



EDUCATION, SKILLS AND WELLBEING SCRUTINY COMMITTEE

2.00 PM THURSDAY, 12 SEPTEMBER 2024

***MULTI-LOCATION MEETING - COUNCIL CHAMBER, PORT TALBOT
& MICROSOFT TEAMS***

All mobile telephones to be switched to silent for the duration of the meeting

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PART A

1. Chair's Announcements
2. Declarations of Interest
3. Minutes of Previous Meeting (*Pages 5 - 12*)
 - 25 July 2024

PART 1

4. To consider items from the Cabinet Forward Work Programme
 - (a) Celtic Leisure
 - (b) An overview of the School Based Counselling Service (SBCS) support for schools and staff wellbeing

- (c) Welsh in Education strategic Plan Annual Report
- (d) Childcare Rents in Schools
- (e) Strategic Schools Improvement (SSIP) Proposal to reorganise Additional Learning Needs (ALN) Provision at Cwmtawe Comprehensive School
- (f) Strategic Schools Improvement (SSIP) Proposal to reorganise Additional Learning Needs (ALN) Provision at Cefn Saeson Comprehensive School
- (g) Draft Air Quality Action Plan

PART 2

- 5. To consider items from the Scrutiny Committee Forward Work Programme
 - No scrutiny committee Forward Work Programme items to be considered.

PART 3

- 6. Performance Monitoring
 - No items for consideration

PART 4

- 7. Selection of items for future scrutiny (*Pages 397 - 420*)
 - A) Cabinet Forward Work Programme
 - B) Scrutiny Committee Forward Work Programme
- 8. Urgent Items
Any urgent items at the discretion of the Chairperson pursuant to Section 100BA (6) (b) of the Local Government Act 1972 (as amended).
- 9. Access to meetings
Access to Meetings to resolve to exclude the public for the following item(s) pursuant to Section 100A (4) and (5) of the Local Government Act 1972 and the relevant exempt paragraphs of Part 4 of Schedule 12A to the above Act.

PART B

10. Scrutiny of Private Items

- (a) Celtic Leisure - Appendix B and C (Exempt under paragraph 14)

K.Jones
Chief Executive

Civic Centre
Port Talbot

Friday, 6 September 2024

Committee Membership:

Chairperson: **Councillor R.Phillips**

Vice Chairperson: **Councillor D.Thomas**

Councillors: N.Goldup-John, L.Heard, J.Henton, D.Keogh,
C.Lewis, R.Mizen, S.Rahaman, P.A.Rees,
S.H.Reynolds, P.Rogers and B.Woolford

***Co-opted** A. Amor, M.Caddick and L.Newman
Voting Members

***Co-opted Non** R.De Benedictis
Voting Members

Notes:

- (1) *If Committee Members or non-Committee Members wish to have relevant items put on the agenda for future meetings, then please notify the Chief Executive/Chair eight days before the meeting.*
- (2) *If non-Committee Members wish to attend for an item of interest, then prior notification needs to be given (by 12.00 noon on the day before the meeting). Non-Committee Members may speak but not vote, or move or second any motion.*

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Minutes of the Education, Skills and Wellbeing Scrutiny Committee

25 July 2024

Multi-Location Meeting - Council Chamber, Port Talbot & Microsoft Teams

Chairperson:	Councillor R.Phillips
Vice Chairperson:	Councillor D.Thomas
Councillors:	N.Goldup-John, L.Heard, C.Lewis, R.Mizen, S.Rahaman, P.A.Rees, S.H.Reynolds and P.Rogers
Co-opted Voting Members:	A. Amor and M.Caddick
Officers In Attendance	A.Thomas, P.Chivers, A.Thomas, I.Guy, C.Morris, C.Davies, C.Cole and K.Davies
Cabinet Invitees:	Councillors J.Hurley, N.Jenkins and C.Phillips

1. **CHAIR'S ANNOUNCEMENTS**

The Chair welcomed everyone to the meeting.

2. **DECLARATIONS OF INTEREST**

There were no declarations of interest received.

3. **MINUTES OF PREVIOUS MEETING**

The minutes of the meeting held on 25 April 2024 were approved as an accurate record of proceedings.

4. **ANNUAL REPORT 2023 - 2024**

The committee noted and endorsed the Annual Report 2023/24 and commended to Council.

5. **TO CONSIDER ITEMS SELECTED FROM THE CABINET FORWARD WORK PROGRAMME:**

Members considered items from the Cabinet Forward Work Programme

(a) **The Cross Community Centre**

The Cabinet Member for Nature, Tourism and Wellbeing, advised members that the report detailed an administrative process to transfer ownership of the building between directorates, to enable future use of the building to be determined. A report on future use of the building will be brought to Cabinet in due course.

Members commented that organisations leasing community centres are responsible for the upkeep and maintenance of the building. Who is responsible for monitoring the maintenance of the buildings and ensuring that lease conditions are adhered to.

The Cabinet Member for Nature, Tourism and Wellbeing advised members that community centres are outsourced on full care and maintenance leases, therefore the responsibility to maintain and monitor the building falls to the tenant.

The Director of Education, Leisure and Lifelong Learning confirmed that there is no capacity within the local authority to inspect leased buildings.

Members questioned whether there would be an opportunity to recover any grant funding if a leased building had not been maintained.

The Cabinet Member for Nature, Tourism and Wellbeing confirmed that the lease on the Cross Community Centre has already been terminated and there is no scope for grant recovery.

Members commented that organisations need awareness of the responsibilities of taking on a full care and repair lease; the buildings are public assets. Members expressed concern that the facility was well used and questioned whether there was adequate provision at alternative venues within the area.

The Cabinet Member for Nature, Tourism and Wellbeing, commented that this was not directly related to the report but confirmed that many venues in the area such as; the Arts Centre, Leisure Centre, Library, The Heritage Centre and Town and Community Council facilities had available space to hire.

The Director of Education, Leisure and Lifelong Learning commented that when significant issues with the building condition were identified, new facilities were found for tenants quickly.

The Cabinet Member for Climate Change and Economic Growth stated that Shared Prosperity Fund (SPF) money had been allocated for building repairs and modifications of leased community buildings. There may need to be awareness raising to advise of the availability of funding to help maintain the condition of leased buildings.

Following scrutiny, members supported the recommendation outlined in the draft Cabinet report.

(b) **Draft Air Quality Action Plan (to follow)**

The Head of Planning and Public Protection advised members that the intention was for the report to be available in advance of this Scrutiny Committee meeting, but, despite the efforts of officers and appointed consultants this has not been possible. With the agreement of the Chair, a verbal update will be provided and the report will be available at the next scrutiny committee meeting. The Cabinet consideration of this report will be moved to 2nd October.

A verbal update was provided to members.

Officers advised members that legislation requires the local authority to produce an Air Quality Action Plan where there are designated Local Air Quality Management Areas such as Margam / Taibach. The current Air Quality Action Plan has been in place since 2012, to deal with particulate matter, PM10 and the plan and the process requires periodic review. The report being brought to cabinet will ask members

to agree for officers to go out for consultation and engagement on the draft action plan.

The draft Air Quality Action Plan has been prepared with assistance from Ricardo, the Authority's Air Quality Consultants. Ricardo have worked on analysis and annual data reviews for air quality. It was highlighted that the Action Plan will include a summary of the current air quality in Neath Port Talbot, it will identify the air quality priorities and ultimately present priority actions to improve air quality going forward. A steering group has already been established, members include Health Board, Highways, Natural Resources Wales and Public Health Wales. The steering group have contributed to the draft action plan and as part of the consultation process, will be re consulted for formal comments, along with other consultees. A report will be brought to scrutiny in September, providing a summary and legislative context, and highlighting what cabinet will be asked to consider and note.

The Chair thanked officers for the verbal update.

Members referred to a news report that 50mph zones on motorways, had not affected levels of pollution and the restricted limit had been removed in some parts of England. Members questioned whether the restricted 50mph area from Port Talbot to Llandarcy had impacted on pollution levels

Officers confirmed that the 50mph restriction on the M4 was imposed by Welsh Government for air quality reasons. Reports have been undertaken by Air Quality Control Consultants into the implementation and effect, but it is uncertain if this information has been published yet. Officers can signpost members to information on the Welsh Government website around this. Officers confirmed that it is an area of interest, monitoring has been undertaken with low-cost air quality sensors in air quality areas around the motorway. This work is due to be reviewed. It was noted that some of the sensors have not been reliable in terms of data capture, but some analysis can be undertaken. Welsh Government grant money has been received in relation to a nitrogen dioxide diffusion tube study to measure air quality. Real time data will not be available, but results are expected within 18 months and will be feedback to Welsh Government.

The Head of Planning and Public Protection advised members that the Draft Air Quality Action Plan is a technical report in nature, it

would be useful if members could advise officers in advance of any questions, so it can be ensured that information is available to answer members questions appropriately.

(c) **Events and Festivals Review**

The Cabinet Member for Nature, Tourism and Wellbeing provided a brief overview of the report contained within the agenda pack.

Members welcomed the report. The current arrangements can be discouraging to organisations in arranging community events. Members questioned whether the new arrangement would be a one stop shop for arranging licences. Members noted the charging range from £25 to £100, could be prohibitive for smaller scale events.

The Cabinet Member for Nature, Tourism and Wellbeing confirmed the proposed team would co-ordinate event paperwork and internal council permissions. They will not manage application for statutory instruments such as premises licensing, however, they will be able to signpost to relevant departments. The suggested charges are modest for smaller events, costs are necessary to cover the costs of the service. It was noted that 80% of applications will be from small event organisers which will impact on officer time. Whilst the local authority was keen to encourage community events, there is a need to recover some costs. The charges will represent good value for money for organisers due to the level of support that will be provided. Fees for larger events are flexible to enable commercial fees to be set, where applicable.

Members enquired if there would be a sliding scale of charges for smaller events.

The Cabinet Member agreed that would be taken on board.

Officers advised members the starting fee for £25 related to events without any commercial angle. Events became commercial, when a third of traders or stalls in the event were commercial traders. It was noted that most community events are likely to fall within the lower end of the charging structure. The fee was a commitment to take the process seriously, analysis has shown staff time is wasted when event organisers abandon the process. The emphasis is on supporting event organisers especially in the community sector to build capabilities, resilience and experience.

Members noted that many Councillors set up community events to promote community cohesion. Members questioned whether the charges table in the draft document could be clearer. This would allow smaller organisations to fundraise throughout the year to cover costs. It would be useful for the criteria for the event to be classed as a commercial event to be included in the table.

The Director of Education, Leisure and Lifelong Learning confirmed that the table containing fees and charges would be as clear as possible.

The Cabinet Member for Nature, Tourism and Wellbeing confirmed that the intention was to remove barriers as far as possible.

Members questioned whether street closures on non-council land would come under the team's remit.

Officers confirmed that the team would liaise with Highways alongside the event organisers, to reach solutions. Officers confirmed that they would look at alternatives to street closures. If statutory permissions are required, staff would assist organisers to contact Highways to navigate the process.

Members referred to page 105 of the report and the Remembrance Day parades that were supported in Neath and Port Talbot. Members questioned whether there are any plans to support a similar event in the Pontardawe Town Centre.

The Cabinet Member for Nature, Tourism and Wellbeing stated that the British Legion had stopped insuring members to organise these events and the Council had stepped in to ensure the parades took place.

Officers confirmed that in Pontardawe, it is believed that organisations were in place to carry the parade forward. If this is not the case the team will look at how they can assist.

The Chair confirmed that the British Legion in Pontardawe would be unable to run a Remembrance Day event this year, contact will be made with the team to discuss further.

The Cabinet Member for Climate Change and Economic Growth stated the importance of early engagement to ease staff pressure.

Officers commented that the report has a spend to save proposal to fund staff. Currently, the full team is not in place and staff resources will need to be prioritised. Staff will be available to advise and signpost where possible.

Following scrutiny, members supported the recommendation outlined in the draft Cabinet report.

6. **TO CONSIDER ITEMS FROM THE SCRUTINY COMMITTEE FORWARD WORK PROGRAMME**

There were no items selected from the Scrutiny Forward Work Programme.

7. **PERFORMANCE MONITORING**

There were no Performance Monitoring reports for consideration.

8. **SELECTIONS OF ITEMS FOR FUTURE SCRUTINY**

Officers advised members of new items that had been added to the Cabinet Forward Work Programme and members were given the opportunity to request further items for consideration.

Members questioned whether it would be possible to present the tables in a different format to make the information clearer.

Members requested an update on the feasibility study for the Pontardawe Swimming Pool.

The Director of Education, Leisure and Lifelong Learning confirmed that the feasibility work has been approved by Cabinet and the Terms of Reference are being drawn up, this can be brought to members for information. It is expected that the outcome of the work will be reported back to members around March 2025. It was agreed that this item would be added to the Scrutiny Forward Work Programme at an appropriate time.

Members requested the School Reorganisation report be brought forward from January 2025 to December 2024.

Members noted the Forward Work Programme.

9. **URGENT ITEMS**

There were no urgent items.

Councillor R. Phillips

Chairperson



Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

NEATH PORT TALBOT COUNCIL

Education, Skills and Wellbeing Scrutiny Committee

12th September 2024

MATTER FOR CONSIDERATION

WARDS AFFECTED: ALL

CELTIC LEISURE

Purpose of Report

To allow for pre-decision consideration of the Celtic Leisure Report by scrutiny members.

Background

The scrutiny committee have selected this item for pre-decision scrutiny before it is presented to Cabinet on 2nd October 2024 for approval.

Financial Impact

Not applicable.

Integrated Impact Assessment

Not applicable.

Valleys Communities Impacts

Not applicable.

Workforce Impacts

Not applicable.

Legal Impacts

Not applicable.

Risk Management Impacts

Not applicable.

Crime and Disorder Impacts

Not applicable.

Violence Against Women, Domestic Abuse and Sexual Violence Impacts

Not applicable.

Consultation

There is no requirement under the constitution for consultation on this item.

Recommendations

Following scrutiny, members to support recommendation outlined in the draft Cabinet report.

Appendices

Appendix 1 -

Draft Cabinet Report – Celtic Leisure (Appendices B & C Restricted)

List of Background Papers

Not applicable.

Officer Contract

Andrew Thomas

Director of Education, Leisure and Lifelong learning

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Head of Leisure, Tourism, Heritage & Culture
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NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

**Cabinet
2 October 2024**

Appendix B and C - Not for publication pursuant to Regulation 5(2) & (5) of Statutory Instrument 2001 No. 2290 and Paragraph 14 of Part 4 of Schedule 12A to the Local Government Act 1972. Pursuant also to Paragraph 21 of the Schedule, and in all the circumstances of the case, the public interest in maintaining the exemption is considered to outweigh the public interest in disclosing the information.

Report of Director of Education, Leisure & Lifelong learning

Matter For Decision.

Wards Affected:

All wards

Report Title

Future provision of Indoor Leisure Services

Purpose of the Report:

To provide an overview to members of the progress of ongoing discussions with Celtic Leisure Limited ("Celtic Leisure") following a determination by members to enter into dialogue for an extension of the Neath Port Talbot Council's ("the Council") contract dated 14th April 2016 ("the Contract") and to determine whether to now pursue an extension.

Executive summary:

This report sets out three options for members to consider in relation to the future operation of the indoor leisure services.

Whilst there are many positive reasons for choosing to insource the service the costs related in doing so are significant and in the current financial and funding climate and will inevitably lead to cuts within the service and across the wider Council. Option 2, would

represent the best value for money and would see the extension of the Celtic Leisure Contract for a period of 5 years with the staff retained on their existing terms and conditions. This has been provisionally negotiated with Celtic Leisure on the basis it mitigates many of the issues of previous concern. In particular this makes provision for inflationary costs, provides a regular staff pay award, creates an investment fund designed to improve services and drive income, and provides protection against inflationary pressures for utilities and similar costs.

Trade Unions have been fully engaged through a working group process and have put forward an alternative option (3) which, they would contend, is more favourable than the insourcing option. However, it would still add considerable costs for the Council.

Background

In Spring 2022, the Council took the decision to bring the indoor leisure services back in house.

Immediately after the decision was made a series of working groups were set up to work towards a transfer. The groups were focussed on ensuring a safe transition for customers and staff and on trying to drive down the costs of transferring which were previously reported as £1.5m a year.

With increasing pressure on the Council's budget, especially with inflation running into double figures and the Welsh Government's settlement far below the level of inflation the implementation date was delayed by 12 months to 1st April 2024 in the hope the financial climate would have settled down. As members will be well aware, the financial picture continued to worsen and subsequently the implementation date was moved back again to 1st April 2025 which coincided with the end of the Contract. The decision to further delay the transfer in 2024/25 was based on trying to safeguard jobs and public services within the Council and across Celtic Leisure.

On the 16th January 2024, senior Council officers and members met with the Celtic Leisure staff at the request of the trade unions to communicate the intention not to insource from April 2024. At that meeting the trade unions asked for (and it was agreed) a working group be set up to further review the financial pressures and guide the future strategy.

The Contract contains a provision that, should the Council and Celtic Leisure agree, it can be extended for a period of five calendar years from the 1st April 2025 and on 18th March 2024, Cabinet resolved to agree the issue of a formal contract notice to Celtic Leisure Limited in respect of a possible extension of the term to ensure that all options can be considered by elected members going forward. Celtic Leisure subsequently indicated their willingness to enter those discussions but only on the basis of an extension period of the full 5 years.

Throughout the year a working group has been meeting with representatives from the Council, Celtic Leisure and Trade Unions to examine all the options available and provide challenge on the issues surrounding the insourcing.

The agreed aim of the group was to *“provide a safe working space for the Unions, NPT Council and Celtic Leisure to understand discuss and challenge issues regarding proposed transfer of the Celtic Leisure contract back to the Council”*.

At the initial meeting all parties agreed there must be a clear way forward developed to allow enough time to affect a smooth transition into the Council should that be the agreed way forward and provide the Celtic Leisure staff with certainty after a long period of instability. Everyone expressed a desire to safeguard jobs and continue to improve the standard of the services.

The working group challenged the costs of insourcing, particularly the pension and weekend working estimates. These were both reworked with the group accepting the methodology. The pensions costs were reduced by approximately 10% but with 213 staff in the NEST pension scheme compared to 78 in the Local Government Pension scheme the employers' contributions of circa 22.4% mean the additional associated costs are still very considerable, standing at £832k.

The group also looked at weekend working enhancements and particularly if there is any flexibility and whether this should be offered across Celtic Leisure for all staff or just permanent employees. After detailed analysis the financial savings from both of these were negligible and would be at risk of being in breach of legislation and policy, with the creation of a two-tier workforce. The working group also looked at the salaries of staff working across similar leisure providers in South Wales and found these were broadly comparable to what Celtic Leisure are currently offering.

Trade Unions have subsequently recognised that insourcing is unaffordable (due to factors such as business rate liability) but have requested a number of conditions including bringing all Celtic Leisure employees in line the Councils grading structure, access to the Local Government Pension Scheme and weekend working enhancements. A summary of how this works financially is presented in Appendix B.

With the Contract ending on 31st March 2025 a determination must now be made as to whether the Council wishes to formally extend the Contract with Celtic Leisure.

Members have three options open to them:

- (1) Proceed with the insourcing of Celtic Leisure from 1st April 2025; or
- (2) Agree a five-year extension of the Contract with Celtic Leisure from 1st April 2025 with the current staff terms and conditions; or

- (3) Agree a five-year extension of the Contract with Celtic Leisure from 1st April 2025 with revised staff terms and conditions as per the request from Trade Unions.

Option 1: Proceed with the insourcing of Celtic Leisure from 1st April 2025

The proposed insourcing of Celtic Leisure would be subject to the Transfer of Undertakings (Protection of Employment) Regulations 2006 (TUPE) meaning they would transfer under their existing terms and conditions. Under TUPE the better pension scheme must be offered to all employees. This would inevitably be financially advantageous for the current Celtic Leisure staff.

As a charity Celtic Leisure gain from relief on Non-Domestic Rates (NNDR) which the Council would not benefit from, however some VAT changes and the loss of the senior officer's post would achieve approximate £400k of efficiencies. The financial impacts are detailed later in this report.

Insourcing could make the leisure offer across Neath Port Talbot more coherent and possibly lead to a number of advantages in closer working across Council departments. These are likely to have minimal financial impact with no quantifiable savings having been identified.

However, the high costs of insourcing are fixed and will remain however hard the business is driven. With the current severe pressure on the Council budget there is a very real risk that insourcing would directly lead to job losses across the Council and from the Celtic Leisure cohort, with potential reductions to the indoor leisure service having to be made.

Option 2: Agree a five-year extension of the Contract with Celtic Leisure from 1st April 2025 with the current terms and conditions.

In order to agree a five-year extension of the Contract with Celtic Leisure a formal deed of variation and extension will be entered into, which will include an extension to all lease agreements for facilities operated by Celtic Leisure. All of this is currently stipulated under the Contract if an extension is to be pursued.

Following detailed discussions with Celtic Leisure the principles as outlined in Appendix A are being proposed. These principles deliver on some of the concerns around the current contract terms, notably the lack of provision for an annual pay award, allowances for inflation, and an allowance for the volatility in the utility markets, all of which have contributed significantly to the previous concerns about the viability of Celtic Leisure.

The intention will be to agree the management fee by 30 November each year ready for the following financial year. This gives Celtic Leisure certainty it will be solvent and able to trade effectively while ensuring allowances are made for some of the costs relating to the business.

Within the boundaries of the Contract the proposed principles will set the tone for a more of a partnership approach where the Council shares the risk but also benefits from investment and increased trade. The proposal also delivers a contribution to the Council's Medium-Term Financial Plan targets for 2025/26 which is consistent with what is being asked across other Council service areas.

A fundamental part of the proposal is the creation of an investment fund, which would be used to improve the offer, drive income up and reduce costs. It is proposed the permanent CEO, once appointed, would present to the Council an investment/business plan for the use of this fund within six months.

This option is by far the most financially advantageous of those being presented, however is likely to still be more expensive than outsourcing via a new procurement exercise, which would not be possible within the required timescale. It protects the jobs of those in Celtic Leisure provides some certainty for the staff, ensures the financial sustainability of the company and applies the principles being used to develop the Medium-Term Financial Plan across Council departments to Celtic leisure.

Option 3: Agree a five-year extension of the Contract with Celtic Leisure from 1st April 2025 with revised terms and conditions as per the Union's request.

This option provides most of the benefits of option 2 but brings the staff up to Council pay and grading, provides weekend working enhancements and gives access to the Local Government Pension Scheme.

Therefore, while the costs are slightly less than insourcing, they are £1.62m more expensive than option 2.

Financial Impacts:

With the predictions for the Welsh Government's financial settlement for the Council looking extremely challenging, each service area of the Council is currently being asked to assess what financial savings and efficiencies they can make for the 2025/26 financial year.

Adding significant costs for the indoor leisure services will add to the pressure on the revenue budget and will inevitably lead to greater cuts across the rest of the Council and within the indoor leisure services themselves, this may include reduction in operating hours, reduction in staff levels or in some cases consideration to closure of some venues.

Appendix B details a summary of the three different financial options that have been considered.

To enable a full consideration of such matters, the following factors have been taken into account

- The subsidy for Pontardawe Pool which closed on 31st August on health and safety grounds, estimated to be £300k, has been removed from all options including the current in year costs.
- It is estimated that the costs of bringing all Celtic Leisure staff in line with Council terms and conditions is estimated to be in the region of £447k, for prudency the maximum valuation has been used in the calculations.
- Costs and savings related to implementing the principles in the table above have been applied equally to each of the options.

A narrative against each option is included below:

Option 1 – Bring the Indoor Leisure services back in house

This option adds £1.547m to the cost of running the indoor leisure services which will need to be funded by cuts either from within the service or from across the rest of the Council.

While this option is advantageous from a VAT perspective it adds considerable costs on Non-Domestic Rates, pensions and from bringing the Celtic Leisure staff onto the Councils terms and conditions.

Celtic leisure is currently benefiting from a favourable actuary assessment and therefore the additional pension costs are zero. If brought in house the actuary assessment would be made across the wider Council and there is a risk the pension costs would rise further. This cannot be quantified at this time and will be wholly dependent on a new actuary assessment being carried out.

Option 2: Agree a five-year extension of the Contract with Celtic Leisure from 1st April 2025 with the current terms and conditions.

This option does not provide the VAT efficiency of Option 1 but does reduce the Non Domestic Rates bill.

Extending the Celtic Leisure contract by 5 years, in the view of officers, is clearly the most affordable option and offers the best value for money. The proposed contract adjustments as detailed in Appendix B will assist in addressing the some of the concerns previously raised by Trade Unions in that it makes provision for an annual pay award and addresses inflationary pressures.

This option will also provide an investment fund worth £1m over the 5 years of the contract to drive growth, make the business more sustainable and improve the offer to the public. Driving growth and tighter management of costs will help to ease the pressure on the Councils budget and at the same time reduce the council tax burden of this discretionary service.

This option provides a saving on the management fee against the current budget of £319k and has been built up using the principles described in Appendix B. The detailed financial model is presented in Appendix C.

Option 3: Agree a five-year extension of the Contract with Celtic Leisure from 1st April 2025 with revised terms and conditions as per the Union's request.

This option does not provide the VAT efficiency of Option 1 but does reduce the Non Domestic Rates bill.

However, this would still incur the harmonisation and pension costs and therefore still add £1.302m of costs to the Council, which will need to be funded by cuts either from within the service or from across the rest of the Council.

In respect of option 2 and option 3, a fundamental part of the proposal is the creation of an investment fund, which would be used to improve the offer, drive income up and reduce costs. It is proposed the new CEO would present to the Council an investment/business plan for the use of this fund within six months. It is vital for the sustainability of trading services that they benefit from regular investment and therefore an annual investment fund of £200k would be created to ensure the facilities are kept in good condition and can compete commercially.

Integrated Impact Assessment:

An integrated Impact Assessment (IIA) has been undertaken to assist the Council in discharging its legislative duties (under the Equality Act 2010, the Welsh Language Standards (no1) Regulations 2015, the Well-being of Future Generations (Wales) Act 2015 and the Environment (Wales) Act 2016. This is attached as Appendix D to this report. Members are advised to review this report and consider the same as part of decision making.

Valleys Communities Impacts:

There are no valley community impacts over and above any impacts to all indoor leisure provision in Neath Port Talbot.

Workforce Impacts:

There are no direct impacts to Council employees because of the recommendations included in this report.

It should be noted that any decision in respect of the terms and conditions of Celtic Leisure staff is not a decision for this Council and will be a decision of the board of Celtic Leisure. Any harmonisation of conditions is not something within the gift of the Council,

even if financial resources were made available, it would be a determination of the Celtic Leisure board to determine how to utilise any funds.

Legal Impacts:

Pursuant to the Contract between the Council and Celtic Leisure and further to the provisions of paragraph 1.18 of Schedule 6, the Council may (in its sole discretion) serve a notice on Celtic Leisure at any time after 30th September 2023 and before 31st March 2024 seeking an extension of the Contract Period (as defined in the Contract) by no more than five years and such notice shall indicate the proposed length of the contract extension and the terms.

A decision was made by Cabinet on the 18th March 2024 to serve this notice. The notice indicated that, subject to contract, that a contract extension of no more than five years (from the 1st April 2025) be offered on the basis of the extension and termination provisions included in the conditions of contract. The proposed terms being the same terms of contract as per the current Contract with a tapering subsidy as costs reduce and income continues to improve.

The notice was not a commitment that the Council would enter into an extension but merely preserved the option of continuing the current arrangement with Celtic Leisure (permissible under the Contract) should the financial conditions be such that members determine that this is an option they wish to consider.

Pursuant to paragraph 1.19 of Schedule 6, Celtic Leisure had three months from the date of such notice to inform the Council by way of a counter notice whether it was interested in principle in agreeing to an extension and whether it agreed to the Council's proposed terms and shall so respond within such period. A notification of interest was received on 16 May 2024.

Following ongoing discussions, Celtic Leisure subsequently confirmed on 5 September 2024 on a without prejudice and subject to agreement that that they would be content to proceed with the proposed offer.

To achieve an extension to the Contract, a formal extension agreement and variation agreement will be required to be entered into. Such arrangements however will continue to be in compliance with the Public Contract Regulations 2015 and the Procurement Act 2023.

Risk Management Impacts:

The financial risks of each option are clearly set out in other sections of this report. The greatest risks are to the Celtic Leisure and Council staff where cuts may be necessary should the additional costs of insourcing be incurred.

The proposed contract changes will help avoid the situation whereby Celtic Leisure get into financial difficulty but there is a risk the Council may have to shoulder a greater financial burden as the contract progresses, particularly if there is a repeat of the cost of living crisis. However, this is partly mitigated by the investment principles and the ambition to drive growth.

With the current Contract coming to an end there is no longer enough time to test the market and procure the services externally so there is a risk value of money is not fully demonstrated.

Over the past few years, particularly since the start of the pandemic the Councils efforts have focussed on ensuring Celtic Leisure remains trading and that the indoor leisure facilities remain open and available for the local residents and in doing so the contract requirements for regular performance monitoring have been paused. This will be reset if the option of a 5 year extension is agreed and the CEO will be required to bring forward regular performance updates.

Consultation:

There is no requirement for formal consultation for this report however the report references the ongoing discussions that have taken place between the Council, Celtic Leisure and Trade Union colleagues.

Scrutiny Observations:

To be added after the Scrutiny Committee meeting on 12 September 2024.

Recommendations:

It is recommended that having due regard to the integrated impact assessment that:

- (a) Neath Port Talbot County Borough Council resolve to exercise the provisions of the contract between the Neath Port Talbot County Borough Council and Celtic Leisure Limited dated 16th April 2016 to extend the said contract for a period of five calendar years on the basis of the terms and conditions identified in option 2 of this report;
- (b) Delegated authority be granted to the Director of Education, Leisure and Lifelong Learning in consultation with the Cabinet Member for Nature, Tourism and Wellbeing to enter into an extension and variation to contract between the Neath Port Talbot County Borough Council and Celtic Leisure Limited dated 16th April 2016 to extend the said contract for a period of five calendar years on the basis of the terms and conditions identified in option 2 of this report;
- (c) Delegated authority be granted to the Director of Education, Leisure and Lifelong Learning in consultation with the Cabinet Member for Nature, Tourism and

Wellbeing to enter into any documentation necessary to achieve the recommendations in paragraph (a) and (b); and

- (d) Delegated authority be granted to the Director of Environment and Regeneration in consultation with the Cabinet Member for Climate Change and Economic Growth to enter into an extension agreement and associated with the recommendation set out in paragraph (a).

Reasons for Proposed Decision:

To ensure the ongoing provision of indoor leisure services in accordance with the terms of the Contract and ensure that value for money to the Council.

Implementation of Decision:

This decision will be implemented following the conclusion of the three-day call in.

Appendices

- Appendix A Summary of proposed principles of an extension
- Appendix B Financial Summary (Exempt)
- Appendix C Celtic Leisure management fee proposal (Exempt)
- Appendix D Integrated Impact Screening Assessment

List of Background Papers:

- 18 March 2024 Cabinet report to seek authority for the formal contract notice to Celtic leisure.
- 1st February 2022 Cabinet report on the Future provision of Indoor Leisure services.
- 4 November 2021 Cabinet – Future delivery of Leisure Services

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Appendix A

Celtic Leisure contract - Summary of proposed principles

Issue	Detail
Indemnity Agreement	Throughout the Covid-19 pandemic and through the subsequent cost of living crisis the Council provided Celtic leisure with an Indemnity Agreement to ensure Celtic Leisure could meet any legal liabilities in respect of the provision of indoor leisure . Now trading conditions have settled down this indemnity would be removed as part of the five-year extension. However, the changes outlined in this table will help provide Celtic Leisure with reassurance they are able to continue to trade should things change and also sets up an open book, partnership moving forward.
LGPS Pension	Twenty six percent of the staff at Celtic Leisure remain within the LGPS scheme. Due to the age profile of that cohort specifically within Celtic Leisure a recent actuary assessment has reduced the Celtic Leisure contribution to zero. This is a temporary adjustment and the proposed management fee is based on a zero assessment. Should the actuary assessment be adjusted this will be automatically built into the fee for future years.
Utilities	Utility charges are projected to decline in the short term but with continuing uncertainty, especially with the ongoing conflict in the Ukraine, they may continue to fluctuate. The proposed management fee has been adjusted to reflect a reduction in the costs for 24/25 but as with the LGPS pensions assessment the proposal is adjust the management fee each year based on the market projections.
Pay Award	The current management fee has no allowance to reflect pay awards and one of the key issues for the Celtic Leisure staff is the lack of funding available to reflect this. The proposal is to build the nationally agreed pay award into the management fee going forward; again, adjusted each year depending on the latest projections.
Inflation	The current management fee has no allowance built in for inflation and with volatile (largely fixed) costs it is often difficult to pass these fully onto the consumer. Therefore, a CPI allowance has been built into the mgt fee for 24/25 and would be adjusted each year to reflect the current issues.
Investment	Any business needs consistent investment to grow and with a short-term extension of 5 years it is difficult for Celtic Leisure to borrow and depreciation will have an exaggerated effect on the balance sheet. Therefore, a top slice of £200k per annum has been removed from the management fee, to be held and spent by the council. This will aid the depreciation issue but also be VAT efficient. Celtic Leisure will be expected to bring forward an investment and business plan within 6 months of the new CEO commencing work. This investment will help to modernise the facilities and ensure they are in a good shape going forward.

Management fee – efficiency	The Council is having to make efficiency savings across all departments of circa 5% to ensure a balanced budget. Celtic Leisure have the ability to deliver this from additional income as well as making efficiencies across the business. Due to some local competition the ability to implement some price rises is limited and therefore a 4% rate has been applied. This will be reviewed annually.
Splashpark kiosk	Celtic Leisure currently manage the Aberavon Seafront splash park on behalf of the Council. This year the kiosk as expanded and offered to Celtic Leisure (in accordance with procurement requirements) to run as its more efficient to have one operator for the area and it also means the Council can take advantage of Celtic Leisure's charitable status for NNDR savings. This proposal will add the kiosk into the portfolio of leases for the duration of the extension.
Pontardawe Swimming pool	Pontardawe Swimming Pool closed/ closes on 31 August 2024 and this will reduce the Council's management fee. It is estimated this will be in the region of £300k per year and that figure has been worked into the new management fee. The £300k figure will be updated as the effect of the closure becomes known.
Board	As trustees express an interest to step down from the Board, the Company Secretary will begin a process to refresh the trustees and will, where possible, look at the skills required to support the Celtic Leisure board for the duration of the extended contract.
CEO	Celtic Leisure will undertake a robust recruitment process to find a new Chief Executive Officer with the intention of them being in place by 1 st April 2025. Council officers will actively be involved through this process, though it should be noted the final decision will rest with the Celtic Leisure board.
Annual Review	The principles of the management fee will be in place for the duration of the extension with the future years fee being agreed by 30 th November in the preceding year (i.e. 30 th Nov 2025 for the 26/27 financial year)

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
1.1	Chris Saunders	Head of Leisure, Tourism, Heritage & Culture	30 August 2024

1. Details of the initiative

	Title of the Initiative: Future Provision of Leisure Services
1a	Service Area: Leisure, Tourism, Heritage & Culture
1b	Directorate: Education, Leisure and Lifelong Learning
1c	<p>Summary of the initiative:</p> <p>To decide on the future delivery model for leisure services. The three Options for the future delivery of leisure services are, and the report seeks a determination from Members on the Option to be implemented:</p> <p style="padding-left: 40px;">(1) <i>Proceed with the insourcing of Celtic Leisure from 1st April 2025; or</i></p> <p style="padding-left: 40px;">(2) <i>Agree a five-year extension of the Contract with Celtic Leisure from 1st April 2025 with the current terms and conditions.</i></p> <p style="padding-left: 40px;">(3) <i>Agree a five-year extension of the Contract with Celtic Leisure from 1st April 2025 with revised terms and conditions as per the Union's request.</i></p>
1d	Is this a 'strategic decision'? Yes
1e	Who will be directly affected by this initiative?

Option 1

Service Users:

If members pursue Option 1, whilst the disruption to service users will be minimum, communication will be key, users will be kept up to date on any change process, via social media, member's app, and email and via information issued by the Council. This will form part of the mobilisation plan. The service offered to users will not be affected as the service specification will not change irrespective of which Option is considered, and the output specification will be implemented whichever delivery model is decided on.

Celtic Leisure Staff:

There would clearly be workforce impacts on Celtic Leisure staff for all Options. The Transfer of Undertakings (Protection of Employment) Regulations 2006 (TUPE) applies to Option 1 where the service reverts to in-house council provision. The Regulations set out who is entitled to transfer, what rights they transfer with them, and how the transfer should be managed.

The key elements are:

- Identifying: determine which employees are affected.
- Information: in good time prior to the transfer, the outgoing employer informs and consults with all affected employees, communicating the fact that the transfer is happening and how they can object.
- Consultation with staff: the outgoing employer will consult with all affected employees well in advance of the transfer. This will involve recognised trade unions. The incoming employer must remember to inform existing employees as well.
- Employee liability (due diligence) information: at least 28 days before the transfer of contract, the outgoing employer must make the incoming employer aware of key employee or due diligence information.
- Measures: the incoming employer will inform and consult on any planned measures towards the employees after the transfer considering any implications of the employees' terms and conditions of employment, including pensions. Liabilities that transfer from the outgoing employer to the new one include all statutory and contractual rights. So, if the old employer did something to trigger claims, liability will pass to the new employer, including claims of, for example, unfair dismissal and discrimination.

Responsibilities that transfer include:

- current terms and conditions of employment
- continuity of service
- redundancy payments, both statutory and contractual
- arrears of pay, holiday pay and sick pay and any accrued holiday entitlement

	<ul style="list-style-type: none"> • liabilities accruing prior to the date of transfer under employment protection legislation, including liability for unfair dismissal and discrimination • the terms of any collective agreement incorporated into the employment contract <p>Under Options 1 or 3 where there are significant additional costs involved it is likely there will need to be redundancies in Celtic Leisure and from across other council departments to fund the additional costs. Measures to support these employees can be agreed with the recognised trade unions of the council (to include UNITE as well as UNISON and GMB), e.g. to enable displaced employees from Celtic Leisure (those declared at risk of redundancy) to apply for vacant jobs in the council via the council's prior consideration scheme.</p> <p>If the service was transferred back to the Council (Option1), there will be an impact on the Council workforce, in particular support services in providing direct management and support to the services (which does not exist at present), with investment needed to provide these resources.</p> <p>Option 2 or Option 3</p> <p>In both Options 2 & 3 the Celtic Leisure contract is extended and staff will remain employed by Celtic Leisure. A desk based assessment on pay rates for standard leisure based jobs locally has established that the current Celtic rates of pay are broadly equivalent to the local industry standard.</p> <p>The terms and conditions of the Celtic Leisure staff are a matter for the company board to consider and agree. However, in Option 2 no additional funding is provided within the management fee to fund the Celtic staff to access the Local Government Pension scheme (LGPS) or have enhanced terms and conditions as per the request from the Unions.</p> <p>Option 3 would see increased staff funding which, subject to agreement from the Celtic Leisure Board would see access to the LGPS and enhanced terms and conditions for all Celtic staff</p>
1f	<p>When and how were people consulted?</p> <p>Over the past nine months, a working group was established with representatives from the Council, Celtic Leisure and Trade Unions to examine the Options available and provide challenge on the issues surrounding the insourcing.</p> <p>The agreed aim of the group was to <i>“provide a safe working space for the Unions, NPT Council and Celtic Leisure to understand discuss and challenge issues regarding proposed transfer of the Celtic Leisure contract back to the Council”</i>.</p> <p>At the initial meeting all parties agreed there must be a clear way forward developed to allow enough time to affect a smooth transition into the Council should that be the agreed way forward and provide the Celtic Leisure staff with certainty after a long period of instability. Everyone expressed a desire to safeguard jobs and continue to improve the standard of the services.</p>

	<p>At this stage there are no changes to service provision so accordingly there would be no requirement for consultation with service users. In addition, until members determine what Option they wish to pursue, the appropriate consultation with Celtic Leisure staff cannot take place.</p>
1g	<p>What were the outcomes of the consultation?</p> <p>As indicated above, no formal consultation was required for the existing determination but if Options 1 is pursued consultation will take place with staff members impacted by any proposals pursuant to TUPE.</p> <p>The working group challenged the costs of insourcing, particularly the pension and weekend working estimates. These were both reworked with the group accepting the methodology. The pensions costs were reduced by approximately 10% but with 213 staff in the NEST pension scheme compared to 78 in the Local Government Pension scheme the employers contributions of circa 22.4% mean the costs are still unaffordable standing at an additional £880k per annum</p> <p>The group also looked at weekend working enhancements and particularly if there is any flexibility and whether this should be offered across Celtic Leisure for all staff or just permanent employees. After detailed analysis the financial savings from both of these were negligible and would be at risk of being in breach of legislative and policy, with the creation of a two tier workforce. The working group also looked at the salaries of staff working across similar leisure providers in South Wales and found these were broadly comparable to what Celtic Leisure are currently offering.</p>

2. Evidence

What evidence was used in assessing the initiative?

There would clearly be workforce impacts on Celtic Leisure staff if Option 1 is considered. The Transfer of Undertakings (Protection of Employment) Regulations 2006 (TUPE) will apply. In line with the aforementioned TUPE Regulations this will have to be subject to consultation with staff.

The working group challenged the costs of insourcing, particularly the pension and weekend working estimates. These were both reworked with the group accepting the methodology. The pensions costs were reduced by approximately 10% but with 213 staff in the NEST pension scheme compared to 78 in the Local Government Pension scheme the employers contributions of circa 22.4% mean the costs are still unaffordable, standing at an additional £880k per annum.

The group also looked at weekend working enhancements and particularly if there is any flexibility and whether this should be offered across Celtic Leisure for all staff or just permanent employees. After detailed analysis the financial savings from both of these were negligible and would be at risk of being in breach of legislative and policy, with the creation of a two tier workforce. The working group also looked at the salaries of staff working across similar leisure providers in South Wales and found these were broadly comparable to what Celtic Leisure are currently offering.

The proposed management fee has been put together in direct consultation with Celtic Leisure on an open book basis and pursuant to the contractual arrangements in place.

Equalities

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

Protected Characteristic	+	-	+/-	Why will it have this impact?
Age			x	<p>Irrespective of which Option is pursued there would be a neutral impact on any protected characteristic – in all cases there would be no change to service provision envisaged. The Council would consider all Equality Act 2020 implications as part of decision making. If Option 1 is pursued, any issues in respect of staff of Celtic Leisure will be included as part of any TUPE consultation and will be factored into the TUPE process.</p> <p>If Option 2 or Option 3 is pursued, any corresponding impacts will have to be considered as part of any service changes necessary to implement the same.</p>
Disability			x	<p>Irrespective of which Option is pursued there would be a neutral impact on any protected characteristic – in all cases there would be no change to service provision envisaged. The Council would consider all Equality Act 2020 implications as part of decision making. If Option 1 is pursued, any issues in respect of staff of Celtic Leisure will be included as part of any TUPE consultation and will be factored into the TUPE process.</p> <p>If Option 2 or Option 3 is pursued, any corresponding impacts will have to be considered as part of any service changes necessary to implement the same.</p>

Gender reassignment			x	<p>Irrespective of which Option is pursued there would be a neutral impact on any protected characteristic – in all cases there would be no change to service provision envisaged. The Council would consider all Equality Act 2020 implications as part of decision making. If Option 1 is pursued, any issues in respect of staff of Celtic Leisure will be included as part of any TUPE consultation and will be factored into the TUPE process.</p> <p>If Option 2 or Option 3 is pursued, any corresponding impacts will have to be considered as part of any service changes necessary to implement the same.</p>
Marriage & civil partnership			x	<p>Irrespective of which Option is pursued there would be a neutral impact on any protected characteristic – in all cases there would be no change to service provision envisaged. The Council would consider all Equality Act 2020 implications as part of decision making. If Option 1 is pursued, any issues in respect of staff of Celtic Leisure will be included as part of any TUPE consultation and will be factored into the TUPE process.</p> <p>If Option 2 or Option 3 is pursued, any corresponding impacts will have to be considered as part of any service changes necessary to implement the same.</p>
Pregnancy and maternity			x	<p>Irrespective of which Option is pursued there would be a neutral impact on any protected characteristic – in all cases there would be no change to service provision envisaged. The Council would consider all Equality Act 2020 implications as part of decision making. If Option 1 is pursued, any issues in respect of staff of Celtic Leisure will be included as part of any TUPE consultation and will be factored into the TUPE process.</p> <p>If Option 2 or Option 3 is pursued, any corresponding impacts will have to be considered as part of any service changes necessary to implement the same.</p>
Race			x	<p>Irrespective of which Option is pursued there would be a neutral impact on any protected characteristic – in all cases there would be no change to service provision envisaged. The Council would consider all Equality Act 2020 implications as part of decision making. If Option 1 is pursued, any issues in respect of staff of Celtic Leisure will be included as part of any TUPE consultation and will be factored into the TUPE process.</p>

				<p>If Option 2 or Option 3 is pursued, any corresponding impacts will have to be considered as part of any service changes necessary to implement the same.</p>
Religion or belief			x	<p>Irrespective of which Option is pursued there would be a neutral impact on any protected characteristic – in all cases there would be no change to service provision envisaged. The Council would consider all Equality Act 2020 implications as part of decision making. If Option 1 is pursued, any issues in respect of staff of Celtic Leisure will be included as part of any TUPE consultation and will be factored into the TUPE process.</p> <p>If Option 2 or Option 3 is pursued, any corresponding impacts will have to be considered as part of any service changes necessary to implement the same.</p>
Sex			x	<p>Irrespective of which Option is pursued there would be a neutral impact on any protected characteristic – in all cases there would be no change to service provision envisaged. The Council would consider all Equality Act 2020 implications as part of decision making. If Option 1 is pursued, any issues in respect of staff of Celtic Leisure will be included as part of any TUPE consultation and will be factored into the TUPE process.</p> <p>If Option 2 or Option 3 is pursued, any corresponding impacts will have to be considered as part of any service changes necessary to implement the same.</p>
Sexual orientation			x	<p>Irrespective of which Option is pursued there would be a neutral impact on any protected characteristic – in all cases there would be no change to service provision envisaged. The Council would consider all Equality Act 2020 implications as part of decision making. If Option 1 is pursued, any issues in respect of staff of Celtic Leisure will be included as part of any TUPE consultation and will be factored into the TUPE process.</p> <p>If Option 2 or Option 3 is pursued, any corresponding impacts will have to be considered as part of any service changes necessary to implement the same.</p>

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

If Option 2 or 3 is pursued, Celtic Leisure are under continued obligations to set out within their business plan how they will work with the Council to achieve the Council's strategic outcomes and address the service outcomes as set out in the output specification. However, if Option 1 is considered, the Council would have control over all of these elements and will set it in line with Council policies.

None of the Options impact on the protected characteristics.

Celtic Leisure will be required to work closely with the council to promote healthy lifestyles, and access to leisure especially through the National Exercise Referral scheme. This will be reported through the annual reporting mechanism.

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>If Options 2 or 3 Celtic Leisure will be required to deliver the services in accordance with the aims of The Wellbeing of Future Generations (Wales) Act 2015 through the delivery of wider social, economic and environmental benefits. Celtic leisure will also be required to comply with the requirements of the Equality Act 2010 and the Welsh language standards.</p> <p>Celtic Leisure will be required to work closely with the Local Authority and other partners such as education and training providers to develop specific initiatives, which offer realistic and sustainable employment opportunities to disadvantaged people in the Council Area.</p> <p>Celtic Leisure would ensure the Services are fully inclusive to all sections of the community and shall proactively work to eliminate barriers to participation in sport and physical activity through programming, pricing, policies, development plans, marketing and training, working with the Local Authority and other partners to provide diversionary activities designed to</p>

			<p>help reduce levels of crime, disorder and anti-social behaviour by people in the Neath Port Talbot area.</p> <p>If Option 1 was pursued, then all actions would be considered in line with Council policies and processes.</p>
To advance equality of opportunity between different groups		x	<p>If Options 2 or 3 Celtic Leisure will be required to deliver the services in accordance with the aims of The Wellbeing of Future Generations (Wales) Act 2015 through the delivery of wider social, economic and environmental benefits. Celtic leisure will also be required to comply with the requirements of the Equality Act 2010 and the Welsh language standards.</p> <p>Celtic Leisure will be required to work closely with the Local Authority and other partners such as education and training providers to develop specific initiatives, which offer realistic and sustainable employment opportunities to disadvantaged people in the Council Area.</p> <p>Celtic Leisure would ensure the Services are fully inclusive to all sections of the community and shall proactively work to eliminate barriers to participation in sport and physical activity through programming, pricing, policies, development plans, marketing and training, working with the Local Authority and other partners to provide diversionary activities designed to help reduce levels of crime, disorder and anti-social behaviour by people in the Neath Port Talbot area.</p> <p>If Option 1 was pursued, then all actions would be considered in line with Council policies and processes.</p>
To foster good relations between different groups		x	<p>If Options 2 or 3 Celtic Leisure will be required to deliver the services in accordance with the aims of The Wellbeing of Future Generations (Wales) Act 2015 through the delivery of wider social, economic and environmental benefits. Celtic leisure will also be required to comply with the requirements of the Equality Act 2010 and the Welsh language standards.</p> <p>Celtic Leisure will be required to work closely with the Local Authority and other partners such as education and training providers to develop specific initiatives, which offer realistic and sustainable employment opportunities to disadvantaged people in the Council Area.</p> <p>Celtic Leisure would ensure the Services are fully inclusive to all sections of the community and shall proactively work to eliminate barriers to participation in sport and physical activity through programming, pricing, policies, development plans, marketing and training, working with the Local Authority and other partners to provide diversionary activities designed to</p>

				<p>help reduce levels of crime, disorder and anti-social behaviour by people in the Neath Port Talbot area.</p> <p>If Option 1 was pursued, then all actions would be considered in line with Council policies and processes.</p>
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What action will be taken to improve positive or mitigate negative impacts?

Celtic Leisure will be required to work closely with the council to promote healthy lifestyles, and access to leisure especially through the National Exercise Referral scheme. This will be reported through the annual reporting mechanism.

If Option 1 was considered the Council will have control and will consider the same in line with all other corporate policies.

4. Socio Economic Duty

Impact	Details of the impact/advantage/disadvantage
Positive/Advantage	
Negative/Disadvantage	The Council could choose to offer its leisure facilities at a lower cost as a way to boost access to leisure facilities for those on lower incomes but this would increase an already substantial subsidy. Celtic Leisure already offer a passport to leisure scheme and participate in the free swimming programme. There are also other schemes targeted at increasing participation for low income groups delivered through the PASS team for children in particular.
Neutral	Whether the indoor leisure services remain contracted or comes into the Council has little bearing on the socio economic duty. If any changes are required to service delivery this will be considered as part of any future reports and future integrated impact assessments.

What action will be taken to reduce inequality of outcome

N/A

5. Community Cohesion/Social Exclusion/Poverty

	+	-	+/-	Why will it have this impact?
Community Cohesion			x	<p>If Options 2&3 are pursued, Celtic Leisure shall ensure the Services are fully inclusive to all sections of the community and shall proactively work to eliminate barriers to participation in sport and physical activity through programming, pricing, policies, development plans, marketing and training.</p> <p>Passport to Leisure and Concessionary prices, which are offered will need to be approved annually by the Council.</p> <p>If Option 1 was considered the Council will have control and will consider the same in line with all other corporate policies.</p>
Social Exclusion			x	<p>If Options 2&3 are pursued, Celtic Leisure shall ensure the Services are fully inclusive to all sections of the community and shall proactively work to eliminate barriers to participation in sport and physical activity through programming, pricing, policies, development plans, marketing and training.</p> <p>Passport to Leisure and Concessionary prices, which are offered will need to be approved annually by the Council.</p> <p>If Option 1 was considered the Council will have control and will consider the same in line with all other corporate policies.</p>
Poverty			x	<p>If Options 2&3 are pursued, Celtic Leisure shall ensure the Services are fully inclusive to all sections of the community and shall proactively work to eliminate barriers to participation in sport and physical activity through programming, pricing, policies, development plans, marketing and training.</p>

				<p>Passport to Leisure and Concessionary prices, which are offered will need to be approved annually by the Council.</p> <p>If Option 1 was considered the Council will have control and will consider the same in line with all other corporate policies.</p>
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What action will be taken to improve positive or mitigate negative impacts?

If Options 2& 3 are pursued, the Output Specification for Celtic Leisure will reflect the wellbeing objectives of the corporate plan which has been developed to deliver the Health and Wellbeing of Future Generations Act. The Corporate Plan sets out 4 core wellbeing objectives which it is expected the leisure services should deliver against.

If Option 1 was considered the Council will have control and will consider the same in line with all other corporate policies.

6. Welsh

	+	-	+/-	Why will it have this effect?
What effect does the initiative have on: - people's opportunities to use the Welsh language			x	The proposal has no impact on the ability to restrict people's opportunities to use the Welsh language as the service specification will not be changing. The design of all signs will take into account guidelines on bilingual design as issued by the Welsh Language Commissioner, and be equal in terms of format, size, quality, legibility and prominence.
- treating the Welsh and English languages equally			x	At no time will the Council be treating the Welsh language no less favourable than English as the service specification will not be changing. The specification requires a service of equal standing to Welsh and English speakers. All marketing literature will be fully bilingual.

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

Welsh Language:

If Options 2 & 3 are considered, the contract/ Output specification, requires Celtic Leisure, to comply with the Welsh Language Standards 2016.

If Option 1 was considered the Council will have control and will consider the same in line with all other corporate policies.

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				There will no impact on the ability to maintain and enhance biodiversity as the service specification will not be changing
To promote the resilience of ecosystems, i.e. supporting protection of the wider environment, such as air quality, flood alleviation, etc.				The Council is committed to responsible environmental and energy management and the efficient use of energy throughout its operations. It also recognises that good environmental and energy management helps to protect the environment by conserving natural resources and reducing harmful emissions.

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

Responsibility for the buildings fabric is retained by the Council whichever Option is agreed & the current programme of energy reduction would be continued.

