



CABINET

***Following the Cabinet Scrutiny Committee on
WEDNESDAY, 22 FEBRUARY 2017***

COUNCIL CHAMBER - PORT TALBOT CIVIC CENTRE

Part 1

1. To receive any declarations of interest from Members
2. To receive the Report of the Head of Transformation re: Strategic School Improvement Programme -Proposal To Open A 3-16 School To Replace Groes Primary School And Dyffryn School
(Pages 3 - 50)
3. To receive the Report of Head of Transformation re: Strategic School Improvement Programme - Proposal To Establish A Secondary Education Nurture Centre At Cefn Saeson Comprehensive School (Pages 51 - 74)
4. To receive the Report of the Head of Corporate Strategy and Democratic Services re: Draft Addendum to Corporate Improvement Plan 2016-19 containing Improvement and Well-being objectives for the period 1st April 2017 - 30th September 2017.
(Pages 75 - 132)
5. Any urgent items (whether public or exempt) at the discretion of the Chairman pursuant to Statutory Instrument 2001 No.2290 (as amended)

S.Phillips
Chief Executive

**Civic Centre
Port Talbot**

Thursday, 16 February 2017

Cabinet Members:

Cllrs. A.H.Thomas, P.A.Rees, M.L.James, E.V.Latham, Mrs.S.Miller,
P.D.Richards, J.Rogers, A.J.Taylor and A.N.Woolcock

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

CABINET

22nd February 2017

REPORT OF HEAD OF TRANSFORMATION ANDREW THOMAS

MATTER FOR DECISION

WARDS AFFECTED: Margam, Taibach, Port Talbot, Bryn & Cwmafan, Pelenna

STRATEGIC SCHOOL IMPROVEMENT PROGRAMME -PROPOSAL TO OPEN A 3-16 SCHOOL TO REPLACE GROES PRIMARY SCHOOL AND DYFFRYN SCHOOL

Purpose of report

1. To obtain Cabinet approval to implement a proposal to establish a 3-16 school in new build premises to replace Groes Primary School and Dyffryn School, both of which will close.

Executive summary

2. The proposal to establish a new build, 3-16 all-through school at an existing school site in the Margam area brings two established schools together under a single management and leadership structure. This will support continuity of pupil learning and deliver improvements in pupil outcomes and well-being. In addition, the proposal provides staff with greater opportunity for curriculum and career development.
3. It is proposed that the new school will be built on the site jointly occupied by Groes Primary School/ Dyffryn (upper) School.
4. The cost of the new build will be met from 21st Century Schools programme Band A funding.

5. The proposal will remove the split-site arrangement, bringing Dyffryn (upper) School and Dyffryn (lower) School on to one site.
6. It will deliver more efficient and effective use of resources, resulting in revenue savings for reinvestment in the general schools budget.
7. Both Groes Primary and Dyffryn School are successful schools and have been judged by Estyn as having good outcomes for pupils. Creating a single management structure with a single vision and ethos, and consistent policies and processes will build upon the successes of the two existing schools.
8. Relevant grant funding business case applications have been submitted to the Welsh Government and the plans have been approved at Full Business Case stage. Capital funding for the project has been approved, in principle.
9. Planning permission for the new build and associated site development has been granted and a temporary governing body has been established.
10. This proposal has been the subject of external consultation and no objections were received during the statutory publication period.
11. It is recommended that Cabinet approves implementation of this proposal, effective from 1st September 2018.

Background

12. 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.
13. 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.

14. The Council has decided to review its provision on the basis of:
 - educational standards
 - the need for places and the accessibility of schools
 - the quality and suitability of school accommodation
 - effective financial management
15. Cabinet Members, at their meeting of 4th January 2017, received a report on the outcome of consultation and having given it due consideration Members determined to proceed with the proposal, approving its statutory publication - a process that provides for the submission of objections. The period for submitting objections has now ended.

The Proposal

16. It is proposed to open a 3-16, all-through school to replace Dyffryn School and Groes Primary, both of which will close.
17. It is intended to open the 3-16 school on 1st September 2018 in new build premises on the site of Dyffryn (upper) School/Groes Primary.
18. This proposal will remove the split-site arrangement under which Dyffryn School currently operates, bringing the lower and upper schools together on one site.
19. The new school will have a single governance and management structure and will serve the catchment area currently served by Groes Primary at primary age level and the wider catchment area currently served by Dyffryn School at secondary age level.
20. The new build will be funded jointly from Welsh Government 21st Century School Programme capital grant monies and from the Council's prudential borrowing capacity.

Financial impact

21. The cost of the new build will be met from 21st Century Schools programme Band A funding, a combination of Welsh Government capital grant allocation and prudential borrowing. Welsh Government capital grant funding has been approved, in principle, at Full Business Case stage.
22. When the new 3-16 school opens on 1st September 2018 it will receive a budget appropriate for an all-through school. Revenue savings generated by efficiencies will be re-invested in the education budget. In this regard, the proposal supports the Council's effective management of its education budget and promotes the more equitable distribution of funding across local schools.

Equality impact assessment

23. An Equality Impact Assessment has been carried out and has shown that the proposal will have a neutral impact on protected groups.
24. The assessment has identified that both Dyffryn School and Groes Primary School have BME pupils, the largest ethnic group being pupils of Bangladeshi origin under the Welsh Government options for ethnic background.
25. Both schools are inclusive for pupils of all ethnic groups and ethnicity is not a criterion under the Council's School Admissions Policy. Admissions to the new school will be in line with this policy.
26. The full Equality Impact Assessment is attached as appendix A.

Workforce impacts

- **School staff**
27. There are potential teaching and learning benefits for staff working at a 3-16, all-through school, including greater opportunity for staff development and career progression through a broader range of experiences.

28. The proposal will mean changes that impact on the employment of school staff as the existing schools will close on 31st August 2018. Upon closure all staff will cease to be employed at their respective schools. The new school will set a new staffing structure appropriate to its needs and budget.
29. A temporary governing body will be established before the opening of the new school. The temporary governing body will have the responsibility of appointing a head teacher. Specifically in relation to the posts of head teacher and deputy head teacher, the Council's policy is for these to be advertised nationally. Once the head teacher has been appointed that person will, together with the temporary governing body, be responsible for determining the staffing structure for the new school.
30. When the new school opens on 1st September 2018 staff will be employed by the new governing body (albeit appointed by the temporary governing body).
- **Centrally employed staff**
31. Although this proposal rationalises provision across the three existing sites, there will be employment opportunities at the new school for centrally employed catering and cleaning staff.
- **Staff support**
32. As part of the process all school based staff will be supported by the relevant school policies and procedures which will include full consultation. Previous experience has shown that some staff wish to secure employment in the new school but others take the opportunity to take on new challenges elsewhere. Employees identified at risk of redundancy will be given access to the Council's prior consideration register. The Council is committed to supporting staff at risk of compulsory redundancy and has secured the support and goodwill of the teacher associations/trade unions and governing bodies across the Council, via an employers' pledge. The Council has a proven track record for supporting staff in such situations.

Legal impacts

33. The proposal requires the establishment and discontinuation of schools. The School Standards & Organisation (Wales) Act 2013 (the Act) provides the legislative framework by which the Council

may implement the proposal. The Welsh Government's School Organisation Code, July 2013, made under Sections 38 and 39 of the Act, imposes on the Council requirements and guidelines on matters relating to school organisation, including consultation.

34. Pupil travel arrangements will be in line with the requirements of the Learner Travel (Wales) Measure 2008; the Learner Travel Statutory Provision and Operational Guidance 2014; and the Council's Home to School Travel Policy.
35. Revenue funding will be in line with the requirements of the School Standards and Framework Act 1998; the School Funding (Wales) Regulations 2010; and the Council's approved formula for funding schools.
36. The management of staff affected by the proposal will follow the relevant school policy and procedure requirements.
37. The legislation referred to above is available using the electronic links in the section on background papers, below.

Risk management

38. A risk assessment has been carried out under the Council's Risk Management Policy 2015.
39. Potential risk areas in implementing the proposal include:
 - educational standards not maintained
 - less effective support for pupil well-being in a larger, all-through school
 - increased home to school travel time for some pupils
 - staff anxiety about job security and new management arrangements
 - loss of school identity from closure of existing establishments
 - resistance to change leading to lack of pupil, parent and staff support
 - forecasted pupil numbers do not materialise
 - budget allocation insufficient to meet needs
 - 21st Century School capital funding opportunity not realised
 - Welsh language not developed further

- discrimination against protected characteristics resulting in a negative impact on one or more protected groups
 - loss of community facilities
 - increased governance and staff responsibilities
40. Failing to implement the proposal will result in the following teaching/learning and financial benefits not being fully realised, particularly in relation to:
- providing a stimulating and innovative teaching and learning environment that will impact positively on the self-esteem and well-being of all pupils and staff
 - pupils accessing a wider range of staff expertise
 - opportunities for improved transition across key stages 2 and 3
 - removal of split-site challenges
 - staff having greater opportunity for curriculum development and career opportunities through broader experience and enhanced continuing professional development options
 - a more efficient and effective use of resources, and savings from economies of scale
 - achieving efficiencies (economic and environmental) by having the right school in the right place
 - greater protection against the impact of a Schools Funding Formula Review
 - reducing the number of surplus pupil places and improving the school building environment
 - ensuring the school is a fully integrated community school providing access to its learning and recreational facilities and, thereby, promoting community cohesion
41. The benefits of implementing the proposal will mitigate the effects of identified risks. A new school provides greater prospects for improving educational attainment for pupils. Estyn (Jan 2007) reported on the performance of schools before and after moving into new buildings, stating that ageing school buildings which are in a poor state of repair cannot meet modern teaching and learning needs. The report also states that inadequate buildings make improvements in standards more challenging and that in nearly all schools with new or refurbished buildings, pupils attainment and achievement have improved and in some cases the improvement has been significant.

42. The proposed new 3-16, all-through school will provide greater opportunities for pupils to access a wider range of specialist staff and facilities and increase opportunities for learning. With one leadership team operating across the age range of the school, pupils and parents will experience continuity in school policy and practice, and transition between key stages can be better managed and facilitated for the benefit of pupils.
43. Planning permission for the new build and associated site development has been granted (Planning Committee, 31st Jan 2017) and a temporary governing body has been established (CYPE, 5th Jan 2017).
44. The full risk assessment is attached to this report as appendix B.

Community usage impact assessment

45. A community impact assessment has been undertaken and is attached to this report as appendix C.
46. The community impact assessment recognised the importance of both Dyffryn School and Groes Primary in providing a venue for school based events and extra-curricular activity. Under this proposal existing community/school interaction needs to be retained, preserved and enhanced as appropriate with no loss of amenity to the wider community. Community provision and activities that have been developed for the wider community will not be lost from either of the schools in the amalgamation and hence there are no plans to mitigate the loss. The existing modest community use of the Dyffryn (upper) School site needs to be further developed.
47. There is a welcome and general acceptance of the proposal within the community of Margam, the location of the new build school. It is intended that the new school's facilities, internal and external, will be made available for community use when not required by the school.
48. School and community facilities and activities will be enhanced as part of the proposal. As such, there will be no adverse effect upon community provision if Dyffryn (upper and lower) School and the Groes Primary school amalgamate

Welsh Language impact assessment

49. The Council is satisfied that the provision for Welsh language education at the new school will be comparable with the provision currently offered at Groes Primary and Dyffryn School. Both schools are categorised as English-medium schools. Welsh is taught as a second language in accordance with the National Curriculum, and this will continue at the new school.
50. Primary education through the medium of Welsh is available at Ysgol Gynradd Gymraeg Rhos Afan, the Welsh-medium primary school serving the Margam area. Secondary Welsh-medium education will be available at Ysgol Gymunedol Gymraeg (south campus).
51. The full Welsh language assessment is attached to this report as appendix D.

Consultation

52. 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, July 2013, which specifies the procedures to be followed, including the content of the consultation document and those to be consulted.
53. Consultation on this proposal commenced on 31st October 2016 with comments invited until 11th December 2016. A consultation report summarising the comments of consultees together with responses to those issues was published on 4th January 2017. Estyn commented that the proposal is likely to at least maintain the current standards of education and provision in the area.
54. A Cabinet report on the outcome of consultation together with recommendations was presented to Members on 4th January 2017.

Statutory Publication

55. At the Cabinet meeting of 4th January 2017 Members noted that responses to the consultation were generally favourable with respondents raising issues that focussed principally on shaping provision and ensuring the success of the new school. There were no issues raised during the consultation that suggested the proposal should be reconsidered so Members determined to move to the statutory publication of the proposal.
56. To this effect a statutory notice was published on 5th January 2017 allowing the required 28 day period for submitting objections, which ran until 1st February 2017.
57. The statutory notice is attached to this report as Appendix E.

Objections

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

Recommendation

61. Having given due regard to the equality impact assessment, the risk assessment, the community impact assessment, the Welsh language impact assessment and the relevant reports as listed in the appendices/background papers to this report, it is recommended that, in line with Section 53 of the School Standards and Organisation (Wales) Act 2013, Members determine that:
 - a) the proposal to establish an English-medium, community school to replace Groes Primary and Dyffryn School, both of

which will be discontinued, be implemented as of 1st September 2018

- b) authority be delegated to the Head of Transformation to implement the proposal

Reasons for proposed decision

62. This decision is necessary to comply with the legislative requirements to facilitate the implementation of the proposal which will enable the Council to:
- promote high standards and the fulfilment of every child's potential;
 - meet its duty to secure efficient education in its area;
 - comply with legislative requirements

Implementation of the decision

63. The decision is proposed for implementation after the 3 day call in period.

Appendices

Appendix A: Equality impact assessment

Appendix B: Risk assessment

Appendix C: Community impact assessment

Appendix D: Welsh language impact assessment

Appendix E: Statutory Notice

List of background papers

- a) Cabinet Report: July 2015
<https://democracy.npt.gov.uk/documents/s16179/CAB.%20090715%20Band%20A%20reconfiguration.pdf>
- b) Cabinet Report: January 2017
<https://democracy.npt.gov.uk/documents/s27087/YNM%20CABINET%20REPORT%20040117.pdf>
- c) Cabinet Report: October 2016
<https://democracy.npt.gov.uk/documents/s24985/YNMargam%20Cabinet%20report%20261016.pdf>
- d) Consultation Document
<https://www.npt.gov.uk/pdf/CONSULTATIONDOCUMENTMargam.pdf>
- e) Consultation Report
<https://democracy.npt.gov.uk/documents/s27088/App%20A%20Consultation%20Report.pdf>

- f) 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)
- g) Welsh Government - School Organisation Code: July 2013
<http://gov.wales/docs/dcells/publications/130719-school-organisation-codes-en.pdf>
- h) School Standards & Organisation (Wales) Act 2013
http://www.legislation.gov.uk/anaw/2013/1/pdfs/anaw_20130001_en.pdf
- i) 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
<http://gov.wales/docs/det/publications/140616-ltog-en.pdf>
- j) Home to School Travel Policy: 2014
http://www.npt.gov.uk/pdf/Home_to_school_transport_policy_2014.pdf
- k) Estyn
<https://www.estyn.gov.wales/inspection/search>

Officer Contact

Mr Andrew Thomas
Head of Transformation
Tel 01639 763314
Email a.d.thomas@npt.gov.uk

Equality Impact Assessment (EIA) Report Form

Where do you work?	
Service Area:	Strategic School Improvement Programme
Directorate:	ELLL

(a) This EIA is being completed for a...

Service/ Function <input type="checkbox"/>	Policy/ Procedure <input type="checkbox"/>	Project <input type="checkbox"/>	Strategy <input type="checkbox"/>	Plan <input type="checkbox"/>	Proposal X
--	--	-------------------------------------	--------------------------------------	----------------------------------	----------------------

(b) Please name and describe below...

Proposal to
 Close Dyffryn School and Groes Primary School and make provision for the pupils to attend a newly created 'all-through' (3-16) school on the site of Dyffryn (upper) School/Groes Primary school

(c) It was initially screened for relevance to Equality and Diversity on ...

20.06.2016

(d) It was found to be relevant to...

Age x	Race x
Disability x	Religion or belief x
Gender reassignment <input type="checkbox"/>	Sex x
Marriage & civil partnership <input type="checkbox"/>	Sexual orientation <input type="checkbox"/>
Pregnancy and maternity <input type="checkbox"/>	Welsh language x

(e) Lead Officer

Name: Debora Holder-Phillips
Job title: Programme Officer
 Date: 26.10.2016

(f) Approved by Head of Service

Name: Andrew Thomas
 Date: 26.10.2016

Section 1 – Aims:

Briefly describe the aims of the function, service, policy, procedure, strategy, plan, proposal or project:

What are the aims?

To bring about change under the NPTCBC Strategic School Improvement Programme which affects the number of pupils and age range of pupils who may attend Dyffryn School and the closure of Groes Primary School.

At this stage the change is only a proposal and has not been consulted on. The process for change set out under the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code 2013 requires a full statutory consultation programme to receive comments on the proposal followed by a statutory notice period for receiving objections on the proposal.

Who has responsibility?

Director of Education Leisure and Lifelong Learning, Head of Transformation and Strategic School Improvement Programme (SSIP)

Who are the stakeholders?

The main stakeholders are the school staff/ parents (carers and guardians)/ pupils/ governors and the wider school community of the schools affected by the proposal (there are also other key stakeholders listed under The Welsh Government School Organisation Statutory Code document no 006/2013 that must be consulted as part of the process for school closure).

Section 2 - Information about Service Users:

Please tick what information you know about your service users and provide details / evidence of how this information is collected.

Age	x	Race	x
Disability	x	Religion or belief.....	x
Gender reassignment	<input type="checkbox"/>	Sex	x
Marriage & civil partnership	x	Sexual orientation.....	<input type="checkbox"/>
Pregnancy and maternity	x	Welsh language.....	x

What information do you know about your service users and how is this information collected?

Age

Pupils -The proposal relates to an English-medium secondary school and an English-medium primary school. Only those aged 3-11 years may access primary phase education and those aged 11-16 years may access secondary phase education.

The secondary school the subject of this equality impact assessment does not currently offer post 16 education and the proposal being considered does not intend to change this arrangement.

The primary school the subject of this equality impact assessment currently offers nursery provision and the proposal being considered intends to retain the offer of nursery provision but within an 'all-through' (3-16) arrangement.

Comprehensive School and 167 pupils on roll at Groes Primary School.

Dyffryn (upper) School and Groes Primary School share the same site and therefore if the proposal were to go ahead the distance and travel time for pupil journey to and from school would remain unchanged as the proposal is to build a new school on the same site to accommodate both Dyffryn (upper) School and Groes Primary School pupils. This also applies to pupils attending Dyffryn (lower) School some 1.9 miles away as they too transfer to the upper school site at Y9.

As is the position currently, if a child lives outside of the recommended travel distance for either primary phase or secondary phase then that pupil will be entitled to make an application for assistance with home to school travel under the NPTCBC Home to School Travel Policy.

Staff – There are recorded at the time of this assessment 108 members of school staff at Dyffryn School and their age ranges from 22 to 68. There are 24 members of school staff at Groes Primary School and their age ranges from 20 to 61.

Governors – There are recorded at the time of this assessment 20 governors on the Dyffryn School Governing Body and 12 governors on the Groes Primary School Governing body. The Council does not hold details of the age of each governor but there is a minimum age of 18 years.

Disability

The proposal is for a new build 21st Century school which would be fully compliant with all relevant equalities legislation, including disability.

