



EDUCATION, SKILLS AND CULTURE CABINET BOARD

**IMMEDIATELY FOLLOWING EDUCATION, SKILLS AND CULTURE
SCRUTINY COMMITTEE**

WEDNESDAY, 19 JANUARY 2022

REMOTELY VIA TEAMS

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

1. Appointment of Chairperson
2. Welcome and Roll Call
3. Chair's Announcements
4. Declarations of Interest
5. Minutes of Previous Meetings (*Pages 3 - 10*)
 - 25 November 2021 (Special)
 - 25 November 2021
6. Forward Work Programme 2021/2022 (*Pages 11 - 12*)
7. Welsh In Education Strategic Plan 2022-2032 (*Pages 13 - 96*)
8. Strategic School Improvement Programme - Proposal To Establish A New Welsh-Medium Primary School In Neath Abbey (*Pages 97 - 138*)
9. Disposal of Land and Premises - Abbey Primary School's Infant Site (*Pages 139 - 150*)

10. Annual Pupil Attendance Update Report (*Pages 151 - 156*)
11. Pastoral Support Programmes (*Pages 157 - 186*)
12. Urgent Items
Any urgent items (whether public or exempt) at the discretion of the Chairperson pursuant to Statutory Instrument 2001 No. 2290 (as amended).

K.Jones
Chief Executive

Civic Centre
Port Talbot

13 January 2022

Education, Skills and Culture Cabinet Board Members:

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

EXECUTIVE DECISION RECORD

25 NOVEMBER 2021

EDUCATION, SKILLS AND CULTURE CABINET BOARD

Cabinet Members:

Councillors: P.A.Rees (Chairperson) and C.Clement-Williams

Officers in Attendance:

J.Burge, K.Gilbert, I.Guy and T.Davies

1. **APPOINTMENT OF CHAIRPERSON**

Decision:

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

2. **APPOINTMENT/REMOVAL OF LOCAL AUTHORITY GOVERNORS**

Officers explained that the full information sheet regarding the proposed appointment of Stephanie Thomas at Wauinceirch Primary School, had been accidentally omitted from the report. A verbal overview was given, and Members were content that they had enough information in order to make their decision.

Decisions:

That the appointment/removal of LA Governors, as detailed below, be approved.

LA Governor Representatives

School	Date of Vacancy	Decision:
Awel Y Mor Primary School	Immediate	Appoint Cllr. Sean Pursey
Blaenbaglan Primary School	01/01/2022	Re-appoint Mr. Ian Rees
Coedffranc Primary School	Immediate	Future appointment to be made
Creunant Primary School	Immediate	Future appointment to be made
Cwmafan Primary School	Immediate	Future appointment to be made
Cwmtawe Comprehensive School	01/01/2022	Re-appoint Mr. Vivian Thomas
Gnoll Primary School	Immediate Immediate	Appoint Lesley Mathews Future appointment to be made
Llangiwg Primary School	01/01/2022	Re-appoint Mr. Justin Evans
Sandfields Primary School	Immediate	Future appointment to be made
St. Joseph's Catholic Junior School	Immediate	Future appointment to be made
St. Joseph's Catholic Primary School	Immediate	Appoint Mrs. Leena Parel
Tonnau Primary School	Immediate	Future appointment to be made Future appointment to be made
Waunceirch Primary School	Immediate	Appoint Stephanie Thomas
YGG Blaendulais	Immediate	Future appointment to be made
YGG Cwmllynfell	Immediate	Future appointment to be made
YGG Pontardawe	01/01/2022	Re-appoint Bethan Gill
YGG Rhosafan	Immediate	Future appointment to be made

Ysgol Bae Baglan	Immediate	Future appointment to be made Future appointment to be made
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Reason for Decisions:

To enable the Authority to contribute to effective school governance through representation on school governing bodies.

Implementation of Decisions:

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

CHAIRPERSON

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EXECUTIVE DECISION RECORD

25 NOVEMBER 2021

EDUCATION, SKILLS AND CULTURE CABINET BOARD

Cabinet Members:

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

Invitees: Councillors S.Reynolds and R.Mizen (Scrutiny Chair and Vice Chair)

Officers in Attendance:

R.Crowhurst, J.Burge, C.Glover, A.Harris, H.Lewis, A.Spooner-Cleverly, I.Guy, C.Plowman and T.Davies

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 start of the meeting. They had all received dispensations to speak and vote on school matters.

Councillor P.A.Rees Minute Item 6 – Schools Admissions Policy, as he is a Governor at two schools in NPT.

Councillor A.R.Lockyer Minute Item 6 – Schools Admissions Policy, as he is Chair of Governors at Gnoll Primary School and Governor at Castell Nedd.

Councillor S.Reynolds Minute Item 6 – Schools Admissions Policy, as she is a Governor at of YGG Gwaun Cae Gurwen.

Councillor R.Mizen Minute Item 6 – Schools Admissions Policy, as he is a Governor at Cwmavon Primary School and Ysgol Cwm Brombil.

3. **MINUTES OF PREVIOUS MEETINGS**

That the minutes of the meetings held on 14 October and 1 November 2021, be approved.

4. **FORWARD WORK PROGRAMME 2021/2022**

That the Forward Work Programme 2021/22 be noted.

5. **QUARTER 2 2021/22 - QUARTERLY PERFORMANCE REPORT**

Decision:

That the monitoring report be noted.

6. **SCHOOL ADMISSIONS POLICY**

Decision:

That the proposed 2023/2024 Community Schools Admission Policy, as detailed in the circulated report, be approved for consultation.

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:

This item will be subject to external consultation.

7. **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 Paragraph 14 of Part 4 of Schedule 12A to the Local Government Act 1972.

8. **FAMILY FIRST COMMISSIONING ARRANGEMENTS**

Decision:

That having given due regard to the Integrated Impact Assessment, approval be granted for a one year extension to contracts and agreements for services funded through the Families First grant, from April 2022 to March 2023, as detailed in the private, circulated report.

Reason for Decision:

To ensure that continuity of service is assured for children, young people and families.

Implementation of Decision:

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

CHAIRPERSON

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Education, Skills and Culture Cabinet Board

Immediately following Scrutiny Committee starting at 2pm

Meeting Date	Agenda Item	Type	Contact Officer
17 February	Quarter 3 2021/22 Quarterly Performance Report	Monitor	Neal Place
	Annual Pupil Performance Update Report	Information	Chris Millis/ Neal Place
	Think Family Partnership Update	Information	Hayley Lurvey
	Childcare in Schools	Decision	Angeline Spooner Cleverly/ Hayley Lurvey

Meeting Date	Agenda Item	Type	Contact Officer
31 March	Additional Learning Needs Reform	Information	Hayley Lurvey
	Update on the Emotional Literacy Support Assistants (ELSA) Programme	Information	Hayley Lurvey/ Carys John/ Zoe Ashton Thomas
	Regional Support for Schools	Information	Chris Millis
	Library Performance Report	Information	Wayne John/ Rhiannon Crowhurst

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills and Culture Cabinet Board

19 January 2022

REPORT OF THE DIRECTOR OF EDUCATION, LEISURE AND LIFELONG LEARNING – A.THOMAS

MATTER FOR DECISION

WARDS AFFECTED: All

WELSH IN EDUCATION STRATEGIC PLAN 2022-2032

Purpose of report

1. To report on the outcome of consultation on Neath Port Talbot's draft Welsh in Education Strategic Plan 2022-2032 and to obtain permission to submit the plan to Welsh Ministers for approval.

Executive summary

2. Section 84 of The School Standards and Organisation Act 2013 requires Local Authorities to prepare a Welsh in Education Strategic Plan (WESP).
3. Neath Port Talbot's draft WESP details the plan to support and further develop Welsh language education in schools and in the wider communities and planning for future growth. The plan details how further development will be secured over the next 10 years, January 2022 - January 2032.
4. The draft WESP has been subject to a comprehensive public consultation with a wide range of stakeholders for a nine week period, and this report outlines the findings from the consultation.
5. Members are asked to approve the draft WESP which will then be submitted to Welsh ministers for approval.

Background

6. Section 84 of The School Standards and Organisation Act 2013 requires Local Authorities to prepare a Welsh in Education Strategic Plan (WESP). The WESP must contain proposals and targets to improve the:
 - Planning and standards of Welsh medium education and teaching; and
 - Report on progress made to meet the targets of the previous WESP.
7. Neath Port Talbot's draft WESP 2022-32, will be the cornerstone for the Council's vision for increasing and improving the planning of the provision of Welsh medium education in Neath Port Talbot, to enable all learners to develop their Welsh language skills and to use the language confidently in everyday life. It both complements and assists in facilitating the National vision for the Welsh language, to have 1 million Welsh speakers by 2050:

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

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

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

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

WESP Outcomes

16. The following outcomes are outlined in the draft WESP and address the broader aims outlined in Cymraeg 2050 and its implementation plan.
- More nursery children/3 year olds receive their education through the medium of Welsh
 - More reception class children/ 5 year olds receive their education through the medium of Welsh
 - More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another
 - More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh
 - More opportunities for learners to use Welsh in different contexts in school.
 - An increase in Welsh-medium education provision for learners with additional learning needs (in accordance with duties determined by the ALN Act
 - Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh.

Consultation

17. The draft WESP has been subject to a comprehensive public consultation with a wide range of stakeholders for a nine week period between 5th November 2021 and 7th January 2022.
18. Based on the statutory requirements set out in the Welsh in Education Strategic Planning regulations (Wales) 2019 (*“the 2019 Regulations”*) local authorities must consult with the stakeholders listed below.
- neighbouring local authorities
 - heads of all schools maintained by the authority
 - the governing bodies of all schools maintained by the authority
 - all further education sector institutions within the area
 - in respect of any foundation school or voluntary school in the area –
 - the person responsible for appointing governors
 - if the school has a religious character, the relevant religious body

19. The 2019 Regulations also specify which other prescribed persons need to be consulted, namely:
- The Welsh Language Commissioner
 - Initial Teacher Education providers
 - Coleg Cymraeg Cenedlaethol
 - Early Years Development and Childcare Partnership
 - Her Majesty's Inspector of Education and Training in Wales
 - Bodies providing services for children and young people considered suitable by the Local Authorities
20. In total 13 responses were received. While the number of responses is less than anticipated it should be noted that great number of them were very lengthy and contained much detail.
21. Responses were received from the following –
- Menter Iaith
 - Mudiad Meithrin
 - ESTYN
 - Y Coleg Cymraeg Cenedlaethol
 - Member of the Public (x2)
 - Parent
 - UCAC
 - RhAG
22. Additionally responses were also received from Cllr. Alun Llewelyn, Cllr. Del Morgan and MS Sioned Williams.
23. During the consultation period, officers also met with head teachers in both the English and Welsh medium sectors, to present the WESP and to gather informal feedback.

Summary of Responses

24. Overall a significant number of comments were received which recognised that the WESP is an ambitious, creative and challenging plan, including the following

- *We welcome the fact that the strategy outlines an ambitious vision and set of targets for Welsh medium education. The strategy includes several original and positive action points and achieving the objectives and targets in this plan will contribute to the national vision of an increasingly bilingual Wales* **Welsh Language Commissioner**
- *The vision is clear and exciting and sets the scene for the work of strengthening the development of education throughout the county* **RhAG (Rhieni dros Addysg Gymraeg/parents for Welsh-medium Education)**
- *Overall, it is an ambitious plan which aims to enable all learners, families and carers to develop their Welsh language skills and to use the language confidently in everyday life* **ESTYN**

25. Support has been expressed for the plans to support and increase the Welsh language skills of the workforce and these are generally welcomed, along with the proposal to open three new Welsh-medium primary schools through the plans lifetime.
26. Positive comments have been received relating to the recognition of the importance of early years provision in the plan, and the steps outlined to further develop good transition from childcare to formal education. The creation of a new Welsh language Promotion Officer post is also noted to be a positive step.
27. A number of comments ask for specific detail which hasn't been included in the overall WESP. In almost all cases this detail is already contained in the specific Outcome Action Plans which are far more detailed and will contain the action steps which need to be taken to reach the overall target of the particular outcome. It was felt that including every detail of these plans would cause the WESP to become a very lengthy and unwieldy document, which in turn would make it difficult to use. However it is noted that the detail is important and the action plans will be reported to the WESP forum on a regular basis and will also inform the annual monitoring report which will be presented to members.

28. A small number of comments were received which do not specifically relate to the WESP or which cannot be addressed through the WESP actions. Examples of these include disagreement with Welsh Government policies around creating more Welsh speakers, and around the view that the WESP should focus specifically on Welsh-medium schools and that English-medium schools should not be aiming to create Welsh speakers.
29. Comments suggesting amendments/additions to the WESP have also been carefully considered, including the need to change wording and provide greater clarity. These include –
- ensuring the WESP reflects the aim to create demand not just respond to demand for additional Welsh-medium provision
 - provide greater clarity around the issues of addressing workforce challenges
 - encourage greater third party involvement outside of the WESP forum members
 - provide clarity around when the three new primary schools are planned to open and where they will be situated
 - provide greater clarity around Additional Learning Needs (ALN) provision and in particular to the provision of specialist units
30. Additionally a number of comments were received relating to the recently approved Swansea Valley primary school scheme and the inclusion of the mitigating action plan at appendix A. Comments have been received which state that the inclusion of this as part of the WESP has led to confusion and that if included, it should not be specifically aimed at the Swansea Valley but rather to any linguistically sensitive area in Neath Port Talbot. The WESP forum members agreed and amendments have been made. However advice has also been sought from Welsh Government to ensure this is acceptable and if necessary the document will revert back to the original plan if Welsh Government feel it needs to be included.
31. As a result of these and other comments, the draft WESP has been amended and these amendments have been agreed by WESP forum members. The revised WESP is included as Appendix A, with amendments shown in red for ease of reference.
32. A more detailed summary of comments received, along with officer responses is included at Appendix C for information.

33. It is the opinion of officers that the draft WESP 2022-2032 is now sufficiently developed for submission to the Welsh Ministers for approval and that the work to implement the plan should continue.

Financial Impact

34. There are no financial implications linked to this report. However if implemented financial impacts could occur, for example an increase in the number of Welsh-medium schools is likely to lead to increased capital and revenue costs.
35. Applications for grant funding have been submitted to assist with additional capital and revenue costs for identified projects through the 21st century schools programme and these will be the subject of further reports.
36. Additional financial impacts may be identified through the course of the 10 year plan and reports will be presented to members at the appropriate time for approval.

Integrated Impact Assessment

37. A first stage 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.
38. The first stage assessment has indicated that a more in-depth assessment is not required, as no negative impacts have been identified.
39. The First stage Impact Assessment is attached to this report as Appendix B.

Valley Communities Impacts

40. There are no impacts on valley communities as result of this report. Should the WESP be implemented it is likely that there would be positive impacts on the valley communities as the WESP aims to create and provide opportunities and experiences for all learners and the wider community to use Welsh and be part of Welsh life in order to increase confidence in the Welsh language and to feel a sense of belonging

Workforce impacts

41. There are no workforce impacts as a result of this report. However if implemented the WESP outcome 7 aims to increase the number of teaching staff able to teach Welsh (as a subjects) and teach through the medium of Welsh, which is likely to positively impact on the workforce.

Legal impacts

42. The following legislation / regulations are aligned to this report:
- Section 84 of the School Standards and Organisation (Wales) Act 2013.
 - The WESP (Wales) Regulations 2019
 - The WESP (Wales) (Amendment) (Coronavirus) Regulations 2020

Risk Management Impacts

43. Failure to gain approval for the draft WESP will mean that the Council will not be able to fulfil its legal obligations.

Recommendation

44. Having given due regard to the responses to consultation it is recommended that members permit the submission of the draft WESP to Welsh Ministers for approval.

Reasons for proposed decision

45. This decision is necessary to comply with the consultation requirements imposed upon the council by Section 84 of the School Standards and Organisation (Wales) Act 2013 and the WESP (Wales) Regulations 2019.

Implementation of the decision

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

Appendices

Appendix A: Revised WESP

Appendix B: First Stage Integrated Impact Assessment

Appendix C: Summary of Consultation responses

Officer Contact:

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WESP Co-ordinator

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WELSH IN EDUCATION STRATEGIC PLAN

Name of Local Authority

Neath Port Talbot

Period of this Plan

2022-2032

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

Signed: **Date:**

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

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

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

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Appendix A	

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

The Vision

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

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

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

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

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

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

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

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

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

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

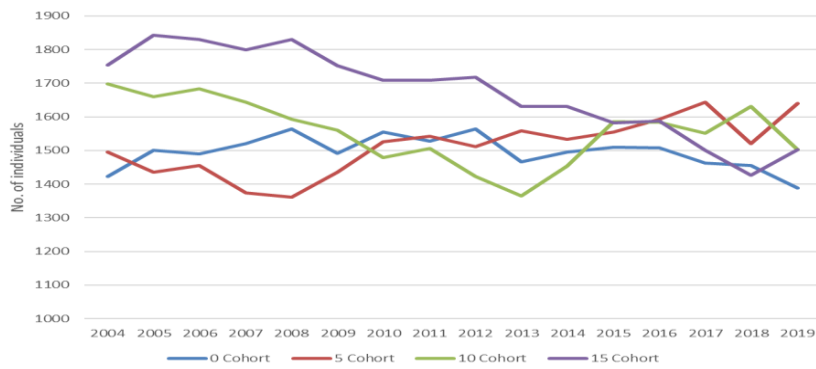
Welsh Government have set a target for Neath Port Talbot to increase the number of learners accessing Welsh-medium education of between 17% and 27% over a 10 year period. This target is based on increasing the number of Year 1 children taught through the medium of Welsh from 16.8% (252 pupils) in 2020/21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

Current trends and projected forecasts

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

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

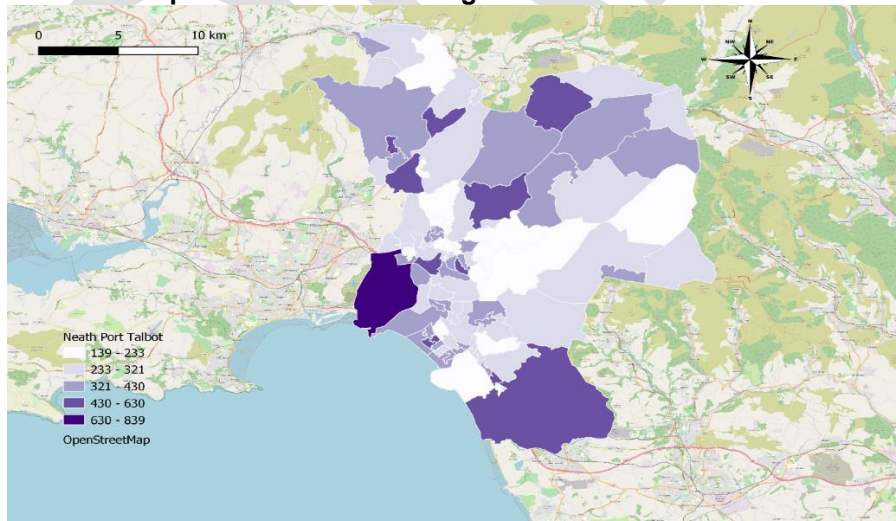
County level population chart



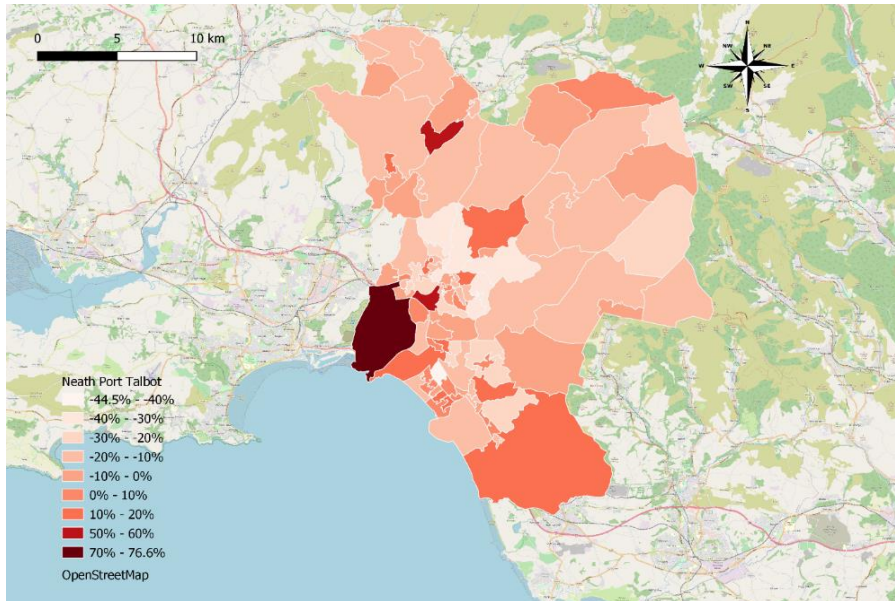
The above data shows a decrease in zero age population, however, an analysis of factors which will impact on the future of Welsh medium education has showed a projected plateauing in the school age population and a potential to substantially increase the number of Welsh medium learners within the next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

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

Under 19 Population 2017-19 Average



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



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

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

Strategic Planning and links with the Local Development Plan

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

Achieving the Vision

In order to deliver the WESP our main objectives are:

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

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

Current provision

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

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

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

Swansea Valley – an area of linguistic sensitivity

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

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

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

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

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

2001 and 2011 census

Factors that contribute to linguistic erosion include:

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

A range of actions have been identified within this WESP which are aimed to support and develop the Welsh language and in some instances specifically to address some of the concerns regarding the development of the language and Welsh-medium education in the Swansea Valley area. Appendix A outlines the actions in more detail.

