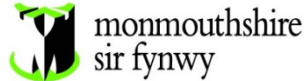


# Public Document Pack



Neuadd y Sir  
Y Rhadyr  
Brynbuga  
NP15 1GA

County Hall  
Rhadyr  
Usk  
NP15 1GA

Tuesday, 27 November 2018

Dear Councillor

## CABINET

You are requested to attend a **Cabinet** meeting to be held at **Steve Greenslade Room, County Hall, Usk** on **Wednesday, 5th December, 2018**, at **2.00 pm**.

## AGENDA

1. Apologies for Absence
2. Declarations of Interest
3. To consider the following reports (Copies attached):
  - i. **WELSH FOOTBALL LEAGUE PYRAMID - MONMOUTHSHIRE CLUBS** 1 - 12  
Divisions/Wards Affected: Abergavenny and Chepstow Wards  
  
Purpose: To update members on the revised league structure that will be introduced for the top tiers of the football league pyramid in Wales with effect from September 2019.  
To explain the effect on the six Monmouthshire clubs currently playing at this level.  
To consider allocating Section 106 grants to two clubs to help them meet the facility requirements to enable them to compete at this level in and beyond 2019.  
  
Author: Mike Moran, Community Infrastructure Coordinator  
  
Contact Details: [mikemoran@monmouthshire.gov.uk](mailto:mikemoran@monmouthshire.gov.uk)
  - ii. **COUNCIL TAX BASE 2019/20 AND ASSOCIATED MATTERS** 13 - 16  
Division/Wards Affected: All  
  
Purpose: To agree the Council Tax base figure for submission to Welsh Government, together with the collection rate to be applied for 2019/20 and to make other necessary related statutory decisions.  
  
Author: Ruth Donovan – Assistant Head of Finance, Revenues, Systems and Exchequer.  
Sue Deacy – Revenues Manager

Contact Details: [ruthdonovan@monmouthshire.gov.uk](mailto:ruthdonovan@monmouthshire.gov.uk);  
[suedeacy@monmouthshier.gov.uk](mailto:suedeacy@monmouthshier.gov.uk)

iii. **SCHOOL ADMISSIONS POLICY 2020/21 INCLUDING REVIEW OF SCHOOL CATCHMENT AREAS** 17 - 30

Division/Wards Affected: All

Purpose: The School Admissions Code Wales (July 2013) places a requirement on Local Authorities to consult on its school admissions policy on an annual basis. The purpose of this report is to advise members of a desire to enter into a more extensive consultation that reviews the School Admissions policy as well as school catchment areas for the 2020/21 academic year.

Author: Matt Jones, Access Unit Manager

Contact Details: [matthewdjones@monmouthshire.gov.uk](mailto:matthewdjones@monmouthshire.gov.uk)

iv. **UPDATE ON CONSULTATION OF ALN AND INCLUSION REVIEW.** 31 - 108

Division/Wards Affected: All

Purpose: This report seeks to conclude the ongoing statutory process undertaken in relation to the local authority's ongoing review of additional learning needs and inclusion services.

This report also seeks to provide members with the details of any statutory objections received against the proposals to undertake regulated alternations to a number of Monmouthshire schools, in line with the above review.

Author: Will McLean

Contact Details: [willmclean@monmouthshire.gov.uk](mailto:willmclean@monmouthshire.gov.uk)

v. **CORPORATE PLAN 2017-22: SIX MONTH PROGRESS REPORT 2018/19** 109 - 138

Division/Wards Affected: All

Purpose: To provide Cabinet with an overview of progress being made so far in 2018/19 to deliver the commitments set out in the Corporate Plan.

Author: Richard Jones, Performance Manager

Contact Details: [richardjones@monmouthshire.gov.uk](mailto:richardjones@monmouthshire.gov.uk)

vi. **WELSH CHURCH FUND WORKING GROUP** 139 - 150

Division/Wards Affected: All

Purpose: The purpose of this report is to make recommendations to Cabinet on the Schedule of Applications for the Welsh Church Fund Working Group meeting 5 of the 2018/19 financial year held on the 25<sup>th</sup> October 2018.

Author: David Jarrett – Senior Accountant – Central Finance Business Support

Contact Details: [davejarrett@monmouthshire.gov.uk](mailto:davejarrett@monmouthshire.gov.uk)

Yours sincerely,

**Paul Matthews**  
**Chief Executive**

### CABINET PORTFOLIOS

County Councillor	Area of Responsibility	Partnership and External Working	Ward
P.A. Fox (Leader)	<b>Whole Authority Strategy &amp; Direction</b> CCR Joint Cabinet & Regional Development; Organisation overview; Regional working; Government relations; Public Service Board; WLGA	WLGA Council WLGA Coordinating Board Public Service Board	Portskewett
R.J.W. Greenland (Deputy Leader)	<b>Enterprise</b> Land use planning; Economy & Tourism; Town Centre Regeneration; Leisure; Cultural services; ADM development	WLGA Council Capital Region Tourism	Devauden
P. Jordan	<b>Governance</b> Council & Executive decision support; Scrutiny; Regulatory Committee standards; Community governance; Member support; Elections, Democracy promotion & engagement; Law, Ethics & Standards; Whole Authority performance; Whole Authority service planning & evaluation; Regulatory body liaison; Audit; Development control; Building control; Community Hubs inc Adult Education		Cantref
R. John	<b>Children &amp; Young People</b> School standards; School improvement; School governance; EAS overview; Early years; Additional Learning Needs; Inclusion; Youth Service; Extended curriculum; Outdoor education; Admissions; Catchment areas; Post 16 offer; Coleg Gwent liaison.	Joint Education Group (EAS) WJEC	Mitchel Troy
P. Jones	<b>Social Care, Safeguarding &amp; Health</b> Children; Adult; Fostering & adoption; Youth offending service; Supporting people; Whole Authority safeguarding (children & adults); Disabilities; Mental Health; Public Health; Health liaison.		Raglan
P. Murphy	<b>Resources</b> Finance; Information technology (SRS); Human Resources; Training; Health & Safety; Emergency planning; Procurement; Land & buildings (inc. Estate, Cemeteries, Allotments, Farms); Property maintenance; Digital office; Commercial office	Prosiect Gwrydd Wales Purchasing Consortium	Caerwent

S.B. Jones	<b>County Operations</b> Highways maintenance, Transport, Traffic & Network Management, Fleet management; Waste including recycling, Public conveniences; Car parks; Parks & open spaces; Cleansing; Countryside; Landscapes & biodiversity; Flood Risk.	SEWTA Prosiect Gwyrdd	Goytre Fawr
S. Jones	<b>Social Justice &amp; Community Development</b> Community engagement; Deprivation & Isolation; Housing & Homelessness; Social cohesion; Poverty; Equalities; Diversity; Welsh language; Public relations; Trading standards; Environmental health; Licensing; Communications		Llanover

# Aims and Values of Monmouthshire County Council

## Our purpose

Building Sustainable and Resilient Communities

### Objectives we are working towards

- Giving people the best possible start in life
- A thriving and connected county
- Maximise the Potential of the natural and built environment
- Lifelong well-being
- A future focused council

## Our Values

**Openness.** We are open and honest. People have the chance to get involved in decisions that affect them, tell us what matters and do things for themselves/their communities. If we cannot do something to help, we'll say so; if it will take a while to get the answer we'll explain why; if we can't answer immediately we'll try to connect you to the people who can help – building trust and engagement is a key foundation.

**Fairness.** We provide fair chances, to help people and communities thrive. If something does not seem fair, we will listen and help explain why. We will always try to treat everyone fairly and consistently. We cannot always make everyone happy, but will commit to listening and explaining why we did what we did.

**Flexibility.** We will continue to change and be flexible to enable delivery of the most effective and efficient services. This means a genuine commitment to working with everyone to embrace new ways of working.

**Teamwork.** We will work with you and our partners to support and inspire everyone to get involved so we can achieve great things together. We don't see ourselves as the 'fixers' or problem-solvers, but we will make the best of the ideas, assets and resources available to make sure we do the things that most positively impact our people and places.

**SUBJECT: WELSH FOOTBALL LEAGUE PYRAMID – MONMOUTHSHIRE CLUBS**

**MEETING: CABINET**

**DATE: 5<sup>th</sup> December 2018**

**DIVISION/WARDS AFFECTED: ABERGAVENNY AND CHEPSTOW WARDS**

## 1. PURPOSE

- 1.1 To update members on the revised league structure that will be introduced for the top tiers of the football league pyramid in Wales with effect from September 2019;
- 1.2 To explain the effect on the six Monmouthshire clubs currently playing at this level;
- 1.3 To consider allocating Section 106 grants to two clubs to help them meet the FAW facility requirements to enable them to compete at this level in and beyond 2019.

## 2. RECOMMENDATIONS that

- 2.1 The changes to the top level of the Welsh football pyramid, as set out at **APPENDIX A** be noted;
- 2.2 Budgets of £15,000 and £20,000 be created in 2018/19 to part fund the following projects and that these are funded by corresponding contributions from the Section 106 balances held by the County Council respectively from the developments at the Former Forensic Science Laboratory site, Chepstow and The Hill site, Abergavenny;
- 2.3 Grants of £15,000 and £20,000 respectively, be made to Chepstow Town and Abergavenny Town Football Clubs to enable them to meet the FAW facility requirements by the qualifying date of 30<sup>th</sup> April 2019.

## 3. KEY ISSUES

- 3.1 There are a number of tiers within the Welsh football pyramid, with the Welsh Premier League being the top tier. None of the football teams in Monmouthshire currently play their football at this level.
- 3.2 Sitting below the Premier League are Welsh League Divisions 1, 2 and 3 and there are six clubs in Monmouthshire that play at this level – Goytre and Undy Athletic play in Welsh League Division 1 (WLD1); Abergavenny Town, Caldicot Town and Monmouth Town play in Division 2 and Chepstow Town plays in Welsh League Division 3.
- 3.3 The current structure at the top of the Welsh pyramid is being changed and with effect from the start of the next football season (September 2019) the structure will more or less mirror the top tier of the English Football League. The new structure in Wales is set out at **APPENDIX A** to this report.
- 3.4 Sitting alongside the reorganisation of the football pyramid, the FAW has introduced a hierarchy of facility requirements that includes minimum pitch sizes and a range of other requirements. These requirements vary according to the tier of the structure at which individual clubs compete. The qualifying date for clubs to have

the requisite facilities in place is 30<sup>th</sup> April 2019. It is not yet confirmed what will happen at Tier 4 (WLD3) - this will be administered by the Gwent County Football Association in this area.

- 3.5 The Council has financially assisted Undy and Goytre to meet the FAW Tier 2 requirements and it has also assisted Caldicot Town with grant aid to improve its facilities. The facilities at Caldicot Town also meet Tier 2 requirements.
- 3.6 Officers are working very closely with Monmouth Town in an attempt to help it meet the same standards, but there are difficulties because the club plays its fixtures on Chippenham Mead Village Green. The club was demoted from Welsh League Division 1 this season because it's current facilities at the Monmouth Sportsground do not meet the current facility standards to compete in that league.
- 3.7 With regard to the other two clubs currently playing in this structure, Chepstow Town has funded and carried out most of the Tier 3 works required to meet the necessary standards – it has achieved this using its own funds, fund raising and local sponsorship. The one outstanding requirement is a stand with 100 covered seats. With this in place it would not automatically ensure that the club can play in one of the regional First Divisions as shown on the attached structure, but it will have the facilities in place to enable the club to play at this level.
- 3.8 In the case of Abergavenny Town, the club needs to have a covered stand with 100 seats in place to meet the Tier 3 requirements. With this in place it will ensure that the club can continue to compete in the new FAW Division 1 – and it will enable the club to challenge for promotion to the FAW Championship in the future, if its results merit this.
- 3.9 The grant assistance given to the Goytre, Undy and Caldicot clubs was funded from Section 106 balances held by the Council as a result of residential developments in those areas. In relation to the grants recommended in this report to the two football clubs in Chepstow and Abergavenny, it is proposed to offer grants from the Section 106 balances accrued from the housing developments at the former Forensic Science Laboratory site in Chepstow and the development of the former college site at The Hill in Abergavenny.

#### **4.0 OPTIONS APPRAISAL**

- 4.1 The Council is reacting to requests from two applicants for grant aid, so the option is really a choice as to whether or not to allocate a grant in either case.
- 4.2 Football in Monmouthshire has the highest level of participation than any other sport in the county and there is a very strong junior membership in terms of participation by children and young people between the ages of 6-16 years before players start to participate in senior competitive sport. There are currently 651 senior players in the county, registered with four different league structures and 1,518 children aged 5-16 registered as taking part in structured football club activities in Monmouthshire.
- 4.3 It would seem inequitable not to give grants to the two clubs concerned (Chepstow Town FC and Abergavenny Town FC) to improve their facilities, given that the Council has already given substantial grant aid to three other clubs in the county which compete at the same level of football in the Welsh football pyramid.

#### **5.0 EVALUATION CRITERIA**



Please see attached at **Appendix B**.

## **6.0 REASONS**

- 6.1 To ensure that elected members are informed about the changes to the competitive league structure in Wales for the top three levels of the Welsh football pyramid.
- 6.2 To ensure that sufficient resources are in place to enable the Council to give grants to the two clubs concerned.
- 6.3 To enable the two clubs to improve their facilities to meet the requisite FAW Tier 3 requirements that will allow the clubs to continue to compete at this level of football.

## **7.0 RESOURCE IMPLICATIONS**

- 7.1 The Council is holding S106 balances of £92,736 received from the developer of the former Forensic Science Laboratory site in Chepstow. The “use by” date for this funding is 21<sup>st</sup> March 2021;
- 7.2 The Council is due to receive S106 off-site recreation funding of £75,168 from the developer of The Hill site in Pen-y-Pound, Abergavenny. An invoice will shortly be sent to the developer requesting payment and, when received, the Council will have five years in which to spend this money;
- 7.3 The reason that this report is brought to Cabinet for this meeting is that the closing date for applications to the FAW (Welsh Football Trust Ground Improvement Fund) is 14<sup>th</sup> December and the two clubs need to know the extent of their match funding before they can submit their applications to the FAW;
- 7.4 A further report will be submitted to the February 2019 Cabinet meeting with proposals on how to spend the remaining balances of £77,735 (Chepstow) and £55,168 (Abergavenny).

## **8.0 WELL BEING OF FUTURE GENERATIONS IMPLICATIONS (INCLUDING EQUALITIES, SUSTAINABILITY, SAFEGUARDING AND CORPORATE PARENTING)**

Please see attached at **Appendix C**.

## **9.0 CONSULTEES**

Cabinet Members	Local Abergavenny Members
Senior Leadership Team	Local Chepstow Members
Abergavenny Town Football Club	Chepstow Town Football Club
Football Association of Wales (FAW)	
Head of Legal Services/Monitoring Officer	
Assistant Head of Finance/Deputy S151 Officer	

## **10.0 BACKGROUND PAPERS**

None

## **11.0 AUTHOR**

Mike Moran, Community Infrastructure Coordinator

Tel: 07894 573834 E-mail: [mikemoran@monmouthshire.gov.uk](mailto:mikemoran@monmouthshire.gov.uk)

**WALES FOOTBALL PYRAMID**

**Tier 1**

12 Clubs

**(National Structure)**

FAW Premier League (12 clubs)
----------------------------------

**Tier 2**

32 Clubs

**(National Structure)**

FAW Championship (North & Mid) (16 clubs)		FAW Championship (South & Mid) (16 clubs)
Goytre and Undy Athletic		

**Tier 3**

64 Clubs

**(Regional Structure)**

FAW League 1 (Region 1) (16 clubs)		FAW League 1 (Region 2) (16 clubs)		FAW League 1 (Region 3) (16 clubs)		FAW League 1 (Region 4) (16 clubs)
Abergavenny Town, Caldicot Town and Monmouth Town						

Report to Cabinet on 5<sup>th</sup> December 2018: Welsh Football League Pyramid – Monmouthshire Clubs

Evaluation Criteria

<b>Title of Report:</b>	<b>Welsh Football League Pyramid – Monmouthshire Clubs</b>
<b>Date decision was made:</b>	<b>5<sup>th</sup> December 2018</b>
<b>Report Author:</b>	<b>Mike Moran, Community Infrastructure Coordinator</b>

<b>What will happen as a result of this decision being approved by Cabinet or Council?</b>
<p>What is the desired outcome of the decision?                  What effect will the decision have on the public/officers?</p> <p>The upgrading of facilities at Abergavenny &amp; Chepstow Town Football Clubs to meet the Football Association of Wales (FAW) facility requirements                  The clubs will be able to continue to compete in the FAW Championship and/or the FAW First Division of the new FAW structure                  Effective partnership working with both clubs to provide good quality participation opportunities for children, young people and adults  <b>1 year appraisal</b></p>

<b>What benchmarks and/or criteria will you use to determine whether the decision has been successfully implemented?</b>
<p>Think about what you will use to assess whether the decision has had a positive or negative effect:                  Has there been an increase/decrease in the number of users                  Has the level of service to the customer changed and how will you know                  If decision is to restructure departments, has there been any effect on the team (e.g. increase in sick leave)</p> <p>Both clubs pass the facility assessments in April 2019 &amp; are accepted into the FAW League Division1 to play in the 2019 football season                  Positive feedback is received from players and spectators of both clubs – measured by occasional on site surveys at both clubs in the period September – November 2019  <b>1 year appraisal</b></p>

<b>What is the estimate cost of implementing this decision or, if the decision is designed to save money, what is the proposed saving that the decision will achieve?</b>
<p>Give an overview of the planned costs associated with the project, which should already be included in the report, so that once the evaluation is completed there is a quick overview of whether it was delivered on budget or if the desired level of savings was achieved.                  The proposal is to offer grants to both clubs to a total value of £35,000</p>



**monmouthshire**  
**sir fynwy**

**Future Generations Evaluation**  
**(includes Equalities and Sustainability Impact Assessments)**

<b>Name of the Officer:</b> Mike Moran <b>Phone no:</b> 07894 573834 <b>E-mail:</b> mikemoran@monmouthshire.gov.uk	<b>Decision on allocation of additional funding from S106 balances</b>
<b>Name of Service:</b> Enterprise	<b>Date completed:</b> 8 <sup>th</sup> November 2018

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***NB. Key strategies and documents that may help you identify your contribution to the wellbeing goals and sustainable development principles include: Single Integrated Plan, Continuance Agreement, Improvement Plan, Local Development Plan, People Strategy, Asset Management Plan, Green Infrastructure SPG, Welsh Language Standards, etc.***



**1. Does your proposal deliver any of the well-being goals below?** Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal.

<b>Well Being Goal</b>	<b>Does the proposal contribute to this goal? Describe the positive and negative impacts.</b>	<b>What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?</b>
<b>A prosperous Wales</b> Efficient use of resources, skilled, educated people, generates wealth, provides jobs	Positive - the project will be funded from S106 balances provided by developers of residential housing Abergavenny and Chepstow, so there is no call on the Council's core capital budget.	Officers will continue to work closely with local clubs to ensure they can offer good quality participation opportunities for junior, youth and senior football.
<b>A resilient Wales</b> Maintain and enhance biodiversity and ecosystems that support	Neutral	

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
resilience and can adapt to change (e.g. climate change)		
<b>A healthier Wales</b> People's physical and mental wellbeing is maximized and health impacts are understood	Positive - this proposal involves improving peoples' physical and mental well-being. Both clubs provide a range of participation opportunities for children and young people and there is an established pathway into senior football.	
<b>A Wales of cohesive communities</b> Communities are attractive, viable, safe and well connected	The proposal will contribute to the safety and cohesiveness of the local communities in which both clubs are located.	
<b>A globally responsible Wales</b> Taking account of impact on global well-being when considering local social, economic and environmental wellbeing	Neutral	
<b>A Wales of vibrant culture and thriving Welsh language</b> Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation	There are no specific proposals in this report to promote and protect the Welsh language - but the improvements will encourage more people to participate in outdoor recreational activities.	Encourage the use of the Welsh language in on-site signage – bilingual noticeboards would promote the Welsh language and encourage Welsh language speakers to use the sites.
<b>A more equal Wales</b> People can fulfil their potential no matter what their background or circumstances	The improvements proposed will encourage improved access for disabled people and people with other support needs – also by all sections of the community regardless of their background or ability	

**2. How has your proposal embedded and prioritised the sustainable governance principles in its development?**

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p><b>Long Term</b> the future</p> <p>Balancing short term need with long term and planning for the future</p>	<p>Funding is available to help ensure compliance with the necessary standards in the short term. The clubs referred to in this report sustainability of the project has been assessed and officers are confident that a play area in this location will be sustainable in the longer term.</p>	<p>Officers will continue to work with local clubs and governing bodies of sport in an effort to ensure that the necessary standards are in place to enable the clubs to perform at the appropriate levels in their respective disciplines.</p>
 <p><b>Collaboration</b></p> <p>Working together with other partners to deliver objectives</p>	<p>The project involves working closely with other parties to deliver more and better quality participation opportunities.</p>	<p>The existing sites fall short of meeting the revised facility requirements of the FAW – the proposal is to work with both clubs to ensure that the required standards are achieved.</p>
 <p><b>Involvement</b></p> <p>Involving those with an interest and seeking their views</p>	<p>The views of Cabinet members and the local County Council and Town Council members have been sought.</p>	

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p><b>Prevention</b> Putting resources into preventing problems occurring or getting worse</p>	<p>The project involves the enhancement of facilities, as per the intention of the Section 106 Agreements from where the funding has arisen. Problem prevention is not the basis upon which the funding has been given but investing in the improvement of existing facilities will help to prevent problems occurring.</p>	
 <p><b>Integration</b> Considering impact on all wellbeing goals together and on other bodies</p>	<p>The project will have a positive impact on the health &amp; well-being of people living in the areas of benefit stipulated in the Section 106 Agreements.</p>	

**3. Are your proposals going to affect any people or groups of people with protected characteristics?** Please explain the impact, the evidence you have used and any action you are taking below. For more detailed information on the protected characteristics, the Equality Act 2010 and the Welsh Language Standards that apply to Monmouthshire Council please follow this link: <http://hub/corporatedocs/Equalities/Forms/AllItems.aspx> or contact Alan Burkitt on 01633 644010 or [alanburkitt@monmouthshire.gov.uk](mailto:alanburkitt@monmouthshire.gov.uk)

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Age	No employment/training issues identified The recommendation will benefit children & young people, adults and their families living in the local community.		
Disability	One of the clubs offers participation for children and young people with disabilities		Encourage the other club to develop participation opportunities for children with disabilities.
Gender reassignment	Neutral		
Marriage or civil partnership	Neutral		
Pregnancy or maternity	The sites are designed for ease of access for pushchairs and wheelchairs		
Race	Neutral		
Religion or Belief	Neutral		
Sex	Both of the clubs concerned offer football participation opportunities for both male & female children and young people. One club has a female team that plays in the Welsh Women's Premier League		
Sexual Orientation	Neutral		



Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Welsh Language	Neutral	Although the recommendation is considered to be neutral it does nothing specifically to promote the use of the Welsh language	It may be possible in the future to encourage applications that actively promote the Welsh language

**4. Council has agreed the need to consider the impact its decisions has on important responsibilities of Corporate Parenting and safeguarding. Are your proposals going to affect either of these responsibilities?**

	Describe any positive impacts your proposal has on safeguarding and corporate parenting	Describe any negative impacts your proposal has on safeguarding and corporate parenting	What will you do to mitigate any negative impacts or better contribute to positive impacts?
Safeguarding	Positive: both clubs have in place appropriate safeguarding policies in line with the sport's governing body in Wales		
Corporate Parenting	Looked after children will also benefit from the safeguarding policies referred to in the section above		

**5. What evidence and data has informed the development of your proposal?**

- |  |
|--|
| <ul style="list-style-type: none"> <li>Local population figures taken from the 2011 Census data, updated</li> <li>FAW registration data in relation to both clubs</li> </ul> |
|--|

**6. SUMMARY: As a result of completing this form, what are the main positive and negative impacts of your proposal, how have they informed/changed the development of the proposal so far and what will you be doing in future?**

<p><b>Positive Impacts</b></p> <ul style="list-style-type: none"> <li>The proposal complies with the statutory tests relating to Section 106 funding</li> <li>The scheme will have a positive impact upon the health and well-being of local residents</li> <li>Some people with protected characteristics will benefit from the proposed improvement projects</li> </ul> <p><b>Negative Impacts</b></p> <ul style="list-style-type: none"> <li>It is difficult to demonstrate that the project will have a meaningful benefit for promoting the Welsh language</li> </ul>
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The above impacts have not materially changed the recommendations contained in the report.

**7. ACTIONS: As a result of completing this form are there any further actions you will be undertaking? Please detail them below, if applicable.**

What are you going to do	When are you going to do it?	Who is responsible	Progress
Work with both clubs and the FAW to implement the proposals	Following the decision of Cabinet	Mike Moran, Community Infrastructure Coordinator	To be reported

**8. MONITORING: The impacts of this proposal will need to be monitored and reviewed. Please specify the date at which you will evaluate the impact, and where you will report the results of the review.**

<b>The impacts of this proposal will be evaluated on:</b>	December 2019 – to be reported to the Section 106 Working Group
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**9. VERSION CONTROL: The Future Generations Evaluation should be used at the earliest stages of decision making, and then honed and refined throughout the decision making process. It is important to keep a record of this process so that we can demonstrate how we have considered and built in sustainable development wherever possible.**

Version No.	Decision making stage	Date considered	Brief description of any amendments made following consideration
1	Meetings with both clubs	July/August 2018	Scope of works established
2	Discussions with FAW	September 2018	Positive indications received in relation to both clubs
3	Consultation period	Oct/Nov 2018	Support from local ward members for proposals
4	MCC Cabinet Meeting	5 <sup>th</sup> Dec 2018	Decision sought on grant aid for both clubs



## REPORT

**Subject: COUNCIL TAX BASE 2019/20 AND ASSOCIATED MATTERS**

**Directorate: Resources**

**Meeting: Cabinet**

**Date: 5th December 2018**

**Divisions/Wards Affected: County Wide**

### 1. PURPOSE:

To agree the Council Tax base figure for submission to Welsh Government, together with the collection rate to be applied for 2019/20 and to make other necessary related statutory decisions.

### 2. RECOMMENDATIONS:

- 2.1 That in accord with the Local Authorities (Calculation of Tax Base) (Wales) Regulations 1995, the amount calculated by the Council as its Tax Base for 2019/20 shall be notified as **46,096.27** and the Collection Rate set at **99.0%**.
- 2.2 That no Special Resolution declaring Drainage Rates as Special Expenses be made.
- 2.3 That any expenses incurred by the Council in performing in part of its area a function performed elsewhere in its area by a Community Council shall not be treated as a special expense for the purpose of Section 35 of the Local Govt. Finance Act 1992.
- 2.4 That Council Tax setting continues to be a function of full Council.

### 3. KEY ISSUES:

#### 3.1 Council Tax Base

For each financial year, the Council shall set its Council Tax, taking account of its own total net budget requirement and amounts receivable for redistributed Non Domestic Rates, Revenue Support Grant and any other additional grants. It will also take account of any precepts it receives from other authorities and the value of the Council Tax Base. In simple terms, the net spending not met by grant is divided by the Tax Base to give the amount of Council Tax for a dwelling in Band D. The budget requirement, grant calculations and precepts will be addressed in the Council Tax Setting report.

It was agreed by Council in January 2005 that the, largely technical, matter of the Council Tax Base Resolution and tax setting should be dealt with by Executive decision. Legally, the tax setting decision could also be decided by the Executive, but has always been referred to full Council given its wide interest and importance. It is therefore recommended that this continue to be put for decision by full Council.

The ratified council tax base information must be passed to Welsh Government (WG) by 4th January 2019 with reference to dwellings in the Valuation List as at 31st

October 2018 and taking into account anticipated changes likely to occur during 2019/20. Provisional information has been provided to WG, if any changes to policy are considered which affect the tax base, revised information will need to be submitted. Significant differences may require WG to make adjustments to the RSG entitlements via an amending report. The prescribed period during which Councils would notify precepting authorities of the council tax base figure is normally 1<sup>st</sup> November to 31<sup>st</sup> December.

### **3.2 Collection Rate**

It should be recognised that council tax is being perceived as an increasing burden on taxpayers with more arrangements outside the statutory scheme being sought, thereby increasing the time over which the debt is paid.

Between 2004/5 and 2007/8 the anticipated in-year collection rate was static at 96%; this was increased to 96.5% for 2008/9 and 2009/10 and to 97% for 2010/11. From 2011/12, despite ongoing economic difficulties, the collection rate was increased to 98%, reflecting results achieved in subsequent years from sustained recovery action. In 2016/17, the collection rate was increased further to 98.5%. For 2017/18, it was considered reasonable to increase the collection rate to 99.0% and this will remain for 2019/20.

The Welsh Government introduced the Council Tax Reduction Scheme (CTRS) on 1st April 2013, replacing what was the Council Tax Benefit Scheme. On inception, the Welsh Government fully funded the scheme, pending a full review. This review was concluded in the summer of 2014, with the Welsh Government announcing its intention to continue to fund the scheme for another 2 years - 2015/16 and 2016/17. The scheme was extended further into 2017/18 and 2018/19. In its provisional Local Government Settlement for 2019/20, the Welsh Government have confirmed full entitlements will also be maintained for next year. The arrangements for 2020/21 onwards will be determined as part of wider considerations about how to make council tax fairer.

