

Report

Cabinet Member for Education & Young People

Part 1

Date: 24 October 2016

Item No:

Subject New ASD School – move to statutory notice

Purpose To seek approval to move to the Statutory Notice stage on the proposal “**to establish a new special school in Newport to accommodate pupils with Autistic Spectrum Disorder (ASD) on the current infant site of Gaer Primary School, with effect from April 2017**”.

Author Amanda B Davies, Assistant Head of Education (Resources & Planning)

Ward All

Summary Formal consultation has been carried out on the proposal “**to establish a new special school in Newport to accommodate pupils with Autistic Spectrum Disorder (ASD) on the current infant site of Gaer Primary School, with effect from April 2017**” during the period 11th April 2016 and 22nd May 2016. A “Consultation Report” which describes the findings in some detail has been published on the Council web site. This report references those findings and makes a recommendation to move to the publication of a statutory notice in respect of this proposal. During that statutory notice legal objections can be set by any consultee, which would need to be considered before any final determination is taken.

Proposal To move to the publication of a statutory notice for 28 days in respect of the proposal “**to establish a new special school in Newport to accommodate pupils with Autistic Spectrum Disorder (ASD) on the current infant site of Gaer Primary School, with effect from April 2017**”.

Action by Chief Education Officer

Timetable Immediate

This report was prepared after consultation with:

- Strategic Director – People
- Headteacher, Maes Ebbw Special School
- Chair of Governors, Maes Ebbw Special School
- Senior HR Business Partner
- Senior Finance Business Partner
- EY & Integration Business Manager
- Service Development Manager
- 21CS Client Manager
- School Admissions & Appeals Manager

Signed

Background

Following a formal consultation period from the 11th April 2016 to the 22nd May 2016, it was appropriate to publish a “Consultation Report” on the findings and after full consideration of the findings to take a decision whether or not to move to the next stage of the statutory consultation process which is to publish a statutory notice. A copy of the Consultation Report is attached at Appendix 1, the following is a synopsis.

Formal Consultation Findings:

Consultation Responses

9 consultation responses were received, providing the following responses:

- 7 respondents supported the proposal (78%)
- 1 respondent did not support the proposal (11%)
- 1 respondent did not confirm whether or not they supported the proposal (11%).

Three additional sets of comments were received offering comments and seeking clarification on the consultation subject. These have been addressed via “Frequently Asked Questions”, posted on the Council web site and contained within the “Consultation Report”.

The formal response from Estyn includes the following summary:

“The proposer has clearly defined the benefits of establishing a school for pupils who have been diagnosed with autistic spectrum disorder. However it is difficult to make a judgement on the impact of the proposal as it will be a new school with new staff and so has no performance data available. In addition, performance data from Maes Ebbw School has not been provided or analysed although the most recent Estyn inspection monitoring report would appear to indicate that standards should at least be maintained should the proposal go ahead.”

For clarity, it is intended that the new school will be established as a special school entity and not be part of Maes Ebbw Special School.

Learner Voice

Twenty completed questionnaires were returned and have assisted in determining the Learner Voice with the outcome that there was overall support for the proposal by pupils.

A full “Consultation Report” is attached as Appendix 1 including reference to the Learner Voice. It includes a section called “Frequently Asked Questions” which responded to all questions raised and was published on the Council web site.

Financial Summary

CAPITAL:

Capital costs are incurred through a combination of the use of Newport City Council financing and the 21CS capital programme. The 21CS Strategic Outline Programme in 2010 and again in 2011 stated the intention to deliver a school for pupils with Autistic Spectrum Disorder within the city, thereby reducing out of county placements. The 21CS grant covers capacity building for pupils with Autistic Spectrum Disorder to a level of £1m, jointly funded by the Council and WG on a 50% match funded basis. In addition the Council has supported the project to a level of £3.3m.

REVENUE:

The funding required for the operation of the school will be provided through the Council's overall schools budget. The profiled budget requirements have been included within the Council's medium term financial plan for consideration within the current budget round. The school once established will require appropriate funding from within the overall schools budget, whether or not the proposal for growth within the current MTFP is accepted.

The MTRP profile reflects the school fully opening to pupils from September 2017.