Welsh-medium Childcare Provision within Neath Port Talbot

Name of provision	Location
Cylch Mwy Blaendulais	Seven Sisters
Tiddlywinks Childcare Centre	Ystalyfera
Cylch Aberafan	Aberavon
Cylch Brynhyfryd	Brynhyfryd
Lots of Tots	Tairgwaith
Meithrinfa Ddydd Ser Bach	Neath
Cylch Chwarae Castell-nedd	Neath
Meithrinfa Ddydd y Waun	Gwaun-Cae-Gurwen
Georgie Porgie's Cylch Tir Morfa	Sandfields
Cylch Chwarae Pontardawe	Pontardawe
Cylch Meithrin Cwmnedd	Glynneath

Welsh-medium schools within Neath Port Talbot

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

Post 16 provision within Neath Port Talbot

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

Outcome 1:

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

Where are we now?

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

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

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

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

Childcare Sufficiency Assessment

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

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

Childcare Data

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

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

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

Flying Start

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

2017/18 - 104

2018/19 – 135

2019/20 -130

2020-21(during covid) – 77

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

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

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

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

Developing bilingual settings

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

Capital Projects

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

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

Family Information Service

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

The Early Years Team, is working closely with FIS, to develop its information for parents looking for WM groups, childcare and schools, and aims to highlight the benefits of bilingualism and the Welsh Language to parents in a fun and interesting way, including online presence, access to Welsh stories and rhymes, signposting to Welsh lessons for parents etc. Work has already taken place to improve the WM schools landing page, but we acknowledge that there is work to be done to streamline the links between the FIS site and the NPT schools pages to ensure clear, easy to navigate information.

Mudiad Meithrin

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

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

Nursery places

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

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

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

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

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

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

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

- **The Council commits to creating an operational plan that identifies geographical gaps in provision in order to ensure that pre-school provision is available throughout the county by 2024.**
- Promote partnership work with Midwifery and Health Visitors to assist early messages about the Welsh Language and bilingualism, to be shared though the perinatal and postnatal period. Information booklets providing information on the benefits of bilingualism and addressing common fears will be created and used by the partners from initial perinatal communication with parents.
- Partnership work with Swansea University/ Academi Hywel Teifi will embed the promotion of bilingualism into the midwifery course currently running at the University.
- Revisit the training run by Cefin Campbell with all staff working within EY in NPT, LA and Health (including SALT), childcare sector etc. It is important to regain some of the momentum lost during COVID, revisiting some of the good work that had started

to impact how our own team members and our partners used and promoted Welsh and Bilingualism.

- Work with parents and carers to understand what information they need to inform their choices of language provision for education, including resources, web presence, activities etc. will be developed. They will focus on alleviating common worries and barriers. Partnership work with Menter Iaith and RhAG will be essential in the success of this campaign.
- The Local Authority will explore the possibility of using a promotional consultant employed specifically to promote the benefits of Welsh-medium education and to produce a promotional campaign i.e. website, leaflets, social media, posters, videos, to strengthen communication. A NPT website will be created outlining the journey of Welsh medium education for learners within the Local Authority. Menter Iaith and RhAG will play a pivotal role in promotion.
- Increase the number of Welsh-medium groups running within settings and schools i.e. Babi a Fi, Ti a Fi, baby massage, parenting classes to follow the YGG Tyle'r Ynn model (Ti a Fi alone increased Nursery numbers by 24 places).
- Regularly review the 'Neath Port Talbot Childcare Sufficiency Assessment Action Plan' with an emphasis on improving access to Welsh medium and bilingual provision by identifying and filling gaps in provision.
- Based on 2020/21 data, there were 452 Flying Start childcare places per annum across our settings of which 65 were category 3 Welsh language and category 2 English/Welsh language childcare settings equating to a total of 14.4%. We have a target in Flying Start to increase this percentage to 20% within the next 5 years, 25% by end of the 10 year plan by expanding provisions/ establishing new provisions.
- The Early Years team will continue to work with Mudiad Meithrin officers to develop and expand Cylchoedd Meithrin across the borough especially through their Set up And Succeed programme (Cwmllynfell and Tyle'r Ynn). We will continue to encourage all new and existing Cylchoedd to tender to deliver on our early years' contracts including Flying Start, Early Years Education, Assisted and Supported Places as well as the Childcare Offer
- The Local Authority will support the Welsh Language Awards within English language childcare settings to progress through the continuum towards an increase in category 2 Welsh language childcare provision.
- Use the PSA (Play Strategy Assessment) to develop and encourage out of school activities in Welsh.
- The Local Authority will review and amend the online admissions process in partnership with the admissions team for the process of applications for Nursery and Reception, so that information is strategically placed throughout the online application system to ensure families are able to make informed decisions about the language of provision they want for their child.
- A programme of professional development will be created to ensure that partners are updated regarding what is available, increase confidence for those who speak Welsh already, provide opportunities to learn Welsh and ensuring Welsh is part of job vacancies moving forward.
- All partners will collaborate and support private childcare settings to ensure an increase in Welsh medium provision with the emphasis of promoting the advantages of bilingualism.

- Ensure sufficient provision for Nursery/ 3 year old provision at primary school level is easily available throughout the Local Authority. We will establish a new single form entry starter school in Skewen/ Neath Abbey area with the possibility of expanding/ transferring to a new purpose built WM primary school in Coed Darcy subject to member approval and compliance with the extant criteria of the Schools' Organisation Code.
- To bring forward a proposal to create a further 2 Welsh medium primary schools within the 10 year plan. Funding will be sought from the appropriate 21st Century schools programme grant funding streams. **The initial plan for opening the second school in the south east of the Local Authority will be in place by 2024. The location of the third School will be confirmed in the second half of the scheme.**

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

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

Key Data

Numbers and % of 3-year olds receiving their education through the medium of Welsh									
2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
311	21.4%	331	22.8%	351	24.2%	370	25.5%	389	26.8%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
408	28.1%	427	29.5%	446	30.8	465	32.0%	484	33.4%

Outcome 2

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

Where are we now?

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

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

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

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

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

- We currently monitor demand and identify trends for Welsh-medium education and use this information to plan for future provision.
- We ensure that proposals for 21st Century Schools include full consideration of Welsh-medium education.
- Targets are set to increase the capacity of Welsh-medium pre-school provision and to provide information for parents/carers that promotes the benefits of a bilingual education, seeking advice of best practice in other authorities. In terms of Welsh language pre-school provision, a snap shot taken 30th August 2021 from the NPT CIW childcare data shows that 10.5% of the total 2199 available registered childcare spaces were Welsh Medium spaces.

- The current SSIP/WMG/CCO capital developments will create an additional 58 Welsh Medium spaces to be available before 2022. This increases the overall WM percentage to 14.6% by 2021/2022.
- We work closely with Mudiad Meithrin to ensure expansion of pre-school provision across the authority and support the sector to recruit suitably skilled Welsh language care workers.
- Targets are set within the NPT Language Promotion Strategy plan to improve the support for parents/pupils and schools to move along the linguistic continuum through collaboration with Menter Iaith and RhAG.
- The authority has opened a second WM secondary campus in the south-east in September 2018 with a capacity for 650 11-16 pupils. It has stimulate interest and growth in WM primary provision in the areas of Port Talbot, Neath, Llandarcy, Briton Ferry and the Cwmafan area in subsequent years.
- All the Council's schools are regularly reviewed against specific criteria, and the need for sufficient places at Welsh-medium schools features in the reviewing process, the outcomes of which have included rationalisation of Welsh-medium schools, where appropriate, to maximise the available accommodation and improve teaching and learning opportunities. The need for Welsh-medium schools is addressed by a strategic approach to service planning and delivery.
- The below projects have recently been completed or are nearing completion. In total these projects will increase the number of Foundation Phase places available within primary schools by 150 F/Tpupil places.

The projects are:

1. Ysgol Gynradd Gymraeg Pontardawe,

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

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

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

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

2. Ysgol Gynradd Gymraeg Cwmllynfell

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

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

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

3. Ysgol Gynradd Gymraeg Tyle'r Ynn

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

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

4. Additional Projects

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

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

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

- We will review the demand for provision for Welsh-medium education on an annual basis, analyse the results of our parental surveys and draft appropriate action plans to address **and create** demands in specific areas.
- We will appoint a consultant to promote the benefits of WM education and produce a marketing campaign i.e. website, leaflets, social media, and to liaise with and strengthen communication between different stakeholders etc. Specific emphasis will be given to reducing surplus places in the North of the Local Authority.
- We will work closely with Mudiad Meithrin, Menter Iaith, Tŷ'r Gwrhyd and RhAG to inform parents/ carers of the benefits of Welsh medium education and bilingualism in order to ensure retention of pupils from Nursery to full time education. Specific emphasis will be given to reducing surplus places in the North of the Local Authority.
- Cylchoedd Meithrin will work closely with their local WM schools/ Family Information Service, Flying Start to ensure that a high percentage of children transfer to WM schools. Specific emphasis will be given to reducing surplus places in the North of the Local Authority.
- We will establish a new single form entry starter school in Skewen/ Neath Abbey area with the possibility of expanding/ transferring to a new purpose built Welsh-medium primary school in Coed Darcy subject to member approval and compliance with the extant criteria of the Schools' Organisation Code. An expression of interest has been submitted to Welsh Government for both revenue and capital grant funding to support this project in its early days. Informal conversations have taken place with the head teachers of both YGG Tyle'r Ynn and YGG Castell-nedd around this proposal, and further more detailed discussions are expected to take place during the latter months of 2021, as it is recognised that it will be essential to gain the support and goodwill of these schools to ensure that the proposed new school is promoted in the local area.
- Subject to member approval we will establish a new Welsh medium school in the east of the county borough. Early work on potential pupil numbers have identified that an increasing number of pupils currently travel from areas including Cwmafan, Taibach and Port Talbot town to YGG Rhosafan, which is continuing to also attract growing numbers of pupil from Sandfields, Aberafan and lower Baglan areas. A new primary in this area would also seek to attract greater numbers of pupils from the lower Afan Valley and Margam areas which currently have low numbers of pupils accessing Welsh-medium provision. It is expected that funding for this new school would be sought from the appropriate Welsh Government capital grant funding stream available at the time. **The initial plan for opening the second school in the south east of the Local Authority will be in place by 2024.**
- To bring forward a proposal to create a third Welsh medium primary school within the 10 year plan. Funding will be sought from the appropriate 21st Century schools

programme grant funding streams. **The location of the third School will be confirmed in the second half of the plan.**

- Subject to funding, we will invest in immersion provision for latecomers to the Welsh language. The immersion provision will enable more learners to access Welsh-medium education at primary. The model will depend on need with the aim of having provision accessible to all areas of the Local Authority by the end of the plan. An expression of interest has been submitted to Welsh Government to support this project with the following aims:

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

Short term aim (December 2021-March 2022 WG grant funded)- The short term aim of the grant funding is to research into existing methodologies and good practice across Wales and to form effective networks that will assist in creating effective provision that will address learners' needs and support their progression both in the short and long term. **The provision will be piloted from April 2022 until the end of the summer term, with a view to securing permanent immersion provision for all late comers to Welsh medium education from September 2022.**

- **The authority intends to identify two Schools that will have the potential to move along the linguistic continuum by the second half of the plan.**

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

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

Key Data

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

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

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Outcome 3

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

Where are we now?

All proposed projects mentioned above in Outcome 1 and 2 are aimed at increasing Welsh-medium provision and addressing key WESP priorities such as improved transition between Early Years, Foundation Phase, Key Stages 2 and 3 in specific geographical areas.

At present, the percentage who commit to YGYBD secondary phase is higher than it has been for many years (86% WM primary to secondary transition). Those who do not transfer are highest in Pontardawe, Gwaun Cae Gurwen, Trebannws and Ystalyfera. Although this remains a concern, the transfer percentages have improved significantly (+ 6%).

Year Group	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Year 7 - Numbers	160	152	171	183	163	165	178	195	165	188	212	213	249	257	248
Year 7 - Percentages	9.4%	8.9%	10.4%	10.9%	10.6%	11.1%	11.9%	13.2%	11.1%	12.1%	12.7%	13.1%	15.2%	15.2%	14.9%

Year 6 School	May 2018 Y6 vs Sept 2018 Y7													May 2019 Y6 vs Sept 2019 Y7													May 2020 Y6 vs Sept 2020 Y7																										
	Out of County	Cohort	Bae Baglan	Cefn Saisson	Cwmtrawe	Cwm Brombill	Cymer Alan	Dwr y Felin	Llangatwg	St Joseph's	Ystalyfera	Hendrefelin	Maes y Goed	Out of County	Cohort	Bae Baglan	Cefn Saisson	Cwmtrawe	Cwm Brombill	Cymer Alan	Dwr y Felin	Llangatwg	St Joseph's	Ystalyfera	Hendrefelin	Maes y Goed	Out of County	Cohort	Bae Baglan	Cefn Saisson	Cwmtrawe	Cwm Brombill	Cymer Alan	Dwr y Felin	Llangatwg	St Joseph's	Ystalyfera	Hendrefelin	Maes y Goed	EHE	Out of County	Cohort											
#### YGG Blaendulais	10														10																																						
#### YGG Castell-nedd	31														31																																						
#### YGG Cwmlllynfell	6														6																																						
#### YGG Cwmnedd	5	18	1		1										30																																						
#### YGG GCG	3	19			5										3	19																																					
#### YGG Pontardawe	3	46			11										27	2	40																																				
#### YGG Rhosafan	49														43		1	11																																			
#### YGG Trebannws	1	17			9										1	1	11																																				
#### YGG Tyle'r Ynn	28														31		1	32																																			
#### YG Ystalyfera - Bro Dur	1	16			7										8		1	16																																			

The following is being implemented (along with a menu of other various transition activities) in the Ysgol Gymraeg Ystalyfera Bro Dur cluster to maintain pupils in the sector:

- Ystalyfera'n cyfri- teachers from YGYBD attend cluster schools for 1 hour weekly to deliver a specific series of lessons
- Hawl i Holi-pupils and staff from YGYBD attend cluster schools and primary pupils have an opportunity to ask questions or voice any transition concerns/ anxieties
- Transition website for pupils transferring to YGYBD
- Additional transition days for pupils with ALN or anxiety
- Open days for pupils and open evenings for families
- Gwyl Haf- 3 day summer camp for Year 5 pupils based on a specific theme and followed by a presentation to parents

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

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

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

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

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

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

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

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

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

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

- By the second half of the WESP, with growth at key stage 2, the Bro Dur site will reach a full capacity of 650, an increase of 150. As a result of this growth, we will need to consider expanding the capacity within Welsh-medium secondary education.

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

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

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Outcome 4

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

Where are we now?

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

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

All sixth form pupils at Ysgol Gymraeg Ystalyfera Bro Dur secondary phase can study their chosen subjects through the medium of Welsh (with the exception of Science). The Local Authority recognises the need to cater for vocational courses through the medium of Welsh at KS4.

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

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

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

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

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

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

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

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

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

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

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

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

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

- Raise the status of the Welsh language as a medium of study and work across all education system partnerships.
- Develop a language and learning continuum across all progression steps. Promoting learner confidence and parental reassurance.
- Monitor post 16 welsh medium uptake. WESP to be adapted in line with data.
- At present, there is no vocational provision in the Local Authority outside YGYBD. The role of Colegau Cymru (Neath / Afan College) Vocational Courses – skills workforce, will need to develop to include Welsh medium and bilingual courses.
- Establish Bro Dur as a Post-16 Welsh Medium Vocational Qualification centre, providing pathways for ALL pupils in line with Scandinavian model where national qualification programmes are divided into two categories: preparatory and vocational. Preparatory programmes satisfy the requirements needed to study university courses in specific subject areas. Vocational education provides learning which builds on secondary education and prepares students for the labour market. It is developed and run in close cooperation with employers and industries.
- **Provide courses that ensure an increase in the Early Years workforce in order to fulfil the increased demand for Welsh-medium education within the 10 year plan.**
- Work with Careers Wales and Colegau Cymru to develop a menu of Welsh medium and bilingual apprenticeships for the current pupils in the system.
- Include the Urdd in future post 16 qualification discussions with the aim of increasing the number of students completing apprenticeships with the Urdd through the medium of Welsh.
- Increase numbers who choose Science GCSE through medium of Welsh in YGYBD (currently Welsh/ English optional).
- Work towards transitioning A level science to Welsh medium (currently all English).
- English medium schools to provide and deliver high quality Welsh language Teaching and Learning in line with new curriculum and one equal qualification (no second language Welsh GCSE)
- Promote Welsh across the curriculum (and not Welsh in isolation) in all schools, with the expectation that all teachers will be able to promote, enrich and encourage the process of developing Welsh as a language.
- Provide a menu of language support and training for staff of all levels and identify gaps in provision.
- Employ a Welsh in Education Promotion Officer to support / lead the ‘need for Welsh’, with the aim of changing mindsets. Co-ordinate the provision across the Local Authority. Embed the new vision for Welsh medium and Welsh education across all providers.
- Provide support for Bro Dur as KS4 pupils transfer to KS5. Ensure suitable routes and transport for these pupils.

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

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

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

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

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Outcome 5

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

Where are we now?

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

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

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

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

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

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

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

Menter Iaith

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

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

Urdd

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

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

Ty'r Gwrhyd

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

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

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

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

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

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

- We will aim to roll out the 'Gig Gymraeg' to all Y8 and Y9 pupils along with Y12 pupils at a large central venue i.e. Margam in order to provide an opportunity to speak Welsh and enjoy Welsh contemporary culture outside of school.
- A leading excellent practice English medium school has been identified and this school will share resources and ideas and support other schools with their curriculum design, ensuring that Welsh culture, history and appreciation of the local area is embedded in their new curriculum.
- The NPT schools website, created by learners, to promote modern Welsh culture, history and local area will be launched and added to on a regular basis in all Welsh medium schools and rolled out to all English medium schools.
- An audit will be undertaken to see what WM provision is available within the LA (both within school and in the community) and geographical gaps will be identified and filled i.e. provision from Urdd, PASS, Youth Service etc. Following the audit, a menu of support will be created for all schools within the LA.
- **By September 2022, the Local Authority's agencies and third sector services will have introduced a baseline and targets that will demonstrate their intention to increase community activities.**
- **We will track and evaluate the targets annually using quantitative and qualitative data.**
- All schools will be encouraged to use the Urdd Residential Centres to promote the Welsh language in a fun and relaxed environment.
- All schools will be encouraged to partake in Urdd Eisteddfod activities with the aim of increasing confidence in the language and increasing awareness of Welsh literature, music and the arts.
- We will work closely with partners including Academi Hywel Teifi, Tŷ'r Gwrhyd, Menter Iaith, Urdd to ensure provision and promotion of learning opportunities for non-Welsh speaking learners, parents / carers and grandparents or those who are hesitant in the language in order to raise their confidence and assist with their children's education. This will be in conjunction with the NPT Welsh Language Promotion Strategy, Priority 1.
- We will listen to our learners across all sectors and ages to obtain views and ideas on promoting the Welsh language, contemporary culture, history and a feeling of belonging. Pupil voice will be essential in reviewing and setting our annual action plan.
- We will develop via a locally based task and finish group, a holistic plan which looks in detail at all aspects of the vitality of the Welsh language in the Swansea Valley and establish working groups to consider thematic issues such as the use of the language by the private sector, by voluntary groups and by young people in general. Areas for possible collaborative working:
 - Preschool Provision and location
 - Marketing Welsh-medium education
 - Provision and take up of Welsh for adults
 - Language confidence building events
 - Promoting the use of Welsh by private and voluntary organisations
 - Activities and entertainment for young people and young adults
 - Employment and economic development

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

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

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Outcome 6

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

Where are we now?

