



Neath Port Talbot

Castell-nedd Port Talbot

County Borough Council Cyngor Bwrdeistref Sirol

Education, Leisure & Lifelong Learning Service
Strategic School Improvement Programme

CONSULTATION DOCUMENT

**PROPOSAL TO ESTABLISH SPECIALIST PROVISION FOR
PRIMARY AGE PUPILS WITH SOCIAL EMOTIONAL AND
BEHAVIOURAL DIFFICULTIES AT COEDFFRANC PRIMARY
SCHOOL, STANLEY ROAD, SKEWEN, NEATH SA10 6LP**

Large print and alternative format or language
versions of this document are available on request

Contents

	Page
1. Background	2
2. The proposal and why change is being proposed	3
3. Details of the school affected by this proposal	6
4. Options that have been considered	9
5. Impact of the proposal	11
6. Legal process and consultation	16
List of Consultees	20
Comment Form	

1. Background

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.

Implementing the Council's Strategic School Improvement Programme (SSIP) involves reviewing existing provision and determining where change is needed to deliver education effectively and efficiently across the County Borough. It will most likely lead to 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.

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

The Council currently 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.

Currently there are 11 specialist provisions in the County Borough supporting primary pupils with Additional Learning Needs (ALN) including those for pupils with autistic spectrum disorder, moderate learning difficulties, speech language and communication difficulties and severe and profound learning difficulties.

The Council also provides specialist support for pupils aged 3 – 5 years in Abbey Primary School's Early Years Assessment Centre and for pupils aged 3-11 years at Awel y Môr Primary School's Pupil Inclusion Centre for pupils presenting with Social Emotional and Behavioural Difficulties (SEBD) who are in need of further assessment.

Year on year there is an increasing demand for places in many of these provisions.

Recent work on reviewing the number and type of primary planned places and assessment provision 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 who require further assessment.

Work is on-going to determine what is needed to further develop provision in these areas. Support for pupils displaying SEBD is considered to be a priority area.

Recent work undertaken with secondary schools has shown a need for greater intervention 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 helped 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 have been established at Ysgol Hendrefelin (Theodore Road campus) and at Cefn Saeson Comprehensive School (Secondary Education Nurture Centre).

This proposal seeks to develop a similar continuum of support model for primary pupils to that established in the secondary sector in order to better address a range of needs for children with SEBD and to ensure best possible outcomes for pupils.

2. The proposal and why change is being proposed

It is intended to establish a Primary Inclusion and Assessment Centre (PIAC) at Coedffranc Primary School. The PIAC will be a self-contained facility for the assessment of up to 12 primary aged pupils with SEBD.

For primary age pupils with SEBD who need specialist support or assessment, currently provision is made at Awel y Môr Primary School's Pupil Inclusion Centre (12 places) and at Ysgol Hendrefelin primary learning support centre for SEBD (7 planned places pupils with a statement of special educational needs). The high demand for both assessment and planned places is placing pressure on current provisions which are consistently full.

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.

Primary schools are reporting that managing and supporting pupils with challenging behaviour is a growing issue which is having a significant impact on the progress made by pupils.

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.

Initial Scoping exercise

Approval was obtained from Cabinet (15th March 2017) to undertake scoping discussions with head teachers and chairs of governors regarding the establishment of a provision for primary age pupils who externalise their needs.

Following more detailed work on identifying the demand 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.

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 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.

At its meeting of 20th July 2017, Education, Skills and Cabinet Committee approved consultation on the establishment of a specialist facility at Coedffranc Primary School for primary age pupils with social emotional and behavioural difficulties.

Identifying Potential Host Schools

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

Following scoping discussions, two schools Coedffranc Primary and Crynallt Primary, were identified as being suitable for hosting a provision for SEBD having met the above criteria.

The benefits of the proposal

The proposal seeks to complement the specialist provision and support already available within the County Borough. The specialist provisions at Coedffranc Primary School, complemented by specialist provision at Crynallt Primary School, will form part of a continuum of support.

