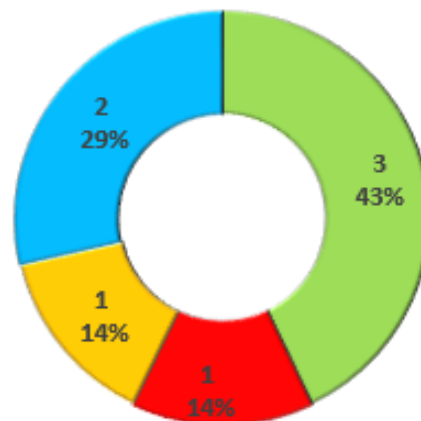
This page is intentionally left blank



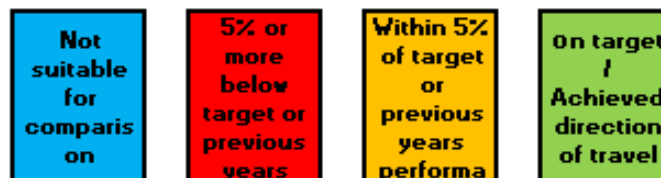
Performance Measures

Appendix 1 - Environmental Health & Trading Standards - Quarter 2 (1st April - 30th September) - 2023/24

Performance Measures Summary

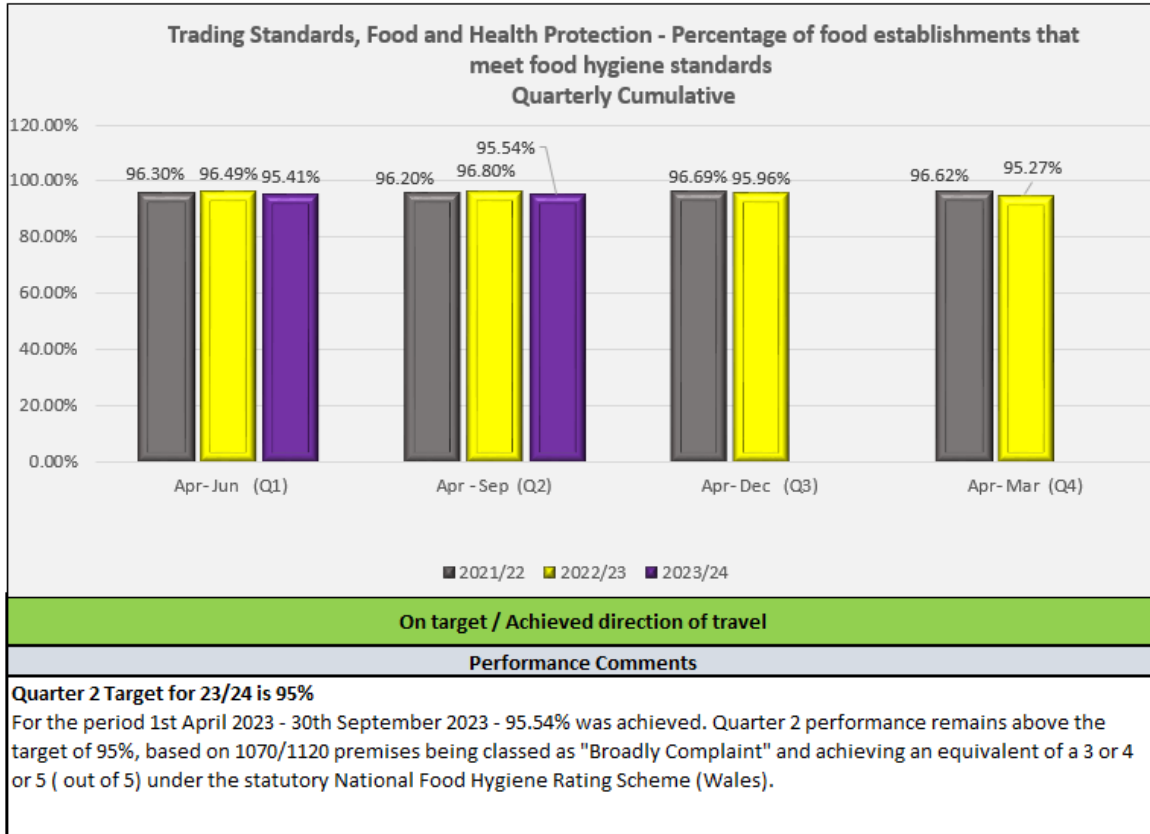


Performance Key BRAG (Blue, Red, Amber, Green)

