



EDUCATION, SKILLS AND CULTURE CABINET BOARD

*Immediately following the Scrutiny Committee
Thursday, 19 March 2020*

COUNCIL CHAMBER - PORT TALBOT CIVIC CENTRE

All Mobile Telephones to be Switched to Silent for the Duration of the Meeting.

1. Appointment of Chairperson
2. Declarations of Interest
3. Minutes of Previous Meeting (*Pages 3 - 12*)
4. Quarterly Performance Management Data 2019-2020 - Quarter 3 Performance (1st April 2019 - 31st December 2019) (*Pages 13 - 26*)
5. Strategic School Improvement Programme Proposal to Establish Specialist Provision For Secondary Age Pupils with Autistic Spectrum Disorder (ASD) (*Pages 27 - 58*)
6. Admission To Community Schools 2021/2022 (*Pages 59 - 94*)
7. School Term Dates 2022/2023 (*Pages 95 - 98*)
8. Local Sports Plan (To follow)
9. Urgent Items
Any urgent items (whether public or exempt) at the discretion of the Chairperson pursuant to Statutory Instrument 2001 No. 2290 (as amended).

10. Access to Meetings

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

Part 2

11. Celtic Leisure Quarter 3 Performance Review (*Pages 99 - 104*)

S.Phillips
Chief Executive

Civic Centre
Port Talbot

12 March 2020

Education, Skills and Culture Cabinet Board Members:

Councillors: A.R.Lockyer and P.A.Rees

Notes:

- (1) *If any Cabinet Board Member is unable to attend, any other Cabinet Member may substitute as a voting Member on the Committee. Members are asked to make these arrangements direct and then to advise Democratic Services staff.*
- (2) *The views of the earlier Scrutiny Committee are to be taken into account in arriving at decisions (pre decision scrutiny process). The Chairperson and Vice Chairperson of the relevant Scrutiny Committee will be invited to be present at this meeting.*

EXECUTIVE DECISION RECORD

18 DECEMBER 2019

EDUCATION, SKILLS AND CULTURE CABINET BOARD

Cabinet Members:

Councillors: A.R.Lockyer and P.A.Rees (Chairperson)

Officers in Attendance:

A.Thomas, I.Guy, P.Walker, W.John, P. Doyle, C.L.Davies, C.Plowman and J.Woodman-Ralph

Invitees:

Councillors: S.Reynolds (Scrutiny Chairperson)
R.Mizen (Scrutiny Vice Chairperson)

1. **APPOINTMENT OF CHAIRPERSON**

Agreed that Councillor P.A.Rees be appointed Chairperson for the meeting.

2. **DECLARATIONS OF INTEREST**

The following Members made a declaration of interest at the commencement of the meeting.

Councillor P.A.Rees	Re: Admission to Community School 2021/22, as he has grandchildren attending schools in Neath Port Talbot and confirmed his dispensation to speak and vote.
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Councillor A.R.Lockyer Re: Admission to Community School 2021/22, as he has grandchildren attending schools in Neath Port Talbot and confirmed his dispensation to speak and vote.

3. **FORWARD WORK PROGRAMME 18/19**

Decision:

That the Forward Work Programme for 2019/20 be noted.

4. **QUARTERLY PERFORMANCE MANAGEMENT DATA 2019-2020 - QUARTER 2 PERFORMANCE (1ST APRIL 2019- 30TH SEPTEMBER 2019)**

Decision:

That the report be noted.

5. **ADMISSION TO COMMUNITY SCHOOLS 2021/2022**

Decision:

That the Community Schools Admissions Policy for 2021/2022 be approved for consultation as detailed in Appendix A to the circulated report.

Reason for Decision:

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

Implementation of Decision

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

Consultation

The council, as local authority is required to consult each year on the admission arrangements for those schools for which it is the admission

authority, as identified in the requirements of consultation set out in the Welsh Government's School Admissions Code.

Admission to voluntary aided (i.e. Faith Schools) is the responsibility of the respective governing bodies.

6. **LIBRARIES REVIEW**

Decisions:

1. That delegated authority be given to the Head of Transformation to transfer the Library Headquarters to the former Ynysmaerdy School on a date to be agreed with the Head of Transformation and Head of Property and Regeneration.
2. That the former Library Headquarters be declared surplus to the requirements of the Education Directorate and that responsibility for the same pass to the Head of Property and Regeneration.
3. That Officers undertake a feasibility study into the relocation of the Neath Library to the proposed new development in Neath Town Centre and a report be brought back to Members for approval should it prove acceptable.
4. That delegated authority be given to the Head of Transformation to sell two mobile library vehicles and replace the same with one small vehicles.
5. That delegated authority be given to the Head of Transformation to purchase a new van for the Home Delivery Service.
6. That delegated authority be given to the Head of Transformation to amend the opening hours of the Branch Library Network to the hours identified in Appendix 3 for a period of three months.
7. That following the conclusion of this three months period the Head of Transformation in consultation with the appropriate Cabinet Member be granted delegated authority to implement the changes to the opening hours of the Branch Network on a permanent basis.

Reason for Decisions:

To ensure that the Library Service continues to deliver a relevant, cost effective and sustainable service for the people of Neath Port Talbot over the next five years.

Implementation of Decisions:

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

7. **WELSH PUBLIC LIBRARY STANDARDS REPORT**

Decisions:

1. That the contents of the Annual Report be noted.
2. That approval be granted for the Annual Report to be forwarded to Welsh Government.

Reasons for Decisions:

To enable the council to comply with its statutory duty of providing a library service in Neath Port Talbot.

Implementation of Decisions:

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

8. **STRATEGIC SCHOOL IMPROVEMENT PROGRAMME - PROPOSAL TO ESTABLISH SPECIALIST PROVISION FOR SECONDARY AGE PUPILS WITH AUTISTIC SPECTRUM DISORDER (ASD)**

Decisions:

1. That having given due regard to the responses to the consultation, and the integrated impact and risk assessments, approval be granted in line with Section 48 of the School Standards and Organisation (Wales) Act 2013 to publish the statutory notice of the proposal to establish specialist provision for secondary age pupils with Autistic Spectrum Disorder at Dwr y Felin Comprehensive School.

2. That the notice of the proposal be published on 7 January 2020 which would allow 28 days for receipt of objections.
3. That the date of implementation be the 20 April 2020.

Reason for Decisions:

To enable the council to comply with the formal publication requirements imposed on the council by the School Organisation Code and associated legislation. A draft Statutory Notice is attached as appendix D to the circulated report. 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 Decisions:

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

9. **ACCESS TO MEETINGS**

Decision:

That pursuant to Regulation 4 (3) and (5) of Statutory Instrument 2001 No. 2290, the public be excluded for the following items of business which involved the likely disclosure of exempt information as defined in Paragraphs 14 of Part 4 of Schedule 12A to the Local Government Act 1972.

10. **CELTIC LEISURE SIX MONTHLY PERFORMANCE REVIEW 2019 - 2020**

Members received a verbal update from the Chair of the Leisure and Culture Sub Committee on the recent presentation from Celtic Leisure Performance 2019-20 including the six monthly review.

Decision:

That the report be noted.

11. **CELTIC LEISURE PERFORMANCE REVIEW 2019 - 20**

Decision:

That the report be noted.

CHAIRPERSON

EXECUTIVE DECISION RECORD

23 JANUARY 2020

EDUCATION, SKILLS AND CULTURE CABINET BOARD

Cabinet Members:

Councillors: A.R.Lockyer and P.A.Rees (Chairperson)

Officers in Attendance:

A.Thomas, J.Burge, C.Plowman, C.Davies and J.Woodman-Ralph

Invitees:

Councillors: S.Reynolds (Scrutiny Chairperson)
R.Mizen (Scrutiny Vice Chairperson)

1. **APPOINTMENT OF CHAIRPERSON**

Agreed that Councillor P.A.Rees be appointed Chairperson for the meeting.

2. **DECLARATIONS OF INTEREST**

The following members made declarations of interest at the commencement of the meeting.

Councillor P.A.Rees Re: School Attendance Report, as he is a school governor at Cefn Saeson Comprehensive School and Crynallt Primary School and confirmed his dispensation to speak and vote.

Re: School Attendance Report, as he has grandchildren who attend school in Neath Port Talbot.

Councillor A.R.Lockyer Re: School Attendance Report, as he is Chair of Governors at Gnoll Primary School and School Governor at Ysgol Gymraeg Castell-nedd and confirmed his dispensation to vote and speak.

Re: School Attendance Report, as he has grandchildren who attend school in Neath Port Talbot and a relative is Head of Music in Dwr-y-Felin Comprehensive School.

3. **FORWARD WORK PROGRAMME 18/19**

That the Forward Work Programme for 2019/2020 be noted.

4. **YOUTH SERVICE UPDATE**

Decision:

That the report be noted.

5. **SCHOOL ATTENDANCE REPORT**

Discussion took place on the impact that the recent virus has had on attendance within the borough but acknowledged the excellent work of school cleaning staff in maintaining a healthy environment within schools which resulted in them remaining open during the outbreak.

Decision:

That the report be noted.

6. **MARGAM COUNTRY PARK BUSINESS PLAN PROGRESS REPORT**

Decision:

That the report be noted.

7. **LONGLANDS LANE PLAYING FIELDS AND CHANGING ROOMS**

Decision:

That the playing fields and changing rooms at Longlands Lane, Margam, Port Talbot. SA13 2NR be declared surplus to the ongoing strategic and operational requirements of the Education, Leisure and Lifelong Learning Service.

Reason for Decision:

The playing fields and changing rooms are non-operational and therefore surplus to the ongoing strategic needs of the Education, Leisure and Lifelong Learning Service.

Implementation of Decision:

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

CHAIRPERSON

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Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

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

Education, Skills and Culture Cabinet Board / Bwrdd Cabinet Addysg, Sgiliau a Diwylliant

19 March 2020

Report of the Head of Participation / Adroddiad y Pennaeth Cyfranogiad

Chris Millis

Matter for Monitoring

Wards Affected: All Wards

Report Title

Quarterly Performance Management Data 2019-2020 –
Quarter 3 Performance (1st April 2019– 31st December 2019)

Purpose of the Report:

To provide members with quarter 3 performance management data, complaints and compliments for the period 1st April 2019 to 31st December 2019 for Education, Leisure and Lifelong Learning Directorate. This will enable the ESC Cabinet Board to discharge their functions in relation to performance management.