8. Well-being of Future Generations

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

Ways of Working	Details
<p>i. Long term – looking at least 10 years (and up to 25 years) ahead</p>	<p>The Options being presented are only for a period of 5 years. And method of delivery for indoor leisure will need to be reviewed again before the end of that 5 year period.</p> <p>All Options will ensure the service benefits from significant investment making them more sustainable in the future and more cost effective.</p> <p>All Options will require investment in staff , particularly in some of the harder to recruit to posts like swimming teachers.</p> <p>Option 2 is the most cost effective and is best placed to protect the service from future financial cuts.</p>
<p>ii. Prevention – preventing problems occurring or getting worse</p>	<p>All Options will ensure the service benefits from significant investment making them more sustainable in the future and more cost effective.</p> <p>All Options will require investment in staff , particularly in some of the harder to recruit to posts like swimming teachers.</p> <p>Option 2 is the most cost effective and is best placed to protect the service from future financial cuts</p>
<p>iii. Collaboration – working with other services internal or external</p>	<p>As indicated above, no formal consultation was required for the existing determination but if Options 1 is pursued consultation will take place with staff members impacted by any proposals pursuant to TUPE.</p> <p>The working group challenged the costs of insourcing, particularly the pension and weekend working estimates. These were both reworked with the group accepting the methodology. The pensions costs were reduced by approximately 10% but with 213 staff in the NEST pension scheme compared to 78 in the Local Government Pension scheme the employers contributions of circa 22.4% mean the costs are unaffordable standing at an additional £880k per annum</p>

	<p>The group also looked at weekend working enhancements and particularly if there is any flexibility and whether this should be offered across Celtic Leisure for all staff or just permanent employees. After detailed analysis the financial savings from both of these were negligible and would be at risk of being in breach of legislative and policy, with the creation of a two tier workforce. The working group also looked at the salaries of staff working across similar leisure providers in South Wales and found these were broadly comparable to what Celtic Leisure are currently offering.</p>
<p>iv. Involvement – involving people, ensuring they reflect the diversity of the population</p>	<p>Partnership working is essential to ensure communities, local groups and club needs can be met and key outcomes understood. Celtic Leisure is required to host club meetings/public forums at least 6 monthly. Their focus will:</p> <ul style="list-style-type: none"> • identifying a key club contact in each organisation, agreeing regular communication and drop-in sessions – e.g. Celtic Dolphins, football, martial arts, canoe etc • provide links from the Centre web site to the Club sites • invite the clubs to contribute their views regarding the running of the facilities and proposed changes to the facilities through meet the manager sessions <p>As indicated above, no formal consultation was required for the existing determination but if Options 1 is pursued consultation will take place with staff members impacted by any proposals pursuant to TUPE.</p> <p>The working group challenged the costs of insourcing, particularly the pension and weekend working estimates. These were both reworked with the group accepting the methodology. The pensions costs were reduced by approximately 10% but with 213 staff in the NEST pension scheme compared to 78 in the Local Government Pension scheme the employers contributions of circa 22.4% mean the costs are unaffordable standing at an additional £880k per annum</p> <p>The group also looked at weekend working enhancements and particularly if there is any flexibility and whether this should be offered across Celtic Leisure for all staff or just permanent employees. After detailed analysis the financial savings from both of these were negligible and would be at risk of being in breach of legislative and policy, with the creation of a two tier workforce. The working group also looked at the salaries of staff working across similar leisure providers in South Wales and found these were broadly comparable to what Celtic Leisure are currently offering.</p>
<p>v. Integration – making connections to maximise contribution to:</p>	

<p>Council's well-being objectives</p>	<p>The Corporate plan covers the period 2022 to 2027 and sets out how the council will approach recovery from the Covid-19 pandemic in the short, medium and longer term.</p> <p>It summarises the context in which it has been developed and sets out the council's strategic change programme for the next five years which has four well-being objectives:</p> <ul style="list-style-type: none"> • WBO1: All children get the best start in life. • WBO2: All communities are thriving and sustainable. • WBO 3: Our local environment, culture and heritage can be enjoyed by future generations. • WBO4: Local people are skilled and access high quality, green jobs. <p>All Options contribute significantly to WBO1, 2 &3 and ensure the service benefits from significant investment making them more sustainable in the future and more cost effective.</p> <p>If the service was brought in house as per Option 1 it is arguable that it would be easier to align the service objectives to those of the wider Council and would therefore make more of an impact on the wider council objectives.</p> <p>Option 2 is the most cost effective and is best placed to protect the service from future financial cuts</p>
<p>Other public bodies objectives</p>	<p>If Options 2 & 3 are pursued, Celtic Leisure will deliver the services in accordance with the aims of The Wellbeing of Future Generations (Wales) Act 2015 through the delivery of wider social, economic and environmental benefits. Celtic Leisure shall work closely with the Council and other partners such as education and training providers to develop specific initiatives, which offer realistic and sustainable employment opportunities to disadvantaged people in the Local Authority Area.</p> <p>If Option 1 was considered the Council will have control and will consider the same in line with all other corporate policies.</p>

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 Option 1 was considered the Council will have control and will consider the same in line with all other corporate policies and performance management framework.

For Options 2 &3 the CEO of Celtic Leisure will be required to bring an annual report to members for scrutiny.

10. Assessment Conclusions

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

	Conclusion
Equalities	<p>If Option 2 or 3 is pursued, Celtic Leisure are under continued obligations to set out within their business plan how they will work with the Council to achieve the Council’s strategic outcomes and address the service outcomes as set out in the output specification. However, if Option 1 is considered, the Council would have control over all of these elements and will set it in line with Council policies.</p> <p>None of the Options impact on the protected characteristics.</p> <p>Celtic Leisure will be required to work closely with the council to promote healthy lifestyles, and access to leisure especially through the National Exercise Referral scheme. This will be reported through the annual reporting mechanism.</p>
Socio Economic Disadvantage	There is no impact.

Community Cohesion/ Social Exclusion/Poverty	<p>If Options 2& 3 are pursued, the Output Specification for Celtic Leisure will reflect the wellbeing objectives of the corporate plan which has been developed to deliver the Health and Wellbeing of Future Generations Act. The Corporate Plan sets out 4 core wellbeing objectives which it is expected the leisure services should deliver against.</p> <p>If Option 1 was considered the Council will have control and will consider the same in line with all other corporate policies.</p>
Welsh	<p>If Options 2 & 3 are considered, the contract/ Output specification, requires Celtic Leisure, to comply with the Welsh Language Standards 2016.</p> <p>If Option 1 was considered the Council will have control and will consider the same in line with all other corporate policies.</p>
Biodiversity	<p>Responsibility for the buildings fabric is retained by the Council whichever Option is agreed & the current programme of energy reduction would be continued.</p>
Well-being of Future Generations	<p>All Options contribute significantly to WBO1, 2 &3 and ensure the service benefits from significant investment making them more sustainable in the future and more cost effective.</p> <p>If the service was brought in house as per Option 1 it is arguable that it would be easier to align the service objectives to those of the wider Council and would therefore make more of an impact on the wider council objectives.</p> <p>Option 2 is the most cost effective and is best placed to protect the service from future financial cuts</p>

Overall Conclusion

Please indicate the conclusion reached:

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

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

Continue as planned as no problems have been identified, and all opportunities to improve have been maximised. There would be no reduction in the facilities currently available.

Option 1. If this Option is considered the Council will have control and will consider the same in line with all other corporate policies and performance management framework.

Option 2 & 3 . If this Option is considered Celtic Leisure will work in line with the operational specification. They will present annually to the council their annual report.

11. Actions

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

Action	Who will be responsible for seeing it is done?	When will it be done by?	How will we know we have achieved our objective?
Ensure a programme of reporting is put in place	Head of service	Annually	Annual report presented for scrutiny.
If Option 1 is pursued, the Transfer of Undertakings (Protection of Employment) Regulations 2006 (TUPE) will apply.	Celtic Leisure	When the decision is made on the delivery model.	Safe and efficient transfer of staff.

12. Sign off

	Name	Position	Signature	Date
Signed off by	C Saunders	Head of Service/Director		03/09/2024



Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills and Wellbeing Scrutiny Committee

September 12th 2024

Report of the Director of Education

Matter for Information

Wards Affected:

All Wards

Report Title: An overview of the School Based Counselling Service (SBCS) support for schools and staff wellbeing.

Purpose of the Report:

This report will provide Members with an update on the School Based Counselling Service (SBCS) including statutory roles and responsibilities, referral data and outcomes for children and young people, services for school staff, recruitment and retention of staff, waiting times and an update on plans and delivery.

Executive Summary:

School Based Counselling is a statutory service offered to children and young people (CYP) in Year 6 and above across Wales. Since 2020-2021, Welsh Government have committed grant funding to Local Authorities through the *Whole School Approach to Emotional Health and Wellbeing* for services to be extended to children below

this statutory school age. In recognition of the growing need for early intervention services and provision, Neath Port Talbot (NPT) have invested core funding to ensure that children below Year 6 will have sustainable access to counselling and therapeutic support, without reliance upon grant funded money. Despite additional core and grant investment, the increased demand on the service remains a challenge.

The length of time a CYP is waiting to receive direct therapy reduced during 2023-2024 when compared to 2022-2023, although this is higher than in 2020-2021. A key factor in this relates to the increase demand on the service, with referrals almost doubling post Covid from 480 in 2020-2021 to 911 in 2023-2024. However, when pupils receive counselling, the outcomes are significant. In the academic year 2022-2023 NPT SBCS was ranked first out of the twenty one Local Authorities across Wales in terms of improvements made following counselling. It is expected that when the national statistics for School Based Counselling is released by Welsh Government in March 2025, NPT School Based Counselling Service (SBCS) will rank highly for 2023/2024 also.

During 2023-2024 the SBCS supported 843 children and young people (compared to 658 in 2022-2023), over 4686 sessions (compared to 3894 in 2022-2023). Of these, 125 pupils (1549 sessions) were from primary schools and 718 pupils (3137 sessions) were from secondary schools.

This substantial increase in service delivery was achieved by addressing recruitment issues within the service which had previously led to long term vacancies.

Background:

The NPT SBCS is comprised of School Based Counsellors, Play Therapists and a Drama Therapist. In addition to the Manager and Deputy Manager, there are currently 12 full time equivalent school based counselling staff who hold permanent posts within NPT.

NPT SBCS is committed to helping CYP address emotional and mental health issues so that they may rise through adversity, achieve their potential and lead fulfilling lives. This is achieved through the provision of counselling and child therapy from Years 1-13 across NPT. The service supports schools in this joint endeavour through consultation, support and high quality in house training which is available to Head Teachers, Governors, teaching and non-teaching staff.

The work of the SBCS is underpinned by The School Standards and Organisation (Wales) Act 2013. Under this framework, all Local Authorities in Wales have a duty to provide SBCSs to Year 6 pupils and above. However, since the pandemic and in recognition of the increased need for counselling and therapeutic support to children, Welsh Government have directed Local Authorities to provide a counselling service to children below Year 6. No specification was given as to how far to extend the service, however, in order to ensure early intervention and to meet need, NPT SBCS adopted a preventative approach by extending the service to Year 1 and creating a new school based child therapy model.

Waiting lists for Secondary School Based Counselling and Primary School Based Child Therapy are monitored frequently and resources allocated accordingly. Pupils are invited to complete feedback forms for each area of the service which then informs any changes or continuation of service delivery. Secondary school pupils are able to self-refer directly into the service via the service website.

In addition to support for CYP, the service recognises the importance in addressing school staff wellbeing, through initiatives such as the School Staff Supervision Service Pilot and School Staff Counselling Service.

Recruitment and Retention of Staff

Team members are well supported through half termly one-to-ones, peer supervision, external clinical supervision, team meetings and Performance Development Reviews. Performance Development Reviews are held annually in line with corporate policies and there are regular continuing professional development opportunities provided in accordance with relevant professional organisations such as British Association of Counselling and Psychotherapy (BACP).

In line with national trends across Wales, NPT SBCS has previously experienced challenges in relation to recruitment and retention of staff. For a significant period in the academic year 2021/2022, there were 7.7 vacancies. School Based Counsellor salaries are typically nationally lower than those across the wider counselling profession, particularly within the NHS. This makes retention and recruitment of staff challenging; this funding issue has been highlighted to Welsh Government. While additional grant funding has been welcomed, it has created workforce pressures for Local Authorities who are trying to recruit school based counsellors within the same period of time. Again, this has been highlighted to Welsh Government.

However, in recognition of the need to recruit highly specialised and experienced staff, NPT SBCS has recently undergone a job evaluation which resulted in salary increases (from Grade 8 to Grade 9). This created parity with NHS roles and has improved recruitment, ensuring future sustainability of the service. The number and calibre of applicants for roles within the SBCS has increased and there is currently only one vacancy which has resulted from the promotion of a team member within the service. This should enable the service to begin addressing waiting times over the next academic year, whilst considering the increasing demand in need.

Secondary School Based Counselling and Primary School Based Child Therapy Service

YEAR	No. CYP accessing SBCS	No. sessions delivered	No. Primary CYP supported	No. Secondary CYP supported
2022-2023	658	3894	109	549
2023-2024	843	4686	125	718

Impact and Evaluation

YP CORE is an assessment tool used to monitor improvements in emotional wellbeing. During the year 2023-2024, average YP scores showed a significant positive improvement.

In the academic year 2022-2023 NPT SBCS was ranked first out of twenty one Local Authorities across Wales in terms of improvements made following counselling. It is expected that when the national statistics for School Based Counselling is released by Welsh Government in March 2025, that NPT School Based Counselling Service (SBCS) will rank highly for 2023/2024 also.

The Strengths and Difficulties Questionnaire (SDQ) is used to monitor change at primary school level. Similarly, average scores showed a substantial improvement. National comparative data is not available for SDQ.

Additionally, feedback forms are utilised to gain the views of pupils, parents and schools regarding the service they have received. Feedback is overwhelmingly positive.

Waiting Times

At secondary level, pupils are offered the next available appointment for an initial assessment. The purpose of this assessment is to gain an overview of the pupil's needs, what they would like to achieve through therapy and to assess risk. Those presenting with high levels of risk are prioritised. By working in this way, the service ensures that those most in need are seen as soon as possible.

At primary level, it would not be appropriate to adopt the same practice, as due to the younger age of the pupils, they would experience difficulty in beginning a relationship with a therapist to then have to wait period of time for their next session. This is why the waiting times for assessment and first session are the same for primary.

Average waiting times were as follows:

Whole Service Level Waiting Times

3.63 weeks (assessment)
10.38 weeks (first session)

Primary School Based Child Therapy Waiting Times

8.86 weeks (assessment and first session are the same date).

Secondary School Based Counselling Waiting Times

2.86 weeks (assessment)
10.58 weeks (first session).

Waiting times have reduced by 2.07 weeks for an initial assessment in 2023-2024 and by 3.98 weeks for a first session of therapy. Whilst

this is encouraging, it should be noted that waiting times for a first session are 3.61 weeks longer than they were in 2021-2022.

A key factor in waiting times over 2023-2024 is likely to be the substantial increase in referrals over the last four years.

Please see below for number of referrals each year since 2020-2021.

Year	Number of Requests	Difference
2020-2021	480	-
2021-2022	561	+81
2022-2023	722	+161
2023-2024	911	+189

Since Covid, the service has received almost double the number of requests for therapy from 480 in 2020-2021 to 911 in 2023-2024, an increase of 431 pupils.

In recognition of the substantial additional need, it is imperative that Welsh Government, the Local Authority and the Education Directorate continue to invest in the School Based Counselling Service in Neath Port Talbot.

In order to address the length of time a child or young person waits for counselling, the service is exploring a range of possible solutions.

Missed Appointments

During 2023-2024, there were 47 Did not Attend (DNA) at Primary level and 150 at Secondary Level, totalling 197 missed therapy sessions across the year when pupils were in school. Had these appointments not been missed, an additional 40 pupils could have received and completed their therapy, reducing the waiting list carried over into the new academic year from 47 to 7. Whilst a certain number of DNAs is inevitable, the SBCS will be working with schools to reduce this over the coming year.

Group Work

During 2023-2024, the top five presenting issues were Anxiety, Family, Bereavement, Anger and Self Worth respectively. The SBCS has allocated 2 days per week for 2024-2025 in order to run group sessions around these themes for children and young people. This work has the potential to impact on waiting times.

Placements

Student placements at primary and secondary level will increase capacity through providing more therapy sessions delivered by trainee therapists. Trainee therapists will be allocated pupils with a lower level of need, appropriate to their stage of training and receive high quality in house supervision. This will also create the possibility that through providing a positive placement experience, trainee therapists make wish to work within Neath Port Talbot School Based Counselling Service following qualification, therefore enhancing recruitment opportunities for the service.

Parent Work

During 2023-2024, a primary school within NPT recognised the need to support parents and had identified a range of wellbeing and mental health difficulties within their parent population. It was hoped that if parental wellbeing could be elevated, this may have a positive impact on their children. The head teacher collaborated with the SBCS and through their delegated schools budget, purchased additional input from the service. Self Care group work sessions were run in a community setting and 11 parents attended across two groups. Groups ran for 7-8 sessions. The work was evaluated using the Warwick Edinburgh Mental Wellbeing Scale.-Whilst both groups began with average scores which are deemed to be indicative of high risk of major depression, they showed a substantial improvement in wellbeing and scores moved out of the 'risk' range.

The Headteacher also reports (anecdotally) improved relationships between the parents attending the group and school as well as improved attendance of pupils of the parents who were involved.

Unfortunately due to school budget pressures, the Head Teacher of the school has reported that they are unlikely to be in a position to fund this work beyond the two groups described above.

School Staff Counselling Service

During 2020/2021 a School Staff Counselling service was created in order to further support staff in recognition of well documented low levels of school staff wellbeing.

During 2023-2024, this service supported 36 members of staff over 115 sessions. CORE 10 is used to monitor change and a substantial improvement in wellbeing was demonstrated using this measure.

Anxiety is the highest presenting issue for school staff using this service. The average wait for counselling is 4.6 weeks and the number of DNAs low at 2 sessions.

School Staff Supervision Pilot

Supervision supports the wellbeing of staff and upskills them in their pastoral role which has increased in complexity over time. Supervision is provided by qualified counsellors and supervisors and this work is underpinned by academic research.

The creation of a School Staff Supervision Pilot began in 2020, with one to one, monthly clinical supervision being provided for pastoral school staff in three secondary schools. This was in recognition of low staff wellbeing levels across the education sector and the link between this and pupil wellbeing. This work also recognised the formalisation of the responsibility of school staff in regards to

emotional wellbeing as highlighted in *The Together for Mental Health Plan*, the '*Framework on embedding a whole-school approach to emotional and mental well-being*' (Welsh Government, 2021) and the *Mental Health Measure Wales (2011)* as well as the low levels of confidence of school staff with regards to work of this nature.

During 2023/2024, this service provided 532 supervision sessions to 92 members of school staff across 8 schools. For this service, the Warwick Edinburgh Mental Wellbeing Scale (WEMWBS) is used to measure impact and a substantial improvement in average wellbeing was shown.

School staff accessing this service during 2024-2025 on average reported wellbeing levels greater than the national average for education and staff and the general population on completion of their supervision sessions for 2024-2025.

Feedback from the project has been positive and there are plans to expand this service for 2024-2025.

Collaboration with Partners

The SBCS collaborates well with other Inclusion services and partner agencies which enables children and young people to receive a holistic service through the utilisation of relevant skill sets. This is particularly pertinent in relation to the Emotional Health and Psychological Wellbeing (EHPW) forums. These consultations take place once per term in each school cluster, which provides a reflective space for schools to discuss emotional health and wellbeing related issues.

The 'consultation team' is comprised of a school-based counsellor (SBC), a wellbeing service (WBS) practitioner, an educational psychologist (EP) and a practitioner from the Child and Adolescent Mental Health Service (CAMHS). Occasionally, other relevant professionals who have expertise in children and young

people's emotional health and wellbeing (e.g. Cynnydd worker, Education Welfare Officer etc.) may also be present. Additionally, the Manager of the SBCS represents the Education Directorate as part of the Emotional Health and Wellbeing programmes within the Regional Partnership Board. This joint working has strengthened working relationships with local CAMHS services.

During 2023-2024, 81 cases were discussed. Of these cases, 52% resulted in advice for school and 13.3% resulted in SBCS input demonstrating the need to provide direct intervention or more in-depth support in more complex cases.

Critical Incidents

During 2023-2024, the NPT community sadly experienced six critical incidents in relation to children and young people. The SBCS provided an immediate response and presence to the schools affected through providing emotional support to the school community including staff and pupils. The team assessed the needs of the school community in order to inform the response day by day. The SBCS also provided advice and support to the Head teacher and Senior Leadership team regarding how to best support staff and pupils across the whole school during such a difficult time. The SBCS Manager is leading a Critical Incident Working Party which is tasked with creating a multi service/ agency response to critical incidents. This is a partnership between Education and Health.

Financial Impacts:

There are no financial implications associated with this report.

Integrated Impact Assessment:

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

Valleys Communities Impacts:

There is no impact or implications.

Workforce Impacts:

There are no workforce implications associated with this report.

Legal Impacts:

There are no legal implications associated with this report.

Risk Management Impacts:

No implications.

Crime and Disorder Impacts:

No implications

Counter Terrorism Impacts:

No implications

Violence Against Women, Domestic Abuse and Sexual Violence Impacts:

No implications

Consultation:

There is no requirement for external consultation on this item.

Recommendations:

The report is for information.

Reasons for Proposed Decision:

Not applicable .

Implementation of Decision:

Not applicable.

Appendices:

None

List of Background Papers:

Counselling for children and young people: September 2020 to August 2021 (Welsh Government, 2021)

Together for Mental Health Plan (2021)

Framework on embedding a whole-school approach to emotional and mental well-being' (Welsh Government, 2021)

Mental Health Measure Wales (2011).

The School Standards and Organisation (Wales) Act 2013.

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NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills and Wellbeing Scrutiny Committee

12th September 2024

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

MATTER FOR INFORMATION

WARDS AFFECTED: All

WELSH IN EDUCATION STRATEGIC PLAN ANNUAL REPORT

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 second year of implementing the plan (Appendix A- Annual Review) and targets for the next 5 years (Appendix B- 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- Appendix C). 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, is 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 reflects 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. Neath Port Talbot's WESP (Appendix C) contains information on increasing community use of the Welsh language. This is further developed in the WLGA grant action plan- *Funding for county councils to support the Welsh language in Carmarthenshire and the former industrial heartland areas of the Western Valleys* (Appendix D).

WESP Outcomes

14. 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

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

- Welsh-medium educational promotional material
A series of 6 professional videos, 'Taith at Ddwy Iaith', have been commissioned and are ready to be launched in the Autumn term with a focus on the Welsh-medium pathways from pre-birth through to further education (both higher education and vocational pathways). The promotional material promotes the benefits of bilingualism and Welsh-medium education throughout the Local Authority. Further promotional work has been done in the form of professionally produced prospectuses, flyers and promotional banners for Welsh-medium schools, with specific emphasis on schools with surplus places and work has commenced on producing a 'Taith at Ddwy Iaith' area on the NPT website.
- Local Authority working in partnership with the National Centre for Learning Welsh to increase the Welsh speaking school workforce
The Local Authority is currently working closely with the National Centre for Learning Welsh with the aim of transitioning one English-medium cluster along the language continuum. Currently 4 staff members from Cefn Saeson Comprehensive School are half way through the new pilot for language acquisition and have attended the first block of residential in Nant Gwrtheyrn. It is our aim to work closely with the National Centre for Learning Welsh to develop a Welsh speaking community within the Cefn Saeson feeder cluster primaries. This will ensure pupil transition and progression from primary to

secondary as well as forming a natural cluster support group for staff in both the primaries and secondary cluster schools.

- Welsh Language Promotion Officer employed full time

A Welsh Language Promotion Officer has been appointed full time until August 2025 (with the aim of continuing beyond 2025 in line with funding). One of his main objectives is to work closely with the Welsh-medium cluster to tackle surplus places in our Welsh-medium schools.

- Development of bilingual pre vocational 14-16 and vocational pathways for pupils within the Local Authority

A bilingual skills hub will be completed on the Ysgol Gymraeg Ystalyfera Bro Dur site by Summer 2025. In line with the new National 14-16 Qualifications, the hub will provide bespoke bilingual courses with the aim of improving attendance and pupil engagement. This hub will fit into the Local Authority's strategic approach to developing a wider bilingual curriculum, skills based and vocational offer for young people across NPT.

- Development of Childcare Provision- Ysgol Gymraeg Ystalyfera Bro Dur and YGG Trebannws

In order to increase pupil numbers in YGG Trebannws and Ysgol Gymraeg Ystalyfera Bro Dur primary phase, work has been done to develop, design and source funding for new childcare facilities offering wrap around provision in both schools. YGG Trebannws childcare will open in September 2024 with 13 names already on roll. The new provision in Ysgol Gymraeg Ystalyfera north is expected to open before the end of the 2024-2025 academic year. Positive parental feedback and pupil names already registered for these facilities suggest that there will be a significant increase in pupil intake in both schools in the coming years.

- Development of transition plan from KS2 to KS3 and KS4 to KS5

A transition plan for Welsh-medium KS2 to 3 and KS4 to 5 has been developed with cluster Headteachers and the Welsh Language promotion Officer with the aim of targeting schools with the greatest loss to English-medium education. The plan will be implemented and funded from LAEG grant funding.

Financial Impact

16. There are no financial implications linked to this report. However, as a result of implementing targets within the plan 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.

17. A WLGA grant of £147,500 was awarded to support the Welsh language in Carmarthenshire and the former industrial heartland areas of the Western Valleys (Swansea Valley area). This will be spent in 2024-2025.
18. 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.
19. Applications for grant funding have been submitted to assist with additional capital and revenue costs for identified projects through the Sustainable Communities for Learning programme and these will be the subject of further reports.
20. 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

21. 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.
22. 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.
23. The Integrated Impact Assessment is attached to this report as Appendix E.

Valley Communities Impacts

24. There are 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. This is further developed in the WLGA grant action plan- *Funding for county councils to support the Welsh language in Carmarthenshire and the former industrial heartland areas of the Western Valleys* (Appendix D).

Workforce impacts

25. 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 subjects) and 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

26. 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

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

Consultation

28. 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: 5 Year Plan

Appendix C: Welsh in Education Strategic Plan

Appendix D: WLGA Action Plan

Appendix E: WESP IIA

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2024/v.2

ANNUAL REVIEW REPORT WELSH IN EDUCATION STRATEGIC PLAN

2023-2024

Name of Local Authority

Neath Port Talbot

Author:	Kate Windsor-Brown
Approver:	Rhiannon Crowhurst
Date	12.07.24

Introduction to the Welsh in Education Strategic Plan Review Report

As you are aware, it is a statutory requirement for you to submit your report to the Welsh Government by July 31, 2024.

We know that several of you have already started collating information using the template provided last year. We've made some minor amendments to the form and content of the template to reflect changes to Welsh Government plans, programmes or policy developments since the last reporting period. Feedback provided after the first reporting year is also reflected.

Your annual review report is used as an important information and evidence base to evaluate plans and programmes such as: Flying Start; Mudiad Meithrin's Cymraeg i Blant and Sefydlu a Symud (Set up and Succeed) programmes; E-sgol; the Anti-Racism Action Plan, Siarter Iaith/ Welsh Language Charter; the Sustainable Communities for Learning investment programme and the Welsh Language Education Workforce Plan (amongst others). The reports are also considered in relation to wider education policy and reforms e.g. duties under the Additional Learning Needs and Curriculum and Assessment Acts, as well as to inform research to evaluate learners' linguistic outcomes and prioritisation of funding needs. This template reflects those priority areas.

We will consider progress on your targets and commitments against your 5-year action plan. We are mindful to the fact that the degree and pace of progress on different aspects of your WESP will be different. The prompts in the template are to guide you rather than limit you.

Some issues to note

Use of Data: We ask that you use local data (quantitative and qualitative) to report on your progress. We know that PLASC data will not be published in time for you to use in this report. However, you have access to the core data (which was submitted to the Welsh Government for validation in January) and we encourage you to use that to make a comparison with the data provided in your 2022-23 report.

Local Authority Education Grant (LAEG) - Cymraeg 2050 element: The grant guidance sets out the need for any expenditure under this element to be used to support our strategy for the Welsh language - *Cymraeg 2050: One million speakers*. You'll be expected to demonstrate alignment with your WESP (including your late immersion provision); Welsh in Education workforce plan; Curriculum for Wales; The National Framework for the Siarter Iaith and the expectations and responsibilities set out in the ALN Act and the ALN Code in relation to Welsh-medium provision.

In accordance with the conditions agreed in our *Funding Award letter in relation to the Welsh-medium Late Immersion Grant* dated 30 August 2022, you are expected to report on the progress of your late immersion projects, include your progress report from 1 April 2024 to 31 July 2024 in this annual review report. A final report,

summarising 2022-25 activity, will be expected at the end of March 2025. Thereafter, this annual review report will be the only reporting requirement on the Cymraeg 2050 element of the LAEG.

Information about your local curricular offer: Data on subjects offered and assessed in Welsh is collected to cross-reference with the language category of schools within your area and also to monitor progress against your 10-year WESP. Arrangements for collecting the local curricular data vary from county to county, with the data collected directly by some local authorities with others using regional education consortia to support with this work. For this reporting year, we ask you to continue with your current arrangements. We are reviewing the current arrangements with a view to introducing a more streamlined and accessible approach to collecting this data in the near future.

KEY ACHIEVEMENTS / HIGHLIGHTS

- Welsh-medium educational promotional material
A series of 6 professional videos, 'Taith at Ddwy Iaith', have been commissioned and are ready to be launched in the Autumn term with a focus on the Welsh-medium pathways from pre-birth through to further education (both higher education and vocational pathways). The promotional material promotes the benefits of bilingualism and Welsh-medium education throughout the Local Authority. Further promotional work has been done in the form of professionally produced prospectuses, flyers and promotional banners for Welsh-medium schools, with specific emphasis on schools with surplus places and work has commenced on producing a 'Taith at Ddwy Iaith' area on the NPT website.
- Local Authority working in partnership with the National Centre for Learning Welsh to increase the Welsh speaking school workforce
The Local Authority is currently working closely with the National Centre for Learning Welsh with the aim of transitioning one English-medium cluster along the language continuum. Currently 4 staff members from Cefn Saeson Comprehensive School are half way through the new pilot for language acquisition and have attended the first block of residential in Nant Gwrtheyrn. It is our aim to work closely with the National Centre for Learning Welsh to develop a Welsh speaking community within the Cefn Saeson feeder cluster primaries. This will ensure pupil transition and progression from primary to secondary as well as forming a natural cluster support group for staff in both the primaries and secondary cluster schools.
- Welsh Language Promotion Officer employed full time
A Welsh Language Promotion Officer has been appointed full time until August 2025 (with the aim of continuing beyond 2025 in line with funding). One of his main objectives is to work closely with the Welsh-medium cluster to tackle surplus places in our Welsh-medium schools.
- Development of bilingual pre vocational 14-16 and vocational pathways for pupils within the Local Authority
A bilingual skills hub will be completed on the Ysgol Gymraeg Ystalyfera Bro Dur site by April 2025. In line with the new National 14-16 Qualifications, the hub will provide bespoke bilingual courses with the aim of improving attendance and pupil engagement. This hub will fit into the Local Authority's strategic approach to developing a wider bilingual curriculum, skills based and vocational offer for young people across NPT.
- Development of Childcare Provision- Ysgol Gymraeg Ystalyfera Bro Dur and YGG Trebannws
In order to increase pupil numbers in YGG Trebannws and Ysgol Gymraeg Ystalyfera Bro Dur primary phase, work has been done to develop, design and source funding for new childcare facilities offering wrap around provision in both schools. YGG Trebannws childcare will open in September 2024 with

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13 names already on roll. The new provision in Ysgol Gymraeg Ystalyfera north is expected to open before the end of the 2024-2025 academic year. Positive parental feedback and pupil names already registered for these facilities suggest that there will be a significant increase in pupil intake in both schools in the coming years.

- Development of transition plan from KS 2 to KS3 and KS 4 to 5
A transition plan for Welsh-medium KS2 to 3 and KS 4 to 5 has been developed with cluster Headteachers and the Welsh Language promotion Officer with the aim of targeting schools with the greatest loss to English-medium education. The plan will be implemented and funded from LAEG grant funding.

OVERALL PLAN SUMMARY

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 22.8%</i>	
2	<i>Increasing the % of 5-year olds receiving their education through the medium of Welsh to 21%</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>	

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	<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

- Progress with the Sustainable Schools Challenge build in YGG Rhosafan. The new school will include a Welsh Immersion Centre and a Welsh-medium ALN provision.
- Progress with a scheme to implement the 3rd renovation and refurbishment project in the new YGG Tregales (Key Stage 2 classrooms)
- Develop additional Welsh-medium Childcare and increase places in existing provisions. Next year will focus on projects in Ystalyfera, Blaendulais and Cwmafan
- Launch of Welsh-medium promotional material
- Launch the Welsh Language and Culture Festival roadshows to promote Welsh-medium education and myth busting.
- Develop community of Welsh speaking staff in the Cefn Saeson Comprehensive cluster

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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%

% of pupils N1-Y11 in Welsh-medium education (*table 2*)

	Actual Number	%
2023	3329	16.2
2024	3350	16.5

Actual percentage of learners in nursery who are taught through the medium of Welsh using PLASC data 2023-2024 (*table 3a*)

Nursery Numbers/%

	Nursery 2	Nursery 1
PLASC 2023	20.0%	22.1%
PLASC 2024	21.5%	19.9%

It is important to note that there has been a significant fall in birth rates across the Local Authority.

The number of pupils attending English-medium education decreased significantly in 2023/2024 as shown in the table below:

PLASC data English-medium total (*table 3b*)

Pupil Numbers	2021/22	2022/23	2023/24
Pupil No's: All	17719	17444	17205
Pupil No's: Y1-Y6 by NCY	7781	7604	7495
Pupil No's: Y1-Y6 by Age	7780	7604	7494
Pupil No's: Y7-Y11 by NCY	7027	7115	7100
Pupil No's: Y7-Y11 by Age	7027	7114	7091

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Contrary to the decrease in birth rate, we have retained or increased the number of pupils attending Welsh-medium education as shown in the table below:

PLASC data Welsh-medium total (table 3c)

Pupil Numbers	2021/22	2022/23	2023/24
Pupil No's: All	3499	3536	3536
Pupil No's: Y1-Y6 by NCY	1475	1504	1512
Pupil No's: Y1-Y6 by Age	1476	1504	1512
Pupil No's: Y7-Y11 by NCY	1159	1199	1230
Pupil No's: Y7-Y11 by Age	1158	1199	1230

In comparison, the overall number of pupils attending Welsh-medium education N1 (excluding N2 new starters) -Y11 increased slightly :

2023 – 3329 (16.2%)

2024 – 3350 (16.5%)

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 (table 4)

Number of Cylchoedd Meithrin

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
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	24	11/11/2022
Gofal Plant Tregales	Neath	Childrens Day Care	Full Day Care	18	24/05/2023
Cylch Meithrin Trebannws	Pontardawe	Childrens Day Care	Sessional Day Care	12	Registered and opening to children Sep 2024
			Total Places	*299	
Opening 2024-2025					
Cylch Meithrin Mwy Blaendulais	Neath	Childrens Day Care	Full Day Care	30 (additional 18 places)	Summer 2025
Cylch Meithrin Cwmafan-Bilingual	Port Talbot	Childrens Day Care	Full Day Care	25 (additional places)	Summer 2025

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Cylch Meithrin Ystalyfera	Ystalyfera	Childrens Day Care	Sessional Day Care	16	Summer 2025
Canolfan Plant Gerddi Victoria	Neath	Childrens Day Care		24	Autumn 2024
			Total Places	382	

*The reduction in numbers in the current total places for this academic year is due to the timing of Cych Chwarae Castell-nedd closing and its new enhanced replacement, Canolfan Plant Gerddi Victoria opening.

Transition from Cylchoedd Meithrin based on school sites to Welsh-medium Nursery is 100%.

Flying Start (table 5)

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

Year	Number of children
2020-21(during Covid)	77
2021-22	142
2022-2023	141
2023-2024	134 *

*The reduction in numbers in the current total places is due to the timing of Cylch chwarae Castell-nedd closing and its new enhanced replacement, Canolfan Plant Gerddi Victoria opening. Children attending the additional 4 new settings with 83 additional places will be able to access Welsh language Flying Start.

The number and percentage of learners in nursery who are taught through the medium of Welsh using PLASC data (table 6)

	Nursery 2	Nursery 2 actual numbers	Nursery 1	Nursery 1 – actual numbers
PLASC 2022	20.0%	272	20.1%	107
PLASC 2023	20.0%	257	22.1%	90
PLASC 2024	21.5%	268	19.9%	78

OUTCOME SUMMARY

- Expanding Welsh-medium early years provision including Flying Start

At least 3 additional Welsh or bilingual settings are due to open within the 2024/25 to support childcare sufficiency, access to Welsh Language childcare, Cymraeg 2050, or WESP and further Flying Start expansion.

Plans are ongoing for the following:

- Canolfan Plant Gerddi Victoria – Neath Central (Tender about to be released)
- Relocation and increase in registered numbers for Cylch Blaendulais (New build due to complete July 2025)
- Cwmafan bilingual childcare (new build due to complete June 2025)
- Cylch Trebannws – YGG Trebannws (due to open September 2024)
- Discussions are on-going with existing provider Aberavon ICC to reintroduce Welsh-medium provision within their setting from September 2024

An additional space for childcare is being developed in YGG Ystalyfera, where the space will be made CIW compliant, before identifying a suitable Welsh Language Provider.

These new settings will be used to offer and encourage Welsh language and bilingual childcare to all including, FS families and outreach children within NPT.

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 award based Welsh Language quality assurance scheme the “Welsh in Childcare Award” 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

Tregeles, Pontardawe, Ystalyfera and Rhosafan Ti a Fi sessions are successful and growing in numbers with good engagement, parents/carers are building links with the schools and childcare providers. Plans for EYFS Transition Officer to attend groups from September 2024 and discuss transition into childcare concerns with families, offering support where needed.

- Activities that are being implemented to increase uptake of Welsh-medium childcare places

- Ongoing Song & Rhyme sessions for Early Years families have been successful and create early links and myth busting around concerns about Welsh-medium education and childcare.

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- Early Years and Flying Start Welsh Fun Day (15th September 2024) to promote Welsh language childcare and Welsh language in the early years and beyond.
- Welsh-medium staff from the FS team attending stay and play to carry out Welsh song & rhyme sessions which has been very successful and there have been many queries answered around Welsh-medium childcare and education.
- Promoting the benefits of bilingualism via social media platforms with the support of the NPT Family.
- Filming the 'Never too soon to start' Welsh language promotion in Childcare Settings, schools, groups, speaking to local authority staff and local families.
- 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.
- 2 professional Early Years videos, 'Taith at Ddwy Iaith' have been made and will be launched in the Autumn term to promote the benefits of bilingualism and encourage non-Welsh speaking parents to partake in the activities listed above.

- Analysis of the Childcare Adequacy Assessment to identify areas for development
 - A Childcare Sufficiency Assessment Welsh-medium subgroup has been formed and includes partners from the LA (transformation co-ordinator, educational support officers, corporate policy officer, Welsh Promotion Officer SSIP Department), Mudiad Meithrin, Menter Iaith, NPT Staff, Dysgu Cymraeg Ardal Bae Abertawe and representation from schools and childcare settings 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) to ensure cohesion and reduce any duplication.
 - 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.

- Details of how the tendering arrangements and processes support the commitments under this outcome
 - All NPT childcare tendering arrangements require the provider to offer Welsh/bi-lingual provision.

- Collaboration with organisations in the early years sector to strengthen and expand Welsh-medium childcare provision in the area
 - There has been close collaboration with Mudiad Meithrin, Menter Iaith, Dysgu Cymraeg Ardal Bae Abertawe, Camau.
 - The formation of the Welsh-medium CSA subgroup has facilitated the collaborative work in supporting Welsh-medium childcare settings.
 - An EYFS Welsh development day 'What's so good about Welsh?' with Nia Beynon was held on February 7th, 2024.

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- A Welsh Language and Culture Festival roadshow is being prepared for the forthcoming academic year which will include many of the partners above as well as other organisations i.e. RhAG, Menter Iaith etc. in order to alleviate parental concerns around the language as well as ‘myth busting’ common misconceptions about Welsh-medium education.
- Sharing information about the availability of education and other Welsh-medium provisions with parents/carers and work with the Family Information Service, the admissions teams, and external agencies to ensure this
- From an Early Years perspective, the ‘Early Years & Flying Start’ and ‘NPT Family’ social media pages share any information regarding Welsh-medium provisions.
- When registering for Flying Start, parents/ carers have the option to choose a Welsh-medium childcare provision should they wish.
- A member of staff from NPT Family Information attends the Welsh Sub-group meeting to ensure they are kept up to date with information regarding Welsh-medium provisions.

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 regular sub-group meetings and reported back to the full WESP forum annually.

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.
- Recent appointment of an additional Welsh speaking senior member of staff in the Early Years & Flying Start team who will be able to drive forward initiatives within the wider Early Years and childcare sector.

FORWARD LOOK

Plans are ongoing for the following:

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- Canolfan Plant Gerddi Victoria – Neath Central (Tender about to be released)
- Relocation and increase in registered numbers for Cylch Blaendulais (New build due to complete Summer 2025)
- Cwmafan bilingual childcare (new build due to complete Summer 2025)
- Opening and promoting Cylch Trebannws in September 2024.
- Increasing the level of Welsh language used in English settings through the Welsh in Childcare Award.
- NPT Early Years and Flying Start staff to attend Welsh language training in order to support Early Years and Childcare.

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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 7*)

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	30.0%	31.4%

% of pupils N1-Y11 in Welsh-medium education (*table 8*)

	Actual Number	%
2023	3329	16.2
2024	3350	16.5

Actual percentage of learners in nursery who are taught through the medium of Welsh using PLASC data 2023-34 (*table 9*)

PLASC	Percentage % 2023	Number of pupils% 2024
Reception	19.7	19.7

Reception Age Pupils in Welsh-medium schools PLASC 2024 (*table 10*)

Reception aged pupils by school			
Name	2023-24	2024-25	+/-
Gwaun Cae Gurwen	21	24	+3
Trebannws	13	4	-9
Ystalyfera	14	18	+4
Tyle'r Ynn	33	37	+4
Rhosafan	39	51	+12
Castell-nedd	59	44	-15
Cwm Nedd	14	13	-1
Tregeles	3	8	+5
Blaendulais	17	4	-13
Cwmllynfell	4	8	+4
Pontardawe	45	52	+7
Total	262	263	+1

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Surplus places in Welsh-medium schools data (table 11)

	Number of schools	% of schools
Full capacity	2	18.18
0-10% unfilled places	0	0
11-25% unfilled places	3	27.27
26-50% unfilled places	5	45.45
Over 50% unfilled places	1	9.09

The number and percentage of Black, Asian and minority ethnic background learners who are taught through the medium of Welsh using PLASC Data (table 12)

Black, Asian and minority ethnic background learners			
	Welsh-medium schools	All NPT schools	% in Welsh-medium
PLASC 2023	89	1515	5.9%
PLASC 2024	95	1679	5.7%

Y Cwm Immersion Centre data (table 13)

Term	Number of pupils
Autumn 2023	18
Spring 2024	15
Summer 2024	20
Total	53 (4 latecomers, 49 language intervention)

OUTCOME SUMMARY

- Reception and year 1 information

The following tables show the number of pupils in reception and Year 1 (PLASC 2023/2024):

(Table 14)

Reception aged pupils by school			
Name	2023-24	2024-25	+/-
Gwaun Cae Gurwen	21	24	+3
Trebannws	13	4	-9
Ystalyfera	14	18	+4
Tyle'r Ynn	33	37	+4
Rhosafan	39	51	+12
Castell-nedd	59	44	-15
Cwm Nedd	14	13	-1
Tregeles	3	8	+5
Blaendulais	17	4	-13
Cwmllynfell	4	8	+4
Pontardawe	45	52	+7

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Total	262	263	+1
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(Table15)

Year 1 pupils by school			
Name	23-24	2024-25	+/-
Gwaun Cae Gurwen	18	21	+3
Trebannws	11	13	+2
Ystalyfera	21	14	-7
Tyle'r Ynn	43	33	-10
Rhosafan	48	39	-9
Castell-nedd	62	59	-3
Cwm Nedd	19	14	-5
Tregeles	-	3	+3
Blaendulais	10	17	+7
Cwmllynfell	6	4	-2
Pontardawe	37	45	+8
Total	275	262	-13

The Reception pupil percentage has remained at 19.7% for PLACS 2024. At present, admission applications foresee a 1 pupil increase in the Reception September 2024 data. This was anticipated as many of these pupils were in the education system at the start of the WESP period (parents had already made the choice and applied to admissions). It is anticipated that an increase will be seen in the next academic years due to the implementation of the following WESP targets:

- YGG Tregeles The first full year cohort of Reception pupils will start in September 2024. Presently, nursery figures show Reception 2025 figures will be 21 and Reception 2026 figures will be 24 (without any additional intakes that may occur throughout the years).
- YGG Tyle'r Ynn Investment in extending Foundation Phase and Childcare facilities (Welsh-medium Capital Grant) has resulted in an increase in pupil numbers. Presently, nursery figures show Reception 2025 figures will be 36 and Reception 2026 figures will be 33 (without any additional intakes that may occur throughout the years).
- Childcare In order to increase pupil numbers in YGG Trebannws and Ysgol Gymraeg Ystalyfera Bro Dur primary phase, a new childcare facility offering wrap around provision will open in both in 2024-2025 academic year. Positive parental feedback and pupil names already registered for these facilities suggest that there will be a significant increase in pupil intake in both schools in the coming years. A further new Welsh-medium childcare facility will open in the village of Blaendulais adjacent to YGG Blaendulais. The current Cylch Mwy Blaendulais in YGG Blaendulais will relocate to this purpose built larger facility enabling the intake number to increase significantly from 12 to 32.

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As of 2024-2025 academic year, every Welsh-medium school will have a feeder Welsh-medium childcare provision either on site or very close to the school.

- 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 SOP Strategic Outline Programme has been completed and submitted to Welsh Government in February 2024. The 9 year Strategic Outline Programme has key projects that will target WESP data. As stated in the SOP, our aims include:

- To meet and stimulate demand for Welsh-medium provision, to ensure a Wales of vibrant culture and thriving Welsh Language.
- To ensure that pupils in the Neath Port Talbot area can access high quality Welsh-medium provision through all key stages of education.
- To support Welsh Government aspirations for 1 million Welsh speakers by 2050.
- To provide coverage for unmet demand for Welsh-medium childcare as demonstrated through the Childcare Sufficiency Audit.
- To increase the percentage of Y6 pupils in Welsh-medium Primary Schools who continue to study through the medium of Welsh in the secondary sector.
- Increase the number of Welsh-medium groups running within settings and schools i.e. Babi a Fi, Ti a Fi, baby massage, parenting classes - expansion of onsite provision.
- Develop immersion provision for latecomers to the Welsh language.
- To address unmet demand we will continue providing specialist Welsh-medium education for pupils.

The following projects are included in the 9 year rolling programme in order to address the targets above:

- YGG Rhosafan (Sustainable Schools Challenge)

As a result of the new build which will be occupied in 2026, there will be an increase in capacity as seen in the table below:

Table 16

	Existing (fit)	Proposed (fte)	Change (+-)
Childcare offer	30	48	+18
Nursery	78	90	+12
Primary	392	420	+28
ALN	0	12	+12
Welsh Immersion	0	16	+16
Total	500	570	+86

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- New Welsh-medium School Ysgol Gymraeg Newydd Dwyrain will be a new Welsh-medium 3-11 Primary school for 465 places (incl 45 place Nursery), 12 place LSC and 16 place immersion centre. We are currently working closely with our planners (in line with the renewed LDP) to identify the best location for this school in the east of the authority. This will lead to a significant increase in Welsh-medium pupil numbers. Discussions regarding additional Welsh-medium secondary places will develop when land is identified.
- 3rd New Welsh-medium school The 9 year rolling programme and WESP includes a 3rd new 2 form entry Welsh-medium primary school to be delivered in the second half of the WESP cycle (years 6-9 of the rolling programme). Details of this provision i.e. location will be developed over the life cycle of the WESP and 9 year programme in line with detailed data analysis of Welsh-medium demand.
- Wider school organisation proposals to support the aims and objectives of the WESP

As outline above, the WESP plays a central role in all decisions taken in the context of wider school organisational proposals and capital spends.
- Swansea Valley Reorganisation - The First Minister has approved the removal of the Ysgol Newydd Swansea Valley project from the authority's Band B programme but has not approved the inclusion of the Godre'rgraig Primary School project. The Council recognises that a permanent long term solution must be found for Godre'rgraig Primary School pupils who since July 2019 were relocated from Godre'rgraig into temporary demountable buildings at Parc Ynysderw, adjacent to Cwmtawe Community School after geological experts found there was a potential landslide risk to the school's playground. Concerns have been expressed about the potential impact the proposal could have on the Welsh language given the resulting proposed increase in English medium places. Currently, the Local Authority has commissioned an independent consultant, Meirion Prys Jones, to produce a detailed Welsh Language Impact Assessment for the proposal.
- ALN organisational proposals- There is currently a strategic plan to deliver Welsh-medium specialist ALN Learning Support Centre provision throughout the Local Authority. They include:
 - YGG Rhosafan LSC- The new Welsh-medium 12 place Learning Support Centre included in new build YGG Rhosafan (Sustainable Schools Challenge) is currently being designed and developed with architects and contractors. The design stage will be completed by the end of 2024 with the aim of completing the build by Summer 2026. Occupation of the new LSC will be in September 2026.

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Formal consultation for the new Welsh-medium LSC will commence in Spring 2025.

-YGG Trebannws LSC- work on establishing a Welsh-medium learning support centre at YGG Trebannws is developing. 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 with 2 English-medium pupils remaining in upper KS2. It is expected that the last cohort of English pupils will transition to secondary provision by September 2025. Formal consultation to transition to a Welsh-medium Learning Support Centre will commence in 2025.

-Secondary Welsh-medium ALN provision- work on establishing secondary Welsh-medium ALN provision in Ysgol Gymraeg Ystalyfera Bro Dur (north and south sites) has started. This will ensure a planned pathway for pupils with ALN from primary (YGG Trebannws in the north and YGG Rhosafan in the south) to secondary education.

- Early Years Capital Grant Spend- Early Years Capital Grant spend has focused on developing, sustaining and increasing numbers of Welsh-medium childcare provisions throughout the local authority. As stated above, as of 2024-2025 academic year, every Welsh-medium school will have a feeder Welsh-medium childcare provision either on site or very close to the school.

- Plans to tackle surplus spaces in schools

A Welsh Language Promotion Officer has been appointed full time until August 2025 (with the aim of continuing beyond 2025 in line with funding). One of his main objectives is to work closely with the Welsh-medium cluster to tackle surplus places in our Welsh-medium schools. PLASC data from the last 3 years shows that the majority of the surplus places are in the smaller schools in the north of the Local Authority. Our Welsh Language Promotion Officer has worked closely with Headteachers, officers and RhAG to produce a range of promotional material in order to target pupils and highlight Welsh-medium pathways from pre-birth through to further education (both higher education and vocational pathways). Promotional material include a series of 6 professional videos 'Taith at Ddwy laith' which promotes the benefits of bilingualism and Welsh-medium education throughout the Local Authority. They will be officially launched in the Autumn term. Further promotional work has been done in the form of professionally produced prospectuses, flyers and promotional banners for Welsh-medium schools, with specific emphasis on schools with surplus places i.e. YGG Cwmllynfell, YGG Trebannws, YGG Gwaun-Cae Gurwen, YGG Blaendulais, YGG Cwmnedd.

Furthermore, the Welsh Language Promotions Officer is working closely with Early Years officers to produce a 'Welsh Language and Culture Festival' roadshow which will begin in the Autumn term with the aim of myth busting common concerns

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surrounding Welsh-medium education and promoting Welsh-medium pathways for all pupils.

- Increasing Welsh-medium provision in schools that are not Welsh-medium. e.g., opportunities to increase Welsh-medium provision in English-medium schools or schools looking to transition to a different category.

The Local Authority is currently working closely with the National Centre for Learning Welsh with the aim of transitioning one English-medium cluster along the language continuum. Currently 4 staff members from Cefn Saeson Comprehensive School are half way through the new pilot for language acquisition and have attended the first block of residential in Nant Gwrtheyrn. It is our aim to work closely with the National Centre for Learning Welsh to develop a Welsh speaking community within the Cefn Saeson feeder cluster primaries. This will ensure pupil transition and progression from primary to secondary as well as forming a natural cluster support group for staff in both the primaries and secondary cluster schools.

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.

- Provision for latecomers

'Y Cwm', the latecomer provision based in YGG Pontardawe continues to be successful. This academic year, we have accepted pupils from Powys (Ysgol Dyffryn y Glowyr) with the aim of ensuring that these pupils will be confident to transition to Ysgol Gymraeg Ystalyfera Bro Dur North Campus. It is possible that pupils from Ysgol Y Cribarth will be able to access the provision in the following years in order to assist with their transition to dual stream, again with the aim of increasing the number of pupils transitioning to Welsh-medium secondary education in Ysgol Ystalyfera Bro Dur North Campus.

The second immersion centre based in the new YGG Rhosafan in the south of the Local Authority will open in 2026. This will allow more pupils to access the provisions as well as significantly reducing the current transport costs.

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

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of progress and to set further targets. Information is shared through regular sub-group meetings and reported back to the full WESP forum annually.
RISKS
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• 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.
FORWARD LOOK
<ul style="list-style-type: none">• Identify land for the second and 3rd Welsh-medium schools• Closely monitor and amend targets as needed to reduce surplus capacity in Welsh-medium primary schools• Develop and promote the 2nd immersion centre in the south of the Local Authority• Develop a strategic plan to transition English-medium cluster along the language continuum i.e. funding, training, staff support, parental buy-in etc.

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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 17*):

School Year	Actual numbers/ Percentage 2022
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 18*):

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%)

Transition from one key stage to the next PLASC 2024 (*table 19*):

School Year	Actual numbers/ percentage
N2 (2022) to Rec (2023)	257 to 262 (101.9%)
Year 2 (2022) to Year 3 (2023)	278 to 272 (97.8%)
Year 6 (2022) to Year 7 (2023)	245 to 286 (116.7%)
Year 11 (2022) to Year 12 (2023)	234 to 95 (40.6%)

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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 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.
 - Significant funding from the Cymraeg 2050 element of the LAEG has been invested in this element (£30,000) in order to produce and implement a transition plan for pupils and Key Stages, including post 16 pupils in order to ensure that pupils continue learning through the medium of Welsh. This will be evaluated at the end of the academic year 2024-2025.