The required funding profile for the school is as follows:

	Year 1 (Current) £	Year 2 £	Year 3 £	Ongoing £	Notes including budgets heads affected
Costs (Income) Net Costs (Savings) Net Impact on Budget		576	314		
		576	314		

Risks

Risk	Impact of Risk if it occurs* (H/M/L)	Probability of risk occurring (H/M/L)	What is the Council doing or what has it done to avoid the risk or reduce its effect	Who is responsible for dealing with the risk?
Failure to move to statutory notice	L	L	This risk has been mitigated by carrying out a full and public statutory consultation process, which includes a 42 day formal consultation before moving to publication of a statutory notice	Chief Education Officer

* Taking account of proposed mitigation measures

Links to Council Policies and Priorities

Council Improvement Plan
 Education Service Plan
 21CS Strategic Outline Plan
 National Implementation Plan for 3 – 16 Education
 Wellbeing of Future Generations (Wales) Act 2015

Well-being of Future Generations (Wales) Act 2015

The decision to move to the publication of a statutory notice on the proposal for a new ASD school fulfils the Act in the following ways:

A prosperous Wales	...which develops a skilled and well-educated population...
A healthier Wales	A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.
Sustainable Development principle – involvement through consultation	The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves

Options Available

Option 1: to move to the publication of a statutory notice for 28 days, which is the next stage in the statutory consultation process and continues to allow for consultees to have their say and set legal objections against the proposal.

Option 2: not to move to the publication of a statutory notice, but to cease the proposal after the formal consultation period, this would mean not concluding the full statutory consultation process in order to take the decision to establish this school.

Preferred Option and Why

Option 1 is preferred as it takes the next stage in the full statutory consultation process and allows all consultees to fully consider the proposal during an additional 28 day period before taking any final determination on the proposal.

Comments of Chief Financial Officer

Although there are no major financial implications of moving to formal consultation phase, the financial consequences of new schools is a factor considered within the medium term financial plan of the Council, and is therefore considered within the normal budgetary process of the Council. No decisions have yet been made with regard to proposals within the current MTFP, however the school, once established will require funding from within the overall schools budget irrespective of pending decisions with regard to the current MTRP.

There are consequences with regard current funding of all schools if growth within the MTFP for new schools is not accepted, as the current level of the overall schools budget will be required to fund additional schools without additional funding. Therefore overall funding will need to be allocated across more schools, and will become diluted.

Further reports will be brought before the Cabinet Member as the process continues.

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 Special school for pupils with ASD on the vacant site of the former Gaer Infants School site has been formally published and subjected to formal consultation in accordance with the statutory procedure. The proposed school is required to meet the need for specialist ASD education in Newport. In accordance with the statutory procedures, a detailed consultation document has been prepared, setting out the reasons for the proposals, and there has been meaningful consultation with key stakeholders, including children and young people, who are likely to be affected by the changes. The consultation responses are attached to the Report and are mostly supportive, with only one specific objection, which does not impact on the original educational reasons for the proposal. The Cabinet Member is now required to consider these representations and decide whether or not to proceed with the necessary statutory notices. If the decision is taken to proceed, then 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) must be allowed for statutory objections. If there are no objections, then the final decision can be taken by the Cabinet Member but if there are any unresolved statutory objections then the final decision will be referred to full Cabinet.

Staffing Implications: Comments of Head of People and Business Change

There are no immediate staffing implications as a result of moving to the next stage of statutory consultation. However, depending on the final decision on this report, in future the school will need to be resourced and this will have staffing implications.

This proposal fits one of the five aspects of the sustainable development principle of the Well-being of Future Generations (Wales) Act by involving people with an interest at the appropriate stages of decision making.

As required a Fairness and Equality Impact Assessments (FEIA) has been completed and is attached

Local issues

None

Scrutiny Committees

None

Equalities Impact Assessment

An updated Fairness & Equality Impact Assessment is included at Appendix 2.

Children and Families (Wales) Measure

The Learners Voice was captured as part of the Formal Consultation with details reported in Appendix 1.

Consultation

Background Papers

The Consultation Report is on the Newport City Council web site.

Dated: October 2016

Enc: Appendix 1 Consultation Report
Appendix 2 Fairness & Equality Impact Assessment – updated

APPENDIX 1

Newport City Council Consultation report

Proposal to establish a new special school in Newport to accommodate pupils with Autistic Spectrum Disorder (ASD), on the current infant site of Gaer Primary School, with effect from January 2017 or as soon as possible thereafter, that is to say April 2017.

