

# Agenda



## Penderfyniad dirprwyedig - Yr Aelod Cabinet dros Addysg a'r Blynyddoedd Cynnar

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Dyddiad: Dydd Iau, 23 Mawrth 2023

At: Cynghorwyr: D Davies

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### Eitem

### Wardiau Dan Sylw

1 Sefydlu CAD yn Ysgol Uwchradd Llanwern (Tudalennau 3 - 56)

Person cyswllt: ,  
Ffôn:  
E-bost:  
Dyddiad cyhoeddi: Date Not Specified

Mae'r dudalen hon yn wag yn



# Report

## Cabinet Member for Education and Early Years

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### Part 1

Date: 22 March 2023

**Subject** **School Reorganisation Proposal – Establishment of a 20-place specialist base for pupils with Autistic Spectrum Disorder at Llanwern High School**

**Purpose** To move to publish a statutory notice on the school reorganisation proposal “to establish a 20-place specialist base for pupils with Autistic Spectrum Disorder at Llanwern High School with effect from September 2023”.

**Author** Assistant Head of Education – Resources

**Ward** All wards, as this will be a city-wide provision; however the school is situated within the Ringland ward and its catchment area extends either partly or wholly into the Alway, Beechwood, Bishton & Langstone and Llanwern wards.

**Summary** Formal consultation has now concluded on the school reorganisation proposal “to establish a 20-place specialist base for pupils with Autistic Spectrum Disorder at Llanwern High School with effect from September 2023”.

The proposal launched in November 2022, with a six-week period of formal consultation running between 23<sup>rd</sup> November 2022 and 6<sup>th</sup> January 2023.

A consultation report, which describes the consultation process and the feedback received, has been prepared (attached as Appendix 1), published on the Newport City Council website, and shared with stakeholders. This decision report references those findings, the result of which recommends that the Council move to publish a statutory proposal. Any legal objections lodged during the period of the statutory proposal will be considered in making the final determination.

**Proposal** **To move to publish a statutory notice for a period of 28 days in respect of the proposal to establish a 20-place specialist base for pupils with Autistic Spectrum Disorder at Llanwern High School with effect from September 2023.**

**Action by** Chief Education Officer

**Timetable** Immediate

This report was prepared after consultation with:

- Corporate Management Team
- Education Senior Management Team
- Senior HR and Finance Business Partners
- Headteacher and Chair of Governors of Llanwern High School

**Signed**

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## **Background**

All school reorganisation proposals are undertaken in accordance with Welsh Government's statutory School Organisation Code. Accordingly, formal consultation on the proposal establish a 20-place specialist base for pupils with Autistic Spectrum Disorder at Llanwern High School with effect from September 2023 took place between 23<sup>rd</sup> November 2022 and 6<sup>th</sup> January 2023. Following conclusion of this process, a consultation report was prepared, published on the Newport City Council website and shared with stakeholders.

There is an increasing demand for specialist education places across the City, and this demand is higher than the current provision available. A new provision will benefit pupils across the whole of Newport as additional facilities will be provided in an appropriate and secure environment to support children who have specialist needs which cannot be accommodated at either Ysgol Bryn Derw or The John Frost School.

Llanwern High School already has a specially designed appropriate space to host this new base, having previously hosted a Social Emotional Behavioural Difficulties (SEBD) provision. This will enable a secure, separate area of the school building to be provided for these pupils, with an appropriate separate entrance and opportunities for withdrawal / small group working in the classroom spaces available, as well as the development of independent life skills in the kitchen areas. Llanwern High School is one of the few schools in Newport with capacity to host this provision; the school is currently operating under its measured capacity and has been for several years.

Following the public consultation period, the Council maintains the view that the proposal represents the best and most achievable solution to the local pressure for specialist education placements for pupils with Autistic Spectrum Disorder. Accordingly the Council is now required to move to the next stage in the school reorganisation process, which is the publication of a statutory proposal. During this stage, any stakeholder can lodge a legal objection to the proposal. Any legal objections will be considered before a final determination takes place. A copy of the Consultation Report is attached at Appendix 1, but there now follows a synopsis of the feedback received.

## **Stakeholder Engagement**

An invitation to take part in the statutory consultation went to an extensive list of stakeholders, by email, with hard copies of all consultation documentation available on request. No such requests for hard copy documentation were received.

Two face-to-face drop in events were arranged to support this consultation, both of which were held at Llanwern High School on 6<sup>th</sup> December 2022 and 15<sup>th</sup> December 2022. These events were well attended; however most of the discussions and feedback related to how the proposal would impact on the pupils currently utilising the space identified for the proposed Learning Resource Base, rather than the proposal itself. A detailed breakdown of the comments and questions received, alongside the Council's responses, is included within the Consultation Report at Appendix 1 (pages 12-15 of this report).

## **Learner Voice**

The Council is committed to gaining the views of learners. To support this, officers from the Education Service met with a group of approximately 35 learners identified by Llanwern High School on 6<sup>th</sup> December 2022, and used this session to share information about the proposal and gather their views. Further information about this session, including the questions raised and feedback received from these pupils, is included within the Consultation Report at Appendix 1 (pages 11-12 of this report). This session did not include any pupils with a diagnosis of ASD after consideration of their high anxiety levels and difficulties in dealing with the concept of change. This will be re-considered if the proposal is taken forward to the next stage.

## **Consultation Responses**

Overall, a total of 99 responses were received during the consultation period from a variety of stakeholders; 97 via the response pro-forma, and 2 written responses from Estyn and a Trade Union. Of the 97 pro-formas received, 74% supported the proposal, with a further 5% supporting the proposal

in-part (mainly due the proposed number of places being considered insufficient to meet demand). The remaining 21% of responses were not in support of the proposal, although all but 2 of these were based on the understanding that it would result in the closure of existing internal Specialist Learning Centre (SLC) at the school, and the impact this would have on these learners. To confirm however, this was not and is not an intended or unintended consequence of this proposal. Further information in relation to the feedback received, along with the Council's responses to the issues raised, is referred to in detail within the Consultation Report at Appendix 1 (pages 15-18 of this report).

### **Estyn**

The full response from Estyn is included within the Consultation Report at Appendix 1 (pages 28-29 of this report). However, in summary, the response states that the proposal is likely to, at least, maintain the standard of provision in the area, and that 'overall, the school reorganisation proposal to establish a 20-place specialist base for pupils with Autistic Spectrum Disorder at Llanwern High School with effect from September 2023 has many merits'.

The response does go on to suggest that some information around the proposal requires further clarification – particularly in relation to staffing, funding and support – and each of these points has been responded to within the Consultation Report (pages 18-21 of this report).

### **Financial Summary**

#### Capital

The proposal stated that there were no capital costs or works associated with this proposal as the base will be accommodated within an existing area of Llanwern High School through a reorganisation of current provision. However, the feedback received during the formal consultation period suggested that relocation of the existing internal SLC provision would result in some additional costs to the schools. These costs are currently being quantified, and the Assistant Head of Education (Inclusion) is exploring the potential use of external funding to support this expenditure.

#### Revenue

Once fully established, the ASD base at Llanwern will cost approximately £435,000 per annum (at 2022-2023 values). As a maintained setting the provision will be funded through the school's individual school budget share, distributed by the council according to the prescribed funding formula. It will however take 6 years to reach the point of being fully established due to the incremental approach to growth

The appropriate specialist training for staff to meet the complex needs of pupils will incur a cost for each member of staff undertaking the training. Several of the therapies can be developed and timetabled at facilities in Ysgol Bryn Derw. The specialist support from trained staff will be sought from Ysgol Bryn Derw Outreach Support costing approximately £40,000 per annum and the Outreach worker would be funded via the SEN Local Provision Development Budget and reviewed on an annual basis.

On the basis of 20 placements being filled, this provides an estimated cost per pupil of between £25,000 and £27,000 per annum. However, establishment of the base may reduce the need for Out of County ASD placements which have an approximate annual cost of £42,000 per placement (excluding transport which cannot be quantified at this stage) and therefore this proposal could deliver a potential cost avoidance.

Whilst a potential cost avoidance might result from this, the provision being consulted on is an increased level of service provision and therefore has an increased cost associated with it, as noted above at c£435k. In the first year the pressure is £49,722 and this will be met from an existing budget within the Education service. From 2024/25 onwards, it is proposed that this cost is met from within the existing overall school budget, as opposed to being incorporated as a new pressure within the Council's revenue budget in future years. In 2024/25, for example, the incremental budget requirement of £87,693 being met from the overall school budget will dilute the overall per pupil funding for each school. This impact, however, will be minimal, with the largest estimated impact at primary school level being circa £2.5k and £8k at secondary level.

| Financial Year | No of Pupils | Unit Funding<br>(growing at 4<br>pupils per year) | OOO Placement<br>Costs | Potential 'cost<br>avoidance' |
|----------------|--------------|---|------------------------|-------------------------------|
| 2023/24        | 4            | 49,722  | 97,860                 | 48,138                        |
| 2024/25        | 8            | 137,415   | 265.860                | 128,445                       |
| 2025/26        | 12           | 224,406   | 433.860                | 209,454                       |
| 2026/27        | 16           | 309,643   | 601.860                | 292,217                       |
| 2027/28        | 20           | 397,336   | 769,860                | 372,524                       |
| 2028/29        | 20           | 434,605   | 840,000                | 405,395                       |

## Risks

It is important to identify and manage any project or scheme's exposure to risk and have in place controls to deal with those risks.

| Risk Title /<br>Description            | Risk Impact<br>score of<br>Risk if it<br>occurs*<br>(H/M/L) | Risk<br>Probability<br>of risk<br>occurring<br>(H/M/L) | Risk Mitigation Action(s)<br>What is the Council doing or what<br>has it done to avoid the risk or<br>reduce its effect?   | Risk Owner<br>Officer(s)<br>responsible for<br>dealing with the<br>risk? |
|--|---|--|--|--|
| Failure to move to<br>statutory notice | H   | L  | There has been a full<br>consultation process in<br>accordance with the statutory<br>School Organisation Code.<br>The proposal cannot be<br>progressed without publishing<br>a statutory notice. | Chief Education<br>Officer   |
| Demand for provision<br>diminishes     | M   | L  | Whilst this is unlikely, the<br>school could use the area<br>identified for the new provision<br>for other educational purposes<br>within the school.  | Chief Education<br>Officer   |
| Demand for provision<br>increases      | M   | L  | The Assistant Head of<br>Education (Inclusion) will<br>continue to plan for future<br>provision across the city.   | Chief Education<br>Officer   |

\* Taking account of proposed mitigation measures

## Links to Council Policies and Priorities

Wellbeing of Future Generations (Wales) Act 2015

Corporate Plan

Council Improvement Plan (*Aspirational People* theme)

Education Service Plan

## Options Available and considered

Option 1: To move to the next stage in this school reorganisation process, which is the publication of a statutory proposal (notice) for a period of 28 days, and is an opportunity for stakeholders to lodge any legal objections against the proposal.

Option 2: To withdraw the proposal following consideration of the feedback received during the formal consultation period and outlined in detail within the attached Consultation Report.

## Preferred Option and Why

The preferred option is Option 1. The publication of a statutory notice is the next stage in this school reorganisation proposal. This 28-day period will provide all consultees and stakeholders with an opportunity to further consider, and if necessary lodge legal objections to, the proposal.

## **Comments of Chief Financial Officer**

### Capital

There is no specific budget to support any identified capital costs following the consultation period. If external funding cannot be found to offset this expenditure, then these costs will need to be met from existing capital resources or the school's individual budget.

### Revenue

The creation of the additional LRB places at Llanwern High School would support Newport pupils and potentially avoid more expensive out of county placements, which are substantially more expensive than providing a similar provision in house, at an average cost of £42k per placement (2022/23) plus transport costs. The comparison to Out of County placements is 'cost avoidance' only. If this increased local provision was implemented, after consultation, it would be a cost commitment of £435k over the timescale shown in the table in the revenue section of the report. The report outlines that the pressure will be met from a combination of the Education service budget and the overall school budget. The absorption of the pressure from the school budget will impact each individual school's budget, by virtue of the overall funding being diluted, however it is felt that this impact is manageable. Should, as time progresses, the ability of the overall school budget to absorb the incremental pressures diminish, a new pressure would need to be factored into the Council's MTFP. This new pressure would become a pre-commitment on the Council's revenue budget in that particular year and require funding. The Council's ability to fund it at that particular time may be challenging, however there would be no choice but to identify a way to meet any potential funding gap.

## **Comments of Monitoring Officer**

The proposed action is in accordance with the statutory school reorganisation procedures set out in the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code. The proposal to establish a 20-place specialist base for pupils with Autistic Spectrum Disorder at Llanwern High School is a regulated alteration under the Code and, therefore had to be the subject of formal statutory consultation under the Code. In accordance with the statutory procedures, a detailed consultation document was prepared setting out the reasons for the proposals, and meaningful consultation was carried out with key stakeholders, including children and young people, who were likely to be affected by the changes. The response to the consultation process was that 74% supported the proposal, 5% supported it in part and 21% of responses were not in support. Of those that did not support the proposal, all but 2 were based on the understanding that it would result in the closure of existing internal Specialist Learning Centre (SLC) at the school, and the impact this would have on these learners, which is not the case, and this has been clarified in the consultation response. The Estyn response is largely positive, with any concerns having been responded to within the consultation response document. All of the consultation responses are set out in the Appendix to the Report. The Cabinet Member is now required to consider these consultation responses and decide whether or not to proceed with the necessary statutory notices, having regard to the educational impact of the proposals. If the Cabinet Member decides to proceed with the statutory notices, the proposal will need to be published by way of formal statutory notice, on the Council's website and by public notices, and a period of 28 days (including, at least, 15 school days) will need to be allowed for statutory objections. If no objections are received during the statutory proposal stage, the final decision can be made by the Cabinet Member. However, if there are any unresolved objections, then the final determination must be referred to full Cabinet, acting as the Local Determination Panel.