- Transition arrangements for Key Stages/ Collaboration with schools to understand the reasons behind transitions to schools

As noted above, current transition plan are proving effective for some Key Stages. Nursery to Reception has yet again over 100% transition rate. Years 2 to 3 remains stable at 97.8% with any losses due to movement of families out of the county. Years 6 to 7 has seen a significant increase to 116.7% (+13.1%). Year 11 to 12 has seen a decrease of 9.9% with many pupils leaving to take up English-medium vocational courses in colleges.

The aim of the transition plan is to target specific areas and schools where we see the greatest loss:

- *Years 6 to 7 transition-* The transition plan has specific emphasis on YGG Trebannws, YGG Gwaun Cae Gurwen, YGG Pontardawe and YGG Cwmllynfell which lose pupils to English-medium secondary and out of County secondary provision (it is important to note that the pupils attending Dyffryn Aman will start in the Welsh stream in Year 7 and will therefore continue with Welsh-medium

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education). Additional support days/ transition activities for schools with lower transition rates are included in the plan as well as additional information for parents.

Current transition activities include:

- Ystalyfera'n cyfri- teachers from YGYBD attend cluster schools for 1 hour weekly to deliver a specific series of lessons.
- Hawl 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.

- *Years 11 to 12 transition*-The transition plan also targets the Years 11 to 12 cohort to ensure linguistic progression whether in school or in college. This will be supported by the Education Learning Pathways Strategy in NPT. A skills hub targeting pupils from 14 upwards will be built and opened in Ysgol Gymraeg Ystalyfera Bro Dur in March 2025 with emphasis on providing bilingual pre vocational and vocational courses for pupils (bilingual pathways and opportunities will be mapped out for pupils and parents from age 14 upwards). This will be further enhanced with the opening of the bilingual Skills Centre in Port Talbot (9 year rolling programme) in 2027 where a range of vocational pathways will be offered to pupils from the age of 14 upwards. This will enhance the current Welsh-medium vocational offer for pupils as well as assisting in delivering a bilingual Full 14-16 Qualification Offer.
- A series of 6 professional videos, 'Taith at Ddwy Iaith', have been commissioned and are ready to be launched in the Autumn term with a focus on the Welsh-medium pathways from pre-birth through to further education (both higher education and vocational pathways). The promotional material promotes the benefits of bilingualism and Welsh-medium education throughout the Local Authority.
- A Welsh Language and Culture roadshow is being prepared for the forthcoming academic year which will include many of the partners above as well as other organisations i.e. RhAG, Menter Iaith etc. in order to alleviate parental concerns

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around the language as well as ‘myth busting’ common misconceptions about Welsh-medium education for all key stages.

- Work with other local authorities to ensure continuity of arrangements for learners receiving Welsh-medium education outside your area.

Due to the high numbers of pupils attending Ysgol Gymraeg Ystalyfera Bro Dur North Campus from Powys(49 Year 7 pupils in 2023), talks are underway between NPT Officers and Powys Officers to ensure that transition work and information sharing is effective between the two Local Authorities. Initial discussions took place in January 2024 with the Director of Education for Powys where both Local Authorities were keen to develop this aspect. We are currently planning to continue discussions with the new Director of Education in Powys to progress these plans.

- The Outcome 3 sub-group consists of many partners and meet on a regular 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 regular sub-group meetings and reported back to the full WESP forum annually.

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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

FORWARD LOOK

- Continue to implement and adapt cluster transition plan in line with local needs and data
- Plan and implement the linguistic transition pathway for a cluster of English-medium schools (as outlined in Outcome 2)
- Ensure agreements (both formal and informal) are in place with neighbouring Local Authorities to ensure smooth transition for pupils into Ysgol Gymraeg Ystalyfera Bro Dur.

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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 20)

Year	11 Cohort	1st Language GCSE	2nd Language GCSE	Total	Total % of cohort	% cohort 1st Language GCSE	% cohort 2nd Language GCSE
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	1573	231	859	1089	69.2%	14.7%	54.5%

The number and percentage of enrolled learners who are assessed for A Level and Welsh First Language and Welsh Second Language A levels (table 21)

	A Level 2 nd Language	A Level 1st Language
2020	2	5
2021	1	4
2022	1	1
2023	1	2

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- The language category of schools within the authority (table 21)

	Category 1	Category 2	Category 3
2023-2024	45		11

OUTCOME SUMMARY

- Data Collection
The Welsh Language Promotion Officer will undertake a data collection exercise in the Autumn term to analyse the data further in order to understand which subjects/ areas of study are showing an increase and decrease in uptake. He 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 strategic plan for vocational and alternative curriculum provision throughout the local authority.
- Development of bilingual pre vocational 14-16 and vocational pathways for pupils within the Local Authority
A skills hub targeting pupils from 14 upwards will be built and opened in Ysgol Gymraeg Ystalyfera Bro Dur in March 2025 with emphasis on providing bilingual pre vocational and vocational courses for pupils (bilingual pathways and opportunities will be mapped out for pupils and parents from age 14 upwards). This will be further enhanced with the opening of the bilingual Skills Centre in Port Talbot (9 year rolling programme) in 2027 where a range of vocational pathways will be offered to pupils from the age of 14 upwards. This will enhance the current Welsh-medium vocational offer for pupils as well as assisting in delivering a bilingual Full 14-16 Qualification Offer. A Skills Officer has been appointed to map out current provision, collaborate with schools and the NPT Group of Colleges and coordinate the additional subjects and courses available to students throughout the Local Authority.
- 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

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Currently there is effective partnership work between Ysgol Ystalyfera Bro Dur and the Urdd (apprenticeship), Swansea University (Welsh-medium ITT students), Coleg Cymraeg Cenedlaethol 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 data collection exercise and Skills Strategy 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 is also working closely with Meirir 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.

- e-sgol provision in schools

Currently there is no e-sgol provision within the Local Authority. Officers from the Education and Strategic School Improvement team are attending the e-sgol conference in the Botanical Gardens on July 4th in order to gather the information needed to progress with the development of e-sgol within NPT.

- Collaboration with schools to promote the benefits of studying Welsh as a subject among pupils and parents/carers

As noted previously, transition plan for Welsh-medium KS2 to 3 and KS 4 to 5 has been developed with cluster Headteachers and the Welsh Language promotion Officer with the aim of targeting schools with the greatest loss to English-medium education. The plan will be implemented and funded from Cymraeg 2050 element of the LAEG grant funding.

A Welsh Language and Culture roadshow is also being prepared for the forthcoming academic year which will include many partners as well as other organisations i.e. RhAG, Menter Iaith etc. in order to alleviate parental concerns around the language as well as 'myth busting' common misconceptions about Welsh-medium education and the benefits of studying Welsh as a subject. Promotional material including a series of 5 professional videos 'Taith at Ddwy Iaith' which promotes the benefits of bilingualism and Welsh-medium education throughout the Local Authority will be launched in the Autumn term with the aim of promoting Welsh-medium education, learning Welsh as a subject and common 'myth-busting- for parents and pupils.

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- The Outcome 4 sub-group consists of many partners and meet on a regular 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.

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 regular sub-group meetings and reported back to the full WESP forum annually.

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.

FORWARD LOOK

- Ensure that courses for the future needs of the workforce are developed (Skills Strategy) and that they are available bilingually.

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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 22)

	Number of Schools
Gold	3
Silver	5
Bronze	3

Number of primary schools that have received Cymraeg Campus - Gold, Silver and Bronze award (table 22)

	Number of Schools
Gold	1
Silver	2
Bronze	20

The number/ percentage of English and Welsh primary schools that are part of Siarter Iaith and Cymraeg Campus (table 23)

	Number of schools	% of schools
Siarter Iaith (WM Primary schools)	11	100
Cymraeg Campus (EM Primary Schools)	45	100

Number of secondary schools that have received the Siarter Iaith Cymraeg - Gold, Silver and Bronze award (table 24)

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	Number of Schools
Gold	
Silver	
Bronze	1

*there is only 1 Welsh-medium secondary school in NPT

Number of English secondary schools that operate Cymraeg Campus

Currently our secondary schools do not officially operate Cymraeg Campus. An officer from the NPT Education department is a representative on the national *Arweinwyr y Gymraeg* group who are currently revising the 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/ Cymraeg Campus coordinators group. Currently, 2 English-medium secondary schools are working on Cymraeg Campus and are keen to progress with their journey towards the Bronze award.

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*
 - *Urdd*- An allocation from the WLGA funding to support the Welsh language in Carmarthenshire and the former industrial heartland areas of the Western Valleys is being used to appoint an Urdd officer to work with the 5 English-medium NPT schools in these areas. The focus will be on developing the Welsh language through activities/ competitions for the Urdd Eisteddfod Dur a Mor, Margam. The Urdd have also 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.
 - *WLGA grant funding to support the Welsh language in Carmarthenshire and the former industrial heartland areas of the Western Valleys*- The grant funding will be used to facilitate a number of projects including commissioning a consultant with knowledge of linguistic sensitive areas to work with the Local Authority to

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produce a short term and long term action plan for the Swansea and Amman Valley area. Actions from plan will be evaluated and good practice will be used in other areas within the Local Authority e.g. Dulais Valley, Afan Valley.

The grant will also be utilised to create a Welsh-medium youth package for the Swansea/ Amman Valley areas where there are significant gaps in Welsh-medium provision. This will include employing a Welsh-medium youth officer to facilitate events.

The grant will also facilitate projects and events as noted in the Welsh Language Promotion Strategy and the WESP specifically targeted at the Swansea/ Amman Valley e.g. work with local musicians to provide creative sessions for young people, homework help for parents, family activity sessions/ days e.g. fun days, singing sessions, social events for primary and secondary age children etc.

- Evaluation of the impact of Siarter Iaith (including Cymraeg Campus)

As noted above, currently all schools in NPT are part of the Siarter Iaith/ Cymraeg Campus with a significant increase in bronze/ silver/ gold awards since the last academic year (45 English-medium schools and 11 Welsh-medium schools). One secondary school is part of the Siarter Iaith with 2 English-medium secondary schools eager to work towards the bronze award.

A new Welsh-medium Education Support Officer has been appointed with specific responsibility for the Siarter Iaith. Throughout the year, there has been extensive training for all Welsh-medium school staff on the new Siarter Iaith framework. Also, online Siarter Iaith co-ordinators meetings have been held (2 meetings to date) in order to provide up to date information, facilitate networking and to verify awards. In the last academic year, the Siarter Iaith Education Support Officer has made over 30 visits to Welsh language schools to support the accreditation process and validate awards. Also, over 30 visits have been made to Welsh-medium schools to assist with training.

The Welsh in English-medium (W(Em)) team fully support Cymraeg Campus within English-medium schools as a **whole-school** initiative which aims to create a Welsh ethos in our schools by including all stakeholders in the creation of that ethos. The W(Em) team work alongside Siarter Leaders, the Criw Cymraeg and other stakeholders (i.e. breakfast club and lunchtime staff / playground supervisors / office staff...) to ensure that age - appropriate **Cymraeg Bob Dydd** is used by all, regularly and effectively. The following Siarter Iaith/ Cymraeg Campus training has been provided by the W(EM) team for English-medium school throughout the year:

- New Siarter Iaith Framework course for all Coordinators (Spring term 2024)
- New Siarter Iaith training for HTs (LLAN- May 2024)

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- Activities to support learners to make continued progress

- *Residential visit*- The Welsh-medium Education Support officers have planned and hosted the Welsh Schools Cluster trip to Llanrannog. Over 300 children from our Welsh schools came together to enjoy and socialise through the medium of the Welsh language. The majority of these children come from English speaking households and therefore do not get to socialise through the medium of Welsh for long periods of time.

- *Local Authority Support*- The Welsh-medium Education Support officers and schools have also worked with the Urdd Officer (West Glamorgan) to facilitate a range of events e.g. the Primary Welsh Jamboree; Urdd Welsh Gig for the cluster schools and beyond; pupils have competed in the Urdd Meifod Eisteddfod as cluster schools. We have also been involved in facilitating preparations for this year's Urdd by assisting in the provision of the District and County Eisteddfodau. The Welsh-medium Education Support Officer has been delivering a diverse programme of Welsh language learning and reinforcement, such as: 'Drilio Disglair' language plan; 'Sgleinio ein Sgwrsio' and recently, investment from the Cymraeg 2050 LEAG grant funding has led to the roll out the 'Coeden Aled' programme in all our Welsh-medium schools to support inclusive learning for ALN pupils.

A 'Language Conference' was held by the Welsh-medium cluster schools with the aim of raising writing standards. Experts came to present during the conference, such as Delyth Owen from Coeden Aled/Treehouse Tales and Hanna Hopwood, Stori'r Iaith and Atebol. There were language presentations by Rhys Locke on the development of learners' reading skills through Pie Corbett techniques and a presentation by Sara Bowkett on 'Brawddegau Bendigedig'. A further Cluster Conference (HMS) will be held in the Summer term with a focus on developing our learners' reading skills.

- *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 (2021-22) involving the Coordinator from 3 NPT schools (Baglan, Melin and Rhos) and the three TDOs 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 the Summer and Autumn terms 2022.
- A Cynefin Lead was appointed in September 2022
- All clusters received Cynefin training from the Cynefin Lead in Autumn 2022 and Spring 2023. The most recent training was also provided in the Autumn term 2023. Courses were run for all English-medium clusters with a 100% attendance record.

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- Cynefin teams have been established in many NPT schools and a W(EM) officer continues to provide support with the development of their websites. 9 schools have now published their CYNEFIN websites. 10 schools are currently working on their websites.
- A Traed, Cam, Naid approach to planning and teaching is advocated by the W(Em) team and exemplar resources have been produced and shared by the CDO and TDO during Coordinator training courses.

Further Welsh language training for English-medium staff is outlined in detail in the Outcome 7 progress report.

- *Resources for English-medium schools*-The W(Em) team have created a large bank of resources on the NPT sharepoint on the HWB but continue to respond to need and provide new resources for schools based on their current themes/ concepts. The team are constantly creating when a need arises. New GWRANDO resources have been prepared this year to support teachers who need to develop the new skill of translanguaging in their classrooms.
- *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.
- *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*.

- Provision for latecomers

'Y Cwm', the latecomer provision based in YGG Pontardawe continues to be successful. This academic year, we have accepted pupils from Powys (Ysgol Dyffryn y Glowyr) with the aim of ensuring that these pupils will be confident to transition to Ysgol Gymraeg Ystalyfera Bro Dur North Campus. It is possible that pupils from Ysgol Y Criarth will be able to access the provision in the following years in order to assist with their transition to dual stream, again with the aim of increasing the number of pupils transitioning to Welsh-medium secondary education.

The second immersion centre based in the new YGG Rhosafan in the south of the Local Authority will open in 2026. This will allow more pupils to access the provisions as well as significantly reducing the current transport costs.

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- Developing Welsh in English-medium schools

Welsh in English medium Team (W(Em))-The Welsh in English medium team (W(Em)) consists of one Curriculum Development Officer, 1 Deputy Curriculum Development Officer (temporary position from September 2024- April 2025) and 2 Teacher Development Officers. The CDO is responsible for making all the key decisions regarding the delivery of Welsh 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 (this duty will be gradually transferred to the Deputy CDO from September 2024). The Deputy CDO is also the Cynefin Lead for NPT and responsible overseeing the WHSi award in NPT. Details of training and staff development in English-medium schools can be seen above and also in Outcome 7.

National Centre for Learning Welsh- The Local Authority is currently working closely with the National Centre for Learning Welsh with the aim of transitioning one English-medium cluster along the language continuum. Currently 4 staff members from Cefn Saeson Comprehensive School are half way through the new pilot for language acquisition and have attended the first block of residential in Nant Gwrtheyrn. It is our aim to work closely with the National Centre for Learning Welsh to develop a Welsh speaking community within the Cefn Saeson feeder cluster primaries. This will ensure pupil transition and progression from primary to secondary as well as forming a natural cluster support group for staff in both the primaries and secondary cluster schools.

- Celebrating and publicising success locally through the media and social media and also shared good practice between schools within and wider through HWB

The Welsh cluster has a HWB network to share new literacy resources. All resources are also shared on the NPT portal on HWB and all schools have access to this. We celebrate the successes of all our cluster schools through our 'X' page 'Seren a Sbarc CNPT'. In addition, the cluster schools are regular contributors to CIP magazine and the Urdd's IAW. Successes of all schools are also publicised and promoted on the NPT social media pages.

- Helping parents understand the aims of the Siarter Iaith and the role they could play in supporting their children/ young people to use Welsh informally at school, home and in the community

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The Welsh-medium Education Support Officer facilitates 'Caffi Cymraeg' (Welsh Café) for current and prospective parents and carers to support the development of their Welsh language skills on a weekly basis. The Officer has also been responsible for delivering presentations during open mornings and evenings in the cluster schools on the importance of bilingualism, 'Sut i gaffael yr Iaith Gymraeg' (How to acquire the Welsh language), as well as delivering presentations on 'Reading tips and literacy at home'. Also, the Officer has recently led on a two night re-launch of 'Siarter Iaith' within the Local Authority.

As noted in Outcome 1, promotional videos have been created which promote the benefits of bilingualism and Welsh-medium education and will be launched in the autumn term. These videos will be key in addressing the concerns and questions of parents of pupils in schools moving along the language continuum.

- The Outcome 5 sub-group consists of partners (many named above) and meet on a regular 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 regular sub-group meetings and reported back to the full WESP forum annually.

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

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- Develop internal provisions/ delivery within the local authority

FORWARD LOOK

- Continue to build on the success of this year's Siarter Iaith and Cymaraeg Campus with more schools gaining the bronze/ silver/ gold awards.
- Work with all schools to partake in the Urdd Eisteddfod in Margam.
- Continue to work with a cluster of English-medium schools to move along the language continuum.

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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 25)

	Welsh-medium		English-medium	
	number	%	number	%
PLASC 2022	417	11.9	3873	21.9
PLASC 2023	327	9.2	2976	17.1
PLASC 2024	266	7.6	2533	14.7

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 continue to implement the steering group for the development of inclusive Welsh-medium education (Grŵp Lliwio_Datblygiad Addysg cyfrwng Cymraeg Cynhwysfawr /DACC). The DACC group continue to drive the targets for Outcome 6. The group continue to review Welsh-medium provision and identify resources, training and development required within the Welsh-medium sector. This ensures an equitable offer for Welsh-medium pupils and continuity in their journey in Welsh education, particularly during transition points. In the last academic year, the DACC group have developed literacy

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provision and resources that has facilitated a consistent approach in identifying and supporting literacy difficulties through the medium of Welsh. During the Autumn term, the seconded staff launched the newly developed literacy resource pack (Pecyn Cymorth Llythrennedd) to all Welsh-medium cluster schools. This resource was shared cross county with neighbouring schools in Powys. The DACC lead is also currently collaborating with Cardiff university in developing national standardized ALN assessments through the medium of Welsh. Welsh-medium cluster INSET days have been arranged with a focus on developing ALN strategies through the medium of Welsh delivered by leading national ALN professionals. 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 Welsh Language Promotion Officer. 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).

- Myth busting- In line with developing the resources for the Welsh-medium promotional campaign, officers are in the process of developing and promoting ALN myth busting materials including roadshows and videos. This will be launched early in the Autumn term.
- ALN Capital Grant- Significant investment from the 2024 ALN Capital Grant has been submitted to Welsh Government for approval. This will include development of a sensory outdoor area for the new Welsh-medium provision in YGG Trebannws as well as other provisions and resources in all of our Welsh-medium schools.
- Welsh-medium Learning Support Centres
 - YGG Rhosafan- The new Welsh-medium 16 place Learning Support Centre included in new build YGG Rhosafan (Sustainable Schools Challenge) is currently being designed and developed with architects and contractors. The design stage will be completed by the end of 2024 with the aim of completing the build by Summer 2026. Occupation of the new LSC will be in September 2026. Formal consultation for the new Welsh-medium LSC will commence in Spring 2025.
 - YGG Trebannws- work on establishing a Welsh-medium learning support centre at YGG Trebannws is developing. 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 with 2 English-medium pupils remaining in upper KS2. It is expected that the last cohort of English pupils will transition to secondary provision by September 2025. Formal consultation to transition to a Welsh-medium Learning Support Centre will commence in 2025.

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-Secondary Welsh-medium ALN provision- work on establishing secondary Welsh-medium ALN provision in Ysgol Gymraeg Ystalyfera Bro Dur (north and south sites) has started. This will ensure a planned pathway for pupils with ALN from primary (YGG Trebannws in the north and YGG Rhosafan in the south) to secondary education.

- 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.

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.

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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.

FORWARD LOOK

- Completion of consultation process for YGG Trebannws, YGG Rhosafan and Ysgol Ystalyfera Bro Dur Welsh-medium LSCs
- Further research, resource and training development from DACC group to ensure provision of the highest quality in both mainstream and specialist provisions
- Further development of the YGG Rhosafan LSC new build

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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 26)

SWAC - Welsh Language Ability - Teachers																
SWAC Year	School Teaching Staff (Numbers)								School Teaching Staff (%)							
	W1 - No Welsh Skills	W2 - Entry Level	W3 - Foundation Level	W4 - Intermediate Level	W5 - Advanced Level	W6 - Proficient Level	W7 - Not Obtained	Total	W1	W2	W3	W4	W5	W6	W7	
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	240	311	276	105	58	257		1247	19.2%	24.9%	22.1%	8.4%	4.7%	20.6%	0.0%	
2022	233	306	283	103	58	249		1232	18.9%	24.8%	23.0%	8.4%	4.7%	20.2%	0.0%	
2023	240	284	273	92	52	262		1203	20.0%	23.6%	22.7%	7.6%	4.3%	21.8%	0.0%	

SWAC - Welsh Language Ability - Non Teachers																
SWAC Year	School Non Teaching Staff (No's)								School Non Teaching Staff (%)							
	W1 - No Welsh Skills	W2 - Entry Level	W3 - Foundation Level	W4 - Intermediate Level	W5 - Advanced Level	W6 - Proficient Level	W7 - Not Obtained	Total	W1	W2	W3	W4	W5	W6	W7	
2019	493	302	100	18	28	125	8	1074	45.9%	28.1%	9.3%	1.7%	2.6%	11.6%	0.7%	
2020	652	314	109	23	24	134	4	1260	51.7%	24.9%	8.7%	1.8%	1.9%	10.6%	0.3%	
2021	693	337	109	22	25	139	2	1327	52.2%	25.4%	8.2%	1.7%	1.9%	10.5%	0.2%	
2022	702	362	97	25	31	136	4	1357	51.7%	26.7%	7.1%	1.8%	2.3%	10.0%	0.3%	
2023	724	370	94	32	21	145		1386	52.2%	26.7%	6.8%	2.3%	1.5%	10.5%	0.0%	

SWAC - Teaching/Working Through the Medium of Welsh - Teachers														
SWAC Year	School Teaching Staff (Numbers)						School Teaching Staff (%)							
	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	Total	T1	T2	T3	T4	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	224	73	468	482		1247	18.0%	5.9%	37.5%	38.7%	0.0%			
2022	226	75	448	483		1232	18.3%	6.1%	36.4%	39.2%	0.0%			
2023	221	80	447	455		1203	18.4%	6.7%	37.2%	37.8%	0.0%			

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SWAC - Teaching/Working Through the Medium of Welsh - Non Teachers												
SWAC Year	School Non Teaching Staff (Numbers)						Total	School Non Teaching Staff (%)				
	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		T2	T3	T4	No Answer	
2019	119	46	685	219	5	1074	11.1%	4.3%	63.8%	20.4%	0.5%	
2020	136	42	860	221	1	1260	10.8%	3.3%	68.3%	17.5%	0.1%	
2021	136	36	928	227		1327	10.2%	2.7%	69.9%	17.1%	0.0%	
2022	138	44	953	222		1357	10.2%	3.2%	70.2%	16.4%	0.0%	
2023	137	45	999	205		1386	9.9%	3.2%	72.1%	14.8%	0.0%	

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 27)

	Number of teachers
2021-2022	3
2022-2023	6
2023-2024	2 (number accepted on next course)
2024-2025	3 (6 applied)

Number of staff on the National Centre for Learning Welsh Pilot- Welsh language Entry Level (table 28)

	School	Number of staff
2024	Cefn Saeson Secondary	4

Support visits to English-medium primary schools from Welsh in English-medium support staff 2022-2023

3 Teacher Development Officers (Welsh in English-medium team) are responsible for 15 English-medium schools each. The TDOs provide support visits for all 15 schools. A *minimum* of 3 visits per term is provided for every school with additional

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targeted visits provided for schools who request / require additional help / support. Schools in line for an Estyn visit will also be offered additional support.

Training for English-medium school staff- Welsh language and delivering of Welsh language

As well as the course offered last year, the following training has been carried out this academic year:

- New Coordinator courses (Autumn term 2023 & Spring term 2024)
- Centralised GWRANDO adds
- Centralised DRILIO adds
- Centralised DARLLEN adds

Centralised YSGRIFENNU adds are to be offered by the CDO from September 2024 as the final step in the curriculum skills training.

The following **Siarter Iaith** training has been provided by The CDO during the 2023-24 academic year.:

- New Siarter Iaith Framework course for all Coordinators (Spring term 2024)
- New Siarter Iaith training for HTs (LLAN- May 2024)

The following **in-house training** for schools has been provided by TDOs:

- *Mop-up* Tric a Chlic (phonics) training continues to be provided in-house for Reception / Year 1 / Year 2 teachers by the TDOs in response to individual school's needs.

The following training has been provided by external agencies:

- Termly Welsh Language Courses for N/R 1/2 3/4 5/6 (this provision is under review due to the continued disappointing response which is not in line with the normal excellent take up for all other Welsh courses.)
- Cymraeg bob Dydd course for teachers
- Cymraeg Bob Dydd course for TAs

(Provider – Swansea University – Dysgu Cymraeg Bae Abertawe)

- Sabbatical course – Foundation
- Sabbatical course – Intermediate (Provider UWTSDBee – Rhagoriaith)
- Ffa Ia training - Autumn term 2024 (Provider – Carys Gwent)

OUTCOME SUMMARY

- Development in the Welsh in English-medium team

The Welsh (English medium) team consists of one Curriculum Development Officer, 1 Deputy Curriculum Development Officer (temporary position from September 2024- April 2025) and 2 Teacher Development Officers. The CDO is

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responsible for making all the key decisions regarding the delivery of Welsh 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 (this duty will be gradually transferred to the Deputy CDO from September 2024). The Deputy CDO is also the Cynefin Lead for NPT and responsible overseeing the WHSi award in NPT.

- Planning for future workforce needs

Currently, work is ongoing to assess the workforce needs for Welsh-medium education within the Local Authority. A primary needs analyses for the next 5 years can be seen in the table below:

Welsh-medium workforce needs (table 29)

Headteachers	Teachers	Teaching Assistants
3	12	14

Work on assessing secondary provision workforce needs is ongoing with the development of the NPT Skills Strategy and the opening of a bilingual Skills Centre for 14-16 year olds in 2027 (9 year rolling programme project developed to SOC level). It is expected that an additional 9 bilingual specialist skills teachers will be needed when the Skills Centre opens in September 2027. Currently, a skills co-ordinator has been appointed and will work with schools and Neath Afan College to develop the specialist workforce needed for the 14-16 vocational Skills Centre (in line with the Full 14-16 Qualification Offer).

As noted above, 4 senior teachers from Cefn Saeson Comprehensive School are attending the Welsh language pilot run by The National Centre for Learning Welsh with the aim of moving along the language continuum and developing a community of Welsh speaking teachers within the school. The longer term aim is to roll out these courses to the Cefn Saeson cluster primary schools in order to move the whole cluster along the continuum from a category 1 to 2.

Future national developments and opportunities 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

Remember to delete the *blue text* before submitting your review report.

Work on re allocating Welsh speaking staff within departments to Welsh-medium schools is ongoing. Due to staff turnover and reorganisation as a result of budget pressures, this is an ongoing project that needs to be reviewed on a regular basis. Welsh speaking ALN support is allocated to Welsh-medium schools. This reorganisation within departments assists in identifying gaps and future workforce needs. The DACC group discuss and address any future workforce need and gaps in provision during their termly meetings.

- Partnership

- *Swansea University and Academi Hywel Teifi*- 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. Students were placed in WM settings (YGYBD secondary phase sites) through this partnership with a focus on subject needs within the workforce i.e. Welsh, English, biology, chemistry, physics, MFL, mathematics, DT and computer science.
- *National Centre for Learning Welsh*- The Local Authority is currently working closely with the National Centre for Learning Welsh with the aim of transitioning one English-medium cluster along the language continuum. Currently 4 staff members from Cefn Saeson Comprehensive School are half way through the new pilot for language acquisition and have attended the first block of residential in Nant Gwrtheyrn. It is our aim to work closely with the National Centre for Learning Welsh to develop a Welsh speaking community within the Cefn Saeson feeder cluster primaries. This will ensure pupil transition and progression from primary to secondary as well as forming a natural cluster support group for staff in both the primaries and secondary cluster schools.
- *Colegau Cymraeg Cenedlaethol*- The Local Authority is currently working with Colegau Cymraeg Cenedlaethol with a specific emphasis on Ysgol Gymraeg Ystalyfera Bro Dur current and past pupils in order to recruit into Welsh-medium education.
- *Llywodraeth Cymru*- Grant datblygu capasiti'r gweithlu addysg cyfrwng Cymraeg.. 2023-2024, Ysgol Gymraeg Ystalyfera Bro Dur were awarded £37,360 with the following focus:
 - Recruit apprentices or Learning Assistant
 - Training for staff to learn other topics
 - Allowance to retain IT staff and Physics
 - Network development "Anelu am Addysg"

Remember to delete the *blue text* before submitting your review report.

As a result of the grant funding, 2 apprentices were appointed to train as Teaching Assistants. Both have since been appointed as TAs in the school to commence in September 2024. One of the apprentices will continue to study alongside his TA role in order to qualify as a teacher.

4 members of staff are being trained to teach additional subjects. These include Travel and Tourism, Geography, Humanities and Business.

The school managed to retain two members of staff in the profession by offering them TLR 3 allowance taking on leadership roles in difficult subjects to fill: Physics and Information Technology. As a result, the numbers of pupils taking GCSE and A Level Physics and Information Technology has increased.

The 'Anelu am Addysg' network is developing with staff having non-contact time to facilitate the project and to work with other schools. A calendar of work experiences has been scheduled with an emphasis on encouraging pupils into the field of education.

This year, Ysgol Gymraeg Ystalyfera Bro Dur has been awarded a grant of £30,875 to develop workforce capacity with the following focus:

- Expand subject range through professional learning
 - Develop International Languages (MFL provision)
 - Attracting alumnae/ past pupils
- Progression for students to continue with learning and identify any investment by schools to facilitate this.

Significant funding from the Cymraeg 2050 element of the LAEG has been invested in this element (£30,000) in order to produce and implement a transition plan for pupils and Key Stages, including post 16 pupils in order to ensure that they continue learning through the medium of Welsh. Further investment has been made by Ysgol Gymraeg Ystalyfera Bro Dur by providing the Mudiad Meithrin Cam wrth Gam courses for pupils. This has proved very successful with many of the cohorts completing the course finding employment within the cluster.

- 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 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 regular 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

Remember to delete the *blue text* before submitting your review report.

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 regular sub-group meetings and reported back to the full WESP forum annually.

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.

FORWARD LOOK

- Continue to develop the Cefn Saeson Secondary School staff to form a community of Welsh speaking staff to move the school along the language continuum
- Identify and work with primary schools in the Cefn Saeson cluster to move along the continuum in order to ensure a clear progress pathway along the language continuum
- Continue to identify and work with external providers to assist with targets as set out in The Welsh Language Education Bill.
- Continue to develop Welsh language internal staff to support schools.

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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 121	<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 12	<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 123	<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	

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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	

	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	Sep 2023-ongoing	
	<ul style="list-style-type: none"> Create a menu of support for WM and EM schools within the LA 	Teifi/ Tŷ'r Gwrhyd/ Menter Iaith/ Urdd/ PASS/ Youth Service/ school	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 	communities/other third sector services	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	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 	Teifi/ Tŷ'r Gwrhyd/ Menter Iaith/ Urdd/ RhAG	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 128	<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	
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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](#)

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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.

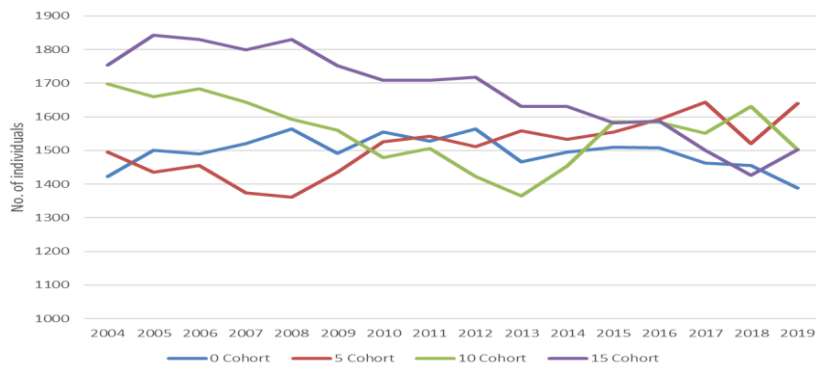
Welsh Government have set a target for Neath Port Talbot to increase the number of learners accessing Welsh-medium education of between 17% and 27% over a 10 year period. This target is based on increasing the number of Year 1 children taught through the medium of Welsh from 16.8% (252 pupils) in 2020/21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

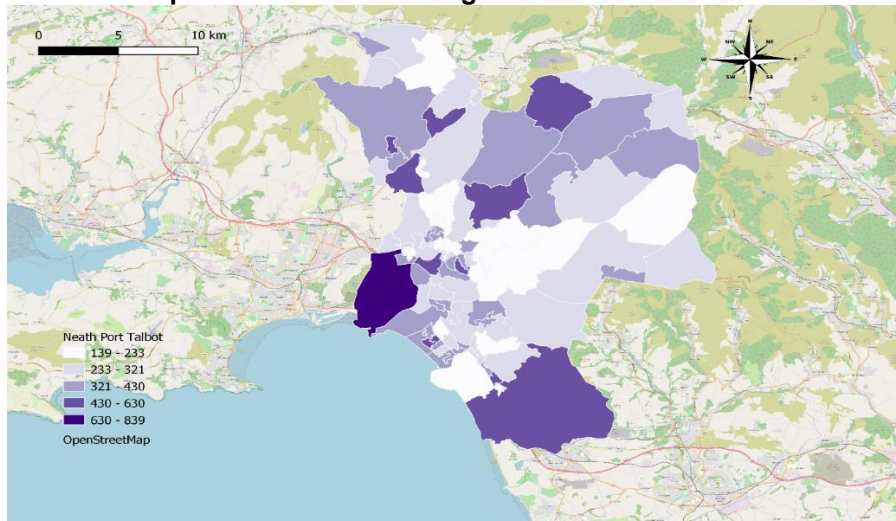
County level population chart



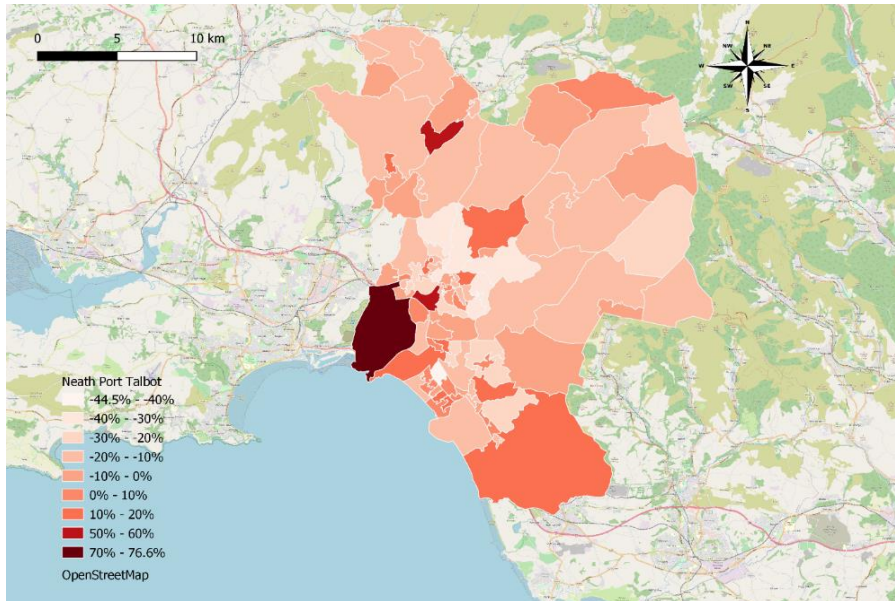
The above data shows a decrease in zero age population, however, an analysis of factors which will impact on the future of Welsh medium education has showed a projected plateauing in the school age population and a potential to substantially increase the number of Welsh medium learners within the next 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 developed 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 are 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 through 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.

Neath Port Talbot WPGA Grant

Funding for county councils to support the Welsh language in Carmarthenshire and the former industrial heartland areas of the Western Valleys

£147,500

Project/ Activity	Key milestones	Funding Allocation
Commission consultant with knowledge of linguistic sensitive areas to work with the Local Authority to produce a short term and long term action plan for the Swansea and Amman Valley area	Short term and long term action plan produced. Actions from plan will be evaluated and good practice will be used in other areas within the Local Authority e.g. Dulais Valley, Afan Valley	£10,000
Employ Community Officer to facilitate the implementation of targets within the Swansea and Amman Valley Action Plan (in conjunction with the Welsh Language Promotion Strategy and the WESP). The Community Officer will work closely with partner organisations e.g. Menter Iaith, Early Years officers, Health, Youth Service etc. to deliver projects that will increase the use of the Welsh language within these communities. The Community Officer will also work closely with Carmarthenshire/ Powys to facilitate joint projects (specifically in bordering villages i.e. Gwaun Cae Gurwen, Brynamman, Cwmllynfell)	Increase in the number of Welsh-medium activities and events within the Swansea and Amman Valley areas. Increase in cross county collaborative activities and events within the Swansea and Amman Valley areas.	£45,000
Employ Welsh Language Coordinator to manage and supervise the associated officers and events, manage the financial element of the grant and evaluate progress	Targets are achieved and evaluated on a regular basis., financial spend is tracked to ensure value for money, good practice is recognised and share with the wider Local Authority	£22,000
Early Years/ Flying Start/ WESP officers to organise a Welsh Language and Culture Festival with the aim of promoting the benefits of Welsh-medium to the community as well as 'myth busting' common fears around Welsh language and Welsh-medium education. The Festival will be launched in the Swansea/ Amman Valley area with the aim of a local authority rollout in the future.	Accessible information and 'myth busting' for parents, families and the wider community will lead to an increase in families choosing Welsh-medium education and Welsh language courses.	£5,500

Neath Port Talbot Youth Service to create a Welsh-medium youth package for the Swansea/ Amman Valley areas where there are significant gaps in Welsh-medium provision. This will include employing a Welsh-medium youth officer to facilitate events.	Increase in the number of youth activities and events in the Swansea/ Amman valley areas where there are currently significant gaps in provision.	£20,000
Joint Welsh-medium activities/ projects with Menter Iaith to be developed and implemented in the Swansea/ Amman Valley area. Joint activities and projects to be developed with Carmarthenshire and Powys e.g. 'Hyder-ish'	Increase in the number of Welsh-medium activities/ projects/ events in the Swansea/ Amman valley areas where there are currently significant gaps in provision.	£15,000
Promotional campaign resources to include videos, vlogs, pamphlets, posters to be produced and shared	Easily accessible information for parents, families and the wider community will lead to an increase in families choosing Welsh-medium education and Welsh language courses.	£10,000
Projects and events as noted in the Welsh Language Promotion Strategy and the WESP specifically targeted at the Swansea/ Amman Valley e.g. work with local musicians to provide creative sessions for young people, homework help for parents, family activity sessions/ days e.g. fun days, singing sessions, social events for primary and secondary age children etc.	Increase in the number of Welsh-medium activities/ projects/ events in the Swansea/ Amman valley areas where there are currently significant gaps in provision. Targets in Welsh Language Promotion Strategy and the WESP achieved.	£10,000
Early Years/ Flying Start/ WESP officers will work in partnership 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.	Easily accessible information for parents, families and the wider community will lead to an increase in families choosing Welsh-medium education.	£10,000

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
3	K Windsor- Brown	Transformation Coordinator	2024

1. Details of the initiative

	Title of the Initiative: Welsh in Education Strategic Plan
	Area: 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.
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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 are 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.
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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.				
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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 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 WESP. The 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 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 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

Implementing 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

Version 3	Name	Position	Signature	Date
Completed by	Kate Windsor-Brown	Head of Service		2024
Signed off by	Andrew Thomas	Director		2024

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Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

NEATH PORT TALBOT COUNCIL

Education, Skills and Wellbeing Scrutiny Committee

12th September 2024

MATTER FOR CONSIDERATION

WARDS AFFECTED: ALL

CHILDCARE RENTS IN SCHOOLS

Purpose of Report

To allow for pre-decision consideration of the Childcare Rents in Schools report by scrutiny members.

Background

The scrutiny committee have selected this item for pre-decision scrutiny before it is presented to Cabinet on 23rd October 2024 for approval.

Financial Impact

Not applicable.

Integrated Impact Assessment

Not applicable.

Valleys Communities Impacts

Not applicable.

Workforce Impacts

Not applicable.

Legal Impacts

Not applicable.

Risk Management Impacts

Not applicable.

Crime and Disorder Impacts

Not applicable.

Violence Against Women, Domestic Abuse and Sexual Violence Impacts

Not applicable.

Consultation

There is no requirement under the constitution for consultation on this item.

Recommendations

Following scrutiny, members to support recommendation outlined in the draft Cabinet report.

Appendices

Appendix 1 -

Draft Cabinet Report Childcare Rents in Schools

List of Background Papers

Not applicable.

Officer Contract

Hayley Lervy, Head of Early Years, Inclusion & Partnerships,
h.lervy@npt.gov.uk

Sarah Griffiths, Coordinator for Early Years & Partnerships

s.griffiths4@npt.gov.uk

Lisa Clement-Jones, Early Years and Flying Start Manager
l.clement-jones@npt.gov.uk

Pamela Chivers, Scrutiny Officer
Email: p.chivers@npt.gov.uk

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Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

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

Cabinet

23rd October 2024

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

Hayley Lervy

Matter: for Decision

Wards Affected: All Wards

Report Title: Childcare Rents in Schools

Purpose of the Report:

Following a successful pilot of new rent arrangements for childcare in school/education buildings, coinciding with significant development within the Neath Port Talbot childcare sector as a result of Flying Start funded childcare expansion roll out, agreement is sought to adopt a change in the way rent levels are charged for childcare within school and education buildings.

The initial pilot, that continued longer than planned due to the significant and ongoing changes within the childcare sector as a direct result of Flying Start funded childcare expansion, sought to pilot

a change in the set rent charges for childcare within our schools and education buildings. Any new childcare rent agreements, including leases and heads of terms were to operate under the pilot conditions while being tested for viability and suitability. The aim to make childcare space opportunities in schools and education buildings more accessible and affordable to new external private childcare providers and work towards addressing lack of childcare sufficiency was realised.

The proposed rent payment structure aims to support NPTCBC aspirations and community need, by supporting the sustainability and growth of bilingual and Welsh childcare provision in line with our Welsh Government targets and aspirations. Our Welsh Education Strategic Plan (WESP), Flying Start Childcare expansion plans and Childcare Sufficiency Assessment (CSA) identify a need to increase the availability of Welsh and bilingual onsite after school club and wrap around childcare provision.

The impact of the changes will:

- Provide a fair rent rate that reflects what we need to promote and develop as a local authority in line with Welsh Government policy and reflect the community needs.
- Sustain and grow Welsh language childcare provision within schools, increasing the number of children transitioning into Welsh medium education.
- Make afterschool clubs more sustainable in schools, where schools are unable to provide the service themselves.
- Attract more interest in running bilingual and Welsh childcare provision within school and education buildings.

Childcare Setting Categories in Neath Port Talbot:

Legacy Flying Start Setting: Occupation initially established to enable sufficient Flying Start funded childcare places, at the start of the Flying Start programme. This enabled families within eligible Flying Start areas, to access childcare within “pram-pushing” distance of their homes, in line with Welsh Government policy.

Majority Flying Start Setting: – more than 50% of childcare places available are Flying Start funded. Provider will have a service level agreement with Early Years and Flying Team, that is monitored for compliance and quality regularly via visits and quality assurance measures.

Welsh/Bilingual - the setting is registered and categorised as bilingual or Welsh with Care Inspectorate Wales (CIW), childcare places are available for Flying Start funded children. Provider will have a service level agreement with Early Years and Flying Team, that is monitored for compliance and quality regularly via visits and quality assurance measures.

Private/Voluntary Childcare with No Flying Start: the setting is registered with Care Inspectorate Wales (CIW), childcare places are not currently available for Flying Start funded children, with the majority of children accessing private full day care that may include Childcare Offer Funded spaces. Provider will have a service level agreement with Early Years and Flying Start Team, that is monitored for compliance and quality regularly via visits and quality assurance measures.

Afterschool Club the setting is registered with Care Inspectorate Wales (CIW), childcare places are usually available to the children from within the school, with the majority of children accessing other funded or privately funded childcare.

The below charging framework is proposed:

Childcare Provision Type	Service Charges¹	Base Rent	Additional Rent	Agreement Term
Legacy Flying Start setting	100%*	N/A	N/A	5 years
Majority Flying Start setting	100%	N/A	N/A	5 years
Welsh/Bilingual	100%	N/A	N/A	5 years

¹ Service charge costs are set by Estates as per a set formula, taking into account the percentage floor space occupied, the daily/weekly/yearly operational hours and services used.

setting				
Full Daycare	100%	£25/wk	£1/reg child/wk	5 years
Afterschool Club	100%	£1/wk	£1/reg child/wk	5 years

**Service charges for most Legacy settings are covered by Flying Start Programme budget.*

NB: Faith schools will have separate rent agreements organised by their diocese. Early Years & Flying Start Childcare Team will support the school and governors with the safe recruitment and ongoing monitoring of any childcare within NPT.

NB: Childcare spaces that reside within education buildings that are part of a complex or development may be subject to additional pre-contract charges such as service charges, and/or maintenance costs that have been pre-arranged by Estates. These costs will be made clear in any tendering or expression of interest adverts and processes and detailed in any rent agreement paperwork issued.

Executive Summary:

After a successful pilot of rent changes to charges between 2022 and 2024, Members are asked to approve a new fair and clear rent charge framework for childcare in schools that supports the ongoing and continuing development of childcare facilities on school sites. Any new agreements will be subject to these changes. Any updates will be reported to Members on an annual basis.

Background:

Delegated powers around childcare in schools falls under the responsibility of the Head of Early Years, Inclusion and Partnerships, Hayley Lervy.

The Local Authority has a statutory duty to provide sufficient childcare places for parents and carers that need it. This duty came into effect in April 2008 and forms part of the statutory duties imposed on all local authorities set out by the Childcare Act 2006. In line with the duty, the Early Years and Flying Start and Childcare Team have updated their Childcare Sufficiency Assessment in 2023. The assessment identifies any areas of unmet demand for childcare and

allows for the planning and preparation in line with Welsh Government.

Childcare is an integral part of our community within Neath Port Talbot, enabling children to thrive and develop to their full potential, supporting good transition to learning and enabling parents to access work, education and training. Through Welsh Government funded programmes, such as Flying Start, Childcare Offer for Wales, and Childcare and Play, the Early Years and Flying Start Childcare Team endeavour to continue to draw down much needed capital and revenue funding from Welsh Government to create sustainable learning communities for children right from the start, by providing as much childcare on school and education sites as possible. This not only enables a smooth transition for children into education from pre-school, but builds on the trusted school reputation with parents, develops early connections and partnerships between schools and families, and brings capital investment to our education estate. Working in tandem with our WESP targets, we strive to increase the number of children accessing Welsh education by placing much needed pre-school childcare within our Welsh schools as possible. Encouraging childcare providers to explore providing bilingual provision within our English Medium primary schools by offering a reduced rent cost, supports the drive for more exposure to the Welsh Language within our communities, and supports the development of the language at the heart of all schools.

During the 2022-2024 pilot, the below childcare was successfully developed within school sites:

Service Name	Service Type	Service Sub Type	Maximum Capacity	Date Of Registration
Cylch Meithrin Cwmllynfell	Childrens Day Care	Full Day Care	19	08/09/2022
Cylch Meithrin Teulu'r Tyle (Tyle'r Ynn)	Childrens Day Care	Full Day Care	19	11/11/2022
Gofal Plant Tregales	Childrens Day Care	Full Day Care	18	24/05/2023
Cylch Trebannws	Childrens Day Care	Sessional care	16	04/09/2024

			Total new places	
			72	

Continuity of Service

To ensure continuity of the development of childcare within Neath Port Talbot, it is recommended that Members approve the above proposed rent framework of cost charged to childcare providers within schools and education buildings, to make it appealing for childcare to be school-based and bilingual or Welsh where possible.

Financial Impacts:

Financial impacts are minimal, as the pilot charging framework has been in place with no issues during the pilot period, 2022 – 2024. It is proposed that the charges for existing leases will remain the same until such time that they are renewed due to a new provider, or if the service being provided changes.

As new provisions open the proposed charging framework will be implemented which will generate minimum rental income (Approx £1,000 base rent per annum for most Private/Voluntary Childcare and £39 per year for afterschool clubs).

As new provision timescales and capacities are not yet confirmed, a financial figure cannot be estimated at this time, but this income will be **additional** to existing income budgets.

Childcare settings within schools, along with the wider childcare sector have access to revenue and grant funding via the Early Years and Flying Start Childcare team. A grant panel process will ensure that fair allocations of grants are awarded with applications screened for any contributions, support, contributions or reductions to rent.

Integrated Impact Assessment:

A first stage impact assessment has been undertaken to assist the Council in discharging its legislative duties (under the Equality Act 2010, the Welsh Language Standards (No.1) Regulations 2015, the

Well-being of Future Generations (Wales) Act 2015 and the Environment (Wales) Act 2016.

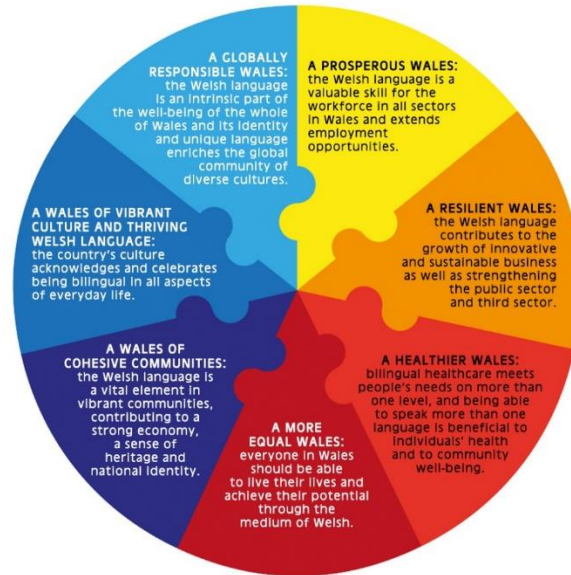
The first stage assessment has indicated that a more in-depth assessment is not required.

Welsh Language Impacts:

Positive impacts are anticipated with opportunities to use and promote the Welsh language with additional Welsh language or bilingual childcare being made available.

In order to achieve the desired growth in terms of the numbers of Welsh language speakers contained within Welsh Government's Cymraeg 2050 Welsh Language Strategy and Neath Port Talbot's own Welsh in Education Strategic Plan (WESP), looking at each of the 7 aims of the Well-being "wheel" from a Welsh language perspective provides a useful perspective of how the language is an intrinsic part of each aim, and therefore all aspects of the Council's work, not simply part of the aim in which the Welsh language is explicitly referenced.

The adapted wheel below shows how the Welsh language forms a part of, and plays a part in all aspects of education, health and social care, community cohesion, the economy and so much more.



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.

Promoting and increasing the amount of bilingual and Welsh Language childcare within education and childcare buildings should provide greater choice for families in the area and support the increase in the number of pupils being educated through the medium of Welsh, as well as having a positive impact on families and the local community through providing opportunities to improve and increase the use of the Welsh language in daily life.

Therefore, the proposal should impact positively on people's opportunities to use the Welsh language and in treating the Welsh language no less favourably than English, by expanding the Welsh-medium childcare and education provision in Neath Port Talbot.

Valleys Communities Impacts:

This local authority wide approach may include childcare opportunities in the valleys communities.

Workforce Impacts:

There are no workforce impacts or implications for the Council in relation to this report.

Legal Impacts:

There are no legal impacts or implications for the Council in relation to this report

Risk Management Impacts:

The proposed rent arrangements have been piloted and show minimal risk.

The risk of not adopting the proposed arrangements may reduce the attraction of developing new bilingual or Welsh childcare in NPTCBC buildings, impacting on our targets to increase access to the Welsh Language in childcare and schools.

This Report seeks to minimise the risk to the Council by continuing to support Governing Bodies of schools and the Local Authority in meeting the statutory duties placed on it in the Childcare Act 2006. The reduction of rent within the proposal supports the sustainability of childcare within school and education buildings and will reduce the need for such childcare to seek grant funding support from Early Years Sustainability funding to support rent payments. The plans make opportunities for childcare within school and education buildings more financially accessible to the childcare sector and supports Neath Port Talbot's vision of strong transition processes for children from pre-school childcare into foundation learning. Furthermore, the co-location of services for children and young people supports ease of access to support services for families, should they require them.

Crime and Disorder Impacts:

No impact

Counter Terrorism Impacts:

No impact

Violence Against Women, Domestic Abuse and Sexual Violence Impacts:

No Impact

Consultation:

There is no requirement for external consultation on this item.

Recommendations:

It is recommended that Members agree in principle to the changes to rent charges for childcare providers in schools and education buildings, as set out in detail above.

A report on childcare developments on school/education sites will continue to be reported to Members on an annual basis.