At Coedffranc Primary School it is intended to establish a Primary Inclusion and Assessment Centre (PIAC) for up to 12 primary age pupils. This facility will provide a period of assessment for pupils with SEBD to better understand their needs with a view to either reintegration into a mainstream school or to support pupils going through the statutory assessment process.

It will be managed by the school and be under the school's governance. However it will be a facility recognised by the Council as reserved for pupils with ALN/SEN and pupils admitted to the proposed PIAC would be in addition to the admission number of the school. Admission to the provision would be via a special admission panel of the Council and specific entry and exit criteria will apply. All placement decisions will be predicated on the expectation that schools have exhausted their own resources in meeting the needs of these pupils.

Pupils at the proposed PIAC will benefit from being taught by specialist staff, experienced in working with pupils with SEBD needs. It is expected that pupils

will remain at the PIAC for a limited period of time while their needs are fully assessed and a longer term provision identified. For some pupils this will mean a return to a mainstream school with appropriate support while for others it may mean a move to a specialist learning support centre. Following identification of what is needed the PIAC staff will also play a major role in the transition process, working with parents and with staff from mainstream schools or from other provisions as appropriate.

Additionally, consultation is taking place on a proposal to establish a learning support centre (LSC) at Crynallt Primary School for pupils with SEBD, for up to 12 primary age pupils. This facility will be for pupils in receipt of a statement of SEN and who require longer-term provision.

Both proposed 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.

3. Details of the school affected by this proposal

Coedffranc Primary School

Coedffranc Primary School, Stanley Road, Skewen, Neath SA10 6LP is a maintained, English-medium, community school for boys and girls aged 3-11 and is situated in Skewen, Neath.

Currently, the school has the capacity to accommodate 435 full-time pupils and 116 part-time (nursery) pupils (58 am/58 pm). 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 - table 1.

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	336	322	326	319	314	309
P/T	49	56	54	53	55	54
Proposed PIAC	0	12	12	12	12	12

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.

Historical full-time pupil numbers (annual school census) are shown in table 2 together with the current number on roll.

Table 2

	Jan 2007	Jan 2008	Jan 2009	Jan 2010	Jan 2011	Jan 2012	Jan 2013	Jan 2014	Jan 2015	Jan 2016	Jan 2017	Sept 2017
F/T	441	446	407	380	341	371	362	348	348	329	336	319

Quality of teaching and learning Outcomes

Coedffranc Primary School was last inspected in February 2014 where the current performance and the prospects for improvement were both judged to be adequate. In April 2015, Estyn, the school inspectorate for Wales, judged the school to have made good progress against the inspection recommendations with no further monitoring needed.

ERW Autumn Core Visit report (2016) highlights that the school has focussed on developing self-evaluation with the aim of identifying priorities for improvement, noting that: ‘A well planned range of monitoring activities is in place including lesson observations, work scrutiny and monitoring of curriculum planning.’ 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. This has meant that a number of planned improvements have yet to demonstrate an impact on pupil outcomes, and as result the school is placed within the amber category of the National School Categorisation System. However, end of stage data 2017 indicates that outcomes are improving, particularly at the end of key Stage 2.

Estyn (2014) report that: ‘Many pupils make suitable progress from their differing starting points as they move through the school.’ End of Foundation Phase data has been variable over the last 5 years and the school is generally placed in the third or fourth quartile when compared to similar schools across Wales. In 2017 80% of Foundation Phase pupils attained the expected Outcome 5 in Language Literacy and Communication skills, 88% in Mathematical Development and 94% in Personal and Social Development, Well-being and Cultural Diversity, a significant improvement in all areas on the previous year’s data, with the highest rise of 12% in Mathematical Development.

At Key Stage 2 data also indicates a significant improvement in 2017 to previous years with a 12% increase in the number of pupils attaining the expected level 4 in all three core subjects. 92% of pupils attained level 4 or

above in English, 92% in Maths and 94% in Science. This is an improvement in every core subject.