Executive Summary:

The report provides education results and assessments at KS4. Attendance and exclusion data over the secondary and primary sectors. Data relating to the Statutory Assessment Process, the Youth Service and childcare. Data relating to the Library Service concerning the number of visitors and a summary of the number of people participating in a sporting activity at the council facilities.

Background:

Members are presented with a full suite of Education, Leisure and Lifelong Learning KPI's (Corporate Plan and Local KPI's). A list of quarter 3 key performance KPI's with progress comments on each indicator are attached as appendix 1.

KPI status:

- GREEN (green traffic light) - KPI's that have improved on or achieved target
- AMBER (amber traffic light) - KPI's that have not achieved target but performance is within 5%
- RED (red traffic light) - KPI's that are 5% or more below target

Where available, appendix 1 provides performance data for quarter 3 performance for 2016/17, 2017/18 & 2018/19. The target provided is for the corresponding period.

Appendix 2 provides quarter 3 information for Compliments and Complaints data, collected in line with the Council's Comments, Compliments & Complaints Policy for Cabinet.

Financial Impacts:

The performance described in the report is being delivered against a challenging financial backdrop and reduced budget.

Integrated Impact Assessment:

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

Valleys Communities Impacts:

No implications.

Workforce Impacts:

The Council's workforce continues to contract as financial resources continue to reduce. In recognition of the scale of change affecting the workforce, a new Corporate Workforce Plan has been developed to support the workforce to adapt to the changes that are taking place.

Legal Impacts:

This Report is prepared under:

The Local Government (Wales) Measure 2009 and discharges the Council's duties to "make arrangements to secure continuous improvement in the exercise of its functions".

The Well-being of Future Generations (Wales) Act 2015

The Neath Port Talbot County Borough Council Constitution requires each cabinet committee to monitor quarterly budgets and performance in securing continuous improvement of all the functions within its purview.

Risk Management Impacts:

Failure to provide a suitable monitoring report within the timescales could lead to non-compliance with our Constitution. Also, failure to have robust performance monitoring arrangements in place could result in poor performance going undetected.

Consultation:

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

Recommendations:

Members monitor performance contained within this report.

Reasons for Proposed Decision:

Matter for monitoring. No decision required.

Implementation of Decision:

Matter for monitoring. No decision required.

Appendices:

Appendix 1: Key Performance Management Data - Quarterly.

Appendix 2: Compliments and Complaints Data

List of Background Papers:

The Neath Port Talbot Corporate Improvement Plan - 2019-2022

Monitoring forms/spreadsheets

Welsh Government Statistical Releases

Officer Contact:

Neal Place, Performance Management Officer.

E-mail n.place@npt.gov.uk. Tel. 01639 763619



Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

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Performance Indicators

Neath Port Talbot Council

Appendix 1 - Education, Skills and Culture Cabinet Board - Key Performance Indicators -Quarter 3 - 2019/20



Print Date: 17-Feb-2020

How will we know we are making a difference (01/04/2019 to 31/12/2019)?

PI Title	Actual 17/18	Actual 18/19	Actual 19/20	Target 19/20	Perf. RAG
1 Well-being Objective 1 - To improve the well-being of children and young people					
CP/002 - Number of full day childcare places provided	2282.00	2194.00	2327.00	2400.00	 Amber
The number of registered places has increased since quarter 2. During quarter 3 the number initially increased to 2,357, however the de-registration of some childminders during the period saw the numbers reduce down to 2,327 towards the end of quarter 3. We are continuing to promote available childminder courses in order to recruit to the sector.					
CP/005 - PAM/007 - Percentage of pupil attendance in primary schools	94.69	94.14	94.02	95.00	 Amber
211,339 missed half day sessions of 3,534,525 in Academic Year 2018-19 compared to 204,413 missed half day sessions of 3,490,918 in Academic Year 2017-18. There were a number of factors that affected attendance during the year including: a higher than average amount of recorded illness amongst pupils in a number of schools. There was also a notable rise in the number of unauthorised holidays being taken during term-time since the Isle of Wight prosecution case that received significant attention by the national media. This was particularly prominent at the start and end of the school year. The Education Welfare Service continues to work closely with schools and parents to identify the root cause of persistent absences with the aim of providing intervention and support when and where needed. A new Education Welfare Officer (EWO) was appointed last year with the sole focus of working with those pupils classified as persistent absentees. Regular meetings are scheduled between Education Welfare Officers and key school staff to discuss individual pupil cases and provide advice, support and to determine appropriate course of actions. All Wales data for 2018/19 (2017/18 academic year) is 94.6%. Neath Port Talbot Council ranked 20th across Wales.					
CP/006 - PAM/008 - Percentage of pupil attendance in secondary schools	93.64	93.48	93.46	94.50	 Amber
156,205 missed half day sessions of 2,390,235 in Academic Year 2018-19 compared to 151,041 missed half day sessions of 2,316,937 in Academic Year 2017-18. There were a number of factors that affected attendance during the year including: a higher than average amount of recorded illness amongst pupils in a number of schools. There was also a notable rise in the number of unauthorised holidays being taken during term-time since the Isle of Wight prosecution case that received significant attention by the national media. This was particularly prominent at the start and end of the school year. The Education Welfare Service continues to work closely with schools and parents to identify the root cause of persistent absences with the aim of providing intervention and support when and where needed. A new Education Welfare Officer (EWO) was appointed last year with the sole focus of working with those pupils classified as persistent absentees. Regular meetings are scheduled between Education Welfare Officers and key school staff to discuss individual pupil cases and provide advice, support and to determine appropriate course of actions. All Wales data for 2018/19 (2017/18 academic year) is 93.9%. Neath Port Talbot Council ranked 16th across Wales.					
CP/007 - PAM/033 - Percentage of pupils assessed in Welsh at the end of Foundation phase	16.16	15.78	16.63	16.70	 Amber
The percentage of pupils assessed in Welsh at the end of Foundation phase has risen from 15.78% (254 of 1610 pupils) for 2017/18 academic year to 16.63% (258 of 1551 pupils) for 2018/19 academic year. This is slightly lower than the target of 16.7% but within the 5%. This is an objective in the Welsh in Education Strategic Plan (WESP) and links with Objective 1 which is: More seven-year-old children being taught through the medium of Welsh.					

PI Title	Actual 17/18	Actual 18/19	Actual 19/20	Target 19/20	Perf. RAG
CP/008 - PAM/034 - Percentage of year 11 pupils studying Welsh first language		12.85	11.40	11.50	 Amber
For Academic Year 2018-19, there were 166 pupils studying Welsh first language from a cohort of 1,456 pupils compared to 191 from a cohort of 1,486 for 2017-18. This fall can be attributed to an unusually small cohort studying Welsh for 2018-19. This figure is set to rise continuously for the next 4 years. Data reported from 2018-19.					
CP/014 - Percentage of 11 - 19 year olds in contact with the Youth Service (measured cumulatively over the financial year - quarterly)	37.30	27.71	27.97	39.00	 Red
4,129 of 14,762 in Quarter 3 2019/20 compared to 3,992 of 14,406 in Quarter 3 2018/19. Whilst quarter 3 performance is lower than target it is an improvement on last years quarter 3 figure and above the Welsh average percentage (25%) of young people engaging with youth services.					
CP/108- PAM/032 - Capped 9 score		341.00	342.09	343.00	 Amber
The indicator calculations changed in 2019 with performance falling slightly short of target due in part to first entry (only first sitting of exam counts) being used for the first time in 2019 and changes to some discounting rules resulting in points not being included. All Wales data for 2018/19 (2017/18 academic year) is 349. Neath Port Talbot Council ranked 14th across Wales. Data reported from 2018/19.					
ELLL - EDU/015a - The percentage of final statements of special education needs issued within 26 weeks including exceptions. (measured over the calendar year - quarterly)	39.85	58.82	63.70	58.00	 Green
63.70%- 93 statements of SEN, including exceptions, were issued within the 26 week timescale out of a possible 126. This measure continues to show progress.					
ELLL - EDU/015b - The percentage of final statements of special education needs issued within 26 weeks excluding exceptions. (measured over the calendar year - quarterly)	98.15	98.04	100.00	100.00	 Green
100% of final statements of SEN (93 of 93), excluding exceptions, were issued within 26 weeks. This continues to demonstrate that internal processes within ALNSS are effective.					
ELLL - PI/444 - Percentage of Year 11 pupils achieving 5 GCSEs at grades A*-C, or equivalent, including English or Welsh first language and Maths	51.41	52.02	45.81	57.00	 Red
667 pupils achieved this indicator from a cohort of 1456 pupils - Performance declined in 2019 resulting in the target not being met. The change to examination first entry instead of best result in 2019 was largely responsible.					
2 Well-being Objective 2 - To improve the Well-being of all adults who live in the county borough					

PI Title	Actual 17/18	Actual 18/19	Actual 19/20	Target 19/20	Perf. RAG
CP/024 - Communities for work - Number of people helped back to work, training or volunteering	227.00	210.00	145.00	215.00	 Red
<p>Please note that the figures are only for leavers from the programme, they do not include participants that have achieved qualifications or undertaken voluntary placements but have not yet left the programme.</p> <p>Positive outcomes for those participants who have left the programme can include:</p> <ul style="list-style-type: none"> - leaving for employment; - leaving with qualifications; - undertaking a voluntary placement; - entering into full time education. 					
CP/111 -Communities for Work Plus - Number of people helped back to work, training or volunteering			333.00	278.00	 Green
<p>This is a new indicator for 2019/20, no comparable data.</p> <p>Once again, this quarter has proven to be a busy one for the mentors, with high volume of customers requiring support to gain employment or training.</p>					
Well-being Objective 3 - To develop the local economy and environment so that the well-being of people can be improved					
CP/072 - Number of visits to our theatres	191938.00	184465.00	217161.00	180000.00	 Green
<p>Both of the Theatres continue to grow their audiences with a 17% rise in visitor numbers compared to quarter 3 in 2018/19. The Princess Royal Theatre continues to build on its reputation as a venue for both TV Comedians and also as a music venue. Pontardawe Arts Centre has reviewed its programming policy, to ensure their offer is more commercial and secures increased footfall.</p>					
CP/073 - PAM/040 - Percentage of quality Indicators achieved by the Library Service	65.00	75.00		65.00	 NA
Data available November 2020					
CP/074 - PAM/017 - Number of visits to leisure centres per 1,000 population	5469.82	5715.05	5787.94	5800.00	 Amber
<p>There has been a rise in visitor numbers to leisure centres per 1,000 population compared to the figures for 2018/19 for quarter 3.</p> <p>The target for 2019-20 was set based on the incorrect 2018/19 figures so will be revised for 2020/2021.</p> <p>All Wales data for 2018/19 is 9,258. Neath Port Talbot Council ranked 17th across Wales.</p>					
ELLL - LCL001 - The number of visits to public libraries during the year, per 1,000 population (measured cumulatively over the financial year - quarterly)	4089.15	3998.57	3971.94	4000.00	 Amber

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 20
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PI Title	Actual 17/18	Actual 18/19	Actual 19/20	Target 19/20	Perf. RAG
Overall the number of visitors to the library and the service's website was down 0.1% of last year. However, physical visits to libraries have increased by 1.3%.					

