

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills and Culture Cabinet Board

20th July 2017

REPORT OF HEAD OF TRANSFORMATION ANDREW THOMAS

MATTER FOR DECISION

WARDS AFFECTED: All

STRATEGIC SCHOOL IMPROVEMENT PROGRAMME - PROPOSAL TO ESTABLISH SPECIALIST PROVISION FOR PRIMARY AGE PUPILS WITH SOCIAL EMOTIONAL AND BEHAVIOURAL DIFFICULTIES

Purpose of report

1. To obtain approval to consult on the establishment of specialist provision for primary age pupils with social emotional and behavioural difficulties (SEBD) at Crynallt Primary School and at Coedffranc Primary School.

Executive summary

2. The Council is responsible for ensuring suitable provision is made for pupils with special educational needs.
3. There is an increasing demand within the primary age sector for specialist places to support pupils with Autistic Spectrum Disorder (ASD) and SEBD, and for those 'early years' pupils with identified additional learning needs which require further assessment.
4. The proposal seeks to establish two specialist provisions for primary age pupils (boys and girls) with SEBD, one at Crynallt Primary School and one at Coedffranc Primary School.

5. The proposed provision at Coedffranc Primary School will provide a period of assessment for pupils with SEBD for up to 12 primary age pupils.
6. At Crynallt Primary School it is intended to establish a learning support centre for pupils with SEBD for up to 12 pupils. This provision will be for pupils in receipt of a Statement of SEN and who require longer term provision.
7. The headteachers of both schools have been involved in the development of this proposal and are fully supportive of this initiative. Governing Bodies and staff of both schools have also shown initial support for the proposal.
8. The proposal seeks to complement the specialist provision and support already available within the County Borough.

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. This will include ensuring suitable provision for those pupils with special educational needs/additional learning needs.
10. Implementing the Strategic School Improvement Programme (SSIP) involves reviewing existing provision and determining the number and type of schools needed to deliver education effectively and efficiently across the County Borough. It will most likely lead to substantial change involving opening new schools, closing existing schools, merging or amalgamating schools, federating schools and promoting new initiatives that support collaborative working between schools. It will also involve re-organising education provision to ensure pupils gain access to and benefit from the specialist support, skills and expertise available within the County Borough.
11. The Council has decided to review its provision on the basis of:

- educational standards
 - the need for places and the accessibility of schools
 - the quality and suitability of school accommodation
 - effective financial management
12. The Council provides for the pupils of Neath Port Talbot who require specialist support for their educational needs at two community special schools and at learning support/ inclusion centres attached to community primary/secondary schools.
 13. Currently there are 11 specialist provisions available in NPT for supporting primary pupils with ALN including those for pupils with Autistic Spectrum Disorder (ASD), Moderate Learning Difficulties (MLD), Speech Language and Communication Difficulties (SPLCD) and Severe and Profound Learning Difficulties (SPLD).
 14. NPT also provides specialist support for pupils age 3 – 5 yrs in Abbey Primary School's Early Years Assessment centre and for pupils age 3-11yrs at Awel y Môr Pupil Inclusion Centre (PIC) for pupils presenting with SEBD and are in need of further assessment.
 15. There is an increasing demand for places in many of these provisions year on year.
 16. Recent work on reviewing the number and type of primary planned places and assessment provision across Neath Port Talbot has indicated that there is a need for extra places in the areas of ASD and SEBD, and for those 'early years' pupils with identified additional learning needs which require further assessment.
 17. Work is on-going to determine what is needed to further develop provision in these areas and support for pupils displaying SEBD is considered to be a priority area.
 18. Recent work undertaken with secondary schools has shown a need for greater support for pupils displaying SEBD. This has led to the development of a continuum of support with the aim of ensuring that pupils at all stages have their needs assessed and are appropriately supported to make progress. The continuum of support sets out a graduated response to intervention and provision for all pupils, from universal whole school approaches, to

meeting the needs of those pupils with more complex needs who may require intensive specialist interventions and/or longer term support. As a result, assessment centres for SEBD at Ysgol Hendrefelin, Theodore Road campus, and Cefn Saeson Comprehensive School Secondary Education Nurture Centre were established.