Pupils - Any pupil with a disability is assessed on an individual basis and relevant modifications, adaptation or reasonable adjustments are made where applicable, this is the case for all types of disabilities. Assessment on an individual basis includes application for home to school travel.

Dyffryn School has 182 of its pupils on the Special Educational Needs Register, 11 of these pupils have a statement of educational needs.

Groes Primary School has 51 of its pupils on the Special Educational Needs Register, 3 of which have statements of special educational needs.

Any pupil with a disability is entitled to make an application for assistance with home to school transport under the NPTCBC Home to School Travel Policy.

Staff – The Council does not have a record of any staff member having a disability at either Dyffryn School or Groes Primary School.

Governors - Data held is according to what individuals have chosen to disclose. No data is held for either Dyffryn School or Groes Primary School.

Race

Pupils – Both schools are inclusive for pupils of all ethnic groups and ethnicity is not a criterion under NPTCBC's Schools Admissions Policy.

PLASC data for 2016 shows that BME pupils at Dyffryn School represent 8% of the pupil cohort. This is above the Neath Port Talbot average for secondary schools which for 2016 is 6%. At Groes Primary School the BME pupils represent 5% of the total number of pupils at the school. This is slightly below the Neath Port Talbot average for primary school which for 2016 is 6%

Dyffryn School has five partner primary schools, one of which is Groes Primary. As a total across the other four partner schools BME pupils have 37% BME pupils. The school with the greatest number of BME pupils is Central Primary School which has 17% BME pupils. The school has a large Bangladeshi school community and these pupils represent 52% of the BME pupils in the school.

This Bangladeshi school community is also replicated in Dyffryn School whose Bangladeshi pupils represent 29% of the BME pupils in the school. Bangladeshi pupils are the largest BME group of pupils at Dyffryn School. The next largest groups are the Gypsy/Traveller pupils and the White/Black Caribbean pupils, both these groups represent 12% of the BME pupils in the school.

Staff – HR records show that the majority of staff at Dyffryn School have declared themselves as British or Welsh, There is one member of staff who has declared ‘European’ and one who has declared ‘other’. The Council is not aware of any BME staff members at Groes Primary School although 3 members of staff have elected to choose the option of ‘prefer not to say’.

Governors – Data held is according to what individuals have chosen to disclose. No data is held for either Dyffryn School or Groes Primary School.

Religion or belief

Pupils – Both schools are non-faith schools and admit pupils of all religions/beliefs who wish to attend. Religion or belief is not a criterion under the NPTCBC’s Admissions Policy which is applicable to both schools. Admission to the new school would be in line with this policy.

School records show that 22 pupils at Dyffryn School have reported their religion/belief. Out of these, 7 pupils have stipulated their religion/belief as Christian, 12 pupils have stipulated Church in Wales and 3 pupils have stipulated Roman Catholic.

School records show that at Groes Primary School 14 pupils have reported their religion/belief. Out of these, 10 pupils have confirmed their religion/belief as Christian, 1 as Church in Wales and 3 Buddhists.

Staff – Data held is according to what individuals have chosen to disclose. The Council does not hold this data for the staff of Dyffryn School or Groes Primary School.

Governors - Data held is according to what individuals have chosen to disclose. No data is held for either Dyffryn School or Groes Primary School.

Sex

Pupils – Both schools admit both boys and girls and the new school will be a mixed sex school. At the time of this assessment Dyffryn School has 53% male pupils and 47% female pupils. Groes Primary School has 49% male pupils and 51% female pupils.

Staff – Both schools employ both male and female staff. Dyffryn School has 17 male members of staff and 91 female members of staff. Groes Primary School has 2 male members of staff and 22 female members of staff.

Governors – Both schools have male and female governors. Dyffryn School has 9 male and 11 female governors. Groes Primary School has 5 male and 7 female governors.

Pregnancy and maternity

Pupils – Dyffryn School has had 1 pupil who has been pregnant during the 2016/2017 academic year. This characteristic should not be applicable due to the age of the pupils at Groes Primary School and no pupils are recorded as being pregnant or having had a baby within this academic year.

Staff – Dyffryn School has had 3 members of staff who have been pregnant during the 2016/2017 academic year. The Council is not aware of any staff member being pregnant and none are on maternity/paternity leave at Groes Primary School.

Governors - Data held is according to what individuals have chosen to disclose. No data is held for either Dyffryn School or Groes Primary School.

Gender reassignment

Pupils – Data held is according to what individuals have chosen to disclose. No data is held for either Dyffryn School or Groes Primary School.

Staff – Data held is according to what individuals have chosen to disclose. No data is held for either Dyffryn School or Groes Primary School.

Governors - Data held is according to what individuals have chosen to disclose. No data is held for either Dyffryn School or Groes Primary School.

Marriage and civil partnership

Pupils – this characteristic is not applicable due to the age of the pupils.

Staff – HR records show that Dyffryn School has 58 married/ 5 divorced/ 2 partnered and 43 single members of staff. Groes Primary School has 17 married/ 1 divorced/ 1 partnered and 5 single members of staff.

Governors - Data held is according to what individuals have chosen to disclose. No data is held for either Dyffryn School or Groes Primary School.

Sexual Orientation

Pupils –Data held is according to what individuals have chosen to disclose. No data is held for either Dyffryn School or Groes Primary School.

Staff –Data held is according to what individuals have chosen to disclose. No data is held for either Dyffryn School or Groes Primary School.

Governors - Data held is according to what individuals have chosen to disclose. No data is held for either Dyffryn School or Groes Primary School.

Welsh language

Pupils – Both schools are English-medium schools therefore pupils will be taught through the medium of English although Welsh is taught as a second language in line with the National Curriculum. NPTCBC has developed a Welsh in Education Strategic Plan for the period 2014 to 2017. Action plans produced as part of this strategy will be applied to Welsh-medium education and Welsh as a second language.

Staff – HR records show that Dyffryn School staff have classified their Welsh Language ability as 103 x Little or no knowledge/ 3 x Welsh Learner/ 2 x Fairly Fluent. Groes Primary School staff have classified their Welsh Language ability as 14 x Little or no knowledge/ 4 x Welsh Learner/ 1 x Fairly Fluent and 5 x Prefer not to say.

Governors – Data held is according to what individuals have chosen to disclose. No data is held for either Dyffryn School or Groes Primary School.

Information is collected by NPTCBC in respect of pupil and school data through various means such as Data Unit, School Admissions, School and Family Support, Additional Learning Needs Support Team, Strategic School Improvement Programme etc. Information is also gathered from Estyn Inspection reports.

Data used for completing Section 2 includes:

- PLASC data as at January 2016
- NPTCBC HR records
- NPTCBC Governor records
- School records for pupils and staff HR records

Any Actions Required?

Continue to check and monitor data held against the protected characteristics for any impact the proposal may have on any of these groups.

Section 3 - Impact on Protected Characteristics:

Please consider the possible impact on the different protected characteristics. This could be based on service user information, data, consultation and research or professional experience.

	Positive	Negative	Neutral	Needs further investigation
Age	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Disability	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Gender reassignment	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Marriage & civil partnership	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Pregnancy and maternity	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Race	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Religion or belief	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Sex	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Sexual orientation	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Welsh language	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>

Thinking about your answers above, please explain in detail why this is the case? including details of any consultation (and/or other information), which has been undertaken to support your view?

The proposal intends to create an 'all-through' (3-16) school. Close Dyffryn School and Groes Primary School and make provision for the pupils to attend a newly created 'all-through' (3-16) school on the site of Dyffryn (upper) School/Groes Primary school.

The pupils who are currently on roll at both Dyffryn School and Groes Primary School will automatically transfer to the proposed new school (unless this is not the wish of their parent/carer/guardian).

Ethnicity is not a criterion under NPTCBC's Schools Admissions Policy. Both schools which are the subject of this proposal are inclusive for pupils and staff of all ethnic groups. If the proposal goes ahead the new school will welcome all existing pupils from Dyffryn School and Groes Primary school and retain the arrangements with the existing other four partner primary schools.

The proposal does not intend to make any changes to Council policies currently applicable to the pupils, staff and governors of Dyffryn School and Groes Primary School. Although it is recognised that if the proposal goes ahead it will have a negative impact on the staff and governors of Dyffryn School and Groes Primary School as the school would close, staff would no longer be employed by the school and the governing body would cease to exist. If Dyffryn School and Groes Primary School close the proposal is for a new 'all-through' (3-16) school which would require school staff for the primary phase element of the new school. In any event the Council has an excellent reputation in terms of staff redeployment and governors would have the opportunity to apply for positions on other governing bodies at schools located nearby.

The Council has secured an 'employer's pledge' with schools whereby school governing bodies have agreed to give prior consideration to staff facing redundancy at any Neath Port Talbot County Borough Council school. In this context, the Council will be working hard to secure the employment of staff from Groes Primary School where job opportunities may exist. For those staff members who are employees of centrally delivered catering and cleaning services due to the flexibility of this service there may be opportunities within the service area for staff to transfer to other schools or venues. Other school support staff will be supported by the relevant school policies and procedures which will include full consultation. Employees identified at risk of redundancy will be given access to the Council's prior consideration register. Previous experience has shown that some staff wish to secure employment in an alternative school but others take the opportunity to take on new challenges elsewhere. The Council is proud of its track record for supporting staff in such situations.

The new build school will be a state of the art 21st Century school and therefore will be fully compliant in terms of the requirements for disabled pupils.

Both Dyffryn School and Groes Primary School have BME pupils, the largest ethnic group being pupils of Bangladeshi origin under the Welsh Government options for ethnic background. The proposal does not affect the Council's Schools Admission Policy and admissions to the new school will be in line with this policy. Ethnicity is not a criterion under this policy.

The new primary school will continue to teach Welsh as per the requirements of the National Curriculum.

What consultation and engagement has been undertaken (e.g. with the public and/or members of protected groups) to support your view?

The proposal is in its formative stage therefore it will be subject to full consultation with stakeholders.

Any actions required (to mitigate adverse impact or to address identified gaps in knowledge)

The consultation process will identify if any actions are necessary.

Section 4 - Other Impacts:

Please consider how the initiative might address the following issues.

You could base this on service user information, data, consultation and research or professional experience (e.g. comments and complaints).

Foster good relations between different groups	Advance equality of opportunity between different groups
Elimination of discrimination, harassment and victimisation	Reduction of social exclusion and poverty
<p>Please explain any possible impact on each of the above.</p> <p>NPTCBC aspires to deliver an inclusive education service. All schools have policies in place to prevent discrimination, harassment and victimisation both for the benefit of pupils and school staff. The policies are overseen by the governing body and the Council.</p> <p>NPTCBC tackles poverty and social exclusion through various initiatives including breakfast clubs, free school meals, nurture groups, family learning, Flying Start, Communities First Projects, Catch-up (funded through Pupil Deprivation Grant).</p> <p>What work have you already done to improve any of the above?</p> <p>NPTCBC undertook an Educational Inclusion Review in 2014; recommendations and actions continue to be implemented.</p> <p>Is the initiative likely to impact on Community Cohesion?</p> <p>NPTCBC aspires to deliver an inclusive education service that amongst other things 'celebrates diversity'. The proposal will seek to improve educational standards and pupil well-being through a new build 21st Century primary school; raising pupils' levels of awareness of self and others which, in turn, will help support and encourage children and young people to become good citizens and role models within their community. The ethos of respect will be promoted by the staff and governors at the school.</p> <p>How will the initiative treat the Welsh language in the same way as the English language?</p> <p>The proposal relates to two English-medium schools which teach Welsh as a second language. The proposed new school would continue to teach Welsh-medium in line with the national curriculum. The Council also provides Welsh-medium schools if a parent elects to have their child educated through the medium of Welsh.</p>	

Actions (to mitigate adverse impact or to address identified gaps in knowledge).

Section 5 - Monitoring arrangements:

Please explain the arrangements in place (or those which will be put in place) to monitor this function, service, policy, procedure, strategy, plan or project:

Monitoring arrangements:

By the Council via data received from each school together with reports from School Improvement Officer Core Visits and Estyn Inspection reports. Monitoring will be undertaken by the Headteacher and Governing Body.

Monitoring will also take place via the formal consultation process to be conducted.

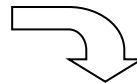
Actions:

Section 6 – Outcomes:

Having completed sections 1-5, please indicate which of the outcomes listed below applies to your initiative (refer to guidance for further information on this section).

- Outcome 1: Continue the initiative...
- Outcome 2: Adjust the initiative...
- Outcome 3: Justify the initiative...
- Outcome 4: Stop and remove the initiative...

x



For outcome 3, detail the justification for proceeding here

Section 7 - Publication arrangements:

On completion, please contact the Corporate Strategy Team for advice on the legal requirement to publish the findings of EIAs.

Any proposal relating to school organisation requires an Equality Impact Assessment, the findings will be used to inform and shape the formal consultation process. Findings will be published as part of the consultation document and where necessary in other documents required under the school organisation processes.

Action Plan:

Objective - What are we going to do and why?	Who will be responsible for seeing it is done?	When will it be done by?	Outcome - How will we know we have achieved our objective?	Progress
Consult on the proposal to hear the views of key stakeholders	Director of ELLL, Head of Transformation and SSIP	2016/17 academic year	Decision to implement the proposal at the conclusion of the legislation process	On-going until implementation or abandonment of the proposal
Monitor additional data to check for any impact on the protected characteristics	Director of ELLL, Head of Transformation and SSIP	2016/17 academic year	Actions to mitigate any adverse effect	On-going until implementation or abandonment of the proposal
Monitor findings from the consultation process	Director of ELLL, Head of Transformation and SSIP	2016/17 academic year	Actions to mitigate any adverse effect	On-going until implementation or abandonment of the proposal

Risk Assessment

Strategic School Improvement Programme – proposal to establish a new 3-16 school to replace Groes Primary School and Dyffryn School both of which will close.

Context

1. This risk assessment¹ has been carried out in line with the Council's Risk Management Policy 2015.
2. Implementing the proposal will result in the establishment of a new build 3-16 all through school to replace Groes Primary and Dyffryn School, which will close. The new school will serve the catchment of the existing schools.

The reasons for the proposal

3. At its meeting of 9th July 2015 the Council's Cabinet has determined that the Faith school scheme should be withdrawn from Band A and be substituted with an alternative, replacement scheme comprising a new build at the site of Dyffryn (upper) School/Groes Primary, Margam, Port Talbot. Members duly authorised officers to develop a 21st Century Schools Programme funding submission to this effect.
4. On 26th October 2016, Cabinet approved consultation of the 3-16, new school proposal.
5. The new school will replace Groes Primary and Dyffryn School, which will both close, and will provide for up to for 210 full-time primary age pupils, 45 part-time (23 a.m./22 p.m.) nursery age pupils and 1200 secondary age pupils in a new, 21st century purpose built building.
6. Dyffryn School is currently located over two sites, the lower school site at Talcanneu Road, Port Talbot which is condition category grade D, and the upper school at Bertha Road, Margam which is condition grade C. Groes Primary is also

¹ First iteration: 080916 (rvg) / Second iteration: 02.12.16 (rvg)

situated at Bertha Road Margam and is condition grade C.

7. The new school will bring both the primary and secondary phases together on one site, removing the split site aspect of Dyffryn School, and creating opportunities for realising teaching and learning benefits and improving pupil wellbeing.
8. On completion, this scheme will remove approx. £7.5m of backlog maintenance and accessibility liabilities and reduce surplus places.
9. The proposal with its new build element should have a positive impact on other services within the Council and community. The project has an estimated capital cost of approx. £31m with a planned completion date of September 2018.
10. The proposal will deliver more efficient and effective use of resources and should result in revenue savings for reinvestment in the general schools budget. It will also provide a stimulating teaching and learning environment and address school improvement issues.

Risks associated with the proposal

11. The potential risks associated with the proposal comprise the Council's reputation, educational standards, financial management, staff employment and service delivery.
12. Potential risk areas in implementing the proposal include:
 - educational standards not maintained
 - less effective support for pupil well-being in a larger, all through school
 - increased home to school travel time for some pupils
 - staff anxiety about job security and new management arrangements
 - loss of school identity from closure of existing establishments
 - resistance to change leading to lack of pupil, parent and staff support
 - forecasted pupil numbers do not materialise

- budget allocation insufficient to meet needs
 - 21st Century School capital funding opportunity not realised
 - Welsh language not developed further
 - discrimination against protected characteristics resulting in a negative impact on one or more protected groups
 - loss of community facilities
 - increased governance and staff responsibilities
13. Failing to implement the proposal will result in the following teaching/learning and financial benefits not being fully realised, particularly in relation to:
- providing a stimulating and innovative teaching and learning environment that will impact positively on the self-esteem and well-being of all pupils and staff
 - pupils accessing a wider range of staff expertise
 - opportunities for improved transition across key stages 2 and 3
 - removal of split site challenges
 - staff having greater opportunity for curriculum development and career opportunities through broader experience and enhanced continuing professional development options
 - a more efficient and effective use of resources, and savings from economies of scale
 - achieving efficiencies (economic and environmental) by having the right school in the right place
 - greater protection against the impact of a schools funding formula review
 - reducing the number of surplus pupil places and improving the school building environment
 - ensuring the school is a fully integrated community school providing access to its learning and recreational facilities and, thereby, promoting community cohesion

Risk assessment

11. The benefits of reorganisation, as set out above, together with the planned action measures in the table below will mitigate the effects of identified risks. A new school provides greater prospects for improving educational attainment for pupils. Estyn (Jan 2007) reported on the performance of schools before and after moving into new buildings, stating that ageing

school buildings which are in a poor state of repair cannot meet modern teaching and learning needs. The report also states that inadequate buildings make improvements in standards more challenging and that in nearly all schools with new or refurbished buildings, pupils attainment and achievement have improved and in some cases the improvement has been significant.

12. With effective leadership and pastoral support structures, pupil well-being can be effectively supported in large schools. All through schools can effectively support pupils at each key transition point in their education, helping to improve both wellbeing and attainment.
13. To address staff anxiety about their employment situation, a temporary governing body will be established and a head teacher appointed before the opening of the new school. The head teacher together with the temporary governing body will determine the staffing structure for the new primary school.
14. As part of the process all school based staff will be supported by the relevant school policies and procedures which will include full consultation. Previous experience has shown that some staff will wish to secure employment in the new school but others will take the opportunity to take on new challenges elsewhere. Employees identified at risk of redundancy will be given access to the Council's prior consideration register. The Council is committed to supporting staff at risk of compulsory redundancy and has secured the support and goodwill of the teacher associations/trade unions and governing bodies across the Council, via an employers' pledge. The Council has a good track record for supporting staff in such situations.
15. The appointment of the head teacher and the temporary governing body together with consultation with stakeholders will provide forums that will allow concerns to be considered particularly in relation to the areas of school identity and resistance to change. The temporary governing body will have members with an interest in the areas served by the two existing schools and who will be well placed, therefore, to ensure concerns are addressed and the new school becomes the school of choice of pupils and parents.

16. A community impact assessment has been undertaken and concluded that school and community facilities and activities will be enhanced as part of the proposal. As such, there will be no adverse effect upon community provision if Dyffryn (upper and lower) School and the Groes Primary school.