## **Comments of Head of People, Policy and Transformation**

This report sets out the proposal to establish a new ASD base at Llanwern High School to provide specialist education for pupils, meeting their complex needs whilst offering an expansion of ASD provision across the city. The report notes that the Council is seeing an increase in the number of pupils with a diagnosis of ASD and that whilst most pupils with this condition can attend mainstream schools, a growing number need more specialist provision, and this currently exceeds the places available. Establishing an ASD base at Llanwern High school will prevent pupils from having to travel to out of county placements and will also reduce long-term pressure on the oversubscribed provision at The John Frost School and Ysgol Bryn Derw. The preferred option could see an increase in numbers of staff,

providing valuable job opportunities within the organisation for teaching and support staff. Any consultation required to take place with existing staff members will take place with directly impacted staff together with our trade unions.

The proposal was subject to formal stakeholder consultation from November 2022 to January 2023 and this report references the findings, the result of which recommends that the Council move to publish a statutory proposal. Any legal objections lodged during the period of the statutory proposal will be considered in making the final determination. A Fairness and Equalities Impact Assessment has been undertaken to inform decision making.

## **Scrutiny Committees**

None

## **Fairness and Equality Impact Assessment:**

- **Wellbeing of Future Generation (Wales) Act**
- **Equality Act 2010**
- **Socio-economic Duty**
- **Welsh Language (Wales) Measure 2011**

The Council has a number of legislative responsibilities to assess the impact of any strategic decision, proposal or policy on people that may experience disadvantage or inequality. A Fairness and Equality Impact Assessment (FEIA) was completed to support the decision to launch this proposal and has been reviewed and updated to support the decision on whether or not to progress with the proposal following consideration of the feedback received during the formal consultation period. This school reorganisation proposal is being undertaken in accordance with the legislation outlined in the statutory School Organisation Code. This Code outlines the key stakeholders that should be consulted with as part of the process, but this is not exclusive, and the Council has extended this list because of feedback received in relation to previous proposals. An invitation to engage in the consultation process was emailed to identified stakeholders, and the proposal was published on the Newport City Council website, and on social media platforms such as Twitter and Facebook. The consultation document included a consultation response pro-forma, and all documentation was available in Welsh and English. The consultation involved 2 drop-in sessions with those affected by the proposal, and Pupil Voice sessions with learners on roll at Llanwern High School. A Consultation Report has now been prepared and published, and will be used by the Cabinet Member for Education and Early Years in deciding whether or not to proceed with the proposal.

The FEIA has identified positive and negative impacts of the proposal in relation to Age and Disability. The proposal to increase provision with an additional resource base at Llanwern High School will likely have a positive impact in the future for current primary school aged pupils with ASD when they transition into secondary school education. By providing more ASD secondary places within the city, this will allow pupils to attend a school closer to home and minimise the number of pupils having to attend Out-of-County provision. Providing an additional resource base at Llanwern High School will provide a clear transition pathway between primary and secondary education phases for pupils with diagnoses of ASD living in the east of the city and reduce the level of reliance on out of county placements for pupils living in Newport. The new resource base will be fully accessible and DDA compliant. The proposal will therefore have a positive impact on secondary school aged pupils with ASD. Some consultees thought however that the proposal would entail the closure of a current school provision which supports 23 pupils who benefit from smaller class sizes and tailored support. This is not the case, but the proposal will result in this provision being relocated to another area within the school. This may well be distressing for some of the pupils in the short term, and this is identified as a negative impact of the proposal. Whilst no negative impacts have been identified, it is acknowledged that the proposal has no bearing on the Council's plans to develop and promote Welsh-medium language provision across the City and will not contribute to the Council's targets in relation to Cymraeg 2050. However, Newport's Welsh in Education Strategic Plan (WESP) sets out a commitment to open a Welsh-medium Primary Learning Resource Base at Ysgol Gymraeg Nant Gwenlli, and this will impact on secondary provision. Therefore consideration will need to be given regarding specialist ALN provision within Ysgol Gyfun Gwent Is Coed



for pupils transitioning from the primary sector Learning Resource Base. The development of a Secondary LRB will be reviewed on an annual basis in light of data trend analysis following the opening of the Primary LRB. This will ensure that the ALN needs of pupils transitioning to the Secondary School can be met in a timely manner.

The sustainable development principle and 5 ways of working set out in the Wellbeing of Future Generations Act have been considered as outlined below:

- Long term: the importance of balancing short- term needs with the need to safeguard the ability to also meet long–term needs. **The Council is seeing an increase in the number of pupils who are in receipt of a formal diagnosis of ASD. Whilst most pupils with this condition can attend mainstream schools with varying levels of support, a growing cohort requires more specialist provision to meet their needs. This currently exceeds provision available. The new provision would initially open to only 4 pupils and would grow by this number for 5 consecutive years until the base reaches 20 places. This balances the short-term need over the next 5 years by incrementally increasing the provision each year when required. The provision will remain at 20 places, most likely an average of 4 placements per year group, to meet needs over the long term.**
- Prevention: How acting to prevent problems occurring or getting worse may help us meet our objectives. **Establishing an ASD base at Llanwern High school will prevent pupils from having to travel to out of county placements and ensure that they are able to attend a school closer to home. The proposed class base will also reduce pressure on the currently oversubscribed class base at The John Frost School.**
- Integration: Consider how the proposals will impact on our wellbeing objectives, our wellbeing goals, other objectives, or those of other public bodies. **A formal statutory consultation has been carried out and supported at each stage by a FEIA to consider the impact of the proposal. This proposal supports the “A prosperous Wales”, “A more equal Wales” and “A Wales of cohesive communities” Well-being Goals and has no adverse effect on any of the other Well-being Goals. In addition, this proposal supports the Newport City Council Well-being Objective “To improve skills, educational outcomes and employment opportunities”.**
- Collaboration: have you considered how acting in collaboration with any other person, or any other part of our organisation could help meet our wellbeing objectives. **A formal consultation has been carried out with the opportunity for engagement with all stakeholders and supported at each stage by a FEIA to consider impact. The Education Service, Ysgol Bryn Derw and Llanwern High School will work together to deliver the ASD base.**
- Involvement: The importance of involving people with an interest in achieving the wellbeing goals and ensuring that those people reflect the diversity of the City we serve. **The Council engaged with stakeholders and the schools affected by the proposal. Public drop-in sessions were held, where council officers were on hand to explain the proposal and answer any questions. Consultation documents were available in hard copy and online. A Children and Young Person’s consultation document and an ASD friendly version were also be made available, distributed to the affected schools, and provided at the Pupil Voice session held at Llanwern High School. This session was used to gain the thoughts of learners on the proposal.**

## **Crime and Disorder Act 1998**

Not applicable

## **Consultation**

Stakeholder consultation has taken place as outlined in the attached consultation report.

## **Background Papers**

Consultation Report (attached at Appendix 1) and Updated FEIA

**Dated: 8 March 2023**

# APPENDIX 1



## Newport City Council School Reorganisation Proposal Consultation Report

**Proposal to establish a specialist base for pupils with Autistic Spectrum Disorder at Llanwern High School from September 2023**

**Formal Consultation Period:  
23 November 2022 – 6 January 2023**

### **Purpose**

This report is published in line with the requirements of the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code, November 2018.

This consultation report includes the following sections:

- The Proposal
- Stakeholder Engagement
- Learner Voice
- Drop-in Sessions
- Consultation Responses
- Estyn's Response
- Impact on the Welsh language
- Assessment of the Proposal
- Recommendations
- Appendices

### **The Proposal**

This consultation report concerns a proposal to establish a 20 place Additional Learning Needs (ALN) base at Llanwern High School for pupils with Autistic Spectrum Disorder (ASD) from September 2023.

### **Stakeholder Engagement**

An invitation to take part in the statutory consultation was issued to the stakeholders outlined below, with a link to the consultation pack on the Council's website sent by e-mail:

- Parents, carers and guardians of pupils attending all schools affected or potentially affected by this proposal;
- Pupils attending all schools affected or potentially affected by this proposal;
- Parents, carers and guardians of pupils with a diagnosis of ASD and attending specialist classes in mainstream primary schools in Newport;
- Parents, carers and guardians of pupils currently educated within ALN classes in mainstream primary schools;

- Members of staff currently employed at all schools affected or potentially affected by this proposal;
- Neighbouring Local Authorities across the South East Wales Consortium area;
- The Headteacher and Governing Bodies of all Newport schools;
- All Newport City Council elected members;
- All Newport Community Councils;
- The Welsh Ministers;
- Assembly Members (AMs) and Members of Parliament (MPs) representing the area served by the school subject to the proposal;
- Other Local Authorities across the South East Wales Consortium region, including relevant Transport departments;
- The South East Wales Education Achievement Service;
- The Church in Wales, Diocese of Monmouth;
- Roman Catholic Archdiocese;
- Estyn;
- Teaching and staff trade unions representing teachers and staff at all Newport schools;
- The Early Years Development and Childcare Partnership
- The Police and Crime Commissioner for Gwent;
- The Welsh Language Commissioner;
- Gwent Police;
- South Wales Fire and Rescue Service;
- Aneurin Bevan University Health Board;
- Public Health Wales;
- Newport Serennu Centre;
- SNAP Cymru;
- Gwent Association of Voluntary Organisations;
- Preventative Services.

### Affected Schools

The school directly affected by this proposal is **Llanwern High School**.

### Distribution of Information

In addition to the formal (main) consultation document, a Children & Young People's Everyday Summary version and ASD friendly version were also produced, to help ensure that the consultation process was inclusive and accessible to all concerned. All documents were available bilingually in Welsh and English.

Hard copies of the full consultation document, the Children and Young People's Everyday Summary version, and the ASD friendly version were provided to Llanwern High School and the six primary schools within the Llanwern High School cluster (Alway Primary School, Eveswell Primary School, Llanmartin Primary School, Milton Primary School, Ringland Primary School and Somerton Primary School) to be available for staff, pupils and parents.

Hard copies could also be requested by emailing [school.reorg@newport.gov.uk](mailto:school.reorg@newport.gov.uk), and these were available bilingually in Welsh and English, although no such requests were received.

The consultation information has been shared on the Newport City Council's Facebook and Twitter pages and was included in the Residents Newsletter on 1<sup>st</sup> December 2022. The information was also shared on Llanwern High School's website.

## **Learner Voice**

The Council is keen to gain the views of learners, and this was facilitated with pupils from the School Council at Llanwern High School on Tuesday 6<sup>th</sup> December 2022. A pupil voice session to include pupils with ASD was considered. However, as pupils with a diagnosis of Autistic Spectrum Disorder can have high anxiety levels and struggle with change, and because the proposal is only at the formal consultation stage, this was not undertaken. If the proposal moves to the next stage, this will be re-considered.

The following attendees were present:

- Approximately 35 pupils
- Headteacher
- Education Transformation Manager
- 2 Teacher Advisers (ALN)
- ALN Manager
- Education Information and Development Officer
- LA Governor

The Council officers attending the session introduced themselves to the pupils, and the session was led by one of the ALN Teacher Advisers. To start, there was a discussion about what ASD is and how it can affect people. The Education Transformation Manager then explained the proposal to the pupils. The pupils were then given the opportunity to ask questions, which are outlined in the table overleaf.

| Question/Comment   | Council's Response  |
|--|---|
| Why move the SLC to a different location?  | The SLC (Specialist Learning Centre) is something that has been created informally by the school to support a group of pupils with additional learning needs. Currently this is located in an area of the school that was originally established as an ALN base for pupils with SEBD (Social, Emotional and Behavioural Difficulties). This area therefore has the facilities required for the proposed ASD base, such as a dedicated kitchen area and toilets etc. However if the proposal goes ahead, a suitable alternative area will be identified by the school to enable the SLC to be relocated. |
| The proposal may affect pupils currently in the SLC, and therefore the SLC needs to be replicated elsewhere in the school. | The Council and the School are currently exploring options for the relocation of this provision to ensure that the School can continue to meet the needs of this group of learners.   |

The pupils were given the opportunity to complete hard copies of the Consultation Response Pro-forma during the session, and 20 responses were received as a result. A number of similar comments were raised by pupils, and these are summarised below. However all responses supported the proposal.

- Good opportunity to increase support for pupils with ASD;
- Children with ASD need additional support and teaching space;
- The new provision might reduce instances of bullying;
- The base will offer a safe environment for pupils who might be otherwise overwhelmed;
- The current SLC provision needs to be relocated elsewhere in the school to reduce any impact on this group of learners.

The Council is very grateful to the staff and pupils who took part in this session and would like to thank them for their valuable contributions to this consultation process.

