

# Report

## Cabinet Member for Education & Skills

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### Part 1

Date: 25 October 2017

**Subject** **School Reorganisation Proposal – Removal of Learning Resource Base (LRB) provision at Llanwern High School – Permission to publish a statutory proposal**

**Purpose** To move to the publication of a statutory notice on the school reorganisation proposal “to permanently remove the Learning Resource Base provision currently at Llanwern High School with effect from January 2018”

**Author** Deborah Weston, Education Service Development Manager

**Ward** All Wards

**Summary** Formal consultation has now concluded on the school reorganisation proposal “to permanently remove the Learning Resource Base provision currently at Llanwern High School with effect from January 2018”. The Learning Resource Base is currently empty, all pupils having moved to alternative provisions with effect from 1<sup>st</sup> September 2017.

The formal consultation was carried out between 10<sup>th</sup> July 2017 and 24<sup>th</sup> September 2017. Following conclusion of this process a consultation report, which describes the consultation process and feedback received in some detail, has been drafted and is attached at Appendix 1. The report has also been published on the Newport City Council website and shared with stakeholders as outlined in the statutory School Organisation Code.

This report references those findings and makes a recommendation to move to publish a statutory proposal. During this statutory proposal period, legal objections can be lodged by any stakeholder, and will need to be considered before any final determination is taken.

**Proposal** **To move to the publication of a statutory proposal for a period of 28 days in respect of the proposal “to permanently remove the Learning Resource Base provision currently at Llanwern High School with effect from January 2018”.**

**Action by** Interim Head of Education

**Timetable** Immediate

This report was prepared after consultation with:

- Strategic Director - People
- Education Senior Management Team
- Senior HR Business Partner
- Senior Finance Business Partner
- Schools Resources Manager

- Headteacher, Llanwern High School
- Chair of Governors, Llanwern High School

**Signed**

## **Background**

A formal consultation on the proposal to permanently remove the Learning Resource Base from Llanwern High School was carried out between 10<sup>th</sup> July 2017 and 24<sup>th</sup> September 2017. Following conclusion of this process a consultation report was prepared, published on the Newport City Council website and shared with stakeholders as outlined in the statutory School Organisation Code.

There is now a requirement to consider the content of this report and determine whether or not it is appropriate to move to the next stage in the school reorganisation process which is the publication of a statutory proposal. During this statutory proposal period, legal objections can be lodged by any stakeholder, and if any are received will need to be considered before any final determination is taken.

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 was issued to an extensive list of stakeholders, with two separate drop-in events arranged where people directly affected by the proposal could attend to find out more information and share their views. The first of these events was held at Llanwern High School and was attended by four separate past, present or prospective parents. The second event held at the Civic Centre did not generate any attendance.

The specific questions raised and comments made at this event are outlined within the Consultation Report at Appendix 1 (page 9 of this report).

## **Learner Voice**

Whilst a children's questionnaire was created and shared with Llanwern High School for distribution amongst pupils, it was unfortunate that no completed responses were returned to the Council.

However officers visited the Learning Resource Base and met with a small group of pupils who were at the time attending the provision. Of the three pupils present:

- one chose not to engage with the officers,
- one indicated that he was indifferent to the proposal and
- the third stated that he was sad about the proposed closure of the provision and was concerned about moving into a mainstream environment.

## **Consultation Responses**

4 consultation responses were received from stakeholders, only 1 of which was in support of the proposal. The three responses against the proposal stated reasons including that:

- The LRB is an important part of the school community which is vital in helping pupils with additional needs to develop their skills;
- Education should come before cost, and;
- There could be a detrimental or negative effect on the pupils placed in the LRB as their education would be disrupted.

Whilst acknowledging these potential issues, the Local Authority remains committed to the proposal to permanently close the LRB. This will support and promote inclusion as pupils will now be taught in a mainstream environment, rather than in a small group provision, with additional support and increased outreach services from the Pupil Referral Unit (PRU) being provided where appropriate to meet the specific needs of individual pupils.

## Estyn

The formal response from Estyn concluded that “the proposal is likely to at least maintain the present standards of provision and has the potential for individual pupil needs being better met at more inclusive Additional Learning Needs (ALN) settings within mainstream host schools”, and that the majority of aspects had received appropriate consideration.

However the response also stated that some additional information should have been included in the consultation document and also raised some additional questions for consideration by the Council. These comments and questions, and the Local Authority responses, are outlined within the Consultation Report at Appendix 1 (pages 10-12 of this report).