Funding from Welsh Government forms part of the annual revenue budget settlement and will remain at current levels for next year. As part of its annual budget setting, the Council can determine how much budget to allocate to this Scheme taking account of levels of take up and any additional costs arising from any increases in council tax. From a household perspective, they will not be required to make any contributions.

### **3.3 Special Items and Expenses (Section 34)**

Certain items of expenditure, and precepts made upon the Council by Community Councils are applicable only to certain parts of the area and special rules exist to deal with these items. These rules apply to all of the Town and Community Council precepts in respect of each of their respective areas. They also apply to Drainage Rates, which are charged only in certain parts of the East and South of the County area. The Council has always considered that the general body of taxpayers should be treated equally in this respect and such expenditure should be defrayed over the whole area rather than charged as an additional item on those who happen to be in a particular catchment area. If this view continues to prevail then no special resolution declaring these to be special expenses will be necessary.

Finally, expenses incurred by an authority in performing in part of its area a function performed elsewhere by a Community Council (concurrent functions) must be treated as a special expense unless a negative resolution is in force.

The effect of the above result is a recommendation leading to drainage rates and concurrent functions being charged equally across the County.

**4. OPTIONS APPRAISAL**

Not applicable. This is a statutory report

**5. EVALUATION CRITERIA**

Not applicable.

**6. REASONS:**

- 6.1 To agree the council tax base figure and the collection rate for the forthcoming financial year as required by legislation.
- 6.2 To determine whether a special resolution should be made declaring Drainage Rates a special expense.
- 6.3 To determine whether any expenses incurred in part only of the area should be treated as special expenditure in accordance with the relevant legislation.
- 6.4 To confirm that the important matter of tax setting should continue to be a function of full council rather than be devolved for executive decision.

**7. RESOURCE IMPLICATIONS:**

Overall, the Council Tax base calculated for 2019/20 has risen by 0.45% compared to 2018/19. This increase takes into account the anticipated changes in dwellings. The estimated income derived from this (£272k) has been incorporated within the MTFP as part of the budget process.

**8. WELLBEING OF FUTURE GENERATIONS IMPLICATIONS (INCORPORATING EQUALITIES, SUSTAINABILITY, SAFEGUARDING AND CORPORATE PARENTING):**

There are no implications for sustainability, safeguarding and corporate parenting.

The Council Tax base itself is mainly calculated from information about the numbers of properties within the County, adjusted to an equivalent band D figure for things such as discounts, exemptions and reliefs, and is therefore based on fact and provided for information.

Our Sustainability Community Officer has confirmed that under these circumstances there is no requirement to complete a Future Generations Evaluation.

**9. CONSULTEES:**

Cabinet  
Senior Leadership Team  
Head of Finance  
Head of Legal

**10. BACKGROUND PAPERS:**

None

**11. AUTHORS:**

Ruth Donovan – Assistant Head of Finance: Revenues, Systems and Exchequer

Sue Deacy – Revenues Manager

**12. CONTACT DETAILS:**

**Email:** [ruthdonovan@monmouthshire.gov.uk](mailto:ruthdonovan@monmouthshire.gov.uk)

**Tel:** 01633 644592

**Email:** [suedeacy@monmouthshire.gov.uk](mailto:suedeacy@monmouthshire.gov.uk)

**Tel:** 01633 644218

<b>SUBJECT:</b>	<b>SCHOOL ADMISSIONS POLICY 2020/21 INCLUDING REVIEW OF SCHOOL CATCHMENT AREAS</b>
<b>MEETING:</b>	<b>CABINET</b>
<b>DATE:</b>	<b>5<sup>TH</sup> DECEMBER 2018</b>

## 1. PURPOSE:

The School Admissions Code Wales (July 2013) places a requirement on Local Authorities to consult on its school admissions policy on an annual basis. The purpose of this report is to advise members of a desire to enter into a more extensive consultation that reviews the School Admissions policy as well as school catchment areas for the 2020/21 academic year.

## 2. RECOMMENDATIONS:

- 2.1 For Members agree to enter into a consultation that reviews the admission policy for September 2020/21, with a particular focus on the ordering of the criteria used to allocate school places in the event of oversubscription.
- 2.2 For Members to agree to commence a review of Secondary School catchment areas as part of an ongoing review of school catchment areas across the County.
- 2.3 To agree to undertake the initial stage of this review in line with the timeline proposed under appendix 1.

## 3. KEY ISSUES:

- 3.1 The majority of school catchment areas within Monmouthshire have existed in their current form since the reorganisation of Local Government in 1996, and it is thought that they have been in place for many years prior to this.
- 3.2 School catchment areas were last reviewed in November 2014, where the local authority consulted on changes to secondary school catchment areas, as well as the formation of catchment areas for Welsh Medium provision within the County. Alongside this, a review of the school admissions policy, namely the criteria used to award school places, was undertaken. The proposed changes were for implementation during the 2016/17 academic year.
- 3.3 The findings of this consultation were presented to Cabinet in March 2015. At this meeting, Members elected to implement catchment areas for Welsh Medium Provision. However, concluded that the proposed changes to both the school admissions policy and catchment areas for the four secondary schools in the county would not be

implemented at that juncture. Instead, it was determined that a further consultation exercise should be completed. This has not yet taken place.

- 3.4 In addition to the above, the local authority's most recent corporate plan has been agreed, identifying 22 priorities to be completed by 2022. A review of the school admissions policy including catchment areas has been identified within the corporate plan as one of the priorities to be revisited.
- 3.5 A Member panel to include cross party representation has been established to consider the feasibilities of taking forward the identified anomalies that require consideration under this review.
- 3.6 In line with the School Admissions Code of Practice (2013), parents must be provided with an opportunity to express a preference for a School for which they would like their child(ren) to attend. This preference can be for a school outside of the designated catchment area.
- 3.7 Whilst parents have the right to express a preference for a school place, it is not always possible to comply with that preference. This can be the case in the event that the number of applications received exceeds the number of available places. In this event, the agreed oversubscription criteria is applied to determine who is to be awarded places.
- 3.8 The oversubscription criteria in its current form has been in place for many years. Over more recent years, the ordering of the oversubscription criteria has been challenged, particularly in relation to its prioritisation of sibling links over those children residing within the catchment area for the preferred school. A criterion for Secondary School admissions that prioritises children in attendance at a feeder primary school has also been suggested. An extensive consultation on the oversubscription criteria in its current form is felt to address these matters.
- 3.9 In terms of school catchment areas, this report seeks permission from members to commence a rolling programme from now until 2022 of reviewing catchment areas within the county. At this stage of the review, it is suggested that focus is placed on Secondary School catchment areas.
- 3.10 Secondary School catchment areas in their current form present many challenges that require review:
  - Secondary School catchment areas do not in some cases align with those that are in place for the feeder primary schools. As a result, there are instances whereby a Primary School catchment area can feed more than one secondary school
  - There are areas within Monmouthshire that do not fall within the catchment area for any of the four Secondary Schools within the County.
  - There are instances whereby the designated Secondary catchment school is not the nearest suitable school. This presents with a situation where families qualify for free home to school transport to more than one secondary school, in line with the requirements of the current passenger transport policies.



3.11 A full consultation on the matters identified would allow us to explore the feasibility of implementing changes that rectify some if not all of the above.

**4. OPTIONS APPRAISAL**

The agreed member panel, to include cross party representation, will undertake the options appraisal prior to launching the consultation.

**5. REASONS:**

The review of the School Admissions Policy and designated catchment areas is a requirement of the adopted Corporate plan.

**6. RESOURCE IMPLICATIONS:**

A review of resources implications will be undertaken on each proposal taken forward to the consultation stage.

It is acknowledged that changes to School Catchment areas could impact significantly on school transport costs. The Passenger Transport Unit will therefore be fully engaged throughout the consultation process to identify and remove the risk of any proposals bringing forward a significant cost to the Authority.

**7. WELLBEING OF FUTURE GENERATIONS IMPLICATIONS (INCORPORATING EQUALITIES, SUSTAINABILITY, SAFEGUARDING AND CORPORATE PARENTING):**

Please see appendix 2

**8. CONSULTEES:**

CYP DMT  
Cabinet Member for Education

**9. BACKGROUND PAPERS:**

Welsh Government School Admission Code 2013

**10. AUTHOR:**

Matt Jones, Access Unit Manager

**11. CONTACT DETAILS:**

Tel: 01633 644585

E-mail: [matthewdjones@monmouthshire.gov.uk](mailto:matthewdjones@monmouthshire.gov.uk)

## Appendix 1

### Timeline for Review

<b>Consultation stage</b>	
<ul style="list-style-type: none"><li>• Consultation must be completed by 1<sup>st</sup> March 2019</li><li>• Parents of pupils likely to be affected by the change to be consulted</li></ul>	
<b>Task</b>	<b>Proposed date</b>
Consultation commences	14 <sup>th</sup> January 2019
CYP Select	24 <sup>th</sup> January 2019
Consultation ends (6 weeks)	25 <sup>th</sup> February 2019
<b>Implementation Stage</b>	
<ul style="list-style-type: none"><li>• Consultees must be made aware of determined admission arrangements by 28/04/2019</li></ul>	
<b>Task</b>	<b>Proposed Date</b>
Results of consultation taken to Cabinet	5 <sup>th</sup> April 2019
Admission Arrangements determined	15 <sup>th</sup> April 2019



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## Future Generations Evaluation (includes Equalities and Sustainability Impact Assessments)

<p><b>Name of the Officer</b> Matt Jones</p> <p><b>Phone no:</b> 01633 644585 <b>E-mail:</b> matthewdjones@monmouthshire.gov.uk</p>	<p><b>Please give a brief description of the aims of the proposal</b></p> <p>To enter into a consultation reviewing the school admissions policy including catchment areas</p>
<p><b>Name of Service</b> CYP Access Unit</p>	<p><b>Date Future Generations Evaluation</b> 20<sup>th</sup> November 2018</p>

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***NB. Key strategies and documents that may help you identify your contribution to the wellbeing goals and sustainable development principles include: Single Integrated Plan, Continuance Agreement, Improvement Plan, Local Development Plan, People Strategy, Asset Management Plan, Green Infrastructure SPG, Welsh Language Standards, etc***


**1. Does your proposal deliver any of the well-being goals below?** Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal.

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
<p><b>A prosperous Wales</b> Efficient use of resources, skilled, educated people, generates wealth, provides jobs</p>	No Impact	No impact

<b>Well Being Goal</b>	<b>Does the proposal contribute to this goal? Describe the positive and negative impacts.</b>	<b>What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?</b>
<b>A resilient Wales</b> Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)	No impact	No impact
<b>A healthier Wales</b> People's physical and mental wellbeing is maximized and health impacts are understood	This review could result in more children being able to attend a school in their community / county	A full consultation will be undertaken with school communities to ensure that any changes that are taken forward are in the best interests of the children and young people of monmouthshire
<b>A Wales of cohesive communities</b> Communities are attractive, viable, safe and well connected	Pupils will be supported by their local community, they will remain with their peer group where possible.	No impact
<b>A globally responsible Wales</b> Taking account of impact on global well-being when considering local social, economic and environmental wellbeing	Some children could be travelling shorter distances to their allocated school	No impact
<b>A Wales of vibrant culture and thriving Welsh language</b> Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation	By remaining in their local communities where possible, pupils will be able to embrace the Welsh culture and heritage.	No impact
<b>A more equal Wales</b> People can fulfil their potential no matter what their background or circumstances	No impact	No impact

**2. How has your proposal embedded and prioritised the sustainable governance principles in its development?**

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p><b>Long Term</b></p> <p>Balancing short term need with long term and planning for the future</p>	<p>If children are able to attend a school within the community / county they are more likely to continue their education within the county</p>	
 <p><b>Collaboration</b></p> <p>Working together with other partners to deliver objectives</p>	<p>Passenger Transport Unit will be involved in this review to ensure proposals meet their aims as we move forward</p>	
 <p><b>Involvement</b></p> <p>Involving those with an interest and seeking their views</p>	<p>A open review will be undertaken that seeks the views of the entire school community prior to implementation.</p>	
 <p><b>Prevention</b></p> <p>Putting resources into preventing problems occurring or getting worse</p>	<p>Some children and young people have experienced difficulties in obtaining school places within their immediate community. This review has the potential to resolve some if not all of these issues</p>	

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Considering impact on all wellbeing goals together and on other bodies</p>		

3. **Are your proposals going to affect any people or groups of people with protected characteristics?** Please explain the impact, the evidence you have used and any action you are taking below. For more detailed information on the protected characteristics, the Equality Act 2010 and the Welsh Language Standards that apply to Monmouthshire Council please follow this link: <http://hub/corporatedocs/Equalities/Forms/AllItems.aspx> or contact Alan Burkitt on 01633 644010 or [alanburkitt@monmouthshire.gov.uk](mailto:alanburkitt@monmouthshire.gov.uk)

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Age	<i>No impact</i>	<i>No impact</i>	<i>No impact</i>
Disability	<i>No impact</i>	<i>No impact</i>	<i>No impact</i>
Gender reassignment	<i>No impact</i>	<i>No impact</i>	<i>No impact</i>
Marriage or civil partnership	<i>No impact</i>	<i>No impact</i>	<i>No impact</i>



Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Pregnancy or maternity	<i>No impact</i>	<i>No impact</i>	<i>No impact</i>
Race	<i>No impact</i>	<i>No impact</i>	<i>No impact</i>
Religion or Belief	<i>No impact</i>	<i>No impact</i>	<i>No impact</i>
Sex	<i>No impact</i>	<i>No impact</i>	<i>No impact</i>
Sexual Orientation	<i>No impact</i>	<i>No impact</i>	<i>No impact</i>
Welsh Language	<i>No impact</i>	<i>No impact</i>	<i>No impact</i>

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4. Council has agreed the need to consider the impact its decisions has on important responsibilities of Corporate Parenting and safeguarding. Are your proposals going to affect either of these responsibilities? For more information please see the guidance <http://hub/corporatedocs/Democratic%20Services/Safeguarding%20Guidance.docx> and for more on Monmouthshire's Corporate Parenting Strategy see <http://hub/corporatedocs/SitePages/Corporate%20Parenting%20Strategy.aspx>

	Describe any positive impacts your proposal has on safeguarding and corporate parenting	Describe any negative impacts your proposal has on safeguarding and corporate parenting	What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?
Safeguarding	<i>The review could reduce the number of children and young people attending a school outside of their immediate community and travelling on buses / taxi's too and from school</i>		

Corporate Parenting	<i>No Impact</i>		
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5. What evidence and data has informed the development of your proposal?

6. **SUMMARY:** As a result of completing this form, what are the main positive and negative impacts of your proposal, how have they informed/changed the development of the proposal so far and what will you be doing in future?

7. **ACTIONS:** As a result of completing this form are there any further actions you will be undertaking? Please detail them below, if applicable.

What are you going to do	When are you going to do it?	Who is responsible	Progress

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8. **MONITORING:** The impacts of this proposal will need to be monitored and reviewed. Please specify the date at which you will evaluate the impact, and where you will report the results of the review.

The impacts of this proposal will be evaluated on:	August 2020.
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9. **VERSION CONTROL:** The Future Generations Evaluation should be used at the earliest stages of decision making, and then honed and refined throughout the decision making process. It is important to keep a record of this process so that we can demonstrate how we have considered and built in sustainable development wherever possible.

Version No.	Decision making stage	Date considered	Brief description of any amendments made following consideration

1.0	Cabinet.	5 <sup>th</sup> December 2018.	

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**SUBJECT: UPDATE ON CONSULTATION OF ALN AND INCLUSION REVIEW.**

**MEETING: CABINET**

**DATE: 5<sup>TH</sup> DECEMBER 2018**

**DIVISION/WARDS AFFECTED: ALL**

## 1. PURPOSE:

This report seeks to conclude the ongoing statutory process undertaken in relation to the local authority's ongoing review of additional learning needs and inclusion services.

This report also seeks to provide members with the details of any statutory objections received against the proposals to undertake regulated alternations to a number of Monmouthshire schools, in line with the above review.

## 2. RECOMMENDATIONS:

2.1 That Members review the full content of this report and agree to implement the below regulated alternations for implementation on 29<sup>th</sup> April 2019.

- *Change the type of provision offered at the Special Needs Resource Base at Deri View Primary School to accommodate children with Autistic Spectrum Disorder, Speech Language and Communication difficulties to also include an assessment centre. The facility will offer provision for 8 pupils.*
- *Increase the capacity of Overmonnow SNRB from 20 to 24, and change the type of provision offered in order to cater for Complex Needs including: Severe Learning Difficulties, Autistic Spectrum Disorder, Speech Language and Communication Disorder, Profound and Multiple Learning Difficulties, Physical and Medical Difficulties.*

*That the required building works to increase the capacity of the SNRB at Overmonnow Primary School be funded by the section 106 education contributions received for the "Land and Croft Y Bwla, Rockfield Road" development provided solely for the use of education provision in the Monmouth town area.*

- *Change the type of provision offered at the Special Needs Resource base at Pembroke Primary in order to cater for Complex Needs including: Severe Learning Difficulties, Autistic Spectrum Disorder, Speech Language and Communication Disorder, Profound and Multiple Learning Difficulties, Physical and Medical Difficulties. This facility will be for 20 pupils.*
- *Change the type of provision offered at the 55 place Special Needs Resource Base at Monmouth Comprehensive School, to cater for complex needs including Severe Learning Difficulties, Autistic Spectrum Disorder, Speech language and Communication disorder, and Physical and Medical Difficulties.*

- *Change the type of provision offered at the 55 place Special Needs Resource Base at Caldicot School, to cater for complex needs including Severe Learning Difficulties, Autistic Spectrum Disorder, Speech language and Communication disorder, and Physical and Medical Difficulties.*

2.2 The following proposals also featured as part of the statutory consultation process associated with the review of ALN and inclusion services, however, did not meet the required need to publish statutory notices. However, in light of the positive feedback received during the consultation, it is recommended that members implement the following proposals with effect from September 2019. The consultation report analysing the consultation responses can be found under appendix 2.

- *Establish two regional Secondary Pupil Referral Units, one in the north and one in the south of the county*
- *Extend the provision of the existing pupil referral service to establish inclusion centres in Caldicot, Chepstow, King Henry VIII and Monmouth secondary schools. This provision will be run by the Pupil Referral Service but will enhance the capacity of schools to provide provision for pupils with challenging behaviour via a referral process*

### **3. KEY ISSUES:**

3.1 On 7<sup>th</sup> March 2018, Cabinet gave approval for the local authority to engage in the statutory consultation process, which proposed a new model for the delivery of ALN and Inclusion services.

3.2 The proposed new delivery model outlined the following:

*Establishment of a new special school that will deliver the full range of provision required to meet the needs of children and young people aged 3-19 with ASD, SEBD, PMLD and severe learning difficulties within the County. The existing Mounton House Special School will close as a result of the proposal and form the site of the new special school.*

*The new special school will offer provision for a wide range of Additional Learning and behavioural needs delivered through multiple satellite settings placed across the County. The proposal will ensure provision is provided locally to children whose needs cannot be met within mainstream settings and require more specialist support. The existing Pupil Referral Service (PRS) will also be enhanced to provide a greater range of outreach support and provision for children and young people at risk of exclusion.*

3.3 The consultation period commenced on 16<sup>th</sup> April 2018 for a period of 6 weeks, concluding on 27<sup>th</sup> May 2018.

3.4 During the consultation period, officers engaged in an extensive consultation process with the community and key partners. Consultation sessions with children, staff, governors and parents were undertaken for the 8 schools identified as being directly affected by the proposed new delivery model. A consultation meeting with staff and management committee for the Pupil Referral Service was also undertaken.

3.5 On 5<sup>th</sup> September 2018, Cabinet received the consultation report analysing the feedback received from consultees on the proposed new model for the delivery of ALN and Inclusion Services. Members agreed at this meeting to move the proposals outlined in section 2 of this report to the next stage of the statutory process, namely to publish the required statutory notices to implement the regulated alterations associated with these proposals.

3.6 Members also agreed at the Cabinet meeting on 5<sup>th</sup> September 2018 not to proceed with the below proposals, but to significantly recast the proposals and re-consult:

- *Proposals to close Mounton House Special School and establish a new special school located on the site of the existing Mounton House Special School that will deliver the full range of provision required to meet the needs of children and young people aged 3-19 with ASD, SEBD, PMLD and severe learning difficulties within the County.*
- *Proposal to establish a Special Needs Resource Base in the south of the county to accommodate children with Autistic Spectrum Disorder, Speech Language and Communication difficulties to also include an assessment centre.*
- *The proposal to establish two regional Primary Pupil Referral Units, one in the north and one in the south of the county.*

In light of the above, further recommendations will be brought to Cabinet to engage in a further consultation process that proposes to address the matters above.

3.7 Furthermore, members agreed to abandon the following proposal and maintain the status quo.

- *Proposals for the new special school to manage the SNRB centres located at Deri View, Pembroke and Overmonnow Primary Schools, as well as those located at Caldicot and Monmouth Secondary schools.*

3.8 The local authority opened the statutory notice period on 24<sup>th</sup> September 2018 through the publication of the required statutory notices, proposing regulated alterations to the affected schools details in section 2 of this report. Copies of the statutory notices published can be found under appendix 3.

The statutory notice period concluded on 22<sup>nd</sup> October 2018 (28 days from date of publication). Copies of the statutory notices were circulated electronically to all consultees, published on the council's website, and displayed at the entrance to the sites of the affected schools. Consultees were advised that they could submit a statutory objection against any of the proposals within the 28 day period, and provided with the means of how to do so.

- 3.9 In line with the School Standards and Organisation (Wales) Act 2013, the local authority has to publish an Objection Report following the publication of the statutory notices. The Objection Report is at Appendix 3 and provides:
- Details of the Objections received to the proposal.
  - The Local Authorities response to these issues.
- 3.10 There were no statutory objections received in relation to any of the proposals outlined in section 2 of this report. In light of this, the requirements outlined in 3.9 of this report have been removed.
- 3.11 During the statutory objection period, the local authority received a response from the governing body of Deri View Primary School in relation to these proposals. A copy of the response can be found under appendix 3 of this report, however, is not considered to be a statutory objection. A response to offer reassurances against the concerns raised by the governing body will be provided, acknowledging the required support and investment needed should the proposals move forward to implementation.

#### **4. OPTIONS APPRAISAL**

There were four options considered, which were detailed in the consultation document considered and agreed by Cabinet on 7<sup>th</sup> March 2018.

#### **5. EVALUATION CRITERIA**

This is included in appendix 3.

#### **6. REASONS:**

The consultation process was designed to allow the authority to test some specific models of provision and to illicit key concerns from stakeholders. To that extent the process was very successful and given the richness of the feedback officers require more time to ensure that all of the potential options are tested and any new permutations developed.

#### **7. RESOURCE IMPLICATIONS:**

The costs for the setting up of the SNRB at Deri View in the next financial year are anticipated to be £119,044. In addition to this, the costs for the inclusion units in our four secondary schools are anticipated to be £170,191.

We will be phase the impact of these costs to ensure that savings are made through the next stage of the ALN and Inclusion review to ensure that there is no impact on resources.

The resource implications associated with Overmonnow SNRB developments to be funded from the £201,000 section 106 contributions associated with the Croft Y Bwla, Rockfield Road development.



**8. WELLBEING OF FUTURE GENERATIONS IMPLICATIONS (INCORPORATING EQUALITIES, SUSTAINABILITY, SAFEGUARDING AND CORPORATE PARENTING):**

This is included in appendix 4.

**9. CONSULTEES:**

CYP DMT  
Cabinet Member for Education  
Appendix 1 lists a full list of consultees.

**10. BACKGROUND PAPERS:**

Welsh Government School Organisation code

**11. AUTHOR:**

Will McLean

**12. CONTACT DETAILS:**

**Tel: 01633 644582**  
**E-mail: [willmclean@monmouthshire.gov.uk](mailto:willmclean@monmouthshire.gov.uk)**



## **Appendix 1 – List of Consultees with whom we consulted**

- Parents, Guardians and carers of all pupils of schools directly affected by the proposal
- Parents of children who are in receipt of a statement of ALN
- Parents of children who are in receipt of a School action plus resource assist (SAPRA)
- Headteacher, staff and governors of schools directly affected by the proposal.
- Out of county Schools affected by the proposal.
- Pupils/Pupil Councils of schools directly affected by the proposal
- Headteachers of all schools in MCC area
- All MCC Members
- Welsh Ministers
- All MCC Town and Community Councils
- All MCC Assembly Members representing the area served by the school
- All Members of Parliament representing MCC area
- All MCC Libraries
- Directors of Education of all bordering LAs – Blaenau Gwent, Newport, Powys, Torfaen, Herefordshire, Gloucestershire
- Directors of Education of affected LA's – Caerphilly, South Gloucestershire, Merthyr, Bristol, Rhodda Cynon Taff, North Somerset, Somerset, Swindon, Vale of Glamorgan, Cardiff
- Principals of Coleg Gwent
- MCC Youth Service
- GAVO
- Monmouthshire Governors Association
- Teaching Associations
- Support Staff Associations
- Policy Officer (Equalities & Welsh Language)
- Welsh Government
- ESTYN
- Church in Wales Diocesan Trust, Director of Education
- Roman Catholic Diocesan Trust, Director of Education
- South East Wales Education Achievement Service
- Gwent Police and Crime Commissioner
- SNAP Cymru Parent Partnership Service
- Local Health Board

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monmouthshire  
sir fynwy

# CONSULTATION REPORT

Reorganisation of ALN & Inclusion Services

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## 1. Introduction

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Monmouthshire County Council has a statutory duty to secure sufficient and suitable school places for children within its County, and in doing so ensure that resources and facilities are efficiently utilised to deliver the education opportunities that our children deserve.

The Council has a responsibility under the School Standards and Organisation (Wales) Act 2013 to consult with appropriate stakeholders when giving consideration to any significant school reorganisation proposals.

The Council recently engaged in a statutory consultation process relating to the delivery of Additional Learning Needs (ALN) and Inclusion Services across the County.

The purpose of the consultation was:

***To seek the views of our community and key stakeholders on proposals to implement a new delivery model to meet the needs of children and young people with additional learning needs (ALN) and those presenting with challenging behaviour.***

This consultation report now represents the council's responsibilities in line with the School Standards and Organisation (Wales) Act 2013 to produce a report seeking to inform interested parties of the outcome to the consultation by means of:

- Summarising each of the issues raised by consultees
- Responding to these by means of clarification, amendment to the proposal, or rejection to the concerns with supporting reasons
- Setting out Estyn's view (as provided in its consultation response) of the overall merits of the proposal

## 2. Distribution of the Consultation Report

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This consultation report has been published on the Monmouthshire County Council Website [www.monmouthshire.gov.uk/schoolreorganisation](http://www.monmouthshire.gov.uk/schoolreorganisation). The following consultees and interested parties will be contacted directly to inform them of the publication of this document.

- Parents, Guardians and carers of all pupils of schools directly affected by the proposal
- Parents of children who are in receipt of a statement of ALN
- Parents of children who are in receipt of a School action plus resource assist (SAPRA)
- Consultees who have formally responded to the consultation and requested notification
- Headteacher, staff and governors of schools directly affected by the proposal.
- Out of county Schools affected by the proposal.
- Pupils/Pupil Councils of schools directly affected by the proposal
- Headteachers of all schools in MCC area
- All MCC Members
- Welsh Ministers
- All MCC Town and Community Councils
- All MCC Assembly Members representing the area served by the school
- All Members of Parliament representing MCC area
- All MCC Libraries
- Directors of Education of all bordering LAs – Blaenau Gwent, Newport, Powys, Torfaen, Herefordshire, Gloucestershire
- Directors of Education of affected LA's – Caerphilly, South Gloucestershire, Merthyr, Bristol, Rhodda Cynon Taff, North Somerset, Somerset, Swindon, Vale of Glamorgan, Cardiff
- Principals of Coleg Gwent
- MCC Youth Service
- GAVO
- Monmouthshire Governors Association
- Teaching Associations
- Support Staff Associations
- Policy Officer (Equalities & Welsh Language)
- Welsh Government
- ESTYN
- Church in Wales Diocesan Trust, Director of Education
- Roman Catholic Diocesan Trust, Director of Education
- South East Wales Education Achievement Service
- Gwent Police and Crime Commissioner
- SNAP Cymru Parent Partnership Service
- Local Health Board



### 3. Background to our review of ALN and Inclusion Services

Monmouthshire is committed to improving the educational achievement and attainment for all children and young people in in the county through the provision of an inclusive education system that places the child or young person at the centre.

Through our work with schools, parents and key partners, we seek to:

- Secure equality of access to education for all children and young people
- Deliver a high quality and inclusive curriculum for all learners
- Educate our children and young people in their local communities whenever possible
- Support children and young people and their families to enable them to live a happy and fulfilling life
- Provide meaningful opportunities for learners to access support when they need it and return to their community school as soon as they are able
- Meet the needs of children and young people now and be suitably adaptable to meet changing needs in the future

The aims above link directly to our Directorate core values, which aspire to ensure that all of our children and young people will:

- **Be ready for school** - through engagement with our Early Years and Flying Start programmes.
- **Be in school** - supported by our Access and Education Welfare teams.
- **Be well behaved** - through support from our Behaviour and Inclusion teams.
- **Be well taught** - by the teachers and teaching assistants in our schools.

Over the last five years, we have made progress towards fulfilling this commitment for the majority of our children and young people. However, there is still more to do to ensure that this is the case for children and young people and particularly for learners with ALN and social, emotional and behavioural difficulties (SEBD).