Reasons for Proposed Decision:

To ensure the continuity of the development of childcare in Neath Port Talbot, in line with Welsh Government policies and plans. Allowing officers to strive to close the childcare sufficiency gaps identified by our Childcare Sufficiency Assessment.

To support the Governing Bodies of schools in supporting the request for childcare facilities to be developed on school sites. Thus, also supporting the Local Authority in meeting the statutory duties placed on it in the Childcare Act 2006. This will in turn support the Child Poverty agenda in enabling parents the time to enter training or employment opportunities, or to access employment or training within the childcare sector.

Implementation of Decision:

The decision will be implemented after the 3 day call in period.

List of Background Papers:

- Neath Port Talbot Childcare Sufficiency Assessment 2022
- Childcare in Schools/Education Buildings: Temporary changes to current rent arrangements, 28th July 2022
- Flying Start Phase One Expansion Plan, 28th July 2022
- Flying Start Phase Two Expansion Plan, 25th January 2023
- First Stage Screening IIA – Childcare in Schools: Change in Rent Arrangements
- Cymraeg 2050 Welsh Language Strategy (Welsh Government)
- Neath Port Talbot Welsh in Education Strategic Plan 2022 – 2032
- Neath Port Talbot Welsh in Education Strategic Plan Annual Review Report 2023/24
- Self Assessment of Service Statement (SASS) (Care Inspectorate Wales)
- Child Poverty Strategy for Wales 2024 (Welsh Government)

Officer Contact:

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Impact Assessment - First Stage

1. Details of the initiative

Initiative description and summary: Childcare in Schools: Change in Rent Arrangements

Following a successful pilot of new rent arrangements for childcare in school/education buildings, coinciding with significant development within the Neath Port Talbot childcare sector as a result of Flying Start funded childcare expansion roll out, agreement is sought to adopt a change in the way rent levels are charged for childcare within school and education buildings.

The proposed rent payment structure aims to support NPTCBC aspirations and community need, by supporting the sustainability and growth of bilingual and Welsh childcare provision in line with our Welsh Government targets and aspirations. Our Welsh Education Strategic Plan (WESP), Flying Start Childcare expansion plans and Childcare Sufficiency Assessment (CSA) identify a need to increase availability of Welsh and Bilingual onsite after school club and wrap around childcare provision.

The impact of the changes will:

- Provide a fair rent rate that reflects what we need to promote and develop as a local authority in line with Welsh Government policy and reflect the community needs.
- Sustain and grow Welsh language childcare provision within schools, increasing the number of children transitioning into Welsh medium education.
- Make afterschool clubs more sustainable in schools, where schools are unable to provide the service themselves.
- Attract more interest in running bilingual and Welsh childcare provision within school and education buildings.

Members are asked to approve a new fair and clear rent charge framework for childcare in schools that supports the ongoing and continuing development of childcare facilities on school sites. Any new agreements will be subject to these changes.

Service Area: Early Years and Flying Start
Directorate: ELLL

2. Does the initiative affect:

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

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

	Yes	No	None/ Negligible	Don't Know	Impact H/M/L	Reasons for your decision (including evidence)/How might it impact?
Age	x				M	The childcare within our school and education buildings is aimed at children aged 2-11 years. Parents and carers range in age, as do the childcare professionals that work within our sector. The proposed change will facilitate increased opportunities for children and families to access bilingual and Welsh childcare.
Disability		x			L	This is not a criterion that will be directly impacted upon by this proposal.
Gender Reassignment		x			L	This is not a criterion that will be directly impacted upon by this proposal.
Marriage/Civil Partnership		x			L	This is not a criterion that will be directly impacted upon by this proposal.

Pregnancy/Maternity		x			L	This is not a criterion that will be directly impacted upon by this proposal.
Race		x			L	This is not a criterion that will be directly impacted upon by this proposal.
Religion/Belief		x			L	This is not a criterion that will be directly impacted upon by this proposal.
Sex		x			L	This is not a criterion that will be directly impacted upon by this proposal.
Sexual orientation		x			L	This is not a criterion that will be directly impacted upon by this proposal.

4. Does the initiative impact on:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence used) / How might it impact?
People's opportunities to use the Welsh language	x				M	Additional Welsh Language or bilingual childcare will be encouraged within education and school buildings, with a reduction of rent as part of these proposals. A positive impact of an increase of exposure to the Welsh Language that schools are already tasked to work towards.
Treating the Welsh language no less favourably than English	X				M	Additional Welsh Language or bilingual childcare will be encouraged within education and school buildings, with a reduction of rent as part of these proposals to incentivise the use of and exposure to the Welsh Language

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?
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To maintain and enhance biodiversity		X			L	Promoting childcare on school sites, offers the opportunity for collaboration with schools regarding maintaining and enhancing local biodiversity
To promote the resilience of ecosystems, i.e. supporting protection of the wider environment, such as air quality, flood alleviation, etc.		X			L	Promoting childcare on school sites, offers the opportunity for collaboration with schools regarding the promotion of resilient ecosystems, such as supporting protection of the wider environment, air quality and flood alleviation

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

	Yes	No	Details
Long term - how the initiative supports the long term well-being of people	X		Childcare supports the well-being and holistic development of children and young people. It is vital that we develop and support our local NPT childcare sector. Childcare supports families by providing developmental opportunities for children, whilst offering opportunities for work, training and respite for parents. Through supporting the sustainable development of childcare as a support service, we address issues that may otherwise negatively impact on the well-being of children and their families.
Integration - how the initiative impacts upon our wellbeing objectives	X		The programme contributes to Wellbeing Objective 1 – Best Start in Life.

<p>Involvement - how people have been involved in developing the initiative</p>	X		<p>The Neath Port Talbot Childcare Sufficiency Assessment (CS) 2022 and the CSA Review 2023 data is used and reflected on to inform our targets and aspirations. Stakeholders, children, young people and parents were consulted, regarding childcare within Neath Port Talbot, with school based childcare appearing to be a preference, and gaps identified for Welsh Language and bilingual childcare reducing parental choice.</p>
<p>Collaboration - how we have worked with other services/organisations to find shared sustainable solutions</p>	X		<p>The Early Years and Flying Start Childcare Team work closely with our schools, Estates department and partner organisations such as key third sector umbrella bodies Mudiad Meithrin and Clybiau to ensure that we strive to keep the childcare sector growing and succeeding. Keeping childcare sustainable is a priority, coupled with growing a demand for Welsh language to work towards our local Welsh Language targets.</p> <p>Continuing to support childcare development within our school sites encourages strong transition from childcare to school with a plethora of benefits to the children, their families and the education providers.</p>
<p>Prevention - how the initiative will prevent problems occurring or getting worse</p>	X		<p>The consistency brought with continuing the changes in charges will prevent any confusion with charges for childcare in schools.</p> <p>Encouraging Welsh and bilingual childcare to be developed, by offering a reduced the rate for this type of childcare will increase the chances of NPTCBC meeting their Welsh Government targets around the Cymraeg 2050 Welsh Language Strategy, Childcare Sufficiency Assessment and the Neath Port Talbot Welsh in Education Strategic Plan. In addition, more broadly the initiative will increase the exposure to the Welsh Language in NPTCBC.</p> <p>Increasing the amount of Welsh and bilingual childcare supports NPTCBC to meet the gaps in childcare identified within the Childcare Sufficiency Assessment 2022, thus reducing the chance of parental and public complaints regarding lack of suitable provision for Welsh and Bilingual childcare</p>



			<p>Flying Start is the Welsh Government's targeted Early Years programme for families with children under 4 years of age who live in some of the most disadvantaged areas of Wales. Flying Start aims to make a decisive difference to the life chances of children by mitigating the impact of poverty, which is linked to poor life outcomes in early childhood, including health outcomes.</p>
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7. Declaration - based on above assessment (tick as appropriate):

A full impact assessment (second stage) is not required	X
Reasons for this conclusion	
<p>The initial IIA for the piloting of the change in charges in 2022 did not require a full impact assessment, as this change was intended to bring consistency and structure to charges for childcare settings within schools and education buildings.</p> <p>Based on the above assessment, a full impact assessment is not required as the implementation of the piloted charges has low or no impact on most factors. Any impact that has been identified is positive, providing the potential for future developments within the school based childcare sector, and additionality of access to childcare services in the Welsh Language.</p>	

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

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	Name	Position	Signature	Date
Completed by	Lisa Clement-Jones	Early Years and Flying Start Manager		03.09.2024
Signed off by	Hayley Lervy	Head of Service/Director		04.09.2024

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Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

NEATH PORT TALBOT COUNCIL

Education, Skills and Wellbeing Scrutiny Committee

12th September 2024

MATTER FOR CONSIDERATION

WARDS AFFECTED: ALL

STRATEGIC SCHOOLS IMPROVEMNET PROGRAMME (SSIP) PROPOSAL TO REORGANISE ADDITIONAL LEARNING NEEDS (ALN) PROVISION AT CWMTAWE COMPREHENSIVE SCHOOL

Purpose of Report

To allow for pre-decision consideration of the Strategic Schools Improvement Programme (SSIP) proposal to reorganise Additional Learning Needs (ALN) at Cwmtawe Comprehensive School Report by scrutiny members.

Background

The scrutiny committee have selected this item for pre-decision scrutiny before it is presented to Cabinet on 2nd October 2024 for approval.

Financial Impact

Not applicable.

Integrated Impact Assessment

Not applicable.

Valleys Communities Impacts

Not applicable.

Workforce Impacts

Not applicable.

Legal Impacts

Not applicable.

Risk Management Impacts

Not applicable.

Crime and Disorder Impacts

Not applicable.

Violence Against Women, Domestic Abuse and Sexual Violence Impacts

Not applicable.

Consultation

There is no requirement under the constitution for consultation on this item.

Recommendations

Following scrutiny, members to support recommendation outlined in the draft Cabinet report.

Appendices

Appendix 1 -

Draft Cabinet Report Strategic Schools Improvement Programme (SSIP) proposal to reorganise Additional Learning Needs (ALN) at Cwmtawe Comprehensive School

List of Background Papers

Not applicable.

Officer Contract

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NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Cabinet

2nd October 2024

REPORT OF HEAD OF SUPPORT SERVICES AND TRANSFORMATION RHIANNON CROWHURST

MATTER FOR DECISION

WARDS AFFECTED: All

STRATEGIC SCHOOLS IMPROVEMENT PROGRAMME (SSIP)- PROPOSAL TO REORGANISE ADDITIONAL LEARNING NEEDS (ALN) PROVISION AT CWMTAE COMPREHENSIVE SCHOOL – PERMISSION TO CONSULT

Purpose of report

1. To obtain approval to consult on the proposed closure of the specialist learning support centre (LSC) provision for secondary age pupils with Specific Literacy Difficulties (SpLD) at Cwmtawe Community School, with effect from 1st September 2025.

Executive summary

2. The Council is responsible for ensuring suitable provision is made for pupils with Additional Learning Needs (ALN). 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.

3. Recent work on reviewing the number and type of planned places and assessment provision across Neath Port Talbot has indicated that at primary level, the greatest area of need and therefore demand on specialist provision for the next 3 years remains in relation to Autism Spectrum Disorder (ASD), in addition to Severe and Profound Multiple Learning Difficulties (SLD/ PMLD). At secondary level, the greatest area of need and therefore demand on specialist provision for the next 3 years is also in relation to ASD, Moderate Learning Difficulties (MLD) and Social Emotional and Behavioural Difficulties (SEBD).
4. Approval is sought to consult on a proposal to close the specialist learning support centre (LSC) provision for secondary age pupils with SpLD at Cwmtawe Community School and provide education for pupils with SpLD at their catchment mainstream secondary school.
5. There are no specialist LSCs for pupils with SpLD at primary level in Neath Port Talbot and instead learners who are experiencing literacy difficulties are well supported through good high quality learning, differentiation and where appropriate, Additional Learning Provision (ALP) delivered through Individual Development Plans (IDP). The proposal seeks to replicate this model at secondary level.

Background

6. 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 for those pupils with special educational needs/additional learning needs.

7. Implementing the 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.
8. The Council has decided to review its provision on the basis of:
 - the need for places and the accessibility of schools
 - educational standards
 - the quality and suitability of school accommodation
 - effective financial management
9. The Council provides for the pupils of Neath Port Talbot who require specialist support for their educational needs at two community special schools and at learning support/ inclusion centres attached to community primary/secondary schools.
10. Within Neath Port Talbot, there are currently 761 planned places across Learning Support Centres and Special Schools. This includes: 19 LSCs which offer 281 planned places for primary aged pupils with a range of Additional Learning Needs. 8 LSCs at secondary level, which offer 163 funded planned places. These Learning Support Centres offer specialist placements for children and young people with needs including Autism Spectrum Disorder; Social, Emotional and Behavioural Difficulties; Speech, Language and Communication; Hearing Impairment and Moderate / Severe / Profound Learning Difficulties. Education is also provided for pupils in 2 special schools (Ysgol Maes y Coed and Ysgol Hendrefelin), catering for the needs of children and young people with the most complex ALN.

11. Through a robust tracking and monitoring system, Local Authority data indicates that at primary level, the greatest area of need and therefore demand on specialist provision for the next 3 years remains in relation to ASD, in addition to Severe and Profound Multiple Learning Difficulties (SLD/ PMLD). At secondary level, the greatest area of need and therefore demand on specialist provision for the next 3 years remains in relation to ASD, Moderate Learning Difficulties (MLD) and Social Emotional and Behavioural Difficulties (SEBD).
12. In response to ASD need, additional pupil places have been provided within the last 5 years at primary age in Waunceirch Primary School and Blaenhonddan Primary School, and at secondary age in Dŵr y Felin Comprehensive. 12 additional planned places for pupils with SLD / MLD have also been created within Ysgol Hendrefelin Special School and The Strategic Outline Case (SOC) in respect of the Ysgol Maes y Coed Special School Project has been approved by the Cabinet Secretary for Education and can now progress to the Outline Business Case (OBC) stage to create additional capacity at Ysgol Maes Y Coed for pupils with PMLD.

The Proposal

13. It is proposed to close the LSC for pupils with SpLD at Cwmtawe Community School with effect from 1st September 2025.
14. Neath Port Talbot Council are committed to promoting high standards of literacy for all children and young people. All learners should have access to high-quality, well-differentiated 'quality first' teaching across the curriculum within our mainstream schools and settings, as informed by current research and national guidance.
15. It is recognised that some children and young people find learning to read and write far more challenging than others, despite high quality opportunities and input. Research highlights the importance of

identifying the needs of these individuals early and ensuring that they access a differentiated curriculum to make suitable progress, aligning with national policy and good practice for children and young people with Additional Learning Needs (ALN Code of Practice, 2021 para 20.10).

16. Early assessment and intervention are regarded as not only essential to addressing literacy difficulties, but also as vital to preventing the emotional distress and disengagement from learning that can arise as a result of these barriers to learning. Mainstream schools are best placed to identify and meet the needs of learners with literacy difficulties within a 'literacy-friendly', inclusive environment that promotes children's rights. A focus on quality first teaching, alongside regular whole staff development is essential, as is working in partnership with parents and carers.
17. Through the successful implementation of IDPs, schools are increasingly supporting young people with a range of additional specific learning needs including SpLD. There are currently 10 pupils with SpLD across all Neath Port Talbot who hold a Local Authority Maintained IDP. All are educated and supported within mainstream schools, ensuring they are fully integrated and have equal access to all aspects of mainstream activities and opportunities.
18. The Learning Needs Code for Wales also states:
"The Welsh Government considers that an inclusive education, where all pupils access common opportunities in ways relevant to their needs, and which ensures that they fully belong to the school community, is of benefit to all... The ALN system relies on the knowledge and experience of teaching staff to identify ways of providing appropriate access to the curriculum for every child and young person. Meeting the needs of learners with ALN ought to be part of a whole school or institution approach to school or institution improvement. The key to this lies in the teaching staff's knowledge of each child and young person's skills and abilities. Consequently, improvements in the teaching and learning of children and young

people with ALN cannot be isolated from improvements in the teaching and learning for children and young people across a school or FEI as a whole.”

19. At present, there are 0 pupils at the Learning Support Centre for pupils with SpLD at Cwmtawe Community School. Additionally, no teachers or support staff are currently employed within the Learning Support Centre.
20. Maintaining a provision with no pupils is not considered to be best use of Council resources, and as such it is proposed that the LSC provision for SpLD should close.

Cwmtawe Community School

21. Cwmtawe Community School is a 11-16 Secondary School for boys and girls, situated in Pontardawe in the Swansea Valley.
22. Currently, the school has the capacity to accommodate 1284 full-time pupils. As of PLASC 2024, there are 1115 full time pupils at the school. The school also hosts a specialist ASD LSC provision for 13 places and a SpLD LSC provision for 12 places.
23. Closing the Cwmtawe Community School LSC for pupils with SpLD will have no detrimental effect on the school's full time pupil capacity.
24. The school was last inspected by Estyn in 2018, and current performance was judged to be excellent and good in all areas. It is reported that 'High aspirations for all pupils are at the heart of the work of Cwmtawe Community School. Most pupils display a positive work ethic and are committed to achieving their potential. They make strong progress in their knowledge, communication and skills and achieve high academic standards.'
(Estyn 2018)
25. Cwmtawe Community School has a good track record for wellbeing and attitudes towards learning. Estyn report that, 'Most pupils

display positive attitudes to their learning. They are well prepared and settle quickly in lessons, ready to work. Many respond enthusiastically to the teaching and are eager to ask and answer questions. They have a positive work ethic, are highly motivated and sustain their concentration well during tasks.'

26. Estyn also report that: 'The school is a caring and inclusive community, which promotes a culture of high expectations and care for others. The school's mission statement of 'We can, and we will succeed by working together and giving of our best' has a positive effect on pupils' behaviour, wellbeing and academic progress'.
27. The Estyn report also notes that, 'The headteacher and senior leadership team work together successfully to communicate a clear vision based on a culture of high expectations for all pupils. As a result, staff have a strong commitment to 'develop young people to live life to the full and become responsible adults who contribute positively to society'.

Quality of school building and accommodation

28. According to the condition survey carried out in 2015, overall, the school is graded category C for condition. The backlog maintenance for this site is estimated at circa £1,155,822. This figure represents the total cost of all maintenance work identified as being required at the school.
29. There are no capital works planned as a result of this proposal.

Consultation

30. This school organisation proposal is being brought forward under the Council's Strategic School Improvement Programme. Formal consultation is required in line with the Welsh Government's School Organisation Code, November 2018, which specifies the procedures to be followed, including the content of the consultation document and those to be consulted.

31. Subject to approval, it is intended to consult on this proposal between 5th November and 16th December 2024. Responses to the consultation will be reported to Cabinet for consideration by Members.

Impact on pupils

32. It is anticipated that the proposed changes will have no adverse impact on pupils. The last 5 years has seen a decline in the number of pupils attending Cwmtawe Community School Learning Support Centre for pupils with SpLD. In September 2024, there will be 0 pupils attending the centre. Therefore, the proposal to close the centre will not impact on the pupils currently attending Cwmtawe Community School.
33. For pupils within the Local Authority in receipt of an IDP for SpLD, support is provided in mainstream establishments in line with individual pupil IDPs and forms part of a continuum of support in accordance with the Additional Learning Needs and Education (Wales) Tribunal Act. The Act specifies that mainstream schools have a duty to deliver additional learning provisions (ALP) to support learners with ALN as set out in their IDP.
34. Children and young people with SpLD receive support from specialist staff at different levels, including; consultation for individuals and groups of learners; individual casework and systemic work such as delivering high quality training. Furthermore, Neath Port Talbot Inclusion Service have an agreed SpLD pathway that clearly sets out the graduated response and when it is appropriate to involve relevant professionals. The Inclusion Service will also continue to build the knowledge and capacity of schools to identify needs at an early stage and deliver appropriate support through the delivery of professional training.
35. This proposal also ensures that pupils with SpLD have the opportunity to be taught within their catchment schools alongside their peers, thus reducing the need for additional travel to a LSC. The emotional well-being of children and young people experiencing SpLD is a priority when promoting more positive outcomes for this

group. Within Neath Port Talbot, we are committed to promoting the rights of children and young people. With reference to Article 31 of the United Nations Convention on Rights of a Child (UNRC), it is also very important to ensure a balanced approach in which the child or young person has planned opportunities to relax, play and develop a range of other skills (which they may acquire with greater ease than literacy skills) to support their emotional well-being. Provision to support the confidence and emotional well-being of learners with literacy needs is key and mainstream settings can develop this by ensuring that the children and young people feel part of a learning community which recognises and responds to their needs. Learners should have a strong sense of belonging in their local mainstream school, in which a sense of belonging is a core element of embedding a whole school approach to emotional and mental well-being.

36. There will be no negative impact on pupils attending Cwmtawe Community School as a result of this proposal. Additionally providing targeted support in line with individual pupil IDPs within all mainstream secondary schools in the Local Authority ensures that pupils with SpLD have the opportunity to be taught within their catchment schools, thus reducing the need for additional travel to a LSC and increasing the potential to use well-established walking and cycling routes to school for some pupils.
37. 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

Impact on additional learning needs provision

38. Specialist support for pupils with SpLD will be provided in all mainstream establishments including Welsh-medium schools in line with individual pupil IDPs and will form part of a continuum of support in line with ALN Reform. The language medium of ALN provision is integral to the effectiveness and quality of the provision

itself. Passing the Additional Learning Needs and Education Tribunal (Wales) Act 2018 (the Act) was a turning point in this context and established the principle that the ALN system in Wales needs to be bilingual, and therefore Welsh-medium provision is equitable to the English-medium provision.

39. In line with the Additional Learning Needs Code for Wales, mainstream schools have a duty to deliver additional learning provisions (ALP) to support learners with ALN as set out in their IDP. This will ensure that pupils with SpLD are fully integrated and will have equal access to all aspects of mainstream activities and opportunities in the language of their choice.

Financial Impacts

40. Cwmtawe Community School LSC is funded from the delegated schools budget and the school receives funding for additional places at Band E. In 2023-2024, the school received an additional £17,176 for the one Year 11 pupil attending.
41. The proposal seeks to close the LSC and therefore the school budget would be adjusted accordingly.
42. Should the proposal be approved, the funding will be repurposed to provide additional provision in areas where we have identified the greatest need.
43. There are no capital receipts directly related to this proposal.

Integrated Impact Assessment

44. 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.

45. The assessment has indicated that should the proposal proceed it is likely to have a positive impact on age, disability and sex, and neutral on race, religion or belief and sexual orientation, gender reassignment, marriage and civil partnership and pregnancy and maternity. The proposal may also impact positively on opportunities to use the Welsh language. The proposal will have both neutral and positive impacts on socio economic disadvantage. It is unlikely that the proposal would impact on biodiversity.
46. Following full consultation where views of all stakeholders will be gathered, greater information will be available which will further help to inform the full assessment.

Valleys Communities Impacts

47. The impact on Neath Port Talbot's valley communities will be the same as all other areas of the County Borough as the provision admits pupils from across the whole of the county borough. Currently, there are no pupils attending the centre. Provision for pupils with SpLD will continue to be provided in all mainstream secondary schools throughout the Local Authority.

Workforce impacts

48. Currently there are no additional staff employed at Cwmtawe Community School Learning Support Centre for pupils with SpLD. As a result, staff will not be adversely affected by this proposal.

Legal impacts

49. The proposal will close an ALN provision in a mainstream school (Cwmtawe Community School) 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.

Risk management

50. A risk assessment has been carried out under the Council's Risk Management Policy 2015.

51. Potential risk areas in implementing the proposal include:

- educational outcomes for pupils are not improved
- negative response from parents
- discrimination against protected characteristics resulting in a negative impact on one or more protected groups
- staff with appropriate skills and expertise not available in all schools

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

- pupils with SpLD are not fully integrated and will not have equal access to all aspects of mainstream activities and opportunities within their catchment/ community school
- Increased financial pressure through funding planned places which are no longer required

53. Given that there are no pupils currently attending the centre and that the needs of pupils with IDPs for SpLD are currently met at mainstream schools within the Local Authority, and that high quality support is available from specialist local authority staff to ensure SpLD pupils are able to fully access mainstream education, the potential effects of the identified risks will be mitigated by implementation of the proposal.

Impact on community usage

54. The proposal should have no adverse impact on the communities at Cwmtawe Community School or at other mainstream schools where SpLD pupils are attending, as the proposal does not affect any community usage.

Recommendation

55. Having given due regard to the integrated impact and risk assessments, it is recommended that, in line with Section 48 of the School Standards and Organisation (Wales) Act 2013, Members approve consultation on a proposal to close the specialist learning support centre provision for secondary age pupils with SpLD at Cwmtawe Community School.

Reasons for proposed decision

56. This decision is necessary to comply with the formal consultation requirements imposed on the Council by the School Organisation Code. Subject to the outcome of consultation, 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 ensure that resources are utilised effectively in line with the need for specialist places within the County Borough.

Implementation of the decision

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

Appendices

Appendix A: Integrated Impact Assessment

List of background papers

- a) Strategic School Improvement Programme Principles Paper:
September 2008
[https://democracy.npt.gov.uk/Data/Cabinet/20080924/Agenda/\\$CAB-240908-REP-EL-KN.doc.pdf](https://democracy.npt.gov.uk/Data/Cabinet/20080924/Agenda/$CAB-240908-REP-EL-KN.doc.pdf)
- b) Welsh Government - School Organisation Code: November 2018
<https://gov.wales/sites/default/files/publications/2018-10/school-organisation-code-second-edition.pdf>
- c) School Standards & Organisation (Wales) Act 2013
http://www.legislation.gov.uk/anaw/2013/1/pdfs/anaw_20130001_en.pdf
- d) Additional Learning Needs and Education (Wales) Tribunal Act
[Additional Learning Needs and Education Tribunal \(Wales\) Act 2018 \(legislation.gov.uk\)](http://www.legislation.gov.uk/ukpga/2018/12/pdfs/ukpga_20180012_en.pdf)
- e) Learner Travel (Wales) Measure: 2008 & the Learner Travel Statutory Provision and Operational Guidance: 2014
http://www.legislation.gov.uk/mwa/2008/2/pdfs/mwa_20080002_en.pdf
[Microsoft Word - Contents page - Learner Travel Statutory Provision and Operational Guidance.docx \(gov.wales\)](#)
- f) Home to School Travel Policy
[npt home to school travel policy 2017.pdf](#)
- g) ALN Code of Practice 2021
[The Additional Learning Needs Code for Wales 2021 \(gov.wales\)](#)

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Appendix A: Integrated Impact Assessment

Integrated Impact Assessment (IIA)

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

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

Version Control

Version	Author	Job title	Date
e.g. Version 1	Kate Windsor-Brown	Transformation Coordinator	28/08/24

1. Details of the initiative

	Title of the Initiative: PROPOSAL TO CLOSE THE LEARNING SUPPORT CENTRE FOR PUPILS WITH SPECIFIC LITERACY DIFFICULTIES AT CWMTAWE COMMUNITY SCHOOL
1a	Service Area: Strategic School Improvement Programme
1	Directorate: ELLL
1	Summary of the initiative: Closure of specialist provision for pupils with Specific Literacy Difficulties (SpLD) at Cwmtawe Community School
1	Is this a 'strategic decision'?

	Yes- forming part of the Council's SSIP plan to ensure that resources are utilised effectively in line with the need for specialist places within the County Borough
1	Who will be directly affected by this initiative? Service Users, staff, and members of the community.
1	When and how were people consulted? Informal consultation has taken place with colleagues across the education directorate and involved schools. Formal consultation will take place in Autumn 2024 Consultation will be undertaken at a formative stage and will allow for intelligent consideration and response. The consultation period will be 6 weeks to allow consultees time to consider the proposal and submit comments. A consultation document will be published on Neath Port Talbot Council website and sent directly to relevant consultees. Hard copies will be available on request. The consultation document will invite 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.
1	What were the outcomes of the consultation? Information to be provided following consultation period and IIA to be updated at this stage

2. Evidence

What evidence was used in assessing the initiative?
<p>A great deal of information is available with relation to the population within Neath Port Talbot. This can be accessed from the following sources.</p> <ul style="list-style-type: none"> • Equality Act 2010 • Welsh Language Standards (No.1) Regulations 2015 • Well-being of Future Generations (Wales) Act 2015 • Environment (Wales) Act 2016

- NPT 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

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 areas of Autistic Spectrum Disorder (ASD), Speech and Language Difficulties (SLD), Social, Emotional and Behavioural Difficulties (SEBD) and Profound and Multiple Learning Difficulties (PMLD). This work has also been used to assess the impact of the proposal.

Following formal consultation, a Consultation Report will be prepared summarising the comments received and officer responses. Comments received will be considered and where appropriate will form part of the ongoing impact assessment. The report should be read alongside this impact assessment.

Respondents to the consultation will also be asked to complete an Equalities Monitoring form included in the consultation document and any highlighted impacts will also be carefully considered.

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 Equality Duty covers the protected characteristic of age, which refers to a person having a particular age or being within an age group.

			<p>This proposal seeks to close a specialist learning support centre for secondary aged children with SpLD. Current data indicates that there are currently 0 pupils attending the LSC in Cwmtawe Community School (PLASC 2023). Therefore closure of the LSC will have no direct negative impact on any pupils or staff at the school.</p> <p>Pupils with SpLD will benefit from attending their catchment secondary school with their peers from their primary years and will also benefit from the opportunity to experience a full mainstream curriculum.</p> <p>Neath Port Talbot council are committed to promoting high standards of literacy for all children and young people. All learners should have access to high-quality, well-differentiated 'quality first' teaching across the curriculum within our mainstream schools and settings, as informed by current research and national guidance. Research highlights the importance of identifying the needs of these individuals early and ensuring that they access a differentiated curriculum to make suitable progress, aligning with national policy and good practice for children and young people with Additional Learning Needs (ALN Code of Practice, 2021 para 20.10).</p> <p>Early assessment and intervention is regarded as not only essential to addressing literacy difficulties, but also as vital to preventing the emotional distress and disengagement from learning that can arise as a result of these barriers to learning. Schools are best placed to identify and meet the needs of learners with literacy difficulties within a 'literacy-friendly', inclusive environment that promotes children's rights. A focus on quality first teaching, alongside regular whole staff development is essential, as is working in partnership with parents and carers.</p> <p>The implementation of this proposal therefore should have a positive impact on all pupils with SpLD and also on other pupils who will also benefit from differentiated teaching and learning approaches.</p>
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			It is therefore expected that this proposal will have an overall positive impact on this aspect.
Disability	x		<p>The Council's arrangements for education across the county borough include those children and young people with a disability.</p> <p>This proposal seeks to close a specialist learning support centre for secondary aged children with SpLD. Data indicates that there are 10 pupils with SpLD across all Neath Port Talbot who hold a Local Authority Maintained IDP. All are educated and supported within mainstream schools, ensuring they are fully integrated and have equal access to all aspects of mainstream activities and opportunities, therefore closure of the LSC will have no direct negative impact on any pupils with SpLD.</p> <p>Within Neath Port Talbot, there are currently 761 planned places across Learning Support Centres and Special Schools. This includes: 19 LSCs which offer 281 planned places for primary aged pupils with a range of Additional Learning Needs. 8 LSCs at secondary level, which offer 163 funded planned places. These Learning Support Centres offer specialist placements for children and young people with needs including Autism Spectrum Disorder; Social, Emotional and Behavioural Difficulties; Speech, Language and Communication; Hearing Impairment and Moderate / Severe / Profound Learning Difficulties. Education is also provided for pupils in 2 special schools (Ysgol Maes y Coed and Ysgol Hendrefelin), catering for the needs of children and young people with the most complex ALN.</p> <p>Through a robust tracking and monitoring system, Local Authority data indicates that at primary level, the greatest area of need and therefore demand on specialist provision for the next 3 years remains in relation to Autism Spectrum Disorder (ASD), in addition to Severe and Profound Multiple Learning Difficulties (SLD/ PMLD). At secondary level, the greatest area of need and therefore demand on specialist provision for the next 3 years remains is also in relation to Autism</p>

			<p>Spectrum Disorder (ASD), Moderate Learning Difficulties (MLD) and Social Emotional and Behavioural Difficulties (SEBD). This proposal seeks to ensure that resources are utilised effectively in line with the need for specialist places within the County Borough as any savings made from the closure of the LSC will be used to address pressures in high need ALN areas.</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). There is no negative impact on pupils with SpLD and transport needs as a result of this proposal.</p> <p>It is therefore expected that this proposal will have an overall positive impact on this aspect.</p>
Gender reassignment		x	<p>It is expected that all NPTCBC schools meet the needs of pupils and staff who are transgender.</p> <p>Local Authority and school policies are in place in all mainstream schools in terms of gender reassignment. Employees and pupils within the schools are protected by the policies adopted by the Governing Body.</p> <p>The proposal will have a neutral impact on this aspect.</p>

Marriage & civil partnership			x	<p>Pupils at most of the mainstream schools are below the legal marriage age. Staff at all mainstream schools receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school.</p> <p>Employees within all schools will be protected by the policies adopted by the Governing Body and will have access to suitable HR advice.</p> <p>The proposal will have a neutral impact on this aspect.</p>
Pregnancy and maternity			x	<p>The provision of education for any pupil identified as being within this protected group would remain unaltered by the proposal.</p> <p>Employees within all schools 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>Employees of schools within the Local Authority 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 therefore is likely to have a neutral impact on this aspect.</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 within all schools.</p> <p>Religion or belief is not a criterion under the Council's Admissions Policy.</p>

			<p>Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at all schools.</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>The proposal therefore is likely to have a neutral impact on this aspect.</p>
Sex	x		<p>The Council is an inclusive employer. Across the Local Authority both male and female staff are employed within secondary education settings.</p> <p>Children of both sexes are treated and taught equally at all school within the Local Authority. There are no different methods of teaching or curricula based on sex. All schools aim to reduce, as far as possible, segregating pupils and students by gender.</p> <p>In general more boys than girls experience SpLD although often girls can experience more complex difficulties. Currently in NPT, of the pupils with a LA maintained IDP 60% are boys, matching the general trend across the UK.</p> <p>The benefits of support being provided in all mainstream schools, is likely to benefit both male and female pupils, ensuring that their peer groups are also extended</p>

				<p>beyond those pupils attending a provision and widening their curriculum opportunities.</p> <p>The proposal therefore is likely to have a positive impact on this aspect.</p>
Sexual orientation			x	<p>Inclusivity and respect of others is an intrinsic element of the National Curriculum, and all schools within the Local Authority 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.</p> <p>The proposal therefore is likely to have a neutral impact on this aspect.</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-

- All current pupils with SpLD are supported within mainstream schools in line with individual development plans and the 12 planned places in the LSC remain unfilled; additionally there are no staff employed for the LSC - therefore there is no direct negative impact on either pupils or staff
- Providing SpLD pupils with support in their catchment school alongside pupils from their primary phase education is considered to be beneficial for pupil wellbeing and sense of belonging
- Policies and procedures are in place in all schools to support with inclusive practice; local authority policies are also 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 of all schools and teaching and learning will aim to eliminate discrimination, harassment and victimisation. Employees within all schools school are protected by Local Authority policies and policies adopted by the Governing Body and have access to suitable HR advice.</p> <p>Pupils are 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. Inclusion of pupils with SpLD within mainstream classes does not only support SpLD pupils but will also aim to raise awareness with other mainstream pupils and staff about SpLD, promoting greater acceptance and understanding and eliminating discrimination, harassment and victimisation. Pupils with SpLD moving into their catchment secondary school will have the opportunity to maintain and develop friendships forged in primary school years which can help with self-confidence and resilience.</p> <p>The National Curriculum also promotes inclusivity and acceptance through teaching and learning within the school.</p> <p>The Learning Needs Code for Wales also states:</p> <p><i>“The Welsh Government considers that an inclusive education, where all pupils access common opportunities in ways relevant to their needs, and which ensures that they fully belong to the school community, is of benefit to all... The ALN system relies on the knowledge and experience of teaching staff to identify ways of providing appropriate access to the curriculum for every child and young person. Meeting the needs of learners with ALN ought to be part of a whole school or institution approach to school or institution improvement.</i></p>

To advance equality of opportunity between different groups	x			As noted above, there are no pupils or staff to assess within the LSC for pupils with SpLD in Cwmtawe Community School. Support for pupils with SpLD within mainstream classes ensures that all pupils have equal access to opportunities in ways relevant to their needs and ensures that they fully belong to the school community, thus providing greater equality of opportunity.
To foster good relations between different groups	x			The emotional well-being of children and young people experiencing SpLD is a priority when promoting more positive outcomes for this group. Provision to support the confidence and emotional well-being of learners with literacy needs is key and mainstream settings can develop this by ensuring that the children and young people feel part of a learning community which recognises and responds to their needs. Learners should have a strong sense of belonging in their local mainstream school, in which a sense of belonging is a core element of embedding a whole school approach to emotional and mental well-being.

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

This proposal, if implemented would be closely monitored in regards to the Public Sector Equality Duty (PSED). From the evidence currently available the proposal should have mainly positive impacts on PSED due to the following actions-

- Inclusion of pupils with SpLD within mainstream classes does not only support SpLD pupils but will also aim to raise awareness with other mainstream pupils and staff about SpLD, promoting greater acceptance and understanding and eliminating discrimination, harassment and victimisation.
- Raising awareness and promoting greater understanding of SpLD in mainstream classes helps to foster good relationships between all pupils.
- Staff at all mainstream schools will continue to raise awareness of inclusivity and will ensure that all pupils have equal access to opportunities in ways relevant to their needs and ensures that they fully belong to the school community, thus providing greater equality of opportunity.

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 for pupils with SpLD within their catchment school within the Local Authority.</p> <p>For some pupils, distance to their catchment mainstream school would be closer than to a provision, this could result in the ability to work/cycle to school potentially leading to reduced travel costs for parents</p> <p>The proposal would therefore have a positive impact in this regard.</p>
Negative/Disadvantage	<p>As there are currently no pupils or staff at the LSC for SpLD at Cwmtawe Community school there should be no direct negative impact at the current time as a result of this proposal.</p>
Neutral	<p>Currently, specialist support for pupils with SpLD is provided in all mainstream establishments in line with individual pupil IDPs and forms part of a continuum of support in line with the ALN Reform Act. The implementation of this proposal will not affect the current provision for pupils with SPLD within all mainstream schools. Support will be provided regardless of any specific socio-economic disadvantage.</p> <p>There are no staff members employed within the LSC for pupils with SpLD in Cwmtawe Community School therefore no staff members will be affected by the closure of the provision.</p>

What action will be taken to reduce inequality of outcome

- Progress of pupils across NPT with an IDP identifying their need as SpLD will be monitored by the local authority to ensure that there are no negative impacts as a result of the implementation of this proposal.
- Monitoring of the support available and of the improved awareness of SpLD in all mainstreams secondary schools will take place annually

5. Community Cohesion/Social Exclusion/Poverty

	+	-	+	Why will it have this impact?
Community Cohesion			x	It is not expected that the closure of a provision with no pupils or staff will impact on community cohesion
Social Exclusion	x			Continuing to support pupils with SpLD within mainstream classes ensures that all pupils have equal access to opportunities in ways relevant to their needs and ensures that they fully belong to the school community, thus providing greater social inclusion.
Poverty	x			Continuing to support pupils with SpLD within mainstream classes ensures that pupils are not at risk of participation poverty by providing opportunities for them to be included in activities experienced by their peers in their catchment school.

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

This proposal, if implemented would be closely monitored in regards to Community Cohesion/Social Exclusion/Poverty. From the evidence currently available the proposal should have mainly positive and neutral impacts on Community Cohesion/Social Exclusion/Poverty due to the following actions-

- There are no pupils or staff at the learning support centre for pupils with SpLD at Cwmtawe Community School so there is no direct impact
- Implementing the proposal will ensure that the positive impacts identified are realised
- Secondary school staff will continue to raise awareness of inclusivity and promote inclusion further throughout the schools

6. Welsh

	+	-	+/-	Why will it have this effect?
What effect does the initiative have on: – people’s opportunities to use the Welsh language	x			Cwmtawe Community School Learning Support Centre for pupils with SpLD is an English-medium provision. Following the proposed implementation of this proposal, specialist support for pupils with SpLD will continue to be provided in all mainstream establishments including Welsh-medium schools in line with individual pupil IDPs and will form part of a continuum of support in line ALN Reform. The language medium of Additional Learning Needs (ALN) provision is integral to the effectiveness and quality of the provision itself. Passing the Additional Learning Needs and Education Tribunal (Wales) Act 2018 (the Act) was a turning point in this context and established the principle that the ALN system in Wales needs to be bilingual, and therefore Welsh-medium provision is equitable to the English-medium provision. In line with the Additional Learning Needs Code for Wales, mainstream schools have a duty to deliver additional learning provisions (ALP) to support learners with ALN as set out in their IDP. This will ensure that pupils with SpLD are fully integrated and will have equal access to all aspects of mainstream activities and opportunities in the language of their choice.
– treating the Welsh and English languages equally	x			

What action will be taken to improve positive or mitigate negative impacts?
<p>This proposal, if implemented would be closely monitored in regard to Welsh. From the evidence currently available the proposal should have mainly positive and neutral impacts on the Welsh language. Actions to improve positive impacts will include:</p> <ul style="list-style-type: none"> • Ensure that specialist Welsh language SpLD resources are available for all pupils (DACC (Datblygu Addysg Cynhwysfawr Cymraeg) Welsh-medium ALNCo group to monitor this) • Ensure appropriate language support for secondary schools wishing to move along the language continuum i.e. teachers increasing the use of Welsh within lessons.

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	

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What action will be taken to improve positive or mitigate negative impacts?
<ul style="list-style-type: none"> Any future impacts will be monitored closely following the proposed closure 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
i. Long term – looking at least 10 years (and up to 25 years) ahead	<p>This proposal will support the Councils wellbeing objective 1 – ‘all children get the best start in life’ by ensuring that resources are utilised effectively in line with need.</p> <p>Cwmtawe Community School is currently receiving additional funding to manage the 12 planned places within the LSC for pupils with SpLD with 0 pupils attending in September 2024. The provision is funded from the delegated schools budget and the school receives funding for additional places at Band E which equates to approximately £17,176 per annum. Should the proposal be approved, the funding will be repurposed to provide additional provision in areas where we have identified the greatest need.</p>
ii. Prevention – preventing problems occurring or getting worse	<p>Closing the specialist provision and continuing to support pupils with SpLD within the Local Authority’s mainstream schools in line with individual pupil IDPs forms part of a continuum of support in line with the ALN Reform Act. In line with the Additional Learning Needs Code for Wales, mainstream schools have a duty to deliver additional learning provisions (ALP) to support learners with ALN as set out in their IDP. This will ensure that pupils with SpLD are fully integrated and will have equal access to all aspects of mainstream activities and opportunities.</p>
iii. Collaboration – working with other services internal or external	<p>A range of Council services are involved in ensuring that appropriate support is provided to pupils with IDPs and this forms part of a continuum of support in line with the ALN Reform Act,</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 will be subject to a comprehensive consultation with a wide range of stakeholders for a six week period.
v. Integration – making connections to maximise contribution to:	This proposal has a positive contribution to the Council's well-being objectives as it aims to ensure that pupils with SpLD are supported and are able to make progress within mainstream classes and settings.
Council's well-being objectives	The Council's well-being objectives and the supporting improvement priorities are set out in the Council's Corporate Plan. This proposal directly supports wellbeing objective – 'to ensure all children get the best start in life' by ensuring that resources are utilised effectively in line with need.
public bodies objectives	This proposal indirectly supports the Public Services Board priority to promote well-being 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 school staff within mainstream settings will monitor the progress and wellbeing of pupils with SpLD 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 proposal will have a positive impact on age, disability and sex, and neutral on race, religion or belief and sexual orientation, gender reassignment, marriage and civil partnership and pregnancy and maternity.
Socio Economic Disadvantage	The proposal will have both neutral and positive impacts on socio economic disadvantage.
Community Cohesion/ Social Exclusion/Poverty	The proposal will have a neutral impact on community cohesion but should have a positive impact on social exclusion and poverty
Welsh	The proposal will have a positive impact on the Welsh language
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 ensure all children get the best start in life'.

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

In conclusion the proposal would have a mainly positive or neutral impact in all areas, and directly contributes to ensuring that pupils are given the best start in life. It will ensure that pupils with SpLD are given the opportunity to access high-quality, well-differentiated 'quality first' teaching across the curriculum within our mainstream schools and settings, as informed by current research and national guidance. It provides the opportunity to redistribute resources to better meet the needs of ALN pupils across NPT.

11. Actions

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

Action	Who will be responsible for seeing it is done?	When will it be done by?	How will we know we have achieved our objective?
Ensure all schools have the appropriate policies in place and are aware of how to support pupils with SPLD in mainstream settings	Inclusion Team	Ongoing	Monitoring indicates good progress is made

12. Sign off

	Name	Position	Signature	Date
Completed by	Kate Windsor-Brown	Transformation Coordinator		04.09.24

Signed off by	Rhiannon Crowhurst	Head of Service/Director		04.09.24
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Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

NEATH PORT TALBOT COUNCIL

Education, Skills and Wellbeing Scrutiny Committee

12th September 2024

MATTER FOR CONSIDERATION

WARDS AFFECTED: ALL

Strategic Schools Improvement Programme (SSIP) Proposal to reorganise Additional Learning Needs (ALN) Provision at Cefn Saeson Comprehensive School

Purpose of Report

To allow for pre-decision consideration of the Strategic Schools Improvement Programme (SSIP) Proposal to reorganise Additional Learning Needs (ALN) Provision at Cefn Saeson Comprehensive School Report by scrutiny members.

Background

The scrutiny committee have selected this item for pre-decision scrutiny before it is presented to Cabinet on 23rd October 2024 for approval.

Financial Impact

Not applicable.

Integrated Impact Assessment

Not applicable.

Valleys Communities Impacts

Not applicable.

Workforce Impacts

Not applicable.

Legal Impacts

Not applicable.

Risk Management Impacts

Not applicable.

Crime and Disorder Impacts

Not applicable.

Violence Against Women, Domestic Abuse and Sexual Violence Impacts

Not applicable.

Consultation

There is no requirement under the constitution for consultation on this item.

Recommendations

Following scrutiny, members to support recommendation outlined in the draft Cabinet report.

Appendices

Appendix 1 –

Draft Cabinet Report - Strategic Schools Improvement Programme (SSIP) Proposal to reorganise Additional Learning Needs (ALN) Provision at Cefn Saeson Comprehensive School

List of Background Papers

Not applicable.

Officer Contract

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NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Cabinet

23rd October 2024

REPORT OF HEAD OF SUPPORT SERVICES AND TRANSFORMATION RHIANNON CROWHURST

MATTER FOR DECISION

WARDS AFFECTED: All

STRATEGIC SCHOOLS IMPROVEMENT PROGRAMME (SSIP)- PROPOSAL TO REORGANISE ADDITIONAL LEARNING NEEDS (ALN) PROVISION AT CEFN SAESON COMPREHENSIVE SCHOOL – PERMISSION TO CONSULT

Purpose of report

1. To obtain approval to consult on the proposed closure of the specialist learning support centre (LSC) provision for secondary age pupils with visual impairment (VI) at Cefn Saeson Comprehensive School, with effect from 1st September 2025.

Executive summary

2. The Council is responsible for ensuring suitable provision is made for pupils with Additional Learning Needs (ALN). 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.

3. Recent work on reviewing the number and type of planned places and assessment provision across Neath Port Talbot has indicated that at primary level, the greatest area of need and therefore demand on specialist provision for the next 3 years remains in relation to Autism Spectrum Disorder (ASD), in addition to Severe and Profound Multiple Learning Difficulties (SLD/ PMLD). At secondary level, the greatest area of need and therefore demand on specialist provision for the next 3 years is also in relation to Autism Spectrum Disorder (ASD), Moderate Learning Difficulties (MLD) and Social Emotional and Behavioural Difficulties (SEBD).
4. This proposal seeks to ensure that resources are utilised effectively in line with the demand for specialist provision within the County Borough. Therefore approval is sought to consult on a proposal to close the specialist LSC provision for secondary age pupils with VI at Cefn Saeson Comprehensive School and instead provide education for pupils with visual impairment within inclusive learning environments in mainstream school settings. Mainstream school staff are trained and supported by Specialist VI Staff. This has enabled the integration of these learners and has resulted in no current demand for placements at the LSC for pupils with VI.
5. Neath Port Talbot currently do not have any specialist LSCs for pupils with VI at primary level and instead learners who experience VI are well supported through good high quality learning, differentiation and where appropriate, Additional Learning Provision (ALP) delivered through Individual Development Plans (IDPs). The proposal therefore seeks to replicate this model at secondary level.

Background

6. 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 for those pupils with special educational needs/additional learning needs.

7. Implementing the 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.
8. The Council has decided to review its provision on the basis of:
 - the need for places and the accessibility of schools
 - educational standards
 - the quality and suitability of school accommodation
 - effective financial management
9. The Council provides for the pupils of Neath Port Talbot who require specialist support for their educational needs at two community special schools and at learning support/ inclusion centres attached to community primary/secondary schools.
10. Within Neath Port Talbot, there are currently 761 planned places across LSCs and Special Schools. This includes: 19 LSCs which offer 281 planned places for primary aged pupils with a range of ALN and 8 LSCs at secondary level, which offer 163 funded planned places for children and young people. These Learning Support Centres offer specialist placements for children and young people with needs including Autism Spectrum Disorder; Social, Emotional and Behavioural Difficulties; Speech, Language and Communication; Hearing Impairment and Moderate / Severe / Profound Learning Difficulties. Neath Port Talbot also provides education for pupils in 2 special schools (Ysgol Maes y Coed and

Ysgol Hendrefelin), catering for the needs of children and young people with the most complex ALN.

11. Through a robust tracking and monitoring system, Local Authority data indicates that at primary level, the greatest area of need and therefore demand on specialist provision for the next 3 years remains in relation to Autism Spectrum Disorder (ASD), in addition to Severe and Profound Multiple Learning Difficulties (SLD/ PMLD). At secondary level, the greatest area of need and therefore demand on specialist provision for the next 3 years remains is also in relation to Autism Spectrum Disorder (ASD), Moderate Learning Difficulties (MLD) and Social Emotional and Behavioural Difficulties (SEBD).
12. In response to ASD need, additional pupil places have been provided within the last 5 years at primary age in Waunceirch Primary School and Blaenhonddan Primary School, and at secondary age in Dŵr y Felin Comprehensive. 12 additional planned places for pupils with SLD / MLD have also been created within Ysgol Hendrefelin Special School and The Strategic Outline Case (SOC) in respect of the Ysgol Maes y Coed Special School Project has been approved by the Cabinet Secretary for Education and can now progress to the Outline Business Case (OBC) stage to create additional capacity at Ysgol Maes Y Coed for pupils with PMLD.
13. The proposal therefore seeks to ensure that the needs of learners with visual impairment are met within their local mainstream school, in addition to ensuring that resources are utilised effectively in line with the need for specialist places within the County Borough. Current demand is not in relation to pupils with visual impairment.

The Proposal

14. It is proposed to close the LSC for pupils with VI at Cefn Saeson Comprehensive School with effect from 1st September 2025.

15. Neath Port Talbot Council are committed to promoting high standards of learning for all children and young people. All learners should have access to high-quality, well-differentiated 'quality first' teaching across the curriculum within mainstream schools and settings, as informed by current research and national guidance. All mainstream schools and settings are provided with advice for Inclusive Learning Provision (ILP) and ALP, which further details how to include pupils with a visual impairment.
16. Through the successful implementation of IDPs, schools are increasingly supporting young people with a range of additional specific learning needs including VI. There are currently 11 secondary age pupils in receipt of a Local Authority Maintained IDP in Neath Port Talbot, none of whom attend the VI LSC at Cefn Saeson Comprehensive School (PLASC 2024).
17. The Learning Needs Code for Wales states:
"The Welsh Government considers that an inclusive education, where all pupils access common opportunities in ways relevant to their needs, and which ensures that they fully belong to the school community, is of benefit to all... The ALN system relies on the knowledge and experience of teaching staff to identify ways of providing appropriate access to the curriculum for every child and young person. Meeting the needs of learners with ALN ought to be part of a whole school or institution approach to school or institution improvement. The key to this lies in the teaching staff's knowledge of each child and young person's skills and abilities. Consequently, improvements in the teaching and learning of children and young people with ALN cannot be isolated from improvements in the teaching and learning for children and young people across a school or FEI as a whole."
18. There are currently 2 planned places for the VI LSC but 0 pupils are attending. Additionally, no teachers or support staff are currently employed within the VI LSC.

19. There is no primary LSC for VI. On transition to secondary provision, parents have opted for local mainstream secondary provision instead of the Cefn Saeson LSC, which has enabled continued access to peer friendships and greater ease of access to extra-curricular activities and community events.
20. Many visual impairments present in teenage years, when pupils have made firm relationships within their catchment secondary school. No pupils have opted to move to the LSC in Cefn Saeson Comprehensive School.

Cefn Saeson Comprehensive School

21. Cefn Saeson Comprehensive School is an 11-16 Secondary School for boys and girls, situated in Cimla, Neath.
22. Currently, the school has the capacity to accommodate 900 full-time pupils. As of PLASC 2024, there are 845 full time pupils at the school. The school also hosts a specialist Secondary Education Nurture Centre (SENC) provision for up to 16 pupils.
23. Closing the Cefn Saeson Comprehensive School LSC for pupils with VI will have no detrimental effect on the schools full time pupil capacity.
24. The school was last inspected by Estyn in 2023 and current performance was judged to be in need of significant improvement. It is reported that 'Cefn Saeson Comprehensive School is a caring school where staff know pupils well and make them feel valued and safe. Pupils are welcoming and friendly, and many behave well. They benefit from the wide range of extra-curricular opportunities on offer and the pupils involved in the various Senedd groups value the opportunities they have to contribute to the life of the school.'
(Estyn 2023)

25. In relation to wellbeing and attitudes towards learning, Estyn report that, 'Relationships between pupils and staff are a strong feature of the school, and pupils value the kind and caring approach taken by the staff. Many feel respected and well supported. They feel safe in school and know who to go to for support. Most pupils say that they are not affected by bullying and are confident that any pastoral issues are followed up effectively'.
26. Estyn also report that: 'Cefn Saeson Comprehensive School provides an inclusive learning environment that supports pupils' emotional, health and social needs well... Leaders have a sound overview of the provision for pupils with additional learning needs (ALN). They are well prepared for ALN reform and are responding positively to changes in practice, such as the use of one-page profiles and individual development plans (IDP). The school has a range of suitable provision to meet the specific needs of pupils with ALN and enable them to develop their social skills. Teaching assistants support ALN pupils effectively within mainstream lessons and in intervention sessions'.
27. The Estyn report also notes that, 'The headteacher provides passionate leadership and is supported fully by his senior team. Together, they have communicated suitably their vision of aiming 'to ensure all make meaningful progress in learning, to thrive and flourish'.