19. This proposal seeks to develop a similar continuum of support model for primary pupils as that which has been established for secondary, to better address a range of needs for children with SEBD and to ensure best possible outcomes for pupils.
20. Currently for primary age pupils with SEBD who need specialist support or assessment, provision is made at Awel y Môr Pupil Inclusion Centre (12 places) and at Ysgol Hendrefelin Primary learning support centre for SEBD (7 planned places for primary age pupils with a statement of SEN). The high demand for both assessment and planned places is placing pressure on current provisions which are consistently full.
21. The new wellbeing and behaviour continuum will ensure that schools and the Council work in partnership to focus on prevention and early intervention in order to meet the needs of vulnerable children and young people and to ensure the best possible outcomes.

The need for change

22. Primary schools are reporting that managing and supporting pupils with challenging behaviour is a growing issue and is having a significant impact on the progress made by pupils. A recent survey undertaken by LLAN, (Neath Port Talbot's primary headteachers representative group), found that 56% of schools are dealing with more than 5 separate incidents of challenging behaviour each week, with many reporting this to be much higher.
23. 66% of schools report that on average the head teacher deals with more than 3 incidents relating to challenging pupil behaviour every day, taking up substantial amounts of time not just during the incident but on the necessary follow up work involved afterwards; for example, supporting staff and pupils involved, speaking to parents, writing reports, and speaking to professionals who support the child or family.

24. The term 'challenging behaviour' can be used to describe a range of actions including physical violence to other pupils, damage to school or pupil property, running away from the classroom or school, verbal abuse of other pupils, defiance of school rules (where this poses a risk to self or others), regularly disrupting learning and causing fear and distress to other pupils.
25. Increasingly school staff have also experienced violence and intimidation from primary age pupils, with some schools reporting that this can be a regular occurrence.
26. However, primary headteachers report that they are very reluctant to exclude, believing that this would not be in the best interest of the child and that exclusion does not change behaviour for the majority of pupils. Schools in general strive to provide a nurturing and caring environment for pupils, and endeavour to work with parents, social services and other agencies in an effort to effect change in pupil behaviour. Exclusion can create a barrier between school and home, making it more difficult to improve the situation.
27. Schools manage challenging pupils through providing extra adult support and supervision during the school day, with 62% reporting that, weekly, over 8 hours of support staff time is regularly taken up with behaviour management.
28. The Additional Learning Needs Support Team and the Wellbeing Team also report a marked increase in the number of pupils that are being referred to their services.
29. The Wellbeing Team further report that they have accepted 74 primary pupil referrals through Communication and Support Forum between September 2016 and May 2017, with a further 11 primary pupils needing support for either a managed move between schools or a move from another authority into Neath Port Talbot. This has the effect of hindering the team from undertaking preventative work and building capacity in schools, which could support pupils at an earlier stage and help to avoid situations escalating.
30. Overall fixed term exclusion figures for the primary sector have risen steadily from 66 in 2011/2012 to 126 in 2015/16, although permanent exclusions in primary schools continue to be very low.

Initial Scoping exercise

31. Approval was sought and obtained from Cabinet on 15th March 2017 to undertake scoping discussions with headteachers and chairs of governors over the establishment of a specialist facility for SEBD for the primary sector and to identify a school to host the provision.
32. Following more detailed work on identifying the need for planned places in the primary sector it was recognised that the pressure to provide support for SEBD primary pupils has increased. At this time work was also on going to further develop a primary continuum of support to mirror that of the secondary sector.
33. Both areas of work highlighted that establishing one provision would not be sufficient to meet the varying needs of pupils who are already in receipt of a statement of Special Educational Needs (SEN) for SEBD, or be sufficient to cater for the numbers of pupils needing support and who are predicted to need support in the future. As a result it was recognised that an extra provision for assessment purposes would be necessary to ensure the continuum of support is effective and that sufficient numbers of pupils can be supported without delay.

Identifying Potential Host Schools

34. In identifying host schools for specialist primary SEBD the following criteria has been applied.

The host school will:

- be fully committed to inclusion and provide a caring and supportive environment that will have a positive impact on pupils' personal well-being and development
- demonstrate a good track record for ensuring the progress of all pupils
- be a mainstream school delivering primary phase education as pupils will need to access the Foundation Phase or Key Stage 2 curriculum
- provide the opportunity for integration, as appropriate, into mainstream classes and mainstream activities to support the assessment process
- be able to provide pupils with high quality learning experiences

- have space available suitable to meet the needs and requirements of the pupils
 - be within reasonable travelling distance for primary age pupils and have easy vehicular access
35. Following scoping discussions, two schools, Crynallt Primary and Coedffranc Primary, were identified as being suitable for hosting a SEBD provision and of meeting the above criteria. The headteachers of both schools have been involved in the development of this proposal and are fully supportive of this initiative. Governing Bodies and staff of both schools have also shown initial support for the proposal.