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

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

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

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

Special Schools
Ysgol Hendrefelin
Ysgol Maes Y Coed

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

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

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

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

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

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

- The Local Authority commits to develop plans to establish a Welsh-medium learning support centre at YGG Trebannws, ensuring that this is a gradual, steady process transitioning from predominantly English-medium provision that exists, to a bilingual provision and eventually to a fully Welsh-medium provision.
- We will include the provision of a 16 place Welsh-medium learning support centre in the plans to build a replacement YGG Rhosafan, as part of NPT's 21st Century Schools Programme Band C proposals.
- Continue to develop a comprehensive professional development training menu and support for teachers within our Welsh medium mainstream schools and for our Early Years and Childcare Sector. This will enhance the Inclusive Learning Provision (ILP) and Additional learning Needs Provision (ALP) offer within our Welsh Medium schools and Early Years settings, as set out in the new ALN Code for Wales 2021. This training and support offer, including a review of resources and appropriate assessment material, will be reviewed annually and will be informed by any changing need within our WM mainstream schools and Early Years and Childcare Sector.
- Undertake a biannual audit of the additional learning needs (ALN) of Welsh medium language learners and review our specialist planned places, in order to inform current and map future emerging need for Welsh medium provision for our most complex children and young people with ALN.
- Support and enable the development of a variety of specialist preschool provision to facilitate the early identification of emerging needs for our youngest

children, where Welsh is first language or there is a parental preference for Welsh medium provision.

- Invest in bilingual specialist playgroup and childcare provision to support the early identification of emerging needs for our youngest children, where Welsh is first language or there is a parental preference for Welsh medium provision.
- Invest in a bilingual specialist provision and specialist staff within the local authority or with regional partners, to secure the capacity to deliver a Welsh medium specialist provision for children and young people with more complex additional learning needs.

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

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

Outcome 7

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

Where are we now?

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

Recent Workforce Data

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

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

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

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

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

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

At present, YGYBD are working closely with PGCE students from Swansea University's School of Education ITE programme and Academi Hywel Teifi to train and promote teachers in Welsh-medium education. Thirteen students were placed in WM settings (YGYBD secondary phase sites) through this partnership in 2020-21

and 14 students in 2021-22, with a focus on subject needs within the workforce i.e. Welsh, English, biology, chemistry, physics, MFL, mathematics, DT and computer science. Furthermore, all student-teachers on the PGCE programme receive mandatory 30 hours of Welsh-language learning/enhancement as part of their course (the provision is tailored to where the individual is on their language continuum and ranges from ensuring basic conversational Welsh to enhancing fluency). All are offered further Welsh language learning opportunities once they've achieved their qualification; all graduate with a good level of language awareness and understanding of the bilingual educational context of Wales.

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

Developments are also afoot in the NPTC Group of Colleges which has received further funding from Colleges Wales / The National Centre for Learning Welsh to recruit a Work Welsh tutor that solely delivers Learn Welsh courses to NPTC Group of Colleges staff. The Work Welsh target is to provide 120 hours of Welsh to increase bilingual and Welsh-medium delivery in post-16 education, therefore concentrating on academic staff. There are currently 26 staff on the scheme. The 'Welcome' course (Cwrs 'Croeso') has also given NPTC Group of Colleges staff an opportunity to learn and develop their Welsh language skills in the workplace. Due to the success of the course, Work Welsh have used NPTC Group of Colleges as an example in their past case studies for good practice. They were also awarded Work Welsh Employer of the year 2020. Online Work Welsh courses have been built into the College induction scheme for all new staff and are also offered as CPD targets to all staff, therefore ensuring that staff at NPTC Group of Colleges continue to develop their Welsh language skills. The College has also developed a strategic approach (HR Linguistic Skills Strategy) to recruiting and training staff to close the skills gap between current capacity and the requirements identified in the new Welsh Language Standards and Towards Cymraeg 2050, by introducing a benchmarking exercise.

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

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

- We will devise and implement a system of targeting schools according to greater need to nominate individuals to attend the National Sabbatical Scheme with a view to enabling at least 3 teachers per year to attend. The Local Authority will also monitor and ensure that the learning and knowledge is cascaded within each school that benefits from the scheme with a view to creating a changed culture, ethos and language practice within the school.
- The Local Authority will complete a biannual audit of Welsh speakers able to teach through the medium of Welsh. This will include teachers, TA's, youth workers etc. This data, along with projected pupil numbers and workforce planning data involving projected retirements, will be used to capture the required number of staff needed for the future and pinpoint schools, in order to drive the Local Authority's recruitment plans and Welsh-language learning initiatives for staff.
- **By 2023, the authority aims to ensure that at least one member of staff has been identified in every English-medium Primary School who will have the linguistic skills to lead the Welsh language within the organization.** English-medium schools will be required to identify a community of staff with Welsh-language skills that will drive their school's engagement with the language and the WESPs targets. Our aim here is to ensure whole school involvement in this agenda thus avoiding the risk of leaving isolated individuals to deliver on school and county-wide targets.
- The Local Authority will ensure that a teaching member of staff's ability to learn /improve their Welsh language skills is factored into that individual's worktime and workload and that recognition of their progress and effort will be documented in their annual personal development record.
- The HR department will audit the number and place of work of all Welsh speakers within the Authority in order to ensure Welsh medium non-teaching staff are allocated to Welsh medium schools, thus strengthening provision and communication.
- **We will establish a workforce forum by September 2022 to respond to recruitment gaps and challenges in the authority. The information gathered will form part of the national workforce strategy.**
- **The Local Authority commits to ensuring a professional support service that can speak Welsh by appointing and upskilling employees currently in the system.**
- **We will access schemes through Mudiad Meithrin to provide language immersion methods and training for staff across the county.**
- **The authority recognises its proactive role in promoting opportunities to engage with the workforce across the whole range of Local Authority services. One of the main responsibilities of the promotion Officer will be to facilitate this work - commence September 2022.**

- The Local Authority will set out clear guidelines for use by schools, governing bodies and HR when recruiting new staff, outlining the expectation in terms of the Welsh language. School Governing Bodies will be required to address this ongoing aim as a standing agenda item.
- We will provide an efficient translation service within the Local Authority to ensure that Welsh and English correspondence have equal status.
- We will continue to build on the effective ITE partnership between YGYBD and Swansea University and ensure maximum engagement with the new Primary programme.
- PGCE students from Swansea University and the Careers Service will hold regular information sessions with staff and pupils from Y10-13 in both Welsh and English medium schools, outlining the benefits of a career in education and the integral role the Welsh language plays in this.
- The Local Authority will seek to benefit from Welsh Government's pilot project to incentivise Welsh speakers that return from universities to help teach Welsh in schools.
- Teaching staff within the Local Authority will be further encouraged to attend Welsh language courses run by Academi Hywel Teifi with an initial five-year programme of planning and development identified for this area. The focus will be in the large on staff in English-medium schools with minimal Welsh-language skills, but provision for those wishing to brush up or enhance their skills will also be made available across all schools.
- The Local Authority will identify/ recruit potential leaders and support them when completing the 'Aspiring Leaders' course with the intention of continuing to complete the NPQH.
- Increasing the number of staff attending the Welsh Language Sabbatical scheme will be a target. We will investigate using **pilot schools** with the aim of mapping out a continuum of staff training to be able to eventually create a category 2 stream within an English medium school, starting at nursery and working through to Year 6 over a number of years. Early discussions have identified that the Swansea Valley could be a suitable area for a scheme of this kind, along with a second pilot possibly in Neath.
- Welsh language awareness training will be made available for all non-teaching staff in the Local Authority's schools.
- **To fulfill the aspiration of opening three schools over the 10 year period we will need to ensure at least 3 headteachers, a senior team for each school, class teachers and assistants during the establishment and development of each school.**

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

An increased number of the NPT education staff will be able to teach through the medium of Welsh and Welsh as a subject. There will be an increase in Welsh medium staff able to teach specific subjects at secondary level. There will be an increase in the number, ability and confidence of staff in English-medium schools able to converse and teach Welsh, therefore increasing the amount of learners with access to Welsh-medium education at all levels throughout the Local Authority. NPT

will attract and recruit excellent, bilingual leaders for our schools. All NPT schools will form communities that promote the Welsh language as a medium for education and community life.

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How we will work with others to achieve our vision

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

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

Appendix A - Safeguarding Areas of Linguistic Sensitivity in Neath Port Talbot

Action	Outcome	Specific area targets
1. Develop via a locally based task and finish group, a holistic plan which looks in detail at all aspects of the vitality of the Welsh language within the areas of linguistic sensitivity.	1-7	-Develop a working group to look at this specific area to include LA officers, parents, community members, stakeholders. Working party will focus on: <ul style="list-style-type: none"> • Preschool Provision and location • Marketing Welsh-medium education • Provision and take up of Welsh for adults • Language confidence building events • Promoting the use of Welsh by private and voluntary organisations • Activities and entertainment for young people and young adults • Employment and economic development
2. Develop a robust and comprehensive programme of Welsh-medium pre-school provision	1 (increase in this outcome would impact other outcomes)	-Welsh government capital funding has been sought to enable the council to provide a new childcare provision within the grounds of YGG Trebannws, in an effort to stimulate growth of pupil numbers at the school and further promote Welsh-medium education. - Welsh government capital funding has been sought to develop the Foundation Phase classes in YGG Trebannws to provide 21 st Century Schools standard teaching environments. Childcare will be operating from here until the development of the new provision within the grounds is complete. -Additional 10 places has been added to the childcare facility in YGG Pontardawe. This new development facility within the school grounds will open Dec 2021/ Jan 2022.
3. All staff at the leisure facilities in shared provision to have bilingual skills	N/A Links to 5	Currently the leisure centre and pool are managed by a leisure trust, who are responsible for employing staff. The Local Authority would advise that the ability to speak Welsh is a desirable aspect of any new appointments made going forward. We aim to ensure that all staff within public service facilities that are run by the local authority will have bilingual skills.

<p>4. Establish a new centre for latecomers to Welsh-medium Education</p>	<p>2, 3 (increase in these outcomes would impact other outcomes)</p>	<p>Providing provision for latecomers to Welsh-medium education is a target that is included in both the draft WESP and the NPT Welsh Language Strategy Plan. Funding is currently being sought from Welsh Government with the aim to invest in immersion provision for latecomers to the Welsh language. The immersion provision will enable more learners to access Welsh-medium education at primary and secondary level. At present we propose for the north immersion hub to be located in YGG Pontardawe.</p> <p>Having a successful, well promoted central immersion hub within Cwmtawe area could address some of the issues regarding the decline of the Welsh language and could increase community confidence when choosing Welsh-medium education.</p>
<p>5. General provision of language awareness training</p>	<p>7 (increase in this outcome would impact other outcomes)</p>	<p>Language awareness/Welsh language standards sessions will be delivered (as 2020 model with Cefin Campbell/ Cwmni Sbectwm). This will be aimed at senior managers across the Council to gain a better understanding of issues, including legislative and policy framework and this will be further explored. A further session will be available to the wider workforce/community within the areas of linguistic sensitivity; with the aim of raising awareness of the benefits of bilingualism.</p>
<p>6. Develop an enhanced holistic plan for the promotion of Welsh-medium education in collaboration with South Powys, East Carmarthenshire and Swansea Council</p>	<p>1-7</p>	<p>Neath Port Talbot officers will seek to open discussions with neighbouring authorities in an effort to address some of the issues arising from the variations of provision across the Welsh-medium sector.</p>
<p>7. Enhanced programme for second language Welsh teaching and learning in English medium education providing continuity from primary to secondary sector.</p>	<p>5, 7 (increase in these outcomes would impact other outcomes)</p>	<p>Cymraeg Campus will be an integral part of planning for the Curriculum for Wales within all schools, with an emphasis on a whole school progression approach (supported by our Welsh in Education officer and Educational Development Officer-Welsh within English medium). This will increase learner and staff confidence in using the Welsh language and impact positively on the ethos of all schools.</p>

8. Action Plan to Promote the Welsh Language in Neath Port Talbot.	1-7	Ensure that the new plan includes targets that protect areas of linguistic sensitivity within the authority.
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1. Details of the initiative:

Initiative description and summary: To gain approval to consult on the Welsh in Education Strategic Plan (WESP) 2022-2032
Service Area: Transformation
Directorate: Education, Leisure and Lifelong learning

2. Does the initiative affect:

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

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

	Yes	No	None/ Negligible	Don't Know	Impact H/M/L	Reasons for your decision (including evidence)/How might it impact?
Age	x				H	<p>The proposal will have a positive impact on children and young people of all ages. As a result of the WESP, the Council is expected to improve Welsh medium and Welsh language education and increase the number of learners in Welsh medium education.</p> <p>In addition there may be a positive impact on adults and older children if the Welsh language is learnt by younger children and spoken within the home setting.</p> <p>Outcome 1 in the WESP specifically promotes key agencies, including education, working in partnership with the wider community to promote the benefits of bilingualism. Outcome 5 also promotes the use of Welsh outside of the classroom and in the community. This aims to have a significant effect on parents and the wider community. The Neath Port Talbot Welsh Language Strategy, Priority 2, also promotes the use of Welsh with families and the wider</p>

						<p>community leading to a potential increase in Welsh speakers within the Local Authority.</p> <p>This initiative should therefore have a positive impact on this group.</p>
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Disability	x				H	<p>As a result of the Additional Learning Needs and Educational Tribunal Act (Wales) 2018, significant changes are underway in relation to the statutory provision required to meet the needs of all learners with additional learning needs (ALN). All services within the local authority will be required to consider whether the child or young person needs ALP (Additional Learning Provision) in Welsh.</p> <p>Outcome 6 in the WESP is concerned with ensuring an increase in the provision of Welsh-medium education for pupils with ALN. Targets in this sections include providing support for teachers within Welsh-medium mainstream schools. This will enhance the Inclusive Learning Provision (ILP) and Additional learning Needs Provision (ALP) offer within Welsh-Medium schools and Early Years settings, as set out in the new ALN Code for Wales 2021. The WESP outlines the aim to invest in a bilingual specialist provision and specialist staff within the local authority or with regional partners, to secure the capacity to deliver a Welsh medium specialist provision for children and young people with more complex additional learning needs.</p>
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Gender Reassignment		x				This is not a criterion considered in terms of the Council's education arrangements either for pupils or school staff, however, it is expected that all NPTCBC schools meet the needs of pupils and staff who are transgender.
Marriage/Civil Partnership		x				This is not a criterion that will be impacted upon by this proposal
Pregnancy/Maternity		x				This is not a criterion that will be impacted upon by this proposal
Race	x				M	It is evident from WM school data that families from different ethnic backgrounds choose WM education, with many English families moving to the area and making the informed decision to educate their children in WM schools. Both the WESP and the Neath Port Talbot Welsh Language Strategy aim to inform and support these families when making the decision about choosing WM education. These aims significantly alleviate concerns and it is anticipated that this will lead to an increase in the number of pupils from ethnic backgrounds attending WM education.
Religion/Belief		x				This is not a criterion that will be impacted upon by this proposal, however, it is expected that the Council's educational arrangements will meet

						the needs of pupils or staff members of different religions or with different beliefs.
Sex		x				Outcomes in the WESP aim to provide a plethora of opportunities for both boys and girls to develop and use Welsh outside of the classroom through cultural and sporting activities within school and in the wider community. These opportunities ensure that learners, both boys and girls, have access to the Welsh language both formally and informally, which could lead to an increase in the use of Welsh in the wider community.
Sexual orientation		x				This is not a criterion that will be impacted upon by this proposal

4. Does the initiative impact on:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence used) / How might it impact?
People's opportunities to use the Welsh language	x				H	The WESP overarching ten year target in Neath Port Talbot is to increase the number of Year 1 children taught through the medium of Welsh from 16.8% (252 pupils) in 2020/21 (PLASC 2021) to 31% (460 pupils) by 2032. Outcome 5 in the WESP seeks to provide more opportunities for learners to use Welsh in different contexts in school.

					<p>The targets for this outcome have been developed alongside the targets set out in the Neath Port Talbot Welsh Language Strategy (alongside Priority 1) with emphasis on promoting and facilitating the use of the Welsh language and increase its use in everyday life within schools and also within the wider community.</p> <p>It also aims to promote the Curriculum for Wales Framework by ensuring that All learners should have appropriate pathways for learning Welsh and English to enable them to develop the confidence to use both languages in everyday life. It aims to support learners to use Welsh confidently and appreciate its usefulness to communication in a bilingual Wales.</p> <p>The Authority recognises that having varied opportunities to use the Welsh language in different contexts within the school environment is key to promoting confidence. Learners, parents and carers will need to be supported and encouraged to participate in a variety of experiences and opportunities through the medium of Welsh in order to improve their confidence in the language.</p>
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						The WESP therefore should impact positively on people's opportunities to use the Welsh language.
Treating the Welsh language no less favourably than English	x				H	<p>The WESP includes the aim to create and provide opportunities and experiences for all learners and the wider community to use Welsh and be part of Welsh life in order to increase confidence in the Welsh language and to feel a sense of belonging.</p> <p>By September 2022, all Welsh and English medium schools will have reviewed and revisited previous Siarter Iaith/ Cymraeg Campus targets and will achieve the pre Covid standards.</p> <p>By September 2024, the Siarter Iaith/ Cymraeg Campus will be an integral part of planning for the Curriculum for Wales within all schools, with an emphasis on a whole school progression approach (supported by our Welsh in Education officer and Curriculum Development Officer (Welsh in English medium). This will increase learner and staff confidence in using the Welsh language and impact positively on the ethos of all schools.</p> <p>Siarter Iaith/ Cymraeg Campus action plans/strategies will be used to ensure regular opportunities for learners, staff and the wider community to engage in activities that increase</p>

						<p>confidence in the Welsh language and promote Welsh modern culture and history. This will lead to an increased awareness of the relevance/ importance of Welsh in their everyday lives. This will be monitored and supported by our Welsh in Education officer and Curriculum Development Officer (Welsh in English medium).</p> <p>The WESP therefore should impact positively on treating the Welsh language no less favourably than English.</p>
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5. Does the initiative impact on biodiversity:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence) / How might it impact?
To maintain and enhance biodiversity		x				This is not a criterion that will be impacted upon by this proposal
To promote the resilience of ecosystems, i.e. supporting protection of the wider environment, such		x				This is not a criterion that will be impacted upon by this proposal

as air quality, flood alleviation, etc.						
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6. Does the initiative embrace the sustainable development principle (5 ways of working):

	Yes	No	Details
Long term - how the initiative supports the long term well-being of people			The WESP is expected to positively impact on pupils aged 3-11 and on older children and adults, and will aim to will improve wellbeing through the promotion of the development of the Welsh language leading to increased opportunities to participate in the language and culture of Wales
Integration - how the initiative impacts upon our wellbeing objectives			The WESP directly supports wellbeing objective 1 – ‘to improve the wellbeing of children and young people’ through the provision of enhanced opportunities and provision for current and future generations of primary aged pupils. It also supports wellbeing objective 2 –‘to improve the wellbeing of all adults who live in the county borough’ and wellbeing objective 3 ‘to develop the local economy and environment so that the wellbeing of people can be improved’, particularly through WESP Outcomes 5 and 7.
Involvement - how people have been involved in developing the initiative			The WESP forum comprises Neath Port Talbot officers and school and early years representatives, along with a number of external groups and organisations who have collectively developed actions within the draft WESP.
Collaboration - how we have worked with other			As above, a range of stakeholders have been actively involved in developing the draft WESP. Additionally the draft WESP will be subject to a comprehensive public consultation with a wide range of stakeholders for a

services/organisations to find shared sustainable solutions			<p>nine week period. Subject to approval, it is anticipated that consultation will take place between 5th November 2021 and 7th January 2022.</p> <p>Based on the statutory requirements set out in the Welsh in Education Strategic Planning regulations (Wales) 2019 (<i>“the 2019 Regulations”</i>) local authorities must consult with a range of stakeholders.</p>
Prevention - how the initiative will prevent problems occurring or getting worse			<p>Welsh-medium education is an integral and essential part of the learning offer in Neath Port Talbot and all children should benefit from the opportunity to learn, appreciate and understand their lives through the medium of Welsh. This principle is underpinned by ensuring universal access to this provision across the county borough. Neath Port Talbot Council recognises that language and culture are critical parts of an individual's identity and is committed to promoting and celebrating Welsh language learning across all phases and sectors. The draft WESP aims to provide greater opportunities to enable all learners to develop their Welsh language skills and to use the language confidently in everyday life.</p>

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

A full impact assessment (second stage) is not required	x
Reasons for this conclusion	
No negative impacts have been recognised as part of this initiative.	