Pupil wellbeing is noted to be good and children feel safe in school. Estyn report that pupils' attitude to school is good; many of them enjoy their learning and participate enthusiastically in lessons. Attendance has steadily improved over the last 5 years from 92% to 95%.

Provision

Estyn report that Coedffranc Primary is: 'a friendly, caring and inclusive community where there are positive and supportive relationships between staff and pupils. The school promotes equal opportunities successfully and places a strong emphasis on respecting each other and celebrating diversity.'

The school occupies a large site and good use is made of available space. It is well maintained and has appropriate resources. Staff ensure that all pupils, including those with ALN are provided with a wide range of interesting learning experiences, including extracurricular opportunities, which enrich learning.

The school is noted to be effective at supporting ALN pupils and Estyn note that: 'Pupils, including the most vulnerable, benefit from professional support both from within the school and from specialist services.'

The school has more recently taken a leading 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'.

Leadership and Management

The Autumn Core Visit 2016 ERW report states that the head teacher and senior managers have established a clear vision for the school. This has been communicated effectively to all stakeholders. As a result all staff and governors have high expectations and a comprehensive understanding of the school's aims and objectives.

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 report that: 'Effective links with a wide range of partnerships are having a positive effect on the achievement and wellbeing of vulnerable pupils.'

Quality of accommodation

Coedffranc Primary School consists of two large teaching blocks (previously the separate infant and junior school buildings), two demountable buildings, a separate nursery building and a kitchen/dining block all positioned within the extensive school grounds.

The main infant teaching block is over 100 years old and is graded as B for building condition and C for accessibility. Some refurbishment of the building is likely to be required in the future.

The junior teaching block is graded as C for both building condition and accessibility. The building is noted to be in relatively good condition, although work will be needed to replace the heating distribution pipework with a more efficient system and some remedial external works are also noted to be necessary in the future.

This proposal would seek to use surplus accommodation in the junior school building, creating a self-contained unit with space for teaching, nurture and developing life skills included. Work is also planned to create a self-contained play area for the PIAC pupils as well as separate toilet facilities. There will be a one-off capital cost for the refurbishment/conversion work for which money has been identified from the Council's resources.

4. Options that have been considered

The Council has the responsibility for ensuring that it is making the making effective of resources and facilities in order to deliver the very best educational opportunities for children and young people.

Option 1 – status quo, maintain existing provision in Neath Port Talbot

The establishment of a PIAC has been identified as an important requirement within a new delivery model of a continuum of support for pupils with SEBD. The 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.

Maintaining the status quo will not realise opportunities to address these concerns or to alleviate the current pressure to address demand for places for pupils with more complex needs.

Without this provision some pupils may have difficulty maintaining a place at a mainstream school with the possible result that vulnerable pupils could have

their education interrupted with potentially damaging long term consequences and exclusion rates may increase.

Failing to implement the proposal will result in a range of teaching/learning and financial benefits not being fully realised, including the loss of opportunities for a pupils to access specialist staff and support and for more efficient and effective use of resources.

This option is not preferred by officers.

Option 2 – establish a PIAC for primary aged pupils with SEBD at a location within the County Borough other than Coedffranc Primary School

Coedffranc Primary has been identified a suitable location for the provision of a PIAC for a number of clearly identified reasons including the experience and expertise that can be provided by its staff, the nurturing and supportive ethos within the school and the effective links developed with a wide range of partners.

Additionally, it has been recognised that the provision should be situated within a primary school to ensure that pupils at the PIAC can access the full curriculum and have opportunities to integrate with mainstream pupils as appropriate. Coedffranc Primary is an improving school with senior managers and staff committed to providing effective teaching and learning experiences and as such is well placed to ensure that pupils attending the PIAC will also be able to benefit from the opportunities available to mainstream pupils.

Coedffranc Primary School is conveniently located within Neath Port Talbot, near to the centre of Neath, ensuring travelling distances are reasonable for the majority of pupils who are likely to attend, and also has the space available to accommodate the provision without compromising the facilities for mainstream pupils on roll.