The Proposal

36. It is proposed to establish two specialist provisions for primary age pupils (boys and girls) with SEBD, one at Crynallt Primary School and one at Coedffranc Primary School.
37. The specialist provisions at Crynallt Primary and Coedffranc Primary are part of a continuum of support.
38. The proposed provision at Coedffranc Primary School will provide a period of assessment for pupils with SEBD for up to 12 primary age pupils. Specialist staff will develop and implement support packages for pupils with the aim of reintegrating children into mainstream school. It will also provide the opportunity for more detailed assessment, as appropriate, of the needs of pupils who are going through the statutory assessment process.
39. At Crynallt Primary School it is intended to establish a learning support centre for pupils with SEBD for up to 12 pupils. This provision will be for pupils in receipt of a Statement of SEN and who require longer term provision.
40. Both facilities will be managed by the schools and be under the schools' governance. However they will be provisions recognised by the Council as reserved for pupils with ALN and pupils admitted to the provisions would be in addition to the admission number of each school. Admission to the provisions would be via a special admission panel of the Council and all placement decisions will be predicated on the expectation that schools have exhausted their own resources in meeting the needs of these pupils.

41. Pupils at the proposed provisions will benefit from being taught by specialist staff, experienced in working with pupils with more complex SEBD needs. Mainstream schools will further develop capacity to plan and provide for pupils presenting with these needs.
42. The provisions will alleviate the current pressure to address demand for places for pupils with more complex needs, avoiding potential costly out of county placements and allowing opportunities for children to access learning within their local community.
43. The proposal seeks to complement the specialist provision and support already available within the County Borough.

Information on the identified host schools

Crynallt Primary School

44. Crynallt Primary School opened in 2013 following the amalgamation of the separate infant and junior schools, and serves the area of Cimla on the outskirts of Neath. The school grew further with the transfer of pupils following the closure of a nearby primary school in 2015 and also from a number of admissions from another primary school closure at the same time.
45. The school was inspected by Estyn in June 2015 and it was judged to be good for current performance and for prospects for improvement. The school has been consistently categorised as green or yellow indicating it is a highly effective school which has secured good levels of learner outcomes in key indicators.
46. Crynallt Primary has a good track record for inclusion and pupils make good progress. Estyn report that: 'There is a clear focus on early intervention and effective support for pupils with additional learning needs that has measurable impacts'.
47. Estyn also report that: 'There is a caring and positive ethos in the school where pupils feel appreciated and valued'. The school is also recognised for its work with parents and support agencies, and for supporting pupils who are experiencing difficulties in their lives.

48. Currently, the school has the capacity to accommodate 480 full-time pupils. As at January 2017 (PLASC return) the school had 41 (8%) full-time surplus places with 439 full-time (and 68 part time nursery pupils) on roll. Full-time pupil numbers at the school are predicted to fall over the next five years - see table 1. Historical full-time pupil numbers are shown in table 2.
49. Making provision for a specialist resource by adapting existing accommodation at the school would reduce the school's full-time pupil capacity to approx. 420. Given the projected pupil numbers for the school, sufficient capacity remains available to accommodate the proposed specialist provision. In addition, within existing room usage there is flexibility to reorganise accommodation so as to increase the school's overall capacity should that be necessary.

Table 1

	Actual NOR at Jan 2017	Projected NOR at Jan 2018	Projected NOR at Jan 2019	Projected NOR at Jan 2020	Projected NOR at Jan 2021	Projected NOR at Jan 2022
F/T	439	418	414	410	407	393
P/T	68	67	66	67	67	67

Table 2

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
F/T	423	394	385	370	378	383	378	368	396	444	439

Coedffranc Primary School

50. Coedffranc Primary School is an English medium primary school situated in Skewen, Neath. It was last inspected in February 2014 where the current performance and the prospects for improvement were both judged to be adequate. The school was monitored by Estyn and in April 2015 was judged to have made good progress against the inspection recommendations with no further monitoring needed.
51. In the last two years the school has experienced a period of instability through a number of changes to key leadership roles including those of head teacher and deputy head teacher, which

has contributed to its current Amber categorisation. The current headteacher was appointed in January 2017 and the school is making steady progress towards its targets for improvement.