## Drop-in Sessions

The Council facilitated two drop-in sessions as outlined overleaf, and these were publicised via the Council's website and within all correspondence and documentation relating to the proposal. The drop-in sessions were an opportunity for attendees to ask questions and for Council officers to explain the proposal in greater detail.

| <b>Table 1: Drop-in Sessions</b>           |  |                |
|--|--|----------------|
| <b>Location</b>                            | <b>Date &amp; Time</b>                     | <b>Session</b> |
| <b>Llanwern High School – Main Hall</b>    | Tuesday 6 December 2022<br>09:15 – 10:30   | Drop-in        |
| <b>Llanwern High School – Lecture Hall</b> | Thursday 15 December 2022<br>15:15 – 16:30 | Drop-in        |

### **Drop-in Session 1 – Tuesday 6<sup>th</sup> December 2022**

The first drop-in session, held at Llanwern High School, was attended by 10 stakeholders, made up of parents and carers, the Headteacher and staff employed at the school, and governors, and was supported by the following six officers from across the Education Service:

- Assistant Head of Education - Resources
- ALN Manager
- Education Transformation Manager
- Education Information and Development Officer
- 2 Teacher Advisers (ALN)

The stakeholders in attendance expressed concerns that the proposal would entail the closure of the existing school SLC provision, and that this would result in the pupils currently accessing this provision being returned to large mainstream classes. The officers present explained that this was not the case, and that the existing SLC provision would need to be relocated within the school. The officers also explained that the Council considers that there is sufficient capacity within the current school building to facilitate this. Stakeholders expressed frustration and anxiety that a solution for the relocated SLC provision had not been shared as part of the proposal. One of the governors present also queried the validity of the consultation process, but officers confirmed that it was being conducted fully in accordance with the requirements of Welsh Government’s School Organisation Code.

All of the questions raised during the session were answered by the officers present, and were followed up with a Frequently Asked Questions document that was prepared on published on the relevant webpage of the Council’s website. This document is included at Appendix A of this Consultation Report.

Hard copies of all versions of the consultation document were available at the session. The consultation response pro-forma was also offered to all those who attended, although none were completed during the session.

### **Drop-in Session 2 – Thursday 15<sup>th</sup> December 2022**

The second drop-in session, also held at Llanwern High School, was attended by 16 stakeholders, including parents and carers (predominantly of pupils currently accessing the informal SLC provision), the Headteacher and staff employed at the school, and governors, alongside the following officers from the Council’s Education Service:

- Assistant Head of Education - Resources
- ALN Manager
- Education Transformation Manager
- Education Information and Development Officer
- 2 Teacher Advisers (ALN)

The majority of individuals attending the session were very anxious and unhappy. It became apparent that the parents and carers in particular were of the view that the proposal related to the closure of the existing informal SLC, rather than the establishment of a formal base for pupils with ASD, and the subsequent relocation of the SLC. As a result it was very difficult for the officers present to answer the questions that were asked of them.

The main points raised during the session, and the Council's responses, are shown in the following table:

| Comment/Question  | Council's Response   |
|---|--|
| What is the alternative provision that will occupy the area where the SLC currently occupies?                                       | This proposal is to create a new 20-place specialist Autistic Spectrum Disorder Base which supports the increasing demand for specialist education provision across the city of Newport.   |
| If the proposal was implemented, would the current SLC pupils be split up and mix with mainstream pupils in mainstream classes?     | This would be a decision for the school, but we believe the SLC could re-locate to an alternative area of the school rather than pupils being introduced to mainstream classrooms.   |
| Is it possible for the SLC provision to be mirrored elsewhere within Llanwern High School?  | It is possible that the SLC would re-locate to an alternative area of the school. The school leadership team and Council officers are currently considering the most suitable location for this.   |
| Will there be funding available from Newport City Council for Llanwern High School to recreate the SLC provision within the school? | The establishment of the proposed base should not result in the school having to fund physical changes to the building. As such the Local Authority will seek to cover any such costs.   |
| What are the criteria for the pupils who will access the proposed ASD base?   | The base is expected to provide for pupils with a confirmed diagnosis of ASD who are unable to access mainstream education with adult support. At entry to Year 7, pupils would predominantly be at P-Scale 7 National Curriculum Level 1. |
| Can parents appeal the decision if they deem the relocated SLC provision unsuitable?  | If a Parent of a child with ALN is dissatisfied with the provision their child is receiving in school, an interim review can be called. In this case, the LA would work with the school to resolve any concerns.                           |

Hard copies of all versions of the consultation document were available at the session. The consultation response pro-forma was also offered to all those who attended, although none were completed during the session.

## Consultation Responses

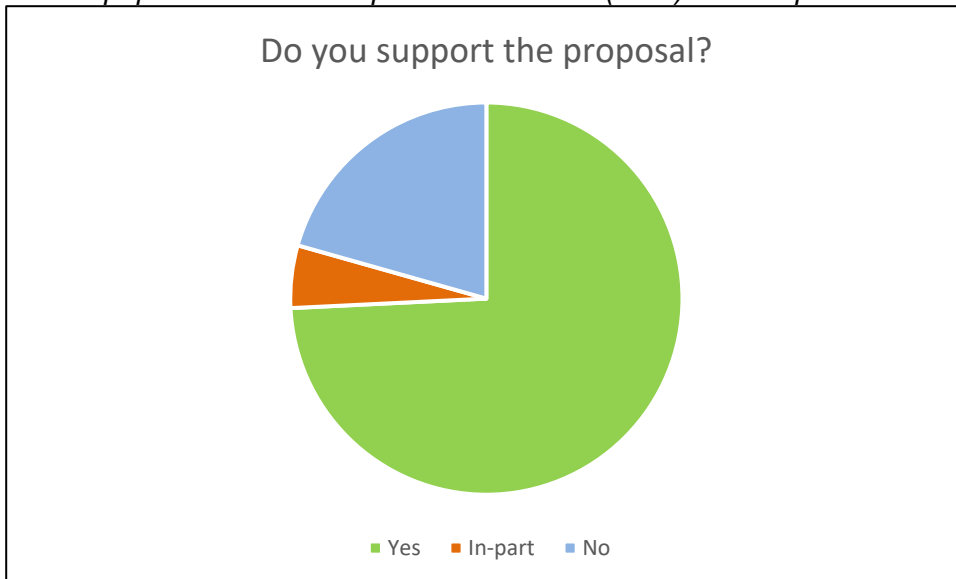
Overall, a total of 99 responses were received during the consultation period.

97 responses were received via the response pro-forma (see Appendix B) online and via hard copies, by a variety of stakeholders including:

- Parents/Carers
- Family members and friends
- Newport residents
- People with specialist experience of Autism
- Local Authority employee
- Staff employed at Llanwern High School
- Headteachers and staff employed at other Newport schools
- Parent Governor at Llanwern High School
- Pupils at Llanwern High School

There were also 2 written responses received by email from a School Trade Union and Estyn (His Majesty's Inspectorate for Education and Training in Wales).

*'Do you support the proposal to establish a 20 place Additional Learning Needs (ALN) base at Llanwern High School for pupils with Autistic Spectrum Disorder (ASD) from September 2023?'*



72 out  
(74%)  
of the  
that

of 97 respondents supported the proposal, with many responses also providing comments the additional provision is vital to support learners

with specific learning needs and that the proposal would benefit the local community.



5 out of 97 respondents (5%) supported the proposal in part, but noted that:

- the proposed provision was not sufficient,
- the Council should also consider suitable provision for learners with other additional needs, and
- the proposal should not result in learners currently in the SLC being moved into mainstream classes.

In response to these comments, the Local Authority recognises that there is a discrepancy currently between Primary and Secondary ALN provision and the proposed ASD Base at Llanwern High School is an acknowledgement of this and a step towards ensuring that wider secondary provision is available. Analysis of Local Authority data over the past 5 years has demonstrated an increasingly complex ASD population. As such, the Local Authority is committed to ensuring that the ASD provision within the city reflects increasing demand in order to appropriately meet the needs of the majority of pupils within the City, without the requirement for Out of County placements. The Local Authority continually reviews the data trend analysis to inform future decisions with regards ALN provision within Newport.

The proposal to establish a new specialist ASD base is in addition to the informal SLC facility currently provided by the school. The proposed area within Llanwern High School for the ASD Base would mean the relocation of the SLC to an alternative area of the school rather than pupils being introduced to mainstream classrooms.

20 out of 97 respondents (21%) did not support the proposal; some of these put forward additional views and questions, which have been outlined below and overleaf:

| <b>Comment / Question</b>  | <b>Number of Similar Comments</b> | <b>Council's Response</b>  |
|--|-----------------------------------|--|
| Pupils currently accessing the SLC base should not have to return to mainstream to facilitate the establishment of the ASD base as they themselves have very complex needs and will not cope in a mainstream setting.  | 8                                 | The proposal to establish a new specialist ASD base is in addition to the SLC facility currently provided by the school. The proposed area within Llanwern High School for the ASD Base would mean the re-location of the SLC to an alternative area of the school rather than being introduced to mainstream classrooms.  |
| This proposal will have a negative impact of the pupils who are currently placed in the SLC.   | 3                                 | The proposal to establish a new specialist ASD base is in addition to the SLC facility currently provided by the school. The proposed area within Llanwern High School for the ASD Base would mean the re-location of the SLC to an alternative area of the school rather than being introduced to mainstream classrooms.  |
| The proposal is not inclusive and instead will segregate young people with Autism from mainstream education. Funding could be better used to train staff in all schools to better understand the needs, requirements and legislation concerning Autism to help prevent exclusions and/or parents choosing to home educate. | 1                                 | In order to provide support for ASD learners who are high functioning, the Local Authority is investing in additional training for school staff in order to upskill and ensure that all settings implement appropriate support for learners. This includes support from the Education Psychology and Additional Learning Needs (ALN) Advisory Services for a wide range of interventions where pupils are experiencing high levels of anxiety and Emotional Based School Avoidance (EBSA), to ensure that pupils do not disengage with their school placement and are valued within an inclusive school environment. |
| Why has Llanwern High School been identified to host this new provision?   | 1                                 | Llanwern High School has been proposed to host the ASD base as all other English-medium secondary schools in Newport are full. Llanwern High School already has a  |

|  |  |  |
|--|--|--|
|  |  | <p>pecially designed appropriate space to host this new base, having previously hosted a Social Emotional Behavioural Difficulties (SEBD) provision. This will enable a secure, separate area of the school building to be provided for these pupils, with an appropriate separate entrance and opportunities for withdrawal / small group working in the classroom spaces available, as well as the development of independent life skills in the kitchen areas.</p> <p>The Local Authority's current ASD provision at The John Frost School is also a 20-place provision. The base being proposed at Llanwern High School will ensure that there is equitable provision on both the East and West of the City.</p> |
|--|--|--|

Adverse comments were also received by email from a governor of Llanwern High School who requested further information around how the new base would be funded, in particular the impact on Llanwern High School if costs exceed the estimated £500k per year, and whether the school had sufficient facilities to accommodate the additional staff that would need to be employed to support the proposed provision.

*In response, the Council can confirm that schools receive top-up funding to support ALN bases in addition to mainstream funding per pupil. This additional funding reflects the additional cost of providing higher levels of staffing. The proposed staff/pupil ratio for the base would be 2:10 and is based on a top of scale teacher with appropriate allowances, and two Teaching Assistants (one at Level 3 and one at Level 2). The following table shows the funding ratio however the Headteacher would be responsible for determining the appropriate staffing each year as per the relevant pupil cohort as the provision grows. The Local Authority will ensure that there is adequate staffing until the base is fully grown, to ensure there is no detrimental impact to the school's budget.*

| <b>No. Pupils</b> | <b>No. Teachers</b> | <b>No. TA Level 2</b> | <b>No. TA Level 3</b> | <b>Total No. Staff</b> |
|-------------------|---------------------|-----------------------|-----------------------|------------------------|
| <b>10</b>         | 2                   | 2                     | 2                     | <b>6</b>               |
| <b>20</b>         | 4                   | 4                     | 4                     | <b>12</b>              |

*In terms of the school building, Llanwern High School has a pupil capacity of 1450, and staffing facilities proportionate to that number. As there are currently less than 1000 pupils on roll at the school there are more than sufficient facilities for the increase in staff that would be anticipated as a result of this proposal.*

The response received from a School Trade Union was supportive of the proposal, but stated that there needed to be appropriate planning around the needs of learners, appropriate staffing and professional learning, and sufficient funding. The Council's response to these points has been covered already within this Consultation Report or else is referenced in the following section.

## **Estyn's Response**

The full response from Estyn is included at Appendix C of this report. However, in summary, the response states that the proposal is likely to, at least, maintain the standard of provision in the area. Estyn states that 'overall, the school reorganisation proposal to establish a 20-place specialist base for pupils with Autistic Spectrum Disorder at Llanwern High School with effect from September 2023 has many merits', including:

- Data provided by the local authority demonstrates a clear demand for specialist ASD provision within Newport, particularly from Year 7 upwards. Existing specialist provision within the local authority is at (or exceeds current) capacity and the proposal's growth model;
- Five new Year 7 places each year for four years, is well considered and achievable;
- Llanwern High School has capacity to host such a provision as it has been operating under its measured capacity for several years;
- It would result in equitable provision on the east and west of the city such that pupils are able to attend a school more local to their home address thus reducing transportation costs;
- The proposed new provision could be established in a specially designed space that previously hosted a Social Emotional Behavioural Difficulties (SEBD) provision, which benefits from separate entrances, is securely enclosed, has dining facilities and kitchens, dedicated toilets, outside play area, sensory room, and suitable space for transportation to drop-off and pick up immediately outside;
- Once operating at capacity there is a significant financial benefit to the establishment of this new provision and the overarching financial modelling of the proposal is sound.

However, the response goes on to state that 'The proposal does not outline a number of key areas associated with staff recruitment, training, and oversight where the proposal could be strengthened' and "the proposal does not outline in sufficient detail how the school will be supported by the local authority in operating the new ASD provision effectively".