It is felt that other locations across Neath Port Talbot would not meet the requirements as well as the proposed location at Coedffranc Primary and so this option is not preferred by officers.

Option 3 – establish a PIAC for primary aged pupils with SEBD at Coedffranc Primary School

As stated previously, the establishment of a PIAC has been identified as an essential provision to enable the local authority to better support and assess the needs of pupils with SEBD. Without such a provision it will prove difficult for the Council to meet the aims of its inclusion strategy and to appropriately provide for pupils with more complex needs.

Coedffranc Primary School has been identified as having a nurturing and supportive environment and is the proposed location for the PIAC for the reasons stated in Option 2 (above). The provision will be resourced with specialist staff who will identify barriers to learning, provide in depth assessments of pupils' needs and develop links with partners to ensure pupils are supported while at the PIAC and also when transitioning into their long term provision.

This option is preferred by officers.

Preferred Option - Option 3

Having considered information gathered to date, it is the view of officers that Option 3 outweighs the alternatives considered as it is this option that best fits the host school assessment criteria for this specialist provision. It is, therefore, preferred as the basis of consultation.

5. Impact of the proposal

Impact on pupils and parents

The proposed PIAC will increase the opportunity for primary pupils to access support in a specialist setting, based within the nurturing environment of a primary school. The provision will enable pupils to have their needs assessed and to acquire the skills and understanding to manage their individual behaviours and learning requirements.

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 a mainstream school setting 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.

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. Working with parents and carers at an early stage would have a significant impact on the child's progress.

The proposed specialist provisions will be accessible to primary age pupils from across the County Borough.

Impact on travel arrangements

Pupils' travel needs will be assessed in line with the Council's Home to School Travel policy. Pupils placed at the PIAC who live 2 miles or more from Coedffranc Primary School will be considered for assistance with home to school travel.

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

Coedffranc Primary is a well-established school with established walking routes for children. It is relatively centrally located within the County Borough and readily accessible by vehicle.

For those pupils attending the PIAC who are entitled to assistance with home to school travel, protocols and procedures will be developed to ensure the safe management of taxis and other vehicles at the site. This will be undertaken as part of the refurbishment/conversion work for the PIAC. Decisions on the arrangements for traffic management will involve full consultation with the school and will be subject to planning requirements, as necessary.

Impact on governors

The governing body and the school leadership team at Coedffranc Primary will be responsible for the day to day management of the PIAC, 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

As a self-contained provision the PIAC will not have a direct impact on the ALN/SEN provision of the school where pupils with additional learning needs, including children with statements of special educational needs, are supported in a mainstream setting with appropriate funding for this purpose.

However, the specialist knowledge and skills-set of the staff employed to work at the provision will be available to share with mainstream staff at the school and, as such, will indirectly benefit ALN/SEN provision at the school.

It is also envisaged that the PIAC staff 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 impact

To manage the PIAC, Coedffranc Primary School will receive additional funding for pupils requiring a specialist placement.

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

The provision will be funded from the delegated schools budget and the school will receive sufficient funding for 12 specialist places.

The PIAC will be resourced by specialist teachers and teaching assistants with the appropriate skills set.

Self-contained accommodation will be developed in surplus accommodation at the school. There will be a one-off capital cost for the refurbishment/conversion work for both the PIAC provision at Coedffranc Primary school and the complementary facility at Crynallt Primary school, for which £300k has been secured from the capital programme.

Primary age pupils living 2 miles or more from the PIAC 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. In order to manage home to school travel costs, where appropriate, existing transport provision will be accessed on a shared basis. The location of this school within the County Borough, being reasonably central with good access, will further moderate travel costs.

There are no capital receipts, land/building transfers or disposals, or recurrent cost savings directly related to this proposal other than savings from potential home education/out-of-county placement costs.

There will be an indirect saving to the school accrued as a result of alternative usage of surplus accommodation.