**Formal Consultation period:
11th April 2016 to 22nd May 2016**

Purpose

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

This consultation report includes the following sections:

- The Proposal
- Stakeholder Engagement
- Everyday Summary Version – Children & Young People
- Consultation Responses
- Estyn
- Learner Voice
- Frequently Asked Questions

The Proposal

To establish a new special school in Newport to accommodate pupils with Autistic Spectrum Disorder (ASD), on the current infant site of the Gaer Primary School, with effect from January 2017, or as soon as possible thereafter, that is to say April 2017.

Stakeholder Engagement

An invitation to take part in the statutory consultation was issued to the following stakeholders, with a link to the consultation pack on the Council's website sent by e-mail, or hard copies being made available through the schools.

- Teachers, staff and the governing body of Maes Ebbw School;
- Parents, carers and guardians of pupils attending Maes Ebbw School;
- Pupils at Maes Ebbw School;
- Parents, carers and guardians of pupils living in Newport with a diagnosis of ASD;
- Pupils living in Newport with a diagnosis of ASD;
- The Newport ASD Steering Group;
- The Chief Education Officers / Directors of Education of all bordering and consortium LAs – Monmouthshire County Council, Torfaen County Borough Council, Caerphilly County Borough Council, Blaenau Gwent County Borough Council and Cardiff City Council;
- The Church in Wales, Diocese of Monmouth;
- Roman Catholic Archdiocese;
- The Headteacher and Governing Body of all Newport schools;
- All Newport City Council elected members;
- Newport City Council Scrutiny Committee;
- The Welsh Ministers;

- Assembly Members (AMs) and Members of Parliament (MPs) representing the area served by any school which is subject to the proposals;
- Welsh Government;
- Estyn;
- Teaching and staff trade unions representing teachers and staff at Maes Ebbw School;
- The South East Wales Education Achievement Service;
- Local Authority Transport departments;
- The Police and Crime Commissioner for Gwent;
- All Newport Community Councils;
- The local Communities First partnership (or equivalent);
- SNAP Cymru.

The following consultation events were arranged. These were publicised via a letter to stakeholders, on the Council website and through the consultation document.

Venue	Date and Time	Event type
Civic Centre, Newport NP20 4UR	18 th April 2016 4.00pm – 6.00pm	Drop-in event
Civic Centre, Newport NP20 4UR	15 th April 2016 10.00am – 12 noon	Drop-in event

Officers from the Council also attended a support group for parents of children with ASD to discuss the proposal.

Everyday Summary Version – Children & Young People

An Everyday Summary Version of the main consultation document was published and this is also targeted at children and young people.

In addition a children's questionnaire was created and distributed to all pupils attending Maes Ebbw School and Learning Resources Bases in Newport with a diagnoses of ASD, along with those pupils resident in Newport with a diagnosis of ASD who are currently placed in out-of-county day provision. An officer from the Council also met with a group of pupils from Maes Ebbw School to listen to the Learner Voice. A summary of the responses received is outlined in the Learner Voice section.

Consultation Responses

9 consultation responses were received, providing the following responses:

- 7 respondents supported the proposal (78%)
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- 1 respondent did not confirm whether or not they supported the proposal (11%).

Three additional sets of comments were received offering comments and seeking clarification on the consultation subject. These have been addressed via Frequently Asked Questions, and have been included within this report.

Estyn

The formal response from Estyn includes the following summary:

"The proposer has clearly defined the benefits of establishing a school for pupils who have been diagnosed with autistic spectrum disorder. However it is difficult to make a judgement on the impact of the proposal as it will be a new school with new staff and so has no performance data available. In addition, performance data from Maes Ebbw School has not been provided or analysed although the most recent Estyn inspection monitoring report would appear to indicate that standards should at least be maintained should the proposal go ahead."

Learner Voice

Twenty-two completed questionnaires were returned and have assisted in determining the Learner Voice. The responses are outlined below, but in summary 91% of respondents felt that the proposal was a good one, and overall would benefit pupils living in Newport.

Question 1

Do you think having a new ASD school in Newport is a good idea?

- Yes (20)
- No (1)
- No clear answer (1)

Question 2

Do you think having an ASD school in Newport will be better than travelling to schools in other areas?

- Yes (17)
- No (2)
- Don't know (2)
- No clear answer (1)

Question 3

What do you think will be good about having an ASD school in Newport?