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

	Name	Position	Signature	Date
Completed by	R.Crowhurst	Head of Service		25.10.21
Signed off by	A.d.Thomas	Director		25.10.21

APPENDIX C

Summary of comments received with officer responses

Comments received	Response
In opposition	
<p>The goal of creating confident and enduring Welsh speakers (in the English medium sector) is going to be far too difficult in my opinion. It is not possible for an English medium school to create a Welsh speaker! If that was possible or likely, then there would be an argument for not having Welsh-medium schools!</p>	<p>Officer response: It is the aim of Welsh government to gradually change school categorisation in order to create more bilingual schools. As a local authority we must adhere to these changes as they arise.</p>
<p>Just because the Welsh government think it's a good idea to try and force the learning of Welsh language on people doesn't mean that the majority of people want it. It is of no practical use in today's world. A choice of modern second language such as French or German etc. would be of far more use. If people want a Welsh medium school for their child then there should be provision for it but to push it on all children is unacceptable and people should have the choice of an all English speaking school</p>	<p>Officer response: The local authority fully supports Welsh Government's 2050 Welsh Language strategy.</p>
<p>In general, therefore, as a result of the lack of ambition and lack of strategic vision in this plan, results in the authority failing in the aim set out in the Welsh Government's 2050 Welsh language policy of increasing the number of Welsh speakers and creating a statutory education system that will increase the number of confident Welsh speakers.</p>	<p>Officer response: Welsh Government request an increase of between 27-31%, therefore the set target of 31% for NPT is very ambitious and at the top of the upper range.</p>

Suggested amendments	
<p>In order to maintain consistency with the rest of the document, and to comply with Welsh Government guidelines, the Menter believes that the wording of this outcome should change from 'reviewing the demand for provision for Welsh-medium education' to 'CREATE Demand for Provision...'</p>	<p>Officer response: We agree and the plan will be amended appropriately.</p>
<p>That pattern is also reflected in the coverage of how many pupils achieve qualifications through the medium of Welsh. This requires a purposeful plan and effective collaboration with Qualifications Wales to ensure the availability of qualifications particularly in vocational areas, offered to pupils from the age of 14</p>	<p>Officer response: We agree and the plan will be amended appropriately. This work will be discussed further with WJEC and national exam boards.</p>
<p>While your plan notes the importance of having a suitable workforce for the existing schools developed as a result of these plans, the discussion on this area is generally superficial.</p>	<p>Officer response: We agree and the plan will be amended appropriately. The need for staff will be increased as the demand for Welsh-medium increases. The authority recognises its proactive role in promoting opportunities to engage with the workforce across the whole range of Local Authority services. One of the main responsibilities of the Promotion Officer will be to facilitate this work - commence September 2022.</p>
<p>The department requires a much more rigorous data assessment this is to set the baseline for targets to be implemented. There is a clear geographical deficit in the provisions Welsh medium childcare and needs mapping geographical gaps so that the issue can be addressed gaps this systematically.</p>	<p>Officer response: We agree and the plan will be amended and this will be set as a target. The Council commits to creating an operational plan to ensure that pre-school provision is available throughout the county by 2024.</p>

<p>Where will the other two schools be? When will it be opened?</p>	<p>Officer response: We agree and the plan will be amended. The initial plan for opening the second school in the south east of the county will be in place by 2024. The location of the third School will be confirmed will be in the second half of the scheme.</p>
<p>The commitment to deliver a third Welsh-medium primary school proposal within the lifetime of the plan is vague and vague. We understand that it is not possible to provide too much detail about schemes that do not wish to be developed until the second half of the plan period, but it would be useful to include some indication of likely location, nature of provision, and approximate timetable for development, delivery, and implementing the plan.</p>	<p>Officer response: See the above response.</p>
<p>The document states that establishing latecomer immersion provision will also enable secondary level learners to access Welsh-medium education. It is not clear how the commitments made in relation to outcome 2 will also provide for the secondary sector. We think this needs to be expanded upon.</p>	<p>Officer response: We agree and the plan will be amended. The long and short term aims are outlined in the plan. Also, the following statements have been added: The provision will be piloted from April 2022 until the end of the summer term, with a view to securing permanent immersion provision for all late comers to Welsh medium education from September 2022.</p> <p>We will look to establish provision for the secondary School in the second half of the WESP with the aim of ensuring provision for late comers to Welsh medium education and pupils who are now in the system but need intensive linguistic support.</p>

<p>If there are plans to move schools along the continuum this needs to be stated in this plan. Many local authorities are currently in the process of doing this and so expertise is developing. It would have been helpful to set out this intention in this plan including which schools.</p>	<p>Officer response: We agree and the plan will be amended. The authority intends to identify two schools that will have the potential to move along the linguistic continuum by the second half of the scheme.</p>
<p>Although Outcomes 3 and 4 contain a lot of relevant information and action points, we believe that these sections could be strengthened by discussing in more detail how the Council will develop and expand provision in the future. These sections do not adequately explain the implications of the growth of primary education on the secondary sector in the second half of the plan's life and beyond.</p>	<p>Officer response: We agree and the plan will be amended. By the second half of the WESP, with the growth at KS2 the Bro Dur site will reach full capacity of 650; an increase of 150. As a result of this growth we will need to consider expanding the capacity within Welsh medium secondary education.</p>
<p>What messages are being sent out to prevent pupils from transferring from Welsh primary education to English medium secondary education? Do we need to reinforce the message about the importance of transition from one period to the next in the by the county? How can this be done?</p>	<p>Officer response: There will be central messages through our new policy to ensure that pupils are encouraged to stay in Welsh-medium education when transferring from one key stage to the next. This has now been included in the WESP.</p>
<p>There is no mention in this outcome of where the partners are geographically. It would be good to see evidence of county-wide community activities.</p>	<p>Officer response: We agree and the plan will be amended. By September 2022, the county's agencies and third sector services will have introduced a baseline and targets that will demonstrate their intention to increase community activities. We will track and evaluate the targets annually using quantitative and qualitative data.</p>

<p>It will also be important to note how many additional staff there will be needed for the increasing numbers of pupils and new schools which will open in the life of this plan and how will the county will actively promote these jobs and support development education workforce professionals.</p>	<p>Officer response: We agree and the plan will be amended. To fulfil the aspiration of opening three schools over the 10 year period we will need to ensure at least three head teachers, a senior team for each school, class teachers and assistants during the establishment and development of each school.</p>
<p>Does the authority have a Welsh Education workforce support plan to show how the professional support service will contribute to a skilled and competent workforce? How many of the support workforce who can speak Welsh and provide support through the medium of Welsh? This is not clear. (Outcome 7)</p>	<p>Officer response: We agree and the plan will be amended.</p> <p>The authority commits to ensuring a professional support service that can speak Welsh by appointing and upskilling employees currently in the system.</p> <p>We will establish a workforce forum by September 2022 to respond to recruitment gaps and challenges in the authority. The information gathered will form part of the national workforce strategy</p>
<p>There is no mention of the areas of expertise currently available through the medium of Welsh or those that need to be developed. Will there be cross county collaboration? What will this look like in the first 5 years? With an increase in learners over the next decade it is inevitable that learners will also have increasing needs. It is essential that the specific specialisms to address the support of these learners and staff in schools, through ongoing specific training programs, are clearly reflected in the document. We wish to see much more detail on this</p>	<p>Officer response: We agree and the plan will be amended. This will be included in the introduction to Outcome 6.</p> <p>The authority comits to develop plans to establish a Welsh-medium learning support centre at YGG Trebannws, ensuring that this is a gradual, steady process transitioning from predominantly English-medium provision that exists, to a bilingual provision and eventually to a fully Welsh-medium provision</p>

<p>as the document ready to be presented to the minister at the end of January.</p>	<p>We will include the provision of a 16 place Welsh Medium learning support centre in the plans to build a replacement YGG Rhosafan, as part of NPT's 21st Century Schools Programme Band C proposals</p>
<p>Under the heading of 'Key Data', the Menter would like to suggest more ambitious targets than the minimum required by Government. NPT must reach 31% of 5 year olds receiving their education through the medium of Welsh, but why not aim for higher</p>	<p>Officer response: Welsh Government request an increase between 27-31%, therefore the set target of 31% for NPT it at the top of the upper range. These targets will be reviewed annually and amended when needed</p>
<p>The Menter would like to see a specific operational plan for ensuring transfer rates from Welsh-medium primary schools to Welsh-medium secondary schools</p>	<p>Officer response: This can be found within the cluster development plan and can be shared with all interested parties.</p>
<p>I wonder if there is an opportunity here to invest more in this (Mudiad Meithrin) by funding extra hours for mobile Ti a Fi Officers to ensure provision across the County?</p>	<p>Officer response: This matter will be discussed and considered further during the detailed Outcome Action Plan meetings.</p>
<p>A clear progression route for families should be identified, Cylch Meithrin / Primary / Secondary.</p>	<p>Officer response: This matter will be outlined further during the detailed Outcome Action Plan meetings.</p>
<p>The importance of early years vocational courses should be included in this outcome (outcome 4)</p>	<p>Officer response: This matter will be outlined further during the detailed Outcome Action Plan meetings.</p>
<p>I would like to see more concrete steps towards securing specialist Welsh language support for all children with additional learning needs in the county rather than addressing the emerging need at the time</p>	<p>Officer response: This matter will be outlined further during the detailed Outcome Action Plan meetings.</p>

<p>I would like the county to note the steps of how the families will be aware that a Welsh medium service is available to every child</p>	<p>Officer response: This matter will be outlined further during the detailed Outcome Action Plan meetings.</p>
<p>There is a need to increase the early year's workforce under Outcome 7. There is a shortage of qualified Welsh-speaking practitioners in education and early years. It is vitally important that there are opportunities for practitioners to follow Welsh medium childcare courses</p>	<p>Officer response: We agree and the plan will be amended appropriately.</p>
<p>Should the county consider the need to conduct training on the language immersion method across the county? As we know, Welsh-medium immersion education gives children the best opportunity to be fully bilingual. All of these schemes can be accessed through Mudiad Meithrin.</p>	<p>Officer response: We agree and the plan will be amended appropriately.</p>
<p>However, neither the expansion of the workforce in Additional Learning Education (ALN) providers is prioritized, nor are the aims of Outcome 6 as a whole in providing equal support in Welsh and English to learners with severe and complex ALN needs- ESTYN</p>	<p>Officer response: We agree and the plan has been amended appropriately.</p>
<p>Outcome 3- At present there is no significant discussion in your plan about the educational provision for learners after leaving the compulsory sector. To ensure the plan is complete we strongly believe that attention needs to be given to progression routes to sixth forms / FE colleges and subsequently, where relevant, to universities and the world of work</p>	<p>Officer response: This matter will be outlined further during the detailed Outcome Action Plan meetings.</p>
<p>There are few targets and plans in this section to support and develop Welsh as a subject. There is a need to plan purposefully and proactively to ensure that any pupil who wishes to study the subject</p>	<p>Officer response: This matter will be outlined further during the detailed Outcome Action Plan meetings.</p>

<p>at A level has the opportunity to do so. Fair and consistent consideration should be given to Welsh as a subject when planning A level options</p>	
<p>That pattern is also reflected in the coverage of how many pupils achieve qualifications through the medium of Welsh. There needs to be a purposeful plan in this area and effective collaboration with Qualifications Wales to ensure the availability of qualifications especially in vocational areas, offered to pupils from the age of 14 onwards.</p>	<p>Officer response: This matter will be outlined further during the detailed Outcome Action Plan meetings.</p>
<p>Access to nursery education. There is no statutory transport provision at that age, and I believe there is a need to expand the provision beyond that currently envisaged in the WESP to ensure it is closer to families in some areas.</p>	<p>Officer response: We recognise that this is a concern; a steering group will be set up to look around issues of transport and accessibility for pupils wishing to access Welsh-medium education</p>
<p>Answers are also needed why YGYBD for many years has the lowest budget share of the county's schools.</p>	<p>Officer response: All school budgets for secondary and middle schools within the Authority are calculated using the same factors and formula The formula is primarily based on the number of pupils enrolled at each school and the full-time staffing structures within each individual school. The formula is a mechanism of providing monies to schools and may not reflect the number of people that the school has employed.</p>
<p>There is a need for the LEA to monitor progress together with the development of bilingualism in second-language schools.</p>	<p>Officer response: This matter will be outlined further during the detailed Outcome Action Plan meetings.</p>

Swansea Valley- In the context of the WESP the project could undermine Welsh medium education and the place of Welsh in the community.	Officer response: This comment is noted
The appendix lists potential mitigation measures, but these do not accept the main finding of the independent specialist appointed by the Welsh Government that the plan is damaging, or adequately respond to the other recommendations.	Officer response: This comment is noted
The need for new, modern buildings for these schools needs to be emphasized, rather than seeing brand new English medium schools come into existence and the new Welsh medium schools then being located within the old buildings where formerly English-medium schools.	Officer response: This comment is noted
It would be helpful to link this up with any strategic plan which supports Welsh language employment opportunities. These benefits/opportunities would support parental decision making from an early age	Officer response: As from 2022, the WESP plan will align with the new Neath Port Talbot Welsh Promotion Strategy (new Welsh Promotion Strategy consultation period to commence 2022).
In support :	
There is much to welcome in the new draft WESP. It aims to seriously tackle the challenges facing the language and Welsh medium education, and is much more creative than earlier WESPs.	
Overall, it is an ambitious plan which aims to enable all learners, families and carers to develop their Welsh language skills and to use the language confidently in everyday life-ESTYN	

Challenging targets are included within this Plan with goals incorporated into appropriate plans within the outcomes- ESTYN	
Menter Iaith Neath Port Talbot is pleased to see the proposal to open 3 new Welsh-medium primary schools within the 10 year plan period	
The opening of the Bro Dur campus in the south of the county is a significant step in securing a successful future of Welsh-medium education within the county	
The Menter is very pleased to see that the Local Authority recognizes the importance of creating the demand for Welsh-medium education and not just responding to the demand	
Menter 's full support for many of the statements under Outcome 4, and specifically to the point of' employing a Welsh in Education Promotion Officer'	
The Menter supports the statements to expand and build on the success of 'Gid Tanio'r ddraig' and looks forward to how this work will continue	
The Menter is looking forward to seeing a significant increase in the number of staff within the authority who can speak Welsh, especially when considering the need to staff the new Welsh-medium primary schools that are to open under the new plan	
Mudiad Meithrin welcomes the county's recognition for working together to provide early Welsh language opportunities for all young	

children and their families and to develop services in areas where there is no pre-school early years provision	
We very much welcome your acknowledgment for the importance of messages in the periods before and after birth	
We commend the appropriate effort to provide activities for learners to continue their education while pursuing Welsh as a subject as well as courses more widely, for example in the post-16 sector when planning to expand the offer of vocational courses through the medium of Welsh (ESTYN)	
Overall, the aims of the outcomes are coherent, comprehensive and mutually supportive within the WESP (ESTYN)	
We support this work, which is incorporated in Appendix A of this Plan, in order to protect, promote and develop the Welsh language in this valley when planning purposefully for the future (ESTYN)	
We support the decision to appoint a consultant to promote the benefits of Welsh-medium education and produce a marketing campaign, and to address the reduction of surplus places in the north of LA	
The overdue commitment to establish three new Welsh primary schools over the 10 years of the plan is particularly welcome.	
Overall, I'm very happy to see the direction of the scheme ... This scheme, if implemented, contributes well to re-establishing the language in our area	

Overall an appropriately stretching and very positive plan with clear objectives and ways to get there	
The Menter is looking forward to seeing the developments of the Local Authority website, and hopes to see information at every opportunity that shares the benefits of Welsh-medium education and promotes the opportunities within the county	
General comments:	
The Authority must also consider actions arising from the impact of opening a new English medium school in the Pontardawe area in order to safeguard the language locally. This is a job for the whole authority and not just the education department	Officer response: This comment is noted
The Menter would like to see how the County Council and departments within the Council (eg the Council's Youth Services) intend to support the Initiative and other partners in their work during the plan's period	Officer response: This comment is noted
As it is a 10 year plan how will progress be measured? How will transparency be ensured?	Officer response: The WESP will be monitored annually by Welsh Government. Additionally it is intended that the progress of the Outcome Action Plans will be reported on a termly basis to the WESP forum and will also inform the annual monitoring report which will be presented to members.

<p>An annual assessment will be positive, but there will also be a need for flexible responses to increased demand e.g. in areas of population growth.</p>	<p>Officer response: This comment is noted</p>
<p>Welsh Government have announced revised categories for Welsh medium education, does this affect the draft WESP?</p>	<p>Officer response: The WESP will be reviewed and developed further, in line with new WG guidelines when available.</p>
<p>It needs to be explained that other secondary schools are not in a position to offer the wide range of education and other opportunities through the medium of Welsh that maintain the language skills of pupils from Welsh medium primaries.</p>	<p>Officer response: This comment is noted</p>
<p>The idea of creating three more Welsh-medium primary schools within the decade is ambitious, and to be welcomed, but these developments need to happen "early" rather than late during the ten-year period</p>	<p>Officer response: This comment is noted</p>

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NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills and Culture Cabinet Board

19 January 2022

REPORT OF THE DIRECTOR OF EDUCATION, LEISURE AND LIFELONG LEARNING – A.THOMAS

MATTER FOR DECISION

WARDS AFFECTED: Briton Ferry West, Coedffranc Central, Coedffranc North, Coedffranc West, Dyffryn, Neath North

STRATEGIC SCHOOL IMPROVEMENT PROGRAMME - PROPOSAL TO ESTABLISH A NEW WELSH-MEDIUM PRIMARY SCHOOL IN NEATH ABBEY

Purpose of report

1. To obtain approval to consult on a proposal to establish a new Welsh –medium primary school at St John’s Terrace, Neath Abbey, Neath, SA10 7ND

Executive summary

2. Neath Port Talbot’s draft WESP 2022-32, is the cornerstone for the Council’s vision for increasing and improving the planning of the provision of Welsh medium education in Neath Port Talbot, to enable all learners to develop their Welsh language skills and to use the language confidently in everyday life.
3. The overarching ten year target in Neath Port Talbot is to increase the number of Year 1 children taught through the medium of Welsh from 16.8% (252 pupils) in 2020/21 (PLASC 2021) to 31% (460 pupils) by 2032.

4. In recent years pupil numbers in the Neath Abbey, Skewen and Crymlyn areas have risen with the result that both the English-medium schools in those areas and the Welsh-medium schools that admit pupils from those areas are facing accommodation pressures. New housing developments in Crymlyn and Coed Darcy in particular have contributed to the increase in pupil numbers, as well as increased numbers of families moving into the area.
5. Modelling work on expanding Welsh- medium provision suggests that the Neath Abbey area is a good location for creating a new Welsh-medium school.
6. This proposal would seek to establish a Welsh-medium starter primary school in premises previously occupied by Abbey Primary School at St John's Terrace, Neath Abbey, Neath, SA10 7ND which occupy a prominent position off the A4230 between Neath Abbey and Skewen.
7. The Council have recently submitted an expression of interest to Welsh Government for specific Welsh-medium capital funding to support an exciting project that aspires to refurbish, re-model, and adapt the existing buildings at the St John's Terrace site to establish a new Welsh-medium starter school including a 45 place nursery and a 12 place childcare setting.
8. It is proposed that a new Welsh-medium starter school would open for part time nursery pupils in January 2023 with the first cohort of full time reception pupils expected to attend the new school from September 2023.

Background

9. 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.

10. 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.
11. The Council has determined 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
12. Neath Port Talbot currently has nine Welsh-medium primary schools, and one Welsh-medium middle (3-18) school over two sites, one at the north in Ystalyfera and one in the south in Sandfields/Baglan. Three of the nine primary schools are situated in the south of Neath Port Talbot – Ysgol Gynradd Gymraeg Rhos Afan in Sandfields, Ysgol Gynradd Gymraeg Castell-nedd in Neath centre and Ysgol Gynradd Gymraeg Tyle’r Ynn in Briton Ferry. All three schools have seen an increase in pupil numbers and are facing accommodation pressures. The numbers of pupils choosing Welsh-medium in the south of the county borough has seen an increase year on year.

Table 1

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
YGG Castell-nedd	364	356	360	359	362	384	387	405	415	419	417
YGG Rhosafan	339	366	355	354	361	360	360	359	365	381	392
YGG Tyle’r Ynn	211	219	218	218	230	239	236	227	226	230	258
Total	914	941	933	931	953	983	983	991	1006	1030	1065

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

promoting and celebrating Welsh language learning across all phases and sectors.

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

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

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

15. The overarching ten year target in Neath Port Talbot is to increase the number of Year 1 children taught through the medium of Welsh from 16.8% (252 pupils) in 2020/21 (PLASC 2021) to 31% (460 pupils) by 2032.

Current Situation

16. In recent years pupil numbers in the Neath Abbey, Skewen and Crymlyn areas have risen with the result that both the English-medium schools in those areas and the Welsh-medium schools that admit pupils from those areas are facing accommodation pressures. New housing developments in Crymlyn and Coed Darcy in particular have contributed to the increase in pupil numbers, as well as increased numbers of families moving into the area.

17. Modelling work on expanding Welsh- medium provision suggests that the Neath Abbey area is a good location for creating a new Welsh-medium school.
18. Currently, 125 pupils from Neath Abbey, Skewen, Llandarcy and Jersey Marine travel to Ysgol Gynradd Gymraeg Castell-nedd and Ysgol Gynradd Gymraeg Tyle'r Ynn to access Welsh-medium education, from nursery to year 6, shown below in tables 2 and 3. Approximately 50 pupils from Neath Port Talbot also attend Ysgol Gynradd Gymraeg Lon-las which is a Welsh-medium school in the City and County of Swansea, approximately 3.5 miles from the location of the proposed new school.