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Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

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Performance Indicators

Neath Port Talbot Council

Appendix 1 - Leisure and Culture – Key Performance Indicators - Quarter 3 - 2019/20



Print Date: 17-Feb-2020

How will we know we are making a difference (01/04/2019 to 31/12/2019)?

PI Title	Actual 17/18	Actual 18/19	Actual 19/20	Target 19/20	Perf. RAG
3 Well-being Objective 3 - To develop the local economy and environment so that the well-being of people can be improved					
CP/072 - Number of visits to our theatres	191938.00	184465.00	217161.00	180000.00	 Green
Both of the Theatres continue to grow their audiences with a 17% rise in visitor numbers compared to quarter 3 in 2018/19. The Princess Royal Theatre continues to build on its reputation as a venue for both TV Comedians and also as a music venue. Pontardawe Arts Centre has reviewed its programming policy, to ensure their offer is more commercial and secures increased footfall.					
CP/073 - PAM/040 - Percentage of quality Indicators achieved by the Library Service	65.00	75.00		65.00	 NA
Data available November 2020					
CP/074 - PAM/017 - Number of visits to leisure centres per 1,000 population	5469.82	5715.05	5787.94	5800.00	 Amber
There has been a rise in visitor numbers to leisure centres per 1,000 population compared to the figures for 2018/19 for quarter 3. The target for 2019-20 was set based on the incorrect 2018/19 figures so will be revised for 2020/2021. All Wales data for 2018/19 is 9,258. Neath Port Talbot Council ranked 17th across Wales.					
ELLL - LCL001 - The number of visits to public libraries during the year, per 1,000 population (measured cumulatively over the financial year - quarterly)	4089.15	3998.57	3971.94	4000.00	 Amber
Overall the number of visitors to the library and the service's website was down 0.1% of last year. However, physical visits to libraries have increased by 1.3%.					



Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

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Performance Indicators

Neath Port Talbot Council

Appendix 2 - Education, Leisure and Lifelong Learning - Compliments & Complaints - Quarter 3 - 2019/20



Print Date: 17-Feb-2020

How will we know we are making a difference (01/04/2019 to 31/12/2019)?

PI Title	Actual 17/18	Actual 18/19	Actual 19/20	Target 19/20	Perf. RAG
Organisation					
PI/256 - Education, Leisure & Lifelong Learning Directorate-- % of complaints at stage 1 that were upheld	0.00	0.00	0.00		
There have been three stage 1 complaints so far this year. One for the Theatres, Library Service and Childcare Service. All three complaints were not upheld.					
PI/257 -Education, Leisure & Lifelong Learning Directorate - % of complaints at stage 2 that were upheld/partially upheld	0.00	0.00	0.00		
There has been three stage 2 complaints in Quarter 3. One concerning the Childcare Service, Cefn Coed Museum and the Theatres. All three were not upheld.					
PI/258 -Education, Leisure & Lifelong Learning Directorate - % of complaints dealt with by the Public Services Ombudsman that were upheld/partially upheld		0.00	100.00		
There has been 1 case referred to the Ombudsman this year. The case concerned a complaint raised at a school and the way the council assisted with the complaint. The complaint was partially upheld. There were no cases referred to the Ombudsman in 17/18					
PI/259 - Education, Leisure & Lifelong Learning Directorate - Number of compliments received from the public	105.00	8.00	89.00		
<p>The compliments received for Quarter 3 - 19/20 can be broken down as follows:</p> <p>64 - Wellbeing and Cynnydd team - Thanks from pupils and parents for all the help and advice received.</p> <p>1 - Cefn Coed Colliery Museum - Thanking a staff member for a wonderful day.</p> <p>5 - Additional Learning Needs Support Team - Thanking staff for the service they provided during the process.</p> <p>1 - Education Psychology - Thanking a staff member for the help they provided.</p> <p>10 – Margam Park – Overall appearance of the park, 2 concerning Luminare event, 3 good experience at the park</p> <p>1 – Education Welfare Officer – Fabulous and committed.</p> <p>5 – Margam Orangery - Wedding: Amazing day and fantastic staff, 4 smooth running and excellent service at events</p> <p>2 – Additional Learning Needs Support Team – Outstanding support, impeccable service.</p>					

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills and Culture Cabinet Board

19th March 2020

REPORT OF HEAD OF TRANSFORMATION ANDREW THOMAS

MATTER FOR DECISION

WARDS AFFECTED: All

STRATEGIC SCHOOL IMPROVEMENT PROGRAMME PROPOSAL TO ESTABLISH SPECIALIST PROVISION FOR SECONDARY AGE PUPILS WITH AUTISTIC SPECTRUM DISORDER (ASD)

Purpose of report

1. To obtain approval to implement a proposal to establish specialist provision for secondary age pupils with autistic spectrum disorder (ASD) at Dwr y Felin Comprehensive School.

Executive summary

2. The Council is responsible for ensuring suitable provision is made for pupils with special educational needs
3. Recent work on reviewing the number and type of planned places and assessment provision across Neath Port Talbot has indicated that there is a need for extra places in the areas of ASD and Social Emotional and Behavioural Difficulties (SEBD), and for those early years pupils with identified additional learning needs which require further assessment.
4. The Education, Skills and Culture Cabinet Board at its meeting of 12th September 2019 approved consultation on a proposal to

establish a specialist provision for secondary age pupils with autistic spectrum disorder (ASD) at Dwr y Felin Comprehensive School.

5. The proposal seeks to complement the specialist provision and support already available within the County Borough.
6. This proposal has been the subject of external consultation and no objections were received during the statutory publication period.
7. It is recommended that Members approve implementation of this proposal, effective from 20th April 2020.

Background

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

11. The Council provides for the pupils of Neath Port Talbot who require specialist support for their educational needs at two community special schools and at learning support/inclusion centres attached to community primary/secondary schools.
12. Currently there are 8 specialist provisions available in Neath Port Talbot mainstream secondary schools for supporting secondary age pupils with additional learning needs (ALN) including those for pupils with Autistic Spectrum Disorder (ASD), Visual Impairment (VI), Hearing Impairment (HI), Specific Learning Difficulties (SPLD), Moderate Learning Difficulties (MLD), Speech Language and Communication Difficulties (SLCD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD).
13. Recent work on reviewing the number and type of planned places and assessment provision across Neath Port Talbot has indicated that there is a need for extra places in the areas of ASD and SEBD, and for those early years pupils with identified additional learning needs which require further assessment.
14. This proposal seeks to address identified need for further provision for pupils with ASD, specifically for secondary aged pupils, with the aim of ensuring best possible outcomes for pupils.
15. Currently for primary age pupils with ASD who need specialist support or assessment, provision is made at Gnoll Primary (18 places), Maesmarchog Primary (18 places) and Waunceirch Primary (17 places). Secondary provision is available at Cwmtawe Community School (13 places), Ysgol Bae Baglan (29 places) and Ysgol Hendrefelin (16 places). The high demand at both primary and secondary level is placing pressure on current provisions which are consistently full.

The Proposal

16. It is proposed to establish a specialist provision for secondary age pupils with ASD at Dwr y Felin Comprehensive School. The facility will provide learning support for pupils with ASD for up to 16 pupils who are in receipt of a Statement of SEN.
17. The provision will be managed by the school and be under the school's governance. However, it will be a provision recognised by

the Council as reserved for pupils with ALN and pupils admitted to the provision would be in addition to the admission number of the school. Admission to the provision would be via a special admission panel of the Council and specific entry and exit criteria would apply.

18. Pupils at the proposed provision will benefit from being taught by specialist staff, experienced in working with pupils with ASD needs. There is also the possibility that mainstream pupils with ASD could also benefit from the expertise available.
19. The provision will alleviate the current pressure to address demand for places for pupils with more complex needs, avoiding potential costly out of county placements and allowing opportunities for children to access learning within their local community.
20. The proposal seeks to complement the specialist provision and support already available within the County Borough.

Impact on pupils

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

Impact on travel arrangements

23. Pupils' travel needs will be assessed in line with the Council's Home to School Transport policy. Secondary age pupils living 3 miles or more from the provision will be considered for assistance with travel costs.
24. Under the School Travel Plan requirements, all schools, together with the Council's Road Safety Team, are committed to:
 - improving road safety within the local community
 - raising awareness about travel issues
 - encouraging walking, cycling and public transport for the school journey where applicable

- encouraging independent travel where applicable
25. Dwr y Felin Comprehensive is a well-established school with established walking routes for children.
 26. It is relatively centrally located within the County Borough and is readily accessible by vehicle.

Impact on governors

27. The governing body and the school leadership team at Dwr y Felin Comprehensive School will be responsible for the day to day management of the provision, including the specialist staff who will become part of the school's staffing complement. The school budget will be funded accordingly.

Impact on special needs education provision

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

Financial Impacts

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

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

33. Provision has been made within the Department of Education, Leisure and Lifelong Learning (DELLLs) revenue budget in 2019-2020 to fund the establishment of the provision.
34. The provision will be resourced by specialist teachers and teaching assistants or key workers with the appropriate skills set.
35. 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.
36. Secondary age pupils living 3 miles or more from the provision will be considered for assistance with travel costs and as such there is likely to be an increase on transport costs as a result of this proposal. Annual transport costs are difficult to predict as this will depend on the number of children needing to be transported and on the distance they will need to travel to the provision from their home. Again provision has been made within DELLLs revenue budget in 2019-2020 to help fund any additional transport costs.
37. There are no capital receipts or recurrent costs savings directly related to this proposal other than savings from potential home education/out-of-county placement costs.