*In response, the Council would advise that outreach support from Ysgol Bryn Derw will be prioritised when the proposed provision initially opens - initially for 4 days per week, reducing to 2-3 days in the second half of the Autumn term and then moving to 1 day per week post-Christmas 2024. This will be determined according to progress made and the skills and experience of the appointed staff. Regular input from the school will continue in subsequent years as the pupil cohort and staff team grows. The Council is also keen to progress joint staff training opportunities across the two schools to support professional learning.*

Estyn also noted that the proposal does not contain enough information about the staffing structure for the provision, particularly who will be responsible for the day-to-day operation of the provision, the number of staff to be appointed, and any details regarding the specific roles these staff would fulfil.

*In response to these points, the Council can confirm that the overall management of the ASD Base will be the responsibility of the Headteacher; however the provision will be overseen directly by a member of the Senior Leadership Team who will have line management responsibility for the appointed teacher.*

*The proposed staff/pupil ratio would be 2:10 and is based on a top of scale teacher with appropriate allowances, and two Teaching Assistants (one at Level 3 and one at Level 2).*

| <b>No. Pupils</b> | <b>No. Teachers</b> | <b>No. TA Level 2</b> | <b>No. TA Level 3</b> | <b>Total No. Staff</b> |
|-------------------|---------------------|-----------------------|-----------------------|------------------------|
| <b>10</b>         | 2                   | 2                     | 2                     | <b>6</b>               |
| <b>20</b>         | 4                   | 4                     | 4                     | <b>12</b>              |

*The table above shows the funding ratio however the Headteacher would be responsible for determining the appropriate staffing each year as per the relevant pupil cohort as the provision grows. However, the LA will ensure that there is adequate staffing until the base is fully grown, to ensure there is no detrimental impact to the school's budget.*

Estyn also noted that whilst the proposal refers to staff training, primarily at appointment and setup, it is unclear how staff training will be maintained and developed further over time.

*To support this, the Council has drafted the following table to outline the experience, knowledge and skills that would be expected of the relevant staff prior to appointment and what could be accessed following appointment. However, an assessment would be made following each appointment and a bespoke training package would be implemented and supported by the Council and Ysgol Bryn Derw.*

| <b>Role</b>                              | <b>Teacher</b>   | <b>TA</b>  |
|--|--|--|
| Experience/training prior to appointment | Teaching pupils with ASD<br>Experience of teaching the same pupils through the day in the same place (i.e. primary or base style experience NOT secondary subject style experience)<br>Using a TEACCH approach<br>Understanding of sensory needs associated with ASD | Working in a classroom with pupils with ASD<br>Knowledge of TEACCH approaches  |
| Experience/training after appointment    | Team Teach<br>PECS/Signing<br>TIS/Thrive<br>Attachment/ACEs<br>Chance to observe in another specialist setting   | Team Teach<br>PECS/Signing<br>Attachment/ACEs<br>Sensory needs training<br>Chance to observe in another specialist setting |

Further clarity was also sought in relation to the therapies that would be available to the learners at the proposed ASD Base.

*The Council can confirm that partnership links will be developed between Llanwern High School and Ysgol Bryn Derw to share knowledge and experience and to maximise therapy opportunities - such as joint meetings with therapy providers. Llanwern High School staff would also have the opportunity to observe the delivery of in-house therapies by Ysgol Bryn Derw and model these through outreach support. There is no expectation that pupils will be transported to access therapies, rather Llanwern ASD Base will develop a range of appropriate therapies they can provide on-site with support from YBD depending on the needs of the pupils.*

Related to this, Estyn noted a lack of information within the proposal about how interactions between pupils within the specialist provision and the wider school will be managed, and whether the aim of the provision is to reintegrate these pupils into mainstream education.

*The Council can confirm that the ASD Base pupils will be an integral part of the school population and pupils will access the facilities available to all pupils within the school. The pupils within the ASD Base will be carefully supported and when able and appropriate, will access mainstream lessons with adult support from the ASD Base. This will be co-ordinated between the ASD Base teacher and the member of SLT overseeing the provision. The aim will be to gradually increase time for the pupils into mainstream as and when appropriate, based on individual pupils needs, strengths and interests. However, the complexities of some of the pupils' needs may mean they have limited access to mainstream lessons at first, this would be continually monitored and assessed on an individual pupil basis and increased when appropriate. Access to other areas of the school such as the canteen area will be carefully organised to avoid particularly noisy times. For example, if required the pupils of the ASD Base would be able to access the canteen early to avoid the noise and large groups.*

Finally, Estyn queried the financial viability of the proposal in the short to medium term.

*In response, the Council can confirm that the formula funding for learning resource bases (LRB) attached to mainstream schools seeks to deliver sufficient top up funding in addition to mainstream AWPU funding, which reflects the additional cost of providing higher levels of teaching and non-teaching support.*

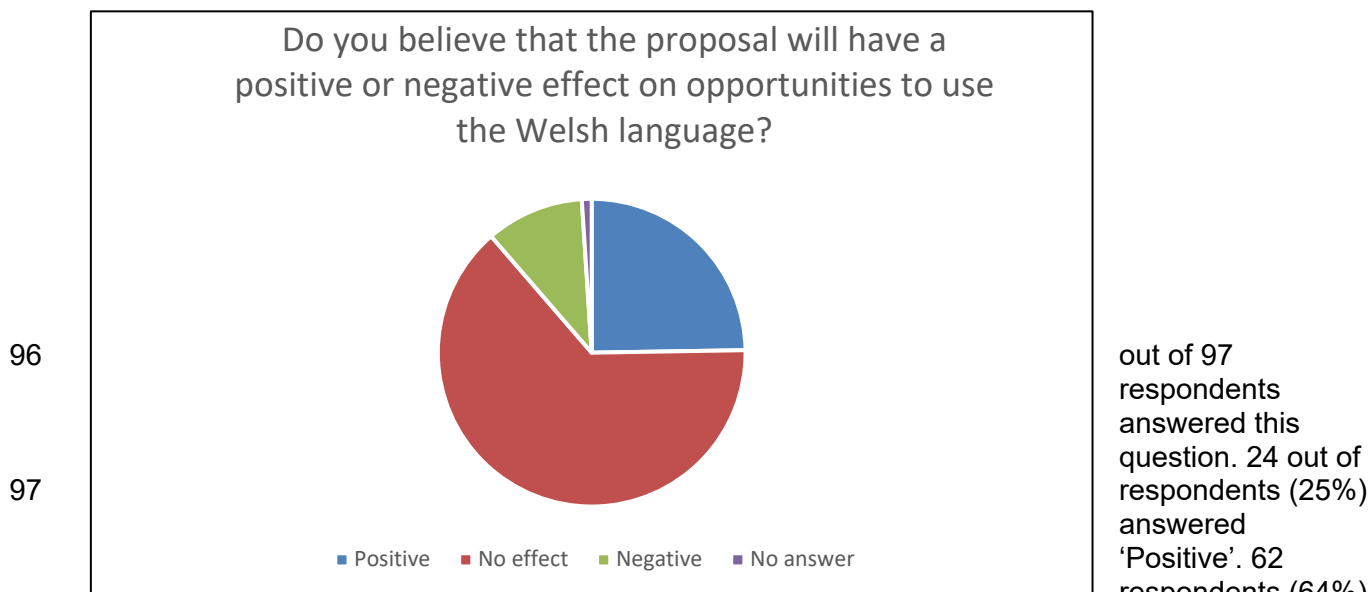
*Unit funding is allocated to schools under Section F of the schools funding formula. Funding is clearly identifiable on Table 3 of the schools Individual Budget Share under the section SEN / Social Needs Funding as SEN Unit and whilst the LRB is in place and operational funding will be allocated annually, uplifted to account for any changes to pay costs and AWPU values for subsequent year.*

As the new LRB is opening on a phased basis, the school will receive place led funding from the first anticipated day of opening of the new LRB. The place led element of funding will be proportionate to the number of months the unit is likely to be open out of a full financial year and the number of places available. Schools will also receive AWPU funding in respect of actual unit pupils on roll, in proportion to the number of months that the pupil is likely to be at the unit out of a full financial year.

### Perceived impact of the proposal on the Welsh language

The consultation response pro-forma also asked respondents to give their views on the likely impact of the proposal on the Welsh language.

'Do you believe that the proposal will have a positive or negative effect on opportunities to use the Welsh language?'



answered 'No effect', and 10 respondents (10%) answered 'Negative', although from the comments provided it appears that the question was possibly misunderstood. One respondent suggested that the proposed provision should be established at Ysgol Gyfun Gwent Is Coed in order to support pupils in Welsh-medium education. The Council's Welsh in Education Strategic Plan (WESP) sets out a commitment to open a Welsh-medium Primary Learning Resource Base and the development of a primary LRB will impact on secondary provision, therefore consideration will need to be given regarding specialist ALN provision within Ysgol Gyfun Gwent Is Coed for pupils transitioning from the primary sector Learning Resource Base. The development of a secondary LRB will be reviewed on an annual basis in light of data trend analysis following the opening of the primary LRB. This will ensure that the ALN needs of pupils transitioning to the secondary school can be met in a timely manner.

In response to the question 'Do you believe that the proposal will treat the Welsh language less favourably than the English language?' 16 respondents answered 'Yes'. However as with the previous question most respondents appear to have misunderstood the question.

## **Assessment of the Proposal**

Following the public consultation period, the Council maintains the view that the proposal (option 1) represents the best and most achievable solution to provide additional Secondary specialist ASD places in Newport.

During the consultation period it became clear that there was a perception amongst some staff and parents of pupils attending the school SLC provision at Llanwern High School that the proposal would see the current provision closed, and that the pupils currently supported through this provision would be integrated into large mainstream classes. Although this is not the case, the consultation documentation could and should have made this clearer, as this misconception caused anxiety amongst stakeholders and adversely affected the drop-in sessions.

Stakeholders with links to the existing school SLC were also frustrated that the Local Authority was consulting on this proposal without including a solution for the relocation of the SLC within the proposal.

Council officers are confident that the existing SLC provision can be appropriately and safely relocated to another part of the school building. Although this relocation may result in anxiety and stress for some pupils in the short term, it is considered that the benefits of the proposal outweigh the potential disadvantages.

A school governor and Estyn both noted that the proposal failed to provide certain details that would enable a clear assessment of the proposal. This criticism is accepted, and therefore further information in response to the questions raised have been provided in this report.

Following due consideration, the proposal, option 1, is still preferred over the alternative options 2, 3 and 4 available:

Option 1 - Proceed with the proposal for the phased implementation of an ASD base at Llanwern High School over 5 years. This provides security of transition from primary to secondary school in the East of the city for 4 learners each year. The ASD base would provide suitable education for pupils, meeting the pupils complex needs whilst offering an expansion of ASD provision across the city. The provision would need to be funded from the individual school's budget by way of a prescribed formula. The formula seeks to deliver sufficient top up funding in addition to mainstream AWP funding, which reflects the additional cost of providing higher levels of teaching and non-teaching support in the ASD base. The ASD base will reduce the need for Out of County placements which have an approximate annual cost of £42,000 per placement (excluding transport).

The proposal is still preferred over the alternative options available:

Option 2 – Proceed with proposal for the ASD base at Llanwern High School, but establish the 20 place provision with immediate effect. This will create additional places for older pupils in years 8-11 and may enable pupils to transfer in from other schools or out of county placements. However this could compromise the security of transition from Year 6 to Year 7 provided under option 1. The ASD base would provide suitable education for pupils, meeting the pupils complex needs whilst offering an expansion of ASD provision across the city. The provision would need to be funded from the individual school's budget by way of a prescribed formula. The ASD base will reduce the need for Out of County placements which have an approximate cost of £42,000 per placement (excluding transport).

Option 3 – Bring forward a proposal to establish an ALN base for pupils with ASD at a different secondary school. The intention is to establish a new offer in the East of the city to mirror that provided at The John Frost School in the West of the city. As such Llanwern High School has been identified as the location best suited for this, due to all other English-medium secondary schools in Newport being full. Llanwern High School already has a specially designed appropriate space to host this new base, having previously hosted a Social Emotional Behavioural Difficulties (SEBD) provision. This will enable a secure, separate area of the school building to be provided for these pupils, with an appropriate separate entrance and opportunities for withdrawal / small group working in the classroom spaces available, as well as the development of independent life skills in the kitchen areas.

Option 4 – Each pupil is moved to Out of County provision. The average cost of each Out of County place is £42,000 but there is a lack of specialist school capacity across the region. This would require independent placements to be sought and these placements would be in excess of the £42,000 average cost per annum. The costs exclude transport.

## **Recommendations**

It is recommended that permission be sought to move this proposal forward by publishing a statutory notice. This decision will be referred to the Cabinet Member for Education and Early Years and taken through the Council's agreed democratic process.

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In accordance with the School Organisation Code (2018) this report is published electronically on Newport City Council's website at [www.newport.gov.uk/schoolreorganisation](http://www.newport.gov.uk/schoolreorganisation)  
To request a hard (paper) copy of this document please contact Newport City Council's Education Information and Development Officer on 01633 656656 or email [school.reorg@newport.gov.uk](mailto:school.reorg@newport.gov.uk)



## Appendix A – Frequently Asked Questions published on Newport City Council Website

- What will happen to the current SLC provision at Llanwern High School?