52. Coedffranc Primary plays an active role within the cluster and the wider family of schools within Neath Port Talbot, forging strong links with colleagues and with a variety of support agencies. Estyn (2014) reported that: 'Effective links with a wide range of partnerships are having a positive effect on the achievement and wellbeing of vulnerable pupils.'
53. The school has more recently taken a lead role across the authority in making provision for pupils with SEBD, investing in staff training and in support programmes to help improve provision. Estyn also reported that 'the inclusive and caring environment has a positive effect on pupils' wellbeing and engagement in learning...'
54. Currently, the school has the capacity to accommodate 435 full-time pupils. As at January 2017 (PLASC return) the school had 99 (23%) full-time surplus places with 336 full-time (and 49 part time nursery pupils) on roll. Full-time pupil numbers at the school are predicted to fall over the next five years - see table 3. Historical full-time pupil numbers are shown in table 4.
55. Making provision for a specialist resource by adapting existing accommodation at the school would reduce the school's full-time pupil capacity to approx. 370. Given the projected pupil numbers for the school, sufficient capacity remains available to accommodate the proposed specialist provision.

Table 3

	Actual NOR at Jan 2017	Projected NOR at Jan 2018	Projected NOR at Jan 2019	Projected NOR at Jan 2020	Projected NOR at Jan 2021	Projected NOR at Jan 2022
F/T	336	322	326	319	314	309
P/T	49	56	54	53	55	54

Table 4

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
F/T	441	446	407	380	341	371	362	348	348	329	336

Consultation

56. This school organisation proposal is being brought forward under the Council's Strategic School Improvement Programme. Formal consultation is required in line with the Welsh Government's School Organisation Code, July 2013, which specifies the procedures to be followed, including the content of the consultation document and those to be consulted.
57. Subject to approval, it is intended to consult on this proposal between 6th September and 20th October 2017 - see timeframe below (table 5).
58. Responses to the consultation will be reported to Education, Skills and Culture Cabinet Board for consideration by Members.

Table 5

	<i>Activity</i>	<i>Activity period</i>
1	Decision to consult on proposal (ESC Cabinet Board)	Thurs. 20 th July 2017
2	Consultation period	Wed. 6 th September – Fri. 20 th October 2017
3	Consultation report published	Thurs. 9 th November 2017
4	Decision to publish proposal (ESC Cabinet Board)	Thurs. 9 th November 2017
5	Publication of statutory notice	Fri. 10 th November 2017
6	Period for submitting objections	Fri. 10 th November – Thurs. 7 th December 2017
7	Objection report published	Thurs. 4 th January 2018
8	Determination of proposal (ESC Cabinet Board)	Thurs. 4 th January 2018
9	Proposed implementation Date	Mon. 8 th January 2018

Impact on pupils

59. The proposed new provisions will increase the opportunity for primary pupils to access support in a specialist setting, based within the nurturing environment of a primary school. The provisions will enable pupils to have their needs assessed and to

acquire the skills and understanding to manage their individual behaviours and learning requirements.

60. Early intervention for pupils with SEBD should help to prevent more complex and potentially costly support being necessary as a child matures, enabling pupils to return to mainstream earlier and continue their education successfully at a younger age, avoiding developing negative perceptions of school and helping to improve children's self-esteem and wellbeing.
61. Early intervention for pupils with SEBD should also provide greater opportunities for working with parents and carers as they, generally, have a greater role to play in their child's education when the child is young, often lessening as the pupil moves into secondary school and becomes more independent. Work with parents and carers at an early stage would have a significant impact on the child's progress.
62. The proposed specialist provisions will be accessible to primary age pupils from across the County Borough.

Impact on travel arrangements

63. Pupils' travel needs will be assessed in line with the Council's Home to School Transport policy. Primary age pupils living 2 miles or more from the provision deemed most suitable to address their needs, will be considered for assistance with travel costs.
64. 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
65. Both Crynallt Primary and Coedffranc Primary are well-established schools with established walking routes for children.
66. Both schools are relatively centrally located within the County Borough and readily accessible by vehicle.