Risk register

No	Risk description	L'hood score	Impact score	Overall Risk (LxI)	Prox'ty *	Planned action to mitigate	Target Date	Owner	Update	Trend - Up - Down - No change
1	Educational standards not maintained	1	5	Low risk	4	Implementation of proposal together with the appointment of temp. governing body and suitable head teacher, and appropriate support and challenge to ensure entitlements are met and provision delivered	Sept 2018	- SSIP team - ELLLS - Temp Governing Body - Head Teacher - Support for inclusion/school governance team - Inclusion support team	16.12.16 08.02.17	No Change No Change
2	Less effective support for pupil well-being in a larger all through school	1	4	Low risk	4	Implementation of proposal together with the appointment of temp. governing body and suitable head teacher and appropriate support and challenge	Sept 2018	- SSIP team - ELLLS - Temp Governing Body - Head Teacher - Support for inclusion/school governance team - Inclusion support team	16.12.16 08.02.17	No Change No Change

3	Staff anxiety about job security and new management arrangements	3	3	Medium risk	1	Implementation of proposal together with consultation meetings with staff and teacher associations/trade unions. Ongoing support from HR and clear staff plans agreed with teacher associations/trade unions. Appointment of temp governing body and head teacher.	Spring/summer terms 2017	<ul style="list-style-type: none"> - SSIP team - HR - Temp Governing Body - Head Teacher - Teacher associations/trade unions - Support for inclusion/school governance team 	16.12.16 Joint consultation meetings held with staff of both schools. Teacher associations/trade unions advised. Positive consultation 08.02.17	Risk lowered No Change
4	Loss of school identity from closure of existing establishments	3	2	Low risk	1	Implementation of proposal together with consultation meetings with parents and governors. Appointment of temp governing body and head teacher.	Spring/Summer terms 2017	<ul style="list-style-type: none"> - Temp Governing Body - Head Teacher - Support for inclusion/school governance team 	16.12.16 Joint consultation meetings held with parents and Governors of both schools Positive consultation 08.02.17	No change No Change
5	Resistance to change leading to lack of pupil, parent and staff support	2	2	Low risk	2	Consultation meetings. Effective communication with parents and staff	Spring/Summer terms 2017	<ul style="list-style-type: none"> - SSIP team - Temp Governing Body - Head Teacher 	16.12.16 Positive consultation meetings, school community supportive 08.02.17	No Change No Change

6	Forecasted pupil numbers do not materialise	1	4	Low risk	3	Implementation of proposal together with effective communication via consultation meetings and appointment of temp governing body and suitable head teacher, combined with clearly identified safe routes to school	Ongoing: 2016 - 2018	<ul style="list-style-type: none"> - SSIP team - Road Safety team - Temp Governing Body - Head Teacher - Support for inclusion/school governance team 	16.12.16 08.02.17	No Change No Change
7	Budget allocation insufficient to meet needs	2	5	Medium risk	3	Implementation of proposal together with a formula funding review	2017/2018	<ul style="list-style-type: none"> - ELLLS - SSIP team 	16.12.16 08.02.17	No Change No Change
8	21 st Century School capital funding opportunity not realised	1	5	Low risk	2	Business case approval and implementation of proposal	Ongoing to Sept 2018	<ul style="list-style-type: none"> - ELLLS - Environment Services - SSIP team 	16.12.16 08.02.17	No Change No Change
9	Benefits of all through school not realised	1	5	Low risk	4	Implementation of proposal together with the appointment of temp. governing body and suitable head teacher and appropriate support and challenge to ensure entitlements are met and provision delivered	Sept 2018	<ul style="list-style-type: none"> - SSIP team - ELLLS - Temp Governing Body - Head Teacher - Support for inclusion/school governance team - Inclusion support team 	16.12.16 08.02.17	No Change No Change

10	Discrimination against protected characteristics resulting in a negative impact on one or more protected groups	2	4	Medium risk	4	EIA mitigation. Inclusive ethos and practices. Appointment of temp. gov. body and suitable head teacher. Appropriate support and challenge	Sept 2018 onwards	<ul style="list-style-type: none"> - ELLLS - SSIP team - EDIS - Temp Governing Body - Head Teacher - Support for inclusion/school governance team 	16.12.16 08.02.17	No Change No Change
10	Loss of community facilities	1	3	Low risk	4	Community access to school facilities will be enhanced	Ongoing: 2016 - 2018	<ul style="list-style-type: none"> - ELLLS - Environment Services - SSIP team - Temp Governing Body - Head Teacher 	16.12.16 08.02.17	No Change No Change
11	Welsh language development not supported	1	3	Low risk	4	Welsh will be taught in line with the national curriculum guidelines for an English-medium school. A larger school presents greater opportunity for language diversity and development with potentially more Welsh speakers available on the staff complement and greater expertise available through subject specialism in the secondary phase	Ongoing: 2016 - 2018	<ul style="list-style-type: none"> - ELLLS - Temp Governing Body - Head Teacher 	16.12.16 08.02.17	No Change No Change

12	Increased governance and staff responsibilities	1	3	Low risk	4	Although a larger school will mean additional responsibilities, economies of scale and a larger pool of professional skills and expertise will allow responsibilities to be shared more widely. Appointment of temp. gov. body and suitable head teacher.	Ongoing: 2016 - 2018	<ul style="list-style-type: none"> - ELLLS - Temp Governing Body - Head Teacher - Support for inclusion/school governance team 	16.12.16 08.02.17 Temporary Governing Body has been established (CYPE, 5th Jan 2017)	No Change
13	Failure to secure planning permission	2	5	Medium risk	1	Local consultation involving Elected members for the Wards concerned combined with detailed planning to mitigate impact on local community.	Jan 2017	<ul style="list-style-type: none"> - ELLLS - Environment Services - SSIP team 	31.01.17 Planning Committee grant planning permission for the new build	N/A

Neath Port Talbot County Borough Council Community Impact Assessment

Amalgamation of Dyffryn School (upper and lower schools) with Groes Primary school to create a new, 3-16 school, *Ysgol Newydd Margam*, on one site

1. Context

In preparing statutory proposals involving a school a Local Authority is required to assess the impact that the proposals may have on local families and the local community through the preparation of a Community Impact Assessment (CIA).

The Community Impact Assessment has been conducted in line with the guidance set out in Welsh Government's Circular No: 006/2013: 'School Organisation Code'.

2. The Assessment Process

The Community Impact Assessment has been informed by:-

- A review of existing school/community interaction ¹
- Evidence from earlier school consultation events
- A composite audit of community facilities ²
- Dialogue with partner Organisations to better understand current gaps in provision and their work in the community.
- Desktop study of secondary data ^{3,4}
- A Scoping Study embracing the Electoral Wards of Port Talbot, Taibach and Margam.

Interviews have been held with Head teachers, school Bursars, Governors and Council Elected Members associated with each of the schools concerned. The findings from the interviews have been used to interpret the extent, type, frequency and duration of community activity on each of the school sites.

3. The proposal

The Council proposes to establish an 'all through' 3 -16, English – medium school on the existing Dyffryn (upper) School/Groes

Primary site. The existing schools will continue to operate from the current buildings on the Dyffryn (upper) School, Dyffryn (lower) and Groes Primary until the new build facilities are available at the Dyffryn (upper) School/Groes Primary site in September 2018

Subject to the outcome of consultation and subsequent Member approval, *Ysgol Newydd Margam* will open on the 1st September 2018, with Dyffryn School and Groes Primary school closing on the 31st August 2018.

4. **The Schools**

The schools under review are located within the eastern extremity of Port Talbot and the eastern extremity of Margam.

The Wards of Port Talbot and Taibach are largely urbanised and industrialised with many amenities within easy walking distance.

The Ward of Margam is less populated with vast open countryside and woodland extending into Margam Country Park.

Groes Primary school is an English medium, community school providing education for pupils aged 3 – 11 years in the Ward of Margam. The school occupies a single site [shared with Dyffryn (upper) School] laid out as hard surfaced area playground with modest landscaping. As at January 2015, the school had 167 pupils on roll. Virtually all pupils transfer to Dyffryn school.

Dyffryn School is an English medium, community school providing education for pupils, aged 11 -16 years. It occupies two sites - the lower school at Talcennau Road, Port Talbot and the upper school at Bertha Road, Margam. The Lower school site is land locked with hard surfaced areas and no green open spaces. The upper school has generous grassland, open spaces and areas laid out for sports (these include a floodlit Artificial Turf Pitch, dedicated Tennis Courts and Netball Courts).

As at January 2015 the school had 790 pupils on roll. The majority of pupils attending the school are from the immediate catchment of Port Talbot, Taibach and Margam which has pockets of deprivation mixed with various degrees of affluence.

5. The degree to which the school buildings are used now as a community resource

In Groes Primary school the pupils enjoy a range of school based extra curricular activity and after school Clubs. The school offers a varied and inclusive programme of extra-curricular sport, a school based Play Group (attended also by pupils from other Primary schools and S.N.A.C), and a Homework Club. The school stages PTA Discos, a Fete and a Christmas Fayre.

In Dyffryn (lower and upper) School the pupils enjoy extra-curricular activity, a Homework Club and after school Clubs that feature an extensive range of sport, Drama, History and Music. There is extended use of the library in the upper school.

Due to the lack of suitable accommodation and outdoor facilities at Dyffryn (lower) School and Groes Primary school (predominantly hard standing) there is little in the way of community use. The school buildings and on site facilities are not used by the community as opportunities are limiting. These limitations require the pupils at Dyffryn (lower) School to be transported to Baglan Boys & Girls Club Sports Hall and to 'The Plough' playing field in order to partake in indoor and outdoor sports.

Dyffryn (upper) School can boast a 60 x 50 metre floodlit Artificial Turf Pitch (ATP) which receives weekly hires from football and rugby teams operating in the Porthcawl, Coed Hirwaun, Taibach, Aberafan, Port Talbot, Cwmavon and Goytre areas. There is also a floodlit training area on the grassed area adjacent to the ATP and this is used occasionally by those booking the synthetic training surface. Zumba classes were trialled in the school but have now ceased. There is no other form of community use in the school.

6. Extent of community facilities within easy reach of the existing schools

The area surrounding Dyffryn (lower) School is heavily urbanised and boasts many amenities including retail shops, Churches and Chapels, a park with an equipped play area, a playing field and within easy walking distance a library and the Princess Royal Theatre. The Wards of Port Talbot and Taibach is well served by public transport, has good access to the M4 and many community facilities are on easy walking routes.

The area surrounding the Dyffryn (upper) School and Groes Primary is less urbanised but boasts its share of retail shops, places of worship, a college campus, a range of Community Centre settings, Margam Country Park, Multi Use Games Areas and a raft of indoor and outdoor sporting venues.

The community facilities within easy reach of the schools include:-

- The Bertha Road Community Centre managed by a voluntary Committee. It hosts ‘Age Connects’ advice surgeries, Wood turners, ‘Slimming World’, Zumba classes, the Stroke Group, Coffee Mornings, Old Age Pensioners Club and the occasional school concert and children’s party.
- The Margam Youth Centre (Boys & Girls Club) which provides a Youth Club setting for under 14 year olds. Activities include football, indoor sports, computer games, table tennis, pool and badminton.
- Tata Sports & Social Club offering Senior and Junior Football, Rugby, Cricket, Golf and Bowls on one complex. Tata Steel Sailing Club operates from the Eglwys Nunydd Reservoir.
- Margam Country Park – 340 hectares of historically important landscape offering activities which include canoeing, mountain biking, coarse fishing, archery, cricket, guided Walks and archaeology.
- Retail stores at Tollgate (‘Co – operative’, etc.) which are used by the Primary school to further understanding in literacy and numeracy.

Those community facilities that are further afield (between 1.5 and 2.0 km from the Dyffryn (upper) School site) include:-

- The Taibach Community Education Centre (C.E.C) which has a rich and varied mix of community activities which incorporates ‘Little Dragons After School Club, Adult literacy/numeracy classes, ‘2 Fit 2 Quit’ Fitness, Arts & Crafts (sugar craft, pottery, cookery, etc.),the Youth Club, the Spartans Boxing

Club and the Afan Nedd Archers. The C.E.C also plays host to the NPT Works Unit (Housing).

- The Taibach Community Centre (Duke Street) is currently managed by NPTCBC and offers a full range of community activities including quilting, Bridge, bobbing lace, Elderly persons Club, arts classes and Bingo. The Centre also houses the Swansea University Welsh Classes, Flying Start Play Group, the Port Talbot Wheelers Cycling Club and Tamil Arts and Cultural Association (TACA).
- Port Talbot YMCA offering the ‘Bouldering Club’ (on three climbing walls), Martial Arts (Aikido and Jujutsu), Yoga, Judo in a bespoke dojo. I.T. Suite, Band Rehearsal hall and Meeting/Training Room

The proposal to relocate the aforementioned schools can be seen as an opportunity, with funding, to further enhance the local community provision by growing the type and extent of community based activity both on and off the school site. There will be no adverse impact upon the local community facilities if Dyffryn School and Groes Primary School were to amalgamate to establish the *Ysgol Newydd Margam* on the Bertha Road site.

7. Adverse impact of school amalgamation upon the community

The after school Clubs and the rich menu of extra curricular activity currently provided at Dyffryn (lower) School, Groes Primary and Dyffryn (upper) School sites is to be preserved under amalgamation.

During the construction of *Ysgol Newydd Margam* the schools and their wider community will be temporarily denied the use of the Artificial Turf Pitch (ATP) and part of the land currently laid out as sports fields. It is proposed to use that footprint for the school new build. The pupils and community users will be displaced to Ysgol Bae Baglan 3G Pitches and Taibach Barn to facilitate training on synthetic surfaces and for training indoors. The loss of sports fields at the Dyffryn (upper) School site will be compensated for by the possible use of Longlands Playing Fields at Heol Caer Bont.

The amalgamation of Dyffryn Sschool and Groes Primary school and the development of a new management regime is an

opportunity to devise a model for enhanced community use and an enriched programme of extended school use.

There will be no adverse affect upon community activity at the schools that form part of this appraisal following amalgamation.

8. Plans to mitigate impact if community provision is lost from the schools

No mitigation Plan has been prepared as there is no community provision being lost.

9. Opportunities for enhancing existing school and community facilities to receive additional Out of School Hours activity.

Under the proposal to amalgamate Dyffryn School and Groes Primary, opportunities exist to enhance school based and community based activities and facilities. The amalgamation is also seen as an opportunity to further enhance transition between the schools.

There is a willingness within the schools to use the amalgamation process to work together, to further develop community use and interaction with a wider audience. The ‘After school Clubs’ will be strengthened as a result of joint initiatives involving parents from each of the individual schools that are involved in this proposal.

Strong opportunities also exist to provide new, additional and improved extended use of the *Ysgol Newydd Margam* for the wider community once established. The Ward of Margam benefits uniquely from Funds made available from Wind Farms (Mynydd Brombil and Newlands), a Solar Farm (Cae Garw) and a Biomass Plant (‘Margam Green Energy Ltd’) and these extra voluntary contributions can be used to grow the community focus of the new school. The Community amenities and activities provided by the voluntary sector that serve the Margam area can also benefit from the above sources of grant aid. The existing amenities provided by the Third Sector can be adapted, modernised and enriched by this grant aid in such a way as to receive additional out of school hour’s activity that may not otherwise be accommodated within a school setting.

10. Conclusion

The Community Impact Assessment recognises the importance of both Dyffryn School and Groes Primary in providing a venue for school based events and extra curricular activity. Following evaluation, it has been shown that under this proposal it is essential that existing community/school interaction is retained, preserved and enhanced as appropriate with no loss of amenity to the wider community. Community provision and activities that have been developed for the wider community will not be lost from either of the schools in the amalgamation and hence there are no plans to mitigate the loss. The existing modest community use of the Dyffryn (upper) School site needs to be further developed. There is a welcome and general acceptance of the amalgamation proposal within the community of Margam. With the amalgamations of the schools all indigenous school/community facilities and activities are to be enhanced as part of the proposal. There is no adverse effect upon community provision if Dyffryn (upper and lower) School and the Groes Primary school were to amalgamate.

Sources/References:-

(1)Interviews:-

- Head and the Bursar of Dyffryn (upper /lower) School (10.10.16)
- Head and Bursar of Groes Primary School (12.10.16)
- County Councillors for the Wards of Port Talbot, Taibach and Margam (07.10.16 to 14.10.16)
- Management of the Port Talbot YMCA (10.10.16)
- NPTCBC Community Development Unit as managers of the Taibach Community Centre (12.10.16)
- Manager of the Taibach Community Education Centre (12.10.16)
- Management of the Bertha Road Community Centre, Margam (10.10.16)
- Secretary of the Margam Youth Centre (Boys & Girls Club) 11.10.16)
- Voluntary Sector providers including Margam Youth Centre, Tata Sports & Social and Margam Cricket Club (21.10.16)

- Management Team of the Margam Country Park
(24.10.16)

(2)NPTCBC Local Development Plan (September 2011) identifying all community provision within the spatial area.

(3)Audit of community provision in the Wards of Port Talbot, Taibach and Margam.

(4)NPTCBC Neighbourhood Profile for Port Talbot, Taibach and Margam.

(5)Welsh Government School Organisation Code: Circular No: 006/2013

(6)Scoping Study (25.10.16)

Welsh Language Impact Assessment

Strategic School Improvement Programme – proposal to open a new 3-16 school to replace Groes Primary School and Dyffryn School

Context

1. This Welsh language impact assessment¹ has been carried out in line with the requirements of the Welsh Government's School Organisation Code.
2. Implementing the proposal will result in the establishment of a new build 3-16 all through school to replace Groes Primary and Dyffryn School, both of which will close.

The reasons for the proposal

1. At its meeting of 9th July 2015 the Council's Cabinet has determined that the Faith school scheme should be withdrawn from Band A and be substituted with an alternative, replacement scheme comprising a new build at the site of Dyffryn (upper) School/Groes Primary, Margam, Port Talbot. Members duly authorised officers to develop a 21st Century Schools Programme funding submission to this effect.
2. On 26th October 2016, Cabinet approved consultation of the 3-16, new school proposal.
3. The new school will replace Groes Primary and Dyffryn School, which will both close, and will provide for up 210 full-time primary age pupils, 45 part-time (23 a.m./22 p.m.) nursery age pupils and 1200 secondary age pupils in a new, 21st century purpose built building.
4. Dyffryn School is currently located over two sites, the lower school site at Talcanneu Road, Port Talbot which is condition category grade D, and the upper school at Bertha Road, Margam which is condition grade C. Groes Primary is also situated at Bertha Road Margam and is condition grade C.

¹ First iteration: 25.02.16/rvg. / Second iteration: 19.12.16/rvg

5. The new school will bring both the primary and secondary phases together on one site, removing the split site aspect of Dyffryn School, and creating opportunities for realising teaching and learning benefits and improving pupil wellbeing.
6. On completion, this scheme will remove approx. £7.5m of backlog maintenance and accessibility liabilities and potentially reduce surplus.
7. The proposal with its new build element should have a positive impact on other services within the Council and community. The project has an estimated capital cost of approx. £31m with a planned completion date of September 2018.
8. The proposal will deliver more efficient and effective use of resources and should result in revenue savings for reinvestment in the general schools budget. It will also provide a stimulating teaching and learning environment and address school improvement issues.

Welsh language impacts associated with the proposal

9. The Council recognises that language and culture are essential parts of an individual's identity and is committed to promoting and celebrating the Welsh language and culture in a pro-active and inclusive way. The Council's Welsh in Education Strategic Plan (WESP) 2015– 2018 details how it intends to support and further develop Welsh language education in schools.
10. The current profile of the Welsh language within Neath Port Talbot presents a sound foundation for future growth and development. Nearly 90% of the County Borough's population was born in Wales, 15.3% of whom can speak Welsh. This compares with 19% of the total population of Wales and is the 9th highest percentage among local authorities in Wales. The percentage of Welsh speakers remains high (50%+) in communities of Lower Brynaman, Gwaun Cae Gurwen and Cymllynfell.
11. Records show that the majority of staff at both schools categorise themselves as having little or no knowledge of the Welsh language, although each school has both fairly fluent

Welsh speakers and Welsh language learners.