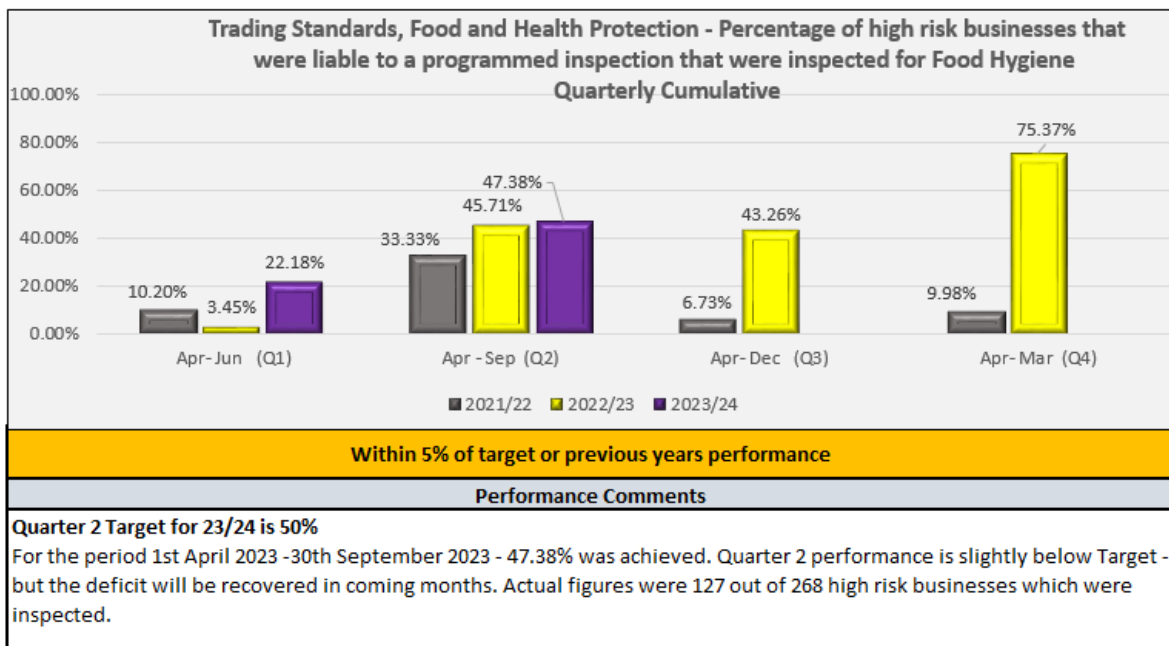


Well Being Objective 2 - All communities are thriving and sustainable

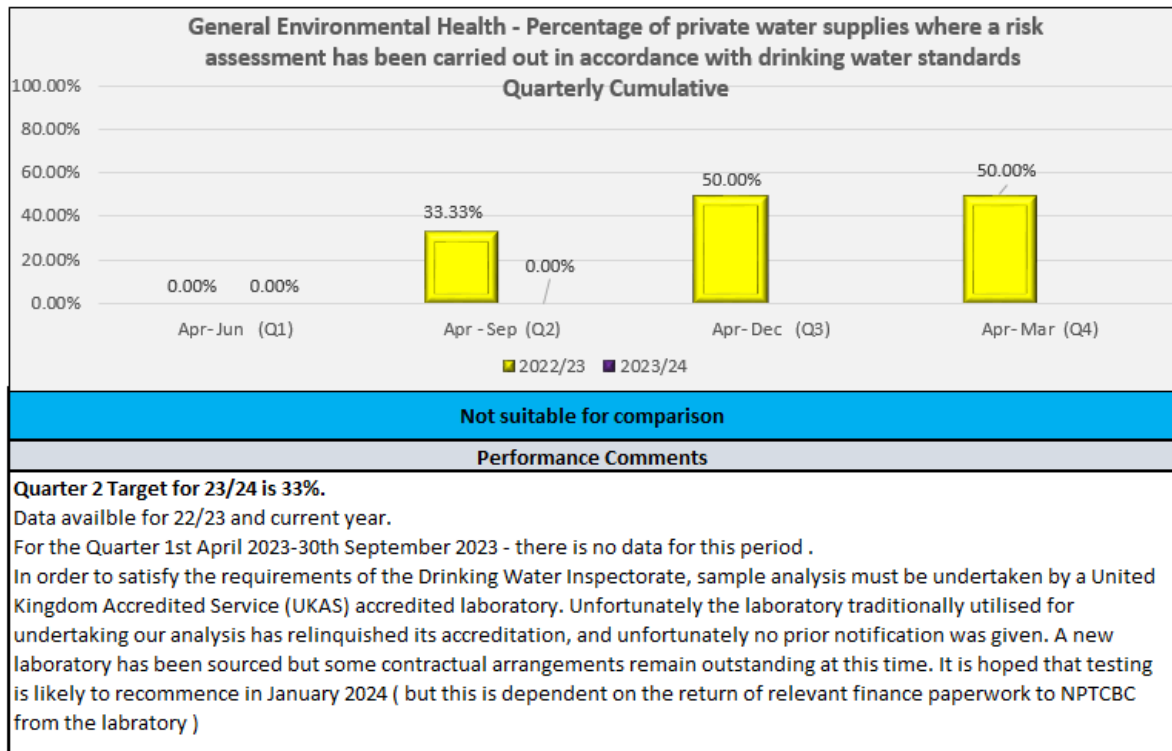
1.