Integrated Impact Assessment

38. An integrated impact assessment has been undertaken to assist the Council in discharging its legislative duties under the Equality Act 2010, the Welsh Language Standards (No.1) Regulations 2015, the Well-being of Future Generations (Wales) Act 2015 and the Environment (Wales) Act 2016.
39. The establishment of an ASD provision for secondary aged pupils in Dwr Y Felin Comprehensive School will provide vital support and specialist teaching for pupils with ASD. It will support ALN reform and ensure that the Council is able to fulfil its legal obligations to meet the needs of pupils with ALN.
40. It will have positive impacts on age, disability, race, religion/belief, sex and sexual orientation and will assist the Council's ability to

meet the Public Sector Equality Duty. Additionally it will have a positive impact on social exclusion and poverty, and a positive impact on opportunities to use the Welsh language and in treating Welsh and English equally.

41. The Wellbeing of Future Generations has been considered and the establishment of an ASD provision directly impacts on the Council's wellbeing objective –'to improve the wellbeing of children and young people'.
42. The integrated impact assessment is included as Appendix A.

Valleys Communities Impacts

43. There are no implications on the Valley Communities as a result of this report. Potential impacts will be assessed should this proposal succeed.

Workforce impacts

44. The position of staff currently employed at Dwr y Felin Comprehensive 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.
45. Additional staff posts have been identified and these will comprise of specialist teachers and teaching assistants or key workers. The skills and expertise that these additional staff members will possess will be available to be utilised for the benefit of the wider, mainstream school communities.

Legal impacts

46. The proposal will establish 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 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, November 2018, made under Sections 38 and 39 of the Act, imposes on the Council requirements and guidelines on matters relating to school organisation. The Council's procedures are in line with legislative requirements.

47. Pupil travel arrangements will be in line with the requirements of the Learner Travel (Wales) Measure 2008; the Learner Travel Statutory Provision and Operational Guidance 2014; and the Council's Home to School Travel Policy, 2017.
48. 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.
49. The management of staff affected by the proposal will follow the relevant school policy and procedure requirements.

Risk management

50. A risk assessment has been carried out under the Council's Risk Management Policy 2015.
51. Potential risk areas in implementing the proposal include:
 - educational outcomes for pupils are not improved
 - integration at a provision is unsuccessful
 - negative response from parents of host school
 - staff with appropriate skills and expertise not available
 - increased governance and staff responsibilities
 - increased home to school travel time for some pupils leading to poor attendance
 - Welsh language development not supported
52. Failing to implement the proposal will result in a range of teaching/learning and financial benefits not being fully realised, particularly in relation to:
 - opportunities for a pupils to access specialist staff and support
 - host school indirectly benefit from specialist staff on site
 - mainstream schools benefit from increased support and training in order to improve skills and build capacity

53. The risk assessment is attached to this report as Appendix B.

Impact on community usage

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

Consultation

55. This school organisation proposal is being brought forward under the Council's Strategic School Improvement Programme. Formal consultation has been undertaken in line with the Welsh Government's School Organisation Code, November 2018.

56. A report on the outcome of consultation together with recommendations was presented to Members on 18th December 2019.

Statutory Publication

57. At the Education, Skills and Culture Cabinet Board meeting of 18th December 2019 Members noted responses to the consultation and as there were no issues raised during the consultation suggesting that the proposal should be reconsidered, Members determined to move to the statutory publication of the proposal.

58. To this effect a statutory notice was published on 7th January 2020 allowing the required 28 day period for submitting objections, which ran until 4th February 2020.

59. The statutory notice is attached to this report as Appendix C.

Objections

60. No objections were received during the objection period.

61. With no objections to the proposal and with no separate requirement for referral to the Welsh Government for approval, the

decision to implement the proposal falls to the Council's Education, Skills and Culture Cabinet Board.

62. In reaching a decision there is an expectation that Members will have familiarised themselves with the relevant documents and Cabinet Board reports relating to this proposal. These are listed below in the appendices and background papers.

Recommendation

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

- the proposal to establish specialist provision for secondary age pupils with ASD at Dwr y Felin Comprehensive School be implemented as of 20th April 2020
- 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

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

Appendices

Appendix A: Integrated Impact Assessment
Appendix B: Risk Assessment
Appendix C: Statutory Notice

List of background papers

- a) Education, Skills and Culture Cabinet Board 18th December 2019
<https://democracy.npt.gov.uk/documents/s56731/Dwr%20y%20Felin.pdf>
- b) Consultation Document
<https://www.npt.gov.uk/media/12419/dwr-y-felin-consultation-asd.pdf>
- c) Education Skills and Culture Cabinet Board 12th September 2019
<https://democracy.npt.gov.uk/ieListDocuments.aspx?CId=315&MId=8720&Ver=4>
- d) 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)
- e) Welsh Government - School Organisation Code: November 2018
<https://gov.wales/sites/default/files/publications/2018-10/school-organisation-code-second-edition.pdf>
- f) School Standards & Organisation (Wales) Act 2013
http://www.legislation.gov.uk/anaw/2013/1/pdfs/anaw_20130001_en.pdf
- g) 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
<https://gov.wales/sites/default/files/publications/2018-03/learner-travel-statutory-provision-and-operational-guidance-june-2014.pdf>
- h) Home to School Travel Policy: 2017
https://www.npt.gov.uk/media/4231/npt_home_to_school_travel_policy_2017.pdf
- i) Estyn
<https://www.estyn.gov.wales/inspection/search>

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Integrated Impact Assessment (IIA)

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

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

Version Control

Version	Author	Job title	Date
Final	RC	SSIP Programme Manager	10.3.20

1. Details of the initiative

	Title of the Initiative:
1a	Service Area: Strategic School Improvement Programme
1b	Directorate: ELLLS
1c	Summary of the initiative: Establishment of specialist provision for secondary age pupils with Autistic Spectrum Disorder (ASD) at Dwr Y Felin Comprehensive School
1d	Who will be directly affected by this initiative? Pupils, parents, staff, governors and community of Dwr Y Felin Comprehensive school; pupils with ASD, schools and parents across Neath Port Talbot
1e	When and how were people consulted? Formal consultation took place between September 23 rd and November 5 th 2019. A consultation document was published on Neath Port Talbot Council website, and sent directly to relevant consultees. Officers met with pupil representatives of Dwr Y Felin Comprehensive School and information sharing meetings were held with the school community.

1f	<p>What were the outcomes of the consultation?</p> <p>All responses received were wholly positive and supported the proposal to establish specialist provision for secondary age pupils with Autistic Spectrum Disorder (ASD) at Dwr Y Felin Comprehensive School</p>
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2. Evidence

<p>What evidence was used in assessing the initiative?</p>
<p>Information gathered during consultation and consultation responses</p> <p>Local and National data including PLASC, and Additional Learning Needs(ALN) data</p> <p>National Autistic Society research information, <i>Diverse Perspectives</i> (2014)</p>

3. Equalities

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

Protected Characteristic	+	-	+/-	Why will it have this impact?
Age	x			<p>Data indicates that there are currently 434 pupils with ASD in Neath Port Talbot, an increase of almost 47% since 2012. (PLASC Jan 2019).</p> <p>197 pupils with ASD attend secondary or middle schools, a 40% increase since 2012 (PLASC Jan 2019)</p> <p>Increasing numbers of pupils with ASD has led to pressure on current provisions and this proposal will seek to address the needs of these pupils and future pupils identified as having ASD by providing an additional provision for secondary age pupils It will increase the number of specialist places available within the county borough for pupils with ASD, ensuring greater numbers of pupils are able to access specialist support.</p> <p>Admission to the provision would be via a special admission panel of the Council and specific entry and exit criteria would apply.</p>

			<p>Pupils at the proposed provision will benefit from being taught by specialist staff, experienced in working with pupils with ASD needs.</p> <p>Consultation responses have indicated that a provision of this kind is welcomed by pupils, parents, health and education professionals and schools.</p> <p>The provision will impact on secondary aged pupils of Dwr y Felin Comprehensive School as pupils admitted to the provision will become part of the school roll, taking a full part in the life and activities of the school as appropriate. Consultation responses indicate that pupils, staff and Governors welcome this provision and feel it will enhance an already inclusive school.</p> <p>It is also envisaged that the provision will be able to provide support and training for other mainstream primary schools across Neath Port Talbot, building skills, competencies, expertise and capacity of all staff working with children with ASD.</p> <p>The establishment of the ASD provision in Dwr y Felin Comprehensive school is therefore likely to have a positive impact on pupils aged 11-16.</p>
Disability	x		<p>The Council's arrangements for education across the county borough include those children and young people with a disability. The proposed provision will specifically provide education for pupils with an additional learning need, therefore the impact on these pupils is likely to be high.</p> <p>Data indicates that there are currently 434 pupils with ASD in Neath Port Talbot, an increase of almost 47% since 2012. (PLASC Jan 2019)</p> <p>This proposal will seek to address the needs of these pupils and future pupils identified as having ASD by providing a provision designed to meet their needs.</p> <p>As a self-contained provision, the facility will not have a direct impact on the ALN provision of Dwr y Felin Comprehensive School where pupils with additional learning needs, including children with statements of special educational needs, are supported in a mainstream setting with appropriate funding for this purpose.</p> <p>However, the specialist knowledge and skills-set of the staff employed to work at the provision will be available to share with mainstream staff and, as such, will indirectly benefit ALN provision at the school.</p> <p>It is also envisaged that the provision will be able to provide support and training for other mainstream primary schools across Neath Port Talbot, building skills, competencies, expertise and capacity of all staff working with children with ASD.</p>

			<p>This proposal therefore will have a positive impact on pupils with ASD not just within the provision but in Dwr Y Felin Comprehensive school mainstream classes and in other schools across Neath Port Talbot where support and training is accessed by staff.</p> <p>The new facility will be fully compliant in terms of requirements for disabled users. This will potentially have a positive impact on pupils as yet unknown who may have an additional disability.</p> <p>During consultation pupils at Dwr Y Felin Comprehensive raised concerns regarding noise for learners in the provision, due to the proposed location below the music classrooms. It was recognised that some ASD pupils will be more affected by noise than others and this may disadvantage them. This has been noted and extra care will be taken to ensure that this is considered when planning and developing the building works.</p> <p>The Council is required to have regard for the needs of disabled learners and learners with learning difficulties when assessing transport needs.</p> <p>Transport decisions made on Additional Learning Needs (ALN) grounds form part of the Children and Young People service's arrangements for children with additional learning needs. The Council will make suitable arrangements for learners with special needs to attend school including arrangements, as necessary, for home to school travel. An assessment of a learner's level of travel need will inform the type/level of transport that may need to be provided. The entitlement will be reviewed on an annual basis. (Home to School Travel Policy Neath Port Talbot Council 2017)</p> <p>The establishment of an ASD provision in Dwr y Felin Comprehensive school will have a positive impact on disability.</p>
Gender reassignment		x	This is not a criterion that will be impacted upon by this proposal
Marriage & civil partnership		x	This is not a criterion that will be impacted upon by this proposal
Pregnancy and maternity		x	This is not a criterion that will be impacted upon by this proposal
Race	x		PLASC 2019 data indicates that 96% of the pupil population with a statement of special educational need (SEN) identify as White British and just 6% of pupils with a statement for ASD are Black, Asian or minority ethnic (BAME).