12. For children from non-Welsh-speaking backgrounds whose initial and main contact with Welsh is through school, exposure to education through Welsh language provision improves understanding and fluency.
13. Primary education through the medium of Welsh is available at Ysgol Gynradd Gymraeg Rhosafan, the Welsh-medium school serving catchment area of Groes Primary school. Secondary Welsh-medium education will be available at Ysgol Newydd Gymunedol Gymraeg (south campus) which opens in September 2018.
14. The commitment to the Welsh–medium schools are strong and the proposal should not impact upon the numbers seeking to be educated through the medium of Welsh.

Welsh language provision at Groes Primary and Dyffryn School

15. At Dyffryn School almost all Year 10 pupils follow the full GCSE course in Welsh second language, with many pupils following the course at the higher level. This was reported by Estyn to be strength of the school, who also noted that the school has been effective in promoting positive attitudes to the learning of Welsh.
16. Estyn also report the following
 - At Dyffryn School pupils' performance in Welsh second language at key stage 3 was better than that in similar schools (2013). At key stage 4 a majority of pupils followed the full-course GCSE Welsh second language and achieved a level 2 qualification (2013). This is well above the national average. Performance in the short course was close to the national average.
 - From 2013, almost all Year 10 pupils follow the full GCSE course in Welsh second language, with many pupils following the course at the higher level. This is a significant strength. With the help of Year 9 pupil 'Welsh ambassadors', the school has been effective in promoting positive attitudes to the learning of Welsh.

17. At Groes Primary school Estyn report that teachers make frequent use of basic Welsh phrases to ensure that pupils frequently hear the language across the school.
18. Estyn also report that:
 - Standards in Welsh are adequate. Pupils in Foundation Phase show developing reading skills and use basic phrases appropriately, for example when speaking about events in Welsh reading books. Pupils in key stage 2 write brief sentences, for example when describing themselves.
 - Teachers make frequent use of basic Welsh phrases to ensure that pupils frequently hear the language across the school.
19. Both schools are working towards improving pupils' Welsh language skills beyond formal Welsh lessons, and to encourage greater pupil self-confidence when using the language.

Welsh language impact assessment

20. In light of the findings above and the fact that the complement of staff at the new 3-16 all through school will comprise many of the staff from the existing two schools, the Council is satisfied that provision for Welsh language at the new school will be at least comparable with the provision currently offered at the existing schools and implementing the proposal should result in a positive impact on Welsh language development.

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

NOTICE is given in accordance with Section 41 and 43 of the School Standards and Organisation Act (Wales) 2013 and the School Organisation Code that Neath Port Talbot County Borough Council having consulted such persons as required, propose to:

- Discontinue Dyffryn School, Bertha Road, Margam, Port Talbot, SA13 2AN, an English-medium, community, secondary school currently maintained by Neath Port Talbot County Borough Council.
- Discontinue Groes Primary School, Bertha Road, Margam, Port Talbot, SA13 2AW, an English-medium, community, primary school currently maintained by Neath Port Talbot County Borough Council.
- Establish an English-medium, community school for boys and girls age 3-16 years at Bertha Road, Margam, Port Talbot, SA13 2AN. This school will be maintained by Neath Port Talbot County Borough Council.

Neath Port Talbot County Borough Council undertook a period of consultation before deciding to publish this proposal. A consultation report containing a summary of the issues raised by consultees, the Council's response to these queries and the views of Estyn are available at <https://www.npt.gov.uk/pdf/ConsultationReportYNMargam.pdf>

It is proposed to implement the proposal on **1st September 2018**.

Neath Port Talbot County Borough Council will be the admission authority. It is not proposed that the admission arrangements to the school will make any provision for selection by aptitude or ability.

The admission number in the first school year in which the proposal has been implemented is: 30 for pupils aged 4; and
210 for pupils aged 11

At primary phase, the school will have capacity to provide for 210 full-time pupils and 45 part-time (23 a.m. and 22 p.m.) nursery places. At secondary phase the school will have capacity to provide for 1200 pupils.

Admission to the school will be via automatic transfer for full-time pupils on roll at the point of closure at Groes Primary School and Dyffryn School (subject to any expression of parental preference). All other admissions will be via the Council's School Admission Policy.

The new school will serve the areas currently served by Groes Primary School at primary phase and Dyffryn School at secondary phase.

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

Within a period of 28 days after the date of publication of this proposal, that is to say by the **1st February 2017**, any person may object to the proposal.

Objections should be sent to the Director of Education, Leisure and Lifelong Learning (for attention of Debora Holder) at Civic Centre Port Talbot. SA13 1PJ or e-mailed to ssip@npt.gov.uk

Signed:



Aled Evans, Director of Education, Leisure & Lifelong Learning

Dated: 5th January 2017

Explanatory Notes:

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

- (i) It is intended that the two existing schools will all close on 31st August 2018 and, as from 1st September 2018, full-time pupils attending Groes Primary and Dyffryn School will, at the point of closure, transfer to the new 3-16 school. (subject to any parental preference).
- (ii) Prospective pupils (including nursery pupils transferring to full-time education) will need to apply for a place at the new school in line with the Council's Admission Policy. The Council's most current School Admissions Policy can be viewed on the Council's website:
https://www.npt.gov.uk/pdf/NPTCBC_Community_School_Admission_Arrangements_2017_2018.pdf
- (iii) It is intended that the new school will open on 1st September 2018 in a new building located at the Groes Primary and Dyffryn School site. If there is a delay in the new school build and occupation of the new building is not possible on that date the new school will be established in the existing buildings until such time that the new school build is ready and available for occupation.
- (iv) The reasons for the proposal are set out in the consultation document which is available on the SSIP webpage on the Council's website:
<https://www.npt.gov.uk/pdf/CONSULTATIONDOCUMENTMargam.pdf>
- (v) The Authority's School Transport policy is available from the Council's website:
http://www.npt.gov.uk/pdf/Home_to_school_transport_policy_2014.pdf
- (vi) Hard copies or alternative versions of all documentation may be obtained upon request from the Strategic School Improvement Team, Education Department, 2nd Floor, Port Talbot Civic Centre, Port Talbot.

This page is intentionally left blank

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

CABINET

22nd February 2017

REPORT OF HEAD OF TRANSFORMATION ANDREW THOMAS

MATTER FOR DECISION

WARDS AFFECTED: All

STRATEGIC SCHOOL IMPROVEMENT PROGRAMME - PROPOSAL TO ESTABLISH A SECONDARY EDUCATION NURTURE CENTRE AT CEFN SAESON COMPREHENSIVE SCHOOL

Purpose of report

1. To obtain Cabinet approval to implement a proposal to establish a Secondary Education Nurture Centre (SENC) at Cefn Saeson Comprehensive School.

Executive summary

2. The Council is responsible for ensuring suitable provision is made for pupils with special educational needs/additional learning needs.
3. The proposal seeks to establish a nurture centre for the assessment of pupils externalising their needs and who are finding difficulty in maintaining their mainstream school placements.
4. The proposal will complement the specialist assessment provision available at Ysgol Hendrefelin by contributing to the delivery of a more flexible approach to providing for the special educational needs/additional learning needs of pupils.

5. This proposal has been the subject of external consultation and no objections were received during the statutory publication period.
6. It is recommended that Cabinet approves implementation of this proposal, effective from 27th February 2017.

Background

7. The Council is responsible for promoting high educational standards and for delivering efficient primary and secondary education. Having the right schools in the right place and ensuring that they are fit for the 21st century learner is the challenge facing the Council. Achieving this will involve reviewing the number and type of schools the Council has in its area and assessing whether or not best use is being made of resources and facilities. This will include ensuring suitable provision and support for those pupils with additional learning needs.
8. 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.
9. The Council has decided to review its provision on the basis of:
 - educational standards
 - the need for places and the accessibility of schools
 - the quality and suitability of school accommodation
 - effective financial management
10. 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.

11. Cefn Saeson Comprehensive school, Cimla, Neath, is a maintained community school for boys and girls age 11-16. As at January 2017 the school had 658 pupils on roll. With a capacity to accommodate 924 pupils the school has significant surplus places. In addition, the school currently hosts a small learning support provision for pupils with visual impairment.
12. Cabinet Members, at their meeting of 18th January 2017, received a report on the outcome of consultation and having given it due consideration Members determined to proceed with the proposal, approving its statutory publication - a process that provides for the submission of objections. The period for submitting objections has now ended.

The Proposal

13. It is proposed to establish a Secondary Education Nurture Centre (SENC) for the assessment of pupils externalising their needs and whose mainstream school placements are proving problematic.
14. The SENC will provide a period of assessment for up to 16 secondary age pupils. Specialist staff will identify barriers to learning, create bespoke packages of support and plan for successful reintegration into mainstream school settings.
15. It will be managed by the school and be under the school's governance. However, it will be a provision recognised by the Council as reserved for pupils with ALN/SEN and although it is in a mainstream school the pupils who are admitted to the SENC are in addition to the admission number of the school. Admission to the SENC will be via a special admission panel of the Council and all placement decisions will be predicated on the expectation of pupils securing a successful return to their base school.

Financial impact

16. The school will receive additional funding to manage the SENC for up to 16 pupils.
17. Meeting the special needs education of pupils in local settings, i.e. within the County Borough, avoids having to secure expensive out-of-county provision. The cost of providing education outside the County Borough for pupils with specialist needs is high, and can

amount to circa. £80k per pupil per year. This annually presents a significant demand on the Council's education budget.

18. The SENc will be resourced by two specialist teachers and two teaching assistants with the appropriate skill set to support the assessment process. The staffing costs amount to circa. £180k.
19. Self-contained accommodation will be developed in surplus accommodation at the school. There will be a one-off capital cost for the refurbishment/conversion work.
20. The proposal does not anticipate significant additional cost burden resulting from increased transport costs as this will be readily offset against potential home education/out-of-county placement expenses consequent upon the status quo position.
21. There are no capital receipts or recurrent costs savings directly related to this proposal other than savings from potential home education/out-of-county placement costs.

Equality impact assessment

22. An equality impact assessment has been carried out and found that there is no adverse effect on any particular group and the process has checks and monitoring in place to ensure that any unmet need is identified and any potential adverse effect is fully evaluated and impact mitigated.
23. The proposal does not intend to make any change to the school category as a mainstream English-medium secondary school. The proposal seeks to establish a Secondary Education Nurture Centre (SEnc) for the assessment of pupils aged 11-16 who are displaying externalised needs and who are finding difficulty in maintaining their mainstream school placement.
24. The proposal will have a positive effect on the staffing complement of the school as an increase in pupil numbers by the establishment of a Secondary Education Nurture Centre will require additional members of staff with specialist skills to support pupils at the SEnc.
25. The full equality impact assessment is attached to this report as appendix A.

Impact on pupils and parents

26. The proposed new provision will increase the opportunity for pupils to access specialist staff in order to have their needs assessed and to acquire the skills and understanding to manage their individual needs.
27. The SENc will provide for secondary age pupils from across the County Borough.
28. Pupils will be dually registered, remaining on roll at their base school to where they will return under a planned re-integration programme.

Workforce impacts

29. The position of staff currently employed at the school will not be adversely affected by this proposal. In fact, the increased number of pupils secures staff employment by creating additional employment opportunities by way of an increased staffing complement.
30. An additional 4 staff posts have been identified for the SENc. These will comprise 2 x teachers with specialist knowledge and skills and 2 x teaching assistants. The skills and expertise that these additional staff members will bring to the SENc will be available to be utilised by the wider, mainstream school community.

Legal impacts

31. The proposal will establish ALN/SEN provision in a mainstream 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/SEN. 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, July 2013, 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.

32. Pupil travel arrangements will be in line with the requirements of the Learner Travel (Wales) Measure 2008; the Learner Travel Statutory Provision and Operational Guidance 2014; and the Council's Home to School Travel Policy.
33. Revenue funding will be in line with the requirements of the School Standards and Framework Act 1998; the School Funding (Wales) Regulations 2010; and the Council's approved formula for funding schools.
34. The management of staff affected by the proposal will follow the relevant school policy and procedure requirements.
35. The legislation referred to above is available using the electronic links in the section on background papers, below.

Risk management

36. A risk assessment has been carried out under the Council's Risk Management Policy 2015.
37. Potential risk areas in implementing the proposal include:
 - educational outcomes for pupils are not improved
 - integration at SENC is unsuccessful
 - re-integration to base school is unsuccessful
37. Failing to implement the proposal will result in a range of teaching/learning and financial benefits not being fully realised, particularly in relation to:
 - opportunities for pupils to access specialist staff and support
 - more pupils being educated in mainstream schools
 - more efficient and effective use of resources, and savings from economies of scale
 - host school indirectly benefits from specialist staff on site
 - staff with greater opportunity for curriculum development and career opportunities through broader experience and enhanced continuing professional development options

38. Given that the proposal builds on the experience, skills and expertise that currently exist at a school, the specialist support at the SENC and the application of specific 'entry' and 'exit' criteria, the potential effects of identified risks will be mitigated by implementation of the proposal.
39. The full risk assessment is attached to this report as Appendix B.

Impact on community usage

40. The proposal should have no adverse impact on community usage as there is no closure or reduction in community facilities involved with this proposal. The SENC will occupy accommodation surplus to the school's requirements and will be a self-contained provision within the school having no impact on the school's operation regarding community usage.

Welsh Language Impact assessment

41. Cefn Saeson Comprehensive is categorised as an English-medium school where Welsh is taught as a second language in accordance with the National Curriculum. Provision at the SENC will reflect provision at the school. The Council is satisfied that the provision for Welsh language education at the SENC will be comparable with the provision currently offered at the pupils' base English-medium school. The SENC will accommodate those pupils who speak Welsh as their first language or whose base school is a Welsh-medium school as there will be available Welsh speaking members of staff.

Consultation

42. 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, July 2013, which specifies the procedures to be followed, including the content of the consultation document and those to be consulted.
43. Consultation on this proposal commenced on 31st October 2016 with comments invited until 12th January 2017. A consultation report summarising the comments of consultees together with

responses to those issues was published on 13th January 2017. Estyn commented that the proposal is likely to at least maintain the current standards of education in the area.

44. A Cabinet report on the outcome of consultation together with recommendations was presented to members on 18th January 2017.

Statutory Publication

45. At the Cabinet meeting of 18th January 2017 Members noted responses to the consultation and as there were no issues raised during the consultation that suggested the proposal should be reconsidered, Members determined to move to the statutory publication of the proposal.
46. To this effect a statutory notice was published on 19th January 2017 allowing the required 28 day period for submitting objections, which ran until 15th February 2017.
47. The statutory notice is attached to this report as Appendix C.

Objections

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

Recommendation

51. Having given due regard to the impact assessments in relation to equality, risk, community usage and Welsh language, it is recommended that, in line with Section 53 of the School Standards and Organisation (Wales) Act 2013, Members determine that:

- the proposal to establish a Secondary Education Nurture Centre (SENC) at Cefn Saeson Comprehensive School be implemented as of 27th February 2017
- authority be delegated to the Head of Transformation to implement the proposal

Reasons for proposed decision

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

Implementation of the decision

53. The decision is proposed for immediate implementation.

Appendices

Appendix A: Equality impact assessment

Appendix B: Risk assessment

Appendix C: Statutory Notice

List of background papers

- a. Cabinet Report: January 2017
<https://democracy.npt.gov.uk/documents/s27322/SENC%20CAB%20180117.pdf>
- b. Consultation Report
<https://democracy.npt.gov.uk/documents/s27323/App%20A%20Consultation%20Report.pdf>
- c. Cabinet Report: October 2016
<https://democracy.npt.gov.uk/documents/s24990/SENC%20Cabinet%20report%20261016.pdf>
- d. Consultation Document
<https://www.npt.gov.uk/pdf/CONSULTATIONDOCUMENTCefnSaesonSENC.pdf>
- e. Cabinet report: July 2016
<https://democracy.npt.gov.uk/documents/s23235/A%20Cabinet%20report%20200716%203.pdf>
- f. Children, Young People and Education Cabinet Board report: December 2015

- <https://democracy.npt.gov.uk/documents/s18823/CYPEB%20EOTAS%20Dec%202015.pdf>
- g. Home to School Travel Policy: 2014
http://www.npt.gov.uk/pdf/Home_to_school_transport_policy_2014.pdf
 - h. 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
<http://gov.wales/docs/det/publications/140616-ltog-en.pdf>
 - i. Welsh Government - School Organisation Code: July 2013
<http://gov.wales/docs/dcells/publications/130719-school-organisation-codes-en.pdf>
 - j. School Standards & Organisation (Wales) Act 2013
http://www.legislation.gov.uk/anaw/2013/1/pdfs/anaw_20130001_en.pdf
 - k. 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)
 - l. Estyn
<https://www.estyn.gov.wales/inspection/search>

Officer Contact

Mr Andrew Thomas
Head of Transformation
Tel 01639 763314
Email a.d.thomas@npt.gov.uk

Equality Impact Assessment (EIA) Report Form

Where do you work?	
Service Area:	Strategic School Improvement Programme
Directorate:	ELLL

(a) This EIA is being completed for a...

Service/ Function	Policy/ Procedure	Project	Strategy	Plan	Proposal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

(b) Please name and describe below...

Proposal to establish a Special Education Nurture Centre (SENC) at Cefn Saeson Comprehensive School, Afan Valley Road, Cimla, Neath.

The SENC will be for the assessment of pupils displaying externalised behavioural needs and who are finding difficulty in maintaining their mainstream school placement.

The SENC will provide for 16 pupils places.

(c) It was initially screened for relevance to Equality and Diversity on ...

17.10.16

(d) It was found to be relevant to...

Age	x	Race	x
Disability	x	Religion or belief.....	x
Gender reassignment	<input type="checkbox"/>	Sex	x
Marriage & civil partnership	<input type="checkbox"/>	Sexual orientation.....	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	Welsh language.....	x

(e) Lead Officer

Name: Debora Holder-Phillips

Job title: Programme Officer

Date: October 2016

(f) Approved by Head of Service

Name: Andrew Thomas

Date: October 2016

Section 1 – Aims:

Briefly describe the aims of the function, service, policy, procedure, strategy, plan, proposal or project:

What are the aims?

To bring about change under the School Standards and Organisation (Wales) Act 2013 by establishing a Special Education Nurture Centre (SENC) at Cefn Saeson Comprehensive School, Afan Valley Road, Cimla, Neath.

The process for change requires a full statutory consultation programme to receive comments on the proposal followed by a statutory notice period for receiving objections on the proposal.

Who has responsibility?

Director of Education Leisure and Lifelong Learning, Head of Transformation and Strategic School Improvement Programme

Who are the stakeholders?

The main stakeholders are school staff/ parents(carers)/ pupils, governors and the wider school community.

There are other key stakeholders listed under The Welsh Government School Organisation Statutory Code document no 006/2013 who must be consulted as part of this process.

Section 2 - Information about Service Users:

Please tick what information you know about your service users and provide details / evidence of how this information is collected.

Age	x	Race	x
Disability	x	Religion or belief.....	x
Gender reassignment	<input type="checkbox"/>	Sex	x
Marriage & civil partnership	x	Sexual orientation.....	<input type="checkbox"/>
Pregnancy and maternity	x	Welsh language.....	x

What information do you know about your service users and how is this information collected?