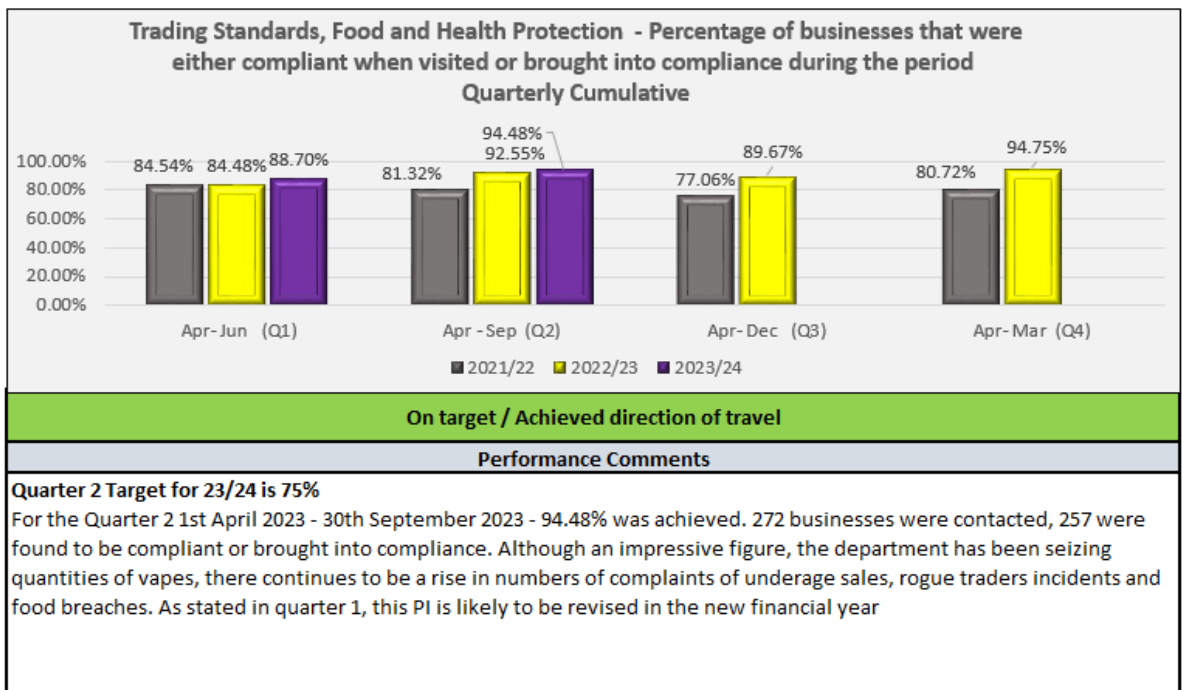
2.