			<p>In 2014 the National Autistic Society published a report entitled <i>Diverse Perspectives</i> which detailed research undertaken on the experiences of BAME families with children with ASD. It concluded that difficulties were primarily related to their child's autism, not their ethnicity, however many also faced additional challenges that appear to reflect shared experiences within BAME communities. These include:</p> <ul style="list-style-type: none"> -Challenges getting a diagnosis: -Barriers to accessing support services -Communication problems with professionals -Awareness and understanding of autism within communities -Denial and isolation, alongside feelings of blame and shame: many said that these issues could lead to parents, carers and siblings missing out on support and becoming socially isolated. <p>Admission to the provision would be via a special admission panel of the Council and specific entry and exit criteria would apply. Pupils of any race would be eligible for admission to the provision, and once admitted pupils would have equal opportunities to access the support available. The proposal would therefore have a potentially positive impact on this group, by enabling families to have better access to support and services.</p>
Religion or belief	x		<p>Pupils and staff of any religion or belief would be eligible for admission to the provision and the Council's educational arrangements will meet the needs of pupils or staff members of different religions or with different beliefs.</p> <p>Research (<i>Diverse Perspectives</i>, 2014) has shown that some ASD pupils from BAME can be disadvantaged due to their culture with some participants emphasising that their faith gave them strength, while others reporting a lack of support from faith groups and at places of worship.</p> <p>This proposal would seek to improve opportunities for pupils with ASD as specialist staff appointed will be able to better understand and support pupils and families, who may be experiencing particular difficulties due to religion or belief.</p>
Sex	x		<p>Current data (Plasc Jan 2019) indicates 242 pupils with a statement for ASD, of which 198 are boys and 44 are girls. This would suggest that the proposed provision may have greater numbers of male than female pupils attending.</p>

			<p>Studies have shown that behavioural characteristics of ASD females can vary greatly compared to those of autistic males. In general, ASD girls are often isolated or have fewer friends than other girls in their peer group, particularly in their teenage years, and can struggle more than usual with adolescence. This can lead to depression and anxiety. Due to greater numbers of boys than girls in need of support this could mean that girls accessing the provision are in a minority, and so could increase feelings of isolation and anxiety.</p> <p>As the proposal aims to establish an ASD provision in a mainstream school it should provide greater opportunities for female ASD pupils to socialise and make friends with pupils attending mainstream classes, thus ensuring that friendship groups become larger than just the pupils attending the provision. Due to the support available from the experienced staff planned for the provision, and the fact that Dwr y Felin Comprehensive is recognised to be an inclusive and caring school community where children and young people with differing needs and abilities are all supported to thrive, this is likely to have a positive impact on female pupils attending the provision.</p> <p>The benefits of the provision being based in a mainstream, inclusive school is also likely to benefit male pupils, ensuring that their peer groups are also extended beyond those pupils attending the provision.</p>
Sexual orientation	x		<p>Research demonstrates an increased prevalence of autistic children and young people who are gender questioning. This proposal could have a positive impact by ensuring support can be accessed for those pupils who need it from the specialist staff employed in the provision, who will already know the pupils well and be better placed to advise and support them.</p>

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

- Implementing the proposal and establishing an ASD provision for secondary aged pupils in Dwr y Felin Comprehensive school will ensure that the positive impacts on the protected characteristics identified are realised
- Recruitment of specialist and experienced staff will be essential with extra training provided as necessary

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

Public Sector Equality Duty (PSED)	+	-	+/-	Why will it have this impact?
To eliminate discrimination, harassment and victimisation	x			Pupils with an additional learning need could be at risk of discrimination, harassment and victimisation by others. The establishment of an ASD provision at Dwr y Felin Comprehensive school will not only support pupils attending but will also aim to raise awareness with mainstream pupils and staff about ASD, promoting greater acceptance and understanding and eliminating discrimination, harassment and victimisation
To advance equality of opportunity between different groups	x			<p>The establishment of the provision at Dwr y Felin Comprehensive school would address the increased numbers of pupils aged 11-16 who have a statement of ASD needing specialist support. These pupils would therefore benefit most from this provision. Admission to the provision would be via a special admission panel of the Council and specific entry and exit criteria would apply. All pupils with a statement of ASD would be eligible for admission to the provision from any of the protected groups.</p> <p>As the provision is being established in a mainstream school it is expected that pupils who attend the provision will also have the opportunity to experience and take part in a wide range of activities open to all pupils, thus providing greater equality of opportunity.</p>
To foster good relations between different groups	X			Raising awareness and promoting greater understanding of ASD pupils will help to foster good relationships between pupils attending the mainstream school and those attending the provision. Work undertaken with other mainstream schools by staff employed at the provision will also help to promote understanding and awareness of ASD and foster good relationships.

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

- Implementing the proposal and establishing an ASD provision for secondary aged pupils in Dwr y Felin Comprehensive school will ensure that the positive impacts identified are realised
- Dwr y Felin Comprehensive school staff will raise awareness of the purpose of the provision , and staff and pupils will support pupils in the provision with integration and further promote inclusion throughout the school
- Outreach work with other mainstream school will be undertaken following the establishment of the provision to further promote awareness of ASD

4. Community Cohesion/Social Exclusion/Poverty

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

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

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

5. Welsh

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

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

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

6. Biodiversity

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

Biodiversity Duty	+	-	+/-	Why will it have this impact?
To maintain and enhance biodiversity			x	The establishment of an ASD provision in disused rooms at Dwr y Felin will have no adverse impact on biodiversity or Ecosystem resilience.
To promote the resilience of ecosystems, i.e. supporting protection of the wider environment, such as air quality, flood alleviation, etc.			x	

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

7. Well-being of Future Generations

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

Ways of Working	Details
i. Long term – looking at least 10 years (and up to 25 years) ahead	Data indicates that the number of pupils with ASD who require support is increasing. This provision will support the Councils wellbeing objective 1 – ‘to improve the wellbeing of children and young people’ through establishing a specialist provision to support pupils currently identified as well as those who will be identified in the future.

	<p>The cost of providing education outside the County Borough for pupils with specialist needs is high, and can amount to circa. £80k per pupil per year. This annually presents a significant demand on the Council's education budget. Meeting the special needs education of pupils in local settings, i.e. within the County Borough, avoids having to secure expensive out-of-county provision, at the present time and in the future</p>
<p>ii. Prevention – preventing problems occurring or getting worse</p>	<p>By establishing a specialist provision the Council will be providing support and specialist teaching for children and young people with ASD in Neath Port Talbot. This will avoid costly out of county placements thus reducing the demand on the Council's education budget. It will help to prevent absenteeism and possibly exclusion rates as pupils will be educated in a setting that meets their needs which should improve their wellbeing and desire to attend school. It will also ensure that pupils are able to access the support they need to make progress, ensuring that they are able to gain qualifications and life skills for the future.</p>
<p>iii. Collaboration – working with other services internal or external</p>	<p>A range of Council services are involved in establishing the provision should the proposal be approved, including Support for Learning, Education Development Service, Environment Department, Access Managed Services and Transport Services</p>
<p>iv. Involvement – involving people, ensuring they reflect the diversity of the population</p>	<p>The formal consultation process sought the views of the following groups Dwr y Felin Comprehensive School: Pupils, Parents/carers, Staff, Governing Body, Wider School Community All other NPT schools NPT Elected Members Neath Town Council NAASH (Secondary Schools Forum) LLAN (Primary Schools Forum) Bordering authorities – Swansea/ Bridgend/ Carmarthenshire/ Powys/ RCT WG Schools Management Division Diocesan Directors of Education- Diocese of Menevia, Swansea, Diocese of Llandaff, Vale of Glamorgan MP (for Aberafan)–Stephen Kinnock, MP (for Neath) – Christina Rees AM (for Aberafan) – David Rees AM (for Neath) – Jeremy Miles Trade Unions Regional Assembly Members</p>

	Estyn Local Members Regional Education Consortium (ERW) Children and Young Person Partnership (inc. Early Years Development and Childcare) NPTCBC Integrated Transport Unit Police and Crime Commissioner Communities First Partnership NPTC Group NPTCBC Officers SEN Partners
v. Integration – making connections to maximise contribution to:	The proposal to establish an ASD provision in Dwr y Felin Comprehensive school has a positive contribution to the Council's well-being objectives as it aims to ensure that pupils with ASD are supported and are able to make progress
Council's well-being objectives	To improve the wellbeing of children and young people
Other public bodies objectives	Promote wellbeing through and in the workplace

8. Monitoring Arrangements

Provide information on the monitoring arrangements to:

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

Having considered the views expressed by interested parties, the Council has determined to proceed with its plan and subsequently published a statutory proposal on 7th January 2020 for a period of 28 days, known as the 'objection period', allowing for further written responses. No objections were received during this time.