Table 2

English-medium School Catchment Areas	YGG Castell Nedd									
	N2	N1	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Abbey Primary School	1	4	5	0	3	2	1	3	6	25
Coedffranc Primary School	1	5	6	7	5	3	3	4	2	36
Crymlyn Primary School	0	0	1	3	3	2	2	1	2	14
Total	2	9	12	10	11	7	6	8	10	75

Table 3

English –medium School Catchment Areas	YGG Tyle'r Ynn									
	N2	N1	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Abbey Primary School	0	1	0	0	0	1	0	1	0	3
Coedffranc Primary School	0	5	3	8	3	3	4	6	7	39
Crymlyn Primary School	0	3	2	0	0	1	0	1	1	8
Total	0	9	5	8	3	6	4	8	8	50

19. It is anticipated therefore that locating a new Welsh-medium school in this area will alleviate the capacity issues in both Ysgol Gynradd Gymraeg Castell-nedd and Ysgol Gynradd Gymraeg Tyle'r Ynn (nearly or at full capacity) and will further stimulate demand for Welsh-medium education provision in the area.

The proposal

20. This proposal would seek to establish a Welsh-medium starter primary school in premises previously occupied by Abbey Primary

School at St John's Terrace, Neath Abbey, Neath, SA10 7ND which occupy a prominent position off the A4230 between Neath Abbey and Skewen.

21. Abbey Primary School currently operates between three separate sites and the school is due to relocate to a brand new build single site school at Heol Penlan in the Longford area of Neath during March 2022.
22. The Council have recently submitted an expression of interest to Welsh Government for specific Welsh-medium capital funding to support an exciting project that aspires to refurbish, re-model, and adapt the existing buildings at the St John's Terrace site to establish a new Welsh-medium starter school including a 45 place nursery and a 12 place childcare setting.
23. A decision from Welsh Government on whether the expression of interest for capital grant funding is successful is expected early in 2022.
24. It is proposed that a new Welsh-medium starter school would open for part time nursery pupils in January 2023 with the first cohort of full time reception pupils expected to attend the new school from September 2023.
25. The new school would provide for up to 210 full-time primary age pupils and 45 part-time nursery age pupils by September 2029. This will deliver sufficient accommodation for the total combined forecasted pupil numbers, including potential growth in pupil population.
26. The admission arrangements will be in line with the Council's approved admission arrangements for primary schools. For the purpose of consultation, the proposed admission number for primary phase education is 30.
27. The proposed new Welsh-medium school will serve the combined catchment areas of Crymlyn, Coedffranc and Abbey primary schools, making it easier for parents to easily understand their Welsh-medium and English-medium choices, and is a change to the current situation where pupils in this area attend either Ysgol Gynradd Gymraeg Castell-nedd or Ysgol Gynradd Gymraeg Tyle'r Ynn for Welsh-

medium education. Approximately 50 pupils from the Skewen area also attend Ysgol Gynradd Gymraeg Lon-las which is a Welsh-medium school in the City and County of Swansea, approximately 3.5 miles from the location of the proposed new school.

28. It is anticipated that the majority of pupils attending will live within a two mile radius of the proposed new school, ensuring that Welsh medium education is available within their local area. Current data indicates that of the 125 pupils who currently travel from the area to Ysgol Gynradd Gymraeg Castell-nedd and Ysgol Gynradd Gymraeg Tyle'r Ynn, 117 live within a 2 mile radius of the proposed new school site.
29. A starter school model is considered the most appropriate solution for new Welsh-medium schools. Whilst demand is growing for Welsh-medium education, opening the school immediately to all year groups could destabilise other schools across the authority and could adversely affect the ability to support effective provision.

- **What is a starter school?**

30. A starter school is a model that can be used when establishing a new school to allow the facilities and staff to be used efficiently while the school grows to its full potential. The school opens initially with only Nursery class, and a year group is then added each academic year until the first reception cohort reaches Year 6.
31. During the *first* year of the starter school opening, one mainstream class will be in operation as follows
 - A **nursery class** where up to **45 part-time** places will be offered over either a morning or afternoon session;
32. In the *second* year, the starter school will consist of:
 - A **nursery class** where up to **45 part-time** places will be offered over either a morning or afternoon session;
 - A **reception class** with a maximum of **30** places;
33. In the *third* year, the school will consist of:
 - A **nursery class** where up to **45 part-time** places will be offered over either a morning or afternoon session;

- **A reception class** with a maximum of **30** places;
 - **A Year 1 class** with a maximum of **30** places;
34. In the years following, each new reception year group will have a maximum of 30 places. Full capacity of the school will be realised in September 2029 when all year groups will operate under a one-form entry arrangement.
35. The table below shows an example of the starter model of growth for a one form-entry school.

Table 4

Available Places by Academic Year							
	2023	2024	2025	2026	2027	2028	2029
Nursery (January)	45	45	45	45	45	45	45
Reception (September)	30	30	30	30	30	30	30
Year 1		30	30	30	30	30	30
Year 2			30	30	30	30	30
Year 3				30	30	30	30
Year 4					30	30	30
Year 5						30	30
Year 6							30

- **What are the benefits of a starter school?**
 - The school capacity grows as demand increases;
 - Stable growth to support existing schools;
 - Reduces the possibility of mass movement of pupils from other schools;
 - Effectively manages class sizes to support staffing and the school budget;
 - Pupils living outside the school catchment area can still apply for a place at the school and if places are available may be successful.
- **What are the disadvantages of a starter school?**
 - Takes a number of years to deliver growth
 - Possible implications for siblings with changing catchments;
 - Possible implications for families moving to Neath Port Talbot with different aged children due to changing catchments;

Childcare provision

36. The proposal includes the intention to incorporate a new Welsh-medium childcare setting on the school site, to offer pre-school and

wraparound care for children through the medium of Welsh. This would increase the total childcare provision across Neath Port Talbot through the creation of 12 additional places and will have a positive impact on Welsh-medium education through stimulated demand.

37. The nearest Welsh-medium childcare provision is some distance away in Neath and a new setting in the proposed new school would ensure that families from the area are offered greater choice and flexibility, and will also support parents to opt for a Welsh medium school for their children, as well as helping to develop early Welsh language speaking and listening skills in preschool children.

Details of the Schools affected by this proposal

Ysgol Gynradd Gymraeg Castell-nedd

38. Ysgol Gynradd Gymraeg Castell-nedd is a Welsh-medium community school serving boys and girls aged 3-11 years. It is situated in the town of Neath approx. 2 miles from the possible site of the proposed new school.

- **Pupil Numbers**

39. As at January 2021 there were 320 full-time and 97 part-time (nursery) pupils on roll. With the physical capacity to accommodate 340 full-time and 65 part-time (nursery) pupils per session, the school has a surplus capacity of 5.88% (20 full-time pupil places). Forecasts, based on current school admission trends, from January 2021 to January 2022 suggest a slight increase in pupil numbers.

Table 5

<i>Ysgol Gynradd Gymraeg Castell-nedd</i>				
		<i>Jan 2021</i>		<i>Jan 2022</i>
	School capacity	Actual Pupil Numbers	Surplus places	Projected Pupil Numbers
<i>Full-time</i>	340	320	20 (5.88%)	331
<i>Part-time (Nursery)</i>	65 (per Session)	97 (total of both current sessions)	33 (25.38%)	86

The table below shows pupil numbers over a 5 year period:

Table 6

<i>Ysgol Gynradd Gymraeg Castell-nedd</i>						
<i>School Census Jan 2017 – 2021 + Sept. '22 roll</i>						
<i>Year</i>	17	18	19	20	21	Sept.22

<i>Pupil numbers</i>	387	405	415	419	417	404
<i>Full Time</i>	331	339	337	336	320	350
<i>Part Time</i>	56	66	78	83	97	54

Notes:

- Capacity: Taken from 20-21 Capacities
- Actual Pupil numbers: Taken from PLASC Report 2021

- **Quality and standards in education**

40. Ysgol Gynradd Gymraeg Castell-nedd was last inspected in March 2016 and Estyn reported that it was a school with good and excellent features, awarding good judgements in the 3 inspection areas. Past judgements from the school National Categorisation System placed the school in the green support category which recognises it as an effective school which has secured good levels of learner outcomes in key performance indicators.

- **Standards**

41. Since 2020, Welsh Government do not expect returns for all statutory data collections that would have been due to take place before the school summer holidays as a result of the Covid pandemic. This includes National Data Collection (NDC) 2020 data collection and Welsh National Tests (WNT) 2020 data collection.

- **Wellbeing and attitudes to learning**

42. Wellbeing and attitudes to learning of pupils was judged to be 'good' in the recent Estyn report (March 2016) which states: 'There is a strong sense of belonging to a happy and friendly community across the school.'

Attendance has been consistent, with current data showing a percentage of 94.6% for 2019 (pre Covid data), where nearly all pupils are punctual and their parents understand the importance of regular attendance at school.

- **Teaching and Learning**

43. Estyn, in 2016, report that across Ysgol Gynradd Gymraeg Castell-nedd 'The quality of teaching is consistently good across the school, with a few elements of excellence'.

The Estyn report states that 'Teachers question probingly in order to develop previous knowledge and extend pupils' understanding' and 'have a sound understanding of the Literacy and Numeracy

Framework and they introduce new information and skills clearly, and model high standards of language.'

- ***Care, Support and Guidance***

44. Estyn also reported that care, support and guidance were good, noting that the Headteacher has established effective arrangements to support pupils' health and wellbeing. This has improved pupils' wellbeing very effectively.

Estyn also report that there is a wide range of valuable provision to meet the needs of pupils who have additional needs.

Ysgol Gynradd Gymraeg Castell-nedd has skilled teaching assistants providing high quality care and support to ensure that pupils with a range of additional needs integrate seamlessly into the daily life of the school, this led Estyn to report that, 'An effective team of teaching assistants supports the work well'.

- ***Leadership and Management***

45. In 2016, Estyn judged Ysgol Gynradd Gymraeg Castell-nedd's leadership and management to be good with excellent elements, reporting that: 'The headteacher has a clear vision which is based on developing each pupil as a whole individual '.

The most recent Estyn inspection report can be viewed at:

<https://www.estyn.gov.wales/inspection-reports>

- ***Quality of accommodation***

46. The most recent assessment of building condition of YGG Castell Nedd reports that the original main building is in relatively good condition considering its age whilst other more recently added areas including the kitchen, dining hall, two storey teaching block require limited works. The site is largely compliant with accessibility legislation although some works are still required.
47. Overall the site was graded B for condition and B for accessibility with backlog maintenance and accessibility costs being assessed at circa. £391K.
48. Continued investment at the school since the date of the last condition assessment, including the very recent installation of a brand new large modular classroom funded from Welsh

Government's Class Size Reduction Grant is expected to result in an improved situation when the assessment is next updated.

Ysgol Gynradd Gymraeg Tyle'r Ynn

49. Ysgol Gynradd Gymraeg Tyle'r Ynn is a Welsh-medium community school serving boys and girls aged 3-11 years. It is situated in the town of Briton Ferry approx. 3.5 miles from the possible site of the proposed new school.

Pupil Numbers

50. As at January 2021 there were 200 full-time and 56 part-time (nursery) pupils on roll. With the physical capacity to accommodate 236 full-time and 34 part-time (nursery) pupils per session, the school has a surplus capacity of 15.25% (36 full-time pupil places). Forecasts, based on current school admission trends, from January 2021 to January 2022 suggest an increase in pupil numbers.

Table 7

<i>Ysgol Gynradd Gymraeg Tyle'r Ynn</i>				
		<i>Jan 2021</i>		<i>Jan 2022</i>
	School capacity	Actual Pupil Numbers	Surplus places	Projected Pupil Numbers
<i>Full-time</i>	236	200	36 (15.25%)	208
<i>Part-time (Nursery)</i>	34 (per session)	56 (Total of both sessions)	12 (17.65%)	50

The table below shows pupil numbers over a 5 year period:

Table 8

<i>Ysgol Gynradd Gymraeg Tyle'r Ynn</i>						
<i>School Census Jan 2017 – 2021 + Sept. '22 roll</i>						
<i>Year</i>	<i>17</i>	<i>18</i>	<i>19</i>	<i>20</i>	<i>21</i>	<i>Sept.22</i>
<i>Pupil numbers</i>	236	227	226	230	256	257
<i>Full Time</i>	193	190	182	179	200	226
<i>Part Time</i>	43	37	44	51	56	31

Notes:

- Capacity: Taken from 20-21 Capacities
- Actual Pupil numbers: Taken from PLASC Report 2021

- **Quality and standards in education**

51. Ysgol Gynradd Gymraeg Tyle'r Ynn was last inspected in May 2017 and Estyn reported that it was a school with adequate and good features, awarding adequate judgements in the 3 inspection areas.

Past judgements from the school National Categorisation System placed the school in the yellow support category in 2019-20 which recognises it as an effective school which has secured good levels of learner outcomes in key performance indicators.

- **Standards**

52. Since 2020, Welsh Government do not expect returns for all statutory data collections that would have been due to take place before the school summer holidays as a result of the Covid pandemic. This includes National Data Collection (NDC) 2020 data collection and Welsh National Tests (WNT) 2020 data collection.

- **Wellbeing and attitudes to learning**

53. Wellbeing and attitudes to learning of pupils was judged to be 'good' in the recent Estyn report (May 2017) which states: 'nearly all pupils' standards of wellbeing are consistently good within the school's caring and familial community.'

Attendance has been consistent, with current data showing a percentage of 96.2% for 2019 (pre Covid data), where nearly all pupils are punctual and their parents understand the importance of regular attendance at school.

- **Teaching and Learning**

54. Estyn, in 2017 report that across Ysgol Gynradd Gymraeg Tyle'r Ynn 'Nearly all teachers provide interesting tasks that stimulate most pupils' interest successfully. They use appropriate teaching methods across the school, which meet the needs of most pupils suitably'.

The Estyn report states that teachers 'offer useful oral feedback to pupils in many lessons and question purposefully to reinforce learning and to develop pupils' thinking skills appropriately.'

- **Care, Support and Guidance**

55. Estyn also reported that care, support and guidance were good, noting that 'The school is a caring community in which pupils feel safe'. It also notes that 'The headteacher has a clear vision that is based on the care, support, wellbeing and satisfaction of pupils and staff'.

Estyn also report that the school has effective arrangements to address the requirements of pupils with additional learning needs.

- **Leadership and Management**

56. In 2017, Estyn judged Ysgol Gynradd Gymraeg Tyle'r Ynn's leadership and management to be adequate with good features.

The most recent Estyn inspection report can be viewed at:

<https://www.estyn.gov.wales/inspection-reports>

- **Quality of accommodation**

57. The most recent assessment of building condition of YGG Tyle'r Ynn reports that the building is in fair condition and has received moderate investment over recent years including an extension comprising classrooms, toilets and staffroom. The site is largely compliant with accessibility legislation although some works are still required.

58. Overall the site was graded C- for condition and B for accessibility with backlog maintenance and accessibility costs being assessed at circa. £886K. The site is largely compliant with accessibility legislation although some works were still required.

59. Whilst issues were identified in a number of areas including car park, internal floor coverings, decoration as well as heating and lighting installations, many of these will have been addressed with the recent completion of a significant investment funded through the Council and Welsh Government's Welsh-medium Capital Grant that has also resulted in the delivery of a brand new nursery and community room.

60. The recently completed works mentioned above are expected to result in an improved situation when the condition assessment is next updated.

Other schools potentially affected by the proposal

61. **Ysgol Gymraeg Ystalyfera Bro Dur, South Campus**, Seaway Parade, Port Talbot, SA12 7EQ, will be indirectly affected by the proposal. This school is not a subject of the proposal, however the number of pupils expected to progress to Year 7 admission for this school will be greater from September 2030 than the current admission number. The south campus currently has the capacity for 650 11-16 year old pupils who transition into the school from the current three Welsh-medium primary school in the south and is anticipated to reach full capacity by 2028. Further consideration will

therefore be needed to ensure sufficient capacity within the Welsh-medium secondary phase in the near future.

62. **Abbey Primary School, St John’s Terrace, Neath Abbey, SA10 7ND,**
Coedffranc Primary School, Stanley Road, Skewen, SA10 6LP
Crymlyn Primary School, School Road, Jersey Marine, SA10 6JJ

These schools could also be indirectly affected by the proposal, as the proposed new starter school will be the Welsh-medium primary school for the three catchment areas. Coedffranc Primary school is also within close proximity to the proposed new school. There is therefore a possibility that the number of applications for nursery and reception places at the three English- medium primary schools will be reduced as a result of the starter Welsh-medium school.

63. However the starter model of growth is expected to minimise the likelihood and impact of this risk by limiting the availability of additional pupil places in older year groups. It is also the case that the three schools are over or nearing their capacity, each one demonstrating consistent increased pupil numbers in the last 5 years (table 9) and pupil numbers continue to grow in the area. Therefore it is anticipated that there will be little impact in the early years of the school opening.

Table 9

	2017	2018	2019	2020	2021
Abbey Primary	389	405	425	440	455
Coedffranc Primary	385	392	396	400	418
Crymlyn Primary	59	56	70	87	113

64. **Ysgol Gynradd Gymraeg Lon-las, Heol Walters, Llansamlet, Swansea SA7 9RW** could also be potentially affected by this proposal. Ysgol Gynradd Gymraeg Lon-las is a Welsh-medium school in the City and County of Swansea, approximately 3.5 miles from the location of the proposed new school. Currently 50 pupils from Neath Port Talbot attend there and potentially live within the proposed catchment area of the new starter school. There is therefore a possibility that in the future pupil numbers at Ysgol Gynradd Gymraeg Lon-las might be affected if parents living in Neath Port Talbot opt to send their children to the new school instead of Ysgol Gynradd Gymraeg Lon-las in the future. However it is likely that for many pupils living on the borders between Swansea and Neath Port Talbot, Ysgol Gynradd Gymraeg Lon-las would be

nearer than the proposed new school, and would therefore likely remain as the first Welsh-medium school of choice for pupils in that area.

Impact on Pupils and Parents

65. The proposed new school will offer the opportunity for pupils to access Welsh-medium education in their immediate area rather than travelling to Ysgol Gynradd Gymraeg Castell-nedd or Ysgol Gynradd Gymraeg Tyle'r Ynn. It is anticipated that this will prove to be attractive to many parents in the area and that interest in the Welsh language will therefore grow.
66. The additional benefit of an onsite childcare provision will also support parents and may help and encourage those who do not speak Welsh to opt for a Welsh medium school for their children, as well as helping to develop early Welsh language speaking and listening skills in preschool children.
67. Parents of children who currently attend Ysgol Gynradd Gymraeg Castell-nedd and Ysgol Gynradd Gymraeg Tyle'r Ynn from the Neath Abbey and surrounding areas will not be affected by this proposal as their children will remain in their current schools. Younger siblings (preschool or nursery age) will be able to access the proposed new school and parents/carers will be encouraged to take advantage of the more local provision.
68. Pupils and parents from Neath centre, Briton Ferry and surrounding areas will also benefit from the proposal as Ysgol Gynradd Gymraeg Castell-nedd and Ysgol Gynradd Gymraeg Tyle'r Ynn will, should this proposal be approved, have capacity to admit more pupils from their immediate areas and will be able to avoid the possibility of catchment pupils being refused a place at their nearest suitable school.

Impact on Governors

69. A temporary governing body will be established prior to the opening of the proposed new school. The temporary governing body will take important decisions about the new school including the appointment of a head teacher, agreeing a staffing structure and adopting operating procedures and agreeing a name for the school. The temporary governing body will also resolve other issues including

school uniform which, in line with good practice, will be determined following consultation with parents and if possible with pupils.

70. The temporary governing body is expected to include existing governors from Ysgol Gynradd Gymraeg Castell-nedd and Ysgol Gynradd Gymraeg Tyle'r Ynn with the aim of ensuring good working relationships between the three schools, and to ensure that the good practice currently evidenced in the two schools is shared and developed into the new school.

Impact on travel Arrangements

71. It is anticipated that the majority of pupils attending will live within a two mile radius of the proposed new school, ensuring that Welsh medium education is available within their immediate local area. Current data indicates that of the 125 pupils who currently travel from the area to Ysgol Gynradd Gymraeg Castell-nedd and Ysgol Gynradd Gymraeg Tyle'r Ynn, 117 live within a 2 mile radius of the proposed new school site.
72. Support with home to school travel will be made available in line with the Council's Home to School Transport policy. This means that primary school aged pupils living 2 miles or more from their nearest suitable or designated school will be considered for transport assistance.
73. 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.

Financial Impact

74. Applications for grant funding have been submitted to assist with additional capital and revenue costs for identified projects through the 21st century schools programme, including this proposal.
75. Based on Welsh Government's standardised costs for a "medium" refurbishment, an initial budget calculation of up to £2.43M has been

identified for necessary works to refurbish, re-model, and adapt the existing Abbey Primary junior site buildings to establish the proposed new school and childcare provision.