In November 2012, Estyn reported that the quality of Local Authority (LA) education for children and young people with ALN in Monmouthshire was unsatisfactory. In its follow-up visit in November 2016, Estyn reported that the authority had made good progress in addressing almost all areas. However, Estyn recognised the 'lack of specialist facilities for learners with autistic spectrum disorder (ASD), social emotional and behavioural difficulties and severe learning difficulties" which meant that "learners had to travel long distances to attend specialist out of county placements" and this remained an area to be addressed.

Since this time and through its 21<sup>st</sup> Century Schools programme, the Council has extended its secondary provision by including a Special Needs Resource Base (SNRB) in the new schools in Caldicot and Monmouth. Whilst this will increase the capacity of secondary SNRB ALN provision across the county, it does not address the needs of all learners with SEBD, especially girls and younger learners.

Consequently, in January 2017, the LA established an ALN Steering group with representation from LA Officers, Headteachers, ALN Coordinators, Governors, Children Services Officers and SNAP Cymru to review and improve the provision

and the capacity to meet a wider range of needs within the county for children and young people with ALN and SEBD.

The review included an analysis of current and projected pupil needs, an evaluation of the skills and capacity within schools, the impact of high cost out of county placements and our readiness to meet the expected requirements of the Additional Learning Needs (Wales) Bill at the point of implementation. Our analysis indicated that:

- Our local ALN and SEBD provision did not meet the needs of many of our children and young people and as a result, they were accessing education in an out of county placements. Further scrutiny identified a significant shortfall in provision for ASD, Speech Language and Communication Disorder (SLCD) and SEBD within the county and an excess of provision for Moderate Learning Difficulties (MLD).  
It also became clear that the proportion of primary fixed term exclusions shows an increasing trend over the past 5 years and mainstream secondary fixed term exclusions have increased and are now at a level in excess of 2012/13 levels eradicating all the falls in 2013/14.
- There is a need to develop skills and capacity within our school system to ensure that more pupils are educated in their local area and where possible in mainstream schools
- The increasing financial pressures associated with the significant numbers of children and young people being educated outside Monmouthshire were not only having a significant impact on the overall provision for children and young people in schools, but also on other service areas such as the Passenger Transport Unit
- Our current model would not enable us to meet fully the requirements of the new ALN Act when implemented because we cannot ensure equality of education opportunity and access.

The aim of our ALN reform programme is to secure equality of access to education for children and young people, including those with ALN and SEBD, which meets needs and enables them to participate in, benefit from and enjoy learning by:

- **Securing excellent teaching and learning** to deliver a high quality and inclusive curriculum for all learners and in doing so this will underpin all our systems and processes
- **Building the capacity of schools** to educate their children and young people in their local community and within the Council wherever possible
- **Implementing systems and processes to facilitate early assessment, intervention and support** using a range of multi-agency providers including third sector organisations
- **Securing effective Cluster partnership arrangements** to become the key driver for the implementation of our strategy
- **Maintaining a consistent approach to nurture and well-being** to support learners and their families across the county
- **Securing effective and transparent multi-agency working** to ensure the best possible outcomes for learner's well-being and achievement

- **Maintaining home / host school registration and establishing revolving door arrangements** to provide opportunities for children and young people to access the support they need and return to their community school ensuring that resources follow the learner and appropriate provision is maintained to meet identified need
- **Securing good access to local, high quality, flexible provision** that is appropriate and is able to meet current and changing needs
- **Adopting an “invest to save”** approach in order to achieve best practice and build sustainability

The Council's ALN and Inclusion Strategy sets out the guiding principles applied to ensure our delivery model addresses the local needs of our children as follows:

- All of our children and young people are valued, whatever their needs, so that they can experience success in their learning, reach their potential, enjoy high levels of well-being and maximise their life chances
- Meeting the needs of children and young people with ALN and SEBD is a priority and is everyone's responsibility
- The overwhelming majority of children and young people are educated with their peers and in their local community
- Appropriate, specialist provision to meet the needs of our children and young people is available within the local authority
- All parties, including schools, parents and wider agencies work together and in the best interests of the child.

## 4. A reminder of our proposal

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The Local Authority consulted on proposals to establish a new special school that would deliver the full range of provision required to meet the needs of children and young people aged 3-19 with ASD, SEBD, PMLD and severe learning difficulties within the County. The consultation proposed that the existing Mounton House Special School would close as a result of the proposal and form the site of the new special school.

It was proposed that the new special school would offer provision for a wide range of Additional Learning and behavioural needs delivered through multiple satellite settings placed across the County. The proposal would ensure provision is provided locally to children whose needs cannot be met within mainstream settings and require more specialist support. The existing Pupil Referral Service (PRS) would also be enhanced to provide a greater range of outreach support and provision for children and young people at risk of exclusion.

## 5. Consultation Arrangements

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### Methodology

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On 7<sup>th</sup> March 2018, the Councils' Cabinet approved the proposals to commence statutory consultation allowing the Council to engage with key stakeholders on a new model for the delivery of Additional Learning Needs and Inclusion services.

In line with the School Standards and Organisation (Wales) Act 2013, the Council produced a consultation document, published on 16<sup>th</sup> April 2018, which also represented the commencement of the statutory consultation period. The formal consultation period lasted for a period of 6 weeks (including 20 school days) concluding on 27<sup>th</sup> May 2018.

The consultation document was distributed / links sent to all statutory consultees as listed under appendix 1 of this document. The consultation document also published on the Council's website at [www.monmouthshire.gov.uk/schoolreorganisation](http://www.monmouthshire.gov.uk/schoolreorganisation).

The Council raised awareness of the consultation through a marketing campaign, which included publications via the Councils' social media networks.

Consultees were advised of the following opportunities to respond to the consultation proposals:

- Writing to School and Student Access Unit, Monmouthshire County Council, PO Box 106, Caldicot, NP26 9AN.
- Emailing [strategicreview@monmouthshire.gov.uk](mailto:strategicreview@monmouthshire.gov.uk).

- Completing the response pro-forma which can be found under appendix 1 and returning it to School and Student Access Unit, Monmouthshire County Council, PO Box 106, Caldicot, NP26 9AN.

### Consultation Meetings

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As part of the consultation process, the Council held consultation sessions with staff, governors / management committee, parents and members of the community to ensure engagement with all interested parties who may wish to learn about the proposal. These sessions were hosted at the following schools identified as being directly affected by the proposals:

School	Date of consultation meeting
Mounton House Special School	30 <sup>th</sup> April 2018
Caldicot School	1 <sup>st</sup> May 2018
Pupil Referral Service	2 <sup>nd</sup> May 2018
Deri View Primary	10 <sup>th</sup> May 2018
Pembroke Primary	14 <sup>th</sup> May 2018
Monmouth Comprehensive School	16 <sup>th</sup> May 2018
Overmonnow Primary School	17 <sup>th</sup> May 2018
King Henry VIII Comprehensive	22 <sup>nd</sup> May 2018
Chepstow School	24 <sup>th</sup> May 2018

All of the consultation meetings were attended by senior officers of the councils' directorate for children and young people, and provided interested parties with an opportunity to learn more about the proposals and ask any questions / raise any concerns.

Officers in attendance at the consultation meetings provided reassurance that any comments / concerns raised would be recorded and feed into the consultation outcomes. However, consultees were also encouraged to submit their formal responses through one of the preferred available methods.

Copies of the full consultation document and feedback proformas were made available at each of the consultation sessions.

The comments raised and key themes of concerns raised during the consultation meetings have been summarised and included as part of the overall responses received on page 10 of this document.

### Consultation with children and young people

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The Council developed a "child friendly" version of the consultation document to ensure that children and young people could be fully engaged in the consultation process.

A series of consultation events were held with students from the affected schools, Deri View Primary, Overmonnow Primary, Pembroke Primary, Caldicot School, King Henry VIII School, Monmouth Comprehensive School and Mounton House Special School.

The events took place at the schools and involved 102 pupils in total, ranging from year 1 to year 13. Of those pupils involved, 54 have additional learning needs, some of whom are attending mainstream education, attending a SNRB, receiving support from a SNRB in mainstream or are attending Mounton House Special School.

A summary of the feedback received from children and young people can be found under appendix 2 of this document. A “child friendly” version of this document has also been produced to provide appropriate feedback to children and young people.

## 6. Results and Comments

The Council has received a number of responses to the consultation exercise. A broad profile of the respondents can be found in the table below

	<b>Total</b>
<b>Parents</b>	13
<b>Staff</b>	7
<b>Governors / Governing body</b>	6
<b>Other organisations</b>	12
<b>Not declared</b>	2
<b>Total</b>	40

The below table shows a summary of the comments / concerns raised during the consultation period together with the Council’s responses. The comments / concerns have been drawn and summarised from the written responses received together with the feedback given during the consultation meetings.

<b>Question/Comment</b>	<b>LA Response</b>
<b>The Proposal</b>	
<ul style="list-style-type: none"> <li>The document states that children should be educated in their local community; however, children in catchment for King Henry will have to go to Monmouth. There is</li> </ul>	<ul style="list-style-type: none"> <li>The proposal seeks to establish a north south model of delivery. Children and young people from the King Henry VIII catchment area will need to travel to Monmouth if they</li> </ul>

<p>therefore no equality or consistency in approach across the county.</p> <ul style="list-style-type: none"> <li>• There is a distinct lack of equity across the county with this proposal. The establishment of SNRB's at specific schools means that certain schools will have little investment or provision.</li> <li>• Why will there be no residential facilities in the new school at Mounton House?</li> <li>• Could the residential unit at Mounton House be used for something else?</li> <li>• The out of county provision is better than what is on offer in Monmouthshire. There will have to be a continued commitment to investing a significant resource to equip the SNRBs in Monmouthshire to meet individual needs.</li> </ul>	<p>need to access SNRB provision. All of our schools receive delegated funding which they can use to support ALN pupils. The LA provide King Henry VIII with interim additional funding to enable the school to provide additional provision to meet the needs of more complex young people. The LA accept the comment and plan to consider the development of more specialist provision in this area as part of the Band B proposal for the new school.</p> <ul style="list-style-type: none"> <li>• The only current residential provision that we have is for children attending our special school who present with social emotional and behavioural difficulties. Currently we have no Monmouthshire children and young people accessing this provision. There are some young people accessing residential provision outside the Local Authority as this provision meets their complexity of level of identified need.</li> <li>• The numbers of pupils currently attending on a residential basis are extremely low with only one young person attending the school on a residential basis. The Local Authority will explore all options to maximise the use of its estate.</li> <li>• The proposal recognises the need to invest in Monmouthshire schools to develop good quality provision. The proposal does not expect to be able to meet the needs of all children and young people and where this is the case, appropriate provision would be identified in special schools who have the facilities, skills and experiences to meet this level of identified need.</li> <li>• During the ALN and Inclusion review, the multi-agency steering</li> </ul>
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<ul style="list-style-type: none"> <li>• I feel the mix of PMLD and behavioural problems are not a natural mix and you will have some very vulnerable PMLD pupils attending a school with pupils known to have volatile behaviour</li>   <li>• Generally I feel this proposal has been produced to cut exclusion rates in Monmouthshire along with cost savings and I do not believe the wider ALN community has been considered enough , in fact I feel it was an afterthought once SEBD has been dealt with.</li>   <li>• I am keen to understand where you are proposing to educate children with hearing and visual impairment, and the plans for ensuring that staff are trained appropriately in order to ensure equity of access.</li>   <li>• We need to incorporate health professionals into the school setting.</li> </ul>	<p>group considered a multi-purpose special school but felt that it would be inappropriate to have a school for the full range of ALN as this would mean placing some vulnerable pupils in the same setting as those who display challenging behaviour. Our proposal has been amended to ensure that pupils with PMLD continue to attend appropriate specialist provision.</p> <ul style="list-style-type: none"> <li>• The ALN and Inclusion issues were considered alongside each other and proposals were developed and the model written to address both areas. Whilst we expect exclusion rates to reduce via the implementation of these proposals a key factor in our decision making process was for more pupils to be educated locally.</li>   <li>• There are no plans to change our provision for pupils with VI/HI. We will still maintain our existing offer, which is based upon a continuum of provision, maintaining young people in local provision with support from the regional Sensory Support Service and where appropriate securing specialist placements for a very small number of children. Staff from Sensory Support Service undertake and will continue to undertake a vital role in ensuring that staff have access to appropriate training.</li>   <li>• The proposal identifies two new assessment centres, one in the north and one in the south. It is envisaged that health professionals will be able to work with both staff and children and young people in the assessment centres to provide support to children and young people and also support and advice to schools.</li> </ul>
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<ul style="list-style-type: none"> <li>• A reduction in travel times is important.</li> <li>• Pen-Maes in Brecon has a respite facility attached to the school which I imagine would work very well for children with autism especially, having that continuum and familiarity of environment and staff.</li> <li>• The consultation document states that MCC is currently unable to support pupils with a hearing impairment locally. The following page explicitly states that the reorganisation seeks to ensure these learners can “access services as required, as locally as possible and at the very least within Monmouthshire.” We are concerned that the proposals outlined within the consultation document do not deliver in this regard.</li> <li>• It must be acknowledged that deaf pupils require support from deaf specialists. While some may be appropriately supported peripatetically, others will need to attend a school with onsite provision to reach their potential.</li> <li>• What provision of assistance will there be for children who are highly intelligent, have autism but who do not disrupt classes?</li> </ul>	<ul style="list-style-type: none"> <li>• The proposal aims to reduce the travel time for the majority of pupils.</li> <li>• We acknowledge this point but unfortunately, our proposals do not include any respite facilities.</li> <li>• Whilst we aim to meet the needs of as many pupils as possible, we accept that there will be pupils because of the specialist support they require that will need to access specialist provision outside of the county. We work closely with deaf specialists from the Sensory and Communication Support Service to ensure we appropriately support hearing impaired pupils within our mainstream schools and this would continue. However, we fully accept that for a small number of pupils with significant VI and HI needs will need to access provision in specialist schools/colleges</li> <li>• We acknowledge that communication difficulties covers a broad spectrum and that peripatetic support will not be appropriate for all pupils. Where this is the case, we will work with key partners to secure provision in a suitable school, which may be specialist, and out of the county as in above response. In summation, our continuum of intervention for pupils who are identified as being hearing impaired will not change because of these proposals.</li> <li>• We recognise the need to build the skills and experience of our education workforce to meet a wider range of additional learning needs. This will include ensuring that there is appropriate advice and guidance given to schools for pupils with autism who are educated in mainstream schools.</li> </ul>
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<ul style="list-style-type: none"> <li>• Will children who attend the new special school need to have a statement?</li> <li>• What hours would be offered through the PRS provision i.e. will there be an opportunity for full time provision?</li> </ul>	<ul style="list-style-type: none"> <li>• Yes or an IDP written and maintained by the LA.</li> <li>• The review aims to provide a greater range of inclusion provision across the LA.</li> </ul>
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**Management of the sites/SNRB's**

<p>There were a number of concerns raised with regards to the management arrangements between the new special school, the mainstream schools and the SNRB's a summary of which is provided below:</p> <ul style="list-style-type: none"> <li>• Accessibility within schools and keeping pupils safe within the environments and managing pupils when they try to leave school.</li> <li>• The responsibility for overseeing maintenance of equipment and shared areas? Whose budget do repairs to equipment come from?</li> <li>• How will split governance work on a day-to-day basis? There will be Health &amp; Safety concerns and staff management issues.</li> <li>• The relationship between the management board of the PRS and the governing body of the new school. In addition, how will conflicts of interest be resolved?</li> </ul>	<ul style="list-style-type: none"> <li>• We are fortunate that our all of our schools with SNRBs in the primary and secondary sector are DDA compliant to ensure that all pupils can access the facilities and to keep pupils safe. All staff working with pupils in our SNRBs would be aware of police, procedure if young people attempted to leave premises. If this with the case individual children and young people would have individual risk assessments, and risk reduction plans. Staff would also have had access to appropriate training. This is common in all schools/provision across the county.</li> <li>• The responsibility for maintaining equipment is the responsibility of the school.</li> <li>• The LA have reflected on responses from the consultation and we have decided to reconsider the management aspect of this proposal.</li> </ul>
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<ul style="list-style-type: none"> <li>• Staff, pupils and parents will find it confusing. How will the new HT ensure there is high quality provision across the many satellite sites?</li> <li>• Will pupils being taught in the SNRB's have access to the facilities in the school?</li> <li>• Concerns were raised over mixing pupils with ASD and SEBD as they are two very different groups</li> <li>• Concerns were raised over mixing pupils with ASD and SEBD as they are two very different groups</li> <li>• When will the Governing Body for the new school be established? If left too late autumn 2018, it will be difficult to complete all the practical tasks to enable the school to open successfully in September 2019.</li> </ul>	<ul style="list-style-type: none"> <li>• Currently all pupils taught in SNRBs have access to mainstream facilities if it is appropriate and of benefit to the pupil. This will not change.</li> <li>• We take on board concerns about mixing ASD and SEBD pupils. We are not proposing that all pupils with ASD attend specialist behaviour provision. Where appropriate we seek to maintain pupils with ASD in their local school.</li> <li>• There are many examples of successful 3 to 19 'through' schools in Wales and England. Staff in these schools have expertise across the age ranges. These schools have identified areas where children and young people of different key stages can be taught.</li> <li>• A Governing Body cannot be formed until a local authority has decided if it is going to open a new school. If a decision is taken to open a new school, a Governing Body will be formed as soon as practicable after this date.</li> </ul>
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**Inclusion**

<p>Concerns were raised with regards to the LA moving away from inclusion within mainstream schools a summary of which is provided below:</p> <ul style="list-style-type: none"> <li>• Pupils already being taught in mainstream classes will be segregated by being moved into SNRB's.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils with ALN who currently attend mainstream classes will continue to do so. Where appropriate children and young people who attend SNRB provision can continue to access mainstream</li> </ul>
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<ul style="list-style-type: none"> <li>• Pupils will no longer be integrated into mainstream and be taught with their peers.</li> <li>• Pupils educated in units will not be equipped with the skills to live an independent life.</li> <li>• There is no definition of inclusion across the Authority and different schools have very different approaches to it.</li> <li>• Caldicot SNRB will be for children with profound needs and children with moderate needs will be in mainstream? Will the children with statements in mainstream still be in small classes?</li> </ul>	<p>provision as part of their curriculum offer.</p> <ul style="list-style-type: none"> <li>• Specialist SNRB provision on the school site provides children and young people with the opportunity to access an individual and bespoke package of support alongside the opportunity to access to the school community as and when appropriate. In doing so, supporting the development of independence in young people with ALN.</li> <li>• The proposal, through the special school, initially aims to align the best practice in of all SNRBs, and to share and develop collective expertise so that more children and young people can access appropriate provision within their local community. Once this has been established, the Special School would coordinate a comprehensive package of outreach support to all schools to build expertise across mainstream schools and settings.</li> <li>• We will build a capacity to work with these children. They would still have TA support and funding will continue to exist.</li> </ul>
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**Projected Figures**

<ul style="list-style-type: none"> <li>• The figures provided do not appear to include all pupils requiring support in Monmouthshire's schools.</li> <li>• I am worried that there will not be enough capacity in the new SNRB's.</li> </ul>	<ul style="list-style-type: none"> <li>• The local authority has included all current pupils who have a SAPRA or a Statement of Special Educational Needs. We have also projected our needs going forward using a range of data from other sources such as Health.</li> <li>• The local authority are proposing to increase the number of SNRB places in secondary schools through the two new schools in Caldicot and Monmouth. This will mean that</li> </ul>
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	learners needing to access a place in this provision will be able to do so.
<b>Finance</b>	
<ul style="list-style-type: none"> <li>With an ALN budget of £7.4M there did not seem to be any indication as to where the proposed revenue savings would be made other than staff redundancies? There is no reference to the capital costs required in upgrading the Mounton House site?</li> <li>If pupils will still be required to attend out of county schools, I cannot see where the savings will come.</li> </ul>	<ul style="list-style-type: none"> <li>The proposed savings were to come from children that would no longer be placed in OOC provision as their needs could be met in Monmouthshire. We anticipate that further savings could be made by maintaining pupils in Monmouthshire to afford the proposals.</li> <li>It is true that some pupils with very specialist need would still need to travel to out of county but many others would be able to access provision within the county if the proposal is implemented. The savings identified would be found through maintaining young people within the Local Authority as opposed to them accessing specialist provision outside of the Local Authority. The savings would increase as those pupils who are currently in out county complete their educational careers. We accept that for a small number of pupils, out of county provision will still be required and this has been included in our projected savings. Ultimately, our priority is driven by meeting pupil need and not cost.</li> </ul>
<b>Land and Buildings</b>	
<ul style="list-style-type: none"> <li>The new schools at both Caldicot and Monmouth do not have the equipment or space necessary to cater for pupils with profound needs. Why was this not thought of when the schools were built?</li> </ul>	<ul style="list-style-type: none"> <li>The SNRB's have been planned in both of the new secondary school builds from the outset. Specialist equipment will be provided to support these children in line with their identified needs. We accept that the range of specialist equipment currently available would not meet the needs of the full range of pupils with PMLD. Consequently, we have amended the proposal for secondary pupils to reflect this. Consequently, we have amended the proposal for secondary pupils to reflect this.</li> </ul>

<ul style="list-style-type: none"> <li>• There is not enough time to carry out the building work required to bring the Mounton House site up to standard and make it fit for purpose?</li> <li>• Overmonnow SNRB has very limited space at present and cannot accommodate an additional four pupils and four members of staff.</li> <li>• I believe the preferred option 4, is the right direction to go in. The only concern I have is whether key facilities such as a Sensory Room and a Hydro Pool which are specialist resources for pupils with ASD and PMLD, which pupils currently get schooling out of county will be provided?</li> </ul>	<ul style="list-style-type: none"> <li>• We accept that the timescales in the documentation are ambitious. They are intended to indicate the start date for the opening of the ALN and Inclusion provision although it will take a period of up to three years to complete the roll out across the authority. Following a review of the site we accept that this timescale will need to be reviewed.</li> <li>• We have identified the need for significant investment to ensure that our provision is suitable to meet the needs and numbers of pupils. Any adaptations to buildings would be part of a wider programme of works. Not all of this work would be completed by April 2019.</li> <li>• Where children and young people require a facility such as a hydro pool then it is likely that these children and young people will attend a Special School such as Crownbridge or Pen-y-Cwm.</li> </ul>
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**Staffing**

<ul style="list-style-type: none"> <li>• What will happen to staff currently employed by the Schools, will they have to re-apply for jobs or be made redundant?</li> <li>• What if staff do not want a job that is offered, will there be opportunities for voluntary redundancy?</li> <li>• What will the staffing structure look like for the new school? What if the headteacher is not contactable and there is an issue in school.</li> </ul>	<ul style="list-style-type: none"> <li>• The proposals are about re-purposing our provision to meet a wider range of need within Monmouthshire. Therefore, we plan to implement a process whereby staff are slotted into the jobs that are available based on their skills.</li> <li>• If staff do not feel suited to any of the roles then HR officers will work with them to establish the best way forward.</li> <li>• The staffing structure will be determined should the proposal be accepted. However we have reviewed the proposals in the light of</li> </ul>
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<ul style="list-style-type: none"> <li>• If the staff working within the SNRB are to become part of the new special school, will they be required to work across different sites as and when required.</li> <li>• What is the impact for staff that are currently employed on annual rolling contracts?</li> <li>• Will staffing levels be reduced?</li> </ul>	<p>consultation responses and determined that we will not proceed with a new special school based on a hub and spoke mode</p> <ul style="list-style-type: none"> <li>• The staffing levels in the SNRB's will be the same. There may be opportunities for new roles in new school based provision. Should there be any identified reduction in staffing levels then the Local Authority will follow the appropriate protection of employment policy.</li> </ul>
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**Other issues/questions raised**

<ul style="list-style-type: none"> <li>• Will there be any considerations given to the transport arrangements associated with children attending Overmonnow SNRB, as the external facilities are already pressured at school start and finish times without increasing capacity?</li> <li>• Are we going to look at how children are supported within their mainstream environment as currently feel some children are let down through lack of support?</li> <li>• Will all children from Overmonnow with SLCD be required to attend Deri View SNRB?</li> <li>• Will the parents lose parental choice?</li> <li>• The full range of learning needs does not seem to be covered in the proposal?</li> <li>• Mental health is on the increase, it is about the environment the child is in and nurturing them. Will it be looked at as cannot see where it fits in?</li> </ul>	<ul style="list-style-type: none"> <li>• Children and young people will need to be transported to school at the appropriate time and due consideration will be given to the logistics of this from the learners point of view</li> <li>• Schools have delegated and Band funding to support learners. The LA will review the funding model to support the implementation of the final model</li> <li>• We do not envisage any pupils in current provision will be required to move as a result of the proposal.</li> <li>• Parents and children/young people have the right to identify a school of choice and this will continue to be considered</li> <li>• The collection of sites would mean that we meet almost all learning needs.</li> <li>• Additional resources will be going into schools to support children and young people who may have difficulty engaging in education. We recognise that further training is</li> </ul>
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<ul style="list-style-type: none"> <li>• The proposals to increase our county inclusion provision is welcome, however, should we not be allocating resources on a need basis rather than mirroring the provision in each of the secondary schools</li> <li>• Where would the low functioning children go?</li> <li>• Will there be provision for MLD in mainstream to access SNRB when required?</li> <li>• Would TA support currently supporting MLD in SNRB setting transfer to mainstream with the child?</li> <li>• Disruption in the school is the issue, what will happen with disruptive children and how will that impact others?</li> <li>• Will the Local Authority be bringing children currently placed at out of county settings back into Monmouthshire?</li> <li>• Will we continue to offer SNRB placements to children resident outside of Monmouthshire?</li> </ul>	<p>needed to meet a wider range of need.</p> <ul style="list-style-type: none"> <li>• We have allocated a nominal resource to each secondary school, which will be managed by the PRU. If a resource is under pressure in a school then consideration will be given to prioritise resources if there is spare capacity in other schools.</li> <li>• Children and young people are placed according to need and the designation of the setting based on their admission guidance.</li> <li>• Where appropriate children and young people who attend SNRB provision can continue to access mainstream provision as part of their curriculum offer</li> <li>• Not necessarily however, the school in conjunction with the LA would ensure that support would be available for pupils where appropriate.</li> <li>• The number of fixed exclusions have increased due to a variety of factors of children with complex needs, children moving into the area etc. if a child displays challenging behaviour there is limited access to outreach. The idea is for more support to be placed into outreach and for there to be access with the North and the South. Specialist provision would be provided if needed. At secondary level, additional resource would be provided to each school for earlier intervention.</li> <li>• No we have no intention of doing this unless it is by parental preference</li> <li>• Yes, we would have to consider any request from another LA for a pupil</li> </ul>
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	with identified needs that matches the designation of the SNRB.
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## 7. ESTYN Response

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### **Estyn response to Monmouthshire County Council's proposal to review and re-organise the provision for children and young people with ALN and SEBD.**

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales. Under the terms of the School Standards and Organisation (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 and other additional information such as data from Welsh Government and the views of the Regional Consortia which deliver school improvement services to the schools within the proposal.

#### **Introduction**

The proposal is by Monmouthshire County Council.

The proposal is to close Mounton House Special Residential School for boys and establish a new 3-19 special school for boys and girls on the Mounton House site that will deliver the full range of provision required to meet the needs of children and young people within the authority. The new school will also manage the provision of multiple satellite services for additional learning and behavioural needs located across the county.

#### **Summary/ Conclusion**

The proposal has been developed in line with the council's 21st Century Schools programme. The council is also committed to improving the educational achievement and attainment for all children and young people in the county through the provision of an inclusive education system that places the child or young person at the centre. Individual schools' performance data has been provided and accurately analysed within the consultation document. When considering this data and the outcome of the most recent Estyn inspection reports for these schools, it would appear to indicate that standards would at least be maintained should the proposal go ahead.

#### **Description and benefits**

The proposer has given a clear rationale for the proposal. The proposer states clearly that it believes that the proposal is the most cost effective option in order to meet the needs of the majority of children and young people in the authority. It also states reasonably that the proposal would benefit pupils by providing a cohesive a holistic approach to meeting the needs of the majority of learners irrespective to age,

need and gender. The proposer clearly defines the expected benefits of the proposal with regard to ensuring continuity of provision for almost all children and young people from 3 to 19 years within the county.

The proposer clearly sets out the expected advantages of the proposal. These include: the certainty of providing a continuum of education for children and young people; being able to respond to changing needs swiftly; enabling suitable provision locally thus reducing the need for significant travel; and reducing the inequality in accessing specialist provision in Monmouthshire, especially with regard to gender inequality.

The proposer has considered suitably a range of risks associated with the proposal. The proposer has suitably included details of counter measures for these risks. The proposer has provided clear evidence to show that it has considered other alternatives to this current proposal, such as maintaining the status quo. The proposal includes three alternatives which were considered and explains clearly why the current proposal was considered to be the best option.

The proposer has suitably considered the impact of the proposal on learner travel arrangements. It recognises appropriately that the proposal will lead to pupils travelling much lesser distances to their schools.

The proposer has provided information about the various current providers' capacities and tables of current and anticipated pupil numbers. It states that the proposal would eventually lead to a reduction in surplus places but with a sufficient capacity for growth. However, the proposer does not indicate clearly what will happen to the residential provision which is currently in place at Mounton House. As well as pupils from Monmouthshire, pupils from other authorities within the region access the residential provision. It is not evident that the proposer has consulted with other local authorities regarding this proposal.