This proposal is in its formative stage; accordingly the pupils who will attend the proposed Special Educational Nurture Centre (SENC) are as yet unidentified but will be drawn from across the county borough. The staffing of the proposed SENC has yet to be finalised.

Cefn Saeson Comprehensive school has capacity to accommodate 924 pupils. Plasc 2016 data shows that there are 621 pupils on roll and pupil numbers at the school are forecasted to fall over the next four years, increasing the school's surplus accommodation. In this regard, there is sufficient room available to accommodate the Special Educational Nurture Centre for 16 SENC pupils.

Age -

Pupils - The proposal relates to a maintained secondary school for pupils aged 11-16, only those aged 11-16 years would be able to access the Special Education Nurture Centre (SENC) if the proposal goes ahead. Plasc 2016 data shows that there are 621 pupils on roll at Cefn Saeson Comprehensive School.

Staff – It is yet to be determined whether the proposed SENC will be staffed by the existing school staff at Cefn Saeson Comprehensive School or due to an increase in pupil numbers requiring specialist assessment, additional staff members will be required. For Cefn Saeson Comprehensive School, HR records show there are 95 members of staff at Cefn Saeson Comprehensive School and their age ranges from 21 to 74.

Disability –

Pupils – Cefn Saeson Comprehensive School is a mainstream secondary school. Currently there are 49 pupils who have declared a disability to the school. There are 9 pupils who have statements of special educational needs and there are also 59 pupils on School Action Plus and 90 pupils on School Action, all of whom have their additional learning needs catered for by the school.

If the proposal goes ahead and a Special Educational Nurture Centre is established at Cefn Saeson Comprehensive School, it will provide for a maximum of 16 pupil places for the assessment of those pupils who are displaying externalised behavioural needs and who are finding difficulty in maintaining their mainstream school placement.

Admission to the SENC will not require the pupil to have a Statement of Special Educational Needs. It will be a provision recognised by the Council as reserved for pupils with ALN/SEN. Although the provision is in a mainstream school the pupils who are admitted to the SENC are in addition to admission number of the school. Admission will be via a special admission panel of the Council.

To provide for pupils with specific special educational needs, NPTCBC currently has 2 special schools and a number of Learning Support Centres placed in schools across the county borough. In addition to the specialist schools and centres each mainstream school has the capability to provide for pupils with special educational needs within a mainstream setting.

Any pupil with a disability is assessed on an individual basis and relevant modifications, adaptation or reasonable adjustments made where applicable, this is the case for all types of disabilities. Assessment on an individual basis includes application for home to school transport.

Staff – HR records show that there is one member of staff at Cefn Saeson Comprehensive School with a disability.

Race –

Pupils- Cefn Saeson Comprehensive School is inclusive for pupils of all ethnic groups. Ethnicity is not a criterion under the Council's Admissions Policy for this school. Admission to the proposed SENC will be via a special admission panel of the Council, ethnicity will not be criteria for admission to the SENC as the centre will be fully inclusive for all pupils.

Plasc 2016 data shows that there are 33 BME pupils at Cefn Saeson Comprehensive School. These 33 pupils represent 5% of the total pupil cohort. Out of the 33 BME pupils 21% have indicated that they are from the Bangladeshi community and 15% have indicated that they are Indian. Pupils who have declared themselves as White/Asian or White/Black Caribbean represent 12% of BME pupils.

Staff – HR records show that staff at Cefn Saeson Comprehensive School have declared their nationality as 47 British/ 43 Welsh/ 1 English/ 2 European and 2 prefer not to say.

Religion or belief –

Pupils – Cefn Saeson Comprehensive is not a faith school. Religion or belief is not a criterion under the Council's Admissions Policy for this school. If the proposal goes ahead the SENC will be fully inclusive for pupils of all religions or beliefs. Pupil records for Cefn Saeson Comprehensive School show that there are 226 pupils who have declared a religion or belief

out of these pupils have declared the following religion/belief - 12 Muslim / 4 Sikh/ 5 Catholic/ 1 Anglican/ 24 Church in Wales/ 166 Christian /1 Buddhist/ 13 Other.

Staff - Data held is according to what individuals have chosen to disclose. No data is held for any of the staff of Cefn Saeson Comprehensive School.

Sex –

Pupils – Cefn Season Comprehensive School admits both boys and girls. Plasc 2016 data shows that pupils are almost equally split by gender with 51% of the pupil cohort being male and 49% are female.

If the proposal goes ahead, placements at the SENC will be available for both male and female pupils.

Staff – Cefn Saeson Comprehensive School employs both male and female staff members. There are 24 male and 71 female members of staff.

Pregnancy and maternity –

Pupils – At the time of this assessment the Council is not aware of any pupil being pregnant at Cefn Saeson Comprehensive School.

Staff – Staff records show that there is one member of staff at Cefn Saeson Comprehensive School who is currently off on maternity leave. No members of staff have declared that they are pregnant.

Gender reassignment -

Pupils – Data held is according to what individuals have chosen to disclose. No data is held for any of the Cefn Saeson Comprehensive School pupils or school staff.

Marriage and civil partnership -

Pupils – this characteristic is not applicable due to the age of the pupils.

Staff – HR records show that Cefn Saeson Comprehensive School has 67 Married/ 23 Single/ 3 Partnered / 2 Divorced members of staff.

Sexual Orientation –

Data held is according to what individuals have chosen to disclose. No data is held for any of the Cefn Saeson Comprehensive School pupils or school staff.

Welsh language –

Pupils – Cefn Saeson Comprehensive School is an English-medium school therefore pupils are taught through the medium of English although Welsh is taught as a second language in line with the National Curriculum. NPTCBC has developed a Welsh in Education Strategic Plan for the period 2014 to 2017. Action plans produced as part of this strategy will be applied to Welsh-medium education and Welsh as a second language.

The SENC will provide for English speaking pupils and where necessary the SENC will be able to accommodate those pupils who speak Welsh as their first language as there will be available Welsh speaking members of staff.

Staff – HR records show that staff at Cefn Saeson Comprehensive School have declared their ability of the Welsh Language as 76 Little or No knowledge / 7 Learners/ 3 Fluent/ 3 Fairly Fluent/ 6 Prefer not to say.

Support Team, Strategic School Improvement Programme etc. Estyn Inspection reports are also considered.

Data used for completing Section 2 includes:

PLASC data as at January 2016

NPTCBC HR records

Cefn Saeson Comprehensive School pupil and staff records

Any Actions Required?

Continue to check and monitor data against the protected characteristics for any impact the proposal may have on any group.

Section 3 - Impact on Protected Characteristics:

Please consider the possible impact on the different protected characteristics. This could be based on service user information, data, consultation and research or professional experience (e.g. comments and complaints).

	Positive	Negative	Neutral	Needs further investigation
Age	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Disability	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Gender reassignment	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Marriage & civil partnership	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Pregnancy and maternity	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Race	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Religion or belief	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Sex	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Sexual orientation	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Welsh language	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>

Thinking about your answers above, please explain in detail why this is the case? including details of any consultation (and/or other information), which has been undertaken to support your view?

The proposal does not intend to make any change to the school category as a mainstream English-medium secondary school. The proposal seeks to establish a Special Educational Nurture Centre (SENC) for the assessment of pupils aged 11-16 who displaying externalised behavioural needs and who are finding difficulty in maintaining their mainstream school placement.

If the proposal goes ahead there may be a positive effect on the staffing compliment of the school as an increase in pupil numbers by the establishment of a Special Educational Nurture Centre may require additional members of staff.

What consultation and engagement has been undertaken (e.g. with the public and/or members of protected groups) to support your view?

The proposal is in its formative stage therefore it will be subject to full consultation with stakeholders.

Any actions required (to mitigate adverse impact or to address identified gaps in knowledge)

The consultation process will identify if any actions are necessary.

Section 4 - Other Impacts:

Please consider how the initiative might address the following issues.

You could base this on service user information, data, consultation and research or professional experience (e.g. comments and complaints).

Foster good relations between different groups	Advance equality of opportunity between different groups
Elimination of discrimination, harassment and victimisation	Reduction of social exclusion and poverty
<p>Please explain any possible impact on each of the above.</p> <p>NPTCBC aspires to deliver an inclusive education service. All schools have policies in place to prevent discrimination, harassment and victimisation both for the benefit of pupils and school staff.</p> <p>NPTCBC tackles poverty and social exclusion through various initiatives including breakfast clubs, free school meals, nurture groups, family learning, Flying Start, Communities First Projects, Catch-up (funded through Pupil Deprivation Grant).</p> <p>What work have you already done to improve any of the above?</p> <p>NPTCBC undertook an Educational Inclusion Review in 2014; recommendations and actions continue to be implemented.</p> <p>Is the initiative likely to impact on Community Cohesion?</p> <p>The SENC will reduce incidents of externalised behaviour by equipping the pupils with the skills and understanding to manage social emotional and behavioural difficulties. This work will translate into in the wider community, enabling the pupils to make a positive contribution to community cohesion.</p> <p>How will the initiative treat the Welsh language in the same way as the English language?</p> <p>Cefn Saeson Comprehensive School is an English-medium school but teaches Welsh as a second language. The Council also provides Welsh-medium schools if a parent elects to have their child educated through the medium of Welsh.</p> <p>Although Cefn Saeson Comprehensive School is an English-medium school the proposed SENC will cater for both English speaking pupils and pupils who speak Welsh as their first language.</p> <p>Actions (to mitigate adverse impact or to address identified gaps in knowledge).</p> <ul style="list-style-type: none">●	

Section 5 - Monitoring arrangements:

Please explain the arrangements in place (or those which will be put in place) to monitor this function, service, policy, procedure, strategy, plan or project:

Monitoring arrangements:

By the Council via data received from each school together with reports from School Improvement Officer Core Visits and Estyn Inspection reports. Monitoring will be undertaken by the Headteacher and Governing Body.

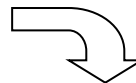
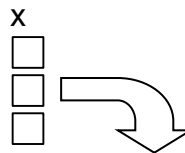
Monitoring will also take place via the formal consultation process to be conducted.

Actions:

Section 6 – Outcomes:

Having completed sections 1-5, please indicate which of the outcomes listed below applies to your initiative (refer to guidance for further information on this section).

- Outcome 1: Continue the initiative...
- Outcome 2: Adjust the initiative...
- Outcome 3: Justify the initiative...
- Outcome 4: Stop and remove the initiative...



For outcome 3, detail the justification for proceeding here

Section 7 - Publication arrangements:

On completion, please contact the Corporate Strategy Team for advice on the legal requirement to publish the findings of EIAs.

Any proposal relating to school organisation requires an Equality Impact Assessment, the findings will be used to inform and shape the formal consultation process. Findings will be considered when compiling the consultation document and where necessary in documents required under the closure process.

Responses received from stakeholders during the consultation process will be considered in any decision making process including any comment in relation to this EIA and any identified impact on any protected group. This information will be published as part of the relevant Cabinet Report.

Action Plan:

Objective - What are we going to do and why?	Who will be responsible for seeing it is done?	When will it be done by?	Outcome - How will we know we have achieved our objective?	Progress
Consult on the proposal to hear the views of key stakeholders	Director of ELLL, Head of Transformation and SSIP	2016/17 academic year	Decision to implement the proposal at the conclusion of the legislation process	On-going until implementation or abandonment of the proposal
Monitor additional data to check for any impact on the protected characteristics	Director of ELLL, Head of Transformation and SSIP	2016/17 academic year	Actions to mitigate any adverse effect	On-going until implementation or abandonment of the proposal
Monitor findings from the consultation process	Director of ELLL, Head of Transformation and SSIP	2016/17 academic year	Actions to mitigate any adverse effect	On-going until implementation or abandonment of the proposal

Risk Assessment

Proposal to establish a Special Education Nurture Centre (SENC) at Cefn Saeson Comprehensive School

Context

1. This risk assessment¹ has been carried out in line with the Council's Risk Management Policy 2015.
2. Implementing the proposal will result in the establishment of a provision recognised by the Council as reserved for pupils with ALN/SEN and although it is in a mainstream school the pupils who are admitted to the SENC are in addition to the admission number of the school. Admission to the SENC will be via a special admission panel of the Council and all placement decisions will be predicated on the expectation of pupils securing a successful return to their base school.

The reasons for the proposal

3. The establishment of a SENC has been identified as an essential provision within a new delivery model of a continuum of support for pupils with Social and Emotional Behavioural Difficulties, (SEBD).
4. The Council has identified, as a priority, the need to establish a consistent approach in all schools to improve provision for aspects of wellbeing and behaviour, in order to reduce the number and length of exclusions and reliance on home tuition. The new wellbeing and behaviour continuum will ensure that schools and the Council work in partnership to focus on prevention and early intervention in order to meet the needs of vulnerable children and young people and to ensure the best possible outcomes.
5. The SENC will provide a period of assessment for pupils at the secondary phase of education to identify barriers to learning, create bespoke packages of support and plan for successful reintegration back into mainstream school. Pupils will benefit

¹ First iteration: 18.05.16 (rvg)

from being taught by specialist staff, highly experienced in working with pupils with social, emotional and behavioural difficulties, whilst mainstream schools will also gain further capacity to plan and provide for pupils presenting with these needs.

6. The provision will alleviate the current pressure to address demand for places for pupils externalising their needs, avoiding costly out of county placements and allowing opportunities for young people to access learning within their local community.
7. Protocols have been developed to ensure that pupils remain on roll and retain contact with their base school; a key principle of a pupil's placement. However, it is likely to be the case that a small number of children may require transition to another specialist provision within the LA. The assessment period will ensure appropriate placement where needs can be best met.
8. The proposal seeks to complement the type of specialist provision and support already available at Ysgol Hendrefelin's assessment facility for secondary age pupils.
9. The Council is required by legislation to make arrangements for the provision of suitable full-time or part-time education for those children and young people of compulsory school age who, by reason of illness, exclusion from school or otherwise, are unable to attend a mainstream school. Some of these pupils also exhibit specialist needs, such as SEBD and ASD.
10. However, the Council is seeking to address aspects of their education provision that could be improved including increased prospects for re-integration into a mainstream school setting
11. The assessment of the needs of pupils admitted to the school can be met within the skill set of the staffing employed to work at the SENCO. As necessary, additional training will be provided to ensure staff appointed have the specialist skills to meet the needs of pupils and the requirements of the assessment and reintegration processes.

Risks associated with the proposal

12. The potential risks associated with the proposal comprise the

Council's reputation, educational standards, and service delivery.

13. Potential risk areas in implementing the proposal include:
 - educational outcomes for pupils are not improved
 - integration at SENCO is unsuccessful
 - re-integration to base school is unsuccessful

14. Failing to implement the proposal will result in a range of teaching/learning and financial benefits not being fully realised, particularly in relation to:
 - opportunities for a pupils to access specialist staff and support
 - more pupils being educated in mainstream schools
 - more efficient and effective use of resources, and savings from economies of scale
 - host school indirectly benefits from specialist staff on site
 - staff with greater opportunity for curriculum development and career opportunities through broader experience and enhanced continuing professional development options

Risk assessment

15. Given that the proposal builds on the experience, skills and expertise that currently exist at a school; the specialist support at the SENCO and the application of specific 'entry' and 'exit' criteria, the potential effects of identified risks will be mitigated by implementation of the proposal.

Risk register

No	Risk description	L'hood score	Impact score	Overall Risk (LxI)	Prox'ty *	Planned action to mitigate	Target Date	Owner	Update	Trend - Up - Down - No
1	Educational outcomes for pupils are not improved	1	5	Low risk	4	Implementation of proposal combined with appropriate support and challenge to ensure entitlements are met and provision delivered	Sept 2018	- SSIP team - EDIS - Leadership CSC - Support for Inclusion	13.1.17 10.2.17	No change No change
2	Integration at SENC is unsuccessful	2	5	Medium risk	2	Provision staffed with experienced and skilful staff able to provide for individual pupil needs, combined with appropriate support from inclusion team	Sept 2018	- SSIP team - Leadership CSC - Support for Inclusion	13.1.17 10.2.17	No change No change
3	Re-integration to base school is unsuccessful	2	5	Medium Risk	2	Expertise shared with mainstream schools, support from staff at SENC and inclusion teams for mainstream school staff to ease re integration; planned implementation programme for reintegration specific to individual pupils;	Sept 2018	- Leadership CSC - SENC staff - Leadership of mainstream base school - Support for Inclusion	13.1.17 10.2.17	No change No change

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

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

- make an alteration to Cefn Saeson Comprehensive School, Afan Valley Road, Cimla, Neath, SA11 3TA to provide for the assessment of pupils who externalise their needs and whose mainstream school placement at their Neath Port Talbot County Borough Council base school is proving problematic.

A Secondary Education Nurture Centre will provide for the assessment of up to 16 boys and girls, age 11-16 years. Admission will be via a special admission panel of Neath Port Talbot County Borough Council. Pupils admitted to the Secondary Education Nurture Centre will be in addition to the admission number for the relevant age group at the school, 182. Cefn Saeson Comprehensive School is a community school for boys and girls, age 11-16 years, maintained by Neath Port Talbot County Borough Council. The school has 658 pupils on roll with a current capacity to accommodate 924 mainstream pupils. The proposed capacity will be 908.

Neath Port Talbot County Borough Council undertook a period of consultation before deciding to publish this proposal. A consultation report containing a summary of the issues raised by consultees, the Council's response to these queries and the views of Estyn are available at: <https://www.npt.gov.uk/pdf/ConsultationReportCefnSaeson.pdf>

It is proposed to implement the proposal on 27th February 2017.

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

Within a period of 28 days after the date of publication of this proposal, that is to say by the **15th February 2017**, any person may object to the proposal. Objections should be sent to the Director of Education, Leisure and Lifelong Learning (for attention of Debora Holder) at Civic Centre Port Talbot. SA13 1PJ or e-mailed to ssip@npt.gov.uk

Signed:



Aled Evans, Director of Education, Leisure & Lifelong Learning

Dated: 19th January 2017

Explanatory Notes:

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

- (i) It is intended to establish a Secondary Education Nurture Centre (SENC) at Cefn Saeson Comprehensive School for the assessment of pupils who externalise their needs and whose mainstream school placement is proving problematic.
- (ii) The SENC will provide for the assessment of up to 16 secondary age pupils. Specialist staff will identify barriers to learning, create bespoke packages of support and plan for successful reintegration into mainstream school settings.
- (iii) The SENC will be managed by Cefn Saeson Comprehensive school and be under the school's governance. However, it will be a provision recognised by the Council as reserved for pupils with ALN/SEN and although it is in a mainstream school the pupils who are admitted to the SENC will be in addition to the admission number of the school. Admission to the SENC will be via a special admission panel of the Council and all placement decisions will be predicated on the expectation of pupils securing a successful return to their Neath Port Talbot County Borough Council base school.
- (iv) The SENC will occupy accommodation surplus to the needs of the school. The capacity of the school will be reduced from 924 to 908 mainstream places with the admission number being reduced from 184 to 182. The school has significant surplus capacity and, as such, accommodating the SENC will not adversely impact on school admissions.
- (v) It is intended that the SENC will open on 27th February 2017
- (vi) The reasons for the proposal are set out in the consultation document which is available on the SSIP webpage on the Council's website:
<https://www.npt.gov.uk/pdf/ConsultationReportCefnSaeson.pdf>
- (vii) The Authority's School Transport policy is available from the Council's website:
http://www.npt.gov.uk/pdf/Home_to_school_transport_policy_2014.pdf
- (viii) Hard copies or alternative versions of all documentation may be obtained upon request from the Strategic School Improvement Team, Education Department, 2nd Floor, Port Talbot Civic Centre, Port Talbot.