76. Additional revenue costs for two years for the proposed starter school are estimated at £652,651, based on the current costs of teaching and support staff required to operate a starter school at the point of opening. Two year revenue costs for the new childcare setting have been estimated at £16,000, based on similar provision within Neath Port Talbot, and an application for an additional revenue support grant has been submitted along with the Welsh medium grant funding bid.
77. Revenue funding for schools is distributed on an annual basis by means of an approved formula. This ensures school budget shares are allocated on a simple, objective and measurable basis.
78. Most of the revenue budget allocation to schools is generated by pupil numbers. Therefore the proposed new school budget will be based mainly on the pupil roll, and as the pupil numbers grow the budget will also increase. Based on a school of 210 full time pupils and 45 part time nursery places the projected budget share for the proposed new school is estimated to be approx. £957k when the school is fully occupied.
79. Transport costs are unlikely to be affected by this proposal as while it is expected that pupils attending the proposed new school will no longer require transport, the current buses will still be required to transport pupils to Ysgol Gynradd Gymraeg Castell-nedd and Ysgol Gynradd Gymraeg Tyle'r Ynn from other areas, although it is possible that smaller vehicles could be used, or routes could be combined so less vehicles are needed.

Integrated Impact Assessment

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

81. The first stage screening assessment is attached as appendix A. This indicates that the proposal is likely to have an impact on pupils, staff and other potential users of the new school. The proposal may also impact on opportunities to use the Welsh language.
82. Members should note that work on the IIA is an ongoing process and following full consultation where views of all stakeholders will be gathered, greater information will be available which will further help to inform the full assessment.
83. A fully completed IIA will be put before members prior to any final decision being taken on whether or not the proposal is to be implemented. The impact on different protected groups, together with the three equality needs to which members must have regard will be set out in the IIA.
84. As part of the IIA the impact on the proposal on people's opportunities to use the Welsh language and on treating the Welsh language no less favourably than English will also be fully assessed.
85. As this proposal relates to the establishment of a Welsh-medium school, the School Organisation Code specifies that a Welsh Language Impact Assessment must be undertaken, and this will also be developed through the consultation process for presentation to Members before the final decision is taken on whether the proposal should be implemented.

Welsh in Education Strategic Plan (WESP) and impact on Welsh Language

86. Welsh-medium education is an integral and essential part of the learning offer in Neath Port Talbot. We believe that all children should benefit from the opportunity to learn, appreciate and shape their lives through the medium of Welsh. The local authority underpins this principle by committing to enabling all learners to benefit from its universal access to this provision.
87. Our statutory education system also has a vital role to play in increasing the number of Welsh speakers as highlighted by Welsh Government's Cymraeg 2050 Strategy. In order to achieve our goals, we must significantly increase the number of school learners who have the opportunity to develop Welsh-language skills in all settings and thus use it in their everyday lives.

88. Welsh Government have set a target for Neath Port Talbot to increase the number of learners accessing Welsh-medium education of between 17% and 27% over a 10 year period. This target is based on increasing the number of Year 1 children taught through the medium of Welsh from 16.8% (252 pupils) in 2020/21 (PLASC 2021) to 31% (460 pupils) by 2032.
89. In order to reach our target of an increase of 208 pupils by the end of the 10 year plan, we will aim to establish 3 new Welsh-medium schools within Neath Port Talbot. The first of the 3 schools is the subject of this proposal, a new single form entry starter school in Neath Abbey area subject to member approval and compliance with the extant criteria of the Schools' Organisation Code.

Valley Communities Impacts

90. There are no impacts on valley communities as result of this report.

Workforce impacts

91. This proposal seeks to establish a new Welsh-medium school and as such any workforce impacts are positive, as new teaching and support staff would be required for the new school.
92. There is a risk that pupil numbers at existing schools that could be affected by this proposal could reduce, leading to possible job losses. This is not anticipated in the early years of the school opening as numbers in the catchment areas have demonstrated significant growth which is predicted to continue. However if this was to be the case then staff from the Welsh-medium schools or who have the appropriate Welsh language skills in the English-medium schools could transfer to the new school, where additional staff would be needed.
93. The draft Welsh in Education Plan outlines the need for additional staff with appropriate Welsh language skills across Neath Port Talbot in future years and how training and development needs will be identified and addressed. It is expected that staff in the current English-medium schools in this area may wish to develop Welsh language skills in the future enabling them to also transfer to the new school if they should wish to do so and if the pupil numbers grow as expected.

Legal impacts

94. 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.
95. 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.
96. 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.

Risk Management Impacts

97. A risk assessment has been carried out under the Council's Risk Management Policy 2018.
98. The potential risks associated with the proposal comprise the Council's reputation, educational standards, financial management, staff employment and service delivery.
99. Potential risk areas in implementing the proposal include:
 - forecasted pupil numbers do not materialise
 - the demand for Welsh-medium places is not as high as expected
 - current Welsh-medium schools pupil numbers reduce
 - increased staff anxiety in current schools affected by the proposal
 - resistance to change leading to lack of pupil, parent and staff support
 - educational standards not maintained
 - 21st Century School capital funding opportunity not realised
 - the development of Welsh in the early years is not realised due to no available, suitable site for a childcare provision
 - budget allocation insufficient to meet needs

100. Failing to implement the proposal will result in the following teaching/learning and financial benefits not being fully realised, particularly in relation to:

- progress towards the Welsh in Education Plan targets of increasing the number of Year 1 children taught through the medium of Welsh to 31% (460 pupils) by 2032
- increasing the numbers of primary aged pupils accessing Welsh-medium provision within their immediate area
- allowing further growth in Ysgol Gynradd Gymraeg Castell-nedd and Ysgol Gynradd Gymraeg Tyle'r Ynn from their local areas
- creating school places for a growing population in the Neath Abbey, Skewen and Crymlyn areas
- avoiding increased transport costs as a result of having to transport children across Neath Port Talbot to access suitable provision due to nearest suitable schools being full
- onsite childcare provision to support parents and encourage those who do not speak Welsh to opt for a Welsh medium school for their children, helping to develop early Welsh language speaking and listening skills in preschool children

101. The benefits of implementing the proposal will mitigate the effects of identified risks. A new Welsh-medium school in Neath Abbey will ensure progress towards the targets of increased numbers of pupils taught through the medium of Welsh as outlined in the Welsh in Education Strategic Plan, and will enable existing Welsh-medium schools to continue to grow and flourish with pupils from their local areas.

102. The full risk assessment is attached to this report as appendix B.

Consultation

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

104. Subject to approval, it is intended to consult on this proposal between 25th January and 8th March 2022 - see timeframe below. Responses

to the consultation will be reported to Education, Skills and Culture Cabinet board for consideration by Members in June 2022.

105. If, following consideration of the responses, members decide to progress the proposal then a 28 day period will follow for the submission of objections.

Publication of consultation document	25 th January 2022
Period for submitting responses	25 th January 2022- 8 th March 2022
Consultation report published	June 2022
Proposed implementation date	9 th January 2023

106. Information on the proposal and the consultation document will be available on line on the Council's website and also on the websites of the affected schools. Hard copies will also be available on request.

107. All consultees, as directed by the Code will be sent the Consultation document via email. The Council's social media channels will also contain information on how to access the consultation document.

108. Consultation responses can also be submitted using the Consultation Portal on the Council's web page, or by email to SSIP@npt.gov.uk , or in writing.

109. Due to the ongoing public health situation there will be no face-to-face consultation events arranged for this consultation. Questions concerning the proposal can be submitted to SSIP@npt.gov.uk .

Recommendation

110. Having given due regard to the impact assessments in relation to equality, risk, community usage and Welsh language, and to the Wellbeing of Future Generations Act (Wales 2015), together with the legal implications, it is recommended that, in line with Section 48 of the School Standards and Organisation (Wales) Act 2013, Members approve consultation on the proposal to establish a new Welsh –medium primary school at St John's Terrace, Neath Abbey, Neath, SA10 7ND

111. If approved the proposed date of implementation to be 9th January 2023

Reasons for proposed decision

112. This decision is necessary to comply with the consultation requirements imposed upon the council by Section 84 of the School Standards and Organisation (Wales) Act 2013 and the WESP (Wales) Regulations 2019.

Implementation of the decision

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

Appendices

Appendix A: Integrated Impact Assessment First Stage

Appendix B: Risk Assessment

Officer Contact:

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1. Details of the initiative:

Initiative description and summary: Proposal to Establish a New Welsh-Medium Primary School in Neath Abbey
Service Area: Transformation
Directorate: Education, Leisure and Lifelong learning

2. Does the initiative affect:

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

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

	Yes	No	None/ Negligible	Don't Know	Impact H/M/L	Reasons for your decision (including evidence)/How might it impact?
Age	x				H	<p>The proposal will have a positive impact on children aged 3-11 who will have the opportunity to attend the new school in the future, as well as preschool pupils who will access the proposed childcare provision.</p> <p>In addition there may be a positive impact on adults and older children if the Welsh language is learnt by younger children and spoken within the home setting.</p> <p>Data indicates that currently 125 pupils from Neath Abbey, Skewen, Llandarcy and Jersey Marine travel to Ysgol Gynradd Gymraeg Castell-nedd and Ysgol Gynradd Gymraeg Tyle'r Ynn to access Welsh-medium education, from nursery to year 6, shown below in tables 2 and 3. Approximately 50 pupils from Neath Port Talbot also attend Ysgol Gynradd Gymraeg Lonlas which is a Welsh-medium school in the City and County of Swansea, approximately 3.5 miles from the location of the proposed new school.</p>

						<p>The proposed new school will provide Welsh-medium education within walking distance for children from the area who wish to access Welsh medium provision in future years.</p> <p>This initiative should therefore have a positive impact on this group.</p>
Disability	x				M	<p>The Council's arrangements for education across the county borough include those children and young people with a disability. The proposal is likely to impact upon this protected characteristic group.</p> <p>It is anticipated that the proposed new school will have enhanced facilities which should improve provision for disabled users, made possible by the planned works to remodel and refurbish the current school. This will positively impact on pupils, staff and visitors to the proposed new school.</p> <p>As a result of the Additional Learning Needs and Educational Tribunal Act (Wales) 2018, significant changes are underway in relation to the statutory provision required to meet the needs of all learners with additional learning needs (ALN). All services within the local authority will be required to consider whether the</p>

					<p>child or young person needs ALP (Additional Learning Provision) in Welsh.</p> <p>The proposed new school will provide ALN support for pupils within a mainstream setting. It is a target within the WESP to ensure an increase in the provision of Welsh-medium education for pupils with ALN. Targets in this sections include providing support for teachers within Welsh-medium mainstream schools. This will enhance the Inclusive Learning Provision (ILP) and Additional learning Needs Provision (ALP) offer within Welsh- Medium schools and Early Years settings, as set out in the new ALN Code for Wales 2021.</p> <p>The Council is required to have regard for the needs of disabled learners and learners with learning difficulties when assessing transport needs.</p> <p>This proposal should have a positive impact on this protected characteristic group</p>
Gender Reassignment		x			<p>This is not a criterion considered in terms of the Council's education arrangements either for pupils or school staff, however, it is expected that all NPTCBC schools meet the needs of pupils and staff who are transgender.</p>

Marriage/Civil Partnership		x				This is not a criterion that will be impacted upon by this proposal
Pregnancy/Maternity		x				This is not a criterion that will be impacted upon by this proposal
Race	x				M	<p>All Neath Port Talbot schools are inclusive for pupils of all ethnic groups and ethnicity is not a criterion under the Council's Admissions Policy. In addition, the Council is an inclusive employer.</p> <p>It is evident from Welsh-medium school data that families from different ethnic backgrounds choose Welsh-medium education, with many English families moving to the area and making the informed decision to educate their children in Welsh-medium schools. Both the WESP and the Neath Port Talbot Welsh Language Strategy aim to inform and support these families when making the decision about choosing Welsh-medium education. These aims significantly alleviate concerns and it is anticipated that this will lead to an increase in the number of pupils from ethnic backgrounds attending Welsh-medium education</p> <p>This aspect is unlikely to be impacted upon as a result of the proposal, however it will be further explored as part of a full assessment using information gathered from the consultation.</p>

Religion/Belief		x				This is not a criterion that will be impacted upon by this proposal, however, it is expected that the Council's educational arrangements will meet the needs of pupils or staff members of different religions or with different beliefs.
Sex		x				All Neath Port Talbot schools admit boys and girls currently and the new school will also admit both sexes. Currently across the WM primary schools in Neath Port Talbot there are 715 male pupils and 725 female pupils (Years1 -6). The Council is an inclusive employer. It is expected that both male and female staff will be employed at the proposed new school.
Sexual orientation		x				This is not a criterion that will be impacted upon by this proposal

4. Does the initiative impact on:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence used) / How might it impact?
People's opportunities to use the Welsh language	x				H	Neath Port Talbot's draft WESP 2022-32, is the cornerstone for the Council's vision for increasing and improving the planning of the provision of Welsh medium education in Neath Port Talbot, to enable all learners to develop their Welsh language skills and to use the language confidently in everyday life.

					<p>The overarching ten year target in Neath Port Talbot is to increase the number of Year 1 children taught through the medium of Welsh from 16.8% (252 pupils) in 2020/21 (PLASC 2021) to 31% (460 pupils) by 2032.</p> <p>Modelling work on expanding Welsh- medium provision suggests that the Neath Abbey area is a good location for creating a new Welsh-medium school.</p> <p>This proposal would seek to establish a Welsh-medium starter primary school in premises previously occupied by Abbey Primary School.</p> <p>The WESP overarching ten year target in Neath Port Talbot is to increase the number of Year 1 children taught through the medium of Welsh from 16.8% (252 pupils) in 2020/21 (PLASC 2021) to 31% (460 pupils) by 2032.</p> <p>The proposal therefore should impact positively on people's opportunities to use the Welsh language by expanding the Welsh-medium education provision in Neath Port Talbot. .</p>
Treating the Welsh language no less	x			H	<p>A new Welsh-medium school should provide greater choice for families in the area and it is expected that this proposal will increase the number of pupils being educated through the medium of Welsh, as well as having a positive</p>

favourably than English						impact on families and the local community through providing opportunities to improve and increase the use of the Welsh language in daily life. This proposal therefore should impact positively on treating the Welsh language no less favourably than English.
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5. Does the initiative impact on biodiversity:

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

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

	Yes	No	Details
Long term - how the initiative supports the long term well-being of people			This proposal is expected to positively impact on pupils aged 3-11 and on older children and adults who will benefit from increased use of the Welsh language in the local area. It will aim to will improve wellbeing through the promotion of the development of the Welsh language leading to increased opportunities to participate in the language and culture of Wales
Integration - how the initiative impacts upon our wellbeing objectives			This proposal directly supports wellbeing objective 1 – ‘to improve the wellbeing of children and young people’ through the provision of enhanced opportunities and provision for current and future generations of primary aged pupils. It also indirectly supports wellbeing objective 2 –‘to improve the wellbeing of all adults who live in the county borough’ and wellbeing objective 3 ‘to develop the local economy and environment so that the wellbeing of people can be improved’ through creating a community resource which can be used to support families and help to develop the Welsh language in the area.
Involvement - how people have been involved in developing the initiative			Informal consultation has taken place with affected schools. The WESP forum comprises Neath Port Talbot officers and school and early years representatives, along with a number of external groups and organisations who have collectively developed actions within the draft WESP and who are supportive of this proposal.
Collaboration - how we have worked with other services/organisations to find shared sustainable solutions			As above, informal consultation has taken place with a range of stakeholders to help shape the proposal. . Additionally the proposal will be subject to a comprehensive consultation with a wide range of stakeholders for a six week period. Subject to approval, it is anticipated that consultation will take place between 25 th January and 8 th March 2022 Based on the statutory requirements set out in the School Organisation Code, 2018, local authorities must consult with a range of stakeholders.

<p>Prevention - how the initiative will prevent problems occurring or getting worse</p>			<p>Welsh-medium education is an integral and essential part of the learning offer in Neath Port Talbot and all children should benefit from the opportunity to learn, appreciate and understand their lives through the medium of Welsh. This principle is underpinned by ensuring universal access to this provision across the county borough. Neath Port Talbot Council recognises that language and culture are critical parts of an individual's identity and is committed to promoting and celebrating Welsh language learning across all phases and sectors. This proposal aims to increase the opportunities for pupils to access Welsh-medium education through the establishment of a new Welsh-medium primary school.</p>
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7. Declaration - based on above assessment (tick as appropriate):

<p>A full impact assessment (second stage) is not required</p>	
<p>Reasons for this conclusion</p>	
<p>No negative impacts have been recognised as part of this initiative.</p>	

<p>A full impact assessment (second stage) is required</p>	<p>X</p>
<p>Reasons for this conclusion</p>	
<p>It will be necessary to further explore impacts following the consideration of consultation responses; a more in-depth Welsh Language Impact Assessment will also be undertaken as part of the consultation process.</p>	

	Name	Position	Signature	Date
Completed by	R.Crowhurst	Head of Service		16.12.21
Signed off by	A.D.Thomas	Director		16.12.21

Risk Assessment

**STRATEGIC SCHOOL IMPROVEMENT PROGRAMME -
PROPOSAL TO ESTABLISH A NEW WELSH-MEDIUM
PRIMARY SCHOOL IN NEATH ABBEY**

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 new a new Welsh –medium primary school at St John's Terrace, Neath Abbey, Neath, SA10 7ND

3.

The reasons for the proposal

4. The Council is responsible for promoting high educational standards and for delivering efficient primary and secondary education. 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 in order to ensure future provision is sustainable.
5. This proposal would seek to establish a Welsh-medium starter primary school in premises previously occupied by Abbey Primary School at St John's Terrace, Neath Abbey, Neath, SA10 7ND which occupy a prominent position off the A4230 between Neath Abbey and Skewen.
6. The Council have recently submitted an expression of interest to Welsh Government for specific Welsh-medium capital funding to support an exciting project that aspires to refurbish, re-model, and adapt the existing buildings at the St John's Terrace site to establish a new Welsh-medium starter school including a 45 place nursery and a 12 place childcare setting.
7. A decision from Welsh Government on whether the expression of interest for capital grant funding is successful is expected early in 2022.
8. It is proposed that a new Welsh-medium starter school would open

for part time nursery pupils in January 2023 with the first cohort of full time reception pupils expected to attend the new school from September 2023.

9. The new school would provide for up to 210 full-time primary age pupils and 45 part-time nursery age pupils by September 2029. This will deliver sufficient accommodation for the total combined forecasted pupil numbers, including potential growth in pupil population.
10. The admission arrangements will be in line with the Council's approved admission arrangements for primary schools. For the purpose of consultation, the proposed admission number for primary phase education is 30.
11. The proposed new Welsh –medium school will serve the combined catchment areas of Crymlyn, Coedffranc and Abbey primary schools, making it easier for parents to easily understand their Welsh-medium and English-medium choices, and is a change to the current situation where pupils in this area attend either Ysgol Gymraeg Castell-nedd or Ysgol Gymraeg Tyle'r Ynn for Welsh-medium education. Approximately 50 pupils from the Skewen area also attend Ysgol Gymraeg Lon Las which is a Welsh-medium school in the City and County of Swansea, approximately 3.5 miles from the location of the proposed new school.
12. It is anticipated that the majority of pupils attending will live within a two mile radius of the proposed new school, ensuring that Welsh medium education is available within their local area. Current data indicates that of the 125 pupils who currently travel from the area to Ysgol Gynradd Gymraeg Castell-nedd and Ysgol Gynradd Gymraeg Tyle'r Ynn, 117 live within a 2 mile radius of the proposed new school site.
13. A starter school model is considered the most appropriate solution for new Welsh-medium schools. Whilst demand is growing for Welsh-medium education, opening the school immediately to all year groups could destabilise other schools across the authority and could adversely affect the ability to support effective provision.

Risks associated with the proposal

14. The potential risks associated with the proposal comprise the

Council's reputation, educational standards, financial management, staff employment and service delivery.