The proposal is that all satellite services across the county will come under the management of the ALN service at Mounton House. The proposer clearly indicates the benefits of centralising the management of ALN and SEBD services. The proposer clearly explains that there may be a need for the employment of specialist staff and that there may be some currently employed staff who would not be re-employed if they are not suitably skilled. It is implied that the council would establish a Protection of Employment Policy and all staff would be consulted. There may be redeployment where possible to minimise the risk.

The proposer has not undertaken a Welsh language impact assessment. The proposer states clearly what the cost of the investment would be. The proposal includes suitable arrangements for consultation

## 8. General overview and consensus

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The consultation process undertaken proved to be without doubt a useful exercise, and provided a full and open opportunity to test and critic the proposed new delivery model for ALN and Inclusion Services.

Through analysis of the feedback received during the consultation period, the Council is able to draw clear support for some aspects of the delivery model, whilst also identifying a need to reflect and review other aspects.

The consultation document proposed changes to various aspects of the current ALN and Inclusion service, which combined would form a new overarching delivery model for children and young people with Additional Learning Needs as well as those with challenging behaviour. These aspects can be summarised as:

- 1. The establishment of a new special school, which would replace the existing Mounton House Special School, but would be located predominately on the same site. The site itself would offer provision for boys and girls, full age range, with a diagnosis of ASD / SEBD.**

The consultation process highlighted a great deal of support behind the principles of the above proposal. It generally supported the Council's view that the provision currently offered at Mounton House Special School is not meeting the requirements of our in County demands.

Some consultees (including some children and young people) have shared concerns towards the appropriateness of having the full age range of pupils with ASD / SEBD on the same site. Some consultees also felt that the mixture of ASD/SEBD on the same site was inappropriate. Whilst acknowledging these concerns, the Council continues to feel that this proposal would be appropriate with robust management arrangements and appropriate provision on site.

However, during this consultation process the Council has identified the need for significant capital investment to ensure the site currently occupied by Mounton House Special School is fit to deliver the requirements of this proposal. This has highlighted a need to reflect on the viability of this proposal in moving forward.

The recommendation is to significantly recast the proposal and re-consult, this is due to the prohibitive capital costs.

- 2. The new Special School would also be responsible for the management of the existing Special Needs Resource Bases (SNRB) located at Pembroke Primary School, Overmonnow Primary School, Deri View Primary School, Caldicot School, Monmouth Comprehensive School, as well as a new Primary SNRB in the South of the County.**

The consultation process highlighted a significant level of concern from some consultees towards the proposals to place the management of the SNRB centres with the new special school. The concerns focussed around governance

arrangements, responsibilities and a risk of causing segregation of our children and young people on these sites.

Whilst the Council maintains that this proposal mirrors successful delivery models in neighbouring local authorities, we also acknowledge the need to reflect upon the concerns raised by consultees. In light of the area of concern surrounding the viability of a new special, the Council has been required to consider whether robust management and partnership arrangements with our schools can help achieve the required outcomes behind this proposal.

The recommendation is to abandon this proposal and maintain the status quo with the management of the SNRBs to be left with our local schools. The Local Authority will develop strong partnership arrangements with our schools to achieve the desired outcomes.

**3. The type of provision offered at Monmouth Comprehensive and Caldicot Schools would change to cater for Complex Needs including: Severe Learning Difficulties, Autistic Spectrum Disorder, Speech Language and Communication Disorder, Profound and Multiple Learning Difficulties, Physical and Medical Difficulties.**

This proposal prompted some mixed views amongst consultees, however, in the main it recognised that the type of provision on offer at the SNRBs (located at Caldicot and Monmouth Comprehensive Schools) requires review in order to meet the in county needs moving forward.

A selection of consultees shared concerns towards the proposals for children and young people with moderate learning difficulties to be educated in mainstream. The Council recognises the need to comply with the requirements of the new ALN bill whilst supporting our schools to ensure that children and young people with these needs are appropriately supported.

The Council recognised concerns shared regarding the suitability of the SNRB settings in Monmouth and Caldicot Comprehensive Schools to meet the full range of need identified within our proposal. The particular concerns focussed on the schools abilities to meet the needs of children and young people with profound and multiple learning difficulties. This is an area on which the council has reflected.

The recommendation is to publish the proposals with a modification to remove Profound and Multiple Learning Difficulties from the type of provision offered.

**4. The type of provision offered at the SNRB located Overmonnow Primary School would change to cater for Complex Needs including: Severe Learning Difficulties, Autistic Spectrum Disorder, Speech Language and Communication Disorder, Profound and Multiple Learning Difficulties, Physical and Medical Difficulties. The capacity of these SNRBs would also increase from 20 to 24.**

The feedback received behind this proposal was overall positive and supportive. However, it recognised a need to invest in the SNRB to provide the necessary space and resources associated with an increase in capacity from 20 to 24.

The recommendation is to publish the proposal as consulted on.

- 5. The type of provision offered at the SNRB located at Pembroke Primary Schools would change to cater for Complex Needs including: Severe Learning Difficulties, Autistic Spectrum Disorder, Speech Language and Communication Disorder, Profound and Multiple Learning Difficulties, Physical and Medical Difficulties. The capacity of these SNRBs would also increase from 20 to 24.**

The feedback received behind this proposal was overall positive and supportive. However, it recognised a need to invest in the SNRB to provide the necessary space and resources associated with an increase in capacity from 20 to 24.

The recommendation is to publish the proposal with a modification - not to increase the capacity from 20 to 24.

- 6. The type of provision offered at the SNRB located at Deri View Primary would change to cater for Autistic Spectrum Disorder, Speech Language and Communication Disorder, including an Assessment Centre.**

This proposal received a great deal of support throughout the consultation, recognising that the provision currently offered in the SNRB at Deri View Primary School is not meeting our in county needs.

The recommendation is to publish the proposal as consulted on.

- 7. A new Primary SNRB would be established at the Bungalow, Bulwalk Road, Chepstow to cater for Autistic Spectrum Disorder, Speech Language and Communication Disorder, including an Assessment Centre.**

This proposal received a great deal of support throughout the consultation, recognising that the provision is required to support children and young people in the south of the county.

However, the Council needs to reflect on the location of this provision as the Bungalow located at Bulwalk Road, Chepstow, would require significant capital investment. This is therefore a proposal that would require further consultation prior to implementation.

The recommendation is to significantly recast the proposal and re-consult

**8. Inclusion centres offering support for children at risk of exclusion to be established in the four secondary schools supported by the Pupil Referral Service offering provision for 8 pupils FTE**

The consultation evidenced a great deal of support behind the requirements for this provision and is one that should proceed in light of the required need.

The recommendation is to publish the proposal as consulted on.

**9. Expansion of the Pupil Referral Service to offer increased support for the full age range of children and young people in Monmouthshire.**

The consultation evidenced a great deal of support behind the requirements for this provision and is one that should proceed in light of the required need.

The recommendation is to publish the proposal as consulted on, with a need to review and consult on the locations of this provision in light of some of the recommendations above.

## Appendix 1 - List of Consultees with whom we consulted

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- Parents, Guardians and carers of all pupils of schools directly affected by the proposal
- Parents of children who are in receipt of a statement of ALN
- Parents of children who are in receipt of a School action plus resource assist (SAPRA)
- Headteacher, staff and governors of schools directly affected by the proposal.
- Out of county Schools affected by the proposal.
- Pupils/Pupil Councils of schools directly affected by the proposal
- Headteachers of all schools in MCC area
- All MCC Members
- Welsh Ministers
- All MCC Town and Community Councils
- All MCC Assembly Members representing the area served by the school
- All Members of Parliament representing MCC area
- All MCC Libraries
- Directors of Education of all bordering LAs – Blaenau Gwent, Newport, Powys, Torfaen, Herefordshire, Gloucestershire
- Directors of Education of affected LA's – Caerphilly, South Gloucestershire, Merthyr, Bristol, Rhodda Cynon Taff, North Somerset, Somerset, Swindon, Vale of Glamorgan, Cardiff
- Principals of Coleg Gwent
- MCC Youth Service
- GAVO
- Monmouthshire Governors Association
- Teaching Associations
- Support Staff Associations
- Policy Officer (Equalities & Welsh Language)
- Welsh Government
- ESTYN
- Church in Wales Diocesan Trust, Director of Education
- Roman Catholic Diocesan Trust, Director of Education
- South East Wales Education Achievement Service
- Gwent Police and Crime Commissioner
- SNAP Cymru Parent Partnership Service
- Local Health Board

## Appendix 2 - Consultation with Children and Young People

### **DIRECTORATE FOR CHILDREN & YOUNG PEOPLE**

### **MONMOUTHSHIRE COUNTY COUNCIL**

#### **Formal Consultation Meetings with Children and Young People for the Review of ALN and Inclusion Services**

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## **Foreword**

The formal consultation process to implement a new delivery model to meet the needs of children and young people with additional learning needs (ALN) and those presenting with challenging behaviour closed on the 27<sup>th</sup> May, 2018. During the consultation period officers met with pupils from all of the affected schools and I would like to take this opportunity to thank all of the pupils that took part. Your passionate and thoughtful views and questions will support our Cabinet Members in the next stage of the decision process, which will take place on 4<sup>th</sup> July 2018.

I would like to invite you to take part in future engagement activities to help us reach a final decision in November 2018. After this date, your views will continue to help us to shape education services for pupils with Additional Learning Needs.

Will McLean

Chief Officer Children and Young People

## Summary

A series of consultation events were held with students from the affected schools, Deri View Primary, Overmonnow Primary, Pembroke Primary, Caldicot School, King Henry VIII School, Monmouth Comprehensive School and Mounton House Special School. The events took place at the schools and involved 102 pupils in total, ranging from year 1 to year 13. Of those pupils involved, 54 have additional learning needs, some of whom are attending mainstream education, attending a SNRB, receiving support from a SNRB in mainstream or are attending Mounton House Special School.

The events lasted between 30 – 60 minutes depending on the groups. The facilitator briefly explained the current provision in Monmouthshire and all pupils had the opportunity to talk about their own schools and the support they or their peers currently receive. A brief overview of the proposals were provided and pupils were asked:

### **Do you support the proposal to open a new Special School for girls and boys aged 3 – 19 years?**

Pupils were then asked for their views on the proposals to place the management responsibility of the SNRBs to the new Special School, in the form of satellite provision. Pupils from the secondary schools were asked about the proposal to remove residential at Mounton House and the introduction of Inclusion Centres.

Nearly all of the events had a facilitator and a scribe. Some of the pupils from the secondary school groups also provided their own comments on post it notes and completed the formal consultation form. A summary from each school is included in this report. Below is an overall summary of the main themes.

- *Concerns were expressed over how the proposals will affect individual children with ALN, the support they receive and which secondary schools they will transition to.*
- *Most children were concerned that the proposals would have a negative impact on the current ethos of integration in their school for pupils with ALN, almost half were quite anxious about this highlighting concerns around friendship groups, access to mainstream lessons, break times, school trips etc.*
- *One group had strong views on maintaining a separate provision for pupils with ALN.*
- *Many of the children raised concerns about the lack of space in their school if more children were to attend with higher levels of need.*
- *With exception of pupils from Mounton House, nearly all pupils thought that one Head in overall charge of the new special school and satellite provision was not a good idea, it would be 'confusing' and 'too big a job'.*
- *A group from each of the secondary schools discussed the proposal to introduce an inclusion centre in their school. Two groups felt that this was not necessary, that their current provision worked well and should be better resourced. One group thought that pupils should stay in their school and a*

*separate area could seem like a punishment. The remaining group thought that this would be a positive addition to their school.*

- *Nearly all of the pupils from Mounton House who participated in the consultation events were **very anxious** about all aspects of change.*
- *Most pupils agreed with the proposal to open a Special School for girls and boys and this should include both primary and secondary children.*
- *All pupils highlighted the positive relationships between staff and pupils and that this is important in supporting pupils.*

Upon reflection, it would have been beneficial if children and young people had also been involved in the original development of the four options.

Nearly all pupils felt that it was important that children and young people were involved in every stage of the implementation, if it goes ahead, including the appointment of the Head of the new special school. Many of the pupils also requested further information to be shared with them when it becomes available. In particular:

- *Will current year 10 pupils at Mounton House have the choice to stay on to KS5?*
- *Will pupils with ALN continue to receive support in mainstream?*
- *What physical changes to the buildings will take place at the secondary schools and Mounton House (e.g. use of rooms and resources)?*
- *How will the new delivery model be funded?*

**Deri View Primary School**

**10<sup>th</sup> May 2018**

Officers met with a group of 12 pupils from years 1 to 6.

The children talked very positively about their school, their teachers and the resources available to them in the sensory room and 'Seren Fach'. Children also explained how sometimes their friends go to the 'take 5' room to have the time and space to calm down. The children talked a lot about how their teachers help them.

*"We have lots of teachers to support us...they try their best."*

The children talked enthusiastically about the trips and visits they attend, they explained that children with ALN also attend the school trips and felt strongly that this should continue:

*"Pupils with special needs come on trips with us and this is a good thing.  
They should be able to continue to do this."*

There was some discussion about the use of space in the school for an SNRB, the children felt that this area was very well resourced but they were undecided if there was enough space for 20 children due to recent changes in the room designs and allocation. Children were very positive about the idea that new children might come to their school. One child thought that a new Special Headteacher for those children in the SNRB would be a good idea.

*"We would make new friends if new children came to our school."*

When asked if they thought the opening of a new special school for girls and boys, aged 3 – 19 years old was a good idea they all agreed that it was. Many of the children commented that having a special school for boys only was not a good idea.

*"It's a good idea to have girls and boys together."*

*"It's good for primary children too...gives little kids the opportunities so they know what they are capable of."*

*"They should do some of the things we do in our school in the new school."*

A lot of the children emphasised the importance of treating children with special needs the same as everyone else "because they are the same".

## Overmonnow Primary School

10<sup>th</sup> May 2018

Officers met with a group of 10 children, 3 of whom have ALN and attend mainstream school. The children were from years 3, 5 and 6.

The children talked about their school and what it is like for them, their friends and relatives to attend 'class 9' (the SNRB). The children were very positive about their experiences and how they are able to access some of the activities like soft play and 'rebound sessions' in the SNRB. Children felt very strongly about including the children from the SNRB and that there should be more inclusion. Their biggest concern is that if the proposals are agreed then the children from the SNRB might not be included in the school as much.

Some of their concerns about the integration of the unit and the main school included:

*"Will children from the unit be able to stay for after school clubs and trips?"*

*"Will children be able to come into our classes for example P.E.?"*

*"Will children in the unit follow the same topics as us?"*

*"Will they still have the same school rules?"*

*"Will children have the same uniform?"*

*"Will nursery children be able to go to class 9?"*

There were some other questions raised regarding how will the SNRB be established:

*"Will they employ more people if there are more children in the unit?"*

*"Will there be enough space?"*

There were a few children who were very concerned about how the proposal will affect them and if they would still be able to access the resources in the SNRB, "will I still be able to use the soft play and the rebound sessions?"

There were a lot of questions about school transport and how will children get to Overmonnow Primary or the new Special School. Some children were very concerned about how this would affect their relatives and if they would still be able to attend Overmonnow and which secondary school they would go to.

One child felt very strongly against the proposal of the SNRB being a satellite of the new Special School stating that:

*"I really think it's a bad idea, the Headteacher won't know what's happening."*

Another child then added, *"It's a big job for one Headteacher, they would need a lot of staff".*

When asked if they thought the opening of a new special school for girls and boys, aged 3 – 19 years old was a good idea, 8 out of the 10 children agreed that it was a good idea. One child thought that it would be better to have more space and resources in their school and not have a special school. Some children also felt that it would be good if children from class 9

would be able to go to Monmouth Comprehensive School. They all felt very strongly that friendships with children in the SNRB and the main school were very important and that this should continue.

### **Pembroke Primary School**

**11<sup>th</sup> May 2018**

Three children from the ALC from years 1, 2 and 3 met with officers.

The children talked very positively about their school, their teachers and the resources available to them in the ALC. They also talked very positively about being able to spend time in the ALC and in their mainstream year groups. The children talked about all of the trips that they go on and being able to play with their friends at playtime.

*“At play time we all play together.”*

*“I want more children to come to the ALC.”*

*“I like to be in the ALC and with the rest of my year.”*

Officers also met with 10 children from mainstream, from years 2 to 6, some of which have previously attended the ALC. Generally the children had more positive views on the proposal than negative. All of the children agreed with the proposal to reopen Mounton House as a special school for girls and boys from FP to KS5. Generally they felt that this was good because it would include girls and there would be more support because ‘there will be more teachers’.

*“A new special school would mean children don’t have to travel so far.”*

*“It is good that it is for children up until they are 19.”*

*“The new school will make sure that people with the same problems or disabilities will make friends.”*

*“The new Head could have really good expertise which is good.”*

Although the children all agreed that the new school was a good idea there were also some concerns:

*“It’s a good idea but they will have to think about the money, it will cost a lot.”*

*“Even if the new Head is good they will still have a lot of work to do.”*

The group discussed the proposal that the new Head of the special school could also be in charge of the ALC in Pembroke, although the children would still have the same uniform and school rules children still expressed some concerns.

*“We need to be clear about the new school; two Heads is confusing.”*

*“That’s a big no.”*

*“We like our Headteacher, the new one might not pay attention to all of the children in the ALC.”*

*“How will the Headteacher manage being in each school equally?”*

*“There’s lots of things to do, lots to manage, the Headteacher could get stressed.”*

*“What if the new head doesn’t include ALC children in trips and visits?”*

*“It could overwhelm and confuse pupils.”*

The children were very vocal about the positive practice in their school. They recognised that their Head was very busy and a new Head might be able to help and support but felt strongly that:

*“I don’t want anything to change. I like our school as it is.”*

*“Our school is doing well. I like our Head.”*

### **Caldicot School**

**11<sup>th</sup> May 2018**

Officers met with 8 pupils from the SNRB, from years 7 to 10 in the first session and 9 pupils with ALN who attend mainstream school from years 7, 9, 10 and 11 in the second session. All of the pupils disagreed with the proposals. One pupil from the second group commented, ‘there are lots of good ideas but I don’t see it working well unless it is implemented properly’. Other than this one comment, everything else was very negative towards the proposals.

#### **Group 1**

Pupils expressed concerns regarding the proposal to reopen Mounton House and extend the support to include pupils with ASD:

*“Mixing children with naughty children and those with ASD is not a good idea.”*

*“What will happen to the boys at Mounton House?”*

*“How will one Headteacher be in charge of all of those schools? How will it work?”*

Pupils then discussed how the proposals will affect Caldicot School and in particular the SNRB. This included the current design of the new building:

*“There’s not enough room in the SNRB now so if we have more children where will they fit?”*

As well as the use of the outside space for pupils who currently attend the SNRB:

*“There not enough room on the play yard.”*

*“We should keep the yards separate.”*

*“There no quiet space outside or space for children if they have a wheelchair.”*

*“We only have one lift. The corridors are not big enough for children in wheelchairs.”*

Pupils also wanted to know how the proposals might affect the support that they currently receive:

*“Will children still get support in mainstream?”*

*“What will happen to ‘A’ Class?”*

Nearly of the pupils felt that it was important that children could stay in the SNRB:

*“It’s important that everyone can reach their potential and not go into mainstream.”*

### Group 2

Some pupils in this group felt very strongly against having a special school.

*“If they go to the special school they could never come back to a secondary school.”*

*“Will this cause a melting pot at the new school?”*

*“It might be seen as a punishment to go to the special school.”*

A few pupils also said that including girls at the special school might not work, ‘It’s all about respect for girls. How will the boys in Mounon House cope with girls?’

These ideas came from a desire to integrate children into mainstream or to keep children at the SNRB in Caldicot. Pupils felt:

*“Kids here are included and have friends.”*

*“They can feel normal if they come here in the Learning Centre.”*

*“We should keep the SNRB the same.”*

One pupil also commented that ‘children should have the support they need in mainstream as well.’

Pupils also asked questions about the implementation of the proposals if they go ahead:

*“How will this be implemented properly?”*

*“It’s important to have the time to make it work properly.”*

*“It’s definitely going to need a new name because ‘special’ school has a stigma.”*

## **18<sup>th</sup> May 2018**

### Group 3

A consultation session was held with 11 Student Ambassadors from years 9 to 11.

All of the pupils agreed with the proposal to reopen Mounon House for girls and boys aged 3 – 19 years, although pupils did ask lots of questions and raise concerns regarding the use of the site in relation to the safety of younger children. One pupil also felt that older pupils attending the same school as primary children might have a negative impact on the self-esteem and confidence of the older pupils.



*“Older pupils might feel stupid or looked down upon.”*

Pupils discussed the positive elements of the proposal including less distance to travel, good to have the choice to stay on for KS5 to prepare pupils more and that it could raise the profile of Mounton House:

*“There’s nothing here for girls, they have to travel further which makes the situation worse.”*

*“Increasing to 19 is a good thing as it allows them to stay longer and build stronger foundations. Gives pupils a structure so they don’t go back to their old ways.”*

Pupils discussed the impact of introducing girls to the special school and extending the provision to include pupils with autism. Generally all pupils thought extending the provision to include girls was a good idea and would also help with interaction and developing social skills. Pupils did raise concerns about autistic children and SEBD children at the same school, pupils questioned how the different needs would be met and if this would cause problems:

*“Autistic children might get wound up by behaviour children.”*

*“Autistic children need quiet.”*

Nearly all pupils felt that many of their concerns could be mitigated through careful use of the site and separate areas for different ages. Pupils also felt strongly the most important factor would be meeting individual needs.

The group then discussed the idea of the satellite provision as part of the special school. There was a mixed response to this proposal, some pupils thought that a specialist head would be a good idea to support the needs of pupils whereas others felt that this would be too large a remit because of the age range but also because of the number of sites. All of the pupils said that communication between the schools and the special school was key to the success.

*“The age range could be a problem, too much of a stretch.”*

Pupils suggested that there should be different heads for the different age ranges.

*“Too much work across the 7 schools.”*

*“Good idea but individual needs of pupils might be lost.”*

Another pupil disagreed and said that the proposal would include smaller numbers of pupils compared to a large secondary school:

*“Our Headteacher doesn’t know everyone.....with smaller numbers this might be easier for a new specialist Headteacher to manage.”*

Pupils also emphasised the importance of staffing levels and how the relationships between students and staff are crucial:

*“Would staff change because this could be a problem for those who have built up relationships with their existing TAs?”*

One pupil queried ‘what will actually change other than the management?’

Pupils were asked their views on the proposal to establish an Inclusion Centre in their school. All of the pupils thought that an inclusion centre was a good idea, currently there isn’t similar

provision in the school. Pupils talked very positively about the pupil support currently available but felt strongly that more is required. Pupils explained that there is a need to support pupils with disruptive behaviour but the greater need is mental and emotional health.

*“Some people get so stressed about school and exams they can’t come to school. So it would be good to give them time out and then move back to mainstream instead of staying at home.”*

Pupils also said that it would be important to work closely with the current staff member that supports pupils but also some pupils might prefer to meet with a member of staff who is separate from the school.

There was some discussion around the language used to describe the support available, there was a debate around the use of the word special and pupils concluded that specialist’ might be more appropriate.

### **Chepstow School**

**22<sup>nd</sup> May 2018**

9 pupils with ALN met with the facilitators. At the start of the discussion the pupils talked about how their school currently supports pupils with ALN. This included extra time for tests, laptops to support learning, time out of class and extra support staff. The group discussed the proposed changes for Mounton House and nearly all of the pupils thought it was a good idea to extend the provision to include girls, primary children and KS5. They thought it would be good for pupils to have the choice to stay onto KS5. There was some concern about having primary and secondary pupils on the same site:

*“They might need to split the primary and secondary....the young children might pick up things off the older ones.”*

Pupils were asked their views on extending the provision to include Autism. One pupil commented:

*“Autistic children might get bullied by pupils with behaviour problems.”*

Pupils were asked what they thought about one Headteacher as having overall responsibility for the special school and satellite bases. Generally pupils thought that this would be ‘a lot to do’.

*“That’s a bad idea....they might care more about the children at the main school.”*

The group discussed the proposal to introduce an Inclusion centre in their school. Generally pupils felt that the staff in the Learning Centre currently supported pupils well and to introduce new staff to that school could be challenging for pupils. One pupil commented that rather than isolating pupils ‘they need to stay in school so they can learn how to behave’.

A pupil also commented that it is important that staff and pupils have mutual respect and that this would help to improve behaviour. There was a discussion around the current staff in school and their expertise in supporting pupils in particular ASD.

There was some concern regarding the proposal to close residential, ‘they will be tired and won’t be able to learn’. There was a discussion about the use of the word ‘special’ in the title of the school and how this might be seen as negative by some people.

### **King Henry VIII School**

**15th May 2018**

10 pupils took part on the consultation event, of which 4 pupils explained they had an additional learning need or required some additional help or support from their school. The facilitator explained the current provision and Mounton House and pupils were asked to describe how their school supports them and other pupils with ALN.

*“Schools helps you to learn about your issues.”*

*“There needs to be more emotional support....the school does well with behaviour.”*

*“They don’t really mix children with ALN in the rest of the school.”*

*“We are taught in small groups.”*

One pupil thought that it was good to be taught in small groups and another pupil disagreed, saying that:

*“It helps with dyslexia in small groups but it doesn’t help with socialising, I don’t get to see my friends.”*

Pupils were asked if they thought opening a new special school for girls and boys aged 3 – 19 years, including autism was a good idea. Opinion was split, only half thought that it was a good idea and even those half were not overly convinced that it was a good idea. All of the children felt strongly that the new school should not be called ‘special’:

*“I think it’s a mockery of what they have calling it a special school, it could make them feel bad.”*

*“If ASD and behaviour children go together then this could cause problems or negative impact on behaviour for people with autism.”*

There was a strong feeling among the group that it would be better if all pupils could stay in their mainstream school and not have the stigma of being sent to a special school. There was however, a lot of positive discussion around including girls and a few of the pupils couldn’t understand why there is currently a school just for boys.

*“Girls and boys together is a good thing, it’s preparing them for life.”*

A few pupils initially showed concern about having primary aged children on the same site as secondary children, expressing concern for their safety until it was explained that the site is quite large and will require some redevelopment to make it fit for purpose. Pupils then asked a number of questions relating to the cost of the proposal:

*“Where will the money come from?”*

*“How long will it take?”*

*“When will they do the building work?”*

The facilitator then explained that included in the proposal is the idea that the new Headteacher of the special school would be in charge of the SNRBs in the other schools as well. Pupils discussed this and one pupil suggested that there could be a Headteacher for the primary SNRBs and one for the secondary SNRBs. Pupils discussed this further and raised a few concerns, ‘when would they ever see the Headteacher?’ and one pupil suggested that a

change in the Head at Mounton House 'might not be a good thing for students.' All of the pupils felt very strongly that all of the staff would have an important role to play in the new school. One pupil suggested that it might be difficult to get experienced staff at the special school for the full age range:

*"I feel that teaching staff are in demand and there might be a lack of expertise."*

Another pupil highlighted communication over a large number of sites as a concern:

*"I am worried that communication will get muffled. Some students might get lost. Who will manage all of the data?"*

The proposal to introduce an Inclusion Centre was explained and discussed. Pupils talked about the positive benefits of the 'Hub' in their school. Nearly all pupils thought that the hub was working well to support pupils. One pupil said that 'having some new staff might help'. Nearly all pupils thought that their school did not need an Inclusion Centre and that it wouldn't work if it was managed by someone else:

*"It won't work, it needs to be the teachers from the hub. They know us really well."*

All of the pupils commented that the current hub is too small, they didn't know where an inclusion centre would go and they didn't see the need.

*"We just need a bigger hub."*

*"I feel part of the school. I have friends."*

*"We go the hall for PE. It works for us."*

There was a lot of discussion about improving the school's hub and many of the children felt that the school required more money in order to do this. One pupil said:

*"Instead of spending the money on an inclusion centre just give it to us for the hub."*

A pupil asked 'can more be done to help children when they are younger?' and related this question to a personal experience. The group then discussed the proposal to introduce an Assessment Centre at Deri View. One pupil responded very positively to this whilst another pupil thought that it would be too disruptive to move a child to another school for a short period of time.

Most of the pupils expressed very positive comments about the staff at their school and the important role those that work in the hub play in supporting pupils. One pupil said:

*"It's important that you ask staff what they think, especially those from the hub."*

**Monmouth Comprehensive School**

**30<sup>th</sup> April 2018**

During this consultation event we met with two groups of students. Group 1 included 10 students with ALN (2 from year 8 and 8 from year 10). Group 2 included 9 students from the School Council, from each of the following year groups: 7, 9, 10, 11, 12 and 13.

### **Group 1**

Students were asked to describe what it is like to attend their school with an additional learning need.

The students were very positive about their school, they felt that the school supported them well and prepared them for the future. The ethos of the school is very positive, “teachers are very respectful of students” and the school is “unique with our restorative system”. Nearly all of the students talked about ‘their responsibilities’ and that ‘Monmouth is a free school’. One student said:

*“I was scared people would make fun of the way I talk so when I first started I didn’t talk as much as I do now.”*

Another student then went on to say that...