The proposal is to establish a new specialist ASD base in addition to the SLC facility currently provided by the school. The proposed area within Llanwern High School for the ASD Base would mean the re-location of the SLC to an alternative area of the school. The Local Authority and School are currently exploring options for the location of this provision to ensure the school is able to continue to meet learners' needs.

- Why the focus on ASD and not other Additional Learning Needs (ALN)?

Analysis of Local Authority data over the past 5 years has demonstrated an increasingly complex ASD population which is also reflected in local officer experience. As such, the Local Authority are committed to ensuring that the ASD provision within the city reflects increasing demand in order to appropriately meet the needs of the majority of pupils within the City, without the requirement for Out of County placements. The Local Authority continually review the data trend analysis to inform future decisions with regards ALN provision within Newport.

- Why Llanwern High School? And why only 4 places each year?

Llanwern High School has been proposed to host the ASD base as all other English-medium secondary schools in Newport are full. The capacity of the ASD base proposed is capped at 20 due to the availability of space at the school. The proposal is to open the base initially with 4 year 7 placements which will incrementally increase over a 5 year period until all 20 placements are established. This will provide security of transition from primary to secondary school in the East of the city for 4 learners each year. The Local Authority's current ASD provision at The John Frost High School is also a 20 placements provision (although currently there are 25 pupils placed). If the Local Authority's proposal is implemented, there will be a 20 placement ASD Base both at The John Frost High School and Llanwern High Schools respectively. This will ensure that there is equitable provision on both the East and West side of the City. Each placement will offer 4 placement per year (8 across the City per annum in total).

- Why are the Local Authority targeting complex low ability ASD learners as opposed to high functioning ASD learners?

The Local Authority regularly review their ALN provision to ensure that all learners are catered for. The Local Authority recognise that there is a discrepancy currently between Primary and Secondary ALN provision and the proposed ASD Base at Llanwern High School is an acknowledgement of that and a step towards ensuring there are wider secondary provision available. The Local Authority's Special Schools (Maes Ebbw and Ysgol Bryn Derw) are now catering for more highly complex pupils, including those with profound multiple learning difficulties. As such, the thresholds of provisions such as The John Frost School ASD Base, St Julian's School Learning Development Centre (LDC) and the proposed Llanwern High School ASD Base will admit a more acute and complex profile of pupils than in previous years. The Local Authority's data trend analysis has identified that there is a current gap in provision within Newport for learners with complex ASD who are also experiencing learning difficulties.

In order to provide support for ASD learners who are high functioning, the Local Authority are investing in additional training for school staff in order to upskill and ensure all settings implement appropriate support for learners. This includes, for example, support from the Education Psychology and the Additional Learning Needs (ALN) Advisory Service to schools for a wide range of interventions. This includes (but is not limited to) where pupils are experiencing high levels of anxiety and Emotional Based School Avoidance (EBSA), to ensure that pupils do not dis-engage with their school placement and are valued within an inclusive school environment.

## Appendix B - Consultation Response Pro-forma

### To establish a 20 place Additional Learning Needs (ALN) base at Llanwern High School for pupils with Autistic Spectrum Disorder (ASD) from September 2023

Your views matter. Please tell us what you think about the proposal by completing this questionnaire. **The closing date for the submission of responses to this consultation is midnight on 6 January 2023.** Please note that negative responses made to this consultation will not be counted as objections to the proposal, they will be recorded as adverse comments. Objections can only be registered following the publication of a statutory notice.

**1) Do you support the proposal to:**

**To establish a 20 place Additional Learning Needs (ALN) base at Llanwern High School for pupils with Autistic Spectrum Disorder (ASD) from September 2023**

Yes  No  In part

Please use the box below to provide comments or explain which element of the proposal you do/do not support.

**2) Do you**

believe that the proposal will have a positive or negative effect on opportunities to use the Welsh language?

Positive  Negative  No effect

**3) If you think it will have a negative effect, what steps could we take to lessen or remove this and improve positive effects?**

4) Do you believe that the proposal will treat the Welsh language less favourably than the English language?

Yes  No

Please indicate who you are (e.g. parent/carer of a child attending a local nursery)

|   |  |  |  |
|---|--|--|--|
| <b>Please select your Ethnic group</b>              |  |  |  |
| White British                                       |  | Asian-Bangladeshi                            |  |
| White Irish   |  | Asian-Indian                                 |  |
| Any other White background (please state):<br>_____ |  | Asian-Pakistani                              |  |
|   |  | Any other Asian background                   |  |
| Gypsy or Irish Traveller                            |  | Black Caribbean                              |  |
| White and Asian                                     |  | Black African                                |  |
| White and Black African                             |  | Any other Black background                   |  |
| White and Black Caribbean                           |  | Arab   |  |
| Any other Mixed background (please state):<br>_____ |  | Chinese                                      |  |
|   |  | Any other ethnic group (please state): _____ |  |
| Asian-Bangladeshi                                   |  | Prefer not to say                            |  |
| Asian-Indian  |  |  |  |
| Asian-Pakistani                                     |  |  |  |

|  |  |    |                   |
|--|--|----|-------------------|
| <b>Welsh language</b>                            |  |    |                   |
| <b>Do you consider yourself a Welsh speaker?</b> |  |    |                   |
| Yes  |  | No | Prefer not to say |

|   |  |    |                   |
|---|--|----|-------------------|
| <b>Caring Responsibilities</b>                                      |  |    |                   |
| <b>Do you care for children of school age?</b>                      |  |    |                   |
| Yes   |  | No | Prefer not to say |
| <b>Do you care for children of pre-school age?</b>                  |  |    |                   |
| Yes   |  | No | Prefer not to say |
| <b>Do you care for a dependent adult or child above school age?</b> |  |    |                   |
| Yes   |  | No | Prefer not to say |

If you wish to be notified of the publication of the consultation report, please supply your contact details:

E-mail: \_\_\_\_\_

Postal address: \_\_\_\_\_

## **Appendix C - Estyn's response**

Estyn response to the proposal to establish a 20 place Additional Learning Needs (ALN) base at Llanwern High School for pupils with Autistic Spectrum Disorder (ASD) from September 2023

This response has been prepared by His Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisations (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore, as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

### **Introduction**

This consultation proposal is from Newport City Council. The proposal is to establish a 20 place Additional Learning Needs (ALN) base at Llanwern High School for pupils with Autistic Spectrum Disorder (ASD) from September 2023

### **Summary/Conclusion**

We consider that the proposal is likely to, at least, maintain the standard of provision in the area.

### **Descriptions and benefits**

Overall, the school reorganisation proposal "to establish a 20-place specialist base for pupils with Autistic Spectrum Disorder at Llanwern High School with effect from September 2023" has many merits. However, the proposal does not outline a number of key areas associated with staff recruitment, training, and oversight where the proposal could be strengthened.

Data provided by the local authority demonstrates a clear demand for specialist ASD provision within Newport, particularly from Year 7 upwards. Existing specialist provision within the local authority is at (or exceeds current) capacity and the proposal's growth model, five new Year 7 places each year for four years, is well considered and achievable.

The location of the proposed new provision at Llanwern High School has a number of advantages. Firstly, it would result in equitable provision on the east and west of the city such that pupils are able to attend a school more local to their home address thus reducing transportation costs. Secondly, the proposed new provision could be established in a specially designed space that previously hosted a Social Emotional Behavioural Difficulties (SEBD) provision. This building is graded A (in good condition), benefits from separate entrances, is securely enclosed, and would only require minor adjustments for it to be suitable. It has a suitable number of classrooms (4), dining facilities and kitchens, dedicated toilets, outside play area, sensory room, and suitable space for transportation to drop-off and pick up immediately outside. Finally, Llanwern High School has capacity to host such a provision as it has been operating under its measured capacity for several years.

Once operating at capacity there is a significant financial benefit to the establishment of this new provision and the overarching financial modelling of the proposal is sound.

The proposal does not outline in sufficient detail how the school will be supported by the local authority in operating the new ASD provision effectively. Whilst Llanwern High School has previously hosted a specialist behavioural provision, this would be the first time the school has hosted a specific ASD provision and as such a level of support will be required. It states that the school will receive “additional specialist support and training from the team at Ysgol Bryn Derw”, however this statement does not quantify the level of training and support the school will receive sufficiently.

The proposal does not contain enough information about the staffing structure for the provision, particularly who will be responsible for the day-to-day operation of the provision. Whilst the proposal does identify the need to recruit “appropriately qualified staff” and it will be “supported by the Local Authority’s Central Education and Human Resources services” in doing this, these arrangements are not clear. The proposal does not identify either the number of staff to be appointed, nor any details regarding the specific roles these staff would fulfil. There is no information about the likely staff ratio for the provision, either in terms of teachers to teaching assistants, nor pupils to adults.

The proposal refers to staff training, primarily at appointment or setup, but it is unclear how staff training will be maintained and developed further over time.

The proposal indicates that several therapies will be “developed and timetabled at Ysgol Bryn Derw”. It is not indicated whether this is a short-term arrangement until the new provision is well established, what these therapies are, and whether this is a partnership or a hierarchical arrangement? The proposal leaves the question as to why the new proposed provision will not be able to deliver these therapies if they are essential to meeting each pupil’s needs? This aspect of the proposal introduces logistical challenges as these sites are 5 miles apart and on opposite sides of the city. As such travelling between them has a significant time implication in addition to the need for dedicated transportation, staffing and associated risk assessments. There is no information in the proposal about how these challenges will be addressed and overcome.

There is no information within the proposal about how interactions between pupils within the specialist provision and the wider school will be managed, or, if such beneficial opportunities will be offered to these pupils. Furthermore, there is no information about whether the aim of the provision is to reintegrate these pupils into mainstream education.

It is not sufficiently clear from the proposal that the proposed new provision is financially viable in the short to medium term. The proposal identifies the annual cost to be in the region of £500,000 (or £25,000 per pupil), however it states that the proposed new provision is to be “funded through the school’s individual school budget share, distributed by the council according to the prescribed funding formula”. This does not make clear the budget that will be allocated to the school, nor that this will be ringfenced to ensure the provision maintains an adequate level of quality.

The proposer indicates that the proposal will not have a negative impact on the opportunities to use the Welsh language. It references the plans to develop a Welsh medium primary phase ALN provision at Ysgol Nant Gwenlli and that consideration will be given to opening a new secondary Welsh medium provision at Gwent Is-y-Coed. This would be reviewed on an annual basis in light of the data trend analysis from the primary sector.

## Fairness and Equalities Impact Assessment (FEIA)

This is an integrated Impact Assessment which aims to ensure Newport City Council makes decisions which are fair, take account of relevant evidence, and seek to secure the best outcomes for our communities. **An FEIA should be used to inform the first steps of decision-making, at concept stage, not when a decision is already made, or at the point when it cannot be influenced.** This impact assessment considers our legislative responsibilities under:

- The Equality Act (2010), including the Socio-economic Duty
- The Wellbeing of Future Generations (Wales) Act (2015)
- The Welsh Language (Wales) Measure (2011)

The FEIA process is not intended to prevent decisions being made, but to ensure we have considered their potential impact. An FEIA also helps us to focus on how we can reduce any negative impacts, and provides us with evidence that we have met our legal duties.

*For support to complete your FEIA, please contact the [Connected Communities Team](#)*

### What do we mean by Fairness?

The Newport Fairness Commission is an independent body which advises the council on the best use of resources and powers to achieve the fairest outcomes for local people. The Fairness Commission has established four **Principles of Fairness** which should be considered as part of any decisions that the council make – the questions below are useful to reflect on before you start your FEIA.

|                      |   |
|----------------------|---|
| <b>Equity</b>        | Are people being treated in a consistent way, whilst acknowledging their differences (for example, need, barriers to accessing services)? |
|                      | Will the gap between those with more, and those with less be reduced?   |
|                      | Have the interests of different groups affected (including minority or disadvantaged communities) been taken into account?                |
| <b>Priority</b>      | Have the needs of the most disadvantaged and vulnerable across the city been given priority?  |
|                      | Have you considered possible indirect consequences for minority/disadvantaged communities when other priorities are directing decisions?  |
| <b>Inclusion</b>     | Will the voices of all those affected by your decision be heard?  |
|                      | Are people able to participate in and shape a service, as well as receiving it?   |
|                      | Have you considered the impact of your decision on the relationship between communities, and the spaces they share?                       |
| <b>Communication</b> | Are decisions being made transparently and consistently?  |
|                      | How will decisions be communicated to people who are affected in a clear way, with the opportunity for feedback?                          |

## Part 1: Identification

|  |  |
|--|--|
| Name of person completing the FEIA         | Sheree Davies  |
| Role of person completing the FEIA         | <b>Education Information &amp; Development Officer</b> |
| Date of completion                         | <b>20/01/2023</b>                                      |
| Head of Service who has approved this FEIA | <b>Sarah Morgan</b>                                    |

Tudalen 32

### 1. What is being assessed? *(Please double click on the relevant box(es) (X) and select 'checked' as appropriate)*

- New or revised policies, practices or procedures (which modify service delivery or employment practices)
- Service review or re-organisation proposals which affect the community and/or staff
- Efficiency or saving proposals
- Setting budget allocations for new financial year and strategic financial planning
- Decisions affecting service users, employees or the wider community including (de)commissioning or revising services
- New project proposals affecting staff, communities or access to the built environment
- Public events
- Local implementation of National Strategy/Plans/Legislation
- Strategic directive and intent, including those developed at Regional Partnership Boards and Public Service Boards
- Medium to long term plans (for example, corporate plans, development plans, service delivery and improvement plans)
- Setting objectives (for example, well-being objectives, equality objectives, Welsh language strategy)
- Major procurement and commissioning decisions

Decisions that affect the ability (including external partners) to offer Welsh language opportunities and services

- Other *please explain in the box below:*



## 2. Please describe the overall aims, objectives and intended outcomes of your decision

The intended outcome is to obtain permission to publish a Statutory Notice concerning the proposal to establish a 20 place Autistic Spectrum Disorder (ASD) Additional Learning Needs (ALN) base at Llanwern High School from September 2023. The proposal is considered necessary to appropriately meet the needs of learners entering secondary school who have complex Autism and where additional specialist support is required.