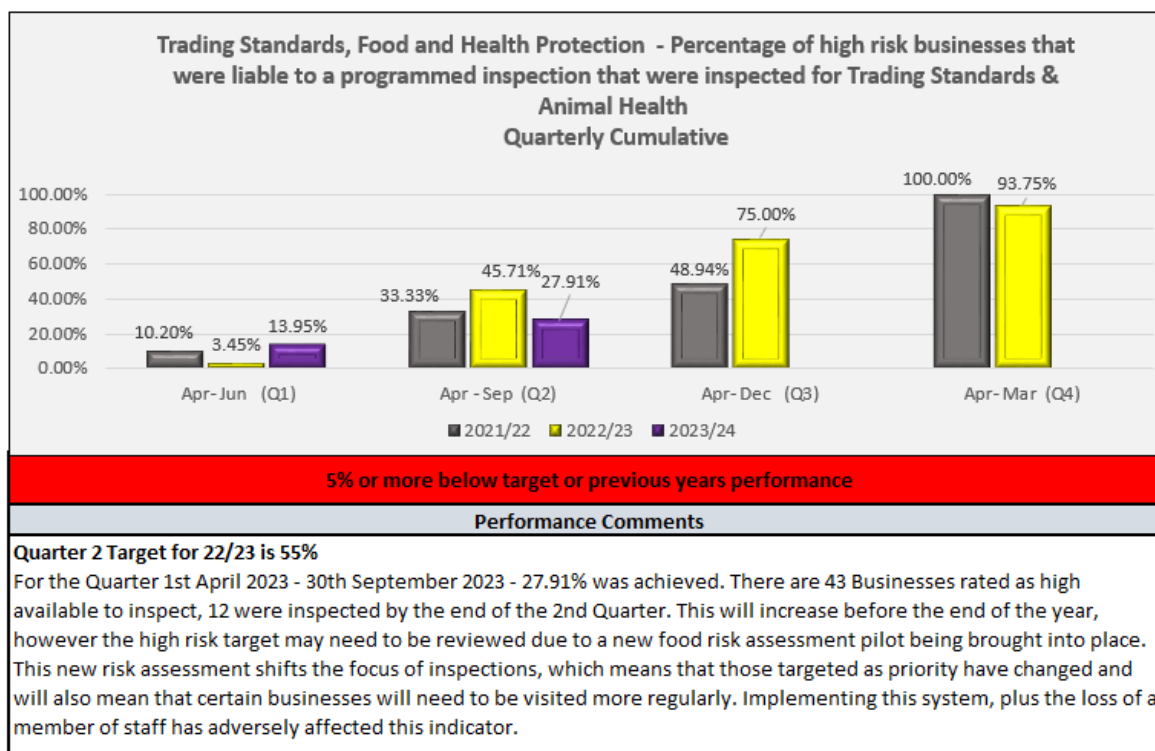
3.



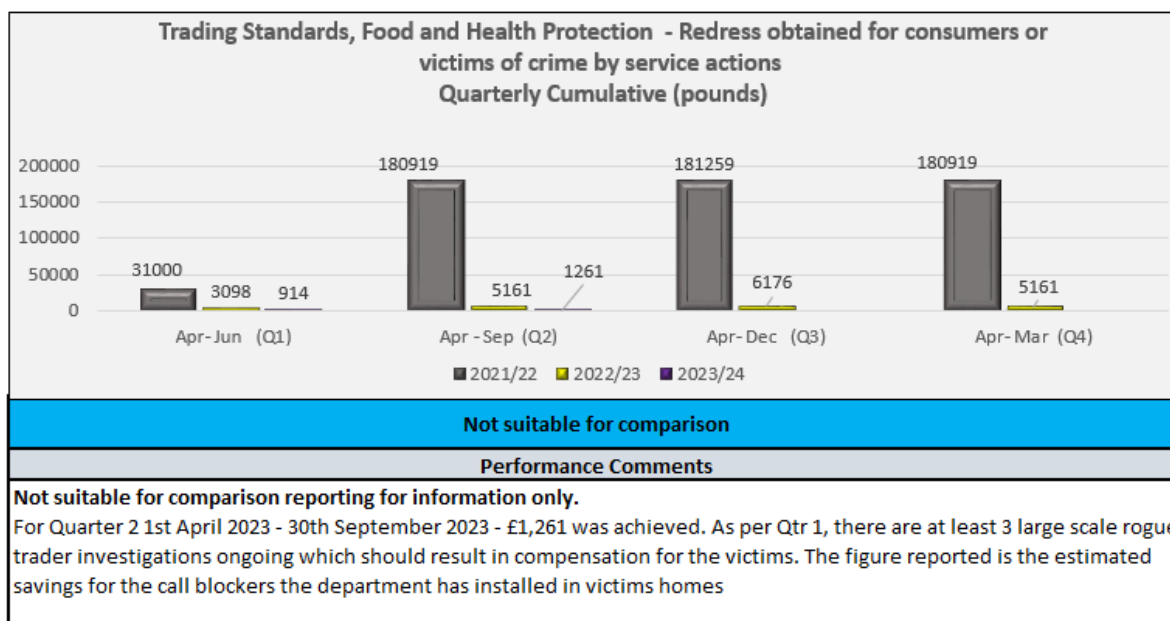
4.