*“It has changed most of us, we aren’t people who have to be looked after all of the time. I feel part of the school.”*

There was a very strong emphasis on the importance of students with ALN being integrated into mainstream and the benefits for all students:

*“Mainstream pupils can learn from pupils with additional needs. This helps them to know how to support their friends.”*

*“By (ALN) children being in a form class they learnt that it wasn’t right to behave in that way.”*

One student commented that because Monmouth is such a free school then being placed in a special school might ‘feel like a prison’. A few students also expressed concerns about children who are not used to the ethos of Monmouth Comprehensive School; ‘what will happen to children who don’t get the responsibility’.

Students also said that they liked being in a form class, going to sports clubs and being with their friends at break time. One student said that “Monmouth Comprehensive School is my family.”

Students were then asked if they agreed with the proposal to open a new special school for girls and boys aged 3 – 19 years. Generally students felt that this was a good idea:

*“It will be good to have mixed classes.”*

*“Good for those with severe difficulties to be able to socialise and have the support and the facilities that they need.”*

*“Less distance for those who live near the school to travel.”*

One student said they didn’t like the word ‘special’ on the name of the school because students might feel that they are not allowed to be in a normal school’ where as another student felt that the word special was important because everyone is special and ‘unique’. One student was also concerned about primary aged children mixing with secondary aged children.

Students also had lots of concerns about how the proposal would affect them in their school. They wanted to know:

*“What would happen to pupils who get support from the ALN Hub in Monmouth when the new special school opens?”*

*“Will pupils be able to meet their friends?”*

*“What will happen at break and lunch times?”*

*Will children in the ALN Hub still be able to go to mainstream classes, go on school trips and attend extra-curricular clubs?”*

*“Where will the playground be? Will it be fenced off?”*

*“Can we still go to college in year 10?”*

Students also discussed the affect that the proposal could have on other students such as having a negative impact on self-esteem if pupils in the SNRB are segregated from the school.

## **Group 2**

At the start of the discussion students confirmed that prior to the consultation many of them were not aware of Mounton House Special School in Chepstow. All students felt that closing and then reopening the school to accommodate girls and boys from the age of 3 to 19 with ALN was a very good idea.

Most of the discussions focussed on the ethos of Monmouth Comprehensive School and how students with ALN currently at the school access mainstream curriculum, attend form class, access out of school activities and trips. Pupils felt very strongly that the school was an inclusive environment and that this helped ALN children to achieve and develop social skills that will support them when they leave school.

*“I think that the school currently works well to support children with ALN...”*

*“It’s important to mix all children.”*

*“Inclusion is vital.”*

*“I think that at the moment the students that have some access to the normal curriculum tend to be the ones that build more relationships with other students that they can then learn from.”*

Students were very clear about their relationships with staff and their role in supporting students effectively.

*“Teachers tailor their approach and support really well at the moment”.*

*“Amazing teachers in the Wellbeing Centre”.*

*“Restorative approach is great”.*

Some students expressed concerns that segregating students with ALN in a Special Needs Resource Base (SNRB) on the school site could have a negative impact in their self – esteem and social skills.

*“I think that isolation would reverse the work done over the last 8 years.”*

*“Will segregation lead to loss of independence and life skills in the future?”*

The students also talked about the school's Wellbeing Centre and how well this is currently used to support students and also provide a quiet space when needed.

*“Anyone can access the Wellbeing Centre”.*

Students expressed some concern regarding the future of the Wellbeing Centre. They also talked about the new build and how students and staff have been involved in the design process. One student raised a concern regarding the new design.

*“The new build is not ready for the new proposals... we don't think there will be enough space”.*

There were a number of questions about the process of implementing the proposals, if agreed, and what that would look like.

*“Who will appoint the new Headteacher?” “Could we have a Young Persons panel for the interviews?”*

*“Will there be an opportunity to feedback on the details in the future, as the plans develop?”*

*“Could we have a trial period so that the change is not so scary?”*

*“Will the new school teachers have the same relationships?”*

*“What will the curriculum look like?”*

At the ends of the discussion 8 students completed the formal consultation form, 3 agreed with the proposal, 4 disagreed and 1 did not decide. A summary of the contents is detailed below:

All 4 responses against argued that the proposal will isolate ALN students from the rest of their school community. There were some concerns that the values of the new Special School and Monmouth Comprehensive School 'might clash' and overall they felt that the current provision for students with ALN in their school was working well.

One student didn't agree or disagree with the proposal. This student made the following comment:

*“As students, I also feel it is vital that students are involved in the plans / some decisions for the special school.”*

Three students agreed with the proposal, of which 1 suggested a Montessori approach whilst the other 2 focussed on the importance of inclusion and integration.

**Mounon House Special School**

**11<sup>th</sup> May 2018**

Officers met with 4 pupils from the School Council, from years 10 and 11. Although these pupils will not be directly affected by the proposals they had plenty of views on the proposals and the use of the building from their experiences of attending the school. There was a 50:50 split on the proposal to include girls in the new school, 'they should have done it years ago'. Pupils also thought it was a good idea to extend the new school for pupils up to the age of 19. Some of the pupils said they would stay on to 19 if they had the opportunity, 'it's good to have a choice'.

The pupils who attend the residential provision felt that this was important and that it should stay, 'we do lots of good things'.

There was a discussion about the proposal to extend the new special school to include children with ASD. One pupil felt very strongly against this idea, explaining that SEBD and ASD children do not mix well together and that the building is not designed to support children with ASD:

*"The corridors are very narrow."*

*"It's very noisy here. The walls and floors need sound proofing."*

*"People with ASD need quiet spaces. If we mix with behaviour issues this could cause an issue."*

*"People with ASD can go to the sensory room but this can be overstimulating."*

All of the pupils had ideas about how the building could be adapted if the proposal is agreed. Pupils agreed that there needs to be a lot of work on the building:

*"Maybe outside cameras."*

*"Some areas that are not used need to be reinstated, like a bigger canteen, girls changing room in the sports hall."*

*"We need better play equipment for the younger children. Outside trampolines and a climbing wall."*

*"One pupil commented that a PRU onsite would be a good thing and there is space."*

Pupils also showed concern about how the different ages would mix and how the buildings would be used. One pupil commented that it was important that younger children were placed in another building to 'keep safe and make sure they don't pick up bad habits' from the older children.

### **16<sup>th</sup> May 2018**

We met with 7 pupils from years 7 to 10, over three sessions. Most of the pupils had very strong views on the proposal. One of the pupils thought that the consultation process was pointless because 'you've already decided' 'my voice doesn't count'. Another pupil thought that the proposal was all about making money:

*"We need more children to come here so we get more money."*

Some of the pupils thought that residential should remain because the pupils that stay in residential have too far to travel to come to school every day. About half of the pupils thought



it would be a good idea to extend the school to pupils aged 19 as this would give them the choice to stay on if they wanted to.

There was a mixed response to the proposal to extend the school to include girls. Some of the pupils thought that this would be ok and good for social skills.

*"I'm not bothered about girls. It's the learning that makes me angry."*

Those pupils who were against the ideas felt very strongly that girls would cause problems, 'they scream' or they were concerned for their safety, 'some of the boys might hurt them'.

Nearly all of the pupils were concerned about the safety of younger children attending the same site and this was their main reason for disagreeing with the proposal. When this was discussed further pupils then felt it would be ok if younger children were kept separate, including break times and lunch times. Although there was still a feeling amongst half of the pupils that it still wouldn't work, 'It's going to fail'. A few also suggested that extending the school to primary children would have a negative effect:

*"They could get worse. They could pick up bad habits from the older ones."*

There were views about extending the provision to include pupils with ASD. One pupil said:

*"It won't make any difference, most of us here already have autism."*

Although there was some concern that the school wouldn't be the right place for pupils with severe autism.

Pupils didn't have any strong views regarding a Pupil Referral Unit on site as they felt that this would be ok.

Most of the pupils thought that a new Head in charge of the new school and the satellite provision would be ok, that it wouldn't impact on them. They felt that this would work as long as the new Head 'stayed in the office'. The real concern that came through very strongly was their anxiety around change. They thought that they would need more staff but didn't want to have anyone new, who didn't know them. The thought of introducing new pupils to the school was also distressing for most.

Nearly all of the pupils thought that the school should have a new name and that the new name should not include the word 'special'.

*"We could have a poll of 5 names and then choose."*

There was some discussion about the possibility of a new school uniform; one pupil disagreed because 'we can't afford a new uniform'. Pupils felt it was important that they were involved in any decisions about school uniform as well as decisions on the name. Some pupils also thought that it was important that they were involved in the decision making process and others wanted officers to return to school to provide further information when it is available.

Pupils also had the opportunity to discuss their school as it is currently. Nearly all felt that their school needed more money. They all felt that any changes to the school would require a lot of money and as long as this didn't impact on their current resources e.g. schools trips then this would be ok.

*"There might be less money for trips if girls come here."*

Pupils also made really positive comments about staff at their school and emphasised the importance of relationships, 'we have good relationship' and 'they know us really well'.

All of the pupils were very vocal about the school meals and said that the food needed to be improved. Some of the pupils also thought that it would be beneficial to introduce a breakfast club, some of the pupils explained that they don't have breakfast before they come to school. The internet access at the school was also brought up as a concern.

The overall feeling from all of the consultation sessions at the school was one of real concern and anxiety around change.



**MONMOUTHSHIRE COUNTY COUNCIL**  
**COUNTY HALL, RHADYR, USK, MONMOUTHSHIRE NP15 1GA**

**SCHOOL STANDARDS AND ORGANISATION (WALES) ACT 2013**

**Regulated Alteration to change the type of provision at**  
**Caldicot School**  
**Special Needs Resource Base**

Notice is given in accordance with section 42 of the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code that Monmouthshire County Council, having consulted such persons as required, proposes to alter Caldicot School, Mill Lane, Caldicot so that there will be a change in the type of provision offered at the Special Needs Resource Base. The school is maintained by Monmouthshire County Council.

Monmouthshire County Council undertook a period of consultation before deciding to publish this proposal. A consultation report containing a summary of the issues raised by consultees, the proposer's responses and the views of Estyn is available on Monmouthshire County Council's website at:  
[www.monmouthshire.gov.uk/schoolreorganisation](http://www.monmouthshire.gov.uk/schoolreorganisation).

It is proposed to implement the proposals on 29th April 2019.

This notice proposes to change the type of provision offered at Caldicot School's Special Needs Resource Base (SNRB) to cater for pupils with complex needs including Severe Learning Difficulties, Autistic Spectrum Disorder, Speech Language and Communication Disorder and Physical and Medical Difficulties. The SNRB will offer an inclusive education as close to home and the local community as possible. Home to school transport will be provided in accordance with the Authority's Home to School Transport Policy as at the date of implementation.

Within a period of one 28 days after the date of publication of these proposals, that is to say by Monday 22nd October 2018 any person may object to the proposals.

Objections should be sent FAO Matt Jones, Access Unit Manager, Monmouthshire County Council, County Hall, PO Box 106, Caldicot, NP26 9AN or by email to [strategicreview@monmouthshire.gov.uk](mailto:strategicreview@monmouthshire.gov.uk)

Monmouthshire County Council will publish a summary of any such objections made (and not withdrawn in writing) within the objection period, together with their observations thereon, within the period of 28 days after the end of the objection period.

Signed:

Paul Matthews, Chief Executive

For Monmouthshire County Council, 24th September 2018

## EXPLANATORY NOTE

(This explanatory note does not form part of the statutory notice but is offered by way of explanation)

On 16<sup>th</sup> April 2018, Monmouthshire County Council entered into a statutory process to consult on a revised model for the delivery of Additional Learning Needs (ALN) and Inclusions services across the county. The aim of this reform programme is to secure equality of access to education for children and young people, including those with ALN and SEBD, which meets needs and enables them to participate in, benefit from and enjoy learning by:

- **Securing excellent teaching and learning** to deliver a high quality and inclusive curriculum for all learners and in doing so this will underpin all our systems and processes
- **Building the capacity of schools** to educate their children and young people in their local community and within the Council wherever possible
- **Implementing systems and processes to facilitate early assessment, intervention and support** using a range of multi-agency providers including third sector organisations
- **Securing effective Cluster partnership arrangements** to become the key driver for the implementation of our strategy
- **Maintaining a consistent approach to nurture and well-being** to support learners and their families across the county
- **Securing effective and transparent multi-agency working** to ensure the best possible outcomes for learner's well-being and achievement
- **Maintaining home / host school registration and establishing revolving door arrangements** to provide opportunities for children and young people to access the support they need and return to their community school ensuring that resources follow the learner and appropriate provision is maintained to meet identified need
- **Securing good access to local, high quality, flexible provision** that is appropriate and is able to meet current and changing needs
- **Adopting an "invest to save"** approach in order to achieve best practice and build sustainability

An amendment to the type of provision offered at the Special Needs Resource Base (SNRB) located at Caldicot School will result in children with complex needs including Severe Learning Difficulties, Autistic Spectrum Disorder, Speech Language and Communication Disorder and Physical and Medical Difficulties being able to attend provision within the County and most importantly within their communities.

**MONMOUTHSHIRE COUNTY COUNCIL  
COUNTY HALL, RHADYR, USK, MONMOUTHSHIRE NP15 1GA  
SCHOOL STANDARDS AND ORGANISATION (WALES) ACT 2013**

**Regulated Alteration to change the type of provision at  
Deri View Primary School  
Special Needs Resource Base**

Notice is given in accordance with section 42 of the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code that Monmouthshire County Council, having consulted such persons as required, proposes to alter Deri View Primary School, Llwynu Lane, Abergavenny so that there will be a change in the type of provision offered at the Special Needs Resource Base. The school is maintained by Monmouthshire County Council.

Monmouthshire County Council undertook a period of consultation before deciding to publish this proposal. A consultation report containing a summary of the issues raised by consultees, the proposer's responses and the views of Estyn is available on Monmouthshire County Council's website at:  
[www.monmouthshire.gov.uk/schoolreorganisation](http://www.monmouthshire.gov.uk/schoolreorganisation).

It is proposed to implement the proposals on 29<sup>th</sup> April 2019.

This notice proposes to change the type of provision offered at Deri View Primary School's Special Needs Resource Base (SNRB) to cater for pupils with Autistic Spectrum Disorder, Speech Language and Communication Disorder and will include an Assessment Centre. The SNRB will offer an inclusive education as close to home and the local community as possible. Home to school transport will be provided in accordance with the Authority's Home to School Transport Policy as at the date of implementation.

Within a period of one 28 days after the date of publication of these proposals, that is to say by Monday 22nd October 2018 any person may object to the proposals.

Objections should be sent FAO Matt Jones, Access Unit Manager, Monmouthshire County Council, County Hall, PO Box 106, Caldicot, NP26 9AN or by email to [strategicreview@monmouthshire.gov.uk](mailto:strategicreview@monmouthshire.gov.uk)

Monmouthshire County Council will publish a summary of any such objections made (and not withdrawn in writing) within the objection period, together with their observations thereon, within the period of 28 days after the end of the objection period.

Signed:



Paul Matthews, Chief Executive

For Monmouthshire County Council, 24th September 2018

## EXPLANATORY NOTE

(This explanatory note does not form part of the statutory notice but is offered by way of explanation)

On 16<sup>th</sup> April 2018, Monmouthshire County Council entered into a statutory process to consult on a revised model for the delivery of Additional Learning Needs (ALN) and Inclusions services across the county. The aim of this reform programme is to secure equality of access to education for children and young people, including those with ALN and SEBD, which meets needs and enables them to participate in, benefit from and enjoy learning by:

- **Securing excellent teaching and learning** to deliver a high quality and inclusive curriculum for all learners and in doing so this will underpin all our systems and processes
- **Building the capacity of schools** to educate their children and young people in their local community and within the Council wherever possible
- **Implementing systems and processes to facilitate early assessment, intervention and support** using a range of multi-agency providers including third sector organisations
- **Securing effective Cluster partnership arrangements** to become the key driver for the implementation of our strategy
- **Maintaining a consistent approach to nurture and well-being** to support learners and their families across the county
- **Securing effective and transparent multi-agency working** to ensure the best possible outcomes for learner's well-being and achievement
- **Maintaining home / host school registration and establishing revolving door arrangements** to provide opportunities for children and young people to access the support they need and return to their community school ensuring that resources follow the learner and appropriate provision is maintained to meet identified need
- **Securing good access to local, high quality, flexible provision** that is appropriate and is able to meet current and changing needs
- **Adopting an “invest to save”** approach in order to achieve best practice and build sustainability

An amendment to the type of provision offered at the Special Needs Resource Base (SNRB) located at Deri View Primary School will enable children and young people with Autistic Spectrum Disorder and Speech Language and Communication Disorder, to attend provision within the County and most importantly within their communities. Children and Young People attending alternative Monmouthshire Schools will also be able to access the Assessment Centre provision to help ensure that their needs are identified and supported at the earliest opportunity.

**MONMOUTHSHIRE COUNTY COUNCIL  
COUNTY HALL, RHADYR, USK, MONMOUTHSHIRE NP15 1GA**

**SCHOOL STANDARDS AND ORGANISATION (WALES) ACT 2013**

**Regulated Alteration to change the type of provision at  
Monmouth Comprehensive School  
Special Needs Resource Base**

Notice is given in accordance with section 42 of the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code that Monmouthshire County Council, having consulted such persons as required, proposes to alter Monmouth Comprehensive School, Old Dixton Road, Monmouth so that there will be a change in the type of provision offered at the Special Needs Resource Base. The school is maintained by Monmouthshire County Council.

Monmouthshire County Council undertook a period of consultation before deciding to publish this proposal. A consultation report containing a summary of the issues raised by consultees, the proposer's responses and the views of Estyn is available on Monmouthshire County Council's website at:  
[www.monmouthshire.gov.uk/schoolreorganisation](http://www.monmouthshire.gov.uk/schoolreorganisation).

It is proposed to implement the proposals on 29th April 2019.

This notice proposes to change the type of provision offered at Monmouth Comprehensive School's Special Needs Resource Base (SNRB) to cater for pupils with complex needs including Severe Learning Difficulties, Autistic Spectrum Disorder, Speech Language and Communication Disorder and Physical and Medical Difficulties. The SNRB will offer an inclusive education as close to home and the local community as possible. Home to school transport will be provided in accordance with the Authority's Home to School Transport Policy as at the date of implementation.

Within a period of one 28 days after the date of publication of these proposals, that is to say by Monday 22nd October 2018 any person may object to the proposals.

Objections should be sent FAO Matt Jones, Access Unit Manager, Monmouthshire County Council, County Hall, PO Box 106, Caldicot, NP26 9AN or by email to [strategicreview@monmouthshire.gov.uk](mailto:strategicreview@monmouthshire.gov.uk)

Monmouthshire County Council will publish a summary of any such objections made (and not withdrawn in writing) within the objection period, together with their observations thereon, within the period of 28 days after the end of the objection period.

Signed:



Paul Matthews, Chief Executive

For Monmouthshire County Council, 24th September 2018

## EXPLANATORY NOTE

(This explanatory note does not form part of the statutory notice but is offered by way of explanation)

On 16<sup>th</sup> April 2018, Monmouthshire County Council entered into a statutory process to consult on a revised model for the delivery of Additional Learning Needs (ALN) and Inclusions services across the county. The aim of this reform programme is to secure equality of access to education for children and young people, including those with ALN and SEBD, which meets needs and enables them to participate in, benefit from and enjoy learning by:

- **Securing excellent teaching and learning** to deliver a high quality and inclusive curriculum for all learners and in doing so this will underpin all our systems and processes
- **Building the capacity of schools** to educate their children and young people in their local community and within the Council wherever possible
- **Implementing systems and processes to facilitate early assessment, intervention and support** using a range of multi-agency providers including third sector organisations
- **Securing effective Cluster partnership arrangements** to become the key driver for the implementation of our strategy
- **Maintaining a consistent approach to nurture and well-being** to support learners and their families across the county
- **Securing effective and transparent multi-agency working** to ensure the best possible outcomes for learner's well-being and achievement
- **Maintaining home / host school registration and establishing revolving door arrangements** to provide opportunities for children and young people to access the support they need and return to their community school ensuring that resources follow the learner and appropriate provision is maintained to meet identified need
- **Securing good access to local, high quality, flexible provision** that is appropriate and is able to meet current and changing needs
- **Adopting an "invest to save"** approach in order to achieve best practice and build sustainability

An amendment to the type of provision offered at the Special Needs Resource Base (SNRB) located at Monmouth Comprehensive School will result in children with complex needs including Severe Learning Difficulties, Autistic Spectrum Disorder, Speech Language and Communication Disorder and Physical and Medical Difficulties being able to attend provision within the County and most importantly within their communities.



**MONMOUTHSHIRE COUNTY COUNCIL  
COUNTY HALL, RHADYR, USK, MONMOUTHSHIRE NP15 1GA**

**SCHOOL STANDARDS AND ORGANISATION (WALES) ACT 2013**

**Regulated Alteration to change the type of provision at  
Overmonnow Primary School Special Needs Resource Base**

Notice is given in accordance with section 42 of the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code that Monmouthshire County Council, having consulted such persons as required, proposes to alter Overmonnow Primary School, Rockfield Road, Monmouth, so that there will be a change in the type of provision offered at the Special Needs Resource Base. The school is maintained by Monmouthshire County Council.

Monmouthshire County Council undertook a period of consultation before deciding to publish this proposal. A consultation report containing a summary of the issues raised by consultees, the proposer's responses and the views of Estyn is available on Monmouthshire County Council's website at:  
[www.monmouthshire.gov.uk/schoolreorganisation](http://www.monmouthshire.gov.uk/schoolreorganisation).

It is proposed to implement the proposals on 29th April 2019.

This notice proposes to change the type of provision offered at Overmonnow Primary School's Special Needs Resource Base (SNRB) to cater for pupils with complex needs including Severe Learning Difficulties, Autistic Spectrum Disorder, Speech Language and Communication Disorder, Profound and Multiple Learning Difficulties, and Physical and Medical Difficulties. This notice also proposes to increase the capacity of the SNRB from 20 to 24 once implemented. Current numbers within the SNRB stand at 17.

The SNRB will offer an inclusive education as close to home and the local community as possible. Home to school transport will be provided in accordance with the Authority's Home to School Transport Policy as at the date of implementation.

Within a period of one 28 days after the date of publication of these proposals, that is to say by Monday 22nd October 2018 any person may object to the proposals. Objections should be sent FAO Matt Jones, Access Unit Manager, Monmouthshire County Council, County Hall, PO Box 106, Caldicot, NP26 9AN or by email to [strategicreview@monmouthshire.gov.uk](mailto:strategicreview@monmouthshire.gov.uk)

Monmouthshire County Council will publish a summary of any such objections made (and not withdrawn in writing) within the objection period, together with their observations thereon, within the period of 28 days after the end of the objection period.

Signed:



Paul Matthews, Chief Executive

For Monmouthshire County Council, 24th September 2018

## EXPLANATORY NOTE

(This explanatory note does not form part of the statutory notice but is offered by way of explanation)

On 16<sup>th</sup> April 2018, Monmouthshire County Council entered into a statutory process to consult on a revised model for the delivery of Additional Learning Needs (ALN) and Inclusions services across the county. The aim of this reform programme is to secure equality of access to education for children and young people, including those with ALN and SEBD, which meets needs and enables them to participate in, benefit from and enjoy learning by:

- **Securing excellent teaching and learning** to deliver a high quality and inclusive curriculum for all learners and in doing so this will underpin all our systems and processes
- **Building the capacity of schools** to educate their children and young people in their local community and within the Council wherever possible
- **Implementing systems and processes to facilitate early assessment, intervention and support** using a range of multi-agency providers including third sector organisations
- **Securing effective Cluster partnership arrangements** to become the key driver for the implementation of our strategy
- **Maintaining a consistent approach to nurture and well-being** to support learners and their families across the county
- **Securing effective and transparent multi-agency working** to ensure the best possible outcomes for learner's well-being and achievement
- **Maintaining home / host school registration and establishing revolving door arrangements** to provide opportunities for children and young people to access the support they need and return to their community school ensuring that resources follow the learner and appropriate provision is maintained to meet identified need
- **Securing good access to local, high quality, flexible provision** that is appropriate and is able to meet current and changing needs
- **Adopting an “invest to save”** approach in order to achieve best practice and build sustainability

An amendment to the type of provision offered at the Special Needs Resource Base (SNRB) located at Overmonnow Primary School will result in children and young people with complex needs including Severe Learning Difficulties, Autistic Spectrum Disorder, Speech Language and Communication Disorder, Profound and Multiple Learning Difficulties, and Physical and Medical Difficulties, being able to attend provision within the County, and most importantly within their communities. The increase in capacity from 20 to 24 will enable more children with these needs to access this provision.

**MONMOUTHSHIRE COUNTY COUNCIL**  
**COUNTY HALL, RHADYR, USK, MONMOUTHSHIRE NP15 1GA**

**SCHOOL STANDARDS AND ORGANISATION (WALES) ACT 2013**

**Regulated Alteration to change the type of provision at**  
**Pembroke Primary School**  
**Special Needs Resource Base**

Notice is given in accordance with section 42 of the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code that Monmouthshire County Council, having consulted such persons as required, proposes to alter Pembroke Primary School, Fairfield Road, Chepstow, so that there will be a change in the type of provision offered at the Special Needs Resource Base. The school is maintained by Monmouthshire County Council.

Monmouthshire County Council undertook a period of consultation before deciding to publish this proposal. A consultation report containing a summary of the issues raised by consultees, the proposer's responses and the views of Estyn is available on Monmouthshire County Council's website at:  
[www.monmouthshire.gov.uk/schoolreorganisation](http://www.monmouthshire.gov.uk/schoolreorganisation).

It is proposed to implement the proposals on 29<sup>th</sup> April 2019.

This notice proposes to change the type of provision offered at Pembroke Primary School's Special Needs Resource Base (SNRB) to cater for pupils with complex needs including Severe Learning Difficulties, Autistic Spectrum Disorder, Speech Language and Communication Disorder, Profound and Multiple Learning Difficulties, and Physical and Medical Difficulties. The SNRB will offer an inclusive education as close to home and the local community as possible. Home to school transport will be provided in accordance with the Authority's Home to School Transport Policy as at the date of implementation.

Within a period of one 28 days after the date of publication of these proposals, that is to say by Monday 22nd October 2018 any person may object to the proposals.

Objections should be sent FAO Matt Jones, Access Unit Manager, Monmouthshire County Council, County Hall, PO Box 106, Caldicot, NP26 9AN or by email to [strategicreview@monmouthshire.gov.uk](mailto:strategicreview@monmouthshire.gov.uk)

Monmouthshire County Council will publish a summary of any such objections made (and not withdrawn in writing) within the objection period, together with their observations thereon, within the period of 28 days after the end of the objection period.

Signed:



Paul Matthews, Chief Executive

For Monmouthshire County Council, 24th September 2018

## EXPLANATORY NOTE

(This explanatory note does not form part of the statutory notice but is offered by way of explanation)

On 16<sup>th</sup> April 2018, Monmouthshire County Council entered into a statutory process to consult on a revised model for the delivery of Additional Learning Needs (ALN) and Inclusions services across the county. The aim of this reform programme is to secure equality of access to education for children and young people, including those with ALN and SEBD, which meets needs and enables them to participate in, benefit from and enjoy learning by:

- **Securing excellent teaching and learning** to deliver a high quality and inclusive curriculum for all learners and in doing so this will underpin all our systems and processes
- **Building the capacity of schools** to educate their children and young people in their local community and within the Council wherever possible
- **Implementing systems and processes to facilitate early assessment, intervention and support** using a range of multi-agency providers including third sector organisations
- **Securing effective Cluster partnership arrangements** to become the key driver for the implementation of our strategy
- **Maintaining a consistent approach to nurture and well-being** to support learners and their families across the county
- **Securing effective and transparent multi-agency working** to ensure the best possible outcomes for learner's well-being and achievement
- **Maintaining home / host school registration and establishing revolving door arrangements** to provide opportunities for children and young people to access the support they need and return to their community school ensuring that resources follow the learner and appropriate provision is maintained to meet identified need
- **Securing good access to local, high quality, flexible provision** that is appropriate and is able to meet current and changing needs
- **Adopting an “invest to save”** approach in order to achieve best practice and build sustainability

An amendment to the type of provision offered at the Special Needs Resource Base (SNRB) located at Pembroke Primary School will result in children and young people with complex needs including Severe Learning Difficulties, Autistic Spectrum Disorder, Speech Language and Communication Disorder, Profound and Multiple Learning Difficulties, and Physical and Medical Difficulties, being able to attend provision within the County and most importantly within their communities.



# Deri View Primary School

Llwynu Lane, Abergavenny, Monmouthshire.  
NP7 6AR

Headteacher: Mrs A Dunn

Chair of Governors: Mr A Cottom

To:-  
Mr Paul Matthews  
Chief Executive  
Monmouthshire County Council  
County Hall  
PO Box 106  
Caldicot  
NP26 9AN

Re:-

## **Regulated Alteration to change the type of provision at Deri View Primary School Special Needs Resource Base**

This letter responds to your notice regarding the above issued on 24<sup>th</sup> September 2018.

In the first instance, the Governing body of Deri View Primary School would wish to express its disappointment with the outcome of the consultation process that supported the review of ALN provision in the County of Monmouthshire. You'll be aware from our response to that consultation that, properly implemented, we supported the proposed option that would have led to a redeveloped special school for 3-19 year olds together with a managed network of local ALN provision that included Deri View. Given the long history of the involvement that this school has with this issue, we are concerned that an opportunity to enable the best provision possible across the County has been lost.