Impact on governors

67. The governing bodies and the school leadership teams at the host schools will be responsible for the day to day management of the provisions, including the specialist staff who will become part of the school's staffing complement. The school budget will be funded accordingly.

Impact on special needs education provision

68. As self-contained provisions, the primary inclusion and assessment centre (PIAC) at Coedffranc Primary and the learning support centre (LSC) at Crynallt Primary will not have a direct impact on the SEN provision of the host schools where pupils with additional learning needs, including children with statements of special educational needs, are supported in a mainstream setting with appropriate funding for this purpose.
69. However, the specialist knowledge and skills-set of the staff employed to work at the provisions will be available to share with mainstream staff at the host schools and, as such, will indirectly benefit SEN provision at the school.
70. It is also envisaged that the two host centres will be able to provide support and training for other mainstream primary schools across Neath Port Talbot, building skills, competencies, expertise and capacity of all staff working with children with SEBD.

Financial Impacts

71. Each host school will receive additional funding to manage the provisions for up to 12 pupils at Crynallt Primary and 12 pupils at Coedffranc Primary.
72. Meeting the special needs education of pupils in local settings, i.e. within the County Borough, avoids having to secure expensive out-of-county provision. The cost of providing education outside the County Borough for pupils with specialist needs is high, and can amount to circa. £80k per pupil per year. This annually presents a significant demand on the Council's education budget.

73. The provisions will be funded from the delegated schools budget and each school will receive funding for 12 places at Band F which equates to approximately £145k per annum.
74. Each provision will be resourced by specialist teachers and teaching assistants with the appropriate skills set.
75. Self-contained accommodation will be developed in surplus accommodation at both schools. There will be a one-off capital cost for the refurbishment/conversion work for which £300k has been secured from the capital programme.
76. Primary age pupils living 2 miles or more from the identified provision will be considered for assistance with travel costs and as such there is likely to be an increase on transport costs as a result of this proposal. Annual transport costs are difficult to predict as this will depend on the number of children needing to be transported and on the distance they will need to travel to the provision from their home.
77. There are no capital receipts or recurrent costs savings directly related to this proposal other than savings from potential home education/out-of-county placement costs.
78. There will be an indirect saving to each of the host schools accrued as a result of alternative usage of surplus accommodation.

Equality Impact Assessment

79. An equality impact assessment has been carried out and found that there is no adverse effect on any particular group and the process has checks and monitoring in place to ensure that any unmet need is identified and any potential adverse effect is fully evaluated and impact mitigated.
80. Establishing the specialist provisions within mainstream primary schools breaks down barriers and aids the elimination of discrimination, harassment and victimisation. Both the primary schools and the two provisions are inclusive for pupils of all backgrounds. The proposal will promote the understanding of the needs of different groups.

81. Having the SEBD provisions attached to mainstream schools allows the pupils attending them to have the same opportunities as their mainstream peers as all pupils will be able to access the same curriculum and facilities.
82. The proposal will have a positive effect on the staffing compliment of both schools as an increase in pupil numbers by the establishment of the provisions will require additional members of staff with specialist skills to support pupils.
83. The equality impact assessment is attached to this report as appendix A.

Workforce impacts

84. The position of staff currently employed at both schools will not be adversely affected by this proposal. In fact, the increased number of pupils secures staff employment by creating additional employment opportunities by way of an increased staffing complement.
85. Additional staff posts have been identified for the provisions. These will comprise specialist teachers and teaching assistants in each provision. The skills and expertise that these additional staff members will possess will be available to be utilised for the benefit of the wider, mainstream school communities.

Legal impacts

86. The proposal will establish SEN provision in a mainstream school where the pupils admitted are in addition to the admission number for the school and where the provision is recognised by the Council as reserved for pupils with SEN. As such, this constitutes a regulated alteration requiring the statutory publication of the proposal. The School Standards & Organisation (Wales) Act 2013 (the Act) provides the legislative framework by which the Council may implement a proposal. The Welsh Government's School Organisation Code, July 2013, made under Sections 38 and 39 of the Act, imposes on the Council requirements and guidelines on matters relating to school organisation. The Council's procedures are in line with legislative requirements.