## Financial Summary

As part of the 2017/2018 budget setting process, it was agreed that funding would cease for the LRB provision at Llanwern High School with effect from September 2017. The proposal will result in part year savings in 2017/2018 of £79,000 and a further £54,619 in 2018/2019 to reflect the annual savings of £133,619.

The proposal seeks to formally close the provision from January 2018. Savings will be achieved in advance of formal closure as funding will no longer be attached to the unit directly.

These total savings may be offset by potential additional costs incurred from increased pressure on the Council’s Special Educational Needs budget if any of the pupils currently in the unit require specialist provision or additional curriculum. These figures, if they arise, cannot be quantified at the present time as they will be needs led, and will need to be managed within other specific ALN budgets.

## 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 consultation process in accordance with the statutory School Organisation Code. The proposal cannot be progressed without publishing a statutory notice.	Interim Head of Education

\* Taking account of proposed mitigation measures

## Links to Council Policies and Priorities

Wellbeing of Future Generations (Wales) Act 2015  
Council Improvement Plan  
Education Service Plan

## Options Available

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 the opportunity at which any legal objections can be lodged 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**

The savings shown in this report have already been factored in to the Council's current and future year budget plans. If there was to be any change to the proposal, the savings referred to would need to be found from elsewhere within the total of the Individual Schools Budget (ISB).

### **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 remove the LRB from Llanwern High School is a regulated alteration and, therefore, has to be the subject of formal statutory consultation under the Code. 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 set out in the appendix to the Report and there were three objections based upon a perceived detrimental impact of the closure of the LRB on the provision of education for the affected pupils. However, the formal response from Estyn concluded that the proposals would, at least, maintain current standards of education and there is the potential for the alternative arrangements to better meet their educational needs. The Cabinet Member is now required to consider these representations and decide whether or not to proceed with the necessary statutory notices, having regard to the educational impact of the proposals. 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.

### **Comments of Head of People and Business Change**

As required this proposal has considered all five aspects of the sustainable development principle of the Well-being of Future Generations (Wales) Act. In addition a Fairness and Equality Impact Assessment (FEIA) has been completed and updated following the formal consultation period. This FEIA should be reviewed and updated in light of the statutory notice and at each stage of the decision making process.

From a HR perspective there are potential direct staffing implications as a result of this report. This is in line with the Council's MTRP proposals which have been made in a number of areas to deliver on the savings target for 2017/18. For all proposals with direct staffing implications appropriate consultation will need to be held with staff and trade unions and in line with the appropriate policies. If there are to be any compulsory redundancies in respect of teaching staff, under the Conditions of Service for School Teachers in England and Wales, we would be required to issue notice by the end of October for this to be effective in January 2018. This would not leave enough time for consultation and therefore it is unlikely that any redundancy could take effect until April 2018. For any proposed redundancy to take effect in April 2018 there would be a requirement to issue notice by the end of February 2018.

### **Local issues**

None

### **Scrutiny Committees**

None

### **Equalities Impact Assessment**

The Equality Act 2010 contains a Public Sector Equality Duty which came into force on 06 April 2011. The Act identifies a number of 'protected characteristics', namely age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation; marriage and civil partnership.

The new single duty aims to integrate consideration of equality and good relations into the regular business of public authorities. Compliance with the duty is a legal obligation and is intended to result in better informed decision-making and policy development and services that are more effective for users. In exercising its functions, the Council must have due regard to the need to: eliminate unlawful discrimination, harassment, victimisation and other conduct that is prohibited by the Act; advance equality of opportunity between persons who share a protected characteristic and those who do not; and foster good relations between persons who share a protected characteristic and those who do not. The Act is not overly prescriptive about the approach a public authority should take to ensure due regard, although it does set out that due regard to advancing equality involves: removing or minimising disadvantages suffered by people due to their protected characteristics; taking steps to meet the needs of people from protected groups where these differ from the need of other people; and encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The Fairness & Equality Impact Assessment (FEIA) has been updated and is attached at Appendix 2.

### **Children and Families (Wales) Measure**

Consultation with Children and Young People is outlined in the *Learner Voice* section of this report and the attached Consultation Report.