- To meet demand;
- To help and support for children with ASD;
- Dedicated base with long term stability for children with ASD;
- More tailored approach to teaching children with ASD;
- Better transition;
- Good for children with other difficulties to have another school more dedicated to their needs;
- Less reliance on taxis and reduced travel time;
- Familiar local environment;
- Better choices and supporting families within Newport;
- Enables parents to help out at the school;
- More space;
- Good practice at Maes Ebbw can be shared;
- Specialist staff;
- Children are content with existing arrangements;
- Competition.

Question 4

Are there any reasons you can think of why we shouldn't open an ASD school in Newport?

- Increased traffic;
- Not enough space;
- Opportunities for children needing special education;
- Proposed facilities are not as good as those on offer at other schools;
- May adversely affect children who are currently attending alternative provision.

Question 5

Are you excited about having an ASD school in Newport?

- Yes (17)
- No (1)
- Don't know (3)
- No clear answer (1)

Question 6

Do you have anything else you would like to tell us?

- Please proceed without delay;
- Keep up the good work;
- Positive that there is recognition that new school is needed but need to consider where children currently go to school;

- Improve range of help available;
- No child or family wants to go to other areas for schooling;
- Increasing demand makes it sensible to have a school locally;
- Local school beneficial to reduce travel time;
- Better transition;
- Parents become anxious when children have to travel longer distances to get to school;
- Hopefully staff will be specialised to cope with challenging pupils;
- Children are content in existing provision;
- Where are families going?

Frequently Asked Questions

Frequently Asked Questions received about the proposal have been published on the Council web site and are included for information below:

My child is currently attending an out-of-county placement where he / she is very happy and settled. Will they be forced to move to this school when it opens?

If following the formal consultation a decision is taken by the Cabinet Member for Education to proceed with the proposal, all pupils and parents of pupils attending specialist ASD day placements will be contacted formally to explore whether or not they wish to consider placement at the new ASD School in Newport.

For pupils and parents of pupils who wish to consider this, a meeting will be arranged in order to discuss possible transition into the new ASD School from their existing educational provider. If following initial contact, the pupil and parent of the pupil do not wish to explore this option and would prefer to remain attending their existing placement, this will be respected and no further discussions will take place regarding transition into the new ASD School within Newport.

Will a child require a statement of Special Educational Needs to be considered for admission to the new school?

Yes. All pupils who attend the new ASD School will have a Statement of SEN detailing a formal diagnosis of ASD, confirmed in writing by a medical practitioner. Whilst this may be subject to change in the future pending Welsh Governments proposal to replace Statements of SEN with Individual Development Plans (IDP's), the current SEN Code of Practice includes a requirement for a pupil to have a Statement of SEN in order to access the ASD School.

However, not all pupils with a Statement of SEN and a formal diagnosis of ASD will be appropriate for placement within the new school, as it will cater for the needs of those pupils whose needs cannot be met within mainstream and / or Learning Resource Base placement.

Admission to the new ASD School will be determined by the SEN Panel in liaison with the appointed Headteacher following formal recommendation of a pupil review meeting. It will not be possible to apply for placement at the new ASD School via the Schools Admissions Team.

How much autonomy will the Headteacher have over admissions to the new school and to what extent will this be in consultation with the Council? Will there be representation on the Managed Moves Panel?

Admission to the new ASD School will be determined by the SEN Panel in liaison with the appointed Headteacher following formal recommendation of a pupil review meeting. It will not be possible to apply for placement at the new ASD School via the Schools Admissions Team.

All pupils who attend the new ASD School will have a Statement of SEN and therefore all referrals will be considered by the SEN Panel, not the Managed Move Panel. If a pupil is identified by the Managed

Move Panel as possibly being appropriate for placement, a referral can be made to the SEN Panel for consideration.

Will the school be able to provide support to pupils with PDA along with training on ASD strategies and good practice?

Pathological Demand Avoidance (PDA) is now considered to be part of the autism spectrum. Individuals with PDA share difficulties with others on the autism spectrum in social aspects of interaction, communication and imagination. However, the central difficulty for people with PDA is the way they are driven to avoid demands and expectations. This is because they have an anxiety based need to be in control. People with PDA seem to have a better social understanding and communication skills than others on the spectrum and are able to use this to their advantage. It will be important to ensure that the new ASD School is able to identify pupils presenting with PDA and provide support and strategies to help them within the school setting.

Will the ASD School be attached to Gaer Primary School and Maes Ebbw and if so, could pupils in the ASD School also attend these provisions?

The proposed ASD School will be a stand-alone school with no formal association with another. Whilst it will be in close geographical location to Gaer Primary School, it is not attached to and will not form part of this school. Likewise, there are no formal links with Maes Ebbw School.