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

CABINET REPORT

22 FEBRUARY 2017

REPORT OF THE

HEAD OF CORPORATE STRATEGY & DEMOCRATIC SERVICES

KAREN JONES

Matter for Decision

Wards Affected: ALL

Draft Addendum to Corporate Improvement Plan 2016-19 containing Improvement and Well-being objectives for the period 1st April 2017 – 30th September 2017.

Purpose of Report

1. To approve the Addendum to the Corporate Improvement Plan 2016-19, containing the Council's improvement and well-being objectives (Appendix 1). The Addendum will be presented to Council on 15th March 2017 for adoption.

Executive Summary

2. Since 1st April 2010, to meet the statutory requirements contained within the Local Government (Wales) Measure 2009, the Council has set and published annual improvement objectives within the Council's annual Corporate Improvement Plan "Rising to the Challenge".
3. The recently introduced Well-being of Future Generations (Wales) Act 2015 now requires 44 public bodies in Wales to set and publish well-being objectives, by 31st March 2017, which show how each public body is working to achieve the vision for Wales set out in seven well-being goals. The Act also puts in place a "sustainable development principle" and we must demonstrate how we have embraced this principle in both the setting of the

objectives and in the actions we have identified we will take to achieve those objectives.

4. To ensure the Council meets the statutory requirements that remain extant under the Local Government (Wales) Measure 2009 (including discharging its improvement planning duties over the period April – September 2017) and the new statutory requirements contained within the Well-being of Future Generations (Wales) Act 2015, Cabinet gave approval on 7th December 2016, to roll-over the current six corporate improvement objectives (now referred to as improvement and well-being objectives) as contained in the existing Corporate Improvement Plan “Rising to the Challenge” 2016-2019 and to update the improvement activities that underpin each objective for the period 1st April to 30th September 2017.
5. In light of the Local Government elections in May 2017, Cabinet also gave approval to delay the publication of the Council’s next Corporate Plan until September 2017. This will provide the new Administration with the opportunity to review the objectives and establish its own programme for the term of the Council.
6. This Addendum will ensure the Council meets the statutory requirements that remain extant under the Local Government (Wales) Measure 2009 (including discharging its improvement planning duties over the period April – September 2017) and the new statutory requirements contained within the Well-being of Future Generations (Wales) Act 2015.

Background

7. From 1st April 2010, the Local Government (Wales) Measure 2009 introduced a number of new legal duties upon local authorities in Wales, which included the requirement for every local authority to prepare a forward looking plan detailing its improvement objectives for that year.
8. The Council, since 2010, has met this statutory requirement via the publication of the Council’s Corporate Improvement Plan which is published annually soon after the start of every new financial year.

9. The Council’s current Corporate Improvement Plan “Rising to the Challenge” 2016-2019, was adopted by Council on the 11th May 2016, and outlines the actions we intend to take to further progress the following six improvement objectives set by the Council’s political administration following the local government elections in May 2012.



Our six priorities for improvement are:

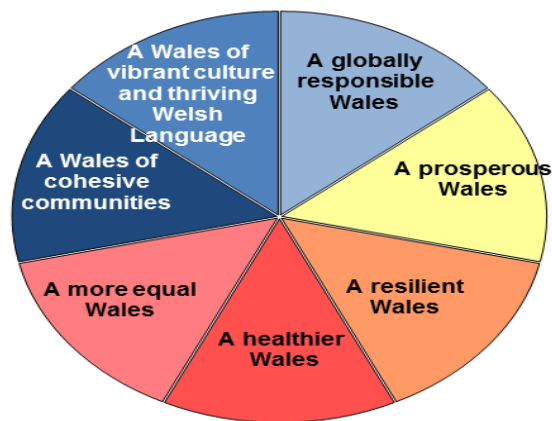


10. However, over the last year or so, the Welsh Government has introduced a number of new legislative requirements for public bodies and local authorities to comply with which will change the way we plan and deliver services from April 2017 onwards.
11. **The Well-being of Future Generations (Wales) Act 2015** aims to improve the social, economic, environmental and cultural well-being of Wales, now and in the future. The Act requires the Welsh Government along with 43 other specified public bodies (including all local authorities) to ensure that, when making their decisions, they take into account the impact they could have on people living their lives in Wales in the future.

Sustainable Development

12. To do this, the Act puts in place a “sustainable development principle” and any reference in the Act to a public body doing something “in accordance with the sustainable development principle” means that the body must act in a manner which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.

Well-being Goals



13. To ensure the 44 public bodies are all working towards the same vision, the Act puts in place the above seven well-being goals for Wales. They are a set of goals and the Act makes it clear the listed public bodies must work to achieve all of the goals, not just one or two.

Well-being Duty

14. The Act also places a “well-being” duty on the 44 specified public bodies which requires all the public bodies to set and publish objectives (“well-being objectives”) that are designed to maximise that body’s contribution to achieving each of the above well-being goals. These objectives will show how each public body is working to achieve the vision for Wales set out in the above well-

being goals. Public bodies must then take action to make sure they meet the objectives they set.

15. The Act requires the well-being objectives to be set and published by public bodies within one year after the Act is commenced (so no later than 31 March 2017). The Act also states when publishing the well-being objectives, a public body must also publish a well-being statement

Addendum

16. The Addendum (attached at Appendix 1) has been produced to ensure the Council meets the statutory requirements that remain extant under the Local Government (Wales) Measure 2009 (including discharging its improvement planning duties over the period April – September 2017) and the new statutory requirements contained within the Well-being of Future Generations (Wales) Act 2015.

Financial Impact

18. There will be no additional financial impact attached to the roll-over of the Council's current six improvement objectives as any financial impacts have been identified as part of the Council's budget setting and planning process for 2017-2018 and have been incorporated into revenue and capital budgets for the financial year 2017-2018.

Equality Impact Assessment

19. An Equality Impact Assessment was completed last year during the development of the Council's current Corporate Improvement Plan "Rising to the Challenge" 2016-2019. As there is no significant change in the improvement activity being rolled over for the 6 month period (1st April – 30th September 2017) in respect of people with protected characteristics, a new Equality Impact Assessment is not required. A full Equality Impact Assessment will be completed during the development of the Council's next Corporate Plan (to be published September 2017).

Workforce Impacts

20. As part of the budget setting process for 2017/2018, the Council is currently operating a Voluntary Redundancy Scheme. Overall, the current budget assumes that there will be up to 50 staff leaving under ER/VR, the impact of which will reduce the number of jobs within the Council.

Legal Impacts

21. The publication of this Addendum will ensure the Council discharges its statutory duties still extant within the Local Government (Wales) Measure 2009 and the new statutory duties contained within the Well-being of Future Generations (Wales) Act 2015.

Risk Management

22. Any associated risks have been identified on the Council's Corporate Risk Register and mitigating actions are being implemented and monitored by Senior Management Teams.

Recommendations

23. It is recommended that:
 - (a) Members approve the draft Addendum to the existing Corporate Improvement Plan 2016-19.
 - (b) The Head of Corporate Strategy and Democratic Services is given delegated authority in consultation with the Leader, Deputy Leader and Chief Executive to make any further changes that are necessary prior to final publication and which do not materially change the content of the Addendum.
 - (c) Members refer this Addendum to Council for formal adoption at its meeting on the 15th March 2017.

Reasons for Proposed Decision

24. To ensure the Council discharges its statutory duties which are still extant within the Local Government (Wales) Measure 2009 and the new statutory requirements contained within the Well-being of Future Generations (Wales) Act 2015.
25. To support the Council in discharging its duty to be efficient, transparent and accountable to local people and to observe high standards of corporate governance.

Implementation of Decision

26. The decision is proposed for implementation after the 3 day call-in period

Appendices

27. Appendix 1 - Draft Addendum to the Corporate Improvement Plan 2016-19

List of background papers

28. Local Government (Wales) Measure 2009
Well-being and Future Generations (Wales) Act 2015

Officer Contact

29. Karen Jones, Head of Corporate Strategy and Democratic Services
Telephone: 01639 763284, email: k.jones3@npt.gov.uk
30. Caryn Furlow, Corporate Policy, Performance & Partnerships Manager
Telephone: 01639 763242, email: c.furlow@npt.gov.uk
31. Nita Sparkes, Corporate Strategy and Performance Manager
Telephone: 01639 686172, email: n.sparkes@npt.gov.uk

This page is intentionally left blank

CORPORATE IMPROVEMENT PLAN 2016-2019

ADDENDUM

1ST APRIL 2017 – 30TH SEPTEMBER 2017



FOREWARD

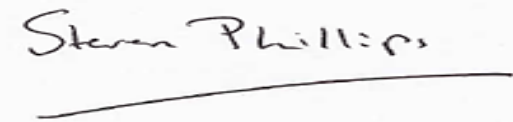
The Council's Corporate Improvement Plan sets out the improvement objectives that the Council has decided to pursue in the period covered by the Plan. The Plan covers the first six months of 2017/18 – providing continuity between the current Council and the local government election in May 2017 which will see a new Council elected.

We think it makes most sense to retain the existing six objectives over the period 1st April 2017 to 30th September 2017, reflecting the Council's continuing commitment to rise to the challenge of austerity whilst protecting services that give our children and young people the best start in life and also protecting those who are most vulnerable and disadvantaged. It is expected that the priorities that the new council will wish to progress over its term will be considered by Council in September 2017 and those will be reflected in an updated Corporate Plan this autumn.

This Plan is the means by which the Council satisfies statutory requirements laid out in the Local Government (Wales) Measure 2009 but also discharges new statutory duties set out in the Well-being of Future Generations (Wales) Act 2015 – demonstrating how we will continue to work with other public bodies to improve the well-being of Wales whilst ensuring strong foundations are in place for the councillors elected in May 2017 to build upon for the five year term of the new Council.



Councillor Ali Thomas, Leader of the Council

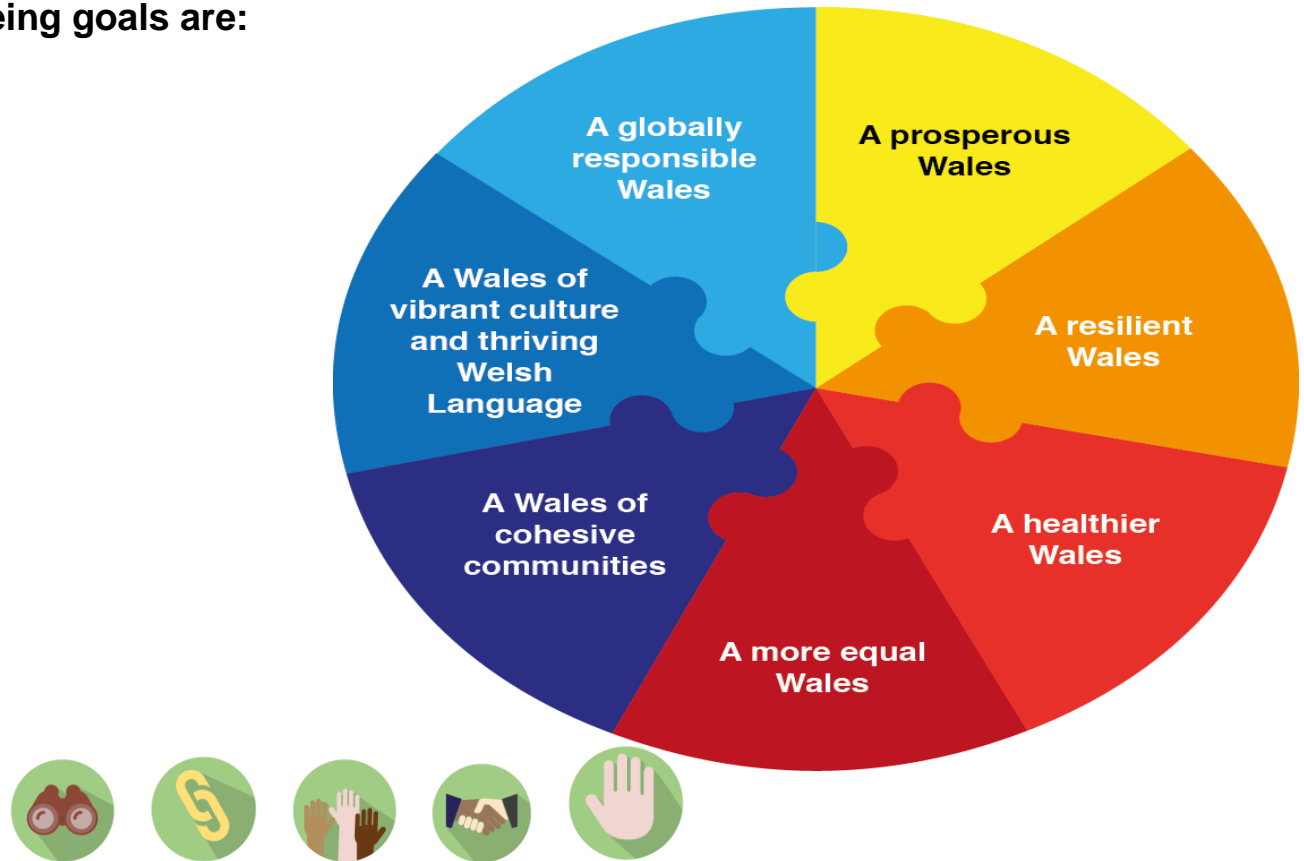


Chief Executive, Steven Phillips



INTRODUCTION

The Welsh Government, following an extensive national conversation, has developed seven national well-being goals which the Council is expected to consider when setting its own objectives. The goals reflect the outcome of a year-long conversation which started in February 2014 and saw the Welsh Government engage with people across Wales to discuss the Wales that they want to leave behind for their children and grandchildren considering the challenges, aspirations and ways to solve long-term problems to create a Wales they want by 2050. **The seven national well-being goals are:**



A prosperous Wales: An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.

A resilient Wales: A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).

A healthier Wales: A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.

A more equal Wales: A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).

A Wales of cohesive communities: Attractive, viable, safe and well-connected communities.

A Wales of vibrant culture and thriving Welsh language: A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.

A globally responsible Wales: A globally responsible Wales. A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being and the capacity to adapt to change (for example climate change).



The Act also places a duty on the Council to carry out sustainable development so as to improve the economic, social, cultural and environmental well-being of Wales and achieve the seven national well-being goals. We must:

- Set and publish well-being objectives;
- Take all reasonable steps to meet those objectives;
- Publish a statement about well-being objectives;
- Publish an annual report of progress;
- Publish our response to any recommendations made by the Future Generations Commissioner for Wales.

These new duties are additional to duties set out in the Local Government (Wales) Measure 2009 which requires, amongst other things, for councils to set improvement objectives.

The Act provides flexibility to public bodies when setting well-being objectives. This flexibility is particularly relevant in the next six month period when the requirement to set well-being objectives comes into force - a period when local government elections will be held. The Council believes that the interests of its citizens are best met by providing continuity of focus over this period and has decided to retain its six existing improvement objectives, but reframe them in line with the new legal duties. This approach will lay the foundations for the incoming Council which will want to set its own priorities and programmes for its five year term of office.

In reframing our corporate improvement objectives we have also considered the five ways of working of sustainable development introduced by the Act:

- Looking to the **long term** so that we do not compromise the ability of future generations to meet their own needs;



- Taking an **integrated** approach so that public bodies look at all the well-being goals in deciding on their well-being objectives;
- **Involving** a diversity of the population in the decisions that affect solutions;
- Working with others in a **collaborative** way to find shared sustainable solutions;
- Understanding the root causes of issues to **prevent** them from occurring;

In the next section we update our existing objectives (now described as improvement and well-being objectives) and related actions and demonstrate how we took account of the sustainable development principle in that process.





Improvement and Well-being Objective: To improve outcomes for children in need and children looked after by improving the performance of the Council's Children and Young People Services Department

Contribution to Well-being Goals

A prosperous Wales	A resilient Wales	A healthier Wales	A more equal Wales	A Wales of cohesive communities	A Wales of vibrant culture and thriving Welsh language	A globally responsible Wales
Strong	Strong	Strong	Strong	Strong	Strong	Limited

What do we want to achieve?

We want to continue to make improvements in the quality and consistency of social work practice and embed an outcome based performance framework that clearly evidences the contribution that Children and Young People Services makes in supporting children and families to achieve their well-being.



We want to empower children, young people and their families to become, wherever possible, ‘co-producers’ in the care and support they receive and to encourage an ethos of independence as opposed to dependency and continue to safely reduce the number of Looked after Children. However, in those cases where children need to be accommodated, our aim is to place them in care settings which best suits their needs. In most cases, this will be with Neath Port Talbot foster carers.

We want to further embed our family support strategy through the implementation of a “Resource Panel”. The key aims of the Resource Panel will be:

- To prevent, wherever possible, those children and young people on the edge of care, from being admitted into care;
- To support the return home, where appropriate, of those children and young people recently admitted into care on a short-term basis; and
- To support children and young people with complex needs, to access the appropriate support services.

What will be different? (Outcomes)	How we will measure our progress? (Measures)
1. We will work in a way that will make a positive difference to the lives of children and the families we deal with, so that children are safer, remain in their family homes and get the best start in life.	Through the monitoring and reporting of Personal Well-Being Outcome Measures. <ul style="list-style-type: none"> • Number of children with one or more outcomes, as at 30th September 2017 • % of outcomes that have had their progress reviewed during



What will be different? (Outcomes)	How we will measure our progress? (Measures)
	<p>the year</p> <ul style="list-style-type: none"> • % of outcomes that have been achieved during the year <p>The meaning of “well-being” is a broad concept that relates to all areas of a person’s life. Everyone has a responsibility for their own well-being but some people need extra help to achieve this. In essence, this means multi-agency partners working together with people to identify outcomes that are personal to them and their individual circumstances that enable them to achieve well-being through appropriate care and support. An example of a personal well-being outcome might be; “I want to feel safe at night living at home with my family”.</p>
2. We will have the right family support in place to ensure children and young people remain with their families.	<ul style="list-style-type: none"> • % of children supported to stay with their families - 67.3% as at 30th September 2016
3. Children, young people and families will have a say in the services they receive from us, tailored to suit their needs.	Feedback has been sought and received from children, young people and parents via new statutory Welsh Government questionnaires. Verification of the data will take place during the first half of 2017, whereupon responses to the following questions will be made available:



What will be different? (Outcomes)	How we will measure our progress? (Measures)
	<ul style="list-style-type: none"> • % of children/young people responding “Yes” or “Sometimes” to the question - “My views about my care and support have been listened to” • % of parents responding “Yes” or “Sometimes” to the question – “I have been actively involved in all decisions about how my child’s/children’s care and support was provided”

This objective embraces the five ways of working as follows:

Looking to the **long term** – the actions set out build upon significant improvements in the performance of our Children and Young People Services department, which embraces an evidence-based approach to securing positive outcomes for the children and young people we work with. The more effective we are at supporting families and intervening where there is a need to do so, the more likely it is that children and young people will grow up and become engaged citizens.

The approach is **integrated** – the work we do with children, young people and their families is holistic and seeks to not only make sure children and young people are safe, but that they are able to grow up in supportive families and achieve good health and educational outcomes. The outcomes achieved for children in need and children who become looked after by the Council are compared with outcomes achieved by other cohorts of young people and where necessary, improvement work to address inequalities is initiated. Respecting the cultural, including



Welsh language needs of children, young people and families are key considerations embedded in social work practice.