### **Wellbeing of Future Generations (Wales) Act 2015**

Report writers need to indicate how they have considered the five things public bodies need to think about to show they have applied the sustainable development principle put into place by the Act. You will need to demonstrate you have considered the following:

- Long term: the importance of balancing short- term needs with the need to safeguard the ability to also meet long – term needs ***by ensuring that children with additional educational needs are educated at appropriate placements***
- Prevention: How acting to prevent problems occurring or getting worse may help us meet our objectives ***the needs of pupils with additional educational needs can be met in a more cost-effective manner***
- 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 with key stakeholders, the outcome of which is detailed in the consultation report. This proposal supports the “A prosperous Wales” and “A more equal Wales” 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 statutory consultation has already been carried out. A FEIA has also been prepared and updated to consider the impact of the proposal***
- 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 ***a formal statutory consultation has already been carried out. A FEIA has also been prepared and updated to consider the impact of the proposal***

In summary this proposal supports wellbeing by supporting and promoting inclusion. Pupils will now be taught in mainstream environments, with additional support and increased outreach services from the Pupil Referral Unit being provided where appropriate to meet the specific needs of individual pupils. This will improve skills, educational outcomes and employment opportunities, enabling young people to become independent and resilient.

### **Crime and Disorder Act 1998**

Section 17(1) of the Crime and Disorder Act 1998 imposes a duty on the Local Authority to exercise its various functions with due regard to the likely effect of the exercise of those functions on, and the need to do all that it reasonably can to prevent, crime and disorder in its area.

### **Consultation**

Stakeholder consultation has been carried out and is outlined in some detail in the attached consultation report.

### **Background Papers**

None

**Dated: 25 October 2017**

# **APPENDIX 1**

## **Newport City Council**

### **School Reorganisation Proposal**

### **Consultation Report**

**Proposal to permanently remove the Learning Resource Base provision at Llanwern High School with effect from January 2018**

**Formal Consultation Period:  
10<sup>th</sup> July 2017 to 24<sup>th</sup> September 2017**

#### **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
- Learner Voice
- Consultation Responses
- Estyn
- Copy of the Pupil Questionnaire (at Appendix A)

## The Proposal

To permanently remove the Learning Resource Base (LRB) provision currently at Llanwern High School with effect from January 2018.

## Stakeholder Engagement

An invitation to take part in the statutory consultation was issued to the following stakeholders, with either a link to the consultation pack on the Council's website and an electronic version of the pack sent by e-mail or alternatively by hard copies of the consultation material being issued:

- Teachers, staff and the governing body of Llanwern High School;
- Parents, carers and guardians of pupils attending Llanwern High School, including the Learning Resource Base provision;
- Pupils at Llanwern High School;
- Parents, carers and guardians of children attending Learning Resource Base classes in primary and secondary schools across the City;
- The Headteachers and Governing Bodies of all other Newport schools which host Learning Resource Base classes;
- 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 schools subject to the proposals;
- 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 Llanwern High School;
- The Police and Crime Commissioner for Gwent;
- The local Communities First partnership (or equivalent);
- SNAP Cymru.

The following consultation events were arranged and were publicised via a letter to stakeholders. This information was also publicised on the Council website and throughout the consultation document.

Venue	Date and Time	Event type
Llanwern High School, Hartridge Farm Road, Newport, NP18 2YE	Thursday 13 <sup>th</sup> July 2017 10.00am - 12 noon	Drop-in event
Civic Centre, Newport, NP20 4UR	Tuesday 12 <sup>th</sup> September 2017 4.30pm - 6.30pm	Drop-in event

The first drop-in session was held at Llanwern High School and attended by four separate past, current and prospective parents. The second event held at the Civic Centre did not generate any attendance.

The following points and questions were raised at the first event:

**I am afraid that pupils will be left to ‘survive’ in mainstream when this environment is not suitable for them.**

This will not be the case. The pupils will be able to access small group provision suitable for up to 10 pupils. This will be operated by the school and will cater for pupils across the Year 7 to Year 11 groups. This will be an extension of the current provision which only accommodates Year 7 and Year 8 pupils. Pupils will not be integrated into mainstream classes until it is deemed appropriate for them.

**There is a fear that pupils will be forced to move around the main school building to attend their various lessons.**

Pupils who will attend the re-branded internal provision will be taught in the same room(s) for the majority of the school day. Any integration into mainstream classes will only occur when deemed appropriate for the pupil, and this will be supported as appropriate by nominated members of staff.

**What will happen if pupils need small group placements?**

The school will operate an internal small group provision suitable for up to 10 pupils. This will be available to any pupil requiring such provision, with the aim being to provide a flexible placement which supports small group work with access to mainstream where appropriate.