87. 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.
88. 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.
89. The management of staff affected by the proposal will follow the relevant school policy and procedure requirements.

Risk management

90. A risk assessment has been carried out under the Council's Risk Management Policy 2015.
91. Potential risk areas in implementing the proposal include:
 - educational outcomes for pupils are not improved
 - integration at a provision is unsuccessful
 - re-integration to base school is unsuccessful
 - negative response from parents of host schools
 - negative response from parents of pupils to be accommodated at the provision
 - discrimination against protected characteristics resulting in a negative impact on one or more protected groups
 - staff with appropriate skills and expertise not available
 - increased home to school travel time for some pupils leading to poor attendance.
 - Welsh language development not supported
 - early intervention does not prevent the need for further support at a later stage
92. Failing to implement the proposal will result in a range of teaching/learning benefits not being fully realised, particularly in relation to:
 - opportunities for a pupils to access specialist staff and support
 - early intervention for younger pupils, reducing the risk of more costly support at a later stage

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

93. Given that the proposal builds on the experience, skills and expertise that currently exist at the host schools; the specialist support available at the PIAC and the LSC, and the application of specific 'entry' and 'exit' criteria, the potential effects of identified risks will be mitigated by implementation of the proposal.
94. The risk assessment is attached to this report as Appendix B.

Impact on community usage

95. The proposal should have no adverse impact on community usage at either host school as there is no closure or reduction in community facilities involved with this proposal. The provisions will occupy accommodation surplus to the schools' requirements and will be self-contained provisions within each school having no impact on the school's operation regarding community usage.

Welsh Language Impact assessment

96. Both Crynallt Primary and Coedffranc Primary schools are categorised as English-medium schools where Welsh is taught as a second language in accordance with the National Curriculum. Provision at the LSC and the PIAC will reflect provision at each school. The Council is satisfied that the provision for Welsh language education at each provision will be sufficient to meet the language requirements of the pupils admitted. Both provisions will accommodate those pupils who speak Welsh as their first language or whose base school is a Welsh-medium school and in each provision pupils will have access to staff who can support them through the medium of Welsh.
97. The Welsh language impact assessment is attached to this report as Appendix C.

Recommendation

98. Having given due regard to the impact assessments in relation to equality, risk, community usage and Welsh language, it is recommended that, in line with Section 48 of the School

Standards and Organisation (Wales) Act 2013, Members approve consultation on a proposal to establish specialist provision for primary age pupils with social emotional and behavioural difficulties as set out in this report.

Reasons for proposed decision

99. This decision is necessary to comply with the formal consultation requirements imposed on the Council by the School Organisation Code. Subject to the outcome of consultation, implementation of the proposal will enable the Council to promote high educational standards and the fulfilment of every child's potential. It will also enable the Council to meet its duty to secure efficient education in its area.

Implementation of the decision

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

Appendices

- Appendix A: Equality Impact Assessment
- Appendix B: Risk Assessment
- Appendix C: Welsh Language Impact Assessment

List of background papers

- a) Cabinet Report: March 2017
<https://democracy.npt.gov.uk/documents/s28434/Cabinet%20Report%20150317.pdf>
- b) Strategic School Improvement Programme Principles Paper: September 2008
[https://democracy.npt.gov.uk/Data/Cabinet/20080924/Agenda/\\$CAB-240908-REP-EL-KN.doc.pdf](https://democracy.npt.gov.uk/Data/Cabinet/20080924/Agenda/$CAB-240908-REP-EL-KN.doc.pdf)
- c) Welsh Government - School Organisation Code: July 2013
<http://gov.wales/docs/dcells/publications/130719-school-organisation-codes-en.pdf>
- d) School Standards & Organisation (Wales) Act 2013
http://www.legislation.gov.uk/anaw/2013/1/pdfs/anaw_20130001_en.pdf
- e) Learner Travel (Wales) Measure: 2008 & the Learner Travel Statutory Provision and Operational Guidance: 2014.

http://www.legislation.gov.uk/mwa/2008/2/pdfs/mwa_20080002_en.pdf

<http://gov.wales/docs/det/publications/140616-ltqg-en.pdf>

f) Home to School Travel Policy: 2017

https://www.npt.gov.uk/pdf/NPT_Home_to_School_Travel_Policy_2017.pdf

g) Estyn

<https://www.estyn.gov.wales/inspection/search>