Turning to the direct impact that the decision has on Deri View Primary School, as a Governing Body we have decided that we will not object to the proposal to:-

“...change the type of provision offered at Deri View Primary School’s Special Needs Resource Base (SNRB) to cater for pupils with Autistic Spectrum Disorder, Speech Language and Communication Disorder and will include an Assessment Centre”<sup>1</sup>

<sup>1</sup> Taken from statutory notice – 24<sup>th</sup> September 2018



Given the history of special needs provision here at Deri View, this has been a difficult decision for the Governors. Confidence that excellent provision will be properly supported is low. Our decision not to object is on the basis that the Council will honour its commitment to establish excellence in this area by providing the right level of resources and support to Deri View Primary School. Specifically, we wish to be assured that:-

- Sufficient resources will be made available to recruit, train and establish the right level of staffing to enable the effective functioning of the SNRB in Deri View.
- Capital monies will be available to enable a safe environment that is conducive to the needs of the children who will use the SNRB.
- A strong and on-going process of County wide coordination is established so that in effect, there is a managed network of ALN provision across the County

Clearly, the Head Teacher and other staff will work with the Council to develop the right proposals for each of these areas.

Yours faithfully,

Andrew Cottom  
Chair of Governors

Cc:-

- Matt Jones, Access Unit Manager
- Will Maclean, Chief Officer Children & Young People



<b>Title of Report:</b>	<b>CONSULTATION PAPER FOR INCLUSION REVIEW</b>
<b>Date decision was made:</b>	<b>4<sup>th</sup> July 2018</b>
<b>Report Author:</b>	<b>Nikki Wellington</b>

<b>What will happen as a result of this decision being approved by Cabinet or Council?</b>	
This will allow the Children and Young People Directorate to consult all partners on the proposed changes to the inclusion provision across Monmouthshire.	
36 Month appraisal	

<b>What benchmarks and/or criteria will you use to determine whether the decision has been successfully implemented?</b>	
Meeting more of the needs of our young people within Monmouthshire. Reduce the number of pupils that need to access education in other authorities.	
36 month appraisal	

<b>What is the estimate cost of implementing this decision or, if the decision is designed to save money, what is the proposed saving that the decision will achieve?</b>	
Please refer to section 7 of the December 2018 Cabinet report	
36 month appraisal	

Any other comments





monmouthshire  
sir fynwy

## Future Generations Evaluation (includes Equalities and Sustainability Impact Assessments)

<p><b>Name of the Officer</b> Nikki Wellington</p> <p><b>Phone no:</b> 01633 644549 <b>E-mail:</b> nicolawellington@monmouthshire.gov.uk</p>	<p><b>Please give a brief description of the aims of the proposal</b></p> <p>To remodel the inclusion model for Monmouthshire to ensure that provision is developed in county to ensure that pupils are able to remain within Monmouthshire.</p>
<p><b>Name of Service</b> CYP Finance</p>	<p><b>Date Future Generations Evaluation</b> 9<sup>th</sup> February 2018 and updated in August 2018 following the consultation response. Further updated for the statutory notice objections for December 2018.</p>

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***NB. Key strategies and documents that may help you identify your contribution to the wellbeing goals and sustainable development principles include: Single Integrated Plan, Continuance Agreement, Improvement Plan, Local Development Plan, People Strategy, Asset Management Plan, Green Infrastructure SPG, Welsh Language Standards, etc***



1. **Does your proposal deliver any of the well-being goals below?** Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal.

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
<p><b>A prosperous Wales</b> Efficient use of resources, skilled, educated people, generates wealth, provides jobs</p>	<p>With this proposal, there will be new opportunities for jobs. Staff will be offered training for the skills required in this new model to support the pupils.</p>	

<b>Well Being Goal</b>	<b>Does the proposal contribute to this goal? Describe the positive and negative impacts.</b>	<b>What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?</b>
<b>A resilient Wales</b> Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)	No impact	No impact
<b>A healthier Wales</b> People's physical and mental wellbeing is maximized and health impacts are understood	Where possible the needs of the pupils will be met in county, near to their homes and local communities. This will have a positive effect on wellbeing for families.  There may be a few pupils, whose needs are best met outside of the county. This will be done in full consultation with all parties concerned.	All needs will be considered and the views of parents and children will be central to decision making process to ensure that the education placement is the most appropriate for the pupil and their identified needs.
<b>A Wales of cohesive communities</b> Communities are attractive, viable, safe and well connected	Pupils will be supported by their local community, they will remain with their peer group where possible.	
<b>A globally responsible Wales</b> Taking account of impact on global well-being when considering local social, economic and environmental wellbeing		
<b>A Wales of vibrant culture and thriving Welsh language</b> Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation	By remaining in their local communities wherever possible, pupils will be able to engage, participate and embrace the Welsh culture and heritage.	
<b>A more equal Wales</b> People can fulfil their potential no matter what their background or circumstances		

**2. How has your proposal embedded and prioritised the sustainable governance principles in its development?**

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Long Term</p> <p>Balancing short term need with long term and planning for the future</p>	<p>Because the provision will be within Monmouthshire, the needs of the child will be known and where appropriate, it will be easier to plan for the longer-term needs of that pupil.</p>	
 <p>Collaboration</p> <p>Working together with other partners to deliver objectives</p>	<p>Partners such as Social Services and Health are key partners in securing success and they will be consulted at all stages and their views will discussed and considered when determining the most appropriate provision to meet the needs of the pupil.</p>	
 <p>Involvement</p> <p>Involving those with an interest and seeking their views</p>	<p>All partners and key stakeholders will be consulted, along with parents and parent advocacy groups such as SNAP. The views of children and young people will be listened to and will form a central part of the decision making process.</p>	

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p data-bbox="152 608 293 635"><b>Prevention</b></p> <p data-bbox="342 368 504 667">Putting resources into preventing problems occurring or getting worse</p>	<p data-bbox="544 256 1312 440">The needs of the pupil will be identified at the earliest point of need irrespective of where that occurs. This will enable interventions to be put in place so that pupils have the support they need at the earliest opportunity to ensure maximum benefit.</p> <p data-bbox="544 480 1323 778">The proposed range of provision across the county will mean that pupils can be offered short term provision if required. This means that pupils will have appropriate support within the provision and outreach support to make a successful transition back into school when appropriate. Outreach support will ensure that staff will be provided with training and guidance to effectively support the pupil back into school. This is not possible with our current model.</p>	
 <p data-bbox="152 1054 293 1082"><b>Integration</b></p> <p data-bbox="342 818 517 1082">Considering impact on all wellbeing goals together and on other bodies</p>	<p data-bbox="544 818 1323 967">All partners will work together and therefore the partners will have a clear understanding of the needs of that pupil so that they can collectively act in the best interests of the child or young person in determining the most suitable provision.</p> <p data-bbox="544 975 1272 1082">This will allow them to better meet the child or young person's educational needs as well as their wider social, emotional and community needs.</p>	

- 3. Are your proposals going to affect any people or groups of people with protected characteristics?** Please explain the impact, the evidence you have used and any action you are taking below. For more detailed information on the protected characteristics, the Equality Act 2010 and the Welsh Language Standards that apply to Monmouthshire Council please follow this link: <http://hub/corporatedocs/Equalities/Forms/AllItems.aspx> or contact Alan Burkitt on 01633 644010 or [alanburkitt@monmouthshire.gov.uk](mailto:alanburkitt@monmouthshire.gov.uk)

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Age	<i>The proposed model will have a positive impact on our young people. The model will allow pupils be educated in their local community where possible and to remain with their peer groups.</i>	<i>It is not anticipated that pupils that are already settled in an out of county school will be moved back in county. However there may be circumstances where their needs can now be met in county, in these circumstances there may be an opportunity to move the pupil. This may cause concerns for the pupil.</i>	<i>The interests of the pupil will be heard and their opinion will be key to any decision so it is made in the best interest of that pupil.</i>
Disability	<i>Pupils needs will be identified earlier and support provided at an earlier age. The model will look to support pupils in their local communities where possible.</i>	<i>It is not anticipated that pupils that are already settled in an out of county school will be moved back in county. However there may be circumstances where their needs can now be met in county, in these circumstances there may be an opportunity to move the pupil. This may cause concerns for the pupil.</i>	<i>The interests of the pupil will be heard and their opinion will be key to any decision so it is made in the best interest of that pupil.</i>
Gender Reassignment			
Marriage or civil partnership			
Pregnancy or maternity			
Race			
Religion or Belief			
Sex			

<b>Protected Characteristics</b>	<b>Describe any positive impacts your proposal has on the protected characteristic</b>	<b>Describe any negative impacts your proposal has on the protected characteristic</b>	<b>What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?</b>
Sexual Orientation			
Welsh Language	<i>Where pupils are able to be educated within Monmouthshire they will follow the Welsh curriculum. This will include learning the Welsh Language and Culture of Wales.</i>		

4. Council has agreed the need to consider the impact its decisions has on important responsibilities of Corporate Parenting and safeguarding. Are your proposals going to affect either of these responsibilities? For more information please see the guidance <http://hub/corporatedocs/Democratic%20Services/Safeguarding%20Guidance.docx> and for more on Monmouthshire's Corporate Parenting Strategy see <http://hub/corporatedocs/SitePages/Corporate%20Parenting%20Strategy.aspx>

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	<b>Describe any positive impacts your proposal has on safeguarding and corporate parenting</b>	<b>Describe any negative impacts your proposal has on safeguarding and corporate parenting</b>	<b>What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?</b>
Safeguarding	<i>Given that the pupils will be educated within Monmouthshire where possible, Monmouthshire's safeguarding policies will apply and we will be able to monitor better.</i>		
Corporate Parenting	<i>Given that the pupils will be educated within Monmouthshire where possible, Monmouthshire's policies will apply and we will be able to monitor better.</i>		

5. What evidence and data has informed the development of your proposal?

Pupil data.  
 Review of current and future needs.  
 Current provision within our schools.  
 Current and and future budgets.  
 Working groups with Heads, parent advocacy  
 Exclusion data.

**SUMMARY: As a result of completing this form, what are the main positive and negative impacts of your proposal, how have they informed/changed the development of the proposal so far and what will you be doing in future?**

The positive impact is the proposal to identify needs at an earlier age and to educate pupils in their own communities, where possible. This will have a positive impact on the wellbeing of the pupils and their families. The main negative impact is the potential redundancies for staff where they cannot be redeployed,

**7. ACTIONS: As a result of completing this form are there any further actions you will be undertaking? Please detail them below, if applicable.**

What are you going to do	When are you going to do it?	Who is responsible	Progress

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**8. MONITORING:** The impacts of this proposal will need to be monitored and reviewed. Please specify the date at which you will evaluate the impact, and where you will report the results of the review.

The impacts of this proposal will be evaluated on:	August 2020.
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**9. VERSION CONTROL:** The Future Generations Evaluation should be used at the earliest stages of decision making, and then honed and refined throughout the decision making process. It is important to keep a record of this process so that we can demonstrate how we have considered and built in sustainable development wherever possible.

Version No.	Decision making stage	Date considered	Brief description of any amendments made following consideration
1.0	Cabinet.	7 <sup>th</sup> March 2018.	
2.0	Cabinet	5th September 2018	Following the consultation period a number of concerns were raised. As a result of evaluating these concerns recommendations will be made to cabinet to determine how to take the review forward. These are detailed in the cabinet report but a summary is shown below:
3.0	Cabinet	5th December 2018	Following the statutory notice period this report will be taken to Cabinet to inform them that there were no formal objections to the proposals



## Summary of amendments:

### 1.1 The recommendation is to publish the proposal as consulted on and to agree to publish statutory notices as required:

*Proposal to change the designation of the Special Needs Resource Base at Deri View Primary School to accommodate children with Autistic Spectrum Disorder, Speech Language and Communication Difficulties to also include an assessment centre.*

*Increase the capacity of Overmonnow Special Needs Resource Base from 20 to 24 and change the type of provision offered in order to cater for Complex Needs including: Severe Learning Difficulties, Autistic Spectrum Disorder, Speech Language and Communication Disorder, Profound and Multiple Learning Difficulties, Physical and Medical Difficulties.*

*Proposal to establish inclusion centres in our four secondary schools.*

### 1.2 The recommendation is to publish the proposals with the following modification:

*Proposal to change the type of provision offered at Monmouth and Caldicot Special Need Resource Base to cater for complex needs including Severe Learning Difficulties, Autistic Spectrum Disorder, Speech language and Communication disorder, Profound and Multiple Learning Difficulties and Physical and Medical Difficulties.*

*The modification is to recommend that Profound and Multiple Learning Difficulties be removed from the proposal.*

*Increase the capacity of Pembroke Special Need Resource Base from 20 to 24 and change the type of provision offered in order to cater for Complex Needs including: Severe Learning Difficulties, Autistic Spectrum Disorder, Speech Language and Communication Disorder, Profound and Multiple Learning Difficulties, Physical and Medical Difficulties.*

*The modification is to recommend that the capacity will remain at 20 places.*

### 1.3 The recommendation is to significantly recast the proposal and re-consult.

*Proposal to establish a new special school that will deliver the full range of provision on the site of Mounton House.*

*Proposal to establish a Special Needs Resource Base in the south of the county to accommodate children with Autistic Spectrum Disorder, Speech Language and Communication difficulties to also include an assessment centre.*

*The proposal to establish two regional Primary Pupil Referral Units, one in the north and one in the south of the county.*

**1.4 The recommendation is to abandon this proposal and maintain the status quo.**

*Proposal for the new special school to manage the Special Needs Resource Bases based in our local schools.*

*The proposal to establish Secondary Pupil referral units, one in the north and one in the south of the county.*

<b>SUBJECT:</b>	<b>Corporate Plan 2017-22: Six month progress report 2018/19</b>
<b>MEETING:</b>	<b>Cabinet</b>
<b>DATE:</b>	<b>5<sup>th</sup> December 2018</b>
<b>DIVISIONS/WARDS AFFECTED:</b>	<b>All</b>

**1 PURPOSE**

1.1 To provide Cabinet with an overview of progress being made so far in 2018/19 to deliver the commitments set out in the Corporate Plan.

**2 RECOMMENDATIONS**

2.1 That Cabinet members use this report to ensure the effective delivery of the goals set within the Corporate Plan 2017/2022.

**3. KEY ISSUES**

3.1 In February 2018, Cabinet and Council approved the Council’s Corporate Plan 2017-22 titled ‘A Monmouthshire that works for everyone’. The plan re-states the Council’s long-standing purpose of building sustainable and resilient communities and sets five priority goals, which also serve as the Council’s well-being objectives. Each of the goals includes a number of programmes of work, twenty-two in total, which the organisation is committed to delivering between now and 2022.

3.2 Appendix 1 provides an update of progress against the commitments at the six month stage of 2018/19. This also includes the performance measures that are being used to track progress and the contribution of each goal to the national well-being goals and ways of working set out within the Well-being of Future Generations Act.

3.3 For each of the 22 commitments, there is a summary of activity and progress being made. Each of the five goals has been scored based on the council’s self-evaluation framework:

	Level	Definition	Description
3.4	<b>6</b>	Excellent	Excellent or outstanding – All performance measures have achieved the target set and all actions have been delivered.
	<b>5</b>	Very Good	Major strengths – A significant majority of actions and measures are on track. No more than one or two falling short.
	<b>4</b>	Good	Important strengths with some areas for improvement – The weight of evidence shows that the successes are greater than the areas that have not been achieved.
	<b>3</b>	Adequate	Strengths just outweigh weaknesses – The evidence of success marginally outweighs areas that are not on track. Some actions are behind schedule and some measures are falling short of planned targets.
	<b>2</b>	Weak	Important weaknesses – The majority of measures and actions have not been achieved.
	<b>1</b>	Unsatisfactory	Major weakness – In most areas performance is assessed as moving in the wrong direction and the vast majority of actions have not been delivered

All five goals have been evaluated as making good progress with important strengths and some areas for improvement. Some highlights include the opening of a new £40 million school in Monmouth; the securing of up to £1.25 million of additional funding from the

Cabinet Office to incentivise UK technology firms to develop solutions to the challenges of rural transport and loneliness in our county; remodelling of social care provided in peoples' homes to focus on needs rather than tasks; the development of an ambitious social justice strategy and taking forward a new commercial strategy, including the acquisition of Castlegate Business Park to ensure a stream of commercial income that will be used to maintain vital local services.

- 3.5 This evaluation should be considered within the context that the Corporate Plan is an ambitious five year programme, with many areas focused on the longer-term future of the county and which addresses many complex challenges, in line with the Future Generations Act. Given the plan is in its early stages, this will need to be taken into account when assessing progress made as impact on some activity may not be clearly demonstrable over short timescales and some activity will be in the early stage or not yet commenced.
- 3.6 The performance measures included in the plan are one element that will be used to monitor the progress of each goal. The areas of activity identified in the Corporate Plan can be influenced by a range of factors. As a result, it isn't always easy to measure progress quarterly or annually, in a single number, or with any certainty, set annual or longer term targets. As part of our arrangements to address this, a mixture of annual targets have been set, where appropriate, that will be reviewed each year, and trend based targets that will be reviewed on an ongoing basis over the term of the plan.
- 3.7 Further information on the activity being undertaken is contained in relevant service business plans. These are update quarterly and are available for members to view on the council's intranet, The Hub. A dashboard that tracks progress against the measures in the plan has also been developed and is also available on the hub.
- 3.8 This six month report will also be circulated to the select committees and Audit Committee to inform their work. In line with requirements under the Well-being of Future Generations Act, an annual report will be presented to Council in autumn of 2019. This will provide a more detailed evaluation of performance in 2018/19 against the Corporate Plan and wider arrangements. There will also be programmed scrutiny by select committees at the end of 2018/19 on progress with the five goals.

#### **4. OPTIONS APPRAISAL**

- 4.1 Each of the programmes of activity in the Corporate Plan have been considered against the other choices that could have been made; further information on the process to develop the plan is in the Corporate Plan. Some of these commitments – such as the building of new schools – have already been approved by council as part of an agreed policy position, while others are in the early stages of development. Each new proposal brought forward to deliver against the goals will be subject to an individual decision in accordance with the council constitution.

#### **5. EVALUATION CRITERIA**

- 5.1 The Corporate Plan sets out clearly the council's purpose. It contains five specific goals that can be evaluated over time. The measures relating to each of these are contained in this report. This includes a mix of process, output and satisfaction measures.
- 5.2 Further information on the activity being undertaken to deliver the Corporate Plan is contained in relevant service business plans of individual teams, and progress can be tracked at this level through regular service updates on The Hub.

**6. REASONS**

- 6.1 To provide cabinet with an update on progress being made so far in 2018/19 to deliver the commitments set out in the Corporate Plan 2017-22.

**7. RESOURCE IMPLICATIONS**

- 7.1 This is a progress report and there are no direct resources implications. Following the approval of the Corporate Plan, a financial strategy is being developed. This will apply a strategic lens to the council's finances and across the medium term, both revenue and capital, develop further the approach around the MTFP (Medium Term Financial Plan) and budget setting process, and align to the delivery of the Corporate Plan to ensure its aspirations are sustainable.

**8. WELLBEING OF FUTURE GENERATIONS IMPLICATIONS (INCORPORATING EQUALITIES, SUSTAINABILITY, SAFEGUARDING AND CORPORATE PARENTING)**

- 8.1 This plan is a performance progress report and is not seeking a decision that would have an impact on these areas. The report includes information on progress the council has made on the Future Generations Act, equalities, safeguarding, corporate parenting and social justice.

**9. CONSULTEES:**

Senior Leadership Team

**10. BACKGROUND PAPERS:**

Monmouthshire County Council Corporate Plan 2017-2022

**11. AUTHOR:**

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**Appendix 1 - Six month 2018/19 progress against the corporate plan 2017/22 goals**

Monmouthshire County Council Goal: A. Best possible start in life		
<b>Why we are focusing on this</b>	<b>Summary – Progress so far 2018/19</b>	
<p>Research shows that improving outcomes for children and young people relies upon a ‘life course’ approach; each stage of life builds to the next. We will work with children, their families and communities recognising everyone has strengths as well as needs. We will work across professions and agencies and will be led by data and evidence from emerging good practice.</p> <p>As an organisation we recognise the importance of wellbeing and people’s safety and security as a part of that. We will promote safeguarding and ensure that it is everyone’s business. We will commit to beginning the work necessary to ensure that children and young people choose to attend school in the county.</p> <p>We will invest in all our children’s learning and development, ensuring they have the environments, skills and support to flourish and be prepared for work of the future. We want our children and young people to be industry ready, able to contribute locally and globally and meet the demands of a rapidly changing world environment</p>	<p>Progress evaluation - Level 4 - Good                      Monmouth school and phase 1 of the leisure centre were opened earlier this year, with phase 2 of the leisure facilities due for completion in early 2019. The EAS is supporting schools to implement the new statutory regulations. Attainment at Key stage 2 &amp; 3 in the Core Subject Indicator showing a slight increase.</p> <p>The ALN review is progressing; the objection report is due for consideration by Cabinet in December, along with a final decision as to whether the proposals will be accepted and implemented.</p> <p>There has been a real focus in the last year in Children’s Services to implement an approach to early intervention and prevention, which means children and families are getting the right support at the right time</p> <p>There has been a continuing focus on attracting more foster carers to Monmouthshire, five new foster carers have been recruited. MyST a Therapeutic Fostering service was endorsed in November.</p>	
Detailed Progress update		
Commitment to action	What we said we would do	Progress so far in 2018/19
1) THE COUNCIL INVESTS IN FUTURE SCHOOLS	<ul style="list-style-type: none"> <li>Conclude comprehensive redevelopment of new secondary school with community leisure facilities in Monmouth</li> <li>Commence Abergavenny school redevelopment</li> </ul>	<p>The new 21st Century School in Monmouth opened in September 2018. The £40m learning environment has been well received by staff and students alike. The extensive preparations for changes in curriculum, afforded by the building’s design, have been implemented and early evidence suggests that students have responded positively. Demolition of the old building and completion of the external work is anticipated to be completed next year.</p> <p>The school sits alongside and compliments the newly opened Monmouth leisure centre Phase 1 of Monmouth leisure centre re-design has been completed</p>

	<ul style="list-style-type: none"> <li>• Develop 'Band C' proposals for the re-provision of secondary learning in the Chepstow area</li> </ul>	<p>successfully and re-opened to customers, the £7.4m project includes a range of facilities to support well-being. The construction of the centre's 25 metre five lane swimming pool is due for completion at the end of January to launch early February 2019.</p> <p>A report detailing the next phase of the Welsh Government's 21st Century Schools' programme is due to be reported to Council in December. The report details the establishment of a programme team for the agreed proposals in Abergavenny of Band B plans. Band C proposals are to be developed alongside Band B plans.</p>
<p>2) THE COUNCIL HAS A PLAN FOR RAISING STANDARDS IN SCHOOLS</p>	<ul style="list-style-type: none"> <li>• Continue to raise standards in education including STEM subjects (science, technology, engineering and maths)</li> <li>• Ongoing focus on vulnerable learners</li> <li>• Convening school industry partnerships</li> </ul>	<p>Raising standards in education remains a priority. Schools are being supported by the EAS to ensure they have the skills and capacity to implement new statutory requirements over the next three years. The EAS business plan endorsed by Cabinet in March 2018 sets out the priorities, programmes and outcomes to be achieved to accelerate outcomes for children and young people across all schools.</p> <p>There have been changes in accountability frameworks using Teacher Assessment Data (Foundation Phase, key stage 2 and 3). Outcomes that are available include:</p> <ul style="list-style-type: none"> <li>• 88.2% pupils achieved the foundation phase indicator (FPI) in 2018 (previous years are not directly comparable)</li> <li>• 94.0% pupils achieved the Key stage 2 core subject indicator (CSI), 0.8 percentage points above 93.2% in 2017</li> <li>• 93.0% pupils achieved the Key stage 3 core subject indicator (CSI), an increase of 0.3 percentage points from 92.7% in 2017.</li> </ul> <p>We are awaiting the verified Key stage 4 data which will be available in early December. Early indications suggest that performance was not at the same level as last year and that challenges remain for all four secondary schools. A full Members' Seminar provide an initial review of summer outcomes and these will be update for vulnerable groups early in the new calendar year.</p> <p>The Inclusion Service are focusing on well-being and tracking outcomes of pupils in Estyn's defined Vulnerable Groups. There is a continued focus on raising outcomes of eFSM pupils.</p> <p>Action on convening school industry partnerships is being developed between Youth Enterprise and the Children and Young People Directorate.</p>

<p>3) THE COUNCIL CARRIES OUT A STRATEGIC EDUCATION REVIEW</p>	<ul style="list-style-type: none"> <li>• Implement the findings and recommendations of the independent Additional Learning Needs Review</li> <li>• Review of Catchment and Nearest School Policy</li> <li>• Review of Home to School Transport</li> <li>• Review and develop leadership structures across schools</li> </ul>	<p>The statutory consultation process on a proposed new model for the delivery of ALN and Inclusion Services has been completed. Officers have analysed the responses and Cabinet have received a copy of the consultation report with recommendations on a delivery model, against which, statutory notices were produced. Cabinet are due to receive the objection report and take a final decision on whether to implement the proposals in December.</p> <p>A paper is being prepared for Cabinet in December to outline areas for consultation regarding the criteria for admissions into schools review and the catchment area review. School places will be considered alongside catchment area reviews.</p> <p>A digitised application for school transport has been introduced; the policy and process requires further work to streamline it. Current policies are being examined to identify opportunities to reduce cost, whilst maintaining a satisfactory service.</p>
<p>4) THE COUNCIL IMPLEMENTS A MODEL OF EARLY INTERVENTION AND PREVENTION FOR CHILDREN AND FAMILIES</p>	<ul style="list-style-type: none"> <li>• Integrate preventative children and family services within each locality into one prevention focused function</li> <li>• Provide services that meet mental health and emotional well-being including the Face2Face counselling scheme</li> <li>• Promote active lifestyles through activities such as The Daily Mile</li> </ul>	<p>There has been a real focus in the last year in Children's Services to implement an approach to early intervention and prevention, which means children and families are getting the right support at the right time. Preventative resources in Children's Services have been joined up and targeted through the 'Building Stronger Families' offer. An Early Help Panel has been established, which brings the range of early help services together into a single system, streamlining referral and interventions.</p> <p>An Edge of Care Team has been established and is being fully implemented to support families. Work is ongoing to ensure Step up Step down and early help statutory interventions are working well and to evaluate performance.</p> <p>The Play Maker award has so far been delivered to 500 year 5 pupils across Monmouthshire, which engages young people for a positive attitude to participation in sport and physical activity, as well as a healthy lifestyle. The aim is to deliver the 6 hour course to every single year 5 pupil. Recent academic research has confirmed the benefits of schools taking part in the Daily Mile; across Monmouthshire, 15 schools are signed up and taking part.</p>
<p>5) THE COUNCIL ENSURES PERMANENT ACCOMMODATION AND SUPPORT FOR LOOKED-AFTER CHILDREN</p>	<ul style="list-style-type: none"> <li>• Work with regional partners to increase the numbers of children who are adopted in a timely way</li> <li>• Increase the number of Monmouthshire foster carers</li> </ul>	<p>A major focus has been to increase sufficiency of local foster care and other placements. The Council continues to run campaigns to attract new foster carers. Two full recruitment campaigns have been run in 2018/19 to date. So far, 41 enquiries have been generated, 5 foster carers have been recruited.</p>



A proposal to develop MyST, A Multi-disciplinary Intensive Therapeutic Fostering Service for Looked After Children and Young People, was endorsed by Cabinet in November. The project is proposed as a partnership with Blaenau Gwent County Borough Council under the governance of the Regional Partnership Board.

### Well-being of Future Generations Act impact

#### Contribution of Council goal to Future Generations Act Well-being Goals

Prosperous Wales	Resilient Wales	Healthier Wales	More equal Wales	Wales of cohesive communities	Vibrant and Welsh Language culture thriving	Globally responsible Wales
✓		✓	✓		✓	

The **long-term** nature of this goal is intrinsic to its success. Working with and **involving** children and young people, as early as possible, to identify their needs will give them the best chance of achieving their maximum potential. **Preventing** problems before they start will provide our young people with the best chance to develop. By focusing on prevention we will aim to reduce the number children who rely on statutory services and should support them in a way that provides them with a better outcome. Using a **collaborative** approach and aligning services provides a rounded resource, with the right people in the right place at the right time. It also reduces duplication, avoids the need for multiple referrals and provides a complimentary methodology of care that works in harmony for the young person. Overall, this approach **integrates** the needs of our young people, ensuring they have the best opportunity to achieve their goals.

#### Measures of progress

Measure	Previous	Current	Target	Comment
Percentage of pupils achieving 5 good GCSEs at grade A* - C including English and maths	67%	Not available	71.3%	Awaiting verified Key stage 4 data which will be available in early December.
Free School Meals attainment gap across all key stages (percentage point change)				
i) Foundation Phase	i) 9.9pp	Not available	i) 11.1pp	Current - 2017/18 academic year data not yet available.
ii) Key Stage 2	ii) 10.2pp		ii) 7.6pp	
iii) Key Stage 3	iii) 18.8pp		iii) 14.6pp	
iv) Key Stage 4	iv) 43.8pp		iv) 32.5pp	
Percentage of pupils who take part in sport on three or more occasions per week <sup>1</sup>	48.8%	Not available	55%	Previous is 2015 survey data from Sports Wales. 2018 Survey data not yet published.