15. Potential risk areas in implementing the proposal include:

- forecasted pupil numbers do not materialise
- the demand for Welsh-medium places is not as high as expected
- current Welsh-medium schools pupil numbers reduce, leading to possible job losses
- pupil numbers at existing English-medium schools reduce, leading to possible job losses
- increased staff anxiety in current schools affected by the proposal
- resistance to change leading to lack of pupil, parent and staff support
- educational standards not maintained
- 21st Century School capital funding opportunity not realised
- the development of Welsh in the early years is not realised due to no available, suitable site for a childcare provision
- pressure on Welsh-medium secondary school places if numbers grow as anticipated in the primary phase

14. Failing to implement the proposal will result in the following teaching/learning and financial benefits not being fully realised, particularly in relation to:

- progress towards the Welsh in Education Plan targets of increasing the number of Year 1 children taught through the medium of Welsh to 31% (460 pupils) by 2032
- increasing the numbers of primary aged pupils accessing Welsh-medium provision within their immediate area
- allowing further growth in Ysgol Gynradd Gymraeg Castell-nedd and Ysgol Gynradd Gymraeg Tyle'r Ynn from their local areas as predicted
- creating school places for a growing population in the Neath Abbey, Skewen and Crymlyn areas
- avoiding increased transport costs as a result of having to transport children across Neath Port Talbot to access suitable provision due to nearest suitable schools being full
- onsite childcare provision to support parents and encourage those who do not speak Welsh to opt for a Welsh medium

school for their children, helping to develop early Welsh language speaking and listening skills in preschool children

Risk assessment

15. The benefits of the proposal along with specific actions will mitigate the effects of identified risks.
16. A significant number of pupils from the Neath Abbey, Skewen, Llandarcy and Jersey Marine areas travel to YGG Castell-nedd and YGG Tyle'r Ynn, indicating that there is currently a demand for Welsh-medium education in the area and it is clearly growing, therefore it is unlikely that the forecasted numbers would not materialise or that the demand would not continue or grow. Additional evidence from a recent demographic and geographic survey shows a potential increase in pupil numbers in this area through modelling.
17. The school will be a starter school with a growing workforce on an annual basis. This will ensure that new staff will be introduced gradually over a period of time. An effective Headteacher and Governing Body will be appointed to ensure a high level of management and leadership. This should minimise the effects of change and ease anxiety for staff in the current schools and for the school communities, as well as ensuring that good standards of education and pupil well-being are prioritised.
18. Additional training and staff development has been identified as a priority within the WESP, with the aim of providing support for staff who wish to transition from existing schools into the proposed new school as appropriate, including from English to Welsh-medium.
19. The proposal will be subject to a full consultation and will enable the school communities to voice opinions and raise queries. This will support the process of change and aim to reduce anxiety.
20. An Integrated Impact Assessment will be required to fully progress this proposal and will be undertaken as part of the consultation process.

Risk register

No	Risk description	L'hood score	Impact score	Overall Risk (LxI)	Prox'ty *	Planned action to mitigate	Target Date	Owner	Update	Trend Up Down
1	Forecasted pupil numbers do not materialise	2	4	Medium Risk	4	Consultation with stakeholders; implementation of the proposal; information sharing with parents in the locality;	January 2022 ongoing	- SSIP team - EDS - GB - Headteacher		
2	The demand for Welsh-medium places is not as high as expected	2	4	Medium Risk	4	Consultation with stakeholders; Awareness raising, working with partners to stimulate demand in the area	January 2022 - ongoing	- SSIP team - WESP forum and partners		
3	Current Welsh-medium schools pupil numbers reduce leading to possible job losses	1	2	Low Risk	3	Use of starter school model to promote a smooth transition; work with WESP partners to ensure that all schools benefit from awareness raising in the local communities with the aim of increasing pupil numbers; monitoring admissions; additional training and staff development provided to support staff to transition from existing school into new school as appropriate	January 2022 – ongoing	- SSIP team - WESP forum and partners - Admissions officers - HR	.	

4	Pupil numbers at existing English-medium schools reduce, leading to possible job losses	2	2	Low Risk	3	Additional training and staff development provided to support staff to transition from existing school into new school as appropriate, including from English to Welsh-medium		<ul style="list-style-type: none"> - SSIP team - WESP forum and partners - HR 		
4	Increased staff anxiety in current schools affected by the proposal	2	3	Medium Risk	1	Starter school model grows the workforce gradually; training and development needs identified to support staff, including with transitioning from EM to WM as appropriate		<ul style="list-style-type: none"> - Temp GB - Headteacher - EDS - SSIP 		
5	Resistance to change leading to lack of pupil, parent and staff support	2	5	Medium Risk	1	Information on the proposal to provide greater awareness for those affected. Effective communication with parents and staff as early as possible	January 2022 – ongoing	<ul style="list-style-type: none"> - SSIP team 		
6	Educational standards not maintained	1	5	Low Risk	3	Implementation of proposal together with appropriate support and challenge	January 2023	<ul style="list-style-type: none"> - SSIP team - Temp GB - Headteacher - EDO Team 		
7	21st Century School capital funding opportunity not realised	2	4	Medium Risk	1	Business case approval and implementation of proposal	January 2022 – January 2023	<ul style="list-style-type: none"> - SSIP team - Environment Services 		

8	The development of Welsh in the early years is not realised due to no available, suitable site for a childcare provision	3	4	High Risk	1	Implementation of proposal along with childcare setting situated onsite	January 2022-ongoing	- SSIP team - EYs Officers		
9	Budget allocation insufficient to meet needs	2	5	Medium Risk	2	When the new school opens it will receive a budget appropriate for the size of the school and the number of pupils attending.	January 2023	- ELLLS - Temp GB - Headteacher		

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EDUCATION SKILLS AND CULTURE CABINET BOARD

19 JANUARY 2022

**JOINT REPORT OF THE HEAD OF SUPPORT SERVICES AND
TRANSFORMATION AND THE HEAD OF PROPERTY AND REGENERATION –
R.CROWHURST and S.BRENNAN**

MATTER FOR DECISION

WARDS AFFECTED: DYFFRYN

**ABBAY PRIMARY SCHOOL (INFANTS' SITE) – NEW ROAD, NEATH ABBEY,
NEATH, SA10 7NG**

Purpose of Report

1. To obtain Member approval to declare the land and premises known as Abbey Primary School's Infant Site, New Road, Neath Abbey, Neath, SA10 7NG surplus to the ongoing strategic and operational requirements of the Education, Leisure and Lifelong Learning Directorate and to transfer responsibility to the Head of Property and Regeneration for future lease/disposal.

Executive Summary

2. As part of the Council's Strategic School Improvement Programme and Welsh Government's 21st Century Schools Programme, Abbey Primary is due to relocate to a brand new build single site school which has been constructed on the former site of Dwr Y Felin Lower school and adjacent to the existing Early Years site at Heol Penlan, Longford, Neath, SA10 7LB.

As a consequence, the land and premises at the Infant Site, New Road, Neath Abbey, Neath SA10 7NG will become surplus to the ongoing strategic and operational requirements of Education, Leisure and Lifelong Learning Directorate after staff and pupils relocate to their new single site premises during March 2022.

Background

3. Following a decision by Cabinet on 11th February 2015, Members determined to establish a new primary school to replace Neath Abbey Infant and Mynachlog Nedd Junior schools both of which closed on 31st August 2015.
4. Since being established on 1st September 2015 Abbey Primary school has continued to operate from the three separate sites of the former schools:
 - Nursery and Early Years Assessment Centre (EYAC), Heol Penlan, Longford, SA10 7LB
 - Infants, New Road, Neath Abbey, SA10 7NG (the subject of this report)
 - Juniors, St John's Terrace, Neath Abbey, SA10 7ND
5. As part of the Council's Strategic School Improvement Programme and Welsh Government's 21st Century Schools Programme, Abbey Primary is due to relocate to a brand new build single site school during March 2022 that is being constructed on the site of the former Dwr Y Felin Lower school which is in close proximity to Abbey Primary school's existing Early Years site at Heol Penlan, Longford, Neath, SA10 7LB.
6. As part of the planning conditions for new Abbey Primary school the vacated nearby building at Abbey Primary's Early Years site at Heol Penlan, Longford, SA10 7LB will be demolished and returned to soft landscape.
7. The proposal is that Members decide to declare the land and premises at Abbey Primary School's Infant Site, New Road, Neath Abbey, Neath, SA10 7NG surplus to the ongoing strategic and operational requirements of the Education, Leisure and Lifelong Learning Service, with ongoing responsibility for managing any future disposal/lease transferring to the Head of Property and Regeneration
8. It is intended to table a separate report on the future plans for the continued operational use of Abbey Primary's Junior Site at St John's Terrace, Neath Abbey in due course

Financial Impact Assessment

9. There are no immediate financial impacts with this decision.

Valleys Communities Impact

10. There are no specific Valleys Communities Impacts arising from this report.

Integrated Impact Assessment

11. An integrated impact screening assessment has been undertaken (Appendix 2) which concludes that an integrated impact assessment is not required as this report relates to an internal administrative function.

Workforce Impact

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

Legal Impact

13. The title deed to part of the site of the Neath Abbey Infants school recites that it was originally made available for use as a school in the 19th century on a trust pursuant to the terms of the School Sites Acts. In consequence of this, if the relevant part of the site ceases to be used for the purposes of a school, it can 'revert' to the heirs of the original benefactor.

However, taking into account subsequent developments in the relevant law, it is considered that the 'reverter' will not arise if the site is sold and the proceeds of sale are applied to defray the costs of providing a replacement school.

As detailed earlier in this report, the cessation of the use of the site at Neath Abbey as a school forms part of the Council's Strategic School Improvement Programme and a new replacement school has been built.

Cabinet has already determined how the proceeds of sale of school sites which become redundant as part of the School Improvement Programme will be used.

The Programme was the subject of a report to Cabinet on 24th September 2008 of the Director of Education, Leisure and Lifelong Learning titled 'A Strategic School Improvement Programme Principles to Underpin Change', and paragraph 5 (iv) of that report sets out that the proceeds of sale of a redundant school site will be used to off-set the cost of implementing the school improvement.

To summarise, as long as the site (or more specifically the part of it which is subject to the statutory trust under the School Sites Acts) is sold, and the proceeds of sale are applied towards defraying the cost of providing the new replacement school, it is considered that under the current law the reverter which would otherwise occur under the School Sites Acts will not arise.

Risk Management

14. There are no risk management issues associated with this report.

Consultation

15. There are no requirements for additional external consultation in this instance.

Recommendation

16. Having had due regard to the first stage Integrated Impact Assessment Members are requested to declare the land and premises at Abbey Primary School Infant site at New Road, Neath Abbey, Neath, SA10 7NG surplus to the ongoing strategic and operational requirements of the Education, Leisure and Lifelong Learning Service and to transfer ongoing responsibility for management of any future disposal to the Head of Property and Regeneration.

Reasons for Proposed Decision

17. The land and premises will become non-operational when the school relocates to its brand new building during March 2022 and therefore surplus to the ongoing strategic needs of the Education, Leisure and Lifelong Learning Service.

Implementation of Decision

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

Appendices

Appendix 1 – Plan

Appendix 2 – Integrated Impact Screening Assessment

List of Background Papers

a) Cabinet Report – 11th February 2015

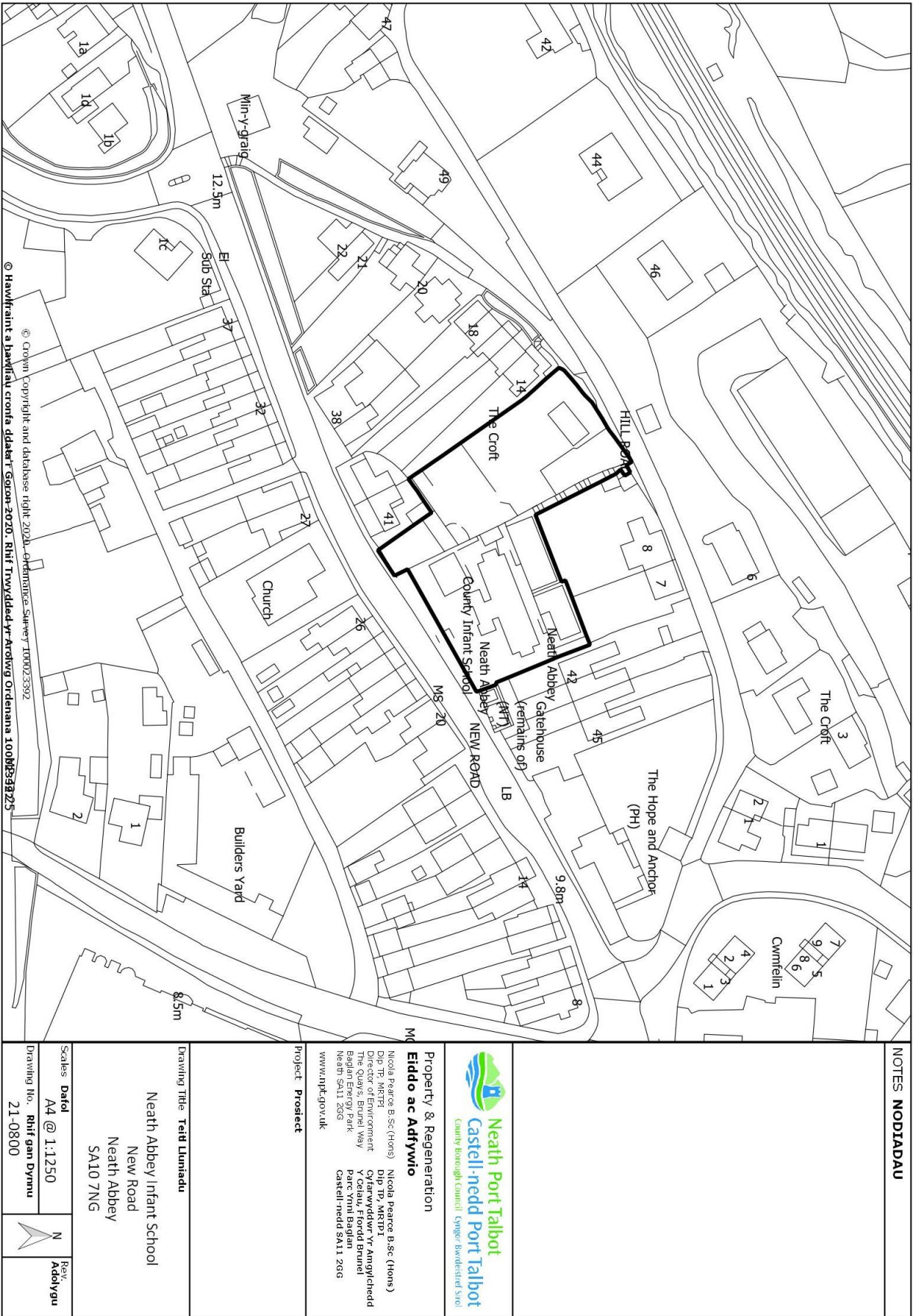
<http://modgov.npt.gov.uk/documents/s12783/CAB.%20110215%20amalg.NAI.MNJ.pdf>

b) Cabinet Report – 24th September 2008

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

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NOTES NODIADAU



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Project Proiect

Drawing Title Teitl Luniadu
 Neath Abbey Infant School
 New Road
 Neath Abbey
 SA10 7NG

Scales Dafn
 A4 @ 1:1250
 Drawing No. Rhif gan Dyrnu
 21-0800

N Rev
 Adolygu

APPENDIX 2

Impact Assessment - First Stage

1. Details of the initiative

Initiative description and summary: To declare the premises and land at Abbey Primary School's Infant Site, New Road, Neath Abbey, Neath, SA10 7NG as being surplus to the ongoing strategic and operational requirements of the Education, Leisure and Lifelong Learning Service and to transfer the management of any potential future use and/or disposal to the Head of Property and Regeneration.

Service Area: SSIP

Directorate: Education, Leisure & Lifelong Learning

2. Does the initiative affect:

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

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

	Yes	No	None/ Negligible	Don't Know	Impact H/M/L	Reasons for your decision (including evidence)/How might it impact?
Age		x				The related report supports an administrative function
Disability		x				As above
Gender Reassignment		x				As above
Marriage/Civil Partnership		x				As above
Pregnancy/Maternity		x				As above
Race		x				As above
Religion/Belief		x				As above
Sex		x				As above
Sexual orientation		x				As above

4. Does the initiative impact on:

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

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5. Does the initiative impact on biodiversity:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence) / How might it impact?
To maintain and enhance biodiversity		x				This report recommends that Members of the Education, Skills and Culture Cabinet Board declare the premises and land at Abbey Primary School's Infant Site, New Road, Neath Abbey, Neath, SA10 7NG as being surplus to the ongoing strategic and operational requirements of the Education, Leisure and Lifelong Learning Service and

						transfer the management of any potential future use and/or disposal to the Head of Property and Regeneration. The supporting report does not identify or recommend potential avenues for future or alternative use and therefore has no impact of biodiversity or the wider environment.
To promote the resilience of ecosystems, i.e. supporting protection of the wider environment, such as air quality, flood alleviation, etc.		x				As above

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

	Yes	No	Details
Long term - how the initiative supports the long term well-being of people	N/A	N/A	Following on from what is essentially an internal administrative process, this report does not identify or recommend potential avenues for future or alternative use and seeks member decision to declare the premises and land at Abbey Primary School's Infant Site, New Road, Neath Abbey, Neath, SA10 7NG as being surplus to the ongoing strategic and operational requirements of the Education, Leisure and Lifelong Learning Service and to transfer the management of any potential future use and/or disposal to the Head of Property and Regeneration. The premises and land at Abbey Primary School's Infant Site, will become redundant and surplus to the ongoing strategic operational requirements of ELLL when pupils and staff relocate to a brand new build single site school in March 2022. The replacement school will provide first class state of the art facilities available for pupils, staff and the wider community over and above that previously available across the three existing sites that Abbey Primary operates from.
Integration - how the initiative impacts upon our wellbeing objectives	N/A	N/A	As above
Involvement - how people have been involved in developing the initiative	N/A	N/A	As above

Collaboration - how we have worked with other services/organisations to find shared sustainable solutions	N/A	N/A	As above
Prevention - how the initiative will prevent problems occurring or getting worse	N/A	N/A	As above

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

A full impact assessment (second stage) is not required	√
<p>Reasons for this conclusion</p> <p>Following on from what is essentially an internal administrative process, this report does not identify or recommend potential avenues for future or alternative use and seeks member decision to declare the premises and land at Abbey Primary School's Infant Site, New Road, Neath Abbey, Neath, SA10 7NG as being surplus to the ongoing strategic and operational requirements of the Education, Leisure and Lifelong Learning Service</p>	

and to transfer the management of any potential future use and/or disposal to the Head of Property and Regeneration when pupils and staff relocate to a brand new build single site school in March 2022. The replacement school will provide first class state of the art facilities available for pupils, staff and the wider community over and above that previously available across the three existing sites that Abbey Primary operates from.

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

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	Name	Position	Signature	Date
Completed by	Roger Bowen	Programme Officer		23.11.21
Signed off by	Rhiannon Crowhurst	Head of Service		23.11.21

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills and Culture Cabinet Board

19 January, 2022

Report of the Head of Education Development – Chris Millis

Matter for Information

Wards Affected: All Wards

Report Title: PUPIL ATTENDANCE UPDATE

Purpose of the Report:

To provide Members with information and data in relation to Neath Port Talbot pupil attendance.

Background:

Members regularly receive reports in relation to pupil attendance enabling them to monitor attendance both across Neath Port Talbot schools and compare whole authority data throughout Wales.

For the previous academic year, and again for the current 2021/22 academic year, Welsh Government have suspended the need for schools to set attendance targets and also for local authorities to formally report on attendance data. This temporary pause in reporting continues due to the ongoing presence of the Covid pandemic.

Neath Port Talbot Members have always expressed a keen interest in monitoring pupil attendance. This report provides Members with information and data on a non-statutory reporting basis for the autumn term 2021/22. Given the current volatility of attendance and continued need for individuals (pupils and staff) to self-isolate, attendance rates of individual schools have not been provided as part of this report.

Whilst the report provides Members with information regarding pupil attendance, a more detailed report will be provided at a future meeting of this Committee outlining some of the impacts and challenges Covid has had on pupils and the support provided in terms of wellbeing and mental health.

Pupil Attendance, Autumn Term 2021/22:

Primary sector attendance for the autumn term was 89.29% whilst the secondary sector attendance was 84.61%. As will be expected, both figures are lower than pre-Covid times with the primary sector around 4% points lower and the secondary sector around 7% points lower. The greater decline in the secondary sector reflecting the known intelligence that of school-aged pupils Covid has been more prevalent in the 10-19 year age bracket than younger primary aged pupils.

Note: for the purpose of statistical reporting, the data for Ysgol Bae Baglan, Ysgol Cwm Brombil and Ysgol Gymraeg Ystalyfera - Bro Dur as all-through schools have been disaggregated into both the primary and secondary sectors.

For the reasons given above in this report, it is not possible to provide comparative data against other local authorities or against a Welsh average, however, informal discussions with colleagues in other local authorities are advising of similar reductions in attendance.

There was a negligible difference in attendance rates between boys and girls in both sectors with attendance being almost equal between the two. Likewise, there was no difference in attendance between

LAC and non-LAC pupils and pupils who have English as an additional language (EAL) and non-EAL pupils.

Attendance amongst non-FSM pupils was higher than amongst FSM pupils in both sectors (5% points in primary and 9% points in secondary). A similar picture is seen between non-ALN pupils and those with a designated ALN (3% points in primary and 6% points in secondary). Members will be aware from previous attendance data reports the differential in both these categorisations has been apparent for some time rather than being anything new as a result of Covid. The variance between the groups of pupils is no greater as a result of Covid than pre-Covid. Work continues to narrow the gap.