Quality of school building and accommodation

28. The new build Cefn Saeson Comprehensive School was completed in July 2022. According to the condition audit carried out in 2023, overall the school is graded category A for condition. There is no backlog maintenance for this site.
29. There are no capital works planned as a result of this proposal.

Consultation

30. This school organisation proposal is being brought forward under the Council's Strategic School Improvement Programme. Formal consultation is required in line with the Welsh Government's School Organisation Code, November 2018, which specifies the procedures to be followed, including the content of the consultation document and those to be consulted.
31. Subject to approval, it is intended to consult on this proposal between 5th November and 16th December 2024. Responses to the consultation will be reported to Cabinet for consideration by Members.

Impact on pupils

32. It is anticipated that the proposed changes will have no adverse impact on pupils. The last 5 years has seen a decline in the number of pupils attending Cefn Saeson Comprehensive School LSC for pupils with VI. Since 2022, no pupils have attended the centre. Therefore, the proposal to close the centre will not have a detrimental impact on the pupils currently attending Cefn Saeson Comprehensive School.
33. For pupils within the Local Authority in receipt of an IDP for VI, support is provided in mainstream, special school and LSCs (for other areas of need such as ASD) in line with individual pupil IDPs, and forms part of a continuum of support in accordance with the Additional Learning Needs and Education (Wales) Tribunal Act. The Act specifies that mainstream schools have a duty to deliver additional learning provisions (ALP) to support learners with ALN as set out in their IDP.
34. Children and young people with VI receive support from specialist staff at different levels, including; consultation for individual learners, individual casework and systemic work such as delivering high quality training to staff and 1:1 direct teaching as required. Furthermore, Neath Port Talbot Inclusion Service have a referral system where a pupil who is noted as being visually impaired by Heath professionals or is displaying concerning visual behaviours

can be referred to the Visual Impairment Team for advice and input if deemed necessary following assessments. The Inclusion Service will also continue to build the knowledge and capacity of schools and Early Year settings to identify needs at an early stage and deliver appropriate support through the delivery of professional training.

35. This proposal also ensures that pupils with VI have the opportunity to be taught within their catchment schools alongside their peers, thus reducing the need for additional travel to a Learning Support Centre. The emotional well-being of children and young people experiencing VI is a priority when promoting more positive outcomes for this group. Within Neath Port Talbot, we are committed to promoting the rights of children and young people. With reference to Article 31 of the United Nations Convention on Rights of a Child (UNRC), it is also very important to ensure a balanced approach in which the child or young person has planned opportunities to relax, play and develop a range of other skills to support their emotional well-being. Provision to support the confidence and emotional well-being of learners with visual impairment is key and mainstream settings can develop this by ensuring that the children and young people feel part of a learning community which recognises and responds to their needs. Learners should have a strong sense of belonging in their local mainstream school, in which a sense of belonging is a core element of embedding a whole school approach to emotional and mental well-being.

Impact on travel arrangements

36. There will be no negative impact on pupils attending Cefn Saeson Comprehensive School as a result of this proposal. Additionally providing targeted support in line with individual pupil IDPs within all mainstream secondary schools in the Local Authority ensures that pupils with VI have the opportunity to be taught within their catchment schools, thus reducing the need for additional travel to a LSC and increasing the potential to use well-established walking and cycling routes to school for some pupils.

37. 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

Impact on Additional Learning Needs provision

38. Specialist support for pupils with VI will be provided in all mainstream establishments including Welsh-medium schools in line with individual pupil IDPs and will form part of a continuum of support in line with ALN Reform. The language medium of Additional Learning Needs (ALN) provision is integral to the effectiveness and quality of the provision itself. Passing the Additional Learning Needs and Education Tribunal (Wales) Act 2018 (the Act) was a turning point in this context and established the principle that the ALN system in Wales needs to be bilingual, and therefore Welsh-medium provision is equitable to the English-medium provision. In line with the Additional Learning Needs Code for Wales, mainstream schools have a duty to deliver additional learning provisions (ALPs) to support learners with ALN as set out in their IDP. This will ensure that pupils with VI are fully integrated and will have equal access to all aspects of mainstream activities and opportunities in the language of their choice.

Financial Impacts

39. Cefn Saeson Comprehensive School LSC is funded from the delegated schools budget and the school receives funding for additional places. In 2023-2024, the school received an additional £33,928.
40. The proposal seeks to close the LSC and therefore the school budget would be adjusted accordingly.

41. Should the proposal be approved, the funding will be repurposed to provide additional provision in areas where we have identified the greatest need.
42. There are no capital receipts directly related to this proposal.

Integrated Impact Assessment

43. 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.
44. The assessment has indicated that should the proposal proceed it is likely to have a positive impact on age, disability and sex, and neutral on race, religion or belief and sexual orientation, gender reassignment, marriage and civil partnership and pregnancy and maternity. The proposal may also impact positively on opportunities to use the Welsh language. The proposal will have both neutral and positive impacts on socio economic disadvantage. It is unlikely that the proposal would impact on biodiversity.
45. Following full consultation where views of all stakeholders will be gathered, greater information will be available which will further help to inform the assessment.

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 admits pupils from across the whole of the county borough. Currently, there are no pupils attending the centre at Cefn Saeson Comprehensive School. Provision for pupils with VI will continue to be provided in all mainstream secondary schools throughout the Local Authority.

Workforce impacts

47. Currently there are no staff employed at Cefn Saeson Comprehensive School LSC for pupils with VI. As a result, staff will not be adversely affected by this proposal.

Legal impacts

48. The proposal will close an ALN provision in a mainstream school (Cefn Saeson Comprehensive School) 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.

Risk management

49. A risk assessment has been carried out under the Council's Risk Management Policy 2015.
50. Potential risk areas in implementing the proposal include:
- educational outcomes for pupils are not improved
 - discrimination against protected characteristics resulting in a negative impact on one or more protected groups
 - negative response from parents
 - staff with appropriate skills and expertise not available in all schools

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

- pupils with VI are not fully integrated into mainstream schools and will not have equal access to all aspects of mainstream activities and opportunities within their catchment school
- Increased financial pressure through funding planned places which are no longer required

52. Given that there are no pupils currently attending the LSC and that the needs of pupils with Local Authority IDPs for VI are currently met at mainstream schools within Neath Port Talbot, and that high quality support is available from specialist local authority staff to ensure VI pupils are able to fully access mainstream education, the potential effects of identified risks will be mitigated by implementation of the proposal.

Impact on community usage

53. The proposal should have no adverse impact on the communities at Cefn Saeson Comprehensive School, or at mainstream schools where VI pupils are attending as the proposal does not affect any aspect of community usage.

Recommendation

54. Having given due regard to the integrated impact and risk assessments, it is recommended that, in line with Section 48 of the School Standards and Organisation (Wales) Act 2013, Members approve consultation on a proposal to close the specialist learning support centre provision for secondary age pupils with visual impairment at Cefn Saeson Comprehensive School.

Reasons for proposed decision

55. This decision is necessary to comply with the formal consultation requirements imposed on the Council by the School Organisation

Code. Subject to the outcome of consultation, 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 ensure that resources are utilised effectively in line with the need for specialist places within the County Borough.

Implementation of the decision

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

Appendices

Appendix A: Integrated Impact Assessment

List of background papers

a) Strategic School Improvement Programme Principles Paper:
September 2008

[https://democracy.npt.gov.uk/Data/Cabinet/20080924/Agenda/\\$CAB-240908-REP-EL-KN.doc.pdf](https://democracy.npt.gov.uk/Data/Cabinet/20080924/Agenda/$CAB-240908-REP-EL-KN.doc.pdf)

b) Welsh Government - School Organisation Code: November 2018

<https://gov.wales/sites/default/files/publications/2018-10/school-organisation-code-second-edition.pdf>

c) School Standards & Organisation (Wales) Act 2013

http://www.legislation.gov.uk/anaw/2013/1/pdfs/anaw_20130001_en.pdf

d) Additional Learning Needs and Education (Wales) Tribunal Act

[Additional Learning Needs and Education Tribunal \(Wales\) Act 2018
\(legislation.gov.uk\)](http://www.legislation.gov.uk/ukpga/2018/12/section/1)

- e) Learner Travel (Wales) Measure: 2008 & the Learner Travel Statutory Provision and Operational Guidance: 2014.

http://www.legislation.gov.uk/mwa/2008/2/pdfs/mwa_20080002_en.pdf
[Microsoft Word - Contents page - Learner Travel Statutory Provision and Operational Guidance.docx \(gov.wales\)](#)

- f) Home to School Travel Policy
[npt_home_to_school_travel_policy_2017.pdf](#)

- g) ALN Code of Practice 2021
[The Additional Learning Needs Code for Wales 2021 \(gov.wales\)](#)

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Appendix A: Integrated Impact Assessment

Integrated Impact Assessment (IIA)

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

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

Version Control

Version	Author	Job title	Date
e.g. Version 1	Kate Windsor-Brown	Transformation Coordinator	28/08/24

1. Details of the initiative

	Title of the Initiative: PROPOSAL TO CLOSE THE LEARNING SUPPORT CENTRE FOR PUPILS WITH VISUAL IMPAIRMENT AT CEFN SAESON COMPREHENSIVE SCHOOL.
1a	Service Area: Strategic School Improvement Programme
1	Directorate: ELLL
1	Summary of the initiative: Closure of specialist provision for pupils with Visual Impairment (VI) at Cefn Saeson Comprehensive School
1	Is this a 'strategic decision'?

	Yes- forming part of the Council's SSIP plan to ensure that resources are utilised effectively in line with the need for specialist places within the County Borough
1	Who will be directly affected by this initiative? Service Users, staff and members of the community.
1	When and how were people consulted? Informal consultation has taken place with colleagues across the education directorate and involved schools. Formal consultation will take place in Autumn 2024 Consultation will be undertaken at a formative stage and will allow for intelligent consideration and response. The consultation period will be 6 weeks to allow consultees time to consider the proposal and submit comments. A consultation document will be published on Neath Port Talbot Council website, and sent directly to relevant consultees. Hard copies will be available on request. The consultation document will invite 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.
1	What were the outcomes of the consultation? Information to be provided following consultation period and IIA to be updated at this stage

2. Evidence

What evidence was used in assessing the initiative?
<p>A great deal of information is available with relation to the population within Neath Port Talbot. This can be accessed from the following sources.</p> <ul style="list-style-type: none"> • Equality Act 2010 • Welsh Language Standards (No.1) Regulations 2015 • Well-being of Future Generations (Wales) Act 2015 • Environment (Wales) Act 2016

- NPT 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

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 areas of Autistic Spectrum Disorder (ASD), Speech and Language Difficulties (SLD), Social, Emotional and Behavioural Difficulties (SEBD) and Profound and Multiple Learning Difficulties (PMLD). This work has also been used to assess the impact of the proposal.

Following formal consultation a Consultation Report will be prepared summarising the comments received and officer responses. Comments received will be considered and where appropriate will form part of the ongoing impact assessment. The report should be read alongside this impact assessment.

Respondents to the consultation will also be asked to complete an Equalities Monitoring form included in the consultation document and any highlighted impacts will also be carefully considered.

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 Equality Duty covers the protected characteristic of age, which refers to a person having a particular age or being within an age group.

			<p>This proposal seeks to close a specialist learning support centre for secondary aged children with VI. Current data indicates that there are currently 0 pupils attending the 2 place LSC in Cefn Saeson Comprehensive School (PLASC 2023). Therefore closure of the LSC will have no direct negative impact on any pupils or staff at the school.</p> <p>Pupils with VI will benefit from attending their catchment secondary school with their peers from their primary years and will also benefit from the opportunity to experience a full mainstream curriculum.</p> <p>Neath Port Talbot Council are committed to promoting high standards of learning for all children and young people. All learners should have access to high-quality, well-differentiated 'quality first' teaching across the curriculum within mainstream schools and settings, as informed by current research and national guidance. All mainstream schools and settings are provided with advice for Inclusive Learning Provision which further details how to include pupils with a visual impairment.</p> <p>It is therefore expected that this proposal will have an overall positive impact on this aspect.</p>
Disability	x		<p>The Council's arrangements for education across the county borough include those children and young people with a disability.</p> <p>This proposal seeks to close a specialist learning support centre for secondary aged children with VI. Data indicates There are currently 38 pupils in receipt of a Local Authority Maintained IDP in Neath Port Talbot, none of whom attend the VI LSC at Cefn Saeson Comprehensive School.</p> <p>Within Neath Port Talbot, there are currently 761 planned places across Learning Support Centres and Special Schools. This includes: 19 LSCs which offer 281 planned places for primary aged pupils with a range of Additional Learning Needs.</p>

			<p>8 LSCs at secondary level, which offer 163 funded planned places. These Learning Support Centres offer specialist placements for children and young people with needs including Autism Spectrum Disorder; Social, Emotional and Behavioural Difficulties; Speech, Language and Communication; Hearing Impairment and Moderate / Severe / Profound Learning Difficulties. Education is also provided for pupils in 2 special schools (Ysgol Maes y Coed and Ysgol Hendrefelin), catering for the needs of children and young people with the most complex ALN.</p> <p>Through a robust tracking and monitoring system, Local Authority data indicates that at primary level, the greatest area of need and therefore demand on specialist provision for the next 3 years remains in relation to Autism Spectrum Disorder (ASD), in addition to Severe and Profound Multiple Learning Difficulties (SLD/ PMLD). At secondary level, the greatest area of need and therefore demand on specialist provision for the next 3 years remains is also in relation to Autism Spectrum Disorder (ASD), Moderate Learning Difficulties (MLD) and Social Emotional and Behavioural Difficulties (SEBD). This proposal seeks to ensure that resources are utilised effectively in line with the need for specialist places within the County Borough as any savings made from the closure of the LSC will be used to address pressures in high need ALN areas.</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</p>
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			<p>Council). There is no negative impact on pupils with VI and transport needs as a result of this proposal.</p> <p>It is therefore expected that this proposal will have an overall positive impact on this aspect.</p>
Gender reassignment		x	<p>It is expected that all NPT schools meet the needs of pupils and staff who are transgender.</p> <p>Local Authority and school policies are in place in all mainstream schools in terms of gender reassignment. Employees and pupils within the schools are protected by the policies adopted by the Governing Body.</p> <p>The proposal will have a neutral impact on this aspect.</p>
Marriage & civil partnership		x	<p>Pupils at most of the mainstream schools are below the legal marriage age. Staff at all mainstream schools receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school.</p> <p>Employees within all schools will be protected by the policies adopted by the Governing Body and will have access to suitable HR advice.</p> <p>The proposal will have a neutral impact on this aspect.</p>
Pregnancy and maternity		x	<p>The provision of education for any pupil identified as being within this protected group would remain unaltered by the proposal.</p> <p>Employees within all schools 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>

<p>Race</p>			<p>x</p> <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>Employees of schools within the Local Authority 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 therefore is likely to have a neutral impact on this aspect.</p>
<p>Religion or belief</p>			<p>x</p> <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 within all schools.</p> <p>Religion or belief is not a criterion under the Council’s Admissions Policy. Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at all schools.</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>The proposal therefore is likely to have a neutral impact on this aspect.</p>

Sex	x		<p>The Council is an inclusive employer. Across the Local Authority both male and female staff are employed within secondary education settings.</p> <p>Children of both sexes are treated and taught equally at all school within the Local Authority. There are no different methods of teaching or curricula based on sex. All schools aim to reduce, as far as possible, segregating pupils and students by gender.</p> <p>There is no data to suggest either sex are more likely to experience VI, and in NPT currently there are an equal number of boys and girls with VI.</p> <p>The benefits of support being provided in all mainstream schools, is likely to benefit both male and female pupils, ensuring that their peer groups are also extended beyond those pupils attending a provision and widening their curriculum opportunities.</p> <p>The proposal therefore is likely to have a positive impact on this aspect.</p>
Sexual orientation		x	<p>Inclusivity and respect of others is an intrinsic element of the National Curriculum, and all schools within the Local Authority 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.</p> <p>The proposal therefore is likely to have a neutral impact on this aspect.</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-

- All current pupils with VI are supported within mainstream schools in line with individual development plans and the 2 planned places in the LSC remain unfilled; additionally there are no staff employed for the LSC - therefore there is no direct negative impact on either pupils or staff
- Providing VI pupils with support in their catchment school alongside pupils from their primary phase education is considered to be beneficial for pupil wellbeing and sense of belonging
- Policies and procedures are in place in all schools to support with inclusive practice; local authority policies are also 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 of all schools and teaching and learning will aim to eliminate discrimination, harassment and victimisation. Employees within all schools school are protected by Local Authority policies and policies adopted by the Governing Body and have access to suitable HR advice.</p> <p>Pupils are 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. Inclusion of pupils with VI within mainstream classes does not only support VI pupils but will also aim to raise awareness with other mainstream pupils and staff about VI, promoting greater acceptance and understanding and eliminating discrimination, harassment and victimisation. Pupils with VI moving into their catchment secondary school will</p>

			<p>have the opportunity to maintain and develop friendships forged in primary school years which can help with self-confidence and resilience.</p> <p>The National Curriculum also promotes inclusivity and acceptance through teaching and learning within the school.</p> <p>The Learning Needs Code for Wales also states:</p> <p><i>“The Welsh Government considers that an inclusive education, where all pupils access common opportunities in ways relevant to their needs, and which ensures that they fully belong to the school community, is of benefit to all... The ALN system relies on the knowledge and experience of teaching staff to identify ways of providing appropriate access to the curriculum for every child and young person. Meeting the needs of learners with ALN ought to be part of a whole school or institution approach to school or institution improvement”.</i></p>
To advance equality of opportunity between different groups	x		<p>As noted above, there are no pupils or staff to assess within the LSC for pupils with VI within Cefn Saeson Comprehensive School. Support for pupils with VI within mainstream classes ensures that all pupils have equal access to opportunities in ways relevant to their needs and ensures that they fully belong to the school community, thus providing greater equality of opportunity.</p>
To foster good relations between different groups	x		<p>The emotional well-being of children and young people experiencing VI is a priority when promoting more positive outcomes for this group. Provision to support the confidence and emotional well-being of learners with VI is key and mainstream settings can develop this by ensuring that the children and young people feel part of a learning community which recognises and responds to their needs. Learners should have a strong sense of belonging in their local mainstream school, in which a sense of belonging is a core element of embedding a whole school approach to emotional and mental well-being.</p>

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

This proposal, if implemented would be closely monitored in regards to the Public Sector Equality Duty (PSED). From the evidence currently available the proposal should have mainly positive impacts on PSED due to the following actions-

- Inclusion of pupils with VI within mainstream classes does not only support VI pupils but will also aim to raise awareness with other mainstream pupils and staff about VI, promoting greater acceptance and understanding and eliminating discrimination, harassment and victimisation.
- Raising awareness and promoting greater understanding of VI in mainstream classes helps to foster good relationships between all pupils.
- Staff at all mainstream schools will continue to raise awareness of inclusivity and will ensure that all pupils have equal access to opportunities in ways relevant to their needs and ensures that they fully belong to the school community, thus providing greater equality of opportunity.

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 for pupils with VI within their catchment school within the Local Authority.</p> <p>For some pupils, distance to their catchment mainstream school would be closer than to a provision, this could result in the ability to work/cycle to school potentially leading to reduced travel costs for parents</p> <p>The proposal would therefore have a positive impact in this regard.</p>
Negative/Disadvantage	<p>As there are currently no pupils or staff at the LSC for VI at Cefn Saeson Comprehensive school there should be no direct negative impact at the current time as a result of this proposal.</p>

Neutral	<p>Currently, specialist support for pupils with VI is provided in all mainstream establishments in line with individual pupil IDPs and forms part of a continuum of support in line with the ALN Reform Act. The implementation of this proposal will not affect the current provision for pupils with VI within all mainstream schools. Support will be provided regardless of any specific socio-economic disadvantage.</p> <p>There are no staff members employed within the LSC for pupils with VI in Cefn Saeson Comprehensive School, therefore no staff members will be affected by the closure of the provision.</p>
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What action will be taken to reduce inequality of outcome
<ul style="list-style-type: none"> • Progress of pupils across NPT with an IDP identifying their need as VI will be monitored by the local authority to ensure that there are no negative impacts as a result of the implementation of this proposal. • Monitoring of the support available and of the improved awareness of VI in all mainstreams secondary schools will take place annually

5. Community Cohesion/Social Exclusion/Poverty

	+	-	+	Why will it have this impact?
Community Cohesion			x	It is not expected that the closure of a provision with no pupils or staff will impact on community cohesion
Social Exclusion	x			Continuing to support pupils with VI within mainstream classes ensures that all pupils have equal access to opportunities in ways relevant to their needs and ensures that they fully belong to the school community, thus providing greater social inclusion.

Poverty	x			Continuing to support pupils with VI within mainstream classes ensures that pupils are not at risk of participation poverty by providing opportunities for them to be included in activities experienced by their peers in their catchment school.
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What action will be taken to improve positive or mitigate negative impacts?

This proposal, if implemented would be closely monitored in regards to Community Cohesion/Social Exclusion/Poverty. From the evidence currently available the proposal should have mainly positive and neutral impacts on Community Cohesion/Social Exclusion/Poverty due to the following actions-

- There are no pupils or staff at the learning support centre for pupils with VI at Cefn Saeson Comprehensive School so there is no direct impact
- Implementing the proposal will ensure that the positive impacts identified are realised
- Secondary school staff will continue to raise awareness of inclusivity and promote inclusion further throughout the schools

6. Welsh

	+	-	+/-	Why will it have this effect?
What effect does the initiative have on: - people's opportunities to use the Welsh language				Cefn Saeson Comprehensive School Learning Support Centre for pupils with VI is an English-medium provision. Following the proposed implementation of this proposal, specialist support for pupils with VI will continue to be provided in all mainstream establishments including Welsh-medium schools in line with individual pupil IDPs and will form part of a continuum of support in line ALN Reform. The

<p>- treating the Welsh and English languages equally</p>				<p>language medium of Additional Learning Needs (ALN) provision is integral to the effectiveness and quality of the provision itself. Passing the Additional Learning Needs and Education Tribunal (Wales) Act 2018 (the Act) was a turning point in this context and established the principle that the ALN system in Wales needs to be bilingual, and therefore Welsh-medium provision is equitable to the English-medium provision. In line with the Additional Learning Needs Code for Wales, mainstream schools have a duty to deliver additional learning provisions (ALPs) to support learners with ALN as set out in their IDP. This will ensure that pupils with VI are fully integrated and will have equal access to all aspects of mainstream activities and opportunities in the language of their choice.</p>
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<p>What action will be taken to improve positive or mitigate negative impacts?</p>
<p>This proposal, if implemented would be closely monitored in regards to Welsh. From the evidence currently available the proposal should have mainly positive and neutral impacts on the Welsh language. Actions to improve positive impacts will include:</p> <ul style="list-style-type: none"> • Ensure that specialist Welsh language VI resources are available for all pupils (DACC (Datblygu Addysg Cynhwysfawr Cymraeg) Welsh-medium ALNCo group to monitor this) • Ensure appropriate language support for secondary schools wishing to move along the language continuum i.e. teachers increasing the use of Welsh within lessons.

7. Biodiversity

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

<p>Biodiversity Duty</p>	<p>+</p>	<p>-</p>	<p>+/-</p>	<p>Why will it have this impact?</p>
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To maintain and enhance biodiversity			x	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).
To promote the resilience of ecosystems, i.e. supporting protection of the wider environment, such as air quality, flood alleviation, etc.			x	<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>

What action will be taken to improve positive or mitigate negative impacts?
<ul style="list-style-type: none"> Any future impacts will be monitored closely following the proposed closure 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
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<p>i. Long term – looking at least 10 years (and up to 25 years) ahead</p>	<p>This proposal will support the Councils wellbeing objective 1 – ‘all children get the best start in life’ by ensuring that resources are utilised effectively in line with need.</p> <p>Cefn Saeson Comprehensive School is currently receiving additional funding to manage the 2 planned places within the LSC for pupils with visual impairment with 0 pupils attending. The provision is funded from the delegated schools budget and the school receives funding for which equates to approximately £33,928 per annum.</p> <p>Should the proposal be approved, the funding will be repurposed to provide additional provision in areas where we have identified the greatest need.</p>
<p>ii. Prevention – preventing problems occurring or getting worse</p>	<p>Closing the specialist provision and continuing to support pupils with VI within the Local Authority’s mainstream schools in line with individual pupil IDPs forms part of a continuum of support in line with the ALN Reform Act. In line with the Additional Learning Needs Code for Wales, mainstream schools have a duty to deliver additional learning provisions (ALPs) to support learners with ALN as set out in their IDP. This will ensure that pupils with VI are fully integrated and will have equal access to all aspects of mainstream activities and opportunities.</p>
<p>iii. Collaboration – working with other services internal or external</p>	<p>A range of Council services are involved in ensuring that appropriate support is provided to pupils with IDPs and this forms part of a continuum of support in line with the ALN Reform Act.</p>
<p>iv. Involvement – involving people, ensuring they reflect the diversity of the population</p>	<p>Informal consultation has taken place with a range of stakeholders to help shape the proposal. Additionally the proposal will be subject to a comprehensive consultation with a wide range of stakeholders for a six week period.</p>
<p>v. Integration – making connections to maximise contribution to:</p>	<p>This proposal has a positive contribution to the Council’s well-being objectives as it aims to ensure that pupils with VI are supported and are able to make progress within mainstream classes and settings.</p>
<p>Council’s well-being objectives</p>	<p>The Council’s well-being objectives and the supporting improvement priorities are set out in the Council’s Corporate Plan. This proposal directly supports wellbeing objective – ‘to ensure all children get the best start in life’ by ensuring that resources are utilised effectively in line with need.</p>

public bodies objectives	This proposal indirectly supports the Public Services Board priority to promote well-being through and in the workplace
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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.

<p>If the proposal is implemented then school staff within mainstream settings will monitor the progress and wellbeing of pupils with VI 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.</p>

10. Assessment Conclusions

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

	Conclusion
Equalities	The proposal will have a positive impact on age, disability and sex, and neutral on race, religion or belief and sexual orientation, gender reassignment, marriage and civil partnership and pregnancy and maternity.
Socio Economic Disadvantage	The proposal will have both neutral and positive impacts on socio economic disadvantage.

Community Cohesion/ Social Exclusion/Poverty	The proposal will have a neutral impact on community cohesion but should have a positive impact on social exclusion and poverty
Welsh	The proposal will have a positive impact on the Welsh language
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 ensure all children get the best start in life'.

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

In conclusion the proposal would have a mainly positive or neutral impact in all areas, and directly contributes to ensuring that pupils are given the best start in life. It will ensure that pupils with VI are given the opportunity to access high-quality, well-differentiated 'quality first' teaching across the curriculum within our mainstream schools and settings, as informed by current research and national guidance. It provides the opportunity to redistribute resources to better meet the needs of ALN pupils across NPT.

11. Actions

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

Action	Who will be responsible for seeing it is done?	When will it be done by?	How will we know we have achieved our objective?
Ensure all schools have the appropriate policies in place and are aware of how to support pupils with VI in mainstream settings	Inclusion Team	Ongoing	Monitoring indicates good progress is made

12. Sign off

	Name	Position	Signature	Date
Completed by	Kate Windsor-Brown	Transformation Coordinator		04.09.24
Signed off by	Rhiannon Crowhurst	Head of Service/Director		04.09.24



Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

NEATH PORT TALBOT COUNCIL

Education, Skills and Wellbeing Scrutiny Committee

12th September 2024

MATTER FOR CONSIDERATION

WARDS AFFECTED: ALL

AIR QUALITY ACTION PLAN

Purpose of Report

To allow for pre-decision consideration of the Air Quality Action Plan by scrutiny members.

Background

The scrutiny committee have selected this item for pre-decision scrutiny before it is presented to Cabinet on 2nd October 2024 for approval.

Financial Impact

Not applicable.

Integrated Impact Assessment

Not applicable.

Valleys Communities Impacts

Not applicable.

Workforce Impacts

Not applicable.

Legal Impacts

Not applicable.

Risk Management Impacts

Not applicable.

Crime and Disorder Impacts

Not applicable.

Violence Against Women, Domestic Abuse and Sexual Violence Impacts

Not applicable.

Consultation

There is no requirement under the constitution for consultation on this item.

Recommendations

Following scrutiny, members to support recommendation outlined in the draft Cabinet report.

Appendices

Appendix 1 –
Draft Cabinet Report – Air Quality Action Plan

List of Background Papers

Not applicable.

Officer Contract

Celvin Davies – General Environmental Health Manager Tel: 01639 685613 or email c.davies13@npt.gov.uk

Pamela Chivers, Scrutiny Officer
Email: p.chivers@npt.gov.uk

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NEATH PORT TALBOT COUNCIL

CABINET

2nd October 2024

Report of the Head of Planning and Public Protection Ceri Morris

Matter for Decision

Wards Affected: All Wards

Part IV Environment Act 1995 – Consideration of the Draft Air Quality Action Plan (2024-2029) and the consultation procedures to be implemented.

Purpose of the Report

To consider the Draft Air Quality Action Plan along with the consultation / engagement procedures to be implemented.

Executive Summary

The draft Air Quality Action Plan has been produced as part of statutory duties placed on the Local Authority by the Local Air Quality Management framework.

The plan outlines the actions required to improve air quality in Neath Port Talbot between 2024 and 2029, to ensure that the daily mean PM₁₀ Air Quality Objective (AQO) is met. Upon publication, it will replace the previous Action Plan which covered the period 2012 to 2024.

This report seeks Member endorsement of the Draft Air Quality Action Plan for the purposes of consultation.

Background

In 2000 the Council declared an Air Quality Management Area (AQMA) for Taibach–Margam, due to exceedances of the national Air Quality Objective (AQO) for daily mean particulate matter (PM₁₀).

Whilst the PM₁₀ daily AQO was not exceeded from 2018 through to 2022, the daily mean AQO at the 'Prince Street 2' monitoring station was exceeded in 2023; hence the Air Quality Management Area continues to remain in place.

The Council is required to review and revise its Air Quality Action Plan in order to achieve the prescribed air quality objectives. When considering revisions to the Action Plan, the Council is required to consult and engage widely with the public and stakeholders.

Following the formal consultation process, all comments and observations received will be reviewed and a final version of the Action Plan will be prepared and reported back to Members.

Draft Air Quality Action Plan (2024-2029)

The Draft Air Quality Action Plan is presented in full in Appendix 2.

The Action Plan presents a summary of the current air quality in Neath Port Talbot; sets the current issues within the broader context; presents the Council's air quality priorities; and ultimately presents the measures and priority actions to improve air quality across the County Borough.

Members should note that all proposed measures / actions are presented in Table 5-1, which contains:

- A list of the actions that form part of the Plan.
- The responsible individual and/or Department/Organisation who will deliver the respective action.
- An estimated cost of implementing each action (i.e. overall cost and cost to the Local Authority).
- The expected benefit in terms of pollutant emission and/or concentration reduction (ranked as 'high', 'medium' and 'low').
- The timescale for implementation.
- How progress will be monitored.

The Air Quality Action Plan will be subject to an annual review and appraisal of progress. Progress each year will be reported in the 'Annual Status Reports' (ASRs) produced by the Council as part of our statutory Local Air Quality Management duties.

Consultation and Engagement Procedures

Members should note that the Air Quality Action Plan has already been the subject of stakeholder engagement and workshops, which has enabled the preparation of the current draft.

Subject to Member approval, the next step will be for the draft Action Plan to be subject to a formal statutory period of consultation. With the feedback from the consultation, a final version of the Action Plan will be prepared and brought back to Members for approval – this is likely to be towards the end of 2024.

The draft Air Quality Action Plan has been produced with engagement from a Steering Group, which comprised of members from the Council, Natural Resources Wales, Public Health Wales and local businesses operating Environmental Permits in the area.

The Council must now undertake a 28-day public consultation process with interested local organisations and bodies (e.g. residents and local businesses affected by the AQAP measures), which will be done via the Council's website.

As part of the formal consultation process, officers will also directly correspond with consultees, namely Secretary of State for Wales; Welsh Government / DEFRA; Natural Resources Wales; South Wales Trunk Road Agent (SWTRA); Neath Port Talbot Council Highways; Neighbouring Local Authorities; Public Health Wales and Swansea Bay University Health Board.

Financial Impacts

The projects and initiatives to be delivered by the Council, to achieve the measures in the Action Plan, will be funded using a combination of existing budgets and new external sources of funding such as the Welsh Air Quality Grant. Where currently available, an estimate of cost of the measures is included in the Action Plan.

Given the current financial pressures on budgets however, further financial appraisals will be required, and it may not be possible to achieve all of the measures set out in the plan due to cost, especially where a specific budget has not been identified.

Members should note that the Council does not have direct control over the delivery of all of the projects and initiatives contained in the Action Plan. Their implementation therefore will rely on the responsible organisation being able to fund and implement the measure.

Integrated Impact Assessment

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

The first stage assessment, presented in Appendix 1, has indicated that a more in-depth assessment is not required.

Valleys Communities Impacts

No implications.

Workforce Impacts

No implications.

Legal Impacts

The statutory framework for air quality management is contained in Part IV of the Environment Act 1995 (as amended). Any alleged failure to conduct a lawful consultation, or to have proper regard to the responses received, when adopting the final version of the Air Quality Action Plan, may be subject to a legal challenge.

Risk Management Impacts

The Council will be in breach of its statutory duties to prepare, consult upon and publish an Air Quality Action Plan should there be a failure to implement the proposed recommendations.

Recommendations

That having considered the report and having due regard to the Integrated Impact Assessment, it is recommended that:

1. The Draft Air Quality Action Plan (2024-2029) as presented in Appendix 2 be agreed for the purposes of consultation.
2. The consultation procedures as set out in the report are implemented.

Reasons for Proposed Decision

The decisions are needed to ensure compliance with the requirements of Part IV of the Environment Act 1995.

Implementation of Decision

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

Appendices

Appendix 1 – First Stage Integrated Impact Assessment.

Appendix 2 – Draft Air Quality Action Plan 2024-2029

List of Background Papers

Local Air Quality Management Policy Guidance.

Officer Contact

Celvin Davies – General Environmental Health Manager

Tel: 01639 685613 or email c.davies13@npt.gov.uk

Appendix 1: First Stage Integrated Impact Assessment

1. Details of the initiative

Initiative Description and Summary: Draft Air Quality Action Plan
Service Area: Planning & Public Protection
Directorate: Environment & Regeneration

2. Does the initiative affect:

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

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

	Yes	No	None/ Negligible	Don't Know	Impact H/M/L	Reasons for your decision (including evidence)/How might it impact?
Age		X				Action required to comply statutory air quality requirement
Disability		X				Action required to comply statutory air quality requirement
Gender Reassignment		X				Action required to comply statutory air quality requirement
Marriage/Civil Partnership		X				Action required to comply statutory air quality requirement
Pregnancy/Maternity		X				Action required to comply statutory air quality requirement
Race		X				Action required to comply statutory air quality requirement
Religion/Belief		X				Action required to comply statutory air quality requirement
Sex		X				Action required to comply statutory air quality requirement
Sexual orientation		X				Action required to comply statutory air quality requirement

4. Does the initiative impact on:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence used) / How might it impact?
People's opportunities to use the Welsh language		x				Action required to comply statutory air quality requirement
Treating the Welsh language no less favourably than English		x				Action required to comply statutory air quality requirement

5. Does the initiative impact on biodiversity:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence) / How might it impact?
To maintain and enhance biodiversity		x				No negative impact anticipated. The Air Quality Limits identified in the report are used by legislation as a measure of regulatory compliance for Air Quality in the UK.
To promote the resilience of ecosystems, i.e. supporting protection of the wider environment, such as air quality, flood alleviation, etc.		x				Air Quality Standards are concentrations recorded over a given time period, which are considered to be acceptable in terms of what is scientifically known about the effects of each pollution on health and on the environment. They can also be used as a benchmark to indicate whether air pollution is getting better or worst. Implementation of the actions contained in the draft Air Quality Action Plan will not negatively impact biodiversity or ecosystems but will help achieve better air quality, which will have a positive effect on biodiversity and ecosystems.

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

	Yes	No	Details

Long term - how the initiative supports the long-term well-being of people	X		The links between Air Quality and Health impact are widely reported. Any improvements to Air Quality will have a positive impact on the long term well being of people in Neath Port Talbot.
Integration - how the initiative impacts upon our wellbeing objectives	X		The Air Quality Action plan will contribute towards 'Well-being Objective 2: All our communities will be thriving and sustainable', so that we can maintain and enhance resilient communities and a resilient natural environment.
Involvement - how people have been involved in developing the initiative	X		A stakeholder group comprising of partner organisations and local businesses with an environmental permit has been established. A workshop took place with the stakeholder group, and their comments and feedback to date has been absorbed into to the draft Air Quality Action Plan. The next step is to undertake wider Engagement and Consultation with the public and stakeholder group.
Collaboration - how we have worked with other services/organisations to find shared sustainable solutions	X		A stakeholder group of other services and organisations fed into the development of the draft air quality action plan.
Prevention - how the initiative will prevent problems occurring or getting worse	X		The measures set out in the draft air quality action aim to reduce air pollution and put in place specific actions to prevent breaches of air quality objectives.

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

A full impact assessment (second stage) is not required	X
Reasons for this conclusion: Action required to comply statutory air quality requirement to produce an Air Quality Action Plan.	
A full impact assessment (second stage) is required	
Reasons for this conclusion	

	Name	Position	Date
Completed by	Celvin Davies	General Environmental Health Manager	16/08/2024
Signed off by	Ceri Morris	Head of Planning & Public Protection	16 th August 2024



Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

Neath Port Talbot County Borough Council Air Quality Action Plan

In fulfilment of Part IV of the Environment Act 1995

Local Air Quality Management

2024-2029

Neath Port Talbot County Borough Council

Information	Neath Port Talbot County Borough Council Details
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Date	<Enter Date of Report>

Executive Summary

This Air Quality Action Plan (AQAP) has been produced as part of our statutory duties required by the Local Air Quality Management framework. It is required due to the Air Quality Management Area (AQMA) declared for Margam-Taibach, due to exceedances of the national Air Quality Objective (AQO) for daily mean particulate matter (PM₁₀). Whilst the AQO was not exceeded from 2018 through to 2022, Prince Street 2 did exceed the daily mean AQO in 2023; hence the AQMA should continue to remain in place.

This action plan outlines the action we will take to improve air quality in Neath Port Talbot between 2024 and 2029 to ensure that the daily mean PM₁₀ AQO is met. It replaces the previous action plan which ran from 2012 to 2024.

Projects delivered through the past action plan include:

- Knowledge sharing and collaborative working through the PM₁₀ Steering Group, Data Team, Regulator's Team and Industrial Forum, with Welsh Government, Natural Resources Wales, and permitted industrial operators (Tata, Tata suppliers and sub-contractors and Costain).
- NPTCBC provides email alerts to other organisations to help resolve emerging poor air quality situation. These alerts are based on automatic PM₁₀ monitoring stations operated by NPTCBC.
- Ongoing dust reduction programme/improvement works at the Steelworks, aimed at identifying and quantifying sources of dust. This is one of a number of interventions carried out by Natural Resources Wales, together with industry operators, and implemented through the IPPC permitting process.
- Ongoing planning policy requirements for proposed new or expanded activities or developments with the potential to impact the AQMA will be reviewed, and where these pose a significant risk to Air Quality Objectives, they will be assessed in accordance with the Environment Agency HORIZONTAL GUIDANCE NOTE IPPC H1: "Environmental Assessment and Appraisal of BAT" MODULE 3 Quantify Impacts – ISBN 011 3101082.

- Port Talbot Peripheral Distributor Road (PDR) relief road providing a bypass of the A48.
- Ongoing regulation of NPTCBC and Natural Resources Wales permitted industrial activities by respective organisations.
- Transport planning through the development control process.
- School travel planning.
- Discouraging bonfires through education and diversion of green waste for composting.
- Monthly street sweeping in Taibach Margam.
- Air alerts to the public.

Air pollution is associated with a number of adverse health impacts. It is recognised as a contributing factor in the onset of heart disease and cancer. Additionally, air pollution particularly affects the most vulnerable in society: children and older people, and those with heart and lung conditions. There is also often a strong correlation with equalities issues, because areas with poor air quality are also often the less affluent areas^{1,2}.

The annual health cost to society of the impacts of particulate matter alone in the UK is estimated to be around £16 billion³. NPTCBC is committed to reducing the exposure of people in NPTCBC to poor air quality in order to improve health.

We have developed actions that can be considered under nine broad topics:

- Alternatives to private vehicle use
- Environmental permits
- Policy guidance and development control

¹ Environmental equity, air quality, socioeconomic status and respiratory health, 2010

² Air quality and social deprivation in the UK: an environmental inequalities analysis, 2006

³ Defra. Abatement cost guidance for valuing changes in air quality, May 2013

- Promoting low emission plants
- Promoting low emission transport
- Promoting travel alternatives
- Public information
- Transport planning and infrastructure
- Traffic management

Our priorities are:

- Priority 1 - Improve overall air quality across the borough
- Priority 2 - Through collaborative working, ensure that wider strategic air quality action is implemented through existing policy areas
- Priority 3 - Developing partnerships and public education
- Priority 4 - Assess and manage PM_{2.5} exposure

In this AQAP we outline how we plan to effectively tackle air quality issues within our control. However, we recognise that there are a large number of air quality policy areas that are outside of our influence (such as vehicle emissions standards agreed in Europe), but for which we may have useful evidence, and so we will continue to work with regional and central government on policies and issues beyond NPTCBC's direct influence.

Responsibilities and Commitment

This AQAP was prepared by the Planning and Public Protection of NPTCBC with the support and agreement of the following officers and departments:

- Celvin Davies, General Environmental Health Manager, Planning and Public Protection
- Gareth Liley, Environmental Health Team Leader, Planning and Public Protection
- Leah Morgan, Senior Environmental Health Officer, Planning and Public Protection

Neath Port Talbot County Borough Council

- Michael Roosmalen, Pollution Control Officer, Planning and Public Protection
- David Morris, Planning Policy Officer
- Chris Davies, Development Manager Planning
- Laura Pack, Active Travel
- Steve Owen, Highways
- Daniel Rees, Lighting and Buildings Services Manager
- Rebecca Sharp, Planning Policy - Countryside

On behalf of Neath Port Talbot County Borough Council, this AQAP has been approved by: _____ Signature

_____ Name
Job Title

On behalf of Swansea Bay University Health Board, this AQAP has been signed off by:

_____ Signature
_____ Name
_____ Job Title

This AQAP will be subject to an annual review, appraisal of progress and an update report provided to Neath Port Talbot County Borough Council's Cabinet Committee. Progress each year will be reported in the Annual Status Reports (ASRs) produced by Neath Port Talbot County Borough Council, as part of our statutory Local Air Quality Management duties.

If you have any comments on this AQAP please send them to Leah Morgan at:
Neath Port Talbot County Borough Council, The Quays, Brunel Way, SA11 2GG
07976238241, l.morgan@npt.gov.uk

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1 Introduction

This report outlines the actions that Neath Port Talbot County Borough Council (NPTCBC) will deliver between 2024-2029 in order to reduce concentrations of air pollutants and exposure to air pollution; thereby positively impacting on the health and quality of life of residents and visitors to Neath Port Talbot.

It has been developed in recognition of the legal requirement on the local authority to work towards Air Quality Strategy (AQS) objectives under Part IV of the Environment Act 1995 and relevant regulations made under that part and to meet the requirements of the Local Air Quality Management (LAQM) statutory process.

This Plan will be reviewed every five years at the latest and progress on measures set out within this Plan will be reported on annually within NPTCBC's air quality annual progress reports (APR).

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2 Summary of Current Air Quality in Neath Port Talbot

2.1 Overview of PM₁₀ in Neath Port Talbot

Neath Port Talbot declared an Air Quality Management Area (AQMA) for exceedance of the 24-hour mean Air Quality Objective (AQO) for PM₁₀ on 1st July 2000. The AQO limit is for no more than 35 exceedances of a 24-hour mean PM₁₀ concentration of 50 µg/m³ in a calendar year. Taibach Margam AQMA encompasses an area of land and properties between then Corus Steel, now Tata Steel, and the M4 Motorway, as shown in Figure 2-1.

Figure 2-1 Map of the Taibach Margam AQMA and PM₁₀ automatic monitoring stations



The trend since declaration of the Taibach Margam AQMA in 2000 is towards lower pollution levels, and there have been no breaches of the AQO for daily mean PM₁₀ since 2015 to 2022, however in 2023, Prince Street 2 did exceed the daily mean PM₁₀ AQO. The status of the AQMA will continue to be kept under review by NPTCBC and Welsh Government given the recent exceedance. Overall, it is considered important that the AQMA remains in place for the following reasons:

- To allow for a period of post Covid air quality monitoring, to establish any impact that Covid had on the pollution levels and to see if long term changes in working practices has an impact on the AQMA.
- A period of monitoring to allow investigation into the impact that the reduced M4 speed limit has had on the AQMA.
- Completion of the Vortex Air Quality Monitoring Pilot Study that aims to more effectively target interventions, identify particular pollution hotspots and sources that were previously hidden, and gain a better understanding of the impact of particular policies; crucial to designing effective strategies for managing air pollution. Further information is available on our website at <https://www.npt.gov.uk/28695>.
- Considerations of any new requirements imposed by the Clean Air Bill which is scheduled for introduction during the second year of this Senedd term⁴.
- Noted increases in days exceeding the daily PM₁₀ concentration limit at PT2 Margam monitoring site in 2021 and 2022 which has now exceeded the daily mean AQO in 2023.

The identification of a new exceedance at the Prince Street monitor would ordinarily have triggered a Detailed Assessment to establish the boundary of an AQMA. However, Prince Street is located within the current AQMA in the Taibach Margam area (see Figure 2-1) which was declared in July 2000. The Council has given consideration to whether or not the boundary should be amended, however, for the following reasons it is not considered necessary;

⁴ <https://www.gov.wales/written-statement-publication-white-paper-clean-air-wales-bill-summary-responses>

- The exceedance falls within the existing AQMA
- The source of the exceedance remains the same, i.e., the Steelworks
- Nearby monitors closer to the AQMA boundary are not exceeding the AQO
- The boundary encompasses all sensitive receptors in the area
- Any mitigation for the exceedance will be provided by this AQAP

It is unlikely that the AQMA would be considered for revocation in the near future unless it meets the daily mean PM₁₀ AQO for at least three years.

2.2 PM₁₀ monitoring results for 2018-2022

Table 2-1 and Table 2-2 present PM₁₀ monitoring results at the five industrial sites for the last six years, for the 24-hour and annual mean respectively. Whilst the AQO was not exceeded from 2018 through to 2022, Prince Street 2 did exceed the daily mean AQO in 2023; the daily mean PM₁₀ concentrations were exceeded on 46 days, 11 days more than is allowed by the AQO.

Table 2-1 24-Hour Mean PM₁₀ Monitoring Results 2018-2023, Number of PM₁₀ 24-Hour Means > 50 µg/m³

Site ID	Site Name	2018	2019	2020	2021	2022	2023
PT2	Margam	11	12	11	33	23	32
DS1	Dyffryn School	-	2	0	0 (22)	2 (30)	3
LW1	Little Warren	9	9	15	7	6 (33)	11
PS2	Prince Street 2	12	8	16	3 (40)	20 (47)	46
TW1*	Twll-yn-y-Wal Park	9	10	7	0 (39)	-	-

For years with invalid data capture (less than 85%). The 90.4th percentile has been provided in brackets ().

*This site stopped monitoring in March 2021.

Red – exceeds the daily mean PM₁₀ AQO

Table 2-2 Annual Mean PM₁₀ (µg/m³) and Data Capture % Monitoring Results 2018-2023

Site ID	Site Name	2018	2019	2020	2021	2022	2023
PT2	Margam	23 (96%)	21 (95%)	21 (95%)	25 (92%)	26 (94%)	27 (93%)
DS1	Dyffryn School	-	22 (74%)	23 (67%)	25 (5%)	17** (60%)	19 (95%)
LW1	Little Warren	21 (85%)	20 (89%)	21 (98%)	18 (91%)	27** (63%)	21 (98%)
PS2	Prince Street 2	23 (93%)	20 (89%)	24 (83%)	20 (53%)	19** (75%)	29 (99%)
TW1*	Twll-yn-y-Wal Park	21 (99%)	21 (96%)	20 (91%)	20 (21%)	-	-

All means have been “annualised” as per LAQM.TG16 if valid data capture for the full calendar year is less than 75%.

*This site stopped monitoring in March 2021.

**Years with invalid data capture (less than 75%) have not yet been annualised for 2022

2.3 Overview of additional air quality issues in Neath Port Talbot

This AQAP is predominantly focused on the pollutant for which the Air Quality Management Area (AQMA) has been declared – for daily mean PM₁₀. However, Neath Port Talbot would like to move away from concentrating solely on targets and work towards continual improvement of air quality in throughout the borough.

There are additional pollutants which are of concern in Neath Port Talbot, however, these do not fall under LAQM. They are: PAHs (in particular Benzo[a]Pyrene) and Nickel, responsibility for meeting air quality limit values is devolved to the national administrations and therefore is the responsibility of WG, however, NPT work closely with them and other partner agencies to achieve this.

Large particulates/nuisance dust is an issue in Neath Port Talbot, there are no official objective or limits for this but Neath Port Talbot work with partner agencies, businesses and other interested parties to address the sources of dust.

New limits for PM_{2.5} are expected soon and Neath Port Talbot are starting proactive work including measures within this plan to monitor and address PM_{2.5} including the installation of 3 new PM_{2.5} monitoring sites in 2022. These additional pollutants of concern are all constituents of Particulate Matter (PM). Many of the measures in this AQAP designed to target PM may have a positive impact on reducing these additional pollutants of concern, however the actions do not specifically target these additional pollutants.

Large particulates (nuisance dust) fallout in Port Talbot

Nuisance dust remains an important issue of concern to residents in Port Talbot, and there are a number of potential sources which include activities at the steel works.

Nuisance dust is monitored by NPTCBC via deposit gauges, at the same locations as the automatic PM₁₀ monitoring. There is no statutory nuisance dust limit however a value of 200 mg/m² of dust per day is recommended as the threshold for nuisance by the Institute of Air Quality Management (IAQM). However, it should be noted that the public perception of what constitutes a nuisance might suggest a lower limit would be more appropriate. The Minerals Technical Advice note⁵ from Welsh Government suggests a limit of 80 mg/m² per day for coal working. NPTCBC uses the following nuisance dust fallout categories to monitor the nuisance dust situation:

⁵ <https://www.npt.gov.uk/media/15338/npt-aq-progress-report-2020.pdf?v=20210309102532>

Table 2-3 Nuisance dust fallout categories used by NPTCBC

Fallout rate mg/m ² /day	Category
< 40	Low
40 to 79	Moderate
80 to 159	High
> 159	Very high

During 2022 the maximum deposition rate at three sites (Prince Street, Little Warren and Port Talbot Fire Station) exceeded the IAQM nuisance limit of 200 mg/m² of dust per day w. The average deposition rates for all sites were below the IAQM nuisance limit of 200 mg/m² of dust per day.

The Minerals Technical Advice Limit of 80 mg/m²/day was exceeded at four out of six sites (Dyffryn Upper School, Little Warren, Port Talbot Fire Station and Prince St Margam) for the maximum deposition rate.

Table 2-4 Summary of Dust Deposition Results (in 2022)

Site	Maximum Deposition (mg/m ² /day)	Average Deposition (mg/m ² /day)
Prince St, Port Talbot	201	103.5
Tairwaith Community Hall	127	45.5
Little Warren, Port Talbot	270	48.7
Wembley Avenue, Onllwyn	190	53.8
Dyffryn Upper School, Bertha Road, Port Talbot	188	72.7
Port Talbot Fire Station	508	88.7

Bold – exceeds the IAQM nuisance limit.

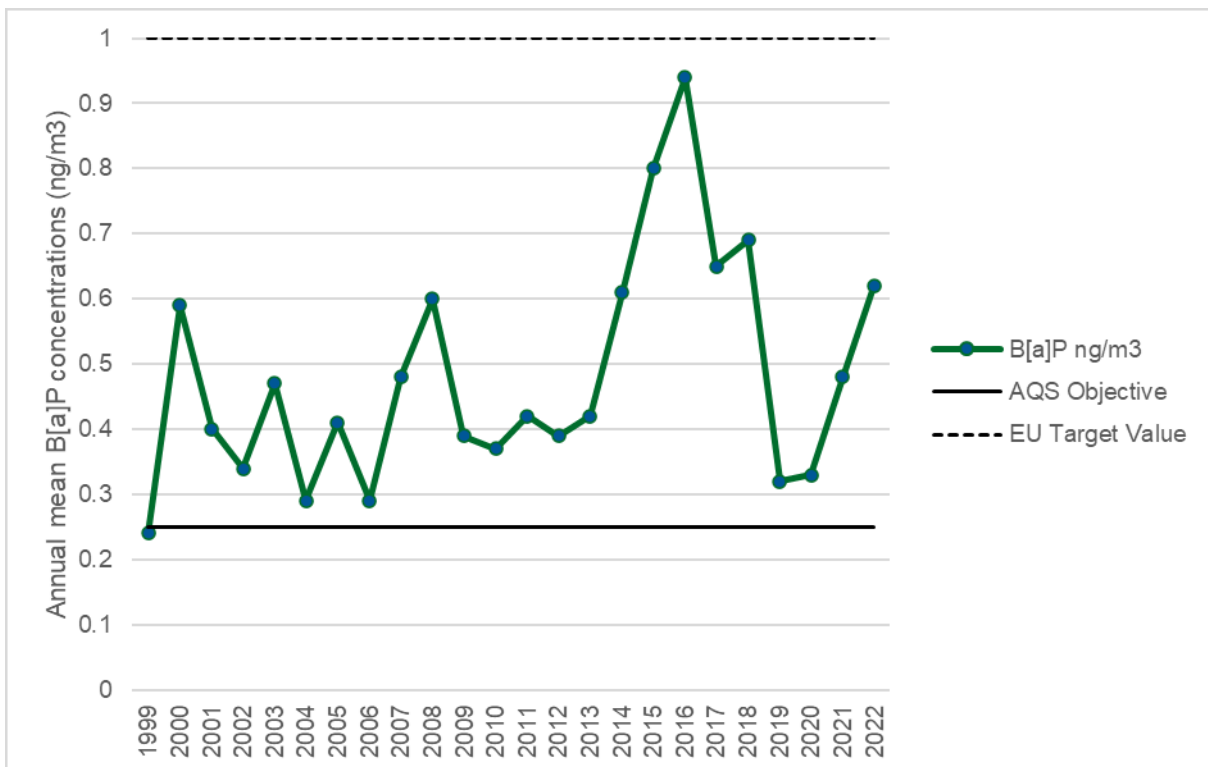
Polyaromatic hydrocarbons (PAH) in Port Talbot

PAHs comprise a large group of compounds consisting of hydrocarbons containing two or more benzene rings fused together or to other hydrocarbon rings. They are formed during the combustion of fuels such as coal and oil at high temperatures.