Llanwern High School previously hosted specialist provision for students with a diagnosis of Social Emotional Behavioural Difficulties (SEBD). As part of the budget determinations for the 2017/2018 financial year, Newport City Council's Cabinet took a decision to withdraw the funding associated with this provision. This supported the strategy that individual pupil needs could be better met at more inclusive Additional Learning Needs (ALN) settings within mainstream host schools, and would also reduce the significant operational running costs of the provision. The provision was closed in April 2018 and the five students accessing the provision transferred to mainstream education with additional support. Four of these pupils lived within the designated catchment area for Llanwern High School, with the fifth within the Lliswerry High School catchment area.

Since the closure of the original specialist provision at Llanwern High School, the pupil cohort in receipt of a formal diagnosis of Autistic Spectrum Disorder (ASD) across Newport has been increasing. Whilst the majority of pupils with this condition are able to attend mainstream schools with varying levels of support, a growing cohort require more specialist provision in order to meet their needs. The identified needs of pupils in Newport schools shows that demand for places in ASD specialist provision is exceeding current provision available within the city.

Newport City Council currently have two specific ASD provisions within the City:

1. Ysgol Bryn Derw is an ASD specific school which was established in 2017. All pupils who attend the school have a formal diagnosis of Autism which is complex in nature and their needs cannot be met at a mainstream or Learning Resource Base (LRB) provision. To meet increasing demand, the capacity of this school has increased from 48 when it opened to 96 from April 2022, firstly through refurbishment of an annexe building within the school grounds and more recently through the creation of a dedicated foundation phase satellite base on the site of the former Kimberley Nursery School. There are currently 86 pupils registered at the school.
2. The John Frost School hosts an ASD-specific learning resource base. All pupils who attend have a formal diagnosis of Autism. The capacity of this base is 20 pupils but as of May 2022, a total of 25 pupils are placed in the base.

Llanwern High School is an English-medium, community maintained secondary school, situated in the Llanwern ward of Newport and is one of nine secondary schools within the city. The school accommodates pupils aged between 11-18 years with a capacity of 1,450 pupils and has a Published Admission Number (PAN) of 260.

It is proposed that the new provision will open to four Year 7 pupils from September 2023 to meet the demand anticipated as pupils transition from primary to secondary school. This pattern will continue over the next four years until the full 20-place capacity is realised from September 2027.

This eventual capacity will align with the size of the already established base at The John Frost School and will result in equitable provision on the East and West of the City so that pupils are able to attend a school more local to their home addresses and reduce out-of-county placement and transport costs.

The consultation period which ran from 23<sup>rd</sup> November 2022 to 6<sup>th</sup> January 2023, enabled Newport City Council to seek views on the proposal.

**3. Who are the main stakeholders who may be impacted by your decision and what data do you hold on them? Consider communities of place (people who live in the same geographic area) and communities of interest (people who share particular characteristics but may live in different geographic areas). Stakeholders may include residents, local businesses, community groups, staff or partners.**

The key stakeholders are:

- Pupils and families of pupils with ASD currently in specialist classes in mainstream primary schools across Newport
- Pupils attending Llanwern High School
- Teachers, staff and governors at Llanwern High School
- Teachers, staff and governors at Ysgol Bryn Derw

The statutory code outlines key stakeholders, however, this list is not exclusive, and the Council has identified and added to this because of feedback received in relation to previous proposals. An invitation to engage with the consultation process was sent to the following stakeholder groups:

- Parents, carers and guardians of pupils attending all schools affected or potentially affected by this proposal;
- Pupils attending all schools affected or potentially affected by this proposal;
- Parents, carers and guardians of pupils with a diagnosis of ASD and attending specialist classes in mainstream primary schools in Newport;

- Members of staff currently employed at all schools affected or potentially affected by this proposal;
- Neighbouring Local Authorities across the South East Wales Consortium area;
- The Headteacher and Governing Bodies of all Newport schools;
- All Newport City Council elected members;
- All Newport Community Councils;
- The Welsh Ministers;
- Assembly Members (AMs) and Members of Parliament (MPs) representing the area served by the school subject to the proposal;
- Other Local Authorities across the South East Wales Consortium region, including relevant Transport departments;
- The South East Wales Education Achievement Service;
- The Church in Wales, Diocese of Monmouth;
- Roman Catholic Archdiocese;
- Estyn;
- Teaching and staff trade unions representing teachers and staff at all Newport schools;
- The Early Years Development and Childcare Partnership
- The Police and Crime Commissioner for Gwent;
- The Welsh Language Commissioner;
- Gwent Police;
- South Wales Fire and Rescue Service;
- Aneurin Bevan University Health Board;
- Public Health Wales;
- Newport Serennu Centre;
- SNAP Cymru;
- Gwent Association of Voluntary Organisations;
- Preventative Services.

Consultation with stakeholder groups also included pupils at Llanwern High School, by arrangement with the school leadership team.

The people who may be affected by the proposal will most likely live in the East of the City. The proposal is to establish an ASD base at Llanwern High School. This school is identified as the affected school.

The population of the Llanwern ward is growing, with the age range 0-15 noted as growing the most within the ward, the 0-15 population rose by 26.42% between 2011. The Llanwern ward in 2017 also had the highest percentage of under 5 year olds in Newport and the lowest

percentage of over 85 year olds of all the wards in Newport. This data shows the ward demographic is weighted towards young families and the building of housing in the area may see this demographic increase further.

The tables below show that over the last 5 years there has been an overall slight increase in the percentage of pupils eligible for Free School Meals at Llanwern High School and across Newport and Wales. The Llanwern High School percentage is notably higher than both the Local Authority average and National average.

| <b>Free School Meals (FSM)</b> |             |             |             |             |             |
|--------------------------------|-------------|-------------|-------------|-------------|-------------|
|                                | <b>2017</b> | <b>2018</b> | <b>2019</b> | <b>2020</b> | <b>2021</b> |
| <b>Llanwern High School</b>    | 35.4%       | 33.7%       | 33.1%       | 33.7%       | 36.9%       |
| <b>Newport</b>                 | 18.4%       | 17.5%       | 17.3%       | 17.7%       | 19.5%       |
| <b>Wales</b>                   | 17.0%       | 16.6%       | 16.5%       | 17.0%       | 18.7%       |

Llanwern High School is located in the Ringland ward and the FSM data aligns with the ward profile data that shows the Ringland ward recorded significantly higher working age benefit claimants than the Newport and Wales average, five of the six Lower Super Output Areas (LSOA) recorded more than twice the Newport rate. All six of the Ringland ward LSOAs rank within 'The Welsh Index of Multiple Deprivation' (WIMD) rank range of the 50% most deprived in Wales, this includes Ringland 4 and Ringland 5 ranking in the top 10% most deprived.

The Llanwern High catchment area also covers the Alway ward, and is located within this ward. Ward data shows that three of the six LSOAs recorded significantly higher working age benefit claimant rates than the Newport and Wales average, with Alway 2 and 4 at nearly twice as high. Four of the six LSOAs rank in the WIMD rank range of the 50% most deprived in Wales, including Alway 2 and Alway 4 ranking within the top 10% most deprived.

The proportion of pupils for whom English is an additional language has slightly increased over the past 5 years. The table below shows that the percentage attending Llanwern High School is well below the Local Authority average but is above the national average.

| <b>English as an additional language (EAL)</b> |             |             |             |             |             |
|--|-------------|-------------|-------------|-------------|-------------|
|  | <b>2017</b> | <b>2018</b> | <b>2019</b> | <b>2020</b> | <b>2021</b> |
| <b>Llanwern High School</b>                    | 3.8%        | 3.9%        | 3.9%        | 4.8%        | 5.3%        |
| <b>Newport</b>                                 | 11.1%       | 11.5%       | 12.6%       | 13.1%       | 14.0%       |
| <b>Wales</b>                                   | 3.0%        | 3.0%        | 2.9%        | 2.8%        | 2.9%        |

Following formal consultation, a Consultation Report was prepared and published on the Council website, and will be used to determine whether or not to move to publication of a statutory notice. The FEIA has been updated at this stage. The publication of a statutory notice enables stakeholders to lodge legal objections against a proposal.

## Part 2: Engagement

When completing this section, you need to consider whether you have sufficient information about the views and experiences of people who your decision will impact upon. If you don't, you may need to undertake a period of engagement/consultation before continuing. An FEIA is a live document, so can be updated with consultation findings, and amended as needed during the decision-making process.

The council has a duty to consult and engage with people who may experience inequalities as a result of your decision. This includes people **who share Protected Characteristics** (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and people who **have lived experience of socio-economic disadvantage**. The council's Youth Promise also requires us to ensure **all young people in Newport are listened to and included in decisions affecting them**.

The council also has a duty to ensure that any consultation is available bilingually (in Welsh as well as English), and you may like to consider any other community languages that are spoken by people who may be impacted by your decision. Below are some questions that should be included in any public consultation relating to a decision which may impact on the use of Welsh language in Newport:

1. Do you believe that the proposed decision/policy will have a positive or negative effect on opportunities to use the Welsh language?
2. If you think it will have a negative effect, what steps could we take to lessen or remove this and improve positive effects?
3. Do you believe that the proposed decision/policy will treat the Welsh language less favourably than the English language?

## 1. How have you engaged with people who may be affected by your decision (the stakeholders you have identified)?

The consultation was undertaken in accordance with the requirements of the statutory School Organisation Code.

The consultation period ran from 23<sup>rd</sup> November 2022 to 6<sup>th</sup> January 2023 and represented an opportunity for people to learn about the proposal, ask questions and make comments that have been recorded and summarised in a consultation report.

### **Distribution of Information**

In addition to the formal (main) consultation document, a Children & Young People's Everyday Summary version and ASD friendly version were also produced, to help ensure that the consultation process was inclusive and accessible to all concerned. All documents were available bilingually in Welsh and English and questions and concerns were welcomed in both Welsh and English. Any questions or concerns submitted in Welsh would have received an answer in the same language.

Digital copies of the 3 documents were/are available online on the Newport City Council website at [www.newport.gov.uk/schoolreorganisation](http://www.newport.gov.uk/schoolreorganisation). Hard copies could have been requested by emailing [school.reorg@newport.gov.uk](mailto:school.reorg@newport.gov.uk) or by telephoning 01633 656656, although no such requests were received.

Hard copies of the full consultation document, the Children and Young People's Everyday Summary version, and the ASD friendly version were provided to Llanwern High School and the six primary schools within the Llanwern High School cluster (Alway Primary School, Eveswell Primary School, Llanmartin Primary School, Milton Primary School, Ringland Primary School, and Somerton Primary School) to be available for staff, pupils and parents.

The consultation documents contained a consultation response pro-forma that could have either been submitted to the address provided, via post or email. The responses could have also been submitted online from the link provided on the council's school reorganisation web pages. Questions and concerns could have also been submitted in writing via post or email. The response pro-forma asked respondents whether they support the proposal; partly support the proposal; or do not support the proposal; and provided a free-text box to give reasons or comments. The response pro-forma also asked whether the proposal would have a positive, negative or neutral effect on opportunities to use the Welsh language, and whether the proposal would treat the Welsh language less favourably than the English language.

An invitation to engage in the consultation process was emailed to the stakeholder list above, including parents/carers of children with ASD, pupils and staff of the identified affected schools. Stakeholder emails were also sent to Newport City Council education partners. The proposal was published on the Newport City Council website and Llanwern High School's website. The consultation information has been shared on the Newport City Council's Facebook and Twitter pages and was included in the Residents Newsletter on the 1st December 2022.

### **Drop-in Sessions**

The consultation involved 2 drop-in sessions at Llanwern High School with those affected by the proposal. Council officers were on hand to explain the proposal in more detail and answer any questions or concerns raised by the public. Drop-in Session 1 was held on Tuesday 6th December 2022 and was attended by 10 stakeholders, including parents/guardians, teachers/school staff, and Governors.

Drop-in Session 2 was held on Thursday 15<sup>th</sup> December 2022 and was attended by 16 stakeholders, including parents/guardians of pupils accessing the current school SLC provision, teachers/school staff, and Governors.

Hard copies of all versions of the consultation document were available at both sessions. The consultation response pro-forma was offered to all attendees to complete at both sessions, although none of the attendees took up the offer.

### **Pupil Voice Session**

The Council was keen to gain the views of learners, and this was facilitated with pupils from the School Council at Llanwern High School on Tuesday 6th December 2022. Approximately 35 pupils attended and they were given the opportunity to ask questions and complete surveys.

A pupil voice session to include pupils with ASD was considered. However, as pupils with a diagnosis of Autistic Spectrum Disorder can have high anxiety levels and struggle with change, and because the proposal is only at the formal consultation stage, this was not undertaken. If the proposal moves to the next stage, this will be re-considered.