Proportion of Council staff trained to the appropriate safeguarding levels		Update awaited		Recorded as part of the HR System. Currently being updated by each department's designated safeguarding lead and HR.
Percentage of looked after children who experience non-transitional school moves	9.5%	1%	<12.7%	
Percentage of children and young people at the end of Key stage 2 in Monmouthshire Primary Schools who move to a secondary school in the county	73.7%	Not available	Increase	Previous is Summer 2017 data
Percentage of pupils with a statement of special educational learning needs educated in mainstream setting within the county	70.95%	67.6%	Increase	
Percentage of Year 11 leavers not in education, training or employment (NEET) <sup>2</sup>	1.4%	Not available	1.2%	Previous is 2017 data, data produced annually by Careers Wales.

**Monmouthshire County Council Goal: B. Thriving and well-connected county**

<b>Why we are focusing on this</b>	<b>Summary – Progress so far 2018/19</b>
<p>Monmouthshire has the second highest level of economic competitiveness in Wales with the highest rate of business births. Whilst productivity is comparatively high – more needs to be done to increase Gross Value Added in existing &amp; new industries. As the closest point for business relocation, post cessation of the Severn Bridge Tolls – this means seizing the opportunity to boost Research &amp; Development capacity. We will develop a clear strategy that articulates our distinct strengths and goals for enhancing competitiveness, innovation and productivity.</p> <p>We want Monmouthshire to be a place to be – not just a place to be from - and so we will review our Local Development Plan to ensure it is meeting our needs. The delivery of quality, sustainable and affordable housing will help enable the retention of young people, helping combat ‘brain drain’ and managing the social and economic challenges associated with a rapidly ageing population.</p> <p>We will tackle the barriers to productivity, and focus sustainable infrastructure and connectivity. Externally, developing such foundations will enable businesses and community enterprises to deliver employment, growth and prosperity. Post-Brexit this will better enable businesses to look beyond our shores for customers. Internally, we will unlock the value of our own procurement spend; developing data-driven, enterprise and commercial mindsets and more innovative approaches to local market creation.</p>	<p>Progress evaluation - Level 4 - Good The current Business Growth and Enterprise strategy is progressing, with advice provided to 40 pre-starts and businesses so far in 2018/19. The Cardiff Capital Region five-year strategic business plan has been agreed by all ten local authorities.</p> <p>Monmouthshire is one of three locations to benefit from the learning of a 5G technology trial. 57 applications have been received for the GovTech challenge. Applications have been assessed via an Innovate UK panel.</p> <p>Several key Local Development Plan policy targets regarding housing provisions are not being met. Work on the replacement Local Development Plan is underway and allows the Council and our communities to review future growth options.</p> <p>A Destination Management Plan has been created to establish a framework for delivering sustainable tourism growth. Latest data shows the total economic impact of tourism in Monmouthshire was £204.43 million</p> <p>A new Procurement Strategy has been prepared and approved by Cabinet in July 2018. Work is underway to facilitate a deeper analysis of our procurement expenditure which will then enable opportunities to be explored using circular economy principles.</p>

**Detailed Progress update**

<b>Commitment to action</b>	<b>What we said we would do</b>	<b>Progress so far in 2018/19</b>
<p>6) THE COUNCIL DEVELOPS AND DELIVERS A NEW ECONOMY AND ENTERPRISE STRATEGY</p>	<ul style="list-style-type: none"> <li>• Work with business to create and deliver a new strategy focused on increasing</li> </ul>	<p>The Monmouthshire Business Growth and Enterprise strategy 2014-2020 continues to be delivered. Advice &amp; support has been provided to 40 pre-starts &amp; existing businesses so far in 2018/19.</p>

	<p>competitiveness, productivity and innovation</p> <ul style="list-style-type: none"> <li>• Develop incentives and support to encourage indigenous business growth and inward investment</li> <li>• Develop more employment opportunities for young people to reduce the numbers leaving the county</li> <li>• Ensure planning policies and land allocations for employment uses enable appropriate growth sectors.</li> </ul>	<p>Preparations are being made to revise and update the Monmouthshire Business Growth &amp; Enterprise Strategy/Inward Investment Strategy, which will be informed by findings from Future Economies analysis.</p> <p>Recently published research by Grant Thornton shows that Monmouthshire has the most vibrant economy of any local authority in Wales – ranking top out of 22 local authorities in Wales.</p> <p>Work on the replacement Local Development Plan is underway.</p>
<p>7) THE COUNCIL MAXIMISES ECONOMIC POTENTIAL THROUGH DELIVERING THE CARDIFF CAPITAL REGION CITY DEAL</p>	<ul style="list-style-type: none"> <li>• Lead 'Innovation theme' and play a key governance role in the Cardiff Capital Region</li> <li>• Develop and deliver projects of regional significance including capitalising on new Compound Semiconductor Foundry</li> </ul>	<p>The Council has approved the Cardiff Capital Region Five-Year strategic Business Plan, which has been formally approved by the members of all 10 local authority partners.</p> <p>The Business Plan is the next step in achieving the long-term objectives, outlining the required actions and outcomes of the CCR City Deal, and how the 'Wider Investment Fund' will be used over the next five years to drive the actions forward.</p>
<p>8) THE COUNCIL DELIVERS BETTER INFRASTRUCTURE CONNECTIVITY &amp; OPPORTUNITY</p>	<ul style="list-style-type: none"> <li>• Develop and deliver solutions to improve rural broadband</li> <li>• Develop a range of options to improve rural transport and better public transport linked to opportunities throughout the Cardiff Capital Region</li> <li>• Enhance the quality of local highways services</li> <li>• Identify to reduce the difference in pay between men and women in the county</li> </ul>	<p>The Council has continued to work with Welsh Government to support access to Superfast Cymru and is one of three local authorities represented on the Advisory Panel. We continue to undertake digital connectivity pilots through the Rural Development Programme and Rural Community Development Fund. For example digital connectivity in community hubs is being trialed by focusing on four villages within the Llanover ward.</p> <p>Monmouthshire is one of three locations to benefit from the learning associated with a £2m funding programme to trial the use of 5G technology acting as a testbed to bring world-class digital infrastructure to Monmouthshire.</p> <p>A Rural Transport Study commissioned through the Rural Development Plan identifies the challenges and opportunities for addressing transport and access, and makes recommendations on potential measures to take forward.</p>

		<p>The Council GovTech challenge, consisting of up to £1.25 million of Cabinet Office funding, to encourage technology firms to develop and pilot solutions to loneliness and limited rural transport in our communities opened on 16th July and closed for applications on the 5th September 2018. 57 applications were received. Applications were made from all over the UK, 14% of which were applications from businesses based in Wales. Applications have been assessed via an Innovate UK panel, five firms have been shortlisted and will each receive £50,000 funding with work commencing in December for three months.</p> <p>The Monmouthshire highway maintenance programme continues to be delivered by prioritising schemes on the basis of need, within the budget available. New opportunities for maintaining the highway network, and associated assets, utilising new technology and construction methods, continue to be explored. Work is underway to digitise and streamline enquiries for highway services.</p> <p>A Social Justice Strategy has been developed and demonstrates the Council's commitment to address inequalities and improve outcomes for the county's people and communities. It establishes the Council's purpose, intentions and activities for the next four years; this includes programs of work related to overcoming inequalities in access to economic prosperity.</p>
<p>THE COUNCIL PROVIDES MORE OPPORTUNITIES FOR LOCAL LIVING, WORKING &amp; LEISURE</p>	<ul style="list-style-type: none"> <li>• Review the current Local Development Plan to ensure an appropriate supply of land for homes and businesses</li> <li>• Participate in and shape opportunities for regional strategic land-use development plans</li> <li>• Increase the volume, quality, variety and affordability of housing</li> <li>• Provide flexible support for business and tourism development</li> </ul>	<p>Several key Local Development Plan policy indicator targets and monitoring outcomes relating to housing provision are not currently being achieved, including new dwelling completions and affordable dwelling completions. Work on the replacement LDP is underway and an Initial Call for Candidate Sites is currently being undertaken to assist the Council in understanding what land is available to inform the LDP Preferred Strategy. The revision will ensure Monmouthshire maintains statutory Development Plan coverage to shape and manage development proposals. It also allows the Council and our communities to review future growth options and their relationship with the pressing challenges and opportunities before us, such as our demography, affordability and availability of housing, economic growth and our role in the wider region.</p> <p>The Council is committed to the preparation of the Strategic Development Plan (SDP) for the South East Wales region and chairs the officer SDP Project Group as well as the SE Wales Strategic Planning Group.</p>

		<p>The delivery of quality, sustainable and affordable housing continues to be a focus through existing programmes, the Social Housing Grant programme, S106 opportunities and rural affordable housing development through the 60:40 sites. The private leasing scheme transfer from Melin has been completed, which has enabled continued provision of 45 private lease properties under Monmouthshire Lettings Service, which continues to positively engage and develop relationships with private landlords to expand private sector housing opportunities. This also extends to the Monmouthshire Lettings Service now having 57 units of shared accommodation and 22 properties signed up to be managed on behalf of landlords.</p> <p>The Destination Management Plan (DMP) for Monmouthshire establishes a clear framework to address identified priorities and deliver year round sustainable tourism growth. A number of objectives are identified including consolidating Food Capital of Wales status for Monmouthshire and encouraging investment in the serviced accommodation sector. Latest figures for Monmouthshire from STEAM 2017 show that there were a total of 2.3 million tourist visitors in 2017, an increase of 1.1% from 2016. The total economic impact of tourism in Monmouthshire in 2017 was £204.43 million, an increase of nearly 5% from 2016. The % increase for Monmouthshire between 2016 and 2017 was above the regional average for economic impact and below the regional average for visitor numbers.</p>
<p>THE COUNCIL UNLOCKS ECONOMIC VALUE OF ITS SPENDING POWER</p>	<ul style="list-style-type: none"> <li>• Review our procurement spend, improve analysis of expenditure and build local supply chains where possible</li> <li>• Reduce waste by committing to the principles of a 'circular economy'</li> <li>• Ensure we play an active part in national-led commissioning consortia</li> </ul>	<p>A new Procurement strategy was approved in July 2018. The Procurement Strategy is a key means through which the buying-in goods, services and products, can create wider benefits and 'value added' to the Council's stated objectives. The Council invests £109m annually in external procurement activity and leveraging this spend optimally can make a key contribution to 'sustainability and resilience'</p> <p>There are two core aspects of the Council's procurement activity that relate to the main objectives of the Strategy and Action Plan:</p> <ul style="list-style-type: none"> <li>•The way in which the Council invests its annual procurement spend in order to create efficiencies, benefits and added value in an internal sense; and</li> <li>•The way in which we leverage 'smart spend' in order to create optimal external economic and social benefits through cultivating local supply chains, creating jobs and developing new and existing business growth</li> </ul> <p>Work is underway to facilitate a deeper analysis of our procurement expenditure which will then enable opportunities to be explored using circular economy principles.</p>

## Well-being of Future Generations Act impact

### Contribution of Council goal to Future Generations Act Well-being Goals

Prosperous Wales	Resilient Wales	Healthier Wales	More equal Wales	Wales of cohesive communities	Vibrant culture and thriving Welsh Language	Globally responsible Wales
✓	✓	✓	✓	✓		✓

This goal is aimed at the **long-term** viability of Monmouthshire as a thriving place to live, work and visit. The City Deal is one example where we work **collaboratively** with neighbouring authorities to maximise opportunity. Keeping Monmouthshire thriving and well-connected promotes **integration** and will impact on the social, economic, environmental and cultural well-being of the county. This will require collaboration with local businesses and other organisations, and **involvement** from the local community to maximise the opportunities being presented. Considering the global wellbeing of Wales is also important and this goal will focus on ensuring decisions are made with future generations in mind and takes a **preventative** approach to help enable the retention of young people.

### Measures of progress

Measure	Previous	Current	Target	Comment
Gross Value Added of local economy compared to other parts of the UK <sup>3</sup>	£21,884	Not available	Increase	Data relates to Monmouthshire & Newport. Previous is 2016 data.
Difference in average pay between men and women <sup>4</sup> :	£41.8	£109.6	Reduce pay difference	The median earnings in pounds for employees working in Monmouthshire, current is 2018 data
Men	£546.30	£578.90		
Women	£504.50	£469.30		
Average weekly earnings of people who work in Monmouthshire <sup>5</sup>	£539.00	£538.00	Increase	The median earnings in pounds for employees working in Monmouthshire, current is 2018 data.
Number of active business enterprises in the county <sup>6</sup>	4120	Not available	Increase	Previous is 2016 data
Number of businesses assisted by Monmouthshire Business and Enterprise and referrals to partners	63	40	75	Revised Indicator
Proportion of premises with access to high speed broadband		80.08%	Increase	Data provided by Welsh Government and relates to infrastructure built by Superfast Cymru in phase 1 which completed December 2017.
Number of market and affordable housing units built <sup>7</sup>	279	Not available	488	488 dwellings per year are needed from 2014-2021 to meet the LDP housing need requirement of 4500 dwelling.
Total income generated from tourism <sup>8</sup>	£204.4m	Not available	10% increase by 2020	Previous is 2017 calendar year data. Target from 2015 base of £194 million. A range of factors can influence this.

**Monmouthshire County Council Goal: C. Maximise the Potential of the natural and built environment**

<b>Why we are focusing on this</b>	<b>Summary – Progress so far 2018/19</b>
<p>Monmouthshire has a spectacular natural environment, a unique heritage value and a culturally rich identity. We believe that necessary growth, development, and expansion of our place, need not compromise our distinctive offer – indeed it should complement and enhance it. We will play our part in tackling climate change. As an agricultural and food producing county, we recognise the moral and economic impetus around reducing food waste and the impact on greenhouse gases. We support the principles of the ‘circular economy’ and the recycling &amp; restoration of goods and want to work with businesses and organisations that subscribe to these too.</p> <p>We will maintain the internal corporate systems, policies and asset management plans that emphasise carbon reduction, energy resilience and a green Council culture. Connected to this, we will safeguard the wider environmental interests of our rural communities through developing multi-agency approaches to road safety.</p> <p>We will continue to recognise the value of our culture and heritage in enhancing the livability of our county. We will work with partners and communities to enhance our high quality recreational and cultural facilities to provide opportunities for people to learn develop and enjoy themselves and help attract the talent so key to driving a strong economy.</p>	<p>Progress evaluation - Level 4 - Good</p> <p>The My Monmouthshire App now allows reports of fly tipping, so far in 2018/19, 439 fly tipping incidents have been reported. Officers are now able to issue fixed penalty notices for small scale incidents.</p> <p>The recycling review sets the Council’s long term recycling strategy in Monmouthshire. Changes, currently planned for March 2019, include each household will receive a new recycling box for glass and new vehicles have been purchased with three separate compartments for red and purple bags as well as food waste</p> <p>With the support of the Council Riversimple are preparing to run a 12 month trial of 20 hydrogen fuel cell cars in Monmouthshire. We are also part of a joint commission to undertake an electric vehicle feasibility study with work underway to determine the potential infrastructure for charging points.</p> <p>The Green Infrastructure (GI) Capital grant from Welsh Government has supported practical work at Caldicot Castle Country Park and is enabling GI corridor improvements in Caldicot and the production of a countywide GI Strategy.</p> <p>Specific regeneration proposals for South East Severnside are being taken forward.</p>

**Detailed Progress update**

<b>Commitment to action</b>	<b>What we said we would do</b>	<b>Progress so far in 2018/19</b>
<p>11) THE COUNCIL DEVELOPS &amp; DELIVERS A SUSTAINABLE PLAN FOR ENHANCING THE LOCAL ENVIRONMENT</p>	<ul style="list-style-type: none"> <li>• Improve how we deal with litter and fly-tipping</li> <li>• Minimise the amount of waste that is sent to landfill</li> </ul>	<p>Fly tipping can now be reported using the My Monmouthshire App. So far in 2018/19, 439 reports of fly tipping have been reported. Of those, 166 incidents were confirmed as fly tipping for which the Council was responsible for clearance. The reporting of incidents via the app has been integrated into a work scheduling process for operational depots improving data capture and reporting and tracking. There have</p>



<ul style="list-style-type: none"> <li>• Deliver Green Infrastructure Policy</li> <li>• Secure and deliver funds for projects including Living Levels, Agri-urban and Air Quality</li> <li>• Install real time air quality monitoring equipment in four schools</li> </ul>	<p>been some operational issues during the integration of the digital technology relating to recording and reporting back on fly tipping incidents. Of the 129 fly tipping incidents cleared with accurate information, it took an average of 5.84 days to clear these. Environmental Health continue to provide proactive and reactive investigations of fly tipping, 93 fly tipping complaints have been investigated so far in 2018/19. Officers have been authorised to issue fixed penalty notices for small scale fly tipping incidents in response to new legislation</p> <p>A Monmouthshire Litter Strategy is being developed. The ambition is to make littering unacceptable behaviour and to seek new and innovative ways to reduce littering and to clear it promptly where it turns up.</p> <p>The recycling review sets the Council's long term recycling strategy in Monmouthshire. Changes, currently planned for March 2019, include each household will receive a new recycling box for glass and new vehicles have been purchased with three separate compartments for red and purple bags as well as food waste. The provisional recycling rate for the first six month of 2018/19 is 67.2%. The annual recycling percentage is likely to decrease in the last six months of the year because the collection of compostable garden waste reduces during the winter. The amount of garden waste collected was impacted by the dry summer conditions in 2018.</p> <p>A Green Infrastructure (GI) Management Plan template has been developed that will be applied across all countryside sites, this approach has been applied at Castle Meadows Abergavenny &amp; Caldicot Castle Country Park and is now being extended to a variety of other sites. GI Capital grant from Welsh Government has supported practical work at Caldicot Castle Country Park and is enabling GI corridor improvements in Caldicot and the production of a countywide GI Strategy into 2018/19.</p> <p>Following the approval of a Heritage Lottery Fund stage 2 grant of £2.54M in December 2017 for the Living Levels Landscape Partnership scheme, work is being undertaken with partners to support the delivery stage. Funding has been secured from NRW for the Lower Wye Valley Catchments GI and Natural Flood Defence project a partnership project in the Wye Valley AONB and other partners which will run until the end of 2019.</p>
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		Real time air quality analysers have been installed in Chepstow Comprehensive and Usk Primary schools. Monmouth/Caldicot 21st century schools will receive them by the end of 2018/19.
12) THE COUNCIL PRODUCES 'GREEN AND CLEAN' ENERGY	<ul style="list-style-type: none"> <li>• Develop local renewable energy schemes including a 2<sup>nd</sup> solar farm</li> <li>• Reduce the carbon footprint of Council operations</li> <li>• Trial and test hydrogen vehicles through partnerships with organisations such as Riversimple</li> <li>• Install battery charge points for electric vehicles in all towns</li> </ul>	<p>The Council continues to implement a re-fit programme to undertake improvement works to mechanical and electrical infrastructure to reduce energy costs and carbon footprint. Work is being progressed on a project with innovate uk to pilot renewable technology, hydrogen and retrofits.</p> <p>With the support of the Council, Riversimple are preparing to run a 12 month trial of 20 Riversimple Rasa hydrogen fuel cell cars in Monmouthshire.</p> <p>The Council is part of a joint commission to undertake an electric vehicle feasibility study at the end of 2018/early 2019. We are currently looking at the potential infrastructure for charging points. A study is being undertaken, funded by Welsh Government, on a sustainable fuel replacement vehicle programme.</p> <p>Funded through the Rural Development Plan, a 12 month pilot is being run on installing electric vehicle charging points in The Vale of Usk area. The project started in Autumn 2017. Twenty charge points have been installed and these are being monitored over a twelve month period with the final results available in early 2019.</p>
13) THE COUNCIL KEEPS RURAL ROADS AND AREAS SAFE	<ul style="list-style-type: none"> <li>• Work with speed safety professionals, schools and others to develop technical and 'nudge' policies aimed at speed reduction</li> <li>• Support for Community Speed Watch and community-led speed safety initiatives</li> </ul>	Consultation on updating and adopting a Road Safety Strategy in line with Welsh Government Road Safety Framework is being undertaken, feedback is being used to inform the strategy before being presented for approval.
14) THE COUNCIL ENHANCES LOCAL HERITAGE THROUGH COMMUNITY OWNERSHIP AND DEVELOPMENT OF ARTS AND CULTURAL SERVICES.	<ul style="list-style-type: none"> <li>• Implement Museums' Review</li> <li>• Submit Heritage Lottery Fund bids to enhance facilities in towns</li> <li>• Enable community-led arts and heritage presence in each of our five towns</li> </ul>	Following the approval of a Heritage Lottery Fund stage 2 grant of £2.54M in December 2017 for the Living Levels Landscape Partnership scheme we are working with partners to support the delivery stage. Funding has been secured from NRW for the Lower Wye Valley Catchments GI and Natural Flood Defence project a partnership project in the Wye Valley AONB and other partners which will run until the end of 2019.

- Protection and enhance our built heritage

The Wye Valley River Festival organised by the Wye Valley AONB was successfully completed in Summer 2018 and research is now underway to consider the programme and governance for future festivals.

In September 2018 the Cardiff Capital Region (CCR) Regional Strategic Plan for Regeneration (2018-2021), was approved, this included specific regeneration proposals for South East Severnside i.e. Caldicot, totalling circa £10M, facilitating the delivery of the Welsh Government's Targeted Regeneration Investment Programme 2018-21.

In November the Caldicot Cross Destination Space, the Co-working/Enterprise space with the Caldicot Community Hub and the Urban Centre Property Enhancement fund proposals were approved by cabinet, these form part of Monmouthshire's South East Severnside proposals contained within the CCR Regeneration Plan to be part funded via Welsh Government's Targeted Regeneration Investment programme and the local transport fund, results of funding application are anticipated November 2018.

**Well-being of Future Generations Act impact**

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Contribution of Council goal to Future Generations Act Well-being Goals						
Prosperous Wales	Resilient Wales	Healthier Wales	More equal Wales	Wales of cohesive communities	Vibrant and thriving Welsh Language	Globally responsible Wales
✓	✓	✓		✓	✓	✓

Monmouthshire is a beautiful place, with a stunning natural and built environment. We have a collective responsibility to ensure this is available for future generations to enjoy so our plans must be focused on the **long-term** and look to **prevent** problems from occurring in years to come. **Involvement** is required with partners and communities to maximise the potential of the environment within the county. Working in **collaboration** with organisations who can enhance our environment will provide expertise in all aspects of our work, for example this will allow us to trial the latest technologies in renewable energies and hydrogen. Creating a prosperous, healthy and resilient area for people to enjoy demands the **integration** of this objective as the environment within Monmouthshire forms such an important part of achieving a range of goals.

## Measures of progress

Measure	Previous	Current	Target	Comment
Ecological footprint of Monmouthshire residents (global hectares) <sup>9</sup>	3.42	Not available	Track	Previous is 2011 data. Indicator is part of national indicators for the well-being of Future Generations Act.
Percentage reduction of Council carbon dioxide emissions	9.3%	Not available	3%	Weather adjusted carbon dioxide emissions for Council buildings.
Percentage of waste recycled	65.8%	67.2%	66%	Current is provisional. Annual recycling percentage is likely to decrease in the last six months of the year.
Capacity of renewable energy in the county driven by the Council	6152 kW	Not available	6215 kW	
Percentage of streets that are clean	97.7%	97.9%	97.5%	
Total amount of Rural Development Plan funds committed to projects in Monmouthshire	£250,378	£168,000	£1,674,000 (December 2021)	Cumulative funds committed since 2015/16 is £826,000.
Number of rural communities in which speed safety initiatives are supported Road safety and speeding		Establish Baseline	Establish Baseline	Baseline being established in 2018/19 reporting year.
Number of new active travel routes <sup>10</sup>	Not applicable	0	1	In 2018/19 the target is to implement one scheme and develop a further 10 schemes.
Levels of nitrogen dioxide (NO <sub>2</sub> ) in the air (µg/m <sup>3</sup> ) <sup>11</sup>	11	Not available	Decrease	Previous is 2016 data. Indicator is part of national indicators for the well-being of Future Generations Act.

**Monmouthshire County Council Goal: D. Lifelong well-being**

<p><b>Why we are focusing on this</b></p>	<p><b>Summary – Progress so far 2018/19</b></p>
<p>Developing well-being and adopting community-focused approaches is about changing practice and lives. We will continue to commit to the personalization of care and true collaboration with people who have care and support needs and carers.</p> <p>Making deep relationships the norm is challenging – but it is the right thing to do and developing really effective partnerships and supporting individual family and community resilience is key to this. Creating good social support systems relies on more than just the economic and wealth creation aspects of our work. We will work to create prosperity for all and this means taking into account economic and social wellbeing.</p> <p>We will cultivate social capital and promote access to opportunity and in so doing, will work towards better physical and mental health and social care outcomes. Our approach will take a strengths based approach to encouraging independence, self-care, support, learning, and engagement.</p>	<p>Progress evaluation - Level 4 - Good</p> <p>The Care at Home service is being completely remodeled; instead of concentrating on completing tasks in short time periods, home carers focus on relationship based care working more flexibly with people based on what matters to them. Work is underway to tackle social isolation and loneliness in the area; views are currently being sought on what people think is important and what should be done. We are working with Swansea University using the most significant change methodology to review and understand what makes the most difference in people’s lives.</p> <p>A Social Justice Strategy has been developed and demonstrates the Council’s commitment to address inequalities and improve outcomes for the county’s people and communities.</p> <p>A new volunteering policy position has been approved. Monmouthshire, A County That Serves (ACTS) volunteering programme is helping to highlight and support volunteering opportunities available within the county.</p> <p>The first key decisions have been taken by Council to further investigate the Alternative Delivery Model (ADM) for Tourism, Leisure, Culture and Leisure services. The Monmouthshire Games continue to take place in each of the county’s four leisure centres during school holidays for children aged 5 to 12. As well as physical exercise, among the benefits offered are an appreciation of teamwork, healthy eating and the impact of role models</p>

**Detailed Progress update**

Commitment to action	What we said we would do	Progress so far in 2018/19
<p>15) THE COUNCIL ENABLES CONNECTED AND CARING COMMUNITIES SUPPORTING PEOPLE</p>	<ul style="list-style-type: none"> <li>Maximise the opportunities for all people to live the lives they want to live and the positive outcomes they identify.</li> </ul>	<p>The Council’s Care at Home service is being completely remodeled; instead of concentrating on completing tasks in short time periods, home carers focus on relationship based care working more flexibly with people based on what matters to them. By focusing on supporting people this way, we hope to see improvements in personal outcomes and well-being. The model also develops a very different relationship between</p>

<p>TO LIVE INDEPENDENTLY</p>	<ul style="list-style-type: none"> <li>• Co-produce our approaches to well-being, care and support</li> <li>• Develop opportunities for people to be involved in their local communities reducing isolation and loneliness</li> <li>• Improve opportunities for people with care and support to actively contribute through employment and volunteering</li> </ul>	<p>commissioners and providers of services; working towards a shared aspiration of better outcomes for individuals which continues to be advanced</p> <p>We are working on better access to information, advice and community resource that is available to support people's well-being within their communities. There has been real progress in developing well-being networks so people can connect to their communities. We are working with Swansea University using the most significant change methodology to review and understand what makes the most difference in people's lives.</p> <p>As part of the social justice strategy, A draft "Connected Monmouthshire" plan has been developed with partner agencies. Views on the plan are currently being sought on what people think is important and what should be done to help tackle loneliness and social isolation, and where we have potential gaps in provision.</p> <p>A new corporate parenting strategy is in place that sets out how the whole Council (officers and members) will work together to fulfil the role as parents to looked after children (LAC and care leavers). Children's Services have also strengthened working arrangements with Youth Enterprise to improve opportunities for care leavers not in education, employment or training. A post has been created with Youth Enterprise to support 16 – 18 year old care leavers with education, training and employment.</p> <p>'My Day, My Life, is a person-centred approach to support for people with learning disabilities. In the last year, this approach has been expanded through My Mates, wider networks and personal relationships. 'My Day, My Life' opportunities have been supporting people to participate in the community through social and volunteering opportunities to live their lives in a way that matters to them.</p>
<p>16) THE COUNCIL DELIVERS ON SOCIAL JUSTICE, BETTER PROSPERITY AND REDUCING INEQUALITY</p>	<ul style="list-style-type: none"> <li>• Reduce child poverty and social isolation and improve economic inclusion</li> <li>• Promote equality and diversity and ensure opportunities are genuinely available to all</li> <li>• Advance social justice and well-being through Asset Based Community Development</li> </ul>	<p>A Social Justice Strategy has been developed and demonstrates the Council's commitment to address inequalities and improve outcomes for the county's people and communities. It establishes the Council's purpose, intentions and activities for the next four years. This includes programs of work related to overcoming inequalities in access to economic prosperity, giving children the best start in life, overcoming barriers to attainment &amp; opportunity to tackle the scourge of loneliness and isolation.</p> <p>The social justice strategy sets out to develop an Asset Based Community Development approach with communities and partner organisations to keep the community at the heart of what we do by taking a 'place based approach', working with communities to identify their own strengths and areas for development and well-being. Bringing together public</p>

		<p>services, community leaders, business, schools and residents to address the issues that matter to our communities.</p> <p>The Council's Strategic Equality Plan is being reviewed to align to the evidence and direction in the Social Justice Strategy, to deliver relevant parts.</p>
<p>17) THE COUNCIL ENABLES BETTER LOCAL SERVICES THROUGH SUPPORTING VOLUNTEERS AND SOCIAL ACTION</p>	<ul style="list-style-type: none"> <li>• Ensure meaningful community engagement to understand the assets and priorities in each locality</li> <li>• Approve volunteering policy and support the Community Volunteering Academy</li> <li>• Extend the reach of Monmouthshire Made Open as a technology-enabled tool for promoting civic action</li> </ul>	<p>A new volunteering policy position has been approved. Monmouthshire, A County That Serves (ACTS) volunteering programme is helping to highlight and support volunteering opportunities available within the county. A Volunteering Toolkit and Network are in place and we deliver Leading Volunteering training. A Digital Volunteer Management System, the Volunteer Kinetic platform, has been implemented for volunteer safe recruitment, communication, capturing outcomes and publicity of opportunities. This will improve the volunteering experience and enhance the communication with our volunteers.</p> <p>Funded through the Rural Development Plan, the 'Be.Community Programme' (formerly the Community Leadership Academy) is designed to increase the participation and quality of community leadership. Progress to date includes a Be.Community Networking event In Abergavenny that was attended by over 250 people.</p> <p>Engagement continues through a variety of the Council's online platforms, face to face and at events. One example is the Council pavilion at Usk Show, where visitors were invited to provide honest and open feedback about how the Council currently interacts with residents. Feedback is being used to develop the future of customer experience at Monmouthshire County Council.</p> <p>Work has been undertaken with community groups to understand how we can best utilise the Made Open platform, the approach is being updated and subject to agreement of voluntary sector groups will be relaunched in Spring 2019.</p>
<p>18) THE COUNCIL BOOSTS LEISURE, RECREATION AND WELLBEING</p>	<ul style="list-style-type: none"> <li>• Deliver a new pool and leisure facilities in Monmouth</li> <li>• Complete a business case on transfer of services to an Alternative Delivery Model</li> <li>• Use section 106 funding strategically to develop local projects that maximise well-being</li> <li>• Improve well-being through Exercise Referral Scheme,</li> </ul>	<p>Phase 1 of Monmouth leisure centre re-design has been completed successfully and re-opened to customers. The £7.4m project includes construction of a 25 metre, five lane swimming pool, which is due for completion at the end of January to launch early February 2019.</p> <p>The first key decisions have been taken by Council to further investigate the Alternative Delivery Model (ADM) for Tourism, Leisure, Culture and Leisure services. This included the agreement to formalise officers to lead upon the project and establish a project team. Work continues on the outstanding matters which includes the business plan, governance arrangements, the performance evaluation framework and other legal documentation that need to be considered, discussed and completed prior to bringing these decisions and reports forward.</p>

Monmouthshire Games and Dragon Sports

Town and Community Councils have been asked to identify their local infrastructure priority needs, for consideration when seeking S106 contributions from new development. A new approach to combining Green Infrastructure, leisure, recreation and community facility S106 requests has been piloted to seek to make more strategic use of contributions.