PAHs typically occur in complex mixtures and not as individual compounds. They are present in the atmosphere as a component of airborne particulate matter (PM).

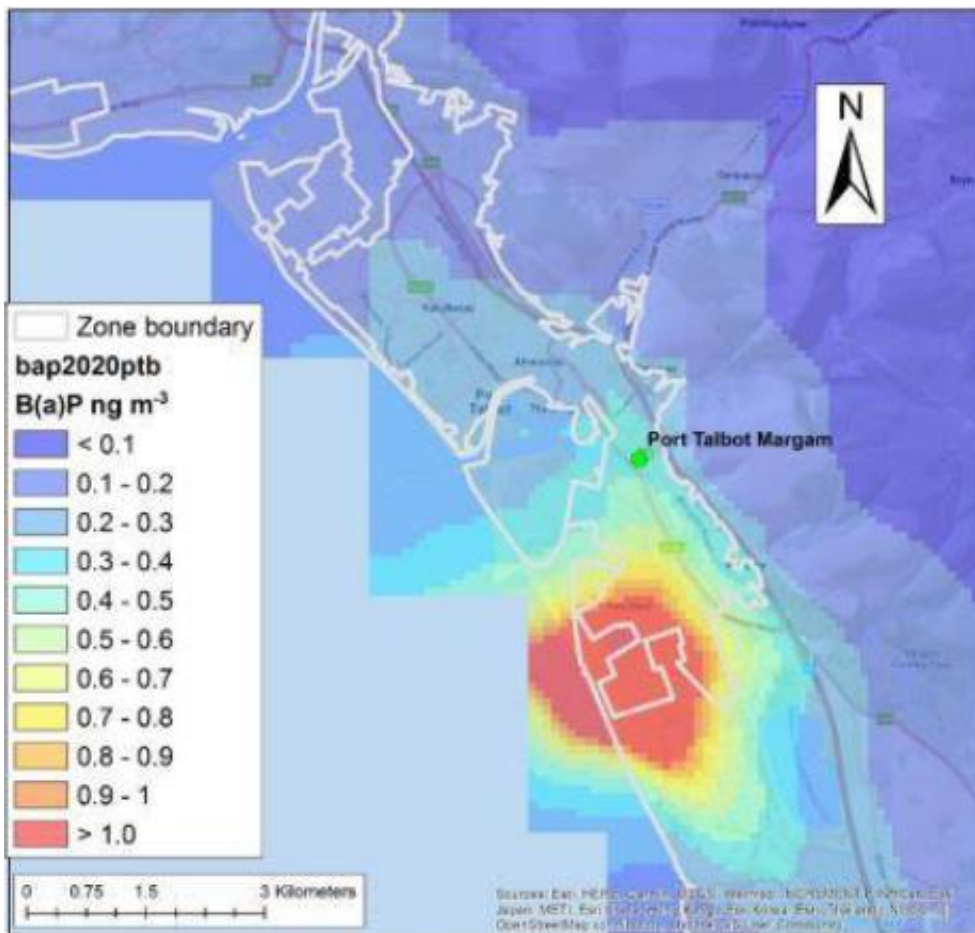
One specific PAH of concern: Benzo[a]Pyrene (**BaP**) is non-compliant with the National Air Quality Objective of 0.25 ng/m³. The long-term trend is increasing and the 2021 result almost tripled compared with the 2020 concentration.

Figure 2-2 Benzo[a]pyrene Annual Averages 1991-2022



This is also an issue which is related to activities at the Port Talbot steel works e.g. coke ovens. More on this can be found in the technical report on UK supplementary modelling assessment under the Air Quality Standards Regulations 2010 for 2020. The regulator (NRW) is working with Tata in order to address this issue.

Figure 2-3 Modelled Total Annual Mean B[a]P Concentrations in the Vicinity of the Coke Ovens at the Port Talbot Steelworks in 2020



Contains Ordnance Survey data © Crown copyright and database right [2022]

Nickel in Pontardawe

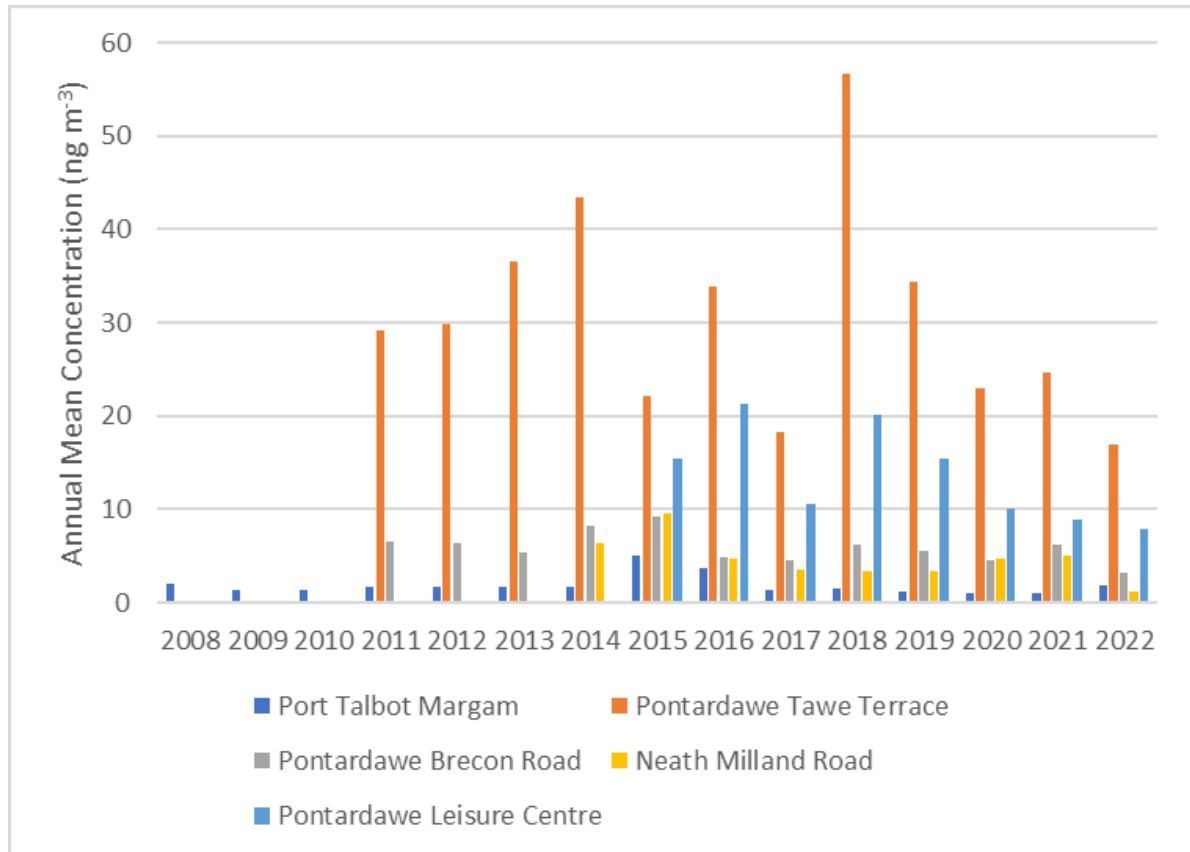
Nickel is a heavy metal which is present in the atmosphere as a component of airborne particulate matter (PM). The main source of raised nickel levels in Pontardawe is the Wall Colmonoy works, which is regulated by the Council. 2021 was not compliant and has increased compared to 2020.

The target value for the total nickel content in the PM₁₀ fraction averaged over a calendar year in ambient air is 20 ng/m³. The average concentration of nickel in 2022 was 18.6 ng m⁻³ which is 93% of the Target value. This is a decrease from 2021 (24.4 ng m⁻³). The maximum weekly concentration observed was 75.3 ng/m³.

Information received from Wall Colmonoy confirmed there were fan changes in the Atomising Dry extraction system which caused a release of fugitive emissions from

the ductwork that coincided with an exceedance of the target value in November 2021. Emissions reported for the Vale refinery were stable throughout the year, showing no clear correlation with ambient nickel concentrations.

Figure 2-4 Trend in Annual Mean Concentrations of Nickel 2008 - 2022



PM_{2.5}

Monitoring of PM_{2.5} in Neath Port Talbot demonstrates that this pollutant is well under the UK and EU annual mean target of 25 µg/m³. However, NPTCBC consider it important to keep PM_{2.5} under close review as new targets were introduced for PM_{2.5} in England in December 2022⁶, and the 2023 Environment (Air Quality and Soundscapes) (Wales) Act contains a requirement for Ministers to set a new PM_{2.5}

⁶

[https://www.legislation.gov.uk/ukdsi/2022/9780348242959#:~:text=The%20annual%20mean%20concentration%20target%20is%20that%20by%20the%20end,%E2%80%9Cthe%20target%20level%E2%80%9D\).](https://www.legislation.gov.uk/ukdsi/2022/9780348242959#:~:text=The%20annual%20mean%20concentration%20target%20is%20that%20by%20the%20end,%E2%80%9Cthe%20target%20level%E2%80%9D).)

target for Wales. NPT introduced 3 new PM_{2.5} monitors in 2022 and await further details on the requirement of the Act.

Please refer to the latest [Annual Progress Report \(APR\)](#) from NPTCBC.

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3 NPTCBC's Air Quality Priorities

3.1 Public Health Context

Poor air quality represents the largest environmental risk to public health. Long-term exposure to air pollution can cause chronic conditions such as cardiovascular and respiratory diseases as well as lung cancer, leading to reduced life expectancy.⁷

Public Health Wales estimates the burden of long-term air pollution exposure to be the equivalent of 1,000 to 1,400 deaths (at typical ages) each year.⁸ In Wales, air pollution costs £1 billion every year from health service costs and lost work days.⁹

As outlined in section 2, this AQAP predominantly focuses on PM₁₀. PM is a generic term used to describe a complex mixture of solid and liquid particles of varying size, shape, and composition. Some particles are emitted directly (primary PM); others are formed in the atmosphere through complex chemical reactions (secondary PM). The composition of PM varies greatly and depends on many factors, such as geographical location, emission sources and weather. The main sources of man-made PM are the combustion of fuels (by vehicles, industry and domestic properties) and other physical processes such as tyre and brake wear. Natural sources include wind-blown soil and dust, sea spray particles, and fires involving burning vegetation (see Figure 3-1).

PM is often classified according by aerodynamic size and referred to as:

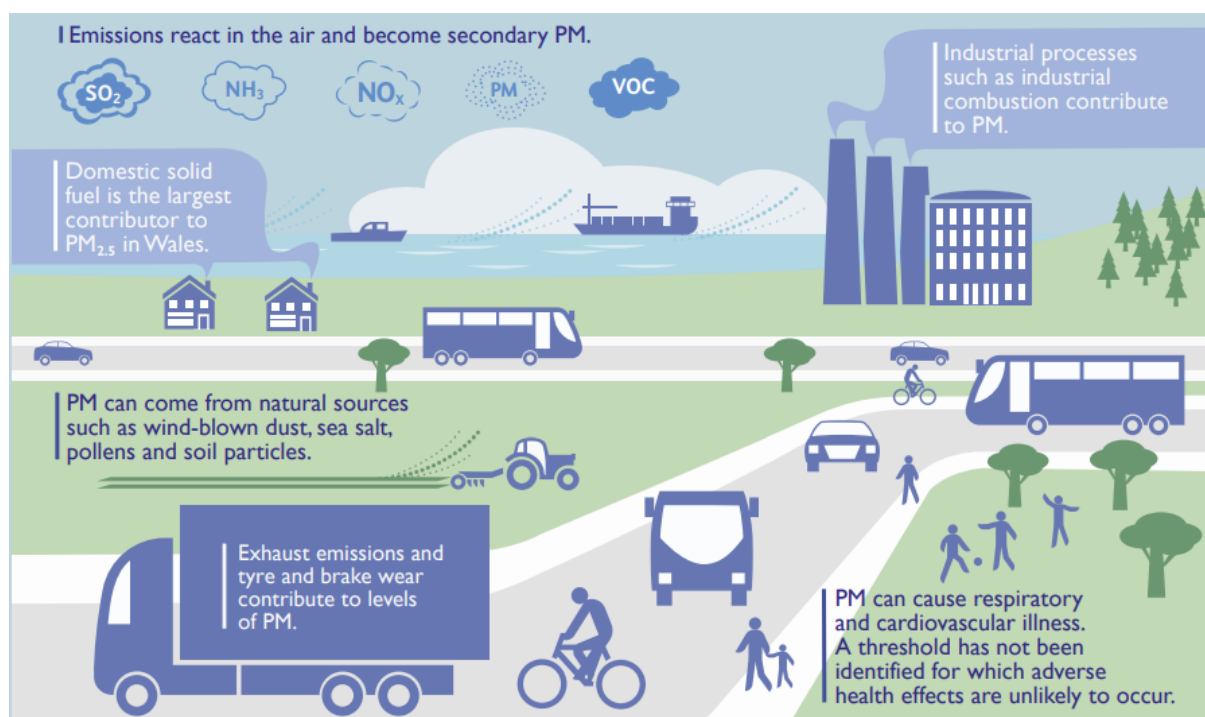
- coarse particles (PM₁₀; particles that are less than 10 microns (µm) in diameter)
- fine particles (PM_{2.5}; particles that are less than 2.5 µm in diameter)
- ultrafine particles (PM_{0.1}; particles that are less than 0.1 µm in diameter)

⁷ <https://www.gov.uk/government/publications/health-matters-air-pollution/health-matters-air-pollution>

⁸ <https://phw.nhs.wales/services-and-teams/environmental-public-health/air-quality/air-pollution-and-health-fact-sheet/>

⁹ <https://phw.nhs.wales/services-and-teams/environmental-public-health/air-quality/reducing-health-risks-associated-with-road-traffic-air-pollution-in-wales-pdf/>

Figure 3-1 Sources and effects of particulate matter (PM), The Clean Air Plan for Wales¹⁰



The size of particles and the duration of exposure are key determinants of potential adverse health effects. Particles larger than 10 µm are mainly deposited in the nose or throat, whereas particles smaller than 10 µm pose the greatest risk because they can be drawn deeper into the lung. The strongest evidence for effects on health is associated with fine particles (PM_{2.5}).

There is an extensive body of evidence that long-term exposure to PM increases mortality and morbidity from cardiovascular and respiratory diseases. Outdoor air pollution, particularly PM, has also been classified by the International Agency for Research on Cancer (IARC) as carcinogenic to humans (a Group 1 carcinogen) and causing lung cancer. There is some experimental evidence, however, that ultrafine particles may also pass through the lungs into the bloodstream.

Though air pollution can be harmful to anyone, some people are more affected as a result of where they live, the concentration of air pollution they are exposed to in their

¹⁰ <https://www.gov.wales/sites/default/files/publications/2020-08/clean-air-plan-for-wales-healthy-air-healthy-wales.pdf>

day-to-day lives, or their inherent susceptibility to health problems caused by air pollution. Those who are more susceptible include older people, children, those with pre-existing cardiovascular or respiratory disease, pregnant women, communities in areas of deprivation, higher pollution and low-income communities.

Generally, more air pollution sources and higher pollutant concentrations are found in more socially disadvantaged areas, consequently air pollution tends to cause most harm to people in socially deprived groups¹¹. For those on low incomes problems are compounded as they are more likely to have existing medical conditions, they are more likely to live in areas with poorer outdoor and indoor environments and have less access to jobs, healthy food, decent housing and green spaces, which all contribute to poorer health¹².

It is important to consider how vulnerability to pollution impacts is unevenly experienced by different groups in society, where possible action needs to be focussed on pollution/deprivation hotspots. This will help to reduce scenarios where air pollution is exacerbating the existing health disparities associated with deprivation and will provide a focus for the most effective actions in terms of improving public health. It is important to also consider when implementing measures to improve air quality whether they could put disadvantaged communities at further disadvantage, either economically or because generalised air quality improvements can mask pockets of deteriorating air quality, for example through displacement activity.

3.2 Planning and Policy Context

3.2.1 National Context

The Environment Act 1995 and subsequent updates within the Environment Act 2021 gives local authorities responsibilities and duties for air quality at a local level. This includes the responsibility to review and assess key pollutants. The Local Air Quality

¹¹

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/690846/CMO_Annual_Report_2017_Health_Impacts_of_All_Pollution_what_do_we_know.pdf

¹² <https://www.gov.uk/government/publications/health-matters-air-pollution/health-matters-air-pollution>

Management (LAQM) framework requires local authorities to annually review and assess air quality. It is a statutory duty of the County Borough Council to declare an Air Quality Management Area (AQMA) where exceedances of the air quality objectives are identified. The County Borough Council is then required to produce an AQAP to address the air quality within the area to reduce pollutant concentrations.

The Clean Air Plan for Wales¹³ sets out Welsh Government's commitment and long-term ambition to improve air quality, and the steps it will take to deliver this. The Clean Air Plan brings together work across many Government departments and public bodies to take air pollutants from many sources, and will serve as a living document to secure clean air for current and future generations. It includes ambitions to meet and where possible exceed requirements set down in UK and international guidance and legislation. One of the key areas highlighted by the Clean Air Plan is the continued risk of exceedance of European ambient air limit PM₁₀ in Port Talbot.

Public bodies in Wales need to carry out air quality and noise management in accordance with the five ways of working set out in the Well-being of Future Generations (Wales) Act 2015 ("the WFG Act"). These are:

- looking to the long term so we do not compromise the ability of future generations to meet their own needs;
- taking an integrated approach;
- involving a diversity of the population in the decisions affecting them;
- working with others in a collaborative way to find shared sustainable solutions; and
- acting to prevent problems from occurring or getting worse.

This means policy integration and collaboration with partners is required beyond the scope of Local Authorities' functions under the Environment Act. The Welsh Government has also made population exposure to air pollution one of the national indicators under the WFG Act.

¹³ <https://www.gov.wales/clean-air-plan-wales-healthy-air-healthy-wales>

A Clean Air Act for Wales is a key commitment in the Clean Air Plan for Wales. A Clean Air Bill for Wales is scheduled to be introduced in year 2 of the Senedd term. In February 2023, a White Paper consultation on the Clean Air Bill for Wales¹⁴ was published.

The Environment (Air Quality and Soundscapes) (Wales) Bill 2023¹⁵ has been proposed, with the overarching aim to bring forward measures that will contribute to improvements in the quality of the air environment in Wales and reduce the impacts of air pollution on human health, biodiversity, the natural environment and our economy. It proposes to:

- to provide a framework for setting national air quality targets;
- to amend existing legislation relating to the national air quality strategy; local air quality management; smoke control; clean air zones/low emission zones and vehicle idling;
- to place a duty on Welsh Ministers to promote awareness of air pollution; and
- to place a duty on Welsh Ministers to publish a national soundscape strategy.

The Bill is currently at Stage 1 consideration of the general principles of the Bill by a committee, and the agreement of those general principles by the Senedd. Further information about the bill can be found in the Explanatory Memorandum¹⁶.

3.2.1.1 Clean Air for Port Talbot: Short Term Action Plan¹⁷

The Welsh Government (WG) are currently in the process of updating the Short Term Action Plan (STAP) 2012, a plan which describes the short term actions, over and above the day to day existing activities, that will be taken where there is a risk of exceedance of the PM₁₀ daily AQO. This plan is pursuant to the requirements

¹⁴ <https://www.gov.wales/sites/default/files/consultations/2023-02/summary-responses-white-paper-consultation-clean-air-bill.pdf>

¹⁵ <https://senedd.wales/media/raap2wmh/pri-ld15738-e.pdf>

¹⁶ <https://senedd.wales/media/gbhlcqfn/pri-ld15738-em-e.pdf>

¹⁷ <https://www.gov.wales/clean-air-port-talbot-short-term-action-plan-2012>

imposed on the Welsh Ministers by regulation 11 of the Air Quality Standards (Wales) Regulations 2007.

The STAP is implemented through a collaborative approach, including:

- Steering Group, meeting three times a year, with the purpose of reviewing ongoing work and directing resources appropriately.
- Regulators Group, meeting three times a year, tasked with reviewing the actions being taken by the regulators and Welsh Government in Port Talbot.
- Data Team, meeting monthly, tasked with reviewing the data on PM₁₀ and improving the management and interpretation of the data across the different organisations.

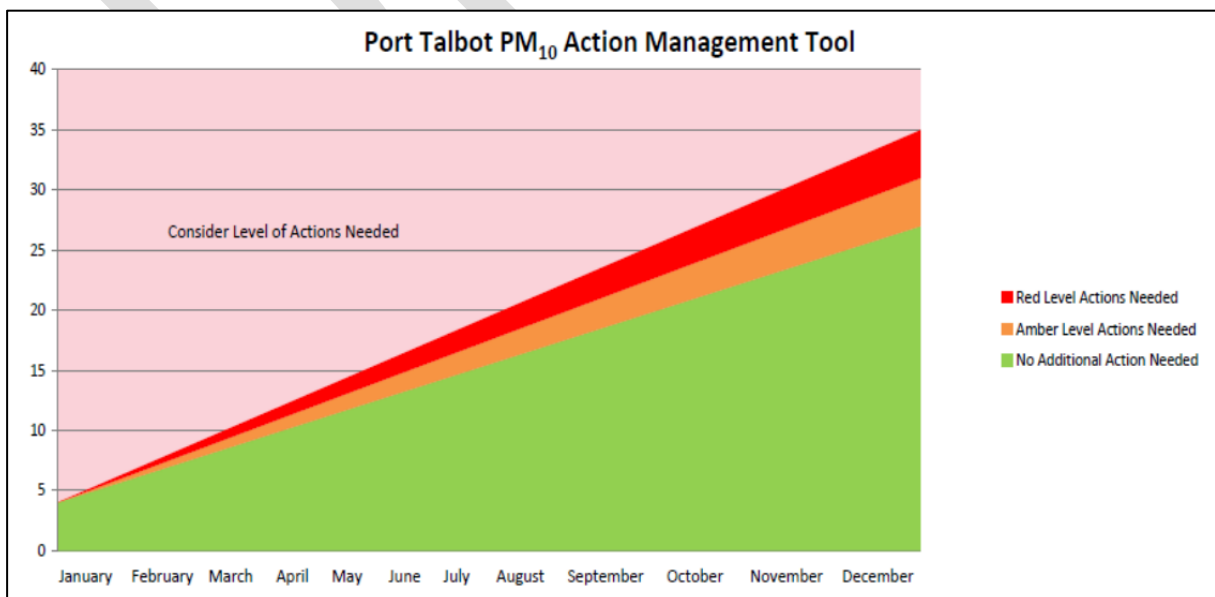
The terms of reference for the groups have been drawn up with input from the Environment Agency Wales (now part of Natural Resources Wales), NPTCBC, Harsco, Tarmac and Tata Steel UK.

The appropriate intervention time for these actions is decided following a model, developed by the Environment Agency Wales (now part of Natural Resources Wales) Technical Specialist and based on historical data trends. The model compares the number of breach days relative to the current position within the calendar year, and indicates whether the number of breach days is disproportionately high. For example, a total of 20 breaches within the first six months of a year would be of great concern, and would trigger more stringent interventions, than reaching a total of 20 breaches by December.

Figure 3-2 Escalation model for STAP action – four indicators of required actions

- Green – the number of breaches is low for the current point in the year and the existing wide ranging control measures are effectively minimising PM₁₀ emissions.
- Amber – the number of breaches is approaching a high level relative to the current point in the year, therefore, additional interventions would be initiated and preparations would be made by the relevant organisations to minimise the risk of reaching the red area.
- Red – the current rate of breaches has the potential to reach 35 by the end of the calendar year, therefore the Welsh Government would call a meeting of the relevant organisations to consider the initiation of the Short Term Actions. These Short Term Actions are designed to have an immediate effect to improve air quality.
- Pink – if at any point during the year the rate of breaches has the potential to exceed 35, consideration will be given to what additional measures should be initiated.

Figure 3-3 Escalation model for STAP action – Action Management Tool, calendar months against number of year to data exceedances of the 50 µg/m³ daily limit for PM₁₀



3.2.2 Local Context

3.2.2.1 Air Quality Strategy, “Air Wise - clean air for everyone”¹⁸

Neath Port Talbot’s Local Air Quality Strategy, “Air Wise - clean air for everyone”, sets out the Council’s strategic policy for achieving cleaner air in partnership with the whole community. It also links in with the Council’s aims and values and in particular with those relating to “Sustainable Communities and Environment” and “Prosperity for All,” which includes improving air quality and regenerating the area’s physical and industrial environment. Originally developed in 2000 the strategy was most recently reviewed and updated in November 2013. The Council will consider whether or not this document should be reviewed when guidance relating to the new Environment (Air Quality and Soundscapes) (Wales) Act 2024 is published as it may change responsibilities on the Council in relation to Air Quality.

3.2.2.2 Local Development Plan¹⁹

NPT adopted the Local Development Plan (LDP) on 27th January 2016. It is currently being updated – see the Replacement Local Development Plan 2023-2038²⁰.

The policies listed below are relevant to air quality:

- Strategic Policy SP2 – Health;
- Strategic Policy SP16 – Environmental Protection;
- Policy EN8 – Pollution and Land Stability; and
- Policy EN9 – Developments in the Central Port Talbot Area.

¹⁸ <https://beta.npt.gov.uk/environmental-health/air-land-and-water-quality/npt-air-quality-strategy/>

¹⁹ <https://www.npt.gov.uk/7328>

²⁰ <https://www.npt.gov.uk/29462>

Within the Review of the Local Development Plan²¹ in July 2020, 18 key issues were identified, including air quality. The Review discusses the possibility of dividing Policy EN8 in the Replacement Local Development Plan, to provide separate policies for pollution and land stability, referring to areas having historic land stability issues.

3.2.2.3 Pollution Supplementing Planning Guidance (SPG) October 2016²²

The 'Pollution' SPG provides detailed information about pollution issues in NPT and sets out the relevant matters that will need to be taken into consideration when developments are being planned. While only policies in the LDP have special status in the determination of planning applications, the SPG will be taken into account as a material consideration in the decision-making process.

3.2.2.4 Environment Strategy 2008-2026²³

The Neath Port Talbot Environment Strategy was developed in partnership with the Neath Port Talbot Environment Forum.

Overarching objectives of the Strategy which directly or indirectly relate to air quality are:

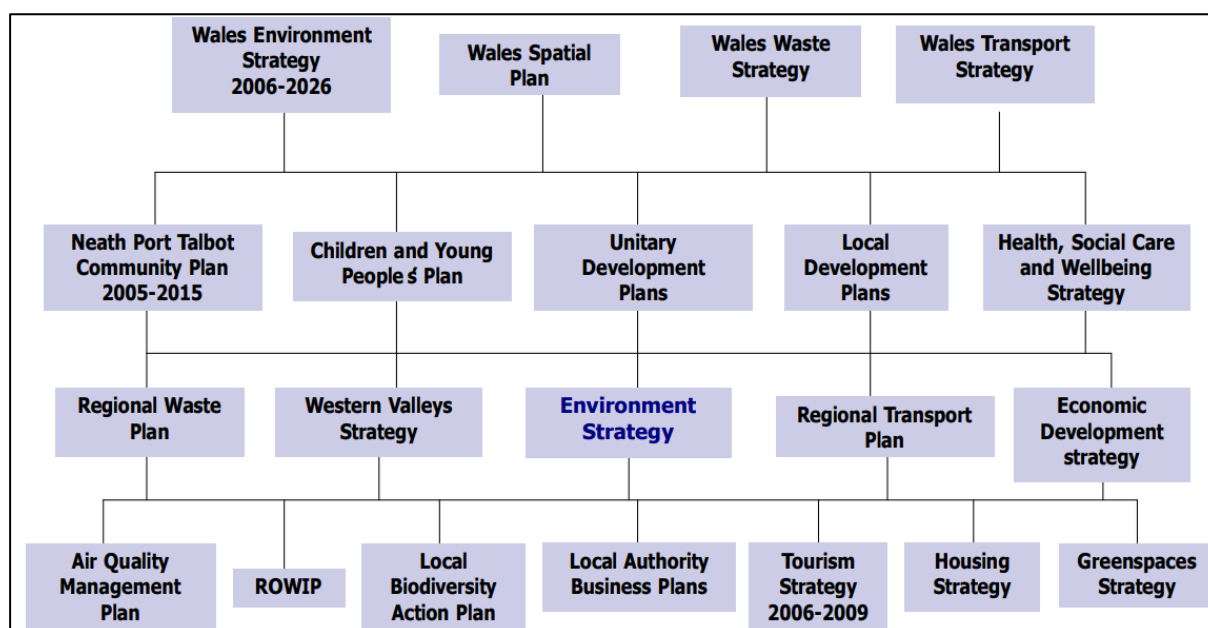
- Minimise pollution
- Monitor and regulate impacts
- Adapt to climate change
- Increase energy and resource efficiency.

²¹ <https://www.npt.gov.uk/media/13823/ldp-review-report-july-2020.pdf?v=20200709084011>

²² https://www.npt.gov.uk/media/7468/spg_pollution_oct16.pdf

²³ <https://www.npt.gov.uk/1518>

Figure 3-4 Appendix 2 of the Environment Strategy 2008:2026, demonstrating how it relates to other strategies and documents



3.2.2.5 Industrial Pollution Control²⁴

The Council has the responsibility for regulating certain industrial activities under the Environmental Permitting Regulations 2016²⁵. These regulations specify the types of operation which must apply for a permit. Most permits are "Part B" permits and only regulate emissions to air. But some permits are "A2" and regulate water pollution, land contamination, energy usage and accident prevention, although this tends only to be for a few of the larger industrial sites.

Natural Resources Wales (NRW) regulates the larger or more complex industries, which are known as "A1" installations.

All permitted activities in Neath Port Talbot with the potential to impact on air quality are subject to strict permit conditions regarding the emissions they may release, and must monitor, measure, and report actual emissions to the permitter (NRW or NPTCBC). Permits also require for incidence reporting, response actions to

²⁴ <https://www.npt.gov.uk/1501>

²⁵ <https://www.legislation.gov.uk/uksi/2010/675/contents/made>

incidents, and for staff members to be trained and informed on both routine and incident response processes regarding air quality and emissions.

In terms of annual measured PM₁₀ emissions, the largest permitted emitter is Tata Steel, who have a comprehensive Air Quality Management Plan in place, as well as an ongoing Dust reduction programme in coordination with Natural Resources Wales.

3.2.2.6 Decarbonisation and Renewable Energy (DARE) Strategy (May 2020) ²⁶, ²⁷, ²⁸

On 30th April 2019, the Welsh Government declared a climate emergency. The announcement drew attention in Wales to the magnitude and significance of the latest evidence on climate change.

The vision of the DARE is “To introduce a series of interventions and improvement measures across the County Borough to maximise the economic, social and environmental benefits and opportunities that the decarbonisation agenda provides.”

One of the key objectives is:

- “To reduce energy consumption or where reduction is not possible, to use fuel sources that are less harmful to the environment.”

Actions under DARE include upgrading of the council fleet, provision of electric vehicle charging infrastructure, a taxi licensing policy, active travel, creation of a Climate Change Working Group, and preparation of a 2030 Net Zero Action Plan.

These have co-benefits for improving air quality, and air quality is highlighted an important aspect of DARE.

Additionally, there are measures regarding energy efficiency of buildings and Sustainable Biofuels project to utilise waste gases from the Tata plant, which may impact on air quality.

²⁶ <https://www.npt.gov.uk/23524>

²⁷ <https://www.npt.gov.uk/media/16358/dare-the-neath-port-talbot-decarbonisation-and-renewable-energy-strategy.pdf?v=20211207133732>

²⁸ <https://www.npt.gov.uk/media/13541/dare-strategy-may-20.pdf?v=20200522162830>

3.2.2.7 Joint Local Transport Plan 2015-2020²⁹

The Regional Transport Plan is the result of joint working between the four local authorities (Carmarthenshire, Neath Port Talbot, Swansea and Pembrokeshire) in south west Wales. Its purpose is to shape transport policy in the region for the period 2015-2020 and beyond, as well as acting as a bidding document for major transport schemes.

3.2.2.8 Green Infrastructure

Green Infrastructure is considered a priority action area for Port Talbot for its many varied and important benefits. One of many benefits of green infrastructure is its potential to mitigate air quality. Discussions are taking place regarding collaborative projects to pilot Green Infrastructure interventions at air quality hotspots in Neath Port Talbot.

3.3 Source Apportionment

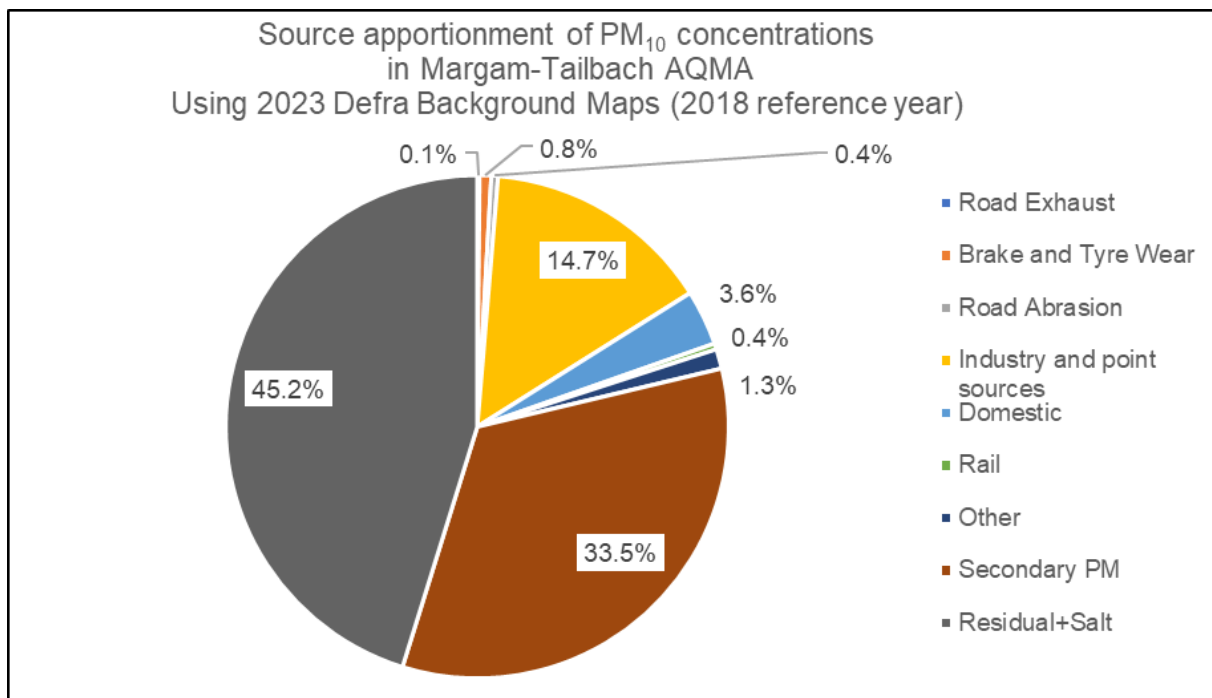
3.3.1 Source apportionment using Defra background maps

A source apportionment exercise was carried out for PM₁₀ using Defra background maps for 2023 (based on the reference year 2018) and industrial point source PM₁₀ emissions from the National Atmospheric Emissions Inventory (NAEI), for the latest available year (2021).

The Defra background maps provide estimates for pollutant concentrations across the UK at a 1km-by-1km resolution. These are derived from national air quality modelling, also known as pollution climate mapping (PCM), which itself is based on the NAEI. The source apportionment of PM₁₀ concentrations in the Taibach Margam AQMA based on the background maps is presented in Figure 3-5.

²⁹ <https://www.npt.gov.uk/1461>

Figure 3-5 Source apportionment of PM₁₀ in the Neath Port Talbot Taibach Margam AQMA using Defra Background Maps for 2023 (reference year 2018).



“Residual+Salt” includes “PM_ Secondary” includes Sea salt, calcium and iron rich dusts and regional primary PM and residual non-characterised sources (residual is PM with a diameter of less than 1 µg/m³). “PM_ Secondary” or secondary PM (inorganic and organic), is formed through interaction of other pollutants in the atmosphere. Whilst these source categories comprise the significant majority (79%) of annual PM₁₀ concentrations in the AQMA, these sources of PM are outside of NPTCBC’s control.

Industry represents the next largest source of annual PM₁₀ concentrations in the AQMA (comprising 14.7%), and source apportionment presented in sections 3.3.2 and 3.3.3 point to industry sources as frequently being contributors to sources of peaks in PM₁₀ concentrations which result in breaches of the daily PM₁₀ concentration limit.

Domestic and road transport related sources also contribute to annual mean PM₁₀ concentrations in the AQMA.

3.3.2 NAEI point source emissions data

A breakdown of estimated emissions by industrial point sources in Neath Port Talbot is presented in Table 3-1 and Figure 3-6 . The highest contributor of PM10 emissions is Tata Steel (98.6%) with the highest contribution from the sinter (46%), followed by stockpiles (19%), oxygen furnaces (13%), blast furnaces (10%) and coke ovens (9%). This data has been obtained from the NAEI latest available (2021) list of industrial point sources³⁰.

In early 2024 Tata Steel announced its plan to transform and restructure Port Talbot Steelworks. Tata’s proposals included the closure of the blast furnaces and coke ovens in a phased manner, with the first blast furnace closing around mid-2024 and the remaining heavy end assets winding down during the second half of 2024. The proposal also included the closure of the Continuous Annealing Processing Line (CAPL) in March 2025.

Under the transformation plan, Tata Steel propose to install Electric Arc Furnace technology in Port Talbot which hopes to reduce Tata Steel UK’s CO₂ emissions by 5 million tonnes per year equivalent to about 1.5% of UK emissions.

Discussions regarding the proposal continue, however, if the plan proceeds there is no doubt that we will see significant changes in air quality in the area during the timeline of this Air Quality Action Plan, which will be closely monitored and assessed by the Steering Group.

Table 3-1 NAEI point sources in Neath Port Talbot of PM₁₀ emissions (in 2021)

Operator	Sector	Plant ID	Site	2021 PM ₁₀ Emissions (tonnes)	Min. distance from AQMA (km)
Tata Steel Ltd	Iron & steel industries	40537	Port Talbot Sinter	789.85	1.05
		40541	Port Talbot Stockpiles	330.00	1.35
		40539	Port Talbot Oxygen Furnaces	231.13	0.92

³⁰ <https://naei.beis.gov.uk/data/map-large-source>

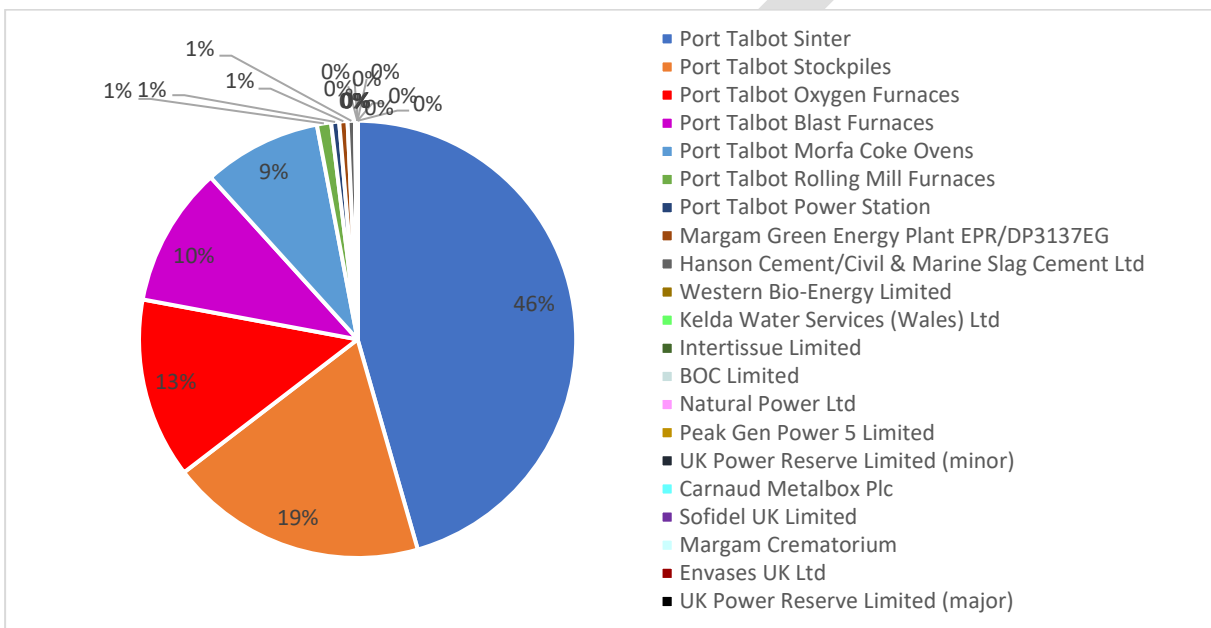
Neath Port Talbot County Borough Council

Operator	Sector	Plant ID	Site	2021 PM ₁₀ Emissions (tonnes)	Min. distance from AQMA (km)
		40538	Port Talbot Blast Furnaces	179.46	0.61
		40540	Port Talbot Morfa Coke Ovens	151.43	1.71
		40543	Port Talbot Rolling Mill Furnaces	18.23	0.21
		40542	Port Talbot Power Station	10.27	0.34
Margam Green Energy Plant EPR/DP3137 EG	Waste collection, treatment & disposal	9872	Margam Green Energy Plant Land off Longlands Lane, Neath Port Talbot	10.61	0.47
Hanson Cement/Civil & Marine Slag Cement Ltd	Cement	4923	Port Talbot	9.63	0.36
Western Bio-Energy Limited	Minor power producers	12144	Margam	0.47	0.68
Kelda Water Services (Wales) Ltd	Water & sewerage	11839	Afan WWTW	0.99	0.36
Intertissue Limited	Paper, printing & publishing industries	7565	Port Talbot	0.47	4.6
BOC Limited	Chemical industry	12725	Port Talbot	0.30	0.80
Natural Power Ltd	Waste collection, treatment & disposal	6763	Briton Power	0.15	5.87
Peak Gen Power 5 Limited	Minor power producers	14449	Llandarcy*	0.14	7.87
UK Power Reserve Limited	Minor power producers	40535	Afan Way Power Station	0.14	1.17
Carnaud Metalbox Plc	Other industries	3276	Neath*	0.14	7.6
Sofidel UK Limited	Paper, printing & publishing industries	40536	Baglan	0.13	4.43
Margam Crematorium	Miscellaneous	3942	Margam	0.055	0.91
Envases UK Ltd	Other industries	3325	Port Talbot	0.055	2.39

Operator	Sector	Plant ID	Site	2021 PM ₁₀ Emissions (tonnes)	Min. distance from AQMA (km)
UK Power Reserve Limited	Major power producers	13434	Bridgend*	0.007	7.44

* Not assessed in further detail due to distance from AQMA

Figure 3-6 NAEI source apportionment 2021 (PM₁₀)

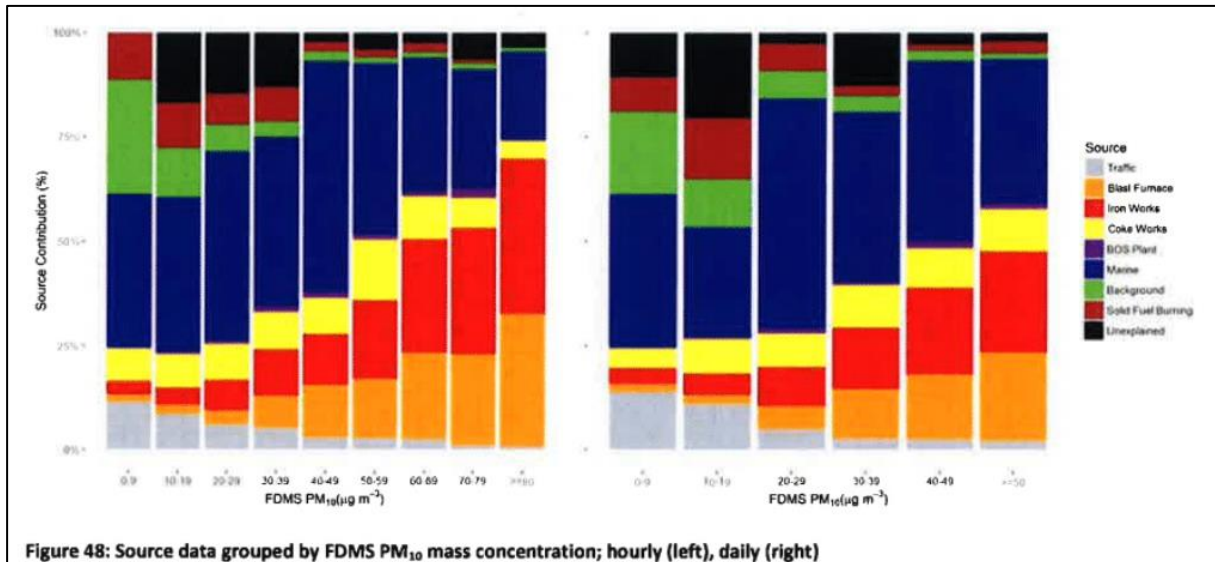


3.3.3 Previous source apportionment studies undertaken for Neath Port Talbot

It is important to acknowledge the difference in source apportionment of concentrations on different timescales.

Previous source apportionment carried out by Kings College in 2017 included analysis of hourly and daily PM₁₀ concentrations measured at the Margam AURN. These are presented in Figure 3-7, grouped by hourly (left) and daily (right) concentration bins.

Figure 3-7 Source apportionment of PM₁₀ measured at the Margam AURN monitoring site, from the Kings College 2017 source apportionment study. Source key: grey = traffic, orange = blast furnace, red = iron works, yellow = coke works, purple = BOS plant, blue = marine, green = background, brown = solid fuel burning, black = unexplained.



The graphs demonstrate that percentage contributions from the blast furnaces and the iron works increase with increased hourly and daily concentrations, and percentage contributions from solid fuel burning and traffic are greater at lower measured hourly and daily concentrations.

Their analysis of contributions of sources of peak PM₁₀ events concluded the following key points:

- Higher concentrations of PM₁₀ were dominated by either very strong winds from the west (associated with sea salt), or winds from the direction of the Steel complex.
- The largest source of PM₁₀ was marine – i.e., sea salt, comprising 33 – 48% of daily PM₁₀ mean concentrations. Elemental analysis of PM₁₀ has demonstrated chloride to be the main component, with average hourly concentrations of 5.3 µg/m³ and maximum concentrations up to 20 µg/m³ under westerly wind conditions.

- The relative contribution of the steel complex increased with concentration to make up 59-73% of PM₁₀ during elevated hourly concentrations (>60 µg/m³) and 57% of the daily mean concentrations greater than the 50 µg/m³.
- The iron making process with the chief contributor to elevated daily means, 25% from iron works and 22% from the blast furnace), with smaller contributions from the coke works (10%) and BOS plant (1%).
- Solid fuel burning contributed to 7% of PM₁₀ concentrations. This source is most dominant at low wind speeds and when wind speed directions are from the adjacent town. There is a strong association with temperature – concentrations from this source being higher in winter months, linked to domestic heating, and diurnal patterns show concentrations from this source increases in the evenings.

3.3.4 Source apportionment using measured concentrations and meteorological data for 2023

Measured concentrations from the Port Talbot Margam (PT4)³¹ AURN Measurement site, as well as other WAQN measurement sites, can be used to support the findings from the modelled source apportionment (through Defra Background Maps and previous modelled source apportionment studies).

Data from Port Talbot Margam, Prince Street 2, Dyffryn School and Little Warren were analysed using the openair R package³². Measured meteorological data were used for Port Talbot Margam, gap-filled using modelled data from the Weather Research and Forecasting (WRF) model (see Appendix C for further details). For all other sites, WRF modelled meteorological data were employed.

³¹ Defra, 2023. [Site Information for Port Talbot Margam \(UKA00501\)](#).

³² Carslaw, D.C., Ropkins, K., 2012. openair — An R package for air quality data analysis. Environmental Modelling & Software 27–28, 52–61. <https://doi.org/10.1016/j.envsoft.2011.09.008>

Analysis centred around “bivariate polar plots” to effectively illustrate the relationship between wind speed, wind direction and pollutant concentrations by plotting all three on a polar surface.

Figure 3-8 shows a bivariate polar plot of hourly PM₁₀ concentrations at the Margam AURN site in 2023. The highest concentrations highlighted in dark red, are exclusively found when wind is blowing from the South South West at all moderate-to-high wind speeds, from just over 5 m s⁻¹ to 15 m s⁻¹.

Figure 3-8 A bivariate polar plot showing the relationship between PM₁₀, wind speed and wind direction.

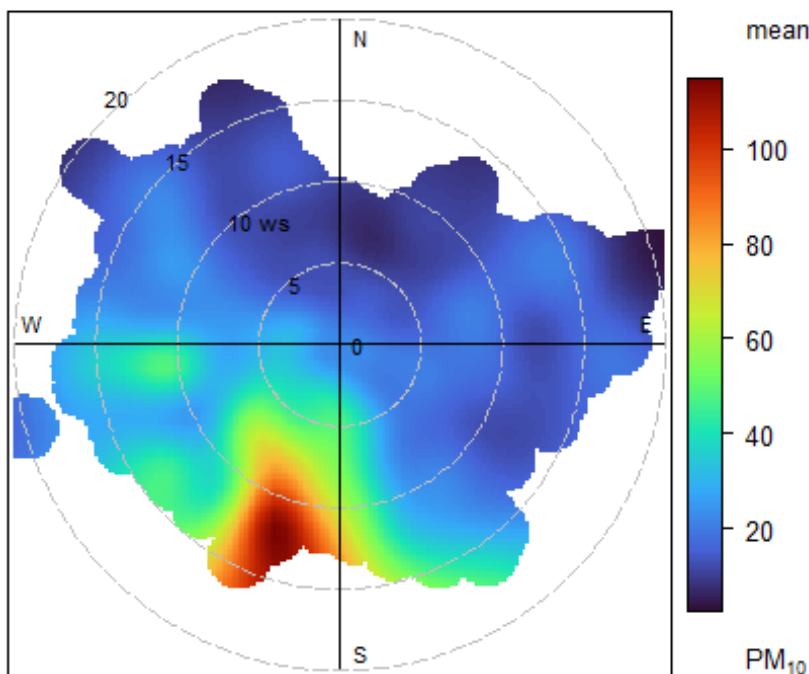
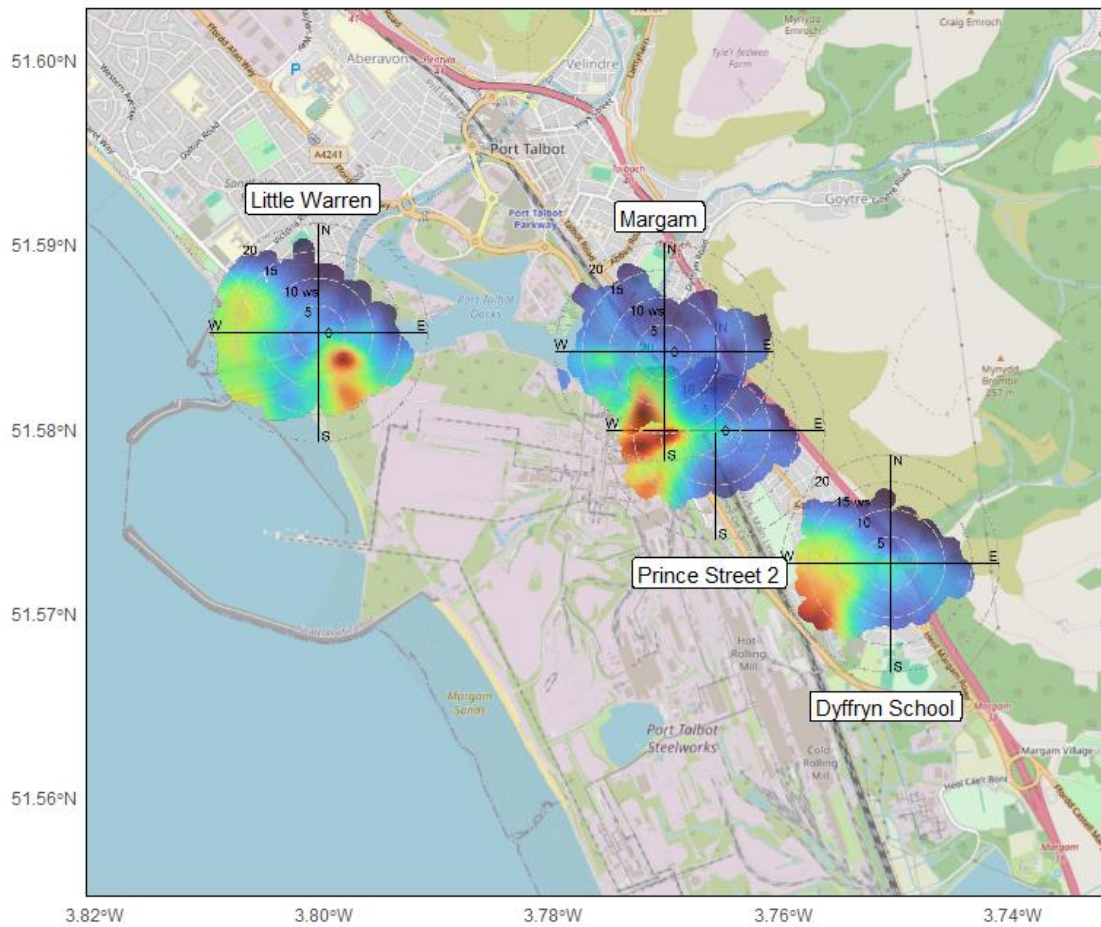


Figure 3-9 overlays bivariate polar plots from all four Port Talbot based measurement sites on a map. Each polar marker uses its own colour scale, which allows the greatest concentrations of PM₁₀ at each site to be clearly visible.