Following consultation, Newport City Council's Cabinet Member for Education and Early Years will consider the views expressed and then decide whether to proceed with the proposal. If the decision is taken to proceed, a statutory notice will be published on the Newport City Council website and notices posted on the school gates at all affected schools. The statutory notice period will last for 28 days following the date of publication and enables people to express their views in the form of supporting or objecting to the proposals. If no objections are received following the publication of the statutory notice, the Cabinet Member for Education and Early Years will make the final decision as to whether

to proceed. If any objections are received and not subsequently withdrawn during this notice period, the Council's Cabinet will determine the final decision.

## 2. What do you know about the views or experiences of people who may be affected by your decision?

The people affected by the decision are school aged children and their families and some of them will be affected by an ASD diagnosis.

Pupils in ASD specialist provision within primary schools across Newport are key stakeholders in this proposal and will likely be the most affected. Currently there are 94 pupils receiving ASD specialist provision, ranging between Reception and Year 6 (ages 4-11). The table below show the 94 pupils broken down by year group.

**Primary ASD Pupils in ASD specialist provision within primary schools – May 2022**

| Year    | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Total |
|---------|-----------|--------|--------|--------|--------|--------|--------|-------|
| 2021/22 | 7         | 14     | 14     | 15     | 14     | 12     | 18     | 94    |

Pupils attending Llanwern High School are also key stakeholders in this proposal, due to the proposed ASD base being situated at the School. There are currently 965 pupils on roll at Llanwern High School in Years 7 – 13 (ages 11-18). The table below shows the total pupil numbers at the school broken down by year group.



| Llanwern High School (Whole School) |        |        |        |         |         |         |         |       |
|-------------------------------------|--------|--------|--------|---------|---------|---------|---------|-------|
| Pupil Numbers – January 2022 PLASC  |        |        |        |         |         |         |         |       |
| Year                                | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Total |
| Llanwern High School                | 186    | 162    | 167    | 162     | 136     | 71      | 81      | 965   |

Consultation took place with the stakeholders listed above and feedback/views were gained from:

- Response pro forma (digitally and via hard copies)
- Drop-in sessions
- A pupil voice session

### **Response Pro Forma Results**

97 responses were received via the response pro-forma, with 74% supporting the proposal. Respondents supported the proposal as the provision is vital and there are currently not enough secondary ALN places in Newport. Some noted that children and parents need high quality provision close to home and the proposal will reduce transport and travel cost/times.

5% of respondents supported the proposal 'In-part' and commented that the proposed 20 places was not enough. Another comment was made that the proposed ASD base is supported, but not at the expense of those currently in the SLC at Llanwern High School moving to mainstream classes.

21% of respondents did not support the proposal. All but two of the respondents that did not support the proposal noted that they believed the proposed provision would entail the closure of the existing SLC provision at the school, and would negatively affect the education and wellbeing of the pupils currently accessing this provision, as they would be moved into large mainstream classes.

### **Drop-in Sessions**

The consultation involved 2 drop-in sessions at Llanwern High School with those affected by the proposal.

**Drop-in Session 1**

The stakeholders in attendance expressed concern that the proposal would entail the closure of the existing school SLC provision and that the pupils currently accessing this provision would be returned to large mainstream classes. It was explained that this was not the case, but that the existing provision would need to be relocated within the school. It was also explained that the Council considers that there is sufficient capacity within the school building to facilitate this. Stakeholders expressed frustration and anxiety that a solution for the existing SLC provision had not been put forward as part of this proposal. A parent governor in attendance queried the validity of the consultation process. Council Officers confirmed that the consultation was being conducted in accordance with the requirements of the School Organisation Code.

The Council's response provided to the questions raised at the drop-in session has been published as a 'Question and Answer' section on the council's website, and are also detailed in the published consultation report

**Drop-in Session 2**

Stakeholders attending the second drop-in event included parents, carers and families of pupils currently benefitting from the school's SLC provision, and teachers and staff of the school. Attendees raised the same concerns as those attending the first session.

Hard copies of all versions of the consultation document were available for attendees at both drop-in sessions. The Consultation response pro-forma was offered to all attendees to complete so their comments and views on the proposal could be recorded in this consultation report. None of the attendees took up the offer of completing a hard copy pro-forma at the drop-in session.

**Pupil Voice Session**

During the session, the pupils had the opportunity to ask questions/raise comments. The pupils raised the following:

- Why move the SLC to a different location?
- The proposal may affect pupils currently in the SLC
- The SLC needs to be replicated elsewhere in the school

The pupils completed hard copies of the Response Pro-forma during the session. 20 responses were received, and all pupils supported the proposal. A number of similar comments were raised, and these are summarised below:

- Great opportunity to increase support for pupils with ASD.
- Children with ASD need that additional space/help.
- The base may help reduce pupils being bullied for their disability.
- The base will be a safe place for pupils with ASD. If pupils feel overwhelmed, they are in a safe environment.
- The proposal may affect pupils currently in the SLC. The SLC needs to be replicated elsewhere in the school.

|  |
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### Part 3: Assessment

This section requires you to assess the potential impact of your decision on a range of groups who may experience specific disadvantages. Your assessment should be supported by evidence – either from your own engagement/consultation, similar or previous engagement, what you already know about the people who access your service, or from local and national sources of information.

Useful documents which set out information about how communities are impacted by inequalities include [EHRC – Is Wales Fairer?](#) and the council’s [COVID-19 Community Impact Assessment](#). Your decision may have both positive and negative impacts – if this is the case, please place a cross in both boxes.

#### 1. Impact on people that share Protected Characteristics

[Protected Characteristics](#) are defined under the Equality Act 2010, and describe groups of people who are protected from discrimination, either in the workplace, or through the provision of goods and services. The council must consider how decisions may impact on people differently because of a protected characteristic, and how any negative impact could be reduced. National guidance on assessing equality impacts and the Public Sector Equality Duty can be found [here](#). You can also access further advice and examples of positive and negative impacts [here](#).

Tudalen 43

| Protected characteristic | Impact:                             |                                     |                          | <b>Provide further details about the nature of the impact in the sections below, considering the Public Sector Equality Duty that the council has to:</b> <ol style="list-style-type: none"> <li>Promote equal opportunity across different groups</li> <li>Promote community cohesion</li> <li>Help eliminate unlawful discrimination/ harassment/ victimisation</li> </ol> |
|--------------------------|-------------------------------------|-------------------------------------|--------------------------|--|
|                          | Positive                            | Negative                            | Neither                  |  |
| Age                      | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | The proposal to increase provision with an additional resource base at Llanwern High School will likely have a positive impact in the future for current primary school aged pupils with ASD, when they move into  |

| Protected characteristic   | Impact:                             |                                     |                                     | Provide further details about the nature of the impact in the sections below, considering the Public Sector Equality Duty that the council has to:<br><br><ol style="list-style-type: none"> <li>1. Promote equal opportunity across different groups</li> <li>2. Promote community cohesion</li> <li>3. Help eliminate unlawful discrimination/ harassment/ victimisation</li> </ol>   |
|----------------------------|-------------------------------------|-------------------------------------|-------------------------------------|---|
|                            | Positive                            | Negative                            | Neither                             |   |
|                            |                                     |                                     |                                     | <p>secondary school education. By providing more ASD secondary places within the city, this will allow pupils to attend a school closer to home and minimise the number of pupils having to attend out of County provision.</p> <p>Some consultees thought that the proposal would entail the closure of a current school provision which supports 23 pupils who benefit from smaller class sizes and tailored support. This is not the case, but the proposal will entail that provision being relocated to another area within the school. This may well be distressing for some of the pupils in the short term, and this is identified as a negative impact of the proposal.</p>  |
| <b>Disability</b>          | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <p>Providing an additional resource base at Llanwern High School will provide a clear transition pathway between primary and secondary education phases for pupils with diagnoses of ASD living in the East of the city and reduce the level of reliance on of out of county placements for pupils living in Newport. The new resource base will be fully accessible and DDA compliant. The proposal will therefore have a positive impact on secondary school aged pupils with ASD.</p> <p>Some consultees thought that the proposal would entail the closure of a current school provision which supports 23 pupils with varying learning needs who benefit from smaller class sizes and tailored support. This is not the case, but the proposal will entail that provision being relocated to another area within the school. This may well be distressing for some of the pupils in the short term, and this is identified as a negative impact of the proposal.</p> |
| <b>Gender Reassignment</b> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | There is no evidence that suggests the proposal will have a disproportionate impact on people that share this Protected Characteristic.   |

| Protected characteristic                | Impact:                  |                          |                                     | <p><b>Provide further details about the nature of the impact in the sections below, considering the Public Sector Equality Duty that the council has to:</b></p> <ol style="list-style-type: none"> <li>1. Promote equal opportunity across different groups</li> <li>2. Promote community cohesion</li> <li>3. Help eliminate unlawful discrimination/ harassment/ victimisation</li> </ol> |
|---|--------------------------|--------------------------|-------------------------------------|--|
|   | Positive                 | Negative                 | Neither                             |  |
| <b>Marriage or civil partnership</b>    | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | There is no evidence that suggests the proposal will have a disproportionate impact on people that share this Protected Characteristic.  |
| <b>Pregnancy or maternity</b>           | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | There is no evidence that suggests the proposal will have a disproportionate impact on people that share this Protected Characteristic.  |
| <b>Race</b>                             | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | There is no evidence that suggests the proposal will have a disproportionate impact on people that share this Protected Characteristic.  |
| <b>Religion or Belief or non-belief</b> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | There is no evidence that suggests the proposal will have a disproportionate impact on people that share this Protected Characteristic.  |
| <b>Sex</b>                              | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | There is no evidence that suggests the proposal will have a disproportionate impact on people that share this Protected Characteristic.  |
| <b>Sexual Orientation</b>               | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | There is no evidence that suggests the proposal will have a disproportionate impact on people that share this Protected Characteristic.  |

## 2. Impact on Welsh Language

The Welsh Language (Wales) Measure specifies that for all policy decisions, the council must consider the effects (both positive and negative) on the Welsh language. For further guidance on Welsh language considerations see [here](#).

|                       | Impact:                  |                          |                                     |   |
|-----------------------|--------------------------|--------------------------|-------------------------------------|---|
|                       | Positive                 | Negative                 | Neither                             |   |
| <b>Welsh Language</b> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <p>There is no evidence that suggests the proposal will have a disproportionate impact on people that share this Protected Characteristic.</p> <p>The pupils that will be offered places at the ASD base will have transitioned from English-medium primary schools. In English-medium primary schools, English is the school's main language of internal communication as well as with parents and carers. There is recognition that creating a Welsh language ethos within the school will support and encourage positive attitudes towards Welsh language use. A learner in a school of this category will be able to read, write, speak and listen in English according to age and ability, and will have some understanding of Welsh. Welsh will be taught and assessed as part of the Area of Learning and Experience (AoLE) for languages, literacy and communication. At least 15% of the learners' school activities (both curricular and extra-curricular) will be in Welsh, promoting the use of the Welsh language in everyday life. The proposal is likely to increase the number of jobs requiring the Welsh language skill and will encourage teachers and staff at English-medium schools to use the Welsh language more and will provide the opportunity to pass the Welsh language on from one generation to the next.</p> <p>The council's Welsh in Education Strategic Plan (WESP) sets out a commitment to open a Welsh-medium Primary Learning Resource Base at Ysgol Gymraeg Nant Gwenlli, and an assessment of pupil needs will inform the appropriate time for this to be established. The new provision will assist other Welsh-medium schools in identifying pupils with underlying ALN, and a collaborative approach will identify the best ways in which to meet these needs.</p> <p>The development of a primary LRB will impact on secondary provision, therefore consideration will need to be given regarding specialist ALN provision within Ysgol Gyfun Gwent Is Coed for pupils transitioning from the primary sector Learning Resource Base. The development of a secondary LRB will be reviewed on an</p> |

|  | Impact:  |          |         |   |
|--|----------|----------|---------|---|
|  | Positive | Negative | Neither |   |
|  |          |          |         | <p>annual basis in light of data trend analysis following the opening of the primary LRB. This will ensure that the ALN needs of pupils transitioning to the secondary school can be met in a timely manner.</p> <p>By establishing a primary LRB at Ysgol Gymraeg Nant Gwenlli and specialist ALN provision within Ysgol Gyfun Gwent Is Coed in the near future, will promote more opportunities for pupils with ALN to study through the medium of Welsh. The Welsh-medium specialist bases will lead to an increase in the number of jobs requiring Welsh language skills and will have a positive effect on making the Welsh language more visible.</p> <p>The ALN Act aims to be a bilingual system of support and protects children who need additional learning provision in Welsh. If a child's provision is required to be in Welsh, this must be documented in the Individual Development Plan and 'all reasonable steps' taken to ensure that it's provided.</p> <p>The ALN Act acknowledges there may be circumstances where provision cannot reasonably be provided in Welsh in the case of specialised services or treatments where it is not possible to obtain a Welsh speaking practitioner despite attempts to find one.</p> <p>The proposal has no impact on the Council's plans for growing Welsh-medium education provision across Newport as outlined in our 10-year Welsh in Education Strategic Plan. It is acknowledged that this proposal will not contribute to the Council's targets in relation to Cymraeg 2050.</p> |

**1. Please describe how you have ensured your engagement has considered the view of Welsh speakers in Newport and the impact of your decision on the Welsh language.**

The consultation ran bilingually, and the views of Welsh speakers were captured as all consultation documentation was bilingual and distributed and shared with all schools including Welsh-medium.

All responses were welcomed to be submitted in Welsh and if required a response would have been provided in Welsh.