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

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

9. Assessment Conclusions

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

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

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Overall Conclusion

Please indicate the conclusion reached:

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

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

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

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

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

10. Actions

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

Action	Who will be responsible for seeing it is done?	When will it be done by?	How will we know we have achieved our objective?
Recruitment of staff	Inclusion services and Dwr y Felin Comprehensive School	By April 2020	Suitably qualified and experienced staff appointed
Building works undertaken	SSIP/Environment	By summer 2020	Work completed and ready for occupation

11. Sign off

	Name	Position	Signature	Date
Completed by	Rhiannon Crowhurst	SSIP Programme Manager		10.3.20
Signed off by	Andrew Thomas	Head of Service/Director		10.3.20

Risk Assessment

PROPOSAL TO ESTABLISH SPECIALIST PROVISION FOR SECONDARY AGE PUPILS WITH AUTISTIC SPECTRUM DISORDER

Context

1. This risk assessment has been carried out in line with the Council's Risk Management Policy 2018
2. Implementing the proposal will result in the establishment of a provision recognized by the council as reserved for pupils with ALN and pupils admitted to the provision would be in addition to the admission number of the school. Admission to the provision would be via a special admission panel of the council and all placement decisions will be predicated on the expectation that schools have exhausted their own resources in meeting the needs of these pupils.

The reasons for the proposal

3. It is proposed to establish a specialist provision for secondary age pupils with Autistic Spectrum Disorder (ASD) at Dwr y Felin Comprehensive School.
4. The facility will provide learning support for pupils with ASD for up to 16 pupils who are in receipt of a Statement of SEN.
5. The provision will be managed by the school and be under the school's governance. However it will be a provision recognised by the Council as reserved for pupils with ALN and pupils admitted to the provision would be in addition to the admission number of the school. Admission to the provision would be via a special admission panel of the Council and specific entry and exit criteria would apply.
6. Pupils at the proposed provision will benefit from being taught by specialist staff, experienced in working with pupils with ASD needs. There is also the possibility that mainstream pupils with ASD could also benefit from the expertise available.
7. The provision will alleviate the current pressure to address demand for places for pupils with more complex needs, avoiding potential costly out of county placements and allowing opportunities for children to access learning within their local community.
8. The proposal seeks to complement the specialist provision and support already available within the County Borough.

Risks associated with the proposal

9. The potential risks associated with Page 50 support could threaten the Council's

ability to successfully achieve its strategic goals and objectives

10. Potential risk areas in implementing the proposal include:

- educational outcomes for pupils are not improved
- integration at a provision is unsuccessful
- negative response from parents of host schools
- staff with appropriate skills and expertise not available
- increased governance and staff responsibilities
- increased home to school travel time for some pupils leading to poor attendance
- Welsh language development not supported

11. 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
- host schools indirectly benefit from specialist staff on site
- mainstream schools benefit from increased support and training in order to improve skills and build capacity

Risk assessment

12. The proposal is supported by the inclusive approach to education at Dwr y Felin Comprehensive School and the goodwill towards hosting an SEN facility. Combined with the specialist skills and expertise of the staff to be appointed to work at the provision and the targeted planned actions, identified risks can be suitably mitigated.

Risk Assessment

No	Risk description	L'hood score	Impact score	Overall Risk	Prox'ty*	Planned action to mitigate	Target Date	Owner	Update	Trend Up Down No change
1	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	July 2021	SSIP team Support for Inclusion EDS School leadership	10.12.19 12.03.20	No change No change
2	Integration at provision 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	July 2021	SSIP team School leadership Support for Inclusion	10.12.19 12.03.20	No change No change
3	Negative response from parents of host schools	1	4	Low risk	1	Consultation meetings. Effective communication with parents	Sept 2020	School leadership SSIP Support for Inclusion	10.12.19 12.03.20	No change No change
	Staff with appropriate skills and expertise not available	2	5	Medium risk	1	Identification, appointment and training of staff	April 2020	School leadership Support for inclusion ELLLS	10.12.19 12.03.20	No change No change
5	Increased home to school travel time for some pupil leading to poor attendance.	2	4	Medium risk	4	Inclusive ethos and practices. Safe travel routes to school supported by school travel plans and the Council's school transport policy. School is relatively centrally located within NPT CBC	Dec 2020	School leadership Support for inclusion ELLLS PIAC/LSC staff	10.12.19 12.03.20	No change No change

6	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. Suitable support to be made available for Welsh first language pupils.	Sept 2020	School leadership Support for inclusion ELLLS staff School staff	10.12.19 12.03.20	No change No change
7	Increased governance and staff responsibilities	1	3	Low risk	4	Although a specialist provision at the school will mean additional responsibilities, the availability of a wider pool of staff expertise will benefit the school (pupils and staff) as a whole with specialist skills and knowledge more readily accessible.	Sept 2020	School leadership Support for inclusion ELLLS LSC staff	10.12.19 12.03.20	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 Dwr y Felin Comprehensive School, Dwr y Felin Road, Neath, SA10 7RE to provide specialist provision for secondary age pupils with Autistic Spectrum Disorder (ASD)

The facility will provide learning support for pupils with ASD for up to 16 pupils who require support in a specialist setting. Admission will be via a special admission panel of Neath Port Talbot County Borough Council. Pupils admitted to the ASD provision will be in addition to the admission number of the school. Dwr y Felin Comprehensive is an 11-16 English medium community comprehensive school for boys and girls, situated on the outskirts of Neath. The school has the capacity to accommodate 1,100 full-time mainstream pupils, and the proposed capacity will remain at 1,100. The admission number for pupils in the first year in which the proposal has been implemented will be 220.

Neath Port Talbot County Borough Council undertook a period of consultation before deciding to publish this proposal. A consultation report containing a summary of the issues raised by consultees, the Council's response to these queries and the views of Estyn are available at: <https://www.npt.gov.uk/1891>

It is proposed to implement the proposal on 20th April 2020. 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 4th February 2020, any person may object to the proposal. Objections should be sent to the Director of Education, Leisure and Lifelong Learning (for attention of SSIP) at Civic Centre Port Talbot. SA13 1PJ or e-mailed to ssip@npt.gov.uk

Signed:

A handwritten signature in black ink that reads "Aled Evans".

Aled Evans, Director of Education, Leisure & Lifelong Learning

Dated: 7th January 2020

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 provision for secondary aged pupils with Autistic Spectrum Disorder (ASD) at Dwr y Felin Comprehensive school.
- (ii) The facility will provide learning support for up to 16 pupils of secondary school age pupils with ASD. Pupils at the proposed provision will benefit from being taught by specialist staff, experienced in working with pupils with ASD needs. This facility will be for pupils in receipt of a statement of SEN and who require longer-term provision.
- (iii) The provision will be managed by the school and be under the school's governance. However it will be a provision recognised by the Council as reserved for pupils with ALN and pupils admitted to the provision would be in addition to the admission number of the school.
- (iv) Admission to the provision would be via a special admission panel of the Council and specific entry and exit criteria would apply.
- (v) The facility will occupy accommodation currently unused by the school. The capacity of the school will remain unchanged at 1100 full-time, mainstream places with an admission number of 220.
- (vi) It is intended that the ASD provision will open on 20th April 2020.
- (vii) 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/1891>
- (viii) The Authority's School Transport policy is available from the Council's website:
https://www.npt.gov.uk/media/4231/npt_home_to_school_travel_policy_2017.pdf
- (ix) 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

Education Skills and Culture Cabinet Board

19^h March 2020

REPORT OF HEAD OF TRANSFORMATION ANDREW THOMAS

MATTER FOR DECISION

WARDS AFFECTED – ALL WARDS

ADMISSION TO COMMUNITY SCHOOLS: 2021/2022

Purpose of Report

1. To obtain Education Skills and Culture Cabinet Board determination of the admission arrangements for community schools in relation to the 2021/2022 academic year.

Executive Summary

2. The Council is the admission authority for community schools in its area (the relevant area) and is required to determine by 15th April 2020 its admission arrangements in relation to the 2021/ 2022 academic year.
3. Proposed admission arrangements that detail the procedures to be followed when allocating school places have been consulted upon. These arrangements are the same as the previous year.
4. Consultation took place between 8th January 2020 and 6th February 2020. Consultees included head teachers & governing bodies of community and voluntary aided schools, neighbouring local authorities.
5. It is the officer recommendation that Members determine the proposed admission arrangements attached to this report.

6. These arrangements conform to the legislative requirements and the good practice guidelines set out in the Welsh Government's School Admissions Code, 2013.

Background

7. The Council, as local authority for the relevant area, is responsible for determining the admission arrangements for community schools¹ and has a duty to consult annually on those arrangements.
8. In drawing up admission arrangements, the Council must ensure that the practices and the criteria used to decide on the allocation of school places:
 - are clear in the sense of being free from doubt and easily understood
 - are objective and based on demonstrable fact
 - are procedurally fair and are also equitable for all groups of children
 - provide parents or carers with easy access to helpful admission information
 - comply with all relevant legislation and have been determined in accordance with the statutory requirements and the provisions of this Code
9. At its meeting of 18th December 2019, the Education Skills and Culture Cabinet Board approved consultation on proposed admission arrangements for community schools.

Proposed admission arrangements for determination

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

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

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

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

suitable priority to partner schools at secondary school transfer. This is the same as the previous year.

12. These have been the subject of consultation. No responses were received.
13. If approved, the arrangements will be effective in relation to admission to community schools for the 2021/2022 academic.

Consultation

14. The Council, as local authority is required to consult each year on the admission arrangements for those schools which it is the admission authority.
15. Neath Port Talbot County Borough Council is the admission authority for community schools. Admission to voluntary aided (i.e. Faith) schools is the responsibility of the respective governing bodies.
16. The requirements of consultation are set out in the Welsh Government's School Admissions Code³.
17. In the case of this Council, consultation is required with:
 - the governing bodies of community schools
 - the governing bodies of voluntary aided (i.e. Faith) schools
 - all neighbouring local authorities.
18. In relation to the 2021/2022 academic year, those consultations are required to be undertaken no sooner than 1st September 2019 and completed by 1st March 2020.
19. Once consultation has been completed the Council must determine by 15th April 2020 its admission arrangements, either in their original form or with such modifications as seen fit.
20. Consultation took place between 8th January 2020 and 6th February 2020. Consultees included head teachers & governing bodies of community and voluntary aided schools within the County Borough (the relevant area) and neighbouring local authorities.