5.

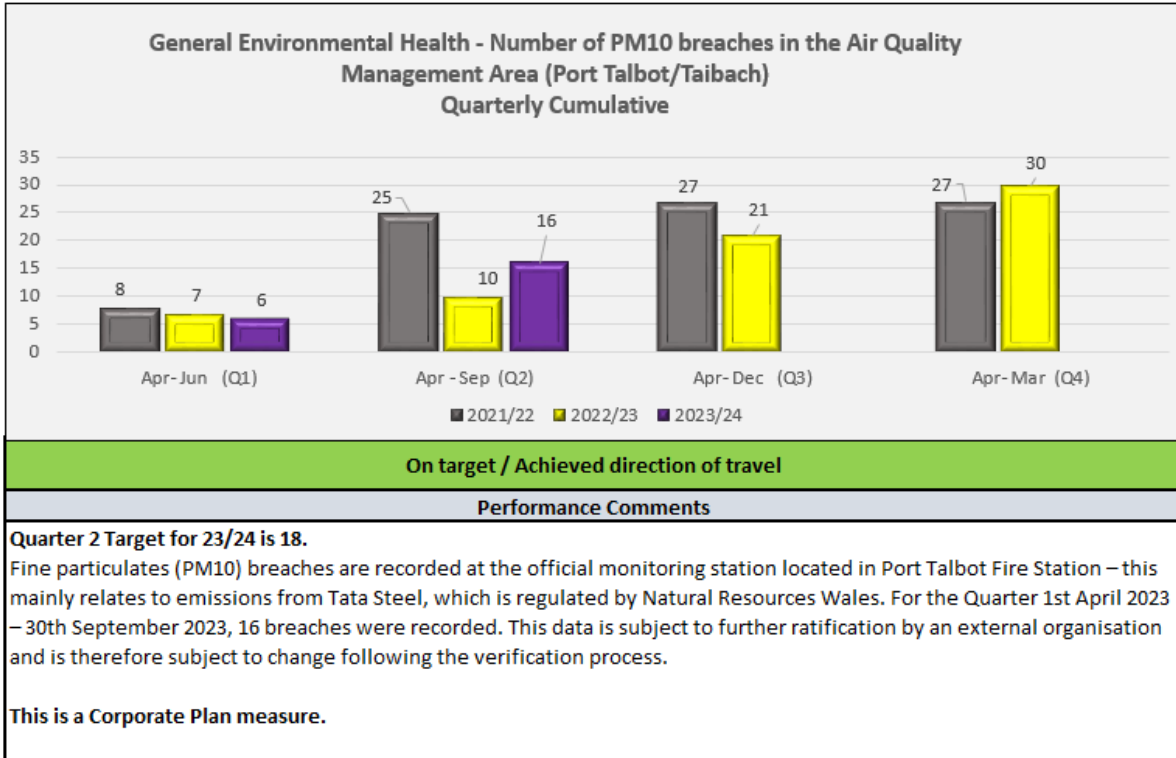


6.



Well Being Objective 3 - Our Local Environment, Culture and Heritage can be enjoyed by future generations

7.