There are many mechanisms in place to **involve** children, young people and families in decisions that affect them – for example: the Corporate Parenting Panel held a family fun day to hear, first hand, from children and young people who were looked after by the Council, what mattered to them; the department has created a children’s participation officer to ensure we continuously improve the way in which we seek to empower children, young people and their families to play a full part in the work we do with them; the Council supports an Independent Children’s Rights Unit who provide strong advocacy for children’s rights across the county borough. These are just three examples of many ways children, young people and families are involved in developing the priorities set out in this objective and in implementing those priorities.

Collaboration is an intrinsic feature of our work – as well as the statutory requirement for multi-agency working to protect children and young people, the Council has been instrumental in developing a strong “Think Families” multi-agency partnership, which has had particular success in developing **earlier intervention and preventative** approaches which have reduced the number of children, young people and families reaching a point of crisis and reduced the number of children looked after by the Council and the associated costs.





Improvement and Well-being Objective: To raise educational standards and attainment for all young people

Contribution to Well-being Goals

A prosperous Wales	A resilient Wales	A healthier Wales	A more equal Wales	A Wales of cohesive communities	A Wales of vibrant culture and thriving Welsh language	A globally responsible Wales
Strong	Strong	Strong	Strong	Strong	Strong	Modest

Page 94

What do we want to achieve?

We want to continue with our aim to increase standards in both school and pupil performance, so that all children and young people in Neath Port Talbot get the best start in life and so they can achieve the best possible qualifications for them at the end of their school life.



Over time, we want to ensure that all of our schools are modern and that they are capable of delivering good quality educational experiences for all pupils. In some cases it will be most cost effective to replace those school buildings that are in most need of repair due to their age. Through our Strategic School Improvement Programme we will merge or relocate some schools; increase the capacity in others; and continue to build new schools; and to close some others. This will provide a more viable school estate, improving learning experiences for pupils and delivering a more efficient and effective educational service, including reducing the number of surplus places across the County Borough's schools. There are some 5,359 surplus places within the combined primary secondary sectors, equivalent to 25% of the total places available.

What will be different? (Outcomes)	How we will measure our progress? (Measures)
<p>1. We will merge or relocate some schools; increase the capacity in others; and continue to build new schools; and to close some others.</p> <p>The Council's Cabinet has approved a range of school organisation proposals, including Band A schemes (please see link below) for which Welsh Government 21st Century Schools Programme capital funding has been secured. Band A is scheduled to end in 2018/19. All school reorganisation proposals developed within</p>	<ul style="list-style-type: none"> • Better facilities for pupils and teachers = improve outcomes for pupils • In some cases better community facilities = community can use the school facilities • Reduce surplus spaces • Reduce building maintenance backlog liability



What will be different? (Outcomes)	How we will measure our progress? (Measures)
<p>the Council's Strategic School Improvement Programme require Cabinet approval in the first instance.</p>	
<p>2. We will continue to implement our strategy for the provision of Welsh-medium education in Neath Port Talbot.</p>	<p>We will continue to support and further develop Welsh language education in schools and in the wider communities and how we plan for future growth;</p> <ul style="list-style-type: none"> • More seven-year olds being taught through the medium of Welsh (2015-16 academic year performance – 18.3%) • More learners transferring from Welsh Medium Primary to Welsh Medium Secondary School • More learners aged 14 – 16 studying for qualifications through the medium of Welsh. (GCSE Welsh [1st language] and at least five further Level 1/2 qualifications) (2015-16 academic year performance - 80% from the Welsh first language cohort) • More learners aged 16 – 19 studying subjects through the medium of Welsh in schools, colleges and work-based learning • Welsh-medium provision for learners with additional learning needs (ALN) • Workforce planning and continuing professional development - schools continue to plan strategically for staff development



What will be different? (Outcomes)	How we will measure our progress? (Measures)
	and produce robust spending plans based on systematic analysis of need
3. We will ensure that the 14 -19 Learning Pathways programme supports all young people to achieve their full learning potential.	<ul style="list-style-type: none"> • A range of relevant courses to secure young people's full learning potential are provided • Reduce the percentage of young people deemed as Not in Education, Employment or Training (NEET) post 16. (Latest data 2016: 3.6%)
4. Improvements in literacy outcomes.	<ul style="list-style-type: none"> • % of pupils achieve outcome 5 in language, literacy and communication skills at the end of Foundation Phase (2015-16 academic year performance: 81.4%) • % of pupils achieve at least level 4 at the end of Key Stage 2 in language (2015-16 academic year performance: 87%) • % of pupils achieve at least level 5 at the end of Key Stage 3 in language (2015-16 academic year performance: 84.1%) • % of pupils achieve level 2 threshold at the end of Key Stage 4 in language (2015-16 academic year performance: 69%)
5. Improvements in numeracy outcomes.	<ul style="list-style-type: none"> • % of pupils achieve outcome 5 in mathematical development skills at the end of Foundation Phase (2015-16 academic year performance: 83.1%) • % of pupils achieve at least level 4 at the end of Key Stage 2 in maths (2015-16 academic year performance: 88.4%)



What will be different? (Outcomes)	How we will measure our progress? (Measures)
	<ul style="list-style-type: none"> • % of pupils achieve at least level 5 at the end of Key Stage 3 in maths (2015-16 academic year performance: 83.1%) • % of pupils achieve level 2 threshold at the end of Key Stage 4 in maths (2015-16 academic year performance: 67.2%)
<p>6. We will improve the performance of pupils entitled to Free School Meals (FSM) in literacy & numeracy.</p>	<ul style="list-style-type: none"> • % of pupils entitled to Free School Meals (FSM) achieve at least outcome 5 in Language, Literacy and Communication skills and Mathematical Development at the end of Foundation Phase (2015-16 academic year performance: Language (Welsh): 81.3%, Language (English):68.6%, Mathematics:72.0% • % of pupils entitled to FSM achieve at least level 4 at the end of Key Stage 2 in Language and Mathematics (2015-16 academic year performance: Language (Welsh):88.9%, Language (English):77.2%, Mathematics: 80.0%) • % of pupils entitled to FSM achieve at least level 5 at the end of Key Stage 3 in Language and in Mathematics. (2015-16 academic year performance: Language (Welsh): 87.5%, Language (English):69.8%, Mathematics: 68.4% • % of pupils entitled to FSM achieve level 2 threshold at the end of Key Stage 4 in Language and Mathematics (2015-16 academic year performance: 42% Language (including



What will be different? (Outcomes)	How we will measure our progress? (Measures)
	Welsh): 42.9%, Mathematics: 43.5%)
7. We will improve pupil attendance.	<ul style="list-style-type: none"> • % of pupil attendance in primary schools (2015-16 academic year attendance: 94.6%) • % of pupil attendance in secondary schools (2015-16 academic year attendance: 93.7%)
8. We will provide better support for pupils with behavioural needs.	<ul style="list-style-type: none"> • Number of permanent exclusions during the academic year per 1,000 pupils from both primary and secondary schools (2015-16 academic year data: 2.6 (19 pupils)) • % of school days lost due to fixed-term exclusions during the academic year, in primary schools. (2015-16 academic year data: 0.014% (247 Days)) • % of school days lost due to fixed-term exclusions during the academic year, in secondary schools. (2015-16 academic year data: 0.101% (1,418 Days)) • % of pupils with behavioural needs who leave compulsory education, training or work based learning without and approved external qualification. (2014-15 academic year data: 0.9% (4 pupils of 419))
9. We will continue to improve safeguarding practices and procedures. Protecting children and young people from	<ul style="list-style-type: none"> • All schools are judged by Estyn to be at least good in safeguarding practice • Increase the capacity of all schools to meet the individual



What will be different? (Outcomes)	How we will measure our progress? (Measures)
abuse is a shared responsibility for all staff.	learning and wellbeing needs of all pupils <ul style="list-style-type: none"> • Positive feedback from Safeguarding Peer reviews • Peer review process includes Pupil Voice (ask pupils if they feel safe and secure in school)
10. We will continue to deliver school improvement through the Education Regional Working partnership.	<ul style="list-style-type: none"> • Regional Measure: To improve the % of schools categorised as Green (2016:25%) and Yellow (55%) schools under the National School Categorisation System

This objective embraces the five ways of working as follows:

Looking to the **long term** – the whole ethos of our education system is to prepare all children and young people to lead independent and fulfilled lives. There has been a steady reduction in the number of young people leaving education who are not in employment, education or training (NEET).

The approach is **integrated** – a wide range of programmes are embedded in our approach to education, for example, the importance of treating each other fairly and with respect supports our equality objectives; the importance of healthy relationships underpins our commitment to tackling violence against women, domestic abuse and sexual violence; all of our schools have achieved healthy schools status, with the support of public health colleagues; and many of our schools have achieved green schools status, reflecting the importance we attach to protecting our environment. These are just some examples of the way our education arrangements support the national well-being goals.



Involving children and young people has been a strong feature of our approach over many years. We are the only local authority in Wales to be working with UNICEF to embed the UN Convention on the rights of the child throughout our organisation. We support an independent Children's Rights Unit that has been established in the county borough and we have a fully constituted Youth Council that meets regularly with our Cabinet to discuss issues of mutual concern.

Partnership working and **collaboration** have been underpinning principles for the Council since its inception. More recently, we have been an active partner in the regional school improvement collaborative ERW. On a more local basis, the Director of Education, Leisure and Lifelong Learning is the Lead Director for the planning of all children's services. As indicated in the first objective, we have recently strengthened our local multi-agency partnership to deliver more effective **early intervention and prevention** services which has helped to reduce the number of children and young people needing to be placed in the council's care. These multi-agency arrangements complement approaches embedded in our early years and other education settings where we work closely with all of our schools to identify children and young people in need of extra help and support.





Improvement and Well-being Objective: To maximise the number of adults who are able to live independently with or without support within the home of their choice within the their community

Contribution to Well-being Goals

A prosperous Wales	A resilient Wales	A healthier Wales	A more equal Wales	A Wales of cohesive communities	A Wales of vibrant culture and thriving Welsh language	A globally responsible Wales
Modest	Strong	Strong	Strong	Strong	Strong	Limited

What do we want to achieve?

We want to continue to modernise the way in which we will meet people’s care and support needs. We want to continue to encourage greater take up of direct payments, enabling and encouraging people to have greater



choice and control over the way in which their care and support needs will be met, reducing reliance on traditional establishment-based services.

We want to continue to work with partners to deliver better outcomes for people. In particular, we will further integrate and strengthen arrangements that reduce the risk of people losing their independence or needing long-term health and care services. We want to enable more people to take better care of their own wellbeing promoting community support and activities that help people maintain and improve their wellbeing so that we prevent, delay or reduce the need for people to access long term health and social care services.

What will be different? (Outcomes)	How we will measure our progress? (Measures)
1. We will develop community based early intervention and prevention services to support people to remain as independent as possible without formal care and support.	<ul style="list-style-type: none"> • The rate of older people (aged 65 or over) supported in the community per 1,000 population aged 65 or over (performance as at 30th September 2016 2015: 110.6) • The percentage of clients, who are supported in the community during the year, aged 65+ (1st April 2016 – 30th September 2016 performance: 82.5%)
2. We will continue to improve the Gateway Service so we can be sure that people are getting the right response when they first contact adult social services.	<ul style="list-style-type: none"> • Increase the percentage of new referrals screened within 24 hours (1st April 2016 - 30th September 2016 performance: 67%) • Increase the % of people diverted into well-being services. (1st April 2016 - 30th September 2016 performance: 85%)



What will be different? (Outcomes)	How we will measure our progress? (Measures)
	<ul style="list-style-type: none"> • % people contacting the Gateway whose needs can only be met by social services (1st April 2016 to 30th September 2016 performance: 15%)
<p>3. We will increase the take up of direct payments to support service users and carers in exercising their right to have a choice and control over the way in which their care and support needs are met.</p>	<ul style="list-style-type: none"> • Number of people accessing direct payments (as at 30th September 2016 there were 310 adult direct payments clients) • Number of care and support hours met via direct payments (relating to above clients, 4,321hours as at 30th September 2016) • Number of people accessing care and support services from social services
<p>4. We will implement 'Pathways to Independence' across community care to ensure adults of working age with care and support needs are assessed and supported in a way which maximises their independence.</p>	<ul style="list-style-type: none"> • The percentage of clients who are supported in the community during the year: Aged 18-64. (1st April 2016 – 30th September 2016 performance: 98.6%)
<p>5. We will deliver full integration of community health and social care for frail older people, underpinned by the formal</p>	<ul style="list-style-type: none"> • The rate of delayed transfers of care for social care reasons per 1,000 population aged 75 or over. (1st April 2016 - 30th



What will be different? (Outcomes)	How we will measure our progress? (Measures)
partnership agreement for intermediate health and care services.	September 2016 performance: 3.6)
6. We will continue to implement the safeguarding action plan to further improve safeguarding practices.	<ul style="list-style-type: none"> • Reduce the number of adult safeguarding referrals received (between 1st April 2016 and 30th September 2016: 168 referrals were received) • The % of adult protection referrals completed where the risk has been managed. (1st April 2016 - 30th September performance: 100%)

This objective embraces the five ways of working as follows:

Looking to the **long term** – the key focus of our approach is to enable people to live independently, for as long as possible in a home of their choice. Additionally, the focus introduced by the Social Services and Wellbeing (Wales) Act 2014 is to build community capacity to support an ageing population, reducing reliance on expensive, dependency-inducing services and promoting the development of social enterprise.

The approach is **integrated** – The Social Services and Well-being (Wales) Act 2014 requires social services to promote the well-being of people needing care and support and their carers'. This requires the holistic needs of people to be assessed and considered, including their health needs, care and support needs, their need to engage with the wider community, their safety, opportunities (where relevant) for employment and learning,



alongside cultural needs. A substantial programme of work has been underway to introduce the new duties contained within the Act.

There are many ways in which people who need care and support and their carers' are **involved** in the provision of care and support. The Social Services and Wellbeing (Wales) Act 2014 requires the principles of voice and choice to be central to social work practice and the design and delivery of services. Extensive remodelling of services is taking place, informed by comprehensive consultation and engagement with service users, carers and the wider community. Where relevant, there is provision of advocacy to enable the most vulnerable people to be helped to express their wishes. A key feature of future service delivery is the promotion of direct payments to respond to growing expectations that services will be personalised. More broadly, the Council has a well-established Older People's Council whose members are appointed following a public appointments process and there are a range of other service user planning groups to inform policy and service delivery.

There are well established **collaborative** arrangements that focus on appropriate integration between health and social care. In recent years, collaborative working has been given additional focus by the Western Bay Regional Health and Social Care Collaborative which affords an opportunity to make system-wide changes that can prevent people from needing acute services, or delaying the point at which these services are needed.

On a local area basis, there is corporate ownership of the need to encourage more people to enjoy healthier lifestyles. The development of the Information, Advice and Assistance Service is supported across the Council and by local partners to **prevent** more people from needing health and social care services or to delay the point at which such services are needed. Pathways to Independence has a specific focus on re-sizing care packages so that they promote independence with much reduced reliance on traditional forms of establishment-based care and this complements the investment made between the Health Board and the Council in reablement services which help people to regain or retain their independent living skills.





Improvement and Well-being Objective: To support and invest in our town centres and communities to promote economic growth, regeneration and sustainability, maximise job opportunities and improve access to employment

Contribution to Well-being Goals

A prosperous Wales	A resilient Wales	A healthier Wales	A more equal Wales	A Wales of cohesive communities	A Wales of vibrant culture and thriving Welsh language	A globally responsible Wales
Strong	Strong	Strong	Strong	Strong	Modest	Limited

Page 107

Regeneration - What do we want to achieve?

In the last twelve months there have been significant developments in the UK steel industry. The position in relation to Tata will continue to be reviewed and should adjustments to our priorities become necessary an addendum report will be presented to Members.



It is essential that we focus our attention on our town centres and communities, with the aim of regenerating them, as they are important aspects of the county borough. We will improve access to towns and employment centres by introducing new bus corridors. Constructing a new integrated transport hub in Port Talbot and developing a commuter cycle network. We will continue to promote projects and programmes to maximise the impact of external funding and maximise job opportunities for all.

What will be different? (Outcomes)	How we will measure our progress? (Measures)
1. We will encourage inward investment and bring forward a range of opportunities, including residential, retail and commercial developments, as well as promoting the borough to companies as a great place in which to locate their businesses.	<ul style="list-style-type: none"> • Continue to deliver new development opportunities and inward investment opportunities • Work towards securing funding to deliver commercial, retail, residential and leisure projects • Work towards attracting new businesses to the borough
2. The next phase of Neath Town Centre redevelopment will be completed	<ul style="list-style-type: none"> • Progress update on delivery of the project
3. Continue to promote development opportunities at Aberavon Seafront, and other destinations.	<ul style="list-style-type: none"> • Work to secure funding and work collaboratively to develop and attract new attractions and commercial investments on Aberavon Seafront and other destinations
4. Develop Margam Park including caravan	<ul style="list-style-type: none"> • Update on the delivery of the development



What will be different? (Outcomes)	How we will measure our progress? (Measures)
and camping facilities on site.	
5. We will access funding to refurbish, repair and maintain locally important buildings and structures.	<ul style="list-style-type: none"> • Progress the number of important, historic or listed buildings and ancient monuments removed from the buildings at risk register on an annual basis including buildings completed and projects progressing
6. We will drive forward regeneration projects in the valleys, to encourage tourism and improve employment opportunities.	<ul style="list-style-type: none"> • The number of projects supported as a direct result of regeneration work • Potential for job creation and/or safeguarding of jobs and attracting new investment
7. We will continue to deliver the Vibrant and Viable Places Programme to combine support for people and places whilst encouraging partnership working.	<ul style="list-style-type: none"> • Update on the delivery of the Vibrant and Viable Places Programme and those in the pipeline
8. We will identify supply chain opportunities for local companies and employment and training opportunities for local people through the delivery of community benefits on key regeneration	<p>Update on the delivery of community benefits on the following projects:</p> <ul style="list-style-type: none"> • Ysgol Gyfun Ystalyfera; • Ysgol Newydd Margam; Ysgol Newydd (Gymunedol



What will be different? (Outcomes)	How we will measure our progress? (Measures)
<p>projects within the area.</p>	<p>Gymraeg);</p> <ul style="list-style-type: none"> • Ysgol Newydd Briton Ferry; • Port Talbot Transport Hub; • Renewal Areas (VVP and ARBED funded) <p>Data reported to include:</p> <ul style="list-style-type: none"> • Number of local people helped to get back into work • Number of completed apprenticeship training weeks, traineeships and work experience • Number of contract opportunities secured by local businesses • % spend with contractors in Wales
<p>9. We will continue to support local businesses to help them prosper; create more jobs and business start-ups.</p>	<ul style="list-style-type: none"> • The number of business enquiries resulting in advice, information or financial support given to existing companies • The number of new business - start-up enquiries assisted • The number of new start-ups assisted through Innov8 programme • The number of jobs created as a result of financial support by the Council



Anti-poverty - What do we want to achieve?

Research studies conducted by Sheffield Hallam University demonstrate that areas within the county borough are disproportionately and negatively affected by the UK Government's welfare benefits changes. Our over-riding corporate priorities are to protect services to children, young people and vulnerable adults. Consequently, continuing to work in partnership to mitigate the impact of the welfare benefit changes will have on those with the lowest incomes remains a priority for us and our Public Services Board partners. We will support people to maximise their income ensuring people are helped into work or are receiving the benefits they are entitled to and have the skills and support to manage their income appropriately. We will also increase support for people who struggle to access on-line services.