In order to maximise opportunities for pupils who attend the new ASD School to integrate where appropriate with mainstream peers, links will be established with the a pupil's catchment school in order to facilitate this. This may include joining the catchment school for a variety of activities include assemblies, prescribed lessons and PE sessions, as well as whole school activities and excursions. Any opportunities for integration will be tailored to meet the individual pupil's needs and interests.

Will pupils who attend the proposed ASD School have access to therapies?

A range of therapies to meet the individual pupils needs, including Speech and Language, Occupational and Physiotherapy amongst others, will be available as prescribed by the pupils Statement of SEN. These will be provided within the school environment and reinforced throughout the child's individualised curriculum, as deemed appropriate by the relevant professional.

Will transport be available to pupils who attend the ASD School?

Transport will be provided by the Local Authority to / from the ASD School for those pupils identified as requiring it within their individual Statement of SEN. This will be in line with the Council's Transport Policy.

Will Roman Catholic Schools be able to access this school for pupils that require this type of education?

The proposed ASD School will be available to pupils, regardless of faith, who meet the criteria for a placement. This will be devised if the proposal is confirmed and when legal consultation is completed by the Local Authority in conjunction with the appointed Head teacher and governing Body.

Will the proposed ASD School be able to provide support and advice to primary schools for pupils with ASD?

The proposed ASD School will be the central 'hub' for ASD practice within Newport. There will be a wealth of experience and expertise available within the School that will benefit both pupils placed as well as all other schools within Newport through outreach support.

Therefore, all schools within Newport will be able to access specialist knowledge and resources, as appropriate, to support pupils within mainstream, learning resource bases and specialist placements, with ASD.

The proposal states that supportive therapies – speech, physiotherapy and occupational therapy – will be available on site. Where will this resource come from?

If a pupil has been assessed as requiring individual therapies as part of their educational provision, this will be detailed within Part 3 of the pupils Statement of SEN. Where interventions have been assessed and agreed by the Local Health Board (Aneurin Bevan Health Board), practitioners will visit the proposed ASD School in order to deliver this. This will also be applicable to any private therapists that are procured by the LA. Interventions such as these are currently delivered by professionals from a range of ABHB teams at all schools within Newport, including mainstream and specialist settings, in order to support individual pupil development.

Where is the evidence that outcomes for children would be improved by this principle in a cost effective way?

The development of an ASD specific school within Newport would enable the Council to educate some of the city's most vulnerable children within their local area, enable both the Pupil and Parents to build effective relationships with peers in their local community and enable the LA to effectively support pupils and Parents with in-house advisory teams and support services. This is in line with the efficient and effective use of public resources.

At present, the average cost of an ASD day placement outside of Newport is approximately £45 k per annum. This does not include transportation costs to / from school which if on an individual basis is approximately an additional £15 k per annum. The proposed provision within Newport would cost approximately £30 k per pupil with transport costs variable depending on the pupil's home address within the city. This is a significant saving for Newport of approximately £15 k per annum on the school placement with transportation savings being an additional saving to this.

In accordance with the School Organisation Code (2013) this report is published electronically on Newport City Council's website at www.newport.gov.uk

To request a hard (paper) copy of this document please contact Newport City Council's Education Service Development Manager on 01633 656656 or email school.reorg@newport.gov.uk

Fairness and Equalities Impact Assessments F&EIAs (2015)

APPENDIX 2

This form presents evidence that equalities, Welsh language and fairness have been considered when taking policy and service delivery decisions in Newport City Council.

Our Equalities focus is taken from the Equalities Act 2010: we consider the nine protected equalities characteristics- age, gender reassignment, disability, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation.

Under the General Equality Duty we have a duty to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity and
- Foster good relations

across the nine protected characteristics.

Under the Welsh Language Measure 2011 the Welsh language cannot be treated any less favourably than the English language

In Newport we focus on Fairness through the following themes: Health, Poverty, Skills and Work, Domestic Abuse and Tackling Area Based Deprivation.

Service Area	Head of Service	Person responsible for the Assessment:	Date of Assessment
Education	James Harris	Amanda B Davies	1 st October 2016

1. What is the policy/ service being assessed?

To publish the proposal to establish a new special school for pupils with Autism, on the site of the former Gaer Infants School, with effect from January 2017, or as soon as possible thereafter. Publication of the proposal is by Statutory Notice for 28 days.