This page is intentionally left blank



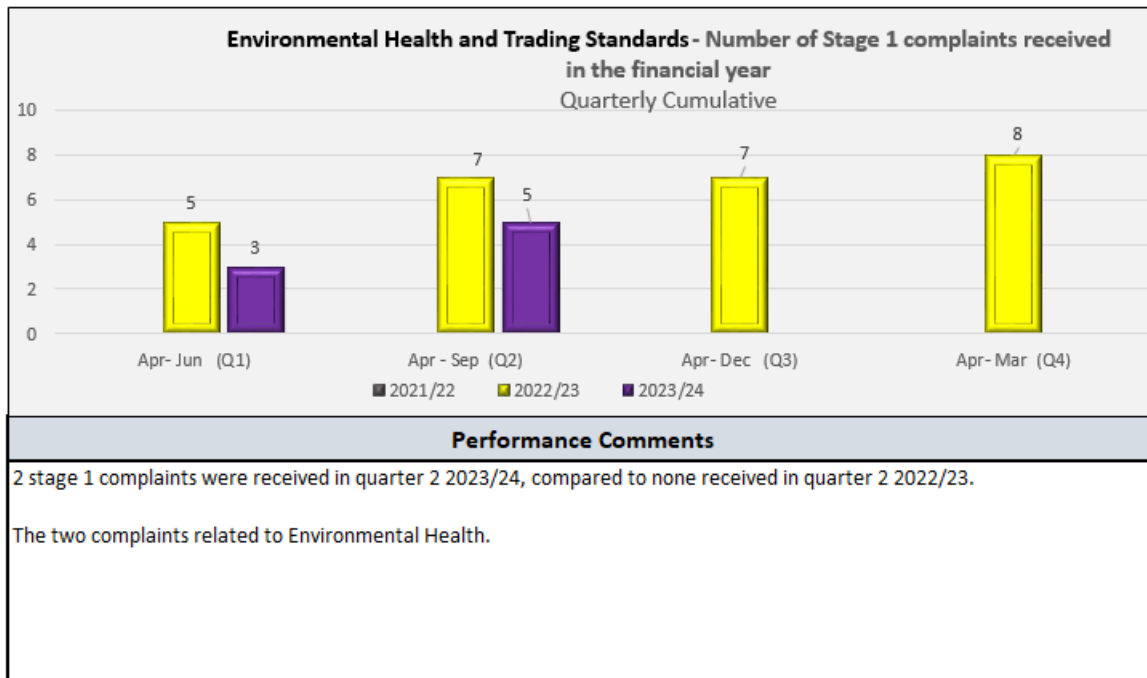
Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

Performance Measures

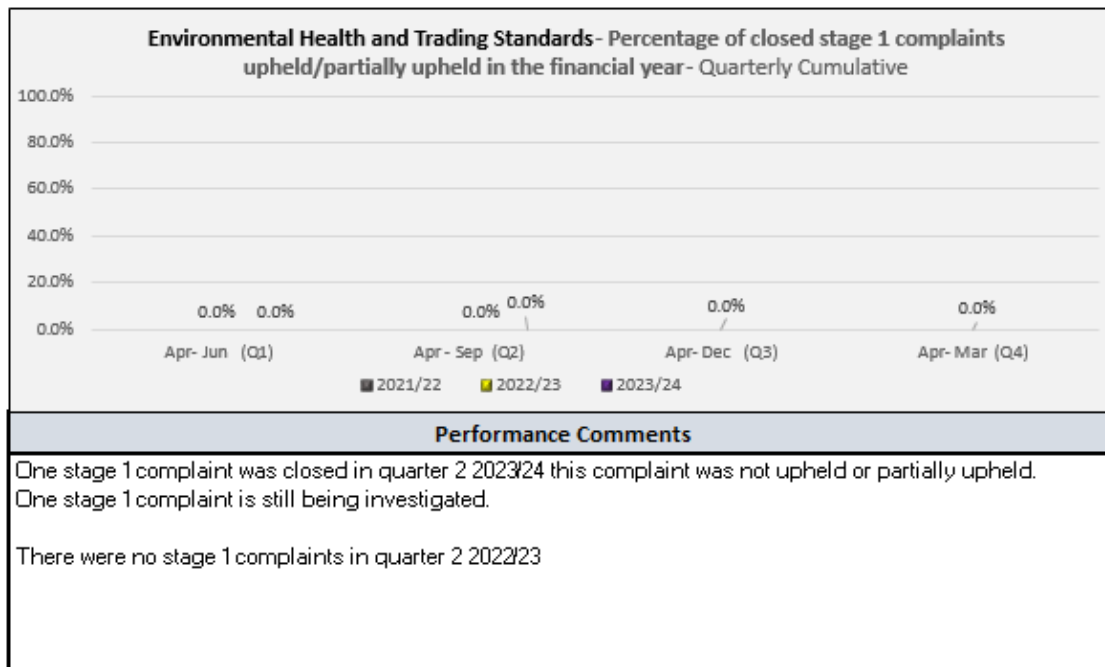
Appendix 2 – Environmental Health & Trading Standards