In order to ensure that an equitable consultation was achieved in both Welsh and English, Newport City Council:

- Ensured all publicly available documentation was available bilingually
- Ensured all stakeholder emails were bilingual
- Ensured there was a Welsh language version of the consultation web page on the NCC website
- Offered translation services at drop-in sessions if required
- Encouraged stakeholders to respond to the consultation in Welsh
- Ensured the consultation questionnaire asked specific questions in relation to the project's potential positive or negative impact on opportunity to promote and use the Welsh language

96 out of 97 respondents answered the question: '*Do you believe that the proposal will have a positive or negative effect on opportunities to use the Welsh language?*'. 24 respondents (25%) answered 'Positive', 62 respondents (64%) answered 'No effect', and 10 respondents (10%) answered 'Negative', although from the comments left it appears the question was misunderstood.


In response to the question '*Do you believe that the proposal will treat the Welsh language less favourably than the English language?*', 16 respondents answered 'Yes'. However as with the previous question most respondents appear to have misunderstood the question.





Following consultation, Newport City Council's Cabinet Member for Education and Early Years will now consider the views expressed and then decide whether to proceed with the proposal. If the decision is taken to proceed, a statutory notice will be published and the list above will apply at the Statutory Notice stage.



### 3. The Sustainable Development Principle

The Well-being of Future Generations Act puts in place a sustainable development principle which helps organisations consider the impact they could have on people living in Wales in the future, and ensure they are focused on tackling long-term challenges. Below, consider how your decision promotes, advances, or contradicts the [5 ways of working](#) which underpin the sustainable development principle. You can access further guidance on considering the sustainable development principle [here](#).

|   |   |  |
|---|---|--|
| <p>Long term</p>  | <p><i>The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs.</i></p> | <p>The intended outcome is to establish a 20 place Autistic Spectrum Disorder (ASD) Additional Learning Needs (ALN) base at Llanwern High School from September 2023, to meet the needs of learners entering secondary school who have complex Autism and additional specialist resource is required.</p> <p>Newport City Council has an increasing pupil cohort in receipt of a formal diagnosis of Autistic Spectrum Disorder (ASD). Whilst the majority of pupils with this condition are able to attend mainstream schools with varying levels of support, a growing cohort requires more specialist provision in order to meet their needs. This requirement exceeds provision available within the existing ASD Base at The John Frost School whereas of May 2022, there are 25 pupils in a 20 place provision.</p> <p>The base at Llanwern High School would initially start with 4 places and would grow each academic year by 4 until the base reaches 20 places, taking 5 years.</p> <p>This balances the short term needs over the next 5 years by incrementally increasing the provision each year when required. The provision will remain at 20 places, most likely an average of 4 placements per year group to meet needs over the long term.</p> <p>Demand for Additional Learning Needs places is under continual review and reported through the Council's Planning of School Places group. Council officers continue to consider further options for future ALN provision in line with demand.</p> |
|---|---|--|

|  |   |   |
|--|---|---|
| <p>Prevention</p>       | <p><i>Putting resources into preventing problems occurring or getting worse</i></p>   | <p>Establishing an Autistic Spectrum Disorder (ASD) Additional Learning Needs (ALN) base at Llanwern High school will prevent pupils in the future having to travel to out of county placements and will be able to attend a school closer to home.</p> <p>The proposed base at Llanwern High School will also prevent further pressure at the currently oversubscribed base at The John Frost School.</p>  |
| <p>Integration</p>      | <p><i>Considering how the public body's well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies.</i></p> | <p>A formal statutory consultation has been carried out and has been supported at each stage by a FEIA to consider the impact of the proposal. This proposal supports the "A prosperous Wales", "A more equal Wales" and "A Wales of cohesive communities" Well-being Goals and has no adverse effect on any of the other Well-being Goals.</p> <p>In addition, this proposal supports the Newport City Council Well-being Objective "To improve skills, educational outcomes and employment opportunities".</p> <p>Wellbeing and attitudes to learning have been judged to be excellent at Ysgol Bryn Derw. The ASD base at Llanwern High School will be developed with input and training from Ysgol Bryn Derw to ensure that it will have a positive impact on pupil wellbeing and attitudes to learning, in line with the curriculum.</p> |
| <p>Collaboration</p>  | <p><i>Working together to deliver objectives.</i></p>   | <p>A formal consultation has been carried out with the opportunity for engagement with all stakeholders and supported at each stage by a FEIA to consider impact.</p> <p>The members of the education department, the Special Educational Needs team, Ysgol Bryn Derw and Llanwern High School will work together to deliver the ASD base.</p>  |
| <p>Involvement</p>    | <p><i>Involving those with an interest and seeking their view - ensuring that those people reflect the diversity of the area.</i></p>   | <p>Newport City Council engaged with stakeholders (listed in Section 3) and the schools affected by the proposal. Public drop-in sessions were held, where council officers were on hand to explain the proposal and answer questions.</p>  |

|  |  |   |
|--|--|---|
|  |  | <p>The consultation documents were/are available online at <a href="http://www.newport.gov.uk/schoolreorganisation">www.newport.gov.uk/schoolreorganisation</a> and physical consultation documents were available on request. Several copies of the documents were delivered to Llanwern High School and the primary schools within the cluster.</p> <p>A Children and Young Person's consultation document and an ASD friendly version have been made available and were distributed to the affected schools. These were also provided at the pupil voice session.</p> <p>A Pupil Voice session was held at Llanwern High School to gain the pupils thoughts on the proposal.</p> |
|--|--|---|

#### 4. Socio-economic Duty

The [Socio-economic Duty](#) is set out in the Equality Act 2010, and requires the council, when making strategic decisions, to pay due regard to the need to reduce the inequalities of outcome that result from socio-economic disadvantage. Inequalities of outcome are felt most acutely in areas such as health, education, work, living standards, justice and personal security, and participation.

A 'strategic decision' is defined by Welsh Government as a decision **which affects how the council fulfils its statutory purpose over a significant period of time and does not include routine 'day to day' decisions**. Strategic decisions include:

- Corporate plans
- Setting wellbeing, equality and other strategic objectives
- Changes to, or development of public services
- Strategic financial planning
- Strategic policy development

If you do not think your decision meets this definition, and you do not plan on carrying out a Socio-economic Duty Assessment in this section, please provide your rationale below. Any decision which is presented to a Cabinet Member, at Cabinet or Council will be viewed as a strategic decision.

If your decision does meet the definition, please consider the impact of your decision on the socio-economically disadvantaged groups, and areas of inequality that may arise from socio-economic disadvantage contained in the matrix below. The groups listed are not exhaustive and you should consider any additional groups relevant to your decision who may experience socio-economic disadvantage in the following ways:

- **Low Income/Income Poverty** - cannot afford to maintain regular payments such as bills, food, clothing, transport etc.
- **Low and/or no Wealth** - enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provisions for the future
- **Material Deprivation** - unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, hobbies etc.)
- **Area Deprivation** - where you live (rural areas), where you work (accessibility of public transport)
- **Socio-economic Background** – for example, parents’ education, employment and income

Indicate a positive or negative impact, or both where they apply, and the severity of this impact by coding the sections of the grid based on the below. *If there is no/neutral impact, please leave blank.*

| Negative Impact |  | Positive Impact |  |
|-----------------|--|-----------------|--|
| N1              | Negative impact – mild                     | P1              | Positive impact – mild                     |
| N2              | Negative impact – moderate                 | P2              | Positive impact – moderate                 |
| N3              | Negative impact – significant              | P3              | Positive impact – significant              |
| N4              | Potential for negative impact (but unsure) | P4              | Potential for positive impact (but unsure) |

| Areas of inequality that may arise from socio-economic disadvantage – definitions  |
|--|
| <b>Education</b> : The capability to be knowledgeable, to understand and reason, and to have the skills and opportunity to participate in the labour market and in society   |
| <b>Work</b> : The capability to work in just and favourable conditions, to have the value of your work recognised, even if unpaid, to not be prevented from working and to be free from slavery, forced labour and other forms of exploitation |
| <b>Living Standards</b> : The capability to enjoy a comfortable standard of living, in appropriate housing, with independence and security, and to be cared for and supported when necessary.  |
| <b>Justice, Personal Security and Community Safety</b> : The capability to avoid premature mortality, live in security, and knowing you will be protected and treated fairly by the law  |
| <b>Health</b> : The capability to be healthy, physically and mentally, being free in matters of sexual relationships and reproduction, and having autonomy over care and treatment and being cared for in the final stages of your life        |

| <b>Participation:</b> The capability to participate in decision making and in communities, access services, know your privacy will be respected, and express yourself |                            |      |        |           |                              |               |                      |
|---|----------------------------|------|--------|-----------|------------------------------|---------------|----------------------|
| <b>Groups</b>   | <b>Areas of inequality</b> |      |        |           |                              |               |                      |
|   | Living Standards           | Work | Health | Education | Justice and community safety | Participation | Physical Environment |
| Children living in poverty  |                            |      | P2     | P2        |                              | P2            | P3                   |
| Low income households without dependent children  |                            |      |        |           |                              |               |                      |
| Unemployed young people   |                            | P4   |        |           |                              |               |                      |
| Long term unemployed  |                            | P4   |        |           |                              |               |                      |
| Homeless households   |                            |      |        |           |                              |               |                      |
| Refugees, migrants and asylum seekers   |                            | P4   | P4     | P2        |                              |               | P2                   |
| Deprived neighbourhoods - WIMD rank in 10% most deprived LSOA   |                            |      |        |           |                              |               |                      |
| People on Universal Credit / income related benefits  |                            |      | P4     | P4        |                              |               |                      |
| Adults with no qualifications or low qualifications   |                            |      |        |           |                              |               |                      |
| People living in low quality housing or in Houses of Multiple Occupation  |                            |      | P4     | P4        |                              | P4            | P4                   |

### 1. What evidence do you have about socioeconomic disadvantage and inequalities of outcome in relation to this decision?

As an 'Education' plan, it will reduce potential inequalities of outcome in education by increasing the number of ASD placements across the city. This will positively impact on wellbeing goals a prosperous Wales and a more equal Wales and the wellbeing objective to improve skills, educational outcomes and employment opportunities.

Admission to the proposed Autistic Spectrum Disorder (ASD) Additional Learning Needs (ALN) base will not be via the Council's usual admission arrangements. Instead, admission is based on individual need following an assessment undertaken by the Education Inclusion Team. Increased provision for pupils with ASD would have a beneficial impact on equality of access to appropriate education.

**2. Please describe how you have ensured your engagement has considered the views of people living in Newport who are affected by socio-economic disadvantage.**

The consultation information was made available and shared with all groups across Newport. Versions of the documents were available in the form of the full version, a shortened easy read version aimed at children and young people and an ASD friendly version. These documents were available digitally and in hard format on a variety of digital platforms online and at various locations across the city. On the inside cover of the consultation documents, a list of languages was provided that the document could have been translated into on request. This enabled people from all groups to access the consultation. The published consultation report provides a summary of the responses received regarding the proposal, and this will be considered by the Cabinet Member when deciding how to proceed.

**3. Does this decision contribute to a cumulative impact?**

Yes. This is the third proposal to increase provision for pupils with ASD since the establishment of Ysgol Bryn Derw in 2017. The previous two proposals increased the capacity of Ysgol Bryn Derw from 48 to 68, and from 68 to 96, as outlined in this assessment.

## Part 3: Actions and Outcomes

Considering any negative impacts that you have identified, indicate below how you will reduce these, increase the potential for positive impacts, and how you will monitor those impacts. Further guidance on how to complete your action plan can be found [here](#).

| IMPACT ON PEOPLE THAT SHARE PROTECTED CHARACTERISTICS   |   |   |              |
|---|---|---|--------------|
| Summary of impact   | Action to reduce negative impact / opportunities to increase positive impacts   | How this impact will be monitored   | Owner        |
| Relocation of current SLC provision accessed by 23 Llanwern High School Pupils to another area of the school is likely to cause some short-term anxiety | The provision will be relocated to another part of the school, and the pupils will continue to be supported by the same teachers and staff, in familiar surroundings. The Health, safety and wellbeing of all pupils is the primary concern of both the Local Authority and Llanwern High School. | The happiness and wellbeing of pupils accessing the SLC provision will be assessed by teachers and staff with support from Newport City Council's Additional Learning Needs team. | NCC ALN team |

|  |  |  |              |
|--|--|--|--------------|
| and distress to some pupils and their families |  |  |              |
|  |  |  |              |
| <b>IMPACT ON WELSH LANGUAGE</b>                |  |  |              |
| <b>Summary of impact</b>                       | <b>Action to reduce negative impact / opportunities to increase positive impacts</b> | <b>How this impact will be monitored</b> | <b>Owner</b> |
|  |  |  |              |
|  |  |  |              |
| <b>SOCIO-ECONOMIC IMPACTS</b>                  |  |  |              |
| <b>Summary of impact</b>                       | <b>Action to reduce negative impact / opportunities to increase positive impacts</b> | <b>How this impact will be monitored</b> | <b>Owner</b> |
|  |  |  |              |
|  |  |  |              |
| <b>SUSTAINABLE DEVELOPMENT PRINCIPLE</b>       |  |  |              |
| <b>Summary of impact</b>                       | <b>Action to reduce negative impact / opportunities to increase positive impacts</b> | <b>How this impact will be monitored</b> | <b>Owner</b> |
|  |  |  |              |
|  |  |  |              |

Once your FEIA is complete, please forward to [ncequality@newport.gov.uk](mailto:ncequality@newport.gov.uk)

Mae'r dudalen hon yn wag yn