What will be different? (Outcomes)	How we will measure our progress? (Measures)
10. We will deliver the commitments in the partnership agreement with the Department for Work and Pensions to support the introduction of Universal Credit.	<ul style="list-style-type: none"> • Number of claimants receiving their benefit via Universal Credit. As at 8th December 2016, there were 1,200 claimants in receipt of Universal Credit, 350 transferred from Housing Benefits to Universal Credit • Number of claimants who have requested digital support • Number of claimants accessing personal budget support • Between 1st April 2016 and 31st December 2016, 50 claimants have requested the specialist money management support service and 50 have actually taken up the service
11. We will work with partners, to identify the impact of the next set of Welfare	<ul style="list-style-type: none"> • Review and update the Impact assessment • Newly updated action plan signed off by the relevant board



What will be different? (Outcomes)	How we will measure our progress? (Measures)
Benefit changes announced by the UK Government.	
12. We will work with partners to ensure citizens and service providers are aware of the community resources and how they can be accessed.	<ul style="list-style-type: none"> • Number of hits to Independent Advice and Assistance website • Rating of service by customers accessing the website
13. We will further develop our Digital inclusion plans with partners.	<ul style="list-style-type: none"> • Programme developed and signed off by the Public Services Board and reviewed by the Public Services Board when it has been established to secure ongoing support
14. We will review our work to mitigate Welfare Benefit reforms and update our partnership work programme.	<ul style="list-style-type: none"> • Review completed • Clear programme of work in place

Housing - What do we want to achieve?

We want to provide people with an opportunity to live in a home that they can afford; that is safe, warm and secure, a home that meets their needs whether that be owned or rented and is in an area where they want to live and we support them to do so.



What will be different? (Outcomes)	How we will measure our progress? (Measures)
<p>15. NPT Homes will continue to meet the Council's promise (as detailed in the 'offer document') to bring all former council housing up to the Welsh Housing Quality Standard and to regenerate communities.</p>	<ul style="list-style-type: none"> • % of NPT Homes social housing that meets the Welsh Housing Quality standard (as at 31st December 2016: 86.4% meet the standard)
<p>16. We will provide loans to effectively target empty properties to bring them back into use and make sure existing housing stock is safe, warm and secure.</p>	<ul style="list-style-type: none"> • Increase the number of empty properties brought back into use (1st April 2016 to 30th September 2016: 20 properties) • Increase the number of private sector houses that have been made safe, warm and secure (1st April 2016 to 30th September 2016: 4 houses)
<p>17. We will undertake a homelessness review.</p> <p>We will prioritise those most in need by implementing single point of access arrangements for Supported People-funded homelessness prevention support services.</p>	<ul style="list-style-type: none"> • The number of suitable private rented tenancies made available (performance 1st April 2016 to 30th September 2016: 34) • The percentage of households for which homelessness was successfully prevented (performance 1st April 2016 to 30th September 2016: 73.3%) • The percentage of households for which homelessness was successfully relieved (performance 1st April 2016 to 30th September 2016: 36.4%) • The percentage of those households for which a final duty was



What will be different? (Outcomes)	How we will measure our progress? (Measures)
	<p>successfully discharged (performance 1st April 2016 to 30th September 2016: 43.3%)</p> <ul style="list-style-type: none"> • The overall percentage of successful outcomes for assisted households (performance 1st April 2016 to 30th September 2016: 47.8%) •
<p>18. We will develop a Homelessness Strategy that will ensure co-operation agreements are in place with our Housing Association partners to deliver the requirements of the Housing (Wales) Act and monitor the contribution they make to help the Council fulfil its duty.</p>	<ul style="list-style-type: none"> • Homelessness Strategy developed • % of Housing Association partners with stock in the county borough the Council has a co-operation agreement with.

This objective embraces the five ways of working as follows:

Looking to the **long term** – the Council’s regeneration programme is firmly anchored in the objectives set out in the Single Integrated Plan and the Local Development Plan. Both of these strategic documents set out the long term aspirations of the Council, its partners and its citizens for the county borough. The developments carefully balance the Council’s obligations to achieve social, economic, environmental and cultural wellbeing, ensuring the county borough is an attractive place for people to live, for businesses to thrive and for people to visit. The



projects set out in this addendum reflect the priorities and resources where there is an opportunity to make progress in the period covered by this particular Plan.

The approach is **integrated** – with the projects listed in this plan providing for improved cultural opportunities; support to grow and develop jobs across the county borough; improvements in aspects of housing with attendant health and safety benefits, as well as measures to maximise the incomes of those who are dependent on welfare benefits.

Both the Single Integrated Plan and the Local Development Plan which provide the frameworks for the activities in this section were informed by significant evidence and prepared with extensive **involvement** and engagement with a very broad range of people. Individual projects will be developed with input from a range of interested parties, including potential developers, service users and by specialists such as the Disability Network Action Group that advises on accessibility considerations.

There are a range of **collaborative** arrangements that support the development and delivery of projects. For example, the Strategic Housing Partnership provides an excellent mechanism for housing providers to work with the Council in its role as the Strategic Housing Authority to develop housing provision across the county borough; the Welfare Reform Partnership, established by the former Local Service Board has been very effective in preventing people affected by reforms from accruing debt and putting their tenancies at risk; partnerships with the statutory and business sector is crucial to secure the successful delivery of projects, increasingly involving the ability to influence investment by third party organisations in the county borough and to maximise supply chain opportunities related to those projects.

There is a strong emphasis within the homelessness and welfare reform work on **early intervention and prevention**. In the case of homelessness, the emphasis is on preventing homelessness in the first instance and in the case of welfare reform, the work involves directing Housing Discretionary Payments to those most in need, ensuring people who are benefit-dependent receive their entitlement and can access support to gain employment



where this is relevant; and providing support to those that need it to manage their money and maintain their benefit claims on-line. In both these cases the work will have beneficial impacts on people's health, prosperity and safety.





Improvement and Well-being Objective: Increase the percentage of waste recycled and composted

Contribution to Well-being Goals

A prosperous Wales	A resilient Wales	A healthier Wales	A more equal Wales	A Wales of cohesive communities	A Wales of vibrant culture and thriving Welsh language	A globally responsible Wales
Modest	Modest	Strong	Modest	Modest	Modest	Strong

What do we want to achieve?

The Welsh Government has set us very challenging legal targets for reuse/recycling and composting as well as for landfill in their Waste Strategy ‘Towards Zero Waste’. In response to this we are working towards achieving the next target of 64% (2019-2020). If we do not meet these targets we could end up with fines of £200 per tonne, that is to say that in Neath Port Talbot for each 1% the target is missed there is a potential annual fine of circa. £150K.



We will work with residents to increase participation through the implementation of educational and enforcement activities where necessary. This will help us meet the legal targets above and enable us to manage our resources better.

Where possible we want to exploit all funding opportunities to further improve the service and make efficiencies to re-invest back into the service. We also want to make the service as affordable as possible and capable of collecting all waste in a way that both helps us meet the targets and is convenient to the public.

What will be different? (Outcomes)	How we will measure our progress? (Measures)
1. More waste will be diverted from landfill through reuse, recycling and composting.	<ul style="list-style-type: none"> • The percentage of local authority collected municipal waste prepared for reuse, recycling and composting (1st April 2016 - 30th September 2016: 63.68%) • Tonnage of local authority collected municipal waste: 1st April 2016 to 30th September 2016: 35,770
2. New contract arrangements will be in place for waste treatment and disposal to ensure we are getting the best deal for the Council.	<ul style="list-style-type: none"> • Reduce the overall cost of treatment and disposal • The % of municipal waste sent to landfill (1st April 2016 -- 30th September 2016: 8.0%) • The % of municipal waste used to recover heat and power and any resultant contribution to the reuse, recycling and composting rate (1st April 2016 - 30th September 2016: 33.5%)



Looking to the **long term** – the principal aim of this objective is to conserve the world’s natural resources by encouraging less waste to be generated in the first place, but where waste is generated; the maximum possible volumes are recycled. We will also be contributing to the ongoing Welsh Government review of the national waste strategy ‘Towards Zero Waste’ and Municipal Sector Plan and aim to take forward any revisions arising from that review.

The approach is **integrated** - whilst the principal benefits are to conserve the environment, the way in which the actions have been designed also support the improvement of economic prosperity through the creation of new jobs in new industries; to promote better skills and understanding through the curriculum; to secure the co-operation, and participation of the wider community in working towards a shared goal. Nationally we will aim to maximise our contribution to a ‘Circular Economy’, where materials are kept in productive use for as long as possible from what we buy, use and finish with (getting the best out of things).

The achievement of the objective relies on the **involvement** and full participation of all citizens. In designing our approach, extensive work was done with schools to encourage young people to promote the benefits of recycling to the wider family; with residents to explain the benefits and consequences of achieving targets set by the Welsh government; and with partners to harness their support for this objective, including input from the local Disability Network Action Group to ensure that materials produced to educate and inform the community were accessible to people with a disability.

The Council **collaborates** at a number of levels in relation to this objective and its related actions. We actively support the national blueprint for recycling and waste collection to ensure we are using evidence-based approaches to driving through the behaviour change we need to see in our communities; we have long standing regional collaboration arrangements in place to consider if there are regional opportunities that can deliver better value for the taxpayer; then there are local collaborations with schools, residents and wider stakeholders.



In terms of **prevention and early intervention**, there needs to be a stronger emphasis on minimising the amount of waste generated in the first instance, but this will require national not just local action. We have good examples locally of upcycling and re-using items, through third sector organisations such as Enfys and Bespoked which also deliver the additional benefits of providing employment for local people.





Improvement and Well-being Objective: To improve customer/citizen access to services and functions provided by the Council or on behalf of the Council and to improve the efficiency of those services and functions

Contribution to Well-being Goals

A prosperous Wales	A resilient Wales	A healthier Wales	A more equal Wales	A Wales of cohesive communities	A Wales of vibrant culture and thriving Welsh language	A globally responsible Wales
Strong	Modest	Strong	Strong	Modest	Strong	Limited

Page 121

What do we want to achieve?

As more and more people in our communities adopt digital technologies in their day to day life, we are responding by providing more services online. We will prioritise those services that are requested most frequently.



Expanding our online services will provide more choice for our customers and make it easier for people to access services and at a time convenient for them.

We will work with our partners to ensure everyone in our communities has the opportunity to use our on-line facilities, available across the county borough, by placing an emphasis on self-help. Our Digital by Choice Strategy is the framework which sets out how we will deliver this work. Work will continue to streamline and modernise our internal support services and by working smarter digitally reduce the need for costly manual processes. We will also revise the way in which we charge people for services so they are fair and consistent and where it makes sense to do so, create opportunities to generate money for the Council.

What will be different? (Outcomes)	How we will measure our progress? (Measures)
1. Our website will be easier to access and more services will be available on-line.	<ul style="list-style-type: none"> • Improve the professional rating of our website page rating from a 2 star (maximum rating is 4 star) • Increasing the number of new services available on-line (As at 31st December 2016, 8 services are available online) • Increasing the percentage of transactions completed on-line (from the new on-line services) (cumulative performance 1st April 2016 to 31st December 2016 is 69%) • % of customers satisfied/very satisfied with improvements made to services available on-line (general look and feel): performance for 2016/17: Very Satisfied (26%), Satisfied



What will be different? (Outcomes)	How we will measure our progress? (Measures)
	<p>(40%), Ok (31%), Dissatisfied (2%) & Very Dissatisfied (1%)</p> <ul style="list-style-type: none"> • More of our customers find the website easier to use (ease of getting around site): performance for 2016/17: Very Satisfied (27%), Satisfied (36%), Ok (28%), Dissatisfied (5%) & Very Dissatisfied (4%) • More of our customers can access the information/service they want first time (ease of finding information/Services): performance for 2016/17: Very Satisfied (24%) Satisfied (34%), OK (26%), Dissatisfied (9%), Very Dissatisfied (7%)
2. More of our website pages will be available in Welsh.	<ul style="list-style-type: none"> • Increase the % of webpages available in Welsh (as at: 31st December 2016 - 98%)
3. We will change our one stop shops and support people to carry out transactions on-line to make it easier for people to access digital services.	<ul style="list-style-type: none"> • Reduce the number of face to face contact at Customer Services: 37,998 between 1st April 2016 and 30th September 2016
4. More people in our communities will have the digital skills to access services.	<ul style="list-style-type: none"> • Increase the number of people we support to develop digital skills to access services
5. All services will use our on-line ordering and payment system replacing manual	<ul style="list-style-type: none"> • % of volume of transactions processed through i-procurement • Achieve the savings identified in our Forward Financial Plan



What will be different? (Outcomes)	How we will measure our progress? (Measures)
processes.	
6. Introduce self-service options across internal support services, starting with a self-service employee portal.	<ul style="list-style-type: none"> • Accurate employee data • % employees using self-serve option • Achieve savings identified in our Forward Financial Plan
7. Increased and new income generation opportunities.	<ul style="list-style-type: none"> • Higher levels of income achieved

This objective embraces the five ways of working as follows:

Looking to the **long term** – this objective and its associated actions recognises that digital technologies are rapidly changing the way society and the world of work is structured. The objective commits the Council to developing services through new digital channels to reflect social trends. However, the approach also recognises that there are significant groups of people who will still need to access traditional channels of service, due to the complexity of their needs, or because they need help and support to access the new on-line services. The objective also recognises that austerity is continuing into the medium term, and consequently, to protect vital services into the long term, the Council needs to find alternative ways of responding to community needs, including raising new sources of income.



The approach is **integrated** – the adoption of new technologies and the search for new income streams is a corporate, cross cutting objective which is being embraced by all aspects of the Council. The introduction of new technologies also affords the Council opportunities to integrate services and functions in quite different ways.

The Council is developing **collaborative** arrangements in the design and delivery of its digital and income generation strategies. Leading practice amongst public service organisations has been identified, but the Council is also looking at ways of engaging with and learning from the third and private sectors to identify new innovations and to share risk.

In designing the new digital services, the Council has developed a network of citizens prepared to test and feedback how well the new services are working. We are also exploring how we can develop ways to **involve** a broader range of people in our work to address digital exclusion. Addressing digital exclusion has been agreed as a priority for the Public Services Board.

The adoption of new technologies is assisting the development of **early intervention and prevention** initiatives on a number of fronts: in enabling the development of a trusted source of support and services that discharges the duty on the Council to implement an Information, Advice and Assistance Service; to more effectively communicate important public information messages via social media and other technological platforms; to improve insight of issues of interest to the wider community, whilst also better understanding the total needs of people who access Council and partner services.



WELL-BEING STATEMENT

The Wellbeing of Future Generations (Wales) Act 2015 requires the Council to publish a statement about our well-being objectives at the same time as we publish our well-being objectives. The statement must explain:

- Why we think our well-being objectives will contribute to the well-being goals;
- Why we think our well-being objectives have been set in accordance with the sustainable development principle, including how we will involve people with an interest in achieving the well-being goals and ensuring those arrangements reflect the diversity of people in the area;
- The steps we will take to meet the well-being objectives in accordance with the sustainable development principle;
- How we will govern ourselves to meet our well-being objectives;
- We will keep progress towards our well-being objectives under review;
- How we will ensure that resources, including financial, are allocated annually for the purpose of taking steps to meet our objectives;
- Any other relevant information about our well-being objectives we consider relevant.

Contribution to the National Well-being Goals and the way we can demonstrate we have taken account of the sustainable development principle in setting the objectives and the actions we propose to take to meet the objectives.

For each of the improvement and wellbeing objectives we have set, we have identified the extent to which each objective contributes to the national well-being goals. It should be clear that some objectives contribute more to some of the goals than to others and that contribution may strengthen over time.



Each improvement and wellbeing objective is also supported by a statement on how we are able to demonstrate that we have taken the sustainable development principle into account.

Governance and monitoring progress

The Council's Performance Management Framework has been amended to reflect the new duties set out in the Wellbeing of Future Generations (Wales) Act 2015 whilst also ensuring arrangements continue to meet existing duties under the Local Government (Wales) Measure 2009 (reflected in the diagram on the following page):



Performance Management Framework



The Chief Executive allocates responsibility and accountability for each improvement and well-being objective to a named chief officer. These are then fed through into Business Planning arrangements which in turn inform the priorities of teams and individuals.

Arrangements to monitor the progress in meeting objectives include:

- Quarterly highlight reports prepared for each objective, which describe progress. These highlight reports will be reviewed by the Corporate Directors' Group who will act as the over-arching programme board and the reports will also be submitted to the relevant Cabinet Board and Council Scrutiny committee;
- A half year position statement which will summarise progress made and indicate any work that will need to feed through into the revised Corporate Plan that will be established by the incoming Council.
- Additionally, amendments will be made to the Council's Annual Governance Statement to describe changes to management and governance arrangements made to comply with new duties and the way in which the Council will routinely test those new arrangements to provide assurance that legal duties are being met and to inform continuous improvement activities.

Financial Planning:

The improvement and wellbeing objectives were considered at an early point in the financial planning cycle and an early decision was taken by the current Council to retain and reframe the existing priorities for the six month period 1st April 2017- 30th September 2017. The objectives provided a framework within which the Council prioritised and protected investment in the priorities it has decided to retain within a rigorous process of identifying where reductions in budgets or increases in income could be targeted to achieve a balanced budget. An extensive public and staff consultation exercise took place over the three month period to the end of



December which generated over 600 responses. The responses received from a wide range of stakeholders then shaped the final budget proposals considered and subsequently approved by Council in January 2017.

The 2017/18 budget report incorporates many service change proposals which, taken together, represent a significant change in the Council's service delivery arrangements. The Council has worked hard, with its many stakeholders to strike the right balance in its overall proposals. This has included:

- Protection for some services that enable early intervention and prevention activities that reduce demand on public services whilst promoting wellbeing;
- Protection for integrated services that have been established to deliver more joined up services for citizens;
- Protection for services that have a long term impact on sustainability; and
- Protection for key collaborative arrangements.

The areas that have been protected most are reflected in the six improvement and well-being objectives set out in this Well-being Statement. Whilst the Council has made efforts to embrace the sustainable development principle in developing its budget proposals, it is inevitable, given the scale of changes that there will be some negative impacts arising from proposals.



Other Relevant Information

As set out in the introduction to this Addendum, this document represents a short term Plan that provides a bridge between the existing Council and the Council that will be elected in May 2017. In preparing the Plan the Council has sought to comply with legal duties contained in two separate pieces of legislation. We anticipate that the incoming Council will review the improvement and well-being objectives contained within this report and the associated actions and supporting work against its own priorities and that the outcome of the deliberations of the new Council will be set out in a revised Corporate Plan and published in autumn 2017.

We welcome feedback on the information contained within this Plan via:

Email: improvement@npt.gov.uk or post: Chief Executive, Neath Port Talbot County Borough Council, Civic Centre, Port Talbot, SA13 1PJ

We also have a number of consultation/engagement events about various services which we promote in the press and on the website which you can access via the following link: <http://www.npt.gov.uk/haveyoursay>

Visit the Council's website: www.npt.gov.uk



Follow us and add your comments to the Council's Facebook page:

<https://www.facebook.com/NeathPortTalbotCBC>



Follow this report and add your Tweets on our Twitter Page: [@NPTCouncil](https://twitter.com/NPTCouncil)

This document is available in Welsh



This page is intentionally left blank