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

21. No comments were received.

Financial Impact

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

Equality Impact Assessment

24. An equality impact assessment has been carried out and found that there is no adverse effect on any protected group and the process has checks and monitoring in place.
25. The full equality impact assessment is attached to this report as Appendix B.

Workforce Impact

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

Legal Impacts

27. The Council, as an admission authority, has a statutory duty to act in accordance with the requirements of the Welsh Government's School Admissions Code, 2013.
28. In relation to the specific purpose of this report, there is a legal requirement that school admission arrangements must be determined by 15th April 2020.

Risk Management

29. There are requirements placed on the Council, as an admission authority, intended to ensure the admission system works for the

benefit of both schools and pupils. Admission authorities are required to consult on and determine their admission arrangements, and to offer places within timeframes and deadlines specified by legislation.

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

Recommendations

- 31 Having given due regard to the equality impact assessment, it is recommended that, in line with School Admissions Code, 2013 and The Education (Determination of Admission Arrangements) (Wales) Regulations 2006, Members determine the admission arrangements for community schools in relation to the 2021/2022 academic year, as attached to this report.

Reasons for the Proposed Decision

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

Implementation of Decision

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

Appendix

Appendix A: Proposed admission to community schools in Neath Port Talbot County Borough, 2021/2022

Appendix B: Equality Impact Assessment

List of Background Papers

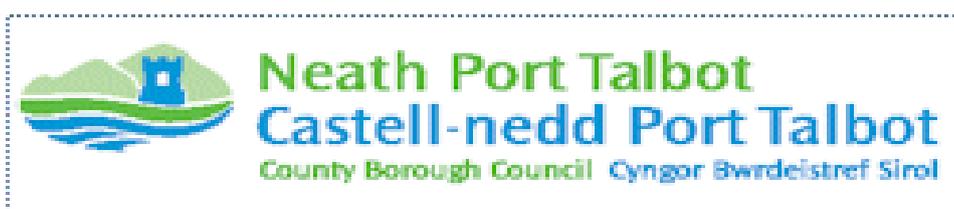
- a. Welsh Government: School Admissions Code (No. 005/2013).
- b. Welsh Government: Measuring the capacity of schools in Wales
- c. Education (Determination of Admission Arrangements) (Wales) Regulations 2006
- d. Education (Relevant Areas for Consultation on Admission Arrangements) Regulations 1999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

f. The Education Act 2002 (Commencement No.8) (Wales) Order
2006

Officer Contact

Mrs H Lewis, School Admissions.

h.lewis@npt.gov.uk Tel: 01639 763580.



Admission to Community Schools 2021/2022

1. Introduction

The Council is the admission authority for all community maintained schools in the County Borough. As admission authority, the Council determines the criteria that will be applied when allocating places at community schools. This document sets out the admission arrangements that will apply during 2021/22 for: nursery classes based at community primary schools; community primary schools; community secondary schools; and the Welsh medium sixth form at a community secondary school.

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

This policy document sets out the principles underpinning the admission arrangements for community schools together with the procedures and the timetables for admission during the 2021/2022 school year (appendices 1, 2, 3 & 4). Further details to assist parents in applying for a school place choosing a school for their child will be set out in the 'Information for Parents Handbook 2021/2022' which will be available to parents in October 2020, prior to the application date. The handbook will contain important information about schools in the County Borough including their admission numbers, the catchment areas they serve together and their partner school arrangements. The handbook also contains the published admission arrangements for individual voluntary aided (i.e. Faith) schools. In this respect, the 'Information for Parents Handbook 2021/2022' forms an integral part of the information available to parents on school admission.

2. Context

Neath Port Talbot County Borough Council aspires to deliver an inclusive education service that celebrates diversity and respects everyone's right to education. The Council provides access to high quality learning experiences for every child and young person by encouraging and supporting individuals

to realise their ambitions, achieve their potential and become active and responsible members of society.

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

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

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

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

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

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

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

Admission to a nursery class prior to the start of the term following the child's third birthday can only be agreed in consultation with the Admissions Officer.

The number of nursery places available may differ to the admission number of full-time year groups within a school (Reception).

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

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

– ***Oversubscription Criteria***

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

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

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

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

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

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

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

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

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

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

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

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

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

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

All admissions to mainstream schools are approved by the Admissions Officer, School and Family Support Team. Children are admitted to reception classes in the September following their fourth birthday. Parents may defer entry until the term following their child's fifth birthday. Children transfer to secondary phase education in the September following their eleventh birthday.

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

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

The closing date for applications is 27th November 2020.

Parents of pupils due to transfer from one educational phase to another at the end of the academic year will be sent an admission application letter by the Council during the Autumn Term. Parents will be advised of their child's allocated secondary phase education place on 1st March 2021 and primary phase education place on 16th April 2021.

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

Children who are in receipt of a statement of special educational needs/ IDP which identifies mainstream education within a community school will be guaranteed a place at that school.

Oversubscription criteria primary phase education

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

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

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

- d) Children who live outside the preferred school's catchment area

If children are equally entitled to a place in the school in categories - a) to d) above, then priority will be given to the child living nearest. This is measured by

the shortest suitable walking/travel route between the home and the school. The Council uses a Geographical Information System to calculate the shortest distance.

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

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

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

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

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

Right of Appeal

Parents/carers will be informed, in writing, as to whether their application has been successful. Where their application has been refused parents/carers will be informed in writing that they have right of appeal to an Independent Admission Appeals Panel. In the case of Primary phase education admission appeals to be submitted by **14th May 2021**. Any decision made by the Panel being binding on the Council. If the appeal is not successful a further application for a place at the same school will not be considered for the same academic year unless the

Admissions Officer, School and Family Support Team, determines that there are significant and material changes to the circumstances.

Waiting lists

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

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

Oversubscription criteria secondary phase education

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

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

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

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

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

a) Children and young people looked after or previously looked after by a local authority in Wales as defined in section 74 of the Social Services and Well-being (Wales) Act 2014 or England as defined in Section 22 of the Children Act 1989.

b) Children and young people attending a partner primary school² who live within the catchment area of the school for which the application is made.

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

c) Other children and young people who live within the catchment area of the school for which the application is made but do not attend a partner primary school.

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

e) Children and young people attending a partner primary school³, but who live outside the catchment area of the school for which the application is made.

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

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

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

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

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

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

Right of Appeal

Parents/carers will be informed, in writing, as to whether their application has been successful. Where their application has been refused parents/carers will be informed in writing that they have right of appeal to an Independent Admission Appeals Panel. In the case of Secondary phase education admission appeals to be submitted by **26th March 2021**. Any decision made by the Panel being binding on the Council. If the appeal is not successful a further application for a place at the same school will not be considered for the same academic year unless the Admissions Officer, School and Family Support Team, determines that there are significant and material changes to the circumstances.

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

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

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

5. Admission to Sixth Form

There are two sixth forms within the County Borough - a community school Welsh-medium sixth form at Ysgol Gymraeg Ystalyfera Bro Dur for which the Council is the admission authority and a voluntary aided school sixth form at St Joseph's RC School & 6th Form Centre for which the school's governing body is the admission authority

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

– ***Oversubscription criteria (Welsh-medium 6th Form)***

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

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

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

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

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

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

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

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

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

If a parent or young person is dissatisfied with the result of an application for a particular sixth form an appeal may be submitted to the independent Admission Appeals Panel by **26th March 2021**. Any decision made by the Panel being binding on the Council. If the appeal is not successful, further applications for a place at the same sixth form will not be considered for the same academic year unless the Admissions Officer, School and Family Support Team determines that there are significant and material changes the circumstances.

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

6. Admission during the academic year

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

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

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

7. Admission number and class sizes – community schools

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

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

8. Catchment areas and partner schools – community schools

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

For the purpose of admission to community schools, the term 'partner' school is

defined as a school that has a catchment area in common with another school of the same category, e.g. an English-medium community primary with an English-medium community secondary or a Welsh-medium community primary with a Welsh-medium community secondary (voluntary aided schools excepted). An indicative list as at 1st September 2019 is attached as appendix 4.

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

9. Admission Process overview - Community Schools

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

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

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

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

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

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

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

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

Requests for admission to the relevant age group submitted on or before the

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

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

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

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

Right of Appeal

Parents/carers will be informed, in writing, as to whether their application has been successful. Where their application has been refused parents/carers will be informed in writing that they have right of appeal to an Independent Admission Appeals Panel. In the case of primary phase education admission appeals to be submitted by **14th May 2021**. Any decision made by the Panel being binding on the Council. If the appeal is not successful a further application for a place at the same school will not be considered for the same academic year unless the Admissions Officer, School and Family Support Team, determines that there are significant and material changes to the circumstances.

Children attending the nursery class will not have an automatic right of admission to full time education at the same school. Similarly, children transferring from primary phase education to secondary phase education do not have an automatic right of admission to any school⁴.

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

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

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

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

oversubscription.

10. **Admission to Voluntary Aided (i.e. Faith) Schools**

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

DRAFT

Schedule of Events
Community Schools
Secondary Phase Education & Sixth Form Admission 2021/22

5th October 2020

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

Application forms to be returned to:

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

27th November 2020

Closing date of submission of Admission Application Forms

Applications processed

1st February 2021

Children with statements of special educational needs/idp have placements confirmed.

1st March 2021

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

26th March 2021

Appeals against refusal to admit

Schedule of Events
Community Schools
Primary Phase Education Admission 2021/22

5th October 2020

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

Application forms to be returned to:

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

27th /November 2020

Closing date of submission of Admission Application Forms
Applications processed

1st /February 2021

Children with statements of special educational needs/idp have placements confirmed.

16th /April 2021

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

14th /May 2021

Appeals against refusal to admit

Schedule of Events for
Community Schools
Nursery Class Admission 2021/22

5th October, 2020

Application forms distributed to parents.

Application forms to be returned to:

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

22nd /March 2021

Closing date of submission of Admission Application Forms
Applications processed

14^h /May 2021

Parents and schools informed of allocation of nursery places.