Figure 3-9 Polar plots of Neath Port Talbot PM₁₀ measurement sites overlaid on a map of Port Talbot. Map tiles by OpenStreetMap³³.



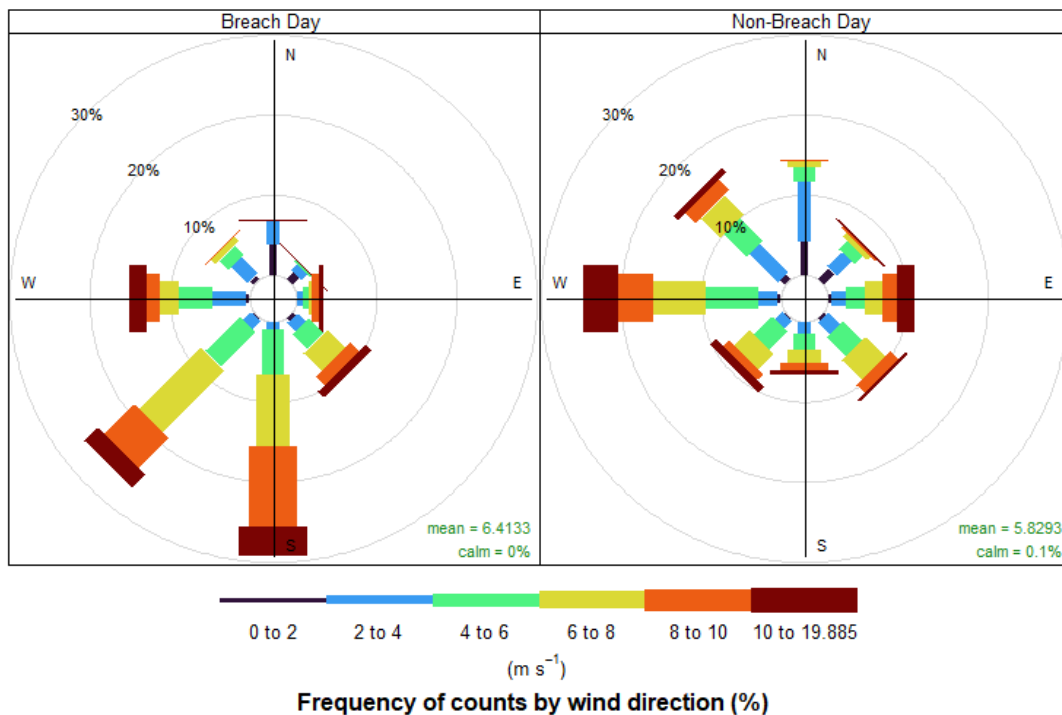
All four sites (Margam, Prince Street, Dyffryn School, Little Warren) show elevated concentrations of PM₁₀ when the wind blows from the direction of the steelworks, relative to the positions of the sites.

The dominant wind direction at Port Talbot Margam can be further examined in the context of Margam’s “breach days”, defined as days with a measured daily average of PM₁₀ greater than 50 µg m⁻³. As

Figure 3-10

³³OpenStreetMap contributors, 2017. Planet dump retrieved from <https://planet.osm.org>.

Figure 3-10 A wind rose showing the dominant wind conditions on both breach and non-breach days at Port Talbot Margam.



Another way to examine measured pollutant concentrations is to calculate, visualise and compare the conditional probability function (CPF) of different pollutants. The CPF shows the probability of a concentration measured at a certain wind condition being above a certain percentile of all measured concentrations. More about the CPF can be read in the openair book³⁴.

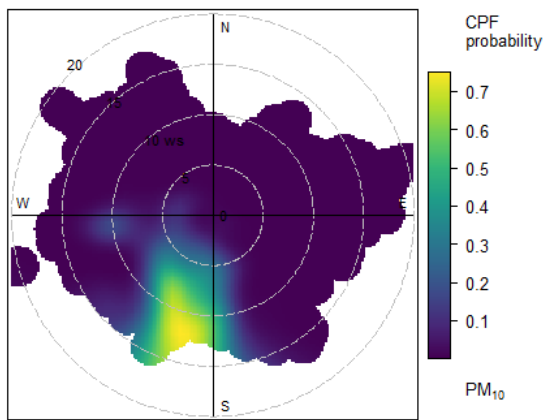
Figure 3-11 visualises the CPF for the 90th percentile of PM, NO_x and SO₂ concentrations. Higher probabilities are plotted in a yellow-green colour and lower probabilities in a dark purple. It is clear that, for PM₁₀ and SO₂, the highest percentile of concentrations result from south-westerly wind - the direction of the steelworks. This correlation between PM₁₀ and SO₂ likely suggests an industrial source of particulate matter.

³⁴ Carslaw, D., Davison, J., 2023. [The openair book](#).

Conversely, NO_x appears to show elevated concentrations in calm conditions, suggestive of a local traffic source. There also appears to be a lighter feature corresponding to high winds coming from the West South West. This second feature may be illustrative of combustion activity at the northern end of the steelworks distinct from the source(s) of the highest percentiles of particulate matter.

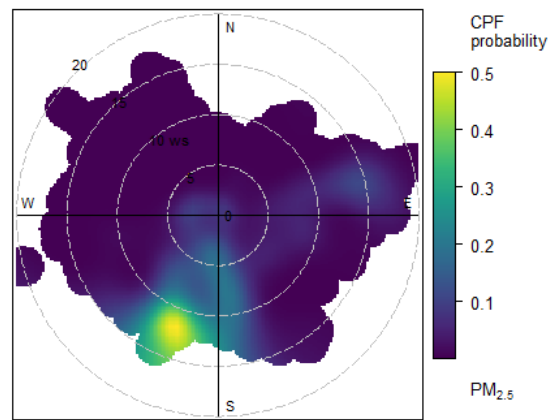
Figure 3-11 Conditional Probability Function (90th Percentile) polar plots of PM₁₀, PM_{2.5}, NO_x and SO₂ at the Port Talbot Margam monitoring site.

a) PM₁₀



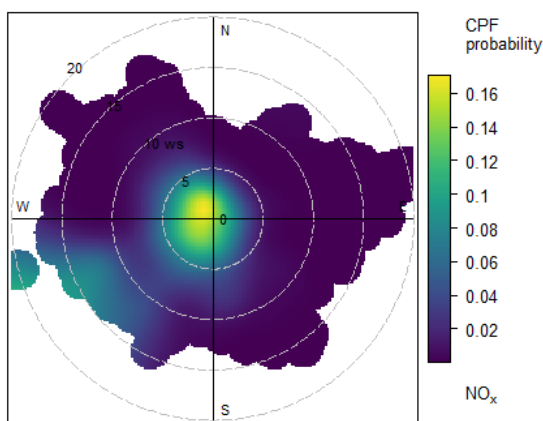
CPF at the 90th percentile (=53)

b) PM_{2.5}



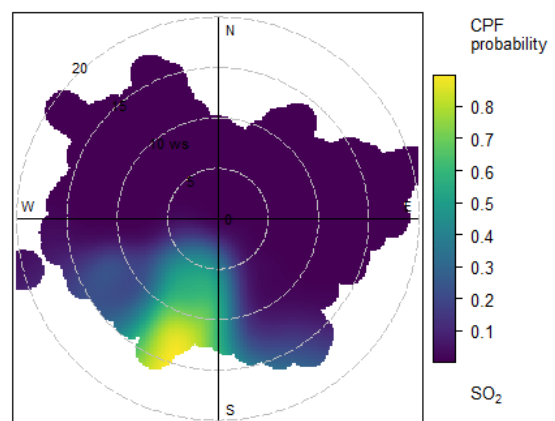
CPF at the 90th percentile (=17)

c) NO_x



CPF at the 90th percentile (=30)

SO₂



CPF at the 90th percentile (=4.8)

3.4 Key Priorities

Based on the current state of air quality in Neath Port Talbot, the public health and national and local policy context, and source apportionment of PM₁₀ emissions and concentrations, the following areas are prioritised for action:

- Priority 1 - Improve overall air quality across the borough.
- Priority 2 - Through collaborative working, ensure that wider strategic air quality action is implemented through existing policy areas.
- Priority 3 - Developing partnerships and public education.
- Priority 4 - Assess and manage PM_{2.5} exposure.

Priority 1 - Improve overall air quality across the borough

This includes measures which seek to prevent and reduce emissions of pollutants from known sources.

Regarding PM₁₀, the source apportionment presented in Section 3.3 demonstrates that the sources of PM₁₀ in the AQMA which are within control of NPTCBC are industrial, and to a lesser extent, domestic and road transport related. Measures have been selected for this AQAP which target these source areas, and in particular industrial measures, with responsible owners for industrial measures including NPTCBC, NRW, and the most significant three permitted industrial operators: Tata Steel, Hanson Cement, Margam Green Energy.

All industrial measures are long-term ongoing measures which continue to be implemented to monitor, control and prevent emissions from stack and fugitive sources. Examples include:

Measures targeting PM₁₀ from industrial, transport and domestic sources have co-benefits for other pollutants.

Priority 2 - Through collaborative working, ensure that wider strategic air quality action is implemented through existing policy areas.

This AQAP has been developed through collaboration across NPTCBC departments, with NRW and permitted industrial operators, and with other bodies including Public Health Wales, UKHSA, Swansea Bay University Health Board and Traffic Wales.

It considers and reinforces existing policies and measures in place which impact and seek to improve air quality in Port Talbot, considering air quality as a whole as well as individual pollutants.

NPTCBC consider it a priority to ensure collaborative working continues, and that air quality continues to be considered and managed through all relevant policy areas.

Examples of measures in the AQAP actions list (Table 5-1) which relate to this priority include:

Priority 3 - Developing partnerships and public education

Public education and partnerships have been selected as a priority for this AQAP because it aligns with the objectives of The Environment (Air Quality and Soundscapes) (Wales) Act 2024. Public engagement is essential to the long term overall improvement in air quality, as we need to make the public aware of their role in air quality particularly with new controls on domestic burning proposed.

It is important that the general public are informed about the status of air quality in Neath Port Talbot (measure 36), and informed about what actions individuals can take which can help improve air quality (measures 21,23,39).

Developing partnerships is key due to the variety of benefits from these measures which will have benefits in terms of health and reduction of carbon emissions.

Priority 4 - Assess and manage PM_{2.5} exposure

PM_{2.5} is of great importance from a human health perspective, because it represents the fraction of PM₁₀ which is smallest, and can result in the greatest health impacts due to the extent that it can travel through the human respiratory system. Monitoring of PM_{2.5} in Neath Port Talbot demonstrates that this pollutant is well under the UK and EU annual mean target of 25 µg/m³. However, it is important to keep PM_{2.5} under close review as a new PM_{2.5} target will be set for Wales. NPTCBC are also aware that the PM_{2.5} guideline from the World Health Organisation (WHO) is much stricter than the current target of 25 µg/m³ (as of September 2021, the WHO guideline for annual mean PM_{2.5} is 5 µg/m³).

As PM_{2.5} is a component of PM₁₀, the majority of measures which are targeting PM₁₀ in the AQAP will also have benefits in terms of reduction of PM_{2.5}. For example:

Measure 34 - Homes as Power Stations - delivery of smart, low carbon energy efficient homes through new build developments, retro-fitting existing buildings, and local supply chain support development

Measure 38 - Investigate the development of a solid fuel and/or bonfire policy, once new legislation (Environment (Air Quality and Soundscapes)(Wales) Act 2024) is in place, and updated guidance or requirements are in place

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4 Development and Implementation of NPTCBC's AQAP

4.1 Consultation and Stakeholder Engagement

TO BE COMPLETED FOLLOWING FORMAL CONSULTATION

The response to our consultation stakeholder engagement is given in Appendix A: Response to Consultation.

Table 4-1 Consultation Undertaken

Consultee	Consultation Undertaken

4.2 Steering Group

Steering Group Members

The Steering Group comprised of members from the Council, from national bodies, and from local businesses operating under environmental permits.

Members from the Council included the following departments: Environmental Health, Planning, Active Travel, Highways, City Deal and Low Carbon Growth and Transport teams.

National bodies involved in the Steering Group were: Natural Resources Wales, Public Health Wales, South Wales Trunk Road Agent, UK Health Security Agency.

Local industrial operators involved in the Steering Group included: Tata Steel, Hanson Cement, Green Energy Margam Ltd, Darlow Lloyd & Sons Ltd, Harsco

Neath Port Talbot County Borough Council

Environmental, Runtech Ltd, BOC Ltd Margam Gases, Tarmac Trading Ltd and Western Bio-Energy Ltd.

Name	Organisation
Leah Morgan	NPTCBC Environmental Health
Celvin Davies	NPTCBC Environmental Health
Michael Roosmalen	NPTCBC Environmental Health
Gareth Liley	NPTCBC Environmental Health
David Morris	NPTC Planning Policy Officer
Laura Pack	NPTCBC Active Travel
Amber Horton	Public Health Wales
Claire Fauvel	Swansea Bay University Health Board
Rhodri Morgan	Natural Resources Wales (NRW)
Gary Evans	NRW Air Quality Advisor
Richard Jones	South Wales Trunk Road Agent (Traffic Wales)
Steve Owen	NPTCBC Council Highways
Daniel Rees	NPTCBC Lighting and Buildings Services Manager
Tom Hunt	Hanson Cement, Production Manager
James Davis	Darlow Lloyd & Sons Ltd, Environmental Manager
Paul Callow	UKHSA, Environmental Public Health Scientist
Nathan Ace	Tata Steel UK Limited (Port Talbot)
Peter Quinn	Tata Steel UK Limited (Port Talbot)

Neath Port Talbot County Borough Council

Neil Haines	Tata Steel UK Limited (Port Talbot)
Paul Morgan	Harsco Environmental, Environmental Health and Safety Manager for South Wales
Paul North	Environment Manager, Runtech Ttd
Jonathan Batt	BOC Ltd Margam Gases
Paul Fitzsimmons	Margam Green Energy Limited, General Manager
Rachel Jordan	NPTCBC Planning Policy
Rebecca Sharp	NPTCBC Planning Policy - Countryside
Chris Davies	NPTCBC Planning Development
Nicola Lake	NPTCBC Planning Development
Brendan Griffiths	NPTCBC Transport
Huw Brunt	Public Health Wales
Hannah Morgan	Public Health Wales
Hayley Beharrell	Swansea Bay University Health Board
Marc Davies	Swansea Bay University Health Board
Paul Gibson	NRW
Brett Suddel	City Deal and Low Carbon Growth
Warren Scott	Hanson Cement
Ricky Guest	Tarmac Trading Limited
Scott Jenkins	Runtech Ltd
Simon Thomas	Western Bio-Energy Ltd

Steering Group Activities

The Steering Group were provided information about the AQAP process and the role of the Steering Group upon their invitation to the group.

Steering Group were invited by email to provide suggestions for measures for the AQAP measures longlist, for consideration at first Steering Group workshop.

Steering Group Workshop 20th July 2023

An online workshop was held for the Steering Group to provide an overview of the AQAP process, of the current air quality situation in Neath Port Talbot, and to discuss the longlist of AQAP measures. This included discussion of measures which had been compiled from existing policies, and how these could be improved or build upon, in addition to discussion of “new thinking” measures.

The workshop was well attended by most invited council departments and external organisations. Steering Group members also had the opportunity to raise questions, provide points of information and give feedback using the Teams chatbox within the meeting, and by email following the workshop. Condensed minutes from the workshop are provided in Appendix D.

Draft AQAP and measures shortlist

Following the workshop, the measures longlist was refined to the shortlist based on feedback received within the workshop, and follow-up emails and video calls were held with relevant Steering Group members to further discuss opportunities to go further.

Measures which were included in the longlist but not taken forward to the shortlist are included in Appendix B, with the reason why the measure wasn't pursued, including specific feedback from the Steering Group where applicable.

The AQAP was drafted and circulated to the Steering Group.

Monitoring and Evaluation of the AQAP, and maintenance as a “live strategy”

The Steering Group will continue to meet throughout implementation of the AQAP between 2024 and 2029. At minimum, Steering Group meetings will be held on an annual basis. Responsible owners of actions, including departments within NPTCBC

and external partners will report on the progress to date of actions, including reporting against KPIs, and raising any barriers or delays to implementation and/or completion of measures.

If the annual review reveals evidence that unforeseen barriers to progress have arisen, or measures are no longer suitable, the AQAP should be updated to reflect NPTCBC's position.

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5 AQAP Measures

Table 5-1 shows the NPT AQAP measures. It contains:

- a list of the actions that form part of the plan
- the responsible individual and departments/organisations who will deliver this action
- estimated cost of implementing each action (overall cost and cost to the local authority)
- expected benefit in terms of pollutant emission and/or concentration reduction
 - “High” – measures which directly abate or remove key sources of emissions, either permanently or temporarily during high-risk conditions.
 - “Medium” – measures which directly or indirectly achieve a quantifiable reduction in emissions.
 - “Low” – measures which are likely to have a positive but unquantifiable impact on air quality. Effectiveness of such measures may be constrained by engagement or enforcement. This can include “soft actions” such as knowledge sharing or gathering actions to inform on air quality and measures.
- the timescale for implementation
 - It is important to note that the nature of many of these measures – particularly those addressing industrial emissions, are long term ongoing measures. This means it is difficult to define and/or trace back the measure start year, and the measure is anticipated to be ongoing for the foreseeable future.
- how progress will be monitored

NB: Please see future APRs for regular annual updates on implementation of these measures.

5.1 Priority actions

The actions which are considered greatest priority in this action plan to the Council are:

- Measure 1: Participation in Welsh Government led multi-agency actions to investigate PM10 exceedances including monthly meetings.
- Measure 3: Regulation of NPTCBC permitted activities to ensure all permits are fit for purpose.
- Measure 26: Deployment of electric buses as part of decarbonisation plan
- Measure 28: Electric Vehicle (EV) Charging Infrastructure - identify and seek external funding opportunities to enable the installation of infrastructure initially at strategic locations and then across the wider County Borough.
- Measure 30: Closing of the blast furnace to be replaced with electric arc furnace (responsible owner: Tata Steel).
- Measure 36: Annual meeting of AQAP Steering Group.

The closure of the blast furnace is expected to reduce PM₁₀ emissions by 176 tonnes. With the implementation of this measure and other priority measures, it is expected that NPT will achieve daily mean PM₁₀ compliance in the near future.

The key priorities for the Steering Group organisations who are responsible owners for actions in Table 5.1 are as follows:

- Measure 4 - Regulation of NRW permitted activities (responsible owner: NRW).
- Measure 6 - Tata Steel daily data interpretation (concentrations, weather forecasts etc.) and response actions to minimise emissions and prevent breach days (responsible owner: Tata Steel).
- Measure 11 - Hanson Cement daily data interpretation (concentrations, weather forecasts etc.) and response actions, including: use of yard sprays, dampening or sweeping of access roads (responsible owner: Hanson Cement).
- Measure 14 - Notification of incidents or accidents which may impact air quality and/or breach permit conditions (responsible owner: Green Energy Margam)
- Measure 23 - Minimise hill fires through education and arson reduction actions (responsible owner: MAWWFIRE)

Table 5-1 Air Quality Action Plan Measures

Measure No.	Measure	Category	Classification	Estimated Year Measure to be Introduced	Estimated / Actual Completion Year	Organisations Involved	Funding Source	Defra or Welsh AQ Grant Funding	Funding Status	Estimated Cost of Measure	Measure Status	Target Reduction in Pollutant / Emission from Measure	Key Performance Indicator	Progress to Date	Comments / Potential Barriers to Implementation
1	Participation in Welsh Government led multi-agency actions to investigate PM ₁₀ exceedances including monthly meetings	Policy Guidance and Development Control	Regional Groups Co-ordinating programmes to develop Area wide Strategies to reduce emissions and improve air quality	Ongoing	Ongoing	Welsh Government, NPTCBC, NRW, industrial operators	Various	Yes	Fully funded	Not possible to estimate costs	Implementation	Low - No direct impact to air quality, rather knowledge sharing and actions to inform on air quality	Meetings, dissemination of data and research	Various investigations, most recently the king's college monitoring report	Lack of participation or engagement by stakeholders
2	Local Authority led engagement with local businesses regarding air quality management planning and investigating PM ₁₀ exceedances	Environmental Permits	Other	Ongoing	Ongoing	NPTCBC, industrial operators	NPTCBC	Yes	Fully funded	Not possible to estimate costs	Implementation	Low - No direct impact to air quality, rather knowledge sharing and actions to inform on air quality	Number of engagements	Ongoing	Lack of participation or engagement by stakeholders
3	Regulation of NPTCBC permitted activities to ensure all permits are fit for purpose	Environmental Permits	Other	Ongoing	Ongoing	NPTCBC	NPTCBC	No	Fully funded	Not possible to estimate costs	Implementation	High: Direct reduction of emissions through regulation and enforcement of permit conditions	Compliance with permit conditions, measured emissions, activity logs	Ongoing action	Staff resourcing
4	Regulation of NRW permitted activities	Environmental Permits	Other	Ongoing	Ongoing	NRW	NRW	No	Fully funded	Not possible to estimate costs	Implementation	High: Direct reduction of emissions through regulation and enforcement of permit conditions	Compliance with permit conditions, measured emissions, activity logs	Ongoing action	Staff resourcing
5	Dust reduction programme at TATA site	Environmental Permits	Measures to reduce pollution through IPPC Permits going beyond BAT	Ongoing	Ongoing	NRW, Tata Steel	NRW, Tata Steel	No	Fully funded	Not possible to estimate costs	Implementation	High: Direct reduction of particulate emissions via NRW regulation	Implementation of improvement schemes, measured emissions data, monitored PM ₁₀ concentrations, number of dust nuisance complaints	The dust reduction programme will continue for the foreseeable future. Various improvements, including replacement of electrostatic precipitators with more efficient bag filters at the sinter plant in 2021.	None

Measure No.	Measure	Category	Classification	Estimated Year Measure to be Introduced	Estimated / Actual Completion Year	Organisations Involved	Funding Source	Defra or Welsh AQ Grant Funding	Funding Status	Estimated Cost of Measure	Measure Status	Target Reduction in Pollutant / Emission from Measure	Key Performance Indicator	Progress to Date	Comments / Potential Barriers to Implementation
6	Tata Steel daily data interpretation (concentrations, weather forecasts etc.) and response actions to minimise emissions and prevent breach days.	Environmental Permits	Other	Ongoing	Ongoing	Tata Steel, NRW	Tata Steel	No	Fully funded	Not possible to estimate costs	Implementation	High: Direct reduction of emissions through implementation of response actions during occurrences and potential occurrences of high concentrations.	Breach day reports are completed every time that the 50µg is exceeded to see if discrete sources or causes can be identified. Monthly Data meetings are held to discuss data and trends, logs of response actions	Ongoing action	None
7	Tata Steel incidence communication and response actions	Environmental Permits	Other	Ongoing	Ongoing	Tata Steel, NRW	Tata Steel	No	Fully funded	Not possible to estimate costs	Implementation	High: Direct reduction of emissions through implementation of response actions during occurrences and potential occurrences of high concentrations.	Data interpretation meetings, logs of response actions	Ongoing action	None
8	Tata Steel monitoring networks, including site boundary ambient monitoring, spot monitoring of point sources, stockpile monitoring and on-vehicle monitoring of haul roads	Environmental Permits	Other	Ongoing	Ongoing	Tata Steel, NRW	Tata Steel	No	Fully funded	Not possible to estimate costs	Implementation	Low - No direct impact to air quality, rather knowledge sharing and actions to inform on air quality	Data is reported to NRW for permit compliance	Ongoing action	None
9	Wheel washers - operational and sensor communication status of site wheel washers are reviewed and issues are actioned.	Environmental Permits	Other	Ongoing	Ongoing	Tata Steel, NRW	Tata Steel	No	Fully funded	Not possible to estimate costs	Implementation	Medium - Direct reduction of particulates from unpaved site roads	Up to date action logs	Ongoing action	None

Measure No.	Measure	Category	Classification	Estimated Year Measure to be Introduced	Estimated / Actual Completion Year	Organisations Involved	Funding Source	Defra or Welsh AQ Grant Funding	Funding Status	Estimated Cost of Measure	Measure Status	Target Reduction in Pollutant / Emission from Measure	Key Performance Indicator	Progress to Date	Comments / Potential Barriers to Implementation
10	Road management processes - water bowsers deployed if dry conditions, temperatures excess in 15oC, wind direction and observations. Deployment of bowsers is monitored each and weekend deployment requirements are monitored each Friday. Sweepers also utilised.	Environmental Permits	Other	Ongoing	Ongoing	Tata Steel, NRW	Tata Steel	No	Fully funded	Not possible to estimate costs	Implementation	Medium - Direct reduction of particulates from unpaved site roads	Up to date observation logs	Ongoing action	None
11	Hanson Cement daily data interpretation (concentrations, weather forecasts etc.) and response actions, including: use of yard sprays, dampening or sweeping of access roads.	Environmental Permits	Other	Ongoing	Ongoing	Hanson Cement, NPTCBC	Hanson Cement	No	Fully funded	Not possible to estimate costs	Implementation	High: Direct reduction of emissions through implementation of response actions during occurrences and potential occurrences of high concentrations.	Data interpretation meetings, logs of response actions	Ongoing action	None
12	Hanson Cement staff training and awareness of permit conditions, operational practices and procedures for breach days and accidental emissions	Environmental Permits	Other	Ongoing	Ongoing	Hanson Cement, NPTCBC	Hanson Cement	No	Fully funded	Not possible to estimate costs	Implementation	Low - No direct impact to air quality, rather knowledge sharing and actions to inform on air quality	Number of staff trained	Ongoing action	None
13	Air quality improvement programme: a study to determine the extent to which systems to minimise NOx emissions can be optimised, to reduce NOx emissions as far as possible without increasing emissions of other pollutants. Additionally, a programme of dioxin monitoring and of mercury monitoring.	Environmental Permits	Other	Ongoing	Ongoing	Margam Crem	Margam Crem	No	Fully funded	Not possible to estimate costs	Implementation	Low - No direct impact to air quality at this point, rather knowledge gathering actions to inform on air quality	Complete research report with recommendations	Ongoing action	None

Measure No.	Measure	Category	Classification	Estimated Year Measure to be Introduced	Estimated / Actual Completion Year	Organisations Involved	Funding Source	Defra or Welsh AQ Grant Funding	Funding Status	Estimated Cost of Measure	Measure Status	Target Reduction in Pollutant / Emission from Measure	Key Performance Indicator	Progress to Date	Comments / Potential Barriers to Implementation
14	Notification of incidents or accidents which may impact air quality and/or breach permit conditions	Environmental Permits	Other	Ongoing	Ongoing	Green Energy Margam, NRW	Green Energy Margam	No	Fully funded	Not possible to estimate costs	Implementation	Low - No direct impact to air quality, rather knowledge sharing and actions to inform on air quality	Up to date notification log	Ongoing action	None
15	Planning policies to resist development on air quality ground where appropriate, through the Local Development Plan (LDP) 2011-2026 and the Replacement Local Development Plan (RLDP).	Policy Guidance and Development Control	Air Quality Planning and Policy Guidance	LDP: 2011 RLDP: 2021	LDP: 2026 RLDP: 2036	NPTCBC, Welsh Government	NPTCBC	No	Fully funded	Not possible to estimate costs	Implementation (LDP 2011-2026) Planning (RLDP 2021-2036)	Low - No reduction of existing emissions, rather, prevention of possible additional emissions	Number of planning applications reviewed	The LDP is in force. In terms of planning for the RLDP, a review of the LDP has been completed, and the review report is submitted to Welsh Government. An Integrated Sustainability Appraisal scoping report has been completed.	Lengthy timescale
16	Review and update air quality policies in the Replacement Local Development Plan	Policy Guidance and Development Control	Air Quality Planning and Policy Guidance	2024	Unknown	NPTCBC	NPTCBC	No	Fully funded	Not possible to estimate costs	Planning	Low - No reduction of existing emissions, rather, prevention of possible additional emissions	Completion of review and update of air quality policies	RLDP is still in early stages of being updated.	Consultation delays
17	Travel plans	Promoting Travel Alternatives	Personalised Travel Planning	2024/2025	2025	NPTCBC	Welsh Gov / NPTCBC	No	Partly Funded	20K	Implementation By April 2025	Low - Direct but unquantifiable impact on reducing emissions.	Travel plan implemented	Part implemented but not complete	None
18	School active travel plans and educational activities	Promoting Travel Alternatives	School Travel Plans	2024/2025	2025	NPTCBC	Welsh Gov / NPTCBC	No	Partly Funded	20K	Implementation By April 2025	Low - Direct but unquantifiable impact on reducing emissions.	Number of plans in place, number of pupils walking/cycling to school	61 plans in place currently being updated to reflect the new Active Travel template	None
19	Delivery of cycle training and active travel education	Promoting Travel Alternatives	Promoting cycling, promoting walking	Ongoing	Ongoing	Road Safety Team Neath Port Talbot Council	Welsh Government & LA	No	Partially funded	50K-100K	Implementation	Low - Direct but unquantifiable impact on reducing emissions.	Number of training sessions conducted, Number of participants	Funding by Welsh Government is secured annually. The Road Safety Team at NPTC delivers cycle training to all ages and abilities by utilising funding from WG as well having our own Cycle Instructor funded internally. We also deliver pedestrian training for all ages and this again is funded by both WG and LA.	No barriers - training is sought after by public and schools and training goes on all year.

Measure No.	Measure	Category	Classification	Estimated Year Measure to be Introduced	Estimated / Actual Completion Year	Organisations Involved	Funding Source	Defra or Welsh AQ Grant Funding	Funding Status	Estimated Cost of Measure	Measure Status	Target Reduction in Pollutant / Emission from Measure	Key Performance Indicator	Progress to Date	Comments / Potential Barriers to Implementation
20	Improvements to active travel facilities, e.g cycle storage.	Promoting Travel Alternatives	Cycle network	Ongoing	Ongoing	Neath Port Talbot Council	WG Active Travel Fund	Yes	Applications for funding made annually	Site specific	Ongoing	Low - Direct but unquantifiable impact on reducing emissions.	Number of cycle infrastructure	<p>There has been installation of 3 cycle shelters in 2022/2023: Aberavon Shopping Centre, Aberavon Beach and Port Talbot Train Station.</p> <p>Cycle hoops also been installed in Cymmer near to the refreshment rooms, to replace cycle storage which had fallen into disrepair. To help encourage more people to cycle, Neath Port Talbot Council has launched a scheme whereby we are giving away up to four free cycle stands to organisations in locations where cycle parking is needed</p> <p>An interactive map has been created to show where cycle storage is available in NPT, the map will be placed on the councils webpage allowing residents or visitors to view photos and locations of the available cycle storage before travelling. In the past 2 financial years, a total of 11 new seats were installed in locations alongside cycle routes in the county borough.</p>	None
21	Provision of Active Travel information via NPTCBC website	Public Information	Via the Internet	Ongoing	Ongoing	Neath Port Talbot Council	WG Active Travel Fund	Yes	Applications for funding made annually	Estimated <£10K per year	Ongoing	Low - Direct but unquantifiable impact on reducing emissions.	Number of website visits	The council launched it's new active travel webpage last year, which can be found here: www.npt.gov.uk/activetravel this includes a link to NPT's Active Travel Network Maps. Further changes to the website are planned this financial year.	None
22	Minimise industrial and commercial fires	Other	Other	Ongoing	Ongoing	NPTCBC, NRW, M&WWFIRE	NPT, NRW, M&WWFIRE	No	Fully funded	Not possible to estimate costs	Implementation	High - Direct reduction of emissions through preventative and remedial action	Number of complaints about industrial commercial fires investigated	No problems in recent years	None
23	Minimise hill fires through education and arson reduction actions.	Other	Other	Ongoing	Ongoing	MAWWFIRE	MAWWFIRE	No	Fully funded	Not possible to estimate costs	Implementation	High - Direct reduction of emissions through preventative and remedial action	Number of hill fires, estimated emissions from fires	Community fire safety team targets	None

Measure No.	Measure	Category	Classification	Estimated Year Measure to be Introduced	Estimated / Actual Completion Year	Organisations Involved	Funding Source	Defra or Welsh AQ Grant Funding	Funding Status	Estimated Cost of Measure	Measure Status	Target Reduction in Pollutant / Emission from Measure	Key Performance Indicator	Progress to Date	Comments / Potential Barriers to Implementation
24	Street sweeping carried out as required to remove particulates from the highway	Transport Planning and Infrastructure	Other	Ongoing	Ongoing	NPTCBC	NPTCBC	No	Fully funded	Not possible to estimate costs	Implementation	Medium - Direct reduction of particulates from the highway	Records of street sweeping activities	Sweeping has been carried out at TATA's request on several occasions	None
25	Improvements to public transport (buses)	Transport Planning and Infrastructure	Public transport improvements	2027	Unknown	WG, TfW, NPTCBC, Bus Operators	WG	No	Fully funded	Not possible to estimate costs	Planning	High: Direct reduction of particulate emissions	Number of buses retrofitted or improved	Bus Bill passed	Funding Cooperation from bus operators
26	Council Fleet / Plant - conduct an assessment of the suitability of new technologies that come onto the market to determine their viability for use as part of the Council's fleet of vehicles and plant	Promoting Low Emission Transport	Company Vehicle Procurement - Prioritising uptake of low emission vehicles	Ongoing	Ongoing	NPTCBC	NPTCBC	No	Fully funded	£1 million - £10 million	Planning	Low - No reduction of existing emissions, rather, prevention of possible additional emissions	Increase the number of Annual alternative fuelled vehicles within the Council's fleet. Increase the EV infrastructure at The Quays and other Council locations to allow for expansion of the ULEV fleet.	Planning phase	None
27	Electric Vehicle (EV) Charging Infrastructure - identify and seek external funding opportunities to enable the installation of infrastructure initially at strategic locations and then across the wider County Borough	Promoting Low Emission Transport	Procuring alternative Refuelling infrastructure to promote Low Emission Vehicles, EV recharging, Gas fuel recharging	2019	2025	NPTCBC	NPTCBC	No	Partially Funded	£1M-£10M	Planning - the NPT ZEVIS (Zero Emission Vehicle Infrastructure Strategy) adopted Nov '23 which identifies funding streams and Priority Focus	50,000 T CO2 400 T N2O (per year) Figures taken from NPT ZEVIS report	Number of EV charging points installed	EV infrastructure installed at 4 strategic locations across the wider County Borough	Barriers include Grid Capacity, Lead times for DNO Grid Connection, Planning/Highways considerations to on-street charging solutions, Procurement of commercial partners and equipment and resources to deliver outcomes within 12 month funding timeline

Measure No.	Measure	Category	Classification	Estimated Year Measure to be Introduced	Estimated / Actual Completion Year	Organisations Involved	Funding Source	Defra or Welsh AQ Grant Funding	Funding Status	Estimated Cost of Measure	Measure Status	Target Reduction in Pollutant / Emission from Measure	Key Performance Indicator	Progress to Date	Comments / Potential Barriers to Implementation
											Areas leading to a Fast Track Programme				
28	Taxi licensing policy: in parallel with the emerging EV infrastructure, monitor/review the current policy to explore proposals to promote and encourage the take up of low emission taxis	Promoting Low Emission Transport	Taxi Licensing conditions	Ongoing	Ongoing	NPTCBC	NPTCBC	No	No funding available	Nil	Completed	Low - No reduction of existing emissions, rather, prevention of possible additional emissions	Measure the number of licensed low emission taxis and explore any incentives that could encourage the uptake of ULEVs	An amendment to the Taxi Licensing Policy was approved by the Registration and Licensing Committee in March 2023 following consultation with the hackney carriage and private hire trades. The Taxi Licensing Policy requires that all new hackney carriage vehicles must be wheelchair accessible. This requirement has now been removed for fully Electric Vehicles. To date, two fully electric vehicles have been licensed.	Fees for taxi licensing are calculated to recover as far as possible the actual costs of providing the service. Legislation dictates that the Council is not permitted to make a profit from the fees it charges. Any incentives offered to increase the uptake of fully electric vehicles as taxis, would result in a decrease in income.
29	Sustainable Biofuels (Lanzatech Project) - assist in the delivery of a biofuel pilot project which will utilise waste gases from the TATA plant.	Promoting Low Emission Plant	Shift to installations using low emission fuels for stationary and mobile sources	Ongoing	Ongoing	NPTCBC, Welsh Government	Various	No	Fully funded	£10 million	Planning	Low - Direct but unquantifiable impact on reducing emissions.	Completion of pilot project	Letter in support in principle is provided to the company to facilitate funding applications. Funding is secured by the company. All necessary permissions are granted. The facility is constructed on schedule using local supply chains and becomes operational.	None
30	Closing of the coke ovens, blast furnace, sinter plant and other heavy end facilities to be replaced with electric arc furnace	Promoting Low Emission Plant	Shift to installations using low emission fuels for stationary and mobile sources	2024	Unknown	Tata Steel	Tata Steel, UK Government	No	Fully funded	£1.25 billion	Planning	High: Direct reduction of particulate emissions of 179.46 tonnes or approx. 10% of emissions of industrial point sources	Completion of project	Funding secured	None
31	Active Travel Network improvements	Transport Planning and Infrastructure	Cycle/walking network	Ongoing	Ongoing	NPTCBC	Active Travel Act Fund	Yes	Fully funded	£500K-1million	Planning / Implementation	Low - Direct but unquantifiable impact on reducing emissions.	Completion of projects	Sandfields Masterplan: We will develop detailed designs for three active travel routes in the Sandfields area. Neath to Cimla: We will be creating a detailed design for the active travel route connecting Neath to Cimla.	None

Measure No.	Measure	Category	Classification	Estimated Year Measure to be Introduced	Estimated / Actual Completion Year	Organisations Involved	Funding Source	Defra or Welsh AQ Grant Funding	Funding Status	Estimated Cost of Measure	Measure Status	Target Reduction in Pollutant / Emission from Measure	Key Performance Indicator	Progress to Date	Comments / Potential Barriers to Implementation
															<p>Neath Town Centre Masterplan: We will be developing outline designs for three routes within Neath Town Centre.</p> <p>Taibach to Goytre Links: Prepare an outline design for the active travel link between Taibach and Goytre.</p> <p>A48 Link to NCN47: Conduct a feasibility study to explore route improvements linking the A48 at Briton Ferry Roundabout to National Cycle Network Route 47 (NCN47) at Neath Canal.</p> <p>Accessibility Improvements: Implement dropped kerbs and tactile paving on five active travel routes, enhancing accessibility for all users, particularly those with mobility or visual impairments.</p> <p>Improvements to NCN4 Taibach: We will be undertaking route improvements at Margam Education Centre and installing lighting on the lane at the rear of Rhodfa Glan-y-Mor, improving safety and usability of the route and encouraging more active travel.</p> <p>Facilities Upgrades: Replace non-compliant barriers and moving signage which is obstructing NCN4 in Briton Ferry.</p> <p>Active Travel Network Map Development Map related facilities such as public seating, barriers, and crossings on existing routes. This mapping exercise will provide data to feed into planning and improving active travel infrastructure. An annual update of future and existing routes on DataMapWales will be undertaken in November 2024.</p> <p>Monitoring and Evaluation: Collect data to influence design and for ongoing monitoring and evaluation. Data collection will capture the speed and volume of vehicles, as well as the number of pedestrians and cyclists.</p>

Measure No.	Measure	Category	Classification	Estimated Year Measure to be Introduced	Estimated / Actual Completion Year	Organisations Involved	Funding Source	Defra or Welsh AQ Grant Funding	Funding Status	Estimated Cost of Measure	Measure Status	Target Reduction in Pollutant / Emission from Measure	Key Performance Indicator	Progress to Date	Comments / Potential Barriers to Implementation
32	Public rights of way network (PROW) improvements.	Planning and Engineering and Transport	Cycle/walking network	2021-2022	2022	NPTCBC	NPTCBC/WG	No	Completed	£100k - £500k	Completed	Low - Direct but unquantifiable impact on reducing emissions.	Planned schemes completed	Planned schemes include: Byway 49 (Glyncorrwg) - Nant Tewlaeth Footbridge Footpath 12 MST (Pelenna) Byway 111.PT (Cwmafan) Bridge on Byway 111 Footpath 93 Igk (Ystalyfera) Betting Colliery Footbridge. Footpath 18.0Hi (Nant y Cafn) – Nant y Cafn footbridge. Byway 9.0 Hi (Nant Melyn) Footpath 39 & 5 (Primrose Lane) Footbridge of Footpath 39. Footpath 106 Igk (Penrhiw Fawr) Replacement bridge. 50% contribution to be offered towards the cost of replacing the Bryndda Bridge on the boundary between NPT and Bridgend.	None
33	Homes as Power Stations - delivery of smart, low carbon energy efficient homes through new build developments, retro-fitting existing buildings, and local supply chain support development.	Promoting Low Emission Plant	Other measure for low emission fuels for stationary and mobile sources	Ongoing	Ongoing	NPTCBC	City Region Deal	No	SBCD – fully funded	£15m total	Implementation	Medium - project includes plans to directly reduce emissions from existing domestic heating sources.	Number of new build and annual refurbishment projects completed. Implementation of supply strategy for Haps. Development of skills and training programme for Haps.	Financial Incentives Fund has been launched supporting the development and implementation of creating cleaner, greener, more energy efficient homes.	Uptake by private individuals, cost
34	Air Quality Monitoring Pilot Study	Other	Other	2021	2023	NPTCBC, Swansea Bay City Deal (project 'Supporting Innovation and Low Carbon Growth')	Swansea Bay City Deal	No	Fully funded	£100k - £500k	Implementation	Low - No direct impact to air quality, rather a knowledge gathering action to improve air quality evidence base.	Monitoring data, increased understanding	2 year monitoring scheme nearing end, final QA/QC, reporting and source apportionment analysis to be completed.	Monitor downtime resulting in lack of data for a period of time - rare occurrence
35	New communication system for reporting hyperlocal air quality data and advice to public	Public information	Via the internet	2024	Ongoing	NPTCBC, Swansea Bay City Deal (project 'Supporting Innovation and Low Carbon Growth'), Vortex, Ricardo	Swansea Bay City Deal	Yes	Not obtained	£10k - £50k	Planning	Low - No direct impact to air quality, rather public knowledge increased	Public engagement via internet	Planning phase	Monitor downtime resulting in lack of data for a period of time - rare occurrence

Measure No.	Measure	Category	Classification	Estimated Year Measure to be Introduced	Estimated / Actual Completion Year	Organisations Involved	Funding Source	Defra or Welsh AQ Grant Funding	Funding Status	Estimated Cost of Measure	Measure Status	Target Reduction in Pollutant / Emission from Measure	Key Performance Indicator	Progress to Date	Comments / Potential Barriers to Implementation
36	Annual meeting of AQAP Steering Group	Policy Guidance and Development Control	Other policy	2023	2028	AQAP Steering Group: NPTCBC,	Various	No	Fully funded	Not possible to estimate costs	Implementation	Low - No direct impact to air quality, rather an action to inform on and manage air quality	Annual meetings of AQAP Steering Group	Ongoing	Lack of participation or engagement by stakeholders
37	Investigate the development of a solid fuel and/or bonfire policy, once new legislation (Environment (Air Quality and Soundscapes)(Wales) Act 2024) is in place, and updated guidance or requirements are in place.	Policy Guidance and Development Control	Other policy	2024	Unknown	Local Authority Environmental Health, with input from Waste Teams	Welsh Government and NPTCBC	Yes	Not applied for funding as awaiting requirements of the Act	Not possible to estimate costs until requirement clearer	Planning	Low - unquantifiable reduction in emissions.	Up to date policy available on NPT website	Planning phase	None
38	Educational awareness campaign, covering domestic sources and what steps individuals can take to reduce their own air quality emissions.	Public Information	Leaflets, social media, school visits	2024	Ongoing	Local Authority Environmental Health,	Welsh Government LAQM Fund	Yes	Funding awarded	£10k	Planning	Low - Direct but unquantifiable impact on reducing emissions.	Number of training sessions conducted, Number of participants	Planning phase	None
39	Research into the extent, occurrence and source apportionment of fugitive emissions of PM and dust emissions in Port Talbot	Other	Other	2024	Ongoing	Local Authority Environmental Health, Tata, NRW	NPTCBC	No	N/A	£10k	Implementation	Low - No direct reduction in emissions, but source apportionment will be useful in identifying pollution episodes, forecasting and handling dust complaints.	Completion of research	Ongoing	None
40	Study into the M4 Port Talbot 50mph speed limit J41 to J42 - i.e. the consideration of measures along the M4 and trunk road network for nitrogen dioxide reduction	Traffic Management	Reduction of speed limits	2024	2025	Welsh Government	LAQM Fund	Yes	Funding awarded	<£10k	Planning / Implementation	Low - No direct reduction in emissions, but study will be useful in identifying measures that have direct emissions reduction.	Completion of research	Planning/Implementation phase	Whilst at present, the existing 50mph speed limit zone has been extended from J41 to J42, the Welsh Government has not ruled out further measures including the closure of slip roads.

Measure No.	Measure	Category	Classification	Estimated Year Measure to be Introduced	Estimated / Actual Completion Year	Organisations Involved	Funding Source	Defra or Welsh AQ Grant Funding	Funding Status	Estimated Cost of Measure	Measure Status	Target Reduction in Pollutant / Emission from Measure	Key Performance Indicator	Progress to Date	Comments / Potential Barriers to Implementation
41	Hydrogen bus trials	Promoting Low Emission Transport	Other	2023	Ongoing	NPCBC, Swansea University, South Wales Transport, Hyppo Hydrogen solutions, Caetano Bus UK, Fuel Cell Systems, Protium, University of South Wales Hydrogen Centre	Various	Yes	Partial funding received	£250m	Planning	Low - No direct reduction in emissions, but will provide gateway for deployment of hydrogen bus fleet which has direct emissions reduction	Completion of trials with details of emissions reductions achieved.	Trials have commenced in Neath Port Talbot and Swansea in June 2023.	None

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Appendix A: Response to Consultation

Table A.1 – Summary of Responses to Consultation and Stakeholder Engagement on the AQAP

TO BE COMPLETED FOLLOWING FORMAL CONSULTATION

Consultee	Category	Response

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Appendix B: Reasons for Not Pursuing Action Plan Measures

Table B.1 – Action Plan Measures Not Pursued and the Reasons for that Decision

Action category	Action description	Reason action is not being pursued (including Stakeholder views)
Public information	Air Alerts	Feedback was that air alerts in some forms are prone to inciting panic and can result in unnecessary pressure on NHS and health services
Promoting Travel Alternatives	NPT Agile Working Scheme	Measure completed for NPTCBC staff - Agile home working policy in place.
Alternatives to private vehicle use	NPT car share scheme	Measure in place for NPTCBC staff. Considered to be too low impact in relation to the overall AQ issues in NPT, to warrant inclusion in the AQAP actions list, though agreement to highlight how NPT is leading by example in the main body of the AQAP.
Promoting Travel Alternatives	NPT bike to work scheme	Measure in place for NPTCBC staff. Considered to be too low impact in relation to

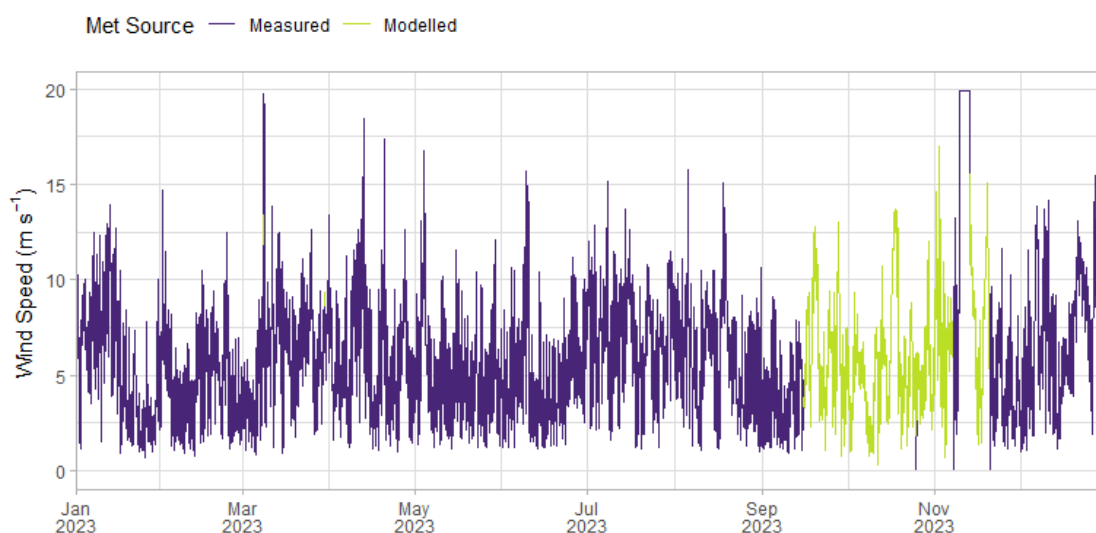
Action category	Action description	Reason action is not being pursued (including Stakeholder views)
		the overall AQ issues in NPT, to warrant inclusion in the AQAP actions list, though agreement to highlight how NPT is leading by example in the main body of the AQAP.
Other	Train haulage emissions: Investigate cases of visible mineral emissions from trains	Investigation of haulage emissions hasn't been required for years. Source apportionment has not shown emissions from trains to be significant. No further action is considered necessary, unless future monitoring and source apportionment indicates trains and haulage train emissions to be of concern.
Other	Provision of green waste recycling to minimise domestic bonfires	Measure is considered completed as green waste recycling service continues to be provided by the Council. Monitoring of this as an ongoing measure not considered useful, as it cannot provide information about the potential reduction of emissions from domestic waste fires.

Appendix C: Source apportionment using measurement data: meteorological data sources and gap filling

Additional technical information supporting the source apportionment analysis using measurement data, as presented in Section 3.3.

The majority of the analysis of 2023 data has been undertaken using measured meteorological data from the Margam AURN monitoring site. However, due to technical issues with instruments not working, there was a period from mid September into November 2023 when measured meteorological was missing. This data was gapfilled using WRF modelled data, to allow for a full analysis of the calendar year measured PM₁₀ concentration data against wind speed and direction data. Figure C1 shows a timeseries of the origin of meteorological data for 2023.

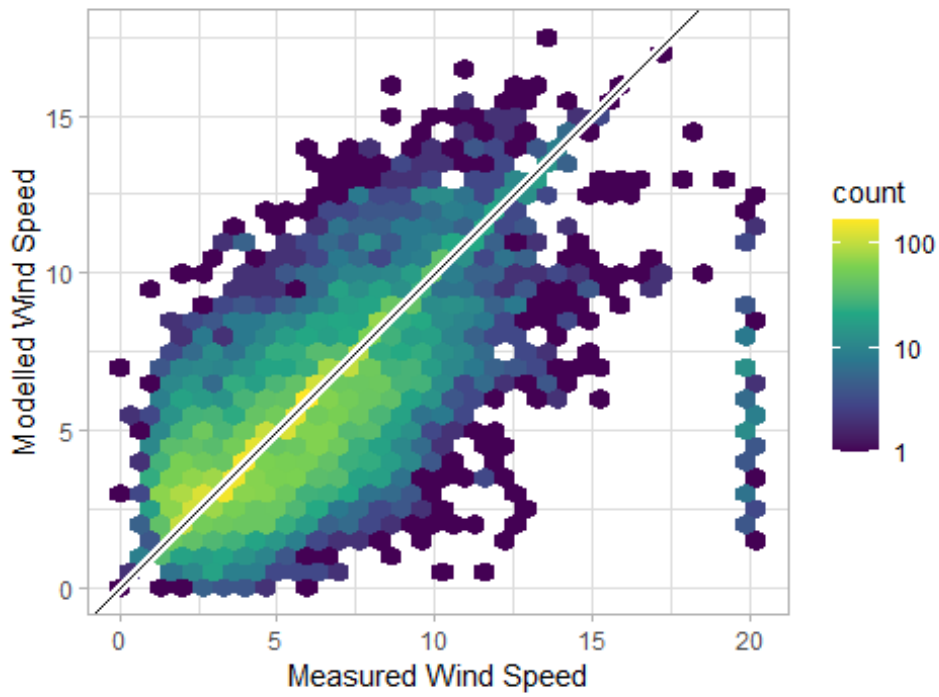
Figure C1: A timeseries showing the origin of met data at the Port Talbot WAQN site



Analysis was conducted to investigate the difference between the measured and modelled meteorological data. Figure C2 shows comparison plots between modelled and measured wind speed and direction.