**What will happen if this provision doesn’t work?**

If a small group placement is not successful for an individual pupil, the school will make a referral to the Local Authority (LA) to consider a more appropriate placement. This will be determined by the Special Education Needs (SEN) Panel and / or the Managed Move Panel, whichever is deemed more appropriate based on individual needs.

**How will transition work for pupils who are currently in Year 6 and may require a small group placement in Year 7?**

Any pupil who is identified as requiring small group provision upon transition will be the subject of discussion between the current primary school, Llanwern High School and the SEN Panel as appropriate. Transition days are standard practice between primary and secondary schools and enhanced transition visits can be arranged for pupils who require this additional support.

**Will pupils receive school transport?**

The Council’s Home to School Transport policy states that free transport will be provided to mainstream secondary-age pupils who reside 3 miles or more from their catchment school, or alternatively from their nearest available school. There is no discretion to provide assistance to pupils who are successful in an application to attend a school that is not their catchment school. Any requests for free transport to be provided to pupils with a statement of SEN will be considered by the SEN Panel.

**There are some pupils who require small group nurture provision but do not meet the entry criteria for other bases. What will happen to those pupils if this LRB closes?**

The SEN Team will liaise with providers across Newport to ensure that there is appropriate provision to meet the needs of all individual pupils. Suitable alternative placements have already been identified for all pupils currently attending the LRB.

**Will the closure of this base mean that pupils living in the catchment area will be disadvantaged in accessing such provision in the future?**

Each Newport secondary school operates alternative small group provision to meet the needs of pupils who are unable to access a full curriculum of mainstream classes.

## Everyday Summary Version – Children & Young People

An Everyday Summary Version of the main consultation document was published and shared with stakeholders. This document was also targeted at children and young people.

Officers from the Council also met with a small number of pupils who were at the time attending the Learning Resource Base at the school. A breakdown of their comments is included in the **Learner Voice** section below.

In addition a children's questionnaire was created and shared with Llanwern High School for distribution amongst pupils. A copy of the questionnaire is shown at Appendix A, although it is unfortunate that no completed responses were returned to the Council.

### Learner Voice

The Education Service Development Manager and the Special Education Needs Manager visited the LRB on 19<sup>th</sup> July 2017 to discuss the proposal with the affected pupils. Unfortunately only three pupils were available, one of whom chose not to engage with the officers.

One of the remaining two pupils indicated that he was indifferent to the proposal and would adapt to any new arrangement that was put into place. His preference would be a mainstream placement.

The final pupil had an opposing view however and said he was sad about the proposed closure of the LRB and had some concerns about moving into a mainstream environment, even though he had more friends in mainstream than in the LRB.

### Consultation Responses

4 consultation responses were received from stakeholders, only 1 of which was in support of the proposal. The three responses against the proposal stated reasons including that:

- The LRB is an important part of the school community which is vital in helping pupils with additional needs to develop their skills;
- Education should come before cost;
- There could be a detrimental or negative effect on the pupils placed in the LRB as their education will be disrupted.

Whilst acknowledging these potential issues, the LA remains committed to the proposal to permanently close the LRB. This will support and promote inclusion as pupils will now be taught in a mainstream environment, rather than in a small group provision, with additional support and increased outreach services from the Pupil Referral Unit (PRU) being provided where appropriate to meet the specific needs of individual pupils.

### Estyn

The formal response from Estyn concluded that the proposer has provided a clear rationale for the proposal and it was Estyn's opinion that "the proposal is likely to at least maintain the present standards of provision and has the potential for individual pupil needs being better met at more inclusive Additional Learning Needs (ALN) settings within mainstream host schools". They felt that the majority of aspects had received appropriate consideration.

However Estyn noted that the projection figures included in the consultation document did not outline how many pupils could be affected by the proposal in the future. The LRB is able to accommodate a maximum of 6-8 pupils each year. Should this proposal be approved and implemented, these young people will be educated in their mainstream host schools with access to additional support from the PRU as required.

It was also Estyn's view that the proposal did not satisfactorily suggest how the LA intended to mitigate the issues identified as potential disadvantages:

- The majority of pupils who were attending the LRB have now successfully moved to small group provision in host schools. The one remaining pupil was not attending the provision regularly and has moved to a small nurture group for vulnerable pupils, which is more suitable to his specific needs.
- None of the staff previously employed to work in the LRB are currently facing redundancy. Some are continuing to working with the pupils in small group mainstream provision and others have taken on alternative roles within Llanwern High School.
- The trained staff employed at host schools and the increased use of outreach support should reduce the number of pupils requiring placements at the PRU and therefore will ensure that they can continue to attend their mainstream schools. In terms of budgetary pressures, funding has been delegated to schools which will enable them to make best use of resources at a local level to support pupils through small group provision, interventions and support.