Compliments and Complaints

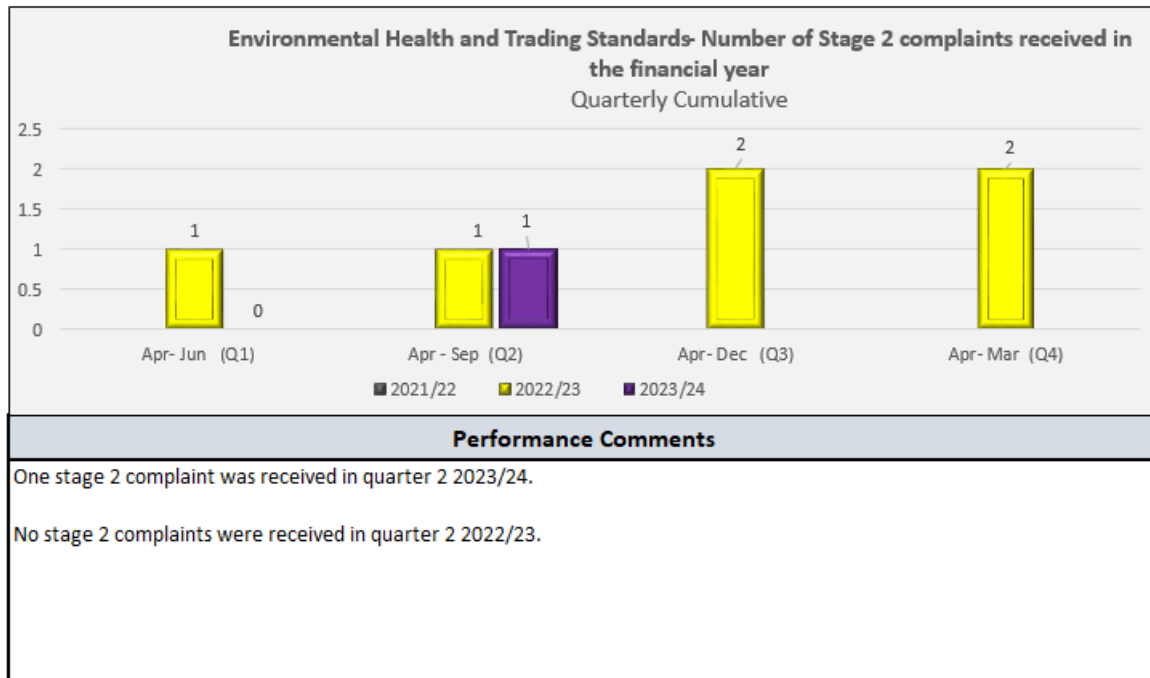
1.