Equality impact assessment

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.

Establishing the specialist provision within a mainstream primary school breaks down barriers and aids the elimination of discrimination, harassment and victimisation. Both the primary school and the proposed PIAC are inclusive for pupils of all backgrounds. The proposal will promote the understanding of the needs of different groups.

Having the PIAC attached to the mainstream school allows the pupils attending to have the same opportunities as their mainstream peers as all pupils will be able to access the same curriculum and facilities.

The proposal will have a positive effect on the staffing complement of the school as an increase in pupil numbers by the establishment of the provision will require additional members of staff with specialist skills to support pupils.

The full EIA is available at:

<https://democracy.npt.gov.uk/documents/s31384/App.A%20-%20Equality%20impact%20assessment.pdf>

Workforce impacts

The position of staff currently employed at the school will not be adversely affected by this proposal. In fact, the increased number of pupils secures staff employment by creating additional employment opportunities by way of an increased staffing complement.

Additional staff posts have been identified for the provision. These will comprise specialist teachers and teaching assistants. 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

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.

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.

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.

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

Risk management

A risk assessment has been carried out under the Council's Risk Management Policy 2015. Potential risk areas in implementing the proposal include:

- educational outcomes for pupils are not improved
- integration at the PIAC is unsuccessful
- re-integration to base school is unsuccessful
- negative response from parents of host school
- negative response from parents of pupils to be accommodated at the PIAC
- 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

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

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

The full risk assessment is available at:

<https://democracy.npt.gov.uk/documents/s31385/App.B%20-%20Risk%20Assessment.pdf>

Impact on community usage

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

Welsh Language Impact assessment

Coedffranc Primary School is categorised as an English-medium school where Welsh is taught as a second language in accordance with the National Curriculum. Provision at the PIAC will mainly reflect provision at the school. The Council is satisfied that the provision for Welsh language education at the PIAC will be sufficient to meet the language requirements of the pupils admitted as the PIAC will provide for those pupils who speak Welsh as their first language or whose base school is a Welsh-medium school by ensuring pupils have access to staff who can support them through the medium of Welsh.

The full Welsh Language Impact Assessment is available at:

<https://democracy.npt.gov.uk/documents/s31386/App.C%20-%20Welsh%20language%20impact%20assessment.pdf>

6. Legal process and consultation

Neath Port Talbot County Borough Council is the proposer and the Council wishes to hear the views of all interested parties before deciding whether to progress its proposal. All responses to this consultation will be considered when making its decision and a consultation report will be published following the end of the consultation period. The consultation report will summarise the issues raised by consultees and include a response from the Council. The consultation report will also set out Estyn's view on the proposal.

Having considered the views expressed by interested parties, if the Council decides to proceed with its plan it will publish a statutory proposal. The intended publication date for this will be **10th November 2017**. Once the statutory proposal is published there will be a 28 day period to respond in writing, known as the ‘objection period’. Only objections submitted during this period will be considered. If objections are received an objection report will be published following the end of the objection period. The report will summarise each objection raised and provide the Council’s response.

Please note: only written objections submitted during the statutory notice period will be considered. Any comment submitted as part of the consultation process will need to be re-submitted in writing during the statutory notice period if it is to be considered as an objection.

Following the conclusion of the objection period the Council is required to determine the proposal and the matter will go before the Council’s Education, Skills and Culture Cabinet Board for decision. In its decision making the Cabinet Board will give due consideration to any objections raised alongside the case for the proposal. The proposal will be determined in line with the requirements of the School Standards and Organisation (Wales) Act 2013 and associated School Organisation Code 2013.

Process timetable

Consultation on this proposal follows the guidelines established by the Welsh Government

	<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

Meetings, as set out below, have been arranged in order to receive comments and suggestions direct. These meetings will also provide an opportunity for questions to be asked about the proposal.