At the end of the autumn term 2021 there were 133 pupils who had attendance rates of just 20% or less (23 of whom had no attendance). Whilst there are known genuine reasons for some pupil's long-term absences such as for serious health issues, a number of pupils were absent without the authorisation of the school. Such unauthorised absence reasons predominantly fall into two categories: school refusers and those sighting Covid concerns for not attending. Those categorised as school refusers were, in the main, known to the Education Welfare Service pre-Covid and were historically poor attenders. Those sighting Covid concerns are more complex and range from parents choosing to keep their child home until the pandemic has passed, to those with family members undergoing medical treatment for illnesses such as cancer and concerned about introducing the virus into the household.

The option for local authorities to issue fixed penalty notices to parents where attendance is a serious concern was paused by Welsh Government in March, 2020. This does add additional pressure with parents knowing our hands are somewhat tied, however, there remains provision to initiate Court action against parents in limited circumstances and this option is currently being considered in a small number of cases.

The Education Welfare Service has maintained and continues to provide schools, pupils and parents with a high quality service throughout the pandemic. This success was recognised with the service being nominated at the 2021 national APSE local government frontline service awards. In the autumn term alone some 400 house (or garden) visits were physically undertaken and more than 2,000 communications made with pupils and parents by EWO officers.

The focus of the Education Welfare Service shifted throughout the pandemic with the punitive element of the role moved to one side in place of a far greater emphasis on the welfare role. EWS staff regularly delivered food parcels; laptops; workbooks and stationary to pupils and kept in touch with some of our most vulnerable pupils during lockdowns ensuring they remained safe and well.

Officers within the service continue to work with pupils and families on bespoke attendance packages tailored to individual circumstances that aims to remove the barriers preventing pupils from attending school regularly. Such involvements have included guided tours of schools after school has finished for the day to reassure pupils and parents that schools have effective and safe measures in place to best protect users from Covid; negotiating the use of short-term reduced timetables to encourage pupils back into the school system whilst they build their confidence and re-engage with old friendships, and proactively bringing different agencies around the table for holistic involvements regarding pupils who are open to a number of different services to agree a unified joint approach to supporting pupils.

Whilst it is natural to focus on the negative impacts of available data, it is also worth mentioning that during the same period some 5,696 pupils achieved an attendance rate of 95% and above. 1,440 pupils obtaining 100% attendance despite the external challenges Covid has presented.

Financial Impacts:

No implications

Integrated Impact Assessment:

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

Valleys Communities Impacts:

All Neath Port Talbot schools are included within this report

Workforce Impacts:

No implications

Legal Impacts:

No implications

Risk Management Impacts:

No implications

Consultation:

There is no requirement for external consultation on this item

Recommendations:

That Members note the contents of this update report

Appendices:

None

List of Background Papers:**Officer Contact:**

John Burge, Manager of the School & Family Support Team,
Ext: 3599, j.burge@npt.gov.uk

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Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills and Culture Cabinet Board

19 January 2022

Report of the Head of Head of Early Years, Inclusion and Partnerships Hayley Lervy

Matter for Decision

Wards Affected: All

Pastoral Support Programmes.

Purpose of the Report

- To provide Members with information on the purpose of a Pastoral Support Programme (PSP) within schools and a rationale for the development of the new guidance (**Appendix 1**) has been developed.
- To request Members' approval to proceed with the process of consultation with all relevant stakeholders for the new guidance for Pastoral Support Programmes in order for schools to better support children and young people who may be in receipt of a reduced timetable and/or at risk of exclusion.

Executive Summary:

This report will provide members with information on the new guidance for schools on the use of PSPs and request permission to consult on the new document.

Background:

The Welsh Government (WG) guidance, *Inclusion and Pupil Support* (2016), outlines the framework within which schools should implement a Pastoral Support Programme. *Exclusion from Schools and Pupil Referral Units* (WG 2019) also references the use of PSPs when educating and reintegrating excluded pupils.

Within the guidance Welsh Government define PSPs as a 'school-based intervention to help individual pupils to better manage their behaviour and to identify any support mechanisms which need to be put in place. The PSP should identify precise and realistic behavioural outcomes for the child to work towards.' (WG 2016, p.101).

The current Neath Port Talbot guidance is due for review and requires change as a result of new legislation, need and practices. The new Additional Learning Needs and Education Tribunal (Wales) Act (ALNET) and increased research and training on trauma informed practice have provided an opportunity to strengthen the previous guidance and reflect these changes.

The new guidance provides clear information and support for schools in developing a PSP. To ensure successful outcomes the PSP must have a multi-agency approach, this is highlighted in the new guidance where clear lines of responsibility can be formalised. The guidance

also sets out clear local authority monitoring procedures which will fulfil safeguarding duties.

Children and young people's participation and the rights of the child are central to the PSP process. To ensure the best possible outcomes for learners, training will accompany the PSP on how to facilitate the PSP process using a relational and trauma informed approach.

Financial Impacts:

No impact

Integrated Impact Assessment:

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

Valleys Communities Impacts:

No impact

Workforce Impacts:

Positive. Further staff training and professional development will be implemented once the PSP is approved following consultation

Legal Impacts:

Positive. The new guidance will incorporate new statutory legislation and further strengthen our safeguarding arrangements.

Consultation:

Consultation will be undertaken with all relevant stakeholders on the new guidance, including schools, parents/carers and children and young people.

Recommendations:

That members approve the new PSP guidance to go out for consultation February – March 2022.

Reasons for Proposed Decision:

The current guidance is due for review and requires updating to reflect new legislation and processes. This new guidance will further strengthen arrangements and monitoring of provision for learners with PSPs.

Implementation of Decision:

Decision to be implemented after the three day call in

Appendices:

Appendix 1: Proposed Pastoral Support Guidance

Appendix 2: First Stage Impact Assessment

Officer Contact:

Hayley Lervy Head of Head of Early Years, Inclusion and Partnerships

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Elizabeth Dennis Wellbeing and Behaviour Service Manager

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Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

Neath Port Talbot

Pastoral Support Programme.

Guidance for Schools 2022

Welsh Section Title
English Section Title

www.npt.gov.uk



Introduction.

Welsh Assembly Government Guidance *Inclusion and Pupil Support* (Welsh Government 2016) outlines the framework within which schools would implement a Pastoral Support Programme (PSP). Due regard should be given to the guidance on educating and reintegrating excluded pupils; contained in *Exclusion from schools and pupil referral units* (Welsh Government 2019).

This document has been created to support schools in preparing a PSP and further develop a consistent approach across Neath Port Talbot.

This guidance is underpinned by our commitment to children's rights and specifically Articles 12 and 29 of the United Nations Convention on the Rights of the Child (UNCRC). Article 12 states that children and young people have a right to say what they think should happen when adults make decisions that affect them and have their opinions taken into account. Article 29 states that a child or young person's education should develop their personality and abilities as much as possible. It also encourages respect of others rights and values.



Purpose of the Pastoral Support Plan.

A PSP is a time limited school-based intervention that is designed to support children and young people who have not responded to a range of interventions/strategies put in place to combat disengagement and as a result, may be at serious risk of permanent exclusion. The PSP supports learners with additional learning needs including social, emotional and behavioural needs, this can include children and young people who are withdrawn and disengaged and/or displaying unregulated behaviours.

PSPs should identify need, support mechanisms and strengths to set realistic, achievable outcomes.

PSPs will need to be time limited and regularly reviewed. Welsh Government guidance states reviews should be at least every **six weeks** and more frequently initially, to ensure that it remains relevant to the pupil's needs. It should be overseen by a nominated senior school member of staff and the school's Additional Learning Needs Co-ordinator (ALNCo) should be included in discussions.

Any arrangement for part-time provision out of school must be established through a PSP. The PSP must make clear the actions all parties need to complete and their purpose. All out-of-school placements and those which are internal to the school must focus on the specific needs of the pupil, both academic and emotional, and must have as their objective the re-integration of the pupil into the mainstream as soon as practicable. This information needs to be included in the plan and shown on the timetable (see section on **Reduced Timetables**).

A PSP does not replace the Additional Learning Needs (ALN) statutory assessment process and plans although it may form part of planning for children and young people with ALN. The Equality Act (2010) states clearly that schools are required to make reasonable adjustments to all aspects of school life, including identifying anticipatory need and reviewing behaviour policy and practice.

All schools will have received training on the impact of adverse childhood experiences (ACEs) and trauma on children and young people's capacity to self-regulate. It is important that for those children and young people the PSP must be trauma-informed.



Used correctly the PSP can be a valuable tool to identify need and build on strengths, so that children and young people can experience success within education and are able to achieve.

The Pastoral Support Plan as a Collaborative Process.

An effective PSP is one that has been produced in collaboration through a constructive planning meeting with the child/young person, the family and other relevant external support agencies.

In the first instance, the school will need to organise a meeting to discuss the PSP. The Education Welfare Officer (EWO) must be involved in these meetings. Other attendees should include representatives of any other relevant agencies/services, the parent/carers or carers and involve the pupil where appropriate.

Outcomes within the PSP need to be driven by actions set for all the stakeholders involved. PSPs are not effective when they are experienced by pupils and families as a strict sanction with unrealistic targets imposed on them.

School

The school has the primary responsibility for identifying when a PSP is needed. They have the responsibility to:

- Nominate a senior member of staff to oversee the development, implementation and review of the PSP.
- Hold regular reviews of the PSP at least every 6 weeks and more frequently if initially.
- Support the outcomes identified in the PSP.
- Ensure their safeguarding policy and procedures are implemented and arrangements are put into place to monitor the pupil's safety in all arrangements.
- Involve the Additional Learning Needs Co-ordinator (ALNCo) in discussions and inform all other relevant school staff of the development of any PSP.
- Send a copy of the signed PSP to the (Physical Intervention and Pastoral Support Group (PIPSG) upon its agreement.



Local Authority

The Local Authority has a responsibility to monitor the use of PSPs and a duty to ensure pupils are accessing or have plans in place to access full-time education. Copies of PSPs must be forwarded to the PIPSG.

Support Agencies

In constructing a PSP, schools should liaise with all relevant agencies and consolidating planning and monitoring meetings wherever possible. Partner agencies could include:

- The Wellbeing and Behaviour Team
- Support for Learning Team
- Educational Psychology Service
- Education Welfare Service
- School Based Counselling Service
- Health Services
- Housing Services
- Team Around the Family
- Careers Wales
- Children and Young People's Services
- Western Bay Youth Justice and Early Intervention Service
- Parenting Team
- Youth Service
- Any third sector organisation providing support

Family

Involving the family is an important part of the process, where this is difficult advice can be sought from the Inclusion Service or any other relevant service, as appropriate. Parent/carer views must feed into the process and they should agree and sign the final PSP. It may be necessary to hold an additional meeting with a smaller number of participants to ensure parents/carers feel comfortable to communicate their views.

Pupil

The most important person to be actively involved in the PSP process is the pupil. The voice of the pupil should be evident within their PSP. A member of



staff who has a good relationship with the pupil should work with them to enable them to contribute. This could include working with them to express their views, identify their strengths and formulate solutions to inform outcomes.

The Welsh Government recommendations state that the school offer for the taught curriculum on a weekly basis should be no less than:-

- Reception and Years 1 to 2 (children aged 5 to 7): 21 hours
- Years 3 to 6 (children aged 7 to 11): 23.5 hours
- Years 7 to 10 (children aged 11 to 15): 24 hours
- Year 11 (children aged 15 to 16): 25 hours

Anything less than the hours above would be considered a reduced timetable and require a PSP.

Reduced Timetables

Any arrangements for a reduction in hours spent in education must be established through a PSP. This must be done with agreement with the parent/carer, school, key professionals and the local authority for a time-limited period.

A reduced timetable should only occur in exceptional circumstances, where every other avenue to ensure a pupil receives their full-time education has been exhausted. The exceptional circumstances are likely to be:

- As part of a planned re-integration into school following an extended period of exclusion, non-attendance, school refusal or to facilitate a managed transfer between schools (although this should not be the norm for managed moves). Currently reintegration for pupils due to non-attendance or school refusal is co-ordinated by the Education Welfare Service via a home visit and liaison with school. This approach should aim to reintegrate a pupil quickly. Awaiting a date for a formal PSP meeting should not delay a pupil's return to school date.
- Reasons outlined in the section **Purpose of a PSP.**

The school will record the pupil's attendance using the appropriate registration code, in order that both the school and Neath Port Talbot County Borough Council can monitor when the pupil began and ended their reduced timetable. Ordinarily, this should be a "C" code.



The Stages of a Pastoral Support Plan.

The PSP should be led by a senior member of school staff and/or the ALNCo. This professional will then co-ordinate each of the followings stages:

Stage One: Deciding on a PSP

Where a PSP is being considered this will need to be discussed with the school's EWO in the first instance. The needs of the pupil should already have been assessed and a graduated response adopted, drawing on a range of internal expertise within the school and external support. It is expected that there will be at least one developed and reviewed Individual Development Plan (IDP) unless there has been a sudden change in circumstances and need.

Stage Two: Information Gathering

Before convening the PSP meeting, the co-ordinator will have to collate data to inform the plan. This should include:

- Information from school staff
- Pupil contribution
- Parent/carer contribution
- Evidence of all previous interventions (e.g. behaviour analysis, attendance record, IEP, IBP, summary of current support from any agency involved).

Stage Three: Organising the meeting

A planning meeting should be arranged with sufficient notice so that all relevant professionals can attend. If parents/carers are attending then a suitable venue/room should be identified to ensure it is as comfortable as possible.

The pupil should be asked which adult, in addition to their parent/carer, they would like to attend in order to represent their views.

Stage Four: Conducting the meeting

The agenda for this meeting is set by the PSP itself. Everyone present should have the opportunity to contribute to the plan as it develops during the course of the meeting.

Consideration should be given to the range of factors which could be impacting on the pupil when developing the plan. These could include:



- Health/Disability
- Pupil wellbeing/mental health
- Adverse Childhood Experiences (ACEs)
- Home circumstances
- Learning needs and attainment levels
- Educational history
- Significant personal relationships
- Relationships with staff and fellow pupils
- Significant events
- Individual perceptions of all involved
- Specific behaviours and any patterns
- Attendance
- Attachment issues

Developing personal, specific and measurable outcomes are essential. The Outcome Sequence is a tool to enable this. The Support Sequence Tool helps explore how to achieve the outcome.

Where possible the PSP should be signed and copies shared at the end of the meeting. If not possible the PSP needs to be circulated ASAP after the meeting.

Once the PSP has been completed it should be emailed to the PIPSG. A record of the PSP is maintained by the school and the EWO and will be monitored on a regular basis.

Stage Five: Review and monitoring

All PSPs should be reviewed every six weeks and more frequently initially. A copy of the review should be sent to the Local Authority.

It is generally expected that a PSP will last no longer three months, as at the three month point the learner should be fully integrated in to fulltime education.

In exceptional circumstances where the duration of a PSP extends for more than three months, this will require the authorisation of the Director for Education.

A member of staff, with whom the pupil has a good relationship, will meet the pupil frequently to review progress towards the PSP. This will give the



pupil the chance to identify what is working and what is not working. These reviews should be weekly and be conducted in a solution focused/ outcomes focused way.

The co-ordinator will need to contact parents to discuss options if the school feels the plan needs amending between review periods.

At the end of the review process, the impact of the PSP should be evaluated and next steps considered. This could include:

- continue with PSP where there is evidence that progress is made and interventions are effective
- adapt or amend the PSP to meet need
- ceasing the PSP as outcomes have been achieved
- discussing next steps with the EWO and relevant professionals



Pastoral Support Programme Initial Meeting					
Pupil Name					
Pupil's Date of Birth					
School					
UPN		ALN stage		ALN Need	
FSM Y/N		Attendance %		No. Exclusions	
Date of Meeting					
PSP School Lead					
Meeting attendees:					
Reason for PSP? (objective summary from all perspectives)					
Previous strategies and interventions? (refer/attach any supporting documentation)					
What is working? (Focus on strengths and current success. Use feedback from family, pupil and other agencies)					



What is the positive change I want to achieve? (Targets need to be specific, measurable, achievable, realistic & time based- SMART & solution focused, child/young person's views.)

1

2

3

The school agrees to: (Proactive- what changes are needed to support. Reactive- how will setbacks be managed to ensure safety, reflection & learning)

[Parent/carer name] agrees to: (How can the family help achieve the targets)

Other professionals agree to: (name and agency)

Signed by pupil

Date:

Signed by parent/carer

Date:

Signed by school

Date:

Review Date



Primary Timetable example

Day	Activity and Venue
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	



Secondary Timetable example- include activity and venue

Lesson- Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					



Lesson- Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					



Pastoral Support Programme Review Meeting					
Pupil Name					
Pupil's Date of Birth					
School					
UPN		ALN stage		ALN Need	
FSM Y/N		Attendance %		No. Exclusions	
Date of Meeting					
PSP School Lead					
Meeting attendees:					
Summary of progress					
Targets		What are pleased about		What are we concerned about	
1.					
2.					
3.					
What have we tried? (Were agreed actions, carried out)					
What have we learnt?					



Outcome of review	Y/N	If yes, explain why
Continue PSP		
Amend PSP		
Discontinue PSP		

Revised Targets (if applicable)	
1.	
2.	
3.	
Any new agreements (include who is to action)	
Signed by pupil	Date:
Signed by parent/carer	Date:
Signed by school	Date:
Further Review Date	



Primary Timetable example

Day	Activity and Venue
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	



Secondary Timetable example- include activity and venue

Lesson- Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					



Lesson- Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					



Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

Impact Assessment - First Stage

1. Details of the initiative

Initiative description and summary: Consultation on Pastoral Support Plan Guidance
Service Area: Early Years, Inclusion and Partnerships
Directorate: ELLs

2. Does the initiative affect:

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

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

	Yes	No	None/ Negligible	Don't Know	Impact H/M/L	Reasons for your decision (including evidence)/How might it impact?
Age	x				M	The new guidance will impact upon pupils aged 3-16, who may be subject to a reduced timetable for a range of reasons. The new guidance will further strengthen arrangements for provision for these pupils, by ensuring clear time limits and a formal multi-agency approach and process to monitoring progress, intervention and planning for reintegration. This will have a positive impact.
Disability	x				M	The new guidance will encompass learners with protected characteristics and with additional learning needs and will benefit this group of learners by ensuring

						all reasonable adjustments are made and that any statutory provision is monitored and reviewed.
Gender Reassignment	x				L	This is not a criterion that will be directly impacted upon by this proposal, however it is acknowledged that learners with gender reassignment may be subject to a PSP for other additional needs.
Marriage/Civil Partnership		x				This is not a criterion that will be impacted upon by this proposal.
Pregnancy/Maternity		x				This is not a criterion that will be impacted upon by this proposal.
Race	x				L	This is not a criterion that will be directly impacted upon by this proposal, however it is acknowledged that learners may be subject to a PSP for other additional needs.
Religion/Belief		x				This is not a criterion that will be impacted upon by this proposal.
Sex		x				This is not a criterion that will be impacted upon by this proposal.
Sexual orientation		x				This is not a criterion that will be impacted upon by this proposal.

4. Does the initiative impact on:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence used) / How might it impact?
People's opportunities to use the Welsh language		x				Learners who receive their education through the medium of Welsh who are in receipt of a PSP will continue to receive provision and support through the Welsh language.

Treating the Welsh language no less favourably than English		x				It is expected that provision will be made for pupils to continue to access their education through the medium of Welsh for the duration of the PSP.
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5. Does the initiative impact on biodiversity:

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

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

	Yes	No	Details
Long term - how the initiative supports the long term well-being of people	x		The guidance will positively impact on the long term well-being of learners by ensuring their needs are met and that reengagement and transition and carefully planned and learner centred.

Integration - how the initiative impacts upon our wellbeing objectives	x		The posts contribute to Well-being Objective 1 as the post will give our most vulnerable learners the best start in life, raising aspirations and developing their skills.
Involvement - how people have been involved in developing the initiative	x		Learners will be involved through the consultation process, using a person centred planning approach.
Collaboration - how we have worked with other services/organisations to find shared sustainable solutions	x		The consultation process will include all stakeholders.
Prevention - how the initiative will prevent problems occurring or getting worse	x		The guidance will ensure clear communication and planning for pupils who may be in need of a PSP. The process set out in the guidance will place the learner at the centre of decision making processes and strengthen current arrangements for engagement, provision and transition planning for reintegration.

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

A full impact assessment (second stage) is not required	x
--	---

Reasons for this conclusion

There is no significant impact on any areas other than the guidance will provide further support for schools and vulnerable learners. There will be no negative impact.

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

Reasons for this conclusion

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	Name	Position	Signature	Date
Completed by	Liz Dennis	Wellbeing & Behaviour Service Manager	E Dennis	10.1.22
Signed off by	Hayley Lervy	Head of Service	H Lervy	10.1.22

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