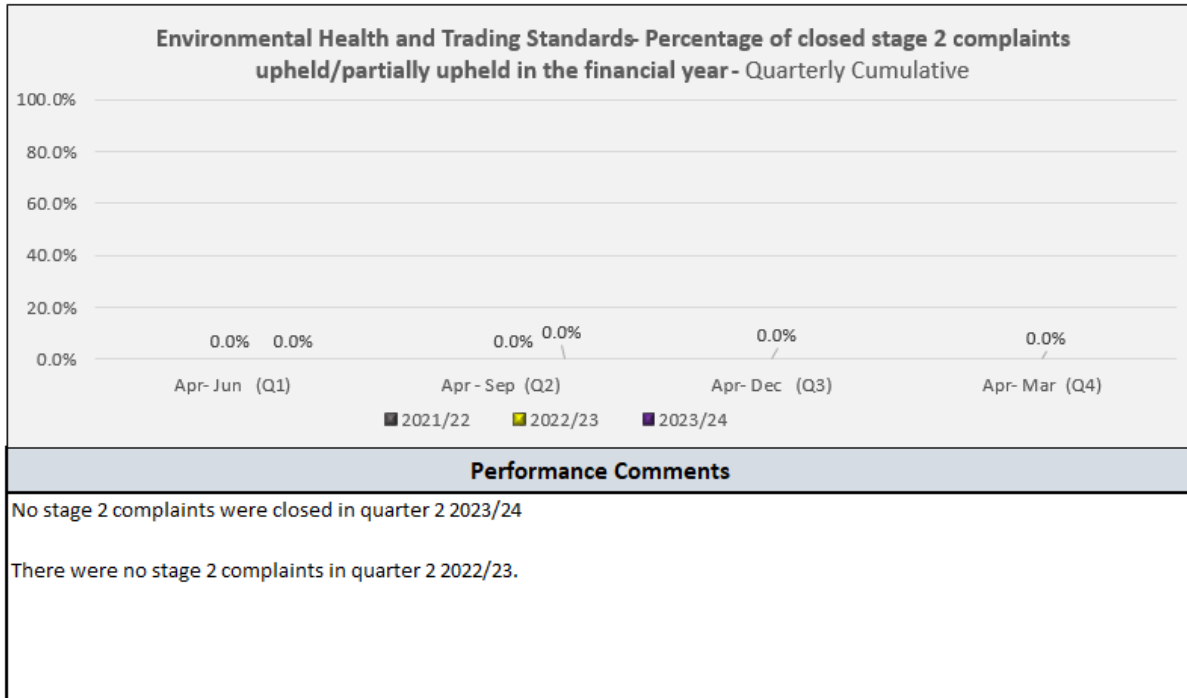
2.



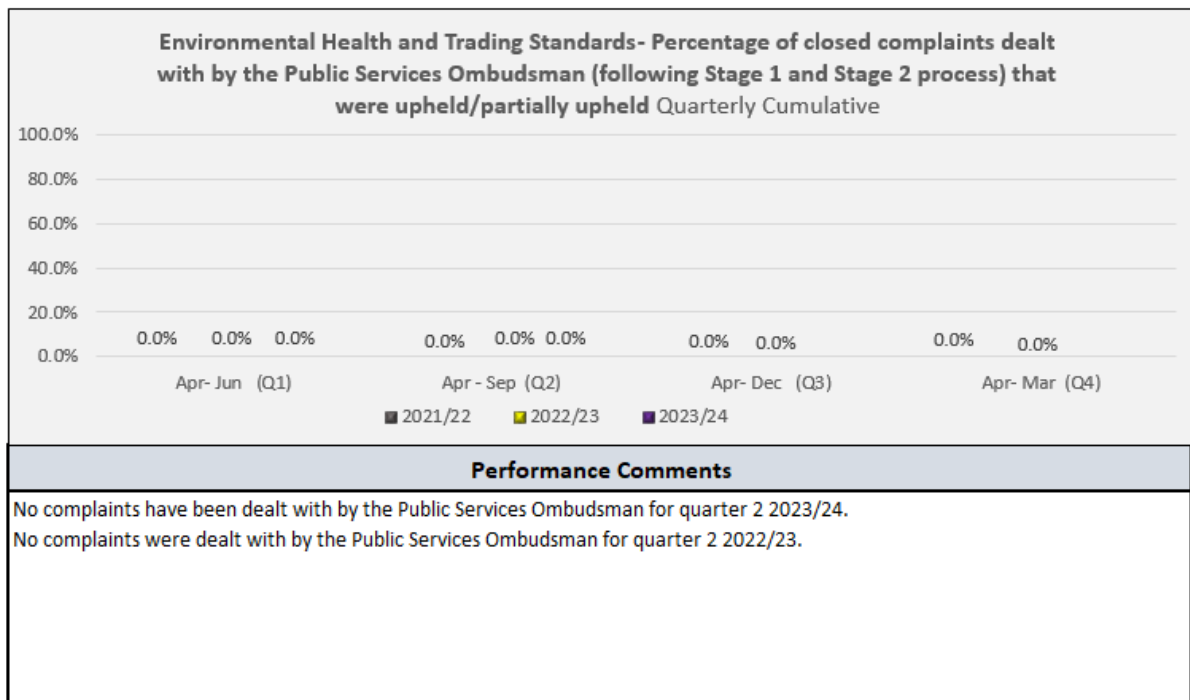
3.



4.



5.



6.