Estyn also commented that the consultation document failed to provide an analysis of outcomes for pupils attending the LRB and any future effect that the proposal would have on this. However as the provision was restricted to Year 7 and Year 8 pupils only, at which point they were integrated into their mainstream host schools, there are no End of Key Stage Outcomes reported specifically for the Base.

A number of additional questions were also raised. These are outlined below, along with the relevant LA response:

- *Why has the proposer changed its mind that the pupils involved no longer need specialist support?*

There is still recognition that the pupils need specialist support but the LA feels that this can best achieved via small group provision within a host school setting. This will enable extended integration and a more personalised learning pathway.

- *How will the affected pupils cope in a mainstream setting?*

The young people will have access to a high level of support within their mainstream setting. This will include broader access to a menu of interventions and interaction with positive role models. The emphasis will be on the provision of a nurturing environment to support individual needs throughout the school not simply to the end of Year 8 as offered under the current arrangement.

- *How can the LA ensure that mainstream provision is best placed to meet the needs of these pupils?*

The LA has provided extensive training to mainstream staff and there has been collaboration across the City involving staff members that operate small groups and Inclusion Centres in mainstream schools. There is a number of highly skilled staff including Additional Learning Needs Co-Ordinators (ALNCOs) and Emotional Literacy Support Assistants (ELSAs) who will be best placed to work with these young people.

- *Has the proposal been discussed with the parents and pupils likely to be affected and have statements of Special Educational Needs been amended?*

Officers have held drop-in sessions with parents and pupils, and formal statement reviews have been held resulting in the adjustment of statements where necessary and appropriate.

- *How will provision for the child not living within the catchment area be addressed?*

All mainstream schools have Learning Support Centres with small group provision, and collaborative training for staff operating these centres is already in place. This particular pupil has poor attendance and following a review has decided that he does not wish to attend either Llanwern High School or his nearest available school. Provision has therefore been made available for him in a small group placement, aligned to the PRU, for vulnerable youngsters.

- *What transition arrangements are being considered for ensure that the pupils fully integrate successfully?*

The pupils attending the LRB were integrating into set weekly mainstream lessons. However the ALNCO and other school staff feel that this proposal will enable more flexibility around this integration as pupils will be able to determine which lessons are likely to hold more success for them as individuals. Regular Pupil Centred Planning (PCP) meetings and Individual Development Plan (IDP) targets will closely monitor progress and inform next steps.

- *How will any disruption to pupils be minimised?*

All pupils know the school well and have worked with the ALNCO and other inclusion staff previously. Some of the staff from the LRB will continue to work with them and regular monitoring meetings will take place so that any concerns can be addressed swiftly. The current provision only accommodates pupils in Year 7 and 8, and therefore this proposal will offer more stability in terms of provision for these young people.



## Learning Resource Base at Llanwern High School

We want to close the Learning Resource Base (LRB) hosted at Llanwern High School and instead move the children into more inclusive settings within mainstream schools. The provision currently accommodates up to 8 pupils from across Years 7 and 8.

1. Do you think that closing the LRB at Llanwern High School is a good idea?



No



Don't know



Yes

2. Do you think that making provision for children to be taught in mainstream settings instead is a good idea?



No



Don't know



Yes

**3. What do you think is good about this?**

**4. Can you think of any reasons why we shouldn't do this?**

**5. Do you have anything else you would like to tell us?**

**Thank you for taking the time to tell us what you think!**



# APPENDIX 2

## Fairness and Equalities Impact Assessments F&EIAs (2015)

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	Sarah Morgan	Deborah Weston	October 2017

### 1. What is the policy/ service being assessed?

To move to publish a statutory notice on the school reorganisation proposal to permanently remove the Learning Resource Base provision that is currently at Llanwern High School with effect from January 2018.

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

To implement the budget savings agreed by Cabinet to cease the funding attributable through the Individual Schools Budget (ISB) for the Learning Resource Base provision at Llanwern High School.