2. What is the purpose of the policy/ service change?

To provide education within a seamless transition from 3 – 19 for pupils with Autism at a school within Newport.

3. Protected Characteristics

Protected Characteristic	Who are the customers/service users/ potential service users?	If we take this decision what is the potential impact? The impact may be either positive or negative Explain how people may be affected and give the evidence for this	Action Plan to address issues raised What changes or practical measures would reduce adverse impact on particular groups. What changes would increase positive impacts e.g. improve access or opportunity May be revisited post consultation	Who is responsible?	Timeframe to review
Age	Pre-school and school aged children Parents / Carers	The expected impact of the proposal is to provide education within a seamless transition for primary school and secondary school pupils with Autism at this school within Newport.			
Gender reassignment					
Disability		Any new construction on site to support a new special school for pupils with Autism will be DDA compliant			
Marriage/Civil Partnership					
Pregnancy and Maternity	Prospective parents	The availability of places at this school will be			

		positive for prospective parents.			
Race					
Religion/belief (or the absence of)					
Sex					
Sexual Orientation					
Welsh language	No – the proposal concerns English language provision	The decision will not affect Welsh-medium education provision; the Welsh language elements of the curriculum will apply to the new special school for pupils with Autism in line with provision across the city having regard for additional learning needs		Chief Education Officer	

4. Who has the service consulted regarding the proposed change? When should new consultation take place?

NB: It is essential that service users and other interested parties are involved in the planning process at the earliest opportunity. Consultation at an initial stage should be along broad themes. It is appropriate to ask what services are valued, how services could be changed and or what could be done differently. This feedback should then inform your business case proposals and the F&EIA. When specific proposals have been drawn up, they too will need to be consulted upon. All stakeholders and their views need to be represented.

The publication of a Statutory Notice for a period of 28 days, follows a 42 day period of formal statutory consultation with identified stakeholders

including local and regional providers, pupils, parents, carers and staff in respect of the Special sector of education, Community councils, neighbouring Local Authorities, education professionals, Welsh Ministers.

5. What evidence/ data has been used to complete this F&EIA (This will include local and national guidance)

Publication of a statutory notice will be carried out in accordance with the School Standards and Organisation (Wales) Act 2013, and the Statutory Code, 2013. Special Sector school places are provided in accordance with the School Standards and Framework Act, 1998.

6. How will the relevant groups be advised of the changes and the F&EIA?

Publication of statutory notices on the internet and at school gates.

7 How will the policy/ practice make Newport more or less fair in relation to:

- Health Inequalities
- Child Poverty
- Skills and Work
- Tackling Domestic Violence
- Alcohol and Substance misuse
- Homelessness
- Armed Forces Veterans

Improved equality of access to funded education places – all community maintained schools have nursery provision

Improved equality of access to early years education – local provision and more choice within the mixed economy including school

Improved equality of access – seamless transition through the school for ages 3 – 19

Potential to increase provision of affordable ‘wrap around’ childcare on site

8. How will the service / policy affect local areas of the city?

Will it have a positive or negative impact in terms of fairness and addressing local area deprivation (you will need to use spatial data available through the Newport Profile and specific Ward Profiles to address this question)?

Access to education provision across Newport has been limited for many years, with a dependency upon out of area placements.

As an authority we aspire to delivering education for all Newport pupils in Newport.

9. In summary, how does the changed service /policy promote good community relations (cohesion)?

The proposal will support access to education generally and integration with other schools as and when appropriate, forging relationships with peers, teachers and parents in the community. This will help to build positive relationships in and around the school. It is accepted that the increased traffic flow in the vicinity could cause some frustration to local residents. A travel plan explaining what efforts will be made to address this issue will be developed alongside the planning application.

10. In summary, how does the changed service /policy promote equality?

The proposal will support delivery of a 3 – 19 special school for pupils with Autism. Families will be able to access a seamless transition within the special education sector for pre-school and school pupils to enjoy their education from 3 – 19 within the city of Newport. Parents of any child of eligible age can apply for a place and will be supported through the admission process by the Special Education Needs team.

11. In summary, how does the changed service /policy eliminate discrimination?

The proposal will provide equality of access to pupils with Autism to enjoy the same education services as all other community maintained schools in Newport.

Completed by: Amanda B Davies: Assistant Head of Education (Resources & Planning)

Date: October 2016



Signed off by: James Harris: Chief Education Officer

Date: October 2016