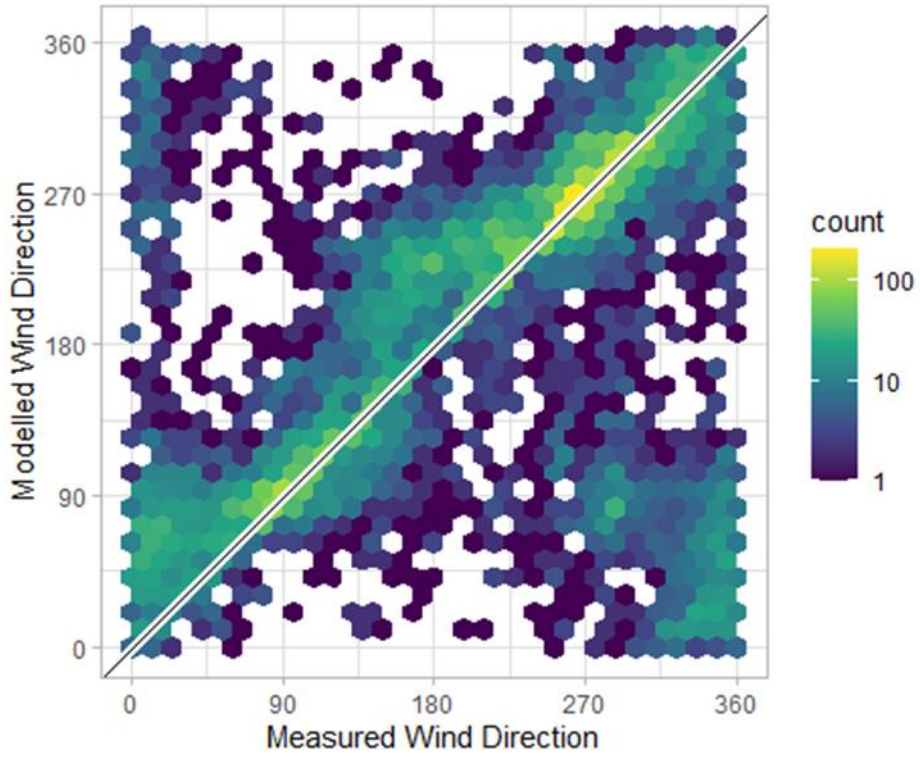
Figure C2: Hexagonally binned comparisons between measured and modelled wind speed and direction data at Port Talbot Margam

(a) Wind Speed



(b) Wind Direction





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Appendix D: Minutes from NPT AQAP Steering Group Workshop

Date: 20 July 2023

Time: 14:00-16:00

1. Participants

Air quality consultants from Ricardo are supporting Neath Port Talbot County Borough Council (NPTCBC) in the update of their Air Quality Action Plan (AQAP) and are facilitating this workshop for the Steering Group. Ricardo Team: Abigail Pepler, Senior Air Quality Consultant; Sarah Foll, Principal Air Quality Consultant; Patrick Harland, Air Quality Consultant.

1.1 Steering Group members in attendance

Name	Organisation
Leah Morgan	NPTCBC Environmental Health
Celvin Davies	NPTCBC Environmental Health
Michael Roosmalen	NPTCBC Environmental Health
David Morris	NPTC Planning Policy Officer
Laura Pack	NPTCBC Active Travel
Amber Horton	Public Health Wales
Claire Fauvel	Swansea Bay University Health Board
Rhodri Morgan	Natural Resources Wales (NRW)
Gary Evans	NRW Air Quality Advisor
Richard Jones	South Wales Trunk Road Agent (Strategic Road Network)

Neath Port Talbot County Borough Council

Steve Owen	NPTCBC Council Highways
Daniel Rees	NPTCBC Lighting and Buildings Services Manager
Tom Hunt	Hanson Cement, Production Manager
James Davis	Darlow Lloyd & Sons Ltd, Environmental Manager
Paul Callow	UKHSA, Environmental Public Health Scientist
Nathan Ace	Tata Steel UK Limited (Port Talbot)
Peter Quinn	Tata Steel UK Limited (Port Talbot)
Neil Haines	Tata Steel UK Limited (Port Talbot)
Paul Morgan	Harsco Environmental, Environmental Health and Safety Manager for South Wales
Paul North	Environment Manager, Runtech Ttd
Jonathan Batt	BOC Ltd Margam Gases
Paul Fitzsimmons	Margam Green Energy Limited, General Manager

1.2 Steering group members unable to attend

Name	Organisation
Gareth Liley	NPTCBC Environmental Health
Rachel Jordan	NPTCBC Planning Policy
Rebecca Sharp	NPTCBC Planning Policy - Countryside
Chris Davies	NPTCBC Planning Development
Nicola Lake	NPTCBC Planning Development

Hannah Morgan	Public Health Wales
Hayley Beharrell	Swansea Bay University Health Board
Marc Davies	Swansea Bay University Health Board
Paul Gibson	NRW
Brett Suddel	City Deal and Low Carbon Growth
Warren Scott	Hanson Cement
Ricky Guest	Tarmac Trading Limited
Scott Jenkins	Runtech Ltd
Simon Thomas	Western Bio-Energy Ltd

2. Introduction and Health Impacts of Air Pollution [Presented by Patrick Harland, Ricardo]

- Provided an overview of the health impacts of poor air quality, highlighting health effects caused by PM in particular, and who in society is most vulnerable.
- Provided an overview of the pollutants of concern in Neath Port Talbot.

2. Chat Box Discussion – Health Impacts of Air Pollution

[14:18] Amber Horton (Public Health Wales)

Please note, mortality burden estimates quoted are not ‘actual deaths’ they are ‘attributable deaths’ – there are a lot of caveats with interpreting these.

3. Project Background [Presented by Abigail Pepler, Ricardo and Patrick Harland, Ricardo]

- Provided an overview of what the AQAP air quality action plan process should include and our approach to updating the plan for Neath Port Talbot.

3. Chat Box Discussion – Project Background

[14:19] Nathan Ace (Tata Steel)

Just a quick point of clarity, is the AQAP replacing the previous termed STAP?

[14:20] Amber Horton (Public Health Wales)

So, the AQAP has not been reviewed in the 5-year period as mentioned?

[14:31] Leah Morgan (NPTCBC Environmental Health)

No Nathan, the Air Quality Action Plan is separate to the STAP.

No Amber, the AQAP has not been updated in that timeframe.

- Provided an overview of the policy context at the national and local level.
- Provided an overview of the current state of air quality in Port Talbot.
- Provided an overview of sources of PM₁₀ in Neath Port Talbot, highlighting that the largest contributing source which is possible to control is industry, followed by domestic sources, then transport. (Residual and salt, and secondary PM are the greatest overall sources of PM₁₀ but not possible to control).
- Presented the AQAP Priorities proposed by the Council.

4. Measures Discussion

Feedback sought from the steering group on the ongoing measures gathered. Specifically, feedback on: any measures missed (ongoing, new or planned); measures no longer relevant; mitigation actions considered but abandoned; and feedback on the opportunities where the AQAP could build on existing measures or introduce further measures.

4.1 Discussion – Measures to tackle Industrial Stack Emissions

Amber Horton (Public Health Wales) - Regarding the communication of air quality warnings to the public and the publicity campaign.

- We need to be mindful of public health messaging distributed.
- You don't want unintended consequences of the public rushing to hospitals and GP's as has happened previously. Due to NHS demands and pressures, proportionate messaging is needed.
- Example – if there is an air pollution episode, messaging needs to be carefully considered because we don't want to discourage, for example, active travel – it has benefits and can outweigh the negative health effects of exposure (with caveats). We need to be careful, it needs appropriate collaboration with partners
- We don't want people thinking to drive because it is not safe outside- that will make air quality worse, so it's about appropriate messaging.

Celvin Davies (NPTCBC Environmental Health) – Agrees with Amber on this point.

- The LA tried this a few years ago and it did have the effect of panic and increased use of health facilities.
- We had a text-message alert system previously.
- As a local authority we are seeing mixed communication and mixed messages
- When you look at the technical compliance we are reporting, we are not getting the breaches of PM₁₀ that the AQMA was originally set up to deal with. But there is a perception here in Port Talbot, that there is a higher pollution rate, I think some of this is around interpreting what the data is saying.
- Some of the public information does focus on air quality indexes. We'd be keen as a local authority to see how this could work. There are some apps that deal with this but don't compare the AQI to objectives.
- It won't go into the objectives part of it but gives a daily air quality index.
- There is a need to examine the difference between PM₁₀ and nuisance dust in the community as negative feedback around pollution focuses on this.
- The nuisance dust is causing more of a concern despite monitoring data showing PM₁₀ has been reduced over time.
- We are aware there are some emerging pollutants of concern such as PAHs.
- It is how we communicate we are doing well at reducing some pollutants but not all. The dust component may not have been a part of the original thinking of this AQAP.

Sarah Foll (Ricardo)

- Everything communicated needs a clear purpose and clarity.
- Regarding nuisance dust and PM₁₀ the difference of these pollutants may need to be communicated to the public.
- Generally when communicating messages about air pollutants it is important that the public know what these pollutants are before the communication.

Abigail Pepler (Ricardo)

- Question for Tata representatives about the potential for abatement through replacement of electrostatic precipitators. What's the status of this measure?

Neil Haines (Tata Steel)

- That was installed in summer 2021 and is in place.

Abigail Pepler (Ricardo)

- This will be reflected in the plan where we highlight work already done.
- Is there any thought on 5 day forecasting to help plan further ahead?

Nathan Ace (Tata Steel)

- We currently work off trend data to inform us when we are potentially approaching exceedance of PM₁₀.

- We take action ceasing some operations or deploying additional abatement measures.
- It's the confidence of the forecasting that is in question. The forecasting would heavily impact our operations and therefore our financials. So, the accuracy would need to be at a good level.

Abigail Pepler (Ricardo)

- Could the extent to which the current air quality warnings are currently communicated go further? Can information be disseminated to help other industry operators or the councils so they can put in their reactive measures, if the daily forecast is looking poor?

Nathan Ace (Tata Steel)

- This could be an option, it's something we could look at by providing communication about what the PM₁₀ levels are looking like and when we'd take action.

Celvin Davies (NPTCBC Environmental Health)

- As a local authority we are keen to look at forecasting.
- We have got other monitors and sensors in the community so we would be keen to see if this new technology could help with forecasting.
- We would like to learn examples from the Scunthorpe situation, particularly setup.

4.1.1 Chat Box Discussion – Industrial Measures (Stack Emissions)

[14:48] Amber Horton (Public Health Wales)

We also don't want this to be in place of continuing to reduce air pollution levels. The main focus needs to be reducing the air pollution. Focus on prevention rather than reaction.

[14:50] Paul Callow (UKHSA)

Effects of an air pollution personal alert system on health service usage in a high-risk general population: a quasi-experimental study using linked data - <https://pubmed.ncbi.nlm.nih.gov/27217535/>

4.2 Discussion – Industrial Measures (Fugitive Emissions)

Amber Horton (Public Health Wales)

- Need to be mindful of suggested measure for increased concrete coverage, there can be flood risks from concrete.

Claire Fauvel (Swansea Bay University Health Board)

- Echoing Amber, the whole area is concrete and there is certainly a role in the nature recovery and greening agenda.
- There is a lot of technology out there that is low maintenance that abates impacts of poor air quality.
- No air pollution is good for our communities, the green infrastructure development could provide a lot of capital in terms of health and wellbeing and mitigation the health impacts of poor air quality.
- Neath Port Talbot have limited staff working in green infrastructure, they're looking for grant funding to take forward this work, if we could use the AQAP to help with this work.

Abigail Pepler (Ricardo)

- To explain, the increased concrete coverage suggestion is about unpaved roads within industrial complexes.

Celvin Davies (NPTCBC Environmental Health)

- I was going to return and say there is a specific action from Tata, about unpaved roads.
- With regards to fugitive emissions, from a local authority point, we have a good understanding what's happening with Tata and Hanson, due to them being regulated sites. It would be good to know what else is happening in the area.
- Some businesses on the call might not have any dust issues, it's worth us trying to capture this as a local authority to see what needs to be dealt with. If there is any fugitive dust or anything like that, we haven't captured, then we are supportive of coming down and having a look to see what's going on there.
- Also giving advice as a part of an action. As we only have Tata and Hanson captured in this plan historically, but there are other activities in the area .

Abigail Pepler (Ricardo)

- One of the difficulties when we are looking at industrial emissions, is the number of different people needed to be brought into the conversation.
- How do we want to capture the work that everybody is doing in the AQAP?
- Do we want to have actions in the AQAP that are broader, that encompass all the work that permitted sites need to do or do we want actions that are held as a responsible owner by each of the permitted organisations?
- It may be easier back to these questions at a later point.

Celvin Davies (NPTCBC Environmental Health)

- The point I was trying to raise it probably goes beyond permitted operations.
- We need to understand what is contributing to PM₁₀ and nuisance dust.
- We currently don't have any way of drilling down and understanding what's happening there.

- We are interested in creating an action around that and also, we would need input from businesses in that area who may be in this call .

Abigail Pepler (Ricardo) - In response to the chat box message from Paul

- Looking at source apportionment of stack vs fugitive emissions, I don't know how easy it will be to look at fugitive emissions specifically (unlike measured emissions from permitted point sources).

Paul Callow (UKHSA)

- It would be useful to know if there is a pollution inventory.
- The nature of the area is extremely well monitored for a UK site, so hopefully that will make the role a bit easier.
- It obviously gives an indication of where to concentrate efforts in the action plan.

Abigail Pepler (Ricardo)

- Potentially an action to consider in the AQAP a research exercise to better understand and register and attempt to quantify all the fugitive emissions in the area?

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4.3 Discussion – Domestic Measures

Amber Horton (Public Health Wales) – Regarding domestic fuel policy

- Need to be mindful of unintended consequences of fuel poverty and where people are sourcing their fuel due to current economic and cost of living crisis.

Paul Callow (UKHSA)

- Worth reflecting decarbonisation agenda in action plan.
- Moving away from gas combustion for primary heating.
- Mindful of emerging evidence around eco-design stoves not being all its promised.
- May be smokeless but still a substantial source of PM_{2.5} in urban areas.

Abigail Pepler (Ricardo)

- Is there an action to be taken to explore whether there is funding or grants that can be looked into addressing fuel poverty together with improving energy efficiency and the amount of carbon and particulates that are coming from domestic heating and fuel?
- Which branch of council would this come under?

Paul Callow (UKHSA)

- Who doesn't want lower cost heat with no pollution at point of use?

Celvin Davies (NPTCBC Environmental Health)

- I'm not sure if there's a particular section of council looking at this.
- We do have the decarbonisation section, who can be passed this question.
- As a part of the new Clean Air bill Wales (renamed) there is a part that looks at domestic burning, this suggests some measures and approved stoves and solid fuels .
- This would include moisture content of wood.
- There is a big piece of work around domestic emissions coming from primary legislation that's coming into Wales, it may be worth capturing that here.
- As a part of this process, there's impact assessment that need to be undertaken by Welsh government.
- The issue Amber rose about fuel poverty and Neath Port Talbot area has solid fuel appliances. These have been considered from a policy point of view. Welsh government can provide more information. The new legalisation will include this.

4.3.1 Chat Box Discussion – Domestic Measures

[15:13] Nathan Ace (Tata Steel)

I believe log burning stoves etc was a point of discussion at a recent JCG meeting held – is this included?

[15:18] Amber Horton (Public Health Wales)

Again, to mention active travel and reducing car use comes under domestic. Linking with decarbonisation plans.

[15:18] Leah Morgan (NPTCBC Environmental Health)

Just to say that a representative from the decarbonisation team was invited but unable to attend today. They have asked to be kept in the loop and we will ask them this.

Yes Nathan, this will form part of this piece of work and is likely to be reviewed in light of the bill that Calvin just mentioned.

4.4 Discussion – Transport Measures

Laura Pack (NPTCBC Active Travel)

- The local cycling and walking infrastructure plan, will come under active travel network plans. This is already in place in Neath Port Talbot
- We have existing routes and future routes which are prioritised into short-, medium- and long-term.
- We have funding associated to that. So that infrastructure plan is already taking place.

Amber Horton (Public Health Wales)

- In terms of electric vehicles; big fleets and organisations moving to electric vehicles is a positive however, they are not the answer for everyone.
- In terms of general population, we need more of a modal shift to active travel, rather than incentivising people to change car use from petrol/diesel to electric vehicles.
- They're heavier, and they can do more damage in terms of road traffic collisions, tyre wear and therefore have the potential to increase PM.
- Modal shift interventions should include active travel and public transport considerations in the broadest possible sense.

Sarah Foll (Ricardo)

- Paul asked in the chat where would site mobile plant emissions come in. So, is that in regard to non-road mobile machinery type? That's usually covered under its own regulations.

- I think we consider those under industrial section, depending on what it is and what guidance it comes under. It's a good point to raise that we should think about that too.

Abigail Pepler (Ricardo)

- There is a section in the AQAP that will measures which have been completed, so, please do mention those to us for inclusion.
- Is anyone from transport on the line, if so, could you expand on what the planned improvements are to bus and rail?

Laura Pack (NPTCBC Active Travel)

- There are some actions happening regionally, but it might be worth including the passenger transport people into this meeting.

Leah Morgan (NPTCBC Environmental Health)

- They were invited but unable to attend.

Abigail Pepler (Ricardo)

- Can follow up with public transport officers over email.

4.4.1 Chat Box Discussion – Transport Measures

[15:22] Paul Callow (UKHSA)

Where would site mobile plant emissions come in? Fugitive industrial?

[15:22] Richard Jones

Environmental speed management area on the M4 which passes through this area.

[15:22] Laura Pack (NPTCBC Active Travel)

www.npt.gov.uk/activetravel

<https://mapdata.llyw.cymru/maps/active-travel-network-maps/>

7. Discussion – Communication, Policy and Other Measures

Laura Pack (NPTCBC Active Travel)

- We have funding to look at communications from an active travel perspective, whether we want to potentially link with air quality, just an idea.

- Maybe we could discuss further internally, it seems to link.

7. Chat Box Discussion – Communication, Policy and Other Measures

[15:29] Paul Callow (UKHSA)

With regard to Wildfires – NPT could join/link with Operation Dawn Glaw?

5. Next Steps

- Steering group members to feedback over email or phone call any measures missed or new measures planned that should be included in the AQAP.
- Ricardo to distribute workshop slides and meeting minutes.
- Ricardo will work with the council to explore any additional measures and refine long-list of measures to produce a short-list (by end of August 2023).
- Distribution of draft action plan to Steering group (end of September 2023).
- Consultation on draft action plan.
- Finalisation of action plan following consultation.

If there is anyone else who should be included to the Steering Group that wasn't invited, please advise so they can be contacted, and brought up to date.

6 Glossary of Terms

Abbreviation	Description
AQAP	Air Quality Action Plan - A detailed description of measures, outcomes, achievement dates and implementation methods, showing how the local authority intends to achieve air quality limit values'
AQMA	Air Quality Management Area – An area where air pollutant concentrations exceed / are likely to exceed the relevant air quality objectives. AQMAs are declared for specific pollutants and objectives
AQO	Air Quality Objective
AQS	Air Quality Strategy
APR	Air quality Annual Progress Report
B[a]P	Benzo[a]Pyrene, a pollutant belonging to the group polycyclic aromatic hydrocarbons (PAHs), formed during the combustion of fuels such as coal and oil at high temperatures. B[a]P is often used as a proxy for PAHs as a group, as it is considered to make the greatest contributions to the health risks caused by exposure to PAHs.
Defra	Department for Environment, Food and Rural Affairs
EU	European Union
IPPC	Integrated Pollution Prevention and Control
LAQM	Local Air Quality Management
LDP	Local Development Pan

LTP	Local Transport Plan
NAEI	National Atmospheric Emissions Inventory
NO ₂	Nitrogen Dioxide
NO _x	Nitrogen Oxides
NPT	Neath Port Talbot
NPTCBC	Neath Port Talbot County Borough Council
NRW	Natural Resources Wales
PAH	Polycyclic aromatic hydrocarbon. PAHs comprise a large group of compounds consisting of hydrocarbons containing two or more benzene rings fused together or to other hydrocarbon rings.
PCM	Pollution Climate Mapping. A collection of models designed to fulfil part of the UK's EU Directive (2008/50/EC) requirements to report on the concentrations of particular pollutants in the atmosphere. These models are run by Ricardo Energy & Environment on behalf of Defra. There is one model per pollutant (NO _x , NO ₂ , PM ₁₀ , PM _{2.5} , SO ₂ , CO, benzene, ozone, As, Cd, Ni, Pb and B[a]p) each with two parts: a base year model and a projections model. The PCM provides outputs on a 1x1 km grid of background conditions plus around 9,000 representative road side values. ³⁵
PDR	Peripheral Distributor Road
PM ₁₀	Airborne particulate matter with an aerodynamic diameter of 10µm (micrometres or microns) or less

³⁵ <https://uk-air.defra.gov.uk/research/air-quality-modelling?view=modelling>

PM _{2.5}	Airborne particulate matter with an aerodynamic diameter of 2.5µm or less
RLDP	Replacement Local Development Plan
STAP	Short Term Action Plan. The Welsh Government led action plan “Clean Air for Port Talbot: Short Term Action Plan 2012”, containing short term measures to be taken within the Neath Port Talbot area to reduce the risk of the daily PM ₁₀ limit value or alert threshold being exceeded, and where not possible to prevent the occurrence, to limit its duration or severity. ³⁶
WG	Welsh Government
WHO	World Health Organisation

³⁶ <https://www.gov.wales/sites/default/files/publications/2019-04/clean-air-for-port-talbot-short-term-action-plan-2012.pdf>

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CABINET Forward Work Programmes 24/25

KEY – Items marked in Green have been added to the Planner since Cabinet on the 2nd October 2024

Meeting Date	Agenda Item	TYPE	Contact Officer	Purpose of the report	Called for Scrutiny	Cabinet Portfolio Holder	Relevant scrutiny committee	
Cabinet 2 nd October	Outcome of Vehicle Procurement	For Decision	Mike Roberts/ David Griffiths	Seek Member approval to award a contract for the purchase of recycling collection vehicles and for associated funding.		Cllr. W.Griffiths Portfolio 9	Environment, Regeneration and Streetscene Services	
	Celtic Leisure	For Decision	Chris Saunders	To provide an update for members on the outcomes of the working group and the costs and opportunities of insourcing.	YES 12 th Sept	Cllr.C.Phillips Portfolio 5	Education, Skills and Wellbeing	
	An overview of the School Based Counselling Service (SBCS) support for schools and staff wellbeing.	For Monitoring	Zoe Ashton-Thomas/Rhian Miller	Provides an update on 2023/2024 data across the service including number of pupils accessing therapy, waiting times, outcomes and a thematic overview of need. It will also provide an overview of the School Staff Supervision Project.	YES 12 th Sept	Cllr.N.Jenkins Portfolio 3	Education, Skills and Wellbeing	
	Boundary Commission Review into the Senedd Boundaries.	For Decision	Karen Jones	Response to the recent boundary commission proposals.		Cllr.S.Hunt Portfolio 1	Community, Finance and Strategic Leadership	
	Welsh in Education Strategic Plan Annual Report	For Monitoring	Rhiannon Crowhurst	Statutory duty to report on the Annual Progress to Welsh Government /Members	YES 12 th Sept	Cllr.N.Jenkins Portfolio 3	Education, Skills and Wellbeing	
	Strategic School Improvement Programme Proposal to reorganise ALN Provision at Cwmtawe Comprehensive School	For Decision	Rhiannon Crowhurst	Permission to Consult on Proposal	YES 12 th Sept	Cllr.N.Jenkins Portfolio 3	Education, Skills and Wellbeing	
	Air Quality Action Plan	For Decision	Ceri Morris/ Celvin Davies	Air Quality Action Plan	Yes 25 th July and 12 th Sept	Cllr. C.Phillips Portfolio 5	Educations, Skills and Wellbeing	
	Provision of Outdoor Activities at Margam Park	For Decision	David Phillips			Cllr.C.Phillips Portfolio 5	Education, Skills and Wellbeing	
	Management of Japanese Knotweed	For Decision	James Davies	Update on the treatment policy and operational plan.		Cllr. W. Griffiths Portfolio 9	Environment, Regeneration and Streetscene Services	
	Initial Business Case for the Development of a Triage Centre for Homeless People	For Decision	Chele Howard	To present an initial business case in respect of the establishment of a Triage Centre for people that are experiencing homelessness and to seek permission for Officers to undertake further work to finalise a proposal, which would be brought back to Members.	YES, 19 th Sept	Cllr. A.Llewelyn Portfolio 8	Social Services, Housing and Community Safety	
	Special Procedures – Licensing			Implementation of New Legislation		Cllr.S.Knoyle Portfolio 2	Community, Finance and Strategic Leadership	
	Options Appraisal Disabled Facilities Grant	For Decision	Chele Howard	Proposed options to enhance the sustainability of the Disabled Facilities Grant	YES 19 th Sept	Cllr. J.Hale Portfolio 7	Social Services, Housing and Community Safety	
	Tree Policy and Operational Plan	For Decision	James Davies	An update to the Tree Policy and creation of a Tree Management Operational Plan.	YES 20 th Sept	Cllr. W. Griffiths Portfolio 9	Environment, Regeneration and Streetscene Services	
	RECURRING ITEMS (IF NEEDED)							

	Various Traffic Orders (Detail not available)	For Decision	David Griffiths	Various Traffic Order (if needed)		Cllr W.Griffiths Portfolio 9	Environment, Regeneration and Streetscene Services
	Various Land Disposal Reports (If needed)	For Decision	Simon Brennan	Disposal of Land (If Needed)		Cllr J.Hurley Portfolio 4	Environment, Regeneration and Streetscene Services
	Select Lists	For Decision	David Griffiths			Cllr W.Griffiths Portfolio 9	Environment, Regeneration and Streetscene Services
	Debt Write Offs	For Decision	Huw Jones			Cllr. S.Knoyle Portfolio 2	Community, Finance and Strategic Leadership
	Miscellaneous Grant Applications	For Decision	Huw Jones			Cllr. S.Knoyle Portfolio 2	Community, Finance and Strategic Leadership

Meeting Date	Agenda Item	TYPE	Contact Officer	Purpose of the report	Called for Scrutiny	Cabinet Portfolio Holder	Relevant scrutiny committee
Cabinet 23 rd October 2024	Hillside Managers Report	For Monitoring	Keri Warren	PRIVATE ITEM	7 th November Post Scrutiny	Cllr. S.Harris Portfolio 6	Social Services, Housing and Community Safety
	Hillside Responsible Individuals Report	For Monitoring	Keri Warren	PRIVATE ITEM	7 th November Post Scrutiny	Cllr. S.Harris Portfolio 6	Social Services, Housing and Community Safety
	Active Travel Annual Report	For Monitoring	David Griffiths/ Amanda Phillips	Provides an overview of works completed and schemes under design development together with a breakdown of works funded out of the West Governments core allocation funding.		Cllr. W.Griffiths Portfolio 9	Environment, Regeneration and Streetscene Services
	Flood Risk Management Plan	For Decision	Mike Roberts/ Steve Owen		YES 19 th July	Cllr. S.Jones Portfolio 10	Environment, Regeneration and Streetscene Services
	Public Participation Strategy 2023-2027- Progress Report	For Monitoring	Caryn Furlow Harris Anita James	It will provide an update on the progress to date with the actions in the Public Participation Strategy. (Deferred from the 11 th September)	YES 17 th Oct	Leader Portfolio 1	Community, Finance and Strategic Leadership
	The Active Travel (Wales) Act 2023 – Neath Port Talbot Active Travel Delivery Plan (2024 – 2029)	For Decision	Amanda Phillips David W.Griffiths	This plan highlights the strategy and proposed actions for Members consideration that are needed to achieve two broad aims within the county borough. To set out the strategic vision for active travel in Neath Port Talbot and demonstrate the Councils aspirations on how the active travel network will be improved and extended in the next five years.	YES 20 th Sept	Cllr W.Griffiths Portofio 9	Environment, Regeneration and Streetscene Services
	Strategic Equality Plan Annual Report 23/24	For Decision	Anita James/ Caryn Furlow- Harris	The Annual Report for 2023/2024 provides an account of progress in meeting the Public Sector Equality Duty and in particular against the equality objectives and actions set out in the Strategic Equality Plan.	YES 5 th Sept	Cllr.S.Knoyle Portfolio 2	Community, Finance and Strategic Leadership
	Self Assessment 2023/2024 (deferred from the 2 nd October)	For Decision	Louise McAndrew/ Anita James		YES 17 th Oct	Cllr. S.Knoyle Portfolio 2	Community, Finance and Strategic Leadership
	Blue Plaque Scheme	For Decision	Bethan Blackmore	A Commemorative Blue Plaque Scheme is intended to celebrate notable people, places and events within the county borough. Blue Plaques are one of the most effective and visible means of celebrating our history and the historic environment. Plaques connect the past and present, they can increase a sense of pride among local communities and can educate about history, making both more accessible to people of all ages and backgrounds.		Cllr Cen Phillips Porfolio 5	Education, Skills and Wellbeing
	Remembrance Parades	For Decision	Caryn Furlow			Cllr. S.Hunt Portfolio 1	Community, Finance and Strategic Leadership
	Corporate Plan Annual Report 2023/2024	For Decision	Louise McAndrew/ Caryn Furlow- Harris	The purpose of the report is to approve the content of both the Corporate Plan Annual Report and Self- Assessment 2023 – 2024. Both documents reflect on progress made during 2023 – 2024. In relation to the delivery of the council’s well-being objectives and how well we performed as a council.	YES 17 th October	Cllr S.Hunt Portfolio 1	Community, Finance and Strategic Leadership
	Transfer Station Energy Contract	For Decision	Mike Roberts	Seek Member approval to enter into a contract for the supply of electricity to the Council’s Transfer Station at Crymlyn Burrows		Cllr. S.Jones Portfolio 10	Environment, Regeneration and Streetscene Services

Viva Port Talbot Bid Renewal Ballot 2024	For Decision	Andrew Collins	To decide upon the NPT's vote in the ballot.	20 th September	Cllr. J.Hurley Portfolio 4	Environment, Regeneration and Streetscene Services
Complaints and Compliments Annual Report 2023/2024	For Monitoring	Caryn Furlow-Harris	To provide an overview of the number of compliments and complaints received during 2023 – 2024.	YES 17 th Oct	Cllr.S.Knoyle Portfolio 2	Community, Finance and Strategic Leadership
Contract Procedure Rules	For Decision Commend to Council 27 th Nov 24	Craig Griffiths	To agree new standing orders and procedural rules for contracts that are entered into by Neath Port Talbot Council.	YES 17 th Oct	Cllr.S.Knoyle Portfolio 2	Community, Finance and Strategic Leadership
Strategic School Improvement Programme Proposal to reorganise ALN provision at Cefn Saeson Comprehensive School	For Decision	Rhiannon Crowhurst	Permission to Consult on the Proposal	YES 12 th Sept	Cllr N.Jenkins Portfolio 3	Education, Skills and Culture
Curriculum for Wales	For Monitoring	Mike Daley	To provide an update on the progress to date with the actions that schools have taken and the support they have received.	YES 5 th Dec	Cllr.N.Jenkins Portfolio 3	Education, Skills and Wellbeing
Implementation of the Additional Learning Needs and Education Tribunal (Wales) Act 2018 in non-maintained settings, primary and secondary schools and all age schools and into Post 16.	For Monitoring	Zoe Ashton-Thomas/ Sophie Griffiths	Provides an update on the progress to date with the actions that schools and the Local Authority have taken in meeting the statutory duties around ALNET implementation and the support schools have received.		Cllr. N.Jenkins Portfolio 3	Education, Skills and Wellbeing
Childcare Rents in School	For Decision	Sarah Griffiths/ Lisa Clement-Jones	This report will provide an evaluation of the Childcare Rents in Schools Pilot. It will also provide proposed recommendations based upon the evaluation of the pilot.	YES 12 th Sept	Cllr. N. Jenkins Portfolio 3	Education, Skills and Wellbeing
RECURRING ITEMS (IF NEEDED)						
Various Traffic Orders (Detail not available)	For Decision	David Griffiths	Various Traffic Orders (If Needed)		Cllr W.Griffiths Portfolio 9	Environment, Regeneration and Streetscene Services
Various Land Disposal Reports (If needed)	For Decision	Simon Brennan	Land Disposal (If Needed)		Cllr J.Hurley Portfolio 4	Environment, Regeneration and Streetscene Services
Select Lists	For Decision	David Griffiths			Cllr.W.Griffiths Portfolio 9	Environment, Regeneration and Streetscene Services
Debt Write Offs	For Decision	Huw Jones			Cllr S.Knoyle Portfolio 2	Community, Finance and Strategic Leadership
Miscellaneous Grant Applications	For Decision	Huw Jones			Cllr.S.Knoyle Portfolio 2	Community, Finance and Strategic Leadership

Meeting Date	Agenda Item	TYPE	Contact Officer	Purpose of the Report	Called for Scrutiny	Cabinet Portfolio Holder	Relevant Scrutiny Committee
Cabinet 13 th November							
	Assessing Transport Suppliers and Drivers DBS (Home to School and Social Services Transport) Policy	For Decision	Brendan Griffiths/ David Griffiths	This will provide a new Passenger Transport DBS Policy that will guide operators through the application process, sets out the assessment criteria and an appeals process.		Cllr. W.Griffiths Portfolio 9	Environment, Regeneration and Streetscene Services
	Admission to Community Schools	For Decision	Helen Lewis/ Chris Millis	The Council is the admission authority for community schools in its area and is required to determine its admission arrangements.		Cllr. N.Jenkins Portfolio 3	Education, Skills and Wellbeing
	School Exclusion Update	For Monitoring	John Burge	Making Members aware of the exclusion information for the previous academic year.	24 th Oct	Cllr.N.Jenkins Portfolio 3	Education, Skills and Wellbeing
	Christmas New Year Opening Times – Libraries, Leisure Centres etc.	For Decision	Chris Saunders	Details of the Christmas and New Year Opening Times for Libraries and Leisure Centres etc.		Cllr.C.Phillips Portfolio 5	Education, Skills and Wellbeing
	Replacement Local Development Strategy 2023 – 2038 For Commending to Council for Approval	For Decision	Ceri Morris/ Lana Beynon			Cllr. W.Griffiths Portfolio 9	Environment, Regeneration and Streetscene Services
	Use of Containers on Safari Collections	For Decision	Mike Roberts	To establish policy regarding the use of containers as storage on black bag waste collection rounds.	NO	Cllr.S.Jones Portfolio 10	Environment, Regeneration and Streetscene Services
	Regional Transport Plan	For Monitoring	David Griffiths/ Amanda Phillips	This report provides Members with an overview of the duties of the Corporate Joint Committee that has been mandated to produce a Regional Transport Plan for Southwest Wales for Submission to Welsh Government in March 2025.		Cllr. W.Griffiths Portfolio 9	Environment, Regeneration and Streetscene Services
	Disposal of Off Street Pay and Display Car Parks (Capacity and Utilization Review)	For Decision	David W Griffiths/ Ian Rees	This report considers surplus car parking capacity in the borough, income and expenditure with a view to reducing operational costs and to release the surplus land/buildings for potential re-development/regeneration or lease/asset transfer.	YES 8 th Nov Waiting Confirmation from Chair.	Cllr. W.Griffiths Portfolio 9	Environment, Regeneration and Streetscene Services
	Bus Franchising (Network Design)	For Decision	David Griffiths/ Brendan Griffiths	This report will set out the timeline for Bus Franchising and requires endorsement by Council of the new Bus Network that will operate in the County.		Cllr. W Griffiths Portfolio 9	Environment, Regeneration and Streetscene Services.
	Permission to consult on Remodelling of Link	For Decision	Keri Warren Hayley Short		Yes 7 th November	Cllr. S. Harris Portfolio 6	Social Services, Housing and Community Safety.
	Rheola Estate – Next Steps	For Decision	Andrew Collins	To consider the options available to the Council following a legal request regarding title, from the current owners of the Rheola Estate	8 th Nov	Cllr.J.Hurley Portfolio 4	Environment, Regeneration and Streetscene Services
	Permission to Consult on the Remodelling of Park House	For Decision	Keri Warren Hayley Short		Yes 7 th November	Cllr. S.Harris Portfolio 6	Social Services, Housing and Community Safety
	Margam Park Business Plan	For Decision	Chris Saunders	To provide an update on the NHLF bid for castle, and a business plan to meet the MTFP targets for the park.	YES 24 th Oct	Cllr. C.Phillips Portfolio 5	Education, Skills and Wellbeing

Welsh Public Library Standards	For Monitoring	Chris Saunders	Provides an update in respect of the authorities library service performance against current Welsh Language Standards (WPLS) Framework 6 and note the feedback, comments and recommendations in the Welsh Library Report.		Cllr.C.Phillips Portfolio 5	Education, Skills and Wellbeing
Attendance in Schools	For Monitoring	John Burge	Overview of Attendance across all Schools	YES 24 th Oct	Cllr.N.Jenkins Portfolio 3	Education, Skills and Wellbeing
School Budget Pressures	For Monitoring	Rhiannon Crowhurst		YES (POST) 5 th Dec	Cllr. N.Jenkins Portfolio 3	Education, Skills and Wellbeing
Youth Engagement Strategy	For Decision	Rhiannon Crowhurst	Updated Strategy for Approval	YES 24 th Oct	Cllr N.Jenkins Portflio 3	Education, Skills and Wellbeing
Leadership Strategy and its Impact on NPT Workforce in Schools	For Monitoring	Mike Daley	Provides an update on the Leadership Strategy and the impact it has had across all schools.		Cllr. N.Jenkins Portfolio 3	Education, Skills and Wellbeing
Teaching and Learning support and Development Programme	For Monitoring	Mike Daley	It will provide an update on the progress to date with the actions within the Teaching and Learning Programme across all clusters.		Cllr.N.Jenkins Portfolio 3	Education, Skills and Wellbeing
Directorate Improvement Plan and Service Plans From Education, Lifelong Learning	For Monitoring					
RECURRING ITEMS (IF NEEDED)						
Various Traffic Orders (Detail not available)	For Decision	David Griffiths	Various Traffic Orders (If Needed)		Cllr W.Griffiths Portfolio 9	Environment, Regeneration and Streetscene Services
Various Land Disposal Reports (If needed)	For Decision	Simon Brennan	Land Disposal (If Needed)		Cllr J.Hurley Portfolio 4	Environment, Regeneration and Streetscene Services
Select Lists	For Decision	David Griffiths			Cllr.W.Griffiths Portfolio 9	Environment, Regeneration and Streetscene Services
Debt Write Offs	For Decision	Huw Jones			Cllr.S.Knoyle Portfolio 2	Community, Finance and Strategic Leadership
Miscellaneous Grant Applications	For Decision	Huw Jones			Cllr.S.Knoyle Portfolio 2	Community, Finance and Strategic Leadership

Meeting Date	Agenda Item	TYPE	Contact Officer	Purpose of Report	Called for Scrutiny	Cabinet Portfolio Holder	Relevant Scrutiny Committee	
Cabinet 4 th December	Revenue Budget Monitoring 24-25	For Decision	Huw Jones			Cllr. S.Knoyle Portfolio 2	Community, Finance and Strategic Leadership	
	Capital Budget Monitoring 24-25	For Decision	Huw Jones			Cllr.S.Knoyle Portfolio 2	Community, Finance and Strategic Leadership	
	Treasury Management Outturn 24-25	For Decision	Huw Jones			Cllr. S.Knoyle Portfolio 2	Community, Finance and Strategic Leadership	
	Support visits by Education Support Officers in Schools	For Monitoring	Mike Daley	Provides an update on the progress to date with the actions that follow any support visit across all our schools.		Cllr. N.Jenkins Portfolio 3	Education, Skills and Wellbeing	
	Community Focussed Schools	For Monitoring	Mike Daley	Provides an update on the progress of the Community Focussed Schools		Cllr.N.Jenkins Portfolio 3	Education, Skills and Wellbeing	
	Elective Home Education	For Monitoring	John Burge	All information available on children and young people who are now Educated at Home.		Cllr N.Jenkins Portfolio 3	Education, Skills and Wellbeing	
	Highways Status and Options Report	For Decision	Mike Roberts	Awaiting Detail		Cllr.S.Jones Portfolio 10	Environment, Rgeneration and Streetscene Services	
	Improving Recycling Performance Report	For Decision	Mike Roberts		YES 8 th Nov	Cllr. S.Jones Portfolio 10	Environment, Regeneration and Streetscene Services	
	Permission to tender Domicilliary Care Framework	For Decision	Angela Thomas		Yes 7 th November	Cllr. J. Hale Portfolio 7	Social Services, Housing and Community Safety.	
	Direct Payment Whole Service Review this includes the Direct Payments Payroll Service Review	For Decision	Angela Thomas		Yes 7 th November	Cllr. J.Hale Portfolio 7	Social Services, Housing and Community Safety	
	Permission to extend Contract Arrangements for the Prevention of Wellbeing Service	For Decision	Chele Howard		No	Cllr. J.Hale Portfolio 7	Social Services, Housing and Community Safety.	
	RECURRING ITEMS (IF NEEDED)							
	Various Traffic Orders (Detail not available)	For Decision	David Griffiths				Cllr W.Griffiths Portfolio 9	Environment, Regeneration and Streetscene Services
	Various Land Disposal Reports (If Needed)	For Decision	Simon Brennan				Cllr J.Hurley Portfolio 4	Environment, Regeneration and Streetscene Services

	Select Lists	For Decision	David Griffiths			Cllr. W.Griffiths Portfolio 9	Environment, Regeneration and Streetscene Services
	Debt Write Offs	For Decision	Huw Jones			Cllr. S.Knoyle Portfolio 2	Community, Finance and Strategic Leadership
	Miscellaneous Grant Applications	For Decision	Huw Jones			Cllr.S.Knoyle Portfolio 2	Community, Finance and Strategic Leadership

Meeting Date	Agenda Item	TYPE	Contact Officer	Purpose of Report	Called for Scrutiny	Cabinet Portfolio Holder	Relevant Scrutiny Committee
Cabinet 15 th January 2025	Hillside Managers Report	For Monitoring	Keri Warren	Private Item		Cllr. S.Harris Portfolio 6	Social Services, Housing and Community Safety
	Hillside Responsible Individuals Report	For Monitoring	Keri Warren	Private Item		Cllr.S.Harris Portfolio 6	Social Services, Housing and Community Safety
	Updating the Side Waste Policy	For Decision	Mike Roberts	To seek Member approval for an updated Side Waste Policy (further to Measure 6 of the approved Waste Strategy Action Plan)		Cllr.S.Jones Portfolio 10	Environment, Regeneration and Streetscene Services
	Permission to Tender a Carers Service	For Decision	Hayley Short			Cllr. J.Hale Portfolio 7	Social Services, Housing and Community Safety
	Permission to tender a Housing First Service	For Decision	Chele Howard/ Hayley Short		No	Cllr. A. Llewelyn Portfolio 8	Social Services, Housing and Community Safety
	Education, Leisure and Lifelong Learning Strategic Development Plan.	For Monitoring	Chris Millis	Provides an Update on the Progress to date with the Actions from within the Education, Leisure and Lifelong Learning Strategic Development Plan.	YES 5 th Dec	Cllr.N.Jenkins Portfolio 3	Education, Skills and Wellbeing
	Report on HWRC Feasibility	For Decision	Mike Roberts	To inform Members on the outcome of feasibility work into suitable sites for a new HRWC in the Afan Valley area, and seek a decision regarding further work or not (further to Measure 17 of the approved Waste Strategy Action Plan)		Cllr. S.Jones, Portfolio 10	Environment, Regeneration and Streetscene Services
	Impact of the Support by Case Assessment and Progression Team.	For Monitoring	John Burge	It will provide an update on the progress to date with the actions from the Case Assessment Progression Team.		Cllr.N.Jenkins Portfolio 3	Education, Skills and Wellbeing
	Vulnerable Learners Service	For Monitoring	John Burge	Update on the support offered by the Vulnerable Learners Service and the impact it has had on pupils and families in NPT		Cllr.N.Jenkins Portfolio 3	Education, Skills and Wellbeing
	Various Traffic Orders (Detail not available)	For Decision	David Griffiths			Cllr W.Griffiths Portfolio 9	Environment, Regeneration and Streetscene Services
	Various Land Disposal Reports (If Needed)	For Decision	Simon Brennan			Cllr J.Hurley Portfolio 4	Environment, Regeneration and Streetscene Services.

Meeting Date	Agenda Item	TYPE	Contact Officer	Purpose of Report	Called for Scrutiny	Cabinet Portfolio Holder	Relevant Scrutiny Committee
Cabinet 5 th February 2025							
	Fleet and Heavy Plant Renewals	For Decision	Kevin Lewis	This report seeks approval to procure new and replacement vehicles and heavy plant in 2025/2026 that has reached the end of their economic life cycle and require replacement in line with the Authority's Fleet Renewals Programme.	YES 6 th Dec	Cllr. W.Griffiths Portfolio 9	Environment, Regeneration and Streetscene Services
	Social Services Directors Annual Report	For Decision (Commending to Council)	Andrew Jarrett			Report of the Director of Social Services.	Social Services, Housing and Community Safety
	Strategic Risk Register	For Monitoring	Caryn Furlow-Harris		YES 9 th Jan	Cllr.S.Knoyle Portfolio 2	Community, Finance and Strategic Leadership
	Permission to tender Accommodation Models for Young People	For Decision	Keri Warren	Private Item	Yes 23 rd Jan	Cllr. S.Harris Portfolio 6	Social Services, Housing and Community Safety
	Library Strategy	For Decision		To approve the Library Strategy		Cllr.C.Phillips Portfolio 5	Education, Skills and Wellbeing
	Young People Housing Support Grant Funded Services (Permission to Re-tender).	For Decision	Hayley Short/ Chele Howard	Proposal for the recommissioning of Young People Housing Support Grant Funded Services		Cllr. A.Llewelyn Portfolio 8	Social Services, Housing and Community Safety
	Permission to Tender Supported Accommodation	For Decision	Hayley Short	Private Item		Cllr.A.Llewelyn Portfolio 8	Education, Skills and Wellbeing
	Permission to Tender for Emergency Accommodation for Women – Violence Against Women, Domestic Abuse and Sexual Violence.	For Decision	Chele Howard/ Hayley Short	To feedback on the outcome of the consultation for the proposed remodel of emergency accommodation and seek permission to retender VAWDASV Emergency Accommodation on the feedback.	Yes, 23 rd Jan	Cllr. A.Llewelyn Portfolio 8	Social Services, Housing and Community Safety.
	Various Traffic Orders (Detail not available)	For Decision	David Griffiths			Cllr W.Griffiths Portfolio 9	Environment, Regeneration and Streetscene Services
Various Land Disposal Reports (If Needed)	For Decision	Simon Brennan			Cllr J.Hurley Portfolio 4	Environment, Regeneration and Streetscene Services	

Meeting Date	Agenda Item	TYPE	Contact Officer	Purpose of Report	Called for Scrutiny	Cabinet Portfolio Holder	Relevant Scrutiny committee
Cabinet 19 th March	Period Dignity Report	For Monitoring	John Burge	Report on the spend and implementation of Period Dignity Scheme.		Cllr. N.Jenkins Portfolio 3	Education, Skills and Wellbeing
	Family Support in the Early Years. An overview of the family support provided by the Early Years and Flying Start Family Support Team.	For Information	Sarah Griffiths/ Lisa Clement-Jones	This report will provide an overview of the collaborative work across the Local Authority and Health in relation to providing equitable early help for children and families in the Early Years.	YES 6 th March	Cllr. N.Jenkins Portfolio 3	Education, Skills and Wellbeing
	Updating the Missed Bin Policy	For Decision	Mike Roberts	To seek Member approval for an updated Missed Bin Policy (further to the implementation of Measure 1 of the approved Waste Strategy Action Plan, once completed)		Cllr.S.Jones Portfolio 10	Environment, Regeneration and Streetscene Services
	Healthy Relationships for Stronger Communities Strategy	For Monitoring	Chele Howard/Elinor Wellington	12 Month Update		Cllr. A.Llewelyn Portfolio 8	Social Services, Housing and Community Safety
	Various Traffic Orders (Detail not available)	For Decision	David Griffiths			Cllr W.Griffiths Portfolio 9	
	Various Land Disposal Reports (If Needed)	For Decision	Simon Brennan			Cllr J.Hurley Portfolio 4	

Meeting Date	Agenda Item	TYPE	Contact Officer	Purpose of Report	Called for Scrutiny	Cabinet Portfolio Holder	Relevant Scrutiny committee
Cabinet 9 th April	Social Services Complaints Annual Report	For Monitoring	Leighton Jones			Cllr.A.Llewellyn Portfolio 8 Cllr S.Harris Portfolio 6 Cllr J Hale Portfolio 7	Social Services, Housing and Community Safety
	Community Safety Strategic Intent Document	For Monitoring	Chele Howard/ Elinor Wellington	12 Month Update		Cllr. A. Llewelyn Portfolio 8	Social Services, Housing and Community Safety
	Permission to Consult and Pilot an Alternative Night Time Support Report	For Decision	Keri Warren/ Hayley Short		Yes, 13 th March 2025	Cllr.S.Harris Portfolio 6	Social Services, Housing and Community Safety
	Various Traffic Orders (Detail not available)	For Decision	David Griffiths			Cllr W.Griffiths Portfolio 9	
	Various Land Disposal Reports (If Needed)	For Decision	Simon Brennan			Cllr J.Hurley Portfolio 4	

Meeting Date	Agenda Item	TYPE	Contact Officer	Purpose of Report	Called for Scrutiny	Cabinet Portfolio Holder	Relevant Scrutiny committee
Cabinet 30 th April							
	Hillside Managers Report	For Monitoring	Keri Warren			Cllr.S.Harris Portfolio 6	
	Hillside Responsible Individuals Report	For Monitoring	Keri Warren			Cllr.S.Harris Portfolio 6	
	Early Years and Flying Start Childcare	For Monitoring	Sarah Griffiths/Lisa Clement-Jones	This report will provide information in relation to the Early Years and Flying Start Childcare Sector including the impact of Flying Start Expansion.	YES 10 th April	Cllr.N.Jenkins Portfolio 3	Education, Skills and Wellbeing
	Various Traffic Orders (Detail not available)	For Decision	David Griffiths			Cllr W.Griffiths Portfolio 9	
	Various Land Disposal Reports (If Needed)	For Decision	Simon Brennan			Cllr J.Hurley Portfolio 4	

Meeting Date	Agenda Item	TYPE	Contact Officer	Purpose of Report	Called for Scrutiny	Cabinet Portfolio Holder	Relevant Scrutiny committee
Cabinet 21 st May							
	Strategic Schools Improvement Programme Proposal to reorganise ALN provision at Cwmtawe Comprehensive School	For Decision	Rhiannon Crowhurst	Final Determination of the Proposal		Cllr. N.Jenkins Portfolio 3	Education, Skills and Wellbeing
	Strategic Schools Improvement Programme Proposal to reorganise ALN provision at Cefn Season Comprehensive School	For Decision	Rhiannon Crowhurst	Final Determination of the Proposal		Cllr. N.Jenkins Portfolio 3	Education, Skills and Wellbeing.
	Various Traffic Orders (Detail not available)	For Decision	David Griffiths				Cllr W.Griffiths Portfolio 9
Various Land Disposal Reports (If Needed)	For Decision	Simon Brennan				Cllr J.Hurley Portfolio 4	

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Education, Skills and Wellbeing Scrutiny Committee

(All starting 2pm unless otherwise stated)

Meeting Date	Agenda Item	Contact Officer
2024		
25 July	Selected from Cabinet Forward Work Programme	
	The Cross Community Centre (Decision Item)	Chris Saunders
	Air Quality Action Plan (Decision Item)	Ceri Morris/Celvin Davies
	Events & Festivals Report (Decision Item)	Chris Saunders
12 September	Selected from Cabinet Forward Work Programme	
	Celtic Leisure (Decision Item)	Chris Saunders
	An overview of the School Based Counselling Service (SBCS) support for schools and staff wellbeing (Information Item)	Zoe Ashton-Thomas/ Rhian Miller

	Welsh in Education Strategic Plan Annual Report (Information Item)	Rhiannon Crowhurst
	Childcare Rents in Schools (Decision Item)	Sarah Griffiths/ Lisa Clement-Jones
	Strategic Schools Improvement Programme (SSIP) Proposal to reorganise Additional Learning Needs (ALN) Provision at Cwmtawe Comprehensive School – Permission to Consult (Decision Item)	Rhiannon Crowhurst
	Strategic Schools Improvement Programme (SSIP) Proposal to reorganise Additional Learning Needs (ALN) Provision at Cefn Saeson Comprehensive School – Permission to Consult (Decision Item)	Rhiannon Crowhurst

	Air Quality Action Plan (Decision Item)	Ceri Morris/Celvin Davies
24 October	Selected from Cabinet Forward Work Programme	
	School Exclusion Update (Information)	John Burge
	Attendance in Schools Report (Information)	John Burge
	Aberavon Seafront Masterplan (Decision Item)	Chris Saunders
	Margam Park Business Plan (Decision Item)	Chris Saunders
	Youth Engagement Strategy (Decision Item)	Rhiannon Crowhurst

	Implementation of the Additional Learning Needs and Education Tribunal (Wales) Act 2018 in non-maintained settings, primary and secondary schools and all age schools and into Post 16 (Information).	Zoe Ashton-Thomas Sophie Griffiths
	Requested by Scrutiny Committee	
	Service Plans from Education, Leisure and Lifelong Learning Directorate (Information)	Chris Millis
5 December	Selected from Cabinet Forward Work Programme	
	Curriculum for Wales (Information Item)	Mike Daley
	Education, Leisure and Lifelong Learning Strategic Development Plan (Monitoring)	Chris Millis
	School Budgets Pressures (Information)	Rhiannon Crowhurst
	Employability and Skills Strategy	Rhiannon Crowhurst

	Requested by Scrutiny Committee	
	School reorganisation in 21 st Century Schools update	Rhiannon Crowhurst
2025		
16 January	Selected from Cabinet Forward Work Programme	
	Safeguarding Support within Schools (Information)	John Burge
	Library Strategy (Decision item)	Chris Saunders
	Strategic Schools Improvement Programme Proposal to reorganise ALN Provision at Cwmtawe Comprehensive School - Results of Consultation and permission to advertise Notice for Objections	Rhiannon Crowhurst
	Strategic Schools Improvement Programme Proposal to re-organise ALN Provision at Cefn Saeson Comprehensive School. - Results of Consultation and	Rhiannon Crowhurst

	permission to advertise Notice for Objections	
6 March	Selected from Cabinet Forward Work Programme	
	Family Support in the Early Years. An overview of the family support provided by the Early Years and Flying Start Family Support Team (Information Item).	Sarah Griffiths/Lisa Clement-Jones
	Pontardawe Swimming Pool – Feasibility Study	Chris Saunders
10 April	Selected from Cabinet Forward Work Programme	
	Early Years and Flying Start Childcare (Information Item)	Sarah Griffiths/Lisa Clement-Jones
	Strategic Schools Improvement Programme Proposal to reorganise ALN provision at Cwmtawe Comprehensive School - Final Determination of the Proposal	Rhiannon Crowhurst
	Strategic Schools Improvement Programme Proposal to reorganise ALN provision at Cwmtawe Comprehensive	Rhiannon Crowhurst

	School - Final Determination of the Proposal	
22 May	Selected from Cabinet Forward Work Programme	

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