Consultee	Date/time	Venue
School staff	3.30pm Tues. 19 th September	Coedffranc Primary school
Governors	4.30pm Tues. 19 th September	Coedffranc Primary school

Pupils will be consulted during the course of the school day at a time which causes least disruption.

Making comment on the proposal

The purpose of this consultation document is to provide information and to invite views on the Council’s proposal to establish a PIAC at Coedffranc Primary School. Consultation meetings are being held with key stakeholders so that interested parties have the opportunity to ask questions. If you have questions regarding this consultation document then please contact the Council at the address below.

Those being consulted include pupils, parents, governors and staff of Coedffranc Primary School, as well as other schools, other local authorities and Estyn. A full list of those being consulted is attached.

Formal consultation will take place during the period: **6th September 2017 to 20th October 2017**. Comments on the proposal must be submitted in writing by letter, e-mail or on the comment form attached to this document. Responses are to be received no later than the **20th October 2017** and should be sent to the following address:

Aled Evans, Director of Education Leisure and Lifelong Learning, Civic Centre, Port Talbot SA13 1PJ (marked for the attention of Debora Holder) or e-mail to: SSIP@npt.gov.uk

List of Consultees

Coedffranc Primary School

Pupils
Parents/Carers/Guardians
School Staff
Governing Body
Wider School Community

All other NPT schools

Bordering Authority - Swansea / Bridgend / Carmarthenshire / Powys / RCT

Diocese - Diocese of Menevia, Swansea

CIW - Diocesan of Llandaff, Vale of Glamorgan

Trade Unions - Regional Organisers for: 3 x Non-teaching & 6 x Teaching

NAASH (Secondary Schools Forum)
LLAN (Primary Schools Forum)

MP (for Aberafan) – Stephen Kinnock
MP (for Neath) – Christina Rees

AM (for Aberafan) – David Rees
AM (for Neath) - Jeremy Miles

Regional AMs (South Wales West) -
Suzy Davies/Bethan Jenkins/Caroline Jones/Dai Lloyd

Coedffranc Community Council

NPT Elected Members

WG Schools Management Division

Estyn

Regional Education Consortium (ERW)

NPTCBC Integrated Transport Unit

Police & Crime Commissioner

Children & Young Person Partnership
(including Early Years Development and Childcare)

Communities First Partnership

NPTC Group

SEN Partners –

SNAP Cymru

Action for Children

Child & Adult Mental Health Services (CAMHS)

Consultant Community Paediatrician

The Children's Centre NPT Hospital (Therapeutic Services)

NPTCBC as the maintaining authority -

NPT Senior Management (Education)

NPT Admissions Officer

NPT ERW Officer

NPT Education Psychologists

NPT ALNST

NPT Governor Support

NPT Human Resources

NPT Legal Services

NPT Planning

NPT Property Management

NPT Gypsy/Traveller Officer (Education)

This page is intentionally blank

Comment Form

Please provide your comment including suggestions for alternatives on the proposal to establish a Primary Inclusion and Assessment Centre (PIAC) for primary age pupils with Social Emotional and Behavioural Difficulties at Coedffranc Primary School, Stanley Road, Skewen, Neath SA10 6LP

Your comments /suggestions (*additional space overleaf*)

Alternatively you may wish to indicate which of the following reflects your views:

	Please tick
I support the proposal	
I do not feel strongly one way or the other	
I do not support the proposal	

Please circle if you are:

Coedffranc Primary School: Teacher / Non-Teaching School Staff / Governor / Parent / Pupil /Local Resident / Other (please state)

Please tick if you wish to be informed that the consultation report is available and provide your contact details: _____

Please detach this form and return to:

Director of Education Leisure and Lifelong Learning, Civic Centre, Port Talbot SA13 1PJ (marked for the attention of Debora Holder)
or you can e-mail your comments to: SSIP@npt.gov.uk

All comments must be received by **no later than 20th October 2017**

Additional comments/suggestions

A large, empty rectangular box with a thin black border, occupying most of the page below the text. It is intended for providing additional comments or suggestions.