The Monmouthshire Games continue to take place in each of the county's four leisure centres during school holidays for children aged 5 to 12. As well as physical exercise, among the benefits offered are an appreciation of teamwork, healthy eating and the impact of role models. There have been 3,849 attendances for the 6 month period. The summer was the busiest ever with 3,021 attendances registered.

Monmouthshire's National Exercise Referral Scheme has recently celebrated its tenth birthday. Since its beginning, it has helped over 10,000 people in the county. The scheme works with people aged 17 years and over who have, or are at risk of developing, a chronic disease and takes place in Monmouthshire's four leisure centres. So far this year, 56% of people participating in the exercise referral scheme were still active after 16 weeks.

Well-being of Future Generations Act impact

Contribution of Council goal to Future Generations Act Well-being Goals						
Prosperous Wales	Resilient Wales	Healthier Wales	More equal Wales	Wales of cohesive communities	Vibrant culture and thriving Welsh Language	Globally responsible Wales
✓	✓	✓	✓	✓		

Adopting community-focused approaches promotes **collaboration** which in turn will support well-being. By working with communities, we hope to **prevent** problems from occurring. Opportunities are plentiful in our county so it is vital that everyone is able to be **involved** to maximise benefits to well-being. This should have a **long-term** benefit to individuals and communities. Our actions will have an integrated benefit for many aspects of the act, promoting a prosperous Wales, a more resilient and a healthier Wales. They will promote a Wales of cohesive communities and overall, help to create a more equal Wales. There is also strong **integration** with our responsibilities under the Social Services & Well-being Act.



## Measures of progress

Measure	Previous	Current	Target	Comment
Percentage of people participating in sport 3 or more times a week <sup>12</sup>	38%	Not available	Increase	
Percentage of people participating in the exercise referral scheme still active after 16 weeks	74%	56%	75%	
Percentage of people living independently at home 6 months after reablement	71.3%	69.4%	70%	
Mean mental well-being score for people <sup>13</sup>		Not available		Data not yet available. Well-being of Future Generations Act indicator.
Percentage of people who volunteer <sup>14</sup>	36%	Not available	Increase	Previous is 2016/17 data. Well-being of Future Generations Act indicator.
Percentage of people agreeing that they belong to the area <sup>15</sup>	72%	Not available	Increase	Previous is 2016/17 data. Well-being of Future Generations Act indicator.

**Monmouthshire County Council Goal: E. Future-focused Council**

Why we are focusing on this	Summary – Progress so far 2018/19
<p>Our operating environment is a changing and challenging one. Demographic shifts, increasing demand, Brexit and fiscal uncertainty – all require an understanding that ‘business as usual’ is no more. We will continue to rapidly adapt, develop foresight capability and enable the service changes and countywide transformations that best meet the aspirations of our communities. This outward facing approach will mean reducing the reliance on traditional public services and having more genuinely collaborative local relationships. Digital will feature strongly in this, allowing ‘fit for future’ service models and enabling the sharing of approaches and resources to addressing crosscutting problems.</p> <p>Our goal is to continue to build an engaged, responsive and adaptive Council, able to provide effective leadership, in collaboration with other local partners. We will develop and sustain a dynamic, healthy and rewarding work environment that attracts and retains top talent and enables them to perform at their best.</p> <p>Good governance will be at the heart of what we do and we will ensure the right information gets to the right people to inform decision-making. We will integrate a service focus into all dealings with customers and ensure they are well informed and engaged in decision-making. We understand the best public servants see themselves as not working for the Council – but for the county</p>	<p>Progress evaluation - Level 4 - Good</p> <p>A new Digital strategy has been produced and is based on 7 key themes that together aim to improve the digital maturity of the organisation and realise significant business efficiencies and economies through digitisation. A ‘Chat Bot’ is being developed that will enable residents to receive simple information quickly and easily about our services.</p> <p>The Democratic Services Committee have been engaged in work to improve the democratic character of the organisation and have made a number of recommendations. These are being enacted including increasing public involvement and participation in decision-making.</p> <p>Following approval of the Corporate Plan, the Council’s enabling strategies have been revised to align to the delivery of the Corporate Plan. These include the Digital Strategy, People Strategy and Asset Management Strategy.</p> <p>A Commercial Strategy has been developed. The Council has acquired Castlegate Business Park in Caldicot as part of its commercial portfolio.</p> <p>There remains a significant focus on the financial sustainability of the Council. There is still a need to think differently about the even greater challenges of the medium term and this work and engagement will continue in the coming months as part of our Future Monmouthshire programme to develop the Medium Term Financial Plan.</p>

**Detailed Progress update**

Commitment to action	What we said we would do	Progress so far in 2018/19
<p>19) COUNCIL ENABLES AND PROVIDES GOOD SUSTAINABLE LOCAL SERVICES WHILST DELIVERING AN EXCELLENT CUSTOMER EXPERIENCE ACROSS ALL CHANNELS</p>	<ul style="list-style-type: none"> <li>Develop new business model for Community Hubs and Customer Care to increase access and provide a greater choice of channels for customers to engage with us (online, via the My Monmouthshire app, over the phone or face-to-face)</li> </ul>	<p>Council in September agreed to proceed with the Abergavenny Town Hall refurbishment proposals to enable the facilitation of a community hub and undertake improvements to the Borough Theatre.</p> <p>The Evolve Programme began a process of identifying where and how we can make improvements to customer experience and an interim report will be submitted to Senior Leadership Team in December. To date, this has led to the development of a Chat Bot which will be launched in December, increasing channel choice and enabling some simpler queries to be answered 24/7 using artificial intelligence, freeing up our staff to</p>

	<ul style="list-style-type: none"> <li>• Increase the publication and use of open data to increase accountability and enable others to develop apps that have a civic benefit</li> <li>• Introduce Digital Service Standard</li> </ul>	<p>work on more complex issues. It has also led to the development of new customer service standards.</p> <p>We are looking at how we can develop our open data offer, to build on existing information that is already published on our website such as Council spend data. The local work on this has been paused while it is progressed as a regional workstream through the Cardiff Capital Region City Deal.</p> <p>A new Digital strategy has been produced and is based on 7 key themes that together aim to improve the digital maturity of the organisation and realise significant business efficiencies and economies through digitisation. The Digital Programme Office continue to undertake digital assessments with services and support the development of customer facing digital apps and processes. The continued development of the My Monmouthshire App is one example of this work.</p>
<p>20) COUNCIL OPENS UP DEMOCRATIC ENGAGEMENT &amp; COLLECTIVE DECISION-MAKING</p>	<ul style="list-style-type: none"> <li>• Re-shape our governance arrangements including more detailed options appraisals</li> <li>• Identify ways to get more people involved in local democracy and scrutiny to enhance local decision-making</li> <li>• Develop remote access and attendance at meetings to maximise participation</li> <li>• Revise all enabling strategies and plans – People, Digital and Customers, Assets and Economy and Enterprise</li> <li>• Review and consolidate working groups and arrangements</li> <li>• Revise performance and improvement plans and replace with ‘real-time’ data dashboards</li> </ul>	<p>Democratic Services Committee have overseen changes to report writing including options appraisals and evaluations. The committee has begun to explore how it can broaden its role by improving public involvement in local democracy, creating opportunities to engage with the authority in new ways and identify criteria to prioritise issues for public engagement.</p> <p>County Councillors visited schools across the county during Local Democracy Week in October and aimed to inspire children to have their voices heard. Pupils participated in a variety of interactive games and activities to find out about what makes a good Councillor, raising awareness of their roles and responsibilities and sharing the importance of having a say on things in their community that will affect them. Monmouthshire’s youth forum, Engage2Change, continues to develop engagement and participation throughout the county and encourage active citizenship, ensuring that young people are involved in making decisions that affect their lives.</p> <p>The Council’s constitution has been amended to enable remote attendance at meetings. This has been piloted at Cabinet. Longer term, this should make attendance easier for those balancing the role of Councillor with careers and families.</p> <p>Following approval of the Corporate Plan, the Council’s enabling strategies have been revised and approved by Cabinet to ensure they are properly aligned and contribute to the objectives it sets. These include the Digital Strategy, People Strategy and Asset Management Strategy. Preparations are being made to revise and update the</p>

		<p>Monmouthshire Business Growth &amp; Enterprise Strategy/Inward Investment Strategy. To ensure effective delivery of the corporate plan the role and purpose of service improvement planning has been reviewed and a revised process established.</p> <p>The technology is being tested to enable the creation of ‘real-time’ data dashboards in 2019 which will make use of an automated open data feed from internal and external sources.</p>
<p>21) THE COUNCIL DELIVERS A SUSTAINABLE AND RESILIENT ORGANISATION AND RELEVANT, VIABLE AND VALUED PUBLIC SERVICES</p>	<ul style="list-style-type: none"> <li>• Deliver the Future Monmouthshire programme</li> <li>• Complete the move from task and time approach in social care to relationship-based care at home</li> <li>• Explore and embed new ways of working – Artificial Intelligence, automation and collaborative technology</li> <li>• Develop a commercial strategy and approach</li> <li>• Deliver a sustainable and viable Medium Term Financial Plan</li> </ul>	<p>The Future Monmouthshire programme has identified a number of challenges that we need to address in order to keep going and keep growing. A new programme of training called Evolve has brought together cohorts of officers from a variety of teams to try to solve some of the challenges and propose potential solutions. Topics covered so far are Customer Services and Transport, officers from the cohorts continue to progress work in these areas.</p> <p>Adult social services have been embarking upon a programme looking at a transformational approach to the delivery of care at home. The Council’s Care at Home service is being completely remodelled where; instead of concentrating on completing tasks in short time periods, home carers focus on relationship based care working more flexibly with people based on what matters to them. By focusing on supporting people this way, we hope to see improvements in personal outcomes and well-being. The model has given consideration to the responsibility under the Social Services and Well-being Act and Future Generations Act. The model also develops a very different relationship between commissioners and providers of services; working towards a shared aspiration of better outcomes for individuals which continues be advanced.</p> <p>As part of the delivery of the Corporate Plan a Commercial Strategy has been developed. The strategy seeks to enhance income generation, develop an approach to commercialising assets and create a commercial culture and ethos. The Council has acquired Castlegate Business Park in Caldicot as part of its commercial portfolio. The business park sits on a circa 17 acre site and provides 252,000 square foot of serviced accommodation. It is home to some of the most important commercial interests in the county including Mitel Networks, Microsemi, and a host of SMEs.</p> <p>Following the approval of the Corporate plan a financial strategy is being developed, this will apply a strategic lens to the Council’s finances and across the medium term – both revenue and capital, develop further the approach around the MTFP (Medium Term</p>

		<p>Financial Plan) and budget setting process and align to the delivery of the corporate plan to ensure its aspirations are sustainable.</p> <p>A process for setting the budget for 2019/20 has been established. A revised proposal template has been developed to strengthen the capture of budget proposals. An essential part of the process is closer alignment between services business planning arrangements and financial planning arrangements to improve the quality of service planning. There is still a need to think differently about the even greater challenges of the medium term and this work and engagement will continue in the coming months as part of our Future Monmouthshire programme to develop the Medium Term Financial Plan.</p>
<p>22) THE COUNCIL PUTS PEOPLE AT HEART OF ALL IT DOES AND INSPIRES EXCELLENCE IN WORKPLACE AND EMPLOYEES</p>	<ul style="list-style-type: none"> <li>• Strengthen decision making and accountability</li> <li>• Prioritise Health, Safety and workplace Well-being</li> <li>• Promote diversity and inclusion</li> <li>• Engage employees through personal development training and learning</li> </ul>	<p>Information on strengthening decision making and accountability is provided in commitment to action 20.</p> <p>One of the key themes of the revised People Strategy is health, safety and well-being. Activity that is being undertaken includes reviewing effectiveness of attendance management approaches in problem areas and work to introduce a colleague handbook. A “go to group” has recently been implemented that provides people with a safe place to go to raise concerns, discuss problems and potential solutions. Work also continues with directorate Health and Safety groups to implement improvements in identified areas.</p> <p>Another key theme of the people strategy is workforce Planning/Inclusion and diversity. We need to not only have the right people with the right skills, knowledge and behaviours today but we also need to think and plan ahead to future proof our workforce. As part of this a cadetship programme has been developed to ensure a quality succession plan, delivering highly trained, fully qualified and experienced staff, trained by our own workforce</p> <p>The corporate learning and development plan is based on supporting the current and future needs of the organisation and is coupled with the operational learning and development plans delivered in Operations and Social Care and health. The organisational learning and development offer is being reviewed to ensure return on investment is maximised.</p>

## Well-being of Future Generations Act impact

Contribution of Council goal to Future Generations Act Well-being Goals						
Prosperous Wales	Resilient Wales	Healthier Wales	More equal Wales	Wales of cohesive communities	Vibrant and culture thriving Welsh Language	Globally responsible Wales
✓	✓			✓		✓

The **long-term** nature of our goal is evident – shaping our services to meet the needs of our communities now, and into the future, is essential if we are to remain relevant and viable. Utilising data more effectively to plan **preventative** approaches and enhancing our digital capabilities are just some of the ways we intend to do this. **Involving** people in decision-making and scrutiny will ensure our direction of travel is **collaborative** and fit for the generations to come. **Integrating** our approach will make sure that our resources are used in the places they are needed the most, and as efficiently as possible. Making our reducing financial resources stretch as far as possible is vital for future sustainability.

### Measures of progress

Measure	Previous	Latest	Target	Comment
Number of workshops/facilitation events delivered as part of Future Monmouthshire Programme	22	7	20	
Percentage of targeted budget reductions achieved	93%	86%	95%	Latest is Month 2 2018/19 data
Number of open data sets published	5	5	5	
Income generation from commercial investments	Not applicable	Not available	Establish Baseline	Baseline to be established in 2018/19 to reflect investment portfolio that will be created following the adoption of the investment policy, implemented following the approval of the Asset Management Strategy in May 2018.
Average number of working days lost to sickness	10.9	10.4	10.5	Latest forecast rate for the year based on data so far in 2018/19. Trends indicate the rate is likely to increase during the winter months.
Percentage of staff turnover	7.6%	5.6%	Track	
Percentage of people that agree their local Council provides high quality services <sup>16</sup>	51%	Not available		Previous is 2016/17 data. Data is sourced from the National Survey for Wales. The question is not in the current survey. An appropriate replacement indicator will be considered.

- 
- <sup>1</sup> Sport Wales, School Sport Survey data <http://sport.wales/research--policy/surveys-and-statistics/statistics.aspx>
  - <sup>2</sup> Careers Wales, Annual Survey of School Leavers <http://destinations.careerswales.com/>
  - <sup>3</sup> Stats Wales, Gross Value Added <https://statswales.gov.wales/Catalogue/Business-Economy-and-Labour-Market/Regional-Accounts/Gross-Value-Added-GDP>
  - <sup>4</sup> NOMIS, Earnings by Workplace <https://www.nomisweb.co.uk/reports/lmp/la/1946157403/report.aspx>
  - <sup>5</sup> NOMIS, Earnings by Workplace <https://www.nomisweb.co.uk/reports/lmp/la/1946157403/report.aspx>
  - <sup>6</sup> Stats Wales, Active Business Enterprises <https://statswales.gov.wales/Catalogue/Business-Economy-and-Labour-Market/Businesses/Business-Demography/activebusinessenterprisesperpopulation-by-area-year>
  - <sup>7</sup> Monmouthshire County Council, Joint Housing Land Availability Study, <https://www.monmouthshire.gov.uk/planning-policy/housing-land-supply>
  - <sup>8</sup> The total economic impact of tourism, STEAM data. The economic impact of Tourism is indexed each year.
  - <sup>9</sup> National Indicator for the Well-being of Future Generations Act, <https://gov.wales/topics/people-and-communities/people/future-generations-act/national-indicators/?lang=en>
  - <sup>10</sup> As part of the requirements under the Active Travel (Wales) Act, the Council has established Integrated Network Maps setting out the Council's plans for improving active travel routes, <https://www.monmouthshire.gov.uk/the-active-travel-act>
  - <sup>11</sup> Air quality indicators, Stats Wales <https://statswales.gov.wales/Catalogue/Environment-and-Countryside/Air-Quality/airqualityindicators-by-localauthority>
  - <sup>12</sup> Sport Wales, Sport & Active Lifestyles 2017-18: State of the Nation Report <http://sport.wales/research--policy/surveys-and-statistics/statistics.aspx>
  - <sup>13</sup> National Indicator for the Well-being of Future Generations Act, <https://gov.wales/topics/people-and-communities/people/future-generations-act/national-indicators/?lang=en>
  - <sup>14</sup> Stats Wales, National Survey for Wales, <https://statswales.gov.wales/Catalogue/National-Survey-for-Wales/Well-being-and-Finances/percentageofpeoplewhovolunteer-by-age>
  - <sup>15</sup> Stats Wales, National Survey for Wales, <https://statswales.gov.wales/Catalogue/National-Survey-for-Wales>
  - <sup>16</sup> Stats Wales, National Survey for Wales, <https://statswales.gov.wales/Catalogue/National-Survey-for-Wales>

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<b>SUBJECT:</b>	<b>WELSH CHURCH FUND WORKING GROUP</b>
<b>MEETING:</b>	<b>Cabinet</b>
<b>DATE:</b>	<b>5<sup>th</sup> December 2018</b>
<b>DIVISIONS/WARD AFFECTED:</b>	<b>All</b>

## 1. PURPOSE:

1.1 The purpose of this report is to make recommendations to Cabinet on the Schedule of Applications for the Welsh Church Fund Working Group meeting 5 of the 2018/19 financial year held on the 25<sup>th</sup> October 2018.

## 2. RECOMMENDATION:

2.1 We resolved that the following grants be awarded as per the schedule of applications.

### SCHEDULE OF APPLICATIONS CONSIDERED 2018/19 – MEETING 5.

1. **Caldicot Youth Group** requested £933 to provide recreational equipment for the Youth Club that is suitable for pupils that attend Caldicot Primary Schools as a social integration platform before transition to the Comprehensive.

Recommendation: £250 was awarded towards the cost of the supplying specific recreational and sporting equipment for youth club participation.

2. **Llandogo Village Hall** requested £10,000 to assist in the purchase and installation of a disabled and emergency access ramp for access / egress that will replace an old ramp that has been demolished due to poor design and construction and had rotted away.

Recommendations: £2,000 was awarded to assist in enabling the Health & Safety access upgrades to ensure that this community asset meets current safety standards.

3. **Abergavenny Scout Group**, requested £4,000 to assist in providing a new luggage trailer for the Scout, Cubs and Beavers groups within the Abergavenny area to attend future camps and social events.

Recommendation: £1,000 was awarded to assist in the purchase of an asset to be used to benefit community youth groups in the Abergavenny area.

4. **St John the Baptist Church, Llanhennock**, requested £555 for the refurbishment and restoration of the Church door locks and installation of a draft proofing curtain on the south door.

Recommendation: £555 was awarded to assist in the refurbishment of the church door locks on the grounds of security and provision of draft-proofing for energy efficiency.

### **3. OPTIONS APPRAISAL**

Options available to the Committee are driven by the information only supplied by the applicants

### **4. EVALUATION CRITERIA**

No evaluation criteria is applicable to the grant awarded by the trust

### **5. REASONS**

A meeting took place on Thursday 25<sup>th</sup> October 2018 of the Welsh Church Fund Cabinet Working Group to recommend the payment of grants as detailed in the attached schedule (Appendix 2).

County Councillors in attendance:

County Councillor A. Webb (Chair)  
County Councillor D. Evans (Vice Chair)  
County Councillor B. Strong  
County Councillor S. Woodhouse

OFFICERS IN ATTENDANCE:

D Jarrett      Central Finance  
R Williams    Committee Administration

#### **5.1 DECLARATIONS OF INTEREST**

None

#### **5.2 APOLOGIES FOR ABSENCE**

None

#### **5.3 CONFIRMATION OF REPORT OF PREVIOUS MEETING**

The minutes of the last meeting held on 20<sup>th</sup> September 2018 were confirmed and signed as a true record.

### **.RESOURCE IMPLICATIONS**

A total of £3,785 was allocated at Meeting 5 of the Welsh Church Fund Committee. A remaining balance of £15,404 will be carried forward for distribution within the 2018-19 financial year.

**6. WELLBEING OF FUTURE GENERATIONS IMPLICATIONS  
(INCORPORATING EQUALITIES, SUSTAINABILITY, SAFEGUARDING AND  
CORPORATE PARENTING):**

There are no Future Generations, equality, safeguarding, corporate parenting or sustainable development implications directly arising from this report. The assessment is contained in the attached appendix.

**7. CONSULTEES:**

Senior Leadership Team  
All Cabinet Members  
Head of Legal Services  
Assistant Head of Finance  
Central Finance Management Accountant

**8. BACKGROUND PAPERS:**

Welsh Church Fund Schedule of Applications 2018/19– Meetings 5 (Appendix 2)

**9. AUTHOR:**

David Jarrett – Senior Accountant – Central Finance Business Support

**10. CONTACT DETAILS**

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<p><b>Name of the Officer</b> D Jarrett <b>Phone no: 4657</b> <b>E-mail: davejarrett@monmouthshire.gov.uk</b></p>	<p><b>Please give a brief description of the aims of the proposal</b> To assess the Grant Allocation Processes of the Welsh Church Fund for the meeting of the Welsh Church Fund Working Group on the 25<sup>th</sup> October 2018</p>
<p><b>Name of Service</b> Finance</p>	<p><b>Date Future Generations Evaluation</b> 25th October 2018</p>


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**1 Does your proposal deliver any of the well-being goals below?** Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal.





<b>Well Being Goal</b>	<b>How does the proposal contribute to this goal? (positive and negative)</b>	<b>What actions have been / will be taken to mitigate any negative impacts or better contribute to positive impacts?</b>
<p><b>A prosperous Wales</b> Efficient use of resources, skilled, educated people, generates wealth, provides jobs</p>	<p>Positive in relation to developing the skills and proficiencies of applicants</p>	
<p><b>A resilient Wales</b> Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)</p>	<p>Positive in the teaching of biodiversity and ecological issues through the provision of educational resources</p>	
<p><b>A healthier Wales</b> People's physical and mental wellbeing is maximized and health impacts are understood</p>	<p>Positive in that people's mental health and physical health is enhanced by a collective activity / process.</p>	

Well Being Goal	How does the proposal contribute to this goal? (positive and negative)	What actions have been / will be taken to mitigate any negative impacts or better contribute to positive impacts?
<b>A Wales of cohesive communities</b> Communities are attractive, viable, safe and well connected	Positive in relation to connecting the community and its constituents	
<b>A globally responsible Wales</b> Taking account of impact on global well-being when considering local social, economic and environmental wellbeing	Positive in relation to social well-being. Also, helping the environmental well-being of the community through preservation of history.	
<b>A Wales of vibrant culture and thriving Welsh language</b> Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation	Positive in relation to the promotion of culture in the community	
<b>A more equal Wales</b> People can fulfil their potential no matter what their background or circumstances	Positive in respect of helping people to achieve their potential irrespective of individual circumstances	

**2. How has your proposal embedded and prioritised the sustainable governance principles in its development?**

Sustainable Development Principle	How does your proposal demonstrate you have met this principle?	What has been done to better to meet this principle?
 Balancing short term need with long term and planning for the future	Not applicable to Welsh Church Fund Trust	



Sustainable Development Principle	How does your proposal demonstrate you have met this principle?	What has been done to better to meet this principle?
 <p><b>Collaboration</b> Working together with other partners to deliver objectives</p>	Not applicable to Welsh Church Fund Trust	
 <p><b>Involvement</b> Involving those with an interest and seeking their views</p>	Not applicable to Welsh Church Fund Trust	
 <p><b>Prevention</b> Putting resources into preventing problems occurring or getting worse</p>	Not applicable to Welsh Church Fund Trust	
 <p><b>Integration</b> Positively impacting on people, economy and environment and trying to benefit all three</p>	Not applicable to Welsh Church Fund Trust	

**3. Are your proposals going to affect any people or groups of people with protected characteristics?** Please explain the impact, the evidence you have used and any action you are taking below.

<b>Protected Characteristics</b>	<b>Describe any positive impacts your proposal has on the protected characteristic</b>	<b>Describe any negative impacts your proposal has on the protected characteristic</b>	<b>What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?</b>
Age	Encouraging the socializing of differing age groups through social provision	None	
Disability	Proposal to assist in the provision of disabled facilities.	None	
Gender reassignment	No impact	No impact	
Marriage or civil partnership	No impact	No Impact	
Race	No impact	No Impact	
Religion or Belief	Encouraging religion through education at the point of delivery through the provision of enhanced facilities	None	
Sex	No impact	No impact	
Sexual Orientation	No impact	No Impact	
Welsh Language	No impact on Welsh Language	No impact on Welsh Language	

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4. Council has agreed the need to consider the impact its decisions has on important responsibilities of Corporate Parenting and safeguarding. Are your proposals going to affect either of these responsibilities? For more information please see the guidance note <http://hub/corporatedocs/Democratic%20Services/Equality%20impact%20assessment%20and%20safeguarding.docx> and for more on Monmouthshire's Corporate Parenting Strategy see <http://hub/corporatedocs/SitePages/Corporate%20Parenting%20Strategy.aspx>

	<b>Describe any positive impacts your proposal has on safeguarding and corporate parenting</b>	<b>Describe any negative impacts your proposal has on safeguarding and corporate parenting</b>	<b>What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?</b>
Safeguarding	Not applicable		
Corporate Parenting	Not applicable		

5. What evidence and data has informed the development of your proposal?

The evidence and data used for the assessment of each applicant to the Welsh Church Fund is supplied by the applicant upon submission of their application. The data and information supplied or subsequently requested is used to form the basis of the Committees' decision on whether to award a qualifying grant.

**6. SUMMARY: As a result of completing this form, what are the main positive and negative impacts of your proposal, how have they informed/changed the development of the proposal so far and what will you be doing in future?**

The grant aid supports and highlights the positive effect that decisions the Welsh Church Fund Working Group have on the applicants funding requests from Voluntary Organisations, Local Community Groups, Individuals and Religious Establishments. All awards are made in the belief that the funding is utilised for sustainable projects and cultural activities that benefit individuals, organisations, communities and their associated assets. All grants are awarded within the Charitable Guidelines of the Trust

**7. Actions. As a result of completing this form are there any further actions you will be undertaking? Please detail them below, if applicable.**

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What are you going to do	When are you going to do it?	Who is responsible	Progress
Award grants	December 2018	Welsh Church Fund	On target

**8. Monitoring: The impacts of this proposal will need to be monitored and reviewed. Please specify the date at which you will evaluate the impact, and where you will report the results of the review.**

**The impacts of this proposal will be evaluated on:**

The Payment of grants awarded to the successful applicants