### 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	Secondary school age children in years 7 – 9 and their parents / carers	The Learning Resource Base is currently empty and there are no plans for children to be accommodated at this provision, pending a final decision on this proposal.	<p>This proposal was subject to formal consultation with a range of stakeholders, the result of which is outlined in the Consultation Report which has been prepared and published on the Newport City Council website.</p> <p>The majority of pupils who were attending the LRB have now successfully moved to small group provision in host schools.</p> <p>The one remaining pupil was not attending the provision regularly and has moved to a small nurture group for vulnerable pupils, which is more suitable to his specific needs.</p>	Interim Head of Education	December 2017
Gender reassignment	Not applicable				
Disability	Secondary school age	The Learning Resource	This proposal was subject to	Interim Head of	December 2017

	children in years 7 – 9 who have a registered disability and their parents / carers	Base is currently empty and there are no plans for children to be accommodated at this provision, pending a final decision on this proposal.	<p>formal consultation with a range of stakeholders, the result of which is outlined in the Consultation Report which has been prepared and published on the Newport City Council website.</p> <p>The majority of pupils who were attending the LRB have now successfully moved to small group provision in host schools.</p> <p>The one remaining pupil was not attending the provision regularly and has moved to a small nurture group for vulnerable pupils, which is more suitable to his specific needs.</p>	Education	
Marriage/Civil Partnership	Not applicable				
Pregnancy and Maternity	Not applicable				
Race	Secondary school age children in years 7 – 9 and their parents / carers	The Learning Resource Base is currently empty and there are no plans for children to be accommodated at this provision, pending a final decision on this proposal.	<p>This proposal was subject to formal consultation with a range of stakeholders, the result of which is outlined in the Consultation Report which has been prepared and published on the Newport City Council website.</p> <p>The majority of pupils who were attending the LRB have now successfully moved to small group provision in host schools.</p> <p>The one remaining pupil was not</p>	Interim Head of Education	December 2017

			attending the provision regularly and has moved to a small nurture group for vulnerable pupils, which is more suitable to his specific needs.		
Religion/belief (or the absence of)	Not applicable				
Sex	All secondary school age children in years 7 – 9 and their parents / carers	The Learning Resource Base is currently empty and there are no plans for children to be accommodated at this provision, pending a final decision on this proposal.	<p>This proposal was subject to formal consultation with a range of stakeholders, the result of which is outlined in the Consultation Report which has been prepared and published on the Newport City Council website.</p> <p>The majority of pupils who were attending the LRB have now successfully moved to small group provision in host schools.</p> <p>The one remaining pupil was not attending the provision regularly and has moved to a small nurture group for vulnerable pupils, which is more suitable to his specific needs.</p>	Interim Head of Education	December 2017
Sexual Orientation	Not applicable				
Welsh language	Not applicable. The proposal concerns English language provision				

#### **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 cessation of funding was included in the Council's budget proposals for 17/18, and this was subject to public consultation. Notwithstanding this however, this proposal was subject to formal consultation with a range of stakeholders as defined in the WG School Organisation Code. The feedback received during the formal consultation is outlined in a Consultation Report which has been prepared and published on the Newport City Council website.

The next stage in this process is the publication of a Statutory Proposal for a period of 28 days. This will provide all stakeholders with an opportunity to further consider, and if necessary lodge legal objections to, the proposal.

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

Business cases were drafted as part of the Council's budget proposals for 2017/18.

A formal consultation has been carried out in accordance with the School Standards and Organisation (Wales) Act 2013 and the statutory School Organisation Code 2013.

The results of this consultation are outlined in the Consultation Report which has been prepared and published on the Council website.

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

Stakeholders have been made aware of the publication of the Consultation Report and that this will form part of the decision as to whether or not to move to the publication of the statutory proposal. Copies of the statutory notice will be shared with stakeholders and also published on the Newport City Council website and at the 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

The costly provision will cease and funding targeted appropriately elsewhere.

**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)?

Whilst the provision is based at Llanwern High School, it can be accessed by pupils across the City according to their level of need. It is likely however that these pupils will now be accommodated in small group placements in their catchment schools, meaning that there will be more interaction with their local peer groups.

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

Pupils will now be accommodated in small group placements in their catchment schools, meaning that there will be more interaction with their local peer groups.

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

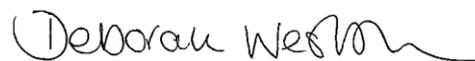
Pupils will now be accommodated in small group placements in their catchment schools, meaning that there will be more interaction with their local peer groups.

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

Pupils will now be accommodated in small group placements in their catchment schools, meaning that there will be more interaction with their local peer groups.

**Completed by: Deborah Weston, Education Service Development Manager**

**Date: October 2017**



**Signed off by: Sarah Morgan, Interim Head of Education**

**Date: October 2017**