**Partner Community Schools
(Indicative list as at 01/09/19)**

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

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

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

Admission Number⁵ September 2020

Name of school	Primary Phase Admission Number
Abbey Primary	53
Alderman Davies CIW Primary	59
Alltwn Primary	34
Awel Y Mor Primary	42
Baglan Primary	38
Blaenbaglan Primary	40
Blaendulais Primary	23
Blaengwrach Primary	20
Blaenhonddan Primary	32
Bryncoch CIW Primary	31
Catwg Primary	29
Central Primary	55
Cilffriw Primary	30
Coed Hirwaun Primary	22
Coedffranc Primary	62
Creunant Primary	19
Croeserw Primary	25
Crymlyn Primary	8
Crynallt Primary	57
Cwmafan Primary	60
Cwmnedd Primary	30
Cymer Afan Primary	12
Eastern Primary	26
Glyncorrwg Primary	19
Gnoll Primary	48
Godre'rgraig Primary	23
Llangiwg Primary	21
Maesmarchog Primary	16
Melin Primary	34
Pen Afan Primary	18
Rhos Primary	25
Rhydyfro Primary	24
Sandfields Primary	53
St Joseph's Infant	34
St Joseph's Junior	39
St Joseph's Primary	29

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

St Therese's Primary	28
Tairgwaith Primary	21
Tonnau Primary	30
Tywyn Primary	52
Waunceirch Primary	30
Ysgol Bae Baglan Primary Phase	40
Ynysfach Primary	25
Ysgol Carreg Hir	60
Ysgol Cwm Brombil Primary Phase	30
Ysgol Gymraeg Ystalyfera Bro Dur Primary Phase	26
YGG Blaendulais	17
YGG Castell Nedd	48
YGG Cwm Nedd	26
YGG Gwaun Cae Gurwen	25
YGG Pontardawe	51
YGG Rhosafan	45
YGG Tyle'r Ynn	29
YGG Cwmllynfell	13
YGG Trebannws	18

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

Equality Impact Assessment (EIA) Report Form

This form should be completed for each Equality Impact Assessment on a new or existing function, a reduction or closure of service, any policy, procedure, strategy, plan or project which has been screened and found relevant to Equality and Diversity.

Please refer to the ‘Equality Impact Assessment Guidance’ while completing this form. If you would like further guidance please contact the Corporate Strategy Team or your directorate Heads of Service Equality Champion.

Where do you work?
Service Area: Admission to Community Schools in Neath Port Talbot 2021/2022
Directorate: Education Leisure and Life Long Learning

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

Service/ Function <input type="checkbox"/>	Policy/ Procedure <input checked="" type="checkbox"/>	Project <input type="checkbox"/>	Strategy <input type="checkbox"/>	Plan <input type="checkbox"/>	Proposal <input type="checkbox"/>
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(b) Please name and describe below...

A policy to set out the admission arrangements for community schools in Neath Port Talbot in respect of the 2019/2020 academic year, in accordance with the Education(Determination)of Admission Arrangements) (Wales) Regulations 2006 and the Welsh Government School Admission Code 005/2013

(c) It was initially screened for relevance to Equality and Diversity on 28/01/2020

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

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

(e) Lead Officer

Name: Helen Lewis

Job title:- Senior Awards Officer

Date: 28/01/2020

(f) Approved by Head of Service

Name: Mr Andrew Thomas

Date: 28/01/2020

Section 1 – Aims (See guidance):

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

What are the aims? Policy to set out the admission arrangements for Community Schools in Neath Port Talbot in respect of the 2021/2022 Academic year, in accordance with The Education (Determination of Admission Arrangements) (Wales) Regulations 2006 and the Welsh Government School Admissions Code 005/2013

Who has responsibility? Director of Education, Leisure and Life Long Learning, The Head of Transformation and the School Admission Officer.

Who are the stakeholders? Pupils and Parents who wish their child to attend a community school within Neath Port Talbot CBC, with consideration being given to staff and the schools.

Section 2 - Information about Service Users (See guidance):

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

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

What information do you know about your service users and how is this information collected? Information is provided via the school admission application form. The annual PLASC return, central office data base (EMS) and School data base (SIMS)

Any Actions Required?

Information continues to be collected under the usual data gathering activities.

Section 3 - Impact on Protected Characteristics (See guidance):

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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Disability	➔ <input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	➔ <input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Marriage & civil partnership	➔ <input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity	➔ <input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Race	➔ <input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or belief	➔ <input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Sex	→	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	→	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welsh language	→	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<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 policy is in relation to the process and procedure of admitting a pupil, who wishes to access a school place within a community school. Primary education is for those pupils aged between 3-11 years old, only pupils in this age frame may apply for primary education in Neath Port Talbot. Pupils aged between 11-16 years can apply for secondary education. There are two schools in Neath Port Talbot that provide Post 16 education, one school is a faith school, for which the Governing Body of the school is the admission authority and the other is a welsh medium community school. There is no English medium community school providing post 16 education, however post 16 education is available via Neath Port Talbot College. In accordance with the Welsh Government School Admissions Code 005/2013 priority in relation to the oversubscription criteria is given to looked after or previously looked after pupils.

Each school within Neath Port Talbot has been assessed for accessibility. Any pupil with a disability may be assessed on an individual basis and any relevant modifications, adaptations or reasonable adjustment can be made where applicable. Pupils who are supported by a statement will have a specific school identified and named on the statement. Section 324 requires a maintained school that is named on the statement of SEN to admit the pupil. All schools are inclusive for pupils of all ethnic groups. Ethnicity is not a criterion within the Admission to community schools policy.

A pupil's religion or faith is not applicable in regards to a community school.

Parents/carers and pupils can request to access education via the medium of Welsh or English.

All community schools within Neath Port Talbot admit both girls and boys.

Neath Port Talbot provides education, for nursery, primary and secondary pupils both English and Welsh.

Consultation on the proposed policy was undertaken between January 2020 and February 2020.

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

Consultation in accordance with the Welsh Government School admission code was undertaken with neighbouring Local Authorities, Headteachers and governing bodies of all schools within Neath Port Talbot CBC.

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

To monitor the oversubscription and other admission criterion against protected groups.

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

(Please see guidance for definitions)

Please explain any possible impact on each of the above.

Neath Port Talbot County Borough Council aspires to deliver an inclusive education service. All community maintained schools have policies in place to prevent racism, harassment and victimisation.

Consultation process has been undertaken with Headteachers, governing bodies and neighbouring authorities.

Neath Port Talbot County Borough Council aims to tackle poverty and social exclusion through various initiatives, including free school meals and the administration of the PDG Access Grant.

Priority is given to pupils who are looked after or previously looked after.

What work have you already done to improve any of the above?

Neath Port Talbot CBC continually review educational inclusion.
Monitoring the performance of schools

Is the initiative likely to impact on Community Cohesion?

How will the initiative treat the Welsh language in the same way as the English language?

Parents/carers and pupils can request to access education via the medium of Welsh or English.

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

To monitor the oversubscription and other admission criterion against protected groups.

Section 5 – Post Consultation

Please explain the impact of the consultation process on the issues stated above.

Section 6 - 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: To be reviewed on an annual basis. Data collection by Welsh Government. Submission to Welsh Government report provided by the Neath Port Talbot School Admission Forum.

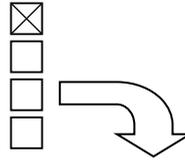
Actions:

To monitor the oversubscription and other admission criterion against protected groups.

Section 7 – 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 8 - Publication arrangements:

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

The policy relating to Admission to community school in Neath Port Talbot requires an equality impact assessment as part of the publication process.

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
<p>A Policy to set out the admission arrangements for Community Schools in Neath Port Talbot in respect of the 2021/2022 Academic year, in accordance with The Education (Determination of Admission Arrangements) (Wales) Regulations 2006 and the Welsh Government School Admissions Code 2013</p>	<p>Helen Lewis</p>	<p>By 15th April 2020</p>	<p>Policy will be determined by 15th April 2020 and published.</p>	

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NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education Skills and Culture Cabinet Board

19th March 2020

REPORT OF HEAD OF TRANSFORMATION

ANDREW THOMAS

MATTER FOR DECISION

WARDS AFFECTED – ALL WARDS

School Terms Dates 2022/2023

Purpose of the Report

1. To obtain Education Skills and Culture Cabinet Board permission to consult on the proposed school term dates in respect of the 2022/2023 academic year.

Executive Summary

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

Background

3. To ensure harmonisation of school term dates across Wales, the Welsh Government have issued legislation which gives the Welsh Ministers power to direct authorities and the governing bodies of voluntary aided and foundation schools on the school term dates that they set.
4. Where agreement cannot be met, Welsh Ministers have the power to intervene and direct the Local Authority.
5. It is a requirement that the Authority inform the Welsh Ministers of term dates for the school year 2022/2023 by the final working day in August 2020.
6. The 2022/2023 school term dates proposed by Neath Port Talbot are those the same as neighbouring authorities.
7. Permission is sought to consult on the proposed 2022/2023 term dates which are attached as Appendix A.

Financial Impact

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

Equality Impact Assessment

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

Workforce Impacts

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

Legal Impacts

11. The Local Authority has a statutory requirement to consult on proposed school term dates.

12. In relation to this specific purpose of the report, there is a legal requirement that the 2022/2023 school term dates must be submitted to the Welsh Ministers by the final working day of August 2020.

Risk Management

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

Consultation

14. Permission is sort to consult with governing bodies and other admission authorities including those in the relevant area.

Recommendations

15. To approve for consultation the proposed 2022/2023 school term dates.

Implementation of Decision

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

Appendices

17. Appendix A: Proposed School Term Dates 2022/2023.

List of Background Papers

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

Officer Contact

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



School Terms and Holiday Dates
2022/2023 Academic Year

		Mid Term Holiday			
Term	Term	Begins	Ends	Term Ends	Days
Autumn 2022	Monday 5th September	Monday 31 st October	Friday 4 th November	Friday 23 rd December	75
Spring 2023	Monday 9 th January	Monday 20 th February	Friday 24 th February	Friday 31 st March	55
Summer 2023	Monday 17 th April	Monday 29 th May	Friday 2 nd June	Monday 24 th July	65
				Total	195

Schools will be closed to pupils for INSET/Staff Preparation on five days between Monday 5th September 2022 and Monday 24th July 2023.

Bank Holidays

Good Friday	Friday 7 th April 2023
Easter Monday	Monday 10 th April 2023
May Bank Holiday	Monday 1 st May 2023
Spring Bank Holiday	Monday 29 th May 2022

By virtue of paragraph(s) 14 of Part 4 of Schedule 12A of the Local Government Act 1972.

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